

## 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 27, 2015 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: BOARD PACKET DOCUMENTS ARE AVAILABLE FOR YOUR REVIEW AT THE FOLLOWING LOCATIONS:**

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

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

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

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

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

#### **Las Solicitudes de Traducción:**

Traducción del inglés al español está disponibles en las sesiones de la mesa directiva. Por favor obtenga su equipo al entrar a la junta.

**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
  - a. Resolution #14-15-32, Non-Reelect of Certain Probationary 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 7 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, Willie Yahiro and President Jeff Ursino.
- 3.3 Superintendent Comments
- 3.4 Governing Board Comments/Reports Standing Committee Meetings (*1 minute per trustee*)
- 3.5 Student Recognition
  - Analiyah Pichardo - Bradley Elementary School
  - Reid Jonathan Luhn - Linscott Charter School
  - Esemeralda Noelia Elizondo – Watsonville Charter School of the Arts
  - Keiji Karis Muramoto – Pacific Coast Charter School

## **4.0 APPROVAL OF THE AGENDA**

## **5.0 APPROVAL OF MINUTES**

- *Minutes for May 13, 2015*

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

***5 min. per school***

## **7.0 POSITIVE PROGRAM REPORT: PVUSD GOOGLE CERTIFICATION**

- *Report by Tim Landeck, Director of Technology.*

***5 min. report; 5 min. discussion.***

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

Public comments on items that are not on the agenda can be addressed at this time. The Board President will recognize any member of the audience wishing to speak to an item not on the agenda on a matter directly related to school business. The President may allot time to those



wishing to speak, but no action will be taken on matters presented (Ed. Code Section 36146.6). If appropriate, the President or any Member of the Board may direct that a matter be referred to the Superintendent's Office for placement on a future agenda. (Please complete a card if you wish to speak.)

**9.0 EMPLOYEE ORGANIZATIONS COMMENTS – PVFT, CSEA, PVAM, CWA**

***5 min. each***

**10.0 CONSENT AGENDA**

Information concerning the Consent items listed above has been forwarded to each Board Member prior to this meeting for his/her study. Unless some Board Member or member of the audience has a question about a particular item(s) and asks that it be withdrawn from the Consent list, the item(s) will be approved at one time by the Board of Trustees. The action taken in approving Consent items is set forth in the explanation of the individual item(s).

- 10.1 Purchase Orders May 7 – 20, 2015  
The PO's will be available in the Superintendent's Office.
- 10.2 Warrants May 7 - 20, 2015  
The warrants will be available in the Superintendent's Office.
- 10.3 Approve New Courses Proposal:
  - Agricultural Integrated Environmental Science
  - Business Technology
  - Business Design and Development
  - 3D Printing and Finite Element Analysis (FEA) Simulation
  - Forensic Science
- 104 Approve CAHSEE Passage Waiver for Student ID #14-15-10, Mathematics, Pajaro Valley High School.
- 10.5 Approve CAHSEE Passage Waiver for Student ID #14-15-12, Mathematics, Pajaro Valley High School.
- 10.6 Approve CAHSEE Passage Waiver for Student ID #14-15-13, English Language Arts, Pajaro Valley High School.
- 10.7 Approve CAHSEE Passage Waiver for Student ID #14-15-14, Mathematics, Pajaro Valley High School.
- 10.8 Approve Calabasas Elementary School Roof, Gutter and Dry Roots Repairs.
- 10.9 Approve T.S. MacQuiddy Elementary School Roof, Gutter and Dry Roots Repairs.
- 10.10 Approve Flooring Finish Replacement Phase 3 at Following 16 Sites.
- 10.11 Approve CAHSEE Passage Waiver for Student ID #14-15-15, English Language Arts, Watsonville High School.
- 10.12 Approve CAHSEE Passage Waiver for Student ID #14-15-16, Mathematics and English Language Arts, Pajaro Valley High School.

The administration recommends approval of the Consent Agenda.

## 11.0 DEFERRED CONSENT ITEMS

## 12.0 REPORT ITEMS

- 12.1 Report and discussion on Academic and Career Technical Education Core Academic Integration Report.  
*Report by Murry Schekman, Assistant Superintendent. 3 min. report; 5 min. discussion*
- 12.2 Report and discussion on Migrant & Seasonal Head Start Training.  
*Report by Trustees Orozco and Osmundson, Representatives to MSHS Committee 5 min. report; 5 min. discussion*
- 12.3 Report and discussion on WASC (Western Association of Schools and Colleges) Updates for Aptos High School, Pajaro Valley High School, Renaissance High School and Watsonville High School.  
*Report by Murry Schekman, Assistant Superintendent 20 min. report; 10 min. discussion*
- 12.4 Report and discussion on the 3<sup>rd</sup> Interim Report.  
*Report by Ann Jones, Interim CBO 10 min. report; 15 min. discussion*

## 13.0 ACTION ITEMS

- 13.1 Approve Resolution #14-15-33, Authorizing Final Balance in Medical Self-Insurance to Committed Reserve Funds in 2015-16 to be Made Available for Expenditure in the 2016-17 & 2017-18 & 2018-19.  
*Report given under item 12.4*
- 13.2 Approve Major Budget Assumptions Used to Prepare the 2014-15 3<sup>rd</sup> Interim and 2015-16 Proposed Adoption Budget.  
*Report given under item 12.4*
- 13.3 Report, discussion and possible action to approve a Positive Certification for the 3<sup>rd</sup> Interim Report.  
*Report given under item 12.4*
- 13.4 Report, discussion and possible action to approve Personnel Commission Board Appointed Vacancy (Merit Rule 3.2)  
*Report by Pam Shanks, Director of Classified Personnel 5 min. report; 5 min. discussion*
- 13.5 Report, discussion and possible action to approve Academic Vocational Charter Institute (AVCI) Name Change Proposal.  
*Report by Marci Keller, Principal, AVCI 10 min. report; 15 min. discussion*

## 14.0 ACTION ON CLOSED SESSION

## 15.0 UPCOMING BOARD MEETINGS/REMAINING BOARD MEETINGS FOR 2015

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
June	<ul style="list-style-type: none"><li>10</li><li>24</li></ul>	<ul style="list-style-type: none"><li>2015-2016 Budget Adoption</li></ul>
July	No Meetings	
August	<ul style="list-style-type: none"><li>12</li><li>26</li></ul>	
September	<ul style="list-style-type: none"><li>9</li><li>23</li></ul>	<ul style="list-style-type: none"><li>Unaudited Actuals</li></ul>
October	<ul style="list-style-type: none"><li>14</li></ul>	

	▪ 28	
<b>November</b>	▪ 18	▪
<b>December</b>	▪ 9	▪ Annual Organization Mtg. ▪ Approve 1 <sup>st</sup> Interim Report

## 16.0 ADJOURNMENT

PAJARO VALLEY UNIFIED SCHOOL DISTRICT  
CLOSED SESSION AGENDA  
May 27, 2015

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

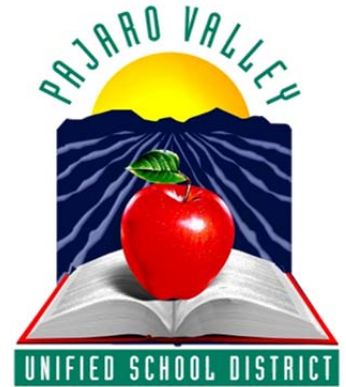
<b>New Hires – Probationary</b>	
	None
<b>New Hires</b>	
3	Teacher
<b>Rehires</b>	
	None
<b>Promotions</b>	
	None
<b>New Substitutes</b>	
None	
<b>Administrative Appointments</b>	
	None
<b>Transfers</b>	
	None
<b>Other</b>	
1	Teacher
<b>Extra Pay Assignments</b>	
	None
<b>Extra Period Assignments</b>	
	None
<b>Leaves of Absence</b>	
3	Teacher
<b>Miscellaneous Action</b>	
	None
<b>Retirements</b>	
	None
<b>Resignations/Terminations</b>	
	None

<b>Supplemental Service Agreements</b>	
56	Teachers
<b>Separations From Service</b>	
5	Teacher
<b>Limited Term – Projects</b>	
1	Behavior Technician
1	Instructional Assistant – Child Development
1	Instructional Assistant – Moderate/Severe
1	Office Assistant II
1	Office Assistant III
1	Translator
<b>Exempt</b>	
	None
<b>Provisional</b>	
1	Instructional Assistant – General Ed
1	Behavior Technician
<b>Limited Term - Substitute</b>	
1	Behavior Technician
1	Custodian I
3	Instructional Assistant – Mild/Moderate
2	Instructional Assistant – Moderate/Severe
1	Registration Specialist
1	Warehouse Worker I
1	Warehouse Worker II

**May 13, 2015  
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**

Vice President Orozco called the meeting of the Board to order in public at 6:10 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**

1	Groundskeeper
1	Instructional Assistant – General Ed
1	Instructional Assistant – Mild/Moderate
1	Instructional Assistant – Moderate/Severe
1	Library Media Technician
1	Office Assistant III
1	Office Manager

**New Hires**

3	Teachers
1	<i>Assistant Superintendent, Secondary Education</i>

**Rehires**

	None
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**Promotions**

	None
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**New Substitutes**

6

**Administrative Appointments**

1	Coordinator
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<b>Transfers</b>	
	None
<b>Other</b>	
1	Principal (Interim)
3	Teacher
1.5	<i>Academic Coordinator</i>
.5	<i>Reading Intervention</i>
<b>Extra Pay Assignments</b>	
3	Coach
<b>Extra Period Assignments</b>	
	None
<b>Leaves of Absence</b>	
4	<i>Teacher</i>
1	<i>Assistant Principal</i>
1	<i>Administrative Secretary I</i>
1	<i>Bus Driver</i>
<b>Miscellaneous Action</b>	
	None
<b>Retirements</b>	
	None
<b>Resignations/Terminations</b>	
	None
<b>Supplemental Service Agreements</b>	
81	Teacher
4	Site Supervisors
<b>Separations From Service</b>	
1	Coordinator of Scholarship & College Pathways
3	Teacher
1	Resource Specialist
1	Library Media Technician
1	Student Services Specialist I
1	<i>Director, Student Services</i>
<b>Limited Term – Projects</b>	
1	Computer Systems Technician
2	Enrichment Specialist
2	Office Assistant III

1	Parent Education Specialist
1	Payroll Technician
<b>Exempt</b>	
1	Migrant OWE
1	Workability
2	Yard Duty
<b>Provisional</b>	
1	Office Assistant III
<b>Limited Term - Substitute</b>	
	None

## **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 - Jordan vs. PVUSD**

## **2.5 Pending Litigation**

## **2.6 Anticipated Litigation**

## **2.7 Real Property Negotiations**

## **2.8 4 Expulsions**

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

Vice President Orozco called the meeting of the Board in public to order at 7:06 PM.

### **3.1 Pledge of Allegiance**

Trustee Osmundson led the Board in the Pledge of Allegiance.

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

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

### **3.3 Superintendent Comments**

Superintendent Dorna Baker reported on the Seal of Biliteracy awards event that took place earlier in the day; an amazing accomplishment for students due to the rigor of program requirements. A total of 79 students received the recognition. She introduced Ms. Ann Jones, interim CBO, and welcomed her to the district.

### **3.4 Governing Board Comments/Reports Standing Committee Meetings**

Trustee Osmundson attended the CAFE conference as well as the Migrant Head Start Board Training with trustee Orozco, the WHS Hall of Fame, the Queer Youth Leadership Awards (QYLA) dinner, and the Juvenile Justice and Probation meeting.



Trustee Rivas attended the reception to honor teachers and congratulated all teachers on day of the teacher, acknowledging the work they do.

Trustee DeRose congratulated all teachers stating that the district is fortunate to have so many teachers who stay for many years. She added that she's looking forward to graduations.

Trustee De Serpa attended the QYLA event and six of our students were honored for their support; she is proud of the work that is being done to advance people's civil rights. She expressed her appreciation for teachers.

Superintendent Baker noted that she had not attended the QYLA as she usually does due to a labor management symposium that took place with both unions in San Diego. This is the first symposium on collaboration between labor and management and it was very interesting.

Trustee Orozco attended the MSHS training and a presentation to the rest of the board will be given at the next meeting. She also attended the PVUSD fundraiser event which was a complete success. The Friends of Watsonville Parks has opened their scholarship application process.

#### **4.0 APPROVAL OF THE AGENDA**

Trustee DeRose moved to approve the agenda. Trustee Rivas seconded the motion. The motion passed 5/0/2 (Ursino, Yahiro absent).

#### **5.0 APPROVAL OF MINUTES**

##### **- Minutes for April 29, 2015**

Trustee DeRose moved to approve the April 29 minutes. Trustee Osmundson seconded the motion asking that her comments under item 3.4 be added. The motion passed 5/0/2 (Ursino, Yahiro absent).

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

Maria Rosas and Destany Vargas of Watsonville High School and Elias Nepa of Aptos High School gave an update on events, activities and sports at their campus.

**Board President closed the regular Board meeting and opened the Public Hearing.**

#### **7.0 PUBLIC HEARING ON DEVELOPER FEES**

##### **7.1 Report on Approving Schools Facilities Needs Analysis and Resolution #14-15-25 for Level 2/3 Developer Fees Pursuant to State Law.**

##### **Report by Ann Jones, Interim CBO.**

Ann Jones introduced Larry Ferchaw of Dolinka Group.

Mr. Ferchaw explained that under the state law, districts are allowed to charge fees on new construction. This is to mitigate impact of student enrollment to the district. The fee is good for 1 year and the district is able to increase the fee from \$ 4.33 per square foot to \$4.93.

##### **7.2 Public Comment**

None.

##### **7.3 Board Comments**

The Board participated with comments and questions.

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

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

Shira Coleman, President of the Governing Council at Alianza Carter School, along with her son, expressed her concern on the condition of the bathrooms, the door hinges and water faucets in the school. She thanked Sharon Roddick for her work to get a new principal.

Mercedes Hernandez, parent, stated that COPA group has gotten involved at Alianza to get the bathroom situation remedied and to get the needed custodial support to ensure we have a clean and safe environment for our students. We continue to need support at the school. Daughter, Victoria Hernandez, said that more custodians are needed because one is not sufficient to maintain the campus clean. Ms. Hernandez expressed her concern regarding parent work day and the possibility that it cannot take place due to lack of support.

Superintendent Baker noted that human resources is advertising for an additional part time custodian for Alianza. In reference to the parent work day, she added that there is a process and that the district will follow up on that.

Sharon Roddick added that the bathrooms are a maintenance issue and that there is a process in place to recruit.

Brandon Gruber, Aptos High School student, thanked some of his teachers who have made a difference in his education, along with his friend Saul. He gave them each a token of his appreciation, including a 49ers football signed by the team for his friend Saul, glass awards and his own paintings for staff.

Teresa Gruber, mother, stated that Brandon has changed so much and is very empathetic. His junior year, he wanted to make a change and created the 321life.org to support families who have Down syndrome children. From December to April, the fund raised over \$13,000 dollars and it will be used to help students attend the prom.

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

Jack Carroll, PVFT, PVUSD has 13% of total enrollment dedicated to Special Education. PVUSD is at 115% of the California average on Special Education, an extra annual cost of about \$5 million. District needs to address how students are being referred to those services. There are other categories that were identified in the FCMAT report as encroachment, including point to point transportation, which shows in the transportation budget for special education. The 2<sup>nd</sup> interim report forecasts an increase in encroachment of about \$4 million dollars and the district is considering capping benefits to offset this cost.

Leticia Oropeza, CSEA, reported that she, along with president Ursino, Superintendent Baker and PVFT president Rodriguez, attended a symposium in San Diego that was dedicated to Labor Management. We hope to continue with this type of training from the state. She thanked the Board for acknowledging classified school employees and invited all to celebrate on Wednesday, May 20<sup>th</sup> at a social gathering. In reference to item #10.8 on general fund, she stated that she hopes to discuss during negotiations using those funds for classified services staff.

## **10.0 CONSENT AGENDA**

Trustee DeRose moved to approve the consent agenda. Trustee Osmundson seconded the motion. The motion passed 5/0/2 (Ursino, Yahiro absent)

### **10.1 Purchase Orders April 23 – May 6, 2015**

### **10.2 Warrants January April 23 – May 6, 2015**

### **10.3 Adopt Resolution #14-15-25 to Levy Level 2/3 Developer Fees Pursuant to State Law.**

- 10.4 Approve PVUSD Representation from Aptos High School, Pajaro Valley High School and Watsonville High School to California Interscholastic Federation (CIF).**
- 10.5 Approve CAHSEE Waiver for Student #14-15-06, Mathematics, Aptos High School.**
- 10.6 Approve CAHSEE Waiver for Student #14-15-09, Mathematics, Watsonville High School.**
- 10.7 Approve CAHSEE Waiver for Student #14-15-11, Mathematics, Pajaro Valley High School.**
- 10.8 Approve Resolution #14-14-31, Authorizing \$4.5 Million Dollars of Committed Funds to be Made Available for Expenditure in 2016-17 and 2017-18 under General Fund 01.**
- 10.9 Approve Kitchen Modernization and Renovation for Pajaro Middle School, Bond Project #8510 (Bid #B-15-21-04-810-8510).**
- 10.10 Approve Freedom Field Improvement Project, Measure L Bond Project #8510, Project Notice of Completion and Change Order (Bid #B3-0614-8100).**
- 10.11 Approve Resolution #14-15-31 to Update to Authorized District Signatures on Record.**
- 10.12 Approve Resolution #14-15-27, Acceptance of Revolving Facility Loan Contract from CDE/Early Education & Support Division.**

#### **11.0 DEFERRED CONSENT ITEMS**

None.

#### **12.0 REPORT ITEMS**

##### **12.1 Report and discussion on Visual and Performing Arts (VAPA) Update.**

###### ***Report by Lyn Olson, GATE Coordinator***

Lyn Olson began by acknowledging how far the district has come in one year with many improvements in arts education to elementary grades. LCAP funds about 14.5 full time (FTE) VAPA teachers. Students at the elementary level have inconsistency in access to visual and performing arts. The intent is to be at 75% staffing levels for the 2016-17 school year. VAPA requires specialized training and she commented on the process the district went through to recruit teachers, starting the program with 11 long term substitutes. LCAP funds for VAPA have been utilized for purchasing technology carts and "Meet the Masters" curriculum for VAPA teachers and long term subs. Teachers are getting their specific arts credentials as they are aware that this opportunity is available. Arts is broken up into Visual Arts, Music, Theatre and Drama, with the majority of programs at the sites being under visual arts. Ms. Olson presented some artwork from elementary students that will be displayed in city offices.

In reference to professional development, she commented on the various sessions that are taking place for PD at the elementary level, including literacy through the arts, integration of ELD into lessons, and building professional learning communities. Classroom management is incorporated into every session. For secondary level, VAPA PD sessions continue with the same themes and adds sessions related to vertical articulation with elementary levels and with Cabrillo College.

In closing, Ms. Olson commented that the past year has been one of growth in many areas for arts education in the district.

Public comments:

Celeste DeWald, volunteer for Santa Cruz Alliance for Arts Education, expressed her appreciation for Lyn Olson and her hard work with VAPA.

Board participated with comments and questions.

## **12.2 Report and discussion on Bilingual Program Update.**

### ***Report by Susan Perez, Assistant Superintendent, and Ohlone Elementary Administration.***

Susan Perez began with a brief background on bilingual education. The main concern in the bilingual program is inconsistent implementation of the program as it is outlined in the Master Plan due its vagueness. A second concern is struggling readers, which is tied to low literacy rates. Student achievement data and long-term English Learners are prominent goals in the Local Control Accountability Plan. Four years ago, the district began to work with Ohlone to develop a district early-exit model that would effectively align the bilingual program. A consistent formal assessment process for K-3 grades was developed for every classroom and it gave teachers a consistent model to follow year to year. Ms. Perez compared Ohlone's reading assessments to Districts and noted the improvements in reading in both languages, Spanish and English, for Kinder and 1<sup>st</sup> grades. A chart highlighting literacy results for the past 5 years, and with increased rigor, show that students are consistently reading at higher levels each year. In reference to the late exit model, the district will continue its work to ensure consistent implementation of the English Language Development program throughout the district. Next steps include staff spending a lot of time to ensure consistency throughout the district with this model as well as to continue developing reading foundational skills and align bilingual programs to be effective in early literacy instruction. In addressing low achieving readers concerns, a more in-depth teacher guidance tool was developed for pacing and assessment in reading foundational skills.

Dr. Jean Gottlob, Director of Equity, State and Federal Programs & Accountability, Brett Knupfer, Ohlone principal, and Gina Elisalde, Academic Coordinator at Ohlone, reported on how consistency will benefit instruction. There is continuous monitoring of data so that results are consistent and the year-long pacing calendar guides teachers to focus on where students need additional support.

The board participated with comments and questions and thanked staff for their work.

## **13.0 ACTION ITEMS**

### **13.1 Report, discussion and possible action to approve Resolution #14-15-28, Declaring May13, 2015 as Teacher Appreciation Day.**

#### ***Report by Sharon Roddick, Assistant Superintendent, HR.***

Sharon Roddick highlighted the work of teachers noting that today is teacher appreciation day. She thanked all teachers for their work and dedication.

Trustee Rivas moved to approve this item. Trustee DeRose seconded the motion, The motion passed 5/0/2 (Ursino, Yahiro absent).

### **13.2 Report, discussion and possible action to approve Resolution #14-15-29, Declaring May 17 – 23, 2015 as Classified Employees Week.**

#### ***Report by Sharon Roddick, Assistant Superintendent, HR.***

Sharon Roddick stated that districts are composed of different elements for staffing and classified employees are an essential part. Next week is classified employees week and the district is asking

the board to approve this in recognition of their work. Human Resources will deliver cakes to all sites during this week.

Trustee DeRose moved to approve this item. Trustee Rivas seconded the motion. The motion passed 5/0/2 (Ursino, Yahiro absent).

**13.3 Report, discussion and possible action to approve Pajaro Valley Unified School District (PVUSD) Initial “Sunshine” Proposal for 2015-2016 School Year to California School Employees Association (CSEA) for Public Comment.  
*Report by Sharon Roddick, Assistant Superintendent, HR.***

Sharon Roddick stated that statute requires collective bargaining units to sunshine their initial proposal. She introduced the proposal for CSEA adding that after this action, the union too would be coming forth with their sunshine.

Trustee De Serpa moved to approve this item. Trustee DeRose seconded the motion. The motion passed 5/0/2 (Ursino, Yahiro absent).

**13.4 Report, discussion and possible action to approve Pajaro Valley Unified School District (PVUSD) Initial “Sunshine” Proposal for 2015-2016 School Year to Pajaro Valley Federation of Teachers (PVFT) for Public Comment.  
*Report by Sharon Roddick, Assistant Superintendent, HR.***

Sharon Roddick explained the process involved for certificated staff and PVFT is the same as for CSEA.

Public comment:

Jack Carroll, PVFT, stated that the sunshine proposal makes good sense to him. Some is code language, one in particular Article 8 related to health and welfare, is to find cost containment solutions. Capping benefits would be salary cut for teachers is something that would be expected during financial problems, but that is not what the reality looks like now. A list of average teacher salary of similar size districts shows PVUSD at the bottom. Teachers at district are not overpaid and capping benefits is not the right goal.

Trustee DeRose moved to approve this item. Trustee Rivas seconded the motion. The motion passed 5/0/2 (Ursino, Yahiro absent).

**13.5 Report, discussion and possible action to approve Pajaro Valley Unified School District (PVUSD) Initial “Sunshine” Proposal for 2015-2016 School Year to Communications Workers of America (CWA) for Public Comment.  
*Report by Sharon Roddick, Assistant Superintendent, HR.***

Sharon Roddick explained that the same sunshine process is involved for substitute teachers. She presented the proposal for CWA, representing substitute teachers.

Trustee Rivas moved to approve this item. Trustee DeRose seconded the motion. The motion passed 5/0/2 (Ursino, Yahiro absent).

**13.6 Report, discussion and possible action to Approve Contract for Assistant Superintendent of Secondary Education.  
*Report by Dorma Baker, Superintendent.***

Dorma Baker stated that she was pleased to bring this contract forward and to have found a good match to lead the district’s secondary schools.

Trustee DeRose asked for the addition of “annually” under the evaluation process to the contract.

Trustee DeRose moved to approve the contract with the noted change. Trustee Osmundson seconded the motion. The motion passed 4/1/2 (Rivas dissented; Ursino, Yahiro absent).

#### **14.0 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 with the following additions: 3 Teachers, 1.5 Academic Coordinator and .5 Reading Intervention under Other Assignments; 1 Teacher and 1 Assistant Principal under Leaves of Absence; 1 Director under Separations; and 1 Assistant Superintendent under New Hires. Trustee Osmundson seconded the motion. The motion passed 5/0/2 (Ursino, Yahiro absent).

###### **b. Classified Employees**

Trustee DeRose moved to approve the Classified Employees report with the following additions: 1 Administrative Secretary I and 1 Bus Driver under Leaves of Absence. Trustee Rivas seconded the motion. The motion passed 5/0/2 (Ursino, Yahiro absent).

##### **2.4 Claims for Damages - Jordan vs. PVUSD**

Trustee DeRose reported that the Board had voted 5/0/2 (Ursino, Yahiro absent) to reject claim and to send notice of rejection to claimant.

##### **2.8 -4- 3 Expulsions**

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

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

###### **14-15-052**

Trustee DeRose seconded the motion. The motion passed 4/0/1/2 (De Serpa abstained; Ursino, Yahiro absent).

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

###### **14-15-056**

Trustee DeRose seconded the motion. The motion passed 4/0/1/2 (De Serpa abstained; Ursino, Yahiro absent).

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

###### **14-15-062**

Trustee DeRose seconded the motion. The motion passed 4/0/1/2 (De Serpa abstained; Ursino, Yahiro absent).

#### **15.0 UPCOMING BOARD MEETINGS/REMAINING BOARD MEETINGS FOR 2015**

**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.**

		<b>Comment</b>
<b>May</b>	▪ 27	▪ Approve 3 <sup>rd</sup> Interim Report
<b>June</b>	▪ 10 ▪ 24	▪ 2015-2016 Budget Adoption
<b>July</b>	No Meetings	
<b>August</b>	▪ 12 ▪ 26	

<b>September</b>	<ul style="list-style-type: none"> <li>▪ 9</li> <li>▪ 23</li> </ul>	<ul style="list-style-type: none"> <li>▪ Unaudited Actuals</li> </ul>
<b>October</b>	<ul style="list-style-type: none"> <li>▪ 14</li> <li>▪ 28</li> </ul>	
<b>November</b>	<ul style="list-style-type: none"> <li>▪ 18</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>
<b>December</b>	<ul style="list-style-type: none"> <li>▪ 9</li> </ul>	<ul style="list-style-type: none"> <li>▪ Annual Organization Mtg.</li> <li>▪ Approve 1<sup>st</sup> Interim Report</li> </ul>

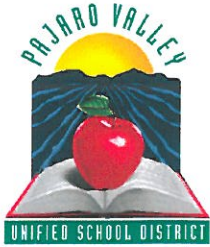
#### **16.0 ADJOURNMENT**

There being nothing further to address, the meeting of the Board was adjourned at 9:39 PM.

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Dorma Baker, Superintendent

**PAJARO VALLEY UNIFIED SCHOOL DISTRICT**



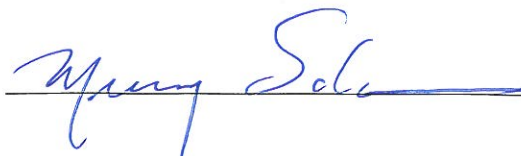
***Board Agenda Backup***

Item No: 7.0

<b>Date:</b>	May 27, 2015
<b>Item:</b>	<b>Positive Report: PVUSD Google Certification</b>
<b>Overview:</b>	<p>PVUSD Certified Google Teacher training reviews Google Apps for Education at an advanced level and pace to match the participants' ZPD.</p> <p>The focus is on how technology can transform the Common Core curriculum to provide today's' students enhanced learning opportunities while improving their technology skills.</p> <p>Over the 3-5 days of collaborative, hands-on activities, participants learn best practices for classroom application, tips and tricks to improve efficiency, and how to work smarter within the Google Apps suite.</p>
<b>Recommendation:</b>	Report item only.

**Prepared By:** Tim Landeck, Director of Technology  
Courtney Rudd, Teacher on Special Assignment (TOSA) - Technology

**Superintendent's Signature:**







# PVUSD Technology Services Professional Development 2014-2015



# **Tech Cadres and PVUSD Google Certification**

- **Developed and Managed by 2 PVUSD Technology ToSAs**
  - Harendra Goonetilleke and Courtney Rudd
- **In collaboration with the Santa Cruz COE EdTech Trainers**
- **Tech Cadres meet 4 times: 115 Total Teachers and Admin**
  - Novice (1 Cadre)= **20** Teachers
  - Intermediate (3 Cadres: Elem, Middle, High) = **63** Teachers
  - Admin Cadre (1 Cadre)= **15** Administrators
  - PVUSD Google Certification= (1 Cadre)= **17** Teachers

# **PVUSD Tech Cadres & Google Certification**

PVUSD Certified Google Teacher training reviews Google Apps for Education at an advanced level and pace to match the participants' ZPD.

The focus is on how technology can transform the Common Core curriculum to provide today's' students enhanced learning opportunities while improving their technology skills.

