



## 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.

**February 8, 2012**  
**REGULAR BOARD MEETING**  
**CLOSED SESSION – 6:00 p.m. – 7:00 p.m.**

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

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

- Superintendent's Office: 294 Green Valley Road, Watsonville, CA (4<sup>th</sup> Floor)
- On our Webpage: [www.pvUSD.net](http://www.pvUSD.net)

### **Notice to the Audience on Public Comment**

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

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

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

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

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

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

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

1.1 Call to Order

1.2 Public comments on closed session agenda.

- 2.0 CLOSED SESSION (AND AFTER REGULAR SESSION IF NECESSARY)**
  - 2.1 Public Employee Appointment/Employment, Government Code Section 54957
    - a. Certificated Employees (see Attached)
    - b. Classified Employees (see attached)
  - 2.2 Public Employee Discipline/Dismissal/Release/Leaves
  - 2.3 Negotiations Update
    - a. CSEA
    - b. PVFT
    - c. Unrepresented Units: Management and Confidential
    - d. Substitutes – Communication Workers of America (CWA)
  - 2.4 Claims for Damages
  - 2.5 Pending Litigation
  - 2.6 Anticipated Litigation
  - 2.7 Real Property Negotiations
  - 2.8 5 Expulsions
- 3.0 OPENING CEREMONY – MEETING OF THE BOARD IN PUBLIC - 7:00 P.M.**
  - 3.1 Pledge of Allegiance
  - 3.2 Welcome by Board President  
Trustees Kim De Serpa, Doug Keegan, Sandra Nichols, Karen Osmundson, Jeff Ursino, Willie Yahiro and President Leslie De Rose.
  - 3.3 Superintendent Comments
  - 3.4 Student Recognition  
- 6<sup>TH</sup> Grade Conflict Management Team – Rio del Mar Elementary School
- 4.0 APPROVAL OF THE AGENDA**
- 5.0 APPROVAL OF MINUTES**
  - a) Minutes for January 18, 2012
- 6.0 HIGH SCHOOL STUDENTS BOARD REPRESENTATIVES REPORT**
- 7.0 POSITIVE PROGRAM REPORT**
  - 7.1 “Three of Our Own” are Honored by Pajaro Valley Chamber of Commerce: Rhea DeHart, teacher and former Board member; Diane Severin, teacher; and Gary Smith, Personnel Commissioner.  
*Report by Dorma Baker, Superintendent.*
- 8.0 PUBLIC HEARING ON WAIVER REQUEST: QUALITY EDUCATION INVESTMENT ACT (QEIA) CLASS SIZE REDUCTION FOR FREEDOM ELEMENTARY, MINTIE WHITE ELEMENTARY, OHLONE ELEMENTARY, STARLIGHT ELEMENTARY, E.A. HALL MIDDLE SCHOOL AND ROLLING HILLS MIDDLE SCHOOL, AND API (3 YEAR AVERAGE) FOR MINTIE WHITE ELEMENTARY AND E.A. HALL MIDDLE SCHOOL.**
  - 8.1 *Report by Ylda Nogueta, Assistant Superintendent*
  - 8.2 *Public Comment*
  - 8.3 *Board Comment*

## **9.0 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 January 12 – February 1, 2012  
The PO's will be available in the Superintendent's Office.
- 11.2 Warrants January 12 – February 1, 2012  
The warrants will be available in the Superintendent's Office.
- 11.3 Accept with Gratitude Donation of an iMac from Esther Zaragoza of AHS-Mariner Mocha Club for Aptos High School, an estimated value of \$872.
- 11.4 Accept with Gratitude Donation of an iPad from Alex (Robert) Bell, an estimated value of \$465.
- 11.5 Approve CAHSEE Passage Waiver for Student #11-12-12, English Language Arts, Pajaro Valley High School.
- 11.6 Approve CAHSEE Passage Waiver for Student #11-12-13, English Language Arts, Pajaro Valley High School.
- 11.7 Approve CAHSEE Passage Waiver for Student #11-12-14, English Language Arts, Pajaro Valley High School.
- 11.8 Approve CAHSEE Passage Waiver for Student #11-12-15, English Language Arts, Pajaro Valley High School.
- 11.9 Approve CAHSEE Passage Waiver for Student #11-12-16, Math, Pajaro Valley High School.
- 11.10 Approve CAHSEE Passage Waiver for Student #11-12-17, Math, Pajaro Valley High School.
- 11.11 Approve CAHSEE Passage Waiver for Student #11-12-18, Math, Pajaro Valley High School.
- 11.12 Approve CAHSEE Passage Waiver for Student #11-12-19, Math, Pajaro Valley High School.
- 11.13 Approve Project Acceptance/Notice of Completion for EA Hall Middle School – New Gymnasium.
- 11.14 Approve Award Bids for Erate Funding Year 2012/13 for Districtwide and School Services.

The administration recommends approval of the Consent Agenda.

## **12.0 DEFERRED CONSENT ITEMS**

## **13.0 REPORT AND DISCUSSION ITEMS**

### **13.1 Report and discussion on the Wellness Policy.**

*Report by Murry Schekman, Assistant Superintendent, Secondary Education. 20 min.*

## **14.0 REPORT, DISCUSSION AND POSSIBLE ACTION ITEMS**

### **14.1 Approve Waiver Request: Quality Education Investment Act (QEIA) Class Size Reduction for Freedom Elementary, Mintie White Elementary, Ohlone Elementary, Starlight Elementary, E.A. Hall Middle School and Rolling Hills Middle School, and API (3 Year Average) for Mintie White Elementary and E.A. Hall Middle School.**

*Report given under 8.1.*

### **14.2 Report, discussion and possible action on Resolution #11-12-09, Reduction and/or Discontinuation of Particular Kinds of Classified Employee Services.**

*Report by Pam Shanks, Director, Classified Staff. 5 min.*

### **14.3 Report, discussion and possible action on Resolution #11-12-10, Reduction or Discontinuation of Particular Kinds of Certificated Employee Services.**

*Report by Lee Takemoto, Director, Certificated Staff. 5 min.*

## **15.0 APPOINT BOARD REPRESENTATIVES TO THE FOLLOWING STANDING COMMITTEES AND ORGANIZATIONS.**

1. *Community Advisory Committee – SELPA*
2. *District English Learners Advisory Committee (DELAC)*
3. *GATE Advisory Committee*
4. *Governmental Relations*
5. *Mello Center JPA*
6. *Migrant Head Start Policy Advisory*
7. *Pajaro Valley Prevention and Student Assistance (PVPSA)*
8. *Safety Committee*
9. *SPECTRA*

## **16.0 ACTION ON CLOSED SESSION**

## **17.0 GOVERNING BOARD COMMENTS/REPORTS**

## **18.0 UPCOMING BOARD MEETINGS/REMAINING BOARD MEETINGS FOR 2012**

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

<b>February</b>	▪ 22	
<b>March</b>	▪ 14 ▪ 21 ▪ 28	▪ Approve 2 <sup>nd</sup> Interim Report ▪ Special Meeting: Migrant Head Start
<b>April</b>	▪ 11 ▪ 25	
<b>May</b>	▪ 9 ▪ 23	▪ Approve 3 <sup>rd</sup> Interim Report
<b>June</b>	▪ 13 ▪ 27	▪ 10-11 Budget Adoption
<b>July</b>	▪	▪ No Meetings Scheduled
<b>August</b>	▪ 8 ▪ 22	

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

## 19.0 ADJOURNMENT

PAJARO VALLEY UNIFIED SCHOOL DISTRICT  
CLOSED SESSION AGENDA  
February 8, 2012

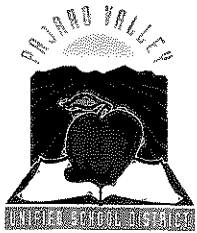
- 2.1 Public Employee Appointment/Employment, Government Code Section 54957  
 a. Certificated Employees  
 b. Classified Employees

<b>New Hires – Probationary</b>	
1	Cafeteria Manager III
<b>New Substitutes</b>	
14	Substitute Teachers
<b>New Hires</b>	
19	Primary Teacher
<b>Promotions</b>	
1	Information System Support Technician
<b>Rehires</b>	
	None
<b>Administrative Appointments</b>	
2	Administrators on Special Assignment
<b>Transfers</b>	
	None
<b>Extra Pay Assignments</b>	
12	Par Panel
36	Coaches
<b>Extra Period Assignments</b>	
	None
<b>Leaves of Absence</b>	
13	Primary Teacher
3	Secondary Teacher
1	Data Entry Specialist
1	Instructional Assistant I
1	Bus Driver
2	Behavior Technician
1	Instructional Assistant II
1	Lead Custodian II
<b>Other</b>	
	None

<b>Retirements</b>	
1	Primary Teacher
<b>Resignations/Terminations</b>	
	None
<b>Supplemental Service Agreements</b>	
9	Primary Teachers
23	Secondary Teachers
32	Migrant Ed Teacher
2	Special Education
73	After School Program
<b>Miscellaneous Actions</b>	
	None
<b>Separations From Service</b>	
1	Bus Driver
<b>Limited Term – Projects</b>	
1	Behavior Technician
2	Campus Safety Coordinator
1	Community Services Liaison I
1	Custodian II
1	Guidance Specialist
27	Enrichment Specialist
122	Instructional Assistant – General Education
1	Language Support Liaison II
2	Library Media Technician
18	Office Assistant II
3	Parent Education Specialist
1	Testing Specialist
<b>Exempt</b>	
16	Childcare
1	Crossing Guard
5	Migrant OWE
1	Pupils
1	Spectra Artist
25	Student Helper
4	Workability
7	Yard Duty

<b>Provisional</b>	
	None
<b>Limited Term - Substitute</b>	
2	Custodian II
2	Cafeteria Assistant
1	Instructional Assistant II
4	Instructional Assistant – Migrant Children Center
1	Library Media Technician
1	Site Computer Support Technician





**January 18, 2012**  
**REGULAR BOARD MEETING**  
**UNADOPTED MINUTES**  
*CLOSED SESSION – 6:00 p.m. – 7:00 p.m.*  
*PUBLIC SESSION – 7:00 p.m.*  
**DISTRICT OFFICE**  
**BOARDROOM**  
**292 Green Valley Road**  
**Watsonville, CA 95076**

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

**1.1 Call to Order**

President DeRose opened the meeting of the Board at 6:03 pm at 292 Green Valley Road, Watsonville, CA.

**1.2 Public comments on closed session agenda.**

None.

**2.0 CLOSED SESSION (AND AFTER REGULAR SESSION IF NECESSARY)**

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

**a. Certificated Employees**

**b. Classified Employees**

<b>New Hires – Probationary</b>	
2	Cafeteria Assistant
4	Instructional Assistant – General Education
5	Office Assistant III
1	Office Manager
<b>New Substitutes</b>	
17	Substitute Teachers
<b>New Hires</b>	
5	Assistant Teacher
2	Primary Teacher
1	Secondary Teachers
<b>Promotions</b>	
1	Student Services Specialist I
<b>Rehires</b>	
1	Primary Teacher
<b>Administrative Appointments</b>	
2	ELP Site Coordinator
1	FCCH Coordinator
1	Interim Principal

<b>Transfers</b>	
1	English Learner Specialist
<b>Extra Pay Assignments</b>	
3	Athletic Director
14	Coaches
<b>Extra Period Assignments</b>	
	None
<b>Leaves of Absence</b>	
1	Instructional Assistant II
7	Primary Teacher
2	Secondary Teacher
<b>Other</b>	
2	Primary Teacher
<b>Retirements</b>	
	None
<b>Resignations/Terminations</b>	
3	Secondary Teachers
<b>Supplemental Service Agreements</b>	
115	Primary After School Teachers
98	Secondary After School Teachers
32	Primary Data Teams
47	Secondary Data Teams
103	ELD Services Training
<b>Miscellaneous Actions</b>	
1	Instructional Assistant II
1	Behavior Technician
1	Office Assistant III
1	Site Computer Support Technician
1	Lead Custodian III
1	Instructional Assistant – Migrant Children Center
2	Cafeteria Assistant
<b>Separations From Service</b>	
1	Career Development Specialist I
1	Instructor Driver
1	Heavy Equipment Mechanic II

<b>Limited Term – Projects</b>	
1	Accounting Specialist II
3	Campus Safety Coordinator
2	Career Development Specialist I
2	Community Services Liaison I
1	Custodian I
1	Data Entry Specialist
5	Enrichment Specialist
2	Instructional Assistant – General Education
2	Instructional Assistant – Migrant Children Center
1	Lead Custodian III
1	Office Assistant I
4	Office Assistant III
1	Office Manager
1	Parent Education Specialist
1	Student Information System Specialist
1	Translator
<b>Exempt</b>	
1	Childcare
1	Crossing Guard
4	Migrant OWE
15	Student Helper
4	Workability I
2	Yard Duty
<b>Provisional</b>	
	None
<b>Limited Term - Substitute</b>	
1	Behavior Technician
2	Instructional Assistant I
4	Instructional Assistant II
12	Instructional Assistant – Migrant Children Center
1	Office Manager
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**

2.5    **Pending Litigation**

2.6    **Anticipated Litigation**

2.7    **Real Property Negotiations**

2.8    **4 Expulsions**

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

President DeRose called the meeting of the Board in public to order at 7:00 pm.

3.1    **Pledge of Allegiance**

Trustee Yahiro led the Board in the Pledge of Allegiance.

3.2    **Welcome by Board President**

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

President DeRose welcomed all to the meeting. She asked everyone for a moment of silence in memory of Jesse Lopez, a Watsonville High student who passed away over the break.

3.3    **Superintendent Comments**

Dorma Baker commented that EA Hall Middle School and Watsonville High School had been awarded the School Improvement Grant (SIG) Tier II grant of about \$3.8 million. The grants are very labor-intensive and she thanked school administration and staff for their work on the grant. The funds come with the expectation that there will be changes and improvement at those schools and give them the additional support to move forward.

3.4    **Student Recognition**

Administrators, staff, family and friends were present to recognize the following students:

- *Elmer Felipe Rodriguez – Rolling Hills Middle School*
- *John Benz Maneclang Manalili – Lakeview Middle School*
- *Samantha Calvillo-Servin – E.A. Hall Middle School*

4.0    **APPROVAL OF THE AGENDA**

President DeRose proposed to move item #13.1 to after item #7.1.

Trustee Keegan moved to approve the agenda with those changes. Trustee Yahiro seconded the motion. The motion passed 6/0/1 (Ursino absent).

5.0    **APPROVAL OF MINUTES**

a) *Minutes for December 7, 2011*

Trustee Nichols moved approve the minutes of December 7, 2011. Trustee De Serpa seconded the motion.

President DeRose noted a correction to a word on page 5.

Trustees Nichols and De Serpa amended their motion and second. The motion passed 6/0/1 (Ursino absent).

## **6.0 HIGH SCHOOL STUDENTS BOARD REPRESENTATIVES REPORT**

Fernando Crescencio of Renaissance High commented on the activities at the school, highlighting a poster contest as well as a gathering of entering freshmen and seniors.

Rachel Riddick and Rita McCreesh of Aptos High School, commented on the successful 2<sup>nd</sup> Harvest Food Bank event. The school successfully raised \$150,000 for technology at the site. The noted that Aptos High supports a bond measure, will have a meeting regarding this and that they are ready to get monies to improve technology. The Winter Ball will take place with the theme of Casino Royal. Prom will take place in May; events to promote it will be held in March. They provided an update on athletics, noting that AHS football is undefeated. Winter sports are taking place and Spring sports will start in a couple of weeks. The school is still holding the Pennies for Patients fundraiser for the leukemia lymphoma society. A Zumathon will also take place and the student body will get about 20% of the raised funds. They noted that the school is finally getting a mascot.

## **7.0 POSITIVE PROGRAM REPORT**

### **7.1 Report regarding Stephanie Barraza, Recipient of the Aspirations in Computing Award from the National Center for Women & Information (NCWIT).**

*Report by Murry Schekman, Assistant Superintendent.*

Mr. Schekman introduced Stephanie Barraza and commented on her achievements.

Jacob Martinez, director of the after school technology program, spoke of the NCWIT funded by the National Science Foundation. It is a program to encourage 9<sup>th</sup> – 12<sup>th</sup> grade female students to choose careers in technology. Stephanie was involved with the program from the beginning and she won the Aspirations in Computing award. Out of 1177 applicants, 35 were selected and she was one of them. She received many gifts from tech companies, including a scholarship for a new laptop. Stephanie is also involved with the Tech Teach program, which teaches computer literacy skills to 5<sup>th</sup> graders.

Stephanie commented that she was glad to be recognized and that she has worked very hard for a few years.

## **13.0 REPORT, DISCUSSION AND POSSIBLE ACTION ITEMS**

### **13.1 Report, discussion and Possible Action District's 2010-11 Independent Fiscal Audit.**

*Report by Helen Bellonzi, Director of Finance.*

Ahmad Gharaibeh, Vavrinek, Trine, Day & Co., LLP representative, noted that their charge is to express opinions on federal and state compliance on the financial statements prepared by management. The firm is also required to report deficiencies as well as non-compliance with law and regulation. He noted that there were no significant difficulties with management in performing the audit and there were no disagreements arising during the audit. The firm found that there were no material uncorrected misstatements noted during the year. There are two exceptions which were found in relation to internal control: the first is related to a required report under incurred but not reported claims, which was not generated. The company recommends that the district estimates claims liability report at least on an annual basis, or contract out to prepare report. The second finding is related to accrual of sick and vacation time based on actual hours worked. It was noted that a significant number of employees' time off for vacation was not properly reflected in the time accounting system of the District; in addition there is no cap on the number of vacation hours that can be accrued. They recommend the district considers establishing a maximum caps on vacation accruals; supervisors and managers should ensure that all employees reporting to them are filing their vacation request forms on time with the district.

Board participated with comments and questions.

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

## **8.0 VISITOR NON-AGENDA ITEMS**

Robert Gomez, Pajaro Valley High Athletic Director, Joe Gregorio, teacher and coach, Leonard English, parent, Maria Elena Valenzuela, teacher, Natasha Sousa, Scholastic Director, and Davis Madolora, parent, spoke in support of a bond to improve athletics at PV high school.

Dorma Baker, Superintendent, announced and invited all to a study session on February 1<sup>st</sup> to discuss facilities needs.

Bill Beecher, community member, commented on the universal performance indicator, the SAT as a way of looking at how California does in comparison to the rest of the country; CA is at the 50 percentile. The test measures performance in reading, math and writing. CA is 100 points below on the three measures than the best of the states. If standards are okay, then the problem is execution. Scores show that elementary improves year to year. Secondary improvement has leveled off. Important to find out the problem in student performance at our schools.

**9.0 EMPLOYEE ORGANIZATIONS COMMENTS – PVFT, CSEA, PVAM, CWA 5 Min. Each**  
Francisco Rodriguez, PVFT, congratulated the district for their hard work on the SIG grant. However, there will be impact on working conditions and compensations on the schools. We are scheduled for negotiations and hope to address such issues. He noted that item 10.6, regarding migrant head start, includes a change in the budget and school year was being reduced without negotiation with PVFT. Collective bargaining agreement will be coming in June and we will be looking at areas of the contract to improve; we are hoping for a smoother process.

Brett Knupfer, PVAM member, congratulated the PVUSD teachers who have earned recognition, such as Robb Hoffman of PVHS who received the National Science Teachers Association fellowship for his work at PVHS. Congratulated Denise Andrade, science teacher at HA Hyde, who is one of 13 teachers awarded the Maitland Simmons New Teacher scholarship. In addition, Linda Donovan of WHS and Mr. Harendra Goonetilleke were awarded the National Board Certification for teaching excellence. Testing is approaching and collaboration is taking place amongst teachers to get ready. He recognized the HR department for their hard work in hiring primary grade intervention teachers with excellent results. PVAM thanks staff in the facilities and maintenance department for the work they do during the winter break.

## **10.0 CONSENT AGENDA**

Trustee Keegan moved to approve the consent agenda with special recognition to Art Hernandez of Orchard Supply Hardware for the generous donation. Trustee Yahiro seconded the motion. The motion passed 6/0/1 (Ursino absent).

