



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.

September 25, 2013 REGULAR BOARD MEETING

CLOSED SESSION – 6:00 p.m. – 7:00 p.m.
PUBLIC SESSION – 7:00 p.m.

DISTRICT OFFICE
Boardroom
292 Green Valley Road, Watsonville, CA 95076

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

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

Notice to the Audience on Public Comment

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

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

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

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

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

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

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

1.1 Call to Order

1.2 Public comments on closed session agenda.

2.0 CLOSED SESSION (AND AFTER REGULAR SESSION IF NECESSARY)

- 2.1 Public Employee Appointment/Employment, Government Code Section 54957
 - a. Certificated Employees (see Attached)
 - b. Classified Employees (see attached)
- 2.2 Public Employee Discipline/Dismissal/Release/Leaves
- 2.3 Negotiations Update
 - a. CSEA
 - b. PVFT
 - c. Unrepresented Units: Management and Confidential
 - d. Substitutes – Communication Workers of America (CWA)
- 2.4 Claims for Damages
- 2.5 Pending Litigation
- 2.6 Anticipated Litigation
- 2.7 Real Property Negotiations
- 2.8 2 Expulsions

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

- 3.1 Pledge of Allegiance
- 3.2 Welcome by Board President
Trustees Kim De Serpa, Leslie DeRose, Maria Orozco, Karen Osmundson, Lupe Rivas, Jeff Ursino and President Willie Yahiro.
- 3.3 Superintendent Comments
- 3.4 Governing Board Comments/Reports (Limit to 1 minute per trustee)
 - Report on Standing Committees Meetings

4.0 APPROVAL OF THE AGENDA

5.0 APPROVAL OF MINUTES

- a) *Minutes for September 11, 2013*
- b) *Minutes for Study Session, September 18, 2013, Migrant & Seasonal Head Start*

6.0 HIGH SCHOOL STUDENTS BOARD REPRESENTATIVES REPORT

7.0 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. Trustees may ask questions for clarity but cannot take action on these matters. (Please complete a card if you wish to speak.)

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

9.0 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).

- 9.1 Purchase Orders August 22 – September 4, 2013
The PO's will be available in the Superintendent's Office.
- 9.2 Warrants August 22 – September 4, 2013
The warrants will be available in the Superintendent's Office.
- 9.3 Approve Notice of Completion for Four (4) Bathroom Fixture Upgrade Project for Watsonville Charter School of the Arts.
- 9.4 Approve Award of Contract to Conduct Classification Study (RFP PSHR72613).
- 9.5 Approve New Course Proposal – “Green Up” – Second and Final Reading.
- 9.6 Approve CAHSEE Passage Waiver for Student #13-14-02, Mathematics, Pacific Coast Charter School.
- 9.7 Approve CAHSEE Passage Waiver for Student #13-14-03, Mathematics, Pacific Coast Charter School.
- 9.8 Approve CAHSEE Passage Waiver for Student #13-14-04, Mathematics, Aptos High School.

The administration recommends approval of the Consent Agenda.

10.0 DEFERRED CONSENT ITEMS

11.0 REPORT AND DISCUSSION ITEMS

- 11.1 Report and discussion from the Food and Nutrition Services Department.
Report by Nicole Meschi, Director, Food Services. 20 min. report; 5 min. discussion.
- 11.2 Report and discussion on update on Implementation of the Local Control Funding Formula (LCFF) as it pertains to the district's 2013-14 Budget, and development of subsequent Local Control Accountability Plan (LCAP).
Report by Brett McFadden, CBO, and Susan Perez, Director of Educational and English Language Learner Services. 10 min. report. 5 min. discussion.
- 11.3 Report and discussion on Student Enrollment.
Report by Brett McFadden, CBO. 5 min. report. 5 min. discussion.

12.0 REPORT, DISCUSSION AND POSSIBLE ACTION ITEMS

- 12.1 Report, discussion and possible action to approve Provisional Internship Permit for Suncere B. Castro.
Report by Sharon Roddick, Assistant Superintendent, Human Resources. 2 min. report. 5 min. discussion.

13.0 ACTION ON CLOSED SESSION

14.0 UPCOMING BOARD MEETINGS/REMAINING BOARD MEETINGS FOR 2013

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

		Comment
September	▪ 25	
October	▪ 9	
	▪ 23	
November	▪ 13	▪
December	▪ 11 Annual Organization Mtg.	▪ Approve 1 st Interim Report

15.0 ADJOURNMENT

PAJARO VALLEY UNIFIED SCHOOL DISTRICT
CLOSED SESSION AGENDA
September 25, 2013

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

New Hires – Probationary	
1	Community Services Liaison
1	Behavior Tech
1	Instructional Assistant – M/S
2	Groundskeeper I
New Hires	
1	Psychologist
2	Teacher
New Substitutes	
18	New Substitutes
Promotions	
1	District Technology Support Tech
2	Behavior Tech
1	Lead Custodian I
1	Registrar
Administrative Appointments	
	None
Transfers	
1	Teacher
Other	
	None
Extra Pay Assignments	
14	Coach
Extra Period Assignments	
	None
Leaves of Absence	
1	Coordinator, After School
1	Program Director, Special Ed
1	Teacher, Special Ed
2	Bus Driver
1	Low Incidence Technician

Retirements	
	None
Resignations/Terminations	
	None
Supplemental Service Agreements	
402	Teachers
Miscellaneous Actions	
3	Behavior Tech
3	Cafeteria Assistant
1	Instructional Assistant – M/M
1	Instructional Assistant – M/S
1	Low Incidence Tech
Separations From Service	
1	Behavior Tech
1	Instructional Assistant M/S
Limited Term – Projects	
1	Behavior Tech
10	Cafeteria Assistant
2	Cafeteria Cook/Baker
2	Cafeteria Manager II
3	Campus Safety & Security Officer
1	Community Services Liaison I
1	District Student Attendance Information Specialist
4	Enrichment Specialist
1	Groundskeeper I
3	Instructional Assistant – Child Development
4	Instructional Assistant – General Ed
2	Interpreter/Tutor Sign Language
2	Language Support Liaison II
1	Lead Custodian II
1	Office Assistant I
3	Office Assistant II
3	Office Assistant III
2	Office Manager
1	Textbook Media Specialist
2	Translator

3	Warehouse Delivery Worker
1	Mello Center Systems Tech
Exempt	
13	Childcare
2	Migrant OWE
16	Pupil
3	Campus Safety Monitor
1	School Crossing Guard
1	Student Helper
32	Yard Duty
Provisional	
1	Behavior Tech
1	Instructional Assistant M/M
2	Instructional Assistant M/S
2	Instructional Assistant – General Ed
Limited Term - Substitute	
2	Campus Safety and Security Officer
7	Instructional Assistant M/S
1	Instructional Assistant – Child Development
1	Office Assistant III



September 11, 2013
REGULAR BOARD MEETING
UNADOPTED MINUTES
CLOSED SESSION – 6:00 p.m. – 7:00 p.m.
PUBLIC SESSION – 7:00 p.m.

DISTRICT OFFICE
Boardroom
292 Green Valley Road, Watsonville, CA 95076

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

1.1 Call to Order

President Yahiro called the meeting of the Board to order at 6:00 pm at 292 Green Valley Road, Watsonville, CA.

1.2 Public comments on closed session agenda.

None.

