



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 25, 2009
REGULAR BOARD MEETING
CLOSED SESSION - 6:00 p.m. – 7:00 p.m.

PUBLIC SESSION - 7:00 p.m.
ANN SOLDO ELEMENTARY SCHOOL
1130 Menasco Drive
Watsonville, CA 95076

**NOTE
MEETING
LOCATION!**

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

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

Notice to the Audience on Public Comment

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

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

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

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

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

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

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

- 2.0 CLOSED SESSION (AND AFTER REGULAR SESSION IF NECESSARY)**
- 2.1 Public Employee Appointment/Employment, Government Code Section 54957
 - a. Certificated Employees (see Attached)
 - b. Classified Employees (see attached)
 - 2.2 Public Employee Discipline/Dismissal/Release/Leaves
 - 2.3 Negotiations Update
 - a. CSEA
 - b. PVFT
 - c. Unrepresented Units: Management and Confidential
 - d. SCAST
 - 2.4 Claims for Damages
 - 2.5 Existing Litigation
 - 2.6 Pending Litigation
 - 2.7 Anticipated Litigation
 - 2.8 Real Property Negotiations
 - 2.9 9 Expulsions

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

- 3.1 Pledge of Allegiance
- 3.2 Welcome by Board President
Trustees, Doug Keegan, Sandra Nichols, Karen Osmundson, Kim Turley, Libby Wilson, Willie Yahiro, and President Leslie De Rose.
- 3.3 Student Recognition
 - Ana Gabriela Garcia Lopez, Pajaro Middle School
 - Johnnah Antionette Mondragon, Lakeview Middle School
 - Cristen Dias – Rolling Hills Middle School
 - Omar Ismerio – Adult Education

4.0 ACTION ON CLOSED SESSION

5.0 APPROVAL OF THE AGENDA

6.0 APPROVAL OF MINUTES

- Minutes of March 4, 2009
- Minutes of March 5, 2009
- Minutes of March 11, 2009

7.0 HIGH SCHOOL STUDENTS BOARD REPRESENTATIVES REPORT

8.0 VISITOR NON-AGENDA ITEMS

Public comments will be allowed. 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.)

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

10.0 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).

- 10.1 Purchase Orders February 26 - 18, 2009
The PO's will be available in the Superintendent's Office.
- 10.2 Warrants March 4 - 18, 2009
The warrants will be available in the Superintendent's Office.
- 10.3 Approve California High School Exit Exam Passage Waiver for Math for Student Number 08-09-9.
- 10.4 Approve California High School Exit Exam Passage Waiver for Math for Student Number 08-09-10.
- 10.5 Approve California High School Exit Exam Passage Waiver for Math for Student Number 08-09-11.
- 10.6 Approve California High School Exit Exam Passage Waiver for Math for Student Number 08-09-12.
- 10.7 Approve California High School Exit Exam Passage Waiver for English/Language Arts for Student Number 08-09-13.
- 10.8 Approve California High School Exit Exam Passage Waiver for Math for Student Number 08-09-14.
- 10.9 Approve California High School Exit Exam Passage Waiver for English/Language Arts for Student Number 08-09-15.
- 10.10 Approve California High School Exit Exam Passage Waiver for Math for Student Number 08-09-16.
- 10.11 Approve SELPA Annual Service and Budget Plan, 2008/2009.
- 10.12 Approve Notice of Completion for Watsonville High B Wing Restroom Renovation Project.

The administration recommends approval of the Consent Agenda.

11.0 DEFERRED CONSENT ITEMS

12.0 POSITIVE PROGRAM REPORT

- 12.1 Report from Watsonville High School.
Report by Murry Schekman, Principal.

10 min.

- 12.2 Report from Academic Vocational Charter Institute.
Report by Leland Takemoto, Principal. 10 min.
- 13.0 **REPORT AND DISCUSSION ITEMS**
- 13.1 Report and discussion on Federal Stimulus Funds.
Report by Mary Hart and Barney Finlay. 10 min.
- 14.0 **REPORT, DISCUSSION AND POSSIBLE ACTION ITEMS**
- 14.1 Report, discussion and possible action to approve Implementation of New Facilities Fee Schedule and Regulations.
Report by Mary Hart, Associate Superintendent. 5 min.
- 14.2 Report, discussion and possible action to approve Resolution #08-09-27, Reduction of Classified Employees.
Report by Dr. Albert J. Roman, Assistant Superintendent, Human Resources. 2 min.
- 14.3 Report, discussion and possible action to approve Resolution #08-09-28, Determination of Certificated Tie Breaking Criteria for 2009-2010.
Report by Dr. Albert J. Roman, Assistant Superintendent, Human Resources. 2 min.
- 14.4 Report, discussion and possible action to approve Parcel Tax and General Obligation Bond.
Report by Mary Hart, Associate Superintendent.
- 15.0 **GOVERNING BOARD AND SUPERINTENDENT COMMENTS/REPORTS**
- 16.0 **UPCOMING BOARD MEETINGS/REMAINING BOARD MEETINGS FOR 2009**
All meetings, unless otherwise noted, take place at the District Office Boardroom, 292 Green Valley Road, Watsonville, CA. Closed Session begins at 6:00 pm; Open Session begins at 7:00 pm.

		Comment
April	<ul style="list-style-type: none"> ▪ 8 ▪ 22 	▪
May	<ul style="list-style-type: none"> ▪ 13 ▪ 27 	<ul style="list-style-type: none"> ▪ Approve 3rd Interim Report
June	<ul style="list-style-type: none"> ▪ 10 ▪ 24 	▪ 09-10 Budget Adoption
July	<ul style="list-style-type: none"> ▪ 15 	
August	<ul style="list-style-type: none"> ▪ 12 ▪ 26 	
September	<ul style="list-style-type: none"> ▪ 9 ▪ 23 	▪ Unaudited Actuals
October	<ul style="list-style-type: none"> ▪ 14 ▪ 28 	
November	<ul style="list-style-type: none"> ▪ 18 	
December	<ul style="list-style-type: none"> ▪ 9 Annual Organization Mtg. 	▪ Approve 1 st Interim Report

17.0 **ADJOURNMENT**

PAJARO VALLEY UNIFIED SCHOOL DISTRICT
CLOSED SESSION AGENDA
March 25, 2009

2.1 Closed Session - 6:00 pm in the Human Resources Office.

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

New Hires

26 Substitute

New Hires – Probationary

None

Administrative

1 Interim Assistant Principal

Promotions

None

Transfers

None

Extra Pay Assignments

16 Coaches

Extra Period Assignments

None

Leaves of Absence

3 Elementary Teachers

1 Administrative Secretary III

1 Bus Driver

1 Campus Safety Coordinator

1 Health Services Assistant

3 Office Manager

1 Payroll Technician

Separations From Service

1 Groundskeeper II

Retirements

None

Resignations

4 Elementary Teachers

2 Secondary Teachers

Supplemental Service Agreements

1 Elementary Teacher

1 Secondary Teacher

Miscellaneous Actions

1 Cafeteria Cook/Baker

1 Cafeteria Manager

1 Instructional Assistant II

2 Instructional Assistant II – Special Education

1 Student Data Specialist – Special Education

Limited Term – Projects

1 Administrative Secretary I

1 Community Services Liaison II

1 Custodian

2 Enrichment Specialist

8 Instructional Assistant – General Ed

1 Office Assistant I

1 Office Assistant II

15 Parent Education Specialists

1 Site Computer Support Technician

Limited Term – Substitutes

1 Campus Safety Coordinator

1 Instructional Assistant II

Provisional

None

Exempt

1 Childcare

10 Student Helpers



**March 4, 2009
REGULAR BOARD MEETING
UNADOPTED MINUTES**

**ANN SOLDO ELEMENTARY SCHOOL
MULTI PURPOSE ROOM
1140 MENASCO DRIVE, WATSONVILLE, CA**

1.0 CLOSED SESSION OPENING CEREMONY IN OPEN SESSION – 6:30 P.M.

1.1 Call to Order

President De Rose called the meeting of the Board to order at 6:30 pm at 1140 Menasco Drive, Watsonville.

1.2 Public comments on closed session agenda.

Karin Kerber-Smith, parent, commented on the budget and negotiations.

2.0 CLOSED SESSION (AND AFTER REGULAR SESSION IF NECESSARY)

2.1 Negotiations Update

- a. CSEA
- b. PVFT
- c. Unrepresented Units: Management and Confidential
- d. SCAST

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

President De Rose open the meeting of the Board in public at 7:15 pm.

3.1 Pledge of Allegiance

Trustee Keegan led the Board in the Pledge of Allegiance.

3.2 Welcome by Board President

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

4.0 ACTION ON CLOSED SESSION

None.

5.0 APPROVAL OF THE AGENDA

Trustee Turley moved to approve the agenda. Trustee Yahiro seconded the motion. The motion passed unanimously.

6.0 APPROVAL OF MINUTES

-Minutes of February 17, 2009

-Minutes of February 18, 2009

Trustee Keegan moved to approve the minutes for February 17, 2009. Trustee Yahiro seconded the motion. The motion passed unanimously.

Trustee Keegan moved to approve the minutes for February 18, 2009. Trustee Yahiro seconded the motion. The motion passed unanimously.

7.0 HIGH SCHOOL STUDENTS BOARD REPRESENTATIVES REPORT

None.

8.0 VISITOR NON-AGENDA ITEMS

Aimée Mizuno, student teacher, requested agendas in Spanish and stated she wants to work for a district that values teachers and students.

The following spoke against proposed budget cuts: Erin Upson, and Barb Raab.

The following teachers and community members spoke in support of binding arbitration: Barb Raab, Andy Hsia-Coron, and Shireen Gourdarzi.

Bernie Feldman, community member, spoke against the contracted energy education program.

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

Jack Carroll, teacher and member of the bargaining unit for PVFT, commented on binding arbitration and the proposed budget reductions.

Bobby Salazar, CSEA president, advocated for the protection of classified employees.

Michael Jones, PVAM president, ready to continue to share sacrifices that the district faces.

10.0 CONSENT AGENDA

Trustee Osmundson made the motion to approve the agenda pulling item 10.4. Trustee Turley seconded the motion. The motion passed unanimously.

10.1 Purchase Orders February 19 - 25, 2009

10.2 Warrants February 19 - 25, 2009

10.3 Approve with Gratitude the Donation of Computer and Computer Components from Michael Gardner of Grey Wolf Computers

10.4 Approve Implementation of New Facilities Fee Schedule and Regulations
This item was pulled.

10.5 Approve Annual CBET Application.

11.0 DEFERRED CONSENT ITEMS

None.

12.0 REPORT, DISCUSSION AND POSSIBLE ACTION ITEMS

12.1 Report, discussion and possible action on Current and Subsequent Year Budget Reductions.

Report by Mary Hart, Associate Superintendent.

Mary Hart reported on the current state budget affecting kindergarten through adult education. The budget includes solutions to the \$41 billion State deficit: reduction in expenditures (\$15 billion), temporary revenues (\$14.4 billion), and borrowing (\$11 billion). The budget also relies on a special election scheduled for May 19, 2009, where voters will be asked to pass a modified spending cap. The state budget funds are not on-going whether this budget is passed or not by voters in May. Mrs. Hart noted that while it is important to prepare for a slim budget, there are still able to negotiate with unions and identify other viable items.

Mary Hart and the Board went over the recommendations as outlined on the 4th Blush. Her recommendation to the Board is to approve the reductions necessary to meet the District's requirement of a balanced budget for the current and two subsequent years.

Bob Schoenherr of Keenan & Associates was present to provide the Board with the District's benefit options.

Public comment:

The following students, parents, teachers, classified employees and community members advocated for reductions to be kept away from the students and classrooms and educational programs.

Felicia Davis (with siblings Deanna and Gabriela); Allison Friedman; Nubia Padilla; Gabi Olivarez; Rosalva Vega; Kelli Menni (sp?); Stevi Barton; Robin Butterworth; Francisco Naranjo; Sarah Henne; Dalia Murillo; Amanda Martinez; Chris Ogawa; Mary Ann Gomez; Melinda Nelms; John Campos; Ted Altenberg; Kevin Beck; Graciela Vega Carbajal; Vicky Caballero; Maria Godinez; Bernie Feldman; Will Federman; Andy Hsia-Coron; Maritza Lopez; and Chris Banda;

Bill Beecher, community member, commented on the state budget and asked union leaders to file a class action suit to regulate how ADA is formulated.

Chris Kelly, teacher, advocated for binding arbitration.

At 10:30 pm, Trustee Nichols moved to extend meeting until midnight. Trustee Osmundson seconded the motion. Trustee Turley requested to extend it through 1:00 am. Trustees Nichols and Osmundson agreed to the amendment. The motion passed unanimously.

Public comment (continued):

Chris Breen; Maria Torres; Rita Ramirez; Angel Mejia; Cathy Pini; Anita Bistrin; Rhea DeHart; Kathleen Kilpatrick; Peter Nichols; Dr. Gina Rodriguez; Abel Mejia; Dr. Nancy Bilicich; Bertha Carlos; Manuel Bersamin; Camille Haroldsen; Jorge Manriquez; Michael Scheely; Anne Twichell, (read by Sarah Henne); Shireen Goudarzi; Luis Alejo; and Barbara Anders.

Bob Suess, teacher, commented on the fringe benefit committee.

Board participated with comments.

Trustee Osmundson moved to eliminate Zone Assistant Superintendents, keep zones with other staff heading them, such as zone liaisons. Trustee Nichols seconded the motion. The motion failed 2/5/0 (Keegan, Turley, De Rose, Wilson, Yahiro dissented)

Trustee Turley moved to approve Scenario 1 of the 4th Blush with the following exceptions: Elementary Assistant Principals (line #71); Library Media Technicians (line #77); Reduction of Elementary Clerical to 3.5 hours (line #88 instead of #87); and Health Assistants (line #131).

Board participated with comments.

Trustee Turley amended her motion to include the addition of 3.5 hours for Elementary Library Technicians at elementary schools. Trustee Osmundson seconded the motion.

Trustee Nichols left the meeting at 1:05 am.

The motion passed 5/1/1 (Osmundson dissented; Nichols absent).

13.0 GOVERNING BOARD AND SUPERINTENDENT COMMENTS/REPORTS

None.

14.0 UPCOMING BOARD MEETINGS/REMAINING BOARD MEETINGS FOR 2009

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		Comment
March	<ul style="list-style-type: none">▪ 5▪ 11▪ 25	<ul style="list-style-type: none">▪ Approve 2nd Interim Report
April	<ul style="list-style-type: none">▪ 8▪ 22	
May	<ul style="list-style-type: none">▪ 13▪ 27	<ul style="list-style-type: none">▪ Approve 3rd Interim Report
June	<ul style="list-style-type: none">▪ 10▪ 24	<ul style="list-style-type: none">▪ 09-10 Budget Adoption
July	<ul style="list-style-type: none">▪ 15	
August	<ul style="list-style-type: none">▪ 12▪ 26	
September	<ul style="list-style-type: none">▪ 9▪ 23	<ul style="list-style-type: none">▪ Unaudited Actuals
October	<ul style="list-style-type: none">▪ 14▪ 28	
November	<ul style="list-style-type: none">▪ 18	
December	<ul style="list-style-type: none">▪ 9 Annual Organization Mtg.	<ul style="list-style-type: none">▪ Approve 1st Interim Report

15.0 ADJOURNMENT

There being no further business to discuss, the meeting of the Board was adjourned at 1:15 am on March 5, 2009.

Dorma Baker, Secretary to the Board



March 5, 2009
REGULAR BOARD MEETING
UNADOPTED MINUTES

APTOS HIGH SCHOOL
PERFORMANCE ARTS CENTER
100 MARINER WAY, APTOS, CA

1.0 CLOSED SESSION OPENING CEREMONY IN OPEN SESSION – 5:00 P.M.

1.1 Call to Order

President De Rose called the meeting of the Board to order at 5:07 pm at 100 Mariner Way, Aptos, CA.

1.2 Public comments on closed session agenda.

None.

2.0 CLOSED SESSION (AND AFTER REGULAR SESSION IF NECESSARY)

2.1 Public Employee Discipline/Dismissal/Release/Leaves

a. Resolution #08-09-20, Non Reelection of Certain Certificated Personnel

3.0 OPENING CEREMONY – MEETING OF THE BOARD IN PUBLIC - 5:15 P.M.

President De Rose called the meeting of the Board in public to order at 5:20 pm.

3.1 Pledge of Allegiance

Trustee Wilson led the Board in the Pledge of Allegiance.

3.2 Welcome by Board President

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

4.0 ACTION ON CLOSED SESSION

2.1 Public Employee Discipline/Dismissal/Release/Leaves

a. Resolution #08-09-20, Non Reelection of Certain Certificated Personnel

Trustee Nichols reported that the Board voted 6/0/1 (Osmundson absent) to approve this item.

5.0 APPROVAL OF THE AGENDA

Trustee Nichols moved to approve the agenda, pulling item 9.0 and moving item 10.2 to take place before item 10.1. Trustee Keegan seconded the motion. The motion passed unanimously.

6.0 HIGH SCHOOL STUDENTS BOARD REPRESENTATIVES REPORT

None.

7.0 VISITOR NON-AGENDA ITEMS

Mary Ann Gomez, community member, requested that public be respectful toward the Board.

8.0 EMPLOYEE ORGANIZATION COMMENTS – PVFT, CSEA, PVAM, SCAS 5 Min. Each

Francisco Rodríguez, PVFT president, commented on PVFT's representation at each meeting of the Board, on negotiations proposal and on the proposed budget.

Bobby Salazar, CSEA president, commented on the difficult budget decision the Board is tasked to make.

9.0 DEFERRED CONSENT ITEMS

This item was pulled.

10.0 REPORT, DISCUSSION AND POSSIBLE ACTION ITEMS

10.2 Report, discussion and possible action on State and District Budget Update.

Report by Mary Hart, Associate Superintendent.

Trustee Turley moved to approve the 5th Blush of recommended reductions. The 5th Blush includes the exceptions recommended by the Board on March 4, 2009. Trustee Osmundson seconded the motion.

Public comment:

The following parents, community members, staff, and teachers opposed a budget proposal that would directly impact students:

Nate Dennis-Benford; Nicole Dennis; Dr. Lorraine Sandoval-Vigil; Chris Melcer; Mary Zimmer; Terry Ward; Michael Matthews; Griselda Nuñez; Jennifer Kahn; Anne Twichell; Peter Nichols; Ann Veronica Coyle; Barbara Anders; Camille Haroldsen; Melissa Dennis; Shireen Gouzardi; Olga Torres; Maria Teresa Hernandez; Nubia Padilla; Mrs. Ferguson; Phyllis Ferguson; and Annette G. Baity.

Mary Ann Gomez, community member, requested clarity around scenarios 1 and 2.

Bill Beecher, community member, commended the Board on taking the necessary action.

Sarah Ringler, teacher, advocated for binding arbitration.

After some deliberation President De Rose called for a roll call vote. The motion passed 5/2/0 (Nichols, Osmundson dissented).

10.1 Report, discussion and possible action to approve the Resolution # 08-09-21, Reduction or Discontinuation of Particular Kind of Service.

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

Public comment:

The following staff spoke against the proposed budget reductions:

Sara Rigler, teacher; Kathleen Kilpatrick, nurse; and Elizabeth Buelna, teacher.

Trustee Turley moved to approve Resolution #08-09-21. Trustee Keegan seconded the motion. The motion passed 5/2/0 (Nichols, Osmundson dissented).

11.0 GOVERNING BOARD AND SUPERINTENDENT COMMENTS/REPORTS

Superintendent Baker and Board members offered their comments.

12.0 UPCOMING BOARD MEETINGS/REMAINING BOARD MEETINGS FOR 2009

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Public comment:

Krishna Roman, teacher, thanked the Board for their hard work.

President De Rose noted that the Board had scheduled a special meeting for March 6, 2009 but that it would be cancelled.

Trustee Turley requested a larger venue for the upcoming board meeting.

		Comment
March	<ul style="list-style-type: none">▪ 11▪ 25	▪ Approve 2 nd Interim Report

April	<ul style="list-style-type: none"> ▪ 8 ▪ 22 	▪
May	<ul style="list-style-type: none"> ▪ 13 ▪ 27 	<ul style="list-style-type: none"> ▪ Approve 3rd Interim Report
June	<ul style="list-style-type: none"> ▪ 10 ▪ 24 	▪ 09-10 Budget Adoption
July	<ul style="list-style-type: none"> ▪ 15 	
August	<ul style="list-style-type: none"> ▪ 12 ▪ 26 	
September	<ul style="list-style-type: none"> ▪ 9 ▪ 23 	▪ Unaudited Actuals
October	<ul style="list-style-type: none"> ▪ 14 ▪ 28 	
November	<ul style="list-style-type: none"> ▪ 18 	
December	<ul style="list-style-type: none"> ▪ 9 Annual Organization Mtg. 	▪ Approve 1 st Interim Report

13.0 ADJOURNMENT

There being no further business to discuss, the meeting was adjourned at 8:00 pm.

Dorma Baker, Secretary to the Board



March 11, 2009
REGULAR BOARD MEETING
UNADOPTED MINUTES

WATSONVILLE HIGH SCHOOL – MELLO CENTER
250 E. Beach Street
Watsonville, CA 95076

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

1.1 Call to Order

President De Rose called the meeting of the Board to order at 6:02 pm.

1.2 Public comments on closed session agenda.

None.

2.0 CLOSED SESSION (AND AFTER REGULAR SESSION IF NECESSARY)

2.1 Public Employee Appointment/Employment, Government Code Section 54957

a. Certificated Employees

b. Classified Employees

New Hires

None

New Hires – Probationary

None

Administrative

None

Promotions

None

Transfers

None

Extra Pay Assignments

3 Coaches

Extra Period Assignments

None

Leaves of Absence

1 Healthy Start Coordinator

6 Elementary Teachers

3 Instructional Assistant II – Special Education

1 Instructional Assistant I – Special Education

- 2 Bus Drivers
- 1 Campus Safety Coordinator
- 1 Custodian II

Separations From Service

- 1 Cafeteria Assistant
- 1 Instructional Assistant I – Special Education

Retirements

- 1 Elementary Teacher

Resignations

- 1 Assistant Principal

Supplemental Service Agreements

- 2 Elementary Teachers

Miscellaneous Actions

- 1 Heavy Equipment Mechanic
- 3 Instructional Assistant II
- 11 Maintenance Specialist
- 1 Sr. Accountant

Limited Term – Projects

- 1 Administrative Secretary
- 4 Administrative Secretary II
- 1 Administrative Secretary I
- 1 Attendance Specialist
- 1 Behavior Technician
- 1 Career Development Specialist
- 2 Campus Security
- 2 Community Services Liaisons
- 26 Enrichment Specialist
- 1 Food Services Assistant
- 1 Health Services Assistant
- 39 Instructional Assistant – General Education
- 2 Instructional Assistant – Migrant Children Center
- 1 Instructional Assistant II
- 1 Library Media Technician
- 3 Office Assistant II
- 1 Testing Specialist II
- 1 Translator

Limited Term – Substitutes

- 1 Cafeteria Assistant
- 1 Campus Security
- 1 Custodian I
- 1 Delivery Driver
- 1 Instructional Assistant – Migrant Children Center

Provisional

None

Exempt

- 2 Babysitters
- 1 Special Project/PUPILS
- 28 Student Helpers

2.2 Public Employee Discipline/Dismissal/Release/Leaves

2.3 Negotiations Update

- a. CSEA
- b. PVFT
- c. Unrepresented Units: Management and Confidential
- d. SCAST

2.4 Claims for Damages

2.5 Existing Litigation

2.6 Pending Litigation

2.7 Anticipated Litigation

2.8 Real Property Negotiations

2.9 9 Expulsions

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

President De Rose called the meeting of the Board in public to order at 7:07 pm.

3.1 Pledge of Allegiance

Trustee Wilson led the Board in the Pledge of Allegiance.

3.2 Welcome by Board President

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

4.0 ACTION ON CLOSED SESSION

2.1 Public Employee Appointment/Employment, Government Code Section 54957

Trustee Nichols moved to approve item 2.1 a and b with the addition to resignations of 1 Assistant Principal. Trustee Yahiro seconded the motion. The motion passed unanimously.

2.2 Public Employee Discipline/Dismissal/Release/Leaves

Trustee Nichols reported that the Board unanimously approved Resolution # 08-09-26, non-reelection of certificated employees.

2.9 9 Expulsions

Action on Expulsions

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

08-09-049

Trustee Keegan seconded the motion. The motion passed unanimously.

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

08-09-058

08-09-059

08-09-063

08-09-064

08-09-065

08-09-066

08-09-067

Trustee Keegan seconded the motion. The motion passed unanimously.

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

08-09-057

with the following change: a suspended expulsion instead of a full expulsion. Trustee Keegan seconded the motion. The motion passed 6/1/0 (Turley dissented).

5.0 APPROVAL OF THE AGENDA

Trustee Keegan moved to approve agenda, moving item 14.6 to a closed session, which will be voted on in closed session after the public session. Trustee Wilson seconded the motion. The motion passed unanimously.

6.0 APPROVAL OF MINUTES

-Minutes of February 25, 2009

Trustee Osmundson moved to approve the minutes for February 25, 2009. Trustee Nichols seconded the motion. The motion passed unanimously.

7.0 HIGH SCHOOL STUDENTS BOARD REPRESENTATIVES REPORT

Joaquin Seamore, PVHS, reported on sports and other events at the school.

President De Rose closed the Board meeting and opened Public Hearing.

8.0 PUBLIC HEARING – USE OF FLEXIBLE TRANSFERS

Report by Helen Bellonzi, Director of Finance

Mary Hart, Associate Superintendent, reported that the State budget adopted on February 20, 2009, allows school districts to transfer funds from multiple grants to the unrestricted fund to support the school district through State imposed difficult financial times. This item fulfills the need for a Public Hearing and authorizes the district administration to transfer funds not previously identified.

Public Comment

The following staff and community members advocated for the funds to remain as originally designated:

Alice Carr, teacher; Ann Veronica Coyle, educator; and Rhea De Hart, community member.

Board Questions and Comments

Board members participated with comments and questions.

President De Rose closed the Public Hearing and resumed the regular Board meeting.

9.0 VISITOR NON-AGENDA ITEMS

Murry Schekman, Watsonville High School Principal, and Joanna Normoyle, teacher, reported that the Interact Club received the Ted Jefferson Award, given by the Second Harvest Food Bank.

The following teachers advocated for binding arbitration:

Krishna Roman; Chris Kelly; and Nancy Jackson.

The following teachers and classified staff spoke against the approved budget reductions:

Sarah Henne; Craig Young; Samantha Rector; Beatriz Penilla; Karen Richmond; Kathleen Kilpatrick; Laura Zucker,

Bill Beecher, community member, requested discussing analyses on revenue and expenditures that represent PVUSD.

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

Francisco Rodriguez, PVFT, commented on proposed cuts to adult education and on binding arbitration.

Bobby Salazar, CSEA, reminded the district of contractual processes for reduction of work hours.

11.0 CONSENT AGENDA

Public comment:

Vicky Caballero, community member, spoke against the proposed budget cuts.

Trustee Keegan moved to approve the consent agenda with thanks for the donations; trustee Yahiro seconded the motion. The motion passed unanimously.

11.1 Purchase Orders February 26 – March 4, 2009

11.2 Warrants February 26 – March 4, 2009

11.3 Approve with Gratitude Donation from Frank and Jane Bernstein of a Computer, Keyboard, Mouse and Monitor for Mintie White Elementary School.

11.4 Approve with Gratitude Donation from Jill Walker of a Computer, Keyboard and Mouse for Bradley Elementary School.

12.0 DEFERRED CONSENT ITEMS

None.

13.0 POSITIVE PROGRAM REPORT

13.1 Report on Data and Impact of Partnership with the UC Santa Cruz Educational Partnership Center.

Report by Carrol Moran, Director of EPC.

Carrol Moran, executive director, and staff Sofia Diaz, Yesenia Cervantez, Daisy Villacana, Maria Rocha Ruiz, and Ramiro Medrano were present to report on the collaboration between PVUSD and UCSC's Educational Partnership Center. Over the past ten years, this partnership has brought services on professional development and other resources to the District.

Board members participated with comments.

Trustee Yahiro moved to move items 14.2 and 14.3 before item 14.1. Trustee Keegan seconded the motion. The motion passed 6/0/1 (Turley away from her seat).

14.0 REPORT, DISCUSSION AND POSSIBLE ACTION ITEMS

14.2 Report, discussion and possible action to approve Resolution #08-09-22, Adult Education Week.

Report by Dr. Nancy Bilicich, Director, Adult Education.

Dr. Nancy Bilicich, director of Adult Education, and Cynthia Stark, assistant director, spoke about the accomplishments of the program and the benefits it brings to over 10,000 adults in the community.

Antonio Rivas, Watsonville Mayor, presented a proclamation to Adult education on behalf of the City.

Board participated with questions.

Trustee Keegan moved to approve Resolution 08-09-22; trustee Wilson seconded the motion. The motion passed unanimously.

14.3 Report, discussion and possible action to approve Certification of Second Interim Report.

Report by Mary Hart, Associate Superintendent.

