



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.

January 19, 2011
REGULAR BOARD MEETING
CLOSED SESSION – 6:00 p.m. – 7:00 p.m.

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

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

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

Notice to the Audience on Public Comment

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

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

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

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

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

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

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

2.0 CLOSED SESSION (AND AFTER REGULAR SESSION IF NECESSARY)

- 2.1 Public Employee Appointment/Employment, Government Code Section 54957
 - a. Certificated Employees (see Attached)
 - b. Classified Employees (see attached)
- 2.2 Public Employee Discipline/Dismissal/Release/Leaves
- 2.3 Negotiations Update
 - a. CSEA
 - b. PVFT
 - c. Unrepresented Units: Management and Confidential
 - d. Substitutes – Communication Workers of America (CWA)
- 2.4 Claims for Damages
- 2.5 Existing Litigation
- 2.6 Pending Litigation
- 2.7 Anticipated Litigation
- 2.8 Real Property Negotiations
- 2.9 4 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 Leslie De Rose, Kim De Serpa, Doug Keegan, Sandra Nichols, Karen Osmundson, Jeff Ursino, and President Willie Yahiro.
- 3.3 Student Recognition
 - *Angel Rocha-Duarte, Alianza Charter School*
 - *Myles Remde, Bradley Elementary School*
 - *Alondra Iniguez, Linscott Charter School*
 - *Jaqueline Renteria, Pacific Coast Charter School*
 - *Jessica Anne Rayburn, Watsonville Charter School of the Arts*

4.0 ACTION ON CLOSED SESSION

5.0 APPROVAL OF THE AGENDA

6.0 APPROVAL OF MINUTES
a) Minutes of December 8, 2010

7.0 HIGH SCHOOL STUDENTS BOARD REPRESENTATIVES REPORT

8.0 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.)

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

11.0 CONSENT AGENDA

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

- 11.1 Purchase Orders December 1, 2010 – January 12, 2011.
The PO's will be available in the Superintendent's Office.
- 11.2 Warrants December 1, 2010 – January 12, 2011.
The warrants will be available in the Superintendent's Office.
- 11.3 Approve Resolution #10-11-11, Authorized District Representatives for the School Facility Program.
- 11.4 Approve CAHSEE Passage Waiver in English Language Arts for Pajaro Valley High School #10-11-01.
- 11.5 Approve CAHSEE Passage Waiver in English Language Arts for Pajaro Valley High School #10-11-02.
- 11.6 Approve CAHSEE Passage Waiver in English Language Arts for Pajaro Valley High School #10-11-03.
- 11.7 Approve CAHSEE Passage Waiver in English Language Arts for Pajaro Valley High School #10-11-04.
- 11.8 Approve CAHSEE Passage Waiver in English Language Arts for Pajaro Valley High School #10-11-05.
- 11.9 Approve CAHSEE Passage Waiver in English Language Arts for Pajaro Valley High School #10-11-06.
- 11.10 Approve CAHSEE Passage Waiver in English Language Arts for Pajaro Valley High School #10-11-07.
- 11.11 Approve CAHSEE Passage Waiver in English Language Arts for Pajaro Valley High School #10-11-08.
- 11.12 Approve CAHSEE Passage Waiver in English Language Arts for Pajaro Valley High School #10-11-09.
- 11.13 Approve CAHSEE Passage Waiver in English Language Arts for Pajaro Valley High School #10-11-10.
- 11.14 Approve CAHSEE Passage Waiver in Math for Pajaro Valley High School #10-11-11.
- 11.15 Approve CAHSEE Passage Waiver in Math for Pajaro Valley High School #10-11-12.

- 11.16 Approve CAHSEE Passage Waiver in Math for Pajaro Valley High School #10-11-13.
- 11.17 Approve CAHSEE Passage Waiver in Math for Pajaro Valley High School #10-11-14.
- 11.18 Approve CAHSEE Passage Waiver in Math for Pajaro Valley High School #10-11-15.
- 11.19 Approve CAHSEE Passage Waiver in Math for Pajaro Valley High School #10-11-16.
- 11.20 Approve Williams Complaint Quarterly Report for October, November, and December 2010: 1 Complaint Regarding Renaissance High School Roof Leak in Portable Classroom.
- 11.21 Approve Authorized Signatories for Student Teaching Agreements for 2010-2011.

The administration recommends approval of the Consent Agenda.

12.0 DEFERRED CONSENT ITEMS

13.0 POSITIVE PROGRAM REPORTS

- 13.1 Report on Algebra Boot Camp at Rolling Hills Middle School.
Report by Murry Schekman, Assistant Superintendent. *10 min.*
- 13.2 Report on California Department of Education’s Acknowledgement of Implementation of Seal of Biliteracy Program.
Report by Dorma Baker, Superintendent. *5 min.*

14.0 REPORT AND DISCUSSION ITEMS

- 14.1 Report and discussion on Governor’s January 2011-2012 Budget Proposal.
Report by Helen Bellonzi, Finance Director. *15 min.*

15.0 REPORT, DISCUSSION AND POSSIBLE ACTION ITEMS

- 15.1 Report, discussion and possible action on PVUSD’s 2009-2010 Financial Audit Report.
Report by Helen Bellonzi, Finance Director. *15 min.*
- 15.2 Report, discussion and possible action to Appoint Members to Board Standing Committees and Organizations.
 - 1. *Community Advisory Committee – SELPA*
 - 2. *District English Learners Advisory Committee (DELAC)*
 - 3. *Fringe Benefits*
 - 4. *GATE Advisory Committee*
 - 5. *Governmental Relations*
 - 6. *Mello Center JPA*
 - 7. *Migrant Head Start Policy Advisory*
 - 8. *Pajaro Valley Prevention and Student Assistance (PVPSA)*
 - 9. *Safety Committee*
 - 10. *SPECTRA**Report by President Yahiro.* *5 min.*
- 15.3 Report, discussion and possible action on Updates to the following Board Policies (BP).
 - a. BP 3515.2, Disruptions
 - b. BP 5131, Conduct
 - c. BP 5145.11, Questioning and Apprehension by Law Enforcement.
 - d. BP 6142.7, Physical Education and Activity
 - e. BP 6158, Independent Study
 - f. BP 6162.5, Student Assessment*Report by Dorma Baker, Superintendent.* *5 min.*

- 15.4 Report, discussion and possible action to approve Policy #5118, Open Enrollment Act Transfers.
Report by Dorma Baker, Superintendent. 2 min.
- 15.5 Report, discussion and possible action to approve Update to Policy #4112.2, Certification.
Report by Albert Roman, Assistant Superintendent, Human Resources 2 min.
- 15.6 Report, discussion and possible action to approve Provisional Internship Permit for Carmen Becerra.
Report by Albert Roman, Assistant Superintendent, Human Resources. 2 min.

16.0 GOVERNING BOARD AND SUPERINTENDENT COMMENTS/REPORTS

17.0 UPCOMING BOARD MEETINGS/REMAINING BOARD MEETINGS FOR 2010

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.

- 17.1 Discuss and decide on date for Board Governance Study Session.

		Comment
February	<ul style="list-style-type: none"> ▪ 9 ▪ 23 	▪
March	<ul style="list-style-type: none"> ▪ 9 ▪ 23 	<ul style="list-style-type: none"> ▪ Approve 2nd Interim Report ▪
April	<ul style="list-style-type: none"> ▪ 13 ▪ 27 	▪
May	<ul style="list-style-type: none"> ▪ 11 ▪ 25 	▪ Approve 3 rd Interim Report
June	<ul style="list-style-type: none"> ▪ 8 ▪ 22 	▪ 10-11 Budget Adoption
July	▪	▪ No Meetings Scheduled
August	<ul style="list-style-type: none"> ▪ 10 ▪ 24 	
September	<ul style="list-style-type: none"> ▪ 14 ▪ 28 	▪ Unaudited Actuals
October	<ul style="list-style-type: none"> ▪ 12 ▪ 26 	
November	▪ 16	▪
December	▪ 7 Annual Organization Mtg.	▪ Approve 1 st Interim Report

18.0 ADJOURNMENT

PAJARO VALLEY UNIFIED SCHOOL DISTRICT
 CLOSED SESSION AGENDA
 January 19, 2011

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

New Hires	
1	Bilingual Teacher
1	ELS
6	Teachers
1	Teacher on Special Assignment (TOSA)
New Substitutes	
	None
Rehires	
2	Teachers
1	TOSA
Promotions	
1	Administrative Assistant
1	Behavior Technician
New Hires Probationary	
1	Behavior Technician
2	Bus Drivers
2	Site Computer Technician
1	Testing Specialist I
Administrative Appointments	
1	Academic Coordinator
1	Elementary Principal
2	High School Principals
Transfers	
1	Teacher
Extra Pay Assignments	
8	Teachers
Extra Period Assignments	
	None
Leaves of Absence	
	None

Retirements	
	None
Resignations/Terminations	
	None
Supplemental Service Agreements	
1	Language Tester
30	Migrant Education Teachers
6	Team Leaders
22	Elementary Teachers
9	Secondary Teachers
Miscellaneous Actions	
2	Working Out of Class
1	39 Month Rehire
2	Administrative Transfers
1	Change in Days
1	Change in Hours
Separations From Service	
1	Accounting Specialist II
1	Office Manager – High School
After School Program	
	None
Limited Term – Projects	
1	Administrative Secretary III
1	Campus Safety Coordinator
1	Custodian I
2	Custodian II
2	Data Entry Specialists
13	Enrichment Specialists
1	HR Specialist
12	Instructional Assistant – General
1	Language Support Liaison
2	Lead Custodian II
1	Lead Custodian III
1	Office Assistant I
1	Office Assistant II
7	Office Assistant III

2	Transfers
Limited Term – Substitute	
1	Attendance Specialist
3	Cafeteria Assistants
1	Campus Safety Coordinators
3	Custodian I
1	Groundskeeper I
2	Health Assistants
1	HR Technician
1	Instructional Assistant I
2	Instructional Assistant II
Exempt	
12	Babysitters
1	Crossing Guard
4	Instructional Assistant MCC
1	MEES
4	Migrant OWE
1	Safety Monitor
1	Spectra Artist
9	Student Helpers
Provisional	
1	Office Assistant II
2	Office Assistant III



December 8, 2010
BOARD ANNUAL ORGANIZATION MEETING
UNADOPTED MINUTES
CLOSED SESSION – 5:30 p.m. – 7:00 p.m.
PUBLIC SESSION – 7:00 p.m.
DISTRICT OFFICE
BOARDROOM
292 Green Valley Road
Watsonville, CA 95076

1.0 CLOSED SESSION OPENING CEREMONY IN OPEN SESSION – 5:30 P.M.

1.1 Call to Order

President Wilson called the meeting of the Board to order at 5:35 at 292 Green Valley Road, Watsonville, CA.

1.2 Public comments on closed session agenda.

Bobby Salazar, classified employee, spoke of his concern that the Office Assistant III positions will be opened up instead of assigning current OAI the opportunity. He thanked trustees Wilson and Turley for their work and for the tough decisions they had to make.

2.0 CLOSED SESSION (AND AFTER REGULAR SESSION IF NECESSARY)

2.1 Public Employee Appointment/Employment, Government Code Section 54957

a. Certificated Employees

b. Classified Employees

New Hires	
	None
New Substitutes	
18	Substitutes
Rehires	
	None
Promotions	
	None
New Hires Probationary	
	None
Administrative	
	None
Transfers	
	None
Extra Pay Assignments	
4	Athletic Director
8	Coaches
13	Department Chairs
Extra Period Assignments	

	None
Leaves of Absence	
5	Primary Teacher
1	Pre-School Teacher
1	Assistant Principal
1	Custodian II
1	Guidance Specialist
1	Health Services Assistant
2	Instructional Assistant I
1	Office Manager
Retirements	
	None
Resignations/Terminations	
1	Pre-school Teacher
1	Primary Teacher
1	Secondary Teacher
Supplemental Service Agreements	
1	Special Education Nurse
1	Technology Teacher
1	Staff Development Special Education
47	Primary Teacher
40	Secondary Teacher
10	PAR
5	Curriculum Planning
3	Program Specialist
Miscellaneous Actions	
	None
Separations From Service	
	None
After School Program	
48	Primary After School
6	Secondary After School
8	New School and Arts
Limited Term – Projects	
1	Campus Safety Coordinator
1	Custodian I

1	District Technology Support Technician
5	Enrichment Specialist
1	ESNR Planning
20	Instructional Assistants – General
3	Instructional Assistant – Migrant Education
1	Instructional Support Clerk
2	Language Support Liaison
1	Library Media Technician
1	Office Assistant II
4	Office Assistant III
2	Office Manager
2	Workability
Limited Term – Substitute	
3	Cafeteria Assistants
1	Campus Safety Coordinator
1	Accounting Specialist II
2	Instructional Assistant II
3	Instructional Assistant – Migrant Education
Exempt	
7	Babysitter
2	Spectra Artist
20	Student Helper
1	Yard Duty
1	Yard Supervisor
Provisional	
1	Behavior Technician
1	Site Computer Support Technician

2.2 Public Employee Discipline/Dismissal/Release/Leaves

2.3 Negotiations Update

- a. CSEA
- b. PVFT
- c. Unrepresented Units: Management and Confidential
- d. Substitutes – Communication Workers of America (CWA)

2.4 Claims for Damages

Minor v. PVUSD
Date of loss per claim: 7/11/09

2.5 Existing Litigation

- 2.6 Pending Litigation
- 2.7 Anticipated Litigation
- 2.8 Real Property Negotiations
- 2.9 19 Expulsions

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

3.1 **Pledge of Allegiance**
 Trustee Turley led the Board in the Pledge of Allegiance.

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

President Wilson welcomed everyone. She asked for a moment of silence in honor of Ana Serrano, a bus driver who recently passed away.

3.3 **Musical Presentation by Mintie White Students *Los Pajaritos***
 The Board enjoyed a musical presentation by students from Mintie White School.

Teacher: Jose Humberto Camacho - Guitar
Miguel Angel Calero - Bandurria

Students:

- *Humberto Camacho*
- *Aaron Gomez*
- *Antonio Raya*
- *Denise S. Mendoza*
- *Elsy N. Romero*
- *Gerardo Barajas*
- *Griselda Ramirez*
- *Janet Camacho*
- *Jaqueline Gomez*
- *Jennifer Quintana*
- *Karina Campos*
- *Mark A. Camacho*
- *Martha Avendaño*
- *Mayra Ponce*
- *Pamela Donoso*
- *Yoatzy Olivares*

35 **Tri County Real Estate - Administrator of the Month Award**
- Brian Saxton, Principal, Aptos Jr. High School

Some Aptos Jr. High staff were present and commented on Brian's support for teachers and staff. They thanked him for his hard work and noted that it is a pleasure to work with him and that staff seems to be more united than ever.

Brian thanked all for the award and stated that he would not be able to do his work without the support of the staff. He said he enjoys his work and the new challenges every day.

3.6 Student Recognition

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

- *Kaila Ahnn Wilson Palac – Amesti Elementary School*
- *Angel Gutierrez – T.S. MacQuiddy Elementary School*
- *Jocelyne Gutierrez – Ann Soldo Elementary School*
- *Manuel Garcia - Ohlone Elementary School*
- *Autumn Ricketts – Starlight Elementary School*

3.4 Presentation by Aptos High School Choir

The Board enjoyed a musical presentation that included Holiday songs from the Aptos High School Choir.

Teacher: Crista Harrington

- *Angela Black*
- *Timothy Bonanao*
- *Serena Calgano*
- *Sarah Ebeling*
- *Lexi Farr*
- *ALison Hoffman*
- *Kathleen Murray*
- *Jacob Nichols*
- *Edgar Paramo-Soto*
- *Emily Wallace*
- *Maddy Welty*
- *Mary Williamson*
- *Vanessa Yearsley*

4.0 ACTION ON CLOSED SESSION

Eli Kukkola, student, spoke on his behalf regarding the expulsion recommendation.

David Kukkola, grandfather of Eli Kukkola, spoke about the incident that got his grandson expelled and asked the Board that charges be reduced, requesting a suspension of the recommended expulsion and for the incident to be removed from Eli's record.

2.1 Public Employee Appointment/Employment, Government Code Section 54957

a. Certificated Employees

Trustee Nichols moved to approve the certificated employee report as presented. Trustee De Rose seconded the motion. The motion passed unanimously.

b. Classified Employees

Trustee Nichols moved to approve the classified employee report as presented. Trustee De Rose seconded the motion. The motion passed unanimously.

2.4 Claims for Damages

Minor v. PVUSD

Date of loss per claim: 7/11/09

Trustee Nichols reported that the board unanimously approved to reject all claims with occurrence from 11/2/09 to 11/2/10, and to send notice of rejection to Taylor Ring, et al.

2.9 19 Expulsions

Action on Expulsions:

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

10-11-019

Trustee Keegan seconded the motion. The motion passed unanimously.

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

10-11-021

Trustee Keegan seconded the motion. The motion passed unanimously.

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

10-11-024

Trustee Keegan seconded the motion. The motion passed unanimously.

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

10-11-025

Trustee Keegan seconded the motion. The motion passed unanimously.

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

10-11-027

Trustee Keegan seconded the motion. The motion passed 6/1/0 (Osmundson dissented).

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

10-11-028

Trustee Keegan seconded the motion. The motion passed unanimously.

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

10-11-029

Trustee Keegan seconded the motion. The motion passed unanimously.

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

10-11-030

Trustee Keegan seconded the motion. The motion passed unanimously.

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

10-11-032

Trustee Keegan seconded the motion. The motion passed unanimously.

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

10-11-033

Trustee Keegan seconded the motion. The motion passed unanimously.

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

10-11-036

Trustee Keegan seconded the motion. The motion passed unanimously.

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

10-11-037

Trustee Keegan seconded the motion. The motion passed unanimously.

Trustee Osmundson moved to approve the District Administration recommendation with the addition of the student attending anti-bullying counseling for the following expulsion case:

10-11-038

Trustee Keegan seconded the motion. The motion passed unanimously.

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

10-11-039

Trustee Keegan seconded the motion. The motion passed unanimously.

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

10-11-040

Trustee Keegan seconded the motion. The motion passed unanimously.

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

10-11-041

Trustee Keegan seconded the motion. The motion passed unanimously.

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

10-11-042

Trustee Keegan seconded the motion. The motion passed unanimously.

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

10-11-043

Trustee Keegan seconded the motion. The motion passed unanimously.

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

10-11-044

Trustee Keegan seconded the motion. The motion passed unanimously.

5.0 APPROVAL OF THE AGENDA

Superintendent Baker noted that recognition of outgoing members will be included under item 8.0.

Trustee Turley moved to approve the agenda. Trustee De Rose seconded the motion. The motion passed 6/0/1 (Keegan absent from his seat).

6.0 APPROVAL OF MINUTES

a) Minutes of November 17, 2010

Trustee De Rose moved to approve the minutes for November 17, 2010. Trustee Turley seconded the motion. The motion passed 5/0/1/1 (Nichols abstained; Keegan absent from his seat).

7.0 HIGH SCHOOL STUDENTS BOARD REPRESENTATIVES REPORT

Guadalupe Aburto and Summer Lewis of Watsonville High School, and Elizabeth Jara of Pajaro Valley High School reported on their school events, activities and sports.

8.0 ANNUAL ORGANIZATIONAL MEETING

Dorma Baker expressed her gratitude for their excellent work during their term to outgoing trustees Kim Turley and Libby Wilson.

Public comment:

The following expressed their thanks to trustees Turley and Wilson for their work in the district and their commitment to staff and students: Rowland Baker, retired educator; Stella Moreno, retired educator; and Bobby Salazar, classified employee.

Trustees Turley and Wilson thanked everyone for their support.

Vice President/Clerk Osmundson took over the meeting and introduced Honorable Heather Morse, Judge, to preside over the oath of newly elected and reelected trustees.

8.1 Swearing in of Newly Elected/Reelected Members of the Board:

Judge Morse swore in the following new and reelected trustees:

- *Leslie De Rose (reelected)*
- *Kim De Serpa (new trustee)*
- *Jeff Ursino (new trustee)*
- *Willie Yahiro (reelected)*

Vice President/Clerk Osmundson asked outgoing members to cede their seats to incoming board members.

8.2 Election of Officers of the Board and Appointment of Representative to the Board Agenda Review Committee

1. President

Vice President/Clerk Osmundson called for nominations for president of the Board.

Trustee Keegan nominated trustee Yahiro for president. Trustee De Rose seconded the motion. A roll call was taken and the motion passed unanimously.

President Yahiro presided over the meeting of the board from this point forward.

2. Vice President/Clerk

President Yahiro called for nominations for Vice President/Clerk.

Trustee De Rose nominated trustee Keegan for VP/Clerk. Trustee De Serpa seconded the motion. The motion passed 6/1 (Nichols dissented).

3. Board Agenda Review Committee - Third Member

Trustee Nichols recommended to appoint trustee Ursino as the third member of the Agenda Review Committee.

Trustee Ursino accepted the appointment.

RECESS – 5 Minute Break to Enjoy a Cake

President Yahiro called for a 5 minute recess to enjoy cake.

8.3 Seating of New Officers of the Board of Trustees

President Yahiro stated that he would have a seating arrangement for trustees at the following meeting of the Board.

8.4 Approve 2011 Board Meeting Schedule

Trustee Nichols moved to approve the schedule as presented. Trustee Keegan seconded the motion. The motion passed unanimously.

9.0 VISITOR NON-AGENDA ITEMS

Lucia Villarreal, president of Pajaro Valley CABE, congratulated new and reelected trustees. She thanked Superintendent Baker for the article on the Register Pajaronian and for acknowledging student achievement. She offered information on demographic patterns and API scores for the district's elementary schools.

Rhea DeHart, community member, congratulated all new and reelected trustees. She is concerned about an article on the Sentinel regarding drop out and graduation rates. She's also concerned about the number of expulsions.

Bobby Salazar, classified employee, on behalf of CSEA, he welcomed new trustees and congratulated reelected members.

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

Francisco Rodriguez, PVFT president, stated that he looks forward to addressing issues around federal funds with the district administration.

Briton Carr, CSEA president, updated the board on negotiations, noting that on October 20th, CSEA sent a demand to negotiate letter to the district, regarding use of federal funds. Funding seems to be non-negotiable but it also seems that it could be within the scope of collective bargaining, must negotiate. He stated that the board made a decision on these funds with inaccurate information.

Diana Martinez, CSEA member, addressed the issue of OA III and recognizes that OA II should be the first to be offered the OA III positions.

Albert Roman commented on discussions with the union about the use of those funds. Regarding the process for reemployment of OAIL, he stated that the district had discussed it with legal and were acting within the legal parameters for the OA III position. The reemployment through a recruitment process was explained to the union so that only current employees could apply and it seemed that there was agreement. He noted that the Merit System allows for preference points for employees who have been in the district for a determined number of years. The intent of the district is to bring back as many laid off employees as possible.

Ulli Kummerow, PVAM treasurer, congratulated the new board. She spoke about technology and how it has been helpful in the classrooms, specifically the use of Smartboards, which is practical and the immediate feedback that is available is also very helpful.

11.0 CONSENT AGENDA

Trustee De Rose moved to approve the consent agenda, acknowledging the donation from Wells Fargo Foundation. Trustee Keegan seconded the motion. The motion passed unanimously.

- 11.1 Purchase Orders November 11 – December 1, 2010**
- 11.2 Warrants November 11 – December 1, 2010**
- 11.3 Approve with Gratitude Donation from Wells Fargo Foundation of \$1000 for each of the following schools: Alianza, Ann Soldo, Bradley, EA Hall, Pajaro Valley High and Watsonville High.**
- 11.4 Approve Migrant & Seasonal Head Start Budget Revision (End of Year) Budget for March 1, 2010 – February 28, 2011.**
- 11.5 Approve New Courses Proposal for Watsonville High School: Introduction to Engineering Design; Principles of Engineering; Engineering Design and Development; and Digital Electronics. Second Reading.**
- 11.6 Accept Resolution #10-11-10, Report on Developer Fees.**

11.7 Approve School Improvement Plans for Student Achievement.

12.0 DEFERRED CONSENT ITEMS

None.

13.0 REPORT, DISCUSSION AND POSSIBLE ACTION ITEMS

13.1 Report, discussion and possible action on First Interim Report.

Report by Brett McFadden, CBO.

Helen Bellonzi, director of Finance, reported on the district budget process, which needs board approval for the adopted budget, unaudited actual, annual audit report, and for the 1st and 2nd interim reports, with an occasional 3rd interim report when the County Office of Education requires it. Helen updated the board on assumptions on revenues and expenditures. The multi-year projection, which assumes the elimination of all categorical flexibility after 2012-13, was also presented, and ending balances are projected as follows: 2010-11, \$24.08 million; 2011-12, \$18.69 million; 2012-13, \$7.41 million; and for 2013-14, \$- 15.23 million. The fiscal challenges of the district are: the structural deficit still needs to be addressed; there may be Proposition 98 reductions from the state; the economy is recovering slowly; ARRA funds will have been completely spent by 2010-11; and flexibility for K-3 class size reduction and categorical funds will be eliminated. Helen recommended that the first interim report be approved as submitted.

Public comment:

Rhea DeHart, community member, commented that the incoming governor expects the state budget to be worse than expected.

Board participated with questions and comments.

Trustee Keegan moved to approve the first interim report as presented. Trustee Nichols seconded the motion. The motion passed unanimously.

The Board President recess from Board of Trustees meeting and reconvenes as Board of Directors for the Pajaro Valley Unified School District Financing Corporation.

President Yahiro recessed to reconvene as Board of Directors for the PVUSD Financing Corporation.

AGENDA FOR PVUSD FINANCING CORPORATION

(Note: this agenda has also been printed as a standing document for the Financing Corporation but it is embedded on this agenda to facilitate process for Directors)

1. OPEN SESSION

Immediately following the recess of the regular meeting of the Pajaro Valley Unified School District Board of Trustees.

President Yahiro opened the session at 10:02 pm.

2. REPORT ON THE NUMBER OF DIRECTORS PRESENT

Report on the number of Directors present in person in order to determine the existence of a quorum.

President Yahiro commented that all seven directors were present: De Rose, De Serpa, Keegan, Nichols, Osmundson, Ursino, and himself.

ACTION

3.1 DESIGNATION OF CORPORATION OFFICERS

The Directors shall ratify the appointment of officers to hold office until the next organizational meeting of the Corporation. The President of the Board of Trustees shall act as President of the non-profit corporation. The clerk of the Board of Trustees shall be

Vice-President. The Secretary of the Board of Trustees shall act as Secretary of the Corporation. The remaining members shall act as Directors.

Directors voted to approve the designation of officers of the corporation: Trustee Yahiro as President, trustee Keegan as VP, and Superintendent Baker as Secretary.

Vote: Ayes 7 Noes 0 Absent 0

3.2 APPROVAL OF MINUTES

Approve minutes for December 9, 2009

Director De Rose moved to approve the minutes for December 9, 2009. Director Keegan seconded the motion. The motion passed 5/0/1 (Ursino and De Serpa abstained).

4. SUGGESTIONS AND COMMENTS BY BOARD MEMBERS

None.

5. COMMUNICATIONS FROM THE PUBLIC

None.

6. NEXT REGULAR MEETING OF THE BOARD OF DIRECTORS NO LATER THAN DECEMBER 31st, 2011.

7. ADJOURNMENT

There being no further business to discuss, the meeting of the PV Board of Directors was adjourned at 10:06 pm.

The Board President reconvenes the Board of Trustees meeting.

President Yahiro resumed the meeting of the Board of Trustees.

Continuation of Board of Trustees agenda:

14.0 GOVERNING BOARD AND SUPERINTENDENT COMMENTS/REPORTS

Trustee De Rose stated that it had been a pleasure to have served with former trustees Wilson and Turley. She welcomed new trustees Ursino and De Serpa. She commented about her attendance to the CSBA annual conference, which was a learning experience.

Trustee Keegan recognized trustee Osmundson for her role as VP/Clerk for the year.

Dorma Baker noted that attending the CSBA conference was very encouraging because it became obvious that PVUSD is doing many of the things that were recommended for improving student achievement.

Trustee De Serpa thanked the district for investing in trustee Ursino and her for the conference and that it was good to have had superintendent Baker there.

Trustee Nichols welcomed Jeff and Kim to the Board.

President Yahiro commented on the list of standing committees for board members. He asked trustees to think about which committees they wish to continue serving in and that it would be finalized at the following meeting. He noted that during the CSBA conference, he realized that in the area of finances PVUSD has a wonderful staff.

15.0 UPCOMING BOARD MEETINGS/REMAINING BOARD MEETINGS FOR 2010

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.

None.

16.0 ADJOURNMENT

There being no further business to discuss, the meeting of the Board was adjourned at 10:23 pm.

Dorma Baker, Superintendent



Board Agenda Backup

Item #11.3

Date: January 19, 2011

Item: **School Facility Program: Authorized District Representatives
Resolution #10-11-11**

Overview: The state Office of Public School Construction (OPSC) requires school districts to designate "authorized representatives" in order to participate in the state's School Facility Program. These representatives are authorized to sign and represent the district on actions and documents. It is best to have two authorized representatives at all times so that districts are never in a position when no signer is available. These representatives are typically the superintendent and chief business officer of the district. According to OPSC regulations, each authorized representative must be approved by name in a resolution of the governing board of the district.

Attached are two documents for the board's consideration to update the district's authorized representatives for OPSC's records:

- (1) State School Facility Program Resolution
- (2) State Allocation Board Form 50-03 Appointing New District Representatives.

Recommendation: Approve Resolution #10-11-11 as submitted.

Budget Considerations: N/A

Funding Source:

Budgeted:

Amount:

Prepared By: Brett McFadden, Chief Business Officer

Superintendent's Signature:

Dorinda Bal

RESOLUTION NO. 10-11-11

AUTHORIZATION TO FILE ELIGIBILITY DOCUMENTS AND STATE FACILITY APPLICATIONS TO THE STATE FOR NEW CONSTRUCTION AND MODERNIZATION PROJECTS UNDER THE LEROY F. GREENE SCHOOL FACILITY PROGRAM

- WHEREAS**, the Governing Board ("Board") of the Pajaro Valley Unified School District ("District") has established the capacity of its schools under the State School Facility Program ("SFP") standards and desires to participate in the SFP;
- WHEREAS**, the Governing Board of the District has or will have eligibility for new school construction based on current enrollment projections;
- WHEREAS**, the Governing Board has or will have eligibility for modernization of school facilities that are over 25/20 years of age for permanent and portable facilities; and
- WHEREAS**, the District must obtain approval from the State Allocation Board for its eligibility and Financial Hardship for purposes of obtaining State funds for new construction and modernization projects;
- WHEREAS**, the Board designates Dorma Baker, Superintendent, and/or Brett McFadden, Chief Business Officer, to represent the District's interest in all matters related to funding from the State School Facility Program (SFP).
- WHEREAS**, the Board designates Dorma Baker, Superintendent, and Brett McFadden, Chief Business Officer, as District Representatives and as such, each of Dorma Baker and Brett McFadden is authorized and directed to file, on behalf of the District, applications with the State Allocation Board under Chapter 12.5, Part 10, Division 1, commencing with Section 17070.10, et seq., of the Education Code, as certified by the Clerk of the Board herein;
- NOW, THEREFORE BE IT RESOLVED** the Pajaro Valley Unified School District Board of Education does hereby include this resolution as authorized under Chapter 12.5, Part 10, Division 1, commencing with Section 17070.10, et. seq. of the Education Code as part of the eligibility determination and applications for the new construction and modernization projects, and designates Dorma Baker, Superintendent, or Brett McFadden, Chief Business Officer, as the Authorized District Representatives, and authorizes submission of the required documents to establish eligibility and file applications including SAB 50-01, 50-02, 50-03, and 50-04 forms and other forms, and certifies that the following information to be true as required conditions for receiving State School Facility funding:

The District will establish a Restricted Maintenance Account for exclusive purpose of providing ongoing and major maintenance of school buildings and will develop an ongoing and major maintenance plan that complies with the provisions of Education Code Section 17070.75 (Refer to Regulation Sections 1859.100 through 1859.102); and

The District has considered the feasibility of the joint use of land and facilities with other governmental agencies in order to minimize school facility costs; and

The District will comply with all laws pertaining to the construction or modernization of its school building; and

Facilities to be modernized have not been previously modernized with Lease-Purchase Program or School Facility Program state funds; and

All contracts entered on or after August 27, 1998, for the service of any architect structural engineer or other design professional for any work under the project have been obtained pursuant to a competitive process that is consistent with the requirements of Chapter 10 (commencing with Section 4525) of Division 5, of Title 1, of the Government Code; and

The District will receive a written approval of the site, the plans and specification for the project from the California Department of Education (CDE) or the District will comply with the standard set forth by the CDE unless the request is for a separate design apportionment; and

The District will receive written approval of the plans and specification from the Division of the State Architect unless the request is for a separate site or design apportionment.

If the District is requesting site acquisition funds as part of the project applications, the District will comply with Regulations Sections 1859.74 through 1859.75; and

The District understands that the lack of substantial progress toward increasing the pupil capacity or renovation of its facilities within 18 months of receipt of any funding shall be cause for the rescission of the unexpended funds (Refer to Regulation Section 1859.105); and

The District understands that funds not released within 18 months of apportionment shall be rescinded and the application shall be denied (Refer to Regulation Section 1859.90); and

All school facilities purchased or newly constructed under the project for use by pupils who are individuals with exceptional needs, as defined in Education Code Section 56026, shall be designed and located on the school site so as to maximize interaction between those individuals with exceptional needs and other pupils or appropriate to the needs of both.

Approved, adopted, and signed on this 19th day of January, 2011.

By:

Superintendent of the Pajaro Valley Unified District

By:

Clerk of the Governing Board of the Pajaro Valley Unified School District

ELIGIBILITY DETERMINATION**SCHOOL FACILITY PROGRAM**

SAB 50-03 (REV 06/08)

GENERAL INFORMATION

This form is used by the School District to calculate the district's eligibility for new construction and modernization funding under the School Facility Program (SFP). The business address entered on the application should be the location that the school district wishes the Office of Public School Construction (OPSC) to mail all correspondence regarding this application.

Part I

Complete to designate or change the authorized district representative and/or alternate. Should this be the case, complete the school district information, identify the district representative(s) in Part I and complete the district certification information at the bottom of the form, including the date the district's governing board took appropriate action.

Part II

Complete for new construction baseline eligibility determination. This part is also used to request an adjustment to an approved new construction baseline eligibility as a result of subdivisions (f), (k) and (l) of Section 1859.51 due to either errors or omissions of information submitted by the district when it requested the initial baseline eligibility, because of a reorganization election that has changed the classroom inventory of the district or to change the classroom inventory that was reported at the time the district requested its initial determination of existing school building capacity as a result of special day class loading. The following documentation is necessary to determine new construction baseline eligibility and must be submitted with this form:

- A completed Form SAB 50-01 based on the latest enrollment data.
- A completed Form SAB 50-02.

Part III

Complete for modernization baseline eligibility determination at a specific site. Districts must be able to provide a drawing of the site where eligibility for modernization is generated with its request for an eligibility determination. The drawing must identify all permanent and portable classrooms on the site and their ages. If the district intends to use the square footage method in Option B, the drawings must also identify the square footage of all facilities on the site.

Part III is also used to request an adjustment to the approved baseline eligibility at a specific site as a result of subdivisions (c), (d), (e), (g), (i), and (k) of Section 1859.61 due to one or more of the following:

- an increase in enrollment,
- additional facilities becoming at least 20/25 years old,
- facilities becoming eligible for an additional modernization apportionment, for permanent school buildings every 25 years after the date of its previous apportionment or for portable classrooms every 20 years after the date of its previous apportionment,
- because of errors or omissions of information submitted by the district when it requested the initial baseline eligibility for the site, or
- to change the classroom inventory that was reported at the time the district requested its initial determination of existing school building capacity as a result of special day class loading,

- a replacement of a facility that was previously deemed eligible for modernization but subsequently replaced in a project funded with local funds with no participation from the State. The district should submit a site diagram indicating the replaced facilities and a copy of the contract for construction or acquisition of facilities.

The following documentation is necessary (if not previously submitted to the OPSC) to determine modernization baseline eligibility and must be submitted with this form (as appropriate):

- Site diagram of school where modernization funding is requested. The diagram must indicate the ages and number of all permanent and portable classrooms on the site in accordance with the gross classroom inventory as provided by Section 1859.31.
- If the modernization eligibility will be determined by Option B, the site drawings must also include square footage and/or dimensions of all buildings on the site.

It is not necessary to complete Part III if the district is only requesting funding for new construction and it is not necessary to complete Part II if the district is only requesting funding for modernization.

A district may request that eligibility for new construction or modernization be reviewed and approved by the Board pursuant to Section 1859.20 prior to submitting Form SAB 50-04 to the Board.

For a list of the documents that must be submitted in order for the OPSC to deem an eligibility request for new construction or modernization complete and ready for OPSC processing, consult the OPSC Web site at www.opsc.dgs.ca.gov.

SPECIFIC INSTRUCTIONS**Part I – District Representative Information**

Enter the name(s) of district employee(s) that can act on behalf of the district's board. A consultant who is on contract with the district to communicate with the OPSC on behalf of the district's board may be listed. The designee of the Superintendent of Public Instruction shall file modernization applications on behalf of the California Schools for the Deaf and Blind.

Part II – New Construction Eligibility Determination

Indicate if this request is for a new or adjusted eligibility determination. Enter the district-wide information unless filing on a High School Attendance Area (HSAA) or Super HSAA basis. The enrollment projection and the existing school building capacity data are obtained from information reported and determined on the Form SAB 50-01 and the Form SAB 50-02. Once the OPSC has verified the information provided on these forms, it will automatically be transferred to this form to determine the district's eligibility for new construction. The district may manually enter the information from these forms and compute its eligibility; however, it may be adjusted by the OPSC based on verification of Form SAB 50-01 and Form SAB 50-02.

1. Enter either the fifth-year or the tenth-year projected enrollment as shown in Part I of Form SAB 50-01 for grades K–6, 7–8, 9–12 and for the total of non-severe and severe special day class (SDC) projected enrollment.

ELIGIBILITY DETERMINATION**SCHOOL FACILITY PROGRAM**

SAB 50-03 (REV 06/08)

2. Enter the amounts on Form SAB 50-02, Part III, line 5 for grades K–6, 7–8, 9–12, non-severe and severe.
3. New construction eligibility (i.e., the “baseline eligibility”) is determined by subtracting the existing school building capacity (line 2) from the projected five year enrollment (line 1). Report negative numbers in brackets.

Adjustments to the district’s new construction baseline eligibility will be made by the OPSC pursuant to Section 1859.51. Contact your project manager at the OPSC for the adjusted baseline eligibility for future request for new construction grants.

Part III – Modernization Eligibility Determination

Modernization eligibility is calculated based on information at a specific site when modernization SFP grants are requested within the district. Therefore, completion of Form SAB 50-01 and Form SAB 50-02 are not needed to determine eligibility for modernization funding. Since the eligibility is site specific, the district must submit a separate Form SAB 50-03 for each site for which it is requesting modernization funding. Indicate if this request is for new baseline eligibility determination or for an adjustment to an approved baseline eligibility as a result of Section 1859.61.

The district may use one of two options to calculate its modernization eligibility at a specific site within the district. The district may select only one option at a time to calculate its modernization eligibility at any given school site. The district may switch options at a later date, if it results in a net gain in eligibility at the site, regardless of whether a funding application has been submitted. Hence, for purposes of adjusting modernization eligibility to include non-classroom buildings previously modernized under the Lease-Purchase Program, a district may switch options for the purposes of obtaining additional modernization apportionments as provided by Section 1859.78.8. To assure timely processing of the application, districts must provide a drawing of the site (if not previously submitted to the OPSC) where modernization funds are generated with the eligibility request to the OPSC. The drawing must identify all permanent and portable classrooms and their ages on the site. If the square footage of Option B is selected, the drawings must also identify the square footages of all facilities on the site. For purposes of determining the age of the building for modernization funding, the 25/20 year period shall begin 12 months after the plans for the building were approved by the Division of the State Architect (DSA); or in the case of permanent or portable classrooms previously modernized with State funds, which are eligible for an additional apportionment, the 25/20 year period shall begin on the date of its previous modernization apportionment. Any drawing that includes classrooms eligible for an additional apportionment pursuant to Section 1859.78.8 should specify both the date the classroom’s plans were originally approved by the DSA and the date of its previous modernization apportionment.

1. Enter the school site name from the California Public School Directory published by the California Department of Education.

