

### 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

#### 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 <u>CLOSED SESSION OPENING CEREMONY IN OPEN SESSION - 6:00 P.M.</u>

- 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 Nogueda, 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).

- 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.
- 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.

February	<b>2</b> 2	
March	<b>*</b> 14	<ul> <li>Approve 2<sup>nd</sup> Interim Report</li> </ul>
	<b>#</b> 21	<ul> <li>Special Meeting: Migrant Head Start</li> </ul>
	<b>28</b>	
April	■ 11	
	<b>2</b> 5	
May	<b>9</b> 9	
	<b>2</b> 3	<ul> <li>Approve 3<sup>rd</sup> Interim Report</li> </ul>
June	■ 13	
	<b>27</b>	■ 10-11 Budget Adoption
July		<ul> <li>No Meetings Scheduled</li> </ul>
August	<b>8</b>	
-	<b>2</b> 2	

September	<b>1</b> 2	<ul> <li>Unaudited Actuals</li> </ul>
	<b>2</b> 6	
October	<b>m</b> 10	
	<b>2</b> 4	
November	<b>×</b> 14	В
December	■ 5 Annual	<ul> <li>Approve I<sup>st</sup> Interim Report</li> </ul>
	Organization Mtg.	

# 19.0 ADJOURNMENT

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

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

1	Cafeteria Manager III
New	Substitutes
14	Substitute Teachers
New	Hires
19	Primary Teacher
Pron	iotions
1	Information System Support Technician
Rehi	res
·····/·····/···	None
Adm	inistrative Appointments
2	Administrators on Special Assignment
Tran	sfers
	None
Extr	a Pay Assignments
12	Par Panel
36	Coaches
Extr	a Period Assignments
	None
Leav	es of Absence
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
Othe	r
	None

Retirements			
1	Primary Teacher		
Resign	Resignations/Terminations		
	None		
Suppl	emental Service Agreements		
9	Primary Teachers		
23	Secondary Teachers		
32	Migrant Ed Teacher		
2	Special Education		
73	After School Program		
Misce	llaneous Actions		
	None		
Separ	ations From Service		
1	Bus Driver		
Limite	ed Term – Projects		
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		
Exem	Exempt		
16	Childcare		
1	Crossing Guard		
5	Migrant OWE		
1	Pupils		
1	Spectra Artist		
25	Student Helper		
4	Workability		
7	Yard Duty		

Provisional	
	None
Lim	ited Term - Substitute
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 <u>CLOSED SESSION OPENING CEREMONY IN OPEN SESSION - 6:00 P.M.</u>

#### 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

New	New Hires - Probationary		
2	Cafeteria Assistant		
4	Instructional Assistant – General Education		
5	Office Assistant III		
1	Office Manager		
New	Substitutes		
17	Substitute Teachers		
New	New Hires		
5	Assistant Teacher		
2	Primary Teacher		
1	Secondary Teachers		
Pron	notions		
1	Student Services Specialist I		
Rehi	res		
*	Primary Teacher		
Adm	Administrative Appointments		
2	ELP Site Coordinator		
1	FCCH Coordinator		
1	Interim Principal		

Transfers		
1	English Learner Specialist	
Extra	Pay Assignments	
3	Athletic Director	
14	Coaches	
Extra	Period Assignments	
	None	
Leave	s of Absence	
1	Instructional Assistant II	
7	Primary Teacher	
2	Secondary Teacher	
Other		
2	Primary Teacher	
Retire	ments	
	None	
Resign	nations/Terminations	
3	Secondary Teachers	
Supple	emental Service Agreements	
115	Primary After School Teachers	
98	Secondary After School Teachers	
32	Primary Data Teams	
47	Secondary Data Teams	
103	ELD Services Training	
Miscel	llaneous Actions	
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	
Separa	ations From Service	
I	Career Development Specialist I	
1	Instructor Driver	
1	Heavy Equipment Mechanic II	

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Limite	Limited Term – Projects		
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		
Exem	Exempt		
1	Childcare		
1	Crossing Guard		
4	Migrant OWE		
15	Student Helper		
4	Workability I		
2	Yard Duty		
Provis	ional		
	None		
Limited Term - Substitute			
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

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#### 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).

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### 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  $9^{th} - 12^{th}$  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  $5^{th}$  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

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Robert Gomez, Pajaro Valley High Athletic Director, <u>Joe Gregorio</u>, teacher and coach, <u>Leonard English</u>, parent, <u>Maria Elena Valenzuela</u>, teacher, <u>Natasha Sousa</u>, Scholastic Director, and <u>Davis Madolora</u>, 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.

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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

### 2.1 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:

<u>Bill Beecher</u>, 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 be 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

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#### 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.

February	<b>8</b>	
•	<b>2</b> 2	
March	<b>*</b> 14	<ul> <li>Approve 2<sup>nd</sup> Interim Report</li> </ul>
	<b>2</b> 1	Special Meeting: Migrant Head Start
	<b>28</b>	
April	<b>1</b> 1	
	■ 25	
May	<b>9</b> 9	8
	■ 23	<ul> <li>Approve 3<sup>rd</sup> Interim Report</li> </ul>
June	■ 13	<b>I</b>
	■ 27	■ 10-11 Budget Adoption
July		<ul> <li>No Meetings Scheduled</li> </ul>
August	<b>8</b>	
	22	
September	<b>=</b> 12	<ul> <li>Unaudited Actuals</li> </ul>
	<b>2</b> 6	
October	<b>1</b> 0	
	<b>2</b> 4	
November	<b>1</b> 4	
December	■ 5 Annual	Approve 1 <sup>st</sup> Interim Report
	Organization Mtg.	

Board Meeting January 18, 2012 Unadopted Minutes Page 8 of 9

17.0	<b>ADJOURNMENT</b> 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: Som Bal

#### 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 nonprofit 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.	
	- · ·			۲

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.

Recommendati	on: It is recommended that the Board of Trustees approve the waiver request.		
<b>Budget Conside</b>	•		
Fund	Funding Source:		
	Budgeted: Yes: No:		
	Amount: \$		
Prepared By:	Ylda Nogueda, Assistant Superintendent		
Superintendent	e's Signature: And Bod		

### 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

				-		CI	) CC	DE		
				4	4	6	9	7	9	9
Local educational agency:	Contact name and Title: Contact person's e-m				ıail					
Pajaro Valley Unified School District		Ylda Nogueda, Assistant Superintendent address: ylda_nogueda@pvusd.					ovusd.r	net		
Address: (City)		(State)	(ZIP)				tensio	n, if n	ecess	ary):
294 Green Valley Rd. Watsonville		CA	95076	(83	1) 786	6-213	33			
				Fax Number: (831) 761-0334						
Period of request: (month/day/year)	Local bo	ard approval d	late: (Required)	Date of public hearing: (Required)						
From: 07/01/2010 To: 06/30/2014	2/8/	<b>/</b> 12		2/8/12						
	L	EGAL CRITE	RIA							
Under the general waiver authority of Edu.  Code of Regulations section(s) to be waive.  The code of the section (SEA) of the Code of	red (numbe	er): 52055.7	'40 C				Califo or CC			
Topic of the waiver: QEIA - Class Size I	Reduction a	and API I arge	t (3 Year Average)							
If this is a renewal of a previously approve     Renewals of waivers must be submitted to	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.									
Collective bargaining unit information. Does the district have any employee bargaining units? No _X_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): NeutralX Support 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?										
_X Notice in a newspaper Notice posted at each school _X_ 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 X Yes (If there were objections please specify)										

GW-1 (10-2-09)

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 bas 701 and the growth was 703 and in 2010-2011 the base was 703 and the growth was 680. No gowth 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.							
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 <i>CPM</i> finding)							
District or County Certification – I hereby certify that the information provided on this application is correct and complete.							
Sig	Signature of Superintendent or Designee: Title: Superintendent Date:						
	FOR CALIFORNIA DEPARTMENT OF EDUCATION USE ONLY						
Staff Name (type or print):		Staff Signature:	Date:				
Unit Manager (type or print):		Unit Manager Signature:	Date:				
Div	rision Director ( <i>type or print</i> ):	Division Director Signature:	Date:				
Deputy (type or print):		Deputy Signature:	Date:				



OFFICE OF THE SUPERINTENDENT

February 2, 2012

### TRANSMITTED VIA E-MAIL

TO:

Register Pajaronian Santa Cruz Sentinel

Patch. Com

FROM:

Ylda Nogueda, Pajaro Valley Unified School District

RE:

NOTICE OF PUBLIC HEARING – WAIVER REQUEST, QUALITY EDUCATION ACT (QEIA) CLASS SIZE

REDUCTION AND API GROWTH TARGET

Dorma Baker Superintendent

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

Jeff Ursino Vice-President/Clerk

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

Kim De Serpa

Doug Keegan Sandra Nichols

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

Karen Osmundson

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

Willie Yahiro

Thank you.



# PAJARO VALLEY UNIFIED SCHOOL DISTRICT



# Board Agenda Backup

Item No:

11.3

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

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

Superintendent's Signature: () orm & Bal-

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.

Recommendati	ion: Approv	/e			
Budget Cons	iderations:	None			
Fund	ling Source:				
	Budgeted:	Yes:	No:		
	Amount:	\$			
Prepared By:	Dee Repts	chel, Program I	Director Special !	Services	

# PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: 01.17.12

	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 August Date: 125/26P
	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: \( \sum_2 \cup -12 \)
	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 1	Nan	ne: Student's ID Number
requested school exi- examination determined	that t ex on v d by	ducation Code 6051, the parent/guardian of the Governing Board waive the requirement that ne/sne successfully pass the high amination in order to receive a diploma. This student has taken the high school exit with one or more modifications that fundamentally alter what the test measures as the State Board of Education, and has achieved the equivalent of a passing score one of the examination.
I certify th	at t	he student qualifies for a waiver because he/she satisfies all of the following conditions
-	witl exit	an individualized education program (IEP) adopted pursuant to the Individuals in Disabilities Education Act that specifies the use of the modification(s) on the examination, standardized testing, or classroom instruction and assessments. Each the section of the IEP that specifies the modifications.)
ï	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.
	Ъ.	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 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.

ld.

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:

I agree that the information on this Waiver Request Sheet of this student regularly uses as identified in the IEP.	accurately describes the modifications that
Simple School Sc	01.19.12
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 a student has satisfactorily completed or is in the process of sufficient to have obtained the skills and knowledge otherw Examination.	completing in the high school curriculum is
Signature of Student's Academic Counselor	Date
Printed Name of Student's Alademic Counselor	

/***		- A cohectatized	Support/Promotion &	Assessment Standards
BRIFIED STREET	<u>asaa</u>			
Student			Date of Birth_	
SUPPLEMENTARY	Y/SPECIALIZED SUPP	~ <b>~</b> _	IEP Meeting Date 03/2	24/11
Student requires s	Supplementary aids and as	ORT		
Supports for	Student requires supplementary aids and services or specialize  Supports for school personnel Program modifications			ified below. ent (Assistive Technology)
Description	Responsible			(Assistive Technology)
	Personnel/Agency	Location	Frequency/Intensity	Duration Start/End Date*
				Start:
				End:
				Start:
* If a placement or service	ce is ending, give reason			End:
PARTICIPATION IN	T CTC A TEXTS A NAME OF		RDIZED TESTING AND It (CST), CAT-6, California Modifie	
Accommodation Modifications:  Math: (Gr. 2-1)  No accomm Accommodation Modifications: U  Science (Gr. 5 & No accomm Accommodation Modifications: U  History/Social S  No accomm Accommodations Modifications: Writing (Gr. 4 & No accommodations Modifications: U Writing (Gr. 4 & No accommodations Modifications: U Writing (Gr. 4 & No accommodations Modifications: Life Skills Curric Participation in  Other State or D	Grade Exempt  CMA (Geometry, Condations or modifications is: Extended time and flexible se of a calculator & Gr. 9-11) Grade Extended time and flexible se of a calculator of the condations or modifications is: Extended time and flexible se of a calculator of cience* Grade Exempled time and fexible se of a calculator of the condations or modifications is: Extended time and fexible sections or modifications or mo	mpt CST s Accommodation s setting  CST OR Grades 7-11) (Grades s Accommodation setting. Questions read setting. Questions read of CST * (Grades setting. Questions read of CST * (Grades setting. Questions read of CST * (Grades setting. Questions read of Accommodation setting.	OR	(Gr. 3-7; Algebra I: 7-11) hool year) ifications (specify below) iteria Met) (Gr. 5, 8 & 10) fications (specify below) is 9 through 11 World History) ications (specify below) in Met) (Gr. 4 & 7 only) ications (specify below)
PROMOTION STAND	OARDS		<u> </u>	
Student is working accommodations Student is working substantial progressions.	ng towards a diploma and or with accommodation of towards a certificate and the towards goals.	d will be promoted be	ed upon district curriculum	standards without
CALIFORNIA HIGH SC	HOOL EXIT EXAMINAT	ION (CAHSEE)		
THO accommodation	ne or modification			
	cify) calculator; Ques.read a (specify) Ques.read aloud/Ma	loud, ELA [ath;Test,+ 1 day FLA [	- Carrier Delow org	for participation in CAPA
IEP 01D (12/10)			Passed both subtests of th	e CAHSEE

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### Specialized Instruction

2086	REPORT REPUBLI		
Studen	t		
			Date of Birth
100	and the second		IEP Meeting Date 03/24/11

#### INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible	
Auditory Memory	Directions Read Aloud, Preferential Seating	Agency/Personnel	Start Date
	Directions Nead Aloud, Preferential Seating	Agency/Personnel District of Service/ Gen. Ed.	03/24/2011
		Teacher, Assistant, RS	
			-
uditory Memory	Calculator, Provide with Notes, Visual Models	District of Co.	
	The state of the s	District of Service/ Gen. Ed. Teacher, Assistant, RS	03/24/2011
		rodoller, Assistant, RS	
• •			
	,		•
tending Skills	Take Tests in Alternate Setting	District of Service/ Gen. Ed.	00/0
	_	Teacher, Assistant, RS	03/24/2011
<b>Law Citation</b>			
her: Clarify directions	Take Tests in Alternate Setting	District of Service/ Gen. Ed.	03/24/2011
		Teacher, Assistant, RS	03/24/2017
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Student Name

ajaro Valley Unified School District

Date: 8/13/2008

uated:

or: 2012

School Name/Address

Pajaro Valley High School 500 Harkins Slough Watsonville, CA 95076

Tel: (831)728-8102

Fax: (831)728-6944

Counselor: Ospina

SSID:

Community

5.54500.6574.0	3000		200.2007.100			3.7.7					
CrsID		<u>GERGE D</u> EPARTMENT AND EASTED BEAUTH COLUMN FOR THE SERVE			CrsIC	)	Course Title	Mark	Credit	Credit Summary - High School	
		lley High School Grd 09			Crs At	τ:	30.000 Cmp: 30.000			Subject Area Reg Cmp	Def
2410	5	Algebra 1A/B	C	5.000						A English 40.00 35.00	5.00
9270	_	Directed Study	A-	5.000	After	S¢r	ool Pajaro Valley High	Grd 11	12/2010	B Math 20.00 20.00	
1130	P	English 1	D	5.000	AS4305		Varsity Football (Tuto	ri 🤋	5.000	C Biological Science 10.00 10.00	
3910	_	Health	D-	5,000	Crs At	t:	5.000 Cmp: 5.000 Total	GPA: 2	.000	D Physical Science 10.00 10.00	
3610	Б	Integrated Science I	8	5.000						E Health 5.00 5.00	
2976		Math B (9th)	В	5.000	Pajaro	Va	lley High School Grd 1	1 6/2013	1	F Fine Arts / Foreign L 10,00 0.00 1	0.00
4510		Physical Education 9	A	5.000	2610		Algebra II	C-	5.000	G Physical Education 20.00 20.00	
Crs At	:	25.000 Cmp: 35,000 Total	GPA:	2.700	3310	Ρ	Chemistry	F	0.000	H Applied Arts 10.00 10.00	
l					9270		Directed Study	A	5,000		5.00
		lley High School Grd 09	6/2009		1.330	₽	English 3/American Li	te C-	5,000	J US History 10,00 10.00	
2410	P	Algebra 1A/B	С	5.000	5510		ROP Medical Occupation	ns B−	.5.000	1	5.00
9270		Directed Study	C	5.000	7210	₽	US History	С	5.000	L Economics 5.00 5,00	D. 00
1130		English 1	C+	5.000	Crs At	t;	30.000 Cmp; 25.000			M Electives 45.00 45.00	
3610	₽	Integrated Science I	RF	0.000						N Algebra 10.00 10.00	
5051		Intro Computers	B-	5.000	After	Sch	ool Pajaro Valley High	Grd 11	6/2011	1.	5.00
2976		Math B (9th)		0.000	AS1230		ENGLISH 2 - 1st Sem.	A-	5,000		
4510	N	Physical Education 9	A	5.000	Crs At	t:	5.000 Cmp: 5.000 Total	GPA: 2	.429	Total Credits 220.00 190.00 3	0.00
Crs At	: :	25.000 Cmp: 25.000 Total	GPA:	2.750						50 A 10 A	27 37 3
					Pajaro	Va	lley High School Grd 1	2 12/20:	1.1	GPA Summary	n to
		lley High School Grd 10	12/200	9 '	6010	P	Art 1	F	0.000	1	25 5 5
4610	N	Adv PE	В	5,000	9270		Directed Study		0,000	Academic GPA: 1,974 Rank 283 out o	F 338
3210	₽	Biology	D+	5,000	7410	9	Economics	В~	5.000	Total GPA: 2.071 Rank 275 out o	
9270		Directed Study	B~	5.000	1430	P	English 4	D	5.000	CSU GPA: 1.583	
1230	Р	English 2	RF	0.000	1.530		Media	D	5,000	Cal Grant GPA: 2,000	
2510		Geometry	C	5.000	3510	P	Physics	F	0.000	2,000	
7110		World Civ	RF	0.000	Crs At	ŧ:	30.060 Cmp: 15.000 Pot	al GPA:	1.000		······································
Crs At	:	30.000 Cmp: 20.000 Total	GPA:	2.250			•			Testing Information	
					1975		Work In Progres			CAHSEE ELA-1-1	
		lley High School Grd 10		1	X3 .		work in Progres	S 5		CA HSEE ELA F 11/2/2011	
4610		Adv PE	B~	5.000				*		CAHSEE Math-1-1	
3210	P	Biology	C-	5.000	9270		Directed Study		0.000	CA HSEE Math P 21/10/2010	
9270		Directed Study	C	5.000	6010	P	Art 1		0.000		
1230		English 2	F	0.000	7410	P	Economics		0.000		
2510	Р		Ð-	5.000	1430	₽	English 4		0.000		
7110		World Civ	F	0.000	1530		Media		0.000		
Crs At	: :	30.000 Cmp: 20.000 Total	GPA:	1.333	3510	₽	Physics		0.000		
Watness	1	le Nick Caball Garage								,	
		le High School Grd 10.7/; INT, SCIENCE I - 2nd Se		E 000							
		WORLD CIV - 1st Sem		5.000							
		WORLD CIV - 15t Sem 10.000 Cmp: 10.000 Total	A	5.000							
CES MU	•	ro.coc cub: 10.000 Lotal	GFA:	2.500							
Pajaro	Va:	lley High School Grd 11	12/201	0						_	
2610		Algebra II	C-	5.000							
3310	P	Chemistry	D	5.000							
9270		Directed Study	C+	5.000							
1330	P	English 3/American Lite		5.000							
5510		ROP Medical Occupations		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		10/25/1995	
	DTB	6/27/1994	8/26/1994	10/26/1994	10/25/1995	4/14/1998
- 11	MMR	10/25/1995	4/14/1998			
	HEP B	6/27/1994	8/26/1994	1/25/1995		
	Varicella					
	Transarinti					
	Transcript i School Offi	s unofficial ur	nless signe	ed by a scho	ool official	



### California High School Exit Examination

### Student and Parent Report

School: 0105858 - Pajaro Valley High

District: 69799 - Pajaro Valley Unified

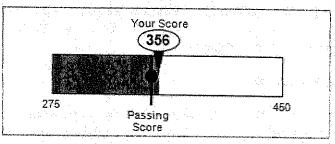
County: 44 - Santa Cruz

### English-Language Arts

Test Date: 11/01/2011

į			
-	356	350	MODIFIED
	Your Total Score	Score Required to Pass	Status
		og en statut state for the state of the stat	

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 Number Questions Correct
Word Analysis	7 5
Reading Comprehension	18
Literary Response & Analysis	20 14
WRITING	
Writing Strategies	12
Writing Conventions	15

Writing Applications Your Score

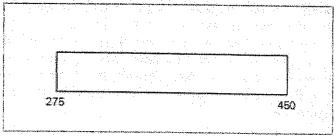
Essay

### 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.



#### Strained a for Wathamarina

		M
À	Number of Number	
	Questions Correct	3.7
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	Probability & Statistics	No de Estado
		To the second
	Number Sense	· · · · · · · · · · · · · · · · · · ·
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	Algebra & Functions	
_ 4	Algebra & Functions	Special Co.
	Manager and the Comment of the Comme	7,44,700
3	Measurement & Geometry	4,
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3.3	Algebra I	Section 2
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<sup>\*</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.



### Board Agenda Backup

Item No:	11.6	
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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: 5

Prepared By:

Dee Yeutschel, Program Director Special Services

Superintendent's Signature: </

Bal

# 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: Land Date: 1/25/2012
	I request that my child stested 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: 61-19-12
	FOR SITE USE ONLY
	Date Received by Principal:
	Student Identification Number:
<u> </u>	

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

Student's Na	me: umber:
requested the school exit e examination determined b	Education Code 6051, the parent/guardian of, a student with disabilities, has at the Governing Board waive the requirement that he/she successfully pass the high examination in order to receive a diploma. This student has taken the high school exit with one or more modifications that fundamentally alter what the test measures as y the State Board of Education, and has achieved the equivalent of a passing score one of the examination.
I certify that	the student qualifies for a waiver because he/she satisfies all of the following conditions
wi ex	s an individualized education program (IEP) adopted pursuant to the Individuals the Disabilities Education Act that specifies the use of the modification(s) on the it examination, standardized testing, or classroom instruction and assessments. It tach 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.
ъ.	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 accepthis student regularly uses as identified in the IEP.	curately describes the modifications that  O1. 19.12
Signature of Student's Special Education Teacher  Steven T. Hou  Print Name of Student's Special Education Teacher	Date
I agree that the information on this Waiver Request Sheet accessfudent has satisfactorily completed or is in the process of cosufficient to have obtained the skills and knowledge otherwise Examination.	mpleting in the high school curriculum is
Signature of Student's Academic Counselor  Printed Name of Student's Academic Counselor	Date



#### Supplementary & Specialized Support/Promotion & Assessment Standards

DRIFTER SCHOOL GISTRIC	in the second se	enerovski kritik kritiski kritiski (* )			
Student		<u> </u>	Date of Birth	5.000000	
			IEP Meeting Date 05/1	2/11	
SUPPLEMENTARY/SP				~	
Student requires suppl  Supports for sch		rvices or specialized mate	rials/equipment as speci l aids/materials/equipme		re Technology)
Program modifi		None	ratus/materials/equipm	ent (vession)	c recimology)
Description	Responsible	Location	Frequency/Intensity	Duration	Start/End Date*
	Personnel/Agency				
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	1		<u> </u>	
	s (Preschool Only)  DRDP Access A	daptations/Accommodation		Criteria Me	c) (Gr. 3 -11)
Accommodations: Modifications: Math: (Gr. 2-11)  No accommodations: Modifications: Use Science (Gr. 5 &	Grade Exempt CMA (Geometry odations or modificati Math questions read al of a calculator Grade Gr. 9-11) Grade dations or modificati	Exempt	CMA (Criteria Molli effective 2011-2012) (Specify below) Molli Molli Molli Molli (Specify below) Molli Molli Molli Molli (Specify below) Molli M	let) (Gr. 3–7 school year odifications Criteria Me odifications	; Algebra I: 7-11) ) (specify below) t) (Gr. 5, 8 & 10) (specify below)
Accommodations Modifications: Writing (Gr. 4 & No accommodations Modifications: Life Skills Curric	odations or modificate: 7 only)	ions	s (specify below) Mo	odifications teria Met) ((	(specify below)  Gr. 4 & 7 only)
Other State or D	vistrict-Wide Assessm	nent Accommodations/Mo	difications (specify)		
accommodation Student is work substantial prog	ing towards a diploma s or  with accomm ing towards a certific ress towards goals.	ate and will be promoted  INATION (CAHSEE)			
✓ Modifications (s)		ator, ELA Q's read aloud ad aloud,plus one day Test	Exempt due to elig Grade Exempt (bel	ow grade 10	)

Page 5 of 12



## INDIVIDUALIZED EDUCATION PROGRAM Specialized Instruction

Student	Date of Birth
	IEP Meeting Date 05/12/11

#### INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty		Responsible	
Area of Difficulty uditory Memory	Accommodation Directions Read Aloud, Extra Time:	Agency/Personnel District of Service/ Gen. Ed.	Start Date
	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
sual 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
			. •
		**- q	
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IEP 04B (4/07)

Page 9 of 12

Student Name

ajaro Valley Unified School District

Date: 8/13/2008

ated:

or 2012

School Name/Address

Pajaro Valley High School 500 Harkins Slough Watsonville, CA 95076

Tel: (831)728-8102

Fax: (831)728-6944

Counselor SSID:

	ark	Credit	<u> </u>	. (		Mark	Credit	Cre	dit	Summary	/ - High	School	
Pajaro Valley High Summer School 9250 Gear Up Math			2610	P	Algebra II	C	5.000	Subject Ar	€ à	~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~	Řeg	Cmp	Def
	B- ^	5.000	9270		Directed Study	C±	5.000	A Englis	h		40.00	35.00	5.00
Crs Att: 5.000 Cmp: 5.000 Total G	PA; 3	.000	1330	Р	3 DIC		0.000	B Math			20.00	20.00	
Painta Wallow Block Cabana and	10/00		3510	Б	Physics	RF	0.000	C Biclog	ical	Science	10.00	10.00	
Pajaro Valley High School Grd 09 2410 P. Algebra 14/8			5710		ROP Administration Jus	t B-	5.000	D Physic	al Sc	ience	10.00	10.00	
	₽	5.000	7210		US History	D-	5.000	E Health			5.00	5.00	
· · · · · · · · · · · · · · · · · · ·	C+	5.000	Crs Atı	t:	30.000 Cmp: 20.000 Tota	I GPA:	1.600	F Fine A	rts /	Foreign	L 10.00	5.00	5.00
1130 P English 1 3910 Health	RD	0.000								ucation	20.00	15.00	5.00
	D	5.000	Pajaro	Va	lley High School Grd 11	6/201	1	B Applie	d Art	.\$	10.00	10.00	
, , , , , , , , , , , , , , , , , , , ,	C	5.000	2610	Þ	Algebra II	C	5.000	I World	Civil	ization	10.00	10.00	
	₽	5.000	9270		Directed Study	С	5.000	J US His	tory		10.00	5.00	5.00
Ors Att: 30.000 Cmp; 25.000 Total	GPA:	2.200	1330	Ρ	English 3/American Lit	e D-	5.000	K Federa	l Gov	ernment	5,00	0.00	5.00
			3510	₽	Physics	F'	0.000	L Econom			5.00	5.00	5.00
Pajaro Valley High School Grd 09			5710		ROP Administration Jus	t C-	5.000	M Electi	ves		45.00	50.00	
2410 P Algebra lA/E	C	5.000	7210		US History	F	0.000	N Algebr	a		10.00		
9270 Directed Study	C	5.000	Crs Att	:	30.000 Cmp: 20.000 Tota	l GPA;	1.167	O Scienc			10.00		
1130 P English 1	RF	0.000							-			10.00	
3610 P Integrated Science I	Đ-	5.000	Watson	/il	le High School Grd 7/2	011		Total C	redir	C	220.00	200.00	20 00
0051 Intro Computers	C	5.000	SS3410	₽	CP PHYSICAL SCIENCE-1s	t C+	5.000			~~~~	220.00	200.00	20,00
1510 N Physical Education 9	F	0.000	551130	₽	ENGLISH 1-2nd Sem	A	5.000			GPA St	ummary	3515	\$ \\ \\
Ers Att: 30.000 Cmp: 20.000 Total	GPA:	1.400	Pajaro	Va	lley High School Grd 12	12/20	13				1 22	- 1707 £	i X
			3310	P	Chemistry	D-	5.000	Academic G	DA .	2	000 Dawl	276	
Pajaro Valley High School Grd 09		9 :	9270		Directed Study		0.000	Total GPA:	rz.		029 Rank		
SS1004 - Algebra Academy - 1st S	B-	5.000	7410	p	Economics	8-	5.000	CSU GPA:			825 Rank 652	303 OUT	OF 33
SS1004 Algebra Academy - 2nd S	8-	5.000	1430	P		c	5.000	Cal Grant	CDA.		667		
Ors Att: 10.000 Cmp: 10.000 Total	GPA:	3.000	1530		Media	A	5.000	Car Granc	GPA:	1.	661		
			6080	P	ROP Computer Graphics	C+	5,000						
Pajaro Valley High School Grd 18	12/20	09	Crs Att	: :	30.000 Cmp: 25.000 Tota	מקם ו	2 400		Tes	ting I	nformati	on .	
4610 N Adv PE	В	5.000				. Oin.	2.400				4.5		
3210 P Biology	D	5.000			- 198 4 1 186 686 186 6	-72,05,04	3.55	CA HSEE EL	n	_	ELA-1-1		
9270 Directed Study	C+	5.000		. ,	Work In Progres:		Yerk New -	CW HORE ET	m.		11/2/2011		
1230 P English 2	D	5.000				#E.W. 194	598 +	]   C   11022 \c.		-	Math-1-1		
2510 P Geometry	C-	5.000	9270		Directed Study		0.000	CA HSEE Ma	CD.	Ē	11/2/2011		
7110 P World Civ	С	5,000	3310	þ	Chemistry		0.000						
Ers Att: 30,000 Cmp: 30.000 Total	GPA:	1.833	9270		Directed Study		0.000						
			7410	p	Economics			Ì					
ajaro Valley High School Grd 10	6/201	o	1430	Р	English 4		0.000						
1610 N Adv PE	C		1530		Media		0.000						
3210 P Biology	C+	5.000	6080	Б			0.000						
270 Directed Study	Б-	5.000	0000	E	ROP Computer Graphics		0.000						
230 P English 2	D-	5.000											
1510 P Geometry	C-	5.000											
7110 P World Civ	c	5.000											
Ers Att: 30.000 Cmp: 30.000 Total					•		ļ						
Vatsónville High School Grd 10 7/.	2010												
SS1130 P ENGLISH 1 - 1st Sem		5 000											
Dr. Art: 5.000 Cmp: 5.000 Total G	C	5.000											
		1					Ì						
ajaro Valley High School Grd 11	12/201	1.0											

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

Stockent and Parent Report

Student Name

Date of Birth:

Student ID:

Grade: 12

School: 0105858 - Pajaro Valley High

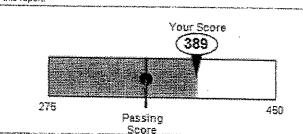
District: 69799 - Pajaro Valley Unified

County: 44 - Santa Cruz

### English-Language Arts

Test Da	<b>te:</b> 10	/04/2	Q11			
Your		Score	Required		F.S To.	:
Total Sco	ore 🕴	io	Pass	1	Status	
38	39	er i i i i i i i i i i i i i i i i i i i	350		MODIFIED	
CONTRACTOR OF THE PARTY NAMED IN COLUMN TWO	-		ret menteralenderalen anamannen.	حبابيه	THE STATE OF THE S	÷

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.



Strand: for English-Largue ye are

	READING	idumber of Questions	issimiza Lorredi	
	Word Analysis	7	5	
	Reading Comprehension	18	15	
	Literary Response & Analysis	20	17	
	WRITING			
	Writing Strategies	12	11	
**	Writing Conventions	15	10	

Your Soms

3.0

Essay

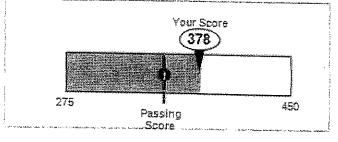
Test Date: 10/05/2011

Your Score Frequired Status

Total Score 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.



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enderschlassen sein – in Landauer einer der seine derschafte b. 1880 bei	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>\*</sup> Each student assay receives wire sobres that range from 1 (lowest) to 4 (highest) or non-econable (NS). The everage of these two scores is listed above under the heading "Your Score". The Writing Applications score counts as 20% of the total English-Language Arts score.



### Board Agenda Backup

Item No: 11.7

Date: February 8, 2012

 $\Delta$  nnrowe

Item: CAHSEE Passage Waiver

English Language Arts (PVHS 11-12-14)

Overview:

Recommandation.

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.

<b>Budget Cons</b>	iderations:	None
Func	ling Source:	
	Budgeted:	Yes: No:
	Amount:	S
Prepared By:	DeerTeuts	schel, Program Director Special Services

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

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 May Date: 125/2012
I request that my child modification and earned the equivalent of a passing score one or more parts or the Carrelle, 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:
An IEP that specifies the use of modification(s) on the exit examination, standardized testing, or classroom instruction and assessments.
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.
An individual score report showing that my child has received the equivalent of a passing score on the CAHSEE while using a modification that fundamentally alters what the high school examination measures as determined by the State Board of Education.
Signature of Paren Date: 1-29-/2
FOR SITE USE ONLY
Date Received by Principal:
Student Identification Number:

1.

2.

3.

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

04,,	den	410	T.T.	
2111	aen	T. S.	IVA:	me

Student's ID Number:

Pursuant to Education Code 6051, the parent/guardian o at 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#:

la.

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:

CHIFFE STRUCKS						
Student			ite of Birth			
, , , , , , , , , , , , , , , , , , , ,			P Meeting Da	ate 02/03	/11	
I EMENTARY/SP	ECIALIZED SUPPO	ORT				
dent requires suppl	ementary aids and ser	-viene as amanialized ma	terials/equipment a zed aids/materials/e	s specifi	ied below. nt (Assistiv	ve Technology)
Supports for sc	nool personnel	Specializ	zed aids/materials/c	squipinci	111 (1135354)	
Program modif Description	Responsible	Location	Frequency/Int	ensity	Duration	Start/End Date*
Description	Personnel/Agency					
				Į		Start:
:						End:
<u> </u>						Start:
				ĺ		End:
placement or service is	anding give resent					
CICIPATION IN S	TATE AND DISTR	ICT-WIDE STANDA DP) California Standards Tes	RDIZED TESTIN	W AND	ASSESSI	YALVITA
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School Readine DRDP-R Language Arts: No accomm Accommodation Modifications: Math: (Gr. 2-11 No accomm Accommodation Modifications: C Science (Gr. 5 &	ss (Preschool Only)  DRDP Access A  (Gr. 2-11) Grade I  odations or modificates:  Grade Exempt CMA (Geometr  odations or modificates:  Extended time and flee alculator  & 8 Gr. 9-11) Grade Gra	Adaptations/Accommod Exempt CST tions Accommodate  CST OR Ty, Grades 7-11) (Grade tions Accommodate tions Accommodate exible setting, questions research	ons (specify)  OR  Ons (specify below  CMA (Compared to the compared to the co	CMA (1) Moriteria M 11-2012 v) Mo	Criteria Modifications  [et) (Gr. 3-school year odification	s (specify below) 7; Algebra I: 7-11 ar) s (specify below) (et) (Gr. 5, 8 & 10
School Readine DRDP-R  Language Arts: No accomm Accommodations: Math: (Gr. 2-11) No accomm Accommodation Modifications: C Science (Gr. 5 & No accomm Accommodation Accommodation Modifications:	ss (Preschool Only)  DRDP Access A  (Gr. 2-11) Grade I  odations or modificates:  CMA (Geometr  nodations or modificates:  Extended time and fle alculator  8 Gr. 9-11) Grad  modations or modificates:	Adaptations/Accommod Exempt CST tions Accommodate  CST OR  Ty, Grades 7-11) (Grade tions Accommodate	ons (specify)  OR  Ons (specify below  CMA (Cross 8-11 effective 20  ions (specify below  ad aloud  OR  Corone (specify below  corons (specify below  do 8: Grade 11 for U.S.	CMA ((v) Moriteria M 11-2012 v) Moriteria M 11-2013 v) Moriteria M CMA ( W) M	Criteria Modifications  [et) (Gr. 3-school year odification) (Criteria Modification odification	s (specify below) 7; Algebra I: 7-11 ar) s (specify below) (et) (Gr. 5, 8 & 10 as (specify below) ugh 11 World History)
School Readine  DRDP-R  Language Arts:  No accomm Accommodation Modifications:  Math: (Gr. 2-11)  No accomm Accommodation Modifications: C  Science (Gr. 5 & No accomm Accommodation Modifications: History/Social	ss (Preschool Only)  DRDP Access  (Gr. 2-11)  Grade I  odations or modificates:  CMA (Geometre odations or modificates:  Extended time and fle alculator  8 Gr. 9-11)  Grade Orade or modificates:  Science*  Grade Exempt  Grade Exempt  Grade Exempt  Grade II  Grade Exempt  Grade II  Grade II  Grade Exempt  Grade II	Adaptations/Accommod Exempt CST tions Accommodate  CST OR Ty, Grades 7-11) (Grade tions Accommodate tixible setting, questions rece tions Accommodate tixible setting, questions rece tixions Accommodate tixible setting, questions received  CST  CST  CST  CST  CST  CST  CST  CS	ons (specify)  OR  Ons (specify below  CMA (Cross 8-11 effective 20  ions (specify below  ad aloud  OR  Corone (specify below  corons (specify below  do 8: Grade 11 for U.S.	CMA ((v) Moriteria M 11-2012 v) Moriteria M 11-2013 v) Moriteria M CMA ( W) M	Criteria Modifications  [et) (Gr. 3-school year odification) (Criteria Modification odification	s (specify below) 7; Algebra I: 7-11 ar) s (specify below) (et) (Gr. 5, 8 & 10 as (specify below) ugh 11 World History)
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CALIFORNIA HIGH SCHOOL EXIT EXAMINATION (CAHSEE) Exempt due to eligibility for participation in CAPA No accommodations or modifications Grade Exempt (below grade 10) Modifications (specify) Calculator, Ques. read aloud, ELA Passed both subtests of the CAHSEE Accommodations (specify)Ques, read aloud/Math;Test+1 day ELA

Student is working towards a certificate and will be promoted based upon alternative curriculum standards and/or

accommodations or with accommodations.

substantial progress towards goals.



### Specialized Instruction

Student	
Crace and	

Date of Birth

IEP Meeting Date 02/03/11

#### INSTRUCTIONAL ACCOMMODATIONS

13 I NUCLIONAL AV	CCOMMODATIONS	Responsible	Stort Dota		
A rea of Difficulty	Accommodation	Agency/Personnel District of Service/ Gen. Ed.	Start Date 02/03/2011		
Area of Difficulty ttending Skills	Accommodation  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			
·					

Page 9 of 12

IEP 04B (4/07)

#### 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 Diracto

SSID:

Commi

	The second second second			16		Course Title	Mar		t	Credit Summary	- High	Schoo	1
ajaro Va 250	illey High Summer School		7/2008		) Va	liey High School				bject Area	Keq	Стр	Def
250	Gear Up Math	A	5.000	2610		Algebra II	C	5.00		English	40.00	25.00	15.00
	Gear Up Math	A	5.000	3210	₽	Biology	C-			Math	20,00	20.00	
ajaio ya .042	lley High School Grd 09 Adv ELD B			9270	_	Directed Study	C+			Biological Science	10.00	10.00	
.042	Adv ELD B	C+ C+	5.000	1330		English 3/Ameri		5.00	1	Physical Science	10.00	10.00	
	Algebra 1A/B (Support9T	-	5.000	4210 7210	P	Spanish 1 SS	D-			Health	5.00	5.00	
270	Directed Study	C=	5.000 5.000			US History	D-	5.00	. 1.	Fine Arts / Foreign		10.00	
051	Intro Computers	C+	5.000	CIS AL	E :	30,000 Cmp: 30.0	OU Total G	PA: 1.500	G	Physical Education	20.00	20.00	
976	Math B (9th)	C+	5.000	Dadam	. 11-	lley High School	0.11.67	D 5 2	Н	Applied Arts	10.00	10,00	
	Physical Education 9	D-	5.000	2610		Algebra II	Gra 11 6/2		r	World Civilization	10.00	10.00	
	35.000 Cmp: 35.000 Total			3210		Biology	C-	5.00 5.00	1	US History	10.00	10,00	
	ong. oo.oto ,acc.	J	1.40	9270	-	Directed Study	В.			Federal Government	5.00	0.00	5.00
ajaro Va	alley High School Grd 09	6/200	g	1330	Þ	English 3/Ameri			- 1 -	Economics Electives	5.00	5.00	
	Algebra 1A/B (Support9T		5,000	4210	P	Spanish 1 SS	B San rice C.	5.00	1	Algebra	45.00		
270	Directed Study	C	5,000	7210		US History	D-			Science		20,00	
.130 P	English 1	C+	5.000	1		30.000 Cmp; 30.0		3,00	′   ′	potende	10.00	5,00	5.00
.130 р	English 1	C+	5,000			cmp1 50.0			-	-Total Credits	222 00	220 00	05 00
910	Health	C+	5.000	After	Sch	ool Pajaro Valle	v High End	11 6/201	1 1	- Total ClearCS	440.00	220.00	25.Dü
976	Math B (9th)	C+	5.000	AS7110	)	WORLD CIV 1s	t Sem. B	5.00		GPA St	ummary		
510 N	Physical Education 9	С	5.000			5.000 Cmp: 5,000	Total GPA		, <u> </u>	· · · · · · · · · · · · · · · · · · ·			·
rs Att:	35.000 Cmp: 35,000 Total	GPA;	2,000				10041 4111	AV 1 K. O O	A.C	ademic GPA: 1.	762 Rank	30 % out:	26 22
				Watsor	vil	le High School G	rd 7/2011				738 Rank		
ajaro Va	lley High School Grd 09	7/260	9			INT. SCIENCE I-		5.00			476	pro ouc	01 33
51004	Algebra Academy - 1st S	C	5.000			INT, SCIENCE I-		5.00			591		
S1004	Algebra Academy - 2nd S		5.000			lley High School				- 574 2 2.			
rs Att:	10.000 Cmp: 10.000 Total	GPA:	2.000	4610		Adv PE	B-				24	30	<del></del>
				3310	P	Chemistry	E>-			Testing In	nformati	on	1
	lley High School Grd 10	12/20	09	9270		Directed Study		0,00	) -	CARSEE	ELA-1-1	<u> </u>	***************************************
	l Adv PE	C	5.000	7410	P	Economics	D-	5.00	CA		11/2/2017		
270	Directed Study	C	5.000	1430	Đ	English 4	D+	5,00	)	CAHSEE 1	Math-l-1		
	English 2	F	0.000	5065		ROP Bicycle Rep	air B	5.00	) CA	HSEE Math M	11/2/2013		
	Geometry	C-	5.000	Crs At	t:	30,000 Cmp: 25.0	00 Total G	A: 1,800					
	Integrated Science I	RF	0.000	<u> </u>									
	World Civ	RF	0.000		25	Work In Pr			700				
rs Att:	30,000 Cmp: 15.000 Total	GPA:	1.500		34 e	WOLK JA PI	ogress	Deputy in	34				
	alley High School Grd 10			9270		Directed Study		D.00					
610 N 270	Adv PE	2	0.000	4610		Adv PE		0.00	Į.				
	Directed Study	C	5.000	3310	P	Chemistry		0.00	i				
	English 2	F	0.000	9270		Directed Study		0.00	)				
	Geometry	D	5.000	7410	þ	Economics		0.00	t				
	Integrated Science I World Civ	RF.	0.000	1430	Þ			0.00					
		D	5.000	5065		ROP Bicycle Rep	air	0.00	)				
LO MILL:	30.000 Cmp: 15.000 Total	GPA:	0.800	ĺ									
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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 u	dess signs	nd hy a cah	and official	***************************************
Transcript School Of	is unofficial ui ficials	nless signe	ed by a scho	ool official	

the data and Parent Report

Student Nan

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Date of Birth

Student ID:

Grade: 12

School: 0105

District: 69799 - Pajaro Valley Unified

County: 44 - Santa Cruz

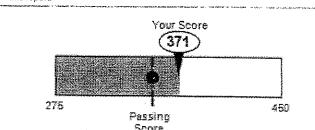
Test Date: 10/04/2011

 Your
 Score Required
 Skatus

 Total Score
 to Pass
 Skatus

 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.



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, e	READING	Number of Questions	warabet Lowed
	Word Analysis .	7	5
	Reading Comprehension	18	15
!	Literary Response & Analysis	20	20
:	WRITING	•	
	Writing Strategies	12	10
	Writing Conventions	15	6

2.0

Test Date: Your Total Ucore	10/05/2011 Socre Flaguised © Pass		Steller
353	350	1	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.



nam i nakajam parkambal montaki in taranda parkambal kupika k	رو د در د	Gumeer of Guesdons	Humiter Horrest	~~1
Probability & St	atistics	13	8	:
Number Sense		17	14	i
Algebra & Func	tions	20	11	į
Measurement &	Geometry	18	8	
Algebra I		12	3	,

Each student essent receives two sources than rendy from 1 flowest to 4 faithful to increase this 1. The everage of these two sources is listed whose under the nearling from Soore. The Writing Applications soors counts as 20% of the total English-Language Arts soors.

Essay



### 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.

<b>Budget Cons</b>	iderations:	None
Fund	ling Source:	
	Budgeted:	Yes: No:
	Amount:	<b>\$</b>
Prepared By:	Dee Pouts	chel, Program Director Special Services

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

	Requirement for Students with Disabilities
	Date: Dell. 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 ith 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:

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

Student's	s Name: Student's ID Number:
requested school ex examinat determin	to Education Code 6051, the parent/guardian of, a student with disabilities, has a that the Governing Board waive the requirement that he/she successfully pass the high sit examination in order to receive a diploma. This student has taken the high school exittion with one or more modifications that fundamentally alter what the test measures as ed by the State Board of Education, and has achieved the equivalent of a passing score one 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 fonowing 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.)

Principal's Signature

Certified by:

		19 6 6	
I agree that the information on this Waiver Request Sheet this student regularly uses as identified in the IEP.	accurately de	escribes the mo	odifications that
Mary South		10cc. 9	,2011
Signature of Student's Special Education Teacher		Date	
MARN South			
Print Name of Student's Special Education Teacher	14. Na ana		
I agree that the information on this Waiver Request Sheet student has satisfactorily completed or is in the process of sufficient to have obtained the skills and knowledge otherw Examination.	completing i	in the high sch	ool curriculum is
		12/1	6/11
Signature of Student's Academic Counselor		Date	
Mancy Puente		1 2 4.	
Printed Name of Student's Academic Counselor	* ***		e de la companya de

#### 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

WATER STEEL BOOKS IN	der vertil des s'en Titos sectorales Nambre e Abraha s'anna de sa sec				
Student			Date of Birth		
SUPPLEMENTARY/SPI	CIALIZED SUPPO	)DT	IEP Meeting I	Date_03/18/11	
Student requires supple			naterials/equinment	as specified below	v
Supports for sch	ool personnel		lized aids/materials		
Description	Responsible Personnel/Agency	Location	Frequency/Ir	ntensity Duration	Start/End Date*
					Start:
					End:
					Start:
					End:
* If a placement or service is	ending, give reason				
☐ DRDP-R ☐  ☐ Language Arts: (C) ☐ No accommodations: Modifications: ☐ Math: (Gr. 2-11) ☐ No accommodations: Modifications: ☐ Science (Gr. 5 & 8) ☐ No accommodations: Modifications: ☐ History/Social Sci	(Preschool Only)  DRDP Access Addr. 2-11)  Grade Exempt  Grade Exempt  CMA (Geometry, dations or modifications or modificatio	aptations/Accommo empt	dations (specify)  OR  TOR  Tools  To	CMA (Criteria M ) Modification riteria Met) (Gr. 3- 11-2012 school yea ) Modification CMA (Criteria M ) Modification History; Grades 9 throu	et) (Gr. 3 -11) s (specify below) -7; Algebra I: 7-11) ar) s (specify below) et) (Gr. 5 , 8 & 10) s (specify below) gh 11 World History)
Accommodations: Modifications: Writing (Gr. 4 & 7		mpt CS		MA (Criteria Met)	(Gr. 4 & 7 only)
Life Skills Curricu	nlum: CAP CAT-6/CST not appro	A Level 1	2 🗌 3 [	4 🗆	5 🔲
<b>[</b>	strict-Wide Assessme		/Modifications (spe	cify) Extended time;	flexible setting
PROMOTION STAND	ARDS				
Student is working accommodations Student is working	ng towards a diploma or \(  \) with accommong towards a certificates towards goals.	dations.	-		
CALIFORNIA HIGH SC	HOOL EXIT EXAMI	NATION (CAHSEE)			
☐ No accommodation ☐ Modifications (spe	ons or modifications ecify) Ques read aloud (specify) Ques read aloud	ELA; use of calculator	Grade Exen	e to eligibility for p npt (below grade 1 subtests of the CA	

Page 6 of 14



# 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

		Responsible	
Area of Difficulty	Accommodation	Agency/Personnel	Start Date
Attending Skills	Preferential Seating, Take Tests in Alternate Setting, Tests in Short Segments	Agency/Personnel 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,	District of Service/ Gen. Ed.	03/19/2011
	Other: Shortened assignments when appropriate	Teacher, Assistant, RS	
Other: Organizational skills	Visual Schedule, Other: monitor assignmentcompletion and binder organization	District of Service/ Gen. Ed. Teacher, Assistant, RS	03/19/2011

#### Pajaro Valley Unified School District

nter Date: 8/12/2009 pave Date: 11/7/2011

lass Of: 2012

School Name/Address

Pajaro Valley High School 500 Harkins Slough Watsonville, CA 95076

Tel: (831)728-8102

Fax: (831)728-6944

#### (831)268-03<del>4</del>0

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5120		Beginning Wood	A	5.000		asic Skills C			5.000	Total GPA:				
1120	P	English 1 (SDAIE)	8	5.000		hemistry		-1. C	0.000	CSU GPA:		1.400 Rank (	out	DI 332
3912		Health and Human Biolog	r RE	0.000		irected Study		c	5.000	Cal Grant GPA:		1.217		
8024		Math 2 RSP	В	5.000		nglish 3/Amer:			0.000	Car Grant Gra:		1.211		
1050		Reading Skills 1	F	0.000		eometry		D	5.000			- 120 E		
Ors Att	: :	30.000 Cmp: 20.000 Total	GPA;	2,200		S History		F	0.000	Te:	sting	Informatio	'n	
						.000 Cmp: 15.0	300 Tota	i dpa	0.000	1111 2 2 2 2 2 2 2 2		EÉ ÉLA-1-1		
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5120		Beginning Wood	В+	5.000	7410 P E	conomics	- 0.0 1	F F		CA HSEE Math	OAno:	5/11/2011		
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3912		Health and Human Biolog	1 0	5.000										
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1050		Reading Skills 1	c	5.000										
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		-				nglish 4			0.000					
Pajaro	Va]	lley High School Grd 18	12/200	)9		ntegrated Scie	ance T		0.000	•				
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ajaro	Va)	lley High School Grd 10	6/2010	)	A English			15.00	25.00					
2413	P	Algebra 1A/B (Support9T	ĭ		3 Math		20.00	20.00	23.00					
		Biology	F'			cal Science	10.00	5.00	5.00					
9270		Directed Study	B÷			l Science	10.00	0.00	10.00					
1230	₽	English 2	F		E Health		5.00	5.00	10.00					
2976		Math B (9th)	D-			ts / Foreign I		0.00	10.00					
71.10		World Civ	F	0.000		l Education		10.00	10.00					
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		ALGEBRA 1 - 1st Sem	A-	5.000		Government	5.00	0.00	5.00					
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rs Att		10.000 Cmp: 10.000 Total			4 Electiv			40.00	5.00					
			2		. Algebra		10.00	5.00	5.00					
ajaro 1	Val	ley High School Grd 11	12/203	.0	Science		10.00							
		Chemistry	F	0.000				0.00	10.00					
270		Directed Study			Total Cr			110.00						
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		Geometry	D+	5.000										
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		US History	F	0.000		*								
		0.000 Cmp: 15.000 Total	-										-	
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### H = Honors A = Advanced Placement P = College Prep N = Non-Academic One GPA is provided per semester.

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							to a company and a second
	HEP B Varicella	3/12/1998	6/2/1998	9/1/1998			
	Polio DTB	6/23/1993 6/23/1993	11/10/1993 11/10/1993		3/12/1998	9/15/2005	



### California High School Exit Examination

See back for details

### Student and Parent Report

Student Nam

Date of Birth:

Student ID:

Grade: 12

Matheratics

School: 0105858 - Pajaro Valley High

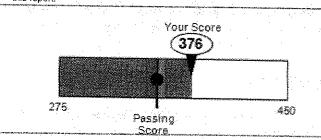
District: 69799 - Pajaro Valley Unified

County: 44 - Santa Cruz

### English-Language Arts

Test Date:	10/04/2011	of Carry Arrest Land	
Your	Score Require		fue
Total Score	to Pass		itus
376	350	MODIFI	ED
TATALON AND AND AND AND AND AND AND AND AND AN			

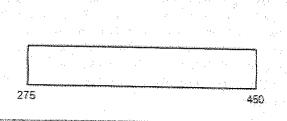
Your student took this test using modifications as specified in his or her IEP or Section 504 plan. See "Taking the CAHSEE with Modifications" on the back of this report.



READING		Number Correct
Word Analysis	7	6
Reading Comprehension	18	15
Literary Response & Analysis	20	18
WRITING	komponista (j. 1806) Politika (j. 1806)	
Writing Strategies	12	9
Writing Conventions	15	10

.*	100		
Test Date:	10/05/2011	Professional Section	
Your	Score Red	uured	
Total Score			Status
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f		SA	HOLIED HEG
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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.



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Numbe	er Sense			
	a & Functions		- Æ Sakwala - Kabab	
Measu	rement & Geo	metry	an English (1979) and the Anti-Anti-Anti-Anti-Anti-Anti-Anti-Anti-	
Algebra	a I			
				Ì

Your Score

2.0

William Applications =

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



### Board Agenda Backup

Item No:

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:** 

**Funding Source:** 

Budgeted: Yes:

No:

Amount: \$

Prepared By:

Dee/Trutschel, Program Director Special Services

Superintendent's Signature: Don Bol

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

Date: 01.19.12

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: 25/2017
I request that my child stested 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:
An IEP that specifies the use of modification(s) on the exit examination, standardized testing, or classroom instruction and assessments.
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.
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:
FOR SITE USE ONLY
Date Received by Principal:
Student Identification Number:

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

Student's Na	ame: Student's ID Number:
requested the school exit examination determined l	Education Code 6051, the parent/guardian of dent with disabilities, has at the Governing Board waive the requirement that he/sne successfully pass the high examination in order to receive a diploma. This student has taken the high school exit with one or more modifications that fundamentally alter what the test measures as by the State Board of Education, and has achieved the equivalent of a passing score one is of the examination.
I certify that	the student qualifies for a waiver because he/she satisfies all of the following conditions
wi ex (A	as an individualized education program (IEP) adopted pursuant to the Individuals ith Disabilities Education Act that specifies the use of the modification(s) on the cit examination, standardized testing, or classroom instruction and assessments.  Ittach the section of the IEP that specifies the modifications.)  Thache of lage  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 I 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.