2.0 CLOSED SESSION (AND AFTER REGULAR SESSION IF NECESSARY)

2.1 Public Employee Appointment/Employment, Government Code Section 54957

a. Certificated Employees

b. Classified Employees

New Hires – Probationary	
	None
New Hires	
1	Coordinator
2	Nurse
16	Teachers
New Substitutes	
	None
Promotions	
	None
Administrative Appointments	
3	After School Coordinators
5	Assistant Principals – Extended Learning
1	Academic Coordinator
Transfers	
1	Teacher
Other	
1	Academic Coordinator
1	Coordinator of Special Programs
2	Teacher

Extra Pay Assignments	
	None
Extra Period Assignments	
	None
Leaves of Absence	
5	Instructional Assistant – M/S
1	Office Manager
3	<i>Teacher</i>
1	<i>Coordinator – Raising A Reader</i>
1	<i>Assistant Teacher</i>
1	<i>Campus Safety & Security Officer</i>
Retirements	
	None
Resignations/Terminations	
	None
Supplemental Service Agreements	
5	Counselor
81	Teacher
Miscellaneous Actions	
	None
Separations From Service	
	None
Limited Term – Projects	
1	Campus Safety & Security Officer
18	Enrichment Specialist
1	Library Media Technician
2	Office Assistant I
8	Office Assistant III
Exempt	
10	Childcare
Provisional	
	None
Limited Term - Substitute	
	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**

2.5 **Pending Litigation**

2.6 **Anticipated Litigation**

2.7 **Real Property Negotiations**

2.8 **2 Expulsions**

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

President Yahiro called the meeting of the Board in public to order at 7:11 PM.

3.1 **Pledge of Allegiance**

Trustee DeRose led the Board in the Pledge of Allegiance.

3.2 **Welcome by Board President**

Trustees Kim De Serpa, Leslie DeRose, Maria Orozco, Karen Osmundson, Lupe Rivas and President Willie Yahiro were present. Trustee Jeff Ursino arrived at 7:27 PM.

3.3 **Superintendent Comments**

Superintendent Baker reported that September is attendance awareness month; the Student Services department held a press conference speaking of the importance of community work to improve attendance.

In honor of the 9/11/01 victims, Ms. Baker asked for a moment of silence.

3.4 **Governing Board Comments/Reports (Limit to 1 minute per trustee)**

- *Report on Standing Committees Meetings*

Trustee Orozco commented on a successful COPA meeting and noted that the next one is scheduled for October.

Trustee Rivas reported that she had visited various school sites and spoke favorably of the Healthy Start program. She also attended the open house at Hall school. She stated that it was good to see what is happening at our schools.

Trustee Osmundson reported that she had attended the districtwide breakfast, the algebra academy, which was amazing, and the Kawakami's dinner event.

President Yahiro commended Rosie Gomez for winning three 1st prizes in photography at the County fair.

4.0 **APPROVAL OF THE AGENDA**

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

5.0 APPROVAL OF MINUTES

a) Minutes for August 28, 2013

Trustee De Serpa moved to approve the minutes for August 28, 2013. Trustee Rivas seconded the motion. The motion passed 4/0/2/1 (De Rose, Osmundson abstained; Ursino absent).

6.0 HIGH SCHOOL STUDENTS BOARD REPRESENTATIVES REPORT

Felicia Davidson of Pajaro Valley High School reported on a great week at the school, with a well-attended ELAC parent meeting and a successful back to school night. She thanked the board for providing a crossing guard.

Trustee Ursino arrived at 7:27 pm.

Vanessa Gonzalez and Adam Ledesma of Watsonville High School spoke about raising awareness through "What's in a Name". There are events planned in October as it is Cancer Awareness Month to provide information about the disease. A sports update and upcoming games report was given. They mentioned concerns about insufficient desks for all students and about teachers not being able to stay after school to provide additional support to students after school.

7.0 VISITOR NON-AGENDA ITEMS

Celeste DeWald, Santa Cruz County Alliance for Arts Education, reported that this was the national arts and education week. She thanked staff for organizing a community meeting led by Lynn Olson on arts in education where discussion on ways to bring arts back to all students across the district took place. She reminded the Board of the October 31st breakfast event, adding that Susan Freeman would be the speaker and would link arts common core curriculum.

Jack Carroll, chief negotiator, presented a list of PVUSD revenues forecast stating that the numbers that are seen at board meetings are not the same ones seen in negotiations.

Rhea DeHart, community member, reported that PUVSD students presented to City Council about touring the ivy league campuses and seeking funding. She encouraged all to attend the fair. She spoke about Watsonville/Aptos Adult Education vocational programs, which now has added a caregiver program, and the cost to students for those courses.

Dan Zumaran, staff, hopes that the Board considers broadcasting their meetings for the benefit of the community.

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

Francisco Rodriguez, PVFT president, spoke about the important issues that are being addressed in negotiations, including class size reduction, prep time, and better salaries. He commented on the benefits of being able to improve working conditions for teachers.

Jack Carroll, PVFT chief negotiator, spoke of the different budget figures between what the board sees and what is being provided at negotiations. He added that the union is losing confidence in the financial numbers provided by the district.

Dan Zumaran, CSEA, spoke about being proud to work with the district and reinstating positions at the sites. He asked the board for their continued support.

Olga de Santa Anna, PVAM, thanked the board for their ongoing support. She thanked cabinet members for visiting the sites. Ms. de Santa Anna noted that sometimes administrators also need a substitute. She commented on the middle school student exchange program and how it is a positive experience for all involved; she thanked Robb Mayeda for his involvement.

9.0 CONSENT AGENDA

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

9.1 Purchase Orders August 22 – September 4, 2013

9.2 Warrants August 22 – September 4, 2013

9.3 Approve CASHEE Passage Waiver for Student 13-14-01, English Language Arts, Watsonville High School.

9.4 Approve Resolution #13-14-02, 2012-2013/2013-2014 GANN Limit Calculation.

9.5 Approve New Course Proposal for Academic Vocational Charter Institute (AVCI) – “Green Up”. First Reading.

10.0 DEFERRED CONSENT ITEMS

None.

11.0 REPORT AND DISCUSSION ITEMS

11.1 Report and discussion on STAR Testing and PVUSD Test Results.

Report by Susan Perez, Director of Educational and English Language Services; School Principals.

Susan Perez started her presentation addressing testing timelines by grade level and subject matter. The California State Standards identifies proficiency at meeting standards as advanced, proficient, basic, below basic and far below basic. The district’s goal is to have all students performing at advanced and proficient levels. Test results give staff the opportunity to assess how we are doing overall, where and why there was improvement and allows staff to understand students’ progress. In addressing the Academic Performance Index (API), the state’s accountability growth measure scale (from 1 – 1000), it was noted that there has been slow but steady growth districtwide, currently at 724. Ms. Perez presented API growth charts for each school for three years.

Frances Basich Whitney, research, assessment and accountability coordinator, presented on percentages of proficient and advanced levels by grade level as well as by school for mathematics and English language arts. Ms. Whitney noted that the district scores are reflective of what is happening throughout the state. Overall, she noted, the district is moving in the right direction and improving. She presented information on schools that improved their scores by double digits in mathematics and English language arts.

Ms. Perez continued the presentation speaking about how the data is being used by data teams to look at what the indicators of success are and what areas need additional support. This information is studied throughout the year, during SBC days, at staff meetings and at the annual summits. As an example, Freedom elementary school achieved a huge growth, going from 761 in 2011-12 to 784 2012-13, and staff has been discussing what the school did to achieve this growth. Freedom has high expectations for students and strong belief from staff that all students can do well. They also have a strong Accelerated Reading program, extended day to continue reading for 4th and 5th grade students, and ensure that all 3rd graders will master their multiplication tables prior to going into 4th. Ms. Perez also acknowledged that Freedom also sees strong parental support. In addressing technology, Ms. Perez used an example from Pajaro Middle School’s classroom, where use of iPads has had a positive impact on student performance.

To add to the technology piece, Tim Landeck, director of technology, spoke of model tech classrooms, there are six in the district, and how they are being used to provide instruction.

Public comment:

Martha P Vasquez, community member, spoke about the importance of ensuring that all services are equitable for all students. She commended Freedom school for its achievement. She inquired about programs which have not been mentioned, such as extended learning and the adopted curriculum, and how that has impacted results. Living in a global society, the district should embrace its bilingual program.

Bill Beecher, community member, spoke about scoring related to demographics noting that Hispanic students are scoring well below basic. The district needs to take steps to improve these statistics, including identifying struggling students and offering strong tutoring services.

Sarah Henne, teacher, stated that Freedom's success should be celebrated but reminded the board that the school has additional QEIA funding that reduces their class size to 20:1; this has a significant impact on students achievement.

