



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.

May 4, 2011
REGULAR BOARD MEETING
CLOSED SESSION – 6:00 p.m. – 7:00 p.m.

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

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

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

Notice to the Audience on Public Comment

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

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

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

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

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

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

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

2.0 CLOSED SESSION (AND AFTER REGULAR SESSION IF NECESSARY)

- 2.1 Public Employee Appointment/Employment, Government Code Section 54957
 - a. Certificated Employees (see Attached)
 - b. Classified Employees (see attached)
- 2.2 Public Employee Discipline/Dismissal/Release/Leaves
- 2.3 Negotiations Update
 - a. CSEA
 - b. PVFT
 - c. Unrepresented Units: Management and Confidential
 - d. Substitutes – Communication Workers of America (CWA)
- 2.4 Claims for Damages
- 2.5 Pending Litigation
- 2.6 Anticipated Litigation
- 2.7 Real Property Negotiations
- 2.8 12 Expulsions

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

- 3.1 Pledge of Allegiance
- 3.2 Welcome by Board President
Trustees Leslie De Rose, Kim De Serpa, Doug Keegan, Sandra Nichols, Karen Osmundson, Jeff Ursino, and President Willie Yahiro.
- 3.3 Superintendent Comments
- 3.4 Amesti Students – Musical Presentation
Catherine Espinoza (Cat) – Teacher
- 3.5 Student Recognition
 - *Maya Wilson-Brown, Aptos Jr. High School*
 - *Felicia Davidson, Deanna Davidson, and Gabriela Davidson, Cesar Chavez Middle School*
 - *Fabiola Perez, EA Hall Middle School*
 - *Rosa Isela Guzman, New School*

4.0 ACTION ON CLOSED SESSION

5.0 APPROVAL OF THE AGENDA

6.0 APPROVAL OF MINUTES

- a) Minutes for April 13, 2011*

7.0 HIGH SCHOOL STUDENTS BOARD REPRESENTATIVES REPORT

8.0 VISITOR NON-AGENDA ITEMS

Public comments on items that are not on the agenda can be addressed at this time. The Board President will recognize any member of the audience wishing to speak to an item not on the agenda on a matter directly related to school business. The President may allot time to those wishing to speak, but no action will be taken on matters presented (Ed. Code Section 36146.6). If appropriate, the President or

any Member of the Board may direct that a matter be referred to the Superintendent's Office for placement on a future agenda. (Please complete a card if you wish to speak.)

9.0 EMPLOYEE ORGANIZATIONS COMMENTS – PVFT, CSEA, PVAM, CWA 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 April 7 – 27, 2011.
The PO's will be available in the Superintendent's Office.
- 10.2 Warrants April 7 - 27, 2011.
The warrants will be available in the Superintendent's Office.
- 10.3 Acknowledge with Gratitude Contribution by *Shoppers Corner*, *Staff of Life*, and *Whole Foods* to Renaissance High School for the School's Career Day event.
- 10.4 Approve Parent Involvement Policy for Hall District Elementary, Ohlone Elementary, EA Hall Middle, and Pajaro Valley High. Policies are site-based.
- 10.5 Approve CAHSEE Passage Waiver for Student #10-11-27, Math, Pajaro Valley High School.
- 10.6 Approve CAHSEE Passage Waiver for Student #10-11-28, Math, Renaissance High School.
- 10.7 Approve CAHSEE Passage Waiver for Student #10-11-29, Math, Renaissance High School.
- 10.8 Approve CAHSEE Passage Waiver for Student #10-11-30, Math, Pajaro Valley High School.
- 10.9 Approve CAHSEE Passage Waiver for Student #10-11-31, Math, Renaissance High School.
- 10.10 Approve CAHSEE Passage Waiver for Student #10-11-32, English Language Arts, Pajaro Valley High School.
- 10.11 Approve CAHSEE Passage Waiver for Student #10-11-33, English Language Arts, Pajaro Valley High School.
- 10.12 Approve CAHSEE Passage Waiver for Student #10-11-34, Math, Pajaro Valley High School.
- 10.13 Approve CAHSEE Passage Waiver for Student #10-11-35, Math, Pajaro Valley High School.
- 10.14 Approve CAHSEE Passage Waiver for Student #10-11-36, Math, Pajaro Valley High School.
- 10.15 Approve CAHSEE Passage Waiver for Student #10-11-37, Math, Watsonville High School.
- 10.16 Approve CAHSEE Passage Waiver for Student #10-11-38, English Language Arts, Aptos High School.
- 10.17 Approve Scholarship Committees for 2010-11 for Watsonville High School, Aptos High School, Pajaro Valley High School, and Renaissance High School.
- 10.18 Approve Student Exchange Trip to Germany, June 6 – July 5, 2011.

- 10.19 Approve Resolution #10-11-32, Temporary Borrowing between District Funds in order to Meet Cash Flow Needs of the District in 2011-12.
- 10.20 Approve Resolution #10-11-33, Request to Board of Supervisors of the County of Santa Cruz to Provide Temporary Cash Loans to PVUSD.
- 10.21 Approve PVUSD Representatives to the California Interscholastic Federation (CIF).

The administration recommends approval of the Consent Agenda.

11.0 DEFERRED CONSENT ITEMS

12.0 REPORT AND DISCUSSION ITEMS

- 12.1 Report and discussion on the District's Energy Savings.
Report by Steve Okamura, Energy Education Manager. 10 min.

13.0 REPORT, DISCUSSION AND POSSIBLE ACTION ITEMS

- 13.1 Report, discussion and possible action on Resolution #10-11-29, Recognizing Classified Employees During Classified Employees Week, May 15 – 21, 2011.
Report by Albert Roman, Assistant Superintendent, Human Resources. 10 min.
- 13.2 Report, discussion and possible action on Final Approval of the 2011-12 Calendar.
Report by Albert Roman, Assistant Superintendent, Human Resources. 5 min.
- 13.3 Report, discussion and possible action to approve Resolution #10-11-30, Reduction and/or discontinuation of particular kinds of classified employee services.
Report by Pam Shanks, Human Resources Director, Classified. 2 min.
- 13.4 Report, discussion and possible action to approve Resolution #10-11-31, Regarding Non-Reemployment of Certificated Employees.
Report by Albert Roman, Assistant Superintendent, Human Resources. 2 min.

14.0 GOVERNING BOARD AND SUPERINTENDENT COMMENTS/REPORTS

15.0 UPCOMING BOARD MEETINGS/REMAINING BOARD MEETINGS FOR 2011

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"> ▪ 13 ▪ 27 	<ul style="list-style-type: none"> ▪ Cancelled due to Spring Break
May	<ul style="list-style-type: none"> ▪ 4 (changed 4/13/11) ▪ 11 ▪ 25 	<ul style="list-style-type: none"> ▪ Moved from May 11 ▪ Moved to May 4 ▪ Approve 3rd Interim Report
June	<ul style="list-style-type: none"> ▪ 8 ▪ 22 	<ul style="list-style-type: none"> ▪ Cancelled due to Furlough Days ▪ 10-11 Budget Adoption
July	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ No Meetings Scheduled
August	<ul style="list-style-type: none"> ▪ 10 ▪ 24 	
September	<ul style="list-style-type: none"> ▪ 14 ▪ 28 	<ul style="list-style-type: none"> ▪ Unaudited Actuals
October	<ul style="list-style-type: none"> ▪ 12 ▪ 26 	

November	▪ 16	▪
December	▪ 7 Annual Organization Mtg.	▪ Approve 1 st Interim Report

16.0 ADJOURNMENT

PAJARO VALLEY UNIFIED SCHOOL DISTRICT
CLOSED SESSION AGENDA
May 4, 2011

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

New Hires -- Probationary	
	None
New Substitutes	
12	Substitute Teachers
New Hires	
	None
Promotions	
	None
New Hires Probationary	
1	Behavior Technician
Administrative Appointments	
	None
Transfers	
	None
Extra Pay Assignments	
15	Coaches
1	Athletic Director
Extra Period Assignments	
	None
Leaves of Absence	
2	Bus Drivers
1	Instructional Assistant II
1	Accounting Specialist II
1	Office Manager
1	Office Assistant II
4	Secondary Teachers
Retirements	
1	Pre School Teacher
Resignations/Terminations	
	None

Supplemental Service Agreements	
17	Elementary Teachers
1	Program Specialist
2	Psychologist
1	Speech Therapist
2	Secondary Teachers
1	District Office/Tech Teacher
Miscellaneous Actions	
2	Behavior Technicians
1	Cafeteria Manager I
1	Cafeteria Assistant
1	Instructional Assistant II
1	Lead Custodian II
Separations From Service	
1	Office Manager
After School Program	
	None
Limited Term – Projects	
1	Administrative Secretary III
1	Attendance Specialist
1	Behavior Technician
1	Custodian I
7	Enrichment Specialists
1	Instructional Assistant I
1	Instructional Assistant II
16	Instructional Assistant – General
1	Language Support Liaison
3	Office Assistant II
8	Office Assistant III
2	Parent Education Specialist
Limited Term – Substitute	
1	Accounting Specialist II
19	Cafeteria Assistant
1	Cafeteria Cook/Baker
1	Cafeteria Manager I
2	Cafeteria Manager II

2	Custodian I
1	Health Services Assistant
1	Instructional Assistant I
23	Instructional Assistant – Migrant Child Care
2	Office Assistant III
1	Site Computer Support Technician
Exempt	
11	Childcare
2	MEES
2	Migrant Outside Work Experience
18	PUPILS
1	Safety Monitor
1	Spectra Artist
23	Student Helper
5	Workability
1	Yard Duty Supervisor
Provisional	
	None



April 13, 2011
REGULAR BOARD MEETING
UNADOPTED MINUTES
CLOSED SESSION – 6:00 p.m. – 7:00 p.m.
PUBLIC SESSION – 7:00 p.m.
DISTRICT OFFICE
BOARDROOM
292 Green Valley Road
Watsonville, CA 95076

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

1.1 Call to Order

President Yahiro called the meeting of the Board to order at 6:03 pm at 292 Green Valley Road, Watsonville, CA.

1.2 Public comments on closed session agenda.

None.

2.0 CLOSED SESSION (AND AFTER REGULAR SESSION IF NECESSARY)

2.1 Public Employee Appointment/Employment, Government Code Section 54957

a. Certificated Employees

b. Classified Employees

New Hires – Probationary	
	None
New Substitutes	
	None
New Hires	
	None
Promotions	
	None
New Hires Probationary	
	None
Administrative Appointments	
1	Assessment Coordinator
1	Interim Principal
1	Academic Coordinator
1	Principal
1	Cal-SAFE Coordinator
Transfers	
	None

Extra Pay Assignments	
11	Coaches
Extra Period Assignments	
	None
Leaves of Absence	
1	Adaptive PE Teacher
1	AT/01
1	Counselor
3	Elementary Teachers
1	Pre-school Teacher
2	School Psychologist
4	Speech/Language Specialists
1	Speech Pathologist
1	Speech Therapist
1	Behavior Technician
1	Occupational Therapist
1	Instructional Assistant II
1	Fleet Maintenance Manger – MGMNT
1	Cafeteria Assistant
1	Human Resources Technician
Retirements	
1	Secondary Teacher
1	Teacher – Special Education
Resignations/Terminations	
1	Secondary Teacher
1	Teacher – Special Education
Supplemental Service Agreements	
1	FCCHS
1	Orchestra Conductor
1	Psychologist
1	RSP Teacher
4	RTI Support
7	Elementary Teachers
1	Secondary Teacher
Miscellaneous Actions	
1	Office Manager

Separations From Service	
1	Fleet Maintenance Manager – MGMNT
1	Office Manager
After School Program	
11	Teachers
Limited Term – Projects	
1	Administrative Assistant
3	Administrative Secretary II
2	Administrative Secretary III
5	Behavior Techs
1	Cafeteria Assistant
9	Campus Safety Coordinator
1	Community Services Liaison I
2	Custodian I
2	Data Entry Specialist
1	District Technology Support Tech
5	Enrichment Specialist
1	Health Services Assistant
1	High School Office Manager
1	Instructional Assistant I
4	Instructional Assistant I – Special Education
2	Instructional Assistant II – Special Education
5	Instructional Assistant
3	Instructional Assistant – Migrant Children Center
1	Instructional Support Clerk
3	Language Support Liaison
1	Lead Custodian I
1	Lead Custodian II
1	Office Assistant I
3	Office Assistant II
4	Office Assistant III
16	Parent Education Specialist
1	Site Computer Support Tech
1	Testing Specialist I
1	Testing Specialist II
2	Translators

Limited Term – Substitute	
2	Cafeteria Assistant
2	Custodian I
2	Health Services Assistant
1	Human Resources Technician
1	Instructional Assistant I
2	Instructional Assistant II
4	Instructional Assistant – Migrant Children Center
1	Office Assistant III
1	Theater Systems Technician
1	Workers Compensation Coordinator
Exempt	
6	Childcare
2	Migrant OWE
1	PUPILS
2	Safety Monitor
4	Spectra Artist
4	Student Helper
9	Workability
4	Yard Duty Supervisor
Provisional	
1	Administrative Secretary II

- 2.2 **Public Employee Discipline/Dismissal/Release/Leaves**
- 2.3 **Negotiations Update**
 - a. CSEA
 - b. PVFT
 - c. Unrepresented Units: Management and Confidential
 - d. Substitutes – Communication Workers of America (CWA)
- 2.4 **Claims for Damages**
 - a. Breach of Contract: Farrell v. PVUSD
Date of alleged loss: 8/30/10
Date of Claim: 3/14/11
- 2.6 **Pending Litigation**
- 2.7 **Anticipated Litigation**
- 2.8 **Real Property Negotiations**
- 2.9 **15 Expulsions**

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

President Yahiro called the meeting of the Board in public to order at 7:13 pm.

3.1 Pledge of Allegiance

Trustee De Serpa led the Board in the Pledge of Allegiance.

3.2 Welcome by Board President

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

President Yahiro requested to move item 5.0, approval of the agenda, immediately after 3.2.

5.0 APPROVAL OF THE AGENDA

Trustee Keegan moved to approve the agenda with the request to move item 2.9, expulsions, after item 14.8, but report out on all other closed session items under 4.0. Trustee De Rose seconded the motion. The motion passed unanimously.

3.3 Tri County Real Estate - Administrator of the Month Award - *Kathy Lathrop, Director, Child Development Department*

Kim Turley of Tri County Real Estate spoke about Kathy Lathrop and her accomplishments, which span over 25 years. She read from the nominating letter which identified the following characteristics of Kathy: a heart of gold and a person who loves working with children and cares about the impact the programs have on them. She is caring and humanistic. Kim added that Kathy exemplifies a great leader.

4.0 ACTION ON CLOSED SESSION

2.1 Public Employee Appointment/Employment, Government Code Section 54957

a. Certificated Employees

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

b. Classified Employees

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

2.2 Public Employee Discipline/Dismissal/Release/Leaves

Trustee Nichols reported that the Board approved by a vote of 7/0 the intent to dismiss 1 certificated employee.

2.4 Claims for Damages

a. Breach of Contract: Farrell v. PVUSD

Date of alleged loss: 8/30/10

Date of Claim: 3/14/11

Trustee Nichols noted that the Board voted unanimously to reject this claim and send notice of rejection to claimant.

6.0 APPROVAL OF MINUTES

a) *March 23, 2011*

Trustee De Rose moved to approve the minutes for March 23, 2011. Trustee Keegan seconded the motion. The motion passed unanimously.

7.0 HIGH SCHOOL STUDENTS BOARD REPRESENTATIVES REPORT

Yesenia Pulido of Pajaro Valley High School, Sheila Velasquez and Fernando Huerta of Renaissance High School, and Guadalupe Aburto and Summer Lewis of Watsonville High School reported on their school events, activities and sports.

8.0 POSITIVE PROGRAM REPORT

8.1 Presentation on Student- Created Book

Report by Neil Cannon, Teacher, EA Hall Middle School

Neil Cannon introduced four students who were present to share their written pieces that were in the book. He explained that the project was to speak about a part of their body they like. Student Andres Martinez read about his hands; Dagoberto Cortez read about his hair; Jose Daniel Garcia read about his stomach; and Cesar Olvera read about his veins. Their essays included specific reasons they liked that part of their body.

The Board congratulated Mr. Cannon and the students for their work.

9.0 VISITOR NON-AGENDA ITEMS

Vic Marani, County Board of Education, reported that the County Office of Education's Board of Trustees would be holding a meeting in Watsonville's City Offices on April 21.

The following Library Media Technicians (LMTs) advocated for libraries in schools, noting the fundamental benefit of reading and having access to a library for students: Megan Fuller, Catherine Espinoza, and Cheryl Nickel.

Colleen Hughes, parent, expressed her concerns with early school start time for kids; she cited studies that show how lack of adequate sleep affects student learning.

10.0 EMPLOYEE ORGANIZATIONS COMMENTS – PVFT, CSEA, PVAM, CWA

Catharine Griffen, spoke about the CSEA furlough days to preserve jobs in a devastating financial climate. She also commented that there were agreements stipulating revisiting furlough days if district revenues exceeded \$159 million; this year's budget is \$175 million and the union wishes to honor the agreement and has proposed it to the district.

Diane Martinez, CSEA member, read a letter from Leticia Oropeza, CSEA president, which addressed her decision to step up to be the president of the union. The layoff process is difficult for constituents and affects employees' morale.

Jenn Laskin, grievance officer for PVFT, expressed support for the LMTs. She commented on the unfortunate incident during a Family Life Education, course, which resulted in the district cancelling the rest of the family life curriculum for the rest of the year affecting many students. She noted that the School Improvement Grants (SIG) process has been difficult for principals and other staff involved. The deadline for submitting grants has been extended and this may be an opportunity to obtain input from teachers, specifically with the professional development piece. She commented on the small number of nurses (3.5 full time) to serve about 19,000 students next year; many students may be underserved. Regarding grievances, she noted that principals are working very well with union. Jenn noted that the union supports the district's recommendation to deny the Pajaro Preparatory Charter petition.

11.0 CONSENT AGENDA

Trustee Keegan moved to approve the consent agenda, with special thanks for the donations. Trustee De Rose seconded the motion. The motion passed unanimously.

11.1 Purchase Orders March 17 – April 6, 2011.

11.2 Warrants March 17 – April 6, 2011.

11.3 Approve with Gratitude Gift from William and Jennifer Parkin of \$1,000 for Mar Vista Elementary School.

- 11.4 Approve with Gratitude Following Sponsorship/Donations for the Annual Parent Conference, *Keeping the Connection*: Santa Cruz County Office of Education; Student Services – Family Literacy Grant; First Five of Santa Cruz County; Healthy Start; Pajaro Valley Prevention and Student Assistance; Migrant Education; City of Watsonville; Santa Cruz Roasting Company – Coffee and Supplies; Watsonville Coast Produce; and Willie Yahiro.
- 11.5 Approve Williams Uniform Complaint Quarterly Report (January – March 2011). Number of Complaints: One (Facilities – RHMS, Lights).
- 11.6 Approve CAHSEE Passage Waiver for Student #10-11-21, English Language Arts, Aptos High School.
- 11.7 Approve CAHSEE Passage Waiver for Student #10-11-22, English Language Arts, Pajaro Valley High School.
- 11.8 Approve CAHSEE Passage Waiver for Student #10-11-23, Math , Aptos High School.
- 11.9 Approve CAHSEE Passage Waiver for Student #10-11-24, English Language Arts, Pajaro Valley High School.
- 11.10 Approve CAHSEE Passage Waiver for Student #10-11-25, Math, Pajaro Valley High School.
- 11.11 Approve CAHSEE Passage Waiver for Student #10-11-26, Math, Renaissance High School.
- 11.12 Approve CAHSEE Passage Waiver for Student #10-11-27, English Language Arts, Renaissance High School.
- 11.13 Approve Award of Construction Contract – Aptos High School, Ramp & Seatwall Improvements.
- 12.0 **DEFERRED CONSENT ITEMS**
None.

13.0 REPORT AND DISCUSSION ITEMS

13.1 Report and discussion on the District's Gifted and Talented Education (GATE).

Report by Lyn Olson, GATE Coordinator.

Lyn Olson and Ted Alternberg spoke about the program. She presented GATE student demographic information for 2010-11, which includes an 11% of total PVUSD students with an almost 50% gender balance, a 2.2% of Special Education students, and a 59.3% of students with English as a second language. She added that GATE students are taught through differentiated instruction during the regular school day. She offered an overview of the GATE services, including professional development for teachers, parent education and support opportunities, and opportunities for students. The program thrives with local community support, such as MAIA, the Borina Family Foundation, Driscoll's, UCSC, and the SCCOE, among others. These partnerships support the GATE Liaison Network, which was a three-year grant ending this 2010-11. The Liaison Network includes 19 elementary and middle school teachers who are trained GATE experts. Lyn commented on California Association for the Gifted and the partnership with the district that allows for additional opportunities for PVUSD teachers and families. The Student-to-Student Conference, the Science Fair, and the County Math Contest are a couple of events that are supported by GATE. Data Teams and Response to Instruction (RtI) offer inservice with all subjects and all students. Lyn noted that students are identified as gifted through blanket testing of all 2nd graders with the Raven's Progressive Matrices. In closing, Lyn noted that

GATE is looking at next year with the program but with one person less and without the Liaison Network. This will take a lot of creativity, Lyn stated.

Board participated with questions and comments.

13.2 Report and discussion on District Budget Update.

Report by Brett McFadden, CBO.

Brett McFadden began his presentation commenting on the State's fiscal problem that includes a general fund deficit of \$8.2 billion for 2010-11 and a \$17.2 billion operating shortfall in 2011-12. The state is addressing the problem through proposed expenditure reductions, loan transfers and additional revenues. The state has various unresolved issues, including the proposed tax extensions and spending cap. At this time, the District assumes that the June special election will not take place; the County Office of Education is instructing districts to plan for \$350 per ADA ongoing reductions, which is about \$6 million ongoing. Much of this outlook depends on the Governor's May Budget Revision. Brett noted the three scenarios facing the district: 1) \$19 per ADA reduction if taxes are extended; 2) best case scenario if tax extension fails is \$350 per ADA, or \$6 million ongoing; 3) worst case scenario if tax extension fails is a loss of \$800-\$1000 per ADA, or \$12 million plus ongoing. Brett noted that due to the increasing payment deferrals, tracking money received from state is challenging. However, he said, it is not anticipated that the District will recourse to temporary borrowing and it is performing cash-flow analysis on a monthly basis. While the district is not in immediate fiscal peril, it is prudent that it maintains good reserve levels. Brett continued to explain the process for developing the 2011-12 budget for the district, including the following assumptions: a reduction of \$350 per ADA; staffing to contractual maximums for all grades; continuing with current furlough agreement and reduced year with both unions; and maintain core instructional programs to the extent possible. He noted that any and all cuts will affect instructional programs at this point. Next steps for the district are to update the Board on the Governor's May Budget Revision, to seek cost containment options, and to present the 2011-12 budget adoption to the board.

Board participated with comments and questions.

Public comment:

Bill Beecher, community member, expressed his opinion that the district is going out of business due to the deficit spending amounts in the next fiscal years. Renegotiating wages and benefits with unions is a possible solution.

Catherine Espinoza, Library Media Technician, commented of the challenge of doing this business with such uncertain funding. Alternative resources should be sought. She mentioned that the reading program, Accelerated Reader, which is effective, is managed through the libraries and asked how it will function if libraries are closed.

14.0 REPORT, DISCUSSION AND POSSIBLE ACTION ITEMS

14.1 Report, discussion and possible action on 1) Staff Report and Proposed Findings of Fact Regarding Pajaro Preparatory Academy Charter Petition and on 2) Resolution #10-11-27, Deny they Charter Petition for Pajaro Preparatory Academy.

Report by Albert Roman, Assistant Superintendent, Human Resources.

Dorma Baker, Superintendent, reported on the petition and noted that the district did a detailed analysis. The district is denying the petition for reasons outlined on the back up. In summary, the program for the proposed charter is not sound or solid, and in looking at all detail, including budget, transportation, and facilities, it does not seem a plausible program. Dorma reminded the Board that the district is supportive of available alternatives for our students, such as charter schools, but this petition does not meet the expected qualifications.

Public comment:

Mary Ann Gomez, community member, spoke in favor of the recommendation of staff, noting that it is not necessary when the district's migrant program is a state-wide model.

Bill Beecher, community member, spoke of the proposed charter locations and how they are not optimum for the target population.

Mitch Barlas, petitioner, reviewed the petition as presented during the February public hearing. He expressed his disagreements with all the fact finding and staff recommendation and explained the process to identify the charge of the charter. He commented on the charter school law, noted that the petition follows the 16 points of the law. Mitch also commented on the qualifications of people who are involved in designing the programs.

The board participated with comments and questions.

1) Staff Report and Proposed Findings of Fact Regarding Pajaro Preparatory Academy Charter Petition:

Trustee Nichols moved to approve the Findings of Fact. Trustee De Serpa seconded the motion. The motion passed unanimously.

2) Resolution #10-11-27, Deny they Charter Petition for Pajaro Preparatory Academy:

Trustee Nichols moved to approve the resolution denying the charter petition. Trustee DeRose seconded the motion. The motion passed unanimously.

14.2 Report, discussion and possible action to Approve 2011-2014 Technology Use Plan.

Report by Tim Landeck, Director, Technology.

Tim Landeck and Harendra Goonetilleke reported on this item. They began by noting that the TUP is a guiding document for Technology Services as well as a required item to qualify to receive federal and state funding. They reported on how the plan incorporates curriculum to support standards-based instruction. Professional Development and how teachers use technology to increase effective use of technology in instruction and to improve communication and collaboration with parents is also outlined on the plan. Tim and Harendra commented on the technical infrastructure and support and their intent to improve its efficiency in serving teacher and student needs. Tim reported on the funding sources for the plan, including general funds, title funds, EETT, and E-Rate discounts, among others. They reported on the process to review the plan, what the changes are, and who participates in the design

The board participated with comments and questions.

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

Trustee Nichols noted for the record that this item is not establishing priorities in technology in the district but it is a plan should funds become available to fulfill.

Trustee De Rose moved to continue the meeting until 11:00 pm. Trustee Keegan seconded the motion. The motion passed 6/0/1 (Osmundson away from her seat).

14.3 Report, discussion and possible action on Tier II School Improvement Grants (SIG), EA Hall Middle School and Watsonville High School.

Report by Dorma Baker, Superintendent.

Dorma Baker explained that EA Hall and Watsonville High had been identified on the Tier 2 of Lowest Achieving Schools List for the State. As a Result, the schools are eligible to apply for the Federal School Improvement Grant (SIG). Staff and administration are working hard to submit the application on time, which currently has an April 15 deadline.

Trustee DeRose moved to approve this item. Trustee Keegan seconded the motion.

Board participated with questions.

The motion passed unanimously.

14.4 Report, discussion and possible action to approve Resolution #10-11-25, Reduction and/or discontinuation of particular kinds of classified employee services.

Report by Pam Shanks, Human Resources Director, Classified.

Pam Shanks, Director, classified employees, presented the following list of recommended reductions: Accounting Specialist II (2 FTE); Community Services Liaison (1 FTE); and Instructional Assistant – Migrant/Child Care.

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

14.5 Report, discussion and possible action to approve Resolution #10-11-26, Supporting Senate Constitutional Amendment (SCA) 5.

Report by Brett McFadden, CBO.

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

14.6 Report, discussion and possible action to approve Resolution #10-11-28, Recognizing May 3, 2011 as Teacher Appreciation Day.

Report by Albert Roman, Assistant Superintendent.

Albert Roman explained the reason for bringing up this item earlier to the meeting, including the possibility of cancelling the meeting of the 27th. We want to have this resolution before the day of the teacher.

Trustee Nichols moved to approve this resolution. Trustee Ursino seconded the motion. The motion passed unanimously.

14.7 Report, discussion and possible action to approve Revision to English Language Learner Specialist Job Description.

Report by Albert Roman, Assistant Superintendent, Human Resources.

Albert Roman noted that a minor change to this job description needed to be made to the essential types of duties.

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

14.8 Report, discussion and possible action to Cancel Board Meetings of April 27 (Spring Break) and June 8 (Furlough Days), 2011.

Report by Dorma Baker, Superintendent.

Dorma Baker reported that this request is due to upcoming spring break and furlough days.

The board participated with comments.

Trustee DeRose moved to cancel the meetings of April 27 and June 8, and to move May 11 to May 4. Trustee Ursino seconded the motion. The motion passed unanimously.

2.9 15 Expulsions

Action on Expulsions:

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

10-11-056

Trustee DeRose seconded the motion. The motion passed unanimously.

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

10-11-083

Trustee DeRose seconded the motion. The motion passed unanimously.

Trustee Osmundson moved to approve the District Administration recommendation with the addition of "recommend student be place in an alternative school that meets the student's needs" for the following expulsion case:

10-11-084

Trustee DeRose seconded the motion. The motion passed unanimously.

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

10-11-086

Trustee DeRose seconded the motion. The motion passed unanimously.

Trustee Osmundson moved to approve the District Administration recommendation with the addition of "recommend student be place in an alternative school that meets the student's needs" for the following expulsion case:

10-11-093

Trustee DeRose seconded the motion. The motion passed unanimously.