Over the 3-5 days of collaborative, hands-on activities, participants learn best practices for classroom application, tips and tricks to improve efficiency, and how to work smarter within the Google Apps suite.

# Novice Technology Cadre

SCHOOL	TEACHER
<i>Alianza</i>	Angelina Guzman
<i>Calabasas</i>	Yasmin Longoria
<i>Freedom</i>	Carla Miller
<i>HA Hyde</i>	Evelyn Garcia-Monge, Lynne Siqueiros
<i>Hall District</i>	Rachel Johnson
<i>Lakeview</i>	Stephanie Gelman, Jose Meza, Ellise Mills, Karina Pollard, Jose Antonio Meza
<i>Pajaro Valley HS</i>	Jaime Bloom
<i>Starlight</i>	Donna Blasé, Renee Fossati, Rafael Ramirez
<i>WCSA</i>	Barbara Perry
<i>WHS</i>	Bibiana Gonzalez, Cheri Johnson, Delia Mendez



# ***Intermediate Tech Cadre*** **Elementary**

School Site	Teacher
<b><i>Ann Soldo</i></b>	Donna Hasbrouck, Thomas Knight
<b><i>Bradley</i></b>	Bury, Diane
<b><i>Freedom</i></b>	Higgins, Robert
<b><i>Hall District</i></b>	Waite, Benjamin
<b><i>Landmark</i></b>	Carmen Gagne, Roisin Gunn,
<b><i>Mar Vista</i></b>	Brenda Ashworth, Roisin Fahey, Danny Jacobsmeyer
<b><i>Ohlone</i></b>	Carol Casey, Diane Sampson, Anna Ybarra
<b><i>Radcliff</i></b>	Debra Mallard, Kelly Marquez
<b><i>Starlight</i></b>	Charity Berg, Roni DelaPena, Corina Magana





# ***Intermediate Tech Cadre Middle School***

School Site	Teacher
<i>Alianza</i>	Pedro Ascencio, Evelyn Veal
<i>Aptos Jr.</i>	Susan Chollar
<i>Cesar Chavez</i>	Karen Manriquez, Meghan Roberts, Patricia Sotarello
<i>Lakeview</i>	Julia Lopez, Anne Faustina, Gilbert Collin, Kara Matteis, Kathi Mitani, Linda Moresco, Kristen Prestridge, Theresa Rainey, Judy Woods
<i>WCSA</i>	Shannon Hammond-Pappazisis



# ***Intermediate Tech Cadre High School***

<b>School Site</b>	<b>Teacher</b>
<b><i>Aptos High</i></b>	Shuntelle Emanuel, Melissa Offutt, Brian Tumminelli, Antonio Vivo
<b><i>PVHS</i></b>	Jane Beltran, Jerry Entwistle, Jim Evans, Abel Fernandez, Nathan Hoxie, Danielle LeLaidier, Thomas May, Kylee Plumlee, Brian Skeel
<b><i>Renaissance</i></b>	Angelica Bruno, Shoshana Coplan, Michael Fernandez, Kim Sakamoto
<b><i>Watsonville High</i></b>	Barbara Castro, Suncere Castro, Hilary Kluger, Dawn Krenz, Chritine MacLean,, Debi Michel, Ruth Newhouse, Victor Nolasco, Rosie Ramirez, Ron Rhodes, Sara Roe, Tom Sullivan



# Admin Tech Cadre

<b>School Site</b>	<b>Admin</b>
<b><i>Ann Soldo Elementary</i></b>	Sylvia Mendez
<b><i>Aptos High</i></b>	Casey O'Brien, Margaret Pughe
<b><i>Aptos Jr.</i></b>	Rich Moran
<b><i>Freedom Elementary</i></b>	Lynda Pate, Gloria Puga
<b><i>HA Hyde Elementary</i></b>	Michael Berman
<b><i>Hall District Elementary</i></b>	Claudia Monasterio, Guillermo Ramos
<b><i>Landmark Elementary</i></b>	Roberto Torres
<b><i>Mintie White Elementary</i></b>	Suzannah Young
<b><i>PVHS</i></b>	Deanna Young
<b><i>Radcliff Elementary</i></b>	Brooke Hofkins
<b><i>Watsonville High</i></b>	Elaine Legorreta, Cheryl Romo





# PVUSD Certified Google Teacher

<i>School Site</i>	<i>Teacher</i>
<i>Aptos High School</i>	Craig Miller
<i>Alianza Charter</i>	Evelyn Veal
<i>HA Hyde</i>	Janette Islas
<i>Rolling Hills Middle</i>	Liza Manley, Mike Donegan





# PAJARO VALLEY UNIFIED SCHOOL DISTRICT



## Board Agenda Backup

Item No: 10.3

**Date:** May 27, 2015

**Item:** New Course Proposals

**Overview:** Staff and the Principal at AVCI and Pajaro Valley High School High have worked at their respective sites to put together new course offerings for our students.

The courses being reviewed at this board meeting include the following:

<u>Course Name</u>	<u>Credits Earned</u>	<u>A-G Designation</u>
Agricultural Integrated Environmental Science	10	D Laboratory
Business Technology	10	G Elective
Business Design and Development	10	G Elective
3D Printing and FEA Simulation	10	G Elective
Forensic Science	10	G Elective

Course descriptions are attached to this report.

**Recommendation:** Approve Courses

### Budget Considerations:

**Funding Source:**

**Budgeted:** Yes: ☐ No: ☒

**Amount:** \$ Undetermined

**Prepared By:** Murry Schekman

**Superintendent's Signature:**

**PAJARO VALLEY UNIFIED SCHOOL DISTRICT**  
Division of Secondary Education

**NEW COURSE PROPOSAL – HIGH SCHOOL**  
Academic Vocational Charter Institute

(Please use this format in proposing new courses or revising courses already approved)

School: Academic Vocational Charter Institute Date: April 27 2015

Proposer: Susan Manabe Department: Science

Title of Proposed (or Revised) Course: **Agriculture Integrated Environmental Science**

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**I. STATEMENT OF NEED**

The study of agriculture is exceptionally critical in a state that relies so heavily on agricultural production balanced with the additional interests of a growing population. Academic Vocational Charter Institute is located in a unique area for environmental studies as it is a seismically active area, in close proximity to the Monterey Bay and coastal redwood forests, and contains a small farm and outdoor laboratory. The Elkhorn Slough has native habitat that is crucial for the ongoing survival of the unique species of vegetation and wildlife found in this area. Students will have regular opportunities to work and consult with an extensive group of enthusiastic local experts from a wide variety environmental fields ranging from Forestry to Agriculture to Erosion Control to Soil Fertility Management to Habitat Restoration to Monterey Bay Conservation to Waste Management to Alternative Energy Production and more. This course incorporates both academic and applied studies. Learning by doing!

**II. STUDENTS INVOLVED**

- a. Grades 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grades
- b. This is an integrated course that has a student-centered approach which reinforces cooperative learning.

**III. PREREQUISITES**

**Algebra I**  
**Biology**

**IV. STAFF REQUIRED**

**SINGLE SUBJECT TEACHING CREDENTIAL: Biological Sciences**

**V. PROGRAM LENGTH AND CREDIT**

- a. Full Year (2 semesters; 3 trimesters; 4 quarters)
- b. This is an environmental science course that satisfies the Laboratory Science ("d") requirement.

## **VI. OBJECTIVES**

- a. **General** –The goal of the Agriculture Integrated Environmental Science course is to provide students with the scientific principles, concepts and methodologies required to understand the interconnected elements of the natural world, identify and analyze environmental problems both natural and human-made, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving them or preventing them while always maintaining a goal of sustainability in a dynamic system. Founded on knowledge gained as a result of laboratory work, applied chemistry concepts, field studies, direct instruction, observation, outside reading assignments, and a diverse group of guest speakers, students will evaluate, assess and troubleshoot decisions regarding policies and practices, both locally and globally.
- b. **Behavioral** – By providing relevant and meaningful instruction relating environmental issues, students are able to connect their learning with personal habits. Students will need to consider the impact on the 3-E's ([www.beyondbenign.org](http://www.beyondbenign.org)) –Environment, Economics and social Equity to determine the sustainability of actions or non-actions. Regular forums for discussion and debate will take place to encourage thoughtful understanding and appreciation of challenging issues/conditions/situations, inherent complexities, and the importance of integrating social and financial concerns/desires with a solid comprehension of biological, chemical and physical realities based on scientific data. Studying agriculture will enable students to analyze issues of sustainability involving energy, food, land, wildlife, economy, and natural resources, among other topics. In order for students to evaluate chemistry-based conditions, changes and solutions, this course is committed to employing the principles of green chemistry outlined in Paul Anastas' and John Warner's 1998 book , *Green Chemistry: Theory and Practice*, and promoted by the UC-Berkeley Center for Green Chemistry (BCGC) through the Green Chemistry Commitment and outlined by Beyond Benign ([www.beyondbenign.com](http://www.beyondbenign.com)). As an academic and industrial field, green chemistry encourages chemists and scientists to develop safer, non-toxic, renewable chemistry processes and materials, a philosophy and approach inherent in the learning objectives of an environmental science course.
- c. **Frameworks** –  
NGSS  
This course is classified as a Career Technical Education course:  
Name of Industry Sector: Energy and Utilities  
Name of Career Pathway: Energy and Environmental Technology

## **VII. COURSE OUTLINE**

### **Unit I: Introduction to Environmental Science**

#### **Unit I: Major Topics and Skills**

- What is Environmental Science?
- Major Fields of Environmental Science
  - Biology
  - Earth Science
  - Physics
  - Chemistry
  - Geography
  - Social Science
- Three Main Concerns of Environmental Science

Learning to Research Issues, Define Causes and Determine Potential Solutions to:

1. Natural resource depletion

2. Pollution

3. Loss of biodiversity

- Goal towards Sustainability: The 3-E's of Sustainability (Environment, Economy, Equity)
  - Environmental Factor
  - Economic Factor
  - Social Equity Factor

#### **Unit II: Science Skills**

### **Unit II: Major Topics and Skills**

- What is Scientific Inquiry?
- Dissecting the Scientific Method
- Observation and Inference
- Measurement and Units
- Graphing
- Rates of Change
- Percent Deviation
- Distribution

### Unit III: Green Chemistry

#### Unit III: Major Topics and Skills

1. Lab Title: 12 Principles of Green Chemistry
2. Lab Safety

### Unit IV: Energy and Natural Resources

#### Unit IV: Major Topics and Skills

- Interconnected System
  - Energy Flow

#### Kinetic vs. Potential Energy

- Biomass
- Types of Energy

#### Quantum Mechanics of Light

#### Alternative Sources of Energy

### Unit V: The Dynamic Earth

#### Unit V: Major Topics and Skills

- Geosphere
- Earth Systems/Geology
- Rock Cycle (pressure...)
- Mineral Resources
- Introduction to Soil
  - Vermaculture
  - Cover Crops
  - Sustainable Pasture
  - Composting
- Tectonics
  - Earthquakes
  - Volcanoes
- Atmosphere
  - Climate change
  - Greenhouse Effect
  - Energy Movement
- Hydrosphere

- Marine
  - Biotic factors in the Monterey Bay canyon
  - Fresh
- Biosphere (pg. 116-130)
  - Biogeochemical Cycles
    - *Law of Conservation of Matter*
    - Nutrient Systems
      - Aquaculture
    - Energy Flow
    - Closed-loop Systems

### **Unit VI: Ecology/Ecosystems/Environmentalism**

#### Unit VI: Major Topics and Skills

- Ecology
- Biomes
- Biodiversity
  - Endangered Species
  - Populations
  - Evolution
- Pollution/Toxicity
  - Green Manufacturing
  - Run-off
  - Eutrophication
- Biomagnification
- Reducing Waste (R-R-R)
  - The 3 Rs

### **Unit VII: Water**

#### Unit VII: Major Topics and Skills

- Watershed
- Water Chemistry
  - Plant requirements
  - Cohesion/adhesion
  - pH

### **Unit VIII: Soil**

#### Unit VIII: Major Topics and Skills

- Physical Properties of Soil
  - Soil Structure
  - Soil Composition
- Soil Formation
  - Vegetative Succession (ecology)
  - Bedrock (rock cycle)
  - Topography (weathering, erosion, tectonic plate movement, etc.)



- Soil as a living thing
  - The soil food web
  - The role of soil organisms in nutrient cycling
  - Soil biological diversity
- Soil Movement Erosion/Run-off/Leaching
- Soil Management for Sustainability
  - Nutrient Capacity
  - Stability
- Soil Restoration (post-construction, neglect, treatment)
- Soil Protection and Maintenance

### **Unit IX: Food and Agriculture**

#### Unit IX: Major Topics and Skills

- Feeding the World
- Crops and Soils
- Animals and Agriculture

### **Unit X: Protecting Earth's Resources**

#### Unit X: Major Topics and Skills

- Energy and Mineral Resources
  - How chemical structure of fuels influences function
- Alternate Energy Sources
- Biomimicry
- Water, Air and Land Resources
- Protecting Resources

## **VIII. TEACHING METHODS INVOLVED**

Writing and Research

Local and on-site field trips/projects

Computer Modeling

Text Reading

Concept Maps

Labs and Activities

Exams

Pre-lab Assignments

Videos and YouTubes

Discussions and debates of issues

Instructional lecture

Guest Speakers

Weekly Quizzes

Weekly Vocab

SAE (Supervised Agricultural Experience) Projects



## **IX. INSTRUCTIONAL MATERIALS AND EQUIPMENT**

### **Textbook**

Environmental Science	Michael R. Heithaus and Karen Arms	Houghton Mifflin Harcourt Publishing Company	2nd
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## **SUPPLEMENTAL MATERIALS AND RESOURCES** **BOOKS**

Agriculture Impact Associates. *Economic Contributions of Santa Cruz Agriculture*. Rep. Santa Cruz: Santa Cruz County Agricultural Commissioner's Office, 2013.

Avakian, Robert W.. *Science Interactions Course 4*. New York: Glencoe, 1998. Print.

Bernstein, Sylvia. *Aquaponic Gardening: A Step-By-Step Guide to Raising Vegetables and Fish Together*. 2011

Byrd-Bredbenner, Carol. *Nutrition & Wellness for Life: Food Science Experiments Manual*. N.p.: Goodheart-Wilcox, 2012.

Herren, Ray V. *Exploring Agriscience*. 4th ed. Clinton Park, NY: Delmar/Cengage Learning, 2010. Print.

Herren, Ray V.. *The Science of Agriculture: a biological approach*. 4th ed. Albany, N.Y.: Delmar Publishers, 2011.

Heithaus, Michael R. and Arms, Karen. *Environmental Science*. Holt McDougal, 2013

Kenda, Margaret, and Phyllis S. Williams. *Science Wizardry for Kids*. Hauppauge, NY: Barron's, 1992.

Kingsolver, Barbara, Kingsolver, Camille, Hopp, Steven L. Hopp. *Animal, Vegetable, Miracle: Year of Food Life*, 2007

Matlack, Albert. *An Introduction to Green Chemistry*. 2010

VanCleave, Janice Pratt. *Biology for Every Kid*. San Francisco: Jossey-Bass, 1990.

Healthy Soils for Sustainable Gardens Brooklyn Botanic Garden Editor: Niall Dunne, 2009

## **X. EVALUATION**

**Assessment is an ongoing process that is used to check for understanding at the beginning, during and at the end of a unit. Assessment will be conducted using a variety of methods:**

- **Weekly Packets:** At the end of each week, students will turn in a stapled packet with all in-class worksheets, lecture notes, homework assignments (excluding projects and essays). Packets must include a coversheet that includes a signed statement of own work. Packets will be graded for completion, being on-time, and accuracy. Packets make up 15-20% of the final grade
- **Student Presentations:** Student presentations should incorporate multimedia tools, relevant models or demonstrations and appropriate presentation style (voice, eye contact, posture, etc.) Posters, current event presentations, and other in-class presentations are included in the category. Student Presentations make up 5% of the final grade.
- **Research papers:** Rubrics specific to the assignment will be included with the paper description. Papers will be graded for organization, research, format, complexity of the argument (includes multiple perspectives), and proper citations. Research papers make up 10-25% of the final grade.
- **Supervised Agricultural Experience (SAE) Project:** Students will dedicate at least 8 hours to an SAE Project throughout the Semester. An SAE Project must have demonstrable relevance to the field of agriculture. Past SAE Projects include jobs, internships, raising animals, agriscience projects, entrepreneurship, community service, and research projects. All projects must include some kind of summative project like a poster, essay, or class presentation. Students will be required to keep written records of every step of the project, including planning. SAEs will be graded for time dedicated, evidence of planning, correctly completed record book, photos, and the quality of their summative project. The SAE Project makes up 5% of the final grade
- **Solar Cooker Project:** The Solar Cooker project will be graded in three stages. The first stage is research; this section will be graded for thoroughness, variety of sources, and proper citations. The second stage is design and


construction; this stage will be graded for the application of research, detailed and labeled blueprint, record book, and quality of effort. The third stage is testing and analysis; this stage is graded for the use of testing results to revise design, full project report than includes procedure, hypothesis, summary, data, revisions, conclusion, and analysis. The Solar Cooker project makes up 5-10% of the final grade (Semester 1 only)

- Energy Alternatives Project and Presentations: The Energy Alternatives project will be graded both for research/content and the quality of the group presentation. Research must include evidence of student engagement with a state or national organization. Most students will do this through letter writing. Content will also be graded for the quality of the information and sources. The presentation grade will include points for the effectiveness of their presentation tool (poster, PPT, etc.) and the contribution of group members. The Energy Alternatives project makes up 5% of the final grade (Semester 2 only)

- Lab reports: A formal lab write up will be typed and written in complete sentences. Key parts to be included are title, objective, hypothesis, materials and methods, raw data, data table or graph, results and conclusion. Lab reports will be graded for completeness, thorough analysis, effective graphics, accuracy/completeness of the pre-lab, and adherence to the scientific method. Lab reports make up 10-15% of the final grade.

- Weekly Quizzes: Weekly quizzes will be graded for accuracy. Students will have the opportunity to make up points on weekly quizzes by explaining in writing why their answers were incorrect and why the correct answer is correct. Weekly quizzes make up 5-10% of the final grade.

- Exams: Exams will be administered every 6 weeks, at the end of the grading period. Each exam in a Semester is progressively worth more points so that the Final Exam is worth more than the previous 2 exams. This is because exams are cumulative and mastery of the Final Exam demonstrates mastery of the concepts learned throughout the semester. Exams include multiple choice, free response, short answer, matching, and graph/map related questions. Exams make up 15-20% of the final grade



Principal's Signature




Department Chairperson's Signature

\_\_\_\_\_  
Director of Curriculum's Signature

**CHECK LIST: PROCESS FOR COURSE PROPOSAL**

In proposing a high school course, any course, the following steps should be taken:

-  1. General outline of course initiated by high school department.
- \_\_\_\_\_ 2. Administrator of school contacts Director of Curriculum who organizes a committee of representatives of the three high schools. Committee reviews, revises and recommends to the District Management Team and District Curriculum Committee.
- \_\_\_\_\_ 3. Management Team Recommends to Governing Board.

8/8/2013

Revised 2/2/16

Revised 9/14/86

Revised 10/1/86

Revised 10/18/00

Revised 2/21/01

**PAJARO VALLEY UNIFIED SCHOOL DISTRICT**  
Division of Secondary Education

**NEW COURSE PROPOSAL – HIGH SCHOOL**  
Academic Vocational Charter Institute

(Please use this format in proposing new courses or revising courses already approved)

School: Academic Vocational Charter Institute  
Proposer: Michael Tennant

Date: 4/27/2015  
Department: CTE

**Title of Proposed (or Revised) Course: Business Technology**

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**I. STATEMENT OF NEED**

This Course gives students a foundation for the Technology-based Curriculum that is considered the introductory course for the Business Management CTE Pathway.

**II. STUDENTS INVOLVED**

- a. This is a Freshman Level Course
- b. Strategies and activities that support the continued learning and success of English Language Learner (ELL) students.

**III. PREREQUISITES**

None

**IV. STAFF REQUIRED**

This Course is taught by existing staff

**PROGRAM LENGTH AND CREDIT**

- a. This is a year-long (two Semester Course)
- b. Elective subject area requirement will be satisfied with this course

**V. OBJECTIVES-**

**a. General:** Business Technology covers computer systems, including hardware and components, operating system software, application software, networks, and the Internet. The course is organized in four units and within each unit, the lessons are presented in a logical progression and build on previously learned concepts and features. End-of-lesson activities provides a comprehensive review of the lesson content. The following instructional activities are used to increase the students' understanding of Business Information Systems:

Research Projects, Written Essays, Reports, Short Answer Activities, Discussions, Critical Thinking Activities, Online Discovery Challenges, Job Skills Projects, Explore and Solve Tasks, Flow Charts, Programs, Spreadsheets, Graphs, Databases, Tables, and Presentations.

In addition to the activity assessments listed above, students are assessed using quizzes and/or exams at the end of each lesson and unit. At the conclusion of Computer Fundamentals, Living Online, and Software Technologies Units (1, 2, & 4), students are provided an opportunity to earn certification by taking and passing the globally recognized Microsoft Office Certification Exam.

The purpose of this course is to understand, support, and manage computer systems and to analyze, interpret, and communicate the results. Students are expected to understand essential computer fundamentals and programming concepts and utilize a variety of software technologies. Students will use their critical thinking skills to understand the interrelated impact that their decisions have on a global technological society.

## **b. Behavioral::**

### **Unit 1-Students will:**

- Describe the importance of computers in daily life.
- Explain the difference between system software and application software.
- Describe the major types of operating systems.
- Identify the tasks that an operating system performs.
- Identify hardware components that affect computer performance.
- Explain how the central processing unit (CPU) processes software instructions.
- Describe types of computer memory.
- Explain how to use system requirements.
- Understand and utilize proper file management.
- Describe how a computer represents data.
- Identify system components for input and output.
- Define input and output devices and how to use them.
- Identify types of storage devices and media.
- Classify and evaluate types of computers.
- Understand software licenses and intellectual property rights.
- Utilize word-processing, spreadsheets, presentation, and database software.
- Identify common solutions to problems with peripheral devices.
- Describe typical hardware and software problems.
- Troubleshoot computer hardware and software problems.
- Understand types of backups.
- Backup and restore files and folders.
- Understand how to protect a computer from theft and damage.

### **Unit 2-Students will:**

- Define communication networks and identify the difference between public and private networks.
- Describe common hardware and software components in a network.
- Identify network types.
- Identify the benefits of a network.
- Evaluate the risks of network computing.
- Describe the components of electronic communication.
- Explain the importance of passwords and credentials.
- Create appropriate and professional e-mail communication.
- Utilize proper computer netiquette.
- Define time-shifted and real-time communication methods.
- Describe the features and proper use of social media sites and various online communication types.
- Identify the advantages and disadvantages of electronic communication.
- Define the Internet and the Web.
- Define data usage and how it is calculated.

- Categorize Web sites.
- Navigate Web pages and use a browser effectively.
- Use key words and Boolean logic operators to search for information.
- Evaluate the quality of Web page content.
- Observe intellectual property laws.
- Describe how computers facilitate and enhance activities at work, school, and home.
- Identify assistive technologies.
- Identify security risks and protect data.
- Explain how to protect against viruses.
- Understand how to improve e-commerce safety.
- Explain how to protect your computer privacy on the Internet.
- Explain why it is important to use computers legally and responsibly.

### **Unit 3: Students will:**

- Understand programming fundamentals.
- Add and position objects.
- Use procedures and arguments.
- Create flow charts.
- Declare procedures.
- Use control statements and functions.
- Use the IF and WHILE control structures.
- Use expressions, operators, and variables.
- Use loops and strings.
- Develop and test an application.

### **Unit 4-Students will:**

- Format layouts using multiple software applications.
- Prepare layouts for electronic distribution and presentation.
- Analyze, organize, and sort data for visual representation.
- Create, edit, and embed hyperlinks.
- Use built-in, predesigned, and formatted layouts to create graphics.
- Use spreadsheets to analyze, interpret, and display data.
- Use function formulas for calculations.
- Understand and use IF, Relative, and Absolute reference formulas.
- Understand fields and records in order to create a database.
- Write queries to generate data reports.

### **Frameworks**

**C. General:** Course is aligned with the Common Core Standards for College and Career Readiness and CTE Standards for Business & Marketing Education.

## **VI. COURSE OUTLINE**

### **Unit 1: Computer Fundamentals**

- Computer Fundamentals covers computer hardware, software, operating systems, peripherals, and troubleshooting to help students get the most value and impact from computer technology
- Computers and Operating Systems
- Understanding the Importance of Computers
- Types of Software
- Types of Operating Systems
- Operating Systems Tasks and Utilities
- Software and Hardware Interaction
- Identifying Hardware Components in a Computer
- Understanding System Requirements
- Updating Software
- File Management
- Understanding Computer Storage
- Storing Files
- Managing Files
- Understanding File Types
- Computer Hardware
- Understanding How a Computer Represents Data
- Identifying System Components for Input and Output
- Using Storage Media and Devices
- Software Licenses and Usage
- Understanding Software Licenses
- Using Application Software
- Understanding Program Algorithms
- Classifying and Evaluating Computers
- Preparing to Purchase a Computer
- Understanding Embedded Computers
- Understanding Servers, Networks, and Other Large Computers
- Computer Troubleshooting
- Approaches to Troubleshooting
- Troubleshooting Software
- Troubleshooting Hardware
- Troubleshooting Peripheral Devices
- Data and Hardware Protection
- Backing Up and Restoring Files
- Protecting Hardware

### **Unit 2: Living Online**

- Living Online covers skills for working in an Internet or networked environment and maximizing your communication, collaboration, and social interaction in safe and ethical ways
- Network Fundamentals
- Communication Networks
- Understanding Types of Networks
- Identifying Network Components
- Identifying the Benefits of a Network
- Evaluating the Risks of Networked Computing
- Solving Network Connection Problems
- Communication Services
- Describing Components of Electronic Communication
- Identifying Internet Communication Services
- Using and Managing E-Mail Communication



- Creating Appropriate Messages
- Communication and Collaboration
- Defining Time-Shifting and Real-Time Communication Methods
- Identifying the Advantages and Disadvantages of Collaborative Electronic Communication
- Creating Effective Communications
- Following Electronic Communication Standards
- Using the Internet and the World Wide Web
- Defining the Internet and the Web
- Connecting to the Internet
- Categorizing Web Sites
- Navigating the Web
- Managing Browsing History
- Organizing Favorites and Refreshing Web Sites
- Addressing Web Site Issues
- Web Content
- Searching for Information on the Web
- Finding Content on a Web Page
- Evaluating the Credibility of Web Page Data
- Observing Intellectual Property Laws
- Copying and Printing Web Page Content
- Citing Internet Sources
- Creating a Web Page Using Hyper Text Markup Language (HTML)
- Creating a Web Page Using an Internet Web Development Site
- Technology and Society
- Using Computers at Work, School, and Home
- Using Computer Technology for Everyday Life
- Using Technology to Transform Traditional Process
- Identifying Assistive Technologies
- Computer Safety and Ethics
- Addressing Security Risks
- Protecting Privacy on the Internet
- Maintaining a Healthy Computing Environment
- Using Computers and Devices Responsibility
- Understanding and Avoiding Cybercrime

### **Unit 3: Computer Programming**

- This unit focuses on using programming as a tool to create projects that solve problems and connect mathematics and logic to computation in computer programs. As students work through this unit, they utilize critical thinking skills to develop their thought processes.
- Introducing Programming Logic and Languages
- Understanding Types of Programming Languages
- Using Logic and Languages to Create Computer Programs
- Applying mathematical Aspects to Computer Programming
- Creating Computer Programs Using Various Data Types, Data Files, Statements, and Loops
- Debugging, Compiling, and Running Computer Programs

### **Unit 4: Software Technologies**

- Due to the high growth of the information technology sector and the expansion of client-server environments, computer specialists are required to utilize their software application and problem solving skills to be an effective contributor in today's highly technical society. The software technologies unit covers word processing, spreadsheet, database, and presentation applications and the common features of software technologies to help students be more efficient and effective computer users.



