

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 28, 2011
REGULAR BOARD MEETING
CLOSED SESSION – 6:00 p.m. – 7:00 p.m.

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

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

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

Notice to the Audience on Public Comment

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

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

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

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

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

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 5 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 Acting President
Trustees Leslie De Rose, Kim De Serpa, Sandra Nichols, Karen Osmundson, Jeff Ursino, and Willie Yahiro and Acting President Doug Keegan.
- 3.3 Superintendent Comments

4.0 APPROVAL OF THE AGENDA

5.0 APPROVAL OF MINUTES

- a) Correction to Item # 13.6 in the Adopted Minutes of August 24, 2011*
- b) Minutes for September 14, 2011*

6.0 HIGH SCHOOL STUDENTS BOARD REPRESENTATIVES REPORT

Board President closes regular Board meeting and opens Public Hearing.

7.0 PUBLIC HEARING: REVIEW OF PRELIMINARY TRUSTEE AREA ANALYSIS REPORT AND TRUSTEE AREA REALIGNMENT PROCESS

- 7.1 *Report by Brett McFadden, CBO*
- 7.2 *Public comment*
- 7.3 *Board questions and comments*

Board President closes Public Hearing and resumes Board meeting.

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 September 8 - 21, 2011.
The PO's will be available in the Superintendent's Office.
- 10.2 Warrants September 8 - 21, 2011.
The warrants will be available in the Superintendent's Office.
- 10.3 Approve CAHSEE Passage Waiver for Student #11-12-01, Math, Pajaro Valley High School.
- 10.4 Approve CAHSEE Passage Waiver for Student #11-12-02, Math, Watsonville High School.
- 10.5 Approve CAHSEE Passage Waiver for Student #11-12-03, English Language Arts, Pajaro Valley High School.
- 10.6 Approve CAHSEE Passage Waiver for Student #11-12-04, English Language Arts, Pajaro Valley High School.
- 10.7 Approve CAHSEE Passage Waiver for Student #11-12-05, Math, Pajaro Valley High School.
- 10.8 Approve CAHSEE Passage Waiver for Student #11-12-06, English Language Arts, Pajaro Valley High School.
- 10.9 Approve CAHSEE Passage Waiver for Student #11-12-07, English Language Arts, Pajaro Valley High School.
- 10.10 Approve CAHSEE Passage Waiver for Student #11-12-08, Math, Pajaro Valley High School.
- 10.11 Approve CAHSEE Passage Waiver for Student #11-12-09, English Language Arts, Pajaro Valley High School.
- 10.12 Approve CAHSEE Passage Waiver for Student #11-12-10, English Language Arts, Pajaro Valley High School.
- 10.13 Approve CAHSEE Passage Waiver for Student #11-12-11, Math, Renaissance High School.
- 10.14 Approve Migrant & Seasonal Head Start Annual Refunding Application: Goals and Objectives Update for Grant Year March 1, 2012 – February 28, 2013.
- 10.15 Approve Student Teaching Agreements for 2011-12.
- 10.16 Approve Pajaro Valley High School Spanish Travel Club trip to Spain, March/April 2012.

The administration recommends approval of the Consent Agenda.

11.0 DEFERRED CONSENT ITEMS

12.0 REPORT AND DISCUSSION ITEMS

- 12.1 Report and Discussion on School Safety.
Report by Joe Trautwein, Director, Student Services. 15 min.
- 12.2 Report and Discussion on RFP Process for Selection on Health Benefits Consultant Update.
Report by Brett McFadden, CBO. 10 min.
- 12.3 Report and Discussion on Board Member Residency Matter: Trustee Area III.
Report by Brett McFadden, CBO. 10 min.
- 12.4 Report and Discussion on Collaboration between Salud Para la Gente and PVUSD.
Report by Albert Roman, Assistant Superintendent, Human Resources. 15 min.
- 12.5 Report and Discussion on Announcement of Board Appointed Personnel Commissioner.
Report by Pam Shanks, Director, Classified Staff. 5 min.

13.0 REPORT, DISCUSSION AND POSSIBLE ACTION ITEMS

- 13.1 Report, discussion and possible action to approve Resolution #11-12-06, Trustee Area Realignment Criteria for 2012.
Report by Brett McFadden, CBO. 10 min.
- 13.2 Report, discussion and possible action on Board of Trustees Response to 2010 Grand Jury Report.
Report by Brett McFadden, CBO. 5 min.
- 13.3 Report, discussion and possible action on Salary Schedule for Associate Teacher.
Report by Albert Roman, Assistant Superintendent, Human Resources. 2 min.

14.0 ACTION ON CLOSED SESSION

15.0 GOVERNING BOARD COMMENTS/REPORTS

16.0 UPCOMING BOARD MEETINGS/REMAINING BOARD MEETINGS FOR 2011

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

		Comment
October	<ul style="list-style-type: none">▪ 12▪ 26	
November	<ul style="list-style-type: none">▪ 16	<ul style="list-style-type: none">▪
December	<ul style="list-style-type: none">▪ 7 Annual Organization Mtg.	<ul style="list-style-type: none">▪ Approve 1st Interim Report

17.0 ADJOURNMENT

PAJARO VALLEY UNIFIED SCHOOL DISTRICT
 CLOSED SESSION AGENDA
 September 28, 2011

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

New Hires – Probationary	
2	Health Services Assistant
1	Site Computer Support Technician
3	Instructional Assistant II
New Substitutes	
26	Substitutes
New Hires	
1	Coordinator – Child Development
2	Secondary Teachers
Promotions	
1	Office Assistant III
Rehires	
	None
Administrative Appointments	
	None
Transfers	
	None
Extra Pay Assignments	
12	Coaches
32	Department Chairs
3	Head Teachers
Extra Period Assignments	
3	Secondary Teachers
Leaves of Absence	
1	Account Specialist II
1	Inclusion Specialist
1	Secondary Teacher
1	Psychologist
Retirements	
	None

Resignations/Terminations	
	None
Supplemental Service Agreements	
29	Language Testers
3	RTI
8	Secondary Teachers
12	Elementary Teachers
4	Technology Teacher
1	Education Services Teacher
Miscellaneous Actions	
1	Administrative Secretary II
1	Cafeteria Manager I
3	Campus Safety Coordinator
1	Community Services Liaison II
1	Cook/Baker
1	Groundskeeper II
2	Instructional Assistant I – Special Education
1	Lead Custodian II
2	Site Computer Support Technician
Separations From Service	
	None
Limited Term – Projects	
2	Behavior Technician
2	Campus Safety Coordinator
1	Data Entry Specialist
8	Enrichment Specialist
6	Health Services Assistant
7	Instructional Assistant – General Education
2	Instructional Assistant II – Special Education
1	Library Media Technician
1	Office Assistant II
8	Office Assistant III
1	Testing Specialist I
1	Testing Specialist II
Exempt	
16	Childcare

2	Crossing Guard
3	Safety Monitor
15	Student Helper
36	Yard Duty
Provisional	
1	Campus Safety Coordinator
1	Health Service Assistant
7	Instructional Assistant – General Education
1	Migrant Outreach Specialist
1	Office Assistant II
1	Office Assistant III
Limited Term - Substitute	
1	Behavior Technician
8	Cafeteria Assistant
2	Campus Safety Coordinator
4	Custodian I
1	Custodian II
1	Groundskeeper I
3	Instructional Assistant I – Special Education
4	Instructional Assistant II – Special Education
1	Instructional Assistant - Migrant Children Center

→ 13.6 Report, discussion and possible action to approve Job Description: Manager – MSHS Health and Disabilities.

Report by Pam Shanks, Director of Classified Personnel.

Pam Shanks noted that no general funds are used for this position as it is funded through the Central California Migrant Head Start. The description was approved by the Personnel Commission on August 18, 2011. ~~Salary range is 37 instead of 26.~~ **Salary range is 36 instead of 27.**

Note: this is the correction.

Board participated with comments and questions.

Trustee Osmundson moved to approve this job description. Trustee Nichols seconded the motion. The motion passed 5/1/1 (Yahiro dissented; DeRose absent).

President Yahiro moved to table the two remaining action items due to time restrictions. Trustee Nichols seconded the motion. The motion passed 6/0/1 (DeRose absent).

13.7 Report, discussion and possible action to approve New Job Description: Student Services Specialist I, and Revised Job Description: Student Services Specialist II.

Report by Pam Shanks, Director of Classified Personnel.

This item was tabled.

13.8 Report, discussion and possible action to approve Updated Board Bylaw 9123, Vice President/Clerk.

Report by Dorma Baker, Superintendent.

This item was tabled.

14.0 ACTION ON CLOSED SESSION

2.1 Public Employee Appointment/Employment, Government Code Section 54957

a. Certificated Employees

Trustee Nichols moved to approve the Certificated Employee Report with the following changes: 4 separations from services; and 18 permanent rehires and 26 temporary rehires in Adult Education. Trustee Keegan seconded the motion. The motion passed 6/0/1 (DeRose absent).

b. Classified Employees

Trustee Nichols moved to approve the Classified Employee Report with the following changes: 2 resignations and 1 leave of absence. Trustee Keegan seconded the motion. The motion passed 6/0/1 (DeRose absent).

2.8 1Expulsions

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

11-12-001

Trustee Keegan seconded the motion. The motion passed 6/0/1 (DeRose absent).

15.0 GOVERNING BOARD COMMENTS/REPORTS

None.

16.0 UPCOMING BOARD MEETINGS/REMAINING BOARD MEETINGS FOR 2011

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

		Comment
September	<ul style="list-style-type: none"> ▪ 14 ▪ 28 	<ul style="list-style-type: none"> ▪ Unaudited Actuals



September 14, 2011
REGULAR BOARD MEETING
UNADOPTED MINUTES
CLOSED SESSION – 6:00 p.m. – 7:00 p.m.
PUBLIC SESSION – 7:00 p.m.
DISTRICT OFFICE
BOARDROOM
292 Green Valley Road
Watsonville, CA 95076

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

1.1 Call to Order

Vice President/Clerk Keegan 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	
1	Behavior Technician
2	Office Assistant III
New Substitutes	
14	Substitutes
New Hires	
3	Secondary Teachers
1	Teacher – Adult Education
Promotions	
1	SIG Coordinator
1	Cafeteria Manager I
Rehires	
4	English Language Specialist
5	TOSA
2	Resource Specialist
31	Teacher – Secondary
4	Teacher - Elementary
Administrative Appointments	
1	Principal (7 extra days)

1	Assistant Principal (Replacement)
2	Coordinators of Child Development (new position)
Transfers	
7	Teachers
Extra Pay Assignments	
	None
Extra Period Assignments	
	None
Leaves of Absence	
1	Behavior Technician
1	Bus Driver
1	Custodian II
1	Student Information System Specialist
2	Instructional Assistant II
1	Parent Education Specialist
Retirements	
1	Elementary Teacher
3	<i>Secondary Teacher</i>
Resignations/Terminations	
3	<i>Secondary Teacher</i>
1	<i>Instructional Assistant III – Special Education</i>
Supplemental Service Agreements	
8	Guest Teachers
1	Secondary Teachers
1	Psychiatrist
Miscellaneous Actions	
1	Cafeteria Manager III
1	Guidance Specialist
2	Instructional Assistant I – Special Education
5	Migrant Outreach Specialist
Separations From Service	
1	Cafeteria Assistant
1	Instructional Assistant – Migrant Children Center
1	Health Services Assistant
1	<i>Behavior Tech</i>

Limited Term – Projects	
2	Accounting Specialist II
7	Behavior Technician
2	Bus Drivers
1	Campus Safety Coordinator
2	Community Services Liaison II
68	Enrichment Specialist
118	Instructional Assistant - General Education
1	Instructional Assistant I – Special Education
7	Language Support Liaison
3	Library Media Technician
1	Low Incidence Technician
5	Office Assistant II
18	Office Assistant III
1	Office Manager
2	Parent Education Specialist
Exempt	
9	Babysitter
14	MEES
5	Migrant OWE
2	Pupils
1	Safety Monitor
4	Student Helper
13	Yard Duty
Provisional	
1	Instructional Assistant – General Education
1	Office Manager
2	Office Assistant III
1	Attendance Specialist
Limited Term - Substitute	
2	Behavior Technicians
3	Cafeteria Assistant
1	Delivery Driver
1	Instructional Assistant II
1	Instructional Assistant – Migrant Children Center
1	Payroll Technician

- 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 6 Expulsions

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

3.1 Pledge of Allegiance

President Yahiro called the meeting of the Board in public to order at 7:02 pm.

Mayra Gonzalez of Pajaro Valley High School led the Board in the Pledge of Allegiance.

3.2 Governance Transition

President Yahiro announced that due family health issues he would step down as president but will remain as a board member. He noted that it has been an honor to serve in that capacity. He passed the gavel to VP/Clerk Keegan as the successor to the president position.

President Keegan asked if there are any issues or any objections with him assuming the duties of president.

Trustee Nichols noted her concern due to language in the bylaws; her concerns would be discussed during action item 13.3.

Trustees thanked trustee Yahiro for his leadership as president of the board.

Public comment:

Bill Beecher, community member, commented on his view of how trustee Yahiro had brought the board together as a team for the benefit of the district, the board, and the students.

3.3 Welcome by Board President

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

3.4 Superintendent Comments

Dorma Baker commented that trustee Yahiro’s coaching will leave a legacy on the board.

4.0 APPROVAL OF THE AGENDA

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

5.0 APPROVAL OF MINUTES

a) Minutes for August 24, 2011

Trustee De Serpa moved to approve the minutes of August 24, 2011. Trustee Ursino seconded the motion. The motion passed 6/0/1 (DeRose abstained).

6.0 HIGH SCHOOL STUDENTS BOARD REPRESENTATIVES REPORT

Fenando Crescencio of Renaissance High, Markus Serrano and Iliana Reynoso of Watsonville High, and Mayra Gonzalez and Anthony Barrios of Pajaro Valley High, reported on their school events, activities and sports. It was reported that WHS needs additional assistance in custodial duties.

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

7.0 PUBLIC HEARING: RESOLUTION #11-12-04, REGARDING SUFFICIENCY OF INSTRUCTIONAL MATERIALS K-12 AND SCIENCE LABORATORY EQUIPMENT FOR GRADES 9-12.

7.1 Report by Susan Perez, Director, Education and English Language Services

Ylda Noguera noted that the District needs to comply with Education Code and hold a public hearing regarding sufficiency of instructional materials. She noted that all schools have sufficient textbooks for all students in all curriculum areas.

7.2 Public comment

None.

7.3 Board questions and comments

The board participated with comments and questions.

Board President closed the Public Hearing and resumed the Board meeting.

8.0 VISITOR NON-AGENDA ITEMS

None.

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

Jack Carroll, PVFT Chief Negotiator, commented on unaudited actuals noting that since the 2nd interim report in March, where the projection was a \$5 million general fund loss, to the current numbers there is a \$9 million gain. A result of the figures in March is that schools have larger classes; this could be remedied with the currently available funds.

Leticia Oropeza, CSEA president, requested that these funds be directed to fill the much needed classified positions and to return furlough days. She spoke about the union's concern for health issues of classified staff who have to do much more.

Terry Eastman, PVAM, praised the efforts of the districts administration and their collaboration with site staff. She noted that while all administrators and staff are doing more with less to support students achievement, it is not a sustainable situation. PVAM is meeting with all principals to see how the district can continue to support sites.

10.0 CONSENT AGENDA

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

10.1 Purchase Orders August 18 – September 7, 2011.

10.2 Warrants August 18 – September 7, 2011.

10.3 Acknowledge with Gratitude Donation of \$400 from Love Apple Farm for the Mar Vista Life Lab Program.

- 10.4 **Acknowledge with Gratitude Donation of \$317 from Committee to Reelect Leslie DeRose (2010) for Pacific Coast Charter School.**
- 10.5 **Approve Award Open Purchase Order Contracts for Food and Nutritional Services Bids: B01/11-12 Bread Products; B02/11-12 Paper Products and Supplies; and B03/11-12 Frozen and Dry Products.**
- 10.6 **Approve Community Assessment Update for 2012-13, Part of Migrant & Seasonal Head Start Refunding Application for Grant Period March 1, 2012 – February 28, 2013.**
- 10.7 **Approve Pajaro Valley Prevention and Student Assistance (PVPSA) Program, Facilities and Service Agreement.**
- 10.8 **Approve Resolution #11-12-05, 2010-2011/2011-2012 GANN Limit Calculation.**
- 11.0 **DEFERRED CONSENT ITEMS**
None.

12.0 REPORT AND DISCUSSION ITEMS

12.1 Report and Discussion on Star and Other Achievement Test Results.

Report by Assistant Superintendents Ylida Noguera and Murry Schekman.

Ylida Noguera and Murry Schekman presented on the California Standard Tests (CST) results, on the Annual Measurable Objectives (AMO), on Adequate Yearly Progress (AYP) and on the Annual Measurable Achievement Objectives (AMAO). The contents in testing include English/Language Arts, Mathematics, History Social Science and Science. CST is the primary component of state and federal accountability measures and performance levels go from Advanced to Far Below Basic. Ylida presented Academic Performance Index (API) data for three years for all elementary schools for 2008-09, 2009-10, and 2010-11. Overall, each school has shown an improvement through the three years. Murry presented API data for the same years for middle and high schools; again, the data shows that half of the schools improved their scores. Additional information regarding API subgroup results was given: Filipino, Hispanic or Latino, White, Socioeconomically Disadvantaged and Students with Disabilities all show improvement; English Learners and Asian subgroups show a 1 and 2 point decrease. AYP looks at percent of students performing at grade level and takes into account subgroups. Testing results in CST, English/Language Arts (ELA) and Mathematics are included in academic progress. To achieve AYP, a school and student subgroups must meet or exceed AMO's. In Elementary, 67.7% in ELA and 68.5% in Mathematics reached the proficiency target; in secondary levels, 66.7% and 66.1% reached those targets. As a district, ELA is at 67% and Math is at 67.3%. Ylida addressed the accountability requirements of the District for Title III; these include annual assessment of English Language Learners, meeting AMAO's, and reporting on ELL for two years after these students stop receiving Title III services. Regarding use of benchmark assessments, it was noted that the results show trajectory toward CST performance. The presentation included data on achievement gap, which showed that in math, since 2006, the gap between SED and non-SED has decreased significantly. In ELA, the gap is also decreasing and went from an almost 40 point gap in 2006 to a 25 point gap in 2011. In conclusion, it was reported that the data shows that Data Teams should continue to be implemented; that students need to move from the lower quintiles into proficiency; that continued focus on improving proficiency in the English language for ELL; and that the district should continue instruction in English Language Development.

Board participated with comments and questions.

Public comment:

Bill Beecher, community member, offered his opinion about the long term and short term results, noting that the state ranks 34 to 48 in education and this may be indicative that there is either a problem with the standards or an execution problem.

The Board continued with additional comments and questions.

13.0 REPORT, DISCUSSION AND POSSIBLE ACTION ITEMS

13.1 Report, discussion and possible action to approve Resolution #11-12-04, Regarding Sufficiency of Instructional Materials K-12 and Science Laboratory Equipment For Grades 9-12.

Report Given Under Item 7.1, Public Hearing.

Trustee DeRose moved to approve Resolution #11-12-04. Trustee De Serpa seconded the motion. The motion passed 6/0/1 (Nichols away from her seat).

13.2 Report, discussion and possible action to approve New Job Description: Student Services Specialist I, and Revised Job Description: Student Services Specialist II.

Report by Pam Shanks, Director of Classified Personnel.

Albert Roman noted that this is a non-management position added to the student services department to support the implementation of federal and state guidelines, including student records maintenance, etc. The description asks for a tier system I and II for differentiation of duties.

Trustee Osmundson moved to approve this item. Trustee DeRose seconded the motion. The motion passed 6/0/1 (Nichols away from her seat).

13.3 Report, discussion and possible action on Election of Vice President/Clerk of the Board.

Report by Dorma Baker, Superintendent.

Trustee Nichols expressed her concern as the bylaws do not address the election of an officer outside the annual organizational meeting. She said that the VP/Clerk could be the Acting President until the meeting in December. She noted it would be best to follow the bylaws and moved to elect the VP and President at the annual organization meeting. Trustee Osmundson seconded the motion.

Additional comments and board discussion.

Trustee Nichols stated that the acting president should name a 3rd member of the board to serve in the agenda review committee.

The motion passed unanimously.

13.4 Report, discussion and possible action to approve Updated Board Bylaw 9123, Vice President/Clerk.

Report by Dorma Baker, Superintendent.

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

The board participated with comments and questions.

Trustee DeRose amended the motion to add to the duties of the VP/Clerk item #7, to serve as a member of the agenda review committee. Trustee Ursino amended his second. The motion passed unanimously.

13.5 Report, discussion and possible action to approve Unaudited Actuals for 2010-2011.

Report by Brett McFadden, CBO.

Brett McFadden noted that the report is a requirement which provides information on major fiscal activity through the 2010-11 school year. Once the report is approved by the Board, it will be given to the County Office of Education and then to the district's independent auditor for review. Brett offered a comparison between June and the current unaudited actuals report, which shows a positive variance of \$4.49 million dollars, in part due to decreased expenditures and increased revenues; this includes \$2.4 million of one-time receivable adjustment. The comparison also shows an increase of \$4.16 million in unappropriated reserve. Regarding student enrollment, Brett noted that while this district is not declining in enrollment, it is not increasing either and this does not benefit the district financially. Brett

recommended that the Board approves the report as the staff continues to work with the variances and have conversations with the unions.

Public comment:

Jack Carroll, PVFT Chief Negotiator, asked what the Board would do with the identified increase of about \$4 million dollars between June numbers and today's number. He noted that teachers are having a difficult time due to class sizes and release time, among other factors. Teachers believe that the current class size is not appropriate for student learning.

Board participated with comments.

The Board expressed their preference to use additional funds: CSR, custodial staff, release time, athletic equipment and technology improvement in the north area schools.

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

14.0 ACTION ON CLOSED SESSION

2.1 Public Employee Appointment/Employment, Government Code Section 54957

a. Certificated Employees

Trustee Nichols moved to approve this item, with the addition of 2 secondary teachers under resignation/retirement. Trustee DeRose seconded the motion. The motion passed unanimously.

b. Classified Employees

Trustee Nichols moved to approve with the addition of 1 Behavior Tech under probationary new hires, 1 Behavior Tech and 1 Instructional Assistant III- Special Education under separation from service. Trustee DeRose seconded the motion. The motion passed unanimously.

2.8 6 Expulsions

Action on Expulsions

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

11-12-002

Trustee DeRose seconded the motion. The motion passed unanimously.

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

11-12-003

Trustee DeRose seconded the motion. The motion passed unanimously.

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

11-12-005

Trustee DeRose seconded the motion. The motion passed unanimously.

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

11-12-006

Trustee DeRose seconded the motion. The motion passed unanimously.

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

11-12-008

Trustee DeRose seconded the motion. The motion passed unanimously.

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

11-12-009

Trustee DeRose seconded the motion. The motion passed unanimously.

15.0 GOVERNING BOARD COMMENTS/REPORTS

Trustee Yahiro commented that the market event at Pajaro Valley High School was very well attended. He congratulated trustee DeRose for being nominated for the Aptos Chamber Woman of the Year award.

Trustee DeRose commented that she had visited several schools and was great to see the work being done. She also attended the EA Hall's gym ribbon cutting ceremony and it was a nice event, well attended.

Brett McFadden, CBO, noted that the gym was the last project remaining from Measure J.

Trustee Osmundson commented that she was attending many back to school nights.

16.0 UPCOMING BOARD MEETINGS/REMAINING BOARD MEETINGS FOR 2011

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

		Comment
September	▪ 28	▪
October	▪ 12 ▪ 26	
November	▪ 16	▪
December	▪ 7 Annual Organization Mtg.	▪ Approve 1 st Interim Report

17.0 ADJOURNMENT

There being no further business to discuss, the Board meeting adjourned at 10:08 pm.

Dorma Baker, Secretary

PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 7.0

Date: September 28, 2011

Item: **Public Hearing: Review of Preliminary Trustee Area Analysis Report and Trustee Area Realignment Process**

Overview: In August, the Board of Trustees adopted a timeline and process for the 2012 trustee area realignment. The board is required to perform this task as a result of the 2010 Census. Per its adopted schedule, the board will hold a public hearing to review the Preliminary Trustee Area Analysis Report developed by the district's demographic firm – DecisionInsite. The report (attached) outlines demographic changes that will result in a realignment of most district trustee areas in 2012. This data will be used to realignment trustee areas in a manner that meets federal and state law.

The board will also review recommended criteria and process for the development of realigned trustee areas. This information has been developed with assistance of the district's legal counsel. A powerpoint presentation outlining these matters and next steps is also attached.

Representatives from DecisionInsite and Lozano Smith will be on hand to provide information, background, and perspectives on these matters.

Recommendation: Hold public hearing and review report and recommended process for trustee area realignment.

Prepared By: Brett McFadden, CBO

Superintendent's Signature:

Dorim Bot

LOZANO SMITH

ATTORNEYS AT LAW

Partnering For Excellence In Education And Government

Pajaro Valley Unified School District



Trustee Area Redistricting 2010 Census Data and Legal Overview

230493

September 28, 2011

Board of Trustees

Trustee Area	Board Member	Term Expiration
1	Kim De Serpa	2014
2	Doug Keegan	2012
3	Karen Osmundson	2012
4	Willie Yahiro	2014
5	Leslie De Rose	2014
6	Sandra Nichols	2012
7	Jeff Ursino	2014

Redistricting: A Legal Overview

- Districts that use by-trustee area voting are required to update their trustee areas after each decennial census. County Committee Approval is *not* Required-Only Board action and DOJ Approval are required.
- The deadline for final action is March 1, 2012.

The Redistricting Time Line and Process

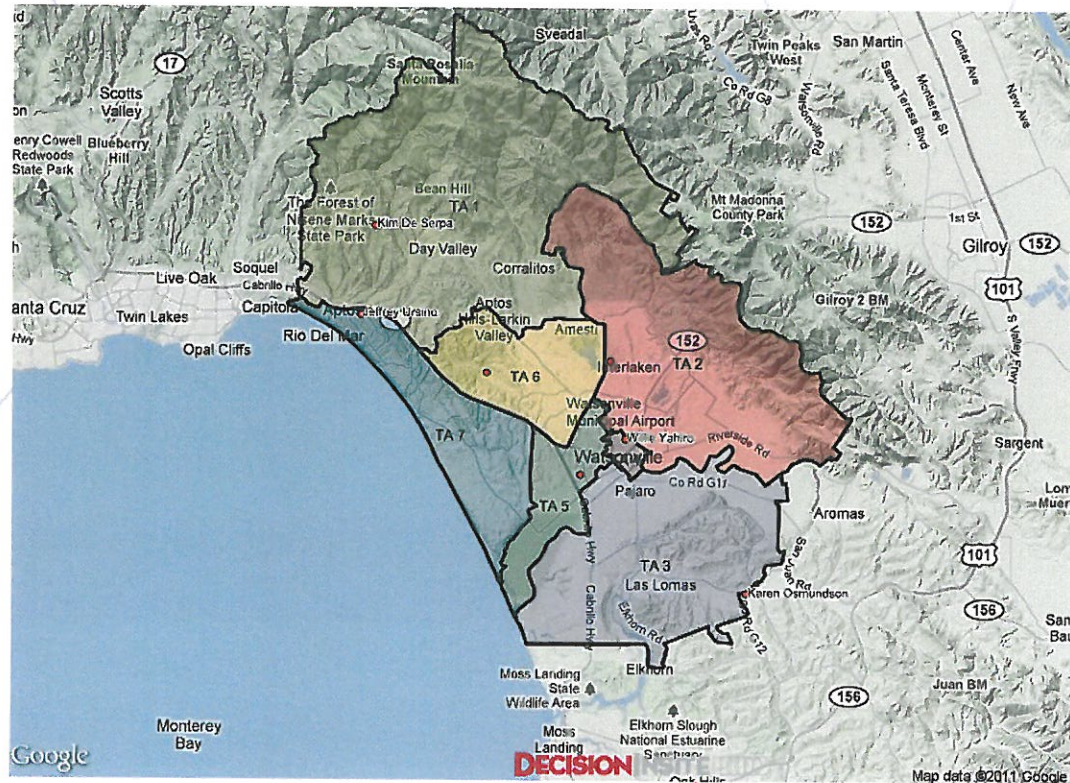
- April 2011 2010 Census Data Released *Public Law (P.L.) 94-171*
- August 2011 Board Reviews Redistricting Process
- August 2011 Board Retains DecisionInsite-demographer
- September 2011 Demographic Analysis prepared

The Redistricting Time Line and Process (Cont'd)

- September 28, 2011 Board Meeting/Public Hearing: Review 2010 Census Data
- September 28, 2011 Board Meeting/Public Hearing: Adopt Line Drawing Criteria

PVUSD District: Trustee Area Compliance Analysis

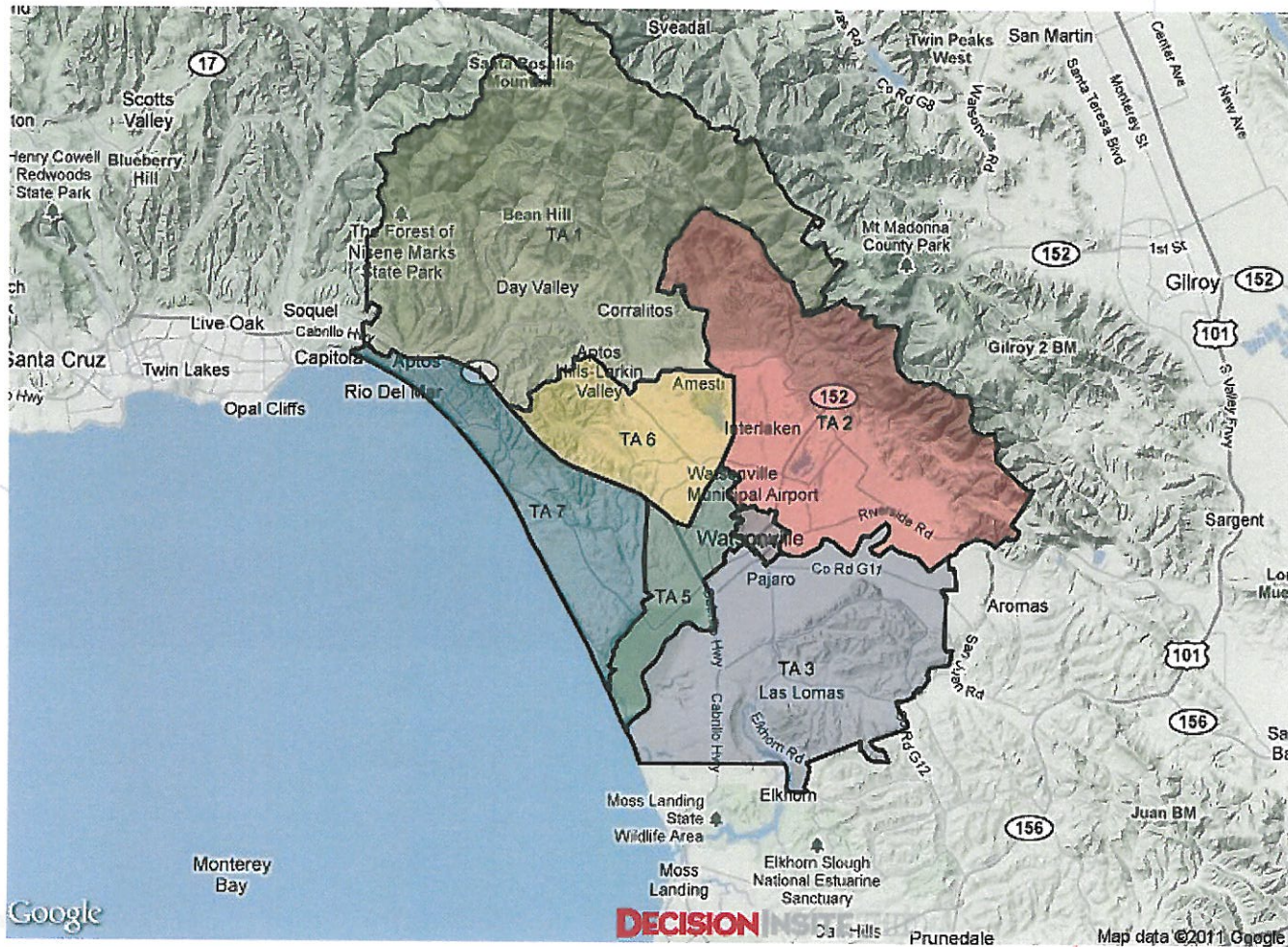
- **Goal:** Assess the relative population balance of each trustee area vis-à-vis the 2010 census
- Total 2010 population not voting age
- Report findings to board with recommendations



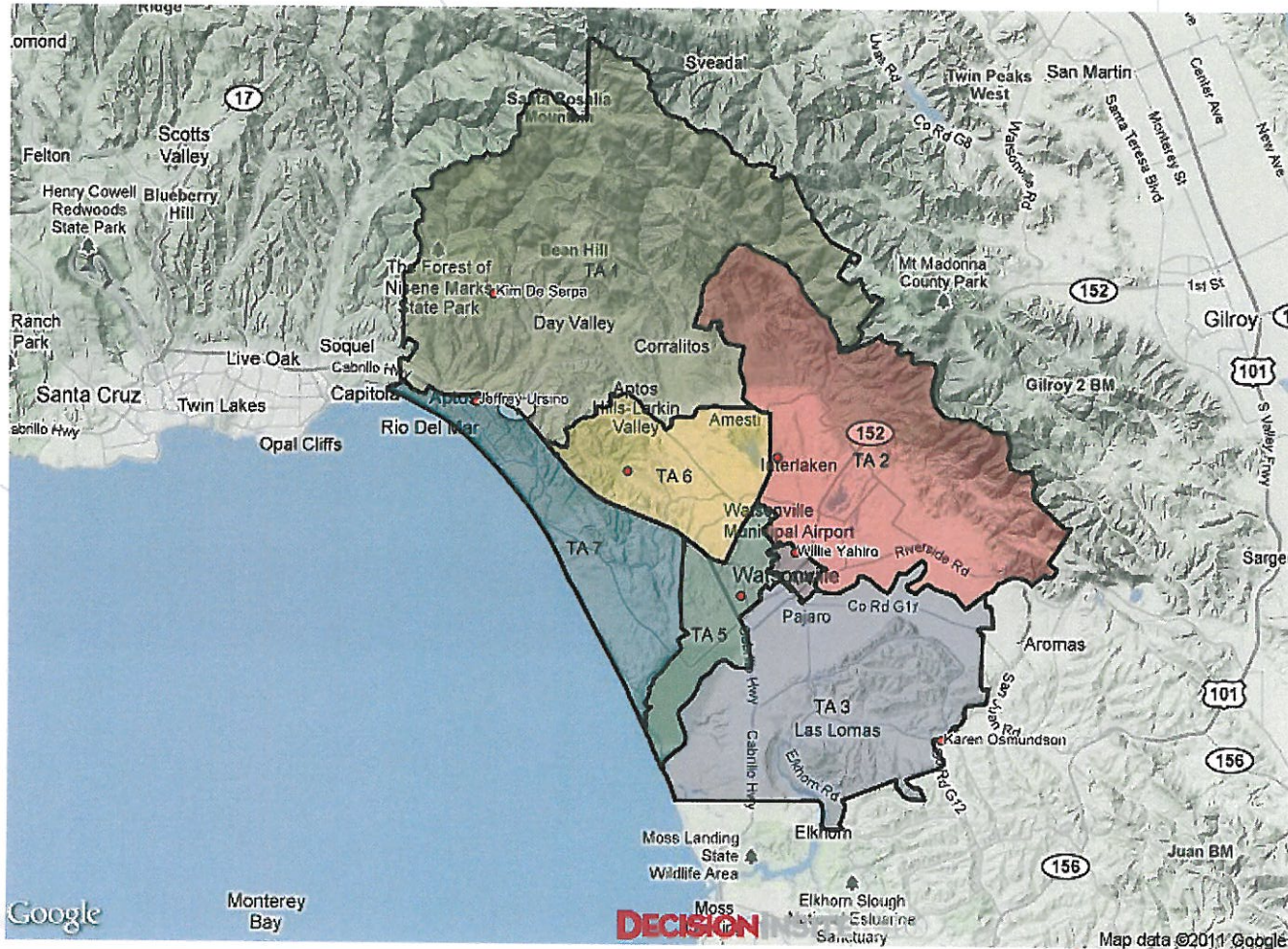
Process: Confirm and Digitize District Boundary



Confirm and Digitize Each Trustee Area



Confirm and Plot Each Trustee Residence

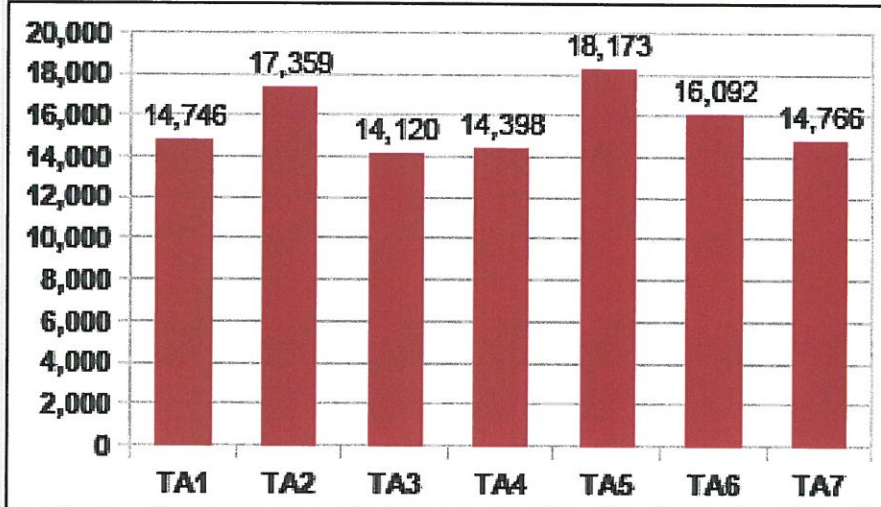


Run Population Analysis

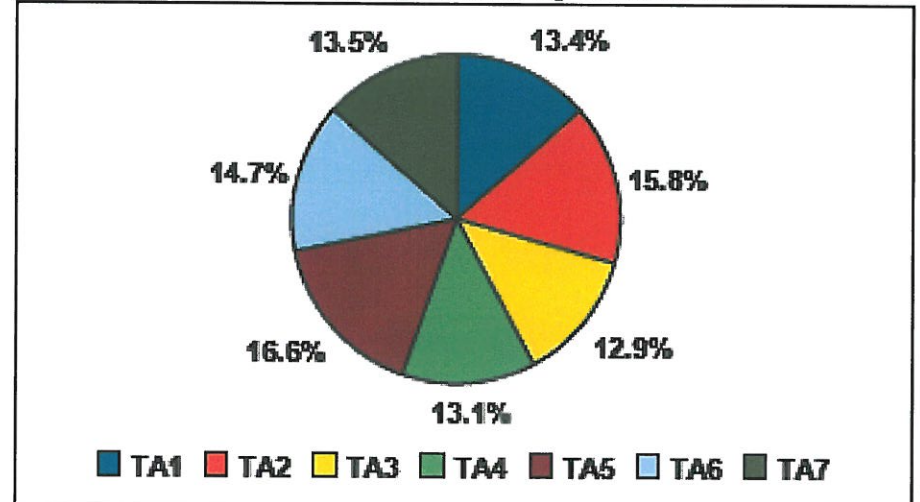
- Total Population based upon census blocks included within District...
 - 2000 Pop: 105,173
 - 2010 Pop: 109,654
 - 10 year pop change: Increase 4,481
- Calculate “IDEAL” population for each of 7 trustee areas?
 - Ideal: 15,665 (total population \div no. trustee areas)
 - 10% below ideal: 14,098
 - 10% above ideal: 17,231

Analysis of Each Trustee Area

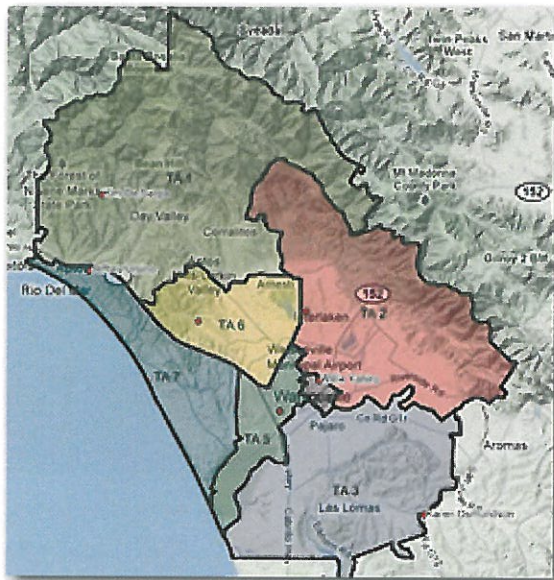
Population by Trustee Area



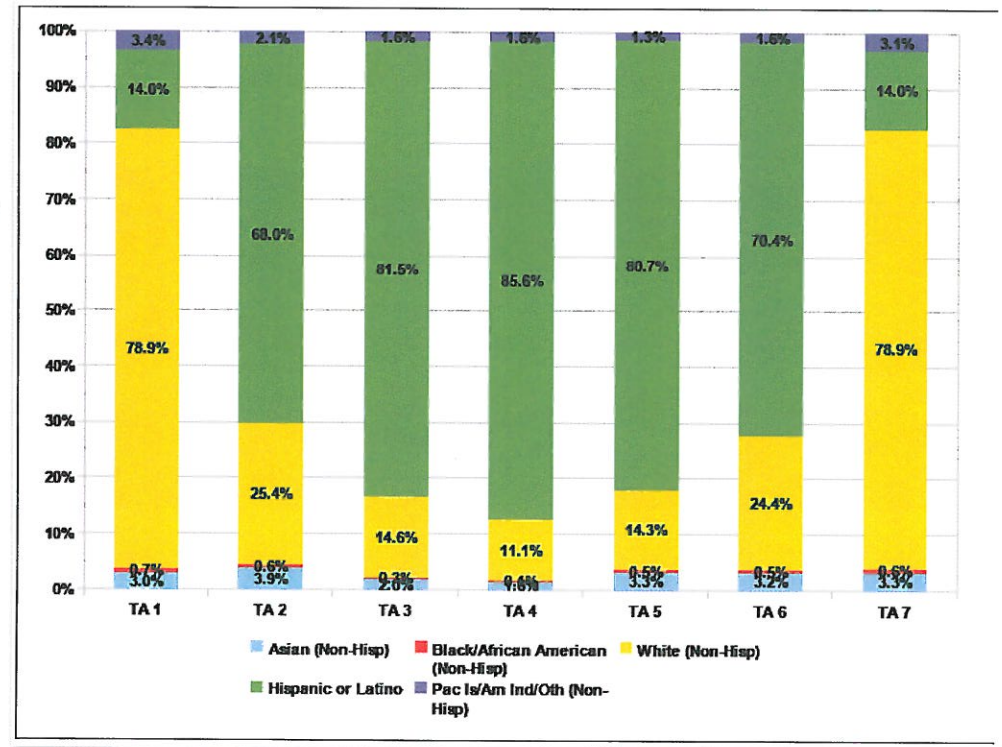
Percentage of District Population by Trustee Area



Racial/Ethnicity by Trustee Area



Trustee Areas by Racial-Ethnicity



Findings

- TAs Below Ideal: 1, 3, 4 & 7
- None 10% or greater below

- TAs 10% or Greater Above Ideal: 2 & 5
- TA 6 is close to the Ideal

Analysis of Compliance: Ideal Trustee Population Compared to Actual

Definition: Ideal population is defined as 15,665 persons per trustee area or 14.29% of the total district population in each trustee area. (Total district population divided by # of trustee areas)

Compliance Range: 10% < or > Ideal

Low: 10%
Below Ideal
14,098

Ideal
15,665

High: 10%
Above Ideal
17,231

Population by Trustee Area

	2000		2010 Population	10 Yr Pop Change	2010		
	2000 Population	% of Total District			TA as % of Total District	Net TA Pop Diff Ideal	Trustee Area as a % of Ideal
Trustee Area 1	14,985	14.2%	14,746	-239	13.4%	-919	94.1%
Trustee Area 2	15,204	14.5%	17,359	2,155	15.8%	1,694	110.8%
Trustee Area 3	15,289	14.5%	14,120	-1,169	12.9%	-1,545	90.1%
Trustee Area 4	14,380	13.7%	14,398	18	13.1%	-1,267	91.0%
Trustee Area 5	15,543	14.8%	18,173	2,630	16.6%	2,508	116.0%
Trustee Area 6	14,983	14.2%	16,092	1,109	14.7%	427	102.7%
Trustee Area 7	14,789	14.1%	14,766	-23	13.5%	-899	94.3%
Total District	105,173	100.0%	109,654	4,481	100.0%		

Note: Any cells highlighted in red are either greater than or less than 10% of the ideal and therefore likely out of compliance.