- 10.1 Purchase Orders December 1, 2011 – January 11, 2012**
- 10.2 Warrants December 1, 2011 – January 11, 2012**
- 10.3 Accept with Gratitude Donation of light bulbs from Mr. Art Hernandez on Behalf of Orchard Supply Hardware, an estimated value of \$2,500.**
- 10.4 Approve Request for Allowance of Attendance because of Material Decrease in ADA due to Power Outage Caused by Severe Windstorms.**
- 10.5 Approve 2010-11 Administrative and Financial Reports to the Board/Public for Migrant Head Start.**
- 10.6 Approve Migrant and Seasonal Head Start Budget Revision (End of Year) – Budget for March 1, 2011 – February 28, 2012 Fiscal Year.**
- 10.7 Approve District Department Plans.**
- 10.8 Approve Williams Quarterly Report with Zero Complaints.**

**10.9 Approve Travel to Brazil for 14 Students from Pajaro Valley High School from March 30<sup>th</sup> through April 6, 2012.**

**11.0 DEFERRED CONSENT ITEMS**  
None.

**12.0 REPORT AND DISCUSSION ITEMS**

**12.1 Report and discussion on the Governor's January 2012-2013 Budget Proposal.**

*Report by Helen Bellonzi, Director of Finance.*

Helen Bellonzi, Director of Finance, noted that she had attended the School Services presentation on the state budget. She offered a historical overview of the state budget, noting that education has been impacted with over \$35 billion in reductions in 5 years; no other segment of the state budget has been cut as much. The budget has an ongoing \$9.2 billion deficit, which will cause the budget to remain volatile and unpredictable. The governor's budget solutions include extension on loan repayments, unemployment insurance interest payment, temporary taxes and reductions on expenditures, such as CalWORKS, child care and Proposition 98. The budget proposal depends on passing temporary taxes; this is risky because if measure is not approved by voters, the impact to schools is significant and it will take many years to recover. The governor's budget includes two scenarios, one assumes voters approve a \$6.9 billion tax measure and the second assumes rejection of the measure, which will impact education with a \$2.4 billion cut, or \$370 per ADA.

Helen commented on the fiscal challenges of the district, which include a fifth year with no COLA or other ongoing funding, home to school transportation, and increase in operational costs. With these challenges, the district continues to deficit spend. Staff recommends staying the course for the remainder of the fiscal year. Staff will need to develop two budget scenarios, similar to 2011-12, in the event the governor's November initiative does not pass. In February, the Board will receive additional information and have the opportunity to offer fiscal priorities for the 2012-13 budget.

Public comment:

Bill Beecher, community member, noted that there is additional money that will be cut this fiscal year given that redevelopment funds are no longer available. Effect of cuts will be felt. It seems as though money will have to be reduced from the budget and it will put a strain in the district.

**13.0 REPORT, DISCUSSION AND POSSIBLE ACTION ITEMS (continued)**

**13.2 Report, discussion and Possible Action to Add a Study Session Regarding Facilities Master Plan on Wednesday, February 1, 2011.**

*Report by Dorma Baker, Superintendent.*

Dorma Baker noted that a complete revision and study of the facilities master plan is in the works and it needs to be discussed. This is a significant issue that will require time and study and staff is proposing a study session on this item.

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

**14.0 ACTION ON CLOSED SESSION**

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

**a. Certificated Employees**

Trustee Nichols moved to approve the certificated report as presented. Trustee Keegan seconded the motion. The motion passed 6/0/1 (Ursino absent).

**b. Classified Employees**

Trustee Nichols moved to approve the classified report as presented. Trustee Keegan seconded the motion. The motion passed 6/0/1 (Ursino absent).

**2.8 4 Expulsions**

***Action on Expulsions:***

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

***11-12-035***

Trustee Keegan seconded the motion. The motion passed 6/0/1 (Ursino absent).

Trustee Osmundson moved to approve the expulsion, correcting the recommendation to be from the District Administration instead of the Administrative Panel, for the following expulsion:

***11-12-036***

Trustee Keegan seconded the motion. The motion passed 6/0/1 (Ursino absent).

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

***11-12-037***

Trustee Keegan seconded the motion. The motion passed 6/0/1 (Ursino absent).

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

***11-12-038***

Trustee Keegan seconded the motion. The motion passed 6/0/1 (Ursino absent).

**15.0 GOVERNING BOARD COMMENTS/REPORTS**

Trustee Yahiro commented on the passing of Ana Isabel Lopez Borquez, a former WHS student who recently lost her battle against cancer.

**16.0 UPCOMING BOARD MEETINGS/REMAINING BOARD MEETINGS FOR 2012**

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

President DeRose noted that appointments to standing committees will be determined at the meeting of February 8.

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



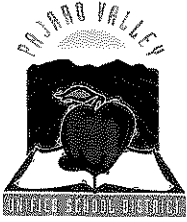
**17.0 ADJOURNMENT**

There being no further business to discuss, the meeting of the board was adjourned at 8:55 pm.

---

Dorma Baker, Superintendent

# PAJARO VALLEY UNIFIED SCHOOL DISTRICT



## Board Agenda Backup

Item No: 7.1

**Date:** February 8, 2012

**Item:** **"Three of Our Own" are Honored by Pajaro Valley Chamber of Commerce: Rhea DeHart, teacher and former Board member; Diane Severin, teacher; and Gary Smith, Personnel Commissioner.**

**Overview:** The Board wishes to recognize these three individuals who received the following honors from the Pajaro Valley Chamber of Commerce on Saturday, February 4.

- Rhea DeHart – Lifetime Achievement Award
- Diane Severin – Woman of the Year Award
- Gary Smith – Man of the Year Award

Rhea, Diane and Gary have been very active members of the Pajaro Valley Unified School community for many years. Rhea taught in our schools since 1963, served as PVFT president as well as a Board member. Diane started teaching in 1955 and continues to inspire our students. Gary has served as a personnel commissioner for our district for many years.

The honor by PV Chamber is an expression of the impact that Rhea, Diane and Gary have had in the Pajaro community. Attached is additional information provided to us by the Chamber that highlights the many ways in which Rhea, Diane and Gary have served this community. We are proud to call them "Three of Our Own".

**Recommendation:** Positive Report only.

**Prepared By:** Dorma Baker, Superintendent

**Superintendent's Signature:**

*Dorma Baker*

Rhea DeHart

Longtime educator and former Pajaro Valley Unified School District trustee Rhea DeHart was selected for a lifetime achievement award.

DeHart, 89, earned her bachelor's degree in literature from Mount Holyoke in 1942, and a year later earned a master's degree in history and constitutional law.

She taught in Brunswick, Ga., from 1943-46; in Durham, N.C., from 1946-47; and in Bryson City, Ga., from 1948-60.

She worked as a PVUSD teacher from 1963-84, but did not retire. She has been teaching at Watsonville/Aptos Adult Education for 10 years.

DeHart also has devoted much of her life in Watsonville to public service.

She has served on the Watsonville Redistricting Committee, the Planning Commission and the PVUSD fiscal and facilities committee. She served as a PVUSD trustee from 2002-06. She is active in the Watsonville Planning Commission, Pajaro Valley Prevention and Student Assistance and is active in numerous other education and civic groups.

She has also served on the Pajaro Valley Performing Arts Association and the PVUSD's Migrant Head Start program.

She was selected to be Councilman Emilio Martinez's representative on the city's Parks and Recreation Commission.

"What a way to begin my 90th year."

Diane Severin

Long-time Watsonville High School teacher Diane Severin was chosen as Woman of the Year.

"I was overwhelmed because I don't know what I've done," she said. "I'm just an ordinary person. I'm just part of the community."

Severin, 80, started teaching at Watsonville High School in 1955, and officially retired about 20 years ago. But that didn't keep her away from her former profession.

She started teaching home economics, and helped design the school's home economics building. She was the first teacher at the school to allow boys to take cooking classes, and is currently helping WHS rebuild a food program that will eventually become an elective class.

She also taught a class called Sport Scene Sewing, where students would make tents, ski wear and down jackets, which she said was popular with male students. "Those boys would be at my door first thing in the morning," she said.

Severin eventually earned a special education credential, and taught those classes for a number of years before she returned to home economics.

She recently returned to WHS, where she is working with 20 special education students who are struggling with school.

In addition, she has substituted for many WHS teachers. "I have never really retired," she said.

When she was 60 and newly retired from teaching, she took up skeet shooting. "I wasn't very good, but I enjoyed it," she said.

Severin also traveled to Peru, Italy and Mongolia, and went to Tennessee, where she worked with Women's Builders for Habitat to install baseboards.

She serves on the Pajaro Valley Historical Association board of directors and has volunteered for the past 20 years in the home arts department at the Santa Cruz County Fairgrounds. She has also volunteered with Pajaro Valley Loaves and Fishes and was chosen as Teacher of the Year by the local Special Parents Information Network.

"I loved being a part of the staff at WHS," she said. "I think teenage kids are wonderful. I love seeing them grow up and seeing what they become."

Severin also said she enjoys the challenge of identifying the different lives and providing for the individual emotional needs of her students. "When they walk into my room, it's a safe place," she said.

## Resume of Gary W. Smith

September 26, 2011

**Current: President of the Ammonia Safety and Training Institute ASTI)**

**Career: Fire Chief/Assistant City Manager (retired 2003)**

Contact at: 'garyws@charter.com' or 270 Evening Hill Lane, Watsonville  
California, 95076 - Phone: 831-724-7665 or Cell 831-818-1321

### **Career Summary:**

- 1970 - Firefighter City of Davis, promoted to A/Captain in 1977
- 1979 - Fire Marshal/Assistant Chief Manteca Fire
- 1984 - Fire Chief, City of Watsonville; promoted to Assistant City Manager/Fire Chief in 1992; that job also included being the Personnel Director for the City of Watsonville. I also served as the City's Emergency Services Director for three federally proclaimed disasters.
- 1987 - President and founder - Ammonia Safety Training Institute a non-profit organized to promote prevention, mitigation and preparedness to reduce response and recovery impacts
- 1999 - Fire Chief, Aptos La Selva Fire Protection District; appointed as the co-chair of the newly formed Wildland Fire Policy Committee of the International Association of Fire Chiefs
- July 2003 - Retired as Fire Chief
- May of 2003 to June 2008: Executive Director of Leadership Santa Cruz County

**Current Service:** I continue to serve as President of the Ammonia Safety and Training Institute and actively involved with the local school district, serving on the Classified Employees Personnel Commission with Pajaro Valley Unified School District.

**Education and Awards:** Bachelors of Science Fire Administration - Cogswell Polytechnic College, 1984; Associate of Arts Degree - Fire Science, American River Junior College, 1976. I received numerous recognitions summarized as follows: Aptos Chamber of Commerce Man of the Year - 2003; City of Watsonville and Pajaro Valley Chamber of Commerce Distinguished Service award, the Refrigeration and Technicians Association 1992 Elliot Howard Man of the Year award and the U.S. Army Reserve Commendation medal and the Paul Harris Fellowship award from Rotary.

**Personal Vision:** My vision is to provide educational support for the betterment of society, environment, and for safety and well being of industrial and public safety emergency responders. I will accomplish the vision by developing effective networks of professionals to create and model success in teaching, leadership,

and technical understanding. The method of achieving my vision will be to develop an enjoyable and informative educational agenda that joins business and industry with public safety to engage active learning (hands-on) in a training environment that uses technology and audio-visual affects in a very memorable way.

**Family:** My wife Barbara and I have three girls and four grandchildren. Barbara and I have been happily married for 36 years. We have lived in Santa Cruz County, California for the last 27 years.

**Personal Skills:** I have been told that I have extraordinary skills and talents in communication and leadership, I work exceptionally well with a diverse group of people. I am patient yet persistent in achieving desired results. I like to plan and help lead groups to success. I enjoy seeing people excited about their accomplishments. My personal drive is focused on the need for "results and new vision" over a need for recognition and reward. I am known for my early morning rising and ability to work on multiple projects, getting positive results on every project that I commit to.

**Career Goals:** I would like to continue to work in an executive position that would help me to achieve my vision (described above). I am also planning to build the "Disneyland of all training centers" and will write a book that is based on how to achieve leadership success.

**References:**

Industry: Bruce Badger, President of the International Institute of Ammonia Refrigeration, 703-312-4200; Don Tragethon, Executive Director of the Refrigerating Engineers and Technicians Association 831-901-9091; Bill Hudson, President of the World Food Logistics Organization 703-373-4307

Government: City of Watsonville City Manager Carlos Palacios, 831-768-3010 or Santa Cruz County Administrator Susan Mauriello: 831-454-2100

Business and Community Service: Bruce Woolpert, President of Granite Rock 831-768-2000; Tila Guerrero, Owner of 3 McDonalds franchises 831- 761-0671; Karen and John Hibble, Executive Directors of the Aptos Chamber of Commerce: 831-688-1467

**Previous Service Experience:**

1986 to 2004: Fire Administration Instructor for Cogswell Polytechnic College

1991 to 2010: The Watsonville Salvation Army

1999 to 2004: Aptos Chamber of Commerce - two years as president

1987 to 2004: Emergency Medical Care Commission

2004 - 2006: Parish Council for Holy Eucharist Catholic Church

2001 to 2005: Dominican Hospital Community Foundation Member

**PAJARO VALLEY UNIFIED SCHOOL DISTRICT**



***Board Agenda Backup***

Item No: 8.0 & 14.1

**Date:** February 8, 2012

**Item:** Waiver Request: Quality Education Investment Act (QEIA) Class Size Reduction for Freedom Elementary, Mintie White Elementary, Ohlone Elementary, Starlight Elementary, E.A. Hall Middle School and Rolling Hills Middle School and API (3 Year Average) for Mintie White Elementary and E.A. Hall Middle School

**Overview:** Education Code Section 52055.740 (a)(i) requires in Quality Education Investment Act (QEIA), funded schools by the end of the 2010-2011 school year and each year after, to meet all of the class size reduction requirements in statute for each QEIA school:

Freedom Elementary, Mintie White Elementary, Ohlone Elementary, Starlight Elementary, E.A. Hall Middle and Rolling Hills Middle School are requesting to approve the QEIA class size reduction waiver request.

The district would like to submit a waiver request to the State Board of Education to increase the targets for each of the above schools. These school were not able to meet the class size target and will not be able to meet the target through June 30, 2014, because of district and California budget reductions.

Mintie White Elementary and E.A. Hall Middle School did not meet the API average growth for the first three years of funding.

**Recommendation:** It is recommended that the Board of Trustees approve the waiver request.

**Budget Considerations:** N/A

**Funding Source:**

**Budgeted:** Yes: ☐ No: ☐

**Amount:** \$

**Prepared By:** Ylda Nogueta, Assistant Superintendent

**Superintendent's Signature:** Dom Bost

CALIFORNIA DEPARTMENT OF EDUCATION

**GENERAL WAIVER REQUEST**

GW-1 (Rev. 10-2-09)

<http://www.cde.ca.gov/re/lr/wr/>First Time Waiver: ☒ **X**Renewal Waiver: ☐

Send Original plus one copy to:  
 Waiver Office, California Department of Education  
 1430 N Street, Suite 5602  
 Sacramento, CA 95814

Send Electronic copy in **Word** and  
 back-up material to: [waiver@cde.ca.gov](mailto:waiver@cde.ca.gov)

		CD CODE						
		4	4	6	9	7	9	9
Local educational agency:  Pajaro Valley Unified School District		Contact name and Title:  Ylida Nogueta, Assistant Superintendent				Contact person's e-mail address:  <a href="mailto:ylida_nogueta@pvusd.net">ylida_nogueta@pvusd.net</a>		
Address: (City) (State) (ZIP)  294 Green Valley Rd. Watsonville CA 95076		Phone (and extension, if necessary): (831) 786-2133  Fax Number: (831) 761-0334						
Period of request: (month/day/year)  From: 07/01/2010 To: 06/30/2014		Local board approval date: (Required)  2/8/12				Date of public hearing: (Required)  2/8/12		
<b>LEGAL CRITERIA</b>								
1. Under the general waiver authority of <i>Education Code</i> 33050-33053, the particular <i>Education Code</i> or <i>California Code of Regulations</i> section(s) to be waived (number): 52055.740 Circle One: <u>EC</u> or CCR  Topic of the waiver: QEIA - Class Size Reduction and API Target (3 Year Average)								
2. If this is a renewal of a previously approved waiver, please list Waiver Number: _____ and date of SBE Approval _____ Renewals of waivers must be submitted two months before the active waiver expires.								
3. Collective bargaining unit information. Does the district have any employee bargaining units? <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes If yes, please complete required information below:  Bargaining unit(s) consulted on date(s): December 12, 2011  Name of bargaining unit and representative(s) consulted: Pajaro Valley Federation of Teachers Francisco Rodriguez, President  The position(s) of the bargaining unit(s): <input type="checkbox"/> Neutral <input checked="" type="checkbox"/> Support <input type="checkbox"/> Oppose (Please specify why)  Comments (if appropriate):								
4. Public hearing requirement: A public hearing is not simply a board meeting, but a properly noticed public hearing held during a board meeting at which time the public may testify on the waiver proposal. Distribution of local board agenda does not constitute notice of a public hearing. Acceptable ways to advertise include: (1) print a notice that includes the time, date, location, and subject of the hearing in a newspaper of general circulation; or (2) in small school districts, post a formal notice at each school and three public places in the district.  How was the required public hearing advertised?  <input checked="" type="checkbox"/> Notice in a newspaper <input type="checkbox"/> Notice posted at each school <input checked="" type="checkbox"/> Other: (Please specify) Website								
5. Advisory committee or school site councils. Please identify the council(s) or committee that reviewed this waiver: Freedom 12/6/11 Mintie White 1/26/12 Ohlone 12/8/11 Starlight 12/1/11 E.A. Hall MS 1/26/12 Rolling Hills MS 12/26/12 Date the committee/council reviewed the waiver request:  Were there any objection(s)? No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> (If there were objections please specify)								



6. *Education Code* or *California Code of Regulations* section to be waived. If the request is to waive a portion of a section, type the text of the pertinent sentence of the law, or those exact phrases requested to be waived (use a **strike out key**).

52055.740 (a) (1) and 53055.740(a)(5)

7. Desired outcome/rationale. Describe briefly the circumstances that brought about the request and why the waiver is necessary to achieve improved student performance and/or streamline or facilitate local agency operations. If more space is needed, please attach additional pages.

Freedom Elementary, Mintie White Elementary, Ohlone Elementary, Starlight Elementary, E.A. Hall Middle and Rolling Hills Middle Schools have seen many positive changes due to the involvement in the QEIA Program. As a result, the schools have seen steady increases in academic growth rate of the Academic Performance Index (API). But due to the budget constraints, maintaining class size requirement in the K-3, 4-8 and in non-core classes as set forth in 2005-06, has been a challenge. PVUSD is committed to continued implementation of the QEIA Program at Freedom, Ohlone, Starlight and Rolling Hill Middle School in which the average is 92% of students are low income. The district is requesting that the State Board of Education support the district efforts and allow for adjusted CSR targets.

We are requesting to approve a change in the target numbers for K-3 and 4-8. This request is due to enrollment fluctuations that occurred in our district due to the high student transit. We are a unified school district with a high number of student mobility from school to school. Consequently, daily enrollment fluctuates significantly while staffing normally remains constant to create stability and consistency for the students. The significant decrease in funding has made maintaining class size targets unattainable. We have explored other options, such as moving students, putting more students in non-QEIA schools. Pajaro Valley Unified School District is requesting a waiver on meeting the current target class size target for K-3, 4-5 and non-core classes and to modify our K-3 to 22 and our 4-5 to 27 and 6-8, our non-core classes, to 30. These targets would allow us to continue QEIA class size implementation while meeting the demands of the student mobility.

In 2008-09 the API score for Mintie White Elementary was 701 and the base was 677. In 2009-10 the base was 701 and the growth was 703 and in 2010-2011 the base was 703 and the growth was 680. No growth for past year, For E.A. Hall Middle School the API score was 614 and the target was 644. In 2009-10 the base was 611 and the growth was 675 and in 2010-11 the base was 675 and the growth was 675.  
Both schools showed growth in two years out of the three years.

8. Demographic Information:  
Pajaro Valley Unified School District has a student population of 19,458 and is located in a rural/urban area in Santa Cruz County.