- Utilizing Application Software
- Selecting and Obtaining Application Software
- Examining Types of Application Software
- Using Application Software

**VII. TEACHING METHODS INVOLVED:** Students are engaged in a variety of activities which integrate individual work, group work, and project based assignments. The focus of instruction will be to create critical thinkers who can understand technological needs and analyze and present solutions real world problems. Methods of instructions will include, but are not limited to:

- Direct Instruction
- Technical Reading
- Cornell Note-taking
- Independent and Group Research
- Essays and Reports
- Class Discussions
- Instructor Demonstrations
- Use of Visual Representations (Print, 3D, Video, etc.)
- Guided Practice
- Peer Modeling
- Peer Critiquing
- Student Presentations
- Instructor and Peer Evaluations
- Cooperative Learning
- Rubrics
- Project-based Learning
- Web-based Learning
- Current Textbooks and E-Course Materials
- Current Industry Software
- Flow Charts
- Reinforcement Activities-Homework

## **VIII. INSTRUCTIONAL MATERIALS AND EQUIPMENT**

### **Textbooks**

Title	Author	Publisher	Edition	Website	Primary
Programming Logic & Design	Joyce Farrell	Cengage Learning	Seventh Edition	www.cengage.com	No
HTML5 and CSS3, Illustrated Introductory	Sasha Vodnik	Cengage Learning	First Edition	www.cengage.com	No
Exploring Computer Science: A High School Curriculum: Exploring What Computer Science is	Joanna Goode and Gail Chapman	Exploring Computer Science Partnership	Fifth	www.exploringcs.org	No

Title	Author	Publisher	Edition	Website	Primary
and What it Can Do					
Introduction to Computers and Information Technology E-Course	Excerpts for multiple authors (e-book)	Pearson Learning Solution	2011	www.pearsonschool.com	No

### Manuals

Title	Author	Publisher	Edition	Website	Read in entirety
Benchmark Series Microsoft Office 2013	Microsoft Office	Paradigm Publishing	2013	[ empty ]	No

### Supplemental Materials

Title	Content
Supplemental Materials	

**IX. EVALUATION:** Assessment opportunities that allow continuous evaluation of students' progress are embedded throughout the course and provide a productive learning experience. All students are expected to demonstrate a high level of understanding of the expected outcomes. The following assessment methods, which contain both formal and informal assessment techniques, may include, but are not limited to:

- Projects
- Rubrics
- Presentations
- Written Computer Programs
- Flow Charts
- Written Reports, Newsletters, Essays, and Other Correspondence
- Electronic Portfolio
- Quizzes
- Exams
- Industry Certification Exams: Microsoft Office Certification
- Online Assessments
- Class Discussions and Q/A Sessions
- Informal and Formal Observation
- Peer Evaluation

  
Principal's Signature

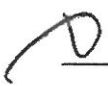
  
Department Chairperson's Signature

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Director of Curriculum's Signature

**CHECK LIST: PROCESS FOR COURSE PROPOSAL**

In proposing a high school course, any course, the following steps should be taken:

-  1. General outline of course initiated by high school department.
- 2. Administrator of school contacts Director of Curriculum who organizes a committee of representatives of the three high schools. Committee reviews, revises and recommends to the District Management Team and District Curriculum Committee.
- 3. Management Team Recommends to Governing Board.

8/8/2013

Revised 2/2/16

Revised 9/14/86

Revised 10/1/86

Revised 10/18/00

Revised 2/21/01

**PAJARO VALLEY UNIFIED SCHOOL DISTRICT**  
Division of Secondary Education

**NEW COURSE PROPOSAL - HIGH SCHOOL**  
Academic Vocational Charter Institute

(Please use this format in proposing new courses or revising courses already approved)

School: Academic Vocational Charter Institute Date: 4/30/15

Proposer: Michael Tennant Department: Business Management

Title of Proposed (or Revised) Course: Business Design and Development

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**I. STATEMENT OF NEED**

Business Design and Development provides a background in business concepts including how to start a business, conduct market research, analysis, and legal issues. Students will explore the elements of business risk, human resources, and understand the social and ethical responsibility associated with the business atmosphere. This course will be the culminating course for completion of study in the AVCI academic program.

**II. STUDENTS INVOLVED**

- a. 12th Grade Capstone Course and Senior Project
- b. Students build upon prior knowledge of all three CTE Pathway courses to show mastery of content.

**III. PREREQUISITES: CTE Courses Recommended**

**IV. STAFF REQUIRED**

This course requires a single subject teaching credential or CTE designated subject credential

**V. PROGRAM LENGTH AND CREDIT**

- a. This is a year-long (Two Semester Course)
- b. Elective subject area requirement will be satisfied with this course.

**VI. OBJECTIVES**

**A. General** - The purpose of this course is to present marketing and entrepreneurship principles in a way that begins a career path for the student and provides fundamental knowledge for the understanding of business in a global economic setting. To achieve this purpose, students are expected to learn how to start a business, conduct research and planning (feasibility study, market analysis and legal issues), use technology resources, manage the business process, and understand risk and growth, and the importance of social and ethical responsibility and the use of human resources.

## **B. Behavioral:**

### **Unit I: Identify components of establishing a business and how these components relate to entrepreneurship.**

During this unit, students are going to demonstrate their understanding of entrepreneurship in today's economy by analyzing the evolution of entrepreneurship from a historical perspective. Students will do this by creating a historical journal focused on the successes and failures of start-up businesses. Students are going to define *entrepreneurship* and assess their individual potential as an entrepreneur. Students are going to begin the development of their own business.

### **Unit II: Understanding the basic principles and procedures of marketing as these principles and procedures relate to entrepreneurship.**

During this unit, students will demonstrate their understanding of basic marketing concepts including functions of marketing by utilizing risk assessment models, marketing projections, cost analysis and other evaluative tools to compare the advantages and disadvantages of starting a business. Students are going to understand the role of the Free Enterprise System as it relates to marketing by specifically applying the four "P's" of marketing (product, price, place, promotion) and discovering how these affect the overall success of a business enterprise.

### **Unit III: Describe the role of social and ethical responsibility as both relate to marketing and entrepreneurship.**

During this unit, students are going to explain the relationship between entrepreneurs and social responsibility. They are going to discuss how entrepreneurs contribute to their communities. Students will also describe the entrepreneur's responsibility in conducting and marketing a business ethically. Students will define ethics, ethical behavior, and develop a code of business ethics. In addition, students will use case studies to explain some of the special ethical issues (bribes, conflict of interest, patent and copyright) that entrepreneurs experience when conducting and marketing an enterprise.

### **Unit IV: Establishment of a business plan.**

Students will demonstrate their understanding of marketing concepts and entrepreneurship by completing their culminating project, a *Business Plan*. Students will develop their business plan by illustrating key ideas and major concepts from Units I, II, III and IV. During this unit, students will apply components of the executive summary, industry analysis, operational, growth and contingency plans. Students are going to complete, in detail, a picture of the new business and the strategy to launch that business. Students will explain and incorporate the various components of the business plan including: executive summary, vision statement, mission statement, product and service plan, industry overview, market analysis, marketing plan, operational plan, organizational plan, growth plan and contingency plan.

**C. Frameworks** – This course is aligned with the Common Core Standards for College and Career Readiness and CTE Standards and Framework for Business and Marketing.

## **VII. COURSE OUTLINE**

Discussion, journal entries and workbook activities are assigned daily on course objectives.

**Unit I:** Identify components of establishing a business and how these components relate to entrepreneurship.

Major assignments for unit I include:

1. The creation of a PowerPoint presentation describing the major factors of the entrepreneurship evolution from 1960 to the present.
2. Writing a two to three page essay explaining how the creation of the internet affected entrepreneurs.
3. The creation of an historical journal entry comparing two businesses, identifying and explaining components leading to successes and failures of each business.
4. Analyzing the results of the ASVAB instrument as it relates to their entrepreneurial potential.
5. Students are going to identify their individual business for the semester's culminating project.
6. Writing a one to two page executive summary of the student's selected business.

**Unit II:** Understanding the basic principles and procedures of marketing as these principles and procedures relate to entrepreneurship.

Major assignments for unit II include:

1. Creation of a journal entry that completes a feasibility study of the four "P's" of marketing as the four "P's" relate to the student's selected business.
2. Use evaluation instruments, like a risk assessment model, to compare of advantages and disadvantages of starting a business.
3. Creation of a graphic organizer in order to explain the role of competition in the market arena.
4. Write a mission and vision statement for the student's selected business.
5. Complete a market (industry) analysis and a market plan for the student's selected business.

**Unit III:** Describe the role of social and ethical responsibility as both relate to marketing and entrepreneurship.

Major assignments for unit III include:

1. Creation of a journal entry that evaluates case studies and illustrates the problems that entrepreneurs experience in conducting and marketing their business.
2. Research and analyze a recent case study of an unethical aspect of business. Develop a six to eight slide PowerPoint presentation to illustrate the possible prevention of this problem and use marketing techniques to regain consumer confidence.
3. Students are going to create a 500-word, two to three picture "newspaper or magazine article" on an identified philanthropic organization (such as Bill and Melinda Gates Foundation.)
4. The student is going to research and create a profile of the organization which includes the mission statement, target recipients, future plans and other items of interest to the student.
5. Write a five to ten point Code of Ethics for the student's selected business.



**Unit IV:** Establishment of a business plan.

Major assignments for unit IV include:

1. Development of the operational, organizational, growth and contingency plans for the student's selected business.
2. Construct a ten to fifteen-page business plan by consolidating all components of the business plan created in Units I-IV
  - a. Executive Summary
  - b. Vision and Mission statements
  - c. Product and service plan
  - d. Industry overview
  - e. Market analysis
  - f. Organizational and operational plan
  - g. Growth and contingency plan
3. Creation of a journal entry to self-critique the student's individual business plan.
4. Make a fifteen minute presentation to a panel of local business members on the student's individual business plan.
5. Revise business plan, if necessary, based on feedback from the panel of business members.

**Unit I: Identify components of establishing a business and how these components relate to entrepreneurship.**

Major assignments for unit I include:

1. The creation of a PowerPoint presentation describing the major factors of the entrepreneurship evolution from 1960 to the present. (Chapter 1, section 1.2 and pages 19, 25, and 71 of textbook)
2. Writing a two to three page essay explaining how the creation of the internet affected entrepreneurs. (MLA format- citing sources. Refer to Chapter 3, section 3.1 of textbook)
3. The creation of an historical journal entry comparing two businesses, identifying and explaining components leading to successes and failures of each business. (Chapter 3, section 3.2 of textbook and workbook pages 27-31)
4. Analyzing the results of the ASVAB instrument as it relates to their entrepreneurial potential. (ASVAB test is given in late September)
5. Students are going to identify their individual business for the semester's culminating project. (Chapter 3 of textbook and pages 41/42 of workbook)
6. Writing a two page executive summary of the student's selected business. (MLA format- citing sources. Refer to page 114 of textbook and page 50 of workbook)

**Unit II: Understanding the basic principles and procedures of marketing as these principles and procedures relate to entrepreneurship.**

Major assignments for unit II include:

1. Creation of a journal entry that completes a feasibility study of the four "P's" of marketing as the four "P's" relate to the student's selected business.(class lecture notes)
2. Use evaluation instruments, like a risk assessment model, to compare of advantages and disadvantages of starting a business. (Review Chapter 2 of textbook, pages 34- 36)
3. Creation of a graphic organizer in order to explain the role of competition in the market arena. (Chapter 5, sections 5.1 and 5.2 and pages 51-53 of workbook)
4. Write a two page mission and vision statement for the student's selected business.
5. Complete a market (industry) analysis and a market plan for the student's selected business. (Chapter 6, sections 6.1 and 6.2 of textbook and pages 65- 74 in workbook)

### **Unit III: Describe the role of social and ethical responsibility as both relate to marketing and entrepreneurship.**

Major assignments for unit III include:

1. Creation of a journal entry (1-2 pages) that evaluates case studies and illustrates the problems that entrepreneurs experience in conducting and marketing their business. (Chapters 10, section 10.1 and 10.2 in textbook and pages 122- 125 in workbook)
2. Research and analyze a recent case study of an unethical aspect of business. Develop a six to eight slide PowerPoint presentation to illustrate the possible prevention of this problem and use marketing techniques to regain consumer confidence.
3. Students are going to create a 500-word, two to three picture "newspaper or magazine article" on an identified philanthropic organization (such as Bill and Melinda Gates Foundation.)
4. The student is going to research and create a profile of the organization which includes the mission statement, target recipients, future plans and other items of interest to the student. (MLA format, length: 7- 10 pages)
5. Write a five to ten point Code of Ethics for the student's selected business. (pages 561-562 of textbook and pages 305- 314 in workbook)

### **Unit IV: Establishment of a business plan.**

Major assignments for unit IV include:

1. Development of the operational, organizational, growth and contingency plans for the student's selected business. (Chapter 19, sections 19.1 and 19.2 and pages 237-238 in workbook)
2. Construct a ten to fifteen-page *business plan* by consolidating all components of the business plan created in Units I-IV:



- a. Executive Summary
  - b. Vision and Mission statements
  - c. Product and service plan
  - d. Industry overview
  - e. Market analysis
  - f. Organizational and operational plan
  - g. Growth and contingency plan
3. Creation of a 2-3 page journal entry to self-critique the student's individual business plan.
  4. Make a fifteen minute presentation to a panel of local business members on the student's individual business plan.
  5. Revise business plan, if necessary, based on feedback from the panel of business members.

#### **VIII. TEACHING METHODS INVOLVED**

1. Student readings of text: delivers the information to the student on all topics.
2. Lecture: further explains the material and promotes whole class discussion.
3. Power Point presentations: gives visual support to the concepts.
4. Workbook: reinforces learning of concepts and allows student to apply information for topics
5. Discussion: assists the students in understanding concepts, answers questions, and extrapolate how information applies to business.
6. Journaling: organize thoughts, reinforces writing skills and promotes critical thinking.
7. Presentation to a panel of local business members: real world experience in communicating ideas and knowledge of concepts

#### **IX. INSTRUCTIONAL MATERIALS AND EQUIPMENT**

Title	Author	Publisher	Edition	Primary
Entrepreneurship Owning Your Future	Steve Mariotti and Tony Towle	Pearson	11th Edition	Yes

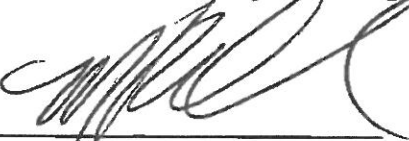
#### **Textbooks**

#### **Manuals**

Title	Author	Publisher	Edition	Read in entirety
Entrepreneurship Owning Your Future	Workbook	Pearson	11th	No

## **X. EVALUATION**

1. Assignments: reinforce and apply the information learned.
2. Tests: require synthesizing and critical thinking as students answer essay questions.
3. Quizzes: demonstrate learning from reading.
4. Discussions: show extrapolation and application of information.
5. Creation of business and marketing plan: puts into practice material learned throughout the course.
6. Senior Project Completion

  
Principal's Signature  
Department Chairperson's Signature

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Director of Curriculum's Signature

## **CHECK LIST: PROCESS FOR COURSE PROPOSAL**

In proposing a high school course, any course, the following steps should be taken:

- D   1. General outline of course initiated by high school department.
2. Administrator of school contacts Director of Curriculum who organizes a committee of representatives of the three high schools. Committee reviews, revises and recommends to the District Management Team and District Curriculum Committee.
3. Management Team Recommends to Governing Board.

8/8/2013

Revised 2/2/16

Revised 9/14/86

Revised 10/1/86

Revised 10/18/00

Revised 2/21/01

**PAJARO VALLEY UNIFIED SCHOOL DISTRICT**  
Division of Secondary Education

**NEW COURSE PROPOSAL – HIGH SCHOOL**  
Academic Vocational Charter Institute High School

School: AVCI High School

Date: 5/7/2015

Proposer: David Patino

Department: Engineering Design

**Title of Proposed Course: 3D Printing & FEA Simulation**

**STATEMENT OF NEED**

3D Printing & FEA Simulation is being created to train students to think like engineers and develop critical thinking skills. Students will use W.I.C.O.R techniques to organize ideas, understand and apply math and science principles into practice through guided hands on activities. The pivotal expected outcome is to define engineering as a lifestyle rooted in local, state and globally responsibility. Expectations are to link the word engineering to the words, reasoning, abstract, qualitative, model, strategy and precision.

**STUDENTS INVOLVED**

Grade level 10, 11, &12

This is an integrated course that has a student centered project-based hands on learning approach which reinforces cooperative learning and builds on industry vocabulary skills and real world applications.

**PREREQUISITES**

None.

**STAFF REQUIRED**

This course requires a single subject teaching credential or CTE designated subject credential.

**PROGRAM LENGTH AND CREDIT**

- a. This is a year long or 2 semester course, 5 semester credits, 10 total credits per year.
- b. Elective subject area requirement will be satisfied with this course.

## OBJECTIVES

**General** – 3D Printing & FEA Simulation is comprised of a series of units that are teacher guided with project-based learning strategies to ensure adequate ramping and integration of content knowledge and requisite skills in the three focus areas of Mathematics, History/Social science and Physics. Examples of these units include: bridges, solar energy, wind energy and turbines, Archimedes screw, telescopes, energy efficient houses, musical instruments, and race cars. In order to gain an understanding that all new engineering discoveries have relied on the innovations of the past, each unit begins with a historical perspective and progresses to the point where students, in their design brief challenges, are asked to make new innovations while keeping the spirit of the original innovation or technology on an ethical and socially responsible platform. Explicit instruction of the core subjects and Integration of Engineering CTE industry sector pathways (such as Engineering Design or Architectural and Structural Engineering) are the main focus to help create synergy between Core Curriculum and Job preparedness in the engineering sectors.

**Behavioral** – *The expected outcomes are that students will demonstrate:* a mastery of geometry and algebra standards satisfying core mathematics requirement. an understanding of core Physics concepts. calculations using Newton's Laws to design and build energy efficient systems and relate motion and force to operating systems. [Physics Standards 1(a)-1(g)] And relate the concepts of conservation of energy and momentum to the energy of systems and the prediction of how energy is transferred from mechanical to electrical systems [Physics Standards 2(a)-2(g)] and explain the operation of simple circuits, resistors, capacitors and light bulbs from a study of electricity and magnetism [Physics Standards 5(a)-5(i)] and explain the relationship between key technologies in the Energy and Utilities sector and global climate change. Identify units and match them to concepts (e.g. ft, ft<sup>2</sup>, ft<sup>3</sup>; SI units for mass, length, volume, etc; Ampere, Volt, Ohm, Watt, Watt-hr, etc. And explain key energy units used in the energy and utilities sector (BTUs, therms, quads, etc.) Identify, explain, and build electrical circuits (open, closed, series, parallel) And explain basic operation of electrical devices (battery, switch, resistor, capacitor) And relate wave theory to AC power characteristics: phase flux, magnetism and electromagnetism. Know how to build a motor of coil and magnets and apply an iterative design process critically and deductively. Literacy Ramp in science, math, language, and literary competencies. Correct grammar, punctuation, paragraph formation and essay/report writing analysis and extrapolation of data from charts and graphs. The ability to match data with appropriate chart or graph. Scaling and proportion of objects. drawings; 3D sketching, 2D to 3D constructions, Isometric, Orthogonal representations. The ability to make visual observations to gain more information. The ability to read, create and develop flowcharts for various processes and disciplines with various symbol systems. The ability to read and create to maps in proper scale using symbolic graphic representations of actual location. Interpret and construct appropriate diagrams for a given task Label and caption drawings to add to understanding of displayed information. Construct and manipulate tables to adequately organize and display data. The ability to analyze the contents of the table as it applies to the current project. Understanding geometric proofs as applied to engineering projects. Application of mathematical theorems when justifying design. And apply the logic used in geometric proofs to reason through a design problem. fluency in different symbolic representations in science, and math.

Utilization of correct symbols in articulating ideas in drawings and explanations. reading with a scientific mind. An understanding and interpretation of graphs and other representations of data and information in a scientific context. Use of standard geometric tools (i.e. compass, protractor, rulers)

**Frameworks** – This course is aligns with the Common Core Standards for College and Career Readiness & CTE Standards for Engineering and Architecture Career Pathway.

## **COURSE OUTLINE**

**Unit 1:** History and development of Engineering: Students will research the evolution of the four major branches of engineering, Civil, Mechanical, Electrical and Chemical. From lecture, guest speakers, research, lab activities, and reading classroom text closely students will analyze the evolution of each discipline of engineering and how events, individuals and ideas throughout history contributed to modern engineering practices, inventions and structures. In this unit student analysis of how and why individuals, events and ideas developed into modern practice shall be put in writing using narrative form demonstrating effective techniques, well-chosen details and structured sequence of events. The written paper shall be no less than four pages in length. These tasks are aimed at identifying accomplishments of engineering in ancient and modern eras. The student will be able to summarize the history of each of the four major branches of engineering. The student will be able to compare and contrast each of the four major branches of engineering. The student will evaluate and analyze how different material and environmental conditions affect structures.

**Unit 2:** Engineering, Design and Manufacturing: From mock and real design projects, students will be required to demonstrate the ability to communicate questions, ideas and solution through multiple forms of multimedia and technology including but not limited to graphic and electronic resources. Students must demonstrate in writing and orally evidence of understanding of the scientific and mathematical applications necessary to do inquiry, reasoning, model and solve problems present in all projects. This will be done through activities which not only rely upon an individual's understanding and mastery but as a functioning member of a team. Samples of these activities include and are not limited to: Mass balancing project, cantilever book stacking competition, egg drop guided and unguided, foam glider for both distance and hang time.

### ***Expected Outcome:***

Students will demonstrate the ability to design using: a) Scientific Method Observe Question Hypothesize Experimentation Analyze Conclude Communication b) Analysis Define the problem Collect information Generate a solution Refine and implement solution Verify and test solution c) The design process Working in teams Communication and brainstorming Active listening Time management Resource allocation Information accessing Systems analysis Documentation and written reports Build model or computer simulation Presentation of ideas Multi-view drawings with AutoCAD or other software Two-dimensional drawings to design electrical and mechanical components Laboratory applications and problem solving Simulations Feedback Modifications and testing Design Considerations Overview Purpose or application Size and weight Physical

restrains Monetary restraints Time element Specifications Material composition Support Weight and balance Frame Detailed parts specifications.

**Unit 3: Technology and Engineering:** In this unit students will learn about the technologies and tools that are a part of engineering and product development. The first part of this unit is to exhaustively research manufacturing and how materials, computers, automation and electronics define current engineering practices, while engaging students in the concept of "the right tool for the job". The second phase is to exhaustively research construction as it relates to architectural, structural, transportation and environmental issues. Students will be introduced to and demonstrate the use of specific fastening and joining methods typically used in product development and construction, including, but not limited to, screws, bolts, nuts, rivets, and welding. The third phase consists of introduction to test data specification sheets for materials used in engineering aimed at developing methodology for material selection for efficient design and manufacturing. The fourth phase is to introduce and demonstrate concepts related to materials such as stress, and strain, fracture toughness, elasticity, electrical and thermal conductivity. From this phase, each student will be required to set up, and demonstrate an example of each concept using fastening and electrical devices, but not limited to these devices. As a measurement and assessment device, students will be required to empirically explain each concept, link mathematical or physics concepts and demonstrate knowledge by performing appropriate calculations accurately for all concepts. The long term understanding of these concepts will be based upon math and science concepts related to Newton and Ohm's laws. Activities will include attachment of various materials to each other using different methods with the intent of testing and gathering data to justify the most efficient means of assembly.

Examples of these activities shall include the following:

**Assignment 3A:** In groups of four, instructor led; students will be provided with 4 nut & bolt assemblies. The assemblies are made of up of 2, 1/2" and 2, 3/8" assemblies. The nuts and bolts will be secured in a vise and fitted with a "torque wrench"/socket. The teams will then turn and increase the torque pressure accordingly until the bolt fails. They will then repeat for all four assemblies with different "y" values (distance of length under head to face of vise) respectively and compare it to torque value, "z" (the psi it failed at). In your journal summarize your observations with textual support and observed data in narrative form. Make sure you include the technology, systems, theories and laws you believe are present. Make sure to create a chart for clear comparison of data.

**Assignment 3B:** In groups of four, instructor led; students will be provided with access to a 12v battery, 3 different gauge wires ;12,14,16, a light socket, light bulb, terminal connectors and a voltage meter. The student teams will sketch a diagram labeling the source of power and transmission of power, specifically noting where resistance is to occur. Students will predict the outcomes and show mathematically Ohm's Law specifically in justification of the predictions. The students will secure a 1" x 6" x 6" plank of wood to a ceramic light fixture. Students will then use different gauges and lengths of wire, both negative and positive, to achieve the brightest result from the light bulb. During and after the activity, in your journal, summarize your observations with textual support and observed data in narrative form. Make sure you include the technology, systems, theories and laws you believe are present. Make sure to create a chart



for clear comparison of data. Test data shall be used to explain empirically the results of the experiment. Phase 5. Throughout this section student learning will be supplemented with explicit and theoretic topics through lecture, quizzes, text, and Q & A sessions. Students will thoroughly analyze case studies and research information related to technology and engineering in order to build deeper learning and be able to have a thorough discussion explaining and describing the connection between each type of engineering and appropriate technology. Using exhaustive research techniques aided by classroom lecture, guided practice, print and digital media found in classroom, library and internet, students will develop a two thousand word informative essay identifying the main components of technology and engineering and its impact on our daily lives. Students will choose four of the following topics and explain the connection between their everyday world and technology. The topics of transportation, sustainable design, renewable energy, and utilities shall be the topics used. The essay shall include as supporting evidence the discovery, historical, scientific and experimental data which led to the current technology we see in our modern world every day. The essay shall include relevant facts and significant details in a clear and cohesive order which leads to the concluding statements without straying from the main idea. The major component is to use relevant language, data, case studies and domain specific vocabulary and examples used in the formation and support of the central idea. *Expected outcomes:* From classroom text, lecture, guest speaker presentations, quizzes, comprehensive test and research both internet and print, students will identify and demonstrate understanding, computationally, orally and in writing examples of:

1. Manufacturing
  1. Prototyping / Fabrication
  2. CNC
  3. Plasma Cutting
  4. 3D Printing / 3D Laser Scanning
  5. Extrusion
  6. Molding / Foundry
2. Material development
  1. Composites
  2. Adhesives
  3. Textiles
  4. Ceramics
  5. Acoustics
3. Robotics and automation
  1. Mechanical
  2. Pneumatic
  3. Hydraulic
  4. Actuation
  5. Sensors
4. Computer technology
  1. Hardware
  2. Peripherals
  3. Microprocessors: Raspberry Pi, Arduino, Pixhawk
  4. Mechanical Simulation / Finite Element Analysis Simulation

5. Electronics
  1. Laws
  2. Principles
  3. Circuit simulation
  4. Logic Simulation
6. Transportation
  1. Global Positioning Systems
  2. Geographical Information Systems
7. Engines
  1. Steam
  2. Electric
  3. Pneumatic
  4. Hydraulic
8. Construction
  1. "Green Design"
  2. "Sustainable Design"
9. Architectural/Structural Design
  1. Computer Aided Design
  2. Simulation
  3. Animation
10. Environmental technology
  1. Measurement
    1. i. Noise
    2. ii. Light
    3. iii. Pollution
    4. iv. Environmental Modeling
    5. v. System Modeling
11. Communication
  1. Sources
  2. Processes
  3. Outputs
  4. Feedback
12. Alternate energy sources
  1. Wind
  2. Solar
  3. Cogeneration
13. Safety Unit
  1. Review of equipment rules and operation procedures
  2. Review emergency guidelines
  3. Lab Procedures
14. The importance of science and technology in society



**Unit 4:** Civil Engineering - From lecture, guest speakers, exhaustive research, hands on activities/projects and reading classroom text closely students will analyze the evolution of civil engineering and how events, individuals and ideas throughout history contributed to modern engineering practices, inventions and structures. In this unit student analysis of how and why individuals, events and ideas developed into modern practice shall be put in writing using narrative form demonstrating effective techniques, well-chosen details and structured sequence of events in a 1,500 word essay. The major assignment for the unit is the design and build of a scaled bridge from ice cream sticks which entails the incorporation of geometry, engineering and physics to design and build a bridge with the highest efficiency. The students design, calculate, and construct a bridge using a set amount of materials for each student/group. This project focuses on the engineering process that is used throughout the course with an emphasis on mechanical, civil, and manufacturing engineering pathways. Students receive instruction and extended practice in measurement and marking/layout, the fundamental skills which will be needed to complete all interactive projects for all units and assignments that follow in this course. Supporting topics from math and physics will be clearly visible from the use of congruent and similar polygons, particularly triangles. Student will demonstrate geometric strategies to solve design problems by tying together the relationships of sides and angles in congruent triangles as well as parallel lines to help find congruent parts in triangles and parallelograms and prove parallelograms are congruent. In addition, an introduction to trigonometry and similar triangles, the students will use the Pythagorean theorem to see the special relationship of 30-60-90 degree triangles and 45-45-90 degree triangles. Again this is to understand how to maintain structural strength and stability. Utilizing the bridge build and written calculations, students will link the meaning of similarity as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides. The students visualize relationships between two-dimensional and three-dimensional objects, and are able to implement these relationships into a 2D and 3D model or bridge blueprint. The introduction to radius and arc length of a circle towards the end of the unit illustrates the various methods used to calculate support beams and cables in suspension and arch bridges. We will reinforce Newton's laws of motion as they relate to static structures such as bridges and buildings. Within bridges, the supporting members and the forces exerted on them are governed primarily by Newton's Second and Third Law of motion. In calculating and analyzing these forces, students need to be able to identify action/reaction pairs at not only supporting structures in the bridge but also in the joints holding the bridge together. Structural members in bridges are often not aligned to purely vertical and horizontal axes, requiring students to resolve these vectors so they can be utilized in completing calculations and analyses of the forces acting within the bridge structure. The concepts covered will be a foundation for this integrated course as they are, by themselves, common to both sciences and design.

Civil Engineering – Infrastructure bridges, dams, and structures. roads, water supply and treatment, railways, airports

**Assignment-4A:** In this assignment students will do exhaustive research aided by classroom lecture, guided practice, print and digital media found in classroom, library and internet to write an informative 1,500 word essay detailing historical development of the engineering. The task here is to achieve accuracy through practice utilizing teacher and peer feed back. Students will chose two of the following topics and explain using the historical, scientific and experimental

data which led to the current practices we see in our modern world in the development of the topic or design challenge. The essay shall include relevant facts and significant details in a clear and cohesive order which leads to the concluding statements. The major component is to use precise, relevant language and domain specific vocabulary used in the formation and support of the central idea and how well the student engages the idea through their writing. Essay Topics Road construction including streets and highways. Bridges. Dams and levees. Canals and artificial waterways. Tunnels. Pipelines used transport products such as water, crude oil, refined petroleum, and natural gas.