Board participated with comments and questions.

11.2 Report and discussion on Annual update on District's Energy Management Program.

Report by Brett McFadden, CBO; Steve Okamura, Energy Education Manager.

Brett McFadden noted that this program has been in effect for five years; the contract with the consultant has ended but the district continues to rip the benefits of the successful program. He asked Steve Okamura to continue with the presentation.

Steve Okamura reported that the district saved about \$478,000 in 2012-13. This is extremely helpful as the district implements energy efficient infrastructures. In five years, the district has realized a total savings of \$2,300,929. Mr. Okamura explained how the program works, including performing site audits regularly, monitoring use of the utility program and working closely with PG&E. The following programs were completed in 2012-13: vending miser installed at no charge, lighting project at Watsonville High, and created water meter and lighting maps by Cabrillo College interns. The cost for these upgrades was of \$37,000 but the district only had to pay \$7,000. Other projects included monitoring use of gym and multi-purpose rooms for effective gas usage and continuing to educate staff on effective energy saving tips. Mr. Okamura concluded his presentation speaking about future projects that include solar systems, evaluation of water and lighting systems, and continued collaboration with PG&E to qualify for Prop 39 funding.

The board participated with questions and comments.

12.0 REPORT, DISCUSSION AND POSSIBLE ACTION ITEMS

12.1 Report, discussion and possible action on 2012-13 Unaudited Actuals Report.

Report by Brett McFadden, CBO.

Brett McFadden commented on budget reporting requirements for unaudited actuals, which is a way to identify major fiscal activity and provides a document for the review of the County Office of Education as well as the district's independent auditor. He explained that the COE does not certify this report but it is rather a tool to prepare for the independent audit. He offered a variance comparison of what was presented in June with the estimated actuals to the September unaudited actuals, noting that variances are minor; it is common for districts this size to be off 3% - 5% either way. He added that this is the closest actuals have been to estimates in the last four years. Regarding deficit, Mr. McFadden stated that in 2012-13 the district was \$6.3 million in deficit spending and that it is projecting \$3.5 million deficit spending in 2013-14. The annual independent audit will be taking place soon and the next required report is the first interim in December.

Public comment

Sarah Henne, teacher, requested that budget items be moved up on the agenda so that more people can hear it.

Jack Carroll, chief negotiator for PVFT, noted that the documents presented are not the same as the ones on the website but they are the same that are available on SACS (Standardized Account Codes Structure). He added that the 2nd interim report showed a variance of about \$12.3, a difference that has been common in the last few years.

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

12.2 Report, discussion and possible action on Proposition 30 Education Protection Act (EPA) – 2013-14 Notification and Declaration of Fund Use.

Report by Brett McFadden, CBO.

Brett McFadden reported that this is a Prop 30 requirement, which did not result in new revenues but balanced the state budget. It is a declaration of how EPA funds are being utilized. He stated that the district expects to use these funds to protect vital programs, such as class size reduction. Action on this meets EPA compliance requirements.

Trustee Osmundson moved to approve this item. Trustee Orozco seconded the motion. The motion passed unanimously.

Public comment:

Martha Vasquez, community member, commented on the importance of keeping the public informed about the use of these funds and to ensure they are administered equally so that all students benefit.

13.0 ACTION ON CLOSED SESSION

2.1 Public Employee Appointment/Employment, Government Code Section 54957

a. Certificated Employees

Trustee DeRose moved to approve the certificated employee report with the addition of 5 Assistant Principals for Extended Learning and 1 Academic Coordinator under Administrative Appointments, 2 teachers under New Hires, and 1 Coordinator, 1 teacher and 1 assistant teacher under Leaves of Absence. Trustee De Serpa seconded the motion. The motion passed 6/0/1 (Ursino abstained).

b. Classified Employees

Trustee DeRose moved to approve the classified report with the addition of 1 Campus Safety and Security Officer under Leaves of Absence. Trustee Orozco seconded the motion. The motion passed 6/0/1 (Ursino abstained).

2.8 2 Expulsions

Actions on Expulsions:

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

13-14-01

Trustee Orozco seconded the motion. The motion passed 6/0/1 (Yahiro dissented).

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

13-14-02

Trustee Ursino seconded the motion. The motion passed 6/0/1 (Yahiro dissented).

14.0 UPCOMING BOARD MEETINGS/REMAINING BOARD MEETINGS FOR 2013

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

		Comment
September	<ul style="list-style-type: none"> ▪ 18 ▪ 25 	<ul style="list-style-type: none"> ▪ MSHS Training
October	<ul style="list-style-type: none"> ▪ 9 ▪ 23 	
November	<ul style="list-style-type: none"> ▪ 13 	<ul style="list-style-type: none"> ▪
December	<ul style="list-style-type: none"> ▪ 11 Annual Organization Mtg. 	<ul style="list-style-type: none"> ▪ Approve 1st Interim Report

15.0 ADJOURNMENT

There being no further business to discuss, the meeting of the board was adjourned at 10:03 PM.

Dorma Baker, Superintendent



September 18, 2013
BOARD STUDY SESSION
MIGRANT AND SEASONAL HEAD START PROGRAM
UNADOPTED MINUTES
6:00 PM – 8:00 PM
DISTRICT OFFICE
BOARDROOM
292 Green Valley Road, Watsonville, CA 95076

1.0 OPENING CEREMONY – MEETING OF THE BOARD IN PUBLIC - 6:00 P.M.

President Yahiro called the Board's study session to order in public at 6:10 PM at 292 Green Valley Road, Watsonville, CA.

1.1 Pledge of Allegiance

Alicia Jiménez led the Board in the Pledge of Allegiance.

1.2 Welcome by Board President

Trustees Leslie DeRose, Maria Orozco, Karen Osmundson, Lupe Rivas, Jeff Ursino and President Willie Yahiro were present. Trustee Kim De Serpa arrived at 6:23 PM.

2.0 APPROVAL OF THE AGENDA

Trustee DeRose moved to approve the agenda, noting that the agenda that was originally posted listed trustees who are no longer on the board and that it was corrected. Trustee Ursino seconded the motion. The motion passed 6/0/1 (De Serpa absent).

3.0 STUDY SESSION: MIGRANT AND SEASONAL HEAD START PROGRAM

Carole Clark, Migrant & Seasonal Head Start Director, started the presentation offering a brief background about the program, which started in 1978, that included monitoring structure, program design and service delivery options, as well as the benefits of the program to the district and the community. She noted that, while the program at the state level suffered significant funding reductions, PVUSD's program funding was maintained due to its high enrollment and its track record of meeting high standards. The governance and shared decision-making systems were also presented. Ms. Clarke noted that the program has to comply with strict federal regulations.

Public comment:

Rhea DeHart, community member, spoke positively about the program, noting she has been involved in it for 10 years. She added that the Health and Disabilities Advisory Committee, composed of health care professionals, community agencies, parents and staff, had met and discussed how to improve collaboration and serve MSHS program families.

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

4.0 ADJOURNMENT

There being no further business to discuss, the session adjourned at 8:00 PM.

Dorma Baker, Superintendent



Board Agenda Backup

Item No: 9.3

Date: September 25, 2013

Item: Watsonville Charter School of the Arts (WCSA) – Acceptance of "Notice of Completion" for (4) Bathrooms Fixture Upgrade Project

Overview: At the June 12 Board meeting, Reyna Duarte and Sue Forson parents of children attending the Watsonville Charter School of the Arts, spoke to the Board during the Public Comments for non-agenda items. They spoke about the poor condition of the restrooms at the school site. When they finished addressing the Board they requested approval to submit a binder with information, pictures, petitions and 30 Williams Uniform Complaint documents. The binder was submitted to Brett McFadden Chief Business Officer (CBO) for PVUSD. The following day Brett provided the binder to the Maintenance, Operations and Facilities Department to resolve. We had 7 companies pulled plans for this project.

The District opened bids for this project on July 22, 2013 at 02:00 PM. The apparent low bidder is Wolcott Construction out of Santa Cruz with a bid of \$69,939.00 out of the 2 bids submitted.