Option A

2. Enter the number of permanent classrooms by grade level at the school site that would have been included in the Gross Classroom Inventory pursuant to Section 1859.31 that are at least 25 years old and include any

permanent classrooms not previously reported that have become at least 25 years old. If the school is a 6–8 middle school only, then report all classrooms at the 7–8 grade level. If this request is to adjust the classrooms reported for non-severe or severe pupil loading, the total classrooms reported must be equal to the classrooms reported at the time of the district request for initial modernization baseline eligibility. In no event may the number of classrooms reported for non-severe or severe pupils exceed the number of classrooms needed to house non-severe and severe pupils as reported on line 6 using loading standards of 13 for non-severe and 9 for severe classrooms. For purposes of the California Schools for the Deaf and Blind, the loading standard for these severe pupils shall be 9.

3. Enter the total number of portable classrooms by grade level at the school site that would have been included in the Gross Classroom Inventory pursuant to Section 1859.31 that are at least 20 years old and include any portable classrooms not previously reported that have become at least 20 years old. If the school is a 6-8 middle school only, then report all classrooms at the 7–8 grade level. If this request is to adjust the classrooms reported for non-severe or severe pupil loading, the total classrooms reported must be equal to the classrooms reported at the time of the district request for initial modernization baseline eligibility. In no event may the number of classrooms reported for non-severe or severe pupils exceed the number of classrooms needed to house non-severe and severe pupils as reported on line 6 using loading standards of 13 for non-severe and 9 for severe classrooms.
4. Add lines 2 and 3 by the grades shown.
5. Multiply line 4 by 25 for K–6, 27 for 7–8 and 9–12, 13 for non-severe and 9 for severe.
6. Enter the latest California Basic Educational Data Systems (CBEDS) enrollment for the school site identified as it would have been reported utilizing the criteria in Parts A, C and D of Form SAB 50-01. Report continuation high pupils as 9–12. If the school is a 6–8 middle school only, report 6th graders as 7–8.
7. Modernization eligibility (i.e., the baseline eligibility) is the lesser of each column of lines 5 or 6.

Option B

2. Enter the total number of permanent classrooms at the school site that would have been included in the Gross Classroom Inventory pursuant to Section 1859.31 or all permanent square footage at the site that is at least 25 years old.
3. Enter the total number of portable classrooms at the school site that would have been included in the Gross Classroom Inventory pursuant to Section 1859.31 or all portable square footage at the site that is at least 20 years old pursuant to Section 1859.60.
4. Add lines 2 and 3.
5. Enter the remaining number of permanent and portable classrooms at the school site that would have been included in the Gross Classroom Inventory pursuant to Section 1859.31 or all remaining permanent or portable space that is under 25/20 years old.
6. Add lines 4 and 5.
7. Determine the percentage of space on the site that is at least 25/20 years old by dividing line 4 by line 6. Round to four decimal places.

ELIGIBILITY DETERMINATION

SCHOOL FACILITY PROGRAM

SAB 50-03 (REV 06/08)

8. Enter the latest CBEDS enrollment for each grade group at the school site identified as it would have been reported utilizing the criteria in Parts A, C and D of Form SAB 50-01. Report continuation high pupils as 9-12. If the school is a 6-8 middle school only, report 6th graders as 7-8.
9. Modernization eligibility (i.e., the baseline eligibility) is determined by multiplying line 7 by each grade group reported in line 8. Round up.

Adjustments to the District's modernization baseline eligibility will be made pursuant to Section 1859.61. These adjustments will be made by the OPSC. Contact your project manager at the OPSC for the adjusted baseline eligibility for future requests for modernization grants at the specific site.

SCHOOL DISTRICT Pajaro Valley Unified School District	FIVE-DIGIT DISTRICT CODE NUMBER (SEE CALIFORNIA PUBLIC SCHOOL DIRECTORY) 69799
BUSINESS ADDRESS 294 Green Valley Road, Watsonville, CA 95076	HIGH SCHOOL ATTENDANCE AREA (HSAA) OR SUPER HSAA (IF APPLICABLE)
CITY/COUNTY Santa Cruz	

Part I – District Representative Information

The following individual(s) have been designated as district representative(s) by school board minutes or the designee of the Superintendent of Public Instruction:

DISTRICT REPRESENTATIVE Dorma Baker, Superintendent	TELEPHONE NUMBER 831-786-2100, ext. 2135	E-MAIL ADDRESS dorma_baker@pvusd.net
DISTRICT REPRESENTATIVE Brett McFadden, Chief Business Officer	TELEPHONE NUMBER 831-786-2100, ext. 2140	E-MAIL ADDRESS brett_mcfadden@pvusd.net

Part II – New Construction Eligibility Determination NEW ADJUSTED

	K-6	7-8	9-12	Non-Severe	Severe
1. Projected Enrollment (Part I, Form SAB 50-01)					
2. Existing School Building Capacity (Part III, Line 5 of Form SAB 50-02)					
3. New Construction Baseline Eligibility (Line 1 minus Line 2)					

Part III – Modernization Eligibility Determination NEW ADJUSTED

1. School Name					
Option A	K-6	7-8	9-12	Non-Severe	Severe
2. Permanent classrooms at least 25 years old					
3. Portable classrooms at least 20 years old					
4. Total (Lines 2 and 3)					
5. Multiply Line 4 by: 25 for K-6, 27 for 7-8 and 9-12, 13 for Non-Severe and 9 for Severe					
6. CBEDS enrollment at school					
7. Modernization Eligibility (lesser of each column of Lines 5 or 6)					
Option B	K-6	7-8	9-12	Non-Severe	Severe
2. Permanent space at least 25 years old (report by classroom or square footage)					
3. Portable space at least 20 years old					
4. Total (Lines 2 and 3)					
5. Remaining permanent and portable space (report by classroom or square footage)					
6. Total (Lines 4 and 5)					
7. Percentage (divide Line 4 by Line 6)					
8. CBEDS enrollment at school					
9. Modernization Eligibility (multiply Line 7 by each grade group reported on Line 8)					

I certify, as the District Representative, that the information reported on this form is true and correct and that:

- I am designated as an authorized district representative by the governing board of the district or the designee of the Superintendent of Public Instruction; and,
- A resolution or other appropriate documentation supporting this application under Chapter 12.5, Part 10, Division 1, commencing with Section 17070.10, et seq., of the Education Code was adopted by the School District's Governing Board or the designee of the Superintendent of Public Instruction on January 19, 2011; and,
- This form is an exact duplicate (verbatim) of the form provided by Office of Public School Construction. In the event a conflict should exist, then the language in the OPSC form will prevail.

SIGNATURE OF DISTRICT REPRESENTATIVE		DATE
NAME OF DISTRICT REPRESENTATIVE (PRINT OR TYPE) Dorma Baker / Brett McFadden	E-MAIL ADDRESS see above	TELEPHONE see above



Board Agenda Backup

Item No: 11.4

Date: January 19, 2011

Item: CAHSEE Passage Waiver
English Language Arts (PVHS 10-11-01)

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

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

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

Recommendation: Approve

Budget Considerations: None

Funding Source:

Budgeted: Yes: No:

Amount: \$

Prepared By: Dee Teutschel, Program Director Special Services

Superintendent's Signature:

Dorma Baker

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: 02/22/10

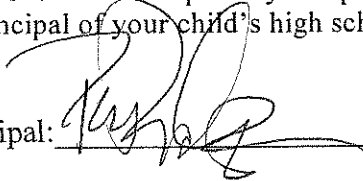
To The Parent/Guardian of:

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: 2-10

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

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

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

Signature of Parent: _____

Date: 3/2/10

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:

Ident 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.) Student has a modification to have directions read aloud on all standardized testing, examinations, classroom instruction and assessments for English Language Arts. The appropriate sections of the IEP are attached for review of the stipulation for the modification.
 - a. Describe the nature of the student's disability as identified on the IEP (please note if this will result in overt identification of the student. *Based on results of psychologists cognitive report, student's history indicates an identified disability as learning disabled with deficits in passage comprehension (WJIII) and letter word identification (sight word ability). His academic assessment results indicate deficiencies in math skills for these two areas at the 5th and 4th grade levels, respectively.*
 - 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): *Student was permitted to have directions read aloud by test administrator for English Language Arts.*

- c. State the rationale for applying the modification(s) used to achieve an equivalent passing score on the CAHSEE for this student. *Student's identified specific learning delay manifests in difficulty in reading – language arts inadequate enough to achieve success on high stakes testing, and the fact that, he was able to have directions clarified as he worked through semantic and syntactical structures, he was able to pass the classes and earn more than enough high school English Language arts credits, the ability of having directions read aloud to mitigate his difficulties is justified.*
- d. Describe the modification(s) that the student regularly uses in the classroom and on other assessments. *As previously mentioned, he is permitted to have directions read aloud in the classroom for all English Language arts classes as well as any ELA-related assignments (such as social studies). 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.) *Student successfully completed English courses and curriculum including English 1 and all middle school classes in math as evidence of attaining sufficient skills and knowledge 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. (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: _____

[Handwritten Signature]

Principal's Signature

Date: _____

2-26-10

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

[Handwritten Signature]

Signature of Student's Special Education Teacher

Date: _____

2/26/10

Gwendale Person

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.

Kimera Ospine
Signature of Student's Academic Counselor

Date: 2/2/10

Kimera Ospine
Printed Name of Student's Academic Counselor



California High School Exit Examination

Student and Parent Report

Student Name:

Date of Birth: *1/04/1992

Student ID: 330720

Grade: 11

School: 0105858 - Pajaro Valley High

District: 69799 - Pajaro Valley Unified

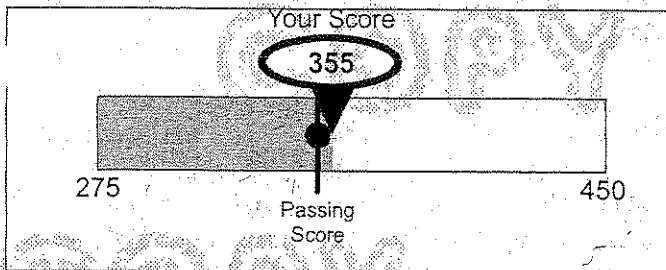
County: 44 - Santa Cruz

English-Language Arts

Test Date: 11/03/2009

Your Total Score	Score Required to Pass	Status
355	350	MODIFIED

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



Strands for English-Language Arts

READING	Number of Questions	Number Correct
Word Analysis	7	5
Reading Comprehension	18	12
Literary Response & Analysis	20	13
WRITING		
Writing Strategies	12	5
Writing Conventions	15	13

Writing Applications*

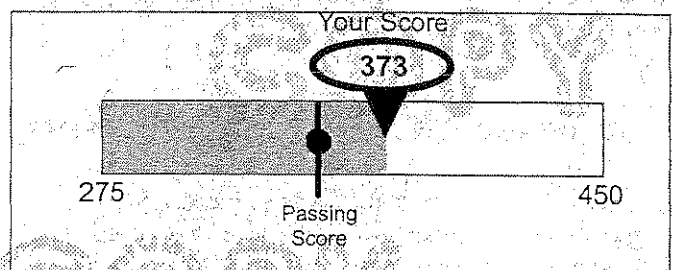
	Your Score
Essay	2.0

Mathematics

Test Date: 11/03/2009

Your Total 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
Probability & Statistics	13	11
Number Sense	17	14
Algebra & Functions	20	14
Measurement & Geometry	18	13
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.



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

Student _____

Date of Birth _____

IEP Meeting Date 05/12/09

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:
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:
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:
Modifications:
- History/Social Science* Grade Exempt CST
 - No accommodations or modifications Accommodations (specify below) Modifications (specify below)
 - Accommodations:
Modifications:
- Writing (Gr. 4 & 7 only) Grade Exempt CST OR CMA (Criteria Met) (Gr. 4 & 7)
 - No accommodations or modifications Accommodations (specify below) Modifications (specify below)
 - Accommodations:
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) Questions read aloud

* (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 a calculator; read ELA ?s aloud Grade Exempt (below grade 10, or Post Sec.)
- Accommodations (specify) small group setting Passed both subtests of the CAHSEE

Student Name
 Birth Place
 Watsonville, CA US

Grade 11 Gender M

Pajaro Valley Unified School District

School Name/Address
 Pajaro Valley High School
 500 Harkins Slough
 Watsonville, CA 95076
 Tel: (831)728-8102 Fax: (831)728-6944

Date: 8/15/2007

Class Of: 2011

Counselor: Ospina
 SSID: 4013991900

Grade	Course Title	Mark	Credit	CrsID	Course Title	Mark	Credit
Pajaro Valley High School Grd 09 12/2007							
2413	P Algebra 1A/B (S/9)	F	0.000				
9270	Directed Study	C	5.000				
1130	P English 1	D	5.000				
3910	Health	D-	5.000				
2976	Math B (9th)	F	0.000				
4510	N PE 9	D	5.000				
Crs Att: 30.000 Cmp: 20.000 Total GPA: 0.833							
Pajaro Valley High School Grd 09 6/2008							
2413	P Algebra 1A/B (S/9)	C	5.000				
9270	Directed Study	C-	5.000				
1130	P English 1	D	5.000				
5051	Intro Computers	F	0.000				
2976	Math B (9th)	C	5.000				
4510	N PE 9	F	0.000				
Crs Att: 30.000 Cmp: 20.000 Total GPA: 1.167							
Pajaro Valley High School Grd 11 12/2009							
4610	N Adv PE	D	5.000				
2610	P Algebra II	D+	5.000				
3210	P Biology	F	0.000				
9270	Directed Study	C-	5.000				
1330	P English 3/American Lite	D	5.000				
1110	P World Civ	F	0.000				
Att: 30.000 Cmp: 20.000 Total GPA: 0.833							
Credit Summary - High School							
Subject Area	Req	Cmp	Def				
A English	40.00	10.00	30.00				
B Math	20.00	5.00	15.00				
C Biological Science	10.00	0.00	10.00				
D Physical Science	10.00	0.00	10.00				
E Health	5.00	5.00					
F Fine Arts / Foreign L	10.00	0.00	10.00				
G Physical Education	20.00	5.00	15.00				
H Applied Arts	10.00	0.00	10.00				
I World Civilization	10.00	0.00	10.00				
J US History	10.00	0.00	10.00				
K Federal Government	5.00	0.00	5.00				
L Economics	5.00	0.00	5.00				
M Electives	45.00	10.00	35.00				
N Algebra	10.00	5.00	5.00				
O Science	10.00	0.00	10.00				
---Total Credits---	220.00	40.00	180.00				

Academic GPA: 1.000 Rank 285 out of 293
 Total GPA: 0.941 Rank 290 out of 294
 CSU GPA: 0.800
 Cal Grant GPA: 0.800

nced Placement P = College Prep N = Non-Academic
 ne GPA is provided per semester.

Signature _____ Date: 3/2/2010

Transcript is unofficial unless signed by a school official
 School Officials



Board Agenda Backup

Item No: 11.5

Date: January 19, 2011

Item: CAHSEE Passage Waiver
English Language Arts (PVHS 10-11-02)

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

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

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

Recommendation: Approve

Budget Considerations: None

Funding Source:

Budgeted: Yes: No:

Amount: \$

Prepared By: Dee Teutschel, Program Director Special Services

Superintendent's Signature:

Dorma Baker

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

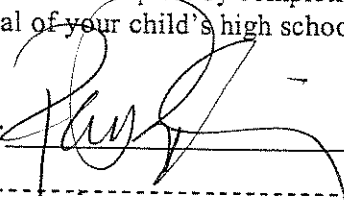
Date: 10-21-10

To The Parent/Guardian of: _____

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

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

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

Signature of Principal:  Date: _____

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

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

1. An IEP that specifies the use of modification(s) on the exit examination, standardized testing, or classroom instruction and assessments.
2. Sufficient high school level coursework either satisfactorily completed or 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: _____

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

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

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

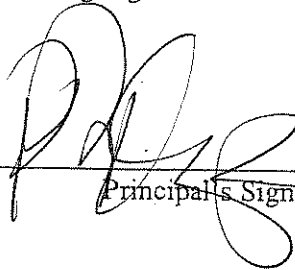
Student ID:

1. This student has delays in visual perception, auditory memory and processing speed all of which impact her reading comprehension, written language skills and study/organization skills. She is slow at reading and would not score well on timed tests.
2. During the ELA portion of the test questions were read aloud. This student was also given up to two days or more to complete the ELA portion of the test.
3. This student's skills in reading comprehension and writing are both below grade level due to her areas of difficulty in visual perception and auditory memory. The oral reading of test questions helped her to better understand what was being asked in the question and the opportunity to read the question as well as hear it at the same time increased her chances of success. The extra time for the test helped her with her processing speed in that it provided her more time to do quality work at a pace that was more suitable for her level.
4. This student receives a number of instructional accommodations on a daily basis which include; time and a half for assignments and tests, shortened assignments, use of a spell checker, provision of notes and is also allowed to take tests in an alternate setting where test questions can be read allowed to her. Her general education teachers have all received a copy of her IEP goals and instructional accommodations so that they can create an environment for her with the least amount of restrictions.

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

11-4-2010
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.

Nicholas E. Ballagh

Signature of Student's Special Education Teacher

10-21-10

Date

Nicholas E. Ballagh

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.

Ximena Ospina

Signature of Student's Academic Counselor

10/21/10

Date

Ximena Ospina

Printed Name of Student's Academic Counselor



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

Student _____

Date of Birth _____

IEP Meeting Date 03/31/10

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 - 9)
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
 Accommodations:
 Modifications:

Math: (Gr. 2-11) Grade Exempt CST **OR** CMA (Criteria Met) (Gr. 3 - 7, Algebra I - Gr. 7-11)
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
 Accommodations:
 Modifications:

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

History/Social Science* Grade Exempt CST
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
 Accommodations:
 Modifications:

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

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

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

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

PROMOTION STANDARDS

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

CALIFORNIA HIGH SCHOOL EXIT EXAMINATION (CAHSEE)

No accommodations or modifications Exempt due to eligibility for participation in CAPA
 Modifications (specify) calculator; ELA Q's read aloud Grade Exempt (below grade 10, or Post Sec.)
 Accommodations (specify) ELA@2+ days; math Q's read aloud Passed both subtests of the CAHSEE



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

Student _____

Date of Birth _____

IEP Meeting Date 03/31/10

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Visual Perception	Extra Time: Assignments/Tests (1.5), Shortened Assignments, Spelling Checker	District of Service/ Gen. Ed. Teacher, Assistant, RS	03/31/2010
Auditory Memory	Provide with Notes	District of Service/ Gen. Ed. Teacher, Assistant, RS	03/31/2010
Processing Speed	Calculator, Take Tests in Alternate Setting	District of Service/ Gen. Ed. Teacher, Assistant, RS	03/31/2010

Pajaro Valley Unified School District

School Name/Address
 Pajaro Valley High School
 500 Harkins Slough
 Watsonville, CA 95076
 Tel: (831)728-8102 Fax: (831)728-6944

Enter Date: 8/15/2007

Graduated:

Class Of: 2011

Counselor: Ospina

SSID: 3024393197

CrsID	Course Title	Mark	Credit	CrsID	Course Title	Mark	Credit	
Pajaro Valley High School Grd 09 12/2007				Pajaro Valley High School Grd 11 6/2010				
2413	P Algebra 1A/B (S/9)	C	5.000	6010	P Art 1	C+	5.000	
1160	Dev Reading 1	A+	5.000	3210	P Biology	D	5.000	
1130	P English 1	D	5.000	9270	Directed Study	A	5.000	
5051	Intro Computers	C-	5.000	1330	P English 3/American Lite	C	5.000	
2976	Math B (9th)	B	5.000	4210	P Spanish 1 SS	A-	5.000	
4510	N PE 9	B	5.000	7210	P US History	C+	5.000	
Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.500				Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.500				
Pajaro Valley High School Grd 09 6/2008				Watsonville High School Grd 11 7/2010				
2413	P Algebra 1A/B (S/9)	C-	5.000	SS3211	P BIOLOGY - 1st Sem	NM	0.000	
1160	Dev Reading 1	A	5.000	Crs Att: 5.000 Cmp: 0.000 Total GPA: 0.000				
1130	P English 1	C	5.000	Work In Progress				
3910	Health	F	0.000	9270	Directed Study		0.000	
2976	Math B (9th)	C-	5.000	1430	P English 4		0.000	
4510	N PE 9	A	5.000	7310	P Federal Government/US G		0.000	
Crs Att: 30.000 Cmp: 25.000 Total GPA: 2.333				3610	P Integrated Science I		0.000	
Pajaro Valley High School Grd 10 12/2008				3510	P Physics		0.000	
4610	N Adv PE	A-	5.000	5510	ROP Medical Occupations		0.000	
9270	Directed Study	A	5.000	9270	Directed Study		0.000	
1230	P English 2	D-	5.000	1430	P English 4		0.000	
2510	P Geometry	B	5.000	3610	P Integrated Science I		0.000	
3610	P Integrated Science I	F	0.000	3510	P Physics		0.000	
4510	N Physical Education 9		0.000	5510	ROP Medical Occupations		0.000	
7110	F World Civ	B-	5.000	Credit Summary - High School				
Crs Att: 35.000 Cmp: 25.000 Total GPA: 2.500				Subject Area	Req	Cmp	Def	
Pajaro Valley High School Grd 10 6/2009				A	English	40.00	25.00	15.00
4610	N Adv PE	B	5.000	B	Math	20.00	20.00	
9270	Directed Study	A	5.000	C	Biological Science	10.00	5.00	5.00
1230	P English 2	F	0.000	D	Physical Science	10.00	0.00	10.00
2510	P Geometry	B+	5.000	E	Health	5.00	0.00	5.00
3610	P Integrated Science I	F	0.000	F	Fine Arts / Foreign L	10.00	10.00	
4510	N Physical Education 9	F	0.000	G	Physical Education	20.00	20.00	
7110	P World Civ	C	5.000	H	Applied Arts	10.00	5.00	5.00
Crs Att: 35.000 Cmp: 20.000 Total GPA: 1.714				I	World Civilization	10.00	10.00	
Pajaro Valley High School Grd 11 12/2009				J	US History	10.00	5.00	5.00
6010	P Art 1	D-	5.000	K	Federal Government	5.00	0.00	5.00
3210	P Biology	F	0.000	L	Economics	5.00	0.00	5.00
9270	Directed Study	A-	5.000	M	Electives	45.00	40.00	5.00
1330	P English 3/American Lite	D-	5.000	N	Algebra	10.00	10.00	
4210	P Spanish 1 SS	A	5.000	O	Science	10.00	0.00	10.00
7210	P US History	F	0.000	---Total Credits---				
Crs Att: 30.000 Cmp: 20.000 Total GPA: 1.667						220.00	150.00	70.00

Academic GPA: 2.176 Rank 0 out of
 Total GPA: 2.189 Rank 0 out of
 CSU GPA: 1.636
 Cal Grant GPA: 2.167

Testing Information

CAHSEE_ELA-1-1
 CA HSEE ELA F 5/11/2010
 CAHSEE_Math-1-1
 CA HSEE Math F 5/12/2010

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

Polio	11/3/1992	1/21/1993	12/9/1993	5/28/1997
DTB	11/3/1992	1/21/1993	4/6/1993	12/8/1993 5/28/1997
MMR	12/9/1993	5/28/1997		
HEP B	5/28/1997	8/15/1997	3/27/1998	
Varicella				

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

Date: 10/7/2010



California High School Exit Examination

Security Guard
for details

Student and Parent Report

Student Name

Date of Birth

Student ID:

Grade: 11

School: 0105000

District: 69799 - Pajaro Valley Unified

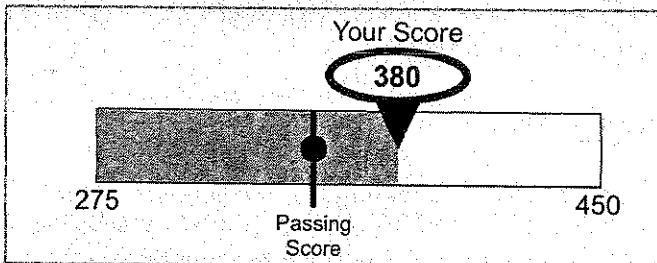
County: 44 - Santa Cruz

English-Language Arts

Test Date: 05/11/2010

Your Total Score	Score Required to Pass	Status
380	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	4
Reading Comprehension	18	15
Literary Response & Analysis	20	17
WRITING		
Writing Strategies	12	9
Writing Conventions	15	12

Writing Applications* Your Score

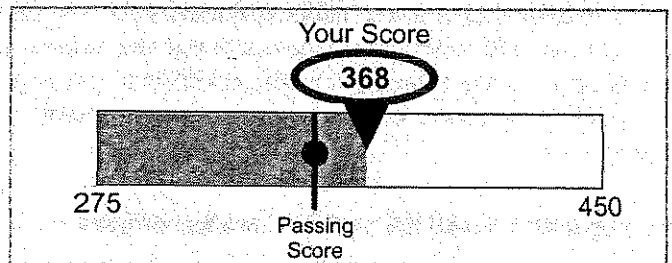
Essay 2.5

Mathematics

Test Date: 05/12/2010

Your Total Score	Score Required to Pass	Status
368	350	MODIFIED

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



Strands for Mathematics

	Number of Questions	Number Correct
Probability & Statistics	13	11
Number Sense	17	11
Algebra & Functions	20	16
Measurement & Geometry	18	11
Algebra I	12	4

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

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



Board Agenda Backup

Item No: 11.6

Date: January 19, 2011

Item: CAHSEE Passage Waiver
English Language Arts (PVHS 10-11-03)

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

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

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

Recommendation: Approve

Budget Considerations: None

Funding Source:

Budgeted: Yes: No:

Amount: \$

Prepared By: Dee Teutschel, Program Director Special Services

Superintendent's Signature:

Dorinda Baker

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

Parent/Guardian Request for Waiver of the High School Exit Examination Requirement for State

Date: 9/22/10

To The Parent/Guardian of:

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

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

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

Signature of Principal

[Handwritten signature]

Date

9-20-10

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

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

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



Signature of Parent:

Date:

9/27/10

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 on one or both parts of the examination.

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

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

(see attached)

*Need transcript
CELDT*

1. A) _____ has been identified as a student with Specific Learning Disabilities. Her perceptual area of difficulty is in crystallized intelligence, and an intra-cognitive discrepancy as reported in the psychological exam reported on 11/24/2008. This disability creates difficulty with English Language Vocabulary, reading fluency, and reading comprehension.

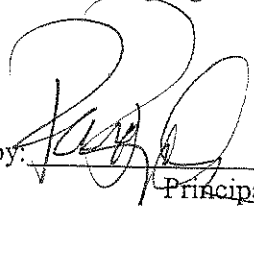
- B) The modifications which were used on the English Language Arts and Math section of the exam were: use of calculator, and ELA and math questions were read aloud. She was also given the test over 2 days.

- C) As reported in the psychological report, _____ learning disability prohibited her from exhibiting her knowledge in the subject area without the use of modifications. She used these modifications regularly in her classroom.

- D) The modifications and accommodations that _____ used in the classroom were: extra time with tests, shortened assignments, use of a calculator and spell checker , and taking a test in an alternate setting.

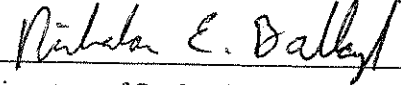
2. Has sufficient high school coursework either satisfactorily completed or in progress in the high school level curriculum sufficient to have attained the skills and knowledge otherwise needed to pass the CAHSEE. *(Attach transcripts showing coursework completed.)*

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

Certified by: 
Principal's Signature

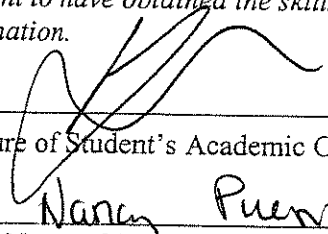
9-20-10
Date

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

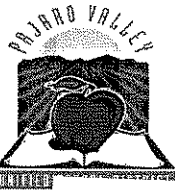
 9-27-10
Signature of Student's Special Education Teacher Date

Nicholas E. Ballas
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.

 9/28/10
Signature of Student's Academic Counselor Date

Nancy Puente
Printed Name of Student's Academic Counselor



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

Student _____

Date of Birth _____

IEP Meeting Date 12/10/09

SUPPLEMENTARY

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 - 9)
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
 Accommodations:
 Modifications:
- Math: (Gr. 2-11) Grade Exempt CST **OR** CMA (Criteria Met) (Gr. 3 - 7, Algebra I - Gr. 7-11)
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
 Accommodations:
 Modifications:
- Science (Gr. 5 & 8 Gr. 9-11) Grade Exempt CST **OR** CMA (Criteria Met) (Gr. 5, 8 & 10)
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
 Accommodations:
 Modifications:
- History/Social Science* Grade Exempt CST
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
 Accommodations:
 Modifications:
- Writing (Gr. 7 only) Grade Exempt CST **OR** CMA (Criteria Met) (Gr. 7 only)
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
 Accommodations:
 Modifications:
- Life Skills Curriculum: CAPA Level 1 2 3 4 5
 Participation in CST/CMA not appropriate due to: _____
- Other State or District-Wide Assessment Accommodations/Modifications (specify) Flexible setting and time

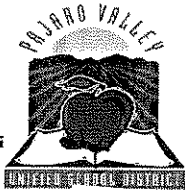
* (Grade 8; Grade 11 for U.S. History; Grades 9 through 11 World History)

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) ELA: Q's read aloud; calculator Grade Exempt (below grade 10, or Post Sec.)
 Accommodations (specify) test over two days; math Q's read aloud Passed both subtests of the CAHSEE



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

Student _____

Date of Birth _____

IEP Meeting Date 12/10/09

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Processing Speed	Extra Time: Assignments/Tests (2.0)	District of Service/ Gen. Ed. Teacher, Assistant, RS	12/10/2009
Visual Perception	Visual Models, Visual Schedule	District of Service/ Gen. Ed. Teacher, Assistant, RS	12/10/2009
Processing Speed	Extra Time: Assignments/Tests (1.5), Shortened Assignments, Take Tests in Alternate Setting	District of Service/ Gen. Ed. Teacher, Assistant, RS	12/10/2009
Processing Speed, Other: visual memory	Calculator, Spelling Checker	District of Service/ Gen. Ed. Teacher, Assistant, RS	12/10/2009

Pajaro Valley Unified School District

School Name/Address
 Pajaro Valley High School
 500 Harkins Slough
 Watsonville, CA 95076
 Tel: (831)728-8102 Fax: (831)728-6944

Enter Date: 8/15/2007

Graduated:

Class Of: 2011

Counselor: Puente

SSID: 4014080280

CrsID	Course Title	Mark	Credit	CrsID	Course Title	Mark	Credit
Pajaro Valley High School Grd 09 12/2007				Pajaro Valley High School Grd 11 6/2010			
2413	P Algebra 1A/B (S/9)	C-	5.000	2610	P Algebra II	D-	5.000
1163	Dev Reading 3	A	5.000	3310	P Chemistry	C-	5.000
9270	Directed Study	B	5.000	9270	Directed Study	A	5.000
1130	P English 1	C-	5.000	1330	P English 3/American Lite	B-	5.000
5051	Intro Computers	B-	5.000	5710	ROP Administration Just	A-	5.000
2976	Math B (9th)	C	5.000	7210	P US History	C-	5.000
4510	N PE 9	B	5.000				
Crs Att: 35.000 Cmp: 35.000 Total GPA: 2.714				Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.667			
Pajaro Valley High School Grd 09 6/2008				Work In Progress			
2413	P Algebra 1A/B (S/9)	C-	5.000	4610	N Adv PE		0.000
1163	Dev Reading 3	B-	5.000	9270	Directed Study		0.000
9270	Directed Study	B	5.000	1430	P English 4		0.000
1130	P English 1	C	5.000	7310	P Federal Government/US G		0.000
3920	Health	F	0.000	3610	P Integrated Science I		0.000
2976	Math B (9th)	C-	5.000	3510	P Physics		0.000
4510	N PE 9	F	0.000	4610	N Adv PE		0.000
Crs Att: 35.000 Cmp: 25.000 Total GPA: 1.714				9270	Directed Study		0.000
Pajaro Valley High School Grd 10 12/2008				1430	P English 4		0.000
4610	N Adv PE	D	5.000	3610	P Integrated Science I		0.000
3210	P Biology	D+	5.000	3510	P Physics		0.000
9270	Directed Study	A-	5.000	Credit Summary - High School			
1230	P English 2	C	5.000	Subject Area	Req	Cmp	Def
2510	P Geometry	B	5.000	A English	40.00	25.00	15.00
4510	N Physical Education 9		0.000	B Math	20.00	20.00	
4210	P Spanish 1 SS	C-	5.000	C Biological Science	10.00	10.00	
7110	P World Civ	C-	5.000	D Physical Science	10.00	5.00	5.00
Crs Att: 40.000 Cmp: 35.000 Total GPA: 2.143				E Health	5.00	0.00	5.00
Pajaro Valley High School Grd 10 6/2009				F Fine Arts / Foreign L	10.00	10.00	
4610	N Adv PE	F	0.000	G Physical Education	20.00	10.00	10.00
3210	P Biology	B-	5.000	H Applied Arts	10.00	10.00	
9270	Directed Study	A	5.000	I World Civilization	10.00	10.00	
1230	P English 2	C-	5.000	J US History	10.00	10.00	
2510	P Geometry	C+	5.000	K Federal Government	5.00	0.00	5.00
4510	N Physical Education 9	F	0.000	L Economics	5.00	0.00	5.00
4210	P Spanish 1 SS	C	5.000	M Electives	45.00	55.00	
7110	P World Civ	C	5.000	N Algebra	10.00	10.00	
Crs Att: 40.000 Cmp: 30.000 Total GPA: 1.875				O Science	10.00	0.00	10.00
Pajaro Valley High School Grd 11 12/2009				---Total Credits---	220.00	175.00	55.00
2610	P Algebra II	C	5.000				
3310	P Chemistry	F	0.000				
9270	Directed Study	A	5.000				
1330	P English 3/American Lite	F	0.000				
5710	ROP Administration Just	C	5.000				
7210	P US History	C	5.000				
Crs Att: 30.000 Cmp: 20.000 Total GPA: 1.667							

Academic GPA: 2.211 Rank 0 out of
 Total GPA: 2.122 Rank 0 out of
 CSU GPA: 2.000
 Cal Grant GPA: 2.154

Testing Information

CAHSEE_ELA-1-1
 CA HSEE ELA F 5/11/2010
 CAHSEE_Math-1-1
 CA HSEE Math F 5/12/2010

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

Polio	5/10/1993	8/10/1993	5/25/1995	11/6/1997
DTB	5/10/1993	8/10/1993	2/22/1994	5/25/1995 11/6/1997
MMR	5/25/1995	11/6/1997		
HEP B	10/6/1997	12/11/1997	4/4/1998	
Varicella				

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

Date: 10/22/2010



California High School Exit Examination

Security Guard
See back for details

Student and Parent Report

Student:

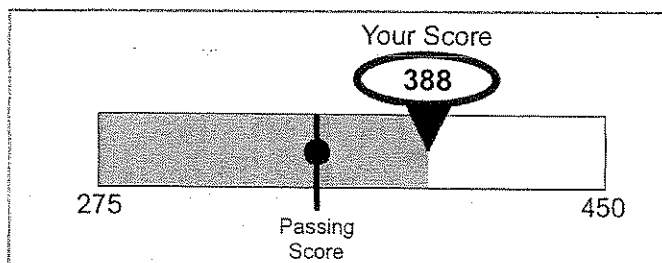
Date of:
Student:
Grade:
School: 0105000 - Pajaro Valley High
District: 69799 - Pajaro Valley Unified
County: 44 - Santa Cruz

English-Language Arts

Test Date: 05/11/2010

Your Total Score	Score Required to Pass	Status
388	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	6
Reading Comprehension	18	14
Literary Response & Analysis	20	17
WRITING		
Writing Strategies	12	9
Writing Conventions	15	14

Writing Applications*

Your Score

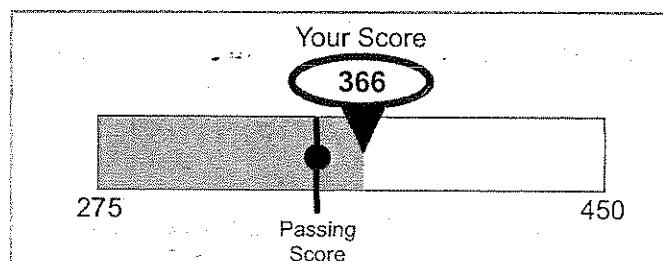
Essay	2.5
-------	-----

Mathematics

Test Date: 05/12/2010

Your Total Score	Score Required to Pass	Status
366	350	MODIFIED

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

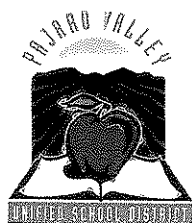


Strands for Mathematics

	Number of Questions	Number Correct
Probability & Statistics	13	10
Number Sense	17	13
Algebra & Functions	20	14
Measurement & Geometry	18	9
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: 11.7

Date: January 19, 2011

Item: CAHSEE Passage Waiver
English Language Arts (PVHS 10-11-04)

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

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

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

Recommendation: Approve

Budget Considerations: None

Funding Source:

Budgeted: Yes: No:

Amount: \$

Prepared By: Dee Teutschel, Program Director Special Services

Superintendent's Signature:

Dorma Baker

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: 11.05.10

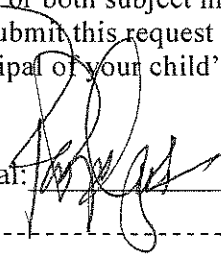
To The Parent/Guardian of:

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: 11-5-10

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: 11-5-10

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).
 - b. Describe any modification used on the English/language arts or math section of the exam (separate form must be filled out for each section):
 - c. State the rationale for applying the modification(s) used to achieve an equivalent passing score on the CAHSEE for this student.
 - d. Describe the modification(s) that the student regularly uses in the classroom and on other assessments.

Student: #

CAHSEE Waiver

1a.

Student has delays in auditory processing which impacts her performance in reading comprehension and written language.

1b.

Test directions/questions were read aloud to the student and the ELA testing was given over two days.

1c.

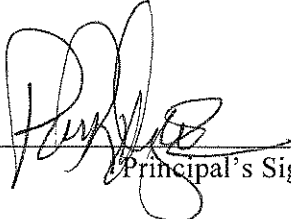
Student's weaker word recognition and sentence memory skills impact her overall reading performance. Oral reading of directions and questions provides clarity of information which allows appropriate pacing of her test performance. Student tends to work impulsively which leads to errors and misunderstanding of a given text. Having the examiner present questions orally slows her performance, allows more focus and provides a clearer understanding for the student of what is being asked. Testing over two days decreases the student's fatigue and her possible frustration with demands of a longer testing day.

1d.

Teachers have been provided with copies of the student's recommended accommodations, or modifications, as stated in his IEP. Directions and or questions for both class assignments and class tests are read aloud or verbally clarified for the student within her general education classes at her request or as determined helpful by the classroom teacher.

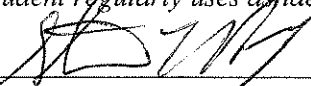
2. Has sufficient high school coursework either satisfactorily completed or in progress in the high school level curriculum sufficient to have attained the skills and knowledge otherwise needed to pass the CAHSEE. *(Attach transcripts showing coursework completed.)*

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

Certified by: 
Principal's Signature

11-5-10
Date

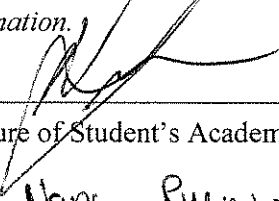
I agree that the information on this Waiver Request Sheet accurately describes the modifications that this student regularly uses as identified in the IEP.