Is this waiver associated with an apportionment related audit penalty? (per EC 41344) No ☒ Yes ☐  
(If yes, please attach explanation or copy of audit finding)

Has there been a Categorical Program Monitoring (CPM) finding on this issue? No ☒ Yes ☐  
(If yes, please attach explanation or copy of CPM finding)

**District or County Certification** – I hereby certify that the information provided on this application is correct and complete.

Signature of Superintendent or Designee:	Title: Superintendent	Date:
<b>FOR CALIFORNIA DEPARTMENT OF EDUCATION USE ONLY</b>		
Staff Name (type or print):	Staff Signature:	Date:
Unit Manager (type or print):	Unit Manager Signature:	Date:
Division Director (type or print):	Division Director Signature:	Date:
Deputy (type or print):	Deputy Signature:	Date:



OFFICE OF THE  
SUPERINTENDENT

**Dorma Baker**  
Superintendent

February 2, 2012

**TRANSMITTED VIA E-MAIL**

**TO:** Register Pajaronian  
Santa Cruz Sentinel  
Patch. Com

**FROM:** Ylda Noguera, Pajaro Valley Unified School District

**RE:** **NOTICE OF PUBLIC HEARING – WAIVER REQUEST,  
QUALITY EDUCATION ACT (QEIA) CLASS SIZE  
REDUCTION AND API GROWTH TARGET**

We would like the following public hearing noted to be printed in your newspapers on between February 6 and 8, 2012:

**PAJARO VALLEY UNIFIED SCHOOL DISTRICT – NOTICE  
OF WAIVER REQUEST, QUALITY EDUCATION ACT (QEIA)  
CLASS SIZE REDUCTION FOR FREEDOM ELEMENTARY,  
OHLONE ELEMENTARY, MINTIE WHITE ELEMENTARY  
STARLIGHT ELEMENTARY, E.A. HALL MIDDLE AND  
ROLLING HILLS MIDDLE SCHOOL AND API GROWTH  
TARGET FOR MINTIE WHITE ELEMENTARY AND E.A.  
HALL MIDDLE SCHOOL.**

Notice is hereby given that the Board of Education is requesting a waiver to California Education Code Section 52055.740, to increase the K-3 grades, 4-5 grades and non-core class in grades 6-8 Quality Education Act at Freedom Elementary, Ohlone Elementary, Mintie White Elementary, Starlight Elementary, E.A. Hall Middle School and core classes at Rolling Hills Middle School.

**Board of Education**

Leslie L. DeRose  
President

Jeff Ursino  
Vice-President/Clerk

Kim De Serpa

Doug Keegan

Sandra Nichols

Karen Osmundson

Willie Yahiro

**Action to this effect will take place on Wednesday, February 8,  
2012 at 7:00pm.**

**District Office  
Board Room  
292 Green Valley Road  
Watsonville, CA 95076**

Please call me at 786-2135 to confirm the print date, or respond to this e-mail.

Please email me an invoice for your fees to speed up the PO process.

Thank you.



# PAJARO VALLEY UNIFIED SCHOOL DISTRICT



## Board Agenda Backup

Item No: 11.3

**Date:** February 8, 2012

**Item:** Approve with Gratitude Donation of an iMac Computer from Esther Zaragoza of the AHS Mariner Mocha Club for Aptos High School, an estimated value of \$872.

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

**Recommendation:** Accept with gratitude.

**Prepared By:** Dorma Baker, Superintendent

**Superintendent's Signature:**

*Dorma Baker*



# **Pajaro Valley Unified School District**

## **Technology Services**

Timothy Landeck, Director  
294 Green Valley Road  
Watsonville, CA 95076  
831-786-2333

AHS-Mariner Mocha Club  
Esther Zaragoza  
100 Marines Way  
Aptos, CA 95003

Tuesday, December 20, 2011

Dear Mrs. Esther Zaragoza:

Thank you for your generous donation of a 16inch iMac, 2GHz Intel Core 2 Duo Processor.

It is with support like yours that the local schools can build their technology expertise and better prepare students for the ever-changing world we live in. This hardware will remain at your specified school site: Aptos High School in the Pajaro Valley Unified School District.

Your gift is tax-deductible as a charitable contribution to an educational organization, as defined by the Internal Revenue Code, Section 170(a) and (b)(1)(A)(ii). Valued donation at \$872.31

Thank you again for your support of Pajaro Valley Unified School District.

Sincerely,

Timothy Landeck  
Director, Technology Services

**PAJARO VALLEY UNIFIED SCHOOL DISTRICT**



***Board Agenda Backup***

Item No: 11.4

**Date:** February 8, 2012

**Item:** Approve with Gratitude Donation an Apple iPad from Alex (Robert) Bell, an estimated value of \$465.

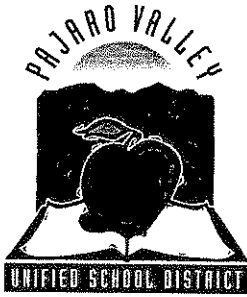
**Overview:** The Board acknowledges and recognizes the generosity of community members and businesses. Their commitment to education is evident through their contribution.

**Recommendation:** Accept with gratitude.

**Prepared By:** Dorma Baker, Superintendent

**Superintendent's Signature:**

*Dorma Baker*



## Pajaro Valley Unified School District

Technology Services

Timothy Landeck, Director  
294 Green Valley Road  
Watsonville, CA 95076  
831-786-2333

Alex (Robert) Bell  
528 Santa Marguarita Drive  
Aptos, CA 95003

Wednesday, February 01, 2012

Dear Mr. Alex (Robert) Bell:

Thank you for your generous donation of an Apple iPad, 16G, Wi-Fi.

It is with support like yours that the local schools can build their technology expertise and better prepare students for the ever-changing world we live in. This hardware will be used in the Pajaro Valley Unified School District for the Visually Impaired Program through the Technology Services department.

Your gift is tax-deductible as a charitable contribution to an educational organization, as defined by the Internal Revenue Code, Section 170(a) and (b)(1)(A)(ii). Valued donation at \$465.00

Thank you again for your support of Pajaro Valley Unified School District.

Sincerely,

Timothy Landeck  
Director, Technology Services



## Board Agenda Backup

Item No: 11.5

**Date:** February 8, 2012

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

**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:** Dorinda Bork

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: 01.19.12

To The Parent/Guardian of: \_\_\_\_\_

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

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

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

Signature of Principal: \_\_\_\_\_

Date: 1/25/2012

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: 1-24-12

**FOR SITE USE ONLY**

Date Received by Principal: \_\_\_\_\_

Student Identification Number: \_\_\_\_\_



PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Student's Name:

Student's ID Number:

Pursuant to Education Code 6051, the parent/guardian of [redacted] 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 ID#: [REDACTED]

1a.

Student has a specific learning disability impacting his visual-motor integration skills which impedes his performance in reading comprehension and written language.

1b.

Test direction/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 larger testing day.

1d.

Teachers have been provided with copies of student's IEP goals and 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

Date

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

Signature of Student's Special Education Teacher

Date

Print Name of Student's Special Education Teacher

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

Signature of Student's Academic Counselor

Date

Printed Name of Student's Academic Counselor



Student \_\_\_\_\_ Date of Birth \_\_\_\_\_  
 IEP Meeting Date 03/24/11

**SUPPLEMENTARY/SPECIALIZED SUPPORT**

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

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

☐ Program modifications ☒ None

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

\* If a placement or service is ending, give reason \_\_\_\_\_

**PARTICIPATION IN STATE AND DISTRICT-WIDE STANDARDIZED TESTING AND ASSESSMENT**  
 Including: Desired Results Developmental Profile (DRDP) California Standards Test (CST), CAT-6, California Modified Achievement Test (CMA), and California Alternative Performance Assessment (CAPA)

☐ School Readiness (Preschool Only)

☐ DRDP-R ☐ DRDP Access Adaptations/Accommodations (specify) \_\_\_\_\_

☒ Language Arts: (Gr. 2-11) ☐ Grade Exempt ☐ CST **OR** ☒ CMA (Criteria Met) (Gr. 3-11)

☐ No accommodations or modifications ☒ Accommodations (specify below) ☐ Modifications (specify below)

Accommodations: Extended time and flexible setting  
 Modifications: \_\_\_\_\_

☒ Math: (Gr. 2-11) ☐ Grade Exempt ☒ CST **OR** ☐ CMA (Criteria Met) (Gr. 3-7; Algebra I: 7-11)

☐ No accommodations or modifications ☒ Accommodations (specify below) ☒ Modifications (specify below)

Accommodations: Extended time and flexible setting. Questions read aloud  
 Modifications: Use of a calculator

☒ 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: Extended time and flexible setting. Questions read aloud.  
 Modifications: Use of a calculator

☒ History/Social Science\* ☐ Grade Exempt ☒ CST \* (Grade 8; Grade 11 for U.S. History; Grades 9 through 11 World History)

☐ No accommodations or modifications ☒ Accommodations (specify below) ☐ Modifications (specify below)

Accommodations: Extended time and flexible setting.  
 Modifications: \_\_\_\_\_

☒ Writing (Gr. 4 & 7 only) ☒ Grade Exempt ☐ CST **OR** ☐ CMA (Criteria Met) (Gr. 4 & 7 only)

☐ No accommodations or modifications ☐ Accommodations (specify below) ☐ Modifications (specify below)

Accommodations: \_\_\_\_\_  
 Modifications: \_\_\_\_\_

☐ Life Skills Curriculum: CAPA Level 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Participation in CAT-6/CST not appropriate due to: \_\_\_\_\_

☒ Other State or District-Wide Assessment Accommodations/Modifications (specify) Extended time; small group setting

**PROMOTION STANDARDS**

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

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

**CALIFORNIA HIGH SCHOOL EXIT EXAMINATION (CAHSEE)**

☐ No accommodations or modifications

☒ Modifications (specify) calculator; Ques.read aloud, ELA

☒ Accommodations (specify) Ques.read aloud/Math;Test.+ 1 day ELA

☐ Exempt due to eligibility for participation in CAPA

☐ Grade Exempt (below grade 10)

☐ Passed both subtests of the CAHSEE



# Specialized Instruction

Student \_\_\_\_\_

Date of Birth \_\_\_\_\_

IEP Meeting Date 03/24/11

## INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Auditory Memory	Directions Read Aloud, Preferential Seating	District of Service/ Gen. Ed. Teacher, Assistant, RS	03/24/2011
Auditory Memory	Calculator, Provide with Notes, Visual Models	District of Service/ Gen. Ed. Teacher, Assistant, RS	03/24/2011
Attending Skills	Take Tests in Alternate Setting	District of Service/ Gen. Ed. Teacher, Assistant, RS	03/24/2011
Other: Clarify directions	Take Tests in Alternate Setting	District of Service/ Gen. Ed. Teacher, Assistant, RS	03/24/2011

Student Name

Pajaro Valley Unified School District

School Name/Address

Pajaro Valley High School

500 Harkins Slough

Watsonville, CA 95076

Date: 8/13/2008

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

dated:

Of: 2012

Counselor: Ospina

SSID:

Community

CrsID	Course Title	Mark	Credit	CrsID	Course Title	Mark	Credit	Credit Summary - High School			
Pajaro Valley High School Grd 09 12/2009				Crs Att: 30.000 Cmp: 30.000				Subject Area	Req	Cmp	Def
2410	P Algebra 1A/B	C	5.000	After School Pajaro Valley High Grd 11 12/2010				A English	40.00	35.00	5.00
9270	Directed Study	A-	5.000	AS4305 Varsity Football (Tutor) P 5.000				B Math	20.00	20.00	
1130	P English 1	D	5.000	Crs Att: 5.000 Cmp: 5.000 Total GPA: 2.000				C Biological Science	10.00	10.00	
3910	Health	D-	5.000	Pajaro Valley High School Grd 11 6/2011				D Physical Science	10.00	10.00	
3610	P Integrated Science I	B	5.000	2610 P Algebra II C- 5.000				E Health	5.00	5.00	
2976	Math B (9th)	B	5.000	3310 P Chemistry F 0.000				F Fine Arts / Foreign L	10.00	0.00	10.00
4510	N Physical Education 9	A	5.000	9270 Directed Study A 5.000				G Physical Education	20.00	20.00	
Crs Att: 25.000 Cmp: 35.000 Total GPA: 2.700				1330 P English 3/American Lite C- 5.000				H Applied Arts	10.00	10.00	
Pajaro Valley High School Grd 09 6/2009				5510 ROP Medical Occupations B- 5.000				I World Civilization	10.00	5.00	5.00
2410	P Algebra 1A/B	C	5.000	7210 P US History C 5.000				J US History	10.00	10.00	
9270	Directed Study	C	5.000	Crs Att: 30.000 Cmp: 25.000				K Federal Government	5.00	0.00	5.00
1130	P English 1	C-	5.000	After School Pajaro Valley High Grd 11 6/2011				L Economics	5.00	5.00	
3610	P Integrated Science I	RF	0.000	AS1230 ENGLISH 2 - 1st Sem. A- 5.000				M Electives	45.00	45.00	
5051	Intro Computers	B-	5.000	Crs Att: 5.000 Cmp: 5.000 Total GPA: 2.429				N Algebra	10.00	10.00	
2976	Math B (9th)		0.000	Pajaro Valley High School Grd 12 12/2011				O Science	10.00	5.00	5.00
4510	N Physical Education 9	A	5.000	6010 P Art 1 F 0.000				---Total Credits---			
Crs Att: 25.000 Cmp: 25.000 Total GPA: 2.750				9270 Directed Study 0.000				GPA Summary			
Pajaro Valley High School Grd 10 12/2009				7410 P Economics B- 5.000				Academic GPA:	1.974	Rank 283 out of 334	
4610	N Adv PE	B	5.000	1430 P English 4 D 5.000				Total GPA:	2.071	Rank 275 out of 334	
3210	P Biology	D+	5.000	1530 Media D 5.000				CSU GPA:	1.583		
9270	Directed Study	B-	5.000	3510 P Physics F 0.000				Cal Grant GPA:	2.000		
1230	P English 2	RF	0.000	Crs Att: 30.000 Cmp: 15.000 Total GPA: 1.000				Testing Information			
2510	P Geometry	C	5.000	Work In Progress				CAHSEE ELA-1-1			
7110	P World Civ	RF	0.000	9270 Directed Study 0.000				CA HSEE ELA F 11/2/2011			
Crs Att: 30.000 Cmp: 20.000 Total GPA: 2.250				6010 P Art 1 0.000				CAHSEE Math-1-1			
Pajaro Valley High School Grd 10 6/2010				7410 P Economics 0.000				CA HSEE Math P 11/10/2010			
4610	N Adv PE	B-	5.000	1430 P English 4 0.000							
3210	P Biology	C-	5.000	1530 Media 0.000							
9270	Directed Study	C	5.000	3510 P Physics 0.000							
1230	P English 2	F	0.000								
2510	P Geometry	D-	5.000								
7110	P World Civ	F	0.000								
Crs Att: 30.000 Cmp: 20.000 Total GPA: 1.333											
Watsonville High School Grd 10 7/2010											
SS3605	P INT. SCIENCE I - 2nd Se	D-	5.000								
SS7110	P WORLD CIV - 1st Sem	A-	5.000								
Crs Att: 10.000 Cmp: 10.000 Total GPA: 2.500											
Pajaro Valley High School Grd 11 12/2010											
2610	P Algebra II	C-	5.000								
3310	P Chemistry	D-	5.000								
9270	Directed Study	C+	5.000								
1330	P English 3/American Lite	C-	5.000								
5510	ROP Medical Occupations	B	5.000								
7210	P US History	C-	5.000								

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

Polio	6/27/1994	8/26/1994	10/26/1994	10/25/1995	4/14/1998
DTB	6/27/1994	8/26/1994	10/26/1994	10/25/1995	4/14/1998
MMR	10/25/1995	4/14/1998			
HEP B	6/27/1994	8/26/1994	1/25/1995		
Varicella					

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

Date: 1/19/2012



# California High School Exit Examination

**Security Guard**  
See back for details

## Student and Parent Report

**School:** 0105858 - Pajaro Valley High

**District:** 69799 - Pajaro Valley Unified

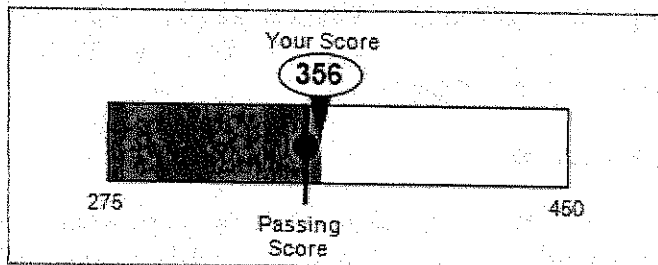
**County:** 44 - Santa Cruz

### English-Language Arts

**Test Date:** 11/01/2011

Your Total Score	Score Required to Pass	Status
356	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	11
Literary Response & Analysis	20	14
WRITING		
Writing Strategies	12	7
Writing Conventions	15	12

### Writing Applications

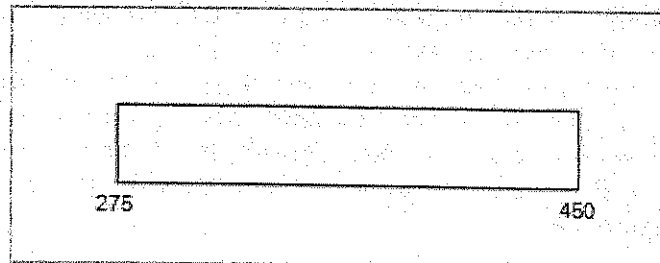
**Essay** Your Score: 2.0

### Mathematics

**Test Date:** 11/02/2011

Your Total Score	Score Required to Pass	Status
		SATISFIED REQ

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



### Strands for Mathematics

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

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

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



## Board Agenda Backup

Item No: 11.6

**Date:** February 8, 2012

**Item:** CAHSEE Passage Waiver  
English Language Arts (PVHS 11-12-13)

**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:** Dorm Bot



PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: 01/19/12

To The Parent/Guardian of: \_\_\_\_\_

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

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

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

Signature of Principal: \_\_\_\_\_

Date: 1/25/2012

I request that my child \_\_\_\_\_ is 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: 01-19-12

**FOR SITE USE ONLY**

Date Received by Principal: \_\_\_\_\_

Student Identification Number: \_\_\_\_\_

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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


Student's Name:

umber:

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 ID#: 

1a.

Student has a specific learning disability impacting her visual acuity and auditory memory skills which impedes her performance in reading comprehension and written language.

1b.

Test direction/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 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 larger testing day.

1d.