Line Drawing Criteria

- Total population = 109,654
- Ideal population per trustee area = 15,665
- The line drawing resolution defines criteria for deviation from the ideal population balance
- **Goal: Get close to 5% or less deviation**
- Examples of criteria justifying deviation:
 - Communities of interest
 - Compactness
 - Natural or man made geographical features

Redistricting Process

Next Steps

- DecisionInsite proposes alternative Trustee Area Map based upon criteria and Board direction
- Review Alternate Trustee Area Maps
- Select Trustee Area Maps
- Submit the Maps to the United States Department of Justice for approval
- Upon DOJ approval, submit the final maps to the Santa Cruz and Monterey Election offices

Please Note

These materials and all discussions of these materials are for instructional purposes only and do not constitute legal advice. If you need legal advice, you should contact your local school counsel or an attorney at Lozano Smith. If you are interested in having other in-service programs on school law presented in your school district, please contact clientservices@lozanosmith.com or call (559) 431-5600.

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DECISIONINSITE 

Enrollment Impact Specialists



**Trustee Area
Analysis Report**

**Strategic
Decision
Support
for School
Districts**

Student Enrollment Projections | Community Demographic Data | Consulting

Trustee Area Compliance Analysis:

*Process, Criteria and Preliminary
Report*

Pajaro Valley Unified School District



September 12, 2011

REDISTRICTING TRUSTEE AREAS

Criteria and Process

Preliminary Analysis

The purpose of this preliminary analysis is to assess if and to what extent the existing trustee areas of a district comply with the requirements of population balance between each. Compliance is usually considered to be less than 5% above or below the ideal population per trustee area. The ideal population per trustee area is calculated by taking the total district population as of the last decennial census and dividing by the number of trustee areas. Trustee areas that exceed 5% above or below the ideal may be considered non-compliant. Trustee areas 10% or more above or below the ideal are non-compliant. The report that follows will provide the information required to determine the level of compliance of the existing trustee areas.

This is a preliminary analysis that will determine for a district if it needs to redistrict. If any single trustee area is found non-compliant then the district will most likely need to proceed with a redistricting process. Below is an outline of the process and criteria to use in carrying out a redistricting process.

Phase One: Current Trustee Compliance Analysis

Phase one encompasses all of the preliminary activities required to determine if the existing trustee areas are in compliance. It culminates in generating the initial report which follows below.

In phase one DecisionInsite will have completed the following tasks:

- Digitized the district boundary and confirmed as much as is possible based upon credible sources the accuracy of the external district boundary.
- Digitized each trustee area boundary and confirmed as much as is possible based upon credible sources the accuracy of the external district boundary.
- Geocoded and plotted on maps the actual physical residential address of each trustee and labeled them accordingly.
- Digitized each school attendance zone.
- Geocoded and plotted each school site location.
- Completed the initial and preliminary compliance analysis of each trustee area.
- Generated the preliminary report for district review.

Phase Two: Redistricting Process

Phase two is initiated if in phase one it is determined that the existing trustee areas are non-compliant.

Client Criteria Conference

Once the preliminary analysis is complete, DecisionInsite will discuss next steps with the district. If the analysis supports the need for redistricting, then a Client Criteria Conference will be conducted

Purpose of Client Criteria Conference: To lay out necessary criteria and obtain additional, district specific criteria to guide in the redraw. A web-conference is adequate for this purpose unless a community process is included.

Criteria to Guide Redistricting

The following criteria must serve as the framework within which changes to trustee boundaries must be pursued. They are derived from several sources.¹

1. Each trustee area shall contain a nearly equal population based upon the 2010 census population figures and 2010 census geographies;
2. Trustee area borders shall comply with the Federal and California Voting Rights Acts;
3. Trustee areas shall consist of contiguous territory as compactly as possible;
4. Trustee areas shall respect communities of interest as much as possible;
5. Trustee area borders shall follow visible natural and man-made geographical and topographical features as much as possible;
6. Each new trustee area shall preserve the corresponding existing trustee area's population and territory as much as possible;
7. Trustee areas known to be areas of higher-than-average population growth in the two to five years following this boundary line adjustment may be under populated within the population deviation amounts allowed by law.

Questions to address

- Are there any distinct communities of interest in the district?
- Are these currently represented in the current trustee area configuration?
- Are there any particular directions if a trustee area were to expand and another contract that would endanger one of these communities?
- Are there any obvious natural and human boundaries that should be avoided?
- Are there any political realities that could influence the redistricting process? If so, what are they?

Generate Alternative Scenario

Following the Client Criteria Conference, DecisionInsite will develop an alternative scenario that conforms as much as is possible to the agreed upon criteria and provide the district a report including tentative maps presenting the alternative.

If the district accepts the alternative, then DecisionInsite will generate professional PDF maps of the new trustee areas.

The district will then need to complete the appropriate forms for submission to the County. It may choose to retain legal counsel for this purpose.

Additional Scenarios

If the proposed scenario will not accomplish the district's needs, an additional scenario can be generated at the direction of the district and according to the agreement for producing more than one scenario.

Board Presentation

A formal presentation to the board can be scheduled per the contract terms.

The preliminary report follows.

¹ Lozano and Smith, Attorneys at Law; *A Citizens Guide to Redistricting* by Justin Levitt of the Brennan Center for Justice at New York University, 2010; *Strength in Numbers: Your Guide to Census 2010 Redistricting Data From the U.S. Census Bureau*

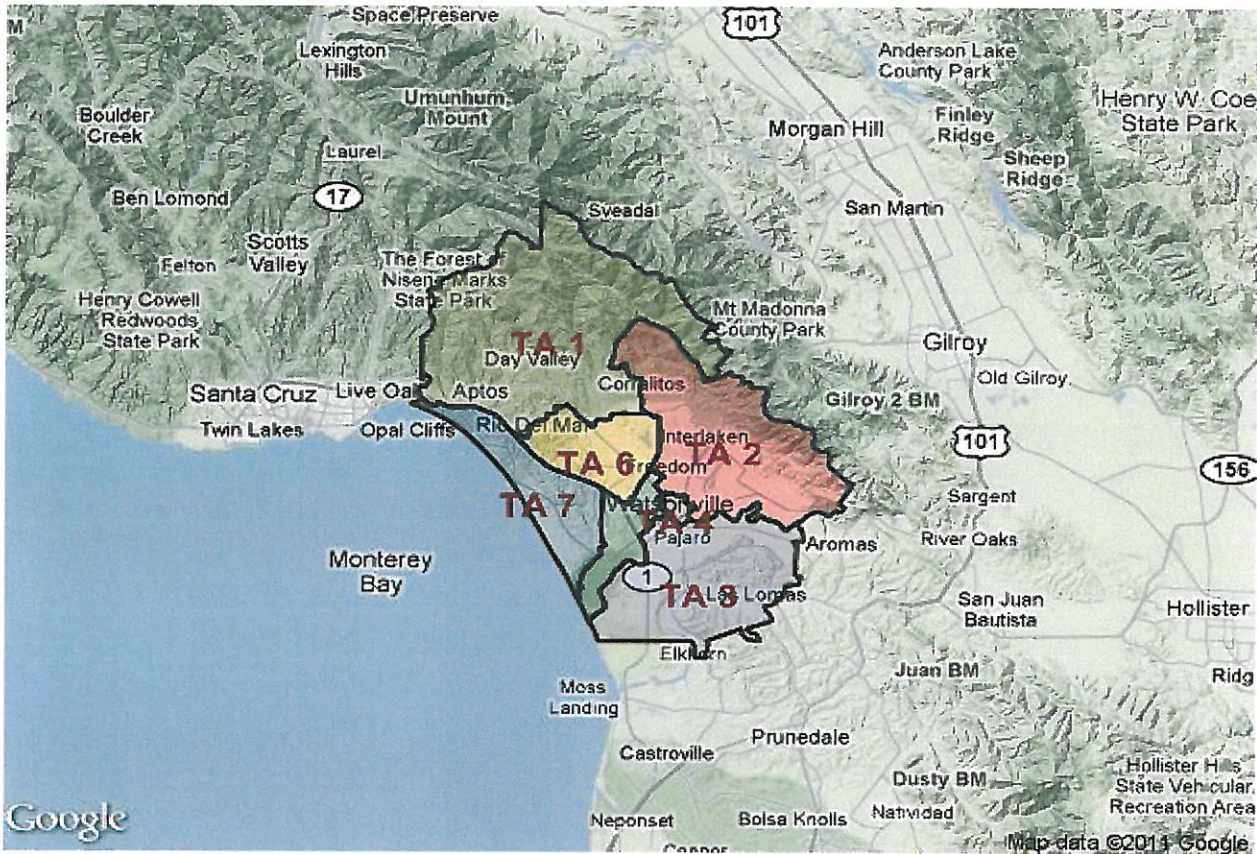
TRUSTEE AREA ANALYSIS REPORT

Prepared for: Pajaro Valley Unified School District
 Study area: Trustee Areas
 Base State: CALIFORNIA
 2000 Population: 2000 Census
 2010 Population: 2010 Census
 Date: 9/13/2011

About the Trustee Area Population Analysis Report

School districts that are subdivided geographically into trustee areas must review those areas for population balance upon the occasion of the Census Bureau's decennial census. This report provides the district with that analysis.

The **Trustee Analysis Report's** purpose is to provide a district a first look at compliance. This report is initially run on the existing trustee areas. The data in this report are based upon the 2000 census and the 2010 Census Redistricting Data [P.L. 94-171] Summary Files (for comparison purposes). The Summary File includes 2010 total population, racial/ethnic data and voting age population 18 and over. If this report indicates the district is out of compliance, redistricting adjustments will need to be made. Once these are completed, a final report will then be provided. If the data suggest the district is in compliance, then this report provides the district with the information necessary to demonstrate that it has fulfilled its obligation to review its compliance according to law.



Summary Findings of Preliminary Report

Total Current Population of District	109,654
Ideal Population per TA for Balance	15,665
Number of Trustee Areas +10% or -10% of Ideal	2
Trustee Areas with population increase or decrease of 1,000 over the period	4

Estimate of likely compliance: Number of Trustee Areas...

Likely in compliance (< 5% from Ideal)	1
Of questionable compliance (Between 5% and 10% of Ideal)	4
Likely not in compliance (greater than 10% from Ideal)	2

POPULATION ANALYSIS

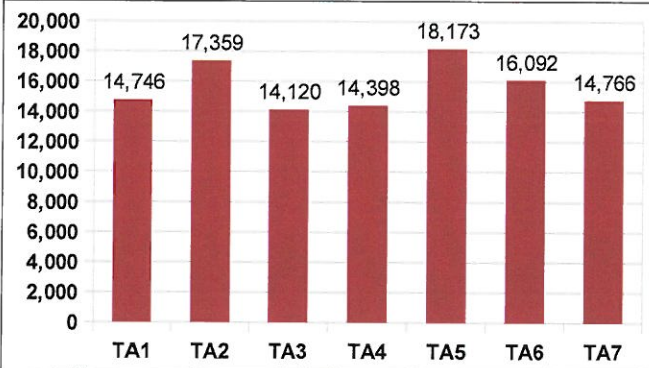
About Population Analysis

Population analysis provides the baseline assessment of the relative balance between Trustee Areas. The 'Population by Trustee Area' graph presents the total population by each area. The 'Percentage of District Population by Trustee Area' graph shows the percentage of the total district population within each trustee area.

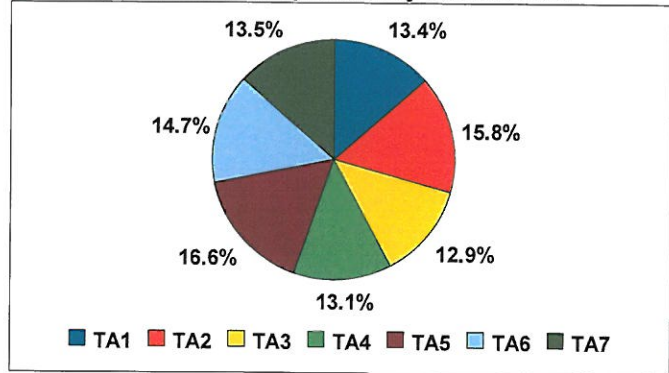
The table presents the population by Trustee Area for both the 2000 and 2010 census and the change in population for each trustee area between the two. (2000 data uses 2000 census geographies and 2010 data uses 2010 census geographies.)

The table also shows the percentage each trustee area represents of the total population within the district boundary. Finally, the table compares each trustee area to an 'ideal' total population for each trustee area. The "ideal" trustee area assumes that the total population within the bounds of the district is exactly evenly distributed across all trustee areas. The column 'Over/Under Ideal' demonstrates what percentage each trustee area is of the 'ideal'. Trustee Areas less than 100% are below the Ideal and areas greater than 100% are above the Ideal.

Population by Trustee Area



Percentage of District Population by Trustee Area



Analysis of Compliance: Ideal Trustee Population Compared to Actual

Definition: Ideal population is defined as 15,665 persons per trustee area or 14.29% of the total district population in each trustee area. (Total district population divided by # of trustee areas)

Compliance Range: 10% < or > Ideal

Low: 10% Below Ideal	Ideal 15,665	High: 10% Above Ideal
14,098		17,231

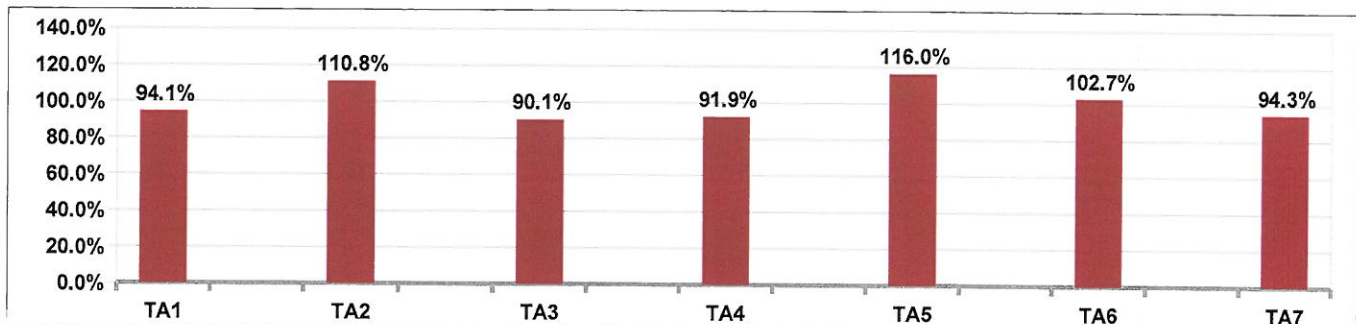
Population by Trustee Area

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	2000 Population	% of Total District			TA as % of Total District	Net TA Pop Diff Ideal	Trustee Area as a % of Ideal
Trustee Area 1	14,985	14.2%	14,746	-239	13.4%	-919	94.1%
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Trustee Area 7	14,789	14.1%	14,766	-23	13.5%	-899	94.3%
Total District	105,173	100.0%	109,654	4,481	100.0%		

Note: Any cells highlighted in red are either greater than or less than 10% of the ideal and therefore likely out of compliance.

Distance from the Ideal

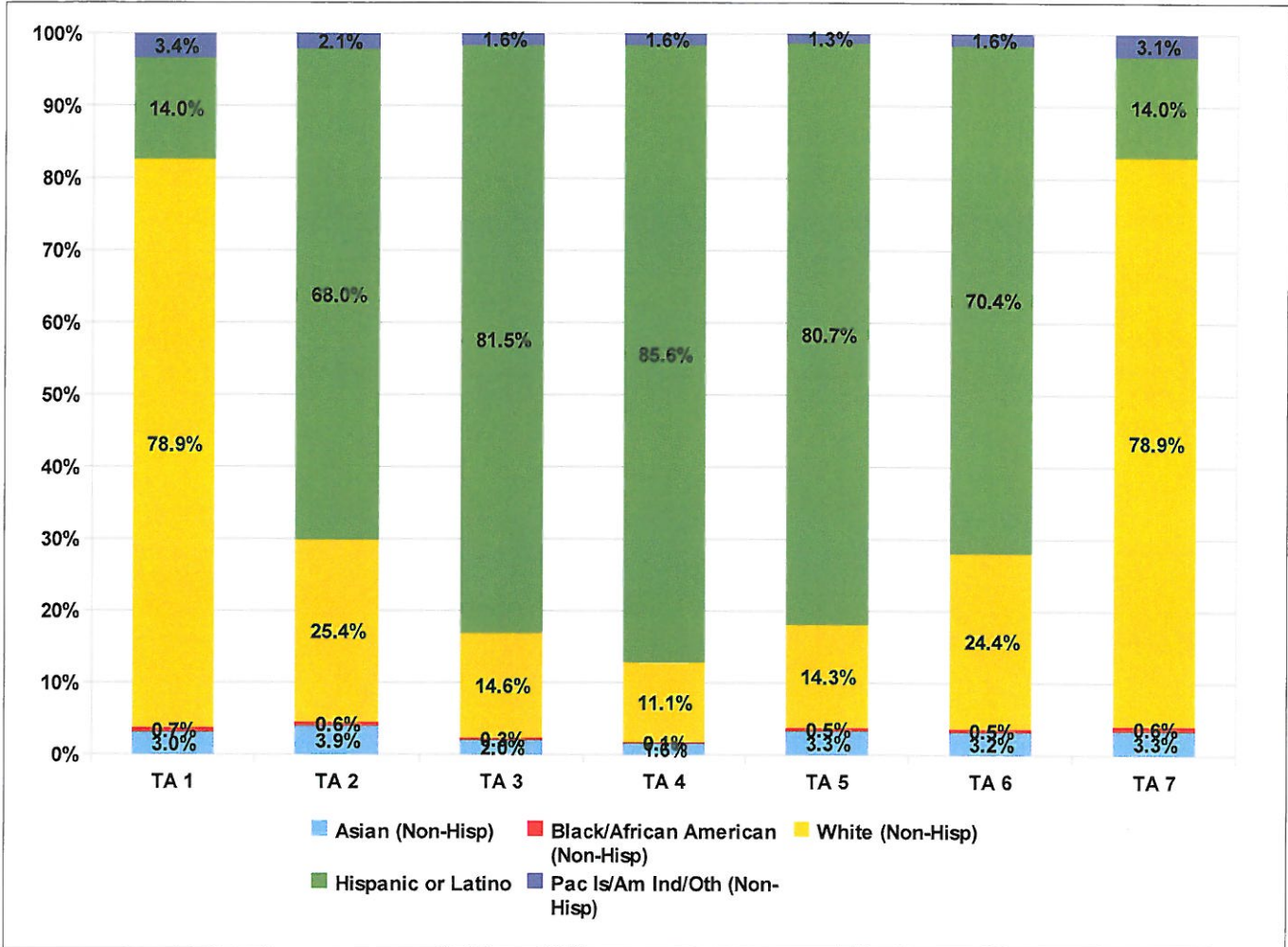
This graph illustrates the percentage of the Ideal for each trustee area as of the 2010 population. With "100%" representing the ideal, some trustee areas may be above the ideal and some may be below the ideal. Perfect balance would display all bars along the 100% line.



RACIAL-ETHNICITY

The US population's racial-ethnic diversity is continually increasing adding new and rich cultural mixes. These data consider the six groups for which trending information is available. Please note that several groups are aggregated into a single category due to their smaller size. Those persons who indicated Hispanic or Latino ethnicity along with a racial category have been separated into a Hispanic or Latino category.

Trustee Areas by Racial-Ethnicity



Race and Ethnicity

Actual	TA 1	TA 2	TA 3	TA 4	TA 5	TA 6	TA 7	District
Asian (Non-Hisp)	449	683	279	224	594	508	493	3,230
Black/African Americ	98	98	47	21	87	78	95	524
White (Non-Hisp)	11,636	4,406	2,056	1,601	2,602	3,922	11,655	37,878
Hispanic or Latino	2060	11798	11510	12324	14660	11325	2060	65737
Pac Is/Am Ind/Oth (N	503	373	228	227	229	259	463	2,282
Total	14,746	17,358	14,120	14,397	18,172	16,092	14,766	109,651

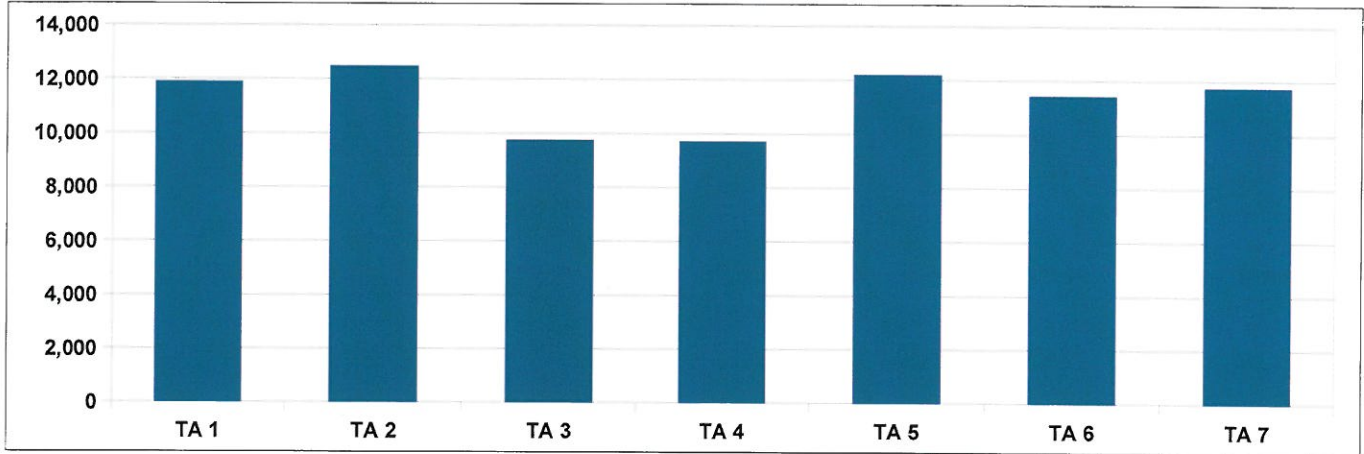
Race and Ethnicity by Percentage

Percentages	TA 1	TA 2	TA 3	TA 4	TA 5	TA 6	TA 7	District
Asian (Non-Hisp)	3.0%	3.9%	2.0%	1.6%	3.3%	3.2%	3.3%	2.9%
Black/African Americ	0.7%	0.6%	0.3%	0.1%	0.5%	0.5%	0.6%	0.5%
White (Non-Hisp)	78.9%	25.4%	14.6%	11.1%	14.3%	24.4%	78.9%	34.5%
Hispanic or Latino	14.0%	68.0%	81.5%	85.6%	80.7%	70.4%	14.0%	60.0%
Pac Is/Am Ind/Oth (N	3.4%	2.1%	1.6%	1.6%	1.3%	1.6%	3.1%	2.1%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

VOTING AGE POPULATION

Voting age population includes all persons 18 years of age and older.

Voting Age Population by Trustee Area



Voting Age Population by Trustee Area (Detail)

	TA 1	TA 2	TA 3	TA 4	TA 5	TA 6	TA 7	District
Voting Age Pop	11,897	12,489	9,749	9,725	12,210	11,437	11,764	79,271
% of Tot TA Pop	80.7%	71.9%	69.0%	67.5%	67.2%	71.1%	79.7%	72.3%
Total Pop	14,746	17,359	14,120	14,398	18,173	16,092	14,766	109,654

TRUSTEE AREA ANALYSIS: SUMMARY ANALYSIS AND RECOMMENDATION

District Population Change

The total population of the Pajaro Valley Unified School District has changed by 4481 between the 2000 and 2010 census. This marks an increase of 4.26% across the district.

Trustee Area Summary

The following trustee areas are at or greater than 10.00% of the ideal per trustee area for the district of 15665: Trustee Area 2, Trustee Area 5.

The following trustee areas are at or less than the 10.00% of the ideal per trustee area for the district of 15665:

Recommendation

Given that at least one of the District's trustee areas diverges from the ideal population per trustee area to maintain a population balance, it is recommended that the district proceed with the task of rebalancing its trustee areas in order to comply with all legal statutes.

Additional Resources on Redistricting

For more information on the redistricting process, please download the document "A Citizens Guide to Redistricting", by Justin Levitt from the Brennan Center for Justice at New York University School of Law.

http://www.brennancenter.org/content/resource/a_citizens_guide_to_redistricting/

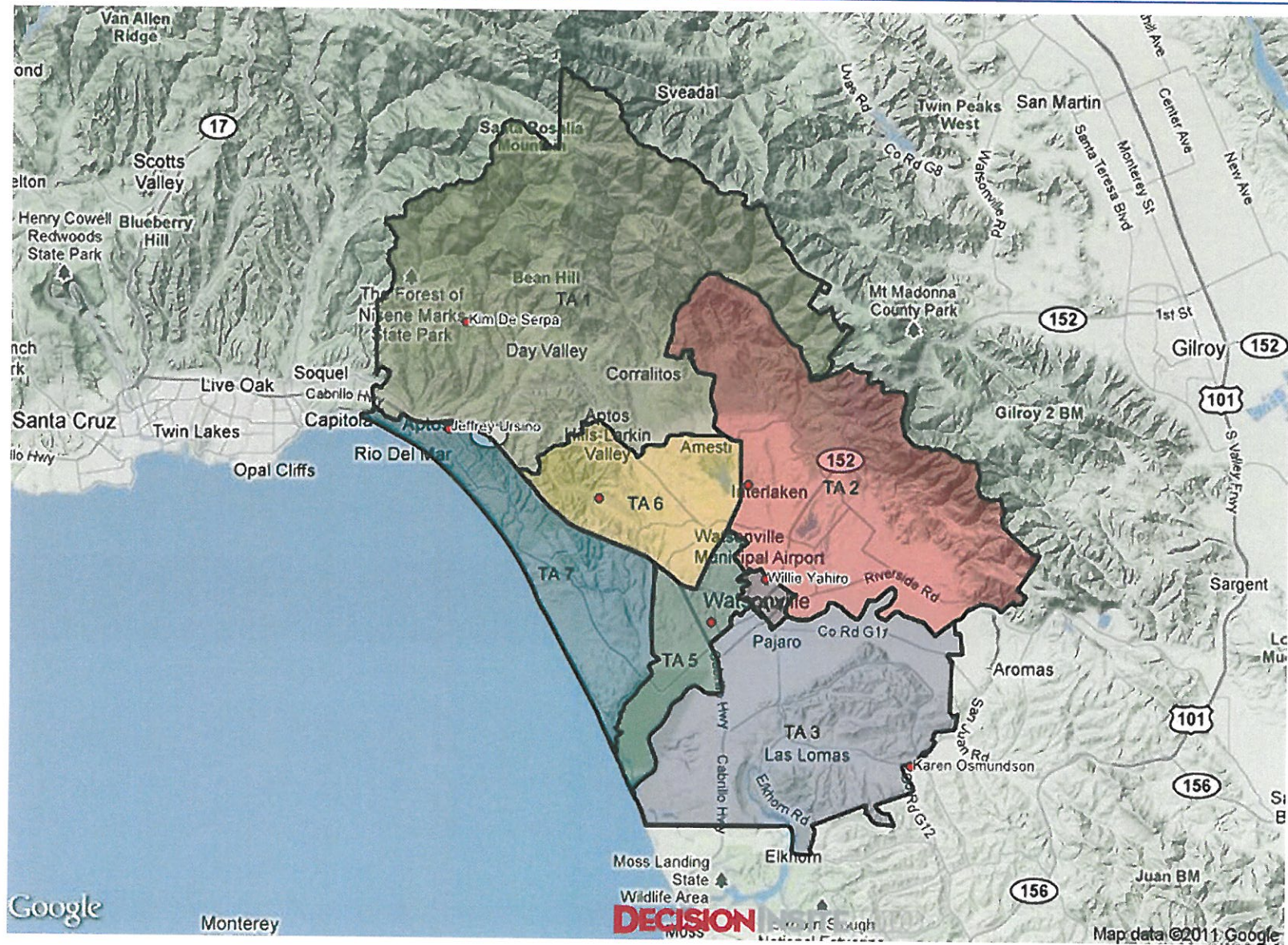
For more information on the Census Bureau's redistricting efforts, please download the document "Strength in Numbers: Your Guide to Census 2010 Redistricting Data from the U.S. Census Bureau" which can be found on the DecisionInsite website.

<http://www.decisioninsite.com/Area-DSystem/DSystem-TechnicalDocumentation.shtml>

or browse to the Census Bureau's website.

<http://www.census.gov/rdo/>

Pajaro Valley Unified School District: Trustee Areas with Trustee Residences





DECISIONINSITE 

Enrollment Impact Specialists

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Irvine, CA 92618
(877) 204-1392

www.decisioninsite.com



Board Agenda Backup

Item No: 10.3

Date: September 28, 2011

Item: CAHSEE Passage Waiver
Math (PVHS 11-12-01)

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

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

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

Recommendation: Approve

Budget Considerations: None

Funding Source:

Budgeted: Yes: No:

Amount: \$

Prepared By: Dee Teutschel, Program Director Special Services

Superintendent's Signature: Dorma Bok

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: 09.06.11

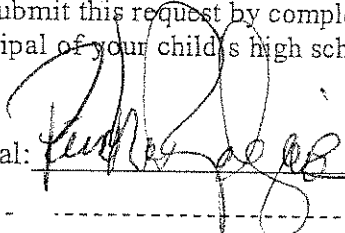
To The Parent/Guardian of:

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

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

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

Signature of Principal: _____



Date: _____

9/12/2011

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

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

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

Signature of Parent: _____

Date: _____

9-8-11

FOR SITE USE ONLY

Date Received by Principal: _____

09.12.11

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.

Student ID#:

1.)

a. The student's learning disability is in the area of visual motor integration which particularly impacts his written language and his sequential fluency in both writing and reading tasks.

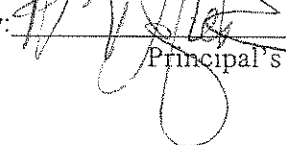
b. Student has the use of a calculator. Questions were read aloud to the student in administering the CAHSEE math test.

c. The student's reading skills are below grade level. Specifically, weak word recognition skills impede his fluency resulting in loss of understanding, the need for extended time in completing items and poor, overall pacing of his test performance.

d. The student is provided with extra time on all assignments and directions can be read aloud, or further explained, at his request or as judged necessary by his teachers.

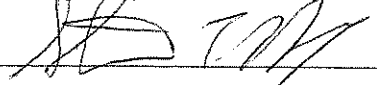
2. Has sufficient high school coursework either satisfactorily completed or in progress in the high school level curriculum sufficient to have attained the skills and knowledge otherwise needed to pass the CAHSEE. *(Attach transcripts showing coursework completed.)*

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

9/12/2011
Date

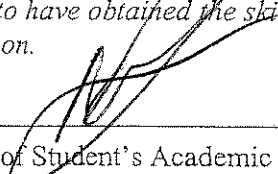
I agree that the information on this Waiver Request Sheet accurately describes the modifications that this student regularly uses as identified in the IEP.


Signature of Student's Special Education Teacher

09.06.11
Date

Steven T. Hoy
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

9/12/11
Date

Nancy Puente
Printed Name of Student's Academic Counselor



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

Student _____

Date of Birth _____

IEP Meeting Date 04/14/11

SUPPLEMENTARY/SPECIALIZED SUPPORT

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

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

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

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

PARTICIPATION IN STATE AND DISTRICT-WIDE STANDARDIZED TESTING AND ASSESSMENT

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

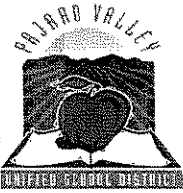
- School Readiness (Preschool Only)
 DRDP-R DRDP Access Adaptations/Accommodations (specify)
- Language Arts: (Gr. 2-11) Grade Exempt CST **OR** CMA (Criteria Met) (Gr. 3 -11)
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
 Accommodations:
 Modifications: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

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, ELA's Q's Read aloud Grade Exempt (below grade 10)
 Accommodations (specify) flex. setting and time, +1 day Test/ELA Passed both subtests of the CAHSEE



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

Student _____

Date of Birth _____

IEP Meeting Date 04/14/11

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Auditory Perception	Other: Use short & simplified directions	District of Service/ Gen. Ed. Teacher, Assistant, RS	04/14/2011
Other: Academic Fluency	Extra Time: Assignments/Tests (2.0), Take Tests in Alternate Setting	District of Service/ Gen. Ed. Teacher, Assistant, RS	04/14/2011
Auditory Memory	Other: Written copy of large assignments	District of Service/ Gen. Ed. Teacher, Assistant, RS	04/14/2011
Processing Speed	Calculator, Extra Time: Assignments/Tests (2.0), Take Tests in Alternate Setting	District of Service/ Gen. Ed. Teacher, Assistant, RS	04/14/2011
Visual Perception	Provide with Notes, Spelling Checker, Visual Models, Visual Schedule	District of Service/ Gen. Ed. Teacher, Assistant, RS	04/14/2011

Pajaro Valley Unified School District

School Name/Address

Pajaro Valley High School
500 Harkins Slough
Watsonville, CA 95076

ter Date: 8/13/2008

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

aduated:

Counselor: Puente

ass Of: 2012

SSID:

Community:

CrsID	Course Title	Mark	Credit	CrsID	Course Title	Mark	Credit	Testing Information
Pajaro Valley High School Grd 09 12/2008				Crs Att: 6.750 Cmp: 6.750 Total GPA: 2.250				
2413	P Algebra 1A/B (Support)	C	5.000	Pajaro Valley High School Grd 11 6/2011				CA HSEE ELA P 5/10/2011
1130	P English 1	D	5.000	6010	P Art 1	C-	5.000	CAHSEE_Math-1-1 F 5/11/2011
3610	P Integrated Science I	C-	5.000	3210	P Biology	D	5.000	
5051	Intro Computers	C	5.000	9270	Directed Study	B-	5.000	
2976	Math B (9th)	C	5.000	1330	P English 3/American Lite	C-	5.000	
4510	N Physical Education 9	B	5.000	5665	ROP Bicycle Repair	D	5.000	
Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.000				7210	P US History	A	5.000	
Pajaro Valley High School Grd 09 6/2009				Crs Att: 30.000 Cmp: 30.000				
2413	P Algebra 1A/B (Support)	C	5.000	After School Pajaro Valley High Grd 11 6/2011				
1130	P English 1	RF	0.000	AS7110	WORLD CIV. - 1st Sem.	C-	5.000	
3910	Health	RD	5.000	Crs Att: 5.000 Cmp: 5.000 Total GPA: 2.167				
3610	P Integrated Science I	D	5.000	Watsonville High School Grd 7/2011				
2976	Math B (9th)	C-	5.000	SS1230	P ENGLISH 2-1st Sem	D	5.000	
4510	N Physical Education 9	A	5.000					
Crs Att: 30.000 Cmp: 25.000 Total GPA: 2.250								
Pajaro Valley High School Grd 09 7/2009								
SS1130	P ENGLISH 1	B-	5.000					
SS3910	HEALTH	C+	5.000					
Crs Att: 10.000 Cmp: 10.000 Total GPA: 2.500								
Pajaro Valley High School Grd 10 12/2009								
4610	N Adv PE	A-	5.000					
3210	P Biology	F	0.000					
9270	Directed Study	B	5.000					
1230	P English 2	RF	0.000					
2510	P Geometry	D	5.000					
7110	P World Civ	RF	0.000					
Crs Att: 30.000 Cmp: 15.000 Total GPA: 1.600								
Pajaro Valley High School Grd 10 6/2010								
4610	N Adv PE	C	5.000					
3210	P Biology	F	0.000					
9270	Directed Study	B+	5.000					
1230	P English 2	D-	5.000					
2510	P Geometry	D-	5.000					
7110	P World Civ	RF	0.000					
Crs Att: 30.000 Cmp: 20.000 Total GPA: 1.400								
Watsonville High School Grd 10 7/2010								
SS7110	P WORLD CIV - 2nd Sem	C	5.000					
Crs Att: 5.000 Cmp: 5.000 Total GPA: 2.000								
County Office of Ed Grd 11 12/2010								
1310	General English	C	1.750					
2900	General Math	B	1.750					
3010	Life Science	C	1.500					
7110	P World History	C	1.750					

Credit Summary - High School

Subject Area	Req	Cmp	Def
A English	40.00	25.00	15.00
B Math	20.00	20.00	
C Biological Science	10.00	6.50	3.50
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	11.75	
J US History	10.00	5.00	5.00
K Federal Government	5.00	0.00	5.00
L Economics	5.00	0.00	5.00
M Electives	45.00	23.50	21.50
N Algebra	10.00	10.00	
O Science	10.00	0.00	10.00
---Total Credits---	220.00	151.75	70.00

GPA Summary

Academic GPA:	1.817	Rank 116 out of 145
Total GPA:	1.946	Rank 297 out of 355
CSU GPA:	1.295	
Cal Grant GPA:	1.778	

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

Polio	3/1/1994	5/4/1994	7/6/1994	7/21/1995	
DTB	3/1/1994	5/4/1994	7/6/1994	7/21/1995	8/4/1998
MMR	4/18/1998	8/4/1998			
HEP B	3/1/1994	5/4/1994	10/13/1994		
Varicella					

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

Date: 9/6/2011



California High School Exit Examination

See back for details

Student and Parent Report

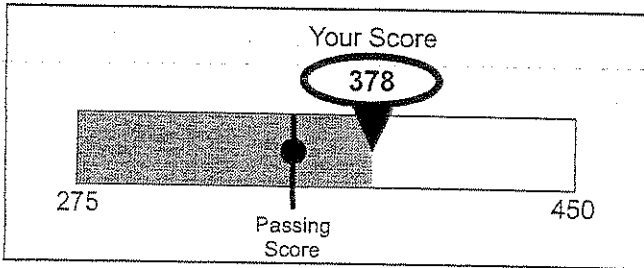
Sum

Grade: 11
 School: 0105858 - Pajaro Valley High
 District: 69799 - Pajaro Valley Unified
 County: 44 - Santa Cruz

English-Language Arts

Test Date: 05/10/2011

Your Total Score	Score Required to Pass	Status
378	350	PASSED



Strands for English-Language Arts

READING	Number of Questions	Number Correct
Word Analysis	7	4
Reading Comprehension	18	16
Literary Response & Analysis	20	15
WRITING		
Writing Strategies	12	9
Writing Conventions	15	8

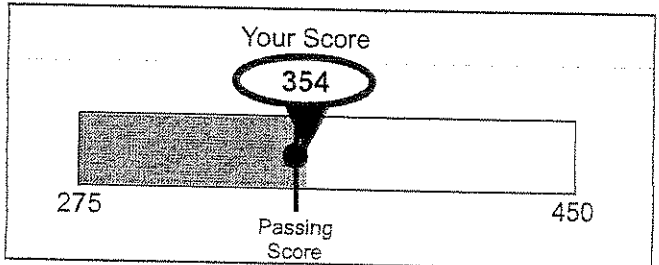
Writing Applications*	Your Score
Essay	3.5

Mathematics

Test Date: 05/11/2011

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 Mathematics

	Number of Questions	Number Correct
Probability & Statistics	13	10
Number Sense	17	9
Algebra & Functions	20	14
Measurement & Geometry	18	6
Algebra I	12	5

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

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



Board Agenda Backup

Item No: 10.4

Date: September 28, 2011

Item: CAHSEE Passage Waiver
Math (WHS 11-12-02)

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: Dee Teutschel, Program Director Special Services

Superintendent's Signature: Dorinda Baker

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: May 20, 2011

To The Parent/Guardian of: _____

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

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

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

Signature of Principal:  Date: 5/27/11

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

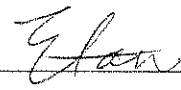
I understand that, in order to receive such a waiver, state law requires that my child have all of the following:

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

Signature of Parent _____

Date: May 20, 2011

FOR SITE USE ONLY

Date Received by Principal:  5/27/11

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 ne/sue 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. Auditory processing disorder, auditory memory disorder, and sequential reasoning disorder.
 - b. Describe any modification used on the English/language arts or math section of the exam (separate form must be filled out for each section): Use of a calculator.
 - c. State the rationale for applying the modification(s) used to achieve an equivalent passing score on the CAHSEE for this student. The use of a calculator will compensate for his slow processing time that his sequential proce4ssing order causes, as noted in the psychologist report of 4-20-09, _____ areas of weaknesses are auditory processing, auditory memory, and sequential reasoning."
 - d. Describe the modification(s) that the student regularly uses in the classroom and on other assessments. Extra time, provide with notes, use of different modalities, visual models, use of calcalator, have test read to him.