Signature of Student's Special Education Teacher

11.05.10
Date

Steven T. Hoj
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

11/5/10
Date

Nancy Puente
Printed Name of Student's Academic Counselor

Student _____

Date of Birth _____

IEP Meeting Date 3/05/10

SUPPLEMENTARY/SPECIALIZED SUPPORT

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

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

Description	Responsible 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) _____
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 - No accommodations or modifications Accommodations (specify below) Modifications (specify below)
- Math: (Gr. 2-11) Grade Exempt CST **OR** CMA (Criteria Met) (Gr. 3 - 7, Algebra I - Gr. 7-11)
 - No accommodations or modifications Accommodations (specify below) Modifications (specify below)
- Science (Gr. 5 & 8 Gr. 9-11) Grade Exempt CST **OR** CMA (Criteria Met) (Gr. 5, 8 & 10)
 - No accommodations or modifications Accommodations (specify below) Modifications (specify below)
- History/Social Science* Grade Exempt CST
 - No accommodations or modifications Accommodations (specify below) Modifications (specify below)
- Writing (Gr. 7 only) Grade Exempt CST **OR** CMA (Criteria Met) (Gr. 7 only)
 - No accommodations or modifications Accommodations (specify below) Modifications (specify below)
- 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) extended time and/or flexible setting

* (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) use of calculator, Q's read ELA
- Accommodations (specify) Q's read math; test + 1 day
- Exempt due to eligibility for participation in CAPA
- Grade Exempt (below grade 10, or Post Sec.)
- Passed both subtests of the CAHSEE

...TION PROGRAM
Specialized Instruction



Student _____

Date of Birth _____

IEP Meeting Date 03/03/10

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Attending Skills	Preferential Seating, Provide with Notes, Visual Models	District of Service/ Gen. Ed. Teacher, Assistant, RS	03/03/2010
Auditory Memory	Calculator, Directions Read Aloud, Extra Time: Assignments/Tests (1.5), Provide with Notes, Take Tests in Alternate Setting, Tests in Short Segments, Visual Models	District of Service/ Gen. Ed. Teacher, Assistant, RS	03/03/2010
Auditory Perception	Directions Read Aloud, Extra Time: Assignments/Tests (1.5), Provide with Notes, Visual Models	District of Service/ Gen. Ed. Teacher, Assistant, RS	03/03/2010
Processing Speed	Calculator, Extra Time: Assignments/Tests (1.5), Frequent Breaks, Preferential Seating, Take Tests in Alternate Setting	District of Service/ Gen. Ed. Teacher, Assistant, RS	03/03/2010
Visual Perception	Directions Read Aloud, Extra Time: Assignments/Tests (1.5), Preferential Seating, Take Tests in Alternate Setting, Visual Models	District of Service/ Gen. Ed. Teacher, Assistant, RS	03/03/2010

Student Name

Pajaro Valley Unified School District

School Name/Address
 Pajaro Valley High School
 500 Harkins Slough
 Watsonville, CA 95076
 Tel: (831)728-8102 Fax: (831)728-6944

Enter Date: 8/15/2007
 Graduated:
 Class Of: 2011

Counselor: Puente
 SSID: 2013994225
 Community Service Hours: 40

CrsID	Course Title	Mark	Credit	CrsID	Course Title	Mark	Credit
Pajaro Valley High School Grd 09 12/2007				2610 P Algebra II C- 5.000			
2413	P Algebra 1A/B (S/9)	B	5.000	3310	P Chemistry	C+	5.000
1163	Dev Reading 3	A	5.000	1330	P English 3/American Lite	C-	5.000
1130	P English 1	B	5.000	5710	ROP Administration Just	B-	5.000
3910	Health	C+	5.000	4220	P Spanish 2 SS	C+	5.000
2976	Math B (9th)	A-	5.000	7210	P US History	B-	5.000
4510	N PE 9	B	5.000	Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.167			
Crs Att: 30.000 Cmp: 30.000 Total GPA: 3.167							
Pajaro Valley High School Grd 09 6/2008				Work In Progress			
2413	P Algebra 1A/B (S/9)	B+	5.000	6050	P Ceramics		0.000
1163	Dev Reading 3	A-	5.000	9270	Directed Study		0.000
1130	P English 1	A-	5.000	7410	P Economics		0.000
5051	Intro Computers	A-	5.000	1430	P English 4		0.000
2976	Math B (9th)	B+	5.000	3510	P Physics		0.000
4510	N PE 9	A	5.000	2821	P Statistics		0.000
Crs Att: 30.000 Cmp: 30.000 Total GPA: 3.667				6050	P Ceramics		0.000
Pajaro Valley High School Grd 10 12/2008				9270	Directed Study		0.000
4610	N Adv PE	C-	5.000	7410	P Economics		0.000
3210	P Biology	B-	5.000	1430	P English 4		0.000
1230	P English 2	C-	5.000	3510	P Physics		0.000
2510	P Geometry	RD-	0.000	2821	P Statistics		0.000
4210	P Spanish 1 SS	C+	5.000	Credit Summary - High School			
7110	P World Civ	D+	5.000	Subject Area	Req	Cmp	Def
Crs Att: 30.000 Cmp: 25.000 Total GPA: 2.000				A English	40.00	30.00	10.00
Pajaro Valley High School Grd 10 6/2009				B Math	20.00	20.00	
4610	N Adv PE	A-	5.000	C Biological Science	10.00	10.00	
3210	P Biology	B-	5.000	D Physical Science	10.00	10.00	
1230	P English 2	B+	5.000	E Health	5.00	5.00	
2510	P Geometry	C-	5.000	F Fine Arts / Foreign L	10.00	10.00	
4210	P Spanish 1 SS	A-	5.000	G Physical Education	20.00	20.00	
7110	P World Civ	A-	5.000	H Applied Arts	10.00	10.00	
Crs Att: 30.000 Cmp: 30.000 Total GPA: 3.333				I World Civilization	10.00	10.00	
Pajaro Valley High School Grd 10 7/2009				J US History	10.00	10.00	
SS2510	P GEOMETRY	C	5.000	K Federal Government	5.00	0.00	5.00
Crs Att: 5.000 Cmp: 5.000 Total GPA: 2.000				L Economics	5.00	0.00	5.00
Pajaro Valley High School Grd 11 12/2009				M Electives	45.00	35.00	10.00
2610	P Algebra II	B-	5.000	N Algebra	10.00	10.00	
3310	P Chemistry	C	5.000	O Science	10.00	0.00	10.00
1330	P English 3/American Lite	C-	5.000	---Total Credits---	220.00	180.00	40.00
5710	ROP Administration Just	C-	5.000				
4220	P Spanish 2 SS	B-	5.000				
7210	P US History	C	5.000				
Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.333							
Pajaro Valley High School Grd 11 6/2010							

Academic GPA: 2.735 Rank 0 out of
 Total GPA: 2.778 Rank 0 out of
 CSU GPA: 2.630
 Cal Grant GPA: 2.458

Testing Information

CA HSEE ELA CAHSEE ELA-1-1
 F 5/11/2010
 CA HSEE Math CAHSEE Math-1-1
 F 5/12/2010

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

Polio	11/24/1993	1/24/1994	3/24/1994	4/12/1995	3/17/1998
DTB	11/24/1993	1/24/1994	3/24/1994	4/12/1995	3/17/1998
MMR	1/5/1995	3/17/1998			
HEP B	11/24/1993	1/24/1994	6/22/1994		
Varicella					

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

Date: 10/5/2010



California High School Exit Examination

Security Guard

Student and Parent Report

Student

Date of Student Grade:

School: 0105030 - Pajaro Valley High

District: 69799 - Pajaro Valley Unified

County: 44 - Santa Cruz

English-Language Arts

Test Date: 05/11/2010

Your Total Score	Score Required to Pass	Status
411	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	7
Reading Comprehension	18	17
Literary Response & Analysis	20	18
WRITING		
Writing Strategies	12	9
Writing Conventions	15	13

Writing Applications* Your Score

Essay 3.0

Mathematics

Test Date: 05/12/2010

Your Total Score	Score Required to Pass	Status
366	350	MODIFIED

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

Strands for Mathematics

	Number of Questions	Number Correct
Probability & Statistics	13	9
Number Sense	17	12
Algebra & Functions	20	16
Measurement & Geometry	18	11
Algebra I	12	4

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

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



Board Agenda Backup

Item No: 11.8

Date: January 19, 2011

Item: CAHSEE Passage Waiver
English Language Arts (PVHS 10-11-05)

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

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

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

Recommendation: Approve

Budget Considerations: None

Funding Source:

Budgeted: Yes: No:

Amount: \$

Prepared By: Dee Teutschel, Program Director Special Services

Superintendent's Signature:

Dorma Baker

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: 10-21-10

To The Parent/Guardian of: _____

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

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

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

Signature of Principal: _____

Date: 10/29/10

I request that my child _____ was tested with a modification and earned the equivalent of a passing score one or more _____ 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: 10/25/10

FOR SITE USE ONLY

Date Received by Principal: _____

Student Identification Number: _____

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Student's Name

Number

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

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

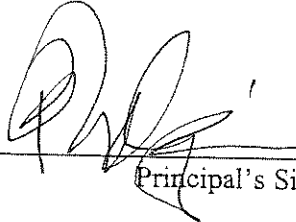
1. Has an individualized education program (IEP) adopted pursuant to the Individuals with Disabilities Education Act that specifies the use of the modification(s) on the exit examination, standardized testing, or classroom instruction and assessments.
(Attach the section of the IEP that specifies the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

Student ID:

1. This student has delays in processing speed and visual perception both create difficulty for her in the areas of reading comprehension, written language skills and study/organization skills. She is a slow reader and would not do well with a timed test.
2. During the ELA portion of the test questions were read aloud to her and she was given two days or more to complete the test.
3. This student's reading comprehension and word recognition skills are below grade level because of her visual perception and processing speed deficits. The oral reading of questions aloud helped her to better understand the questions and helped maintain the test at a manageable pace. Since she is a slow reader the extra time allotted to her helped her manage her time better in a way that increased her chances of being more successful.
4. This student receives a number of instructional accommodations on a daily basis which include; double the amount of time to complete assignments and tests, can take tests in an alternate setting, where questions can be read aloud, can use a calculator if necessary, can use a spell checker, and is provided with visual models and a visual schedule as well. All of her general education teachers have been provided with a copy of her IEP goals and instructional accommodations in order to provide her with the least restricted environment.

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

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

Certified by: 
Principal's Signature

10/29/10
Date

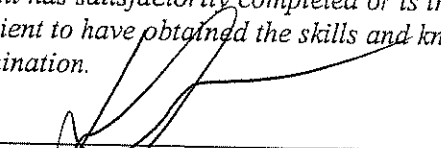
I agree that the information on this Waiver Request Sheet accurately describes the modifications that this student regularly uses as identified in the IEP.

Nicholas E. Ballagh
Signature of Student's Special Education Teacher

10-21-10
Date

Nicholas E. Ballagh
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

10/22/10
Date

Nancy Puente
Printed Name of Student's Academic Counselor



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

Student _____

Date of Birth _____

IEP Meeting Date 12/02/09

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 - 9)
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
 Accommodations:
 Modifications:
- Math: (Gr. 2-11) Grade Exempt CST OR CMA (Criteria Met) (Gr. 3 - 7, Algebra I - Gr. 7-11)
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
 Accommodations:
 Modifications:
- Science (Gr. 5 & 8 Gr. 9-11) Grade Exempt CST OR CMA (Criteria Met) (Gr. 5, 8 & 10)
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
 Accommodations:
 Modifications:
- History/Social Science* Grade Exempt CST
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
 Accommodations:
 Modifications:
- Writing (Gr. 7 only) Grade Exempt CST OR CMA (Criteria Met) (Gr. 7 only)
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
 Accommodations:
 Modifications:
- Life Skills Curriculum: CAPA Level 1 2 3 4 5
 Participation in CST/CMA 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) ELA Q's read aloud; calculator Grade Exempt (below grade 10, or Post Sec.)
 Accommodations (specify) tests over 2+days; math Q's read aloud Passed both subtests of the CAHSEE



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

Student _____

Date of Birth _____

IEP Meeting Date 12/02/09

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Processing Speed	Extra Time: Assignments/Tests (2.0)	District of Service/ Gen. Ed. Teacher, Assistant, RS	12/02/2009
Processing Speed	Take Tests in Alternate Setting	District of Service/ Assistant, RS	12/02/2009
Processing Speed	Calculator	District of Service/ Gen. Ed. Teacher, Assistant, RS	12/02/2009
Visual Perception	Spelling Checker, Visual Models, Visual Schedule	District of Service/ Gen. Ed. Teacher, Assistant, RS	12/02/2009

Pajaro Valley Unified School District

Date: 8/15/2007

Grade:

Year: 2011

School Name/Address

Pajaro Valley High School
500 Harkins Slough
Watsonville, CA 95076

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

Counselor: Puente

SSID: 3014053547

Community Service Hours: 80

CrsID	Course Title	Mark	Credit	CrsID	Course Title	Mark	Credit
Pajaro Valley High School Grd 09 12/2007				Pajaro Valley High School Grd 11 6/2010			
2413	P Algebra 1A/B (S/9)	B	5.000	2610	P Algebra II	B-	5.000
1130	P English 1	B+	5.000	6010	P Art 1	B-	5.000
3610	P Integ Sci I	B-	5.000	9270	Directed Study	A	5.000
5051	Intro Computers	B	5.000	1330	P English 3/American Lite A+	5.000	
2976	Math B (9th)	A	5.000	4220	P Spanish 2 SS	A	5.000
4510	N PE 9	B	5.000	7210	P US History	B-	5.000
Crs Att: 30.000 Cmp: 30.000 Total GPA: 3.167				Crs Att: 30.000 Cmp: 30.000 Total GPA: 3.500			
Pajaro Valley High School Grd 09 6/2008				Watsonville High School Grd 11 7/2010			
2413	P Algebra 1A/B (S/9)	B	5.000	SS9292	CAHSEE ELA - 1st Sem NM	0.000	0.000
1130	P English 1	B	5.000	Crs Att: 5.000 Cmp: 0.000 Total GPA: 0.000			
3910	Health	A	5.000	Work In Progress			
3610	P Integ Sci I	C+	5.000	4410	PA AP Spanish Language		0.000
2976	Math B (9th)	B	5.000	1430	P English 4		0.000
4510	N PE 9	B	5.000	7310	P Federal Government/US G		0.000
Crs Att: 30.000 Cmp: 30.000 Total GPA: 3.000				3510	P Physics		0.000
Pajaro Valley High School Grd 10 12/2008				6080	P ROP Computer Graphics		0.000
4610	N Adv PE	B	5.000	2821	P Statistics		0.000
3210	P Biology	C+	5.000	4410	PA AP Spanish Language		0.000
1230	P English 2	B-	5.000	1430	P English 4		0.000
2510	P Geometry	B+	5.000	3510	P Physics		0.000
4210	P Spanish 1 SS	A+	5.000	6080	P ROP Computer Graphics		0.000
7110	P World Civ	B-	5.000	2821	P Statistics		0.000
Crs Att: 30.000 Cmp: 30.000 Total GPA: 3.000				Credit Summary - High School			
Pajaro Valley High School Grd 10 6/2009				Subject Area	Req	Cmp	Def
4610	N Adv PE	B	5.000	A English	40.00	30.00	10.00
3210	P Biology	B	5.000	B Math	20.00	20.00	
1230	P English 2	B+	5.000	C Biological Science	10.00	10.00	
2510	P Geometry	B	5.000	D Physical Science	10.00	10.00	
4210	P Spanish 1 SS	A	5.000	E Health	5.00	5.00	
7110	P World Civ	B+	5.000	F Fine Arts / Foreign L	10.00	10.00	
Crs Att: 30.000 Cmp: 30.000 Total GPA: 3.167				G Physical Education	20.00	20.00	
Pajaro Valley High School Grd 11 12/2009				H Applied Arts	10.00	5.00	5.00
2610	P Algebra II	B-	5.000	I World Civilization	10.00	10.00	
6010	P Art 1	B	5.000	J US History	10.00	10.00	
9270	Directed Study	A	5.000	K Federal Government	5.00	0.00	5.00
1330	P English 3/American Lite	B-	5.000	L Economics	5.00	0.00	5.00
4220	P Spanish 2 SS	A+	5.000	M Electives	45.00	40.00	5.00
7210	P US History	B	5.000	N Algebra	10.00	10.00	
Crs Att: 30.000 Cmp: 30.000 Total GPA: 3.333				O Science	10.00	0.00	10.00
				---Total Credits---	220.00	190.00	40.00

Academic GPA: 3.206 Rank 0 out of
Total GPA: 3.194 Rank 0 out of
CSU GPA: 3.115
Cal Grant GPA: 3.250

Testing Information

CAHSEE_ELA-1-1
CA HSEE ELA F 5/11/2010
CAHSEE_Math-1-1
CA HSEE Math P 11/4/2009

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

Polio	6/1/1992	8/3/1992	10/5/1992	10/7/1993
DTB	6/1/1992	8/3/1992	10/5/1992	7/1/1993 10/7/1993
MMR	7/6/1993	7/1/1996		
HEP B	6/2/1997	1/20/1998	8/4/1998	
Varicella				

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

Date: 10/7/2010



California High School Exit Examination

See back for details

Student and Parent Report

Student Name

Date of Birth

Student ID

Grade: 11

School: 01

District: 69799 - Pajaro Valley Unified

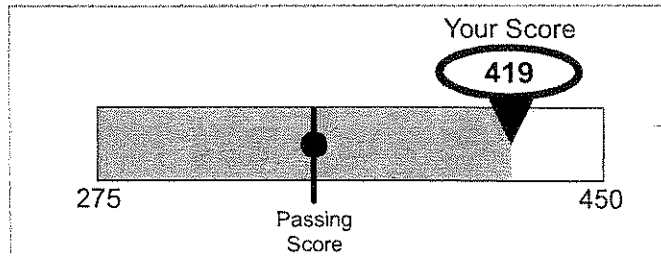
County: 44 - Santa Cruz

English-Language Arts

Test Date: 05/11/2010

Your Total Score	Score Required to Pass	Status
419	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	6
Reading Comprehension	18	16
Literary Response & Analysis	20	18
WRITING		
Writing Strategies	12	12
Writing Conventions	15	14

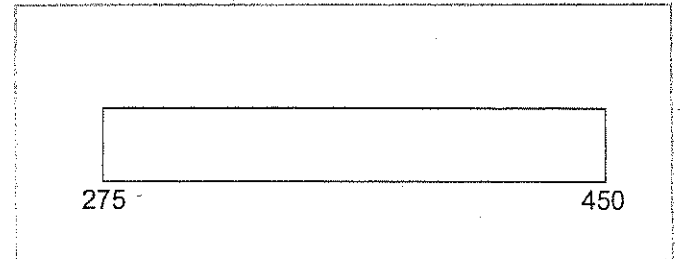
Writing Applications*	Your Score
Essay	3.0

Mathematics

Test Date: 05/12/2010

Your Total Score	Score Required to Pass	Status
		SATISFIED REQ

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



Strands for Mathematics

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

* Each student essay received a grade of 1, 2, 3, 4, or 5. The average of these two scores is listed above under the heading "Your Score".

The Writing Applications section is based on the student's performance on the essay.

CAHSEE is a trademark of the State of California. All other trademarks are the property of their respective owners.



Board Agenda Backup

Item No: 11.9

Date: January 19, 2011

Item: CAHSEE Passage Waiver
English Language Arts (PVHS 10-11-06)

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

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

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

Recommendation: Approve

Budget Considerations: None

Funding Source:

Budgeted: Yes: No:

Amount: \$

Prepared By: Dee Teutschel, Program Director Special Services

Superintendent's Signature:

Dorma Baker

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: October 18, 2010

To The Parent/Guardian of

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

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

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

Signature of Principal: _____

Date: 11-1-2010

I request that my child _____ 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: 10-29-2010

<p><u>FOR SITE USE ONLY</u></p> <p>Date Received by Principal: _____</p> <p>Student Identification Number: _____</p>

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.

Student

CAHSEE Waiver

1a.

Student has delays in visual perception and speed of processing which impact his performance in reading comprehension and written language.

1b.

Test directions/questions were read aloud to the student and the ELA testing was given over two days.

1c.

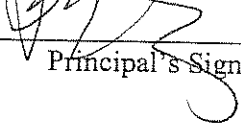
Student's weaker word recognition and comprehension skills impact his overall reading performance. Oral reading of directions and questions provides clarity of information which allows appropriate pacing of his test performance. Student tends to work impulsively which leads to errors and misunderstanding of a given text. Having the examiner present questions orally slows his performance, allows more focus and provides a clearer understanding for the student of what is being asked. Testing over two days decreases the student's fatigue and his possible frustration with demands of a longer testing day.

1d.

Teachers have been provided with copies of the student's recommended accommodations, or modifications, as stated in his IEP. Directions and or questions for both class assignments and class tests are read aloud or verbally clarified for the student within his general education classes at his request or as determined helpful by the classroom teacher.

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

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

Certified by: 
Principal's Signature

11-1-2010
Date

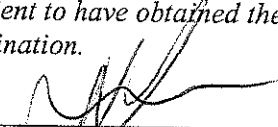
I agree that the information on this Waiver Request Sheet accurately describes the modifications that this student regularly uses as identified in the IEP.

Mary South
Signature of Student's Special Education Teacher

October 10, 2010
Date

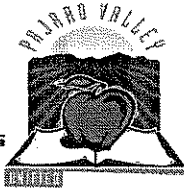
MARY SOUTH
Print Name of Student's Special Education Teacher

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


Signature of Student's Academic Counselor

11/4/10
Date

Nancy Puente
Printed Name of Student's Academic Counselor



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

Student _____

Date of Birth _____

IEP Meeting Date 10/21/09

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 - 9)
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
 Accommodations:
 Modifications:
- Math: (Gr. 2-11) Grade Exempt CST **OR** CMA (Criteria Met) (Gr. 3 - 7, Algebra I - Gr. 7-11)
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
 Accommodations:
 Modifications:
- Science (Gr. 5 & 8 Gr. 9-11) Grade Exempt CST **OR** CMA (Criteria Met) (Gr. 5, 8 & 10)
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
 Accommodations:
 Modifications:
- History/Social Science* Grade Exempt CST
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
 Accommodations:
 Modifications:
- Writing (Gr. 7 only) Grade Exempt CST **OR** CMA (Criteria Met) (Gr. 7 only)
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
 Accommodations:
 Modifications:
- Life Skills Curriculum: CAPA Level 1 2 3 4 5
 Participation in CST/CMA not appropriate due to: _____
- Other State or District-Wide Assessment Accommodations/Modifications (specify) extended time, flexible setting;

* (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) directions read aloud, ELA; calculator, math Grade Exempt (below grade 10, or Post Sec.)
 Accommodations (specify) directions read aloud, Math; test 1+day Passed both subtests of the CAHSEE



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

Student _____

Date of Birth _____

IEP Meeting Date 10/21/09

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Visual Perception	Extra Time: Assignments/Tests (1.5), Preferential Seating	District of Service/ Gen. Ed. Teacher, RS	10/21/2009
Visual Perception	Provide with Notes, Visual Models	District of Service/ Gen. Ed. Teacher, RS	10/22/2009
Processing Speed	Take Tests in Alternate Setting, Tests in Short Segments	District of Service/ Gen. Ed. Teacher, RS	10/22/2009
Processing Speed	Calculator, Extra Time: Assignments/Tests (1.5)	District of Service/ Gen. Ed. Teacher, RS	10/22/2009

Pajaro Valley Unified School District

School Name/Address
 Pajaro Valley High School
 500 Harkins Slough
 Watsonville, CA 95076
 Tel: (831)728-8102 Fax: (831)728-6944

Enter Date: 8/15/2007

Graduated:

Class Of: 2011

Counselor: Puente

SSID: 9024433931

Need 40 hrs

CrsID	Course Title	Mark	Credit	CrsID	Course Title	Mark	Credit
Pajaro Valley High School Grd 09 12/2007				Pajaro Valley High School Grd 11 6/2010			
2413	P Algebra 1A/B (S/9)	B	5.000	2610	P Algebra II	C	5.000
1163	Dev Reading 3	A	5.000	6010	P Art 1	D	5.000
9270	Directed Study	B-	5.000	3210	P Biology	C-	5.000
1130	P English 1	B	5.000	9270	Directed Study	A-	5.000
3910	Health	C-	5.000	1330	P English 3/American Lite	D-	5.000
2976	Math B (9th)	C	5.000	7210	P US History	C	5.000
4510	N PE 9	B	5.000	Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.000			
Crs Att: 35.000 Cmp: 35.000 Total GPA: 2.857				Watsonville High School Grd 11 7/2010			
Pajaro Valley High School Grd 09 6/2008				SS3211 P BIOLOGY - 1st Sem NM 0.000			
2413	P Algebra 1A/B (S/9)	B-	5.000	Crs Att: 5.000 Cmp: 0.000 Total GPA: 0.000			
9270	Directed Study	A-	5.000	Work In Progress			
1130	P English 1	C-	5.000	6050	P Ceramics		0.000
5051	Intro Computers	C-	5.000	3310	P Chemistry		0.000
2976	Math B (9th)	B-	5.000	9270	Directed Study		0.000
4510	N PE 9	C+	5.000	7410	P Economics		0.000
Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.667				1430	P English 4		0.000
Pajaro Valley High School Grd 10 12/2008				5065	ROP Bicycle Repair		0.000
9270	Directed Study	B-	5.000	6050	P Ceramics		0.000
1230	P English 2	D-	5.000	3310	P Chemistry		0.000
2510	P Geometry	C	5.000	9270	Directed Study		0.000
3610	P Integrated Science I	C+	5.000	1430	P English 4		0.000
4640	N Weights	B	5.000	5065	ROP Bicycle Repair		0.000
7110	P World Civ	D	5.000	Credit Summary - High School			
Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.000				Subject Area	Req	Cmp	Def
Pajaro Valley High School Grd 10 6/2009				A English	40.00	25.00	15.00
9270	Directed Study	A-	5.000	B Math	20.00	20.00	
1230	P English 2		0.000	C Biological Science	10.00	10.00	
1230	P English 2	D-	5.000	D Physical Science	10.00	10.00	
2510	P Geometry	C	5.000	E Health	5.00	5.00	
3610	P Integrated Science I	C-	5.000	F Fine Arts / Foreign L	10.00	5.00	5.00
4640	N Weights	A	5.000	G Physical Education	20.00	20.00	
7110	P World Civ	D+	5.000	H Applied Arts	10.00	5.00	5.00
Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.333				I World Civilization	10.00	10.00	
Pajaro Valley High School Grd 11 12/2009				J US History	10.00	5.00	5.00
2610	P Algebra II	D	5.000	K Federal Government	5.00	0.00	5.00
6010	P Art 1	F	0.000	L Economics	5.00	0.00	5.00
3210	P Biology	D	5.000	M Electives	45.00	45.00	
9270	Directed Study	B-	5.000	N Algebra	10.00	10.00	
1330	P English 3/American Lite	F	0.000	O Science	10.00	0.00	10.00
7210	P US History	F	0.000	---Total Credits---			
Crs Att: 30.000 Cmp: 15.000 Total GPA: 0.833					220.00	170.00	50.00

Academic GPA: 2.114 Rank 0 out of
 Total GPA: 2.135 Rank 0 out of
 CSU GPA: 2.031
 Cal Grant GPA: 1.792

Testing Information
 CA HSEE ELA F 5/11/2010 PASSED
 CA HSEE Math F 5/12/2010

Eng 4
 Ceramics
 PEP B.K.
 In school
 Chem.

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

Measles	11/19/1992	1/21/1993	3/20/1993	1/5/1994	3/19/1997
DTB	11/19/1992	1/21/1993	3/30/1993	1/5/1994	3/19/1997
MMR	1/5/1994	3/19/1997			
HEP B	3/30/1993	7/15/1993	9/15/1993		
Varicella	3/19/1997				

Not attend a
*Notes in
 no. elect. credits
 in folders
 M*

Transcript is unofficial unless signed by a school official
 School Officials
 Signature _____ Date: 10/18/2010



California High School Exit Exam

CAHSEE Student

Student and Parent Report

School: 0105858 - Pajaro Valley High

District: 69799 - Pajaro Valley Unified

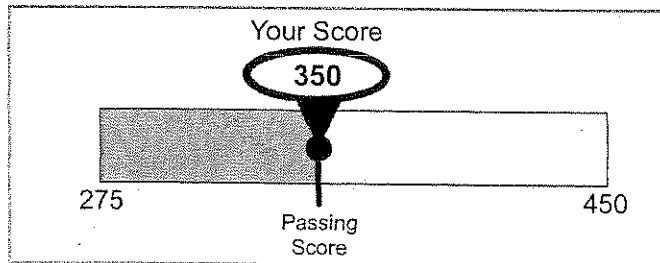
County: 44 - Santa Cruz

English-Language Arts

Test Date: 05/11/2010

Your Total Score	Score Required to Pass	Status
350	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	6
Reading Comprehension	18	12
Literary Response & Analysis	20	13
WRITING		
Writing Strategies	12	4
Writing Conventions	15	10

Writing Applications*

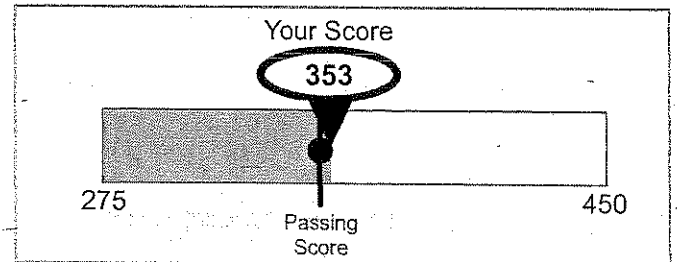
	Your Score
Essay	2.0

Mathematics

Test Date: 05/12/2010

Your Total Score	Score Required to Pass	Status
353	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	12
Number Sense	17	9
Algebra & Functions	20	13
Measurement & Geometry	18	8
Algebra I	12	3

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

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



Board Agenda Backup

Item No:
11.10

Date: January 19, 2011

Item: CAHSEE Passage Waiver
English Language Arts (PVHS 10-11-07)

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

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

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

Recommendation: Approve

Budget Considerations: None

Funding Source:

Budgeted: Yes: No:

Amount: \$

Prepared By: Dee Teutschel, Program Director Special Services

Superintendent's Signature:

Dorma Baker

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: 10-21-10

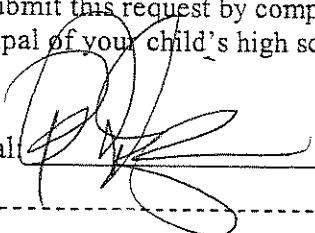
To The Parent/Guardian of

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

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

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

Signature of Principal



Date: 10/29/10

I request that my child _____ was tested with a modification and earned the equivalent of a passing score one or n _____ 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: 10/26/10

FOR SITE USE ONLY

Date Received by Principal: _____

Student Identification Number: _____

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Student's Name

Number

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

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

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

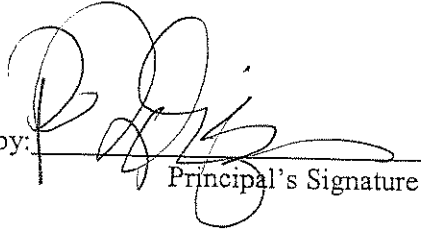
Student ID:

1. This student has delays in processing speed, visual perception and visual memory as well, all of which impact his reading comprehension, written language skills and study/organization skills. Furthermore, these delays in processing speed, visual perception and visual memory make timed tests extremely challenging for the student.
2. The student was allowed to take the test over 2 days and was read questions aloud during the ELA portion of the test in order to help ease the struggle with his visual perception and visual memory delays.
3. The student's word recognition and reading comprehension are well below grade level due to his deficits in visual perception, visual memory and his overall processing speed. Listening to questions being read aloud helped him to understand questions better from an auditory level as opposed to a visual level. When combining the two levels of reading the questions and hearing them being read aloud at the same time, the student was able to more fully comprehend the questions and thus be able to more accurately answer the questions correctly.
4. This student regularly gets twice the amount of time to complete assignments and tests and is permitted to take tests in an alternate setting where questions can be read aloud to him. His instructional accommodations page of his IEP has been provided to his general education teachers so that they can better assist him in class in a way that better suits his needs.

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

10/29/10
 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.

Nicholas E. Ballagh

Signature of Student's Special Education Teacher

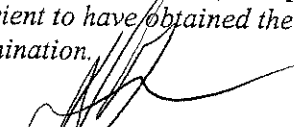
10-21-10

Date

Nicholas E. Ballagh

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.



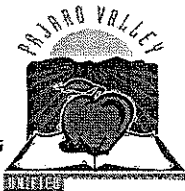
 Signature of Student's Academic Counselor

10/22/10

Date

Nancy Puente

 Printed Name of Student's Academic Counselor



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

Student _____

Date of Birth _____

IEP Meeting Date 12/17/09

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 - 9)
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
 Accommodations:
 Modifications:
- Math: (Gr. 2-11) Grade Exempt CST OR CMA (Criteria Met) (Gr. 3 - 7, Algebra I - Gr. 7-11)
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
 Accommodations:
 Modifications:
- Science (Gr. 5 & 8 Gr. 9-11) Grade Exempt CST OR CMA (Criteria Met) (Gr. 5, 8 & 10)
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
 Accommodations:
 Modifications:
- History/Social Science* Grade Exempt CST
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
 Accommodations:
 Modifications:
- Writing (Gr. 7 only) Grade Exempt CST OR CMA (Criteria Met) (Gr. 7 only)
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
 Accommodations:
 Modifications:
- Life Skills Curriculum: CAPA Level 1 2 3 4 5
 Participation in CST/CMA not appropriate due to: _____
- Other State or District-Wide Assessment Accommodations/Modifications (specify) flexible setting and time

* (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) ELA Q's read aloud Grade Exempt (below grade 10, or Post Sec.)
 Accommodations (specify) Test over 2 days Passed both subtests of the CAHSEE



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

Student _____

Date of Birth: _____

IEP Meeting Date 12/17/09

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Processing Speed	Extra Time: Assignments/Tests (2.0), Take Tests in Alternate Setting	District of Service/ Gen. Ed. Teacher, Assistant, RS	12/17/2009
Visual Perception	Spelling Checker, Visual Models, Visual Schedule	District of Service/ Gen. Ed. Teacher, Assistant, RS	12/17/2009
Other: visual memory	Calculator	District of Service/ Gen. Ed. Teacher, Assistant, RS	12/17/2009

Pajaro Valley Unified School District

School Name/Address
Pajaro Valley High School
 500 Harkins Slough
 Watsonville, CA 95076
 Tel: (831)728-8102 Fax: (831)728-6944

enter Date: 8/1/2007

raduated:

lass Of: 2011

Counselor: Puente

SSID: 3014076947

CrsID	Course Title	Mark	Credit	CrsID	Course Title	Mark	Credit	Credit Summary - High School						
Watsonville High School Grd 09 12/2007				Crs Att: 0.000 Cmp: 0.000 Total GPA: 0.000				Subject Area						
2410	P Algebra 1A/B	D	5.000	Pajaro Valley High School Grd 11 12/2009				A	English	40.00	25.00	15.00		
1130	P English 1	RF	0.000	2610	P Algebra II	D	5.000	B	Math	20.00	20.00			
3910	Health	B-	5.000	6010	P Art 1	B	5.000	C	Biological Science	10.00	10.00			
2976	Math B (9th)	F	0.000	3210	P Biology	F	0.000	D	Physical Science	10.00	10.00			
4510	N PE 9	A	5.000	9270	Directed Study	A	5.000	E	Health	5.00	5.00			
9240	Tutorial 9-12	B+	5.000	1330	P English 3/American Lite	F	0.000	F	Fine Arts / Foreign L	10.00	5.00	5.00		
Crs Att: 30.000 Cmp: 20.000 Total GPA: 2.200				7210	P US History	C-	5.000	G	Physical Education	20.00	20.00			
Watsonville High School Grd 09 6/2008				Crs Att: 30.000 Cmp: 20.000 Total GPA: 1.667				H Applied Arts				10.00	5.00	5.00
2410	P Algebra 1A/B	D+	5.000	Pajaro Valley High School Grd 11 6/2010				I	World Civilization	10.00	10.00			
1130	P English 1	RD	0.000	2610	P Algebra II	D-	5.000	J	US History	10.00	10.00			
5051	Intro Computers	B	5.000	9292	Basic Skills CA Exit Ex	A	5.000	K	Federal Government	5.00	0.00	5.00		
2976	Math B (9th)	F	0.000	3210	P Biology	C-	5.000	L	Economics	5.00	0.00	5.00		
4510	N PE 9	A	5.000	9270	Directed Study	A	5.000	M	Electives	45.00	35.00	10.00		
9240	Tutorial 9-12	B+	5.000	1330	P English 3/American Lite	D	5.000	N	Algebra	10.00	10.00			
Crs Att: 30.000 Cmp: 20.000 Total GPA: 2.200				7210	P US History	C+	5.000	O	Science	10.00	0.00	10.00		
Pajaro Valley High Summer School Grd 11 7/2008				Crs Att: 30.000 Cmp: 30.000				---Total Credits---				220.00	165.00	55.00
1130	P English 1	B	5.000	After School Pajaro Valley High Grd 11 6/2010				GPA Summary						
Crs Att: 5.000 Cmp: 5.000 Total GPA: 3.000				AS3210	BIOLOGY AS	B	5.000	Academic GPA: 2.235 Rank 0 out of						
Pajaro Valley High School Grd 10 12/2008				Crs Att: 5.000 Cmp: 5.000 Total GPA: 2.429				Total GPA: 2.378 Rank 0 out of						
9270	Directed Study	A	5.000	Work In Progress				CSU GPA: 2.083						
1230	P English 2	B	5.000	9270	Directed Study		0.000	Cal Grant GPA: 2.423						
2510	P Geometry	C	5.000	6020	P Draw/Paint		0.000	Testing Information						
3610	P Integrated Science I	C	5.000	1430	P English 4		0.000	CA HSEE ELA F 5/11/2010						
4640	N Weights	A	5.000	7310	P Federal Government/US G		0.000	CA HSEE Math P 3/18/2009						
7110	P World Civ	RF	0.000	3510	P Physics		0.000							
Crs Att: 30.000 Cmp: 25.000 Total GPA: 3.000				5065	ROP Bicycle Repair		0.000							
Pajaro Valley High School Grd 10 6/2009				9270	Directed Study		0.000							
9270	Directed Study	A	5.000	6020	P Draw/Paint		0.000							
1230	P English 2	D-	5.000	1430	P English 4		0.000							
2510	P Geometry	B-	5.000	3510	P Physics		0.000							
3610	P Integrated Science I	C+	5.000	5065	ROP Bicycle Repair		0.000							
4640	N Weights	B	5.000	9270	Directed Study		0.000							
7110	P World Civ	C-	5.000	6020	P Draw/Paint		0.000							
Crs Att: 30.000 Cmp: 30.000				1430	P English 4		0.000							
Other California School Grd 10 6/2009				3510	P Physics		0.000							
1130	P English 1	B	5.000	5065	ROP Bicycle Repair		0.000							
Crs Att: 5.000 Cmp: 5.000														
PVHS-Extended Learning Program Grd 10 6/2009														
7110	P World Civ- S1	B	5.000											
Crs Att: 5.000 Cmp: 5.000 Total GPA: 2.625														
Pajaro Valley High School Grd 10 7/2009														
SS2410	P ALGEBRA 1	NM	0.000											

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

Polio	12/22/1992	3/15/1993	3/4/1994	4/25/1997	
DTB	12/22/1992	3/15/1993	5/18/1993	3/4/1994	4/25/1997
MMR	3/4/1994	4/25/1997			
HEP B	3/5/1993	5/18/1993	3/4/1994		
Varicella					

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

Date: 10/7/2010



California High School Exit Examination

See back for details

Student and Parent Report

Student N
 Date of B
 Student I
 Grade: 1
 School: I
 District: 69799 - Pajaro Valley Unified
 County: 44 - Santa Cruz

English-Language Arts

Test Date: 05/11/2010

Your Total Score	Score Required to Pass	Status
407	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	5
Reading Comprehension	18	17
Literary Response & Analysis	20	17
WRITING		
Writing Strategies	12	11
Writing Conventions	15	13

Writing Applications*

	Your Score
Essay	3.0

Mathematics

Test Date: 05/12/2010

Your Total Score	Score Required to Pass	Status
		SATISFIED REQ

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

Strands for Mathematics

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

* Each student essay receives two scores that range from 1 (lowest) to 4 (highest) or non-scorable (NS). The average of these two scores is listed above under the heading "Your Score". The Writing Applications score counts as 20% of the total English-Language Arts score.
 A student must only retake the subject area examination (English-Language Arts and/or Mathematics) that was not passed.
 0001.0045.01.01 ETSCAHSEEP_697990000_20100624_1929_01.pdf 11603596 44-69799-0105858-68117



Board Agenda Backup

Item No: 11.11

Date: January 19, 2011

Item: CAHSEE Passage Waiver
English Language Arts (PVHS 10-11-08)

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

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

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

Recommendation: Approve

Budget Considerations: None

Funding Source:

Budgeted: Yes: No:

Amount: \$

Prepared By: Dee Teutschel, Program Director Special Services

Superintendent's Signature:

Dorma Baker

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: 11.05/10

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: [Handwritten Signature] Date: 11-5-10

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

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

- 1. An IEP that specifies the use of modification(s) on the exit examination, standardized testing, or classroom instruction and assessments.
2. Sufficient high school level coursework either satisfactorily completed or 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: 11-7-10

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).
 - b. Describe any modification used on the English/language arts or math section of the exam (separate form must be filled out for each section):
 - c. State the rationale for applying the modification(s) used to achieve an equivalent passing score on the CAHSEE for this student.
 - d. Describe the modification(s) that the student regularly uses in the classroom and on other assessments.