Teachers have been provided with copies of student's IEP goals and recommended accommodations, or modifications, as stated in her 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

1/25/2012  
Date

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

Signature of Student's Special Education Teacher

01.19.12  
Date

Print Name of Student's Special Education Teacher

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

Signature of Student's Academic Counselor

1/19/12  
Date

Printed Name of Student's Academic Counselor



## Supplementary & Specialized Support/Promotion & Assessment Standards

Student \_\_\_\_\_

Date of Birth \_\_\_\_\_

IEP Meeting Date 05/12/11

### SUPPLEMENTARY/SPECIALIZED SUPPORT

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

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

Description	Responsible Personnel/Agency	Location	Frequency/Intensity	Duration	Start/End Date*
Language and Speech	SELPA/LSH, RS	Classroom or Speech Room	4 X/Yearly 80 mins total	1 year	Start: 05/05/2010 End:
					Start: End:

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

### PARTICIPATION IN STATE AND DISTRICT-WIDE STANDARDIZED TESTING AND ASSESSMENT

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

- ☐ School Readiness (Preschool Only)  
☐ DRDP-R ☐ DRDP Access Adaptations/Accommodations (specify)
- ☒ Language Arts: (Gr. 2-11) ☐ Grade Exempt ☐ CST OR ☒ CMA (Criteria Met) (Gr. 3-11)  
☒ No accommodations or modifications ☐ Accommodations (specify below) ☐ Modifications (specify below)  
Accommodations:  
Modifications:
- ☒ Math: (Gr. 2-11) ☐ Grade Exempt ☒ CST OR ☐ CMA (Criteria Met) (Gr. 3-7; Algebra I: 7-11)  
☐ CMA (Geometry, Grades 7-11) (Grades 8-11 effective 2011-2012 school year)  
☐ No accommodations or modifications ☒ Accommodations (specify below) ☒ Modifications (specify below)  
Accommodations: Math questions read aloud.  
Modifications: Use of a calculator
- ☒ 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: Use of a calculator
- ☒ History/Social Science\* ☐ Grade Exempt ☒ CST \* (Grade 8; Grade 11 for U.S. History; Grades 9 through 11 World History)  
☒ No accommodations or modifications ☐ Accommodations (specify below) ☐ Modifications (specify below)  
Accommodations:  
Modifications:
- ☒ Writing (Gr. 4 & 7 only) ☒ Grade Exempt ☐ CST OR ☐ CMA (Criteria Met) (Gr. 4 & 7 only)  
☐ No accommodations or modifications ☐ Accommodations (specify below) ☐ Modifications (specify below)  
Accommodations:  
Modifications:
- ☐ Life Skills Curriculum: CAPA Level 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐  
Participation in CAT-6/CST not appropriate due to:
- ☐ Other State or District-Wide Assessment Accommodations/Modifications (specify)

### PROMOTION STANDARDS

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

### CALIFORNIA HIGH SCHOOL EXIT EXAMINATION (CAHSEE)

- ☐ No accommodations or modifications ☐ Exempt due to eligibility for participation in CAPA  
☒ Modifications (specify) Use of a Calculator, ELA Q's read aloud ☐ Grade Exempt (below grade 10)  
☒ Accommodations (specify) Math Q's read aloud, plus one day Test ☐ Passed both subtests of the CAHSEE



INDIVIDUALIZED EDUCATION PROGRAM  
Specialized Instruction

Student \_\_\_\_\_

Date of Birth \_\_\_\_\_

IEP Meeting Date 05/12/11

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Auditory Memory	Directions Read Aloud, Extra Time: Assignments/Tests (1.5), Preferential Seating, Provide with Notes, Shortened Assignments, Study Buddy, Take Tests in Alternate Setting, Tests in Short Segments, Visual Models	District of Service/ Gen. Ed. Teacher, Assistant, RS	05/12/2011
Visual Acuity	Frequent Breaks, Preferential Seating, Provide with Notes, Shortened Assignments, Study Buddy, Take Tests in Alternate Setting, Tests in Short Segments, Visual Models	District of Service/ Gen. Ed. Teacher, Assistant, Psych	05/12/2011

Student Name

Pajaro Valley Unified School District

School Name/Address

Pajaro Valley High School  
500 Harkins Slough  
Watsonville, CA 95076

Date: 8/13/2008

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

ated:

Of: 2012

Counselor

SSID:

CrsID	Course Title	Mark	Credit	CrsID	Course Title	Mark	Credit	Credit Summary - High School			
Pajaro Valley High Summer School Grd 09 7/2007				2610	P Algebra II	C-	5.000	Subject Area	Req	Cmp	Def
9250	Gear Up Math	B-	5.000	9270	Directed Study	C+	5.000	A English	40.00	35.00	5.00
Crs Att: 5.000 Cmp: 5.000 Total GPA: 3.000				1330	P English 3/American Lite	F	0.000	B Math	20.00	20.00	
Pajaro Valley High School Grd 09 12/2008				3510	P Physics	RF	0.000	C Biological Science	10.00	10.00	
2410	P Algebra 1A/B	B	5.000	5710	ROP Administration Just	B-	5.000	D Physical Science	10.00	10.00	
9270	Directed Study	C+	5.000	7210	P US History	D-	5.000	E Health	5.00	5.00	
1130	P English 1	RD	0.000	Crs Att: 30.000 Cmp: 20.000 Total GPA: 1.600				F Fine Arts / Foreign L	10.00	5.00	5.00
3910	Health	D-	5.000	Pajaro Valley High School Grd 11 6/2011				G Physical Education	20.00	15.00	5.00
3610	P Integrated Science I	C-	5.000	2610	P Algebra II	C	5.000	H Applied Arts	10.00	10.00	
4510	N Physical Education 9	B-	5.000	9270	Directed Study	C	5.000	I World Civilization	10.00	10.00	
Crs Att: 30.000 Cmp: 25.000 Total GPA: 2.200				1330	P English 3/American Lite	D-	5.000	J US History	10.00	5.00	5.00
Pajaro Valley High School Grd 09 6/2009				3510	P Physics	F	0.000	K Federal Government	5.00	0.00	5.00
2410	P Algebra 1A/B	C	5.000	5710	ROP Administration Just	C-	5.000	L Economics	5.00	5.00	
9270	Directed Study	C	5.000	7210	P US History	F	0.000	M Electives	45.00	50.00	
1130	P English 1	RF	0.000	Crs Att: 30.000 Cmp: 20.000 Total GPA: 1.167				N Algebra	10.00	10.00	
3610	P Integrated Science I	D-	5.000	Watsonville High School Grd 7/2011				O Science	10.00	10.00	
5051	Intro Computers	C	5.000	SS3410	P CP PHYSICAL SCIENCE-1st	C+	5.000	---Total Credits---			
4510	N Physical Education 9	F	0.000	SS1130	P ENGLISH 1-2nd Sem	A	5.000	220.00 200.00 25.00			
Crs Att: 30.000 Cmp: 20.000 Total GPA: 1.400				Pajaro Valley High School Grd 12 12/2011				GPA Summary			
Pajaro Valley High School Grd 09 7/2009				3310	P Chemistry	D-	5.000	Academic GPA:	2.029	Rank 276 out of 334	
SS1004	Algebra Academy - 1st S	B-	5.000	9270	Directed Study		0.000	Total GPA:	1.925	Rank 303 out of 334	
SS1004	Algebra Academy - 2nd S	B-	5.000	7410	P Economics	B-	5.000	CSU GPA:	1.652		
Crs Att: 10.000 Cmp: 10.000 Total GPA: 3.000				1430	P English 4	C	5.000	Cal Grant GPA:	1.667		
Pajaro Valley High School Grd 10 12/2009				1530	Media	A-	5.000	Testing Information			
4610	N Adv PE	B	5.000	6080	P ROP Computer Graphics	C+	5.000	CAHSEE ELA-1-1			
3210	P Biology	D-	5.000	Crs Att: 30.000 Cmp: 25.000 Total GPA: 2.400				CA HSEE ELA	F	11/2/2011	
9270	Directed Study	C+	5.000	Work In Progress				CAHSEE Math-1-1			
1230	P English 2	D	5.000	9270	Directed Study		0.000	CA HSEE Math	F	11/2/2011	
2510	P Geometry	C-	5.000	3310	P Chemistry		0.000				
7110	P World Civ	C	5.000	9270	Directed Study		0.000				
Crs Att: 30.000 Cmp: 30.000 Total GPA: 1.933				7410	P Economics		0.000				
Pajaro Valley High School Grd 10 6/2010				1430	P English 4		0.000				
4610	N Adv PE	C	5.000	1530	Media		0.000				
3210	P Biology	C+	5.000	6080	P ROP Computer Graphics		0.000				
9270	Directed Study	B-	5.000								
1230	P English 2	D-	5.000								
2510	P Geometry	C-	5.000								
7110	P World Civ	C	5.000								
Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.000											
Watsonville High School Grd 10 7/2010											
SS1130	P ENGLISH 1 - 1st Sem	C	5.000								
Crs Att: 5.000 Cmp: 5.000 Total GPA: 2.000											
Pajaro Valley High School Grd 11 12/2010											

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

Polio	11/18/1994	1/20/1995	3/28/1995	9/14/1995	10/30/1998
DTB	12/18/1994	1/20/1995	3/25/1995	9/14/1995	10/30/1998
MMR	9/14/1995	10/30/1998			
HEP B	9/11/1994	10/22/1994	6/13/1995		
Varicella	11/14/1996				

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

Date: 1/19/2012



# California High School Exit Examination

See back for details

## Student and Parent Report

Student Name

Date of Birth:

Student ID:

Grade: 12

School: 0105858 - Pajaro Valley High

District: 69799 - Pajaro Valley Unified

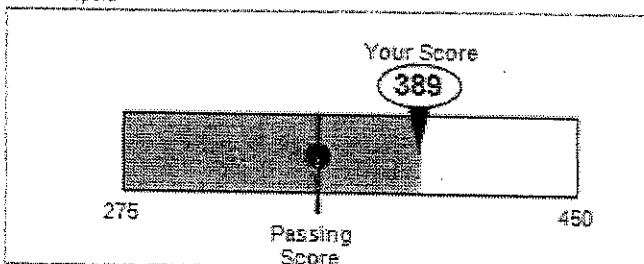
County: 44 - Santa Cruz

### English-Language Arts

Test Date: 10/04/2011

Your Total Score	Score Required to Pass	Status
389	350	MODIFIED

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



### Strands for English-Language Arts

READING	Number of Questions	Number Correct
Word Analysis	7	5
Reading Comprehension	18	15
Literary Response & Analysis	20	17
WRITING		
Writing Strategies	12	11
Writing Conventions	15	10

Writing Applications Score: 3.0

Essay

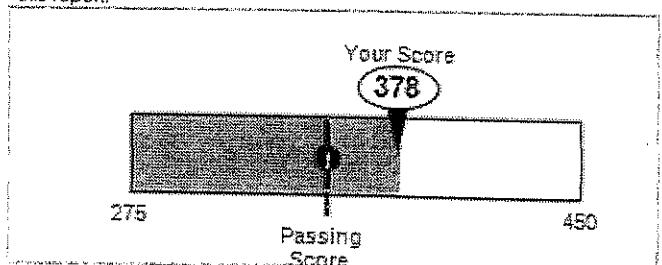
3.0

### Mathematics

Test Date: 10/05/2011

Your Total Score	Score Required to Pass	Status
378	350	MODIFIED

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



### Strands for Mathematics

	Number of Questions	Number Correct
Probability & Statistics	13	8
Number Sense	17	13
Algebra & Functions	20	16
Measurement & Geometry	18	12
Algebra I	12	8

\* 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:** February 8, 2012

**Item:** CAHSEE Passage Waiver  
English Language Arts ( PVHS 11-12-14)

**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:** Dorm Bork

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: 01.19.12

To The Parent/Guardian of:

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

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

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

Signature of Principal: \_\_\_\_\_

Date: 1/25/2012

I request that my child \_\_\_\_\_ modification and earned the equivalent of a passing score on one or more parts of the CAHSEE, or 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: 1-29-12

**FOR SITE USE ONLY**

Date Received by Principal: \_\_\_\_\_

Student Identification Number: \_\_\_\_\_

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Student's Name

Student's ID Number:

Pursuant to Education Code 6051, the parent/guardian of \_\_\_\_\_ it 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.)*

*See Attached*

- 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#:

1a.

Student has a specific learning disability impacting his auditory acuity and attending skills which impedes his performance in reading comprehension and written language.

1b.

Test direction/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 larger testing day.

1d.

Teachers have been provided with copies of student's IEP goals and 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

Date

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

Signature of Student's Special Education Teacher

Date

Print Name of Student's Special Education Teacher

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

Signature of Student's Academic Counselor

Date

Printed Name of Student's Academic Counselor



# Supplementary & Specialized Support

Student \_\_\_\_\_

Date of Birth \_\_\_\_\_

P Meeting Date 02/03/11

## SUPPLEMENTARY/SPECIALIZED SUPPORT

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

☐ Supports for school personnel

☐ Specialized aids/materials/equipment (Assistive Technology)

☐ Program modifications

☒ None

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

\* If a placement or service is ending, give reason \_\_\_\_\_

## PARTICIPATION IN STATE AND DISTRICT-WIDE STANDARDIZED TESTING AND ASSESSMENT

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

☐ School Readiness (Preschool Only)

☐ DRDP-R ☐ DRDP Access Adaptations/Accommodations (specify)

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

Accommodations:  
Modifications:

☒ Math: (Gr. 2-11) ☐ Grade Exempt ☒ CST OR ☐ CMA (Criteria Met) (Gr. 3-7; Algebra I: 7-11)  
☐ CMA (Geometry, Grades 7-11) (Grades 8-11 effective 2011-2012 school year)

☐ No accommodations or modifications ☒ Accommodations (specify below) ☒ Modifications (specify below)  
 Accommodations: Extended time and flexible setting, questions read aloud

Modifications: Calculator

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

Accommodations:  
Modifications:

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

Accommodations: Extended time and flexible setting  
Modifications:

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

Accommodations:  
Modifications:

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

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

## PROMOTION STANDARDS

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

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

## CALIFORNIA HIGH SCHOOL EXIT EXAMINATION (CAHSEE)

☐ No accommodations or modifications

☐ Exempt due to eligibility for participation in CAPA

☒ Modifications (specify) Calculator, Ques. read aloud, ELA

☐ Grade Exempt (below grade 10)

☒ Accommodations (specify) Ques. read aloud/Math; Test+1 day ELA

☐ Passed both subtests of the CAHSEE



## Specialized Instruction

Student \_\_\_\_\_

Date of Birth \_\_\_\_\_

IEP Meeting Date 02/03/11

### INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Attending Skills	Calculator, Directions Read Aloud, Extra Time: Assignments/Tests (1.5), Preferential Seating, Visual Models	District of Service/ Gen. Ed. Teacher, Assistant, RS	02/03/2011
Auditory Acuity	Directions Read Aloud, Extra Time: Assignments/Tests (1.5), Preferential Seating, Provide with Notes, Visual Models	District of Service/ Gen. Ed. Teacher, Assistant, RS	02/03/2011

# Pajaro Valley Unified School District

er Date: 8/13/2008

iduated:

ss Of: 2012

School Name/Address

Pajaro Valley High School  
500 Harkins Slough  
Watsonville, CA 95076

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

Counselor: Duente

SSID:

Comm:

CrsID	Course Title	Mark	Credit	CrsID	Course Title	Mark	Credit	Credit Summary - High School			
Pajaro Valley High Summer School Grd 7/2008				Pajaro Valley High School Grd 11 12/2010				Subject Area	Req	Cmp	Def
6250 Gear Up Math	A	5.000		2610 P Algebra II	C	5.000		A English	40.00	25.00	15.00
9250 Gear Up Math	A	5.000		3210 P Biology	C-	5.000		B Math	20.00	20.00	
Pajaro Valley High School Grd 09 12/2008				9270 Directed Study	C+	5.000		C Biological Science	10.00	10.00	
1042 Adv ELD B	C+	5.000		1330 P English 3/American Lite	D	5.000		D Physical Science	10.00	10.00	
1042 Adv ELD B	C+	5.000		4210 F Spanish 1 SS	D+	5.000		E Health	5.00	5.00	
2413 P Algebra 1A/B (Support9T	C-	5.000		7210 P US History	D-	5.000		F Fine Arts / Foreign L	10.00	10.00	
9270 Directed Study	C-	5.000		Crs Att: 30.000 Cmp: 30.000 Total GPA: 1.500				G Physical Education	20.00	20.00	
5051 Intro Computers	C+	5.000						H Applied Arts	10.00	10.00	
2976 Math B (9th)	C+	5.000		Pajaro Valley High School Grd 11 6/2011				I World Civilization	10.00	10.00	
4510 N Physical Education 9	D-	5.000		2610 P Algebra II	C-	5.000		J US History	10.00	10.00	
Crs Att: 35.000 Cmp: 35.000 Total GPA: 1.857				3210 P Biology	C	5.000		K Federal Government	5.00	0.00	5.00
Pajaro Valley High School Grd 09 6/2009				9270 Directed Study	B-	5.000		L Economics	5.00	5.00	
2413 P Algebra 1A/B (Support9T	C+	5.000		1330 P English 3/American Lite	C-	5.000		M Electives	45.00	60.00	
9270 Directed Study	C-	5.000		4210 F Spanish 1 SS	B	5.000		N Algebra	10.00	20.00	
1130 P English 1	C+	5.000		7210 P US History	D-	5.000		O Science	10.00	5.00	5.00
1130 P English 1	C+	5.000		Crs Att: 30.000 Cmp: 30.000				---Total Credits---	220.00	220.00	25.00
3910 Health	C+	5.000						GPA Summary			
2976 Math B (9th)	C+	5.000		After School Pajaro Valley High Grd 11 6/2011				Academic GPA:	1.762	Rank 304 out of 334	
4510 N Physical Education 9	C	5.000		AS7110 WORLD CIV. - 1st Sem. B	5.000			Total GPA:	1.738	Rank 310 out of 334	
Crs Att: 35.000 Cmp: 35.000 Total GPA: 2.000				Crs Att: 5.000 Cmp: 5.000 Total GPA: 2.286				CSU GPA:	1.476		
Pajaro Valley High School Grd 09 7/2009								Cal Grant GPA:	1.591		
SS1004 Algebra Academy - 1st S C	5.000			Watsonville High School Grd 7/2011				Testing Information			
SS1004 Algebra Academy - 2nd S C	5.000			SS3605 P INT. SCIENCE I-1st Sem D	5.000			CAHSEE_ELA-1-1			
Crs Att: 10.000 Cmp: 10.000 Total GPA: 2.000				SS3605 P INT. SCIENCE I-2nd Sem D	5.000			CA HSEE ELA	M	11/2/2011	
Pajaro Valley High School Grd 10 12/2009				Pajaro Valley High School Grd 12 12/2011				CAHSEE_Math-1-1			
4610 N Adv PE	C	5.000		4610 N Adv PE	B-	5.000		CA HSEE Math	M	11/2/2011	
9270 Directed Study	C	5.000		3310 P Chemistry	D-	5.000					
1230 P English 2	F	0.000		9270 Directed Study	0.000						
2510 P Geometry	C-	5.000		7410 P Economics	D-	5.000					
3610 P Integrated Science I	RF	0.000		1430 P English 4	D+	5.000					
7110 P World Civ	RF	0.000		5065 ROP Bicycle Repair	B	5.000					
Crs Att: 30.000 Cmp: 15.000 Total GPA: 1.500				Crs Att: 30.000 Cmp: 25.000 Total GPA: 1.800							
Pajaro Valley High School Grd 10 6/2010				Work In Progress							
4610 N Adv PE	F	0.000		9270 Directed Study	0.000						
9270 Directed Study	C	5.000		4610 N Adv PE	0.000						
1230 P English 2	F	0.000		3310 P Chemistry	0.000						
2510 P Geometry	D	5.000		9270 Directed Study	0.000						
3610 P Integrated Science I	RF	0.000		7410 P Economics	0.000						
7110 P World Civ	D	5.000		1430 P English 4	0.000						
Crs Att: 30.000 Cmp: 15.000 Total GPA: 0.800				5065 ROP Bicycle Repair	0.000						

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

Polio	9/28/1993	12/2/1993	10/13/1994	5/6/1998
DTB	9/28/1993	12/2/1993	2/4/1994	3/15/1995 5/6/1998
MMR	10/13/1994	5/6/1998		
HEP B	8/26/1993	9/28/1993	3/15/1995	
Varicella	5/6/1998			

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

Date: 1/19/2012





# California High School Exit Examination

See back for details

## Student and Parent Report

Student Name

O

Date of Birth

Student ID:

Grade: 12

School: 0105

District: 69799 - Pajaro Valley Unified

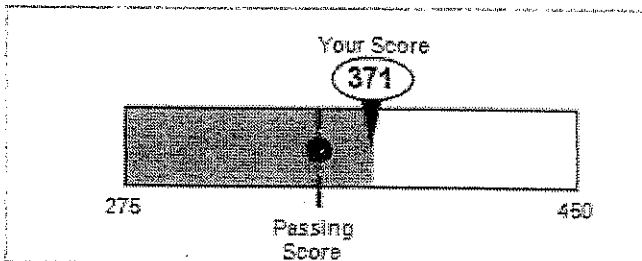
County: 44 - Santa Cruz

### English-Language Arts

Test Date: 10/04/2011

Your Total Score	Score Required to Pass	Status
371	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.



### Items for English-Language Arts

READING	Number of Questions	Number Correct
Word Analysis	7	5
Reading Comprehension	18	15
Literary Response & Analysis	20	20
WRITING		
Writing Strategies	12	10
Writing Conventions	15	6

### Essay

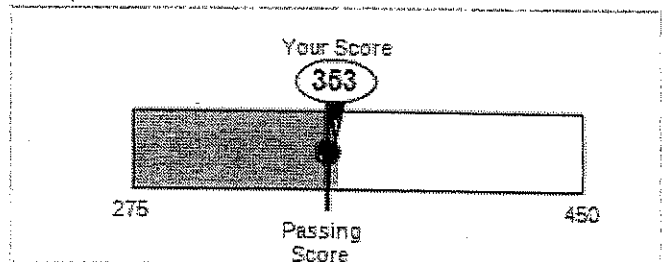
Essay 2.0

### Mathematics

Test Date: 10/05/2011

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.

