



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 8, 2013 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.

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

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

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

2.0 CLOSED SESSION (AND AFTER REGULAR SESSION IF NECESSARY)

- 2.1 Public Employee Appointment/Employment, Government Code Section 54957
 - a. Certificated Employees (see Attached)
 - b. Classified Employees (see attached)
- 2.2 Public Employee Discipline/Dismissal/Release/Leaves
 - Resolution #12-13-23, Dismissal of 1 Certificated Employee
- 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 11 Expulsions

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

- 3.1 Pledge of Allegiance
- 3.2 Welcome by Board President
Trustees Kim De Serpa, Leslie DeRose, Maria Orozco, Karen Osmundson, Lupe Rivas, Jeff Ursino and President Willie Yahiro.
- 3.3 Superintendent Comments
- 3.4 Governing Board Comments/Reports (Limit to 1 minute per trustee)
 - Report on Standing Committees Meetings
- 3.5 Student Recognition
 - *Yesenia Pulido-Mejia – Pajaro Valley High School*
 - *Yajayra Izquierdo – Academic Vocational Charter Institute (AVCI)*

4.0 APPROVAL OF THE AGENDA

5.0 APPROVAL OF MINUTES

- a) *Minutes for April 10, 2013*
- b) *Minutes for April 13, 2013, Study Session, Board Governance Workshop*

6.0 HIGH SCHOOL STUDENTS BOARD REPRESENTATIVES REPORT

7.0 PUBLIC HEARING: 2013-14 CATEGORICAL PROGRAM FLEXIBILITY TRANSFERS

- 7.1 *Report by Helen Bellonzi, Finance Director*
- 7.2 *Public Comment*
- 7.3 *Board Comment*

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 3 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 4 – May 1, 2013
The PO's will be available in the Superintendent's Office.
- 10.2 Warrants April 4 – May 1, 2013
The warrants will be available in the Superintendent's Office.
- 10.3 Acknowledge with Gratitude Donation of \$10,000 from Joe Begley, Ph. D., of Driscoll's Strawberry Associates for Bradley's Elementary School's Reading Intervention Program Walk to Learn.
- 10.4 Acknowledge with Gratitude Donation from Carol Clouse of Four Acer Aspire One D270 Netbooks, an Estimated Value of \$1,011.32.
- 10.5 Approve Department of Rehabilitation (DOR)/Transition Partnership Program Agreement #28836.
- 10.6 Approve CAHSEE Passage Waiver for Student #12-13-13. English Language Arts, Pajaro Valley High School.
- 10.7 Approve CAHSEE Passage Waiver for Student #12-13-14, Mathematics, Pajaro Valley High School.
- 10.8 Approve CAHSEE Passage Waiver for Student #12-13-15, Mathematics, Pajaro Valley High School.
- 10.9 Approve CAHSEE Passage Waiver for Student #12-13-16, Mathematics, Pacific Coast Charter School.
- 10.10 Approve CAHSEE Passage Waiver for Student #12-13-17, English Language Arts, Pajaro Valley High School.
- 10.11 Approve CAHSEE Passage Waiver for Student #12-13-18, Mathematics, Pajaro Valley High School.
- 10.12 Approve CAHSEE Passage Waiver for Student #12-13-19, English Language Arts, Pajaro Valley High School.
- 10.13 Approve Resolution #12-13-20 to the Board of Supervisors of the County of Santa Cruz to Provide Temporary Cash Loans to Pajaro Valley Unified School District.

- 10.14 Approve Resolution #12-13-21 for Temporary Borrowing Between District Funds in Order to Meet Cash Flow Needs of the District for Fiscal Year 2013-14.
- 10.15 Approve Parent Involvement Policy for Amesti Elementary School, E.A. Hall Middle School, Pajaro Valley High School and Watsonville High School.

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 Personnel Commission.
Report by Pam Shanks, Director, Classified Staff. 60 min. report; 5 min. discussion
- 12.2 Report and discussion on District's Budget and Fiscal Matters.
Report by Brett McFadden, CBO. 5min. report; 5 min. discussion

13.0 REPORT, DISCUSSION AND POSSIBLE ACTION ITEMS

- 13.1 Possible Action to Approve Resolution #12-13-22, 2013-14 Categorical Program "Tier III" Fund Transfers.
Report given under item 7.0.
- 13.2 Report, discussion and possible action to Approve Naming Hall District Elementary School Library the Ardele Tuzon Library.
Report by Ylda Noguera, Assistant Superintendent. 5 min. report; 5 min. discussion
- 13.3 Report, discussion and possible action to approve Resolution #12-13-19, Declaring May 8, 2013 as Day of the Teacher.
Report by Sharon Roddick, Assistant Superintendent. 2 min. report; 5 min. discussion
- 13.4 Report, discussion and possible action to Approve Accepting 7th and 8th Grade Students at New School.
Report by Murry Schekman, Assistant Superintendent. 2 min. report; 5 min. discussion

14.0 ACTION ON CLOSED SESSION

15.0 UPCOMING BOARD MEETINGS/REMAINING BOARD MEETINGS FOR 2013

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
May	▪ 22	▪ Approve 3 rd Interim Report
June	▪ 12 ▪ 26	▪ ▪ 13-14 Budget Adoption
July	▪	▪ No Meetings Scheduled
August	▪ 14 ▪ 28	
September	▪ 11 ▪ 25	▪ Unaudited Actuals
October	▪ 9 ▪ 23	
November	▪ 13	▪
December	▪ 11 Annual Organization Mtg.	▪ Approve 1 st Interim Report

16.0 ADJOURNMENT

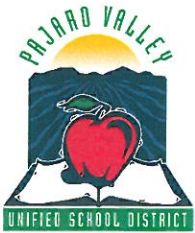
PAJARO VALLEY UNIFIED SCHOOL DISTRICT
CLOSED SESSION AGENDA
May 8, 2013

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

New Hires – Probationary	
1	Cafeteria Assistant
1	Custodian II
1	Information Systems Support Technician
1	Network Engineer
1	Payroll Technician
1	Supervisor, Nutrition Services
New Hires	
1	Principals
1	Teacher
New Substitutes	
17	Substitutes
Promotions	
	None
Administrative Appointments	
	None
Other	
	None
Extra Pay Assignments	
8	Coaches
Extra Period Assignments	
	None
Leaves of Absence	
8	Teachers
1	Bus Driver
1	Cafeteria Assistant
1	Campus Safety Coordinator
2	Instructional Assistant II
1	Office Manager
1	Workers Comp Coordinator
Retirements	

2	Teachers
Resignations/Terminations	
	None
Supplemental Service Agreements	
8	FCCH Specialist
1	Psychologist
1	Speech & Language Specialist
66	Teachers
Miscellaneous Actions	
2	Attendance Specialist
Separations From Service	
2	Teachers
1	Cafeteria Assistant
1	Library Media Technician
1	Registrar
1	Office Manager
Limited Term – Projects	
14	Behavior Technician
1	Cafeteria Assistant
1	Custodian I
3	Enrichment Specialist
7	Instructional Assistant – General
3	Instructional Assistant II
1	Lead Custodian II
3	Office Assistant I
1	Office Assistant II
1	Office Assistant III
1	Translator
Exempt	
3	Child Care
1	MEES
6	Migrant OWE
5	Pupil
9	Student Helper
1	Workability
4	Yard Duty

Provisional	
1	Instructional Assistant – General Ed
1	Instructional Assistant I
4	Instructional Assistant II
3	Office Assistant III
Limited Term - Substitute	
1	Cafeteria Assistant
15	Instructional Assistant Migrant/Children Center
1	Instructional Support Clerk



April 10, 2013
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 6:02 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	
2	Office Managers
New Hires	
	None
New Substitutes	
	None
Promotions	
	None
Administrative Appointments	
	None
Other	
1	Principal
Extra Pay Assignments	
1	Coach
1	Referee
Extra Period Assignments	
	None
Leaves of Absence	
1	Academic Coordinator
1	Speech Language Specialist

27	Teachers
2	Bus Drivers
2	<i>Cafeteria Assistant</i>
Retirements	
	None
Resignations/Terminations	
	None
Supplemental Service Agreements	
35	Teachers
Miscellaneous Actions	
2	Cafeteria Cook/Baker
1	Cafeteria Manager II
1	Cafeteria Assistant
Separations From Service	
1	Speech Language Pathologist
1	Math Teacher
1	Assistant Director
1	Guidance Assistant
Limited Term – Projects	
10	Enrichment Specialist
1	Office Assistant III
1	Occupational Therapist
1	Office Manager
2	Parent Education Specialist
2	Translator
Exempt	
1	Childcare
1	Crossing Guard
1	Migrant OWE
2	Special Project - MEES
2	Spectra Artist
11	Student Helper
12	Workability
5	Yard Duty
Provisional	
1	Instructor/Driver

Limited Term - Substitute	
1	Campus Safety Coordinator
1	Instructional Assistant – Migrant Children Center
1	Translator

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 2 Expulsions

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

3.1 Pledge of Allegiance

Trustee Ursino led the Board in the Pledge of Allegiance.

3.2 Welcome by Board President

Trustees Kim De Serpa, Leslie DeRose, Maria Orozco, Karen Osmundson, Lupe Rivas, Jeff Ursino and President Willie Yahiro were present.

3.3 Superintendent Comments

Superintendent Baker congratulated director of Purchasing and Safety, Rich Buse, who was appointed as president of CASBO. She announced that the first bond issuance would go to market the following day; this will allow the district to receive funds to begin construction projects. Ms. Baker reported that the Agenda Review Committee decided to have a budget update at each board meeting to continue updating the board and the public on any budget developments. She asked human resources assistant superintendent Sharon Roddick to provide a brief update on negotiations.

Ms. Roddick updated the board on negotiations, noting that there is positive communication with PVFT. The major pieces for discussion include wages, workload and class size.

**3.4 Governing Board Comments/Reports (Limit to 1 minute per trustee)
- Report on Standing Committees Meetings**

Trustee DeRose reported that the board will have a Board Governance training from 9 to 3 pm the upcoming Saturday.

Trustee Rivas reported that the 2nd drop out committee meeting was productive.

Trustee Orozco reported that the Parks and Services department had open house for a youth program, an opportunity to collaborate with Watsonville High as well as Cabrillo College.

Trustee Osmundson noted that she would be attending two open houses the following day.

3.5 Jacob Young Financial - Teacher of the Month Award for March 2013

- Colleen Riggen, Mar Vista Elementary School

Mr. Jacob Young explained the process for this award. Mr. Todd Livingston, principal, noted that Ms. Riggen is a wonderful teacher who enjoys what she does and continues to learn through professional development. Ms. Riggen commented that she loves the profession and that she is fortunate to have a wonderful and supportive group of colleagues.

3.6 Jacob Young Financial – Classified Employee of the Month Award for March 2013

- Denee Sereano, Librarian, Starlight Elementary School

Ms. Sereano was not able to be at the meeting; she will be recognized at a future meeting.

3.7 Student Recognition

Staff, administrators, family and friends recognized and honored the following students.

- Thaily Guzman-Jiménez – Radcliff Elementary School

- Brenda Gutierrez-Baeza - Watsonville High School

4.0 APPROVAL OF THE AGENDA

Trustee Rivas moved to approve the agenda, asking to have item #12.3 to be first item of the report and discussion items. Trustee DeRose seconded the motion adding that item 3.6 will be discussed at a future meeting. The motion passed unanimously.

5.0 APPROVAL OF MINUTES

a) Minutes for March 27, 2013

Trustee Rivas moved to approve the minutes for March 27, 2013. Trustee DeRose seconded the motion. The motion passed unanimously.

6.0 HIGH SCHOOL STUDENTS BOARD REPRESENTATIVES REPORT

Yesenia Pulido Mejia of Pajaro Valley High School, reported that PV high would have summer school this year. The school is focusing on 20/20, a credit-recovery program for incoming 9th grade students. Happy to announce that electives include music. Senior night is May 22. There will be CST testing next week.

LaMaya Gross of Aptos High School noted that the school had gone through a civil rights audit and it all went well. The school is having its open house this evening. The Dream conference will take place this weekend. She offered a sports update, noting that long-distance runners are doing great: they got 1st place at the Arcadia competition and set a CCS record out of hundreds of schools.

7.0 VISITOR NON-AGENDA ITEMS

Margalete Ezequiel, teacher and member of organization Community Against Gun Violence, asked for the board's support for a bill that regulates sale of ammunition.

Bill Beecher, community member, expressed his concern for the current board meeting method, which does not allow for interaction between board members and the public. He offered information as to why it would be important to clarify public concerns as no response when questions arise is not enough. Regarding Special Education, he asked for a presentation.

8.0 EMPLOYEE ORGANIZATIONS COMMENTS – PVFT, CSEA, PVAM, CWA 5 Min. Each

Francisco Rodriguez, PVFT president, commented on specialists and how they benefit students through their preparation. Talented and qualified personnel are available within the district and they are prepared to do their job without the district having to outsource. Regarding negotiations, today there was a fringe benefits meeting and discussed possible changes to provide members with more options and hopefully to save on out of pocket expenses. Negotiations took place today but it didn't seem to be productive; the union was hoping to receive a response to our class size, salaries and prep time request. Another session is scheduled for next week and we hope to have something then. District is stating they have to hear back from state regarding funding. There are many decisions and planning for next year and it would be helpful to start right away.

9.0 CONSENT AGENDA

Trustee DeRose moved to approve the consent agenda. Trustee Ursino seconded the motion. The motion passed unanimously.

- 9.1 Purchase Orders March 21 – April 3, 2013**
- 9.2 Warrants March 21 – April 3, 2013**
- 9.3 Approve Williams Uniform Complaint Quarterly Report, January – March 2013.
Number of Complaints: Zero.**
- 9.4 Approve 2012-13 Site Scholarship Committee Representatives for Aptos, Pajaro Valley, Watsonville and Renaissance High Schools and Academic Vocational Charter Institute.**
- 9.5 Approve Award for Purchase of District Fuel through Card Lock System Bid #01-12/13.**
- 9.6 Approve Architectural Amendments, the Associated Projects and Project Budgets.**
- 9.7 Approve Construction Management Firms' Contracts to Provide Construction Management Services for Upcoming Projects.**

10.0 DEFERRED CONSENT ITEMS

None.

11.0 REPORT, DISCUSSION AND POSSIBLE ACTION ITEMS

- 11.1 Report, discussion and possible action to Approve Revised Uniform Complaint Policy #1312.3.**

Report by Sharon Roddick, Assistant Superintendent.

Sharon Roddick noted that this policy reflects legal changes to the existing uniform complaint processes. The policy provides guidelines for the public to submit complaints to the district.

Public comment:

Jack Carroll, teacher, subjects presented on the policy are topics included in negotiations. It is the union's position that there are sufficient procedures within past rules and policies of the district. The document is being re-written to comply with current law.

Ms. Roddick noted that this policy is under the community relations section. Another policy in the Personnel series deals with complaints from employees.

Board participated with questions and comments.

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

Board president returned to Item 7.0, Non Agenda Items, to allow a member of the public whose speaker card had not been called to speak.

Joanne Katzen, teacher, spoke of how unions benefit teachers who want to work in effective and safe environment.

Continuation of Action Items:

- 11.2 Report, discussion and possible action to approve Resolution #12-13-14, Reduction and/or Discontinuation of Particular Kinds of Classified Employee Services.
*Report by Sharon Roddick, Assistant Superintendent.***

Sharon Roddick noted that the list of positions included are due to ending of certain categorical funding: .75 Community Services Liaison, 2.7 FTE Instructional Assistant and 1.2 FTE of Site Computer Support technicians.

Board participated with questions and comments.

Trustee De Serpa moved to approve the resolution. Trustee Ursino seconded the motion. The motion passed unanimously.

12.0 REPORT AND DISCUSSION ITEMS

12.3 Report and discussion on District's Budget and Fiscal Matters.

Report by Brett McFadden, CBO.

Brett McFadden noted that any and all material presented at the board meetings are always made available on the website and we provide hard copies of audits to both units. He added that the district has a fiscal and facilities advisory committee that meets regularly. Mr. McFadden commented on the multi-year projection slide that has been presented by PVFT at board meetings. These projections, which show a different ending balance from the district's budget, does not include key elements that are required by law: deficit spending, 3% reserve and the unappropriated balance. Legally, without these figures, the County Office of Education cannot approve a budget. Mr. McFadden noted that, given what is known and the budget assumptions, there may be additional funds but details on those funds is not yet known. He further clarified that the local control funding formula (LCFF) is not factored in as it can only be assumed once it becomes law. He explained a bit how the LCFF will look. Mr. McFadden noted that, while additional mandates are being given to districts, such as the implementation of common core standards, there is no additional funding. In reference to federal sequestration, Mr. McFadden reported that the district is at risk of losing about \$4 million dollars in federal program funding for the general fund. If this occurs, Mr. McFadden said that it would trigger mid-year cuts of about \$4.2 million dollars. He commented on the need for reserves and spoke of the reasons to be sure there is a healthy reserve: adequate cash flow to pay bills, employees and avoid receivership.

Public comment:

The following school psychologist and speech language pathologists spoke of smaller case loads, better salaries for specialists, and reduction of outsourcing for services that can be done by staff while also saving the district: Sean Henry; Lisa Olson, Robin Minnis and Joy Happee,

Board participated with comments and questions.

12.1 Report and discussion on Measure L Bond Program Update.

Report by Rick Mullikin, Director of M/O/F; Dennis Dunston, Bond Program Manager.

Brett McFadden explained to the board how bond issuances work. They district is hoping for a first issuance of \$80 to go to market early April. The amount is subject to change depending on growth and assessed valuation, among other things. The district feels it has made solid estimates on projects and can effectively use the funds.

Dennis Dunston continued the presentation noting that, while there has not been any money, the district has been busy managing projects for the future, including selecting architects and construction management firms. Mr. Dunston addressed the implementation strategy for bond projects, starting with "quick start" projects and other long-term projects. He went through a list of projects that are starting in the Aptos, Pajaro and Watsonville areas.

The board participated with comments and questions.

12.2 Report and discussion on Overview of Program Options for English Learners.

Report by Susan Perez, Director of Education and English Language Services.

Susan Perez presented on program options for English Learners (EL). The process begins with the identification of ELs through either the home language survey or testing results. California requires

that ELs be placed into an EL program. The district has two initial default program options and qualifying students are placed into either one of these: Structured English Immersion (SEI) or English Language Mainstream (ELM). Parents have the right to ask for a waiver from the default program if they want their student to be placed in an alternative program. The district has three alternative programs: early exit/transitional bilingual program; late exit/developmental bilingual program; and newcomer bilingual program. In addition, the district offers a 4th model at Alianza Charter School: two-way bilingual immersion program. The Alianza model does not require a waiver as it is part of the charter school. Ms. Perez reported that parents are notified and given resources of the various program options during kindergarten registration, at a program option meeting, or at the school office.

Trustee Osmundson left the meeting at 10:00 pm.

Students who are in these programs have the information added to their files and the district tracks what's happening on program options through monitoring.

Public comment:

Lucia Villarreal, retired teacher, expressed her concern for the apparent lack of implementation of the EL Master Plan at most schools.

Dan Hernandez, community member, stated that he believes parents want their children to transition as quickly as possible to English.

Trustee DeRose moved to continue the meeting until 10:45 pm. Trustee Rivas seconded the motion. The motion passed 6/0/1 (Osmundson absent).

The Board thanked Ms. Perez for the presentation and participated with comments and questions.

13.0 ACTION ON CLOSED SESSION

2.1 Public Employee Appointment/Employment, Government Code Section 54957

a. Certificated Employees

Trustee DeRose moved to approve the certificated employee report as presented. Trustee De Serpa seconded the motion. The motion passed 6/0/1(Osmundson absent).

b. Classified Employees

Trustee DeRose moved to approve the classified employee report with the addition of 1 Cafeteria Assistant under Leaves of Absence. Trustee De Serpa seconded the motion. The motion passed 6/0/1(Osmundson absent).

2.8 2 Expulsions

Action on Expulsions:

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

12-13-065

Trustee De Serpa seconded the motion. The motion passed 6/0/1 (Osmundson absent).

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

12-13-066

Trustee De Serpa seconded the motion. The motion passed 6/0/1 (Osmundson absent).

14.0 UPCOMING BOARD MEETINGS/REMAINING BOARD MEETINGS FOR 2013

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 (added on 3/27) ▪ 24 (cancelled on 3/27) 	<ul style="list-style-type: none"> • Board Governance Workshop
May	<ul style="list-style-type: none"> ▪ 8 ▪ 22 	<ul style="list-style-type: none"> ▪ Approve 3rd Interim Report
June	<ul style="list-style-type: none"> ▪ 12 ▪ 26 	<ul style="list-style-type: none"> ▪ 13-14 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"> ▪ 14 ▪ 28 	
September	<ul style="list-style-type: none"> ▪ 11 ▪ 25 	<ul style="list-style-type: none"> ▪ Unaudited Actuals
October	<ul style="list-style-type: none"> ▪ 9 ▪ 23 	
November	<ul style="list-style-type: none"> ▪ 13 	<ul style="list-style-type: none"> ▪
December	<ul style="list-style-type: none"> ▪ 11 Annual Organization Mtg. 	<ul style="list-style-type: none"> ▪ Approve 1st Interim Report

15.0 ADJOURNMENT

There being no further business to discuss, the meeting of the Board was adjourned at 10:35 pm.

Dorma Baker, Superintendent



April 13, 2013
STUDY SESSION
GOVERNANCE LEADERSHIP SESSION
UNADOPTED MINUTES
9:00 AM – 3:00 PM
PAJARO DUNES - SANDPIPER CENTER
2661 Beach Road (West Beach Street)
Watsonville, CA 95076

1.0 OPENING CEREMONY – MEETING OF THE BOARD IN PUBLIC - 9:00 AM

President Yahiro called the study session of the Board in public to order at 9:05 AM at 2661 Beach Road, Watsonville, CA.

1.1 Pledge of Allegiance

Trustee DeRose led the Board in the Pledge of Allegiance.

1.2 Welcome by Board President

Trustees Kim De Serpa, Leslie DeRose, Maria Orozco, Karen Osmundson, Lupe Rivas and President Willie Yahiro were present. Trustee Jeff Ursino arrived at 10:45 AM.

President Yahiro thanked all for being present.

Superintendent Dorma Baker introduced Ms. Leslie DeMersseman of California School Boards Association; Ms. DeMersseman would be facilitating the study session.

2.0 APPROVAL OF THE AGENDA

Trustee DeRose moved to approve the agenda. Trustee Orozco seconded the motion. The motion passed 6/0/1 (Ursino absent).

3.0 STUDY SESSION – GOVERNANCE LEADERSHIP SESSION

- Session on Board/Superintendent Roles, Responsibilities and Governance Practices.

Facilitated by Leslie DeMersseman, consultant, California School Boards Association

Ms. DeMersseman established the meeting guidelines and came to agreement on objectives for the workshop.

Board members said a bit about themselves and their interest in education.

The following items were discussed:

Unity of Purpose is achieved through PVUSD mission statement, its goals, the Comprehensive Accountability Framework (CAF), and board members' individual aspects of the district that makes them proud.

Governance Roles and Responsibilities was discussed in relation to the community and the superintendent. Board Bylaws addressing the role of the board, limits of board member authority, administration concepts and roles and superintendent responsibilities and duties were discussed at length.

Sustaining a Positive Governance Culture was addressed and discussion was driven by the contents in Board Bylaws.

Governance Structure and Processes was a topic in which protocols and guidelines for board meetings were discussed. Protocols for visiting schools and responding to concerns from staff or community members were addressed. The board also discussed its role in negotiations, which is defined in Board Policies 4000 and 4143/4243.

- **Public comment**

Bill Beecher, community member, commented that it would be beneficial for the Board to be able to clarify concerns from the public during meetings and it does not have to violate Brown Act guidelines.

4.0 ADJOURNMENT

There being no further items to discuss, the Board adjourned the Board Governance Study Session at 3:15 pm.

Dorma Baker, Superintendent



Board Agenda Backup

Item No: 7.0

Date: May 8, 2013

Item: PUBLIC HEARING: 2013-14 Categorical Program Flexibility Transfers

Overview: Education Code Section 42605 allows school districts to transfer specified categorical program funds from restricted to unrestricted fund purposes. This is commonly referred to as "Tier Three" categorical flexibility. This statute went into effect in 2008-09 as a means of providing school districts fiscal and program flexibility in the face of significant state budget reductions to revenue limit and categorical funding. The statute was recently extended two years and is in effect until 2014-15.

The law requires school districts to hold a public hearing on the approved categorical program transfers included in their budgets. The hearing must be held annually during a regularly scheduled board meeting. The transfers must be listed separately indicating specific amounts, as well as where and for what purpose they were transferred.

In fiscal year 2011-12, the Legislature approved AB 189 requiring school districts to hold the public hearing prior to and independent of a meeting where the governing board adopts its annual budget. The bill requires the governing board to identify the program or programs to be closed before the public hearing.

Current fund transfers have been approved by the board via previous fiscal stabilization actions and are a significant component to maintaining the district's ongoing fiscal viability. Staff recommends the board adopt the same fund transfers approved last year for the 2013-14 July Budget. Staff continues to recommend a "status quo" budget for 2013-14 pending Governor's change in funding formula

- Attached is a spreadsheet describing the categorical program transfers to be approved in the district's 2013-14 July Budget.
- Staff notes that no action or recommendation has been made to eliminate, reduce, or close any district program in fiscal year 2013-14.

Recommendation: Hold a public hearing for purposes of taking public comment on the categorical program fund transfers to be included in the district's 2013-14 board-adopted July Budget

PREPARED BY SIGNATURE: Helen Bellonzi, Director of Finance

REVIEWED BY SIGNATURE: Brett McFadden, Chief Business Officer

SUPERINTENDENT SIGNATURE: Dorm BA



PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 10.3

Date: May 8, 2013

Item: Acknowledge with Gratitude Donation of \$10,000 from Joe Begley, Ph. D., of Driscoll's Strawberry Associates for Bradley's Elementary School's Reading Intervention Program Walk to Learn.

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

Recommendation: Accept with gratitude.