Trustee Osmundson moved to approve the District Administration recommendation with the change from "Full Calendar Year" to "Remaining of the 2010-11 semester and Fall Semester of 2011-12" for the following expulsion case:

10-11-095

Trustee DeRose seconded the motion. The motion passed unanimously.

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

10-11-098

Trustee DeRose seconded the motion. The motion passed unanimously.

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

10-11-101

Trustee DeRose seconded the motion. The motion passed unanimously.

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

10-11-102

Trustee DeRose seconded the motion. The motion passed unanimously.

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

10-11-104

Trustee DeRose seconded the motion. The motion passed unanimously.

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

10-11-105

Trustee Nichols seconded the motion. The motion passed 6/1/0 (DeRose dissented)

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

10-11-106

Trustee DeRose seconded the motion. The motion passed unanimously.

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

10-11-107

Trustee Nichols seconded the motion. The motion passed 6/1/0 (DeRose dissented)

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

10-11-111

Trustee DeRose seconded the motion. The motion passed unanimously.

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

10-11-112

Trustee DeRose seconded the motion. The motion passed unanimously.

15.0 GOVERNING BOARD AND SUPERINTENDENT COMMENTS/REPORTS

Trustee Nichols reported that she had observed the breakfast in the classroom at Calabasas and HA Hyde and it seemed that the program is running smoothly.

President Yahiro reported that he had attended the fundraiser for Renaissance at Panda Express and it was fun and well done.

Dorma Baker mentioned the breakfast to support the Kawakami Sister City fundraiser.

16.0 UPCOMING BOARD MEETINGS/REMAINING BOARD MEETINGS FOR 2011

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	▪ 13 ▪ 27	▪
May	▪ 4 ▪ 11 ▪ 25	▪ Approve 3 rd Interim Report
June	▪ 8 ▪ 22	▪ 10-11 Budget Adoption
July	▪	▪ No Meetings Scheduled
August	▪ 10 ▪ 24	
September	▪ 14 ▪ 28	▪ Unaudited Actuals
October	▪ 12 ▪ 26	
November	▪ 16	▪

December	▪ 7 Annual Organization Mtg.	▪ Approve 1 st Interim Report
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17.0 ADJOURNMENT

There being no further business to discuss, the meeting of the Board was adjourned at 10:59 pm.

Dorma Baker, Superintendent

PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 10.3

Date: May 4, 2011

Item: **Acknowledge with Gratitude Contribution by *Shoppers Corner, Staff of Life, and Whole Foods* to Renaissance High School for the School's Career Day event.**

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

On March 31st Renaissance High School had it's annual "Career Day" supported by "Your Future Is Our Business" and the "Cabrillo Tech Prep Consortium". RHS hosted several career panels that represented professions in related fields. Students had the opportunity to meet, discuss, and ask questions with two groups of different panelists. Some of the careers included medical professions, safety services such as para-med and fire safety, to art and communication such as graphic arts and computer design. The career panelists stressed the education required for specific profesions and also the soft skills like punctuality, communication, and collaborative skills needed to successfully work with co-workers.

After brunch, RHS invited 45 about to graduate seniors to a presentation by the "Cabrillo College Learning Communitas", which are several programs that offer transitional support for new students who intend to study at Cabrillo College. These programs assist students to acclimate to college life and provide academic and career guidance which segued very nicely from their morning sessions meeting with career professionals.

We want to thank all the career panelists in the community that volunteered their time to reach out to our youth and give them a face-to-face opportunity to meet with people in professions of their interest. We also would like to thank "Staff of Life", "Shoppers Corner", and "Whole Foods" of Santa Cruz for donating refreshments for our Carer Day guests. These establishments also give support to the community through other contributions and activities. So when you are out shopping, please thank the managers for their support of Renaissance High School and PVUSD.

Recommendation: Acknowledge with gratitude.

Prepared By: Joel Amrani, Instructor, Renaissance High School

Superintendent's Signature: _____



Board Agenda Backup

Item No: 10.4

Date: May 4, 2011

Item: Parent Involvement Policy for Hall District Elementary, Ohlone Elementary, E.A. Hall Middle and Pajaro Valley High School

Overview: Title I schools are required to jointly develop with and distribute to parents of Title I students a written parent involvement policy, agreed upon by such parents and update periodically to meet the changing needs of parents and the school.

The following schools have developed jointly and agreed upon with their parents their School Parent Involvement Policy:

- Hall District Elementary School
- Ohlone Elementary School
- E.A. Hall Middle School
- Pajaro Valley High School

In support of the implementation of the School Parent Involvement Policy, the policy upon approval from the Board will be distributed to parents in each of the schools.

Recommendation: Administration recommends that the Board approves the School Parent Involvement Policy for Hall District Elementary, Ohlone Elementary, E.A. Hall Middle and Pajaro Valley High.

Budget Considerations: N/A

Funding Source:

Budgeted: Yes: ☐ No: ☐

Amount: \$

Prepared By: Ylda Nogueta, Assistant Superintendent

Superintendent's Signature:

Dorma Baker (AA)



School Parental Involvement Policy

Edward A. Hall Middle School

* * * * *

PART I. GENERAL EXPECTATIONS

Edward A. Hall Middle School agrees to implement the following statutory requirements:

The school will jointly develop with parents, distribute to parents of participating children, a School Parental Involvement Policy that the school and parents of participating children agree on.

The school will notify parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents can understand.

The school will make the School Parental Involvement Policy available to the local community.

The school will periodically update the School Parental Involvement Policy to meet the changing needs of parents and the school.

The school will adopt the school's school-parent compact as a component of its School Parental Involvement Policy.

The school agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

(A) that parents play an integral role in assisting their child's learning;

(B) that parents are encouraged to be actively involved in their child's education at school;

(C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;

(D) the carrying out of other activities, such as those described in section 1118 of the ESEA.

PART II. DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

1. **Edward A. Hall Middle School** will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Policy and its schoolwide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:
 - Discuss and solicit input to the School Parent Involvement Policy and school plan with the ELAC and Site Council before final approval

The above will be the responsibility of the Principal and the English Language Specialist

2. **Edward A. Hall Middle School** will take the following actions to distribute to parents of participating children and the local community, the School Parental Involvement Policy:

- Make the approved policy available to all parents in the fall
- Present the approved policy and compact to parents at an ELAC meeting in the fall

The above will be the responsibility of the Principal and the English Language Specialist

3. **Edward A. Hall Middle School** will update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school:
 - Provide opportunity at least one additional time during the year at an ELAC meeting and at Site Council for parents to suggest changes for the upcoming year

The above will be the responsibility of the Principal and the English Language Specialist

4. **Edward A. Hall Middle School** will convene an annual meeting to inform parents of the following:

That their child's school participates in Title I,

About the requirements of Title I,

Of their rights to be involved,

about their school's participation in Title I: The annual meeting will be part of the ELAC meeting to be scheduled at the beginning of the school year for a school night at about 6:30 in the evening.

5. **Edward A. Hall Middle School** will hold a flexible number of meetings at various times, child care, and/or home visits for attendance purposes, paid for with Title I funding as long as these services relate to parental involvement:
 - Meetings will be scheduled well in advance so that parents can plan ahead
 - Dinner and or childcare will be provided for ELAC meetings
 - Parents input will be solicited to determine the best time and dates for meetings/events
 - Additional parent events will be solicited from parents with input about the event, convenient times and how parents can take charge or help in the organization.
 - Parents will be notified of events by flyer and during meetings.
6. **Edward A. Hall Middle School** will provide information about Title I programs to parents of participating children in a timely manner:
 - Information will be provided at a fall ELAC meeting
 - Additional information will be provided upon request and or during future meetings.
7. **Edward A. Hall Middle School** will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet:
 - Information regarding curriculum and assessments will be presented at the ELAC meetings during the school year.
 - Proficiency levels that students are expected to meet will be provided at Back to School Night and at parent conferences.
 - Academic progress will be presented in the report card, through SST and IEP meetings and by contacting parents at other times when needed
8. **Edward A. Hall Middle School** will provide parents of participating children if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible:

- Parent suggestions will be solicited at ELAC meetings and Site Council meetings
 - The school will investigate ways to strengthen the Home and School Club
9. **Edward A. Hall Middle School** will submit to the district any parent comments if the schoolwide plan under section (1114)(b)(2) is not satisfactory to parents of participating children:
- Any parent comments regarding the school wide plan not being satisfactory will be submitted in writing, either hard copy or by email, to the Assistant Superintendent of the South Zone within a week of the parent input.

PART III. SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. **Edward A. Hall Middle School** will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - Regular parent meetings (at least 4) will be held that give parents an opportunity to learn and have input regarding the school and student progress. *Principal, Assistant Principal and English Language Specialist*
 - A short presentation will be made at both the Back to School Night and the Open House regarding student academic achievement, expectations and/or curriculum. *Principal and Asst. Principal*
 - Teachers will assign homework on a regular basis so that parents know when and what to expect. *Teachers*
 - Parents will be notified by flyers and school marquee of school activities, meetings *Principal and Asst. Principal*
 - Parents will get their children to school on a regular basis and on time. If students are not at school the parent will call or write a note. If the child is late the parent will come to the office to explain the tardiness. *Parent or guardian*
 - Parents will attend agreed upon meetings regarding their children (SSTs, IEPs, parent-teacher conferences. Appropriate school personnel will be at the meeting. *Parent or guardian, school personnel*
 - Parents will see that their children are attempting to complete all homework assigned. *Parent or guardian*
2. The school will incorporate the school-parent compact as a component of its School Parental Involvement Policy:

- A copy of the compact will be sent home at the beginning of the school year for parent signature
 - The parent compact will be reviewed in the fall.
3. The school will, with the assistance of its district, provide assistance to parents of children served by the school topics such as the following, by undertaking the actions described in this paragraph --
- the State's academic content standards,
 - the State's student academic achievement standards,
 - the State and local academic assessments including alternate assessments,
 - the requirements of Title I,
 - how to monitor their child's progress, and
 - how to work with educators:
 - Parents will be notified of any workshops, conferences, classes in the vicinity that come to the attention of the school.
 - At least two ELAC meetings will discuss the areas listed above
4. The school will, with the assistance of its district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
- The school will provide at least two nights that give parents an opportunity to understand standards and curriculum and how to help students with homework and/or how to read with their child.
5. The school will, with the assistance of its district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools.
- The school will make teachers aware and encourage them to attend any workshop or training offered by the district
6. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with, Reading First, and public preschool, Safe Schools/Healthy Students, Migrant Education, and other

programs, and resource centers, that encourage and support parents in more fully participating in the education of their children.

- The school will be open to discussions with any organization, regarding ways to coordinate efforts that may benefit students.
7. The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
- Parents will be notified by flyer, and notices on the marquee when events at the school are to take place.
 - Parents will be called or a note sent home regarding absences and individual meetings at the school

PART IV. DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

NOTE: The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

* * * * *

PART V. ADOPTION

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by _____.

This policy was adopted by the Edward A Hall Middle School on _____ and will be in effect for the period of _____. The school will distribute this policy to all parents of participating Title I, Part A children on or before _____. It will be made available to the local community on or before _____. The Edward A Hall Middle School's notification to parents of this policy will be in an understandable and uniform format and, to the extent practicable, provide a copy of this policy to parents in a language the parents can understand.

Olga de Santa Anna

(Date)



Póliza de Envolvimiento de los Padres en la Escuela

Edward A Hall Middle School

NOTA: En apoyo de reforzar el logro académico de los alumnos, cada escuela que recibe fondos del Título I, Parte A (Título I) debe desarrollar en conjunto con, y distribuir a, padres de alumnos participando en una Póliza de Envolvimiento de los Padres en la Escuela que contiene información requerida por sección 1118(b) del Acto de Educación Elemental y Secundaria (ESEA). La póliza establece las expectativas de la escuela para envolvimiento de los padres y describe cómo la escuela implementará un número de actividades específicas de envolvimiento de padres. El compacto de padres-escuela de la escuela es incorporado en la Póliza de Envolvimiento de los Padres en la Escuela.

Las escuelas, en consultación con los padres, pueden usar el documento muestra abajo anotado como un armazón de trabajo para la información que será incluida en su Póliza de Envolvimiento de los Padres en la Escuela. Las escuelas, en consultación con los padres, deben de incluir otra información relevante y acordar en las actividades y acciones, así como también que apoyará el envolvimiento efectivo de los padres y reforzará el aprovechamiento académico del alumno. No se requiere que las escuelas sigan este documento muestra o armazón de trabajo.

* * * * *

PARTE I. EXPECTACIONES GENERALES (Documento Muestra)

[NOTA: Cada escuela en su Póliza de Envolvimiento de los Padres en la Escuela debe establecer las expectativas de la escuela para el envolvimiento de los padres. [Sección 1118(b), ESEA.] No hay formato requerido para esas expectativas escritas.

La Escuela Edward A Hall Middle School acuerda en implementar los siguientes requerimientos estatuarios:

- La escuela junto con los padres desarrollarán, y distribuirán a los padres de los niños participantes, una Póliza de Envolvimiento de los Padres en la Escuela que los padres y la escuela y niños participantes hayan acordado.
- La escuela notificará a los padres respecto a la Póliza de Envolvimiento de los Padres en la Escuela en un formato entendible y uniforme y, hasta el exento práctico, distribuirá esta póliza a los padres en un lenguaje que los padres puedan entender.
- La escuela tendrá la Póliza de Envolvimiento de los Padres en la Escuela disponible para la comunidad local.

- La escuela periódicamente actualizará la Póliza de Envolvimiento de los Padres en la Escuela para llenar las necesidades cambiantes de los padres y la escuela.
- La escuela adoptará el compacto de escuela-padres como un componente en su Póliza de Envolvimiento de los Padres en la Escuela.
- La escuela esta de acuerdo a ser gobernada por la siguiente definición estatutaria del envolvimiento de los padres, y llevará a cabo sus programas, actividades y procedimientos de acuerdo a esta definición:

Envolvimiento de los Padres significa la participación de padres en una comunicación significativa regular de dos sentidos que implica el aprendizaje académico de los alumnos y otras actividades escolares, incluyendo asegurar—

(A) que los padres tengan un papel integral en ayudar en el aprendizaje de sus hijos;

(B) que los padres sean animados a participar activamente en la educación de sus hijos en la escuela;

(C) que los padres son socios totales en la educación de sus hijos y sean incluidos, cuando sea apropiado, en hacer decisiones y en comités consejeros para ayudar en la educación de sus hijos;

(D) Llevar a cabo las otras actividades, tales como esas descritas en sección 1118 de la ESEA.

PARTE II. DESCRIPCION DE CÓMO LA ESCUELA IMPLEMENTARA COMPONENTES REQUERIDOS DE LA POLIZA DE ENVOLVIMIENTO DE LOS PADRES EN LA ESCUELA (Bosquejo de Muestra)

[NOTA: Este es un bosquejo “de muestra” con propósitos de discusión únicamente. En adición a esto, no hay formato requerido para estas descripciones.]

1. La escuela **Edward A Hall Middle School** tomará las siguientes acciones para envolver a los padres en el mutuo desarrollo de su Póliza de Envolvimiento de los Padres en la Escuela y su plan de toda la escuela, si es aplicable, en una manera organizada, constante, y a tiempo bajo la sección 1118(b) del ESEA:

(Anoten las acciones que constituyen planeamiento, revisión, y mejoramiento del programa Título I, ejemplo, juntar y diseminar a los padres para revisión los siguientes materiales: Póliza de Envolvimiento de los Padres de todo el distrito, la Póliza de Envolvimiento de los Padres si existe, el compacto de padres-escuela, y los Avisos a los Padres de la Mesa en la página 45 del Título I, Parte A Guía No-Regulatoria. Delinear el proceso que será usado para lograr este requerimiento incluyendo asignación de responsabilidades por cada tarea, solicitud de opiniones ambas orales y escritas y opiniones orales de los padres, y convenir varias juntas con propósitos de discusión y edificios de consenso, etc.)

2. La escuela **Edward A Hall Middle School** tomará las siguientes acciones para distribuir a los padres de niños participantes y la comunidad local, vean la Póliza de Envolvimiento de los Padres en la Escuela:
(Anoten las acciones.)
3. La escuela **Edward A Hall Middle School** actualizará periódicamente su Póliza de Envolvimiento de los Padres en la Escuela para llenar las necesidades cambiantes de los padres y la escuela:
(Anotar las actividades frecuentes y precipitantes revisiones periódicas, ejemplo, actividades del estado del mejoramiento escolar (selección de escuela pública, servicios suplementales de educación, involucramiento de los padres en etapas de mejoramiento (acción correctiva, re-estructuración), asuntos de seguridad, etc.)
4. La escuela **Edward A Hall Middle School** concertará una junta anual para informar a los padres de lo siguiente:
 - Que la escuela de su hijo participa en el Título I,
 - Respecto a los requerimientos del Título I,
 - De los derechos que se implican,

(lista de derechos pueden incluir Aviso a los Padres en la Mesa B del Título I, Parte A Envolvimiento de los Padres Guías No-Regulatorias, abril 23, 2004 (página 45), una copia de la Sección 1118; una copia del compacto de escuela-padres junto con la plantilla del Apéndice C, página 51 del Título I, Parte A, Envolvimiento de los Padres Guías No-Regulatorias, abril 23, 2004, una copia de la póliza de involucramiento de los padres de la escuela), y

 - respecto a la participación de su escuela en el Título I:

(Anotar procedimientos que incluyen consideración de tiempo conveniente para los padres; invitaciones a los padres y su palabreo, demostración de actividades que serán empleadas para demostrar cómo los padres son animados a asistir a tal junta.)
5. La escuela **Edward A Hall Middle School** tendrá un número flexible de juntas en varias ocasiones, y proveerá transportación, guardería infantil, y/o visitas al hogar, pagadas con fondos del Título I siempre y que estos servicios se relacionen a la participación de los padres:

(Anotar acciones, tales como describir cómo se harán las determinaciones respecto a lo que se necesita para comunicarse con padres que son difíciles de encontrar, ejemplo, además de guardería, transportación, juntas del sábado, el planeamiento de eventos especiales que los padres encuentran particularmente útiles, y/o de interés para ellos, etc. Esas juntas pueden explicar estrategias autorizadas bajo el Título I, ejemplo, escuelas en mejoramiento, opciones de los padres, compacto de escuela-padres, involucramiento de los padres en la escuela y pólizas de todo el distrito, gastos para la reservación de fondos para el involucramiento de los padres, etc.)
6. La escuela **Edward A Hall Middle School** proveerá información a los padres de los niños participantes respecto a los programas del Título I de una manera a tiempo:

(Anotar actividades.)

7. La escuela **Edward A Hall Middle School** proveerá a los padres de alumnos participantes con una descripción y explicación del currículo que se usa en la escuela, los formularios del asesoramiento académico usado para medir el progreso del alumno, y el nivel de capacitación que los alumnos deben de tener:

(Anotar actividades.)

8. La escuela **Edward A Hall Middle School** proveerá a los padres de alumnos participantes si es solicitado por los padres, oportunidades de reuniones regulares para formular preguntas y para participar, como sea apropiado, en decisiones relacionadas a la educación de los niños, y responder a cualquier sugerencia tan pronto como prácticamente sea posible:

(Anotar actividades.)

9. La escuela **Edward A Hall Middle School** someterá al distrito cualquier comentario de los padres si el plan de toda la escuela bajo sección (1114)(b)(2) no es satisfactorio para los padres de alumnos participantes:

(Anotar actividades y procedimientos.)

PARTE III. RESPONSABILIDADES COMPARTIDAS PARA ALTO LOGRO ACADEMICO DE LOS ALUMNOS

1. La escuela **Edward A Hall Middle School** edificará la capacidad de la escuela y de los padres para el fuerte involucramiento de los padres, para poder asegurar la efectiva participación de los padres y para apoyar la asociación entre la escuela participante, padres, y la comunidad para mejorar el logro académico de los alumnos, por medio de las siguientes actividades específicamente descritas abajo:

(Anotar acciones, tales como procesos descriptibles, identificar quien será responsable por conducir las actividades, y explicar que papel harán los padres.)

2. La escuela incorporará el compacto de escuela-padres como un componente de su Póliza de Envolvimiento de Padres en la Escuela:

(Anotar actividades.)

3. La escuela, con la ayuda del distrito, proveerá ayuda a los padres de niños servidos por la escuela en entender tópicos como los siguientes, al llevar a cabo las acciones descritas en este párrafo --

- los estándares de contenido académico del estado,
- los estándares de logro académico de los alumnos del estado,
- asesoramientos académicos locales y estatales incluyendo asesoramientos alternantes,
- los requisitos del Título I,
- cómo revisar el progreso de sus hijos, y
- cómo trabajar con los educadores:

(Anotar actividades, tales como talleres instructivos, conferencias, clases, ambas en el estado y fuera del estado, incluyendo cualquier equipo u otros materiales que puedan ser necesarios para asegurar su éxito.)

4. La escuela, con ayuda del distrito, provee materiales y entrenamiento para ayudar a padres a trabajar con sus hijos para mejorar el logro académico de sus hijos, tales como el entrenamientos de capacitación y usar tecnología, como sea apropiado, para fomentar el involucramiento de los padres, al:

(Anotar actividades.)

5. La escuela, con ayuda del distrito y los padres, educará a sus maestros, personal de servicios para alumnos, directores y otro personal, sobre cómo alcanzar, comunicarse con, y trabajar con los padres como socios iguales, en el valor y utilidad de contribuciones de los padres, y cómo implementar y coordinar programas para padres y edificar lazos entre los padres y la escuela, al hacer lo siguiente:

(Anotar actividades.)

6. La escuela, hasta el punto posible y apropiado, coordinar e integrar programas de involucramiento de los padres y actividades con Head Start, Lectura Primero, Early Reading First, Comienzo Igual, Programas de Instrucción en el Hogar para Alumnos Pre-escolares, el Programa Padres como Maestros, y pre-escuelas públicas y otros programas y conducir otras actividades, tales como centros de recursos de padres, que animan y apoyan a los padres en la educación de total participación con sus hijos, al:

(Anotar actividades.)

7. La escuela, hasta el punto posible y apropiado, tomará las siguientes acciones para asegurar que la información relacionada a la escuela y programas de padres, juntas, y otras actividades, se envíen a los padres de los alumnos participantes en un formato entendible y uniforme, incluyendo formatos alternativos al solicitarse, y hasta el punto practicable, en un lenguaje que los padres puedan entender:

(Anotar acciones.)

PARTE III. COMPONENTES DISCRECIONARIOS DE LA POLIZA DE ENVOLVIMIENTO DE LOS PADRES EN LA ESCUELA (Muestra)

NOTA: La Póliza de Envolvimiento de los Padres en la Escuela puede incluir párrafos adicionales anotando y describiendo otras actividades discrecionales que la escuela, en consultación con sus padres, escoge para tomar la edificación de la capacidad de los padres para involucramiento en la escuela para apoyar el logro académico de sus hijos, tales como las siguientes actividades discrecionales anotadas bajo la sección 1118(e) de la ESEA:

- envolver a los padres en el desarrollo del entrenamiento para maestros, directores, y otros educadores para mejorar la efectividad del entrenamiento;
- proveer el necesario entrenamiento de capacitación para los padres de los fondos del Título I, Parte A, si el distrito escolar ha agotado todos los recursos razonablemente disponibles de fondos para ese entrenamiento;
- pagar los gastos razonables y necesarios asociados con las actividades de involucramiento de los padres, incluyendo transportación y costos de guardería, para permitir a los padres participar en reuniones relacionadas con la escuela y sesiones de entrenamiento;
- entrenamiento para padres para aumentar el involucramiento de otros padres;

- para poder maximizar el involucramiento de padres y su participación en la educación de sus hijos, arreglando reuniones escolares en una variedad de horas, o conduciendo conferencias en-su-hogar entre los maestros y otros educadores, que trabajan directamente con los niños participantes, con los padres que no pueden asistir a esas conferencias en la escuela;
- adoptar e implementar accesos modelo para mejorar el involucramiento de los padres;
- estableciendo un concilio consejero de padres de todo el distrito para proveer consejos sobre todas las materias relacionadas al involucramiento de los padres en los programas del Título I, Parte A;
- desarrollando papeles apropiados para organizaciones basadas en la comunidad y negocios, incluyendo organizaciones basadas en fe, en actividades de involucramiento de padres, y
- proveer otro apoyo razonable para el involucramiento de padres bajo la sección 1118 como los padres la puedan solicitar.

* * * * *

PARTE IV. ADOPCIÓN (Bosquejo Muestra)

Esta Póliza de Involucramiento de los Padres en la Escuela ha sido desarrollada en conjunto con, y acordada con, padres de los niños que participan en los programas del Título I, Parte A, como es evidente por _____.

Esta póliza fue adoptada por la escuela **Edward A Hall Middle School** en **4/7/2011** y estará en efecto por el periodo de _____. La escuela distribuirá esta póliza a todos los padres de los niños que participan en el Título I, parte A en o antes de _____. Estará disponible para la comunidad local en _____. La notificación de la escuela **nombre de la escuela** de esta póliza será entendible y de formato y, hasta el exento practicable, proveer una copia de esta póliza a los padres en un lenguaje que los padres puedan entender.

(Firma del Oficial Autorizado)

(Fecha)

*Este bosquejo muestra de la Póliza de Involucramiento de los Padres en la Escuela no es un documento oficial del Departamento de Educación de los Estados Unidos. Es proveído únicamente como un bosquejo para ser usado con propósitos de discusión.



Hall District Elementary

2010-2011 Parent Policy

(School Plan Activities - Goal # 3)

All items listed below support Parent Involvement, Shared Responsibilities for High Student Academic Achievement, Building Capacity for Involvement and Accessibility:

Plan Approved, School Site Council, December 14, 2010

Plan Revised, SSC, January 20, 2011

A. Parent Involvement:

Inform parents of the Title 1 school program annually.

Informar a los padres anualmente del programa Título 1.

Parent workshops/meetings "La Hora del Cafecito" during the school day to educate parents on school programs, curriculum, assessments, standards, visit classes and to provide an avenue for participating in their child's education.

Talleres/juntas para padres "La Hora del Cafecito" durante el día escolar para educar a padres en programas escolares, currículo, asesoramientos, estándares, visitar salones y proveer un lugar para que los padres puedan participar en la educación de sus hijos.

B. Shared Responsibilities for High Student Academic Achievement:

Provide "Parent Compact" and PVUSD Board Behavior Expectation Policy each year. Teachers review with parents and students in parent conferences (October) and file the contract.

Proveer el "Contrato de Casa y Hogar" cada año y las Expectativas de Comportamiento de la póliza del distrito escolar. Maestros guardan estos documentos y lo repasar con padres durante las conferencias en octubre.

Plan conferences for parents with children at risk of retention in October and May.

Planear conferencias para padres de niños a riesgo de retención en octubre y mayo

Provide funds for Outdoor Science camp, Educational field trips, incentive based field trips, and the 5th grade and kinder promotion ceremony - parents to volunteer for field trips.

Proveer fondos para el Campamento de Ciencias para el quinto grado, paseos educativos, paseos de reconocimiento por logros académicos y ceremonias de promoción para quinto grado y Kinder – padres de ser voluntarios en las excursiones.

Parents to support students reading by checking reading nightly, checking for AR books, asking questions about what students have read and regularly take kids to the library. Read for 20min daily - (note-teacher request).

Padres de k-5 participan en el programa "Lectura en Casa," revisando los libros para el programa AR, haciendo preguntas sobre el cuento y llevar a el niño/a a la biblioteca pública con frecuencia. Leer diario por 20 minutos (nota- pedido por padres)

Continue home/school connection homework program. Purchase homework folders and other materials.

Continuar el programa de tarea en la escuela/hogar comprando carpetas para las tareas y otros materiales.

Parents to inform the school/administration via notes/phone call/visit when students are absent and to determine the reason for the absence for example, fever, family emergency, Lice/Scabies, etc... (note -parent request).

Padres de informar a la escuela/administración por notas/llamas/visitar cuando los niños/as están ausentes y para determinar si la ausencia es válida por ejemplo, fiebre, emergencia familiar, liendres/Sarna, etc... (pedido por padres)

Special activities to be implemented for example, Crazy Hair Day, Pajama Day, Twin Day, etc... to promote school pride. Continue the school uniform policy and improve attendance to 98% with monthly incentives.

Actividades especiales serán implementados por ejemplo, Día del Pelo Loco, Día Gemelos, día de Piyama... para promover orgullo escolar. Continuar la Póliza de Uniforme Escolar y la mejorar la asistencia a 98% con programa de premios mensuales.

Parents show appreciation to school staff during school year with lunch.

Padres agradecen al personal escolar con un almuerzo.

Provide funds to recognize student birthdays or special accomplishments.

Proveer fondos para reconocer a estudiantes que cumplen años.

Parents volunteering at school with more frequency, school Parent Liaison to facilitate opportunities (note-parent survey).

Padres de ayudar en la escuela con más frecuencia, la maestra "Parent Liaison" de prepara oportunidades (pedido por la encuesta de padres)

Parents to support with Fundraising (family Evening Events), donating classroom supplies, food for family events and volunteering in the school (field trips, in class, playground, family events. etc...).

Padres apoyan con eventos familiares para recaudar fondos, donar materiales a los salones, comidas para eventos y ayudar en la escuela (paseos, en clase, área de juegos, eventos familiares, etc...).

