



## 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.

**March 24, 2010**  
**REGULAR BOARD MEETING**  
**CLOSED SESSION – 6:00 p.m. – 7:00 p.m.**

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

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

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

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

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

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

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

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

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

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

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



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

- 2.1 Public Employee Appointment/Employment, Government Code Section 54957
  - a. Certificated Employees (see Attached)
  - b. Classified Employees (see attached)
- 2.2 Public Employee Discipline/Dismissal/Release/Leaves
- 2.3 Negotiations Update
  - a. CSEA
  - b. PVFT
  - c. Unrepresented Units: Management and Confidential
  - d. Substitutes – Communication Workers of America (CWA)
- 2.4 Claims for Damages
- 2.5 Existing Litigation
- 2.6 Pending Litigation
- 2.7 Anticipated Litigation
- 2.8 Real Property Negotiations
- 2.9 8 Expulsions

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

- 3.1 Pledge of Allegiance
- 3.2 Welcome by Board President  
Trustees Leslie De Rose, Doug Keegan, Sandra Nichols, Karen Osmundson, Kim Turley, Willie Yahiro, and President Libby Wilson.
- 3.3 Student Recognition
  - Jorge Flores – Ohlone Elementary School
  - Marisol Tejada – Bradley Elementary School
  - Emmanuel Garcia-Sepulveda – Pajaro Middle School
  - Jesus Duarte – Rolling Hills Middle School
  - Mariela Marquez – Lakeview Middle School
  - Yolanda Burton – Adult Education School
- 3.4 Brecek & Young Financial's Teacher of the Month Award
  - Jennifer Cabanlit-Llamas, Ann Soldo Elementary School

**4.0 ACTION ON CLOSED SESSION**

**5.0 APPROVAL OF THE AGENDA**

**6.0 APPROVAL OF MINUTES**

*a) Minutes of March 10, 2010*

**7.0 HIGH SCHOOL STUDENTS BOARD REPRESENTATIVES REPORT**

**8.0 POSITIVE PROGRAM REPORT**

- 8.1 City of Watsonville Environmental Education Program.  
*Report by Tami Stolzenthaler, Environmental Education Coordinator*



**Board President closes regular Board meeting and opens Public Hearing.**

**9.0 PUBLIC HEARING: LONG TERM FINANCIAL IMPACT OF THE TENTATIVE AGREEMENT FOR CERTIFICATED BARGAINING UNION EMPLOYEES (PAJARO VALLEY FEDERATION OF TEACHERS - PVFT) AS REQUIRED BY AB1200.**

*9.1 Report by Sandra Lepley, Interim CBO*

*9.2 Public comment*

*9.3 Board questions and comments*

**Board President closes Public Hearing and resumes Board meeting.**

**10.0 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.)

**11.0 EMPLOYEE ORGANIZATION COMMENTS – PVFT, CSEA, PVAM, CWA      5 Min. Each**

**12.0 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).

12.1 Purchase Orders March 4 - 17, 2010

The PO's will be available in the Superintendent's Office.

12.2 Warrants March 4 - 17, 2010

The warrants will be available in the Superintendent's Office.

12.3 Approve with gratitude donation of approximately \$7,000 to support Student Services' On the Same Page author Reyna Grande's visit to three high schools from George Ow and the Ow Properties.

12.4 Approve with gratitude \$300 donation from Terminal Freezers to support MacQuiddy's Outdoor School program.

12.5 Approve CAHSEE Passage Waiver in English Language Arts for PVHS #09-10-01.

12.6 Approve CAHSEE Passage Waiver in Math for PVHS #09-10-02.

12.7 Approve CAHSEE Passage Waiver in Math for PVHS #09-10-03.

12.8 Approve CAHSEE Passage Waiver in English Language Arts for PVHS #09-10-04.

12.9 Approve CAHSEE Passage Waiver in Math for PVHS #09-10-05.

12.10 Approve CAHSEE Passage Waiver in English Language Arts for PVHS #09-10-06.

12.11 Approve CAHSEE Passage Waiver in English Language Arts for PVHS #09-10-07.



- 12.12 Approve CAHSEE Passage Waiver in Math for PVHS #09-10-08.
- 12.13 Approve CAHSEE Passage Waiver in Math for PVHS #09-10-09.
- 12.14 Approve CAHSEE Passage Waiver in Math for PVHS #09-10-10.
- 12.15 Approve CAHSEE Passage Waiver in Math for PVHS #09-10-11.
- 12.16 Approve CAHSEE Passage Waiver in English Language Arts for PVHS #09-10-12.
- 12.17 Approve CAHSEE Passage Waiver in English Language Arts for PVHS #09-10-13.
- 12.18 Approve CAHSEE Passage Waiver in Math for PVHS #09-10-14.
- 12.19 Approve CAHSEE Passage Waiver in Math for PVHS #09-10-15.
- 12.20 Approve CAHSEE Passage Waiver in Math for PVHS #09-10-16.
- 12.21 Approve CAHSEE Passage Waiver in Math for PVHS #09-10-17.
- 12.22 Approve 2008-09 School Accountability Report Cards (SARC).

The administration recommends approval of the Consent Agenda.

### **13.0 DEFERRED CONSENT ITEMS**

### **14.0 REPORT AND DISCUSSION ITEMS**

- 14.1 Report and discussion on Schools Identified by State for School Improvement Grants.  
*Report by Dorma Baker, Superintendent.* 20 min.

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

- 15.1 Report, discussion and possible action on:
  - a) Approve the Report on the Long-Term Financial Impact of the Tentative Agreement for Certificated Bargaining Unit Employees (Pajaro Valley Federation of Teachers - PVFT) as Required by AB1200.  
*Report give under item 9.1.*
  - b) Approve the Tentative Agreement with PVFT.  
*Report by Albert Roman, Assistant Superintendent, Human Resources.* 5 min.
- 15.2 Report, discussion and possible action to Approve Resolution #09-10-32, Demanding Adequate Funding for Public Education.  
*Report by Dorma Baker, Superintendent.* 5 min.
- 15.3 Report, discussion and possible action to approve the Following Board Policies in Series 5000, Students, and in Series 6000, Instruction:
  - 5148: Child Care and Development
  - 6300: Preschool/Early Childhood Education*Report by Dorma Baker, Superintendent.* 5 min.

### **16.0 GOVERNING BOARD AND SUPERINTENDENT COMMENTS/REPORTS**



**17.0 UPCOMING BOARD MEETINGS/REMAINING BOARD MEETINGS FOR 2010**

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

		Comment
April	▪ 14 ▪ 28	▪
May	▪ 12 ▪ 26	▪
June	▪ 9 ▪ 23	▪ 10-11 Budget Adoption
July	▪	▪ No Meetings Scheduled
August	▪ 11 ▪ 25	
September	▪ 8 ▪ 22	▪ Unaudited Actuals
October	▪ 13 ▪ 27	
November	▪ 17	▪
December	▪ 8 Annual Organization Mtg. (Election Year)	▪ Approve 1 <sup>st</sup> Interim Report

**18.0 ADJOURNMENT**



PAJARO VALLEY UNIFIED SCHOOL DISTRICT  
CLOSED SESSION AGENDA  
March 24, 2010

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

<b>New Hires</b>	
0	None
<b>New Substitutes</b>	
12	Substitutes
<b>New Hires</b>	
2	Teachers
2	Intervention Teachers
1	Teacher on Special Assignment
<b>Administrative</b>	
	None
<b>Promotions</b>	
	None
<b>Transfers</b>	
	None
<b>Extra Pay Assignments</b>	
7	Coaches
<b>Leaves of Absence</b>	
53	Leaves
1	Cafeteria Assistant
2	Occupational Therapist
1	Student Data Specialist
1	Office Assistant II
<b>Retirements</b>	
65	Retirees
<b>Resignations/Terminations</b>	
1	Inclusion Specialist
1	School Psychologist
2	Primary Teachers
1	Secondary Teacher
<b>Separation from Service</b>	



1	Instructional Assistant II
1	Custodian II
<b>Supplemental Service Agreements</b>	
11	Primary Teachers
22	Secondary Teachers
<b>Miscellaneous Actions</b>	
1	Instructional Assistant II
<b>Limited Term – Projects</b>	
5	Behavior Technicians
7	Campus Safety Coordinators
1	Community Liaison
3	Custodian I
1	Data Entry Specialist
5	Enrichment Specialist
17	Parent Education Specialist
6	Instructional Assistant – General Education
1	Instructional Assistant I
2	Office Assistant II
4	Office Assistant III
1	Office Manager
1	Senior Translator
1	Testing Specialist
<b>Limited Term – Substitute</b>	
2	Cafeteria Assistants
1	Campus Safety Coordinator
1	Custodian II
1	Human Resources Technician
1	Instructional Assistant I
1	Office Assistant II
<b>Exempt</b>	
1	Baby Sitter
3	Spectra Artist
14	Student Helpers
4	Yard Duty
<b>Provisional</b>	
2	Instructional Assistant II





**March 10, 2010**  
**REGULAR BOARD MEETING**  
**UNADOPTED MINUTES**  
**CLOSED SESSION – 6:00 p.m. – 7:00 p.m.**  
**PUBLIC SESSION – 7:00 p.m.**  
**DISTRICT OFFICE**  
**BOARDROOM**  
**292 Green Valley Road**  
**Watsonville, CA 95076**

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

**1.1 Call to Order**

President Wilson called the meeting of the Board to order at 6:02 pm at 292 Green Valley Road, Watsonville, CA.

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

Phyllis Katz, attorney, spoke about student expulsion #09-10-58, stating that the student wants the opportunity to continue working toward graduating from the high school the student is currently attending. She mentioned that the reasons for the expulsion are not sufficiently significant to warrant the expulsion.

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

**2.1 Public Employee Discipline/Dismissal/Release/Leaves**

- a. Resolution #09-10-27, Non-Reelection of Certain Probationary Certificated Employees.**

**2.2 Negotiations Update**

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

**2.3 Claims for Damages**

**2.4 Existing Litigation**

**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.**

President Wilson opened the meeting of the Board in public at 7:03 pm.

**3.1 Pledge of Allegiance**

Trustee Osmundson led the Board in the Pledge of Allegiance.



### **3.2 Welcome by Board President**

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

## **4.0 ACTION ON CLOSED SESSION**

### **2.1 Public Employee Discipline/Dismissal/Release/Leaves**

#### **a. Resolution #09-10-27, Non-Reelection of Certain Probationary Certificated Employees.**

Trustee Nichols reported that the Board voted unanimously to approve resolution #09-10-27.

### **2.8 5 Expulsions**

#### ***Action on Expulsions***

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

#### ***09-10-058***

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

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

#### ***09-10-059***

Trustee Keegan seconded the motion. The motion passed unanimously.

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

#### ***09-10-060***

Trustee Keegan seconded the motion. The motion passed unanimously.

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

#### ***09-10-064***

Trustee Yahiro seconded the motion. The motion passed unanimously.

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

#### ***09-10-062***

Trustee Keegan seconded the motion. The motion passed unanimously.

## **5.0 APPROVAL OF THE AGENDA**

Trustee Keegan moved to approve the agenda moving the Consent Agenda, item 10.0, and the Deferred Consent Agenda, item 11.0 after 7.0; in addition, he noted that item 13.4 needed to be discussed as a closed session item and reported out and the Board would need to adjourn during that item and discuss. Trustee Yahiro seconded the motion. The motion passed unanimously.

## **6.0 APPROVAL OF MINUTES**

### ***a) Minutes of March 3, 2010***

Trustee De Rose moved to approve the minutes for March 3, 2010. Trustee Keegan seconded the motion requesting a correction to a word under item 14.5. The motion passed unanimously.

### ***b) Minutes of March 3, 2010, Special Meeting***

Trustee De Rose moved to approve the minutes for the special meeting of March 3, 2010. Trustee Keegan seconded the motion. The motion passed unanimously.

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

None.



## **10.0 CONSENT AGENDA**

Trustee Yahiro moved to approve the consent agenda, deferring item 10.3. Trustee Keegan seconded the motion, thanking community members and businesses for their donations. The motion passed unanimously.

### **10.1 Purchase Orders February 25 – March 3, 2010**

### **10.2 Warrants February 25- March 3, 2010**

### **10.3 Approve with Gratitude \$20,000 Grant from the Santa Cruz Youth Foundation for Mintie White School for the Purpose of Providing Technology for the Kindergarten, First and Second Grade Teachers.**

This item was deferred.

### **10.4 Approve with Gratitude Donation of Children Books for Elementary Schools from the Pajaro Valley Historical Society.**

### **10.5 Approve With Gratitude Donation from SMART Technologies of Symposium ED350 to Support Schools, an estimated value of \$2,500.**

### **10.6 Approve With Gratitude Donation from Bill Beecher of a Dell Laptop Computer with Installed Licenses to Support Schools Technology Expertise, an estimated value of \$300.**

### **10.7 Approve Memorandum of Understanding and Contract with California State University at Monterey Bay (CSUMB) for the Teacher Preparation Program and Master Teacher Stipends, Resolution #09-10-29.**

## **11.0 DEFERRED CONSENT ITEMS**

### **10.3 Approve with Gratitude \$20,000 Grant from the Santa Cruz Youth Foundation for Mintie White School for the Purpose of Providing Technology for the Kindergarten, First and Second Grade Teachers.**

Randy Krassow was present and commented about how his family had created the foundation to focus on youth. He noted that he was pleased to give the \$20,000 on behalf of the foundation and family to Mintie White.

Olga de Santa Anna, Mintie White principal, spoke about the grant and how these funds will help teachers improve their technology tools.

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

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

Robb Mayeda, community member, invited all to a fundraiser event to support the Watsonville – Kawakami sister city student exchange program.

Dennis Goodline, Micronano business owner and former parent of this district, spoke about the difficult budget situation that the district is in and proposed an energy saving program that would include changing out the lighting in the entire school district to LED lighting.

Joe Moreno, community member, representing the Senior Coalition of Santa Cruz County, spoke of his concern regarding Parcel Tax and asked about when the results of the survey could be expected. He asked about having hired a firm outside the county when it would make sense to hire a local firm.



Dorma Baker explained that the company hired knows and has successfully worked with the district in the past. The process is not finished and the committee will be finalizing it soon; the information will become available when it is complete.

Ann Veronica Coyle, instructor, appreciates the energy the Board has spent in the budget process. She thanked the Board for not further reducing Adult Education's funds.

Gil Vasquez, CSEA member, spoke about his concern for the safety of students if campus safety coordinators are eliminated from each high school.

Ralph Valdez, campus supervisor, concerned about the elimination of campus safety coordinator. As a parent, he is concerned for the safety of his child.

## **9.0 EMPLOYEE ORGANIZATION COMMENTS – PVFT, CSEA, PVAM, CWA**

Francisco Rodriguez, PVFT president, stated that the union is in the process of ratifying the tentative agreement and hopes to complete it in the near future. Spoke about the three schools that were identified as persistently-lowest achieving schools, noting that the tool assessments used are questionable and may not be appropriate for this population.

Briton Carr, CSEA president, recognizes the difficult times and cautioned the Board about making reductions in or near the classrooms.

Michael Jones, PVAM, commented on a difficult week with the announcement of persistently lowest achieving schools and having to hand out pink slips to a few teachers. He noted that the struggle to raise student achievement is ongoing and perhaps the identified schools would receive additional funding to support their efforts.

## **12.0 REPORT AND DISCUSSION ITEMS**

None.

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

### **13.1 Report, discussion and possible action on Resolution #09-10-24, to Layoff Particular Classified Employee Services.**

*Report by Dr. Albert Roman, Assistant Superintendent, HR.*

Pam Shanks, director of HR, noted that education code allows the district to layoff particular services due to lack of funds.

Board participated with comments and questions.

Trustee De Rose moved to approve this item. Trustee Nichols seconded the motion. The motion passed unanimously.

### **13.2 Report, discussion and possible action on Resolution #09-10-25, to Reduce or Discontinue Particular Kinds of Services and Layoff of Certificated Employees.**

*Report by Dr. Albert Roman, Assistant Superintendent, HR.*

Public comment.

Ann Veronica Coyle, teacher, spoke about two misconceptions about certificated employees and how adult education has been impacted.

Lee Takemoto, director of HR, presented the item and noted that the item includes 1 teacher, Special Education (Behavior Specialist).

Trustee Keegan moved to approve this item. Trustee Nichols seconded the motion. The motion passed unanimously.



**13.3 Report, discussion and possible action on Resolution #09-10-26, Reduction or Discontinuation of Particular Kinds of Services for Administrators.**  
*Report by Dr. Albert Roman, Assistant Superintendent, HR.*

Lee Takemoto presented the positions in Exhibit A under this item:

- |                                       |         |
|---------------------------------------|---------|
| 1. Director of Curriculum             | 1 FTE   |
| 2. Director of Adult Education        | 1 FTE   |
| 3. Assistant Director of Adult Ed     | 1 FTE   |
| 4. Coord. of Special Programs CALSAFE | .20 FTE |
| 5. Assistant Principal, High School.  | 40 FTE  |

Board participated with comments.

Trustee Keegan moved to approve the item with exhibit A but excluding items 2 and 3 from the list. Trustee Nichols seconded the motion.

The Board participated with comments.

The motion failed 3/4 (De Rose, Turley, Wilson, Yahiro dissented).

Trustee Turley moved to approve the item with exhibit A as presented. Trustee De Rose seconded the motion with the correction to the first paragraph of the resolution to include the district's full name and a reference to exhibit A. The motion passed 4/3 (Keegan, Nichols, Osmundson dissented).

President Wilson adjourned to closed session for discussion of item 13.4.

**13.4 Report, discussion and possible action on Resolution #09-10-28, Reassignment of Certificated Administrators.**

*Report by Dr. Albert Roman, Assistant Superintendent, HR.*

Trustee Nichols reported that the Board approved 6/1 Resolution #09-10-28.

**13.5 Report, discussion and possible action regarding Supplemental Early Retirement Program (SERP) Incentive, Certificated Non-Management – Extension of Deadline Request.**

*Report by Dr. Albert Roman, Assistant Superintendent, HR.*

Albert noted that the recommendation is to give authority to administration to extend the deadline for offering SERP so that the district may be able to realize more savings.

Trustee Nichols moved to approve this item. Trustee De Rose seconded the motion.

Albert clarified that the item should be amended to include also certificated and management.

Trustees Nichols and De Rose withdrew the motion.

Trustee Yahiro moved to have the SERP for certificated and management. Trustee De Rose seconded the motion. The motion passed unanimously.

**13.6 Report, discussion and possible action on 2<sup>nd</sup> Interim Report.**

*Report by Sandra Lepley, Interim CBO, and Helen Bellonzi, Director of Finance.*

Bill Beecher, community member, spoke about the budget process and expressed his proposed actions: reject union contracts and freeze wages, reduce adult education to basics and reduce benefits package.

Helen Bellonzi reported on the 2<sup>nd</sup> interim report, speaking about the required reports, four are required during the school year, and additional reports are required by the State. There are three certifications: positive, qualified, and negative. Current budget has been adjusted in revenues and expenditures. She presented the multi-year projection assumptions in revenues and expenditures for current year and



through 12/13. She commented on the changes in revenue and expenditures for the current year. A four year budget summary was presented with the following ending balances: 16.25 million for 09/10; 11.92 million for 10/11; 6.63 million for 11/12; and a negative 1.04 million in 12/13. The district expects to know more when both unions tentative agreements are ratified, with the State's May revise, and the State budget expected at the end of June.

Recommendation is to approve the report as a positive report.

Public comment:

Ann Veronica Coyle, instructor, grateful that there was a good discussion about the layoffs in the prior items.

Board participated with comments and questions.

Trustee De Rose moved to approve this item. Trustee Turley seconded the motion.

The Board participated with additional comments.

The motion passed unanimously.

#### **14.0 GOVERNING BOARD AND SUPERINTENDENT COMMENTS/REPORTS**

Dorma Baker reported that this week has been very difficult, positions have been eliminated and notices have been handed out. In addition, we received a list of schools that are deemed lowest-achieving, which is not reflective of the efforts or achievements of those schools. The tools for identifying these schools the state used are not very clear. We need to continue to support staff and community and students that have to deal with these difficulties.

Trustee De Rose commented on the artwork in the boardroom.

Trustee Osmundson commented on the way the schools were selected to be considered lowest achieving.

Trustee Nichols stated that she appreciates the information and looks forward to a discussion on the item of lowest-achieving schools. She mentioned that she has visited all the schools and has never had the impression that any of the school should be in that category.

Trustee Turley commented that these schools were placed on the list but the State has not identified ways to get off the list.

#### **15.0 UPCOMING BOARD MEETINGS/REMAINING BOARD MEETINGS FOR 2010**

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

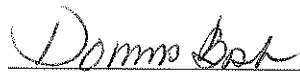
		Comment
<b>March</b>	▪ 24	▪
<b>April</b>	▪ 14 ▪ 28	▪
<b>May</b>	▪ 12 ▪ 26	▪
<b>June</b>	▪ 9 ▪ 23	▪ 10-11 Budget Adoption
<b>July</b>	▪	▪ No Meetings Scheduled



<b>August</b>	<ul style="list-style-type: none"> <li>▪ 11</li> <li>▪ 25</li> </ul>	
<b>September</b>	<ul style="list-style-type: none"> <li>▪ 8</li> <li>▪ 22</li> </ul>	▪ <b>Unaudited Actuals</b>
<b>October</b>	<ul style="list-style-type: none"> <li>▪ 13</li> <li>▪ 27</li> </ul>	
<b>November</b>	<ul style="list-style-type: none"> <li>▪ 17</li> </ul>	▪
<b>December</b>	<ul style="list-style-type: none"> <li>▪ 8 Annual Organization Mtg. (Election Year)</li> </ul>	▪ <b>Approve 1<sup>st</sup> Interim Report</b>

#### 16.0 ADJOURNMENT

There being no further business to discuss, the meeting of the Board adjourned at 9:45 pm.

  
Dorma Baker, Superintendent





# PAJARO VALLEY UNIFIED SCHOOL DISTRICT

## Board Agenda Backup

Item No: 8.1

**Date:** March 24, 2010

**Item:** City of Watsonville Environmental Education Program

**Overview:** The Environmental Education Program has provided over 30,000 field trip visits to the City's recycling center, water sources, wetlands trails and nature center and wastewater recycling plant since 2000. Our mission is to build resource conservation awareness and habits with Watsonville residents through hands-on field trips and classroom presentations. The program has been effective at reaching most fourth, fifth and sixth graders in Watsonville schools by providing engaging field trips and classroom presentations free of charge. Students have demonstrated a greater knowledge of California Education Content Standards and the resources provided by the Public Works Department after participating in the field trip program.

**Recommendation:**

**Budget Considerations:**

**Funding Source:**

**Budgeted:** Yes: ☐ No: ☐

**Amount:** \$

**Prepared By:** Tami Stolzenhaler, Environmental Education Coordinator

**Superintendent's Signature:**

*Domna Bat*



## Environmental Science Workshop



The Science Workshop is a drop-in program where students can re-use materials to design and build what they choose. A variety of project ideas and models are available. Bilingual staff and high school helpers assist students. Ages 6 - adult. Adult required for 6 and under. 768-3256 **THREE LOCATIONS!**

**FREE!**

**Marinovich Park, 120 Second Street**

Tuesday: 2:00–6:00

Wednesday–Friday: 3:30–6:30

Saturday: 11:00–4:00

Girl's Workshop: Wed. 3:30–5:00

School vacations:

Tuesday–Saturday: 11:00–4:00

Girls Workshop: Wed. 11:00–12:30

**ACVI, Winchester Street, behind**

**Starlight School**

Friday: 3:00–6:00

Saturday: 12:00–4:00

School vacations:

Friday–Saturday: 12:00–4:00

**Neighborhood Services Center**

37 Davis Ave., Freedom

Monday: 3:30–5:30

## Wetlands of Watsonville Trails



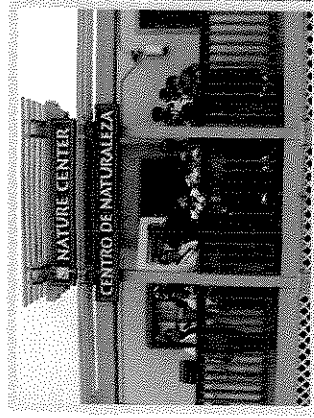
### Wetlands Trail Education Kits

\*Guide your field trip easily at the wetland trails

\*Enough supplies for your entire class

\*All grade levels

**Contains: Suggested field trip itinerary; Binoculars; Bird ID cards; Bilingual scavenger hunts; Magnifying lenses; Wetland bingo; Song cards; Scat pack; Take-home wetland species card packs; Nature center flyers in a traveling suitcase**



**Nature Center open to the public:**

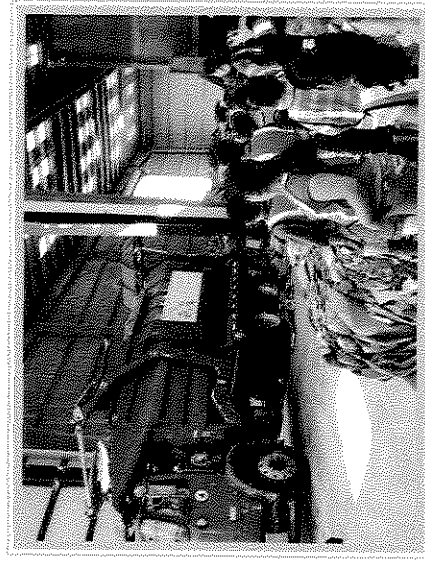
**Saturday and Sunday: 10:00 – 5:00**

**Bilingual Trail Tours: Sunday 1:30**

Located behind Ramsay Park

831-768-1622 **FREE!**

## Environmental Education School Program



tstolzen@ci.watsonville.ca.us

**831-768-3107**



# Environmental Education School Program

Grade level field trips and classroom presentations



## Reduce, Reuse, Recycle and Rot — Fourth Grade

Students practice the four Rs that reduce trash during this one hour classroom presentation and four and a half hour field trip. Visit the City's Waste and Recycling Drop Off, the City Landfill and the Garbage Museum. Students learn how litter harms wildlife when they take part in a beach clean up and lunch at Palm Beach. Thursdays or Fridays



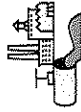
## Wetlands of Watsonville — Fourth Grade

Appreciate the value of this rare coastal wetland habitat through a field trip to a wetland trail and Wetlands of Watsonville Nature Center. Students practice birding, looks for signs of wildlife and witness the benefits of reducing litter. This 4 hour trip includes a visit to the Nature Center. Mondays



## Water Conservation — Fifth Grade

Students learn about the simple things we can do every day to conserve this valuable resource. From the water molecule to the City's system of wells, students gain knowledge of the our water sources. On the field trip, we visit the Corralitos Creek dam, water intake and the water filter plant. Creating groundwater and sand filter models provides memorable learning. Thursdays or Fridays



## Wastewater Recycling and Water Pollution Prevention — Sixth Grade

The field trip reveals how the City protects our waterways by recycling the water that goes down the drain at home. Students have an opportunity to learn about the City's facility and tour along side employees who are involved in utility careers. Includes a laboratory experience with pH and microorganisms. The watershed model is a fun way to learn about non-point source pollution in the classroom presentation. Thursdays. Request annual schedule.

\*\* A one hour classroom presentation precedes each field trip. Classroom presentations include hands-on activities and grade level appropriate content.



Contact us for assistance with your school recycling program.

## To sign up:

Join 4,000 annual participants in the City of Watsonville's Environmental Education School Program. Our goal is to build conservation awareness and habits for future generations. The program is designed to meet CA education content standards and provide a fun, hands-on experience that increases true learning.

Transportation costs are covered by the City for public schools in the Watsonville utilities service area.

Email or call to set up your classroom presentation and field trip.

Upon sign up, a confirmation, bus reservation memo and education content standards will be mailed to you. Teachers are required to file regular field trip forms with their school office three to four weeks prior to their trip. Reservations with incomplete or late PVUSD paperwork will not be rescheduled.

City of Watsonville

Environmental Education  
School Program

Phone: 831-768-3107

[www.watsonvilleutilities.org](http://www.watsonvilleutilities.org)

[tsstolzen@ci.watsonville.ca.us](mailto:tsstolzen@ci.watsonville.ca.us)

Public Works and Utilities Department  
PO Box 50,000 Watsonville, CA 95076  
Fax: 831-763-4065





## Board Agenda Backup

Item No: 9.1 & 15.1 a

Date: March 24, 2010

Item: Public Hearing on the Long-Term Financial Impact of the Tentative Agreement for Certificated Bargaining Unit Employees as Required by AB1200.

Overview: Current law requires the District to make a public disclosure of the costs that would be incurred by the District under the Tentative Agreement for the current and subsequent fiscal years. The Public Disclosure of the Collective Bargaining Agreement form, as well as the Certification of the District's Ability to Meet the Costs of the Collective Bargaining Agreement form, will be submitted under separate cover and available to the public at the Board meeting.

Rationale:

Recommendation: Conduct the Public Hearing and accept public input on the proposed Tentative Agreement.

Budget Considerations:

Funding Source: Unappropriated General Funds

Budgeted: Yes ☐ No ☒

Amount: To follow

PREPARED BY SIGNATURE:

*Helen Bellonzi*

REVIEWED BY SIGNATURE:

*Sandra J. [Signature]*

SUPERINTENDENT SIGNATURE:





# PAJARO VALLEY UNIFIED SCHOOL DISTRICT



## Board Agenda Backup

Item No: 12.3

**Date:** March 24, 2010

**Item:** Approve With Gratitude donation of approximately \$7000 to support Student Services' On the Same Page event from George Ow and the Ow Properties.

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

**Recommendation:** Approve with gratitude this donation.

**Prepared By:** Dorma Baker, Superintendent

**Superintendent's Signature:**

*Dorma Baker*





# Pájaro Valley Unified School District

## **Student Services**

*Child Welfare & Attendance, Extended Learning Programs, Healthy Start*  
"Focusing on the academic needs of the students in the Pajaro Valley Unified School District"

March 4, 2010

Mr. George Ow  
Ow Properties  
2857 Mission Street  
Santa Cruz, CA 95060-5756

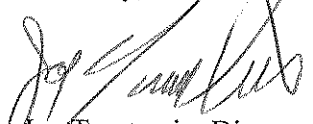
Dear Mr. Ow,

On behalf of our department and the many families that your generosity has touched, I'd like to thank you for your kind donations. Your donation made it possible for many more students district-wide to participate in the year's On The Same Page community reads event. With your support of \$1,044.00 for books and \$6000.00 for author visits to three of our high schools, you helped bring a compelling piece of literature to life.

Many teachers and students have expressed their immense gratitude and their personal stories of inspiration after reading Reyna Grande's Across a Hundred Mountains. Fortunately, during this time of reduced funding to schools, we can depend on our community friends and supporters. You, kinder sir, are among those at the top of our list.

Thank you again. We look forward to collaborating with you in the future.

Sincerely,



Joe Trautwein, Director

mtr

cc: PVUSD Trustees  
Teresa Rodriguez ✓

**Joe Trautwein**, Director  
(831) 786-2100 ext. 2835  
Joe.Trautwein@pvusd.net

Copy



**PAJARO VALLEY UNIFIED SCHOOL DISTRICT**



**Board Agenda Backup**

Item No: 12.4

**Date:** March 24, 2010

**Item:** Approve with gratitude donation of \$300 from Terminal Freezers to support MacQuiddy's Outdoor School Program

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

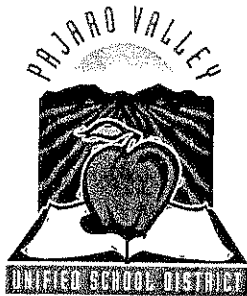
**Recommendation:** Approve with gratitude this donation.

**Prepared By:** Dorma Baker, Superintendent

**Superintendent's Signature:**

*Dorma Baker*





## T.S. MacQuiddy Elementary

330 Martinelli St., Watsonville, CA 95076-2896

Phone: 831-728-6315

Fax: 831-728-6466

Principal: Jack L. Davidson  
[Jack\\_Davidson@pvusd.net](mailto:Jack_Davidson@pvusd.net)

Assistant Principal: Janet M. Sharron  
[Janet\\_Sharron@pvusd.net](mailto:Janet_Sharron@pvusd.net)

March 5, 2010

Terminal Freezers  
400 Cascade Way  
Watsonville, CA 95076

Attn: Leo Rocha, General Manager

Dear Mr. Rocha:

Thank you so much for Terminal Freezer's generous support of MacQuiddy School's Outdoor School Program. The \$300.00 that you sent will go a long way towards enabling all of our students to participate in this outstanding educational program.

We are happy to report that we are at just over \$7,000.00 in our fundraising efforts. With continued fundraising and community support, we are confident that we will reach our goal.

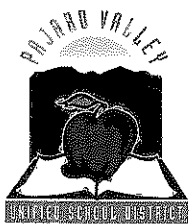
Thank you again for your contribution.

Sincerely,

A handwritten signature in cursive script that reads "Janet M. Sharron".

Janet M. Sharron





## Board Agenda Backup

Item No: 12.5

**Date:** March 5, 2010

**Item:** CAHSEE Passage Waiver  
English Language Arts (PVHS 09-10-01)

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

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

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

**Recommendation:** Approve

**Budget Considerations:** None

**Funding Source:**

**Budgeted:** Yes: ☐ No: ☐

**Amount:** \$

**Prepared By:** Dea Pretzer, Program Director Special Services

**Superintendent's Signature:**

*Dorma Baker* (AA)



PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: January 20, 2010

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

REC'D MAR - 1 2010

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

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

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

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

Date: 2-10

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

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

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

Signature of Parent: \_\_\_\_\_

Date: 2-17-10

**FOR SITE USE ONLY**

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

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



PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Student's Name:

Student's ID Number: \_\_\_\_\_

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

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

1. Has an individualized education program (IEP) adopted pursuant to the Individuals with Disabilities Education Act that specifies the use of the modification(s) on the exit examination, standardized testing, or classroom instruction and assessments.

*(Attach the section of the IEP that specifies the modifications.)*

- a. Describe the nature of the student's disability as identified on the IEP (please note if this will result in overt identification of the student).
- b. Describe any modification used on the ☒ English/language arts or ☐ math section of the exam (separate form must be filled out for each section):
- c. State the rationale for applying the modification(s) used to achieve an equivalent passing score on the CAHSEE for this student.
- d. Describe the modification(s) that the student regularly uses in the classroom and on other assessments.

See responses  
(over)



Responses to Question 1, parts a – d

CAHSEE ELA

Student ID#:

a. Student has delays in auditory processing, specifically auditory working memory. This negatively impacts his reading comprehension, decoding and to a lesser extent, his written language skills. He is a slow reader and, due to his delays in auditory working memory, has trouble recalling what he has read. Students with this profile of delays often need to read a selection twice to gain a basic understanding of its content. Add to this an above average level of language confusion between English and Spanish sounds and letter representation, and the need for a test modification is justified.

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

c. His reading comprehension and word recognition skills are below grade level (approximately 4 levels) due to his auditory processing delays. Oral reading (by the Special Education teacher) of test questions provided clarity of information and allowed the educational professional to establish an appropriate pace. This greatly improved his test performance. Since he is a slow reader, allowing him to read the test questions along with the examiner assisted his fluency in processing information and greatly increased his chances of responding correctly to the test items.

d. Classroom teachers have been provided with copies of his IEP goals along with recommended accommodations and/or modifications as stipulated in the IEP. Directions and/or questions for both class assignments and class tests are read aloud or verbally clarified for him within his general education classes either at his request or as determined helpful by the classroom teacher.



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

Certified by: \_\_\_\_\_

Principal's Signature

2-16  
Date

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

Signature of Student's Special Education Teacher

Date

Print Name of Student's Special Education Teacher

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

Signature of Student's Academic Counselor

Date

Printed Name of Student's Academic Counselor





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

Student \_\_\_\_\_

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

IEP Meeting Date 11/04/09

**SUPPLEMENTARY/SPECIALIZED SUPPORT**

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

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

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

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

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

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

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

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

**PROMOTION STANDARDS**

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

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

- ☐ No accommodations or modifications      ☐ Exempt due to eligibility for participation in CAPA  
☒ Modifications (specify) calculator; Q's read to him on ELA test      ☐ Grade Exempt (below grade 10, or Post Sec.)  
☒ Accommodations (specify) flex. setting/time; math Q's read aloud      ☐ Passed both subtests of the CAHSEE



Student Name		
Student ID	Grade 12	Gender M
Birth Place MX	Date Of Birth	
Parent/Guardian		

# Pajaro Valley Unified School District

Enter Date: 8/16/2006

Graduated:

Class Of: 2010

## School Name/Address

Pajaro Valley High School  
500 Harkins Slough  
Watsonville, CA 95076

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

Counselor: Puente

SSID: 7013997696

CrsID	Course Title	Mark	Credit	CrsID	Course Title	Mark	Credit	Credit Summary - High School			
Pajaro Valley High School Grd 09 12/2006				Pajaro Valley High School Grd 11 6/2009				Subject Area	Req	Cmp	Def
2413	P Algebra 1A/B (S/9)	B-	5.000	2610	P Algebra II	D-	5.000	A English	40.00	35.00	5.00
1163	Dev Reading 2	B	5.000	3210	P Biology	C-	5.000	B Math	20.00	20.00	
1120	P English 1 (SDAIE)	C	5.000	9270	Directed Study	A	5.000	C Biological Science	10.00	10.00	
5051	Intro Computers	C-	5.000	1330	P English 3/American Lite	B-	5.000	D Physical Science	10.00	10.00	
2976	Math B (9th)	C-	5.000	7540	P Psychology		0.000	E Health	5.00	5.00	
4510	N PE 9	C	5.000	5054	ROP Computer Applicatio	C	5.000	F Fine Arts / Foreign L	10.00	10.00	
Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.333				7210	P US History	D	5.000	G Physical Education	20.00	20.00	
Pajaro Valley High School Grd 09 6/2007				Crs Att: 35.000 Cmp: 30.000				H Applied Arts	10.00	10.00	
2413	P Algebra 1A/B (S/9)	B	5.000	PVH Extended Learning Program Grd 11 6/2009				I World Civilization	10.00	10.00	
1163	Dev Reading 3	B	5.000	3910	Health-PASS	C	5.000	J US History	10.00	10.00	
1120	P English 1 (SDAIE)	C	5.000	7110	P World Civ-S1	A	5.000	K Federal Government	5.00	5.00	
3910	Health	RF	0.000	Crs Att: 10.000 Cmp: 10.000 Total GPA: 2.375				L Economics	5.00	0.00	5.00
2976	Math B (9th)	A	5.000	Pajaro Valley High School Grd 12 12/2009				M Electives	45.00	50.00	
4510	N PE 9	D	5.000	9291	Basic Skills CA Exit Ex	A	5.000	N Algebra	10.00	10.00	
Crs Att: 30.000 Cmp: 25.000 Total GPA: 2.600				9270	Directed Study	A-	5.000	O Science	10.00	0.00	10.00
Pajaro Valley High Summer School Grd 10 7/2008				1430	P English 4	D	5.000	---Total Credits--- 220.00 205.00 20.00			
3610	P Integ Sci I	B	5.000	7310	P Federal Government/US	G	5.000	GPA Summary			
Crs Att: 5.000 Cmp: 5.000 Total GPA: 3.000				3510	P Physics	D	5.000	Academic GPA:	2.289	Rank 240	out of 346
Pajaro Valley High School Grd 10 12/2007				5710	ROP Administration Just	C-	5.000	Total GPA:	2.238	Rank 256	out of 350
4610	M Adv PE	B-	5.000	Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.333				CSU GPA:	1.864		
1230	P English 2	C-	5.000	Work In Progress				Cal Grant GPA:	0.000		
2510	P Geometry	C+	5.000	9291	Basic Skills CA Exit Ex		0.000	Testing Information			
3610	P Integ Sci I	RF	0.000	9270	Directed Study		0.000	CAHSEE_ELA-1-1			
4210	P Spanish 1 SS	D-	5.000	7410	P Economics		0.000	CA HSEE ELA	F	12/5/2009	
7110	P World Civ	RF	0.000	1430	P English 4		0.000	CA HSEE ELA Score	370	12/5/2009	
Crs Att: 30.000 Cmp: 20.000 Total GPA: 2.000				3510	P Physics		0.000	CAHSEE_Math-1-1			
Pajaro Valley High School Grd 10 6/2008				5710	ROP Administration Just		0.000	CA HSEE Math	F	10/7/2009	
4610	M Adv PE	D+	5.000					CA HSEE Math Scor	374	10/7/2009	
1230	P English 2	B-	5.000								
2510	P Geometry	B+	5.000								
3610	P Integ Sci I	D+	5.000								
4210	P Spanish 1 SS	D+	5.000								
7110	P World Civ	C+	5.000								
Crs Att: 30.000 Cmp: 30.000 Total GPA: 1.833											
Pajaro Valley High School Grd 11 12/2008											
3610	P Algebra II	C	5.000								
3210	P Biology	D	5.000								
9270	Directed Study	A	5.000								
1330	P English 3/American Lite	C-	5.000								
7540	P Psychology		0.000								
5054	ROP Computer Applicatio	C-	5.000								
7210	P US History	D	5.000								
Crs Att: 35.000 Cmp: 30.000 Total GPA: 2.000											

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

P = College Prep

One GPA is provided per semester.

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

Date: 2/3/2010





## Student and Parent Report

Student Name:

Date of Birth:

Student ID:

Grade: 12

School: 0105858 - Pajaro Valley High

District: 69799 - Pajaro Valley Unified

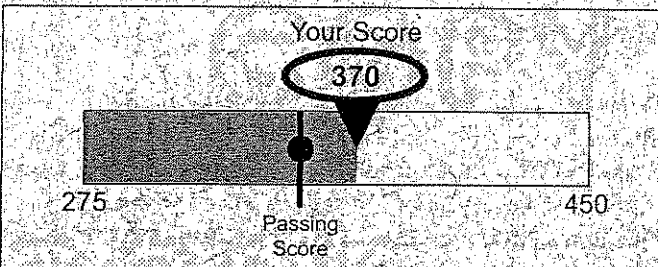
County: 44 - Santa Cruz

### English-Language Arts

Test Date: 12/05/2009

Your Total Score	Score Required to Pass	Status
370	350	MODIFIED

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



### Strands for English- Language Arts

	Number of Questions	Number Correct
<b>READING</b>		
Word Analysis	7	6
Reading Comprehension	18	13
Literary Response & Analysis	20	14
<b>WRITING</b>		
Writing Strategies	12	9
Writing Conventions	15	13

### Writing Applications\*

	Your Score
Essay	2.5

### Mathematics

Test Date: 12/05/2009

Your Total Score	Score Required to Pass	Status
		SATISFIED REQ

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



### Strands for Mathematics

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

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

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





## Board Agenda Backup

Item No: 12.6

**Date:** March 5, 2010

**Item:** CAHSEE Passage Waiver  
Math ( PVHS 09-10-02)

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

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

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

**Recommendation:** Approve

**Budget Considerations:** None

**Funding Source:**

**Budgeted:** Yes: ☐ No: ☐

**Amount:** \$

**Prepared By:** Dea Pretzer, Program Director Special Services

**Superintendent's Signature:**

*Dorma Baker (AA)*



PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: 02/17/10

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

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

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

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

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

Date: 2-10

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

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

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

Signature of Parent: \_\_\_\_\_

Date: 2-17-2010

**FOR SITE USE ONLY**

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

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



PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Student's Name: \_ \_ \_

Student's ID Number: \_ \_ \_

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

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

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



Student ID#:

1.)

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

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

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

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



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

2-10  
Date

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

\_\_\_\_\_  
Signature of Student's Special Education Teacher

02/17/10  
Date

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

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

\_\_\_\_\_  
Signature of Student's Academic Counselor

2/19/10  
Date

Wendy Temblador  
Printed Name of Student's Academic Counselor





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

Student \_\_\_\_\_

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

IEP Meeting Date 10/06/09

**SUPPLEMENTARY/SPECIALIZED SUPPORT**

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

☐ Supports for school personnel

☐ Specialized aids/materials/equipment (Assistive Technology)

☐ Program modifications

☒ None

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

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

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

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

☐ School Readiness (Preschool Only)

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

☒ Language Arts: (Gr. 2-11) ☐ Grade Exempt ☒ CST OR ☐ CMA (Criteria Met) (Gr. 3 - 9)

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

Accommodations: Flexible setting and extended time

Modifications:

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

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

Accommodations: Flexible setting and extended time.

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: Flexible setting and extended time.

Modifications: Use of a calculator.

☒ History/Social Science\* ☐ Grade Exempt ☒ CST

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

Accommodations: Flexible setting and extended time.

Modifications:

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

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

Accommodations:

Modifications:

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

Participation in CST/CMA not appropriate due to: \_\_\_\_\_

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

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

**PROMOTION STANDARDS**

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

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

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

☐ No accommodations or modifications

☒ Modifications (specify) Use of a Calculator

☒ Accommodations (specify) Questions read aloud for Math

☐ Exempt due to eligibility for participation in CAPA

☐ Grade Exempt (below grade 10, or Post Sec.)

☐ Passed both subtests of the CAHSEE



Student Name		
Student ID	Grade 11	Gender M
Birth Place US	Date Of Birth	
Parent/Guardian		

Pajaro Valley Unified School District

Enter Date: 8/15/2007

Graduated:

Class Of: 2011

School Name/Address

Pajaro Valley High School  
500 Harkins Slough  
Watsonville, CA 95076

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

Counselor: Temblador

SSID: 8014056208

CrsID	Course Title	Mark	Credit	Credit Summary - High School				CrsID	Course Title	Mark	Credit
Pajaro Valley High School Grd 09 12/2007				Subject Area	Req	Cmp	Def				
2413	P Algebra 1A/B (S/9)	B-	5.000	A English	40.00	25.00	15.00				
1163	Dev Reading 3	C	5.000	B Math	20.00	20.00					
1130	P English 1	B+	5.000	C Biological Science	10.00	5.00	5.00				
3910	Health	D+	5.000	D Physical Science	10.00	10.00					
2976	Math B (9th)	A	5.000	E Health	5.00	5.00					
4510	N PE 9	A	5.000	F Fine Arts / Foreign L	10.00	10.00					
Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.833				G Physical Education	20.00	20.00					
				H Applied Arts	10.00	10.00					
				I World Civilization	10.00	10.00					
				J US History	10.00	5.00	5.00				
				K Federal Government	5.00	0.00	5.00				
				L Economics	5.00	0.00	5.00				
				M Electives	45.00	20.00	25.00				
				N Algebra	10.00	10.00					
				O Science	10.00	0.00	10.00				
				---Total Credits---				220.00	150.00	70.00	
Pajaro Valley High School Grd 09 6/2008				GPA Summary							
2413	P Algebra 1A/B (S/9)	B	5.000								
1163	Dev Reading 3	B+	5.000								
1130	P English 1	B+	5.000								
5051	Intro Computers	B	5.000								
2976	Math B (9th)	B+	5.000								
4510	N PE 9	A	5.000								
Crs Att: 30.000 Cmp: 30.000 Total GPA: 3.167											
Pajaro Valley High School Grd 10 12/2008											
4610	N Adv PE	A-	5.000								
6010	P Art 1	C	5.000								
1230	P English 2	D	5.000								
2510	P Geometry	D-	5.000								
3610	P Integrated Science I	A-	5.000								
7110	P World Civ	B	5.000								
Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.500											
				Academic GPA: 2.714 Rank 117 out of 293							
				Total GPA: 2.800 Rank 113 out of 294							
				CSU GPA: 2.500							
				Cal Grant GPA: 2.667							
Pajaro Valley High School Grd 10 6/2009				Testing Information							
4610	N Adv PE	A	5.000	CAHSEE_ELA-1-1							
6010	P Art 1	C	5.000	CA HSEE ELA P 3/17/2009							
1230	P English 2	B	5.000	CA HSEE ELA Score 368 3/17/2009							
2510	P Geometry	C-	5.000	CAHSEE_Math-1-1							
3610	P Integrated Science I	B+	5.000	CA HSEE Math F 3/18/2009							
7110	P World Civ	B-	5.000	CA HSEE Math Scor 345 3/18/2009							
Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.833											
Pajaro Valley High School Grd 11 12/2009											
2610	P Algebra II	B-	5.000								
3210	P Biology	B+	5.000								
1330	P English 3/American Lite	B-	5.000								
5054	ROP Computer Applicatio	B	5.000								
4210	P Spanish 1 SS	B+	5.000								
7210	P US History	D-	5.000								
Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.667											

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

P = College Prep

One GPA is provided per semester.

Comments:

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

Date: 2/19/2010





# California High School Exit Examination

## Student and Parent Report

Student Name:

Date of Birth:

Student ID:

Grade: 11

School: 0105858 - Pajaro Valley High

District: 69799 - Pajaro Valley Unified

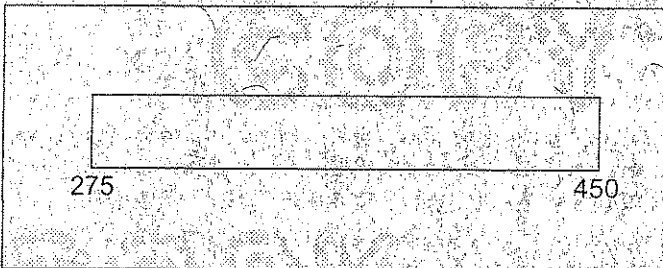
County: 44 - Santa Cruz

### English-Language Arts

Test Date: 11/03/2009

Your Total Score	Score Required to Pass	Status
		SATISFIED REQ

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



#### Strands for English-Language Arts

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

#### Writing Applications\*

Your Score

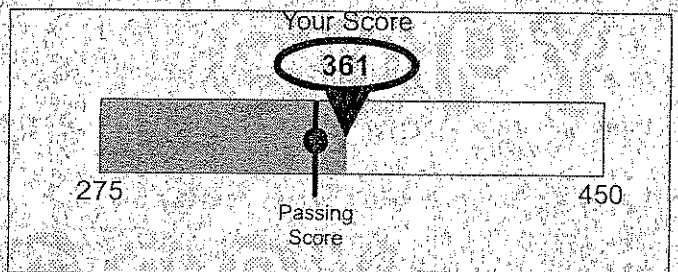
Essay

### Mathematics

Test Date: 11/03/2009

Your Total Score	Score Required to Pass	Status
361	350	MODIFIED

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



#### Strands for Mathematics

	Number of Questions	Number Correct
Probability & Statistics	13	12
Number Sense	17	10
Algebra & Functions	20	13
Measurement & Geometry	18	12
Algebra I	12	1

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

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





## Board Agenda Backup

Item No: 12.7

**Date:** March 5, 2010

**Item:** CAHSEE Passage Waiver  
Math ( PVHS 09-10-03)

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

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

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

**Recommendation:** Approve

**Budget Considerations:** None

**Funding Source:**

**Budgeted:** Yes: ☐

No: ☐

**Amount:** \$

**Prepared By:** Dea Pretzer, Program Director Special Services

**Superintendent's Signature:**

*Dorma Baker* (A)



PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: February 19, 2010

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

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

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

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

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

Date: 2-23-10

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

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

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

Signature of Parent: \_\_\_\_\_

Date: 2-23-10

**FOR SITE USE ONLY**

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

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



PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Student's Name: \_\_\_\_\_

Student's ID Number: \_\_\_\_\_

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

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

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



Student ID Number:

Mathematics: Test date 11/3/09

The above student qualifies for a waiver due to satisfying the following conditions:

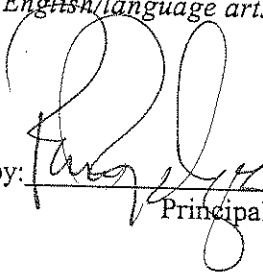
1.

- A. Student demonstrates significant delays in all areas of math skills. Student's delays in short term memory, which lowers performance in reading comprehension, similarly impacts performance in responding to math word problems as well as completing sequential operations correctly. Below average visual spatial skills also contribute to difficulties in accurately performing calculations (loss of place, confusion with order of operations).
- B. Use of a calculator was the modification provided for the math section of the exam.
- C. Use of a calculator allowed for completing calculations without the student making common mistakes due to losing place when solving math problems (reversals, substitutions, transpositions). Deficits in short-term memory and visual spatial skills contribute to the student's struggle in performing most mathematical operations. Student demonstrates good understanding of math concepts but due to poor short term memory, the ability to accurately complete sequential operations required in solving math problems, is a significant deficit.
- D. Teachers have been provided with copies of the student's IEP goals and recommended accommodations or modifications. Use of a calculator, clarification of directions, reading of test items aloud, extended time on assignments are accommodations/modifications provided for this student within the classroom.



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

Certified by:

  
Principal's Signature

2-10  
Date

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

Mary South  
Signature of Student's Special Education Teacher

2-19-10  
Date

MARY South  
Print Name of Student's Special Education Teacher

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

Kimberly Ospina  
Signature of Student's Academic Counselor

2/23/10  
Date

Kimberly Ospina  
Printed Name of Student's Academic Counselor





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

Student \_\_\_\_\_

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

IEP Meeting Date 02/26/09

**SUPPLEMENTARY/SPECIALIZED SUPPORT**

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

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

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

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

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

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

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

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

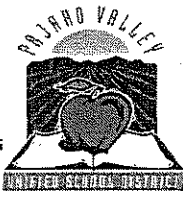
**PROMOTION STANDARDS**

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

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

- ☐ No accommodations or modifications ☐ Exempt due to eligibility for participation in CAPA  
☒ Modifications (specify) use of calculator ☐ Grade Exempt (below grade 10, or Post Sec.)  
☒ Accommodations (specify) questions read aloud/Math ☐ Passed both subtests of the CAHSEE





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

Student \_\_\_\_\_

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

IEP Meeting Date 02/26/09

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Auditory Memory, Processing Speed	Calculator, Directions Read Aloud, Extra Time: Assignments/Tests (1.5), Provide with Notes, Visual Models	District of Service/ Gen. Ed. Teacher, Assistant, RS	02/19/2009



Student ID	Grade <b>12</b>	Gender <b>F</b>
Birth Place <b>CA USA</b>	Date Of Birth	
Parent Guardian		

Enter Date: **10/25/06**  
 Leave Date:  
 Class Of: **2010**

**500 Harkins Slough Road**  
**Watsonville, CA 95076**  
 Tel: **831-728-8102** Fax: **728-6944**  
 Counselor: **Ospina, Ximena**

Crs ID	Course Title	Mark	Ab	Credit	Crs ID	Course Title	Mark	Ab	Credit	GPA Summary			
Pajaro Valley High School Grd 09 12/2006					Pajaro Valley High School Grd 11 12/2008					Academic GPA: 2.525			
1031	Int ELD A	C		10.000	1330	P English 3	C		5.000	Total GPA: 2.591			
1162	Dev Reading 2	B		5.000	2610	P Algebra II	D		5.000	CSU GPA: 2.533			
2413	P Algebra 1A/B (S/9)	F			3633	P Integ Sci III	B+		5.000				
3610	P Integ Sci I	F			4110	P Spanish 1	B-		5.000				
3910	Health	B		5.000	5054	ROP Comp Applic	D		5.000				
4510	N PE 9	B		5.000	7210	P US History	B		5.000				
Crd Att: 35.000 Cmp: 25.000 Total GPA: 2.600					Crd Att: 30.000 Cmp: 30.000 Total GPA: 2.167								
Pajaro Valley High School Grd 09 6/2007					Pajaro Valley High School Grd 11 6/2009								
1032	Int ELD B	B		10.000	1330	P English 3	B-		5.000				
1162	Dev Reading 2	B+		5.000	2610	P Algebra II	D-		5.000				
2413	P Algebra 1A/B (S/9)	C		5.000	3633	P Integ Sci III	B+		5.000				
3610	P Integ Sci I	D		5.000	4110	P Spanish 1	C		5.000				
4510	N PE 9	A		5.000	5054	ROP Comp Applic	C		5.000				
5051	Intro Computers	B		5.000	7210	P US History	C+		5.000				
Crd Att: 35.000 Cmp: 35.000 Total GPA: 2.714					Crd Att: 30.000 Cmp: 30.000 Total GPA: 2.167								
Pajaro Valley High School Grd 10 12/2007					PVH Summer School Grd 11 6/2009								
1160	Dev Reading 1	A+		5.000	2410	P Algebra 1A/B	B		5.000				
1230	P English 2	C		5.000	Crd Att: 5.000 Cmp: 5.000 Total GPA: 3.000								
2510	P Geometry	C-		5.000	Pajaro Valley High School Grd 12 12/2009								
3630	P Integ Sci II	C		5.000	1430	P English 4	C		5.000				
4610	N Adv PE	C		5.000	4120	P Spanish 2	B+		5.000				
7110	P World Civ	B		5.000	6010	P Art 1	C-		5.000				
Crd Att: 30.000 Cmp: 30.000 Total GPA: 2.500					7410	P Economics	C-		5.000				
Pajaro Valley High School Grd 10 6/2008					9290	Basic Skills	B		5.000				
1160	Dev Reading 1	A		5.000	9291	Ba Sk/ HSEE/ Math	A		5.000				
1230	P English 2	D+		5.000	Crd Att: 30.000 Cmp: 30.000 Total GPA: 2.667								
2510	P Geometry	B-		5.000									
3630	P Integ Sci II	B		5.000									
4610	N Adv PE	A-		5.000									
7110	P World Civ	B-		5.000									
Crd Att: 30.000 Cmp: 30.000 Total GPA: 3.000													
PVH Summer School Grd 10 7/2008													
3610	P Integ Sci I	A-		5.000									
Crd Att: 5.000 Cmp: 5.000 Total GPA: 4.000													
										GPA Summary			
										Credit Summary - High School			
										Subject Area			
										Req			
										Cmp			
										Def			
										English			
										Mathematics			
										Biological Science			
										Physical Science			
										Health			
										Fine Arts/Foreign Lang			
										Physical Education			
										Applied Arts			
										World Civilization			
										US History			
										Federal Government			
										Economics			
										Elective			
										Algebra			
										Science			
										-----Total Credits-----			
										Testing Information			
										Proficiency Tests			
										CA HSEE Math			
										CA HSEE ELA			

Credit Summary - High School			
Subject Area	Req	Cmp	Def
English	40.00	25.00	15.00
Mathematics	20.00	20.00	
Biological Science	10.00	10.00	
Physical Science	10.00	10.00	
Health	5.00	5.00	
Fine Arts/Foreign Lang	10.00	10.00	
Physical Education	20.00	20.00	
Applied Arts	10.00	10.00	
World Civilization	10.00	10.00	
US History	10.00	10.00	
Federal Government	5.00	0.00	5.00
Economics	5.00	5.00	
Elective	45.00	65.00	
Algebra	10.00	10.00	
Science	10.00	10.00	
-----Total Credits-----	220.000	220.000	20.00

Testing Information		
Proficiency Tests		
CA HSEE Math	Failed	10/07/09
CA HSEE ELA	Passed	10/06/09

Accreditation approved by the School Commission of the WASC

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

Comments:  
 Drp PVHS 1/15/08 moved to Merced

Polio(OPV)	08/06/02	05/20/03	11/21/06	-----	-----	-----
DTP_DT/TD	08/06/02	05/20/03	-----	-----	-----	-----
MMR	08/06/02	05/20/03	-----	-----	-----	-----
Measles	-----	-----	-----	-----	-----	-----
Mumps	-----	-----	-----	-----	-----	-----
Rubella	-----	-----	-----	-----	-----	-----
TB Test	-----	-----	-----	-----	-----	-----

Transcript is unofficial unless signed by a school official

School  
 Official's Signature \_\_\_\_\_ Date: 02/23/10





## Student and Parent Report

Student Name:

Date of Birth:

Student ID:

Grade: 12

School: 0105858 - Pajaro Valley High

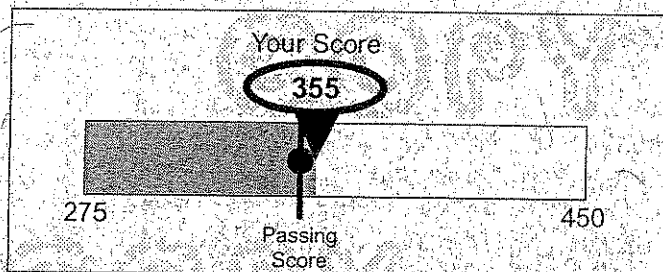
District: 69799 - Pajaro Valley Unified

County: 44 - Santa Cruz

## English-Language Arts

Test Date: 10/06/2009

Your Total Score	Score Required to Pass	Status
355	350	PASSED



## Strands for English-Language Arts

	Number of Questions	Number Correct
<b>READING</b>		
Word Analysis	7	4
Reading Comprehension	18	10
Literary Response & Analysis	20	16
<b>WRITING</b>		
Writing Strategies	12	7
Writing Conventions	15	10

## Writing Applications\*

Your Score

Essay

2.5

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

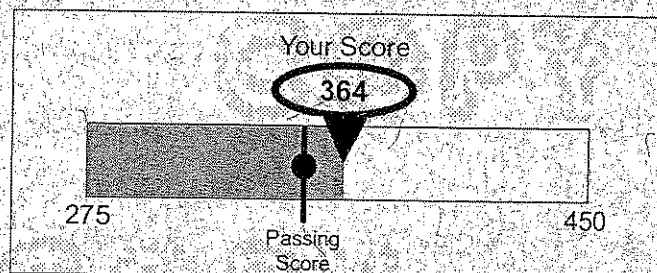
A student must only retake the subject area examination (English-Language Arts and/or Mathematics) that was not passed.