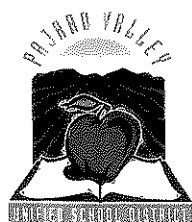


### Items for Mathematics

	Number of Questions	Number Correct
Probability & Statistics	13	8
Number Sense	17	14
Algebra & Functions	20	11
Measurement & Geometry	18	8
Algebra I	12	3

Each student essay receives two scores that range from 1 (lowest) to 4 (highest or comparable). The average of these two scores is listed above under the heading "Your Score". The Writing Conventions 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:** February 8, 2012

**Item:** CAHSEE Passage Waiver  
English Language Arts (PVHS 11-12-15)

**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:** Dorm Boh

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: Dec 9, 2011

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: 1/12/12

I request that my child \_\_\_\_\_ 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 Pa \_\_\_\_\_

Date: 12/16/11

**FOR SITE USE**

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 the following page*

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

1/12/12  
Date

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

Mary South

Signature of Student's Special Education Teacher

Dec. 9, 2011

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

Nancy Puente

Printed Name of Student's Academic Counselor

12/16/11

Date

Date of Test 10/04/2011

1a.) Student has weaknesses in areas of short term auditory memory and auditory sequencing which limits word recognition, reading fluency and comprehension. Health issues often limit student's ability to attend for extended periods of time.

b.) Test questions were read aloud to provide student the correct recognition of words and accurate understanding of the questions' intent.

c.) Rationale for use of modification on ELA: Student has poor recall of content due to deficits in auditory sequencing and short term auditory memory. Reading test questions aloud allows for pacing the student's performance so that all items are read and answered, rather than skipped over should the student become fatigued.

d.) As stated in the student's IEP, the following accommodations can be utilized to support instruction and/or student's assessment in the general education classroom: shortened assignments, testing in short segments, visual models/notes for reference, support with binder organization and recording assignments, checking for understanding and preferential seating.



**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 03/18/11

**SUPPLEMENTARY/SPECIALIZED SUPPORT**

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

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

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

\* If a placement or service is ending, give reason \_\_\_\_\_

**PARTICIPATION IN STATE AND DISTRICT-WIDE STANDARDIZED TESTING AND ASSESSMENT**

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

- ☐ School Readiness (Preschool Only)  
☐ DRDP-R    ☐ DRDP Access    Adaptations/Accommodations (specify) \_\_\_\_\_
- ☒ Language Arts: (Gr. 2-11)    ☐ Grade Exempt    ☐ CST    **OR**    ☒ CMA (Criteria Met) (Gr. 3-11)  
☒ No accommodations or modifications    ☐ Accommodations (specify below)    ☐ Modifications (specify below)  
Accommodations: \_\_\_\_\_  
Modifications: \_\_\_\_\_
- ☒ Math: (Gr. 2-11)    ☒ Grade Exempt    ☐ CST **OR**    ☐ CMA (Criteria Met) (Gr. 3-7; Algebra I: 7-11)  
☒ CMA (Geometry, Grades 7-11) (Grades 8-11 effective 2011-2012 school year)  
☒ No accommodations or modifications    ☐ Accommodations (specify below)    ☐ Modifications (specify below)  
Accommodations: \_\_\_\_\_  
Modifications: \_\_\_\_\_
- ☒ Science (Gr. 5 & 8 Gr. 9-11)    ☐ Grade Exempt    ☒ CST    **OR**    ☐ CMA (Criteria Met) (Gr. 5, 8 & 10)  
☒ No accommodations or modifications    ☐ Accommodations (specify below)    ☐ Modifications (specify below)  
Accommodations: \_\_\_\_\_  
Modifications: \_\_\_\_\_
- ☒ History/Social Science\*    ☐ Grade Exempt    ☒ CST    \*(Grade 8; Grade 11 for U.S. History; Grades 9 through 11 World History)  
☒ No accommodations or modifications    ☐ Accommodations (specify below)    ☐ Modifications (specify below)  
Accommodations: \_\_\_\_\_  
Modifications: \_\_\_\_\_
- ☒ Writing (Gr. 4 & 7 only)    ☒ Grade Exempt    ☐ CST    **OR**    ☐ CMA (Criteria Met) (Gr. 4 & 7 only)  
☐ No accommodations or modifications    ☐ Accommodations (specify below)    ☐ Modifications (specify below)  
Accommodations: \_\_\_\_\_  
Modifications: \_\_\_\_\_
- ☐ Life Skills Curriculum:      CAPA Level    1 ☐    2 ☐    3 ☐    4 ☐    5 ☐  
Participation in CAT-6/CST not appropriate due to: \_\_\_\_\_
- ☒ Other State or District-Wide Assessment Accommodations/Modifications (specify) Extended time; flexible setting

**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) Ques read aloud ELA; use of calculator      ☐ Grade Exempt (below grade 10)  
☒ Accommodations (specify) Ques read aloud Math; test +1 day ELA      ☐ 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 03/18/11

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Attending Skills	Preferential Seating, Take Tests in Alternate Setting, Tests in Short Segments	District of Service/ Gen. Ed. Teacher, Assistant, RS	03/19/2011
Processing Speed	Calculator, Provide with Notes, Other: check for understanding;	District of Service/ Gen. Ed. Teacher, Assistant, RS	03/19/2011
Processing Speed	Provide with Notes, Tests in Short Segments, Other: Shortened assignments when appropriate	District of Service/ Gen. Ed. Teacher, Assistant, RS	03/19/2011
Other: Organizational skills	Visual Schedule, Other: monitor assignment completion and binder organization	District of Service/ Gen. Ed. Teacher, Assistant, RS	03/19/2011



Pajaro Valley Unified School District

School Name/Address

Pajaro Valley High School  
500 Harkins Slough  
Watsonville, CA 95076

Enter Date: 8/12/2009

Leave Date: 11/7/2011

Class Of: 2012

Tel: (831)728-8102

Fax: (831)728-6944

(831)288-0340

CrsID	Course Title	Mark	Credit	CrsID	Course Title	Mark	Credit
Aptos High School Grd 09 12/2008				Pajaro Valley High School Grd 11 6/2011			
4510	N Beginning Physical Educ	D-	5.000	9292	Basic Skills CA Exit Ex	C-	5.000
5120	Beginning Wood	A-	5.000	3310	P Chemistry	F	0.000
1120	P English 1 (SDAIE)	B	5.000	9270	Directed Study	C	5.000
3912	Health and Human Biolog	RF	0.000	1330	P English 3/American Lite	F	0.000
8024	Math 2 RSP	B	5.000	2510	P Geometry	D	5.000
1050	Reading Skills 1	F	0.000	7210	P US History	F	0.000
Crs Att: 30.000 Cmp: 20.000 Total GPA: 2.200				Crs Att: 30.000 Cmp: 15.000 Total GPA: 0.833			
Aptos High School Grd 09 6/2009				Pajaro Valley High School Grd 12 12/2011			
4510	N Beginning Physical Educ	F	0.000	7410	P Economics	F	0.000
5120	Beginning Wood	B+	5.000	Crs Att: 2.500 Cmp: 0.000 Total GPA: 0.000			
1120	P English 1 (SDAIE)	C	5.000	Work In Progress			
3912	Health and Human Biolog	C	5.000	6020	P Draw/Paint		0.000
8024	Math 2 RSP	D-	5.000	1430	P English 4		0.000
1050	Reading Skills 1	C	5.000	3610	P Integrated Science I		0.000
Crs Att: 30.000 Cmp: 25.000 Total GPA: 1.667				6020	P Draw/Paint		0.000
Pajaro Valley High School Grd 10 12/2009				7410	P Economics		0.000
4610	N Adv PE	P	5.000	1430	P English 4		0.000
2413	P Algebra 1A/B (Support9T	RF	0.000	3610	P Integrated Science I		0.000
3210	P Biology	F	0.000	Credit Summary - High School			
9270	Directed Study	A-	5.000	Subject Area Req Cmp Def			
1230	P English 2	F	0.000	A English	40.00	15.00	25.00
2976	Math B (9th)	D-	5.000	B Math	20.00	20.00	
7110	P World Civ	F	0.000	C Biological Science	10.00	5.00	5.00
Crs Att: 35.000 Cmp: 15.000 Total GPA: 1.000				D Physical Science	10.00	0.00	10.00
Pajaro Valley High School Grd 10 6/2010				E Health	5.00	5.00	
2413	P Algebra 1A/B (Support9T	I	0.000	F Fine Arts / Foreign L	10.00	0.00	10.00
3210	P Biology	F	0.000	G Physical Education	20.00	10.00	10.00
9270	Directed Study	B+	5.000	H Applied Arts	10.00	10.00	
1230	P English 2	F	0.000	I World Civilization	10.00	0.00	10.00
2976	Math B (9th)	D-	5.000	J US History	10.00	0.00	10.00
7110	P World Civ	F	0.000	K Federal Government	5.00	0.00	5.00
Crs Att: 30.000 Cmp: 10.000 Total GPA: 0.800				L Economics	5.00	0.00	5.00
Watsonville High School Grd 10 7/2010				M Electives	45.00	40.00	5.00
SS2410	P ALGEBRA 1 - 1st Sem	A-	5.000	N Algebra	10.00	5.00	5.00
SS3910	HEALTH - 2nd Sem	B	5.000	O Science	10.00	0.00	10.00
Crs Att: 10.000 Cmp: 10.000 Total GPA: 3.500				---Total Credits---			
Pajaro Valley High School Grd 11 12/2010							
3310	P Chemistry	F	0.000				
9270	Directed Study	A	5.000				
1330	P English 3/American Lite	C-	5.000				
2510	P Geometry	D+	5.000				
5054	ROP Computer Applicatio	NM	0.000				
7210	P US History	F	0.000				
Crs Att: 30.000 Cmp: 15.000 Total GPA: 1.400							

Academic GPA: 1.517 Rank 0 out of 332  
Total GPA: 1.400 Rank 0 out of 332  
CSU GPA: 0.895  
Cal Grant GPA: 1.217

Testing Information

CAHSEE ELA-1-1  
F 10/4/2011  
CAHSEE Math-1-1  
P 5/11/2011

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

Polio	6/23/1993	11/10/1993	3/12/1998
DTB	6/23/1993	11/10/1993	1/25/1994 3/12/1998 9/15/2005
MMR	3/12/1998	6/2/1998	
HEP B	3/12/1998	6/2/1998	9/1/1998
Varicella			

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

Date: 1/18/2012



# California High School Exit Examination

Security Guard  
See back for details

## Student and Parent Report

Student Name: [REDACTED]

Date of Birth: [REDACTED]

Student ID: [REDACTED]

Grade: 12

School: 0105858 - Pajaro Valley High

District: 69799 - Pajaro Valley Unified

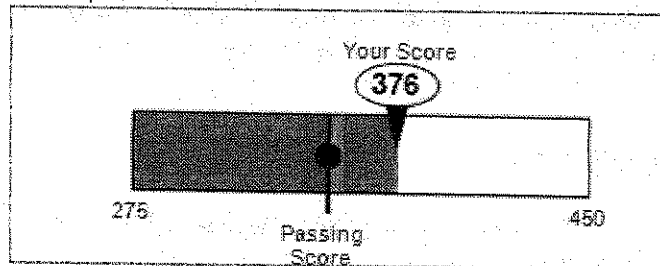
County: 44 - Santa Cruz

### English-Language Arts

Test Date: 10/04/2011

Your Total Score	Score Required to Pass	Status
376	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
<b>READING</b>		
Word Analysis	7	6
Reading Comprehension	18	15
Literary Response & Analysis	20	18
<b>WRITING</b>		
Writing Strategies	12	9
Writing Conventions	15	10

#### Writing Applications\*

Your Score

Essay

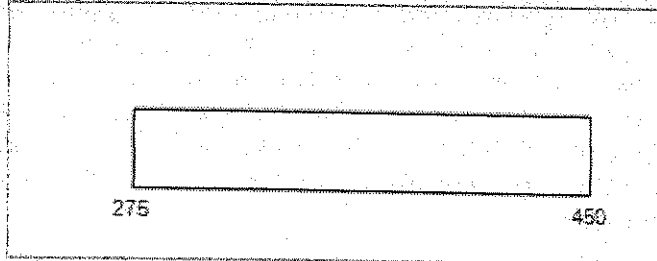
2.0

### Mathematics

Test Date: 10/05/2011

Your Total Score	Score Required to Pass	Status
		SATISFIED REQ

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



#### Strands for Mathematics

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

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

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



## Board Agenda Backup

Item No: 11.9

**Date:** February 8, 2012

**Item:** CAHSEE Passage Waiver  
Math ( PVHS 11-12-16)

**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:** Don Bot

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: 01.19.12

To The Parent/Guardian of: [REDACTED]

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: [REDACTED]

Date: 1/25/2012

I request that my child [REDACTED] is 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: [REDACTED]

Date: 1-19-12

**FOR SITE USE ONLY**

Date Received by Principal: \_\_\_\_\_

Student Identification Number: \_\_\_\_\_

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Student's Name: [REDACTED] Student's ID Number: [REDACTED]

Pursuant to Education Code 6051, the parent/guardian of [REDACTED] 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.)*

See Attached Page

- 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#: [REDACTED]

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. Student has the use of a calculator. 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.

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

Certified by:

Principal's Signature

Date

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

Signature of Student's Special Education Teacher

Date

Print Name of Student's Special Education Teacher

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

Signature of Student's Academic Counselor

Date

Printed Name of Student's Academic Counselor



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

Student \_\_\_\_\_

Date of Birth \_\_\_\_\_

IEP Meeting Date 05/23/11

**SUPPLEMENTARY/SPECIALIZED SUPPORT**

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

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

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

\* If a placement or service is ending, give reason \_\_\_\_\_

**PARTICIPATION IN STATE AND DISTRICT-WIDE STANDARDIZED TESTING AND ASSESSMENT**

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

- ☐ School Readiness (Preschool Only)  
☐ DRDP-R ☐ DRDP Access Adaptations/Accommodations (specify) \_\_\_\_\_
- ☒ Language Arts: (Gr. 2-11) ☐ Grade Exempt ☒ CST **OR** ☐ CMA (Criteria Met) (Gr. 3-11)  
☒ No accommodations or modifications ☐ Accommodations (specify below) ☐ Modifications (specify below)  
Accommodations: \_\_\_\_\_  
Modifications: \_\_\_\_\_
- ☒ Math: (Gr. 2-11) ☐ Grade Exempt ☒ CST **OR** ☐ CMA (Criteria Met) (Gr. 3-7; Algebra I: 7-11)  
☐ CMA (Geometry, Grades 7-11) (Grades 8-11 effective 2011-2012 school year)  
☒ No accommodations or modifications ☐ Accommodations (specify below) ☐ Modifications (specify below)  
Accommodations: \_\_\_\_\_  
Modifications: \_\_\_\_\_
- ☒ Science (Gr. 5 & 8 Gr. 9-11) ☐ Grade Exempt ☒ CST **OR** ☐ CMA (Criteria Met) (Gr. 5, 8 & 10)  
☒ No accommodations or modifications ☐ Accommodations (specify below) ☐ Modifications (specify below)  
Accommodations: \_\_\_\_\_  
Modifications: \_\_\_\_\_
- ☒ History/Social Science\* ☐ Grade Exempt ☒ CST \* (Grade 8; Grade 11 for U.S. History; Grades 9 through 11 World History)  
☒ No accommodations or modifications ☐ Accommodations (specify below) ☐ Modifications (specify below)  
Accommodations: \_\_\_\_\_  
Modifications: \_\_\_\_\_
- ☒ Writing (Gr. 4 & 7 only) ☒ Grade Exempt ☐ CST **OR** ☐ CMA (Criteria Met) (Gr. 4 & 7 only)  
☐ No accommodations or modifications ☐ Accommodations (specify below) ☐ Modifications (specify below)  
Accommodations: \_\_\_\_\_  
Modifications: \_\_\_\_\_
- ☐ Life Skills Curriculum: CAPA Level 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐  
Participation in CAT-6/CST not appropriate due to: \_\_\_\_\_
- ☐ Other State or District-Wide Assessment Accommodations/Modifications (specify) \_\_\_\_\_

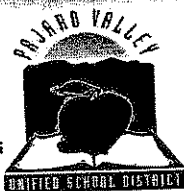
**PROMOTION STANDARDS**

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

**CALIFORNIA HIGH SCHOOL EXIT EXAMINATION (CAHSEE)**

- ☐ No accommodations or modifications ☐ Exempt due to eligibility for participation in CAPA
- ☒ Modifications (specify) Use of a calculator ☐ Grade Exempt (below grade 10)
- ☒ Accommodations (specify) Math questions 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 05/23/11

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Auditory Memory	Calculator, Directions Read Aloud, Extra Time: Assignments/Tests (1.5), Frequent Breaks, Preferential Seating, Provide with Notes, Take Tests in Alternate Setting, Other: Check for understanding	District of Service/ Gen. Ed. Teacher, Assistant, RS	05/23/2011
Processing Speed	Calculator, Directions Read Aloud, Extra Time: Assignments/Tests (1.5), Preferential Seating, Provide with Notes, Shortened Assignments, Take Tests in Alternate Setting, Tests in Short Segments, Visual Models	District of Service/ Gen. Ed. Teacher, Assistant, RS	05/23/2011

Student Name

Pajaro Valley Unified School District

School Name/Address

Pajaro Valley High School  
500 Harkins Slough  
Watsonville, CA 95076

Date: 8/13/2008

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

Quoted:

s Of: 2012

Counselor: Ospina

SSID:

CrsID	Course Title	Mark	Credit	CrsID	Course Title	Mark	Credit	Work In Progress
Pajaro Valley High Summer School Grd 09 7/2007				Pajaro Valley High School Grd 11 12/2010				
9252	ELD/Math Institute	B-	5.000	2610	P Algebra II	D	5.000	9270 Directed Study 0.000
Crs Att: 5.000 Cmp: 5.000 Total GPA: 2.500				6010	P Art 1	D	5.000	9291 Basic Skills CA Exit Ex 0.000
Pajaro Valley High School Grd 09 12/2008				3310	P Chemistry	D	5.000	9270 Directed Study 0.000
2410	P Algebra 1A/B	RF	0.000	1330	P English 3/American Lite	D	5.000	7410 P Economics 0.000
1130	P English 1	C-	5.000	4120	P Spanish 2	D	5.000	1430 P English 4 0.000
3910	Health	RF	0.000	7210	P US History	F	0.000	3510 P Physics 0.000
3610	P Integrated Science I	D-	5.000	Crs Att: 30.000 Cmp: 25.000				5065 ROP Bicycle Repair 0.000
4510	N Physical Education 9	B-	5.000	After School Pajaro Valley High Grd 11 12/2010				
4120	P Spanish 2	D-	5.000	AS4305 Varsity Football(Tutori	P	5.000		
Crs Att: 30.000 Cmp: 20.000 Total GPA: 1.750				Crs Att: 5.000 Cmp: 5.000 Total GPA: 0.833				
Pajaro Valley High School Grd 09 6/2009				Pajaro Valley High School Grd 11 6/2011				
2410	P Algebra 1A/B	C	5.000	2610	P Algebra II	C	5.000	
1130	P English 1	C-	5.000	6010	P Art 1	F	0.000	
3610	P Integrated Science I	F	0.000	3310	P Chemistry	F	0.000	
5051	Intro Computers	C-	5.000	1330	P English 3/American Lite	C-	5.000	
4510	N Physical Education 9	A-	5.000	4120	P Spanish 2	B	5.000	
4120	P Spanish 2	F	0.000	7210	P US History	RF	0.000	
Crs Att: 30.000 Cmp: 20.000 Total GPA: 1.667				Crs Att: 30.000 Cmp: 15.000				
Pajaro Valley High School Grd 09 7/2009				After School Pajaro Valley High Grd 11 6/2011				
SS2410	P ALGEBRA 1	D	5.000	AS3210 BIOLOGY - 1st sem	C+	5.000		
SS3910	HEALTH	B	5.000	Crs Att: 5.000 Cmp: 5.000 Total GPA: 1.500				
Crs Att: 10.000 Cmp: 10.000 Total GPA: 2.000				Watsonville High School Grd 7/2011				
Pajaro Valley High School Grd 10 12/2009				SS1230	P ENGLISH 2-1st Sem	D	5.000	
4610	N Adv PE	A	5.000	Pajaro Valley High School Grd 12 12/2011				
3210	P Biology	RF	0.000	9291 Basic Skills CA Exit Ex A		5.000		
1230	P English 2	RF	0.000	9270 Directed Study		0.000		
2510	P Geometry	D+	5.000	7410 P Economics	D	5.000		
4110	P Spanish 1	B	5.000	1430 P English 4	B-	5.000		
7110	P World Civ	RF	0.000	3510 P Physics	F	0.000		
Crs Att: 30.000 Cmp: 15.000 Total GPA: 2.667				5065 ROP Bicycle Repair	C-	5.000		
Pajaro Valley High School Grd 10 6/2010				Crs Att: 30.000 Cmp: 20.000				
4610	N Adv PE	B	5.000	After School Pajaro Valley High Grd 12 12/2011				
3210	P Biology	C+	5.000	AS7210 U.S. HISTORY - 2nd se B		5.000		
1230	P English 2	F	0.000	Crs Att: 5.000 Cmp: 5.000 Total GPA: 2.167				
2510	P Geometry	D+	5.000					
4110	P Spanish 1	B	5.000					
7110	P World Civ	RD	0.000					
Crs Att: 30.000 Cmp: 20.000 Total GPA: 1.800								
Watsonville High School Grd 10 7/2010								
SS7110	P WORLD CIV - 1st Sem	C	5.000					
SS7110	P WORLD CIV - 2nd Sem	C-	5.000					
Crs Att: 10.000 Cmp: 10.000 Total GPA: 2.000								