Prepared By: Dorma Baker, Superintendent

Superintendent's Signature: Dorma Baker



A California Distinguished School

Bradley Elementary School

321 Corralitos Road, Watsonville, CA 95076 (831) 728-6366

www.bradley.pvUSD.net

Kathy Arola, Principal

Joe Begley, Ph. D.
Driscoll's Strawberry Associates
Rancho Corralitos
242 Corralitos Road
Watsonville, CA 95076

April 10, 2013

Dear Mr. Begley,

The leveled Reading Intervention Program "WALK TO LEARN" at Bradley School has been very successful because of your generous support to hire reading intervention teachers. We would like to thank you for your generous donation of \$10,000 to provide support for our struggling readers for the 2013-2014 school year.

On behalf of the Bradley School community, we would like to extend our deepest gratitude to your organization for your on-going support as a community partner of Bradley School.

Sincerely,

Kathy Arola



PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 10.4

Date: May 8, 2013

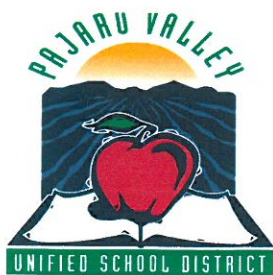
Item: Acknowledge with Gratitude Donation from Carol Clouse of Four Acer Aspire One D270 Netbooks, an Estimated Value of \$1,011.32.

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

Recommendation: Accept with gratitude.

Prepared By: Dorma Baker, Superintendent

Superintendent's Signature: Dom Baker



**Pajaro Valley Unified School District
Technology Services**

294 Green Valley Rd., Watsonville, CA 95076 (831) 786-2333 Fax: (831) 851-2214

Date: April 24, 2013

Carol Clouse
619 Pinehurst Dr.
Aptos, CA 95003

Dear Ms. Clouse;

Thank you for your generous donation of four Acer Aspire One D270 Netbooks.

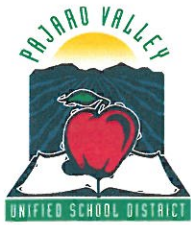
It is with support like yours that our local schools are continuing to build their technology expertise and better prepare students for the ever-changing world we live in. This hardware will be distributed to Rio Del Mar Elementary School in the Pajaro Valley Unified School District through the Technology Services Department.

Your gift is tax-deductible as a charitable contribution to an educational organization, as defined by the Internal Revenue Code, Section 170(a) and (b)(1)(A)(ii). You have valued your donation of the four Netbooks at \$1,011.32.

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

Sincerely,

Tim Landeck
Director, Technology Services



Board Agenda Backup

Item No: 10.5

Date: May 8, 2013

Item: DOR Department of Rehabilitation/Transition Partnership Program Agreement #28836

Overview: The following reports are to be signed and approved by the governing board. Attached are three year agreement for Fiscal Years 2013/14, 2014/15 and 2015/16.

Recommendation: Approve

Budget Considerations:

Funding Source:

Budgeted: Yes: ☒ No: ☐

Amount:

Prepared By:

4-30-13

Ray Houser, Director of SELPA

Superintendent's Signature:

GRANT/CONTRACT SIGNATURE AUTHORIZATION

DR 325 (Rev. 12/98) Computer Generated

GRANTEE/CONTRACTOR:





STATE OF CALIFORNIA
Department of Rehabilitation
721 Capitol Mall
Sacramento, California 95814

SUBGRANTEE/CONTRACTEE:


(Legal Corporation/Public Agency Name & Address)

Pajaro Valley Unified School District
294 Green Valley Road
Watsonville CA 95076

The following persons are authorized to request reimbursement of expenses incurred as a result of the agreement between the Grantee/Contractor and Subgrantee/Contractee named above:

Signature	Name (Please Type or Print)	Title (Please Type or Print)
		
Signature	Name (Please Type or Print)	Title (Please Type or Print)
		
Signature	Name (Please Type or Print)	Title (Please Type or Print)
		
Signature	Name (Please Type or Print)	Title (Please Type or Print)
		

I hereby delegate authority to request reimbursement of expenses as shown above.

Authorized Signature per Board Resolution	Name (Please Type or Print)	Date Signed
		

FULL Name of Corporation or Public Agency

Pajaro Valley Unified School District

WHEREAS, the Board of Directors or Board of Trustees of the above-named corporation or public agency has read the proposed agreement between State of California, Department of Rehabilitation (DOR), and above-named corporation or public agency and said Board of Directors or Board of Trustees acknowledges the benefits and responsibilities to be shared by both parties to said agreement.

NOW, THEREFORE, BE IT RESOLVED that said Board of Directors or Board of Trustees does hereby authorize the following person/position

Name/Position of Person Authorized to Sign Agreement

of the above-named corporation or public agency on behalf of the corporation or public agency to sign and execute any and all documents required by DOR to effectuate the execution of contracts and/or amendments except to increase the financial liability of said corporation or public agency. This authorization shall remain in effect until the expiration of the contract and shall automatically expire at that time, unless earlier revoked or extended by the Board of Directors.

CERTIFICATION

I, the Recording Secretary named below, hereby certify that the foregoing resolution was duly and regularly adopted by the Board of Directors or Board of Trustees of above-named corporation or public agency at a meeting of said Board regularly called and convened at which a quorum of said Board of Directors or Board of Trustees was present and voting, and that said resolution was adopted by a vote of the majority of all Directors or Trustees present at said meeting.

IN WITNESS WHEREOF, I have hereunto set my hand as Recording Secretary of said corporation or public agency.

Address Where Board Meeting Held

Date of Board Meeting

Signature of Recording Secretary

Date Signed



EXHIBIT A
(Standard Agreement - Subvention)
SCOPE OF WORK

1. PURPOSE

Subvention: VR Third Party Cooperative/Case Service Agreements: Pajaro Valley Unified School District - Transition Partnership Program

2. AUTHORITY

Legislation: Rehabilitation Act of 1973, as amended, Title I, Parts A and B, Sec. 100-111; 29 U.S.C. 720-731.

Regulations: 34 CFR 371

Catalog of Federal Domestic Assistance Number (CFDA) 84.126A

3. CONTRACT REPRESENTATIVES

The Contractor shall direct all inquiries during the term of this Agreement to the DOR Contract Administrator listed herein:

Department of Rehabilitation Terry Silvera, Rehabilitation Specialist 100 Paseo de San Antonio San Jose, CA 95113 (408) 277-1154 - Phone (408) 277-1270 - Fax tsilvera@DOR.ca.gov	Pajaro Valley Unified School District c/o Special Services Robin Butterworth 294 Green Valley Road Watsonville, CA 95076 (831) 786-2100 ext. 2794 - Phone (831) 728-8107 - Fax Robin_butterworth@pvusd.net
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4. DESCRIPTION OF SERVICES/DELIVERABLES

See attached program description - EXHIBIT A.1

EXHIBIT A.1
(Standard Agreement - Subvention)

SCOPE OF WORK
COOPERATIVE CONTRACT
Pajaro Valley Unified School District
Transition Partnership Project

I. Introduction

Pajaro Valley Unified School District / Special Services and the San Jose District of the Department of Rehabilitation have agreed to combine resources in order to facilitate the successful employment of people with disabilities. This Cooperative Contract is designed to jointly serve the mutual clients receiving services from the Department of Rehabilitation (DOR) through the San Jose District and the Pajaro Valley Unified School District. Staff and resources are combined to provide vocational rehabilitation services through this Transition Partnership Program (TPP).

The Pajaro Valley TPP will focus on serving the most significantly disabled DOR student/client in three comprehensive high schools (Aptos High School, Pajaro Valley High School, Watsonville High School) and eight alternative high schools (Luna Park, Quetzal, Dewitt Anderson, Renaissance, Pacific Coast Charter, Academic Vocational Charter Institute, New School and Watsonville Community School). Students will be referred to the Program in the spring semester of their junior year. TPP staff will work closely with the DOR counselor(s) throughout the referral, eligibility, planning process and follow-up processes to ensure coordinated service provision that will lead to successful employment outcomes. TPP staff will provide employment preparation and placement services designed to prepare DOR student/clients to obtain and retain competitive employment.

For each fiscal year of this contract there shall be a total of 100 unduplicated DOR student/clients who shall receive services through this cooperative contract. All services are for DOR clients only. As a result of services provided through this contract, it is expected that each fiscal year of this contract DOR will:

For the fiscal year 2013-2014, a total of 100 unduplicated DOR student/clients will receive services through this contract:

- Open 50 new cases (status 02)
- Develop 40 new Individual Plans for Employment (IPE)
- Close 20 cases successfully (status 26)

For the fiscal year 2014-2015, a total of 100 unduplicated DOR student/clients will receive services through this contract:

- Open 50 new cases (status 02)
- Develop 40 new Individual Plans for Employment (IPE)
- Close 20 cases successfully (status 26)

For the fiscal year 2015-2016, a total of 100 unduplicated DOR student/clients will receive services through this contract:

- Open 50 new cases (status 02)
- Develop 40 new Individual Plans for Employment (IPE)
- Close 21 cases successfully (status 26)

II. Services Provided:

Transition Partnership Program (TPP) COOP TRANSITION SERVICES

TTP COOP Transition Services are a coordinated set of activities directed by the DOR counselor for a DOR student/client, designed within an outcome-oriented process, that promotes movement from school to post school activities. This may include postsecondary education, vocational training, continuing and adult education, or community participation ultimately resulting in gainful, employment in an integrated environment.

The coordinated set of activities shall be approved by the DOR referring counselor and based upon the individual DOR student/client needs, taking into account the student's preferences and interests as well as DOR IPE goals and objectives, and shall include instruction, community experiences, the development of employment and other post school and other employment objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation.

The following vocational rehabilitation services are designed to be provided under auspices of a DOR third-party cooperative agreement, and individualized to each DOR student/client needs and IPE. These services are not services that are certified by DOR or otherwise CARF accredited.

DESCRIPTION OF SERVICES

A. Transition Vocational Evaluation (TVE)- Transition Vocational Evaluation services provide an individualized, timely, and systematic process by which a DOR student/client seeking employment learns to identify strengths, barriers to employment, as well as viable vocational options and develop employment goals and objectives. TVE includes an analysis of the DOR student/client's prior work experience and transferable skills. Published assessments may include career aptitude, career interest, career skills and interest inventory assessments. Actual work sites may also be used to conduct the evaluation and may include simulated work trials, the opportunity to conduct work activity, job exploration, job shadowing and volunteer activities. Reporting of assessments completed, findings and recommendations will be provided to the referring DOR Counselor.

B. Employment Preparation – The Transition Specialists will provide job seeking skills training and preparation, either individually or in a group setting, to DOR student/client prior to entering into a specific job search. Activities include:

- Review of appropriateness of referral and job choice.
- Providing information on employment and training resources.
- Discuss transportation options.
- Assisting DOR student/client with identifying issues that may arise which would be a barrier to employment.
- Review past jobs and goals with DOR student/client.
- Update the DOR student/client on their progress.

- Affirm with DOR student/client and DOR counselor that they are going in the correct career direction.
- Establish with DOR student/client new goals necessary to reach their vocational goal.
- Establish DOR student/client interest level and commitment to their goal.
- Analysis of pertinent collateral information and reports of prior work experiences and performance
- Instruction of individuals and/or groups regarding techniques for obtaining and maintaining employment, such as:
 - Interviewing techniques
 - Resume development
 - Application preparation
 - Appropriate work behaviors
 - Relevant work practices
 - Appropriate grooming and hygiene
- Assistance regarding the impact of employment on a DOR student/client's disability and benefits, as well as providing information on accessing such benefits.

C. Job Development and Placement– The Job Developer will assist job ready DOR student/client's, both in school and out-of-school, obtain employment in the community by identifying specific job openings that are appropriate for each DOR student/client, assisting in placing the DOR student/client in the job, orient the DOR student/client to the job, and identify specific ongoing support and resource needs. Activities include:

- Contact employers and build networks to develop and/or identify job opportunities
- Work site analysis, as needed
- Job site consultation to identify or modify barriers
- Negotiate job carving or other job accommodations
- Maintain an organized system of current job openings
- Assisting DOR student/client to find jobs which match their Individual Plan for Employment vocational goal
- Assisting a DOR student/client become knowledgeable regarding the conditions of their employment, such as:
 - Job description.
 - Name of immediate supervisor.
 - Responsibilities of the employee.
 - Wage payment practices.
 - Benefits.
 - Conflict resolution procedures.
 - Health and safety practices.

D. Job Retention and Follow-up - Job retention and follow-up will be provided once a DOR student/client is hired. The DOR student/client progress will be evaluated at the first week, and then once a month or as appropriate for at least 90 days of employment by Pajaro Valley USD TPP staff. Additional placement follow-up services may include one or more of the following:

- On-the-job training
- Employer/ DOR student/client problem solving intervention
- Destination training

- DOR counselor and family consultation
- Communicate with DOR counselor regarding the student/client's need for services.
- Contact with the DOR student/client and/or their employer to ensure job satisfaction

Service Outcomes/Number to be served

For the fiscal year 2013-2014 it is expected that:

- 20 DOR student/clients receiving Transitional Vocational Evaluation services
- 70 DOR student/clients receiving Employment Preparation services
- 30 DOR student/clients receiving Job Development and Placement services
- 25 DOR student/clients will be placed in a job.
- 12 DOR student/clients receiving Job Retention/follow-up services

For the fiscal year 2014-2015 it is expected that:

- 20 DOR student/client receiving Transitional Vocational Evaluation services
- 70 DOR student/client receiving Employment Preparation services
- 30 DOR student/client receiving Job Development and Placement services
- 25 DOR student/client will be placed in a job.
- 12 DOR student/client receiving Job Retention/follow-up services

For the fiscal year 2015-2016 it is expected that:

- 20 DOR student/client receiving Transitional Vocational Evaluation services
- 70 DOR student/client receiving Employment Preparation services
- 30 DOR student/client receiving Job Development and Placement services
- 25 DOR student/client will be placed in a job.
- 12 DOR student/client receiving Job Retention/follow-up services.

III. Contract Administrator/Program Coordinator

Department of Rehabilitation
Terry Silvera
100 Paseo de San Antonio #211
San Jose, CA 95113
Work (408) 277-1154
Terry.Silvera@dor.ca.gov

Pajaro Valley USD
C/O Special Services
Robin Butterworth
294 Green Valley Road
Watsonville, CA 95076
Work (831) 786-2100 ext 2794
Fax (831) 728-8107
robin_butterworth@pvusd.net

IV. Linkages to Other Community Agencies

Pajaro Valley USD TPP has regular contact and ongoing working relationships with the following agencies to increase opportunities for DOR student/client and avoid duplication of services:

- San Andreas Regional Center
- Watsonville One-Stop Center
- Cabrillo Community College
- Hartnell Community College
- Employment Development Department
- Pajaro Valley Chamber of Commerce
- Center for Employment Training (CET)
- Community Options
- WorkAbility 1
- Regional Occupational Programs
- California Conservation Corp
- HOPE Services
- Job Corp
- Youth Employment- SUENOS Program
- Community Connections
- Community Advisory Committee

V. In Service Training

Twice a year or more frequently as needed, in-service trainings will be conducted to cross-train both PVUHSD and DOR Staff in each agency's mission, services, procedures, and professional approached.

EXHIBIT B
(Standard Agreement - Subvention)

BUDGET DETAIL AND PAYMENT PROVISIONS

1. INVOICING AND PAYMENT

A. Service Budget Payment of Expenditure

1. This is a cost reimbursement Agreement for subvention services. For services satisfactorily completed, and upon receipt and approval of the invoices, the Department of Rehabilitation (DOR) agrees to reimburse the Contractor for actual expenditures incurred subject to the approved Scope of Work, Service Budget, Budget Narrative, and applicable regulations as attached or referenced hereto and made a part of this Agreement.
2. All expenses shall be reviewed and approved by the DOR Contract Administrator before payment can be made to the Contractor.
3. The Service Budget must set forth in detail the reimbursable items, unit rates and extended total amounts for each line item. The Contractor's Service Budget shall include items directly related to this Agreement to include a Budget Narrative that fully explains why and how the costs are necessary to the Agreement.

B. Submission of Invoice(s)

1. Monthly invoices (DR 801B Service Invoice) should be submitted no later than the 20th business day for the preceding month's expenditures, with supporting documentation available upon request. The DOR is committed to issue payments as quickly as possible following the receipt of an accurate and complete invoice of allowable costs as approved by the DOR Contract Administrator.
2. Final invoices must be submitted within 120 days after each fiscal year end or no later than November first of that same year.
3. Invoice(s) (DR 801B Service Invoice) shall provide an actual line-item detail of expenditure(s) that supports the approved Service Budget and Budget Narrative. The DR 801B Invoice shall include the Agreement Number and Registration Number, and be submitted in duplicate not more frequently than monthly in arrears to the DOR Contract Administrator or designee (listed in Exhibit A).

C. Appropriate Expenditures

Budgets must not contain line items that are or will be reimbursed/paid by another source of funding during the period covered by this Agreement. Unexpended funds for a fiscal year shall not be carried over to another fiscal year. Agreement expenditures reimbursed by DOR must be reported as federal funds in the contractor's accounting records and on the

Schedule of Federal Awards under the CFDA # listed for this Agreement and prepared for the OMB A-133 Single Audit.

D. Invoice Claim Adjustments

1. Surplus funds from a given line item, within a fiscal year budget may be used to defray allowable costs under the approved budget line items contained **within the same fiscal year**. A claim adjustment is required on the Service Invoice (DOR 801B) with an attached brief narrative explaining each line item impacted and may not exceed up to a cumulative amount of ten percent (10%) of the total annual contract Service Budget with a maximum not to exceed \$100,000 for all budget years as long as there is neither an increase nor decrease of the total annual contract Service Budget. A formal amendment is required if it does not meet the above criteria.
2. Staff line item salary ranges and percentage of time are projected estimates and are subject to change based on actual salary and chargeable time costs. Claim adjustments are allowable as long as the annualized total line item costs do not exceed what is allowed in Item 1 above.

E. Budget Contract Amendments

A contract amendment between both parties is required for any budget changes not covered in Section D above. This includes any major category or detailed line item description changes to the approved Service Budget and Budget Narrative as outlined below:

- Adding and deleting a major category budget or detailed line item.
- Line item adjustments that exceed \$100,000.
- Decrease/increase to the total annual budget award or the total Agreement award for all budget years.
- Any word for word changes to the written budget narrative or budget cost detail.
(Note: ALL changes must be made in **bold**.)

F. Travel Reimbursements

If travel is reimbursable, the Contractor agrees that all travel expenses and per diem rates paid to its employees under this Agreement shall be reimbursed at actual costs not to exceed the California Department of Human Resources (Calhr) designated rates for excluded employees. Go to Calhr website at <http://www.calhr.ca.gov/employees/pages/travel-reimbursements.aspx>. No travel outside the State of California except for bordering California states shall be reimbursed without prior documented written authorization from DOR.

Upon request from the DOR, Contractor will provide sufficient documentation to support travel expenditures such as travel claims, mileage logs, and receipts for lodging, transportation, and meal costs.

2. BUDGET CONTINGENCY CLAUSE

- A. It is mutually agreed that if the Budget Act of the current year and/or any subsequent years covered under this Agreement does not appropriate sufficient funds for the program, this Agreement shall be of no further force and effect. In this event, the State shall have no liability to pay any funds whatsoever to Contractor or to furnish any other considerations under this Agreement and Contractor shall not be obligated to perform any provisions of this Agreement.
- B. If funding for any fiscal year is reduced or deleted by the Budget Act for purposes of this program, the State shall have the option to either cancel this Agreement with no liability occurring to the State, or offer an Agreement amendment to Contractor to reflect the reduced amount.

3. BUDGET CONTINGENCY CLAUSE FOR FEDERALLY FUNDED AGREEMENTS

- A. It is mutually understood between the parties that this Agreement may have been written for the mutual benefit of both parties before ascertaining the availability of congressional appropriation of funds to avoid program and fiscal delays that would occur if the Agreement were executed after that determination was made.
- B. This Agreement is valid and enforceable only if sufficient funds are made available to the State by the United States Government for the current year and/or any subsequent year for the purpose of this program. In addition, this Agreement is subject to any additional restrictions, limitations, or conditions enacted by Congress or to any statute enacted by Congress that may affect the provisions, terms, or funding of this Agreement in any manner.
- C. The parties mutually agree that if Congress does not appropriate sufficient funds for the program, this Agreement shall be amended to reflect any reduction in funds.

4. PROMPT PAYMENT CLAUSE

Payment will be made in accordance with, and within the time specified in, Government Code Chapter 4.5, commencing with section 927.

5. PRINCIPLES AND STANDARDS FOR DETERMINING ALLOWABLE COSTS, INCLUDING REQUIREMENTS FOR DOCUMENTING PERSONNEL ACTIVITY CHARGEABLE TO THE AGREEMENT

Agreements awarded by the Department shall be subject to actual costs for services rendered under this Agreement. Allowable costs under this Agreement must meet the following general criteria:

- Be generally recognized and necessary for the operation of the Contractor's organization.
- Be reasonable for the performance of the Agreement, including acceptable sound business practices.
- Be subject to the terms and conditions of the Agreement and approved DOR budgeted line items.

- Not be used for general expenses required to carry out other responsibilities of the Contractor.
- Be properly documented and supported.

Documenting and supporting the distribution of all costs, including the allocation of time chargeable to the Agreement, is required. The Contractor agrees to comply with the OMB cost principle applicable to its organization regarding documentation for the support of personnel activity chargeable to the Agreement.

6. ACCOUNTING SYSTEM REQUIREMENTS

- A. Contractor must maintain an appropriate fund accounting system that accurately accumulates and segregates reasonable, allocable, and allowable costs in compliance with state and federal regulations, and generally accepted accounting principles. The Contractor's financial management system shall provide:
 - Accurate, current, and complete disclosure of the financial results of each federally sponsored project.
 - Records that identify adequately the source and application of funds for federally sponsored activities.
 - Written procedures for determining the reasonableness, allocable, and allowable costs in accordance with the provisions of the applicable federal cost principles and the terms and conditions of the Agreement.
 - Accurate fund accounting records that track the revenues received from funders/sources and the expenditures paid to vendors for goods and services, and that are supported by adequate source documentation.
- B. Contractor shall submit to State such reports, accounts, and records as deemed necessary by the State to discharge its obligation under State and Federal laws and regulations.

Pajaro Valley Unified School District Transition Partnership Program

Program Budget and Match Summary

July 1, 2013 - June 30, 2016

	FY 2013/14 <u>TOTALS</u>	FY 2014/15 <u>TOTALS</u>	FY 2015/16 <u>TOTALS</u>
DOR PROGRAM COSTS (From DOR Program Budget)	\$225,566	\$225,566	\$225,566
TOTAL PAYMENT BY DOR TO CONTRACTOR (From Service Budget)	\$230,203	\$230,203	\$230,203
TOTAL FEDERAL COSTS	\$455,769	\$455,769	\$455,769
Certified Match (If applicable)	\$228,866 33.43%	\$228,866 33.43%	\$228,866 33.43%
Total Federal Share	\$455,769 66.57%	\$455,769 66.57%	\$455,769 66.57%
Cash Match (If applicable)			
	0%	0%	0%
Total Federal Share	\$0 0%	\$0 0%	\$0 0%
TOTAL STATE MATCH	\$228,866	\$228,866	\$228,866

Cooperative agency certified match expenditure and cash match expenditure must be from non-federal funds and cannot be used to draw down other federal funds. The cash match expenditure must equal at least 21.3% of the designated share and the certified match expenditure must equal at least 25% of the designated share.

This Section For DOR Use Only			
	Year 1	Year 2	Year 3
Certified match minimum contribution amount at 25%	\$151,923	\$151,923	\$151,923
Cash match minimum contribution amount at 21.3%	\$97,079	\$97,079	\$97,079

Pajaro Valley Unified School District Transition Partnership Program

DOR Program Budget July 1, 2013 - June 30, 2016

<u>ITEM</u>	<u>FTE EXPENDITURE</u>	<u>FY 2013/14 TOTAL</u>	<u>FY 2014/15 TOTAL</u>	<u>FY 2015/16 TOTAL</u>
Rehabilitation Team Unit 1 FTE = \$110,377	Units	1.50 \$165,566	1.50 \$165,566	1.50 \$165,566
Case Services (Individual Consumer Expenses)		60,000	60,000	60,000
	SUBTOTAL	\$225,566	\$225,566	\$225,566
Case Service Contract(s):				
		\$0	\$0	\$0
		\$0	\$0	\$0
		\$0	\$0	\$0
		\$0	\$0	\$0
		\$0	\$0	\$0
TOTAL DOR PROGRAM COST		\$225,566	\$225,566	\$225,566

STATE OF CALIFORNIA
SERVICE BUDGET

DEPARTMENT OF REHABILITATION

☒ Original

☐ Amendment

Contractor Name and Address		Contract Number		Federal ID Number		Page X of X				
Pajaro Valley Unified School District SELPA/SSO - 294 Green Valley Road Watsonville, CA 95076				77-0375541		1 of 1				
		Budget Period		Budget Period		Budget Period				
		2013/2014		2014/2015		2015/2016				
		Effective Date (Amendments Only)		Effective Date (Amendments Only)		Effective Date (Amendments Only)				
Line No.	PERSONNEL-Position Title & Time Base	Annual Salary	Annual Percent FTE	Amount Budgeted	Annual Salary	Annual Percent FTE	Amount Budgeted	Annual Salary	Annual Percent FTE	Amount Budgeted
1	Lead Transition Specialist, 1.0 FTE = 40 hrs/week, 12 months.	\$77,759.00	100%	\$77,759.00	\$77,804.00	100%	\$77,804.00	\$ 78,017.00	100%	\$78,017.00
2	Job Placement Specialist, 1.0 FTE = 40 hrs/week, 210 days/year.	\$74,374.00	100%	\$74,374.00	\$74,419.00	100%	\$74,419.00	\$ 74,632.00	100%	\$74,632.00
3	Job Placement Specialist, 1.0 FTE = 40 hrs/week, 210 days/year.	\$67,751.00	100%	\$67,751.00	\$68,000.00	100%	\$68,000.00	\$ 68,649.00	100%	\$68,649.00
4										
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12										
13										
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15										
16										
17										
18	Subtotal			\$219,884.00			\$220,223.00			\$221,298.00
19	OPERATING EXPENSES									
20	Training/Travel			\$600.00			\$500.00			\$250.00
21	Mileage			\$2,200.00			\$2,200.00			\$1,800.00
22	Instructional Supplies			\$500.00			\$300.00			\$100.00
23	Office Supplies/Printing			\$314.00			\$275.00			\$50.00
24										
25										
26										
27	Operating Subtotal			\$3,614.00			\$3,275.00			\$2,200.00
28	Personnel and Operating Subtotal			\$223,498.00			\$223,498.00			\$223,498.00
29	Indirect Rate			3.00%			3.00%			3.00%
30	Indirect Cost			\$6,704.94			\$6,704.94			\$6,704.94
	TOTAL (rounded to nearest dollar)			\$230,203			\$230,203			\$230,203

Pajaro Valley USD TPP

SERVICE BUDGET NARRATIVE

PERSONNEL

Benefit Statement

All personnel staff receives Retirement (PERS), FICA, Medicare, Unemployment Insurance, Worker's Comp, OPEB, Pre-Funded Benefits, Health Insurance, Dental Insurance, Vision Insurance, Life insurance, and Dependent Coverage.