Mary Hart, presented the second interim report, covering the period from July 1, 2008 through January 31, 2009. She noted that the District does not have a balanced budget for the next three years due to the State's financial crisis. Currently, the District is discussing changes to total compensation and other options with the bargaining units to reduce some of the staff reductions.

At 10:30 pm, trustee Turley moved to continue the meeting until 2:00 am; trustee Yahiro seconded the motion. The motion passed 5/2/0 (Nichols, Osmundson dissented).

(Item 14.3 continued)

The recommendation is to approve the Second Interim report understanding it is not a "positive report" due to the State's financial crisis. The District will be required to do a 3rd Interim report in May 2009. Also submits to the Board an approved Fiscal Stability Plan to the County Office of Education for approval and implement changes to be reflected in future budget projections.

Public comment:

The following commented on the budget, advocating for various programs and offering solutions: Bill Beecher, community member; Jack Carroll, teacher; Robin Butterworth, classified employee; Krishna Roman, teacher; Luis Alejo, community member; Francisco Naranjo, parent; Raquel Grajeda, student; and Charmaine Ryan, teacher.

Trustee Keegan moved to approve the certification of the second interim report as presented; trustee Turley seconded the motion. The motion passed unanimously.

14.1 Action to approve Use of Flexible Transfers.

Report given under item 8.0

Trustee Turley moved to approve this item; trustee Yahiro seconded the motion.

Board participated with comments and questions.

The motion passed 5/2/0 (Nichols, Osmundson dissented).

14.4 Report, discussion and possible action to approve Resolution #08-09-23, Reduction of Particular Kinds of Services Determining Competence and Lay off for Administrators.
Report by Dr. Albert J. Roman, Assistant Superintendent, Human Resources.

Trustee Osmundson moved to approve this item; trustee Wilson seconded the motion. The motion passed unanimously.

14.5 Report, discussion and possible action to approve Resolution #08-09-24, Reduction or Discontinuation of Particular Kinds of Services and Layoff of Certificated Employees. Report by Dr. Albert J. Roman, Assistant Superintendent, Human Resources.

Trustee Osmundson moved to approve this item; trustee Yahiro seconded the motion. The motion passed 6/1/0 (Nichols dissented).

President De Rose closed the regular meeting to go into closed session.

Reporting out of closed session

14.6 Report, discussion and possible action to approve Resolution #08-09-25, Reassignment of Administrators.

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

Trustee Nichols noted that the Board unanimously approved resolution #08-09-25, reassignment of 25.8 administrators.

15.0 GOVERNING BOARD AND SUPERINTENDENT COMMENTS/REPORTS

Trustee Keegan thanked to Pat Edwards and custodial staff for accommodating the Board at the Mello Center.

16.0 UPCOMING BOARD MEETINGS/REMAINING BOARD MEETINGS FOR 2009

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

President De Rose requested a venue larger than the Boardroom for the upcoming meeting.

		Comment
March	▪ 25	
April	▪ 8 ▪ 22	▪
May	▪ 13 ▪ 27	▪ Approve 3 rd Interim Report
June	▪ 10 ▪ 24	▪ 09-10 Budget Adoption
July	▪ 15	
August	▪ 12 ▪ 26	
September	▪ 9 ▪ 23	▪ Unaudited Actuals
October	▪ 14 ▪ 28	
November	▪ 18	
December	▪ 9 Annual Organization Mtg.	▪ Approve 1 st Interim Report

17.0 ADJOURNMENT

There being no further business to discuss, the Board adjourned at 12:37 am on March 12, 2009.

Dorma Baker, Secretary to the Board



Board Agenda Backup

Item No: 10.3

Date: March 16, 2009

Item: CAHSEE Passage Waiver
Math (North Zone 08-09-9)

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

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: 11/24/08

To The Parent/Guardian of: _____

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

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

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

Signature of Principal: _____

Date: 11/24/08

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

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

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

Signature of Parent: _____

Date: 11/20/08

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. Testing results indicate both his auditory and visual perceptual skills were in the low average range. Visual Motor skills were in the below average range, and Visual Perceptual scores showed a significant delay. In addition, _____ auditory processing scores were significantly below average to low average. I summary, _____ struggles with both visual and auditory processing delays as well as a low speed of processing on all tasks. He has low sequential processing scores. _____ verbal memory skills are almost average, but number memoery is delayed.
 - 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): _____ began using a calculator in his Math and Algebra classes last year and was allowed to use it on the CAHSEE after last year's IEP. This was the only modification that was needed for him to pass both his math/algebra classes and the CAHSEE.
 - c. State the rationale for applying the modification(s) used to achieve an equivalent passing score on the CAHSEE for this student. _____ struggles with visual perception and has a significantly slow processing speed, as well as difficulty with sequential processing. All of these areas of weakness impair his math skills and problem solving, and slow down his ability to order his math basic operations, especially with long division and multiplication. The calculator helped him get the basic operations done

accurately so he could work on the actual math or algebra problem he was trying to solve, without getting frustrated or having basic factual errors from miscalculation due to his processing disorder in both .

- d. Describe the modification(s) that the student regularly uses in the classroom and on other assessments. _____ uses a calculator to calculate longer problems and supplement his memory for facts. This has been enough to help him access the higher order math problems in algebra, geometry and Number Sense. _____ also needs extra time on assignments, but there is no time limit on the CAHSEE.
2. Has sufficient high school coursework either satisfactorily completed or in progress in the high school level curriculum sufficient to have attained the skills and knowledge otherwise needed to pass the CAHSEE. (*Attach transcripts showing coursework completed.*)
3. An individual score report showing that my child has received the equivalent of a passing score on the CAHSEE while using a modification that fundamentally alters what the high school examination measures as determined by the State Board of Education. (*Attach a copy of the exit exam Student and Parent Report showing "equivalent of a passing score" in the English/language arts and/or the mathematics portion of the exam.*)

Certified by: _____

Principal's Signature

12/10/08
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.

Patricia Messer

Signature of Student's Special Education Teacher

12/10/08
Date

Patricia Messer

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.

Patricia Messer

Signature of Student's Academic Counselor

Date



California High School Exit Examination

Student and Parent Report

Student Name:

Date Of Birth:

Student ID:

Grade: 11

School: 4437794 - Renaissance High
(Cont.)

District: 69799 - Pajaro Valley Joint
Unified

County: 44 - Santa Cruz

Mathematics

Test Date: 05/07/2008

Your Total Mathematics 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 Mathematics

Number of Questions Number Correct Percent Correct

Probability & Statistics	13	10	77%
Number Sense	17	10	59%
Algebra & Functions	20	12	60%
Measurement & Geometry	18	7	39%
Algebra I	12	7	58%

English-Language Arts

Test Date: 05/06/2008

Your Total ELA Score	Score Required to Pass	Status
336	350	NOT PASSED

Strands for English-Language Arts

Number of Questions Number Correct Percent Correct

READING			
Word Analysis	7	5	71%
Reading Comprehension	18	13	72%
Literary Response & Analysis	20	8	40%
WRITING			
Writing Strategies	12	5	42%
Writing Conventions	15	8	53%

Writing Applications

Your Score

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

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

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



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

Student _____

Date of Birth _____

IEP Meeting Date 12/13/07

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Processing Speed	Calculator	SELPA/RS	12/13/2007
Auditory Perception	Extra Time: Assignments/Tests (1.5), Provide with Notes, Take Tests in Alternate Setting	SELPA/RS	12/13/2007
Visual Perception	Directions Read Aloud, Provide with Notes, Other: Frequent checks for understanding	SELPA/RS	12/13/2007



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 12/13/07

SUPPLEMENTARY/SPECIALIZED SUPPORT

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

Description	Responsible Agency/Personnel	Location (ex: classroom, yard, extra curricular activities)	Frequency/Intensity (ex: 2X/wk, 30 min ea)	Duration (ex: 1 yr)	Start/End Date*
use of calculator	SELPA/RS	Classroom	1 X /As Needed 49 mins total	1 year	Start: 11/13/2007 End:
					Start: End:
					Start: End:

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

PARTICIPATION IN STATE AND DISTRICT-WIDE STANDARDIZED TESTING AND ASSESSMENT

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

PROMOTION STANDARDS

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

CALIFORNIA HIGH SCHOOL EXIT EXAMINATION (CAHSEE)

- ☐ Without accommodations or modifications
☒ With accommodations (specify) Small group and alternate setting
☒ With modifications (specify) Use of calculator
☐ Exempt due to eligibility to participate in CAPA
☐ Grade exempt (below grade 10)

REPORT OF ASSESSMENT FOR SPECIAL EDUCATION (Continued)

ASSESSMENT DATA

Examiner: Messer

Position: Resource Specialist

Assessment Date: 12/06/2007

Area(s) Assessed: Review of records and previous assessments only for Cognitive and Perceptual processing.

Method of Study:

- | | |
|--|---|
| <input checked="" type="checkbox"/> Review of Records/Previous Assessments | <input checked="" type="checkbox"/> Teacher Interview |
| <input checked="" type="checkbox"/> Observation of Student | <input type="checkbox"/> Parent Interview/Input |
| <input type="checkbox"/> Curriculum-Based Assessment | <input type="checkbox"/> Review of Work Samples |
| <input type="checkbox"/> Individual Tests | <input type="checkbox"/> STAR |
| <input type="checkbox"/> District-Wide Test _____ | <input type="checkbox"/> Other _____ |

Relevant Behavioral Observations:

_____ is a very cooperative but is anxious about any kind of testing. In his previous assessments in 2002, he was cooperative and the results were considered valid.

Assessment Results: _____ was given a battery of assessments in 2002. The results confirmed the previous assessments in 1999. Cognitive Development scores showed results in the low average range on the Weschler Abbreviated Scale, with a full scale score of 86. Previous testing in 1999 had results of Standard Scores between 67 to 80 on Perceptual and of SS between 57 to 67 on Verbal. This indicates a slight difficulty with tasks involving language. The Kaufman Battery in 1999 showed low average scores in sequential processing abilities (ss 85). All previous assessments showed _____ had a very slow processing speed for most tasks. This was true for the 2007 academic testing as well.

_____ assessments have consistently shown low average perceptual skills in both visual and auditory processing. In 2002, _____ was given the Visual Aural Digit Span Test which showed both his auditory and visual perceptual skills were in the below average to low average range, with previous testing in 1999 showing somewhat lower scores. In 1999, _____ scores in Visual-Motor integration were below average (SS 75) and Visual Perceptual scores showed a significant delay. His auditory processing scores were significantly below average to low average.

In summary, _____ struggle with delays in both auditory and visual processing, including sequential processing. In addition, _____ has a slow processing speed for most tasks. Memory tasks may be an area of strength since his word memory was almost average (SS 89).

Summary of Student's Strengths and Needs:

_____ is a serious and dedicated student who has a strong desire to succeed. He is very polite and has good

Student Name		
Student ID	Grade 11	Gender M
Birth Place CA USA	Date Of Birth	
Parent Guardian		
Watsonville, CA 95076		

RENAISSANCE HIGH SCHOOL
"Home of the Dragons"

Enter Date: 11/05/07
Leave Date:
Class Of: 2009

School Name/Address
Renaissance High School
11 Spring Valley Road
Watsonville, CA 95076
Tel: 831-728-6344 Fax: 728-6419
Counselor: Messer, Pat

Crs ID	Course Title	Mark	Ab	Credit	Crs ID	Course Title	Mark	Ab	Credit	Crs ID	Course Title	Mark	Ab	Credit
Pajaro Valley High School Grd 09 12/2005					Pajaro Valley High School Grd 11 10/2007					Renaissance High School Grd 11 6/2008				
1130	P English 1	D-		5.000	1740	English 3	C-		2.500	1740	English Elective	P		3.600
1160	Dev Read 1	C		5.000	3610	P Integ Sci I AA	C		2.500	2410	P Algebra	P		1.800
2410	P Algebra 1A/B	F			4110	P Spanish 1	F			2998	Math Elective	P		5.000
2975	Math B	F			6010	P Art 1	F			3010	Integrated Science	P		4.700
4610	N Adv PE	B		5.000	7210	P US History	D		2.500	3110	Bio/Phys Sci	P		1.600
5051	Intro Computers	D		5.000	9240	Advisory	P		0.250	4610	N Adv PE	P		3.800
9270	Directed Study	C		5.000	9270	Directed Study	B		2.500	5910	App Arts Elect	P		1.600
Crd Att: 35.000 Cmp: 25.000					Crd Att: 20.250 Cmp: 10.250					7110	P World Civ	P		1.100
Pajaro Valley High School Grd 09 6/2006					Renaissance High School Grd 11 11/2007					7210	P US History	P		1.200
1130	P English 1	D		5.000	1330	P English 3	C-		0.850	9250	General Elective	P		2.000
1160	Dev Read 1	D-		5.000	3610	P Integ Sci I AA	C		0.850	Crd Att: 26.400 Cmp: 26.400				
2410	P Algebra 1A/B	F			7210	P US History	D		0.850	Summer School Grd 11 7/2008				
2975	Math B	F			9270	Directed Study	B		0.850	7110	P World Civ	B		5.000
3910	Health	A-		5.000	Crd Att: 3.400 Cmp: 3.400					7210	P US History	B		5.000
4610	N Adv PE	C		5.000	Renaissance High School Grd 11 12/2007					Crd Att: 10.000 Cmp: 10.000				
9270	Directed Study	D		5.000	1740	English Elective	P		3.300	Renaissance High School Grd 12 10/2008				
Crd Att: 35.000 Cmp: 25.000					2998	Math Elective	P		0.700	1740	English Elective	P		1.200
Summer School Grd 09 7/2006					3110	Phy Science	P		1.500	2410	P Algebra	P		1.500
2410	P Algebra 1A/B	B		5.000	5910	App Arts Elect	P		0.800	2998	Math Elective	P		0.700
Crd Att: 5.000 Cmp: 5.000					9250	General Elective	P		6.000	3010	Life Science	P		2.100
Summer School Grd 09 8/2006					Crd Att: 12.300 Cmp: 12.300					3110	Physical Science	P		1.000
2410	P Algebra 1A/B	F			Renaissance High School Grd 11 3/2008					3650	Science	P		2.000
Crd Att: 5.000 Cmp: 0.000					1740	English Elective	P		4.800	6120	ROP Photo Tech	P		1.400
Pajaro Valley High School Grd 10 12/2006					2410	P Algebra	P		0.500	6910	Fine Art Elective	P		0.800
1160	Dev Read 1	C+		5.000	2998	Math Elective	P		4.300	7310	P Federal Government	P		2.700
1230	P English 2	F			3010	Integrated Science	P		2.000	9250	General Elective	P		1.800
2510	P Geometry	D-		5.000	3110	Bio/Phys Sci	P		1.800	9270	Directed Study	P		1.000
3610	P Integ Sci I AA	C		5.000	4610	N Adv PE	P		3.500	Crd Att: 16.200 Cmp: 16.200				
7110	P World Civ	F			7210	P US History	P		0.500					
9270	Directed Study	A		5.000	9040	N OWE	P		1.000					
Crd Att: 30.000 Cmp: 20.000					9250	General Elective	P		0.300					
Pajaro Valley High School Grd 10 6/2007					Crd Att: 18.700 Cmp: 18.700									
1160	Dev Read 1	B+		5.000										
1230	P English 2	D		5.000										
2510	P Geometry	D		5.000										
3610	P Integ Sci I AA	C+		5.000										
7110	P World Civ	D		5.000										
9270	Directed Study	B		5.000										
Crd Att: 30.000 Cmp: 30.000														

Comments:

Polio	02/26/91	06/11/91	07/09/91	08/14/92	04/18/96
DTP or DT/TD	02/26/91	06/11/91	07/09/91	08/14/92	03/25/96
MMR	08/14/92	04/18/96			
Measles					
Mumps					
Rubella					
TB Test					

Student Name		
Student ID	Grade 11	Gender M
Birth Place CA USA	Date Of Birth	
Parent Guardian		
Watsonville, CA 95076		

RENAISSANCE HIGH SCHOOL

"Home of the Dragons"

Page 2 of 2

Enter Date: 11/05/07

Leave Date:

Class Of: 2009

School Name/Address
Renaissance High School
11 Spring Valley Road
Watsonville, CA 95076
Tel: 831-728-6344 Fax: 728-6419
Counselor:

GPA Summary

Academic GPA: 1.45
Total GPA: 1.51
CSU GPA: 1.68

Credit Summary - High School

Subject Area	Req	Cmp	Def
English	40.00	31.25	8.75
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	2.20	7.80
Physical Education	20.00	17.30	2.70
Applied Arts	10.00	7.40	2.60
World Civilization	10.00	10.00	
US History	10.00	10.00	
Federal Government	5.00	2.70	2.30
Economics	5.00	0.00	5.00
Elective	45.00	57.55	
Algebra	10.00	8.80	1.20
Science	10.00	10.05	
-----Total Credits-----	220.000	202.250	30.35

Testing Information

Proficiency Tests

CA HSEE Math *passed* Failed *mod* 05/07/08
CA HSEE ELA Failed 05/06/08

Transcript is unofficial unless signed by a school official

School
Official's Signature

Date: 12/09/08

12/09/08

Pajaro Valley Unified School District

Grade Report

To the Parents/Guardians of:

Watsonville, CA 95076

Renaissance
11 Spring Valley Road
Watsonville, CA 95076

Principal: Tom Tatum
Phone: (831)728-6344

Student Name:				Grade:				12		
Student ID:				Counselor:				Pat Messer		
Gender:				Reporting Periods:				M1		
Course	Description	Teacher	Course Period	QTR1	CM1	CM2	CM3	LEVEL	YUNX	Credit
1740	Presentation/English P.1	Gracie	7	P						1.2
1740	SSR/English	Gracie	6							0
2410	Algebra 1A/B	Pat DeMera	3	P					3	1.5
2998	English	Gracie	1						4	0
2998	Presentation/Math P.2	Joel	5							0
3010	Life Science	Pat Messer	1	P						2.1
3110	Physical Science	Pat Messer	1	P						1
3650	Contract/Science Elective	Staff	0	P						2
6120	ROP PhotoTechnology	Karen	4	P					3	1.4
6910	Fine Art Elective	Meg	4	P					2	0.8
7310	Federal Government/US Governme	Staff	0	P						2.7
9270	Directed Study	Pat Messer	3	P					2	1
9600	Homeroom	Pat Messer	3						0	0
9600	Homeroom	Pat Messer	4						0	0
9600	Homeroom	Pat Messer	0	P					4	1.8
9660	Math Core - Math/Algebra	Joel	2	P					1	0.7
9670	Senior Exit	Pat Messer	2						3	0

Teacher Comments

Comment numbers have these meanings:

Comentarios de los Maestros

Los numeros de los comentarios significan lo siguiente:

Credit	
Cumulative	16.2000

Student Name		
Student ID	Grade 11	Gender M
CA USA		Date Of Birth
Guardian		
Watsonville, CA 95076		

RENAISSANCE HIGH SCHOOL
"Home of the Dragons"

Enter Date: 11/05/07
Leave Date:
Class Of: 2009



School Name/Address
Renaissance High School
11 Spring Valley Road
Watsonville, CA 95076
Tel: 831-728-6344 Fax: 728-6419
Counselor: Messer, Pat

Crs ID	Course Title	Mark	Ab	Credit	Crs ID	Course Title	Mark	Ab	Credit	Crs ID	Course Title	Mark	Ab	Credit
Pajaro Valley High School Grd 09 12/2005					Pajaro Valley High School Grd 11 10/2007					Renaissance High School Grd 11 6/2008				
1130	P English 1	D-		5.000	1740	English 3	C-		2.500	1740	English Elective	P		3.600
1160	Dev Read 1	C		5.000	3610	P Integ Sci I AA	C		2.500	2410	P Algebra	P		1.800
2410	P Algebra 1A/B	F			4110	P Spanish 1	F			2998	Math Elective	P		5.000
2975	Math B	F			6010	P Art 1	F			3010	Integrated Science	P		4.700
4610	N Adv PE	B		5.000	7210	P US History	D		2.500	3110	Bio/Phys Sci	P		1.600
5051	Intro Computers	D		5.000	9240	Advisory	P		0.250	4610	N Adv PE	P		3.800
9270	Directed Study	C		5.000	9270	Directed Study	B		2.500	5910	App Arts Elect	P		1.600
Crd Att: 35.000 Cmp: 25.000					Crd Att: 20.250 Cmp: 10.250					7110	P World Civ	P		1.100
Pajaro Valley High School Grd 09 6/2006					Renaissance High School Grd 11 11/2007					7210	P US History	P		1.200
1130	P English 1	D		5.000	1330	P English 3	C-		0.850	9250	General Elective	P		2.000
1160	Dev Read 1	D-		5.000	3610	P Integ Sci I AA	C		0.850	Crd Att: 26.400 Cmp: 26.400				
2410	P Algebra 1A/B	F			7210	P US History	D		0.850	Summer School Grd 11 7/2008				
2975	Math B	F			9270	Directed Study	B		0.850	7110	P World Civ	B		5.000
3910	Health	A-		5.000	Crd Att: 3.400 Cmp: 3.400					7210	P US History	B		5.000
4610	N Adv PE	C		5.000	Renaissance High School Grd 11 12/2007					Crd Att: 10.000 Cmp: 10.000				
9270	Directed Study	D		5.000	1740	English Elective	P		3.300	Credit Summary - High School				
Crd Att: 35.000 Cmp: 25.000					2998	Math Elective	P		0.700					
Summer School Grd 09 7/2006					3110	Phy Science	P		1.500					
2410	P Algebra 1A/B	B		5.000	5910	App Arts Elect	P		0.800					
Crd Att: 5.000 Cmp: 5.000					9250	General Elective	P		6.000					
Summer School Grd 09 8/2006					Crd Att: 12.300 Cmp: 12.300									
2410	P Algebra 1A/B	F			Renaissance High School Grd 11 3/2008									
Crd Att: 5.000 Cmp: 0.000					1740	English Elective	P		4.800					
Pajaro Valley High School Grd 10 12/2006					2410	P Algebra	P		0.500					
1160	Dev Read 1	C+		5.000	2998	Math Elective	P		4.300					
1230	P English 2	F			3010	Integrated Science	P		2.000					
2510	P Geometry	D-		5.000	3110	Bio/Phys Sci	P		1.800					
3610	P Integ Sci I AA	C		5.000	4610	N Adv PE	P		3.500					
7110	P World Civ	F			7210	P US History	P		0.500					
9270	Directed Study	A		5.000	9040	N OWE	P		1.000					
Crd Att: 30.000 Cmp: 20.000					9250	General Elective	P		0.300					
Pajaro Valley High School Grd 10 6/2007					Crd Att: 18.700 Cmp: 18.700									
1160	Dev Read 1	B+		5.000										
1230	P English 2	D		5.000										
2510	P Geometry	D		5.000										
3610	P Integ Sci I AA	C+		5.000										
7110	P World Civ	D		5.000										
9270	Directed Study	B		5.000										
Crd Att: 30.000 Cmp: 30.000														

Comments:

Polio	02/26/91	06/11/91	07/09/91	08/14/92	04/18/96
DTP or DT/DT	02/26/91	06/11/91	07/09/91	08/14/92	03/25/96
MMR	08/14/92	04/18/96			
Measles					
Mumps					
Rubella					
TB Test					

Student Name		
Student ID	Grade 11	Gender M
Birth Place CA USA	Date Of Birth	
Parent Guardian		
Watsonville, CA 95076 831-728-1927		

RENAISSANCE HIGH SCHOOL

"Home of the Dragons"

Page 2 of 2

Enter Date: 11/05/07

Leave Date:

Class Of: 2009

School Name/Address
Renaissance High School
11 Spring Valley Road
Watsonville, CA 95076
Tel: 831-728-6344 Fax: 728-6419
Counselor:

GPA Summary

Academic GPA: 1.45
Total GPA: 1.51
CSU GPA: 1.68

Testing Information

Proficiency Tests

CA HSEE Math	Failed	05/07/08
CA HSEE ELA	Failed	05/06/08

Transcript is unofficial unless signed by a school official

School
Official's Signature

Date: 08/25/08



Board Agenda Backup

Item No: 10.4

Date: March 16, 2009

Item: CAHSEE Passage Waiver
Math (Central Zone 08-09-10)

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:

Darwin Bol

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

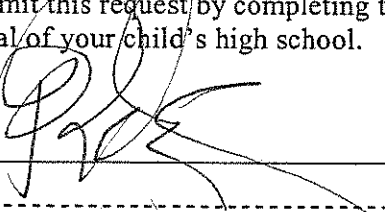
Date: January 13, 2009

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: 2/3/09

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

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

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

Signature of Parent: _____

Date: Jan-13, 2009

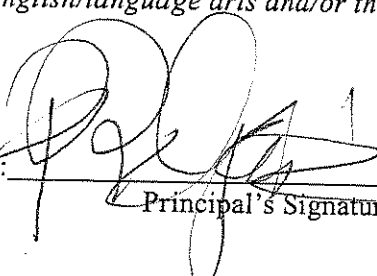
FOR SITE USE ONLY

Date Received by Principal: _____

Student Identification Number: _____

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

Certified by:


Principal's Signature

2/3/09
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

MARY South

Print Name of Student's Special Education Teacher

January 13, 2009
Date

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

Ximena Ospina

Printed Name of Student's Academic Counselor

1-21-09
Date

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Student's Name:

Student's ID Number:

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

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

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

- a. Describe the nature of the student's disability as identified on the IEP (please note if this will result in overt identification of the student).

- b. Describe any modification used on the ☐ English/language arts or ☒ math section of the exam (separate form must be filled out for each section):

- c. State the rationale for applying the modification(s) used to achieve an equivalent passing score on the CAHSEE for this student.

- d. Describe the modification(s) that the student regularly uses in the classroom and on other assessments.

Please see attached sheet

1. has delays in auditory processing which impact her reading comprehension and written language skills. She is a slow reader and will not score well on timed tests.
2. Direction and test questions were read aloud to during the Math portion of the CAHSEE.
3. word recognition and reading comprehension skills are below grade level due to her auditory processing deficit. Oral reading of test items provided clarity of information and allowed for appropriate pacing of her test performance. is a slow reader and allowing her to read the test items along with the examiner assisted her fluency in understanding what the math problem was asking so that she could best apply the needed skills in solving the problems.
4. Teachers have been provided with copies of 's IEP goals and recommended accommodations or modifications. Directions and or questions for both class assignments and class tests are read aloud or verbally clarified for within her general education classes at her request or as determined helpful by the classroom teacher.



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 Joint
Unified

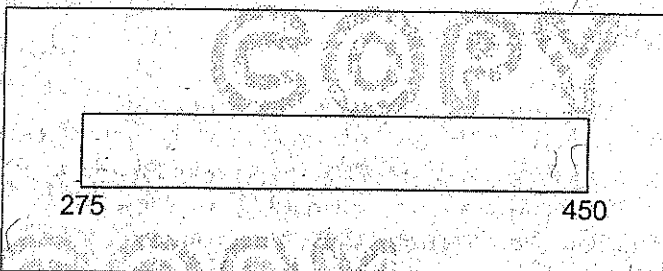
County: 44 - Santa Cruz

English-Language Arts

Test Date: 10/07/2008

Your Total Score	Score Required to Pass	Status
		ABSENT

Your student was absent for this portion of the exam.



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

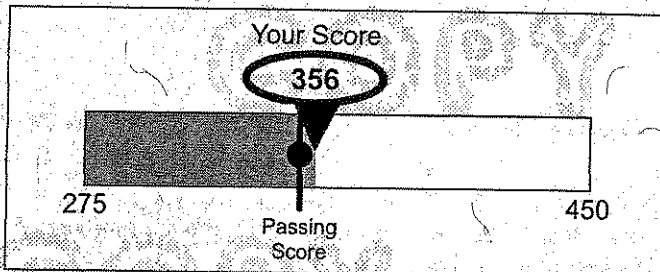
Essay

Mathematics

Test Date: 10/08/2008

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.