## Mathematics

Test Date: 10/06/2009

Your Total Score	Score Required to Pass	Status
364	350	MODIFIED

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



## Strands for Mathematics

	Number of Questions	Number Correct
Probability & Statistics	13	9
Number Sense	17	8
Algebra & Functions	20	15
Measurement & Geometry	18	10
Algebra I	12	8





## Board Agenda Backup

Item No: 12.8

**Date:** March 5, 2010

**Item:** CAHSEE Passage Waiver  
English Language Arts (PVHS 09-10-04)

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

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

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

**Recommendation:** Approve

**Budget Considerations:** None

**Funding Source:**

**Budgeted:** Yes: ☐ No: ☐

**Amount:** \$

**Prepared By:** Dea Pretzer, Program Director Special Services

**Superintendent's Signature:**

*Dorinda Baker* (AA)



PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: Feb. 19, 2010

REC'D MAR 1 2010

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

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

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

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

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

Date: 2-10

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

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

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

Signature of Parent: \_\_\_\_\_

Date: 2/24/10

**FOR SITE USE ONLY**

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

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



PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Student's Name: \_\_\_\_\_

Student's ID Number: \_\_\_\_\_

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

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

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



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

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

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

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

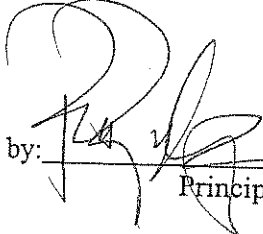
d. Teachers have been provided with copies of his IEP goals, a narrative profile of his learning style and academic needs and, finally, recommended accommodations or modifications he needs in order to be academically successful. Directions and/or questions for both class assignments and tests are provided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

Name of Student:



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

2-10  
Date

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

Mary South  
Signature of Student's Special Education Teacher

2-22-10  
Date

Mary South  
Print Name of Student's Special Education Teacher

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

Ximena Ospina  
Signature of Student's Academic Counselor

2/23/10  
Date

Ximena Ospina  
Printed Name of Student's Academic Counselor





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

Student \_\_\_\_\_

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

IEP Meeting Date 12/10/09

**SUPPLEMENTARY/SPECIALIZED SUPPORT**

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

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

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

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

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

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

- ☐ School Readiness (Preschool Only)  
☐ DRDP-R    ☐ DRDP Access    Adaptations/Accommodations (specify) \_\_\_\_\_
- ☒ Language Arts: (Gr. 2-11)    ☐ Grade Exempt    ☒ CST    **OR**    ☐ CMA (Criteria Met) (Gr. 3 - 9)  
☒ No accommodations or modifications    ☐ Accommodations (specify below)    ☐ Modifications (specify below)  
Accommodations:  
Modifications:
- ☒ Math: (Gr. 2-11)    ☐ Grade Exempt    ☒ CST    **OR**    ☐ CMA (Criteria Met) (Gr. 3 - 7, Algebra I - Gr. 7-11)  
☒ No accommodations or modifications    ☐ Accommodations (specify below)    ☐ Modifications (specify below)  
Accommodations:  
Modifications:
- ☒ Science (Gr. 5 & 8 Gr. 9-11)    ☐ Grade Exempt    ☒ CST    **OR**    ☐ CMA (Criteria Met) (Gr. 5, 8 & 10)  
☒ No accommodations or modifications    ☐ Accommodations (specify below)    ☐ Modifications (specify below)  
Accommodations:  
Modifications:
- ☒ History/Social Science\*    ☐ Grade Exempt    ☒ CST  
☒ No accommodations or modifications    ☐ Accommodations (specify below)    ☐ Modifications (specify below)  
Accommodations:  
Modifications:
- ☒ Writing (Gr. 7 only)    ☒ Grade Exempt    ☐ CST    **OR**    ☐ CMA (Criteria Met) (Gr. 7 only)  
☐ No accommodations or modifications    ☐ Accommodations (specify below)    ☐ Modifications (specify below)  
Accommodations:  
Modifications:
- ☐ Life Skills Curriculum:      CAPA Level      1 ☐      2 ☐      3 ☐      4 ☐      5 ☐  
Participation in CST/CMA not appropriate due to: \_\_\_\_\_
- ☒ Other State or District-Wide Assessment Accommodations/Modifications (specify) questions read aloud; use of calculator; extra time

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

**PROMOTION STANDARDS**

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

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

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





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

Student \_\_\_\_\_

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

IEP Meeting Date 12/10/09

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Visual Perception	Directions Read Aloud, Spelling Checker, Visual Models	District of Service/ Gen. Ed. Teacher, Assistant, RS	12/11/2010
Visual-Motor	Calculator, Extra Time: Assignments/Tests (1.5), Take Tests in Alternate Setting	District of Service/ Gen. Ed. Teacher, Assistant, RS	12/11/2010
Attending Skills	Directions Read Aloud, Preferential Seating, Tests in Short Segments	District of Service/ Gen. Ed. Teacher, Assistant, RS	12/11/2010



Student Name		
Student ID	Grade 11	Gender M
Birth Place US	Date Of Birth	
Parent/Guardian		

Pajaro Valley Unified School District

Enter Date: 8/15/2007

Graduated:

Class Of: 2011

School Name/Address

Pajaro Valley High School  
500 Harkins Slough  
Watsonville, CA 95076

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

Counselor: Ospina

SSID: 8024434918

CrsID	Course Title	Mark	Credit	Work In Progress	CrsID	Course Title	Mark	Credit
Pajaro Valley High School Grd 09 12/2007				2610 P Algebra II				0.000
2413	P Algebra 1A/B (S/9)	C	5.000	3210 P Biology				0.000
1163	Dev Reading 3	A-	5.000	9270 Directed Study				0.000
9270	Directed Study	C	5.000	1330 P English 3/American Lite				0.000
1130	P English 1	C	5.000	4210 P Spanish 1 SS				0.000
3910	Health	F	0.000	7210 P US History				0.000
2976	Math B (9th)	C	5.000	Credit Summary - High School				
4510	N PE 9	A	5.000	Subject Area	Req	Cmp	Def	
Crs Att: 35.000 Cmp: 30.000 Total GPA: 2.286				A English	40.00	20.00	20.00	
Pajaro Valley High School Grd 09 6/2008				B Math	20.00	15.00	5.00	
2413	P Algebra 1A/B (S/9)	C	5.000	C Biological Science	10.00	0.00	10.00	
1163	Dev Reading 3	B-	5.000	D Physical Science	10.00	5.00	5.00	
1130	P English 1	D-	5.000	E Health	5.00	0.00	5.00	
9051	Intro Computers	F	0.000	F Fine Arts / Foreign L	10.00	0.00	10.00	
2976	Math B (9th)	B+	5.000	G Physical Education	20.00	20.00		
4510	N PE 9	C-	5.000	H Applied Arts	10.00	0.00	10.00	
Crs Att: 30.000 Cmp: 25.000 Total GPA: 1.833				I World Civilization	10.00	10.00		
Pajaro Valley High School Grd 10 12/2008				J US History	10.00	0.00	10.00	
4610	N Adv PE	A-	5.000	K Federal Government	5.00	0.00	5.00	
9270	Directed Study	C-	5.000	L Economics	5.00	0.00	5.00	
1230	P English 2	C-	5.000	M Electives	45.00	25.00	20.00	
2510	P Geometry	D-	5.000	N Algebra	10.00	10.00		
3610	P Integrated Science I	B-	5.000	O Science	10.00	0.00	10.00	
7110	P World Civ	D	5.000	---Total Credits---	220.00	105.00	115.00	
Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.167				GPA Summary				
Pajaro Valley High School Grd 10 6/2009				Academic GPA:	1.679	Rank 235 out of 293		
4610	N Adv PE	A-	5.000	Total GPA:	1.767	Rank 233 out of 294		
9270	Directed Study	C	5.000	CSU GPA:	1.200			
1230	P English 2		0.000	Cal Grant GPA:	1.529			
1230	P English 2	D-	5.000	Testing Information				
2510	P Geometry	F	0.000	CAHSEE_ELA-1-1				
3610	P Integrated Science I	F	0.000	CA HSEE ELA F 3/17/2009				
7110	P World Civ	D+	5.000	CA HSEE ELA Score 333 3/17/2009				
Crs Att: 30.000 Cmp: 20.000 Total GPA: 1.333				CAHSEE_Math-1-1				
Pajaro Valley High School Grd 11 12/2009				CA HSEE Math F 3/18/2009				
2610	P Algebra II	I	0.000	CA HSEE Math Scor 301 3/18/2009				
3210	P Biology	D	5.000					
9270	Directed Study	B	5.000					
1330	P English 3/American Lite	D	5.000					
4210	P Spanish 1 SS	F	0.000					
7210	P US History	F	0.000					
Crs Att: 30.000 Cmp: 15.000 Total GPA: 1.000								

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

P = College Prep

One GPA is provided per semester.

Comments:

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

Date: 2/23/2010





# California High School Exit Examination

## Student and Parent Report

Student Name:

Date of Birth:

Student ID:

Grade: 11

School: 0105858 - Pajaro Valley High

District: 69799 - Pajaro Valley Unified

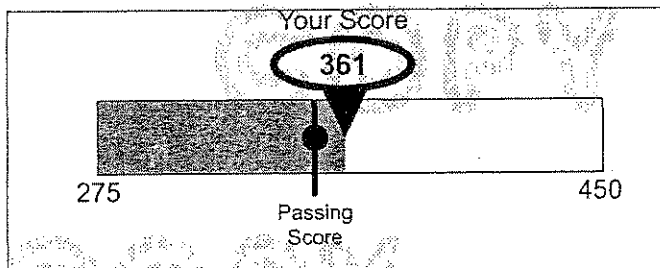
County: 44 - Santa Cruz

### English-Language Arts

Test Date: 11/03/2009

Your Total Score	Score Required to Pass	Status
361	350	MODIFIED

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



#### Strands for English- Language Arts

READING	Number of Questions	Number Correct
Word Analysis	7	6
Reading Comprehension	18	10
Literary Response & Analysis	20	16
WRITING		
Writing Strategies	12	8
Writing Conventions	15	11

#### Writing Applications\*

Essay

Your Score

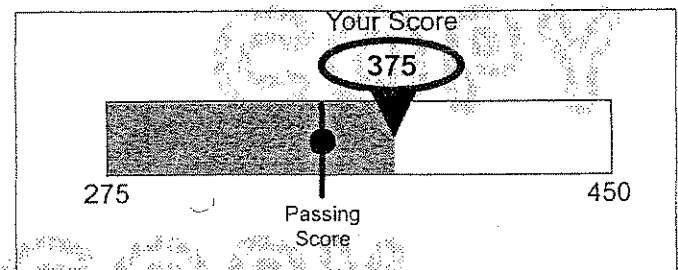
2.0

### Mathematics

Test Date: 11/03/2009

Your Total Score	Score Required to Pass	Status
375	350	MODIFIED

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



#### Strands for Mathematics

	Number of Questions	Number Correct
Probability & Statistics	13	13
Number Sense	17	9
Algebra & Functions	20	14
Measurement & Geometry	18	13
Algebra I	12	6

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





## Board Agenda Backup

Item No: 12.9

**Date:** March 5, 2010

**Item:** CAHSEE Passage Waiver  
Math ( PVHS 09-10-05)

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

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

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

**Recommendation:** Approve

**Budget Considerations:** None

**Funding Source:**

**Budgeted:** Yes: ☐ No: ☐

**Amount:** \$

**Prepared By:** Dea Pretzer, Program Director Special Services

**Superintendent's Signature:**

*Dorma Baker* (A)



PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: 2/2/10

To The Parent/Guardian of:

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

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

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

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

Date: 2/1/10

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

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

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

Signature of Parent: \_\_\_\_\_

Date: 2-18-10

**FOR SITE USE ONLY**

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

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



PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Student's Name: \_\_\_\_\_

Student's ID Number: \_\_\_\_\_

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

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

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



Student ID#:

1.)

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

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

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

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



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

2/10  
Date

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

\_\_\_\_\_  
Signature of Student's Special Education Teacher

02/17/10  
Date

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

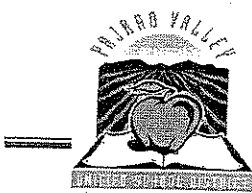
*I agree that the information on this Waiver Request Sheet accurately states that the coursework this student has satisfactorily completed or is in the process of completing in the high school curriculum is sufficient to have obtained the skills and knowledge otherwise to pass the California High School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

\_\_\_\_\_  
Signature of Student's Academic Counselor

2/19/10  
Date

Wendy Temblador  
Printed Name of Student's Academic Counselor





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

Student \_\_\_\_\_

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

IEP Meeting Date 01/14/10

**SUPPLEMENTARY/SPECIALIZED SUPPORT**

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

☐ Supports for school personnel

☐ Specialized aids/materials/equipment (Assistive Technology)

☐ Program modifications

☒ None

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

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

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

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

☐ School Readiness (Preschool Only)

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

☒ Language Arts: (Gr. 2-11) ☐ Grade Exempt ☒ CST OR ☐ CMA (Criteria Met) (Gr. 3 - 9)

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

Accommodations:

Modifications:

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

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

Accommodations:

Modifications:

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

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

Accommodations:

Modifications:

☒ History/Social Science\* ☐ Grade Exempt ☒ CST

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

Accommodations:

Modifications:

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

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

Accommodations:

Modifications:

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

Participation in CST/CMA not appropriate due to: \_\_\_\_\_

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

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

**PROMOTION STANDARDS**

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

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

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

☐ No accommodations or modifications

☒ Modifications (specify) Use of a calculator, Q's read aloud/ELA

☒ Accommodations (specify) Q's read aloud/Math

☐ Exempt due to eligibility for participation in CAPA

☐ Grade Exempt (below grade 10, or Post Sec.)

☐ Passed both subtests of the CAHSEE



Birth Place <b>US</b>	Grade <b>11</b>	Gender <b>M</b>
Parent/Guardian	Date Of Birth	

# Pajaro Valley Unified School District

Enter Date: **8/15/2007**

Graduated:

Class Of: **2011**

School Name/Address

**Pajaro Valley High School  
500 Harkins Slough  
Watsonville, CA 95076**

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

Counselor: **Temblador**

SSID: **9024435011**

CrsID	Course Title	Mark	Credit	CrsID	Course Title	Mark	Credit	
Pajaro Valley High Summer School Grd 09 7/2007				Pajaro Valley High School Grd 10 6/2009				Academic GPA: 2.469 Rank 144 out of 293 Total GPA: 2.559 Rank 139 out of 294 CSU GPA: 2.188 Cal Grant GPA: 2.389
3	Algebra Academy	F	5.000	4610	N Adv PE	A	5.000	
3	Algebra Academy	C	5.000	9270	Directed Study	B-	5.000	
Crs Att: 10.000 Cmp: 10.000 Total GPA: 1.000				1230	P English 2	C+	5.000	
Pajaro Valley High School Grd 09 7/2008				2510	P Geometry	C	5.000	Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.500
2410	P Algebra 1A/B	A+	5.000	3610	P Integrated Science I	D-	5.000	
2410	P Algebra 1A/B	A+	5.000	7110	P World Civ	B-	5.000	
2976	Math B (9th)	P	5.000	Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.500				
Crs Att: 15.000 Cmp: 15.000				Pajaro Valley High School Grd 10 7/2009				Crs Att: 0.000 Cmp: 0.000 Total GPA: 0.000
Pajaro Valley High Summer School Grd 09 7/2008				SS1130	P ENGLISH 1	B	0.000	
2410	P Algebra	A-	5.000	SS1130	P ENGLISH 1	C	0.000	
2410	P Algebra	A+	5.000	Crs Att: 0.000 Cmp: 0.000 Total GPA: 0.000				
2976	Math B (9th)	P	5.000	Pajaro Valley High School Grd 11 12/2009				Crs Att: 30.000 Cmp: 25.000 Total GPA: 1.833
Crs Att: 15.000 Cmp: 15.000 Total GPA: 3.200				2610	P Algebra II	F	0.000	
Pajaro Valley High School Grd 09 12/2007				3210	P Biology	D-	5.000	
6320	P Adv Band	A	5.000	9270	Directed Study	B-	5.000	
2413	P Algebra 1A/B (S/9)	RF	0.000	1330	P English 3/American Lite	C	5.000	Crs Att: 30.000 Cmp: 25.000 Total GPA: 1.833
9270	Directed Study	A	5.000	4110	P Spanish 1	B	5.000	
1130	P English 1	RD	0.000	7210	P US History	C-	5.000	
9051	Intro Computers	C+	5.000	Crs Att: 30.000 Cmp: 25.000 Total GPA: 1.833				
2976	Math B (9th)	D	5.000	Credit Summary - High School				
4510	N PE 9	A	5.000	Subject Area	Req	Cmp	Def	
Crs Att: 35.000 Cmp: 25.000 Total GPA: 3.000				A English	40.00	20.00	20.00	
Pajaro Valley High School Grd 09 6/2008				B Math	20.00	20.00		
6320	P Adv Band	A+	5.000	C Biological Science	10.00	5.00	5.00	
2413	P Algebra 1A/B (S/9)	RF	0.000	D Physical Science	10.00	10.00		
9270	Directed Study	F+	0.000	E Health	5.00	5.00		
1130	P English 1	D+	5.000	F Fine Arts / Foreign L	10.00	10.00		
3910	Health	C+	5.000	G Physical Education	20.00	20.00		
2976	Math B (9th)	RF	0.000	H Applied Arts	10.00	5.00	5.00	
4510	N PE 9	A	5.000	I World Civilization	10.00	10.00		
Crs Att: 35.000 Cmp: 20.000 Total GPA: 2.750				J US History	10.00	5.00	5.00	
Pajaro Valley High School Grd 10 12/2008				K Federal Government	5.00	0.00	5.00	
4610	N Adv PE	A+	5.000	L Economics	5.00	0.00	5.00	
9270	Directed Study	B	5.000	M Electives	45.00	35.00	10.00	
1230	P English 2	B	5.000	N Algebra	10.00	10.00		
2510	P Geometry	B	5.000	O Science	10.00	0.00	10.00	
3610	P Integrated Science I	C	5.000	---Total Credits---				
7110	P World Civ	C	5.000	220.00	155.00	65.00		
Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.833								

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

P = College Prep

One GPA is provided per semester.

Comments:

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

Date: 2/19/2010





# California High School Exit Examination

## Student and Parent Report

Student Name:

Date of Birth:

Student ID:

Grade: 11

School: 0105858 - Pajaro Valley High

District: 69799 - Pajaro Valley Unified

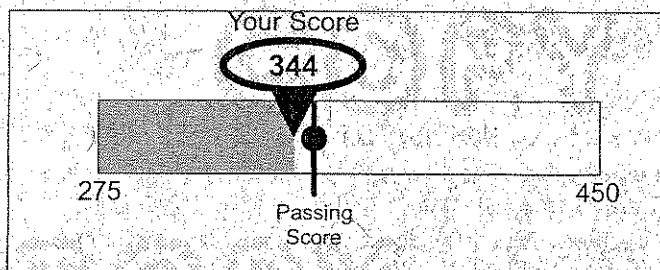
County: 44 - Santa Cruz

### English-Language Arts

Test Date: 11/03/2009

Your Total Score	Score Required to Pass	Status
344	350	NOT PASSED

Go to [www.cde.ca.gov/ta/tg/hs/resources.asp](http://www.cde.ca.gov/ta/tg/hs/resources.asp) for study information for the CAHSEE.



### Strands for English- Language Arts

READING	Number of Questions	Number Correct
Word Analysis	7	2
Reading Comprehension	18	14
Literary Response & Analysis	20	12
WRITING		
Writing Strategies	12	5
Writing Conventions	15	10

### Writing Applications\*

Your Score

Essay

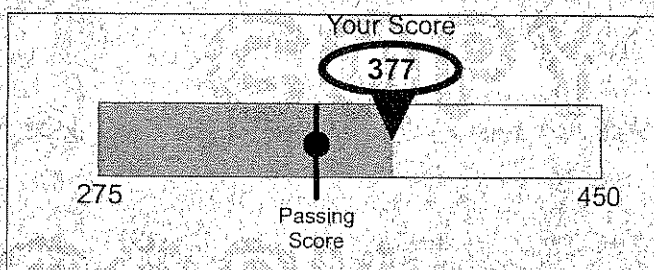
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### Mathematics

Test Date: 11/03/2009

Your Total Score	Score Required to Pass	Status
377	350	MODIFIED

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



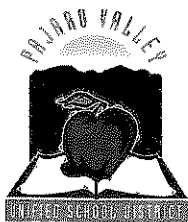
### Strands for Mathematics

	Number of Questions	Number Correct
Probability & Statistics	13	11
Number Sense	17	10
Algebra & Functions	20	15
Measurement & Geometry	18	14
Algebra I	12	6

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

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





## Board Agenda Backup

Item No: 12.10

**Date:** March 5, 2010

**Item:** CAHSEE Passage Waiver  
English Language Arts (PVHS 09-10-06)

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

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

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

**Recommendation:** Approve

**Budget Considerations:** None

**Funding Source:**

**Budgeted:** Yes: ☐ No: ☐

**Amount:** \$

**Prepared By:** Dea Pretzer, Program Director Special Services

**Superintendent's Signature:**

*Dorma Baker* (AB)



PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: 2/3/10

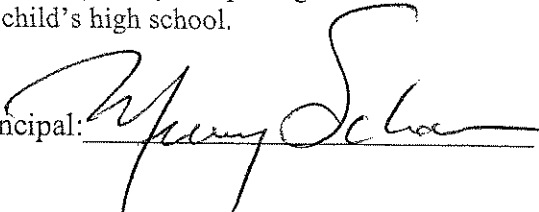
REC'D MAR - 1 2010

To The Parent/Guardian of:

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

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

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

Signature of Principal: 

Date: 2/3/10

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

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

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

Signature of Parent:

Date: 2/15/10



PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Student's Name:

Student's ID Number:

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

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

1. Has an individualized education program (IEP) adopted pursuant to the Individuals with Disabilities Education Act that specifies the use of the modification(s) on the exit examination, standardized testing, or classroom instruction and assessments.  
(Attach the section of the IEP that specifies the modifications.)
  - a. Describe the nature of the student's disability as identified on the IEP (please note if this will result in overt identification of the student). *auditory processing, affecting the student's ability to read, write & spell & calculate math*
  - 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): *Test items were read to student & he was allowed to use a spellchecker*
  - c. State the rationale for applying the modification(s) used to achieve an equivalent passing score on the CAHSEE for this student. *Having the test items read, allowed him to comprehend the questions.*
  - d. Describe the modification(s) that the student regularly uses in the classroom and on other assessments. *Test in separate setting, shortened assignments, paraphrasing, questions read aloud.*



PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Student's Name: \_

Student's ID Number: \_

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

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

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



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

Certified by:

Principal's Signature

Date

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

Catherine Atwood

2/5/10

Signature of Student's Special Education Teacher

Date

Catherine Atwood

Print Name of Student's Special Education Teacher

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

Stephanie Locke

2/5/10

Signature of Student's Academic Counselor

Date

Stephanie Locke

Printed Name of Student's Academic Counselor





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

Student \_\_\_\_\_

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

IEP Meeting Date 10/06/09

**SUPPLEMENTARY/SPECIALIZED SUPPORT**

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

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

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

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

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

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

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

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

**PROMOTION STANDARDS**

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

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

- ☐ No accommodations or modifications      ☐ Exempt due to eligibility for participation in CAPA  
☒ Modifications (specify) read aloud, use of calculator      ☐ Grade Exempt (below grade 10, or Post Sec.)  
☒ Accommodations (specify) small group, extended time      ☐ Passed both subtests of the CAHSEE



**WATSONVILLE HIGH SCHOOL**  
**"Home of the Wildcatz"**

School Name/Address  
**Watsonville High School**  
**250 East Beach Street**  
**Watsonville, CA 95076**  
 Tel: 831-728-6389 Fax: 761-6013

Grade <b>12</b>	Gender <b>M</b>
Date Of Birth	
Birth Place <b>Mexico</b>	
Parent Guardian	

Enter Date: **08/12/09**  
 Leave Date:  
 Class Of: **2010**

Crs ID	Course Title	Mark	Credit	Crs ID	Course Title	Mark	Credit	GPA Summary				
Watsonville High School Grd 09 12/2006				Watsonville High School Grd 11 12/2008				Academic GPA: 1.766				
4510	N PE 9	C+	5.000	1330	P English 3	D	5.000	Total GPA:	1.820	Class rank is 376 of 442		
5051	Intro Computers	B	5.000	4210	P Spanish 1 SS	C-	5.000	CSU GPA:	1.838			
6015	P Visual Arts	C	5.000	5150	ROP Const Tech	B	5.000					
8110	English 1 (Acm)	C	5.000	6055	ComGraphArt(MCA)	B	5.000					
8230	PreAlgebra(Acm)	F		7210	P US History	D	5.000					
8341	Integ Sci I (Acm)	F		8365	Tutorial 9-12	B	5.000					
9240	Advisory 9	P	0.500	9242	Advisory 11	A-	0.500					
Crd Att: 30.500 Cmp: 20.500 Total GPA: 1.500				Crd Att: 30.500 Cmp: 30.500 Total GPA: 2.197				Credit Summary - High School				
Watsonville High School Grd 09 6/2007				Watsonville High School Grd 11 6/2009				Subject Area				
3910	Health	F	R	1330	P English 3	D-	5.000	A	English	40.00	38.20	1.80
4510	N PE 9	F		3910	IS: Health	P	5.000	B	Mathematics	20.00	10.00	10.00
6015	P Visual Arts	A	5.000	4210	P Spanish 1 SS	D-	5.000	C	Biological Science	10.00	5.00	5.00
8110	English 1 (Acm)	C-	5.000	5150	ROP Const Tech	C	5.000	D	Physical Science	10.00	10.00	
8230	PreAlgebra(Acm)	D	5.000	6055	ComGraphArt(MCA)	C	5.000	E	Health	5.00	5.00	
8341	Integ Sci I (Acm)	F		7210	P US History	D	5.000	F	Fine Arts/Foreign Lang	10.00	10.00	
9240	Advisory 9	P	0.500	8365	Tutorial 9-12	B+	5.000	G	Physical Education	20.00	20.00	
Crd Att: 30.500 Cmp: 15.500 Total GPA: 1.400				9242	Advisory 11	A	0.500	H	Applied Arts	10.00	10.00	
Watsonville High School Grd 10 12/2007				Crd Att: 35.500 Cmp: 35.500 Total GPA: 1.705				I	World Civilization	10.00	10.00	
1230	P English 2	F		Cabrillo College Grd 11 7/2009				J	US History	10.00	10.00	
4610	N Adv PE	B-	5.000	1740	Engl-255	P	13.200	K	Federal Government	5.00	0.00	5.00
5635	P Earth Science/Agri	F		9250	Read 206	P	3.300	L	Economics	5.00	5.00	
7110	P World Civ	D	5.000	9250	CG 280AS	P	3.300	M	Elective	45.00	55.10	
8240	P Algebra (Acm)	F		Crd Att: 19.800 Cmp: 19.800 Total GPA: 0.000				N	Algebra	10.00	5.00	5.00
8365	Tutorial 9-12	A	5.000	Watsonville High School Grd 12 12/2009				O	Science	10.00	0.00	10.00
9241	Advisory 10	B-	0.500	3251	P Marine Biology	D-	5.000	-----Total Credits-----				
Crd Att: 30.500 Cmp: 15.500 Total GPA: 1.361				3518	P Ag Engil/ Ap Physi	D	5.000	220.000	193.300	36.80		
Watsonville High School Grd 10 6/2008				4610	N Adv PE	B-	5.000	Testing Information				
1230	P English 2	C	5.000	7410	P Economics	B	5.000	Proficiency Tests				
4610	N Adv PE	B	5.000	8373	IND Study (SPED)	NM		CA HSEE Math	Failed	10/07/09		
5635	P Earth Science/Agri	B	5.000	9243	Advisory 12	A-	0.500	CA HSEE ELA	Failed	12/05/09		
7110	P World Civ	D+	5.000	9294	CAHSEE Math	B	5.000					
8240	P Algebra (Acm)	D+	5.000	Crd Att: 30.500 Cmp: 25.500 Total GPA: 2.235								
8365	Tutorial 9-12	A	5.000									
9241	Advisory 10	C	0.500									
Crd Att: 30.500 Cmp: 30.500 Total GPA: 2.328												

P = College Prep H = Honors AP=Advanced Placement

GPA Calculation: A=4.0 B=3.0 C=2.0 D=1.0 F=0.0 P=Pass

Comments:  
 Spring 07' City of Watsonville River  
 Park/Community Service Hours Earned - 61

Polio (OPV)	09/04/91	11/04/91	02/01/92	05/23/94	10/03/96	-----
DTP or DT/DT	09/04/91	11/04/91	02/12/92	05/23/94	10/31/96	-----
MMR	05/23/94	10/31/96				
Measles	-----	-----				
Mumps	-----	-----				
Rubella	-----	-----				
TB Test	-----	-----				

Transcript is unofficial unless signed by a school official

School  
 Official's Signature

Date: 02/05/10





# California High School Exit Examination

## Student and Parent Report

Student Name:

Date of Birth:

Student ID:

Grade: 12

School: 4437901 - Watsonville High

District: 69799 - Pajaro Valley Unified

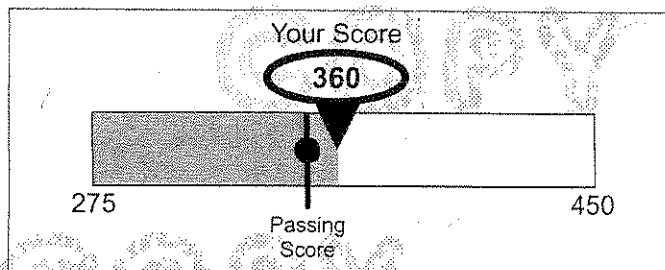
County: 44 - Santa Cruz

### English-Language Arts

Test Date: 12/05/2009

Your Total Score	Score Required to Pass	Status
360	350	MODIFIED

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



#### Strands for English-Language Arts

	Number of Questions	Number Correct
<b>READING</b>		
Word Analysis	7	7
Reading Comprehension	18	16
Literary Response & Analysis	20	14
<b>WRITING</b>		
Writing Strategies	12	10
Writing Conventions	15	6

#### Writing Applications\*

Essay

Your Score

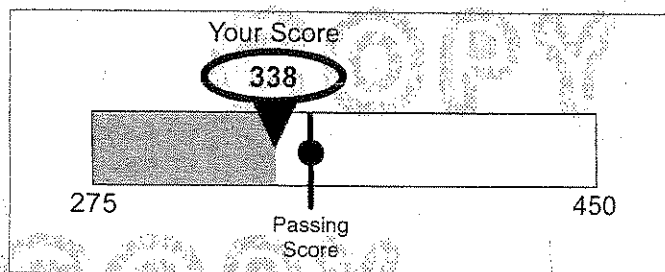
2.0

### Mathematics

Test Date: 12/05/2009

Your Total Score	Score Required to Pass	Status
338	350	MODIFIED

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



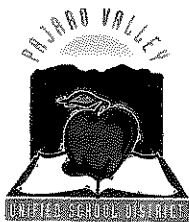
#### Strands for Mathematics

	Number of Questions	Number Correct
Probability & Statistics	13	6
Number Sense	17	9
Algebra & Functions	20	6
Measurement & Geometry	18	13
Algebra I	12	3

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

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





## Board Agenda Backup

Item No: 12.11

**Date:** March 5, 2010

**Item:** CAHSEE Passage Waiver  
English Language Arts (PVHS 09-10-07)

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

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

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

**Recommendation:** Approve

**Budget Considerations:** None

**Funding Source:**

**Budgeted:** Yes: ☐

No: ☐

**Amount:** \$

**Prepared By:** Dea Pretzer, Program Director Special Services

**Superintendent's Signature:**

*Dorma Baker (A)*



PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: 02/18/10

To The Parent/Guardian of:

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

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

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

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

Date: 2/23/10

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

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

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

Signature of Parent \_\_\_\_\_

Date: 2-18-10

**FOR SITE USE ONLY**

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

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



PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Student's Name:

Student's ID Number:

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

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

1. Has an individualized education program (IEP) adopted pursuant to the Individuals with Disabilities Education Act that specifies the use of the modification(s) on the exit examination, standardized testing, or classroom instruction and assessments.  
*(Attach the section of the IEP that specifies the modifications.)*
  - a. Describe the nature of the student's disability as identified on the IEP (please note if this will result in overt identification of the student. Auditory processing disorder affecting his ability in conceptualization.
  - 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): Test items were read to Sergio and were repeated as needed.
  - c. State the rationale for applying the modification(s) used to achieve an equivalent passing score on the CAHSEE for this student. Sergio has difficulty with large amounts of information. With test items read to him, he could track and process the main ideas.
  - d. Describe the modification(s) that the student regularly uses in the classroom and on other assessments. Sergio can work on lengthy assignments in an alternate setting and take tests in an alternate setting where he can get clarification.



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

Certified by:

Principal's Signature

Date

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

Signature of Student's Special Education Teacher

Date

Print Name of Student's Special Education Teacher

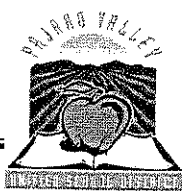
*I agree that the information on this Waiver Request Sheet accurately states that the coursework this student has satisfactorily completed or is in the process of completing in the high school curriculum is sufficient to have obtained the skills and knowledge otherwise to pass the California High School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

Signature of Student's Academic Counselor

Date

Printed Name of Student's Academic Counselor





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

Student \_\_\_\_\_

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

IEP Meeting Date 11/05/09

**SUPPLEMENTARY/SPECIALIZED SUPPORT**

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

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

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

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

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

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

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

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

**PROMOTION STANDARDS**

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

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

- ☐ No accommodations or modifications ☐ Exempt due to eligibility for participation in CAPA  
☒ Modifications (specify) Read items aloud, allow use of dictionary ☐ Grade Exempt (below grade 10, or Post Sec.)  
☒ Accommodations (specify) Extended time/Flexible Setting/Clarify ☐ Passed both subtests of the CAHSEE





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

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

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

IEP Meeting Date: 11/05/09

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Attending Skills	Extra Time: Assignments/Tests (1.5), Take Tests in Alternate Setting	District of Service/ Gen. Ed. Teacher, RS, Other: Student	09/16/2008
Attending Skills	Calculator, Frequent Breaks, Preferential Seating, Provide with Notes, Shortened Assignments	District of Service/ Gen. Ed. Teacher, RS	09/14/2009
Attending Skills	Dictionary, Other: read test items aloud	District of Service/ Gen. Ed. Teacher, RS	11/05/2009



Student Name: _____		
Student ID	Grade 12	Gender M
Birth Place <b>Mexico</b>	Date Of Birth	
Parent Guardian		

# WATSONVILLE HIGH SCHOOL

"Home of the Wildcatz"

Enter Date: **08/12/09**

Leave Date:

Class Of: **2010**

School Name/Address	
Watsonville High School	
250 East Beach Street	
Watsonville, CA 95076	
Tel: 831-728-6389	Fax: 761-6013

Mark				Credit	Crs ID	Course Title	Mark	Credit	GPA Summary					
Watsonville High School Grd 09 12/2006					Aptos High School Grd 11 12/2008					Academic GPA: 1.388				
1130	P	English 1	D	5.000	1330	P	American Lit	F	Total GPA: 1.548 Class rank is 418 of 442					
4210	P	Spanish 1 SS	F		3210	P	Biology	F	CSU GPA: 1.384					
4510	N	PE 9	A	5.000	6010	P	Art 1	F						
5051		Intro Computers	F		7210	P	US History	D-	5.000					
8230		PreAlgebra(Acm)	C	5.000	8240	P	Algebra (R)	B-	5.000					
8341		Integ Sci I (Acm)	F		R 9250		Learning Skl 3 (R)	C	5.000					
9240		Advisory 9	P	0.500	Crd Att: 30.000 Cmp: 15.000		Total GPA: 1.000							
Crd Att: 30.500 Cmp: 15.500				Total GPA: 1.400	Watsonville High School Grd 11 6/2009					Credit Summary - High School				
Watsonville High School Grd 09 6/2007					Subject Area					Req	Cmp	Def		
1130	P	English 1	C-	5.000	1330	P	English 3	F		0.00				
3910		Health	D	5.000	2411	P	Algebra (10-12)	F	A	English	40.00	20.00	20.00	
4510	N	PE 9	A	5.000	3210	P	Biology	D-	5.000	B	Mathematics	20.00	15.00	5.00
5415		Food/ Nutrition	C	5.000	4610	N	Adv PE	D	5.000	C	Biological Science	10.00	10.00	
8230		PreAlgebra(Acm)	C	5.000	7210	P	US History	F		D	Physical Science	10.00	10.00	
8341		Integ Sci I (Acm)	F		8365		Tutorial 9-12	D	5.000	E	Health	5.00	5.00	
9240		Advisory 9	P	0.500	R 9242		Advisory 11	C+	0.500	F	Fine Arts/Foreign Lang	10.00	5.00	5.00
Crd Att: 30.500 Cmp: 25.500				Total GPA: 2.200	Crd Att: 30.500 Cmp: 15.500		Total GPA: 0.525		G	Physical Education	20.00	20.00		
Watsonville High Summer School Grd 09 7/2007					Watsonville High School Grd 12 12/2009					H	Applied Arts	10.00	10.00	
3605	P	Integ Sci I	B	5.000	1430	P	English 4	F		I	World Civilization	10.00	5.00	5.00
Crd Att: 5.000 Cmp: 5.000				Total GPA: 3.000	4610	N	Adv PE	B	5.000	J	US History	10.00	5.00	5.00
Watsonville High Summer School Grd 09 8/2007					6020	P	Draw/Paint	C-	5.000	K	Federal Government	5.00	0.00	5.00
3605	P	Integ Sci I	D	5.000	7410	P	Economics	F		L	Economics	5.00	0.00	5.00
Crd Att: 5.000 Cmp: 5.000				Total GPA: 1.000	8365		Tutorial 9-12	A-	5.000	M	Elective	45.00	27.50	17.50
Watsonville High School Grd 10 12/2007					8373		IND Study (SPED)	P	5.000	N	Algebra	10.00	5.00	5.00
1240	P	English 2 BA	D	5.000	9242		Advisory 11	D+	0.500	O	Science	10.00	5.00	5.00
2410	P	Algebra 1A/B	F		Crd Att: 30.500 Cmp: 20.500		Total GPA: 1.784		-----Total Credits----- 220.000 142.500 77.50					
3630	P	Integ Sci II BA	A	5.000						Testing Information				
5610		Busn Opport BA	B	5.000						Proficiency Tests				
7160	P	World Civ BA	C	5.000						CA HSEE Math	Passed	11/05/08		
8367		Tutorial Science	B	5.000						CA HSEE ELA	Failed	12/05/09		
9241		Advisory 10	D	0.500										
Crd Att: 30.500 Cmp: 25.500				Total GPA: 2.569										
Aptos High School Grd 10 6/2008														
1230	P	English 2	D-	5.000										
2998		Math 2 (R)	A-	5.000										
3010		Life Science	B-	5.000										
5051		Intro Computers	D	5.000										
5410		Foods/Nutrition I	F											
7110	P	World Civ	F											
Crd Att: 30.000 Cmp: 20.000				Total GPA: 1.500										

P = College Prep H = Honors AP=Advanced Placement

GPA Calculation: A=4.0 B=3.0 C=2.0 D=1.0 F=0.0 P=Pass

Comments:
-----------

Polio (OPV)	-----
DTP or DT/TD	-----
MMR	-----
Measles	-----
Mumps	-----
Rubella	-----
TB Test	-----

Transcript is unofficial unless signed by a school official

School  
Official's Signature

Date: 02/22/10





# California High School Exit Examination

## Student and Parent Report

Student Name:

Date of Birth:

Student ID:

Grade: 12

School: 4437901 - Watsonville High

District: 69799 - Pajaro Valley Unified

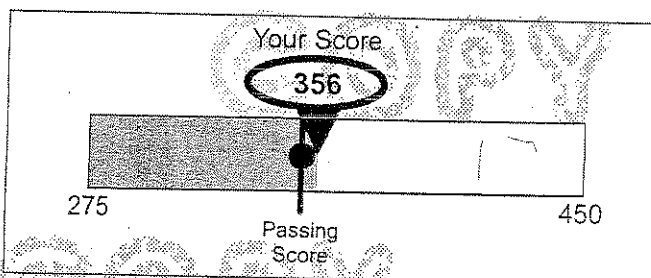
County: 44 - Santa Cruz

### English-Language Arts

Test Date: 12/05/2009

Your Total Score	Score Required to Pass	Status
356	350	MODIFIED

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



#### Strands for English-Language Arts

READING	Number of Questions	Number Correct
Word Analysis	7	4
Reading Comprehension	18	14
Literary Response & Analysis	20	14
WRITING		
Writing Strategies	12	8
Writing Conventions	15	6

#### Writing Applications

Essay

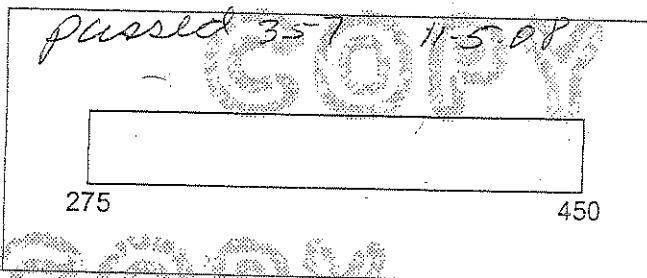
Your Score: 3.0

### Mathematics

Test Date: 12/05/2009

Your Total Score	Score Required to Pass	Status
		SATISFIED REQ

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



#### Strands for Mathematics

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

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

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





## Board Agenda Backup

Item No: 12.12

**Date:** March 5, 2010

**Item:** CAHSEE Passage Waiver  
Math (PVHS 09-10-08)

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

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

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

**Recommendation:** Approve

**Budget Considerations:** None

**Funding Source:**

**Budgeted:** Yes: ☐ No: ☐

**Amount:** \$

**Prepared By:** Dea Pretzer, Program Director Special Services

**Superintendent's Signature:**

*Dorma Baker* (A/B)



PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

REC'D MAR - 1 2010

Date: 2/19/10

To The Parent/Guardian of:

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

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

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

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

Date: 2/24/10

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

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

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

Signature of Parent: \_\_\_\_\_

Date: 2/23/10

**FOR SITE USE ONLY**

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

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



PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Student's Name:

Student's ID Number:

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

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

1. Has an individualized education program (IEP) adopted pursuant to the Individuals with Disabilities Education Act that specifies the use of the modification(s) on the exit examination, standardized testing, or classroom instruction and assessments.  
*(Attach the section of the IEP that specifies the modifications.)*
  - a. Describe the nature of the student's disability as identified on the IEP (please note if this will result in overt identification of the student. Janette's disability is in the area of auditory processing and manifests itself in math fluency and language-based mathematical problems.
  - 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): use of calculator
  - c. State the rationale for applying the modification(s) used to achieve an equivalent passing score on the CAHSEE for this student. Janette's disability is in the area of auditory processing and manifests itself in math fluency and language-based mathematical problems.
  - d. Describe the modification(s) that the student regularly uses in the classroom and on other assessments. use of calculator



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

2/24/10  
Date

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

Signature of Student's Special Education Teacher

Date

Print Name of Student's Special Education Teacher

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

Signature of Student's Academic Counselor

Date

Printed Name of Student's Academic Counselor





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

Student \_\_\_\_\_

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

IEP Meeting Date 09/09/09

**SUPPLEMENTARY/SPECIALIZED SUPPORT**

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

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

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

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

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

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

- ☐ School Readiness (Preschool Only)  
☐ DRDP-R    ☐ DRDP Access    Adaptations/Accommodations (specify) \_\_\_\_\_
- ☒ Language Arts: (Gr. 2-11)    ☐ Grade Exempt    ☒ CST    **OR**    ☐ CMA (Criteria Met) (Gr. 3 - 9)  
☐ No accommodations or modifications    ☒ Accommodations (specify below)    ☐ Modifications (specify below)  
Accommodations: extended time and alternate setting  
Modifications: \_\_\_\_\_
- ☒ Math: (Gr. 2-11)    ☐ Grade Exempt    ☒ CST    **OR**    ☐ CMA (Criteria Met) (Gr. 3 - 7, Algebra I - Gr. 7-11)  
☐ No accommodations or modifications    ☒ Accommodations (specify below)    ☐ Modifications (specify below)  
Accommodations: extended time and alternate setting  
Modifications: \_\_\_\_\_
- ☒ Science (Gr. 5 & 8 Gr. 9-11)    ☐ Grade Exempt    ☒ CST    **OR**    ☐ CMA (Criteria Met) (Gr. 5, 8 & 10)  
☐ No accommodations or modifications    ☒ Accommodations (specify below)    ☐ Modifications (specify below)  
Accommodations: extended time and alternate setting  
Modifications: \_\_\_\_\_
- ☒ History/Social Science\*    ☐ Grade Exempt    ☒ CST  
☐ No accommodations or modifications    ☒ Accommodations (specify below)    ☐ Modifications (specify below)  
Accommodations: extended time and alternate setting  
Modifications: \_\_\_\_\_
- ☒ Writing (Gr. 7 only)    ☐ Grade Exempt    ☐ CST    **OR**    ☐ CMA (Criteria Met) (Gr. 7 only)  
☐ No accommodations or modifications    ☐ Accommodations (specify below)    ☐ Modifications (specify below)  
Accommodations: \_\_\_\_\_  
Modifications: \_\_\_\_\_
- ☐ Life Skills Curriculum:      CAPA Level    1 ☐    2 ☐    3 ☐    4 ☐    5 ☐  
Participation in CST/CMA not appropriate due to: \_\_\_\_\_
- ☐ Other State or District-Wide Assessment Accommodations/Modifications (specify) \_\_\_\_\_

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

**PROMOTION STANDARDS**

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

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

- ☐ No accommodations or modifications      ☐ Exempt due to eligibility for participation in CAPA  
☒ Modifications (specify) use of calculator and spell/grammar checker      ☐ Grade Exempt (below grade 10, or Post Sec.)  
☒ Accommodations (specify) extended time and alternate setting      ☐ Passed both subtests of the CAHSEE



Date: 2/19/2010





# California High School Exit Examination

## Student and Parent Report

Student Name: J

Date of Birth:

Student ID:

Grade: 11

School: 4430518 - Aptos High

District: 69799 - Pajaro Valley Unified

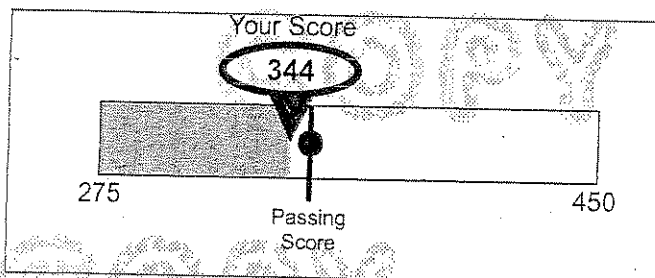
County: 44 - Santa Cruz

### English-Language Arts

Test Date: 11/03/2009

Your Total Score	Score Required to Pass	Status
344	350	NOT PASSED

Go to [www.cde.ca.gov/ta/tg/rs/resources.asp](http://www.cde.ca.gov/ta/tg/rs/resources.asp) for study information for the CAHSEE.



#### Strands for English-Language Arts

##### READING

Number of Questions      Number Correct

Word Analysis	7	5
Reading Comprehension	18	11
Literary Response & Analysis	20	12

##### WRITING

Writing Strategies	12	4
Writing Conventions	15	11

#### Writing Applications\*

Essay

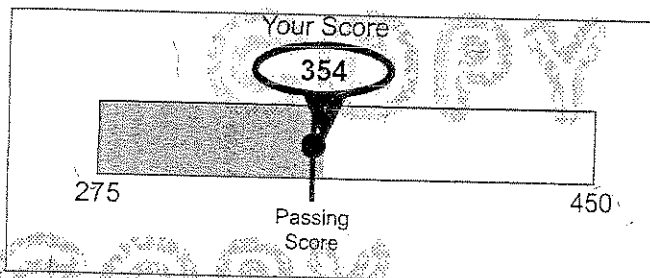
Your Score  
2.0

### Mathematics

Test Date: 11/03/2009

Your Total Score	Score Required to Pass	Status
354	350	MODIFIED

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



#### Strands for Mathematics

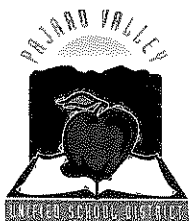
Number of Questions      Number Correct

Probability & Statistics	13	11
Number Sense	17	12
Algebra & Functions	20	6
Measurement & Geometry	18	9
Algebra I	12	6

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

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





## Board Agenda Backup

Item No: 12.13

**Date:** March 5, 2010

**Item:** CAHSEE Passage Waiver  
Math (PVHS 09-10-09)

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

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

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

**Recommendation:** Approve

**Budget Considerations:** None

**Funding Source:**

**Budgeted:** Yes: ☐

No: ☐

**Amount:** \$

**Prepared By:** Dea Pretzer, Program Director Special Services

**Superintendent's Signature:**

*Dorma Baker* (df)



PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: January 20, 2010

To The Parent/Guardian of:

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

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

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

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

Date: 2-7-10

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

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

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

Signature of Parent: \_\_\_\_\_

Date: 2-19-10

**FOR SITE USE ONLY**

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

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



PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Student's Name:

Student's ID Number:

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

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

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



Student ID #

**1a.** He has delays in visual and auditory processing as well as in the area of sensory-motor skills. These delays have manifested themselves as weak academic progress across all curriculum areas over his school career. Math calculation has been especially difficult for him and has negatively affected his schoolwork in general, as he is easily overwhelmed and discouraged when confronted with math problems he perceives as too difficult for him (even if they're not). Although he has made great improvements academically and has learned to compensate for his identified delays, he continues to be challenged by math calculation, especially when presented to him on a high stakes test such as the CAHSEE. Students with visual motor delays easily lose track of key arithmetic strands and, as a result, tend to miscalculate. Auditory processing delays greatly increase the likelihood that a student has had difficulty understanding and recalling what he/she has been verbally taught. Finally, sensory-motor delays are related to low self-esteem, which also is a characteristic of this student.

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

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

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



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

Certified by: \_\_\_\_\_

Principal's Signature

2-10  
Date

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

\_\_\_\_\_  
Signature of Student's Special Education Teacher

2-17-10  
Date

George N Lerek  
Print Name of Student's Special Education Teacher

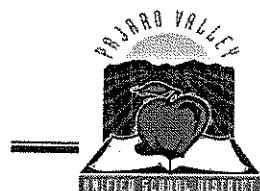
*I agree that the information on this Waiver Request Sheet accurately states that the coursework this student has satisfactorily completed or is in the process of completing in the high school curriculum is sufficient to have obtained the skills and knowledge otherwise to pass the California High School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

\_\_\_\_\_  
Signature of Student's Academic Counselor

2/22/10  
Date

Nancy Puentes  
Printed Name of Student's Academic Counselor





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

Student \_\_\_\_\_

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

IEP Meeting Date 03/31/09

**SUPPLEMENTARY/SPECIALIZED SUPPORT**

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

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

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

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

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

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

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

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

**PROMOTION STANDARDS**

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

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

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





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

Student \_\_\_\_\_

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

IEP Meeting Date 03/31/09

**INSTRUCTIONAL ACCOMMODATIONS**

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Processing Speed	Extra Time: Assignments/Tests (1.5)	SELPA/ Gen. Ed. Teacher, RS	03/31/2009
Visual Preception	Provide with Notes	SELPA/ Gen. Ed. Teacher, RS	03/31/2009
Processing Speed	Extra Time: Assignments/Tests (1.5)	SELPA/ Gen. Ed. Teacher, RS	03/31/2009
Visual Preception	Spelling Checker	SELPA/ Gen. Ed. Teacher, RS	03/31/2009
Processing Speed	Take Tests in Alternate Setting	SELPA/ RS	03/31/2009
Other: visual memory	Calculator	SELPA/ RS	03/31/2009



Student Name		
Student ID	Grade 12	Gender M
Date Of Birth		
IWA		

# Pajaro Valley Unified School District

Enter Date: 8/16/2006

Graduated:

Class Of: 2010

School Name/Address

Pajaro Valley High School  
500 Harkins Slough  
Watsonville, CA 95076

Tel: (831)728-8102

Fax: (831)728-6944

Counselor: Puente

SSID: 5024409322

Community Service Hours: 36

Mark	Credit	CrsID	Course Title	Mark	Credit	Credit Summary - High School
Pajaro Valley High School Grd 09 12/2006						Subject Area
2415	P	Algebra 1A/B (S/9)	C+	5.000		Req
9270		Directed Study	C+	5.000		Cmp
1110	P	English 1 (SDAIE)	C	5.000		Def
5011		Intro Computers	D	5.000		
2914		Math B (9th)	A	5.000		
4510	H	PE 9	B	5.000		
Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.333						
Pajaro Valley High School Grd 09 6/2007						
2415	P	Algebra 1A/B (S/9)	B	5.000		
9270		Directed Study	B+	5.000		
1110	P	English 1 (SDAIE)	B+	5.000		
3910		Health	A	5.000		
2916		Math B (9th)	A	5.000		
4510	H	PE 9	B+	5.000		
Crs Att: 30.000 Cmp: 30.000 Total GPA: 3.333						
Pajaro Valley High Summer School Grd 10 7/2008						
3510	P	Geometry	C-	5.000		
Crs Att: 5.000 Cmp: 5.000 Total GPA: 2.000						
Pajaro Valley High School Grd 10 12/2007						
1130	P	English 2	C+	5.000		
4660	H	Football/Fit	B	5.000		
1110	P	Geometry	RF	0.000		
2610	P	Integ Sci I	C-	5.000		
4310	P	Spanish 1 SS	C-	5.000		
7110	P	World Civ	D-	5.000		
Crs Att: 30.000 Cmp: 25.000 Total GPA: 2.000						
Pajaro Valley High School Grd 10 6/2008						
9270		Directed Study	A	5.000		
1130	P	English 2	C	5.000		
4660	H	Football/Fit	B	5.000		
4610	P	Integ Sci I	D-	5.000		
4310	P	Spanish 1 SS	C	5.000		
7110	P	World Civ	D	5.000		
Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.167						
Pajaro Valley High School Grd 11 12/2008						
2610	P	Algebra II	NM	0.000		
3210	P	Biology	D	5.000		
6050	P	Ceramics	C	5.000		
9270		Directed Study		0.000		
1330	P	English 3/American Lite	C	5.000		
7210	P	US History	C-	5.000		
Crs Att: 30.000 Cmp: 20.000 Total GPA: 1.750						
Pajaro Valley High School Grd 11 6/2009						
9291		Basic Skills CA Exit Ex A		5.000		
3210	P	Biology	F	0.000		
6050	P	Ceramics		0.000		
9270		Directed Study	B	5.000		
1330	P	English 3/American Lite	C+	5.000		
2510	P	Geometry	D-	5.000		
7210	P	US History	D	0.000		
7210	P	US History		0.000		
Crs Att: 30.000 Cmp: 20.000 Total GPA: 1.714						
Pajaro Valley High School Grd 11 7/2009						
SS2610	P	ALGEBRA 2	D-	0.000		
Crs Att: 0.000 Cmp: 0.000 Total GPA: 0.000						
Pajaro Valley High School Grd 12 12/2009						
9270		Directed Study	B+	5.000		
1430	P	English 4	B-	5.000		
7310	P	Federal Government/US G	C-	5.000		
3510	P	Physics	F	0.000		
5065		ROP Bicycle Repair		0.000		
5082		ROP Small Business Mana	D+	5.000		
Crs Att: 30.000 Cmp: 20.000 Total GPA: 1.800						
Work In Progress						
5065		ROP Bicycle Repair		0.000		
9270		Directed Study		0.000		
9270		Directed Study		0.000		
7410	P	Economics		0.000		
1430	P	English 4		0.000		
3510	P	Physics		0.000		
5065		ROP Bicycle Repair		0.000		
7210	P	US History		0.000		
Credit Summary - High School						
Subject Area						
A English						
B Math						
C Biological Science						
D Physical Science						
E Health						
F Fine Arts / Foreign L						
G Physical Education						
H Applied Arts						
I World Civilization						
J US History						
K Federal Government						
L Economics						
M Electives						
N Algebra						
O Science						
---Total Credits---						
GPA Summary						
Academic GPA: 2.091 Rank 268 out of 346						
Total GPA: 2.171 Rank 265 out of 350						
CSU GPA: 1.800						
Cal Grant GPA: 0.000						
Testing Information						
CAHSEE_ELA-1-1						
CA HSEE ELA P 11/3/2008						
CA HSEE ELA Score 377 11/3/2008						
CAHSEE_Math-1-1						
CA HSEE Math F 12/12/2009						
CA HSEE Math Scor 420 12/12/2009						

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

P = College Prep

One GPA is provided per semester.

