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.

October 9, 2013
REGULAR BOARD MEETING

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

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

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

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

Notice to the Audience on Public Comment

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

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

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

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

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

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

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

1.1 Call to Order

1.2 Public comments on closed session agenda.

2.0 CLOSED SESSION (AND AFTER REGULAR SESSION IF NECESSARY)

2.1 Public Employee Appointment/Employment, Government Code Section 54957
a. Certificated Employees (see Attached)
b. Classified Employees (see attached)

2.2 Public Employee Discipline/Dismissal/Release/Leaves

2.3 Negotiations Update
a. CSEA
b. PVFT
c. Unrepresented Units: Management and Confidential
d. Substitutes – Communication Workers of America (CWA)

2.4 Claims for Damages

2.5 Pending Litigation
J. Bolin vs. PVUSD

2.6 Anticipated Litigation

2.7 Real Property Negotiations

2.8 2 Expulsions

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

3.1 Pledge of Allegiance

3.2 Welcome by Board President
Trustees Kim De Serpa, Leslie DeRose, Maria Orozco, Karen Osmundson, Lupe Rivas, Jeff Ursino and President Willie Yahiro.

3.3 Superintendent Comments

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

4.0 APPROVAL OF THE AGENDA

5.0 APPROVAL OF MINUTES
a) Minutes for September 25, 2013

6.0 HIGH SCHOOL STUDENTS BOARD REPRESENTATIVES REPORT

7.0 BUDGET UPDATE
Report by Brett McFadden, CBO.

President Yahiro closes regular meeting and opens Public Hearing.

8.0 PUBLIC HEARING ON BOARD APPOINTED PERSONNEL COMMISSIONER

8.1 Public Hearing for Classified Employees' Appointment to the Personnel Commission: Sharon Gray.
Report by Pam Shanks, Director, Classified

8.2 Public Comment

8.3 Board Comment

President Yahiro closes Public Hearing and resumes regular board meeting.

9.0 VISITOR NON-AGENDA ITEMS

Public comments on items that are not on the agenda can be addressed at this time. The Board President will recognize any member of the audience wishing to speak to an item not on the agenda on a matter directly related to school business. The President may allot time to those wishing to speak, but no action will be taken on matters presented (Ed. Code Section 36146.6). If appropriate, the President or any Member of the Board may direct that a matter be referred to the Superintendent's Office for placement on a future agenda. Trustees may ask questions for clarity but cannot take action on these matters. (Please complete a card if you wish to speak.)

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

11.0 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).

11.1 Purchase Orders September 19 – October 2, 2013
The PO's will be available in the Superintendent's Office.

11.2 Warrants September 19 – October 2, 2013
The warrants will be available in the Superintendent's Office.

11.3 Approve Award of Contract for Bottled Water Service, RFP#JL090613.

11.4 Approve Elementary School Rekeying Projects to Include Classrooms, Multi-purpose Room, Library and Other Large Capacity Rooms.

11.5 Approve CASHEE Passage Waiver for Student 13-14-05, English Language Arts, Pajaro Valley High School.

11.6 Approve CASHEE Passage Waiver for Student 13-14-06, English Language Arts, Watsonville High School.

11.7 Approve CASHEE Passage Waiver for Student 13-14-07, English Language Arts, Watsonville High School.

11.8 Approve CASHEE Passage Waiver for Student 13-14-09, Mathematics, Pajaro Valley High School.

11.9 Approve CASHEE Passage Waiver for Student 13-14-10, English Language Arts, Pajaro Valley High School.

11.10 Approve CASHEE Passage Waiver for Student 13-14-11, English Language Arts, Pajaro Valley High School.

11.11 Approve CASHEE Passage Waiver for Student 13-14-12, English Language Arts, Pajaro Valley High School.

11.12 Approve CASHEE Passage Waiver for Student 13-14-13, Mathematics, Renaissance High School.

The administration recommends approval of the Consent Agenda.

12.0 DEFERRED CONSENT ITEMS

13.0 REPORT, DISCUSSION AND POSSIBLE ACTION ITEMS

13.1 Action on Classified Employees' Appointment to the Personnel Commission: Sharon Gray.
Report given under item 8.1.

13.2 Report, discussion and possible action to Approve Resolution #13-14-04 Setting Forth Final Guidelines For The Development and Use of Freedom Field At Aptos High School.
Report by Brett McFadden, CBO. *5 min. report; 5 min. discussion*

13.3 Report, discussion and possible Action on Diversion, Support and Deterrent Program Proposals.
Report by Murry Schekman, Assistant Superintendent. *10 min. report; 5 min. discussion.*