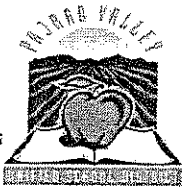


Strands for Mathematics

	Number of Questions	Number Correct
Probability & Statistics	13	6
Number Sense	17	9
Algebra & Functions	20	10
Measurement & Geometry	18	14
Algebra I	12	7

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

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



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

Student _____

Date of Birth _____

IEP Meeting Date 2-21-08

SUPPLEMENTARY/SPECIALIZED SUPPORT

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

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

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

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

PARTICIPATION IN STATE AND DISTRICT-WIDE STANDARDIZED TESTING AND ASSESSMENT

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

- ☐ School Readiness (Preschool Only)
☐ DRDP-R ☐ DRDP Access Adaptations/Accommodations (specify) _____
- ☒ Language Arts: ☒ CST/CAT-6 OR ☐ CMA (Criteria Met)
☐ No accommodations or modifications ☒ Accommodations (specify below) extended time; flexible setting ☒ Modifications (specify below) Read test directions/questions aloud
- ☒ Math: ☐ CST/CAT-6 OR ☐ CMA (Criteria Met)
☐ No accommodations or modifications ☒ Accommodations (specify below) test questions/directions read aloud ☒ Modifications (specify below) use of calculator
- ☐ Science ☐ CST/CAT-6 OR ☐ CMA (Criteria Met)
☐ No accommodations or modifications ☐ Accommodations (specify below) ☐ Modifications (specify below)

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

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

- ☒ Other State or District-Wide Assessment Accommodations/Modifications (specify) extra time; flexible setting; test directions/questions read aloud; use of calculator
- ☐ Grade exempt (Kindergarten, grade 1, or above grade 11)

PROMOTION STANDARDS

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

CALIFORNIA HIGH SCHOOL EXIT EXAMINATION (CAHSEE)

- ☐ No accommodations or modifications test directions ☐ Exempt due to eligibility for participation in CAPA
- ☒ Modifications (specify) use of calculator; questions ☐ Grade Exempt (below grade 10)
- ☒ Accommodations (specify) test questions read aloud (ELA)

IEP 01D (12/07)

read aloud (math)

Page 6 of 11



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

Student _____

Date of Birth _____

IEP Meeting Date 02/21/2008

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Personnel/Agency	Start Date
auditory processing; written language; <i>auditory memory</i>	extended time on assignments; clarification of questions or content prior to starting an assignment; oral reading of test directions &/or items.	Res. specialist, general ed and student	cont.
Reading comprehension; word recognition	Reading test directions/questions aloud	Res. specialist, general ed and student	cont.
Reading comprehension; word recognition	use of English-Spanish word glossary	Res. specialist, general ed and student	cont.

Student Name		
Student ID	Grade 12	Gender F
Birth Place CA USA	Date Of Birth	
Parent Guardian		
Watsonville, CA 95076		

Candidate for Accreditation
Approved by the SC of the WASC

Enter Date: 07/09/02
Leave Date:
Class Of: 2009

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

Crs ID	Course Title	Mark	Ab	Credit	Crs ID	Course Title	Mark	Ab	Credit	GPA Summary			
Pajaro Valley High School Grd 09 12/2005					Pajaro Valley High School Grd 11 12/2007					Academic GPA: 2.825			
1031	Int ELD A	B		10.000	1230 P	English 2	C		5.000	Total GPA: 2.818			
1160	Dev Reading 1	A-		5.000	2610 P	Algebra II	F			CSU GPA: 2.793			
2413 P	Algebra 1A/B (S/9)	F			3630 P	Integ Sci II	B-		5.000				
2976	Math B (9th)	C		5.000	6010 P	Art 1	A		5.000				
3920	Health (BL)	B		5.000	7210 P	US History	C-		5.000				
4510	N PE 9	A		5.000	9270	Directed Study	B		5.000				
Crd Att: 35.000 Cmp: 30.000 Total GPA: 3.167					Crd Att: 30.000 Cmp: 25.000 Total GPA: 2.333					Credit Summary - High School			
Pajaro Valley High School Grd 09 6/2006					Pajaro Valley High School Grd 11 6/2008								
1042	Adv ELD B	B+		10.000	1230 P	English 2	C		5.000				
1160	Dev Reading 1	A+		5.000	2610 P	Algebra II	B		5.000				
2413 P	Algebra 1A/B (S/9)	C-		5.000	3630 P	Integ Sci II	B+		5.000				
2976	Math B (9th)	C		5.000	6010 P	Art 1	A+		5.000				
4510	N PE 9	B		5.000	7210 P	US History	C+		5.000				
5051	Intro Computers	B		5.000	9270	Directed Study	A-		5.000				
Crd Att: 35.000 Cmp: 35.000 Total GPA: 2.857					Crd Att: 30.000 Cmp: 30.000 Total GPA: 3.000								
Pajaro Valley High School Grd 10 12/2006					Pajaro Valley High School Grd 11 7/2008								
1120 P	English 1 (SDAIE)	NM			1130 P	English 1	A-		5.000				
2510 P	Geometry	B-		5.000	Crd Att: 5.000 Cmp: 5.000 Total GPA: 4.000								
3610 P	Integ Sci I	C		5.000	Pajaro Valley High School Grd 11 8/2008								
4210 P	Spanish 1 SS	B		5.000	3610 P	Integ Sci I	B		5.000				
4610	N Adv PE	D-		5.000	Crd Att: 5.000 Cmp: 5.000 Total GPA: 3.000								
7120 P	World Civ (SDAIE)	B-		5.000	Pajaro Valley High School Grd 12 12/2008								
Crd Att: 30.000 Cmp: 25.000 Total GPA: 2.400					1430 P	English 4	C+		5.000				
Pajaro Valley High School Grd 10 6/2007					3633 P	Integ Sci III	B-		5.000				
1120 P	English 1 (SDAIE)	C+		5.000	4220 P	Spanish 2 SS	A+		5.000				
2510 P	Geometry	C-		5.000	5054	ROP Comp Applic	B		5.000				
3610 P	Integ Sci I	F			7410 P	Economics	D		5.000				
4210 P	Spanish 1 SS	B-		5.000	9270	Directed Study	A		5.000				
4610	N Adv PE	B+		5.000	Crd Att: 30.000 Cmp: 30.000 Total GPA: 2.833								
7120 P	World Civ (SDAIE)	B		5.000									
Crd Att: 30.000 Cmp: 25.000 Total GPA: 2.600													
PVH Summer School Grd 10 7/2007													
2410 P	Algebra 1A/B	A		5.000									
Crd Att: 5.000 Cmp: 5.000 Total GPA: 4.000													

Candidate for Accreditation. Approved by the School Commission of the WASC.

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

Comments:

Polio(OPV)	12/20/90	02/21/91	04/27/92	01/23/95	-----	-----
DTP_DT/DT	12/20/90	02/21/91	04/25/91	04/27/92	01/23/95	-----
MMR	01/23/92	01/23/95				
Measles	-----	-----				
Mumps	-----	-----				
Rubella	-----	-----				
TB Test	-----	-----				



Board Agenda Backup

Item No: 10.5

Date: March 16, 2009

Item: CAHSEE Passage Waiver
Math (Central Zone 08-09-11)

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.

* Site attempted multi-times to contact parent for waiver request. Special Services is moving forward in the best interest of the student allowing the student to complete the requirements for a high school diploma.

Recommendation: Approve

Budget Considerations: None

Funding Source:

Budgeted: Yes: ☐ No: ☐

Amount: \$

Prepared By: Dea Pretzer, Program Director Special Services

Superintendent's Signature:

Donna Bal

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.

responses
attached

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

Name of Student: _____ (ID # _____) DOB: _____

1a. _____ has delays in visual motor integration as well as auditory processing, both of which manifest themselves in weaker math calculation skills. Although she has made great improvements academically and has learned to compensate for her identified delays through hard work and personal motivation, she continues to be challenged in the area of math calculation, especially when presented on a high stakes test such as the CAHSEE. Students with visual motor and auditory processing delays easily lose track of key arithmetic strands and, as a result, tend to miscalculate, especially when they feel pressed.

1b. _____ was permitted to use her own calculator to complete the math test.

1c. Given (1) her identified delays in visual motor integration which can cause her to become easily confused as she works through basic algorithms and (2) the fact that she used a calculator in all her high school algebra 1 and 2 classes and was able to pass both with a "B" average, her use of a calculator during the CAHSEE math test was consistent with her ongoing IEP instructional interventions and is justified.

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

1-28-09
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 04/15/08

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:
					Start:
					End:

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

PARTICIPATION IN STATE AND DISTRICT-WIDE STANDARDIZED TESTING AND ASSESSMENT

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

<input type="checkbox"/> School Readiness (Preschool Only)	
<input type="checkbox"/> DRDP-R <input type="checkbox"/> DRDP Access Adaptations/Accommodations (specify) _____	
<input checked="" type="checkbox"/> Language Arts:	<input checked="" type="checkbox"/> CST/CAT-6 OR <input type="checkbox"/> CMA (Criteria Met)
<input type="checkbox"/> No accommodations or modifications <input checked="" type="checkbox"/> Accommodations (specify below) <input type="checkbox"/> Modifications (specify below)	
Accommodations: flexible time and setting	
Modifications: _____	
<input checked="" type="checkbox"/> Math:	<input checked="" type="checkbox"/> CST/CAT-6 OR <input type="checkbox"/> CMA (Criteria Met)
<input type="checkbox"/> No accommodations or modifications <input checked="" type="checkbox"/> Accommodations (specify below) <input checked="" type="checkbox"/> Modifications (specify below)	
Accommodations: flexible time and setting	
Modifications: use of calculator	
<input checked="" type="checkbox"/> Science	<input checked="" type="checkbox"/> CST/CAT-6 OR <input type="checkbox"/> CMA (Criteria Met)
<input type="checkbox"/> No accommodations or modifications <input checked="" type="checkbox"/> Accommodations (specify below) <input checked="" type="checkbox"/> Modifications (specify below)	
Accommodations: flexible time and setting	
Modifications: use of calculator	
<input type="checkbox"/> Life Skills Curriculum:	CAPA Level 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
Participation in CAT-6/CST not appropriate due to: _____	
<input type="checkbox"/> Other State or District-Wide Assessment Accommodations/Modifications (specify) _____	
<input type="checkbox"/> Grade exempt (Kindergarten, grade 1, or above grade 11)	

PROMOTION STANDARDS

<input checked="" type="checkbox"/> Student is working towards a diploma and will be promoted based upon district curriculum standards <input type="checkbox"/> without accommodations or <input checked="" type="checkbox"/> with accommodations.
<input type="checkbox"/> 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) <u>use of calculator/questions read on ELA</u>	<input type="checkbox"/> Grade Exempt (below grade 10)
<input checked="" type="checkbox"/> Accommodations (specify) <u>flexible setting and time</u>	



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

Student: _____

Date of Birth: _____

IEP Meeting Date 04/15/08

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Processing Speed	Extra Time: Assignments/Tests (2.0)	SELPA/ Gen. Ed. Teacher, RS	04/15/2008
Visual Preception	Other: provide written copy of homework	SELPA/ Gen. Ed. Teacher, RS	04/15/2008
Processing Speed	Extra Time: Assignments/Tests (2.0)	SELPA/ Gen. Ed. Teacher, RS	04/15/2008
Visual Preception	Spelling Checker	SELPA/ Gen. Ed. Teacher, RS	04/15/2008
Processing Speed	Take Tests in Alternate Setting	SELPA/ RS	04/15/2008
Other: visual memory	Other: calculator OK for tests/assignments	SELPA/ Gen. Ed. Teacher, RS	04/15/2008

Student Name		
Student ID	Grade 12	Gender F
Birth Place CA USA	Date Of Birth	
Parent Guardian		
Watsonville CA 95076		

Enter Date: 07/09/02
 Leave Date: 01/13/09
 Class Of: 2009

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

Crs ID	Course Title	Mark	Ab	Credit	Crs ID	Course Title	Mark	Ab	Credit
Pajaro Valley High School Grd 09 12/2005					Pajaro Valley High School Grd 11 6/2008				
1041	Adv ELD A	B		10.000	1330 P	English 3	F		
2413 P	Algebra 1A/B (S/9)	C		5.000	2610 P	Algebra II	F		
2976	Math B (9th)	C-		5.000	3310 P	Chemistry	F		
5051	Intro Computers	C		5.000	4220 P	Spanish 2 SS	C		5.000
9270	Directed Study	C		5.000	4510	N PE 9	C		5.000
Crd Att: 30.000 Cmp: 30.000 Total GPA: 2.333					Crd Att: 30.000 Cmp: 10.000 Total GPA: 0.667				
Pajaro Valley High School Grd 09 6/2006					Credit Summary - High School				
1042	Adv ELD B	C+		10.000	Subject Area				
2413 P	Algebra 1A/B (S/9)	C		5.000		Req	Cmp	Def	
2976	Math B (9th)	C-		5.000	A	English	40.00	15.00	25.00
3915	Health (SDAIE)	B		5.000	B	Mathematics	20.00	20.00	
9270	Directed Study	A		5.000	C	Biological Science	10.00	10.00	
Crd Att: 30.000 Cmp: 30.000 Total GPA: 2.500					D	Physical Science	10.00	5.00	5.00
Pajaro Valley High School Grd 10 12/2006					E	Health	5.00	5.00	
1230 P	English 2	D+		5.000	F	Fine Arts/Foreign Lang	10.00	10.00	
2510 P	Geometry	B		5.000	G	Physical Education	20.00	10.00	10.00
3210 P	Biology	D		5.000	H	Applied Arts	10.00	5.00	5.00
4210 P	Spanish 1 SS	B-		5.000	I	World Civilization	10.00	10.00	
7110 P	World Civ	D		5.000	J	US History	10.00	5.00	5.00
9270	Directed Study	A-		5.000	K	Federal Government	5.00	0.00	5.00
Crd Att: 30.000 Cmp: 30.000 Total GPA: 2.167					L	Economics	5.00	0.00	5.00
Pajaro Valley High School Grd 10 6/2007					M	Elective	45.00	55.00	
1230 P	English 2	C-		5.000	N	Algebra	10.00	10.00	
2510 P	Geometry	C		5.000	O	Science	10.00	0.00	10.00
3210 P	Biology	C		5.000	-----Total Credits-----				
4210 P	Spanish 1 SS	B		5.000		220.000	160.000	70.00	
7110 P	World Civ	B-		5.000	GPA Summary				
9270	Directed Study	A		5.000	Academic GPA: 2.029				
Crd Att: 30.000 Cmp: 30.000 Total GPA: 2.667					Total GPA: 2.056				
Pajaro Valley High School Grd 11 12/2007					CSU GPA: 1.818				
1330 P	English 3	C		5.000	Testing Information				
2610 P	Algebra II	C		5.000	Proficiency Tests				
3310 P	Chemistry	D		5.000	CA HSEE Math	Failed		03/12/08	
4220 P	Spanish 2 SS	B-		5.000	CA HSEE ELA	Passed		03/11/08	
4510	N PE 9	B		5.000					
7210 P	US History	D-		5.000					
Crd Att: 30.000 Cmp: 30.000 Total GPA: 2.000									

Candidate for Accreditation. Approved by the School Commission of the WASC.

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

Comments:
 Drp PVHS 1/13/09 to PCCS

Polio(OPV)	04/11/91	03/11/92	02/17/93	02/14/95	-----	-----
DTP_DT/TD	04/11/91	04/23/92	06/03/92	03/11/92	05/07/96	-----
MMR	04/16/92	02/14/95				
Measles	-----	-----				
Mumps	-----	-----				
Rubella	-----	-----				
TB Test	-----	-----				

Transcript is unofficial unless signed by a school official

School
 Official's Signature

Date: 01/26/09



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 Joint
Unified

County: 44 - Santa Cruz

Mathematics

Test Date: 03/12/2008

Your Total Mathematics Score	Score Required to Pass	Status
352	350	MODIFIED

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

Strands for Mathematics

Number of Questions Number Correct Percent Correct

Probability & Statistics	13	10	77%
Number Sense	17	13	76%
Algebra & Functions	20	5	25%
Measurement & Geometry	18	10	56%
Algebra I	12	5	42%

English-Language Arts

Test Date: 03/11/2008

Your Total ELA Score	Score Required to Pass	Status
351	350	PASSED

Strands for English-Language Arts

Number of Questions Number Correct Percent Correct

READING			
Word Analysis	7	3	43%
Reading Comprehension	18	11	61%
Literary Response & Analysis	20	15	75%
WRITING			
Writing Strategies	12	8	67%
Writing Conventions	15	10	67%

Writing Applications*

Your Score

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

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

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: 1.26.09

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

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

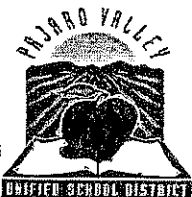
1. An IEP that specifies the use of modification(s) on the exit examination, standardized testing, or classroom instruction and assessments.
2. Sufficient high school level coursework either satisfactorily completed or in progress in the high school level curriculum sufficient to have attained the skills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

Signature of Parent: _____ Date: _____

FOR SITE USE ONLY

Date Received by Principal: 1-26-09

Student Identification Number: _____



Pajaro Valley Unified School District Special Education Local Plan Area LOG OF CONTACTS

Student _____ Date of Birth _____
Address _____ Telephone _____

CONTACT INFORMATION			TYPE OF COMMUNICATION AND COMMENTS
Mausela R.	Name of Staff Member		phone call - setup 5/1/07 IEP @ 4:30 in E-111
mom	Name of Person Contacted		
4-30-07	Date		
Mausela R.	Name of Staff Member		phone call - setup IEP for 4/15/08 @ 3:00
mother	Name of Person Contacted		
4-4-08	Date		
Mausela R.	Name of Staff Member		left message to return our call
father's work	Name of Person Contacted		
4-16-08	Date		
D. Lerch	Name of Staff Member		attempted to contact mother - she passed math CAHSEE w/ mods - need a waiver signature - no contact
mother	Name of Person Contacted		
9-8-08	Date		
Lerch	Name of Staff Member		left message - we need his signature on waiver form -
father's work	Name of Person Contacted		
9-17-08	Date		
Lerch	Name of Staff Member		9-19-08 - no response left message w/ family member M. waiver signature - she passed math 3/08 w/ mods.
mother (home)	Name of Person Contacted		
10-19-08	Date		



Board Agenda Backup

Item No: 10.6

Date: March 16, 2009

Item: CAHSEE Passage Waiver
Math (Central Zone 08-09-12)

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:

Deanna Boh

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: Jan, 22, 2009

To The Parent/Guardian of: _____

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

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

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

Signature of Principal: _____

Date: 1/22/09

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

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

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

Signature of Parent: _____

Date: 2-24-09

FOR SITE USE ONLY

Date Received by Principal: _____

Student Identification Number: _____

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

Certified by: _____

Principal's Signature

1/22/09
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

January 22, 2009
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

1-22-09

Date

Ximena Ospina

Printed Name of Student's Academic Counselor

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Student's Name _____

Student's ID Number: _____

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

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

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

Please see attached

/2008

1A.

demonstrates significant delays in all areas of her math skills. She demonstrates several traits associated with "dyscalculia" which impacts her overall math performance.

Poor long term memory (retention & retrieval) of concept mastery- may be able to perform math operations one day, but draw a blank the next! May be able to do book work but fails all tests and quizzes

Inability to grasp and remember math concepts, rules, formulas, sequence (order of operations), and basic addition, subtraction, multiplication and division facts

When writing, reading and recalling numbers, these common mistakes occur: number additions, substitutions, transpositions, omissions, and reversals. (1)

Her delays in auditory processing and short term recall of information which lower her performance in reading comprehension similarly impact her performance in responding to math word problems. She reads quickly causing her to often mis-read words and lose critical information necessary to understanding a math word problem. She frequently will respond quickly before fully reading and understanding what a problem is asking her to solve. She demonstrates an apparent math test anxiety which impedes her performance before she even begins a test.

1B.

Questions were read aloud to , she had use of a calculator and she had an extended period of time to complete the Math test.

1C.

Reading the test questions aloud provided appropriate phrasing for to follow and read along with the examiner so that information could be meaningfully presented, understood and recalled. Oral reading provided appropriate pacing of her test performance, lessened her frustration and overall test anxiety so that she could more effectively direct her attention to solving the problem. Use of a calculator allowed her to complete calculations without making the common mistakes which occur when she loses her place in solving math operations (reversals, transpositions, substitutions).

1D.

Teachers have been provided with copies of 's IEP goals and recommended accommodations or modifications. Reading aloud directions to assignments and specific test items for her clarification and use of a calculator are recommended accommodations to support her math performance.

"Dyscalculia involves *planning difficulties* that lead to the child's failure to carry out computations effectively. The child has difficulties with following a clear strategy in solving arithmetic problems, losing track of his/hers mental position among the fundamental mechanics of the mathematical problem, sticks to strategies that are dysfunctional, or gives up on strategies that are correct and becomes passive..." (2)

1. www.Dyscalculia.org; Math Learning Disability Resource
2. "Dyscalculia Equals Dyslexia with Math", New Scientist, Laura Spinney, 1/24/2009, p. 40



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 Joint
Unified

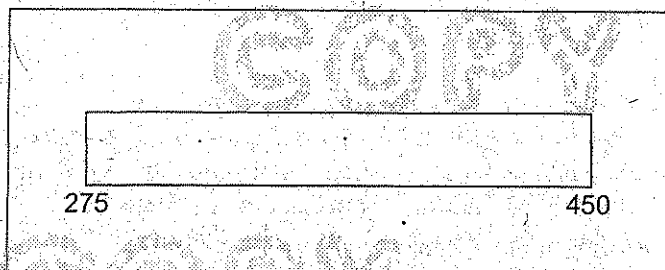
County: 44 - Santa Cruz

English-Language Arts

Test Date: 10/07/2008

Your Total Score	Score Required to Pass	Status
		ABSENT

Your student was absent for this portion of the exam.



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

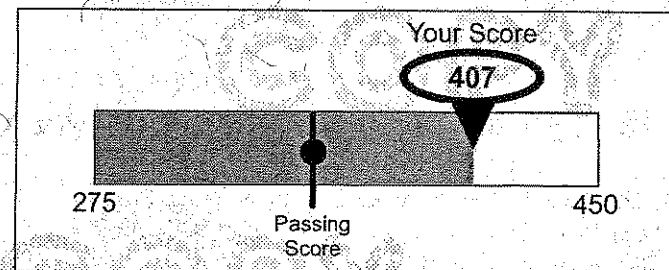
Essay

Mathematics

Test Date: 10/08/2008

Your Total Score	Score Required to Pass	Status
407	350	MODIFIED

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



Strands for Mathematics

Number of
Questions

Number
Correct

Probability & Statistics

13

11

Number Sense

17

13

Algebra & Functions

20

18

Measurement & Geometry

18

17

Algebra I

12

9

* 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 Special Education Local Plan Area
INDIVIDUALIZED EDUCATION PROGRAM
Supplementary & Specialized Support/Promotion & Assessment Standards

Student _____

Date of Birth _____

IEP Meeting Date 12/08/2006

SUPPLEMENTARY/SPECIALIZED SUPPORT

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

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

* If service is continuing, enter *Continue*.

PARTICIPATION IN STATE AND DISTRICT-WIDE STANDARDIZED TESTING AND ASSESSMENT

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

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

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

☐ Without accommodations or modifications

☒ With accommodations (specify) extended time, reading of test directions, questions (math)

☒ With modifications (specify) use of calculator, " " " " " " " " " " (ELA)

- ☐ California Alternate Performance Assessment (CAPA) Level: 1. ☐ 2. ☐ 3. ☐ 4. ☐ 5. ☐

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

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

- ☒ Other State or District-Wide Assessment Accommodations/Modifications (specify) extended time

Use of calculator, reading of test directions (math & ELA), questions 3/13/07

PROMOTION STANDARDS

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

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

CALIFORNIA HIGH SCHOOL EXIT EXAMINATION (CAHSEE)

- ☐ Without accommodations or modifications

☒ With accommodations (specify) extended time, reading of test directions (math)

☒ With modifications (specify) use of calculator, reading of test directions, questions (ELA)

- ☐ Exempt due to eligibility to participate in CAPA

- ☐ Grade exempt (below grade 9)



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

Student _____

Date of Birth _____

IEP Meeting Date 12/08/2006

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Personnel/Agency	Start Date
auditory processing; attention DD.	extended time; flexible setting ; test administration directions that are simplified or clarified <i>Reading of test questions</i> <i>3/13/07</i>	Resource specialist and general ed teacher	cont.
math calculation; memory for facts DD	extended time; flexible setting; test administration directions that are simplified or clarified <i>reading of test questions</i> <i>(3/13/07)</i>	resource specialist and general ed teacher	cont.

Student Name		
Student ID	Grade 12	Gender F
Birth Place CA USA	Date Of Birth	
Parent Guardian		
Freedom, CA 95019		

Candidate for Accreditation
Approved by the SC of the WASC

Enter Date: 07/09/02
Leave Date:
Class Of: 2009

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

Crs ID	Course Title	Mark	Ab	Credit	Crs ID	Course Title	Mark	Ab	Credit	GPA Summary				
Pajaro Valley High School Grd 09 12/2005					Pajaro Valley High School Grd 11 12/2007					Academic GPA: 2.564				
1130	P English 1	B		5.000	1330	P English 3	B+		5.000	Total GPA: 2.581				
1163	Dev Reading 3	C		5.000	2510	P Geometry	C-		5.000	CSU GPA: 2.414				
3910	Health	A-		5.000	3630	P Integ Sci II	B		5.000					
4510	N PE 9	B+		5.000	4110	P Spanish 1	F							
8210	Math 1 (I)	B+		5.000	7210	P US History	C-		5.000					
9270	Directed Study	A		5.000	9270	Directed Study	A-		5.000					
Crd Att: 30.000 Cmp: 30.000 Total GPA: 3.167					Crd Att: 30.000 Cmp: 25.000 Total GPA: 2.333					Credit Summary - High School				
Pajaro Valley High School Grd 09 6/2006					Pajaro Valley High School Grd 11 6/2008					Subject Area Req Cmp Def				
1130	P English 1	C		5.000	1330	P English 3	C-		5.000	A	English	40.00	30.00	10.00
1163	Dev Reading 3	C		5.000	2510	P Geometry	B-		5.000	B	Mathematics	20.00	20.00	
4510	N PE 9	C		5.000	3630	P Integ Sci II	B-		5.000	C	Biological Science	10.00	10.00	
5051	Intro Computers	B-		5.000	4110	P Spanish 1	F			D	Physical Science	10.00	10.00	
8210	Math 1 (I)	A		5.000	7210	P US History	D		5.000	E	Health	5.00	5.00	
9270	Directed Study	B+		5.000	9270	Directed Study	A		5.000	F	Fine Arts/Foreign Lang	10.00	5.00	5.00
Crd Att: 30.000 Cmp: 30.000 Total GPA: 2.667					Crd Att: 30.000 Cmp: 25.000 Total GPA: 2.167					G	Physical Education	20.00	20.00	
Pajaro Valley High School Grd 10 12/2006					PVH Summer School Grd 11 7/2008					H	Applied Arts	10.00	10.00	
1230	P English 2	B+		5.000	4610	N Adv PE	B+		5.000	I	World Civilization	10.00	10.00	
2413	P Algebra 1A/B (S/9)	C-		5.000	Crd Att: 5.000 Cmp: 5.000 Total GPA: 3.000					J	US History	10.00	10.00	
3610	P Integ Sci I	D+		5.000	Pajaro Valley High School Grd 12 12/2008					K	Federal Government	5.00	0.00	5.00
4610	N Adv PE	F			1430	P English 4	F			L	Economics	5.00	5.00	
7110	P World Civ	C+		5.000	3633	P Integ Sci III	A-		5.000	M	Elective	45.00	50.00	
9270	Directed Study	B		5.000	5054	ROP Comp Applic	C		5.000	N	Algebra	10.00	10.00	
Crd Att: 30.000 Cmp: 25.000 Total GPA: 2.200					6050	P Ceramics	D		5.000	O	Science	10.00	5.00	5.00
Pajaro Valley High School Grd 10 6/2007					7410	P Economics	C-		5.000	-----Total Credits----- 220.000 200.000 25.00				
1230	P English 2	A		5.000	9270	Directed Study	B+		5.000	Testing Information				
2413	P Algebra 1A/B (S/9)	C		5.000	Crd Att: 30.000 Cmp: 25.000 Total GPA: 2.000					Proficiency Tests				
3610	P Integ Sci I	A-		5.000						CA HSEE Math	Failed	10/08/08		
4610	N Adv PE	B+		5.000						CA HSEE ELA	Failed	11/06/07		
7110	P World Civ	B		5.000										
9270	Directed Study	A-		5.000										
Crd Att: 30.000 Cmp: 30.000 Total GPA: 3.333														
PVH Extended Learning Pro. Grd 10 6/2007														
9250	Newspaper	B		5.000										
Crd Att: 5.000 Cmp: 5.000 Total GPA: 3.000														



Board Agenda Backup

Item No: 10.7

Date: March 16, 2009

Item: CAHSEE Passage Waiver
English / Language Arts (Central Zone 08-09-13)

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:

Dorinda Barr

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: Sept. 21, 2008

To The Parent/Guardian of: _____

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

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

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

Signature of Principal: _____

Date: 10/8/08

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: 10-15-08

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.

A. has strong reading skills. Both her comprehension and word recognition are well developed. However, delays in her auditory processing and short term recall of information impact her ability to adequately retain information from a read text and respond to questions. tends to read quickly causing her at times to mis-read words and lose critical information. Similarly, she frequently responds quickly to questions without fully reading each one and consequently can overlook the point of the question. also experiences test anxiety which can cause her to worry over her performance rather than focus on what she's reading which leads to her poor recall of content.

B. Questions were read aloud to during the ELA portion of the CAHSEE

C. Reading the test questions aloud provided appropriate phrasing for to follow and read along with so that information would be completely and meaningfully presented and easier to recall. Also, the oral reading provides appropriate pacing of her test performance and more fully directs her attention to the text.

D. Teachers have been provided with copies of 's IEP goals and recommended accommodations or modifications. Directions to assignments and specific test items may be read aloud for 's clarification within the classroom at her request or when considered necessary by the teacher.