- 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.)

I agree that the information on this Waiver Request Sheet accurately this student regularly uses as identified in the IEP.	y describes the modifications that
M (IF)	01.19.12
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 student has satisfactorily completed or is in the process of completing sufficient to have obtained the skills and knowledge otherwise to particular to the skills and knowledge otherwise to	ng in the high school curriculum is
Luin Orj.	1/19/12
Signature of Student's Academic Counselor	Date
Printed Name of Student's Academic Counselor	

# DATHER STREET DISTRICT

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

Supplementary & Specialized Support/Promotion & Assessment Standards

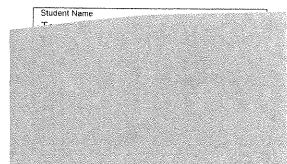
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Student							
Student			Date of Birth_				
MARIO RECORDINATE AND			IEP Meeting Date 05/23/11				
SUPPLEMENTARY/SP	ECIALIZED SUPPORT	Γ					
			terials/equipment as speci				
Supports for scl		<u></u> ,	ed aids/materials/equipme	ent (Assistiv	re Technology)		
Program modification	Responsible	✓ None Location	Frequency/Intensity	Duration	Start/End Date*		
Description	Personnel/Agency	Location	1 Toquency/Intensity	Duration	Biart Bird Bate		
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+ 3.5				<u> </u>			
* If a placement or service is				CCECC	ATTO IN YERS		
			DIZED TESTING ANI (CST), CAT-6, California Modij				
	ative Performance Assessment		, O527, O522-0, O41907 1514 212049	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,			
School Readines	s (Preschool Only)						
	DRDP Access Adap	tations/Accommodat	ions (specify)				
[7] Language Arts: (1	Gr. 2-11) Grade Exem	nt 🖂 CST	OR CMA	Criteria Me	t) (Gr. 3 -11)		
			ns (specify below) \[ \square Mo				
Accommodations:	:						
✓ Math: (Gr. 2-11)		□ CST OR	CMA (Criteria M				
Accommodations	odations or modifications:	☐ Accommodation	ns (specify below) [ ] M	odifications	(specify below)		
Science (Gr. 5 &	8 Gr. 9-11) Grade Exe	empt			t) (Gr. 5, 8 & 10)		
		Accommodatio	ns (specify below) 🔲 M	odifications	(specify below)		
Modifications:							
		Accommodation	is (specify delow) LIMIC	diffications	(specify below)		
Modifications:	7 only) [7] Grade Evems	<sub>st</sub> □ CST	OR CMA (Cri	teria Met) ((	Gr 4 & 7 only)		
Accommodations			(- <u>-</u>				
Life Skills Curric	culum: CAPA	Level 1	2 🔲 3 🔲	4 🔲	5 🔲		
Participation in	CAT-6/CST not appropri	ate due to:					
Other State or E	istrict-Wide Assessment	Accommodations/M	(odifications (specify)				
			(- F )		·		
	D. 4. D. D. C.						
I		d will be managed to	and was district asi	dum ctanda	ede 🔲 without		
			ased upon district currict	num standar	us [_] without		
•			based upon alternative c	urriculum st	andards and/or		
		•	•				
substantial prog	iess lowards goals.						
		TION (CAUSEE)					
CALIFORNIA HIGH S	CHOOL EXIT EXAMINA	ATION (CAHSEE)		1.1114. F-	Minimum in CADA		
CALIFORNIA HIGH S		ATION (CAHSEE)	Exempt due to eligi		rticipation in CAPA		
DRDP-R  ☐ Language Arts: (( ☐ No accommodations: Modifications: ☐ Math: (Gr. 2-11) ☐ No accommodations: Modifications: ☐ Science (Gr. 5 & ☐ No accommodations: Modifications: ☐ History/Social So ☐ No accommodations Modifications: ☐ Writing (Gr. 4 & ☐ No accommodations Modifications: ☐ Life Skills Curric Participation in ☐ Other State or ☐ PROMOTION STANI ☐ Student is work accommodation	Gr. 2-11) Grade Exemple of Grade Exempt Grade Exempt Grade Exempt Grade Exempt Grade Exempt Grade Exemple of Grade Exempt	CST OR rades 7-11) (Grades 1 Accommodation  CST OR rades 7-11) (Grades 1 Accommodation  CST CST (Grade 1 Accommodation  CST CST (Grade 1 Accommodation  CST CST Accommodation  Accommodation  Accommodations/Model 1  d will be promoted bettions.	OR	diffications  (et) (Gr. 3–7 school year odiffications  Criteria Me odifications  rades 9 throug odifications  teria Met) (Codifications  4   alum standar	; Algebra I: 7-11) ) (specify below) t) (Gr. 5 , 8 & 10) (specify below) h 11 World History) (specify below)  Gr. 4 & 7 only) (specify below)  5 □		



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

DAILIED SCHOOL DIVASIES	
Student	Date of Birth IEP Meeting Date 05/23/11

	CCOMMODATIONS	Responsible	Start Date
Area of Difficulty ditory Memory	Accommodation 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	Agency/Personnel District of Service/ Gen. Ed. Teacher, Assistant, RS	05/23/2011
ocessing 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
	·		



ajaro Valley Unified School District

r Date: 8/13/2008

duated:

s Of: 2012

School Name/Address

Pajaro Valley High School 500 Harkins Slough Watsonville, CA 95076

Tel: (831)728-8102

Fax: (831)728-6944

Counselor: Ospina

SSID:



이 마다 그 보다 하다 모든 모든 일 없다. 그 돈 이 나는 이 아무 모든 말하는 하는데 된다는 사람이 하는 그는 것이다.		* * * * * * * * * * * * * * * * * * * *	1		ourse Title		Credit		Work In 1	Progres	s	3
Pajaro Valley High Summer School			Pagaro	۷a.	lley High School G	rd 11 12/20	10	9270	Directed Study	/		0,000
9252 ELD/Math Institute		15.000	2610	P	Algebra II	D	5.000	9291	Basic Skills (	A Exit E	×	0.000
Crs Att: 5.000 Cmp: 5.000 Total G	PA: Z.	500	1	P	Art 1	D	5.000	9270				0.000
				Р	Chemistry	Đ	5.000	7410	P Economics			0.000
Pajaro Valley High School Grd 09	12/200	8	1330	ē	English 3/American	n Lite D	5.000	1430	P English 4			0.000
2410 P Algebra 1A/B	RF	0.000		Þ	Spanish 2	D	5.000	3510	P Physics			0.000
1130 P English 1	C-	5.000	7210	₽	US History	F	0,000	5065	ROP Bicycle Re	epair		0.000
3910 Health	RF	0.000	Crs Att	: :	30.000 Cmp: 25.000				•	•		
3610 P Integrated Science I	D	5.000							.1.	(Kalenda)	5 8	
4510 N Physical Education 9	B~	5.000	After S	che	ool Pajaro Valley i	digh Grd 11	12/2010		Credit Summary	- High	Schoo	1.
4120 P Spanish 2	D-	5.000	AS4305		Varsity Football(		5.000					
Crs Att: 30.000 Cmp: 20.000 Total	GPA:	1.750	Crs Att	: 1	5.000 Cmp: 5.000 To	otal GPA: 0	.833	Subj	ect Area	Req	Cmp	Def
								A.	English	•	30.00	10.00
Pajaro Valley High School Grd 09	6/2009		Pajaro	Va:	lley High School Gr	rd 11 6/201	1	В	Math	20,00		
2410 P Algebra 1A/B	C	5.000	2610	₽	Algebra II	C	5.000	c	Biological Science	10.00		
1130 P English 1	C-	5.000	6010	P	Art 1	F	0.000		Physical Science	10.00		
3610 · P Integrated Science I	F	0.000	3310	P	Chemistry	F	0.000		Health	5.00	5.00	
5051 Intro Computers	Ç-	5.000	1330	Ρ	English 3/American	n Lite C-	5.000		Fine Arts / Foreign			
4510 N Physical Education 9	A	5.000			Spanish 2	В	5.000		Physical Education	20.00		
4120 P Spanish 2	F	0.000	7210	₽	US History	RF	0.000		Applied Arts	10.00		
Crs Att: 30.000 Cmp; 20.000 Total	GPA:	1.667	Crs Att	; ;	30.000 Cmp: 15.000				World Civilization	10.00		
					-				US History	10.00	5.00	5.00
Pajaro Valley High School Grd 09	7/2009		After S	che	ool Pajaro Valley 1	digh Grd 11	6/2011		Federal Government	5.00	0.00	5.00
SS2410 P ALGEBRA 1	D	5.000	AS3210		BIOLOGY - 1st sem	C+	5.000		Economics	5.00	5.00	0.00
SS3910 HEALTH	В	5.000.	Crs Att		5.000 Cmp: 5.000 To	otal GPA: 1	.500		Electives		40.00	5.00
Crs Att: 10.000 Cmp: 10.000 Total	GPA:	2.000							Algebra	10.00		
			Watsonv	1.1	le High School Grd	7/2011		0	Science		0.00	10.00
Pajaro Valley High School Grd 10	12/200	9	SS1230	p	ENGLISH 2-1st Sem	D	5.000					
4610 N Adv PE	A	5.000	Pajaro	۷a:	Lley High School G	rd 12 12/20	1.1	~~~T	otal Credits	220.00	185.00	35.00
3210 P Biology	RF	0.000	9291		Basic Skills CA Ex	kit Ex A	5.000	75 1.5				40.00
1230 P English 2	RF	0.000	9270		Directed Study		0.000		GPA Su	mmary	. W. S.	1,045,03
	D+	5.000	7410	p	Economics	Ð	5.000	********	<u> </u>	***********		<u></u>
4110 P Spanish 1	₽	5.000	1430	P	English 4	8+	5.000	Acad	Hemic GPA: 1.6	575 Rank	312 out	of 334
7110 P World Civ	RF	0.000	3510	Ē,	Physics	F	0.000	Tota		762 Rank		
Crs Att: 30.000 Cmp: 15.000 Total	GPA:	2.667	5065		ROP Bicycle Repair	t C+	5.000	CSU	GPA: 1.4			
			Crs Att	: :	30.000 Cmp: 20,000			Cal	Grant GPA: 1.4			
Pajaro Valley High School Grd 10	6/2010											
4610 N Adv PE	B	5.000	After S	che	ool Pajaro Valley {	ligh Grd 12	12/2011	3 1 1 1		***		
3210 P Biology	C+	5.000	AS7210		U.S. HISTORY - 2		5.000		Testing In	formati	.on `	
-	E.	0.000	Crs Att		5.000 Cmp: 5,000 To		.167		CARSEE I	IA-1-1		
2510 P Geometry	Đ÷	5.000						CA H	·	3/16/2010		
4110 P Spanish 1	В	5.000							CAHSEE M			
7110 P World Civ	RD	0,000	1					CA H		1/2/2011		
Crs Att: 30.000 Cmp: 20.000 Total	GPA:	1.800							,			
Watsonville High School Grd 10 7/	2010		İ									
SS7110 P WORLD CIV - 1st Sem	С	5.000	]									
SS7110 P WORLD CIV - 2nd Sem	C	5.000										
Crs Att: 10.000 Cmp: 10.000 Total	GPA;	2.000										
-												
			<u> </u>									

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

one of the provided per se	inicator.				
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				
1					
.   L					
School Offi	s unofficial uni	ess signe	d by a scho	of official	
	ciais				D. f
Signature	***************************************			· · · · · · · · · · · · · · · · · · ·	Date: 1/19/2012



## Ca ifemia High School Exit Examination

See back for details

Carden on Desert Reserve

Student N

Date of Bi

Grade: 12

School: 0105858 - Pajaro Valley High

District: 69799 - Pajaro Valley Unified

County: 44 - Santa Cruz

Test Date: 10/04/2011

Your Score Required Total Score : to Hess

Status

SATISFIED REQ

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

275 450

Extended to Hogolobelosses and const

	Mumber of	Number
READING	Questions	Correct
Orași apropi de A. Brazile respecto pe que la sere gran e gran propinci de completa de ser esta com el respect	and the second s	territoria de la compania del compania del compania de la compania del la compania de la compani

Word Analysis

Reading Comprehension

Literary Response & Analysis

WRITING

Writing Strategies

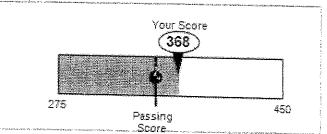
Writing Conventions

Medicanosias

Test Date: 10/05/2011
Your Score Produired Status
Total Score 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.



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	Number of Questions	Number Correct
Probability & Statistic	s 13	8
Number Sense	17	13
Algebra & Functions	20	14
Measurement & Geor	netry 18	13
Algebra I	12	4

Essay

<sup>1</sup> Econ studion) easily race was two shores that range from 1 tinwesty to 4 (highesty or hon-scorable (MS). The average of these two scoraz is listed above under the heading "May Score".
The Writing Applications score counts as 20% of the total English-Language arts score.

A student must only ratake the subject area examination (English-Language outs 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.