Recognize students for academic achievement and for pro-social behavior at monthly assemblies at the end of each month.

Reconocer a estudiantes por logros académicos y por la conducta positiva social en asambleas mensuales al fin de cada mes.

School to provide healthy snacks daily (apples, banana, etc...) during their first recess- students to not bring chips, cookies and other snacks with high sugar content- parents to support the nutritional goal of the school- (note-parent survey).

Escuela de proveer una merienda saludable (manzanas, plátanos etc...) durante el primer recreo –estudiantes no traer papitas, galletas y otras meriendas con mucha azúcar-padres de apoyar la meta de nutrición (nota en la encuesta de padres).

Continue school business partnerships with Mas Mac McDonalds and other business.

Continuar la asociación con Restaurantes Mas Mac McDonald's y otros negocios para premiar por el uso de uniforme y la asistencia perfecta.

C. Building Capacity for Involvement:

Parent workshops that include standards instruction, accountability programs, intervention strategies for parents to support their children in their academic progress (note-teacher request).

Planear para padres en los estándares de instrucción, sistemas de contabilidad, asesoramientos formativos en la lecto-escritura y matemáticas, estrategias de intervención para que padres puedan apoyar a sus hijos en el progreso académico.

Provide Music/Art classes for students- (note-SSC).

Proveer fondos para clases de música y arte para los niños (pedido de SSC)

Encourage classes to have reading buddies- (note-SSC).

Animar a los salones para tener compañeros de lectura (pedido de SSC)

Staff to respond to parent needs/questions within 24 hours (note-parent survey).

Personal de responder a las necesidades/preguntas de padres dentro de 24 horas (nota en la encuesta de padres).

D. Accessibility:

Continue communication with parents via monthly newsletter, school messenger, meetings, events, phone call from parents to parents, and workshops.

Continuar la comunicación con padres (por noticiero escolar, sistema mensajero telefónico, conferencias con padres, llamadas por padres a padres y talleres.

Communicate with parents the importance of completing the Parent Survey in January/February- goal is to have 100% of parents respond with student incentives.

Comunicar con padres la importancia de completar la Encuesta de Padres en enero/ febrero - meta de tener 100% de padres responder con incentivos para los niños.

Migrant Program will plan educational workshops every month that are chosen by parents.

Parents to elect one representative for SSC.

Padres Migrantes de planear talleres educativos cada mes con temas elegidos por padres.

Padres Migrantes han de elegir un representante para el Concilio Aconsejador Escolar (SSC).

Increase by 10% the number of students that are redesignated every year and celebrate the achievement.

Aumentar el número de estudiantes que son redesignados cada año y continuar enfocando el éxito en la redesignación.

Send home the Intervention Plan for students at risk of retention for parents to review and sign. Teachers to inform parents of students at risk of retention in October.

Mandar a casa el plan de intervención para estudiantes a riesgo de reprobación, para que padres lo revisen y firmen. Maestros de informar a padres de niños que están a riesgo de retención en octubre.

All students to have access to a computer at school - (note-parent survey).

Todos los niños tener acceso a computadoras en la escuela (nota en la encuesta de padres).

Train parents on the Anti-bully school program. Share ideas on how parents can support and help solve problems. Provide a safe environment for all children (requested by SSC and parent survey).

Entrenar a padres en el "Programa de Prevención de intimidación." Tomar ideas en como los padres pueden apoyar y reportar problemas. Proveer un ambiente seguro para todos los niños (pedido por padres en la encuesta de padres).



OHLONE ELEMENTARY SCHOOL

2010-2011 Parent Policy

A. Parent Involvement:

1. Special activities to be implemented for example, Crazy Hair Day, Pajama Day, Twin Day, ect...to promote school pride. Continue the school uniform policy and improve attendance to 98% with monthly incentives.

Actividades especiales serán implementados por ejemplo, Día del Pelo Loco, Gemelos, día de Piyama...para promover orgullo escolar. Continuar la Póliza de Uniforme Escolar y la mejorar la asistencia a 98% con programa de premios mensuales.

2. Provide funds for Outdoor Science camp, Educational field trips, incentive based field trips, and the 5th grade and kinder promotion ceremony – parents to volunteer for field trips.

Proveer fondos para el Campamento de Ciencias para el quinto grado, paseos educativos, paseos de reconocimiento por logros académicos y ceremonias de promoción para quinto grado y kinder – padres de ser voluntarios.

3. Provide funds to recognize student academic achievements or special accomplishments such as 100% attendance.

Proveer fondos para reconocer a estudiantes en sus estudios académicos o logros como 100% asistencia.

4. Parents to support with Fundraising (family Evening Events), donations, food for family events and volunteering in the school (field trips, in class, playground, family events. Etc...).

Padres apoyan con eventos familiares para recaudar fondos, donaciones, comidas para eventos y ayudar en la escuela (paseos, en clase, área de juegos, eventos familiares, etc...).

5. Migrant Program will plan educational workshops every month that are chosen by parents. ELAC and Migrant Program to elect one representative for SSC.

El Programa Migrante ha de planear talleres educacionales cada mes con temas elegidos por padres. Padres Migrantes y ELAC han de elegir un representante para el Concilio Aconsejador Escolar (SSC).

6. School to provide healthy snacks daily (apples, banana, etc...) during their first recess-students to not bring chips, cookies and other snacks with high sugar content-parents to support the nutritional goal of the school-(note-parent survey).

Escuela de proveer una merienda saludable (manzanas, plátanos etc...) durante el primer recreo-estudiantes no traer papitas, galletas y otras meriendas con mucha azúcar-padres de apoyar la meta de nutrición (nota en la encuesta de padres).

7. Continue school business partnerships with W.I.P. and other business.
Continuar la asociación con W.I.P. y otros negocios para premiar por el uso de uniforme y la asistencia perfecta.

B. Shared responsibilities for High Student Academic Achievement:

Provide "Parent Compact" and PVUSD Board Behavior

1. Expectation Policy each year. Teachers review with parents and students in parent conferences (October) and file the contract.

Proveer el "Contrato de Casa y Hogar" cada año y las Expectativas de Comportamiento de la póliza del distrito escolar. Maestros guardan estos documentos y lo repasar con padres durante las conferencias en octubre.

2. Train parents on the Anti-bully program. Brainstorm ideas on how parents can support and report bullying issues. Provide a safe environment for all children.

Entrenar a padres en el programa "contra niños agresivos." Tomar ideas en como los padres pueden apoyar y reportar problemas. Proveer un ambiente seguro para todos los niños.

3. Parents to support students reading by checking reading nightly, checking for AR books, asking questions about what students have read and regularly take kids to the library. Read for 20min. daily.

Padres de k-5 participan en el programa "Lectura en Casa," revisando los libros para el programa AR, haciendo preguntas sobre el cuento y llevar a el niño/a a la biblioteca publica con frecuencia. Leer a diario por 20 minutos.

4. Parents to inform the school/administration via notes/phone call/visit when students are absent and to determine the reason for the absence for example, fever, family emergency, Lice/Scabies, etc...(note-parent request).

Padres de informar a la escuela/administración por notas/llamas/visitar cuando los niños/as están ausentes y para determinar si la ausencia es calida por ejemplo, fiebre, emergencia familiar, liendres/Sarna, etc... (pedido por padres)

C. Building Capacity for Involvement:

1. Parent workshops that include standards instruction, accountability programs, intervention strategies for parents to support their children in their academic progress-(note-teacher strategies for parents to support their children in their academic progress-(note-teacher request).

Planear para padres en los estándares de instrucción, sistemas de contabilidad, asesoramientos formativos en la lecto-escritura y matemáticas, estrategias de intervención para que padres puedan apoyar a sus hijos en el progreso académico.

El Programa Migrante ha de planear talleres educativos cada mes con temas elegidos por padres. Padres Migrantes han de elegir un representante para el Concilio Aconsejador Escolar (SSC).

D. Accessibility:

1. Continue Communications with parents via monthly newsletter, school messenger, meetings, events, phone call from parents to parents, and workshops.

Continuar la comunicación con padres (por noticiero escolar, sistema mensajero telefónico, conferencias con padres, llamadas por padres a padres y talleres.

2. Communicate with parents the importance of completing the Parent Survey our goal is to have 100% of parents respond with student incentives.

Comunicar con padres la importancia de completar l Encuesta de Padres en meta de tener 100% de padres responder con incentivos para los niños.

3. Parents volunteering at school to assist with fund raising activities for science camp, school carnivals etc...

Padres voluntarios de la escuela para ayudar con actividades para recaudar fondos para campamento de ciencia, carnavales en la escuela etc...

4. Migrant Program will plan educational Workshops every month. Parents to elect one representative for SSC.

**Programa Migrante va a planear talleres educativos cada mes.
Padres seleccionar un representante para SSC.**

5. Increase by 10% the Lumber of students that are redesignated every year and celebrate the achievement.

Aumentar el número de estudiantes que son redesignados cada año y continuar enfocando el éxito en la redesignación.

6. Send home the Intervention Plan for students at risk of retention for parents to review and sign, teachers to inform parents of students at risk of retention in October.

Mandar a casa el plan de intervención para estudiantes a riesgo de reprobar, para que padres lo revisen y firmen. Maestros de informar a padres de niños que están a riesgo de retención.

7. Plan conferences for parents with children at risk of retention in fall and spring.

Planear conferencias para padres de niños a riesgo de retención en completo y primavera.

8. All students to have access to a computer at school – (note- parent survey).

Todos los niños tener acceso a computadoras en la escuela (nota en la encuesta de padres).



Pájaro Valley High School

Frank D. "Pancho" Rodríguez, Principal
500 Harkins Slough Road
Watsonville, California 95076-9453
Telephone: 728-8102
FAX: 728-6944

PART I: GENERAL EXPECTATIONS : School Parental Involvement Policy

Pájaro Valley High School agrees to implement the following statutory requirements:

- The school will jointly develop with parents, distribute to parents of participating students, a School Parental Involvement Policy that the school and parents of participating students agree on.
- The school will notify parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents can understand.
- The school will make the School Parental Involvement Policy available to the local community.
- The school will periodically update the School Parental Involvement Policy to meet the changing needs of parents and the school.
- The school agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- a. that parents play an integral role in assisting their student's learning;
- b. that parents are encouraged to be actively involved in their student's education at school;
- c. that parents are full partners in their student's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their student;
- d. the carrying out of other activities, such as those described in section 1118 of the ESEA.

PART II: DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

1. Pájaro Valley High School will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Policy and its schoolwide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:

- Discuss and solicit input to the School Parent Involvement Policy and school plan with the ELAC and Site Council before final approval.

The above will be the responsibility of the Principal and the English Language Learner Specialist.

2. Pájaro Valley High School will take the following actions to distribute to parents of participating students and the local community, the School Parental Involvement Policy:

- Make the approved policy available to all parents in the fall
Present the approved policy and compact to parents at an ELAC and Site Council meeting in the fall

The above will be the responsibility of the Principal and the English Language Learner Specialist.

3. Pájaro Valley High School will update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school:

Provide opportunity at least one additional time during the year at and ELAC meeting and at Site Council for parents to suggest changes for the upcoming year

The above will be the responsibility of the Principal and the English Language Learner Specialist.

4. Pájaro Valley High School will convene an annual meeting to inform parents of the following:

- That their student's school participates in Title I,
- Regarding requirements of Title I,
- Parent and student rights
- about their school's participation in Title I:
- The annual meeting will be scheduled at the beginning of the school year, if possible, prior to "Back to School Night" at about 6:30 in the evening. All parents will be invited and encouraged to attend.

5. Pájaro Valley High School will hold a flexible number of meetings at varying times, child care will be provided, paid for with Title I funding as long as these services relate to parental involvement:

- Meetings will be scheduled well in advance so that parents can plan ahead
- Childcare will be provided for ELAC and Site Council meetings
- Parents input will be solicited to determine the best time and dates for meetings/events
- Additional parent events will be solicited from parents with input about the event, convenient times and how parents can take charge or help in the organization.
- Parents will be notified of events by flyer, school messenger machine, and school website.

6. Pájaro Valley High School will provide timely information about Title I programs to parents of participating students:

- Information will be provided at a fall ELAC and School Site Council meeting
- Additional information will be provided upon request

7. Pajaro Valley High School will provide to parents of participating students a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet:

- Information regarding curriculum and assessments will be presented at the Title I General Parent Meeting at the ELAC meetings, and at the School Site Council meeting during the school year.
- Proficiency levels that students are expected to meet will be provided at Back to School Night and at parent conferences.
- Academic progress will be presented through report cards, SST meetings, IEP meetings, annual four-year plan update and by contacting parents at other times when needed

8. Pajaro Valley High School will provide parents of participating students if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible:

- Parent suggestions will be solicited at ELAC meetings, Site Council meetings, Back to School meetings and parent trainings

9. Pajaro Valley High School will submit to the district any parent comments if the school-wide plan under section (1114)(b)(2) is not satisfactory to parents of participating students:

- Any parent comments regarding the school-wide plan not being satisfactory will be submitted in writing, either hard copy or by email, to the Assistant Superintendent within a week of the parent input.

PART III: SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. Pájaro Valley High School will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

- Regular parent meetings will be held that give parents an opportunity to learn and have input regarding the school and student progress. *Principal and English Language Learner Specialist*
- A short presentation will be made at both the Back to School Night and the Open House regarding student academic achievement, expectations and/or curriculum. *Principal and Asst. Principal*
- Teachers will assign homework on a regular basis so that parents know when and what to expect.
- Parents will be notified by school website and school messenger of school activities, meetings and school web site, *Principal and Asst. Principal*
- Parents will get their student to school on a regular basis and on time.
- Parents will attend agreed upon meetings regarding their student's (SSTs, IEPs, parent-teacher conferences. Appropriate school personnel will be at the meeting. *Parent or guardian, school personnel*
- Parents will see that their student is attempting to complete all homework and projects assigned. *Parent or guardian*

2. The school will, with the assistance of its district, provide assistance to parents of students served by the school in understanding topics such as the following, by undertaking the actions described in this paragraph --

- the State's academic content standards,
- the State's student academic achievement standards,
- the State and local academic assessments including alternate assessments,
- the requirements of Title I,
- how to monitor their student's progress, and
- how to work with educators: (parent institutes such as "Padres como socios")
- Parents will be notified of any workshops, conferences, classes in the vicinity that come to the attention of the school.
- At least two ELAC meetings per semester will discuss the areas listed above.

3. The school will, with the assistance of its district, provide materials and training to help parents work with their student to improve their student's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

- The school will continue to provide Family Education Nights sponsored by PVUSD's Extended Learning Program once a month throughout the school year.
- Parents will be kept informed about curriculum issues, student assessment, staffing and general updates of what goes on in the classroom via frequent bulletins, a principal's newsletter every semester as well as during monthly meetings of School Site Council and ELAC. We send parent notifications a day before, and all communication is in both English and Spanish.

4. The school will, with the assistance of its district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

- The school will make teachers aware and encourage them to attend any workshop or training offered by the district
- Many staff members at Pajaro Valley High School are able to communicate in Spanish (the native language of the majority of our parents.) This has helped parents feel comfortable participating in events at school.
- We encourage parents to attend monthly meetings as well as celebrations and performances, such as trimester awards assemblies, student events, and after school program events, performances and pot lucks. We welcome parent questions and invite them to participate in any way they can. During our Back to School Night and Conferences, we discuss standards, expectations, program and how to support their children at home. Our Migrant Program provide also provides a series of monthly workshops throughout the year that address issues ranging from family literacy support and involvement to common health issues faced by our community.
- Our district offers classes in English as a Second Language four nights a week.

5. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their students.

6. The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating students in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- Parents will be notified by phone, school messenger and notices on the website when events at the school are to take place. All notices are made in English and Spanish.
- Parents will be called regarding absences and individual meetings at the school.
- Parents will be informed if their student's unexcused absences and truancy status.

PART IV: DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

NOTE: The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

* * * * *

PART V: ADOPTION

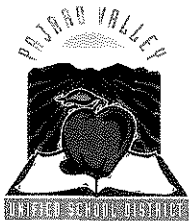
This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of students participating in Title I, Part A programs, as evidenced by

_____.

This policy was adopted by **Pajaro Valley High School** on **01/14/11** and will be in effect for the period of two years. The school will distribute this policy to all parents of participating Title I, Part A children on or before Sept. 15. It will be made available to the local community in the school office. Pájaro Valley High School's notification to parents of this policy will be in an understandable and uniform format and, to the extent practicable, we will provide a copy of this policy to parents in a language the parents can understand.

(Signature of Authorized Official)

(Date)



Board Agenda Backup

Item No: 10.5

Date: May 4, 2011

Item: CAHSEE Passage Waiver
Math (PVHS 10-11-27)

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

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

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

Recommendation: Approve

Budget Considerations: None

Funding Source:

Budgeted: Yes: ☐ No: ☐

Amount: \$

Prepared By: Dee Teutschel, Program Director Special Services

Superintendent's Signature:

Dorma Baker (A)

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: 03.30.11

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: 4/4/2011

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

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

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

Signature of Parent: _____

Date: 3/31/11

FOR SITE USE ONLY

Date Received by Principal: _____

Student Identification Number: _____

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Student's Name: _____

Student's ID Number: _____

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

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

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

Student ID#:

1a.

Student has a specific learning disability impacting his visual-motor integration skills which impedes his performance in completing math computation and written assignments.

1b.

Student has the use of a calculator on math tests.

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

1c.

Student delays in visual-motor integration which makes it especially challenging for him to both process and accurately respond to the items on a math test.

1d.

Teachers have been provided with copies of student's IEP goals and recommended accommodations or modifications. Student has the use of a calculator as permitted on a regular basis in all classes, both on regular assignments as well as on tests.

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

Certified by:

Principal's Signature

Date

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

Signature of Student's Special Education Teacher

Date

Print Name of Student's Special Education Teacher

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

Signature of Student's Academic Counselor

Date

Printed Name of Student's Academic Counselor



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

Student _____

Date of Birth _____

IEP Meeting Date 11/12/09

SUPPLEMENTARY/SPECIALIZED SUPPORT

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

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

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

* If a placement or service is ending, give reason

PARTICIPATION IN STATE AND DISTRICT-WIDE STANDARDIZED TESTING AND ASSESSMENT

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

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

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

PROMOTION STANDARDS

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

CALIFORNIA HIGH SCHOOL EXIT EXAMINATION (CAHSEE)

- ☐ No accommodations or modifications ☐ Exempt due to eligibility for participation in CAPA
- ☒ Modifications (specify) Use of a calculator/Q's read aloud for ELA ☐ Grade Exempt (below grade 10, or Post Sec.)
- ☒ Accommodations (specify) Q's read aloud for Math/Test + days ☐ Passed both subtests of the CAHSEE



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

Student _____

Date of Birth _____

IEP Meeting Date 11/12/09

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Attending Skills	Directions Read Aloud, Extra Time: Assignments/Tests (1.5), Grammar Checker, Preferential Seating, Shortened Assignments, Spelling Checker, Take Tests in Alternate Setting, Visual Models	SELPA/ Gen. Ed. Teacher, Assistant, RS	11/13/2008
Auditory Memory	Directions Read Aloud, Take Tests in Alternate Setting	District of Service/ Gen. Ed. Teacher, Assistant, RS	11/12/2009
Processing Speed	Calculator, Directions Read Aloud, Extra Time: Assignments/Tests (1.5), Preferential Seating, Shortened Assignments, Take Tests in Alternate Setting, Visual Models	District of Service/ Gen. Ed. Teacher, Assistant, RS	11/12/2009

Pajaro Valley Unified School District

if Date: 8/15/2007

uated:

is Of: 2011

School Name/Address

Pajaro Valley High School
500 Harkins Slough
Watsonville, CA 95076

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

Counselor:

SSID:

Community Service Hours: 0

CrsID	Course Title	Mark	Credit	CrsID	Course Title	Mark	Credit	Credit Summary - High School			
Pajaro Valley High Summer School Grd 09 7/2007				Pajaro Valley High School Grd 11 12/2009				Subject Area	Req	Cmp	Def
9250	ELD/Math Institute	B+	5.000	3210	P Biology	C-	5.000	A English	40.00	35.00	5.00
9250	ELD/Math Institute	C-	5.000	9270	Directed Study	A-	5.000	B Math	20.00	25.00	
Crs Att: 10.000 Cmp: 10.000 Total GPA: 2.500				1330	P English 3/American Lite	C+	5.000	C Biological Science	10.00	10.00	
Pajaro Valley High School Grd 09 12/2007				2510	P Geometry	C	5.000	D Physical Science	10.00	10.00	
6010	P Art 1	A	5.000	4120	P Spanish 2	B+	5.000	E Health	5.00	5.00	
1163	Dev Reading 3	A	5.000	7210	P US History	B-	5.000	F Fine Arts / Foreign L	10.00	20.00	
9270	Directed Study	A	5.000	Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.667				G Physical Education	20.00	30.00	
1130	P English 1	B+	5.000	Pajaro Valley High School Grd 11 6/2010				H Applied Arts	10.00	10.00	
3910	Health	B+	5.000	3210	P Biology	C	5.000	I World Civilization	10.00	10.00	
8225	Math 3 (I)	A-	5.000	9270	Directed Study	A-	5.000	J US History	10.00	10.00	
4510	N PE 9	A	5.000	1330	P English 3/American Lite	B-	5.000	K Federal Government	5.00	0.00	5.00
Crs Att: 35.000 Cmp: 35.000 Total GPA: 3.714				2510	P Geometry	C+	5.000	L Economics	5.00	5.00	
Pajaro Valley High School Grd 09 6/2008				4120	P Spanish 2	B	5.000	M Electives	45.00	65.00	
6010	P Art 1	A+	5.000	7210	P US History	C-	5.000	N Algebra	10.00	15.00	
1163	Dev Reading 3	B	5.000	Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.667				O Science	10.00	5.00	5.00
9270	Directed Study	A	5.000	Pajaro Valley High School Grd 12 12/2010				---Total Credits---			
1130	P English 1	C	5.000	2610	P Algebra II	B-	5.000	GPA Summary			
5051	Intro Computers	B-	5.000	9270	Directed Study	A-	5.000	Academic GPA:	2.976	Rank 89 out of 251	
8225	Math 3 (I)	A	5.000	7410	P Economics	C-	5.000	Total GPA:	3.059	Rank 81 out of 257	
4510	N PE 9	A	5.000	1430	P English 4	C+	5.000	CSU GPA:	2.556		
Crs Att: 35.000 Cmp: 35.000 Total GPA: 3.429				3510	P Physics	B-	5.000	Cal Grant GPA:	2.778		
Pajaro Valley High School Grd 10 12/2008				5065	ROP Bicycle Repair	A-	5.000	Testing Information			
4610	N Adv PE	A-	5.000	Crs Att: 30.000 Cmp: 30.000 Total GPA: 3.000				CA HSEE ELA-1-1			
2410	P Algebra 1A/B	C-	5.000	Work In Progress				F 11/9/2010			
9270	Directed Study	B+	5.000	2610	P Algebra II		0.000	CA HSEE Math-1-1			
1230	P English 2	B-	5.000	9270	Directed Study		0.000	F 11/10/2010			
3610	P Integrated Science I	B-	5.000	1430	P English 4		0.000				
4510	N Physical Education 9	A	5.000	7310	P Federal Government/US G		0.000				
4110	P Spanish 1	B-	5.000	3510	P Physics		0.000				
7110	P World Civ	C+	5.000	5065	ROP Bicycle Repair		0.000				
Crs Att: 40.000 Cmp: 40.000 Total GPA: 3.000											
Pajaro Valley High School Grd 10 6/2009											
4610	N Adv PE	A-	5.000								
2410	P Algebra 1A/B	B-	5.000								
9270	Directed Study	B	5.000								
1230	P English 2	C+	5.000								
3610	P Integrated Science I	C-	5.000								
4510	N Physical Education 9	A-	5.000								
4110	P Spanish 1	B-	5.000								
7110	P World Civ	A-	5.000								
Crs Att: 40.000 Cmp: 40.000 Total GPA: 3.125											
Pajaro Valley High School Grd 10 7/2009											
SS1002	CAHSEE MATH	C+	5.000								
Crs Att: 5.000 Cmp: 5.000 Total GPA: 2.000											

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

Polio	3/16/1993	5/17/1993	8/22/1994	9/15/1997
DTB	3/16/1993	5/17/1993	7/20/1993	8/22/1994 9/15/1997
MMR	8/22/1994	9/15/1997		
HEP B	9/15/1997	10/6/1998	9/13/1999	
Varicella	9/15/1997			

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

Date: 4/8/2011

California High School Exit Examination

Student and Parent Report

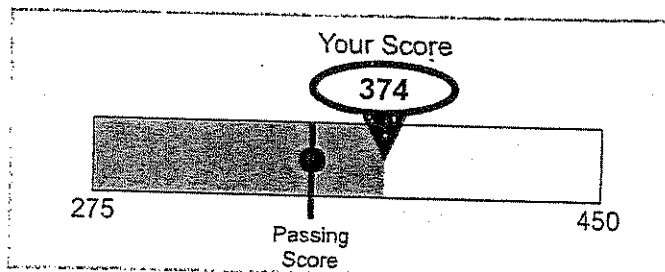
County: 44 - Santa Cruz

English-Language Arts

Test Date: 10/05/2010

Your Total Score	Score Required to Pass	Status
374	350	MODIFIED

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



Breakdown of English-Language Arts

	Number of Questions	Number Correct
READING		
Word Analysis	7	6
Reading Comprehension	18	15
Literary Response & Analysis	20	14
WRITING		
Writing Strategies	12	9
Writing Conventions	15	11

Essay

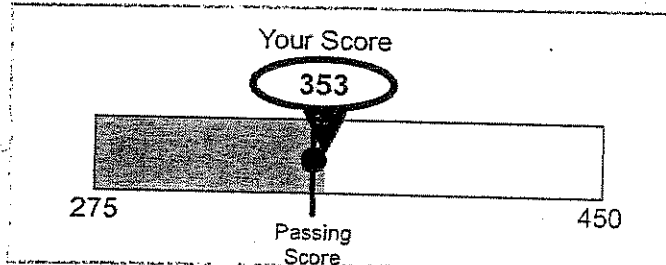
2.5

Mathematics

Test Date: 10/06/2010

Your Total Score	Score Required to Pass	Status
353	350	MODIFIED

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



Breakdown of Mathematics

	Number of Questions	Number Correct
Probability & Statistics	13	7
Number Sense	17	12
Algebra & Functions	20	11
Measurement & Geometry	18	11
Algebra I	12	4

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

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



Board Agenda Backup

Item No: 10.6

Date: May 4, 2011

Item: CAHSEE Passage Waiver
Math (RHS 10-11-28)

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

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

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

Recommendation: Approve

Budget Considerations: None

Funding Source:

Budgeted: Yes: ☐

No: ☐

Amount: \$

Prepared By: Dee Teutschel, Program Director Special Services

Superintendent's Signature:

Dorma Balu (AT)

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: 4/06/2011

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: 4-6-11

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: 4/06/2011

FOR SITE USE ONLY

Date Received by Principal: 4/06/2011

Student Identification Number: _____

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Student's Name

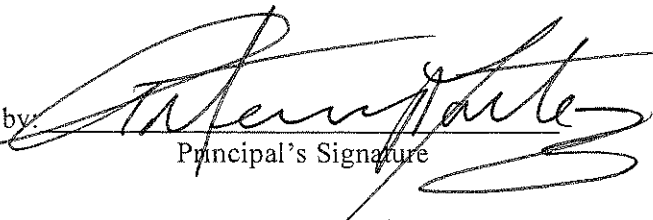
Number:

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

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

1. Has an individualized education program (IEP) adopted pursuant to the Individuals with Disabilities Education Act that specifies the use of the modification(s) on the exit examination, standardized testing, or classroom instruction and assessments.
(Attach the section of the IEP that specifies the modifications.)
 - a. Describe the nature of the student's disability as identified on the IEP (please note if this will result in overt identification of the student. Recent Assessment indicate low visual motor integration and processing skills. This would impact his ability to do math problems on paper.
 - b. Describe any modification used on the ☐ English/language arts or ☒ math section of the exam (separate form must be filled out for each section): Use of a calculator
 - c. State the rationale for applying the modification(s) used to achieve an equivalent passing score on the CAHSEE for this student. _____ has had difficulty doing basic calculations on multi-digit problems, due to weakness in his ability to perform visual motor tasks. The calculator allows him to bypass this step and move on to the more challenging problems in percentages, algebra and number sense.
 - d. Describe the modification(s) that the student regularly uses in the classroom and on other assessments _____ has always used a calculator in his math classes, for assignments, tests and homework.

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:  4-11-11
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.



4/11/2011


Signature of Student's Special Education Teacher

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.