## Credit Summary - High School

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

---Total Credits--- 220.00 185.00 35.00

## GPA Summary

Academic GPA:	1.675	Rank 312 out of 334
Total GPA:	1.762	Rank 309 out of 334
CSU GPA:	1.458	
Cal Grant GPA:	1.435	

## Testing Information

CAHSEE ELA-1-1	
CA HSEE ELA	P 3/16/2010
CAHSEE Math-1-1	
CA HSEE Math	M 11/2/2011

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

Polio	1/25/1994	3/29/1994	6/1/1994	8/21/1998
DTB	3/29/1994	6/1/1994	11/25/1994	3/11/1996 8/24/1998
MMR	3/7/1995	8/21/1998		
HEP B	12/26/1993	1/25/1994	11/9/1994	
Varicella	4/18/1997			

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

Date: 1/19/2012



# California High School Exit Examination

See back for details

## Student and Parent Report

Student Name

Date of Birth

Student ID

Grade: 12

School: 0105858 - Pajaro Valley High

District: 69799 - Pajaro Valley Unified

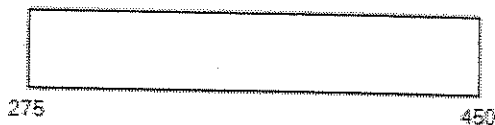
County: 44 - Santa Cruz

### English-Language Arts

Test Date: 10/04/2011

Your Total Score	Score Required to Pass	Status
		SATISFIED REQ

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



### Breakdown of English-Language Arts

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

Writing Application Score

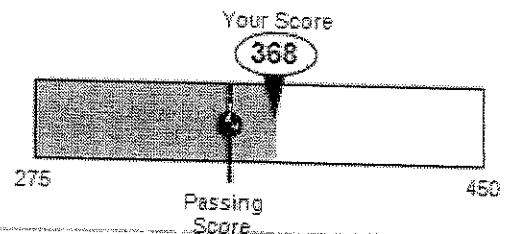
Essay

### Mathematics

Test Date: 10/05/2011

Your Total Score	Score Required to Pass	Status
368	350	MODIFIED

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



### Breakdown of Mathematics

	Number of Questions	Number Correct
Probability & Statistics	13	8
Number Sense	17	13
Algebra & Functions	20	14
Measurement & Geometry	18	13
Algebra I	12	4

\* Each student essay race was 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 "Essay Score". The Writing Applications score counts as 25% 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:** February 8, 2012

**Item:** CAHSEE Passage Waiver  
Math (PVHS 11-12-17)

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

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

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

**Recommendation:** Approve

**Budget Considerations:** None

**Funding Source:**

**Budgeted:** Yes: ☐

No: ☐

**Amount:** \$

**Prepared By:** Dee Teutschel, Program Director Special Services

**Superintendent's Signature:**

*Don But*

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: 01.19.12

To The Parent/Guardian of: [REDACTED]

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: [Signature]

Date: 1/25/2012

I request that my child [REDACTED] 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: [REDACTED]

Date: 01-19-12

**FOR SITE USE ONLY**

Date Received by Principal: \_\_\_\_\_

Student Identification Number: \_\_\_\_\_

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Student's Name: [REDACTED]

Student's ID Number: [REDACTED]

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.)*

*See Attached*

- 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#: [REDACTED]

1.)

- a. The student's learning disability is in the area of visual motor integration which particularly impacts her written language and her sequential fluency in both writing and reading tasks.
- b. Student has the use of a calculator. 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 her fluency resulting in loss of understanding, the need for extended time in completing items and poor, overall pacing of her test performance.
- d. The student is provided with extra time on all assignments and directions can be read aloud, or further explained, at her request or as judged necessary by her teachers.

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

1/25/2012  
Date

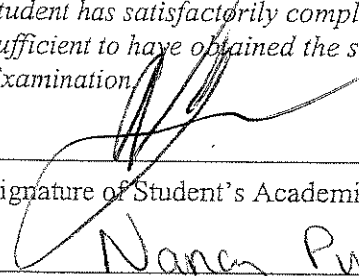
*I agree that the information on this Waiver Request Sheet accurately describes the modifications that this student regularly uses as identified in the IEP.*

  
Signature of Student's Special Education Teacher

01.19.12  
Date

Steven T. Hay  
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

1/19/12  
Date

Nancy Puente  
Printed Name of Student's Academic Counselor





## Supplementary & Specialized Support/Promotion & Assessment Standards

Student \_\_\_\_\_

Date of Birth \_\_\_\_\_

IEP Meeting Date 05/12/11

### SUPPLEMENTARY/SPECIALIZED SUPPORT

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

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

Description	Responsible Personnel/Agency	Location	Frequency/Intensity	Duration	Start/End Date*
Language and Speech	SELPA/LSH, RS	Classroom or Speech Room	4 X/Yearly 80 mins total	1 year	Start: 05/05/2010 End: _____
					Start: _____ End: _____

\* If a placement or service is ending, give reason \_\_\_\_\_

### PARTICIPATION IN STATE AND DISTRICT-WIDE STANDARDIZED TESTING AND ASSESSMENT

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

- ☐ School Readiness (Preschool Only)  
☐ DRDP-R ☐ DRDP Access Adaptations/Accommodations (specify) \_\_\_\_\_
- ☒ Language Arts: (Gr. 2-11) ☐ Grade Exempt ☐ CST OR ☒ CMA (Criteria Met) (Gr. 3-11)  
☒ No accommodations or modifications ☐ Accommodations (specify below) ☐ Modifications (specify below)  
Accommodations: \_\_\_\_\_  
Modifications: \_\_\_\_\_
- ☒ Math: (Gr. 2-11) ☐ Grade Exempt ☒ CST OR ☐ CMA (Criteria Met) (Gr. 3-7; Algebra I: 7-11)  
☐ CMA (Geometry, Grades 7-11) (Grades 8-11 effective 2011-2012 school year)  
☐ No accommodations or modifications ☒ Accommodations (specify below) ☒ Modifications (specify below)  
Accommodations: Math questions read aloud.  
Modifications: Use of a calculator
- ☒ 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: Use of a calculator
- ☒ History/Social Science\* ☐ Grade Exempt ☒ CST \* (Grade 8; Grade 11 for U.S. History; Grades 9 through 11 World History)  
☒ No accommodations or modifications ☐ Accommodations (specify below) ☐ Modifications (specify below)  
Accommodations: \_\_\_\_\_  
Modifications: \_\_\_\_\_
- ☒ Writing (Gr. 4 & 7 only) ☒ Grade Exempt ☐ CST OR ☐ CMA (Criteria Met) (Gr. 4 & 7 only)  
☐ No accommodations or modifications ☐ Accommodations (specify below) ☐ Modifications (specify below)  
Accommodations: \_\_\_\_\_  
Modifications: \_\_\_\_\_
- ☐ Life Skills Curriculum: CAPA Level 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5  
Participation in CAT-6/CST not appropriate due to: \_\_\_\_\_
- ☐ Other State or District-Wide Assessment Accommodations/Modifications (specify) \_\_\_\_\_

### PROMOTION STANDARDS

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

### CALIFORNIA HIGH SCHOOL EXIT EXAMINATION (CAHSEE)

- ☐ No accommodations or modifications ☐ Exempt due to eligibility for participation in CAPA  
☒ Modifications (specify) Use of a Calculator, ELA Q's read aloud ☐ Grade Exempt (below grade 10)  
☒ Accommodations (specify) Math Q's read aloud, plus one day Test ☐ Passed both subtests of the CAHSEE



# INDIVIDUALIZED EDUCATION PROGRAM

## Specialized Instruction

Student: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

IEP Meeting Date 05/12/11

### INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Auditory Memory	Directions Read Aloud, Extra Time; Assignments/Tests (1.5), Preferential Seating, Provide with Notes, Shortened Assignments, Study Buddy, Take Tests in Alternate Setting, Tests in Short Segments, Visual Models	District of Service/ Gen. Ed. Teacher, Assistant, RS	05/12/2011
Visual Acuity	Frequent Breaks, Preferential Seating, Provide with Notes, Shortened Assignments, Study Buddy, Take Tests in Alternate Setting, Tests in Short Segments, Visual Models	District of Service/ Gen. Ed. Teacher, Assistant, Psych	05/12/2011

# Pajaro Valley Unified School District

Enter Date: 8/13/2008

Graduated:

Class Of: 2012

School Name/Address

Pajaro Valley High School  
500 Harkins Slough  
Watsonville, CA 95076

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

Counselor: Puente

SSID:

CrsID	Course Title	Mark	Credit	CrsID	Course Title	Mark	Credit	Credit Summary - High School			
Pajaro Valley High Summer School Grd 09 7/2007				2610	P Algebra II	C-	5.000	Subject Area	Req	Cmp	Def
9250	Gear Up Math	B-	5.000	9270	Directed Study	C+	5.000	A English	40.00	35.00	5.00
Crs Att: 5.000 Cmp: 5.000 Total GPA: 3.000				1330	P English 3/American Lite	F	0.000	B Math	20.00	20.00	
Pajaro Valley High School Grd 09 12/2008				3510	P Physics	RF	0.000	C Biological Science	10.00	10.00	
2410	P Algebra 1A/B	B	5.000	5710	ROP Administration Just	B-	5.000	D Physical Science	10.00	10.00	
9270	Directed Study	C+	5.000	7210	P US History	D-	5.000	E Health	5.00	5.00	
1130	P English 1	RD	0.000	Crs Att: 30.000 Cmp: 20.000 Total GPA: 1.600				F Fine Arts / Foreign L	10.00	5.00	5.00
3910	Health	D-	5.000	Pajaro Valley High School Grd 11 6/2011				G Physical Education	20.00	15.00	5.00
3610	P Integrated Science I	C-	5.000	2610	P Algebra II	C	5.000	H Applied Arts	10.00	10.00	
4510	N Physical Education 9	B-	5.000	9270	Directed Study	C	5.000	I World Civilization	10.00	10.00	
Crs Att: 30.000 Cmp: 25.000 Total GPA: 2.200				1330	P English 3/American Lite	D-	5.000	J US History	10.00	5.00	5.00
Pajaro Valley High School Grd 09 6/2009				3510	P Physics	F	0.000	K Federal Government	5.00	0.00	5.00
2410	P Algebra 1A/B	C	5.000	5710	ROP Administration Just	C-	5.000	L Economics	5.00	5.00	
9270	Directed Study	C	5.000	7210	P US History	F	0.000	M Electives	45.00	50.00	
1130	P English 1	RF	0.000	Crs Att: 30.000 Cmp: 20.000 Total GPA: 1.167				N Algebra	10.00	10.00	
3610	P Integrated Science I	D-	5.000	Watsonville High School Grd 7/2011				O Science	10.00	10.00	
5051	Intro Computers	C	5.000	SS3410	P CP PHYSICAL SCIENCE-1st	C+	5.000	---Total Credits---			
4510	N Physical Education 9	F	0.000	SS1130	P ENGLISH 1-2nd Sem	A	5.000	220.00 200.00 25.00			
Crs Att: 30.000 Cmp: 20.000 Total GPA: 1.400				Pajaro Valley High School Grd 12 12/2011				GPA Summary			
Pajaro Valley High School Grd 09 7/2009				3310	P Chemistry	D-	5.000	Academic GPA:	2.029	Rank 276 out of 334	
SS1004	Algebra Academy - 1st S	B-	5.000	9270	Directed Study	0.000		Total GPA:	1.825	Rank 303 out of 334	
SS1004	Algebra Academy - 2nd S	B-	5.000	7410	P Economics	B-	5.000	CSU GPA:	1.652		
Crs Att: 10.000 Cmp: 10.000 Total GPA: 3.000				1430	P English 4	C	5.000	Cal Grant GPA:	1.667		
Pajaro Valley High School Grd 10 12/2009				1530	Media	A-	5.000	Testing Information			
4610	N Adv PE	B	5.000	6080	P ROP Computer Graphics	C+	5.000	CAHSEE_ELA-1-1			
3210	P Biology	D-	5.000	Crs Att: 30.000 Cmp: 25.000 Total GPA: 2.400				CA HSEE ELA	F	11/2/2011	
9270	Directed Study	C+	5.000	Work In Progress				CAHSEE_Math-1-1			
1230	P English 2	D	5.000	9270	Directed Study	0.000		CA HSEE Math	F	11/2/2011	
2510	P Geometry	C-	5.000	3310	P Chemistry	0.000					
7110	P World Civ	C	5.000	9270	Directed Study	0.000					
Crs Att: 30.000 Cmp: 30.000 Total GPA: 1.833				7410	P Economics	0.000					
Pajaro Valley High School Grd 10 6/2010				1430	P English 4	0.000					
4610	N Adv PE	C	5.000	1530	Media	0.000					
3210	P Biology	C+	5.000	6080	P ROP Computer Graphics	0.000					
9270	Directed Study	B-	5.000								
1230	P English 2	D-	5.000								
2510	P Geometry	C-	5.000								
7110	P World Civ	C	5.000								
Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.000											
Watsonville High School Grd 10 7/2010											
SS1130	P ENGLISH 1 - 1st Sem	C	5.000								
Crs Att: 5.000 Cmp: 5.000 Total GPA: 2.000											
Pajaro Valley High School Grd 11 12/2010											

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

Polio	11/18/1994	1/20/1995	3/28/1995	9/14/1995	10/30/1998
DTB	12/18/1994	1/20/1995	3/25/1995	9/14/1995	10/30/1998
MMR	9/14/1995	10/30/1998			
HEP B	9/11/1994	10/22/1994	6/13/1995		
Varicella	11/14/1996				

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

Date: 1/19/2012



# California High School Exit Examination

See back for details

## Student and Parent Report

Student Name

Date of Birth

Student ID:

Grade: 12

School: 0105858 - Pajaro Valley High

District: 69799 - Pajaro Valley Unified

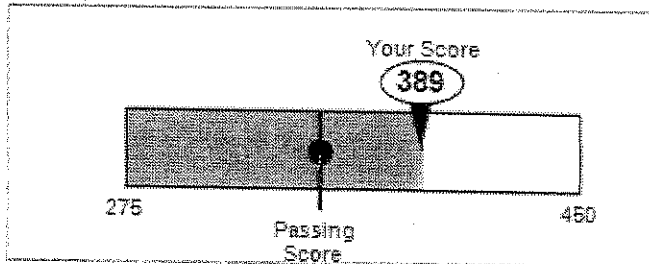
County: 44 - Santa Cruz

### English-Language Arts

Test Date: 10/04/2011

Your Total Score	Score Required to Pass	Status
389	350	MODIFIED

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



### Strands for English-Language Arts

READING	Number of Questions	Number Correct
Word Analysis	7	5
Reading Comprehension	18	15
Literary Response & Analysis	20	17
WRITING		
Writing Strategies	12	11
Writing Conventions	15	10

### Writing Applications

Your Score

Essay

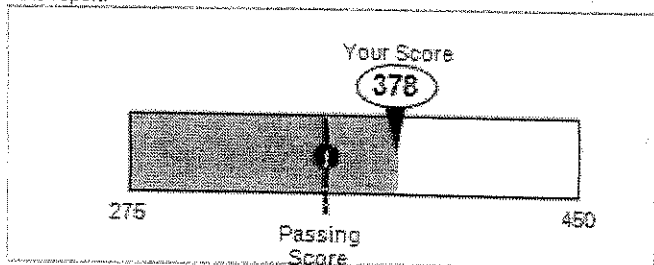
3.0

### Mathematics

Test Date: 10/05/2011

Your Total Score	Score Required to Pass	Status
378	350	MODIFIED

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

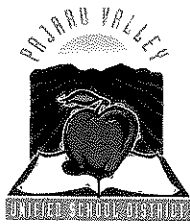


### Strands for Mathematics

	Number of Questions	Number Correct
Probability & Statistics	13	8
Number Sense	17	13
Algebra & Functions	20	16
Measurement & Geometry	18	12
Algebra I	12	8

<sup>1</sup> 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: 11.11

**Date:** February 8, 2012

**Item:** CAHSEE Passage Waiver  
Math (PVHS 11-12-18)

**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 Feutschel, Program Director Special Services

**Superintendent's Signature:**

*Dorm Boh*



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 Number

Pursuant to Education Code 6051, the parent/guardian of \_\_\_\_\_ 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:

*See attached*

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.)

- 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. Student has the use of a calculator. 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.