Student:

CAHSEE Waiver

1a.

Student has delays in visual perception and speed of processing which impact his performance in reading comprehension and written language.

1b.

Test directions/questions were read aloud to the student and the ELA testing was given over two days.

1c.

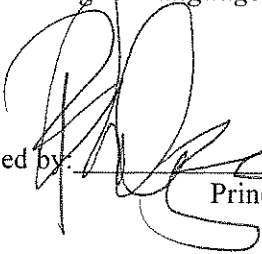
Student's weaker word recognition and comprehension skills impact his overall reading performance. Oral reading of directions and questions provides clarity of information which allows appropriate pacing of his test performance. Student tends to work impulsively which leads to errors and misunderstanding of a given text. Having the examiner present questions orally slows his performance, allows more focus and provides a clearer understanding for the student of what is being asked. Testing over two days decreases the student's fatigue and his possible frustration with demands of a longer testing day.

1d.

Teachers have been provided with copies of the student's recommended accommodations, or modifications, as stated in his IEP. Directions and or questions for both class assignments and class tests are read aloud or verbally clarified for the student within his general education classes at his request or as determined helpful by the classroom teacher.

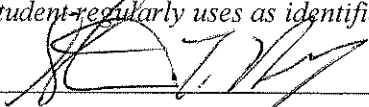
2. Has sufficient high school coursework either satisfactorily completed or in progress in the high school level curriculum sufficient to have attained the skills and knowledge otherwise needed to pass the CAHSEE. (*Attach transcripts showing coursework completed.*)

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

Certified by:  _____
Principal's Signature

11-5-10
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

11.05.10
Date

Steven T. Hall
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

11/5/10
Date

Ximene Ospina
Printed Name of Student's Academic Counselor

Supplementary & Specialized Support/Promotion & Assessment Standards

Student _____

IEP Meeting Date 01/14/10

SUPPLEMENTARY AND 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 - 9)
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
 Accommodations: _____
 Modifications: _____

Math: (Gr. 2-11) Grade Exempt CST OR CMA (Criteria Met) (Gr. 3 - 7, Algebra I - Gr. 7-11)
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
 Accommodations: _____
 Modifications: _____

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

History/Social Science* Grade Exempt CST
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
 Accommodations: _____
 Modifications: _____

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

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

Other State or District-Wide Assessment Accommodations/Modifications (specify) Use of calculator and word processor

*(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 a calculator, Q's read aloud/ELA Grade Exempt (below grade 10, or Post Sec.)
 Accommodations (specify) Q's read aloud/Math Passed both subtests of the CAHSEE



INDIVIDUALIZED EDUCATION PROGRAM
Specialized Instruction

Student _____

Date of Birth _____

IEP Meeting Date 01/14/10

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Auditory Acuity	Large Print, Preferential Seating, Provide with Notes, Study Buddy, Visual Models	District of Service/ Gen. Ed. Teacher, Assistant, RS	01/14/2010
Auditory Perception	Other: Check for understanding of directions	District of Service/ Gen. Ed. Teacher, Assistant, RS	01/14/2010
Attending Skills	Other: Employ cueing system, conferencing	District of Service/ Gen. Ed. Teacher, Assistant, RS	01/14/2010
Other: Written Language & Study/Organizational	Preferential Seating, Shortened Assignments, Other: Use of word processor	District of Service/ Gen. Ed. Teacher, Assistant, RS	01/14/2010
Other: Reading/Written Language	Preferential Seating, Shortened Assignments	District of Service/ Gen. Ed. Teacher, Assistant, RS	01/14/2010
Other: Math	Calculator, Math Manipulatives, Preferential Seating, Shortened Assignments, Visual Models	District of Service/ Gen. Ed. Teacher, Assistant, RS	01/14/2010

Pajaro Valley Unified School District

er Date: 8/15/2007

duated:

ss Of: 2011

School Name/Address

Pajaro Valley High School
500 Harkins Slough
Watsonville, CA 95076

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

Counselor: Ospina

SSID: 9024435011

CrsID	Course Title	Mark	Credit	CrsID	Course Title	Mark	Credit
Watsonville High Summer School Grd 09 7/2007				Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.500			
9250	Algebra Academy	C	5.000	Pajaro Valley High School Grd 10 7/2009			
9250	Algebra Academy	F	0.000	SS1130	P ENGLISH 1	B	5.000
Crs Att: 10.000 Cmp: 5.000 Total GPA: 1.000				SS1130	P ENGLISH 1	C	5.000
Pajaro Valley High School Grd 09 12/2007				Crs Att: 10.000 Cmp: 10.000 Total GPA: 2.500			
6320	P Adv Band	A	5.000	Pajaro Valley High School Grd 11 12/2009			
2413	P Algebra 1A/B (S/9)	RF	0.000	2610	P Algebra II	RF	0.000
9270	Directed Study	A	5.000	3210	P Biology	D-	5.000
1130	P English 1	RD	0.000	9270	Directed Study	B-	5.000
5051	Intro Computers	C+	5.000	1330	P English 3/American Lite C	5.000	
2976	Math B (9th)	D	5.000	4110	P Spanish 1	B	5.000
4510	N PE 9	A	5.000	7210	P US History	C-	5.000
Crs Att: 35.000 Cmp: 25.000 Total GPA: 3.000				Crs Att: 30.000 Cmp: 25.000 Total GPA: 2.200			
Pajaro Valley High School Grd 09 6/2008				Pajaro Valley High School Grd 11 6/2010			
6320	P Adv Band	A+	5.000	2610	P Algebra II	D-	5.000
2413	P Algebra 1A/B (S/9)	RF	0.000	3210	P Biology	C-	5.000
9270	Directed Study	F+	0.000	9270	Directed Study	B	5.000
1130	P English 1	D+	5.000	1330	P English 3/American Lite C	5.000	
3910	Health	C+	5.000	4110	P Spanish 1	A-	5.000
2976	Math B (9th)	RF	0.000	7210	P US History	B-	5.000
4510	N PE 9	A	5.000	Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.500			
Crs Att: 35.000 Cmp: 20.000 Total GPA: 2.200				Watsonville High School Grd 11 7/2010			
Watsonville High Summer School Grd 11 7/2008				SS2610	P ALGEBRA II - 1st Sem	C	5.000
2998	Math Lab Elective	P	5.000	Crs Att: 5.000 Cmp: 5.000 Total GPA: 2.000			
Crs Att: 5.000 Cmp: 5.000				Credit Summary - High School			
Pajaro Valley High Summer School Grd 11 7/2008				Subject Area	Req	Cmp	Def
2410	P Algebra 1	A+	5.000	A English	40.00	35.00	5.00
2410	P Algebra 1	A+	5.000	B Math	20.00	20.00	
Crs Att: 10.000 Cmp: 10.000 Total GPA: 2.667				C Biological Science	10.00	10.00	
Pajaro Valley High School Grd 10 12/2008				D Physical Science	10.00	10.00	
4610	N Adv PE	A+	5.000	E Health	5.00	5.00	
9270	Directed Study	B	5.000	F Fine Arts / Foreign L	10.00	10.00	
1230	P English 2	B	5.000	G Physical Education	20.00	20.00	
2510	P Geometry	B	5.000	H Applied Arts	10.00	5.00	5.00
3610	P Integrated Science I	C	5.000	I World Civilization	10.00	10.00	
7110	P World Civ	C	5.000	J US History	10.00	10.00	
Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.833				K Federal Government	5.00	0.00	5.00
Pajaro Valley High School Grd 10 6/2009				L Economics	5.00	0.00	5.00
4610	N Adv PE	A	5.000	M Electives	45.00	45.00	
9270	Directed Study	B-	5.000	N Algebra	10.00	15.00	
1230	P English 2	C+	5.000	O Science	10.00	0.00	10.00
2510	P Geometry	C	5.000	-----			
3610	P Integrated Science I	D-	5.000	---Total Credits---	220.00	195.00	30.00
7110	P World Civ	B-	5.000				

Academic GPA: 2.385 Rank 0 out of
Total GPA: 2.463 Rank 0 out of
CSU GPA: 2.414
Cal Grant GPA: 2.500

Testing Information

CAHSEE ELA-1-1
CA HSEE ELA F 5/11/2010
CAHSEE Math-1-1
CA HSEE Math P 11/4/2009

CAHSEE Prep/ELA

H = Honors A = Advanced Placement P = College Prep N = Non-Academic

One GPA is provided per semester.

Polio	7/13/1992	8/31/1992	11/28/1993	4/10/1997
DTB	7/13/1992	8/31/1992	11/2/1992	11/29/1993 4/10/1997
MMR	8/24/1993	4/10/1997		
HEP B	3/15/1993	5/10/1993	11/29/1993	
Varicella				

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

Date: 9/24/2010



California High School Exit Examination

Security Guard
See back for details

Student and Parent Report

Studer

Date of
Studer
Grade
School: 0105858 - Pajaro Valley High

District: 69799 - Pajaro Valley Unified

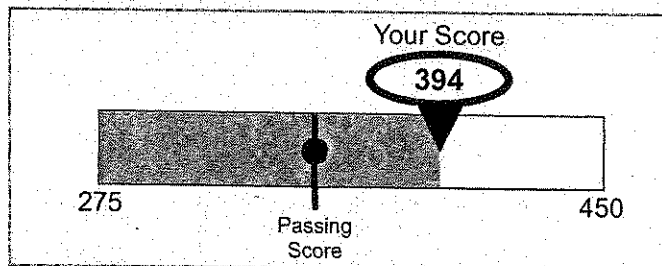
County: 44 - Santa Cruz

English-Language Arts

Test Date: 05/11/2010

Your Total Score	Score Required to Pass	Status
394	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	6
Reading Comprehension	18	13
Literary Response & Analysis	20	20
WRITING		
Writing Strategies	12	7
Writing Conventions	15	13

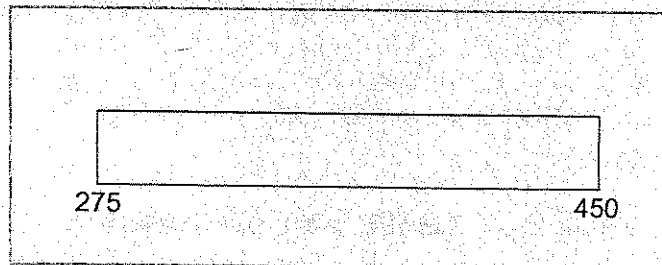
Writing Applications*	Your Score
Essay	3.0

Mathematics

Test Date: 05/12/2010

Your Total Score	Score Required to Pass	Status
		SATISFIED REQ

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



Strands for Mathematics

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

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

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



Board Agenda Backup

Item No: 11.12

Date: January 19, 2011

Item: CAHSEE Passage Waiver
English Language Arts (PVHS 10-11-09)

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

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

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

Recommendation: Approve

Budget Considerations: None

Funding Source:

Budgeted: Yes: No:

Amount: \$

Prepared By: Dee Teutschel, Program Director Special Services

Superintendent's Signature:

Dorma Baker

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: October 19, 2010

To The Parent/Guardian of

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

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

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

Signature of Principal: [Handwritten Signature] Date: 11-5-10

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: 11-05-10

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.
 - 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.

1a.

Delays in auditory perception and processing speed impact the student's reading comprehension and writing skills. Student has seizure disorder and is on medication which can contribute to difficulty with concentration or memory.

1b.

Modification: Questions were read aloud during ELA test.

Accommodation: ELA test administered over 2 days.

1c.

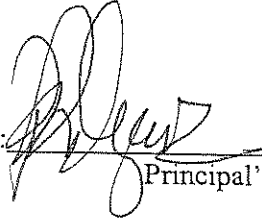
Oral reading of test questions provided clarity, directed focus and allowed for appropriate pacing of student performance. Student works slowly and often loses his place, or train of thought, while reading or writing. Testing over 2 days allowed for student to work at his pace without feeling pressured by time constraints or becoming overly tired.

1d.

Teachers have been provided with copies of the student's recommended accommodations, or modifications, as stated in his IEP. Directions and or questions for both class assignments and class tests are read aloud or verbally clarified for the student within his general education classes at his request or as determined helpful by the classroom teacher. Student is also given extra time to complete assigned work or tests and can request to work in an alternate setting (smaller group; separate classroom).

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

11-5-2010
Date

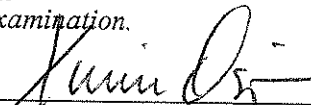
I agree that the information on this Waiver Request Sheet accurately describes the modifications that this student regularly uses as identified in the IEP.

Mary South
Signature of Student's Special Education Teacher

October 29, 2010
Date

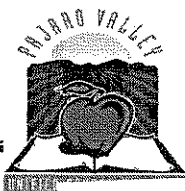
MARY South
Print Name of Student's Special Education Teacher

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


Signature of Student's Academic Counselor

10/29/10
Date

Ximena Ospina
Printed Name of Student's Academic Counselor



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

Student _____

Date of Birth _____

IEP Meeting Date 12/04/09

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 - 9)
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
Accommodations:
Modifications:

Math: (Gr. 2-11) Grade Exempt CST **OR** CMA (Criteria Met) (Gr. 3 - 7, Algebra I - Gr. 7-11)
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
Accommodations:
Modifications:

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

History/Social Science* Grade Exempt CST
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
Accommodations:
Modifications:

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

Life Skills Curriculum: CAPA Level 1 2 3 4 5

Participation in CST/CMA not appropriate due to: _____

Other State or District-Wide Assessment Accommodations/Modifications (specify) Flexible setting, extended time, questions read aloud, 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 Exempt due to eligibility for participation in CAPA

Modifications (specify) Q's read aloud/ELA; calculator Grade Exempt (below grade 10, or Post Sec.)

Accommodations (specify) Q's read aloud/Math; Test +1day Passed both subtests of the CAHSEE



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

Student: _____

Date of Birth: _____

IEP Meeting Date 12/04/09

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Processing Speed, Visual-Motor	Calculator, Extra Time: Assignments/Tests (1.5), Take Tests in Alternate Setting, Visual Models	District of Service/ Gen. Ed. Teacher, Assistant, RS	12/07/2009
Auditory Perception	Directions Read Aloud, Preferential Seating, Provide with Notes, Visual Models	District of Service/ Gen. Ed. Teacher, Assistant, RS	12/07/2009
Other: Seizure disorder	Other: Drink water throughout day	District of Service/ Gen. Ed. Teacher, Assistant, RS	12/07/2009

Pajaro Valley Unified School District

School Name/Address
 Pajaro Valley High School
 500 Harkins Slough
 Watsonville, CA 95076
 Tel: (831)728-8102 Fax: (831)728-6944

Register Date: 8/16/2006

Graduated:

Class Of: 2010

Counselor: Ospina

SSID: 5014035742

Community Service Hours: 46.5

CrsID	Course Title	Mark	Credit	CrsID	Course Title	Mark	Credit	CrsID	Course Title	Mark	Credit			
Pajaro Valley High School Grd 09 12/2006				Pajaro Valley High School Grd 11 12/2006				SS3410 P CP PHYSICAL SCIENCE - 1 D 5.000						
2413	P Algebra 1A/B (S/9)	A	5.000	2610	P Algebra II	F	0.000	SS1330	P ENGLISH 3 - 2nd Sem	NM	0.000			
1162	Dev Reading 2	B	5.000	3210	P Biology	D	5.000	Crs Att: 10.000 Cmp: 5.000 Total GPA: 1.000						
9270	Directed Study	B-	5.000	9270	Directed Study	B-	5.000	Work In Progress						
1120	P English 1 (SDAIE)	B	5.000	1330	P English 3/American Lite RF	0.000								
5051	Intro Computers	D	5.000	5082	ROP Small Business Mana D	5.000								
2976	Math B (9th)	A	5.000	7210	P US History	F	0.000	Work In Progress						
4510	N PE 9	C-	5.000	Crs Att: 30.000 Cmp: 15.000 Total GPA: 1.000				6050	P Ceramics		0.000			
Crs Att: 35.000 Cmp: 35.000 Total GPA: 2.857				Pajaro Valley High School Grd 11 6/2009				9270	Directed Study		0.000			
Pajaro Valley High School Grd 09 6/2007				2610	P Algebra II	F	0.000	4210	P Spanish 1 SS		0.000			
2413	P Algebra 1A/B (S/9)	A	5.000	3210	P Biology	D	5.000	7210	P US History		0.000			
1162	Dev Reading 2	B	5.000	9270	Directed Study	B	5.000	7110	P World Civ		0.000			
9270	Directed Study	A-	5.000	1330	P English 3/American Lite	0.000		6050	P Ceramics		0.000			
1120	P English 1 (SDAIE)	B+	5.000	1330	P English 3/American Lite F	0.000		9270	Directed Study		0.000			
3910	Health	A	5.000	5082	ROP Small Business Mana D-	5.000		4210	P Spanish 1 SS		0.000			
2976	Math B (9th)	A	5.000	7210	P US History	C+	5.000	7210	P US History		0.000			
4510	N PE 9	B	5.000	Crs Att: 30.000 Cmp: 20.000 Total GPA: 1.167				7110	P World Civ		0.000			
Crs Att: 35.000 Cmp: 35.000 Total GPA: 3.571				Pajaro Valley High School Grd 11 7/2009				Credit Summary - High School						
Pajaro Valley High Summer School Grd 09 7/2007				SS2610	P ALGEBRA 2	F	0.000	Subject Area				Req	Cmp	Def
9292	Ba Sk/ HSEE/ ELA	D+	5.000	Crs Att: 0.000 Cmp: 0.000 Total GPA: 0.000				A	English	40.00	35.00	5.00		
7110	P World Civ	NC	0.000	Pajaro Valley High School Grd 12 12/2009				B	Math	20.00	20.00			
Crs Att: 5.000 Cmp: 5.000 Total GPA: 1.000				9291	Basic Skills CA Exit Ex A	A	5.000	C	Biological Science	10.00	10.00			
Pajaro Valley High School Grd 10 12/2007				9270	Directed Study	B-	5.000	D	Physical Science	10.00	10.00			
4610	N Adv PE	C	5.000	7410	P Economics	D	5.000	E	Health	5.00	5.00			
1163	Dev Reading 3	A	5.000	1430	P English 4	C-	5.000	F	Fine Arts / Foreign L	10.00	0.00	10.00		
9270	Directed Study	B-	5.000	3510	P Physics	F	0.000	G	Physical Education	20.00	20.00			
1230	P English 2	B-	5.000	6080	P ROP Computer Graphics	F	0.000	H	Applied Arts	10.00	15.00			
2510	P Geometry	D	5.000	Crs Att: 30.000 Cmp: 20.000				I	World Civilization	10.00	5.00	5.00		
3610	P Integ Sci I	B	5.000	After School Pajaro Valley High Grd 12 12/2009				J	US History	10.00	5.00	5.00		
7110	P World Civ	F	0.000	AS1330	English 3 -1st sem.	B	5.000	K	Federal Government	5.00	5.00			
Crs Att: 35.000 Cmp: 30.000 Total GPA: 2.286				Crs Att: 5.000 Cmp: 5.000 Total GPA: 1.857				L	Economics	5.00	5.00			
Pajaro Valley High School Grd 10 6/2008				Pajaro Valley High School Grd 12 6/2010				M	Electives	45.00	65.00			
4610	N Adv PE	C+	5.000	9270	Directed Study	C+	5.000	N	Algebra	10.00	10.00			
9270	Directed Study	B	5.000	1430	P English 4	D-	5.000	O	Science	10.00	10.00			
1230	P English 2	B-	5.000	7310	P Federal Government/US G	D-	5.000	---Total Credits--- 220.00 220.00 25.00						
2510	P Geometry	C-	5.000	1530	Media	F	0.000	GPA Summary						
3610	P Integ Sci I	B	5.000	3510	P Physics	D-	5.000	Academic GPA:	1.941	Rank 0	out of			
7110	P World Civ	C-	5.000	6080	P ROP Computer Graphics	F	0.000	Total GPA:	1.964	Rank 0	out of			
Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.500				Crs Att: 30.000 Cmp: 20.000				CSU GPA:	1.725					
Pajaro Valley High School Grd 12 6/2010				After School Pajaro Valley High Grd 12 6/2010				Cal Grant GPA:	1.696					
AS3510	Physics -2nd sem.	F	0.000	Crs Att: 5.000 Cmp: 0.000 Total GPA: 0.714										
Watsonville High School Grd 12 7/2010														

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

Polio	1/13/1992	3/18/1992	5/20/1992	6/8/1993
DTB	1/13/1992	3/18/1992	5/20/1992	6/18/1993 1/15/1996
MMR	3/8/1992	1/15/1996		
HEP B	6/26/1997	1/27/1998	4/22/1998	
Varicella				

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

Date: 11/3/2010

(Handwritten Signature)

Pajaro Valley Unified School District

School Name/Address
 Pajaro Valley High School
 500 Harkins Slough
 Watsonville, CA 95076
 Tel: (831)728-8102 Fax: (831)728-6944

Register Date: 8/16/2006

Graduated:

Class Of: 2010

Counselor: Ospina

SSID: 5014035742

Community Service Hours: 46.5

Testing Information		CrsID	Course Title	Mark	Credit	CrsID	Course Title	Mark	Credit
CA HSEE ELA	CAHSEE_ELA-1-1 F 3/16/2010								
CA HSEE Math	CAHSEE_Math-1-1 P 10/7/2009								

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

Polio	1/13/1992	3/18/1992	5/20/1992	6/8/1993	
DTB	1/13/1992	3/18/1992	5/20/1992	6/18/1993	1/15/1996
MMR	3/8/1992	1/15/1996			
HEP B	6/26/1997	1/27/1998	4/22/1998		
Varicella					

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

Date: 11/3/2010



California High School Exit Examination

Security Guard
See back for details

Student and Parent Report

Student:

Date of

Student:

Grade:

School: 0105858 - Pajaro Valley High

District: 69799 - Pajaro Valley Unified

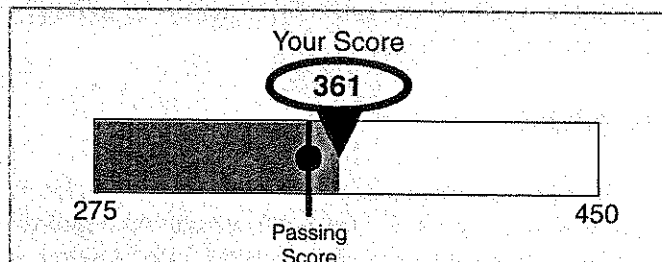
County: 44 - Santa Cruz

English-Language Arts

Test Date: 03/16/2010

Your Total 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 English-Language Arts

	Number of Questions	Number Correct
READING		
Word Analysis	7	7
Reading Comprehension	18	11
Literary Response & Analysis	20	17
WRITING		
Writing Strategies	12	5
Writing Conventions	15	12

Writing Applications*

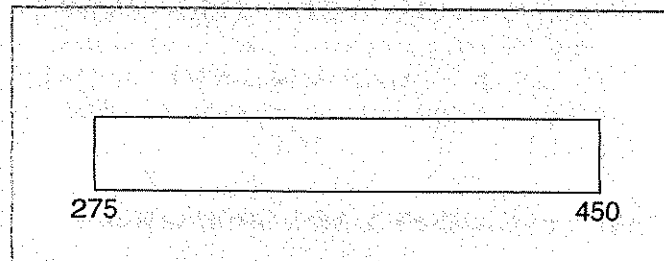
	Your Score
Essay	2.0

Mathematics

Test Date: 03/16/2010

Your Total Score	Score Required to Pass	Status
		SATISFIED REQ

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



Strands for Mathematics

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

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

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



Board Agenda Backup

Item No: 11.13

Date: January 19, 2011

Item: CAHSEE Passage Waiver
English Language Arts (PVHS 10-11-10)

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

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

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

Recommendation: Approve

Budget Considerations: None

Funding Source:

Budgeted: Yes: No:

Amount: \$

Prepared By: Dee Teutschel, Program Director Special Services

Superintendent's Signature:

Dorma Baker

Beltran

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: Sept. 2010

To The Parent/Guardian of:

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

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

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

Signature of Principal: [Handwritten Signature]

11-8-2010

I request that my child, [blank] 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 Paren

Date: 9/8/10

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

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Student's Name

Number:

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

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

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

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

Student ID#:

1. a. Student has delays in auditory processing which impact his performance on classroom reading comprehension and written language tasks. He needs to both see and hear whatever it is he is being asked to process in order to understand and retain the concept. Because his auditory processing is delayed, accessing and processing higher level English language tasks is especially challenging, so he requires additional time to process language imbedded tasks. Finally, auditory processing delays greatly increase the likelihood that a student has had difficulty understanding and recalling what he/she has been verbally taught.

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

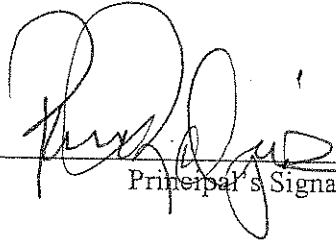
c. Student's overall reading skills are significantly below grade level due to his delays in auditory processing. Reading the test items to him provided reinforcement of information presented leading to better clarity. He was able to read the test items along with the examiner. This assisted his fluency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

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

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

11-8-2010
 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

Sept. 30, 2010
 Date

Print Name of Student's Special Education Teacher

Jane R. Beltran

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

11-5-10
 Date

Printed Name of Student's Academic Counselor

Ximena Ospina



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

Student _____

Date of Birth _____

IEP Meeting Date 10/23/09

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 - 9)
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
 Accommodations:
 Modifications:
- Math: (Gr. 2-11) Grade Exempt CST OR CMA (Criteria Met) (Gr. 3 - 7, Algebra I - Gr. 7-11)
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
 Accommodations:
 Modifications:
- Science (Gr. 5 & 8 Gr. 9-11) Grade Exempt CST OR CMA (Criteria Met) (Gr. 5, 8 & 10)
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
 Accommodations:
 Modifications:
- History/Social Science* Grade Exempt CST
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
 Accommodations:
 Modifications:
- Writing (Gr. 7 only) Grade Exempt CST OR CMA (Criteria Met) (Gr. 7 only)
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
 Accommodations:
 Modifications:
- Life Skills Curriculum: CAPA Level 1 2 3 4 5
 Participation in CST/CMA not appropriate due to: _____
- Other State or District-Wide Assessment Accommodations/Modifications (specify) _____

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

PROMOTION STANDARDS

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

CALIFORNIA HIGH SCHOOL EXIT EXAMINATION (CAHSEE)

- No accommodations or modifications Exempt due to eligibility for participation in CAPA
 Modifications (specify) calculator; ?s read aloud (ELA); + 1 day Grade Exempt (below grade 10, or Post Sec.)
 Accommodations (specify) test > 1 day; ?s read aloud(Math) Passed both subtests of the CAHSEE



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

Student _____

Date of Birth _____

IEP Meeting Date 10/23/09

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Other: Auditory Processing	Directions Read Aloud, Extra Time: Assignments/Tests (2.0), Preferential Seating, Provide with Notes, Study Buddy, Visual Models, Other: check for understanding	District of Service/ Gen. Ed. Teacher, Assistant, RS	10/23/2009
Other: testing	Directions Read Aloud, Extra Time: Assignments/Tests (2.0), Preferential Seating, Take Tests in Alternate Setting, Other: cue for on-task behavior	District of Service/ Gen. Ed. Teacher, RS	10/23/2009

Pajaro Valley Unified School District

Issue Date: 8/15/2007

Graduated:

Issue Of: 2011

School Name/Address

Pajaro Valley High School
500 Harkins Slough
Watsonville, CA 95076

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

Counselor: Ospina

SSID: 5024430742

Community Service Hours: 50

CrsID	Course Title	Mark	Credit	CrsID	Course Title	Mark	Credit	Credit Summary - High School			
Pajaro Valley High School Grd 09 12/2007				SS1230	P ENGLISH 2	D	5.000	Subject Area	Req	Cmp	Def
1163	Dev Reading 3	B	5.000	SS1230	P ENGLISH 2	D	5.000	A English	40.00	30.00	10.00
9270	Directed Study	D	5.000	Crs Att: 10.000 Cmp: 10.000 Total GPA: 1.000				B Math	20.00	20.00	
1130	P English 1	RF	0.000	Pajaro Valley High School Grd 11 12/2009				C Biological Science	10.00	10.00	
3910	Health	RF	0.000	9291	Basic Skills CA Exit Ex A	5.000		D Physical Science	10.00	5.00	5.00
8225	Math 3 (I)	A-	5.000	3210	P Biology	RF	0.000	E Health	5.00	5.00	
4510	N PE 9	B	5.000	1330	P English 3/American Lite	D-	5.000	F Fine Arts / Foreign L	10.00	0.00	10.00
Crs Att: 30.000 Cmp: 20.000 Total GPA: 2.750				2510	P Geometry	F	0.000	G Physical Education	20.00	10.00	10.00
Pajaro Valley High School Grd 09 6/2008				5710	ROP Administration Just	F	0.000	H Applied Arts	10.00	0.00	10.00
1163	Dev Reading 3	C	5.000	7210	P US History	F	0.000	I World Civilization	10.00	10.00	
9270	Directed Study	D	5.000	Crs Att: 30.000 Cmp: 10.000 Total GPA: 1.000				J US History	10.00	5.00	5.00
1130	P English 1	D	5.000	Pajaro Valley High School Grd 11 6/2010				K Federal Government	5.00	0.00	5.00
5051	Intro Computers	F	0.000	9291	Basic Skills CA Exit Ex A	5.000		L Economics	5.00	0.00	5.00
8225	Math 3 (I)	A	5.000	3210	P Biology	D	5.000	M Electives	45.00	45.00	
4510	N PE 9	B	5.000	9270	Directed Study	C-	5.000	N Algebra	10.00	10.00	
Crs Att: 30.000 Cmp: 25.000 Total GPA: 1.833				1330	P English 3/American Lite	C-	5.000	O Science	10.00	0.00	10.00
Watsonville High Summer School Grd 09 7/2008				2510	P Geometry	C	5.000	---Total Credits--- 220.00 150.00 70.00			
3910	Health	B	5.000	7210	P US History	D-	5.000	GPA Summary			
Crs Att: 5.000 Cmp: 5.000				Crs Att: 30.000 Cmp: 30.000				Academic GPA: 1.735 Rank 0 out of			
Pajaro Valley High Summer School Grd 09 7/2008				After School Pajaro Valley High Grd 11 6/2010				Total GPA: 1.806 Rank 0 out of			
1130	P English 1	B	5.000	AS3610	INTEGRATED SCIENCE -2nd NM	0.000		CSU GPA: 1.714			
Crs Att: 5.000 Cmp: 5.000 Total GPA: 3.000				Crs Att: 0.000 Cmp: 0.000 Total GPA: 2.000				Cal Grant GPA: 1.609			
Pajaro Valley High School Grd 10 12/2008				Watsonville High School Grd 11 7/2010				Testing Information			
2413	P Algebra 1A/B (Support)	C-	5.000	SS3211	P BIOLOGY - 1st Sem	D-	5.000	CAHSEE_ELA-1-1			
9270	Directed Study	D-	5.000	SS7110	P WORLD CIV - 2nd Sem	B	5.000	CA HSEE ELA F 5/11/2010			
1230	P English 2	RF	0.000	Crs Att: 10.000 Cmp: 10.000 Total GPA: 2.000				CAHSEE_Math-1-1			
3610	P Integrated Science I	RF	0.000	Work In Progress				CA HSEE Math F 5/12/2010			
2976	Math B (9th)	F	0.000	4610	N Adv PE		0.000				
7110	P World Civ	RF	0.000	6010	P Art 1		0.000				
Crs Att: 30.000 Cmp: 10.000 Total GPA: 1.000				9291	Basic Skills CA Exit Ex		0.000				
Pajaro Valley High School Grd 10 6/2009				3310	P Chemistry		0.000				
2413	P Algebra 1A/B (Support)	C+	5.000	7410	P Economics		0.000				
9270	Directed Study	C-	5.000	1430	P English 4		0.000				
1230	P English 2	RF	0.000	5065	ROP Bicycle Repair		0.000				
3610	P Integrated Science I	F	0.000	AS6010	ART 1 -1st Sem.		0.000				
2976	Math B (9th)	C+	5.000	AS3610	INTEGRATED SCIENCE I -		0.000				
7110	P World Civ	RF	0.000	4610	N Adv PE		0.000				
Crs Att: 30.000 Cmp: 15.000				9291	Basic Skills CA Exit Ex		0.000				
PVHS-Extended Learning Program Grd 10 6/2009				3310	P Chemistry		0.000				
3610	P Integ Sci I- S1	C	5.000	1430	P English 4		0.000				
7110	P World Civ- S1	B	5.000	5065	ROP Bicycle Repair		0.000				
Crs Att: 10.000 Cmp: 10.000 Total GPA: 1.833											
Pajaro Valley High School Grd 10 7/2009											

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

Comments:

Polio	2/3/1993	4/3/1993	6/24/1993	7/7/1994	7/1/1997
DTB	2/3/1993	4/3/1993	6/24/1993	7/7/1994	7/1/1997
MMR	4/7/1994	7/1/1997			
HEP B	2/3/1993	4/3/1993	12/29/1993		
Varicella					

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

Date: 11/5/2010



California High School Exit Examination

Security Guard
See back for details

Student and Parent Report

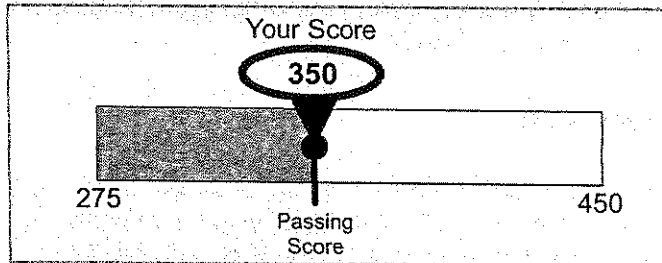
Student: L
Date of Student:
Grade:
School: 0105858 - Pajaro Valley High
District: 69799 - Pajaro Valley Unified
County: 44 - Santa Cruz

English-Language Arts

Test Date: 05/11/2010

Your Total Score	Score Required to Pass	Status
350	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	6
Reading Comprehension	18	13
Literary Response & Analysis	20	14
WRITING		
Writing Strategies	12	4
Writing Conventions	15	8

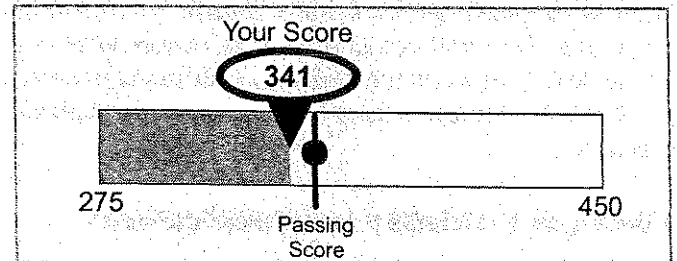
Writing Applications*	Your Score
Essay	2.0

Mathematics

Test Date: 05/12/2010

Your Total Score	Score Required to Pass	Status
341	350	MODIFIED

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



Strands for Mathematics

	Number of Questions	Number Correct
Probability & Statistics	13	9
Number Sense	17	9
Algebra & Functions	20	10
Measurement & Geometry	18	10
Algebra I	12	0

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

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



Board Agenda Backup

Item No: 11.14

Date: January 19, 2011

Item: CAHSEE Passage Waiver
Math (PVHS 10-11-11)

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

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

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

Recommendation: Approve

Budget Considerations: None

Funding Source:

Budgeted: Yes: No:

Amount: \$

Prepared By: Dee Teutschel, Program Director Special Services

Superintendent's Signature:

Dorma Baker

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: 11.05.10

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: [Handwritten Signature] Date: 11-5-10

I request that my child, _____ who was tested with a modification and earned the equivalent of a passing score one or more _____ 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: 11-5-10

<p><u>FOR SITE USE ONLY</u></p> <p>Date Received by Principal: _____</p> <p>Student Identification Number: _____</p>

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.

Student: #

CAHSEE Waiver

1a.

Student has delays in auditory processing which impacts her performance in math calculation and math fluency skills in both writing and reading tasks.

1b.

Questions were read aloud to the student in administering the CAHSEE math test.

1c.

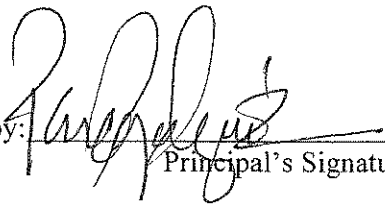
The student's reading skills are below grade level. Specifically, weak word recognition skills impede her math fluency resulting in loss of understanding, the need for extended time in completing items and poor, overall pacing of her test performance.

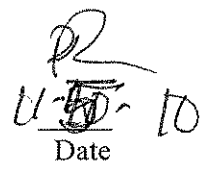
1d.

Teachers have been provided with copies of the student's recommended accommodations, or modifications, as stated in his IEP. Directions and or questions for both class assignments and class tests are read aloud or verbally clarified for the student within her general education classes at her request or as determined helpful by the classroom teacher.