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: *Elaine Gagnon*
Principal's Signature

5/27/11
Date

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

Joe Wilson
Signature of Student's Special Education Teacher

May 20, 2011
Date

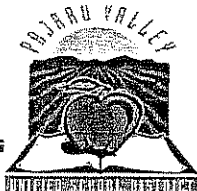
Joe Wilson
Print Name of Student's Special Education Teacher

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.

Ruschele Viotti
Signature of Student's Academic Counselor

5/20/2011
Date

Ruschele Viotti
Printed Name of Student's Academic Counselor



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

Amendment Date 11/8/2010

STUDENT IN

Student _____ Date of Birth 18
Grade 12

REASON FOR AMENDMENT (Attach revised portion of IEP)

Amendment to IEP dated 3/10/2010 Recent testing showed areas of need in calculation skills will use a calculator on the CAHSEE, as a modification for memory and slower processing. He also is in the process of becoming a client of the Dept. of Education and the Transition Partnership Program. is

PARENTAL CONSENT

returning to WHS next semester

Check one of the following three boxes:

- 1. I understand and consent to the contents of this IEP amendment.
- 2. I understand and consent to the contents of this IEP amendment except for: _____
- 3. I do not consent to the contents of this IEP amendment.

Check all of the following boxes that apply:

- 1. I attended and participated in a meeting to develop this amendment to the IEP.
- 2. I agree that a meeting is not needed for this amendment to the IEP.
- 3. If my child has Medi-Cal, health insurance benefits may be accessed for the applicable services.

Check as applicable:

I request that this amendment be translated into my primary language/other mode of communication _____

Signature of Parent/Educational Representative _____ Date 11/8/2010

PARTICIPANTS in the development of this IEP Amendment

Signature/Position	In Attendance	Signature/Position	In attendance
<u>[Signature]</u>	<input checked="" type="checkbox"/>	<u>adult student</u>	<input checked="" type="checkbox"/>
<u>Pat Messer</u>	<input checked="" type="checkbox"/>	<u>[Signature]</u>	<input checked="" type="checkbox"/>
_____	<input type="checkbox"/>	_____	<input type="checkbox"/>
_____	<input type="checkbox"/>	_____	<input type="checkbox"/>
_____	<input type="checkbox"/>	_____	<input type="checkbox"/>



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

Student _____

Date of Birth _____

IEP Meeting Date 11/08/10

SUPPLEMENTARY/SPECIALIZED SUPPORT

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

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

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

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

PARTICIPATION IN STATE AND DISTRICT-WIDE STANDARDIZED TESTING AND ASSESSMENT

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

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

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
- Modifications (specify) use of calculator _____
- Accommodations (specify) extended time, flexible setting _____
- Exempt due to eligibility for participation in CAPA
- Grade Exempt (below grade 10)
- 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 11/08/10

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Auditory Memory	Directions Read Aloud, Extra Time: Assignments/Tests (2.0), Preferential Seating	District of Service/ Gen. Ed. Teacher, RS	03/10/2010
Auditory Memory	Provide with Notes, Shortened Assignments, Visual Models, Visual Schedule	District of Service/ Gen. Ed. Teacher, RS	03/10/2010
Auditory Memory	Tests in Short Segments, Other: Test in alternate setting when needed	District of Service/ Gen. Ed. Teacher, RS	03/10/2010
Social Skills	Other: Make eye-contact with _____ often	District of Service/ Gen. Ed. Teacher, RS	03/10/2010
Social Skills	Other: _____ responds well with praise-please use it.	District of Service/ Gen. Ed. Teacher, RS	03/10/2010
Auditory Memory	Calculator	District of Service/ RS	11/05/2010

Pajaro Valley Unified School District

School Name/Address
 Watsonville High School
 250 East Beach St
 Watsonville, CA 95076
 Tel: (831)728-6390 Fax: (831)761-6013

Print Date: 8/15/2007

Printed:

Class of: 2011

Counselor: Viotti, Ruschele
 SSID:

CrsID	Course Title	Mark	Credit	CrsID	Course Title	Mark	Credit	Credit Summary - High School				
Watsonville High Summer School Grd 7/2006				Watsonville High School Grd 11 12/2009				Subject Area				
9250	ELD/Eng Institute	C+	0.000	9242	Advisory 11th	B	0.500	A	English	Req	Cmp	Def
Watsonville High School Grd 09 12/2007				3518	P Ag Engineering/Ap Physi	C	5.000	B	Math	40.00	40.80	
9240	Advisory 9	B	0.500	5638	Agriculture/Natural Res	B-	5.000	C	Biological Science	20.00	16.80	3.20
8240	P Algebra (Acm)	C	5.000	9292	Ba Sk/HSEE/ Eng	B	5.000	D	Physical Science	10.00	11.00	
1130	P English 1	F	0.000	9294	BS CA Exit Exam /Math	B	5.000	E	Health	10.00	10.00	
3910	Health	D-	5.000	1130	P English 1	P	5.000	F	Fine Arts / Foreign L	5.00	5.00	
8341	Integ Sci I (Acm)	D-	5.000	1330	P English 3	F	0.000	G	Physical Education	10.00	5.00	5.00
4510	N PE 9	B	5.000	7210	P US History	F	0.000	H	Applied Arts	20.00	20.00	
8365	Tutorial 9-12	C	5.000	Crs Att: 35.500 Cmp: 25.500 Total GPA: 1.852				I	World Civilization	10.00	5.00	5.00
Crs Att: 30.500 Cmp: 25.500 Total GPA: 1.525				Watsonville High School Grd 11 6/2010				J	US History	10.00	18.00	
Watsonville High School Grd 09 6/2008				9242	Advisory 11th	A-	0.500	K	Federal Government	10.00	11.80	
9240	Advisory 9	A+	0.500	3518	P Ag Engineering/Ap Physi	D+	5.000	L	Economics	5.00	0.00	5.00
8240	P Algebra (Acm)	D+	5.000	5638	Agriculture/Natural Res	D-	5.000	M	Electives	45.00	39.80	5.20
1120	P English 1(SDAIE)	D	5.000	9292	Ba Sk/HSEE/ Eng	B	5.000	N	Algebra	10.00	10.00	
8341	Integ Sci I (Acm)	C	5.000	9294	BS CA Exit Exam /Math	B	5.000	O	Science	10.00	10.00	
5051	Intro Computers	D-	5.000	1330	P English 3	F	0.000	---Total Credits---				
4510	N PE 9	B	5.000	7210	P US History	F	0.000	220.00 203.20 28.40				
8365	Tutorial 9-12	C	5.000	Crs Att: 30.500 Cmp: 20.500 Total GPA: 1.377				GPA Summary				
Crs Att: 30.500 Cmp: 30.500 Total GPA: 1.705				Renaissance Grd 12 12/2010				Academic GPA: 1.262 Rank 0 out of 457				
WHS Summer School Grd 09 7/2008				9250	Elective	P	0.300	Total GPA: 0.000 Rank 0 out of				
9250	General Elective	C+	5.000	1740	English	F	9.800	Testing Information				
Crs Att: 5.000 Cmp: 5.000 Total GPA: 2.000				1740	English Elective	P	6.000	CAHSEE_ELA-1-1				
Watsonville High School Grd 10 12/2008				6910	Fine Art Elective	P	2.100	CA HSEE ELA F 3/8/2011				
4610	N Adv PE	C+	5.000	6910	Fine Art Elective	P	2.900	CA HSEE Math F 11/10/2010				
9241	Advisory 10th	A-	0.500	9250	General Elective	P	0.000					
3210	P Biology	F	0.000	3010	Life Science	P	5.200					
1230	P English 2	F	0.000	3010	Life Science	P	5.800					
2510	P Geometry	F	0.000	2998	Math Core	P	8.300					
7110	P World Civ	RF	0.000	7210	P US History	P	11.800					
Crs Att: 25.500 Cmp: 5.500 Total GPA: 0.585				7110	P World Civ	P	3.000					
Watsonville High School Grd 10 6/2009				Crs Att: 55.200 Cmp: 55.200 Total GPA: 0.600								
4610	N Adv PE	C-	5.000	Watsonville High School Grd 12 6/2011								
9241	Advisory 10th	B-	0.500	9292	Ba Sk/HSEE/ Eng	B+	0.000					
3210	P Biology	F	0.000	Crs Att: 5.000 Cmp: 0.000 Total GPA: 3.000								
2514	Consumer Math 10-12	D	5.000									
1230	P English 2	C-	5.000									
8365	Tutorial 9-12	D	10.000									
7110	P World Civ	D	10.000									
7110	P World Civ	F	0.000									
Crs Att: 40.500 Cmp: 35.500												
WHS Extended Learning Grd 10 6/2009												
7110	P World History	D	5.000									
Crs Att: 10.000 Cmp: 5.000 Total GPA: 1.018												

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

Polio	5/11/1992	7/20/1992	6/28/1993	10/30/1996
DTP	5/11/1992	7/20/1992	10/5/1992	6/28/1993 10/30/1996
MMR	6/28/1993	10/30/1996		
HEP B	4/29/1997	6/9/1997	11/17/1997	
Varicella				

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

Date: 5/25/2011



California High School Exit Examination

See back for details

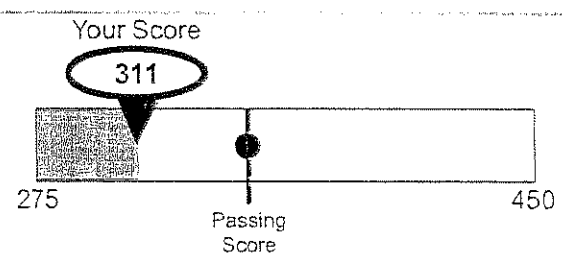
District: 69799 - Pajaro Valley Unified

County: 44 - Santa Cruz

Test Date: 11/09/2010

311 350 NOT PASSED

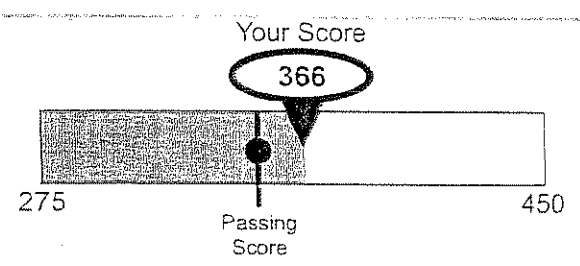
Go to www.cde.ca.gov/ta/tg/hs/resources.asp for study information for the CAHSEE.



Test Date: 11/10/2010

366 350 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	3
Reading Comprehension	18	8
Literary Response & Analysis	20	6

Essay 2.0

Probability & Statistics	13	10
Number Sense	17	11
Algebra & Functions	20	14
Measurement & Geometry	18	11
Algebra I	12	6



Board Agenda Backup

Item No: 10.5

Date: September 28, 2011

Item: CAHSEE Passage Waiver
English Language Arts (PVHS 11-12-03)

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: Dee Teutschel, Program Director Special Services

Superintendent's Signature: Dormer Bol

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: 5-20-11

To The Parent/Guardian of: _____

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

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

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

Signature of Principal: _____

Date: 8-18-2011

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

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

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

Signature of Parent: _____

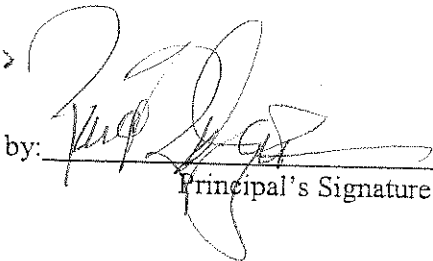
Date: 6/1/11

FOR SITE USE ONLY

Date Received by Principal: _____

Student Identification Number: _____

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

Certified by: 
Principal's Signature

8-18-2011
Date

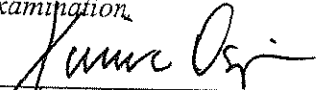
I agree that the information on this Waiver Request Sheet accurately describes the modifications that this student regularly uses as identified in the IEP.

Nicholas E. Ballagh
Signature of Student's Special Education Teacher

5-20-11
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

8/18/11
Date

Ximena Espino
Printed Name of Student's Academic Counselor

Student ID

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



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

Student _____

Date of Birth _____

IEP Meeting Date 03/16/11 *4/8/11 part 1*

SUPPLEMENTARY/SPECIALIZED SUPPORT

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

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

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

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

PARTICIPATION IN STATE AND DISTRICT-WIDE STANDARDIZED TESTING AND ASSESSMENT

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

School Readiness (Preschool Only)
 DRDP-R DRDP Access Adaptations/Accommodations (specify) _____

Language Arts: (Gr. 2-11) Grade Exempt CST **OR** CMA (Criteria Met) (Gr. 3-11)
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
 Accommodations: Flexible Setting; Extra Time
 Modifications: _____

Math: (Gr. 2-11) Grade Exempt CST **OR** CMA (Criteria Met) (Gr. 3-7; Algebra I: 7-11)
 CMA (Geometry, Grades 7-11) (Grades 8-11 effective 2011-2012 school year)
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
 Accommodations: Flexible Setting; Extra Time
 Modifications: Calculator

Science (Gr. 5 & 8 Gr. 9-11) Grade Exempt CST **OR** CMA (Criteria Met) (Gr. 5, 8 & 10)
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
 Accommodations: _____
 Modifications: _____

History/Social Science* Grade Exempt CST * (Grade 8; Grade 11 for U.S. History; Grades 9 through 11 World History)
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
 Accommodations: Flexible Setting; Extra Time
 Modifications: _____

Writing (Gr. 4 & 7 only) Grade Exempt CST **OR** CMA (Criteria Met) (Gr. 4 & 7 only)
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
 Accommodations: _____
 Modifications: _____

Life Skills Curriculum: CAPA Level 1 2 3 4 5
 Participation in CAT-6/CST not appropriate due to: _____

Other State or District-Wide Assessment Accommodations/Modifications (specify) _____

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 @'s read aloud + calculators for in Math* Grade Exempt (below grade 10)
 Accommodations (specify) _____ Passed both subtests of the CAHSEE

Pajaro Valley Unified School District

School Name/Address

Pajaro Valley High School
500 Harkins Slough
Watsonville, CA 95076

Inter Date: 8/13/2008

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

Graduated:

Counselor: Ospina

Class Of: 2012

SSID:

CrsID	Course Title	Mark	Credit	Work In Progress	CrsID	Mark	Credit	
Pajaro Valley High School Grd 09 12/2008								
1130	P English 1	B-	5.000	6010 P Art 1			0.000	
2510	P Geometry	C	5.000	3310 P Chemistry			0.000	
3610	P Integrated Science I	C+	5.000	9270 Directed Study			0.000	
5051	Intro Computers	B	5.000	1330 P English 3/American Lite			0.000	
4510	N Physical Education 9	A	5.000	2710 P Pre-Calculus			0.000	
4110	P Spanish 1	B	5.000	7210 P US History			0.000	
Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.833								
Credit Summary - High School								
Pajaro Valley High School Grd 09 6/2009								
1130	P English 1	B-	5.000	Subject Area	Req	Cmp	Def	
2510	P Geometry	B-	5.000	A English	40.00	20.00	20.00	
3910	Health	B-	5.000	B Math	20.00	10.00	10.00	
3610	P Integrated Science I	B-	5.000	C Biological Science	10.00	10.00		
4510	N Physical Education 9	A	5.000	D Physical Science	10.00	10.00		
4110	P Spanish 1	B	5.000	E Health	5.00	5.00		
Crs Att: 30.000 Cmp: 30.000 Total GPA: 3.167								
Pajaro Valley High School Grd 10 12/2009								
4610	N Adv PE	B+	5.000	F Fine Arts / Foreign L	10.00	10.00		
2610	P Algebra II	C+	5.000	G Physical Education	20.00	20.00		
3210	P Biology	D+	5.000	H Applied Arts	10.00	5.00	5.00	
1230	P English 2	F	0.000	I World Civilization	10.00	10.00		
4120	P Spanish 2	B	5.000	J US History	10.00	5.00	5.00	
7110	P World Civ	C-	5.000	K Federal Government	5.00	0.00	5.00	
Crs Att: 30.000 Cmp: 25.000 Total GPA: 1.833								
Pajaro Valley High School Grd 10 6/2010								
4610	N Adv PE	A	5.000	L Economics	5.00	0.00	5.00	
2610	P Algebra II	C-	5.000	M Electives	45.00	25.00	20.00	
3210	P Biology	C-	5.000	N Algebra	10.00	10.00		
1230	P English 2	B-	5.000	O Science	10.00	5.00	5.00	
4120	P Spanish 2	B	5.000	---Total Credits---				220.00 145.00 75.00
7110	P World Civ	C	5.000	GPA Summary				
Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.667								
Pajaro Valley High School Grd 11 12/2010								
6010	P Art 1	A-	5.000	Academic GPA: 2.464 Rank 0 out of 10				
3310	P Chemistry	C+	5.000	Total GPA: 2.548 Rank 192 out of 358				
9270	Directed Study	B+	5.000	CSU GPA: 2.125				
1330	P English 3/American Lite	B-	5.000	Cal Grant GPA: 2.176				
2710	P Pre-Calculus	F	0.000	Testing Information				
7210	P US History	D+	5.000	CA HSEE ELA F 11/9/2010				
Crs Att: 30.000 Cmp: 25.000								
After School Pajaro Valley High Grd 11 12/2010								
AS4305	Varsity Football(Tutori	P	5.000	CA HSEE Math P 3/17/2010				
Crs Att: 5.000 Cmp: 5.000 Total GPA: 2.167								

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

Polio	10/27/1993	9/21/1994	12/19/1994	7/15/1998
DTB	10/27/1993	9/21/1994	12/19/1994	9/26/1996 7/15/1998
MMR	12/19/1994	7/15/1998		
HEP B	7/15/1998	11/3/1998	3/27/2000	
Varicella				

Transcript is unofficial unless signed by a school official
School Officials

Signature

Date: 5/23/2011



California High School Exit Examination

Security Guard
See back for details

Student and Parent Report

District: 69799 - Pajaro Valley Unified

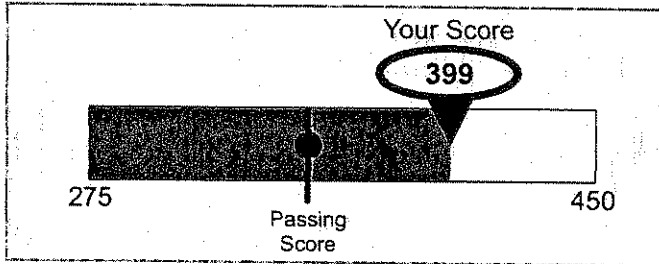
County: 44 - Santa Cruz

English-Language Arts

Test Date: 11/09/2010

Your Total Score	Score Required to Pass	Status
399	350	MODIFIED

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



Strands for English-Language Arts

READING	Number of Questions	Number Correct
Word Analysis	7	5
Reading Comprehension	18	15
Literary Response & Analysis	20	17
WRITING		
Writing Strategies	12	10
Writing Conventions	15	14

Writing Applications

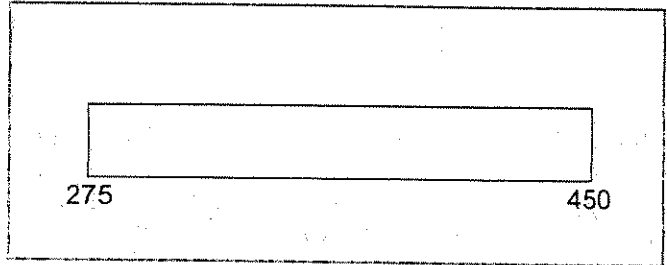
	Your Score
Essay	3.0

Mathematics

Test Date: 11/10/2010

Your Total Score	Score Required to Pass	Status
		SATISFIED REQ

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

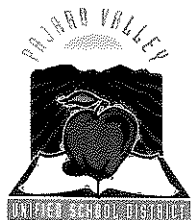


Strands for Mathematics

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

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

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



Board Agenda Backup

Item No: 10.6

Date: September 28, 2011

Item: CAHSEE Passage Waiver
English Language Arts (PVHS 11-12-04)

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: Dee Tenschel, Program Director Special Services

Superintendent's Signature: Dorm Bor

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: 9/13/11

To The Parent/Guardian of: _____

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

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

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

Signature of Principal: [Signature] Date: 9/20

I request that my child, _____, with a modification and earned the equivalent of a passing score one or more _____, 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: 09-13-11

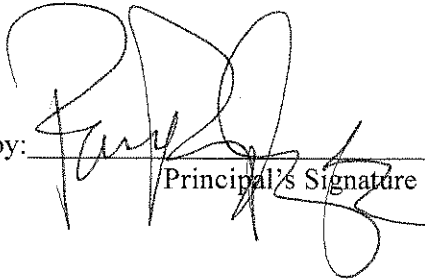
FOR SITE USE ONLY

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.) See attached*

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.) See attached.*

Certified by: 
Principal's Signature

9/20
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.



9/20/11

Signature of Student's Special Education Teacher

Date

Susan Burke

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.



9/20/11

Signature of Student's Academic Counselor

Date

Nancy Puente

Printed Name of Student's Academic Counselor

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Student's Name: _____

Student's ID Number: _____

Pursuant to Education Code 6051, the parent/guardian or _____, 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.

See attached for answers to the
above questions

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



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

Student _____

Date of Birth: _____

IEP Meeting Date 03/29/11

SUPPLEMENTARY/SPECIALIZED SUPPORT

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

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

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

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

PARTICIPATION IN STATE AND DISTRICT-WIDE STANDARDIZED TESTING AND ASSESSMENT

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

School Readiness (Preschool Only)
 DRDP-R DRDP Access Adaptations/Accommodations (specify) _____

Language Arts: (Gr. 2-11) Grade Exempt CST **OR** CMA (Criteria Met) (Gr. 3 -11)
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
 Accommodations: flexible setting, extra time
 Modifications: _____

Math: (Gr. 2-11) Grade Exempt CST **OR** CMA (Criteria Met) (Gr. 3-7; Algebra I: 7-11)
 CMA (Geometry, Grades 7-11) (Grades 8-11 effective 2011-2012 school year)
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
 Accommodations: flexible setting, extra time
 Modifications: calculator

Science (Gr. 5 & 8 Gr. 9-11) Grade Exempt CST **OR** CMA (Criteria Met) (Gr. 5 , 8 & 10)
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
 Accommodations: flexible setting, extra time
 Modifications: _____

History/Social Science* Grade Exempt CST *(Grade 8; Grade 11 for U.S. History; Grades 9 through 11 World History)
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
 Accommodations: flexible setting, extra time
 Modifications: _____

Writing (Gr. 4 & 7 only) Grade Exempt CST **OR** CMA (Criteria Met) (Gr. 4 & 7 only)
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
 Accommodations: _____
 Modifications: _____

Life Skills Curriculum: CAPA Level 1 2 3 4 5
 Participation in CAT-6/CST not appropriate due to: _____

Other State or District-Wide Assessment Accommodations/Modifications (specify) flexible setting, extra time

PROMOTION STANDARDS

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

CALIFORNIA HIGH SCHOOL EXIT EXAMINATION (CAHSEE)

No accommodations or modifications Exempt due to eligibility for participation in CAPA
 Modifications (specify) questions read aloud; calculator for math Grade Exempt (below grade 10)
 Accommodations (specify) flexible setting, extra time, dir. 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 03/29/11

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Visual-Motor, Other: Auditory processing	Calculator, Directions Read Aloud, Extra Time: Assignments/Tests (2.0), Preferential Seating, Take Tests in Alternate Setting, Other: Questions read aloud; use notes with Chemistry test or other tests if needed	District of Service/ Gen. Ed. Teacher, Assistant, RS	03/29/2011



California High School Exit Examination

See back for details

Student and Parent Report

District: 69799 - Pajaro Valley Unified

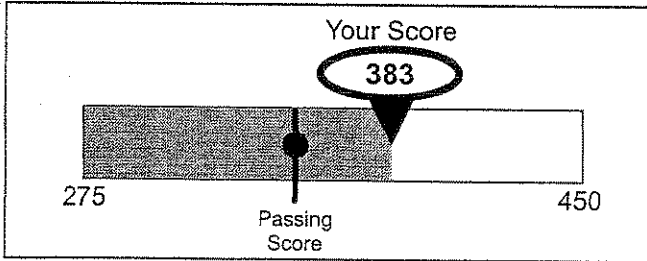
County: 44 - Santa Cruz

English-Language Arts

Test Date: 05/10/2011

Your Total Score	Score Required to Pass	Status
383	350	MODIFIED

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



Strands for English-Language Arts

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

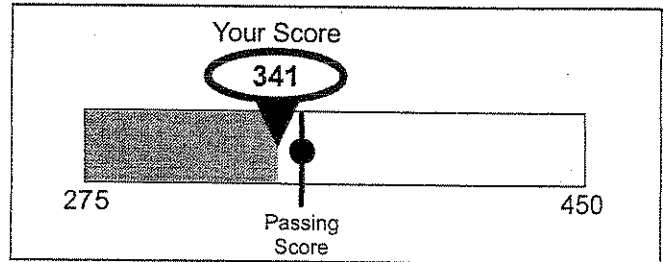
Writing Applications*	Your Score
Essay	3.0

Mathematics

Test Date: 05/11/2011

Your Total Score	Score Required to Pass	Status
341	350	MODIFIED

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



Strands for Mathematics

	Number of Questions	Number Correct
Probability & Statistics	13	7
Number Sense	17	10
Algebra & Functions	20	7
Measurement & Geometry	18	8
Algebra I	12	5

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

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

Pajaro Valley Unified School District

ar Date: 8/13/2008

uated:

ss Of: 2012

School Name/Address

Pajaro Valley High School
500 Harkins Slough
Watsonville, CA 95076

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

Counselor: Puente

SSID:

Community:

CrsID	Course Title	Mark	Credit	CrsID	Course Title	Mark	Credit	CrsID	Course Title	Mark	Credit
Aptos High School Grd 09 7/2008				Pajaro Valley High School Grd 11 12/2010							
4510	N Beginning P.E.	A	5.000	4610	N Adv PE	B	5.000	Testing Information			
3910	Health	A	5.000	2610	P Algebra II	RD	0.000				
4130	P Spanish 3	C-	5.000	3310	P Chemistry	D+	5.000	CAHSEE_ELA-1-1			
Crs Att: 15.000 Cmp: 15.000 Total GPA: 3.333				Crs Att: 30.000 Cmp: 25.000 Total GPA: 2.200				CA HSEE ELA F 5/10/2011			
Pajaro Valley High School Grd 09 12/2008				Pajaro Valley High School Grd 11 6/2011				CA HSEE Math F 5/11/2011			
2413	P Algebra 1A/B (Support)	C-	5.000	4610	N Adv PE	B+	5.000				
9270	Directed Study	A	5.000	2610	P Algebra II	C+	5.000				
1130	P English 1	C-	5.000	3310	P Chemistry	D	5.000				
3910	Health	A-	5.000	1330	P English 3/American Lite	C+	5.000				
3610	P Integrated Science I	C	5.000	4210	P Spanish 1 SS	B	5.000				
2976	Math B (9th)	B	5.000	7210	P US History	B+	5.000				
Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.833				Crs Att: 30.000 Cmp: 30.000							
Pajaro Valley High School Grd 09 6/2009				After School Pajaro Valley High Grd 11 6/2011							
2413	P Algebra 1A/B (Support)	C-	5.000	AS2610	ALGEBRA 2 - 1st Sem.	C-	5.000				
9270	Directed Study	B-	5.000	Crs Att: 5.000 Cmp: 5.000 Total GPA: 2.296							
1130	P English 1	RD	0.000								
3610	P Integrated Science I	B-	5.000								
5051	Intro Computers	C	5.000								
2976	Math B (9th)	A	5.000								
Crs Att: 30.000 Cmp: 25.000 Total GPA: 2.800											
Pajaro Valley High School Grd 10 12/2009											
4610	N Adv PE	A	5.000								
3210	P Biology	C	5.000								
9270	Directed Study	B	5.000								
1230	P English 2	C+	5.000								
2510	P Geometry	B	5.000								
7110	P World Civ	C+	5.000								
Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.667											
Pajaro Valley High School Grd 10 6/2010											
4610	N Adv PE	B	5.000								
3210	P Biology	B	5.000								
9270	Directed Study	A-	5.000								
1230	P English 2	B+	5.000								
2510	P Geometry	C	5.000								
7110	P World Civ	B+	5.000								
Crs Att: 30.000 Cmp: 30.000											
After School Pajaro Valley High Grd 10 6/2010											
AS1130	English 1 -2nd sem.	B+	5.000								
Crs Att: 5.000 Cmp: 5.000 Total GPA: 3.000											
				Credit Summary - High School							
				Subject Area							
				Req							
				Cmp							
				Def							
				A English				40.00 30.00 10.00			
				B Math				20.00 20.00			
				C Biological Science				10.00 10.00			
				D Physical Science				10.00 10.00			
				E Health				5.00 5.00			
				F Fine Arts / Foreign L				10.00 10.00			
				G Physical Education				20.00 20.00			
				H Applied Arts				10.00 5.00 5.00			
				I World Civilization				10.00 10.00			
				J US History				10.00 10.00			
				K Federal Government				5.00 0.00 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			
				---Total Credits---				220.00 195.00 25.00			
				GPA Summary							
				Academic GPA:				2.727 Rank 48 out of 145			
				Total GPA:				2.650 Rank 170 out of 355			
				CSU GPA:				2.429			
				Cal Grant GPA:				2.560			

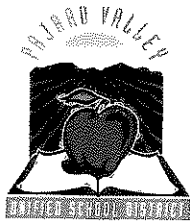
H = Honors A = Advanced Placement P = College Prep N = Non-Academic
One GPA is provided per semester.

Comments:

Polio	5/31/1994	8/1/1994	10/3/1994	8/26/1999
DTB	5/31/1994	9/2/1994	11/8/1994	11/6/1995 8/26/1999
MMR	11/16/1995	8/26/1999		
HEP B	1/7/1997	4/11/1997	3/18/1999	
Varicella				

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

Date: 9/20/2011



Board Agenda Backup

Item No: 10.7

Date: September 28, 2011

Item: CAHSEE Passage Waiver
Math (PVHS 11-12-05)

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

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

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

Recommendation: Approve

Budget Considerations: None

Funding Source:

Budgeted: Yes: No:

Amount: \$

Prepared By: Dee Teutschel, Program Director Special Services

Superintendent's Signature: Dorm Bor

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: Sept. 2, 2011

To The Parent/Guardian of

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

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

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

Signature of Principal: _____

Date: 9-16-11

I request that my child _____ted 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: 09-15-11

FOR SITE USE ONLY

Date Received by Principal: _____

Student Identification Number: _____

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Student's Name: _____

Student's ID Number: _

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

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

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

Please see following page.

Date of Test: 05/11/2011

- 1a.) Student has weaknesses in areas of short term auditory memory and auditory sequencing which can limit recall and application of math facts and calculation skills. Health issues often limits student's ability to attend for extended periods of time.

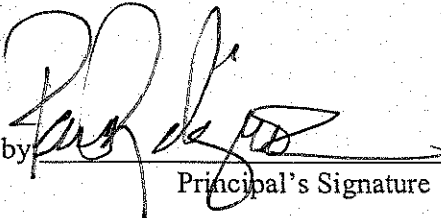
- b.) The student had use of a calculator during the Math test to provide support in completing calculations. Test items were read aloud to increase understanding of directions and questions and allow for comfortable pacing of the overall assessment.

- c.) Rationale for use of modification: Student's difficulty in completing math problems requiring multiple, sequential steps of calculation decreases his accuracy. Errors made in tracking and computing often slow his overall performance. Use of a calculator allows student to work efficiently and with greater accuracy, assuming the correct numerical information is entered. Rate of performance is also supported as the student does not get bogged down in calculating. Test items read aloud provide pacing and help prevent testing fatigue.

- d.) As stated in the student's IEP, the following accommodations can be utilized to support instruction and/or student's assessment in the general education classroom: use of a calculator, extra time to complete assignments, shortened assignments, testing in short segments, visual models/notes for reference, support binder organization/ work completion and preferential seating. Student can request use of the above accommodations as needed or as recommended by the classroom teacher.

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

3. An individual score report showing that my child has received the equivalent of a passing score on the CAHSEE while using a modification that fundamentally alters what the high school examination measures as determined by the State Board of Education. (*Attach a copy of the exit exam Student and Parent Report showing "equivalent of a passing score" in the English/language arts and/or the mathematics portion of the exam.*)

Certified by 
Principal's Signature

9/16/2011
Date

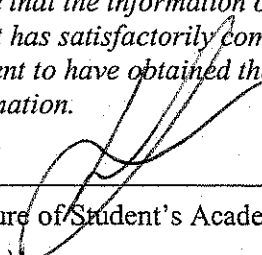
I agree that the information on this Waiver Request Sheet accurately describes the modifications that this student regularly uses as identified in the IEP.

Mary South
Signature of Student's Special Education Teacher

Sept. 27 2011
Date

MARY SOUTH
Print Name of Student's Special Education Teacher

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


Signature of Student's Academic Counselor

9/9/11
Date

Nancy Puente
Printed Name of Student's Academic Counselor



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

Student _____

Date of Birth _____

IEP Meeting Date 03/18/11

SUPPLEMENTARY/SPECIALIZED SUPPORT

Student requires supplementary aids and services or specialized materials/equipment as specified below.
 Supports for school personnel Specialized aids/materials/equipment (Assistive Technology)
 Program modifications None

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

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

PARTICIPATION IN STATE AND DISTRICT-WIDE STANDARDIZED TESTING AND ASSESSMENT

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

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

PROMOTION STANDARDS

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

CALIFORNIA HIGH SCHOOL EXIT EXAMINATION (CAHSEE)

- No accommodations or modifications Exempt due to eligibility for participation in CAPA
- Modifications (specify) Ques read aloud ELA; use of calculator Grade Exempt (below grade 10)
- Accommodations (specify) Ques read aloud Math; test +1 day ELA Passed both subtests of the CAHSEE



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

Student _____

Date of Birth _____

IEP Meeting Date 03/18/11

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Attending Skills	Preferential Seating, Take Tests in Alternate Setting, Tests in Short Segments	District of Service/ Gen. Ed. Teacher, Assistant, RS	03/19/2011
Processing Speed	Calculator, Provide with Notes, Other: check for understanding;	District of Service/ Gen. Ed. Teacher, Assistant, RS	03/19/2011
Processing Speed	Provide with Notes, Tests in Short Segments, Other: Shortened assignments when appropriate	District of Service/ Gen. Ed. Teacher, Assistant, RS	03/19/2011
Other: Organizational skills	Visual Schedule, Other: monitor assignment completion and binder organization	District of Service/ Gen. Ed. Teacher, Assistant, RS	03/19/2011

Pajaro Valley Unified School District

Issue Date: 8/12/2009

Issued to:

Class Of: 2012

School Name/Address

Pajaro Valley High School
500 Harkins Slough
Watsonville, CA 95076

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

Counselor: Prieto

SSID:

Community Service Hours: 10

CrsID	Course Title	Mark	Credit	CrsID	Course Title	Mark	Credit	CrsID	Course Title	Mark	Credit
Aptos High School Grd 09 12/2008											
4510	N Beginning Physical Educ	D-	5.000								
5120	Beginning Wood	A-	5.000								
1120	P English 1 (SDAIE)	B	5.000								
3912	Health and Human Biolog	RF	0.000								
8024	Math 2 RSP	B	5.000								
1050	Reading Skills 1	F	0.000								
Crs Att:			30.000	Cmp:			25.000	Total GPA:			2.200
Aptos High School Grd 09 6/2009											
4510	N Beginning Physical Educ	F	0.000								
5120	Beginning Wood	B+	5.000								
1120	P English 1 (SDAIE)	C	5.000								
3912	Health and Human Biolog	C	5.000								
8024	Math 2 RSP	D-	5.000								
1050	Reading Skills 1	C	5.000								
Crs Att:			30.000	Cmp:			25.000	Total GPA:			1.667
Pajaro Valley High School Grd 10 12/2009											
4610	N Adv PE	F	5.000								
2413	P Algebra 1A/B (Support)	RF	0.000								
3210	P Biology	F	0.000								
9270	Directed Study	A-	5.000								
1230	P English 2	F	0.000								
2976	Math B (9th)	D-	5.000								
7110	P World Civ	F	0.000								
Crs Att:			35.000	Cmp:			15.000	Total GPA:			1.000
Pajaro Valley High School Grd 10 6/2010											
2413	P Algebra 1A/B (Support)	I	0.000								
3210	P Biology	F	0.000								
9270	Directed Study	B+	5.000								
1230	P English 2	F	0.000								
2976	Math B (9th)	D-	5.000								
7110	P World Civ	F	0.000								
Crs Att:			30.000	Cmp:			10.000	Total GPA:			0.800
Watsonville High School Grd 10 7/2010											
SS2410	P ALGEBRA 1 - 1st Sem	A-	5.000								
SS3910	HEALTH - 2nd Sem	B	5.000								
Crs Att:			10.000	Cmp:			10.000	Total GPA:			3.500
Pajaro Valley High School Grd 11 12/2010											
3310	P Chemistry	F	0.000								
9270	Directed Study	A	5.000								
1330	P English 3/American Lite	C-	5.000								
2510	P Geometry	D+	5.000								
5054	ROP Computer Applicatio	NM	0.000								
7210	P US History	F	0.000								
Crs Att:			30.000	Cmp:			15.000	Total GPA:			1.400
Pajaro Valley High School Grd 11 6/2011											
9292	Basic Skills CA Exit Ex	C-	5.000								
3310	P Chemistry	F	0.000								
9270	Directed Study	C	5.000								
1330	P English 3/American Lite	F	0.000								
2510	P Geometry	D	5.000								
7210	P US History	F	0.000								
Crs Att:			30.000	Cmp:			15.000	Total GPA:			0.833
Credit Summary - High School											
Subject Area				Req	Cmp	Def					
A	English			40.00	15.00	25.00					
B	Math			20.00	20.00						
C	Biological Science			10.00	5.00	5.00					
D	Physical Science			10.00	6.00	10.00					
E	Health			5.00	5.00						
F	Fine Arts / Foreign L			10.00	0.00	10.00					
G	Physical Education			20.00	10.00	10.00					
H	Applied Arts			10.00	10.00						
I	World Civilization			10.00	0.00	10.00					
J	US History			10.00	0.00	10.00					
K	Federal Government			5.00	0.00	5.00					
L	Economics			5.00	0.00	5.00					
M	Electives			45.00	40.00	5.00					
N	Algebra			10.00	5.00	5.00					
O	Science			10.00	0.00	10.00					
---Total Credits---				220.00	110.00	110.00					
GPA Summary											
Academic GPA:				1.609	Rank 309 out of 354						
Total GPA:				1.441	Rank 336 out of 355						
CSU GPA:				0.944							
Cal Grant GPA:				1.217							
Testing Information											
CAHSEE ELA-1-1											
CA HSEE ELA		F	11/9/2010								
CAHSEE Math-1-1											
CA HSEE Math		F	5/11/2011								

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

Comments:
Recvd cum 8/22/09 from AHS

Polio	6/23/1993	11/10/1993	3/12/1998			
DTB	6/23/1993	11/10/1993	1/25/1994	3/12/1998	9/15/2005	
MMR	3/12/1998	6/2/1998				
HEP B	3/12/1998	6/2/1998	9/1/1998			
Varicella						

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

Date: 9/21/2011



California High School Exit Examination

See back for details

Student and Parent Report

mary

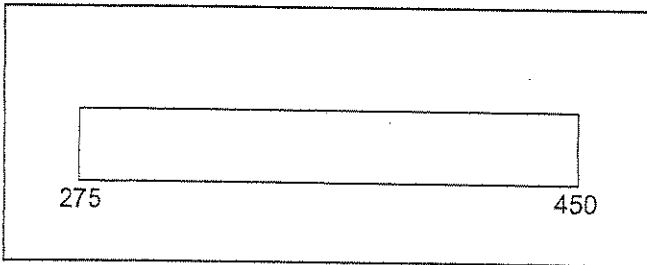
District: 69799 - Pajaro Valley Unified
 County: 44 - Santa Cruz

English-Language Arts

Test Date: 05/10/2011

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		

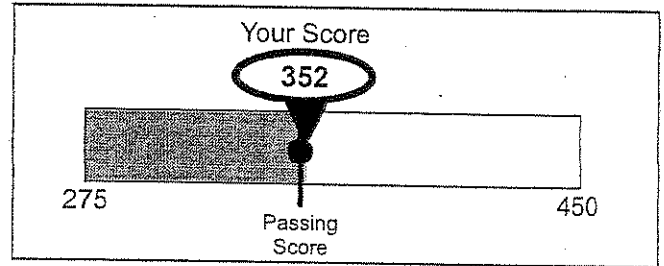
Writing Applications* Your Score
 Essay

Mathematics

Test Date: 05/11/2011

Your Total Score	Score Required to Pass	Status
352	350	MODIFIED

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



Strands for Mathematics

	Number of Questions	Number Correct
Probability & Statistics	13	8
Number Sense	17	7
Algebra & Functions	20	12
Measurement & Geometry	18	10
Algebra I	12	6

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

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



Board Agenda Backup

Item No: 10.8

Date: September 28, 2011

Item: CAHSEE Passage Waiver
English Language Arts (PVHS 11-12-06)

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

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

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

Recommendation: Approve

Budget Considerations: None

Funding Source:

Budgeted: Yes: No:

Amount: \$

Prepared By: Dee Teutschel, Program Director Special Services

Superintendent's Signature: Dorom Bak

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: Sept. 2, 2011

To The Parent/Guardian of: _____

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

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

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

Signature of Principal: _____

Date: 9/14/11

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

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

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

Signature of Parent _____

Date: 9/2/11

FOR SITE USE ONLY

Date Received by Principal: _____

Student Identification Number: _____

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Student's Name: _____

Student's ID Number: _____

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

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

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

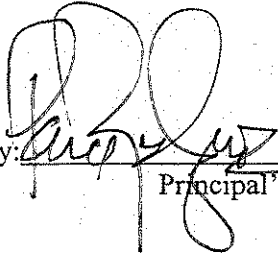
Please see following page

Test date: 05/10/2011

- 1a.) Student has weaknesses in areas of auditory memory and visual perception which can impact his academic performance in reading comprehension. Below grade level word recognition can slow reading fluency and limit understanding.
- b.) Questions were read aloud for the ELA subtest.
- c.) Rationale for use of modification: Reading test questions aloud increases student's understanding of the purpose of an item presented and the type of response required. Rate of performance is also supported as impulsive responding or skipping over given text is discouraged.
- d.) As stated in the student's IEP, the following accommodations can be utilized to support instruction and/or student's assessment in the general education classroom: use of a calculator, directions read aloud, extra time to complete assignments, visual models, check for understanding of given assignment and preferential seating. Student can request use of the above accommodations as needed or as recommended by the classroom teacher.