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

1/25/2012  
Date

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

Signature of Student's Special Education Teacher

Date

Print Name of Student's Special Education Teacher

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

Signature of Student's Academic Counselor

Date

Printed Name of Student's Academic Counselor



# Supplementary & Specialized Support

Student \_\_\_\_\_

\_\_\_\_\_

Date of Birth \_\_\_\_\_

IEP Meeting Date 02/03/11

## SUPPLEMENTARY/SPECIALIZED SUPPORT

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

☐ Supports for school personnel

☐ Specialized aids/materials/equipment (Assistive Technology)

☐ Program modifications

☒ None

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

\* If a placement or service is ending, give reason \_\_\_\_\_

## PARTICIPATION IN STATE AND DISTRICT-WIDE STANDARDIZED TESTING AND ASSESSMENT

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

☐ School Readiness (Preschool Only)

☐ DRDP-R ☐ DRDP Access Adaptations/Accommodations (specify)

☒ Language Arts: (Gr. 2-11) ☐ Grade Exempt ☐ CST OR ☒ CMA (Criteria Met) (Gr. 3-11)

☒ No accommodations or modifications ☐ Accommodations (specify below) ☐ Modifications (specify below)

Accommodations:

Modifications:

☒ Math: (Gr. 2-11) ☐ Grade Exempt ☒ CST OR ☐ CMA (Criteria Met) (Gr. 3-7; Algebra I: 7-11)

☐ CMA (Geometry, Grades 7-11) (Grades 8-11 effective 2011-2012 school year)

☐ No accommodations or modifications ☒ Accommodations (specify below) ☒ Modifications (specify below)

Accommodations: Extended time and flexible setting, questions read aloud

Modifications:

☒ Science (Gr. 5 & 8 Gr. 9-11) ☐ Grade Exempt ☐ CST OR ☒ CMA (Criteria Met) (Gr. 5, 8 & 10)

☒ No accommodations or modifications ☐ Accommodations (specify below) ☐ Modifications (specify below)

Accommodations:

Modifications:

☒ History/Social Science\* ☐ Grade Exempt ☒ CST \* (Grade 8; Grade 11 for U.S. History; Grades 9 through 11 World History)

☐ No accommodations or modifications ☒ Accommodations (specify below) ☐ Modifications (specify below)

Accommodations: Extended time and flexible setting

Modifications:

☒ Writing (Gr. 4 & 7 only) ☒ Grade Exempt ☐ CST OR ☐ CMA (Criteria Met) (Gr. 4 & 7 only)

☐ No accommodations or modifications ☐ Accommodations (specify below) ☐ Modifications (specify below)

Accommodations:

Modifications:

☐ Life Skills Curriculum: CAPA Level 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

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

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

## PROMOTION STANDARDS

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

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

## CALIFORNIA HIGH SCHOOL EXIT EXAMINATION (CAHSEE)

☐ No accommodations or modifications

☐ Exempt due to eligibility for participation in CAPA

☒ Modifications (specify) Calculator, Ques. read aloud, ELA

☐ Grade Exempt (below grade 10)

☒ Accommodations (specify) Ques. read aloud/Math; Test+1 day ELA

☐ Passed both subtests of the CAHSEE



## Specialized Instruction

Student \_\_\_\_\_

Date of Birth \_\_\_\_\_

IEP Meeting Date 02/03/11

### INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Attending Skills	Calculator, Directions Read Aloud, Extra Time: Assignments/Tests (1.5), Preferential Seating, Visual Models	District of Service/ Gen. Ed. Teacher, Assistant, RS	02/03/2011
Auditory Acuity	Directions Read Aloud, Extra Time: Assignments/Tests (1.5), Preferential Seating, Provide with Notes, Visual Models	District of Service/ Gen. Ed. Teacher, Assistant, RS	02/03/2011

Community

Date: 1/19/2012



# California High School Exit Examination

See back for details

## Student and Parent Report

Student Name

Date of Birth

Student ID:

Grade: 12

School: 0105858 - Pajaro Valley High

District: 69799 - Pajaro Valley Unified

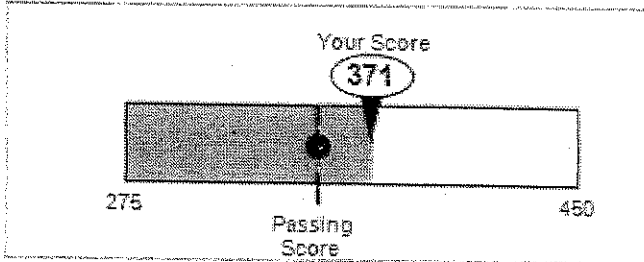
County: 44 - Santa Cruz

### English-Language Arts

Test Date: 10/04/2011

Your Total Score	Score Required to Pass	Status
371	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.



### Standards for English-Language Arts

	Number of Questions	Number Correct
<b>READING</b>		
Word Analysis	7	5
Reading Comprehension	18	15
Literary Response & Analysis	20	20
<b>WRITING</b>		
Writing Strategies	12	10
Writing Conventions	15	6

### Writing Application Score

Your Score

Essay

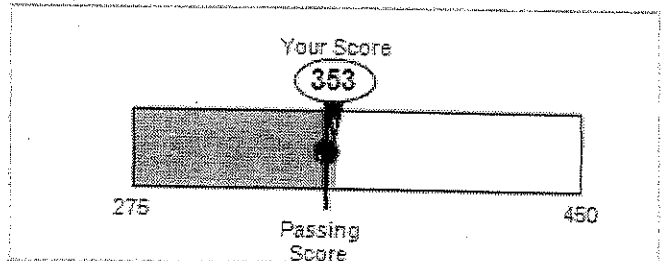
2.0

### Mathematics

Test Date: 10/05/2011

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.

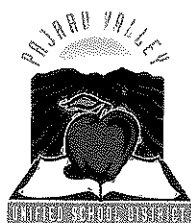


### Standards for Mathematics

	Number of Questions	Number Correct
Probability & Statistics	13	8
Number Sense	17	14
Algebra & Functions	20	11
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: 11.12

**Date:** February 8, 2012

**Item:** CAHSEE Passage Waiver  
Math ( PVHS 11-12-19)

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

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

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

**Recommendation:** Approve


**Budget Considerations:** None

**Funding Source:**


**Budgeted:** Yes: ☐

No: ☐

**Amount:** \$

**Prepared By:**  Dee Teutschel, Program Director Special Services

**Superintendent's Signature:**



PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: 12-13-11

To The Parent/Guardian of: [REDACTED]

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: [REDACTED]

Date: 12/13/2011

I request that my child, [REDACTED], 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: [REDACTED]

Date: 12-13-11

**FOR SITE USE ONLY**

Date Received by Principal: [REDACTED]

Student Identification Number: [REDACTED]

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 [redacted] 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.

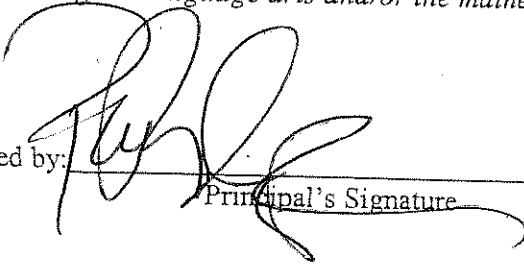
I certify that the student qualifies for a waiver because he/she satisfies all of the following conditions:

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.



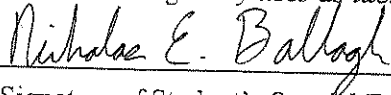
2. Has sufficient high school coursework either satisfactorily completed or in progress in the high school level curriculum sufficient to have attained the skills and knowledge otherwise needed to pass the CAHSEE. (*Attach transcripts showing coursework completed.*)
3. An individual score report showing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

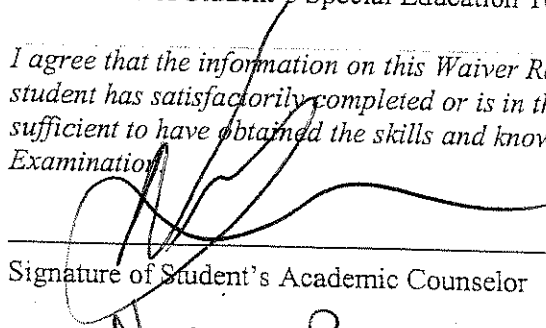
12-13-11  
\_\_\_\_\_  
Date

Signature of Student's Special Education Teacher

  
\_\_\_\_\_  
Print Name of Student's Special Education Teacher

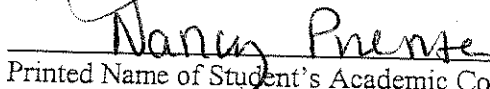
Print Name of Student's Special Education Teacher

*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

12/13/11  
\_\_\_\_\_  
Date

Date

  
\_\_\_\_\_  
Printed Name of Student's Academic Counselor

Printed Name of Student's Academic Counselor

1. This student has visual perception, auditory memory and processing speed delays which impact his reading comprehension and study/organization skills. He processes things 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.
3. This student's has slow processing speed which leads to discouragement and the need for more time on tests. The use of a calculator on the test allowed the student to correctly do math calculations without having to rush to finish and get discouraged along the way with his pace on the test.
4. This student is provided with a variety of instructional accommodations every day including; double time 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. His general education teachers have been provided with a copy of his IEP goals and instructional accommodations so they can create an educational environment for him with the least amount of restrictions.



**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 09/21/11

**SUPPLEMENTARY/SPECIALIZED SUPPORT**

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

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

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

\* If a placement or service is ending, give reason \_\_\_\_\_

**PARTICIPATION IN STATE AND DISTRICT-WIDE STANDARDIZED TESTING AND ASSESSMENT**

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

- ☐ School Readiness (Preschool Only)  
☐ DRDP-R    ☐ DRDP Access    Adaptations/Accommodations (specify) \_\_\_\_\_
- ☒ Language Arts: (Gr. 2-11) ☒ Grade Exempt    ☐ CST    **OR**    ☐ CMA (Criteria Met) (Gr. 3-11)  
☐ No accommodations or modifications    ☐ Accommodations (specify below)    ☐ Modifications (specify below)  
Accommodations: \_\_\_\_\_  
Modifications: \_\_\_\_\_
- ☒ Math: (Gr. 2-11) ☒ Grade Exempt    ☐ CST **OR**    ☐ CMA (Criteria Met) (Gr. 3-7; Algebra I: 7-11)  
☐ CMA (Geometry, Grades 7-11) (Grades 8-11 effective 2011-2012 school year)  
☐ No accommodations or modifications    ☐ Accommodations (specify below)    ☐ Modifications (specify below)  
Accommodations: \_\_\_\_\_  
Modifications: \_\_\_\_\_
- ☒ Science (Gr. 5 & 8 Gr. 9-11) ☒ Grade Exempt    ☐ CST    **OR**    ☐ CMA (Criteria Met) (Gr. 5, 8 & 10)  
☐ No accommodations or modifications    ☐ Accommodations (specify below)    ☐ Modifications (specify below)  
Accommodations: \_\_\_\_\_  
Modifications: \_\_\_\_\_
- ☒ History/Social Science\* ☒ Grade Exempt    ☐ CST    \*(Grade 8; Grade 11 for U.S. History; Grades 9 through 11 World History)  
☐ No accommodations or modifications    ☐ Accommodations (specify below)    ☐ Modifications (specify below)  
Accommodations: \_\_\_\_\_  
Modifications: \_\_\_\_\_
- ☒ Writing (Gr. 4 & 7 only) ☒ Grade Exempt    ☐ CST    **OR**    ☐ CMA (Criteria Met) (Gr. 4 & 7 only)  
☐ No accommodations or modifications    ☐ Accommodations (specify below)    ☐ Modifications (specify below)  
Accommodations: \_\_\_\_\_  
Modifications: \_\_\_\_\_
- ☐ Life Skills Curriculum:      CAPA Level    1 ☐    2 ☐    3 ☐    4 ☐    5 ☐  
Participation in CAT-6/CST not appropriate due to: \_\_\_\_\_
- ☐ Other State or District-Wide Assessment Accommodations/Modifications (specify) \_\_\_\_\_

**PROMOTION STANDARDS**

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

**CALIFORNIA HIGH SCHOOL EXIT EXAMINATION (CAHSEE)**

- ☐ No accommodations or modifications      ☐ Exempt due to eligibility for participation in CAPA  
☒ Modifications (specify) Calculator      ☐ Grade Exempt (below grade 10)  
☒ Accommodations (specify) Extra Time, Small Group Setting      ☐ 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 09/21/11

**INSTRUCTIONAL ACCOMMODATIONS**

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Processing Speed	Calculator, Extra Time: Assignments/Tests (2.0), Take Tests in Alternate Setting, Tests in Short Segments	District of Service/ Gen. Ed. Teacher, Assistant, RS	09/21/2011
Visual Perception	Provide with Notes, Spelling Checker	District of Service/ Gen. Ed. Teacher, Assistant, RS	09/21/2011
Auditory Perception	Visual Models, Visual Schedule	District of Service/ Gen. Ed. Teacher, Assistant, RS	09/21/2011

Pajaro Valley Unified School District

Issue Date: 8/13/2008

Graduated:

Issue Of: 2012

School Name/Address

Pajaro Valley High School  
500 Harkins Slough  
Watsonville, CA 95076

Tel: (831)728-8102

Fax: (831)728-6944

Counselor:

SSID:

Community Service Hours: 15

CrsID	Course Title	Mark	Credit	CrsID	Course Title	Mark	Credit	Credit Summary - High School			
Pajaro Valley High Summer School Grd 09 7/2007				Pajaro Valley High School Grd 11 12/2010				Subject Area	Req	Cmp	Def
9250	ELD/Math Institute	C	5.000	2610	P Algebra II	D+	5.000	A English	40.00	25.00	15.00
9252	ELD/Math Institute	B	5.000	9270	Directed Study	A-	5.000	B Math	20.00	20.00	
Crs Att: 10.000 Cmp: 10.000 Total GPA: 2.500				1330	P English 3/American Lite	D+	5.000	C Biological Science	10.00	10.00	
Pajaro Valley High School Grd 09 12/2008				3510	P Physics	D	5.000	D Physical Science	10.00	10.00	
2410	P Algebra 1A/B	C	5.000	4210	P Spanish 1 SS	C+	5.000	E Health	5.00	5.00	
9270	Directed Study	B+	5.000	7210	P US History	RF	0.000	F Fine Arts / Foreign L	10.00	10.00	
1130	P English 1	RF	0.000	Crs Att: 30.000 Cmp: 25.000 Total GPA: 1.800				G Physical Education	20.00	20.00	
3910	Health	D	5.000	Pajaro Valley High School Grd 11 6/2011				H Applied Arts	10.00	5.00	5.00
3610	P Integrated Science I	D	5.000	2610	P Algebra II	C-	5.000	I World Civilization	10.00	10.00	
4510	N Physical Education 9	A	5.000	9270	Directed Study	B+	5.000	J US History	10.00	10.00	
Crs Att: 30.000 Cmp: 25.000 Total GPA: 2.333				1330	P English 3/American Lite	D+	5.000	K Federal Government	5.00	0.00	5.00
Pajaro Valley High School Grd 09 6/2009				3510	P Physics	D-	5.000	L Economics	5.00	0.00	5.00
2410	P Algebra 1A/B	C	5.000	4210	P Spanish 1 SS	B	5.000	M Electives	45.00	40.00	5.00
9270	Directed Study	A	5.000	7210	P US History	A	5.000	N Algebra	10.00	10.00	
1130	P English 1	RF	0.000	Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.333				O Science	10.00	10.00	
3610	P Integrated Science I	RF	0.000	Watsonville High School Grd 7/2011				---Total Credits---			
5051	Intro Computers	B-	5.000	SS7210	P US HISTORY-1st Sem	C	5.000	220.00 185.00 35.00			
4510	N Physical Education 9	C+	5.000	Work In Progress				GPA Summary			
Crs Att: 30.000 Cmp: 20.000 Total GPA: 3.000				6010	P Art 1		0.000	Academic GPA:	2.367	Rank 214 out of 339	
Pajaro Valley High School Grd 09 7/2009				1510	P Creative Writing		0.000	Total GPA:	2.282	Rank 234 out of 338	
SS1130	P ENGLISH 1	C	5.000	9270	Directed Study		0.000	CSU GPA:	1.556		
SS1130	P ENGLISH 1	C+	5.000	1430	P English 4		0.000	Cal Grant GPA:	2.125		
Crs Att: 10.000 Cmp: 10.000 Total GPA: 2.000				7310	P Federal Government/US G		0.000	Testing Information			
Pajaro Valley High School Grd 10 12/2009				5710	ROP Administration Just		0.000	CAHSEE_ELA-1-1			
4610	N Adv PE	A	5.000	6010	P Art 1		0.000	CA HSEE ELA P 3/16/2010			
3210	P Biology	RF	0.000	1510	P Creative Writing		0.000	CAHSEE_Math-1-1			
9270	Directed Study	A-	5.000	9270	Directed Study		0.000	CA HSEE Math F 10/5/2011			
1230	P English 2	F	0.000	1430	P English 4		0.000				
2510	P Geometry	B	5.000	7310	P Federal Government/US G		0.000				
7110	P World Civ	D	5.000	5710	ROP Administration Just		0.000				
Crs Att: 30.000 Cmp: 20.000 Total GPA: 2.400											
Pajaro Valley High School Grd 10 6/2010											
4610	N Adv PE	A	5.000								
3210	P Biology	D+	5.000								
9270	Directed Study	A	5.000								
1230	P English 2	D+	5.000								
2510	P Geometry	C	5.000								
7110	P World Civ	D	5.000								
Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.167											
Watsonville High School Grd 10 7/2010											
SS3211	P BIOLOGY - 1st Sem	D	5.000								
SS3605	P INT. SCIENCE I - 2nd Se	C	5.000								
Crs Att: 10.000 Cmp: 10.000 Total GPA: 1.500											

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

Polio	10/26/1993	12/28/1993	3/3/1994	6/15/1998
DTB	10/26/1993	12/28/1993	3/3/1994	2/9/1995 6/15/1998
MMR	8/25/1994	6/15/1998		
HEP B	7/25/1994	8/25/1994	2/9/1998	
Varicella	6/15/1998			

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

Date: 12/8/2011



# California High School Exit Examination

**Security Guard**  
See back for details

## Student and Parent Report

**Student Name:** [REDACTED]

**Date of Birth:** [REDACTED]

**Student ID:** [REDACTED]

**Grade:** 12

**School:** 0105858 - Pajaro Valley High

**District:** 69799 - Pajaro Valley Unified

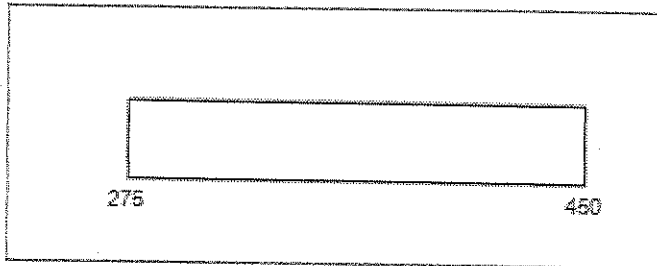
**County:** 44 - Santa Cruz

## English-Language Arts

**Test Date:** 10/04/2011

Your Total Score	Score Required to Pass	Status
		<b>SATISFIED REQ</b>

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



## Strands for English-Language Arts

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

## Writing Applications\*

Your Score

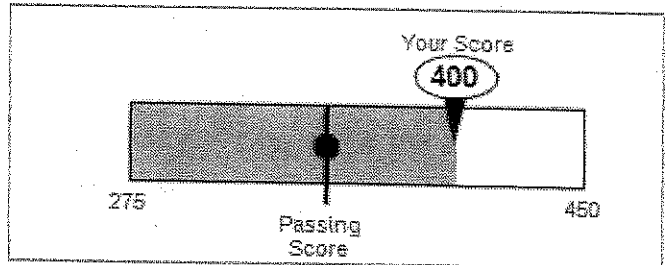
Essay

## Mathematics

**Test Date:** 10/05/2011

Your Total Score	Score Required to Pass	Status
400	350	<b>MODIFIED</b>

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	15
Algebra & Functions	20	19
Measurement & Geometry	18	17
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.

PAJARO VALLEY UNIFIED SCHOOL DISTRICT



## Board Agenda Backup

Item No: 11.13

**Date:** February 8, 2012

**Item:** Project Acceptance/Notice of Completion  
E.A. Hall Middle School – New Gymnasium

**Overview:** The Board awarded a contract to F&H Construction to construct a new gymnasium at E.A. Hall Middle School on May 26, 2010. The work under that contract is now complete. The awarded contract amount was \$2,521,000 and change orders totaled \$61,362.69 for a final contract amount of \$2,582,362.69.

**Recommendation:** It is recommended that the Board accept the project as complete, approve the final contract amount with F&H Construction in the amount of \$2,582,362.69 and authorize the Director of Maintenance, Operations and Facilities to execute the Notice of Completion attached and file it with the County of Santa Cruz.

### Budget Considerations:

**Funding Source:** Measure J: \$2,500,000.00  
Developer Fees: \$82,362.69

**Budgeted:** Yes: ☒ No: ☐

**Amount:** \$2,582,362.69

**Prepared By:**

Richard Mullikin, Director of Maintenance, Operations and Facilities

**Superintendent's Signature:**

RECORDING REQUESTED BY  
AND WHEN RECORDED MAIL TO:

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

Government Code 27383

SPACE ABOVE THIS LINE FOR RECORDERS USE

## NOTICE OF COMPLETION

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

1. The undersigned is owner or corporate officer of the owner of the interest or estate stated below in the property hereinafter described:
2. The full name of the owner is Pajaro Valley Unified School District
3. The full address of the owner is 294 Green Valley Road, Watsonville, California 95076
4. The nature of the interest or estate of the owner is: In fee.  
N/A  
(IF OTHER THAN FEE, STRIKE "IN FEE" AND INSERT, FOR EXAMPLE, "PURCHASED UNDER CONTRACT OF PURCHASE", OR "LESSEE")
5. The full names and full addresses of all persons, if any, who hold title with the undersigned as joint tenants or as tenants in common are:  

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

NAMES	ADDRESSES
<u>N/A</u>	
7. A work of improvement on the property hereinafter described was completed on December 31, 2011. The work done was:  
Construction of a new 7,389 sf. gymnasium building and related sitework.
8. The name of the contractor, if any, for such work of improvement was F&H Construction  
May 26, 2010  
(IF NO CONTRACTOR FOR WORK OF IMPROVEMENT AS A WHOLE, INSERT "NONE") (DATE OF CONTRACT)
9. The property on which said work of improvement was completed is in the City of Watsonville  
County of Santa Cruz, State of CA, and is described as follows: E.A. Hall Middle School
10. The Street address of said property is 201 Brewington Ave, Watsonville, CA 95076  
(IF NO STREET ADDRESS HAS BEEN OFFICIALLY ASSIGNED, INSERT "NONE")

Dated: February 8, 2012 x

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

## VERIFICATION

I, the undersigned, say: I am the PVUSD, Director of Maintenance, Operations & Facilities, the declarant of the foregoing notice of completion;  
("PRESIDENT OF", "MANAGER OF", "PARTNER OF", "OWNER OF", ETC.)  
I have read said notice of completion and know the contents thereof, the same is true of my own knowledge. I declare under penalty of perjury that the foregoing is true and correct.