Recommendati	on: Approv	'e
<b>Budget Cons</b>	iderations:	None
Fund	ling Source:	
	Budgeted:	Yes: No:
	Amount:	\$
Prepared By:	Die Peuts	chel, Program Director Special Services
Superintenden	t's Signature:	Danket

V Jon Dr

## 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 puone sent onts, 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 May Date: 125 2012
	I request that my child tested with a modification and earned the equivalent of a passing score one or more parts of the CAHSEE, be granted a waiver of this California graduation requirement.
	I understand that, in order to receive such a waiver, state law requires that my child have all of the following:
1.	An IEP that specifies the use of modification(s) on the exit examination, standardized testing, or classroom instruction and assessments.
2.	Sufficient high school level coursework either satisfactorily completed or in progress in the high school level curriculum sufficient to have attained the skills and knowledge otherwise needed to pass the CAHSEE.
3.	An individual score report showing that my child has received the equivalent of a passing score on the CAHSEE while using a modification that fundamentally alters what the high school examination measures as determined by the State Board of Education.
	Signature of Parent: rate: OÎ-19-11
	FOR SITE USE ONLY
	Date Received by Principal:
	Student Identification Number:
∟	

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

Student's	Na	me: Student's D Number:
requested school ex examinate determine	thatit exit on the second the sec	ducation Code 6051, the parent/guardian of, a student with disabilities, has the Governing Board waive the requirement that he/she successfully pass the high camination in order to receive a diploma. This student has taken the high school exit with one or more modifications that fundamentally alter what the test measures as y the State Board of Education, and has achieved the equivalent of a passing score one of the examination.
I certify t	hat	the student qualifies for a waiver because he/she satisfies all of the following condition
1. See	wit exi	s an individualized education program (IEP) adopted pursuant to the Individuals the Disabilities Education Act that specifies the use of the modification(s) on the texamination, standardized testing, or classroom instruction and assessments. Each the section of the IEP that specifies the modifications.)  Hacked  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.
	đ.	Describe the modification(s) that the student regularly uses in the classroom and on other assessments.

- 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.)

<b>V</b>	
I agree that the information on this Waiver Request Sheet ac this studentyregularly uses as identified in the IEP.	curately describes the modifications that
	01.19.12
Signature of Student's Special Education Teacher	Date
Steven V. How Print Name of Student's Special Education Teacher I agree that the information on this Waiver Request Sheet ac student has satisfactorily completed or is in the process of co	curately states that the coursework this
sufficient to have obtained the skills and knowledge otherwis  Examination	re to pass the California High School Exit
	1/19/12
Signature of Student's Academic Counselor	Date
Nancy Prente	
Printed Name of Student's Academic Counselor	

	Supplementar	ry & Specialized Sup	port/Promotion &	Assessm	ent Standards	
Student_			Date of Birth_			
A A STATE OF THE S			IEP Meeting Date 05/1	12/11		
SUPPLEMENTARY/SP Student requires suppl Supports for sci Program modifi	ementary aids and se hool personnel	rvices or specialized mate	rials/equipment as speci d aids/materials/equipm			
Description	Responsible Personnel/Agency	Location	Frequency/Intensity	Duration	Start/End Date*	
anguage and Speech	SELPA/LSH, RS	Classroom or Speech Room	4 X /Yearly	1 year	Start: 05/05/2010	
			80 mins total		End:	
					Start:	
					End:	
✓ No accommodations Modifications: ✓ Math: (Gr. 2-11)  ☐ No accommodations	Grade Exempt CMA (Geometry dations or modificati	ions ☐ Accommodation  ☐ CST OR  y, Grades 7-11) (Grades 8- ions ☐ Accommodation.	CMA (Criteria M	let) (Gr. 3–7 school year	/; Algebra I: 7-11	
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 1! World History)  No accommodations or modifications Accommodations (specify below) Modifications (specify below)  Accommodations:						
Modifications:  Writing (Gr. 4 & December 1988)  No accommodations Modifications:  Life Skills Currice	7 only)	ions Accommodation  PA Level 1			Gr. 4 & 7 only) (specify below)	
	CAT-6/CST not appr District-Wide Assessn	opriate due to: nent Accommodations/Mo	difications (specify)			

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

Student is working towards a diploma and will be promoted based upon district curriculum standards [ ] without

Student is working towards a certificate and will be promoted based upon alternative curriculum standards and/or

Page 5 of 12

PROMOTION STANDARDS

accommodations or  $\square$  with accommodations.



#### INDIVIDUALIZED EDUCATION PROGRAM Specialized Instruction

Student	Date of Birth
	IEP Meeting Date 05/12/11

Area of Difficulty uditory Memory	Accommodation	Responsible	
uditory 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	Agency/Personnel District of Service/ Gen. Ed. Teacher, Assistant, RS	Start Date 05/12/2011
sual 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
-			-
of the manufacture of the state			

IEP 04B (4/07)

Page 9 of 12

# 

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:

		Credit	CrsID	(	Course Title	M	ark	Credit		Credit	Summar	y - High	Schoo!	1
Pajaro Valley High Summer Schoo 9250 - Gear Up Math			2610	F	Algebra II	<del> </del>	C-	5.000	្តិ និងស់	ect Area		Req	Cmp	Def
	8-	5.000	9270		Directed Study		C+	5.000	Α	English		40.00	35,00	5.00
Crs Att: 5.000 Cmp: 5.000 Total	GPA: 3	.000	1330	5		can Lite	F	0.000	В	Math		20.00	20.00	
Pajaro Valley High School Grd 0	0.10/00		3510	F	Physics		RF	0.000	C	Biological		10.00	10.00	
2410 P Algebra 1A/B		5.000	5710 7210	Τ-	ROP Administrat	ion Just		5.000	D	Physical S	cience		10.00	
0270 Directed Study	B C+	5.000		· ·	US History		D-	5.000	E	Health		5.00	5.00	
1130 P English 1	RD.	0.000	CIS ALI	. :	30,000 Cmp; 20.0	00 Total	GPA:	1.600	F	Fine Arts			5.00	5.00
9910 Health	D-	5.000	Dadaro	1/2	lley High School	C			G	Physical E			15.00	5.00
3610 P Integrated Science I	C	5.000	2610	v a	Algebra II	GEO 11				Applied Ar		10,00	10.00	
510 N Physical Education 9	B	5.000	9270	Ľ	Directed Study		C C	5.000 5.000		World Civi			10.00	
rs Att: 30,000 Cmp: 25,000 Tot			1330	Р					}	US Mistory		10.00	5.00	5.00
	0		3510		Physics	can bite	E.		K	Federal Go	vernment		0.00	5.00
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2410 P Algebra 1A/B	C	5.000	7210	Р	US History	TOI: OUSC	F	5.000 0.000	1	Electives		45.00		
9270 Directed Study	Ċ	5.000			30.000 Cmp: 20.0	በበ ጥሎቀሚገ	e e e e e e e e e e e e e e e e e e e	1 167	1	Algebra			10.00	
130 P English 1	RF	0.000	1	- '	20.000 Chp. 20.0	or local	GEAL	1.10	U	Science		10.00	10.00	
610 P Integrated Science I	D	5,000	Watson	/11	le High School G	rd 7/20	11			otal Credi	+	220 00	200 00	
051 Intro Computers	C	5.000	\$\$3410	Đ	CP PHYSICAL SCI	PMCF-let	C+	5.000	,	Oral Cledi	1.5	220.00	200.00	25,00
1510 N Physical Education 9	F	0.000	\$51130	P	ENGLISH 1-2nd S	em	A.	5.000			GPA :	Summary		
Crs Att: 30,000 Cmp; 20,000 Tot	al GPA:	1.400			lley High School							<u> </u>		<u> </u>
					Chemistry	014 12	D-	5.000	Acac	demic GPA:	2	.029 Rank	276	- 6 221
ajaro Valley High School Grd ()	9 7/200	9	927G		Directed Study			0.000	ŧ	al GPA:		.825 Rank		
S1004 Algebra Academy - 1st	S B-	5.000	7410	P	Economics		8-	5.000		GPA:		. 652	303 000	01. 334
SS1004 Algebra Academy - 2nd		5.000	1430		English 4		Ċ	5.000	1	Grant GPA:		.667		
rs Att: 10.000 Cmp: 10.000 Tot	al GPA:	3.000	1530		Media		A	5.000		01411		,		
			6080	P	ROP Computer Gr	aphics	C+	5,000				- 2 2 3 3 3	věrky Kladyy	
ajaro Valley High School Grd l	0 12/20	09	Crs Act	::	30.000 Cmp: 25.0	00 Total	GPA:	2.400		Te	sting :	Informati	on	
610 N Adv PE	В	5.000									CARSEE	ELA-1-1		
210 P Biology	D	5.000			History Lawrence		· · · · · · · · · · · · · · · · · · ·		CA E	SEE ELA	F	11/2/2011		
270 Directed Study	C+	5.000	A	37.7	Work In Pi	ogress					CAHSEE	Math-1-1		
.230 P English 2	D	5.000							CA E	SEE Math	F	11/2/2011		
510 P Geometry	C	5.000	9270		Directed Study			0.000						
110 P World Civ	C	5.000	3310	₽	Chemistry			0.000						
rs Att: 30,000 Cmp: 30,000 Tot.	al GPA:	1.833	9270		Directed Study			0.000						
200 min	/		7410		Economics			0.000						
ajaro Valley High School Grd 1: 610 - N Adv PE			1	P				0.000						
	C	5.000	1530		Media			0.000						
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230 P English 2	B	5.000	}											
510 P Geometry	Ð−, C−	5.000												
110 P World Civ	C-	5.000												
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atsonville High School Grd 10	7/2010													
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ajaro Valley High School Grd 1	12/20	10												

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

Polio DTB MMR HEP B Varicella	9/11/1994 11/14/1996	1/20/1995 10/30/1998 10/22/1994		9/14/1995 9/14/1995	10/30/1998 10/30/1998
Transcript is School Offic Signature	unofficial un ials	less signed	d by a scho	ool official	Date: 1/19/2012



## California High School Exit Examination

See back for details

Student and Parent Report

Student Na

Date of Birl

Student ID:

Grade: 12

School: 0105858 - Pajaro Valley High

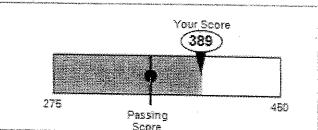
District: 69799 - Pajaro Valley Unified

County: 44 - Santa Cruz

## English-Language Arts

Test Date:	10/04/2011	
Total Score		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 Arte

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

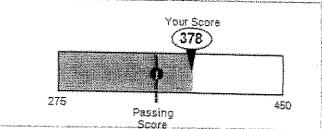
Vous Soors

Essav

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Test Date: 1	0/05/2011	to be a consequence of the conse
Your Total Score	Score Plequired 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.



#### Arranda for Abberratics

entroping wild care to the advance particle prophilips are made to discuss a	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 -

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

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



## Board Agenda Backup

Item No: 11.11

Date: Fel

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:

Dea Tentschel, Program Director Special Services

Superintendent's Signature:

Dorn Bak

	Requirement for Students with Disabilities
	Date: 01.1912
	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 May Date 125/2012
	I request that my cl ested 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.
ŗ.	Signature of Parent: Date: 1-24-/Z
	FOR SITE USE ONLY
	Date Received by Principal:
	Student Identification Number:

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

	Student's N	۷an	ne Number
	requested to school exit examination determined	hat ex on v	ducation Code 6051, the parent/guardian of t with disabilities, has the Governing Board waive the requirement that he/sne successfully pass the high tamination in order to receive a diploma. This student has taken the high school exit with one or more modifications that fundamentally alter what the test measures as the State Board of Education, and has achieved the equivalent of a passing score one of the examination.
_	)ee 1.04	Has wit exit	the student qualifies for a waiver because he/she satisfies all of the following conditions:  A.C. L. C.  S an individualized education program (IEP) adopted pursuant to the Individuals the Disabilities Education Act that specifies the use of the modification(s) on the texamination, standardized testing, or classroom instruction and assessments. Stach the section of the IEP that specifies the modifications.)
	а	1.	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.
	ţ	D.	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	Э.	State the rationale for applying the modification(s) used to achieve an equivalent passing score on the CAHSEE for this student.
	C	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:

S :

						vi i vi
Student		٥		Date of Birth		
Bradom				IEP Meeting Date 02/	03/11	
ON THE STATE A DV/CDI	ECIALIZED SUPPO	ORT				
PLEMENIARY/SFI	ementary aids and set	ruices or specia	lized mater	ials/equipment as spec	ified below.	
Supports for sch	nool personnel		Specialized	aids/materials/equipm	ent (Assistiv	e Technology)
Program modifi	cations		None			
Description	Responsible	Locat	ion	Frequency/Intensity	Duration	Start/End Date*
	Personnel/Agency					Gtt.
				•		Start:
						End:
···		1				Start:
					· ·	End:
						<u> </u>
a placement or service is	ending, give reason			IZED TESTING AN		
School Readines	native Performance Assess s (Preschool Only) DRDP Access A		commodatic	ons (specify)		
	Gr. 2-11)		CST	OR CMA	(Criteria Mo	et) (Gr. 3 -11)
Accommodations Modifications:  Math: (Gr. 2-11)	Grade Exempt CMA (Geometr	☑ CS y, Grades 7-11 tions ☑ Acco	T <b>OR</b> ) (Grades 8- mmodations	11 effective 2011-201 s (specify below) \( \square\)	Met) (Gr. 3– 2 school yea	7; Algebra I: 7-11) ar)
Accommodations	s: Extended time and fle	xible setting, que	stions read a	oud		
Modifications: Ca	alculator	s Evennt	Test	OR 7 CMA	(Criteria M	et) (Gr. 5, 8 & 10)
✓ No accomm Accommodations	odations or modifica	tions Acco	mmodation	s (specify below) 1	Modification	s (specify below)
Modifications:  History/Social S	cience* Grade E	xempt 📈 CS	Γ * (Grade 8		Grades 9 throu	
Accommodation:	nodations or modifica s: Extended time and fle	ations 🗸 Acco	mmodation	s (specify below)	Modification	s (specify ociow)
Accommodation Modifications:  Writing (Gr. 4 &	nodations or modifications or modifications in Extended time and flee to 7 only)	ations [∡]Acco exible setting	mmodation:	s (specify below)	riteria Met)	(Gr. 4 & 7 only)
Accommodation Modifications: Writing (Gr. 4 & No accommodation Accommodations: Life Skills Curr	nodations or modificates: Extended time and flee to 7 only)	ations ∐Acco exible setting exempt tions Acco	mmodations  CST  mmodation  1	s (specify below) Life	riteria Met)	(Gr. 4 & 7 only)
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Accommodation Modifications:  Writing (Gr. 4 & No accommodation Modifications:  Life Skills Curriparticipation in Other State or	nodations or modificance in Extended time and flee to 7 only)	ations ∐Acco exible setting exempt tions Acco APA Level propriate due to	mmodations  CST  cmmodation  1   :	OR CMA (Cs (specify below) 2 3	criteria Met) Modification	(Gr. 4 & 7 only) as (specify below)
Accommodation Modifications: Writing (Gr. 4 & No accomm Accommodation Modifications: Life Skills Curri Participation in Other State or	nodations or modificate in the control of the contr	APA Level propriate due to ment Accomme	mmodations  CST ommodation  1  : odations/Mo	OR CMA (Cs (specify below) 1  2 3 3  odifications (specify)	criteria Met) Modification 4	(Gr. 4 & 7 only) as (specify below)  5
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Accommodation Modifications:  Writing (Gr. 4 & No accommodation Modifications:  No accommodation Modifications:  Life Skills Curriparticipation in Other State or  CROMOTION STAN  Student is work accommodation  Student is work substantial process.	nodations or modificance in Extended time and flee in the control of the control	ixempt tions Accordance APA Level propriate due to ment Accomment and will be modations. Cate and will be MINATION (C	mmodations  CST commodation  1 : codations/Modern	OR CMA (Cs (specify below)   2 3 3 odifications (specify)  ased upon district curr based upon alternative	riteria Met) Modification 4   iculum stance curriculum	(Gr. 4 & 7 only) as (specify below)  5   lards without standards and/or participation in CA
Accommodation Modifications:  Writing (Gr. 4 &  No accommodation Modifications:  Life Skills Curr Participation in  Other State or  PROMOTION STAN Student is wor accommodation Student is wor substantial pro  ALIFORNIA HIGH	nodations or modificance in Extended time and flee in 7 only)	Area Level  aropriate due to ment Accomme  ma and will be modations.  cate and will b	mmodations  CST ommodation  1  : codations/Mo promoted base promoted  AHSEE)	OR CMA (Cs (specify below)   2 3 3 odifications (specify)  ased upon district curr	riteria Met) Modification  4   iculum stance curriculum ligibility for pelow grade	(Gr. 4 & 7 only) as (specify below)  5   lards without standards and/or  participation in CA 10)