All active employees, in paid status, in a monthly-salaried position of half-time or more are eligible for medical, dental, vision, and life insurance coverage. Benefits have been included in the salaries listed on the attached Certified Expenditure Budget and Service Budget.

All staff include health insurance (medical, dental, vision), sick leave or annual year-round leave, and vacation.

Lead Transition Specialist

The Lead Transition Specialist will provide Employment Services within the description of the contract services. Traditional Educational Agency duties do not exist as this position was created especially for the TPP Program.

The following activities are exclusive to DOR student/clients::

- Assess DOR student/clients interests, aptitudes, and values.
- Assist the DOR Counselor in the eligibility process.
- Provide the DOR Counselor with the information to assist in establishing eligibility, severity of the disability, and IEP/ITP.
- Act as liaison between the DOR student/client, their family, school personnel, and DOR.
- Meet on a regular basis with DOR Counselors and TPP staff.
- Write and maintain TPP contract.
- Works closely with the training facility/employer where the DOR student/client participate.
- Attend meetings with DOR Counselors and DOR student/client.
- Attend monthly and quarterly TPP meetings.
- Assist in case management of DOR student/client.
- Provide administration of TPP.
- Participate in community employer networks.
- Provide Transition Vocational Evaluation.
- Provide individualized job development and job coaching to DOR student/client.
- Coordinate post placement services (with the DOR Counselor/s Employers, job coaches, and other supports) to assure job retention and successful closures.

Traditional Education Agency Duties-none as this position was created for this program.

Job Placement Specialist

The Job Placement Specialist will provide Employment Services within the description of services in contract. The following activities are exclusive to DOR student/clients:

- Provide individualized job development to DOR student/clients.
- Provide individualized job coaching to the DOR student/clients when necessary to meet goals stated in IPE.
- Attend the DOR student/client's IEP meetings advising of DOR services and post high school transition services.
- Assist the DOR Counselor with application process for DOR student/client and job search.
- Coordinate post placement services (with the DOR Counselor/s Employers, job coaches, and other supports) to assure job retention and successful closures.
- Act as liaison between the DOR student/client and their family, school personnel.
- Attend monthly and quarterly TPP meetings.
- Assist with the case management and tracking of TPP DOR student/clients.
- Provide administrative support as needed for TPP program.
- Participate in community employer networks.
- Provide Transition Vocational Evaluation.

Traditional Education Agency Duties-none as these positions were created for this program.

OPERATING EXPENSES

Training– Appropriate staff may be attending trainings such as the Workability State and Regional Conferences, that would further their knowledge about TPP updates and new procedures. This could also include any type of training that could be beneficial to the knowledge of our TPP staff in order to better serve the DOR student/client. Training subject to approval by DOR Contract Administrator.

Travel/Mileage – Travel to trainings, workshops and conferences related to transition and job development. Mileage to school sites, DOR meetings, meetings with DOR student/clients, job development and job retention/follow-up. Travel per diem and mileage to be reimbursed at rated per Exhibit B (1)(F).

Instructional Supplies – DOR student/clients supplies manuals, Interest surveys, job readiness tutorial supplies; Vocational Curriculum supplies

Office Supplies/Printing – Postage, duplicating costs, office supplies and record keeping materials.

INDIRECT COST

Indirect/Administrative Overhead - Indirect program costs for over head general management and support. This includes Accounting Department, Finance Department, Payroll Department, Personnel Department, Maintenance & Operations Department, and Purchasing Department. Indirect rate is calculated and approved annually by the California Department of Education.

COOPERATIVE AGENCY-CERTIFIED EXPENDITURE BUDGET

July 1, 2013 - June 30, 2016

Contractor Name and Address				Cooperative agency agrees it will make the following expenditures during the fiscal year, in conformity with the following narrative section titled "Cooperative Agency-Certified Expenditure Budget Narrative". These are not legally mandated services and are not services that the Cooperative agency otherwise provides. **NOTE** No portion of the below expenditures shall come from Federal Funds. All personnel staff receive Retirement (PERS), Medicare, Pre-Funded Benefits (Retiree H&W, Long-term Sick					
Pajaro Valley Unified School District Transition Partnership Program 294 Green Valley Rd. Watsonville, Ca. 95076 (831)786-2100 ext. 2794									
Item Expenditure	Fiscal Year 2013/14			Fiscal Year 2014/15			Fiscal Year 2015/16		
PERSONNEL - Position Title & Time Base	Annual Salary	Annual Percent FTE	Annual Amount Certified	Annual Salary	Annual Percent FTE	Annual Amount Certified	Annual Salary	Annual Percent FTE	Annual Amount Certified
Lead Transition Director, 1FTE = 40hrs/week, 222 days/year	\$153,456.00	5%	\$7,672.80	\$153,456.00	5%	\$7,672.80	\$153,456.00	5%	\$7,672.80
Transition Manager, 1FTE = 40hrs/week, 222 days/year	\$123,241.00	3%	\$3,697.23	\$123,241.00	3%	\$3,697.23	\$123,241.00	3%	\$3,697.23
4 Transition Coordinators, 1FTE = 40hrs/week, 196 days/year	\$435,351.00	5%	\$21,767.55	\$435,351.00	5%	\$21,767.55	\$435,351.00	5%	\$21,767.55
15 Transition Providers, 1FTE = 37.5hrs/week, 184 days/year	\$1,181,643.00	16%	\$189,062.88	\$1,181,643.00	16%	\$189,062.88	\$1,181,643.00	16%	\$189,062.88
Personnel Subtotal			\$222,200.46			\$222,200.46			\$222,200.46
OPERATING EXPENSES									
Operating Subtotal									
Personnel and Operating Subtotal			\$222,200.46			\$222,200.46			\$222,200.46
Indirect Cost Percentage			3.00%			3.00%			3.00%
Indirect Cost Total			\$6,666.01			\$6,666.01			\$6,666.01
TOTAL EXPENDITURES "CERTIFIED"			\$228,866			\$228,866			\$228,866

PAJARO VALLEY USD TPP CERTIFIED EXPENDITURE BUDGET NARRATIVE

Personnel

The following personnel will be assigned to the Cooperative program, with the concurrence of the DOR District Administrator. These personnel will function for a specified portion of their time in a VR role, which will be certified for use by DOR for Federal matching purposes (see Cooperative Agency Certified Time Budget Summary). This role will involve the provision of specific VR services, which are other than the traditional personnel roles/services of the Cooperative Agency. In order to identify the difference in function between their Cooperative Agency role and their VR role, the following comparisons are made between their traditional and new duties (which constitute a "new pattern of service").

Benefit Statement:

All personnel staff receives Retirement (STRS), FICA, Medicare, Unemployment Insurance, Worker's Comp, OPEB, Pre-Funded Benefits, Health Insurance, Dental Insurance, Vision Insurance, Life insurance, and Dependent Coverage.

All active employees, in paid status, in a monthly-salaried position of half-time or more is eligible for medical, dental, vision, and life insurance coverage. Benefits have been included in the salaries listed on the attached Certified Expenditure Budget and Service Budget.

All staff include health insurance (medical, dental, vision), sick leave or annual year-round leave, and vacation.

Cooperative Program Duties

Lead Transition Director

- Supervise the coordination of the TPP.
- Supervise the management on the preparation of TPP reports as required.
- Administrates DOR student/client meetings as needed.
- Provides necessary support for teachers of the DOR TPP and DOR student/client in Special Ed classes.
- Meet on a regular basis with the administration of the TPP staff.
- Attend TPP meetings as required.

Traditional Education Agency Duties

SELPA/SSO Director

- Supervise the management on the vocational activities.
 - Supervise the education program for PVUSD Special Education students.
 - Supervise the management of the Workability I program for PVUSD.
 - Provides assistance to Special Ed. Teachers.
 - Provides Administrative services within the SELPA and PVUSD Special Services Office.
 - Supervise the coordination of staff trainings.
-

Cooperative Program Duties

Transition Manager

- Assist in coordinating TPP transition providers at the high school sites.
- Assist in the preparation of TPP reports as required.
- Administrates DOR student/client meetings.
- Provides necessary support for DOR student/client in Special Education classes.
- Meet on a regular basis with the instructional staff of DOR student/client

Traditional Education Agency Duties

Assistant Director

- Manages, plans and evaluates the instructional staff activities.
 - Manage education program for PVUSD students in Special Education.
 - Administrate IEP/ITP meetings.
 - Provides assistance to Special Ed. teachers.
 - Provides Administration services to staff within PVUSD & SELPA.
 - Provide and coordinate staff training's.
-

Cooperative Program Duties

Transition Coordinators

- Provides assistance in the coordination of TPP in-services, meetings.
- Prepares TPP reports as required by contract
- Administrates DOR student/client meetings

Traditional Education Agency Duties

School Psychologists

- Provides assessment of DOR student/clients.

- Provides assistance to IEP team in development and implementation of IEP.
 - Assist in case management for Special Education teacher.
-

Cooperative Program Duties

Transition Providers

- Coordinates with DOR Counselors/TPP staff to identify DOR student/client needs and services
- Assist the DOR counselor/TPP staff in obtaining documentation and evaluation information to assist in determining eligibility for DOR services.
- Assist TPP staff with coordinating DOR intakes on site.

Traditional Education Agency Duties

Special Education Teacher

- Case manager for Special Education Students
- Provides academic assessment, development and implementation of annual IEP goals and objectives.
- Provides academic and pre-employment skills development.

INDIRECT

Indirect/Administrative Overhead - Indirect program costs for over head general management and support. This includes Accounting Department, Finance Department, Payroll Department, Personnel Department, Maintenance & Operations Department, and Purchasing Department. Indirect rate is calculated and approved annually by the California Department of Education.

EXHIBIT C

GENERAL TERMS AND CONDITIONS (GTC 610)

PLEASE NOTE: This page will not be included with the final Agreement. The General Terms and Conditions will be included in the Agreement by reference, you can view them at the Department of General Services, Office of Legal Services website at <http://www.ols.dgs.ca.gov/Standard+Language/default.htm>. Click on the Standard Contract Language section to expand, then click on GTC 610.

EXHIBIT D
(Standard Agreement - Subvention)

SPECIAL TERMS AND CONDITIONS

1. NOTIFICATION & COMPLIANCE

All notices required by either party shall be in writing and sent by email, mail, or personally delivered to the appropriate address. Mailing addresses may be changed by written notice.

Contractor agrees to comply with all laws, regulations, ordinances, and policies of any governmental unit having jurisdiction over the rehabilitation program with regards to construction, medicine, health, safety, wages, hours, working conditions, workers' compensation, licensing and all other activities requiring compliance. Contractor shall accept financial responsibilities in the event of non-compliance.

2. DISPUTES

If Contractor believes that there is a dispute or grievance between Contractor and the State arising out of or relating to this Agreement, Contractor shall first discuss and attempt to resolve the issue informally with the DOR Contract Administrator. If the issue cannot be resolved at this level, Contractor shall follow the following procedures:

- A. If the issue cannot be resolved informally with the DOR Contract Administrator, Contractor shall submit, in writing, a grievance report together with any evidence to the DOR Contract Administrator's Supervisor. The grievance report must state the issues in the dispute, the legal authority, or other basis for the Contractor's position and the remedy sought. Within ten (10) working days of receipt of the written grievance report from the Contractor the DOR Supervisor shall make a determination on the problem and shall respond in writing to the Contractor indicating the decision and reasons therefore. Should the Contractor disagree with the Supervisor's decision, Contractor may appeal to the next level following the procedure in "Disputes", paragraph B listed below.
- B. Contractor's letter of appeal must be submitted within ten (10) working days of the receipt of the Contract Administrator's Supervisor's written decision. Contractor must submit a letter of appeal to the Department's Contract Officer explaining the disagreement with the Contract Administrator's supervisor's decision. The letter must include, as an attachment, copies of the Contractor's original grievance report, evidence originally submitted, and response from Supervisor. The Contracting Officer shall, within twenty (20) working days of receipt of Contractor's letter of appeal, review the issues raised and shall render a written decision to the Contractor. The decision of the Director or designee shall be final.

3. RIGHT TO TERMINATE

- A. Either party reserves the right to terminate this Agreement subject to 30 days written notice.

- B. However, the Agreement can be immediately terminated for cause. The term "for cause" shall mean that the Contractor fails to meet the terms, conditions, and/or responsibilities of the Agreement. In this instance, the Agreement termination shall be effective as of the date indicated on the State's notification to the Contractor.

4. TRAINING SEMINARS, WORKSHOPS OR CONFERENCES

If said Contractor provides training seminars, workshops, or conferences, Contractor must obtain prior DOR approval for the location, costs, dates, agenda, instructors, instructional materials, and attendees at any reimbursable training seminar, workshop, or conference pursuant to this Agreement and of any reimbursable publicity or educational materials to be made available for distribution. The Contractor shall acknowledge the support of the State whenever publicizing the work under this Agreement in any media. The provision does not apply to necessary staff meetings or training sessions held for the staff of the Contractor to conduct routine business matters.

5. INSURANCE REQUIREMENTS

- A. Commercial General Liability – Contractor shall maintain general liability on an occurrence form with limits not less than \$1,000,000 per occurrence for bodily injury and property damage liability combined with a \$2,000,000 annual policy aggregate. The policy shall include coverage for liabilities arising out of premises, operations, independent contractors, products, completed operations, personal & advertising injury, and liability assumed under an insured Agreement. This insurance shall apply separately to each insured against whom claim is made or suit is brought subject to the Contractor's limit of liability. The policy must include:

(Agency/Department Name), The State of California, its officers, agents, employees and servants as additional insured, but only with respect to work performed under the Agreement.

Endorsements must be physically attached to all requested certificates of insurance and not substituted by referring to such coverage on the certificate of insurance. The endorsement must be acceptable to the DGS Office of Risk and Insurance Management.

- B. Automobile Liability (If Applicable) – For DOR consumers being provided transportation under said Agreement, the Contractor shall maintain motor vehicle liability with limits not less than \$1,000,000 combined single limit per accident. Such insurance shall cover liability arising out of a motor vehicle including owned, hired and non-owned motor vehicles to include the following additional insurance coverage below:

- For public schools and for-profit organizations: Automobile Liability insurance must include Any-Auto, Hired-Autos, Non-Owned Autos, and any other auto used in performing services under the Agreement. For **seating capacity up to 7 people** (includes driver), the Contractor's certificate of insurance shall state a limit of liability of not less than **\$1,000,000** per occurrence for bodily injury and property damage liability combined. For **seating capacity for 8 –15 people** (includes driver) the certificate of insurance shall state a limit of liability of not less than **\$1,500,000** per occurrence for bodily injury and property damage liability combined. For **seating**

capacity for 16 passengers or more the certificate of insurance shall state a limit of liability of not less than **\$5,000,000** per occurrence for bodily injury and property damage liability combined.

- **For non-profit organizations:** Automobile Liability insurance must include Any-Auto, Hired-Autos, Non-Owned Autos, and any other auto used in performing services under the Agreement. For **seating capacity of up to 15 people** (includes driver) the certificate of insurance shall state a limit of liability of not less than **\$1,000,000** per occurrence for bodily injury and property damage liability combined. For **seating capacity for 16 passengers** or more the certificate of insurance shall state a limit of liability of not less than **\$5,000,000** per occurrence for bodily injury and property damage liability combined.

The same additional insured designation and endorsement required for general liability is to be provided for this coverage.

- C. Workers Compensation and Employers Liability – Contractor shall maintain statutory worker's compensation and employer's liability coverage for all its employees who will be engaged in the performance of the Agreement. Employer's liability limits of \$1,000,000 are required.

When is performed on State owned or controlled property the workers' compensation policy shall contain a waiver of subrogation in favor of the State. The waiver of subrogation endorsement shall be provided.

6. CONFLICT OF INTEREST

- A. Contractor certifies that its employees and the officers of its governing body shall avoid any actual or potential conflicts of interest and that no officer or employee who exercises any functions or responsibilities in connection with this Agreement shall have any personal financial interest or benefit which either directly or indirectly arises from this Agreement.
- B. Contractor shall establish safeguards to prohibit its employees or its officers from using their positions for a purpose which could result in private gain or which gives the appearance of being motivated for private gain for themselves or others, particularly those with whom they have family, business, or other ties.

7. CONFIDENTIALITY

- A. Contractor agrees that any report or material created during the performance of this Agreement will not be released to any source except as required by this Agreement or otherwise authorized by DOR.
- B. Contractor agrees that any information obtained in the performance of this Agreement is confidential and shall not be published or open to public inspection in any manner, except as authorized by DOR.

- C. Contractor agrees to maintain the confidentiality of any information concerning any consumers that the contractor may obtain in the performance of this Agreement and specifically agrees to comply with the provisions applicable to such information as set forth in 34 Code of Federal Regulations, Section 361.38, title 9, California code of Regulations, Section 7140 et seq., and the Information Practices Act of 1977 (California Civil Code Section 1798 et seq.)
- D. Contractor agrees to report any security breach or information security incident involving DOR consumers' personal information to the DOR's Contract Administrator and the DOR's Information Security Officer. The DOR's Information Security Officer can be contacted via e-mail at ITSB-ISO@dor.ca.gov.
- E. Security breaches or information security incidents that shall be reported include, but are not limited to:
1. Inappropriate use or unauthorized disclosure of DOR consumers' personal information by the Contractor or the Contractor's assignees. Disclosure methods include, but are not limited to, electronic, paper, and verbal.
 2. Unauthorized access to DOR consumers' personal information. Information can be held in medium that includes, but is not limited to, electronic and paper.
 3. Loss or theft of information technology (IT) equipment, electronic devices/media, paper media, or data containing DOR consumers' personal information. IT equipment and electronic devices/media include, but are not limited to, computers (e.g., laptop and desktop, netbooks, tablets), smartphones, cell phones, CDs, DVDs, USB flash drives, servers, printers, peripherals, assistive technology devices (e.g., notetakers, videophones), and copiers. Data can be held in medium that includes, but is not limited to, electronic and paper.
- F. Contractor agrees to provide annual security and privacy training for all individuals who have access to personal, confidential, or sensitive information relating to the performance of this Agreement.
- G. Contractor agrees to obtain and maintain acknowledgements from all individuals to evidence their understanding of the consequences of violating California privacy laws and the contractor's information privacy and security policies.
- H. For contractors that do not have a security program that includes annual security and privacy training, a self-training manual is available on the DOR website under the "Providers" tab in the "Becoming a Service Provider" section under "Annual Security and Privacy Training for VR Service Providers." The self-training manual is named "Protecting Privacy in State Government" and can be downloaded at the following link: <http://www.dor.ca.gov/VRED/Security-n-Privacy-Training.html>.
- I. Additional training and awareness tools are available at the California Office of Information Security (OIS) website and the California Office of Privacy Protection (COPP) website. The COPP created the self-training manual, "Protecting Privacy in State Government" that DOR revised to meet its business needs.

8. AUDIT AND REVIEW REQUIREMENTS

A. General Audit and Review Requirements

1. The State shall have the right to conduct inspections, reviews, and/or audits of the Contractor to determine whether the services provided and the expenditures invoiced by the Contractor were in compliance with this Agreement and other applicable federal or state statutes and regulations.
2. Contractor agrees that Department of Rehabilitation, State Controller's Office, Department of General Services, Bureau of State Audits, Federal Department of Education Auditors, or their designated representatives shall have the right to review and to copy any records and supporting documentation pertaining to the performance of the Agreement, including but not limited to, accounting records, consumer service records, records and evaluations of individuals referred to the program, and other supporting documentation that may be relevant to the audit or investigation.
3. The Contractor shall submit to the State such reports, accounts, and records deemed necessary by the State to discharge its obligation under State and Federal laws and regulations, including the applicable OMB cost principles and administrative requirements.
4. Contractor agrees to allow the auditors access to such records during normal business hours and to allow interviews of any employees who might reasonably have information related to such records.
5. Contractor agrees to maintain such records for possible audit for a minimum of three (3) years after final payment or until resolution of all issues which may arise as a result of any litigation, claim, negotiation, audit, or any other action involving the records prior to expiration of the three (3) year period, whichever is later.

B. Annual Federal Audit (For Agreements that received Federal Funds \$500,000 and above):

1. In addition to the General Audit and Review Requirements above, the Contractor agrees to provide an annual audit as required by the federal "Single Audit Act" of 1994, as amended. This audit shall be made in accordance with the Office of Management and Budget (OMB) Circular A-133 (Audits of States, Local Governments, and Non-Profit Organizations).
2. For DOR Agreement expenditures designated by the independent auditor as major programs, the Contractor agrees to submit one copy of the audit report and all management letters to:

Audit Section
Department of Rehabilitation
721 Capitol Mall, 3rd Floor
Sacramento, CA 95814

3. Copies of the audit report and letters shall be submitted within 30 days after receipt of the auditor's report(s) or nine months following the end of the Contractor's fiscal year. Unless restricted by law or regulation, the auditee shall make copies available for public inspection.

9. COMPETITIVE BIDDING AND PROCUREMENTS

- A. Contractor shall comply with applicable laws and regulations regarding securing competitive bids and undertaking negotiations in Contractor's Agreements with other entities for acquisition of goods and services with funds provided by the State or Federal under this Agreement.
- B. Contractors must maintain a copy of the narrative description of the procurement systems guidelines, rules or regulations that will be used to make purchases under this Agreement. The State reserves the right to request a copy of these documents and to inspect the purchasing practices of the Contractor at any time.
- C. The Contractor should seek prior approval for any purchase of \$2,500 per unit or more for commodities, supplies, and services related to this Agreement. The Contractor must provide in its request for approval all particulars necessary, as specified by DOR, for evaluating the necessity or desirability of incurring such costs.
- D. For all purchases made, subject to this Agreement, the Contractor must maintain copies of all paid vendor invoices, documents, bids and other information used in vendor selection, for inspection or audit.

10. USE OF SUBCONTRACTOR(S)

If the Contractor desires to accomplish part of the services through the use of one (1) or more subcontractors, the following conditions must be met:

- A. The Contractor shall submit any subcontracts to the State for approval prior to starting any of the work;
- B. The Agreement between the primary Contractor and the subcontractor must be in writing;
- C. The subcontract must include specific language which establishes the rights of the auditors of the State to examine the records of the subcontractor relative to the services and materials provided under the Agreement; and
- D. Upon termination of any subcontract, the State shall be notified immediately, in writing.
- E. Contractor shall assure that all subcontractor administrative fees are reasonable considering the services being provided, and they may only pay overhead charges on the first \$25,000 for each subcontract.

Further, any subcontract in excess of \$100,000 entered into as a result of this Agreement shall contain all applicable provisions stipulated in this Agreement.

11. POTENTIAL SUBCONTRACTORS

Nothing contained in this Agreement or otherwise, shall create any contractual relation between the State and any subcontractors, and no subcontract shall relieve the Contractor of his responsibilities and obligations hereunder. The Contractor agrees to be as fully responsible to the State for the acts and omissions of its subcontractors and of persons either directly or indirectly employed by any of them as it is for the acts and omissions of persons directly employed by the contractor. The Contractor's obligation to pay its subcontractors is an independent obligation from the State's obligation to make payments to the Contractor. As a result, the State shall have no obligation to pay or to enforce the payment of any moneys to any subcontractor. Contractor shall not subcontract any services under this Agreement without prior approval of the State.

12. CONTRACT AMENDMENTS

In the event that additional program services must be performed which was wholly unanticipated and is not specified in the written Scope of Work, but is, in the opinion of both parties, necessary to the successful accomplishment of the general scope of work outlined, an amendment to the Agreement is required.

13. SOFTWARE

Contractor certifies that it has appropriate systems and controls in place to ensure that state funds will not be used in the performance of this contract for the acquisition, operation or maintenance of computer software in violation of copyright laws.

EXHIBIT E

(Standard Agreement - Subvention)

ADDITIONAL PROVISIONS – Federally Funded Agreements

1. FEDERAL REQUIREMENTS

The Federal Office of Management and Budget (OMB) has established uniform administrative requirements and cost principles for determining allowable costs chargeable to Federal awards. The Contractor agrees to abide by the following federal rules and regulations applicable to its organization as specifically defined in the following, except where the Agreement is more restrictive.

- 2 CFR Part 215/34 CFR Part 74 (OMB A-110) – Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations
- 34 CFR Part 80 (OMB A-102) – Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments
- 2 CFR Part 220 (OMB A-21) - Cost Principles for Educational Institutions
- 2 CFR Part 225 (OMB A-87) - Cost Principles for State, Local, and Indian Tribal Governments
- 2 CFR Part 230 (OMB A-122) - Cost Principles for Non-Profit Organizations
- OMB A-133 - Audits of States, Local Governments, and Non-Profit Organizations

The federal regulations are available for review on the Internet at <http://www.whitehouse.gov/omb/circulars>.

2. FEDERAL FUNDING INTELLECTUAL PROPERTY

- A. In any Agreement funded in whole or in part by the federal government, DOR may acquire and maintain the Intellectual Property rights, title and ownership, which results directly and indirectly from the Agreement. However, the federal government shall have non-exclusive, non-transferable, irrevocable, paid-up license throughout the world to use, duplicate, or dispose of such Intellectual Property throughout the world in any manner for governmental purposes and to have and permit others to do so.
- B. Evaluation of Discovery or Invention: If any discovery or invention arises as a result of funded work, the Contractor must refer the discovery or invention to the DOR. The Rehabilitation Services Administration (RSA) and its representatives have the sole and exclusive power to determine whether or not and where a patent should be filed and the disposition of all rights, including title and license rights, which may result. RSA's determination of these issues shall be considered final. In addition, the DOR and RSA shall acquire at least an irrevocable, non-exclusive, and royalty-free license to utilize for

government purposes of any of these inventions. By signing this Agreement, the Contractor agrees that determinations of rights to inventions made in the course of or under the Agreement shall be made by RSA or its authorized representative.