Comments:

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

Date: 2/3/2010





# California High School Exit Examination

## Student and Parent Report

Student Name:

Date of Birth:

Student ID:

Grade: 12

School: 0105858 - Pajaro Valley High

District: 69799 - Pajaro Valley Unified

County: 44 - Santa Cruz

### English-Language Arts

Test Date: 12/05/2009

Your Total Score	Score Required to Pass	Status
		SATISFIED REQ

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



#### Strands for English-Language Arts

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

#### Writing Applications\*

Your Score

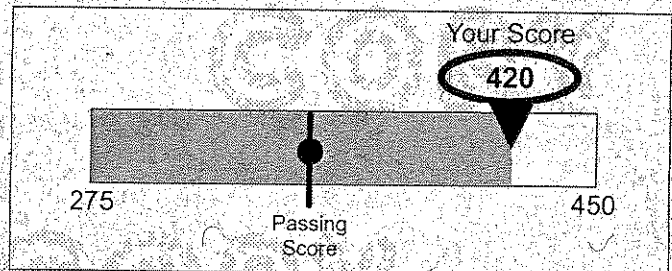
Essay

### Mathematics

Test Date: 12/05/2009

Your Total Score	Score Required to Pass	Status
420	350	MODIFIED

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



#### Strands for Mathematics

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

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

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





## Board Agenda Backup

Item No: 12.14

**Date:** March 5, 2010

**Item:** CAHSEE Passage Waiver  
Math ( PVHS 09-10-10)

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

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

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

**Recommendation:** Approve

**Budget Considerations:** None

**Funding Source:**

**Budgeted:** Yes: ☐

No: ☐

**Amount:** \$

**Prepared By:** Dea Pretzer, Program Director Special Services

**Superintendent's Signature:**

*Dorma Baker (At)*



PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: January 20, 2010

REC'D MAR 1 2010

To The Parent/Guardian of:

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

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

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

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

Date: 2-10

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

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

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

Signature of Parent \_\_\_\_\_

Date: 2-17-10

**FOR SITE USE ONLY**

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

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



PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Student's Name:

Student's ID Number

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

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

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



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

Student ID #

**1a.** He has delays in auditory processing skills which manifest themselves in weaker math calculation skills because he has a difficult time accessing instruction in English, which is his second language. Although he has made great improvements academically and has learned to compensate for his identified delays, he continues to be challenged by math calculation, especially when presented to him on a high stakes test such as the CAHSEE. By hearing the questions read aloud (an accommodation) then having a calculator available to quickly process what he'd just heard (a modification), he was able to minimize the impact of his delays and focus on demonstrating his math abilities. Students with auditory processing delays often have not been able to retain key arithmetic strands and, as a result, are hard put to select appropriate arithmetic operations and implement them. This, in essence, is his issue.

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

**1c.** Given (1) his identified delays in auditory processing, which cause him to forget, confuse or incorrectly choose basic algorithms and (2) the fact that, by using a calculator in his high school algebra 1 and 2 classes, he was able to pass the classes and earn more than enough high school math credits, the use of a calculator to mitigate his auditory processing delays is justified.

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



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

Certified by: \_\_\_\_\_

Principal's Signature

2-10

Date

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

Signature of Student's Special Education Teacher

Date

Print Name of Student's Special Education Teacher

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

Signature of Student's Academic Counselor

Date

Printed Name of Student's Academic Counselor





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

Student \_\_\_\_\_

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

IEP Meeting Date 11/04/09

**SUPPLEMENTARY/SPECIALIZED SUPPORT**

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

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

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

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

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

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

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

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

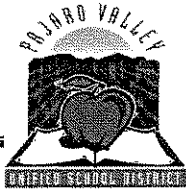
**PROMOTION STANDARDS**

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

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

- ☐ No accommodations or modifications ☐ Exempt due to eligibility for participation in CAPA  
☒ Modifications (specify) calculator; Q's read to him on ELA test ☐ Grade Exempt (below grade 10, or Post Sec.)  
☒ Accommodations (specify) flex. setting/time; math Q's read aloud ☐ Passed both subtests of the CAHSEE





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

Student \_\_\_\_\_

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

IEP Meeting Date 11/04/09

**INSTRUCTIONAL ACCOMMODATIONS**

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Processing Speed	Calculator, Extra Time: Assignments/Tests (1.5), Take Tests in Alternate Setting	District of Service/ Gen. Ed. Teacher, Assistant, RS	11/04/2009
Visual Perception	Spelling Checker, Visual Models	District of Service/ Gen. Ed. Teacher, Assistant, RS	11/04/2009



Student Name [ ]		
Student ID	Grade 12	Gender M
Date Of Birth		

Pajaro Valley Unified School District

Enter Date: 8/16/2006

Graduated:

Class Of: 2010

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

Counselor: Puente

SSID: 7013997696

CrsID	Course Title	Mark	Credit	CrsID	Course Title	Mark	Credit	Credit Summary - High School			
Pajaro Valley High School Grd 09 12/2006				Pajaro Valley High School Grd 11 6/2009				Subject Area	Req	Cmp	Def
1413	P Algebra 1A/B (S/9)	B-	5.000	2610	P Algebra II	D-	5.000	A English	40.00	35.00	5.00
1162	Dev Reading 2	B	5.000	3210	P Biology	C-	5.000	B Math	20.00	20.00	
1120	P English 1 (SDAIE)	C	5.000	9270	Directed Study	A	5.000	C Biological Science	10.00	10.00	
5051	Intro Computers	C-	5.000	1330	P English 3/American Lite B-	5.000	5.000	D Physical Science	10.00	10.00	
2974	Math B (9th)	C-	5.000	7540	P Psychology	0.000	0.000	E Health	5.00	5.00	
4514	H PE 9	C	5.000	5054	ROP Computer Applicatio	C	5.000	F Fine Arts / Foreign L	10.00	10.00	
Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.333				7210	P US History	D	5.000	G Physical Education	20.00	20.00	
Pajaro Valley High School Grd 09 6/2007				Crs Att: 35.000 Cmp: 30.000				H Applied Arts	10.00	10.00	
1413	P Algebra 1A/B (S/9)	B	5.000	PVH Extended Learning Program Grd 11 6/2009				I World Civilization	10.00	10.00	
1162	Dev Reading 3	B	5.000	3910	Health-PASS	C	5.000	J US History	10.00	10.00	
1120	P English 1 (SDAIE)	C	5.000	7110	P World Civ-S1	A	5.000	K Federal Government	5.00	5.00	
4914	Health	RF	0.000	Crs Att: 10.000 Cmp: 10.000 Total GPA: 2.375				L Economics	5.00	0.00	5.00
2974	Math B (9th)	A	5.000	Pajaro Valley High School Grd 12 12/2009				M Electives	45.00	50.00	
4514	H PE 9	D	5.000	9291	Basic Skills CA Exit Ex A	5.000	5.000	N Algebra	10.00	10.00	
Crs Att: 30.000 Cmp: 25.000 Total GPA: 2.600				9270	Directed Study	A-	5.000	O Science	10.00	0.00	10.00
Pajaro Valley High Summer School Grd 10 7/2008				1430	P English 4	D	5.000	---Total Credits---			
4610	P Integ Sci I	B	5.000	7310	P Federal Government/US G	C	5.000	GPA Summary			
Crs Att: 5.000 Cmp: 5.000 Total GPA: 3.000				3510	P Physics	D	5.000	Academic GPA:	2.289	Rank 240 out of 346	
Pajaro Valley High School Grd 10 12/2007				5710	ROP Administration Just	C-	5.000	Total GPA:	2.238	Rank 256 out of 350	
4610	H Adv PE	B-	5.000	Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.333				CSU GPA:	1.864		
1230	P English 2	C-	5.000	Work In Progress				Cal Grant GPA:	0.000		
1410	P Geometry	C+	5.000	9291	Basic Skills CA Exit Ex	0.000	0.000	Testing Information			
3610	P Integ Sci I	RF	0.000	9270	Directed Study	0.000	0.000	CAHSEE_ELA-1-1			
4010	P Spanish 1 SS	D-	5.000	7410	P Economics	0.000	0.000	CA HSEE ELA F 12/5/2009			
7110	P World Civ	RF	0.000	1430	P English 4	0.000	0.000	CA HSEE ELA Score 370 12/5/2009			
Crs Att: 30.000 Cmp: 20.000 Total GPA: 2.000				3510	P Physics	0.000	0.000	CAHSEE_Math-1-1			
Pajaro Valley High School Grd 10 6/2008				5710	ROP Administration Just	0.000	0.000	CA HSEE Math F 10/7/2009			
4610	H Adv PE	D+	5.000					CA HSEE Math Scor 374 10/7/2009			
1230	P English 2	B-	5.000								
3510	P Geometry	B+	5.000								
2610	P Integ Sci I	D+	5.000								
4010	P Spanish 1 SS	D+	5.000								
7110	P World Civ	C+	5.000								
Crs Att: 30.000 Cmp: 30.000 Total GPA: 1.833											
Pajaro Valley High School Grd 11 12/2008											
2610	P Algebra II	C	5.000								
3210	P Biology	D	5.000								
9270	Directed Study	A	5.000								
1330	P English 3/American Lite C-	5.000	5.000								
7540	P Psychology	0.000	0.000								
5054	ROP Computer Applicatio	C-	5.000								
7210	P US History	D	5.000								
Crs Att: 35.000 Cmp: 30.000 Total GPA: 2.000											

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

P = College Prep

One GPA is provided per semester.

Comments:

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

Date: 2/3/2010





# California High School Exit Examination

## Student and Parent Report

Student Name:

Date of Birth:

Student ID:

Grade: 12

School: 0105858 - Pajaro Valley High

District: 69799 - Pajaro Valley Unified

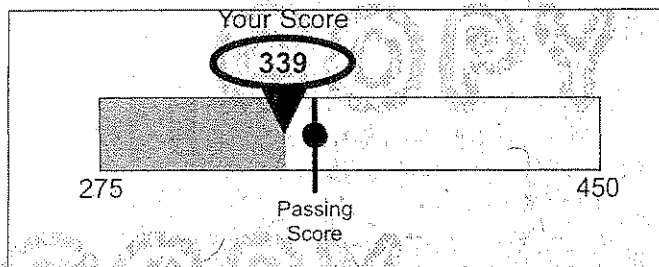
County: 44 - Santa Cruz

### English-Language Arts

Test Date: 11/03/2009

Your Total Score	Score Required to Pass	Status
339	350	MODIFIED

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



#### Strands for English- Language Arts

READING	Number of Questions	Number Correct
Word Analysis	7	4
Reading Comprehension	18	7
Literary Response & Analysis	20	9
WRITING		
Writing Strategies	12	7
Writing Conventions	15	8

#### Writing Applications\*

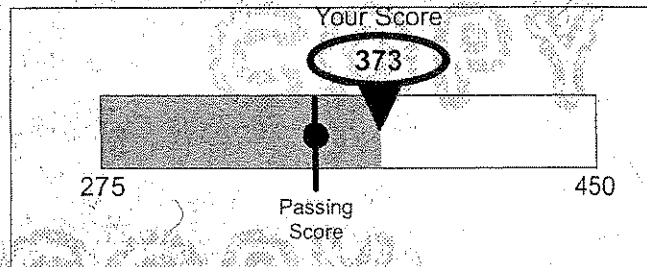
	Your Score
Essay	3.0

### Mathematics

Test Date: 11/03/2009

Your Total Score	Score Required to Pass	Status
373	350	MODIFIED

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



#### Strands for Mathematics

	Number of Questions	Number Correct
Probability & Statistics	13	12
Number Sense	17	10
Algebra & Functions	20	14
Measurement & Geometry	18	13
Algebra I	12	5

\* 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: 12.15

**Date:** March 5, 2010

**Item:** CAHSEE Passage Waiver  
Math ( PVHS 09-10-11)

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

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

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

**Recommendation:** Approve

**Budget Considerations:** None

**Funding Source:**

**Budgeted:** Yes: ☐

No: ☐

**Amount:** \$

**Prepared By:** Dea Pretzer, Program Director Special Services

**Superintendent's Signature:**

*Dorma Baker* (A)



PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

REC'D MAR - 1 2010

Date: January 20, 2010

To The Parent/Guardian of:

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

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

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

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

Date: 2/10

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

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

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

Signature of Parent: \_\_\_\_\_

Date: 2/16/10

**FOR SITE USE ONLY**

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

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



PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Student's Name:

Student's ID Number

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

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

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



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

Student ID # \_\_\_\_\_

**1a.** He has delays in visual processing which manifest themselves in weaker math calculation skills. Although he has made great improvements academically and has learned to compensate for his identified delays, he continues to be challenged by math calculation, especially when presented to him on a high stakes test such as the CAHSEE. Students with visual processing delays easily lose track of key arithmetic strands and, as a result, tend to miscalculate. Miscalculations equate with non-passing scores, even though he has demonstrated the ability to correctly solve the same problems on an informal basis in class.

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

**1c.** Given (1) his identified delays in visual processing, which cause him to become easily confused as he works through basic algorithms, and (2) the fact that, by using a calculator in his high school algebra1 course, he was able to pass the course and complete his high school algebra requirement, the use of a calculator to mitigate his visual processing delays is justified.

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



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

2/10

Date

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

Signature of Student's Special Education Teacher

Date

Print Name of Student's Special Education Teacher

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

Signature of Student's Academic Counselor

Date

Printed Name of Student's Academic Counselor





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

Student \_\_\_\_\_

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

IEP Meeting Date 04/06/09

**SUPPLEMENTARY/SPECIALIZED SUPPORT**

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

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

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

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

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

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

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

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

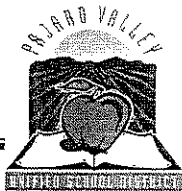
**PROMOTION STANDARDS**

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

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

- ☐ No accommodations or modifications ☐ Exempt due to eligibility for participation in CAPA  
☒ Modifications (specify) calculator; ELA Q's read aloud ☐ Grade Exempt (below grade 10)  
☒ Accommodations (specify) flexible setting and time ☐ Passed both subtests of the CAHSEE





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

Student \_\_\_\_\_

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

IEP Meeting Date 04/06/09

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Visual-Motor	Extra Time: Assignments/Tests (1.5)	District of Service/ Gen. Ed. Teacher, Assistant, RS	04/03/2009
Auditory Memory	Take Tests in Alternate Setting	District of Service/ Gen. Ed. Teacher, Assistant, RS	04/03/2009
Processing Speed	Calculator	District of Service/ Assistant, RS	04/03/2009
Visual-Motor	Extra Time: Assignments/Tests (1.5), Spelling Checker	District of Service/ Gen. Ed. Teacher, Assistant, RS	04/03/2009
Auditory Perception	Provide with Notes	District of Service/ Gen. Ed. Teacher, RS	04/03/2009



Student Name		
Student ID	Grade 12	Gender M
Date Of Birth		

# Pajaro Valley Unified School District

Enter Date: 8/16/2006

Graduated:

Class Of: 2010

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

Counselor: Puente

SSID: 1024433763

Community Service Hours: 54

CrsID	Course Title	Mark	Credit	CrsID	Course Title	Mark	Credit	Credit Summary - High School			
Pajaro Valley High School Grd 09 12/2006				Pajaro Valley High School Grd 11 12/2008				Subject Area	Req	Cmp	Def
3413	P Algebra 1A/B (S/9)	RF	0.000	3210	P Biology	C-	5.000	A English	40.00	35.00	5.00
1162	Dev Reading 2	A	5.000	9270	Directed Study	A-	5.000	B Math	20.00	20.00	
9270	Directed Study	A	5.000	6020	P Draw/Paint	B	5.000	C Biological Science	10.00	10.00	
1120	P English 1 (SDAIE)	B+	5.000	1330	P English 3/American Lite	B-	5.000	D Physical Science	10.00	10.00	
5054	Intro Computers	A	5.000	7210	P US History	B-	5.000	E Health	5.00	5.00	
3476	Math B (9th)	C-	5.000	4640	N Weights	A+	5.000	F Fine Arts / Foreign L	10.00	10.00	
1519	M PE 9	A	5.000	Crs Att: 30.000 Cmp: 30.000 Total GPA: 3.167				G Physical Education	20.00	25.00	
Crs Att: 35.000 Cmp: 30.000 Total GPA: 3.500				Pajaro Valley High School Grd 11 6/2009				H Applied Arts	10.00	10.00	
Pajaro Valley High School Grd 09 6/2007				3210	P Biology	D-	5.000	I World Civilization	10.00	10.00	
3413	P Algebra 1A/B (S/9)	B+	5.000	9270	Directed Study	A	5.000	J US History	10.00	10.00	
1162	Dev Reading 2	A	5.000	6020	P Draw/Paint	C	5.000	K Federal Government	5.00	5.00	
9270	Directed Study	A	5.000	1330	P English 3/American Lite	B	5.000	L Economics	5.00	0.00	5.00
1120	P English 1 (SDAIE)	B-	5.000	7210	P US History	C-	5.000	M Electives	45.00	65.00	
5054	Health	A-	5.000	4640	N Weights	A+	5.000	N Algebra	10.00	5.00	5.00
3476	Math B (9th)	A+	5.000	Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.667				O Science	10.00	5.00	5.00
1519	M PE 9	A	5.000	Pajaro Valley High School Grd 12 12/2009				---Total Credits---			
Crs Att: 35.000 Cmp: 35.000 Total GPA: 3.714				9291	Basic Skills CA Exit Ex	A	5.000	220.00 225.00 20.00			
Pajaro Valley High Summer School Grd 10 7/2008				3310	P Chemistry	B-	5.000	GPA Summary			
3410	P Algebra	C	5.000	9270	Directed Study	A-	5.000	Academic GPA: 3.024 Rank 104 out of 346			
Crs Att: 5.000 Cmp: 5.000 Total GPA: 2.000				1430	P English 4	C+	5.000	Total GPA: 3.109 Rank 101 out of 350			
Pajaro Valley High School Grd 10 12/2007				7310	P Federal Government/US G	C+	5.000	CSU GPA: 2.542			
4610	M Adv PE	A-	5.000	5054	ROP Computer Applicatio	B	5.000	Cal Grant GPA: 0.000			
9270	Directed Study	A	5.000	Crs Att: 30.000 Cmp: 30.000 Total GPA: 3.000				Testing Information			
1220	P English 2	B-	5.000	Work In Progress				CAHSEE ELA-1-1			
2510	P Geometry	B	5.000	9291	Basic Skills CA Exit Ex	0.000		CA HSEE ELA F 11/3/2009			
3610	P Integ Sci I	B	5.000	3310	P Chemistry	0.000		CA HSEE ELA Score 355 11/3/2009			
4310	P Spanish 1 SS	D+	5.000	9270	Directed Study	0.000		CAHSEE Math-1-1			
7110	P World Civ	B-	5.000	7410	P Economics	0.000		CA HSEE Math P 10/7/2009			
Crs Att: 35.000 Cmp: 35.000 Total GPA: 3.000				1430	P English 4	0.000		CA HSEE Math Scor 389 10/7/2009			
Pajaro Valley High School Grd 10 6/2008				5054	ROP Computer Applicatio	0.000					
4610	M Adv PE	A	5.000								
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2510	P Geometry	B	5.000								
3610	P Integ Sci I	C+	5.000								
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7110	P World Civ	B-	5.000								
Crs Att: 35.000 Cmp: 35.000 Total GPA: 2.857											

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

P = College Prep

One GPA is provided per semester.

Comments:
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Signature
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Transcript is unofficial unless signed by a school official

School Officials

Signature

Date: 2/3/2010





# California High School Exit Examination

## Student and Parent Report

Student Name:

Date of Birth:

Student ID:

Grade: 12

School: 0105858 - Pajaro Valley High

District: 69799 - Pajaro Valley Unified

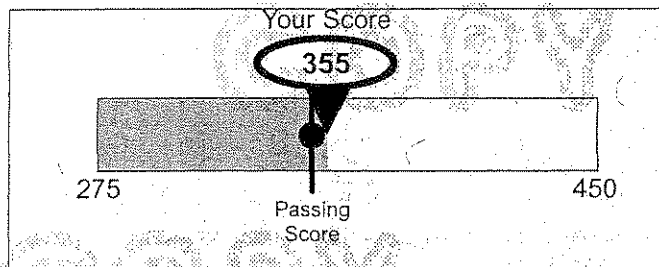
County: 44 - Santa Cruz

### English-Language Arts

Test Date: 11/03/2009

Your Total Score	Score Required to Pass	Status
355	350	MODIFIED

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



#### Strands for English- Language Arts

READING	Number of Questions	Number Correct
Word Analysis	7	3
Reading Comprehension	18	10
Literary Response & Analysis	20	12
WRITING		
Writing Strategies	12	10
Writing Conventions	15	8

#### Writing Applications\*

Your Score

Essay

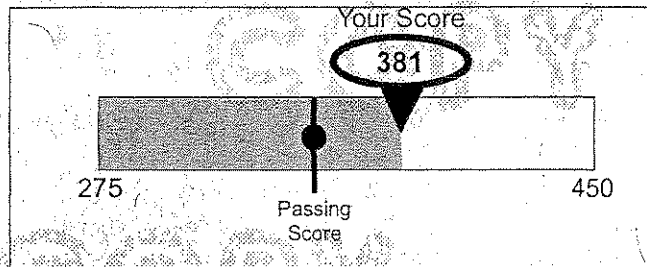
3.0

### Mathematics

Test Date: 11/03/2009

Your Total Score	Score Required to Pass	Status
381	350	MODIFIED

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



#### Strands for Mathematics

	Number of Questions	Number Correct
Probability & Statistics	13	11
Number Sense	17	13
Algebra & Functions	20	16
Measurement & Geometry	18	11
Algebra I	12	7

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

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





## Board Agenda Backup

Item No: 12.16

**Date:** March 5, 2010

**Item:** CAHSEE Passage Waiver  
English Language Arts (PVHS 09-10-12)

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

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

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

**Recommendation:** Approve

**Budget Considerations:** None

**Funding Source:**

**Budgeted:** Yes: ☐ No: ☐

**Amount:** \$

**Prepared By:** Dea Pretzer, Program Director Special Services

**Superintendent's Signature:**

*Dorma Baker (AB)*



PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: \_\_\_\_\_

To The Parent/Guardian of:

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

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

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

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

Date: 2/10

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

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

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

Signature of Parent \_\_\_\_\_

Date: 2/16/10

**FOR SITE USE ONLY**

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

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



PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Student's Name

Student's ID Number:

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

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

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

See  
over



1. a. Student has delays in visual processing which impact his performance on classroom reading comprehension and written language tasks. These delays are compounded by his identified speech and language impairment that causes him to struggle with language based content, either in coursework (e.g. English and Social Sciences) or in tests, such as the CAHSEE ELA. He needs to both see and hear whatever it is he is being asked to process in order to understand and retain the concept. Because his visual processing is delayed, accessing and processing higher level English language tasks is especially challenging, and he requires additional time to process language imbedded tasks. Finally, severe speech and language delays first identified when he was 3.2 years old have impeded his progress in English language development, so both spelling and word recognition tasks are often very challenging because of persistent confusion between English and Spanish letter-sound symbols.

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

c. Student's overall reading skills are below grade level due to his delays in visual processing and communication, both receptive and expressive. Reading the test items to him provided reinforcement of information presented, leading to better clarity. Because he was able to read the test items along with the examiner, his fluency in processing and responding to information was greatly enhanced. Put another way, he was able to compensate for his weak visual processing skills because his understanding of what he was reading was being reinforced by having an examiner read the items to him.

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



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

Certified by: \_\_\_\_\_

Principal's Signature

2-10

Date

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

\_\_\_\_\_  
Signature of Student's Special Education Teacher

Date

George N Lerek  
Print Name of Student's Special Education Teacher

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

\_\_\_\_\_  
Signature of Student's Academic Counselor

Date

Nancy Puente  
Printed Name of Student's Academic Counselor





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

Student \_\_\_\_\_

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

IEP Meeting Date 04/06/09

**SUPPLEMENTARY/SPECIALIZED SUPPORT**

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

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

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

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

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

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

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

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

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

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

- ☐ No accommodations or modifications ☐ Exempt due to eligibility for participation in CAPA  
☒ Modifications (specify) calculator; ELA Q's read aloud ☐ Grade Exempt (below grade 10)  
☒ Accommodations (specify) flexible setting and time ☐ Passed both subtests of the CAHSEE





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

Student \_\_\_\_\_

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

IEP Meeting Date 04/06/09

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Auditory Perception	Provide with Notes	District of Service/ Gen. Ed. Teacher, RS	04/03/2009



Student ID	Grade	Gender
	12	M
	Date Of Birth	

# Pajaro Valley Unified School District

Enter Date: 8/16/2006

aduated:

iss Of: 2010

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

Counselor: Puente

SSID: 1024433763

Community Service Hours: 54

CrsID	Course Title	Mark	Credit	CrsID	Course Title	Mark	Credit	Credit Summary - High School			
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4210	P Spanish 1 SS	D+	5.000	9270	Directed Study		0.000	CA HSEE Math P 10/7/2009			
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Crs Att: 35.000 Cmp: 35.000 Total GPA: 2.857											

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

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One GPA is provided per semester.

Comments:

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

Date: 2/3/2010





# California High School Exit Examination

## Student and Parent Report

Student Name:

Date of Birth:

Student ID:

Grade: 12

School: 0105858 - Pajaro Valley High

District: 69799 - Pajaro Valley Unified

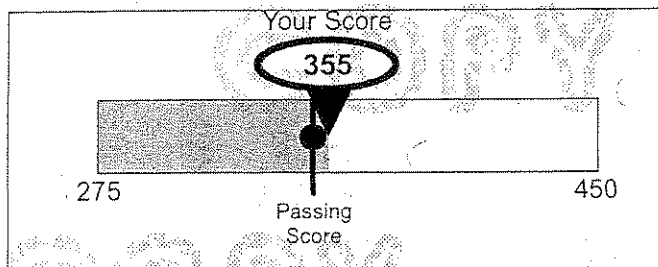
County: 44 - Santa Cruz

### English-Language Arts

Test Date: 11/03/2009

Your Total Score	Score Required to Pass	Status
355	350	MODIFIED

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



### Strands for English-Language Arts

READING	Number of Questions	Number Correct
Word Analysis	7	3
Reading Comprehension	18	10
Literary Response & Analysis	20	12
WRITING		
Writing Strategies	12	10
Writing Conventions	15	8

### Writing Applications\*

Your Score

Essay

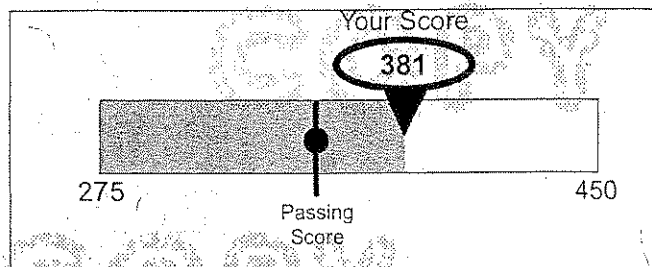
3.0

### Mathematics

Test Date: 11/03/2009

Your Total Score	Score Required to Pass	Status
381	350	MODIFIED

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

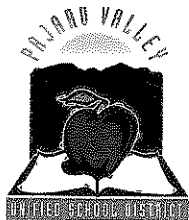


### Strands for Mathematics

	Number of Questions	Number Correct
Probability & Statistics	13	11
Number Sense	17	13
Algebra & Functions	20	16
Measurement & Geometry	18	11
Algebra I	12	7

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





## Board Agenda Backup

Item No: 12.17

**Date:** March 5, 2010

**Item:** CAHSEE Passage Waiver  
English Language Arts ( PVHS 09-10-13)

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

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

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

**Recommendation:** Approve

**Budget Considerations:** None

**Funding Source:**

**Budgeted:** Yes: ☐ No: ☐

**Amount:** \$

**Prepared By:** Dea Pretzer, Program Director Special Services

**Superintendent's Signature:**

*Dorma Baker (AA)*



PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: 02/03/10

To The Parent/Guardian of:

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

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

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

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

Date: 2/3/10

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

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

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

Signature of Parent: \_\_\_\_\_

Date: 02/11/10

**FOR SITE USE ONLY**

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

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



PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Student's Name:

Student's ID Number:

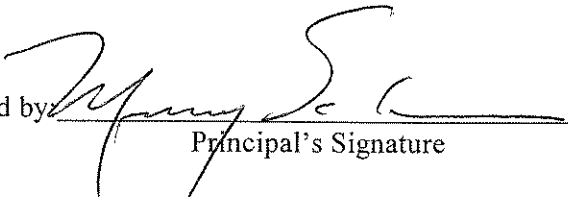
Pursuant to Education Code 6051, the parent/guardian of \_\_\_\_\_ student with disabilities, has requested that the Governing Board waive the requirement that ne/she successfully pass the high school exit examination in order to receive a diploma. This student has taken the high school exit examination 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. Auditory processing disorder affecting the student's memory and ability to read, write, spell, and do math calculations.
  - 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): Test items were read to student and student was allowed to use a dictionary.
  - c. State the rationale for applying the modification(s) used to achieve an equivalent passing score on the CAHSEE for this student. The student's auditory memory issues were keeping her from performing at her actual ability. Having the test items read to her allowed her to comprehend the questions.
  - d. Describe the modification(s) that the student regularly uses in the classroom and on other assessments. Test in a separate setting, test in short segments, shortened assignments, Paraphrasing abstract concepts using specific terms, test items read aloud.

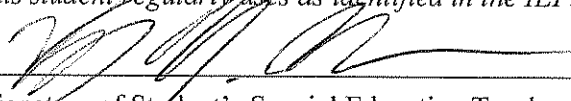


2. Has sufficient high school coursework either satisfactorily completed or in progress in the high school level curriculum sufficient to have attained the skills and knowledge otherwise needed to pass the CAHSEE. *(Attach transcripts showing coursework completed.)*
3. An individual score report showing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

2/3/10  
Date

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

  
Signature of Student's Special Education Teacher

2/3/10  
Date

VICTOR M. NOVASCO  
Print Name of Student's Special Education Teacher

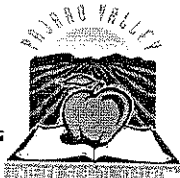
*I agree that the information on this Waiver Request Sheet accurately states that the coursework this student has satisfactorily completed or is in the process of completing in the high school curriculum is sufficient to have obtained the skills and knowledge otherwise to pass the California High School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

  
Signature of Student's Academic Counselor

2/3/10  
Date

STEPHANIE LOCKE  
Printed Name of Student's Academic Counselor





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

Student SELENE

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

IEP Meeting Date 11/04/09

**SUPPLEMENTARY/SPECIALIZED SUPPORT**

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

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

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

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

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

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

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

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

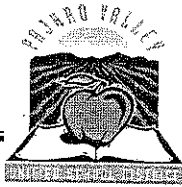
**PROMOTION STANDARDS**

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

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

- ☐ No accommodations or modifications ☐ Exempt due to eligibility for participation in CAPA  
☒ Modifications (specify) Test items read aloud, use of dictionary ☐ Grade Exempt (below grade 10, or Post Sec.)  
☒ Accommodations (specify) Flexible Setting/Extended Time/Clarify ☐ Passed both subtests of the CAHSEE





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

Student \_\_\_\_\_

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

IEP Meeting Date 11/04/09

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Auditory Memory, Auditory Perception	Extra Time: Assignments/Tests (1.5), Frequent Breaks, Preferential Seating, Provide with Notes, Shortened Assignments, Take Tests in Alternate Setting, Tests in Short Segments	SELPA/ Gen. Ed. Teacher, Assistant, RS	06/05/2008
Auditory Memory	Dictionary, Other: test items read aloud	District of Service/ RS	10/04/2009



Birth Place  
CA USA

Grade 12	Gender F
Date Of Birth	

Enter Date: 08/12/09

Date: 2010

Watsonville High School  
250 East Beach Street  
Watsonville, CA 95076  
Tel: 831-728-6389 Fax: 761-6013

Crs ID	Course Title	Mark	Credit	Crs ID	Course Title	Mark	Credit	Crs ID	Course Title	Mark	Credit		
Watsonville High School Grd 09 12/2006				Watsonville High School Grd 10 6/2008				Watsonville High School Grd 12 12/2009					
3605	P Integ Sci I	D	5.000	1230	P English 2	F	R	1430	P English 4	D-	5.000		
4510	N PE 9	A-	5.000	2510	P Geometry	F		5150	ROP Const Tech	B	5.000		
5051	Intro Computers	B	5.000	3625	P Biology VA	D	5.000	5635	P Earth Science/Agri	C	5.000		
6015	P Visual Arts	B	5.000	4110	P Spanish 1	C+	5.000	7310	P Fed Government	D	5.000		
8110	English 1 (Acm)	B	5.000	7110	P World Civ	F	R	8373	IND Study (SPED)	P	5.000		
8240	P Algebra (Acm)	D	5.000	8365	Tutorial 9-12	B	5.000	9243	Advisory 12	C	0.500		
9247	Advisory Sports CL	P	0.500	9247	Advisory Sports CL	A	0.500	9292	Ba Sk/ HSEE/ ELA	B	5.000		
Crd Att: 30.500 Cmp: 30.500 Total GPA: 2.500				Crd Att: 30.500 Cmp: 15.500 Total GPA: 1.561				Crd Att: 30.500 Cmp: 30.500 Total GPA: 2.000					
Watsonville High School Grd 09 6/2007				Watsonville High Summer School Grd 10 7/2008				Credit Summary - High School					
3605	P Integ Sci I	D	5.000	1230	P English 2	B-	5.000	Subject Area					
3910	Health	C	5.000	Crd Att: 5.000 Cmp: 5.000 Total GPA: 3.000				Req	Cmp	Def			
4510	N PE 9	B+	5.000	Watsonville High Summer School Grd 10 8/2008									
6015	P Visual Arts	B	5.000	7110	P World Civ	D	5.000	A	English	40.00	0.00		
8110	English 1 (Acm)	B-	5.000	Crd Att: 5.000 Cmp: 5.000 Total GPA: 1.000				B	Mathematics	20.00	5.00		
8240	P Algebra (Acm)	C	5.000	Watsonville High School Grd 11 12/2008				C	Biological Science	10.00	5.00		
9247	Advisory Sports CL	P	0.500	1230	P IS: English 2B	A	5.000	D	Physical Science	10.00	10.00		
Crd Att: 30.500 Cmp: 30.500 Total GPA: 2.333				1330	P English 3	F	R	E	Health	5.00	5.00		
Watsonville High School Grd 10 12/2007				3262	P Anatomy/Physiology	F		F	Fine Arts/Foreign Lang	10.00	10.00		
1230	P English 2	F	R	4610	N Adv PE	C-	5.000	G	Physical Education	20.00	15.00		
2510	P Geometry	F	R	6050	P Ceramics	B-	5.000	H	Applied Arts	10.00	10.00		
3625	P Biology VA	F		7210	P US History	D-	5.000	I	World Civilization	10.00	10.00		
4110	P Spanish 1	B-	5.000	9242	Advisory 11	C	0.500	J	US History	10.00	5.00		
7110	P World Civ	D-	5.000	9280	N IS Program	A	5.000	K	Federal Government	5.00	5.00		
8365	Tutorial 9-12	C	5.000	Crd Att: 35.500 Cmp: 25.500 Total GPA: 2.328				L	Economics	5.00	0.00		
9247	Advisory Sports CL	A	0.500	Watsonville High School Grd 11 6/2009				M	Elective	45.00	34.50		
Crd Att: 30.500 Cmp: 15.500 Total GPA: 1.561				1330	P English 3	F		N	Algebra	10.00	10.00		
County Office of Ed Prog Grd 10 12/2007				4610	N Adv PE	F		O	Science	10.00	5.00		
9250	SC Outdoor	B+	1.000	6050	P Ceramics	A	5.000	-----Total Credits-----			220.000	169.500	50.50
Crd Att: 1.000 Cmp: 1.000 Total GPA: 3.000				7210	P US History	F		GPA Summary					
WHS Extended Learning Grd 10 4/2008				8365	Tutorial 9-12	F		Academic GPA: 1.962					
2510	P Geometry-A	A-	5.000	9242	Advisory 11	C	0.500	Total GPA: 2.038 Class rank is 334 of 442					
Crd Att: 5.000 Cmp: 5.000 Total GPA: 4.000				9292	Ba Sk/ HSEE/ ELA	C	5.000	CSU GPA: 1.873					
				Crd Att: 30.500 Cmp: 10.500 Total GPA: 1.016				Testing Information					
				Watsonville High Summer School Grd 11 7/2009				Proficiency Tests					
				1330	P English 3-A	A	5.000	CA HSEE Math	Passed	05/13/09			
				Crd Att: 5.000 Cmp: 5.000 Total GPA: 4.000				CA HSEE ELA	Failed	12/05/09			

P = College Prep H = Honors AP=Advanced Placement

GPA Calculation: A=4.0 B=3.0 C=2.0 D=1.0 F=0.0 P=Pass

Comments:  
5/08 WHS/Community Service Hours  
Earned - 44

Polio (OPV)	-----	-----	-----	-----	-----
DTP or DT/TD	-----	-----	-----	-----	-----
MMR	-----	-----	-----	-----	-----
Measles	-----	-----	-----	-----	-----
Mumps	-----	-----	-----	-----	-----
Rubella	-----	-----	-----	-----	-----
TB Test	-----	-----	-----	-----	-----

Transcript is unofficial unless signed by a school official

School  
Official's Signature

Date: 02/03/10





# California High School Exit Examination

## Student and Parent Report

Student Name

Date of Birth

Student ID:

Grade: 12

School: 443790, jh

District: 69799 - Pajaro Valley Unified

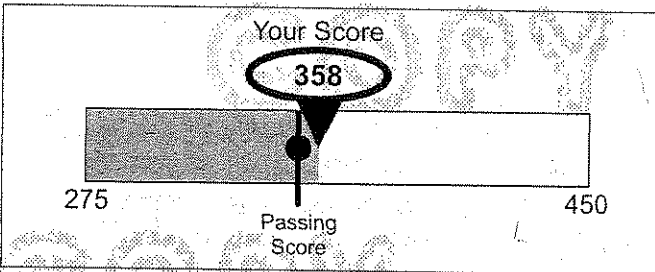
County: 44 - Santa Cruz

### English-Language Arts

Test Date: 12/05/2009

Your Total Score	Score Required to Pass	Status
358	350	MODIFIED

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



### Strands for English- Language Arts

READING	Number of Questions	Number Correct
Word Analysis	7	5
Reading Comprehension	18	11
Literary Response & Analysis	20	13
WRITING		
Writing Strategies	12	9
Writing Conventions	15	14

### Writing Applications\*

Essay

Your Score

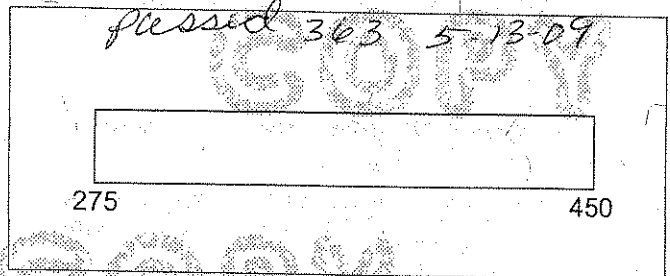
2.0

### Mathematics

Test Date: 12/05/2009

Your Total Score	Score Required to Pass	Status
		SATISFIED REQ

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



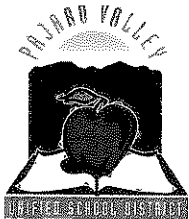
### Strands for Mathematics

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

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

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





## Board Agenda Backup

Item No: 12.18

**Date:** March 5, 2010

**Item:** CAHSEE Passage Waiver  
Math (PVHS 09-10-14)

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

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

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

**Recommendation:** Approve

**Budget Considerations:** None

**Funding Source:**

**Budgeted:** Yes: ☐

No: ☐

**Amount:** \$

**Prepared By:** Dea Pretzer, Program Director Special Services

**Superintendent's Signature:**

*Dorma Baker (A)*



PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: 02/22/10

To The Parent/Guardian of:

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

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

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

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

Date: 2-10

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

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

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

Signature of Parent: \_\_\_\_\_

Date: 3/2/10

**FOR SITE USE ONLY**

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

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



## PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Student's Name:

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

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

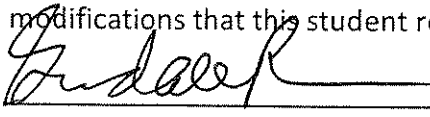
1. Has an individualized education program (IEP) adopted pursuant to the Individuals with Disabilities Education Act that specifies the use of the modification(s) on the exit examination, standardized testing, or classroom instruction and assessments. .  
*(Attach the section of the IEP that specifies the modifications.) Student has a modification for the use of a calculator on all standardized testing, examinations, classroom instruction and assessments for the use of a calculator for math. The appropriate sections of the IEP are attached for review of the stipulation for the modification.*
- a. Describe the nature of the student's disability as identified on the IEP (please note if this will result in overt identification of the student. *Based on results of psychologists cognitive report, student's history indicates an identified disability as learning disabled with deficits in applied problems and math calculations (WJIII) manifesting difficulties in reasoning, critical thinking and identification of operations used in math. His academic assessment results indicate deficiencies in math skills for these two areas at the 6<sup>th</sup> and 7<sup>th</sup> grade levels, respectively.*



- b. Describe any modification used on the ☐ English/language arts or ☒ math section of the exam (separate form must be filled out for each section): *Student was permitted to use a calculator (his own) to complete the math test.*
- c. State the rationale for applying the modification(s) used to achieve an equivalent passing score on the CAHSEE for this student. *Student's identified specific learning delay manifests in difficulty with math reasoning and comprehension of complex concepts adequate enough to achieve success on high stakes testing as he works through basic algorithms; and the fact that, by using a calculator in his high school algebra 1 and geometry classes, he was able to pass the classes and earn more than enough high school math credits, the use of a calculator to mitigate his difficulties is justified.*
- d. Describe the modification(s) that the student regularly uses in the classroom and on other assessments. *As previously mentioned, he is permitted to use a calculator in the classroom for all math classes as well as any math-related assignments (such as science). This instructional accommodation is spelled out in his IEP and is attached.*
2. Has sufficient high school coursework either satisfactorily completed or in progress in the high school level curriculum sufficient to have attained the skills and knowledge otherwise needed to pass the CAHSEE. (Attach transcripts showing coursework completed.) *Student successfully completed math courses and curriculum including algebra 1, and all middle school classes in math as evidence of attaining sufficient skills and knowledge to pass the CAHSEE.*
3. An individual score report showing that my child has received the equivalent of a passing score on the CAHSEE while using a modification that fundamentally alters what the high school examination measures as determined by the State Board of Education. (Attach a copy of the exit exam Student and Parent Report showing "equivalent of a passing score" in the English/language arts and/or the mathematics portion of the exam.)

Certified by:  Date: 2-10-<sup>26</sup>  
Principal's Signature

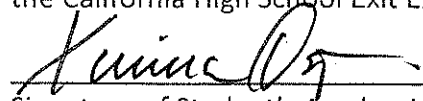
I agree that the information on this Waiver Request Sheet accurately describes the modifications that this student regularly uses as identified in the IEP.

 Date: 2/26  
Signature of Student's Special Education Teacher

Gwendale Person  
Print Name of Student's Special Education Teacher

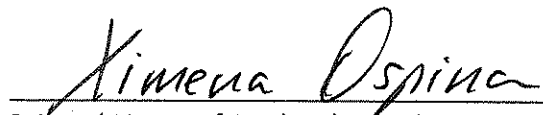


I agree that the information on this Waiver Request Sheet Accurately states that the coursework this student has satisfactorily completed or is in the process of completing in the high school curriculum is sufficient to have obtained the skills and knowledge otherwise to pass the California High School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



Signature of Student's Academic Counselor

Date: 2/2/10



Printed Name of Student's Academic Counselor





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

Student \_\_\_\_\_

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

IEP Meeting Date 05/12/09

**SUPPLEMENTARY/SPECIALIZED SUPPORT**

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

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

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

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

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

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

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

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

**PROMOTION STANDARDS**

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

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

- ☐ No accommodations or modifications ☐ Exempt due to eligibility for participation in CAPA  
☒ Modifications (specify) use of a calculator; read ELA ?s aloud ☐ Grade Exempt (below grade 10, or Post Sec.)  
☒ Accommodations (specify) small group setting ☐ Passed both subtests of the CAHSEE



Pajaro Valley Unified School District

8/15/2007

2011

School Name/Address

Pajaro Valley High School

500 Harkins Slough

Watsonville, CA 95076

Tel: (831)728-8102

Fax: (831)728-6944

Counselor: Ospina

SSID: 4013991900

CrsID	Course Title	Mark	Credit		CrsID	Course Title	Mark	Credit
Pajaro Valley High School Grd 09 12/2007								
2413	P Algebra 1A/B (S/9)	F	0.000	Academic GPA:	1.000	Rank 285 out of 293		
9270	Directed Study	C	5.000	Total GPA:	0.941	Rank 290 out of 294		
1130	P English I	D	5.000	CSU GPA:	0.800			
3910	Health	D-	5.000	Cal Grant GPA:	0.800			
2976	Math B (9th)	F	0.000					
4510	N PE 9	D	5.000					
Crs Att: 30.000 Cmp: 20.000 Total GPA: 0.833								
Pajaro Valley High School Grd 09 6/2008								
2413	P Algebra 1A/B (S/9)	C	5.000					
9270	Directed Study	C-	5.000					
1130	P English I	D	5.000					
5051	Intro Computers	F	0.000					
2976	Math B (9th)	C	5.000					
4510	N PE 9	F	0.000					
Crs Att: 30.000 Cmp: 20.000 Total GPA: 1.167								
Pajaro Valley High School Grd 11 12/2009								
4610	N Adv PE	D	5.000					
2610	P Algebra II	D+	5.000					
3210	P Biology	F	0.000					
9270	Directed Study	C-	5.000					
1330	P English 3/American Lite	D	5.000					
7110	P World Civ	F	0.000					
Crs Att: 30.000 Cmp: 20.000 Total GPA: 0.833								
Credit Summary - High School								
Subject Area	Req	Cmp	Def					
A English	40.00	10.00	30.00					
B Math	20.00	5.00	15.00					
C Biological Science	10.00	0.00	10.00					
D Physical Science	10.00	0.00	10.00					
E Health	5.00	5.00						
F Fine Arts / Foreign L	10.00	0.00	10.00					
G Physical Education	20.00	5.00	15.00					
H Applied Arts	10.00	0.00	10.00					
I World Civilization	10.00	0.00	10.00					
J US History	10.00	0.00	10.00					
K Federal Government	5.00	0.00	5.00					
L Economics	5.00	0.00	5.00					
M Electives	45.00	10.00	35.00					
N Algebra	10.00	5.00	5.00					
O Science	10.00	0.00	10.00					
---Total Credits---	220.00	40.00	180.00					

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

al

Transcript is unofficial unless signed by a school official

School Officials

Signature

Date: 3/2/2010





# California High School Exit Examination

## Student and Parent Report

Student Name

Date of Birth:

Student ID:

Grade: 11

School: 0105858 - Pajaro Valley High

District: 69799 - Pajaro Valley Unified

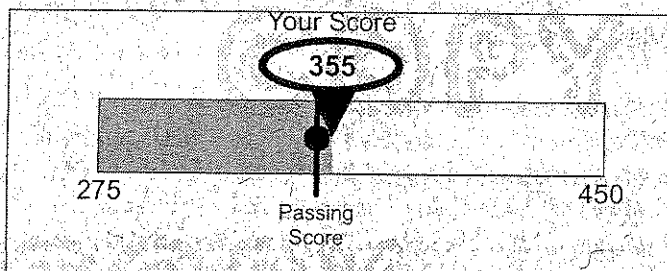
County: 44 - Santa Cruz

### English-Language Arts

Test Date: 11/03/2009

Your Total Score	Score Required to Pass	Status
355	350	MODIFIED

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



#### Strands for English- Language Arts

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

#### Writing Applications\*

Your Score

Essay

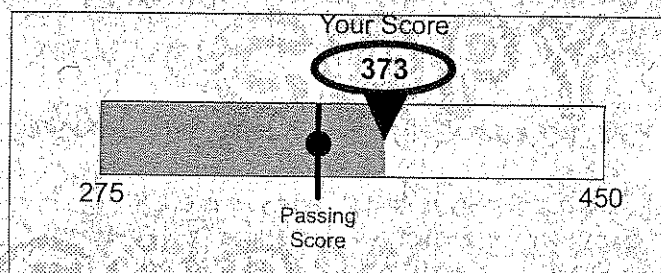
2.0

### Mathematics

Test Date: 11/03/2009

Your Total Score	Score Required to Pass	Status
373	350	MODIFIED

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



#### Strands for Mathematics

	Number of Questions	Number Correct
Probability & Statistics	13	11
Number Sense	17	14
Algebra & Functions	20	14
Measurement & Geometry	18	13
Algebra I	12	2

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

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





## Board Agenda Backup

Item No: 12.19

**Date:** March 5, 2010

**Item:** CAHSEE Passage Waiver  
Math ( PVHS 09-10-15)

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

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

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

**Recommendation:** Approve

**Budget Considerations:** None

**Funding Source:**

**Budgeted:** Yes: ☐

No: ☐

**Amount:** \$

**Prepared By:** Dea Pretzer, Program Director Special Services

**Superintendent's Signature:**

*Dorma Baker (AA)*



PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: Feb. 19, 2010

To The Parent/Guardian of:

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

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

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

Signature of Principal: [Signature]

Date: 2-10

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

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

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

Signature of Parent: [Signature]

Date: 2/24/10

**FOR SITE USE ONLY**

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

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



PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Student's Name:

Number

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

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

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



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

Certified by: \_\_\_\_\_

Principal's Signature

2-10

Date

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

Mary South

Signature of Student's Special Education Teacher

2/22/10

Date

MARY South

Print Name of Student's Special Education Teacher

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

Kimberly Dyer

Signature of Student's Academic Counselor

2/23/10

Date

Kimberly Dyer

Printed Name of Student's Academic Counselor



Student ID #

**1a.** He has delays in visual and auditory processing as well as in the area of sensory-motor skills. These delays have manifested themselves as weak academic progress across all curriculum areas over his school career. Math calculation has been especially difficult for him and has negatively affected his schoolwork in general, as he is easily overwhelmed and discouraged when confronted with math problems he perceives as too difficult for him (even if they're not). Although he has made great improvements academically and has learned to compensate for his identified delays, he continues to be challenged by math calculation, especially when presented to him on a high stakes test such as the CAHSEE. Students with visual motor delays easily lose track of key arithmetic strands and, as a result, tend to miscalculate. Auditory processing delays greatly increase the likelihood that a student has had difficulty understanding and recalling what he/she has been verbally taught. Finally, sensory-motor delays are related to low self-esteem, which also is a characteristic of this student.

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

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

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





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

Student ENRIQUE

Birth                     

IEP Meeting Date 12/10/09

**SUPPLEMENTARY/SPECIALIZED SUPPORT**

Student requires supplementary aids and services or specialized materials/equipment as specified below.					
<input type="checkbox"/> Supports for school personnel		<input type="checkbox"/> Specialized aids/materials/equipment (Assistive Technology)			
<input type="checkbox"/> Program modifications		<input checked="" type="checkbox"/> None			
Description	Responsible Personnel/Agency	Location	Frequency/Intensity	Duration	Start/End Date*
					Start:
					End:
					Start:
					End:

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

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

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

☐ School Readiness (Preschool Only)  
☐ DRDP-R    ☐ DRDP Access    Adaptations/Accommodations (specify) \_\_\_\_\_

☒ Language Arts: (Gr. 2-11)    ☐ Grade Exempt    ☒ CST    OR    ☐ CMA (Criteria Met) (Gr. 3 - 9)  
☒ No accommodations or modifications    ☐ Accommodations (specify below)    ☐ Modifications (specify below)  
 Accommodations: \_\_\_\_\_  
 Modifications: \_\_\_\_\_

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

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

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

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

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

☒ Other State or District-Wide Assessment Accommodations/Modifications (specify) questions read aloud; use of calculator; extra time

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

**PROMOTION STANDARDS**

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

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

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

<input type="checkbox"/> No accommodations or modifications	<input type="checkbox"/> Exempt due to eligibility for participation in CAPA
<input checked="" type="checkbox"/> Modifications (specify) questions read aloud (ELA); calculator	<input type="checkbox"/> Grade Exempt (below grade 10, or Post Sec.)
<input checked="" type="checkbox"/> Accommodations (specify) Q's read aloud (math); +1 day (ELA)	<input type="checkbox"/> Passed both subtests of the CAHSEE





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

Student \_\_\_\_\_

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

IEP Meeting Date 12/10/09

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Visual Perception	Directions Read Aloud, Spelling Checker, Visual Models	District of Service/ Gen. Ed. Teacher, Assistant, RS	12/11/2010
Visual-Motor	Calculator, Extra Time: Assignments/Tests (1.5), Take Tests in Alternate Setting	District of Service/ Gen. Ed. Teacher, Assistant, RS	12/11/2010
Attending Skills	Directions Read Aloud, Preferential Seating, Tests in Short Segments	District of Service/ Gen. Ed. Teacher, Assistant, RS	12/11/2010



Student Name \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Pajaro Valley Unified School District

Date: 8/15/2007

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

2011

School Name/Address

Pajaro Valley High School

500 Harkins Slough

Watsonville, CA 95076

Tel: (831)728-8102

Fax: (831)728-6944

Counselor: Ospina

SSID: 8024434918

CrsID	Course Title	Mark	Credit	Work In Progress	CrsID	Course Title	Mark	Credit
Pajaro Valley High School Grd 09 12/2007				2610 P Algebra II			0.000	
2413	P Algebra 1A/B (S/9)	C	5.000	3210 P Biology			0.000	
1163	Dev Reading 3	A-	5.000	9270 Directed Study			0.000	
9270	Directed Study	C	5.000	1330 P English 3/American Lite			0.000	
1130	P English 1	C	5.000	4210 P Spanish 1 SS			0.000	
3910	Health	F	0.000	7210 P US History			0.000	
2976	Math B (9th)	C	5.000					
4510	N PE 9	A	5.000					
Crs Att: 35.000 Cmp: 30.000 Total GPA: 2.286				Credit Summary - High School				
Pajaro Valley High School Grd 09 6/2008				Subject Area	Req	Cmp	Def	
2413	P Algebra 1A/B (S/9)	C	5.000	A English	40.00	20.00	20.00	
1163	Dev Reading 3	B-	5.000	B Math	20.00	15.00	5.00	
1130	P English 1	D-	5.000	C Biological Science	10.00	0.00	10.00	
5051	Intro Computers	F	0.000	D Physical Science	10.00	5.00	5.00	
2976	Math B (9th)	B+	5.000	E Health	5.00	0.00	5.00	
4510	N PE 9	C-	5.000	F Fine Arts / Foreign L	10.00	0.00	10.00	
Crs Att: 30.000 Cmp: 25.000 Total GPA: 1.833				G Physical Education	20.00	20.00		
Pajaro Valley High School Grd 10 12/2008				H Applied Arts	10.00	0.00	10.00	
4610	N Adv PE	A-	5.000	I World Civilization	10.00	10.00		
9270	Directed Study	C-	5.000	J US History	10.00	0.00	10.00	
1230	P English 2	C-	5.000	K Federal Government	5.00	0.00	5.00	
2510	P Geometry	D-	5.000	L Economics	5.00	0.00	5.00	
3610	P Integrated Science I	B-	5.000	M Electives	45.00	25.00	20.00	
7110	P World Civ	D	5.000	N Algebra	10.00	10.00		
Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.167				O Science	10.00	0.00	10.00	
Pajaro Valley High School Grd 10 6/2009				---Total Credits---				220.00 105.00 115.00
4610	N Adv PE	A-	5.000	GPA Summary				
9270	Directed Study	C	5.000	Academic GPA:	1.679	Rank 235	out of 293	
1230	P English 2		0.000	Total GPA:	1.767	Rank 233	out of 294	
1230	P English 2	D-	5.000	CSU GPA:	1.200			
2510	P Geometry	F	0.000	Cal Grant GPA:	1.529			
3610	P Integrated Science I	F	0.000	Testing Information				
7110	P World Civ	D+	5.000	CAHSEE_ELA-1-1				
Crs Att: 30.000 Cmp: 20.000 Total GPA: 1.333				CA HSEE ELA	F	3/17/2009		
Pajaro Valley High School Grd 11 12/2009				CA HSEE ELA Score	333	3/17/2009		
2610	P Algebra II	I	0.000	CAHSEE_Math-1-1				
3210	P Biology	D	5.000	CA HSEE Math	F	3/18/2009		
9270	Directed Study	B	5.000	CA HSEE Math Scor	301	3/18/2009		
1330	P English 3/American Lite	D	5.000					
4210	P Spanish 1 SS	F	0.000					
7210	P US History	F	0.000					
Crs Att: 30.000 Cmp: 15.000 Total GPA: 1.000								

Advanced Placement C = UC Transferable College Course

P = College Prep

One GPA is provided per semester.