*Assignment-4B: "Virtual Bridge".* Students will design a steel truss bridge to support a two-lane highway and a given load over a river. Students will come up with many different ideas to solve this problem; however, they should not "over engineer" the solution. A set a limit on material costs for the computer-generated bridge model shall be strictly adhered to. Also, the teacher may require preliminary design sketches before the students use the software to "build" their bridge. Students can prepare a final presentation or report with design sketches, research on types of bridges, and final designs of the bridge in the software program.

*Expected Outcomes:* Identify and understand accomplishments of engineering in ancient and modern eras. In writing and orally, empirically summarize the history and development of civil engineering. Compare and contrast historical accomplishments to modern accomplishments. Evaluate and analyze how different material and environmental conditions affect structures and design challenges. Identify task, apply approach and commence design based on history, scientific data and materials available in a fiscally responsible manner. Able to identify science and math concepts and explicitly apply them accurately to challenge at hand. identify concepts related to civil engineering principals and perform computations regularly.

**Unit 5: Mechanical Engineering-** From lecture, guest speakers, exhaustive research, hands on activities/projects and reading classroom text closely students will analyze the evolution of mechanical engineering systems and how events, individuals and ideas throughout history contributed to modern engineering practices, inventions and innovations. In this unit student analysis of how and why individuals, events and ideas developed into modern practice and shall be put in writing using narrative form demonstrating effective techniques, well-chosen details and structured sequence of events in a fifteen hundred word essay. The major assignment for the unit is the design and build of a mouse trap car, with the intent on competition. The concepts rooted in geometry and physics are explored through the design and construction of the mousetrap vehicle. The two major topical areas of physics are energy and rotation. Through the build and design aspects of the project students explore the connections between stored energy and mechanical energy and how they can be used to induce a rotation in the wheels to propel the car forward in a linear fashion. The geometry of the wheels and axle system has a direct effect on the performance of the car in terms of speed, accuracy of travel, and distance traveled. Students demonstrate the ability to apply the process of logical thought through application of geometric proofs and theorems. Students prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems. Transformations are also introduced in ways for the students to analyze the effects of rotation, reflection, and translation and also develop vocabulary for these transformations in terms of angles, circles, perpendicular lines, parallel lines, and line segments, and describe the rotations and reflections that carry onto itself in

application to the design of various components of the car and its overall design. Proofs of congruency and similarity are implemented into the design of this unit. The Physics of the car involve storing energy in the spring of the mousetrap and using that stored energy to move a lever arm causing torque in the axle of the wheel transferred by a string that is attached to the lever arm and wound around the axle assembly. As the torque is applied, it causes the wheel and axle to rotate, propelling the car forward. This major focuses is the engineering processes that are used throughout the course with an emphasis on mechanical, automotive and manufacturing engineering. Students will be experimenting different configurations and aspects of the racecar to explore and collect data about the vehicle's performance such as speed, power, accuracy, and how this performance can be measured. The unit will be supplemented with the introduction of Archimedes screw with an emphasis on gravity, work and force in laboratory form. The laboratory will explicitly link algebraic structures and coordinate geometry to the concept of screw pumps and all related pertinent assemblies in the mechanical engineering world.

Mechanical engineering – gravity, work, force, energy, compressors, power, kinematic chains, vacuum.

*Assignment -5A:* In this assignment students will and demonstrate exhaustive research techniques aided by classroom lecture, guided practice, print and digital media found in classroom, library and internet to write a 1,000 word informative essay differentiating the main components of mechanical systems. Students will chose two of the mechanical concept topics and explain using the, discovery, historical, scientific and experimental data which led to the current practices we see in our modern world in the development of mechanical systems. The essay shall include relevant facts and significant details in a clear and cohesive order which leads to the concluding statements. The major component is to use precise, relevant language, data, case studies and domain specific vocabulary used in the formation and support of the central idea.

*Expected Outcome:* explicitly and empirically understand the concepts of energy and work and be able to identify simple problems involving these concepts. Understand the relationship and differentiate between electrical power, mechanical power, and work. Identify the forms of energy and power. Explain orally and in writing why energy must be controlled. Empirically list impacts of energy and power technology. Explain orally and in writing how to measure different forms of energy and power. Identify the proper measuring instrument used for measurement of energy and power. Link mechanical theories and concepts to everyday devices and systems in our daily lives.

**Unit 6:** Electrical Engineering- From lecture, guest speakers, exhaustive research, hands on activities/projects and reading classroom text closely students will analyze the evolution of electrical engineering and how events, individuals and ideas throughout history contributed to modern electrical engineering. In this unit student analysis of how and why individuals, events and ideas developed into modern practice shall be put in writing using narrative form demonstrating effective techniques, well-chosen details and structured sequence of events in a 1,000 word essay. The goal in the unit is to uncover what electricity is and what science and technology is behind it. The research of electricity will be based on the timeline and revolutionary developments and how we see them today. Embedded in the investigation of

basic circuit components; input, process, and output will be explicitly detailed using mathematical and physics equations linking force and gravity to electricity. Finally students will be able to identify and apply proper concept, apply theory and justify mathematically with oral and written justification.

Electrical engineering – electrical circuits, motors, generators, electromagnetic/electromechanical devices, optical fibers, computer systems, programming, telecommunications, instrumentation, materials.

*Expected Outcome:* Understand how metals help electrical revolution, Newton calculus contribution to electricity, Coulomb and electrical force, Maxwells contribution to magnetism, Einstein, Bohr quantum electronics, learn how to create drawings and schematics for specific types of products including complete assembly drawings, be able to create technical documents detailing a design and any related specifications, understand the classification of various electrical components, learn about the components that make up a basic electric circuit, be introduced to Ohm's law to analyze the voltage, current, and resistance for a circuit, be able to construct and analyze simple electric circuits, learn how to calculate the power dissipated by an electric circuit, be introduced to stored energy(battery), learn the 2 types of current found in electrical circuits, learn how resistance is measured in electrical circuits, different paths electricity travels in either AC and DC.

**Unit 7:** Chemical Engineering- This unit will connect the principles embedded in chemistry to solve problems in the design of equipment and devices used in manufacturing and construction. The activities have been developed to familiarize and develop a lifelong understanding of the design processes for large scale chemical manufacturing. From lecture, guest speakers, exhaustive research, hands on activities/projects and reading classroom text closely students will analyze the evolution of chemical engineering and how events, individuals and ideas throughout history contributed to energy, food, clothing and production. The major component of the unit is to gain lifelong understanding of chemical processes such as oxidation, polymerization, coatings, etchings and even nonmaterial design. As a supplement to the unit, consumer, worker and environmental safety concerns will be addressed as ethical and responsible in the form of a 500 word essay. The student analysis of how and why individuals, events and ideas developed into modern practice shall be put in writing using narrative form demonstrating effective techniques, well-chosen details and structured sequence of events in a 2,000 word essay.

Chemical engineering – Application of chemistry, and engineering principles in order to carry out chemical processes: Atomic and Molecular structures, Chemical Bonds, Conservation of Matter and stoichiometry, Gas Laws, Acids and Bases, Solutions, Chemical Thermodynamics, Reactions and rates, Equilibrium, Organic matter, Biochemistry, Nuclear Process.

Examples of activities: Homework/Presentation:

Part A-Student teams of 4, will divide a 24" x 36" poster board into the 7 resin codes corresponding to "product life cycle". The codes must be exactly as they appear on consumer or commercial products displayed in the proper color. Each code shall have at-least 2 examples/sample with a short description. Example: a "Milk Container" is HDPE, High Density Polyethylene. The entire container is not necessary, just a sample.



Part B- In a persuasive essay, give examples and support with textual and observational experience the pros and cons of plastic resins. The argument shall include the pros and cons of not only the final product but the processes used and the by-products produced in their manufacturing process. Conclude by giving alternative solutions to the negative aspects of plastic resins. In this assignment students will and demonstrate exhaustive research techniques aided by classroom lecture, guided practice, print and digital media found in classroom, library and internet to write an informative essay differentiating the main components of plastic resins. Students will choose position, pro or con and explain using the, discovery, historical, scientific and experimental data which led to the current practices we see in our modern world in the development of plastic resins. The essay shall include relevant facts and significant details in a clear and cohesive order which leads to the concluding statements. The major component is to use precise, relevant language, data, case studies and domain specific vocabulary used in the formation and support of the central idea.

**Unit 8: Connections in Engineering** - This unit is aimed at applying the concepts and theories learned from units 1-7. Students will participate in exercises and competitions aimed at learning to reason abstractly and quantitatively using base knowledge. The exercises and competitions will emphasize on modeling mathematically and problem solving through the engineering process of designing, building, executing, testing, revising and modifying projects. An introduction to collection and measurement devices such as radar guns, scales, probes, micrometers, and calipers will aid in the data collection, analysis and processing of information and allow the student to witness theories as a real life display. An informative 1,500 word essay on three topics covered will be required showing understanding of the theories and laws, historical development, and current application or impact on current engineering practices.

Engineering Application Mechanical application Elements , atoms, molecules and compounds  
 Endothermic exothermic reactions Newton's laws of thermodynamics Heat energy and transfer  
 Thermal Expansion Chemical and molecular bond types and properties of Newton's laws of  
 motion, Potential and kinetic energy Friction and aerodynamics Torques Pressure in fluids Ideal  
 gas laws Displacement Electrical applications Electrical circuits/circuit boards Ohm's law  
 Resistance variation Series and parallel networks AC vs. DC current Electromagnetism  
 Alternating voltages and currents Capacitors and inductors Conductibility Applied physics  
 Friction, power, and torque Simple machines Gears and pulleys Levers Hydraulics and  
 pneumatics Force, pressure, work and power Hydraulic fluid power system Pneumatic air power  
 system Quantitative measurement Volts, amps, and watts Resistance Lumens Pounds per  
 square inch Torque Friction Horsepower Weights and measures Thermal energy Measuring  
 tools

Expected Outcome: Learn about three of the six simple machines and understand how they are used in various applications. Learn about scalars and vectors and be able to perform calculations for physical quantities that are represented by scalars and vectors. Be able to translate word problems into mathematical statements when appropriate. Learn about forces and be able to apply Newton's laws of motion to static and dynamic problems. Learn that applied forces can create torques and students will be able to calculate these torques. Learn how to resolve vectors into components and be able to calculate and draw resultant vectors. Learn about speed and velocity and be able to solve problems involving these concepts.

analyze relationships between voltage, current, resistance, and power for various DC circuits using the appropriate instrumentation. Be able to construct various DC circuits and perform calculations related to these circuits. Be able to analyze and predict the effects of circuit conditions on the basis of measurements and calculations of voltage, current, resistance, and power. Learn about the components that make up a basic electric circuit. Learn how to apply Ohm's law to analyze the voltage, current, and resistance for a circuit. Be able to construct and analyze simple electric circuits. Learn how to calculate the power dissipated by an electric circuit. learn about the relationship between electrical power, mechanical power, and work. learn about the relationship between electricity and magnetism. be able to determine the direction of a magnetic field around a current-carrying wire or wire coil.

**Unit 9: Development of class portfolio: Culminating Guidelines** This unit will focus on the assembly of a student portfolio both digital and binder form. Students will be allowed to organize over a 3 day time frame all written, hands on and multimedia projects into one display format for presentation to peers, faculty forum and business partners.

1) *Culminating project:* a) Chronological documentation of each step, including scientific principles and explanations b) Daily Journal c) Critical writings d) Final report e) Project model display f) Oral presentation.

2) *Career and Academic pathways:* a) Resume writing b) Applications/internships c) Interview techniques d) Career outlook and post-secondary education.

*Activities to be performed:* Student must select at-least 2 of the following per grading quarter. Select five of the engineers profiled in this course. Prepare a one-page sum-mary of their current responsibilities. Select five other engineers profiled in this course. What were some of the com-mon factors that got them interested in engineering or helped them suc-ceed in school? Of the engineers profiled in this course, describe three who have unique, non-engineering jobs. Make a list summarizing the current jobs and responsibilities of five of the engi-neers in this course. What types of career paths are available to engineers? Make a list of seven differ-ent career paths taken by engineers in this course. Select a historical engineering figure. Prepare a one page profile on this person using the format used in this course. Interview a practicing engineer and prepare a profile on him or her, similar to the format used in this course. Select five of the engineers profiled in this course and list some of the chal-lenges they had to overcome during their education and/or career. Prepare a one page paper summarizing some of the challenges engineers face today. Select one of the engineers profiled in this course and prepare an oral pre-sen-ta-tion on that engineer's company or organization. Which career path presented in this course sounds most appealing to you? Which of the engineers' stories can you relate to the most? Why? What are your goals for your life outside of work? In this course, did you read about anyone with similar goals and/or interests? Explain. Imagine yourself five years from now. Write your profile using the same format as presented in this course. Imagine yourself ten years from now. Write your profile from that perspec-tive. Imagine yourself 25 years from now. Write your profile from that perspective. What are your thoughts about the success and fulfillment found by engi-neers who obtained an advanced degree outside the field of engineering? Based on the profiles and your own experience, what are the advantages and dis-advantages of getting a graduate degree in engineering? Prepare a matrix of the bachelor's degrees the engineers in this course re-ceived and their current positions. How many work in

jobs tradition-ally associ-ated with bachelors degrees? Select your preferred major and prepare a list of potential career paths it could lead to. Provide a brief explanation for each option. Today's engineering workforce is truly diverse, with both men and women from all ethnic backgrounds working together. This was not always the case. Se-lect a historical figure who was a woman or minority engineer and prepare a one page profile which discusses the difficulties she or he had to overcome. Research a company you would be interested in working for and list the engineers in their upper level management structure. Identify the highest level of man-age-ment currently held by an engineer in that company. Prepare a one page paper on how some of the engineers profiled have ad-dressed family responsibilities amidst an engineering career. A stereotype of engineers is that they are boring loners who only care about numbers and technology. Based on the personal interest sections of the pro-files, prepare a report refuting this stereotype. Technical Letter: By now students have completed three Tasks in their assigned pathway. Students each compose a 1 page letter to the customer explaining in technical terms the processes and procedures used during their Tasks (for example: the guitar components or solar oven components.) Internship Letter: Students write a 1 page letter to a company that had advertised for a summer intern with basic SolidWorks, AutoDesk AutoCad, or MasterCAM knowledge. The purpose of this letter is to introduce themselves and explain what they have done in the way of using 3D design software and describe the projects they have worked on.

*Optional Activities:* Students choose one of the following: Prepare a 5 minute presentation to be given to a group of your fellow students concerning an engineering topic of interest to you. Prepare digital media or PowerPoint slides for your presentation. You may need more than one digital media component or slide per minute of presentation. Prepare a presentation, similar to the one above, to be given to a group of elementary students. What information did you change? List at least five clichés that you have used or have heard used that could make comprehension difficult for an exchange student. Write a memo informing your fellow students of a seminar you are presenting. Write a memo to your supervisor requesting that your work activity be reviewed for a possible raise. Write a formal report about a lab that you have completed, using the suggestions presented in this course. Write an Executive Summary of a lab experiment that you have completed. Engineering is not recognized as a profession by federal agencies since it does not have any entrance requirements. In fact, a college degree is not even required. Write an email to your state representative supporting or opposing this position by federal agencies. Construct your own personal résumé. Write a cover letter to a real Manufacturing Company seeking employment in their engineering department.

## **TEACHING METHODS INVOLVED**

**Instructional Methods and or Strategies:** This course utilizes a combination of direct instruction, group investigation, laboratory assignments, project based learning, field trips, guest lecturers and extension activities. Teacher will regularly accompany lecture with demonstration and students with guided practice, will demonstrate acquired knowledge and skills attained. Students will be expected to apply acquired knowledge and skills attained from lecture and guided practice and apply to real world projects, demonstrating mastery of engineering

concepts, through peer group interaction and oral and written response. Teacher regularly provides examples and demonstration of abstract thinking, conceptual skills, exhaustive research, brainstorming which is integral in problem solving. Teacher regularly presents examples of engineering concepts, historic events and individuals through text, video, internet, exhaustive research and guest lecturers necessary to support knowledge and skills attained from lecture and guided practice. Students will regularly make presentations that demonstrate understanding and exhaustive research of engineering concepts. All teacher guided activities are designed to balance direct instruction with student project work.

Direct instruction: (lectures, discussion, readings, practice and lab activities designed specific for mastery of content). Team teaching including instruction and lectures from university and industry partners and professional mentors. Use of community-based research projects guided by teacher and supplemented by local professional mentors. Teacher regularly demonstrates and students through regularly guided practice use educational courseware, interfaced scanners and sensors, scientific instrumentation. Teacher use a variety of instructional materials to establish the meaning of words and phrases as they are used contextually for support of engineering concepts not limited to textbooks, technical reference materials, professional journals, handbooks, electronic media. Students read multiple forms of text and cite thorough textual evidence to support analysis and inference of the text as it relates to engineering concepts. Students will develop language skills while completing lab write ups, journals, and essays detailing experiences, events, observation, evidence and self-generated question developed from lecture, practice and real world projects. Students will routinely and regularly write reflections and revise observations and experiences from lecture, guided practice and real world projects. Students will participate in one-one, peer group and teacher led discussions to promote civil, democratic discussions to derive goal oriented decision making as they pertain to engineering concepts. Discussions will be prepared and researched referring to lecture, text and practice demonstrating mastery of engineering concepts. Students will regularly participate in self-directed, cooperative, and collaborative activities and lessons to increase responsibility of students own learning and create a relationship and understanding of timelines and acquisitions of knowledge and skills necessary for mastery of engineering concepts. Students present exhibits detailing observations, experiences from lecture and guided practices in the form of competitions. As an embedded assessment tool, students will use checklists, rubrics, and other guidelines with concise directions for self-evaluation throughout lectures and guided practices to check for understanding. Subject matter lesson plans for English language learners and differentiated instruction for exceptional students shall be a major component of lecture and guided practice to ensure ambiguity is minimal-SDAIE (Specially Designed Academic Instruction in English). Teacher led activities which promote critical thinking, engineering and problem solving as a way of synthesizing society as a adapting culture. Reading level and Comprehension is primarily 11-12 grade level, with vocabulary words aimed at developing strong literacy skills in preparation for higher education and the work force. Strict attention to pronunciation and contextual usage of vocabulary words will be utilized to develop oral, reading and writing skills in preparation of a confident candidate for upper level academics and the work force.



## **INSTRUCTIONAL MATERIALS AND EQUIPMENT**

Textbooks: Engineering Your Future - Gomez, Oakes, Leone / Great Lakes Press & Engineering Design, An Introduction - Karsnitz, O'Brien, Hutchison / Delmar Cengage Learning.

Equipment: 3D Printer, 3D Laser Scanner, CNC Milling Machine, CNC Laser Engraver, and Machine Shop.

Supplemental Materials: Educational Portal <http://education-portal.com/academy/topic/atom.htm> "National Society for Professional Engineers", <http://www.nspe.org/index.html> "California Board for Professional Engineers, Land Surveyors and Geologist", <http://www.pels.ca.gov/> Teachers Domain.org - searchable database from PBS series with curriculum resources tailored for classroom use. [www.teachersdomain.org](http://www.teachersdomain.org) PBS Teachers - supplemental curricular resources from PBS programs. [www.pbsteachers.org](http://www.pbsteachers.org) American Wind Energy Society website - [www.awes.org](http://www.awes.org) Solar Energy Society website - [www.ases.org](http://www.ases.org) KQED Quest - [www.kqed.org/quest](http://www.kqed.org/quest) (all units) The Discovery Channel Time Warp program: <http://dsc.discovery.com/videos/time-warp-roller-coaster-science.htm> Build it Bigger program "Roller Coasters" <http://science.discovery.com/videos/build-it-bigger-coasters/> Mythbusters Howd they do that [planetgreen.com](http://planetgreen.com) "Instrumental: Elemental Design" National Science Foundation: [www.nsf.gov](http://www.nsf.gov) [www.nsf.gov/discoveries](http://www.nsf.gov/discoveries) Department of Energy: [www.energysavers.gov](http://www.energysavers.gov) Society for Automotive Engineering - [www.sae.org](http://www.sae.org) NSDL - National Science Digital Library - NSF Digital library [www.nsl.org](http://www.nsl.org) National Council of Teachers of Mathematics - [www.nctm.org](http://www.nctm.org) National Science Teachers Association - [www.nsta.org](http://www.nsta.org) International Technology and Engineering Educators association - [www.iteea.org](http://www.iteea.org) Science Fridays from NPR - [www.sciencefriday.com](http://www.sciencefriday.com) ScienceMag.org - <http://news.sciencemag.org/sciencenow/> KidWind.com - windmill and turbine parts supplier [www.kidwind.org](http://www.kidwind.org) CTE Online [www.cteonline.org](http://www.cteonline.org) engineering.com Design brief: "Tacoma Narrows Bridges" "Passive Solar Systems & Solar Hot Water" "Screw Pumps- Modern Twists on a Classic Device" "Buoyant Forces and Archimedes Principle" "Telescope"

Audio/Visual: Stuart Little Lord of the Rings Pitch Perfect Tokyo Drift

External Experts Local student chapters of professional engineering programs at universities.

Local chapters of professional engineering organizations (i.e. Society of Manufacturing Engineers, American Society of Mechanical Engineers, etc. Professional Development

Dedicated time for collaboration between Engineering/Science/Business teachers to coordinate projects and sequencing Recommended summer work shopping of integrated content standards between Engineering/Physics/Geometry Recommended collaboration with local engineering education programs at university and/or community colleges.

District externships Visits to local industry, and shadow daily operation in order to bring experience and information into classroom.

Equipment/Supplies Standard set of general hand tools Lenses and mirrors set Standard set of manual drafting tools CAD (Computer Aided Design) software SolidWorks, MasterCAM, and AutoCAD.

## EVALUATION

**Assessment Methods** – A variety of assessment opportunities that allow for continuous and constant evaluation of student progress shall be embedded throughout the course to track and gauge knowledge and skill acquisition from course work. All students will be required to achieve mastery of all subjects through rigorous reading, writing, acclimation of lecture and guided practices and lab activities. Each student's learning and work will be assessed through: Long-term, cumulative and competitive projects, Qualitative and quantitative assessments of project performances, Inquiry based laboratory explorations, Portfolio presentations, Reading Assignments, Homework Assignments, Quizzes and Tests.

**Formal Exams:** For major content areas 1-8, there will be a formal exam which requires students to demonstrate their knowledge of the content curriculum independently without external sources through and not limited to the following: Solving problems presented as concepts presented in lecture, guided practice and lab activities. Response in short written response and justification verbally. Perform calculation and able to analyze data presented in lecture, guided practice and lab activities. Response in short written response and justification verbally. Argumentative, informative and narrative essay response aimed at determining the student's ability to demonstrate understanding of topics, texts, concepts, and materials presented in lectures and teacher guided practices. Assessment shall be based on grammar, punctuation and how well the student organizes and illustrates concepts and ideas in a logical sequence, possessing counterclaims, reasoning and evidence.

**Quizzes:** Students will be required to independently answer multiple choice and respond in short answer form as a means of check for understanding through and not limited to the following: Definition of domain words associated with concepts and ideas from lecture, teacher guided practice and text. Identification of concept and proper application of theory and computations.

**Lab/Project Write-ups:** Assessment will be based on evidence that the student can individually and as peer group member demonstrate; Carry out multi-step procedure while taking measurements and performing technical tasks. Observing specific occurrences based on evidence from text, lecture and teacher guided practice. Evaluate data collected through lab/teacher guided activity, analyze and draw a conclusion from both data and observations. The write-up shall synthesize information from lecture, guided practice, text, and experiment using proper grammar, punctuation and how well the student organizes and illustrates observations in a logical sequence, possessing counterclaims, reasoning and evidence without creating conflicting information or evidence; The write-up must include translation of quantitative or technical information expressed in words in a text into visual form through tables and charts. In addition translate information expressed visually or mathematically into words.

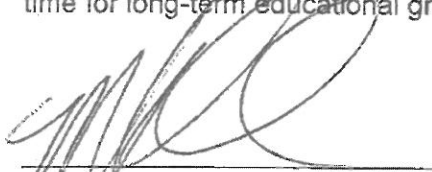
**Research:** Conduct research paper based on historical, scientific, experimental or technical processes and develop a claim using either argumentative, informative and narrative research paper. Assessment shall be as follows but not limited to: i. Introduction of topic and organization of ideas. ii. Development of topic through selection of facts, definitions and details. iii. Use of precise domain vocabulary, simile and metaphors to create and manage a cohesive relationship

of concepts and ideas formed by the readers. iv. Conclude position by articulating implications supported by concrete details with use the use of quotations and informative details appropriate for a third tier vocabulary audience.

Homework: Students will be assigned weekly homework to accompany text, teacher lecture and teacher guided practice which is taking place in the classroom. The homework is to allow for students to practice and improve their understanding of core concepts and various related concepts related to the curriculum. The homework is to gauge the students learning as the units and chapters covered and to ensure that students are progressing towards mastery of the content prior to quizzes, exams and projects. All homework will be graded as a class covering all problems assigned.

Projects: Students work will be evaluated on how efficiently they develop the project in on a timeline while meeting an objective. Major components: a) A sketch shall include a labeled drawing/schematic, concepts and ideas noted and any calculation/computations referencing lectures, text and guided practice associated with project. b) Originality, creativity, craftsmanship visible evidence of concepts related to the project is imperative for gauging mastery of concept. c) Visible evidence of topics and concepts covered in classroom text , lecture and guided practices. d) Students must be able to verbally explain conceptual evidence and project design and build decisions.

Digital Portfolio/Resume: Student works will be kept electronically and when hand written assignment are assigned they shall be scanned into pdf. The portfolio shall include and not limited to all work related to the course that includes photographs, labs, notes. The portfolio will be evaluated bi-monthly to ensure proper assessment and mastery of the curriculum is attainable. The purpose of the portfolio outside of the assessment process is help the student effectively learn to document in an organized and concise manner for reference over a period of time for long-term educational growth.

  
Principal's Signature  
Department Chairperson's Signature

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Director of Curriculum's Signature

Originator

  
DAVID PATINO

## **CHECK LIST: PROCESS FOR COURSE PROPOSAL**

In proposing a high school course, any course, the following steps should be taken:

General outline of course initiated by high school department.

Administrator of school contacts Director of Curriculum who organizes a committee of representatives of the three high schools. Committee reviews, revises and recommends to the District Management Team and District Curriculum Committee.

Management Team Recommends to Governing Board.

8/8/2013

Revised 2/2/16

Revised 9/14/86

Revised 10/1/86

Revised 10/18/00

Revised 2/21/01

**PAJARO VALLEY UNIFIED SCHOOL DISTRICT**

Division of Secondary Education

**NEW COURSE PROPOSAL – HIGH SCHOOL**

**Pajaro Valley High School**

(Please use this format in proposing new courses or revising courses already approved)

School: Pajaro Valley High School

Date: 05/08/2015

Proposer: Don Freitas – Teacher

Department: Science

**Title of Proposed (or Revised) Course: Forensic Science**

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**I. STATEMENT OF NEED**

Pajaro Valley High School currently has six science offerings including Integrated Science, Biology, Chemistry, Physics, WATCH (Watsonville Area Teens Conserving Habitat), and AP Environmental Science. Our district policy is that students need 3 years of science credits to graduate. Students generally start with Integrated Science, move on to Biology, and then face the choice of either Chemistry or Physics as their final choice (as only a select few students go into either WATCH or AP Environmental Science). The issue PVHS is facing is that some students are struggling mathematically and conceptually in completing either physics or chemistry, one of which is typically needed to graduate. Therefore PVHS would like to offer Forensic Science as a non-mathematical alternative to reach these students as well as provide an enriching course to bolster our science offerings.

**II. STUDENTS INVOLVED**

- a) Any student grade 10-12 would have the opportunity to take Forensic Science.
- b) Even though this is not a SDAIE class, many SDAIE strategies will be used including hands on activities, scaffolded assignments, graphical organizers, visual displays, cooperative learning, read-alouds, and think-pair-share activities. All of which supports the continued learning and success of ELL students.

**III. PREREQUISITES**

None

**IV. STAFF REQUIRED**

Teaching staff required would be at the standard ration of 1 teacher per 35 students, per section.

## **V. PROGRAM LENGTH AND CREDIT**

- a) The course would be 2 semesters (1 year) satisfying 5 credits per semester (10 units per year).
- b) The course will satisfy the physical science requirement and complete the “G” portion of the College Board's A-G requirement as it will be an elective based science requirement.

## **VI. OBJECTIVES**

### **a) General**

The aim of Forensic Science is four-fold. First, it provides students with core content knowledge and meaningful understanding of the frameworks of Forensic Science. Through classroom discussions and activities, readings from the online textbook, journal articles, and other supplemental resources, and experimentation in the lab, students learn about the collection and analysis of crime scene evidence such as serology, toxicology, entomology, odontology and trace evidence, and the exploration of lab analysis techniques such as chromatography, DNA analysis, fingerprinting, and hair and footprint analysis.