4/11/2011

Signature of Student's Academic Counselor

Date

Patricia Messer

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 04/28/10

SUPPLEMENTARY/SPECIALIZED SUPPORT

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

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

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

* If a placement or service is ending, give reason

PARTICIPATION IN STATE AND DISTRICT-WIDE STANDARDIZED TESTING AND ASSESSMENT

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

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

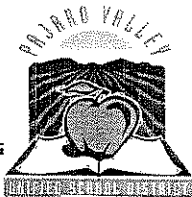
* (Grade 8; Grade 11 for U.S. History; Grades 9 through 11 World History)

PROMOTION STANDARDS

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

CALIFORNIA HIGH SCHOOL EXIT EXAMINATION (CAHSEE)

- ☐ No accommodations or modifications ☐ Exempt due to eligibility for participation in CAPA
☒ Modifications (specify) calculator ☐ Grade Exempt (below grade 10, or Post Sec.)
☒ Accommodations (specify) Ext. time over 2 days; small setting ☐ Passed both subtests of the CAHSEE



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

Student

Date of Birth

IEP Meeting Date 04/28/10

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Visual-Motor	Directions Read Aloud, Extra Time: Assignments/Tests (2.0), Provide with Notes, Visual Models	District of Service/ Gen. Ed. Teacher, RS	04/28/2010
Processing Speed, Other: visual memory, sequencing	Calculator, Extra Time: Assignments/Tests (2.0), Shortened Assignments, Take Tests in Alternate Setting, Tests in Short Segments	District of Service/ Gen. Ed. Teacher, RS	04/28/2010

ate: 08/31/09
 Date:
 rf: 2010

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

Crs ID	Course Title	Mark	Ab	Credit	Crs ID	Course Title	Mark	Ab	Credit	Crs ID	Course Title	Mark	Ab	Credit
Watsonville High School Grd 09 12/2006					Watsonville High School Grd 11 12/2008					Renaissance High School Grd 12 3/2010				
1130	P English 1	F			1330	P English 3	D-		5.000	1740	English Elective	P		1.600
2410	P Algebra	F			2510	P Geometry	F			1740	English Elective	P		1.500
2975	Math B	F			3250	P Marine Biology	D-		5.000	2998	Math Elective	P		1.700
3620	P Integ Sci I VA	F			4610	N Adv PE	B-		5.000	3110	Physical Science	P		0.500
3910	Health	F			7210	P US History	F			3110	Physical Science	P		2.300
4610	N Adv PE	A-		5.000	9242	Advisory 11	B		0.500	6910	Fine Art Elective	P		3.400
9240	Advisory 9	F			8390	MOD Tutorial	C		5.000	9292	Ba Sk/HSEE/ELA	P		3.800
Crd Att: 30.500 Cmp: 5.000 Total GPA: 0.66					Crd Att: 30.500 Cmp: 20.500 Total GPA: 1.20					Crd Att: 14.800 Cmp: 14.800 Total GPA: 0.00				
Watsonville High School Grd 09 6/2007					Watsonville High School Grd 11 6/2009					Renaissance High School Grd 12 6/2010				
1130	P English 1	C+		5.000	1330	P English 3	D		5.000	1740	English Elective	P		1.500
2975	Math B	C		5.000	2998	Math Elective	F			1740	English Elective	P		2.000
4610	N Adv PE	A-		5.000	3250	P Marine Biology	D-		5.000	2998	Math Elective	P		1.000
5051	Intro Computers	C		5.000	4610	N Adv PE	F			3110	Physical Science	P		1.300
8110	MOD English 1	P			7210	P US History	F			5910	App Arts Elect	P		3.300
8340	MOD Phy Sci	F			8390	MOD Tutorial	A		5.000	7110	P World Civ	P		2.300
9240	Advisory 9	P		0.500	9242	Advisory 11	A-		0.500	9292	Ba Sk/HSEE/ELA	P		3.600
Crd Att: 30.500 Cmp: 20.500 Total GPA: 2.00					Crd Att: 30.500 Cmp: 15.500 Total GPA: 1.05					Crd Att: 15.000 Cmp: 15.000 Total GPA: 0.00				
Watsonville High School Grd 09 8/2007					Renaissance High School Grd 12 10/2009					Renaissance High School Grd 12 10/2010				
1130	P English 1	C+		5.000	1740	English Elective	P		0.700	1740	English Elective	P		2.300
Crd Att: 5.000 Cmp: 5.000 Total GPA: 2.00					1740	English Elective	P		0.500	2998	Math Elective	P		3.800
Watsonville High School Grd 10 12/2007					1740	English Elective	P		1.200	3910	Health	P		7.100
1240	P English 2 AA	F			2998	Math Elective	P		1.200	7210	P US History	P		3.800
3518	Applied Phy/Ag Eng	F			6010	P Art 1	P		0.800	9250	General Elective	P		1.000
4610	N Adv PE	C		5.000	9605	Entry Core	P		5.100	Crd Att: 18.000 Cmp: 18.000 Total GPA: 0.00				
7110	P World Civ	F			Crd Att: 9.500 Cmp: 9.500 Total GPA: 0.00					Renaissance High School Grd 12 12/2010				
8360	MOD Comp Lit	F			Renaissance High School Grd 12 12/2009					1740	English Elective	P		2.500
9241	Advisory 10	C		0.500	1740	English Elective	P		1.700	2998	Math Elective	P		4.800
Crd Att: 25.500 Cmp: 5.500 Total GPA: 0.43					1740	English Elective	P		1.000	3110	Physical Science	P		5.800
Watsonville High School Grd 10 6/2008					1740	English Elective	P		3.700	5910	App Arts Elect	P		1.000
1240	P English 2 AA	F			2410	P Algebra	P		1.000	7210	P US History	P		3.800
3518	Applied Phy/Ag Eng	D-		5.000	2998	Math Elective	P		2.200	9250	Bank	P		1.000
4610	N Adv PE	B+		5.000	4610	N Adv PE	P		0.800	Crd Att: 18.900 Cmp: 18.900 Total GPA: 0.00				
7110	P World Civ	F			6010	P Art 1	P		2.200					
9241	Advisory 10	C		0.500	7110	P World Civ	P		3.200					
8390	MOD Tutorial	C-		5.000	9292	Ba Sk/HSEE/ELA	P		0.500					
Crd Att: 25.500 Cmp: 15.500 Total GPA: 1.22					Crd Att: 16.300 Cmp: 16.300 Total GPA: 0.00									

P = College Prep

H = Honors

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

Comments:

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

Date: 08/31/09

Date:
Year: 2010

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: 0.78
 Total GPA: 1.10
 CSU GPA: 0.99

Credit Summary - High School

Subject Area	Req	Cmp	Def
English	40.00	40.00	
Mathematics	20.00	19.70	0.30
Biological Science	10.00	10.00	
Physical Science	10.00	10.00	
Health	5.00	5.00	
Fine Arts/Foreign Lang	10.00	6.40	3.60
Physical Education	20.00	20.00	
Applied Arts	10.00	9.30	0.70
World Civilization	10.00	5.50	4.50
US History	10.00	7.60	2.40
Federal Government	5.00	0.00	5.00
Economics	5.00	0.00	5.00
Elective	45.00	40.60	4.40
Algebra	10.00	1.00	9.00
Science	10.00	4.90	5.10
Total Credits	220.00	180.00	40.00

Testing Information

Proficiency Tests

CA HSEE Math	Failed	11/04/09
CA HSEE ELA	Failed	10/06/09

P = College Prep

H = Honors

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

Transcript is unofficial unless signed by a school official

School
 Official's Signature

Date: 01/20/11



California High School Exit Examination

See back for details

Student and Parent Report

District: 69799 - Pajaro Valley Unified

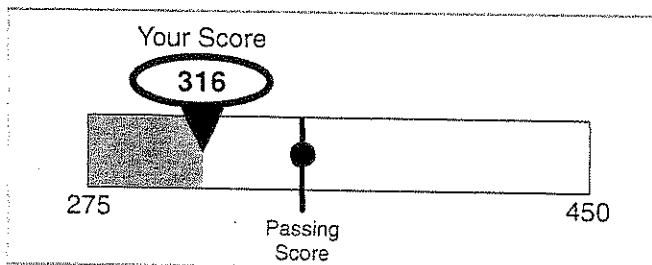
County: 44 - Santa Cruz

English-Language Arts

Test Date: 02/01/2011

Your Total Score	Score Required to Pass	Status
316	350	NOT PASSED

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



Strands for English-Language Arts

	Number of Questions	Number Correct
READING		
Word Analysis	7	2
Reading Comprehension	18	9
Literary Response & Analysis	20	11
WRITING		
Writing Strategies	12	1
Writing Conventions	15	5

Writing Applications Score: 2.0

Essay

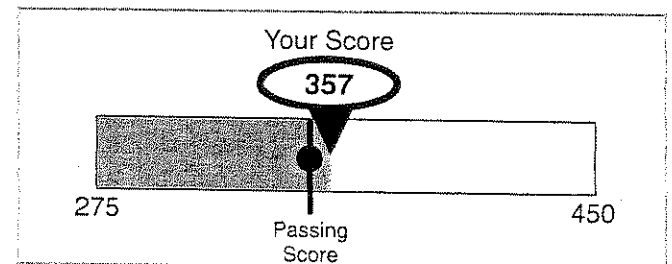
2.0

Mathematics

Test Date: 02/02/2011

Your Total Score	Score Required to Pass	Status
357	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.

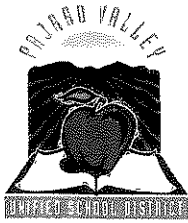


Strands for Mathematics

	Number of Questions	Number Correct
Probability & Statistics	13	7
Number Sense	17	10
Algebra & Functions	20	12
Measurement & Geometry	18	13
Algebra I	12	4

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

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



Board Agenda Backup

Item No: 10.7

Date: May 4, 2011

Item: CAHSEE Passage Waiver
Math (RHS 10-11-29)

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

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

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

Recommendation: Approve

Budget Considerations: None

Funding Source:

Budgeted: Yes: ☐ No: ☐

Amount: \$

Prepared By: Dee Teutschel, Program Director Special Services

Superintendent's Signature:

Dorma Baker (AD)

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: 4/06/2011

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: 4-6-11

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.

adult
Signature of Parent;
Student

Date: 4/6/2011

FOR SITE USE ONLY

Date Received by Principal: 4/11/2011

Student Identification Number: _____

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Student's Name

Number

Pursuant to Education Code 6051, the parent/guardian of _____ 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. Consistent previous assessments results indicate significant weaknesses in auditory memory and perceptual organization. These kinds of weaknesses can seriously impact a students skills and abilities in mathematics.
 - b. Describe any modification used on the ☐ English/language arts or ☒ math section of the exam (separate form must be filled out for each section): Use of a calculator for math calcaultions to ssist memory and problem organization.
 - c. State the rationale for applying the modification(s) used to achieve an equivalent passing score on the CAHSEE for this student. _____ has consistently had difficulty in committing to memory his basic math facts and also with setting up his numbers in an organized way to solve multi-digit division or multiplication. The use of a calculator has helped him work on more difficult and challenging problems successfully, as is evidence by his passing score on the Exit Exam.
 - d. Describe the modification(s) that the student regularly uses in the classroom and on other assessments. Uses a calculator in math for classwork, homework and tests.

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

4-11-11
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

4/11/2011
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

4/11/2011
Date

Patricia Messer

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 10/22/10

SUPPLEMENTARY/SPECIALIZED SUPPORT

Student requires supplementary aids and services or specialized materials/equipment as specified below.					
<input type="checkbox"/> Supports for school personnel		<input type="checkbox"/> Specialized aids/materials/equipment (Assistive Technology)			
<input type="checkbox"/> Program modifications		<input checked="" type="checkbox"/> None			
Description	Responsible Personnel/Agency	Location	Frequency/Intensity	Duration	Start/End Date*
					Start:
					End:
					Start:
					End:

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

PARTICIPATION IN STATE AND DISTRICT-WIDE STANDARDIZED TESTING AND ASSESSMENT

Including: Desired Results Developmental Profile (DRDP) California Standards Test (CST), 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: (Gr. 2-11)	<input checked="" type="checkbox"/> Grade Exempt	<input type="checkbox"/> CST	OR	<input type="checkbox"/> CMA (Criteria Met) (Gr. 3-11)	
<input type="checkbox"/> No accommodations or modifications <input type="checkbox"/> Accommodations (specify below) <input type="checkbox"/> Modifications (specify below)					
Accommodations: _____					
Modifications: _____					
<input checked="" type="checkbox"/> Math: (Gr. 2-11)	<input checked="" type="checkbox"/> Grade Exempt	<input type="checkbox"/> CST	OR	<input type="checkbox"/> CMA (Criteria Met) (Gr. 3-7; Algebra I: 7-11)	
<input type="checkbox"/> CMA (Geometry, Grades 7-11) (Grades 8-11 effective 2011-2012 school year)					
<input type="checkbox"/> No accommodations or modifications <input type="checkbox"/> Accommodations (specify below) <input type="checkbox"/> Modifications (specify below)					
Accommodations: _____					
Modifications: _____					
<input checked="" type="checkbox"/> Science (Gr. 5 & 8 Gr. 9-11)	<input checked="" type="checkbox"/> Grade Exempt	<input type="checkbox"/> CST	OR	<input type="checkbox"/> CMA (Criteria Met) (Gr. 5, 8 & 10)	
<input type="checkbox"/> No accommodations or modifications <input type="checkbox"/> Accommodations (specify below) <input type="checkbox"/> Modifications (specify below)					
Accommodations: _____					
Modifications: _____					
<input checked="" type="checkbox"/> History/Social Science*	<input checked="" type="checkbox"/> Grade Exempt	<input type="checkbox"/> CST	* (Grade 8; Grade 11 for U.S. History; Grades 9 through 11 World History)		
<input type="checkbox"/> No accommodations or modifications <input type="checkbox"/> Accommodations (specify below) <input type="checkbox"/> Modifications (specify below)					
Accommodations: _____					
Modifications: _____					
<input checked="" type="checkbox"/> Writing (Gr. 4 & 7 only)	<input checked="" type="checkbox"/> Grade Exempt	<input type="checkbox"/> CST	OR	<input type="checkbox"/> CMA (Criteria Met) (Gr. 4 & 7 only)	
<input type="checkbox"/> No accommodations or modifications <input type="checkbox"/> Accommodations (specify below) <input type="checkbox"/> Modifications (specify below)					
Accommodations: _____					
Modifications: _____					
<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) _____					

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>calculator; ?s read aloud (ELA); + 1 day</u>	<input type="checkbox"/> Grade Exempt (below grade 10)
<input checked="" type="checkbox"/> Accommodations (specify) <u>test > 1 day; ?s read aloud(Math)</u>	<input type="checkbox"/> Passed both subtests of the CAHSEE



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

Student _____

Date of Birth _____

IEP Meeting Date 10/22/10

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Auditory Memory	Directions Read Aloud, Preferential Seating, Provide with Notes, Study Buddy, Visual Models, Other: Directions read aloud for clarification; provide visuals referents if possible	District of Service/ Gen. Ed. Teacher, Assistant, RS	10/22/2010
Other: Testing	Calculator, Directions Read Aloud, Extra Time: Assignments/Tests (2.0), Preferential Seating, Take Tests in Alternate Setting, Visual Schedule, Other: cue to on-task behavior	District of Service/ Gen. Ed. Teacher, Assistant, RS	10/22/2010

Pajaro Valley Unified School District

Date: 2/15/2011

Printed:

For: 2011

School Name/Address

Renaissance
11 Spring Valley Road
Watsonville, CA 95076

Tel: (831)728-6344

Fax: (831)728-6419

Counselor:

SSID:

Community Service Hours: 50

CrsID	Course Title	Mark	Credit	CrsID	Course Title	Mark	Credit	Credit Summary - High School			
Pajaro Valley High School Grd 09 12/2007				SS1230	P ENGLISH 2	D	5.000	Subject Area	Req	Cmp	Def
1163	Dev Reading 3	B	5.000	SS1230	P ENGLISH 2	D	5.000	A English	40.00	30.00	10.00
9270	Directed Study	D	5.000	Crs Att: 10.000 Cmp: 10.000 Total GPA: 1.000				B Math	20.00	20.00	
1130	P English 1	RF	0.000	Pajaro Valley High School Grd 11 12/2009				C Biological Science	10.00	5.00	5.00
3910	Health	RF	0.000	9291	Basic Skills CA Exit Ex A		5.000	D Physical Science	10.00	10.00	
8225	Math 3 (I)	A-	5.000	3210	P Biology	RF	0.000	E Health	5.00	5.00	
4510	N PE 9	B	5.000	1330	P English 3/American Lite	D-	5.000	F Fine Arts / Foreign L	10.00	0.00	10.00
Crs Att: 30.000 Cmp: 20.000 Total GPA: 2.750				2510	P Geometry	F	0.000	G Physical Education	20.00	15.00	5.00
Pajaro Valley High School Grd 09 6/2008				5710	ROP Administration Just	F	0.000	H Applied Arts	10.00	6.25	3.75
1163	Dev Reading 3	C	5.000	7210	P US History	F	0.000	I World Civilization	10.00	10.00	
9270	Directed Study	D	5.000	Crs Att: 30.000 Cmp: 10.000 Total GPA: 1.000				J US History	10.00	5.00	5.00
1130	P English 1	D	5.000	Pajaro Valley High School Grd 11 6/2010				K Federal Government	5.00	0.00	5.00
5051	Intro Computers	F	0.000	9291	Basic Skills CA Exit Ex A		5.000	L Economics	5.00	0.00	5.00
8225	Math 3 (I)	A	5.000	3210	P Biology	D	5.000	M Electives	45.00	50.00	
4510	N PE 9	B	5.000	9270	Directed Study	C-	5.000	N Algebra	10.00	10.00	
Crs Att: 30.000 Cmp: 25.000 Total GPA: 1.833				1330	P English 3/American Lite	C-	5.000	O Science	10.00	5.00	5.00
Watsonville High Summer School Grd 09 7/2008				2510	P Geometry	C	5.000	---Total Credits---			
3910	Health	B	5.000	7210	P US History	D-	5.000	220.00 171.25 53.75			
Crs Att: 5.000 Cmp: 5.000				Crs Att: 30.000 Cmp: 30.000				GPA Summary			
Pajaro Valley High Summer School Grd 09 7/2008				After School Pajaro Valley High Grd 11 6/2010				Academic GPA:	1.725	Rank 17 out of 22	
1130	P English 1	B	5.000	AS3610	INTEGRATED SCIENCE -2nd NM	0.000		Total GPA:	1.786	Rank 237 out of 257	
Crs Att: 5.000 Cmp: 5.000 Total GPA: 3.000				Crs Att: 0.000 Cmp: 0.000 Total GPA: 2.000				CSU GPA:	1.600		
Pajaro Valley High School Grd 10 12/2008				Watsonville High School Grd 11 7/2010				Cal Grant GPA:	1.542		
2413	P Algebra 1A/B (Support9T	C-	5.000	SS3211	P BIOLOGY	D-	5.000	Testing Information			
9270	Directed Study	D-	5.000	SS7110	P WORLD CIV	B	5.000	CAHSEE ELA-1-1			
1230	P English 2	RF	0.000	Crs Att: 10.000 Cmp: 10.000 Total GPA: 2.000				CA HSEE ELA	P	5/11/2010	
3610	P Integrated Science I	RF	0.000	Pajaro Valley High School Grd 12 12/2010				CAHSEE Math-1-1			
2976	Math B (9th)	F	0.000	4610	N Adv PE	B	5.000	CA HSEE Math	F	11/16/2010	
7110	P World Civ	RF	0.000	9291	Basic Skills CA Exit Ex A		5.000				
Crs Att: 30.000 Cmp: 10.000 Total GPA: 1.000				3310	P Chemistry	D-	5.000				
Pajaro Valley High School Grd 10 6/2009				7410	P Economics	F	0.000				
2413	P Algebra 1A/B (Support9T	C+	5.000	1430	P English 4	F	0.000				
9270	Directed Study	C-	5.000	5065	ROP Bicycle Repair	C-	5.000				
1230	P English 2	RF	0.000	Crs Att: 30.000 Cmp: 20.000 Total GPA: 1.667							
3610	P Integrated Science I	F	0.000	PVHS Transfer Credits Grd 12 6/2011							
2976	Math B (9th)	C+	5.000	4610	N Adv PE	A	1.250				
7110	P World Civ	RF	0.000	9294	Basic Skills CAHSEE ELA A		1.250				
Crs Att: 30.000 Cmp: 15.000				3310	P Chemistry	D	1.250				
PVHS-Extended Learning Program Grd 10 6/2009				1430	P English 4	F	0.000				
3610	P Integ Sci 1- S1	C	5.000	7310	P Federal Government/US G	C	1.250				
7110	P World Civ- S1	B	5.000	5065	ROP Bike Shop	C	1.250				
Crs Att: 10.000 Cmp: 10.000 Total GPA: 1.833				Crs Att: 0.000 Cmp: 6.250 Total GPA: 0.000							
Pajaro Valley High School Grd 10 7/2009											

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

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

Date: 3/9/2011



California High School Exit Examination

See back for details

Student and Parent Report

District: 69799 - Pajaro Valley Unified

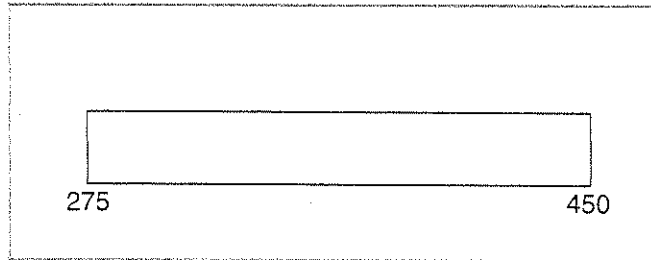
County: 44 - Santa Cruz

English-Language Arts

Test Date: 02/01/2011

Your Total Score	Score Required to Pass	Status
		SATISFIED REQ

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



Strands for English-Language Arts

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

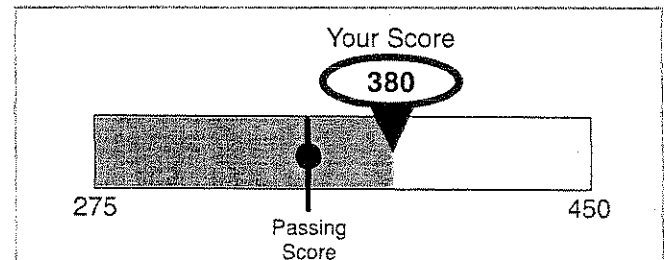
Writing Applications	Your Score
Essay	

Mathematics

Test Date: 02/02/2011

Your Total Score	Score Required to Pass	Status
380	350	MODIFIED

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

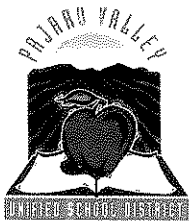


Strands for Mathematics

	Number of Questions	Number Correct
Probability & Statistics	13	13
Number Sense	17	11
Algebra & Functions	20	15
Measurement & Geometry	18	12
Algebra I	12	7

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

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



Board Agenda Backup

Item No: 10.8

Date: May 4, 2011

Item: CAHSEE Passage Waiver
Math (PVHS 10-11-30)

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

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

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

Recommendation: Approve

Budget Considerations: None

Funding Source:

Budgeted: Yes: ☐

No: ☐

Amount: \$

Prepared By: Dee Teutschel, Program Director Special Services

Superintendent's Signature:

Dorma Baker (AD)

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: 04.04.11

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: 4/4/2011

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: 4-4-11

FOR SITE USE ONLY

Date Received by Principal: _____

Student Identification Number: _____

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Student's Name:

Student's ID Number:

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

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

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

Student ID#:

1a.

Student has a specific learning disability impacting his visual-motor integration skills which impedes his performance in completing math computation and written assignments.

1b.

Student has the use of a calculator on math tests.

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

1c.

Student delays in visual-motor integration which makes it especially challenging for him to both process and accurately respond to the items on a math test.

1d.

Teachers have been provided with copies of student's IEP goals and recommended accommodations or modifications. Student has the use of a calculator as permitted on a regular basis in all classes, both on regular assignments as well as on tests.

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

4/4/2011
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

03.30.11
Date

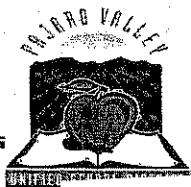
Steven T. May
Print Name of Student's Special Education Teacher

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

3/30/11
Date

Ximena Ospina
Printed Name of Student's Academic Counselor



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

Student _____

Date of Birth _____

IEP Meeting Date 03/26/10

SUPPLEMENTARY/SPECIALIZED SUPPORT

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

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

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

* If a placement or service is ending, give reason

PARTICIPATION IN STATE AND DISTRICT-WIDE STANDARDIZED TESTING AND ASSESSMENT

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

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

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

PROMOTION STANDARDS

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

CALIFORNIA HIGH SCHOOL EXIT EXAMINATION (CAHSEE)

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



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

Student _____

Date of Birth _____

IEP Meeting Date 03/26/10

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Auditory Memory	Directions Read Aloud, Preferential Seating	District of Service/ Gen. Ed. Teacher, Assistant, RS	03/26/2011
Auditory Memory	Calculator, Provide with Notes, Visual Models	District of Service/ Gen. Ed. Teacher, Assistant, RS	03/26/2011
Attending Skills, Other: restate /clarify directions	Take Tests in Alternate Setting	District of Service/ Gen. Ed. Teacher, Assistant, RS	03/26/2011

Pajaro Valley Unified School District

Date: 8/13/2008

ated:

Of: 2012

School Name/Address

Pajaro Valley High School
500 Harkins Slough
Watsonville, CA 95076

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

Counselor:

SSID:

Community Service Hours: 20

CrsID	Course Title	Mark	Credit	CrsID	Course Title	Mark	Credit	CrsID	Course Title	Mark	Credit
Pajaro Valley High School Grd 09 12/2008											
2410	P Algebra 1A/B	C	5.000								
9270	Directed Study	A-	5.000	After School Pajaro Valley High Grd 11 12/2010							
1130	P English 1	D	5.000	AS4305 Varsity Football(Tutori P 5.000							
3910	Health	D-	5.000	Crs Att: 5.000 Cmp: 5.000 Total GPA: 2.000							
3610	P Integrated Science I	B	5.000	Work In Progress							
2976	Math B (9th)	B	5.000								
Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.333											
Pajaro Valley High School Grd 09 6/2009											
2410	P Algebra 1A/B	C	5.000	2610	P Algebra II		0.000	Credit Summary - High School			
9270	Directed Study	C	5.000	3310	P Chemistry		0.000				
1130	P English 1	C-	5.000	9270	Directed Study		0.000				
3610	P Integrated Science I	RF	0.000	1330	P English 3/American Lite		0.000				
5051	Intro Computers	B-	5.000	5510	ROP Medical Occupations		0.000				
2976	Math B (9th)		0.000	7210	P US History		0.000				
4510	N Physical Education 9	A	5.000								
Crs Att: 35.000 Cmp: 25.000 Total GPA: 2.833											
Pajaro Valley High School Grd 10 12/2009				Subject Area Req Cmp Def							
4610	N Adv PE	B	5.000	A	English	40.00	15.00	25.00	---Total Credits--- 220.00 135.00 85.00		
3210	P Biology	D+	5.000	B	Math	20.00	20.00				
9270	Directed Study	B-	5.000	C	Biological Science	10.00	10.00				
1230	P English 2	F	0.000	D	Physical Science	10.00	10.00				
2510	P Geometry	C	5.000	E	Health	5.00	5.00				
7110	P World Civ	RF	0.000	F	Fine Arts / Foreign L	10.00	0.00	10.00			
Crs Att: 30.000 Cmp: 20.000 Total GPA: 1.800				G	Physical Education	20.00	15.00	5.00			
Pajaro Valley High School Grd 10 6/2010				H	Applied Arts	10.00	10.00				
4610	N Adv PE	B-	5.000	I	World Civilization	10.00	5.00	5.00			
3210	P Biology	C-	5.000	J	US History	10.00	5.00	5.00			
9270	Directed Study	C	5.000	K	Federal Government	5.00	0.00	5.00			
1230	P English 2	F	0.000	L	Economics	5.00	0.00	5.00			
2510	P Geometry	D-	5.000	M	Electives	45.00	25.00	20.00			
7110	P World Civ	F	0.000	N	Algebra	10.00	10.00				
Crs Att: 30.000 Cmp: 20.000 Total GPA: 1.333				O	Science	10.00	5.00	5.00			
Watsonville High School Grd 10 7/2010				GPA Summary							
SS3605	P INT. SCIENCE 1 - 2nd Se	D-	5.000	Academic GPA: 1.966 Rank 0 out of 10							
SS7110	P WORLD CIV - 1st Sem	A-	5.000	Total GPA: 2.097 Rank 263 out of 358							
Crs Att: 10.000 Cmp: 10.000 Total GPA: 2.500				CSU GPA: 1.533							
Pajaro Valley High School Grd 11 12/2010				Cal Grant GPA: 1.789							
2610	P Algebra II	C-	5.000	Testing Information							
3310	P Chemistry	D-	5.000								
9270	Directed Study	C+	5.000	CAHSEE ELA-1-1							
1330	P English 3/American Lite	C-	5.000	CA HSEE ELA F 11/9/2010							
5510	ROP Medical Occupations	B	5.000	CAHSEE Math-1-1							
7210	P US History	C-	5.000	CA HSEE Math F 11/10/2010							
Crs Att: 30.000 Cmp: 30.000											

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

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

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

Date: 4/8/2011



California High School Exit Examination

CAHSEE Test
See back for details

District: 69799 - Pajaro Valley Unified

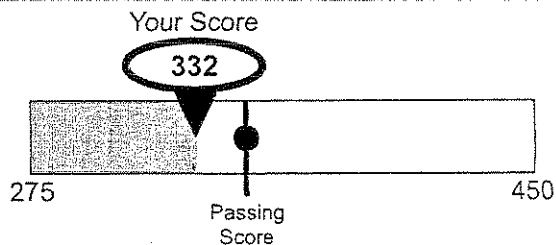
County: 44 - Santa Cruz

English Language Arts

Test Date: 11/09/2010

Test Score	Score Required to Pass	Status
332	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.