Page 5 of 1 Z



#### Specialized Instruction

Student

Date of Birth	
A .	
IEP Meeting Date 02/03/11	<u> </u>

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

Page 9 of 1Z

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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: SSID: Community

CrsID	Course Title	Mark	Credit	CrsID	) (	lourse Title	Мa	rk	Credit	Crec	lit Summa:	rv - High	Schoo	
Pajaro	Valley High Summer 9	School Grd	7/2008	Pajaro		liey High School	and the Contract of			Subject Ar	A	Fea	Cmp	Let.
5250	Gear Up Math	A	5.000	2610		Algebra II		C	5.000	A English		40.00		
9250	Gear Up Math	A	5.000	3210	P	Biclogy		Č	5.000	B Math			20.00	£.;. U1
	Valley High School (	Grd 09 12/2(	908	9270		Directed Study		C+	5.000		cal Science		10.00	
1042	Adv ELD B	C+	5.000	1330	₽	English 3/Americ	an Lite	D	5.000		al Science		10.00	
1042	Adv ELD B	C+	5.000	4210	P	Spanish 1 SS		D+	5.000	E Health	00101100	5.00	5.00	
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5051	Intro Computers	C+	5.000							H Applied			10.00	
976	Math B (9th)	C+	5.000	Pajaro	Va.	lley High School	Grd 11 6	/2011	l		ivilization		10.00	
1510	N Physical Education	on 9 D-	5.000	2610	Ď	Algebra II		C-	5.000	J US Hist			10.00	
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				9270		Directed Study		B	5.000	L Economi		5.00	5.00	3.00
ajare	Valley High School (	3rd 09 6/200	19	1330	₽	English 3/Americ	an Lite	C-		M Electiv			60.00	
	P Algebra 1A/B (Sup	port9T C+	5.000	4210	₽	Spanish 1 SS		8	5.000	N Algebra			20.00	
270	Directed Study	C-	5.000	7210		US History		D~		O Science		10.00	5.00	5.0
	P English 1	C+	5.000	Crs At	t: :	30.000 Cmp: 30.00	0						J. 00	3.00
	P English 1	C+	5.000							Total Ca	edite	220 00	220.00	26 /1
910	Health	C+	5.000	After	Scho	ool Pajaro Valley	High Gr	d 11	6/2011		09/49/200	: 988.36	220.00	20,01
976	Math B (9th)	€÷	5.000	AS7110		WORLD CIV 1st	Sem.	В	5.000	1.5	GPA	Summary	1 72	
510	N Physical Educatio	on 9 C	5.000	Crs At	t; :	5.000 Cmp: 5.000	Total GP	A: 2,	286	2 1 82 ° 1	S ELEMANNE			
rs Att	: 35,000 Cmp; 35.000	) Total GPA;	2.000	l						Academic GE	· A	1.762 Rank	304 605	-5 3
				Watson	vill	le High School Gr	d 7/201	1		Total GPA:		1.738 Rank		
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551004	Algebra Academy -		5.000	\$\$3605	P	INT. SCIENCE I-2	nd Sem	Đ	5.000	Cal Grant (		1.591		
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ajaro	Valley High School G	rd 10 12/20	09	9270		Directed Study		-	0.000		CERCET	ELA-1-1		<u> </u>
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270	Directed Study	C	5.000	1430	P	English 4		D+	5.000	on nous mar		Math-1-1	i.	
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	P World Civ	RF	0.000	gyn e	QV)			(0) per 1111	100 10 10 10 10 10 10 10 10 10 10 10 10					
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							<u> </u>							
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	P English 2	E-	0.000	9270		Directed Study			0.000					
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H = Honors A = Advanced Placement P = College Prep N = Non-Academic One GPA is provided per semester.

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 ur	nless signe	d by a sch	nol official	
Transcript School Of	is unofficial ur	nless signe	ed by a scho	ool official	
Transcript School Off Signature	is unofficial ur ficials	nless signe	ed by a scho	ool official	Date: 1/19/2012



## California High School Exit Examination

See back for details

Character Report

Student Na

Date of Birl Student ID:

Grade: 12

School: 0105858 - Pajaro Valley High

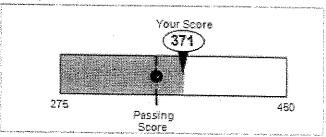
District: 69799 - Pajaro Valley Unified

County: 44 - Santa Cruz

## 

Test Date:	10/04/2011	
Total Score		Seetus
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.



the series for Brillian Large to per note

 READING	Number of Questions	ivember Domest	
Word Analysis	7	5	٠.
Reading Comprehension	18	15	
Literary Response & Analysis	20	20	
WRITING			
Writing Strategies	12	10	
Writing Conventions	15	6	

How Doors

Essay

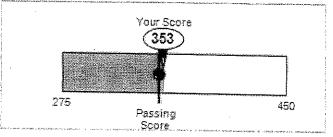
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## Test Date: 10/05/2011 Your Score Flaguered

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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.



100	W. 10 P	中极绝信之。	a Massack Com-

Commence contributions of the contribution of	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

<sup>\*</sup> Each student esserving actives evolutioned that rends from a flowest to a "fligheattie" corrected finds. 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 acts score.

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



## Board Agenda Backup

Item No: 11.12

Date: February 8, 2012

Approve

Item: CAHSEE Passage Waiver

Math (PVHS 11-12-19)

Overview:

Recommendation:

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.

Funding Source:  Budgeted: Yes: No: Amount: \$	
Amount: \$	
Prepared By Dee Teutschel, Program Director Special Services	

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

	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: 1320 (
	I request that my child, sted with a modification and earned the equivalent of a passing score one or more parts of this California graduation requirement.
	I understand that, in order to receive such a waiver, state law requires that my child have all of the following:
1.	An IEP that specifies the use of modification(s) on the exit examination, standardized testing, or classroom instruction and assessments.
2.	Sufficient high school level coursework either satisfactorily completed or in progress in the high school level curriculum sufficient to have attained the skills and knowledge otherwise needed to pass the CAHSEE.
3.	An individual score report showing that my child has received the equivalent of a passing score on the CAHSEE while using a modification that fundamentally alters what the high school examination measures as determined by the State Board of Education.
	Signature of Parent Date: 12-13-11
	FOR SITE USE ONLY
	Date Received by Principal:
	Student Identification Numbe

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

Student's	s Na	ame Student's ID Number
requested school ex examinat determine	i the cit e ion ed t	Education Code 6051, the parent/guardian of disabilities, has at the Governing Board waive the requirement that he/she successfully pass the high examination in order to receive a diploma. This student has taken the high school exit with one or more modifications that fundamentally alter what the test measures as by the State Board of Education, and has achieved the equivalent of a passing score one of the examination.
I certify t	hat	the student qualifies for a waiver because he/she satisfies all of the following conditions
1.	exi	is an individualized education program (IEP) adopted pursuant to the Individuals the Disabilities Education Act that specifies the use of the modification(s) on the it examination, standardized testing, or classroom instruction and assessments. It tach the section of the IEP that specifies the modifications.)
i	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.)

Date

lipal's Signature

Certified by

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

	ENGINEE DE DE DE DE		-162				
5	Student			]	Date of Birth		_
				;	IEP Meeting Date 09/2	21/11	- Control of the Cont
		ECIALIZED SUPPO		· · · · · · · · · · · · · · · · · · ·			
Stuc	lent requires suppl	ementary aids and serv					
	☐ Supports for sch ☐ Program modifi		∐ Specia  ✓ None		aids/materials/equipme	ent (Assistiv	re Technology)
<del></del>	Description	Responsible	Location		Frequency/Intensity	Duration	Start/End Date*
	2 TOTAL PROTE	Personnel/Agency	Docation		Trequestey/Intensity	Duration	Statu Ellu Date
					, , , , , , , , , , , , , , , , , , ,		Start:
							End:
							Start;
							End:
* If a p	placement or service is	ending, give reason		i			
PART	TCIPATION IN ST	TATE AND DISTRIC	T-WHOE STAND	A D'DI'	ZED TESTING AND	ACCECCA	A EX NUT
Includi.	ng: Desired Results De	velopmental Profile (DRDP	) California Standards Te	AKDL Test (CST	ZED TESTING AND "), CAT-6, California Modij	I ASSESSIN îed Achieveme	nt Test
(CMA), i	. and California Alterno	ative Performance Assessme	ent (CAPA)				
		(Preschool Only)  DRDP Access Ad	antations/Accommo	dation	c (enecify)		was year to be a second of the
لكا		3r. 2-11) ☑ Grade Exe dations or modification					(Gr. 3 -11)
	Accommodations:		13 Accommodat	aons (.	specify below) [_] Ivid	Junications	(specify below)
	Modifications: Math: (Gr. 2-11)	✓ Grade Exempt	CST OR		CMA (Criteria M	et) (Gr. 37	· Algebra I: 7-11)
	(4114 - 1)			es 8-11	effective 2011-2012	school vear	) Aligebia 1. 7-11)
	☐ No accommo	dations or modification	ns Accommodat	tions (	specify below) 🔲 Mo	difications	(specify below)
	Accommodations: Modifications:						
		3 Gr. 9-11) ✓ Grade E			OR CMA (	Criteria Met	(Gr. 5 , 8 & 10)
	No accommodations:	dations or modification	ns   Accommodat	tions (	specify below) 🔲 Mo	difications	(specify below)
L21	Modifications:	* [] ~ 1 *	, mm				
لكا	History/Social Sci	ence* Grade Exer	npt CST * (Gra	ide 8; Gi	rade 11 for U.S. History; Gr	ades 9 through	11 World History)
	Accommodations:	dations or modification	nsAccommodat	nons (s	specify below) [IMo	diffications (	specify below)
[7]	Modifications: Writing (Gr 4 & *)	7 only) 🔽 Grade Exer	mpt	r ,	OR	orio Mot) (C	3r. 4 & 7 only)
LX		dations or modification			specify below) $\square$ Mo	eria iviet) (C	(specify helow)
	Accommodations:	•			openi, 5015 (t) [] 1110	, announding	(speeily below)
	Life Skills Curricu	ılum: CAPA	A Level 1		2 🗍 3 🗍	4 🗍	5 🗍
	Participation in C	CAT-6/CST not approp					
	Other State or Di	strict-Wide Assessmer	nt Accommodations	/Modi:	fications (specify)		
PRO	MOTION STAND	ARDS				***************************************	······································
		ig towards a diploma a	and will be promoted	d based	d unon district curricu	lum standar	ds T without
_	accommodations	or with accommod	lations.		a apon albatot ballion	idili sidildali	us without
	Student is working	ig towards a certificate		ed bas	ed upon alternative cu	ırriculum sta	andards and/or
	substantial progre	ess towards goals.					
CALI	FORNIA HIGH SC	HOOL EXIT EXAMIN	NATION (CAHSEE)	···			
		ns or modifications			Exempt due to eligil	oility for par	ticipation in CAPA
	Modifications (spe				Grade Exempt (belo	w grade 10)	
	Accommodations	(specify) <u>Extra Time, Sn</u>	nall Group Setting		Passed both subtests	of the CAF	ISEE

IEP 01D (12/10)

Page\_\_\_\_of\_\_\_



## 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

	CCOMMODATIONS	Responsible	
Area of Difficulty	Accommodation	A gency/Personnel	Start Date
Area of Difficulty rocessing Speed	Calculator, Extra Time: Assignments/Tests (2.0),	Agency/Personnel District of Service/ Gen. Ed.	09/21/2011
Todassing Opeca	Take Tests in Alternate Setting, Tests in Short Segments	Teacher, Assistant, RS	
/isual 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
Mary 1-18-1-19-1-19-1-19-1-19-1-19-1-19-1-19			
			AND THE PERSON AND TH