Second, the course stimulates students to hone skills in scientific investigation and methodology. By actively participating in all aspects of the scientific inquiry-- from generating questions, to making observations, to designing experiments, to conducting independent research, to evaluating and reporting the results of data collected,— students practice logical thinking, quantitative analysis, proper protocols, and the scholarly written analysis of scientific research.

Third, this course introduces students to a range of sub-disciplines within forensic science and makes evident its interrelation with other branches of science. Students will learn about Biology through studying DNA, forensic serology (blood, sweat, saliva, and other bodily fluids), odontology, anthropology, entomology, and botany. Chemistry is also present in this course through the study of toxicology, chromatography, trace evidence, arson and explosions. Finally physics is covered through the study of ballistic analysis, blood splatter, and print impressions.

And fourth, this course improves students' powers of communication and transferable skills of research and composition. By writing lab reports and regular summaries and analysis of course content, reflections on class activities and responses to magazine and online news articles, students become adept at expressing their thoughts clearly and concisely, in an organized progression. While composing the research paper, students practice locating, vetting, and utilizing resources; proper formatting; stylistic choices; and citation methods.

### **b) Behavioral**

In this course, students would be expected to critically think through and formulate problems, identify and investigate probable solutions, properly collect and scientifically evaluate data record results and draw logical conclusions based on the evidence, apply data to the given authentic situations, evaluate the most effective means of delivering the information, and then communicate the results of their work. They will do this through the various assignments, labs, projects, and presentations presented throughout the course.



### c) Frameworks

This course would address many standards which are part of the Next Generation Science Standards including, but not limited to:

<b>HS-LS3-1</b>	Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.
<b>HS-PS1-1</b>	Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms.
<b>HS-PS1-2</b>	Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.
<b>HS-PS1-7</b>	Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.
<b>HS-PS2-3</b>	Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision.
<b>HS-PS3-2</b>	Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motions of particles (objects) and energy associated with the relative positions of particles (objects).
<b>HS-ETS1-2</b>	Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.

## **VII. COURSE OUTLINE**

### a) Major Concepts

1. Intro to Forensic Science (Including History, processing scene, tools of the lab, and lab techniques)
2. Toxicology (Drugs, Alcohol, and Poisons)
3. Forensic Serology (blood, sweat, saliva, and other bodily fluids)
4. Biology – Odontology, Anthropology, Entomology, Botany
5. Trace Evidence (Hair/Fiber; Pollen/Soil; Glass; Casts)
6. Print Analysis (finger, lip, tooth, shoe, tire, etc)
7. Organic Analysis (DNA structure and function, genetic inheritance, DNA fingerprinting and analysis.)
8. Pathology (time and cause of death)
9. Firearms, Ammunition, and
10. Arson/Fire Investigation & Explosions
11. Handwriting, Forgery, & Counterfeiting
12. Psychological Profiling & Interrogations/ Confessions

## b) Activities

Students activities will include lectures (from teacher and guests), labs (matching fingerprints, hair and fibers, ink chromatography, soil comparisons, dissections, and blood splatter analysis), case studies (Ted Bundy, John Wayne Gacy, OJ Simpson, JFK, Unabomber, Zodiac Killer, Martin Luther King Jr), and various class assignments (crime scene analysis, research papers, puzzles, worksheets).

## **VIII. TEACHING METHODS INVOLVED**

The role of the teacher in this course that of facilitator, keeping students engaged with the material, clarifying when necessary, posing questions, and acting as a thought partner for students to share observations and curiosities. When presenting material, guiding discussions, and introducing activities, the teacher's primary objective is to nurture students' interest, understanding, and curiosity by providing opportunities for the students to interact and relate directly to the subject matter. Themes of inquiry and scientific methodology are infused throughout the course. Student model-building, debate, experimentation, and guided exploration supplement class lectures, audio-visual presentations, and computer-based work

## **IV. INSTRUCTIONAL MATERIALS AND EQUIPMENT**

### **Online Textbooks:**

- Forensic Science – Fundamentals and Investigation by Anthony J. Bertino  
<http://school.cengage.com/forensicscience/#>
- Forensics: An Online Textbook by Mr. Lazaroff & Mr. Rollison  
[http://shs2.westport.k12.ct.us/forensics/online\\_textbook.htm](http://shs2.westport.k12.ct.us/forensics/online_textbook.htm)

### **Supplemented with:**

- Khan Academy - <http://www.khanacademy.org/>
- Phet Interactive Simulations - <https://phet.colorado.edu/>
- CK-12 - <http://www.ck12.org/>

## **X. EVALUATION**

Teachers assess student achievement by evaluating students' completion of assignments, skill in conducting scientific inquiry methodically and productively, degree of analytical understanding evident in research papers, and their scores on summative exams. Rubrics are employed to evaluate performance and skill-based learning goals such as mastery of the scientific method, proper experimental procedure and efficient use of laboratory equipment, and writing lab reports and research papers. As science is a process, students are expected to evaluate their own work, incorporate instructor feedback, and repeat the procedure or revise the paper until mastery is demonstrated.

Specifically, student understanding is demonstrated and evaluated in five main areas: homework, tests and quizzes, laboratory experiments, applications (including projects, presentations, and research papers), and a final exam.



**Homework: ~ 10%**

Students are regularly assigned homework of readings from the book, followed by conceptually-based questions to answer and analytically-based problems to solve. Homework is reviewed in class, revised until correct, and additional work is assigned based on challenge areas revealed.

**Applications (Projects/Presentations/Research Papers): ~20%**

Student applications and activities will include lectures (from teacher and guests), labs (matching fingerprints, hair and fibers, ink chromatography, soil comparisons, dissections, and blood splatter analysis), case studies (Ted Bundy, John Wayne Gacy, OJ Simpson, JFK, Unabomber, Zodiac Killer, Martin Luther King Jr), and various class assignments (crime scene analysis, research papers, puzzles, worksheets).

**Quizzes and Tests: ~30%**

Summative tests at the end of each unit evaluate how well students have mastered concepts and internalized understanding. These tests consist of a mixture of diagram labeling, short answer, multiple choice, and free response questions. In addition, periodic quizzes within each unit assess vocabulary comprehension, understanding of specific theories or phenomena, familiarity with discrete topics, and/or performance skills.

**Labs: ~20%**

In addition to the small-scale demonstrations and activities integrated into most class session, students in Forensic Science conduct several labs each semester. A rubric is used to evaluate student performance based on proper use of laboratory equipment, accuracy of observations made, precision of data collection and recording, and adherence to experimental procedures and safety guidelines. Students also write lab reports for each experiment, which are graded based on format, accuracy, level of detail, and clarity of communication.

**Final Exam: ~20%**

The final exam, composed of a mixture of short answer, free response, multiple choice questions, and simple-scenario problem solving, assesses students' mastery of the conceptual foundation and practical application of concepts from each unit and understanding of how those ideas are intrinsically related. The exam at the end of the first semester covers first semester content, while the exam at the end of the second semester covers content from the second semester.

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Principal's Signature

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Department Chairperson's Signature

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Director of Curriculum's Signature

### **CHECK LIST: PROCESS FOR COURSE PROPOSAL**

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- \_\_\_\_\_ 1. General outline of course initiated by high school department.
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- \_\_\_\_\_ 3. Management Team Recommends to Governing Board.

8/8/2013

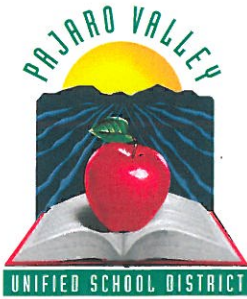
Revised 2/2/16

Revised 9/14/86

Revised 10/1/86

Revised 10/18/00

Revised 2/21/01



## PAJARO VALLEY UNIFIED SCHOOL DISTRICT

### Board Agenda Backup

Item No: 10.4

**Date:** May 27, 2015

**Item:** CAHSEE Passage Waiver  
Math (PVH 14-15-10)

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

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

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

**Recommendation:** Approve

**Budget Considerations:** N/A

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

**Superintendent's Signature:** 

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date:

5/12/2015

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:

5/12/15

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: \_\_\_\_\_

Date:

May 12

**FOR SITE USE ONLY**

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

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

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Student's 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):

Secondary disability of O.H.I.

Calculator

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

The student's disability affects his ability to do basic computation though otherwise able to satisfactorily complete high school level math.

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

Calculator, extra time, small group setting



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

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

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 Date 05/12/15

**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>Calculator</u>                   | <input type="checkbox"/> Grade Exempt (below grade 10)                       |
| <input checked="" type="checkbox"/> Accommodations (specify) <u>Flexible Setting/Extra Time</u> | <input type="checkbox"/> Passed both subtests of the CAHSEE                  |

**DRDP**

- ☐ School Readiness (Preschool Only)
- ☐ DRDP Access Adaptations/Accommodations (specify) \_\_\_\_\_

**CAPA**

- ☐ Life Skills Curriculum: CAPA Level 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
- Participation in CST/CMA not appropriate due to: \_\_\_\_\_



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

Student \_\_\_\_\_ Date of Birth \_\_\_\_\_  
IEP Meeting Date 05/12/15

**INSTRUCTIONAL ACCOMMODATIONS**

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Processing Speed	Extra Time: Assignments/Tests (1.5), Extra Time: Assignments/Tests (2.0), Use of computer to complete assignments, Preferential Seating, Provide with Notes, Take Tests in Alternate Setting	SELPA, Gen. Ed. Teacher, Special Class ED	05/12/15



Student Name	
Student Number	

# Pajaro Valley High School

Enter Date: 8/18/2014

Graduated:

Class Of: 2015

School Name/Address

Pajaro Valley High School

500 Harkins Slough

Watsonville, CA 95076

Tel: (831)728-8102

Fax: (831)728-6944

Counselor: Cecilia

SSID:

Community Service Hours: 31

CrsID	Course Title	Mark	Credit	CrsID	Course Title	Mark	Credit	Credit Summary - High School			
Watsonville High School Grd 09 12/2011				Watsonville High School SED Grd 11 12/2013				Subject Area	Req	Cmp	Def
8356	(M) Physical Science	B-	5.000	2410	P Algebra 1	C-	5.000	A English	40.00	35.00	5.00
1060	BER3 /Read 180	B	5.000	1330	P English 3	C-	5.000	B Math	20.00	15.00	5.00
3910	Health	C	5.000	9250	Tutorial Elective After A	A	5.000	C Biological Science	10.00	5.00	5.00
9245	IEP Advisory	A	0.500	7210	P US History	C-	5.000	D Physical Science	10.00	10.00	
4510	N PE 9	A	5.000	Crs Att: 20.000 Cmp: 20.000 Total GPA: 1.986				E Health	5.00	5.00	
8349	Writing ELA (M)	B-	5.000	Watsonville High School Grd 11 6/2014				F Fine Arts / Foreign L	10.00	10.00	
Crs Att: 25.500 Cmp: 25.500 Total GPA: 3.020				9245	Advisory IEP	A	0.500	G Physical Education	20.00	20.00	
Watsonville High School Grd 09 6/2012				5410	Beginning Foods/ Nutrit	A+	5.000	H Applied Arts	10.00	10.00	
8356	(M) Physical Science	C	5.000	8370	Directed Study	C+	5.000	I World Civilization	10.00	5.00	5.00
5051	Intro Computers	D	5.000	4600	Physical Education 2	B	5.000	J US History	10.00	10.00	
4510	N PE 9	A-	5.000	Crs Att: 15.500 Cmp: 15.500				K Federal Government	5.00	0.00	5.00
8352	System 44	A	5.000	Watsonville High School SED Grd 11 6/2014				L Economics	5.00	0.00	5.00
8349	Writing ELA (M)	C-	5.000	1330	P English 3	A	5.000	M Electives	45.00	45.00	
Crs Att: 25.000 Cmp: 25.000				2998	Geometry	C-	5.000	N Algebra	10.00	10.00	
WHS SED Grd 09 6/2012				7210	P US History	A	5.000	O Science	10.00	5.00	5.00
2998	Algebra 1	B-	5.000	Crs Att: 15.000 Cmp: 15.000 Total GPA: 3.180				X Electives 2	0.00	22.00	
9250	Read 180	A	5.000	Pajaro Valley High School Grd 12 12/2014				GPA Summary			
Crs Att: 10.000 Cmp: 10.000 Total GPA: 2.857				6010	P Art 1	B	5.000	Academic GPA:	2.780	Rank 151 out of 307	
Pacheco High School Grd 10 12/2012				4600	Physical Education 2	A	5.000	Total GPA:	2.724	Rank 163 out of 304	
4610	N Adv PE	D	5.000	5065	ROP Bike Performance an	D-	5.000	CSU GPA:	2.833		
5120	Beginning Wood	A	5.000	8705	SED General Studies	A	5.000	Cal Grant GPA:	2.503		
8612	Vocational English	A	5.000	8705	SED General Studies	B+	5.000	Testing Information			
8615	Vocational Math	B	5.000	4640	N Weights	A	5.000	CAHSEE_ELA-1-1			
8613	Vocational Science	A	5.000	Crs Att: 30.000 Cmp: 30.000 Total GPA: 3.167				CA HSEE ELA F 11/5/2013			
8614	Vocational Skills	B	5.000					CAHSEE_Math-1-1			
Crs Att: 30.000 Cmp: 30.000 Total GPA: 3.167								CA HSEE Math F 10/6/2014			
Watsonville High School Grd 10 6/2013											
9245	Advisory IEP	B	0.500								
6020	P Draw/Paint	B+	5.000								
4610	N Physical Education 2	F	0.000								
Crs Att: 10.500 Cmp: 5.500											
WHS SED Grd 10 6/2013											
3010	Biology	B-	5.000								
1234	P English 2	C	5.000								
2998	Geometry	D-	5.000								
7108	World History	C	5.000								
Crs Att: 20.000 Cmp: 20.000 Total GPA: 1.852											
Watsonville High School Grd 11 12/2013											
9245	Advisory IEP	D	0.500								
5410	Beginning Foods/ Nutrit	B	5.000								
6360	P Guitar	F	0.000								
4600	Physical Education 2	D	5.000								
Crs Att: 15.500 Cmp: 10.500											

H = Honors A = Advanced Placement P = College Prep N = Non-Academic

One GPA is provided per semester.

Comments:  
Left Pacheco H.S. on 12/12/12 no credit earned  
2/3/14 Semester to PV High  
cum rec'd from WHS 9/4/14

Polio	10/2/1997	12/9/1997	12/17/1998	4/19/2002
DTB	10/2/1997	12/9/1997	2/12/1998	12/17/1998 4/19/2002
MMR	9/17/1998	4/19/2002		
HEP B	9/2/1997	10/2/1997	5/18/1998	
Vaccella	9/17/1998	3/12/2007		

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

Date: 5/12/2015



# California High School Exit Examination

See back for details

## Student and Parent Report

**Student Name**

**Date of Birth**

**Student ID:**

**Grade: 12**

**School: 0105858 - Pajaro Valley High**

**District: 69799 - Pajaro Valley Unified**

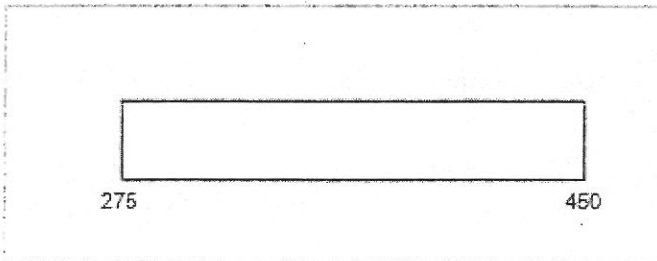
**County: 44 - Santa Cruz Coun**

### English-Language Arts

**Test Date:** 10/07/2014

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.

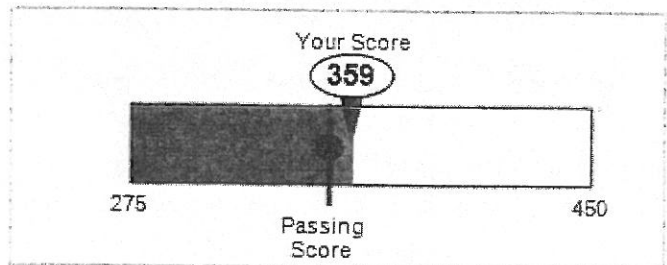


### Mathematics

**Test Date:** 10/08/2014

Your Total Score	Score Required to Pass	Status
359	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

Reading Comprehension

Literary Response & Analysis

#### WRITING

Writing Strategies

Writing Conventions

### Strands for Mathematics

Number of Questions      Number Correct

Probability & Statistics      13      9

Number Sense      17      12

Algebra & Functions      20      12

Measurement & Geometry      18      12

Algebra I      12      3

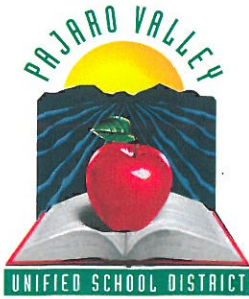
### Writing Applications\*

Your Score

Essay

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

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



## PAJARO VALLEY UNIFIED SCHOOL DISTRICT

### Board Agenda Backup

Item No: 10.5

**Date:** May 27, 2015

**Item:** CAHSEE Passage Waiver  
Math (PVH 14-15-12)

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

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

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

**Recommendation:** Approve

**Budget Considerations:** N/A

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

**Superintendent's Signature:**

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: 3/30/15

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.

Signature of Parent

Date: 4/17/15

**FOR SITE USE ONLY**

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

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

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Student's Name:

Student's ID Number:

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

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

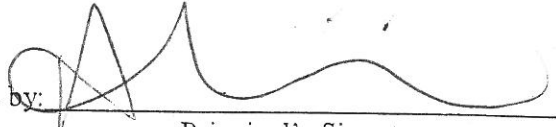
1. Has an individualized education program (IEP) adopted pursuant to the Individuals with Disabilities Education Act that specifies the use of the modification(s) on the exit examination, standardized testing, or classroom instruction and assessments.  
*(Attach the section of the IEP that specifies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

ID:

- A. This student has an IEP because the student qualifies under the Other Health Impaired criteria. His processing speed is slow and easily forgets new concepts after he has learned them. Difficulties are manifested in math and in reading and writing.
- B. On the Math portion of the CAHSEE test the student used a Calculator.
- C. The student was provided with a calculator because the student had not passed the test previously without a calculator and was scoring really low. The calculator allowed the student to do calculations electronically so that he didn't make any errors when doing the work by hand. Because his processing speed is slow the calculator also allowed the student to finish the test in a more timely fashion which helped reduce stress since he wasn't worried about taking too long. The student also had some math questions read aloud to him which helped him better understand the questions and the big words he couldn't read independently.
- D. The student normally has various instructional accommodations provided for him in his general education setting. The accommodations he uses are: directions read aloud for tests and assignments, preferential seating so that he can see the whiteboard and hear the teacher clearly, provided with notes to help with processing speed, a calculator in math and science to do calculations, extra time on assignments, shortened assignments, tests in short segments, visual schedule/models and can take tests in an alternate setting.

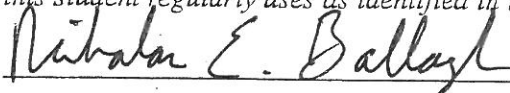


2. Has sufficient high school coursework either satisfactorily completed or in progress in the high school level curriculum sufficient to have attained the skills and knowledge otherwise needed to pass the CAHSEE. (*Attach transcripts showing coursework completed.*)
3. An individual score report showing 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

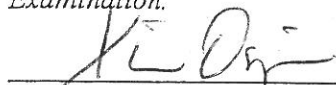
*I agree that the information on this Waiver Request Sheet accurately describes the modifications that this student regularly uses as identified in the IEP.*

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

3/30/15  
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.*

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

4/17/15  
Date

Ximena Ospina  
Printed Name of Student's Academic Counselor



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

Student \_\_\_\_\_

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

IEP Meeting Date 03/05/14

**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; Calculator</u>   | <input type="checkbox"/> Grade Exempt (below grade 10)                       |
| <input checked="" type="checkbox"/> Accommodations (specify) <u>ELA +1 Day; Math Q's Read Aloud</u> | <input type="checkbox"/> Passed both subtests of the CAHSEE                  |





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

Student \_\_\_\_\_

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

IEP Meeting Date 03/05/14

**INSTRUCTIONAL ACCOMMODATIONS**

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Visual Perception	Directions Read Aloud, Preferential Seating, Provide with Notes	District of Service, Assistant, Gen. Ed. Teacher, RS	03/05/14
Processing Speed	Calculator, 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	03/05/14
Auditory Memory	Visual Models, Visual Schedule	District of Service, Assistant, Gen. Ed. Teacher, RS	03/05/14

Student Name	
	nder

Pajaro Valley Unified School District

Enter Date: 8/17/2011

Graduated:

Class Of: 2015

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

Counselor: Ospina

SSID:

Community Service Hours: 60

CrsID	Course Title	Mark	Credit	CrsID	Course Title	Mark	Credit	Credit Summary - High School			
Pajaro Valley High School Grd 09 12/2011				After School Pajaro Valley High Grd 11 12/2013				Subject Area	Req	Cmp	Def
2410	P Algebra 1A/B	RF	0.000	AS7110	P WORLD CIV-2nd Sem	B	5.000	A English	40.00	35.00	5.00
9270	Directed Study	B-	5.000	Crs Att: 5.000 Cmp: 5.000 Total GPA: 2.000				B Math	20.00	20.00	
1130	P English 1	D-	5.000	Pajaro Valley High School Grd 11 6/2014				C Biological Science	10.00	10.00	
3610	P Integrated Science I	B	5.000	6025	P 3-Dimensional/Paper Scu C		5.000	D Physical Science	10.00	10.00	
5051	Intro Computers	C	5.000	9291	Basic Skills CA Exit Ex C-		5.000	E Health	5.00	5.00	
4510	N Physical Education 9	B	5.000	3310	P Chemistry	F	0.000	F Fine Arts / Foreign L	10.00	10.00	
Crs Att: 30.000 Cmp: 25.000 Total GPA: 2.400				9270	Directed Study	A	5.000	G Physical Education	20.00	20.00	
Pajaro Valley High School Grd 09 6/2012				1330	P English 3: American Lit C		5.000	H Applied Arts	10.00	10.00	
2413	P Algebra 1A/B (Support9T RF		0.000	7210	P US History	D-	5.000	I World Civilization	10.00	10.00	
9270	Directed Study	B	5.000	Crs Att: 30.000 Cmp: 25.000				J US History	10.00	10.00	
1130	P English 1	D	5.000	After School Pajaro Valley High Grd 11 6/2014				K Federal Government	5.00	5.00	
3910	Health	C+	5.000	AS3210	P BIOLOGY (1st Sem)	A	5.000	L Economics	5.00	0.00	5.00
3610	P Integrated Science I	D-	5.000	Crs Att: 5.000 Cmp: 5.000 Total GPA: 2.143				M Electives	45.00	35.00	10.00
4510	N Physical Education 9	C+	5.000	Pajaro Valley High School Grd 11 7/2014				N Algebra	10.00	10.00	
Crs Att: 30.000 Cmp: 25.000 Total GPA: 1.800				3210	P Biology	C	5.000	O Science	10.00	5.00	5.00
Pajaro Valley High School Grd 09 7/2012				1230	P English 2	B	5.000	X Electives 2	0.00	5.00	
SS2410	P ALGEBRA 1- 1st Semester B+		5.000	Crs Att: 10.000 Cmp: 10.000 Total GPA: .000				---Total Credits---			
SS2410	P ALGEBRA 1- 2nd Semester B-		5.000	Pajaro Valley High School Grd 12 12/2014				GPA Summary			
Crs Att: 10.000 Cmp: 10.000 Total GPA: 3.000				9270	Directed Study	A	5.000	Academic GPA:	2.167	Rank 241 out of 307	
Pajaro Valley High School Grd 10 12/2012				1430	P English 4	B	5.000	Total GPA:	2.200	Rank 247 out of 304	
3210	P Biology	RF	0.000	7310	P Federal Government/US G B		5.000	CSU GPA:	1.824		
9270	Directed Study	B	5.000	3510	P Physics	F	0.000	Cal Grant GPA:	2.000		
1230	P English 2	RF	0.000	5082	ROP Small Business Mana C		5.000	Testing Information			
2510	P Geometry	C-	5.000	2821	P Statistics	D	5.000	CAHSEE_ELA-1-1			
4600	Physical Education 2	B-	5.000	Crs Att: 30.000 Cmp: 25.000				CA HSEE ELA F 3/17/2015			
7110	P World Civ	D	5.000	After School Pajaro Valley High Grd 12 12/2014				CAHSEE_Math-1-1			
Crs Att: 30.000 Cmp: 20.000 Total GPA: 2.250				AS2610	P ALGEBRA 2 (1st Sem) M/F B		5.000	CA HSEE Math F 11/5/2014			
Pajaro Valley High School Grd 10 6/2013				Crs Att: 5.000 Cmp: 5.000 Total GPA: 2.286							
3210	P Biology	RF	0.000	Pajaro Valley High School Grd 11 12/2013							
9270	Directed Study	B	5.000	6025	P 3-Dimensional/Paper Scu C+		5.000				
1230	P English 2	C-	5.000	2610	P Algebra 2	RF	0.000				
2510	P Geometry	C	5.000	3310	P Chemistry	D	5.000				
4600	Physical Education 2	C+	5.000	9270	Directed Study	B+	5.000				
7110	P World Civ	RF	0.000	1330	P English 3: American Lit D-		5.000				
Crs Att: 30.000 Cmp: 20.000 Total GPA: 2.250				7210	P US History	C-	5.000				
Pajaro Valley High School Grd 11 12/2013				Crs Att: 30.000 Cmp: 25.000							

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

Comments:

Polio	5/12/1997	9/26/1997	5/22/1998	3/30/2001
DTB	5/12/1997	9/26/1997	2/1/1998	6/24/1998 3/30/2001
MMR	5/22/1998	3/30/2001		
HEP B	3/10/1997	4/10/1997	9/26/1997	
Varicella	5/22/1998			

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

Date: 5/13/2015



# California High School Exit Examination

Security Guard

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

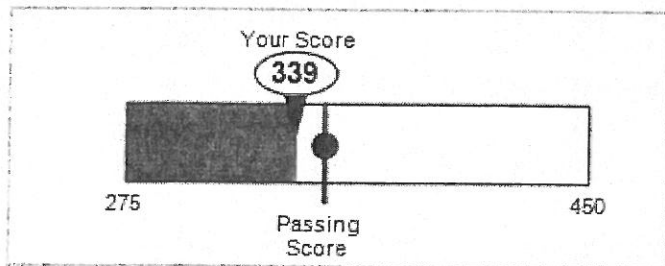
**County:** 44 - Santa Cruz Coun

### English-Language Arts

**Test Date:** 10/07/2014

Your Total Score	Score Required to Pass	Status
339	350	NOT PASSED

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



### Strands for English-Language Arts

READING	Number of Questions	Number Correct
Word Analysis	7	6
Reading Comprehension	18	9
Literary Response & Analysis	20	13
WRITING		
Writing Strategies	12	5
Writing Conventions	15	10

### Writing Applications\*

Essay

Your Score

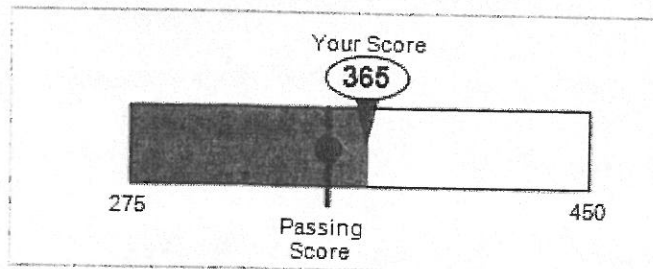
2.0

### Mathematics

**Test Date:** 10/08/2014

Your Total Score	Score Required to Pass	Status
365	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.

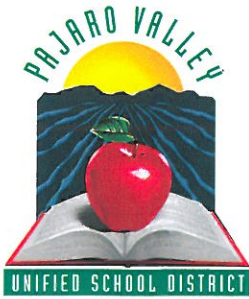


### Strands for Mathematics

	Number of Questions	Number Correct
Probability & Statistics	13	11
Number Sense	17	11
Algebra & Functions	20	15
Measurement & Geometry	18	11
Algebra I	12	3

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

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



## PAJARO VALLEY UNIFIED SCHOOL DISTRICT

### Board Agenda Backup

Item No: 10.6

**Date:** May 27, 2015

**Item:** CAHSEE Passage Waiver  
English Language Arts (PVH 14-15-13)

**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:** N/A

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

**Superintendent's Signature:** 

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: 4/15/15

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.

Signature of Parent

Date: 4/15/15

**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.



- A. This student has an IEP because the student qualifies under the Other Health Impaired criteria. He is legally blind in his right eye and has some other health concerns. His processing speed is slow and he easily forgets new concepts after he has learned them. Difficulties are manifested in math and in reading and writing.
- B. On the ELA portion of the CAHSEE test the student was provided with questions read aloud and he was aloud an extra day for the ELA portion of the test.
- C. The student was provided with ELA questions read aloud due to his difficulty with reading comprehension as well as visual processing. The student's blindness in his right eye affects his reading fluency and letter-word identification and that in turn affects his reading comprehension. Also, because of health concerns he has had from birth his ability to read at grade level has been limited. The questions read aloud helped him to understand the questions and prompts more easily and they helped him move through the test a little quicker so that he didn't get discouraged and too fatigued.
- D. The student normally has various instructional accommodations provided for him in his general education setting. The accommodations he uses are: directions read aloud for tests and assignments, preferential seating so that he can see the whiteboard and hear the teacher clearly, provided with notes to help with processing speed, a calculator in math and science to do calculations, extra time on assignments, shortened assignments, tests in short segments, visual schedule/models and he can take tests in an alternate setting.