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

Certified by:

Principal's Signature

Date

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

Mary South

Signature of Student's Special Education Teacher

Sept 21, 2008

Date

MARY South

Print Name of Student's Special Education Teacher

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

Ximena Ospina

Signature of Student's Academic Counselor

10-8-08

Date

Ximena Ospina

Printed Name of Student's Academic Counselor



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 Joint
Unified

County: 44 - Santa Cruz

Mathematics

Test Date: 11/07/2007

Your Total Mathematics Score	Score Required to Pass	Status
298	350	MODIFIED

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

Strands for Mathematics

Number of Questions Number Correct Percent Correct

Probability & Statistics	13	4	31%
Number Sense	17	1	6%
Algebra & Functions	20	7	35%
Measurement & Geometry	18	5	28%
Algebra I	12	0	0%

English-Language Arts

Test Date: 11/06/2007

Your Total ELA 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

Number of Questions Number Correct Percent Correct

READING			
Word Analysis	7	5	71%
Reading Comprehension	18	15	83%
Literary Response & Analysis	20	17	85%
WRITING			
Writing Strategies	12	5	42%
Writing Conventions	15	8	53%

Writing Applications*

Your Score

Essay	2.0
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* Each student essay receives two scores that range from 1 (lowest) to 4 (highest) or non-scorable (NS). The average of these two scores is listed above under the heading "Your Score". The Writing Applications score counts as 20% of the total English-Language Arts score.



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

Student _____

Date of Birth _____

IEP Meeting Date 12/08/2006

SUPPLEMENTARY/SPECIALIZED SUPPORT

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

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

* If service is continuing, enter *Continue*.

PARTICIPATION IN STATE AND DISTRICT-WIDE STANDARDIZED TESTING AND ASSESSMENT

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

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

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

☐ Without accommodations or modifications

☒ With accommodations (specify) extended time

☒ With modifications (specify) use of calculator

- ☐ California Alternate Performance Assessment (CAPA) Level: 1. ☐ 2. ☐ 3. ☐ 4. ☐ 5. ☐

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

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

- ☒ Other State or District-Wide Assessment Accommodations/Modifications (specify) extended time

Use of calculator reading of test directions (math & ELA) & questions

PROMOTION STANDARDS

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

CALIFORNIA HIGH SCHOOL EXIT EXAMINATION (CAHSEE)

☐ Without accommodations or modifications

☒ With accommodations (specify) extended time

☒ With modifications (specify) use of calculator

☐ Exempt due to eligibility to participate in CAPA

☐ Grade exempt (below grade 9)



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

Student _____

Date of Birth _____

IEP Meeting Date 12/08/2006

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Personnel/Agency	Start Date
auditory processing; attention DD.	extended time; flexible setting ; test administration directions that are simplified or clarified <i>Reading of test questions</i> <i>3/13/07</i>	Resource specialist and general ed teacher	cont.
math calculation; memory for facts DD	extended time; flexible setting; test administration directions that are simplified or clarified <i>reading of test questions</i> <i>(3/13/07)</i>	resource specialist and general ed teacher	cont.

Student Name: _____		
Student ID: _____	Grade 12	Gender F
Birth Place CA USA	Date of Birth: _____	
Parent/Guardian: _____		
Freedom, CA 95019		

Candidate for Accreditation
 Approved by the SC of the WASC
 Enter Date: 07/09/02
 Leave Date: _____
 Class Of: 2009

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

Crs ID	Course Title	Mark	Ab	Credit	Crs ID	Course Title	Mark	Ab	Credit	GPA Summary			
Pajaro Valley High School Grd 09 12/2005					Pajaro Valley High School Grd 11 12/2007					Academic GPA: 2.564			
1130	P English 1	B		5.000	1330	P English 3	B+		5.000	Total GPA: 2.581			
1163	Dev Reading 3	C		5.000	2510	P Geometry	C-		5.000	CSU GPA: 2.414			
3910	Health	A-		5.000	3630	P Integ Sci II	B		5.000				
4510	N PE 9	B+		5.000	4110	P Spanish 1	F						
8210	Math 1 (I)	B+		5.000	7210	P US History	C-		5.000				
9270	Directed Study	A		5.000	9270	Directed Study	A-		5.000				
Crd Att: 30.000 Cmp: 30.000 Total GPA: 3.167					Crd Att: 30.000 Cmp: 25.000 Total GPA: 2.333					Credit Summary - High School			
Pajaro Valley High School Grd 09 6/2006					Pajaro Valley High School Grd 11 6/2008					Subject Area	Req	Cmp	Def
1130	P English 1	C		5.000	1330	P English 3	C-		5.000	A English	40.00	30.00	10.00
1163	Dev Reading 3	C		5.000	2510	P Geometry	B-		5.000	B Mathematics	20.00	20.00	
4510	N PE 9	C		5.000	3630	P Integ Sci II	B-		5.000	C Biological Science	10.00	10.00	
5051	Intro Computers	B-		5.000	4110	P Spanish 1	F			D Physical Science	10.00	10.00	
8210	Math 1 (I)	A		5.000	7210	P US History	D		5.000	E Health	5.00	5.00	
9270	Directed Study	B+		5.000	9270	Directed Study	A		5.000	F Fine Arts/Foreign Lang	10.00	5.00	5.00
Crd Att: 30.000 Cmp: 30.000 Total GPA: 2.667					Crd Att: 30.000 Cmp: 25.000 Total GPA: 2.167					G Physical Education	20.00	20.00	
Pajaro Valley High School Grd 10 12/2006					PVH Summer School Grd 11 7/2008					H Applied Arts	10.00	10.00	
1230	P English 2	B+		5.000	4610	N Adv PE	B+		5.000	I World Civilization	10.00	10.00	
2413	P Algebra 1A/B (S/9)	C-		5.000	Crd Att: 5.000 Cmp: 5.000 Total GPA: 3.000					J US History	10.00	10.00	
3610	P Integ Sci I	D+		5.000	Pajaro Valley High School Grd 12 12/2008					K Federal Government	5.00	0.00	5.00
4610	N Adv PE	F			1430	P English 4	F			L Economics	5.00	5.00	
7110	P World Civ	C+		5.000	3633	P Integ Sci III	A-		5.000	M Elective	45.00	50.00	
9270	Directed Study	B		5.000	5054	ROP Comp Applic	C		5.000	N Algebra	10.00	10.00	
Crd Att: 30.000 Cmp: 25.000 Total GPA: 2.200					6050	P Ceramics	D		5.000	O Science	10.00	5.00	5.00
Pajaro Valley High School Grd 10 6/2007					7410	P Economics	C-		5.000	Total Credits: 220.000 200.000 25.000			
1230	P English 2	A		5.000	9270	Directed Study	B+		5.000	Testing Information			
2413	P Algebra 1A/B (S/9)	C		5.000	Crd Att: 30.000 Cmp: 25.000 Total GPA: 2.000					Proficiency Tests			
3610	P Integ Sci I	A-		5.000						CA HSEE Math	Failed	10/08/08	
4610	N Adv PE	B+		5.000						CA HSEE ELA	Failed	11/06/07	
7110	P World Civ	B		5.000									
9270	Directed Study	A-		5.000									
Crd Att: 30.000 Cmp: 30.000 Total GPA: 3.333													
PVH Extended Learning Pro. Grd 10 6/2007													
9250	Newspaper	B		5.000									
Crd Att: 5.000 Cmp: 5.000 Total GPA: 3.000													

Candidate for Accreditation. Approved by the School Commission of the WASC.

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

Comments:

Polio(OPV)	05/13/91	07/16/91	09/16/91	12/30/92	07/20/95	-----
DTP_DT/TD	05/13/91	07/16/91	09/16/91	12/30/92	07/20/95	-----
MMR	06/16/92	07/20/95				
Measles	06/16/92	-----				
Mumps	-----	-----				
Rubella	-----	-----				
TB Test	06/16/92	07/20/95				

Transcript is unofficial unless signed by a school official

School
 Official's Signature _____

Date: 01/28/09



Board Agenda Backup

Item No: 10.8

Date: March 16, 2009

Item: CAHSEE Passage Waiver
Math (Central Zone 08-09-14)

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:

Donna Bar

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: Dec 19, 2008

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: 2-12-09

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

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

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

Signature of Parent: _____

Date: 2/12/09

FOR SITE USE ONLY

Date Received by Principal: _____

Student Identification Number: _____

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Student's Name:

Student's ID Number:.

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

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

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

Please see attached sheet.

1a.

Weak visual-motor integration and poor short term auditory memory skills impact _____'s math performance. However, math is an area of relative strength for _____. His speed of processing (math fluency) is lowered by weak skills in accurately and quickly recalling math facts. This correlates to his weak reading fluency because he's being asked to quickly read, process and respond to what he's read. His weaker visual-motor integration skills make sequential, calculating tasks difficult which often contributes to _____ becoming frustrated, losing focus and giving up on assignments or tests.

1b.

Questions were read aloud to _____ during the Math testing session.

1c.

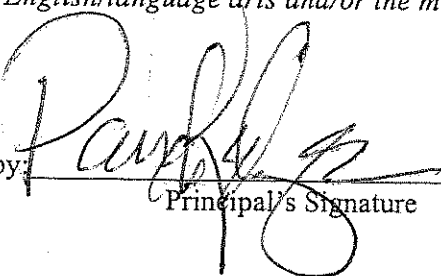
Reading the test items aloud provided _____ with accurate content while limiting his difficulties in decoding test items so that he could apply what he knows in solving math problems. Oral reading provided appropriate pacing of his test performance which increased his ability to maintain his focus throughout the testing session.

1d.

Teachers have been provided with copies of _____'s IEP goals and recommended accommodations for the classroom. Reading aloud directions to assignments and/or specific test items, and extra time on tests or assignments are accommodations available to support _____'s math performance.

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

2.12.09
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

December 19, 2008

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

12/19/08

Date

Ximena Ospina

Printed Name of Student's Academic Counselor



California High School Exit Examination

Student and Parent Report

Student Name:

Date Of Birth:

Student ID:

Grade: 10

School: 0105858 - Pajaro Valley High

District: 69799 - Pajaro Valley Joint
Unified

County: 44 - Santa Cruz

Mathematics

Test Date: 03/12/2008

Your Total Mathematics Score	Score Required to Pass	Status
367	350	MODIFIED

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

Strands for Mathematics

	Number of Questions	Number Correct	Percent Correct
Probability & Statistics	13	11	85%
Number Sense	17	9	53%
Algebra & Functions	20	13	65%
Measurement & Geometry	18	12	67%
Algebra I	12	6	50%

English-Language Arts

Test Date: 03/11/2008

Your Total ELA Score	Score Required to Pass	Status
382	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	Percent Correct
READING			
Word Analysis	7	6	86%
Reading Comprehension	18	15	83%
Literary Response & Analysis	20	17	85%
WRITING			
Writing Strategies	12	7	58%
Writing Conventions	15	13	87%

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.

Student Name		
Student ID	Grade 10	Gender M
Birth Place CA USA	Date Of Birth	
Parent Guardian		
Freedom, CA 95019		

Candidate for Accreditation
 Approved by the SC of the WASC

Enter Date: **08/11/04**
 Leave Date: **08/01/08**
 Class Of: **2010**

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

Crs ID	Course Title	Mark	Ab	Credit	GPA Summary			
Pajaro Valley High School Grd 09 12/2006					Academic GPA:	1.067		
1130	P English 1	F			Total GPA:	1.167		
2413	P Algebra 1A/B (S/9)	F			CSU GPA:			
2976	Math B (9th)	B		5.000				
4510	N PE 9	F						
5051	Intro Computers	B		5.000				
9270	Directed Study	B		5.000				
Crd Att: 30.000 Cmp: 15.000 Total GPA: 1.500					Credit Summary - High School			
Pajaro Valley High School Grd 09 6/2007					Subject Area	Req	Cmp	Def
1130	P English 1	D		5.000	A English	40.00	5.00	35.00
2413	P Algebra 1A/B (S/9)	F			B Mathematics	20.00	5.00	15.00
2976	Math B (9th)	F			C Biological Science	10.00	0.00	10.00
3910	Health	C-		5.000	D Physical Science	10.00	0.00	10.00
4510	N PE 9	B		5.000	E Health	5.00	5.00	
9270	Directed Study	A		5.000	F Fine Arts/Foreign Lang	10.00	0.00	10.00
Crd Att: 30.000 Cmp: 20.000 Total GPA: 1.667					G Physical Education	20.00	10.00	10.00
Pajaro Valley High School Grd 10 6/2008					H Applied Arts	10.00	5.00	5.00
1230	P English 2	F			I World Civilization	10.00	0.00	10.00
2510	P Geometry	F			J US History	10.00	0.00	10.00
3610	P Integ Sci I	F			K Federal Government	5.00	0.00	5.00
4610	N Adv PE	C+		5.000	L Economics	5.00	0.00	5.00
7110	P World Civ	NM			M Elective	45.00	10.00	35.00
9270	Directed Study	F			N Algebra	10.00	0.00	10.00
Crd Att: 30.000 Cmp: 5.000 Total GPA: 0.333					O Science	10.00	0.00	10.00
					-----Total Credits-----	220.000	40.000	180.00
Work In Progress					Testing Information			
					Proficiency Tests			
Crs ID	C N Course Title	3E	4S	5T	6T	7E	8S	
1230	P English 2			D	F	F	F	CA HSEE Math
6010	P Art 1							Failed 03/12/08
7110	P World Civ			C-	NM	NM	NM	CA HSEE ELA
2510	P Geometry			D-	F	F	F	Passed 03/11/08
9270	Directed Study			B	I		I	
4610	N Adv PE			B-	C+	F	C+	
3610	P Integ Sci I			B	F	F	F	

Candidate for Accreditation. Approved by the School Commission of the WASC.

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

Comments:
 Drp PVHS 11/28/07 to PVHS Ind Study
 PVHS Ind Study 11/29/07-1/22/08
 Re-entnd PVHS reg program 1/23/08
 Drp PVHS 8/1/08 to Ren HS
 Sent cum 8/27/08 to Ren HS

Polio(OPV)	01/29/92	10/13/92	10/18/93	06/07/96	-----	-----
DTP_DT/TD	01/29/92	10/13/92	10/18/93	06/07/96	-----	-----
MMR	10/18/93	06/07/96				
Measles	-----	-----				
Mumps	-----	-----				
Rubella	-----	-----				
TB Test	-----	-----				

Transcript is unofficial unless signed by a school official

School
 Official's Signature

Date: 09/02/08



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 11/29/2007

SUPPLEMENTARY/SPECIALIZED SUPPORT

<input type="checkbox"/> Student does not require any supplementary aids and services or specialized materials/equipment at this time.					
<input type="checkbox"/> Student requires and will be provided with the following (specify below):					
<input type="checkbox"/> Supports for school personnel					
<input type="checkbox"/> Specialized aids/materials/equipment (Assistive Technology)					
<input checked="" type="checkbox"/> Program modifications					
Description	Responsible Personnel/Agency	Location (ex: classroom, yard, extra curricular activities)	Frequency/Intensity (ex: 2X/wk, 30 min ea)	Duration (ex: 1 yr)	Start/Exit Date*
Support written language, reading and test taking	Resource specialist	Resource room/general ed classroom	On as needed basis		Start:
					Exit: 11/19/2007
					Start:
					Exit:
					Start:
					Exit:

* If service is continuing, enter *Continue*.

PARTICIPATION IN STATE AND DISTRICT-WIDE STANDARDIZED TESTING AND ASSESSMENT

<input type="checkbox"/> Desired Results Developmental Profile (DRDP) (For Preschool Students Only)	
<input type="checkbox"/> DRDP-R <input type="checkbox"/> DRDP Access Adaptations/Accommodations: _____	
<input checked="" type="checkbox"/> CAT-6/California Standards Test (CST)/SABE-2	
<input type="checkbox"/> Without accommodations or modifications	
<input checked="" type="checkbox"/> With accommodations (specify) <u>flexible setting; extended time; read aloud directions/questions (math)</u>	
<input checked="" type="checkbox"/> With modifications (specify) <u>read aloud directions/questions (ELA); spell check enabled for essay</u>	
<input type="checkbox"/> California Alternate Performance Assessment (CAPA)	Level: 1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/> 4. <input type="checkbox"/> 5. <input type="checkbox"/>
Participation in CAT-6/CST/SABE not appropriate due to: _____	
<input type="checkbox"/> Grade exempt (below age 3, Kindergarten or grade 1, or above grade 11)	
<input checked="" type="checkbox"/> Other State or District-Wide Assessment Accommodations/Modifications (specify) <u>flexible setting; extended Time; read aloud directions/questions (math & ELA); spell check enabled for essay</u>	

PROMOTION STANDARDS

<input checked="" type="checkbox"/> Student is working towards a diploma and will be promoted based upon district curriculum standards <input type="checkbox"/> without accommodations or <input checked="" type="checkbox"/> with accommodations.
<input type="checkbox"/> 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"/> Without accommodations or modifications
<input checked="" type="checkbox"/> With accommodations (specify) <u>flexible setting; extended time; read aloud directions/questions (math)</u>
<input checked="" type="checkbox"/> With modifications (specify) <u>read aloud directions/questions (ELA); spell check enabled for essay</u>
<input type="checkbox"/> Exempt due to eligibility to participate in CAPA
<input type="checkbox"/> Grade exempt (below grade 9)



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

Student _____

Date of Birth _____

IEP Meeting Date 11/29/2007

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Personnel/Agency	Start Date
written language	extra time on large assignments or projects; provide written copy of assignment/ writing prompt	Res. specialist, general ed and student	cont.
Reading	Extra time on tests; read aloud directions/questions to confirm understanding	Res. specialist, general ed and student	cont.
Spelling	use of spell checker	Res. specialist, general ed and student	cont.
test taking	flexible setting	Res. specialist, general ed and student	cont.



Board Agenda Backup

Item No: 10.9

Date: March 16, 2009

Item: CAHSEE Passage Waiver
English / Language Arts (Central Zone 08-09-15)

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:

Dorinda Bol

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: Dec 19, 2008

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: 2-11-09

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

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

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

Signature of Parent: _____

Date: 2/12/09

FOR SITE USE ONLY

Date Received by Principal: _____

Student Identification Number: _____

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Student's Name.

Student's ID Number:

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

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

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

- a. Describe the nature of the student's disability as identified on the IEP (please note if this will result in overt identification of the student.

- b. Describe any modification used on the ☒ English/language arts or ☐ math section of the exam (separate form must be filled out for each section):

- c. State the rationale for applying the modification(s) used to achieve an equivalent passing score on the CAHSEE for this student.

- d. Describe the modification(s) that the student regularly uses in the classroom and on other assessments.

please see attached sheet

1a.

Weak visual-motor integration and poor short term auditory memory skills impact _____'s reading writing performance. Words and letters do not fall into patterns for him causing deficits in decoding skills, slow overall reading fluency and poor spelling. _____relies heavily on his stronger auditory comprehension skills to gain overall understanding from context of read material. He has difficulty maintaining focus on reading or writing tasks as frustration sets in due to his limited decoding and spelling skills.

1b.

Questions were read aloud to _____ during the ELA testing session.

1c.

Reading the test items aloud provided _____ with accurate content while limiting his difficulties in decoding test items. Oral reading provided appropriate pacing of his test performance which increased his ability to maintain his focus throughout the testing session.

1d.

Teachers have been provided with copies of _____s IEP goals and recommended accommodations for the classroom. Reading aloud directions to assignments and/or specific test items, the use of a spell checker to assist in writing and extra time on tests or assignments are accommodations available to _____.

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

2.12.09
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

December 19, 2008

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

12/19/08

Date

Ximena Ospina

Printed Name of Student's Academic Counselor



California High School Exit Examination

Student and Parent Report

Student Name:

Date Of Birth:

Student ID:

Grade: 10

School: 0105858 - Pajaro Valley High

District: 69799 - Pajaro Valley Joint
Unified

County: 44 - Santa Cruz

Mathematics

Test Date: 03/12/2008

Your Total Mathematics Score	Score Required to Pass	Status
367	350	MODIFIED

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

Strands for Mathematics

	Number of Questions	Number Correct	Percent Correct
Probability & Statistics	13	11	85%
Number Sense	17	9	53%
Algebra & Functions	20	13	65%
Measurement & Geometry	18	12	67%
Algebra I	12	6	50%

English-Language Arts

Test Date: 03/11/2008

Your Total ELA Score	Score Required to Pass	Status
382	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	Percent Correct
READING			
Word Analysis	7	6	86%
Reading Comprehension	18	15	83%
Literary Response & Analysis	20	17	85%
WRITING			
Writing Strategies	12	7	58%
Writing Conventions	15	13	87%

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.



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 11/29/2007

SUPPLEMENTARY/SPECIALIZED SUPPORT

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

Description	Responsible Personnel/Agency	Location (ex: classroom, yard, extra curricular activities)	Frequency/Intensity (ex: 2X/wk, 30 min ea)	Duration (ex: 1 yr)	Start/Exit Date*
Support written language, reading and test taking	Resource specialist	Resource room/general ed classroom	On as needed basis		Start: Exit: 11/19/2007
					Start: Exit:
					Start: Exit:

* If service is continuing, enter *Continue*.

PARTICIPATION IN STATE AND DISTRICT-WIDE STANDARDIZED TESTING AND ASSESSMENT

- ☐ Desired Results Developmental Profile (DRDP) (For Preschool Students Only)
☐ DRDP-R ☐ DRDP Access Adaptations/Accommodations: _____
- ☒ CAT-6/California Standards Test (CST)/SABE-2
- ☐ Without accommodations or modifications
 - ☒ With accommodations (specify) flexible setting; extended time; read aloud directions/questions (math)
 - ☒ With modifications (specify) read aloud directions/questions (ELA); spell check enabled for essay
- ☐ California Alternate Performance Assessment (CAPA) Level: 1. ☐ 2. ☐ 3. ☐ 4. ☐ 5. ☐
Participation in CAT-6/CST/SABE not appropriate due to: _____
- ☐ Grade exempt (below age 3, Kindergarten or grade 1, or above grade 11)
- ☒ Other State or District-Wide Assessment Accommodations/Modifications (specify) flexible setting; extended Time; read aloud directions/questions (math & ELA); spell check enabled for essay

PROMOTION STANDARDS

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

CALIFORNIA HIGH SCHOOL EXIT EXAMINATION (CAHSEE)

- ☐ Without accommodations or modifications
- ☒ With accommodations (specify) flexible setting; extended time; read aloud directions/questions (math)
- ☒ With modifications (specify) read aloud directions/questions (ELA); spell check enabled for essay
- ☐ Exempt due to eligibility to participate in CAPA
- ☐ Grade exempt (below grade 9)



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

Student_____

Date of Birth_____

IEP Meeting Date 11/29/2007

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Personnel/Agency	Start Date
written language	extra time on large assignments or projects; provide written copy of assignment/ writing prompt	Res. specialist, general ed and student	cont.
Reading	Extra time on tests; read aloud directions/questions to confirm understanding	Res. specialist, general ed and student	cont.
Spelling	use of spell checker	Res. specialist, general ed and student	cont.
test taking	flexible setting	Res. specialist, general ed and student	cont.

Student Name		
Student ID	Grade 10	Gender M
Birth Place CA USA	Date Of Birth	
Parent Guardian		
Freedom, CA 95019		

Candidate for Accreditation
 Approved by the SC of the WASC

Enter Date: **08/11/04**
 Leave Date: **08/01/08**
 Class Of: **2010**

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

Crs ID	Course Title	Mark	Ab	Credit	GPA Summary			
Pajaro Valley High School Grd 09 12/2006					Academic GPA:	1.067		
1130	P English 1	F			Total GPA:	1.167		
2413	P Algebra 1A/B (S/9)	F			CSU GPA:			
2976	Math B (9th)	B		5.000				
4510	N PE 9	F						
5051	Intro Computers	B		5.000				
9270	Directed Study	B		5.000				
Crd Att: 30.000 Cmp: 15.000 Total GPA: 1.500					Credit Summary - High School			
Pajaro Valley High School Grd 09 6/2007					Subject Area	Req	Cmp	Def
1130	P English 1	D		5.000	A English	40.00	5.00	35.00
2413	P Algebra 1A/B (S/9)	F			B Mathematics	20.00	5.00	15.00
2976	Math B (9th)	F			C Biological Science	10.00	0.00	10.00
3910	Health	C-		5.000	D Physical Science	10.00	0.00	10.00
4510	N PE 9	B		5.000	E Health	5.00	5.00	
9270	Directed Study	A		5.000	F Fine Arts/Foreign Lang	10.00	0.00	10.00
Crd Att: 30.000 Cmp: 20.000 Total GPA: 1.667					G Physical Education	20.00	10.00	10.00
Pajaro Valley High School Grd 10 6/2008					H Applied Arts	10.00	5.00	5.00
1230	P English 2	F			I World Civilization	10.00	0.00	10.00
2510	P Geometry	F			J US History	10.00	0.00	10.00
3610	P Integ Sci I	F			K Federal Government	5.00	0.00	5.00
4610	N Adv PE	C+		5.000	L Economics	5.00	0.00	5.00
7110	P World Civ	NM			M Elective	45.00	10.00	35.00
9270	Directed Study	F			N Algebra	10.00	0.00	10.00
Crd Att: 30.000 Cmp: 5.000 Total GPA: 0.333					O Science	10.00	0.00	10.00
Work In Progress					-----Total Credits-----	220.000	40.000	180.00
Testing Information								
Crs ID	C N Course Title	3E	4S	5T	6T	7E	8S	Proficiency Tests
1230	P English 2			D	F	F	F	CA HSEE Math Failed 03/12/08
6010	P Art 1							CA HSEE ELA Passed 03/11/08
7110	P World Civ			C-	NM	NM	NM	
2510	P Geometry			D-	F	F	F	
9270	Directed Study			B	I	I	I	
4610	N Adv PE			B-	C+	F	C+	
3610	P Integ Sci I			B	F	F	F	

Candidate for Accreditation. Approved by the School Commission of the WASC.

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

Comments:
 Drp PVHS 11/28/07 to PVHS Ind Study
 PVHS Ind Study 11/29/07-1/22/08
 Re-entd PVHS reg program 1/23/08
 Drp PVHS 8/1/08 to Ren HS
 Sent cum 8/27/08 to Ren HS

Polio(OPV)	01/29/92	10/13/92	10/18/93	06/07/96	-----	-----
DTP_DT/TD	01/29/92	10/13/92	10/18/93	06/07/96	-----	-----
MMR	10/18/93	06/07/96				
Measles	-----	-----				
Mumps	-----	-----				
Rubella	-----	-----				
TB Test	-----	-----				

Transcript is unofficial unless signed by a school official

School
 Official's Signature

Date: 09/02/08



Board Agenda Backup

Item No: 10.10

Date: March 16, 2009

Item: CAHSEE Passage Waiver
Math (Central Zone 08-09-16)

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: _____

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.) follows

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

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

Name of Student: (ID #) DOB:

1a. has delays in visual motor integration skills which manifest themselves in weaker math calculation skills. Although 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. This, in essence, is 's issue.

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

1c. Given (1) his identified delays in visual motor integration 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 visual-motor delays is justified.

1d. As previously mentioned, 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

1-13-09
Date

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

Signature of Student's Special Education Teacher

12-5-08
Date

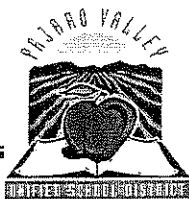
George N Lerek
Print Name of Student's Special Education Teacher

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

1/28/08
Date

Nancy Puente
Printed Name of Student's Academic Counselor



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

Student _____

Date of Birth _____

IEP Meeting Date 10-8-07

SUPPLEMENTARY/SPECIALIZED SUPPORT

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

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

* If service is continuing, enter *Continue*.

PARTICIPATION IN STATE AND DISTRICT-WIDE STANDARDIZED TESTING AND ASSESSMENT

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

PROMOTION STANDARDS

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

CALIFORNIA HIGH SCHOOL EXIT EXAMINATION (CAHSEE)

- ☐ Without accommodations or modifications
☒ With accommodations (specify) Flexible setting and flexible time
☒ With modifications (specify) calculator
☐ Exempt due to eligibility to participate in CAPA
☐ Grade exempt (below grade 9)



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

Student_____

Date of Birth_____

IEP Meeting Date 10-08-07

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Personnel/Agency	Start Date
Written Language	Extra time on large assignments or projects	all teachers and staff	cont.
Written Language	Provide a written copy of homework assignments or large project assignments	all teachers and staff	cont.
Reading	Extra time on tests and/or clarify questions	all teachers and staff	cont.
spelling	He'll be able to use a spell checker when necessary and if available	all teachers and staff	cont.
test taking	He'll be able to take his tests in the RSP classroom if he chooses	all teachers and staff	cont.
math calculations	He'll be able to use a calculator on math assignments as well on tests	all teachers and staff	cont.