\_\_\_\_\_

\_\_\_\_\_

Transcript is unofficial unless signed by a school official  
School Officials  
Signature \_\_\_\_\_ Date: 2/23/2010





# California High School Exit Examination

## Student and Parent Report

Student Name

Date of Birth

Student ID:

Grade: 11

School: 0105858 - Pajaro Valley High

District: 69799 - Pajaro Valley Unified

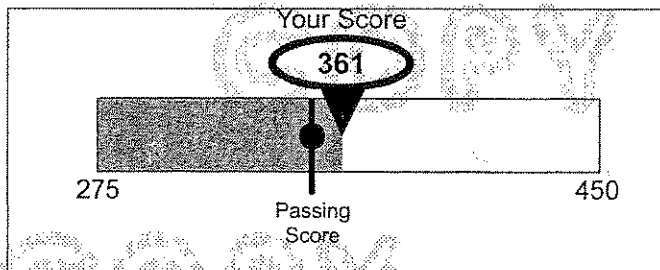
County: 44 - Santa Cruz

### English-Language Arts

Test Date: 11/03/2009

Your Total Score	Score Required to Pass	Status
361	350	MODIFIED

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



#### Strands for English-Language Arts

READING	Number of Questions	Number Correct
Word Analysis	7	6
Reading Comprehension	18	10
Literary Response & Analysis	20	16
WRITING		
Writing Strategies	12	8
Writing Conventions	15	11

#### Writing Applications\*

Essay

Your Score

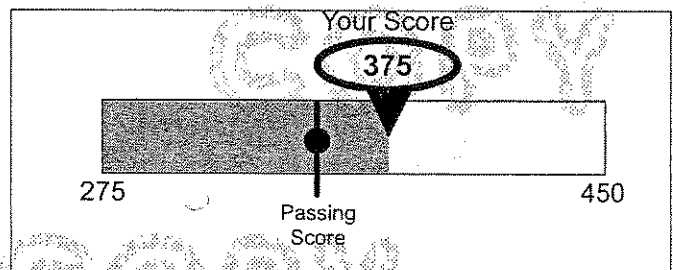
2.0

### Mathematics

Test Date: 11/03/2009

Your Total Score	Score Required to Pass	Status
375	350	MODIFIED

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

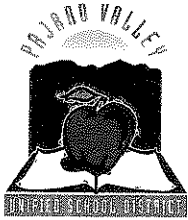


#### Strands for Mathematics

	Number of Questions	Number Correct
Probability & Statistics	13	13
Number Sense	17	9
Algebra & Functions	20	14
Measurement & Geometry	18	13
Algebra I	12	6

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





## Board Agenda Backup

Item No: 12.20

**Date:** March 5, 2010

**Item:** CAHSEE Passage Waiver  
Math ( PVHS 09-10-16)

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

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

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

**Recommendation:** Approve

**Budget Considerations:** None

**Funding Source:**

**Budgeted:** Yes: ☐ No: ☐

**Amount:** \$

**Prepared By:** Dea Pretzer, Program Director Special Services

**Superintendent's Signature:**

*Dorma Baker* (H)



PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: 02/22/10

To The Parent/Guardian of:

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

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

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

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

Date: 2-10

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

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

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

Signature of Parent: \_\_\_\_\_

Date: 2/25/10

**FOR SITE USE ONLY**

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

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



PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: Feb. 19, 2010

To The Parent/Guardian of:

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

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

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

Signature of Principal: [Signature]

Date: 2-10

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

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

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

Signature of Parent

Date: 2/24/10

**FOR SITE USE ONLY**

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

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



## PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Student's Name:

Student ID Number

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

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

1. Has an individualized education program (IEP) adopted pursuant to the Individuals with Disabilities Education Act that specifies the use of the modification(s) on the exit examination, standardized testing, or classroom instruction and assessments. .  
(Attach the section of the IEP that specifies the modifications.) ***Student has a modification for the use of a calculator on all standardized testing, examinations, classroom instruction and assessments for the use of a calculator for math. The appropriate sections of the IEP are attached for review of the stipulation for the modification.***
  - a. Describe the nature of the student's disability as identified on the IEP (please note if this will result in overt identification of the student. ***Based on results of psychologists cognitive report, student's history indicates an identified disability as specific learning disability with deficits in applied problems skills (reasoning) on the WJIII. His academic assessment results in math skills for this area at the 3<sup>rd</sup> grade level.***
  - 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): ***He was permitted to use a calculator (his own) to complete the math test.***



- c. State the rationale for applying the modification(s) used to achieve an equivalent passing score on the CAHSEE for this student. *Student's identified specific learning delay manifests in difficulty with math reasoning inadequate enough to achieve success on high stakes testing as he works through basic algorithms; and the fact that, by using a calculator in his high school math classes, he was able to pass the classes and earn more than enough high school math credits, the use of a calculator to mitigate his difficulties is justified.*
- d. Describe the modification(s) that the student regularly uses in the classroom and on other assessments. *As previously mentioned, he is permitted to use a calculator in the classroom for all math classes as well as any math-related assignments (such as science). This instructional accommodation is spelled out in his IEP and is attached.*
2. Has sufficient high school coursework either satisfactorily completed or in progress in the high school level curriculum sufficient to have attained the skills and knowledge otherwise needed to pass the CAHSEE. (Attach transcripts showing coursework completed.) *Student successfully completed math courses and curriculum including all middle school classes in math as evidence of attaining sufficient skills and knowledge to pass the CAHSEE.*
3. An individual score report showing that my child has received the equivalent of a passing score on the CAHSEE while using a modification that fundamentally alters what the high school examination measures as determined by the State Board of Education. (Attach a copy of the exit exam Student and Parent Report showing "equivalent of a passing score" in the English/language arts and/or the mathematics portion of the exam.)

4. Certified by: \_\_\_\_\_

Date: 2.26.10

Principal's Signature

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

\_\_\_\_\_  
Signature of Student's Special Education Teacher

Date: 2/26/10

Gwendale Person  
Print Name of Student's Special Education Teacher



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

\_\_\_\_\_  
Signature of Student's Academic Counselor

Date: 2/24/2010

Nancy Puente  
Printed Name of Student's Academic Counselor





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

Student \_\_\_\_\_

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

IEP Meeting Date 02/18/09

**SUPPLEMENTARY/SPECIALIZED SUPPORT**

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

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

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

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

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

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

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

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

**PROMOTION STANDARDS**

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

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

- ☐ No accommodations or modifications      ☐ Exempt due to eligibility for participation in CAPA  
☒ Modifications (specify) flexible setting, extra time      ☐ Grade Exempt (below grade 10, or Post Sec.)  
☒ Accommodations (specify) calculator, directions read aloud      ☐ Passed both subtests of the CAHSEE



Pajaro Valley Unified School District

School Name/Address

Pajaro Valley High School  
500 Harkins Slough  
Watsonville, CA 95076

Tel: (831)728-8102

Fax: (831)728-6944

8/15/2007

2011

Counselor: Puente

SSID: 3024404537

CrsID	Course Title	Mark	Credit	CrsID	Course Title	Mark	Credit	Testing Information
Pajaro Valley High Summer School Grd 09 7/2008				Pajaro Valley High School Grd 11 12/2009				CAHSEE_ELA-1-1
2410	P Algebra	NC	0.000	2610	P Algebra II	C	5.000	CA HSEE ELA P 3/17/2009
2410	P Algebra 1A/B	NC	0.000	3210	P Biology	C-	5.000	CA HSEE ELA Score 373 3/17/2009
Crs Att: 5.000 Cmp: 0.000 Total GPA: 0.000				6050	P Ceramics	C	5.000	CAHSEE_Math-1-1
Pajaro Valley High School Grd 09 12/2007				1330	P English 3/American Lite B	B	5.000	CA HSEE Math F 11/4/2009
2413	P Algebra 1A/B (S/9)	RF	0.000	4210	P Spanish 1 SS	B	5.000	CA HSEE Math Scor 351 11/4/2009
1163	Dev Reading 3	A	5.000	7210	P US History	B	5.000	
1130	P English 1	B	5.000	Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.500				
3910	Health	B+	5.000	Work In Progress				
2976	Math B (9th)	D	5.000	2610	P Algebra II		0.000	
4510	N PE 9	B	5.000	3210	P Biology		0.000	
Crs Att: 30.000 Cmp: 25.000 Total GPA: 2.800				6050	P Ceramics		0.000	
Pajaro Valley High School Grd 09 6/2008				1330	P English 3/American Lite		0.000	
2413	P Algebra 1A/B (S/9)	F	0.000	4210	P Spanish 1 SS		0.000	
9270	Directed Study	A	5.000	7210	P US History		0.000	
1130	P English 1	A	5.000	Credit Summary - High School				
5051	Intro Computers	B+	5.000	Subject Area	Req	Cmp	Def	
2976	Math B (9th)	D-	5.000	A English	40.00	20.00	20.00	
4510	N PE 9	B+	5.000	B Math	20.00	20.00		
Crs Att: 30.000 Cmp: 25.000 Total GPA: 2.500				C Biological Science	10.00	0.00	10.00	
Pajaro Valley High School Grd 10 12/2008				D Physical Science	10.00	10.00		
4610	N Adv PE	C	5.000	E Health	5.00	5.00		
9270	Directed Study	B+	5.000	F Fine Arts / Foreign L	10.00	0.00	10.00	
1230	P English 2	B+	5.000	G Physical Education	20.00	20.00		
2510	P Geometry	B	5.000	H Applied Arts	10.00	5.00	5.00	
3610	P Integrated Science I	C	5.000	I World Civilization	10.00	10.00		
7110	P World Civ	B+	5.000	J US History	10.00	0.00	10.00	
Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.667				K Federal Government	5.00	0.00	5.00	
Pajaro Valley High School Grd 10 6/2009				L Economics	5.00	0.00	5.00	
4610	N Adv PE	B	5.000	M Electives	45.00	20.00	25.00	
9270	Directed Study	B-	5.000	N Algebra	10.00	0.00	10.00	
1230	P English 2	A	5.000	O Science	10.00	0.00	10.00	
2510	P Geometry	B-	5.000	---Total Credits---	220.00	110.00	110.00	
3610	P Integrated Science I	C-	5.000	GPA Summary				
7110	P World Civ	A-	5.000	Academic GPA:	2.704	Rank 118 out of 293		
Crs Att: 30.000 Cmp: 30.000 Total GPA: 3.167				Total GPA:	2.724	Rank 122 out of 294		
Pajaro Valley High School Grd 10 7/2009				CSU GPA:	2.813			
SS2410	P ALGEBRA 1	A	0.000	Cal Grant GPA:	2.778			
SS2410	P ALGEBRA 1	F	0.000					
Crs Att: 0.000 Cmp: 0.000 Total GPA: 0.000								

vanced Placement P = College Prep N = Non-Academic  
One GPA is provided per semester.

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

Date: 3/1/2010





# California High School Exit Examination

## Student and Parent Report

Student Name

Date of Birth

Student ID: (

Grade: 10

School: 0105858 - Pajaro Valley High

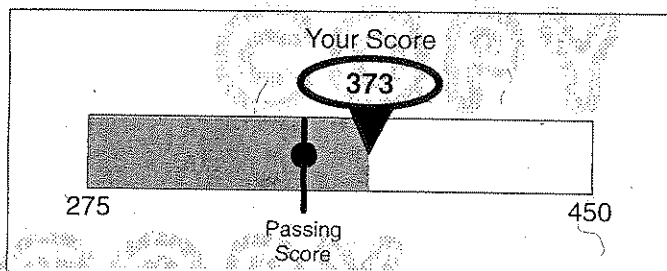
District: 69799 - Pajaro Valley Unified

County: 44 - Santa Cruz

### English-Language Arts

Test Date: 03/17/2009

Your Total Score	Score Required to Pass	Status
373	350	PASSED



#### Strands for English-Language Arts

READING	Number of Questions	Number Correct
Word Analysis	7	4
Reading Comprehension	18	16
Literary Response & Analysis	20	17
WRITING		
Writing Strategies	12	6
Writing Conventions	15	12

#### Writing Applications\*

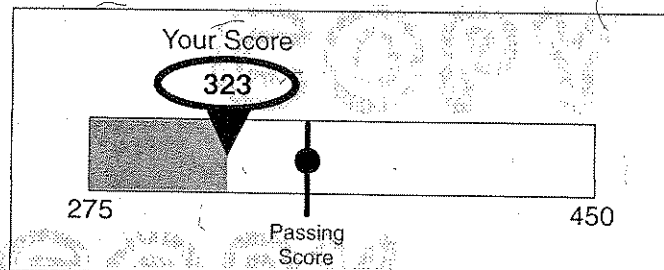
	Your Score
Essay	2.5

### Mathematics

Test Date: 03/17/2009

Your Total Score	Score Required to Pass	Status
323	350	NOT PASSED

Go to [www.cde.ca.gov/ta/tg/hs/resources.asp](http://www.cde.ca.gov/ta/tg/hs/resources.asp) for study information for the CAHSEE.



#### Strands for Mathematics

	Number of Questions	Number Correct
Probability & Statistics	13	3
Number Sense	17	5
Algebra & Functions	20	9
Measurement & Geometry	18	8
Algebra I	12	3

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

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





## Board Agenda Backup

Item No: 12.21

**Date:** March 5, 2010

**Item:** CAHSEE Passage Waiver  
Math ( PVHS 09-10-17)

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

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

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

**Recommendation:** Approve

**Budget Considerations:** None

**Funding Source:**

**Budgeted:** Yes: ☐

No: ☐

**Amount:** \$

**Prepared By:** Dea Pretzer, Program Director Special Services

**Superintendent's Signature:**

*Dorma Baker* (AA)



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

Date: 02/22/10

To The Parent/Guardian of:

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

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

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

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

Date: 2-10

I request that my child \_\_\_\_\_ is was tested with a modification and earned the equivalent of a passing score 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: 2-25-2010

**FOR SITE USE ONLY**

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

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



## PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Student's Name:

Lumber

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

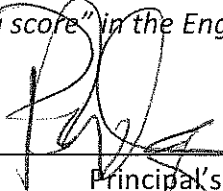
I certify that the student qualifies for a waiver because he/she satisfies all of the following conditions:

1. Has an individualized education program (IEP) adopted pursuant to the Individuals with Disabilities Education Act that specifies the use of the modification(s) on the exit examination, standardized testing, or classroom instruction and assessments. .  
*(Attach the section of the IEP that specifies the modifications.) Student has a modification for the use of a calculator on all standardized testing, examinations, classroom instruction and assessments for the use of a calculator for math. The appropriate sections of the IEP are attached for review of the stipulation for the modification.*
- a. Describe the nature of the student's disability as identified on the IEP (please note if this will result in overt identification of the student. *Based on results of psychologists cognitive report, student's history indicates an identified disability as learning disabled with deficits in applied problems and math quantitative concepts (WJIII) manifesting difficulties in reasoning, critical thinking and identification of basic concepts and symbols used in math. His academic assessment results indicate deficiencies in math skills for these two areas at the 6<sup>th</sup> and 7<sup>th</sup> grade levels, respectively.*



- b. Describe any modification used on the ☐ English/language arts or ☒ math section of the exam (separate form must be filled out for each section): ***Student was permitted to use a calculator (his own) to complete the math test.***
- c. State the rationale for applying the modification(s) used to achieve an equivalent passing score on the CAHSEE for this student. ***Student's identified specific learning delay manifests in difficulty with math reasoning and comprehension of complex concepts adequate enough to achieve success on high stakes testing as he works through basic algorithms; and the fact that, by using a calculator in his high school algebra 1 and geometry classes, he was able to pass the classes and earn more than enough high school math credits, the use of a calculator to mitigate his difficulties is justified.***
- d. Describe the modification(s) that the student regularly uses in the classroom and on other assessments. ***As previously mentioned, he is permitted to use a calculator in the classroom for all math classes as well as any math-related assignments (such as science). This instructional accommodation is spelled out in his IEP and is attached.***
2. Has sufficient high school coursework either satisfactorily completed or in progress in the high school level curriculum sufficient to have attained the skills and knowledge otherwise needed to pass the CAHSEE. (Attach transcripts showing coursework completed.) ***Student successfully completed math courses and curriculum including algebra 1A/B, and all middle school classes in math as evidence of attaining sufficient skills and knowledge to pass the CAHSEE.***
3. An individual score report showing that my child has received the equivalent of a passing score on the CAHSEE while using a modification that fundamentally alters what the high school examination measures as determined by the State Board of Education. (Attach a copy of the exit exam Student and Parent Report showing "equivalent of a passing score" in the English/language arts and/or the mathematics portion of the exam.)

Certified by: \_\_\_\_\_

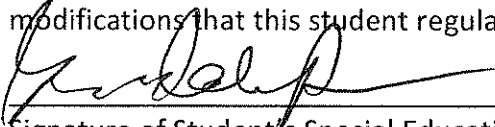


Principal's Signature

Date: \_\_\_\_\_

2/26/10

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



Signature of Student's Special Education Teacher

Date: \_\_\_\_\_

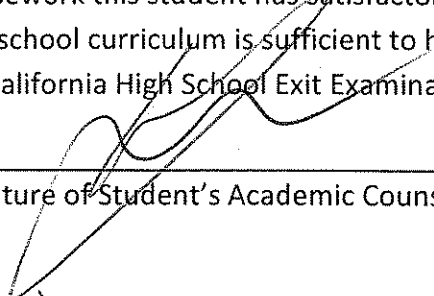
2/26/10

Gwendolyn Person

Print Name of Student's Special Education Teacher



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

  
\_\_\_\_\_  
Signature of Student's Academic Counselor

Date: 2/2/2010

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





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

Student \_\_\_\_\_

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

IEP Meeting Date 05/05/09

**SUPPLEMENTARY/SPECIALIZED SUPPORT**

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

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

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

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

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

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

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

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

**PROMOTION STANDARDS**

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

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

- ☐ No accommodations or modifications      ☐ Exempt due to eligibility for participation in CAPA  
☒ Modifications (specify) CALCULATOR      ☐ Grade Exempt (below grade 10, or Post Sec.)  
☒ Accommodations (specify) FLEXIBLE SETTING, EXTRA TIME,      ☐ Passed both subtests of the CAHSEE



Student Name  
nio,

Birth Place  
Date Of Birth

Pajaro Valley Unified School District

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

2011

Counselor: Puente  
SSID: 4014095940

CrsID	Course Title	Mark	Credit	Credit Summary - High School				CrsID	Course Title	Mark	Credit
Pajaro Valley High School Grd 09 12/2007				Subject Area	Req	Cmp	Def				
2413	P Algebra 1A/B (S/9)	RF	0.000	A English	40.00	20.00	20.00				
9270	Directed Study	B	5.000	B Math	20.00	15.00	5.00				
1130	P English 1	D	5.000	C Biological Science	10.00	0.00	10.00				
3910	Health	D+	5.000	D Physical Science	10.00	10.00					
4510	N PE 9	B	5.000	E Health	5.00	5.00					
Crs Att: 25.000 Cmp: 20.000 Total GPA: 2.000				F Fine Arts / Foreign L	10.00	0.00	10.00				
Pajaro Valley High School Grd 09 6/2008				G Physical Education	20.00	20.00					
2413	P Algebra 1A/B (S/9)	F	0.000	H Applied Arts	10.00	5.00	5.00				
9270	Directed Study	A	5.000	I World Civilization	10.00	10.00					
1130	P English 1	B	5.000	J US History	10.00	0.00	10.00				
5051	Intro Computers	C	5.000	K Federal Government	5.00	0.00	5.00				
2976	Math B (9th)	A-	5.000	L Economics	5.00	0.00	5.00				
4510	N PE 9	B	5.000	M Electives	45.00	20.00	25.00				
Crs Att: 30.000 Cmp: 25.000 Total GPA: 2.667				N Algebra	10.00	0.00	10.00				
Pajaro Valley High School Grd 10 12/2008				O Science	10.00	0.00	10.00				
4610	N Adv PE	A	5.000	---Total Credits---				220.00	105.00	115.00	
9270	Directed Study	B-	5.000	GPA Summary							
1230	P English 2	C	5.000	Academic GPA: 2.154 Rank 186 out of 293							
2510	P Geometry	C	5.000	Total GPA: 2.214 Rank 191 out of 294							
3610	P Integrated Science I	B	5.000	CSU GPA: 1.875							
7110	P World Civ	C+	5.000	Cal Grant GPA: 2.111							
Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.667				Testing Information							
Pajaro Valley High School Grd 10 6/2009				CAHSEE_ELA-1-1							
4610	N Adv PE	A-	5.000	CA HSEE ELA P 3/17/2009							
9270	Directed Study	B	5.000	CA HSEE ELA Score 359 3/17/2009							
1230	P English 2	C+	5.000	CAHSEE_Math-1-1							
2510	P Geometry	D+	5.000	CA HSEE Math F 11/4/2009							
3610	P Integrated Science I	B-	5.000	CA HSEE Math Score 354 11/4/2009							
7110	P World Civ	C	5.000								
Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.500											
Pajaro Valley High School Grd 10 7/2009											
SS2410	P ALGEBRA 1	A-	0.000								
SS2410	P ALGEBRA 1	F	0.000								
Crs Att: 0.000 Cmp: 0.000 Total GPA: 0.000											
Pajaro Valley High School Grd 11 12/2009											
2610	P Algebra II	F	0.000								
3210	P Biology	F	0.000								
9270	Directed Study	B-	5.000								
1330	P English 3/American Lite	C	5.000								
4210	P Spanish 1 SS	D-	5.000								
7210	P US History	C-	5.000								
Crs Att: 30.000 Cmp: 20.000 Total GPA: 1.333											

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

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

Date: 3/2/2010





# California High School Exit Examination

## Student and Parent Report

Student Name

Date of Birth

Student ID

Grade: 11

School: 0105858 - Pajaro Valley High

District: 69799 - Pajaro Valley Unified

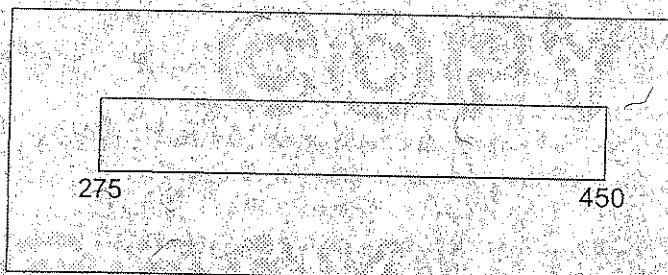
County: 44 - Santa Cruz

### English-Language Arts

Test Date: 11/03/2009

Your Total Score	Score Required to Pass	Status
		SATISFIED REQ

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



### Strands for English-Language Arts

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

### Writing Applications\*

Your Score

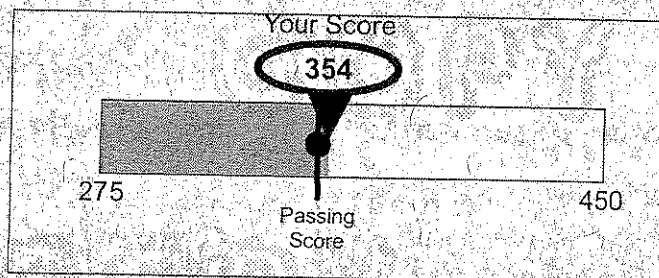
Essay

### Mathematics

Test Date: 11/03/2009

Your Total Score	Score Required to Pass	Status
354	350	MODIFIED

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



### Strands for Mathematics

	Number of Questions	Number Correct
Probability & Statistics	13	9
Number Sense	17	13
Algebra & Functions	20	12
Measurement & Geometry	18	7
Algebra I	12	3

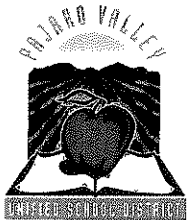
\* Each student essay receives two scores that range from 1 (lowest) to 4 (highest) or non-scorable (NS). The average of these two scores is listed above under the heading "Your Score". The Writing Applications score counts as 20% of the total English-Language Arts score.

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





# PAJARO VALLEY UNIFIED SCHOOL DISTRICT



## Board Agenda Backup

Item No: 12.22

**Date:** March 24, 2010

**Item:** 2008-2009 School Accountability Report Card (SARC)

**Overview:** Education Code Section 35256 states that governing boards are required to approve the publication of the School Accountability Report Card (SARC). At this time, we are sharing with you the SARC Fact Sheets along with a sample elementary SARC report. Each SARC report is an overview of the school site. In each report you will find the following information for each school:

- Principal's Message
- Measures of Progress
- Student Achievement
- Preparation for College and the Workforce (High School only)
- Students
- Climate for Learning
- Leadership, Teachers, and Staff
- Resources
- School Expenditures
- Adequacy of Key Resources
- Data Almanac

In addition, school fact sheet or summaries are attached. The School Accountability Report Cards are posted to the district school site website. Hard copies are kept in the Superintendent's office and are made available upon request by Education Code 35258.

**Budget Considerations:** N/A

**Funding Source:**

**Budgeted:** Yes: ☐ No: ☐

**Amount:** \$

**Prepared By:** Cathy Stefanki, Assistant Superintendent of Secondary and Educational Services

**Superintendent's Signature:**

*Dominic Boh*



PAJARO VALLEY UNIFIED SCHOOL DISTRICT

## Academic Vocational Charter Institute

**ADDRESS:** 112 Diamond Drive, Watsonville, CA 95076 **PHONE:** (831) 786-6225

**PRINCIPAL:** Leland Takemoto    **GRADE RANGE:** 9-12    **SCHEDULE:** Traditional

## TEACHERS AND STUDENTS

## Teachers

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
<b>Number of teachers (FTE)</b>	5	29	47
<b>Students per teacher</b>	11	23	23
<b>Average years of teaching experience</b>			
<b>Teachers with one or two years of teaching experience</b>	0%	9%	12%
<b>Full credential holders</b>	80%	95%	94%
	20%	3%	5%
	0%	2%	3%

SOURCE: 2008 CBEDS data, California Dept. of Education. County and state averages represent high schools only. Because teachers can hold more than one type of credential, percentages rarely add up to 100 percent.

Our teachers bring an average of 14 years of teaching experience to their classes. About 80 percent have a full credential. Statewide about 94 percent of high school teachers hold this credential.

### Average Class Sizes

English		
History/social science	26	29
Math		
Science		

Our average class size for all classes schoolwide is 20 students.  
The average class size schoolwide for other high schools in the  
state is 28 students.

## Students

Number of students	1,082
English Learners	
Low-income students	
Students whose parents attended/graduated college	

The factors above may affect students' performance in school.

## COLLEGE PREPARATION

Three factors indicate how effectively we prepare students for college: whether students are taking the courses required for college admission, whether the school offers Advanced Placement (AP) courses, and where students ultimately enroll in the state's public college system.

2008 graduates meeting UC or CSU course requirements			
AP exams passed per 100 juniors and seniors (2008)	N/A	24	27
2007 graduates attending UC	N/A	9%	8%
2007 graduates attending CSU	N/A	12%	13%
2007 graduates attending community colleges	N/A	5%	30%

SOURCE: 2008 CBEDS data, California Dept. of Education, California Postsecondary Education Commission. County and state averages represent high schools only.

Information in this report changes throughout the year. A complete annual accountability report is available from our school or district office, and on our district Web site: <http://www.pvUSD.net>

## ACADEMIC PERFORMANCE

## California Standards Tests

This series of tests is based on what California students are expected to know and learn at each grade level.



### Student Proficiency

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

SUBJECT	PERCENT PROFICIENT OR HIGHER	LOW SCORES	HIGH SCORES
---------	------------------------------------	------------	-------------

## English/Language Arts (Reading and Writing)

Our school	8%	
Calif. high schools	46%	

## Geometry



## US History



## Biology

**Life Science (Tenth Grade)**

SOURCE: The scores for the California Standards Tests are from the spring 2009 test cycle. State averages represent high schools only.

**ACADEMIC PERFORMANCE INDEX (API):**

way of rating schools. Using student test scores, the API places schools on a scale from 200 to 1000. Our school's API was 526, compared with 712 for the average high school. The state expects schools to attain an API of 800 eventually.

**ADEQUATE YEARLY PROGRESS (AYP):**

of six criteria for yearly progress. Because we fell short in one area, we did not make AYP. Note that the number of criteria may vary from school to school.

CALIFORNIA <b>API</b> ACADEMIC PERFORMANCE INDEX		FEDERAL <b>AYP</b> ADEQUATE YEARLY PROGRESS	
Met schoolwide growth target	N/A	Met AYP	No
Met growth target for prior school year	N/A	Met schoolwide test participation rate	Yes
API	526	Met schoolwide test score goals	Yes
Growth attained from prior year	-191	Met subgroup* test participation rate	N/A
Met subgroup* growth targets	N/A	Met subgroup* test score goals	N/A
		Met API for AYP	No
		Met graduation rate	Yes
		Program Improvement school	No

SOURCE: API growth score, 2009 test cycle. API and AYP current as of September 2009.  
 \* Numerically significant groups, such as English Learners and ethnic groups, with separate API and AYP goals.  
 N/A Data unavailable or unreported; statistically insignificant number of valid test scores; testing data under review; or school uses alternative accountability measures.





## School Fact Sheet, 2008–2009

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

# Alianza Elementary School

ADDRESS: 115 Casserly Road, Watsonville, CA 95076 PHONE: (831) 728-6333

PRINCIPAL: Michael Jones GRADE RANGE: K–8 SCHEDULE: Traditional

### TEACHERS AND STUDENTS

#### Teachers

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
Number of teachers (FTE)	25	11	21
Students per teacher	24	23	20
Average years of teaching experience	10	11	12
Teachers with one or two years of teaching experience	0%	7%	12%
Full credential holders	100%	97%	96%
Trainee credential holders	0%	3%	3%
Emergency permit holders	0%	0%	1%

SOURCE: 2008 CBEDS data, California Dept. of Education. County and state averages represent K–8 schools only. Because teachers can hold more than one type of credential, percentages rarely add up to 100 percent.

Our teachers bring an average of ten years of teaching experience to their classes. All of our teachers have a full credential. Statewide about 96 percent of K–8 school teachers hold this credential.

#### Average Class Sizes

GRADE	OUR SCHOOL	COUNTY AVG	STATE AVG
Kindergarten	20	19	19
First grade	20	20	19
Second grade	20	20	19
Third grade	19	20	20
Fourth grade	23	23	27
Fifth grade	28	28	28
Sixth grade	25	25	28
COURSE			
English	N/A	N/A	24
History/social science	N/A	25	27
Math	N/A	25	25
Science	N/A	N/A	28

SOURCE: 2008 CBEDS data, California Dept. of Education. County and state averages represent K–8 schools only.

Average class sizes in our elementary grades vary from a low of 19 students to a high of 28 students.

#### Students

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
Number of students	595	262	426
English Learners	71%	41%	25%
Low-income students	84%	49%	56%
Students whose parents attended/graduated college	37%	58%	58%

SOURCE: 2008 CBEDS data, California Dept. of Education. County and state averages represent K–8 schools only.

The factors above may affect students' performance in school.

### KEEPING YOU INFORMED

A complete annual accountability report for our school is available on our district Web site. For more information, contact the district at:

Pajaro Valley Unified School District  
294 Green Valley Rd.  
Watsonville, CA 95076  
(831) 786-2100

To view this report and the reports of other schools in our district online, please visit our Web site at:  
<http://www.pvusd.net>

This data is current as of September 2009 but is subject to change. Facts about teachers and students are from the census of early October 2008. Testing data is based on tests taken in the spring of 2009. The CDE issued API and AYP results in September 2009.

Note that only five schools are included in the county average.

### ACADEMIC PERFORMANCE

#### California Standards Tests

This series of tests is based on what California students are expected to know and learn at each grade level.

#### Student Proficiency

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

SUBJECT	PERCENT PROFICIENT OR HIGHER	LOW SCORES	HIGH SCORES
---------	------------------------------	------------	-------------

#### English/Language Arts (Reading and Writing)

Our school	18%	
Calif. K–8 schools	54%	

#### Math (excluding Algebra)

Our school	26%	
Calif. K–8 schools	57%	

#### Algebra

Our school	38%	
Calif. K–8 schools	44%	

#### History/Social Science

Our school	9%	
Calif. K–8 schools	41%	

#### Science

Our school	25%	
Calif. K–8 schools	53%	

SOURCE: The scores for the California Standards Tests are from the spring 2009 test cycle. State averages represent K–8 schools only.

### MEASURES OF ACADEMIC PROGRESS

We use two measures to track our school's academic achievement over time: the Academic Performance Index (API) and Adequate Yearly Progress (AYP). These measures combine test results differently and often provide differing views of student progress.

**ACADEMIC PERFORMANCE INDEX (API):** This is California's way of rating schools. Using student test scores, the API places schools on a scale from 200 to 1000. Our school's API was 608, compared with 793 for the average K–8 school. The state expects schools to attain an API of 800 eventually.

**ADEQUATE YEARLY PROGRESS (AYP):** This is a federal measure that requires schools to meet test score goals schoolwide and for all subgroups\* of students. We met ten out of 21 criteria for yearly progress. Because we fell short in 11 areas, we did not make AYP. Note that the number of criteria may vary from school to school.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX	FEDERAL AYP ADEQUATE YEARLY PROGRESS
Met schoolwide growth target	No
Met growth target for prior school year	Yes
API	608
Growth attained from prior year	-11
Met subgroup* growth targets	No
Met AYP	No
Met schoolwide test participation rate	Yes
Met schoolwide test score goals	No
Met subgroup* test participation rate	Yes
Met subgroup* test score goals	No
Met API for AYP	No
Program Improvement school	Yes

SOURCE: API growth score, 2009 test cycle. API and AYP current as of September 2009.  
\* Numerically significant groups, such as English Learners and ethnic groups, with separate API and AYP goals.  
N/A Data unavailable or unreported; statistically insignificant number of valid test scores; testing data under review, or school uses alternative accountability measures.



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## School Fact Sheet, 2008–2009

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

# Amesti Elementary School

ADDRESS: 25 Amesti Road, Watsonville, CA 95076 PHONE: (831) 728-6250

PRINCIPAL: Erin Haley GRADE RANGE: K–5 SCHEDULE: Traditional

### TEACHERS AND STUDENTS

#### Teachers

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
Number of teachers (FTE)	21	20	26
Students per teacher	28	21	20
Average years of teaching experience	8	14	13
Teachers with one or two years of teaching experience	5%	8%	9%
Male teachers	10%	12%	14%
Full credential holders	90%	98%	98%
Trainee credential holders	0%	1%	2%
Emergency permit holders	10%	1%	1%

SOURCE: 2008 CBEDS data, California Dept. of Education. County and state averages represent elementary schools only. Because teachers can hold more than one type of credential, percentages rarely add up to 100 percent.

Our teachers bring an average of eight years of teaching experience to their classes. About 90 percent have a full credential. Statewide about 98 percent of elementary school teachers hold this credential.

#### Average Class Sizes

GRADE	OUR SCHOOL	COUNTY AVG	STATE AVG
Kindergarten	18	19	20
First grade	18	20	19
Second grade	19	19	19
Third grade	21	20	20
Fourth grade	30	27	28
Fifth grade	29	28	29

SOURCE: 2008 CBEDS data, California Dept. of Education. County and state averages represent elementary schools only.

Average class sizes at our school vary across grade levels from a low of 18 students to a high of 30 students. Our average class size for all classes schoolwide is 21 students. The average class size schoolwide for other elementary schools in the state is 22 students.

#### Students

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
Number of students	586	433	518
English Learners	69%	37%	32%
Low-income students	89%	49%	56%
Students whose parents attended/graduated college	14%	64%	55%

SOURCE: 2008 CBEDS data, California Dept. of Education. County and state averages represent elementary schools only.

The factors above may affect students' performance in school.

### KEEPING YOU INFORMED

A complete annual accountability report for our school is available on our district Web site. You can request printed copies of this report at our school or district office. For more information, contact the district at:

Pajaro Valley Unified School District  
294 Green Valley Rd.  
Watsonville, CA 95076  
(831) 786-2100

To view this report and the reports of other schools in our district online, please visit our Web site at:  
<http://www.pvusd.net>

This data is current as of September 2009 but is subject to change. Facts about teachers and students are from the census of early October 2008. Testing data is based on tests taken in the spring of 2009. The CDE issued API and AYP results in September 2009.

### ACADEMIC PERFORMANCE

#### California Standards Tests

This series of tests is based on what California students are expected to know and learn at each grade level. You'll find students' test scores summarized in five bands below. They range from the lowest scores on the left to the highest scores on the right. The top two bands—Proficient and Advanced—are expressed as a combined percentage. The scores for our students are compared with the scores of all students in California at the same grade level to help you see where we stand.

#### Student Proficiency

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

■ FAR BELOW BASIC ■ BELOW BASIC □ BASIC ■ PROFICIENT ■ ADVANCED

SUBJECT	PERCENT PROFICIENT OR HIGHER	LOW SCORES	HIGH SCORES
<b>English/Language Arts (Reading and Writing)</b>			
Our school	27%		
Calif. elementary schools	53%		
<b>Math</b>			
Our school	54%		
Calif. elementary schools	59%		
<b>Science</b>			
Our school	24%		
Calif. elementary schools	49%		

SOURCE: The scores for the California Standards Tests are from the spring 2009 test cycle. State averages represent elementary schools only.

### MEASURES OF ACADEMIC PROGRESS

We use two measures to track our school's academic achievement over time: the Academic Performance Index (API) and Adequate Yearly Progress (AYP). These measures combine test results differently and often provide differing views of student progress.

**ACADEMIC PERFORMANCE INDEX (API):** This is California's way of rating schools. Using student test scores, the API places schools on a scale from 200 to 1000. Our school's API was 683, compared with 792 for the average elementary school. The state expects schools to attain an API of 800 eventually.

**ADEQUATE YEARLY PROGRESS (AYP):** This is a federal measure that requires schools to meet test score goals schoolwide and for all subgroups\* of students. We met 15 out of 21 criteria for yearly progress. Because we fell short in six areas, we did not make AYP. Note that the number of criteria may vary from school to school.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX		FEDERAL AYP ADEQUATE YEARLY PROGRESS	
Met schoolwide growth target	No	Met AYP	No
Met growth target for prior school year	Yes	Met schoolwide test participation rate	Yes
API	683	Met schoolwide test score goals	No
Growth attained from prior year	-16	Met subgroup* test participation rate	Yes
Met subgroup* growth targets	No	Met subgroup* test score goals	No
		Met API for AYP	Yes
		Program improvement school	Yes

SOURCE: API growth score, 2009 test cycle. API and AYP current as of September 2009.  
\* Numerically significant groups, such as English Learners and ethnic groups, with separate API and AYP goals.  
NA: Data unavailable or unreported; statistically insignificant number of valid test scores; testing data under review; or school uses alternative accountability measures.



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# Ann Soldo Elementary School

**ADDRESS:** 1140 Menasco Drive, Watsonville, CA 95076 **PHONE:** (831) 786-1310

**PRINCIPAL:** Sylvia Mendez **GRADE RANGE:** K–5 **SCHEDULE:** Traditional

## TEACHERS AND STUDENTS

### Teachers

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
<b>Number of teachers (FTE)</b>	28	20	26
<b>Students per teacher</b>	22	21	20
<b>Average years of teaching experience</b>	6	14	13
<b>Teachers with one or two years of teaching experience</b>	29%	8%	9%
<b>Male teachers</b>	14%	12%	14%
<b>Full credential holders</b>	93%	98%	98%
<b>Trainee credential holders</b>	0%	1%	2%
<b>Emergency permit holders</b>	4%	1%	1%

SOURCE: 2008 CBEDS data, California Dept. of Education. County and state averages represent elementary schools only. Because teachers can hold more than one type of credential, percentages rarely add up to 100 percent.

Our teachers bring an average of six years of teaching experience to their classes. About 93 percent have a full credential. Statewide about 98 percent of elementary school teachers hold this credential.

### Average Class Sizes

GRADE	OUR SCHOOL	COUNTY AVG	STATE AVG
<b>Kindergarten</b>	19	19	20
<b>First grade</b>	20	20	19
<b>Second grade</b>	19	19	19
<b>Third grade</b>	18	20	20
<b>Fourth grade</b>	31	27	28
<b>Fifth grade</b>	33	28	29

SOURCE: 2008 CBEDS data, California Dept. of Education. County and state averages represent elementary schools only.

Average class sizes at our school vary across grade levels from a low of 18 students to a high of 33 students. Our average class size for all classes schoolwide is 21 students. The average class size schoolwide for other elementary schools in the state is 22 students.

### Students

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
<b>Number of students</b>	614	433	518
<b>English Learners</b>	71%	37%	32%
<b>Low-income students</b>	88%	49%	56%
<b>Students whose parents attended/graduated college</b>	35%	64%	55%

SOURCE: 2008 CBEDS data, California Dept. of Education. County and state averages represent elementary schools only.

The factors above may affect students' performance in school.

## KEEPING YOU INFORMED

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Pajaro Valley Unified School District  
294 Green Valley Rd.  
Watsonville, CA 95076  
(831) 786-2100

To view this report and the reports of other schools in our district online, please visit our Web site at:  
<http://www.pvUSD.net>

This data is current as of September 2009 but is subject to change. Facts about teachers and students are from the census of early October 2008. Testing data is based on tests taken in the spring of 2009. The CDE issued API and AYP results in September 2009.

## ACADEMIC PERFORMANCE

### California Standards Tests

This series of tests is based on what California students are expected to know and learn at each grade level. You'll find students' test scores summarized in five bands below. They range from the lowest scores on the left to the highest scores on the right. The top two bands—Proficient and Advanced—are expressed as a combined percentage. The scores for our students are compared with the scores of all students in California at the same grade level to help you see where we stand.

### Student Proficiency

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

SUBJECT	PERCENT PROFICIENT OR HIGHER	LOW SCORES	HIGH SCORES
<b>English/Language Arts (Reading and Writing)</b>			
Our school	19%		
Calif. elementary schools	53%		
<b>Math</b>			
Our school	43%		
Calif. elementary schools	59%		
<b>Science</b>			
Our school	14%		
Calif. elementary schools	49%		

SOURCE: The scores for the California Standards Tests are from the spring 2009 test cycle. State averages represent elementary schools only.

## MEASURES OF ACADEMIC PROGRESS

We use two measures to track our school's academic achievement over time: the Academic Performance Index (API) and Adequate Yearly Progress (AYP). These measures combine test results differently and often provide differing views of student progress.

**ACADEMIC PERFORMANCE INDEX (API):** This is California's way of rating schools. Using student test scores, the API places schools on a scale from 200 to 1000. Our school's API was 635, compared with 792 for the average elementary school. The state expects schools to attain an API of 800 eventually.

**ADEQUATE YEARLY PROGRESS (AYP):** This is a federal measure that requires schools to meet test score goals schoolwide and for all subgroups\* of students. We met ten out of 21 criteria for yearly progress. Because we fell short in 11 areas, we did not make AYP. Note that the number of criteria may vary from school to school.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX		FEDERAL AYP ADEQUATE YEARLY PROGRESS	
Met schoolwide growth target	No	Met AYP	No
Met growth target for prior school year	No	Met schoolwide test participation rate	Yes
API	635	Met schoolwide test score goals	No
Growth attained from prior year	-42	Met subgroup* test participation rate	Yes
Met subgroup* growth targets	No	Met subgroup* test score goals	No
		Met API for AYP	No
		Program improvement school	Yes

SOURCE: API growth score, 2008 test cycle. API and AYP current as of September 2009.  
\* Numerically significant groups, such as English Learners and ethnic groups, with separate API and AYP goals.  
N/A: Data unavailable or unreported; statistically insignificant number of valid test scores; testing data under review; or school uses alternative accountability measures.





# School Fact Sheet, 2008-2009

## PAJARO VALLEY UNIFIED SCHOOL DISTRICT

# Aptos High School

**ADDRESS:** 100 Mariner Way, Aptos, CA 95003 **PHONE:** (831) 688-6565  
**PRINCIPAL:** Casey O'Brien **GRADE RANGE:** 9-12 **SCHEDULE:** Traditional

## TEACHERS AND STUDENTS

### Teachers

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
Number of teachers (FTE)	58	29	47
Students per teacher	23	23	23
Average years of teaching experience	13	14	13
Teachers with one or two years of teaching experience	7%	9%	12%
Full credential holders	98%	95%	94%
Trainee credential holders	0%	3%	5%
Emergency permit holders	2%	2%	3%

SOURCE: 2008 CBEDS data, California Dept. of Education. County and state averages represent high schools only. Because teachers can hold more than one type of credential, percentages rarely add up to 100 percent.

Our teachers bring an average of 13 years of teaching experience to their classes. About 98 percent have a full credential. Statewide about 94 percent of high school teachers hold this credential.

### Average Class Sizes

CORE COURSE	OUR SCHOOL	COUNTY AVG	STATE AVG
English	28	24	25
History/social science	30	26	29
Math	29	24	27
Science	30	26	28

SOURCE: 2008 CBEDS data, California Dept. of Education. County and state averages represent high schools only.

The average class size of core courses varies at our school from a low of 28 students to a high of 30 students. Our average class size for all classes schoolwide is 29 students. The average class size schoolwide for other high schools in the state is 28 students.

### Students

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
Number of students	1,341	665	1,082
English Learners	6%	13%	15%
Low-income students	17%	32%	46%
Students whose parents attended/graduated college	77%	72%	56%

SOURCE: 2008 CBEDS data, California Dept. of Education. County and state averages represent high schools only.

The factors above may affect students' performance in school.

## COLLEGE PREPARATION

Three factors indicate how effectively we prepare students for college: whether students are taking the courses required for college admission, whether the school offers Advanced Placement (AP) courses, and where students ultimately enroll in the state's public college system.

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
2008 graduates meeting UC or CSU course requirements	82%	50%	36%
AP exams passed per 100 juniors and seniors (2008)	45	24	27
2007 graduates attending UC	8%	9%	8%
2007 graduates attending CSU	17%	12%	13%
2007 graduates attending community colleges	5%	5%	30%

SOURCE: 2008 CBEDS data, California Dept. of Education, California Postsecondary Education Commission. County and state averages represent high schools only.

Information in this report changes throughout the year. A complete annual accountability report is available from our school or district office, and on our district Web site: <http://www.pvusd.net>

## ACADEMIC PERFORMANCE

### California Standards Tests

This series of tests is based on what California students are expected to know and learn at each grade level.

### Student Proficiency

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

SUBJECT	PERCENT PROFICIENT OR HIGHER	LOW SCORES	HIGH SCORES
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### English/Language Arts (Reading and Writing)

Our school	60%	
Calif. high schools	46%	

### Geometry

Our school	25%	
Calif. high schools	24%	

### US History

Our school	63%	
Calif. high schools	47%	

### Biology

Our school	60%	
Calif. high schools	42%	

### Life Science (Tenth Grade)

Our school	63%	
Calif. high schools	45%	

SOURCE: The scores for the California Standards Tests are from the spring 2009 test cycle. State averages represent high schools only.

## MEASURES OF ACADEMIC PROGRESS

**ACADEMIC PERFORMANCE INDEX (API):** This is California's way of rating schools. Using student test scores, the API places schools on a scale from 200 to 1000. Our school's API was 779, compared with 712 for the average high school. The state expects schools to attain an API of 800 eventually.

**ADEQUATE YEARLY PROGRESS (AYP):** This is a federal measure that requires schools to meet test score goals schoolwide and for all subgroups\* of students. We met 13 out of 14 criteria for yearly progress. Because we fell short in one area, we did not make AYP. Note that the number of criteria may vary from school to school.

CALIFORNIA API		FEDERAL AYP	
ACADEMIC PERFORMANCE INDEX		ADEQUATE YEARLY PROGRESS	
Met schoolwide growth target	Yes	Met AYP	No
Met growth target for prior school year	No	Met schoolwide test participation rate	Yes
API	779	Met schoolwide test score goals	Yes
Growth attained from prior year	+23	Met subgroup* test participation rate	Yes
Met subgroup* growth targets	No	Met subgroup* test score goals	Yes
		Met API for AYP	Yes
		Met graduation rate	No
		Program improvement school	No

SOURCE: API growth score, 2009 test cycle; API and AYP current as of September 2009.  
 \* Numerically significant groups, such as English Learners and ethnic groups, with separate API and AYP goals.  
 N/A Data unavailable or unreported; statistically insignificant number of valid test scores; testing data under review, or school uses alternative accountability measures.



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## School Fact Sheet, 2008–2009

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

# Aptos Junior High School

ADDRESS: 1001 Huntington Drive, Aptos, CA 95003 PHONE: (831) 688-3235

PRINCIPAL: Brian Saxton GRADE RANGE: 7–8 SCHEDULE: Traditional

### TEACHERS AND STUDENTS

#### Teachers

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
Number of teachers (FTE)	24	20	28
Students per teacher	30	22	22
Average years of teaching experience	17	13	12
Teachers with one or two years of teaching experience	0%	12%	12%
Full credential holders	96%	94%	95%
Trainee credential holders	0%	3%	4%
Emergency permit holders	0%	3%	2%

SOURCE: 2008 CBEDS data, California Dept. of Education. County and state averages represent middle schools only. Because teachers can hold more than one type of credential, percentages rarely add up to 100 percent.

Our teachers bring an average of 17 years of teaching experience to their classes. About 96 percent have a full credential. Statewide about 95 percent of middle school teachers hold this credential.

#### Average Class Sizes

CORE COURSE	OUR SCHOOL	COUNTY AVG	STATE AVG
English	30	24	25
History/social science	30	26	28
Math	29	25	27
Science	30	26	28

SOURCE: 2008 CBEDS data, California Dept. of Education. County and state averages represent middle schools only.

The average class size of core courses varies at our school from a low of 29 students to a high of 30 students. Our average class size for all classes schoolwide is 30 students. The average class size schoolwide for other middle schools in the state is 27 students.

#### Students

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
Number of students	722	453	605
English Learners	7%	21%	20%
Low-income students	21%	42%	55%
Students whose parents attended/graduated college	81%	67%	55%

SOURCE: 2008 CBEDS data, California Dept. of Education. County and state averages represent middle schools only.

The factors above may affect students' performance in school.

### KEEPING YOU INFORMED

A complete annual accountability report for our school is available on our district Web site. You can request printed copies of this report at our school or district office. For more information, contact the district at:

Pajaro Valley Unified School District  
294 Green Valley Rd.  
Watsonville, CA 95076  
(831) 786-2100

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### ACADEMIC PERFORMANCE

#### California Standards Tests

This series of tests is based on what California students are expected to know and learn at each grade level.

#### Student Proficiency

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

■ FAR BELOW BASIC ■ BELOW BASIC ○ BASIC ■ PROFICIENT ■ ADVANCED

SUBJECT	PERCENT PROFICIENT OR HIGHER	LOW SCORES	HIGH SCORES
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#### English/Language Arts (Reading and Writing)

Our school	71%	
Calif. middle schools	50%	

#### Math (excluding Algebra)

Our school	45%	
Calif. middle schools	44%	

#### Algebra

Our school	30%	
Calif. middle schools	45%	

#### History/Social Science

Our school	52%	
Calif. middle schools	42%	

#### Science

Our school	79%	
Calif. middle schools	54%	

SOURCE: The scores for the California Standards Tests are from the spring 2009 test cycle. State averages represent middle schools only.

### MEASURES OF ACADEMIC PROGRESS

We use two measures to track our school's academic achievement over time: the Academic Performance Index (API) and Adequate Yearly Progress (AYP). These measures combine test results differently and often provide differing views of student progress.

**ACADEMIC PERFORMANCE INDEX (API):** This is California's way of rating schools. Using student test scores, the API places schools on a scale from 200 to 1000. Our school's API was 827, compared with 760 for the average middle school. The state expects schools to attain an API of 800 eventually.

**ADEQUATE YEARLY PROGRESS (AYP):** This is a federal measure that requires schools to meet test score goals schoolwide and for all subgroups\* of students. We met 15 out of 17 criteria for yearly progress. Because we fell short in two areas, we did not make AYP. Note that the number of criteria may vary from school to school.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX		FEDERAL AYP ADEQUATE YEARLY PROGRESS	
Met schoolwide growth target	Yes	Met AYP	No
Met growth target for prior school year	Yes	Met schoolwide test participation rate	Yes
API	827	Met schoolwide test score goals	Yes
Growth attained from prior year	+6	Met subgroup* test participation rate	Yes
Met subgroup* growth targets	Yes	Met subgroup* test score goals	No
		Met API for AYP	Yes
		Program Improvement school	No

SOURCE: API growth score, 2009 test cycle. API and AYP current as of September 2009.  
\* Numerically significant groups, such as English Learners and ethnic groups, with separate API and AYP goals.  
N/A Data unavailable or unreported; statistically insignificant number of valid test scores; testing data under review; or school uses alternative accountability measures.



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# Bradley Elementary School

**ADDRESS:** 321 Corralitos Road, Watsonville, CA 95076 **PHONE:** (831) 728-6366

**PRINCIPAL:** Kathy Arola **GRADE RANGE:** K–6 **SCHEDULE:** Traditional

## TEACHERS AND STUDENTS

### Teachers

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
Number of teachers (FTE)	27	20	26
Students per teacher	20	21	20
Average years of teaching experience	12	14	13
Teachers with one or two years of teaching experience	15%	8%	9%
Male teachers	11%	12%	14%
Full credential holders	100%	98%	98%
Trainee credential holders	0%	1%	2%
Emergency permit holders	0%	1%	1%

SOURCE: 2008 CBEDS data, California Dept. of Education. County and state averages represent elementary schools only. Because teachers can hold more than one type of credential, percentages rarely add up to 100 percent.

Our teachers bring an average of 12 years of teaching experience to their classes. All of our teachers have a full credential. Statewide about 98 percent of elementary school teachers hold this credential.

### Average Class Sizes

GRADE	OUR SCHOOL	COUNTY AVG	STATE AVG
Kindergarten	20	19	20
First grade	20	20	19
Second grade	21	19	19
Third grade	19	20	20
Fourth grade	27	27	28
Fifth grade	31	28	29
Sixth grade	32	29	29

SOURCE: 2008 CBEDS data, California Dept. of Education. County and state averages represent elementary schools only.

Average class sizes at our school vary across grade levels from a low of 19 students to a high of 32 students. Our average class size for all classes schoolwide is 22 students. The average class size schoolwide for other elementary schools in the state is 22 students.

### Students

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
Number of students	546	433	518
English Learners	24%	37%	32%
Low-income students	35%	49%	56%
Students whose parents attended/graduated college	70%	64%	55%

SOURCE: 2008 CBEDS data, California Dept. of Education. County and state averages represent elementary schools only.

The factors above may affect students' performance in school.

## KEEPING YOU INFORMED

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Pajaro Valley Unified School District  
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Watsonville, CA 95076  
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## ACADEMIC PERFORMANCE

### California Standards Tests

This series of tests is based on what California students are expected to know and learn at each grade level. You'll find students' test scores summarized in five bands below. They range from the lowest scores on the left to the highest scores on the right. The top two bands—Proficient and Advanced—are expressed as a combined percentage. The scores for our students are compared with the scores of all students in California at the same grade level to help you see where we stand.

### Student Proficiency

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

SUBJECT	PERCENT PROFICIENT OR HIGHER	LOW SCORES	HIGH SCORES
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### English/Language Arts (Reading and Writing)

Our school	58%		
Calif. elementary schools	53%		

### Math

Our school	68%		
Calif. elementary schools	59%		

### Science

Our school	54%		
Calif. elementary schools	49%		

SOURCE: The scores for the California Standards Tests are from the spring 2009 test cycle. State averages represent elementary schools only.

## MEASURES OF ACADEMIC PROGRESS

We use two measures to track our school's academic achievement over time: the Academic Performance Index (API) and Adequate Yearly Progress (AYP). These measures combine test results differently and often provide differing views of student progress.

**ACADEMIC PERFORMANCE INDEX (API):** This is California's way of rating schools. Using student test scores, the API places schools on a scale from 200 to 1000. Our school's API was 819, compared with 792 for the average elementary school. The state expects schools to attain an API of 800 eventually.

**ADEQUATE YEARLY PROGRESS (AYP):** This is a federal measure that requires schools to meet test score goals schoolwide and for all subgroups\* of students. We met 19 out of 21 criteria for yearly progress. Because we fell short in two areas, we did not make AYP. Note that the number of criteria may vary from school to school.

CALIFORNIA API	FEDERAL AYP
ACADEMIC PERFORMANCE INDEX	ADEQUATE YEARLY PROGRESS
Met schoolwide growth target	Yes
Met growth target for prior school year	Yes
API	819
Growth attained from prior year	+7
Met subgroup* growth targets	No
Met AYP	No
Met schoolwide test participation rate	Yes
Met schoolwide test score goals	Yes
Met subgroup* test participation rate	Yes
Met subgroup* test score goals	No
Met API for AYP	Yes
Program Improvement school	No

SOURCE: API growth score, 2009 test cycle, API and AYP current as of September 2009.  
\* Numerically significant groups, such as English Learners and ethnic groups, with separate API and AYP goals.  
N/A: Data unavailable or unreported; statistically insignificant number of valid test scores; testing data under review; or school uses alternative accountability measures.



# Calabasas Elementary School

**ADDRESS:** 202 Calabasas Road, Watsonville, CA 95076 **PHONE:** (831) 728-6368

**PRINCIPAL:** Terry Eastman **GRADE RANGE:** K–6 **SCHEDULE:** Traditional

## TEACHERS AND STUDENTS

### Teachers

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
Number of teachers (FTE)	31	20	26
Students per teacher	21	21	20
Average years of teaching experience	10	14	13
Teachers with one or two years of teaching experience	19%	8%	9%
Male teachers	13%	12%	14%
Full credential holders	97%	98%	98%
Trainee credential holders	0%	1%	2%
Emergency permit holders	3%	1%	1%

SOURCE: 2008 CBEDS data, California Dept. of Education. County and state averages represent elementary schools only. Because teachers can hold more than one type of credential, percentages rarely add up to 100 percent.

Our teachers bring an average of ten years of teaching experience to their classes. About 97 percent have a full credential. Statewide about 98 percent of elementary school teachers hold this credential.