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.*

Nicholas E. Ballagh

Signature of Student's Special Education Teacher

4/15/15

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.*

Kim Espino

Signature of Student's Academic Counselor

4/17/15

Date

Kimena Espino

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 Date 03/05/14

**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 Agency/Personnel	Location	Frequency/Intensity	Duration	Start/End Date*
					Start:
					End:
					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) ELA Q's Read Aloud; Calculator      ☐ Grade Exempt (below grade 10)  
☒ Accommodations (specify) ELA +1 Day; Math Q's Read Aloud      ☐ Passed both subtests of the CAHSEE



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

Student \_\_\_\_\_ Date of Birth \_\_\_\_\_  
IEP Meeting Date 03/05/14

**INSTRUCTIONAL ACCOMMODATIONS**

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Visual Perception	Directions Read Aloud, Preferential Seating, Provide with Notes	District of Service, Assistant, Gen. Ed. Teacher, RS	03/05/14
Processing Speed	Calculator, 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	03/05/14
Auditory Memory	Visual Models, Visual Schedule	District of Service, Assistant, Gen. Ed. Teacher, RS	03/05/14

Student Name	
Student ID	

# Pajaro Valley Unified School District

Enter Date: 8/17/2011

Graduated:

Class Of: 2015

School Name/Address

Pajaro Valley High School  
500 Harkins Slough  
Watsonville, CA 95076

Tel: (831)728-8102

Fax: (831)728-6944

Counselor: Ospina

SSID:

Community Service Hours: 60

CrsID	Course Title	Mark	Credit	CrsID	Course Title	Mark	Credit	Credit Summary - High School			
Pajaro Valley High School Grd 09 12/2011				After School Pajaro Valley High Grd 11 12/2013				Subject Area	Req	Cmp	Def
2410	P Algebra 1A/B	RF	0.000	AS7110	P WORLD CIV-2nd Sem	B	5.000	A English	40.00	35.00	5.00
9270	Directed Study	B-	5.000	Crs Att: 5.000 Cmp: 5.000 Total GPA: 2.000				B Math	20.00	20.00	
1130	P English 1	D-	5.000	Pajaro Valley High School Grd 11 6/2014				C Biological Science	10.00	10.00	
3610	P Integrated Science I	B	5.000	6025	P 3-Dimensional/Paper Scu C		5.000	D Physical Science	10.00	10.00	
5051	Intro Computers	C	5.000	9291	Basic Skills CA Exit Ex C-		5.000	E Health	5.00	5.00	
4510	N Physical Education 9	B	5.000	3310	P Chemistry	F	0.000	F Fine Arts / Foreign L	10.00	10.00	
Crs Att: 30.000 Cmp: 25.000 Total GPA: 2.400				9270	Directed Study	A	5.000	G Physical Education	20.00	20.00	
Pajaro Valley High School Grd 09 6/2012				1330	P English 3: American Lit C		5.000	H Applied Arts	10.00	10.00	
2413	P Algebra 1A/B (Support9T RF		0.000	7210	P US History	D-	5.000	I World Civilization	10.00	10.00	
9270	Directed Study	B	5.000	Crs Att: 30.000 Cmp: 25.000				J US History	10.00	10.00	
1130	P English 1	D	5.000	After School Pajaro Valley High Grd 11 6/2014				K Federal Government	5.00	5.00	
3910	Health	C+	5.000	AS3210	P BIOLOGY (1st Sem)	A	5.000	L Economics	5.00	0.00	5.00
3610	P Integrated Science I	D-	5.000	Crs Att: 5.000 Cmp: 5.000 Total GPA: 2.143				M Electives	45.00	35.00	10.00
4510	N Physical Education 9	C+	5.000	Pajaro Valley High School Grd 11 7/2014				N Algebra	10.00	10.00	
Crs Att: 30.000 Cmp: 25.000 Total GPA: 1.800				3210	P Biology	C	5.000	O Science	10.00	5.00	5.00
Pajaro Valley High School Grd 09 7/2012				1230	P English 2	B	5.000	X Electives 2	0.00	5.00	
SS2410	P ALGEBRA 1- 1st Semester B+		5.000	Crs Att: 10.000 Cmp: 10.000 Total GPA: .000				---Total Credits---			
SS2410	P ALGEBRA 1- 2nd Semester B-		5.000	Pajaro Valley High School Grd 12 12/2014				220.00	200.00	25.00	
Crs Att: 10.000 Cmp: 10.000 Total GPA: 3.000				9270	Directed Study	A	5.000	GPA Summary			
Pajaro Valley High School Grd 10 12/2012				1430	P English 4	B	5.000	Academic GPA:	2.167	Rank 241 out of 307	
3210	P Biology	RF	0.000	7310	P Federal Government/US G B		5.000	Total GPA:	2.200	Rank 247 out of 304	
9270	Directed Study	B	5.000	3510	P Physics	F	0.000	CSU GPA:	1.824		
1230	P English 2	RF	0.000	5082	ROP Small Business Mana C		5.000	Cal Grant GPA:	2.000		
2510	P Geometry	C-	5.000	2821	P Statistics	D	5.000	Testing Information			
4600	Physical Education 2	B-	5.000	Crs Att: 30.000 Cmp: 25.000				CAHSEE_ELA-1-1			
7110	P World Civ	D	5.000	After School Pajaro Valley High Grd 12 12/2014				CA HSEE ELA F 3/17/2015			
Crs Att: 30.000 Cmp: 20.000 Total GPA: 2.250				AS2610	P ALGEBRA 2 (1st Sem) M/F B		5.000	CAHSEE_Math-1-1			
Pajaro Valley High School Grd 10 6/2013				Crs Att: 5.000 Cmp: 5.000 Total GPA: 2.286				CA HSEE Math F 11/5/2014			
3210	P Biology	RF	0.000	Pajaro Valley High School Grd 11 12/2013							
9270	Directed Study	B	5.000	6025	P 3-Dimensional/Paper Scu C+		5.000				
1230	P English 2	C-	5.000	2610	P Algebra 2	RF	0.000				
2510	P Geometry	C	5.000	3310	P Chemistry	D	5.000				
4600	Physical Education 2	C+	5.000	9270	Directed Study	B+	5.000				
7110	P World Civ	RF	0.000	1330	P English 3: American Lit D-		5.000				
Crs Att: 30.000 Cmp: 20.000 Total GPA: 2.250				7210	P US History	C-	5.000				
Pajaro Valley High School Grd 11 12/2013				Crs Att: 30.000 Cmp: 25.000							
6025	P 3-Dimensional/Paper Scu C+		5.000								
2610	P Algebra 2	RF	0.000								
3310	P Chemistry	D	5.000								
9270	Directed Study	B+	5.000								
1330	P English 3: American Lit D-		5.000								
7210	P US History	C-	5.000								
Crs Att: 30.000 Cmp: 25.000											

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

Comments:

Polio	5/12/1997	9/26/1997	5/22/1998	3/30/2001
DTB	5/12/1997	9/26/1997	2/1/1998	6/24/1998
MMR	5/22/1998	3/30/2001		3/30/2001
HEP B	3/10/1997	4/10/1997	9/26/1997	
Varicella	5/22/1998			

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

Date: 5/13/2015



# California High School Exit Examination

See back for details

## Student and Parent Report

**Student Name:**

**Date of Birth:**

**Student ID:**

**Grade: 12**

**School: 01051**

**District: 69799 - Pajaro Valley Unified**

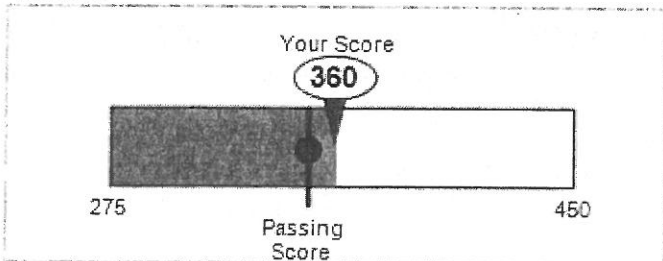
**County: 44 - Santa Cruz Coun**

### English-Language Arts

**Test Date: 02/03/2015**

Your Total Score	Score Required to Pass	Status
360	350	MODIFIED

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

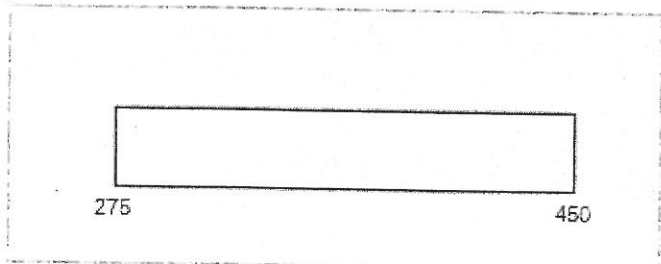


### Mathematics

**Test Date: 02/04/2015**

Your Total Score	Score Required to Pass	Status
		SATISFIED REQ

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



### Strands for English-Language Arts

	Number of Questions	Number Correct
<b>READING</b>		
Word Analysis	7	4
Reading Comprehension	18	14
Literary Response & Analysis	20	12
<b>WRITING</b>		
Writing Strategies	12	8
Writing Conventions	15	10

### Strands for Mathematics

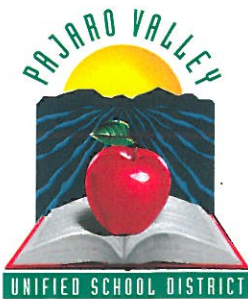
	Number of Questions	Number Correct
Probability & Statistics		
Number Sense		
Algebra & Functions		
Measurement & Geometry		
Algebra I		

### Writing Applications

	Your Score
Essay	2.5

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

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



## PAJARO VALLEY UNIFIED SCHOOL DISTRICT

### Board Agenda Backup

Item No: 10.7

**Date:** May 27, 2015

**Item:** CAHSEE Passage Waiver  
Math (PVH 14-15-14)

**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:** N/A

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

**Superintendent's Signature:**

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: 05/11/15

To The <sup>Adult Student</sup> 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: 5/11/15

I request that <sup>I</sup> ~~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.

<sup>Adult Student</sup>  
Signature of Parent: \_\_\_\_\_

Date: 5/12/15

**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~~ <sup>Adult Student</sup>, 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).  
*Area of Eligibility: Specific Learning Disability - Difficulties in area of math calculations, Passage comprehension, and writing samples.*
  - b. Describe any modification used on the ☐ English/language arts or ☒ math section of the exam (separate form must be filled out for each section):  
*Use of Calculator*
  - c. State the rationale for applying the modification(s) used to achieve an equivalent passing score on the CAHSEE for this student. *Below average visual processing skills and low average ability to sustain attention and concentrate, adversely affect ability particularly in math calculation skills and reading comprehension.*
  - d. Describe the modification(s) that the student regularly uses in the classroom and on other assessments.  
*Use of Calculator*

2. Has sufficient high school coursework either satisfactorily completed or in progress in the high school level curriculum sufficient to have attained the skills and knowledge otherwise needed to pass the CAHSEE. *(Attach transcripts showing coursework completed).*
3. An individual score report showing that my child has received the equivalent of a passing score on the CAHSEE while using a modification that fundamentally alters what the high school examination measures as determined by the State 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.)*

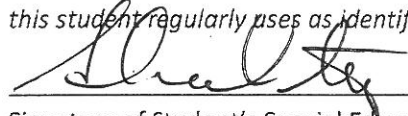
Certified by:



Principal's Signature

5/11/15  
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.*



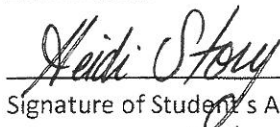
Signature of Student's Special Education Teacher

05/11/15  
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

05/11/15



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 Date 12/02/14

**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>Use of calculator, writ math rules/formula</u> | <input type="checkbox"/> Grade Exempt (below grade 10)                       |
| <input checked="" type="checkbox"/> Accommodations (specify) <u>Ex. time, flex. set., more 1 day if ne</u>    | <input type="checkbox"/> Passed both subtests of the CAHSEE                  |

**DRDP**

- ☐ School Readiness (Preschool Only)
- ☐ DRDP Access Adaptations/Accommodations (specify) \_\_\_\_\_

**CAPA**

- ☐ Life Skills Curriculum: CAPA Level 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
- Participation in CST/CMA not appropriate due to: \_\_\_\_\_



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

Student \_\_\_\_\_

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

IEP Meeting Date 12/02/14

**INSTRUCTIONAL ACCOMMODATIONS**

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Visual Processing	Calculator, Directions Read Aloud, Allow aids for tests & assignments: Dictionary, written math rules/formulas, etc, Preferential Seating	District of Service, Assistant, Gen. Ed. Teacher, RS	12/02/14
Auditory Processing	Provide written instruction, directions. Clarify for understanding., Provide with Notes, Visual Models	District of Service, Assistant, Gen. Ed. Teacher, RS	12/02/14
Processing Speed, Visual-Motor	Extra Time: Assignments/Tests (1.5), Grammar Checker, Decrease amount of assignments, but require mastery., Spelling Checker, Take Tests in Alternate Setting	District of Service, Assistant, Gen. Ed. Teacher, RS	12/02/14

Date: 5/5/2015



# California High School Exit Examination

See back for details

## Student and Parent Report

**Student Name:**

**Date of Birth:**

**Student ID:**

**Grade: 12**

**School: 4430229 - Pacific Coast Charter**

**District: 69799 - Pajaro Valley Unified**

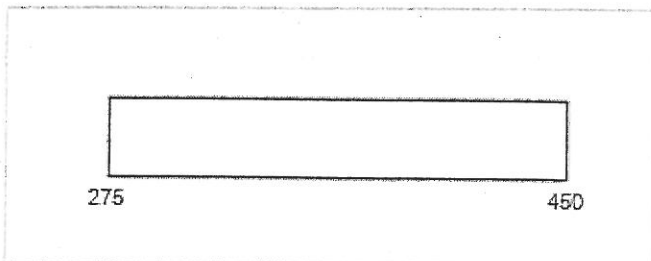
**County: 44 - Santa Cruz Coun**

### English-Language Arts

**Test Date:** 03/17/2015

Your Total Score	Score Required to Pass	Status
		ABSENT

Your student was absent for this portion of the exam.



### Strands for English-Language Arts

#### READING

Number of Questions      Number Correct

Word Analysis  
Reading Comprehension  
Literary Response & Analysis

#### WRITING

Writing Strategies  
Writing Conventions

### Writing Applications

Your Score

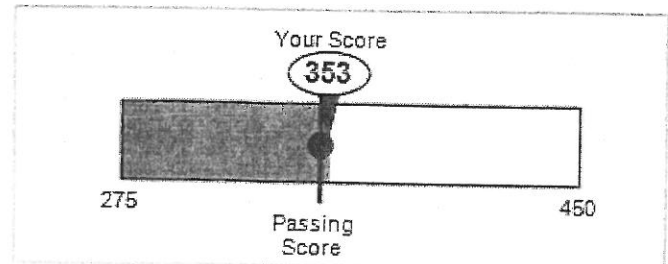
Essay

### Mathematics

**Test Date:** 03/18/2015

Your Total Score	Score Required to Pass	Status
353	350	MODIFIED

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



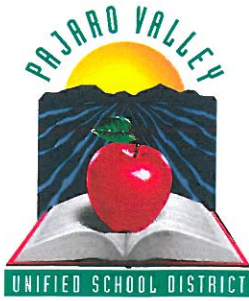
### Strands for Mathematics

	Number of Questions	Number Correct
Probability & Statistics	13	9
Number Sense	17	11
Algebra & Functions	20	7
Measurement & Geometry	18	11
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.





# PAJARO VALLEY UNIFIED SCHOOL DISTRICT

## Board Agenda Backup

Item No: 10.8

**Date:** May 27, 2015

**Item: Calabasas Elementary School Roof, Gutter and Dry Rot Repairs**

**Overview:** Repairing the roof, gutters, dry rot and recoating the roof on the E-wing, Speech/ RSP Building and the covered walkway between the two buildings. Also Dry rot and roof repairs noted in the C- wing and B- wing buildings. There were 18 contractors invited to bid of which 5 showed up to the job walk. Out of those five contractors two bids were received.

Brazos Urethane, Inc.	\$ 117,727.00
Foam Experts Roofing Inc.	\$ 344,551.00

**Recommendation:** It is recommended that the Board approve the Bid Proposal of Brazos Urethane Inc. in the amount of \$117,727.00. In addition, it is recommended that the Board authorize the Director of Maintenance, Operations, and Facilities to execute a construction agreement with the Contractor.

**Budget Considerations:** N/A

**Funding Source:** Measure L Bond Fund 21

**Budgeted:** Yes: ☒ No: ☐

**Amount:** \$ 117, 727.00

**Prepared By:**

  
Richard Mullikin, Director of Maintenance, Operations & Facilities

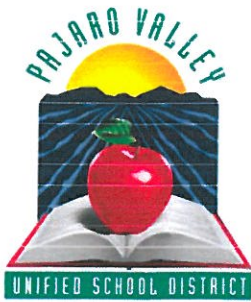
**Superintendent's Signature:**

  
Dorma Baker



**Calabasas Elementary School**  
**Roof, Gutter and Dry Rot Repairs**  
**202 Calabasas Road, Watsonville, CA 95076**

[illegible]



# PAJARO VALLEY UNIFIED SCHOOL DISTRICT

## Board Agenda Backup

Item No: 10.9

**Date:** May 27, 2015

**Item: T.S. MacQuiddy E.S. Roof, Gutter, and Dry Rot Repairs**

**Overview:** Repairing and re-coating of the school roofs of Buildings "A-Wing, B-Wing, Three building making up the C-Wing, D-Wing, and the MPR (Cafeteria)". These buildings will have the dry rot in the roofs, eaves, and soffits repaired, new gutters installed, and the roof covering repaired where needed and re-coated with the foam roof coatings.

Six bids were received:

Universal Coatings	\$439,000.00
Hulsey Contracting Inc.	\$447,640.00
Brazos Urethane	\$532,300.00
Foam Experts Roofing	\$563,650.00
Best Contracting services	\$604,956.00
Cook Coatings	\$619,690.00

**Recommendation:** It is recommended that the Board approve the Bid Proposal of Universal Coatings, the apparent low bidder, with a bid amount of \$439,000.00. In addition, it is recommended that the Board authorize the Director of Maintenance, Operations, and Facilities to execute a construction agreement with the Contractor.

**Budget Considerations:** N/A

**Funding Source:** Measure L Bond Fund 21

**Budgeted:** Yes: ☒ No: ☐

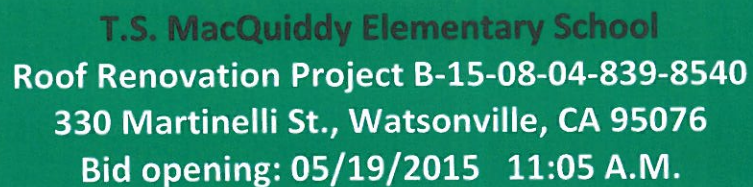
**Amount:** \$439,000.00

**Prepared By:**

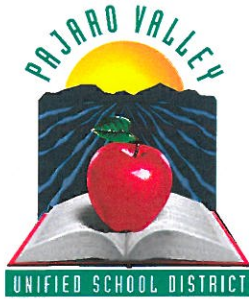
  
Richard Mullikin, Director of Maintenance, Operations & Facilities

**Superintendent's Signature:**

  
Dorma Baker

[illegible]





# PAJARO VALLEY UNIFIED SCHOOL DISTRICT

## Board Agenda Backup

Item No: 10.10

**Date:** May 27, 2015

### **Item: Flooring Finish Replacement Phase 3**

**Overview:** The District is replacing and improving flooring at sixteen (16) PVUSD Sites on both permanent and relocatable buildings; Amesti E.S, Aptos J.H.S, Bradley E.S, Calabasas E.S, Cesar Chavez M.S, Lakeview M.S, MacQuiddy E.S, Mintie White E.S, Ohlone E.S, Pajaro M.S, Pajaro Valley HS, Radcliff E.S, Starlight E.S, Valencia E.S, Watsonville C.S.A and Watsonville H.S. Staff solicited bids from numerous flooring contractors. The District received sealed bids from the following contractors:

Continental Flooring Company.....\$377,778.00  
Carpetworks Inc.....\$440,283.82  
Western Design Flooring.....\$470,049.00

District staff reviewed all (3) bid packages for this project. The apparent low bidder has been contacted and interviewed to ensure their paperwork was in order. The apparent low bidder for this project is Continental Flooring Company with a bid amount of \$377,778.00.

**Recommendation:** It is recommended that the Board waive the requirement of the Site Certification form from the bid package and approve the Bid Proposal of Continental Flooring Company, the apparent low bidder with a bid amount of \$377, 778.00 plus the Add Alternate amount of \$4,118.00 (Installation of Luxury Vinyl Tile in Starlight MPR) for the total amount of \$381,896.00. In addition, it is recommended that the Board authorize the Director of Maintenance, Operations, and Facilities to execute a construction agreement with the Contractor.

**Budget Considerations:** N/A

**Funding Source:** Measure L Bond Fund 06

**Budgeted:** Yes: ☒ No: ☐

**Amount:** \$381,896.00.00

**Prepared By:**

  
Richard Mullikin - Director of Maintenance Operation & Facilities

**Superintendent's  
Signature:**

  
Dorma Baker



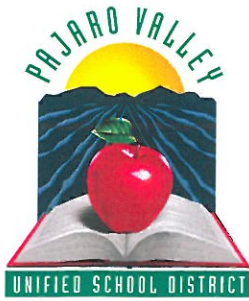
REVIEWED BY: Adam Lint - PVUSD
REVIEWED BY: Richard Mullikin - PVUSD

**Flooring Finish Replacement Phase 3**  
**PAJARO VALLEY UNIFIED SCHOOL DISTRICT - MAINTENANCE, OPERATIONS & FACILITIES DEPARTMENT**  
**Bid Date – Tuesday, May 19, 2015 - before 2:00:00 PM**

	Continental Flooring Company License #647757	Carpetworks Inc. License #642298	Western Design Flooring License #769509	N/A
	<u>Contractor A</u>	<u>Contractor B</u>	<u>Contractor C</u>	<u>Contractor D</u>
Bid Form	x		x	
Bid Bond	x	x		
Sub-Contractor List	x	x	x	
Non-Collusion Affidavit	x	x	x	
# of Addenda - 4	4	4	4	
Site Visit Certification		x	x	
Fingerprinting	x	x	x	
Iran Contracting Certification	x	x	x	
Sufficient Funds	x	x	x	
<b>Bid Amounts</b>				
Base Bid	\$377,778.00	\$440,283.82	\$470,049.00	
Add Alternate #1	\$4,118.00	Non-Responsive	\$28,000.00	

**Bid Summary Sheet/Sub Contractors List**

Contractor's Name	Continental Flooring Company License #647757 Contractor A	Carpetworks Inc. License #642298 Contractor B	Western Design Flooring License #769509 Contractor C	Contractor D
Sub Contractor 1 - Flooring Installation	Custom Floor Covering - Lic. #497683	T & J Floors - Lic #858486		
Sub Contractor 2 - Epoxy Flooring			R. Brothers Inc. - Lic #840968	
Sub Contractor 3 - Moving			Locatelli Moving - Lic #188949	
Sub Contractor 4 - N/A				
Sub Contractor 5 - N/A				



## PAJARO VALLEY UNIFIED SCHOOL DISTRICT

### Board Agenda Backup

Item No: 10.11

**Date:** May 27, 2015

**Item:** CAHSEE Passage Waiver  
English Language Arts (WHS 14-15-15)

**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:** N/A

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

**Superintendent's Signature:**

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

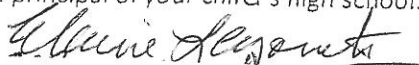
Date: 5/15/15

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).

As 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: \_\_\_\_\_

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

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

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

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

Date: 5/17/2015

**FOR SITE USE ONLY**

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

Modification Form: \_\_\_\_\_



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 exam 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 modification.*

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

*specific learning disability & other health impairment  
→ challenges with auditory memory & processing  
→ speed  
→ health impairments related to cerebral palsy*

- 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 test was read aloud*

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

*learning disability manifests itself in challenges in reading*

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

*- books & tests read aloud  
- extra time  
- shortened assignments  
- alternate test settings*

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. (*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: Clair Leggett Date: 5/11/15  
Principal's Signature

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

Nori Murakami  
Signature of Student's Special Education Teacher

5/4/15  
Date

N. Murakami  
Print Name of Student's Special Education Teacher

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

Ruth Uott  
Signature of Student's Academic Counselor

5/12/15  
Date

Ruschele Viotti  
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 Date 01/20/15

**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>Calculator, Test Read Aloud</u>      | <input type="checkbox"/> Grade Exempt (below grade 10)                       |
| <input checked="" type="checkbox"/> Accommodations (specify) <u>Extended Time, Flexible Setting</u> | <input type="checkbox"/> Passed both subtests of the CAHSEE                  |

**DRDP**

- ☐ School Readiness (Preschool Only)
- ☐ DRDP Access      Adaptations/Accommodations (specify) \_\_\_\_\_

**CAPA**

- ☐ Life Skills Curriculum:      CAPA Level    1 ☐    2 ☐    3 ☐    4 ☐    5 ☐
- Participation in CST/CMA not appropriate due to: \_\_\_\_\_



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

Student \_\_\_\_\_

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

IEP Meeting Date 01/20/15

**INSTRUCTIONAL ACCOMMODATIONS**

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Auditory Memory, Processing Speed	Extra Time: Assignments/Tests (2.0), Tests read aloud, Shortened Assignments, Take Tests in Alternate Setting, Tests in Short Segments	District of Service, Assistant, Gen. Ed. Teacher, RS	09/25/14
Processing Speed	Calculator, use of computer to complete assignments when possible, Provide with Notes, Study Buddy, Visual Schedule	District of Service, Assistant, Gen. Ed. Teacher, RS	09/25/14
Processing Speed	Open note tests/quizzes upon teacher discretion, support with notetaking, Preferential Seating, Spelling Checker	District of Service, Assistant, Gen. Ed. Teacher, RS	09/25/14

Student Name	
Index	

# Pajaro Valley Unified School District

Enter Date: 10/27/2011

Graduated:

Class Of: 2015

School Name/Address

Watsonville High School  
250 East Beach St  
Watsonville, CA 95076

Tel: (831)728-6390 Fax: (831)761-6013

Counselor: Vinita Buschale

SSID:

Community Service Hours: 66.5

CrsID	Course Title	Mark	Credit	CrsID	Course Title	Mark	Credit
Watsonville High School Grd 09 12/2011				Watsonville High School Grd 11 6/2014			
9240	N Advisory 9th	A	0.500	9245	Advisory IEP	A	0.500
2416	P Algebra 1A/B (9th)	B	5.000	9294	CAHSEE Tutorial Math	B	5.000
1770	Basic Skills Reading	A	5.000	8370	Directed Study	A	5.000
1780	Basic Skills Writing	A	5.000	1330	P English 3/ American Lit	C	5.000
8370	Directed Study (ACM)	A	5.000	3251	P Marine Biology	B-	5.000
3605	P Integ Science I	B+	5.000	5077	P ROP Inter Business and	D	5.000
4510	N PE 9	A	5.000	7210	P US History	C+	5.000
Crs Att: 30.500 Cmp: 30.500 Total GPA: 3.672				Crs Att: 30.500 Cmp: 30.500 Total GPA: 2.525			
Watsonville High School Grd 09 6/2012				Watsonville High School Grd 12 12/2014			
9240	N Advisory 9th	A-	0.500	9245	Advisory IEP	A-	0.500
2416	P Algebra 1A/B (9th)	C	5.000	9292	CAHSEE Tutorial English	B-	5.000
1770	Basic Skills Reading	A	5.000	9294	CAHSEE Tutorial Math	B-	5.000
1780	Basic Skills Writing	A-	5.000	6050	P Ceramics	B+	5.000
8370	Directed Study (ACM)	A	5.000	8370	Directed Study	A	5.000
3605	P Integ Science I	B	5.000	1560	P English 4/ World Lit	C	5.000
4510	N PE 9	B	5.000	7310	P US Government	C	5.000
Crs Att: 30.500 Cmp: 30.500 Total GPA: 3.344				Crs Att: 30.500 Cmp: 30.500			
Watsonville High School Grd 10 12/2012				WHS E20/20 Grd 12 12/2014			
9245	Advisory IEP	A	0.500	3910	Health	P	5.000
3210	P Biology	B	5.000	Crs Att: 5.000 Cmp: 5.000 Total GPA: 2.852			
8370	Directed Study	A	5.000				
1230	P English 2	D+	5.000				
510	P Geometry	D	5.000				
4610	N Physical Education 2	A	5.000				
7110	P World History	C-	5.000				
Crs Att: 30.500 Cmp: 30.500 Total GPA: 2.525							
Watsonville High School Grd 10 6/2013							
9245	Advisory IEP	A	0.500				
3210	P Biology	D	5.000				
8370	Directed Study	A	5.000				
1230	P English 2	C+	5.000				
2510	P Geometry	C	5.000				
4610	N Physical Education 2	A	5.000				
7110	P World History	P	5.000				
Crs Att: 30.500 Cmp: 30.500 Total GPA: 2.627							
Watsonville High School Grd 11 12/2013							
9245	Advisory IEP	B+	0.500				
9294	CAHSEE Tutorial Math	B+	5.000				
8370	Directed Study	A	5.000				
1330	P English 3/ American Lit	C	5.000				
3251	P Marine Biology	B-	5.000				
5077	P ROP Inter Business and	B	5.000				
7210	P US History	D+	5.000				
Crs Att: 30.500 Cmp: 30.500 Total GPA: 2.672							
Credit Summary - High School							
Subject Area				Req	Cmp	Def	
A English				40.00	35.00	5.00	
B Math				20.00	15.00	5.00	
C Biological Science				10.00	10.00		
D Physical Science				10.00	10.00		
E Health				5.00	5.00		
F Fine Arts / Foreign L				10.00	5.00	5.00	
G Physical Education				20.00	20.00		
H Applied Arts				10.00	10.00		
I World Civilization				10.00	10.00		
J US History				10.00	10.00		
K Federal Government				5.00	5.00		
L Economics				5.00	0.00	5.00	
M Electives				45.00	45.00		
N Algebra				10.00	10.00		
O Science				10.00	10.00		
X Electives 2				0.00	18.50		
---Total Credits---				220.00	218.50	20.00	