Executed on February 8, 2012 at Watsonville CA  
(CITY) (STATE)

X

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

DSA # 108104  
File # 44-37



# PAJARO VALLEY UNIFIED SCHOOL DISTRICT



## Board Agenda Backup

Item No: 11.14

**DATE:** February 8, 2012

**ITEM:** Award Bids for Erate Funding Year 2012/13 for District-wide and school Services.

### OVERVIEW:

The Technology Services Department along with the assistance of the Purchasing Services Department completed a competitive bid process on January 24, 2012 for the purchase of specified technology equipment and services. All contracts are contingent upon receiving full Erate 80% to 90% discount funding from the Schools and Libraries Division (SLD), a US Federal agency.

**Erate** is the commonly used name for the Schools and Libraries Program of the Universal Service Fund, which is administered by the Universal Service Administrative Company (USAC) under the direction of the Federal Communications Commission (FCC). The program provides discounts to assist schools and libraries in the United States (and U.S. territories) to obtain affordable telecommunications and Internet access. It is one of the support programs funded through a Universal Service fee charged to companies that provide interstate and/or international telecommunications services.

The level of discounts available to school sites and school districts depend on the ratio of free and reduced lunches at the school site or district. Discounts typically range from 20% to 90% of the costs of eligible services. Eligible school districts and libraries may apply for Erate discounts on an annual timeline.

Over the past eleven years, PVUSD has qualified for over \$20 milli on in Erate discount funding which has brought data networks and phone systems to PVUSD schools as well as extensive discounts on telephone and Internet connectivity invoices. Without Erate funding the district's technology infrastructure would be significantly diminished. The district's ability to implement recent instructional strategies would not have been possible without a reliable technology network that could handle data storage, transmission, and utilization.

The Erate process is very labor intensive and requires extensive knowledge about the Erate systems and procedures, in addition to extensive work on creating formal Requests for Proposals (RFPs) and evaluating bid responses. Many school districts hire expensive consultants to perform this work. In contrast, the district's technology services staff has successfully handled all aspects of the Erate process in-house without the added costs for engineers and Erate consultants.

All Erate applications should be submitted weeks prior to the filing date to avoid issues with the USAC site being over taxed and non-responsive.

Multiple vendors attended the project walkthrough on January 11, 2012. Only 2 vendors submitted proposals. BearData Corp. and AMS.NET submitted for RFP 2012/01. AMS.NET was the only vendors submitting proposals for RFP's 2012/02, 2012/03 and 2012/04.

### District Wide Services

Technology Upgrade to Network Operations Center..... 2012/04

### Site Specific Services

Data Network Connectivity & Active Technology Installation ..... 2012/01

Virtual Desktop Infrastructure Classroom Project..... 2012/02

Network Installation at 17 School Sites..... 2012/03

After carefully reviewing and evaluating all submitted proposals low bid meeting all the terms and conditions was AMS.NET of Livermore, CA.

#### Erate 15 (2012/13) Projects Costs

Project	Costs	Erate Pays	Total Cost to District
<b>2012/01 Data Network Connectivity &amp; Active Technology Installation</b>			
Starlight	\$ 320,743.95	\$ 288,669.56	\$ 32,074.40
Hall	\$ 315,126.02	\$ 283,613.42	\$ 31,512.60
EA Hall	\$ 338,983.93	\$ 305,085.54	\$ 33,898.39
<b>Total 3 Schools</b>	<b>\$ 974,853.90</b>	<b>\$ 877,368.51</b>	<b>\$ 97,485.39</b>
<b>2012/02 - Virtual Desktop Infrastructure Classroom Project</b>			
300 Clients	\$ 408,265.37	\$ 367,438.83	\$ 40,826.54
<b>Total VDI</b>			<b>\$ 40,826.54</b>
<b>2012/03 - Network Installation at 17 School Sites</b>			
	\$ 542,896.37	\$ 488,606.73	\$ 54,289.64
<b>Total 17 Schools</b>			<b>\$ 54,289.64</b>
<b>2012/04 - Technology Upgrade to Network Operation Center for Centralized Services</b>			
Network Operation Center 90% Eligible	\$ 755,532.97	\$ 679,979.67	\$ 75,553.30
Network Operation Center 76% Eligible	\$ 88,980.28	\$ 67,625.01	\$ 21,355.27
<b>Total Network Operations Center</b>	<b>\$ 844,513.25</b>	<b>\$ 747,604.69</b>	<b>\$ 96,908.56</b>
<b>GRAND TOTAL</b>	<b>\$ 2,770,528.89</b>	<b>\$ 2,481,018.76</b>	<b>\$ 289,510.13</b>

## Project Descriptions

**2012/01 Data Network Connectivity & Active Technology Installation - 3 Sites** – Three school sites were chosen to do a complete network upgrade which includes the replacement of their existing Cisco switches, replacement of the UPSs and batteries that support the VoIP telephone systems in case of power outage, expansion of wireless and data ports at the school sites. All three sites need additional wireless and data ports and thus far have been adding these items without the cost savings of Erate. The batteries are a critical safety concern to support the VoIP telephone service during a power outage or other regional emergencies.

**2012/02 Virtual Desktop Infrastructure Classroom Project** – A virtual desktop infrastructure (VDI) permits schools to upgrade computer labs and site computers that access web-based resources to the latest computer and operating system just by purchasing a monitor, keyboard and mouse. VDI removes the typical computing power from the desktop and places it in the data center where servers can process the information yet the user experiences and uses the computer in a similar manner to the traditional desktop. The site computers are easily upgraded via a cost effective manner by upgrading the server resources only and not every computer at the school site. This new infrastructure will ultimately help reduce the cost to schools when they need to purchase new computers.

**2012/03 Network Installation at 17 School Sites** – This project will affect 17 schools in the district by replacing all UPSs and batteries at each site, adding data ports to computer labs and classrooms where needed, adding switches to accommodate the new data ports, and expanding the wireless connectivity. In combination with project 2012/01, every school that is eligible for Erate priority 2 funding will receive the above mentioned maintenance and improvements at their school site. All school sites need additional wireless and data ports and have been adding these items without the cost savings of Erate. The batteries are a critical safety concern to support the VoIP telephone service during a power outage or other emergency.

**2012/04 Technology Upgrade to Network Operations Center** – This project includes upgrades to various services that are used by all of the schools in the district. Some of these services are used by all schools and others are used by only erate eligible school sites. These services include: VoIP Telephone servers and software upgrade, virtualization of servers (DHCP, DNS), Email Server hardware and software upgrade, Network core switches upgrade, and Firewall upgrade. These are all items that are in need of upgrade in order to provide secure and reliable service to the district's students and staff.

**Summary** - Though we have been fortunate to have Erate funding assist with network upgrades at several sites in the past, many PVUSD school sites and the district have been required to purchase data ports, switches, servers, technology upgrades and many other technology-related items without the assistance of Erate's 90% discount. The above projects will help to alleviate the financial burden on limited site and district funds by preparing for inevitable growth and upgrade requirements. **If we do not move forward with the above projects under the Erate discount program, school sites and the district will still need to purchase most of the items and services identified but instead of paying \$289,510, the district will ultimately need to pay \$2,770,528 without Erate discounts to acquire the needed components to keep networks running, email flowing, computers working and students learning.**

**RECOMMENDATION:**

The Administration recommends the Board award contract to AMS.NET as listed in the project description in accordance with all terms and conditions of the bid documents.

**BUDGET CONSIDERATIONS:**

**Funding Source:** Erate Infrastructure

**Budgeted:** Yes x No       

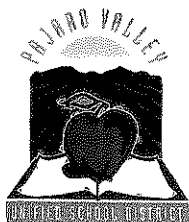
**Amount:** Total district cost: \$ 289,510.13

**PREPARED BY:** Tim Landeck, Director of Technology Services  
Rich Buse, Director of Purchasing

**CHIEF BUSINESS OFFICER:** Brett W. McFadden, CBO

**SUPERINTENDENT SIGNATURE:** 

# PAJARO VALLEY UNIFIED SCHOOL DISTRICT



## Board Agenda Backup

Item No: 13.1

**Date:** February 8, 2012

**Item:** Wellness Policy Update

**Overview:** On April 26, 2006, the Pajaro Valley Unified School District adopted Board Policy 5030, an overarching policy that has provided regulations, guidelines and encouragement on a variety of health and wellness practices in the district. Some requirements are fully aligned with the Ed Code and relate to PE instruction and the kind of food sold in vending machines on our campus. Other parts of the policy provide encouragement on health and wellness practices such as organic gardening and healthy lifestyles. The policy also included requirements on the serving of food in our cafeterias.

*Foods and beverages provided through federally reimbursable school meal programs shall meet or exceed federal regulations. School meals will offer food that is appealing and attractive to children, in appropriate portion sizes. Meals will be offered in clean and pleasant settings that provide a calm environment for students and staff and adequate time for unhurried eating. Schools will serve enjoyable, culturally appropriate food.*

The district set up a Coordinated School Health Council to provide oversight and feedback on the implementation of the policy. The committee is comprised of employees in the district and members of our community, all related to health and wellness. Board members will see a list of participants during the presentation.

Tonight's presentation is an overview of the impact of the policy on our students, in our schools and in our community. We will highlight a sampling of activities that support the policy. One example is Extended Learning's award winning "Fitness for Life" Program. An example in the community is the Relay for Life, which will get some special attention in tonight's presentation. We will also focus on Physical Education, Nutrition, areas of strengths and areas for follow up.

**Recommendation:** Receive Report

**Prepared By:** Murry Schekman, Assistant Superintendent

**Superintendent's Signature:**

*Dorim B. S.*



## PAJARO VALLEY UNIFIED SCHOOL DISTRICT

### Board Agenda Backup

Item No: 14.2

**Date:** February 8, 2012

**Item:** Resolution #11-12-09 Reduction and/or discontinuation of particular kinds of classified employee services

**Overview:** Education codes section 45101, 45114, 45117, 45298, and 45308 authorize the Pajaro Valley Unified School District to layoff classified employees due to lack of work and/or lack of funds. Certain services now being provided by the District must be reduced. The detailed list of affected positions will be provided on or before the Board of Trustees meeting on February 8, 2012.

It shall be necessary to discontinue certain kinds of classified employee services by June 30, 2012. It may also be necessary to terminate the employment of certain classified employees of the District as a result of this action.

**Recommendation:** Adopt Resolution #11-12-09 to reduce particular kinds of classified employee services.

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

**Superintendent's Signature:** Dom Bob

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

IN THE MATTER OF:

REDUCTION OF CLASSIFIED SCHOOL  
SERVICES FOR THE 2012 - 2013  
SCHOOL YEAR

RESOLUTION NO. 11-12-09

**WHEREAS**, Education Code sections 45101, 45114, 45117, 45298 and 45308 authorized the district to layoff classified employees for lack of work and/or lack of funds upon forty-five (45) days prior notice; and

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

**NOW, THEREFORE, BE IT RESOLVED** that as of the 30<sup>th</sup> day of June, 2012, the positions shown on the attachment will be eliminated.

**BE IT FURTHER RESOLVED** that the District Superintendent or designee be authorized and directed to give notice of termination of employment to the affected employee(s) of the district pursuant to district rules and regulations and applicable provisions of the Education Code not later than forty-five (45) days prior to the effective date of such discontinuance as set forth above.

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

The foregoing Resolution was adopted at a regularly called meeting of the Governing Board of the Pajaro Valley Unified School District on the 8<sup>th</sup> of February, 2012, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

I, Leslie DeRose, President of the Board of Trustees of the Pajaro Valley Unified School District, HEREBY CERTIFY that the foregoing Resolution was duly introduced, passed and adopted by the Board of Trustees at a regular meeting thereof held on the 8<sup>th</sup> day of February, 2012 by a vote of \_\_\_\_\_.

**IN WITNESS THEREOF**, I have hereto set my hand this \_\_\_\_\_ day of \_\_\_\_\_, 2012.

---

Leslie DeRose, President  
Board of Trustees,  
Pajaro Valley Unified School District

---

Date

**PAJARO VALLEY UNIFIED SCHOOL DISTRICT**



***Board Agenda Backup***

Item No: 14.3

**Date:** February 8, 2012

**Item:**  
**Reduction or discontinuation of Particular Kinds of Services**  
**Resolution # 11-12-10**

**Overview:** Find attached a resolution #11-12-10, for the reduction or discontinuation of particular kinds of services. Pursuant to Education Code section 44955 the District must notice by March 15<sup>th</sup> any certificated personnel that may have their position eliminated or reduced.

**Recommendation:** It is recommended that the Board of Trustees approve Resolution #11-12-10 for the reduction or discontinuation of the services included in Exhibit A.

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

**Superintendent's Signature:** *Dorm Bal*



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

IN THE MATTER OF:  
REDUCTION OR DISCONTINUATION OF  
PARTICULAR KINDS OF SERVICES

RESOLUTION NO. 11-12-10  
RESOLUTION FOR THE REDUCTION OR  
DISCONTINUATION OF PARTICULAR KINDS  
OF SERVICES AND LAYOFF OF CERTIFICATED  
EMPLOYEES

WHEREAS, the Superintendent has recommended that the Governing Board adopt a resolution to reduce or discontinue particular kinds of services, listed on the attached Exhibit "A", for the 2012-13 year;

WHEREAS, the Governing Board of the District has determined that it should adopt all of the Superintendent's recommendations;

WHEREAS, it shall be necessary to terminate at the end of the 2011-2012 school year the employment of certain certificated employees of the District as a result of this reduction or discontinuance in particular kinds of services;

WHEREAS, Education Code section 44955, subdivision (b), states that an employee who is "competent" to render a service must be retained in favor of an employee with less seniority, but does not define "competent;"

NOW, THEREFORE, BE IT RESOLVED that the reduction or discontinuation of the particular kinds of services of the District as itemized in Exhibit "A" take effect on midnight of June 30, 2012;

BE IT FURTHER RESOLVED that the Superintendent or his/her designee is directed to send appropriate notices to all employees whose services may be terminated by virtue of this action and to take any other actions necessary to consummate the purposes of this resolution. Nothing herein shall be deemed to confer any status or rights upon temporary or categorically funded project certificated employees in addition to those specifically granted to them by statute;

BE IT FURTHER RESOLVED that an employee shall be considered "competent" to render services if he or she retains the necessary credential, has taught the subject matter or otherwise rendered the particular service for one full year within the past 10 years, and is Highly Qualified under NCLB.

Adopted by the Governing Board of the Pajaro Valley Unified School District this 8<sup>th</sup> day of February, 2012.

AYES:

NOES:

ABSENT:

ABSTAIN:

I, Jeff Ursino, Clerk of the Board of Trustees of the Pajaro Valley Unified School District, HEREBY CERTIFY that the foregoing Resolution was duly introduced, passed and adopted by the Governing Board at a meeting thereof held on the 8<sup>th</sup> day of February, 2012 by the votes indicated above.

IN WITNESS THEREOF, I have hereto set my hand this 8<sup>th</sup> day of February, 2012.

---

Jeff Ursino, Clerk of the Board of Trustees

# PAJARO VALLEY UNIFIED SCHOOL DISTRICT



## Board Agenda Backup

Item No: 15.0

**Date:** February 8, 2012

**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. *GATE Advisory Committee*
4. *Governmental Relations*
5. *Mello Center JPA*
6. *Migrant Head Start Policy Advisory*
7. *Pajaro Valley Prevention and Student Assistance (PVPSA)*
8. *Safety Committee*
9. *SPECTRA*

Also attached is the form for 2012 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:**

*Dorma Baker*



# PAJARO VALLEY UNIFIED SCHOOL DISTRICT

## BOARD STANDING COMMITTEE APPOINTMENTS 2011

COMMITTEE	NAMES	Dates/Times
Board Agenda Committee (Elected/Appointed Officers) Superintendent's Office	Willie Yahiro Doug Keegan Jeff Ursino	Tuesdays of week prior to Board meeting, 9:00 am, Superintendent's Office
Community Advisory Committee SELPA (CAC) (Joji Muramoto, <a href="mailto:joji@ucsc.edu">joji@ucsc.edu</a> ; 728-4532)	Sandra Nichols Kim De Serpa Karen Osmundson	Once/Month Days Vary 6:30 pm
District English Learner Advisory Committee (ELAC) (Ruby Vasquez 786-2100 x2614)	Doug Keegan Karen Osmundson	Once/Month Tuesday 7:00 pm
Fringe Benefits (Maria Burnett 786-2100 x2550)	Open for observation	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 <sup>nd</sup> Floor, Elizabeth 768-3010)	Willie Yahiro Sandra Nichols Leslie De Rose	Once Every Two Months First Monday 4:30 pm
Mello Center JPA (City of Watsonville) (City Library, 2 <sup>nd</sup> Floor, Elizabeth 768-3010)	Doug Keegan Willie Yahiro	Once/Quarter Third Monday 5:30 pm
Migrant Head Start Policy Advisory (Carole Clarke 786-2186)	Sandra Nichols Karen Osmundson	See calendar for time and place
Pajaro Valley Prevention Student Assistance (PVPSA) (Monica Torres - 728-6300 x 302)	Doug Keegan Kim De Serpa (altérnate)	Once/Month 3 <sup>rd</sup> Tuesday @ 4 pm
Safety (Peggy Bumatay - 786-2100 x2532)	Leslie De Rose	Once/Month 4 <sup>th</sup> Tuesday 3:30 - 5:30 pm
Arts Education Advisory Committee - SPECTRA (Cultural Council of SCZ County, Sonia Deetz, 475-9600 x20 e-mail: <a href="mailto:artsedcoord@ccscc.org">artsedcoord@ccscc.org</a> )	Leslie De Rose Kim De Serpa	Quarterly 4:30 pm



**BOARD STANDING COMMITTEE APPOINTMENTS 2012**

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, <a href="mailto:joji@ucsc.edu">joji@ucsc.edu</a> ; 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	Once/Month Tuesday 7:00 pm
Fringe Benefits (Maria Burnett 786-2100 x2550)	Open for Observation	See calendar for time and place
GATE Advisory Committee (Lynn Olson, Coordinator 786-2100 x 2580 )		Three meetings per year Tuesday, 7:00 pm
Inter-Governmental Relations (City Library, 2 <sup>nd</sup> Floor, Elizabeth 768-3010)	Sandra Nichols	Once Every Two Months First Monday 4:30 pm
Mello Center JPA (City of Watsonville) (City Library, 2 <sup>nd</sup> Floor, Elizabeth 768-3010)		Once/Quarter Third Monday 5:30 pm
Migrant Head Start Policy Advisory (Carole Clarke 786-2186)	Sandra Nichols Karen Osmundson	See calendar for time and place
Pajaro Valley Prevention Student Assistance (PVPSA) (Monica Torres - 728-6300 x 302)		Once/Month 3 <sup>rd</sup> Tuesday @ 4 pm
Safety (Peggy Bumatay - 786-2100 x2532)		Once/Month 4 <sup>th</sup> Tuesday 3:30 - 5:30 pm
Arts Education Advisory Committee - SPECTRA (Cultural Council of SCZ County, Sonia Deetz, 475-9600 x20 e-mail: <a href="mailto:artsedcoord@ccscc.org">artsedcoord@ccscc.org</a> )		Quarterly 4:30 pm