14.0 REPORT AND DISCUSSION ITEMS

14.1 Report and discussion on Drop Out Committee Report.
Report by Faris Sabbah, Director, Migrant Education. *10 min. report. 5 min. discussion.*

15.0 ACTION ON CLOSED SESSION

16.0 UPCOMING BOARD MEETINGS/REMAINING BOARD MEETINGS FOR 2013

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

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

17.0 ADJOURNMENT

PAJARO VALLEY UNIFIED SCHOOL DISTRICT
CLOSED SESSION AGENDA
October 9, 2013

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

New Hires – Probationary	
	None
New Hires	
6	Teachers
New Substitutes	
	None
Promotions	
	None
Administrative Appointments	
1	Principal (Interim)
1	Academic Coordinator
Transfers	
	None
Other	
	None
Extra Pay Assignments	
21	Coach
5	Department Chair
Extra Period Assignments	
	None
Leaves of Absence	
1	Instructional Assistant – M/S
1	Speech and Language Specialist
3	Teacher
Retirements	
	None
Resignations/Terminations	
	None
Supplemental Service Agreements	
1	Nurse
1	Speech and Language Therapist

83	Teacher
Miscellaneous Actions	
1	Behavior Tech
1	Cafeteria Cook/Baker
Separations From Service	
1	Bus Driver
1	Teacher
Limited Term – Projects	
1	Behavior Tech
8	Enrichment Specialist
1	Instructional Assistant – General Ed
1	Office Assistant III
1	Translator
Exempt	
1	Childcare
11	Migrant OWE
3	Pupil
1	School Crossing Guard
8	Student Helper
38	Workability
3	Yard Duty Supervisor
Provisional	
1	Accounting Specialist
2	Instructional Assistant M/S
1	Site Computer Support Technician
Limited Term - Substitute	
1	Bus Driver
2	Campus Safety & Security officer
7	Instructional Assistant – Child Development
1	Instructional Assistant – M/M
1	Instructional Assistant M/S
1	Office Assistant III

September 25, 2013
REGULAR BOARD MEETING
UNADOPTED MINUTES
CLOSED SESSION – 6:00 p.m. – 7:00 p.m.
***PUBLIC SESSION* – 7:00 p.m.**

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

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

1.1 Call to Order

President Yahiro called the meeting of the Board to order at 6:06 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	Community Services Liaison
1	Behavior Tech
1	Instructional Assistant – M/S
2	Groundskeeper I
New Hires	
1	Psychologist
2	Teacher
New Substitutes	
18	New Substitutes
Promotions	
1	District Technology Support Tech
2	Behavior Tech
1	Lead Custodian I
1	Registrar
Administrative Appointments	
1	*Academic Coordinator*
Transfers	
1	Teacher

Other	
	None
Extra Pay Assignments	
14	Coach
Extra Period Assignments	
	None
Leaves of Absence	
1	Coordinator, After School
1	Program Director, Special Ed
1	Teacher, Special Ed
2	Bus Driver
1	Low Incidence Technician
1	*Administrative Secretary III*
1	*Cafeteria Assistant*
1	*Groundskeeper II*
Retirements	
	None
Resignations/Terminations	
1	*Teacher/Categorical*
1	*Custodian II*
1	*Central Kitchen Manager*
Supplemental Service Agreements	
402	Teachers
Miscellaneous Actions	
3	Behavior Tech
3	Cafeteria Assistant
1	Instructional Assistant – M/M
1	Instructional Assistant – M/S
1	Low Incidence Tech
Separations From Service	
1	Behavior Tech
1	Instructional Assistant M/S
Limited Term – Projects	
1	Behavior Tech
10	Cafeteria Assistant
2	Cafeteria Cook/Baker

2	Cafeteria Manager II
3	Campus Safety & Security Officer
1	Community Services Liaison I
1	District Student Attendance Information Specialist
4	Enrichment Specialist
1	Groundskeeper I
3	Instructional Assistant – Child Development
4	Instructional Assistant – General Ed
2	Interpreter/Tutor Sign Language
2	Language Support Liaison II
1	Lead Custodian II
1	Office Assistant I
3	Office Assistant II
3	Office Assistant III
2	Office Manager
1	Textbook Media Specialist
2	Translator
3	Warehouse Delivery Worker
1	Mello Center Systems Tech
Exempt	
13	Childcare
2	Migrant OWE
16	Pupil
3	Campus Safety Monitor
1	School Crossing Guard
1	Student Helper
32	Yard Duty
Provisional	
1	Behavior Tech
1	Instructional Assistant M/M
2	Instructional Assistant M/S
2	Instructional Assistant – General Ed
Limited Term - Substitute	
2	Campus Safety and Security Officer
7	Instructional Assistant M/S
1	Instructional Assistant – Child Development