READING

	Number of Questions	Number Correct
Word Analysis	7	3
Reading Comprehension	18	11
Literary Response & Analysis	20	8

WRITING

Writing Strategies	12	5
Writing Conventions	15	10

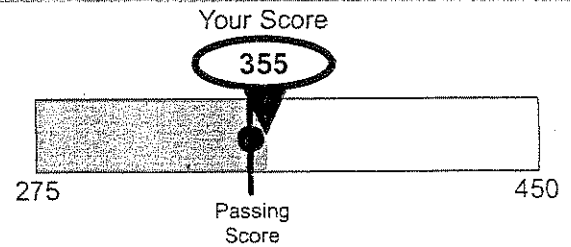
Essay 2.0

Mathematics

Test Date: 11/10/2010

Test 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.



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

* Each student essay response was scored on a range from 1 (lowest) to 4 (highest). 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 score on either the English Language Arts and/or Mathematics that was not passed.



Board Agenda Backup

Item No: 10.9

Date: May 4, 2011

Item: CAHSEE Passage Waiver
Math (RHS 10-11-31)

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

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

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

Recommendation: Approve

Budget Considerations: None

Funding Source:

Budgeted: Yes: ☐

No: ☐

Amount: \$

Prepared By: Dee Deutschel, Program Director Special Services

Superintendent's Signature:

Dorma Baker (AB)

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: 4/06/2011

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: 4/6/11

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

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

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

Signature of Parent: _____

Date: 4/06/2011

FOR SITE USE ONLY

Date Received by Principal: _____

Student Identification Number: _____

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Student's Name:

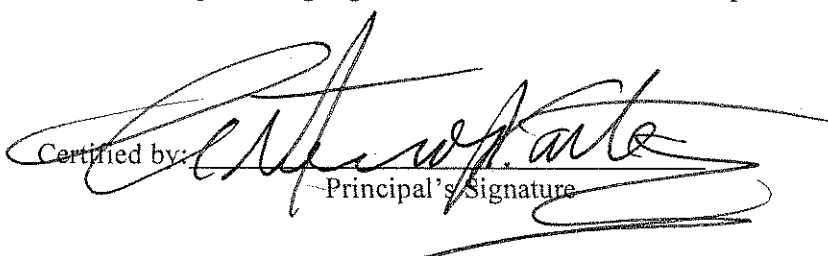
Number

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

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

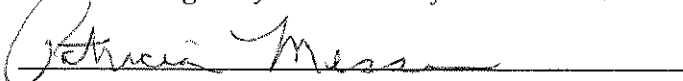
1. Has an individualized education program (IEP) adopted pursuant to the Individuals with Disabilities Education Act that specifies the use of the modification(s) on the exit examination, standardized testing, or classroom instruction and assessments.
(Attach the section of the IEP that specifies the modifications.)
 - a. Describe the nature of the student's disability as identified on the IEP (please note if this will result in overt identification of the student. Consistent assessment scores have indicated that _____ has demonstrated deficits with visual-motor integration tasks and attention processing. In addition, teacher classroom observations indicate severely slow processing speed on most tasks.
 - b. Describe any modification used on the ☐ English/language arts or ☒ math section of the exam (separate form must be filled out for each section): Use of a calculator for math calculations.
 - c. State the rationale for applying the modification(s) used to achieve an equivalent passing score on the CAHSEE for this student. _____ visual processing deficits make it harder and take more time for him to set up/line up problems on paper. In addition his attention wanders often, so he can forget what he was doing and have to start the problem over again. Finally, he operates at a very slow processing speed on all of his work.
 - d. Describe the modification(s) that the student regularly uses in the classroom and on other assessments. _____ uses a calculator on all of his math work-tests, classwork and homework.

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

4-11-11
Date

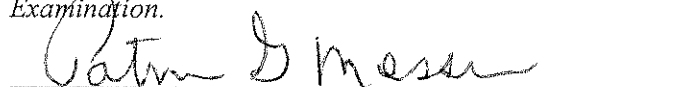
I agree that the information on this Waiver Request Sheet accurately describes the modifications that this student regularly uses as identified in the IEP.


Signature of Student's Special Education Teacher

4/11/2011
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.


Signature of Student's Academic Counselor

4/11/2011
Date

Patricia Messer
Printed Name of Student's Academic Counselor



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

Student _____

Date of Birth _____

IEP Meeting Date 03/04/10

SUPPLEMENTARY/SPECIALIZED SUPPORT

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

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

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

* If a placement or service is ending, give reason

PARTICIPATION IN STATE AND DISTRICT-WIDE STANDARDIZED TESTING AND ASSESSMENT

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

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

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

PROMOTION STANDARDS

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

CALIFORNIA HIGH SCHOOL EXIT EXAMINATION (CAHSEE)

- ☐ No accommodations or modifications ☐ Exempt due to eligibility for participation in CAPA
☒ Modifications (specify) Use of a Calculator/Q's Read aloud ☐ Grade Exempt (below grade 10, or Post Sec.)
☒ Accommodations (specify) ext time over 2 days/small group ☐ Passed both subtests of the CAHSEE



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

Student

Date of Birth

IEP Meeting Date 03/04/10

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Attending Skills, Social Skills	Extra Time: Assignments/Tests (1.5), Preferential Seating, Take Tests in Alternate Setting, Other: Q's read aloud	District of Service/ Gen. Ed. Teacher, Assistant, RS	11/20/2008
Attending Skills	Calculator	District of Service/ Gen. Ed. Teacher, Assistant, RS	11/18/2009
Attending Skills	Frequent Breaks, Take Tests in Alternate Setting, Tests in Short Segments	District of Service/ RS	03/04/2010

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

Date: 01/12/10
Date:
Of: 2012

Crs ID	Course Title	Mark	Ab	Credit	Crs ID	Course Title	Mark	Ab	Credit	GPA Summary
Pajaro Valley High School Grd 09 12/2008					Renaissance High School Grd 11 10/2010					Academic GPA: 0.38
1130	P English 1		F		1740	English Elective	P		4.800	Total GPA: 0.50
2410	P Algebra		I		2998	Math Elective	P		2.700	CSU GPA:
2975	Math B		I		3010	Life Science	P		3.400	
3610	P Integ Sci I AA		D	5.000	7110	P World Civ	P		2.600	
3910	Health		F		Crd Att: 13.700 Cmp: 13.500 Total GPA: 0.00					
4510	N PE 9		C-	5.000	Renaissance High School Grd 11 12/2010					
9270	Directed Study		C-	5.000	1740	English Elective	P		4.600	
Crd Att: 35.000 Cmp: 15.000 Total GPA: 1.00					2410	P Algebra	P		0.600	
Pajaro Valley High School Grd 09 6/2009					2998	Math Elective	P		1.000	
1130	P English 1		F		3010	Life Science	P		6.200	
2410	P Algebra		I		Crd Att: 12.400 Cmp: 12.400 Total GPA: 0.00					
2975	Math B		I		Credit Summary - High School					
3610	P Integ Sci I AA		F							
4510	N PE 9		F		Subject Area	Req	Cmp	Def		
5051	Intro Computers		F+		English	40.00	18.30	21.70		
9270	Directed Study		F		Mathematics	20.00	15.10	4.90		
Crd Att: 35.000 Cmp: 0.000 Total GPA: 0.00					Biological Science	10.00	9.60	0.40		
Renaissance High School Grd 10 3/2010					Physical Science	10.00	5.00	5.00		
1740	English Elective	P		1.200	Health	5.00	0.00	5.00		
1740	English Elective	P		3.700	Fine Arts/Foreign Lang	10.00	4.30	5.70		
1740	English/Dir. Study	P		1.000	Physical Education	20.00	5.60	14.40		
1740	English Elective	P		0.500	Applied Arts	10.00	2.40	7.60		
2998	Math Elective	P		1.900	World Civilization	10.00	2.60	7.40		
2998	Math Elective	P		2.000	US History	10.00	2.50	7.50		
4610	N Adv PE	P		0.100	Federal Government	5.00	0.00	5.00		
5120	Wood & Plastics	P		1.400	Economics	5.00	0.00	5.00		
5910	App Arts Elect	P		1.000	Elective	45.00	5.00	40.00		
Crd Att: 12.800 Cmp: 12.800 Total GPA: 0.00					Algebra	10.00	0.60	9.40		
Renaissance High School Grd 10 6/2010					Science	10.00	0.00	10.00		
1740	English Elective	P		1.000	-----Total Credits-----	220.000	71.000	149.00		
1740	English Elective	P		0.500						
1740	English Elective	P		1.000						
2998	Math Elective	P		3.000						
2998	Math Elective	P		3.000						
2998	Math Elective	P		1.500						
4610	N Adv PE	P		0.500						
6910	Art 1	P		4.300						
7210	P US History	P		2.500						
Crd Att: 17.300 Cmp: 17.300 Total GPA: 0.00										

P = College Prep

H = Honors

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

Comments:

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

Transcript is unofficial unless signed by a school official

School
Official's Signature

Date: 01/20/11



California High School Exit Examination

Security Guard
See back for details

Student and Parent Report

District: 69799 - Pajaro Valley Unified

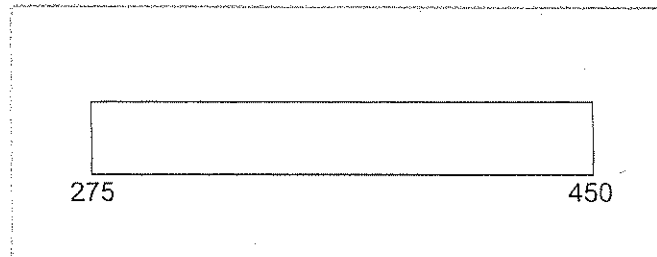
County: 44 - Santa Cruz

English-Language Arts

Test Date: 11/09/2010

Your Total Score	Score Required to Pass	Status
		SATISFIED REQ

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



Strands for English-Language Arts

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

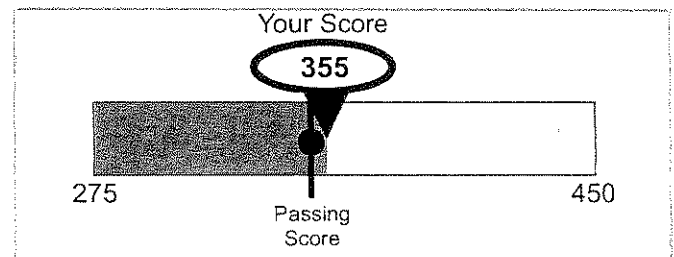
Writing Applications Your Score
Essay

Mathematics

Test Date: 11/10/2010

Your Total Score	Score Required to Pass	Status
355	350	MODIFIED

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



Strands for Mathematics

	Number of Questions	Number Correct
Probability & Statistics	13	9
Number Sense	17	10
Algebra & Functions	20	14
Measurement & Geometry	18	10
Algebra I	12	3

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

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



Board Agenda Backup

Item No: 10.10

Date: May 4, 2011

Item: CAHSEE Passage Waiver
English Language Arts (PVHS 10-11-32)

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

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

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

Recommendation: Approve

Budget Considerations: None

Funding Source:

Budgeted: Yes: ☐ No: ☐

Amount: \$

Prepared By: Dee Teutschel, Program Director Special Services

Superintendent's Signature:

Dorma Baker (H&H)

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: 03.30.11

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: 4/4/2011

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: _____

Student Identification Number: _____

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Student's Name: _____

Student's ID Number: _____

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

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

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

Student ID#:

1a.

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

1b.

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

1c.

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

1d.

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

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

Certified by: _____

Principal's Signature

4/4/2011
Date

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

Signature of Student's Special Education Teacher

Date

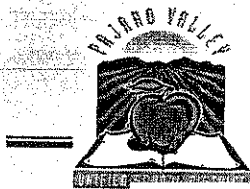
Print Name of Student's Special Education Teacher

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

Signature of Student's Academic Counselor

Date

Printed Name of Student's Academic Counselor



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

Student _____

Date of Birth _____

IEP Meeting Date 11/12/09

SUPPLEMENTARY/SPECIALIZED SUPPORT

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

☐ Supports for school personnel

☐ Specialized aids/materials/equipment (Assistive Technology)

☐ Program modifications

☒ None

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

* If a placement or service is ending, give reason

PARTICIPATION IN STATE AND DISTRICT-WIDE STANDARDIZED TESTING AND ASSESSMENT

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

☐ School Readiness (Preschool Only)

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

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

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

Accommodations: Flexible setting and extended time

Modifications: _____

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

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

Accommodations: Flexible setting and extended time

Modifications: Use of a calculator

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

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

Accommodations: Flexible setting and extended time

Modifications: Use of a calculator

☒ History/Social Science* ☐ Grade Exempt ☒ CST

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

Accommodations: Flexible setting and extended time

Modifications: _____

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

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

Accommodations: _____

Modifications: _____

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

Participation in CST/CMA not appropriate due to: _____

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

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

PROMOTION STANDARDS

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

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

CALIFORNIA HIGH SCHOOL EXIT EXAMINATION (CAHSEE)

☐ No accommodations or modifications

☐ Exempt due to eligibility for participation in CAPA

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

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

☒ Accommodations (specify) Q's read aloud for Math/Test + days

☐ Passed both subtests of the CAHSEE



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

Student _____

Date of Birth _____

IEP Meeting Date 11/12/09

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Attending Skills	Directions Read Aloud, Extra Time: Assignments/Tests (1.5), Grammar Checker, Preferential Seating, Shortened Assignments, Spelling Checker, Take Tests in Alternate Setting, Visual Models	SELPA/ Gen. Ed. Teacher, Assistant, RS	11/13/2008
Auditory Memory	Directions Read Aloud, Take Tests in Alternate Setting	District of Service/ Gen. Ed. Teacher, Assistant, RS	11/12/2009
Processing Speed	Calculator, Directions Read Aloud, Extra Time: Assignments/Tests (1.5), Preferential Seating, Shortened Assignments, Take Tests in Alternate Setting, Visual Models	District of Service/ Gen. Ed. Teacher, Assistant, RS	11/12/2009

Pajaro Valley Unified School District

Date: 8/15/2007

ated:

Of: 2011

School Name/Address

Pajaro Valley High School
500 Harkins Slough
Watsonville, CA 95076

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

Counselor:

SSID:

Community Service Hours: 51

CrsID	Course Title	Mark	Credit	CrsID	Course Title	Mark	Credit	Credit Summary - High School			
Pajaro Valley High Summer School Grd 09 7/2007				Pajaro Valley High School Grd 11 12/2009				Subject Area	Req	Cmp	Def
9250	ELD/Math Institute	B+	5.000	3210	P Biology	C-	5.000	A English	40.00	35.00	5.00
9250	ELD/Math Institute	C-	5.000	9270	Directed Study	A-	5.000	B Math	20.00	25.00	
Crs Att: 10.000 Cmp: 10.000 Total GPA: 2.500				1330	P English 3/American Lite	C+	5.000	C Biological Science	10.00	10.00	
Pajaro Valley High School Grd 09 12/2007				2510	P Geometry	C	5.000	D Physical Science	10.00	10.00	
6010	P Art 1	A	5.000	4120	P Spanish 2	B+	5.000	E Health	5.00	5.00	
1163	Dev Reading 3	A	5.000	7210	P US History	B-	5.000	F Fine Arts / Foreign L	10.00	20.00	
9270	Directed Study	A	5.000	Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.667				G Physical Education	20.00	30.00	
1130	P English 1	B+	5.000	Pajaro Valley High School Grd 11 6/2010				H Applied Arts	10.00	10.00	
3910	Health	B+	5.000	3210	P Biology	C	5.000	I World Civilization	10.00	10.00	
8225	Math 3 (I)	A-	5.000	9270	Directed Study	A-	5.000	J US History	10.00	10.00	
4510	N PE 9	A	5.000	1330	P English 3/American Lite	B-	5.000	K Federal Government	5.00	0.00	5.00
Crs Att: 35.000 Cmp: 35.000 Total GPA: 3.714				2510	P Geometry	C+	5.000	L Economics	5.00	5.00	
Pajaro Valley High School Grd 09 6/2008				4120	P Spanish 2	B	5.000	M Electives	45.00	65.00	
6010	P Art 1	A+	5.000	7210	P US History	C-	5.000	N Algebra	10.00	15.00	
1163	Dev Reading 3	B	5.000	Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.667				O Science	10.00	5.00	5.00
9270	Directed Study	A	5.000	Pajaro Valley High School Grd 12 12/2010				---Total Credits---			
1130	P English 1	C	5.000	2610	P Algebra II	B-	5.000	GPA Summary			
5051	Intro Computers	B-	5.000	9270	Directed Study	A-	5.000	Academic GPA:	2.976	Rank 89 out of 251	
8225	Math 3 (I)	A	5.000	7410	P Economics	C-	5.000	Total GPA:	3.059	Rank 81 out of 257	
4510	N PE 9	A	5.000	1430	P English 4	C+	5.000	CSU GPA:	2.556		
Crs Att: 35.000 Cmp: 35.000 Total GPA: 3.429				3510	P Physics	B-	5.000	Cal Grant GPA:	2.778		
Pajaro Valley High School Grd 10 12/2008				5065	ROP Bicycle Repair	A-	5.000	Testing Information			
4610	N Adv PE	A-	5.000	Crs Att: 30.000 Cmp: 30.000 Total GPA: 3.000				CA HSEE ELA	F	11/9/2010	
2410	P Algebra 1A/B	C-	5.000	Work In Progress				CA HSEE Math	F	11/10/2010	
9270	Directed Study	B+	5.000	2610	P Algebra II		0.000	CAHSEE ELA-1-1			
1230	P English 2	B-	5.000	9270	Directed Study		0.000	F 11/9/2010			
3610	P Integrated Science I	B-	5.000	1430	P English 4		0.000	CAHSEE Math-1-1			
4510	N Physical Education 9	A	5.000	7310	P Federal Government/US G		0.000	F 11/10/2010			
4110	P Spanish 1	B-	5.000	3510	P Physics		0.000				
7110	P World Civ	C+	5.000	5065	ROP Bicycle Repair		0.000				
Crs Att: 40.000 Cmp: 40.000 Total GPA: 3.000											
Pajaro Valley High School Grd 10 6/2009											
4610	N Adv PE	A-	5.000								
2410	P Algebra 1A/B	B-	5.000								
9270	Directed Study	B	5.000								
1230	P English 2	C+	5.000								
3610	P Integrated Science I	C-	5.000								
4510	N Physical Education 9	A-	5.000								
4110	P Spanish 1	B-	5.000								
7110	P World Civ	A-	5.000								
Crs Att: 40.000 Cmp: 40.000 Total GPA: 3.125											
Pajaro Valley High School Grd 10 7/2009											
SS1002	CAHSEE MATH	C+	5.000								
Crs Att: 5.000 Cmp: 5.000 Total GPA: 2.000											

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

Polio	3/16/1993	5/17/1993	8/22/1994	9/15/1997
DTB	3/16/1993	5/17/1993	7/20/1993	8/22/1994 9/15/1997
MMR	8/22/1994	9/15/1997		
HEP B	9/15/1997	10/6/1998	9/13/1999	
Varicella	9/15/1997			

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

Date: 4/8/2011



California High School Exit Examination

Security Code:
See back for details

Part I and Part II Report

District: 69799 - Pajaro Valley Unified

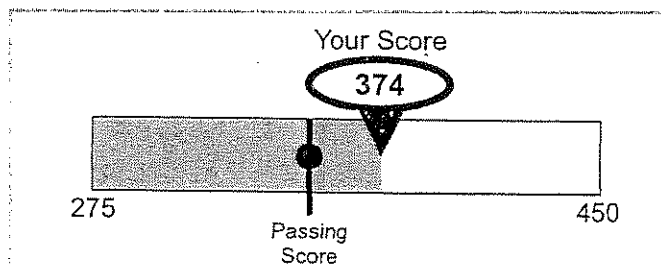
County: 44 - Santa Cruz

English-Language Arts

Test Date: 10/05/2010

Your Total Score	Score Required to Pass	Status
374	350	MODIFIED

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



Strands for English-Language Arts

	Number of Questions	Number Correct
READING		
Word Analysis	7	6
Reading Comprehension	18	15
Literary Response & Analysis	20	14
WRITING		
Writing Strategies	12	9
Writing Conventions	15	11

Writing Applications Your Score

Essay

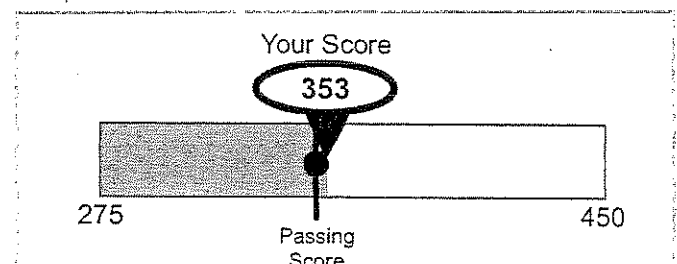
2.5

Mathematics

Test Date: 10/06/2010

Your Total Score	Score Required to Pass	Status
353	350	MODIFIED

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

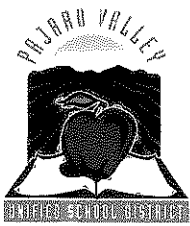


Strands for Mathematics

	Number of Questions	Number Correct
Probability & Statistics	13	7
Number Sense	17	12
Algebra & Functions	20	11
Measurement & Geometry	18	11
Algebra I	12	4

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

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



Board Agenda Backup

Item No: 10.11

Date: May 4, 2011

Item: CAHSEE Passage Waiver
English Language Arts (PVHS 10-11-33)

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

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

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

Recommendation: Approve

Budget Considerations: None

Funding Source:

Budgeted: Yes: ☐ No: ☐

Amount: \$

Prepared By: Dee Teutschel, Program Director Special Services

Superintendent's Signature:

Dorma Baker (AB)

314313

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

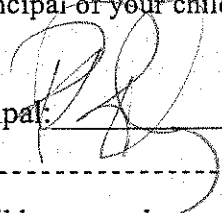
Date: April 1, 2011

To The Parent/Guardian of

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

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

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

Signature of Principal: 

Date: 4/6/2011

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: 4/9/11

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.

- 1a.) A processing deficit is apparent in the area of auditory reasoning and short term auditory memory which impacts the student's reading comprehension.
- b.) ELA test questions were read allowed to provide clarity of questions and assist in overall understanding.
- c.) Rationale for use of modification: Although student has strong word recognition skills and reading fluency, reading comprehension is below grade level and indicates difficulty in understanding the context of a given passage which can help in recognizing unknown vocabulary.
Impulsive responding can be prevented with better understanding of content and appropriate pacing of test items.
- d.) As stated in the student's IEP, the following accommodations can be utilized to support instruction and/or student's assessment in the general education classroom: use of a calculator, directions read aloud, check for understanding, test in alternate setting, provide visual models and preferential seating. Student can request use of the above accommodations as needed or as recommended by the classroom teacher.

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

Certified by: _____

Principal's Signature

_____ Date

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

Mary South

Signature of Student's Special Education Teacher

4-1-2011

Date

MARY South

Print Name of Student's Special Education Teacher

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

Nancy Puente

Signature of Student's Academic Counselor

4/5/11

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 09/30/10

SUPPLEMENTARY/SPECIALIZED SUPPORT

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

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

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

* If a placement or service is ending, give reason

PARTICIPATION IN STATE AND DISTRICT-WIDE STANDARDIZED TESTING AND ASSESSMENT

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

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

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

PROMOTION STANDARDS

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

CALIFORNIA HIGH SCHOOL EXIT EXAMINATION (CAHSEE)

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



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

Student _____

Date of Birth _____

IEP Meeting Date 09/30/10

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Auditory Memory	Directions Read Aloud, Other: check for understanding prior to starting assignment	District of Service/ Gen. Ed. Teacher, Assistant, RS	10/02/2010
Attending Skills, Auditory Memory	Preferential Seating, Take Tests in Alternate Setting	District of Service/ Gen. Ed. Teacher, Assistant, RS	10/02/2010
Auditory Memory	Visual Models	District of Service/ Gen. Ed. Teacher, Assistant, RS	10/02/2010
Auditory Acuity	Calculator	District of Service/ Gen. Ed. Teacher, Assistant, RS	10/02/2010

Pajaro Valley Unified School District

ter Date: 8/13/2008

aduated:

ss Of: 2012

School Name/Address

Pajaro Valley High School
500 Harkins Slough
Watsonville, CA 95076

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

Counselor: Puente

SSID:

CrsID	Course Title	Mark	Credit	CrsID	Course Title	Mark	Credit	CrsID	Course Title	Mark	Credit
Pajaro Valley High School Grd 09 12/2008				Pajaro Valley High School Grd 11 12/2010							
2410	P Algebra 1A/B	C	5.000	4610	N Adv PE	B	5.000				
1130	P English 1	D	5.000	3310	P Chemistry	B-	5.000				
3910	Health	RF	0.000	2980	Consumer Math	B	5.000				
3610	P Integrated Science I	C-	5.000	9270	Directed Study	B	5.000				
2976	Math B (9th)	B	5.000	1330	P English 3/American Lite	B-	5.000				
4510	N Physical Education 9	A	5.000	7210	P US History	B-	5.000				
Crs Att: 30.000 Cmp: 25.000 Total GPA: 2.400				Crs Att: 30.000 Cmp: 30.000							
Pajaro Valley High School Grd 09 6/2009				After School Pajaro Valley High Grd 11 12/2010							
2410	P Algebra 1A/B	RF	0.000	AS3210	BIOLOGY - 2nd sem	B	5.000				
1130	P English 1	C-	5.000	Crs Att: 5.000 Cmp: 5.000 Total GPA: 3.000							
3610	P Integrated Science I	D+	5.000	Credit Summary - High School							
5051	Intro Computers	C+	5.000	Subject Area	Req	Cmp	Def				
2976	Math B (9th)	C	5.000	A English	40.00	25.00	15.00				
4510	N Physical Education 9	B	5.000	B Math	20.00	20.00					
Crs Att: 30.000 Cmp: 25.000 Total GPA: 2.000				C Biological Science	10.00	10.00					
Pajaro Valley High School Grd 09 7/2009				D Physical Science	10.00	10.00					
SS3910	HEALTH	B	5.000	E Health	5.00	5.00					
Crs Att: 5.000 Cmp: 5.000 Total GPA: 3.000				F Fine Arts / Foreign L	10.00	10.00					
Pajaro Valley High School Grd 10 12/2009				G Physical Education	20.00	15.00	5.00				
6010	P Art 1	C-	5.000	H Applied Arts	10.00	5.00	5.00				
3210	P Biology	D	5.000	I World Civilization	10.00	10.00					
9270	Directed Study	B	5.000	J US History	10.00	5.00	5.00				
1230	P English 2	D+	5.000	K Federal Government	5.00	0.00	5.00				
2510	P Geometry	RD	0.000	L Economics	5.00	0.00	5.00				
4110	P Spanish 1	B	5.000	M Electives	45.00	30.00	15.00				
7110	P World Civ	C	5.000	N Algebra	10.00	10.00					
Crs Att: 35.000 Cmp: 30.000 Total GPA: 2.000				O Science	10.00	5.00	5.00				
Pajaro Valley High School Grd 10 6/2010				---Total Credits---				220.00	160.00	60.00	
6010	P Art 1	D-	5.000	GPA Summary							
3210	P Biology	RF	0.000								
9270	Directed Study	B-	5.000	Academic GPA:	1.885	Rank 279	out of 359				
1230	P English 2	D-	5.000	Total GPA:	2.161	Rank 255	out of 358				
2510	P Geometry	D-	5.000	CSU GPA:	1.800						
4110	P Spanish 1	C	5.000	Cal Grant GPA:	2.100						
7110	P World Civ	C	5.000	Testing Information							
Crs Att: 35.000 Cmp: 30.000 Total GPA: 1.667											
Watsonville High School Grd 10 7/2010											
SS2410	P ALGEBRA 1 - 2nd Sem	D	5.000	CAHSEE_ELA-1-1							
SS2510	P GEOMETRY - 1st Sem	D	5.000	CA HSEE ELA F 11/9/2010							
Crs Att: 10.000 Cmp: 10.000 Total GPA: 1.000				CAHSEE_Math-1-1							
				CA HSEE Math F 11/10/2010							



California High School Exit Examination

Security Guard
See back for details

Student and Parent Report

District: 69799 - Pajaro Valley Unified

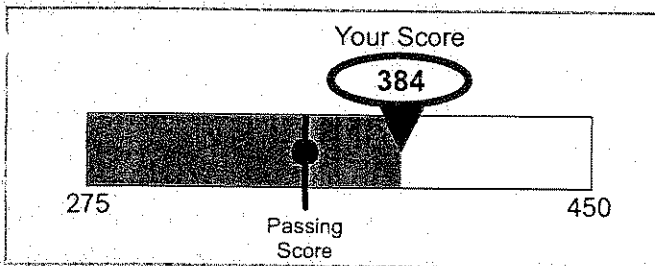
County: 44 - Santa Cruz

English-Language Arts

Test Date: 11/09/2010

Your Total Score	Score Required to Pass	Status
384	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.