- C. Copyrights and Patents: The Federal awarding agency and/or the DOR reserves a royalty-free, nonexclusive, and irrevocable license to reproduce, publish or otherwise use, and to authorize others to use, for Federal Government purposes:
1. The copyright in any work developed under a grant, subgrant, or Agreement under a grant or subgrant; and
 2. Any rights of copyright to which a grantee, subgrantee or a contractor purchases ownership with grant support.

3. DEBARMENT, SUSPENSION, INELIGIBILITY AND VOLUNTARY EXCLUSION

Federal and State agencies shall not award assistance to applicants that are debarred or suspended, or otherwise excluded from or ineligible for participation in Federal assistance programs under Executive Order 12549. By signing this Agreement, Contractor certifies that neither it nor its principals or subcontractors are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.

4. THE FOLLOWING PROVISIONS ARE SUBJECT TO THIS AGREEMENT

- A. Equal Employment Opportunity--All Agreements require compliance with E.O. 11246--Equal Employment Opportunity, as amended by E.O. 1137--Amending Executive Order 11246 Relating to Equal Employment Opportunity, and as supplemented by regulations at 41 CFR Part 6--Office of Federal Contract Compliance Programs, Equal Employment Opportunity, Department of Labor.
- B. Clean Air Act (42 U.S.C. 7401 et seq.) and the Federal Water Pollution Control Act (33 U.S.C. 1251 et seq.), as amended--Agreements of amounts in excess of \$100,000 shall require the Contractor to agree to comply with all applicable standards, orders, or regulations issued pursuant to the Clean Air Act (42 U.S.C. 7401 et seq.) and the Federal Water Pollution Control Act as amended (33 U.S.C. 1251 et seq.). Violations shall be reported to ED and the Regional Office of the Environmental Protection Agency (EPA).
- C. Byrd Anti-Lobbying Amendment (31 U.S.C. 1352)--By signing this Agreement, the Contractor who is awarded an Agreement of \$100,000 or more certifies that it will not and has not used Federal appropriated funds to pay any person or organization for influencing or attempting to influence an officer or employee of any agency, a member of Congress, officer or employee of Congress, or an employee of a member of Congress in connection with obtaining any Federal contract, grant, or any other award covered by 31 U.S.C. 1352. Contractor shall also disclose any lobbying with non-Federal funds that takes place in connection with obtaining any Federal award.

D. All contractors shall comply with the following statutes and regulations:

1. Subject: Discrimination on the basis of race, color, or national origin.
Statute: Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000 through 2000d-4).
Regulation: 34 CFR part 100.
2. Subject: Discrimination on the basis of sex
Statute: Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683).
Regulations: 34 CFR part 106.
3. Subject: Discrimination on the basis of handicap.
Statute: Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794).
Regulation: 34 CFR part 104handicap.
4. Subject: Discrimination on the basis of age.
Statute: The Age Discrimination Act (42 U.S.C. 6101 et seq.).
Regulation: 34 CFR part 110

5. RETURN OF INAPPROPRIATE USE OF FUNDS

By signing this Agreement, Contractor shall certify that in the event of funds used inappropriately, funds must be returned to DOR.

EXHIBIT F
(COOP/Case Services Agreements-Subvention)

ADDITIONAL PROVISIONS - COOPERATIVE/CASE SERVICES

1. MATCH REQUIREMENTS

For Agreements that include **CERTIFIED EXPENDITURE MATCH**:

- A. Contractor shall certify to the State, on a monthly basis as specified in Exhibit G, the Contractor's allowable costs to provide the cooperative program services identified in the Scope of Work, in accordance with the Cooperative Agency Certified Expenditure Budget Summary and Narrative, and applicable Federal regulations. All such expenditures shall be under the administrative supervision of the State and no portion of the certified expenditures shall come from Federal funds. The State shall not be obligated to pay the Contractor for any contributions made by the Contractor in accordance with the Cooperative Agency Certified Expenditure Budget Summary.
- B. The total Cooperative Agency certified expenditure share will be matched to Federal funds at no less than 25%, as indicated on the DOR Program Budget Summary. If the value of the certified expenditures by the Contractor is below 25% of the actual total program cost, the Service Budget may be reduced after review by the DOR Contract Administrator. The State will not pay the Contractor for actual costs claimed on the Service Invoice (DOR 801B) until the certified expenditure summary for the same period has been submitted.
- C. Contractor contributions, including any excess of the amount specified in the "Cooperative Agency Certified Expenditure Budget Summary", will be used by the State to obtain Federal funds under Section 110 of the Rehabilitation Act of 1973, as amended. Federal funds obtained in excess of the "Total Program Cost" as identified on the "DOR Program Budget Summary" shall accrue to the State.

For Agreements that include **CASH MATCH**:

- A. Each fiscal year Contractor will pay to State, no less than quarterly and in advance, upon receipt of an invoice from the State, all those cash matching funds which are identified within the Program Budget Summary for that fiscal year. The State shall not be obligated to pay the Contractor for any contributions made by the Contractor in accordance with the approved budget, it being understood that all matching funds obtained by the State from the Contractor shall be exclusive funds of the State and no portion of the cash match shall come from Federal funds.
- B. The total Cooperative Agency cash share will be matched to Federal funds at no less than 21.3% as indicated on the "DOR Program Budget Summary."

2. INDIRECT COSTS

- A. Indirect costs are allowable costs incurred by an organization which support the activities of a program or contract, but are not directly assigned to the specific program or contract and are allocated to the program or contract using a method in compliance with 2 CFR Part, 215, 220, 230 (OMB's). The allocation method must be fully explained in the contract budget narrative and must be supported by actual costs/expenditures. The allocation of indirect costs cannot be based on an arbitrary fixed rate.
- D. Indirect Costs for Service Budgets: The Contractor may be reimbursed for actual indirect costs subject to this Agreement not to exceed a rate of 15% indirect cost.
- C. Indirect Cost Rate for Certified Expenditure Match: The Contractors "actual" indirect costs may be used to calculate certified expenditures, and not subject to the maximum cap of 15% indirect cost rate as defined in B. above.

3. CONTRACT HANDBOOK

Contractor acknowledges and agrees with the policies requirements and conditions of the Department of Rehabilitation's Contract Handbook and its additional policy requirements and conditions for Case Services/Cooperative Program Agreements as applicable for the Fiscal Year(s) covered under this Agreement. Match requirements are applicable to Cooperative Programs Agreements only.

4. DOR's CONTRACT MONITORING

The DOR Contract Administrator will monitor and document the contractor's performance to ensure compliance with all Agreement provisions. The DOR Contractor Administrator will:

- A. Maintain documentation on all Agreement activities, including the performance of the Agreement services, invoice reviews and approvals, monitoring activities, and other Agreement administration activities.
- B. Monitor the Agreement to ensure services were performed according to the quality, quantity, objectives, timeframes and manner specified in the Agreement, and that the Contractor prepares and maintains adequate documentation to support the services provided, expenditures reimbursements, and/or any applicable match requirements.
- C. Review and approve invoices for payment to substantiate expenditures for the work performed, including verification that costs invoiced for the provision of services to DOR applicants/consumers during the Agreement period are based on reasonable costs, and that the invoices are current, correct, and timely.
- D. Ensure that all Service Invoices, and Certified Expenditure Summaries, if applicable, are received within 120 days after each fiscal year end or no later than November 1 of that year.
- E. Verify that the contractor has fulfilled all requirements of the Agreement before approving the final invoice.

- F. Ensure there are sufficient funds to pay for all services rendered as required by the Agreement.
- G. Ensure, by the end of the second quarter, that the projected certified expenditure match will be sufficient to support the budgets as outlined in this Agreement. If not, contact the appropriate Collaborative Services Program Specialist. (Cooperative Program Agreements only)
- H. Identify low usage levels and consider partial disencumbrance of Agreement funds.
- I. Periodically review personnel activity reports for staff funded by the Agreement to ensure that the Contractor is preparing and maintaining personnel activity reports in compliance with the applicable OMB cost principle.
- J. Verify that all Agreement staff are providing services in accordance to their duties specified in the Agreement, including ensuring that:
- Personnel duty statements or a copy of the Agreement Budget Narrative/Agreement Duty Statement has been provided to each staff person to communicate the specific duties to be performed under the Agreement.
 - Verify that job duties, as provided by the Agreement staff, match Agreement duty statements and service descriptions.
 - Ensure that the contractor has submitted to DOR appropriate documentation that supports the services provided to DOR applicants/consumers, including monthly (or otherwise specified) progress reports, consumer listings, utilization/service reports, and/or other agreed-upon documentation.
 - Verify that Agreement staff provide services only to authorized DOR consumers.

EXHIBIT G
(COOP/Case Services Agreements-Subvention)

ADDITIONAL PROVISIONS-CONTRACTOR'S MONITORING & TRANSPORTATION

I. CONTRACT MONITORING AND REPORTING

The Pajaro Valley Unified School District Program Coordinator shall monitor the contract by:

- Submitting 801B (service invoice) on a quarterly basis including a list of DOR student/clients served.
- Including a quarterly cover letter outlining contract progress and outcomes (Program and Service)with regard to contract objectives/goals in the format required by the DOR Contract Administrator
- Submitting Personnel Activity Reports or time reporting documents as requested by DOR Contract Administrator
- Meeting with local DOR and program staff to discuss cooperative contract progress at quarterly meetings.
- Prepare and submit consumer monthly progress reports to include consumer name and other necessary or required information as required by the DOR Contract Administrator.

II. TRANSPORTATION OF DOR CONSUMERS

- Pajaro Valley Unified School District will provide transportation to DOR student/clients under this contract.
- Pajaro Valley Unified School District will transport no more than 7 DOR student/clients per vehicle.

PAYEE DATA RECORD(Required when receiving payment from the State of California in lieu of IRS W-9)
STD. 204 (Rev. 6-2003)

1	INSTRUCTIONS: Complete all information on this form. Sign, date, and return to the State agency (department/office) address shown at the bottom of this page. Prompt return of this fully completed form will prevent delays when processing payments. Information provided in this form will be used by State agencies to prepare Information Returns (1099). See reverse side for more information and Privacy Statement. NOTE: Governmental entities, federal, State, and local (including school districts), are not required to submit this form.		
2	PAYEE'S LEGAL BUSINESS NAME (Type or Print) <u>Pajaro Valley Unified School District</u> SOLE PROPRIETOR - ENTER NAME AS SHOWN ON SSN (Last, First, M.I.) <div style="display: flex; justify-content: space-between;"> <div> E-MAIL ADDRESS <u>helen.bellonzi@pvusd.net</u> </div> <div> MAILING ADDRESS <u>294 Green Valley Road</u> CITY, STATE, ZIP CODE <u>Watsonville, CA 95067</u> </div> <div> BUSINESS ADDRESS <u>294 Green Valley Road</u> CITY, STATE, ZIP CODE <u>Watsonville, CA 95076</u> </div> </div>		
3 PAYEE ENTITY TYPE CHECK ONE BOX ONLY	ENTER FEDERAL EMPLOYER IDENTIFICATION NUMBER (FEIN): <u>77-0375541</u> <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> PARTNERSHIP <input type="checkbox"/> ESTATE OR TRUST <input type="checkbox"/> INDIVIDUAL OR SOLE PROPRIETOR ENTER SOCIAL SECURITY NUMBER: <u> - - </u> <small>(SSN required by authority of California Revenue and Tax Code Section 18646)</small> </div> <div> CORPORATION: <input type="checkbox"/> MEDICAL (e.g., dentistry, psychotherapy, chiropractic, etc.) <input type="checkbox"/> LEGAL (e.g., attorney services) <input checked="" type="checkbox"/> EXEMPT (nonprofit) <input checked="" type="checkbox"/> ALL OTHERS <u>State Education</u> </div> </div>		NOTE: Payment will not be processed without an accompanying taxpayer I.D. number.
4 PAYEE RESIDENCY STATUS	<input type="checkbox"/> California resident - Qualified to do business in California or maintains a permanent place of business in California. <input type="checkbox"/> California nonresident (see reverse side) - Payments to nonresidents for services may be subject to State income tax withholding. <div style="margin-left: 20px;"> <input type="checkbox"/> No services performed in California. <input type="checkbox"/> Copy of Franchise Tax Board waiver of State withholding attached. </div>		
5	I hereby certify under penalty of perjury that the information provided on this document is true and correct. Should my residency status change, I will promptly notify the State agency below. <div style="display: flex; justify-content: space-between;"> <div> AUTHORIZED PAYEE REPRESENTATIVE'S NAME (Type or Print) <u>Helen Bellonzi</u> SIGNATURE </div> <div> TITLE <u>Director Of Finance</u> DATE <u>5/2/13</u> </div> <div> TELEPHONE <u>831, 786-2304</u> </div> </div>		
6	Please return completed form to: Department/Office: <u>Department Of Rehabilitation</u> Unit/Section: <u>Terry Silvera, Contract Administrator</u> Mailing Address: <u>100 Paseo de San Antonio #211</u> City/State/Zip: <u>San Jose, CA 95113</u> Telephone: <u>(408) 277-1154</u> Fax: <u>(408) 254-5765</u> E-mail Address: <u>Terry.Silvera@dor.ca.gov</u>		

PAYEE DATA RECORD

STD. 204 (Rev. 6-2003) (REVERSE)

1	<p><u>Requirement to Complete Payee Data Record, STD. 204</u></p> <p>A completed Payee Data Record, STD. 204, is required for payments to all non-governmental entities and will be kept on file at each State agency. Since each State agency with which you do business must have a separate STD. 204 on file, it is possible for a payee to receive this form from various State agencies.</p> <p>Payees who do not wish to complete the STD. 204 may elect to not do business with the State. If the payee does not complete the STD. 204 and the required payee data is not otherwise provided, payment may be reduced for federal backup withholding and nonresident State income tax withholding. Amounts reported on Information Returns (1099) are in accordance with the Internal Revenue Code and the California Revenue and Taxation Code.</p>								
2	<p>Enter the payee's legal business name. Sole proprietorships must also include the owner's full name. An individual must list his/her full name. The mailing address should be the address at which the payee chooses to receive correspondence. Do not enter payment address or lock box information here.</p>								
3	<p>Check the box that corresponds to the payee business type. Check only one box. Corporations must check the box that identifies the type of corporation. The State of California requires that all parties entering into business transactions that may lead to payment(s) from the State provide their Taxpayer Identification Number (TIN). The TIN is required by the California Revenue and Taxation Code Section 18646 to facilitate tax compliance enforcement activities and the preparation of Form 1099 and other information returns as required by the Internal Revenue Code Section 6109(a).</p> <p>The TIN for individuals and sole proprietorships is the Social Security Number (SSN). Only partnerships, estates, trusts, and corporations will enter their Federal Employer Identification Number (FEIN).</p>								
4	<p><u>Are you a California resident or nonresident?</u></p> <p>A corporation will be defined as a "resident" if it has a permanent place of business in California or is qualified through the Secretary of State to do business in California.</p> <p>A partnership is considered a resident partnership if it has a permanent place of business in California. An estate is a resident if the decedent was a California resident at time of death. A trust is a resident if at least one trustee is a California resident.</p> <p>For individuals and sole proprietors, the term "resident" includes every individual who is in California for other than a temporary or transitory purpose and any individual domiciled in California who is absent for a temporary or transitory purpose. Generally, an individual who comes to California for a purpose that will extend over a long or indefinite period will be considered a resident. However, an individual who comes to perform a particular contract of short duration will be considered a nonresident.</p> <p>Payments to all nonresidents may be subject to withholding. Nonresident payees performing services in California or receiving rent, lease, or royalty payments from property (real or personal) located in California will have 7% of their total payments withheld for State income taxes. However, no withholding is required if total payments to the payee are \$1,500 or less for the calendar year.</p> <p>For information on Nonresident Withholding, contact the Franchise Tax Board at the numbers listed below:</p> <table border="0"> <tr> <td>Withholding Services and Compliance Section:</td> <td>1-888-792-4900</td> <td>E-mail address:</td> <td>wscs.gen@ftb.ca.gov</td> </tr> <tr> <td>For hearing impaired with TDD, call:</td> <td>1-800-822-6268</td> <td>Website:</td> <td>www.ftb.ca.gov</td> </tr> </table>	Withholding Services and Compliance Section:	1-888-792-4900	E-mail address:	wscs.gen@ftb.ca.gov	For hearing impaired with TDD, call:	1-800-822-6268	Website:	www.ftb.ca.gov
Withholding Services and Compliance Section:	1-888-792-4900	E-mail address:	wscs.gen@ftb.ca.gov						
For hearing impaired with TDD, call:	1-800-822-6268	Website:	www.ftb.ca.gov						
5	<p>Provide the name, title, signature, and telephone number of the individual completing this form. Provide the date the form was completed.</p>								
6	<p>This section must be completed by the State agency requesting the STD. 204.</p>								
	<p><u>Privacy Statement</u></p> <p>Section 7(b) of the Privacy Act of 1974 (Public Law 93-579) requires that any federal, State, or local governmental agency, which requests an individual to disclose their social security account number, shall inform that individual whether that disclosure is mandatory or voluntary, by which statutory or other authority such number is solicited, and what uses will be made of it.</p> <p>It is mandatory to furnish the information requested. Federal law requires that payment for which the requested information is not provided is subject to federal backup withholding and State law imposes noncompliance penalties of up to \$20,000.</p> <p>You have the right to access records containing your personal information, such as your SSN. To exercise that right, please contact the business services unit or the accounts payable unit of the State agency(ies) with which you transact that business.</p> <p>All questions should be referred to the requesting State agency listed on the bottom front of this form.</p>								



Board Agenda Backup

Item No: 10.6

Date: May 8, 2013

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

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

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

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

Recommendation: Approve

Budget Considerations: None

Funding Source:

Budgeted: Yes: ☐ No: ☐

Amount: \$

Prepared By: Denise Banghart-Bragg, Program Director, Special Services

Superintendent's Signature: Donna Bat

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: 2/26/13

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: _____

I request that my child,
passing score one or more
graduation requirement.

with a modification and earned the equivalent of a
3, be granted a waiver of this California

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 education department.

Signature of Parent: _____

Date: 2/26/13

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

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

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

Student ID:

1. This student has delays in processing speed and auditory memory and both create difficulty for her in the areas of reading comprehension and written language skills. She is a slow reader and writer and would not do well with a timed test.
2. During the ELA portion of the test she was given two days or more to complete the test and was offered the modification of having test questions read aloud.
3. This student's reading comprehension, reading fluency and word recognition skills are below grade level because of her auditory memory and processing speed deficits. Since she is a slow reader the extra time provided helped her manage her time better which increased her probability of being more successful. Also, since her word recognition and reading comprehension scores are below grade level the oral reading of test questions helped to increase her understanding of the questions.
4. This student receives a number of instructional accommodations on a daily basis which include; time and a half to complete assignments and tests, can take tests in an alternate setting where questions can be read aloud, can take tests in short segments, can use a calculator if necessary, and is provided with visual models and a visual schedule as well. All of her general education teachers have been provided with a copy of her IEP goals and instructional accommodations in order to provide her with the least restricted environment.

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

3/15/2013
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.

Nicholas E. Ballagh

Signature of Student's Special Education Teacher

2/28/13

Date

Nicholas E. Ballagh

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.

Erica Murphy

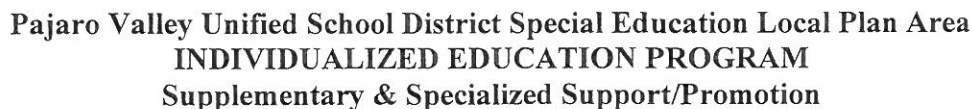
Signature of Student's Academic Counselor

3/20/13

Date

Erica Murphy

Printed Name of Student's Academic Counselor



IEP Meeting Date 10/30/12

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

- | <input type="checkbox"/> Program Modifications | | | | | | <input checked="" type="checkbox"/> New | |
|--|------------------------------|----------|---------------------|----------|-----------------|---|--|
| Description | Responsible Agency/Personnel | Location | Frequency/Intensity | Duration | Start/End Date* | | |
| | | | | | Start: | | |
| | | | | | End: | | |
| | | | | | Start: | | |
| | | | | | End: | | |
| | | | | | Start: | | |
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| | | | | | Start: | | |
| | | | | | End: | | |
| | | | | | Start: | | |
| | | | | | End: | | |

☐ No accommodations or modifications
 ☐ Exempt due to eligibility for participation in CAPA
☒ Modifications (specify) ELA Q's read aloud; ELA Test + 1 day
☐ Grade Exempt (below grade 10)
☐ Accommodations (specify) _____
 ☐ 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 10/30/12

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Processing Speed	Extra Time: Assignments/Tests (1.5), ELA Test +1 Day, Take Tests in Alternate Setting, Tests in Short Segments	District of Service, Assistant, GE Teacher (consult w/ RS), RS	03/30/12
Visual Memory	Calculator	District of Service, Assistant, GE Teacher (consult w/ RS), RS	03/30/12
Auditory Memory	Visual Models, Visual Schedule	District of Service, Assistant, GE Teacher (consult w/ RS), RS	03/30/12

Pajaro Valley Unified School District

Issue Date: 8/12/2009

Issued:

Issue Of: 2013

School Name/Address

Pajaro Valley High School
500 Harkins Slough
Watsonville, CA 95076

Tel: (831)728-8102

Fax: (831)728-6944

Counselor: Murphy, E

SSID:

Community

CrsID	Course Title	Mark	Credit	CrsID	Course Title	Mark	Credit	Credit Summary - High School			
Watsonville High School Grd 09 7/2009				Pajaro Valley High School Grd 11 12/2011				Subject Area	Req	Cmp	Def
SS9251	GEAR UP ALGEBRA	D	5.000	9291	Basic Skills CA Exit Ex A	5.000		A English	40.00	30.00	10.00
SS9251	GEAR UP ALGEBRA	C	5.000	3310	P Chemistry	RF	0.000	B Math	20.00	20.00	
Crs Att: 10.000 Cmp: 10.000 Total GPA: 1.500				9270	Directed Study	A-	5.000	C Biological Science	10.00	10.00	
Pajaro Valley High School Grd 09 12/2009				1330	P English 3/American Lite D+	5.000		D Physical Science	10.00	10.00	
2413	P Algebra 1A/B (Support9T	C+	5.000	5710	ROP Administration Just F	0.000		E Health	5.00	5.00	
1130	P English 1	D+	5.000	7210	P US History	C	5.000	F Fine Arts / Foreign L	10.00	10.00	
3610	P Integrated Science I	F	0.000	Crs Att: 30.000 Cmp: 20.000 Total GPA: 2.200				G Physical Education	20.00	20.00	
5051	Intro Computers	C+	5.000	Pajaro Valley High School Grd 11 6/2012				H Applied Arts	10.00	10.00	
2976	Math B (9th)	B-	5.000	9291	Basic Skills CA Exit Ex A	5.000		I World Civilization	10.00	10.00	
4510	N Physical Education 9	C	5.000	3310	P Chemistry	F	0.000	J US History	10.00	10.00	
Crs Att: 30.000 Cmp: 25.000 Total GPA: 1.667				9270	Directed Study	B+	5.000	K Federal Government	5.00	5.00	
Pajaro Valley High School Grd 09 6/2010				1330	P English 3/American Lite D-	5.000		L Economics	5.00	0.00	5.00
2413	P Algebra 1A/B (Support9T	B	5.000	5710	ROP Administration Just D-	5.000		M Electives	45.00	45.00	
9270	Directed Study	A	5.000	7210	P US History	B	5.000	N Algebra	10.00	10.00	
1130	P English 1	D	5.000	Crs Att: 30.000 Cmp: 25.000				O Science	10.00	5.00	5.00
3910	Health	D-	5.000	After School Pajaro Valley High Grd 11 6/2012				X Electives 2	0.00	5.00	
3610	P Integrated Science I	C	5.000	AS3210	P BIOLOGY - 1st sem	B	5.000	---Total Credits---			
2976	Math B (9th)	A-	5.000	Crs Att: 5.000 Cmp: 5.000 Total GPA: 2.143				GPA Summary			
4510	N Physical Education 9	A	5.000	Pajaro Valley High School Grd 11 7/2012				Academic GPA:	2.048	Rank 223 out of 281	
Crs Att: 35.000 Cmp: 35.000 Total GPA: 2.714				SS3310	P CHEMISTRY- 1st Semester C+	5.000		Total GPA:	2.065	Rank 226 out of 281	
Pajaro Valley High School Grd 10 12/2010				Crs Att: 5.000 Cmp: 5.000 Total GPA: 2.000				CSU GPA:	1.700		
4610	N Adv PE	C	5.000	Pajaro Valley High School Grd 12 12/2012				Cal Grant GPA:	2.042		
3210	P Biology	RF	0.000	9292	Basic Skills CA Exit Ex B	5.000		Testing Information			
9270	Directed Study	A-	5.000	1430	P English 4	F	0.000	CAHSEE ELA-1-1			
1230	P English 2	D	5.000	7310	P Federal Government/US G A	5.000		CA HSEE ELA	F	11/6/2012	
2510	P Geometry	C	5.000	3510	P Physics	D-	5.000	CAHSEE Math-1-1			
7110	P World Civ	D	5.000	4220	P Spanish 2 SS	B-	5.000	CA HSEE Math	P	11/2/2011	
Crs Att: 30.000 Cmp: 25.000				Crs Att: 25.000 Cmp: 20.000 Total GPA: 2.200							
After School Pajaro Valley High Grd 10 12/2010											
AS4210	P SPANISH 1 (SS)	B	5.000								
Crs Att: 5.000 Cmp: 5.000 Total GPA: 2.167											
Pajaro Valley High School Grd 10 6/2011											
4610	N Adv PE	D	5.000								
3210	P Biology	D	5.000								
9270	Directed Study	B	5.000								
1230	P English 2	F	0.000								
2510	P Geometry	D+	5.000								
7110	P World Civ	B-	5.000								
Crs Att: 30.000 Cmp: 25.000											
After School Pajaro Valley High Grd 10 6/2011											
AS4210	P SPANISH 1 (SS)	C	5.000								
Crs Att: 5.000 Cmp: 5.000 Total GPA: 1.571											

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

Polio	8/29/1994	10/31/1994	1/3/1995	10/2/1998
DTB	8/29/1994	10/31/1994	1/3/1995	10/31/1995 10/3/1998
MMR	7/28/1995	10/2/1998		
HEP B	6/27/1994	8/29/1994	4/4/1995	
Varicella				

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

Date: 2/22/2013



California High School Exit Examination

Security Markings
See back for details

Student and Parent Report

Student Name

Date of Birth: (

Student ID: (

Grade: 12

School: 0105858 - Pajaro Valley High

District: 69799 - Pajaro Valley Unified

County: 44 - Santa Cruz

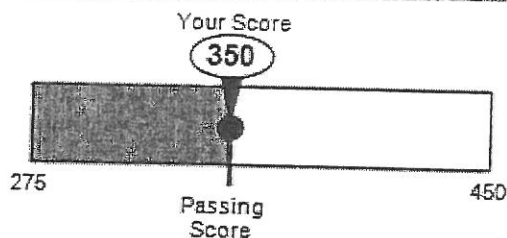
11-29-12

English-Language Arts

Test Date: 10/02/2012

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.