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

3. An individual score report showing that my child has received the equivalent of a passing score on the CAHSEE while using a modification that fundamentally alters what the high school examination measures as determined by the State Board of Education. (*Attach a copy of the exit exam Student and Parent Report showing "equivalent of a passing score" in the English/language arts and/or the mathematics portion of the exam.*)

Certified by: 
 Principal's Signature

9/14/2011
 Date

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

Mary South
 Signature of Student's Special Education Teacher

Sept. 2, 2011
 Date

MARY SOUTH
 Print Name of Student's Special Education Teacher

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

Ximera Osprey
 Signature of Student's Academic Counselor

9/9/11
 Date

Ximera Osprey
 Printed Name of Student's Academic Counselor



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

Student _____

Date of Birth _____

IEP Meeting Date 04/21/11 _____

SUPPLEMENTARY/SPECIALIZED SUPPORT

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

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

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

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

PARTICIPATION IN STATE AND DISTRICT-WIDE STANDARDIZED TESTING AND ASSESSMENT

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

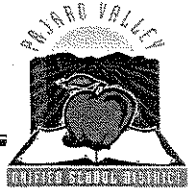
- School Readiness (Preschool Only)
 DRDP-R DRDP Access Adaptations/Accommodations (specify)
- Language Arts: (Gr. 2-11) Grade Exempt CST **OR** CMA (Criteria Met) (Gr. 3-11)
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
 Accommodations:
 Modifications: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

PROMOTION STANDARDS

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

CALIFORNIA HIGH SCHOOL EXIT EXAMINATION (CAHSEE)

- No accommodations or modifications Exempt due to eligibility for participation in CAPA
 Modifications (specify) Q's read for ELA Grade Exempt (below grade 10)
 Accommodations (specify) test + 1 day Passed both subtests of the CAHSEE



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

Student _____

Date of Birth _____

IEP Meeting Date 04/21/11

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Auditory Memory	Calculator, Directions Read Aloud, Provide with Notes, Visual Models	District of Service/ Gen. Ed. Teacher, Assistant, RS	04/22/2011
Auditory Perception	Extra Time: Assignments/Tests (1.5), Preferential Seating, Visual Models, Other: Clarify directions prior to beginning assignments	District of Service/ Gen. Ed. Teacher, Assistant, RS	04/22/2011
Visual Perception	Calculator, Visual Models	District of Service/ Gen. Ed. Teacher, Assistant, RS	04/22/2011

Pajaro Valley Unified School District

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

er Date: 2/23/2009

uated:

ss Of: 2012

Counselor: Ospina

SSID:

CrSID	Course Title	Mark	Credit	CrSID	Course Title	Mark	Credit	CrSID	Course Title	Mark	Credit	
Marina High School Grd 09 12/2008				Pajaro Valley High School Grd 11 12/2010								
2410	P Algebra 1	C-	5.000	3210	P Biology	B	5.000	Testing Information				
2435	Algebra Support	B	5.000	2980	Consumer Math	B	5.000					
1130	P English 1	C+	5.000	9270	Directed Study	A	5.000	CAHSEE_ELA-1-1				
3910	Health	RF	5.000	1330	F English 3/American Lite A	5.000		CA HSEE ELA	F	5/10/2011		
9270	LC Sup	A-	5.000	4210	P Spanish 1 SS	C	5.000	CAHSEE_Math-1-1				
4510	N PE 9	A-	5.000	7210	P US History	B	5.000	CA HSEE Math	P	11/10/2010		
Crs Att: 30.000 Cmp: 30.000 Total GPA: 3.000				Crs Att: 30.000 Cmp: 30.000 Total GPA: 3.167								
Pajaro Valley High School Grd 09 6/2009				Pajaro Valley High School Grd 11 6/2011								
2410	P Algebra 1A/B	C	5.000	3210	P Biology	C+	5.000					
9270	Directed Study	A	5.000	2980	Consumer Math	B-	5.000					
1130	P English 1	C	5.000	9270	Directed Study	A	5.000					
5051	Intro Computers	C	5.000	1330	P English 3/American Lite B	5.000						
2976	Math B (9th)	B	5.000	4210	P Spanish 1 SS	B-	5.000					
4510	N Physical Education 9	A	5.000	7210	P US History	B-	5.000					
Crs Att: 30.000 Cmp: 30.000				Crs Att: 30.000 Cmp: 30.000								
Independent Study Program Grd 09 6/2009				After School Pajaro Valley High Grd 11 6/2011								
3910	Health	P	5.000	AS2510	P GEOMETRY - 1st Sem.	C-	5.000					
Crs Att: 5.000 Cmp: 5.000 Total GPA: 2.909				Crs Att: 5.000 Cmp: 5.000 Total GPA: 2.857								
Pajaro Valley High School Grd 10 12/2009				Credit Summary - High School								
4610	N Adv PE	A-	5.000	Subject Area	Req	Cmp	Def					
6010	P Art 1	B-	5.000	A English	40.00	30.00	10.00					
9270	Directed Study	A	5.000	B Math	20.00	25.00						
1230	P English 2	C-	5.000	C Biological Science	10.00	10.00						
2510	P Geometry	RD	0.000	D Physical Science	10.00	10.00						
3610	P Integrated Science I	C+	5.000	E Health	5.00	10.00						
7110	P World Civ	C	5.000	F Fine Arts / Foreign L	10.00	10.00						
Crs Att: 35.000 Cmp: 30.000 Total GPA: 2.833				G Physical Education	20.00	20.00						
Pajaro Valley High School Grd 10 6/2010				H Applied Arts	10.00	5.00	5.00					
4610	N Adv PE	A-	5.000	I World Civilization	10.00	10.00						
6010	P Art 1	B-	5.000	J US History	10.00	10.00						
9270	Directed Study	B+	5.000	K Federal Government	5.00	0.00	5.00					
1230	P English 2	B-	5.000	L Economics	5.00	0.00	5.00					
2510	P Geometry	D	5.000	M Electives	45.00	45.00						
3610	P Integrated Science I	B-	5.000	N Algebra	10.00	10.00						
7110	P World Civ	B-	5.000	O Science	10.00	0.00	10.00					
Crs Att: 35.000 Cmp: 35.000 Total GPA: 2.857				---Total Credits---				220.00	195.00	35.00		
Watsonville High School Grd 10 7/2010				GPA Summary								
SS2510	P GEOMETRY - 1st Sem	D	5.000	Academic GPA:	2.925	Rank 38	out of 145					
Crs Att: 5.000 Cmp: 5.000 Total GPA: 1.000				Total GPA:	2.884	Rank 127	out of 355					
				CSU GPA:	2.545							
				Cal Grant GPA:	2.852							

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

Comments:
 Recvd copy of cum 3/10/09 from Marina HS
 12/08 - Marina HS in Marina, CA

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

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

Date: 9/21/2011



California High School Exit Examination

See back for details

Student and Parent Report

Student Name:
Date of Birth:
Student ID:
Grade: 11
School: 0105858 - Pajaro Valley High
District: 69799 - Pajaro Valley Unified
County: 44 - Santa Cruz

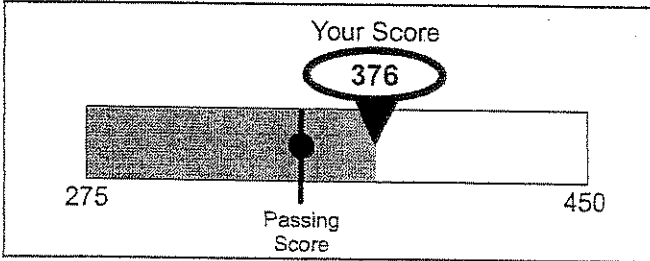
Mandy

English-Language Arts

Test Date: 05/10/2011

Your Total Score	Score Required to Pass	Status
376	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	7
Reading Comprehension	18	15
Literary Response & Analysis	20	19
WRITING		
Writing Strategies	12	12
Writing Conventions	15	9

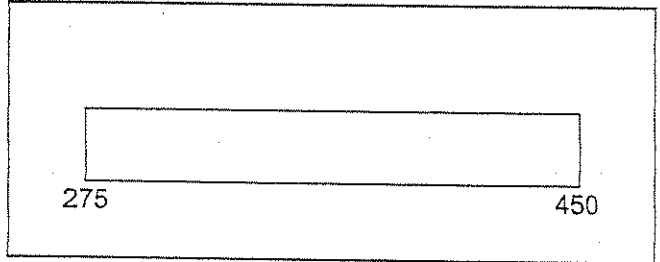
Writing Applications*	Your Score
Essay	1.0

Mathematics

Test Date: 05/11/2011

Your Total Score	Score Required to Pass	Status
		SATISFIED REQ

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

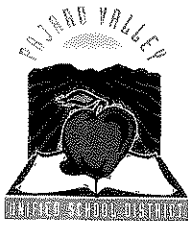


Strands for Mathematics

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

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

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



Board Agenda Backup

Item No: 10.9

Date: September 28, 2011

Item: CAHSEE Passage Waiver
English Language Arts (PVHS 11-12-07)

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

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

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

Recommendation: Approve

Budget Considerations: None

Funding Source:

Budgeted: Yes: No:

Amount: \$

Prepared By: Dee Teutschel, Program Director Special Services

Superintendent's Signature: Dorinda Bas

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: Sept 2, 2011

To The Parent/Guardian of

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

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

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

Signature of Principal: _____

Date: 9/14/2011

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

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

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

Signature of Parent: _____

Date: 9-13-11

FOR SITE USE ONLY

Date Received by Principal: _____

Student Identification Number: _____

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Student's Name:

Number:

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

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

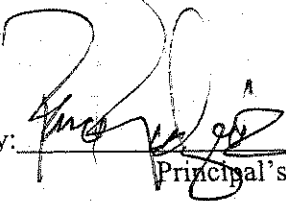
1. Has an individualized education program (IEP) adopted pursuant to the Individuals with Disabilities Education Act that specifies the use of the modification(s) on the exit examination, standardized testing, or classroom instruction and assessments.
(Attach the section of the IEP that specifies the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

Please see attached

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

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

3. An individual score report showing that my child has received the equivalent of a passing score on the CAHSEE while using a modification that fundamentally alters what the high school examination measures as determined by the State Board of Education. (*Attach a copy of the exit exam Student and Parent Report showing "equivalent of a passing score" in the English/language arts and/or the mathematics portion of the exam.*)

Certified by: 
Principal's Signature

9/14/2011
Date

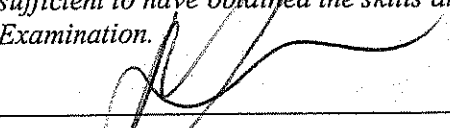
I agree that the information on this Waiver Request Sheet accurately describes the modifications that this student regularly uses as identified in the IEP.

Mary South
Signature of Student's Special Education Teacher

Sept. 2, 2011
Date

MARY SOUTH
Print Name of Student's Special Education Teacher

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


Signature of Student's Academic Counselor

Sept. 9, 2011
Date

Nancy Puente
Printed Name of Student's Academic Counselor



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

Student _____

Date of Birth _____

IEP Meeting Date 01/14/11 _____

SUPPLEMENTARY/SPECIALIZED SUPPORT

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

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

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

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

PARTICIPATION IN STATE AND DISTRICT-WIDE STANDARDIZED TESTING AND ASSESSMENT

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

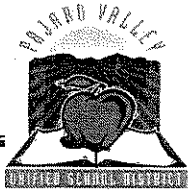
- School Readiness (Preschool Only)
 DRDP-R DRDP Access Adaptations/Accommodations (specify)
- Language Arts: (Gr. 2-11) Grade Exempt CST **OR** CMA (Criteria Met) (Gr. 3 -11)
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
 Accommodations:
 Modifications:
- Math: (Gr. 2-11) Grade Exempt CST **OR** CMA (Criteria Met) (Gr. 3-7; Algebra I: 7-11)
 CMA (Geometry, Grades 7-11) (Grades 8-11 effective 2011-2012 school year)
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
 Accommodations:
 Modifications:
- Science (Gr. 5 & 8 Gr. 9-11) Grade Exempt CST **OR** CMA (Criteria Met) (Gr. 5 , 8 & 10)
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
 Accommodations:
 Modifications:
- History/Social Science* Grade Exempt CST *(Grade 8; Grade 11 for U.S. History; Grades 9 through 11 World History)
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
 Accommodations:
 Modifications:
- Writing (Gr. 4 & 7 only) Grade Exempt CST **OR** CMA (Criteria Met) (Gr. 4 & 7 only)
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
 Accommodations:
 Modifications:
- Life Skills Curriculum: CAPA Level 1 2 3 4 5
 Participation in CAT-6/CST not appropriate due to:
- Other State or District-Wide Assessment Accommodations/Modifications (specify) Extended time(1.5) and flexible setting.

PROMOTION STANDARDS

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

CALIFORNIA HIGH SCHOOL EXIT EXAMINATION (CAHSEE)

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



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

Student _____

Date of Birth _____

IEP Meeting Date 01/14/11 _____

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Processing Speed	Calculator, Extra Time: Assignments/Tests (1.5), Preferential Seating, Take Tests in Alternate Setting, Other: daily/weekly planner to be monitored	District of Service/ Gen. Ed. Teacher, Assistant, RS	01/15/2011
Auditory Perception	Directions Read Aloud, Other: Check for understanding prior to beginning assignments	District of Service/ Gen. Ed. Teacher, Assistant, RS	01/15/2011
Other: Health	Shortened Assignments, Other: Reduce length of assignment as appropriate	District of Service/ Gen. Ed. Teacher, Assistant, RS	01/15/2011
Other: Organization skills	Other: Chunk assignments into manageable units; use of computer to check progress	District of Service/ Gen. Ed. Teacher, Assistant, RS	01/15/2011

Pajaro Valley Unified School District

688-6430

ss Of: 2012

Counselor: Phillips-Matson, Kristin

SSID:

CrsID	Course Title	Mark	Credit	CrsID	Course Title	Mark	Credit
Pajaro Valley High School Grd 09 12/2008				Pajaro Valley High School Grd 11 6/2011			
2410	P Algebra 1A/B	C	5.000	6010	P Art 1	F	0.000
9270	Directed Study	A	5.000	3210	P Biology	D-	5.000
1130	P English 1	D	5.000	3310	P Chemistry	F	0.000
3610	P Integrated Science I	D	5.000	9270	Directed Study	A	5.000
5051	Intro Computers	C+	5.000	1330	P English 3/American Lite	F	0.000
4510	N Physical Education 9	B	5.000	7210	P US History	F	0.000
Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.167				Crs Att: 30.000 Cmp: 10.000 Total GPA: 0.833			
Pajaro Valley High School Grd 09 6/2009				Watsonville High School Grd 7/2011			
2410	P Algebra 1A/B	C	5.000	SS7210	P US HISTORY-1st Sem	B+	5.000
9270	Directed Study	A	5.000	Work In Progress			
1130	P English 1	C-	5.000	5410	Beginning Foods		0.000
3910	Health	B	5.000	9024	Library Assistant		0.000
3610	P Integrated Science I	D+	5.000	9558	Modified Instruction fo		0.000
4510	N Physical Education 9	A	5.000	9558	Modified Instruction fo		0.000
Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.667				9558	Modified Instruction fo		0.000
Pajaro Valley High School Grd 10 12/2009				9558	Modified Instruction fo		0.000
4610	N Adv PE	C	5.000	1514	P The Art of Writing		0.000
3210	P Biology	F	0.000	9024	Library Assistant		0.000
9270	Directed Study	A	5.000	9558	Modified Instruction fo		0.000
1230	P English 2	F	0.000	9558	Modified Instruction fo		0.000
2510	P Geometry	F	0.000	9558	Modified Instruction fo		0.000
7110	P World Civ	F	0.000	1514	P The Art of Writing		0.000
Crs Att: 30.000 Cmp: 10.000 Total GPA: 1.000				Credit Summary - High School			
Pajaro Valley High School Grd 10 6/2010				Subject Area	Req	Cmp	Def
4610	N Adv PE	F	0.000	A English	40.00	20.00	20.00
3210	P Biology	F	0.000	B Math	20.00	5.00	15.00
9270	Directed Study	B+	5.000	C Biological Science	10.00	5.00	5.00
1230	P English 2	D-	5.000	D Physical Science	10.00	10.00	
2510	P Geometry	D-	5.000	E Health	5.00	5.00	
7110	P World Civ	D	5.000	F Fine Arts / Foreign I	10.00	5.00	5.00
Crs Att: 30.000 Cmp: 20.000 Total GPA: 1.000				G Physical Education	20.00	15.00	5.00
Pajaro Valley High School Grd 11 12/2010				H Applied Arts	10.00	5.00	5.00
6010	P Art 1	D	5.000	I World Civilization	10.00	5.00	5.00
3210	P Biology	F	0.000	J US History	10.00	5.00	5.00
3310	P Chemistry	F	0.000	K Federal Government	5.00	0.00	5.00
9270	Directed Study	A	5.000	L Economics	5.00	0.00	5.00
1330	P English 3/American Lite	D	5.000	M Electives	45.00	30.00	15.00
7210	P US History	RF	0.000	N Algebra	10.00	10.00	
Crs Att: 30.000 Cmp: 15.000 Total GPA: 1.200				O Science	10.00	0.00	10.00
				---Total Credits---	220.00	120.00	100.00

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

Comments:

Polio	3/3/1995	5/2/1995	8/5/1995	10/29/1998
DTP	3/3/1995	5/2/1995	8/5/1995	2/6/1996 10/29/1998
MMR	11/6/1995	10/29/1998		
HEP B	10/13/1994	12/1/1994	8/5/1995	
Varicella	9/27/1996			

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

Date: 9/22/2011



California High School Exit Examination

See back for details

Student and Parent Report

Nancy

District: 09799 - Pajaro valley Unified

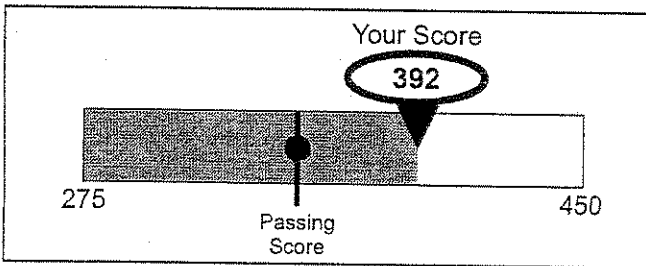
County: 44 - Santa Cruz

English-Language Arts

Test Date: 05/10/2011

Your Total Score	Score Required to Pass	Status
392	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	7
Reading Comprehension	18	18
Literary Response & Analysis	20	19
WRITING		
Writing Strategies	12	11
Writing Conventions	15	9

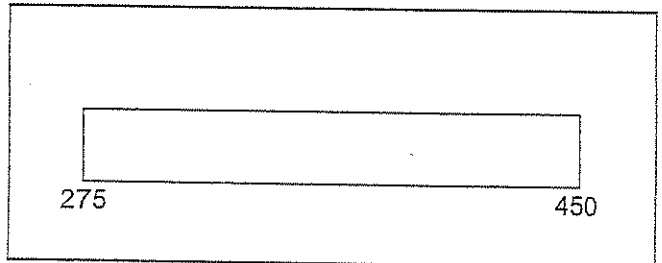
Writing Applications*	Your Score
Essay	2.0

Mathematics

Test Date: 05/11/2011

Your Total Score	Score Required to Pass	Status
		SATISFIED REQ

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

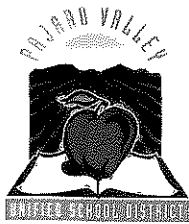


Strands for Mathematics

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

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

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



Board Agenda Backup

Item No: 10.10

Date: September 28, 2011

Item: CAHSEE Passage Waiver
Math (PVHS 11-12-08)

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

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

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

Recommendation: Approve

Budget Considerations: None

Funding Source:

Budgeted: Yes: No:

Amount: \$

Prepared By: Dee Teutschel, Program Director Special Services

Superintendent's Signature: Dorinda Bat

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: 9/19/11

To The Parent/Guardian of:

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

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

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

Signature of Principal: _____

Date: 9/20/2011

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

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

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

Signature of Parent: _____

Date: 9-20-11

FOR SITE USE ONLY

Date Received by Principal: _____

Student Identification Number: _____

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Student's Name _____

Number: _____

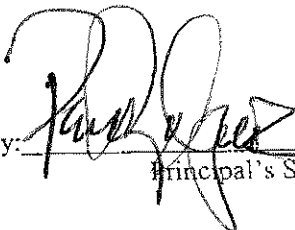
Pursuant to Education Code 6051, the parent/guardian _____ with disabilities, has requested that the Governing Board waive the requirement that he/she successfully pass the high school exit examination in order to receive a diploma. This student has taken the high school exit examination with one or 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). *see attachment (1a)*
 - 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): *see attachment (1b)*
 - c. State the rationale for applying the modification(s) used to achieve an equivalent passing score on the CAHSEE for this student. *see attached (1c)*
 - d. Describe the modification(s) that the student regularly uses in the classroom and on other assessments. *see attached (1d)*

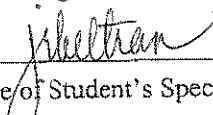
2. Has sufficient high school coursework either satisfactorily completed or in progress in the high school level curriculum sufficient to have attained the skills and knowledge otherwise needed to pass the CAHSEE. (*Attach transcripts showing coursework completed.*)

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

9/20/11
Date

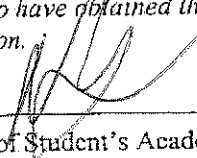
I agree that the information on this Waiver Request Sheet accurately describes the modifications that this student regularly uses as identified in the IEP.


Signature of Student's Special Education Teacher

9/19/11
Date

Jane R. Beltran
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

9/20/11
Date

Nancy Puentes
Printed Name of Student's Academic Counselor

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

Student ID #

1a. Student has delays in auditory processing, visual processing as well as in the area of sensory motor skills. These delays have manifested themselves in the area of math calculation. It has been especially difficult for her to accurately identify symbols in math or gain information from charts or graphs. She is easily overwhelmed and discouraged when confronted with math problems she perceives as too difficult for her (even if they're not). Auditory processing delays greatly increase the likelihood that a student has had difficulty understanding and recalling what he/she has been verbally taught and counting in sequence or perceiving operational symbols when one has deficit in visual processing aggravates the difficulty. Finally, sensory motor delay makes organizing math information in paper and pencil a very complex activity.

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

1c. Her identified delays in auditory processing, visual processing and sensory motor skills easily causes her to become easily confused as she works through basic algorithms. She has made great improvements academically and has learned to compensate for her identified delays although she continues to be challenged by math calculation, especially when presented to her on a high stakes test such as the CAHSEE. By using a calculator in her high school algebra 1 and algebra 2, she was able to pass these classes and earn more than enough high school math credits, the use of a calculator to mitigate her identified delays is justified.

1d. As previously mentioned, she is permitted to use a calculator in the classroom for all math classes as well as any math-related assignments (i.e. Economics). This instructional accommodation is spelled out in her IEP, shared with general education teachers and is attached in this packet.



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

Student _____

Date of Birth _____

IEP Meeting Date 12/16/10

SUPPLEMENTARY/SPECIALIZED SUPPORT

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

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

Description	Responsible Personnel/Agency	Location	Frequency/Intensity	Duration	Start/End Date*
Collaboration with Gen. Ed. Teachers	District of Service/ LSH	School Campus	1 X /As Needed 20 mins total	1 year	Start: 12/17/2010 End:
					Start: End:

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

PARTICIPATION IN STATE AND DISTRICT-WIDE STANDARDIZED TESTING AND ASSESSMENT

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

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

PROMOTION STANDARDS

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

CALIFORNIA HIGH SCHOOL EXIT EXAMINATION (CAHSEE)

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



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

Student _____

Date of Birth _____

IEP Meeting Date 12/16/10

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Other: Auditory & Visual Processing	Calculator, Directions Read Aloud, Extra Time: Assignments/Tests (2.0), Preferential Seating, Provide with Notes, Study Buddy, Other: frequent check of understanding; notes provided if possible	District of Service/ Gen. Ed. Teacher, Assistant, RS	12/16/2010
Articulation	Extra Time: Assignments/Tests (2.0), Frequent Breaks, Take Tests in Alternate Setting, Other: ask student to slow down when speaking	District of Service/ Gen. Ed. Teacher, Assistant, RS	12/16/2010

Pajaro Valley Unified School District

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

Issue Date: 8/13/2008

Issued:

Issue Of: 2012

Counselor: Puente

SSID:

Community:

CrsID	Course Title	Mark	Credit	CrsID	Course Title	Mark	Credit	Credit Summary - High School				
Pajaro Valley High School Grd 09 12/2008				AS2510 P GEOMETRY - 2nd sem C 5.000				Subject Area				
2413	P Algebra 1A/B (Support)	RD	0.000	Crs Att: 5.000 Cmp: 5.000 Total GPA: 2.333				A	English	40.00	30.00	10.00
1130	P English 1	C	5.000	Pajaro Valley High School Grd 11 6/2011				B	Math	20.00	20.00	
3610	P Integrated Science I	A-	5.000	2610	P Algebra II	RD	0.000	C	Biological Science	10.00	10.00	
5051	Intro Computers	C-	5.000	3310	P Chemistry	D	5.000	D	Physical Science	10.00	10.00	
2976	Math B (9th)	B+	5.000	9270	Directed Study	B-	5.000	E	Health	5.00	5.00	
4510	N Physical Education 9	A	5.000	1330	P English 3/American Lite	B	5.000	F	Fine Arts / Foreign L	10.00	10.00	
Crs Att: 30.000 Cmp: 25.000 Total GPA: 3.000				4110	P Spanish 1	A	5.000	G	Physical Education	20.00	20.00	
Pajaro Valley High School Grd 09 6/2009				7210	P US History	C-	5.000	H	Applied Arts	10.00	5.00	5.00
2413	P Algebra 1A/B (Support)	C-	5.000	Crs Att: 30.000 Cmp: 25.000 Total GPA: 2.600				I	World Civilization	10.00	10.00	
1130	P English 1	C+	5.000	Watsonville High School Grd 7/2011				J	US History	10.00	10.00	
3910	Health	B+	5.000	SS2610	P ALGEBRA II-2nd Sem	D	5.000	K	Federal Government	5.00	0.00	5.00
3610	P Integrated Science I	B	5.000	SS3310	P CHEMISTRY-1st Sem	C	5.000	L	Economics	5.00	0.00	5.00
2976	Math B (9th)	B+	5.000	Work In Progress				M	Electives	45.00	30.00	15.00
4510	N Physical Education 9	A	5.000	---Total Credits---				N	Algebra	10.00	10.00	
Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.833								O	Science	10.00	10.00	
Pajaro Valley High School Grd 10 12/2009								GPA Summary				
4610	N Adv PE	A	5.000	9270	Directed Study		0.000	Academic GPA: 2.433 Rank 0 out of 145				
6010	P Art 1	B	5.000	7410	P Economics		0.000	Total GPA: 2.618 Rank 187 out of 355				
3210	P Biology	C+	5.000	1430	P English 4		0.000	CSU GPA: 2.263				
1230	P English 2	B-	5.000	5455	Health Careers/Technolo		0.000	Cal Grant GPA: 2.333				
2510	P Geometry	D+	5.000	4120	P Spanish 2		0.000	Testing Information				
7110	P World Civ	C	5.000	2821	P Statistics		0.000	CAHSEE_ELA-1-1				
Crs Att: 30.000 Cmp: 30.000				9270	Directed Study		0.000	CA HSEE ELA F 5/10/2011				
After School Pajaro Valley High Grd 10 12/2009				7410	P Economics		0.000	CAHSEE_Math-1-1				
AS2410	Algebra 1 -1st sem.	C	5.000	1430	P English 4		0.000	CA HSEE Math F 5/11/2011				
Crs Att: 0.000 Cmp: 5.000 Total GPA: 2.429				5455	Health Careers/Technolo		0.000					
Pajaro Valley High School Grd 10 6/2010				4120	P Spanish 2		0.000					
4610	N Adv PE	A	5.000	2821	P Statistics		0.000					
6010	P Art 1	C-	5.000									
3210	P Biology	B-	5.000									
1230	P English 2	C	5.000									
2510	P Geometry	RD	0.000									
7110	P World Civ	C	5.000									
Crs Att: 30.000 Cmp: 25.000 Total GPA: 2.600												
Pajaro Valley High School Grd 11 12/2010												
2610	P Algebra II	D+	5.000									
3310	P Chemistry	RD	0.000									
9270	Directed Study	B	5.000									
1330	P English 3/American Lite	B	5.000									
4110	P Spanish 1	B	5.000									
7210	P US History	C	5.000									
Crs Att: 30.000 Cmp: 25.000												
After School Pajaro Valley High Grd 11 12/2010												

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

Polio	5/20/1993	7/23/1993	9/16/1993	9/17/1999	
DTB	5/20/1993	7/23/1993	9/16/1993	3/15/1995	2/3/2003
MMR	10/12/2005	12/2/2005			
HEP B	2/3/2003	6/27/2003	10/12/2005		
Varicella					

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

Date: 9/21/2011



California High School Exit Examination

See back for details

Student and Parent Report

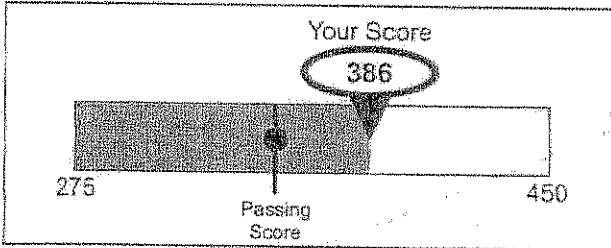
County: 44 - Santa Cruz

English-Language Arts

Test Date: 05/10/2011

Your Total Score	Score Required to Pass	Status
386	350	MODIFIED

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



Strands for English-Language Arts

	Number of Questions	Number Correct
READING		
Word Analysis	7	7
Reading Comprehension	18	16
Literary Response & Analysis	20	18
WRITING		
Writing Strategies	12	10
Writing Conventions	15	11

Writing Applications*

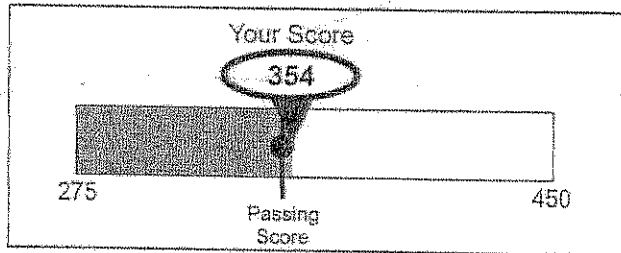
	Your Score
Essay	2.0

Mathematics

Test Date: 05/11/2011

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.

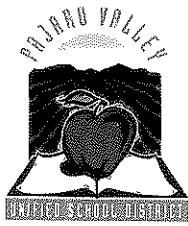


Strands for Mathematics

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

* Each student essay receives two scores that range from 1 (lowest) to 4 (highest) or non-scorable (NS). The average of these two scores is listed above under the heading "Your Score". The Writing Applications score counts as 25% of the total English-Language Arts score.

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



Board Agenda Backup

Item No: 10.11

Date: September 28, 2011

Item: CAHSEE Passage Waiver
English Language Arts (PVHS 11-12-09)

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

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

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

Recommendation: Approve

Budget Considerations: None

Funding Source:

Budgeted: Yes: No:

Amount: \$

Prepared By: Dee Deutschel, Program Director Special Services

Superintendent's Signature: Dorrm Bob

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: 9/19/11

To The Parent/Guardian of

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

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

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

Signature of Principal: _____

Date: 9/20/2011

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

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

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

Signature of Parent _____

atc: 9-20-11

FOR SITE USE ONLY

Date Received by Principal: _____

Student Identification Number: _____

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Student's Name:

Number:

Pursuant to Education Code 6051, the parent/guardian 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.

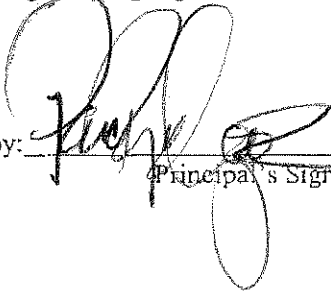
I certify that the student qualifies for a waiver because he/she satisfies all of the following conditions:

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). *See attachment (A)*
 - 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): *See attachment (B)*
 - c. State the rationale for applying the modification(s) used to achieve an equivalent passing score on the CAHSEE for this student. *See attachment (C)*
 - d. Describe the modification(s) that the student regularly uses in the classroom and on other assessments. *See attachment (D)*

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

9/20/2011
Date

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

Signature of Student's Special Education Teacher

Date

Print Name of Student's Special Education Teacher

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

Signature of Student's Academic Counselor

Date

Printed Name of Student's Academic Counselor

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

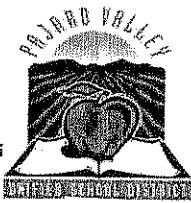
Student ID#:

1. a. Student exhibits delays in visual processing, auditory processing and sensory-motor skills which impact her performance on classroom reading comprehension and written language tasks. She needs to both see and hear whatever it is she is being asked to process in order to understand and retain the concept due to her deficit in visual processing. Because her auditory processing is also delayed, accessing and processing higher level English language tasks is especially challenging, so she requires additional time to process language imbedded tasks. Finally, sensory-motor delay greatly increases the likelihood that the student has had difficulty finishing writing tasks.

b. Directions and test questions were read aloud to her during the ELA test.

c. Student's overall reading skill is more than two years below grade level due to her delays in auditory processing, visual processing and sensory-motor skills. Reading the test items to the student supplemented the information presented in printed form leading to better clarity. She was able to read the test items along with the examiner. This assisted her in processing and responding to information. Overall, she was able to understand what she herself was reading as this was being backed up by the examiner reading the test questions to her.

d. Teachers have been provided with a narrative profile of her learning style and academic needs and, finally, recommended accommodations or modifications she needs in order to be academically successful. Directions and/or questions for both class assignments and tests are provided in visual and auditory modes in her general education classes at her request or as determined beneficial by the classroom teacher.



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

Student _____

Date of Birth _____

IEP Meeting Date 12/16/10 _____

SUPPLEMENTARY/SPECIALIZED SUPPORT

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

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

Description	Responsible Personnel/Agency	Location	Frequency/Intensity	Duration	Start/End Date*
Collaboration with Gen. Ed. Teachers	District of Service/ LSH	School Campus	1 X /As Needed 20 mins total	1 year	Start: 12/17/2010 End: _____
					Start: _____ End: _____

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

PARTICIPATION IN STATE AND DISTRICT-WIDE STANDARDIZED TESTING AND ASSESSMENT

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

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

PROMOTION STANDARDS

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

CALIFORNIA HIGH SCHOOL EXIT EXAMINATION (CAHSEE)

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



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

Student _____

Date of Birth _____

IEP Meeting Date 12/16/10

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Other: Auditory & Visual Processing	Calculator, Directions Read Aloud, Extra Time: Assignments/Tests (2.0), Preferential Seating, Provide with Notes, Study Buddy, Other: frequent check of understanding; notes provided if possible	District of Service/ Gen. Ed. Teacher, Assistant, RS	12/16/2010
Articulation	Extra Time: Assignments/Tests (2.0), Frequent Breaks, Take Tests in Alternate Setting, Other: ask student to slow down when speaking	District of Service/ Gen. Ed. Teacher, Assistant, RS	12/16/2010

Pajaro Valley Unified School District

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

Date: 8/13/2008

Issued:

Year: 2012

Counselor: Puente

SSID:

Community

CrsID	Course Title	Mark	Credit	CrsID	Course Title	Mark	Credit	Credit Summary - High School				
Pajaro Valley High School Grd 09 12/2008				AS2510	P GEOMETRY - 2nd sem	C	5.000	Subject Area	Req	Cmp	Def	
2413	P Algebra 1A/B (Support)	RD	0.000	Crs Att: 5.000 Cmp: 5.000 Total GPA: 2.333				A	English	40.00	30.00	10.00
1130	P English 1	C	5.000	Pajaro Valley High School Grd 11 6/2011				B	Math	20.00	20.00	
3610	P Integrated Science I	A-	5.000	2610	P Algebra II	RD	0.000	C	Biological Science	10.00	10.00	
5051	Intro Computers	C-	5.000	3310	P Chemistry	D	5.000	D	Physical Science	10.00	10.00	
2976	Math B (9th)	B+	5.000	9270	Directed Study	B-	5.000	E	Health	5.00	5.00	
4510	N Physical Education 9	A	5.000	1330	P English 3/American Lite	B	5.000	F	Fine Arts / Foreign L	10.00	10.00	
Crs Att: 30.000 Cmp: 25.000 Total GPA: 3.000				4110	P Spanish 1	A	5.000	G	Physical Education	20.00	20.00	
Pajaro Valley High School Grd 09 6/2009				7210	P US History	C-	5.000	H	Applied Arts	10.00	5.00	5.00
2413	P Algebra 1A/B (Support)	C-	5.000	Crs Att: 30.000 Cmp: 25.000 Total GPA: 2.600				I	World Civilization	10.00	10.00	
1130	P English 1	C+	5.000	Watsonville High School Grd 7/2011				J	US History	10.00	10.00	
3910	Health	B+	5.000	SS2610	P ALGEBRA II-2nd Sem	D	5.000	K	Federal Government	5.00	0.00	5.00
3610	P Integrated Science I	B	5.000	SS3310	P CHEMISTRY-1st Sem	C	5.000	L	Economics	5.00	0.00	5.00
2976	Math B (9th)	B+	5.000	Work In Progress				M	Electives	45.00	30.00	15.00
4510	N Physical Education 9	A	5.000	---Total Credits---				N	Algebra	10.00	10.00	
Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.833								O	Science	10.00	10.00	
Pajaro Valley High School Grd 10 12/2009								GPA Summary				
4610	N Adv PE	A	5.000	9270	Directed Study		0.000	Academic GPA: 2.433 Rank 0 out of 145				
6010	P Art 1	B	5.000	7410	P Economics		0.000	Total GPA: 2.618 Rank 187 out of 355				
3210	P Biology	C+	5.000	1430	P English 4		0.000	CSU GPA: 2.263				
1230	P English 2	B-	5.000	5455	Health Careers/Technolo		0.000	Cal Grant GPA: 2.333				
2510	P Geometry	D+	5.000	4120	P Spanish 2		0.000	Testing Information				
7110	P World Civ	C	5.000	2821	P Statistics		0.000	CAHSEE_ELA-1-1				
Crs Att: 30.000 Cmp: 30.000				9270	Directed Study		0.000	CA HSEE ELA F 5/10/2011				
After School Pajaro Valley High Grd 10 12/2009				7410	P Economics		0.000	CAHSEE_Math-1-1				
AS2410	Algebra 1 -1st sem.	C	5.000	1430	P English 4		0.000	CA HSEE Math F 5/11/2011				
Crs Att: 0.000 Cmp: 5.000 Total GPA: 2.429				5455	Health Careers/Technolo		0.000					
Pajaro Valley High School Grd 10 6/2010				4120	P Spanish 2		0.000					
4610	N Adv PE	A	5.000	2821	P Statistics		0.000					
6010	P Art 1	C-	5.000									
3210	P Biology	B-	5.000									
1230	P English 2	C	5.000									
2510	P Geometry	RD	0.000									
7110	P World Civ	C	5.000									
Crs Att: 30.000 Cmp: 25.000 Total GPA: 2.600												
Pajaro Valley High School Grd 11 12/2010												
2610	P Algebra II	D+	5.000									
3310	P Chemistry	RD	0.000									
9270	Directed Study	B	5.000									
1330	P English 3/American Lite	B	5.000									
4110	P Spanish 1	B	5.000									
7210	P US History	C	5.000									
Crs Att: 30.000 Cmp: 25.000												
After School Pajaro Valley High Grd 11 12/2010												

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

Polio	5/20/1993	7/23/1993	9/16/1993	9/17/1999
DTB	5/20/1993	7/23/1993	9/16/1993	3/15/1995 2/3/2003
MNR	10/12/2005	12/2/2005		
HEP B	2/3/2003	6/27/2003	10/12/2005	
Varicella				

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

Date: 9/21/2011



California High School Exit Examination

See back for details

Student and Parent Report

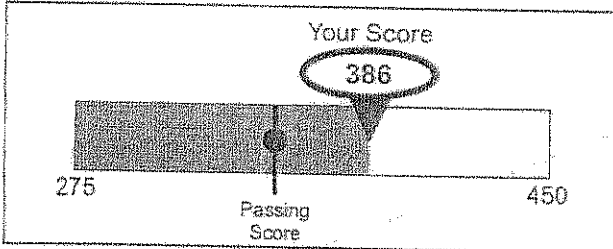
County: 44 - Santa Cruz

English-Language Arts

Test Date: 05/10/2011

Your Total Score	Score Required to Pass	Status
386	350	MODIFIED

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



Strands for English-Language Arts

	Number of Questions	Number Correct
READING		
Word Analysis	7	7
Reading Comprehension	18	16
Literary Response & Analysis	20	18
WRITING		
Writing Strategies	12	10
Writing Conventions	15	11

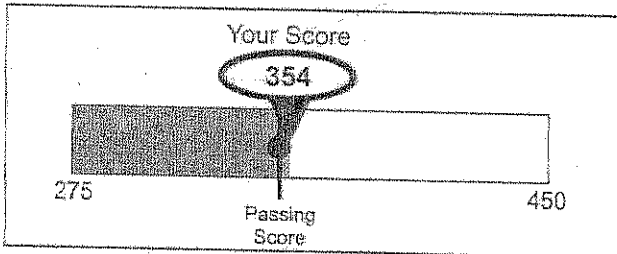
Writing Applications*	Your Score
Essay	2.0

Mathematics

Test Date: 05/11/2011

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 Mathematics

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

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

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



Board Agenda Backup

Item No: 10.12

Date: September 28, 2011

Item: CAHSEE Passage Waiver
English Language Arts (PVHS 11-12-10)

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

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

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

Recommendation: Approve

Budget Considerations: None

Funding Source:

Budgeted: Yes: No:

Amount: \$

Prepared By: Dee Teutschel, Program Director Special Services

Superintendent's Signature: Dormbal

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: 9/7/2011

To The Parent/Guardian of

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

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

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

Signature of Principal: _____



Date: 9/7/2011

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

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

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

Signature of Parent: _____

Date: 9/19/2011

FOR SITE USE ONLY

Date Received by Principal: 9/20/2011

Student Identification Number: _____

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Student's Name:

Student's ID Number:

Pursuant to Education Code 6051, the parent/guardian of Maria, 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. PLEASE SEE ATTACHED
 - 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): PLEASE SEE ATTACHED
 - c. State the rationale for applying the modification(s) used to achieve an equivalent passing score on the CAHSEE for this student. PLEASE SEE ATTACHED
 - d. Describe the modification(s) that the student regularly uses in the classroom and on other assessments. PLEASE SEE ATTACHED

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

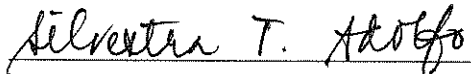
3. An individual score report showing that my child has received the equivalent of a passing score on the CAHSEE while using a modification that fundamentally alters what the high school examination measures as determined by the State Board of Education. *(Attach a copy of the exit exam Student and Parent Report showing "equivalent of a passing score" in the English/language arts and/or the mathematics portion of the exam.)*

Certified by: _____


Principal's Signature

9/7/2011
Date

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


Signature of Student's Special Education Teacher

9/6/2011
Date

Silvestra T. Adolfo
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

9/6/2011
Date

Kristin Phillips-Matson
Printed Name of Student's Academic Counselor

Name:

Student ID number:

1. A. Describe the nature of the student's disability as identified on the IEP

demonstrates a significant discrepancy between cognitive ability and academic achievement. She has a processing deficit in the area of visual acuity which can impact reading comprehension.