### Average Class Sizes

GRADE	OUR SCHOOL	COUNTY AVG	STATE AVG
Kindergarten	18	19	20
First grade	16	20	19
Second grade	21	19	19
Third grade	18	20	20
Fourth grade	32	27	28
Fifth grade	29	28	29
Sixth grade	30	29	29

SOURCE: 2008 CBEDS data, California Dept. of Education. County and state averages represent elementary schools only.

Average class sizes at our school vary across grade levels from a low of 16 students to a high of 32 students. Our average class size for all classes schoolwide is 20 students. The average class size schoolwide for other elementary schools in the state is 22 students.

### Students

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
Number of students	639	433	518
English Learners	67%	37%	32%
Low-income students	92%	49%	56%
Students whose parents attended/graduated college	20%	64%	55%

SOURCE: 2008 CBEDS data, California Dept. of Education. County and state averages represent elementary schools only.

The factors above may affect students' performance in school.

## KEEPING YOU INFORMED

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294 Green Valley Rd.  
Watsonville, CA 95076  
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## ACADEMIC PERFORMANCE

### California Standards Tests

This series of tests is based on what California students are expected to know and learn at each grade level. You'll find students' test scores summarized in five bands below. They range from the lowest scores on the left to the highest scores on the right. The top two bands—Proficient and Advanced—are expressed as a combined percentage. The scores for our students are compared with the scores of all students in California at the same grade level to help you see where we stand.

### Student Proficiency

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

■ FAR BELOW BASIC ■ BELOW BASIC ○ BASIC ■ PROFICIENT ■ ADVANCED

SUBJECT	PERCENT PROFICIENT OR HIGHER	LOW SCORES	HIGH SCORES
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### English/Language Arts (Reading and Writing)

Our school	21%		
Calif. elementary schools	53%		

### Math

Our school	39%		
Calif. elementary schools	59%		

### Science

Our school	23%		
Calif. elementary schools	49%		

SOURCE: The scores for the California Standards Tests are from the spring 2009 test cycle. State averages represent elementary schools only.

## MEASURES OF ACADEMIC PROGRESS

We use two measures to track our school's academic achievement over time: the Academic Performance Index (API) and Adequate Yearly Progress (AYP). These measures combine test results differently and often provide differing views of student progress.

**ACADEMIC PERFORMANCE INDEX (API):** This is California's way of rating schools. Using student test scores, the API places schools on a scale from 200 to 1000. Our school's API was 650, compared with 792 for the average elementary school. The state expects schools to attain an API of 800 eventually.

**ADEQUATE YEARLY PROGRESS (AYP):** This is a federal measure that requires schools to meet test score goals schoolwide and for all subgroups\* of students. We met 12 out of 21 criteria for yearly progress. Because we fell short in nine areas, we did not make AYP. Note that the number of criteria may vary from school to school.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX		FEDERAL AYP ADEQUATE YEARLY PROGRESS	
Met schoolwide growth target	No	Met AYP	No
Met growth target for prior school year	Yes	Met schoolwide test participation rate	Yes
API	650	Met schoolwide test score goals	No
Growth attained from prior year	-22	Met subgroup* test participation rate	Yes
Met subgroup* growth targets	No	Met subgroup* test score goals	No
		Met API for AYP	Yes
		Program improvement school	Yes

SOURCE: API growth score, 2008 test cycle. API and AYP current as of September 2009.  
\* Numerically significant groups, such as English Learners and ethnic groups, with separate API and AYP goals.  
N/A Data unavailable or unreported; statistically insignificant number of valid test scores; testing data under review; or school uses alternative accountability measures.



PAJARO VALLEY UNIFIED SCHOOL DISTRICT

# Ceiba College Preparatory Academy

**ADDRESS:** 280 Main Street, Watsonville, CA 95076 **PHONE:** (831) 728-6208

**PRINCIPAL:** Tom Brown    **GRADE RANGE:** 6-8    **SCHEDULE:** Traditional

## TEACHERS AND STUDENTS

## Teachers

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
<b>Number of teachers (FTE)</b>	5	20	28
<b>Students per teacher</b>	29	22	22
<b>Average years of teaching experience</b>	2	13	12
<b>Teachers with one or two years of teaching experience</b>	100%	12%	12%
<b>Full credential holders</b>	20%	94%	95%
<b>Trainee credential holders</b>	0%	3%	4%
<b>Emergency permit holders</b>	80%	3%	2%

SOURCE: 2008 CBEDS data, California Dept. of Education. County and state averages represent middle schools only. Because teachers can hold more than one type of credential, percentages rarely add up to 100 percent.

Our teachers bring an average of two years of teaching experience to their classes. About 20 percent have a full credential. Statewide about 95 percent of middle school teachers hold this credential.

### Average Class Sizes

CORE COURSE	OUR SCHOOL	COUNTY AVG	STATE AVG
<b>English</b>	N/A	24	25
<b>History/social science</b>	N/A	26	28
<b>Math</b>	N/A	25	27
<b>Science</b>	N/A	26	28

SOURCE: 2008 CBEDS data, California Dept. of Education. County and state averages represent middle schools only.

Our average class size for all classes schoolwide is ten students. The average class size schoolwide for other middle schools in the state is 27 students.

## Students

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
<b>Number of students</b>	145	453	605
<b>English Learners</b>	30%	21%	20%
<b>Low-income students</b>	N/A	42%	55%
<b>Students whose parents attended/graduated college</b>	46%	67%	55%

SOURCE: 2008 CBEDS data, California Dept. of Education. County and state averages represent middle schools only.

The factors above may affect students' performance in school.

## KEEPING YOU INFORMED

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Pajaro Valley Unified School District  
294 Green Valley Rd.  
Watsonville, CA 95076  
(831) 786-2100

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<http://www.pvusd.net>

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## ACADEMIC PERFORMANCE

## California Standards Tests

This series of tests is based on what California students are expected to know and learn at each grade level.

### Student Proficiency

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

SUBJECT	PERCENT PROFICIENT OR HIGHER	LOW SCORES	HIGH SCORES
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## English/Language Arts (Reading and Writing)

Our school	48%	
Calif. middle schools	50%	

## Math (excluding Algebra)

Our school	30%	
Calif. middle schools	44%	


## Algebra

Our school	N/A	NO DATA AVAILABLE
Calif. middle schools	45%	

### History/Social Science

Our school	N/A	NO DATA AVAILABLE
Calif. middle schools	42%	

## Science

Our school	N/A	NO DATA AVAILABLE
Calif. middle schools	54%	

**SOURCE:** The scores for the California Standards Tests are from the spring 2009 test cycle. State averages represent middle schools only.

## MEASURES OF ACADEMIC PROGRESS

We use two measures to track our school's academic achievement over time: the Academic Performance Index (API) and Adequate Yearly Progress (AYP). These measures combine test results differently and often provide differing views of student progress.

**ACADEMIC PERFORMANCE INDEX (API):** This is California's way of rating schools. Using student test scores, the API places schools on a scale from 200 to 1000. Our school's API was 775, compared with 760 for the average middle school. The state expects schools to attain an API of 800 eventually.

**ADEQUATE YEARLY PROGRESS (AYP):** This is a federal measure that requires schools to meet test score goals schoolwide and for all subgroups of students. We met nine out of 13 criteria for yearly progress. Because we fell short in four areas, we did not make AYP. Note that the number of criteria may vary from school to school.

CALIFORNIA <b>API</b> ACADEMIC PERFORMANCE INDEX	
Met schoolwide growth target	N/A
Met growth target for prior school year	N/A
API	775
Growth attained from prior year	N/A
Met subgroup* growth targets	N/A

FEDERAL <b>AYP</b> ADEQUATE YEARLY PROGRESS	
Met AYP	No
Met schoolwide test participation rate	Yes
Met schoolwide test score goals	No
Met subgroup* test participation rate	Yes
Met subgroup* test score goals	No
Met API for AYP	Yes
Program Improvement school	No

SOURCE: API growth score, 2009 test cycle; API and AYP current as of September 2009.  
 \* Numerically significant groups, such as English Learners and ethnic groups, with separate API and AYP goals.  
 N/A Data unavailable or unreported; statistically insignificant number of valid test scores; testing data under review, or school uses alternative accountability measures.





## School Fact Sheet, 2008–2009

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

# Cesar E. Chavez Middle School

ADDRESS: 440 Arthur Road, Watsonville, CA 95076 PHONE: (831) 761-7699

PRINCIPAL: Ian MacGregor GRADE RANGE: 6–8 SCHEDULE: Traditional

### TEACHERS AND STUDENTS

#### Teachers

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
Number of teachers (FTE)	22	20	28
Students per teacher	26	22	22
Average years of teaching experience	7	13	12
Teachers with one or two years of teaching experience	5%	12%	12%
Full credential holders	100%	94%	95%
Trainee credential holders	0%	3%	4%
Emergency permit holders	0%	3%	2%

SOURCE: 2008 CBEDS data, California Dept. of Education. County and state averages represent middle schools only. Because teachers can hold more than one type of credential, percentages rarely add up to 100 percent.

Our teachers bring an average of seven years of teaching experience to their classes. All of our teachers have a full credential. Statewide about 95 percent of middle school teachers hold this credential.

#### Average Class Sizes

CORE COURSE	OUR SCHOOL	COUNTY AVG	STATE AVG
English	30	24	25
History/social science	30	26	28
Math	30	25	27
Science	30	26	28

SOURCE: 2008 CBEDS data, California Dept. of Education. County and state averages represent middle schools only.

Our average class size for all classes schoolwide is 31 students. The average class size schoolwide for other middle schools in the state is 27 students.

#### Students

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
Number of students	566	453	605
English Learners	44%	21%	20%
Low-income students	79%	42%	55%
Students whose parents attended/graduated college	22%	67%	55%

SOURCE: 2008 CBEDS data, California Dept. of Education. County and state averages represent middle schools only.

The factors above may affect students' performance in school.

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### ACADEMIC PERFORMANCE

#### California Standards Tests

This series of tests is based on what California students are expected to know and learn at each grade level.

#### Student Proficiency

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

SUBJECT	PERCENT PROFICIENT OR HIGHER	LOW SCORES	HIGH SCORES
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#### English/Language Arts (Reading and Writing)

Our school	31%	
Calif. middle schools	50%	

#### Math (excluding Algebra)

Our school	28%	
Calif. middle schools	44%	

#### Algebra

Our school	51%	
Calif. middle schools	45%	

#### History/Social Science

Our school	27%	
Calif. middle schools	42%	

#### Science

Our school	54%	
Calif. middle schools	54%	

SOURCE: The scores for the California Standards Tests are from the spring 2009 test cycle. State averages represent middle schools only.

### MEASURES OF ACADEMIC PROGRESS

We use two measures to track our school's academic achievement over time: the Academic Performance Index (API) and Adequate Yearly Progress (AYP). These measures combine test results differently and often provide differing views of student progress.

**ACADEMIC PERFORMANCE INDEX (API):** This is California's way of rating schools. Using student test scores, the API places schools on a scale from 200 to 1000. Our school's API was 682, compared with 760 for the average middle school. The state expects schools to attain an API of 800 eventually.

**ADEQUATE YEARLY PROGRESS (AYP):** This is a federal measure that requires schools to meet test score goals schoolwide and for all subgroups\* of students. We met 11 out of 21 criteria for yearly progress. Because we fell short in ten areas, we did not make AYP. Note that the number of criteria may vary from school to school.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX		FEDERAL AYP ADEQUATE YEARLY PROGRESS	
Met schoolwide growth target	No	Met AYP	No
Met growth target for prior school year	Yes	Met schoolwide test participation rate	Yes
API	682	Met schoolwide test score goals	No
Growth attained from prior year	-23	Met subgroup* test participation rate	Yes
Met subgroup* growth targets	No	Met subgroup* test score goals	No
		Met API for AYP	Yes
		Program Improvement school	Yes

SOURCE: API growth score, 2009 test cycle. API and AYP current as of September 2009.  
\* Numerically significant groups, such as English Learners and ethnic groups, with separate API and AYP goals.  
N/A Data unavailable or unreported; statistically insignificant number of valid test scores; testing data under review, or school uses alternative accountability measures.



## School Fact Sheet, 2008-2009

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

# E. A. Hall Middle School

**ADDRESS:** 201 Brewington Avenue, Watsonville, CA 95076 **PHONE:** (831) 728-6270

**PRINCIPAL:** Artemisa Cortez **GRADE RANGE:** 6-8 **SCHEDULE:** Traditional

### TEACHERS AND STUDENTS

#### Teachers

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
Number of teachers (FTE)	30	20	28
Students per teacher	21	22	22
Average years of teaching experience	14	13	12
Teachers with one or two years of teaching experience	3%	12%	12%
Full credential holders	93%	94%	95%
Trainee credential holders	0%	3%	4%
Emergency permit holders	3%	3%	2%

SOURCE: 2008 CBEDS data, California Dept. of Education. County and state averages represent middle schools only, because teachers can hold more than one type of credential, percentages rarely add up to 100 percent.

Our teachers bring an average of 14 years of teaching experience to their classes. About 93 percent have a full credential. Statewide about 95 percent of middle school teachers hold this credential.

#### Average Class Sizes

CORE COURSE	OUR SCHOOL	COUNTY AVG	STATE AVG
English	30	24	25
History/social science	31	26	28
Math	30	25	27
Science	30	26	28

SOURCE: 2008 CBEDS data, California Dept. of Education. County and state averages represent middle schools only.

The average class size of core courses varies at our school from a low of 30 students to a high of 31 students. Our average class size for all classes schoolwide is 32 students. The average class size schoolwide for other middle schools in the state is 27 students.

#### Students

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
Number of students	620	453	605
English Learners	46%	21%	20%
Low-income students	82%	42%	55%
Students whose parents attended/graduated college	18%	67%	55%

SOURCE: 2008 CBEDS data, California Dept. of Education. County and state averages represent middle schools only.

The factors above may affect students' performance in school.

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### ACADEMIC PERFORMANCE

#### California Standards Tests

This series of tests is based on what California students are expected to know and learn at each grade level.

#### Student Proficiency

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

SUBJECT	PERCENT PROFICIENT OR HIGHER	LOW SCORES	HIGH SCORES
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#### English/Language Arts (Reading and Writing)

Our school	20%	
Calif. middle schools	50%	

#### Math (excluding Algebra)

Our school	19%	
Calif. middle schools	44%	

#### Algebra

Our school	32%	
Calif. middle schools	45%	

#### History/Social Science

Our school	12%	
Calif. middle schools	42%	

#### Science

Our school	20%	
Calif. middle schools	54%	

SOURCE: The scores for the California Standards Tests are from the spring 2009 test cycle. State averages represent middle schools only.

### MEASURES OF ACADEMIC PROGRESS

We use two measures to track our school's academic achievement over time: the Academic Performance Index (API) and Adequate Yearly Progress (AYP). These measures combine test results differently and often provide differing views of student progress.

**ACADEMIC PERFORMANCE INDEX (API):** This is California's way of rating schools. Using student test scores, the API places schools on a scale from 200 to 1000. Our school's API was 596, compared with 760 for the average middle school. The state expects schools to attain an API of 800 eventually.

**ADEQUATE YEARLY PROGRESS (AYP):** This is a federal measure that requires schools to meet test score goals schoolwide and for all subgroups\* of students. We met ten out of 21 criteria for yearly progress. Because we fell short in 11 areas, we did not make AYP. Note that the number of criteria may vary from school to school.

CALIFORNIA API		FEDERAL AYP	
ACADEMIC PERFORMANCE INDEX		ADEQUATE YEARLY PROGRESS	
Met schoolwide growth target	No	Met AYP	No
Met growth target for prior school year	No	Met schoolwide test participation rate	Yes
API	596	Met schoolwide test score goals	No
Growth attained from prior year	-48	Met subgroup* test participation rate	Yes
Met subgroup* growth targets	No	Met subgroup* test score goals	No
		Met API for AYP	No
		Program improvement school	Yes

SOURCE: API growth score, 2009 test cycle. API and AYP current as of September 2009.  
\* Numerically significant groups, such as English Learners and ethnic groups, with separate API and AYP goals.  
N/A: Data unavailable or unreported; statistically insignificant number of valid test scores; testing data under review; or school uses alternative accountability measures.



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## School Fact Sheet, 2008–2009

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

# Freedom Elementary School

**ADDRESS:** 25 Holly Drive, Freedom, CA 95019 **PHONE:** (831) 728-6260

**PRINCIPAL:** Jean Gottlob **GRADE RANGE:** K–5 **SCHEDULE:** Traditional

### TEACHERS AND STUDENTS

#### Teachers

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
Number of teachers (FTE)	22	20	26
Students per teacher	28	21	20
Average years of teaching experience	14	14	13
Teachers with one or two years of teaching experience	0%	8%	9%
Male teachers	23%	12%	14%
Full credential holders	95%	98%	98%
Trainee credential holders	0%	1%	2%
Emergency permit holders	5%	1%	1%

SOURCE: 2008 CBEDS data, California Dept. of Education. County and state averages represent elementary schools only. Because teachers can hold more than one type of credential, percentages rarely add up to 100 percent.

Our teachers bring an average of 14 years of teaching experience to their classes. About 95 percent have a full credential. Statewide about 98 percent of elementary school teachers hold this credential.

#### Average Class Sizes

GRADE	OUR SCHOOL	COUNTY AVG	STATE AVG
Kindergarten	22	19	20
First grade	19	20	19
Second grade	20	19	19
Third grade	20	20	20
Fourth grade	22	27	28
Fifth grade	27	28	29

SOURCE: 2008 CBEDS data, California Dept. of Education. County and state averages represent elementary schools only.

Average class sizes at our school vary across grade levels from a low of 19 students to a high of 27 students. Our average class size for all classes schoolwide is 21 students. The average class size schoolwide for other elementary schools in the state is 22 students.

#### Students

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
Number of students	619	433	518
English Learners	77%	37%	32%
Low-income students	93%	49%	56%
Students whose parents attended/graduated college	23%	64%	55%

SOURCE: 2008 CBEDS data, California Dept. of Education. County and state averages represent elementary schools only.

The factors above may affect students' performance in school.

### KEEPING YOU INFORMED

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Watsonville, CA 95076  
(831) 786-2100

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### ACADEMIC PERFORMANCE

#### California Standards Tests

This series of tests is based on what California students are expected to know and learn at each grade level. You'll find students' test scores summarized in five bands below. They range from the lowest scores on the left to the highest scores on the right. The top two bands—Proficient and Advanced—are expressed as a combined percentage. The scores for our students are compared with the scores of all students in California at the same grade level to help you see where we stand.

#### Student Proficiency

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

SUBJECT	PERCENT PROFICIENT OR HIGHER	LOW SCORES	HIGH SCORES
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#### English/Language Arts (Reading and Writing)

Our school	30%		
Calif. elementary schools	53%		

#### Math

Our school	56%		
Calif. elementary schools	59%		

#### Science

Our school	17%		
Calif. elementary schools	49%		

SOURCE: The scores for the California Standards Tests are from the spring 2009 test cycle. State averages represent elementary schools only.

### MEASURES OF ACADEMIC PROGRESS

We use two measures to track our school's academic achievement over time: the Academic Performance Index (API) and Adequate Yearly Progress (AYP). These measures combine test results differently and often provide differing views of student progress.

**ACADEMIC PERFORMANCE INDEX (API):** This is California's way of rating schools. Using student test scores, the API places schools on a scale from 200 to 1000. Our school's API was 694, compared with 792 for the average elementary school. The state expects schools to attain an API of 800 eventually.

**ADEQUATE YEARLY PROGRESS (AYP):** This is a federal measure that requires schools to meet test score goals schoolwide and for all subgroups\* of students. We met 16 out of 21 criteria for yearly progress. Because we fell short in five areas, we did not make AYP. Note that the number of criteria may vary from school to school.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX		FEDERAL AYP ADEQUATE YEARLY PROGRESS	
Met schoolwide growth target	Yes	Met AYP	No
Met growth target for prior school year	Yes	Met schoolwide test participation rate	Yes
API	694	Met schoolwide test score goals	No
Growth attained from prior year	+8	Met subgroup* test participation rate	Yes
Met subgroup* growth targets	No	Met subgroup* test score goals	No
		Met API for AYP	Yes
		Program improvement school	Yes

SOURCE: API growth score, 2009 test cycle. API and AYP current as of September 2009.  
\* Numerically significant groups, such as English Learners and ethnic groups, with separate API and AYP goals.  
N/A: Data unavailable or unreported; statistically insignificant number of valid test scores; testing data under review; or school uses alternative accountability measures.



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## School Fact Sheet, 2008–2009

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

# H. A. Hyde Elementary School

**ADDRESS:** 125 Alta Vista Street, Watsonville, CA 95076 **PHONE:** (831) 728-6243

**PRINCIPAL:** Brett Knupfer **GRADE RANGE:** K–5 **SCHEDULE:** Traditional

### TEACHERS AND STUDENTS

#### Teachers

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
Number of teachers (FTE)	30	20	26
Students per teacher	20	21	20
Average years of teaching experience	12	14	13
Teachers with one or two years of teaching experience	10%	8%	9%
Male teachers	10%	12%	14%
Full credential holders	100%	98%	98%
Trainee credential holders	0%	1%	2%
Emergency permit holders	0%	1%	1%

SOURCE: 2008 CBEDS data, California Dept. of Education. County and state averages represent elementary schools only. Because teachers can hold more than one type of credential, percentages rarely add up to 100 percent.

Our teachers bring an average of 12 years of teaching experience to their classes. All of our teachers have a full credential. Statewide about 98 percent of elementary school teachers hold this credential.

#### Average Class Sizes

GRADE	OUR SCHOOL	COUNTY AVG	STATE AVG
Kindergarten	18	19	20
First grade	20	20	19
Second grade	18	19	19
Third grade	19	20	20
Fourth grade	32	27	28
Fifth grade	34	28	29

SOURCE: 2008 CBEDS data, California Dept. of Education. County and state averages represent elementary schools only.

Average class sizes at our school vary across grade levels from a low of 18 students to a high of 34 students. Our average class size for all classes schoolwide is 21 students. The average class size schoolwide for other elementary schools in the state is 22 students.

#### Students

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
Number of students	605	433	518
English Learners	74%	37%	32%
Low-income students	85%	49%	56%
Students whose parents attended/graduated college	23%	64%	55%

SOURCE: 2008 CBEDS data, California Dept. of Education. County and state averages represent elementary schools only.

The factors above may affect students' performance in school.

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### ACADEMIC PERFORMANCE

#### California Standards Tests

This series of tests is based on what California students are expected to know and learn at each grade level. You'll find students' test scores summarized in five bands below. They range from the lowest scores on the left to the highest scores on the right. The top two bands—Proficient and Advanced—are expressed as a combined percentage. The scores for our students are compared with the scores of all students in California at the same grade level to help you see where we stand.

#### Student Proficiency

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

■ FAR BELOW BASIC ■ BELOW BASIC □ BASIC ■ PROFICIENT ■ ADVANCED

SUBJECT	PERCENT PROFICIENT OR HIGHER	LOW SCORES	HIGH SCORES
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#### English/Language Arts (Reading and Writing)

Our school	25%	■ ■ ■ ■ ■	■ ■ ■ ■ ■
Calif. elementary schools	53%	■ ■ ■ ■ ■	■ ■ ■ ■ ■

#### Math

Our school	51%	■ ■ ■ ■ ■	■ ■ ■ ■ ■
Calif. elementary schools	59%	■ ■ ■ ■ ■	■ ■ ■ ■ ■

#### Science

Our school	20%	■ ■ ■ ■ ■	■ ■ ■ ■ ■
Calif. elementary schools	49%	■ ■ ■ ■ ■	■ ■ ■ ■ ■

SOURCE: The scores for the California Standards Tests are from the spring 2009 test cycle. State averages represent elementary schools only.

### MEASURES OF ACADEMIC PROGRESS

We use two measures to track our school's academic achievement over time: the Academic Performance Index (API) and Adequate Yearly Progress (AYP). These measures combine test results differently and often provide differing views of student progress.

**ACADEMIC PERFORMANCE INDEX (API):** This is California's way of rating schools. Using student test scores, the API places schools on a scale from 200 to 1000. Our school's API was 703, compared with 792 for the average elementary school. The state expects schools to attain an API of 800 eventually.

**ADEQUATE YEARLY PROGRESS (AYP):** This is a federal measure that requires schools to meet test score goals schoolwide and for all subgroups\* of students. We met 13 out of 17 criteria for yearly progress. Because we fell short in four areas, we did not make AYP. Note that the number of criteria may vary from school to school.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX		FEDERAL AYP ADEQUATE YEARLY PROGRESS	
Met schoolwide growth target	Yes	Met AYP	No
Met growth target for prior school year	Yes	Met schoolwide test participation rate	Yes
API	703	Met schoolwide test score goals	No
Growth attained from prior year	+34	Met subgroup* test participation rate	Yes
Met subgroup* growth targets	Yes	Met subgroup* test score goals	No
		Met API for AYP	Yes
		Program improvement school	Yes

SOURCE: API growth score, 2009 test cycle; API and AYP current as of September 2009.  
\* Numerically significant groups, such as English Learners and ethnic groups, with separate API and AYP goals.  
N/A: Data unavailable or unreported; statistically insignificant number of valid test scores; testing data under review; or school uses alternative accountability measures.



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## School Fact Sheet, 2008–2009

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

# Hall District Elementary School

**ADDRESS:** 300 Sill Road, Watsonville, CA 95076 **PHONE:** (831) 728-6371

**PRINCIPAL:** Guillermo Ramos **GRADE RANGE:** K–5 **SCHEDULE:** Traditional

### TEACHERS AND STUDENTS

#### Teachers

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
Number of teachers (FTE)	18	20	26
Students per teacher	32	21	20
Average years of teaching experience	14	14	13
Teachers with one or two years of teaching experience	0%	8%	9%
Male teachers	11%	12%	14%
Full credential holders	94%	98%	98%
Trainee credential holders	0%	1%	2%
Emergency permit holders	0%	1%	1%

SOURCE: 2008 CBEDS data, California Dept. of Education. County and state averages represent elementary schools only. Because teachers can hold more than one type of credential, percentages rarely add up to 100 percent.

Our teachers bring an average of 14 years of teaching experience to their classes. About 94 percent have a full credential. Statewide about 98 percent of elementary school teachers hold this credential.

#### Average Class Sizes

GRADE	OUR SCHOOL	COUNTY AVG	STATE AVG
Kindergarten	18	19	20
First grade	20	20	19
Second grade	18	19	19
Third grade	18	20	20
Fourth grade	34	27	28
Fifth grade	32	28	29

SOURCE: 2008 CBEDS data, California Dept. of Education. County and state averages represent elementary schools only.

Average class sizes at our school vary across grade levels from a low of 18 students to a high of 34 students. Our average class size for all classes schoolwide is 21 students. The average class size schoolwide for other elementary schools in the state is 22 students.

#### Students

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
Number of students	570	433	518
English Learners	75%	37%	32%
Low-income students	90%	49%	56%
Students whose parents attended/graduated college	20%	64%	55%

SOURCE: 2008 CBEDS data, California Dept. of Education. County and state averages represent elementary schools only.

The factors above may affect students' performance in school.

### KEEPING YOU INFORMED

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### ACADEMIC PERFORMANCE

#### California Standards Tests

This series of tests is based on what California students are expected to know and learn at each grade level. You'll find students' test scores summarized in five bands below. They range from the lowest scores on the left to the highest scores on the right. The top two bands—Proficient and Advanced—are expressed as a combined percentage. The scores for our students are compared with the scores of all students in California at the same grade level to help you see where we stand.

#### Student Proficiency

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

SUBJECT	PERCENT PROFICIENT OR HIGHER	LOW SCORES	HIGH SCORES
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#### English/Language Arts (Reading and Writing)

Our school	22%	
Calif. elementary schools	53%	

#### Math

Our school	38%	
Calif. elementary schools	59%	

#### Science

Our school	17%	
Calif. elementary schools	49%	

SOURCE: The scores for the California Standards Tests are from the spring 2009 test cycle. State averages represent elementary schools only.

### MEASURES OF ACADEMIC PROGRESS

We use two measures to track our school's academic achievement over time: the Academic Performance Index (API) and Adequate Yearly Progress (AYP). These measures combine test results differently and often provide differing views of student progress.

**ACADEMIC PERFORMANCE INDEX (API):** This is California's way of rating schools. Using student test scores, the API places schools on a scale from 200 to 1000. Our school's API was 627, compared with 792 for the average elementary school. The state expects schools to attain an API of 800 eventually.

**ADEQUATE YEARLY PROGRESS (AYP):** This is a federal measure that requires schools to meet test score goals schoolwide and for all subgroups\* of students. We met ten out of 21 criteria for yearly progress. Because we fell short in 11 areas, we did not make AYP. Note that the number of criteria may vary from school to school.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX		FEDERAL AYP ADEQUATE YEARLY PROGRESS	
Met schoolwide growth target	No	Met AYP	No
Met growth target for prior school year	No	Met schoolwide test participation rate	Yes
API	627	Met schoolwide test score goals	No
Growth attained from prior year	-19	Met subgroup* test participation rate	Yes
Met subgroup* growth targets	No	Met subgroup* test score goals	No
		Met API for AYP	No
		Program improvement school	Yes

SOURCE: API growth score, 2009 test cycle. API and AYP current as of September 2009.  
\* Numerically significant groups, such as English Learners and ethnic groups, with separate API and AYP goals.  
N/A Data unavailable or unreported; statistically insignificant number of valid test scores; testing data under review; or school uses alternative accountability measures.



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# School Fact Sheet, 2008-2009

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

## Lakeview Middle School

ADDRESS: 2350 East Lake Avenue, Watsonville, CA 95076 PHONE: (831) 728-6454

PRINCIPAL: Ken Woods GRADE RANGE: 6-8 SCHEDULE: Traditional

### TEACHERS AND STUDENTS

#### Teachers

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
Number of teachers (FTE)	37	20	28
Students per teacher	17	22	22
Average years of teaching experience	12	13	12
Teachers with one or two years of teaching experience	11%	12%	12%
Full credential holders	97%	94%	95%
Trainee credential holders	0%	3%	4%
Emergency permit holders	3%	3%	2%

SOURCE: 2008 CBEDS data, California Dept. of Education. County and state averages represent middle schools only. Because teachers can hold more than one type of credential, percentages rarely add up to 100 percent.

Our teachers bring an average of 12 years of teaching experience to their classes. About 97 percent have a full credential. Statewide about 95 percent of middle school teachers hold this credential.

#### Average Class Sizes

CORE COURSE	OUR SCHOOL	COUNTY AVG	STATE AVG
English	28	24	25
History/social science	29	26	28
Math	29	25	27
Science	29	26	28

SOURCE: 2008 CBEDS data, California Dept. of Education. County and state averages represent middle schools only.

The average class size of core courses varies at our school from a low of 28 students to a high of 29 students. Our average class size for all classes schoolwide is 30 students. The average class size schoolwide for other middle schools in the state is 27 students.

#### Students

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
Number of students	639	453	605
English Learners	34%	21%	20%
Low-income students	78%	42%	55%
Students whose parents attended/graduated college	31%	67%	55%

SOURCE: 2008 CBEDS data, California Dept. of Education. County and state averages represent middle schools only.

The factors above may affect students' performance in school.

### KEEPING YOU INFORMED

A complete annual accountability report for our school is available on our district Web site. You can request printed copies of this report at our school or district office. For more information, contact the district at:

Pajaro Valley Unified School District  
294 Green Valley Rd.  
Watsonville, CA 95076  
(831) 786-2100

To view this report and the reports of other schools in our district online, please visit our Web site at:  
<http://www.pvusd.net>

This data is current as of September 2009 but is subject to change. Facts about teachers and students are from the census of early October 2008. Testing data is based on tests taken in the spring of 2009. The CDE issued API and AYP results in September 2009.

### ACADEMIC PERFORMANCE

#### California Standards Tests

This series of tests is based on what California students are expected to know and learn at each grade level.

#### Student Proficiency

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

SUBJECT	PERCENT PROFICIENT OR HIGHER	LOW SCORES	HIGH SCORES
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#### English/Language Arts (Reading and Writing)

Our school	36%	
Calif. middle schools	50%	

#### Math (excluding Algebra)

Our school	32%	
Calif. middle schools	44%	

#### Algebra

Our school	50%	
Calif. middle schools	45%	

#### History/Social Science

Our school	21%	
Calif. middle schools	42%	

#### Science

Our school	28%	
Calif. middle schools	54%	

SOURCE: The scores for the California Standards Tests are from the spring 2009 test cycle. State averages represent middle schools only.

### MEASURES OF ACADEMIC PROGRESS

We use two measures to track our school's academic achievement over time: the Academic Performance Index (API) and Adequate Yearly Progress (AYP). These measures combine test results differently and often provide differing views of student progress.

**ACADEMIC PERFORMANCE INDEX (API):** This is California's way of rating schools. Using student test scores, the API places schools on a scale from 200 to 1000. Our school's API was 704, compared with 760 for the average middle school. The state expects schools to attain an API of 800 eventually.

**ADEQUATE YEARLY PROGRESS (AYP):** This is a federal measure that requires schools to meet test score goals schoolwide and for all subgroups\* of students. We met 12 out of 17 criteria for yearly progress. Because we fell short in five areas, we did not make AYP. Note that the number of criteria may vary from school to school.

CALIFORNIA API		FEDERAL AYP	
ACADEMIC PERFORMANCE INDEX		ADEQUATE YEARLY PROGRESS	
Met schoolwide growth target	No	Met AYP	No
Met growth target for prior school year	Yes	Met schoolwide test participation rate	Yes
API	704	Met schoolwide test score goals	No
Growth attained from prior year	+3	Met subgroup* test participation rate	Yes
Met subgroup* growth targets	No	Met subgroup* test score goals	No
		Met API for AYP	Yes
		Program improvement school	Yes

SOURCE: API growth score, 2009 test cycle. API and AYP current as of September 2009.  
\* Numerically significant groups, such as English Learners and ethnic groups, with separate API and AYP goals.  
N/A Data unavailable or unreported; statistically insignificant number of valid test scores; testing data under review; or school uses alternative accountability measures.



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## School Fact Sheet, 2008–2009

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

# Landmark Elementary School

**ADDRESS:** 235 Ohlone Park Way, Watsonville, CA 95076 **PHONE:** (831) 761-7940

**PRINCIPAL:** Jennifer Wildman **GRADE RANGE:** K–5 **SCHEDULE:** Traditional

### TEACHERS AND STUDENTS

#### Teachers

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
Number of teachers (FTE)	29	20	26
Students per teacher	20	21	20
Average years of teaching experience	11	14	13
Teachers with one or two years of teaching experience	3%	8%	9%
Male teachers	10%	12%	14%
Full credential holders	97%	98%	98%
Trainee credential holders	3%	1%	2%
Emergency permit holders	0%	1%	1%

SOURCE: 2008 CBEDS data, California Dept. of Education. County and state averages represent elementary schools only. Because teachers can hold more than one type of credential, percentages rarely add up to 100 percent.

Our teachers bring an average of 11 years of teaching experience to their classes. About 97 percent have a full credential. Statewide about 98 percent of elementary school teachers hold this credential.

#### Average Class Sizes

GRADE	OUR SCHOOL	COUNTY AVG	STATE AVG
Kindergarten	22	19	20
First grade	19	20	19
Second grade	19	19	19
Third grade	20	20	20
Fourth grade	30	27	28
Fifth grade	29	28	29

SOURCE: 2008 CBEDS data, California Dept. of Education. County and state averages represent elementary schools only.

Average class sizes at our school vary across grade levels from a low of 19 students to a high of 30 students. Our average class size for all classes schoolwide is 22 students. The average class size schoolwide for other elementary schools in the state is 22 students.

#### Students

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
Number of students	583	433	518
English Learners	64%	37%	32%
Low-income students	83%	49%	56%
Students whose parents attended/graduated college	31%	64%	55%

SOURCE: 2008 CBEDS data, California Dept. of Education. County and state averages represent elementary schools only.

The factors above may affect students' performance in school.

### KEEPING YOU INFORMED

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Pajaro Valley Unified School District  
294 Green Valley Rd.  
Watsonville, CA 95076  
(831) 786-2100

To view this report and the reports of other schools in our district online, please visit our Web site at:  
<http://www.pvusd.net>

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### ACADEMIC PERFORMANCE

#### California Standards Tests

This series of tests is based on what California students are expected to know and learn at each grade level. You'll find students' test scores summarized in five bands below. They range from the lowest scores on the left to the highest scores on the right. The top two bands—Proficient and Advanced—are expressed as a combined percentage. The scores for our students are compared with the scores of all students in California at the same grade level to help you see where we stand.

#### Student Proficiency

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

■ FAR BELOW BASIC ■ BELOW BASIC ○ BASIC ■ PROFICIENT ■ ADVANCED

SUBJECT	PERCENT PROFICIENT OR HIGHER	LOW SCORES	HIGH SCORES
---------	------------------------------	------------	-------------

#### English/Language Arts (Reading and Writing)

Our school	22%	
Calif. elementary schools	53%	

#### Math

Our school	36%	
Calif. elementary schools	59%	

#### Science

Our school	22%	
Calif. elementary schools	49%	

SOURCE: The scores for the California Standards Tests are from the spring 2009 test cycle. State averages represent elementary schools only.

### MEASURES OF ACADEMIC PROGRESS

We use two measures to track our school's academic achievement over time: the Academic Performance Index (API) and Adequate Yearly Progress (AYP). These measures combine test results differently and often provide differing views of student progress.

**ACADEMIC PERFORMANCE INDEX (API):** This is California's way of rating schools. Using student test scores, the API places schools on a scale from 200 to 1000. Our school's API was 643, compared with 792 for the average elementary school. The state expects schools to attain an API of 800 eventually.

**ADEQUATE YEARLY PROGRESS (AYP):** This is a federal measure that requires schools to meet test score goals schoolwide and for all subgroups\* of students. We met 12 out of 17 criteria for yearly progress. Because we fell short in five areas, we did not make AYP. Note that the number of criteria may vary from school to school.

CALIFORNIA API	FEDERAL AYP
ACADEMIC PERFORMANCE INDEX	ADEQUATE YEARLY PROGRESS
Met schoolwide growth target	Yes
Met growth target for prior school year	No
API	643
Growth attained from prior year	+16
Met subgroup* growth targets	No
Met AYP	No
Met schoolwide test participation rate	Yes
Met schoolwide test score goals	No
Met subgroup* test participation rate	Yes
Met subgroup* test score goals	No
Met API for AYP	Yes
Program Improvement school	Yes

SOURCE: API growth score, 2009 test cycle. API and AYP current as of September 2009.  
\* Numerically significant groups, such as English Learners and ethnic groups, with separate API and AYP goals.  
N/A: Data unavailable or unreported; statistically insignificant number of valid test scores; testing data under review; or school uses alternative accountability measures.



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# School Fact Sheet, 2008–2009

## PAJARO VALLEY UNIFIED SCHOOL DISTRICT

# Linscott Charter School

**ADDRESS:** 220 Elm Street, Watsonville, CA 95076 **PHONE:** (831) 728-6301

**PRINCIPAL:** Robin Higbee **GRADE RANGE:** K–8 **SCHEDULE:** Traditional

## TEACHERS AND STUDENTS

### Teachers

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
Number of teachers (FTE)	11	11	21
Students per teacher	20	23	20
Average years of teaching experience	9	11	12
Teachers with one or two years of teaching experience	27%	7%	12%
Full credential holders	91%	97%	96%
Trainee credential holders	9%	3%	3%
Emergency permit holders	0%	0%	1%

SOURCE: 2008 CBEDS data, California Dept. of Education. County and state averages represent K–8 schools only. Because teachers can hold more than one type of credential, percentages rarely add up to 100 percent.

Our teachers bring an average of nine years of teaching experience to their classes. About 91 percent have a full credential. Statewide about 96 percent of K–8 school teachers hold this credential.

### Average Class Sizes

GRADE	OUR SCHOOL	COUNTY AVG	STATE AVG
Kindergarten	19	19	19
First grade	20	20	19
Second grade	21	20	19
Third grade	21	20	20
Fourth grade	27	23	27
Fifth grade	27	28	28
Sixth grade	27	25	28

### COURSE

English	N/A	N/A	24
History/social science	N/A	25	27
Math	N/A	25	25
Science	N/A	N/A	28

SOURCE: 2008 CBEDS data, California Dept. of Education. County and state averages represent K–8 schools only.

Average class sizes in our elementary grades vary from a low of 16 students to a high of 27 students.

### Students

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
Number of students	223	262	426
English Learners	11%	41%	25%
Low-income students	14%	49%	56%
Students whose parents attended/graduated college	84%	58%	58%

SOURCE: 2008 CBEDS data, California Dept. of Education. County and state averages represent K–8 schools only.

The factors above may affect students' performance in school.

## KEEPING YOU INFORMED

A complete annual accountability report for our school is available on our district Web site. For more information, contact the district at:

Pajaro Valley Unified School District  
294 Green Valley Rd.  
Watsonville, CA 95076  
(831) 786-2100

To view this report and the reports of other schools in our district online, please visit our Web site at:  
<http://www.pvusd.net>

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Note that only five schools are included in the county average.

## ACADEMIC PERFORMANCE

### California Standards Tests

This series of tests is based on what California students are expected to know and learn at each grade level.

### Student Proficiency

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

SUBJECT	PERCENT PROFICIENT OR HIGHER	LOW SCORES	HIGH SCORES
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### English/Language Arts (Reading and Writing)

Our school	68%	
Calif. K–8 schools	54%	

### Math (excluding Algebra)

Our school	66%	
Calif. K–8 schools	57%	

### Algebra

Our school	56%	
Calif. K–8 schools	44%	

### History/Social Science

Our school	53%	
Calif. K–8 schools	41%	

### Science

Our school	73%	
Calif. K–8 schools	53%	

SOURCE: The scores for the California Standards Tests are from the spring 2009 test cycle. State averages represent K–8 schools only.

## MEASURES OF ACADEMIC PROGRESS

We use two measures to track our school's academic achievement over time: the Academic Performance Index (API) and Adequate Yearly Progress (AYP). These measures combine test results differently and often provide differing views of student progress.

**ACADEMIC PERFORMANCE INDEX (API):** This is California's way of rating schools. Using student test scores, the API places schools on a scale from 200 to 1000. Our school's API was 856, compared with 793 for the average K–8 school. The state expects schools to attain an API of 800 eventually.

**ADEQUATE YEARLY PROGRESS (AYP):** This is a federal measure that requires schools to meet test score goals schoolwide and for all subgroups\* of students. We met all 13 criteria for yearly progress. As a result, we succeeded at making AYP. Note that the number of criteria may vary from school to school.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX		FEDERAL AYP ADEQUATE YEARLY PROGRESS	
Met schoolwide growth target	Yes	Met AYP	Yes
Met growth target for prior school year	Yes	Met schoolwide test participation rate	Yes
API	856	Met schoolwide test score goals	Yes
Growth attained from prior year	+37	Met subgroup* test participation rate	Yes
Met subgroup* growth targets	Yes	Met subgroup* test score goals	Yes
		Met API for AYP	Yes
		Program Improvement school	No

SOURCE: API growth score, 2008 test cycle. API and AYP current as of September 2009.  
\* Numerically significant groups, such as English Learners and ethnic groups, with separate API and AYP goals.  
N/A Data unavailable or unreported; statistically insignificant number of valid test scores; testing data under review; or school uses alternative accountability measures.



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# School Fact Sheet, 2008-2009

## PAJARO VALLEY UNIFIED SCHOOL DISTRICT

# Mar Vista Elementary School

**ADDRESS:** 6860 Soquel Drive, Aptos, CA 95003 **PHONE:** (831) 688-5211

**PRINCIPAL:** Christopher Hertz **GRADE RANGE:** K-6 **SCHEDULE:** Traditional

## TEACHERS AND STUDENTS

### Teachers

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
Number of teachers (FTE)	15	20	26
Students per teacher	26	21	20
Average years of teaching experience	13	14	13
Teachers with one or two years of teaching experience	0%	8%	9%
Male teachers	7%	12%	14%
Full credential holders	93%	98%	98%
Trainee credential holders	0%	1%	2%
Emergency permit holders	0%	1%	1%

SOURCE: 2008 CBEDS data, California Dept. of Education. County and state averages represent elementary schools only. Because teachers can hold more than one type of credential, percentages rarely add up to 100 percent.

Our teachers bring an average of 13 years of teaching experience to their classes. About 93 percent have a full credential. Statewide about 98 percent of elementary school teachers hold this credential.

### Average Class Sizes

GRADE	OUR SCHOOL	COUNTY AVG	STATE AVG
Kindergarten	22	19	20
First grade	21	20	19
Second grade	17	19	19
Third grade	19	20	20
Fourth grade	29	27	28
Fifth grade	27	28	29
Sixth grade	29	29	29

SOURCE: 2008 CBEDS data, California Dept. of Education. County and state averages represent elementary schools only.

Average class sizes at our school vary across grade levels from a low of 17 students to a high of 29 students. Our average class size for all classes schoolwide is 21 students. The average class size schoolwide for other elementary schools in the state is 22 students.

### Students

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
Number of students	385	433	518
English Learners	6%	37%	32%
Low-income students	21%	49%	56%
Students whose parents attended/graduated college	86%	64%	55%

SOURCE: 2008 CBEDS data, California Dept. of Education. County and state averages represent elementary schools only.

The factors above may affect students' performance in school.

## KEEPING YOU INFORMED

A complete annual accountability report for our school is available on our district Web site. You can request printed copies of this report at our school or district office. For more information, contact the district at:

Pajaro Valley Unified School District  
294 Green Valley Rd.  
Watsonville, CA 95076  
(831) 786-2100

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This data is current as of September 2009 but is subject to change. Facts about teachers and students are from the census of early October 2008. Testing data is based on tests taken in the spring of 2009. The CDE issued API and AYP results in September 2009.

## ACADEMIC PERFORMANCE

### California Standards Tests

This series of tests is based on what California students are expected to know and learn at each grade level. You'll find students' test scores summarized in five bands below. They range from the lowest scores on the left to the highest scores on the right. The top two bands—Proficient and Advanced—are expressed as a combined percentage. The scores for our students are compared with the scores of all students in California at the same grade level to help you see where we stand.

### Student Proficiency

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

SUBJECT	PERCENT PROFICIENT OR HIGHER	LOW SCORES	HIGH SCORES
---------	------------------------------	------------	-------------

### English/Language Arts (Reading and Writing)

Our school	66%		
Calif. elementary schools	53%		

### Math

Our school	75%		
Calif. elementary schools	59%		

### Science

Our school	71%		
Calif. elementary schools	49%		

SOURCE: The scores for the California Standards Tests are from the spring 2009 test cycle. State averages represent elementary schools only.

## MEASURES OF ACADEMIC PROGRESS

We use two measures to track our school's academic achievement over time: the Academic Performance Index (API) and Adequate Yearly Progress (AYP). These measures combine test results differently and often provide differing views of student progress.

**ACADEMIC PERFORMANCE INDEX (API):** This is California's way of rating schools. Using student test scores, the API places schools on a scale from 200 to 1000. Our school's API was 855, compared with 792 for the average elementary school. The state expects schools to attain an API of 800 eventually.

**ADEQUATE YEARLY PROGRESS (AYP):** This is a federal measure that requires schools to meet test score goals schoolwide and for all subgroups\* of students. We met all 15 criteria for yearly progress. As a result, we succeeded at making AYP. Note that the number of criteria may vary from school to school.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX		FEDERAL AYP ADEQUATE YEARLY PROGRESS	
Met schoolwide growth target	Yes	Met AYP	Yes
Met growth target for prior school year	Yes	Met schoolwide test participation rate	Yes
API	855	Met schoolwide test score goals	Yes
Growth attained from prior year	+50	Met subgroup* test participation rate	Yes
Met subgroup* growth targets	Yes	Met subgroup* test score goals	Yes
		Met API for AYP	Yes
		Program Improvement school	No

SOURCE: API growth score, 2009 test cycle; API and AYP current as of September 2009.  
\* Numerically significant groups, such as English Learners and ethnic groups, with separate API and AYP goals.  
N/A Data unavailable or unreported; statistically insignificant number of valid test scores; testing data under review; or school uses alternative accountability measures.



## School Fact Sheet, 2008–2009

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

# Mintie White Elementary School

ADDRESS: 515 Palm Avenue, Watsonville, CA 95076 PHONE: (831) 728-6321

PRINCIPAL: Olga de Santa Anna GRADE RANGE: K–5 SCHEDULE: Traditional

### TEACHERS AND STUDENTS

#### Teachers

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
Number of teachers (FTE)	31	20	26
Students per teacher	19	21	20
Average years of teaching experience	9	14	13
Teachers with one or two years of teaching experience	13%	8%	9%
Male teachers	19%	12%	14%
Full credential holders	97%	98%	98%
Trainee credential holders	3%	1%	2%
Emergency permit holders	0%	1%	1%

SOURCE: 2008 CBEDS data, California Dept. of Education. County and state averages represent elementary schools only. Because teachers can hold more than one type of credential, percentages rarely add up to 100 percent.

Our teachers bring an average of nine years of teaching experience to their classes. About 97 percent have a full credential. Statewide about 98 percent of elementary school teachers hold this credential.

#### Average Class Sizes

GRADE	OUR SCHOOL	COUNTY AVG	STATE AVG
Kindergarten	19	19	20
First grade	19	20	19
Second grade	18	19	19
Third grade	18	20	20
Fourth grade	25	27	28
Fifth grade	22	28	29

SOURCE: 2008 CBEDS data, California Dept. of Education. County and state averages represent elementary schools only.

Average class sizes at our school vary across grade levels from a low of 18 students to a high of 25 students. Our average class size for all classes schoolwide is 20 students. The average class size schoolwide for other elementary schools in the state is 22 students.

#### Students

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
Number of students	577	433	518
English Learners	69%	37%	32%
Low-income students	89%	49%	56%
Students whose parents attended/graduated college	33%	64%	55%

SOURCE: 2008 CBEDS data, California Dept. of Education. County and state averages represent elementary schools only.

The factors above may affect students' performance in school.

### KEEPING YOU INFORMED

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(831) 786-2100

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### ACADEMIC PERFORMANCE

#### California Standards Tests

This series of tests is based on what California students are expected to know and learn at each grade level. You'll find students' test scores summarized in five bands below. They range from the lowest scores on the left to the highest scores on the right. The top two bands—Proficient and Advanced—are expressed as a combined percentage. The scores for our students are compared with the scores of all students in California at the same grade level to help you see where we stand.

#### Student Proficiency

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

SUBJECT	PERCENT PROFICIENT OR HIGHER	LOW SCORES	HIGH SCORES
<b>English/Language Arts (Reading and Writing)</b>			
Our school	32%	■ ■ ■ ■ ■	■ ■ ■ ■ ■
Calif. elementary schools	53%	■ ■ ■ ■ ■	■ ■ ■ ■ ■
<b>Math</b>			
Our school	41%	■ ■ ■ ■ ■	■ ■ ■ ■ ■
Calif. elementary schools	59%	■ ■ ■ ■ ■	■ ■ ■ ■ ■
<b>Science</b>			
Our school	27%	■ ■ ■ ■ ■	■ ■ ■ ■ ■
Calif. elementary schools	49%	■ ■ ■ ■ ■	■ ■ ■ ■ ■

SOURCE: The scores for the California Standards Tests are from the spring 2009 test cycle. State averages represent elementary schools only.

### MEASURES OF ACADEMIC PROGRESS

We use two measures to track our school's academic achievement over time: the Academic Performance Index (API) and Adequate Yearly Progress (AYP). These measures combine test results differently and often provide differing views of student progress.

**ACADEMIC PERFORMANCE INDEX (API):** This is California's way of rating schools. Using student test scores, the API places schools on a scale from 200 to 1000. Our school's API was 702, compared with 792 for the average elementary school. The state expects schools to attain an API of 800 eventually.

**ADEQUATE YEARLY PROGRESS (AYP):** This is a federal measure that requires schools to meet test score goals schoolwide and for all subgroups\* of students. We met all 17 criteria for yearly progress. As a result, we succeeded at making AYP. Note that the number of criteria may vary from school to school.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX		FEDERAL AYP ADEQUATE YEARLY PROGRESS	
Met schoolwide growth target	Yes	Met AYP	Yes
Met growth target for prior school year	Yes	Met schoolwide test participation rate	Yes
API	702	Met schoolwide test score goals	Yes
Growth attained from prior year	+25	Met subgroup* test participation rate	Yes
Met subgroup* growth targets	Yes	Met subgroup* test score goals	Yes
		Met API for AYP	Yes
		Program improvement school	Yes

SOURCE: API growth score, 2009 test cycle. API and AYP current as of September 2009.  
\* Numerically significant groups, such as English Learners and ethnic groups, with separate API and AYP goals.  
N/A Data unavailable or unreported; statistically insignificant number of valid test scores; testing data under review; or school uses alternative accountability measures.



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# School Fact Sheet, 2008–2009

## PAJARO VALLEY UNIFIED SCHOOL DISTRICT

# New School

**ADDRESS:** 165 Harkins Slough Road, Watsonville, CA 95076 **PHONE:** (831) 761-6140

**PRINCIPAL:** Victoria Sorensen **GRADE RANGE:** 9–12 **SCHEDULE:** Traditional

## TEACHERS AND STUDENTS

### Teachers

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
Number of teachers (FTE)	4	29	47
Students per teacher	19	23	23
Average years of teaching experience	12	14	13
Teachers with one or two years of teaching experience	25%	9%	12%
Full credential holders	75%	95%	94%
Trainee credential holders	0%	3%	5%
Emergency permit holders	0%	2%	3%

SOURCE: 2008 CBEDS data, California Dept. of Education. County and state averages represent high schools only. Because teachers can hold more than one type of credential, percentages rarely add up to 100 percent.

Our teachers bring an average of 12 years of teaching experience to their classes. About 75 percent have a full credential. Statewide about 94 percent of high school teachers hold this credential.

### Average Class Sizes

CORE COURSE	OUR SCHOOL	COUNTY AVG	STATE AVG
English	10	24	25
History/social science	10	26	29
Math	10	24	27
Science	10	26	28

SOURCE: 2008 CBEDS data, California Dept. of Education. County and state averages represent high schools only.

Our average class size for all classes schoolwide is ten students. The average class size schoolwide for other high schools in the state is 28 students.

### Students

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
Number of students	74	665	1,082
English Learners	46%	13%	15%
Low-income students	89%	32%	46%
Students whose parents attended/graduated college	3%	72%	56%

SOURCE: 2008 CBEDS data, California Dept. of Education. County and state averages represent high schools only.

The factors above may affect students' performance in school.

## COLLEGE PREPARATION

Three factors indicate how effectively we prepare students for college: whether students are taking the courses required for college admission, whether the school offers Advanced Placement (AP) courses, and where students ultimately enroll in the state's public college system.

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
2008 graduates meeting UC or CSU course requirements	0%	50%	36%
AP exams passed per 100 juniors and seniors (2008)	N/A	24	27
2007 graduates attending UC	N/A	9%	8%
2007 graduates attending CSU	N/A	12%	13%
2007 graduates attending community colleges	N/A	5%	30%

SOURCE: 2008 CBEDS data, California Dept. of Education, California Postsecondary Education Commission. County and state averages represent high schools only.

Information in this report changes throughout the year. A complete annual accountability report is available from our school or district office, and on our district Web site: <http://www.pvusd.net>

## ACADEMIC PERFORMANCE

### California Standards Tests

This series of tests is based on what California students are expected to know and learn at each grade level.

### Student Proficiency

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

SUBJECT	PERCENT PROFICIENT OR HIGHER	LOW SCORES	HIGH SCORES
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### English/Language Arts (Reading and Writing)

Our school	0%		
Calif. high schools	46%		

### Geometry

Our school	N/A	NO DATA AVAILABLE	
Calif. high schools	24%		

### US History

Our school	0%		
Calif. high schools	47%		

### Biology

Our school	N/A	NO DATA AVAILABLE	
Calif. high schools	42%		

### Life Science (Tenth Grade)

Our school	0%		
Calif. high schools	45%		

SOURCE: The scores for the California Standards Tests are from the spring 2009 test cycle. State averages represent high schools only.

## MEASURES OF ACADEMIC PROGRESS

**ACADEMIC PERFORMANCE INDEX (API):** This is California's way of rating schools. Using student test scores, the API places schools on a scale from 200 to 1000. Our school's API was 450, compared with 712 for the average high school. The state expects schools to attain an API of 800 eventually.

**ADEQUATE YEARLY PROGRESS (AYP):** This is a federal measure that requires schools to meet test score goals schoolwide and for all subgroups\* of students. We met five out of six criteria for yearly progress. Because we fell short in one area, we did not make AYP. Note that the number of criteria may vary from school to school.

CALIFORNIA API	FEDERAL AYP
ACADEMIC PERFORMANCE INDEX	ADEQUATE YEARLY PROGRESS
Met schoolwide growth target	N/A
Met growth target for prior school year	N/A
API	450
Growth attained from prior year	-73
Met subgroup* growth targets	N/A
Met AYP	No
Met schoolwide test participation rate	Yes
Met schoolwide test score goals	Yes
Met subgroup* test participation rate	N/A
Met subgroup* test score goals	N/A
Met API for AYP	No
Met graduation rate	Yes
Program Improvement school	Yes

SOURCE: API growth score, 2009 test cycle. API and AYP current as of September 2009.  
 \* Numerically significant groups, such as English Learners and ethnic groups, with separate API and AYP goals.  
 N/A: Data unavailable or unreported; statistically insignificant number of valid test scores; testing data under review; or school uses alternative accountability measures.



## School Fact Sheet, 2008-2009

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

# Ohlone Elementary School

**ADDRESS:** 21 Bay Farms Road, Watsonville, CA 95076 **PHONE:** (831) 728-6977

**PRINCIPAL:** Gloria Miranda **GRADE RANGE:** K-5 **SCHEDULE:** Traditional

### TEACHERS AND STUDENTS

#### Teachers

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
Number of teachers (FTE)	16	20	26
Students per teacher	29	21	20
Average years of teaching experience	10	14	13
Teachers with one or two years of teaching experience	0%	8%	9%
Male teachers	0%	12%	14%
Full credential holders	100%	98%	98%
Trainee credential holders	0%	1%	2%
Emergency permit holders	0%	1%	1%

SOURCE: 2008 CBEDS data, California Dept. of Education. County and state averages represent elementary schools only. Because teachers can hold more than one type of credential, percentages rarely add up to 100 percent.