Student Name		
Student ID	Grade 12	Gender M
Birth Place CA USA	Date Of Birth	
Parent Guardian		
Freedom, CA 95019		

Enter Date: **09/30/02**
 Leave Date:
 Class Of: **2009**

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

Crs ID	Course Title	Mark	Ab	Credit	Crs ID	Course Title	Mark	Ab	Credit	GPA Summary			
Pajaro Valley High School Grd 09 12/2005					PVH Summer School Grd 10 8/2007					Academic GPA: 1.825			
1041	Adv ELD A	C		10.000	2510 P	Geometry	B		5.000	Total GPA: 1.977			
1162	Dev Reading 2	B		5.000	Crd Att: 5.000 Cmp: 5.000 Total GPA: 3.000					CSU GPA: 1.929			
2413 P	Algebra 1A/B (S/9)	C		5.000	Pajaro Valley High School Grd 11 12/2007								
2976	Math B (9th)	D		5.000	1230 P	English 2	B-		5.000				
4610	N Adv PE	F		R	2610 P	Algebra II	D		5.000				
5051	Intro Computers	C		5.000	3630 P	Integ Sci II	D		5.000				
Crd Att: 35.000 Cmp: 30.000 Total GPA: 2.000					4210 P	Spanish 1 SS	C-		5.000				
					7210 P	US History	D+		5.000				
					9270	Directed Study	B		5.000				
					Crd Att: 30.000 Cmp: 30.000 Total GPA: 1.833								
Pajaro Valley High School Grd 09 6/2006					Pajaro Valley High School Grd 11 6/2008								
1042	Adv ELD B	C		10.000	1230 P	English 2	B		5.000				
1510 P	Creative Writing	D		5.000	2610 P	Algebra II	C-		5.000				
2413 P	Algebra 1A/B (S/9)	F		R	3630 P	Integ Sci II	D+		5.000				
2976	Math B (9th)	F			4210 P	Spanish 1 SS	F		5.000				
3910	Health	D		5.000	7210 P	US History	C		5.000				
4610	N Adv PE	B		5.000	9270	Directed Study	A-		5.000				
Crd Att: 35.000 Cmp: 25.000 Total GPA: 1.500					Crd Att: 30.000 Cmp: 25.000 Total GPA: 2.000								
PVH Summer School Grd 09 8/2006					PVH Summer School Grd 11 7/2008								
2410 P	Algebra 1A/B	D-		5.000	7110 P	World Civ	NC		R				
Crd Att: 5.000 Cmp: 5.000 Total GPA: 1.000					Crd Att: 5.000 Cmp: 0.000 Total GPA: 0.000								
Pajaro Valley High School Grd 10 12/2006					Pajaro Valley High School Grd 12 12/2008								
1120 P	English 1 (SDAIE)	B		5.000	1330 P	English 3	C		5.000				
2510 P	Geometry	C		5.000	3633 P	Integ Sci III	B		5.000				
3610 P	Integ Sci I	C		5.000	4220 P	Spanish 2 SS	F						
4610	N Adv PE	A		5.000	5054	ROP Comp Applic	C		5.000				
6010 P	Art 1	D+		5.000	7410 P	Economics	C		5.000				
7120 P	World Civ (SDAIE)	F			9270	Directed Study	B+		5.000				
Crd Att: 30.000 Cmp: 25.000 Total GPA: 2.000					Crd Att: 30.000 Cmp: 25.000 Total GPA: 2.000								
Pajaro Valley High School Grd 10 6/2007													
1120 P	English 1 (SDAIE)	B		5.000									
2510 P	Geometry	F		R									
3610 P	Integ Sci I	D		5.000									
4610	N Adv PE	B-		5.000									
6010 P	Art 1	B-		5.000									
7120 P	World Civ (SDAIE)	D		5.000									
Crd Att: 30.000 Cmp: 25.000 Total GPA: 2.200													
PVH Summer School Grd 10 7/2007													
4610	N Adv PE	A		5.000									
Crd Att: 5.000 Cmp: 5.000 Total GPA: 4.000													

Credit Summary - High School			
Subject Area	Req	Cmp	Def
A English	40.00	30.00	10.00
B Mathematics	20.00	20.00	
C Biological Science	10.00	10.00	
D Physical Science	10.00	10.00	
E Health	5.00	5.00	
F Fine Arts/Foreign Lang	10.00	10.00	
G Physical Education	20.00	20.00	
H Applied Arts	10.00	10.00	
I World Civilization	10.00	5.00	5.00
J US History	10.00	10.00	
K Federal Government	5.00	0.00	5.00
L Economics	5.00	5.00	
M Elective	45.00	50.00	
N Algebra	10.00	10.00	
O Science	10.00	5.00	5.00
-----Total Credits-----	220.000	200.000	25.00

Testing Information		
Proficiency Tests		
CA HSEE Math	Failed	05/07/08
CA HSEE ELA	Passed	11/06/07

= to be taken via
 Extended Learning
 Spring '09.

Candidate for Accreditation. Approved by the School Commission of the WASC.

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

Comments:

Transcript is unofficial unless signed by a school official

School
 Official's Signature

Date: 01/12/09



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 Joint
Unified

County: 44 - Santa Cruz

Mathematics

Test Date: 05/07/2008

Your Total Mathematics Score	Score Required to Pass	Status
350	350	MODIFIED

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

Strands for Mathematics

Number of Questions Number Correct Percent Correct

Probability & Statistics	13	8	62%
Number Sense	17	9	53%
Algebra & Functions	20	12	60%
Measurement & Geometry	18	10	56%
Algebra I	12	4	33%

English-Language Arts

Test Date: 05/06/2008

Your Total ELA 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 Percent Correct

READING			
Word Analysis			
Reading Comprehension			
Literary Response & Analysis			
WRITING			
Writing Strategies			
Writing Conventions			

Writing Applications*

Your Score

Essay	
-------	--

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

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

**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: 1.13.09

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

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

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

Signature of Parent: _____

Date: 1/28/09

FOR SITE USE ONLY

Date Received by Principal: _____

1-28-09

Student Identification Number: _____



Board Agenda Backup

Item No: 10.11

Date: March 25 ; 2009

Item: SELPA Annual Service and budget Plan, 2008/2009

Overview: The California State Department of Education requires that each Special Education Local Plan Area (SELPA) includes in its Local Plan annual reports of the SELPA-Wide Special Education Services and Budget which are referred to as service and budget plans. These reports are to be approved the governing board following a public hearing and then submitted as part of the SELPA Plan. All of information reported in the annual budget plan is reflected in other budget documents that the Board has already approved.

Recommendation: Approve

Budget Considerations:

Funding Source:

Budgeted: Yes: ☐ No: ☐

Amount:

Prepared By:

Ray Houser, Director of SELPA

Superintendent's Signature:

**CERTIFICATION OF PARTICIPATION, COMPATIBILITY,
AND COMPLIANCE ASSURANCES**

SED-LP-1

1. Check one, as applicable: ☒ **Single District** ☐ **Multiple District** ☐ **District/County**

CDS Code / SELPA Code 4111	SELPA Name Pajaro Valley Unified School District	Application Date March 25, 2009
SELPA Address 294 Green Valley Road	SELPA City Watsonville	SELPA Zip 95076
Name SELPA Director (Print) Allen Raymond Houser		SELPA Director's Telephone Number (831) 786-2130

**2. CERTIFICATION BY AGENCY DESIGNATED AS ADMINISTRATIVE AND FISCAL AGENCY
FOR THIS PROGRAM (Responsible Local Agency (RLA) or Administrative Unit (AU))**

RLA/AU Name Pajaro Valley Unified School District	Name/Title of RLA Superintendent (Type) Watsonville	Telephone Number (831) 786-2135
RLA/AU Street Address 294 Green Valley Road	RLA/AU City Watsonville	RLA/AU Zip 95076
Date of Governing Board Approval March 25, 2009		

3. CERTIFICATION OF ASSURANCES

I certify that this plan has been adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs; and that the agency(ies) herein represented will meet all applicable requirements of state and federal laws, regulations and state policies and procedures, including compliance with the Individuals with Disabilities Education Act, 20 USC 1400 et seq, and implementing regulations under 34 CFR, Parts 300 and 303, 29 USC 705 (20), 794-794b, the Federal Rehabilitation Act of 1973, as amended, and the provisions of the California *Education Code (EC)*, Part 30 and Chapter 3, Division 1 of Title V of the California *Code of Regulations*.

Signature of RLA Superintendent

Date

4. CERTIFICATION OF COMPATIBILITY BY THE COUNTY SUPERINTENDENT OF SCHOOLS

Pursuant to *Education Code* Section 56140, this plan ensures that all individuals with exceptional needs residing within the county, including those enrolled in alternative education programs, including but not limited to, alternative schools, charter schools, opportunity schools and classes, community day schools operated by school districts, community schools operated by the county office of education, and juvenile court schools, will have access to appropriate special education programs and related services.

County Office Name Santa Cruz County Office of Education	Name of County Superintendent or Authorized Representative Barney Finlay	Title Chief Business Official
Street Address 809 H Bay Avenue	Signature of County Superintendent or Authorized Representative	Date
City Capitola	Zip 95010	Telephone Number (831) 479-5220

5. CERTIFICATION OF COMMUNITY ADVISORY COMMITTEE

(See attached)

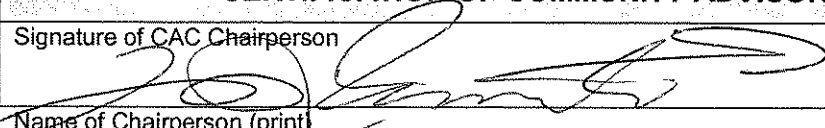
FOR DEPARTMENT OF EDUCATION USE ONLY

Recommended for Approval by the Superintendent of Public Instruction:

Date: _____ By: _____ Date of Approval: _____

**CERTIFICATION OF PARTICIPATION, COMPATIBILITY,
AND COMPLIANCE ASSURANCES**

SED-LP-2

COMMUNITY ADVISORY COMMITTEE (CAC) CERTIFICATION		
CAC signature and verification:	YES	NO
I certify :		
1. that the Community Advisory Committee (CAC) has advised the policy and administrative agency during the development of the local plan pursuant to <i>Education Code (EC)</i> Section 56194;	X	
2. that to ensure adequate and effective participation and communication pursuant to <i>EC</i> 56195.9, parent members of the CAC, or parents selected by the CAC, participated in the development and update of the plan for special education;	X	
3. that the plan has been reviewed by the CAC and that the committee had at least 30 days to conduct this review prior to submission of the plan to the Superintendent pursuant to <i>EC</i> 56205 (b)(6);	X	
4. that the CAC has reviewed any revisions made to the local plan as a result of recommendations or requirements from the California Department of Education.	X	
CERTIFICATION OF COMMUNITY ADVISORY COMMITTEE		
Signature of CAC Chairperson 	Date 2/10/09	
Name of Chairperson (print) Joji Muramoto	Telephone Number 831-728-4532	

If you checked [✓] NO for any of the above certifications, you may submit specific information, in writing, as to why you did not certify that the SELPA met the requirement. (Attach separate sheet, if necessary.) The Department will take this into consideration in its review of this local plan application.

**Pajaro Valley Unified School District
SELPA/Special Services Department**



294 Green Valley Rd., Watsonville, CA 95076

(831) 786-2130 Fax: (831) 728-8107

**SPECIAL EDUCATION LOCAL PLAN AREA
LOCAL EDUCATION AGENCY (LEA) ASSURANCES**

1. FREE APPROPRIATE PUBLIC EDUCATION 20 USC Section (§) 1412 (a)(1)

It shall be the policy of this LEA that a free appropriate public education is available to all children residing in the LEA between the ages of three through 21 inclusive, including students with disabilities who have been suspended or expelled from school.

2. FULL EDUCATIONAL OPPORTUNITY 20 USC § 1412 (a)(2)

It shall be the policy of this LEA that all pupils with disabilities have access to educational programs, nonacademic programs, and services available to non-disabled pupils.

3. CHILD FIND 20 USC § 1412 (a)(3)

It shall be the policy of this LEA that all children with disabilities residing in the State, including children with disabilities who are homeless or are wards of the State and children attending private schools, regardless of the severity of their disabilities, and who are in need of special education and related services are identified, located and evaluated. A practical method is developed and implemented to determine which students with disabilities are currently receiving needed special education and related services.

4. INDIVIDUALIZED EDUCATION PROGRAM (IEP) AND INDIVIDUALIZED FAMILY SERVICE PLAN (IFSP) 20 USC § 1412 (a)(4)

It shall be the policy of this LEA that an Individualized Education Program (IEP) or an Individualized Family Service Plan (IFSP) is developed, reviewed and revised for each child with a disability who requires special education and related services in order to benefit from his/her individualized education program. It shall be the policy of this LEA that a review of an IEP will be conducted on at least an annual basis to review a student's progress and make appropriate revisions.

5. LEAST RESTRICTIVE ENVIRONMENT 20 USC § 1412 (a)(5)

It shall be the policy of this LEA that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled. Special class, separate schooling, or other removal of a student with disabilities from the general educational environment, occurs only when the nature or severity of the disability of the student is such that education in general classes with the use of supplemental aids and services cannot be achieved satisfactorily.

6. PROCEDURAL SAFEGUARDS 20 USC § 1412 (a)(6)

It shall be the policy of this LEA that children with disabilities and their parents shall be afforded all procedural safeguards throughout the provision of a free appropriate public education including the identification, evaluation, and placement process.

7. EVALUATION 20 USC § 1412 (a)(7)

It shall be the policy of this LEA that a reassessment of a student with a disability shall be conducted at least once every three years or more frequently, if appropriate.

8. CONFIDENTIALITY 20 USC § 1412 (a)(8)

It shall be the policy of this LEA that the confidentiality of personally identifiable data information and records maintained by the LEA relating to children with disabilities and their parents and families shall be protected pursuant to the Family Educational Rights and Privacy Act (FERPA).

9. PART C, TRANSITION 20 USC § 1412 (a)(9)

It shall be the policy of this LEA that a transition process for a child who is participating in Early Intervention Programs (IDEA, Part C) with an IFSP is begun prior to a toddler's third birthday. The transition process shall be smooth, timely and effective for the child and family.

10.PRIVATE SCHOOLS 20 USC § 1412 (a)(10)

It shall be the policy of this LEA to assure that children with disabilities voluntarily enrolled by their parents in private schools shall receive appropriate special education and related services pursuant to LEA coordinated procedures. The proportionate amount of federal funds will be allocated for the purpose of providing special education services to children with disabilities voluntarily enrolled in private school by their parents.

11.LOCAL COMPLIANCE ASSURANCES 20 USC § 1412 (a)(11)

It shall be the policy of this LEA that the local plan shall be adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs; and that the agency(ies) herein represented will meet all applicable requirements of state and federal laws and regulations, including compliance with the Individuals with Disabilities Education Act, the Federal Rehabilitation Act of 1973, Section 504 of Public Law and the provisions of the California *Education Code*, Part 30.

12.INTERAGENCY 20 USC § 1412 (a)(12)

It shall be the policy of this LEA that interagency agreements or other mechanisms for interagency coordination are in effect to ensure services required for FAPE are provided, including the continuation of services during an interagency dispute resolution process.

13.GOVERNANCE 20 USC § 1412 (a)(13)

It shall be the policy of this LEA to support and comply with the provisions of the governance bodies and any necessary administrative support to implement the Local Plan. A final determination that an LEA is not eligible for assistance under this part will not be made without first affording that LEA with reasonable notice and an opportunity for a hearing through the State Educational Agency.

14.PERSONNEL QUALIFICATIONS 20 USC § 1412 (a)(14)

It shall be the policy of this LEA to ensure that personnel providing special education related services meet the highly qualified requirements as defined under federal law, including that those personnel have the content knowledge and skills to serve children with disabilities.

This policy shall not be construed to create a right of action on behalf of an individual student for the failure of a particular LEA staff person to be highly qualified or to prevent a parent from filing a State complaint with the CDE about staff qualifications.

15.PERFORMANCE GOALS & INDICATORS 20 USC § 1412 (a)(15)

It shall be the policy of this LEA to comply with the requirements of the performance goals and indicators developed by the CDE and provide data as required by the CDE.

16.PARTICIPATION IN ASSESSMENTS 20 USC § 1412 (a)(16)

It shall be the policy of this LEA that all students with disabilities shall participate in state and district-wide assessment programs. The IEP team determines how a student will access assessments with or without accommodations, or access alternate assessments, consistent with state standards governing such determinations.

17.SUPPLEMENTATION OF STATE/FEDERAL FUNDS 20 USC § 1412 (a)(17)

It shall be the policy of this LEA to provide assurances that funds received from Part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA; will be used to supplement and not to supplant state, local and other Federal funds those funds.

18.MAINTENANCE OF EFFORT 20 USC § 1412 (a)(18)

It shall be the policy of this LEA that federal funds will not be used to reduce the level of local funds and/or combined level of local and state funds expended for the education of children with disabilities except as provided in Federal law and regulations.

19. PUBLIC PARTICIPATION 20 USC § 1412 (a)(19)

It shall be the policy of this LEA that public hearings, adequate notice of the hearings, and an opportunity for comment available to the general public, including individuals with disabilities and parents of children with disabilities are held prior to the adoption of any policies and/or regulations needed to comply with Part B of the IDEA.

20. RULE OF CONSTRUCTION 20 USC § 1412 (a)(20)

(Federal requirement for State Education Agency only)

21. STATE ADVISORY PANEL 20 USC § 1412 (a)(21)

(Federal requirement for State Education Agency only)

22. SUSPENSION/EXPULSION (20 USC § 1412 (a)(22))

The LEA assures that data on suspension and expulsion rates will be provided in a manner prescribed by the CDE. When indicated by data analysis, the LEA further assures that policies, procedures and practices related to the development and implementation of the IEPs will be revised.

23. ACCESS TO INSTRUCTIONAL MATERIALS 20 USC § 1412 (a)(23)

It shall be the policy of this LEA to provide instructional materials to blind students or other students with print disabilities in a timely manner according to the state adopted National Instructional Materials Accessibility Standard.

24. OVERIDENTIFICATION AND DISPROPORTIONALITY 20 USC § 1412 (a)(24)

It shall be the policy of this LEA to prevent the inappropriate disproportionate representation by race and ethnicity of students with disabilities.

25. PROHIBITION ON MANDATORY MEDICINE 20 USC § 1412 (a)(25)

It shall be the policy of this LEA to prohibit school personnel from requiring a student to obtain a prescription for a substance covered by the Controlled Substances Act as a condition of attending school or receiving a special education assessment and/or services.

26. DISTRIBUTION OF FUNDS 20 Usc § 1411(e),(f)(1-3)

(Federal requirement for State Education Agency only)

27. DATA 20 USC § 1418 a-d

It shall be the policy of this LEA to provide data or information to the California Department of Education that may be required by regulations.

28. READING LITERACY (State Board requirement, 2/99)

It shall be the policy of this LEA that in order to improve the educational results for students with disabilities, SELPA Local Plans shall include specific information to ensure that all students who require special education will participate in the California Reading Initiative.

29. CHARTER SCHOOLS EC 56207.5 (a-c)

It shall be the policy of this LEA that a request by a charter school to participate as a local educational agency in a special education local plan area may not be treated differently from a similar request made by a school district.

In accordance with Federal and State laws and regulations,

Pajaro Valley Unified School District / Special Education Services

certifies that this plan has been adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs; and that the agency herein represented will meet all applicable requirements of state and federal laws, regulations and state policies and procedures, including compliance with the Individuals with Disabilities Education Act, 20 USC 1400 et.seq, and implementing regulations under 34 CFR, Parts 300 and 303, 29 USC 794, 705 (20), 794- 794b, the Federal Rehabilitation Act of 1973, as amended, and the provisions of the California *Education Code*, Part 30 and Chapter 3, Division 1 of Title V of the California *Code of Regulations*.

Be it further resolved, the LEA superintendent shall administer the local implementation of procedures, in accordance with state and federal laws, rules, and regulations, which will ensure full compliance.

Furthermore, the LEA superintendent ensures that policies and procedures covered by this assurance statement are on file at the Local Education Agency and the SELPA office.

Adopted this _____ day of _____, 200_____.

Yeas: _____ Nays: _____

Signed: _____

Title: _____

**PAJARO VALLEY UNIFIED SCHOOL DISTRICT
SPECIAL EDUCATION LOCAL PLAN AREA**

And

**SANTA CRUZ COUNTY
CHILDREN'S MENTAL HEALTH**

INTERAGENCY AGREEMENT

February 2009

LOCAL INTERAGENCY AGREEMENT

**Pajaro Valley Unified School District
Special Education Local Planning Area
And
Santa Cruz County Children's Mental Health**

Santa Cruz County Children's Mental Health and Pajaro Valley Unified School District (PVUSD) Special Education Local Planning Area (SELPA) enter into this agreement for services to special education students residing in Santa Cruz County in order to facilitate interagency cooperation in providing mental health services to specified students. The Children's Mental Health (CMH) Program Manager/designee will serve as liaison for Santa Cruz County CMH. The SELPA Director/designee will serve as liaison for the PVUSD SELPA.

I. Purpose of this Agreement

This agreement is intended to clarify the roles and responsibilities of the public schools and County Children's Mental Health Services as mandated by the provisions of AB 3632 (Chapter 26.5 of the Government Code). This agreement is designed to comply with the requirement of local interagency agreements contained in Title 2, Division 9, and Chapter 1, of the California Code of Regulations.

Both Santa Cruz County Children's Mental Health (hereinafter referred to as CMH) and the Pajaro Valley Unified School District SELPA (hereinafter referred to as LEA) will utilize the criteria and process as outlined in the above referenced section of Title 2 in determining the appropriate services to be provided. When students are being seen by both the LEA and CMH, this agreement clarifies each agency's role and underscores the need for mutual cooperation and consultation.

A primary goal of this agreement is to assure that necessary special education and mental health services are provided to these individuals in the most effective manner through joint planning, cooperative service delivery, judicious use of available resources, and new resource development.

This agreement pertains solely to the relationship between the Pajaro Valley Unified School District SELPA and CMH within Santa Cruz County.

II. Referrals

- A. Referrals made under this agreement are only for students who are eligible for special education and have an Individualized Educational Program (IEP). The

IEP team will identify special education students requiring a referral for mental health assessments

- B. In rare circumstances when a student has been referred for an initial special education assessment and also has emotional issues that are so severe that pre-referral services are not appropriate, a concurrent CMH assessment can be considered. In these cases, A SELPA-appointed designee and a CMH-appointed designee shall collaboratively review the student's records to determine the appropriateness of a concurrent assessment.
- C. An IEP team may refer a student who has been determined to be an individual with exceptional needs as defined in Section 56026 of the Education Code and who is suspected of needing mental health services to a community mental health service when a student meets all of the criteria in paragraphs (1) through (6) below.
 - 1. The student has been assessed by school personnel in accordance with Article 2, commencing with Section 56320, of Chapter 4 of Part 30 of the Education Code.
 - 2. The LEA has obtained written parental consent for the referral of the student to the community mental health service, for the release and exchange of all relevant information between the LEA and CMH, and for the observation of the student by qualified mental health professionals in an educational setting.
 - 3. The student has emotional or behavioral characteristics that:
 - a. Are observed by qualified educational staff as defined in subsection (x) of Section 3001 of Title 5 of the California Code of Regulations in educational and other settings, as appropriate.
 - b. Impede the student from benefiting from educational services as measured by: standardized achievement tests reported in scores and compared to measured ability when appropriate; teacher observations; work samples; and grade reports reflecting classroom functioning, other measures determined to be appropriate by the IEP Team including daily performance, daily interactions, and/or inappropriate social interaction.
 - c. Are significant, as indicated by their rate of occurrence and intensity.
 - d. Are associated with a condition that cannot be described solely as a social maladjustment as demonstrated by deliberate noncompliance with accepted social rules, a demonstrated

ability to control unacceptable behavior and the absence of a treatable mental disorder.

- e. Are associated with a condition that cannot be described solely as a temporary adjustment problem that can be resolved with less than three months of school counseling.
 - 4. As determined using educational assessments, the student's functioning, including cognitive functioning, is at a level sufficient to enable the student to benefit from mental health services.
 - 5. The LEA has provided counseling, psychological, or guidance services to the student pursuant to Section 56363 of the Education code, and the IEP team has determined that the services do not meet the student's educational needs; or, in cases where these services are clearly inappropriate, the IEP team has documented which of these services were considered and why they were determined to be inappropriate.
 - 6. Modification of the student's special education program has not met the educational needs of the student.
- D. Whenever possible, the LEA shall call CMH to consult on the case prior to initiating the referral process. Referral information as described above shall be processed through the LEA's special education director/designee and sent to the individuals designated by CMH
- E. The LEA shall be responsible for submitting the following information to CMH:
- 1. A completed referral packet including a description of pre-referral activities (REF 04 A-B-C).
 - 2. A copy of the IEP indicating "referral for mental health assessment."
 - 3. All available reports including current assessments and teacher observations.
- A written indication of whether the student is a ward of the court or dependent of the juvenile court and if so, the worker's name and phone number will be included.
- 4. Information about whether the student is adopted, if known.
- F. Students requiring interim placements who enroll from a previous SELPA that indicates AB 3632 Mental Services will be directly referred to CMH for implementation of services listed on the existing IEP during the 30 day Interim Placement. The LEA will forward to CMH a copy of the IEP, *Parent*

Notification/Request for CMH Review (REF 04B, Appendix C), and all available reports.

- G. The procedures set forth are not designed for use in responding to psychiatric emergencies or other situations requiring immediate response. In these situations, a parent may seek services from public programs or private providers as appropriate (E.C. 7576(f)). In Santa Cruz County CMH provides psychiatric emergency services for hospital evaluation but are not IEP related or covered services.

III. CMH Assessment

- A. Within five (5) days of receipt of a referral, CMH shall review referral material and determine if an assessment is necessary.
 - 1. If no mental health assessment is determined to be necessary, or if the referral is inappropriate, the reasons shall be documented and both the parents and the LEA shall be notified within one (1) working day
 - 2. If the referral is determined to be incomplete, the reasons shall be documented and the CMH shall notify the LEA and return the referral within one working day.
 - 3. If a mental health assessment is determined to be necessary, CMH shall notify the LEA, develop a mental health assessment plan, and provide the plan and a consent form to the parent, within 15 days of receiving the referral from the LEA.
 - 4. The mental health assessment shall be completed in sufficient time to ensure that an IEP team meeting is held within sixty (60) days from the date that CMH received written parental consent to the assessment (not counting days between the student's regular school sessions, terms, or days of school vacation in excess of five school days). This time line may be extended upon receipt of written parental request and consent. If a timeline extension is requested and consented to by a parent, CMH will notify the LEA of the new timeline.
 - 5. If, following a referral to CMH for assessment, the parent/guardian does not respond to two requests for an appointment for assessment of the student, CMH shall contact the LEA administrator/designee describing the attempts made to follow up on the referral. LEA representatives will work cooperatively with CMH representatives to encourage parents to participate in the assessment process. If further attempts are unsuccessful, CMH will return the packet to the LEA.

- B. Following the assessment of the student, CMH shall provide a written assessment report to the IEP Team and parent/guardian. This report shall include at a minimum:
1. Assessment methods utilized including the evaluation procedure, tests, records or reports CMH used as a basis for the recommendation.
 2. Behaviors observed and their relationship to the student's academic and social functioning.
 3. Summary of relevant health, environmental, cultural, and developmental issues and their effect on the student.
 4. Recommendations as to whether CMH services are needed by the student and the basis for the recommendations:
 - a. If services are recommended, goals and objectives for the services plus the frequency, location and duration shall be included.
 - b. If services are not determined appropriate, alternative recommendations that the parent and/or LEA may wish to consider will be included in the report.
 - c. The CMH assessor shall review and discuss their mental health service recommendation with the parent and appropriate members of the IEP team. The assessor shall also make a copy of the mental health service assessment report available to the parent at least two days prior to the IEP team meeting (E.C. 60045 (f)).
- C. Following discussion by the IEP Team, the recommendations of the CMH professional regarding CMH services shall be the recommendation of the IEP Team members attending on behalf of local agencies.

IV. Identification of CMH Services on the IEP

- A. When CMH services are to be provided, the following information shall be included in the IEP (Section CCR Title 2; Section 60050(a)):
1. A description of the present levels of social and emotional performance and related goals including short-term objectives or benchmarks, if appropriate (IEP 01B 1 or 01B 2);

2. A description of the types of the mental health services to be provided including start dates, frequency, intensity and anticipated duration (IEP 01C and/or IEP 01D).
- B. Consent for AB 3632 counseling services must be provided by the holder of educational rights.
- C. A copy of the IEP is provided to CMH.

V. Provision of CMH Treatment Services

- A. CMH treatment services will be provided in the setting most appropriate to the student as determined by CMH.
 1. Whenever possible, AB 3632 counseling will be provided at the student's school. The LEA, in collaboration with CMH will identify an appropriate on-site location that allows for privacy and accommodates clinical needs.
 2. CMH evaluations and treatment will be available in the County CMH Clinics for eligible students not receiving services at the school sites or when CMH Clinic is the more appropriate site. Transportation of the student to treatment during the district's normal school hours shall be considered the responsibility of the LEA.
 3. The SELPA Director and LEA special education director will assist in locating appropriate space on school sites.
- B. The parent/guardian/adult student shall sign the consent for mental health treatment as it is specified on the IEP.