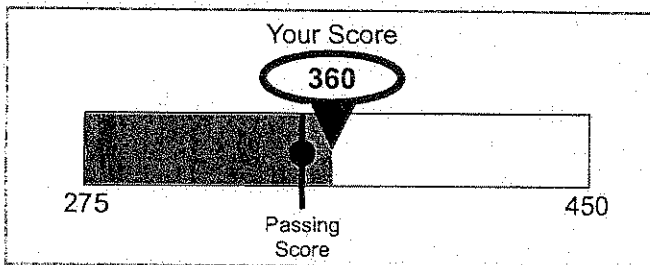


Mathematics

Test Date: 11/10/2010

Your Total Score	Score Required to Pass	Status
360	350	MODIFIED

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



Strands for English-Language Arts

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

Strands for Mathematics

	Number of Questions	Number Correct
Probability & Statistics	13	5
Number Sense	17	9
Algebra & Functions	20	10
Measurement & Geometry	18	16
Algebra I	12	9

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.



Board Agenda Backup

Item No: 10.12

Date: May 4, 2011

Item: CAHSEE Passage Waiver
Math (PVHS 10-11-34)

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

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

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

Recommendation: Approve

Budget Considerations: None

Funding Source:

Budgeted: Yes: ☐ No: ☐

Amount: \$

Prepared By: Dee Teutschel, Program Director Special Services

Superintendent's Signature: Dorma Baker (AB)

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: March 21, 2011

To The Parent/Guardian of: _____

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

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

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

Signature of Principal: _____

Date: 4/4/2011

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: 4/19/2011

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.

Test date: 11/10/2010

- 1a.) Student has weaknesses in areas of auditory and visual processing which impact his academic performance in reading comprehension and mathematical reasoning.
- b.) The student had use of a calculator during the Math test to provide support in completing calculations.
- c.) Rationale for use of modification: Student has good recognition of how to solve a given problem and the necessary operations to apply. However, difficulty in completing problems requiring sequential steps of calculation decreases his accuracy and weaker visual processing slows his rate of performance.
Use of a calculator allows student to work efficiently and with accuracy, assuming the correct numerical information is entered. Rate of performance is also supported as the student does not get bogged down in calculating.
- d.) As stated in the student's IEP, the following accommodations can be utilized to support instruction and/or student's assessment in the general education classroom: use of a calculator, directions read aloud, extra time to complete assignments, visual models and preferential seating. Student can request use of the above accommodation as needed or as recommended by the classroom teacher.

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

Certified by: _____

Principal's Signature

Date

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

Mary South

Signature of Student's Special Education Teacher

March 21, 2011

Date

MARY South

Print Name of Student's Special Education Teacher

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

Ximena Osorio

Signature of Student's Academic Counselor

3/21/11

Date

Ximena Osorio

Printed Name of Student's Academic Counselor



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

Student _____

Date of Birth _____

IEP Meeting Date 05/07/10

SUPPLEMENTARY/SPECIALIZED SUPPORT

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

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

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

* If a placement or service is ending, give reason

PARTICIPATION IN STATE AND DISTRICT-WIDE STANDARDIZED TESTING AND ASSESSMENT

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

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

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

PROMOTION STANDARDS

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

CALIFORNIA HIGH SCHOOL EXIT EXAMINATION (CAHSEE)

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



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

Student _____

Date of Birth _____

IEP Meeting Date 05/07/10

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Auditory Memory	Calculator, Directions Read Aloud, Visual Models	District of Service/ Gen. Ed. Teacher, Assistant, RS	05/07/2010
Auditory Perception, Other: clarify instructions	Extra Time: Assignments/Tests (1.5), Preferential Seating, Visual Models	District of Service/ Gen. Ed. Teacher, Assistant, RS	05/07/2010
Visual Perception	Calculator, Visual Models	District of Service/ Gen. Ed. Teacher, Assistant, RS	05/07/2010

Pajaro Valley Unified School District

Inter Date: 2/23/2009

Graduated:

Class Of: 2012

School Name/Address

Pajaro Valley High School
500 Harkins Slough
Watsonville, CA 95076

Tel: (831)728-8102

Fax: (831)728-6944

Counselor: Ospina

SSID:

CrsID	Course Title	Mark	Credit	CrsID	Course Title	Mark	Credit	CrsID	Course Title	Mark	Credit
Marina High School Grd 09 12/2008				Pajaro Valley High School Grd 11 12/2010							
2410	P Algebra 1	C-	5.000	3210	P Biology	B	5.000				
2435	Algebra Support	B	5.000	2980	Consumer Math	B	5.000				
1130	P English 1	C+	5.000	9270	Directed Study	A	5.000				
3910	Health	RF	5.000	1330	P English 3/American Lite A	A	5.000				
9270	LC Sup	A-	5.000	4210	P Spanish 1 SS	C	5.000				
4510	N PE 9	A-	5.000	7210	P US History	B	5.000				
Crs Att: 30.000 Cmp: 30.000 Total GPA: 3.000				Crs Att: 30.000 Cmp: 30.000 Total GPA: 3.167							
Pajaro Valley High School Grd 09 6/2009				Credit Summary - High School							
2410	P Algebra 1A/B	C	5.000								
9270	Directed Study	A	5.000								
1130	P English 1	C	5.000								
5051	Intro Computers	C	5.000								
2976	Math B (9th)	B	5.000								
4510	N Physical Education 9	A	5.000								
Crs Att: 30.000 Cmp: 30.000											
Independent Study Program Grd 09 6/2009											
3910	Health	P	5.000								
Crs Att: 5.000 Cmp: 5.000 Total GPA: 2.909											
Pajaro Valley High School Grd 10 12/2009											
4610	N Adv PE	A-	5.000								
6010	P Art 1	B-	5.000								
9270	Directed Study	A	5.000								
1230	P English 2	C-	5.000								
2510	P Geometry	RD	0.000								
3610	P Integrated Science I	C+	5.000								
7110	P World Civ	C	5.000								
Crs Att: 35.000 Cmp: 30.000 Total GPA: 2.833											
Pajaro Valley High School Grd 10 6/2010											
4610	N Adv PE	A-	5.000								
6010	P Art 1	B-	5.000								
9270	Directed Study	B+	5.000								
1230	P English 2	B-	5.000								
2510	P Geometry	D	5.000								
3610	P Integrated Science I	B-	5.000								
7110	P World Civ	B-	5.000								
Crs Att: 35.000 Cmp: 35.000 Total GPA: 2.857											
Watsonville High School Grd 10 7/2010											
SS2510	P GEOMETRY - 1st Sem	D	5.000								
Crs Att: 5.000 Cmp: 5.000 Total GPA: 1.000											

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

om Marina HS
CA

Pollo	1/31/1994	3/31/1994	5/31/1994	6/6/1995	6/10/1998
DTB	1/31/1994	3/31/1994	5/31/1994	6/6/1995	6/10/1998
MMR	3/2/1995	6/10/1998			
HEP B	1/31/1994	3/31/1994	8/31/1994		
Varicella					

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

Date: 4/15/2011



California High School Exit Examination

Security Guard

See back for details

Student and Parent Report

School: 0105858 - Pajaro Valley High

District: 69799 - Pajaro Valley Unified

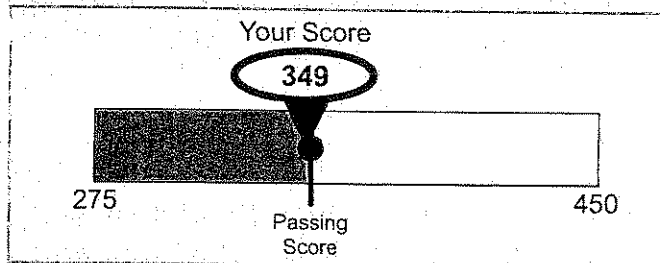
County: 44 - Santa Cruz

English-Language Arts

Test Date: 11/09/2010

Your Total Score	Score Required to Pass	Status
349	350	MODIFIED

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



Strands for English-Language Arts

	Number of Questions	Number Correct
READING		
Word Analysis	7	6
Reading Comprehension	18	10
Literary Response & Analysis	20	13
WRITING		
Writing Strategies	12	8
Writing Conventions	15	9

Writing Applications*

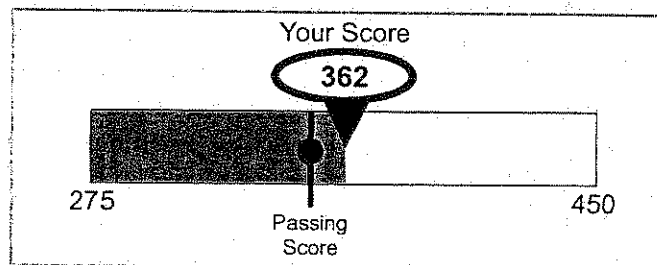
	Your Score
Essay	2.0

Mathematics

Test Date: 11/10/2010

Your Total Score	Score Required to Pass	Status
362	350	MODIFIED

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



Strands for Mathematics

	Number of Questions	Number Correct
Probability & Statistics	13	8
Number Sense	17	6
Algebra & Functions	20	11
Measurement & Geometry	18	15
Algebra I	12	10

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

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



Board Agenda Backup

Item No: 10.13

Date: May 4, 2011

Item: CAHSEE Passage Waiver
Math (PVHS 10-11-35)

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

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

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

Recommendation: Approve

Budget Considerations: None

Funding Source:

Budgeted: Yes: ☐ No: ☐

Amount: \$

Prepared By: Dee Teutschel, Program Director Special Services

Superintendent's Signature: Dorma Baker (A)

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: March 21, 2011

To The Parent/Guardian of:

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

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

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

Signature of Principal: _____

Date: 3/21/11

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

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

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

Signature of Parent _____

Date: 3/29/11

FOR SITE USE ONLY

Date Received by Principal: _____

Student Identification Number: _____

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Student's Name: _____

Student's ID Number: _____

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

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

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

- 1a.) Student has weaknesses in areas of auditory processing, which impact reading comprehension, and auditory memory, which limits recall of math facts. Delays in visual-perceptual skills limit student's performance in accurately completing math calculations, especially problems having multiple, sequential steps.
- b.) The student had use of a calculator during the Math test to provide support in completing calculations.
- c.) Rationale for use of modification: Student's difficulty in completing math problems requiring multiple, sequential steps of calculation decreases his accuracy. Weaker visual perceptual skills contribute to difficulties in tracking and computing which slows his overall performance.
Use of a calculator allows student to work efficiently and with greater accuracy, assuming the correct numerical information is entered. Rate of performance is also supported as the student does not get bogged down in calculating.
- d.) As stated in the student's IEP, the following accommodations can be utilized to support instruction and/or student's assessment in the general education classroom: use of a calculator, use of graphing paper, directions read aloud, extra time to complete assignments, visual models for reference and preferential seating. Student can request use of the above accommodations as needed or as recommended by the classroom teacher.

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

Certified by: _____

Principal's Signature

3/21/11
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

March 21, 2011

Date

MARY South

Print Name of Student's Special Education Teacher

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

Ximena Ospina

Signature of Student's Academic Counselor

3/29/11

Date

Ximena Ospina

Printed Name of Student's Academic Counselor



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

Student _____

Date of Birth _____

IEP Meeting Date 11/03/10

SUPPLEMENTARY/SPECIALIZED SUPPORT

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

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

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

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

PARTICIPATION IN STATE AND DISTRICT-WIDE STANDARDIZED TESTING AND ASSESSMENT

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

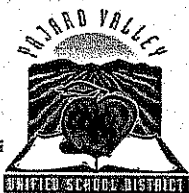
- ☐ School Readiness (Preschool Only)
☐ DRDP-R ☐ DRDP Access Adaptations/Accommodations (specify) _____
- ☒ Language Arts: (Gr. 2-11) ☐ Grade Exempt ☐ CST OR ☒ CMA (Criteria Met) (Gr. 3 - 11)
☒ No accommodations or modifications ☐ Accommodations (specify below) _____ ☐ Modifications (specify below) _____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

PROMOTION STANDARDS

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

CALIFORNIA HIGH SCHOOL EXIT EXAMINATION (CAHSEE)

- ☐ No accommodations or modifications ☐ Exempt due to eligibility for participation in CAPA
- ☒ Modifications (specify) Q's read aloud(ELA); use of calculator ☐ Grade Exempt (below grade 10)
- ☒ Accommodations (specify) Q's read aloud(math); Test over 2 days ☐ Passed both subtests of the CAHSEE



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

Student _____

Date of Birth _____

IEP Meeting Date 11/03/10

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Other: Visual Processing	Provide with Notes, Other: graph paper for math, masking extra content on a page	District of Service/ Assistant, RS	11/04/2010
Auditory Perception, Other: Short term recall	Directions Read Aloud, Extra Time: Assignments/Tests (1.5), Visual Models, Other: Check for understanding prior to starting assignment	District of Service/ Assistant, RS	11/04/2010
Processing Speed	Calculator, Extra Time: Assignments/Tests (1.5)	District of Service/ Assistant, RS	11/04/2010
Visual-Motor	Calculator, Preferential Seating, Visual Models	District of Service/ Assistant, RS	11/04/2010

Pajaro Valley Unified School District

Enter Date: 8/13/2008

Graduated:

Class Of: 2012

School Name/Address

Pajaro Valley High School
500 Harkins Slough
Watsonville, CA 95076

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

Counselor Ospina

SSID:

CrsID	Course Title	Mark	Credit	Credit Summary - High School				CrsID	Course Title	Mark	Credit
Pajaro Valley High School Grd 09 12/2008				Subject Area	Req	Cmp	Def				
2410	P Algebra 1A/B	B	5.000	A English	40.00	25.00	15.00				
1130	P English 1	C-	5.000	B Math	20.00	20.00					
3910	Health	D	5.000	C Biological Science	10.00	10.00					
3610	P Integrated Science I	C	5.000	D Physical Science	10.00	10.00					
2976	Math B (9th)	B	5.000	E Health	5.00	5.00					
4510	N Physical Education 9	B+	5.000	F Fine Arts / Foreign L	10.00	5.00	5.00				
Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.333				G Physical Education	20.00	20.00					
Pajaro Valley High School Grd 09 6/2009				H Applied Arts	10.00	10.00					
2410	P Algebra 1A/B	B	5.000	I World Civilization	10.00	10.00					
1130	P English 1	C-	5.000	J US History	10.00	5.00	5.00				
3610	P Integrated Science I	C-	5.000	K Federal Government	5.00	0.00	5.00				
5051	Intro Computers	C-	5.000	L Economics	5.00	0.00	5.00				
2976	Math B (9th)	C	5.000	M Electives	45.00	15.00	30.00				
4510	N Physical Education 9	B-	5.000	N Algebra	10.00	10.00					
Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.333				O Science	10.00	5.00	5.00				
Pajaro Valley High School Grd 10 12/2009				---Total Credits---							
4610	N Adv PE	C-	5.000	220.00 150.00 70.00							
3210	P Biology	D-	5.000	GPA Summary							
9270	Directed Study	A+	5.000	Academic GPA: 2.214 Rank 0 out of 10							
1230	P English 2	B-	5.000	Total GPA: 2.267 Rank 237 out of 358							
2510	P Geometry	D	5.000	CSU GPA: 2.071							
7110	P World Civ	C	5.000	Cal Grant GPA: 2.222							
Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.167				Testing Information							
Pajaro Valley High School Grd 10 6/2010				CANSEE_ELA-1-1							
4610	N Adv PE	B	5.000	CA HSEE ELA F 11/9/2010							
3210	P Biology	D	5.000	CANSEE_Math-1-1							
9270	Directed Study	A	5.000	CA HSEE Math F 11/10/2010							
1230	P English 2	C-	5.000								
2510	P Geometry	C-	5.000								
7110	P World Civ	C-	5.000								
Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.333											
Pajaro Valley High School Grd 11 12/2010											
3310	P Chemistry	D-	5.000								
9270	Directed Study	A	5.000								
1330	P English 3/American Lite	C	5.000								
5054	ROP Computer Applicatio	C	5.000								
4210	P Spanish 1 SS	C	5.000								
7210	P US History	C+	5.000								
Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.167											

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

Polio	4/11/1994	6/15/1994	8/17/1994	6/15/1995	
DTB	4/11/1994	6/15/1994	8/17/1994	6/15/1995	12/21/1998
MMR	3/9/1995	12/21/1998			
HEP B	3/3/1994	4/11/1994	11/21/1994		
Varicella	12/9/1997				

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

Date: 4/15/2011



California High School Exit Examination

Security Guard
See back for details

Student and Parent Report

School: 0105858 - Pajaro Valley High

District: 69799 - Pajaro Valley Unified

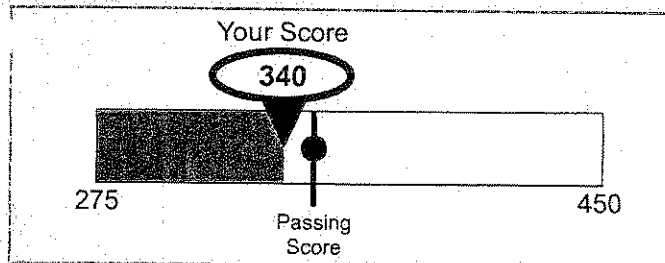
County: 44 - Santa Cruz

English-Language Arts

Test Date: 11/09/2010

Your Total Score	Score Required to Pass	Status
340	350	MODIFIED

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



Strands for English-Language Arts

	Number of Questions	Number Correct
READING		
Word Analysis	7	5
Reading Comprehension	18	9
Literary Response & Analysis	20	12
WRITING		
Writing Strategies	12	6
Writing Conventions	15	9

Writing Applications*

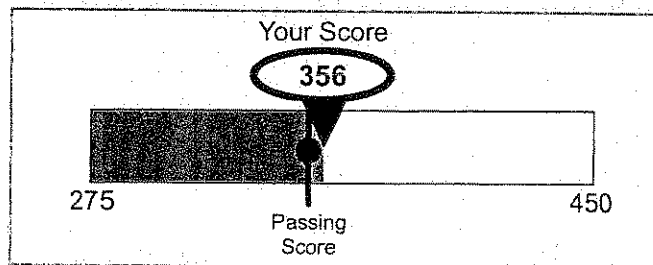
	Your Score
Essay	2.0

Mathematics

Test Date: 11/10/2010

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	3
Number Sense	17	11
Algebra & Functions	20	12
Measurement & Geometry	18	12
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.



Board Agenda Backup

Item No: 10.14

Date: May 4, 2011

Item: CAHSEE Passage Waiver
Math (PVHS 10-11-36)

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

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

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

Recommendation: Approve

Budget Considerations: None

Funding Source:

Budgeted: Yes: ☐ No: ☐

Amount: \$

Prepared By: Dee Teutschel, Program Director Special Services

Superintendent's Signature: Dorma Baker (AA)

314313

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: April 1, 2011

To The Parent/Guardian of:

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

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

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

Signature of Principal: _____

Date: 4/4/2011

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 Parer

Date: 4/9/11

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

- 1a.) Student demonstrates a significant discrepancy between cognitive ability and academic achievement, specifically in the area of math. A processing deficit is apparent in the area of auditory reasoning which can impact reading comprehension.
- b.) The student had use of a calculator during the Math test to provide support in completing calculations. Math questions were read aloud to allow for clarity of the questions and assist in overall understanding of what the question was asking.
- c.) Rationale for use of modification:
Difficulty in completing problems requiring sequential steps of calculation decreases his accuracy and slows his rate of performance.
Use of a calculator allows student to work efficiently and with accuracy, assuming the correct numerical information is entered. Rate of performance is also supported as the student does not get frustrated by trial and error computing.
Reading math questions aloud: (an accommodation)
Student has difficulty in recognizing how to solve a given problem and identifying the necessary operations to apply. Impulsive responding can be prevented with better understanding of the problem and appropriate pacing of test items.
- d.) As stated in the student's IEP, the following accommodations can be utilized to support instruction and/or student's assessment in the general education classroom: use of a calculator, directions read aloud, Check for understanding, test in alternate setting, provide visual models and preferential seating. Student can request use of the above accommodations as needed or as recommended by the classroom teacher.

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

Certified by: _____

Principal's Signature

Date

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

Mary South

Signature of Student's Special Education Teacher

MARY South

Print Name of Student's Special Education Teacher

4-1-2011

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.

Nancy Puente

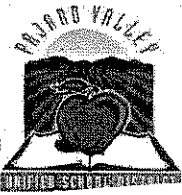
Signature of Student's Academic Counselor

Nancy Puente

Printed Name of Student's Academic Counselor

4/8/11

Date



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

Student _____

Date of Birth _____

IEP Meeting Date 09/30/10

SUPPLEMENTARY/SPECIALIZED SUPPORT

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

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

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

* If a placement or service is ending, give reason

PARTICIPATION IN STATE AND DISTRICT-WIDE STANDARDIZED TESTING AND ASSESSMENT

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

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

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

PROMOTION STANDARDS

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

CALIFORNIA HIGH SCHOOL EXIT EXAMINATION (CAHSEE)

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



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

Student _____

Date of Birth _____

IEP Meeting Date 09/30/10

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Auditory Memory	Directions Read Aloud, Other: check for understanding prior to starting assignment	District of Service/ Gen. Ed. Teacher, Assistant, RS	10/02/2010
Attending Skills, Auditory Memory	Preferential Seating, Take Tests in Alternate Setting	District of Service/ Gen. Ed. Teacher, Assistant, RS	10/02/2010
Auditory Memory	Visual Models	District of Service/ Gen. Ed. Teacher, Assistant, RS	10/02/2010
Auditory Acuity	Calculator	District of Service/ Gen. Ed. Teacher, Assistant, RS	10/02/2010

Pajaro Valley Unified School District

Enter Date: 8/13/2008

Graduated:

Class Of: 2012

School Name/Address

Pajaro Valley High School

500 Harkins Slough

Watsonville, CA 95076

Tel: (831)728-8102

Fax: (831)728-6944

Counselor: Puente

SSID:

CrsID	Course Title	Mark	Credit	CrsID	Course Title	Mark	Credit	CrsID	Course Title	Mark	Credit
Pajaro Valley High School Grd 09 12/2008				Pajaro Valley High School Grd 11 12/2010							
2410	P Algebra 1A/B	C	5.000	4610	N Adv PE	B	5.000				
1130	P English 1	D	5.000	3310	P Chemistry	B-	5.000				
3910	Health	RF	0.000	2980	Consumer Math	B	5.000				
3610	P Integrated Science I	C-	5.000	9270	Directed Study	B	5.000				
2976	Math B (9th)	B	5.000	1330	P English 3/American Lite	B-	5.000				
4510	N Physical Education 9	A	5.000	7210	P US History	B-	5.000				
Crs Att: 30.000 Cmp: 25.000 Total GPA: 2.400				Crs Att: 30.000 Cmp: 30.000							
Pajaro Valley High School Grd 09 6/2009				After School Pajaro Valley High Grd 11 12/2010							
2410	P Algebra 1A/B	RF	0.000	AS3210	BIOLOGY - 2nd sem	B	5.000				
1130	P English 1	C-	5.000	Crs Att: 5.000 Cmp: 5.000 Total GPA: 3.000							
3610	P Integrated Science I	D+	5.000								
5051	Intro Computers	C+	5.000								
2976	Math B (9th)	C	5.000								
4510	N Physical Education 9	B	5.000								
Crs Att: 30.000 Cmp: 25.000 Total GPA: 2.000											
Pajaro Valley High School Grd 09 7/2009											
SS3910	HEALTH	B	5.000								
Crs Att: 5.000 Cmp: 5.000 Total GPA: 3.000											
Pajaro Valley High School Grd 10 12/2009											
6010	P Art 1	C-	5.000								
3210	P Biology	D	5.000								
9270	Directed Study	B	5.000								
1230	P English 2	D+	5.000								
2510	P Geometry	RD	0.000								
4110	P Spanish 1	B	5.000								
7110	P World Civ	C	5.000								
Crs Att: 35.000 Cmp: 30.000 Total GPA: 2.000											
Pajaro Valley High School Grd 10 6/2010											
6010	P Art 1	D-	5.000								
3210	P Biology	RF	0.000								
9270	Directed Study	B-	5.000								
1230	P English 2	D-	5.000								
2510	P Geometry	D-	5.000								
4110	P Spanish 1	C	5.000								
7110	P World Civ	C	5.000								
Crs Att: 35.000 Cmp: 30.000 Total GPA: 1.667											
Watsonville High School Grd 10 7/2010											
SS2410	P ALGEBRA 1 - 2nd Sem	D	5.000								
SS2510	P GEOMETRY - 1st Sem	D	5.000								
Crs Att: 10.000 Cmp: 10.000 Total GPA: 1.000											



California High School Exit Examination

Security Guard
See back for details

Student and Parent Report

School: 0105858 - Pajaro Valley High

District: 69799 - Pajaro Valley Unified

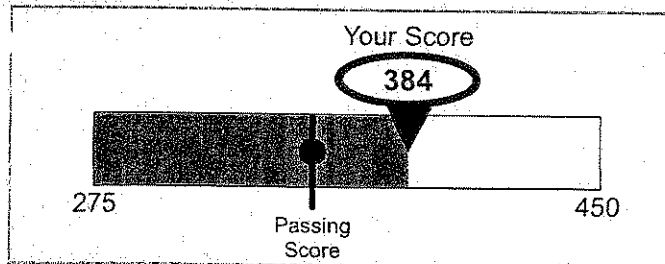
County: 44 - Santa Cruz

English-Language Arts

Test Date: 11/09/2010

Your Total Score	Score Required to Pass	Status
384	350	MODIFIED

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



Strands for English-Language Arts

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

Writing Applications*

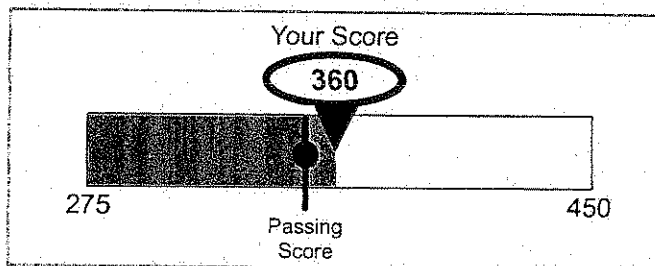
	Your Score
Essay	2.5

Mathematics

Test Date: 11/10/2010

Your Total Score	Score Required to Pass	Status
360	350	MODIFIED

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

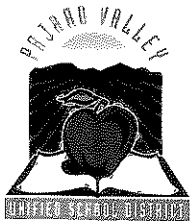


Strands for Mathematics

	Number of Questions	Number Correct
Probability & Statistics	13	5
Number Sense	17	9
Algebra & Functions	20	10
Measurement & Geometry	18	16
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.