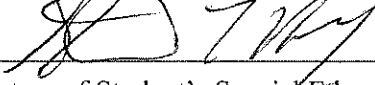
2. Has sufficient high school coursework either satisfactorily completed or in progress in the high school level curriculum sufficient to have attained the skills and knowledge otherwise needed to pass the CAHSEE. (*Attach transcripts showing coursework completed.*)

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

Certified by: 
Principal's Signature


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

11.05.10
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

11/05/10
Date

Nancy Puente
Printed Name of Student's Academic Counselor

Studer

Date of Birth

IEP Meeting Date 3/05/10

SUPPLEMENTARY/SPECIALIZED SUPPORT

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

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

Description	Responsible 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 - 9)
 - No accommodations or modifications Accommodations (specify below) Modifications (specify below)
- Math: (Gr. 2-11) Grade Exempt CST **OR** CMA (Criteria Met) (Gr. 3 - 7, Algebra I - Gr. 7-11)
 - No accommodations or modifications Accommodations (specify below) Modifications (specify below)
- Science (Gr. 5 & 8 Gr. 9-11) Grade Exempt CST **OR** CMA (Criteria Met) (Gr. 5, 8 & 10)
 - No accommodations or modifications Accommodations (specify below) Modifications (specify below)
- History/Social Science* Grade Exempt CST
 - No accommodations or modifications Accommodations (specify below) Modifications (specify below)
- Writing (Gr. 7 only) Grade Exempt CST **OR** CMA (Criteria Met) (Gr. 7 only)
 - No accommodations or modifications Accommodations (specify below) Modifications (specify below)
- Life Skills Curriculum: CAPA Level 1 2 3 4 5

Other State or District-Wide Assessment Accommodations/Modifications (specify) extended time and/or flexible setting

* (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) use of calculator, Q's read ELA
- Accommodations (specify) Q's read math; test + 1 day
- Exempt due to eligibility for participation in CAPA
- Grade Exempt (below grade 10, or Post Sec.)
- Passed both subtests of the CAHSEE



Student _____

Date of Birth _____

IEP Meeting Date 03/03/10

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Attending Skills	Preferential Seating, Provide with Notes, Visual Models	District of Service/ Gen. Ed. Teacher, Assistant, RS	03/03/2010
Auditory Memory	Calculator, Directions Read Aloud, Extra Time: Assignments/Tests (1.5), Provide with Notes, Take Tests in Alternate Setting, Tests in Short Segments, Visual Models	District of Service/ Gen. Ed. Teacher, Assistant, RS	03/03/2010
Auditory Perception	Directions Read Aloud, Extra Time: Assignments/Tests (1.5), Provide with Notes, Visual Models	District of Service/ Gen. Ed. Teacher, Assistant, RS	03/03/2010
Processing Speed	Calculator, Extra Time: Assignments/Tests (1.5), Frequent Breaks, Preferential Seating, Take Tests in Alternate Setting	District of Service/ Gen. Ed. Teacher, Assistant, RS	03/03/2010
Visual Perception	Directions Read Aloud, Extra Time: Assignments/Tests (1.5), Preferential Seating, Take Tests in Alternate Setting, Visual Models	District of Service/ Gen. Ed. Teacher, Assistant, RS	03/03/2010

Pajaro Valley Unified School District

School Name/Address
Pajaro Valley High School
 500 Harkins Slough
 Watsonville, CA 95076
 Tel: (831)728-8102 Fax: (831)728-6944

nter Date: 8/15/2007

raduated:

ass Of: 2011

Counselor: Puente

SSID: 2013994225

Community Service Hours: 40

CrSID	Course Title	Mark	Credit	CrSID	Course Title	Mark	Credit
Pajaro Valley High School Grd 09 12/2007				2610	P Algebra II	C-	5.000
2413	P Algebra 1A/B (S/9)	B	5.000	3310	P Chemistry	C+	5.000
1163	Dev Reading 3	A	5.000	1330	P English 3/American Lite	C-	5.000
1130	P English 1	B	5.000	5710	ROP Administration Just	B-	5.000
3910	Health	C+	5.000	4220	P Spanish 2 SS	C+	5.000
2976	Math B (9th)	A-	5.000	7210	P US History	B-	5.000
4510	N PE 9	B	5.000	Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.167			
Crs Att: 30.000 Cmp: 30.000 Total GPA: 3.167							
Pajaro Valley High School Grd 09 6/2008				Work In Progress			
2413	P Algebra 1A/B (S/9)	B+	5.000	6050	P Ceramics		0.000
1163	Dev Reading 3	A-	5.000	9270	Directed Study		0.000
1130	P English 1	A-	5.000	7410	P Economics		0.000
5051	Intro Computers	A-	5.000	1430	P English 4		0.000
2976	Math B (9th)	B+	5.000	3510	P Physics		0.000
4510	N PE 9	A	5.000	2821	P Statistics		0.000
Crs Att: 30.000 Cmp: 30.000 Total GPA: 3.667				6050	P Ceramics		0.000
Pajaro Valley High School Grd 10 12/2008				9270	Directed Study		0.000
4610	N Adv PE	C-	5.000	7410	P Economics		0.000
3210	P Biology	B-	5.000	1430	P English 4		0.000
1230	P English 2	C-	5.000	3510	P Physics		0.000
2510	P Geometry	RD-	0.000	2821	P Statistics		0.000
4210	P Spanish 1 SS	C+	5.000				
7110	P World Civ	D+	5.000	Credit Summary - High School			
Crs Att: 30.000 Cmp: 25.000 Total GPA: 2.000							
Pajaro Valley High School Grd 10 6/2009				Subject Area	Req	Cmp	Def
4610	N Adv PE	A-	5.000	A English	40.00	30.00	10.00
3210	P Biology	B-	5.000	B Math	20.00	20.00	
1230	P English 2	B+	5.000	C Biological Science	10.00	10.00	
2510	P Geometry	C-	5.000	D Physical Science	10.00	10.00	
4210	P Spanish 1 SS	A-	5.000	E Health	5.00	5.00	
7110	P World Civ	A-	5.000	F Fine Arts / Foreign L	10.00	10.00	
Crs Att: 30.000 Cmp: 30.000 Total GPA: 3.333				G Physical Education	20.00	20.00	
Pajaro Valley High School Grd 10 7/2009				H Applied Arts	10.00	10.00	
SS2510	P GEOMETRY	C	5.000	I World Civilization	10.00	10.00	
Crs Att: 5.000 Cmp: 5.000 Total GPA: 2.000				J US History	10.00	10.00	
Pajaro Valley High School Grd 11 12/2009				K Federal Government	5.00	0.00	5.00
2610	P Algebra II	B-	5.000	L Economics	5.00	0.00	5.00
3310	P Chemistry	C	5.000	M Electives	45.00	35.00	10.00
1330	P English 3/American Lite	C-	5.000	N Algebra	10.00	10.00	
5710	ROP Administration Just	C-	5.000	O Science	10.00	0.00	10.00
4220	P Spanish 2 SS	B-	5.000				
7210	P US History	C	5.000	---Total Credits---	220.00	180.00	40.00
Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.333							
Pajaro Valley High School Grd 11 6/2010							

Academic GPA: 2.735 Rank 0 out of
 Total GPA: 2.778 Rank 0 out of
 CSU GPA: 2.630
 Cal Grant GPA: 2.458

Testing Information
 CAHSEE_ELA-1-1
 CA HSEE ELA F 5/11/2010
 CAHSEE_Math-1-1
 CA HSEE Math F 5/12/2010

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

Polio	11/24/1993	1/24/1994	3/24/1994	4/12/1995	3/17/1998
DTB	11/24/1993	1/24/1994	3/24/1994	4/12/1995	3/17/1998
MMR	1/5/1995	3/17/1998			
HEP B	11/24/1993	1/24/1994	6/22/1994		
Varicella					

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

Date: 10/5/2010



California High School Exit Examination

Security Guard
See back for details

Student and Parent Report

Student

Date of

Student

Grade:

School: 0105858 - Pajaro Valley High

District: 69799 - Pajaro Valley Unified

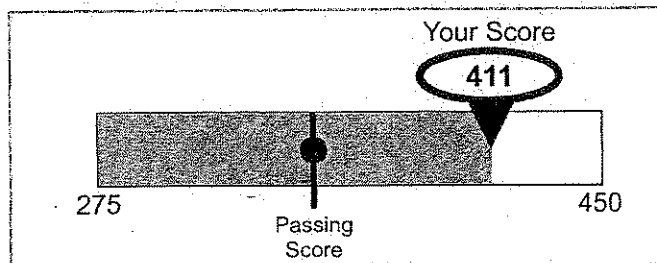
County: 44 - Santa Cruz

English-Language Arts

Test Date: 05/11/2010

Your Total Score	Score Required to Pass	Status
411	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	7
Reading Comprehension	18	17
Literary Response & Analysis	20	18
WRITING		
Writing Strategies	12	9
Writing Conventions	15	13

Writing Applications*

Your Score

Essay

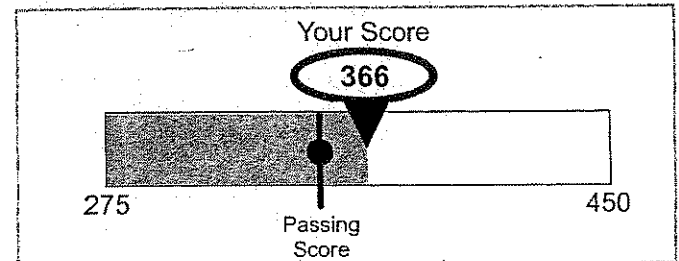
3.0

Mathematics

Test Date: 05/12/2010

Your Total Score	Score Required to Pass	Status
366	350	MODIFIED

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



Strands for Mathematics

	Number of Questions	Number Correct
Probability & Statistics	13	9
Number Sense	17	12
Algebra & Functions	20	16
Measurement & Geometry	18	11
Algebra I	12	4

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

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



Board Agenda Backup

Item No: 11.15

Date: January 19, 2011

Item: CAHSEE Passage Waiver
Math (PVHS 10-11-12)

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

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

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

Recommendation: Approve

Budget Considerations: None

Funding Source:

Budgeted: Yes: No:

Amount: \$

Prepared By: Dee Teutschel, Program Director Special Services

Superintendent's Signature: _____

Dorma Baker

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: 10-21-10

To The Parent/Guardian of: _____

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

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

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

Signature of Principal:  _____ Date: _____

I request that my child, _____ no was tested with a modification and earned the equivalent of a passing score one or more 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: _____

FOR SITE USE ONLY

Date Received by Principal: _____

Student Identification Number: _____

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Student's Name:

Number

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

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

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

Student ID

1. This student has visual perception, auditory memory and processing speed delays which impact her reading comprehension and study/organization skills. She processes things very slowly and would not do well on a timed test.
2. During the math portion of the test the student was provided with a calculator and had math questions read aloud to her.
3. This student's reading comprehension skills are below grade level due to her visual perception deficit. The oral reading of test questions aloud provided clarity of information and provided an appropriate pace for the test. The use of a calculator helped her with her processing speed and helped her to finish the test on time.
4. This student is provided with a variety of instructional accommodations every day including; time and a half for assignments and tests, shortened assignments, the use of a spelling checker, is provided with notes, can use a calculator if needed and can take tests in an alternate setting. Her general education teachers have been provided with a copy of her IEP goals and instructional accommodations so they can create an environment for her with the least amount of restrictions.

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

11-4-2010
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.

Nicholas E. Ballagh

Signature of Student's Special Education Teacher

10-21-10

Date

Nicholas E. Ballagh

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.

Kim Osprey

Signature of Student's Academic Counselor

10/21/10

Date

Kimberly Osprey

Printed Name of Student's Academic Counselor



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

Student _____

Date of Birth _____

IEP Meeting Date 03/31/10

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 - 9)
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
 Accommodations:
 Modifications:
- Math: (Gr. 2-11) Grade Exempt CST OR CMA (Criteria Met) (Gr. 3 - 7, Algebra I - Gr. 7-11)
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
 Accommodations:
 Modifications:
- Science (Gr. 5 & 8 Gr. 9-11) Grade Exempt CST OR CMA (Criteria Met) (Gr. 5, 8 & 10)
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
 Accommodations:
 Modifications:
- History/Social Science* Grade Exempt CST
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
 Accommodations:
 Modifications:
- Writing (Gr. 7 only) Grade Exempt CST OR CMA (Criteria Met) (Gr. 7 only)
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
 Accommodations:
 Modifications:
- Life Skills Curriculum: CAPA Level 1 2 3 4 5
 Participation in CST/CMA not appropriate due to: _____
- Other State or District-Wide Assessment Accommodations/Modifications (specify) _____

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

PROMOTION STANDARDS

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

CALIFORNIA HIGH SCHOOL EXIT EXAMINATION (CAHSEE)

- No accommodations or modifications Exempt due to eligibility for participation in CAPA
 Modifications (specify) calculator; ELA Q's read aloud Grade Exempt (below grade 10, or Post Sec.)
 Accommodations (specify) ELA@2+ days; math Q's read aloud Passed both subtests of the CAHSEE



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

Student _____

Date of Birth _____

IEP Meeting Date 03/31/10

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Visual Perception	Extra Time: Assignments/Tests (1.5), Shortened Assignments, Spelling Checker	District of Service/ Gen. Ed. Teacher, Assistant, RS	03/31/2010
Auditory Memory	Provide with Notes	District of Service/ Gen. Ed. Teacher, Assistant, RS	03/31/2010
Processing Speed	Calculator, Take Tests in Alternate Setting	District of Service/ Gen. Ed. Teacher, Assistant, RS	03/31/2010

Pajaro Valley Unified School District

School Name/Address
Pajaro Valley High School
500 Harkins Slough
Watsonville, CA 95076
 Tel: (831)728-8102 Fax: (831)728-6944

Enter Date: 8/15/2007

Graduated:

Class Of: 2011

Counselor: Ospina

SSID: 3024393197

CrsID	Course Title	Mark	Credit	CrsID	Course Title	Mark	Credit
Pajaro Valley High School Grd 09 12/2007				Pajaro Valley High School Grd 11 6/2010			
2413	P Algebra 1A/B (S/9)	C	5.000	6010	P Art 1	C+	5.000
1160	Dev Reading 1	A+	5.000	3210	P Biology	D	5.000
1130	P English 1	D	5.000	9270	Directed Study	A	5.000
5051	Intro Computers	C-	5.000	1330	P English 3/American Lite	C	5.000
2976	Math B (9th)	B	5.000	4210	P Spanish 1 SS	A-	5.000
4510	N PE 9	B	5.000	7210	P US History	C+	5.000
Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.500				Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.500			
Pajaro Valley High School Grd 09 6/2008				Watsonville High School Grd 11 7/2010			
2413	P Algebra 1A/B (S/9)	C-	5.000	SS3211	P BIOLOGY - 1st Sem	NM	0.000
1160	Dev Reading 1	A	5.000	Crs Att: 5.000 Cmp: 0.000 Total GPA: 0.000			
1130	P English 1	C	5.000	Work In Progress			
3910	Health	F	0.000	Work In Progress			
2976	Math B (9th)	C-	5.000	9270	Directed Study		0.000
4510	N PE 9	A	5.000	1430	P English 4		0.000
Crs Att: 30.000 Cmp: 25.000 Total GPA: 2.333				7310	P Federal Government/US G		0.000
Pajaro Valley High School Grd 10 12/2008				3610	P Integrated Science I		0.000
4610	N Adv PE	A-	5.000	3510	P Physics		0.000
9270	Directed Study	A	5.000	5510	ROP Medical Occupations		0.000
1230	P English 2	D-	5.000	9270	Directed Study		0.000
2510	P Geometry	B	5.000	1430	P English 4		0.000
3610	P Integrated Science I	F	0.000	3610	P Integrated Science I		0.000
4510	N Physical Education 9		0.000	3510	P Physics		0.000
7110	P World Civ	B-	5.000	5510	ROP Medical Occupations		0.000
Crs Att: 35.000 Cmp: 25.000 Total GPA: 2.500				Credit Summary - High School			
Pajaro Valley High School Grd 10 6/2009				Subject Area	Req	Cmp	Def
4610	N Adv PE	B	5.000	A English	40.00	25.00	15.00
9270	Directed Study	A	5.000	B Math	20.00	20.00	
1230	P English 2	F	0.000	C Biological Science	10.00	5.00	5.00
2510	P Geometry	B+	5.000	D Physical Science	10.00	0.00	10.00
3610	P Integrated Science I	F	0.000	E Health	5.00	0.00	5.00
4510	N Physical Education 9	F	0.000	F Fine Arts / Foreign L	10.00	10.00	
7110	P World Civ	C	5.000	G Physical Education	20.00	20.00	
Crs Att: 35.000 Cmp: 20.000 Total GPA: 1.714				H Applied Arts	10.00	5.00	5.00
Pajaro Valley High School Grd 11 12/2009				I World Civilization	10.00	10.00	
6010	P Art 1	D-	5.000	J US History	10.00	5.00	5.00
3210	P Biology	F	0.000	K Federal Government	5.00	0.00	5.00
9270	Directed Study	A-	5.000	L Economics	5.00	0.00	5.00
1330	P English 3/American Lite	D-	5.000	M Electives	45.00	40.00	5.00
4210	P Spanish 1 SS	A	5.000	N Algebra	10.00	10.00	
7210	P US History	F	0.000	O Science	10.00	0.00	10.00
Crs Att: 30.000 Cmp: 20.000 Total GPA: 1.667				---Total Credits---	220.00	150.00	70.00

Academic GPA: 2.176 Rank 0 out of
 Total GPA: 2.189 Rank 0 out of
 CSU GPA: 1.636
 Cal Grant GPA: 2.167

Testing Information
 CAHSEE_ELA-1-1 F 5/11/2010
 CAHSEE_Math-1-1 F 5/12/2010

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

Polio	11/3/1992	1/21/1993	12/9/1993	5/28/1997
DTB	11/3/1992	1/21/1993	4/6/1993	12/8/1993 5/28/1997
MMR	12/9/1993	5/28/1997		
HEP B	5/28/1997	8/15/1997	3/27/1998	
Varicella				

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

Date: 10/7/2010



California High School Exit Examination

Security Board

Student and Parent Report

Student

Date

Student

Grade

School: 0105858 - Pajaro Valley High

District: 69799 - Pajaro Valley Unified

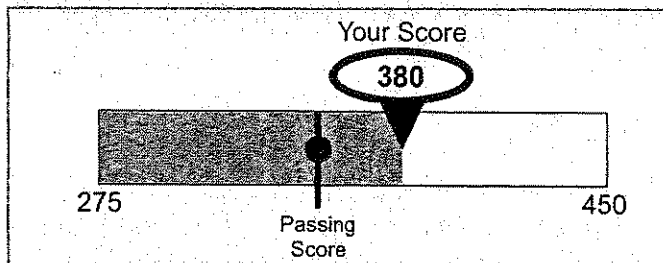
County: 44 - Santa Cruz

English-Language Arts

Test Date: 05/11/2010

Your Total Score	Score Required to Pass	Status
380	350	MODIFIED

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



Strands for English-Language Arts

READING	Number of Questions	Number Correct
Word Analysis	7	4
Reading Comprehension	18	15
Literary Response & Analysis	20	17
WRITING		
Writing Strategies	12	9
Writing Conventions	15	12

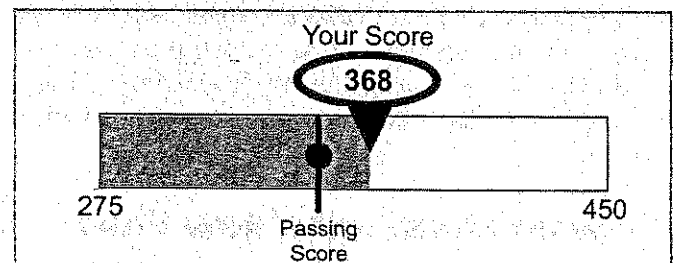
Writing Applications*	Your Score
Essay	2.5

Mathematics

Test Date: 05/12/2010

Your Total Score	Score Required to Pass	Status
368	350	MODIFIED

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



Strands for Mathematics

	Number of Questions	Number Correct
Probability & Statistics	13	11
Number Sense	17	11
Algebra & Functions	20	16
Measurement & Geometry	18	11
Algebra I	12	4

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

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



Board Agenda Backup

Item No: 11.16

Date: January 19, 2011

Item: CAHSEE Passage Waiver
Math (PVHS 10-11-13)

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

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

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

Recommendation: Approve

Budget Considerations: None

Funding Source:

Budgeted: Yes: No:

Amount: \$

Prepared By: Dee Teutschel, Program Director Special Services

Superintendent's Signature:

Dorma Baker

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: 9/22/10

To The Parent/Guardian of:

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

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

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

Signature of Principal _____

Date: 9-20-10

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: 9/27/10

FOR SITE USE ONLY

Date Received by Principal: _____

Student Identification Number: _____

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Student's Name

Number

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

(see attached)

*Need transcript
CELDT*

1. A) _____ has been identified as a student with Specific Learning Disabilities. Her perceptual area of difficulty is in crystallized intelligence, and an intra-cognitive discrepancy as reported in the psychological exam reported on 11/24/2008. This disability creates difficulty with English Language Vocabulary, reading fluency, and reading comprehension.

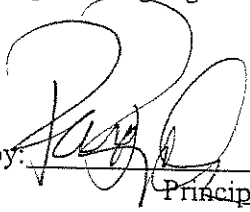
B) The modifications which were used on the English Language Arts and Math section of the exam were: use of calculator, and ELA and math questions were read aloud. She was also given the test over 2 days.

C) As reported in the psychological report _____; learning disability prohibited her from exhibiting her knowledge in the subject area without the use of modifications. She used these modifications regularly in her classroom.

D) The modifications and accommodations that _____ used in the classroom were: extra time with tests, shortened assignments, use of a calculator and spell checker, and taking a test in an alternate setting.

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

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

Certified by:  _____
Principal's Signature

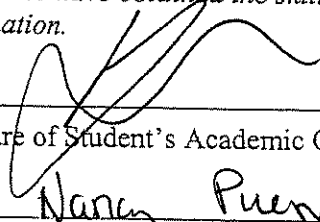
9-20-10
Date

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

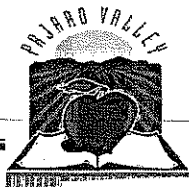
Nicholas E. Ballas _____ 9-27-10 _____
Signature of Student's Special Education Teacher Date

Nicholas E. Ballas _____
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.

 _____ 9/28/10 _____
Signature of Student's Academic Counselor Date

Nancy Puente _____
Printed Name of Student's Academic Counselor



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

Student _____

Date of Birth _____

IEP Meeting Date 12/10/09

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 - 9)
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
 Accommodations:
 Modifications:
- Math: (Gr. 2-11) Grade Exempt CST OR CMA (Criteria Met) (Gr. 3 - 7, Algebra I - Gr. 7-11)
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
 Accommodations:
 Modifications:
- Science (Gr. 5 & 8 Gr. 9-11) Grade Exempt CST OR CMA (Criteria Met) (Gr. 5, 8 & 10)
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
 Accommodations:
 Modifications:
- History/Social Science* Grade Exempt CST
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
 Accommodations:
 Modifications:
- Writing (Gr. 7 only) Grade Exempt CST OR CMA (Criteria Met) (Gr. 7 only)
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
 Accommodations:
 Modifications:
- Life Skills Curriculum: CAPA Level 1 2 3 4 5
 Participation in CST/CMA not appropriate due to: _____
- Other State or District-Wide Assessment Accommodations/Modifications (specify) Flexible setting and time

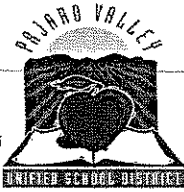
* (Grade 8; Grade 11 for U.S. History; Grades 9 through 11 World History)

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) ELA: Q's read aloud; calculator Grade Exempt (below grade 10, or Post Sec.)
 Accommodations (specify) test over two days; math Q's read aloud Passed both subtests of the CAHSEE



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

Student _____

Date of Birth _____

IEP Meeting Date 12/10/09

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Processing Speed	Extra Time: Assignments/Tests (2.0)	District of Service/ Gen. Ed. Teacher, Assistant, RS	12/10/2009
Visual Perception	Visual Models, Visual Schedule	District of Service/ Gen. Ed. Teacher, Assistant, RS	12/10/2009
Processing Speed	Extra Time: Assignments/Tests (1.5), Shortened Assignments, Take Tests in Alternate Setting	District of Service/ Gen. Ed. Teacher, Assistant, RS	12/10/2009
Processing Speed, Other: visual memory	Calculator, Spelling Checker	District of Service/ Gen. Ed. Teacher, Assistant, RS	12/10/2009

Pajaro Valley Unified School District

School Name/Address
 Pajaro Valley High School
 500 Harkins Slough
 Watsonville, CA 95076
 Tel: (831)728-8102 Fax: (831)728-6944

Enter Date: 8/15/2007

Graduated:

Class Of: 2011

Counselor: Puente

SSID: 4014080280

CrsID	Course Title	Mark	Credit	CrsID	Course Title	Mark	Credit
Pajaro Valley High School Grd 09 12/2007				Pajaro Valley High School Grd 11 6/2010			
2413	P Algebra 1A/B (S/9)	C-	5.000	2610	P Algebra II	D-	5.000
1163	Dev Reading 3	A	5.000	3310	P Chemistry	C-	5.000
9270	Directed Study	B	5.000	9270	Directed Study	A	5.000
1130	P English 1	C-	5.000	1330	P English 3/American Lite	B-	5.000
5051	Intro Computers	B-	5.000	5710	ROP Administration Just	A-	5.000
2976	Math B (9th)	C	5.000	7210	P US History	C-	5.000
4510	N PE 9	B	5.000	Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.667			
Crs Att: 35.000 Cmp: 35.000 Total GPA: 2.714							
Pajaro Valley High School Grd 09 6/2008				Work In Progress			
2413	P Algebra 1A/B (S/9)	C-	5.000	4610	N Adv PE		0.000
1163	Dev Reading 3	B-	5.000	9270	Directed Study		0.000
9270	Directed Study	B	5.000	1430	P English 4		0.000
1130	P English 1	C	5.000	7310	P Federal Government/US G		0.000
3910	Health	F	0.000	3610	P Integrated Science I		0.000
2976	Math B (9th)	C-	5.000	3510	P Physics		0.000
4510	N PE 9	F	0.000	4610	N Adv PE		0.000
Crs Att: 35.000 Cmp: 25.000 Total GPA: 1.714				9270	Directed Study		0.000
Pajaro Valley High School Grd 10 12/2008				1430	P English 4		0.000
4610	N Adv PE	D	5.000	3610	P Integrated Science I		0.000
3210	P Biology	D+	5.000	3510	P Physics		0.000
9270	Directed Study	A-	5.000	Credit Summary - High School			
1230	P English 2	C	5.000	Subject Area	Req	Cmp	Def
2510	P Geometry	B	5.000	A English	40.00	25.00	15.00
4510	N Physical Education 9		0.000	B Math	20.00	20.00	
4210	P Spanish 1 SS	C-	5.000	C Biological Science	10.00	10.00	
7110	P World Civ	C-	5.000	D Physical Science	10.00	5.00	5.00
Crs Att: 40.000 Cmp: 35.000 Total GPA: 2.143				E Health	5.00	0.00	5.00
Pajaro Valley High School Grd 10 6/2009				F Fine Arts / Foreign L	10.00	10.00	
4610	N Adv PE	F	0.000	G Physical Education	20.00	10.00	10.00
3210	P Biology	B-	5.000	H Applied Arts	10.00	10.00	
9270	Directed Study	A	5.000	I World Civilization	10.00	10.00	
1230	P English 2	C-	5.000	J US History	10.00	10.00	
2510	P Geometry	C+	5.000	K Federal Government	5.00	0.00	5.00
4510	N Physical Education 9	F	0.000	L Economics	5.00	0.00	5.00
4210	P Spanish 1 SS	C	5.000	M Electives	45.00	55.00	
7110	P World Civ	C	5.000	N Algebra	10.00	10.00	
Crs Att: 40.000 Cmp: 30.000 Total GPA: 1.875				O Science	10.00	0.00	10.00
Pajaro Valley High School Grd 11 12/2009				---Total Credits---	220.00	175.00	55.00
2610	P Algebra II	C	5.000				
3310	P Chemistry	F	0.000				
9270	Directed Study	A	5.000				
1330	P English 3/American Lite	F	0.000				
5710	ROP Administration Just	C	5.000				
7210	P US History	C	5.000				
Crs Att: 30.000 Cmp: 20.000 Total GPA: 1.667							

Academic GPA: 2.211 Rank 0 out of
 Total GPA: 2.122 Rank 0 out of
 CSU GPA: 2.000
 Cal Grant GPA: 2.154

Testing Information

CAHSEE_ELA-1-1
 CA HSEE ELA F 5/11/2010
 CAHSEE_Math-1-1
 CA HSEE Math F 5/12/2010

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

Polio	5/10/1993	8/10/1993	5/25/1995	11/6/1997
DTB	5/10/1993	8/10/1993	2/22/1994	5/25/1995 11/6/1997
MMR	5/25/1995	11/6/1997		
HEP B	10/6/1997	12/11/1997	4/4/1998	
Varicella				

Transcript is unofficial unless signed by a school official
 School Officials
 Signature _____ Date: 10/22/2010



California High School Exit Examination

Security Guard
See back for details

Student and Parent Report

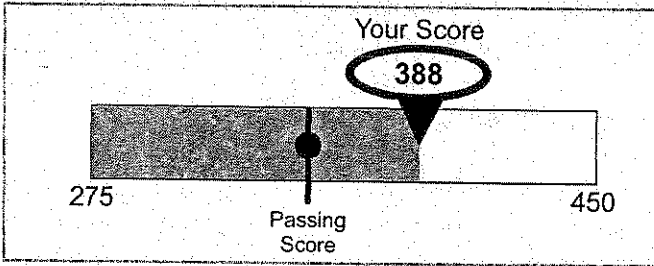
Student Name: _____
Date of Birth: _____
Student ID: _____
Grade: 11
School: 0105858 - Pajaro Valley High
District: 69799 - Pajaro Valley Unified
County: 44 - Santa Cruz

English-Language Arts

Test Date: 05/11/2010

Your Total Score	Score Required to Pass	Status
388	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	6
Reading Comprehension	18	14
Literary Response & Analysis	20	17
WRITING		
Writing Strategies	12	9
Writing Conventions	15	14

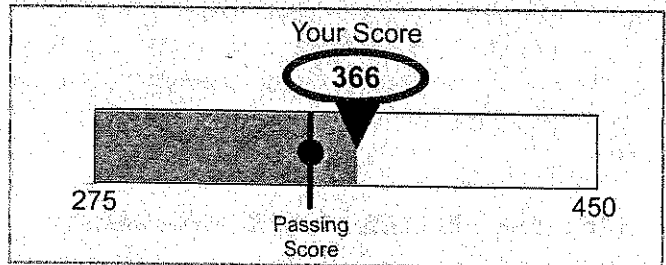
Writing Applications*	Your Score
Essay	2.5

Mathematics

Test Date: 05/12/2010

Your Total Score	Score Required to Pass	Status
366	350	MODIFIED

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

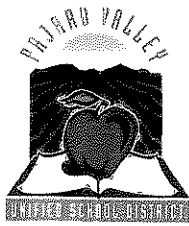


Strands for Mathematics

	Number of Questions	Number Correct
Probability & Statistics	13	10
Number Sense	17	13
Algebra & Functions	20	14
Measurement & Geometry	18	9
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: 11.17

Date: January 19, 2011

Item: CAHSEE Passage Waiver
Math (PVHS 10-11-14)

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

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

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

Recommendation: Approve

Budget Considerations: None

Funding Source:

Budgeted: Yes: No:

Amount: \$

Prepared By: Dee Teutschel, Program Director Special Services

Superintendent's Signature:

Dorinda Baker

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: Sept. 1, 2010

To The Parent/Guardian of: _____

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

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

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

Signature of Principal: _____

Date: 9-9-10

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: 9/17/10

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.
 - b. Describe any modification used on the English/language arts or math section of the exam (separate form must be filled out for each section):
 - c. State the rationale for applying the modification(s) used to achieve an equivalent passing score on the CAHSEE for this student.
 - d. Describe the modification(s) that the student regularly uses in the classroom and on other assessments.

Please see attached sheet.

Student ID:

1a.

Student has delays in auditory memory which impacts his reading comprehension and recall of information. Reading fluency is slow which limits performance on timed tests. Has difficulty organizing and following sequential steps in solving math problems.

1b.

Use of calculator (modification) and test questions read aloud (accommodation) were provided for the student.

1c.

Student had use of a calculator (modification) to provide assistance in recall of math facts so that he could more readily follow sequential steps in solving the math problems. Questions were read aloud to accommodate deficits in auditory memory. Oral reading of test items provided clarity of information and appropriate pacing for student's test performance. Hearing test items read and reading along with the examiner assisted student's understanding of the math problems so that he could better apply needed skills in solving the problems.

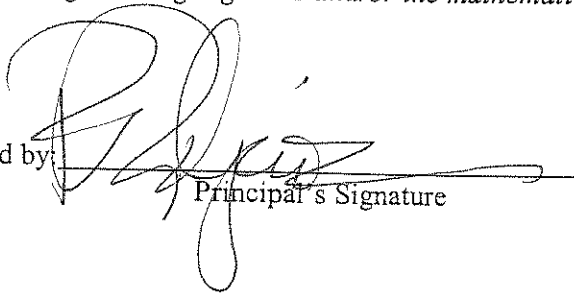
1d.

Teachers have been provided with copies of the student's recommended accommodations and modifications for classroom use. Directions and or questions for both class assignment and class tests are read aloud or verbally clarified for the student within the general education classroom. Use of a calculator is also provided as needed. Student is also provided with option of completing assignments or taking tests in a separate classroom to minimize distractions.

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

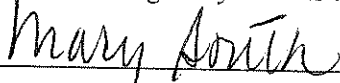
3. An individual score report showing that my child has received the equivalent of a passing score on the CAHSEE while using a modification that fundamentally alters what the high school examination measures as determined by the State Board of Education. (*Attach a copy of the exit exam Student and Parent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

Certified by:


Principal's Signature

9-9-10
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

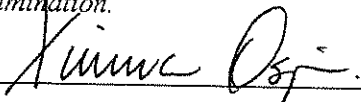
Sept. 1, 2010

Date

MARY South

Print Name of Student's Special Education Teacher

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



Signature of Student's Academic Counselor

9/1/10

Date

Ximena Ospina

Printed Name of Student's Academic Counselor



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

Student _____

Date of Birth _____

IEP Meeting Date 12/01/09

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 - 9)
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
 Accommodations:
 Modifications:

Math: (Gr. 2-11) Grade Exempt CST **OR** CMA (Criteria Met) (Gr. 3 - 7, Algebra I - Gr. 7-11)
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
 Accommodations:
 Modifications:

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

History/Social Science* Grade Exempt CST
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
 Accommodations:
 Modifications:

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

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

Other State or District-Wide Assessment Accommodations/Modifications (specify) flexible setting; extended time; use of calculator; read aloud directions/questions (Math and ELA)

* (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) Q's read aloud, 1+ day testing, calculator Grade Exempt (below grade 10, or Post-Sec.)
 Accommodations (specify) Q's read aloud math Passed both subtests of the CAHSEE



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

Student _____

Date of Birth _____

IEP Meeting Date 12/01/09

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Attending Skills	Directions Read Aloud, Extra Time: Assignments/Tests (1.5), Preferential Seating, Take Tests in Alternate Setting, Tests in Short Segments	District of Service/ Gen. Ed. Teacher, Assistant, RS	12/02/2009
Auditory Memory	Calculator, Preferential Seating, Provide with Notes, Shortened Assignments	District of Service/ Gen. Ed. Teacher, Assistant, RS	12/02/2009
Fine Motor Skills	Calculator, Extra Time: Assignments/Tests (1.5), Visual Models	District of Service/ Gen. Ed. Teacher, Assistant, RS	12/02/2009

Pajaro Valley Unified School District

School Name/Address

Pajaro Valley High School
500 Harkins Slough
Watsonville, CA 95076

Enter Date: 8/15/2007

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

Graduated:

Counselor: Puente

Class Of: 2011

SSID: 6024405284

CrsID	Course Title	Mark	Credit	CrsID	Course Title	Mark	Credit	Credit Summary - High School						
Pajaro Valley High School Grd 09 12/2007				Pajaro Valley High School Grd 11 12/2009				Subject Area						
1160	Dev Reading 1	C	5.000	3210	P Biology	F	0.000	A	English	40.00	10.00	30.00		
9270	Directed Study	B+	5.000	9270	Directed Study	C+	5.000	B	Math	20.00	10.00	10.00		
1130	P English 1	C-	5.000	1330	P English 3/American Lite	F	0.000	C	Biological Science	10.00	0.00	10.00		
3910	Health	C+	5.000	2510	P Geometry	F	0.000	D	Physical Science	10.00	5.00	5.00		
8220	Math 2 (I)	B	5.000	4110	P Spanish 1	D-	5.000	E	Health	5.00	5.00			
4510	N PE 9	RF	0.000	7210	P US History	F	0.000	F	Fine Arts / Foreign L	10.00	5.00	5.00		
Crs Att: 30.000 Cmp: 25.000 Total GPA: 2.400				Crs Att: 30.000 Cmp: 10.000 Total GPA: 0.500				G			Physical Education	20.00	20.00	
Pajaro Valley High School Grd 09 6/2008				Pajaro Valley High School Grd 11 6/2010				H			Applied Arts	10.00	5.00	5.00
1160	Dev Reading 1	C	5.000	3210	P Biology	F	0.000	I	World Civilization	10.00	5.00	5.00		
9270	Directed Study	B-	5.000	9270	Directed Study	C-	5.000	J	US History	10.00	0.00	10.00		
1130	P English 1	RF	0.000	1330	P English 3/American Lite	F	0.000	K	Federal Government	5.00	0.00	5.00		
5051	Intro Computers	C-	5.000	2510	P Geometry	F	0.000	L	Economics	5.00	0.00	5.00		
8220	Math 2 (I)	B-	5.000	4110	P Spanish 1	F	0.000	M	Electives	45.00	40.00	5.00		
4510	N PE 9	D	5.000	7210	P US History	F	0.000	N	Algebra	10.00	10.00			
Crs Att: 30.000 Cmp: 25.000 Total GPA: 2.200				Crs Att: 30.000 Cmp: 5.000 Total GPA: 0.333				O			Science	10.00	0.00	10.00
Pajaro Valley High Summer School Grd 09 7/2008				Watsonville High School Grd 11 7/2010				---Total Credits---			220.00	115.00	105.00	
4610	N Adv PE	C+	5.000	SS7110	P WORLD CIV	D	5.000	GPA Summary						
Crs Att: 5.000 Cmp: 5.000 Total GPA: 2.000				SS7110 P WORLD CIV NM 0.000				Academic GPA:			1.306	Rank 0	out of 1	
Pajaro Valley High School Grd 10 12/2008				Work In Progress				Total GPA:			1.297	Rank 0	out of 1	
4610	N Adv PE	C+	5.000					CSU GPA:			1.129			
2410	P Algebra 1A/B	C	5.000					Cal Grant GPA:			0.885			
9270	Directed Study	B-	5.000					Testing Information						
1230	P English 2	F	0.000	3310	P Chemistry		0.000	CAHSEE ELA-1-1						
3610	P Integrated Science I	D	5.000	1510	P Creative Writing		0.000	CA HSEE ELA F 5/11/2010						
7110	P World Civ	F	0.000	9270	Directed Study		0.000	CAHSEE Math-1-1						
Crs Att: 30.000 Cmp: 20.000 Total GPA: 1.333				7410	P Economics		0.000	CA HSEE Math F 5/12/2010						
Pajaro Valley High School Grd 10 6/2009				1430	P English 4		0.000							
4610	N Adv PE	C-	5.000	5750	ROP Cosmotology		0.000							
2410	P Algebra 1A/B	C	5.000	5082	ROP Small Business Mana		0.000							
9270	Directed Study	C	5.000	3310	P Chemistry		0.000							
1230	P English 2		0.000	1510	P Creative Writing		0.000							
1230	P English 2	F	0.000	9270	Directed Study		0.000							
3610	P Integrated Science I	F	0.000	7410	P Economics		0.000							
7110	P World Civ	F	0.000	1430	P English 4		0.000							
Crs Att: 30.000 Cmp: 15.000 Total GPA: 1.000				5750	ROP Cosmotology		0.000							
Pajaro Valley High School Grd 10 7/2009				5082	ROP Small Business Mana		0.000							
SS1130	P ENGLISH 1	B	5.000											
Crs Att: 5.000 Cmp: 5.000 Total GPA: 3.000														

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

Polio	10/6/1993	1/30/1995	3/30/1995	8/25/1995	
DTB	10/6/1993	1/30/1995	3/30/1995	8/25/1995	7/28/1997
MMR	1/30/1995	7/28/1997			
HEP B	1/30/1995	3/30/1995	8/25/1995		
Varicella					

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

Date: 9/2/2010



California High School Exit Examination

Security Guard
See back for details

Student and Parent Report

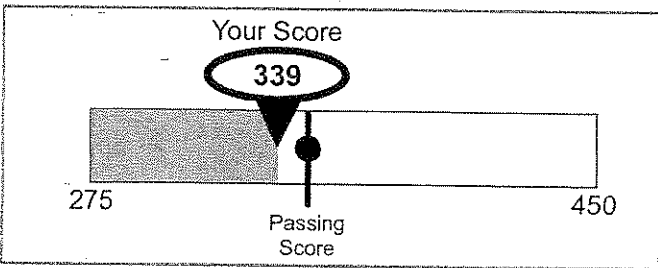
Student
Date of Student
Grade:
School: 0105858 - Pajaro Valley High
District: 69799 - Pajaro Valley Unified
County: 44 - Santa Cruz

English-Language Arts

Test Date: 05/11/2010

Your Total Score	Score Required to Pass	Status
339	350	MODIFIED

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



Strands for English-Language Arts

	Number of Questions	Number Correct
READING		
Word Analysis	7	4
Reading Comprehension	18	6
Literary Response & Analysis	20	12
WRITING		
Writing Strategies	12	6
Writing Conventions	15	9

Writing Applications*

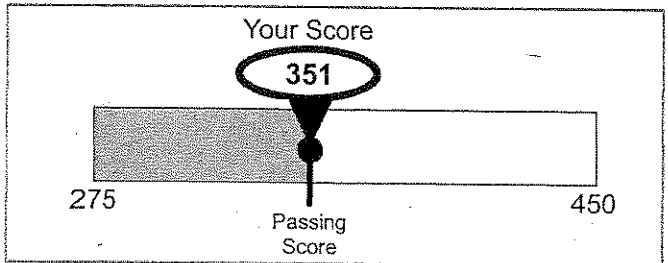
	Your Score
Essay	2.5

Mathematics

Test Date: 05/12/2010

Your Total Score	Score Required to Pass	Status
351	350	MODIFIED

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



Strands for Mathematics

	Number of Questions	Number Correct
Probability & Statistics	13	9
Number Sense	17	13
Algebra & Functions	20	14
Measurement & Geometry	18	6
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.



Board Agenda Backup

Item No: 11.18

Date: January 19, 2011

Item: CAHSEE Passage Waiver
Math (PVHS 10-11-15)

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

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

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

Recommendation: Approve

Budget Considerations: None

Funding Source:

Budgeted: Yes: No:

Amount: \$

Prepared By: Dee Teutschel, Program Director Special Services

Superintendent's Signature:

Dorma Baker

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: October 20, 2010

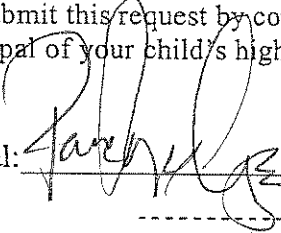
To The Parent/Guardian of:

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

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

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

Signature of Principal: _____



Date: 11-3-2010

I request that my child _____ was tested with a modification and earned the equivalent of a passing score one or graduation requirement.