B. Describe any modification used on the English Language Arts section of the exam.

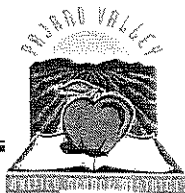
had test question read aloud to allow for clarity of the questions and assist in overall understanding of what the question was asking.

C. State the rationale for applying the modification used to achieve an equivalent passing score on the CAHSEE for this student.

has difficulty in recognizing the exact content of questions especially when there are multiple parts to a question. Incomplete answers are prevented with better understanding of the question. A better understanding of the question also promotes answers that are direct and focused.

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

IEP states the following accommodations and modifications to be used in general education classrooms: calculator; directions and test questions read aloud to student; extra time for assignments and tests (1.5); frequent breaks; shortened assignments; study buddy; tests in alternate setting; and tests in short segment. can request use of these accommodations and modifications as needed or as recommended by the classroom teacher.



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

Student _____

Date of Birth _____

IEP Meeting Date 08/27/10

SUPPLEMENTARY/SPECIALIZED SUPPORT

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

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

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

* If a placement or service is ending, give reason

PARTICIPATION IN STATE AND DISTRICT-WIDE STANDARDIZED TESTING AND ASSESSMENT

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

- School Readiness (Preschool Only)
 - DRDP-R DRDP Access Adaptations/Accommodations (specify) _____
- Language Arts: (Gr. 2-11) Grade Exempt CST **OR** CMA (Criteria Met) (Gr. 3 - 9)
 - No accommodations or modifications Accommodations (specify below) Modifications (specify below)
 - Accommodations: Flexible time and setting; frequent breaks as needed; directions read aloud to student.
 - Modifications: Test questions read aloud to student.
- Math: (Gr. 2-11) Grade Exempt CST **OR** CMA (Criteria Met) (Gr. 3 - 7, Algebra I - Gr. 7-11)
 - No accommodations or modifications Accommodations (specify below) Modifications (specify below)
 - Accommodations: Flexible time and setting, directions and test questions read aloud to student, frequent breaks as needed.
 - Modifications: Calculator
- Science (Gr. 5 & 8 Gr. 9-11) Grade Exempt CST **OR** CMA (Criteria Met) (Gr. 5, 8 & 10)
 - No accommodations or modifications Accommodations (specify below) Modifications (specify below)
 - Accommodations: Flexible time and setting; frequent breaks, as needed; directions and test questions read aloud to student.
 - Modifications: Calculator
- History/Social Science* Grade Exempt CST
 - No accommodations or modifications Accommodations (specify below) Modifications (specify below)
 - Accommodations: Flexible time and setting; frequent breaks, as needed; test questions read aloud to students.
 - Modifications:
- Writing (Gr. 7 only) Grade Exempt CST **OR** CMA (Criteria Met) (Gr. 7 only)
 - No accommodations or modifications Accommodations (specify below) Modifications (specify below)
 - Accommodations:
 - Modifications:
- Life Skills Curriculum: CAPA Level 1 2 3 4 5
- Participation in CST/CMA not appropriate due to: _____
- Other State or District-Wide Assessment Accommodations/Modifications (specify) Extended time, flexible setting; calculator, directions, test questions, and answer choices read aloud.

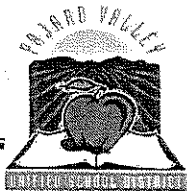
* (Grade 8; Grade 11 for U.S. History; Grades 9 through 11 World History)

PROMOTION STANDARDS

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

CALIFORNIA HIGH SCHOOL EXIT EXAMINATION (CAHSEE)

- No accommodations or modifications
- Modifications (specify) Calculator; test questions read aloud.
- Accommodations (specify) Flexible time and setting
- Exempt due to eligibility for participation in CAPA
- Grade Exempt (below grade 10, or Post Sec.)
- 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 08/27/10

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Visual Acuity	Calculator, Directions Read Aloud, Extra Time: Assignments/Tests (1.5), Frequent Breaks, Shortened Assignments, Study Buddy, Take Tests in Alternate Setting, Tests in Short Segments	District of Service/ Special Class M/M	08/27/2010

Student Name
A

Aptos Valley Unified School District

School Name/Address
Aptos High School
100 Mariner Way
Aptos, CA 95003
Tel: (831)688-6565 Fax: (831)688-6430

Aptos High School
"Home of the Mariners"

Date: 8/13/2008

ated:

Of: 2012

Counselor: Phillips-Matson, Kristin

SSID:

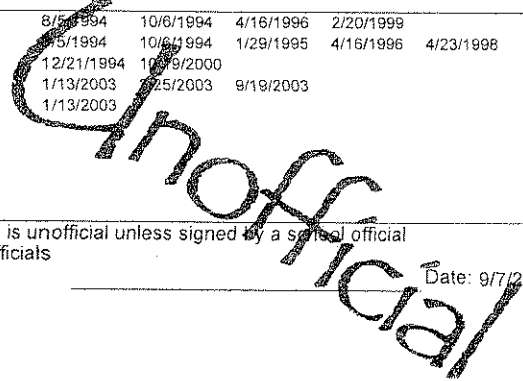
Community

CrSID	Course Title	Mark	Credit	CrSID	Course Title	Mark	Credit	Credit Summary - High School				
Aptos High School Grd 09 12/2008				Aptos HS Credit Recovery Grd 11 12/2010				Subject Area				
6010	P Art 1	F	0.000	7208	US History Non-C	P	5.000	A	English	40.00	25.00	15.00
4510	N Beginning Physical Educ	F	0.000	Cr Att: 5.000 Cmp: 5.000 Total GPA: 2.333				B	Math	20.00	20.00	
8456	Career Math (Sails)	F	0.000	Aptos High School Grd 11 6/2011				C	Biological Science	10.00	10.00	
8412	Essential English (D) 9	F	0.000	8422	Career English (D) 9-1	B+	5.000	D	Physical Science	10.00	0.00	10.00
8398	Health and Human Biolog	F	0.000	8612	Fine Art Elective (D)	A	5.000	E	Health	5.00	0.00	5.00
5032	Introduction to Compute	F	0.000	8312	Learning Skills 11/12	A	5.000	F	Fine Arts / Foreign L	10.00	10.00	
Cr Att: 30.000 Cmp: 0.000 Total GPA: 0.000				3010	Life Science	B	5.000	G	Physical Education	20.00	15.00	5.00
Aptos High School Grd 09 6/2009				8024	Math 2 (R)	B+	5.000	H	Applied Arts	10.00	0.00	10.00
6010	P Art 1	B-	5.000	Cr Att: 30.000 Cmp: 25.000 Total GPA: 2.833				I	World Civilization	10.00	10.00	
4510	N Beginning Physical Educ	F	0.000	Watsonville High School Grd 7/2011				J	US History	10.00	5.00	5.00
8456	Career Math (Sails)	B+	5.000	SS4610	N ADV. P.E.-1st Sem	C+	5.000	K	Federal Government	5.00	0.00	5.00
8412	Essential English (D) 9	B	5.000	SS4610	N ADV. P.E.-2nd Sem	B+	5.000	L	Economics	5.00	0.00	5.00
8146	Geography/ History (Sai	A	5.000	---Total Credits---				M	Electives	45.00	30.00	15.00
8398	Health and Human Biolog	F	0.000	Work In Progress				N	Algebra	10.00	0.00	10.00
5032	Introduction to Compute	F	0.000	4550	N Advanced Physical Educa		0.000	O	Science	10.00	10.00	
Cr Att: 30.000 Cmp: 15.000 Total GPA: 1.500				2410	P Algebra 1		0.000	GPA Summary				
Aptos High School Grd 10 7/2009				8422	Career English (D) 9-1		0.000	Academic GPA: 1.946 Rank 265 out of 290				
SS4510	N BEG. P.E.	D+	5.000	3110	Integrated Science (NC		0.000	Total GPA: 1.946				
Cr Att: 5.000 Cmp: 5.000 Total GPA: 1.000				8320	Learning Skills - Algeb		0.000	Testing Information				
Aptos High School Grd 10 12/2009				7310	P US Government		0.000	CA HSEE ELA p 5/10/2011				
6010	P Art 1	C	5.000	4550	N Advanced Physical Educa		0.000	CA HSEE Math F 5/11/2011				
8456	Career Math (Sails)	B-	5.000	2410	P Algebra 1		0.000					
8412	Essential English (D) 9	B	5.000	8422	Career English (D) 9-1		0.000					
8146	Geography/ History (Sai	A	5.000	7410	P Economics		0.000					
8398	Health and Human Biolog	C	5.000	3110	Integrated Science (NC		0.000					
4600	N Weight Lifting	F	0.000	8320	Learning Skills - Algeb		0.000					
Cr Att: 30.000 Cmp: 25.000 Total GPA: 2.333				Aptos High School Grd 10 6/2010								
6010	P Art 1	C	5.000	6010	P Art 1	C	5.000					
8456	Career Math (Sails)	A-	5.000	8456	Career Math (Sails)	A-	5.000					
8412	Essential English (D) 9	B	5.000	8412	Essential English (D) 9	B	5.000					
8146	Geography/ History (Sai	A	5.000	8146	Geography/ History (Sai	A	5.000					
8398	Health and Human Biolog	A	5.000	8398	Health and Human Biolog	A	5.000					
4600	N Weight Lifting	F	0.000	4600	N Weight Lifting	F	0.000					
Cr Att: 30.000 Cmp: 25.000 Total GPA: 2.833				Watsonville High School Grd 7/2010								
SS4610 N ADV. P.E. - 1st Sem NM 0.000				Aptos High School Grd 11 12/2010								
Aptos High School Grd 11 12/2010				8422	Career English (D) 9-1	A-	5.000					
8422 Career English (D) 9-1 A- 5.000				8612	Fine Art Elective (D)	B	5.000					
8612 Fine Art Elective (D) B 5.000				8312	Learning Skills 11/12	A	5.000					
8312 Learning Skills 11/12 A 5.000				3010	Life Science	C	5.000					
3010 Life Science C 5.000				8024	Math 2 (R)	D+	5.000					
8024 Math 2 (R) D+ 5.000				7210	P US History	F	0.000					
7210 P US History F 0.000				Cr Att: 30.000 Cmp: 25.000								

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

Polio	8/5/1994	10/6/1994	4/16/1996	2/20/1999
DTP	5/1994	10/6/1994	1/29/1995	4/16/1996 4/23/1998
MMR	12/21/1994	10/6/2000		
HEP B	1/13/2003	7/5/2003	9/19/2003	
Varicella	1/13/2003			

Transcript is unofficial unless signed by a school official
School Officials
Signature _____ Date: 9/7/2011





Student and Parent Report

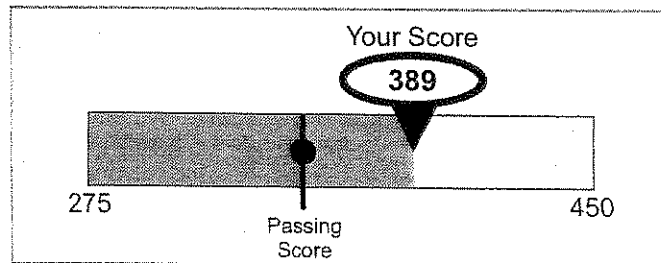
County: 44 - Santa Cruz

English-Language Arts

Test Date: 05/10/2011

Your Total Score	Score Required to Pass	Status
389	350	MODIFIED

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



Strands for English-Language Arts

	Number of Questions	Number Correct
READING		
Word Analysis	7	6
Reading Comprehension	18	17
Literary Response & Analysis	20	18
WRITING		
Writing Strategies	12	12
Writing Conventions	15	10

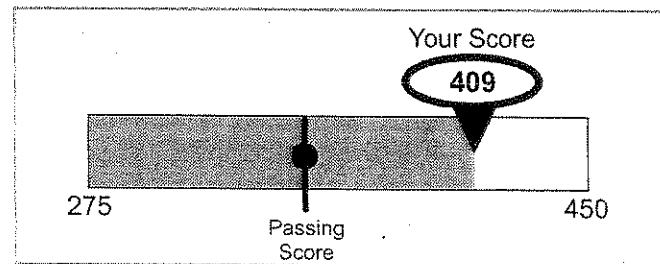
Writing Applications*

	Your Score
Essay	2.0

Mathematics

Test Date: 05/11/2011

Your Total Score	Score Required to Pass	Status
409	350	PASSED



Strands for Mathematics

	Number of Questions	Number Correct
Probability & Statistics	13	12
Number Sense	17	11
Algebra & Functions	20	18
Measurement & Geometry	18	16
Algebra I	12	12

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

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



Board Agenda Backup

Item No: 10.13

Date: September 28, 2011

Item: CAHSEE Passage Waiver
Math (RHS 11-12-11)

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

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

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

Recommendation: Approve

Budget Considerations: None

Funding Source:

Budgeted: Yes: No:

Amount: \$

Prepared By: Dee Teutschel, Program Director Special Services

Superintendent's Signature: Dorm Boh

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: 9/20/2011

To The Parent/Guardian of:

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

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

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

Signature of Principal: *Nubia Padilla* Date: 9/22/2011

I request that my _____ 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 m _____ Board of Education.

Signature of Parent: _____

ate: 9/21/2011

FOR SITE USE ONLY

Date Received by Principal: _____

9/23/2011

Student Identification Number: _____

4535

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Student's Name

Number

Pursuant to Education Code 6051, the parent/guardian of _____, a student with disabilities, has requested that the Governing Board waive _____ 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. Assessment results indicate that _____ has auditory processing deficiencies, especially in the area of memory. This has often resulted in his inability in the short term and over time to recall information, as well as to process in a timely manner what he has learned.
 - b. Describe any modification used on the English/language arts or math section of the exam (separate form must be filled out for each section): Use of a calculator for basic calculations
 - c. State the rationale for applying the modification(s) used to achieve an equivalent passing score on the CAHSEE for this student. Because of memory/recall issues, _____ does not have basic math calculation facts easily available to him. He does not know some of his multiplication and division facts. This causes him to make errors as well as to work much more slowly. Use of a calculator has allowed him to do higher order math problems and multi-step math without making calculation errors in the process of solving.

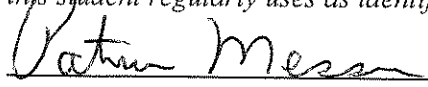
d. Describe the modification(s) that the student regularly uses in the classroom and on other assessments. Nolberto has used a calculator in his math and Algebra classes since he came to RHS.

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

9/23/11
Date

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

 RSP

9/23/11

Signature of Student's Special Education Teacher

Date

Patricia Messer

Print Name of Student's Special Education Teacher

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



9/23/2011

Signature of Student's Academic Counselor

Date

Patricia Messer RHS 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 & Assessment Standards**

Student _____

Date of Birth _____

IEP Meeting Date 05/03/11

SUPPLEMENTARY/SPECIALIZED SUPPORT

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

Supports for school personnel Specialized aids/materials/equipment (Assistive Technology)

Program modifications None

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

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

PARTICIPATION IN STATE AND DISTRICT-WIDE STANDARDIZED TESTING AND ASSESSMENT

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

School Readiness (Preschool Only)
 DRDP-R DRDP Access Adaptations/Accommodations (specify)

Language Arts: (Gr. 2-11) Grade Exempt CST OR CMA (Criteria Met) (Gr. 3 -11)
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
Accommodations: small group setting
Modifications:

Math: (Gr. 2-11) Grade Exempt CST OR CMA (Criteria Met) (Gr. 3-7; Algebra I: 7-11)
 CMA (Geometry, Grades 7-11) (Grades 8-11 effective 2011-2012 school year)
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
Accommodations: small group setting
Modifications: use of calculator if allowed

Science (Gr. 5 & 8 Gr. 9-11) Grade Exempt CST OR CMA (Criteria Met) (Gr. 5, 8 & 10)
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
Accommodations: small group setting
Modifications:

History/Social Science* Grade Exempt CST * (Grade 8; Grade 11 for U.S. History; Grades 9 through 11 World History)
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
Accommodations: small group setting
Modifications:

Writing (Gr. 4 & 7 only) Grade Exempt CST OR CMA (Criteria Met) (Gr. 4 & 7 only)
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
Accommodations:
Modifications:

Life Skills Curriculum: CAPA Level 1 2 3 4 5
Participation in CAT-6/CST not appropriate due to:

Other State or District-Wide Assessment Accommodations/Modifications (specify) Extended time, flexible setting, dictionary, calculator, directions read aloud

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) test over more than 1 day, flex. setti Passed both subtests of the CAHSEE



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

Student _____

Date of Birth _____

IEP Meeting Date 05/03/11

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Visual Perception	Calculator, Extra Time: Assignments/Tests (2.0), Provide with Notes, Visual Models	District of Service/ Gen. Ed. Teacher, RS	05/03/2011
Auditory Memory	Calculator, Directions Read Aloud, Extra Time: Assignments/Tests (2.0), Provide with Notes, Visual Models	District of Service/ Gen. Ed. Teacher, RS	05/03/2011
Visual-Motor	Shortened Assignments, Take Tests in Alternate Setting	District of Service/ Gen. Ed. Teacher, RS	05/03/2011

Pajaro Valley Unified School District

ter Date: 9/7/2010

aduated:

ss Of: 2012

School Name/Address

Renaissance
11 Spring Valley Road
Watsonville, CA 95076

Tel: (831)728-6344 Fax: (831)728-6419

Counselor: Pat Messer

SSID:

CrsID	Course Title	Mark	Credit	CrsID	Course Title	Mark	Credit	Testing Information
Pajaro Valley High School Grd 09 12/2008				Renaissance Grd 11 6/2011				CAHSEE ELA-1-1
1041	Adv ELD A	F	0.000	4610	N Adv PE	P	2.000	CA HSEE ELA P 11/9/2010
1041	Adv ELD A	F	0.000	4610	N Adv PE	P	3.000	CAHSEE Math-1-1
2410	P Algebra 1A/B	C	5.000	2410	P Algebra 1A/B	P	3.000	CA HSEE Math F 5/11/2011
9270	Directed Study	F	0.000	2410	P Algebra 1A/B	P	0.800	
3910	Health	RF	0.000	5910	Applied Arts Elective	P	0.500	
4510	N Physical Education 9	F	0.000	1740	English Elective	P	8.100	
Crs Att: 30.000 Cmp: 5.000 Total GPA: 0.571				1740	English Elective	P	5.100	
Pajaro Valley High School Grd 09 6/2009				3010	Life Science	P	4.000	
9270	Directed Study	D-	5.000	2998	Math Elective	P	2.200	
4510	N Physical Education 9	F	0.000	2998	Math Elective	P	5.100	
Crs Att: 10.000 Cmp: 5.000 Total GPA: 0.500				3650	Science Elective	P	2.000	
Pajaro Valley High School Grd 09 7/2009				3650	Science Elective	P	4.000	
SS2410	P ALGEBRA 1	NM	0.000	7210	P US History	P	0.500	
Crs Att: 0.000 Cmp: 0.000 Total GPA: 0.000				7110	P World Civ	P	2.300	
				7110	P World Civ	P	4.000	
				Crs Att: 46.600 Cmp: 46.600 Total GPA: 0.000				
Pajaro Valley High School Grd 10 12/2009				Credit Summary - High School				
4610	N Adv PE	F	0.000	Subject Area	Req	Cmp	Def	
3210	P Biology	F	0.000	A English	40.00	16.50	23.50	
9270	Directed Study	D-	5.000	B Math	20.00	15.90	4.10	
1230	P English 2	F	0.000	C Biological Science	10.00	9.00	1.00	
2510	P Geometry	F	0.000	D Physical Science	10.00	0.00	10.00	
7110	P World Civ	F	0.000	E Health	5.00	0.00	5.00	
Crs Att: 30.000 Cmp: 5.000 Total GPA: 0.167				F Fine Arts / Foreign L	10.00	0.00	10.00	
Pajaro Valley High School Grd 10 6/2010				G Physical Education	20.00	9.00	11.00	
4610	N Adv PE	F	0.000	H Applied Arts	10.00	2.00	8.00	
3210	P Biology	F	0.000	I World Civilization	10.00	6.30	3.70	
9270	Directed Study	F	0.000	J US History	10.00	1.00	9.00	
1230	P English 2	F	0.000	K Federal Government	5.00	0.00	5.00	
2510	P Geometry	C-	5.000	L Economics	5.00	0.00	5.00	
7110	P World Civ	F	0.000	M Electives	45.00	16.40	28.60	
Crs Att: 30.000 Cmp: 5.000 Total GPA: 0.333				N Algebra	10.00	8.80	1.20	
Renaissance Grd 11 12/2010				O Science	10.00	8.50	1.50	
4610	N Adv PE	P	4.000	---Total Credits---				220.00 93.40 126.60
2410	P Algebra 1A/B	P	0.900	GPA Summary				
5910	Applied Arts Elective	P	1.500	Academic GPA:	0.374	Rank 0 out of		
1740	English	P	3.300	Total GPA:	0.296	Rank 0 out of		
1740	English Elective	P	6.400	CSU GPA:	0.245			
9250	General Elective	P	0.000	Cal Grant GPA:	0.192			
3010	Life Science	P	0.800					
3010	Life Science	P	4.200					
2998	Math Core	P	2.700					
3650	Science Elective	P	2.500					
7210	P US History	P	0.500					
Crs Att: 26.800 Cmp: 26.800 Total GPA: 0.000								

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: 9/22/2011



California High School Exit Examination

Security Guard

See back for details

Student and Parent Report

District: 00700 - Pajaro Valley Unified

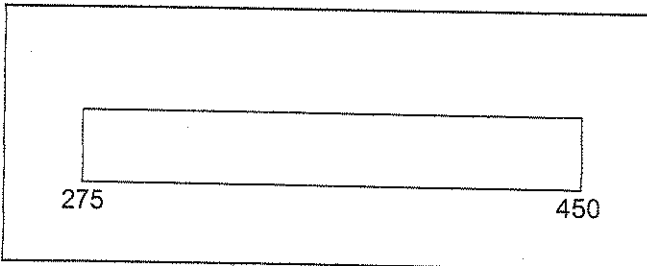
County: 44 - Santa Cruz

English-Language Arts

Test Date: 05/10/2011

Your Total Score	Score Required to Pass	Status
		SATISFIED REQ

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



Strands for English-Language Arts

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

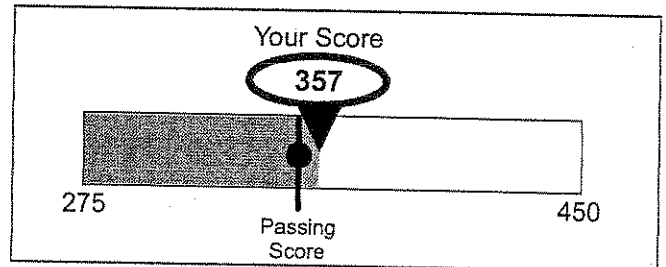
Writing Applications*	Your Score
Essay	

Mathematics

Test Date: 05/11/2011

Your Total Score	Score Required to Pass	Status
357	350	MODIFIED

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



Strands for Mathematics

	Number of Questions	Number Correct
Probability & Statistics	13	10
Number Sense	17	9
Algebra & Functions	20	11
Measurement & Geometry	18	13
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 Application's 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 Back-up

Item #

10.14

DATE: September 28, 2011

ITEM: **Migrant & Seasonal Head Start Annual Refunding Application:
Goals and Objectives Update for Grant Year March 1, 2012 – February 28, 2013**

OVERVIEW: This is an update to Goals and Objectives established in last year's Major Refunding Application that covers March 1, 2011-February 28, 2014. Head Start requires short and long-term goals and objectives in its Major Refunding Application followed by annual updates to reflect program needs and progress. The Program offers comprehensive child development services for twelve (12) hours per day, five days per week during the peak agricultural period (early May until about mid-October) for more than 700 infants, toddlers and preschoolers each year. Apart from child development services in centers and Family Child Care Homes, the Program arranges for children to receive a wide range of health, dental & nutrition-related services, as well as services for children with disabilities. Many other support services are provided to families. Parents are involved in decision-making processes, leadership development through shared governance, and a variety of educational activities to support their role as the primary educators of their children.

RECOMMENDATION: Approve 2012-13 Updated Goals and Objectives for Migrant & Seasonal Head Start's Annual Refunding Application

BUDGET CONSIDERATIONS

Funding Source:

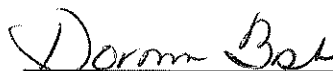
U.S. Department of Health and Human Services via Grantee (Central California Migrant Head Start/Stanislaus County Office of Education)

Budgeted: Yes No

Part of Annual Refunding Application

Prepared by: Carole L. Clarke, Director, Migrant/Seasonal Head Start Program

Superintendent's Signature



Pajaro Valley Unified School District
PROGRAM GOALS AND OBJECTIVES
PROGRAM YEAR: 2012-2013

VERIFICATION OF PARTICIPATION AND APPROVAL

I verify that the information provided herein is true and accurate and that the Board of Directors has been involved in the development the Program Goals and Objectives for the agency's Migrant and Seasonal Head Start Program

Carole L. Clarke

Print Name of Delegate Director



Signature of Delegate Director

9/13/11

Date

Willie Yahiro

Print Name of Board Chairperson

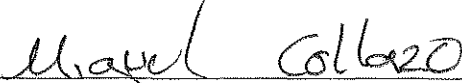
Signature of Board Chairperson

Date

I verify that the Policy Committee has been involved in the development of the attached Program Goals and Objectives for the agency's Migrant and Seasonal Head Start Program and agrees with the information contained herein.

Miguel Collazo

Print Name of Policy Committee Chairperson



Signature of Policy Committee Chairperson

9-13-2011

Date

9/08/11

Date of Policy Committee Approval

HEAD START MIGRANT/SEASONAL HEAD START EARLY HEAD START
**SUMMARY OF THE PROCESS FOR DEVELOPING
 PROGRAM GOALS AND OBJECTIVES**

Page 1 of 20

Program Year: 2012 – 2013

AGENCY: Pajaro Valley Unified School District

Please list all completed activities in chronological order

DATE	ACTIVITY	PARTICIPANTS
3/29/11	Meeting with Grantee: Review and discuss progress on the request for reduction of children, seasonal/migrant funding, and other key issues	SCOE MSHS Director, Janet Orviscook; SCOE MSHS Coordinator, Anthony Jordan; Director of CFS Fiscal Services for the Grantee, Ramona Trejo; MSHS Program Director, Carole L. Clarke; Family & Community Services Coordinator, Guadalupe Magaña; & Program Operations Coordinator, Angelica C. Renteria.
6/09/11	Policy Committee Meeting: Community Assessment Planning Meeting & review status of shared governance/planning issues	Policy Committee Members inc Community Reps Heloise Schaser & Francisco Romero; Board Liaisons; MSHS Parent Involvement Coordinators, Program Operations Coordinator; MSHS Program Director.
7/14/11	Policy Committee Meeting: Review, discuss and approve Community Assessment update, including program priorities used to establish 3-year Goals & Objectives	Policy Committee Members; Board Liaisons; Child Development Director, Kathy Lathrop; Grantee Coordinator, Maria Castro; MSHS Parent Involvement Coordinators, Program Operations Coordinator; MSHS Program Director.
8/09/11	Management Team Meeting: Review 2011-2014 program priorities, grantee/delegate agency changes in key systems, procedures/forms, P.I.R. data, monitoring reports and other sources of data as the basis for updating goals and objectives for 2012-2013	Management Team Members
8/11/11	Policy Committee Meeting: Review and discuss program priorities and other sources of Program information as a basis for the development updated 2012-2013 Program Goals and Objectives; assign follow up review and written input tasks.	Policy Committee Members inc. Community Reps Heloise Schaser, Francisco Romero & Martha Gutierrez; Board Liaisons; MSHS Parent Involvement Coordinators, MSHS Program Director.
9/07/11	Discuss key elements with Child Development Director – Kathy Lathrop	PVUSD Child Development Director: MSHS Program Director
9/08/11	Policy Committee Meeting: Present, review, discuss and approve updated Program Goals and Objectives for the 2012-13 Refunding Application	Policy Committee Members inc. Community Reps Heloise Schaser & Francisco Romero; Board Liaison; MSHS Parent Involvement Coordinator, Program Operations Coordinator; Program Director.
10/26/11 (Tentative)	PVUSD Board Meeting; Consider/approve Program Goals and Objectives for the 2012-2013 Refunding Application.	PVUSD Board of Trustees

HEAD START
 MIGRANT/SEASONAL HEAD START
 EARLY HEAD START
PROGRAM GOALS AND OBJECTIVES

Page 2 of 20

Program Year: 2012-1013

AGENCY: Pajaro Valley Unified School District

New
 Carried Over
 Progress Report as of

GOAL To improve children's health outcomes

1

OBJECTIVE Improve systems related to promotive, early and secondary intervention efforts associated with identified children's health problems.

1

SPECIFIC STRATEGIES/ACTIVITIES	RESPONSIBLE PARTICIPANTS	TARGETED COMPLETION DATE	COMPLETED		COMMENTS
			Y	N	
1. Improve exchange of children's specialized health care information between health care providers and Program.	Health-Disabilities Manager	11/30/12			Improved system, procedure, forms to obtain timely information is needed to support children's individualized health care plans (for example, asthma/pulmonary conditions, seizures, EpiPen Jr. allergic reactions, diabetes, special feeding/diets)
2. Improve accessibility and use of fluoride and dental varnish to minimize dental caries.	Health-Disabilities Manager	11/30/12			Meet with key local dental clinics/dental & health care practitioners to determine best practices for MSHS population for supplemental fluoride. Focus on parent education efforts in 2012.
3. Explore options for reducing usage of nebulizers versus measured dose inhalers with masks.	Health-Disabilities Manager	2/28/12			
4. Carry out parent, staff and Provider education efforts regarding asthma/pulmonary conditions, allergies, oral health, seizures, overweight/obesity, diabetes, and other high risk health conditions.	Health-Disabilities Manager, Nutrition Coordinator	11/30/13			
5. Increase completion rates for vision and hearing screening tests.	Health-Disabilities Manager	11/30/13			
6. Develop tympanometry screening system.	Health-Disabilities Manager	11/30/13			Tympanometry screening helps identify children who require medical follow up for ear infections, ear wax removal, and referral to an audiologist for speech/language delays or other hearing problems.

HEAD START
 MIGRANT/SEASONAL HEAD START
 EARLY HEAD START
PROGRAM GOALS AND OBJECTIVES

Page 3 of 20

Program Year: 2012-2013

AGENCY: Pajaro Valley Unified School District

New
 Carried Over
 Progress Report as of

GOAL To improve children's social-emotional/mental health outcomes.

2

OBJECTIVE Carry out promotive, early and secondary intervention efforts related to children's behavior management and other social-emotional development concerns.

1

SPECIFIC STRATEGIES/ACTIVITIES	RESPONSIBLE PARTICIPANTS	TARGETED COMPLETION DATE	COMPLETED		COMMENTS
			Y	N	
1. Review and revise family wellness (mental health) protocol and amend related forms.	Assigned Management Team members	11/30/12			
2. Develop bilingual strategies and materials to support behavior management plans.	Assigned Management Team members	2/28/13			Continue adaptation of Second Step curriculum. Develop materials to support children with significant communication and/or behavior management challenges.
3. Provide additional support for children with therapy needs.	Health-Disabilities Coordinator	2/28/13			Limited availability of qualified bilingual mental health professionals who are experienced in working with 0-5 age group.
4. Provide feedback to grantee's new Social/Emotional Health Observation instruments/process, including differing needs for centers and Family Child Care Home options	Family Child Care Home Coordinator, Child Development Coordinator, Director	11/15/12			Grantee introduced a new Social/Emotional Health Observation instruments for Classrooms and for Family Child Care Homes in 2011, derived from the Center on the Social and Emotional Foundation for Early Learning (CSEFEL). Revisions are needed to clarify various criteria and to take into account differences for Family Child Care Home and center settings.

HEAD START
 MIGRANT/SEASONAL HEAD START
 EARLY HEAD START
PROGRAM GOALS AND OBJECTIVES

Page 4 of 20

Program Year: 2012-2013

AGENCY: Pajaro Valley Unified School District

New
 Carried Over
 Progress Report as of

GOAL # 3 To improve the curriculum system.

OBJECTIVE Improve various curriculum system forms and procedures
1

SPECIFIC STRATEGIES/ACTIVITIES	RESPONSIBLE PARTICIPANTS	TARGETED COMPLETION DATE	COMPLETED		COMMENTS
			Y	N	
1. Review & revise Infant Needs & Service Plan.	Child Development Coordinator & Family Child Care Home Coordinator	11/30/12			Establish appropriate cycles for completion of this plan in conjunction with Infant/Toddler Individual Plan, home visit & parent/caregiver conferences.
2. Review & revise Infant/Toddler Individual Plan	As above	11/30/12			Infant/Toddler Service Plan needs to be rewritten to make it user friendly, to provide sufficient detailed information to teachers about initial status and progress of children during the season, and coordinated with initial intake information obtained by Family Service Workers.
3. Improve center education home visit procedure	Child Development Coordinator	11/30/12			

OBJECTIVE Improve system for implementation of assessment data, including outcomes.
2

SPECIFIC STRATEGIES/ACTIVITIES	RESPONSIBLE PARTICIPANTS	TARGETED COMPLETION DATE	COMPLETED		COMMENTS
			Y	N	
1. Refine procedures for data management.	Child Development Coordinator & Family Child Care Home Coordinator	11/30/12			Procedures need to take into consideration children's date of enrollment, transition between age groups (toddlers/preschool), date of birth, etc.
2. Improve process to provide timely feedback to caregivers to make adjustments to the curriculum based upon assessment results.	As above	11/30/12			

HEAD START
 MIGRANT/SEASONAL HEAD START
 EARLY HEAD START
PROGRAM GOALS AND OBJECTIVES

Page 5 of 20

Program Year: 2012-2013

AGENCY: Pajaro Valley Unified School District

New
 Carried Over
 Progress Report as of

GOAL To improve the curriculum system.

3

OBJECTIVE Promote second/ dual language acquisition.

3

SPECIFIC STRATEGIES/ACTIVITIES	RESPONSIBLE PARTICIPANTS	TARGETED COMPLETION DATE	COMPLETED		COMMENTS
			Y	N	
1. Design assessment process for Mexican indigenous language speakers to identify preferred second language preference for their children.	Assigned Management Team Members	2/28/13			One in five enrolled children comes from Mexican indigenous families. The program needs parent preference information regarding second/third language acquisition for their children and then develop strategies on how best to meet these identified needs within available program resources.
2. Obtain and/or devise basic ECE working vocabularies for caregivers to communicate with Mexican indigenous language speakers	Assigned Management Team Members	2/28/14			
3. Emphasize strategies to promote development of first language skills for infants and toddlers with introduction of second language for preschoolers. Promote language-rich conversations in classrooms and Family Child Care Homes.	Assigned Management Team Members	2/28/13			

HEAD START
 MIGRANT/SEASONAL HEAD START
 EARLY HEAD START
PROGRAM GOALS AND OBJECTIVES

Page 6 of 20

Program Year: 2012-2013

AGENCY: Pajaro Valley Unified School District

New
 Carried Over
 Progress Report as of

GOAL Improve services for children with suspected and diagnosed disabilities
4

OBJECTIVE Reduce system gaps between MSHS Program and District SELPA/Special Education Department & Regional Center for identification and delivery of services.
1

SPECIFIC STRATEGIES/ACTIVITIES	RESPONSIBLE PARTICIPANTS	TARGETED COMPLETION DATE	COMPLETED		COMMENTS
			Y	N	
1. Work with District Special Education Department & San Andreas Regional to shorten intervals for determining children's eligibility for initial and on-going services.	Assigned Management Team Members	2/28/13			District SELPA/Special Education Department referrals have increased, especially for children with more serious/multiple disabilities. As of 9/8/11 a total of 78 children have been served with an IEP or IFSP; more than an additional dozen children have been referred to District's Special Education Department for evaluation.
2. Continue collaborative efforts to expedite assessment processes	Assigned Management Team Members	2/28/13			Collaborative processes may include record exchanges, parent permissions, transportation of parents/children to appointments, completion of other necessary documents, etc.
3. Collaborate with District Special Education Department & San Andreas Regional Center to improve transition of children during pre and post MSHS operating periods.	Assigned Management Team Members	2/28/13			District budget constraints and limited availability of speech/language therapists pose challenges to timely service delivery; limited availability of bilingual therapists.
4. Explore options for designing specialized Family Partnership Agreements for families with children with disabilities	As above	2/28/14			

HEAD START MIGRANT/SEASONAL HEAD START EARLY HEAD START
PROGRAM GOALS AND OBJECTIVES

Page 7 of 20

Program Year: 2012-2013

AGENCY: Pajaro Valley Unified School District

New Carried Over
 Progress Report as of

GOAL Improve services for children with suspected and diagnosed disabilities

4

OBJECTIVE Plan and implement collaborative project with San Jose State University's (SJSU) Communicative Disorders & Sciences Department to provide 6 weeks of summer therapy services
2

SPECIFIC STRATEGIES/ACTIVITIES	RESPONSIBLE PARTICIPANTS	TARGETED COMPLETION DATE	COMPLETED		COMMENTS
			Y	N	
1. Support grant application process by SJSU.	MSSH Director	6/30/11 & on-going cycle			SJSU successfully obtained "CASCADES" multi-year grant to support summer therapy project.
2. Organize & implement summer project	Assigned Management Team Members	8/30/12			Six (6) SJSU graduate students provided summer therapy services for children with existing IEP's; on-going project in 2012 is subject to availability of new SJSU cohort & bilingual clinic professor.

OBJECTIVE Obtain additional vehicles for incidental transportation of children for 6-week summer speech/language project with San Jose State University and for other health, disabilities-related appointments.
3

SPECIFIC STRATEGIES/ACTIVITIES	RESPONSIBLE PARTICIPANTS	TARGETED COMPLETION DATE	COMPLETED		COMMENTS
			Y	N	
1. Request funding and/or appropriate level of authority to purchase needed vehicles	MSSH Director	2/28/13			Request for replacement vehicle requiring federal approval submitted 9/11 to grantee.

OBJECTIVE Improve parent awareness and knowledge about advantages of early intervention, range of available services for children with suspected and diagnosed disabilities and available support services.
4

SPECIFIC STRATEGIES/ACTIVITIES	RESPONSIBLE PARTICIPANTS	TARGETED COMPLETION DATE	COMPLETED		COMMENTS
			Y	N	
1. Explore options for development and/or adaptation of visual media for parent usage.	MSSH Director & Assigned Management Team Members	2/28/14			May include development and/or adaptation of video/DVD media. Need is for Spanish, as well as Mexican indigenous languages (for example, <i>mixteco</i>).
2. Explore options for related parent education activities	As above	2/28/13			A variety of parent education opportunities may be offered, including orientation to the IFSP or IEP process.