Academic GPA: 2.804 Rank 179 out of 419	
Total GPA: 2.894 Rank 173 out of 419	
UC/CSU GPA: 2.000	
Testing Information	
CAHSEE_ELA-1-1	
CA HSEE ELA	F 11/4/2014
CAHSEE_Math-1-1	
CA HSEE Math	F 11/5/2014

Academic GPA: 2.804 Rank 179 out of 419  
Total GPA: 2.894 Rank 173 out of 419  
UC/CSU GPA: 2.000

## Testing Information

CAHSEE\_ELA-1-1  
F 11/4/2014  
CAHSEE\_Math-1-1  
F 11/5/2014  
CA HSEE Math

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

Comments:

Polio 11/20/1997 1/28/1998 2/27/1998 4/8/2002  
DTB 11/20/1997 1/27/1998 1/28/1998 11/17/1998 4/8/2002  
MMR 10/14/1998 4/8/2002  
HEP B 10/9/1997 11/20/1997 6/22/1998  
Varicella

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

Date: 2/23/2015



# California High School Exit Examination

Security Guard  
See back for details

## Student and Parent Report

Student Name

Date of Birth:

Student ID:

Grade: 12

School: 4437

District: 69799 - Pajaro Valley Unified

County: 44 - Santa Cruz Coun

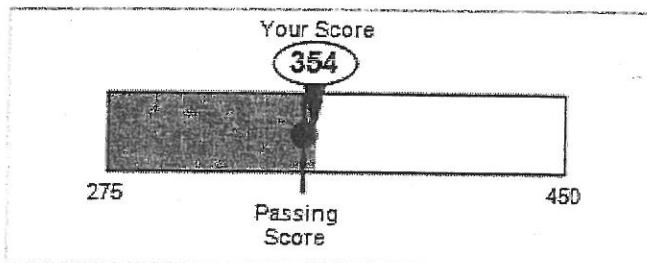
To SELPA:	4-22-15
Disab. Code:	280
ESP:	
Excel:	
Waiver Date:	

## English-Language Arts

Test Date: 02/03/2015

Your Total Score	Score Required to Pass	Status
354	350	MODIFIED

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



### Strands for English-Language Arts

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

### Writing Application

Essay

Your Score

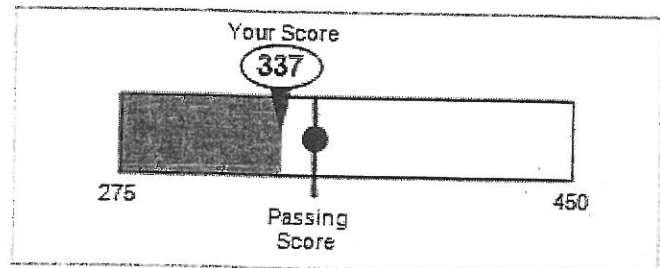
2.0

## Mathematics

Test Date: 02/04/2015

Your Total Score	Score Required to Pass	Status
337	350	MODIFIED

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



### Strands for Mathematics

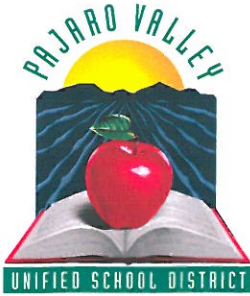
	Number of Questions	Number Correct
Probability & Statistics	13	7
Number Sense	17	9
Algebra & Functions	20	9
Measurement & Geometry	18	5
Algebra I	12	6

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

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



**PAJARO VALLEY UNIFIED SCHOOL DISTRICT**



**Board Agenda Backup**

Item No: 10.12

**Date:** May 27, 2015

**Item:** CAHSEE Passage Waiver  
Math and ELA (PVH 14-15-16)

**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:** N/A

**Prepared By:** Ray Houser, Director Special Services

*Ray Houser 5-22-15*

**Superintendent's Signature:**

*Dorma Baker (H)*

Student Name

Date of Birth:

Student ID:

Grade: 12

School: 0105858 - Pajaro Valley High

District: 69799 - Pajaro Valley Unified

County: 44 - Santa Cruz Coun

To SELPA:	2-4-15
Disab. Code:	290
ESP:	
Excel:	
Waiver Date:	

Test Date: 12/06/2014

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.



## READING

Word Analysis	7	5
Reading Comprehension	18	14
Literary Response & Analysis	20	12
WRITING		
Writing Strategies	12	9
Writing Conventions	15	9

Essay

2.0

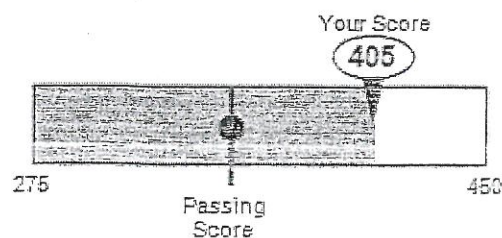
Test Date: 12/13/2014

405

350

MODIFIED

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



	Number of Questions	Number Correct
Probability & Statistics	13	10
Number Sense	17	14
Algebra & Functions	20	18
Measurement & Geometry	18	16
Algebra I	12	9

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: 2/11/15

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: *Deanna Grey* Date: 2/20/15

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: \_\_\_\_\_

Date: 02/23/2015

**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 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:

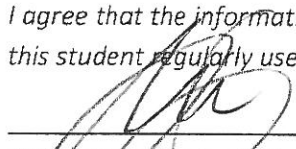
1. Has an individualized education program (IEP) adopted pursuant to the Individuals with Disabilities Education Act that specifies the use of the modification(s) on the exit examination, standardized testing, or classroom instruction and assessments.  
*(Attach the section of the IEP that specifies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

2. Has sufficient high school coursework either satisfactorily completed or in progress in the high school level curriculum sufficient to have attained the skills and knowledge otherwise needed to pass the CAHSEE. *(Attach transcripts showing coursework completed).*
3. An individual score report showing that my child has received the equivalent of a passing score on the CAHSEE while using a modification that fundamentally alters what the high school examination measures as determined by the State 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

2/20/15  
Date

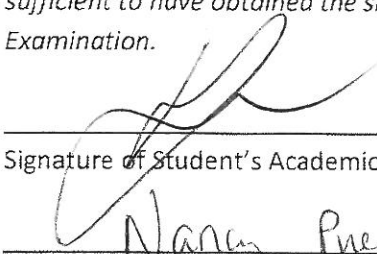
*I agree that the information on this Waiver Request Sheet accurately describes the modifications that this student regularly uses as identified in the IEP.*

  
Signature of Student's Special Education Teacher

2/25/15  
Date

Glenn Manigault  
Print Name of Student's Special Education Teacher

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

  
Signature of Student's Academic Counselor

2/25/15

Nancy Puente  
Printed Name of Student's Academic Counselor



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

Student \_\_\_\_\_

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

IEP Meeting Date 01/16/15

**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 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) Use of calculator & questions read aloud.

☐ Grade Exempt (below grade 10)

☒ Accommodations (specify) Extended time & flexible setting.

☐ Passed both subtests of the CAHSEE

**DRDP**

☐ School Readiness (Preschool Only)

☐ DRDP Access

Adaptations/Accommodations (specify) \_\_\_\_\_

**CAPA**

☐ Life Skills Curriculum:

CAPA Level

1 ☐

2 ☐

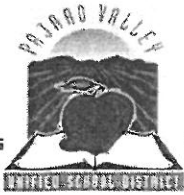
3 ☐

4 ☐

5 ☐

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





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

Student \_\_\_\_\_

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

IEP Meeting Date 01/16/15

**INSTRUCTIONAL ACCOMMODATIONS**

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Auditory Perception	Directions Read Aloud, Preferential Seating, Provide with Notes, Visual Models	District of Service, Assistant, Gen. Ed. Teacher, RS	01/16/15
Cognitive-Conceptualization, Visual Perception	Calculator, Extra Time: Assignments/Tests (2.0)	District of Service, Assistant, Gen. Ed. Teacher, RS	01/16/15
Academic fluency & levels, Processing Speed	Dictionary, Grammar Checker, Shortened Assignments, Spelling Checker, Take Tests in Alternate Setting	District of Service, Assistant, Gen. Ed. Teacher, RS	01/16/15

Student Name	
Grade	
Enter Date:	8/17/2011
Graduated:	
Class Of:	2015

# Pajaro Valley High School

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

Counselor: \_\_\_\_\_  
 SSID: \_\_\_\_\_  
 Community Service Hours: 72

CrsID	Course Title	Mark	Credit	CrsID	Course Title	Mark	Credit	Credit Summary - High School			
Pajaro Valley High School Grd 09 12/2011				Pajaro Valley High School Grd 11 6/2014				Subject Area	Req	Cmp	Def
2413	P Algebra 1A/B (Support9T	C+	5.000	2610	P Algebra 2	D-	5.000	A English	40.00	40.00	
1770	Basic Skills Reading	B	5.000	3310	P Chemistry	D-	5.000	B Math	20.00	20.00	
1780	Basic Skills Writing	A	5.000	1130	P English 1	C	5.000	C Biological Science	10.00	10.00	
3610	P Integrated Science I	D-	5.000	1330	P English 3: American Lit	C+	5.000	D Physical Science	10.00	10.00	
2976	Math B (9th)	C+	5.000	4210	P Spanish 1 SS	C+	5.000	E Health	5.00	5.00	
4510	N Physical Education 9	B	5.000	7210	P US History	F	0.000	F Fine Arts / Foreign L	10.00	10.00	
Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.500				Crs Att: 30.000 Cmp: 25.000				G Physical Education	20.00	20.00	
Pajaro Valley High School Grd 09 6/2012				PASS Program Grd 11 6/2014				H Applied Arts	10.00	5.00	5.00
2413	P Algebra 1A/B (Support9T	A-	5.000	9924	PASS Math	B	5.000	I World Civilization	10.00	10.00	
1770	Basic Skills Reading	B+	5.000	Crs Att: 5.000 Cmp: 5.000 Total GPA: 1.571				J US History	10.00	5.00	5.00
1780	Basic Skills Writing	B+	5.000	Pajaro Valley High School Grd 11 7/2014				K Federal Government	5.00	5.00	
3610	P Integrated Science I	D	5.000	7210	P US History	D	5.000	L Economics	5.00	0.00	5.00
2976	Math B (9th)	A-	5.000	Crs Att: 5.000 Cmp: 5.000				M Electives	45.00	30.00	15.00
4510	N Physical Education 9	A-	5.000	PASS Program Grd 11 7/2014				N Algebra	10.00	10.00	
Crs Att: 30.000 Cmp: 30.000 Total GPA: 3.167				3910	Health	C	5.000	O Science	10.00	10.00	
Pajaro Valley High School Grd 10 12/2012				Crs Att: 5.000 Cmp: 5.000 Total GPA: 1.500				X Electives 2	0.00	5.00	
3210	P Biology	B-	5.000	Pajaro Valley High School Grd 12 12/2014				---Total Credits---			
9270	Directed Study	B	5.000	9291	Basic Skills CA Exit Ex A-	5.000		220.00	195.00	30.00	
1230	P English 2	D+	5.000	9270	Directed Study	B-	5.000	GPA Summary			
2510	P Geometry	RF	0.000	1430	P English 4	F	0.000	Academic GPA:	2.079	Rank 0	out of
4600	Physical Education 2	B+	5.000	7310	P Federal Government/US G	RF	0.000	Total GPA:	2.167	Rank 0	out of
7110	P World Civ	C+	5.000	5705	ROP Green Careers	C+	5.000	CSU GPA:	1.524		
Crs Att: 30.000 Cmp: 25.000 Total GPA: 2.400				5455	ROP Health Careers/Tech	D	5.000	Cal Grant GPA:	1.773		
Pajaro Valley High School Grd 10 6/2013				Crs Att: 30.000 Cmp: 20.000 Total GPA: 2.000				Testing Information			
3210	P Biology	B-	5.000	After School Pajaro Valley High Grd 12 6/2015				CAHSEE_ELA-1-1			
9270	Directed Study	B-	5.000	AS7310	Fed. Government	D	5.000	F 2/3/2015			
1230	P English 2	RD	0.000	Crs Att: 5.000 Cmp: 5.000 Total GPA: 0.000				CAHSEE_Math-1-1			
2510	P Geometry	RF	0.000					F 12/13/2014			
4600	Physical Education 2	C+	5.000								
7110	P World Civ	D	5.000								
Crs Att: 30.000 Cmp: 20.000 Total GPA: 2.250											
Pajaro Valley High School Grd 10 7/2013											
SS1230	P ENGLISH 2-2nd Sem	B	5.000								
SS2510	P GEOMETRY-1st Sem	A	5.000								
Crs Att: 10.000 Cmp: 10.000 Total GPA: 3.500											
Pajaro Valley High School Grd 11 12/2013											
2610	P Algebra 2	F	0.000								
3310	P Chemistry	F	0.000								
1130	P English 1	D	5.000								
1330	P English 3: American Lit	C+	5.000								
4210	P Spanish 1 SS	C+	5.000								
7210	P US History	RF	0.000								
Crs Att: 30.000 Cmp: 15.000 Total GPA: 1.000											

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

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

Polio	6/11/1997	8/12/1997	10/27/1997	8/7/2001
DTB	6/11/1997	8/12/1997	10/27/1997	10/12/1998 10/4/2000
MMR	4/14/1998	10/4/2000		
HEP B	6/11/1997	8/12/1997	1/7/1998	
Varicella	10/4/1999			

Transcript is unofficial unless signed by a school official  
 School Officials  
 Signature \_\_\_\_\_ Date: 5/22/2015

Student Name

Date of Birth:

Student ID:

Grade: 12

School: 0105858 - Pajaro valley high

District: 69799 - Pajaro Valley Unified

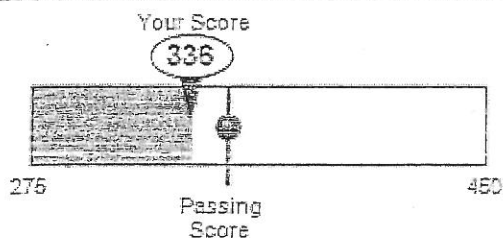
County: 44 - Santa Cruz Coun

## English-Language Arts

Test Date: 11/04/2014

Your Total Score	Score Required to Pass	Status
336	350	MODIFIED

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

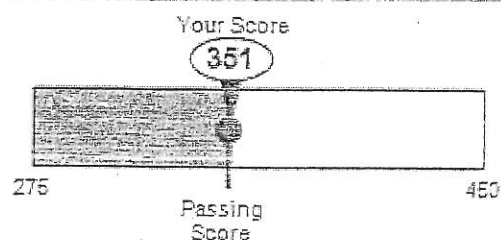


## Mathematics

Test Date: 11/05/2014

Your Total Score	Score Required to Pass	Status
351	350	MODIFIED

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



## READING

	Number of Questions	Number Correct
Word Analysis	7	5
Reading Comprehension	18	12
Literary Response & Analysis	20	13

## WRITING

Writing Strategies	12	3
Writing Conventions	15	6

Essay 2.0

## Probability &amp; Statistics

	Number of Questions	Number Correct
Probability & Statistics	13	9
Number Sense	17	11
Algebra & Functions	20	12
Measurement & Geometry	18	7
Algebra I	12	5

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: 5/22/15

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: Quanna Young Date: 5/22/15

I request that my child, \_\_\_\_\_ as 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: \_\_\_\_\_

ate: 5/22/15

**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 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

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

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 her visual-motor integration skills which impedes her performance in reading comprehension and written language.

1b.

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

1c.

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

1d.

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



# PAJARO VALLEY UNIFIED SCHOOL DISTRICT



## Board Agenda Backup

Item No: 12.1

**Date:** May 27, 2015

**Item:** Academic and CTE Integration Report

**Overview:** AHS and ROP recently received funds to enhance ROP Career Technical Education and core academic integration. This project is funded by a grant from the Community Foundation. The purpose of the grant is to align core academics with CTE. The project was piloted this semester at Aptos High School and aligned US History with ROP Graphic Design and Video Production. ROP and PVUSD staff from AHS will be presenting examples of student projects from the integrated curriculum, and sharing the website outlining our collaboration.

<https://sites.google.com/a/pvUSD.net/ctecoreacademicgrant/home>

**Recommendation:** Receive Report

### Budget Considerations:

**Funding Source:** N/A

**Budgeted:** Yes: ☐ No: ☐

**Amount:** \$

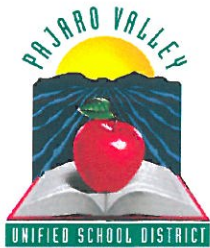
**Prepared By:** Murry Schekman, Assistant Superintendent, Secondary Education

**Superintendent's Signature:**





**PAJARO VALLEY UNIFIED SCHOOL DISTRICT**



***Board Agenda Backup***

Item No: **12.2**

<b>Date:</b>	May 27, 2015
<b>Item:</b>	<b>Report and Discussion on Migrant &amp; Seasonal Head Start Training.</b>
<b>Overview:</b>	Trustees Orozco and Osmundson attended a training with Migrant and Seasonal Head Start; information on the training will be shared with the rest of the board in a brief presentation.
<b>Recommendation:</b>	Report item only.

**Prepared By:** Trustees Maria Orozco and Karen Osmundson

**Superintendent's Signature:**

A handwritten signature in blue ink, appearing to read "M. S. Silva", written over a horizontal line.



## PAJARO VALLEY UNIFIED SCHOOL DISTRICT

### Board Agenda Backup

Item No: 12.3

**Date:** May 27, 2015

**Item:** WASC Update

**Overview:** This year was the first time in recent memory that four schools went through the WASC process (PVHS, WHS, AHS and Renaissance)! It is recommended by the WASC Commission that the reports are reviewed by the Board of Trustees. Tonight the Principal from each of the four schools will present information to the board with the following serving as talking points:

1. Process of the crafting of the site's Self Study
2. The site's Self Study's areas of strengths and areas of follow up
3. Visiting Team's report of area of strengths and areas of follow up
4. Any other information that the Principal and staff wish to share with the Board related to the WASC review.

**Recommendation:** Receive Report.

#### Budget Considerations:

**Funding Source:** N/A

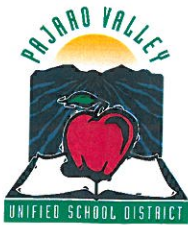
**Budgeted:** Yes: ☐ No: ☐

**Amount:** \$

**Prepared By:** Murry Schekman, Assistant Superintendent , Secondary Education 

**Superintendent's Signature:** 





# PAJARO VALLEY UNIFIED SCHOOL DISTRICT

## Board Agenda Backup

Item No: 12.4

**Date:** May 27, 2015

**Item:** Report and discussion on the 3<sup>rd</sup> Interim Report

**Overview:** The district has now updated its projections for revenues and expenditures for 2014-15 through 2017-18 based on the most current information.

Major budget assumption changes have occurred due to the Governor's May Revision. The May revision is one of the healthiest allocations of funds to K-12 Education in many years. The State Economy is on an up-turn. Local property taxes are rising as property values continue to recuperate.

Attached for public and board review is a 3<sup>rd</sup> Interim Multiyear Budget. The numbers included in this report are based on the major budget assumption changes outlined in item 13.2 and the transfer of medical self-insurance reserves outlined in item 13.1.

**Recommendation:** Review and discuss the 3<sup>rd</sup> Interim Report.

**Prepared By:** Ann Jones, Interim Chief Business Officer

**Superintendent's Signature:**

Pajaro Valley Unified School District

GENERAL FUND SUMMARY

FISCAL YEAR 2014-2015

14/15 3rd Interim Budget

Includes LCFF Estimate for General  
Revenue, HW increase, Step and  
Column, adjusted ADA for Ceiba  
College Prep Acad

	General Unrestr	Lottery 1100	Transportation 0723/0724	Community Day School 0821	TOTAL UNRESTRICTED	Special Ed 6500/6510	Federal and State Grants/ Entitlements	Restricted Maintenance 8150	Bond Endowments 06	TOTAL REST	Total General
<b>INCOME</b>											
State LCFF Sources	138,914,323				138,914,323					0	138,914,323
Federal Sources	10,656				10,656	4,767,475	17,595,761			22,363,236	22,373,892
Other State Revenues	1,881,029	2,524,936			4,405,965	12,593,499	7,284,183			19,877,682	24,283,647
Other Local Revenues	938,770		149,160		1,087,930		2,314,385	4,900	16,585	2,335,870	3,423,800
<b>TOTAL REVENUES</b>	<b>141,744,778</b>	<b>2,524,936</b>	<b>149,160</b>	<b>0</b>	<b>144,418,874</b>	<b>17,360,974</b>	<b>27,194,329</b>	<b>4,900</b>	<b>16,585</b>	<b>44,576,788</b>	<b>188,995,662</b>
<b>EXPENDITURES</b>											
Certificated Salaries	56,136,713	1,086,143		355,844	57,578,700	9,259,611	11,032,070		34,867	20,326,548	77,905,248
Classified Salaries	13,030,793		3,257,322	76,788	16,364,903	8,352,784	3,253,981	1,734,561	40,497	13,381,823	29,746,726
Employee Benefits	36,367,829	462,620	2,824,972	233,204	39,888,625	13,771,668	5,680,203	1,419,182	44,104	20,915,157	60,803,782
Books and Supplies	3,373,522		1,401,129	10,557	4,785,208	215,653	3,680,041	926,206	206,447	5,028,347	9,813,555
Services, Other Operating Expenses	11,887,205	792,147	(578,671)	62,526	12,163,207	4,602,183	4,722,792	1,325,390	61,023	10,711,388	22,874,595
Capital Outlay	17,597		12,445		30,042	39,963	165,000		428,236	633,199	663,241
Other Outgo	533,724				533,724					0	533,724
Direct Support/Indirect Costs	(2,951,977)				(2,951,977)	1,048,050	886,523	191,136		2,125,709	(826,268)
Other Uses	92,368		453,550		545,918					0	545,918
<b>TOTAL EXPENDITURES</b>	<b>118,487,774</b>	<b>2,340,910</b>	<b>7,370,747</b>	<b>738,919</b>	<b>128,938,350</b>	<b>37,289,912</b>	<b>29,420,610</b>	<b>5,596,475</b>	<b>815,174</b>	<b>73,122,171</b>	<b>202,060,521</b>
<b>INTERFUND TRANSFERS</b>											
Transfers In	18,080,000				18,080,000					0	18,080,000
Transfers Out	(375,963)				(375,963)					0	(375,963)
Other Financing Sources					0					0	0
Contributions	(34,130,984)		7,221,587	738,919	(26,170,478)	20,310,712	268,191	5,591,575		26,170,478	0
<b>TOTAL TRANSFERS</b>	<b>(16,426,947)</b>	<b>0</b>	<b>7,221,587</b>	<b>738,919</b>	<b>(8,466,441)</b>	<b>20,310,712</b>	<b>268,191</b>	<b>5,591,575</b>	<b>0</b>	<b>26,170,478</b>	<b>17,704,037</b>
<b>Net Incr(Decr) in Fund Balance</b>	<b>6,830,057</b>	<b>184,026</b>	<b>0</b>	<b>0</b>	<b>7,014,083</b>	<b>381,774</b>	<b>(1,958,090)</b>	<b>0</b>	<b>(798,589)</b>	<b>(2,374,905)</b>	<b>4,639,178</b>
<b>FUND BALANCE</b>											
<b>Beginning Fund Balance</b>	<b>29,303,417</b>	<b>190,611</b>	<b>0</b>	<b>(0)</b>	<b>29,494,028</b>	<b>1,188,581</b>	<b>2,681,327</b>	<b>(0)</b>	<b>5,212,464</b>	<b>9,082,372</b>	<b>38,576,400</b>
Components of Fund Balance:											
Audit Adjustment	(1,867,514)				(1,867,514)					0	(1,867,514)
Revolving Cash	55,000	0	0	0	55,000	0	0	0	0	0	55,000
Cash with Fiscal Agent	65,000	0	0	0	65,000	0	0	0	0	0	65,000
Stores	157,468	0	0	0	157,468	0	0	0	0	0	157,468
Prepaid	935,000	0	0	0	935,000	0	0	0	0	0	935,000
3% Required Reserve	6,048,639	0	0	0	6,048,639	0	0	0	0	0	6,048,639
Cash w/Fiscal Agent	0	0	0	0	0	0	0	0	0	0	0
Assigned Funds	3,672,962	0	0	0	3,672,962	0	0	0	0	0	3,672,962
Committed Funds	17,580,000	0	0	0	17,580,000	0	0	0	0	0	17,580,000
Restricted Fund Balance		0	0	0	0	1,570,355	723,237	(0)	4,413,875	6,707,467	6,707,467
<b>Unappropriated Fund Balance</b>	<b>5,751,890</b>	<b>374,637</b>	<b>0</b>	<b>0</b>	<b>6,126,527</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>6,126,527</b>
<b>Ending Fund Balance</b>	<b>34,265,960</b>	<b>374,637</b>	<b>0</b>	<b>(0)</b>	<b>34,640,597</b>	<b>1,570,355</b>	<b>723,237</b>	<b>(0)</b>	<b>4,413,875</b>	<b>6,707,467</b>	<b>41,348,064</b>



Pajaro Valley Unified School District  
GENERAL FUND SUMMARY  
**FISCAL YEAR 2014-2015**  
**14/15 3rd Interim Budget**  
Includes LCFF Estimate for General  
Revenue, HW increase, Step and  
Column, adjusted ADA for Ceiba  
College Prep Acad

	Charter School	Adult Education	Child Dev	Food Serv	Def Maint	General Oblig Bond	Capitol Fac	Self Ins	Retiree Benefit	Trust Scholarship
	09	11	12	13	14	21	25	67	71	73
<b>INCOME</b>										
State LCFF Sources	12,371,119	1,774,265								
Federal Sources		207,048	6,950,818	8,906,156						
Other State Revenues	365,063	30,919	3,686,643	710,598	0					
Other Local Revenues	145,876	390,408	385,916	637,251	5,086	203,990	641,990	2,141,407	3,753,809	203,303
<b>TOTAL REVENUES</b>	<b>12,882,058</b>	<b>2,402,640</b>	<b>11,023,377</b>	<b>10,254,005</b>	<b>5,086</b>	<b>203,990</b>	<b>641,990</b>	<b>2,141,407</b>	<b>3,753,809</b>	<b>203,303</b>
<b>EXPENDITURES</b>										
Certificated Salaries	5,274,941	899,964	2,714,134							
Classified Salaries	781,762	414,814	1,191,645	2,376,175		60,284				
Employee Benefits	3,276,296	760,344	2,936,142	3,250,368		51,312				
Books and Supplies	477,088	137,745	518,782	4,571,134	19,681	879,881				
Services, Other Operating Expenses	3,209,998	225,513	3,256,899	76,866	456,606	1,730,652	517,132	2,997,029	3,316,904	115,700
Capital Outlay	89,155			127,617	33,546	7,067,839	(881)			
Other Outgo										
Direct Support/Indirect Costs		65,420	383,409	377,438						
Other Uses										
<b>TOTAL EXPENDITURES</b>	<b>13,109,240</b>	<b>2,503,800</b>	<b>11,001,011</b>	<b>10,779,598</b>	<b>509,833</b>	<b>9,789,968</b>	<b>516,251</b>	<b>2,997,029</b>	<b>3,316,904</b>	<b>115,700</b>
<b>INTERFUND TRANSFERS</b>										
Transfers In	185,276	101,160	85,778	3,749	0					
Transfers Out		0		0	0	0	0	(5,000,000)	0	0
Other Financing Sources	0	0	0	0	0	0	0	0	0	0
Contributions		0		0	0	0		0	0	0
<b>TOTAL TRANSFERS</b>	<b>185,276</b>	<b>101,160</b>	<b>85,778</b>	<b>3,749</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>(5,000,000)</b>	<b>0</b>	<b>0</b>
<b>Net Incr(Decr) in Fund Balance</b>	<b>(41,906)</b>	<b>0</b>	<b>108,144</b>	<b>(521,844)</b>	<b>(504,747)</b>	<b>(9,585,978)</b>	<b>125,739</b>	<b>(5,855,622)</b>	<b>436,905</b>	<b>87,603</b>
<b>FUND BALANCE</b>										
<b>Beginning Fund Balance</b>	<b>2,154,539</b>	<b>0</b>	<b>38,130</b>	<b>4,081,723</b>	<b>1,622,702</b>	<b>61,410,279</b>	<b>1,482,837</b>	<b>16,643,886</b>	<b>4,188,605</b>	<b>2,044,842</b>
Components of Fund Balance:										
Audit Adjustment								0		
Revolving Cash	0	0	0	0	0	0	0	0	0	0
Cash with Fiscal Agent	0	0	0	0	0	0	0	0	0	0
Stores	0	0	0	79,208	0	0	0	0	0	0
Prepaid	0	0	0	79,208	0	0	0	0	0	0
3% Required Reserve	0	0	0	0	0	0	0	0	0	0
Cash w/Fiscal Agent	0	0	0	0	0	0	0	0	0	0
Assigned Funds	0	0	0	0	0	0	0	0	2,297,356	0
Committed Funds	0	0	0	0	0	0	0	0	0	0
Restricted Fund Balance	0	0	0	0	0	0	0	0	0	0
<b>Unappropriated Fund Balance</b>	<b>2,112,633</b>	<b>0</b>	<b>146,274</b>	<b>3,401,463</b>	<b>1,117,955</b>	<b>51,824,301</b>	<b>1,608,576</b>	<b>10,788,264</b>	<b>2,328,154</b>	<b>2,132,445</b>
<b>Ending Fund Balance</b>	<b>2,112,633</b>	<b>0</b>	<b>146,274</b>	<b>3,559,879</b>	<b>1,117,955</b>	<b>51,824,301</b>	<b>1,608,576</b>	<b>10,788,264</b>	<b>4,625,510</b>	<b>2,132,445</b>