_____ the CAHSEE, be granted a waiver of this California

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

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

Signature of Parent _____

Date: 11/6/10

FOR SITE USE ONLY

Date Received by Principal: _____

Student Identification Number: _____

MATH

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.

Math

1a.

Student has weaknesses in visual processing which impacts his ability to organize and follow through with sequential tasks inherent to math calculations and writing tasks.

1b.

Use of calculator was provided as a modification; reading questions aloud was provided as an accommodation on the math test .

1c.

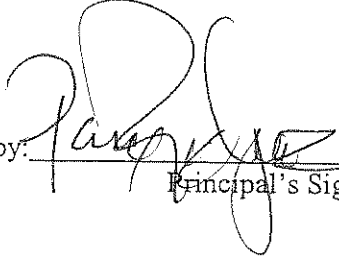
Student's use of calculator enabled the student to complete multiple step calculations without losing his place and/or confusing order of operations. The oral reading of test items provided clear and accurate information with appropriate pacing of test material to support focus and organizational skills.

1d.

Teachers have been provided with copies of the student's IEP recommended accommodations and /or modifications to be used in the general ed classroom. Test questions or directions can be read aloud or repeated for clarification. Use of a calculator for math work is provided.

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

11-3-2010
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.

Mary South
Signature of Student's Special Education Teacher

October 20, 2010
Date

MARY South
Print Name of Student's Special Education Teacher

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

Ximena Ospina
Signature of Student's Academic Counselor

10/20/10
Date

Ximena Ospina
Printed Name of Student's Academic Counselor

Math



**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 11/16/09

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 - 9)
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
 Accommodations:
 Modifications:

Math: (Gr. 2-11) Grade Exempt CST **OR** CMA (Criteria Met) (Gr. 3 - 7, Algebra I - Gr. 7-11)
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
 Accommodations:
 Modifications:

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

History/Social Science* Grade Exempt CST
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
 Accommodations:
 Modifications:

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

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

Other State or District-Wide Assessment Accommodations/Modifications (specify) extra time and flexible setting

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

PROMOTION STANDARDS

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

CALIFORNIA HIGH SCHOOL EXIT EXAMINATION (CAHSEE)

No accommodations or modifications Exempt due to eligibility for participation in CAPA
 Modifications (specify) calculator Grade Exempt (below grade 10, or Post Sec.)
 Accommodations (specify) Q's read aloud(math);Test +1day Passed both subtests of the CAHSEE



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

Student _____

Date of Birth _____

IEP Meeting Date 11/16/09

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Processing Speed	Calculator, Extra Time: Assignments/Tests (1.5), Preferential Seating, Take Tests in Alternate Setting	District of Service/ Gen. Ed. Teacher, RS	11/17/2009
Visual Perception	Preferential Seating, Visual Models	District of Service/ Gen. Ed. Teacher, RS	11/17/2009

Pajaro Valley Unified School District

Enter Date: 8/14/2008

Graduated:

Class Of: 2011

School Name/Address

Pajaro Valley High School
500 Harkins Slough
Watsonville, CA 95076

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

Counselor: Ospina

SSID: 1024404873

Community Service Hours: 40

CrsID	Course Title	Mark	Credit	CrsID	Course Title	Mark	Credit	
Pajaro Valley High Summer School Grd 09 7/2007				Pajaro Valley High School Grd 11 6/2010				
4610	N Adv PE	A	5.000	6010	P Art 1	C+	5.000	
Crs Att: 5.000 Cmp: 5.000 Total GPA: 4.000				3210	P Biology	C+	5.000	
Aptos High School Grd 09 12/2007				9270	Directed Study	B+	5.000	
4510	N Beginning P.E.	C-	5.000	1330	P English 3/American Lite	D	5.000	
8000	English 1 (R)	D	5.000	2510	P Geometry	C-	5.000	
6360	Guitar	D	5.000	7210	P US History	D	5.000	
5032	Intro to Computers	F	0.000	Crs Att: 30.000 Cmp: 30.000 Total GPA: 1.833				
3010	Life Science	C-	5.000	Watsonville High School Grd 11 7/2010				
8220	Math 2 (R)	C-	5.000	SS2410	P ALGEBRA 1 - 2nd Sem	C-	5.000	
Crs Att: 30.000 Cmp: 25.000 Total GPA: 1.333				SS7210	P US HISTORY - 1st Sem	B	5.000	
Aptos High School Grd 09 6/2008				Crs Att: 10.000 Cmp: 10.000 Total GPA: 2.500				
4510	N Beginning P.E.	RF	0.000	Work In Progress				
8000	English 1 (R)	D	5.000	4610	N Adv PE		0.000	
6360	Guitar	C-	5.000	2980	Consumer Math		0.000	
3910	Health	F	0.000	1510	P Creative Writing		0.000	
3010	Life Science	B	5.000	7410	P Economics		0.000	
8024	Math 2 (R)	D	5.000	1430	P English 4		0.000	
Crs Att: 30.000 Cmp: 20.000 Total GPA: 1.400				5710	ROP Administration Just		0.000	
Pajaro Valley High School Grd 10 12/2008				4610	N Adv PE		0.000	
2410	P Algebra 1A/B	C	5.000	2980	Consumer Math		0.000	
9270	Directed Study	B	5.000	1510	P Creative Writing		0.000	
1230	P English 2	B-	5.000	1430	P English 4		0.000	
3610	P Integrated Science I	C	5.000	5710	ROP Administration Just		0.000	
2976	Math B (9th)	B	5.000	Credit Summary - High School				
7110	P World Civ	D+	5.000	Subject Area	Req	Cmp	Def	
Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.333				A	English	40.00	20.00	20.00
Pajaro Valley High School Grd 10 6/2009				B	Math	20.00	20.00	
2410	P Algebra 1A/B	RF	0.000	C	Biological Science	10.00	10.00	
9270	Directed Study	C+	5.000	D	Physical Science	10.00	10.00	
1230	P English 2		0.000	E	Health	5.00	0.00	5.00
1230	P English 2	F	0.000	F	Fine Arts / Foreign L	10.00	10.00	
3610	P Integrated Science I	B-	5.000	G	Physical Education	20.00	10.00	10.00
2976	Math B (9th)	B	5.000	H	Applied Arts	10.00	0.00	10.00
7110	P World Civ	C-	5.000	I	World Civilization	10.00	10.00	
Crs Att: 30.000 Cmp: 20.000 Total GPA: 2.000				J	US History	10.00	10.00	
Pajaro Valley High School Grd 11 12/2009				K	Federal Government	5.00	0.00	5.00
6010	P Art 1	D	5.000	L	Economics	5.00	0.00	5.00
3210	P Biology	C	5.000	M	Electives	45.00	35.00	10.00
9270	Directed Study	B	5.000	N	Algebra	10.00	10.00	
1330	P English 3/American Lite	F	0.000	O	Science	10.00	10.00	
2510	P Geometry	F	0.000	---Total Credits---				
7210	P US History	RF	0.000			220.00	155.00	65.00
Crs Att: 30.000 Cmp: 15.000 Total GPA: 1.200								

Academic GPA: 1.800 Rank 0 out of
Total GPA: 1.806 Rank 0 out of
CSU GPA: 1.758
Cal Grant GPA: 1.917

Testing Information

CAHSEE_ELA-1-1
CA HSEE ELA P 11/3/2009
CAHSEE_Math-1-1
CA HSEE Math F 5/12/2010

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

Polio	11/13/1992	2/4/1993	6/15/1993	10/14/1997
DTB	11/13/1992	2/4/1993	6/15/1993	5/2/1994 10/14/1997
MMR	1/6/1994	10/14/1997		
HEP B	10/28/1997	2/27/1998	5/28/1998	
Varicella				

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

Date: 11/3/2010



California High School Exit Examination

Security Guard

Student and Parent Report

Student N#:

Date of Bir

Student ID

Grade: 11

School: 0105858 - Pajaro Valley High

District: 69799 - Pajaro Valley Unified

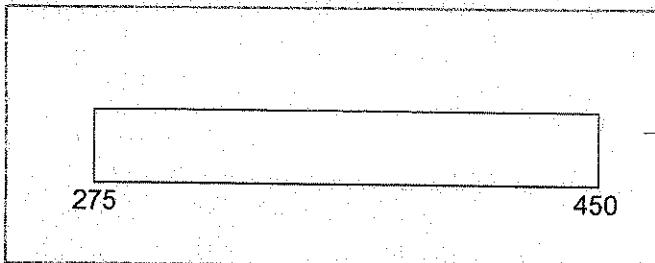
County: 44 - Santa Cruz

English-Language Arts

Test Date: 05/11/2010

Your Total Score	Score Required to Pass	Status
		SATISFIED REQ

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



Strands for English-Language Arts

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

Writing Applications* Your Score

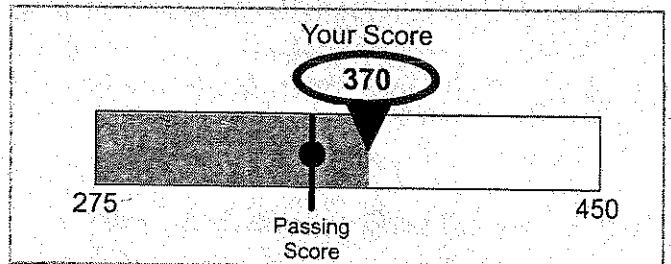
Essay

Mathematics

Test Date: 05/12/2010

Your Total Score	Score Required to Pass	Status
370	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	14
Measurement & Geometry	18	14
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.



Board Agenda Backup

Item No: 11.19

Date: January 19, 2011

Item: CAHSEE Passage Waiver
Math (PVHS 10-11-16)

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

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

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

Recommendation: Approve

Budget Considerations: None

Funding Source:

Budgeted: Yes: No:

Amount: \$

Prepared By: Dee Teutschel, Program Director Special Services

Superintendent's Signature:

Dorma Baker

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: 12.22.10

To The Parent/Guardian of:

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

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

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

Signature of Principal: _____

Date: 12/22/10

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: 12/22/10

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

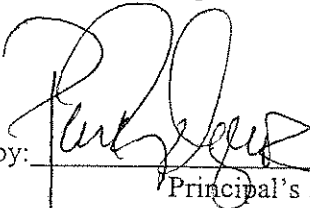
I certify that the student qualifies for a waiver because he/she satisfies all of the following conditions:

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

** Please see Attached Document*

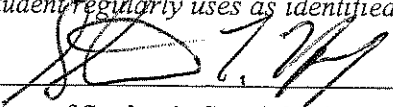
2. Has sufficient high school coursework either satisfactorily completed or in progress in the high school level curriculum sufficient to have attained the skills and knowledge otherwise needed to pass the CAHSEE. (*Attach transcripts showing coursework completed.*)

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

12/22/10
Date

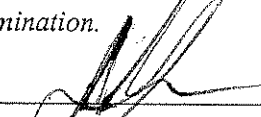
I agree that the information on this Waiver Request Sheet accurately describes the modifications that this student regularly uses as identified in the IEP.


Signature of Student's Special Education Teacher

12.22.10
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

12/22/10
Date

Nancy Puente
Printed Name of Student's Academic Counselor

Student ID#:

1.)

a. The student's learning disability is in the area of visual motor integration which particularly impacts his written language and his sequential fluency in both writing and reading tasks.

b. Questions were read aloud to the student in administering the CAHSEE math test.

c. The student's reading skills are below grade level. Specifically, weak word recognition skills impede his fluency resulting in loss of understanding, the need for extended time in completing items and poor, overall pacing of his test performance.

d. The student is provided with extra time on all assignments and directions can be read aloud, or further explained, at his request or as judged necessary by his teachers.



INDIVIDUALIZED EDUCATION PROGRAM
Supplementary & Specialized Support/Promotion & Assessment Standards

Student _____

Date of Birth _____

IEP Meeting Date 01/27/10

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 - 9)
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
 Accommodations: _____
 Modifications: _____
- Math: (Gr. 2-11) Grade Exempt CST OR CMA (Criteria Met) (Gr. 3 - 7, Algebra I - Gr. 7-11)
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
 Accommodations: _____
 Modifications: _____
- Science (Gr. 5 & 8 Gr. 9-11) Grade Exempt CST OR CMA (Criteria Met) (Gr. 5, 8 & 10)
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
 Accommodations: _____
 Modifications: _____
- History/Social Science* Grade Exempt CST
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
 Accommodations: _____
 Modifications: _____
- Writing (Gr. 7 only) Grade Exempt CST OR CMA (Criteria Met) (Gr. 7 only)
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
 Accommodations: _____
 Modifications: _____
- Life Skills Curriculum: CAPA Level 1 2 3 4 5
 Participation in CST/CMA not appropriate due to: _____
- Other State or District-Wide Assessment Accommodations/Modifications (specify) _____

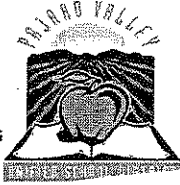
*(Grade 8; Grade 11 for U.S. History; Grades 9 through 11 World History)

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, or Post Sec.)
 Accommodations (specify) _____ Passed both subtests of the CAHSEE



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

Student _____

Date of Birth _____

IEP Meeting Date 01/27/10

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Attending Skills	Other: Employ cueing system, conferencing	District of Service/ Gen. Ed. Teacher, Assistant, RS	01/27/2010
Auditory Acuity	Other: Repetition of oral presentation	District of Service/ Gen. Ed. Teacher, Assistant, RS	01/27/2010
Other: Written Language and study/org skills	Preferential Seating, Shortened Assignments, Other: Use of a word processor	District of Service/ Gen. Ed. Teacher, Assistant, RS	01/27/2010
Auditory Perception	Directions Read Aloud, Preferential Seating, Visual Models, Other: check for understanding of instructions	District of Service/ Gen. Ed. Teacher, Assistant, RS	01/27/2010
Other: Reading/written language	Preferential Seating, Shortened Assignments	District of Service/ Gen. Ed. Teacher, Assistant, RS	01/27/2010
Other: Math	Calculator, Math Manipulatives, Preferential Seating, Shortened Assignments, Visual Models	District of Service/ Gen. Ed. Teacher, Assistant, RS	01/27/2010

Pajaro Valley Unified School District

Issue Date: 8/16/2006

Issued:

Class Of: 2010

School Name/Address

Pajaro Valley High School
500 Harkins Slough
Watsonville, CA 95076

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

Counselor: Puente

SSID: 8024425918

Community Service Hours: 43

CrsID	Course Title	Mark	Credit	CrsID	Course Title	Mark	Credit	Credit Summary - High School					
Pajaro Valley High School Grd 09 12/2006				Pajaro Valley High School Grd 11 12/2008				Subject Area					
2413	P Algebra 1A/B (S/9)	RF	0.000	2610	P Algebra II	F	0.000	A	English	40.00	35.00	5.00	
1162	Dev Reading 2	C-	5.000	3210	P Biology	D	5.000	B	Math	20.00	20.00		
9270	Directed Study	C+	5.000	6020	P Draw/Paint	D	5.000	C	Biological Science	10.00	10.00		
1120	P English 1 (SDAIE)	B	5.000	1330	P English 3/American Lite	F	0.000	D	Physical Science	10.00	10.00		
3910	Health	C	5.000	4210	P Spanish 1 SS	F	0.000	E	Health	5.00	5.00		
2976	Math B (9th)	A-	5.000	7210	P US History	C-	5.000	F	Fine Arts / Foreign L	20.00	5.00	5.00	
4510	N PE 9	A	5.000	Crs Att: 30.000 Cmp: 15.000 Total GPA: 0.667				G	Physical Education	20.00	20.00		
Crs Att: 35.000 Cmp: 30.000 Total GPA: 2.833				Pajaro Valley High School Grd 11 6/2009				H	Applied Arts	10.00	5.00	5.00	
Pajaro Valley High School Grd 09 6/2007				Pajaro Valley High School Grd 11 7/2009				I	World Civilization	10.00	10.00		
2413	P Algebra 1A/B (S/9)	C	5.000	2610	P Algebra II	D-	5.000	J	US History	10.00	10.00		
1162	Dev Reading 2	B	5.000	3210	P Biology	D	5.000	K	Federal Government	5.00	0.00	5.00	
9270	Directed Study	B	5.000	6020	P Draw/Paint	F	0.000	L	Economics	5.00	0.00	5.00	
1120	P English 1 (SDAIE)	B-	5.000	1330	P English 3/American Lite	RF	0.000	M	Electives	45.00	50.00		
5051	Intro Computers	C	5.000	4210	P Spanish 1 SS	F	0.000	N	Algebra	10.00	10.00		
2976	Math B (9th)	B+	5.000	7210	P US History	C	5.000	O	Science	10.00	10.00		
4510	N PE 9	B	5.000	Crs Att: 30.000 Cmp: 15.000 Total GPA: 0.800				---Total Credits---					
Crs Att: 35.000 Cmp: 35.000 Total GPA: 2.714				Pajaro Valley High School Grd 10 12/2007				220.00 200.00 25.00					
Pajaro Valley High School Grd 10 6/2008				Pajaro Valley High School Grd 12 12/2009				GPA Summary					
4610	N Adv PE	B	5.000	SS2410	P ALGEBRA 1	A	5.000	Academic GPA: 1.633 Rank 0 out of 6					
1163	Dev Reading 3	A	5.000	SS1330	P ENGLISH 3	C	5.000	Total GPA: 1.736 Rank 0 out of 6					
9270	Directed Study	A	5.000	Crs Att: 10.000 Cmp: 10.000 Total GPA: 3.000				CSU GPA: 1.250					
1230	P English 2	C	5.000	Pajaro Valley High School Grd 12 6/2010				Cal Grant GPA: 1.640					
2510	P Geometry	C+	5.000	3310	P Chemistry	C	5.000	Testing Information					
3610	P Integ Sci I	RF	0.000	9270	Directed Study	C-	5.000	CAHSEE_ELA-1-1					
7110	P World Civ	C	5.000	7410	P Economics	F	0.000	CA HSEE ELA P 12/5/2009					
Crs Att: 35.000 Cmp: 30.000 Total GPA: 2.833				1430	P English 4	F	0.000	CAHSEE_Math-1-1					
Pajaro Valley High School Grd 10 6/2008				5056	ROP Advance Computers	F	0.000	CA HSEE Math F 10/7/2009					
4610	N Adv PE	C-	5.000	2821	P Statistics	F	0.000						
1163	Dev Reading 3	B-	5.000	Crs Att: 30.000 Cmp: 10.000 Total GPA: 0.667									
9270	Directed Study	A+	5.000	Pajaro Valley High School Grd 12 6/2010									
1230	P English 2	D-	5.000	6010	P Art 1	F	0.000						
2510	P Geometry	F	0.000	3310	P Chemistry	D	5.000						
3610	P Integ Sci I	D	5.000	9270	Directed Study	C	5.000						
7110	P World Civ	C+	5.000	1430	P English 4	D-	5.000						
Crs Att: 35.000 Cmp: 30.000 Total GPA: 1.857				7310	P Federal Government/US G	F	0.000						
Pajaro Valley High Summer School Grd 10 7/2008				5056	ROP Advance Computers	F	0.000						
3610	P Science Elective	C+	5.000	Crs Att: 30.000 Cmp: 15.000 Total GPA: 0.667									
Crs Att: 5.000 Cmp: 5.000 Total GPA: 2.000				Watsonville High School Grd 12 7/2010									
				SS7410	P ECONOMICS	NM	0.000						
				SS1430	P ENGLISH 4	C+	5.000						
				Crs Att: 10.000 Cmp: 5.000 Total GPA: 2.000									

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

Polio	2/5/1992	9/2/1992	8/11/1993	3/1/1996
DTB	2/5/1992	9/2/1992	8/11/1993	2/28/1994 3/1/1996
MMR	8/11/1993	3/1/1996		
HEP B	5/11/1999	7/13/1999	9/14/1999	
Varicella				

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

Date: 12/22/2010



California High School Exit Examination

Student and Parent Report

Student

Date of E

Student I

Grade: 11

School: C

District: C

County: 4

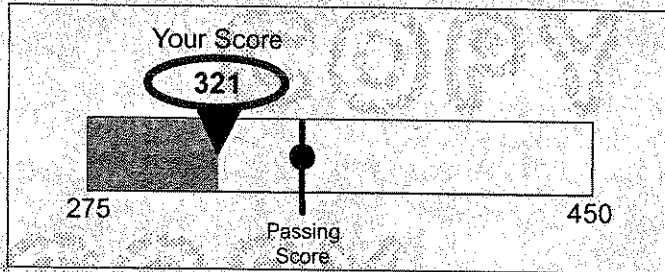
COPY

English-Language Arts

Test Date: 10/06/2009

Your Total Score	Score Required to Pass	Status
321	350	NOT PASSED

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



Strands for English- Language Arts

	Number of Questions	Number Correct
READING		
Word Analysis	7	2
Reading Comprehension	18	9
Literary Response & Analysis	20	7
WRITING		
Writing Strategies	12	1
Writing Conventions	15	8

Writing Applications*

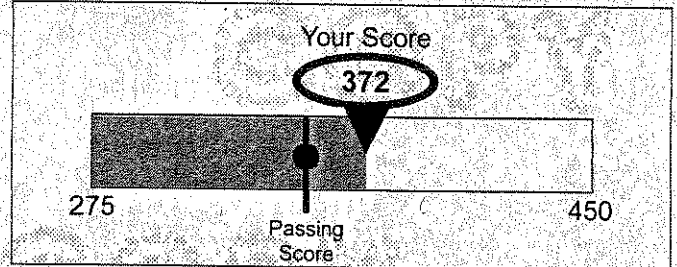
	Your Score
Essay	3.0

Mathematics

Test Date: 10/06/2009

Your Total Score	Score Required to Pass	Status
372	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	5
Algebra & Functions	20	17
Measurement & Geometry	18	15
Algebra I	12	7

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

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



PAJARO VALLEY UNIFIED SCHOOL DISTRICT

Board Agenda Backup

Item No: 11.20

Date: January 19, 2011

Item: Williams Uniform Complaint Quarterly Report
(October, November, December 2010)

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

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

Number of complaints: One regarding a roof leak on a portable classroom at Renaissance High School.

Recommendation: Approve.

Budget Considerations:

Funding Source:

Budgeted:

Amount:

Prepared By: Albert Roman, Assistant Superintendent, HR

Superintendent's Signature: *Dawn Bat*

**QUARTERLY DISTRICT STATUS REPORT OF UNIFORM COMPLAINTS
TO THE COUNTY SUPERINTENDENT OF SCHOOLS
QUARTER ENDED DECEMBER 2010**

DISTRICT: Pajaro Valley Unified School District Date Reported to District Governing Board: January 11, 2011

I. INSTRUCTIONAL MATERIALS

A) Insufficient text books or instructional materials in classroom:

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

- Explanation: _____

B) Insufficient textbooks or instructional materials to take home:

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

- Explanation: _____

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

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

- Explanation: _____

II. TEACHER VACANCY OR MISASSIGNMENT

A) No assigned certified teacher at beginning of semester:

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

- Explanation: _____

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

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

- Explanation: _____

D) Teacher instructing class lacking subject matter competency:

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

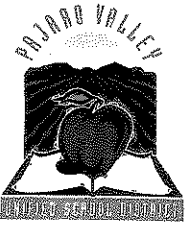
- Explanation: _____

III. FACILITIES

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

# of Complaints	# of Complaints Resolved	# of Complaints Unresolved*
1	1	

- Explanation: Renaissance High School Roof Leak in Portable Classroom is being addressed and a resolution is expected.



Board Agenda Backup

Item No: 11.21

Date: January 19, 2011

Item: STUDENT TEACHING AGREEMENTS – 2010-2011

Overview: Standard agreements are authorized annually between the Pajaro Valley Unified School District and institutions of higher education. Students in education programs, such as student teachers, are placed with PVUSD Master Teachers for experience, training and evaluation. PVUSD Master Teachers may receive a small stipend in return.

Each contract with each college is approved and resolved by the Board of Trustees every year. The contracts arrive at different times during the year depending upon semester configurations, and student assignments.

Past practice has been to facilitate these agreements for student teaching as it allows the District to identify and recruit highly skilled candidates before they reach the general market place. The District continues to contract local universities some of which include: San Jose State, UC Santa Cruz, Bethany Bible College, Chapman College, California Polytechnic San Luis Obispo, California State University at Monterey Bay, John F. Kennedy University, Sonoma State University, Chico State University, Hispanic University, Sacramento State University, University of Phoenix, Western Oregon University and National University.

Authorization for the Superintendent or designee to sign standard Student Teacher agreements/ contracts, which arrive at different times of the year, will enable us to maintain a timely turnaround of the documents and allow us to maintain a close working relationship with the colleges.

Rationale: PVUSD benefits from early identification and recruitment of bilingual certificated and other highly qualified teachers. Candidates may also become familiar with PVUSD, its mission and goals, its faculties and students.

Recommendation: Approve and authorize the Superintendent or designee to sign the student teaching agreements/contracts.

Budget Considerations: Not Applicable

Funding Source: _____

Budgeted: Yes: No:

Amount: \$ _____

Prepared By: Dr. Albert Roman, Assistant Superintendent

Superintendent's Signature: *Dr. Roman*

PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 13.1

Date: January 19, 2011

Item: Algebra Boot Camp at Rolling Hills

Overview: Rolling Hills and Graniterock are in partnership on a variety of projects. Graniterock sponsored an Algebra Boot Camp during the winter break with 53 students attending for six days, six hours each day!

Two CSUMB math professors and four CSUMB students provided an engaging curriculum with the intent of helping our students master some of the difficult concepts in Algebra. Many staff from Graniterock assisted, including transporting students every day of the program. Proud parents attended the graduation ceremony on Saturday, January 8.

The Admissions Officer from CSUMB guaranteed the 53 students entrance into the university if they meet eligibility requirements. This is an excellent example of one of our partnerships in the PVUSD. Kudos to the school staff and the vision of Graniterock's CEO, Bruce Woolpert, a graduate from our district!

Recommendation: Positive Program Report.

Prepared By: Murry Schekman, Assistant Superintendent

Superintendent's Signature:

A handwritten signature in cursive script, appearing to read "Darrell Bateman".

PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 13.2

Date:	January 19, 2011
Item:	Report on California Department of Education's Acknowledgement of Implementation of Seal of Biliteracy Program.
Overview:	<p>We received congratulations from Jack O'Connell's office for being 1 of 33 districts in the State to implement a Seal of Biliteracy. In the midst of the challenges the District has been facing, it is important to recognize that our staff continue to seek ways to ensure our students are recognized for their achievements. Biliteracy is an accomplishment that many of our students should take much pride in, especially living in a diverse community and being a part of a global society.</p> <p>The Department of Education also recognizes the importance of the Biliteracy Recognition Program that PVUSD has implemented and sent a Certificate of Recognition. Attached to the backup is the certificate along with a press release that outlines the benefits of receiving a seal of biliteracy for students, including being more college and career ready.</p>
Recommendation:	Approve with gratitude this donation.

Prepared By: Dorma Baker, Superintendent

Superintendent's Signature: *Dorma Baker*

California Department of Education

Certificate of Recognition

is presented to

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

in honor of your Seal of
Biliteracy Recognition Program.

You exemplify the spirit of service that is essential in educating our youth to become citizens of the world. I commend your vision, dedication, and contributions to California, the nation, and the world in preparing our students for effective participation in global political, social, and economic contexts.

I sincerely appreciate your involvement in this most important endeavor.



Paul O'Connell

State Superintendent of Public Instruction

December 6, 2010

Date

Baker, Dorma

From: COMMUNICATIONS [COMMUNICATIONS@cde.ca.gov]
Sent: Monday, December 06, 2010 4:21 PM
To: Baker, Dorma
Subject: [superintendents-district] Schools Chief Jack O'Connell Applauds Schools for Implementing Seal of Biliteracy Program

REL#10-139	CONTACT: Hilary McLean
FOR IMMEDIATE RELEASE	PHONE: 916-319-0818
December 6, 2010	E-MAIL: hmclean@cde.ca.gov

Schools Chief Jack O'Connell Applauds Schools for Implementing Seal of Biliteracy Program

BURLINGAME – State Superintendent of Public Instruction Jack O'Connell today congratulated 33 school districts for implementing the Seal of Biliteracy, a statewide program that honors students who have attained proficiency in English and one or more other languages by high school graduation. The schools were recognized for their participation by Californians Together during the 11th annual Accountability Leadership Institute for English Learner and Immigrant Students hosted by the California Department of Education (CDE).

The list of districts implementing the Seal of Biliteracy program is attached.

“Preparing all students with 21st century language and communication skills is critical for being college and career ready,” O'Connell said. “Thousands of students will graduate this spring that will be well-prepared and ready to contribute to the prosperity of our state and their community because of their proficiency in English and at least one of the many languages spoken in California. These students will be equipped to be leaders in the areas of international trade, the global economy, and public services vital to our diverse communities. I encourage all students to become excellent communicators by gaining proficiency in English and learning another world language.”

“This exciting program is designed to recognize the biliteracy skills of all students,” said Karen Cadiero Kapland, president of Californians Together, a statewide coalition of parents, teacher, professional, and civil rights organizations.

“Students who receive the Medal of the Seal of Biliteracy become highly attractive to future employers and college admissions offices. It is our goal to have 75 to 100 school districts, schools, or county offices of education awarding Seals of Biliteracy this June,” she said.

A number of businesses have partnered with school districts to sponsor or develop this program. For example, Velasquez Press sponsored the Seal of Biliteracy in Baldwin Park and Azusa Unified school districts, and provided medals given to the students at graduation last June.

“An important component of 21st century skills is fluency in a language in addition to English that will enable California’s next generation of business leaders and workers to continue to grow our economic capacity,” said Kate Klimow, vice president, Orange County Business Council. “A Seal of Biliteracy is an excellent example of K-12 practices that support 21st century skills for economic success.”

Glendale Unified School District pioneered and envisioned this award initially in English and Spanish. Now students are honored who speak, read, and write Armenian, Korean, Russian, and Tagalog.

In addition to the Seal of Biliteracy for high school graduates, Californians Together is working with school districts to adopt pathway awards designed to encourage preschool, elementary, and middle school students to develop proficiency in English and another language leading to the Seal of Biliteracy. The California Teachers Association, The Association of California School Administrators, The California Federation of Teachers, and the California School Boards Association have endorsed this program and have encouraged their members to implement it in districts throughout the state.

For further information on the districts implementing the Seal of Biliteracy and the Seal program go to <http://www.californianstogether.org/reports/> (Outside source).

Attachment: List of districts implementing the Seal of Biliteracy program.

Anaheim Union High School District
Antelope Valley Union High School District
Azusa Unified School District
Baldwin Park Unified School District
Borrego Springs Unified School District
Cali Calmecac Language Academy
Ceres Unified School District
Colton Joint Unified School District
Eastside Union High School District
EL Segundo Unified School District
Glendale Unified School District
Hawthorne Unified School District
Laton Unified School District
Los Angeles Unified School District
Modesto City Schools District
Newman Crows Landing Unified School District
Orange County Educational Arts Academy
Pajaro Valley Unified School District
Pasadena Unified School District
Patterson Joint Unified School District
Redwood City School District

Riverbank Unified School District
Rowland Unified School District
San Francisco Unified School District
San Jose Unified Schools District
Santa Clara County Office of Education
Santa Monica Malibu School District
Santa Paula Union High School District
Stanislaus County Office of Education
Sweetwater Union High School District
Turlock Unified School District
Ventura Unified School District
Waterford District
Whittier Union High School District

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The California Department of Education (CDE) is a state agency led by State Superintendent of Public Instruction Jack O'Connell. The core purpose of CDE is to lead and support the continuous improvement of student achievement, with a specific focus on closing achievement gaps. For more information, please visit <http://www.cde.ca.gov> or by mobile device at <http://m.cde.ca.gov/>. You may also follow Superintendent O'Connell (@SSPIJack) on Twitter at <http://www.twitter.com/sspijack>.

PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 14.1

Date: January 19, 2011

Item: Update on Governor's January 2011-12 Budget Proposal

Overview: On January 10, Governor Brown released his January 2011-12 Budget Proposal. This statutorily required event marks the kick off to the annual state budget deliberation process. Since public education represents over 40 percent of the state budget, the January proposal sets the stage for the major issues surrounding the upcoming state education budget.

District staff will attend several workshops provided by education finance experts and conduct a thorough analysis of the proposal's potential impact on district programs. Staff will present these findings at the board meeting. In the meantime, attached are two documents that provide information and perspectives on the governor's 2011-12 fiscal plan as it relates to statewide education funding.

Staff will also seek input and guidance from the board as to how to proceed with the development of the district's 2011-12 Budget. All school districts are required by law to adopt balanced budgets no later than July 1 of each year.

Recommendation: Review and discuss as submitted.

Budget Considerations: N/A

Funding Source:

Budgeted: Yes: No:

Amount: \$

Prepared By: Brett McFadden, Chief Business Officer

Superintendent's Signature: Domna Bol



January 10, 2011

To: ACSA Leadership, members
Interested parties

FR: Adonai Mack, Legislative Advocate

RE: Governor's 2011-12 January Budget Proposal

Governor Brown, in his second go around as state governor released his proposal for the 2011-12 state budget. True to his word you will need to read his proposal sitting down. The governor makes significant reductions to every section of the state budget, including higher education, state government, Medi-Cal, Healthy Families, welfare, SSI-SSP, foster care, state courts and state and county fairs. However, the governor combines his significant cuts with a variety of tax proposals and a local government realignment proposal. The governor's spending plan proposes to close a \$25 billion budget deficit through a spending plan that cuts \$12.5 billion from expenditures, \$12 billion in revenue extensions, \$1.9 billion in other solutions and a budget reserve of \$1 billion. The governor commented that "These cuts will be painful, requiring sacrifice from every sector of the state, but we have no choice." Further, the governor stated, "For 10 years, we've had budget gimmicks and tricks that pushed us deep into debt. We must now return California to fiscal responsibility and get our state on the road to economic recovery and job growth."

The governor will be pushing to have legislation in place by late March and early April to implement the budgetary reductions. This is in preparation to move a budget quickly after the June election. It remains to be seen how the Legislature will respond and whether the public will support such a proposal. As always, this is the first step towards closing the state's annually budget deficits. The following is an analysis of the governor's budget proposal.

Overview

The governor stayed true to his public comments regarding public education. The governor noted, "Schools have borne the brunt of spending reductions in recent years, so this budget maintains funding at the same level as the current year." This year, education will not face any mid-year reductions. The governor intends to fully fund the Proposition 98 minimum guarantee at \$49 billion with no additional reductions. This provides public education with a flat year to year budget. Further, the governor proposes to extend all funding flexibility for two additional years. However, the governor's proposal assumes the passage of a June ballot measure that would extend the temporary taxes from the 2009 Budget Act for five additional years. If the ballot measure fails, the minimum guarantee would be suspended and education would face drastic reductions this summer.

State Fiscal Condition and Proposition 98

California Economy - Typically, the economic conditions of California mimic those of the nation. The nation has just begun to recover from the worst economic conditions since the Great Depression. Even though many economists have intimated that the recession has ended, California is recovering slower than the rest of the nation. California's recession was deeper and may have started earlier than the rest of the nation with unemployment topping 12 percent and personal income dropping for the first time since the 1930's. Further, public sector employment has become a source of weakness in California.

The California economy as seen residential real estate markets stabilize recently and taxable sales have improved in 2010. However, the state's unemployment rate has continued to trend up to 12.6 percent in March 2010, and then improved slowly. Further, personal income and job growth are forecasted to show modest growth this year and in 2012.

Proposition 98 – Proposition 98 is the state's general funding mechanism that determines the level of education funding. The calculation of Proposition 98 minimum guarantee is a complicated set of formulas, but essentially, it is directly linked to state revenues and the overall health of California's economy. Over the past several years, the decline in revenues has caused the calculation of the minimum guarantee to fluctuate consistent with the state budget conditions. This year, the governor is sticking to his previous public proclamations and sparing education any significant reductions. The governor's budget contains no mid-

year reductions for the 2009-10 fiscal year. The governor proposes to fund the minimum guarantee \$49.3 billion for the fiscal year 2011-12. This amount is slightly lower than the current year funding level of \$49.7 billion (recall that the minimum guarantee was suspended in the 2010 Budget Act) and provides a flat funding level from year to year. This funding level places the state in a Test 1 year for 2011-12. The Proposition 98 minimum guarantee would decline by \$2.3 billion absent any policy changes in the current year.

However, the budget proposal also includes \$2.1 billion deferral for K-12 and community colleges. This deferral is in addition to the existing deferral of \$1.7 billion implemented in the 2010 Budget Act. This brings the total funding deferred from fiscal year to fiscal year to approximately \$10 billion per year.

Governor Brown is providing a budget that is transparent and clear for everyone to understand. To that end, the governor's proposal for Proposition 98 funding comes with one caveat. The calculation of the minimum guarantee for 2011-12 includes the revenues generated from an extension of the tax increases from the 2009 Budget Act. Therefore, the governor is being optimistic that the public will place education as a priority and pass a ballot measure that extends the current tax increases for five additional years. Absent the passage of the ballot measure, Proposition 98 will decrease by at least \$4 billion. In addition, the state could look for additional reductions to education funding by suspending the minimum guarantee. Education stakeholders would be faced with devastating cuts similar to what public education has seen in the last few years.

Budget Year Proposal for 2011-12

The governor's budget proposal contains several adjustments to funding for the 2011-12 fiscal year. In addition, the governor proposes to continue funding flexibility, but also reduces state government activities. However, the governor does include some significant reductions to child care programs and many policy changes. The following are the specifics of the governor's 2011-12 proposal:

Cost-of-Living Adjustment (COLA) – There is no COLA provided in the budget for any K-14 program. This saves the state \$964.5 million which equates to a 1.67 percent COLA. However, the governor's budget proposal does include a statement that a deficit factor will be provided to district revenue limits.

Average Daily Attendance (ADA) – An increase of \$81.4 million in 2010-11 for district revenue limits for an increase in projected ADA; and an increase of \$357.5 million in 2011-12 for continued projected growth in ADA.

K-14 State Mandates– \$89.9 million provided for K-14 mandates and continues the same suspended mandates implemented as part of the 2010 Budget Act. The governor’s budget also includes that the Administration intends to continue to participate in the working group on mandate reform established in last year’s budget.

Charter Schools – An increase of \$16.1 million Proposition 98 General Fund for Charter School categorical funding.

Special Education – An increase of \$7.4 million Proposition 98 General Fund for Special Education growth.

Child Nutrition Program – An increase of \$36.1 million in federal funds to the California Department of Education to reflect growth of nutrition programs.

Fresh Fruit and Vegetable Program – An increase of \$12 million in federal funds for the Fresh Fruit and Vegetable Program.

School Facilities Program Funding Adjustments – The workload budget includes a \$316 million decrease in 2009-10 actual expenditures, a \$2.07 billion increase in 2010-11 estimated expenditures and a \$1.97 billion decrease in 2011-12 estimated expenditures for school facilities. These amounts are largely attributable to the anticipated allocation of remaining funds from the 1998, 2002, and 2004 bonds.

CALPADS/CALTIDES – The governor is delaying any funding decisions for the California Longitudinal Pupil Achievement Data System (CALPADS) and the California Longitudinal Teacher Integrated Data Education System (CALTIDES) until the program’s objectives, usefulness, longer term implications and compatibility with growing federal requirements. To this end, the Governor’s Office will convene an interagency working group to review CALPADS and CALTIDES.

Office of the Secretary of Education (OSE) – The governor’s proposal eliminates OSE and shifts the funding to the State Board of Education. This results in an overall decrease of \$1.6 million to the General Fund in 2011-12, and \$400,000 in the current year.

Proposition 10 – First 5 Reserves – The governor’s proposal plans to place on the ballot an initiative to allow the state to use First 5 reserves for other purposes. The governor’s plan would use \$1 billion in Proposition 10 funds to fund Medi-Cal services for children through age five.

AB 3632 Funding

The budget proposal provides \$98.6 million in General Fund resources to pay for prior year mandated costs for AB 3632 services. AB 3632 services are those mandated mental health services for special education students, including students placed in out-of-state residential facilities. Further, the budget proposes to fund AB 3632 services, Early and Periodic Screening, Diagnosis and Treatment (EPSDT), and mental health managed care with Proposition 63 funds in 2011-12. This results in a General Fund savings of \$861.2 million. As part of the governor’s realignment plan, the Proposition 63 funds would be replaced with dedicated revenue to fund the cost of community mental health programs as these programs are realigned to counties. This would begin in 2012-13.