Board Agenda Backup

Item No: 10.15

Date: May 4, 2011

Item: CAHSEE Passage Waiver
Math (WHS 10-11-37)

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

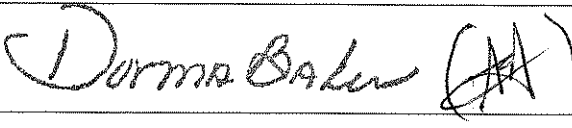
Budget Considerations: None

Funding Source:

Budgeted: Yes: ☐ No: ☐

Amount: \$

Prepared By:  Del Teutschel, Program Director Special Services

Superintendent's Signature: 

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

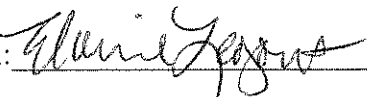
Date: 04/12/2011

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: 4/13/11

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

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

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

Signature of Parent _____

Date: 4/20/2011

FOR SITE USE ONLY

Date Received by Principal: _____

Student Identification Number: _____

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Student's Name

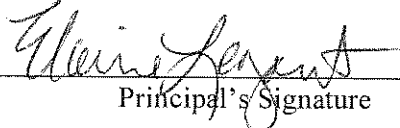
Student's ID Number

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

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

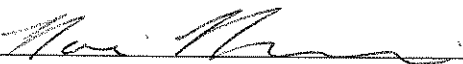
1. Has an individualized education program (IEP) adopted pursuant to the Individuals with Disabilities Education Act that specifies the use of the modification(s) on the exit examination, standardized testing, or classroom instruction and assessments.
(Attach the section of the IEP that specifies the modifications.)
 - 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). It was found that _____ auditory short term memory skills were delayed in both Spanish and English. She also has difficulty with visual motor skills.
 - 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): Calculator
 - c. State the rationale for applying the modification(s) used to achieve an equivalent passing score on the CAHSEE for this student. Her difficulty with auditory short term memory negatively impacts her performance in math.
 - d. Describe the modification(s) that the student regularly uses in the classroom and on other assessments. Calculator, Extra Time, Shortened Assignments, Tests in Alternative Settings, Tests in Short Segments

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

4/13/11
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

4/12/11
Date

Nori Murakami
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

4/13/11
Date

Gabriela Mora
Printed Name of Student's Academic Counselor



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

Student _____

Date of Birth _____

IEP Meeting Date 01/27/11

SUPPLEMENTARY/SPECIALIZED SUPPORT

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

- ☐ Supports for school personnel
☐ Program modifications

- ☐ Specialized aids/materials/equipment (Assistive Technology)
☒ None

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

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

PARTICIPATION IN STATE AND DISTRICT-WIDE STANDARDIZED TESTING AND ASSESSMENT

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

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

PROMOTION STANDARDS

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

CALIFORNIA HIGH SCHOOL EXIT EXAMINATION (CAHSEE)

- ☐ No accommodations or modifications ☐ Exempt due to eligibility for participation in CAPA
☒ Modifications (specify) Calculator ☐ Grade Exempt (below grade 10)
☒ Accommodations (specify) Extended Time, Flexible Setting ☐ Passed both subtests of the CAHSEE



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

Student _____

Date of Birth _____

IEP Meeting Date 01/27/11

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Auditory Memory	Extra Time: Assignments/Tests (1.5), Provide with Notes	District of Service/ Gen. Ed. Teacher, RS	01/20/2011
Auditory Perception	Directions Read Aloud, Spelling Checker	District of Service/ Gen. Ed. Teacher, RS	01/20/2012
Visual Perception	Take Tests in Alternate Setting, Tests in Short Segments, Visual Models, Other: chunk and repeat oral directions	District of Service/ Gen. Ed. Teacher, RS	01/20/2012
Visual-Motor	Shortened Assignments, Spelling Checker	District of Service/ Gen. Ed. Teacher, RS	01/20/2012
Auditory Memory	Calculator	District of Service/ Gen. Ed. Teacher, RS	01/27/2011

WATSONVILLE HIGH SCHOOL
"Home of the Wildcatz"

er Date: **08/23/10**
ive Date:
ss Of: **2011**

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

Crs ID	Course Title	Mark	Credit	Crs ID	Course Title	Mark	Credit	Credit Summary - High School			
Watsonville High Summer School Grd 09 8/2007				Watsonville High School Grd 10 6/2009				Subject Area	Req	Cmp	Def
9250	ELD/Eng Institute	B	10.000	1130 P	IS: English 1	A	5.000	A English	40.00	30.00	10.00
Crd Att: 10.000 Cmp: 10.000 Total GPA: 3.000				1230 P	English 2	B	5.000	B Mathematics	20.00	10.00	10.00
Watsonville High School Grd 09 12/2007				2514	ConsumerMath 10-12	F		C Biological Science	10.00	10.00	
1130 P	English 1	D	5.000	3210 P	Biology	F		D Physical Science	10.00	10.00	
3605 P	Integ Sci I	F	R	6015 P	Visual Arts	A+	5.000	E Health	5.00	5.00	
4510	N PE 9	B	5.000	7110 P	World Civ	C-	5.000	F Fine Arts/Foreign Lang	10.00	10.00	
5051	Intro Computers	D	5.000	8365	Tutorial 9-12	B	5.000	G Physical Education	20.00	20.00	
8240 P	Algebra (Acm)	D-	5.000	9241	Advisory 10	A+	0.500	H Applied Arts	10.00	5.00	5.00
8365	Tutorial 9-12	D	5.000	Crd Att: 35.500 Cmp: 25.500 Total GPA: 2.310				I World Civilization	10.00	10.00	
9240	Advisory 9	A	0.500	Watsonville High School Grd 11 12/2009				J US History	10.00	10.00	
Crd Att: 30.500 Cmp: 25.500 Total GPA: 1.451				1330 P	English 3	F		K Federal Government	5.00	0.00	5.00
Watsonville High School Grd 09 6/2008				2512	BdgTo Geometry1A	F		L Economics	5.00	5.00	
1130 P	English 1	F	R	3050 P	Environ/Horticultu	D	5.000	M Elective	45.00	43.50	1.50
3605 P	Integ Sci I	B	5.000	4610	N Adv PE	B	5.000	N Algebra	10.00	10.00	
3910	Health	C	5.000	7210 P	US History	F	R	O Science	10.00	5.00	5.00
4510	N PE 9	A	5.000	8365	Tutorial 9-12	B+	5.000	-----Total Credits-----			
8240 P	Algebra (Acm)	C	5.000	9242	Advisory 11	A+	0.500		220.000	183.500	36.50
8365	Tutorial 9-12	B	5.000	Crd Att: 30.500 Cmp: 15.500 Total GPA: 1.451				GPA Summary			
9240	Advisory 9	A	0.500	WHS Extended Learning Grd 11 4/2010				Academic GPA:	2.055		
Crd Att: 30.500 Cmp: 25.500 Total GPA: 2.824				7210 P	US History-A	B	5.000	Total GPA:	2.165	Class rank is 348 of 439	
Watsonville High Summer School Grd 09 7/2008				Crd Att: 5.000 Cmp: 5.000 Total GPA: 3.000				CSU GPA:	2.028		
3605 P	Integ Sci I	B	5.000	Watsonville High School Grd 11 6/2010				Testing Information			
Crd Att: 5.000 Cmp: 5.000 Total GPA: 3.000				1330 P	English 3	D-	5.000	Proficiency Tests			
Watsonville High School Grd 10 12/2008				3050 P	Environ/Horticultu	B	5.000	CA HSEE Math	Failed	10/06/10	
1230 P	English 2	C-	5.000	4610	N Adv PE	B	5.000	CA HSEE ELA	Passed	11/03/09	
2510 P	Geometry	F		7210 P	US History	F					
3210 P	Biology	F		8365	Tutorial 9-12	A	5.000				
6015 P	Visual Arts	A-	5.000	9242	Advisory 11	A+	0.500				
7110 P	World Civ	C+	5.000	9294	CAHSEE Math	B+	5.000				
8365	Tutorial 9-12	A-	5.000	Crd Att: 30.500 Cmp: 25.500 Total GPA: 2.361							
9241	Advisory 10	A+	0.500	Watsonville High School Grd 12 12/2010							
Crd Att: 30.500 Cmp: 20.500 Total GPA: 2.033				1430 P	English 4	D	5.000				
				3251 P	Marine Biology	C	5.000				
				7210 P	US History	C	5.000				
				7420 P	Economics (SDAIE)	D	5.000				
				8373	IND Study (SPED)	P	5.000				
				9243	Advisory 12	C	0.500				
				9294	CAHSEE Math	A	5.000				
				Crd Att: 30.500 Cmp: 30.500 Total GPA: 2.000							

P = College Prep H = Honors AP=Advanced Placement

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

Comments:
Community Service - 99

Polio (OPV)	12/09/93	08/05/94	11/07/94	04/27/98	-----	-----
DTP or DT/TD	12/09/93	08/05/94	11/07/94	02/07/95	04/27/98	-----
MMR	-----	-----	-----	-----	-----	-----
Measles	-----	-----	-----	-----	-----	-----
Mumps	-----	-----	-----	-----	-----	-----
Rubella	-----	-----	-----	-----	-----	-----
TB Test	-----	-----	-----	-----	-----	-----

Transcript is unofficial unless signed by a school official

School
Official's Signature

Date: 04/13/11



California High School Exit Examination

See back for details

Student and Parent Report

School: 4437901 - Watsonville High

District: 69799 - Pajaro Valley Unified

County: 44 - Santa Cruz

English-Language Arts

Test Date: 02/01/2011

Your Total Score	Score Required to Pass	Status
		SATISFIED REQ

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



Strands for English-Language Arts

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

Writing Application

Your Score

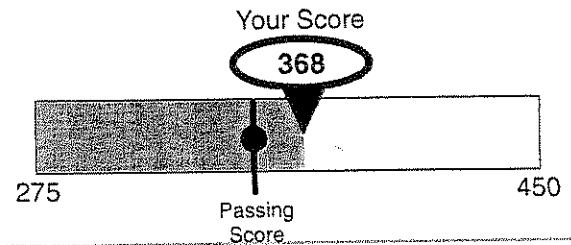
Essay

Mathematics

Test Date: 02/02/2011

Your Total Score	Score Required to Pass	Status
368	350	MODIFIED

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



Strands for Mathematics

	Number of Questions	Number Correct
Probability & Statistics	13	10
Number Sense	17	10
Algebra & Functions	20	15
Measurement & Geometry	18	14
Algebra I	12	3

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

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



Board Agenda Backup

Item No: 10.16

Date: May 4, 2011

Item: CAHSEE Passage Waiver
English Language Arts (AHS 10-11-38)

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

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

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

Recommendation: Approve

Budget Considerations: None

Funding Source:

Budgeted: Yes: ☐ No: ☐

Amount: \$

Prepared By: Dee Teutschel, Program Director Special Services

Superintendent's Signature:

Dorma Baker (H)

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

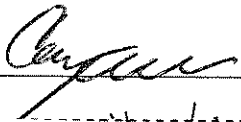
Date: 3/16/11

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: 3/20/11

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

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

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

Signature of Parent:  Date: 4/4/11

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. _____ physical disability makes it difficult for her to write by hand. She uses a computer to take class notes and complete all class assignments.
 - b. Describe any modification used on the ☒ English/language arts **or** ☐ math section of the exam (separate form must be filled out for each section): use word processor to type response to writing prompt
 - c. State the rationale for applying the modification(s) used to achieve an equivalent passing score on the CAHSEE for this student. _____ physical disability makes it difficult for her to write by hand. She uses a computer to take class notes and complete all class assignments
 - d. Describe the modification(s) that the student regularly uses in the classroom and on other assessments. use word processor to type response to writing prompt

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

Certified by: _____

Principal's Signature

Date

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

Signature of Student's Special Education Teacher

Date

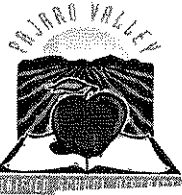
Print Name of Student's Special Education Teacher

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

Signature of Student's Academic Counselor

Date

Printed Name of Student's Academic Counselor



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

Student _____

Date of Birth _____

IEP Meeting Date 10/07/09

SUPPLEMENTARY/SPECIALIZED SUPPORT

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

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

Description	Responsible Personnel/Agency	Location	Frequency/Intensity	Duration	Start/End Date*
Direct one on one assistance from IA Level II	District of Service Special Class M/M	Classroom/public day school	1 X weekly 1670 minutes total	1 year	10/07/09
					End:
					Start:
					End:

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

PARTICIPATION IN STATE AND DISTRICT-WIDE STANDARDIZED TESTING AND ASSESSMENT

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

- ☐ School Readiness (Preschool Only)
☐ DRDP-R ☐ DRDP Access Adaptations/Accommodations (specify) _____
- ☒ Language Arts: (Gr. 2-11) ☐ Grade Exempt ☒ CST **OR** ☐ CMA (Criteria Met) (Gr. 3 - 9)
☐ No accommodations or modifications ☐ Accommodations (specify below) ☐ Modifications (specify below)
- ☒ Math: (Gr. 2-11) ☐ Grade Exempt ☒ CST **OR** ☐ CMA (Criteria Met) (Gr. 3 - 7, Algebra I - Gr. 7-11)
☐ No accommodations or modifications ☐ Accommodations (specify below) ☐ Modifications (specify below)
- ☒ Science (Gr. 5 & 8 Gr. 9-11) ☐ Grade Exempt ☒ CST **OR** ☐ CMA (Criteria Met) (Gr. 5 , 8 & 10)
☐ No accommodations or modifications ☐ Accommodations (specify below) ☐ Modifications (specify below)
- ☒ History/Social Science* ☐ Grade Exempt ☒ CST
☐ No accommodations or modifications ☐ Accommodations (specify below) ☐ Modifications (specify below)
- ☐ Writing (Gr. 7 only) ☐ Grade Exempt ☐ CST **OR** ☐ CMA (Criteria Met) (Gr. 4 & 7 only)
☐ 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) scribe

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

PROMOTION STANDARDS

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

CALIFORNIA HIGH SCHOOL EXIT EXAMINATION (CAHSEE)

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

[Signature]



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

Student_____

Date of Birth_____

IEP Meeting Date 10/07/09

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Personnel/Agency	Start Date
Fine Motor skills, Processing Speed	Calculator, Extra Time: Assignments/Tests (1.5), Extra Time: Navigating Campus, Grammar Checker, Preferential Seating, Provide with Notes, Take Tests in Alternate Setting, Other: use word processor with spell and grammar checker on	District of Service/ Special Class, OT	10/07/09

Pajaro Valley Unified School District

Aptos High School
"Home of the Mariners"

Register Date: 8/13/2008

Student:

Class Of: 2012

School Name/Address

Aptos High School
100 Mariner Way
Aptos, CA 95003

Tel: (831)688-6565

Fax: (831)688-6430

Counselor: Manor, T

SSID:

Community

CrsID	Course Title	Mark	Credit	Credit Summary - High School	CrsID	Course Title	Mark	Credit
Aptos High School Grd 09 12/2008				Subject Area				
4910	N Adaptive Physical Educa	B+	5.000	A English	40.00	25.00	15.00	
8000	English 1 RSP	B+	5.000	B Math	20.00	20.00		
3910	Health	B	5.000	C Biological Science	10.00	10.00		
8300	Learning Skills 1 (RSP)	A	5.000	D Physical Science	10.00	10.00		
3010	Life Science	A-	5.000	E Health	5.00	5.00		
8024	Math 2 RSP	A	5.000	F Fine Arts / Foreign L	10.00	5.00	5.00	
Crs Att: 30.000 Cmp: 30.000 Total GPA: 3.600				G Physical Education	20.00	10.00	10.00	
				H Applied Arts	10.00	10.00		
Aptos High School Grd 09 6/2009				I World Civilization	10.00	10.00		
4910	N Adaptive Physical Educa	A	5.000	J US History	10.00	5.00	5.00	
8000	English 1 RSP	B+	5.000	K Federal Government	5.00	0.00	5.00	
5032	Introduction to Compute	P	5.000	L Economics	5.00	0.00	5.00	
8300	Learning Skills 1 (RSP)	A	5.000	M Electives	45.00	25.00	20.00	
3010	Life Science	B-	5.000	N Algebra	10.00	10.00		
8024	Math 2 RSP	A-	5.000	O Science	10.00	5.00	5.00	
Crs Att: 30.000 Cmp: 30.000 Total GPA: 3.500				---Total Credits---	220.00	150.00	70.00	
Aptos High School Grd 10 12/2009				GPA Summary				
8240	P Algebra 1 (RSP)	A-	5.000	Academic GPA: 3.480 Rank 79 out of 312				
8004	English 2 RSP	A	5.000	Total GPA: 3.517				
3110	Integrated Science (NC	A-	5.000	Testing Information				
8304	Learning Skills 2 (RSP)	A	5.000	CAHSEE_ELA-1-1				
8024	Math 2 RSP	A	5.000	CA HSEE ELA P 3/16/2010				
7110	P World History	B	5.000	CAHSEE_Math-1-1				
Crs Att: 30.000 Cmp: 30.000 Total GPA: 3.800				CA HSEE Math F 11/10/2010				
Aptos High School Grd 10 6/2010								
8240	P Algebra 1 (RSP)	A-	5.000					
8004	English 2 RSP	A-	5.000					
3110	Integrated Science (NC	B-	5.000					
8304	Learning Skills 2 (RSP)	A	5.000					
8024	Math 2 RSP	A	5.000					
7110	P World History	C+	5.000					
Crs Att: 30.000 Cmp: 30.000 Total GPA: 3.400								
Aptos High School Grd 11 12/2010								
1330	P American Literature	B-	5.000					
3912	Health and Human Biolog	B-	5.000					
8312	Learning Skills 11/12	A+	5.000					
117	ROP Health Careers	B+	5.000					
4110	P Spanish 1	B	5.000					
7210	P US History	B-	5.000					
Crs Att: 30.000 Cmp: 30.000 Total GPA: 3.167								

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

Polio	6/1/1994	8/1/1994	10/1/1995	1/8/1999
DTP	6/1/1994	8/1/1994	10/1/1994	10/1/1995
MMR	5/14/1996	1/8/1999		
HEP B	6/1/1994	8/1/1994	2/1/1995	
Varicella				

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

Date: 4/6/2011



California High School Exit Examination

Version

See back for details

Student and Parent Report

Student

Date of

Student

Grade:

School: 4430518 - Aptos High

District: 69799 - Pajaro Valley Unified

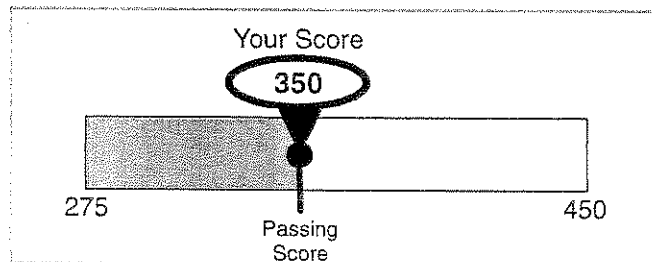
County: 44 - Santa Cruz

English-Language Arts

Test Date: 03/16/2010

Your Total Score	Score Required to Pass	Status
350	350	MODIFIED

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



Strands for English-Language Arts

	Number of Questions	Number Correct
READING		
Word Analysis	7	6
Reading Comprehension	18	12
Literary Response & Analysis	20	12
WRITING		
Writing Strategies	12	4
Writing Conventions	15	13

Writing Application Your Score

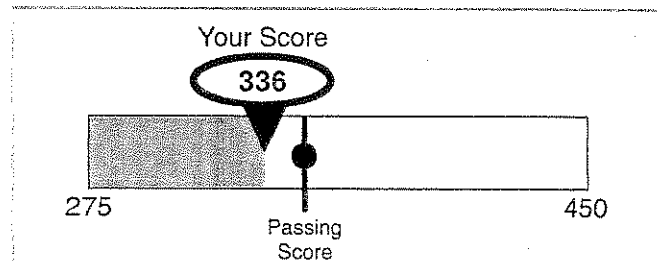
Essay 2.0

Mathematics

Test Date: 03/16/2010

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

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



Strands for Mathematics

	Number of Questions	Number Correct
Probability & Statistics	13	8
Number Sense	17	10
Algebra & Functions	20	8
Measurement & Geometry	18	4
Algebra I	12	4

* Each strand score represents 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 application score counts as 20% of the total English-Language Arts score.

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

PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 10.17

Date: May 4, 2011

Item: High School Scholarship Committees 2010-11

Overview: Each school year, per Administrative Policy 5314, administration submits a list of names to the Board of Trustees for nomination to each high school Scholarship Committee. The names reflect participation on the part of administration, classified staff, community, parents, students, and teachers. The group of individuals work together to review scholarship applications and determine scholarship(s). Principals nominate participants annually for their individual site and process.

Recommendation: Approve Scholarship Committee membership as submitted. Administrative Policy 5314 requires Board approval of the Scholarship Committee for Watsonville High School, Aptos High School, Pajaro Valley High School, and Renaissance High School

Budget Considerations: N/A

Funding Source:

Budgeted: Yes: ☐ No: ☐

Amount: \$

Prepared By: Murry Schekman, Assistant Superintendent of Secondary Education

Superintendent's Signature:

Dorma Baker (AA)

**Secondary Education
Scholarship Committees
2010-2011**

School	Members	Group Representing
Aptos High School	Larry Johnson	Teacher – Science
	Debbie Notari	Teacher – English
	Cheryl Nickel	Classified – Librarian
	Tom Whitwam	Teacher – Social Studies
	Alan Yagi	Teacher – Math
	Michelle Olson	Parent
	Meghan Morse	Student
Pajaro Valley High School	Rich Moran	Administrator
	Diane Bensberg	Community Member
	Juanita Aguilera	Migrant Counselor
	Maria Elena Valenzuela	Teacher
	Sandra Macias	Teacher
	Jim Lucas	Teacher
	Maria Rodriguez	Teacher
	Greg Tucker	Teacher
	Mona Manh	Teacher
	Nancy Puente	Counselor
Renaissance High School	Artemisa Cortez	Principal
	Joel Amrani	ROP/OWE Coordinator
	Courtney Rudd	Teacher
	Pat Horner	Classified
	Anna Solis	Classified
	Artziri Ortiz-Salinas	Student
	Tom House	Parent Community Member
	Mary Altier	Community Member
Watsonville High School	Lorraine Sandoval	Administrator – Chairperson
	Gabriela Mora	Counselor- Scholarship Coordinator
	Federico Castaneda	Counselor
	Ruschele Viotti	Counselor
	Debra Finney	Teacher – English
	Bill Callahan	Teacher – Science
	Vivian Moutafian	Math
	Ivan Alcaraz	Community Member
	Silvia Alba	MEST
	Bob Linney	Teacher – Social Studies

PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 10.18

Date: May 4, 2011

Item: Germany Exchange

Overview: The group that hosted German students in the Fall is going to Germany to be hosted this summer. The Exchange is 30 days in length with 3 weeks of school and 1 week of travel around the region. This year's exchange is planning to depart on June 6, 2011 and return on July 5, 2011.

All necessary required district processes and authorizations are being followed

Recommendation:

Budget Considerations:

Funding Source: Personal

Budgeted: Yes: ☐ No: ☐

Amount: \$

Prepared By: Bunny Mensinger-Tessier and Marvelyn Quiroz

Superintendent's Signature:

Dorma Baker (ASD)



WATSONVILLE HIGH SCHOOL

250 E. Beach Street
(831) 728-6390

Watsonville, CA. 95076
Fax (831) 761-6013

March 20, 2011

Dear Pajaro Valley Unified School District Board of Trustees:

Watsonville High School has participated in a student exchange with Germany since 1987. This exchange is a unique opportunity for our students to learn about an often misunderstood nation and to get a new perspective of the world both from their exchange partner and from their own experience in Europe. Most exchanges last less than 5 years. Our exchange has now surpassed 20 successful years!

The exchange consists of two parts: The German students and their teachers come to Watsonville to live with a WHS (or teacher) and their family. This happened in October 2010. Then the WHS students and teachers travel to Germany in June to live with the families (or teachers) they hosted in October, or families of students who have hosted in the past.

This is not a tour. This is an opportunity for our students to learn about the everyday life of a German family. Our students attend classes at the equivalent of a college prep high school with their hosts and live as a member of a German family. Families go out of their way to provide our students with a rich experience. In addition, this year students from WHS have met regularly as a group to learn the basic fundamentals of the German language, an overview of German history and the area we are staying in, and any cultural lessons students should be made aware of. WHS teacher-chaperones take the students on field trips that have included the cities of Berlin, Munster, Cologne, Munich, and many others.

The WHS -to-Germany portion of this exchange lasts 30 days. This years exchange is planning to depart on June 6th and return on July 5th 2011.

This is an educational experience and our students are expected to act as cultural ambassadors in Germany. We have selected students to participate based on their maturity, intellect and leadership qualities. All participating students are expected to adhere to PVUSD regulations for this type of activity. We are looking forward to another outstanding exchange this year.

Thank you for your time,

Marvilyn Quiroz
Bunny Mensinger/Tessier
Watsonville High School



Board Agenda Backup

Item No: 10.19

Date: May 4, 2011

Item: Resolution 10-11-32 for temporary borrowing between district funds in order to meet the cash flow needs of the district for Fiscal Year 2011/12.

Overview: The district under Education Code Section 42603 is allowed to make temporary loans between funds to meet the cash flow needs of the district.

42603. The governing board of any school district may direct that moneys held in any fund or account may be temporarily transferred to another fund or account of the district for payment of obligations. The transfer shall be accounted for as temporary borrowing between funds or accounts and shall not be available for appropriation or be considered income to the borrowing fund or account. Amounts transferred shall be repaid either in the same fiscal year, or in the following fiscal year if the transfer takes place within the final 120 calendar days of a fiscal year. Borrowing shall occur only when the fund or account receiving the money will earn sufficient income, during the current fiscal year, to repay the amount transferred. No more than 75 percent of the maximum of moneys held in any fund or account during a current fiscal year may be transferred.

Recommendation: The Administration recommends adoption of the resolution for temporary borrowing of moneys held in other funds to meet the cash flow needs of the district.

Budget Considerations:

Funding Source:

Budgeted: Yes ☐ No ☐

Amount:

PREPARED BY SIGNATURE: Helen Bellonzi

REVIEWED BY SIGNATURE: Brett McFadden

SUPERINTENDENT SIGNATURE: Dorinda Baker (A)

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

Resolution # 10-11-32

Resolution Authorizing the Temporary Transfer of Fund Balances To Alleviate Cash Flow Needs

WHEREAS, from time to time, cash flow needs may arise due to timing differences between expenditure obligations and revenue receipts, and

WHEREAS, Education code Section 42600 through 42603 allow for temporary transfers of designated or unappropriated fund balances between funds to alleviate cash flow needs.

Now, there fore, be it resolved, the Board of Trustees of the Pajaro Valley Unified School District authorizes the Associate Superintendent of Business to transfer fund balances between funds in order to alleviate cash flow needs for Fiscal Year 2011/12. Transfers will be repaid to the lending fund with interest at Pajaro Valley Unified School District's earnings rate as established and apportioned by the Santa Cruz County Auditor.

Be it further resolved, pursuant to Education code 42603, temporary fund balance transfers will be repaid within the same fiscal year unless the transfer was made within 120 days of the end of the fiscal year, in which case, the fund balance transfer will be repaid within 120 days of the transfer date.

Passed and adopted by the Board of Trustees of the Pajaro Valley Unified School District, County of Santa Cruz, State of California, this 4th day of May, 2011, by the following vote:

Ayes: _____

Noes: _____

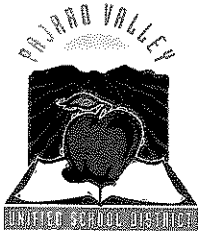
Abstain: _____

Absent: _____

Attest: _____

Secretary to the Board of Trustees

President, Board of Trustees



Board Agenda Backup

Item No: 10.20

Date: May 4, 2011

Item: A RESOLUTION TO THE BOARD OF SUPERVISORS OF THE COUNTY OF SANTA CRUZ TO PROVIDE TEMPORARY CASH LOANS TO PAJARO VALLEY UNIFIED SCHOOL DISTRICT Resolution #10-11-33

Overview: A district's General Fund can periodically run a negative cash balance due to the timing of revenue from various funding sources. Our current cash flow analysis projects the district will be able to meet its obligations with internal borrowing in fiscal year 2011/12. Staff is requesting this temporary cash borrowing pursuant to Education Code section 42620 with the County Treasurer in the event the State Budget, when adopted, reduces the district further or adds additional deferrals and our cash position changes. We are submitting this resolution to create the opportunity to pursue the best possible temporary borrowing mechanism for the district in 2011/12.

Recommendation: Adoption of the resolution authorizing staff to pursue participation of the Pajaro Valley Unified School District in the temporary cash borrowing pursuant to Education Code 42620, process with the Santa Cruz County Treasurer should it be necessary.

Budget Considerations:

Funding Source:

Budgeted: Yes ☐ No ☐

Amount:

PREPARED BY SIGNATURE: Helen Bellonzi

REVIEWED BY SIGNATURE: Brett McFadden

SUPERINTENDENT SIGNATURE: Darmon Baker (AD)

Resolution # 10-11-33

**A RESOLUTION TO THE BOARD OF SUPERVISORS OF THE
COUNTY OF SANTA CRUZ
TO PROVIDE TEMPORARY CASH LOANS TO
PAJARO VALLEY UNIFIED SCHOOL DISTRICT**

WHEREAS, pursuant to Education Code section 42620, when a school district does not have sufficient money to its credit to meet current expenses of maintenance of the district, the board of supervisors of the county shall order, and the auditor and treasurer of the county shall make, a temporary transfer from any funds of the county not immediately needed to pay claims against them, to the school fund of the amount needed, not exceeding 85% of the amount of money which will accrue to the school district during the fiscal year.

WHEREAS, the Pajaro Valley Unified School District has requested temporary cash loan financing periodically during the year, in the amounts of \$8,000,000.00 to cover operating expenses for the 2011/12 fiscal year; and

WHEREAS, the Pajaro Valley Unified School District will receive funding during the course of the 2011/12 fiscal year from both the state and local property tax sources, and will rely on those funds to repay temporary cash borrowing if any;

Now, therefore, be it resolved, the Board of Education of the Pajaro Valley Unified School District requests temporary cash flow transfers as needed during the 2011/12 fiscal year to cover the district's current expenses of maintenance of the district, to be repaid by way of a transfer made by the County Treasurer of any monies accruing to the district before any other obligation of the district is paid from those monies.

Be it further resolved, that the loan or loans shall be subject to interest at the pooled treasury rate.

Passed and adopted by the Board of Trustees of the Pajaro Valley Unified School District, County of Santa Cruz, State of California, this 4th day of May, 2011, by the following vote:

Ayes: _____

Noes: _____

Abstain: _____

Absent: _____

Attest: _____
Secretary to the Board of Trustees

President, Board of Trustees

PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 10.21

Date: May 4, 2011

Item: California Interscholastic Federation – PVUSD Representation

Overview: Each year the Board of Trustees reviews and approves the list of employees who serve as our district representatives to the C.I.F. In the past our representatives have included the Principal and the Athletic Director from each of our comprehensive high schools.