Our teachers bring an average of ten years of teaching experience to their classes. All of our teachers have a full credential. Statewide about 98 percent of elementary school teachers hold this credential.

#### Average Class Sizes

GRADE	OUR SCHOOL	COUNTY AVG	STATE AVG
Kindergarten	16	19	20
First grade	20	20	19
Second grade	19	19	19
Third grade	18	20	20
Fourth grade	24	27	28
Fifth grade	22	28	29

SOURCE: 2008 CBEDS data, California Dept. of Education. County and state averages represent elementary schools only.

Average class sizes at our school vary across grade levels from a low of 16 students to a high of 24 students. Our average class size for all classes schoolwide is 20 students. The average class size schoolwide for other elementary schools in the state is 22 students.

#### Students

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
Number of students	460	433	518
English Learners	85%	37%	32%
Low-income students	90%	49%	56%
Students whose parents attended/graduated college	16%	64%	55%

SOURCE: 2008 CBEDS data, California Dept. of Education. County and state averages represent elementary schools only.

The factors above may affect students' performance in school.

### KEEPING YOU INFORMED

A complete annual accountability report for our school is available on our district Web site. You can request printed copies of this report at our school or district office. For more information, contact the district at:

Pajaro Valley Unified School District  
294 Green Valley Rd.  
Watsonville, CA 95076  
(831) 786-2100

To view this report and the reports of other schools in our district online, please visit our Web site at:  
<http://www.pvusd.net>

This data is current as of September 2009 but is subject to change. Facts about teachers and students are from the census of early October 2008. Testing data is based on tests taken in the spring of 2009. The CDE issued API and AYP results in September 2009.

### ACADEMIC PERFORMANCE

#### California Standards Tests

This series of tests is based on what California students are expected to know and learn at each grade level. You'll find students' test scores summarized in five bands below. They range from the lowest scores on the left to the highest scores on the right. The top two bands—Proficient and Advanced—are expressed as a combined percentage. The scores for our students are compared with the scores of all students in California at the same grade level to help you see where we stand.

#### Student Proficiency

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

SUBJECT	PERCENT PROFICIENT OR HIGHER	LOW SCORES	HIGH SCORES
---------	------------------------------	------------	-------------

#### English/Language Arts (Reading and Writing)

Our school	17%	
Calif. elementary schools	53%	

#### Math

Our school	44%	
Calif. elementary schools	59%	

#### Science

Our school	30%	
Calif. elementary schools	49%	

SOURCE: The scores for the California Standards Tests are from the spring 2009 test cycle. State averages represent elementary schools only.

### MEASURES OF ACADEMIC PROGRESS

We use two measures to track our school's academic achievement over time: the Academic Performance Index (API) and Adequate Yearly Progress (AYP). These measures combine test results differently and often provide differing views of student progress.

**ACADEMIC PERFORMANCE INDEX (API):** This is California's way of rating schools. Using student test scores, the API places schools on a scale from 200 to 1000. Our school's API was 648, compared with 792 for the average elementary school. The state expects schools to attain an API of 800 eventually.

**ADEQUATE YEARLY PROGRESS (AYP):** This is a federal measure that requires schools to meet test score goals schoolwide and for all subgroups\* of students. We met 20 out of 21 criteria for yearly progress. Because we fell short in one area, we did not make AYP. Note that the number of criteria may vary from school to school.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX		FEDERAL AYP ADEQUATE YEARLY PROGRESS	
Met schoolwide growth target	Yes	Met AYP	No
Met growth target for prior school year	No	Met schoolwide test participation rate	Yes
API	648	Met schoolwide test score goals	Yes
Growth attained from prior year	+49	Met subgroup* test participation rate	Yes
Met subgroup* growth targets	Yes	Met subgroup* test score goals	No
		Met API for AYP	Yes
		Program Improvement school	Yes

SOURCE: API growth score, 2009 test cycle. API and AYP current as of September 2009.  
\* Numerically significant groups, such as English Learners and ethnic groups, with separate API and AYP goals.  
N/A: Data unavailable or unreported; statistically insignificant number of valid test scores; testing data under review; or school uses alternative accountability measures.



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## School Fact Sheet, 2008-2009

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

# Pacific Coast Charter School

ADDRESS: 294 Green Valley Road, Watsonville, CA 95076 PHONE: (831) 786-2180

PRINCIPAL: Vicki Carr GRADE RANGE: K-12 SCHEDULE: Traditional

### TEACHERS AND STUDENTS

#### Teachers

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
Number of teachers (FTE)	12	29	47
Students per teacher	21	23	23
Average years of teaching experience	22	14	13
Teachers with one or two years of teaching experience	0%	9%	12%
Full credential holders	92%	95%	94%
Trainee credential holders	8%	3%	5%
Emergency permit holders	0%	2%	3%

SOURCE: 2008 CBEDS data, California Dept. of Education. County and state averages represent high schools only. Because teachers can hold more than one type of credential, percentages rarely add up to 100 percent.

Our teachers bring an average of 22 years of teaching experience to their classes. About 92 percent have a full credential. Statewide about 94 percent of high school teachers hold this credential.

#### Average Class Sizes

CORE COURSE	OUR SCHOOL	COUNTY AVG	STATE AVG
English	18	24	25
History/social science	21	26	29
Math	34	24	27
Science	30	26	28

SOURCE: 2008 CBEDS data, California Dept. of Education. County and state averages represent high schools only.

The average class size of core courses varies at our school from a low of 18 students to a high of 34 students. Our average class size for all classes schoolwide is 26 students. The average class size schoolwide for other high schools in the state is 28 students.

#### Students

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
Number of students	252	665	1,082
English Learners	10%	13%	15%
Low-income students	15%	32%	46%
Students whose parents attended/graduated college	49%	72%	56%

SOURCE: 2008 CBEDS data, California Dept. of Education. County and state averages represent high schools only.

The factors above may affect students' performance in school.

### COLLEGE PREPARATION

Three factors indicate how effectively we prepare students for college: whether students are taking the courses required for college admission, whether the school offers Advanced Placement (AP) courses, and where students ultimately enroll in the state's public college system.

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
2008 graduates meeting UC or CSU course requirements	0%	50%	36%
AP exams passed per 100 juniors and seniors (2008)	N/A	24	27
2007 graduates attending UC	2%	9%	8%
2007 graduates attending CSU	2%	12%	13%
2007 graduates attending community colleges	2%	5%	30%

SOURCE: 2008 CBEDS data, California Dept. of Education, California Postsecondary Education Commission. County and state averages represent high schools only.

Information in this report changes throughout the year. A complete annual accountability report is available from our school or district office, and on our district Web site: <http://www.pvusd.net>

### ACADEMIC PERFORMANCE

#### California Standards Tests

This series of tests is based on what California students are expected to know and learn at each grade level.

#### Student Proficiency

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

SUBJECT	PERCENT PROFICIENT OR HIGHER	LOW SCORES	HIGH SCORES
---------	------------------------------	------------	-------------

#### English/Language Arts (Reading and Writing)

Our school	45%	
Calif. high schools	46%	

#### Geometry

Our school	0%	
Calif. high schools	24%	

#### US History

Our school	25%	
Calif. high schools	47%	

#### Biology

Our school	N/A	NO DATA AVAILABLE
Calif. high schools	42%	

#### Life Science (Tenth Grade)

Our school	41%	
Calif. high schools	45%	

SOURCE: The scores for the California Standards Tests are from the spring 2009 test cycle. State averages represent high schools only.

### MEASURES OF ACADEMIC PROGRESS

**ACADEMIC PERFORMANCE INDEX (API):** This is California's way of rating schools. Using student test scores, the API places schools on a scale from 200 to 1000. Our school's API was 716, compared with 712 for the average high school. The state expects schools to attain an API of 800 eventually.

**ADEQUATE YEARLY PROGRESS (AYP):** This is a federal measure that requires schools to meet test score goals schoolwide and for all subgroups\* of students. We met three out of eight criteria for yearly progress. Because we fell short in five areas, we did not make AYP. Note that the number of criteria may vary from school to school.

CALIFORNIA API	FEDERAL AYP
ACADEMIC PERFORMANCE INDEX	ADEQUATE YEARLY PROGRESS
Met schoolwide growth target	Yes
Met growth target for prior school year	No
API	716
Growth attained from prior year	+71
Met subgroup* growth targets	Yes
Met AYP	No
Met schoolwide test participation rate	No
Met schoolwide test score goals	Yes
Met subgroup* test participation rate	No
Met subgroup* test score goals	N/A
Met API for AYP	Yes
Met graduation rate	No
Program Improvement school	No

SOURCE: API growth score, 2009 test cycle. API and AYP current as of September 2009.  
\* Numerically significant groups, such as English Learners and ethnic groups, with separate API and AYP goals.  
N/A: Data unavailable or unreported; statistically insignificant number of valid test scores; testing data under review; or school uses alternative accountability measures.



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# School Fact Sheet, 2008-2009

## PAJARO VALLEY UNIFIED SCHOOL DISTRICT

# Pajaro Middle School

**ADDRESS:** 250 Salinas Road, Watsonville, CA 95076 **PHONE:** (831) 728-6238

**PRINCIPAL:** Stella Moreno **GRADE RANGE:** 6-8 **SCHEDULE:** Traditional

## TEACHERS AND STUDENTS

### Teachers

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
<b>Number of teachers (FTE)</b>	13	20	28
<b>Students per teacher</b>	34	22	22
<b>Average years of teaching experience</b>	14	13	12
<b>Teachers with one or two years of teaching experience</b>	0%	12%	12%
<b>Full credential holders</b>	85%	94%	95%
<b>Trainee credential holders</b>	8%	3%	4%
<b>Emergency permit holders</b>	8%	3%	2%

SOURCE: 2008 CBEDS data, California Dept. of Education. County and state averages represent middle schools only. Because teachers can hold more than one type of credential, percentages rarely add up to 100 percent.

Our teachers bring an average of 14 years of teaching experience to their classes. About 85 percent have a full credential. Statewide about 95 percent of middle school teachers hold this credential.

### Average Class Sizes

CORE COURSE	OUR SCHOOL	COUNTY AVG	STATE AVG
<b>English</b>	29	24	25
<b>History/social science</b>	30	26	28
<b>Math</b>	30	25	27
<b>Science</b>	30	26	28

SOURCE: 2008 CBEDS data, California Dept. of Education. County and state averages represent middle schools only.

The average class size of core courses varies at our school from a low of 29 students to a high of 30 students. Our average class size for all classes schoolwide is 31 students. The average class size schoolwide for other middle schools in the state is 27 students.

### Students

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
<b>Number of students</b>	447	453	605
<b>English Learners</b>	53%	21%	20%
<b>Low-income students</b>	90%	42%	55%
<b>Students whose parents attended/graduated college</b>	17%	67%	55%

SOURCE: 2008 CBEDS data, California Dept. of Education. County and state averages represent middle schools only.

The factors above may affect students' performance in school.

## KEEPING YOU INFORMED

A complete annual accountability report for our school is available on our district Web site. You can request printed copies of this report at our school or district office. For more information, contact the district at:

Pajaro Valley Unified School District  
294 Green Valley Rd.  
Watsonville, CA 95076  
(831) 786-2100

To view this report and the reports of other schools in our district online, please visit our Web site at:  
<http://www.pvUSD.net>

This data is current as of September 2009 but is subject to change. Facts about teachers and students are from the census of early October 2008. Testing data is based on tests taken in the spring of 2009. The CDE issued API and AYP results in September 2009.

## ACADEMIC PERFORMANCE

### California Standards Tests

This series of tests is based on what California students are expected to know and learn at each grade level.

### Student Proficiency

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

SUBJECT	PERCENT PROFICIENT OR HIGHER	LOW SCORES	HIGH SCORES
---------	------------------------------	------------	-------------

### English/Language Arts (Reading and Writing)

Our school	25%	
Calif. middle schools	50%	

### Math (excluding Algebra)

Our school	29%	
Calif. middle schools	44%	

### Algebra

Our school	71%	
Calif. middle schools	45%	

### History/Social Science

Our school	13%	
Calif. middle schools	42%	

### Science

Our school	42%	
Calif. middle schools	54%	

SOURCE: The scores for the California Standards Tests are from the spring 2009 test cycle. State averages represent middle schools only.

## MEASURES OF ACADEMIC PROGRESS

We use two measures to track our school's academic achievement over time: the Academic Performance Index (API) and Adequate Yearly Progress (AYP). These measures combine test results differently and often provide differing views of student progress.

**ACADEMIC PERFORMANCE INDEX (API):** This is California's way of rating schools. Using student test scores, the API places schools on a scale from 200 to 1000. Our school's API was 665, compared with 760 for the average middle school. The state expects schools to attain an API of 800 eventually.

**ADEQUATE YEARLY PROGRESS (AYP):** This is a federal measure that requires schools to meet test score goals schoolwide and for all subgroups\* of students. We met 14 out of 21 criteria for yearly progress. Because we fell short in seven areas, we did not make AYP. Note that the number of criteria may vary from school to school.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX		FEDERAL AYP ADEQUATE YEARLY PROGRESS	
Met schoolwide growth target	Yes	Met AYP	No
Met growth target for prior school year	No	Met schoolwide test participation rate	Yes
API	665	Met schoolwide test score goals	No
Growth attained from prior year	+19	Met subgroup* test participation rate	Yes
Met subgroup* growth targets	No	Met subgroup* test score goals	No
		Met API for AYP	Yes
		Program Improvement school	Yes

SOURCE: API growth score, 2009 test cycle. API and AYP current as of September 2009.  
\* Numerically significant groups, such as English Learners and ethnic groups, with separate API and AYP goals.  
N/A: Data unavailable or unreported; statistically insignificant number of valid test scores; testing data under review; or school uses alternative accountability measures.



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## School Fact Sheet, 2008–2009

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

# Pajaro Valley High School

**ADDRESS:** 500 Harkins Slough Road, Watsonville, CA 95076 **PHONE:** (831) 728-8102

**PRINCIPAL:** Frank (Pancho) Rodriguez **GRADE RANGE:** 9–12 **SCHEDULE:** Traditional

### TEACHERS AND STUDENTS

#### Teachers

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
Number of teachers (FTE)	52	29	47
Students per teacher	30	23	23
Average years of teaching experience	8	14	13
Teachers with one or two years of teaching experience	0%	9%	12%
Full credential holders	90%	95%	94%
Trainee credential holders	4%	3%	5%
Emergency permit holders	2%	2%	3%

SOURCE: 2008 CBEDS data, California Dept. of Education. County and state averages represent high schools only. Because teachers can hold more than one type of credential, percentages rarely add up to 100 percent.

Our teachers bring an average of eight years of teaching experience to their classes. About 90 percent have a full credential. Statewide about 94 percent of high school teachers hold this credential.

#### Average Class Sizes

CORE COURSE	OUR SCHOOL	COUNTY AVG	STATE AVG
English	30	24	25
History/social science	30	26	29
Math	30	24	27
Science	31	26	28

SOURCE: 2008 CBEDS data, California Dept. of Education. County and state averages represent high schools only.

The average class size of core courses varies at our school from a low of 30 students to a high of 31 students. Our average class size for all classes schoolwide is 30 students. The average class size schoolwide for other high schools in the state is 28 students.

#### Students

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
Number of students	1,576	665	1,082
English Learners	35%	13%	15%
Low-income students	77%	32%	46%
Students whose parents attended/graduated college	22%	72%	56%

SOURCE: 2008 CBEDS data, California Dept. of Education. County and state averages represent high schools only.

The factors above may affect students' performance in school.

### COLLEGE PREPARATION

Three factors indicate how effectively we prepare students for college: whether students are taking the courses required for college admission, whether the school offers Advanced Placement (AP) courses, and where students ultimately enroll in the state's public college system.

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
2008 graduates meeting UC or CSU course requirements	61%	50%	36%
AP exams passed per 100 juniors and seniors (2008)	16	24	27
2007 graduates attending UC	5%	9%	8%
2007 graduates attending CSU	14%	12%	13%
2007 graduates attending community colleges	0%	5%	30%

SOURCE: 2008 CBEDS data, California Dept. of Education. California Postsecondary Education Commission. County and state averages represent high schools only.

Information in this report changes throughout the year. A complete annual accountability report is available from our school or district office, and on our district Web site: <http://www.pvusd.net>

### ACADEMIC PERFORMANCE

#### California Standards Tests

This series of tests is based on what California students are expected to know and learn at each grade level.

#### Student Proficiency

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

SUBJECT	PERCENT PROFICIENT OR HIGHER	LOW SCORES	HIGH SCORES
---------	------------------------------	------------	-------------

#### English/Language Arts (Reading and Writing)

Our school	19%	
Calif. high schools	46%	

#### Geometry

Our school	1%	
Calif. high schools	24%	

#### US History

Our school	18%	
Calif. high schools	47%	

#### Biology

Our school	14%	
Calif. high schools	42%	

#### Life Science (Tenth Grade)

Our school	21%	
Calif. high schools	45%	

SOURCE: The scores for the California Standards Tests are from the spring 2009 test cycle. State averages represent high schools only.

### MEASURES OF ACADEMIC PROGRESS

**ACADEMIC PERFORMANCE INDEX (API):** This is California's way of rating schools. Using student test scores, the API places schools on a scale from 200 to 1000. Our school's API was 569, compared with 712 for the average high school. The state expects schools to attain an API of 800 eventually.

**ADEQUATE YEARLY PROGRESS (AYP):** This is a federal measure that requires schools to meet test score goals schoolwide and for all subgroups\* of students. We met nine out of 18 criteria for yearly progress. Because we fell short in nine areas, we did not make AYP. Note that the number of criteria may vary from school to school.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX		FEDERAL AYP ADEQUATE YEARLY PROGRESS	
Met schoolwide growth target	No	Met AYP	No
Met growth target for prior school year	Yes	Met schoolwide test participation rate	Yes
API	569	Met schoolwide test score goals	No
Growth attained from prior year	-10	Met subgroup* test participation rate	Yes
Met subgroup* growth targets	No	Met subgroup* test score goals	No
		Met API for AYP	No
		Met graduation rate	Yes
		Program Improvement school	Yes

SOURCE: API growth score, 2009 test cycle. API and AYP current as of September 2009.  
\* Numerically significant groups, such as English Learners and ethnic groups, with separate API and AYP goals.  
N/A: Data unavailable or unreported; statistically insignificant number of valid test scores; testing data under review; or school uses alternative accountability measures.



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# School Fact Sheet, 2008-2009

## PAJARO VALLEY UNIFIED SCHOOL DISTRICT

# Radcliff Elementary School

**ADDRESS:** 550 Rodriguez Street, Watsonville, CA 95076 **PHONE:** (831) 728-6469

**PRINCIPAL:** Ulli Kummerow **GRADE RANGE:** K-5 **SCHEDULE:** Traditional

## TEACHERS AND STUDENTS

### Teachers

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
<b>Number of teachers (FTE)</b>	22	20	26
<b>Students per teacher</b>	21	21	20
<b>Average years of teaching experience</b>	6	14	13
<b>Teachers with one or two years of teaching experience</b>	9%	8%	9%
<b>Male teachers</b>	9%	12%	14%
<b>Full credential holders</b>	91%	98%	98%
<b>Trainee credential holders</b>	0%	1%	2%
<b>Emergency permit holders</b>	9%	1%	1%

SOURCE: 2008 CBEDS data, California Dept. of Education. County and state averages represent elementary schools only. Because teachers can hold more than one type of credential, percentages rarely add up to 100 percent.

Our teachers bring an average of six years of teaching experience to their classes. About 91 percent have a full credential. Statewide about 98 percent of elementary school teachers hold this credential.

### Average Class Sizes

GRADE	OUR SCHOOL	COUNTY AVG	STATE AVG
<b>Kindergarten</b>	21	19	20
<b>First grade</b>	20	20	19
<b>Second grade</b>	22	19	19
<b>Third grade</b>	19	20	20
<b>Fourth grade</b>	27	27	28
<b>Fifth grade</b>	27	28	29

SOURCE: 2008 CBEDS data, California Dept. of Education. County and state averages represent elementary schools only.

Average class sizes at our school vary across grade levels from a low of 19 students to a high of 27 students. Our average class size for all classes schoolwide is 21 students. The average class size schoolwide for other elementary schools in the state is 22 students.

### Students

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
<b>Number of students</b>	462	433	518
<b>English Learners</b>	80%	37%	32%
<b>Low-income students</b>	90%	49%	56%
<b>Students whose parents attended/graduated college</b>	18%	64%	55%

SOURCE: 2008 CBEDS data, California Dept. of Education. County and state averages represent elementary schools only.

The factors above may affect students' performance in school.

## KEEPING YOU INFORMED

A complete annual accountability report for our school is available on our district Web site. You can request printed copies of this report at our school or district office. For more information, contact the district at:

Pajaro Valley Unified School District  
294 Green Valley Rd.  
Watsonville, CA 95076  
(831) 786-2100

To view this report and the reports of other schools in our district online, please visit our Web site at:  
<http://www.pvusd.net>

This data is current as of September 2009 but is subject to change. Facts about teachers and students are from the census of early October 2008. Testing data is based on tests taken in the spring of 2009. The CDE issued API and AYP results in September 2009.

## ACADEMIC PERFORMANCE

### California Standards Tests

This series of tests is based on what California students are expected to know and learn at each grade level. You'll find students' test scores summarized in five bands below. They range from the lowest scores on the left to the highest scores on the right. The top two bands—Proficient and Advanced—are expressed as a combined percentage. The scores for our students are compared with the scores of all students in California at the same grade level to help you see where we stand.

### Student Proficiency

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

SUBJECT	PERCENT PROFICIENT OR HIGHER	LOW SCORES	HIGH SCORES
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### English/Language Arts (Reading and Writing)

Our school	27%		
Calif. elementary schools	53%		

### Math

Our school	38%		
Calif. elementary schools	59%		

### Science

Our school	25%		
Calif. elementary schools	49%		

SOURCE: The scores for the California Standards Tests are from the spring 2009 test cycle. State averages represent elementary schools only.

## MEASURES OF ACADEMIC PROGRESS

We use two measures to track our school's academic achievement over time: the Academic Performance Index (API) and Adequate Yearly Progress (AYP). These measures combine test results differently and often provide differing views of student progress.

**ACADEMIC PERFORMANCE INDEX (API):** This is California's way of rating schools. Using student test scores, the API places schools on a scale from 200 to 1000. Our school's API was 700, compared with 792 for the average elementary school. The state expects schools to attain an API of 800 eventually.

**ADEQUATE YEARLY PROGRESS (AYP):** This is a federal measure that requires schools to meet test score goals schoolwide and for all subgroups\* of students. We met all 17 criteria for yearly progress. As a result, we succeeded at making AYP. Note that the number of criteria may vary from school to school.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX		FEDERAL AYP ADEQUATE YEARLY PROGRESS	
Met schoolwide growth target	Yes	Met AYP	Yes
Met growth target for prior school year	Yes	Met schoolwide test participation rate	Yes
API	700	Met schoolwide test score goals	Yes
Growth attained from prior year	+61	Met subgroup* test participation rate	Yes
Met subgroup* growth targets	Yes	Met subgroup* test score goals	Yes
		Met API for AYP	Yes
		Program Improvement school	Yes

SOURCE: API growth score, 2009 test cycle. API and AYP current as of September 2009.  
\* Numerically significant groups, such as English Learners and ethnic groups, with separate API and AYP goals.  
N/A: Data unavailable or unreported; statistically insignificant number of valid test scores; testing data under review; or school uses alternative accountability measures.



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# Renaissance Continuation High School

**ADDRESS:** 11 Spring Valley Road, Watsonville, CA 95076 **PHONE:** (831) 728-6344

**PRINCIPAL:** Tom Tatum **GRADE RANGE:** 9–12 **SCHEDULE:** Traditional

## TEACHERS AND STUDENTS

### Teachers

KEY FACTOR	CONTINUATION HIGH		
	OUR SCHOOL	COUNTY AVG	STATE AVG
Number of teachers (FTE)	10	7	8
Students per teacher	20	19	18
Average years of teaching experience	15	18	15
Teachers with one or two years of teaching experience	8%	3%	10%
Full credential holders	92%	97%	95%
Trainee credential holders	0%	0%	4%
Emergency permit holders	8%	3%	3%

SOURCE: 2008 CBEDS data, California Dept. of Education. County and state averages represent continuation high schools only. Because teachers can hold more than one type of credential, percentages rarely add up to 100 percent.

Our teachers bring an average of 15 years of teaching experience to their classes. About 92 percent have a full credential. Statewide about 95 percent of continuation high school teachers hold this credential.

### Average Class Sizes

CORE COURSE	CONTINUATION HIGH		
	OUR SCHOOL	COUNTY AVG	STATE AVG
English	17	18	17
History/social science	20	20	18
Math	20	19	16
Science	20	18	17

SOURCE: 2008 CBEDS data, California Dept. of Education. County and state averages represent continuation high schools only.

The average class size of core courses varies at our school from a low of 17 students to a high of 20 students. Our average class size for all classes schoolwide is 19 students. The average class size schoolwide for other continuation high schools in the state is 17 students.

### Students

KEY FACTOR	CONTINUATION HIGH		
	OUR SCHOOL	COUNTY AVG	STATE AVG
Number of students	201	128	135
English Learners	48%	41%	23%
Low-income students	77%	68%	50%
Students whose parents attended/graduated college	31%	44%	38%

SOURCE: 2008 CBEDS data, California Dept. of Education. County and state averages represent continuation high schools only.

The factors above may affect students' performance in school.

## COLLEGE PREPARATION

Two factors indicate how effectively we prepare students for college: whether students are taking the courses required for college admission, and where students ultimately enroll in the state's public college system.

KEY FACTOR	CONTINUATION HIGH		
	OUR SCHOOL	COUNTY AVG	STATE AVG
2008 graduates meeting UC or CSU course requirements	0%	0%	1%
2007 graduates attending UC	0%	0%	0%
2007 graduates attending CSU	0%	0%	0%
2007 graduates attending community colleges	22%	9%	22%

SOURCE: 2008 CBEDS data, California Dept. of Education. California Postsecondary Education Commission. County and state averages represent continuation high schools only.

Information in this report changes throughout the year. A complete annual accountability report is available from our school or district office, and on our district Web site: <http://www.pvUSD.net>

## ACADEMIC PERFORMANCE

### California Standards Tests

This series of tests is based on what California students are expected to know and learn at each grade level.

### Student Proficiency

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

SUBJECT	PERCENT PROFICIENT OR HIGHER	LOW SCORES	HIGH SCORES
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### English/Language Arts (Reading and Writing)

Our school	1%		
Calif. continuation high schools	9%		

### Algebra

Our school	10%		
Calif. continuation high schools	3%		

### US History

Our school	0%		
Calif. continuation high schools	9%		

### Life Science (Tenth Grade)

Our school	0%		
Calif. continuation high schools	9%		

SOURCE: The scores for the California Standards Tests are from the spring 2009 test cycle. State averages represent continuation high schools only.

## MEASURES OF ACADEMIC PROGRESS

**ACADEMIC PERFORMANCE INDEX (API):** This is California's way of rating schools. Using student test scores, the API places schools on a scale from 200 to 1000. Our school's API was 631, compared with 544 for the average continuation high school. The state expects schools to attain an API of 800 eventually. Many continuation high schools account for their results using the Alternative School Accountability Model (ASAM). If you see "N/A" in the tables below, ours may be an ASAM school.

**ADEQUATE YEARLY PROGRESS (AYP):** This is a federal measure that requires schools to meet test score goals schoolwide and for all subgroups\* of students. We met five out of six criteria for yearly progress. Because we fell short in one area, we did not make AYP. Note that the number of criteria may vary from school to school.

CALIFORNIA API		FEDERAL AYP	
ACADEMIC PERFORMANCE INDEX		ADEQUATE YEARLY PROGRESS	
Met schoolwide growth target	N/A	Met AYP	No
Met growth target for prior school year	N/A	Met schoolwide test participation rate	Yes
API	631	Met schoolwide test score goals	Yes
Growth attained from prior year	-69	Met subgroup* test participation rate	N/A
Met subgroup* growth targets	N/A	Met subgroup* test score goals	N/A
		Met API for AYP	No
		Met graduation rate	Yes
		Program Improvement school	No

SOURCE: API growth score, 2009 test cycle. API and AYP current as of September 2009.  
\* Numerically significant groups, such as English Learners and ethnic groups, with separate API and AYP goals.  
N/A Data unavailable or unreported; statistically insignificant number of valid test scores; testing data under review; or school uses alternative accountability measures.





# School Fact Sheet, 2008-2009

## PAJARO VALLEY UNIFIED SCHOOL DISTRICT

# Rio del Mar Elementary School

**ADDRESS:** 819 Pinehurst Drive, Aptos, CA 95003 **PHONE:** (831) 688-2053  
**PRINCIPAL:** Deborah Dorney **GRADE RANGE:** K-6 **SCHEDULE:** Traditional

## TEACHERS AND STUDENTS

### Teachers

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
Number of teachers (FTE)	22	20	26
Students per teacher	27	21	20
Average years of teaching experience	13	14	13
Teachers with one or two years of teaching experience	0%	8%	9%
Male teachers	18%	12%	14%
Full credential holders	91%	98%	98%
Trainee credential holders	5%	1%	2%
Emergency permit holders	5%	1%	1%

SOURCE: 2008 CBEDS data, California Dept. of Education. County and state averages represent elementary schools only. Because teachers can hold more than one type of credential, percentages rarely add up to 100 percent.

Our teachers bring an average of 13 years of teaching experience to their classes. About 91 percent have a full credential. Statewide about 98 percent of elementary school teachers hold this credential.

### Average Class Sizes

GRADE	OUR SCHOOL	COUNTY AVG	STATE AVG
Kindergarten	23	19	20
First grade	20	20	19
Second grade	22	19	19
Third grade	20	20	20
Fourth grade	29	27	28
Fifth grade	29	28	29
Sixth grade	34	29	29

SOURCE: 2008 CBEDS data, California Dept. of Education. County and state averages represent elementary schools only.

Average class sizes at our school vary across grade levels from a low of 20 students to a high of 34 students. Our average class size for all classes schoolwide is 25 students. The average class size schoolwide for other elementary schools in the state is 22 students.

### Students

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
Number of students	604	433	518
English Learners	4%	37%	32%
Low-income students	5%	49%	56%
Students whose parents attended/graduated college	97%	64%	55%

SOURCE: 2008 CBEDS data, California Dept. of Education. County and state averages represent elementary schools only.

The factors above may affect students' performance in school.

## KEEPING YOU INFORMED

A complete annual accountability report for our school is available on our district Web site. You can request printed copies of this report at our school or district office. For more information, contact the district at:

Pajaro Valley Unified School District  
 294 Green Valley Rd.  
 Watsonville, CA 95076  
 (831) 786-2100

To view this report and the reports of other schools in our district online, please visit our Web site at:  
<http://www.pvUSD.net>

This data is current as of September 2009 but is subject to change. Facts about teachers and students are from the census of early October 2008. Testing data is based on tests taken in the spring of 2009. The CDE issued API and AYP results in September 2009.

## ACADEMIC PERFORMANCE

### California Standards Tests

This series of tests is based on what California students are expected to know and learn at each grade level. You'll find students' test scores summarized in five bands below. They range from the lowest scores on the left to the highest scores on the right. The top two bands—Proficient and Advanced—are expressed as a combined percentage. The scores for our students are compared with the scores of all students in California at the same grade level to help you see where we stand.

### Student Proficiency

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

SUBJECT	PERCENT PROFICIENT OR HIGHER	LOW SCORES	HIGH SCORES
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### English/Language Arts (Reading and Writing)

Our school	82%	
Calif. elementary schools	53%	

### Math

Our school	83%	
Calif. elementary schools	59%	

### Science

Our school	85%	
Calif. elementary schools	49%	

SOURCE: The scores for the California Standards Tests are from the spring 2009 test cycle. State averages represent elementary schools only.

## MEASURES OF ACADEMIC PROGRESS

We use two measures to track our school's academic achievement over time: the Academic Performance Index (API) and Adequate Yearly Progress (AYP). These measures combine test results differently and often provide differing views of student progress.

**ACADEMIC PERFORMANCE INDEX (API):** This is California's way of rating schools. Using student test scores, the API places schools on a scale from 200 to 1000. Our school's API was 904, compared with 792 for the average elementary school. The state expects schools to attain an API of 800 eventually.

**ADEQUATE YEARLY PROGRESS (AYP):** This is a federal measure that requires schools to meet test score goals schoolwide and for all subgroups\* of students. We met all nine criteria for yearly progress. As a result, we succeeded at making AYP. Note that the number of criteria may vary from school to school.

CALIFORNIA API		FEDERAL AYP	
ACADEMIC PERFORMANCE INDEX		ADEQUATE YEARLY PROGRESS	
Met schoolwide growth target	Yes	Met AYP	Yes
Met growth target for prior school year	Yes	Met schoolwide test participation rate	Yes
API	904	Met schoolwide test score goals	Yes
Growth attained from prior year	+7	Met subgroup* test participation rate	Yes
Met subgroup* growth targets	Yes	Met subgroup* test score goals	Yes
		Met API for AYP	Yes
		Program improvement school	No

SOURCE: API growth score, 2009 test cycle. API and AYP current as of September 2009.  
 \* Numerically significant groups, such as English Learners and ethnic groups, with separate API and AYP goals.  
 N/A: Data unavailable or unreported; statistically insignificant number of valid test scores; testing data under review; or school uses alternative accountability measures.



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## School Fact Sheet, 2008-2009

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

# Rolling Hills Middle School

**ADDRESS:** 130 Herman Avenue, Watsonville, CA 95076 **PHONE:** (831) 728-6341

**PRINCIPAL:** Rick Ito **GRADE RANGE:** 6-8 **SCHEDULE:** Traditional

### TEACHERS AND STUDENTS

#### Teachers

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
Number of teachers (FTE)	25	20	28
Students per teacher	24	22	22
Average years of teaching experience	13	13	12
Teachers with one or two years of teaching experience	23%	12%	12%
Full credential holders	88%	94%	95%
Trainee credential holders	0%	3%	4%
Emergency permit holders	8%	3%	2%

SOURCE: 2008 CDEOS data, California Dept. of Education. County and state averages represent middle schools only. Because teachers can hold more than one type of credential, percentages rarely add up to 100 percent.

Our teachers bring an average of 13 years of teaching experience to their classes. About 88 percent have a full credential. Statewide about 95 percent of middle school teachers hold this credential.

#### Average Class Sizes

CORE COURSE	OUR SCHOOL	COUNTY AVG	STATE AVG
English	29	24	25
History/social science	30	26	28
Math	30	25	27
Science	30	26	28

SOURCE: 2008 CDEOS data, California Dept. of Education. County and state averages represent middle schools only.

The average class size of core courses varies at our school from a low of 29 students to a high of 30 students. Our average class size for all classes schoolwide is 31 students. The average class size schoolwide for other middle schools in the state is 27 students.

#### Students

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
Number of students	600	453	605
English Learners	47%	21%	20%
Low-income students	78%	42%	55%
Students whose parents attended/graduated college	26%	67%	55%

SOURCE: 2008 CDEOS data, California Dept. of Education. County and state averages represent middle schools only.

The factors above may affect students' performance in school.

### KEEPING YOU INFORMED

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Pajaro Valley Unified School District  
294 Green Valley Rd.  
Watsonville, CA 95076  
(831) 786-2100

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### ACADEMIC PERFORMANCE

#### California Standards Tests

This series of tests is based on what California students are expected to know and learn at each grade level.

#### Student Proficiency

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

SUBJECT	PERCENT PROFICIENT OR HIGHER	LOW SCORES	HIGH SCORES
---------	------------------------------	------------	-------------

#### English/Language Arts (Reading and Writing)

Our school	32%	
Calif. middle schools	50%	

#### Math (excluding Algebra)

Our school	28%	
Calif. middle schools	44%	

#### Algebra

Our school	44%	
Calif. middle schools	45%	

#### History/Social Science

Our school	24%	
Calif. middle schools	42%	

#### Science

Our school	36%	
Calif. middle schools	54%	

SOURCE: The scores for the California Standards Tests are from the spring 2009 test cycle. State averages represent middle schools only.

### MEASURES OF ACADEMIC PROGRESS

We use two measures to track our school's academic achievement over time: the Academic Performance Index (API) and Adequate Yearly Progress (AYP). These measures combine test results differently and often provide differing views of student progress.

**ACADEMIC PERFORMANCE INDEX (API):** This is California's way of rating schools. Using student test scores, the API places schools on a scale from 200 to 1000. Our school's API was 661, compared with 760 for the average middle school. The state expects schools to attain an API of 800 eventually.

**ADEQUATE YEARLY PROGRESS (AYP):** This is a federal measure that requires schools to meet test score goals schoolwide and for all subgroups\* of students. We met 11 out of 17 criteria for yearly progress. Because we fell short in six areas, we did not make AYP. Note that the number of criteria may vary from school to school.

CALIFORNIA API		FEDERAL AYP	
ACADEMIC PERFORMANCE INDEX		ADEQUATE YEARLY PROGRESS	
Met schoolwide growth target	No	Met AYP	No
Met growth target for prior school year	Yes	Met schoolwide test participation rate	Yes
API	661	Met schoolwide test score goals	No
Growth attained from prior year	-10	Met subgroup* test participation rate	Yes
Met subgroup* growth targets	No	Met subgroup* test score goals	No
		Met API for AYP	Yes
		Program improvement school	Yes

SOURCE: API growth score, 2009 test cycle. API and AYP current as of September 2009.  
\* Numerically significant groups, such as English Learners and ethnic groups, with separate API and AYP goals.  
N/A: Data unavailable or unreported; statistically insignificant number of valid test scores; testing data under review; or school uses alternative accountability measures.



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# School Fact Sheet, 2008–2009

## PAJARO VALLEY UNIFIED SCHOOL DISTRICT

# Starlight Elementary School

**ADDRESS:** 225 Hammer Drive, Watsonville, CA 95076 **PHONE:** (831) 728-6979

**PRINCIPAL:** Mark Donnelly **GRADE RANGE:** K–5 **SCHEDULE:** Traditional

### TEACHERS AND STUDENTS

#### Teachers

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
Number of teachers (FTE)	21	20	26
Students per teacher	26	21	20
Average years of teaching experience	12	14	13
Teachers with one or two years of teaching experience	0%	8%	9%
Male teachers	10%	12%	14%
Full credential holders	95%	98%	98%
Trainee credential holders	0%	1%	2%
Emergency permit holders	5%	1%	1%

SOURCE: 2008 CBEDS data, California Dept. of Education. County and state averages represent elementary schools only. Because teachers can hold more than one type of credential, percentages rarely add up to 100 percent.

Our teachers bring an average of 12 years of teaching experience to their classes. About 95 percent have a full credential. Statewide about 98 percent of elementary school teachers hold this credential.

#### Average Class Sizes

GRADE	OUR SCHOOL	COUNTY AVG	STATE AVG
Kindergarten	17	19	20
First grade	21	20	19
Second grade	19	19	19
Third grade	20	20	20
Fourth grade	23	27	28
Fifth grade	24	28	29

SOURCE: 2008 CBEDS data, California Dept. of Education. County and state averages represent elementary schools only.

Average class sizes at our school vary across grade levels from a low of 17 students to a high of 24 students. Our average class size for all classes schoolwide is 20 students. The average class size schoolwide for other elementary schools in the state is 22 students.

#### Students

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
Number of students	549	433	518
English Learners	71%	37%	32%
Low-income students	87%	49%	56%
Students whose parents attended/graduated college	29%	64%	55%

SOURCE: 2008 CBEDS data, California Dept. of Education. County and state averages represent elementary schools only.

The factors above may affect students' performance in school.

### KEEPING YOU INFORMED

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Watsonville, CA 95076  
(831) 786-2100

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### ACADEMIC PERFORMANCE

#### California Standards Tests

This series of tests is based on what California students are expected to know and learn at each grade level. You'll find students' test scores summarized in five bands below. They range from the lowest scores on the left to the highest scores on the right. The top two bands—Proficient and Advanced—are expressed as a combined percentage. The scores for our students are compared with the scores of all students in California at the same grade level to help you see where we stand.

#### Student Proficiency

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

SUBJECT	PERCENT PROFICIENT OR HIGHER	LOW SCORES	HIGH SCORES
---------	------------------------------	------------	-------------

#### English/Language Arts (Reading and Writing)

Our school	28%	■	■
Calif. elementary schools	53%	■	■

#### Math

Our school	51%	■	■
Calif. elementary schools	59%	■	■

#### Science

Our school	27%	■	■
Calif. elementary schools	49%	■	■

SOURCE: The scores for the California Standards Tests are from the spring 2009 test cycle. State averages represent elementary schools only.

### MEASURES OF ACADEMIC PROGRESS

We use two measures to track our school's academic achievement over time: the Academic Performance Index (API) and Adequate Yearly Progress (AYP). These measures combine test results differently and often provide differing views of student progress.

**ACADEMIC PERFORMANCE INDEX (API):** This is California's way of rating schools. Using student test scores, the API places schools on a scale from 200 to 1000. Our school's API was 690, compared with 792 for the average elementary school. The state expects schools to attain an API of 800 eventually.

**ADEQUATE YEARLY PROGRESS (AYP):** This is a federal measure that requires schools to meet test score goals schoolwide and for all subgroups\* of students. We met 15 out of 21 criteria for yearly progress. Because we fell short in six areas, we did not make AYP. Note that the number of criteria may vary from school to school.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX		FEDERAL AYP ADEQUATE YEARLY PROGRESS	
Met schoolwide growth target	Yes	Met AYP	No
Met growth target for prior school year	Yes	Met schoolwide test participation rate	Yes
API	690	Met schoolwide test score goals	No
Growth attained from prior year	+8	Met subgroup* test participation rate	Yes
Met subgroup* growth targets	No	Met subgroup* test score goals	No
		Met API for AYP	Yes
		Program Improvement school	Yes

SOURCE: API growth score, 2009 test cycle. API and AYP current as of September 2009.  
\* Numerically significant groups, such as English Learners and ethnic groups, with separate API and AYP goals.  
N/A: Data unavailable or unreported; statistically insignificant number of valid test scores; testing data under review, or school uses alternative accountability measures.



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PAJARO VALLEY UNIFIED SCHOOL DISTRICT

## Valencia Elementary School

**ADDRESS:** 250 Aptos School Road, Aptos, CA 95003 **PHONE:** (831) 688-2013

**PRINCIPAL:** Dianna Higginbotham **GRADE RANGE:** K-6 **SCHEDULE:** Traditional

## TEACHERS AND STUDENTS

## Teachers

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
<b>Number of teachers (FTE)</b>	22	20	26
<b>Students per teacher</b>	25	21	20
<b>Average years of teaching experience</b>	15	14	13
<b>Teachers with one or two years of teaching experience</b>	0%	8%	9%
<b>Male teachers</b>	18%	12%	14%
<b>Full credential holders</b>	100%	98%	98%
<b>Trainee credential holders</b>	0%	1%	2%
<b>Emergency permit holders</b>	0%	1%	1%

SOURCE: 2008 CREDs data, California Dept. of Education. County and state averages represent elementary schools only. Because teachers can hold more than one type of credential, percentages rarely add up to 100 percent.

Our teachers bring an average of 15 years of teaching experience to their classes. All of our teachers have a full credential. Statewide about 98 percent of elementary school teachers hold this credential.

### Average Class Sizes

GRADE	OUR SCHOOL	COUNTY AVG	STATE AVG
<b>Kindergarten</b>	21	19	20
<b>First grade</b>	21	20	19
<b>Second grade</b>	21	19	19
<b>Third grade</b>	22	20	20
<b>Fourth grade</b>	30	27	28
<b>Fifth grade</b>	30	28	29
<b>Sixth grade</b>	30	29	29

SOURCE: 2008 CBEDS data, California Dept. of Education. County and state averages represent elementary schools only.

Average class sizes at our school vary across grade levels from a low of 21 students to a high of 30 students. Our average class size for all classes schoolwide is 24 students. The average class size schoolwide for other elementary schools in the state is 22 students.

## Students

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
<b>Number of students</b>	545	433	518
<b>English Learners</b>	15%	37%	32%
<b>Low-income students</b>	22%	49%	56%
<b>Students whose parents attended/graduated college</b>	82%	64%	55%

SOURCE: 2008 CBEDS data, California Dept. of Education. County and state averages represent elementary schools only.

The factors above may affect students' performance in school.

## KEEPING YOU INFORMED

A complete annual accountability report for our school is available on our district Web site. You can request printed copies of this report at our school or district office. For more information, contact the district at:

Pajaro Valley Unified School District  
294 Green Valley Rd.  
Watsonville, CA 95076  
(831) 786-2100

To view this report and the reports of other schools in our district online, please visit our Web site at:  
<http://www.pvusd.net>

This data is current as of September 2009 but is subject to change. Facts about teachers and students are from the census of early October 2008. Testing data is based on tests taken in the spring of 2009. The CDE issued API and AYP results in September 2009.

## ACADEMIC PERFORMANCE

## California Standards Tests

This series of tests is based on what California students are expected to know and learn at each grade level. You'll find students' test scores summarized in five bands below. They range from the lowest scores on the left to the highest scores on the right. The top two bands—**Proficient** and **Advanced**—are expressed as a combined percentage. The scores for our students are compared with the scores of all students in California at the same grade level to help you see where we stand.

### Student Proficiency

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

☐ FAR BELOW BASIC   ☐ BELOW BASIC   ☐ BASIC   ☐ PROFICIENT   ☐ ADVANCED

SUBJECT	PERCENT PROFICIENT OR HIGHER	LOW SCORES	HIGH SCORES
<b>English/Language Arts (Reading and Writing)</b>			
Our school	74%		
Calif. elementary schools	53%		
<b>Math</b>			
Our school	75%		
Calif. elementary schools	59%		
<b>Science</b>			
Our school	86%		
Calif. elementary schools	49%		

SOURCE: The scores for the California Standards Tests are from the spring 2005 test cycle. State averages represent elementary schools only.

## MEASURES OF ACADEMIC PROGRESS

We use two measures to track our school's academic achievement over time: the Academic Performance Index (API) and Adequate Yearly Progress (AYP). These measures combine test results differently and often provide differing views of student progress.

**ACADEMIC PERFORMANCE INDEX (API):** This is California's way of rating schools. Using student test scores, the API places schools on a scale from 200 to 1000. Our school's API was 866, compared with 792 for the average elementary school. The state expects schools to attain an API of 800 eventually.

**ADEQUATE YEARLY PROGRESS (AYP):** This is a federal measure that requires schools to meet test score goals schoolwide and for all subgroups\* of students. We met 19 out of 21 criteria for yearly progress. Because we fell short in two areas, we did not make AYP. Note that the number of criteria may vary from school to school.

CALIFORNIA <b>API</b> ACADEMIC PERFORMANCE INDEX	
Met schoolwide growth target	<b>Yes</b>
Met growth target for prior school year	<b>Yes</b>
API	<b>866</b>
Growth attained from prior year	<b>+11</b>
Met subgroup* growth targets	<b>Yes</b>

FEDERAL <b>AYP</b> ADEQUATE YEARLY PROGRESS	
Met AYP	<b>No</b>
Met schoolwide test participation rate	<b>Yes</b>
Met schoolwide test score goals	<b>Yes</b>
Met subgroup* test participation rate	<b>Yes</b>
Met subgroup* test score goals	<b>No</b>
Met API for AYP	<b>Yes</b>
Program Improvement school	<b>No</b>

SOURCE: API growth score, 2009 test cycle. API and AYP current as of September 2009.  
 \* Numerically significant groups, such as English Learners and ethnic groups, with separate API and AYP goals.  
 N/A Data unavailable or unreported; statistically insignificant number of valid test scores; testing data under review; or school uses alternative accountability measures.





# School Fact Sheet, 2008-2009

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

## Watsonville Charter School of the Arts

**ADDRESS:** 115 Casserly Road, West Campus, Watsonville, CA 95076 **PHONE:** (831) 728-8123

**PRINCIPAL:** Trisha Hucklebridge **GRADE RANGE:** K-8 **SCHEDULE:** Traditional

### TEACHERS AND STUDENTS

#### Teachers

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
Number of teachers (FTE)	11	11	21
Students per teacher	26	23	20
Average years of teaching experience	11	11	12
Teachers with one or two years of teaching experience	0%	7%	12%
Full credential holders	100%	97%	96%
Trainee credential holders	0%	3%	3%
Emergency permit holders	0%	0%	1%

SOURCE: 2008 CBEDS data, California Dept. of Education. County and state averages represent K-8 schools only. Because teachers can hold more than one type of credential, percentages rarely add up to 100 percent.

Our teachers bring an average of 11 years of teaching experience to their classes. All of our teachers have a full credential. Statewide about 96 percent of K-8 school teachers hold this credential.

#### Average Class Sizes

GRADE	OUR SCHOOL	COUNTY AVG	STATE AVG
Kindergarten	20	19	19
First grade	20	20	19
Second grade	20	20	19
Third grade	20	20	20
Fourth grade	23	23	27
Fifth grade	26	28	28
Sixth grade	23	25	28

COURSE	OUR SCHOOL	COUNTY AVG	STATE AVG
English	N/A	N/A	24
History/social science	N/A	25	27
Math	N/A	25	25
Science	N/A	N/A	28

SOURCE: 2008 CBEDS data, California Dept. of Education. County and state averages represent K-8 schools only.

Average class sizes in our elementary grades vary from a low of 20 students to a high of 26 students.

#### Students

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
Number of students	283	262	426
English Learners	21%	41%	25%
Low-income students	36%	49%	56%
Students whose parents attended/graduated college	73%	58%	58%

SOURCE: 2008 CBEDS data, California Dept. of Education. County and state averages represent K-8 schools only.

The factors above may affect students' performance in school.

### KEEPING YOU INFORMED

A complete annual accountability report for our school is available on our district Web site. For more information, contact the district at:

Pajaro Valley Unified School District  
294 Green Valley Rd.  
Watsonville, CA 95076  
(831) 786-2100

To view this report and the reports of other schools in our district online, please visit our Web site at:  
<http://www.pvusd.net>

This data is current as of September 2009 but is subject to change. Facts about teachers and students are from the census of early October 2008. Testing data is based on tests taken in the spring of 2009. The CDE issued API and AYP results in September 2009.

Note that only five schools are included in the county average.

### ACADEMIC PERFORMANCE

#### California Standards Tests

This series of tests is based on what California students are expected to know and learn at each grade level.

#### Student Proficiency

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

SUBJECT	PERCENT PROFICIENT OR HIGHER	LOW SCORES	HIGH SCORES
---------	------------------------------	------------	-------------

#### English/Language Arts (Reading and Writing)

Our school	45%	
Calif. K-8 schools	54%	

#### Math (excluding Algebra)

Our school	43%	
Calif. K-8 schools	57%	

#### Algebra

Our school	N/A	NO DATA AVAILABLE
Calif. K-8 schools	44%	

#### History/Social Science

Our school	23%	
Calif. K-8 schools	41%	

#### Science

Our school	60%	
Calif. K-8 schools	53%	

SOURCE: The scores for the California Standards Tests are from the spring 2009 test cycle. State averages represent K-8 schools only.

### MEASURES OF ACADEMIC PROGRESS

We use two measures to track our school's academic achievement over time: the Academic Performance Index (API) and Adequate Yearly Progress (AYP). These measures combine test results differently and often provide differing views of student progress.

**ACADEMIC PERFORMANCE INDEX (API):** This is California's way of rating schools. Using student test scores, the API places schools on a scale from 200 to 1000. Our school's API was 760, compared with 793 for the average K-8 school. The state expects schools to attain an API of 800 eventually.

**ADEQUATE YEARLY PROGRESS (AYP):** This is a federal measure that requires schools to meet test score goals schoolwide and for all subgroups\* of students. We met 15 out of 17 criteria for yearly progress. Because we fell short in two areas, we did not make AYP. Note that the number of criteria may vary from school to school.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX		FEDERAL AYP ADEQUATE YEARLY PROGRESS	
Met schoolwide growth target	Yes	Met AYP	No
Met growth target for prior school year	No	Met schoolwide test participation rate	Yes
API	760	Met schoolwide test score goals	Yes
Growth attained from prior year	+23	Met subgroup* test participation rate	Yes
Met subgroup* growth targets	No	Met subgroup* test score goals	No
		Met API for AYP	Yes
		Program Improvement school	No

SOURCE: API growth score, 2009 test cycle. API and AYP current as of September 2009.  
\* Numerically significant groups, such as English Learners and ethnic groups, with separate API and AYP goals.  
N/A: Data unavailable or unreported; statistically insignificant number of valid test scores; testing data under review; or school uses alternative accountability measures.



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# School Fact Sheet, 2008-2009

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

## Watsonville High School

ADDRESS: 250 East Beach Street, Watsonville, CA 95076 PHONE: (831) 728-6390

PRINCIPAL: Murry Schekman GRADE RANGE: 9-12 SCHEDULE: Traditional

### TEACHERS AND STUDENTS

#### Teachers

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
Number of teachers (FTE)	86	29	47
Students per teacher	25	23	23
Average years of teaching experience	15	14	13
Teachers with one or two years of teaching experience	0%	9%	12%
Full credential holders	97%	95%	94%
Trainee credential holders	0%	3%	5%
Emergency permit holders	3%	2%	3%

SOURCE: 2008 CBEDS data, California Dept. of Education. County and state averages represent high schools only. Because teachers can hold more than one type of credential, percentages rarely add up to 100 percent.

Our teachers bring an average of 15 years of teaching experience to their classes. About 97 percent have a full credential. Statewide about 94 percent of high school teachers hold this credential.

#### Average Class Sizes

CORE COURSE	OUR SCHOOL	COUNTY AVG	STATE AVG
English	29	24	25
History/social science	31	26	29
Math	28	24	27
Science	30	26	28

SOURCE: 2008 CBEDS data, California Dept. of Education. County and state averages represent high schools only.

The average class size of core courses varies at our school from a low of 28 students to a high of 31 students. Our average class size for all classes schoolwide is 30 students. The average class size schoolwide for other high schools in the state is 28 students.

#### Students

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
Number of students	2,134	665	1,082
English Learners	36%	13%	15%
Low-income students	75%	32%	46%
Students whose parents attended/graduated college	26%	72%	56%

SOURCE: 2008 CBEDS data, California Dept. of Education. County and state averages represent high schools only.

The factors above may affect students' performance in school.

### COLLEGE PREPARATION

Three factors indicate how effectively we prepare students for college: whether students are taking the courses required for college admission, whether the school offers Advanced Placement (AP) courses, and where students ultimately enroll in the state's public college system.

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
2008 graduates meeting UC or CSU course requirements	64%	50%	36%
AP exams passed per 100 juniors and seniors (2008)	13	24	27
2007 graduates attending UC	7%	9%	8%
2007 graduates attending CSU	11%	12%	13%
2007 graduates attending community colleges	7%	5%	30%

SOURCE: 2008 CBEDS data, California Dept. of Education. California Postsecondary Education Commission. County and state averages represent high schools only.

Information in this report changes throughout the year. A complete annual accountability report is available from our school or district office, and on our district Web site: <http://www.pvUSD.net>

### ACADEMIC PERFORMANCE

#### California Standards Tests

This series of tests is based on what California students are expected to know and learn at each grade level.

#### Student Proficiency

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

SUBJECT	PERCENT PROFICIENT OR HIGHER	LOW SCORES	HIGH SCORES
---------	------------------------------	------------	-------------

#### English/Language Arts (Reading and Writing)

Our school	26%	
Calif. high schools	46%	

#### Geometry

Our school	5%	
Calif. high schools	24%	

#### US History

Our school	19%	
Calif. high schools	47%	

#### Biology

Our school	21%	
Calif. high schools	42%	

#### Life Science (Tenth Grade)

Our school	28%	
Calif. high schools	45%	

SOURCE: The scores for the California Standards Tests are from the spring 2009 test cycle. State averages represent high schools only.

### MEASURES OF ACADEMIC PROGRESS

**ACADEMIC PERFORMANCE INDEX (API):** This is California's way of rating schools. Using student test scores, the API places schools on a scale from 200 to 1000. Our school's API was 625, compared with 712 for the average high school. The state expects schools to attain an API of 800 eventually.

**ADEQUATE YEARLY PROGRESS (AYP):** This is a federal measure that requires schools to meet test score goals schoolwide and for all subgroups\* of students. We met 15 out of 18 criteria for yearly progress. Because we fell short in three areas, we did not make AYP. Note that the number of criteria may vary from school to school.

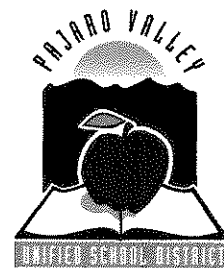
CALIFORNIA API	FEDERAL AYP
ACADEMIC PERFORMANCE INDEX	ADEQUATE YEARLY PROGRESS
Met schoolwide growth target	Yes
Met growth target for prior school year	No
API	625
Growth attained from prior year	+21
Met subgroup* growth targets	No
Met AYP	No
Met schoolwide test participation rate	Yes
Met schoolwide test score goals	No
Met subgroup* test participation rate	Yes
Met subgroup* test score goals	No
Met API for AYP	Yes
Met graduation rate	Yes
Program Improvement school	Yes

SOURCE: API growth score, 2009 test cycle. API and AYP current as of September 2009.  
\* Numerically significant groups, such as English Learners and ethnic groups, with separate API and AYP goals.  
N/A Data unavailable or unreported; statistically insignificant number of valid test scores; testing data under review, or school uses alternative accountability measures.



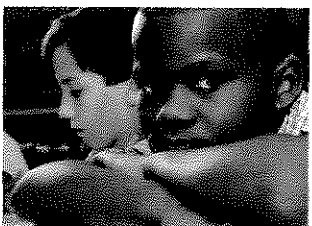
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## **Mintie White Elementary School**

School Accountability Report Card, 2008–2009  
Pajaro Valley Unified School District



» An annual report to the community about teaching, learning, test results, resources, and measures of progress in our school.



# Mintie White Elementary School

## School Accountability Report Card, 2008–2009 Pajaro Valley Unified School District

This School Accountability Report Card (SARC) provides information that can be used to evaluate and compare schools. State and federal laws require all schools to publish a SARC each year.

The information in this report represents the 2008–2009 school year, not the current school year. In most cases, this is the most recent data available. We present our school's results next to those of the average elementary school in the county and state to provide the most meaningful and fair comparisons. To find additional facts about our school online, please use the **DataQuest** tool offered by the California Department of Education.