Standards for English-Language Arts

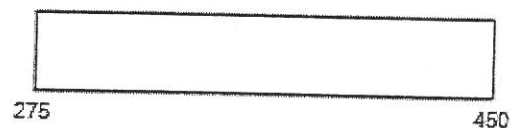
READING	Number of Questions	Number Correct
Word Analysis	7	5
Reading Comprehension	18	12
Literary Response & Analysis	20	14
WRITING		
Writing Strategies	12	7
Writing Conventions	15	10

Mathematics

Test Date: 10/03/2012

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.



Standards for Mathematics

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

Score for Essay

Essay

2.0

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

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 8, 2013

Item: CAHSEE Passage Waiver
Math (PVHS 12-13-14)

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

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

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

Recommendation: Approve

Budget Considerations: None

Funding Source:

Budgeted: Yes: ☐

No: ☐

Amount: \$

Prepared By: Denise Banghart-Bragg, Program Director Special Services

Superintendent's Signature: Dorn Bor

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: 3/20/13

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: 3/25/2013

I request that my child,
passing score one or more parts of
graduation requirement.

with a modification and earned the equivalent of a
passing score, be granted a waiver of this California

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: 3/20/13

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

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

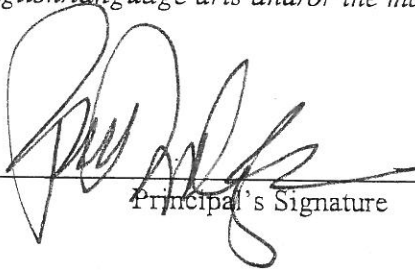
1. Has an individualized education program (IEP) adopted pursuant to the Individuals with Disabilities Education Act that specifies the use of the modification(s) on the exit examination, standardized testing, or classroom instruction and assessments.
(Attach the section of the IEP that specifies the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

Student ID:

1. This student has visual memory, auditory memory and processing speed delays which impact her reading comprehension and math calculations skills. She processes things very slowly and would not do well on a timed test.
2. During the math portion of the test the student was provided with a calculator and had some questions read aloud to her.
3. This student's reading comprehension skills are below grade level due to her visual memory deficit. The oral reading of test questions aloud provided clarity of information and provided an appropriate pace for the test. The use of a calculator helped her with her processing speed and helped her to finish the test on time.
4. This student is provided with a variety of instructional accommodations every day including; double time for assignments and tests, shortened assignments and tests, is provided with notes, can use a calculator if needed and can take tests in an alternate setting. Her general education teachers have been provided with a copy of her IEP instructional accommodations so they can create an environment for her with the least amount of restrictions.

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

3/25
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.

Nicholas E. Ballagh

Signature of Student's Special Education Teacher

Nicholas E. Ballagh

Print Name of Student's Special Education Teacher

3/20/13

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.

E. Murphy

Signature of Student's Academic Counselor

Erica Murphy

Printed Name of Student's Academic Counselor

3/20/13

Date



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

Student _____

Date of Birth _____

IEP Meeting Date 09/04/12

SUPPLEMENTARY SERVICES

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

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

PROMOTION STANDARDS

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

CALIFORNIA HIGH SCHOOL EXIT EXAMINATION (CAHSEE)

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



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

Student _____

Date of Birth _____

IEP Meeting Date 09/04/12

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Auditory Memory	Provide with Notes, Visual Models, Visual Schedule	District of Service, Assistant, Gen. Ed. Teacher, RS	09/04/12
Processing Speed	Extra Time: Assignments/Tests (2.0), Shortened Assignments, Take Tests in Alternate Setting, Tests in Short Segments	District of Service, Assistant, Gen. Ed. Teacher, RS	09/04/12
Calculations	Calculator	District of Service, Assistant, Gen. Ed. Teacher, RS	09/04/12
Visual Memory	Sentence starters	District of Service, Assistant, Gen. Ed. Teacher, RS	09/04/12

Pajaro Valley Unified School District

Print Date: 6/12/2009

Printed:

Printed Of: 2013

School Name/Address

Pajaro Valley High School
500 Harkins Slough
Watsonville, CA 95076

Tel: (831)728-8102

Fax: (831)728-6944

Counselor: Murphy, E

SSID:

CrsID	Course Title	Mark	Credit	CrsID	Course Title	Mark	Credit	Credit Summary - High School			
Pajaro Valley High School Grd 09 7/2009				Pajaro Valley High School Grd 11 12/2011				Subject Area	Req	Cmp	Def
SS1004	ALGEBRA ACADEMY	C	5.000	9291	Basic Skills CA Exit Ex A		5.000	A English	40.00	0.00	40.00
SS1004	ALGEBRA ACADEMY	B	5.000	3310	P Chemistry	RF	0.000	B Math	20.00	15.00	5.00
Crs Att: 10.000 Cmp: 10.000 Total GPA: 2.500				9270	Directed Study	A-	5.000	C Biological Science	10.00	10.00	
Pajaro Valley High School Grd 09 12/2009				1330	P English 3/American Lite	F	0.000	D Physical Science	10.00	10.00	
2413	P Algebra 1A/B (Support9T	RF	0.000	5455	Health Careers/Technolo	D-	5.000	E Health	5.00	0.00	5.00
6010	P Art 1	F	0.000	7210	P US History	D	5.000	F Fine Arts / Foreign L	10.00	10.00	
1130	P English 1	F	0.000	Crs Att: 30.000 Cmp: 20.000				G Physical Education	20.00	20.00	
3610	P Integrated Science I	F	0.000	After School Pajaro Valley High Grd 11 12/2011				H Applied Arts	10.00	10.00	
5051	Intro Computers	D	5.000	AS3210	P BIOLOGY - 2nd sem	C-	5.000	I World Civilization	10.00	5.00	5.00
2976	Math B (9th)	D-	5.000	Crs Att: 5.000 Cmp: 5.000 Total GPA: 2.000				J US History	10.00	5.00	5.00
4510	N Physical Education 9	B	5.000	Pajaro Valley High School Grd 11 6/2012				K Federal Government	5.00	5.00	
Crs Att: 35.000 Cmp: 15.000 Total GPA: 0.833				9291	Basic Skills CA Exit Ex A		5.000	L Economics	5.00	0.00	5.00
Pajaro Valley High School Grd 09 6/2010				3310	P Chemistry	F	0.000	M Electives	45.00	35.00	10.00
2413	P Algebra 1A/B (Support9T	D-	5.000	9270	Directed Study	A-	5.000	N Algebra	10.00	10.00	
6010	P Art 1	F	0.000	1330	P English 3/American Lite	F	0.000	O Science	10.00	0.00	10.00
1130	P English 1	F	0.000	5455	Health Careers/Technolo	F	0.000	X Electives 2	0.00	0.00	
3910	Health	F	0.000	7210	P US History	F	0.000	---Total Credits---			
3610	P Integrated Science I	D	5.000	Crs Att: 30.000 Cmp: 10.000					220.00	135.00	85.00
2976	Math B (9th)	D-	5.000	After School Pajaro Valley High Grd 11 6/2012				GPA Summary			
4510	N Physical Education 9	RF	0.000	AS2410	P ALGEBRA 1 - 1st Sem.	C-	5.000	Academic GPA:	1.250	Rank 280 out of 281	
Crs Att: 35.000 Cmp: 15.000 Total GPA: 0.500				Crs Att: 5.000 Cmp: 5.000 Total GPA: 1.429				Total GPA:	1.326	Rank 280 out of 281	
Pajaro Valley High School Grd 10 12/2010				Pajaro Valley High School Grd 11 7/2012				CSU GPA:	0.763		
4610	N Adv PE	D+	5.000	SS3310	P CHEMISTRY- 1st Semester	B+	5.000	Cal Grant GPA:	1.400		
3210	P Biology	RF	0.000	Crs Att: 5.000 Cmp: 5.000 Total GPA: 3.000				Testing Information			
1230	P English 2	F	0.000	Pajaro Valley High School Grd 12 12/2012				CAHSEE ELA-1-1			
2510	P Geometry	F	0.000	9291	Basic Skills CA Exit Ex A		5.000	CA HSEE ELA	P	5/8/2012	
4210	P Spanish 1 SS	C	5.000	9270	Directed Study	A-	5.000	CAHSEE Math-1-1			
7110	P World Civ	F	0.000	1430	P English 4	F	0.000	CA HSEE Math	F	12/15/2012	
Crs Att: 30.000 Cmp: 10.000 Total GPA: 0.600				7310	P Federal Government/US G	D-	5.000				
Pajaro Valley High School Grd 10 6/2011				3610	P Integrated Science I	F	0.000				
4610	N Adv PE	C	5.000	5512	P ROP Medical Occupations	D	5.000				
3210	P Biology	RF	0.000	Crs Att: 30.000 Cmp: 20.000 Total GPA: 1.667							
1230	P English 2	F	0.000								
2510	P Geometry	F	0.000								
4210	P Spanish 1 SS	C+	5.000								
7110	P World Civ	D-	5.000								
Crs Att: 30.000 Cmp: 15.000 Total GPA: 1.000											
Watsonville High School Grd 10 7/2011											
SS4610	N ADV. P.E.-2nd Sem	B+	5.000								
SS3211	P BIOLOGY-1st Sem	C+	5.000								
Crs Att: 10.000 Cmp: 10.000 Total GPA: 2.500											

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

Polio	7/14/1995	9/15/1995	11/11/1995	5/2/2000
DTB	7/14/1995	9/15/1995	11/11/1995	5/13/1997 5/2/2000
MMR	6/15/1996	5/2/2000		
HEP B	6/15/1995	7/14/1995	2/24/1996	
Varicella				

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

Date: 3/1/2013



California High School Exit Examination

See back for details

Student and Parent Report

Student Name:

Date of Birth:

Student ID:

Grade:

School: 01051

District: 69799 - Pajaro Valley Unified

County: 44 - Santa Cruz

English-Language Arts

Test Date: 11/06/2012

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.

275

450

Strands for English-Language Arts

READING	Number of Questions	Number Correct
---------	---------------------	----------------

Word Analysis

Reading Comprehension

Literary Response & Analysis

WRITING

Writing Strategies

Writing Conventions

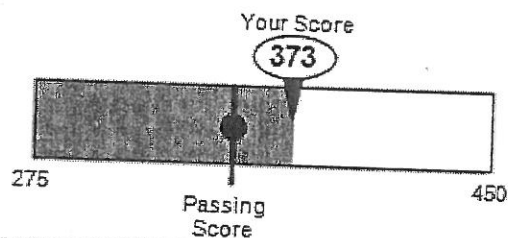
Essay

Mathematics

Test Date: 11/07/2012

Your Total Score	Score Required to Pass	Status
373	350	MODIFIED

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



Strands for Mathematics

	Number of Questions	Number Correct
Probability & Statistics	13	11
Number Sense	17	12
Algebra & Functions	20	14
Measurement & Geometry	18	14
Algebra I	12	5

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

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 8, 2013

Item: CAHSEE Passage Waiver
Math (PVHS 12-13-15)

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

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

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

Recommendation: Approve

Budget Considerations: None

Funding Source:

Budgeted: Yes: ☐ No: ☐

Amount: \$

Prepared By: Denise Banghart-Bragg, Program Director Special Services

Superintendent's Signature: Dormer

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: 2/25/13

To The Parent/Guardian of:

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

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

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

Signature of Principal: _____

Date: 2-26-2013

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

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

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

Signature of Parent: _____

Date: 1-14-13

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

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

Student ID #

1a. Student has delays in auditory processing and attention as well as in the area of math achievement. These delays have manifested themselves as weak academic progress across all curriculum areas over her school career. Math calculation has been especially difficult for her and has negatively affected her schoolwork in general, as she is easily overwhelmed and discouraged when confronted with math problems she perceives as too difficult for her (even if they're not). Although she has made great improvements academically and has learned to compensate for her identified delays, she continues to be challenged by math calculation, especially when presented to her on a high stakes test such as the CAHSEE. Auditory processing delays greatly increase the likelihood that a student has had difficulty understanding and recalling what she has been verbally taught and counting in a sequence. Finally, difficulty in the area of attention makes organizing information doubly difficult including but not limited to monitoring problem solving processes, which further complicates success in problem solving.

1b. She was permitted to use a calculator to complete the math test.

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

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

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

Certified by:

Principal's Signature

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 JISSELLE

Date of Birth _____

IEP Meeting Date 09/30/11

SUPPLEMENTARY/SPECIALIZED SUPPORT

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

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

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

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

PARTICIPATION IN STATE AND DISTRICT-WIDE STANDARDIZED TESTING AND ASSESSMENT

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

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

PROMOTION STANDARDS

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

CALIFORNIA HIGH SCHOOL EXIT EXAMINATION (CAHSEE)

- ☐ No accommodations or modifications ☐ Exempt due to eligibility for participation in CAPA
☒ Modifications (specify) directions read aloud(ELA); calculator(math) ☐ Grade Exempt (below grade 10)
☒ Accommodations (specify) 2s read aloud(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 09/30/11

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Attending Skills	Extra Time: Assignments/Tests (2.0), Frequent Breaks, Preferential Seating, Other: visual gesture for attention to teacher/task; keep only needed mat'ls on desk;	District of Service/ Gen. Ed. Teacher, Assistant, RS	09/30/2011
Other: Auditory/ Language Processing	Extra Time: Assignments/Tests (2.0), Preferential Seating, Provide with Notes, Study Buddy, Visual Models, Visual Schedule, Other: repeat back directions to teacher; reduced/ modified grading for assignments	District of Service/ Gen. Ed. Teacher, Assistant, RS	09/30/2011
Processing Speed, Other: testing	Dictionary, Spelling Checker, Take Tests in Alternate Setting, Other: flexible time; assignments broken down into smaller sections	District of Service/ Gen. Ed. Teacher, Assistant, RS	09/30/2011

Pajaro Valley Unified School District

er Date: 8/12/2009

uated:

is Of: 2013

School Name/Address

Pajaro Valley High School

500 Harkins Slough

Watsonville, CA 95076

Tel: (831)728-8102

Fax: (831)728-6944

Counselor: Murphy, E

SSID:

CrsID	Course Title	Mark	Credit	CrsID	Course Title	Mark	Credit	Credit Summary - High School			
Pajaro Valley High School Grd 09 12/2009				Crs Att: 30.000 Cmp: 25.000				Subject Area	Req	Cmp	Def
2410	P Algebra 1A/B	C	5.000	Santa Cruz COE Suenos Academy Grd 11 12/2011				A English	40.00	40.00	
9270	Directed Study	B	5.000	1310 General English P 5.000				B Math	20.00	25.00	
1130	P English 1	D	5.000	Crs Att: 5.000 Cmp: 5.000 Total GPA: 1.800				C Biological Science	10.00	10.00	
3610	P Integrated Science I	D+	5.000	Pajaro Valley High School Grd 11 6/2012				D Physical Science	10.00	10.00	
5051	Intro Computers	C+	5.000	3310 P Chemistry F 0.000				E Health	5.00	5.00	
2976	Math B (9th)	B	5.000	9270 Directed Study C- 5.000				F Fine Arts / Foreign L	10.00	10.00	
4510	N Physical Education 9	B	5.000	1330 P English 3/American Lite D+ 5.000				G Physical Education	20.00	20.00	
Crs Att: 35.000 Cmp: 35.000 Total GPA: 2.143				6080 P ROP Computer Graphics D- 5.000				H Applied Arts	10.00	10.00	
Pajaro Valley High School Grd 09 6/2010				4210 P Spanish 1 SS C- 5.000				I World Civilization	10.00	5.00	5.00
2410	P Algebra 1A/B	C	5.000	7210 P US History C 5.000				J US History	10.00	10.00	
9270	Directed Study	B-	5.000	Crs Att: 30.000 Cmp: 25.000				K Federal Government	5.00	0.00	5.00
1130	P English 1	RF	0.000	After School Pajaro Valley High Grd 11 6/2012				L Economics	5.00	5.00	
3910	Health	RF	0.000	AS7210 P U.S. HISTORY - 1st Sem. C 5.000				M Electives	45.00	40.00	5.00
3610	P Integrated Science I	D-	5.000	Crs Att: 5.000 Cmp: 5.000 Total GPA: 1.429				N Algebra	10.00	10.00	
2976	Math B (9th)	C+	5.000	Pajaro Valley High School Grd 11 7/2012				O Science	10.00	5.00	5.00
4510	N Physical Education 9	B-	5.000	SS1130 P ENGLISH 1 - 1st Semeste 0.000				X Electives 2	0.00	5.00	
Crs Att: 35.000 Cmp: 25.000 Total GPA: 2.200				SS1130 P ENGLISH 1 - 2nd Semest C 5.000				---Total Credits---			
Pajaro Valley High School Grd 10 12/2010				Crs Att: 10.000 Cmp: 5.000 Total GPA: 2.000				GPA Summary			
4610	N Adv PE	B	5.000	Pajaro Valley High School Grd 12 12/2012				Academic GPA:	1.810	Rank 251 out of 281	
3210	P Biology	C-	5.000	9292 Basic Skills CA Exit Ex B 5.000				Total GPA:	1.864	Rank 252 out of 281	
9270	Directed Study	B	5.000	9291 Basic Skills CA Exit Ex C+ 5.000				CSU GPA:	1.364		
1230	P English 2	RF	0.000	9270 Directed Study B 5.000				Cal Grant GPA:	1.731		
2510	P Geometry	C-	5.000	7410 P Economics D- 5.000				Testing Information			
7110	P World Civ	C-	5.000	1430 P English 4 F 0.000				CAHSEE ELA-1-1			
Crs Att: 30.000 Cmp: 25.000 Total GPA: 2.400				4220 P Spanish 2 SS C- 5.000				CA HSEE ELA	F	12/8/2012	
Pajaro Valley High School Grd 10 6/2011				Crs Att: 30.000 Cmp: 25.000 Total GPA: 1.833				CAHSEE Math-1-1			
4610	N Adv PE	C-	5.000	Work In Progress				CA HSEE Math	F	11/7/2012	
3210	P Biology	D-	5.000	9292 Basic Skills CA Exit Ex 0.000							
9270	Directed Study	C+	5.000	9291 Basic Skills CA Exit Ex 0.000							
1230	P English 2	D-	5.000	9270 Directed Study 0.000							
2510	P Geometry	D-	5.000	1430 P English 4 0.000							
7110	P World Civ	F	0.000	7310 P Federal Government/US G 0.000							
Crs Att: 30.000 Cmp: 25.000 Total GPA: 1.167				4220 P Spanish 2 SS 0.000							
Watsonville High School Grd 10 7/2011											
SS1230	P ENGLISH 2-1st Sem	D	5.000								
SS3910	HEALTH-2nd Sem	A	5.000								
Crs Att: 10.000 Cmp: 10.000 Total GPA: 2.500											
Pajaro Valley High School Grd 11 12/2011											
3310	P Chemistry	D-	5.000								
9270	Directed Study	C	5.000								
1330	P English 3/American Lite	C	5.000								
6080	P ROP Computer Graphics	C-	5.000								
4210	P Spanish 1 SS	C	5.000								
7210	P US History	RF	0.000								

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

Polio	10/18/1994	12/20/1994	2/21/1995	6/8/1999	
DTB	10/18/1994	12/20/1994	2/21/1995	3/5/1996	6/8/1999
MMR	8/25/1995	6/8/1999			
HEP B	9/12/1994	10/18/1994	5/23/1995		
Varicella					

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

Date: 2/27/2013



California High School Exit Examination

Security Guard
See back for details

Student and Parent Report

Student Name

Date of Birth

Student ID:

Grade

School: 0101

h

District: 69799 - Pajaro Valley Unified

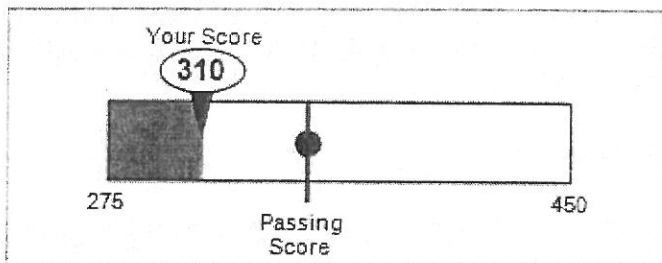
County: 44 - Santa Cruz

English-Language Arts

Test Date: 10/02/2012

Your Total Score	Score Required to Pass	Status
310	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	6
Literary Response & Analysis	20	7
WRITING		
Writing Strategies	12	4
Writing Conventions	15	5

Writing Applications*

Your Score

Essay

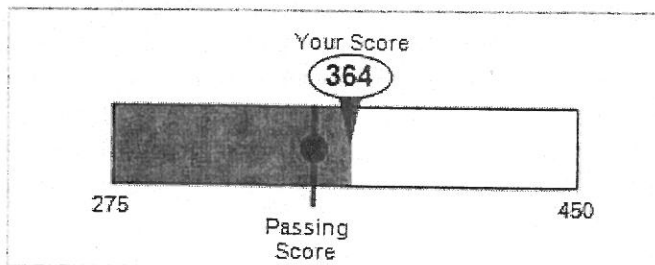
2.0

Mathematics

Test Date: 10/03/2012

Your Total Score	Score Required to Pass	Status
364	350	MODIFIED

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



Strands for Mathematics

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

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

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



Board Agenda Backup

Item No: 10.9

Date: May 8, 2013

Item: CAHSEE Passage Waiver
Math (PCCHS 12-13-16)

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

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

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

Recommendation: Approve

Budget Considerations: None

Funding Source:

Budgeted: Yes: ☐

No: ☐

Amount: \$

Prepared By: Denise Banghart-Bragg, Program Director Special Services

Superintendent's Signature: Dorm Bol

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: 04/18/13

To The Principal

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:

4/18/13

I request that _____
of a passing score
requirement.

_____, who was tested with a modification and earned the equivalent
of the CAHSEE, be granted a waiver of this California graduation

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 a 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 _____

Date:

4-19-13

FOR SITE

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~~ ^{Adult Student} student with disabilities, has requested that the Governing Board waive the requirement that the student 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).

Student has a specific learning disability impacting her auditory processing skills, as well as visual motor integration skills which remain an area of weakness for her, which impedes her ~~progress~~ performance in math calculations.

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

The student was allowed the use of a calculator for the Math Section of the CAHSEE.

- c. State the rationale for applying the modification(s) used to achieve an equivalent passing score on the CAHSEE for this student. Student has specific learning disability, orthopedic impairment (affecting motor skills), writing is difficult for her. Her chronic health conditions present ongoing challenges physically, mentally, & emotionally. She tends to make careless math errors even when she understands process. Calculator allows focus to demonstrate knowledge of correct math operations.
- d. Describe the modification(s) that the student regularly uses in the classroom and on other assessments.

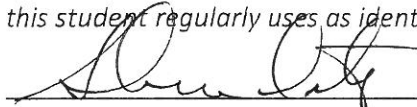
Student has use of a calculator for math assignments and testing in class as needed.

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 of 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

4/18/13
Date

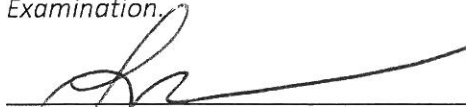
I agree that the information on this Waiver Request Sheet accurately describes the modifications that this student regularly uses as identified in the IEP.