The project is now complete

Recommendation: It is recommended that the Board accept the Notice of Completion for this project and authorize District staff to Sign, File & Record it at the Santa Cruz County Recorder's Office.

Budget Considerations:

Funding Source: Deferred Maintenance

Budgeted: Yes: ☐ No: ☒

Amount: \$69,939.00

Prepared By: Richard Mullikin
Richard Mullikin, Director of Maintenance, Operations & Facilities

Superintendent's Signature: Dorma Baker (AB)
Dorma Baker

RECORDING REQUESTED BY
[PAJARO VALLEY UNIFIED SCHOOL DISTRICT]

AND WHEN RECORDED MAIL TO:

PAJARO VALLEY UNIFIED SCHOOL DISTRICT
CONSTRUCTION DEPT.
294 GREEN VALLEY ROAD
WATSONVILLE, CALIFORNIA 95076

Attn: Greg Giuffre

Complimentary Recording, Pursuant to Government Code 27383

SPACE ABOVE THIS LINE FOR RECORDERS USE

NOTICE of COMPLETION

Notice pursuant to Civil Code Section 3093, must be filed within 10 days after completion. Notice is hereby given that:

1. The undersigned is owner or corporate officer of the owner of the interest or state stated below in the property hereinafter described:

2. The full name of the owner is Pajaro Valley Unified School District

3. The full address of the owner is: 294 Green Valley Road, Watsonville, CA 95076

The nature of the interest of estate of the owner is: In fee

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

4. The full names and full addresses of all persons, if any, who hold title with the undersigned as joint tenants or as tenants in common are:

NAMES:

ADDRESSES:

5. The full names and full addresses of the predecessors in interest of the undersigned, if the property was transferred subsequent to the commencement of the work or improvements herein referred to:

NAMES:

ADDRESSES:

6. A work of improvement on the property hereinafter described was completed on September 25, 2013. The work done was:
Watsonville Charter School of the Arts Bathroom Fixture replacement.

7. The name of the contractor, if any, for such work of improvements was: Michael Wolcott Construction

8. The property on which said work of improvements was completed is in the 1 County of Santa Cruz, State of CALIFORNIA, and is described as follows:

9. The Street address of said property is Watsonville Charter School of the Arts
75 Whiting Road, Watsonville, CA 95076 APN# 051-661-25
(IF NO STREET ADDRESS HAS BEEN OFFICIALY ASSIGNED, INSERT "NONE")

Dated: June 26, 2008

X Richard Mullikin

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

VERIFICATION

I, the undersigned, say: I am the Maintenance, Operation & Facilities – Director the declarant of the foregoing Notice of Completion
(“PRESIDENT OF”, “MANAGER OF”, “PARTNER OF”, “OWNER OF”, ETC.)

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

Executed on September 25, 2013 at Watsonville, CA 95076
(CITY) (STATE) (ZIP)

DSA# N/A
File# N/A

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



Board Agenda Backup

Item No: 9.4

Date: September 25, 2013

Item: Approval of Award of Contract to Conduct Classification Study (RFP PSHR72613)

Overview: Following the recommendation of the Personnel Commission at their June 2013 meeting to move forward with an outside consultant to complete the Classification Study, a Request for Proposal (RFP PSHR72613) was sent to seven consulting firms. One proposal was submitted and presented to the Classification Study Committee. Committee members include a diverse group of CSEA representatives; management representatives; and a confidential representative. The Director, Classified Human Resources, facilitated the process.

Ewing Consulting, Inc. submitted a very impressive proposal which included vast experience conducting classification studies with many Districts and specifically Merit Districts. Their classification study work included items such as working closely with a Classification Study Committee, collection and analysis of position information through the use of questionnaires, interviews and worksite observations and conversations with employees, and being involved with every aspect of the study. They proposed a transparent process that would include all stakeholders. They are able to meet the timeline requested in the RFP. And finally, the reference checks were outstanding.

Recommendation: The Administration recommends approval to award the contract (RFP PSHR72613) to Ewing Consultants, Inc. to conduct the 2013/2014 Classification Study. The amount not to exceed \$90,000.

Budgeted: Yes: ☒ No: ☐

Amount: \$ 90,000

Prepared by:



Director, Classified Human Resources

Superintendent:

(Signature)



PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 9.5

Date: September 25, 2013

Item: New Course Proposal – “Green Up” Second and Final Reading

Overview: This new CTE course will fill the current gap of CTE instruction at AVCI and could be of assistance at our other 9-12 schools. Unlike traditional physics, this alternative course is crucial for all kinds of kinesthetic learners who are pursuing a CTE career pathway while still pursuing the A to G pathway. Designed by UC itself, this course satisfies the D – Lab Science portion of A-G, but in addition, it is formally classified as a CTE course, important for meeting the funding requirements of the Carl Perkins Act. The course offers kinesthetic learners (over 90% of AVCI) a real-world opportunity to discover and understand principles of physics, engineering, design, and green-and-clean technologies by increasing the lab time to 50% and changing it to project-based instruction, exceeding the minimum of 20% as required by the UC in meeting A-G requirements. This 50-50 split generates three solutions for advancing the CTE curriculum for AVCI and PVUSD in general. Besides the traditional role of training students to receive vocational job skills right out of high school, 1) The enrolled student may be able to advance to a two-year AS degree, in a CTE career pathway like *Engineering Technology*, with possible articulation with Cabrillo College, 2) The enrolled student may be able to advance to a four-year BS degree, in some form related to *Engineering and Design* with an emphasis in environmental protection, and 3) The school will continue to meet all aspects of the Perkins funds requirements.

Recommendation: Approve Course

Budget Considerations:

Funding Source:

Budgeted: Yes: ☐ No: ☐

Amount: \$

Prepared By: Murry Schekman with Assistance from AVCI Staff

Superintendent's Signature:

Dorma Baker

(AA)

PAJARO VALLEY UNIFIED SCHOOL DISTRICT
Division of Secondary Education

NEW COURSE PROPOSAL - HIGH SCHOOL
Name of School

School: AVCI Date: 8/23/13

Proposer: Gary Liu Department: Science

Title of Proposed (or Revised) Course: Green UP and Go! Clean Energy-neering
Abbreviated Title: Green Up

I. STATEMENT OF NEED

This course was created by the University of California Curriculum Integration (UCCI) Institute. The following points express the need for this course at AVCI:

- As it was developed by UCCI, this course will become the first course at AVCI to be A-G approved.
- At AVCI this course will fulfill the graduation requirement for a third year of science, in this case Laboratory Science (Physics).
- This course meets our goal at AVCI of integrating into our academic courses real-world, project-based skills from our Engineering Technology CTE pathway.
- This course will build upon CTE skills previously learned in our Engineering Technology pathway.
- The curriculum will strengthen CTE skill development needed for high-skill occupations.
- This course will help prepare students for better than minimum-wage employment opportunities.
- This course will help prepare students for post-secondary education.

II. STUDENTS INVOLVED

- a. Grade level: 12th grade
- b. The curriculum is hands-on, project-based, and student-centered. It uses advanced design software.

III. PREREQUISITES

Algebra I or Geometry are required as prerequisites. Computer Aided Design or Computer Aided Manufacturing are recommended, either taken previously or concurrently.

IV. STAFF REQUIRED

Appropriately credentialed teacher.

All students will be supported by means of the small size of the class and the fact that the course is hands-on, project-based and student-centered.

V. PROGRAM LENGTH AND CREDIT

- a. This course is two semesters long and is worth 10 credits
- b. Subject area requirement which will be satisfied with this course:
Laboratory Science (Physics)

VI. OBJECTIVES

- a. General: This course offers students a real-world opportunity to discover and understand principles of physics, engineering, design and green technologies.
- b. Behavioral: The projects in this course provide a foundation for data collection, analysis, reflection, presentations and technical writing skills. Through these experiences, students hone critical thinking, communication, collaboration, creativity and CTE skills while learning key physics, engineering, and design concepts.
- c. Frameworks –As this course was created by UCCI and state-approved, it meets all California State Frameworks

VII. COURSE OUTLINE

- a. Major Concepts – The applications throughout this course allow students to see the connection between physics concepts and the engineering of various engine types to determine which models can be designed to maximize energy efficiency.