It is therefore staff's recommendation that the following individuals be approved to serve as the district's representatives to the California Interscholastic Federation:

Principal PVHS- Pancho Rodríguez
Athletic Director PVHS – Robert Gómez
Principal AHS – Casey O'Brien
Athletic Director AHS – Mark Dorfman
Principal WHS – Elaine Legorreta
Athletic Director WHS – Brad Hubbard

Respectfully Submitted

Recommendation: Approve

Budget Considerations:

Funding Source: N/A

Budgeted: Yes: ☐ No: ☐

Amount: \$

Prepared By: Murry Schekman, Assistant Superintendent , Secondary Education

Superintendent's Signature:

Dorma Baker (H)



MARIE M. ISHIDA, EXECUTIVE DIRECTOR

CALIFORNIA INTERSCHOLASTIC FEDERATION

ONE STATE OFFICE • 4000 INTERNATIONAL WAY • SACRAMENTO, CA 95834 • (916) 275-5471 • FAX (916) 259-4475 • CIF.ORG

TO: SUPERINTENDENT OF PUBLIC SCHOOLS
PRINCIPAL OF PRIVATE SCHOOLS

FROM: MARIE M. ISHIDA

RE: ENCLOSED FORM TO RECORD DISTRICT AND/OR SCHOOL REPRESENTATIVES TO LEAGUES

DATE: APRIL 21, 2011

Enclosed is a form upon which to record your district and/or school representatives to leagues for **next year 2011-2012**. It is a form sent every year to you in order to obtain the names of league representatives to every league in the state and to make sure that the league representatives are designated by school district or school governing boards. **It is a legal requirement that league representatives be so designated.**

The education code gives the authority for high school athletics to high school governing boards. The code also requires that the boards, after joining CIF, designate their representatives to CIF leagues. This is a necessity! (Ed. Code 33353 (a) (1))

We are asking that, after action by the governing board, you **send the names of league representatives to your CIF Section office**. Obviously, the presumption behind this code section is that the representatives of boards are the only people who will be voting on issues, at the league and section level, that impact athletics.

If a governing board does not take appropriate action to designate representatives or this information is not given to Section offices within the required time frame, CIF is required to suspend voting privileges (CIF Constitution, Article 2, Section 25, p.16) for the affected schools.

At the State Federated Council level we will be asking that Sections verify that their representatives are designated in compliance with this Ed. Code section.

I hope this gives you a bit of background. Thank you for all you do to help support high school athletics. It is a valuable program in all high schools and we appreciate the support you give to the program and to CIF.

Please return the enclosed form no later than July 1, 2011 directly to your CIF Section Office. Addresses of each section are listed on the back of the form. Please contact us if we can give you further information.



ARIE E. SCHULZ, Executive Director

CALIFORNIA INTERSCHOLASTIC FEDERATION

CIF CITY OFFICE • 4000 BUNKER HILL DRIVE • SACRAMENTO, CA 95820 • PHONE 720-4471 • FAX 720-4472 • CIP@CIF.ORG

2011-2012 Designation of CIF Representatives to League

Please complete the form below for each school under your jurisdiction and **RETURN TO THE CIF SECTION OFFICE (ADDRESSES ON REVERSE SIDE)** no later than July 1, 2011.

Pajaro Valley Unified School District School District/Governing Board at its May 4, 2011 meeting,
(Name of school district/governing board) (Date)
appointed the following individual(s) to serve for the 2011-2012 school year as the school's league representative:

PHOTOCOPY THIS FORM TO LIST ADDITIONAL SCHOOL REPRESENTATIVES

NAME OF SCHOOL Aptos High School
NAME OF REPRESENTATIVE Mark Dorfman POSITION A.D.
ADDRESS 100 Mariner Way CITY Aptos ZIP 95003
PHONE 831-688-6565 FAX 831-688-6430 E-MAIL mark_dorfman@pvusd.net

NAME OF SCHOOL Pajaro Valley High School
NAME OF REPRESENTATIVE Robert Gomez POSITION A.D.
ADDRESS 500 Harkins Slough Rd. CITY Watsonville ZIP 95076
PHONE 831-728-8102 FAX 831-728-6944 E-MAIL robert_gomez@pvusd.net

NAME OF SCHOOL Watsonville High School
NAME OF REPRESENTATIVE Brad Hubbard POSITION A.D.
ADDRESS 250 E. Beach St. CITY Watsonville ZIP 95076
PHONE 831-728-6390 FAX 831-761-6013 E-MAIL brad_hubbard@pvusd.net

NAME OF SCHOOL _____
NAME OF REPRESENTATIVE _____ POSITION _____
ADDRESS _____ CITY _____ ZIP _____
PHONE _____ FAX _____ E-MAIL _____

If the designated representative is not available for a given league meeting, an alternate designee of the district governing board may be sent in his/her place. **NOTE:** League representatives from public schools and private schools must be designated representatives of the school's governing boards in order to be eligible to serve on the section and state governance bodies.

Superintendent's or Principal's Name Dorma Barker Signature _____
Address 294 Green Valley Rd City Watsonville Zip 95076
Phone 831-786-2100 Fax 831-728-6284

PLEASE MAIL OR FAX THIS FORM DIRECTLY TO THE CIF SECTION OFFICE. SEE REVERSE SIDE FOR CIF SECTION OFFICE ADDRESSES.



CHARIE H. ISHIDA, EXECUTIVE DIRECTOR

CALIFORNIA INTERSCHOLASTIC FEDERATION

OFFICE: 4000 J STREET, SUITE 200, SACRAMENTO, CA 95811 • (916) 441-4471 • FAX: (916) 441-4476 • WWW.CIF.ORG

CIF SECTION OFFICES

CIF CENTRAL SECTION

Jim Crichlow, Commissioner
P.O. Box 1567
Porterville, CA 93258
Phone: (559) 781-7586
Fax: (559) 781-7033

CIF CENTRAL COAST SECTION

Nancy Lazenby Blaser, Commissioner
6830 Via Del Oro, Suite 103
San Jose, CA 95119
Phone: (408) 224-2994
Fax: (408) 224-0476

CIF LOS ANGELES SECTION

Barbara Fiege, Commissioner
1545 Wilshire Blvd., Suite 200
Los Angeles, CA 90017
Phone: (213) 207-2200
Fax: (213) 207-2209

CIF NORTH COAST SECTION

Gil Lemmon, Commissioner
5 Crow Canyon Court, Suite 209
San Ramon, CA 94583
Phone: (925) 263-2110
Fax: (925) 263-2120

CIF NORTHERN SECTION

Elizabeth Kyle, Commissioner
2241 St. George Lane, Suite 2
Chico, CA 95926
Phone: (530) 343-7285
Fax: (530) 343-5619

CIF OAKLAND SECTION

Michael Moore, Commissioner
900 High Street
Oakland, CA 94601
Phone: (510) 879-8311
Fax: (510) 879-1835

CIF SAC-JOQUIN SECTION

Pete Saco, Commissioner
1368 East Turner Road, Suite A
Lodi, CA 95240
Phone: (209) 334-5900
Fax: (209) 334-0300

CIF SAN DIEGO SECTION

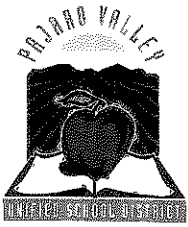
Dennis Ackerman, Commissioner
6401 Linda Vista Road, Room 504
San Diego, CA 92111
Phone: (858) 292-8165
Fax: (858) 292-1375

CIF SAN FRANCISCO SECTION

Don Collins, Commissioner
555 Portola Drive, Room 250
San Francisco, CA 94131
Phone: (415) 920-5185
Fax: (415) 920-5189

CIF SOUTHERN SECTION

James Staunton, Commissioner
10932 Pine Street
Los Alamitos, CA 90720
Phone: (562) 493-9500
Fax: (562) 493-6266



Board Agenda Backup

Item No: 12.1

Date: May 4, 2011

Item: Update on Energy Education Program

Overview: Staff will provide an update on the district's Energy Education and Management Program. Staff will highlight current year savings as well as projected fiscal and energy utilization savings over a ten-year period of time.

In 2008-09, the Board of Trustees approved a five-year service contract with Energy Education, Inc. (EEI) to provide greater energy education and management at all district sites. The cost of this contract is \$195,000.00 annually. Data indicates that the program and services provided have yielded a net reduction in district-wide energy costs.

In addition, the program has resulted in significant environmental benefits by reducing the district's "carbon footprint" and energy utilization. The district has recently begun applying for the Environmental Protection Agency's Energy Star designation for all of its sites. This would not be possible without demonstrating the district's ongoing commitment to greater environmental and energy management. Mar Vista Elementary School was the district's first school to be recently awarded the EPA's Energy Star designation. The application and review process for this award is quite exhaustive.

Staff has expanded the program to also include natural gas and water utilization. EEI will provide additional assistance to the district in these areas at no additional costs even though these items were not included in the original contract. In addition, district staff has secured EEI's assistance with staffing the district's Energy and Environmental Stewardship Committee. This committee was created in 2010 but has not been able to get up to speed due to reduced staff resources.

Finally, staff will highlight planned summer projects that will enhance energy efficiency and lower costs at several sites in the district.

Recommendation: Report and discussion only.

Budget Considerations: N/A

Prepared By: Steve Okamura, Energy Education Manager

Reviewed by Brett W. McFadden, Chief Business Officer

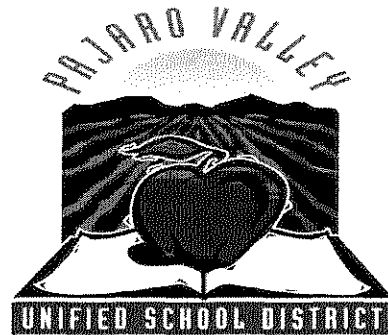
Superintendent's Signature: _____

Dorma Baker (AB)

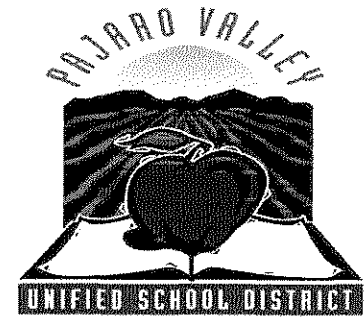
Pajaro Valley Unified School District Energy Program

August 2010 to March 2011

8 Month into 3rd Year of Program



Pajaro Valley Unified School District



Energy Savings To Date:

\$318,191.00

18.35% reduction

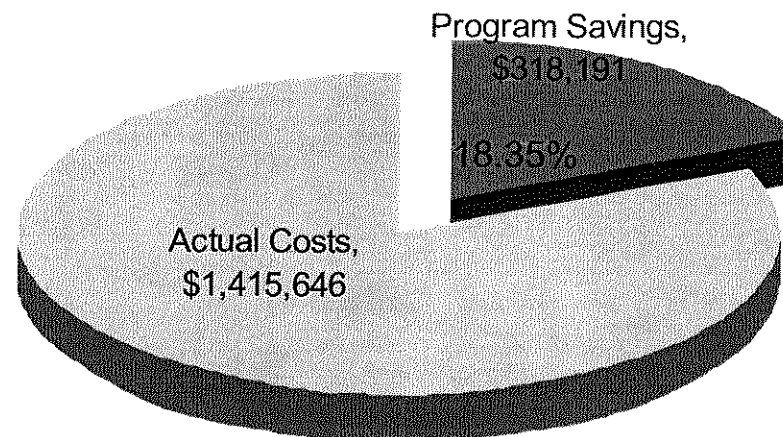
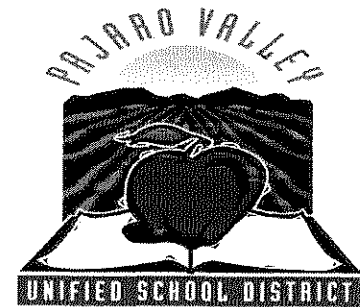
8 months into 3rd year of energy program

Energy Cost Analysis

August 2010 – March 2011

Expected Energy Costs

\$1,733,837



**Note: Only
reflects 8 months
of the fiscal year**

Expected Energy Costs

- Amount the district would have spent on energy without energy program
- Base year usage adjusted for changes in weather, energy loads and prices

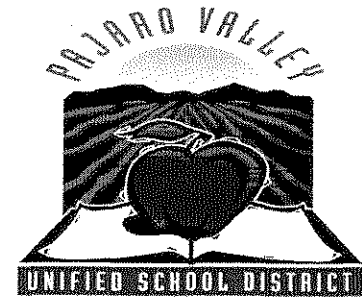
Actual Energy Costs

- Actual energy costs for electricity, water, sewer, and gas as a result of energy program

Program Savings

- Program implementation resulting in behavior changes
- Energy Education training and support
- Reductions in equipment run times

Energy Program Success



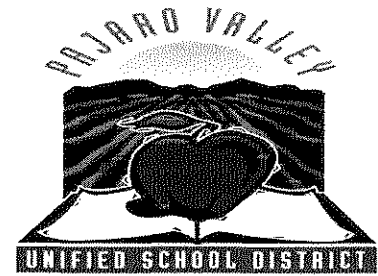
Success Factors

1. **Teamwork** — All district personnel are involved
2. **Data analysis** — Energy Educator/Manager
3. **On-site training and expertise** — Energy Education
4. **Comprehensive facility audits** — Expert identification of energy conservation opportunities throughout system facilities

Program Benefits and Features

1. **Budget** — Dollars retained for other vital purposes – instruction, teaching, etc.
2. **Environmental** — Conservation of natural resources
3. **Self-funding program** — Conservation activities generate savings which cover overall program costs
4. **Longevity** — Program designed to be ongoing – consulting firm will provide ongoing assistance at no additional cost to the district

Environmental Benefits



The EPA reports that the following levels of Greenhouse Gas emissions are produced in the Central Coast region.

- **1.5 pounds** of carbon dioxide per kWh of Electricity
- **11.7 pounds** of carbon dioxide per Therm of Natural Gas

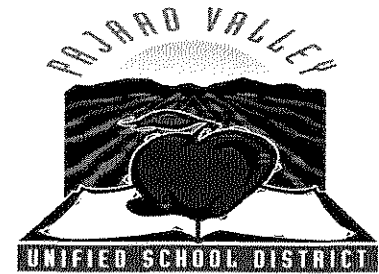
The district has saved over:

- **1.6 Million** kWh of Electricity
- **44 Thousand** Therms of Natural Gas

These environmental benefits are equal to:

- **746 Metric Tons** of carbon dioxide emissions being prevented, or
- **134 automobiles** being removed from the highways annually, or
- **19,084** tree seedlings planted and grown for 10-years

Projected Savings 2010-2011



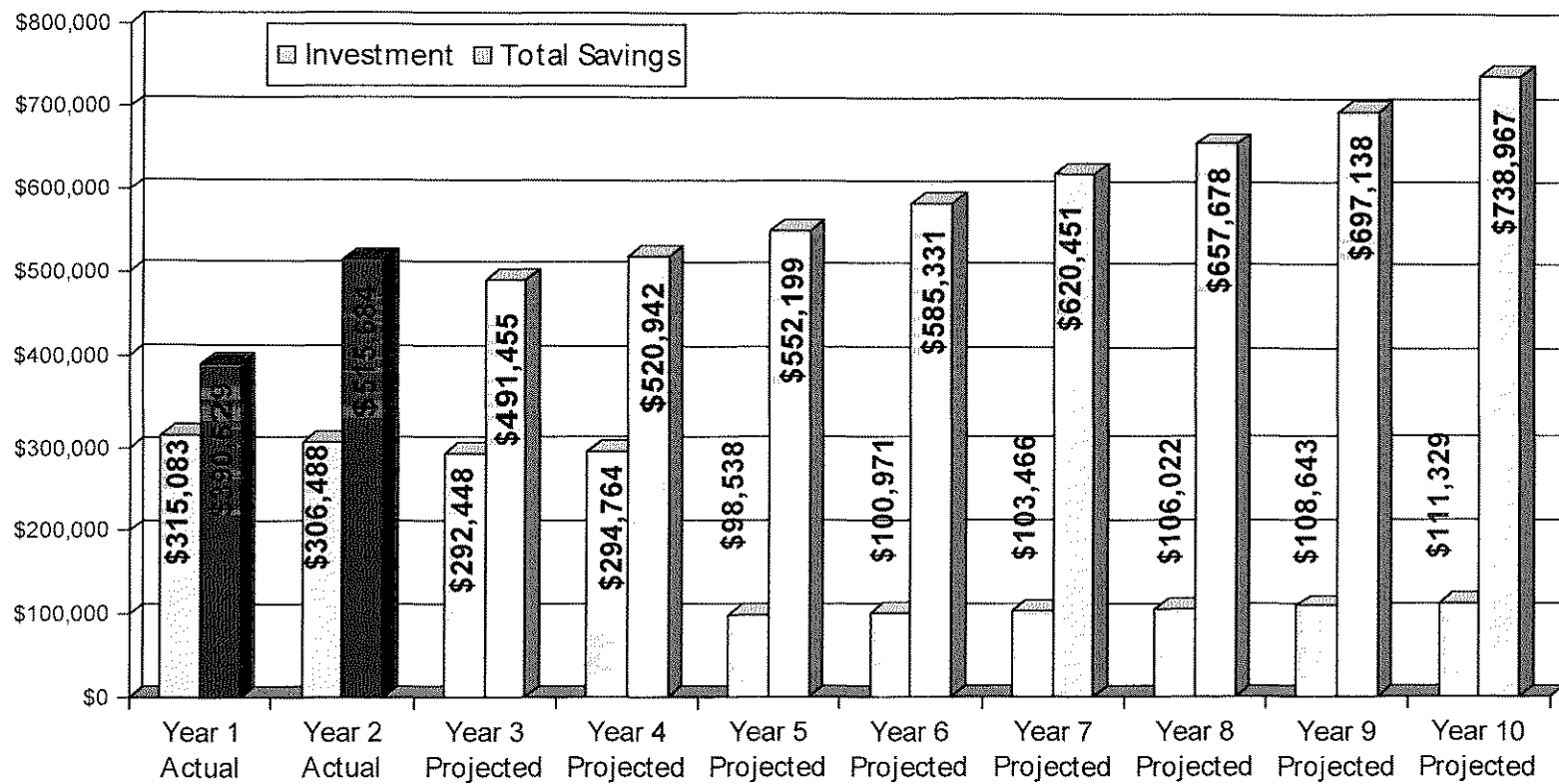
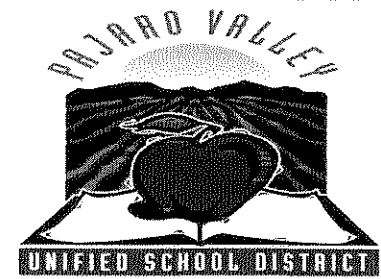
aug 10	sept 10	oct 10	nov 10	dec 10	jan 11	feb 11	mar 11	april 11	may 11	jun 11	jul 11
\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
53,292	34,856	44,504	39,666	29,124	38,164	37,775	40,806	55,079	48,748	47,109	42,169

= estimate

= Year to date

Estimated total savings for 2010 –11 =
Between \$490,000 and \$520,000

Pajaro Valley USD Energy Program: Savings vs. Investment

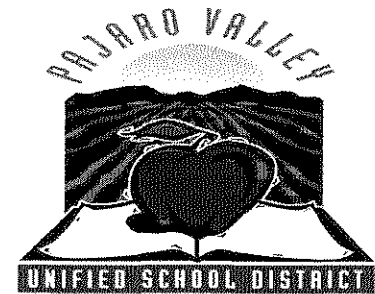


Future Energy Projects Under Consideration



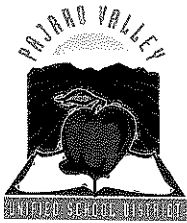
- Update controllers and energy management system (EMS) at Lakeview and Linscott
- Install EMS system WHS sports complex
- Upgrade EMS software at remaining school sites
- Evaluate water systems to identify possible water savings
- Continue to seek Energy Star designation at sites – Mar Vista was recently award as an EPA Energy Star

Program benefits



- Environmental benefits via lower electricity, water, and natural gas utilization
- Lower energy costs and General Fund relief to the district
- Improvement and oversight of site-level energy management
- Ongoing monitoring of energy usage at all sites – provides cost and waste avoidance
- Long term data and monitoring of energy use district-wide
- Increased eligibility for various energy and environmental education and facility grants – program demonstrates the district's ongoing commitment to this issue

PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 13.1

Date:	May 4, 2011
Item:	Resolution #10-11-29, Declaring May 15-21, 2011 as Classified Employees Week
Overview:	This resolution highlights the importance of recognizing classified employees of Pajaro Valley Unified School District and their valuable work. PVUSD believes the contribution of classified employees is crucial and values the great work and positive impact they have on the lives of the students of our community.
Recommendation:	Approve resolution #10-11-29.

Prepared By: Dorma Baker, Superintendent

Superintendent's Signature: _____

Dorma Baker (AB)

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

District Resolution No.: 10-11-29
On the motion of:
Duly seconded by:

Resolution Declaring May 15 – 21, 2011 as Classified Employees Week

WHEREAS, the classified employees of the District support a positive instructional environment in a variety of ways each day; and

WHEREAS, the contributions of classified staff are invaluable to the PVUSD;

WHEREAS, almost half of the employees of the Pajaro Valley Unified School District are classified workers;

WHEREAS, the PVUSD has almost 1,000 dedicated and hard working classified employees;

NOW, THEREFORE BE IT RESOLVED that the Pajaro Valley Unified School District salutes its classified employees and declares May 16-22, 2010 as Classified Employees Week.

AND BE IT FURTHER RESOLVED, that the Board of Trustees of the Pajaro Valley Unified School District urges students, parents, and community members to take measures to give special meaning to this significant celebration.

PASSED AND ADOPTED this 4th day of May, 2011, by the Governing Board of Pajaro Valley Unified School District, County of Santa Cruz, State of California, by the following vote:

AYES:

NOES:

ABSENT:

The foregoing resolution is hereby adopted.

Willie Yahiro, Board President

Dorma Baker, Superintendent

PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 13.2

Date: May 4, 2011

Item: Final Approval of the 2011-2012 Calendar

Overview: The District's Calendar Committee reconvened in January of 2011. The Committee, representative of stakeholders including teachers, classified staff, management, community members and parents, met several times in February to discuss calendar proposals.

The Board of Trustees held a first reading of the recommended Calendar on March 23rd. Following the hearing, the Union and District met and conferred on the calendar as presented to the Trustees. Without objections to the calendar, PVFT proceeded to ratify the calendar through their approval process.

The Board of Trustees is being presented with the final Calendar for approval.

Recommendation: Approve the final Calendar for the 2011-2012

Prepared By: Dr. Albert J. Roman, Assistant Superintendent
Human Resources, Charter Schools and Alternative Ed

Superintendent's Signature:

Dorma Baker (A)

FINAL

DRAFT

Pajaro Valley Unified School District 2011 -2012



M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

AUGUST

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

SEPTEMBER

M	T	W	T	F
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OCTOBER

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31				

NOVEMBER

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27	28	29	30	

DECEMBER

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

1st Semester - 84 student days

4th of July - Holiday

CODE:	<input type="checkbox"/> State Testing Window
	<input checked="" type="checkbox"/> Legal Holiday
	<input checked="" type="checkbox"/> Stu/Tchr Recess
	<input checked="" type="checkbox"/> Teacher Work Day
	<input checked="" type="checkbox"/> Begin/End Qtr/Sem
	<input checked="" type="checkbox"/> Trimesters
	<input checked="" type="checkbox"/> SBC Days
	<input checked="" type="checkbox"/> Non School Day
	<input type="checkbox"/> Furlough Day - no school

15 SBC Day
16 Teacher Work Day
17 Begin Qtr/Sem
11 Student days

5th Labor Day

21 Student days

14 End Qtr/Sem
17 Begin Qtr/Sem
21 Student days

11th Veteran's Day
23-25 Stu/Tchr Recess
24th Thanksgiving Day
25 CL Holiday
19 Student days

12/19-1/6 Winter Break
16 End Qtr/Sem
22nd CL Holiday
23rd Christmas Eve
26th Christmas Day
30th New Year's Eve
12 Student days

JANUARY

M	T	W	T	F
1	2	3	4	5
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

FEBRUARY

M	T	W	T	F
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13	14	15	16	17
20	21	22	23	24
27	28	29		

MARCH

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12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

APRIL

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8	9	10	11	12
16	17	18	19	20
23	24	25	26	27
30				

MAY

M	T	W	T	F
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7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

JUNE

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

2nd Semester 91 student days

2nd New Years Day
12/19-1/6 Winter Break
9 & 10 SBC Days
11 Begin Qtr/Sem
16th Martin Luther King
Holiday
14 Student days

17th Lincoln's Day
20th President's Holiday

19 Student days

16th End Qtr/Sem
2nd Non School Day
19th Non School Day

20 Student days

2-9 Spring Recess
8th Easter
4/11-5/9 State testing
window
15 Student days

28th Memorial Day

22 Student days

1 End Sem/Qtr
4-8 Furlough Days
1 Student day

175 Instructional Days
5 Furlough Days

REV 4-21-11

PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 13.3

Date: May 4, 2011

Item: Resolution #10-11-30 Reduction and/or discontinuation of particular kinds of classified employee services

Overview: Education codes section 45101, 45114, 45117, 45298, and 45308 authorize the Pajaro Valley Unified School District to layoff classified employees due to lack of work and/or lack of funds. Certain services now being provided by the District must be reduced. The detailed list of affected positions will be provided on or before the Board of Trustees meeting on May 4, 2011.

It shall be necessary to discontinue certain kinds of classified employee services by June 30, 2011. 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 #10-11-30 to reduce particular kinds of classified employee services.

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

Superintendent's Signature:

Dorma Baker (AA)

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 2011 - 2012
SCHOOL YEAR

RESOLUTION NO. 10-11-30

WHEREAS, Education Code sections 45101, 45114, 45117, 45298 and 45308 authorizes 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, 2011, the positions shown on Exhibit A 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 4th of May, 2011, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

I, Willie Yahiro, 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 4th day of May, 2011 by a vote of _____.

IN WITNESS THEREOF, I have hereto set my hand this _____ day of _____, 2011.

Willie Yahiro, President
Board of Trustees,
Pajaro Valley Unified School District

Date



PAJARO VALLEY UNIFIED SCHOOL DISTRICT

Board Agenda Backup

Item No: 13.4

Date: May 4, 2011

Item: RESOLUTION # 10-11-31, REGARDING NON-REEMPLOYMENT OF CERTIFICATED EMPLOYEES

Overview: On February 23, and March 9, 2011, it was necessary for the Board of Trustees of the Pajaro Valley Unified School District to adopt Resolution No's 10-11-13, 10-11-21, and 10-11-22 to decrease certificated employees pursuant Education Code sections 44949 and 44955 due to a reduction in particular kinds of services.

Notices of non-reemployment were properly served to certificated employees listed on Exhibits "A" and "B," attached hereto, and incorporated herein by reference, on or before March 15, 2011.

It has been determined that up to 158.11 full-time equivalent services and 499.5 weekly hours of Adult Education services of the District be reduced and an equivalent number of certificated employees shall be laid off for the ensuing 2011-2012 school year.

Recommendation: It is recommended that the Board of Education approve the Resolution regarding non-reemployment of certificated employees for the 2011-2012 school year.

Budget Considerations: N/A

Funding Source: _____

Budgeted: Yes: ☐ No: ☐

Amount: None

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

Superintendent's Signature: _____

Dorma Baker (AJ)

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

RESOLUTION NO. 10-11-31

REGARDING NON-REEMPLOYMENT OF CERTIFICATED EMPLOYEES

WHEREAS, on February 23 and March 9, 2011, the Board of Trustees of the Pajaro Valley Unified School District adopted Resolution No's 10-11-13, 10-11-21, and 10-11-22 to decrease certificated staff pursuant to Education Code sections 44949 and 44955 due to a reduction in particular kinds of services; and

WHEREAS, notice of non-reemployment was properly served on the certificated employees listed on Exhibit "A" and "B," attached hereto and incorporated herein by reference on or before March 15, 2011, and

WHEREAS, the certificated employees listed on Exhibit "A" and "B" were informed of their right to request a hearing and that failure to do so in writing would constitute a waiver of the right to a hearing; and

WHEREAS, through their exclusive bargaining representative, each affected employee expressly waived his or her right to a hearing in this matter; and

WHEREAS, it was determined that up to 158.11 full-time equivalent services and 499.5 weekly hours of Adult Education services of the District be reduced and an equivalent number of certificated staff shall be laid off for the ensuing 2011-2012 school year;

THE BOARD HEREBY FINDS sufficient cause for not reemploying the certificated employees listed on Exhibit "A" and "B," related to the welfare of the schools of the Pajaro Valley Unified School District and the students thereof.

THEREFORE, BE IT RESOLVED, consistent with Resolution No.10-11-31, that the employees listed on Exhibit "A" and "B" shall be non-reemployed, effective for the 2011-2012 school year. This status shall be effective on June 30, 2011.

BE IT FURTHER RESOLVED that the District Superintendent or designee is hereby authorized to give notice on behalf of this Board as required by Education Code sections 44949 and 44955 to the above-named employees.

ADOPTED by the Board of Education of the Pajaro Valley Unified School District on May 4, 2011, by the following votes:

AYES:

NOES:

ABSENT:

ABSTENTION:

Willy Yahiro, President, Board of Trustees
Pajaro Valley Unified School District

I hereby certify that the foregoing is a true and correct copy of a Resolution of the Board of education of the Pajaro Valley Unified School District of Santa Cruz County adopted by said governing Board at its meeting on May 4, 2011:

Doug Keegan, Vice President/Clerk to the
Board of Trustees
Pajaro Valley Unified School District