HEAD START
 MIGRANT/SEASONAL HEAD START
 EARLY HEAD START
PROGRAM GOALS AND OBJECTIVES

Page 8 of 20

Program Year: 2012-2013

AGENCY: Pajaro Valley Unified School District

New
 Carried Over
 Progress Report as of

GOAL # 5 To improve system for delivery of services for high-risk families/children

OBJECTIVE # 1 Establish responsive system of prioritized family/child assistance for high risk families/children

SPECIFIC STRATEGIES/ACTIVITIES	RESPONSIBLE PARTICIPANTS	TARGETED COMPLETION DATE	COMPLETED Y N		COMMENTS
1. Assess & analyze Family Service Worker caseloads to determine amount of time available for support services for high-risk and low risk families during each phase of the season.	Assigned Management Team Members	2/28/12			High-risk or at risk families/children may include: parents in couple crisis, recent separation, custody dispute, domestic or other violence, incarceration; death of nuclear family member; CPS referrals or history; substance abuse; gang affiliation; parent(s) whose dominant language is indigenous; parents with little or no formal schooling and/or low literacy; housing meets "homeless" criteria; parents with children with serious-to-severe illness or illnesses affecting health status of others; children with suspected or diagnosed moderate-to-severe &/or multiple disabling conditions; children with serious behavior management issues; major parent disability; single parent without extended family or other social support; families with least access or ability to use social/health agencies.
2. Analyze time frames for staged development of Family Partnership Agreements and adjust procedures and forms.	Assigned Management Team Members	2/28/13			Current system emphasizes goal setting at initial home visit with parent(s). In many cases, unrealistic or inappropriate goals are established.
3. Establish a series of specialized Family Partnerships Agreement forms that automatically take into account the typical type of additional child/family support services needed.	Assigned Management Team Members	2/28/14			
4. Improve communication with Mexican indigenous language speakers & cross-cultural understanding	Assigned Management Team Members	2/28/14			Program is increasing usage of indigenous language speakers to serve as interpreters for critical family communications; need for interpretation exceeds available resources.

HEAD START
 MIGRANT/SEASONAL HEAD START
 EARLY HEAD START
PROGRAM GOALS AND OBJECTIVES

Page 9 of 20

Program Year: 2012-2013

AGENCY: Pajaro Valley Unified School District

New
 Carried Over
 Progress Report as of

GOAL To offer culturally and linguistically-appropriate opportunities for family literacy development

6

OBJECTIVE Develop family literacy strategies appropriate to parent literacy levels, first and second language skills, including indigenous oral-based languages, and cross-cultural adaptation needs.

1

SPECIFIC STRATEGIES/ACTIVITIES	RESPONSIBLE PARTICIPANTS	TARGETED COMPLETION DATE	COMPLETED		COMMENTS
			Y	N	
1. Analyze and adjust parent lending library system.	Assigned Management Team Members	2/28/13			District's Director of Child Development has established Raising a Reader program at all centers and various Family Child Care Homes. Additionally, Program has other lending library materials.
2. Review and as needed, adjust other family literacy opportunities.	Assigned Management Team Members	2/28/14			Program also participates in grantee-sponsored Reading is Fundamental (R.I.F.) Program. Without other federal support, the R.I.F. program is scheduled for elimination. Other family literacy opportunities are tied into specific parent education topic and curriculum themes.
3. Explore options for Mexican indigenous language speakers to acquire second language skills (Spanish, English)	Parent Involvement and Family & Community Services Coordinators	2/28/14			

HEAD START MIGRANT/SEASONAL HEAD START EARLY HEAD START
PROGRAM GOALS AND OBJECTIVES

Page 10 of 20

Program Year: 2012-2013

AGENCY: Pajaro Valley Unified School District

New Carried Over

GOAL # 7 Develop written policies that define the roles and responsibilities of the governing body members and that inform them of the management procedures and functions necessary to implement a high quality program.

OBJECTIVE # 1 Develop written shared governance policies and procedures that cover functions listed under Program Governance in the Head Start Performance Standards (Please reference Appendix A, CFR 1304.50).

SPECIFIC STRATEGIES/ACTIVITIES	RESPONSIBLE PARTICIPANTS	TARGETED COMPLETION DATE	COMPLETED		COMMENTS
			Y	N	
1. Obtain outside technical assistance.	MSHS Director	5/30/12			Outside technical assistance was obtained for a portion of scope of work. Consultant moved out of country and additional assistance may be required.
2. Design plan for developing shared governance process, involving key groups (staff, Policy Committee, Board). Linked to development of written program planning procedure. (Please see Goal 8, Objective 1).	Child Development Director; MSHS Director; outside technical assistance	10/28/12			March 16, 2011 training for Board Members on Shared Governance was led by MSHS Program Director and included District Superintendent, 2 Ass't. Superintendents, ECE Director & designated MSHS mgt. staff in attendance. Board advised annual training of full Board will occur. This training in a Special Study Session format satisfies corrective plan of action for Board training (Head Start Performance Standard 1304.50 g/Appendix A). Board members decided to retain direct relationship with MSHS Program rather than to establish a Board-level Advisory Committee to manage wide range of responsibilities associated with shared governance.
3. Review, draft and amend written procedure(s) and other documents until key groups are satisfied and approvals from each governing body are obtained.	MSHS Director; District Department management staff; Child Development Director; outside technical assistance as needed	2/28/13			Program drafted recommendations for District consideration of MSHS Personnel Policies in June 2011 that correspond to Appendix A governance requirements. Initial draft reviewed by Superintendent, H.R. Assistant Superintendent, H.R. Classified Director, Child Development Director. There will be phased development and implementation of work products.

HEAD START MIGRANT/SEASONAL HEAD START EARLY HEAD START
PROGRAM GOALS AND OBJECTIVES

Page 11 of 20

Program Year: 2012-2013

AGENCY: Pajaro Valley Unified School District

New Carried Over

GOAL # 8 Develop a systematic, ongoing process of program planning that includes consultation with the Policy Committee, Board of Trustees and program staff. Program planning must include the Community Assessment, annual self-assessment findings and program area plans. Program planning must also include the development of short-term and multi-year (long-term) program and financial objectives.

OBJECTIVE # 1 Develop written planning procedure that addresses the key elements required for systematic, ongoing process for program planning, including cyclical timelines and linkages to shared governance & management functions and procedures.

SPECIFIC STRATEGIES/ACTIVITIES	RESPONSIBLE PARTICIPANTS	TARGETED COMPLETION DATE	COMPLETED		COMMENTS
			Y	N	
1. Obtain outside technical assistance.	MSHS Director	5/30/12			Outside technical assistance was obtained for a portion of scope of work. Consultant moved out of country and additional assistance may be required.
2. Design plan for developing planning process, involving key groups (staff, Policy Committee, Board).(Please see Goal 7).	Child Development Director; MSHS Director; outside technical assistance	10/28/12			March 16, 2011 training for Board Members on Shared Governance was led by MSHS Program Director and included District Superintendent, 2 Ass't. Superintendents, ECE Director & designated MSHS mgt. staff in attendance. Board advised annual training of full Board will occur. This training in a Special Study Session format satisfies corrective plan of action for Board training (Head Start Performance Standard 1304.50 g/Appendix A). Board members decided to retain direct relationship with MSHS Program rather than to establish a Board-level Advisory Committee to manage wide range of responsibilities associated with shared governance.
3. Review, draft and amend planning documents until key groups are satisfied and approvals are obtained.	Child Development Director; MSHS Director; outside technical assistance	2/28/13			Program drafted recommendations for District consideration of MSHS Personnel Policies in June 2011 that correspond to Appendix A governance requirements. Initial draft reviewed by Superintendent, H.R. Assistant Superintendent, H.R. Classified Director, Child Development Director. There will be phased development and implementation of work products.

HEAD START
 MIGRANT/SEASONAL HEAD START
 EARLY HEAD START
PROGRAM GOALS AND OBJECTIVES

Page 12 of 20

Program Year: 2012-2013

AGENCY: Pajaro Valley Unified School District

New
 Carried Over
 Progress Report as of

GOAL Review and modify management and organizational structure for MSHS.

9

OBJECTIVE Adapt program design and organizational structure to meet district and program goals for oversight, collaboration, and coordinated services for PVUSD
1 Migrant & Seasonal Head Start Program.

SPECIFIC STRATEGIES ACTIVITIES	RESPONSIBLE PARTICIPANTS	TARGETED COMPLETION DATE	COMPLETED		COMMENTS
			Y	N	
1- Continue to examine organizational structures for management of Migrant & Seasonal Head Start Program, Child Development to ensure most effective and efficient delivery of early care and education services to migrant families and children.	Superintendent, Ass't. Superintendent H.R., Child Dev. Director, MSHS Director	As required by timelines associated with MSHS reapplication and approval processes			PVUSD will continue with reorganization across program departments at the management level to support oversight, district and head start act goals for school readiness and collaboration to and to enhance efficiency and effectiveness of services.
2- Identify roles, task, responsibilities for various levels of management support for MSHS.	Superintendent, Ass't. Superintendent H.R., Child Dev. Director, MSHS Director	As required by timelines associated with MSHS reapplication and approval processes			Work to review job descriptions, responsibilities, procedures for accomplishing MSHS goals. All changes requiring decision making will be brought to approval bodies of Policy Committee and Board.
3. Continue review of budget and program design to increase effectiveness in meeting the needs of Migrant & Seasonal Head Start families and coordinated services in Early Childhood Education in PVUSD.	Superintendent, Ass't. Superintendent H.R., Child Dev. Director, MSHS Director	As required by budgeting / reapplication process			Address programmatic and funding considerations for early care and education programs across the district. All changes requiring decision making will be brought to approval bodies of Policy Committee and Board.

HEAD START
 MIGRANT/SEASONAL HEAD START
 EARLY HEAD START
PROGRAM GOALS AND OBJECTIVES

Page 13 of 20

Program Year: 2012-2013

AGENCY: Pajaro Valley Unified School District

New Carried Over
 Progress Report as of

GOAL To improve design and implementation of management information system.

10

OBJECTIVE Review and revise manual and computerized data collection system to facilitate documentation of family/child records

1

SPECIFIC STRATEGIES/ACTIVITIES	RESPONSIBLE PARTICIPANTS	TARGETED COMPLETION DATE	COMPLETED		COMMENTS
			Y	N	
1. Identify gaps in manual and computerized systems and develop improved forms and procedures.	Assigned Management Team Members	2/28/13			Data software (COPA) is designed primarily to meet Program Information Report. A management information system is needed to facilitate end user needs based upon delivery of services. Current system requires considerable duplication of effort in manual and computerized records. Work in collaboration with grantee on each listed strategy/activities.
2. Change methodology for development and recording of services related to Family Partnership Agreements	As above	2/28/14			
3. Customize software to allow for efficient monitoring of family/child services	As above	2/28/13			Software does not allow for effective monitoring by Family Service Workers caseload.
4. Customize software to track data according to children's actual age	As above	2/28/12			Software currently derives children's age according to December 2 school entry date rather than child's birth date.
5. Create additional data fields	As above	2/28/12			Various examples, including each parent's actual level of years of schooling, literacy level, indigenous language, etc.
6. Modify software to track children's assessment data when crossing age groups	As above	2/28/12			
7. Modify software to support FCCH attendance and cost projections	As above	2/28/14			

HEAD START MIGRANT/SEASONAL HEAD START EARLY HEAD START
PROGRAM GOALS AND OBJECTIVES

Page 14 of 20

Program Year: 2012-2013

AGENCY: Pajaro Valley Unified School District

New Carried Over
 Progress Report as of

GOAL To improve personnel management system

11

OBJECTIVE Revise designated job descriptions

1

SPECIFIC STRATEGIES/ACTIVITIES	RESPONSIBLE PARTICIPANTS	TARGETED COMPLETION DATE	COMPLETED		COMMENTS
			Y	N	
1. Revise Site Supervisor/Child Development Teacher job description.	Assistant Superintendent of Human Resources, Child Development Director, MSHS Director	2/28/13			
2. Develop separate job descriptions for preschool and infant/toddler teachers; revise position for aide	As above	3/30/13			
3. Develop separate job descriptions for Program Coordinators	As above	2/28/13			
4. Develop job description for Family Service Workers	As above	3/30/13			Current job description is Parent Education Specialist

OBJECTIVE # 2 Revise application form for certificated positions

SPECIFIC STRATEGIES/ACTIVITIES	RESPONSIBLE PARTICIPANTS	TARGETED COMPLETION DATE	COMPLETED		COMMENTS
			Y	N	
1. Develop an appropriate child development teacher application form.	Assistant Superintendent of H. R., Child Development Director, MSHS Director	2/28/13			

HEAD START MIGRANT/SEASONAL HEAD START EARLY HEAD START
PROGRAM GOALS AND OBJECTIVES

Page 15 of 20

Program Year: 2012-2013

AGENCY: Pajaro Valley Unified School District

New Carried Over
 Progress Report as of

GOAL To improve personnel management system

11

OBJECTIVE Design and implement revised performance appraisal system for certificated staff

3

SPECIFIC STRATEGIES/ACTIVITIES	RESPONSIBLE PARTICIPANTS	TARGETED COMPLETION DATE	COMPLETED		COMMENTS
			Y	N	
1. Design appraisal system and tool that is suitable for MSHS seasonal staff.	Assistant Superintendent, H.R., Child Development Director, MSHS Director	2/28/13			

OBJECTIVE Examine appropriateness of salary scales for designated positions

4

SPECIFIC STRATEGIES/ACTIVITIES	RESPONSIBLE PARTICIPANTS	TARGETED COMPLETION DATE	COMPLETED		COMMENTS
			Y	N	
1. Carry out salary comparability study, recommend adjustments to salary schedule(s) for positions based upon results & availability of funds	Assistant Superintendent, H.R., Child Development Director, MSHS Director	8/30/12			
2. Explore incentives and other options to recruit & retain qualified Family Service Workers	As above	8/30/12			

HEAD START MIGRANT/SEASONAL HEAD START EARLY HEAD START
PROGRAM GOALS AND OBJECTIVES

Page 16 of 20

Program Year: 2012-2013

AGENCY: Pajaro Valley Unified School District

New Carried Over
 Progress Report as of

GOAL # 11 To improve personnel management system

OBJECTIVE To satisfy Head Start and local requirements for staff and FCCH Provider professional qualifications

5

SPECIFIC STRATEGIES/ACTIVITIES	RESPONSIBLE PARTICIPANTS	TARGETED COMPLETION DATE	COMPLETED		COMMENTS
			Y	N	
1. Continue MSHS efforts towards A.S. degree in Early Childhood Education and meeting California Child Development Permit requirements.	Assigned Management Team Members	2/28/13 & on-going cycle			Continue collaboration with local community college. Significant budget cutbacks at the community college negatively impact the advancement of professional growth for teaching staff and Family Child Care Home (FCCH) Providers.
2. Explore options for increased numbers of accredited Family Child Care Home Providers.	MSHS Director & Family Child Care Home Coordinator	2/28/13			As funding opportunities permit.
3. Pursue opportunities for Program for Infant/Toddler Caregiver training/certification.	Assigned Management Team Members	2/28/12			Based upon funding limitations, one cohort of FCCH Providers/Assistants is undergoing Program for Infant/Toddler Caregiver training in 2011. The Program's Child Development Coordinator completed certification of Modules III & IV ("trainer of trainers") in 2011.
4. Continue local opportunities for collaboration on literacy mentoring or similar projects	Assigned Management Team Members	10/30/12			A group of six (6) Family Child Care Home Providers completed "S.E.E.D's" emergent literacy training in 2011, funding by the local First Five Commission (Proposition 13 anti-smoking funding initiative). Continuation of project is dependent upon State budget actions.
5. Pursue C.L.A.S.S. certification & consider options for implementation	Assigned Management Team Members	10/30/12			C.L.A.S.S. = Classroom Assessment Scoring System
6. Support training opportunities for Family Service Workers	Assigned Management Team Members	11/15/12 & on-going cycle			Family Service Workers are participating in grantee-sponsored trainings.

HEAD START
 MIGRANT/SEASONAL HEAD START
 EARLY HEAD START
PROGRAM GOALS AND OBJECTIVES

Page 17 of 20

Program Year: 2012-2013

AGENCY: Pajaro Valley Unified School District

New
 Carried Over
 Progress Report as of

GOAL To improve personnel management system

11

OBJECTIVE Provide pre-service, in-service, post-service opportunities to improve the skills of teaching staff & Family Child Care Home Providers to ensure quality early childhood development services. (Please see Training/Technical Assistance Plan.)

6

SPECIFIC STRATEGIES/ACTIVITIES	RESPONSIBLE PARTICIPANTS	TARGETED COMPLETION DATE	COMPLETED		COMMENTS
			Y	N	
1. Provide opportunities for improving skills related to early literacy strategies in Family Child Care Homes	Child Development & Family Child Care Home Coordinators	As funding is available			A group of six (6) Family Child Care Home Providers completed "S.E.E.D's" emergent literacy training in 2011, funding by the local First Five Commission (Proposition 13 anti-smoking funding initiative). Continuation of project is dependent upon State budget actions. Integrate usage of S.E.E.D.'s approach with Creative Curriculum.
2. Offer opportunities to improve skills related to activity plans for cross-age groups in an extended-day format in FCCH's.	Family Child Care Home Coordinator	10/30/13			
3. Offer opportunities to strengthen teaching staff skills related to individualization of children's needs.	Child Development Coordinator	10/30/13			
4. Offer teaching staff/Providers training on any changed procedures, forms.	Child Dev. & Family Child Care Home Coordinators	10/30/13 & On-going cycle			
5. Offer opportunities to strengthen teaching staff/Provider skills on how to work with children with significant behavior issues and children with disabilities.	Child Development & Family Child Care Home Coordinators	10/30/13			

HEAD START MIGRANT/SEASONAL HEAD START EARLY HEAD START
PROGRAM GOALS AND OBJECTIVES

Page 18 of 20

Program Year: 2012-2013

AGENCY: Pajaro Valley Unified School District

New Carried Over
 Progress Report as of

GOAL Modify program design and service delivery structure to meet needs of eligible seasonal farm worker families
 # 12

OBJECTIVE Monitor demographic & agricultural trends to estimate prevalence of eligible seasonal farm worker families/children within district service delivery area.
 # 1

SPECIFIC STRATEGIES/ACTIVITIES	RESPONSIBLE PARTICIPANTS	TARGETED COMPLETION DATE	COMPLETED		COMMENTS
			Y	N	
1. Look for options to increase services for eligible seasonal farm worker families.	Child Development Director; MSHS Director	tbd			(Please see Community Assessment report.) The Program's highest priority for enrollment of seasonal families is for children with disabilities and their siblings. The Program needs more seasonal slots to keep pace with the number of children in this enrollment priority.

HEAD START
 MIGRANT/SEASONAL HEAD START
 EARLY HEAD START
PROGRAM GOALS AND OBJECTIVES

Page 19 of 20

Program Year: 2012-2013

AGENCY: Pajaro Valley Unified School District

New
 Carried Over

GOAL To improve family/child placement system
13

OBJECTIVE Modify child placement system for assigning children according to Program Option (Center versus Family Child Care Home) or at particular sites.
1

SPECIFIC STRATEGIES/ACTIVITIES	RESPONSIBLE PARTICIPANTS	TARGETED COMPLETION DATE	COMPLETED		COMMENTS
			Y	N	
1. Brainstorm strategies with Family Service Workers, Family Child Care Specialists and Management Team members to improve placement system for high-risk children/families so that child/ren are assigned to most appropriate environment.	MSHS Director & assigned Management Team Members	11/30/12			Substantial time and effort has been invested in the placement process, but further work remains. In various instances, parents may not disclose the nature of high-risk issues at the time of enrollment and adjustments are required after services commence.
2. Modify child placement procedures, as needed.	Assigned Management Team Members	3/01/12			
3. Recommend modification of enrollment policy regarding geographic placement of children within Family Child Care Homes to accommodate above definitions of high-risk children/families according to availability.	Parent Involvement Coordinators; Policy Committee	11/30/11			

HEAD START
 MIGRANT/SEASONAL HEAD START
 EARLY HEAD START
PROGRAM GOALS AND OBJECTIVES

Page 20 of 20

Program Year: 2012-2013

AGENCY: Pajaro Valley Unified School District

New
 Carried Over

GOAL # 14 Maintain balanced budget and adequate organizational structure in the face of escalating operating costs.

OBJECTIVE # 1 Adapt program design and organizational structure to meet financial and marketplace constraints.

1

SPECIFIC STRATEGIES ACTIVITIES	RESPONSIBLE PARTICIPANTS	TARGETED COMPLETION DATE	COMPLETED		COMMENTS
			Y	N	
1. On-going examination of organizational and/or service delivery structure.	MSHS Director, Child Development Director	As required by financial constraints			The Program continues to face major increases in personnel & fringe benefit costs while there continues to be limited annualized Head Start funding. A series of cost-cutting measures have already been implemented, including staffing and non-personnel reductions. Family Child Care Home operations are adversely impacted by non-FCCH increased costs. An analysis of the 2011-12 refunding budget shows that only 10% of the total Program budget is available for other costs once projected expenditures for personnel, fringe benefits, and Family Child Care Home Provide are accounted for. The Program made a request to reduce the cumulative number of children served annually to a total of 680, while maintaining the same level of funding, as specified in the 12/07 amended Head Start Act. The grantee will work with the Program on an alternate plan for 2012-2013 and the out years. The Program is extremely concerned about possible reductions in the federal budget in combination with cost increases beyond its control.
2. As needed, make recommendations to change organizational, service delivery structure to maintain balanced budget.	Program Director, PVUSD Early Childhood/Child Dev. Director	As required by financial constraints			Services available to infants and toddlers may be impacted as this age group is most expensive to serve. Length of service delivery and other options will be examined and acted upon once key financial information is made available to the Program to develop its 2012-13 budget.
3. Explore and/or negotiate cost containment options involving District bargaining units.	PVUSD Early Childhood/Child Dev. Director; H.R. Department; Business Services/Finance	As required by financial constraints			PVUSD MSHS costs are greatly influenced by District bargaining unit contracts & other factors beyond its control.



Board Agenda Backup

Item No: 10.15

Date: September 28, 2011

Item: STUDENT TEACHING AGREEMENTS – 2011-2012

Overview: Standard agreements are authorized annually between the Pajaro Valley Unified School District and institutions of higher education. Students in education programs, such as student teachers, are placed with PVUSD Master Teachers for experience, training and evaluation. PVUSD Master Teachers may receive a small stipend in return.

Each contract with each college is approved and resolved by the Board of Trustees every year. The contracts arrive at different times during the year depending upon semester configurations, and student assignments.

Past practice has been to facilitate these agreements for student teaching as it allows the District to identify and recruit highly skilled candidates before they reach the general market place. The District continues to contract local universities some of which include: San Jose State, UC Santa Cruz, Bethany Bible College, Chapman College, California Polytechnic San Luis Obispo, California State University at Monterey Bay, John F. Kennedy University, Sonoma State University, Chico State University, Hispanic University, Sacramento State University, University of Phoenix, Western Oregon University and National University.

Authorization for the Superintendent or designee to sign standard Student Teacher agreements/ contracts, which arrive at different times of the year, will enable us to maintain a timely turnaround of the documents and allow us to maintain a close working relationship with the colleges.

Rationale: PVUSD benefits from early identification and recruitment of bilingual certificated and other highly qualified teachers. Candidates may also become familiar with PVUSD, its mission and goals, its faculties and students.

Recommendation: Approve and authorize the Superintendent or designee to sign the student teaching agreements/contracts.

Budget Considerations: Not Applicable

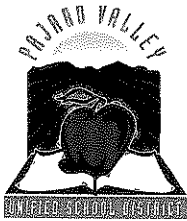
Funding Source: _____

Budgeted: Yes: No:

Amount: \$ _____

Prepared By: Dr. Albert Roman, Assistant Superintendent

Superintendent's Signature: _____



Board Agenda Backup

Item No:

10.16

Date: September 19, 2011

Item: Pájaro Valley High School Spanish Travel Club trip to Spain – March/April 2012

Overview: The Spanish Department at Pájaro Valley High School is committed to providing students with extensive opportunities to learn about the language and culture of Spanish speaking countries as part of our curriculum. Since we know that educational travel is a vital part of a complete education as students connect with new cultures, languages and people, we have planned a return trip to Spain for even more students. First-hand experience of classroom lessons motivates students to expand their knowledge beyond the classroom.

This second group of approximately twenty five Pájaro Valley High students will travel to Spain during the April 2012 Spring Break. The exact travel date will be selected by our travel company "Educational Tours." The study of Spanish history and culture is part of the High School social studies framework. While on this trip, our students will learn about the Spanish culture, traditions and art. They will keep daily journals of what they see and learn throughout their travels. Students will earn elective credit by completing a post-travel project which they will present to their Spanish classes upon their return. We know this trip will be a life changing experience for our students. Students are highly motivated and are aware of the requirement to follow all *out of country trip procedures*.

The Pajaro Valley High Spanish Department Travel Club requests that the PVUSD Board to allow this new travel club to continue developing an educational tradition with this return trip.

Rationale: Learn about Spanish history, culture and art and practice the language in a foreign country.

Recommendation: Approval is requested for this out-of-country trip to Spain.

Budget Considerations: N/A

Funding Source: N/A (Students will fundraise for this trip)

Budgeted: Yes: No:

Amount: \$0

Prepared By: Jerry Entwistle, Spanish Teacher, Pájaro Valley High School

Superintendent's Signature: Dorm Bal

Board Agenda Back-up

ITEM #

12.1

DATE: Sept. 28, 2011

ITEM: School Safety

OVERVIEW: Quick review of the district expulsion review process, including information regarding the Student Discipline Review meeting, Panel Review and Waiver process.

Presentation of suspension data (5 year comparison)

Presentation of Expulsion data (5 year comparison)

Presented by school, and collated by Elementary, Middle School and High School

Placement options for students fully expelled, and students with expulsions that have been suspended.

Information regarding Student Services Annual Administrators' Training

RECOMMENDATION:

Informational/Discussion

BUDGET CONSIDERATIONS:

None

DIRECTOR OF STUDENT SERVICES: Joe Trautwein

ASSOCIATE SUPERINTENDENT SIGNATURE: _____

SUPERINTENDENT SIGNATURE: _____

Dorm Bar

JC:JSC:jsc

PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 12.2

Date:	September 28, 2011
Item:	Update on RFP Process for Selection on Health Benefits Consultant
Overview:	<p>In August, the board reviewed an outline of the district's request for proposals (RFP) process for selection of a health benefits consultant. The current two-year contract with Keenan and Associates is scheduled to sunset on November 1. District staff, with cooperation and involvement of both employee unions, initiated an RFP process for contract renewal/selection in August. Four prospective vendors submitted proposals. District management staff and representatives from both unions recently conducted paper screenings and interviews.</p> <p>Staff will provide the board an update on the status of the RFP process and next steps for board consideration.</p>
Recommendation:	Review, discuss, and provide staff feedback on the process as outlined.

Prepared By: Dorma Baker, Superintendent

Superintendent's Signature: *Dorma Baker*

PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 12.3

Date: September 28, 2011

Item: Board member residency matter: Trustee Area Three

Overview: According to state statute and district board policies, members of the Board of Trustees must reside within the district's jurisdictional boundaries and within their elected trustee area in order to occupy their elected seat on the board. Absent these two conditions, a vacancy immediately exists once information is provided to the board and public verifying that the member no longer resides in their trustee area and/or district boundaries.

In August, the board retained the services of DecisionInsite to provide demographic services associated with the statutorily required decennial realignment of trustee areas. This analysis revealed that the board member elected to Trustee Area Three appears to no longer reside in that trustee area and, furthermore, within the district's legal boundaries.

As a result, the question of a possible vacancy for Trustee Area Three now exists. State law requires the board to initiate a process to fill the seat within 60 days of notification of a vacancy. If the vacancy occurs less than four months before an election, the board can opt to not fill the seat. If longer than four months from an election, the board can choose to make a provisional appointment or hold a special election to fill the remainder of the vacated term.

Staff requested DecisionInsite to conduct a complete analysis of this finding. District and legal staff have also conducted an extensive analysis. Representatives from the district's legal firm and DecisionInsite will be on hand to present their findings and provide the board recommendation on next steps.

Attached is a presentation outlining this matter and the analysis utilized in this matter.

Recommendation: Review, discuss, and provide district and legal staff direction for possible future action

Prepared By: Brett McFadden, CBO

Superintendent's Signature:

Dorm Bae



Trustee Residency Analysis

Pajaro Valley Unified School District
Analysis by DecisionInsite, LLC
September 20, 2011

Trustee Residency Issue

- Issue: Trustee Area Compliance Analysis raised question of the residency of one trustee.
 - Address in question: Trustee Area 3
995 San Miguel Canyon Road
Watsonville, CA 95076
- Two Options to Explore
 - Is the address properly geocoded?
 - If so, where does the district boundary align?

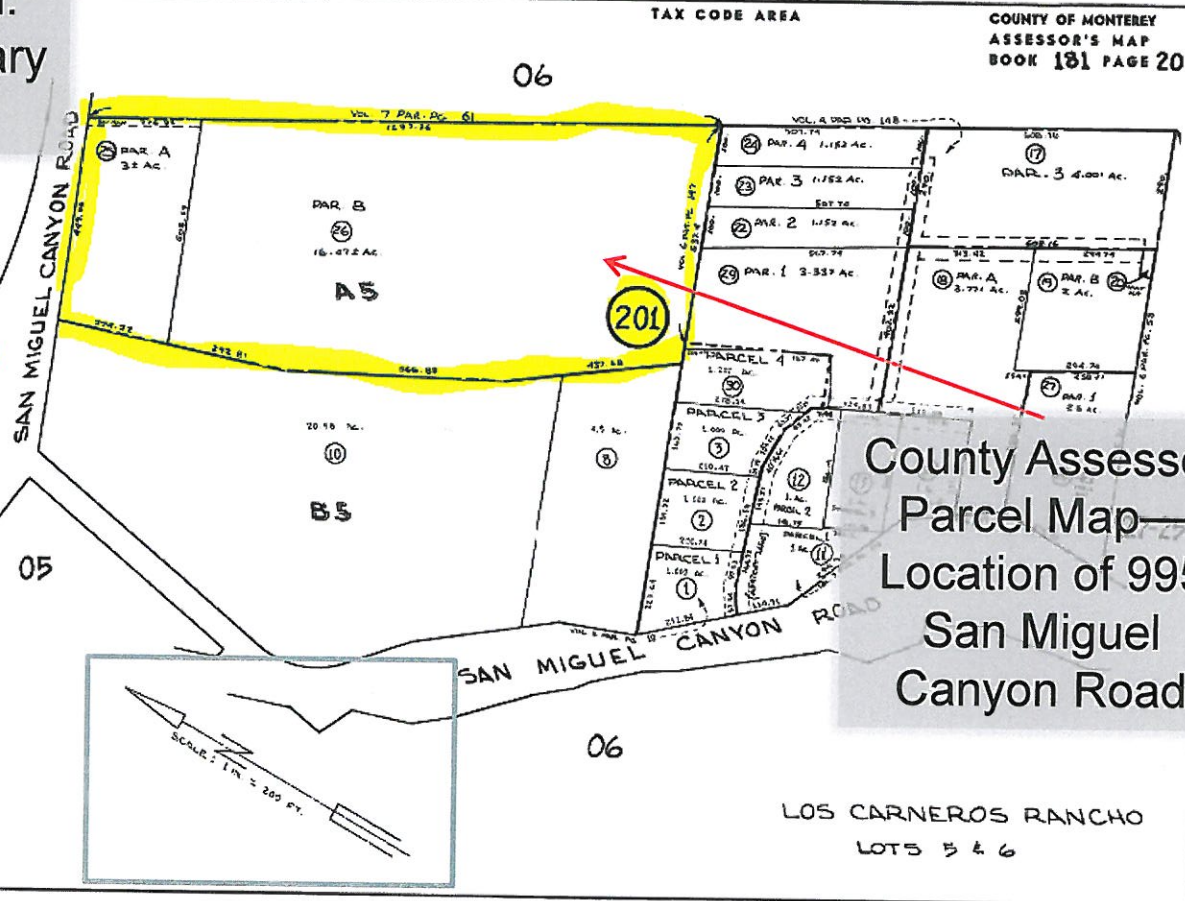
Gecoded Address Confirmation

- Ran address through multiple geocoding solutions.
- Results...
 - Confirmed to actual site or intersection of Hall and San Miguel Canyon
 - Confirmed with Monterey County Assessor files (see map on following slides)

Monterey County Assessor Map

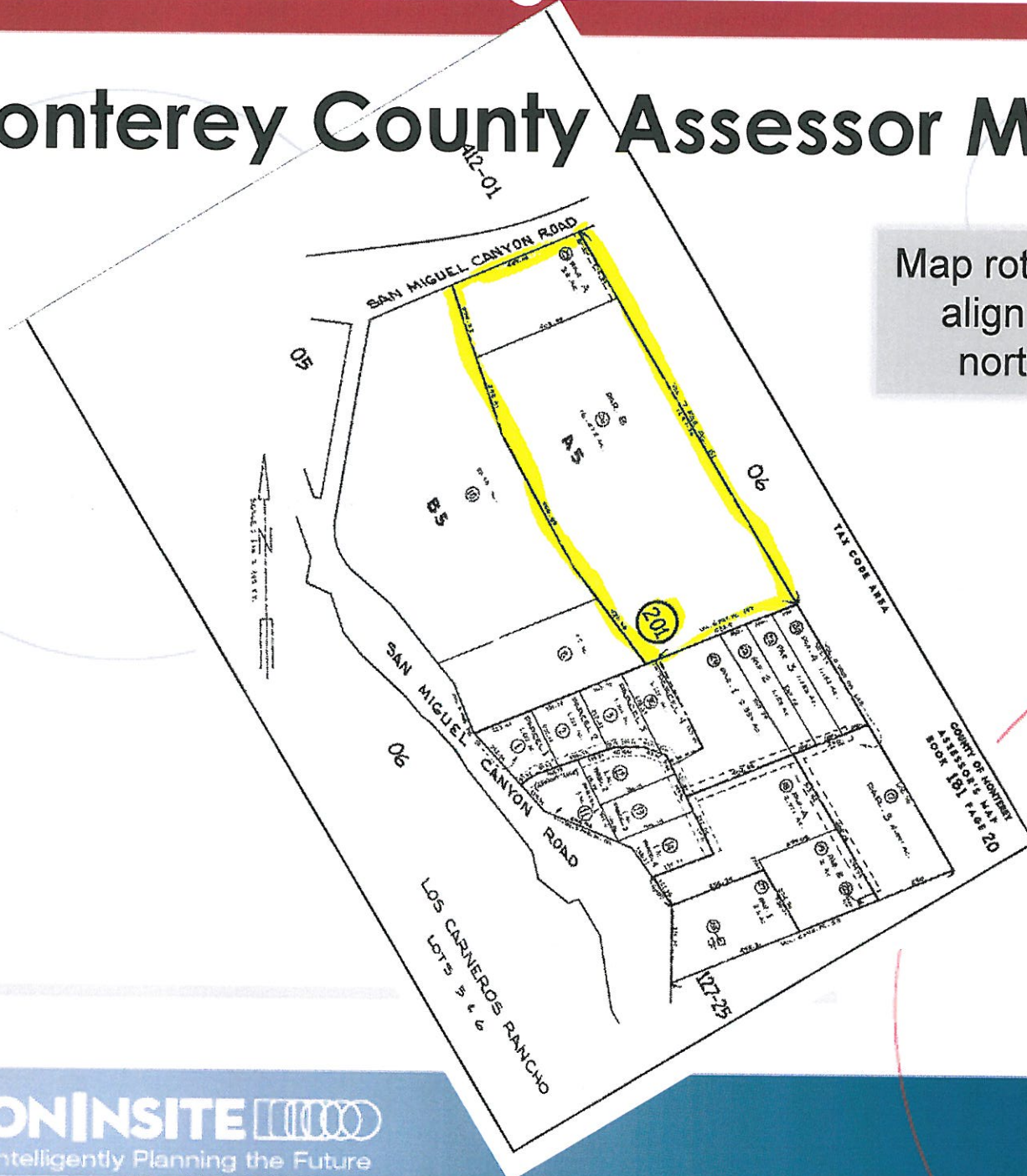
San Miguel Canyon Road:
District Boundary
Line

412-01



County Assessor
Parcel Map—
Location of 995
San Miguel
Canyon Road

Monterey County Assessor Map

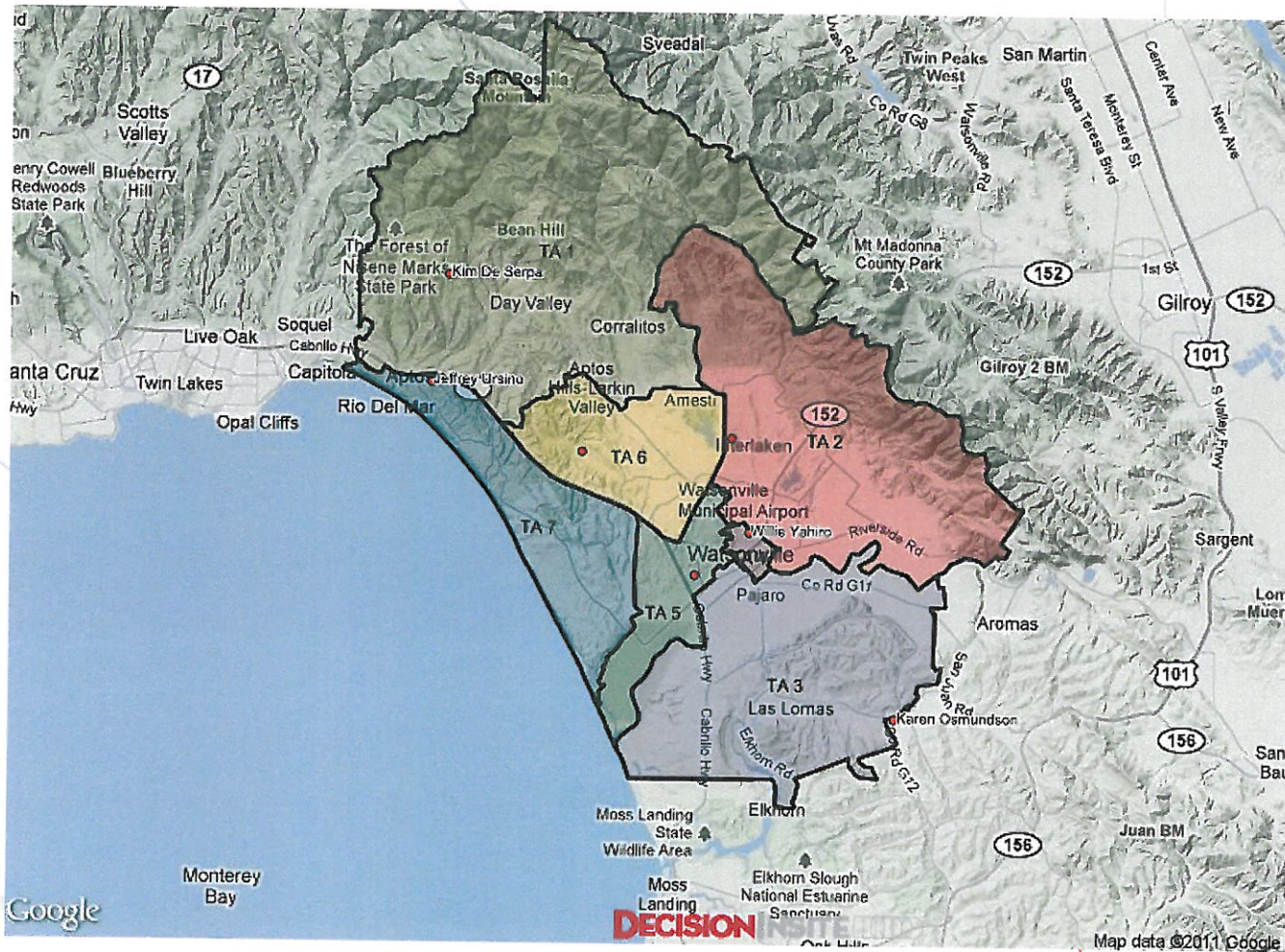


Map rotated to align with north...

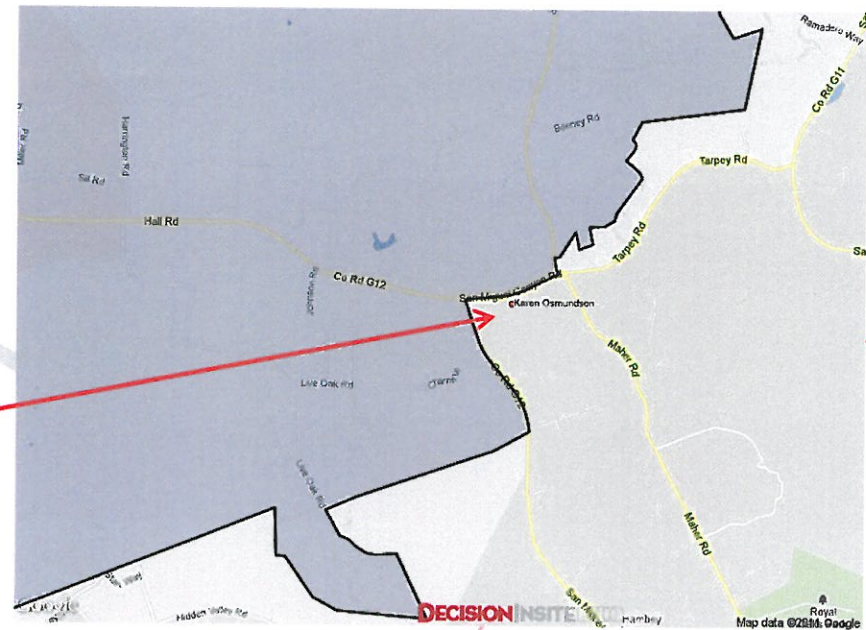
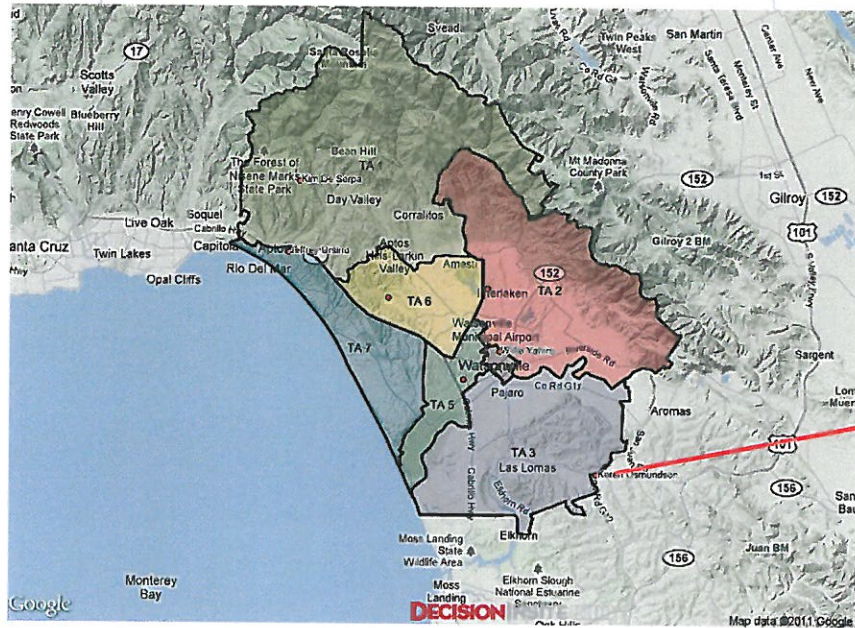
District Boundary Analysis

- Finding: The geocoding of the address in question is correct.
- Issue: Does the district boundary align down the center line of San Miguel Canyon Road at the address in question?
- Process for defining and confirming PVUSD boundary
 - Began by researching and confirming the PVUSD school district boundary using sources from Santa Cruz County and Monterey County
 - Reviewed Monterey County Department of Education School District Map to confirm boundary between PVUSD and NMCUSD (map follows)
 - Researched Monterey County Precincts by District/School (maps follow)
 - District boundary digitized to conform to findings
 - District Trustee Areas digitized to conform to Santa Cruz County Elections trustee boundaries and Monterey County School District boundaries
- Following slides present findings...