The major units are:

- 1. Engineering Engines
- 2. Mousetrap Vehicle Performance Test
- 3. Wind Energy-Weightlifting
- 4. Motors
- 5. Wind Energy-Electrical Generation
- 6. Human Transport Solution

The major physics concepts within the units include the following:

Distance, displacement, motion, velocity, acceleration, kinematics, forces, Newton's laws of motion, torque, mechanical advantage, efficiency, energy, Ohm's law, rotational motion, electricity, magnetism, electromagnetic induction, simple circuits, energy transfer, stress

- b. Activities – Group projects include:
 - i. Laboratory experimentation and analysis
 - ii. Creation of a 3-D representation of an engine
 - iii. Mousetrap vehicles
 - iv. Deconstruction of an electric motor

- v. Building a simple motor
- vi. Blade design for wind turbine
- vii. Gear design
- viii. Use of CAD, 3-D modeling software
- ix. Use of data analysis software

VIII. TEACHING METHODS INVOLVED

These will include direct instruction, interactive lectures, demonstrations, guided practice, teacher modeling, group work, independent practice, group presentations, written reports, use of rubrics.

IX. INSTRUCTIONAL MATERIALS AND EQUIPMENT

- 1. CK-12.org (Web-based material for physics and engineering)
- 2. District approved physics book
- 3. Computer lab with 3-D modeling package
- 4. Standard laboratory supplies for physics

For a detailed description of this course, including instructional materials and equipment, please visit this website:

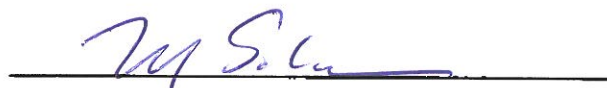
https://doorways.ucop.edu/view/servlet.jsf?_flowId=viewPublicCourse-flow&courseId=440540&academicYrKey=17

X. EVALUATION

The effectiveness of this course will be evaluated by evidence of student engagement and success, and interest in continuing development of skills learned.


Principal's Signature


Department Chairperson's Signature


Director of Curriculum's Signature



Board Agenda Backup

Item No: 9.6

Date: September 25, 2013

Item: CAHSEE Passage Waiver
Math (PCC 13-14-02)

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

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

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

Recommendation: Approve

Budget Considerations: None

Funding Source:

Budgeted: Yes: ☐ No: ☐

Amount: \$

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

Superintendent's Signature:

Dorma Baker (AA)

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: 5/17/13

To The Parent/Guardian of:

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

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

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

Signature of Principal: _____

Date: 5/13/13

I request that my child _____ as 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 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: _____

5/14/2013

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 _____ with disabilities, has requested that the Governing Board waive the requirement that he/she _____ / pass the high school exit examination in order to receive a diploma. This student has taken the high school exit examination with one or more modifications that fundamentally alter what the test measures as determined by the State Board of Education, and has achieved the equivalent of a passing score 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).
Autism
 - 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.
Franki's visual memory skills are in the 9th-16th percentile which affect her abilities in math
 - d. Describe the modification(s) that the student regularly uses in the classroom and on other assessments.
Use of calculator



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

Student _____

Date of Birth _____

IEP Meeting Date 04/25/13

SUPPLEMEN

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:

* 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, math tables/formulas ☐ Grade Exempt (below grade 10)
☒ Accommodations (specify) Extra time, flexible setting ☐ Passed both subtests of the CAHSEE



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

Student _____

Date of Birth _____

IEP Meeting Date 04/25/13

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodations	Responsible Agency/Personnel	Start Date
Visual Memory	Calculator, Allow formulas not provided, _____ table and _____	District of Service, Gen. Ed. Teacher, Parent as Advocate, RS	04/25/13
Attending Skills	Extra Time: Assignments/Tests (1.5), Preferential Seating, Take Tests in Alternate Setting	District of Service, Gen. Ed. Teacher, Parent as Advocate, RS	04/25/13
Attending Skills, Social Anxiety	Assure _____ work doesn't have to be perfect, allow breaks if needed.	District of Service, Gen. Ed. Teacher, Parent as Advocate, RS	04/25/13

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

Certified by: _____

Principal's Signature

9/17/13
Date

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

Lila Struss
Signature of Student's Special Education Teacher

9/17/13
Date

Lila Struss
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.

GREG KRUPP
Signature of Student's Academic Counselor

9/17/13

GREG KRUPP
Printed Name of Student's Academic Counselor

ro Valley Unified School District

e: 9/8/2008

d:

2014

School Name/Address

Pacific Coast Charter School
294 Green Valley Road
Watsonville, CA 95076

Tel: (831)786-2180 Fax: (831)761-6166

Counselor:

SSID:

Community Service Hours: 62.5

CrsID	Course Title	Mark	Credit	CrsID	Course Title	Mark	Credit	Credit Summary - High School			
Pacific Coast Charter School Grd 09 12/2010				Pacific Coast Charter School Grd 11 12/2012				Subject Area	Req	Cmp	Def
2417	Algebra 1 A General	B	2.000	4610	N Adv PE	P	2.000	A English	40.00	31.00	9.00
6050	Ceramics	A	2.500	2417	Algebra 1 General	P	1.000	B Math	20.00	10.00	10.00
1740	English Elective-Public	C	2.500	6050	Ceramics	P	2.500	C Biological Science	10.00	10.00	
1136	General English 1	A	5.000	3806	Environmental Science G B	5.000		D Physical Science	10.00	10.00	
7011	Geography General	B+	5.000	1310	General English 3/Ameri A	3.500		E Health	5.00	5.00	
3910	Health	A-	5.000	6040	Survey of Art	A	5.000	F Fine Arts / Foreign L	10.00	10.00	
2950	Intro HS Math (A)		0.000	7208	US History-General	B	5.000	G Physical Education	20.00	13.00	7.00
2950	Intro HS Math (A)		0.000	Crs Att: 24.000 Cmp: 24.000 Total GPA: 3.467				H Applied Arts	10.00	10.00	
5050	Intro to Computers	B-	5.000	Pacific Coast Charter School Grd 11 6/2013				I World Civilization	10.00	10.00	
2998	Math Elective		0.000	5056	ADV Computers	A-	3.000	J US History	10.00	10.00	
4510	N Physical Education 9	P	1.000	4610	N Adv PE	P	3.000	K Federal Government	5.00	0.00	5.00
6040	Survey of Art	A	5.000	2417	Algebra 1 General	P	1.000	L Economics	5.00	0.00	5.00
Crs Att: 33.000 Cmp: 33.000 Total GPA: 3.469				6050	Ceramics	P	2.500	M Electives	45.00	45.00	
Pacific Coast Charter School Grd 09 6/2011				1740	English Elective	A	1.000	N Algebra	10.00	8.00	2.00
5056	ADV Computers	A	5.000	3806	Environmental Science G A	5.000		O Science	10.00	4.00	6.00
2418	Algebra 1 B General	B	2.000	1310	General English 3/Ameri A	4.000		X Electives 2	0.00	3.00	
6050	Ceramics	A	2.500	6040	Survey of Art	A	5.000	---Total Credits---			
1136	General English 1	B+	5.000	7208	US History-General	B	5.000		220.00	179.00	44.00
7011	Geography General	B	5.000	Crs Att: 29.500 Cmp: 29.500 Total GPA: 3.780				GPA Summary			
3910	Health	A-	5.000	Work In Progress				Academic GPA:	3.537	Rank 0 out of	
4510	N Physical Education 9	P	2.000	4610	N Adv PE		0.000	Total GPA:	3.537	Rank 0 out of	
6040	Survey of Art	A	5.000	2417	Algebra 1 General		0.000	CSU GPA:	3.650		
Crs Att: 31.500 Cmp: 31.500 Total GPA: 3.593				1740	English Elective		0.000	Cal Grant GPA:	3.544		
Pacific Coast Charter School Grd 10 12/2011				3806	Environmental Science G		0.000	Testing Information			
2417	Algebra 1 A General	P	1.000	7310	Federal Government/US G		0.000	CAHSEE_ELA-1-1			
6020	P Draw/Paint	A	5.000	1310	General English 3/Ameri		0.000	CA HSEE ELA P 2/7/2012			
1210	General English 2	A	5.000	6040	Survey of Art		0.000	CAHSEE_Math-1-1			
3010	Life Science	B+	7.000	4610	N Adv PE		0.000	CA HSEE Math P 3/13/2013			
2998	Math Elective	P	5.000	2417	Algebra 1 General		0.000				
4510	N Physical Education 9	P	2.500	1740	English Elective		0.000				
7110	P World Civ	B	2.500	3806	Environmental Science G		0.000				
Crs Att: 28.000 Cmp: 28.000 Total GPA: 3.455				7310	P Federal Government/US G		0.000				
Pacific Coast Charter School Grd 10 6/2012				1310	General English 3/Ameri		0.000				
2417	Algebra 1 A General	P	1.000	6040	Survey of Art		0.000				
6020	P Draw/Paint	A	5.000								
1210	General English 2	A	5.000								
3010	Life Science	B	7.000								
2998	Math Elective	P	5.000								
4510	N Physical Education 9	P	2.500								
7110	P World Civ	B	7.500								
Crs Att: 33.000 Cmp: 33.000 Total GPA: 3.455											