Signature of Student's Special Education Teacher

04/18/13
Date

Sharon Duty, Resource Specialist
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

4/18/13

SUZANNE SMITH
Printed Name of Student's Academic Counselor



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

Student _____

Date of Birth _____

IEP Meeting L _____

SUPPLEMENTAL

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 Agency/Personnel	Location	Frequency/Intensity	Duration	Start/End Date*
Consult to Team	DIST SERVICE AT	Charter School (by LEA/DIST)	1 X /As Needed 30 min. ea.	1 year	Start: 02/14/13
					End:
Laptop Computer	DIST SERVICE AT	Charter School (By LEA/DIST)	1 X /Daily 60 min. ea.	1 year	Start: 02/14/13
					End:
					Start:
					End:
					Start:
					End:
					Start:
					End:

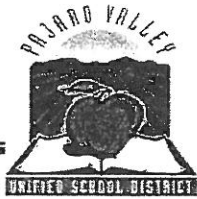
* If a placement or service is ending, give reason _____

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 use ☐ Grade Exempt (below grade 10)
☒ Accommodations (specify) Ext. time/Flex. Setting; Read Math Ques ☐ Passed both subtests of the CAHSEE



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

Student _____

Date of Birth _____

IEP Meeting Date 02/05/13

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Auditory Processing	Extra Time: Assignments/Tests (1.5), Provide directions in writing when possible; all accomd. as needed, Preferential Seating, Provide with Notes, Take Tests in Alternate Setting, Visual Models	District of Service, Assistant, Gen. Ed. Teacher, RS	02/05/13
Auditory Processing	Frequent checks for understanding/clarify written & oral directions	District of Service, Assistant, Gen. Ed. Teacher, RS	02/05/13
Auditory Processing; low math skills	Calculator, Calculator use as needed CAHSEE, assign. & tests; read math questions to student	District of Service, Assistant, Gen. Ed. Teacher, RS	02/05/13
Auditory Processing; low math skills	Calculator, Calculator use as needed CAHSEE, assign. & tests; read math questions to student	District of Service, Assistant, Gen. Ed. Teacher, RS	02/05/13
Auditory Processing	Encourage Eden to write down assignments, appointment times, etc.	District of Service, Assistant, Gen. Ed. Teacher, RS	02/05/13
Auditory Process; Reading comp. skills	Encourage Eden to read at home on a daily basis to increase reading skills	District of Service, Assistant, Gen. Ed. Teacher, RS	02/05/13
Fine motor/written language	Laptop computer @ home, desktop comp. @ school/longer written assign. as needed, Provide with Notes	District of Service, AT, Assistant, Gen. Ed. Teacher, RS	02/05/13

Pajaro Valley Unified School District

ier Date: 9/17/2012

uated:

ss Of: 2013

School Name/Address

Pacific Coast Charter School

294 Green Valley Road

Watsonville, CA 95076

Tel: (831) 761-2180

Fax: (831) 761-6166

Counselor

SSID:

Communi

CrsID	Course Title	Mark	Credit	CrsID	Course Title	Mark	Credit	Credit Summary - High School			
Watsonville High School Grd 09 7/2009				Watsonville High School Grd 11 12/2011				Subject Area	Req	Cmp	Def
SS9253	MATH PREPARATION	A	5.000	3518	P Ag Engineering/Applied	C	5.000	A English	40.00	35.00	5.00
SS9253	MATH PREPARATION	A	5.000	2610	P Algebra II	F	0.000	B Math	20.00	20.00	
Crs Att: 10.000 Cmp: 10.000 Total GPA: 4.000				8370	Directed Study (ACM)	A-	5.000	C Biological Science	10.00	10.00	
Watsonville High School Grd 09 12/2009				1330	P English 3	C	5.000	D Physical Science	10.00	10.00	
9240	Advisory 9th	A	0.500	9245	IEP Advisory	A+	0.500	E Health	5.00	0.00	5.00
2450	Algebra Connections	D	5.000	5730	ROP Video Broadcast	C+	5.000	F Fine Arts / Foreign L	10.00	5.00	5.00
2450	Algebra Connections	D	5.000	7210	P US History	C	5.000	G Physical Education	20.00	17.50	2.50
1130	P English 1	C	5.000	Crs Att: 30.500 Cmp: 25.500				H Applied Arts	10.00	10.00	
3605	P Integ Science I	C-	5.000	After School Watsonville High Grd 11 12/2011				I World Civilization	10.00	10.00	
4510	N PE 9	B-	5.000	AS2510	Geometry AS	C	5.000	J US History	10.00	10.00	
8365	Tutorial 9-12	A-	5.000	Crs Att: 5.000 Cmp: 5.000 Total GPA: 2.028				K Federal Government	5.00	5.00	
Crs Att: 30.500 Cmp: 30.500 Total GPA: 2.197				Watsonville High School Grd 11 6/2012				L Economics	5.00	0.00	5.00
Watsonville High School Grd 09 6/2010				3518	P Ag Engineering/Applied	D-	5.000	M Electives	45.00	45.00	
9240	Advisory 9th	A-	0.500	2610	P Algebra II	F	0.000	N Algebra	10.00	10.00	
2450	Algebra Connections	D	5.000	8370	Directed Study (ACM)	B-	5.000	O Science	10.00	10.00	
2450	Algebra Connections	D	5.000	1330	P English 3	C	5.000	X Electives 2	0.00	17.50	
1130	P English 1	C-	5.000	5730	ROP Video Broadcast	C	5.000	---Total Credits---			
3605	P Integ Science I	C	5.000	7210	P US History	C+	5.000		220.00	215.00	22.50
4510	N PE 9	A	5.000	Crs Att: 30.000 Cmp: 25.000 Total GPA: 1.667				GPA Summary			
8365	Tutorial 9-12	A	5.000	Watsonville High School Grd 11 7/2012				Academic GPA:	1.993	Rank 0 out of	
Crs Att: 30.500 Cmp: 30.500 Total GPA: 2.361				SS2610	P ALGEBRA II-1st Sem Cred	C-	5.000	Total GPA:	2.098	Rank 0 out of	
Watsonville High School Grd 10 12/2010				SS3211	P BIOLOGY-1st Sem Credit	C	5.000	CSU GPA:	1.566		
9241	Advisory 10th	D+	0.500	SS2510	P GEOMETRY-2nd Sem Credit	C-	5.000	Cal Grant GPA:	1.755		
1065	BER3 /Read 180	C	5.000	Crs Att: 15.000 Cmp: 15.000 Total GPA: 2.000				Testing Information			
3220	P Biology(SDAIE)	F	0.000	Pacific Coast Charter School Grd 12 12/2012				CAHSEE_ELA-1-1			
1220	P English 2 (SDAIE)	C+	5.000	4610	N Adv PE	P	3.500	CA HSEE ELA	P	11/6/2012	
2510	P Geometry	F	0.000	9292	Basic Skills CAHSEE ELA	B	5.000	CAHSEE_Math-1-1			
8364	Math Tutorial	C+	5.000	9291	Basic Skills CAHSEE Mat	P	5.000	CA HSEE Math	F	11/7/2012	
7110	P World Civ	C	5.000	7312	Federal Government Gene	A	5.000				
Crs Att: 30.500 Cmp: 20.500 Total GPA: 1.328				3910	Health	I	0.000				
Watsonville High School Grd 10 6/2011				6040	Survey of Art	B	5.000				
1065	BER3 /Read 180	C	5.000	Crs Att: 23.500 Cmp: 23.500							
3220	P Biology(SDAIE)	D	5.000	Cabrillo College Grd 12 12/2012							
1220	P English 2 (SDAIE)	B	5.000	4610	N Yoga-Gyrokinesis	A	4.000				
2510	P Geometry	F	0.000	Crs Att: 4.000 Cmp: 4.000 Total GPA: 3.677							
9245	IEP Advisory	A	0.500								
7110	P World Civ	B-	5.000								
Crs Att: 25.500 Cmp: 20.500											
Watsonville High Grd 10 6/2011											
8910	Directed Studies (MOD)	B	5.000								
Crs Att: 5.000 Cmp: 5.000 Total GPA: 2.033											

anced Placement P = College Prep N = Non-Academic
ne GPA is provided per semester.

Charter



Transcript is unofficial unless signed by a school official

School Officials

Signature

Beverly Bonds

Date: 1/25/2013



California High School Exit Examination

See back for details

Student and Parent Report

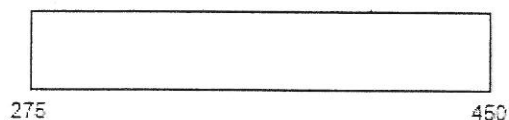
County: 44 - Santa Cruz Coun

English-Language Arts

Test Date: 02/05/2013

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.



Standards for English-Language Arts

READING

Word Analysis

Reading Comprehension

Literary Response & Analysis

WRITING

Writing Strategies

Writing Conventions

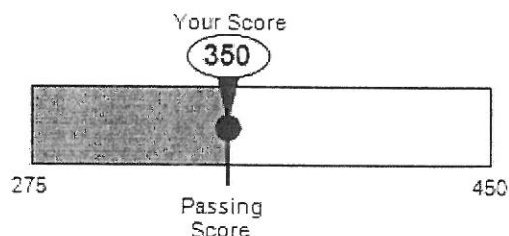
Essay

Mathematics

Test Date: 02/06/2013

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.



Standards for Mathematics

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



Board Agenda Backup

Item No: 10.10

Date: May 8, 2013

Item: CAHSEE Passage Waiver
English Language Arts (PVHS 12-13-17)

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

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

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

Recommendation: Approve

Budget Considerations: None

Funding Source:

Budgeted: Yes: ☐

No: ☐

Amount: \$

Prepared By: Denise Banghart-Bragg, Program Director, Special Services

Superintendent's Signature:

Dorm Bol

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: 4-9-13

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: _____

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.

X Signature of Parent: _____

Date: 4/10/13

FOR SITE USE ONLY

Date Received by Principal: _____

Student Identification Number: _____

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Student's Name: _____

Student's ID Number: _____

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

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

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

1. This student has delays in processing speed and visual memory, both of which create difficulty for him in the areas of reading comprehension and written language skills. He is a slow reader and would not do well with a timed test.
2. During the ELA portion of the test questions were read aloud to him and he was given two days or more to complete the test.
3. This student's reading comprehension and word recognition skills are below grade level because of his visual perception and processing speed deficits. The oral reading of questions aloud helped him to better understand the questions and helped maintain the test at a manageable pace. Since he is a slow reader, the extra time allotted to him helped him manage his time better in a way that increased his chances of being more successful.
4. This student receives a number of instructional accommodations on a daily basis which include; time and a half to complete assignments and tests, can take tests in an alternate setting where questions can be read aloud, can use a calculator if necessary, can have shortened assignments, can take tests in short segments, and is provided with visual models and a visual schedule as well. All of his general education teachers have been provided with a copy of his IEP goals and instructional accommodations in order to provide him with the least restricted environment.



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

Student _____

Date of Birth _____

IEP Meeting Date 11/14/12

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

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

PROMOTION STANDARDS

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

CALIFORNIA HIGH SCHOOL EXIT EXAMINATION (CAHSEE)

- | | |
|--|--|
| <input type="checkbox"/> No accommodations or modifications | <input type="checkbox"/> Exempt due to eligibility for participation in CAPA |
| <input checked="" type="checkbox"/> Modifications (specify) <u>ELA Q's Read Aloud; ELA + 1 Day</u> | <input type="checkbox"/> Grade Exempt (below grade 10) |
| <input type="checkbox"/> Accommodations (specify) _____ | <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 11/14/12

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Processing Speed	Calculator, Extra Time: Assignments/Tests (1.5), Shortened Assignments, Take Tests in Alternate Setting, Tests in Short Segments	District of Service, Assistant, Gen. Ed. Teacher, RS	11/14/12
Visual Memory	Directions Read Aloud	District of Service, Assistant, Gen. Ed. Teacher, RS	11/14/12
Auditory Memory	Visual Models, Visual Schedule	District of Service, Assistant, Gen. Ed. Teacher, RS	11/14/12

Pajaro Valley Unified School District

Enter Date: 8/12/2009

Graduated:

Class Of: 2013

School Name/Address

Pajaro Valley High School
500 Harkins Slough
Watsonville, CA 95076

Tel: (831)728-8102

Fax: (831)728-6944

Counselor: Puente

SSID:

Community

CrsID	Course Title	Mark	Credit	CrsID	Course Title	Mark	Credit	CrsID	Course Title	Mark	Credit
Pajaro Valley High School Grd 09 12/2009				Pajaro Valley High School Grd 11 6/2012							
1041	Adv ELD A	D+	5.000	9291	Basic Skills CA Exit Ex A		5.000				
1041	Adv ELD A	D+	5.000	3310	P Chemistry	D+	5.000				
2413	P Algebra 1A/B (Support9T RF		0.000	9270	Directed Study	B	5.000				
9270	Directed Study	B	5.000	1220	P English 2 (SDAIE)	C	5.000				
3910	Health	B	5.000	5065	ROP Bicycle Repair	B	5.000				
2976	Math B (9th)	D-	5.000	7220	P US History (SDAIE)	C+	5.000				
Crs Att: 30.000 Cmp: 25.000 Total GPA: 1.800				Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.500							
Pajaro Valley High School Grd 09 6/2010				Pajaro Valley High School Grd 11 7/2012							
1042	Adv ELD B	C	5.000	SS2410	P ALGEBRA 1- 1st Semester C		5.000				
1042	Adv ELD B	C	5.000	SS7110	P WORLD CIV- 1st Semester B-		5.000				
2413	P Algebra 1A/B (Support9T C		5.000	Crs Att: 10.000 Cmp: 10.000 Total GPA: 2.500							
9270	Directed Study	B	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	20.00	20.00				
Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.167				B Math	20.00	20.00					
Pajaro Valley High School Grd 10 12/2010				C Biological Science	10.00	10.00					
4610	N Adv PE	D	5.000	D Physical Science	10.00	10.00					
3210	P Biology	D+	5.000	E Health	5.00	5.00					
9270	Directed Study	B	5.000	F Fine Arts / Foreign L	10.00	0.00	10.00				
1120	P English 1 (SDAIE)	B+	5.000	G Physical Education	20.00	10.00	10.00				
2520	P Geometry (SDAIE)	D-	5.000	H Applied Arts	10.00	10.00					
	P World Civ	RF	0.000	I World Civilization	10.00	10.00					
Att: 30.000 Cmp: 25.000 Total GPA: 1.800				J US History	10.00	10.00					
Pajaro Valley High School Grd 10 6/2011				K Federal Government	5.00	0.00	5.00				
4610	N Adv PE	B-	5.000	L Economics	5.00	0.00	5.00				
3210	P Biology	D-	5.000	M Electives	45.00	45.00					
9270	Directed Study	B+	5.000	N Algebra	10.00	10.00					
1120	P English 1 (SDAIE)	C+	5.000	O Science	10.00	0.00	10.00				
2520	P Geometry (SDAIE)	D	5.000	X Electives 2	0.00	20.00					
7110	P World Civ	C-	5.000	---Total Credits---							
Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.000					220.00	180.00	60.00				
Pajaro Valley High School Grd 11 12/2011				GPA Summary							
9291	Basic Skills CA Exit Ex A		5.000	Academic GPA:	2.206	Rank 0 out of					
3310	P Chemistry	C	5.000	Total GPA:	2.194	Rank 0 out of					
9270	Directed Study	B	5.000	CSU GPA:	1.800						
1220	P English 2 (SDAIE)	C+	5.000	Cal Grant GPA:	2.304						
5065	ROP Bicycle Repair	B	5.000	Testing Information							
7220	P US History (SDAIE)	C+	5.000	CAHSEE_ELA-1-1							
Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.667				CA HSEE ELA F 5/8/2012							
				CAHSEE_Math-1-1							
				CA HSEE Math P 11/2/2011							

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

Comments:
5/1/12 Tot Comm Serv Hrs = 150

Polio 11/14/1994 2/6/1995 4/19/1995 3/22/1999
DTB 11/14/1994 2/6/1995 4/19/1995 11/17/1995 3/22/1999
MMR 11/17/1995 3/22/1999
HEP B 11/14/1994 11/17/1995 2/5/1996
Varicella

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

Date: 8/30/2012



California High School Exit Examination

See back for details

English Language Arts

Student Name:

Date of Birth:

Student ID:

Grade: 12

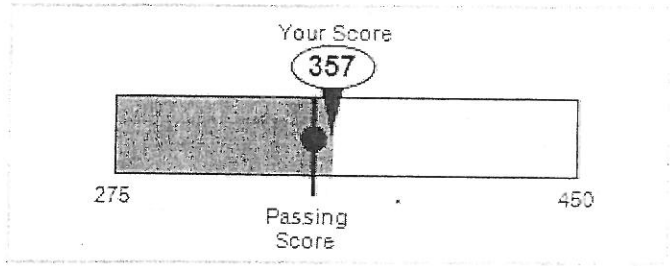
School: 0105858 - Pajaro Valley High

District: 69799 - Pajaro Valley Unified

County: 44 - Santa Cruz Coun

Test Date: 02/05/2013

357	350	PASSED
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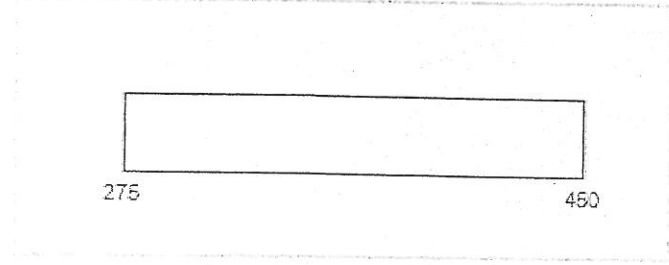


Mathematics

Test Date: 02/06/2013

	SATISFIED REQ
--	---------------

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



Strands for English Language Arts

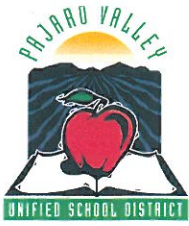
READING	Number of Questions	Number Correct
Word Analysis	7	6
Reading Comprehension	18	11
Literary Response & Analysis	20	12
WRITING		
Writing Strategies	12	7
Writing Conventions	15	13

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

Strands for Mathematics

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

* Each student essay receives two scores that range from 1.0 to 4.0. The Writing Application score counts as 0.5 of the Essay score. A student must only retake the subtest once a year.



Board Agenda Backup

Item No: 10.11

Date: May 8, 2013

Item: CAHSEE Passage Waiver
Math (PVHS 12-13-18)

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

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

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

Recommendation: Approve

Budget Considerations: None

Funding Source:

Budgeted: Yes: ☐

No: ☐

Amount: \$

Prepared By: Denise Banghart-Bragg, Program Director Special Services

Superintendent's Signature:

Dorm Bat

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: 3/1/13

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: 3/4/13

I request that my child, _____, who was tested with a modification and earned the equivalent of a passing score one or more part 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 a 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: _____

FOR SITE USE ONLY

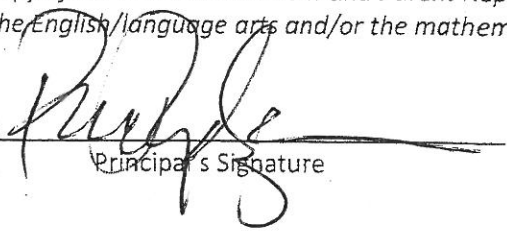
Date Received by Principal: _____

Student Identification Numk _____

1-13

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 of 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

3/4/13
Date

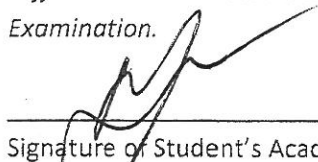
I agree that the information on this Waiver Request Sheet accurately describes the modifications that this student regularly uses as identified in the IEP.

Genee Pytlewski
Signature of Student's Special Education Teacher

2/24/2013
Date

Genee Pytlewski
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

3/4/13

Nancy Puente
Printed Name of Student's Academic Counselor

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Student's Name: _____

Student's ID Number: _____

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

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

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

Student ID#:

1a.

Student has a specific learning disability impacting his Auditory Processing integration skills which impedes his performance in applied math. His greatest difficulty arises when there are intermediate steps needed to problem solve before using the central formula or rule needed. Though student has strength in math calculation, he struggles with analytical reasoning skills needed for problem-solving in math.

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 auditory processing integration make it especially challenging for him to process, accurately respond and reason (independently) to 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.



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

Student _____

Date of Birth _____

IEP Meeting Date 02/13/12 _____

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: flexible setting, extra time if needed
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: small group setting, extra time if needed
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: flexible setting if requested, extra time if requested
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) Flexible setting, directions read aloud, extended time.

PROMOTION STANDARDS

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

CALIFORNIA HIGH SCHOOL EXIT EXAMINATION (CAHSEE)

- ☐ No accommodations or modifications ☐ Exempt due to eligibility for participation in CAPA
- ☒ Modifications (specify) calculator for math; Qs read aloud ☐ Grade Exempt (below grade 10)
- ☒ Accommodations (specify) xtra time; Dir. aloud; flex. 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 02/13/12

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Other: Auditory Proc.	Calculator, Directions Read Aloud, Extra Time: Assignments/Tests (2.0), Preferential Seating, Provide with Notes, Shortened Assignments, Take Tests in Alternate Setting, Tests in Short Segments, Other: Qs read aloud; model assigned tasks; check for understanding; prompt for memory	District of Service/ Gen. Ed. Teacher, Assistant, RS	02/13/2012

Valley Unified School District

8/23/2010

2014

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
Pajaro Valley High School Grd 09 12/2010				Pajaro Valley High School Grd 10 7/2012							
2413	P Algebra 1A/B (Support)	9T RF	0.000	SS2410	P ALGEBRA 1- 2nd Semester	C	5.000				
9270	Directed Study	A	5.000	SS7110	P WORLD CIV - 1st Semeste	B-	5.000				
1130	P English 1	C-	5.000	Crs Att: 10.000 Cmp: 10.000 Total GPA: 2.500							
3610	P Integrated Science I	D	5.000	Pajaro Valley High School Grd 11 12/2012							
2976	Math B (9th)	D+	5.000	9291	Basic Skills CA Exit Ex	B+	5.000				
4510	N Physical Education 9	B	5.000	3310	P Chemistry	D-	5.000				
Crs Att: 30.000 Cmp: 25.000				9270	Directed Study	B	5.000				
After School Pajaro Valley High Grd 09 12/2010				1330	P English 3: American Lit	D+	5.000				
AS4306	J.V. Football(Tutorial)	P	5.000	7210	P US History	D-	5.000				
Crs Att: 5.000 Cmp: 5.000 Total GPA: 2.200				4640	N Weights	A	5.000				
				Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.167							
Pajaro Valley High School Grd 09 6/2011				Credit Summary - High School							
2413	P Algebra 1A/B (Support)	9T RF	0.000	Subject Area	Req	Cmp	Def				
9270	Directed Study	B+	5.000	A English	40.00	20.00	20.00				
1130	P English 1	C	5.000	B Math	20.00	20.00					
3610	P Integrated Science I	F	0.000	C Biological Science	10.00	0.00	10.00				
2976	Math B (9th)	D-	5.000	D Physical Science	10.00	10.00					
4510	N Physical Education 9	B	5.000	E Health	5.00	0.00	5.00				
Crs Att: 30.000 Cmp: 20.000 Total GPA: 1.800				F Fine Arts / Foreign L	10.00	0.00	10.00				
Pajaro Valley High School Grd 10 12/2011				G Physical Education	20.00	20.00					
4610	N Adv PE	C	5.000	H Applied Arts	10.00	0.00	10.00				
3210	P Biology	F	0.000	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	F	0.000	K Federal Government	5.00	0.00	5.00				
2510	P Geometry	F	0.000	L Economics	5.00	0.00	5.00				
7110	P World Civ	RF	0.000	M Electives	45.00	35.00	10.00				
Crs Att: 30.000 Cmp: 10.000				N Algebra	10.00	10.00					
After School Pajaro Valley High Grd 10 12/2011				O Science	10.00	0.00	10.00				
AS4305	Varsity Football(Tutori	P	5.000	X Electives 2	0.00	5.00					
Crs Att: 5.000 Cmp: 5.000 Total GPA: 1.000				---Total Credits---				220.00	135.00	90.00	
Pajaro Valley High School Grd 10 6/2012				GPA Summary							
4610	N Adv PE	B	5.000	Academic GPA:	1.808	Rank 294 out of 360					
3210	P Biology	F	0.000	Total GPA:	1.933	Rank 292 out of 360					
9270	Directed Study	B	5.000	CSU GPA:	1.308						
1230	P English 2	C	5.000	Cal Grant GPA:	1.833						
2510	P Geometry	C-	5.000								
7110	P World Civ	C-	5.000								
Crs Att: 30.000 Cmp: 25.000				Testing Information							
After School Pajaro Valley High Grd 10 6/2012				CAHSEE ELA-1-1							
AS2410	P ALGEBRA 1 - 1st Sem.	B+	5.000	CA HSEE ELA	F	11/6/2012					
Crs Att: 5.000 Cmp: 5.000 Total GPA: 2.143				CAHSEE Math-1-1							
				CA HSEE Math	F	11/7/2012					

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

Comments:

Polio	10/17/1996	12/20/1996	3/28/1997	1/29/2001	8/15/2001
DTB	10/17/1996	12/20/1996	3/28/1997	1/29/2001	8/15/2001
MMR	9/23/1997	1/29/2009			
HEP B	9/19/1996	10/17/1996	6/27/1997		
Varicella	9/26/1997				

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

Date: 3/13/2013



California High School Exit Examination

See back for details

Student and Parent Report

Student Name:

District: 69799 - Pajaro Valley Unified

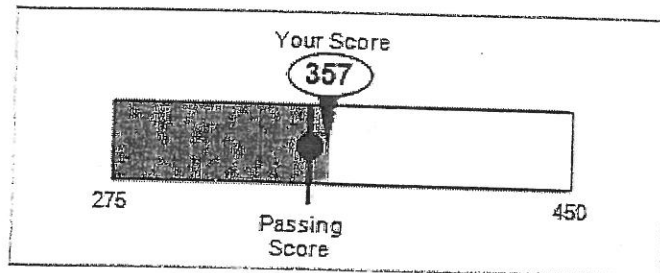
County: 44 - Santa Cruz

English-Language Arts

Test Date: 11/06/2012

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 English-Language Arts

READING	Number of Questions	Number Correct
Word Analysis	7	3
Reading Comprehension	18	10
Literary Response & Analysis	20	15
WRITING		
Writing Strategies	12	9
Writing Conventions	15	10

Essay

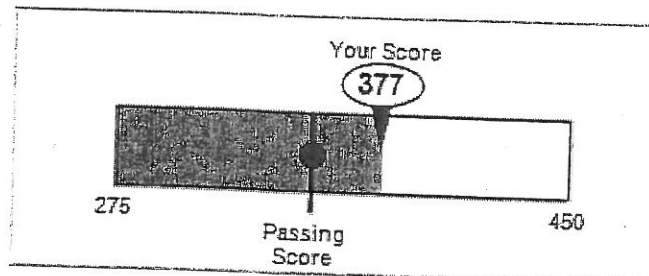
2.5

Mathematics

Test Date: 11/07/2012

Your Total Score	Score Required to Pass	Status
377	350	MODIFIED

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

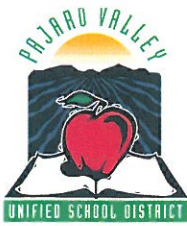


Strands for Mathematics

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

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

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



Board Agenda Backup

Item No: 10.12

Date: May 8, 2013

Item: CAHSEE Passage Waiver
English Language Arts (PVHS 12-13-19)

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

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

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

Recommendation: Approve

Budget Considerations: None

Funding Source:

Budgeted: Yes: ☐

No: ☐

Amount: \$

Prepared By: Denise Banghart-Bragg, Program Director, Special Services

Superintendent's Signature: Donna Bah

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: 3/1/13

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: 3/4/13

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: 3-21-13


FOR SITE USE ONLY

Date Received by Principal _____

Student Identification Number _____

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

Certified by:


Principal's Signature

3/4/13
Date

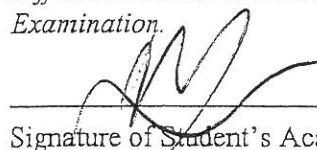
I agree that the information on this Waiver Request Sheet accurately describes the modifications that this student regularly uses as identified in the IEP.