PVUSD District Boundary with Trustee Areas

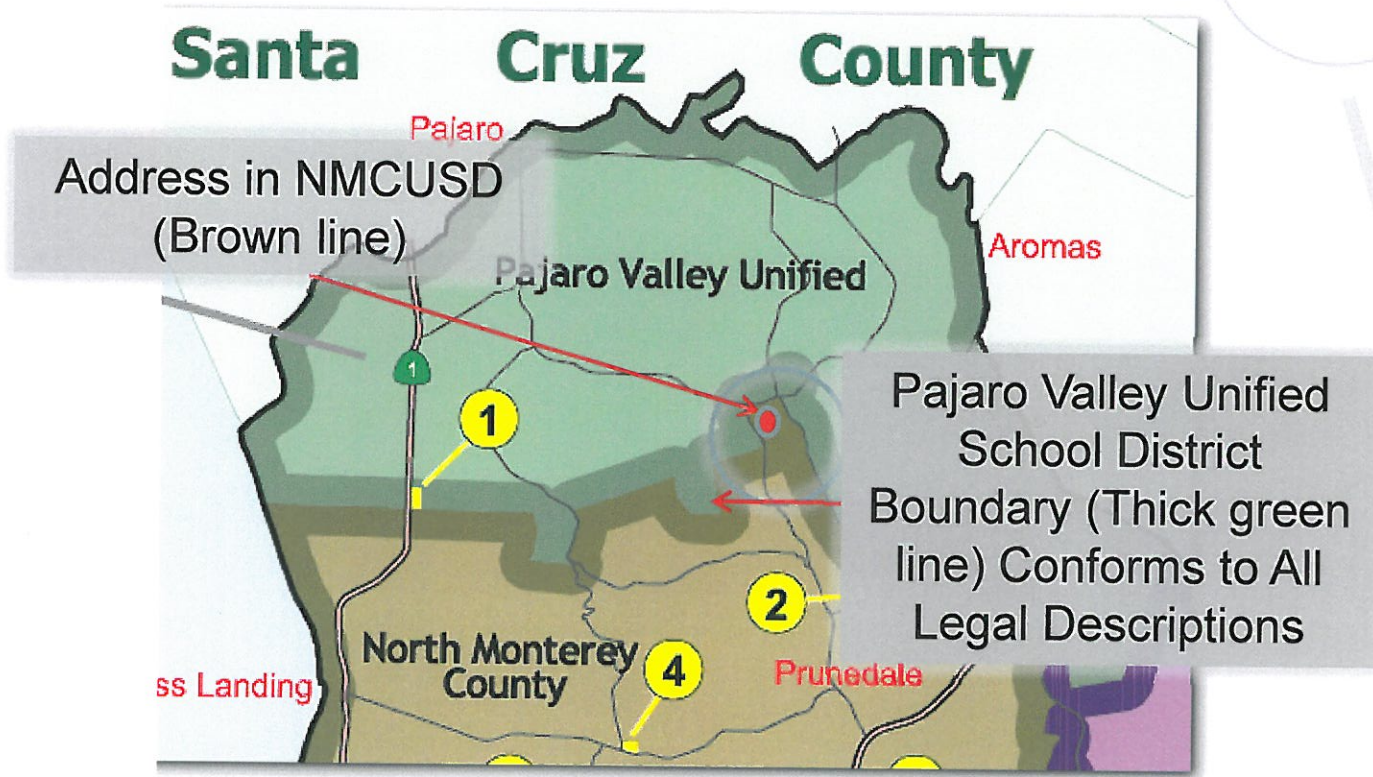


Zoom-in to Trustee Area 3 with Trustee Residence



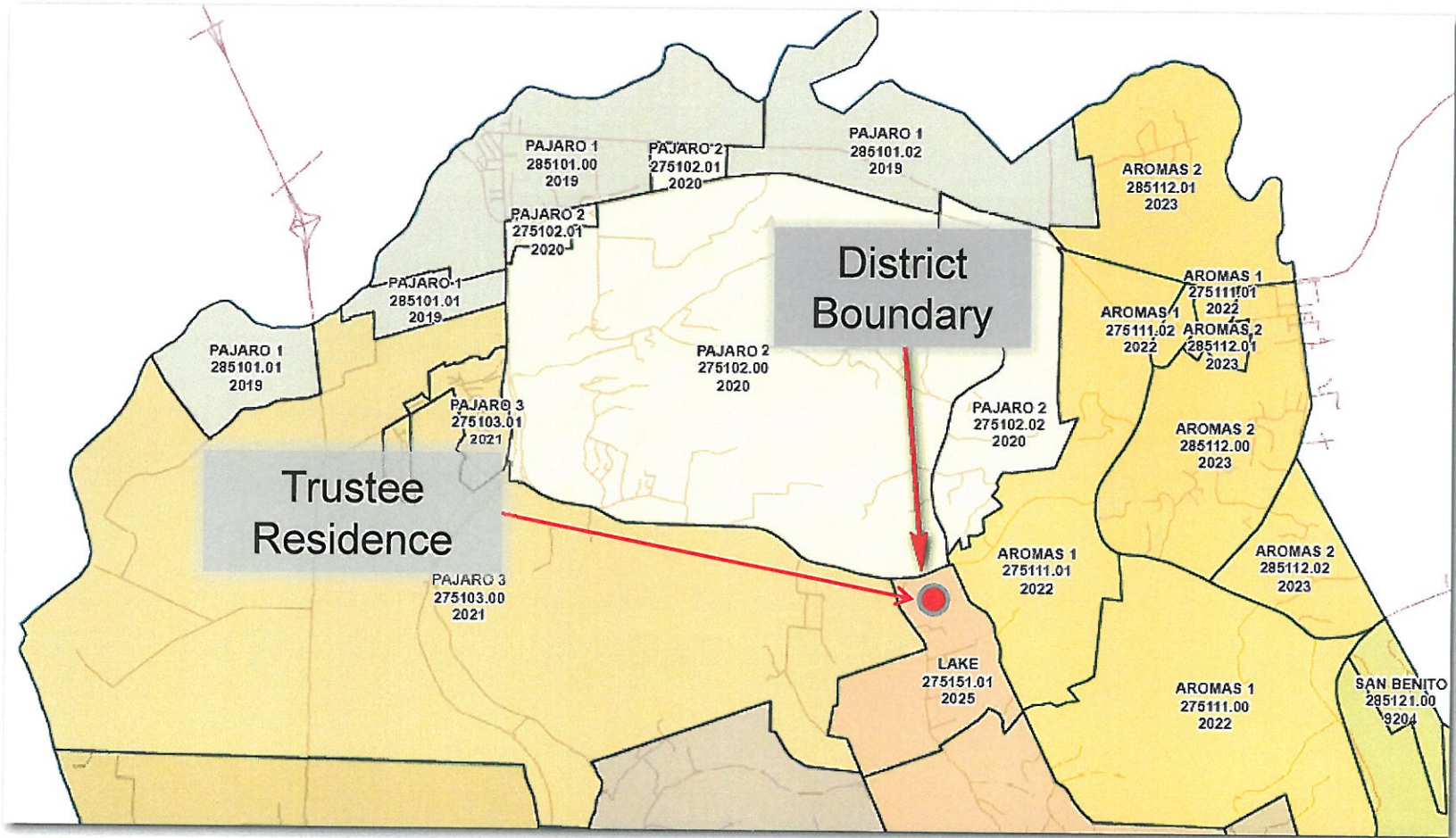
Address under
review

Map of Monterey County School Districts

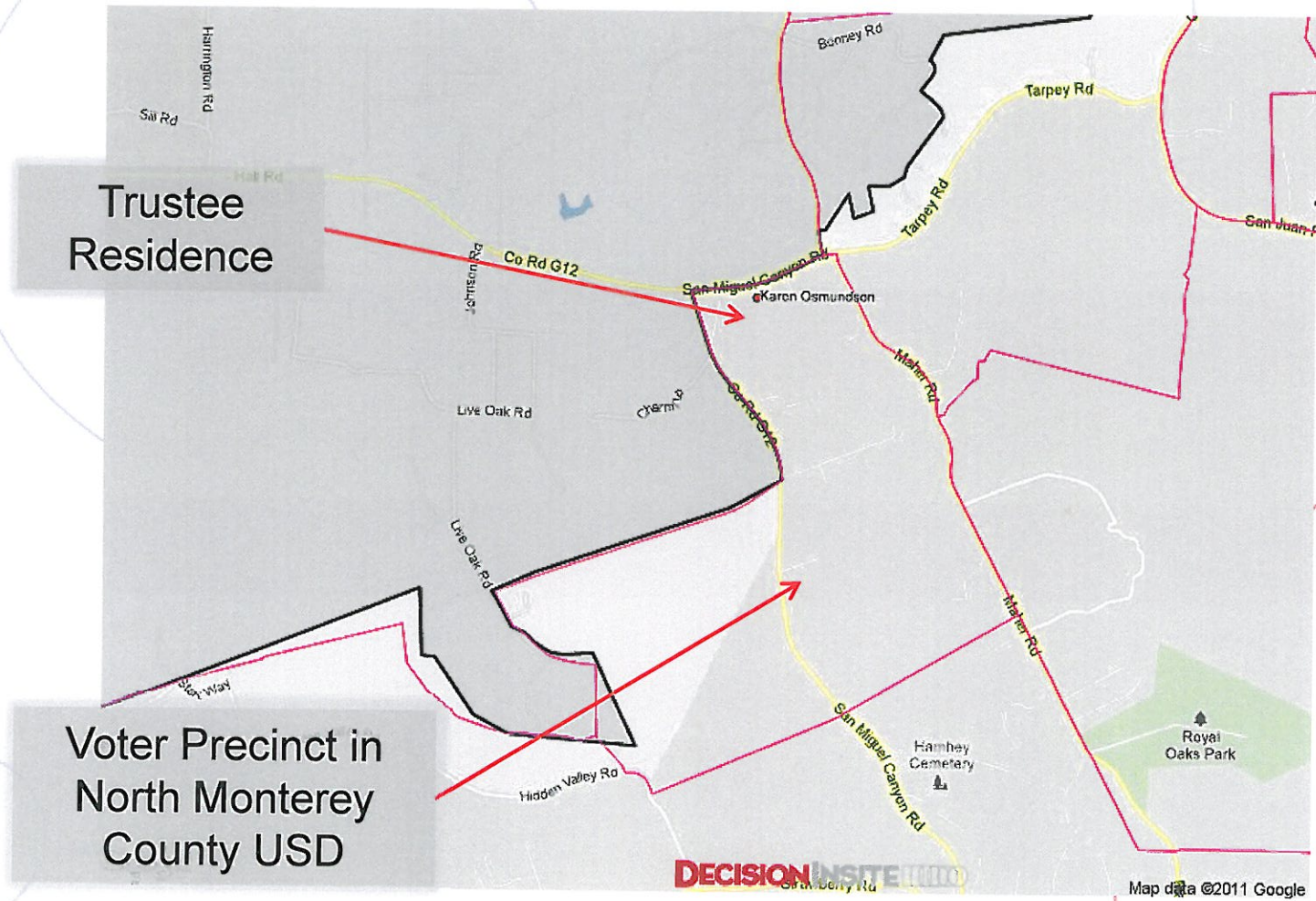


<http://www.monterey.k12.ca.us/drupal/home/districts-and-schools/map>

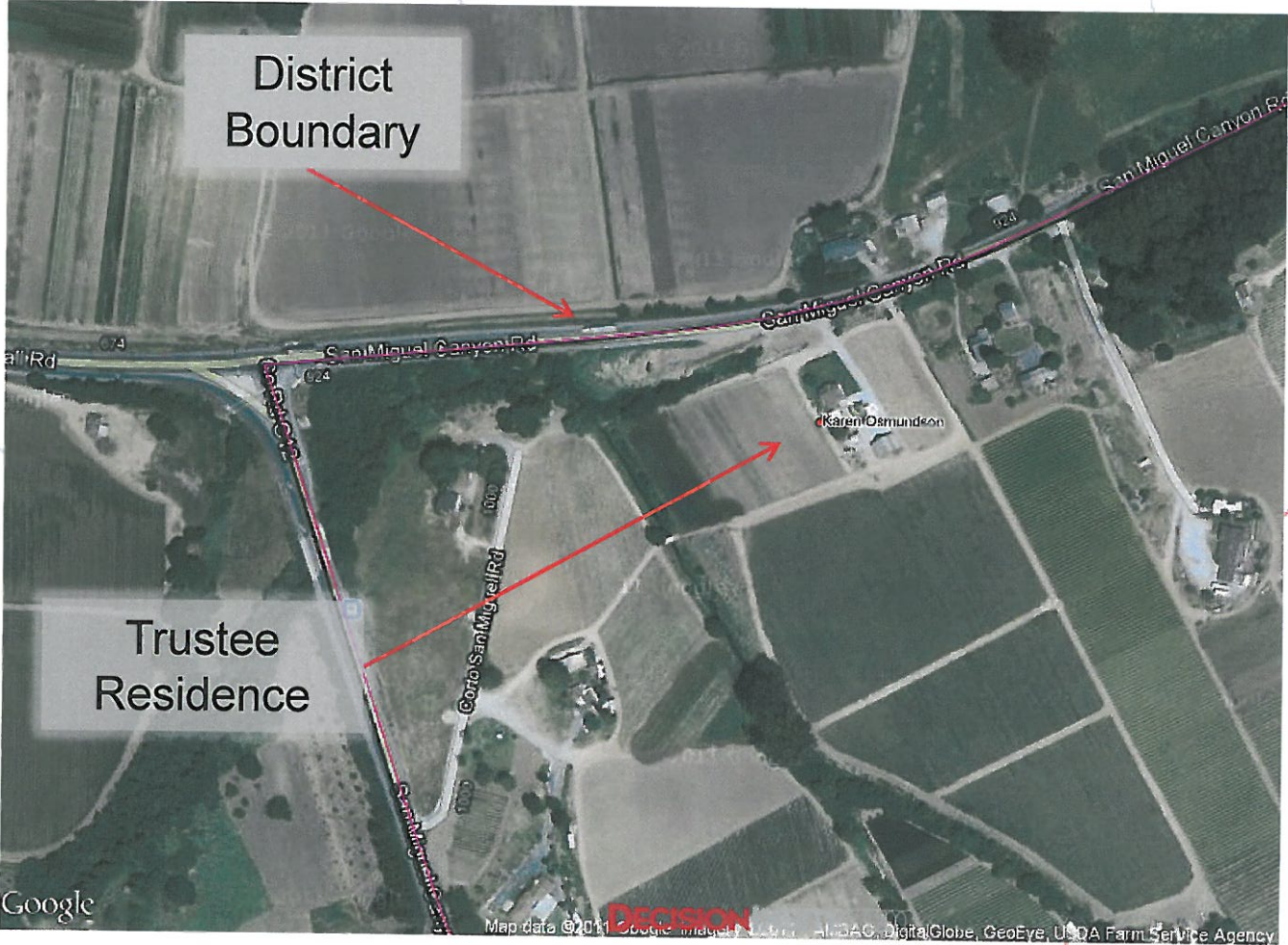
Voter Precinct Maps: Monterey County Elections Department



Monterey County Voter Precinct Boundaries



Satellite View



Conclusions

- 995 San Miguel Canyon Road Watsonville, CA 95076 does appear to be geocoded to the correct location on the map.
- All sources confirm that the district boundary runs down the centerline of San Miguel Canyon Road at the geographic location being considered.
- At that location, addresses/locations south of San Miguel Canyon Road are outside the Pajaro Valley Unified School District.

Jimenez, Alicia

From: McFadden, Brett
Sent: Tuesday, September 27, 2011 12:30 PM
To: *Trustees
Cc: Jimenez, Alicia; Fuentes, Kathy; *Cabinet; 'Dean Waldfogel'
Subject: Additional info for Item 12.3
Attachments: TrusteeResidencyAnalysisReport.pdf

September 27, 2011

TO: Board of Trustees
FROM: Brett McFadden, CBO
RE: **Additional background information for Item 12.3**

The attached document for item 12.3 will be added to your board packet for tomorrow night – September 28. We are providing this information to you ahead of time. In addition, we are posting this document to our website pursuant to Brown Act requirements. This document was prepared by the district's demographer.

Please contact me should you have questions regarding this matter.



Trustee Residency Analysis and Sources

Prepared for Pajaro Valley Unified School District

Trustee Residency Analysis and Sources

Prepared for Pajaro Valley Unified School District

Background

The Pajaro Valley Unified School District Board of Education retained the services of DecisionInsite, LLC to conduct a Trustee Area Compliance Analysis. If the analysis indicated a need to rebalance existing trustee areas according to law, then also provide redistricting analysis resulting in a proposed change to the trustee areas that would be in compliance.

The process begins with obtaining all relevant data. These data include:

- Clear and precise school district boundary
- Clear and precise trustee area boundaries
- Existing school locations
- Existing addresses of all district trustees

The data that are boundaries are digitized (or in some cases, digitized boundaries were provided from sources). This allows for mapping analysis. The data that are locations (schools and trustee residences) are geocoded, which is the process of assigning a latitude and longitude to each one, again allowing them to display on maps for analysis.

A Finding

One of the initial tasks is to confirm that each existing trustee resides within her or his elected trustee area. It was in this part of the research that an initial issue arose with the residence of Trustee Areas 3. Preliminary results of geocoding the address displayed the address just south of the southern border of the school district.

This finding could only be explained by one of three possibilities.

1. The address was not geocoding properly and thus the location displayed on the map was in error
2. The address was geocoding properly but the district boundary line had been digitized with the wrong alignment
3. The address was geocoding properly and the district boundary line had been digitized with the correct alignment

The task now became one of working through each of the first two possibilities and if an error discovered, making the appropriate adjustments.

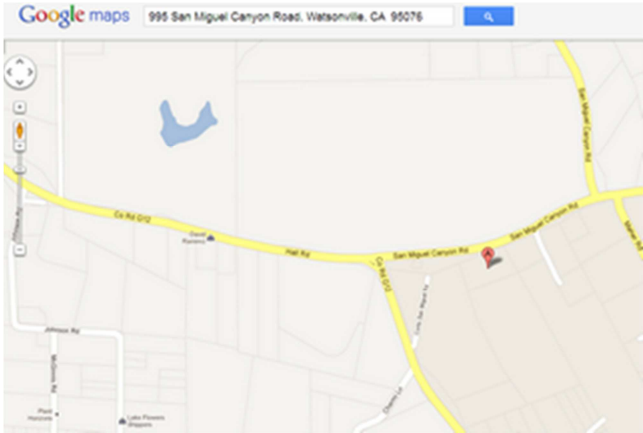
Proper Geocode

The first step was to confirm or refute the geocoding results. Geocoding is done via several solutions. It has become a very common task made so because of all of the mapping and direction finding programs available today. Geocoding is the same process one does when going to Google Maps or Bing or MapQuest and typing in an address and watching as that address displays on the map.

DecisionInsite ran the address: 995 San Miguel Canyon Road, Watsonville, CA 95076 through multiple geocoding solutions, including those listed above. In each case one of two results occurred. The following illustrations provide some of the results.

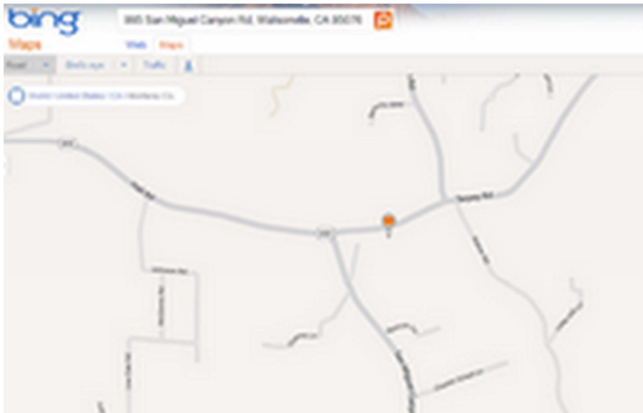
Geocoding Service	Result
-------------------	--------

Google Maps



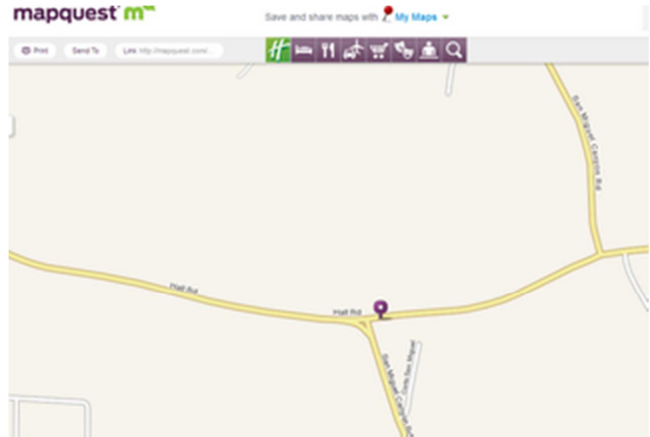
Geocoded to the address on the south side of San Miguel Canyon Road

Bing



Geocoded to the address on the south side of San Miguel Canyon Road

MapQuest



Geocoded just east of the intersection on the south side of the road

The results of this preliminary analysis would suggest that the address has correctly geocoded. However prudence would seek confirmation from an official source. DecisionInsite went to the Monterey County Tax Assessor's website where it is possible to enter an address and find a parcel along with a corresponding map of the parcel. (<http://assr.parcelquest.com/PQGov/StdSearch.aspx?username=abcmon&password=def&coassr=STEVE%20VAGNINI>)

This search also confirmed the proper location of the address on the map. A copy of the Tax Assessor's map from Book 181, page 20 is attached.

The conclusion of this initial analysis would indicate that the address in question has been correctly geocode and thus properly displayed on the map.

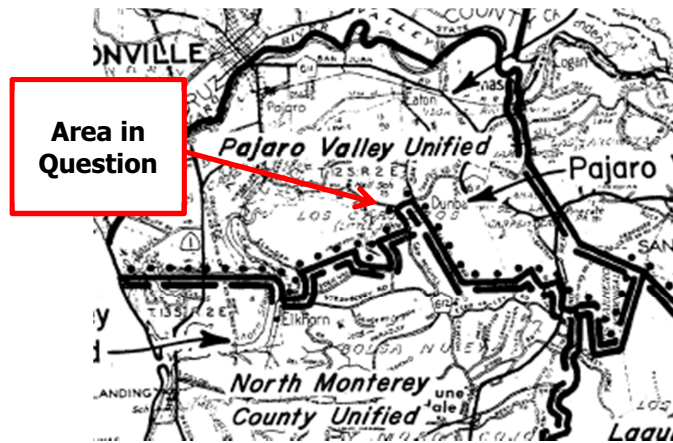
District Boundary Alignment

If the geocoding is correct, then the second possibility is that the boundary alignment displaying on the map is not correct. The question would be: Where is the southern border of the Pajaro Valley Unified School District? Major school district boundaries typically follow major roads or natural features of the terrain. In areas where population exists along with roads, it is often along road centerlines.

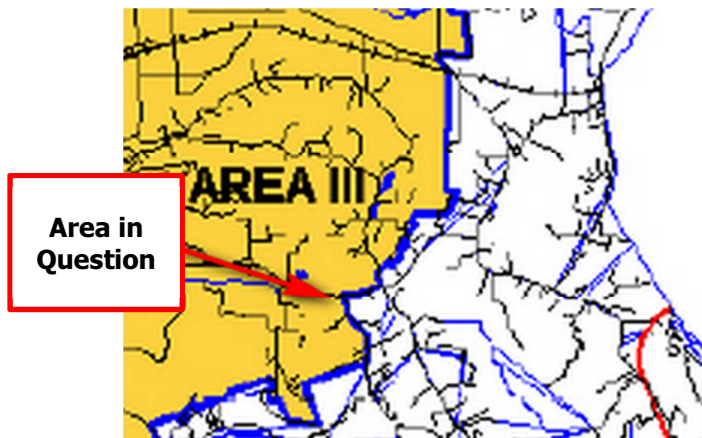
All maps DecisionInsite could obtain indicated that the southern board alignment in the area in question runs down the centerline of San Miguel Canyon. Approaching the address in question from the east, it traces the centerline of the road and turns south with San Miguel Canyon at the point where San Miguel meets Hall Road.

The following documents show this alignment.

- The Monterey County office of Education:
<http://www.monterey.k12.ca.us/drupal/home/districts-and-schools/map>
- The Pajaro Valley Unified School District map circa 1988, a portion of which is displayed below.



- The Pajaro Valley Unified School District Trustee Map, a portion of which is displayed below.



These maps, however, are not as accurate as one might hope. Therefore, DecisionInsite requested a copy of the voter precincts for Monterey County with a list of all precincts that are associated with PVUSD. This was provided by the Monterey County Elections Department along with a map that displayed each precinct.

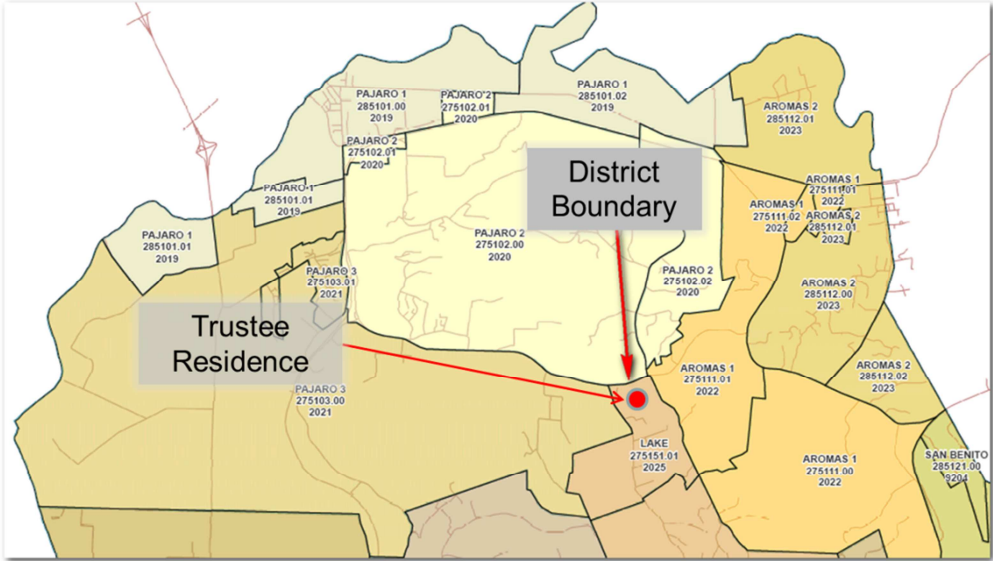
Pajaro Valley Unified School District Precincts in Monterey County

- 275102.00
- 275102.01
- 275102.02
- 275103.00
- 275103.01
- 285101.00
- 285101.01
- 285101.02

Information provided by Chuck Cassinelli, Sr.DISC Monterey County Elections Department 831-796-1494 - Phone Number CassinelliCL@Co.Monterey.CA.US.

The question then becomes, in which voter precinct is 995 San Miguel Canyon Road, Watsonville, CA 95076 found? The address is found in precinct # 275151.01 as indicated on the map below. The Elections Department does not consider this precinct to fall within PVUSD.

Monterey County Voter Precinct Map: Revised February 2011



Conclusions

It was noted above that there were three possibilities to explain the initial finding that the trustee residence address of 995 San Miguel Canyon Road, Watsonville, CA 95076 falls outside the assumed district boundary alignment in that area.

1. The address was not geocoding properly and thus the location displayed on the map was in error
2. The address was geocoding properly but the district boundary line had been digitized with the wrong alignment
3. The address was geocoding properly and the district boundary line had been digitized with the correct alignment

Relative to these, we offer the following conclusions from our research.

1. The address has been properly geocoded and is displaying on the maps in the proper location.
2. The district alignment down the centerline of San Miguel Canyon Road at the area in question is correct to the best sources available.
3. Therefore, unless other documentation can be uncovered to the contrary, we would have to conclude that the address 995 San Miguel Canyon Road, Watsonville, CA 95076 is not within the boundary of the Pajaro Unified School District.

Respectfully submitted by Michael B. Regele, President of DecisionInsite, LLC.

September 23, 2011

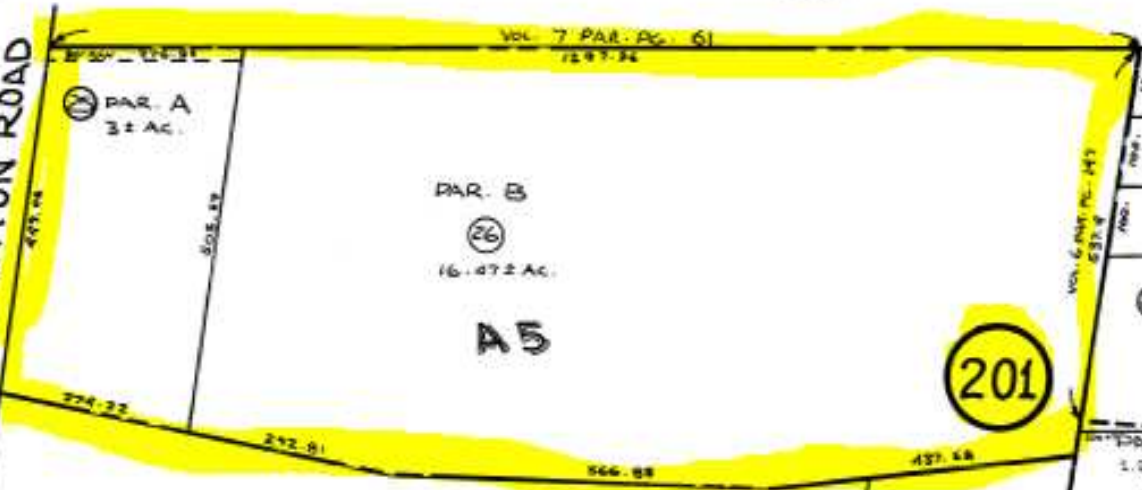
Appendices

- 1.** County of Monterey Tax Assessor Parcel Map
- 2.** Monterey County Elections Department Precinct Map, revised February 4, 2011
- 3.** Pajaro Valley Unified School District Trustee Area Map

06

412-01

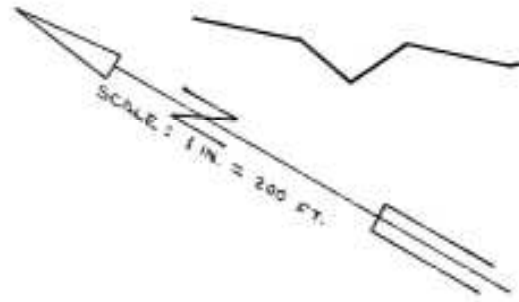
SAN MIGUEL CANYON ROAD



05

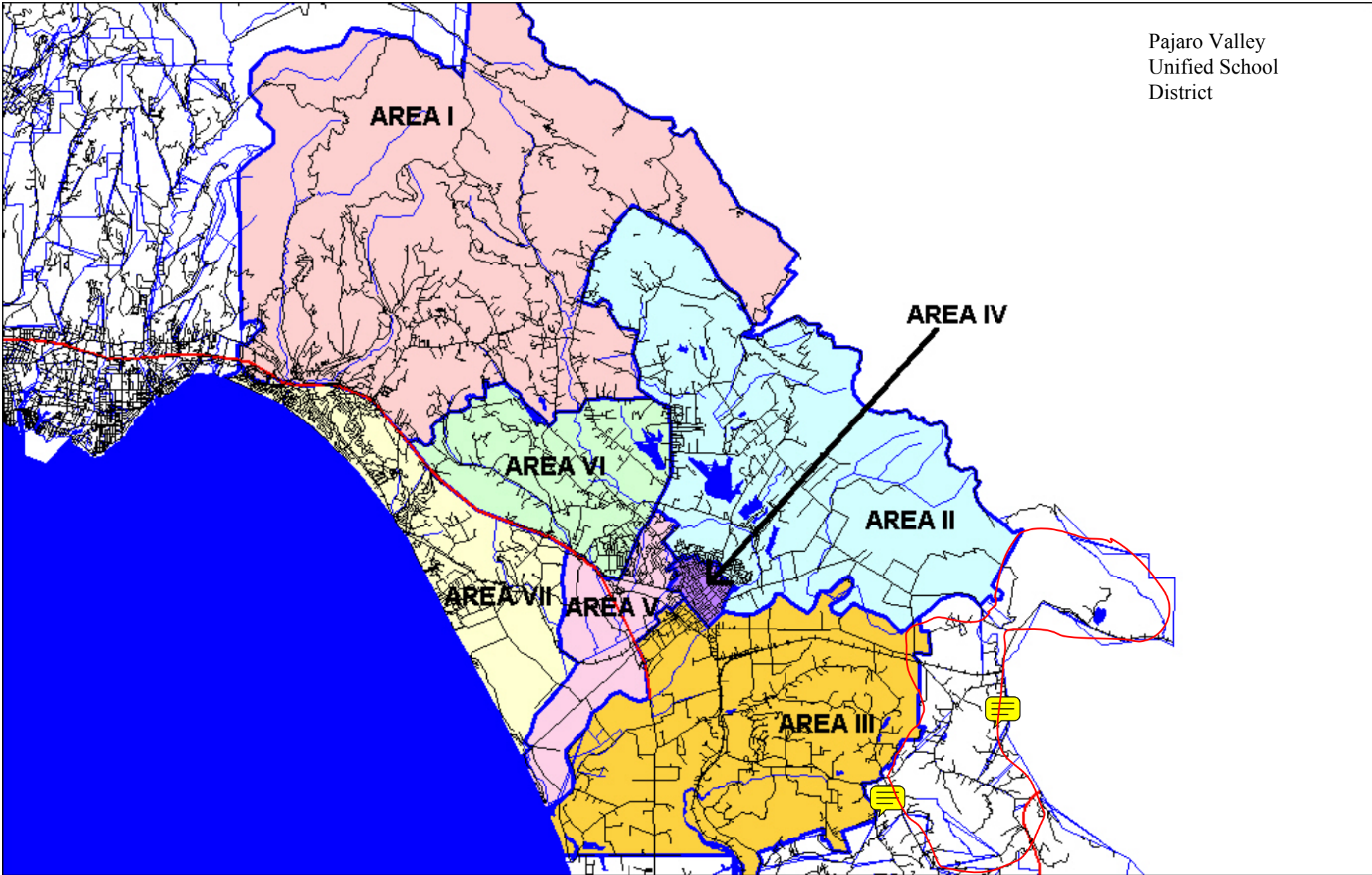
SAN MIGUEL CANYON ROAD

06



LOS CARNEROS RANCH
LOTS 5 & 6

Pajaro Valley
Unified School
District



PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 12.4

Date: September 28, 2011

Item: Presentation on the Collaboration between Salud Para La Gente and PVUSD

Overview: At the invitation of Superintendent Dorma Baker and Assistant Superintendent Dr. Albert J. Roman Salud Para La Gente will be presenting on the Pajaro Valley Unified School District and Salud Para La Gente partnership.

The presentation will be based in part on Salud's School-Based Clinics 2010-2011 Academic Year Annual Report. The Salud presenter will be Dr. Douglas Metz, Salud's Chief Operations Officer. Dr. Metz will cover the following items:

- School-Based Clinics: numbers and types of services
- T-dap Immunizations: numbers of T-dap immunizations Salud administered to PVUSD students
- Starlight-Chavez Project (not in annual rpt.): brief description
- Migrant Head Start: screenings
- Migrant Ed Program screenings & treatment per screenings at various locations
- Kinder Round-ups: screen & ff up
- Information provided to nurses
- Nutrition Education: encounters as listed in report
- Outreach: activities as listed in report
- PVUSD staff TB testing
- Healthy Start: (not in rpt): collaborative participation
- Go for Health!: (not in rpt): collaborative quarterbacked by United Way, includes PVUSD & Salud etc.

The collaboration between Salud Para Le Gente and PVUSD has made it possible to provide much needed health services to the students of the PVUSD.

Prepared By: Sara Clarenbach on behalf of Salud Para La Gente &
Dr. Albert J. Roman, Assistant Superintendent

Superintendent's Signature:

Dorma Baker



Board Agenda Backup

Item No: 12.5

Date: September 28, 2011

Item: Announcement of Board appointed Personnel Commissioner

Overview: In order to be in compliance with Personnel Commission Rule 3.1 B, this evening the Board of Education shall publicly announce the name of the person it intends to appoint or reappoint as the Board representative on the Personnel Commission.

Mary Ann Otero Gomez

At the November 16, 2011 board meeting, 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.

Prepared By: Pam Shanks, Director of Classified Personnel

Superintendent's Signature:

Dorinda B...

PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 13.1

Date:	September 28, 2011
Item:	Approval of Resolution #11-12-06 – Trustee Area Realignment Criteria for 2012
Overview:	Details and background related to this item are included in the public hearing item of this packet. The attached resolution and criteria are standard matters for this type of realignment process. They adhere to state and federal statutes.
Recommendation:	Adopt Resolution #11-12-06 as submitted.

Prepared By: Brett McFadden

Superintendent's Signature: Dormin Baker

LOZANO SMITH
ATTORNEYS AT LAW
Partnering For Excellence In Education and Government

Michael E. Smith
Attorney at Law

E-mail: msmith@lozanosmith.com

September 6, 2011

**ATTORNEY CLIENT COMMUNICATION
PRIVILEGED & CONFIDENTIAL**

Brett McFadden, Chief Business Officer
Pajaro Valley Unified School District
294 Green Valley Road
Watsonville, CA 95076

Re: Voting Rights Issues/Updating Trustee Area Maps: Line Drawing Resolution

Dear Mr. McFadden:

At the September 28, 2011 Board meeting, we will present the enclosed draft Line Drawing Criteria resolution. This resolution provides the demographer with criteria to follow when preparing draft maps that explain population deviations from one trustee area to another. For example, if the District has a total population of 70,000, then, ideally, each of the seven trustee areas should have approximately 10,000 inhabitants. The proposed maps, when created, will yield trustee areas with a population count close to, but not the ideal number. This variation from the ideal is referred to as the deviation. The enclosed resolution provides criteria explaining the deviation so that it can be shown not to be arbitrary or capricious.

Federal Law and the Equal Protection Clause require that each trustee area be equal in population to ensure compliance with the "one person, one vote" rule. Small deviations (less than five percent (5%) greater than or less than the ideal) are presumptively constitutional under the Equal Protection Clause when required to meet an official criteria, such as avoiding a split of a community of interest or to consistently follow a highway or other major natural or man-made feature. In such cases, the plaintiffs have the burden to show that the deviation results from arbitrariness or discrimination rather than official criteria. Deviations totaling more than 10% are presumptively unconstitutional; in which case the evidentiary burden shifts to the District to justify the deviation. (*Larios v. Cox*, 300 F. Supp.2d 1320 (2004).) The proposed resolution containing the line drawing criteria provides general guidelines that support and explain deviations from equality among trustee areas. We anticipate that the maps that will be prepared will have deviations of far less than 10% so that they will be presumptively constitutional.

A Professional Corporation

7404 N. Spalding Avenue Fresno, California 93720-3370 Tel 559-431-5600 Fax 559-261-9366

Brett McFadden, Chief Business Officer
Pajaro Valley Unified School District
September 6, 2011
Page 2

At the September 28, 2011 Board meeting, the Board can adopt the enclosed line drawing resolution. Suggested agenda language is as follows: "Approve a Resolution to Adopt Line Drawing Criteria for Adjusting Trustee Area Boundaries."

At the September 28, 2011 Board meeting, I understand that Decision Insight (Michael or Dean) will present alternative maps based on 2010 census data. In terms of the maps, the September 28, 2011 Board meeting will be informational only.

Although not legally required, we recommend that the September 28, 2011 Board meeting be advertised and placed on the agenda as a "public hearing." Suggested agenda language for the September meeting is: "School Board Election Procedures: Initial Public Hearing to Consider Updating Trustee Area Maps based on 2010 Census Data." Please advertise this Board meeting agenda item in the District's customary fashion for legally required public hearings.

Let us know if you have any questions about the enclosed resolution. Once the draft maps have been prepared and the demographics summarized, let's arrange for a conference call to discuss. We may also want to schedule a conference call with the Board President and Clerk prior to the September 28, 2011 Board meeting.