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

Comments:

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

Date: 9/17/2013



California High School Exit Exam

See back for details

Student and Parent Report

English-Language Arts

Test Date: 03/12/2013

Your Total Score	Score Required to Pass	Status
		SATISFIED REQ

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

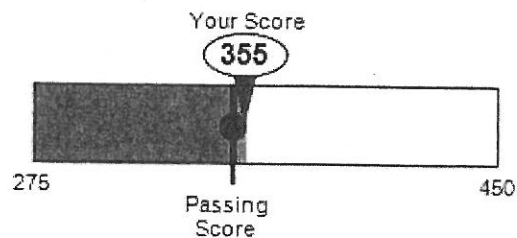
275 450

Mathematics

Test Date: 03/13/2013

Your Total Score	Score Required to Pass	Status
355	350	MODIFIED

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



Strands for Mathematics

	Number of Questions	Number Correct
Probability & Statistics	13	11
Number Sense	17	11
Algebra & Functions	20	10
Measurement & Geometry	18	11
Algebra I	12	2

Strands for English-Language Arts

READING

Number of Questions Number Correct

Word Analysis
Reading Comprehension
Literary Response & Analysis

WRITING

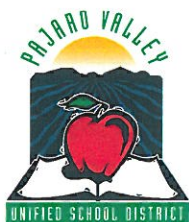
Writing Strategies
Writing Conventions

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.



Board Agenda Backup

Item No: 9.7

Date: September 25, 2013

Item: CAHSEE Passage Waiver
Math (PCC 13-14-03)

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

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

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

Recommendation: Approve

Budget Considerations: None

Funding Source:

Budgeted: Yes: ☐ No: ☐

Amount: \$

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

Superintendent's Signature:

Dorma Baker (AA)

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: 09/13/13

To The Parent/Guardian of: _____

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

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

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

Signature of Principal: _____

Date: 9/17/13

I request that my child _____ 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 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: 9/19/2013

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

9/17/13
Date

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

Signature of Student's Special Education Teacher

09/13/13
Date

Sharon Duty, Resource Specialist
Print Name of Student's Special Education Teacher

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

R Hayley
Signature of Student's Academic Counselor

9/17/13

Rebecca Hayley
Printed Name of Student's Academic Counselor

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 _____ 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 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 - Attention, Conceptualization. The disorder manifests itself in the imperfect ability to do mathematical calculations.

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

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.

Attention Deficit Hyperactivity Disorder is adversely affecting his ability, particularly in math, as he has delays in the areas of conceptualization + application

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

Use of Calculator



Pajaro Valley Unified School District Special Education Local Plan Area

INDIVIDUALIZED EDUCATION PROGRAM
Specialized Instruction

Student _____

Date of Birth _____

IEP Meeting Date 02/19/13

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Long-term Memory Retrieval/Conceptualiz, Processing Speed	Calculator, Extra Time: Assignments/Tests (1.5), Math Manipulatives, Written Instructions, copy of math rules/formulas, Visual Models, Visual Schedule	District of Service, Gen. Ed. Teacher, Parent as advocate, RS	02/19/13
Attending Skills	Extra Time: Assignments/Tests (1.5), Remind Matt to slow down and check his work., Preferential Seating, Take Tests in Alternate Setting	District of Service, Gen. Ed. Teacher, Parent as Advocate, RS	02/19/13



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

Student _____

Date of Birth _____

IEP Meeting Date 02/19/13

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) Calculator, list of standard math rules

☐ Grade Exempt (below grade 10)

☒ Accommodations (specify) Extra time, flexible setting if needed

☐ Passed both subtests of the CAHSEE

jaro Valley Unified School District

Date: 8/12/2009

Printed:

For: 2014

School Name/Address

Pacific Coast Charter School
294 Green Valley Road
Watsonville, CA 95076

Tel: (831)786-2180 Fax: (831)761-6166

Counselor:

SSID:

Community Service Hours: 41

CrsID	Course Title	Mark	Credit	CrsID	Course Title	Mark	Credit
Pacific Coast Charter School Grd 09 12/2010				Pacific Coast Charter School Grd 11 6/2013			
1136	General English I	P	5.000	5910	Applied Arts Elective	B	5.000
7011	Geography General	B	5.000	9291	Basic Skills CAHSEE Mat	P	5.000
3910	Health	B	5.000	1740	English Elective		0.000
2950	Intro HS Math (A)	P	5.000	1310	General English 3/Ameri	P	5.000
3010	Life Science	B	5.000	2517	Geometry General	P	5.000
5405	Lifeskills	P	5.000	3110	Physical Science	A-	5.000
4510	N Physical Education 9	P	5.000	7208	US History-General	A-	5.000
Crs Att: 35.000 Cmp: 35.000 Total GPA: 3.000				Crs Att: 30.000 Cmp: 30.000 Total GPA: 3.667			
Pacific Coast Charter School Grd 09 6/2011				Work In Progress			
5056	ADV Computers	A-	3.500	6020	P Draw/Paint		0.000
1136	General English I	P	2.000	7312	Federal Government Gene		0.000
7011	Geography General	A-	5.000	5410	Foods/Nutrition;Cooking		0.000
2950	Intro HS Math (A)	P	2.000	1410	General English 4		0.000
3010	Life Science	A-	5.000	3110	Physical Science		0.000
4510	N Physical Education 9	P	3.000	6020	P Draw/Paint		0.000
Crs Att: 20.500 Cmp: 20.500 Total GPA: 4.000				7312	Federal Government Gene		0.000
Pacific Coast Charter School Grd 10 12/2011				5410	Foods/Nutrition;Cooking		0.000
4610	N Adv PE	P	5.000	1410	General English 4		0.000
2417	Algebra 1A/1B General	P	5.000	3110	Physical Science		0.000
5910	Applied Arts Elective	P	8.000	Credit Summary - High School			
6010	P Art 1	B	5.000	Subject Area	Req	Cmp	Def
3450	Earth/Space Science	B	5.000	A English	40.00	32.00	8.00
1210	General English 2	B	5.000	B Math	20.00	20.00	
7111	World Civ General	A	5.000	C Biological Science	10.00	10.00	
Crs Att: 38.000 Cmp: 38.000 Total GPA: 3.286				D Physical Science	10.00	10.00	
Pacific Coast Charter School Grd 10 6/2012				E Health	5.00	5.00	
4610	N Adv PE	P	9.000	F Fine Arts / Foreign L	10.00	10.00	
2417	Algebra 1A/1B General	P	5.000	G Physical Education	20.00	20.00	
5910	Applied Arts Elective		0.000	H Applied Arts	10.00	10.00	
6010	P Art 1		0.000	I World Civilization	10.00	10.00	
6010	P Art 1	A	5.000	J US History	10.00	10.00	
3450	Earth/Space Science	A	5.000	K Federal Government	5.00	0.00	5.00
1210	General English 2	B-	5.000	L Economics	5.00	0.00	5.00
7111	World Civ General	B+	5.000	M Electives	45.00	30.50	14.50
Crs Att: 34.000 Cmp: 34.000 Total GPA: 3.500				N Algebra	10.00	10.00	
Pacific Coast Charter School Grd 11 12/2012				O Science	10.00	5.00	5.00
9291	Basic Skills CAHSEE Mat	P	5.000	---Total Credits---	220.00	182.50	37.50
1740	English Elective	P	5.000				
1310	General English 3/Ameri	P	5.000				
2517	Geometry General	P	5.000				
7208	US History-General	B+	5.000				
Crs Att: 25.000 Cmp: 25.000 Total GPA: 3.000							