VI. Residential Placement

- A. Pre-Placement Considerations (E.C. 60100 and 60110)
 1. Residential placement according to law and regulations shall be considered only for a student identified as emotionally disturbed pursuant to education statutes found in CCR 3030(1). When any member of the IEP team recommends consideration of residential placement, the expanded IEP team shall convene within thirty (30) days with an authorized representative of CMH. If an authorized CMH representative is not present at the meeting, the IEP team meeting shall be adjourned and be reconvened within fifteen (15) calendar days with the CMH representative in attendance at the meeting.

2. If CMH determines that additional CMH assessments are needed, the CMH Representative shall proceed in accordance with the referral and assessment portion of this agreement. (Sec. 60040 and 60045)
3. Prior to determination that a residential placement is necessary for the student to receive special education and mental health services, the expanded IEP team shall consider less restrictive alternatives, such as providing a behavioral specialist and full-time behavioral aide in the classroom, home and community environments. The IEP Team shall document the alternatives to residential placement that were considered and the reasons why they were rejected. Such alternatives may include any combination of cooperatively developed educational and mental health services
4. If residential placement is the decision of the Team, a written statement shall be included on the IEP that documents the mental health and education needs which support the decision. The documentation shall identify the special education and related mental health services to be provided by a residential facility.

B. Placement Procedures

1. The CMH service case manager, in consultation with the IEP team's administrative designee, shall identify a mutually satisfactory placement that provides state-certified educational programs and appropriate therapeutic interventions that is acceptable to the parent and addresses the student's education and mental health needs in a manner that is cost effective for both public agencies, subject to the requirements of state and federal special education law, including the requirement that the placement be appropriate and in the least restrictive environment.
2. CMH shall designate a case manager to finalize the placement plan and to make the placement as soon as possible after the IEP meeting. (CCR 60110(b))
3. Only non-profit facilities licensed as a Community Care Facility, which have an Aid to Families with Dependent Children – Foster Care (AFDC-FC) group home rate set by the State Department of Social Services shall be considered.
4. Once the residential placement decision has been made, the school personnel shall send appropriate information to the LEA's Board of Education for review and recommendation (E.C. 56342).

C. Case Management Procedures

1. The CMH case manager shall conduct quarterly face-to-face contacts at the residential facility with a student with a disability who is seriously emotionally disturbed to monitor the level of care and supervision and the provision of the mental health services as required by the IEP. In addition, for students placed in a community treatment facility, an evaluation shall be made within every 90 days of the residential placement of the student to determine if the student meets the continuing stay criteria as defined in Welfare and Institutions Code Section 4094 and implementing mental health regulations.
2. The LEA, in collaboration with the CMH case manager, is to schedule the next expanded IEP team meeting with the expanded IEP team's administrative designee within six (6) months of the residential placement of a student with a disability who is seriously emotionally disturbed and every six (6) months thereafter as long as the student remains in residential placement. The CMH case manager shall attend the IEP team meeting.
3. When needed, the CMH case manager shall facilitate placement authorization from the county's interagency placement committee pursuant to Section 4094.5(e)(1) of the Welfare and Institutions Code, by presenting the case of a student with a disability who is emotionally disturbed prior to placement in a community treatment facility.
4. The CMH case manager is responsible for completing payment authorization for the residential board and care and ancillary mental health services regardless of in-state or out of state placement. Case management is the responsibility of CMH. (CCR, Title 2: Section 60110(b))

D. Financial Responsibilities

1. Special education instruction, related services, and residential placements are to be provided at no cost to the parent.
 2. The CMH shall be financially responsible for residential and mental health follow-up care as specified in C.1 above.
- E. The LEA shall be financially responsible for the transportation of the student to and from the residential placement as specified on the IEP (Ed. Code Section 56221) (Section 300.13 of Title 34 of the Fed. Code of Regs.), the special education instruction, non-mental health related services, and designated instruction and services agreed upon in the nonpublic, nonsectarian school services contract or a public program arranged with another SELPA or LEA

1. If an appropriate non-profit, in-state placement cannot be found, the expanded IEP Team can recommend an out of state facility. The expanded IEP Team shall have final approval for such placement. The IEP team shall document the alternatives to out of state residential placement that were considered and the reasons why they were rejected (Section 7572.65(a), Chapter 26.5 of the Government Code).
2. The SELPA Director/designee shall ensure that the education program is certified as a nonpublic school by the California Department of Education. (Sec.18350 of Welfare and Institutions Code)
3. CMH shall contact social services to verify the out of state's facility's non profit status and determine the Board and Care rate approved by that state.
4. The California Attorney General has determined that court wards and court dependants cannot be placed out of state into non-certified facilities through AB 3632 as long as they are under the jurisdiction of the courts.

F. Assessment of Residential Transfers into the County

1. Whenever a student who has been receiving mental health services, pursuant to an IEP, transfers into the LEA from a district in another county, the LEA administrator or IEP team shall refer the student to CMH to determine appropriate mental health services.
2. As part of the referral, the parent should sign a *Parent Notification/Request for CMH Review* (REF 04B) to CMH. The school requests school records and forward all pertinent information along with the existing IEP to CMH.
3. The local mental health director or designee shall ensure that the student is provided interim mental health services, as specified in the existing IEP for a period not to exceed 30 days unless the parent agrees otherwise.
4. An IEP team meeting, which shall include the authorized representative from CMH, shall be convened by the LEA to review the interim placement and services within 30 days of the student's transfer.
5. If the transferring student was placed and residing in a residential nonpublic, nonsectarian school, prior to transferring to a district in another SELPA and the placement is not eligible for funding pursuant

to Section 56836.16, the SELPA that contains the district that made the nonpublic, nonsectarian school placement is responsible for the funding of the placement, including related services, for the remainder of the school year, including extended school year (E.C. 56325(c)).

VII. Re-Evaluation and IEP Review

IEPs shall be reviewed at least annually except when residential placement is on the IEP. With residential placement, a review shall occur every six months. CMH staff shall be notified of all IEP meetings when mental health services are on the IEP. A CMH representative will attend all IEP meetings, unless the LEA and the parent agree that attendance is not necessary and the parent consents to the excusal in writing.

A. Annual IEP/Three Year Re-Evaluation

1. The IEP meeting shall be scheduled at a mutually agreed upon time and place.
2. CMH staff shall receive written notice of the annual IEP meeting at least 10 school days prior to the meeting by the education case manager.
3. If CMH staff cannot attend the meeting and have been excused, then a written report shall be submitted to the LEA five school days before the meeting which covers the following areas:
 - a. Student's current social/emotional present levels of performance including an update on previous goals and proposed new goals
 - b. Need for continued services including location, frequency, intensity, and duration

B. IEP Review Requested by CMH for Modification or Termination of Services

1. The CMH therapist will consult with the education case manager at the time he/she believes treatment services should be considered for completion or termination because goals have been met or the student is no longer participating in or benefiting from treatment.
2. When completion or termination of IEP specified AB 3632 mental health treatment services are being considered, the LEA shall schedule an IEP team meeting to discuss and document this proposed change.
3. An IEP meeting will be held within a reasonable period of time, normally not to exceed 30 school days. CMH staff will provide a final report upon completion/termination of treatment to the LEA. The report will include a statement on the student's current social/emotional adaptation and its effect on his/her education.

VIII. Miscellaneous

A. Funding

Pursuant to the Individuals with Disabilities Education Act (IDEA), PL 105-017, mental health services as specified on the IEP are at no cost to the parent. All parents/guardians are required to complete mental health financial evaluation forms per State Department of CMH requirements. This is necessary when accessing mental health services not covered under AB3632.

These include emergency crisis services, hospitalization assessment services, medications and inpatient hospitalization. These are services that parents will be billed for if they are used.

CMH, however, may, under currently established procedure, charge Medi-Cal, or any other third party payer, with parent permission. Funding for residential services shall be provided pursuant to Sections 18350 through 18355 Chapter 6, Part 6, Division 9 of Welfare and Institution Code. (AB) 2726 services are subject to funding availability.

B. Confidentiality

Prior to sharing information with other agencies, all agencies will obtain a release of information, using their form. The individual holding educational rights shall sign a current *Parent Notification/Request for CMH Review* (REF 04B, Appendix C). CMH shall release, only with appropriate signature, information pertinent to the case. Section 5328, Division 5 of the Welfare and Institutions Codes, governs release of CMH information and records.

C. Planning and Consultation

The LEA and Local CMH shall meet periodically to discuss programs of joint interest and for purposes of long range planning. In-service training shall be initiated as needed to further the purpose of this agreement. The agencies covered by this agreement shall provide direction as needed concerning the implementation of the interagency process outlined in the agreement.

IX. Dispute Resolution

A. Parent vs. Agency

Pursuant to the Individuals with Disabilities Act (IDEA), PL105-017 and Chapter 5 (commencing with section 56500) of Part 30 of the California Education Code, any disputes between the parent and the team members representing the LEA and agencies making recommendations regarding the delivery of services are to be resolved in a non-adversarial manner. The team will attempt to resolve the dispute and if unsuccessful will refer the parent(s) to the respective agency immediate supervisors. If the supervisor(s) are unable to resolve the dispute, the supervisors will provide the parent with information about initiating a request for State Mediation/Due Process. The parents will be informed of their Procedural Safeguards at each meeting.

B. Agency vs. Agency

CMH and the LEA agree to participate in the following activities to resolve disagreements over student services:

1. Conferences between parties (e.g., teachers, clinicians, school psychologists, etc.).
2. Conferences with the CMH Program Manager and LEA Administrator/designee.
3. Conferences with SELPA Director and CMH Chief/designee.
4. Local mediation with third party mediator.
5. File complaint with appropriate parties.

X. Terms of Agreement

This agreement will become effective upon signature by the authorized representatives of both parties. The agreement shall remain in effect until revised or terminated. It shall be reviewed annually. This provision does not preclude the parties from revising the interagency agreement at any time they determine a revision is necessary.


Amendments may be submitted at any time with a 90-day notice to CMH or the SELPA and may be adopted only by a written mutual agreement.

All parties are interested in providing coordinated services to designated students. The procedures outlined in this agreement are to be followed in conjunction with established codes and regulations of the participating agencies.

**Santa Cruz County
Children's Mental Health**




Dane Cervine, Chief




Date

**Pajaro Valley Unified School District
Special Education Local Plan Area**



Alan Ray Houser, Director



Date

CERTIFICATION OF ANNUAL BUDGET PLAN
FISCAL YEAR: 2008-2009

1. Check one, as applicable:

☒ **Single District**

☐ **Multiple District**

☐ **District/County**

CDS Code / SELPA Code 4111	SELPA Name Parajo Valley Unified School District	Application Date March 25, 2009
SELPA Address 294 Green Valley Road	SELPA City Watsonville	SELPA Zip 95076
Name SELPA Director (Print) Allen Raymond Houser		SELPA Director's Telephone Number (831)786-2130

2. CERTIFICATION BY AGENCY DESIGNATED AS ADMINISTRATIVE AND FISCAL AGENCY FOR THIS PROGRAM (Responsible Local Agency (RLA) or Administrative Unit (AU))

RLA/AU Name Parajo Valley Unified School District	Name/Title of RLA Superintendent (Type) Dorma Baker	Telephone Number (831)786-2135
RLA/AU Street Address 294 Green Valley Road	RLA/AU City Watsonville	RLA/AU Zip 95076
Date of Governing Board Approval March 25, 2009		

Certification of Approval of Annual Budget Plan pursuant to Education Code Section 56205(b).

I certify that the Annual Budget Plan was developed according to the SELPA's local plan governance and policy making process. Notice of this public hearing was posted in each school within the SELPA at least 15 days prior to the hearing.

The Annual Budget Plan was presented for Public Hearing on __February 17, 2009__.

Adopted this 25th day of March __, 2009__.

Yeas: _____ Nays: _____

Signed: _____
RLA / AU Superintendent

ANNUAL BUDGET PLAN
FISCAL YEAR: 2008/2009

The Annual Budget Plan shall identify expected expenditures for all items required by this part as listed below. The SACS Codes provide source information from the LEA(s) reporting.

	Reference/Label	Instructions	Totals
A	Funds received in accordance with Chapter 7.2 (commencing with Section 56836). (Special Education Program Funding)	SACS Resource Code 6500 (State), 3300-3499 (Federal) 6515-6535 (Gen Fund)	28,245,487
B	Administrative costs of the plan.	SACS Goal Code 5001 Function 2100	582,988
C	Special Education services to pupils with severe disabilities (1) and low incidence disabilities (2).	SACS Goal Code 5710	565,947
		SACS Goal Code 5730	1,202,094
		SACS Goal Code 5750	5,387,548
D	Special education services to pupils with non-severe disabilities .	SACS Goal Code 5770	19,932,390
E	Supplemental aids and services to meet the individual needs of pupils placed in regular education classrooms and environments.	Any SACS Goal Code with SACS Function Code 1130 ¹	3,653,955
F	Regionalized operations and services, and direct instructional support by program specialists in accordance with Article 6 (commencing with Section 56836.23) of Chapter 7.2. (SELPA Program Specialists Funding)	SACS Goal Code 5050	76,886
		SACS Goal Code 5060	390,748
G	The use of property taxes allocated to the special education local plan area pursuant to Section 2572.	Statement is included in Local Plan	

¹ Function Activity Classification can be located at:
<http://www.cde.ca.gov/be/ag/ag/yr08/mar08item24a6.doc>

FOR CALIFORNIA DEPARTMENT OF EDUCATION USE ONLY

Received by the Superintendent of Public Instruction: Date: _____ By: _____

CALIFORNIA SPECIAL EDUCATION MANAGEMENT INFORMATION SYSTEM (CASEMIS)

California Department of Education
Form ASP-01a (rev 10/08)

SERVICE DESCRIPTIONS

SELPA Pajaro Valley Unified School District

Special Education Division

CASEMIS Code	SPECIAL EDUCATION SERVICE CATEGORY DESCRIPTIONS	Adopted/Modified	Not Currently Utilized	Compliance Standard (Legal Requirement)
210	Family training, counseling, and home visits(ages 0-2 only): This service includes: services provided by social workers, psychologists, or other qualified personnel to assist the family in understanding the special needs of the child and enhancing the child's development. Note: Services provided by specialists (such as medical services, nursing services, occupational therapy, and physical therapy) for a specific function should be coded under the appropriate service category, even if the services were delivered in the home.	X		34 CFR sections 300.34 (c)(3), 300.226
220	Medical services (for evaluation only) (ages 0-2 only): Services provided by a licensed physician to determine a child's developmental status and need for early intervention services.		X	34 CFR sections 300.34 (c)(3), 300.226
230	Nutrition services (ages 0-2 only): These services include conducting assessments in: nutritional history and dietary intake; anthropometric, biochemical, and clinical variables; feeding skills and feeding problems; and food habits and food preferences.		X	34 CFR sections 300.34 (c)(3), 300.226
240	Service coordination (ages 0-2 only)	X		34 CFR sections 300.34 (c)(3), 300.226
250	Special instruction (ages 0-2 only): Special instruction includes: the design of learning environments and activities that promote the child's acquisition of skills in a variety of developmental areas, including cognitive processes and social interaction; curriculum planning, including the planned interaction of personnel, materials, and time and space, that leads to achieving the outcomes in the child's IFSP, providing families with information, skills, and support related to enhancing the skill development of the child; and working with the child to enhance the child's development.	X		34 CFR sections 300.34 (c)(3), 300.226

Services will be provided in the school of attendance unless otherwise determined by the IEP team.

An Annual Service Location Report based on these codes will be generated using CASEMIS and available at the district office by March 31.

CALIFORNIA SPECIAL EDUCATION MANAGEMENT INFORMATION SYSTEM (CASEMIS)

SERVICE DESCRIPTIONS

SELPA Pajaro Valley Unified School District Special Education Division

California Department of Education
Form ASP-01a (rev 10/08)

CASEMIS Code	SPECIAL EDUCATION SERVICE CATEGORY DESCRIPTIONS	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement)
260	Special education aide in regular development class, childcare center or family childcare home (ages 0-2 only)			X	34 CFR sections 300.34 (c)(3), 300.226
270	Respite care services (ages 0-2 only): Through the IFSP process, short-term care given in-home or out-of-home, which temporarily relieves families of the ongoing responsibility for specialized care for child with a disability (Note: only for infants and toddlers from birth through 2, but under 3.)	X			34 CFR sections 300.34 (c)(3), 300.226
330	Specialized academic instruction: Adapting, as appropriate to the needs of the child with a disability the content, methodology, or delivery of instruction to ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the public agency that apply to all children.	X			34 CFR section 300.39(b)(3)
340	Intensive individual instruction: IEP Team determination that student requires additional support for all or part of the day to meet his or her IEP goals.	X			30 EC section 56364
350	Individual and small group instruction: Instruction delivered one-to-one or in a small group as specified in an IEP enabling the individual(s) to participate effectively in the total school program	X			5 CCR section 3051; 30 EC section 56441.2

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California Department of Education
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SERVICE DESCRIPTIONS

SELPA Pajaro Valley Unified School District

Special Education Division

CASEMIS Code	SPECIAL EDUCATION SERVICE CATEGORY DESCRIPTIONS	Adopted/Modified	Not Currently Utilized	Compliance Standard (Legal Requirement)
415	Language and speech: Language and speech services provide remedial intervention for eligible individuals with difficulty understanding or using spoken language. The difficulty may result from problems with articulation (excluding abnormal swallowing patterns, if that is the sole assessed disability); abnormal voice quality, pitch, or loudness; fluency; hearing loss; or the acquisition, comprehension, expression of spoken language. Language deficits or speech patterns resulting from unfamiliarity with the English language and from environmental, economic or cultural factors are not included. Services include; specialized instruction and services; monitoring, reviewing, and consultation. They may be direct or indirect including the use of a speech consultant.	X		5 CCR section 3051.1; 30 EC section 56363; 34 CFR sections 300.34 (c)(15), 300.8 (c)(11)
425	Adapted physical education: Direct physical education services provided by an adapted physical education specialist to pupils who have needs that cannot be adequately satisfied in other physical education programs as indicated by assessment and evaluation of motor skills performance and other areas of need. It may include individually designed developmental activities, games, sports and rhythms, for strength development and fitness, suited to the capabilities, limitations, and interests of individual students with disabilities who may not safely, successfully or meaningfully engage in unrestricted participation in the vigorous activities of the general or modified physical education program.	X		5 CCR section 3051.5; 30 EC section 56363; 34 CFR sections 300.108, 300.39 (b)(2)
435	Health and nursing – specialized physical health care services: Specialized physical health care services means those health services prescribed by the child's licensed physician and surgeon, requiring medically related training of the individual who performs the services and which are necessary during the school day to enable the child to attend school (5 CCR Section 3051.12(b)). Specialized physical health care services include but are not limited to suctioning, oxygen administration, catheterization, nebulizer treatments, insulin administration and glucose testing.	X		5 CCR section 3051.12; 30 EC section 56363; 34 CFR section 300.107; CEC section 49423.5(d)

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SERVICE DESCRIPTIONS

SELPA Pajaro Valley Unified School District

Special Education Division

CASEMIS Code	SPECIAL EDUCATION SERVICE CATEGORY DESCRIPTIONS	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement)
436	Health and nursing – other services: This includes services that are provided to individuals with exceptional needs by a qualified individual pursuant to an IEP when a student has health problems which require nursing intervention beyond basic school health services. Services include managing the health problem, consulting with staff, group and individual counseling, making appropriate referrals and maintaining communication with agencies and health care providers. These services do not include any physician-supervised or specialized health care service. IEP-required health and nursing services are expected to supplement the regular health services program.	X			5 CCR section 3051.12; 30 EC section 56363; 34 CFR section 300.107
445	Assistive technology services: Any specialized training or technical support for the incorporation of assistive devices, adapted computer technology or specialized media with the educational programs to improve access for students. The term includes a functional analysis of the student's needs for assistive technology; selecting, designing, fitting, customizing, or repairing appropriate devices; coordinating services with assistive technology devices; training or technical assistance for students with a disability, the student's family, individuals providing education or rehabilitation services, and employers.	X			5 CCR section 3051.16; 30 EC section 56363; 34 CFR sections 300.6, 300.105

Services will be provided in the school of attendance unless otherwise determined by the IEP team.

An Annual Service Location Report based on these codes will be generated using CASEMIS and available at the district office by March 31.

CALIFORNIA SPECIAL EDUCATION MANAGEMENT INFORMATION SYSTEM (CASEMIS)

California Department of Education
Form ASP-01a (rev 10/08)

SERVICE DESCRIPTIONS

SELPA Pajaro Valley Unified School District

Special Education Division

CASEMIS Code	SPECIAL EDUCATION SERVICE CATEGORY DESCRIPTIONS	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement)
450	Occupational therapy: Occupational Therapy (OT) includes services to improve student's educational performance, postural stability, self-help abilities, sensory processing and organization, environmental adaptation and use of assistive devices, motor planning and coordination, visual perception and integration, social and play abilities, and fine motor abilities. Both direct and indirect services may be provided within the classroom, other educational settings or the home; in a group or on an individual basis; and may include therapeutic techniques to develop abilities; adaptations to the student's environment or curriculum; and consultation and collaboration with other staff and parents. Services are provided, pursuant to an IEP, by a qualified occupational therapist registered with the American Occupational Therapy Certification Board.	X			5 CCR section 3051.6; 30 EC section 56363; 34 CFR section 300.34 (c)(6)
460	Physical therapy: These services are provided, pursuant to an IEP, by a registered physical therapist, or physical therapist assistant, when assessment shows a discrepancy between gross motor performance and other educational skills. Physical therapy includes, but is not limited to, motor control and coordination, posture and balance, self-help, functional mobility, accessibility and use of assistive devices. Services may be provided within the classroom, other educational settings or in the home; and may occur in groups or individually. These services may include adaptations to the student's environment and curriculum, selected therapeutic techniques and activities, and consultation and collaborative interventions with staff and parents.	X			5 CCR section 3051.6; 30 EC section 56363; 34 CFR section 300.34 (c)(9); B&PC Chapter 5.7 section 2600 - 2696; GC-Interagency Agreement Chapter 26.5 section 7575(a)(2)
510	Individual counseling: One-to-one counseling, provided by a qualified individual pursuant to an IEP. Counseling may focus on aspects, such as educational, career, personal; or be with parents or staff members on learning problems or guidance programs for students. Individual counseling is expected to supplement the regular guidance and counseling program.	X			5 CCR section 3051.9; 34 CFR section 300.34(c)(2)

Services will be provided in the school of attendance unless otherwise determined by the IEP team.

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CALIFORNIA SPECIAL EDUCATION MANAGEMENT INFORMATION SYSTEM (CASEMIS)

California Department of Education
Form ASP-01a (rev 10/08)

SERVICE DESCRIPTIONS

SELPA Pajaro Valley Unified School District

Special Education Division

CASEMIS Code	SPECIAL EDUCATION SERVICE CATEGORY DESCRIPTIONS	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement)
515	Counseling and guidance: Counseling in a group setting, provided by a qualified individual pursuant to an IEP. Group counseling is typically social skills development, but may focus on aspects, such as educational, career, personal; or be with parents or staff members on learning problems or guidance programs for students. IEP-required group counseling is expected to supplement the regular guidance and counseling program. Guidance services include interpersonal, intrapersonal or family interventions, performed in an individual or group setting by a qualified individual pursuant to an IEP. Specific programs include social skills development, self-esteem building, parent training, and assistance to special education students supervised by staff credentialed to serve special education students. These services are expected to supplement the regular guidance and counseling	X			34 CFR sections 300.24.(b)(2), 300.306; 5 CCR section 3051.9
520	Parent counseling: Individual or group counseling provided by a qualified individual pursuant to an IEP to assist the parent(s) of special education students in better understanding and meeting their child's needs; may include parenting skills or other pertinent issues. IEP-required parent counseling is expected to supplement the regular guidance and counseling program.		X		5 CCR section 3051.11; 34 CFR section 300.34(c)(8)
525	Social work services: Social Work services, provided pursuant to an IEP by a qualified individual, includes, but are not limited to, preparing a social or developmental history of a child with a disability; group and individual counseling with the child and family; working with those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school; and mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program. Social work services are expected to supplement the regular guidance and counseling			X	5 CCR section 3051.13; 34 CFR section 300.34(c)(14)

Services will be provided in the school of attendance unless otherwise determined by the IEP team.

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CALIFORNIA SPECIAL EDUCATION MANAGEMENT INFORMATION SYSTEM (CASEMIS)

California Department of Education
Form ASP-01a (rev 10/08)

SERVICE DESCRIPTIONS

SELPA Pajaro Valley Unified School District

Special Education Division

CASEMIS Code	SPECIAL EDUCATION SERVICE CATEGORY DESCRIPTIONS	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement)
530	Psychological services: These services, provided by a credentialed or licensed psychologist pursuant to an IEP, include interpreting assessment results to parents and staff in implementing the IEP; obtaining and interpreting information about child behavior and conditions related to learning; planning programs of individual and group counseling and guidance services for children and parents. These services may include consulting with other staff in planning school programs to meet the special needs of children as indicated in the IEP. IEP-required psychological services are expected to supplement the regular guidance and counseling program.		X		5 CCR section 3051.10; 34 CFR section 300.34 (c)(10)
535	Behavior intervention services: A systematic implementation of procedures designed to promote lasting, positive changes in the student's behavior resulting in greater access to a variety of community settings, social contacts, public events, and placement in the least restrictive environment.	X			5 CCR section 3001(d); 34 CFR section 300.34 (c)(10)
540	Day treatment services: Structured education, training and support services to address the student's mental health needs.			X	Health & Safety Code, Div.2, Chap.3, Article 1, section 1502(a)
545	Residential treatment services: A 24-hour out-of-home placement that provides intensive therapeutic services to support the educational program.			X	Welfare and Institutions Code, Part 2, Chapter 2.5, Art. 1, section 5671
610	Specialized services for low incidence disabilities: Low incidence services are defined as those provided to the student population of orthopedically impaired (OI), visually impaired (VI), deaf, hard of hearing (HH), or deaf-blind (DB). Typically, services are provided in education settings by an itinerant teacher or the itinerant teacher/specialist. Consultation is provided to the teacher, staff and parents as needed. These services must be clearly written in the student's IEP, including frequency and duration of the services to the	X			5 CCR sections 3051.16, 3051.18; 34 CFR section 300.34

Services will be provided in the school of attendance unless otherwise determined by the IEP team.

An Annual Service Location Report based on these codes will be generated using CASEMIS and available at the district office by March 31.

CALIFORNIA SPECIAL EDUCATION MANAGEMENT INFORMATION SYSTEM (CASEMIS)

California Department of Education
Form ASP-01a (rev 10/08)

SERVICE DESCRIPTIONS

SELPA Pajaro Valley Unified School District

Special Education Division

CASEMIS Code	SPECIAL EDUCATION SERVICE CATEGORY DESCRIPTIONS	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement)
710	Specialized deaf and hard of hearing services: These services include speech therapy, speech reading, auditory training and/or instruction in the student's mode of communication. Rehabilitative and educational services; adapting curricula, methods, and the learning environment; and special consultation to students, parents, teachers, and other school personnel may also be included.	X			5 CCR sections 3051.16, 3051.18; 34 CFR section 300.34
715	Interpreter services: Sign language interpretation of spoken language to individuals, whose communication is normally sign language, by a qualified sign language interpreter. This includes conveying information through the sign system of the student or consumer and tutoring students regarding class content through the sign system of the student.	X			5 CCR section 3051.16; 34 CFR section 300.34 (c)(4)
720	Audiological services: These services include measurements of acuity, monitoring amplification, and Frequency Modulation system use. Consultation services with teachers, parents or speech pathologists must be identified in the IEP as to reason, frequency and duration of contact; infrequent contact is considered assistance and would not be included.	X			5 CCR section 3051.2; 34 CFR section 300.34 (c)(1)
725	Specialized vision services: This is a broad category of services provided to students with visual impairments. It includes assessment of functional vision; curriculum modifications necessary to meet the student's educational needs -- including Braille, large type, aural media; instruction in areas of need; concept development and academic skills; communication skills (including alternative modes of reading and writing); social, emotional, career, vocational, and independent living skills. It may include coordination of other personnel providing services to the students (such as transcribers, readers, counselors, orientation & mobility specialists, career/vocational staff, and others) and collaboration with the student's classroom teacher.	X			5 CCR section 3030(d); 30 EC section 56364.1

Services will be provided in the school of attendance unless otherwise determined by the IEP team.

An Annual Service Location Report based on these codes will be generated using CASEMIS and available at the district office by March 31.