Gene PyHewski
Signature of Student's Special Education Teacher

3/1/13
Date

Gene PyHewski
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

3/4/13
Date

Nancy Puente
Printed Name of Student's Academic Counselor

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Student's Name: _____

Student's ID Number: _____

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

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

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

Student ID#

1a.

Student has a specific learning disability affecting his Auditory Processing integration which impedes his performance in reading comprehension and written language. His challenges with writing fluency affect his output in test achievement and overall academic performance.

1b.

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

1c.

Student's comprehension and written language skills, in the area of fluency, impact his overall academic performance in English Language Arts. Oral reading of directions and questions provides clarity of information which allows appropriate pacing of his test performance. Student tends to work slowly. Having the examiner present questions orally helps speed up 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.



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

Student _____

Date of Birth _____

IEP Meeting Date 02/13/12

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) _____
Accommodations: flexible setting, extra time if needed
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) _____
Accommodations: small group setting, extra time if needed
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) _____
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) _____
Accommodations: flexible setting if requested, extra time if requested
Modifications: _____
- ☒ Writing (Gr. 4 & 7 only) ☒ Grade Exempt ☐ CST OR ☐ CMA (Criteria Met) (Gr. 4 & 7 only)
☐ No accommodations or modifications ☐ Accommodations (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) Flexible setting, directions read aloud, extended time.

PROMOTION STANDARDS

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

CALIFORNIA HIGH SCHOOL EXIT EXAMINATION (CAHSEE)

- ☐ No accommodations or modifications ☐ Exempt due to eligibility for participation in CAPA
☒ Modifications (specify) calculator for math; Qs read aloud ☐ Grade Exempt (below grade 10)
☒ Accommodations (specify) xtra time; Dir. aloud; flex. 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 02/13/12

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Other: Auditory Proc.	Calculator, Directions Read Aloud, Extra Time; Assignments/Tests (2.0), Preferential Seating, Provide with Notes, Shortened Assignments, Take Tests in Alternate Setting, Tests in Short Segments, Other: Qs read aloud; model assigned tasks; check for understanding; prompt for memory	District of Service/ Gen. Ed. Teacher, Assistant, RS	02/13/2012

Student Name

Pajaro Valley Unified School District

School Name/Address

Pajaro Valley High School
500 Harkins Slough
Watsonville, CA 95076

Enter Date: 8/23/2010

Graduated:

Class Of: 2014

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																																																																									
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9270	Directed Study	B	5.000																																																																																	
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: 25.000																																																																																				
After School Pajaro Valley High Grd 10 6/2012																																																																																				
AS2410	P ALGEBRA 1 - 1st Sem.	B+	5.000																																																																																	
Crs Att: 5.000 Cmp: 5.000 Total GPA: 2.143																																																																																				

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

Polio	10/17/1996	12/20/1996	3/28/1997	1/29/2001	8/15/2001
DTB	10/17/1996	12/20/1996	3/28/1997	1/29/2001	8/15/2001
MMR	9/23/1997	1/29/2009			
HEP B	9/19/1996	10/17/1996	6/27/1997		
Varicella	9/26/1997				

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

Date: 3/13/2013



California High School Exit Examination

See back for details

Student and Parent Report

Student Name:

District: 69799 - Pajaro Valley Unified

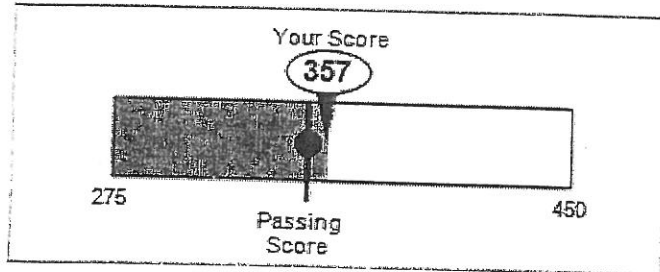
County: 44 - Santa Cruz

English-Language Arts

Test Date: 11/06/2012

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 English-Language Arts

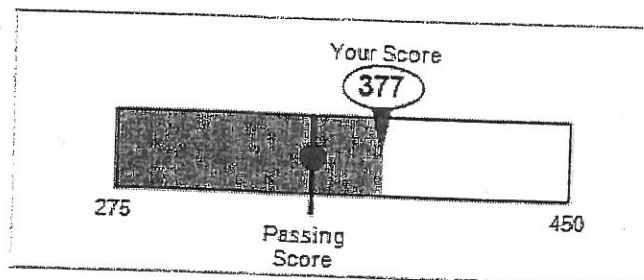
READING	Number of Questions	Number Correct
Word Analysis	7	3
Reading Comprehension	18	10
Literary Response & Analysis	20	15
WRITING		
Writing Strategies	12	9
Writing Conventions	15	10

Mathematics

Test Date: 11/07/2012

Your Total Score	Score Required to Pass	Status
377	350	MODIFIED

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



Strands for Mathematics

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

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: 10.13

Date: May 8, 2013

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 #12-13-20

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 2013/14. 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 2013/14.

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, Director of Finance

REVIEWED BY SIGNATURE: Brett McFadden, Chief Business Officer

SUPERINTENDENT SIGNATURE: Dorm Bnl

Resolution # 12-13-20

**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 \$6,000,000 to cover operating expenses for the 2013/14 fiscal year; and

WHEREAS, the Pajaro Valley Unified School District will receive funding during the course of the 2013/14 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 2013/14 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 eighth day of May, 2013, by the following vote:

Ayes: _____

Noes: _____

Abstain: _____

Absent: _____

Attest: _____

Secretary to the Board of Trustees

President, Board of Trustees



Board Agenda Backup

Item No: 10.14

Date: May 8, 2013

Item: Resolution 12-13-21 for temporary borrowing between district funds in order to meet the cash flow needs of the district for Fiscal Year 2013/14.

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, Director of Finance

REVIEWED BY SIGNATURE: Brett McFadden, Chief Business Officer

SUPERINTENDENT SIGNATURE: Dorm Bat

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

Resolution # 12-13-21

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 Chief Business Officer to transfer fund balances between funds in order to alleviate cash flow needs for Fiscal Year 2013/14. 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 8th day of May, 2013, by the following vote:

Ayes: _____

Noes: _____

Abstain: _____

Absent: _____

Attest: _____
Secretary to the Board of Trustees

President, Board of Trustees



Board Agenda Backup

Item No: 10,15

Date: May 8, 2013

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

Overview: Title I schools are required to jointly develop with and distribute to parent 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:

- Amesti Elementary School
- E.A. Hall Middle School
- Pajaro Valley High School
- Watsonville 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 Amesti Elementary School, E.A. Hall Middle School, Pajaro Valley High School and Watsonville High School

Budget Considerations: N/A

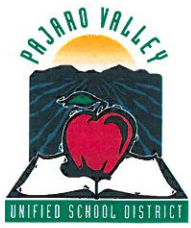
Funding Source:

Budgeted: Yes: ☐ No: ☐

Amount: \$

Prepared By: Ylda Nogueta, Assistant Superintendent

Superintendent's Signature: Dora Bal



PAJARO VALLEY UNIFIED
AMESTI ELEMENTARY SCHOOL

25 Amesti Road

Watsonville, CA 95076

Telephone (831) 728- 6250 ♦ Facsimile (831) 728-6276

Erin Halev, Principal

Elaine Parker, Assistant Principal

Working Together for Success

Rights of parents in Title I Program Improvement schools

What rights do parents have now under Title I law?

- The right to know the Program Improvement status, in which the school has not met its adequate yearly growth targets, of the school in which their child attends.
- The right to supplemental educational services from approved providers outside of the school district for children enrolled in schools that are not making adequate yearly progress.
- The right to transfer out of the school that is part of the Program Improvement into one that is not in Program Improvement. The “Parents Right to Know” in which parents have the right to request the professional qualifications of the teacher of the child.
- The right to receive “in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand” annual state and district report cards that explains the academic achievement level of all students.

Parent Involvement in Title I Schools

- The right to participate in the development of a written parent involvement policy that is incorporated into the district’s plan.
- The right to be involved in the decisions regarding how Title I funds are spent.
- The right to an annual meeting, at a convenient time, to explain the school’s participation in Title I and the parents’ rights to be involved.
 - Training available for parents/families wishing to be involved in committees such as School Site Council
- The right to timely information about the program including a description and explanation of the curriculum in use at the school.
- The right to school performance and individual student performance profiles.
- The right to timely responses to suggestions made by parents.

- The right to receive assistance and training (capacity building) in the topic areas including such as:
 - State Academic achievement standards
 - Local and state assessments
 - How to work with educators to improve the achievement of their children via workshops/classes (including materials) such as:
 - ELD classes using technology in computer lab
 - Literacy workshops (available in parents' primary language) including books to read and activities to do with children
 - Positive Parenting workshops
 - Subjects as suggested/requested by parents/families
- School Plan: Academic Focus (ELD and literacy) and Parent Involvement (Increased parent participation in Site Council/ELAC, Migrant Meetings, Home and School Club & Parent/Family Trainings).
- The right to participate in school activities for parents/families of children with limited English proficiency, disabilities, migratory patterns, and the right to accessing such written information and meetings in a language they can understand.



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, on the school website, and in the school planner.
- 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 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.DESCRPTION 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 school wide 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 a SSC/ELAC meeting in the fall every two years.

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 and SSC/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 two annual meetings 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. There will be a second meeting in the Spring,
- The principal shares the Title 1 Budget twice a year.

5. **Edward A. Hall Middle School** will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet California State Standards in the following ways:

- Teachers will hold meetings with parents of students not performing at proficient or advanced in any content area,

- Parents will be provided with reports about their students' progress through meetings held by teachers during their office hours
 - Parents will be made aware of the fact that teachers can tutor students during their office hours or after school ,
 - Parents will be informed in writing and by the Academic Counselor of their students' progress each quarter and will set goals with their parents and the students,
 - The parent specialist will meet with parents during teacher's office hours or during collaborations, and will schedule parents to volunteer in their student's classrooms, or when they are to shadow the students,
 - Parents will attend classes in how to access their students' grades and assignments on SchoolLoop,
 - Parents will be sent Progress Reports four to five weeks into each quarter in order to understand their students' progress and to help their students' raise their grades.
6. **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 SSC/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.
 - The Parent Education Specialist will hold meetings in the Parent Center and will help all Title 1 parents access resources as she informs them of resources and materials available to the, as well as, will create a calendar of classes and events to involve them in the school.
7. **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 Fall and Spring SSC/ELAC meetings
 - Additional information will be provided upon request and or during future meetings.
 - Parents will be informed through newsletter and School Messenger of activities and events.
8. **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 SSC/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

9. **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 / Site Council meetings
 - The school will investigate ways to strengthen the Home and School Club with the help of the Parent Education Specialist and the Parent Volunteer Center.
 - The School will provide training by the SPED Staff to parents to inform them of services to students with disabilities, and will provide workshops and assistance with understanding computer programs,
 - The Parent Education Specialist will provide access and opportunities for the participation of all Title I parents, including those with disabilities and parents of migratory students and parents with limited English Proficiency. She will provide them with school reports, translations in a format and language they understand.
10. **Edward A. Hall Middle 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 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 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, Assistant Principal of Academics, and English Language Specialist, Parent Education 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, Assistant Principals*
 - Teachers will assign homework on a regular basis and will post them on SchooLoop 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 and will be posted on the school website and placed in the Student Planner in both English and Spanish
 - The parent compact will be reviewed in the fall at the Title 1 Meetings and SSC/ELAC.
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 assessment,
 - the requirements of Title I,
 - how to monitor their child's progress, and use SCHOOLOOP,
 - 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 four SSC/ELAC meetings will discuss the areas listed above,

- Provide students with disabilities the CMA and CAPA test
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, with the help of the Socio-Emotional Counselor and the Parent Education Specialist, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with, Accelerated Reader, Success Maker Math, Rosetta Stone, Safe Schools/Healthy Students, Migrant Education, Gear Up, 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 by notices on the marquee when events at the school are to take place. Parent Education Specialist will make calls home.
 - 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 Guadalupe Hipolito. This policy was adopted by the **Edward A Hall Middle School** on _____ April 22, 2013 _____ and will be in effect for the period of 2 years. The school will distribute this policy to all parents of participating Title I, Part A children on or before _September 15, 2013. 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_ 22 of April, 2013 Principal



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 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 Learner Specialist.

4. Pájaro Valley High School will convene a bi-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 bi-annual meeting will be scheduled at the beginning of the both semesters, if possible prior to "Back to School Night" and "Open House" 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, Twitter, 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 web site, Twitter 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 students are attempting to complete all homework and projects assigned. *Parent or guardian*

2. Pájaro Valley High School, 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. Pájaro Valley High School, 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. Pájaro Valley High School, 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 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. Pájaro Valley High School, 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. Pájaro Valley High School, 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, Twitter and notices on the web site 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: ACCESSABILITY

In carrying out the parental involvement requirements of this part, districts and schools, to the extent practical, shall provide full opportunities for the participation of parents with children with limited English proficiency, parents with children with disabilities, and parents of migratory children, including information and school reports in a format and to the extent practical, in a language such parents can understand.

- Parents will be notified by school web site, Twitter and school messenger of school activities, meetings and school web site, *Principal and Asst. Principal and English Language Specialist*
- Communication with parents will solicit requests for alternative settings to best accommodate needs.

* * * * *

PART VI: ADOPTION

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

This policy was adopted by **Pajaro Valley High School** on **4/23/13** 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.



WATSONVILLE HIGH SCHOOL

250 E. Beach Street
(831) 728-6390

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

Elaine Legorreta
Principal

PART I. GENERAL EXPECTATIONS

Watsonville High 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. Watsonville 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:

Annually discuss and solicit input regarding the School Parent Involvement Policy and school plan with the English Language Advisory Committee and Site Council. This will be

the responsibility of the Principal or designee, English Language Specialist and the Community Liaison. This parent involvement policy is a reformatted version of the parent/community component of the Single School Plan Action Plan.

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

The reformatted policy and compact will be available to all parents in the fall. The policy will be presented to parents at the first ELAC and Site Council meetings of the school year.

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

- *Annual updates as per the Single School Plan.*
- *Updates per the WASC accreditation process.*

4. Watsonville High 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:*
 - *This meeting will be part of ELAC and also included in special intervention nights for students that are significantly behind in progress toward graduation.*

5. Watsonville High School will hold a flexible number of meetings at varying times, and provide transportation, child care, and/or home visits, 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 prepare to attend.*
- *Parent 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 via the school newsletter, phone call, and the school web page.*
- *The Community Liaison will be central to all activities related to parent involvement.*

6. Watsonville High School will provide timely information about Title I programs to parents of participating children in a timely manner:

- *Information will be made available via ELAC, student intervention nights, and in meetings with guidance counselors to develop the student's four-year plan.*

7. Watsonville High 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 ELAC meetings, Back-to-School Nights, Open House, and at other events deemed necessary by the administration and academic departments.*
 - *Proficiency levels will be explained at ELAC and Back-to-School Night, as well as individual parent conferences for students in academic crisis.*
 - *Parents will monitor their child's academic progress via progress reports and report cards (8 times a year), student intervention nights, through use of the web-based grade book, and by communication to classroom teachers.*
 - *Annual IEP meetings will also include achievement data beyond the learning goals with parents and students.*
8. Watsonville High 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 continue to be solicited via ELAC and Site Council meetings as well as in the newsletter.*
 - *Families of students designated as eligible for special education services as well as 504 accommodations will be highly encouraged to participate in order to continue to address additional needs of these families and the students.*
9. Watsonville High 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 negative parent comments regarding the school wide plan will be submitted in writing to the Assistant Superintendent of Secondary Education within one week of the parent input.*

PART III. SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. Watsonville High School will build the school's and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, through the following activities specifically described below:
- *ELAC, Small Learning Community meetings, especially in the form of intervention nights, Site Council meetings, and traditional parent events such as Back-to School Night and Open House will provide parents an opportunity to provide input regarding the school and student progress.*
 - *Teachers will assign homework on a regular basis so that parents know when and what to expect.*
 - *Teachers will provide accommodations and/or modifications as noted on IEPs and 504 plans.*
 - *Parents will monitor their child's homework for timeliness and completion.*
 - *Parents will be notified via newsletter, school web page, and phone calls of school activities and meetings.*
 - *Parents will get their child to school on a consistent basis and on time. If students are not at school, the school will call. If school absence becomes an issue the parents and students will be expected to attend an Attendance Review Committee meeting to plan interventions.*

- *Parents will attend agreed upon meetings regarding their child (SSTs, IEPs, parent-teacher-counselor conferences, ARCs etc.). Appropriate school personnel will also be at these meetings.*
- 2. The school will incorporate the school-parent compact as a component of its School Parental Involvement Policy:
 - *The Parent Involvement Policy will be reviewed annually with ELAC and the School Site Council.*
- 3. The school will, with the assistance of its district, provide assistance to parents of children 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 child's progress, and*
 - *how to work with educators:*
 - *Back-to-School Night, Open House, Student Intervention Nights*
 - *Annual district parent conference held each February*
 - *Parent education nights*
 - *AB 430 meetings with guidance counselor*
 - *Conferences as may become available throughout the year, especially CAFE.*
 - *College nights that include college planning, application, and financial aid assistance.*
- 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:
 - *Evening workshops for instruction on the web-based grade book*
 - *College nights*
 - *Annual district parent conference*
 - *Provide a Parent Center for computer access, training, and meeting space.*
 - *ELAC and Migrant parent meetings will include parent education components.*
- 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, by:
 - *The school will make teachers aware and encourage attendance at workshops and training offered by the district and beyond.*

- *The school will continue to use the community liaison as a crucial link between the school and families.*
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 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 the regularly published newsletter, web page, school marquee, and phone calls of upcoming school events.*
 - *The auto-dialer will contact parents daily regarding absences. Chronic absences will be addressed with personal phone calls from teachers and attendance department staff.*

PART IV. ADOPTION

This policy was adopted by Watsonville High School on November 28, 2012 and will be in effect for the period of August 14, 2013 to June 7, 2014. The school will distribute this policy to all parents of participating Title I, Part A children on or before December 2, 2013. It will be made available to the local community on or before December 2, 2013. Watsonville High 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.



Board Agenda Backup

Item No: 12.1

Date: May 8, 2013

Item: The Merit System Presentation

Overview: Assembly Bill 999 was enacted September 15, 1935 that created the Merit System in California. Out of that the Personnel Commission was established as an independent and impartial governing body to oversee the local merit system operations. To go into effect, a Merit System was to be enacted by order of the Board of Education. On June 15, 1936, the Merit System was enacted in Los Angeles Unified School District. The Education Code of the State of California is the primary statutory authority for the Merit System and the Personnel Commission. The Merit System in Pajaro Valley Unified School District was established in 1969.

In the 1970's the Rodda Act (SB 160) established collective bargaining at which point the Personnel Commission stopped setting salaries as wages were now subject to negotiations.


The beliefs, values, tenants and principles of merit remain constant: fairness, objectivity, impartiality, excellence, efficiency, competition, and equal opportunity for all.

The Merit System presentation this evening will focus on core merit system principles, distinct responsibilities of the Board and Personnel Commission, the Personnel Commission annual report, and the Personnel Commission guiding principles and goals as they relate to the classified service of the Pajaro Valley Unified School District.

Prepared By: Pam Shanks, Director of Classified Personnel

Superintendent's Signature:

Dorm Bak




The Merit System

Presented by:
Pam Shanks, Classified Director
&
The Personnel Commission

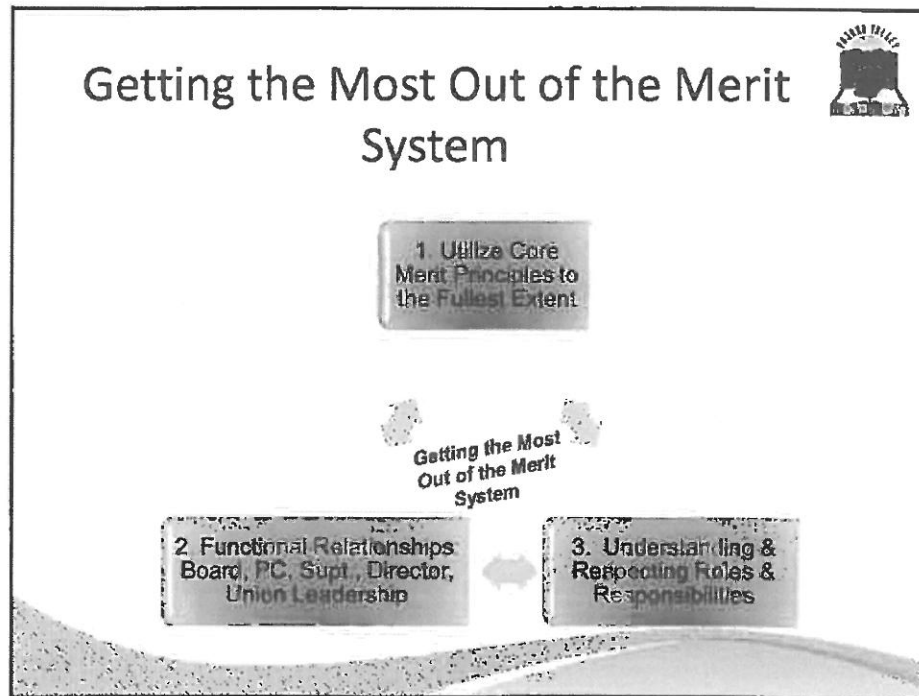
May 8, 2013

Personnel Commissioners:
Sharon Gray, CSEA Appointee (Chairperson)
Mary Ann Gomez, District Appointee (Vice Chairperson)
Gary Smith, Joint Appointee



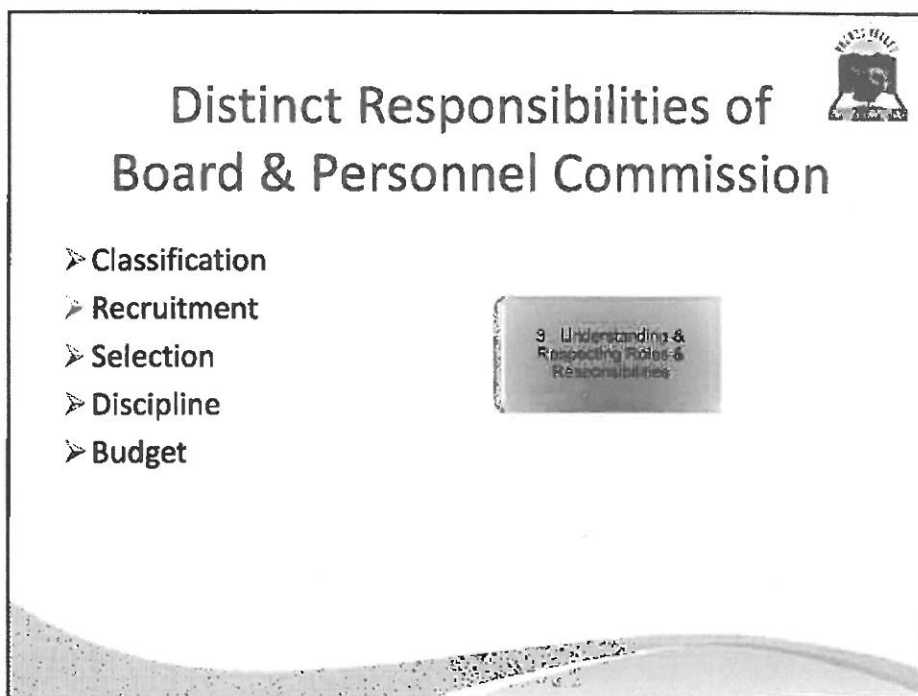
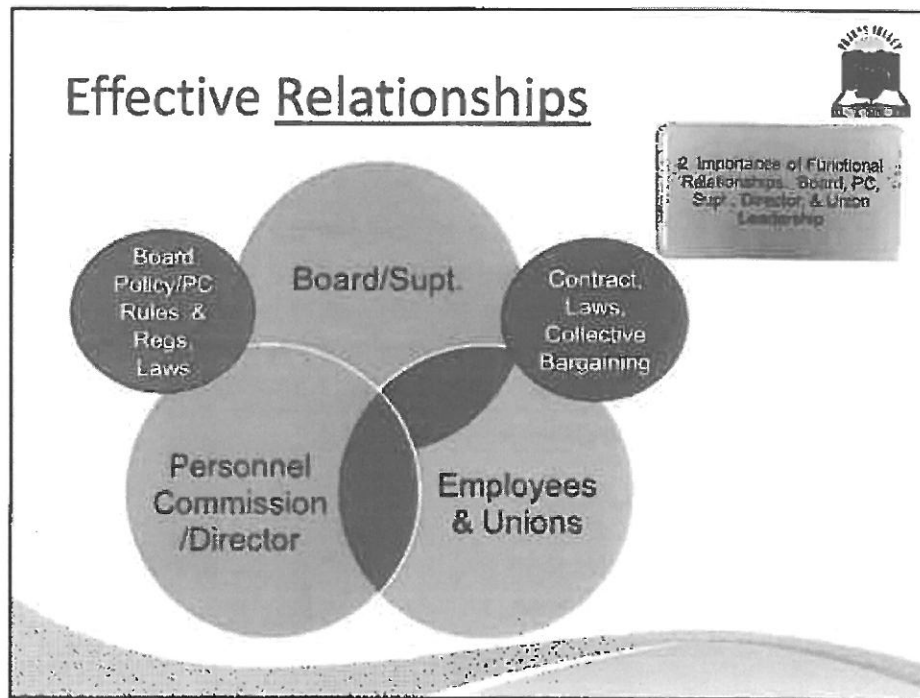
Today's Agenda

- **Getting the Most Out of the Merit System**
- **Personnel Commission Annual Report**
- **Personnel Commission Guiding Principles & Goals**
- **Personnel Commissioners' Comments**
- **Questions/Discussion**



Core Merit System Principles

The diagram lists the Core Merit System Principles. It includes a list of four principles: "Prescribe rules to insure the efficiency of the service", "Select employees based upon merit & fitness—selection of most qualified!", "Retain employees based on merit & fitness!", and "Ensure due process". To the right of the list is a box labeled "1. Utilize Core Merit Principles to the Fullest Extent". Below the list is a quote: "45260. (a) The commission shall prescribe, amend, and interpret, subject to this article, such rules as may be necessary to insure the efficiency of the service and the selection and retention of employees upon a basis of merit and fitness."