Academic GPA: 3.448 Rank 0 out of
Total GPA: 3.448 Rank 0 out of
CSU GPA: 3.435
Cal Grant GPA: 3.435

Testing Information

CAHSEE_ELA-1-1
CA HSEE ELA P 2/7/2012
CAHSEE_Math-1-1
CA HSEE Math F 5/15/2013

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

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

Date: 9/16/2013



California High School Exit Exam

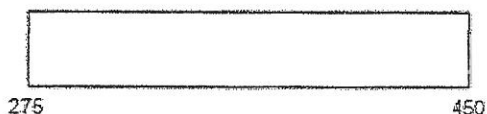
Student and Parent Report

English-Language Arts

Test Date: 05/14/2013

Your Total Score	Score Required to Pass	Status
		SATISFIED REQ

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



Strands for English-Language Arts

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

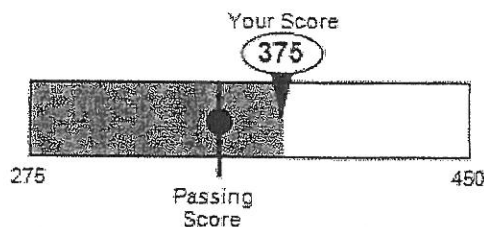
Your Score

Mathematics

Test Date: 05/15/2013

Your Total Score	Score Required to Pass	Status
375	350	MODIFIED

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



Strands for Mathematics

	Number of Questions	Number Correct
Probability & Statistics	13	12
Number Sense	17	12
Algebra & Functions	20	15
Measurement & Geometry	18	11
Algebra I	12	5

* Each student's overall average test score ranges from 1 (lowest) to 4 (highest) or non-scorable (NS). The average of these two scores is listed above under the reading "Test Score". The 20% minimum passing score is 20% of the total English-Language Arts score.

A student who did not take the subject area examination (English-Language Arts and/or Mathematics) that was not passed.



Board Agenda Backup

Item No: 9.8

Date: September 25, 2013

Item: CAHSEE Passage Waiver
Math (AHS 13-14-04)

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

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

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

Recommendation: Approve

Budget Considerations: None

Funding Source:

Budgeted: Yes: ☐ No: ☐

Amount: \$

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

Superintendent's Signature:

Dorinda Baker (AJ)

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

Parent/Guardian Request for Waiver of the High School Exit Examination

Date: 9/17/13

To The Parent/Guardian of:

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

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

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

Signature of Principal: [Signature] AP

Date: 9/18/13

I request that my child, _____ 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 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: _____

9/16/13

FOR SITE USE ONLY

Date Received by Principal: _____

Student Identification Number: _____

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Student's Name

Number

Pursuant to Education Code 6051, the parent/guardian of _____ student with disabilities, has requested that the Governing Board waive the requirement _____ 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. Student has delays in processing for numbers and sustaining focus which impacts his performance in math calculation.
 - b. Describe any modification used on the ☐ English/language arts or ☒ math section of the exam (separate form must be filled out for each section): Calculator
 - c. State the rationale for applying the modification(s) used to achieve an equivalent passing score on the CAHSEE for this student. Student's weaker math calculation skills affects his overall math performance. The student tends to work impulsively which leads to errors in calculation. A calculator provides a clearer understanding of the math content the student understands.
 - d. Describe the modification(s) that the student regularly uses in the classroom and on other assessments. Calculator



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

Student _____

Date of Birth _____

IEP Meeting Date 11/01/12

SUPPLEMENTARY/SPECIALIZED SUPPORT

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

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

Description	Responsible 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 ☐ Grade Exempt (below grade 10)
- ☒ Accommodations (specify) extended time (1.5)/flexible setting ☐ Passed both subtests of the CAHSEE



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

Student _____

Date of Birth _____

IEP Meeting Date 11/01/12

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Auditory Memory, Processing Speed	Extra Time: Assignments/Tests (1.5), Use of student made notes on tests, Provide with Notes, Take Tests in Alternate Setting, <i>calculator</i>	District of Service, RS	11/21/12

Pajaro Valley Unified School District

Aptos High School
"Home of the Mariners"

er Date: 8/23/2010

iduated:

ss Of: 2014

School Name/Address

Aptos High School
100 Mariner Way
Aptos, CA 95003

Tel: (831)688-6565 Fax: (831)688-6430

Counselor: Kristin

SSID:

Community Service Hours: 10

ID	Course Title	Mark	Credit	Credit Summary - High School			
Aptos High School Grd 09 12/2010				Subject Area	Req	Cmp	Def
5410	Beginning Foods	C	5.000	A English	40.00	30.00	10.00
4510	N Beginning Physical Educ	C+	5.000	B Math	20.00	20.00	
1130	P English 9	C	5.000	C Biological Science	10.00	10.00	
3912	P Health and Human Biolog	C	5.000	D Physical Science	10.00	10.00	
8300	Learning Skills 9 Lang	A	5.000	E Health	5.00	0.00	5.00
8024	Math 2 (R)	B-	5.000	F Fine Arts / Foreign L	10.00	5.00	5.00
Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.500				G Physical Education	20.00	20.00	
Aptos High School Grd 09 6/2011				H Applied Arts	10.00	10.00	
4510	N Beginning Physical Educ	C+	5.000	I World Civilization	10.00	10.00	
1130	P English 9	D-	5.000	J US History	10.00	10.00	
3912	P Health and Human Biolog	D	5.000	K Federal Government	5.00	0.00	5.00
5032	Introduction to Compute	C-	5.000	L Economics	5.00	0.00	5.00
8300	Learning Skills 9 Lang	B+	5.000	M Electives	45.00	26.00	19.00
8024	Math 2 (R)	B	5.000	N Algebra	10.00	10.00	
Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.900				O Science	10.00	10.00	
Aptos High School Grd 10 12/2011				X Electives 2	0.00	0.00	
2410	P Algebra 1	B-	5.000	---Total Credits---			
3210	P Biology	P	5.000		220.00	171.00	49.00
1230	P English 10	D-	5.000	GPA Summary			
8320	Learning Skills - Algeb	A+	5.000	Academic GPA:	0.000	Rank 0 out of	
4600	N Weight Lifting	B	5.000	Total GPA:	0.000		
7110	P World History	D	5.000	Testing Information			
Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.250				CAHSEE ELA-1-1			
Aptos High School Grd 10 6/2012				CA HSEE ELA	F	2/7/2012	
2410	P Algebra 1	D	5.000	CAHSEE Math-1-1			
1230	P English 10	D	5.000	CA HSEE Math	F	11/7/2012	
8320	Learning Skills - Algeb	A+	5.000				
3010	Life Science	C-	5.000				
4600	N Weight Lifting	C	5.000				
7110	P World History	D	5.000				
Crs Att: 30.000 Cmp: 30.000 Total GPA: 1.800							
SSOOE Grd 7/2012							
1310	General English	A	2.000				
3666	General Science	A	1.500				
7208	US History Non-C	A	1.500				
Crs Att: 5.000 Cmp: 5.000 Total GPA: .000							
Aptos High School Grd 11 12/2012							
1330	P American Literature	D+	5.000				
3450	P Earth/Space Science	D	5.000				
6390	P Film Appreciation	B	5.000				
8312	Learning Skills 10/12	A+	5.000				
8322	Learning Skills-Adv Mat	A	0.000				
7210	P US History	D-	5.000				
Crs Att: 25.000 Cmp: 25.000 Total GPA: 2.000							

ment P = College Prep N = Non-Academic R = Repeated Course
One GPA is provided per semester.