CASEMIS Code	SPECIAL EDUCATION SERVICE CATEGORY DESCRIPTIONS	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement)
730	Orientation and mobility: Students with identified visual impairments are trained in body awareness and to understand how to move. Students are trained to develop skills to enable them to travel safely and independently around the school and in the community. It may include consultation services to parents regarding their children requiring such services according to an IEP.	X			5 CCR section 3051.3; 30 EC section 56363; 34 CFR section 300.34 (c)(7)
735	Braille transcription: Any transcription services to convert materials from print to Braille. It may include textbooks, tests, worksheets, or anything necessary for instruction. The transcriber should be qualified in English Braille as well as Nemeth Code (mathematics) and be certified by appropriate agency.			X	5 CCR section 3051.16; 30 EC section 56363; 34 CFR section 300.8 (c)(13)
740	Specialized orthopedic services: Specially designed instruction related to the unique needs of students with orthopedic disabilities, including specialized materials and equipment.	X			5 CCR sections 3030(e), 3051.16; 30 EC section 56363; 34 CFR section 300.8 (c)(8)
745	Reading Services			X	5 CCR section 3051.16
750	Note taking services: Any specialized assistance given to the student for the purpose of taking notes when the student is unable to do so independently. This may include, but is not limited to, copies of notes taken by another student, transcription of tape-recorded information from a class, or aide designated to take notes. This does not include instruction in the process of learning how to take notes.			X	5 CCR section 3051.16
755	Transcription Services Any transcription service to convert materials from print to a mode of communication suitable for the student. This may also include dictation services as it may pertain to textbooks, tests, worksheets, or anything necessary for instruction.			X	5 CCR section 3051.16

Services will be provided in the school of attendance unless otherwise determined by the IEP team.

CALIFORNIA SPECIAL EDUCATION MANAGEMENT INFORMATION SYSTEM (CASEMIS)

California Department of Education
Form ASP-01a (rev 10/08)

SERVICE DESCRIPTIONS

SELPA Pajaro Valley Unified School District

Special Education Division

CASEMIS Code	SPECIAL EDUCATION SERVICE CATEGORY DESCRIPTIONS	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement)
760	Recreation services, includes therapeutic recreation and specialized instructional programs designed to assist pupils to become as independent as possible in leisure activities, and when possible and appropriate, facilitate the pupil's integration into general recreation programs.	X			5 CCR section 3051.15; 34 CFR section 300.34 (c)(11)
820	College Awareness College awareness is the result of acts that promote and increase student learning about higher education opportunities, information and options that are available including, but not limited to career planning, course prerequisites, admission eligibility and financial aid.			X	34 CFR sections 300.39 (b)(5), 300.43
830	Vocational assessment, counseling, guidance, and career assessment: Organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment and may include provision for work experience, job coaching, development and/or placement, and situational assessment. This includes career counseling to assist student in assessing his/her aptitudes, abilities, and interests in order to make realistic career decisions.	X			5 CCR section 3051.14; 34 CFR sections 300.39 (b)(5), 300.43
840	Career awareness: Transition services include a provision for in paragraph (1)(c)(vi), self-advocacy, career planning, and career guidance. This comment also emphasized the need for coordination between this provision and the Perkins Act to ensure that students with disabilities in middle schools will be able to access vocational education funds.			X	5 CCR section 3051.14; 34 CFR sections 300.39 (b)(5), 300.43
850	Work experience education: Work experience education means organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree.	X			5 CCR section 3051.14; 34 CFR sections 300.39 (b)(5), 300.43

Services will be provided in the school of attendance unless otherwise determined by the IEP team.

An Annual Service Location Report based on these codes will be generated using CASEMIS and available at the district office by March 31.

CALIFORNIA SPECIAL EDUCATION MANAGEMENT INFORMATION SYSTEM (CASEMIS)

California Department of Education
Form ASP-01a (rev 10/08)

SERVICE DESCRIPTIONS

SELPA Pajaro Valley Unified School District

Special Education Division

CASEMIS Code	SPECIAL EDUCATION SERVICE CATEGORY DESCRIPTIONS	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement)
855	Job Coaching Job coaching is a service that provides assistance and guidance to an employee who may be experiencing difficulty with one or more aspects of the daily job tasks and functions. The service is provided by a job coach who is highly successful, skilled and trained on the job who can determine how the employee that is experiencing difficulty learns best and formulate a training plan to improve job performance.	X			5 CCR section 3051.14; 34 CFR sections 300.39 (b)(5), 300.43
860	Mentoring: Mentoring is a sustained coaching relationship between a student and teacher through on-going involvement and offers support, guidance, encouragement and assistance as the learner encounters challenges with respect to a particular area such as acquisition of job skills. Mentoring can be either formal as in planned, structured instruction or informal that occurs naturally through friendship, counseling and collegiality in a casual, unplanned			X	5 CCR section 3051.14; 34 CFR sections 300.39 (b)(5), 300.43
865	Agency linkages (referral and placement): Service coordination and case management that facilitates the linkage of individualized education programs under this part and individualized family service plans under part C with individualized service plans under multiple Federal and State programs, such as title I of the Rehabilitation Act of 1973 (vocational rehabilitation), title XIX of the Social Security Act (Medicaid), and title XVI of the Social Security Act (supplemental security income).	X			30 EC section 56341.5 (f); 34 CFR section 300.344 (3)(b)
870	Travel Training (includes mobility training)	X			5 CCR section 3051.3; 34 CFR sections 300.39 (c)(7)
890	Other transition services: These services may include program coordination, case management and meetings, and crafting linkages between schools and between schools and post-secondary agencies.			X	

Services will be provided in the school of attendance unless otherwise determined by the IEP team.

An Annual Service Location Report based on these codes will be generated using CASEMIS and available at the district office by March 31.

CALIFORNIA SPECIAL EDUCATION MANAGEMENT INFORMATION SYSTEM (CASEMIS)

California Department of Education
Form ASP-01a (rev 10/08)

SERVICE DESCRIPTIONS

SELPA Pajaro Valley Unified School District

Special Education Division

CASEMIS Code	SPECIAL EDUCATION SERVICE CATEGORY DESCRIPTIONS	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement)
900	Other special education/related services: Any other specialized service required for a student with a disability to receive educational benefit.			X	

Services will be provided in the school of attendance unless otherwise determined by the IEP team.

An Annual Service Location Report based on these codes will be generated using CASEMIS and available at the district office by March 31.

CUSTOMIZED SERVICE DESCRIPTIONS

SELPA _____

CASEMIS Code	SPECIAL EDUCATION SERVICE CATEGORY DESCRIPTIONS: Birth - 21	Compliance Standard (Legal Requirement)	For CDE USE ONLY			Findings/ Comments
			Compliance Test	Meets Compliance Test		
				Yes	No	
			Has the SELPA included: - Name of Service - Description of Service - How Provided			

SELPA: Pajaro Valley Unified School District

LEA: Pajaro Valley Unified School District

ANNUAL SERVICE PLAN

Location	330	340	350	415	425	435	436	445	450	460	510
A. The services listed in the boxes to the right (→) are provided at <u>all</u> schools in the LEA.	515	520	530	535	710	715	720	725	730	740	760
B. List all physical locations where services are provided in the LEA. Also, list any other services that are provided and not listed in Box A (above).	Nature of Service (List the CASEMIS code associated with each service that is provided at the location listed in the left-hand column.)										
1. Amesti											
2. Ann Soldo											
3. Bradley											
4. Calabasas											
5. Freedom											
6. Hall District											
7.H.A. Hyde											
8. Landmark											
9. MacQuiddy											
10. Mar Vista											
11. Mintie White											
12.Ohlonc											
13. Radcliff											
14. Rio Del Mar											
15. Starlight											
16. Valencia											
17. Aptos Jr. High	830										
18. Cesar Chavez Middle	830										
19. E.A. Hall Middle	830										
20. Lakeview Middle	830										
21.Pajaro Middle	830										
22.Rolling Hills Middle	830										
23.Aptos High	830										
24. Pajaro Valley High	830										
25.Watsonville High	830										
26. Renaissance High	830										
27. New School	830										
28. Aptos Post Secondary	830										
29. Watsonville Post Secondary	830										
30. Alianza School	830										
33. Pacific Coast Charter	830										

SELPA: Pajaro Valley Unified School District LEA: Pajaro Valley Unified School District

34. Watsonville Charter School of the Arts	830										
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Please ensure that the following are included on this form:

10 – Public Day School	11 – Public Residential School	15 – Special Education Center/ Facility
19 - Other Public School/Facilities	20 – Continuation School	22 – Alternative Work Education Center/Work Study Program
24 – Independent Study	31 – Community School	55 – Charter School (operated BY an LEA/District/COE

SELPA: Pajaro Valley Unified School District LEA: Pajaro Valley Unified School District

**Site Name and Type of Facilities
Providing Services to Students Enrolled in the LEA**

List the site name and type of facility providing services to students enrolled in the LEA.		Services Provided at this Location							
Site Name	Type of Facility (see below)	List the CASEMIS code associated with each service that is provided at the location listed in the left-hand column.							
1. Amesti	10	330	340	350	415	425	435	436	445
		450	460	510	515	520	530	535	710
		715	720	725	730	740	760		
2. Ann Soldo	10	330	340	350	415	425	435	436	445
		450	460	510	515	520	530	535	710
		715	720	725	730	740	760		
3. Bradley	10	330	340	350	415	425	435	436	445
		450	460	510	515	520	530	535	710
		715	720	725	730	740	760		
4. Calabasas	10	330	340	350	415	425	435	436	445
		450	460	510	515	520	530	535	710
		715	720	725	730	740	760		
5. Freedom	10	330	340	350	415	425	435	436	445
		450	460	510	515	520	530	535	710
		715	720	725	730	740	760		
6. Hall District	10	330	340	350	415	425	435	436	445
		450	460	510	515	520	530	535	710
		715	720	725	730	740	760		
7. H.A. Hyde	10	330	340	350	415	425	435	436	445
		450	460	510	515	520	530	535	710
		715	720	725	730	740	760		
8. Landmark	10	330	340	350	415	425	435	436	445
		450	460	510	515	520	530	535	710
		715	720	725	730	740	760		
9. MacQuiddy	10	330	340	350	415	425	435	436	445
		450	460	510	515	520	530	535	710
		715	720	725	730	740	760		
10. Mar Vista	10	330	340	350	415	425	435	436	445
		450	460	510	515	520	530	535	710
		715	720	725	730	740	760		
11. Mintie White	10	330	340	350	415	425	435	436	445
		450	460	510	515	520	530	535	710
		715	720	725	730	740	760		

SELPA: Pajaro Valley Unified School District LEA: Pajaro Valley Unified School District

12. Ohlone	10	330	340	350	415	425	435	436	445
		450	460	510	515	520	530	535	710
		715	720	725	730	740	760		
13. Radcliff	10	330	340	350	415	425	435	436	445
		450	460	510	515	520	530	535	710
		715	720	725	730	740	760		
14. Rio Del Mar	10	330	340	350	415	425	435	436	445
		450	460	510	515	520	530	535	710
		715	720	725	730	740	760		
15. Starlight	10	330	340	350	415	425	435	436	45
		450	460	510	515	520	530	535	710
		715	720	725	730	740	760		
16. Valencia	10	330	340	350	415	425	435	436	445
		450	460	510	515	520	530	535	710
		715	720	725	730	740	760		
17. Aptos Jr. High	10	330	340	350	415	425	435	436	445
		450	460	510	515	520	530	535	710
		715	720	725	730	740	760	830	
18. Cesar Chavez Middle	10	330	340	350	415	425	435	436	445
		450	460	510	515	520	530	535	710
		715	720	725	730	740	760	830	
19. E.A. Hall Middle	10	330	340	350	415	425	435	436	445
		450	460	510	515	520	530	535	710
		715	720	725	730	740	760	830	
20. Lakeview Middle	10	330	340	350	415	425	435	436	445
		450	460	510	515	520	530	535	710
		715	720	725	730	740	760	830	
21. Pajaro Middle	10	330	340	350	415	425	435	436	445
		450	460	510	515	520	530	535	710
		715	720	725	730	740	760	830	
22. Rolling Hills Middle	10	330	340	350	415	425	435	436	445
		450	460	510	515	520	530	535	710
		715	720	725	730	740	760	830	
23. Aptos High	10	330	340	350	415	425	435	436	445
		450	460	510	515	520	530	535	710
		715	720	725	730	740	760	830	
24. Pajaro Valley High	10	330	340	350	415	425	435	436	445
		450	460	510	515	520	530	535	710
		715	720	725	730	740	760	830	
25. Watsonville High	10	330	340	350	415	425	435	436	445
		450	460	510	515	520	530	535	710
		715	720	725	730	740	760	830	
26. Renaissance High	20	330	340	350	415	425	435	436	445
		450	460	510	515	520	530	535	710
		715	720	725	730	740	760	830	

SELPA: Pajaro Valley Unified School District LEA: Pajaro Valley Unified School District

27. Community Day Schools (COE, New School)	31	330	340	350	415	425	435	436	445
		450	460	510	515	520	530	535	710
		715	720	725	730	740	760	830	
28. Aptos Post Secondary	15	330	340	350	415	425	435	436	445
		450	460	510	515	520	530	535	710
		715	720	725	730	740	760	830	
29. Watsonville Post Secondary	15	330	340	350	415	425	435	436	445
		450	460	510	515	520	530	535	710
		715	720	725	730	740	760	830	
30. Alianza	55	330	340	350	415	425	435	436	445
		450	460	510	515	520	530	535	710
		715	720	725	730	740	760	830	
31. AVCI Charter	55	330	340	350	415	425	435	436	445
		450	460	510	515	520	530	535	710
		715	720	725	730	740	760	830	
32. Linscott Charter	55	330	340	350	415	425	435	436	445
		450	460	510	515	520	530	535	710
		715	720	725	730	740	760	830	
33. Pacific Coast Charter	24/55	330	340	350	415	425	435	436	445
		450	460	510	515	520	530	535	710
		715	720	725	730	740	760	830	
34. Watsonville Charter School Of the Arts	55	330	340	350	415	425	435	436	445
		450	460	510	515	520	530	535	710
35. Nonpublic Schools	70	330	340	415	450	510	515	535	
36. Nonpublic Schools	79	340	535						
37. Home Instruction	40	330							
38. CCS-MTU	19	450	460						

Use these codes to identify the type of facility providing services to student ages 6-22:

30 – Juvenile Court School	71/72 – Nonpublic Residential School	70 – Nonpublic Day School
45 – Hospital Facility	40 – Home Instruction	79 – Nonpublic Agency
51 – Adult Education Program	50 – Community College	

Infant Services

[illegible]

00 – No School (Ages –5 only)	10 – Public Day School
11 – Public Residential School	19 – Other Public School / Facilities
40 – Home	45 – Hospital Facility
62 – Child Development or Child Care Facility	65 – Extended Day Care

LEA: Pajaro Valley Unified School District__

Pre-School Services

[illegible]

Use these codes to identify the type of facility where Pre-School Services (ages 3-5) are provided:

00 – No School (Ages –5 only)	10 – Public Day School
11 – Public Residential School	19 – Other Public School / Facilities
40 – Home Instruction	45 – Hospital Facility
61 – Head Start Program	62 – Child Development or Child Care Facility
63 – State Preschool Program	64 – Private Preschool
65 – Extended Day Care Program	

CERTIFICATION OF ANNUAL SERVICE PLAN

1. Check one, as applicable:

☒ Single District

☐ Multiple District

☐ District/County

CDS Code / SELPA Code 4411	SELPA Name Pajaro Valley Unified School District	Application Date March 25, 2009
SELPA Address 294 Green Valley Road	SELPA City Watsonville	SELPA Zip 95076
Name SELPA Director (Print) Allen Raymond Houser		SELPA Director's Telephone Number (831) 786-2130

2. CERTIFICATION BY AGENCY DESIGNATED AS ADMINISTRATIVE AND FISCAL AGENCY FOR THIS PROGRAM (Responsible Local Agency (RLA) or Administrative Unit (AU))

RLA/AU Name Pajaro Valley Unified School District	Name/Title of RLA Superintendent (Type) Dorma Baker	Telephone Number (831) 786-2135
RLA/AU Street Address 294 Green Valley Road	RLA/AU City Watsonville	RLA/AU Zip 95076

Date of Governing Board Approval
March 25, 2008

3. Certification of Approval of Annual Service Plan pursuant to *Education Code* Section 56205(b).

This certifies that the Annual Service Plan was developed according to the SELPA's local plan governance and policy making process. Notice of this public hearing was posted in each school district within the SELPA at least 15 days prior to the hearing.

Adopted this 25th day of March, 2009.

Yeas: _____ Nays: _____

Signed: _____
RLA / AU Superintendent

FOR CALIFORNIA DEPARTMENT OF EDUCATION USE ONLY

Received by the Superintendent of Public Instruction: Date: _____ By: _____

NOTICE OF PUBLIC HEARING

The Pajaro Valley Unified School District SELPA hereby gives notice that a Public Hearing will held as follows:

TOPIC OF HEARING:

Final review and adoption of the SELPA-wide Annual Service Delivery Plan and the SELPA-wide Annual Budget Plan for 2008-2009

Note: The California State Department of Education has recently informed all of the SELPAs in the state that they need to conduct a public hearing on their 2008-2009 Annual Budget and Service Plans, adopt them and submit them to the Department prior to March 31, 2009. This public hearing enables the Pajaro Valley Unified School District SELPA to comply with that instruction.

Copies of the plans are available for inspection at the Pajaro Valley Unified School District SELPA office.

At the conclusion of the Public Hearing, the PVUSD Board of trustees will adopt the plans.

DATE: **March 25, 2009**

TIME: **7:00 P.M.**

Location: **Pajaro Valley Unified School District Office
Board Room
294 Green Valley Rd.
Watsonville, CA**

FOR ADDITIONAL INFORMATION CONTACT:

Pajaro Valley Unified School District SELPA Office
(831) 786-2130

AVISO DE UNA AUDIENCIA PÚBLICA

El Distrito Escolar Unificado del Valle de Pájaro SELPA por la presente les da un aviso para una Audiencia Pública la cual se llevara a cabo como procede la siguiente:

TEMA DE LA AUDIENCIA:

Revisión final y adopción del Amplio-Plan Anual de Entrega de Servicios de SELPA y el Amplio-Plan Anual de Presupuesto para el 2008-2009

Nota: El Departamento de Educación del Estado de California recientemente ha informado a todas las oficinas de SELPA en el estado de que ellas necesitan conducir una audiencia pública en sus Presupuestos Anuales 2008-2009 y Planes de Servicios, adoptarlos y someterlos al Departamento antes del 31 de marzo del 2009. Esta audiencia pública permite al Distrito Escolar Unificado del Valle de Pájaro SELPA a cumplir con esa instrucción.

Copias de los planes están disponibles para inspección en el Distrito Escolar Unificado del Valle Pájaro oficina de SELPA.

En la conclusión de la Audiencia Pública, Mesa Directiva del PVUSD adoptarán los planes.

FECHA: 25 de Marzo del 2009

HORARIO: 7:00 P.M.

LOCALIDAD: Oficina del Distrito Escolar Unificado del
Valle de Pájaro
Sala de Conferencias de la Mesa Directiva
294 Green Valley Rd.
Watsonville, CA

PARA MÁS INFORMACIÓN COMUNÍQUESE al:

Distrito Escolar Unificado del Valle de Pájaro Oficina de SELPA
(831) 786-2130

PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 10.12

Date: March 25, 2009

Item: Acceptance of Notice Of Completion for Watsonville High B Wing
Restroom renovation project

Overview: The project was to replace wet and dry rot conditions in flooring and walls due to building settlement. Utilizing Deferred Maintenance funds the project replaced and updated wall and floor coverings in two public restrooms.

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

Budget Considerations:

Funding Source: Deferred Maintenance Fund

Budgeted: Yes: ☒ No: ☐

Amount: \$ 27,300.00

Prepared By: Mary Hart, Associate Superintendent

Superintendent's Signature:

Dennis Bar

RECORDING REQUESTED BY
[PAJARO VALLEY UNIFIED SCHOOL DISTRICT]

AND WHEN RECORDED MAIL TO:

NAME: PAJARO VALLEY UNIFIED SCHOOL DISTRICT
MAINTENANCE AND OPERATIONS DEPT.
STREET: 294 GREEN VALLEY ROAD
ADDRESS:
CITY, STATE: WATSONVILLE, CALIFORNIA 95076
& ZIP CODE

Complimentary Recording, Pursuant to Government Code 27383

SPACE ABOVE THIS LINE FOR RECORDERS USE

NOTICE of COMPLETION

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

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

The nature of the interest of estate of the owner is: In fee n/a

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

4. The full names and full addresses of all persons, if any, who hold title with the undersigned as joint tenants or as tenants in common are:
NAMES: n/a ADDRESSES: _____
5. The full names and full addresses of the predecessors in interest of the undersigned, if the property was transferred subsequent to the commencement of the work or improvements herein referred to:
NAMES: n/a ADDRESSES: _____
6. A work of improvement on the property hereinafter described was completed on March 13, 2009. The work done was: Removed all plumbing fixtures & partitions. Removed sub floor in both r.r.'s, re-framed floor system, installed new sub floor. Removed common all and rot, re-framed common wall, install new drywall and FRP. Moved floor drain in boy's r.r., install new floor drain in staff r.r. Float walls for new tile. Install new tile, grout and seal. Installed used partitions. Reinstalled all plumbing fixtures caulk and seal. Installed t.p. holders, paper towel holders and grab bars. Installed new light switches.
7. The name of the contractor, if any, for such work of improvements was: Davenport Construction
8. The property on which said work of improvements was completed is in the City of Watsonville, County of Santa Cruz, State of CALIFORNIA, and is described as follows:

Watsonville High School "B" wing boys restroom and staff restroom

9. The Street address of said property is 250 East Beach Street, Watsonville, CA 95076 APN# _____

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

Dated: March 18, 2009

X

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

VERIFICATION

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

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

Executed on March 18, 2009 at Watsonville, CA 95076
(CITY) (STATE) (ZIP)

DSA#	<u>N/A</u>
File#	<u>N/A</u>

X

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

PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 13.1

Date: March 25, 2009

Item: Report and Discussion on Federal Stimulus Funds

Overview: There will be a report on information known to date regarding the Federal Stimulus Fund.

Recommendation: Report item only.

Prepared By: Mary Hart, Associate Superintendent

Superintendent's Signature:

Dorris Bat



Board Agenda Backup

Item No: 14.1

Date: March 25, 2009

Item: Implementation of New Facility Fee Schedule and Regulations

Overview: Pajaro Valley Unified School District has researched and reviewed current District facility fees and compared them with neighboring District's or other comparable venues and has found that current District fees are significantly priced lower than compared groups.

Recommendation: It is recommended that the Board accept and implement the new Facility Fee Schedule and Regulations to comply with California Code, Education Code section 38130 - 38139 - 40043, Civic Center Act. This implementation will bring our fees in closer alignment with adjacent agencies.

Budget Considerations:

Funding Source: N/A

Budgeted: Yes: ☐

No: ☐

Amount: N/A

Prepared By:

Richard Mullikin, Interim Director of Construction

Superintendent's Signature:

Dorma Baker, Superintendent



PAJARO VALLEY UNIFIED SCHOOL DISTRICT

OFFICE OF FACILITY ASSIGNMENTS

294 Green Valley Road, Watsonville, CA 95076

Phone: (831) 786-2100 Ext. 2559

Fax: (831) 728-0136

FACILITY USE APPLICATION

Date _____

Site Requested _____ Facility/Room _____

Dates Desired _____
month day(s) date(s) time

CURRENT

Purpose _____ Number Expected _____

Will admission be charged or donation collected?	Yes	No
Can you provide a Certificate of Liability Insurance?	Yes	No

Requesting Organization/Group _____

Representative _____ Day Phone No. _____

Address _____

Special Personnel and/or Equipment needed: ____ Custodian: _____ ____ Grounds _____ Projector & Screen _____ ____ Garbage Cans or Dumpsters _____ ____ Other _____ ____ Set-Up (If you require a set-up, you MUST submit a diagram of the set-up along with this Facility Use Form)	Food Services Personnel: _____ ____ TV/VCR _____ ____ Chairs _____ ____ Easel _____ ____ Tables _____	Emergency Phone Numbers _____ _____ _____
--	---	--

Note: **School Activities hold priority over any Facility Use Application.
****Organization is responsible for cleaning & leaving room or premises as found.**

AGREEMENT: I, the undersigned, have read the Regulations for use of District Facilities on the reverse side of this form and the Hold Harmless and Indemnification Agreement attached and certify that I will assume full responsibility and comply with the full contents of this agreement.

Date _____ Representative's Signature _____

Note: If the kitchen is used, Food Services Personnel MUST be present and paid by the group as billed.
****CHECK MUST BE MADE PAYABLE TO, PAJARO VALLEY UNIFIED SCHOOL DISTRICT (P.V.U.S.D.)

Estimated Charges Facility Fee _____ hrs. @ \$ _____ per hr. Custodial O/T _____ hrs. @ \$ _____ per hr. Food Service Personnel O/T _____ hrs. @ \$ _____ per hr. Total Estimated Charges \$ _____	To be Completed by Custodian Date Worked _____ Time _____ to _____ Total Hrs. of Over Time _____ _____ Custodians Signature	Actual Charges Facility Fee _____ hrs. @ \$ _____ per hr. Custodial O/T _____ hrs. @ \$ _____ per hr. Amount paid in advance \$ _____ Amount to be billed \$ _____
--	---	---

School Approval

For Office Use Only:

District Office Approval

white/office

yellow/school

pink/custodian

goldenrod/requestor

REGULATIONS FOR USE OF DISTRICT FACILITIES

1. Applications must be submitted to the Facility Assignments Office at least ten (10) working days preceding the date(s) of use.
2. A Certificate of Liability Insurance **MUST** be submitted to the District and the District must be listed as a policy holder before any type of process can commence.
3. Fees, if any, will be collected at least 24 hours in advance of scheduled event.
4. Applicant is responsible for preservation of order and enforcement of all regulations pertaining to the use of District facilities. Negligence or violation of facility use, instructions and regulations will result in an organization being held responsible for damages and possible denial of subsequent requests.
5. The requesting organization shall be responsible for any additional fees incurred due to unusual or unexpected requirements for District personnel.
6. School premises shall not be available on such occasions or during hours as interfere with the regular functions of the school.
7. All requests for the use of school premises shall be denied where the proposed use is inconsistent with the proper and regular use of the facilities or where the purpose of the meeting is immoral, offensive or injurious.
8. All permits will be issued for specific rooms and for specific hours. It shall be the responsibility of the organization to see that the unauthorized portions of the building are not disturbed, and that the premises are vacated as scheduled.
9. Any juvenile organization or group seeking use of District premises must have a responsible adult sponsor signing and present during use, providing adequate and effective supervision.
10. There shall be **NO SMOKING** on premises. **NO ALCOHOLIC BEVERAGES** shall be brought to or consumed on the premises. Profane language, fighting or gambling will not be permitted on District property.
11. The authorized District personnel shall open the building only upon presentation of a Facility Use Application properly issued and signed.
12. No alterations or physical changes shall be permitted in or on any campus facility including buildings or playing fields. **NO PESTICIDES, HERBICIDES OR RODENTICIDES OF ANY TYPE SHOULD BE APPLIED TO, OR USED ON DISTRICT PREMISES WITHOUT THE PRIOR CONSENT AND AUTHORIZATION OF THE DISTRICT'S SAFETY MANAGER.**
13. Organizations wishing to use the facilities during the summer months may make applications at any time during the year, but these applications will not be processed before May 1st of each year.
14. The District may require as a condition of approval that the applicant furnish adequate security officers.
15. Any cancellations need to be within 24 hours of the event in order to avoid any unnecessary charges for District personnel. If group does not cancel within 24 hours a minimum of 4 hours @ \$20.00 hr. will be charged.

Pajaro Valley Unified School District

FACILITY ASSIGNMENTS AND FEES

- CLASS I** Civic Center Groups which include PTA, campfire girls, boy/girl scout troops, organizations, school community advisory councils, senior citizens organizations, associations formed for recreational, educational, political, economic, artistic of the school district.
- CLASS II** Class I users when an admission or donation fee is charged and is expended for the welfare of District students. Community wide activities where memberships are sold, admission fees charged or where the primary interest is to raise funds. Churches utilizing facilities for religious services.
- CLASS III** Commercial or profit making organizations (examples: traveling road shows, independent production companies, aerobics, jazzercise classes). Also Class I civic center groups where admission fees are charged and the net proceeds do not benefit the welfare of the District students.

FACILITY	CLASS I Free**	CLASS II Direct Cost*	CLASS III Fair Market Cost
Classroom	Free	14.00/hr	27.00/hr
Multi-Use	Free	27.00/hr	34.00/hr
Auditorium	Free	33.00/hr	104.00/hr
Gymnasium	Free	33.00/hr	55.00/hr
Cafeteria	Free	33.00/hr	55.00/hr
Cafeteria w/kitchen	Free (Except Staff Cost)	48.00/hr	72.00/hr
Library	Free	21.00/hr	27.00/hr
Football Field	Free	42.00/hr	61.00/hr
Football Field & Lights	Free	82.00/hr	104.00/hr
Field House	Free	27.00/hr	42.00/hr
Shower/Lockers Pool	Free	42.00/hr	260.00/Day
Baseball Field	Free	25.00/hr	42.00/hr

*Hourly cost and cost of staff (if any) at \$20.00/hr.