Sincerely,

LOZANO SMITH



Michael E. Smith

MES/ne

Enclosure: Draft Resolution Adopting Line Drawing Criteria

cc: Michael Regele, Decision Insight

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

Resolution to Adopt Line Drawing) RESOLUTION NO. 11-12-06
Criteria for Adjusting Trustee Area)
Boundaries)
_____)

WHEREAS, trustees of the Pajaro Valley Unified School District are elected by trustee areas;

WHEREAS, the District desires to update its trustee area boundaries based on 2010 census data as required by Education Code section 5019.5;

WHEREAS, the District is undertaking a demographic study of its trustee areas using 2010 census data in order to ensure compliance with state and federal voting laws;

WHEREAS, Federal Law and the Equal Protection Clause require that each trustee area be equal in population to ensure compliance with the "one person, one vote" rule; however, deviations (less than five percent (5%) greater than or less than the ideal, for a total of 10% deviation) are presumptively constitutional under the Equal Protection Clause when required to meet an official criteria;

WHEREAS, the Board has instructed the demographer to prepare maps using 2010 census data that create trustee areas as nearly equal in total population as possible to ensure the lawfulness of the District's election procedures but wishes to provide official criteria for any needed deviations;

NOW, THEREFORE, the Board of Trustees of the Pajaro Valley Unified School District hereby adopts the following line drawing criteria:

1. Each trustee area shall contain a nearly equal number of inhabitants;
2. Trustee area borders shall be drawn in a manner that complies with the Federal and California Voting Rights Acts;
3. Trustee areas shall consist of contiguous territory in as compact form as possible;
4. Trustee areas shall respect communities of interest as much as possible;
5. Trustee area borders shall follow visible natural and man-made geographical and topographical features as much as possible;
6. Each new trustee area shall preserve the corresponding existing trustee area's population and territory as much as possible;

7. Trustee areas known to be areas of higher-than-average population growth in the two to five years following this boundary line adjustment may be under populated within the population deviation amounts allowed by law.

BE IT FURTHER RESOLVED, that the Superintendent or her designee shall be authorized to modify these general line drawing criteria so long as such changes are consistent with all requirements of law;

BE IT FURTHER RESOLVED, that the Superintendent or her designee shall be authorized to take any additional acts needed to effectuate the purpose and intent of this Resolution.

This Resolution was adopted at a meeting of the Pajaro Valley Unified School District on September 28, 2011, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

Dated: _____, 2011

Doug Keegan
President, Governing Board

CERTIFIED AS TRUE AND CORRECT COPY:

Clerk of the Board

PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 13.2

Date:	September 28, 2011
Item:	Board of Trustee's response to 2010 Grand Jury Report
Overview:	<p>Earlier this year, the Santa Cruz Grand Jury conducted an examination of the district's 2008 vendor selection and request for proposal (RFP) process for the employee health benefits consultant contract. District staff worked cooperatively with members of the grand jury over the course of the investigation. The jury found that the district's RFP process met all requirements under state law and that no irregularities were discovered during the investigation.</p> <p>The jury issued its report, findings, and recommendations in June. The law requires agencies subject to a grand jury report to respond within 60 days of the report for items pertaining to administrative staff, and 90 days for items requiring board response.</p> <p>Attached for the board's review and approval is a draft response to the findings and recommendations requiring board input. In addition, the grand jury's report and staff's 60-day response is attached.</p>
Recommendation:	Review and approve the Board of Trustee's official response to the 2010 Santa Cruz County Grand Jury report as submitted.

Prepared By: Brett McFadden, CBO

Superintendent's Signature: Dormm Bat

Santa Cruz 2010-2011 Grand Jury Response Packet

PVUSD Insurance Vendor Selection

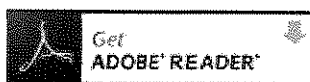
Are There Options?

PVUSD Board of Trustees

Due date: 90 Days (by Oct 1, 2011)

Download this PDF file to your computer and open it with Adobe Reader. Fill out each form and save your changes back into the PDF file. When finished, email the PDF file as an attachment to:

grandjury@co.santa-cruz.ca.us



Instructions for Respondents

California law PC § 933.05 requires that those responding to the Grand Jury report must provide a response for each individual finding and recommendation within a report, not a generalized response to the entire report. Explanations for disagreements and timeframes for future implementation or analysis must be provided. Please follow the format below when preparing your response.

Response Format

1. Find the Responses Required table that appears near the end of the report. Look for the row with the name of the entity you represent and then respond to the Findings and/or Recommendations listed in that row using the custom form provided to you.
2. For Findings, indicate one of the following responses and provide the required additional information:
 - AGREE with the Finding.
 - PARTIALLY AGREE or PARTIALLY DISAGREE with the Finding and specify the portion of the Finding that is disputed and include an explanation of the reasons therefore, or
 - DISAGREE with the Finding and provide an explanation of the reasons therefore.
3. For Recommendations, select one of the following actions and provide the required additional information:
 - HAS BEEN IMPLEMENTED, with a summary regarding the implemented action,
 - HAS NOT YET BEEN IMPLEMENTED BUT WILL BE IMPLEMENTED IN THE FUTURE, with a timeframe or expected date for implementation,
 - REQUIRES FURTHER ANALYSIS, with an explanation and the scope and parameters of an analysis or study, and a timeframe for that analysis or study; this timeframe shall not exceed six months from the date of publication of the grand jury report,
 - WILL NOT BE IMPLEMENTED because it is not warranted or is not reasonable, with an explanation therefore.

If you have questions about the response report, please contact the Grand Jury by calling 831-454-2099 or by sending an e-mail to grandjury@co.santa-cruz.ca.us.

How and Where to Respond

1. Please use the attached electronic Adobe PDF Response Form provided to you for your responses. There is one form page for each Finding and Recommendation. Be sure to save any changes you make to the form.
2. Print and send a hard copy of the Adobe PDF Response Form to:
The Honorable Judge Timothy Volkmann
Santa Cruz Superior Court
701 Ocean Street
Santa Cruz, CA 95060
3. Send the electronic version of the Adobe PDF Response Form via e-mail to the Grand Jury at grandjury@co.santa-cruz.ca.us.

Due Dates

Elected officials or administrators are required to respond within 60 days of the Grand Jury report's publication. Responses by the governing body of any public entity are required within 90 days.

Penal Code § 933.05

1. For purposes of subdivision (b) of § 933, as to each Grand Jury finding, the responding person or entity shall indicate one of the following:
 - a. the respondent agrees with the finding,
 - b. the respondent disagrees wholly or partially with the finding, in which case the response shall specify the portion of the finding that is disputed and shall include an explanation of the reasons therefore.
2. For purposes of subdivision (b) of § 933, as to each Grand Jury recommendation, the responding person shall report one of the following actions:
 - a. the recommendation has been implemented, with a summary regarding the implemented action,
 - b. the recommendation has not yet been implemented but will be implemented in the future, with a timeframe for implementation,
 - c. the recommendation requires further analysis, with an explanation and the scope and parameters of an analysis or study, and a timeframe for the matter to be prepared for discussion by the officer or director of the agency or department being investigated or reviewed, including the governing body of the public agency when applicable. This timeframe shall not exceed six months from the date of publication of the Grand Jury report, or
 - d. the recommendation will not be implemented because it is not warranted or is not reasonable, with an explanation therefore.
3. However, if a finding or recommendation of the Grand Jury addresses budgetary or personnel matters of a County department headed by an elected officer, both the department head and the Board of Supervisors shall respond if requested by the Grand Jury, but the response of the Board of Supervisors shall address only those budgetary or personnel matters over which it has some decision-making authority. The response of the elected department head shall address all aspects of the findings or recommendations affecting his or her department.
4. A Grand Jury may request a subject person or entity to come before the Grand Jury for the purpose of reading and discussing the findings of the Grand Jury report that relates to that person or entity in order to verify the accuracy of the findings prior to their release.
5. During an investigation, the Grand Jury shall meet with the subject of that investigation regarding that investigation unless the court, either on its own determination or upon request of the foreperson of the Grand Jury, determines that such a meeting would be detrimental.
6. A Grand Jury shall provide to the affected agency a copy of the portion of the Grand Jury report relating to that person or entity two working days prior to its public release and after the approval of the presiding judge. No officer, agency, department or governing body of a public agency shall disclose any contents of the report prior to the public release of the final report.

Santa Cruz 2010-2011 Grand Jury Response Form

PVUSD Insurance Vendor Selection Report

Respondent: PVUSD Board of Trustees

Respond within: 90 Days (by Oct 1, 2011)

Finding F2: It appears that the PVUSD Board of Trustees has relied heavily on the administration for information and recommendations on vendor selection and contract approval.

IMPORTANT: Please review the Instructions for Respondents for how to make your response.

Date of Response:

Respondent's Name:

Response (please choose one):

- AGREE
- PARTIALLY AGREE - explain disputed portion below
- PARTIALLY DISAGREE - explain disputed portion below
- DISAGREE - explain below

Response explanation (required for responses other than "Agree"):

The Board of Trustees partially agrees with this finding. The board's primary responsibility, like that of other local government elected boards, is to provide policy direction and oversight for the district on behalf of the voters, taxpayers, residents, families and students they represent. Board members rely on district administrative staff to implement policy directives, analyze policy alternatives, and recommend possible policy actions. But the board balances its oversight responsibilities by holding administrative staff directly accountable under the direction and oversight of the district's superintendent. The superintendent is appointed by the board and serves at their will. This accountability is determined and weighed against the board's adopted goals and objectives for the district. In addition, the board will provide direction and input to the superintendent and administrative staff on matters requiring board action and direction. The board will, if necessary, require specific follow-up according to a specified timeline. This is a common and recommended governance structure followed by a majority of local governments throughout the state and nation.

Santa Cruz 2010-2011 Grand Jury Response Form

PVUSD Insurance Vendor Selection Report

Respondent: PVUSD Board of Trustees

Respond within: 90 Days (by Oct 1, 2011)

Finding F3: During the initial interviews, PVUSD Board of Trustees and administrators appeared to be unaware of ongoing litigation concerning Keenan & Associates.

IMPORTANT: Please review the Instructions for Respondents for how to make your response.

Date of Response:

Respondent's Name:

Response (please choose one):

- AGREE
- PARTIALLY AGREE - explain disputed portion below
- PARTIALLY DISAGREE - explain disputed portion below
- DISAGREE - explain below

Response explanation (required for responses other than "Agree"):

The Board of Trustees partially agrees with this finding. Board members and administrators were not aware of the specific litigation concerning Keenan and Associates at the time representatives of the grand jury met with district officials. However, administrative staff immediately investigated the matter.

District officials, however, remain curious as to why this fact warrants a finding? The district, like any other large local government agency, works with a wide array of statewide vendors for specific services. It is possible that any one of them could be involved in some form of litigation. As a large public organization, the district itself is involved in several litigation matters at any one time. The board and district administration will always be concerned regarding litigation involving district vendors and/or consultants, but we will instruct administrative staff to carefully investigate the matter and provide the board feedback on the relevancy of such matters.

In this case, district staff conducted a thorough review of the litigation involving Keenan. They found that it had no direct bearing on Keenan's work and relationship with the district. A majority of the litigation referenced in the Grand Jury's report has been addressed, dropped, and/or thrown out by the court. Nevertheless, district will continue to monitor this matter until it comes to final completion.

Santa Cruz 2010-2011 Grand Jury Response Form

PVUSD Insurance Vendor Selection Report

Respondent: PVUSD Board of Trustees

Respond within: 90 Days (by Oct 1, 2011)

Recommendation R1: PVUSD Board of Trustees should act more independently of the administration when reviewing and approving significant contracts and vendors.

IMPORTANT: Please review the Instructions for Respondents for how to make your response.

Date of Response:

Respondent's Name:

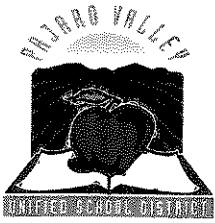
Response (please choose one):

- HAS BEEN IMPLEMENTED
- HAS NOT BEEN IMPLEMENTED BUT WILL BE IMPLEMENTED IN THE FUTURE - indicate timeframe below
- REQUIRES FURTHER ANALYSIS - explain scope and timeframe below (not to exceed six months)
- WILL NOT BE IMPLEMENTED - explain below

Response summary, timeframe or explanation:

This recommendation has been implemented but not as a result of the Grand Jury's findings and/or recommendations on this report. The board has, and will continue to, perform its duties as prescribed to it under California law. Among these are public procurement statutes when conducting formal requests for proposals (RFP). The role and responsibilities of the board in the RFP process are clearly spelled out in the Government and Education codes. In this instance, the board adhered to these statutes and acted according to how it was suppose to operate during a formal RFP process.

The board expresses concern with the Grand Jury's recommendation. The PVUSD Board of Trustees has consistently retained it core role of setting policy independent of administrative staff and any other outside influences. All of its actions are deliberated in public and are subject to majority vote. But the board will continue to rely on its appointed leadership staff for policy analysis and recommendations. These staff are carefully selected for their professional expertise in such matters. They report directly to the superintendent and/or board, and are evaluated and held accountable for their professional performance.



Pajaro Valley Unified School District

294 Green Valley Rd., Watsonville, CA 95076 • (831) 786-2100 • Fax: (831) 728-4288 • www.pvUSD.net

August 30, 2011

2010-11 Santa Cruz County Grand Jury
County Administrative Offices
701 Ocean Street, Room 318-I
Santa Cruz, CA 95060

**RE: 60-day response to Grand Jury Report
PVUSD Insurance Vendor Selection Process**

Dear Members of the 2010-11 Grand Jury:

On behalf of the Pajaro Valley Unified School District (district), please find the district's 60-day response to the Grand Jury's 2010-11 Report *PVUSD Insurance Vendor Selection: Are There Options?*

We appreciate the opportunity to respond to the findings and recommendations included in the report. Per the jury's instructions, the 60-day response from district leadership staff is to cover findings F3-F6 and recommendations R2-R4. Findings F2-F3 and recommendation R1 will be addressed in the 90-day response sent on behalf of the district's Board of Trustees.

Response to Findings

Finding #3

The district concurs with this finding. At the time Grand Jury members visited with district officials, district staff was unaware of specific litigation involving Keenan and Associates (Keenan) and other school districts. This fact is not, in our opinion, that significant. We are curious as to why it warrants a finding. The district works with a wide array of statewide vendors for specific services. It is possible that any one of them could be involved in some form of litigation. As a large public organization, the district itself is involved in several litigation matters at any one time. District staff will always be concerned regarding litigation involving district vendors and/or consultants, but we will carefully investigate the matter and provide that entity the due process afforded to it by law before reaching conclusions.

In this case, district staff conducted a thorough review of the litigation involving Keenan. We found that it had no direct bearing on Keenan's work and relationship with the district. A majority of the litigation referenced in the Grand Jury's report has been addressed, dropped, and/or thrown out by the court. Nevertheless, district staff will continue to monitor this matter until it comes to final completion.

Finding #4

The district concurs with this finding. The district provides a complete range of health and welfare benefits to its employees. It is not uncommon for school districts to contract consultant services for these matters. We note, however, that the law clearly stipulates that fees for consultant and broker services must be listed and accounted for separately. The board's publically adopted contract with Keenan clearly stipulates the range of services provided and fees charged by Keenan to the district. In addition, these fees and services are reviewed annually for accuracy and appropriateness by district staff.

Finding #5

The district partially concurs with this finding. It is true that only one qualified vendor submitted a proposal during the 2010 contract renewal process. Another vendor submitted a proposal that appeared to meet minimum proposal requirements, but was one hour past the official deadline noticed in the district's Request for Proposals (RFP) process.

District staff disagrees with part of the jury's finding that "the process does not appear to encourage multiple bids." As a public agency, the district is required to adhere to public procurement statutes when determining the purchase of particular goods and/or services with public resources. These statutes and subsequent review process require strict adherence to specific processes and communications between the public agency and possible vendors/consultants. In this case, district staff closely followed all state and federal public procurement requirements and best practices. Members of the jury's review team concurred with this assessment.

In addition, the Grand Jury did not, in our opinion, completely understand the nature and specificity of the services being sought by the district. These are not normal health insurance services commonly provided to private sector organizations and individuals. There are only a handful of firms in the state that are experienced and qualified to handle this large of a public contract and for these types of services. The contract is up for renewal in 2012 and the district is currently conducting its bi-annual RFP process. This time the district invited nine vendors to respond, but only four submitted proposals.

Finding #6

District staff does not concur with this finding. Upon issuance of the Grand Jury's report, district staff conducted a thorough review of the district's contracted services by Keenan. Our review found no instance where Keenan did not closely analyze all possible options to maximize district-provided employee services in a cost effective manner. District staff oversees and administers all aspects of the district's employee health and welfare benefits systems. The program and fiscal management of such services are subject to state, federal and independent reviews and audits. No significant finding or exception has been identified in recent memory. To this end, we have found that Keenan and its staff have conducted their work on behalf of the district in a highly professional manner.

Response to Recommendations

Recommendation #2

The district concurs with this finding and has taken steps to implement the recommendation in subsequent RFP processes. The district notes, however, that Internet searches are not, by themselves, a completely accurate source of information. A significant portion of data on the Internet may produce inaccurate, outdated, or unsubstantiated claims.

Recommendation #3

The district supports with this recommendation. Staff analysis found that the district procurement and RFP processes comply with state, federal, and board-adopted policies. The Grand Jury report noted that the district was in compliance with these requirements and made note of the extra steps district staff implemented to maximize transparency and accountability before the public. Staff has implemented practices to further encourage competitive bidding processes that adhere to state and federal statutory requirements.

Recommendation #4

District staff conducted a complete examination of the issues raised by the Grand Jury's report on this specific matter. The issues raised in the Fourth Amended Class Action Complaint brought in the name of other public agencies do not apply to PVUSD. District staff closely monitors all services, billing, and fees provided by Keenan under contract. Staff has found no discrepancies to date, but will continue to monitor this matter for further developments. Should it be warranted, district staff will initiate an immediate review of the vendor's contract performance like it has with other vendors and/or consultants.

Thank you for the opportunity to provide 60-day comment on the Grand Jury's findings and recommendations. Responses to the other findings and recommendation will be issued by the Board of Trustees at the 90-day comment

period. The district appreciates the manner in which jury members conducted this review.

Sincerely,

Brett W. McFadden
Chief Business Officer
(On behalf of the Superintendent)

cc: Board of Trustees
Superintendent Dorma Baker
Richard Buse, Director of Purchasing
Helen Bellonzi, Director of Finance
Nita Black, Payroll and Benefits Supervisor
Bob Schoenherr, Keenan and Associates

Santa Cruz County Grand Jury



**2010-2011
Final Report**

Pajaro Valley Unified School District Insurance Vendor Selection: Are There Options?

Summary

The Santa Cruz County Grand Jury investigated the Pajaro Valley Unified School District (PVUSD) processes for vendor selection. The investigation was prompted by public concern and a newspaper article regarding potential conflicts of interest related to health insurance consulting and vendor selection. The investigation found PVUSD selection processes to be transparent and followed state-mandated procedures. However, the current contract for Medical, Dental and Vision Consulting Services considered only one vendor bid. It appears that PVUSD relies heavily on that one contractor, Keenan & Associates, to provide insurance services across a wide range of roles, including consultant, broker, and administrator of insurance pools, each of which is separately compensated. The Grand Jury recommends process improvements to increase the choice of competing vendors, provide more thorough contract review, and ensure a more comprehensive accounting of total costs.

Definitions

- **AD&D Insurance:** Accidental Death & Dismemberment insurance.
- **BeLiEF JPA:** Benefits Liability Excess Fund Joint Powers Authority. A group of self-funded public school districts and community colleges, including PVUSD, that have joined together for Stop-Loss insurance coverage.
- **COE:** Santa Cruz County Office of Education.
- **JPA:** Joint Powers Authority. JPAs can be formed by public entities that wish to join together and leverage their purchasing power. For example, school districts can join with each other, under a JPA, to collectively fund or purchase insurance coverage in a specific area.
- **KPPC:** Keenan Pharmacy Purchasing Coalition used by PVUSD to provide employee prescription benefits.
- **Nor Cal ReLiEF JPA:** Northern California Regional Liability Excess Fund Joint Powers Authority. A large group of member school districts, including PVUSD, that have joined together for leverage in obtaining property and liability insurance coverage.
- **PEPM:** Per employee per month.
- **PMPM:** Per member per month.
- **PO:** Purchase Order. An accounting document prepared and approved for all purchases.
- **PVUSD:** Pajaro Valley Unified School District.
- **SACS:** Standardized Account Code. The California Department of Education implemented a uniform way for school districts to report their revenues and expenditures. Since the 2003-2004 school year, all districts use SACS in their financial reporting.
- **SAFER JPA:** Schools Association For Excess Risk JPA. Provides excess property and liability insurance. The Nor Cal ReLiEF JPA is a member of the SAFER JPA.

- **SAWCX II JPA:** School Alliance for Workers' Compensation Excess II. SAWCX II is a JPA that provides excess workers' compensation protection.
- **Self-Insurance Fund:** A dedicated fund used by self-insured employers to pay claims directly.
- **Stop-Loss Insurance:** An insurance policy sometimes used by self-insured employers to protect themselves against unexpectedly high claims.
- **Warrant:** The standard accounting term for payments.

Background

Questions were raised by an earlier Grand Jury concerning the budget review process, conflicts of interest regarding vendor selection, and dollar amounts and types of purchases which should be submitted for PVUSD Board of Trustees approval. These issues were addressed in PVUSD's response to the Santa Cruz County 2006-2007 Grand Jury Final Report with Responses.^[1]

More recently, there have been persistent, yet unsubstantiated, rumors regarding a potential conflict of interest with the selection of health insurance vendors. A 2009 newspaper article reported that a PVUSD trustee was concerned about a perceived conflict of interest with the PVUSD insurance consultant, who was also an insurance vendor.^[2]

Employee benefits are the second largest portion of the overall PVUSD budget after salaries. According to the Second Interim 2010-11 PVUSD SACS report, expenditures for employee benefits are \$47.2 million of the total \$182.7 million Operating Budget for fiscal year 2010-2011.^[3] \$26.3 million of these benefits are for Health and Welfare alone.^[4] PVUSD medical costs have tripled over the last 14 years, while dental and vision costs have remained relatively flat.^[5]

Scope

Grand Jury members reviewed PVUSD Board Meeting packets and minutes, PVUSD budgets, PVUSD purchasing procedures, PVUSD Board bylaws, several PVUSD audit reports, web content related to insurance vendors that had contracted with PVUSD, and lawsuit documents filed in Alameda County (Alameda County Superior Court Case No. RG04183334). This is a class action lawsuit against one of the PVUSD vendors, Keenan & Associates, that alleges various improper business practices relating to the brokerage of insurance for public schools and community colleges. The Grand Jury conducted interviews with employees of the County Office of Education (COE), PVUSD Administration, and the PVUSD Board of Trustees. PVUSD purchase order (PO) history and warrants (payments) were reviewed. This work was performed to determine if there were any apparent improprieties or conflicts of interest regarding insurance vendor selection.

Investigation

The investigation initially focused on whether a conflict of interest existed within PVUSD, regarding the choice of health insurance vendors. The scope of the investigation was subsequently expanded to examine the dominance of one vendor, playing a role across almost all PVUSD insurance needs, in more detail. The reliance on a single vendor also triggered a closer examination of the PVUSD bid process and level of contract review.

In initial interviews at the COE, it was learned that districts within the county select their own vendors, subject to the State of California Public Contract Code Section 20111(a), which requires school district governing boards to competitively bid for services that exceed \$50,000 (adjusted annually for inflation).^[6] The COE does not control contracts awarded by individual districts; however, a financial audit by an independent firm of Certified Public Accountants is required annually.^[7] During these audits, the accountants may request documentation on selected contracts.

PVUSD Board meeting minutes,^[8] Board packets^[9] and related newspaper articles were reviewed for any mention of contracts regarding health insurance. At the August 26, 2009, Board meeting, a contract for Keenan & Associates to provide Medical, Dental and Vision Consulting Services was submitted for approval. The Board packet documented that requests had been sent to five prospective vendors. Keenan & Associates was the only vendor to send a proposal prior to the submittal deadline. Another proposal was received after the deadline and was returned unopened.^[12] A Santa Cruz Sentinel article reported that the contract was discussed at the Board meeting, but it was tabled at the request of one of the trustees who was concerned that in acting as both as a District consultant and insurance vendor, Keenan & Associates had a conflict of interest.^[2] The official Board meeting minutes document that the contract approval was deferred, to clarify concerns of potential conflict of interest.^[13]

Keenan & Associates made a presentation to the Board, clarifying the services they provide to schools, on October 14, 2009.^[14] The contract with Keenan & Associates was eventually approved at the Board meeting on October 28, 2009. The cover page in the Board packet clarified that the consultant, Keenan & Associates, would be acting exclusively in an advisory and consultative capacity.^{[15][16]}

Upon further review by the Grand Jury, the agreement with Keenan & Associates revealed several clauses which clearly authorize Keenan & Associates to provide brokerage services in addition to consulting services. In Section 2 of the agreement, the Brokerage Services option has been accepted. In Section 3, it states that Keenan shall procure and maintain Workers' Compensation and General Liability coverage. In Exhibit B of the agreement, Keenan & Associates has exclusive authority and right to negotiate with insurance carriers covering Prescriptions, Short and Long Term Disability, Life and AD&D (Accidental Death & Dismemberment). In Exhibit C, it states Keenan shall receive commissions from the insurance carriers and/or other vendors for the placement of insurance coverage.^[16]

At this point the investigation was expanded to look at the services provided by Keenan & Associates. This company focuses on providing insurance, employee benefits, and financial services for California schools and community colleges.^[17] Their insurance services include consulting, brokering, and managing numerous JPA's (Joint Powers Authorities). Public entities join JPA's like SAWCX II (Schools Alliance for Workers' Compensation Excess) JPA^[18] or Nor Cal ReLiEF (Northern California Regional Liability Excess Fund) JPA,^[19] to collectively purchase insurance and other products as a large pool. Keenan & Associates forms and manages these JPA's and provides the brokerage services. They also have a division, Keenan Financial Services, that provides retirement financial solutions for school employees, such as SERP (Supplemental Early Retirement Program) and Futuris (trust fund for post-employment benefits).^[20]

The Grand Jury did Internet research on Keenan & Associates, and discovered some material on blogs^[21] ^[22] and the Alameda County website for the Superior Court of California.^[23]

While the blog content could be biased, it did lead the Grand Jury to the court documents for case No. RG04183334 on the Alameda County website. On November 2, 2004, the County of Santa Clara filed a complaint against several insurance brokers, including Keenan & Associates.^[24] The complaint has been amended a number of times over the years. The fourth version of the complaint was filed on July 12, 2006. At that time, it was a class action lawsuit, with a list of plaintiffs including San Francisco Community College District, San Francisco Unified School District, Tuolumne Joint Powers Authority, and the People of the State Of California, by and through San Francisco City Attorney Dennis Herrera. Keenan & Associates was the only remaining defendant left in the complaint by that time.^[25]

The fourth version of the amended complaint alleges Keenan has “represented itself as a sophisticated and trustworthy insurance business expert,” but has engaged in “secret fee agreements,” “undisclosed kickbacks,” “bid-rigging,” “improper steering,” and “anti-competitive practices.”^[25] Overall, the complaint alleges that Keenan & Associates abuses its position of trust, as an advisor to public entity clients and JPA's, to maximize the undisclosed compensation they receive as a broker from carriers and vendors to whom they steer insurance business. The allegations conclude that the carrier and vendor recommendations made by Keenan & Associates may not be in the best interest of their public entity clients. The alleged undisclosed broker compensation received from carriers and vendors prevents clients from verifying whether they are getting the best deal or understanding the impact to their premiums. It should be noted that everything in the Fourth Amended Complaint must be treated as unproven allegations only.

On August 24, 2010, one of the plaintiffs, the San Francisco City Attorney, settled out of court and is no longer part of the case, which is now in its seventh year. At the time of this report there are 779 documents filed under the Register of Actions in the case, and it has not yet gone to trial.

This lawsuit was discussed in a front page article in the September 22, 2005, issue of The Recorder, a provider of California legal content. The article stated “Santa Clara County is suing several top insurance brokerage firms, claiming they have duped customers out of millions through secret ‘kickbacks’ and other ‘lucrative’ service deals and are ‘steering’ clients towards insurers that are offering brokers undisclosed commissions, funded through insurance premiums.”^[26]

A letter posted on the Internet from the Capistrano Unified Education Association (a teachers’ Union) dated May 19, 2009, asked the Capistrano Unified School District Board of Trustees to rescind their selection of Keenan & Associates, citing issues surrounding the previously mentioned lawsuit, the need to use objective criteria to evaluate service proposals, and the appearance of impropriety.^[27]

The next step in the investigation was to request vendor-related financial documents from PVUSD. They responded promptly, by directing us to their website where this information was located. The website contains detailed budget information,^[28] bidding policies,^[29] ^[30] and conflict of interest policy.^[31] In response to the Grand Jury request for vendor information, PVUSD created new public web pages with purchase order^[32] and vendor payment (warrant) histories.^[33]

The Grand Jury also reviewed PVUSD audit reports. The Grand Jury observed that the three JPA's noted in the audit reports were also JPA's mentioned in the lawsuit, as examples where Keenan & Associates allegedly engaged in deceptive business practices.^[23] These independent audits were performed by Vavrinek, Trine, Day & Co., LLP, Certified Public Accountants, in Palo Alto.

Table 1. Participation in Keenan managed JPA's noted in PVUSD audits.

	2006 Audit ^[34]	2007 Audit ^[35]	2008 Audit ^[36]	2009 Audit ^[37]	2010 Audit ^[38]
SAFER JPA	X	X	X	X	X
SAWCX JPA			X	X	X
BeLiEF JPA			X	X	X

The SAFER (Schools Association For Excess Risk) JPA provides excess property and liability insurance coverage, and provides an umbrella that includes the Nor Cal ReLiEF JPA mentioned previously.^[39] The SAWCX II (School Alliance for Workers' Compensation Excess II) JPA provides excess workers' compensation insurance. The BeLiEF (Benefits Liability Excess Fund) JPA is used for excess medical insurance.^[38]

After reviewing information requested from PVUSD, the Grand Jury scheduled interviews with PVUSD administrators and learned that PVUSD does not purchase health insurance from insurance vendors, or via brokers like Keenan & Associates. Instead, their health and workers' compensation benefits are paid from a self-insurance fund up to a certain level. An actuarial analysis determines the size of the annual contributions needed to maintain the fund to pay claims.^[40]

PVUSD "Fund 67" Self-Insurance Fund 2010-2011 Budget

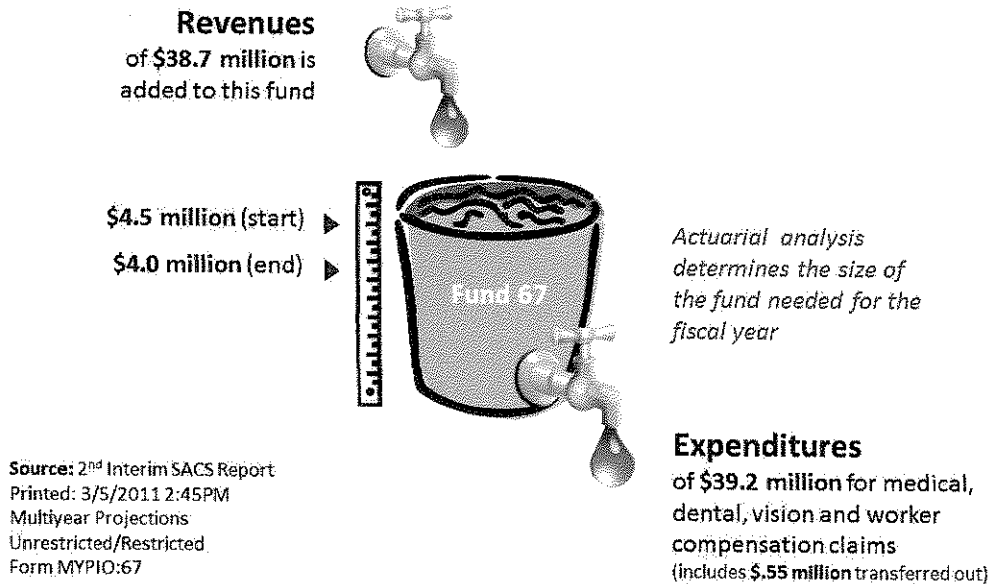


Figure 1. Illustration of PVUSD Self-Insurance Fund.

For the current fiscal year (2010-2011), according to the Second Interim SACS Report, PVUSD estimates it will add \$38.7 million to the fund. The beginning balance is \$4.5 million (which has an audit adjustment applied). The ending balance is \$4.0 million. The estimated expenditures from this fund are \$39.2 million for medical, vision, dental, and workers' compensation claims (includes administration and a transfer out amount of \$0.55 million).^[41] An earlier report, when the budget was adopted, details the breakdown of expenditures. At \$32.7 million, medical is the largest portion.^[42]

PVUSD pays large claims, above \$285,000, with stop-loss excess insurance through the BeLiEF (Benefits Liability Excess Fund) JPA. Members in this JPA include other self-funded public school districts and community colleges. Keenan & Associates created and manages the BeLiEF JPA.^[43] The cost for this stop-loss protection is currently \$1.7 million per year.^[44]

A copy of the latest Keenan & Associates Stewardship Report^[43] clearly indicates that the overall relationship with Keenan & Associates goes beyond acting "exclusively in an advisory and consultative capacity between vendors such as Coastal Healthcare and Blue Cross" as stated in Board Agenda Backup Item 12.3, dated October 28, 2009.^[16]

Purchase orders reports, available from PVUSD website, were reviewed, to better understand the extent of the business relationship with Keenan & Associates. In addition to the purchase order for the Medical, Dental and Vision Consulting Services contract, purchase orders were also noted if they:

- Were made out directly to Keenan & Associates for other services.

- Were made out to other vendors and Keenan & Associates received indirect compensation.
- Were made out to other vendors that were related in some way to Keenan & Associates.

Table 2 shows selected purchase orders and amounts to be paid to Keenan and Associates for insurance and workers' compensation services.

Table 2. Selected purchase orders directly to Keenan & Associates in the 08/11/2010 Board Meeting Purchase Order Report.^[44]

<i>Purchase Order</i>	<i>Vendor</i>	<i>Amount</i>	<i>Description</i>
110755	Keenan & Associates	\$49,000	Insurance Consultant services
110756	Keenan & Associates	\$1,720,000	Stop-Loss protection plan 2010 (BeLiEF JPA)
110636	Keenan & Associates	\$41,000	Life insurance premiums 10-11
110754	Keenan & Associates	\$195,000	Keenan Workers Compensation 2010-2011

As stated in the Keenan Stewardship Report,^[43] Keenan receives:

- A consulting fee of \$1.76 PEPM for Medical, Dental and Vision.
- A JPA Management Fee of 3% premium for the BeLiEF JPA stop-loss protection. If there is any indirect broker compensation (as alleged in the lawsuit) it was not disclosed in the Stewardship report.
- A commission of 14% for the placement of term life and AD&D insurance and ongoing service responsibilities, via MetLife.

Table 3 shows purchase orders for services paid to other vendors for which it is known Keenan receives other compensation.

Table 3. Selected purchase orders to other vendors, for which it is known Keenan receives other compensation, in the August 11, 2010, Board Meeting Purchase Order Report.^[44]

<i>Purchase Order</i>	<i>Vendor</i>	<i>Amount</i>	<i>Description</i>
110757	KPPC ^[45]	\$55,000	KPPC Agency Coalition Billing
110760	Chiropractic Health Plan	\$242,000	Chiropractic Health Plan of CA
110753	UNUM Provident	\$660,000	Short/Long Term Disability Coverage

As stated in the Keenan Stewardship Report,^[43] Keenan receives:

- Coalition Management Fee of \$0.80 PMPM for KPPC.
- Commission of \$0.50 PEPM for the “Chiropractic Carve Out program.”
- Commission of 10% for the placement of long and short term disability insurance from Unum.

Table 4 includes purchase orders for other related Keenan & Associates products and services.

Table 4. Selected purchase orders to JPA's and other products related to Keenan & Associates in the August 11, 2010, Board Meeting Purchase Order Report.^[44]

<i>Purchase Order</i>	<i>Vendor</i>	<i>Amount</i>	<i>Description</i>
110906	SAWCX II ^[18]	\$151,154	SAWCX II Member Contribution
110509	Nor Cal ReLiEF ^[19]	\$726,523	Insurance Coverage
Various	United of Omaha	\$2,894,069 (<i>subtotal</i>)	SERP ^[46] Installments

The Grand Jury was not able to determine what, if any, indirect compensation Keenan & Associates receives for the items in the table above. Keenan & Associates manages the SAWCX II and Nor Cal ReLiEF JPA's, and SERP is a Keenan product. There were no disclosures for these items in the Keenan Stewardship report. The lawsuit alleged that Keenan & Associates

obtains insurance for JPA's such as SAWCX II and Nor Cal ReLiEF but does not disclose indirect compensation received from insurance carriers.

Keenan & Associates has had a contractual relationship with PVUSD since November 2003. The Grand Jury explored the bidding process behind the last Medical, Dental and Vision Consulting Services contract with Keenan & Associates. According to PVUSD, there are only a handful of vendors in California that are qualified to provide the kind of insurance consulting services they require. Bid requests were sent to five prospective vendors. There was a period of two weeks for vendors to respond. The only bid received prior to the stipulated deadline was from Keenan & Associates, with a second bid returned unopened because it arrived thirty (30) minutes late.

PVUSD is in compliance with all bidding regulations and policies. State law and PVUSD policies stipulate minimum requirements for the bidding process for services. As mentioned previously in this report, Public Contract Code 20111(a) specifies a bid threshold, above which competitive bids shall be sought through advertisement. This threshold is revised every year and communicated by the State Superintendent of Public Instruction. In 2009, this threshold had increased to \$76,700.^[47] PVUSD Board Policy section AR 3311(a) describes the method for obtaining services, and section AR 3311(b) stipulates bids must be advertised for a minimum of two weeks.^[21]

Near the end of the investigation, additional interviews were held with PVUSD trustees, one of whom pointed out that clause 4-D in the Medical, Dental and Vision Consulting Services contract with Keenan & Associates offers some protection to PVUSD against conflict of interest. This clause states:

Keenan shall comply with all applicable state and/or federal laws and regulations regarding disclosure of compensation. We embrace industry efforts for transparency and believe that it is important that clients have access to information that may be relevant to their choice of insurance products, including cost of such insurance and services, and, the compensation that may be directly or indirectly paid to Keenan in connection with the products or services that are selected. If you have any questions regarding any of these items or desire additional information, you may contact your Keenan account representative to discuss this matter in more detail.^[16]

Trustees appear to have relied heavily on information and recommendations provided by the administration when reviewing the contract. The PVUSD trustees and administrators interviewed were not aware of the class action lawsuit brought against Keenan & Associates. As of the writing of this report, these allegations have not been resolved and the case has not yet gone to trial.

Keenan & Associates appears to be a professionally-run company with a solid understanding of the insurance market. They also appear to provide a comprehensive set of solutions to satisfy their customers' needs.

The Grand Jury made contact with an executive from Keenan & Associates at the end of the investigation. The executive stated that Keenan & Associates' objective is to assist their clients

to find the best insurance products and services at the best price. The executive also added that any commissions they receive when acting as a broker are consistent with industry practices.

Findings

- F1.** The Grand Jury found no evidence of any conflict of interest between PVUSD insurance related vendors and PVUSD employees or trustees.
- F2.** It appears that the PVUSD Board of Trustees has relied heavily on the administration for information and recommendations on vendor selection and contract approval.
- F3.** During the initial interviews, PVUSD Board of Trustees and administrators appeared to be unaware of ongoing litigation concerning Keenan & Associates.
- F4.** The services that Keenan & Associates provide PVUSD go beyond an advisory and consultative capacity for health benefits to also include brokering a wide variety of insurance, prescription management, early retirement planning and administration of several JPA's.
- F5.** Even though PVUSD requested proposals from five qualified vendors for Medical, Dental and Vision Consulting Services, and followed California Code and district purchasing policies, the process does not appear to encourage multiple bids.
- F6.** The Medical, Dental and Vision Consulting Services contract discloses that Keenan & Associates receives direct compensation from PVUSD and indirect compensation from brokered vendors, which is a conflict in that it diminishes the incentive for Keenan & Associates to always recommend vendors offering PVUSD the best deals.

Recommendations

- R1.** PVUSD Board of Trustees should act more independently of the administration when reviewing and approving significant contracts and vendors.
- R2.** PVUSD should include in their purchasing process an Internet background check on prospective vendors, relating to litigation or other issues.
- R3.** PVUSD should review their purchasing process and identify possible changes that would increase the number of qualified bids.
- R4.** PVUSD should consider the nature of the issues raised in the Fourth Amended Class Action Complaint to determine if they apply to their district. Following that, they should exercise clause 4-D in the Medical, Dental and Vision Consulting Services contract, to review both total direct and indirect compensation received by Keenan & Associates and the potential impact to PVUSD's overall costs.

Commendations

The Grand Jury requested budget information, purchasing policies and spending records from PVUSD. They responded with links to existing information on their website and added new detailed purchase order and payment history content at:

<http://www.pvUSD.net/info/public-notice/PurchaseOrdersReport.html>

<http://www.pvUSD.net/info/public-notice/WarrantReports.html>

This PVUSD website contains a large amount of detailed information and historical data. It is an excellent example of transparency for which they should be commended.

Responses Required

<i>Respondent</i>	<i>Findings</i>	<i>Recommendations</i>	<i>Respond Within/ Respond By</i>
PVUSD Superintendent	F3-F6	R2-R4	60 Days September 1, 2011
PVUSD Board of Trustees	F2-F3	R1	90 Days October 1, 2011

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Site Visits

County Office of Education, Santa Cruz
Pajaro Valley Unified School District Office, Watsonville

PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 13.3

Date: September 28, 2011

Item: Salary Schedule for Associate Teacher

Overview: At the June 22, 2011 Board Meeting, the Trustees approved the creation of the Associate Teacher for the Child Development Program.

The District and the Union have since negotiated the attached Salary Schedule for the Associate Teacher as required by the Education Employment Relations Act (EERA).

The salary schedule will allow the Child Development Program to hire Associate Teachers at a salary level that is competitive in order to better staff the children centers.

Recommendation: Approve the Salary Schedule for the Associate Teacher

Prepared By:

Dr. Albert J. Roman, Assistant Superintendent

Superintendent's Signature:

Dr. Roman

Associate Teacher Salary Schedule

Salary Schedules (\$ per hour)

Years	12-18 Units	19-23 Units	24 Units
1	11.14	11.48	11.82
2	11.48	11.82	12.18
3	11.82	12.18	12.54
4		12.54	12.92
5		12.92	13.31
6			13.71
7 or more			14.18

Negotiated on September 22, 2011