1	Office Assistant III

2.2 Public Employee Discipline/Dismissal/Release/Leaves

2.3 Negotiations Update
- **a. CSEA**
- **b. PVFT**
- **c. Unrepresented Units: Management and Confidential**
- **d. Substitutes – Communication Workers of America (CWA)**

2.4 Claims for Damages

2.5 Pending Litigation

2.6 Anticipated Litigation

2.7 Real Property Negotiations

2.8 2 Expulsions

3.0 <u>OPENING CEREMONY – MEETING OF THE BOARD IN PUBLIC - 7:00 P.M.</u>
President Yahiro called the meeting of the Board in public to order at 7:30 PM.

3.1 Pledge of Allegiance
Trustee Orozco led the Board in the Pledge of Allegiance.

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

3.3 Superintendent Comments
Superintendent Dorma Baker, referencing negotiations, reported that the district has been facing challenging times but always keeps in mind the needs of students. There is a commitment from all parties to do what is best and we will come to an agreement and when it is resolved, we should be able to say that it was done with respect, meeting student needs.

3.4 Governing Board Comments/Reports (Limit to 1 minute per trustee)
- Report on Standing Committees Meetings
Trustee De Rose reported that she'd attended the Watsonville - Aptos football game and it was great. PVPSA held a meeting last week; they are planning a fundraising event on October 17th at Appleton's Grill.

Trustee Orozco reported that she'd participated in a tour of the Food Services Department and was impressed. She also attended the Migrant Education annual fundraiser event, which was well attended. She thanked teachers, students and parents who are reaching out to trustees and voicing their concerns.

Trustee De Serpa thanked all for being at the meeting, stating that the board appreciates their communication. She said that she has visited schools recently and our school office managers are very pleased with the return of Office Assistants. Employees are appreciated for their hard work they do.

Trustee Rivas reported that she'd attended the tour of the Food Services Department and was impressed with the amount of work that they do. She also attended the Migrant Education fundraiser event. She has received calls from students and parents and appreciates the opportunity to have a conversation.

Trustee Ursino stated that he had a great time at the football game. He also attended the open house and it was a good opportunity to learn about what is going on at the schools.

Trustee Osmundson stated that she'd attended the Food Services Department tour and have a lot of respect for all they do. She was glad to see all the public here.

4.0 APPROVAL OF THE AGENDA

Trustee Ursino moved to approve the agenda. Trustee DeRose seconded the motion, noting that a correction to the dates under Purchase Orders and Warrants need to be made to be September 5 – 18. Trustee Ursino amended his motion to include the correction. The motion passed unanimously.

5.0 APPROVAL OF MINUTES

a) Minutes for September 11, 2013

Trustee Rivas moved to approve the minutes for September 11, 2013. Trustee Orozco seconded the motion. The motion passed unanimously.

b) Minutes for Study Session, September 18, 2013, Migrant & Seasonal Head Start

Trustee Orozco moved to approve the minutes for the Study Session of September 18, 2013. Trustee DeRose seconded the motion. The motion passed unanimously.

6.0 HIGH SCHOOL STUDENTS BOARD REPRESENTATIVES REPORT

Vanessa Gonzales and Adam Ledesma of Watsonville High spoke of the various activities and events that are taking place on campus, including an annual blood drive, the *What's in a Name* assembly, cancer awareness week, homecoming, and drama productions. They mentioned that the recent student walkout was a student-led effort to help teachers in negotiations; teachers were not involved and did try to dissuade students from leaving campus.

LaMaya Gross and Kara Jonsson of Aptos High, reported on many activities and events on campus, including site council meeting to discuss construction projects, first town hall meeting to discuss substance abuse, upcoming homecoming week, and gave reports on athletics.

Felicia Davidson, PVHS, presented pictures of the recent club fair, class elections and el grito. She noted that the Watsonville Youth City Council has started. She gave an athletics report. PVHS also has cancer awareness events taking place. Fundraiser events are also taking place. She added that the work to rule has brought awareness about how much teachers volunteer their time before and after school and that the recent challenges has been difficult for students and teachers. She noted that the walkout was totally organized by students.

7.0 VISITOR NON-AGENDA ITEMS

Cherie Johnson, teacher, spoke about equal opportunity in the classroom for all students stating that class size matters.

Will Federman, teacher, spoke about stability in education system, noting that having experienced teacher is vital. He added that work to rule is affecting students and teachers.

Eileen Clarke Nagaoka, teacher, wants to believe that the board has the best interest of the teachers in mind; class size matters to be able to meet the needs of the students.