Funding Flexibility

The budget proposes to extend various flexibility options for school districts for two additional years. Specifically, the Budget extends the authority in the following areas:

Categorical flexibility – For the 2008-09 through 2012-13 fiscal years, local educational agencies were provided with broad flexibility to spend funds for approximately 40 K-12 categorical programs for any educational purpose. Under categorical flexibility, a district’s allocation for each program is based on its share of total program funding either in 2007-08 or 2008-09, with the earlier year being used for certain participation-driven programs. Community College categorical program flexibility will also be extended as part of this proposal.

Routine Maintenance Contributions – Local educational agencies were authorized to reduce the amount that districts must deposit into a restricted routine maintenance account for the 2008-09 through 2012-13 fiscal years, from 3 percent of General Fund expenditures to 1 percent.

Deferred Maintenance Program Matching Requirement – The requirement that districts set aside one-half of 1 percent of their revenue limit funding for deferred maintenance was suspended for the 2008-09 to 2012-13 fiscal years.

Instructional Materials – Continues the use of standards-aligned instructional materials adopted prior to July 1, 2008, providing fiscal relief from purchasing new instructional materials.

Class Size Reduction – Continues the existing reduction in penalties for not meeting the requirements of the Class Size Reduction program.

School District Budget Reserves – Continues the authorization for districts to reduce their minimum budget reserve for economic uncertainty from 0.5 percent to 0.33 percent.

Child Care Programs

The governor's proposal makes several changes to child care programs funded through Proposition 98 and administered by the California Department of Education (CDE). Total funding for CDE child care programs is established at \$1.6 billion. This is \$716 million lower than what was provided for child care in 2010 Budget Act (\$2.3 billion). CDE funded child care programs are funded with \$1.1 billion in Proposition 98 funds and \$535.6 million in federal funds.

The decrease of \$716 million in 2011-12 is proposed for all CDE direct service child care programs, except Preschool. It is established implementing the following changes:

- Eliminating services for 11- and 12-year-olds
- Reducing eligibility to 60 percent of the State Median Income from 75 percent of the State Median Income
- Reducing the level of subsidies across the board

In addition, there is a corresponding \$34 million General Fund decrease made to Stage 1 in the Department of Social Services budget related to eliminating eligibility for 11 and 12-year old children for a total savings in child care programs of \$750 million.

Additional changes include the following:

Federal 21st Century Community Learning Centers – A net decrease of \$23.1 million in 2011-12 to primarily reflect a change in prior year federal carryover funds utilized for this federally funded afterschool program in 2010-11.

Early Learning Advisory Council – An increase of \$948,000 for state operations in 2011-12 from federal funds for the second year of the three-year federal grant recently authorized for the support of state early learning advisory councils.

The governor's budget proposal includes a statement regarding the implementation of across-the-board subsidy reductions. The budget proposes to incorporate local priorities and administrative efficiencies by providing greater flexibility at the local level to administer the remaining child care funding. Specifically, subsidized families would pay the difference between the subsidy and regular day care provider charges as a co-payment directly to the provider in lieu of the state's administrative agents assessing and collecting current family fees. The administrative agents will have flexibility to determine which families that are waiting for services may access care in the capped direct services programs and to structure subsidy reductions and co-payments in ways that recognize family income differences, to the extent that child days of service and families served are not reduced.

Revenue

The governor's budget proposes a variety of measures to increase revenue, in some cases directing the money to local governments.

- Taxes: Ask voters in June to extend 2009 increases to sales, vehicle and income taxes, raising \$8 billion to \$10 billion over 18 months. If approved by voters, the revenue from extensions of the vehicle and sales taxes would flow to local governments to help finance government realignment.
- Dependents: Indefinitely extend the \$99-per-dependent tax credit. The credit was lowered from \$309 per dependent in 2008.
- Enterprise zones: Eliminate business tax relief in depressed areas that have been designated as enterprise zones, saving the general fund hundreds of millions of dollars.
- Redevelopment: Eliminate hundreds of local redevelopment agencies, eventually redirecting property tax revenue they receive to cities, counties and schools.

- Borrowing: Continue borrowing from special funds and take a portion of Indian gambling revenue to general fund.
- Corporations: Require all multistate businesses to calculate their tax liability solely on their sales in California. Businesses could no longer use an old formula that accounted for property and payroll size.
- Transportation: Use truck weight fees for debt service on state transportation bonds, circumventing Proposition 22's restrictions on taking local transportation dollars.

ACSA Policy Response

It is an interesting and new day in Sacramento. Governor Brown has presented a very straight forward budget with few gimmicks, if any. For the past several years, education stakeholders have regularly been prepared to campaign against additional cuts to education and for education to be a priority for California. The governor's budget does just that, prioritize education. It is refreshing to hear a voice that prioritizes public education and presents an honest attempt to solve the state's fiscal ills.

While education has been spared any substantial reductions in the governor's January budget proposal, this proposal is predicated on the public passing a ballot measure that extends the temporary taxes. The failed passage of the ballot measure would put public education back in the same predicament that it has faced the last few years: drastic cuts. The failure to approve the taxes by the voters would reduce the Proposition 98 minimum guarantee by \$4 billion. This would amount to a drop of approximately \$600 per student.

Education stakeholders must prepare for a unique campaign and battle this spring. The onus to support and pass the ballot measure will be on us. The governor will be looking to education stakeholders for support and leadership. It will important to be prepared to discuss the many budget scenarios with your communities and school personnel.

This is our initial reaction to the budget proposal released today. In the next several weeks, ACSA's board of directors and delegate assembly will determine our official position and reaction to the governor's proposal. If you have any questions, please contact Adonai Mack At 1-800-608-2272 or amack@acsa.org.

The FISCAL REPORT an informational update

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Volume 31

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No. 2

A New Governor, New Approach, Same Old Economic Problems

Unlike the rest of the nation, California's economic woes did not begin with the recession of 2008 and subsequent meltdown of the real estate, financial services, automobile, and other industries. Indeed, California had still not recovered from the financial obligations undertaken during the "dot.com boom" that began more than a decade earlier. The "dot.com bust" in 2000 left the state with a permanent structural Budget deficit. For California, the recession was simply yet another knock-down punch that left the State's Budget writhing on the canvas.

Despite the efforts of past Administrations, the state has not been able to gain acceptance of the fact that the Budget problem is broad, deep and, at least for the foreseeable future, permanent. Past efforts to find one-time patches and short-term fixes have simply not worked and the problem has continued to grow. Residents continue to demand the same service levels that were possible during better days, but without stepping up to pay for the cost of those services. It is clearly time to recognize the new reality, put the past behind us, and move forward.

The Governor's Approach

We were very pleased to see that the Governor has acknowledged that the only major portion of the State Budget that has been reduced significantly since 2007-08 is K-14 education. Re-reading the January Budget Proposals for those years and comparing those proposals to the actual Budgets enacted months later verifies that while Budgets have been created with cuts to most agencies, when the dust settles, cuts to K-14 education have stuck where others have not. This at a time when per-student K-12 spending in particular remains among the lowest in the nation and has fallen even further. We, therefore, believe that it is totally appropriate for the Governor to propose maintaining 2010-11 education spending at the level of the 2010-11 Enacted Budget and flat funding for K-12 education in 2011-12. We are disappointed that community colleges will take yet another cut under the Governor's plan.

We do caution that "flat funding" will not feel very flat to school districts. The loss of federal funds; changes in enrollment; and increased costs for seniority, step and column increases, and health benefits will all cause a continued need for Budget reductions. We expect that most districts will need to seek a continuation of concessions from employees and that, again this March, there will be a sea of pink slips to deal with. However, there is no question that during a time when the state's structural Budget deficit is real and growing, our new Governor is truly trying to protect K-12 education—relative to other segments of the Budget.

But in this environment, there is no such thing as perfect protection. We will not get relief from the substantial cuts we have already taken. It is also not clear as to whether we will benefit from what may be an improving economy, particularly for 2011-12. Extension of temporary taxes (i.e., a 0.25% surcharge on the income tax, a 1¢ increase in the sales tax, a 0.5% increase in the vehicle license fee, and a reduction in the dependent deduction) provides nearly a third of the Governor's Budget solutions and that extension would be put to voters in a June 2011 special election.

Education will continue to do more than its share in providing Budget relief to the state in both 2010-11 and

2011-12 even with the "flat funding" proposed by the Governor. For that reason, we strongly believe that the state should guarantee education at least flat funding for 2011-12, whether the continuation of the temporary taxes is approved by voters or not. The Governor has given education proponents a good reason to support extension of the temporary taxes.

The proposal for community colleges is a net reduction of almost \$300 million accompanied by an increase in the enrollment fee of \$10—from \$26 to \$36 per unit. While the Governor points out that this would remain the lowest per unit cost in the nation, we view community colleges, Regional Occupational Centers and Programs (ROC/Ps), Adult Education, and Career Technical Education as pathways to the future. Further reducing opportunities in these already hard-hit areas creates a barrier to recovery. We are eating the seed corn.

Longer Term Prospects

Over the longer term, it is clear that Californians have some difficult choices ahead. The cost of providing services is increasing and revenues are just not keeping up. The choice between higher taxes or lower service levels is particularly difficult because the people who pay the most taxes enjoy relatively few government services. Given that the top 1% of taxpayers continue to pay half the state income tax and that the next 49% pay the other half, these taxpayers have been hardest hit by tax increases. The 50% of Californians who pay no income taxes have generally been more likely to be tax receivers and disproportionate beneficiaries of state services. The disconnect between who pays and who receives has grown, as the top 1% owe far less in taxes because they have experienced large reductions in income as the recession has wiped out the construction, real estate, natural resources, and financial services industries.

Long standing entitlement programs that cause California to spend more than other states for health, welfare, prisons, and other social services compete with education for fewer dollars now and into the future. The choice is clear: more taxes or fewer services. But the answer to that question is one of the most complex facing the state.

It is abundantly clear that California's most valuable asset, now and forever, is its educated workforce. Strong economic, political, and social growth all depend upon strong educational programs. We cannot tolerate a system where only the children of the rich and privileged are prepared to take our state forward. Our K-14 educational programs allowed our state to become the 7th largest economy in the world. If we want more taxpayers and fewer tax receivers in the future, education is how we achieve that goal.

Summary

California's chronic Budget problem can be compared to an individual resident who once had a good high-paying job and lost it. Initially, the individual believes that he will regain the high-paying job soon, but accepts a much lower paying "temporary" job. He reduces his expenditures a bit, but uses savings and borrowing to maintain his lifestyle. Then one morning, he wakes up and realizes that the high-paying job is not coming back any time soon and that the low-paying job is his new reality. He also realizes that he is out of savings and heavily in debt. Welcome back Governor Brown!

The Economy and Revenues

The Economy

While the 18-month "Great Recession" was declared over as of June 2009, most people remain unconvinced that a rebound is underway. The national unemployment rate stands at 9.4% as of December 2010, with only minor job gains registered thus far. Federal efforts to spur the economy have had mixed results, with stimulus

funds being used to avoid further layoffs. Permanent job creation, however, remains elusive. The Governor's Budget does not anticipate a "double dip" recession, but acknowledges that the overall pace of recovery will be slow.

The Governor's Budget acknowledges this broad weakness in the California economy as well. California suffers from an even worse job market than the nation as a whole, with the unemployment rate at 12.4%, the third highest in the nation. The Governor's Budget notes that the economy appeared to be on the mend in spring 2010, but stalled out as problems in Europe spread fear and anxiety throughout the globe. California's economy in particular is greatly influenced by international developments since a significant portion of its business activity is tied to international trade.

The outlook for California is similar to that of the U.S., with a slow recovery predicted. New home construction suffered a three-year decline beginning in 2006, but a glimmer of hope is emerging as new home permits are up 18% for the first ten months of 2010 compared to 2009—admittedly, a very low base year. Personal income, the broadest measure of economic activity statewide, fell in 2009 for the first time since 1938, but is projected to increase 3.8% in 2011 and 4% in 2012. These increases, however, are relatively weak compared to the average growth rate in personal income of 5.1% between 1989 and 2009. Taxable sales are forecast to show stronger increases of 7.1% in 2011 and 8.6% in 2012. Unfortunately, even with these positive economic activities, the unemployment rate is expected to exceed 11% through 2012 and it will not be until 2016 when payroll employment in the state reaches the pre-recession peak. And all of the improvement relies on *forecast* improvement; therefore, actual data does not reflect that degree of improvement.

State Revenues

Baseline revenues are projected to grow slowly, in line with the tepid pace of the economic recovery. However, overall revenues are bolstered as a result of policy changes that retain certain temporary taxes that are set to expire this year and through other changes in tax law that will generate new revenues.

The Department of Finance (DOF) projects underlying revenue growth to provide an additional \$2.3 billion in 2011-12, but the expiration of temporary taxes (i.e., a 0.25% surcharge on the income tax, a 1¢ increase in the sales tax, a 0.5% increase in the vehicle license fee, and a reduction in the dependent deduction) results in a loss of about \$8.8 billion in revenues, or about 7.9% from the baseline level.

In order to address this revenue loss, the Governor's Budget proposes a five-year extension of the temporary taxes, along with other changes to the corporation tax and tax shelter amnesty. These changes raise General Fund revenues by \$9.6 billion over 2010-11 and 2011-12 combined compared to the baseline projections without these policy changes.

Under the Governor's proposal, General Fund revenues are boosted over the baseline estimate, but nevertheless decline on a year-over-year basis. The Governor's Budget displays a drop in revenues of \$4.5 billion in 2011-12, or 4.8%, to \$89.7 billion.

More importantly, the Governor has indicated that his revenue proposals must be approved by state voters in order to be enacted. Two years ago the Legislature, through a two-thirds vote, approved the package of temporary taxes. While the Legislature has the authority to extend these taxes, the Governor instead wants to have the voters decide their fate. Thus, we will not know whether these revenues are part of the Budget solution until after a special election scheduled for this June.

Proposition 98

Proposition 98 sets, in the State Constitution, a series of complex formulas that establish the minimum funding level for K-12 education and the community colleges from one year to the next. This target level is determined by prior-year appropriations that count toward the guarantee, plus (1) workload changes as measured by the change in average daily attendance (ADA) and (2) inflation adjustments as measured by the change in either per capita personal income or per capita state General Fund revenues, whichever is less. Under certain circumstances, which are projected to be the case in 2011-12, the minimum level is set by a fixed percentage of General Fund revenues.

The Governor's Budget projects that the Proposition 98 guarantee for 2011-12 will be \$49.3 billion, slightly less than the \$49.7 billion included in the 2010-11 Budget Act. The Governor's Budget proposal is dependent on voters taking action to extend for five additional years, approximately \$8.8 billion in temporary taxes due to expire at the end of 2010-11. Of this amount, around \$5 billion would be counted as General Fund revenue towards the Proposition 98 calculation. As a result, absent an extension in these taxes, the Governor's Budget estimates that the Proposition 98 guarantee, and level of funding the Governor proposes to provide, would drop by \$2.3 billion.

For the Budget year, the minimum guarantee is determined by Test 1—a fixed share of General Fund revenues—which is set at 41.2%. As a result, if state revenues grow to exceed current projections, the minimum guarantee would rise proportionally, or if they miss expectations funding could be lower.

Although it is expected to be a Test 1 year, it appears that the Proposition 98 Maintenance Factor may grow, adding several hundred million dollars to the \$9.7 billion anticipated for 2010-11. Based on the Proposition 98 formula, repayment of the Maintenance Factor would begin when state revenues recover.

For 2010-11, the Proposition 98 guarantee was not a factor because Proposition 98 was suspended. However, for 2011-12, the Governor has given a strong indication that he will fund the minimum guarantee. There are two possible avenues for improvement of the guarantee: (1) continuation of the temporary taxes or (2) improved economic growth. We need at least one, if not both, of these factors to come to pass to avoid funding cuts in 2011-12.

Revenue Limits

Revenue limits provide about two-thirds of school districts' revenues and the vast majority of general purpose funding. For the current year, the Governor's Budget proposes no change in revenue limit funding. Many educators have worried that the state's Budget problems would result in midyear cuts for 2010-11. The Governor has proposed no midyear reductions for K-12 education revenue limits.

For 2011-12, the Governor's Budget projects the statutory cost-of-living adjustment (COLA) at 1.67%, but proposes to not "fund" the COLA by increasing the K-12 Deficit Factor to 19.608%. For the Budget year, we estimate the positive COLAs to be \$102 per ADA for elementary districts, \$123 per ADA for high school districts, and \$107 per ADA for unified districts (see table below).

	2010-11	2011-12
Statutory COLA	-0.39%	1.67%
COLA Amounts		
Elementary	-\$24.00	\$102.00
High School	-\$29.00	\$123.00
Unified	-\$25.00	\$107.00
Deficit Factor	17.963%	19.608%

The estimated deficit factor of 19.608% calculated by the DOF is somewhat higher than that calculated by School Services of California Inc., (SSC). We estimate the deficit factor necessary to eliminate the COLA to be about 0.3% lower. We continue to work with the DOF to reconcile the factors used in the calculation and will reflect our calculation on the revised SSC Dartboard later this week.

Special Education

For special education, the Governor purports to fund the program generally at the 2010-11 level and provides a small federal increase (approximately \$3.38 per ADA) as a supplement to the base. The Budget proposal includes \$7.4 million to fund special education enrollment growth, roughly \$465 per-ADA, and, similar to revenue limits, does not fund the statutory 1.67% COLA. The Governor also proposes that Assembly Bill (AB) 3632 services provided to county mental health agencies be paid out of Proposition 63 funds in 2011-12 and commencing in 2012-13 out of the dedicated revenue source he proposes is created as part of his proposed realignment plan. The proposal includes a restoration of the \$70 million in the Department of Social Services budget to fund residential placements for youth accessing services through the AB 3632 program in the current year. The Budget documents refer to providing \$98.6 million for prior-year costs and we are seeking clarification on which years the funding will cover.

The Governor's proposal must be approved by the Legislature; however, if adopted, would resolve the chaos that has ensued as a result of former Governor Schwarzenegger's veto of \$133 million for AB 3632-related mental health services to students with disabilities and declaration that the mandate is suspended. That action resulted in major lawsuits that are beginning to wind their way through the courts and will hopefully reach a resolution in the near future.

Categorical Programs

There is no funding for categorical program growth, with the exception of special education, nor the estimated 1.67% COLA. The Governor continues to fund all categorical programs at the level provided in 2010-11 including, but not limited to, the Quality Education Investment Act (QEIA) and After School Education and Safety Program (Proposition 49).

The Governor proposes extending flexibility measures introduced in 2008-09 by an additional two years. This includes Tier III programs, reduction to the required routine maintenance contributions (3% to 1%), eliminating Deferred Maintenance program matching requirements, delaying instructional materials adoption timelines, and continuing the more relaxed K-3 Class-Size Reduction (CSR) program penalty structure, among others. In addition, the Governor proposes to continue to authorize districts to reduce their minimum budget reserves.

Extension of categorical flexibility provides welcome relief; the multiyear projections (MYPs) to be provided with 2011-12 district budgets in June 2011 will show large gaps if flexibility is not extended.

Child Care

The Governor's Budget proposes significant reductions to health and human services programs, including California Work Opportunity and Responsibility to Kids (CalWORKs) and related child care programs. Specifically the Governor's Budget proposes to decrease Proposition 98 funding for child care by \$716 million in 2011-12. This reduction would result in more stringent eligibility restrictions including eliminating children ages 11 and 12 from receiving services, along with any families that are above 60%, rather than the current 75%, of the State Median Income, putting the income threshold for a family of four at approximately \$45,450. Offsetting the reduction in funding is additional local flexibility that would allow copayments made to providers to be retained by local agencies. That would in part increase the latitude local agencies have to

determine how to structure the fees and delivery of services to meet local needs.

Child Nutrition

The Governor's Budget includes increases in federal funding for child nutrition to support program growth and additional funding for the Fresh Fruits and Vegetable Program. A total of \$36.1 million in federal funding is proposed for program growth, along with \$12.0 million to expand the Fresh Fruits and Vegetable Program, which provides additional free fresh fruit and vegetable snacks to students during the school day.

Charter Schools

The Governor's proposal includes an increase of \$16.1 million for charter school funding—General Purpose Block Grant and Categorical Block Grant—due to growth in ADA. The table below reflects estimated 2011-12 charter school funding rates.

The General Purpose Rates are based on statewide average revenue limits—and thus reflect the 1.67% COLA that is then reduced in total by the adjusted deficit factor of 19.608%. The rates also reflect changes in the statewide cost of the revenue limit adjustments for unemployment insurance and the Public Employees' Retirement System (PERS) Reduction. These rates will be recalculated by the California Department of Education (CDE) at each apportionment during 2011-12 and can fluctuate up or down by more than \$20 per ADA.

2011-12 Estimated Charter School Rates				
	K-3	4-6	7-8	9-12
General Purpose Block Grant	\$5,030	\$5,106	\$5,252	\$6,097
Categorical Block Grant	410	410	410	410
Total	\$5,440	\$5,516	\$5,662	\$6,507
Source: Department of Finance				
Caution: The General Purpose Rates are rough estimates; actual rates may change considerably				

Mandate Reimbursements

Under current statutory and constitutional law, the state may direct local agencies to provide new services to the public, but must also reimburse those agencies for costs incurred in providing those services. Over the years, the state generally honored this pact until it faced a Budget gap commencing in 2001-02. In that year—and in every year since, with the exception of 2006-07—the state has elected to sidestep its obligation to reimburse local agencies for mandated costs and instead has deferred payments to some unspecified future fiscal year. During this period, school districts were not freed of the obligation to provide the mandated service, but instead were required to maintain services and fund them from existing resources. The 2010 Budget Act reversed four years of deferred payments for state mandates by providing \$300 million to reimburse local educational agencies (LEAs) and community college districts for prior-year mandate claims that have gone unpaid (\$210 million), as well as recent claims filed for 2009-10 (\$90 million).

In 2011-12, the Governor's Budget proposes ongoing funding of \$89.9 million for K-14 mandates to provide level funding, relative to 2010-11, for reimbursement of state-mandated local costs. The proposal continues suspension of nine education mandates included in the 2010-11 Enacted Budget:

Proposed Ongoing Suspension of Mandates	
Removal of Chemicals	Health Benefits for Survivors of Peace Officers and

	Firefighters
Pupil Residency Verification and Appeals	Law Enforcement Sexual Harassment Training
School Bus Safety I and II	County Treasury Withdrawals
Physical Education Reports	Grand Jury Proceedings
Scoliosis Screening	

It appears the Governor recognizes that state mandated programs must be fully funded and is not considering budgeting "placeholders" to defer reimbursements, as was the practice for many years.

School Facilities

While the Governor's Budget focuses primarily on the operating budget for 2011-12, capital budgets are also affected. While the district operating budget benefits from continuation of flexibility in deferred maintenance and routine restricted maintenance, the capital budget suffers to an equal degree. Flexibility, once envisioned as temporary, would be extended to a term of seven years under the Governor's plan. Facility planners know that, even though the dollars may be desperately needed on the operating budget side, seven years of minimal maintenance expenditures will most certainly lead to big repair bills later. Coupled with absence of a new statewide school facilities bond, facilities funding is minimal indeed. Thus, in the context of protecting programs for students now, we support continuation of this flexibility. However, this is not a cost-free option; there will be a piper to be paid.

Deferred Maintenance

The Governor's Budget proposal extends Deferred Maintenance flexibility for two additional years, with the state funding its contribution with \$250.8 million in the 2011-12 State Budget. LEAs would not be required to make the match to receive the funds through 2014-15.

Routine Restricted Maintenance Account

LEAs continue to have the ability to reduce the amount they must deposit into a routine restricted maintenance account for two additional years. The flexibility was allowed beginning with the 2008-09 fiscal year through 2012-13. The Governor's Budget proposal extends the flexibility through 2014-15.

The exemption allows a district to reduce its contribution from 3% of General Fund expenditures to 1%; however, if the school district maintains its facilities in good repair, as defined in Education Code Section (E.C.) 17002, it shall be exempt from this 1% requirement.

As with all flexibility, agencies must review their options locally and utilize the flexibility provisions as reasonable and applicable.

Lottery Funding

The California Lottery has transferred more than \$1 billion to LEAs annually for each of the past ten plus years. Lottery funding continues to be a welcome source of revenue for school agencies. The 2009-10 fiscal year ended with a 2% increase in Lottery funding for LEAs followed by a projected 1% increase for the 2010-11 fiscal year. No adjustments have been made to the original Budget adopted by the Lottery Commission in June 2010.

In the first quarter of 2010-11, the per-ADA amount distributed to LEAs by the State Controller's Office was approximately 12.5% lower than the first quarter apportionment of 2009-10. The 2009-10 first quarter Lottery

payment was \$29.52 per ADA (unrestricted), which was a decrease of \$4.22 per ADA. Despite the lower per-ADA amounts in the first quarter, the Lottery Commission expects to make its sales goal for 2010-11 by the end of the fiscal year, which should mean funding increases to anticipated levels.

Based on the Lottery Commission forecast, we are projecting revenues for the 2011-12 fiscal year at \$111 per Annual ADA (unrestricted) and \$18.50 per Annual ADA (restricted), a decrease of 1% from the projected 2010-11 level.

Federal Programs

In the fall of 2010, Congress approved a multibillion dollar "Jobs Funding" bill to support education programs and related services for early childhood, elementary and secondary education, and other public sector services. California's share of the one-time funding was \$1.2 billion and is required to be used for salaries and benefits and other expenses associated with rehiring staff, retaining existing employees (avoiding lay offs), and hiring new staff to provide educationally related services and expenses incurred as of, but not prior to, August 10, 2010. The deadline for these one-time funds to be spent by school agencies is September 30, 2012.

Stimulus and Jobs Bill

Federal funds have been used to back fill losses from state-level funding cuts. There are no active bills at the federal level to provide another round of one-time funding. Thus, in 2011-12, the loss of these important funds will be absorbed by districts. It will feel a lot like a budget cut.

Normal ongoing federal funding is anticipated to remain relatively unchanged in 2011-12, but there is a possibility that this could change with the pending reauthorization of the Elementary and Secondary Education Act and action to approve a 2011 Federal Budget. Before the end of the last session of Congress, a temporary extension of the current federal spending plan was approved.

Special Election

The proposed Governor's Budget assumes that all statutory changes necessary to implement programmatic reductions in the proposed budget are proposed to be in place within 60 days. The Governor also presumes that the proposed five-year extension of the temporary taxes will be placed on a June special election ballot with a two-thirds vote of the Legislature. Governor Brown indicated that he envisions that his proposed reductions would go into effect, regardless of the outcome of the special election so that voters can clearly see what they are voting on and the choices that they are making.

The actual State Budget would be voted on by the Legislature after the outcome of the special election is known.

Realignment

One of the hallmarks of the Governor's proposed 2011-12 State Budget calls for a shift of government services so that services are provided by the level of government that can best and most cost-effectively do so. The proposal also includes a permanent funding source which must be approved by voters as part of the special election in June. The proposal envisions shifting the following programs to the local level:

- Fire and Emergency Response
- Court Security
- Public Safety Programs supported by Vehicle License Fees
- Lower-Level offenders and Parole Violators

- Adult Parole
- Juvenile Justice Programs that haven't already been shifted to counties
- Mental Health Services (including AB 3632)
- Substance Abuse Treatment
- Foster Care and Child Welfare Services
- Adult Protective Services

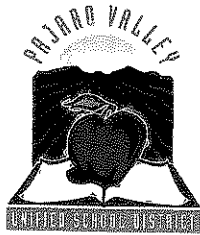
Implementation will be phased in, with the first phase proposed to be funded with \$5.9 billion in revenue generated by extending the current tax rates on the Vehicle License Fee and by extending the 1% increase in sales tax. Mental health services, including AB 3632 services, are proposed to be shifted in 2012-13 and will be funded with dedicated revenues.

Deferrals

In order to accommodate the flat funding level proposed by the Governor, the Budget contains an additional deferral of \$2.1 billion from the 2011-12 K-12 revenue limit funding to 2012-13. This is in addition to the \$7.8 billion in deferrals that currently exist in statute. This will bring the deferrals to more than \$10 billion for K-14 education. The detail regarding the timing of receipt of cash from the additional deferral has yet to be determined.

—*SSC Staff*

posted 01/10/2011



Board Agenda Backup

Item No: 15.1

Date: January 19, 2011

Item: **Review of Annual Audit for 2009-10**

Overview: The District is required to have an annual audit by an independent Auditor who examines the records of the district and the procedures used in processing fiscal transactions and maintaining financial records. The Audit of the 2009-2010 fiscal year was performed by Vavrinek, Trine, Day & Co. and is presented to the Board for review pursuant to Education Code Section 41020.3

41020.3 "By January 31 of each year, each school district governing board and county board of education that services as the governing board of a school district shall review, at a public meeting, the annual audit of the school district for the prior year, any audit findings of any management letter issued by the auditor, and any description of correction or plans to correct any exceptions or management letter issue. This review shall be placed on the agenda of the meeting pursuant to Section 35145."

Opinions of the Auditor

The audit indicates the following:

- In the opinion of the Auditor, the District's financial records represent the true financial condition of the District and that there are no material weaknesses in the internal control over financial reporting
- In the opinion of the Auditor, the District has complied, in all material respects, with State laws and regulations and with the requirements of each of the Federal programs operated

Findings and Recommendations

The Auditor did identified 2 finding for 2009-2010 related to Associated Student Body (ASB) accounts at Pajaro Middle School (PMS) and Aptos High School (AHS)

1. PMS ASB did not prepare revenue potential forms. Some instances of disbursements did not have proper purchase orders, some were missing approvals, and some did not have proper number of signatures. It was noted that bank deposits were not made timely and bank reconciliations were not properly prepared for the months tested.
2. AHS ASB did not prepare revenue potential forms and was missing some approvals on disbursements. There were instances of pass-through activities occurring in the ASB bank account. Instances of disbursements were noted without having proper supporting documentation. Not all ASB-related organizations take part in the ASB meeting process and there were no formal accounting procedures or inventory taken of ASB operated vending machines.

The District has provided to each site an outline of what is required and will meet with all sites to verify compliance.

PREPARED BY SIGNATURE:

Heleen Bellong

SUPERINTENDENT SIGNATURE:

Dorm Bo

PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 15.2

Date: January 19, 2011

Item: Appoint Members to Board Standing Committees and Organizations

Overview: Attached for your information is the list of the current members attending each standing committee.

The following committees are in place:

1. *Community Advisory Committee – SELPA*
2. *District English Learners Advisory Committee (DELAC)*
3. *Fringe Benefits*
4. *GATE Advisory Committee*
5. *Governmental Relations*
6. *Mello Center JPA*
7. *Migrant Head Start Policy Advisory*
8. *Pajaro Valley Prevention and Student Assistance (PVPSA)*
9. *Safety Committee*
10. *SPECTRA*

Also attached is the form for 2011 that lists members of the Board who have expressed their preference for the committees they wish to serve in for this calendar year. As a reminder, no more than three members can serve in any one committee.

Recommendation: Appoint members to Board standing committees.

Prepared By: Dorma Baker, Superintendent

Superintendent's Signature:



BOARD STANDING COMMITTEE APPOINTMENTS 2011

COMMITTEE	NAMES	Dates/Times
Board Agenda Committee (Elected/Appointed Officers) Superintendent's Office		Tuesdays of week prior to Board meeting, 9:00 am, Superintendent's Office
Community Advisory Committee SELPA (CAC) (Joji Muramoto, joji@ucsc.edu ; 728-4532)	Sandra Nichols Kim De Serpa	Once/Month Days Vary 6:30 pm
District English Learner Advisory Committee (ELAC) (Ruby Vasquez 786-2100 x2614)	Doug Keegan	Once/Month Tuesday 7:00 pm
Fringe Benefits (Maria Burnett 786-2100 x2550)		See calendar for time and place
GATE Advisory Committee (Lynn Olson, Coordinator 786-2100 x 2580)	Kim De Serpa Jeff Ursino	Three meetings per year Tuesday, 7:00 pm
Inter-Governmental Relations (City Library, 2 nd Floor, Elizabeth 768-3010)	Sandra Nichols Jeff Ursino	Once Every Two Months First Monday 4:30 pm
Mello Center JPA (City of Watsonville) (City Library, 2 nd Floor, Elizabeth 768-3010)	Doug Keegan	Once/Quarter Third Monday 5:30 pm
Migrant Head Start Policy Advisory (Carole Clarke 786-2186)	Sandra Nichols	See calendar for time and place
Pajaro Valley Prevention Student Assistance (PVPSA) (Monica Torres - 728-6300 x 302)	Kim De Serpa Doug Keegan	Once/Month 3 rd Tuesday @ 4 pm
Safety (Peggy Bumatay - 786-2100 x2532)		Once/Month 4 th Tuesday 3:30 - 5:30 pm
Arts Education Advisory Committee - SPECTRA (Cultural Council of SCZ County, Sonia Deetz, 475-9600 x20 e-mail: artsedcoord@ccscc.org)		Quarterly 4:30 pm



BOARD STANDING COMMITTEE APPOINTMENTS 2010

COMMITTEE	NAMES	Dates/Times
Board Agenda Committee (Elected/Appointed Officers) Superintendent's Office	Libby Wilson (President) Karen Osmundson (VP) Willie Yahiro (Appointed)	Tuesdays of week prior to Board meeting, 9:00 am, Superintendent's Office
Community Advisory Committee SELPA (CAC) (Joji Muramoto, joji@ucsc.edu ; 728-4532)	Sandra Nichols Karen Osmundson	Once/Month Days Vary 6:30 pm
District English Learner Advisory Committee (ELAC) (Ruby Vasquez 786-2100 x2614)	Karen Osmundson Doug Keegan Kim Turley	Once/Month Tuesday 7:00 pm
Fringe Benefits (Maria Burnett 786-2100 x2550)	Willie Yahiro Libby Wilson Leslie De Rose	See calendar for time and place
GATE Advisory Committee (Lynn Olson, Coordinator 786-2100 x 2580)	Libby Wilson Kim Turley	Three meetings per year Tuesday, 7:00 pm
Inter-Governmental Relations (City Library, 2 nd Floor, Elizabeth 768-3010)	Sandra Nichols Willie Yahiro Karen Osmundson	Once Every Two Months First Monday 4:30 pm
Mello Center JPA (City of Watsonville) (City Library, 2 nd Floor, Elizabeth 768-3010)	Doug Keegan Willie Yahiro	Once/Quarter Third Monday 5:30 pm
Migrant Head Start Policy Advisory (Carole Clarke 786-2186)	Karen Osmundson Sandra Nichols	See calendar for time and place
Pajaro Valley Prevention Student Assistance (PVPSA) (Monica Torres - 728-6300 x 302)	Doug Keegan Libby Wilson (Alternate)	Once/Month 3 rd Tuesday @ 4 pm
Safety (Peggy Bumatay - 786-2100 x2532)	Libby Wilson	Once/Month 4 th Tuesday 3:30 - 5:30 pm
Arts Education Advisory Committee - SPECTRA (Cultural Council of SCZ County, Sonia Deetz, 475-9600 x20 e-mail: artsedcoord@ccscc.org)	Leslie De Rose Kim Turley	Quarterly 4:30 pm

PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 15.3

Date:	January 19, 2011
Item:	Update the Following Board Policies in the 3000, 5000, and 6000 series: 3515.2, 5131, 5145.11, 6142.7, 6158, 6162.5.
Overview:	The following set of policies was reviewed for adequacy by the District's corresponding department. a. BP 3515.2, Disruptions b. BP 5131, Conduct c. BP 5145.11, Questioning and Apprehension by Law Enforcement. d. BP 6142.7, Physical Education and Activity e. BP 6158, Independent Study f. BP 6162.5, Student Assessment
Recommendation:	Review and approve updated policies as outlined.

Prepared By: Dorma Baker, Superintendent

Superintendent's Signature: Dorma Baker

DISRUPTIONS

The Governing Board is committed to providing a safe environment for district students, staff, and others while they are on district property or engaged in school activities.

The Superintendent or designee shall remove any individual who, by his/her presence or action, disrupts or threatens to disrupt normal district or school operations, threatens the health or safety of anyone on district property, or causes or threatens to cause damage to district property or to any property on school grounds.

(cf. 1250 - Visitors/Outsiders)
(cf. 3515 - Campus Security)
(cf. 4118 - Suspension/Disciplinary Action)
(cf. 4158/4258/4358 - Employee Security)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)
(cf. 5131.4 - Student Disturbances)

The Superintendent or designee shall establish a plan describing staff responsibilities and actions to be taken when an individual is causing a disruption. In developing such a plan, the Superintendent or designee shall consult with law enforcement to create guidelines for law enforcement support and intervention in the event of a disruption.

(cf. 0450 - Comprehensive Safety Plan)
(cf. 3515.3 - District Police/Security Department)
(cf. 3516 - Emergencies and Disaster Preparedness Plan)

The Superintendent or designee shall provide training to school staff on how to identify and respond to actions or situations that may constitute a disruption.

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

Any employee who believes that a disruption may occur shall immediately contact the principal. The principal or designee shall notify law enforcement in accordance with Education Code 48902 and 20 USC 7151 and in other situations, as appropriate.

Safe School Zone

Possession of a firearm within 1000 feet of any district school is prohibited except when authorized by law. (Penal Code 626.9)

Possession of any other unauthorized weapon or dangerous instrument is prohibited on school grounds or buses and at school-related or school-sponsored activities without the written permission of school authorities.

(cf. 5131.7 - Weapons and Dangerous Instruments)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Legal Reference: (see next page)

DISRUPTIONS (continued)

Legal Reference:

EDUCATION CODE

32210 *Willful disturbance of public school or meeting, misdemeanor*
32211 *Threatened disruption or interference with classes; misdemeanor*
35160 *Authority of governing boards*
44810 *Willful interference with classroom conduct*
44811 *Disruption of classwork or extracurricular activities*
48902 *Notification of law enforcement authorities*
51512 *Prohibited use of electronic listening or recording device*

PENAL CODE

243.5 *Assault or battery on school property*
415.5 *Disturbance of peace of school*
626-626.11 *Schools, crimes, especially:*
626.7 *Failure to leave campus or facility; wrongful return; penalties; notice; exceptions*
626.8 *Disruptive presence at schools*
626.81 *Misdemeanor for registered sex offender to come onto school grounds*
626.85 *Misdemeanor for specified drug offender presence on school grounds*
626.9 *Gun Free School Zone Act*
627-627.10 *Access to school premises*
653b *Loitering about schools or public places*
12556 *Imitation firearms*

UNITED STATES CODE, TITLE 20

7151 *Gun-Free Schools Act*

COURT DECISIONS

Reeves v. Rocklin Unified School District, (2003) 109 Cal.App.4th 652
In Re Joseph F., (2000) 85 Cal.App.4th 975
In Re Jimi A., (1989) 209 Cal.App.3d 482
In Re Oscar R., (1984) 161 Cal.App.3d 770

ATTORNEY GENERAL OPINIONS

79 *Ops. Cal. Atty. Gen.* 58 (1996)

Management Resources:

CSBA PUBLICATIONS

9111 *A Manual for Schools and the Media During a Campus Crisis*, 2001

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Practical Information on Crisis Planning: A Guide for Schools and Communities, May 2003

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Safe Schools Office: <http://www.cde.ca.gov/lr/ss>

U.S. Department of Education, Emergency Planning:

<http://www.ed.gov/admins/lead/safety/emergencyplan>

CONDUCT

The Governing Board believes that all students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, while going to or coming from school, while at school activities, and while on district transportation.

(cf. 5131.1 - Bus Conduct)

(cf. 6145.2 - Athletic Competition)

The Superintendent or designee shall ensure that each school site develops standards of conduct and discipline consistent with district policies and administrative regulations. Students and parents/guardians shall be notified of district and school rules related to conduct.

Prohibited student conduct includes, but is not limited to:

1. Conduct that endangers students, staff, or others

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5131.7 - Weapons and Dangerous Instruments)

(cf. 5142 - Safety)

2. Conduct that disrupts the orderly classroom or school environment

(cf. 5131.4 - Student Disturbances)

3. Harassment or bullying of students or staff, including, but not limited to, cyberbullying, intimidation, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption, in accordance with the section entitled "Bullying/Cyberbullying" below

Cyberbullying includes the transmission of communications, posting of harassing messages, direct threats, or other harmful texts, sounds, or images on the Internet, social networking sites, or other digital technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

4. Damage to or theft of property belonging to students, staff, or the district

(cf. 3515.4 - Recovery for Property Loss or Damage)

(cf. 5131.5 - Vandalism and Graffiti)

CONDUCT (continued)

5. Possession or use of a laser pointer, unless used for a valid instructional or other school-related purpose, including employment (Penal Code 417.27)

Prior to bringing a laser pointer on school premises, students shall first obtain permission from the principal or designee. The principal or designee shall determine whether the requested use of the laser pointer is for a valid instructional or other school-related purpose.