If you are reading a printed version of this report, note that words that appear in a smaller, bold typeface are links in the online version of this report to even more information. You can find a master list of those linked words, and the Web page addresses they are connected to, at:

[http://www.schoolwisepress.com/sarc/links\\_2009\\_en.html](http://www.schoolwisepress.com/sarc/links_2009_en.html)

Reports about other schools are available on the **California Department of Education Web site**. Internet access is available in local libraries.

If you have any questions related to this report, please contact the school office.

### **How to Contact Our School**

515 Palm Avenue  
Watsonville, CA 95076  
Principal: Olga de Santa Anna  
Phone: (831) 728-6321

### **How to Contact Our District**

294 Green Valley Rd.  
Watsonville, CA 95076  
Phone: (831) 786-2100  
<http://www.pvUSD.net>



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# Mintie White Elementary School

School Accountability Report Card, 2008–2009  
Pajaro Valley Unified School District

## » Principal's Message

Mintie White School continues to improve as each year passes. We started the year with only two new teachers. Our discipline program incorporates Life Skills, an antibullying program, and Conflict Managers. It continues to help create a positive school environment. We had no expulsions this year. Suspensions and behavior problems were reduced by more than half, and attendance has improved greatly. Mintie White was recognized as the school with one of the best attendance records in the South Zone in June 2008 for the fourth year in a row. This proves that our students love coming to school!

We continued with our Reading First grant and received two grants for visual and performing arts. Teachers began using newly adopted materials and methods to teach English Language Development (ELD) and continued to implement the Step Up to Writing program. This major effort by our teachers has resulted in a 206-point gain on the Academic Performance Index (API) since 1999. We gained 15 points in 2007–2008 and identified 37 students whose performance had improved enough for them to be reclassified as English proficient. We had an excellent reading intervention program and a very effective afterschool program. The principal and vice-principal held a special Math Academy before and after school and created an incentive program for reading using the Accelerated Reader program.

Mintie White Elementary and its faculty continue to provide rigor in all classes. Our Reading First literacy coach provides side-by-side coaching. Weekly collaborations provide ongoing opportunities for teachers to share their best teaching practices and strategies with each other. Data Teams allow teachers to monitor their students' progress and well prepares the students for their state tests by creating SMART goals.

We established our Parent Volunteer Center. Many parents were involved in parenting classes, meetings, and celebrations. Meetings have been very well attended. Our School Site Council (SSC) helped raise money to send our fifth graders to Outdoor School. They held a Spring Festival, sold cookie dough, had pizza sales, and held movie nights. Parents also attended information seminars with their children on their child's progress and set academic learning goals with them.

Olga de Santa Anna, PRINCIPAL

### Grade range and calendar

**K–5**

TRADITIONAL

### Academic Performance Index

**702**

County Average: 784  
State Average: 792

### Student enrollment

**577**

County Average: 433  
State Average: 518

### Teachers

**31**

County Average: 20  
State Average: 26

### Students per teacher

**19**

County Average: 21  
State Average: 20



## Major Achievements

- We have consistently met our API growth target in all areas. Our economically disadvantaged children have kept pace with the schoolwide rise in API. We reclassified 28 students as proficient in English.
- Following intensive staff training in math teaching practices, students in grades four and five are now scoring higher on standardized tests. We have met our Adequate Yearly Progress (AYP) requirements schoolwide in math for five years in a row.
- Our assistant principal facilitated parent meetings along with our Migrant Support teacher. She ensured that the conditions of the new English Language Master Plan were followed. The Reading First literacy coach worked very hard with the teachers to create professional learning communities and train them in Data Teams so that all grade levels looked at data and set academic goals.
- Our teachers work together consistently to provide an excellent instructional program and help all Mintie White students meet the California Content Standards. They have established a positive and ongoing professional learning community.
- We are very proud of our antibullying program and Life Skills character-education program. The new schoolwide discipline program has helped provide consistency between school and home.
- We have an excellent reading support program that helped students in grades two through five. Students receive individual instruction to ensure that their needs are met. More than 240 students attended the afterschool program for special reading, math, and science instruction, and art classes. This has really helped our students with their English language acquisition.
- We established another primary computer lab in our intervention room and continued to improve the computer lab in our library. Students participated in the Accelerated Reader and SuccessMaker math computer programs. We had 56 students attending the Math Academy every morning from 6:30 a.m. to 7:45 a.m. Their improved scores in reading and math were directly related to having computer lab access.
- Leadership opportunities for our students include serving on the Student Council and as Conflict Managers, junior teachers, and cross-age tutors. Our Early Morning reading club was staffed by GATE students every morning from 7:30 a.m. to 7:55 a.m. The student leaders model excellent life skills and learn responsibility. Our school received an arts grant from Women in Philanthropy that was matched by the Cultural Arts Council / SPECIAL Teaching Resources in the Arts (SPECTRA). More than 150 students were showcased for their excellent art in the county building in the spring. We were very fortunate to receive a drama grant from Nancy Woolpert, and students were taught how to perform African drumming.
- All Mintie White Elementary students were honored at least once during the year at a school assembly for improving academically and behaviorally. They received a pin and a certificate for their efforts. One student from each class was chosen by the principal every Friday to receive a special prize for improved behavior or academic progress. Keeping peace in our hearts is the Mintie White theme!
- We received several grants this past year to use next year, including the Quality Education Investment Act (QEIA) grant for class-size reduction in the fourth and fifth grades. We also received several arts grants to provide drama and visual arts activities for our students. We hope to be able to update our technology plan and purchase sound equipment and a stage with some of the arts funds. We were chosen by the Cotsen Family Foundation, and eight teachers were picked to receive excellent on-the-job coaching and training in order to promote the “Art of Teaching.”

## Focus for Improvement

- Train all teachers to use the district’s Data Director Reporting System to keep track of literacy, math, and writing assessments and easily analyze test data to guide instruction. Teach all teachers how to take attendance electronically on the eSchoolPLUS Program.
- Continue to train new teachers to use the Houghton Mifflin Pacing Calendar, the Sacramento County Office of Education Houghton Mifflin assessments, the new Math Pacing Calendar, and the Step Up to Writing program. Our Reading First coach will continue to help with these new resources by coaching



and modeling best practices and instructional strategies. Teachers will be challenged to stay on top of the new math benchmark tests and scan them into the new Data Director Reporting System.

- Ensure all new teachers continue to be trained in GLAD strategies, systematic ELD, Carousel (the new ELD program), Side By Side Program, and the new Houghton Mifflin math adoption.
- Continue to implement reading support programs, which dovetail with the Houghton Mifflin program, for all struggling students during and after school. Constantly look at student achievement to determine areas of need and keep in alignment with day programs. Continue with the Junior Teachers program and cross-age tutors. Continue providing the Math Academy for students who are two years behind in math. Continue with the Accelerated Reader language arts and SuccessMaker math programs.
- Train all teachers in Houghton Mifflin's Frontloading Strategies program and the Carousel ELD program for teaching English Learners, and in the district Adept assessment program to track student progress in learning English. Continue to use the new district scoring guides for writing. Continue to monitor student achievement.
- Increase parent participation at all meetings. Establish a Parent Volunteer Center and hold Principal's Coffees once a month there to encourage parent participation in our Home and School Club. Recruit parents for a strong SSC and inform parents about the importance of being involved. Encourage our parents to attend the Families and Schools Together program.
- Share the new English Learner Master Plan with the teachers, parents, and students and put it into motion. We hope to reclassify at least 60 students as proficient in English and to improve at least another point on our API. We will continue to strive to meet our AYP in language arts and math. We received the QEIA grant for the next five years for class-size reduction at all grades.
- Continue to update our Technology Plan as part of our goal to increase student achievement, especially in grades three through five, as part of the QEIA grant, thereby preparing our students for the twenty-first century.



## MEASURES OF PROGRESS

### Academic Performance Index

The Academic Performance Index (API) is California's way of comparing schools based on student test scores. The index was created in 1999 to help parents and educators recognize schools that show progress and identify schools that need help. A school's API determines whether it receives recognition or sanctions. It is also used to compare schools in a statewide ranking system. The California Department of Education (CDE) calculates a school's API using student test results from the California Standards Tests and, for high schools, the California High School Exit Exam (CAHSEE). APIs range from 200 to 1000. The CDE expects all schools to eventually obtain APIs of at least 800. **Additional information on the API** can be found on the CDE Web site.

Mintie White's API was 702 (out of 1000). This is an increase of 25 points compared with last year's API. All students took the test. You can find three years of detailed API results in the Data Almanac that accompanies this report.

**API RANKINGS:** Based on our 2007–2008 test results, we started the 2008–2009 school year with a base API of 677. The state ranks all schools according to this score on a scale from 1 to 10 (10 being highest). Compared with all elementary schools in California, our school ranked 1 out of 10.

**SIMILAR SCHOOL RANKINGS:** We also received a second ranking that compared us with the 100 schools with the most similar students, teachers, and class sizes. Compared with these schools, our school ranked 5 out of 10. The CDE recalculates this factor every year. To read more about the specific elements included in this calculation, refer to the [CDE Web site](#).

**API GROWTH TARGETS:** Each year the CDE sets specific API "growth targets" for every school. It assigns one growth target for the entire school, and it sets additional targets for ethnic groups, English Learners, special education students, or socioeconomic subgroups of students that make up a significant portion of the student body. Schools are required to meet all of their growth targets. If they do, they may be eligible to apply for awards through the California School Recognition Program and the Title I Achieving Schools Program.

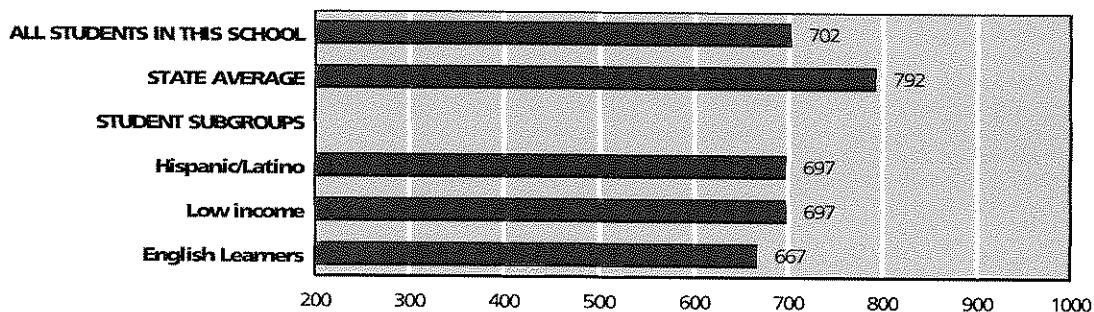
We met our assigned growth targets during the 2008–2009 school year. Just for reference, 64 percent of elementary schools statewide met their growth targets.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX	
Met schoolwide growth target	Yes
Met growth target for prior school year	Yes
API score	702
Growth attained from prior year	+25
Met subgroup* growth targets	Yes

SOURCE: API based on spring 2009 test cycle. Growth scores alone are displayed and are current as of December 2009.

\*Ethnic groups, English Learners, special ed students, or socioeconomic groups of students that make up 15 percent or more of a school's student body. These groups must meet AYP and API goals.  
R/P - Results pending due to challenge by school.  
N/A - Results not available.

### API, Spring 2009



SOURCE: API based on spring 2009 test cycle. State average represents elementary schools only.

NOTE: Only groups of students that represent at least 15 percent of total enrollment are calculated and displayed as student subgroups.



## Adequate Yearly Progress

In addition to California's accountability system, which measures student achievement using the API, schools must also meet requirements set by the federal education law known as **No Child Left Behind (NCLB)**. This law requires all schools to meet a different goal: **Adequate Yearly Progress (AYP)**.

We met all 17 criteria for yearly progress. As a result, we succeeded at making AYP. Our school is also on the federal watchlist known as Program Improvement (PI). See the next page for background on this matter and an explanation of the consequences.

To meet AYP, elementary schools must meet three criteria. First, a certain percentage of students must score at or above Proficient levels on the California Standards Tests (CST): 46 percent on the English/language arts test and 47.5 percent on the math test. All ethnic and socioeconomic subgroups of students also must meet these goals. Second, the schools must achieve an API of at least 650 or increase the API by one point from the prior year. Third, 95 percent of the student body must take the required standardized tests.

If even one subgroup of students fails to meet just one of the criteria, the school fails to meet AYP. While all schools must report their progress toward meeting AYP, only schools that receive federal funding to help economically disadvantaged students are actually penalized if they fail to meet AYP goals. Schools that do not make AYP for two or more years in a row in the same subject enter **Program Improvement (PI)**. They must offer students transfers to other schools in the district and, in their second year in PI, tutoring services as well.

FEDERAL AYP ADEQUATE YEARLY PROGRESS	
<b>Met AYP</b>	<b>Yes</b>
<b>Met schoolwide participation rate</b>	<b>Yes</b>
<b>Met schoolwide test score goals</b>	<b>Yes</b>
<b>Met subgroup* participation rate</b>	<b>Yes</b>
<b>Met subgroup* test score goals</b>	<b>Yes</b>
<b>Met schoolwide API for AYP</b>	<b>Yes</b>
<b>Program Improvement school in 2009</b>	<b>Yes</b>

SOURCE: AYP is based on the Accountability Progress Report of December 2009. A school can be in Program Improvement based on students' test results in the 2008–2009 school year or earlier.

\*Ethnic groups, English Learners, special ed students, or socioeconomic groups of students that make up 15 percent or more of a school's student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

## Adequate Yearly Progress, Detail by Subgroup

● MET GOAL    ● DID NOT MEET GOAL    — NOT ENOUGH STUDENTS

	English/Language Arts		Math	
	DID 95% OF STUDENTS TAKE THE CST?	DID 46% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?	DID 95% OF STUDENTS TAKE THE CST?	DID 47.5% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?
<b>SCHOOLWIDE RESULTS</b>	●	●	●	●
<b>SUBGROUPS OF STUDENTS</b>				
<b>Low income</b>	●	●	●	●
<b>Students learning English</b>	●	●	●	●
<b>STUDENTS BY ETHNICITY</b>				
<b>Hispanic/Latino</b>	●	●	●	●

SOURCE: AYP release of September 2009, CDE.

The table at left shows our success or failure in meeting AYP goals in the 2008–2009 school year. The green dots represent goals we met; red dots indicate goals we missed. Just one red dot means that we failed to meet AYP.

Note: Dashes indicate that too few students were in the category to draw meaningful conclusions. Federal law requires valid test scores from at least 50 students for statistical significance.



## Program Improvement, a Federal Intervention Program

## A BRIEF HISTORY OF OUR SCHOOL'S PLACEMENT IN PROGRAM

**IMPROVEMENT:** Mintie White has been in Program Improvement (PI) since 2000. In 2009, the school met all of its goals, so it remained at stage (year) 5. There are five stages in total. In California, 613 elementary schools were in stage 5 of PI as of December 2009.

**THE STAGES OF PROGRAM IMPROVEMENT:** Program Improvement is a five-stage process for monitoring, improving, and, if necessary, reorganizing any school that receives federal money under the Title I section of No Child Left Behind (NCLB). Schools in PI get extra attention from their district office to help them improve.

When a school misses even one of its goals for Adequate Yearly Progress, it is at risk of entering PI. If a school misses the same AYP goals two years in a row, it enters stage 1 of PI. Each subsequent year that a school misses any of its AYP goals, it goes one stage deeper into the process. Each stage results in increasingly severe consequences. The first stage gives parents the right to choose another school. In the second stage, students have the right to free tutoring in addition to the option to change schools. The last three stages can result in a change of staff and leadership, the conversion of the school to charter status, transferring the school to another district, or even the school's closure.

FEDERAL INTERVENTION PROGRAM	
PI	
PROGRAM IMPROVEMENT	
In PI since	2000
Stage of PI	5 of 5
Change in 2009	No change (made AYP)

SOURCE: PI status is based on the Accountability Progress Report of September 2009. A school can be in Program Improvement based on students' test results in the 2008-2009 school year or earlier.

YEAR	PI STAGE	SUMMARY OF EVENTS FOR THIS YEAR	<div> <div></div> <div>AYP GOALS NOT MET</div> </div> <div> <div></div> <div>AYP GOALS MET</div> </div>
2006	5	We met 13 of the 17 criteria for Adequate Yearly Progress. As a result, the school moved to stage 5 of Program Improvement.	<div> <div></div> <div></div> </div> <div> <div></div> <div></div> </div>
2007	5	We met 13 of the 17 criteria for Adequate Yearly Progress. Because we were already at stage 5 of Program Improvement, the school remained at stage 5.	<div> <div></div> <div></div> </div> <div> <div></div> <div></div> </div>
2008	5	We met nine of the 17 criteria for Adequate Yearly Progress. Because we were already at stage 5 of Program Improvement, the school remained at stage 5.	<div> <div></div> <div></div> </div> <div> <div></div> <div></div> </div>
2009	5	Our school met all of its criteria for progress. This good news enabled the school to reach the halfway mark on the road to exiting Program Improvement. In order to exit PI, a school has to meet its Adequate Yearly Progress targets two years in a row.	<div> <div></div> <div></div> </div> <div> <div></div> <div></div> </div>

SOURCE: PI status is based on the Accountability Progress Report of September 2009. A school can be in Program Improvement based on students' test results in the 2008-2009 school year or earlier. Some schools were in Program Improvement prior to the passage of No Child Left Behind, when the definition of PI was significantly modified.

## CONSEQUENCES

**PARENTS:** Because Mintie White is in stage (year) 5 of PI, parents of students have two options. They can enroll their children in different schools in the district. To see the list of these schools, parents can contact either the principal or the district office staff. Their children are also entitled to free tutoring. Details about the district's list of approved tutoring providers are available from the district office. More information about both options is available on the **US Department of Education Web site**.

**SCHOOL:** Site administration is supporting teachers with the implementation of new pacing calendars and benchmark assessments for mathematics and language arts. They are also providing professional development opportunities to help teachers deepen their content knowledge and broaden their repertoire of instructional strategies.

**DISTRICT:** The district has implemented an Alternative Governance Structure that regularly reviews progress on implementation of the School Improvement Plan, Academic Program Survey, District Benchmark Assessments, CST scores, and various other data.



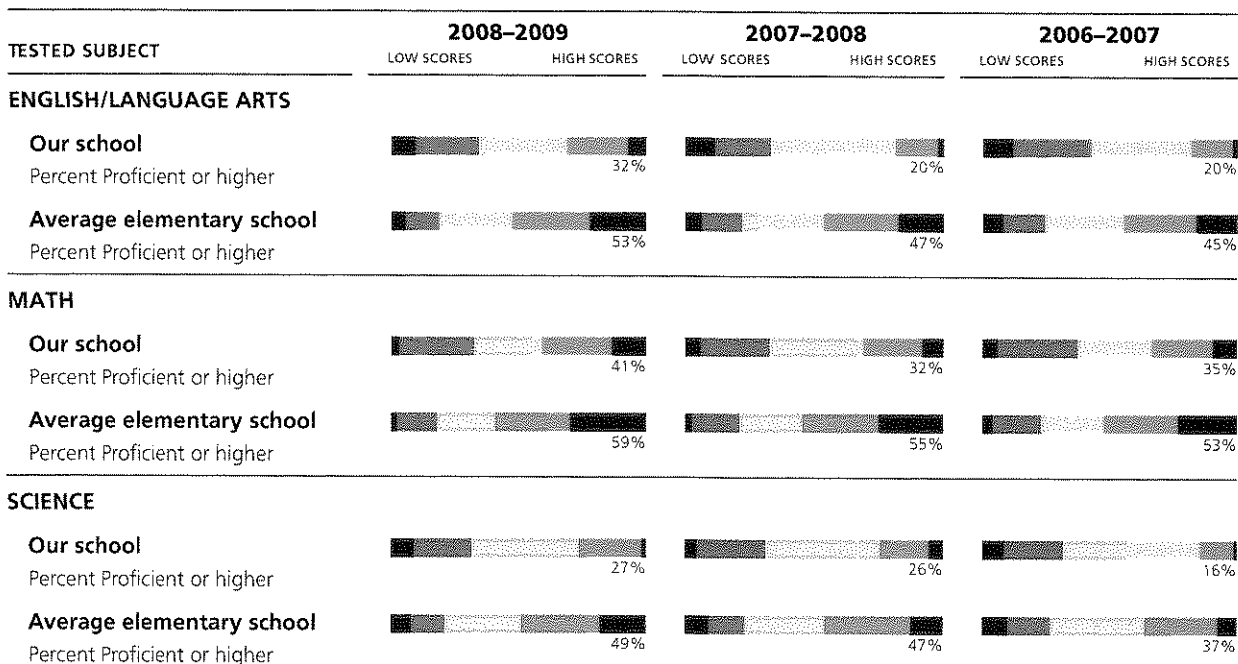
## STUDENT ACHIEVEMENT

Here you'll find a three-year summary of our students' scores on the California Standards Tests (CST) in selected subjects. We compare our students' test scores with the results for students in the average elementary school in California. On the following pages we provide more detail for each test, including the scores for different subgroups of students. In addition, we provide links to the California Content Standards on which these tests are based. If you'd like more information about the CST, please contact our principal or our teaching staff. To find **grade-level-specific scores**, you can refer to the Standardized Testing and Reporting (STAR) Web site. Other tests in the **STAR program** can be found on the California Department of Education (CDE) Web site.

### California Standards Tests

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED



SOURCE: The scores for the CST are from the spring 2009 test cycle. State average represents elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.



## Frequently Asked Questions About Standardized Tests

**WHERE CAN I FIND GRADE-LEVEL REPORTS?** Due to space constraints and concern for statistical reliability, we have omitted grade-level detail from these test results. Instead we present results at the schoolwide level. You can view the results of far more students than any one grade level would contain, which also improves their statistical reliability. Grade-level results are online on the **STAR Web site**. More information about student test scores is available in the Data Almanac that accompanies this report.

**WHAT DO THE FIVE PROFICIENCY BANDS MEAN?** Test experts assign students to one of these five proficiency levels, based on the number of questions they answer correctly. Our immediate goal is to help students move up one level. Our eventual goal is to enable all students to reach either of the top two bands, Advanced or Proficient. Those who score in the middle band, Basic, have come close to attaining the required knowledge and skills. Those who score in either of the bottom two bands, Below Basic or Far Below Basic, need more help to reach the Proficient level.

**HOW HARD ARE THE CALIFORNIA STANDARDS TESTS?** Experts consider California's standards to be among the most clear and rigorous in the country. Just 53 percent of elementary school students scored Proficient or Advanced on the English/language arts test; 59 percent scored Proficient or Advanced in math. You can review the **California Content Standards** on the CDE Web site.

**ARE ALL STUDENTS' SCORES INCLUDED?** No. Only students in grades two through eleven are required to take the CST. When fewer than 11 students in one grade or subgroup take a test, state officials remove their scores from the report. They omit them to protect students' privacy, as called for by federal law.

**CAN I REVIEW SAMPLE TEST QUESTIONS?** Sample test questions for the CST are on the **CDE's Web site**. These are actual questions used in previous years.

**WHERE CAN I FIND ADDITIONAL INFORMATION?** The CDE has a wealth of resources on its Web site. The STAR Web site publishes detailed reports for schools and districts, and assistance packets for parents and teachers. This site includes explanations of **technical terms**, scoring methods, and the **subjects** covered by the tests for each grade. You'll also find a **guide** to navigating the STAR Web site as well as help for understanding how to **compare test scores**.



**English/Language Arts (Reading and Writing)**

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			32%	95%	<b>SCHOOLWIDE AVERAGE:</b> About 21 percent fewer students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			51%	93%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			53%	96%	

**Subgroup Test Scores**

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			33%	177	<b>GENDER:</b> About two percent more boys than girls at our school scored Proficient or Advanced.
Girls			31%	157	
English proficient			55%	106	<b>ENGLISH PROFICIENCY:</b> English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
English Learners			21%	228	
Low income			31%	306	<b>INCOME:</b> We cannot compare scores for these two subgroups because the number of students tested who were not from low-income families was either zero or too small to be statistically significant.
Not low income	NO DATA AVAILABLE		N/A	27	
Learning disabled	DATA STATISTICALLY UNRELIABLE		N/S	28	<b>LEARNING DISABILITIES:</b> We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was too small to be statistically significant.
Not learning disabled			33%	306	
Hispanic/Latino			31%	324	<b>ETHNICITY:</b> Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.

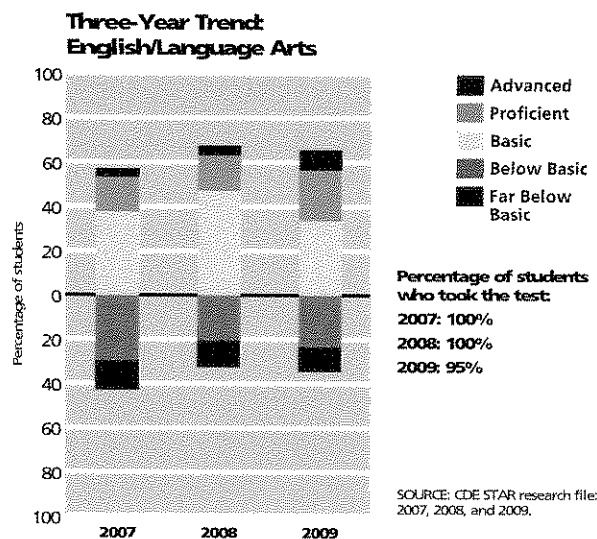
SOURCE: The scores for the CST are from the spring 2009 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.

N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.

N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the California standards for **English/language arts** on the CDE's Web site.





## Math

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			41%	95%	<b>SCHOOLWIDE AVERAGE:</b> About 18 percent fewer students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			56%	89%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			59%	93%	

## Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

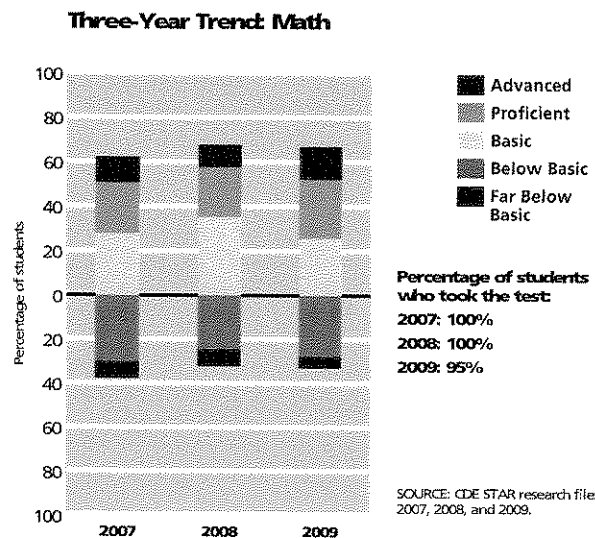
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			47%	177	<b>GENDER:</b> About 13 percent more boys than girls at our school scored Proficient or Advanced.
Girls			34%	157	
English proficient			58%	106	<b>ENGLISH PROFICIENCY:</b> English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
English Learners			34%	228	
Low income			41%	306	<b>INCOME:</b> We cannot compare scores for these two subgroups because the number of students tested who were not from low-income families was either zero or too small to be statistically significant.
Not low income	NO DATA AVAILABLE		N/A	27	
Learning disabled	DATA STATISTICALLY UNRELIABLE		N/S	28	<b>LEARNING DISABILITIES:</b> We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was too small to be statistically significant.
Not learning disabled			42%	306	
Hispanic/Latino			41%	324	<b>ETHNICITY:</b> Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.

SOURCE: The scores for the CST are from the spring 2009 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.  
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.  
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the **math standards** on the CDE's Web site.





## Science

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			27%	95%	<b>SCHOOLWIDE AVERAGE:</b> About 22 percent fewer students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY			51%	92%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA			49%	95%	

## Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			36%	45	<b>GENDER:</b> About 18 percent more boys than girls at our school scored Proficient or Advanced.
Girls			18%	39	
English proficient			50%	38	<b>ENGLISH PROFICIENCY:</b> English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
English Learners			9%	46	
Low income			25%	79	<b>INCOME:</b> We cannot compare scores for these two subgroups because the number of students tested who were not from low-income families was either zero or too small to be statistically significant.
Not low income	NO DATA AVAILABLE		N/A	5	
Learning disabled	NO DATA AVAILABLE		N/A	6	<b>LEARNING DISABILITIES:</b> We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled			28%	78	
Hispanic/Latino			25%	81	<b>ETHNICITY:</b> Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.

SOURCE: The scores for the CST are from the spring 2009 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.

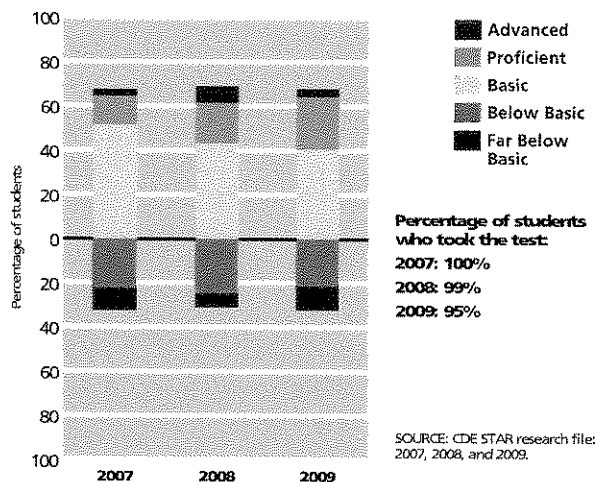
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.

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The science standards test was administered only to fifth graders. Of course, students in all grade levels study science in these areas: physical science, life science, earth science, and investigation and experimentation. For background, you can review the **science standards** by going to the CDE's Web site.

Three-Year Trend: Science





**Other Measures of Student Achievement**

Districtwide, our teachers evaluate students' progress using a variety of short- and long-term evaluations. They assess English Learners in the same way and may provide extra assistance to these students if needed. We assess all students' writing several times each year. At the beginning and end of each school year, our students take district tests in math and language arts that measure the degree to which they are meeting our own rigorous learning goals. In addition to standardized test results, we use informal classroom observations, homework, class work, quizzes, and end-of-unit tests. Teachers test students in reading comprehension and fluency. Teachers group students during instruction to provide them with challenging curriculum.

We use various alternative tests for specific groups of students. English Learners take the California English Language Development Test once a year and Adept assessments three times a year. We give the California Alternative Performance Assessment annually to special-needs students for whom the regular California Standards Tests would not be appropriate. Teachers identify students who need extra help and meet regularly to discuss their progress. This process helps them develop instructional programs that are meaningful and challenging for our students.

We are on a trimester system, with three report card periods each school year. We request that parents attend a parent-teacher conference before the first reporting period to set goals with their student. We meet with parents and their students in the winter to review student progress on the state tests and to set homework standards and academic goals. Teachers create assessment walls at the beginning of the year and focus on students who need extra help in math and language arts. We have literacy support teachers for grades one through five.



## STUDENTS

### Students' English Language Skills

At Mintie White, 31 percent of students were considered to be proficient in English, compared with 68 percent of elementary school students in California overall.

LANGUAGE SKILLS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English-proficient students	31%	64%	68%
English Learners	69%	36%	32%

SOURCE: Language Census for school year 2008–2009. County and state averages represent elementary schools only.

### Languages Spoken at Home by English Learners

Please note that this table describes the home languages of just the 398 students classified as English Learners. At Mintie White, the language these students most often speak at home is Spanish. In California it's common to find English Learners in classes with students who speak English well. When you visit our classrooms, ask our teachers how they work with language differences among their students.

LANGUAGE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Spanish	99%	96%	84%
Vietnamese	0%	0%	3%
Cantonese	0%	0%	1%
Hmong	0%	0%	1%
Filipino/Tagalog	0%	0%	2%
Korean	0%	0%	1%
Khmer/Cambodian	0%	0%	0%
All other	1%	4%	8%

SOURCE: Language Census for school year 2008–2009. County and state averages represent elementary schools only.

### Ethnicity

Most students at Mintie White identify themselves as Hispanic/Latino. In fact, there are about 49 times as many Hispanic/Latino students as White/European American/Other students, the second-largest ethnic group at Mintie White. The state of California allows citizens to choose more than one ethnic identity, or to select “multiethnic” or “decline to state.” As a consequence, the sum of all responses rarely equals 100 percent.

ETHNICITY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
African American	0%	1%	7%
Asian American/ Pacific Islander	0%	3%	11%
Hispanic/Latino	97%	51%	50%
White/European American/ Other	2%	45%	32%

SOURCE: CBEDS census of October 2008. County and state averages represent elementary schools only.

### Family Income and Education

The free or reduced-price meal subsidy goes to students whose families earned less than \$39,220 a year (based on a family of four) in the 2008–2009 school year. At Mintie White, 89 percent of the students qualified for this program, compared with 56 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	89%	49%	56%
Parents with some college	33%	64%	55%
Parents with college degree	19%	41%	31%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2008–2009 school year. Parents' education level is collected in the spring at the start of testing. Rarely do all students answer these questions. County and state averages represent elementary schools only.

The parents of 33 percent of the students at Mintie White have attended college and 19 percent have a college degree. This information can provide some clues to the level of literacy children bring to school. One precaution is that the students themselves provide this data when they take the battery of standardized tests each spring, so it may not be completely accurate. About 38 percent of our students provided this information.



## CLIMATE FOR LEARNING

### Average Class Sizes

Because funding for class-size reduction was focused on the early grade levels, our school's class sizes, like those of most elementary schools, differ across grade levels.

The average class size at Mintie White varies across grade levels from a low of 18 students to a high of 25. Our average class size schoolwide is 20 students. The average class size for elementary schools in the state is 22 students.

AVERAGE CLASS SIZE BY GRADE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Kindergarten	19	19	20
First grade	19	20	19
Second grade	18	19	19
Third grade	18	20	20
Fourth grade	25	27	28
Fifth grade	22	28	29

SOURCE: CBEDS census, October 2008. County and state averages represent elementary schools only.

### Safety

Our Safe School Plan focuses on people, programs, and the physical environment. It is reviewed and revised yearly by the administration, SSC, and district assistant superintendent. We conduct monthly fire, earthquake, intruder/lockdown, and shelter-in-place drills. We have provided every classroom with earthquake emergency kits. We have had yearly School Safety Assessments made by the Pajaro Valley Prevention and Student Assistance (PVPSA) Safe Schools / Healthy Students Program and the results were very good.

Staff and parent volunteers and yard duty personnel monitor the school grounds for 30 minutes before and after school, as well as at all recesses and at lunchtime. Teachers regularly review the rules for safe, responsible behavior in school and on the playground. We have a closed campus that is fully fenced. Visitors must enter the school through the main door and sign in at the office, where they receive a bright green badge to wear throughout their stay. The side gates are open after and before school. Our closed campus is clean and safe, reflecting pride in our community and ourselves. We nurture and direct students' values through student assemblies and recognition programs. We established a Conflict Managers program, which has the fourth and fifth grade students out during primary recess to cut down on conflicts. They also act as hall monitors before school.

### Discipline

We abide by our district's strict behavior code, which we send home to parents and review with our students in schoolwide Life Skills assemblies four times a year. As an elementary school, we must lay a foundation of responsibility and self-control in each child. Our expectations for appropriate behavior are consistent throughout the grades, but our disciplinary approach depends on the age of the child. In kindergarten and first grade we concentrate on redirection rather than punishments and rewards.

Our teachers focus on the positive and maintain warm and constructive atmospheres in their classrooms. We rarely have serious disciplinary problems. We find that brief time-outs, loss of recess, and discipline slips sent home take care of most misbehavior. We have a Discipline Committee made up of teachers, the principal, and yard duty monitors that continuously reviews our discipline system, forms, and consequences for bad behavior. We have an antibullying program connected to the use of Life Skills that promotes positive behavior and the resolution of conflicts. Conflict Managers help out on the yard and have been trained by the yard duty safety supervisor and principal. Students are caught doing good things and are given Life Skills coupons. We hold a weekly raffle to encourage positive behavior and punctuality. All students

KEY FACTOR	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
<b>Suspensions per 100 students</b>			
2008–2009	6	10	5
2007–2008	5	8	6
2006–2007	10	13	5
<b>Expulsions per 100 students</b>			
2008–2009	0	0	0
2007–2008	0	0	0
2006–2007	0	0	0

SOURCE: Data is from the California Department of Education, SARC research file. Data represents the number of incidents reported, not the number of students involved. District and state averages represent elementary schools only.



are honored at least one time for a Life Skill that they have grown in and are given a Mintie White Eagle pin at one of our Life Skills assemblies. The book of the month is read by the principal, and it reflects a life skill that the entire school is working on.

We expect parents to be active partners in helping their children conduct themselves responsibly. When necessary, our principal meets with children and their parents to devise a behavior plan. Students are only suspended or expelled for extremely serious problems, including chronic outbursts, physical violence, or repeated acts of vandalism. Instead we typically refer students to Kids Korner or PVPSA counseling, devise strategies with the Student Study Team, or come up with other alternatives. Our motto is “Who I am makes a difference, together we can do it! Keep peace in your heart!”

At times we find it necessary to suspend students who break school rules. We report only suspensions in which students are sent home for a day or longer. We do not report in-school suspensions, in which students are removed from one or more classes during a single school day. Expulsion is the most serious consequence we can impose. Expelled students are removed from the school permanently and denied the opportunity to continue learning here.

During the 2008–2009 school year, we had 36 suspension incidents. We had two incidents of expulsion. To make it easy to compare our suspensions and expulsions to those of other schools, we represent these events as a ratio (incidents per 100 students) in this report. Please note that multiple incidents may involve the same student.

### **Homework**

The principal and staff develop and regularly review the guidelines for the assignment of homework. The amount of time we expect students to spend on homework is specific to each grade level, as are the best ways for parents to help. We especially encourage reading as a home activity. For kindergartners and first graders, homework consists of reading with parents or other family members every night for at least half an hour. Second through fourth graders complete weekly homework packets that may include unfinished class work, math problems, or assignments in writing and reading. If students are enrolled in the afterschool program, they are not required to complete homework packets, but they are encouraged to read at home nightly with their parents and to study for their weekly spelling tests. Homework should take no more than one-half hour, Monday through Thursday. Fifth graders receive more homework to prepare them for middle school. They complete projects over the weekend every other month in addition to 45 minutes of nightly homework in the core subjects (math, language arts, science, and social studies). We encourage parents to supervise homework and support their children's efforts. Our guidance counselor contributes tips and articles to our parent newsletter on the best ways for parents to be involved in homework. Students in the afterschool program have the opportunity to do their homework there and receive extra support.

### **Schedule**

Our school year begins the second week in August and ends the first week in June. Classes begin at 7:58 a.m. and end at 11:18 a.m. for morning kindergarten, and at 2:30 p.m. for first through fifth graders, except on Tuesdays, when classes end at 11:30 a.m. for first through fifth graders. Afternoon kindergarten starts at 11:25 a.m. and ends at 2:45 p.m. We offer students a breakfast program before school. Our afterschool programs run for two and one-half hours, until 5:15 p.m. every day but Tuesdays, when students are excused at 2:30 p.m.

### **Parent Involvement**

Our Parent Involvement Committee offers academic and community leadership workshops to parents to enable them to become effective family and community leaders. Through their involvement in the SSC, ELAC, Home and School Club, and Literatura Infantil, parents learn skills that enable them to support the school and their children. Parents have an open invitation to be classroom volunteers and to support other school activities. They are actively planning events for the current school year and are working hard to earn funds to send every fifth grader to Outdoor Science School. To find out more about becoming involved in the school, contact vice-principal Bertha Torres, Anita Raya of the Home and School Club and ELAC, or Jose Sandoval of the SSC at (831) 728-6321.



## LEADERSHIP, TEACHERS, AND STAFF

### Leadership

Olga de Santa Anna has been principal of Mintie White for five years. She has spent over 37 years in education and taught sixth grade for 24 years. She believes in giving back to the community in any way possible. She is on the Board of Directors for the Boys and Girls Club of America, the Dientes Community Health Clinic, and on the Advisory Board for San Jose State University Graduate Studies. Olga received the San Jose State University award for Equity, Tolerance, and Multi-Cultural Studies. Olga received her master's degree in literacy and education. She is the parent of three grown children, all of who are products of public school education. She believes that all children should be nurtured and loved and be given the opportunity to learn.

Olga believes that parents are very important in the education of their child. She works hard to help the parents and community members make decisions that affect our school. Parent volunteers, the administration, and staff compose the SSC, which makes many important budgetary decisions. Our English Language Advisory Committee (ELAC) includes many parents of English Learners and one teacher who is bilingual in English and Spanish. The ELAC helps shape our program for English Learners. Our migrant parents attend workshops every other month in Literatura Infantil. We offer night classes to parents in guitar, citizenship, parenting, and discipline. We have a newly formed Home and School Club, which is gaining momentum and learning how to fund-raise for our school's needs.

We have an active Leadership Team that represents all grade levels and meets bimonthly. Teachers join different clusters that help our school, including Math and Science, Discipline and Equity, Data, Leadership, Technology, Literacy, and Positive Climate. Staff meetings are held bimonthly and alternate between staff training and business issues. Data Teams are an integral part of our professional learning communities. Data Team leaders have been trained by the Leadership and Learning Center. Teachers collaborate by grade level for one half day every six weeks and most restructured Tuesdays. We have ongoing staff development centered around student achievement, data, and accountability.

### Teacher Experience and Education

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Teaching experience	Average years of teaching experience	9	14	13
Newer teachers	Percentage of teachers with one or two years of teaching experience	13%	8%	9%
Teachers holding an MA degree or higher	Percentage of teachers with an MA or higher from a graduate school	3%	29%	36%
Teachers holding a BA degree alone	Percentage of teachers whose highest degree is a BA degree from a four-year college	97%	71%	64%

SOURCE: Professional Assignment Information Form (PAIF), October 2008, completed by teachers during the CBEDS census. County and state averages represent elementary schools only.

About 13 percent of our teachers have fewer than three years of teaching experience, which is above the average for new teachers in other elementary schools in California. Our teachers have, on average, nine years of experience. About 97 percent of our teachers hold only a bachelor's degree from a four-year college or university. About three percent have completed a master's degree or higher.



## Credentials Held by Our Teachers

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Fully credentialed teachers</b>	Percentage of staff holding a full, clear authorization to teach at the elementary or secondary level	97%	98%	98%
<b>Trainee credential holders</b>	Percentage of staff holding an internship credential	3%	1%	2%
<b>Emergency permit holders</b>	Percentage of staff holding an emergency permit	0%	1%	1%
<b>Teachers with waivers</b>	Lowest level of accreditation, used by districts when they have no other option	0%	0%	1%

SOURCE: PAIF, October 2008. This is completed by teachers during the CBEDS census. County and state averages represent elementary schools only. A teacher may have earned more than one credential. For this reason, it is likely that the sum of all credentials will exceed 100 percent.

About 97 percent of the faculty at Mintie White hold a full credential. This number is close to the average for all elementary schools in the state. About three percent of the faculty at Mintie White hold a trainee credential, which is reserved for those teachers who are in the process of completing their teacher training. In comparison, two percent of elementary school teachers throughout the state hold trainee credentials. None of our faculty holds an emergency permit. Very few elementary school teachers hold this authorization statewide (just one percent). All of the faculty at Mintie White hold the elementary (multiple-subject) credential. This number is above the average for elementary schools in California, which is 90 percent. You can find three years of data about teachers' credentials in the Data Almanac that accompanies this report.

## Indicators of Teachers Who May Be Underprepared

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Core courses taught by a teacher not meeting NCLB standards</b>	Percentage of core courses not taught by a "highly qualified" teacher according to federal standards in NCLB	0%	N/A	0%
<b>Teachers lacking a full credential</b>	Percentage of teachers without a full, clear credential	3%	2%	2%

SOURCE: Professional Assignment Information Form (PAIF) of October 2008. Data on NCLB standards is from the California Department of Education, SARC research file.

**"HIGHLY QUALIFIED" TEACHERS:** The federal law known as No Child Left Behind (NCLB) requires districts to report the number of teachers considered to be **"highly qualified."** These "highly qualified" teachers must have a full credential, a bachelor's degree, and, if they are teaching a core subject (such as reading, math, science, or social studies), they must also demonstrate expertise in that field. The table above shows the percentage of core courses taught by teachers who are considered to be less than "highly qualified." There are exceptions, known as the **High Objective Uniform State Standard of Evaluation (HOUSSE)** rules, that allow some veteran teachers to meet the "highly qualified" test who wouldn't otherwise do so.

**CREDENTIAL STATUS OF TEACHERS:** Teachers who lack full credentials are working under the terms of an emergency permit, an internship credential, or a waiver. They should be working toward their credential, and they are allowed to teach in the meantime only if the school board approves. About three percent of our teachers were working without full credentials, compared with two percent of teachers in elementary schools statewide.

More facts about our teachers, called for by the Williams legislation of 2004, are available on our Accountability Web page, which is accessible from our district Web site. You will find specific facts about **misassigned teachers** and **teacher vacancies** in the 2009–2010 school year.



### Districtwide Distribution of Teachers Who Are Not “Highly Qualified”

Here, we report the percentage of core courses in our district whose teachers are considered to be less than “highly qualified” by NCLB’s standards. We show how these teachers are distributed among schools according to the percentage of low-income students enrolled.

The CDE has divided schools in the state into four groups (quartiles), based on the percentage of families who qualify and apply for free or reduced-price lunches. The one-fourth of schools with the most students receiving subsidized lunches are assigned to the first group. The one-fourth of schools with the fewest students receiving subsidized lunches are assigned to the fourth group. We compare the courses and teachers assigned to each of these groups of schools to see how they differ in “highly qualified” teacher assignments.

DISTRICT FACTOR	DESCRIPTION	CORE COURSES NOT TAUGHT BY HQT IN DISTRICT
<b>Districtwide</b>	Percentage of core courses not taught by “highly qualified” teachers (HQT)	13%
<b>Schools with the most low-income students</b>	First quartile of schools whose core courses are not taught by “highly qualified” teachers	10%
<b>Schools with the fewest low-income students</b>	Fourth quartile of schools whose core courses are not taught by “highly qualified” teachers	9%

SOURCE: Data is from the California Department of Education, SARC research file.

The average percentage of courses in our district not taught by a “highly qualified” teacher is 13 percent, compared with one percent statewide. For schools with the highest percentage of low-income students, this factor is ten percent, compared with zero percent statewide. For schools with the lowest percentage of low-income students, this factor is nine percent, compared with zero percent statewide.



## Staff Development

Our school and the district offer numerous training opportunities throughout the year to support our goals for increased student achievement. Staff members have regular opportunities for both training and collaboration. All teachers new to the district receive additional support and training.

Our teachers attend one day of staff development before school begins and two days during the school year. These days are devoted to aligning our curriculum with state standards, learning how to analyze standardized test results, exploring techniques for creating constructive classroom environments, and discussing the latest research in child development and applying it to the school. Teachers and administrators look at test scores and review the most pressing issues of the previous year to choose specific topics for training. In 2007–2008 we held workshops on ways to include English Learners in the regular classroom and on how to use the new ELD Carousel program. Teachers received training in the use of the Houghton Mifflin program and Step Up to Writing, and in GLAD strategies.

YEAR	PROFESSIONAL DEVELOPMENT DAYS
2008–2009	3.0
2007–2008	3.0
2006–2007	3.0

SOURCE: This information is supplied by the school district.

We dismiss students at 11:30 a.m. on Tuesdays to allow time for teachers to collaborate, both within and across grade levels. Teachers also attend two-hour staff development workshops once a month. The atmosphere on our campus is collaborative and positive, with a shared leadership model that encourages a strong sense of accountability and camaraderie. Teachers collaborated in professional learning communities for an entire morning every six weeks, organized by grade level. At this time they joined with their peers to look at data, set academic goals for their students, and review best practices.

## Evaluating and Improving Teachers

All staff participate in the district's ongoing evaluation process. The foundation for the evaluation system is the Continuum of Teacher Abilities, which is based on the California Standards for the Teaching Profession. The evaluation process involves a self-assessment, three conference cycles, and an observation by the administrator. Teachers complete both a midyear and a final assessment.

Every fall the principal and assistant principal meet with the teachers to agree on goals for evaluation. They conduct two formal and several informal, spontaneous observations during the year. The overall evaluation is in accordance with the teacher's contract and the guidelines of the California Commission on Teacher Credentialing. During observations, the principal notes the students' level of engagement, the organization of the classroom, and the effectiveness of the lesson under way. The principal checks the teacher's lesson plans and student work as well. These factors, in addition to test scores, determine whether a teacher needs help, such as training in a specific area or working with a mentor. Both the principal and assistant principal visit classrooms daily and fill out an observation form during each visit. Teachers are given a copy of these and are encouraged to discuss the observations with the principal.

In 2006–2007 our school served as a model for GLAD, which provides teachers with research, theory, and practical strategies to promote academic achievement and cross-cultural skills among English Learners. We provided classrooms for the districtwide GLAD training held during the year and in the summer. Summer school was extremely successful; our enrollment was one of the highest and best attended in the district. Our teachers continue to use the strategies schoolwide and act as models for one another during collaborations.

Teachers received excellent training from the Leadership and Learning Center to learn the Data Team process and have been concentrating very hard on building professional learning communities to monitor student achievement and to further valuable collaborations.

## Substitute Teachers

The district holds ongoing recruitment to maintain a pool of qualified substitutes, including many retired teachers. The district offers an annual training academy for all substitutes. If a teacher is absent on short notice, our principal or assistant principal takes over the class. Teachers leave detailed lesson plans for substitutes to follow, and we experience a minimal loss of learning time.



**Specialized Resource Staff**

Our school may employ social workers, speech and hearing specialists, school psychologists, nurses, and technology specialists. These specialists often work part time at our school and some may work at more than one school in our district. Their schedules will change as our students' needs change. For these reasons, the staffing counts you see here may differ from the staffing provided today in this school. For more details on **statewide ratios of counselors, psychologists, or other pupil services** staff to students, see the California Department of Education (CDE) Web site. **Library facts** and frequently asked questions are also available there.

STAFF POSITION	STAFF (FTE)
Counselors	0.0
Librarians	0.0
Psychologists	0.0
Social workers	0.0
Nurses	0.0
Speech/language/hearing specialists	0.0
Resource specialists	0.0

SOURCE: CBEDS census, October 2008.



## Specialized Programs and Staff

Mintie White benefits from the regular services of a health clerk, a resource specialist, and a speech therapist from the district. An occupational therapist and an adaptive PE teacher are available based on student need. We employ four part-time reading specialists and one aide who work directly with students who need reading support. Our Reading First coach assists teachers in meeting state standards, lesson planning, pacing, and implementation. She trains, supports, and assists teachers in using the Houghton Mifflin program and the Reading First grant. We also have an English language specialist who provides services to newcomers and monitors the progress of our English Learners. A nurse conducts vision and hearing screenings every fall, trains staff in various health issues, and instructs fourth and fifth grade classes in Family Life Education.

We have an excellent afterschool program that provides an enriching curriculum for students who are struggling in school. Offerings include ELD classes, READ 180, SIPPS, XL Reader, EcoTeach, Fitness for Life, Science Workshop, Girls Moving Forward, and guitar and art classes. During the day an art teacher in residence provides art instruction to kindergarten through fifth grades, and a drama teacher works with third graders to improve oral English language skills. One hundred and fifty students were honored by the Cultural Arts Council of Santa Cruz County, and many students received awards for their art skills.

**GIFTED AND TALENTED EDUCATION (GATE):** Our Gifted and Talented Education (GATE) program begins in the third grade. In the fall a district team identifies GATE students in kindergarten through sixth grade through a variety of means, including staff or parent recommendations, test scores, student work, and participation. Students may qualify by intellectual ability, specific academic ability, or critical or creative thinking. We serve GATE students in the regular classroom most of the time, using individualized curriculum of greater depth, complexity, acceleration, and novelty. Our GATE students learn subject matter at a faster pace and in more depth than the regular curriculum provides. These students also enjoy participating in science club, the spelling bee, and the school newspaper. Staff members receive support through training, resource materials, and individual coaching. Students also learn about character traits and use the I Can DO Standards while excelling in academic areas.

**SPECIAL EDUCATION PROGRAM:** We have one full-time special education resource teacher, a half-time speech and language teacher, a part-time psychologist, a Primary Intervention Program counselor, and a part-time Healthy Students counselor. Each special education student's needs are outlined in an Individual Education Program (IEP). Our district serves students with mild to severe learning difficulties by offering a modified curriculum ranging from general education to alternative life skills. We offer specialized classes for students with autism, hearing impairments, and emotional problems. We place students in regular classrooms with support when appropriate. Support services are available for students who need speech and language therapy, occupational therapy, adaptive PE, and vocational education, as well as for students with vision, hearing, and orthopedic disabilities.

**ENGLISH LEARNER PROGRAM:** Our goal is to prepare students academically in English for participation in both middle and high school, where instruction is almost exclusively in English. We have a structured English immersion program with primary language support. English Learners in this program receive nearly all classroom instruction in English, but the curriculum and strategies are designed for children who are learning English as a second language. English Learners in this program receive Spanish support if needed. All English Learners are placed in this program unless otherwise requested.

Our alternative bilingual program is defined as an Early Exit Transitional Model. Students are transitioned into English by the end of second grade. The bilingual program requires an annual signed parent waiver. We offer a newcomer class to children who come from Mexico. Services are provided to these students by the migrant support teacher.

Our teachers are certified in Bilingual Cross-cultural Language and Academic Development (BCLAD), CLAD, or other methods for delivering lessons to students still learning English. Teachers in the alternative bilingual program have a BCLAD certificate or equivalent. All English Learners receive instruction in English language development. We reclassified 77 students as English proficient in 2006–2007, and 37 students in 2007–2008, and 28 students in 2008–2009.



## RESOURCES

### Buildings

The oldest buildings in the Pajaro Valley Unified School District were built in the early 1900s. Our district has recently constructed two more school sites, which has brought the total number of schools in our district to 34. We have fully or partially upgraded or modernized 80 percent of all schools in the district over the past ten years. The district has replaced most of our re-locatable classrooms, also known as portables, with new, state-approved portables. It also added several portables to various school sites. Two portables have been added to help with class-size reduction as part of the QEIA grant.

Mintie White Elementary School was built in 1929. Our custodians keep our school very clean. We have both a day and an evening custodian; they take their jobs very seriously and take pride in a school that is well maintained. We have a Life Lab garden maintained by staff and members of the community.

During the 2006–2007 school year, our multipurpose cafeteria was finally completed. It opened during the summer of 2007. In 2007–2008 we replaced the flooring in the staff bathrooms and some carpeting in the portables. We established a new computer lab in the library. We replaced the broken basketball courts and all of the tether ball courts that had been removed during construction. We installed a new PA system.

In 2007–2008 we received a State Emergency Grant to replace the three playgrounds that were built in the 1950s. We installed a schoolwide intercom system and replaced some drinking fountains. Please contact our school office for more information about the buildings and facilities on our campus.

In 2008–2009 we replaced the old playgrounds with three beautiful new ones. We held a big community celebration. Murals were painted on the columns outside the cafeteria. There are plans to repair our outdoor stage.

More facts about the **condition of our school buildings** are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the **Office of Public School Construction (OPSC)** and were brought about by the Williams legislation. You can look at the six-page **Facilities Inspection Tool** used for the assessment on the Web site of the OPSC.

### Library

Each of the schools in our district has a library/media program. Staffed by a library/media technician, our program ensures equity and freedom of access to information and ideas through the Internet; nonfiction print materials; and current, interesting, high-quality literature. Students may visit the library daily during school hours. Our library also houses the computer lab, where students are able to log on to SuccessMaker, Lexia, Rosetta Stone, TumbleBooks, and Accelerated Reader.

### Computers

All of our classrooms have at least one networked computer and printer for students to use. In kindergarten through third grade, students build their math, reasoning, and reading skills using special software that complements the curriculum. The intermediate grades have between two and three Macintosh computers in their classrooms for student use. All teachers have access to email and the Internet. Fifth, fourth, and third grade teachers have been provided with laptops. The school also has one mobile computer lab with 20 laptops. They are available to teachers for whole-class instruction in keyboarding and Internet research. We have four LCD projectors, overheads in every room, eight SMART Boards, two digital cameras, and ten document cameras. We have a technology liaison and a computer technician who works hard to ensure that all computers are working well and that teachers and staff are online. We established our new computer lab in the intervention room and hired a technology aide to train teachers and administration in various programs. Students use the computers for the Accelerated Reader, SuccessMaker, and Lexia programs.

### Textbooks

We choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report.



We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 2009–2010 school year and whether those **textbooks** covered the California Content Standards.

### **Curriculum**

For more than six years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them. Policy experts, researchers, and educators consider our state's standards to be among the most rigorous and challenging in the nation.

You can find the **content standards** for each subject at each grade level on the Web site of the California Department of Education (CDE).



## SCHOOL EXPENDITURES

Federal Title I funds pay for reading support teachers and an aide who work with small groups of children who are not reading at grade level. We were able to hire another bilingual classroom assistant and buy supplemental materials for our English Learners with federal Title III funding.

Mintie White's Home and School Club is in the process of developing viable fund-raising strategies. The principal has established a program to recycle ink cartridges and cell phones to raise additional funds for assemblies and activity days. The Math and Science Cluster holds a Math-A-Thon in the spring to raise money for Outdoor Science School scholarships. Parents contribute time and money to hold a Fall Festival. The money they raise is used for Outdoor Science School, classroom materials, and the arts. An ongoing schoolwide spirit campaign includes the sale of sweatshirts and T-shirts with the Mintie White logo. We also hold annual book sales and book giveaways. We participated in the Monte Foundation fund-raiser in 2007–2008, and in 2008–2009 we participated in the Drive for the Schools. We raised monies during Mintie White Elementary's 80th Anniversary and Spring Festival.

### Spending per Student (2007–2008)

To make comparisons possible across schools and districts of varying sizes, we first report our overall spending per student. We base our calculations on our average daily attendance (ADA), which was 544 students.

We've broken down expenditures by the type of funds used to pay for them. Unrestricted funds can be used for any lawful purpose. Restricted funds, however, must be spent for specific purposes set out by legal requirements or the donor. Examples include funding for instructional materials, economic impact aid, and teacher- and principal-training funds.