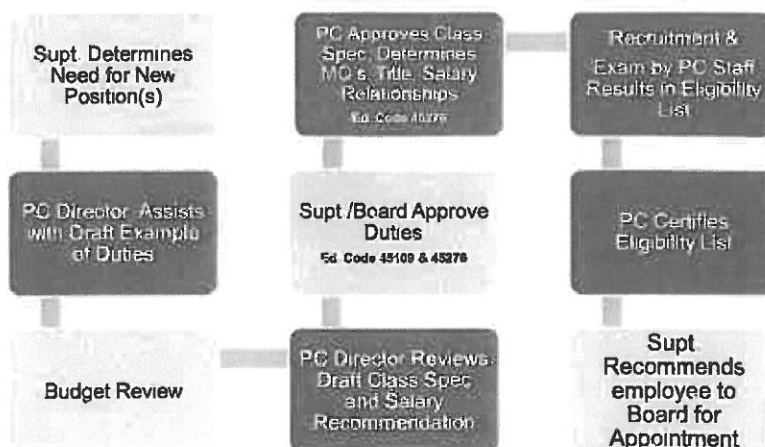


Classification

- EC 45276 The governing board shall fix the duties of all positions... the **board may recommend** the minimum educational and work experience requirements for classified positions to the personnel commission. **Minimum qualification** requirements shall be subject to the **approval of the commission**.
- EC 45256 (a) The commission shall **classify** all employees and positions within the jurisdiction of the governing board or the commission...



Creating a New Classification



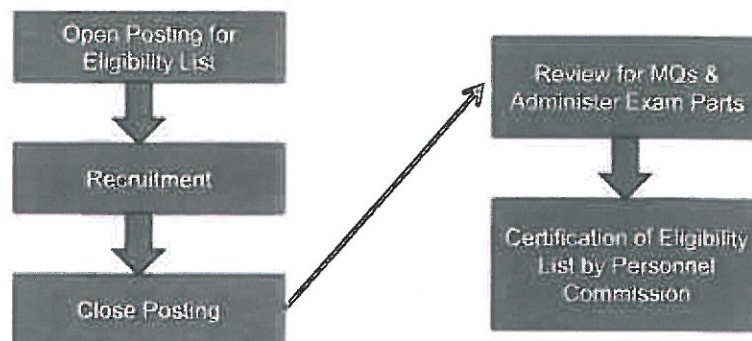


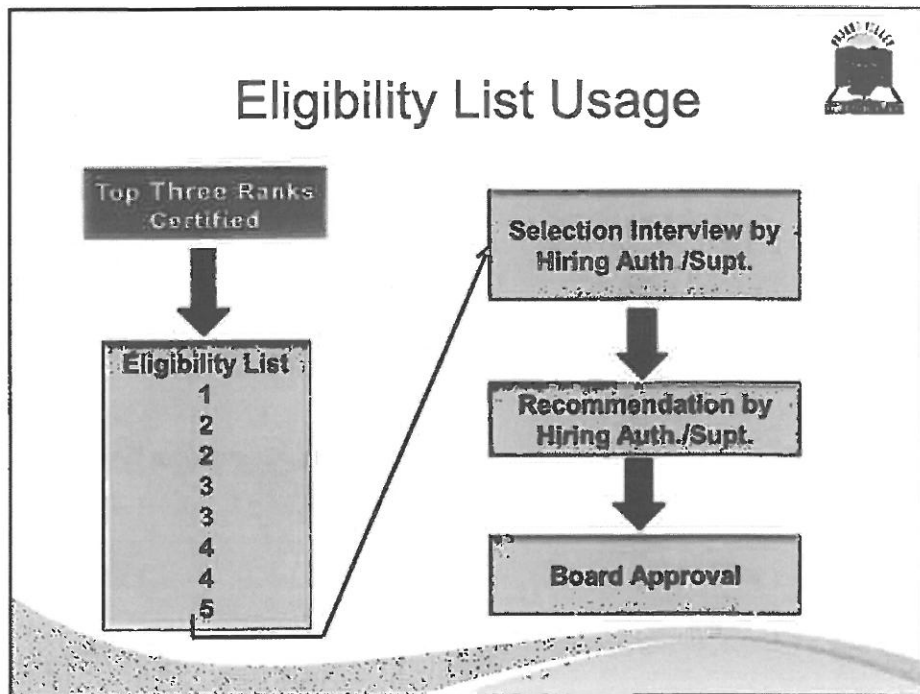
Recruitment & Exam Process

- EC 45273: Examinations shall be administered objectively, and shall consist of test parts that relate to job performance
- EC 45272: All vacancies in classified service shall be filled from applicants on eligibility lists



Recruitment/Selection Steps



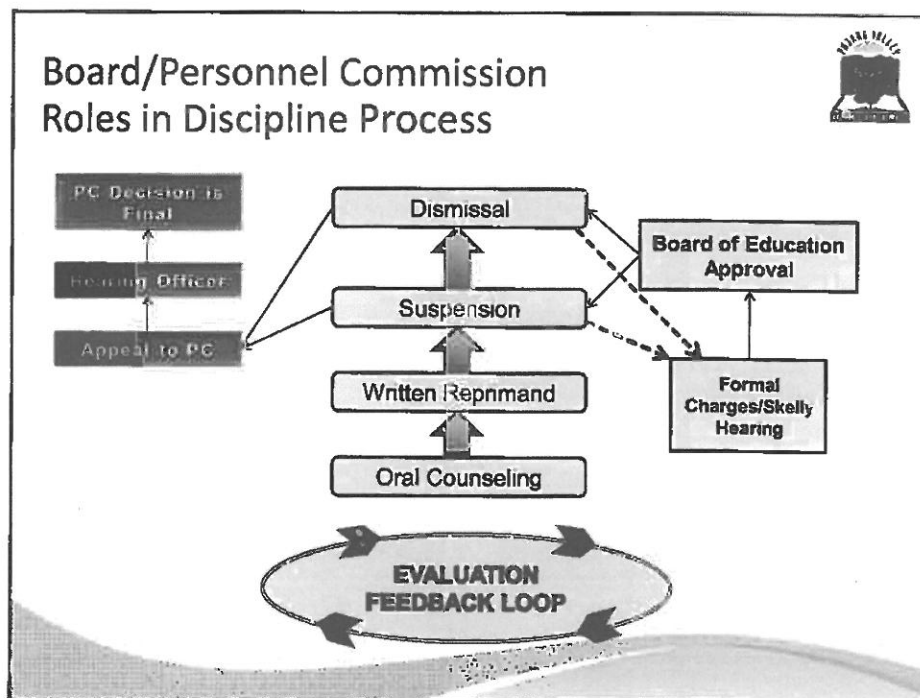


The Board Is the Employer

➤ EC 45241 ...the governing board shall employ, pay, and otherwise control the services of persons in positions not requiring certification qualifications only in accordance with the provisions of this article.

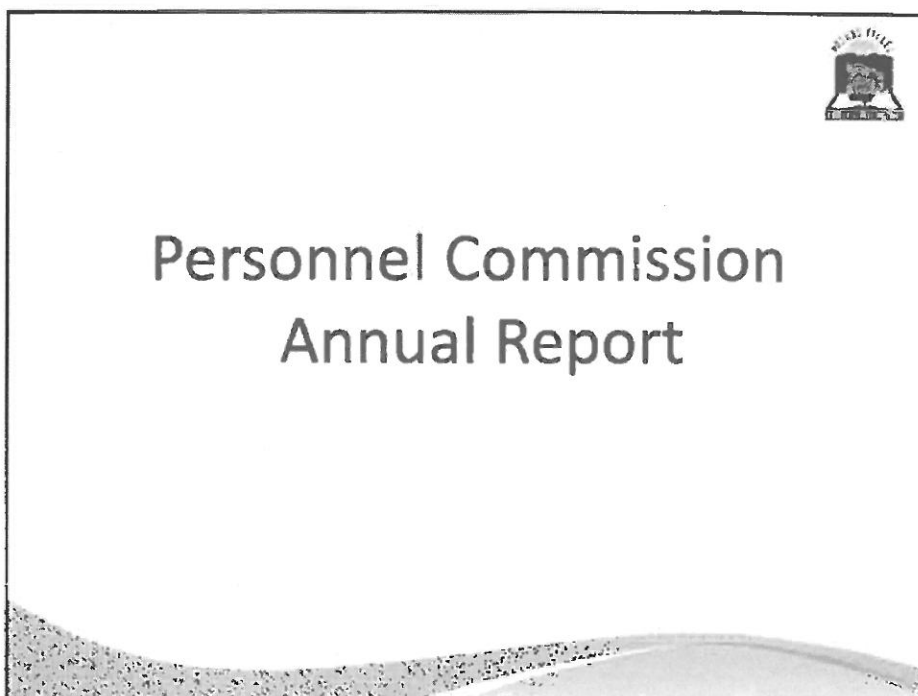
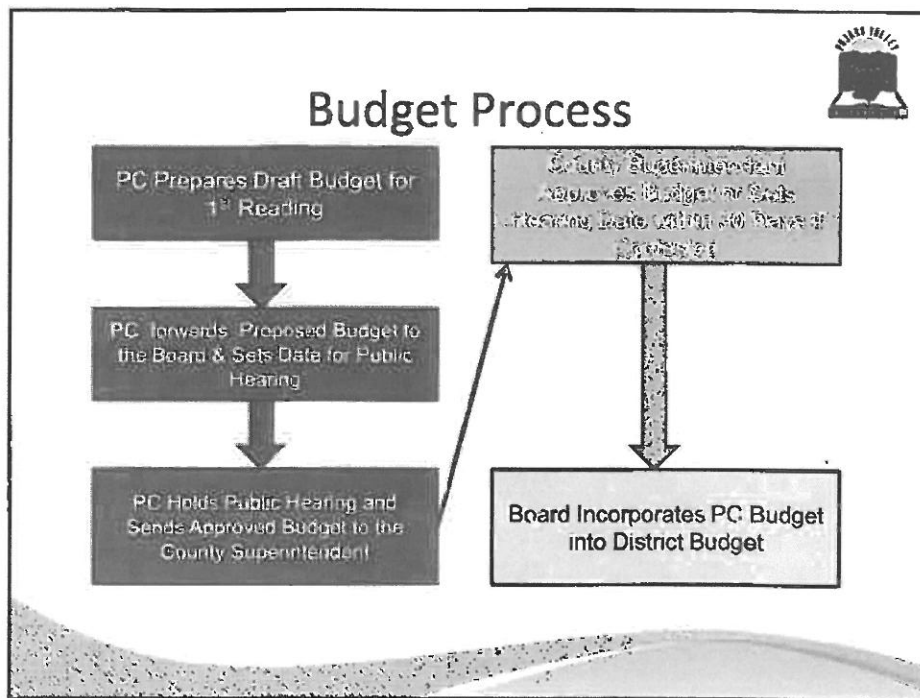
➤ The Superintendent/Board make the decision to discipline employees

The slide features a title "The Board Is the Employer" at the top center. Below the title are two bullet points, each preceded by a right-pointing arrow. The first bullet point references "EC 45241" and describes the governing board's role in employing, paying, and controlling services for non-certified positions. The second bullet point states that the Superintendent/Board makes the decision to discipline employees. A small logo is visible in the top right corner of the slide area.



Personnel Commission Budget Process

➤ EC 45253 (a) The commission shall prepare an annual budget for its own office which, upon the approval of the county superintendent of schools, shall be included by the governing board in the regular budget of the school district. The annual budget of the commission may include amounts for the purposes of Section 45255.



Personnel Commission Guiding Principles



- Fair treatment in all personnel administration matters
- Equal pay for work of equal value
- Recruitment from all segments of society & advancement on the basis of ability, knowledge, & skill under fair & open competition
- High standards of integrity, conduct, & concern for the public interest
- Retention of employees who perform well
- Improved performance through effective education & training

Personnel Commission General Goals



- Ensure that the Personnel Commission and the District is in compliance with California State Education Code, and related federal, State and local laws, guidelines and court decisions.
- Create selection exams that measure essential core competencies for the classification.
- Promote a customer-focused climate that is characterized by trust, inclusiveness, fairness, and open communication.
- Provide training and development opportunities for Classified Employees to enable them to acquire competencies needed to achieve District goals.
- Communicate and develop strong relationships within and outside the District.
- Ensure that all classifications are reflective of the work being performed by incumbents.

PVUSD Personnel Commission Goals 2012/2013



1. Personnel Commission Rules and Regulations revision process
2. Classification Study Phase two
3. Provide an in-service for Board of Education regarding the Merit System
4. Continue to provide workshops to employees and outside applicants on the application process for classified positions in the District
5. Employee Recognition

Valid Selection Process



	<u>2011/12</u>	<u>2012/13</u>
➤ Recruitments conducted.....	29	32
➤ Applications Received	697	1181
➤ Eligibles on lists	189	190
➤ Positions filled.....	90	87
• Promotions.....	14	9
• Rehires/Reemployment.....	8	3
• Transfers.....	52	50



Valid Selection Process

➤ Computer Testing

MS Windows, MS Word, MS Excel, MS Outlook, Publisher, Filing, Data Entry, Proofreading, Editing & Formatting, & many others

➤ Develop and revise job related examinations

- Written Exams
- Practical Exams
- Oral Exams
- Presentations
- Supplemental Questionnaires
- IT Configuration Practical Tests
- Bilingual Testing
- Comprehensive Bus Driver Certification Classes



Customer-Focused Climate

➤ Provide opportunities for candidate feedback

- Comment sheets available at test parts
- One on one meetings with applicants to answer questions

➤ Examination information available on website (in progress)

- Application & Exam Process
- Test Taking Tips

➤ Inform hiring authorities about the exam process

- Meet with hiring authorities to determine needs
- Include hiring authorities in process as appropriate

Training & Development Opportunities



- Promoting from within at PVUSD
- New Hire Orientation
- “How to Apply for a Job at PVUSD” Workshops
- Summer School online application assistance
- Safety Training
- First Aid/CPR Training
- Office Managers’ Training
- Bus Driver Training Hours

Develop Strong Relationships



- Create a website to provide information to administrators, employees, & prospective candidates (in progress)
- Continue good working relationships with District administration, unions, & employees
- Network with community and state wide organizations (ex. California School Personnel Commissioners’ Association)
- Personnel Commission presentation to the Board of Trustees

Classifications are Reflective of the Work Being Performed

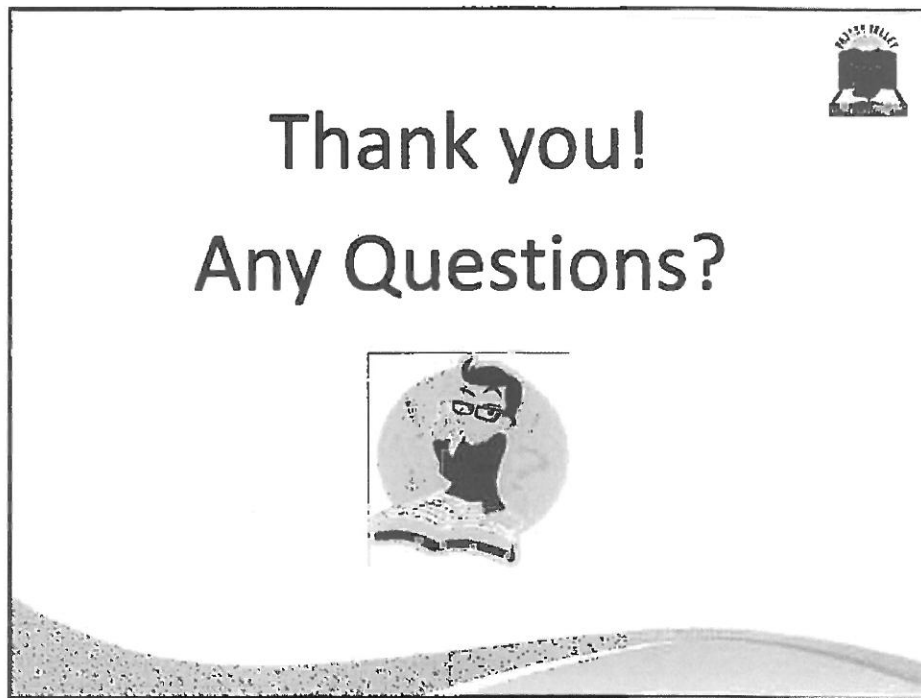


- Classification Studies conducted periodically
- Reclassifications – gradual accretion of the level of duties of a position over a period of two years
- Reorganization-sudden change or assignment of completely new duties

Personnel Commissioners' Comments

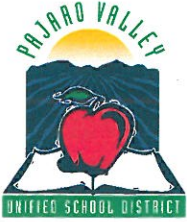


Sharon Gray, CSEA Appointee (Chairperson)
Mary Ann Gomez, District Appointee (Vice-Chairperson)
Gary Smith, Joint Appointee





PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 12.2

Date:	May 8, 2013
Item:	Update on District's Budget and Fiscal Matters
Overview:	The Board will have a brief presentation on recent updates and data regarding the District's budget.
Recommendation:	Report item.

Prepared By: Brett McFadden, CBO

Superintendent's Signature: Dorm B. L.



Board Agenda Backup

Item No: 13.1

Date: May 8, 2013

Item: Approval of Resolution #12-13-22: Public Notice of 2013-14 Categorical Program "Tier III" Fund Transfers

Overview: This matter was described in Item 7.0 - Public Hearing. The categorical fund transfers listed in the public hearing are necessary for the district to balance its budget in light of recent budget reductions. These fund transfers are the similar to the board-approved fund transfers in 2012-13. Legislation (AB 189) requires that this matter be approved by the board separate from the district's 2013-14 July Budget.

Staff recommends approval of the attached resolution.

Recommendation: Approve Resolution# 12-13-22 regarding notification of 2013-14 categorical program fund transfers.

PREPARED BY: Helen Bellonzi, Director of Finance

REVIEWED BY: Brett McFadden, Chief Business Officer

SUPERINTENDENT SIGNATURE: Dorm Bak

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

Board Resolution # 12-13-22

Tier III Categorical Flexibility

WHEREAS, the students in the Pajaro Valley Unified School District deserve the highest quality education; and

WHEREAS, the Legislature and Governor have imposed statewide education budget reductions commencing in fiscal year 2008-09, resulting in significant reduction of essential programs and services to students that are integral to their success; and

WHEREAS, these statewide budget reductions have resulted in serious cuts in programs and services in the Pajaro Valley Unified School District; and

WHEREAS, as added and amended by SBX3 4, ABX4 2, and SB 70, Education Code 42605 grants districts flexibility in "Tier III" categorical programs and authorizes districts to use these funds for "any educational purpose, to the extent permitted by federal law." For fiscal year 2008-09 through fiscal year 2014-15, local educational agencies that use the flexibility provision of this section shall be deemed to be in compliance with the program and funding requirements contained in statutory, regulatory, and provisional language; and

WHEREAS, as a conditional of receipt of the funds, the governing board is required, at a regularly scheduled open public hearing, to take testimony from the public, discuss, and approve or disapprove the proposed use of funding and to make explicit the purposes for which the funding will be used; and

WHEREAS, Assembly Bill (AB) 189, became effective January 1, 2012, and requires the Tier III public hearing to be held prior to and independent of a meeting at which the budget is adopted. AB 189 also requires a governing board to identify in the notice of the public hearing, any Tier III program that is proposed to be closed; and

NOW, THEREFORE, BE IT RESOLVED, that, following a public hearing in which public testimony was taken, discussion regarding the proposed uses of the funds took place, and programs proposed to be closed were identified, the Pajaro Valley Unified School District agrees to accept state categorical funds and will utilize the flexibility provided through Educational Code 42605 to transfer funds in Tier III categorical programs for any educational purpose.

REGULARLY passed and adopted this 8th day of May, 2013.

Ayes:

Noes:

Abstain:

Absent:

President/Governing Board

Secretary/Governing Board

Date

Date



Board Agenda Backup

Item No: 13.2

Date: May 8, 2013

Item: Hall District Elementary School Library – Ardell Tuzon Library

Overview: The naming of the Hall District Elementary library in honor of Ardell Tuzon is supported by the school staff and School Site Council. This began as a grassroots effort among staff who worked with Mrs. Tuzon during her forty year tenure at Hall District. Hall District staff and SSC feel that naming the library in Ardell Tuzon's honor will be just a small way to recognize her for the commitment that she instilled on students' literacy and valuing education. Mrs. Ardell Tuzon passed away on January 31, 2013.

Recommendation: To approve naming Hall District Elementary Library in honor of Ardell Tuzon.

Budget Considerations: N/A

Funding Source:

Budgeted: Yes: ☐ No: ☐

Amount: \$

Prepared By: Ylda Nogueta, Assistant Superintendent

Superintendent's Signature:

Dorma Baker



HALL DISTRICT ELEMENTARY SCHOOL

Pájaro Valley Unified School District



Guillermo Ramos, Principal
guillermo_ramos@pvusd.net
Claudia Monasterio, Academic Coordinator
claudia_monasterio@pvusd.net

300 Sill Road Watsonville, CA 95076
(831) 728-6371 fax (831) 761-6174

Date: May 8, 2013
To: Ylda Nogueda, Assistant Superintendent, Elementary Education
From: Guillermo Ramos, Principal, Hall District Elementary School
Subject: Information on Ardell Tuzon

Ms. Ardell Tuzon was a devoted Classroom Instructional Assistant and staff member at Hall District for forty years. She began her career at Hall District on November 7, 1966 and retired on June 8, 2006. During her time at Hall District Elementary, Ms. Tuzon went above and beyond to care for and educate children. She encouraged students to read as she knew that literacy was their ticket to success. Every year, Ms. Tuzon supported her vision as she went out of her way to bring donations to the school library. She is an example of someone, who regardless of her salary, worked from the goodness of her heart as she took the initiative to not only be an assistant, but a teacher too. Hall District was fortunate to have Ms. Tuzon for forty thoughtful years. The naming of the Hall District Elementary Library in honor of Ardell Tuzon is supported by the school staff and School Site Council. This began as a grassroots effort among staff who worked with Ms. Tuzon. Ms. Ardell Tuzon passed away on January 31, 2013 and the Hall District staff and SSC feel that naming the library in Ardell Tuzon's honor would be just a small way to appreciate and recognize her commitment to students' literacy and education.



PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 13.3

Date:	May 8, 2013
Item:	Resolution #12-13-19, Declaring May 8, 2013 as Day of the Teacher
Overview:	<p>The attached resolution highlights a few of the reasons educators of Pajaro Valley Unified School District merit recognition and appreciation during Day of the Teacher.</p> <p>PVUSD believes the contribution of teachers is crucial and values the great work and positive impact that teachers have on the lives of the students of the Pajaro Valley Unified School</p>
Recommendation:	Approve resolution #12-13-19

Prepared By: Albert Roman, Assistant Superintendent

Superintendent's Signature: Dorn Bat



PAJARO VALLEY UNIFIED SCHOOL DISTRICT

District Resolution No. 12-13-19
On the motion of :
Duly seconded by:

Resolution Declaring May 8th 2013 as Day of the Teacher

WHEREAS, the contribution of teachers is crucial in the lives of the students of Pajaro Valley Unified School District; and

WHEREAS, the economic, political and cultural well-being of this nation is enriched through public education and its teachers; and

WHEREAS, the Pajaro Valley Unified School District has over 1,300 certificated employees; and

WHEREAS, the Board of Trustees and citizens of the Pajaro Valley Unified School District are gratified by the dedicated, hard work of our teachers; and

NOW, THEREFORE BE IT RESOLVED that the Pajaro Valley Unified School District salutes its teachers and declares May 8, 2013, Day of the Teacher;

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 8th day of May, 2013, 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: 13.4

Date: May 8, 2013

Item: Middle School Students at Community Day School (New School)

Overview: Presently the PVUSD has very limited options for our 7th and 8th grade at risk students. Fully expelled middle school students are sent to Santa Cruz County schools and expelled students on a suspended expulsion are sent to other middle schools/junior high school in the district. Our expulsions at the high school level are down this year. Thus, we have room at New School for additional students. New School's capacity is 60 students. This space availability combined with our need to provide more support for our at risk and expelled middle school students is leading to the recommendation that we now open up our Community Day School to 7th and 8th grade expelled middle school students and other at risk middle school students. The plan is to start with only 8th graders for the 2013-14 school year and to keep the instruction and program in a self-contained environment. The low enrollment at New School means that we will not need additional funding for personnel. One teacher has already been identified to serve as the 8th grade self-contained classroom teacher for the program. Adding the two grade levels requires board approval. The agenda item and minutes of the meeting are then forwarded to our Community Day School consultant in Sacramento, Dan Sackheim. There will be a need for some instructional supplies funds to provide the correct curricular materials for 8th graders this next school year.

The following data is being provided to show the need for middle school alternatives, the high numbers of expulsions at our middle schools/junior high and the reduction in numbers at the high school level.

Expulsions in the PVUSD 2012-2013 through May 3, 2013

High School – 27 Referrals

Full to Suspended – 3

Full – 17

Suspended – 7

Middle School – 38

Full to Suspended – 3

Full – 15

Suspended – 19

Pending – 1 (referred for Suspended, hearing)

Elementary – 6 (suspended)



During the 2011-12 school year the district expelled 42 high school students, 40 middle/junior high school students and 5 elementary school students.

The district is also exploring plans to open an additional alternative for our middle school students and elementary school students in partnership with Santa Cruz County Office of Education. Allowing our at risk middle school students to have opportunities at New School is a positive first step. We do need more alternative education opportunities and support for our elementary and middle school at risk students and their families.

Recommendation: Approve recommendation.

Budget Considerations:

Funding Source: General Fund

Budgeted: Yes: ☒ No: ☐

Amount: \$3,000.00

Prepared By: Murry Schekman, Assistant Superintendent

Superintendent's Signature:

Dorm Bot