_		
Page	of	



Pajaro Valley Unified School District

ter Date: 8/13/2008

aduated:

iss 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	CrsII	(	Course Title	M	rk	Credit	Credit Summary - High School
Pajaro Valley High Summer School			1 1000000000000000000000000000000000000	121 (2)		Hannaga,			A The state of the
9250 ELD/Math Institute	c `	5.000	Pajaro	. Va	lìey High School G	mrt 11	12/201	ın	
9252 ELD/Math Institute	В	5,000	2610	P	Algebra II	ILO J.Z.	D+	5.000	3
Crs Att: 10.000 Cmp: 10.000 Tota	l GPA:	2.500	9270	-	Directed Study		A	5.000	
			1330	Р		n Tifa		5.000	1 20.00
Pajaro Valley High School Grd 09	12/20	08	3510	P		n pre	D	5.000	1, 101,00
2410 P Algebra 1A/B	C	5.000	4210	P	,		C+	5.000	1
9270 Directed Study	B+	5.000	7210		US History		RF	0.000	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
1130 P English 1	RF	0.000		+ -	30.000 Cmp: 25.000	(Do. 6 = 3		1 200	G Physical Education 20.00 20.00
3910 Health	D	5.000	10-0 110		30.000 chp. 23.000	TOLAT	GEM:	1.800	H Applied Arts 10.00 5.00 5.00
3610 P Integrated Science I	D	5.000	Dadage	. 17-	lley High School G		C / C C 1 1		I World Civilization 10.00 10.00
4510 N Physical Education 9	A	5.000	2610	, va	Algebra II	rg il			J US History 10.00 10.00
Crs Att: 30.000 Cmp: 25.000 Tota			9270	E	-		C-	5.000	K Federal Government 5.00 0.00 5.00
	ii Grai,	4.333	1330	p	Directed Study		B+	5.000	L Economics 5.00 0.00 5,00
Pajaro Valley High School Grd 09	6/200	a	3510	P	m. 5-2-011 011111111111111111111111111111111	n rite		5.000	M Electives 45.00 40.00 5.00
2410 P Algebra 1A/B	C 07200	5.000	4210	P			D-	5.000	N Algebra 10.00 10.00
9270 Directed Study	A	5.000	1				В	5.000	O Science 10.00 10.00
1136 F English 1	RF	0.000	7210		US History		A	5.000	
1554	RF	0.000	Crs At	ŭ;	30.000 Cmp; 30.000	Total	GPA:	2.333	Total Credits 220.00 185.00 35.00
5051 Intro Computers	B-	5.000	574		3 . **!				GPA Summary
4510 N Physical Education 9	C+				le High School Gro				Is something the second of the
Crs Att: 30,000 Cmp: 20.000 Tota		5.000	58/210	رو ا	US HISTORY+1st S€	1ú	C	5.000	
1023 Act. 30,000 Cmp: 20.000 1088	il GPA:	3.000			Work In Pro	gress			Academic GPA: 2.367 Rank 214 out of 33 Total GPA: 2.282 Rank 234 out of 33
Pajaro Valley High School Grd 09	7/200	9	<u> </u>						Total GPA: 2.282 Rank 234 out of 33 CSU GPA: 1.556
SS1130 P ENGLISH 1	С	5.000	6010	P	Art 1			0.000	Cal Grant GPA: 2.125
SS1130 P ENGLISH 1	C+	5.000	1510	P	Creative Writing			0.000	Car Grant Gra: 2,125
Crs Att: 10,000 Cmp: 10,000 Tota	l GPA:	2.000	9270		Directed Study			0.000	
			1430	p				0.000	Testing Information
Pajaro Valley High School Grd 10	12/20	09	7310	P		t/Us s		0.000	CARSEE ELA-1-1
4610 N Adv PE	A	5.000	5710		ROP Administratio			0.000	_
3210 P Biology	RF	0,000	6010	P	Art 1			0.000	CA HSEE ELA P 3/16/2010  CAHSEE Math-1-1
9270 Directed Study	A-	5.000	1510		Creative Writing			0.000	
1230 P English 2	F	0.000	9270		Directed Study			0.000	CA HSEE Math
2510 P Geometry	В	5.000	1430	P	English 4			0.000	
7110 P World Civ	D	5.000	7310		Federal Governmen	+/119 G		0.000	
Crs Att: 30.000 Cmp: 20.000 Tota	I GPA:	2.400	5710		ROP Administratio			0.000	
						oubç		0,000	•
Pajaro Valley High School Grd 10	6/201	0							
4610 N Adv PE	A	5.000							
3210 P Biology	D+	5.000							
9270 Directed Study	A	5.000							
1230 P English 2	Ð÷	5.000	1						
2510 P Geometry	С	5.000							
7110 P World Civ	D	5.000							
Crs Att: 30,000 Cmp: 30.000 Tota	l GPA:	2.167							
   Watsonville High School Grd 10 7	/2010								
SS3211 P BIOLOGY - 1st Sem	72010 D	5.000							
SS3605 P INT. SCIENCE I - 2nd S		5.000	1						
Crs Att: 10.000 Cmp: 10.000 Tota									
Acc. 10.000 Cmp: 10.000 TOTA	I GPA;	1.300							
£ (	_ 1 (		_		ad Diacomont D -	- "			

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				
	is unofficial ur				

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

Date: 12/8/2011



## 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

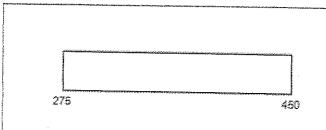
County: 44 - Santa Cruz

## English-Language Arts

Test Date: 10/04/2011

	Your Score Regulred Total Score 10 Pass	Siarus	
Sandama variable	9	SATISFIED REQ	

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



#### Strands for English-Language Arts

	READING	Number of Questions	Number Correct
100	Word Analysis		
(11/2) and make a first (1/2)	Reading Comprehension	Section 1	And the state of t
	Literary Response & Analysis	S	
	WRITING Writing Strategies	ATE OF THE SECTION	Kosa icana ana sa a sa
To 12	Writing Conventions		
HAMESON	MVIII de globyl, pophilid haven no traver doctored an proprieta in the long proprieta and the long proprieta in the long proprieta i		1

Writing Applications\*

Your Score

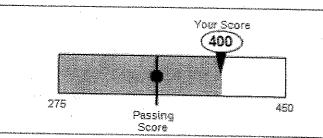
Essay

#### Wathematics

Test Date: 10/05/2011

Your Total Scere	Score Percussion	Status	
400	350	MODIFIED	,
	· Company of the Comp		

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 Wathematics

		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
			7

<sup>\*</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.



## 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.

It is recommended that the Board accept the project as complete, approve

the final contract amount with F&H Construction in the amount of

Recommendation: \$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: X 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
NOT	ICE OF COMPLE	na principa de la comenza de las recepciones accuentes de recepcion accuentes accesan accuentes accuentes de l TION
Notice pursuant to Civil Code Section 3093, must be filed Notice is hereby given that:	within 10 days after completion.	
1. The undersigned is owner or corporate officer of the	owner of the interest or estate s	tated 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 Va	illey Road, Watsonville, C	alifornia 95076
4. The nature of the interest or estate of the owner is: In N/A		
(IF OTHER THAN FEE, STRIKE 'IN FEE' AND  The full names and full addresses of all persons, if ar NAMES  N/A	INSERT, FOR EXAMPLE, "PURCHASED UNDE TY, Who hold title with the under ADDRE	signed as joint tenants or as tenants in common are:
The full names and full addresses of the predecessor commencement of the work or improvements herein NAMES  N/A  N/A	rs in interest of the undersigned referred to: ADDRE	·
7. A work of improvement on the property hereinafter de Construction of a new 7,389 sf. gymnasium bu	escribed was completed onilding and related sitewor	December 31, 2011 . The work done was:
The name of the contractor, if any, for such work of in  (IF NO CONTRACTOR FOR WORK OF IMPROVEMENT AS A WHOLE, INS.)		F&H Construction May 26, 2010
The property on which said work of improvement was	•	(DATE OF CONTRACT)
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	wington Ave, Watsonville ADDRESS HAS BEEN OFFICIALLY ASSIGNED,	e, CA 95076 INSERT 'NONE')
Dated: February 8, 2012 x	TURE OF OWNER OR CORPORATE OFFICER	OF OWNER NAMED IN PARAGRAPH 2 OR HIS AGENT)
	VERIFICATION	
I, the undersigned, say: I am the PVUSD, <u>Director of Main (PRESIDENT OF MANAGER</u> I have read said notice of completion and know the content that the foregoing is true and correct.	ntenance, Operations & Facilitie (OF), PARTNER OF, "OWNER OF, ETC.) ts thereof; the same is true of n	es, the declarant of the foregoing notice of completion; ny own knowledge. I declare under penalty of perjury
Executed on February 8, 2012 at Wat	sonville CA	
X (PERSONAL SIGNATURE OF THE INDIVIDUAL WHO IS SWEARING	THAT THE CONTENTS OF THE NOTICE OF C	OMPLETION ARE TRUE.)





## 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 Netwo	COperations Center	2012/04
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#### **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 Project	Costs	Erate Pays	Total Cost to District
2012/01 Data Network Connectivity & Active Technology Installa	tion		
Starlight	\$ 320,743.95	\$ 288,669.56	\$ 32,074.40
Hall	\$ 315,126.02	\$ 283,613.42	· · · · · · · · · · · · · · · · · · ·
EA Hall	\$ 338,983.93	\$ 305,085.54	\$ 33,898.39
Total 3 Schools	\$ 974,853.90	\$ 877,368.51	\$ 97,485.39
2012/02 - Virtual Desktop Infrastructure Classroom Project			
300 Clients	\$ 408,265.37	\$ 367,438.83	\$ 40,826.54
Total VDI			\$ 40,826.54
2012/03 - Network Installation at 17 School Sites	\$ 542,896.37	\$ 488,606.73	\$ 54,289.64
Total 17 Schools			\$ 54,289.64
2012/04 - Technology Upgrade to Network Operation Center for	Centralized Services		
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
Total Network Operations Center	\$ 844,513.25	\$ 747,604.69	\$ 96,908.56
GRAND TOTAL	\$ 2,770,528.89	\$ 2,481,018.76	\$ 289,510.13

#### **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_xNo
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
js – js
SUPERINTENDENT SIGNATURE: Dopm Bash

## \$

#### 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 Pàjaro 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: Dorm Bok





## 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: Low Bal

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

IN THE MATTER OF:

RESOLUTION NO. 11-12-09

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

WHEREAS, Education Code sections 45101, 45114, 45117, 45298 and 45308 authorized the district to layoff classified employees for lack of work and/or lack of funds upon 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 adopt	ed at a regularly called meeting of the
Governing Board of the Pajaro Valley Unified Scho	ool 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 Trustee	s 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 h	aeld on the 8th day of February, 2012 by a
vote of	
IN WITNESS THEREOF, I have hereto set my h	and this day of, 2012.
Leslie DeRose, President Board of Trustees, Pajaro Valley Unified School District	Date





## 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.

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

Recommendation:

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

Superintendent's Signature: Drnu 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	<b>1</b> :
I, Jeff Urs	ino, Clerk of the Board of Trustees of the Pajaro Valley Unified School District, HEREBY CERTIFY that
	ing 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 WITN	ESS THEREOF, I have hereto set my hand this 8 <sup>th</sup> day of February, 2012.
Jeff Ursin	o, Clerk of the Board of Trustees





## 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: Dorm Bat



#### **BOARD STANDING COMMITTEE APPOINTMENTS 2011**

COMMITTEE	NAMES	Dates/Times
Board Agenda Committee	Willie Yahiro	Tuesdays of week prior
(Elected/Appointed Officers)	Doug Keegan	to Board meeting, 9:00
Superintendent's Office	Jeff Ursino	am, Superintendent's
		Office
Community Advisory Committee SELPA (CAC)	Sandra Nichols	Once/Month
(Joji Muramoto, j <u>oji@ucsc.edu</u> ; 728-4532)	Kim De Serpa	Days Vary 6:30 pm
	Karen Osmundson	
District English Learner Advisory	Doug Keegan	Once/Month
Committee (ELAC)	Karen Osmundson	Tuesday 7:00 pm
(Ruby Vasquez 786-2100 x2614)		, , , , , , , , , , , , , , , , , , ,
Fringe Benefits	Open for observation	See calendar for time
(Maria Burnett 786-2100 x2550)	,	and place
GATE Advisory Committee	Kim De Serpa	Three meetings per year
(Lynn Olson, Coordinator	Jeff Ursino	Tuesday, 7:00 pm
786-2100 × 2580 )		
Inter-Governmental Relations	Willie Yahiro	Once Every Two Months
(City Library, 2 <sup>nd</sup> Floor,	Sandra Nichols	First Monday 4:30 pm
Elizabeth 768-3010)	Leslie De Rose	
Mello Center JPA (City of Watsonville)	Doug Keegan	Once/Quarter
(City Library, 2 <sup>nd</sup> Floor,	Willie Yahiro	Third Monday 5:30 pm
Elizabeth 768-3010)		, , , , , , , , , , , , , , , , , , ,
Migrant Head Start Policy Advisory	Sandra Nichols	See calendar for time
(Carole Clarke 786-2186)	Karen Osmundson	and place
,		and place
Pajaro Valley Prevention	Doug Keegan	Once/Month
Student Assistance (PVPSA)	Kim De Serpa (altérnate)	3rd Tuesday @ 4 pm
(Monica Torres - 728-6300 x 302)		- 100001/ C 1 Pill
Safety	Leslie De Rose	Once/Month 4th Tuesday
(Peggy Bumatay - 786-2100 x2532)		3:30 - 5:30 pm
		0.00 0.00 pm
Arts Education Advisory Committee - SPECTRA	Leslie De Rose	Quarterly
(Cultural Council of SCZ County, Sonia Deetz,	Kim De Serpa	4:30 pm
475-9600 x20 e-mail: artsedcoord@ccscc.org)		



## **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, joji@ucsc.edu; 728-4532)	Sandra Nichols Karen Osmundson	Once/Month Days Vary 6:30 pm
District English Learner Advisory Committee (ELAC) (Ruby Vasquez 786-2100 x2614)	Karen Osmundson	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 × 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: artsedcoord@ccscc.org)		Quarterly 4:30 pm