6. Use of profane, vulgar, or abusive language

(cf. 5145.2 - Freedom of Speech/Expression)

7. Plagiarism or dishonesty on school work or tests

(cf. 5131.9 - Academic Honesty)

(cf. 6162.54 - Test Integrity/Test Preparation)

(cf. 6162.6 - Use of Copyrighted Materials)

8. Inappropriate attire

(cf. 5132 - Dress and Grooming)

9. Tardiness or unexcused absence from school

(cf. 5113 - Absences and Excuses)

(cf. 5113.1 - Truancy)

10. Failure to remain on school premises in accordance with school rules

(cf. 5112.5 - Open/Closed Campus)

11. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited drugs

(cf. 5131.6 - Alcohol and Other Drugs)

(cf. 5131.62 - Tobacco)

(cf. 5131.63 - Steroids)

Employees are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or receive a report of a violation of these standards, to immediately intervene or call for assistance. If an employee believes a matter has not been resolved, he/she shall refer the matter to his/her supervisor or administrator for further investigation.

CONDUCT (continued)

Students who violate district or school rules and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, or denial of the privilege of participation in extracurricular or cocurricular activities in accordance with Board policy and administrative regulation. The Superintendent or designee shall notify local law enforcement as appropriate.

(cf. 1020 - Youth Services)

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 5127 - Graduation Ceremonies and Activities)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 6020 - Parent Involvement)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6184 - Continuation Education)

(cf. 6185 - Community Day School)

Students also may be subject to discipline, in accordance with law, Board policy, or administrative regulation, for any off-campus conduct during nonschool hours which poses a threat or danger to the safety of students, staff, or district property, or substantially disrupts school activities.

Possession/Use of Cellular Phones and Other Mobile Communications Devices

No student shall be prohibited from possessing or using an electronic signaling device that is determined by a licensed physician or surgeon to be essential for the student's health and the use of which is limited to health-related purposes. (Education Code 48901.5)

Students may possess or use on school campus personal electronic signaling devices including, but not limited to, pagers and cellular/digital telephones, as well as other mobile communications devices including, but not limited to, digital media players, personal digital assistants (PDAs), compact disc players, portable game consoles, cameras, digital scanners, and laptop computers, provided that such devices do not disrupt the educational program or school activity and are not used for illegal or unethical activities such as cheating on assignments or tests.

If a disruption occurs or a student uses any mobile communications device for improper activities, a school employee shall direct the student to turn off the device and/or shall confiscate it.

In accordance with BP/AR 5145.12 - Search and Seizure, a school official may search a student's mobile communications device, including, but not limited to, reviewing messages or viewing pictures.

(cf. 5145.12 - Search and Seizure)

CONDUCT (continued)

Students shall not use mobile communications devices, even in hands-free mode, while driving on school grounds or to and from a school-related activity.

A student who violates this policy may be prohibited from possessing a mobile communications device at school or school-related events and/or may be subject to further discipline in accordance with Board policy and administrative regulation.

Bullying/Cyberbullying

The Board desires to prevent bullying by establishing a positive, collaborative school climate and clear rules for student conduct.

(cf. 5137 - Positive School Climate)
(cf. 5138 - Conflict Resolution/Peer Mediation)
(cf. 6164.2 - Guidance/Counseling Services)

The district may provide students with instruction, in the classroom or other educational settings, that promotes communication, social skills, and assertiveness skills and educates students about appropriate online behavior and strategies to prevent and respond to bullying and cyberbullying.

(cf. 1220 - Citizen Advisory Committees)
(cf. 6163.4 - Student Use of Technology)

School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies. Parents/guardians, students, and community members also may be provided with similar information.

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)
(cf. 5136 - Gangs)

Students may submit a verbal or written complaint of conduct they consider to be bullying to a teacher or administrator. Complaints of bullying shall be investigated and resolved in accordance with site-level grievance procedures specified in AR 5145.7 - Sexual Harassment.

When a student is suspected of or reported to be using electronic or digital communications to engage in cyberbullying against other students or staff, or to threaten district property, the investigation shall include documentation of the activity, identification of the source, and specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

CONDUCT (continued)

Students shall be encouraged to save and print any messages sent to them that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

Any student who engages in cyberbullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline in accordance with district policies and regulations. If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the Superintendent or designee also may file a complaint with the Internet site or service to have the material removed.

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

32261 Bullying

35181 Governing board policy on responsibilities of students

35291-35291.5 Rules

44807 Duty concerning conduct of students

48900-48925 Suspension or expulsion, especially:

48908 Duties of students

51512 Prohibition against electronic listening or recording device in classroom without permission

CIVIL CODE

1714.1 Liability of parents and guardians for willful misconduct of minor

Legal Reference continued: (see next page)

CONDUCT (continued)

Legal Reference: (continued)

PENAL CODE

288.2 Harmful matter with intent to seduce

313 Harmful matter

417.25-417.27 Laser scope

647 Use of camera or other instrument to invade person's privacy; misdemeanor

647.7 Use of camera or other instrument to invade person's privacy; punishment

653.2 Electronic communication devices, threats to safety

VEHICLE CODE

23124 Use of cellular phones provisional license holders

CODE OF REGULATIONS, TITLE 5

300-307 Duties of pupils

UNITED STATES CODE, TITLE 42

2000h-2000h6 Title IX, 1972 Education Act Amendments

UNITED STATES CODE, TITLE 47

254 Universal service discounts (e-rate)

COURT DECISIONS

J.C. v. Beverly Hills Unified School District, 2009 (CV 08-03824 SVW)

LaVine v. Blaine School District, (2000, 9th Cir.) 257 F.3d 981

Emmett v. Kent School District No. 415, (2000) 92 F.Supp. 1088

Bethel School District No. 403 v. Fraser, (1986) 478 U.S. 675

Tinker v. Des Moines Independent Community School District, (1969) 393 U.S. 503

Management Resources:

CSBA PUBLICATIONS

Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2007

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Bullying at School, 2003

NATIONAL SCHOOL BOARDS ASSOCIATION PUBLICATIONS

Digital Discipline: Off-Campus Student Conduct, the First Amendment and Web Sites, School Law in Review, 2001

NATIONAL SCHOOL SAFETY CENTER PUBLICATIONS

Bullying in School: Fighting the Bullying Battle, 2006

WEB SITES

CSBA: <http://www.csba.org>

California Cybersafety for Children: <http://www.cybersafety.ca.gov>

California Department of Education, Safe Schools Office: <http://www.cde.ca.gov/lr/ss>

Center for Safe and Responsible Internet Use: <http://cyberbully.org>

National School Boards Association: <http://www.nsba.org>

National School Safety Center: <http://www.schoolsafety.us>

U.S. Department of Education: <http://www.ed.gov>

QUESTIONING AND APPREHENSION BY LAW ENFORCEMENT

The Governing Board is committed to providing a safe learning environment and cooperating with law enforcement officials and peace officers as necessary to help ensure the safety of students, staff, and the community and in carrying out their official duties.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3515.3 - District Police/Security Department)

(cf. 5141.4 - Child Abuse Prevention and Reporting)

(cf. 5145.12 - Search and Seizure)

In accordance with standards specified in law and court decisions, law enforcement officers may interview and question students on school premises. The Superintendent or designee shall collaborate with local law enforcement agencies to develop parameters under which law enforcement officers will interview students at school.

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

When any law enforcement official requests an interview with a student, the principal or designee shall request that the official provide verification of his/her identity and official capacity and certify the legal authority under which the interview is being conducted. If the officer refuses to provide certification of the legal authority for the interview, the principal or designee shall document such refusal and should consult with district legal counsel, as appropriate, before allowing the interview to proceed. The principal or designee shall maintain a record of all documentation relative to law enforcement interviews of students.

If the officer needs to interview or question the student immediately, the principal or designee shall accommodate the process in a way that causes the least possible disruption for the student and school, gives the student appropriate privacy, and models exemplary cooperation with law enforcement authorities.

Except in cases of child abuse or neglect, the principal or designee shall attempt to notify the student's parent/guardian as soon as practicable after law enforcement has interviewed the student on school premises.

At law enforcement's discretion and with the student's approval, the principal or designee may be present during the interview.

If a minor student is removed from school into the custody of law enforcement, the principal or designee shall immediately notify the parent/guardian or responsible relative regarding the student's release and the place to which he/she is reportedly being taken, except when the minor has been taken into custody as a victim of suspected child abuse. (Education Code 48906)

QUESTIONING AND APPREHENSION BY LAW ENFORCEMENT (continued)

Subpoenas

Although subpoenas may legally be served at school on students age 12 or older, the Board believes that serving officials should be strongly urged to serve subpoenas at the home of the student whenever possible. When served at school, the principal or designee shall take all reasonable steps to ensure a minimum of embarrassment or loss of class time for the student.

Legal Reference:

EDUCATION CODE

44807 *Duty concerning conduct of pupils*

48264 *Arrest of truants*

48265 *Delivery of truant*

48902 *Notice to law enforcement authorities*

48906 *Release of minor pupil to peace officers; notice to parent, guardian*

48909 *Narcotics and other hallucinogenic drugs (re arrest)*

CODE OF CIVIL PROCEDURE

416.60 *Service of summons or complaint to a minor*

PENAL CODE

830-832.17 *Peace officers*

1328 *Service of subpoena*

WELFARE AND INSTITUTIONS CODE

627 *Custody of minor*

CODE OF REGULATIONS, TITLE 5

303 *Duty to remain at school*

COURT DECISIONS

People v. Lessie, (2010) 47 Cal. 4th 1152

Greene v. Camreta, (2009, 9th Cir.) 588 F.3d 1011

In re William V., (2003) 111 Cal.App.4th 1464

ATTORNEY GENERAL OPINIONS

54 *Ops. Cal. Atty. Gen.* 96 (1971)

34 *Ops. Cal. Atty. Gen.* 93 (1959)

Management Resources:

WEB SITES

California Department of Justice, Office of the Attorney General: <http://caag.state.ca.us>

PHYSICAL EDUCATION AND ACTIVITY

The Governing Board recognizes the positive benefits of physical activity on student health and academic achievement. The district shall provide all students the opportunity to be physically active on a regular basis through high-quality physical education instruction and may provide additional opportunities for physical activity throughout the school day. The district's physical education and activity programs shall support the district's coordinated student wellness program and encourage students' lifelong fitness.

(cf. 5030 - Student Wellness)
(cf. 6142.8 - Comprehensive Health Education)

The district's physical education program shall provide a developmentally appropriate sequence of instruction aligned with the state's model content standards and curriculum framework. The Superintendent or designee shall ensure that the district's program provides students with equal opportunities for instruction and participation regardless of gender in accordance with law.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 6011 - Academic Standards)
(cf. 6143 - Courses of Study)

The overall course of study for grades 9-12 shall include the effects of physical activity upon dynamic health, the mechanics of body movement, aquatics, gymnastics and tumbling, individual and dual sports, rhythms and dance, team sports, and combatives. (Education Code 33352; 5 CCR 10060)

The Board shall approve the courses in grades 9-12 for which physical education credit may be granted.

(cf. 6146.1 - High School Graduation Requirements)
(cf. 6146.11 - Alternative Credits Toward Graduation)

The district's physical education program shall engage students in moderate to vigorous physical activity, as defined in the accompanying administrative regulation, for at least 50 percent of class or session time. The Superintendent or designee shall develop strategies to monitor the amount of moderate to vigorous physical activity that takes place in the physical education instructional program.

Students with disabilities shall be provided instruction in physical education in accordance with their individualized education program or Section 504 accommodation plan.

(cf. 6159 - Individualized Education Program)
(cf. 6164.6 - Identification and Education Under Section 504)

During air pollution episodes, extreme weather, or other inclement conditions, physical education staff shall make appropriate adjustments to the program or shall seek alternative indoor space to enable students to participate in active physical education.

(cf. 3514 - Environmental Safety)
(cf. 5141.7 - Sun Safety)

PHYSICAL EDUCATION AND ACTIVITY (continued)

Staffing

Physical education instruction shall be delivered by appropriately credentialed teachers who may be assisted by instructional aides, paraprofessionals, and/or volunteers.

(cf. 1240 - Volunteer Assistance)

(cf. 4112.2 - Certification)

(cf. 4222 - Teacher Aides/Paraprofessionals)

The district shall provide physical education teachers with continuing professional development, including classroom management and instructional strategies designed to keep students engaged and active and to enhance the quality of physical education instruction and assessment.

(cf. 4131 - Staff Development)

(cf. 5121 - Grades/Evaluation of Student Achievement)

Physical Fitness Testing

The Superintendent or designee shall annually administer the physical fitness test designated by the State Board of Education to students in grades 5, 7, and 9. (Education Code 60800; 5 CCR 1041)

Temporary Exemptions

The Superintendent or designee may grant a temporary exemption from physical education under either of the following conditions: (Education Code 51241)

1. The student is ill or injured and a modified program to meet his/her needs cannot be provided.
2. The student is enrolled for one-half time or less.

Two-Year Exemptions

With the student's consent, the Superintendent or designee may exempt a student from physical education courses for any two years during grades 10-12 provided that the student has satisfactorily met at least five of the six standards of the state's physical fitness test in grade 9. (Education Code 51241)

Upon request by students and/or their parents/guardians, the Superintendent or designee may administer the physical fitness test to students in grades 10-12 who need to pass the test in order to qualify for a two-year exemption from physical education courses.

PHYSICAL EDUCATION AND ACTIVITY (continued)

Permanent Exemptions

The Superintendent or designee may grant a permanent exemption from physical education to an individual student under any of the following conditions: (Education Code 51241)

1. The student is age 16 years or older and has been enrolled in grade 10 for one or more academic years.
2. The student is enrolled as a postgraduate student.
3. The student is enrolled in a juvenile home, ranch, camp, or forestry camp school with scheduled recreation and exercise.

Other Exemptions

The Superintendent or designee may grant an exemption from physical education under the following special circumstances:

1. The student in grades 10-12 is excused for up to 24 clock hours in order to participate in automobile driver training. (Education Code 51222)
2. The student in grades 10-12 attends a regional occupational center or program and attendance in physical education courses results in hardship because of the travel time involved. (Education Code 52316)

(cf. 6145.2 - Athletic Competition)

Additional Opportunities for Physical Activity

The Superintendent or designee shall develop strategies to supplement physical education instruction with additional opportunities for students to be physically active before, during, and after the school day.

(cf. 1330.1 - Joint Use Agreements)

(cf. 5142.2 - Safe Routes to School Program)

(cf. 5148 - Child Care and Development Program)

(cf. 5148.2 - Before/After School Program)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.5 - Student Organizations and Equal Access)

PHYSICAL EDUCATION AND ACTIVITY (continued)

Program Evaluation

The Superintendent or designee shall annually report to the Board the results of the state physical fitness testing for each school and applicable grade level. He/she shall also report to the Board regarding the number of instructional minutes offered in physical education for each grade level, the number of two-year and permanent exemptions granted pursuant to Education Code 51241, and any other data agreed upon by the Board and the Superintendent or designee to evaluate program quality and the effectiveness of the district's program in meeting goals for physical activity.

(cf. 0500 - Accountability)

(cf. 6190 - Evaluation of the Instructional Program)

Legal Reference:

EDUCATION CODE

33126 *School accountability report card*

33350-33354 *CDE responsibilities re: physical education*

35256 *School accountability report card*

49066 *Grades; physical education class*

51210 *Course of study, grades 1-6*

51220 *Course of study, grades 7-12*

51222 *Physical education*

51223 *Physical education, elementary schools*

51241 *Temporary, two-year or permanent exemption from physical education*

51242 *Exemption from physical education for athletic program participants*

52316 *Excuse from attending physical education classes*

60800 *Physical performance test*

CODE OF REGULATIONS, TITLE 5

1040-1048 *Physical performance test*

3051.5 *Adapted physical education for individuals with exceptional needs*

10060 *Criteria for high school physical education programs*

UNITED STATES CODE, TITLE 29

794 *Rehabilitation Act of 1973, Section 504*

UNITED STATES CODE, TITLE 42

1751 *Note Local wellness policy*

ATTORNEY GENERAL OPINIONS

53 *Ops. Cal. Atty. Gen. 230 (1970)*

Management Resources: (see next page)

PHYSICAL EDUCATION AND ACTIVITY (continued)

Management Resources:

CSBA PUBLICATIONS

Active Bodies, Active Minds: Physical Activity and Academic Achievement, Fact Sheet, February 2010

Maximizing Opportunities for Physical Activity Through Joint Use of Facilities, Policy Brief, rev. February 2010

Maximizing Opportunities for Physical Activity During the School Day, Fact Sheet, November 2009

Moderate to Vigorous Physical Activity in Physical Education to Improve Health and Academic Outcomes, Fact Sheet, November 2009

Building Healthy Communities: A School Leader's Guide to Collaboration and Community Engagement, 2009

Physical Education and California Schools, Policy Brief, rev. October 2007

Monitoring for Success: Student Wellness Policy Implementation Monitoring Report and Guide, 2007

Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide, rev. April 2006

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Physical Education Framework for California Public Schools: Kindergarten Through Grade 12, 2009

Physical Education Model Content Standards for California Public Schools: Kindergarten Through Grade 12, January 2005

Adapted Physical Education Guidelines for California Schools, 2003

CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS

School Health Index for Physical Activity and Healthy Eating: A Self-Assessment and Planning Guide for Elementary and Middle/High Schools, 2000

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES PUBLICATIONS

2008 Physical Activity Guidelines for Americans, October 2008

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Physical Fitness Testing: <http://www.cde.ca.gov/ta/tg/pf>

California Healthy Kids Resource Center: <http://www.californiahealthykids.org>

California Project LEAN (Leaders Encouraging Activity and Nutrition):

<http://www.californiaprojectlean.org>

Centers for Disease Control and Prevention: <http://www.cdc.gov>

Educational Data System, California physical fitness: <http://www.eddata.com/projects/current/cpf>

Healthy People 2010: <http://www.healthypeople.gov>

National Association for Sport and Physical Education: <http://www.aahperd.org/naspe>

President's Council on Physical Fitness and Sports: <http://www.fitness.gov>

The California Endowment: <http://www.calendow.org>

U.S. Department of Health and Human Services: <http://www.health.gov>

INDEPENDENT STUDY

The Governing Board authorizes independent study as an optional alternative instructional strategy for eligible students whose needs may be best met through study outside of the regular classroom setting. Independent study shall offer a means of individualizing the educational plan and enabling students to reach curriculum objectives and fulfill graduation requirements. As necessary to meet student needs, independent study may be offered on a full-time basis or on a part-time basis in conjunction with part- or full-time classroom study.

(cf. 0420.4 - Charter Schools)

(cf. 6011 - Academic Standards)

(cf. 6143 - Courses of Study)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6181 - Alternative Schools/Programs of Choice)

(cf. 6200 - Adult Education)

A student's participation in independent study shall be voluntary. Students participating in independent study shall have the right, at any time, to enter or return to the regular classroom mode of instruction. (Education Code 51747; 5 CCR 11700)

Parents/guardians of students who are interested in independent study shall contact the Superintendent or designee. The Superintendent or designee shall approve independent study for an individual student only upon determining that the student is prepared to meet the district's requirements for independent study and is likely to succeed in independent study as well as or better than he/she would in the regular classroom.

The Superintendent or designee shall ensure that a written independent study agreement, as prescribed by law, exists for each participating student. (Education Code 51747)

The written agreement shall specify the length of time in which each independent study assignment must be completed. Because excessive leniency in the duration of independent study assignments may result in a student falling behind his/her peers and increase the risk of dropping out of school, independent study assignments shall be no more than one week for all grade levels and types of program. However, when necessary based on the specific circumstances of the student's approved program, the Superintendent or designee may allow for a longer period of time between the date an assignment is made and when it is due, up to the termination date of the agreement.

When a participating student misses three assignments, an evaluation shall be conducted to determine whether it is in the student's best interest to remain in independent study. However, a student's written agreement may specify a lower or higher number of missed assignments that will trigger an evaluation when the Superintendent or designee determines it appropriate based on the nature of the assignments, the total number of assignments, and/or other unique circumstances.

INDEPENDENT STUDY (continued)

Supervising teachers should establish an appropriate schedule for student-teacher conferences in order to help identify students falling behind in their work or in danger of failing or dropping out of school. Except in unusual circumstances, it is expected that the supervising teacher will meet, either in person or by electronic means, with each participating student at least once a week to discuss the student's progress.

(cf. 5147 - Dropout Prevention)

Missing appointments with the supervising teacher without valid reasons also may trigger an evaluation to determine whether the student should remain in independent study.

The Superintendent or designee shall annually report to the Board the number of students participating in independent study, the average daily attendance generated for apportionment purposes, the quality of these students' work as measured by standard indicators, and the number and proportion of independent study students who graduate or successfully complete independent study. Based on the program evaluation, the Board and Superintendent shall determine areas for program improvement as needed.

(cf. 0500 - Accountability)

(cf. 5121 - Grades/Evaluation of Student Achievement)

(cf. 6162.5 - Student Assessment)

Legal Reference: (see next page)

INDEPENDENT STUDY (continued)

Legal Reference:

EDUCATION CODE

- 17289 Exemption for facilities
- 41976.2 Independent study programs; adult education funding
- 42238 Revenue limits
- 44865 Qualifications for home teachers and teachers in special classes and schools
- 46300-46307.1 Methods of computing average daily attendance
- 47612.5 Independent study in charter schools
- 48204 Residency based on parent employment
- 48206.3 Home or hospital instruction; students with temporary disabilities
- 48220 Classes of children exempted
- 48340 Improvement of pupil attendance
- 48915 Expulsion; particular circumstances
- 48916.1 Educational program requirements for expelled students
- 48917 Suspension of expulsion order
- 51225.3 Requirements for high school graduation
- 51745-51749.3 Independent study programs
- 52206 Gifted and talented education; use of independent study to augment program
- 52522 Adult education alternative instructional delivery
- 52523 Adult education as supplement to high school curriculum; criteria
- 56026 Individuals with exceptional needs
- 58500-58512 Alternative schools and programs of choice

FAMILY CODE

- 6550 Authorization affidavits

CODE OF REGULATIONS, TITLE 5

- 11700-11703 Independent study
- 19819 State audit compliance

COURT DECISIONS

- Modesto City Schools v. Education Audits Appeal Panel, (2004) 123 Cal.App.4th 1365

EDUCATION AUDIT APPEALS PANEL DECISIONS

- Lucerne Valley Unified School District, Case No. 03-02 (2005)

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Independent Study Operations Manual, 2000 Edition

Elements of Exemplary Independent Study

Approaches to Satisfying No Child Left Behind Act of 2001 Teacher Requirements for Independent Study in Secondary Schools, January 28, 2010

WEB SITES

California Consortium for Independent Study: <http://www.ccis.org>

California Department of Education, Independent Study: <http://www.cde.ca.gov/sp/eo/is>

Education Audit Appeals Panel: <http://www.eaap.ca.gov>

STUDENT ASSESSMENT

The Governing Board recognizes that student assessments are an important instructional and accountability tool. Assessment data shall be used to help determine individual students' progress, mastery of academic standards, appropriate placement in district programs, and/or eligibility for graduation. In addition, program effectiveness and staff evaluations shall, as appropriate, be based in part on indicators of student achievement.

(cf. 0500 - Accountability)
(cf. 4115 - Evaluation/Supervision)
(cf. 5123 - Promotion/Acceleration/Retention)
(cf. 6011 - Academic Standards)
(cf. 6190 - Evaluation of the Instructional Program)

To obtain the most accurate evaluation of student performance, the district shall use a variety of measures, including district, state, and/or national assessments. As appropriate, assessment results shall be disaggregated by student subgroup, classroom, grade level, or school site to allow for critical analysis of student needs.

(cf. 5121 - Grades/Evaluation of Student Achievement)
(cf. 6142.7 - Physical Education and Activity)
(cf. 6162.51 - Standardized Testing and Reporting Program)
(cf. 6162.52 - High School Exit Examination)

In selecting or developing a district assessment, the Superintendent or designee shall examine evidence of its reliability, its validity for the intended purpose and for various student populations, and the extent to which it corresponds to the material that is being taught.

The Superintendent or designee shall ensure that assessments are administered in accordance with law and the test publisher's directions and that test administration procedures are fair and equitable for all students.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 6162.54 - Test Integrity/Test Preparation)

The Superintendent or designee shall provide professional development to assist teachers and paraprofessionals in interpreting and using assessment data to improve student performance and the instructional program.

(cf. 4131 - Staff Development)
(cf. 4222 - Teacher Aides/Paraprofessionals)

When districtwide and school-level results of student assessments are published by the state, the Superintendent or designee may provide supplementary information to assist parents/guardians and the local community in interpreting test results and evaluating school performance.

(cf. 0510 - School Accountability Report Card)

STUDENT ASSESSMENT (continued)

Individual Record of Accomplishment

The Superintendent or designee shall ensure that each student, by the end of grade 12, has an individual record of accomplishment that includes the following: (Education Code 60607)

1. The results of the achievement test administered under the Standardized Testing and Reporting Program pursuant to Education Code 60640-60649
2. The results of any end-of-course examinations taken
3. The results of any vocational education certification examinations taken

(cf. 6178 - Career Technical Education)

No individual record of accomplishment shall be released to any person, other than the student's parent/guardian or a teacher, counselor, or administrator directly involved with the student, without the written consent of the student's parent/guardian, or the student if he/she is an adult or emancipated minor. The student or his/her parent/guardian may authorize the release of the record of accomplishment to a postsecondary educational institution for the purposes of credit, placement, or admission. (Education Code 60607)

(cf. 5125 - Student Records)

Legal Reference: (see next page)

STUDENT ASSESSMENT (continued)

Legal Reference:

EDUCATION CODE

- 313 *Assessment of English language development*
- 10600-10610 *California Education Information System*
- 44660-44665 *Evaluation and assessment of performance of certificated employees (Stull Act)*
- 51041 *Evaluation of educational program*
- 51450-51455 *Golden State Seal Merit Diploma*
- 60600-60649 *Assessment of academic achievement, especially:*
- 60640-60649 *Standardized Testing and Reporting Program*
- 60800 *Physical fitness testing*
- 60810-60812 *Assessment of English language development*
- 60850-60859 *High school exit examination*
- 60900 *California Longitudinal Pupil Achievement Data System*
- CODE OF REGULATIONS, TITLE 5
- 850-870 *Standardized Testing and Reporting program*
- 1200-1225 *High School Exit Examination*
- UNITED STATES CODE, TITLE 20
- 9622 *National Assessment of Educational Progress*

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Key Elements of Testing, 2004

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Teachers' Use of Student Data Systems to Improve Instruction, 2007

WEB SITES

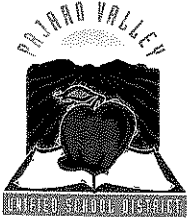
CSBA: <http://www.csba.org>

California Department of Education, Testing and Accountability: <http://www.cde.ca.gov/ta>

Educational Testing Service: <http://www.ets.org>

U.S. Department of Education: <http://www.ed.gov>

PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 15.4

Date: January 19, 2011

Item: Approve New Policy in the 5000 series: BP 5118, Open Enrollment Act Transfers

Overview: This new policy, regulation, and exhibit was developed to reflect NEW LAW (SBX5 4) which allows a parent of a student attending a school identified by the California Department of Education (CDE) as an Open Enrollment school to transfer to another school that has a higher Academic Performance Index score. The policy provides language waiving the January 1 deadline for all applications and creates an application window in order to allow districts to grant priorities as specified in statute. The policy also contains standards for rejection of transfer applications and creates an appeal process if an application has been rejected. Regulation specifies terms of approval for applications and requirements regarding parent notification upon notification by the CDE that a district school is on the Open Enrollment List.

Please note that the Administrative Regulation is also included in the back up as informational.

Recommendation: Review and adopt Board Policy #5118.

Prepared By: Dorma Baker, Superintendent

Superintendent's Signature: _____

Dorma Baker

OPEN ENROLLMENT ACT TRANSFERS

The Governing Board desires to offer enrollment options in order to provide children with opportunities for academic achievement and that their diverse needs. Such options shall also be provided to children who reside within another district's boundaries in accordance with law, Board policy, and administrative regulation.

Whenever a student is attending a district school on the Open Enrollment List as identified by the Superintendent of Public Instruction, he/she may transfer to another school within or outside of the district, as long as the school to which he/she is transferring has a higher Academic Performance Index. (Education Code 48354, 48356)

A parent/guardian whose child is attending a district school on the Open Enrollment List and who wishes to have his/her child attend another school within the district shall apply for enrollment using BP/AR 5116.1 - Intradistrict Open Enrollment.

(cf. 5116.1 - Intradistrict Open Enrollment)

(cf. 5117 - Interdistrict Attendance)

The Board may deny a transfer out of or into the district upon a determination by the Board that the transfer would negatively impact a court-ordered or voluntary desegregation plan in accordance with Education Code 48355.

Standards for Rejection of Transfer Applications

Pursuant to Education Code 48356, the Board has adopted the following standards for acceptance and rejection of transfer applications submitted by a parent/guardian of a student attending a school in another district on the Open Enrollment List. The Superintendent or designee shall apply these standards in accordance with Board policy and administrative regulation and shall ensure that the standards are applied uniformly and consistently.

As applicable, the Superintendent or designee may deny a transfer application under any of the following circumstances:

1. Upon a determination that approval of the transfer application would negatively impact the capacity of a program, class, grade level, or school building, including:
 - a. The class or grade level exceeding the district's limits pursuant to the state Class Size Reduction Program or the Morgan/Hart Class Size Reduction Program for Grades 9-12
 - b. The site, classroom, or program exceeding the maximum student-teacher ratio specified in the district's collective bargaining agreement
 - c. The site or classroom exceeding the physical capacity of the facility pursuant to the district's facilities master plan or other facility planning document

OPEN ENROLLMENT ACT TRANSFERS (continued)

- d. The class or grade level exceeding capacity pursuant items #a-#c above in subsequent years as the student advances to other grade levels at the school

(cf. 6151 - Class Size)

(cf. 7110 - Facilities Master Plan)

2. Upon a determination that approval of the transfer application would have an adverse financial impact on the district, including:
 - a. The hiring of additional certificated or classified staff
 - b. The operation of additional classrooms or instructional facilities
 - c. Expenses incurred by the district that would not be covered by the apportionment of funds received from the state resulting in a reduction of the resources available to resident students

Appeal Process for Denials of Transfer Applications

A parent/guardian may appeal the district's denial of a transfer application to the Board by filing a written request of appeal with the Superintendent or designee within 10 days of the receipt of the written notification of denial. In addition, a parent/guardian who believes he/she has been subject to discrimination may file an appeal using the district's Uniform Complaint Procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

The Board shall schedule an appeal hearing as soon as practicable at a regular or special meeting of the Board. At the hearing, the parent/guardian shall have the right to present oral or written evidence, rebut district evidence, and question any district witnesses. Unless the parent/guardian requests that the hearing be held in open session, the hearing shall be held in closed session in order to protect the privacy of students in accordance with law.

(cf. 9321- Closed Session Purposes and Agendas)

The Board shall make its decision by the next regularly scheduled meeting and shall send its decision to all concerned parties. The Board's decision shall be final.

Program Evaluation

The Superintendent or designee shall regularly report to the Board regarding the implementation of this program.

OPEN ENROLLMENT ACT TRANSFERS (continued)

Legal Reference:

EDUCATION CODE

200 Prohibition of discrimination

35160.5 District policies, rules, and regulations

46600-46611 Interdistrict attendance agreements

48200 Compulsory attendance

48204 Residency requirements for school attendance

48300-48316 Student attendance alternatives, school district of choice program

48350-48361 Open Enrollment Act

48915 Expulsion; particular circumstances

48915.1 Expelled individuals: enrollment in another district

52317 Regional Occupational Center/Program, enrollment of students, interdistrict attendance

FAMILY CODE

6500-6552 Caregivers

UNITED STATES CODE, TITLE 20

6316 Transfers from program improvement schools

CODE OF REGULATIONS, TITLE 5

4700-4703 Open Enrollment Act

CODE OF FEDERAL REGULATIONS, TITLE 34

200.36 Dissemination of information

200.37 Notice of program improvement status, option to transfer

200.39 Program improvement, transfer option

200.42 Corrective action, transfer option

200.43 Restructuring, transfer option

200.44 Public school choice, program improvement schools

ATTORNEY GENERAL OPINIONS

87 *Ops. Cal. Atty. Gen.* 132 (2004)

84 *Ops. Cal. Atty. Gen.* 198 (2001)

COURT DECISIONS

Crawford v. Huntington Beach Union High School District, (2002) 98 Cal.App.4th 1275

Management Resources:

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

OPEN ENROLLMENT ACT TRANSFERS

Definitions

District of enrollment means the district, other than the district in which the student's parent/guardian resides, in which the parent/guardian intends to enroll his/her child. (Education Code 48352)

District of residence means the district in which the parent/guardian of a student resides and in which the student would otherwise be required to enroll pursuant to Education Code 48200. (Education Code 48352)

(cf. 5111.1 - District Residency)

Open enrollment school means a "low-achieving" school identified by the Superintendent of Public Instruction (SPI) pursuant to Education Code 48352 and 5 CCR 4701. (Education Code 48352; 5 CCR 4701)

Transfer Applications into a District School

Enrollment priority shall be available to students who reside within this district. No student who resides within a school's attendance area or who is currently enrolled in a school shall be displaced by a student who is transferring pursuant Education Code 48350-48361 or 5 CCR 4700-4703. (Education Code 48354, 48356)

Applications shall be submitted within the deadlines established by Board policy.

However, the application deadline shall not apply to an application requesting a transfer if the parent/guardian with whom the student resides is enlisted in the military and was relocated by the military within 90 days prior to submitting the application. (Education Code 48354)

(cf. 6173.2 - Education of Children of Military Families)

The parent/guardian's application may request enrollment of his/her child in a specific school or program. Requests for admission to a magnet school or program designed to serve gifted and talented students shall be subject to the usual admission requirements established by the district for district students. Except for such specialized admission requirements, the Superintendent or designee shall not consider the student's previous academic achievement, athletic performance, physical condition, English language proficiency, family income, or any of the prohibited bases for discrimination listed in Education Code 200. (Education Code 48354, 48356)

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 6172 - Gifted and Talented Student Program)

Students applying for open enrollment transfers shall be assigned priority for approval as follows: (Education Code 48356):

OPEN ENROLLMENT ACT TRANSFERS (continued)

1. First priority for the siblings of students who already attend the desired school
2. Second priority for students transferring from a program improvement school ranked in decile 1 on the Academic Performance Index (API)

If the number of students who request a particular school exceeds the number of spaces available at that school, the Superintendent or designee shall conduct a lottery, in the group priority order identified in items #1 and #2 above, to select students at random until all of the available spaces are filled. (Education Code 48356)

Within 60 days of receiving the application, the Superintendent or designee shall provide written notification to the parent/guardian and the student's district of residence as to whether the application has been accepted or rejected. If the application has been rejected, the notice shall state the reasons for the rejection. If the application has been approved, the notification shall specify the particular school site and the school's address to which the student has been admitted. (Education Code 48357; 5 CCR 4702)

Terms of Approval

The Superintendent or designee shall ensure that the school to which the student is transferring has a higher API than the school in which the student was previously enrolled. (Education Code 48356)

The parent/guardian shall enroll his/her child on or before the first day of instruction or within 14 calendar days of receipt of the district's notice of approval of the application, whichever is later. If the parent/guardian fails to enroll his/her child within this timeframe, the district may decline to enroll the student. (5 CCR 4703)

Upon enrollment, the district shall grant the student any credits towards graduation that he/she received from his/her district of residence. The student shall be eligible for graduation from district schools upon completion of state and district graduation requirements. (Education Code 48358)

(cf. 6143 - Courses of Study)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6146.5 - Elementary/Middle School Graduation Requirements)

(cf. 6162.52 - High School Exit Examination)

Once admitted, a transfer student who wishes to matriculate into a district middle or high school or transfer to another district school shall reapply for admission to the new school pursuant to the requirements of Board policy and administrative regulation.

Parents/guardians are responsible for transporting their children to school.

OPEN ENROLLMENT ACT TRANSFERS (continued)

Transfers out of District Schools on the Open Enrollment List

Upon identification by the California Department of Education (CDE) that a district school is on the Open Enrollment List, the Superintendent or designee shall notify the parents/guardians of each student enrolled in the school of the option to transfer. This notice shall be provided by the first day of instruction. However, if the CDE has not notified the district whether a school is on the list by the first day of instruction, the notification shall be provided no later than 14 calendar days after the Open Enrollment List is posted on the CDE's web site. (Education Code 48354; 5 CCR 4702)

(cf. 0520.2 - Title I Program Improvement Schools)

(cf. 5145.6 - Parental Notifications)

Board Agenda Back-up

ITEM #

15.5

DATE: January, 19, 2011

ITEM: Certificated Staff Credentialing Policy: Update to Board Policy #4112.2

OVERVIEW:

As the District moves forward toward the goal of having 100% highly qualified certificated personnel, it is necessary to update Board Policy to reflect Federal and State credentialing mandates. This policy will support the goals of the District CAF and ensure compliance with State and Federal credentialing requirements, both current and future. Please note that the attached document only shows the relevant changes, which affect only the first paragraph; the remainder of the policy has not been changed.

RECOMMENDATION:

The Administration recommends that the Board approve the attached proposal as Board Policy.

ASSISTANT SUPERINTENDENT SIGNATURE: _____

SUPERINTENDENT SIGNATURE: Domn Bat

Presented by: Dr. Albert Roman, Assistant Superintendent

CERTIFICATION

The Superintendent or designee shall ensure that persons employed in positions requiring certification qualifications possess the appropriate credential, or permit ~~from~~ *and authorization (federal and state) including regulations* of the Commission on Teacher Credentialing (CTC) and NCLB, authorizing their employment in such positions.

(cf. 4111 - Recruitment and Selection)

(cf. 4112.21 - Interns)

(cf. 4112.22 - Staff Teaching Students of Limited English Proficiency)

(cf. 4112.23 - Special Education Staff)

(cf. 4113 - Assignment)

(cf. 4116 - Probationary/Permanent Status)

(cf. 4121 - Temporary/Substitute Personnel)

(cf. 5148 - Child Care and Development)



Board Agenda Backup

Item No: 15.6

Date: January 19, 2011

Item: Provisional Internship Permit

Overview: Although the District practices aggressive efforts in teacher recruitment, shortages of appropriately credentialed teachers still exist. In order for the District to employ a sufficient number, teachers must be hired on Provisional Internship Permit.

The Provisional Internship Permit (PIP) was created in response to the phasing out of emergency permits. It allows an employing agency to fill an immediate staffing need by hiring an individual who has not yet completed their credentialing program.

Recommendation: It is recommended that the board approve the appointment of these teachers on a Provisional Internship Permit. Board approval is required by the Commission on Teacher Credentialing.

Budget Considerations: N/A

Funding Source:

Budgeted: Yes: No:

Amount: \$

Prepared By: Dr. Albert J. Roman

Superintendent's Signature:

Donna Bost

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

CERTIFICATED PERSONNEL

January 19, 2011

TO: Members of the Governing Board
FROM: Dr. Albert J. Roman, Superintendent, Human Resources
SUBJECT: Personnel Action

The following appointments have been made for the 2010-2011 School Year:

<u>NAME</u>	<u>SITE/PROGRAM</u>	<u>POSITION</u>	<u>EFF. DATES</u>	<u>PIP TYPE</u>
Carmen Becerra	Amesti	Elementary Site Coordinator	12/01/10-07/31/11	Multiple Subject

County Offices of Education, Nonpublic Schools, Statewide Agencies, and Charter Schools

Public notice was posted at least 72 hours before the position was filled. A copy of the dated notice is attached.

Public notice included the applicant's name, assignment, including subject(s) grade level(s), school site, and a statement that the applicant will be employed on the basis of a Provisional Internship Permit.

Public notice included a signed statement from the superintendent or administrator confirming there were no objections to the issuance of the permit.

4. The permit holder will be provided assistance in developing a personalized plan through an agency-defined assessment that would lead to meeting subject matter competence related to the permit
5. The permit holder will be provided assistance to seek and enroll in subject matter training, such as workshops or seminars and site-based courses along with training in test-taking strategies and will assist the permit holder in meeting subject matter competence related to the permit
6. The candidate has been apprised of the steps required to earn a credential and enroll in an internship program

Employing Agency Certification

This form must be signed by the District/County Superintendent, Personnel Administrator, NPS/NPA Administrator, or Designee.

I certify under penalty of perjury that the information provided on this form is true and correct.

Signature 

Title HUMAN RESOURCES ANALYST

Date 01/12/11