**Free unless held on a weekend, holiday or during the Summer/Winter Breaks; then will be charged custodial overtime.

Under certain conditions fees may be waived. Organizations whose purpose is the interest in and support of the students of the school district may request a waiver of fees for use of certain facilities if the following criteria are met:

1. The use occurs during normal working hours of school custodial personnel.
2. The use will not substantially increase the need for additional utilities and services.
3. The organization is not making a charge to the students to participate in the activity.

No waiver of fees, however, may be approved for any activity which requires overtime pay for school personnel or other added costs to the District. Fees annually adjusted by CPI index or by 5%.



**PAJARO VALLEY UNIFIED SCHOOL DISTRICT
OFFICE OF FACILITY ASSIGNMENTS**

294 Green Valley Road, Watsonville, CA 95076
Phone: (831) 786-2100 Ext. 2559 Fax: (831) 728-0136

FACILITY USE APPLICATION

#: _____

Date: _____

Site Requested _____ Facility/Room _____

Purpose _____ Number Expected _____

Requesting Organization/Group _____

Representative _____ Day Phone No. _____

Address _____

Dates Desired _____

NEW ☐ **PROPOSED**

Will admission be charged or donation collected? Yes No

Can you provide a Certificate of Liability Insurance? Yes No

Special Personnel and/or Equipment needed:

____ Custodian: _____	____ Food Services Personnel: _____	Emergency Phone Numbers _____ _____ _____
____ Grounds _____	____ TV/VCR _____	
____ Projector & Screen _____	____ Chairs _____	
____ Garbage Cans or Dumpsters _____	____ Easel _____	
____ Other _____	____ Tables _____	

____ Set-Up (If you require a set-up, you MUST submit a diagram of the set-up along with this Facility Use Form)

Processing Fee: _____ CLASS I – Free _____ CLASS II - \$10.00 _____ CLASS III - \$20.00

Processing fee: A non-refundable processing fee will be charged to all groups that fall under Class II and Class III categories.

Class I – Group which include PTA, campfire girls, boy/girls scout troops, agricultural organizations school community advisory councils, senior citizens organizations, clubs and associations formed for recreational, educational, political, economic, artistic or more activities of the school district.

Class II – Class I users when an admission or donation fee is charged and is expended for the welfare of District students. Community wide activities where memberships are sold, admission fees charged or where the primary interest is to raise funds.

Class III – Commercial or profit making organization such as travelling road show, independent production companies, aerobics, jazzercise classes). Also Class I civic center groups where admission fees are charged and the net proceeds do not benefit the welfare of the District students.

Note: If the kitchen is used, Food Services Personnel MUST be present and paid by the group as billed.

****CHECK MUST BE MADE PAYABLE TO, **PAJARO VALLEY UNIFIED SCHOOL DISTRICT (P.V.U.S.D.)**

Estimated Charges

Processing Fee: _____
Deposit Fee: _____ Date: _____
Facility Fee _____ hrs. @ \$ _____ per hr.
Custodial O/T _____ hrs. @ \$ _____ per hr.
Food Service _____
Personnel O/T _____ hrs. @ \$ _____ per hr.
Total Estimated Charges \$ _____

To be Completed by Custodian

Date Worked _____
Start Time: _____
End Time: _____
Total hours Worked: _____

Custodians Signature

Actual Charges

Processing Fee: _____
Deposit Fee: _____ Date: _____
Facility Fee _____ hrs. @ \$ _____ per hr.
Custodial O/T _____ hrs. @ \$ _____ per hr.
Amount paid in advance \$ _____
Amount to be billed \$ _____

Note: **School Activities hold priority over any Facility Use Application.

****Organization is responsible for cleaning & leaving room or premises as found.**

AGREEMENT: I, the undersigned, have read the Regulations for use of District Facilities on the reverse side of this form and the Hold Harmless and Indemnification Agreement attached and certify that I will assume full responsibility and comply with the full contents of this agreement.

Date _____

Representative's Signature _____

School Approval

For Office Use Only:

District Office Approval

white/office

yellow/school

pink/custodian

goldenrod/requestor

1. Applications must be submitted to the Facility Assignments Office at least ten (10) working days preceding the date(s) of use.
2. A Certificate of Liability Insurance **MUST** be submitted to the District and the District must be listed as a policy holder before any type of process can commence.
3. Fees, if any, will be collected at least 24 hours in advance of scheduled event.
4. Applicant is responsible for preservation of order and enforcement of all regulations pertaining to the use of District facilities. Negligence or violation of facility use, instructions and regulations will result in an organization being held responsible for damages and possible denial of subsequent requests.
5. The requesting organization shall be responsible for any additional fees incurred due to unusual or unexpected requirements for District personnel.
6. School premises shall not be available on such occasions or during hours as interfere with the regular functions of the school.
7. All requests for the use of school premises shall be denied where the proposed use is inconsistent with the proper and regular use of the facilities or where the purpose of the meeting is immoral, offensive or injurious.
8. All permits will be issued for specific rooms and for specific hours. It shall be the responsibility of the organization to see that the unauthorized portions of the building are not disturbed, and that the premises are vacated as scheduled.
9. Any juvenile organization or group seeking use of District premises must have a responsible adult sponsor signing and present during use, providing adequate and effective supervision.
10. There shall be **NO SMOKING** on premises. **NO ALCOHOLIC BEVERAGES** shall be brought to or consumed on the premises. Profane language, fighting or gambling will not be permitted on District property.
11. The authorized District personnel shall open the building only upon presentation of a Facility Use Application properly issued and signed.
12. No alterations or physical changes shall be permitted in or on any campus facility including buildings or playing fields. **NO PESTICIDES, HERBICIDES OR RODENTICIDES OF ANY TYPE SHOULD BE APPLIED TO, OR USED ON DISTRICT PREMISES WITHOUT THE PRIOR CONSENT AND AUTHORIZATION OF THE DISTRICT'S SAFETY MANAGER.**
13. Organizations wishing to use the facilities during the summer months may make applications at any time during the year, but these applications will not be processed before May 1st of each year.
14. The District may require as a condition of approval that the applicant furnish adequate security officers.
15. Any cancellations need to be within 24 hours of the event in order to avoid any unnecessary charges for District personnel. If group does not cancel within 24 hours a minimum of 4 hours @ \$30.00 hr. will be charged.

Pajaro Valley Unified School District

Eligibility for Civic Center Permits

Community organizations and groups that qualify for public use of school facilities must be fully organized and recognized. Their meetings must be non-profit in nature. All juvenile organizations or groups must. Have satisfactory adult sponsorship and supervision. Permits are not issued to individuals. A CERTIFICATE OF LIABILITY INSURANCE may be required by the District before the issuing of some civic center permits. (California Codes, Education Code, Section 38130-38139).

Group Approved for Free Use of School Facilities

The Governing Board may grant the use of school facilities or grounds as a civic center upon the terms and conditions the Board deems proper, subject to the limitations, requirements and restrictions set forth, for any of the following purposes:

1. Public, literary, scientific, recreational, educational or public agency meetings.
2. The discussion of matters of general or public interest.
3. The conduct of religious services for temporary periods by any church or religious organizations which have no suitable meeting place for the conduct of the services, provided the Board charges the church or religious organizations using the school facilities or grounds a fee as specified in EC 40043.
4. Child Care or day care programs to provide supervision and activities for children of preschool and elementary school age.
5. The administration of examinations for the selection of personnel or the instruction of precinct board members by public agencies.
6. Supervised recreational activities.
7. Mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare by public agencies, including but not limited to, the American Red Cross and the provision of any services deemed necessary by the Board to meet the needs of the community.
8. Other purposes deemed appropriate by the Board.

Unauthorized Uses of District Facilities

No permits shall be granted for:

1. Aiding any religious purpose or for any denominational doctrine or instruction EXCEPT that temporary use may be granted in cases where a church or religious organization has no suitable meeting place, upon such terms and conditions as the Board deems proper including a charge to offset the District costs for such use.
2. Any public meetings or entertainment which reflects in any way on a citizen's race, color or creed.

USE OF SCHOOL FACILITIES

The Governing Board recognizes that district facilities and grounds are a community resource and authorizes their use by community groups for purposes provided for in the Civic Center Act when such use does not interfere with school activities. Any district facility that is subject to a joint powers agreement with another public agency is exempted from this Board policy.

(cf. 6145.5 - Student Organizations and Equal Access)

All school-related activities shall be given priority in the use of facilities and grounds under the Civic Center Act. Thereafter, the use shall be on a first-come, first-served basis.

The Superintendent or designee shall maintain procedures and regulations for the use of school facilities and grounds that: (Education Code 38133)

1. Aid, encourage, and assist groups desiring to use school facilities for approved activities
2. Preserve order in school buildings and on school grounds and protect school facilities, designating a person to supervise this task, if necessary

(cf. 0450 - Comprehensive School Safety Plan)

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

3. Ensure that the use of school facilities or grounds is not inconsistent with their use for school purposes and does not interfere with the regular conduct of school work

Fees

The Board authorizes the use of school facilities or grounds without charge by nonprofit organizations, clubs, or associations organized to promote youth and school activities. In accordance with Education Code 38134(a), these groups include, but are not limited to, Girl Scouts, Boy Scouts, Camp Fire, Inc., parent-teacher associations, and school-community advisory councils. Other groups, including nonprofit groups not organized to promote youth and school activities or for-profit groups that request the use of school facilities under the Civic Center Act, shall be charged at least direct costs.

Groups shall be charged fair rental value when using school facilities or grounds for entertainment or meetings where admission is charged or contributions solicited and net receipts are not to be expended for charitable purposes or for the welfare of the district's students. (Education Code 38134)

Legal Reference: (see next page)

USE OF SCHOOL FACILITIES (continued)

Legal Reference:

EDUCATION CODE

10900-10914.5 Community recreation programs

32282 School safety plan

37220 School holidays

38130-38138 Civic Center Act, use of school property for public purposes

BUSINESS AND PROFESSIONS CODE

25608 Alcoholic beverage on school premises

MILITARY AND VETERANS CODE

1800 Definitions

UNITED STATES CODE, TITLE 20

7905 Equal access to public school facilities

COURT DECISIONS

Good News Club v. Milford Central School, (2001) 533 U.S. 98

Lamb's Chapel v. Center Moriches Union Free School District, (1993) 508 U.S. 384

Cole v. Richardson, (1972) 405 U.S. 676

Cornell v. Higgenbotham, (1971) 403 U.S. 207

ACLU v. Board of Education of Los Angeles, (1961) 55 Cal.2d 167

Ellis v. Board of Education, (1945) 27 Cal.2d 322

ATTORNEY GENERAL OPINIONS

82 *Ops. Cal. Atty. Gen.* 90 (1999)

79 *Ops. Cal. Atty. Gen.* 248 (1996)

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION LEGAL ADVISORIES

1101.89 School District Liability and "Hold Harmless" Agreements, LO: 4-89

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

USE OF SCHOOL FACILITIES

Application for Use of Facilities

Any persons applying for the use of any school facility or grounds on behalf of any society, group, or organization shall present written authorization from the group or organization to make the application.

Persons or organizations applying for the use of school facilities or grounds shall submit a statement of information indicating that the organization upholds the state and federal constitutions and does not intend to use school premises to commit unlawful acts.

Civic Center Use

Subject to district policies and regulations, school facilities and grounds shall be available to citizens and community groups as a civic center for the following purposes: (Education Code 32282, 38131)

1. Public, literary, scientific, recreational, educational, or public agency meetings
2. The discussion of matters of general or public interest
3. The conduct of religious services for temporary periods, on a one-time or renewable basis, by any church or religious organization
4. Child care programs to provide supervision and activities for children of preschool and elementary school age

(cf. 5148 - Child Care and Development)

(cf. 5148.2 - Before/After School Programs)

(cf. 6300 - Preschool/Early Childhood Education)

5. The administration of examinations for the selection of personnel or the instruction of precinct board members by public agencies
6. Supervised recreational activities including, but not limited to, sports league activities that are arranged for and supervised by entities, including religious organizations or churches, and in which youths may participate regardless of religious belief or denomination
7. A community youth center

(cf. 1020 - Youth Services)

USE OF SCHOOL FACILITIES (continued)

8. Mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

9. A ceremony, patriotic celebration, or related educational assembly conducted by a veterans' organization

A veterans' organization means the American Legion, Veterans of Foreign Wars, Disabled American Veterans, United Spanish War Veterans, Grand Army of the Republic, or other duly recognized organization of honorably discharged soldiers, sailors, or marines of the United States, or any of their territories. (Military and Veterans Code 1800)

10. Other purposes deemed appropriate by the Governing Board

The district may grant the use of school facilities on those days on which the public school is closed. (Education Code 37220)

(cf. 6115 - Ceremonies and Observances)

Restrictions

School facilities or grounds shall not be used for any of the following activities:

1. Any use by an individual or group for the commission of any crime or any act prohibited by law
2. Any use which is inconsistent with the use of the school facility for school purposes or which interferes with the regular conduct of school or school work
3. Any use which involves the possession, consumption, or sale of alcoholic beverages or any restricted substances, including tobacco use

(cf. 3513.3 - Tobacco-Free Schools)

The district may exclude certain school facilities from non-school use for safety or security reasons.

USE OF SCHOOL FACILITIES (continued)

Damage and Liability

Groups, organizations, or persons using school facilities or grounds shall be liable for any property damages caused by the activity. The Board may charge the amount necessary to repair the damages and may deny the group further use of school facilities or grounds.

Any group or organization using school facilities or grounds shall be liable for any injuries resulting from its negligence during the use of district facilities or grounds. The group shall bear the cost of insuring against this risk and defending itself against claims arising from this risk. (Education Code 38134)

Groups or organizations shall provide the district with evidence of insurance against claims arising out of the group's own negligence. Groups or organizations shall also be required to include the district as an additional insured on their liability policies for claims arising out of the negligence of the group.

As permitted, the Superintendent or designee may require a hold harmless agreement and indemnification when warranted by the type of activity or the specific facility being used.

DEVELOPER FEE - RESEARCH

Pajaro Valley Unified School District has reviewed and compared our current Facility Fee Schedule to those of the following neighboring District's or other comparable venues.

- Santa Cruz City Schools
- Soquel High School
- Monterey Peninsula Unified School District
- North Monterey County
- Carmel Unified School District
- Gilroy Unified School District
- Cabrillo College
- Morgan Hill Unified School District

(See attachments)

Facility Cost		Santa Cruz City Schools		
		Category A	Category B	Category C
Facility Cost		Custodial Fee per hr. only	Rate per hr	Rate per hr.
Classroom/ Standard		Custodial Fee	\$25.00	\$55.00
Large Classroom		-	-	-
Restrooms		-	-	-
Computer Lab Use		-	-	-
Library		Custodial Fee	\$30.00	\$40.00
Auditorium (E.A. Hall)		Custodial Fee	\$40.00	\$60.00
Choir/Band Room		-	-	-
MPR		Custodial Fee	\$25.00	\$55.00
Cafeteria		Custodial Fee	\$40.00	\$60.00
Cafeteria/MPR w/Kitchen*		Staff Fee	\$45.00	\$65.00
Gymnasium				
Elementary (Valencia)				
Jr. High		Custodial Fee	\$35.00	\$55.00
High		Custodial Fee	\$45.00	\$65.00
Gym w/Shower & Lockers		Custodial Fee	\$40.00	\$60.00
Football Stadium/Track	Football Stadium	Custodial Fee	\$35.00	\$50.00
Football Stadium w/Lights	Football Stadium w/Lights	Custodial Fee	\$60.00	\$60.00
	Grass Field	-	-	-
	Synthetic	-	-	-
Football/Soccer Fields (Grass Area)	Football/Soccer Fields (Grass Area)	Custodial Fee	\$45.00	\$65.00
	Football Field w/Lights	Custodial Fee	\$60.00	\$60.00
Baseball/Softball Field	Baseball/Softball Field	Custodial Fee	\$35.00	\$50.00
w/Lights (WHS only)	w/Lights	Custodial Fee	\$60.00	\$60.00
Other Athletic/Practice Field	Other Athletic/Practice Field	Custodial Fee	\$30.00	\$45.00
	Track	-	-	-
Tennis Courts		Custodial Fee	\$250/day	\$300/day
Pool Only		Custodial Fee	\$400.00	\$400.00
Pool w/shower/Locker Room		Custodial Fee	\$455.00	\$495.00
Lifeguard (note 1)		-	-	-
(1) The District does not have a LifeGuard on staff. The user will be required to obtain a certified lifeguard and be responsible for direct payment. Please provide proof of services.				
Parking Lots		Custodial Fee	\$5.00 per space	
Theater w/Theater Manager	Theater			
	Lecture	\$45.00	\$45.00	\$57.00
Technical use of lights & sound.	Rehearsal/Set-up	\$40.00	\$40.00	\$52.00
Theater Administrative Fee	Technical Rehearsal/Use of lights sound, Technician	\$50.00	\$50.00	\$62.00
	Performance	\$55.00	\$55.00	\$67.00
	Theater Manager/ Facility Manager	\$30.00	\$30.00	\$30.00
	Equipment Operators	\$15.00	\$15.00	\$15.00
	Use of Masonite Floors	\$150.00	\$150.00	\$150.00
	Theater Administrative Fee	\$50.00	\$50.00	\$50.00
Staff Costs				
Custodian			\$17-\$44 per hr.	
Food Service Personnel			\$23-\$25 per hr.	
Audio-Visual Tech Staff (note 2)			-	
Maintenance/Grounds Personnel			-	
Other Costs				
TV/VCR			-	
Projection Screen			-	
Sound System			-	
Processing Fee			-	
(1) The District does not have a LifeGuard on s payment. Please provide proof of services.				
(2) The District does not have a Audio-Visual T				
(*Custodial Fee) Any use which results in the n his/her normal working hours, or indirectly by k the weekend will be charged a rate of \$30 per l				
(Processing Fee) A \$10-\$20 processing fee (n cover administrative costs.				

Gilroy Unified School District

(Processing Fee) A \$10-\$20 processing fee (not to cover administrative costs).

Morgan Hill Unified School District

	Category A	Category B	Category C	Group 1	Group 2	Group 3
				May pay direct cost	Hourly Rate	Hourly Rate
Classroom/ Standard	\$0.00	\$45.00	\$65.00	No Charge	\$8.00	\$18.00
Large Classroom	-	-	-	No Charge	\$13.00	\$26.00
Restrooms	-	-	-	-	-	-
Computer Lab Use	-	-	-	No Charge	\$13.00	\$26.00
Library	-	-	-	No Charge	\$23.00	\$46.00
Auditorium (E.A. Hall)	-	-	-	-	-	-
Choir/Band Room	-	-	-	-	-	-
MPR	-	-	-	No Charge	\$23.00	\$46.00
Cafeteria	-	-	-	-	-	-
Cafeteria/MPR w/Kitchen*	-	-	-	(1) No Charge	\$13.00	\$26.00
Gymnasium	\$0.00	\$225.00	\$400.00	No Charge	\$35.00	\$70.00
Elementary (Valencia)	-	-	-	-	-	-
Jr. High	-	-	-	-	-	-
High	-	-	-	-	-	-
Gym w/Shower & Lockers	\$0.00	\$55.00	\$115.00	No Charge	\$13.00	\$26.00
Football Stadium/Track	\$0.00	\$500.00	\$1,000.00	(3) (4) No Charge	\$225.00	\$250.00
Football Stadium w/Lights	\$400.00	\$900.00	\$14,000.00	-	-	-
-	-	-	-	-	-	-
Football/Soccer Fields (Grass Area)	-	-	-	No Charge	\$10.00/day	\$20.00/day
-	-	-	-	\$15.00 lights only	\$15.00 lights only	\$30.00 lights only
Baseball/Softball Field	\$0.00	\$75.00	\$145.00	No Charge	\$10.00/day	\$20.00/day
w/Lights (WHS only)	-	-	-	\$15.00 lights only	\$15.00 lights only	\$30.00 lights only
Other Athletic/Practice Field	-	-	-	-	-	-
-	\$0.00	\$90.00	\$130.00	(3) (4) No Charge	\$100.00	\$125.00
Tennis Courts	\$0.00	\$20.00	\$50.00	No Charge	\$4.00	\$8.00
Pool Only	\$0.00	\$140.00	\$260.00	No Charge	\$56.00	\$113.00
Pool w/shower/Locker Room	-	-	-	-	-	-
LifeGuard (note 1)	-	-	-	-	-	-
(1) The District does not have a LifeGuard on staff. The user will be required to obtain a certified lifeguard and be responsible for direct payment. Please provide proof of services.						
Parking Lots	\$0.00	\$180.00	\$300.00	No Charge	\$25.00	\$50.00
Theater w/Theater Manager	\$0.00	\$250.00	\$350.00	(2) No Charge	\$23.00	\$46.00
Technical use of lights & sound.	-	-	-	(2) A member of Live Oak staff shall be present if any stage lighting/equipment is used. A charge of \$40.00 per hour (2 hr min) covers actual costs.		
Theater Administrative Fee	\$15.00	\$15.00	\$15.00	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
Staff Costs						
Custodian	-	-	-	-	\$40 per hour	-
Food Service Personnel	-	-	-	-	\$40 per hour	-
Audio-Visual Tech Staff (note 2)	-	-	-	-	-	-
Maintenance/Grounds Personnel	-	-	-	-	-	-
Other Costs						
TV/VCR	-	-	-	-	-	-
Projection Screen	-	-	-	-	-	-
Sound System	-	-	-	\$12.00	\$12.00	\$24.00
Processing Fee	-	-	-	No Charge	\$25 (non Refundable)	\$25 (non Refundable)
(1) The District does not have a LifeGuard on s payment. Please provide proof of services.				(1) A member of the food Services staff shall be present. A charge of \$40.00 per Hour (2hr min) will be made to cover costs.		
(2) The District does not have a Audio-Visual T				(3) Custodial staff shall be present. A charge of \$40.00 per hour (2 hr min) covers actual cost. (4) use of restroom requires a custodian on duty.		
(*Custodial Fee) Any use which results in the n his/her normal working hours, or indirectly by k the weekend will be charged a rate of \$30 per l						
(Processing Fee) A \$10-\$20 processing fee (n cover administrative costs.						

PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 14.2

Date: March 25, 2009

Item: Resolution #08-09-27 to layoff particular classified employee services

Overview: Education codes section 45101, 45114, 45117, 45298, and 45308 authorize the Pajaro Valley Unified School District to layoff classified employees due to lack of funds. Certain services now being provided by the District must be reduced. The detailed list of affected positions will be provided on or before the Board of Trustees meeting on March 25, 2009.

It shall be necessary to discontinue certain kinds of classified employee services by June 30, 2009. It may also be necessary to terminate the employment of certain classified employees of the District as a result of this action.

Recommendation: Adopt Resolution #08-09-27 to reduce particular kinds of classified employee services.

Budget Considerations:

Funding Source: General Fund, Categorical Funds, Adult Ed, Child Development, and Food Services

Budgeted: Yes: ☐ No: ☐

Amount: \$

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

Superintendent's Signature:

Domino Bat

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

IN THE MATTER OF:

REDUCTION OF CLASSIFIED SCHOOL
SERVICES FOR THE 2009 - 2010
SCHOOL YEAR

RESOLUTION NO. 08-09-27

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

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

NOW, THEREFORE, BE IT RESOLVED that as of the 30th day of June, 2009, the positions shown on the attachment may be eliminated.

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

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

The foregoing Resolution was adopted at a regularly called meeting of the Governing Board of the Pajaro Valley Unified School District on the 25th of March, 2009, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

I, Leslie DeRose, President of the Board of Trustees of the Pajaro Valley Unified School District, HEREBY CERTIFY that the foregoing Resolution was duly introduced, passed and adopted by the Board of Trustees at a regular meeting thereof held on the ____ day of ____, 2009 by a vote of _____.

IN WITNESS THEREOF, I have hereto set my hand this ____ day of ____, 2009.

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

Date

PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 14.3

Date: March 25, 2009

Item: Resolution #08-09-28, Determination of Certificated Tie Breaking Criteria for 2009-10

Overview: Pursuant to Education Code Section 44955, the Board of Education is required to determine the District needs should it become necessary to establish the seniority of employees who first rendered paid service to the District on the same day.

The certificated layoff procedures are based on seniority date, which is the first day of paid service while in probationary status. Since there may be many staff members who have the same seniority date, for example the first workday of the certificated work year, tie breaking criteria are needed in order to determine the priority order of laid off and/or priority of returning staff to available positions.

The criteria identified in this resolution will be used to break ties for employees with the same seniority date.

Recommendation: It is recommended that the Board of Education approve the Resolution Determining Certificated Tie Breaking Criteria for the 2009-2010 school year.

Budget Considerations: N/A

Funding Source:

Budgeted: Yes: ☐

No: ☐

Amount: \$none

Prepared By: Dr. Albert Roman, HR Assistant Superintendent

**Superintendent's
Signature:**

Donna Bar

PAJARO VALLEY UNIFIED SCHOOL DISTRICT
RESOLUTION #08-09-28

DETERMINATION OF CERTIFICATED TIE BREAKING CRITERIA FOR 2009-2010

Pursuant to provisions of Education Code section 44955, the Board of Education is required to determine the District needs should it become necessary to determine the order of termination for employees who first rendered paid service to the District on the same day.

To meet the requirements of section 44955, the Board of Education of the Pajaro Valley Unified School District determines the needs of the District and the students thereof, for the 2009-2010 school year in the following priority order:

CRITERION #1: Bilingual Cross-cultural Language and Academic Development (BCLAD-Spanish)

CRITERION #2: Cross-cultural Language and Academic Development (CLAD) or equivalent

CRITERION #3: Breadth of Credentialing

- 2 points for preliminary or clear credential in mathematics or Special Ed.
- 1 point for each valid preliminary or clear credential in any other subject area (Multiple Subject credential counts as 1 point)

CRITERION #4: Holds a Subject Matter Authorization or Supplemental Authorization

- 4 points for a subject matter authorization in math, physics, or chemistry
- 3 points for a supplemental authorization in math, physics, or chemistry
- 2 points for each subject matter authorization in any subject area
- 1 point for each supplemental authorization in any other area

CRITERION #5: NCLB Highly Qualified Teacher Status in Subject Areas

- 2 points for mathematics
- 1 point for each other NCLB subject area

CRITERION #6: Additional Years of Service

- Years of temporary, probationary or permanent certificated service in PVUSD prior to the current seniority date in PVUSD

CRITERION #7: Completion or participation in AB466 or SB472 Training

- 2 points for completion
- 1 point for current participation

CRITERION #8: Additional Years of Service

- Years of temporary, probationary or permanent credentialed (not permit) service in another California public school district prior to PVUSD

If a tie remains after applying the above criteria, the tie shall be broken by lot.

Passed and adopted on the 25th day of March, 2009 at a regular meeting of the Board of Trustees, by the following vote:

Ayes: _____

Noes: _____

Absent: _____

I, Leslie De Rose, President of the Board of Trustees of the Pajaro Valley Unified School District, HEREBY CERTIFY that the foregoing Resolution was duly introduced, passed and adopted by the Governing Board at a regular meeting thereof held on the 25th day of March, 2009, by a vote of _____.

Leslie De Rose, President, Board of Trustees



Board Agenda Backup

Item No: 14.4

Date: March 25, 2009

Item: Parcel Tax and General Obligations Bond

Overview: The district has had recommendations and suggestions to seek a Parcel Tax to possible fund particular services for our students. And to seek a Bond Measure for Construction Projects across the district and also included in the Districts recent Facilities Master Plan.

Parcel taxes are based on a per parcel amount (regardless of value, size or use), and can be voted on a general election or a special election. They are subject to a 2/3 affirmative vote.

In today's tough economic times, it would be difficult to pass a parcel tax in a District, with our demographics, for more than \$100.00 per parcel. Affordability to the taxpayer is the most pressing criteria for success, staff recommends looking at a range of \$30-\$60. The estimated amount that could be realized in the Pajaro Valley Unified S.D. based on \$30 is \$1 million, the estimated cost for \$60 is \$2 million. The renewal must be approved by the voters (typically every 4-12 years) and must have a stated list of proposed uses for the funds.

General Obligation Bonds: School Districts have the authority to place Voter Approved Tax Initiatives on the ballot for voter approval in both Special and General Elections. General Obligation Bonds are authority based on an ad valorem basis (assessed valuation of each parcel times the state tax rate) and are subject to a 55% voter approval as long as they are placed on a Proposition 39 qualified General Election and limited to \$60.00 per \$100,000 of assessed valuation for a unified school district. They are subject to a 2.50% ceiling of total assessed valuation.

In order to proceed with this request the following steps would need to be put into place:

Determine if there is community support for the tax by using a Community Information Survey and Strategic Assessment. Given the potential financial and staff commitment required to successfully conduct a parcel tax and/or general obligation bond campaign, it is necessary to evaluate the possibility of success and the purposes the public would support in directing the proposed expenditure of funds.

Recommendation: Direct administration to move forward with retaining a Public Relations Consultant to take the necessary actions to survey the community to determine the level of support for a Parcel Tax and General Obligation Bond as set forth above.

Budget Considerations:

Funding Source: \$30K - \$40K

Budgeted: Yes: ☐ No: ☒

Amount:

**Associate
Superintendent:** Mary Hart

Superintendent's Signature:

Dennis Bsh