Pajaro Valley Unified School District

GENERAL FUND SUMMARY

FISCAL YEAR 2014-2015

15/16 at 14/15 3rd Interim

Revenue and 1.02% COLA on State  
Categorical, 1.48% HW increase, Step  
and Column, adjusted ADA for Ceiba  
College Prep Acad

	General Unrestr	Lottery 1100	Transportation 0723/0724	Community Day School 0821	TOTAL UNRESTRICTED	Special Ed 6500/6510	Federal and State Grants/ Entitlements	Restricted Maintenance 8150	Bond Endowments 06	TOTAL REST	Total General
<b>INCOME</b>											
State LCFF Sources	158,573,332				158,573,332					0	158,573,332
Federal Sources	10,700				10,700	4,813,758	14,485,756			19,299,514	19,310,214
Other State Revenues	11,133,369	2,322,944			13,456,313	12,727,999	5,478,716			18,206,715	31,663,028
Other Local Revenues	346,399		121,100		467,499		1,151,156		15,000	1,166,156	1,633,655
<b>TOTAL REVENUES</b>	<b>170,063,800</b>	<b>2,322,944</b>	<b>121,100</b>	<b>0</b>	<b>172,507,844</b>	<b>17,541,757</b>	<b>21,115,628</b>	<b>0</b>	<b>15,000</b>	<b>38,672,385</b>	<b>211,180,229</b>
<b>EXPENDITURES</b>											
Certificated Salaries	59,173,688	1,065,895		345,065	60,584,648	9,556,875	7,262,459		35,877	16,855,211	77,439,859
Classified Salaries	13,442,490	0	3,692,905	77,157	17,212,552	8,622,017	2,793,536	1,820,165	41,704	13,277,422	30,489,974
Employee Benefits	41,230,832	505,873	3,185,722	267,908	45,190,335	14,662,347	4,713,855	1,436,417	50,525	20,863,144	66,053,479
Books and Supplies	5,237,255	0	963,000	17,422	6,217,677	311,781	3,172,277	937,500	328,894	4,750,452	10,968,129
Services, Other Operating Expenses	12,278,972	1,125,813	(510,656)	62,561	12,956,690	4,378,836	3,153,310	1,395,250	43,000	8,970,396	21,927,086
Capital Outlay	950,000				950,000				750,000	750,000	1,700,000
Other Outgo	584,488				584,488					0	584,488
Direct Support/Indirect Costs	(2,968,756)				(2,968,756)	1,169,816	684,690	207,766		2,062,272	(906,484)
Other Uses	0		162,767		162,767					0	162,767
<b>TOTAL EXPENDITURES</b>	<b>129,928,969</b>	<b>2,697,581</b>	<b>7,493,738</b>	<b>770,113</b>	<b>140,890,401</b>	<b>38,701,672</b>	<b>21,780,127</b>	<b>5,797,098</b>	<b>1,250,000</b>	<b>67,528,897</b>	<b>208,419,298</b>
<b>INTERFUND TRANSFERS</b>											
Transfers In					0					0	0
Transfers Out	(611,991)				(611,991)					0	(611,991)
Other Financing Sources					0					0	0
Contributions	(35,909,339)		7,372,638	770,113	(27,766,588)	21,159,915	341,734	6,264,939		27,766,588	(0)
<b>TOTAL TRANSFERS</b>	<b>(36,521,330)</b>	<b>0</b>	<b>7,372,638</b>	<b>770,113</b>	<b>(28,378,579)</b>	<b>21,159,915</b>	<b>341,734</b>	<b>6,264,939</b>	<b>0</b>	<b>27,766,588</b>	<b>(611,991)</b>
<b>Net Incr(Decr) in Fund Balance</b>	<b>3,613,501</b>	<b>(374,637)</b>	<b>0</b>	<b>0</b>	<b>3,238,864</b>	<b>0</b>	<b>(322,765)</b>	<b>467,841</b>	<b>(1,235,000)</b>	<b>(1,089,924)</b>	<b>2,148,940</b>
<b>FUND BALANCE</b>											
<b>Beginning Fund Balance</b>	<b>34,265,960</b>	<b>374,637</b>	<b>0</b>	<b>(0)</b>	<b>34,640,597</b>	<b>1,570,355</b>	<b>723,237</b>	<b>(0)</b>	<b>4,413,875</b>	<b>6,707,467</b>	<b>41,348,064</b>
Components of Fund Balance:											
Audit Adjustment					0					0	0
Revolving Cash	55,000	0	0	0	55,000	0	0	0	0	0	55,000
Cash with Fiscal Agent	65,000	0	0	0	65,000	0	0	0	0	0	65,000
Stores	157,468	0	0	0	157,468	0	0	0	0	0	157,468
Prepaid	935,000	0	0	0	935,000	0	0	0	0	0	935,000
3% Required Reserve	6,233,439	0	0	0	6,233,439	0	0	0	0	0	6,233,439
Cash with Fiscal Agent	0	0	0	0	0	0	0	0	0	0	0
Assigned Fund Balance	9,119,526	0	0	0	9,119,526	0	0	0	0	0	9,119,526
Committed Fund Balance	18,080,000	0	0	0	18,080,000	0	0	0	0	0	18,080,000
Restricted Fund Balance	0	0	0	0	0	1,570,355	400,472	467,841	3,178,875	5,617,543	5,617,543
<b>Unappropriated Fund Balance</b>	<b>3,234,028</b>	<b>(0)</b>	<b>0</b>	<b>0</b>	<b>3,234,028</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3,234,028</b>
<b>Ending Fund Balance</b>	<b>37,879,461</b>	<b>(0)</b>	<b>0</b>	<b>(0)</b>	<b>37,879,461</b>	<b>1,570,355</b>	<b>400,472</b>	<b>467,841</b>	<b>3,178,875</b>	<b>5,617,543</b>	<b>43,497,003</b>



Pajaro Valley Unified School District

GENERAL FUND SUMMARY

FISCAL YEAR 2014-2015

16/17 at 14/15 3rd Interim

Includes LCFF Estimate for General Revenue and 2.48% COLA on State Categorical, 6% HW increase, Step and Column

	General Unrestr	Lottery	Transportation	Community Day School	TOTAL UNRESTRICTED	Special Ed	Federal and State Grants/Entitlements	Restricted Maintenance	Bond Endowments	TOTAL REST	Total General
		1100	0723/0724	0821		6500/6510		8150	06		
<b>INCOME</b>											
State LCFF Sources	161,560,127				161,560,127					0	161,560,127
Federal Sources	10,700				10,700	4,927,430	14,827,349			19,754,779	19,765,479
Other State Revenues	707,720	2,324,224			3,031,944	13,009,301	5,479,056			18,488,357	21,520,301
Other Local Revenues	346,399		121,100		467,499		1,188,216		7,000	1,195,216	1,662,715
<b>TOTAL REVENUES</b>	<b>162,624,946</b>	<b>2,324,224</b>	<b>121,100</b>	<b>0</b>	<b>165,070,270</b>	<b>17,936,731</b>	<b>21,494,621</b>	<b>0</b>	<b>7,000</b>	<b>39,438,352</b>	<b>204,508,622</b>
<b>EXPENDITURES</b>											
Certificated Salaries	60,579,871	1,090,470		350,663	62,021,004	9,712,332	7,263,238		36,887	17,012,457	79,033,461
Classified Salaries	13,540,425		3,489,991	77,522	17,107,938	8,635,196	2,797,756	1,836,193	42,954	13,312,099	30,420,037
Employee Benefits	44,315,442	549,030	3,373,268	286,164	48,523,904	15,589,298	4,915,133	1,515,688	53,033	22,073,152	70,597,056
Books and Supplies	3,108,170		963,000	17,422	4,088,592	352,567	3,141,205	937,500	328,894	4,760,166	8,848,758
Services, Other Operating Expenses	9,544,918	684,724	(282,894)	62,561	10,009,309	4,430,837	3,034,333	1,395,250	53,232	8,913,652	18,922,961
Capital Outlay					0	0	0		750,000	750,000	750,000
Other Outgo	584,488				584,488					0	584,488
Direct Support/Indirect Costs	(3,236,101)				(3,236,101)	1,419,816	684,690	225,111		2,329,617	(906,484)
Other Uses	0		162,767		162,767					0	162,767
<b>TOTAL EXPENDITURES</b>	<b>128,437,213</b>	<b>2,324,224</b>	<b>7,706,132</b>	<b>794,332</b>	<b>139,261,901</b>	<b>40,140,046</b>	<b>21,836,355</b>	<b>5,909,742</b>	<b>1,265,000</b>	<b>69,151,143</b>	<b>208,413,044</b>
<b>INTERFUND TRANSFERS</b>											
Transfers In					0					0	0
Transfers Out	(611,991)				(611,991)					0	(611,991)
Other Financing Sources					0					0	0
Contributions	(37,157,214)		7,585,032	794,332	(28,777,850)	22,203,315	341,734	6,232,801		28,777,850	0
<b>TOTAL TRANSFERS</b>	<b>(37,769,205)</b>	<b>0</b>	<b>7,585,032</b>	<b>794,332</b>	<b>(29,389,841)</b>	<b>22,203,315</b>	<b>341,734</b>	<b>6,232,801</b>	<b>0</b>	<b>28,777,850</b>	<b>(611,991)</b>
<b>Net Incr(Decr) in Fund Balance</b>	<b>(3,581,472)</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>(3,581,472)</b>	<b>0</b>	<b>0</b>	<b>323,059</b>	<b>(1,258,000)</b>	<b>(934,941)</b>	<b>(4,516,413)</b>
<b>FUND BALANCE</b>											
<b>Beginning Fund Balance</b>	<b>37,879,461</b>	<b>(0)</b>	<b>0</b>	<b>(0)</b>	<b>37,879,461</b>	<b>1,570,355</b>	<b>400,472</b>	<b>467,841</b>	<b>3,178,875</b>	<b>5,617,543</b>	<b>43,497,003</b>
Components of Fund Balance:											
Audit Adjustment					0					0	0
Revolving Cash	55,000	0	0	0	55,000	0	0	0	0	0	55,000
Cash with Fiscal Agent	65,000	0	0	0	65,000	0	0	0	0	0	65,000
Stores	157,468	0	0	0	157,468	0	0	0	0	0	157,468
Prepaid	0	0	0	0	0	0	0	0	0	0	0
3% Required Reserve	6,232,801	0	0	0	6,232,801	0	0	0	0	0	6,232,801
Cash with Fiscal Agent	0	0	0	0	0	0	0	0	0	0	0
Assigned Fund Balance	10,119,526	0	0	0	10,119,526	0	0	0	0	0	10,119,526
Committed Fund Balance	10,000,000	0	0	0	10,000,000	0	0	0	0	0	10,000,000
<b>Restricted Fund Balance</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1,570,355</b>	<b>400,472</b>	<b>790,899</b>	<b>1,920,875</b>	<b>4,682,601</b>	<b>4,682,601</b>
<b>Unappropriated Fund Balance</b>	<b>7,668,194</b>	<b>(0)</b>	<b>0</b>	<b>0</b>	<b>7,668,193</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>7,668,193</b>
<b>Ending Fund Balance</b>	<b>34,297,989</b>	<b>(0)</b>	<b>0</b>	<b>(0)</b>	<b>34,297,989</b>	<b>1,570,355</b>	<b>400,472</b>	<b>790,899</b>	<b>1,920,875</b>	<b>4,682,601</b>	<b>38,980,590</b>



Pajaro Valley Unified School District  
GENERAL FUND SUMMARY  
FISCAL YEAR 2014-2015  
17/18 at 14/15 3rd Interim

Includes LCFF Estimate for General Revenue and  
2.87% COLA on State Categorical, 6% HW increase,  
Step and Column

		General Unrestr	Lottery 1100	Transportation 0723/0724	Community Day School 0821	TOTAL UNRESTRICTED	Special Ed 6500/6510	Federal and State Grants/ Entitlements	Restricted Maintenance 8150	Bond Endowments 06	TOTAL REST	Total General
<b>INCOME</b>												
State LCFF Sources	8010-8099	165,701,595				165,701,595					0	165,701,595
Federal Sources	8100-8299	10,700				10,700	5,049,630	14,844,225			19,893,855	19,904,555
Other State Revenues	8300-8599	707,720	2,324,224			3,031,944	13,331,931	5,479,056			18,810,987	21,842,931
Other Local Revenues	8600-8699	346,399		121,100		467,499		1,220,347		7,000	1,227,347	1,694,846
<b>TOTAL REVENUES</b>		166,766,414	2,324,224	121,100	0	169,211,738	18,381,561	21,543,628	0	7,000	39,932,189	209,143,927
<b>EXPENDITURES</b>												
Certificated Salaries	1000-1999	61,450,458	1,115,309		358,070	62,923,837	9,873,043	7,272,567		37,610	17,183,220	80,107,057
Classified Salaries	2000-2999	13,619,159		3,509,330	77,900	17,206,389	8,686,376	2,798,926	1,847,198	44,241	13,376,741	30,583,130
Employee Benefits	3000-3999	46,476,970	579,959	3,517,975	300,385	50,875,289	16,262,825	5,076,375	1,592,486	56,325	22,988,011	73,863,300
Books and Supplies	4000-4999	3,108,170		963,000	17,422	4,088,592	338,968	3,118,083	937,500	328,894	4,723,445	8,812,037
Services, Other Operating Expenses	5000-5999	9,550,686	628,956	(282,894)	62,561	9,959,309	4,421,169	2,934,721	1,395,250	32,930	8,784,070	18,743,379
Capital Outlay	6000-6999					0	0			750,000	750,000	750,000
Other Outgo	7100-7299	584,488				584,488					0	584,488
Direct Support/Indirect Costs	7300-7399	(3,332,230)				(3,332,230)	1,515,945	684,690	225,111		2,425,746	(906,484)
Other Uses	74xx	0		162,767		162,767					0	162,767
<b>TOTAL EXPENDITURES</b>		131,457,701	2,324,224	7,870,178	816,338	142,468,441	41,098,326	21,885,362	5,997,545	1,250,000	70,231,233	212,699,674
<b>INTERFUND TRANSFERS</b>												
Transfers In	8910-8929					0					0	0
Transfers Out	7610-7629	(611,991)				(611,991)					0	(611,991)
Other Financing Sources	8930-8979					0					0	0
=	8980-8999	(37,988,649)		7,749,078	816,338	(29,423,233)	22,716,765	341,734	6,364,734		29,423,233	(0)
<b>TOTAL TRANSFERS</b>		(38,600,640)	0	7,749,078	816,338	(30,035,224)	22,716,765	341,734	6,364,734	0	29,423,233	(611,991)
<b>Net Incr(Decr) in Fund Balance</b>		(3,291,927)	0	0	0	(3,291,927)	0	0	367,188	(1,243,000)	(875,812)	(4,167,739)
<b>FUND BALANCE</b>												
<b>Beginning Fund Balance</b>		34,297,989	(0)	0	(0)	34,297,989	1,570,355	400,472	790,899	1,920,875	4,682,601	38,980,590
Components of Fund Balance:												
Audit Adjustment						0					0	0
Revolving Cash		55,000	0	0	0	55,000	0	0	0	0	0	55,000
Cash with Fiscal Agent		65,000	0	0	0	65,000	0	0	0	0	0	65,000
Stores		157,468	0	0	0	157,468	0	0	0	0	0	157,468
Prepaid		0	0	0	0	0	0	0	0	0	0	0
3% Required Reserve		6,361,850	0	0	0	6,361,850	0	0	0	0	0	6,361,850
Cash with Fiscal Agent		0	0	0	0	0	0	0	0	0	0	0
Assigned Fund Balance		10,119,526	0	0	0	10,119,526	0	0	0	0	0	10,119,526
Committed Fund Balance		6,000,000	0	0	0	6,000,000	0	0	0	0	0	6,000,000
Restricted Fund Balance			0	0	0	0	1,570,355	400,472	1,158,088	677,875	3,806,790	3,806,790
<b>Unappropriated Fund Balance</b>		8,247,218	(0)	0	0	8,247,218	0	0	0	0	0	8,247,218
<b>Ending Fund Balance</b>		31,006,062	(0)	0	(0)	31,006,062	1,570,355	400,472	1,158,088	677,875	3,806,790	34,812,851



## PAJARO VALLEY UNIFIED SCHOOL DISTRICT

### Board Agenda Backup

Item No: 13.1

**Date:** May 27, 2015

**Item:** Approval of Resolution #14-15-33 authorizing final balance in Medical Self-Insurance to committed reserve funds in 2015-16 to be made available for expenditure in 2016-17 & 2017-18 & 2018-19

**Overview:** The district is no longer self-insured for employee medical benefits and may use the medical reserves in Fund 67 to offset health benefit costs and provide fiscal stabilization in the General Fund 01.

The Board approved an initial transfer of \$5 million from Fund 67 to Fund 01, with \$4.5 being placed in the committed reserves. On May 13, the Board approved resolution #14-15-31 to allow this \$4.5 million to be used in 2016-17 and 2017-18.

As of April 1<sup>st</sup> all claims for self-insurance have been cleared. The final uncommitted balance is now projected to be \$13.08 million.

This resolution will authorize moving the final uncommitted fund balance in the self-insured medical benefit fund to the General Fund as a part of the 2014-15 year-end process. The General Fund Budget for 2014-15 will reflect the additional \$13.08 million being transferred from Fund 67 to Fund 01. It will be placed in Stabilization (9750) in the Committed component of the Fund Balance. It will be transferred to unassigned (9790) as needed over the 2016-17, 2017-18 and 2018-19 fiscal years.

A systematic plan to use these funds over three years provides stabilization to the General Fund and gives the district time to address the structural deficit and avoid a fiscal crisis.

**Recommendation:** Adopt resolution # 14-15-33 approving transfer of the final medical self-insurance uncommitted fund balance to the General Fund at 2014-15 close.

**Prepared By:** Ann Jones, Interim Chief Business Officer

**Superintendent's Signature:**

**RESOLUTION #14-15-33**

**RESOLUTION OF THE BOARD OF TRUSTEES OF THE PAJARO VALLEY UNIFIED SCHOOL DISTRICT  
TO TRANSFER FINAL FUND BALANCES FROM Fund 67 to Fund 01 AS REQUIRED BY  
GOVERNMENTAL ACCOUNTING STANDARDS BOARD (GASB)**

At a regular meeting of the Pajaro Valley Unified School Board of Trustees held on May 27, 2015 on a motion made by \_\_\_\_\_ and seconded by \_\_\_\_\_, the Board adopts the following resolution:

**WHEREAS**, the district is no longer self-insured for employee medical benefits, the reserves for medical benefits in Fund 67 can be used to offset health benefit costs and provide fiscal stabilization in the General Fund 01.

**WHEREAS**, all claims for self-insurance have been cleared as of April 1<sup>st</sup> the final uncommitted balance is projected to be \$13.08 million, and

**WHEREAS**, the district will need to use these funds for health benefits over the next four year budget cycle to reduce deficit spending and,

**WHEREAS**, the district wishes to develop a systematic plan for use of these funds and to address its structural deficit and to avoid a fiscal crisis

**NOW THEREFORE BE IT RESOLVED** that the Board of Trustee approves the budget transfer of the final uncommitted fund balance in Fund 67 self-insured medical benefit fund to the General Fund 01 as a part of the 2014-15 year-end close, and

**NOW THEREFORE BE IT RESOLVED** that the Board of Trustee designates these funds as committed (9750) reserves in 2014-15 & 2015-16 for use in 2016-17, 2017-18 and 2018-19 to ensure a positive fund balance and cash flow in the General Fund 01.

The above Resolution is adopted this 27th day of May, 2015.

**Ayes:**

**Nays:**

**Abstain:**

**Absent:**



**STATE OF CALIFORNIA**  
**COUNTY OF SANTA CRUZ**

I, \_\_\_\_\_, Clerk, Board of Trustees, Pajaro Valley Unified School District, Santa Cruz County, California, do hereby certify that the foregoing is a full, true and correct copy of a Resolution adopted by said Board at a regular meeting thereof held at its regular place of meeting at the time and by the vote stated, which resolution is on file in the office of said Board.

\_\_\_\_\_

Clerk, Board of Trustees



# PAJARO VALLEY UNIFIED SCHOOL DISTRICT



## Board Agenda Backup

Item No: 13.2

**Date:** May 27, 2015

**Item:** Approval of major Budget Assumptions used to prepare the 2014-15 Third Interim and 2015-16 Proposed Adoption Budget

**Overview:** The Budget for any school district represents a multiyear plan for receipt and use of funds available to serve the students and families of the district. It is a fiscal projection based on assumptions. Through the year it is revised and updated based on changes in assumptions. As a K-12 school district the budget for each fiscal year is prepared and presented to the Board of Trustees for approval three times a year. With each cycle the changes occur because assumptions change.

The Third Interim presented tonight is the fourth and last time the budget for 2014-15 will be presented for approval. It is required because the district approved a qualified certification at Second Interim, which stated the district may not meet its financial obligations for the current fiscal year or two subsequent fiscal years. It reflects the most current projection of estimated actuals for the current year.

In one month the Board of Trustees will be asked to approve the 2015-16 Proposed Adoption Budget. If the board approves the assumptions presented tonight, staff will recommend the board certify that the district will meet its financial obligations for 2015-16 and two fiscal years 2016-17 & 2017-18. The Proposed Adoption Budget for 2015-16 is not expected to significantly change from what is being presented now.

**Recommendation:** Approve the attached assumptions for the 2014-15 Third Interim and the 2015-16 Proposed Adoption Budget.

**Prepared By:** Ann Jones, Interim Chief Business Officer

**Superintendent's Signature:**

Pajaro Valley Unified School District

Proposed Multiyear Major Budget Assumption Changes

2014-15 through 2017-18

2014-15 Projected Actuals

1. Regular P2 ADA updated to actual – 17,347.17 which represents a loss of 122 ADA from Second Interim projections. Declining enrollment guarantees meant a loss of funding for 86 ADA. LCFF funding is reduced by approximately \$593 K, and \$1 M ongoing.
2. The Medical Self Insurance fund balance will be closed at year-end and transferred to the General Fund committed fund balance for stabilization. Transfer into fund 01 increased from \$5 M to \$18.08 M. Committed fund balance increased from \$4.5 to \$17.58 M.
3. Salary and benefit savings due to vacancies in 2014-15 have been adjusted down by \$2.4 M
4. Restricted State and Federal revenue and expense have been reduced based on projected carryovers of \$9 M.
5. Special Education Revenues have been adjusted to P2 certification equal to \$130 K increase.
6. Special Education total expenditures reduced to estimated actuals by \$960 K.
7. Miscellaneous adjustments to align program & school site expenditure budgets up by \$628 K.

2015-16 Proposed Adoption Budget

1. Governor's May Revisions used to project district revenues
  - a. LCFF Funding Gap closure increased from 32% to 53% increases ongoing revenues by \$7.8 M
  - b. Mandated cost one time allocation of \$601 per ADA increases one-time revenue by \$10.4 M.
2. LCAP Service priorities restored to the on-going expenditure plan
  - a. Four additional Instructional Coach positions added to 2015-16.
  - b. Two roving maintenance & custodial teams added to 2015-16
  - c. One additional Parent Liaison added to 2015-16
  - d. Technology Refresh program increased from \$250,000 to \$300,000.
  - e. Add additional Socio-Emotional Counseling at the Middle School - \$110,000
  - f. Add additional Academic Counseling at the High School - \$220,000
3. One-time mandated cost revenues allocated for expenditures as follows.
  - a. Furniture replacement = \$850,000
  - b. Site discretionary - \$10,000 per site = \$250,000
  - c. Site discretionary - \$15.00 per 2014-15 CALPADS = \$275,085
  - d. Maintenance & Operations equipment = \$254,000
  - e. Technology – Central Office Network Operations Center (NOC) = \$950,000 and Network upgrades = \$200,000

- f. Additional Technology refresh for equipment and chrome books = \$500,000
- g. Districtwide support for SBAC – set aside = \$1,000,000
- h. Staff Development – set aside = \$1,200,000
- i. Textbook Adoption – set aside = \$4,946,649

#### Multiyear

LCFF revenues in 2016-17 and forward are calculated based on School Services Dart Board as of the May Revise. The dart board is a more conservative approach and reflects lower numbers than the Department of Finance.

One-time committed reserves will be allocated for health and welfare cost and fiscal stabilization beginning in 2016-17. A committed balance of \$6 million will be reserved for use in 2018-19.



# PAJARO VALLEY UNIFIED SCHOOL DISTRICT



## Board Agenda Backup

Item No: 13.3

**Date:** May 27, 2015

**Item:** Approval of a positive certification for the 3<sup>rd</sup> Interim Report

**Overview:** The district financial position as been revised based on the most current information and assumptions. Based on the 3<sup>rd</sup> Interim report provided to the Board and the Board's actions to approve major assumption, the Superintendent and Interim Chief Business Officer feel comfortable is recommending a positive certification.

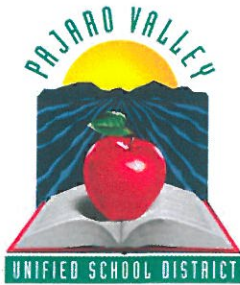
It is clear the district will be able to meet its financial obligations for the current fiscal year and for three subsequent years.

**Recommendation:** Approve positive certification for the 3<sup>rd</sup> Interim Report.

**Prepared By:** Ann Jones, Interim Chief Business Officer

**Superintendent's Signature:**





## PAJARO VALLEY UNIFIED SCHOOL DISTRICT

### Board Agenda Backup

Item No: 13.4

**Date:** May 27, 2015

**Item: Personnel Commission Board Appointed Vacancy (Merit Rule 3.2)**

**Overview:** The Personnel Commission Merit Rule 3.2 D requires that within fifteen days of notification of the vacancy, the Board of Education shall publicly announce the name of the person it intends to appoint to fill the un-expired term. The current Commissioner vacancy appointed by the Board of Trustees has occurred due to the passing of Mary Ann Otero Gomez on April 28, 2015. This term expires on December 1, 2017.

At the April 15, 2015 board meeting, the Board appointed Mrs. Judy Durand as an interim appointment in Mrs. Gomez' absence. It is the recommendation of staff to publicly announce Mrs. Durand as the Board's candidate to fill the un-expired term set to expire on December 1, 2017.

At a board meeting to be held after thirty and within forty-five days of the date the Board publicly announced its candidate, the Board shall hold a public hearing to provide the public, employees, and employee organizations the opportunity to express their views on the qualifications of the person recommended by the Board of Education for appointment. The Board at that time may make its appointment or may make a substitute appointment or recommendation without further notification or public hearing. The public hearing will take place at the June 24, 2015 board meeting.

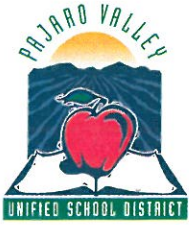
**Prepared By:** Pam Shanks, Director Classified Human Resources

**Superintendent's Signature:**





# PAJARO VALLEY UNIFIED SCHOOL DISTRICT



## Board Agenda Backup

Item No: 13.5

**Date:** May 27, 2015

**Item:** AVCI – Name Change Proposal

**Overview:** The term "vocational" is an outdated educational term that has been replaced with another term, "career technical education". The AVCI community believes that using the term "vocational" in the name of the school no longer reflects the vision or overall focus of the educational program. Our school has undergone a great amount of change and renaming the school will also give the program the fresh start needed to attract students and parents to our high-tech program. The intent of tonight's presentation is to update the Board about the changes, the process the school went through and the recommended new name for AVCI – "Diamond Technology Institute".

**Recommendation:** Approve recommendation

### Budget Considerations:

**Funding Source:** N/A

**Budgeted:** Yes: ☐ No: ☐

**Amount:** \$

**Prepared By:** Murry Schekman, Assistant Superintendent , Secondary Education

**Superintendent's Signature:**