13

Polio 10/28/1996 1/22/1997 7/11/1997 8/16/2001
DTP 10/28/1996 1/22/1997 7/11/1997 4/29/1998 8/16/2001
MMR 4/29/1998 8/16/2001
HEP B 9/16/1996 10/28/1996 7/11/1997
Varicella 4/29/1998

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

Date: 9/16/2013



California High School Exit Exam

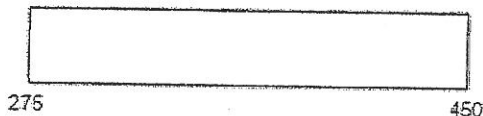
Student and Parent Report

English-Language Arts

Test Date: 05/14/2013

Your Total Score	Score Required to Pass	Status
		SATISFIED REQ

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



Strands in English-Language Arts

READING

Number of Questions
Number Correct

Word Analysis

Reading Comprehension

Literary Response & Analysis

WRITING

Writing Strategies

Writing Conventions

Essay

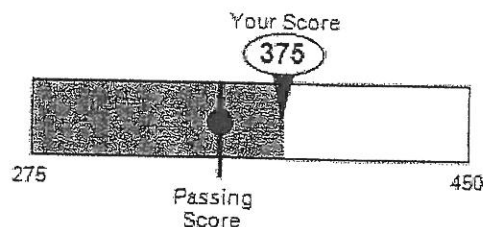
Your Score

Mathematics

Test Date: 05/15/2013

Your Total Score	Score Required to Pass	Status
375	350	MODIFIED

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



Strands in Mathematics

Number of Questions
Number Correct

Probability & Statistics

13

12

Number Sense

17

12

Algebra & Functions

20

15

Measurement & Geometry

18

11

Algebra I

12

5

* Each student's essay response was scored on a scale from 1 (lowest) to 4 (highest) or non-scoreable (NS). The average of these two scores is listed above under the heading "Form Score." The 20% minimum threshold is based on the 20% of the total English-Language Arts score.

* An asterisk (*) indicates the subject area examination (English-Language Arts and/or Mathematics) that was not passed.



PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 11.1

Date: September 25, 2013

Item: Food and Nutrition Services Department Presentation

Overview:

The Director of Food and Nutrition Services, Nicole Meschi, will present an update on the food service department's activities and accomplishments.

Recommendation: Report item only.

Budget Considerations:

Funding Source: N/A

Prepared By: Nicole Meschi, Director of Food and Nutrition Services

Superintendent's Signature:

Dorma Baker (AA)



Board Agenda Backup

Item No: 11.2

Date: September 25, 2013

Item: Update on implementation of the Local Control Funding Formula (LCFF) as it pertains to the district's 2013-14 Budget, and development of subsequent Local Control Accountability Plan (LCAP)

Overview: Staff will present an update on the district's implementation of the LCFF in the 2013-14 fiscal year. In addition, updated information regarding specifics of the LCFF and pending requirements associated with the district's required approval of an LCAP will be provided.

Staff notes that not much has changed since the Board was updated on the LCFF and LCAP in August. Much remains uncertain until the State Board of Education releases guidance and an LCAP template. This is expected sometime in early 2014. Nevertheless, district staff will provide an update on district level discussions and perspectives on LCFF and LCAP implementation.

Recommendation: Informational only, no actions proposed at this time

Budget Considerations:


Funding Source: No budget action at this time

Budgeted: Yes: ☒ No: ☐

Amount: None

Prepared By: Brett W. McFadden, Chief Business Officer, and Susan Perez, Director of Educational and English Language Learner Services.

Superintendent's Signature:


Dorma Baker



Board Agenda Backup

Item No: **11.3**

Date: September 19, 2013

Item: **Update on 2013-14 Student Enrollment**

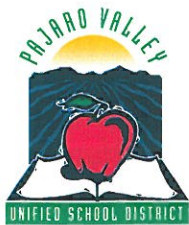
Overview: District staff will provide the Board an update on student enrollment trends for 2013-14. Comparisons to prior year enrollment and projections will also be provided.

Recommendation: Informational item only. Receive report and discuss

PREPARED BY: Brett W. McFadden, Chief Business Officer

SUPERINTENDENT SIGNATURE: _____

Dorinda Baker (Ag)



Board Agenda Backup

Item No: 12.1

DATE: September 25, 2013

ITEM: Provisional Internship Permit

OVERVIEW: Although the District practices aggressive efforts in teacher recruitment, shortages of appropriately credentialed teachers still exist in Special Education. In order for the District to employ a sufficient number, teachers must be hired on Provisional Internship Permits.

The Provisional Internship Permit (PIP) was created in response to the phasing out of emergency permits. It allows an employing agency to fill an immediate staffing need by hiring an individual who has not yet completed their credentialing program.

RECOMMENDATION: It is recommended that the Board approve the appointment of this teacher on a Provisional Internship Permit. Board approval is required by the Commission on Teacher Credentialing.

Budget Considerations:

**Funding
Source:**

Budgeted: Yes: ☐

No: ☐

Amount: \$

Prepared By: Ian MacGregor

Superintendent's Signature:

Dorinda Baker (A9)

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

CERTIFICATED PERSONNEL

September 25, 2013

TO: Members of the Governing Board

FROM: Sharon Roddick, Assistant Superintendent, Human Resources

SUBJECT: Personnel Action

The following appointments have been made for the 2013/2014 school year:

<u>NAME</u>	<u>SITE/PROGRAM</u>	<u>POSITION</u>	<u>EFF. DATES</u>	<u>WAIVER TYPE</u>
Suncere B. Castro ¹	Watsonville High/SELPA	Mild/Moderate	08/15/13-07/30/14	PIP

¹ Ms. Castro was the most qualified for this position, as she has had previous experience working as a Mild/Moderate Special Education Specialist at Watsonville High School. She is taking the appropriate steps to get admitted to an Intern Credentialing program in Special Education.

VERIFICATION OF REQUIREMENTS For the Provisional Internship Permit

This form must be completed by the employing agency and submitted with each application for a Provisional Internship Permit.

Name of Applicant CASTRO, SUNCERE

SSN XXX-XX-2333

Name of Employing Agency PAJARO VALLEY UNIFIED SCHOOL DISTRICT

County/District/CDS Code _____

☐ Multiple Subject

☐ Single Subject - Specify subject(s): _____

☒ Education Specialist - Specify disability area(s): MILD/MODERATE

By submitting this form, the employing agency named above verifies that items 1-6 have been completed.

1. A diligent search has been conducted for a suitable credentialed teacher or qualified intern teacher by the following methods and verification of such recruitment efforts is attached:

Required recruitment methods (provide photocopies of **all** of the following):

- ☒ Distributed job announcements
- ☒ Contacted college or university placement centers
- ☒ Advertised on the Internet

Optional recruitment methods (in addition to the required methods above):

- ☐ Advertised in professional journals
- ☐ Attended job fairs in California
- ☐ Attended recruitment out-of-state
- ☐ Contacted California teacher recruitment centers
- ☐ Advertised in local/national newspapers
- ☐ Other (explain) _____

2. The permit holder will be provided orientation, guidance and assistance during the valid period of the permit
3. Public notice of intent to employ the applicant in the identified position has been given and meets the following criteria (check the box that applies):

☒ **Public School District**

Public notice was presented as an action item on the governing board agenda and acted upon favorably. A copy of the agenda item is attached.

(continued)