TYPE OF FUNDS	OUR SCHOOL	DISTRICT AVERAGE	SCHOOL VARIANCE	STATE AVERAGE	SCHOOL VARIANCE
Unrestricted funds (\$/student)	\$4,029	\$5,506	-27%	\$5,495	-27%
Restricted funds (\$/student)	\$2,632	\$4,673	-44%	\$3,099	-15%
TOTAL (\$/student)	\$6,661	\$10,179	-35%	\$8,594	-22%

SOURCE: Information provided by the school district.

### Total Expenditures, by Category (2007–2008)

Here you can see how much we spent on different categories of expenses. We're reporting the total dollars in each category, not spending per student.

CATEGORY	UNRESTRICTED FUNDS	RESTRICTED FUNDS	TOTAL	PERCENTAGE OF TOTAL*
Teacher salaries	\$1,397,664	\$754,287	\$2,151,951	59%
Other staff salaries	\$157,699	\$178,749	\$336,448	9%
Benefits	\$616,301	\$330,854	\$947,155	26%
Books and supplies	\$8,291	\$128,812	\$137,103	4%
Equipment replacement	N/A	N/A	N/A	N/A
Services and direct support	\$11,897	\$39,099	\$50,996	1%
TOTAL	\$2,191,852	\$1,431,801	\$3,623,653	

SOURCE: Information provided by the school district.

\* Totals may not add up to exactly 100% because of rounding.



### Compensation per Staff with Teaching Credentials (2007–2008)

The total of what our certificated staff members earn appears below. A certificated staff person is a school employee who is required by the state to hold teaching credentials, including full-time, part-time, substitute or temporary teachers, and most administrators. You can see the portion of pay that goes to salary and three types of benefits.

To make comparisons possible across schools and districts of varying sizes, we first report our compensation per full-time equivalent (FTE) certificated staff member. A teacher/administrator/pupil services person who works full time counts as 1.0 FTE. Those who work only half time count as 0.5 FTE. We had 30 FTE teachers working in our school.

CATEGORY	OUR SCHOOL	DISTRICT AVERAGE	SCHOOL VARIANCE	STATE AVERAGE	SCHOOL VARIANCE
Salaries	\$58,910	\$60,418	-2%	\$69,840	-16%
Retirement benefits	\$5,859	\$6,306	-7%	\$6,876	-15%
Health and medical benefits	\$11,939	\$12,755	-6%	\$10,978	9%
Other benefits	\$4,990	\$5,776	-14%	\$453	1002%
<b>TOTAL</b>	<b>\$81,698</b>	<b>\$85,254</b>	<b>-4%</b>	<b>\$88,147</b>	<b>-7%</b>

SOURCE: Information provided by the school district.

### Total Certificated Staff Compensation (2007–2008)

Here you can see how much we spent on different categories of compensation. We're reporting the total dollars in each category, not compensation per staff member.

CATEGORY	TOTAL	PERCENTAGE OF TOTAL*
Salaries	\$1,779,092	72%
Retirement benefits	\$176,927	7%
Health and medical benefits	\$360,562	15%
Other benefits	\$150,711	6%
<b>TOTAL</b>	<b>\$2,467,292</b>	

SOURCE: Information provided by the school district.

\* Totals may not add up to exactly 100% because of rounding.

**TECHNICAL NOTE ON DATA RECENCY:** All data is the most current available as of December 2009. The CDE may release additional or revised data for the 2008–2009 school year after the publication date of this report. We rely on the following sources of information from the California Department of Education: California Basic Education Data System (CBEDS) (October 2008 census); Language Census (March 2009); California Achievement Test and California Standards Tests (spring 2009 test cycle); Academic Performance Index (September 2009 growth score release); Adequate Yearly Progress (September 2009).

**DISCLAIMER:** School Wise Press, the publisher of this accountability report, makes every effort to ensure the accuracy of this information but offers no guarantee, express or implied. While we do our utmost to ensure the information is complete, we must note that we are not responsible for any errors or omissions in the data. Nor are we responsible for any damages caused by the use of the information this report contains. Before you make decisions based on this information, we strongly recommend that you visit the school and ask the principal to provide the most up-to-date facts available.

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## » Adequacy of Key Resources

Here you'll find key facts about our teachers, textbooks, and facilities during the school year in progress, 2009–2010. Please note that these facts are based on evaluations our staff conducted in accordance with the Williams legislation.





**TEACHERS****Teacher Vacancies**

The Williams legislation asked districts to disclose how frequently full-time teachers were not permanently assigned to a classroom. There are two general circumstances that can lead to the unfortunate case of a classroom without a full-time, permanently assigned teacher. Within the first 20 days of the start of school, we can be surprised by too many students showing up for school, or too few teachers showing up to teach. After school starts, however, teachers can also be surprised by sudden changes: family emergencies, injuries, accidents, etc. When that occurs, it is our school's and our district's responsibility to fill that teacher's vacancy with a qualified, full-time and permanently assigned replacement. For that reason, we report teacher vacancies in two parts: at the start of school, and after the start of school.

KEY FACTOR	2007–2008	2008–2009	2009–2010
<b>TEACHER VACANCIES OCCURRING AT THE BEGINNING OF THE SCHOOL YEAR</b>			
Total number of classes at the start of the year	28	31	34
Number of classes which lacked a permanently assigned teacher within the first 20 days of school	0	0	1
<b>TEACHER VACANCIES OCCURRING DURING THE SCHOOL YEAR</b>			
Number of classes where the permanently assigned teacher left during the year	1	0	0
Number of those classes where you replaced the absent teacher with a single new teacher	1	0	0

**NOTES:** This report was completed on Tuesday, February 02, 2010.



## Teacher Misassignments

A “misassigned” teacher is one who lacks the appropriate subject-area authorization for a class she is teaching.

Under the terms of the Williams settlement, schools must inform the public of the number of their teachers who are misassigned. It is possible for a teacher who lacks the authorization for a subject to get special permission—in the form of an emergency permit, waiver, or internship authorization—from the school board or county office of education to teach the subject anyway. This permission prevents the teacher from being counted as misassigned.

KEY FACTOR	DESCRIPTION	2007–2008	2008–2009	2009–2010
<b>Teacher Misassignments</b>	Total number of classes taught by teachers without a legally recognized certificate or credential	0	0	0
<b>Teacher Misassignments in Classes that Include English Learners</b>	Total number of classes that include English learners and are taught by teachers without CLAD/BCLAD authorization, ELD or SDAIE training, or equivalent authorization from the California Commission on Teacher Credentialing	0	0	0
<b>Other Employee Misassignments</b>	Total number of service area placements of employees without the required credentials	0	0	0

**NOTES:** This report was completed on Tuesday, February 02, 2010.



## TEXTBOOKS

The main fact about textbooks that the Williams legislation calls for described whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California content standards calls for. This information is far more meaningful when viewed along with the more detailed description of textbooks contained in our School Accountability Report Card (SARC). There you'll find the names of the textbooks used in our core classes, their dates of publication, the names of the firms that published them, and more.

SUBJECT	ARE THERE TEXTBOOKS OR INSTRUCTIONAL MATERIALS IN USE?		ARE THERE ENOUGH BOOKS FOR EACH STUDENT?	
	STANDARDS ALIGNED?	OFFICIALLY ADOPTED?	FOR USE IN CLASS?	PERCENTAGE OF STUDENTS HAVING BOOKS TO TAKE HOME?
English	Yes	Yes	Yes	100%
Math	Yes	Yes	Yes	100%
Science	Yes	Yes	Yes	100%
Social Studies	Yes	Yes	Yes	100%

**NOTES:** This report was completed on Wednesday, January 20, 2010. This information was collected on Wednesday, August 19, 2009.



## FACILITIES

To determine the condition of our facilities, our district sent experts from our facilities team to inspect them. They used a survey, called the Facilities Inspection Tool, issued by the Office of Public School Construction. Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

AREA	RATING	DESCRIPTION
<b>OVERALL RATING</b>	<b>Fair</b>	Our school is not in good repair, according to the criteria established by the Office of Public School Construction. Some of our deficiencies are critical, or may be widespread. Maintenance or minor repairs are required in several areas. We scored between 75 and 90 percent on the 15 categories of our evaluation.
<b>A. SYSTEMS</b>	<b>Good</b>	
Gas Leaks	Good	No apparent problems.
Mechanical Problems (Heating, Ventilation, and Air Conditioning)	Good	PER C.O.E. ,RM 18,19 inflow vents dirty, (SITE LEAD CUSTODIAN CLEANED THEM 9/09
Sewer System	Good	No apparent problems.
<b>B. INTERIOR</b>		
Interior Surfaces (Walls, Floors, and Ceilings)	Fair	PER C.O.E. RM 8, ceiling water damaged, extinguisher mounted in hall. notify teacher. POST INSPECTION FOUND CEILING WATER DAMAGED W.O. 40060 FOR REPAIRS
<b>C. CLEANLINESS</b>	<b>Good</b>	
Overall Cleanliness	Good	No apparent problems.
Pest or Vermin Infestation	Good	No apparent problems.
<b>D. ELECTRICAL</b>		
Electrical Systems and Lighting	Good	PER C.O.E. , RM23 electrical outlet damaged ( FACEPLATE REPLACE BY SITE LEAD CUSTODIAN 9/09 )
<b>E. RESTROOMS/FOUNTAINS</b>	<b>Fair</b>	
Bathrooms	Fair	PER C.O.E. bathroom fixtures need repair-faucet in girls RR. (FAUCET HANDLE REPLACE W.O. 40059 COMPLETED 11/09 )
Drinking Fountains (Inside and Out)	Good	No apparent problems.
<b>F. SAFETY</b>	<b>Good</b>	
Fire Safety (Sprinkler Systems, Alarms, Extinguishers)	Good	No apparent problems.
Hazardous Materials (Lead Paint, Asbestos, Mold, Flammables, etc.)	Good	No apparent problems.
<b>G. STRUCTURAL</b>	<b>Good</b>	



AREA	RATING	DESCRIPTION
<b>Structural Damage (Cracks in Walls and Foundations, Sloping Ceilings, Posts or Beams Missing)</b>	<b>Good</b>	COE damaged (E) wood stage behind room 2. WO 34800 assigned for replacement, work underway.
<b>Roofs</b>	<b>Good</b>	On going problem with roof leakage related to flooded roof drains due to pine needle and leaf blockage.
<b>H. EXTERNAL</b>	<b>Good</b>	
<b>Playground/School Grounds</b>	<b>Good</b>	No apparent problems.
<b>Windows, Doors, Gates, Fences (Interior and Exterior)</b>	<b>Good</b>	No apparent problems.
<b>OTHER DEFICIENCIES</b>	<b>N/A</b>	No apparent problems.

**INSPECTORS AND ADVISORS:** This report was completed on Saturday, February 06, 2010 by Zander, Walter (Director M&O). The facilities inspection occurred on Monday, August 31, 2009. We employed the following staff or businesses in completing this report: COE Santa Cruz County Office of Education Staff FIT Dan Zumaran lead Cust 2 PVUSD M&O assisted Ermando Beltran lead Cust 1 PVUSD Mintie White Site The Facilities Inspection Tool was completed on Wednesday, August 19, 2009.



## » Data Almanac

This Data Almanac provides more-detailed information than the School Accountability Report Card as well as data that covers a period of more than one year. It presents the facts and statistics in tables without narrative text.





**STUDENTS AND TEACHERS****Student Enrollment by Ethnicity and Other Characteristics**

The ethnicity of our students, estimates of their family income and education level, their English fluency, and their learning-related disabilities.

GROUP	ENROLLMENT
Number of students	577
African American	0%
American Indian or Alaska Native	1%
Asian	0%
Filipino	0%
Hispanic or Latino	97%
Pacific Islander	0%
White (not Hispanic)	2%
Multiple or no response	0%
Socioeconomically disadvantaged	89%
English Learners	69%
Students with disabilities	13%

SOURCE: All but the last three lines are from the annual census, CBEDS, October 2008. Data about students who are socioeconomically disadvantaged, English Learners, or learning disabled come from the School Accountability Report Card unit of the California Department of Education.

**Student Enrollment by Grade Level**

Number of students enrolled in each grade level at our school.

GRADE LEVEL	STUDENTS
Kindergarten	113
Grade 1	104
Grade 2	93
Grade 3	96
Grade 4	80
Grade 5	91
Grade 6	0
Grade 7	0
Grade 8	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0

SOURCE: CBEDS, October 2008.



**Average Class Size by Grade Level**

GRADE LEVEL	2006–2007	2007–2008	2008–2009
Kindergarten	20	21	19
Grade 1	20	20	19
Grade 2	20	19	18
Grade 3	19	20	18
Grade 4	27	30	25
Grade 5	33	26	22
Grade 6	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A
Combined K–3	N/A	N/A	N/A
Combined 3–4	N/A	N/A	N/A
Combined 4–8	N/A	N/A	N/A
Other	N/A	N/A	N/A

SOURCE: CBEDS, October 2008.

**Average Class Size by Grade Level, Detail**

The number of classrooms that fall into each range of class sizes.

GRADE LEVEL	2006–2007			2007–2008			2008–2009		
	1–20	21–32	33+	1–20	21–32	33+	1–20	21–32	33+
Kindergarten	3	2	0	1	4	0	6	0	0
Grade 1	5	0	0	4	1	0	5	1	0
Grade 2	1	0	0	5	0	0	6	0	0
Grade 3	5	0	0	4	0	0	5	0	0
Grade 4	0	3	0	0	3	0	0	3	0
Grade 5	0	1	1	0	3	0	0	4	0
Grade 6	0	0	0	0	0	0	0	0	0
Combined K–3	0	0	0	0	0	0	0	0	0
Combined 3–4	0	0	0	0	0	0	0	0	0
Combined 4–8	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0

SOURCE: CBEDS, October 2008.



### Teacher Credentials

The number of teachers assigned to the school with a full credential and without a full credential, for both our school and the district.

TEACHERS	SCHOOL			DISTRICT
	2006–2007	2007–2008	2008–2009	2008–2009
<b>With Full Credential</b>	22	24	30	775
<b>Without Full Credential</b>	0	2	1	42

SOURCE: CBEDS, October 2008, Professional Assignment Information Form (PAIF) section.

### Physical Fitness

Students in grades five, seven, and nine take the California Fitness Test each year. This test measures students' aerobic capacity, body composition, muscular strength, endurance, and flexibility using six different tests. The table below shows the percentage of students at our school who scored within the "healthy fitness zone" on four, five, and all six tests. More information about **physical fitness testing and standards** is available on the CDE Web site.

GRADE LEVEL	PERCENTAGE OF STUDENTS MEETING HEALTHY FITNESS ZONES		
	FOUR OF SIX STANDARDS	FIVE OF SIX STANDARDS	SIX OF SIX STANDARDS
<b>Grade 5</b>	24%	33%	8%
<b>Grade 7</b>	N/A	N/A	N/A
<b>Grade 9</b>	N/A	N/A	N/A

SOURCE: Physical fitness test data is produced annually as schools test their students on the six Fitnessgram Standards. Data is reported by Educational Data Systems.



## STUDENT PERFORMANCE

### California Standardized Testing and Reporting Program

The California Standards Tests (CST) show how well students are learning what the state content standards require. The CST include English/language arts and mathematics in grades two through five and science in grade five. We also include results from the California Modified Assessment and California Alternative Performance Assessment (CAPA).

### STAR Test Results for All Students: Three-Year Comparison

The percentage of students achieving at the Proficient or Advanced level  
(meeting or exceeding the state standards) for the most current three-year period.

SUBJECT	SCHOOL PERCENT PROFICIENT OR ADVANCED			DISTRICT PERCENT PROFICIENT OR ADVANCED			STATE PERCENT PROFICIENT OR ADVANCED		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/ language arts	20%	20%	31%	30%	32%	35%	43%	46%	50%
Mathematics	35%	32%	40%	29%	31%	35%	40%	43%	46%
Science	16%	26%	27%	29%	35%	38%	38%	46%	50%

SOURCE: California Standards Tests (CST) results, spring 2009 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

### STAR Test Results by Subgroup: Most Recent Year

The percentage of students, by subgroup, achieving at the Proficient or Advanced level  
(meeting or exceeding the state standards) for the most recent testing period.

STUDENT GROUP	PERCENTAGE OF STUDENTS SCORING PROFICIENT OR ADVANCED		
	ENGLISH/ LANGUAGE ARTS 2008–2009	MATHEMATICS 2008–2009	SCIENCE 2008–2009
African American	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A
Asian	N/A	N/A	N/A
Filipino	N/A	N/A	N/A
Hispanic or Latino	30%	40%	25%
Pacific Islander	N/A	N/A	N/A
White (not Hispanic)	N/A	N/A	N/A
Boys	32%	46%	34%
Girls	29%	34%	20%
Economically disadvantaged	31%	40%	25%
English Learners	20%	33%	10%
Students with disabilities	14%	28%	N/A
Students receiving migrant education services	26%	42%	21%

SOURCE: California Standards Tests (CST) results, spring 2009 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.



### NAEP: California's 4th and 8th Graders Compared to Students Nationally

Federal education officials want parents to understand how their state's students compare to students nationally. For this purpose, they created the test called the National Assessment of Educational Progress (NAEP). It is sometimes called the Nation's Report Card. Students in grades four, eight, and twelve take this test in nine subject areas. The NAEP test results are not valid for schools or districts. For that reason, you only see results below for students statewide.

#### Reading and Math Results

This table shows the average NAEP score (scores range from zero to 500) for the state and the nation, and the percentage of California students grouped into each of three achievement levels (Basic, Proficient, and Advanced). We compare our state's fourth and eighth graders with their peers in the U.S. in reading and math.

SUBJECT AND GRADE LEVEL	AVERAGE SCALE SCORE		PERCENTAGE OF CA STUDENTS AT EACH ACHIEVEMENT LEVEL		
	STATE	NATIONAL	BASIC	PROFICIENT	ADVANCED
Reading 2007, Grade 4	209	220	30%	18%	5%
Reading 2007, Grade 8	251	261	41%	20%	2%
Mathematics 2007, Grade 4	232	239	41%	25%	5%
Mathematics 2007, Grade 8	270	282	36%	18%	5%

SOURCE: School Accountability Report Card unit of the California Department of Education.

### Participation Rates for Students with Disabilities and English Learners

This table shows the percentage of the nation's and California's students with disabilities and English Learners who took the test called the National Assessment of Educational Progress (NAEP).

SUBJECT AND GRADE LEVEL	STATE PARTICIPATION RATE		NATIONAL PARTICIPATION RATE	
	STUDENTS WITH DISABILITIES	ENGLISH LEARNERS	STUDENTS WITH DISABILITIES	ENGLISH LEARNERS
Reading 2007, Grade 4	74%	93%	65%	80%
Reading 2007, Grade 8	78%	92%	66%	77%
Mathematics 2007, Grade 4	79%	96%	84%	94%
Mathematics 2007, Grade 8	85%	96%	78%	92%

SOURCE: School Accountability Report Card unit of the California Department of Education.

For further information, you can read what the California Department of Education says about the **differences between the California Standards Tests and the National Assessment of Educational Progress**. The NAEP Web site includes background information for parents about the **Nation's Report Card**. Educators can learn more by going to the **NAEP Web site**.



## ACCOUNTABILITY

### California Academic Performance Index (API)

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. APIs range from 200 to 1000, with a statewide target of 800. Detailed information about the API can be found on the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

### API Ranks: Three-Year Comparison

The state assigns statewide and similar-schools API ranks for all schools. The API ranks range from 1 to 10. A statewide rank of 1 means that the school has an API in the lowest 10 percent of all elementary schools in the state, while a statewide rank of 10 means that the school has an API in the highest 10 percent of all elementary schools in the state. The similar-schools API rank reflects how a school compares with 100 statistically matched schools that have similar teachers and students.

API RANK	2006–2007	2007–2008	2008–2009
Statewide rank	1	1	1
Similar-schools rank	5	5	5

SOURCE: The API Base Report from August 2009.

### API Changes by Subgroup: Three-Year Comparison

API changes for all students and student subgroups: the actual API changes in points added or lost for the past three years, and the most recent API. Note: "N/A" means that the student group is not numerically significant.

SUBGROUP	ACTUAL API CHANGE			API
	2006–2007	2007–2008	2008–2009	2008–2009
All students at the school	+34	+15	+25	702
African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	+30	+16	+24	697
Pacific Islander	N/A	N/A	N/A	N/A
White (non Hispanic)	N/A	N/A	N/A	N/A
Economically disadvantaged	+35	+23	+19	697
English Learners	+27	+19	+9	667
Students with disabilities	N/A	N/A	N/A	N/A

SOURCE: The API Growth Report as released in the Accountability Progress Report in October 2009.



### Federal Adequate Yearly Progress (AYP) and Intervention Programs

The federal law known as No Child Left Behind requires that all schools and districts meet all three of the following criteria in order to attain Adequate Yearly Progress (AYP):

- (a) a 95-percent participation rate on the state's tests
- (b) a CDE-mandated percentage of students scoring Proficient or higher on the state's English/language arts and mathematics tests
- (c) an API of at least 590 or growth of at least one point

#### AYP for the District

Whether the district met the federal requirement for AYP overall, and whether the school and the district met each of the AYP criteria.

AYP CRITERIA	DISTRICT
Overall	No
Graduation rate	Yes
Participation rate in English/language arts	Yes
Participation rate in mathematics	Yes
Percent Proficient in English/language arts	No
Percent Proficient in mathematics	No
Met Academic Performance Index (API)	Yes

SOURCE: The AYP Report as released in the Accountability Progress Report in September 2009.

#### Intervention Program: District Program Improvement (PI)

Districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/language arts or mathematics) and for each grade span or on the same indicator (API or graduation rate). After entering PI, districts advance to the next level of intervention with each additional year that they do not make AYP.

INDICATOR	DISTRICT
PI stage	3 of 3
The year the district entered PI	2004
Number of schools currently in PI	21
Percentage of schools currently in PI	64%

SOURCE: The Program Improvement Report as released in the Accountability Progress Report in September 2009.



### DISTRICT EXPENDITURES

According to the CDE's SARC Data Definitions, "State certification/release dates for fiscal data occur in middle to late spring, precluding the inclusion of 2008–09 data in most cases. Therefore, 2007–08 data are used for report cards prepared during 2009–10."

Total expenses include only the costs related to direct educational services to students. This figure does not include food services, land acquisition, new construction, and other expenditures unrelated to core educational purposes. The expenses-per-student figure is calculated by dividing total expenses by the district's average daily attendance (ADA). More information is available on the [CDE's Web site](#).

CATEGORY OF EXPENSE	OUR DISTRICT	SIMILAR DISTRICTS	ALL DISTRICTS
<b>FISCAL YEAR 2007–2008</b>			
Total expenses	\$175,948,725	N/A	N/A
Expenses per student	\$9,504	\$8,680	\$8,594
<b>FISCAL YEAR 2006–2007</b>			
Total expenses	\$169,495,511	N/A	N/A
Expenses per student	\$9,236	\$8,193	\$8,117

SOURCE: Fiscal Services Division, California Department of Education.

### District Salaries, 2007–2008

This table reports the salaries of teachers and administrators in our district for the 2007–2008 school year. This table compares our average salaries with those in districts like ours, based on both enrollment and the grade level of our students. In addition, we report the percentage of our district's total budget dedicated to teachers' and administrators' salaries. The costs of health insurance, pensions, and other indirect compensation are not included.

SALARY INFORMATION	DISTRICT AVERAGE	STATE AVERAGE
Beginning teacher's salary	\$31,628	\$40,786
Midrange teacher's salary	\$54,285	\$65,726
Highest-paid teacher's salary	\$74,530	\$85,230
Average principal's salary (elementary school)	\$90,005	\$106,548
Superintendent's salary	\$160,543	\$191,155
Percentage of budget for teachers' salaries	32%	41%
Percentage of budget for administrators' salaries	7%	5%

SOURCE: School Accountability Report Card unit of the California Department of Education.



**TEXTBOOKS****Textbook Adoption List**

TITLE	SUBJECT	DATE OF PUBLICATION	ADOPTION DATE
High Point Basics Student Book	Language Arts	2001	2001
HM Reading: A Legacy of Literature	Language Arts	2003	2003
Houghton Mifflin Lectura	Language Arts	2003	2003
McDougal Littell Reading Lang. Arts	Language Arts	2002	2003
Sopris West Language	Language Arts	2002	2003
Houghton Mifflin California Math	Math	2008	2003
Saxon	Math	2005	2005
Scott Foresman Calif. Mathematics	Math	2001	2001
Harcourt Achieve	Science	2007	2008
Harcourt Achieve	Social Science	2006	2007
California Math	Math	2008	2008



# PAJARO VALLEY UNIFIED SCHOOL DISTRICT



## Board Agenda Backup

Item No: 14.1

**Date:** March 24, 2010

**Item:** School Achievement and School Improvement Grant

**Overview:** The CDE and the SBE were statutorily charged to establish a list of persistently lowest-achieving schools through the requirements of several pieces of both federal and state statute. The criteria to determine the list of schools was defined by the U.S. Department of Education and is aligned to federal funding applications available to states. There were 188 schools in total that were identified through a formula that used AYP, API and CASHEE scores. Schools identified on the list qualify for School Improvement Grant funding to facilitate the implementation of one of the four identified intervention models. PVUSD had three schools identified on the Tier I list: Calabasas, MacQuiddy, and Hall Elementary Schools. There were two PVUSD schools identified on the Tier II list: E. A. Hall Middle School and Watsonville High School. According to the School Improvement Grant guidelines, districts **must** serve all of its Tier I schools, but has the discretion whether it will serve **any** or all of its Tier II schools.

**Budget Considerations:** N/A

**Funding Source:** School Improvement Grant

**Budgeted:** Yes: ☐ No: ☐

**Amount:** Undetermined

**Prepared By:** Dorma Baker, Superintendent

**Superintendent's Signature:**

*Dorma Baker*



## **Implications**

One or more schools identified as persistently lowest-achieving will be required to implement one of the following four intervention models in the identified school or schools:

- (1) **Turnaround model means**, among other actions, replacing the principal and rehiring no more than 50 percent of the school's staff, adopting a new governance structure, increase learning time, and implementing an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with California's adopted content standards.
- (2) **Restart model means**, convert a school or close and reopen it under a charter school operator, a charter management organization, or an education management organization that has been selected through a rigorous review process. A restart model school must enroll, within the grades it serves, any former student who wishes to attend the school.
- (3) **School closure means**, an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.
- (4) **Transformation model means**, implement each of the following strategies:
  - replace the principal and take steps to increase teacher and school leader effectiveness;
  - institute comprehensive instructional reforms;
  - increase learning time and create community-oriented schools; and
  - provide operational flexibility and sustained support.

## **Funding**

The SIG is intended to be the primary resource for funding these activities. Each LEA that has been identified with one or more persistently-lowest achieving schools is eligible to apply for SIG funds. Those LEAs that receive SIG funding are to begin an intervention model with those identified schools on the first day of the 2010/11 school year.

Intervention models at selected schools are to be funded at no less than \$50,000 and no more than \$2 million per year for as much as a three year period.





## Board Agenda Backup

Item No:

9.1 & 15.1 a

Date: March 24, 2010

Item: Public Hearing on the Long-Term Financial Impact of the Tentative Agreement for Certificated Bargaining Unit Employees as Required by AB1200.

Overview: Current law requires the District to make a public disclosure of the costs that would be incurred by the District under the Tentative Agreement for the current and subsequent fiscal years. The Public Disclosure of the Collective Bargaining Agreement form, as well as the Certification of the District's Ability to Meet the Costs of the Collective Bargaining Agreement form, will be submitted under separate cover and available to the public at the Board meeting.

Rationale:

Recommendation: Conduct the Public Hearing and accept public input on the proposed Tentative Agreement.

Budget Considerations:

Funding Source: Unappropriated General Funds

Budgeted: Yes ☐ No ☒

Amount: To follow

PREPARED BY SIGNATURE:

Helen Bellonzi

REVIEWED BY SIGNATURE:

Sandra J. [Signature]

SUPERINTENDENT SIGNATURE:

Dorma Baker (AB)





## Board Agenda Backup

Item No:

15.1 b

Date: March 24, 2010

Item: Report, Discussion, and Possible Action to Approve the Tentative Agreement with Pajaro Valley Federation of Teachers.

Overview: Pajaro Valley Federation of Teachers (PVFT) has reached agreement with the District on the Tentative Agreement. After receiving input resulting from the Public Hearing, the Board of Trustees will have the opportunity to ratify the Tentative Agreement, making it a legal agreement under laws related to the collective bargaining process.

Rationale:

Recommendation: The Board of Trustees approves the Tentative Agreement with Pajaro Valley Federation of Teachers. This completes the collective bargaining process for the 2009-2012 school years.

Budget Considerations:

Funding Source: Unappropriated General Funds

Budgeted: Yes ☐ No ☒

Amount: To follow

PREPARED BY SIGNATURE:

*John Bellon*

REVIEWED BY SIGNATURE:

*Sandra J. Lopez*

SUPERINTENDENT SIGNATURE: \_\_\_\_\_



## TENTATIVE AGREEMENT

February 27, 2010

4:11 pm

The Pajaro Valley Unified School District (District) and the Pajaro Valley Federation of Teachers (PVFT) agree to resolve all issues for the 2009-10, 2010-11 and 2011-12 school years on the following terms and conditions:

Except as expressly provided herein, all provisions of the current collective bargaining agreement shall continue without modification.

### A. Compensation

1. The District and PVFT agree on a **total** of five (5) furlough days for the bargaining unit, (excluding unit members in the adult education program and children center teachers) in the 2010-11 school year and a **total** of five (5) furlough days in the 2011-12 school year. The specific days to be taken shall occur as a block of consecutive instructional days at the immediate beginning or immediate end of the academic year. The PVUSD Calendar Committee shall decide whether to schedule the block of furlough days at the beginning or end of the 2010-11 and 2011-12 academic years. Each furlough day shall reduce the unit member's annual pay by .5%.
2. In the event that the District's base revenue limit is increased in any year of this Agreement and the District actually receives increased revenues as a result of the increase in the base revenue limit, or Federal Stimulus monies are received that can be used to increase salaries or restore reduced or eliminated positions, or if funded ADA increases by more than one hundred twenty (120) over the previous fiscal year's ADA, the parties shall immediately reopen negotiations on the restoration of furlough days.
3. In order to contain or decrease the cost of health benefits while maintaining or improving coverage for unit members, the District and PVFT will work constructively to reduce the overall cost of providing benefits to the unit members through the following measures:
  - i. The District and PVFT shall form a new health benefit committee under the following terms and conditions:
    - (1) The purpose and focus of the Committee is to explore ways to improve the quality, efficiency and cost effectiveness of the benefits by encouraging unit members to be actively involved in their own health care, to review the benefit plans and recommend changes, to recommend types of coverage and levels, and to seek cost containment.
    - (2) The Committee shall consist of four (4) unit members selected by PVFT as delegates and two (2) unit members selected as alternates and four (4)



- administrative employees selected by the District as delegates and two (2) administrative employees selected as alternates. No more than four (4) delegates for each party may vote at each meeting.
- (3) There shall be co-chairs of the committee, one (1) selected by PVFT and one (1) selected by the District.
  - (4) The Committee shall establish a regular meeting schedule for the year at its first meeting, which will include the starting and ending times of meetings, taking into account PVFT's preference for meetings during work hours.
  - (5) Any benefit consultant to the committee shall attend by invitation of the Committee, shall serve as a resource and shall not be a participating or voting member of the committee.
  - (6) Meetings of the Committee shall be limited to delegates and alternates and other individuals invited to attend by the Committee.
  - (7) All decisions of the Committee shall be made by a simple majority vote.
  - (8) Any recommendation for changes in the health and welfare benefit plans shall be advanced to the District and PVFT no later than March 15. Any recommendation of the Committee shall be subject to negotiations for implementation in the following school year.
  - (9) The Committee will establish operating rules and regulations.
- 4. The furlough days in each year and corresponding reduction in annual salary in each year shall be contingent upon management employees taking at least the same number of furlough days as bargaining unit members in each year. This contingency shall be independent for each year, i.e. if management does not have five (5) furlough days in 2010-11, bargaining unit members shall not have five (5) days of furlough in 2010-11. However, the same number in that year taken by management employees in a particular school year shall be taken by bargaining unit members. For example, if management employees take four (4) furlough days in 2011-12, bargaining unit members shall take four (4) furlough days in 2011-12.
  - 5. The furlough days specified above are also contingent upon no other bargaining unit or the management group receiving an increase in their salary schedule and no increase in salary to an existing position except for any reclassification by the Personnel Commission.
  - 6. No bargaining unit member shall by virtue of furlough days above be credited with less than a full year of service for retirement purposes.



**B. Staffing Ratios:**

Article IV, Workload and Hours, Section C, add subsection 4 on combination classes, and renumber subsequent items

Those elementary teachers who teach combination classes shall be excluded from supervisory duties within the workday provided that the majority of the faculty votes in favor of the exclusion. The principal shall initiate a secret ballot voting process during the first week of school. The votes will be counted in the presence of a PVFT representative. The district and PVFT shall conduct a survey of the practice of comparable districts regarding combination class teachers. The results of that survey shall be examined in the spring of 2010.

**C. Term**

This Agreement shall be effective July 1, 2009 and shall continue until it expires on June 30, 2012. No earlier than July 1, 2011 either party may reopen negotiations for the 2011-12 school year solely on the furlough days if there is a substantial change in the District's finances.

**D. Binding Arbitration. Amend Article XVI to provide:**

ARTICLE XVI

Grievance

- A. Purpose: This grievance procedure shall be used to provide an orderly and expedited process for the resolution of grievances.
- B. General Provisions/Definitions
  - 1. A grievance is an alleged violation, misinterpretation, or misapplication of this contract.
  - 2. A grievant may be either one (1) or more unit members of the Federation or the Federation.
  - 3. The grievant may have a representative present at each step of the grievance procedure.
  - 4. A "day" is a day in which the central administrative office of the District is open for business.
  - 5. An "immediate supervisor" is the lowest level supervisor who has been designated by the District to adjust grievances and who exercises responsibility for the grieving unit member or program. For persons



assigned to more than one (1) site or program, one (1) supervisor shall be designated the "immediate supervisor."

6. If a grievance arises from the action of authority above the immediate supervisor, the grievance may be filed with the manager responsible for the action.
7. The time limits on the filing and processing of grievances may be extended only by a written agreement signed by the parties.
8. A grievance must be filed and appealed within the time limits set forth herein or the grievance shall be considered settled on the basis of the last answer given. If a District representative fails to answer to a grievance within the time limits provided at a particular step (unless such time limits are extended by written agreement), the grievance may be appealed to the next step within the appropriate time limits.
9. All materials concerning a unit member's grievance shall be kept in a file separate from the unit member's personnel file, which shall be available for inspection only by the unit member, his/her representative and those management, supervisory and confidential unit members directly involved in the grievance procedure.
10. No reprisals of any kind will be taken by the District against any aggrieved person, any party of interest, any members of the Federation, or any participant in the grievance procedure by reason of such participation.
11. The grievant shall continue to discharge his/her regular duties and to comply with the appropriate directions of the administration until the grievance has been resolved, provided that no unit member shall be required to continue to discharge duties under the conditions which pose an imminent danger to health or safety.
12. The grievant may have his/her grievances resolved at any level without the involvement of the exclusive representative, provided that the adjustment is not inconsistent with the terms and conditions of this Agreement and provided that the grievant and District stay enforcement of the proposed resolution until the Federation has received a copy of the proposed resolution and has had ten (10) days from the date of the notice to respond or reject the proposed resolution.
13. A representative of the Federation shall have the right to be present at all meetings regarding a grievance.



### C. Procedures

**Step 1:** The aggrieved unit member shall meet with the immediate supervisor and attempt to resolve the grievance informally no later than twenty (20) days after the grievant knew or could have known of the event or circumstances occasioning the grievance.

**Step 2:** If the grievance is not settled at Step 1, the aggrieved unit member may present to the supervisor a written statement of the grievance no later than ten (10) days after the meeting with the supervisor. Such statement shall contain:

- The name of the unit member filing the grievance.
- A description of the conduct alleged to have violated the Agreement.
- An enumeration of the contract provisions alleged to have been violated.
- A listing of the actions requested to remedy the grievance.

The supervisor shall attempt to resolve the grievance as soon as possible and shall present a written answer to the unit member within five (5) days after receiving the grievance.

**Step 3:** If the grievance is not settled at Step 2, the unit member may appeal to the Superintendent or the Superintendent's designee. The appeal shall be in writing and shall be submitted within ten (10) days after the unit member receives the supervisor's Step 2 answer. This appeal shall include a copy of the original grievance, the supervisor's answer, and a statement of the reasons for the appeal. The Superintendent or designee shall respond to the appeal in writing within ten (10) days after receipt.

Either the unit member filing the grievance or the Superintendent or designee may request a meeting to discuss the grievance within this 10-day period. If such meeting is held, the time limit for the Superintendent or designee's answer shall be extended for ten (10) days after the close of the meeting.

**Step 4:** If the grievance is not settled at Step 3, the matter may be submitted to grievance mediation within ten (10) days after the unit member receives the Step 3 response. The parties shall request from the State Conciliation and Mediation Service a mediator. The parties may mutually agree to skip this step and advance to Step 5.

**Step 5:** Should mediation at Step 4 fail to resolve the dispute, or if the parties mutually agree to skip mediation, the Federation may submit the matter to arbitration by notifying the District within twenty (20) days following mediation or after the Step 3 decision, if mediation is skipped. The parties shall first attempt to agree upon an arbitrator. Should that not be possible, the parties shall request a list of seven (7) arbitrators from the State



Conciliation Service. The Federation and the District shall alternately strike one name until the name of a single arbitrator remains. Lots shall be drawn to decide which party strikes first.

The hearing shall be conducted in a timely manner. All expenses of the arbitrator and court reporter, if required by the arbitrator, shall be divided equally between the Federation and the District. The parties shall pay their own costs for representation. The findings and recommendations of the arbitrator shall be final and binding.


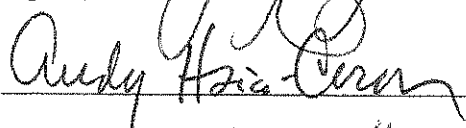




In the event that the parties negotiate a salary formula in the future, the formula and its interpretation shall not be subject to binding arbitration under this paragraph unless otherwise negotiated by the parties. As used herein, "salary formula" means a computation for increasing or decreasing the salary schedule(s) or the salary of the unit as a whole, based on factors defined in the formula.

**E. Unfair Practice Charges Nos. SF-CE-2783-E and SF-CO-742-E**

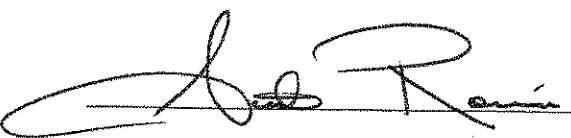
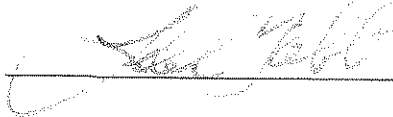
The parties agree to dismiss with prejudice the two (2) unfair practice charges each filed against the other within twenty (20) days of ratification of this Agreement by the District and Federation.

Dated: February 27, 2010

PVFT

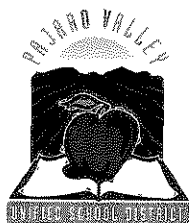
  
  
  
  
  


DISTRICT



# PAJARO VALLEY UNIFIED SCHOOL DISTRICT



## Board Agenda Backup

Item No: 15.2

**Date:** March 24, 2010

**Item:** Resolution #09-10-32, Demanding Adequate Funding for Public Education

**Overview:** The Governor's proposed budget would have a tremendous negative impact in school districts throughout the state. Pajaro Valley Unified School District is expected to lose additional millions of dollars in the general funds, restricted and unrestricted funds.

The attached resolution explicitly highlights the impacts the proposed budget will have. It is the intent of the District to make it known to the Governor, the State Secretary of Education, our local legislative representatives, the County Office of Education, and our city council members that we oppose the proposed budget because it immensely impacts our children and their future.

**Recommendation:** To approve Resolution #09-10-32 and send to the Governor with copies to our Legislative Team.

**Prepared By:** Dorma Baker, Superintendent

**Superintendent's Signature:**

*Dorma Baker*





## PAJARO VALLEY UNIFIED SCHOOL DISTRICT

Resolution # 09-10-32

### DEMANDING ADEQUATE FUNDING FOR PUBLIC EDUCATION

**WHEREAS**, despite his vow to protect public education, the Governor's proposed budget reduces the education budget an additional \$2.4 billion in 2010-11, requiring Pajaro Valley Unified School District Board to further reduce our budget; and,

**WHEREAS**, California's education system plays a vital role in the state's economic future, and public schools have been pushed into an historic economic crisis worse than any time since the Great Depression that cannot be solved without additional revenue; and,

**WHEREAS**, these unprecedented budget cuts are changing the face of education for an entire generation of schoolchildren; and

**WHEREAS**, California's educational programs have been cut to the bone, districts in Santa Cruz County have been forced to eliminate teaching jobs, increase class sizes, reduce or eliminate summer school, reduce safety programs and transportation, and cut library programs, athletics, technology, agriculture, regional occupational programs (ROP), general education development (GED), and adult education; and

**WHEREAS**, the educational programs being cut are the very programs that help our students succeed in school and compete in the workforce; and

**WHEREAS**, even before this budget crisis California ranked 49<sup>th</sup> in the nation in the number of teachers and administrators per student, and 51<sup>st</sup> in the number of librarians and guidance counselors; and

**WHEREAS**, the California Legislature has a constitutionally mandated duty to provide adequate funding for public education; and

**WHEREAS**, the California Legislature and the Governor willfully ignored their constitutional duty to provide adequate funding for schools by manipulating Proposition 98 funding guarantees, which resulted in \$17 billion dollars cut from the state education budget in the last two years and in the proposal to cut an additional \$2.4 billion from the education budget for next year,

**NOW, THEREFORE, BE IT RESOLVED** that the Pajaro Valley Unified School District and the Board of Education, in the best interest of students, strongly oppose these additional cuts to education funding and demand that the legislature take responsibility for California's future by closing the gap between state mandates and state funding and restoring full funding to public education; and

**THEREFORE, BE IT FURTHER RESOLVED** that the Pajaro Valley Unified School District Board of Education calls upon the California Legislature to demonstrate political courage and leadership in this budget crisis to craft a solution that acknowledges reality: the need to raise revenue to provide adequate state funding for the constitutionally mandated public education that is the right of every California student.



**Passed and adopted** by the Board of Trustees of the Pajaro Valley Unified School District, County of Santa Cruz, State of California, this 24<sup>th</sup> day of March, 2010, by the following vote:

Ayes \_\_\_\_\_

Nays \_\_\_\_\_

Abstentions \_\_\_\_\_

Absent \_\_\_\_\_

\_\_\_\_\_  
Dorma Baker, Superintendent  
Secretary to the Board of Trustees

\_\_\_\_\_  
Libby Wilson  
President, Board of Trustees



# PAJARO VALLEY UNIFIED SCHOOL DISTRICT



## Board Agenda Backup

Item No: 15.3

**Date:** March 24, 2010

**Item:** Approve Certain Board Policies in Series 5000, Students, and in Series 6000, Instruction.

**Overview:** This section is being presented as recommended by California School Boards Association (CSBA); this organization was hired to assist in the process to update and review current policies.

The attached policies have been reviewed by the administration. Once the Board approves the updates, the following policies will be updated and distributed as appropriate.

5148: Child Care and Development  
6300: Preschool/Early Childhood Education

**Recommendation:** Review and adopt Board Policies as presented.

**Prepared By:** Dorma Baker, Superintendent

**Superintendent's Signature:**

*Dorma Baker*



*Reviewed by Kathy Gathup  
No changes necessary*

## **Students**

BP 5148(a)

### **CHILD CARE AND DEVELOPMENT**

The Board of Education desires to provide child care and development services which meet the developmental needs of children, provide an opportunity for parenting students to receive assistance while continuing their education, and offer a convenient child care alternative for parents/guardians in the community.

Child Development programs are provided through the California Department of Education and US Department of Health and Human Services. Regulations governing federal programs are detailed through US Department of Health and Human Services Administration for Children and Families.

*(cf. 5146 - Married/Pregnant/Parenting Students)*

*(cf. 5148.1 - Child Care Services for Parenting Students)*

*(cf. 6300 - Preschool/Early Childhood Education)*

The Superintendent or designee shall work cooperatively with the local child care and development planning council, public and private agencies, parents/guardians, and other community members to assess child care needs in the community, establish program priorities, obtain ongoing feedback on program quality, and inform parents/guardians about child care options.

*(cf. 1020 - Youth Services)*

*(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)*

*(cf. 1700 - Relations Between Private Industry and the Schools)*

To the extent possible, child care and development services may be made available during the regular school day, before and after normal school hours, during school vacations and intersessions, and on weekends to meet community needs for extended service.

Note: The district may select or revise one of the options below to reflect the age or grade levels served by the district's child care program. Option 1 reflects grade-level requirements for state-funded extended day care programs pursuant to 5 CCR 18000 and after-school education and safety programs pursuant to Education Code 8482.3. Option 2 reflects the purposes of the Child Care and Development Services Act as described in Education Code 8201 and the definitions of child care programs contained in Education Code 8208. AB 2525 (Ch. 896, Statutes of 2004) amended Education Code 8201 and AB 379 (Ch. 897, Statutes of 2004) amended Education Code 8208 to lower the maximum age for eligibility to age 13.

These services shall be available to infants and children up to age 13.

The Superintendent or designee shall ensure that subsidized child care is provided to eligible families to the extent that state and/or federal funding is available and shall establish admissions priorities in accordance with Education Code 8263 and 5 CCR 18106. In addition to priorities for subsidized care, priority for admissions shall be given to district students and children of district employees.

*(cf. 5111.1 - District Residency)*



## **CHILD CARE AND DEVELOPMENT (continued)**

The Superintendent or designee shall ensure that individuals working in child care and development programs have the necessary qualifications and have satisfied all legal requirements.

*(cf. 1240 - Volunteer Assistance)*

*(cf. 4112.2 - Certification)*

*(cf. 4112.4/4212.4/4312.4 - Health Examinations)*

*(cf. 4112.5/4312.5 - Criminal Record Check)*

*(cf. 4212.5 - Criminal Record Check)*

The Superintendent or designee shall develop and implement an annual plan for evaluation of the district's child care services which conforms to state requirements. (5 CCR 18279)

### *Legal Reference:*

#### EDUCATION CODE

*8200-8499.10 Child Care and Development Services Act, including:*

*8200-8209 General provisions for child care and development services*

*8210-8216 Resource and referral program*

*8220-8226 Alternative payment program*

*8228 Child care voucher for parents deployed to Iraq*

*8230-8233 Migrant child care and development program*

*8235-8237 State preschool program*

*8240-8244 General child care programs*

*8250-8252 Programs for children with special needs*

*8263 Eligibility and priorities for subsidized child development services*

*8340-8346 Individualized county child care subsidy plan, San Mateo County*

*8350-8359.1 Programs for Cal WORKs recipients*

*8360-8370 Personnel qualifications*

*8400-8409 Contracts*

*8460-8480 School-age community child care services*

*8482-8484.6 After-school education and safety program*

*8484.7-8484.8 21st Century community learning centers*

*8485-8488 Child supervision programs*

*8488.5-8489.9 Six By Six before- and after-school program*

*8493-8498 Facilities*

*8499-8499.7 Local planning councils*

*8499.10 Head Start*

*17264 New construction; accommodation of before- and after-school programs*

*49540-49546 Child care food program*

*49570 National School Lunch program*

*54740-54749.5 Cal-SAFE program for pregnant/parenting students and their children*

*56244 Staff development funding*

#### HEALTH AND SAFETY CODE

*1596.70-1596.895 California Child Day Care Act*

*1596.90-1597.21 Day care centers*

*120325-120380 Immunization requirements*

*Legal Reference continued: (see next page)*



## **CHILD CARE AND DEVELOPMENT (continued)**

### *Legal Reference: (continued)*

#### CODE OF REGULATIONS, TITLE 5

18000-18122 General provisions, general child care programs  
18130-18136 State preschool programs  
18180-18192 Federal and state migrant programs  
18200-18207 School-age community child care services program  
18210-18213 Severely handicapped program  
18220-18231 Alternative payment program  
18240-18248 Resource and referral program  
18270-18281 Program quality, accountability  
18290-18292 Staffing ratios  
18295 Waiver of qualifications for site supervisor  
18300-18308 Appeals and dispute resolution  
18400-18405 CalWORKS child care services

#### CODE OF REGULATIONS, TITLE 22

101151-101239.2 General requirements, licensed child care centers, including:  
101151-101163 Licensing and application procedures  
101212-101231 Continuing requirements  
101237-101239.2 Facilities and equipment

#### UNITED STATES CODE, TITLE 42

1751-1769 School lunch programs  
9831-9852 Head Start programs  
9858-9858q Child care and development block grant

#### CODE OF FEDERAL REGULATIONS, TITLE 7

210.1-210.31 National School Lunch program

#### CODE OF FEDERAL REGULATIONS, TITLE 45

98.2-98.93 Child care and development fund

#### COURT DECISIONS

CBS Inc. v. The Superior Court of Los Angeles County, State Department of Social Services, (2001)  
91 Cal.App.4<sup>th</sup> 892

### *Management Resources:*

#### CSBA PUBLICATIONS

Preschool for All: Resource and Policy Guide, 2005

#### CDE PUBLICATIONS

Program Quality Standards and Standards Based on Exemplary Practice for Center-Based Programs and Family Child Care Home Networks, October 2004

Prekindergarten Learning Development Guidelines, 2000

First Class: A Guide for Early Primary Education, 1999

#### CDE MANAGEMENT BULLETINS

01-06 The Desired Results for Children and Families System, May 31, 2001

#### U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

21st Century Community Learning Centers: Providing Quality Afterschool Learning Opportunities for America's Families, September 2000

#### U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Good Start, Grow Smart, April 2002

*Management Resources continued: (see next page)*



## **CHILD CARE AND DEVELOPMENT (continued)**

*Management Resources continued:*

**WEB SITES**

*CSBA: <http://www.csba.org>*

*California Association for the Education of Young Children: <http://www.caeyc.org>*

*California Department of Education, Child Development: <http://www.cde.ca.gov/sp/cd>*

*California Department of Social Services: <http://www.dss.ca.gov/cdswenet.gov>*

*Commission on Teacher Credentialing: [http://www.ctc.ca.gov/credentialinfo/topics/child\\_dev.html](http://www.ctc.ca.gov/credentialinfo/topics/child_dev.html)*

*National AfterSchool Association: <http://www.nsaca.org>*

*National Association for the Education of Young Children: <http://www.naeyc.org>*

*National School Boards Association: <http://www.nsba.org>*

*U.S. Department of Education: <http://www.ed.gov>*



**PRESCHOOL/EARLY CHILDHOOD EDUCATION**

The Board of Education recognizes that high-quality preschool experiences for children ages 3-5 help them develop knowledge, skills, and attributes necessary to be successful in school and provide for a smooth transition into the elementary education program. Such programs should provide developmentally appropriate activities in a safe, well-supervised, cognitively rich environment.

*(cf. 6011 - Academic Standards)*

*(cf. 6143 - Courses of Study)*

**Collaboration with Community Programs**

The Superintendent or designee shall collaborate with other agencies, organizations and private preschool providers to assess the availability of preschool programs in the community and the extent to which the community's preschool needs are being met. The Board encourages the development of a community-wide plan to increase children's access to high-quality preschool programs.

*(cf. 1020 - Youth Services)*

*(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)*

*(cf. 1700 - Relations Between Private Industry and the Schools)*

Information about preschool options in the community shall be provided to parents/guardians upon request.

The Superintendent or designee shall establish partnerships with feeder preschools to facilitate articulation of the preschool curriculum with the district's elementary education program.

**District Preschool Programs**

When the Board determines that it is feasible, the district may provide preschool services at or near district schools.

The Board shall set priorities for establishing or expanding services as resources become available. In so doing, the Board shall give consideration to the benefits of providing early education programs for at-risk children and/or children residing in the attendance areas of the lowest performing district schools.

*(cf. 0520 - Intervention for Underperforming Schools)*

*(cf. 0520.1 - High Priority Schools Grant Program)*

*(cf. 0520.2 - Title I Program Improvement Schools)*

*(cf. 6171 - Title I Programs)*

On a case-by-case basis, the Board shall determine whether the district shall directly administer preschool programs or contract with public or private providers to offer such programs.



## **PRESCHOOL/EARLY CHILDHOOD EDUCATION (continued)**

Facilities for preschool classrooms shall be addressed in the district's comprehensive facilities plan, including an assessment as to whether adequate and appropriate space exists on school sites. As necessary, the Superintendent or designee shall provide information to the Board regarding facilities financing options for preschool classrooms and/or facilities available through partnering organizations.

*(cf. 7110 - Facilities Master Plan)*

*(cf. 7210 - Facilities Financing)*

To enable children of working parents/guardians to participate in the district's preschool program, the Superintendent or designee shall recommend strategies to provide a full-day program and/or to link to other full-day child care programs in the district or community to the extent possible.

*(cf. 5148 - Child Care and Development)*

*(cf. 5148.1 - Child Care Services for Parenting Students)*

Inasmuch as parents/guardians are essential partners in supporting the development of their children, the Superintendent or designee shall involve them in program planning. Program staff shall encourage volunteerism in the program and shall communicate frequently with parents/guardians of enrolled students regarding their child's progress.

*(cf. 1240 - Volunteer Assistance)*

*(cf. 5124 - Communication with Parents/Guardians)*

The district's preschool program shall provide culturally and linguistically appropriate services and support the needs of English learners. The program also shall provide appropriate services for students with disabilities, including but not limited to early screening to identify special needs among preschool students and intervention services to assist students identified with special needs in accordance with law.

*(cf. 6164.4 - Identification of Individuals for Special Education)*

*(cf. 6164.6 - Identification and Education Under Section 504)*

To maximize the ability of children to succeed in the preschool program, program staff shall support students' health through proper nutrition and physical activity and shall provide or make referrals to health and social services.

*(cf. 3550 - Food Services/Child Nutrition Program)*

*(cf. 5030 - Student Wellness)*

*(cf. 5141.32 - Health Screening for School Entry)*

*(cf. 5141.6 - Student Health and Social Services)*



## **PRESCHOOL/EARLY CHILDHOOD EDUCATION (continued)**

The Superintendent or designee shall ensure that administrators, teachers, and paraprofessionals in district preschool programs possess the appropriate credential(s) or permit(s) issued by the Commission on Teacher Credentialing and meet any additional qualifications established by the Board.

*(cf. 4112.2 - Certification)*  
*(cf. 4112.4/4212.4/4312.4 - Health Examinations)*  
*(cf. 4112.5/4312.5 - Criminal Record Check)*  
*(cf. 4212.5 - Criminal Record Check)*  
*(cf. 4222 - Teacher Aides/Paraprofessionals)*

The Superintendent or designee shall develop and implement an annual plan of evaluation which conforms to state requirements. (5 CCR 18279)

He/she shall regularly report to the Board regarding enrollments in district preschool programs and the effectiveness of the programs in preparing preschool students for transition into the elementary education program.

*(cf. 0500 - Accountability)*  
*(cf. 6190 - Evaluation of the Instructional Program)*

### *Legal Reference:*

#### EDUCATION CODE

8200-8498 *Child Care and Development Services Act, especially:*  
8200-8209 *General provisions for child care and development services*  
8230-8233 *Migrant Child Care and Development Program*  
8235-8237 *State Preschool Programs*  
8240-8244 *General child care programs*  
8250-8252 *Programs for children with special needs*  
8263 *Eligibility and priorities for subsidized child development services*  
8360-8370 *Personnel qualification*  
8400-8409 *Contracts*  
8493-8498 *Facilities*  
54740-54749 *Cal-SAFE program for pregnant/parenting students and their children*

#### HEALTH AND SAFETY CODE

1596.70-1596.895 *California Child Day Care Act*  
1596.90-1597.21 *Day care centers*  
120325-120380 *Immunization requirements*

#### CODE OF REGULATIONS, TITLE 5

18000-18122 *General provisions, general child care programs*  
18130-18136 *State Preschool Program*  
18180-18192 *Federal and State Based Migrant Programs*  
18210-18213 *Severely Handicapped Program*  
18270-18281 *Program quality, accountability*

*Legal Reference continued: (see next page)*



## **PRESCHOOL/EARLY CHILDHOOD EDUCATION (continued)**

### *Legal Reference continued:*

#### EDUCATION CODE (continued)

18290-18292 Staffing ratios

18295 Waiver of qualifications for site supervisor

18300-18308 Appeals and dispute resolution

#### UNITED STATES CODE, TITLE 20

6311-6322 Title I, relative to preschool

6319 Qualifications for teachers and paraprofessionals

6371-6376 Early Reading First

#### UNITED STATES CODE, TITLE 20 (continued)

6381-6381k Even Start family literacy programs

6391-6399 Education of migratory children

#### UNITED STATES CODE, TITLE 42

9831-9852 Head Start programs

9858-9858q Child Care and Development Block Grant

#### CODE OF FEDERAL REGULATIONS, TITLE 22

101151-101239.2 General requirements, licensed child care centers, including:

101151-101163 Licensing and application procedures

101212-101231 Continuing requirements

101237-101239.2 Facilities and equipment

#### CODE OF FEDERAL REGULATIONS, TITLE 45

1301-1310 Head Start

### *Management Resources:*

#### CSBA PUBLICATIONS

Expanding Access to High-Quality Preschool Programs: A Resource and Policy Guide for School Leaders, 2005

#### CDE PUBLICATIONS

Prekindergarten Learning Development Guidelines, 2000

First Class: A Guide for Early Primary Education, 1999

#### CDE MANAGEMENT BULLETINS

01-06 The Desired Results for Children and Families System, May 31, 2001

#### U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Good Start, Grow Smart, April 2002

#### WEB SITES

CSBA: <http://www.csba.org>

California Association for the Education of Young Children: <http://www.caeyc.org>

California Children and Families Commission: <http://www.ccfcc.ca.gov>

California Department of Education: <http://www.cde.ca.gov>

California Head Start Association: <http://caheadstart.org>

Child Development Policy Institute: <http://www.cdpi.net>

First 5 Association of California: <http://www.f5ac.org>

National Institute for Early Education Research: <http://nieer.org>

National School Boards Association: <http://www.nsba.org>

Preschool California: <http://www.preschoolcalifornia.org>

U.S. Department of Education: <http://www.ed.gov>