Anne Twitchell, teacher, stated that Mar Vista teachers wanted to ask how is it that administration got a raise and did not have to give up anything and why wouldn't the administration want teachers to be adequately prepared to instruct. She advocated for a salary increase.

Gary Martindale, teacher, shared that he worked at the Monterey Bay Aquarium and help put together a great program for students to work in science. He advocated for better prep time and smaller class sizes.

Sarah Anderson, teacher, spoke of her work with the district through the TEC program teaching computer science. With 30 students, little prep time and so many meetings, it is a challenge to feel appreciated.

Barbara Raab, teacher, requested equal prep time for lower grades, better working conditions and a significant salary increase, quit stalling and insulting teachers.

Yolanda, parent, spoke in favor of smaller class sizes so that teachers are able to effectively teach our students.

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

Francisco Rodriguez, PVFT, credited students for their comments and expressed the union's surprised with the accusation that our members orchestrated the walk out. He stated that some comments from the district's spokesperson in negotiations team offended our members.

Jack Carroll, PVFT chief negotiator, stated that negotiations did not go the way the union wants it; some parts were workable but the finance portion was not effective. We understand that the board supports CSR and does not understand why the union is not getting a proposal about reducing class size. That's why we are in impasse; something is not working.

Vickie Borba, dispatcher, on behalf of the union she thanked the board for their support and good faith in bargaining. On healthcare change, the meetings are very informative and we are ready to present to our employees knowing that it is a good move.

Elaine Legorreta, PVAM, thanked administrators for their support during the events of last week, namely the student walkout. She thanked teachers for discouraging students to walkout. Teamwork and support of one another helps keep our students safe. She said that she continues to be proud of this district.

9.0 CONSENT AGENDA

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

9.1 Purchase Orders ~~August 22 – September 4, 2013~~ September 5 – 18, 2013.

9.2 Warrants ~~August 22 – September 4, 2013~~ September 5 – 18, 2013.

9.3 Approve Notice of Completion for Four (4) Bathroom Fixture Upgrade Project for Watsonville Charter School of the Arts.

9.4 Approve Award of Contract to Conduct Classification Study (RFP PSHR72613).

9.5 Approve New Course Proposal – "Green Up" – Second and Final Reading.

9.6 Approve CAHSEE Passage Waiver for Student #13-14-02, Mathematics, Pacific Coast Charter School.

9.7 Approve CAHSEE Passage Waiver for Student #13-14-03, Mathematics, Pacific Coast Charter School.

9.8 Approve CAHSEE Passage Waiver for Student #13-14-04, Mathematics, Aptos High School.

10.0 DEFERRED CONSENT ITEMS

None.

11.0 REPORT AND DISCUSSION ITEMS

11.1 Report and discussion from the Food and Nutrition Services Department.

Report by Nicole Meschi, Director, Food Services.

Nicole Meschi, Paula Barajas, Operations Supervisor and Linda Liu Nutrition Supervisor were present to speak on the services that the Food Services department offer students on a daily basis. The department, made up of 91 staff, services 31 school sites, 4 childcare centers, 5 migrant head start centers and 8 state preschools. This is in addition to providing catering services to district departments and running the café in the district office. In the 2012-13 school year, Food Services served 1,271,133 breakfasts, 1,791,660 lunches and 621,982 snacks. Ms. Meschi spoke of the current programs to improve school lunches including the Harvest of the Month, free breakfast to all students in all of the elementary schools in Watsonville, and the Breakfast in the Classroom program. Ms. Liu commented on the current state requirements for lunches and breakfast: whole grains in meals, limiting the amounts and types of fat, non-fat or low-at dairy, including fresh fruits and vegetables at each meal, limiting caloric and sodium intake. For lactose intolerant students, they are able to serve soy or lactose free milk with the note from a Doctor. Ms. Meschi reported on the current challenges faced by Food Services, including nutrition education for students, serving a large demographic area, small kitchen facilities that are unable to serve the increasing number of students, central kitchen and warehouse facilities with limited storage and food preparation space. In addition, the department's budget is a challenge; open campuses and waste are also problematic.

The board participated with comments and questions and thanked staff for ensuring students have nutritious meals at school.

11.2 Report and discussion on update on Implementation of the Local Control Funding Formula (LCFF) as it pertains to the district's 2013-14 Budget, and development of subsequent Local Control Accountability Plan (LCAP).

Report by Brett McFadden, CBO, and Susan Perez, Director of Educational and English Language Learner Services.

Brett McFadden provided information on any developments on this matters since August's update: the State released one-half of the one-time common core implementation funds and noted that spending depends on the adoption of district plan; staff continues to attend informational workshops on LCFF and LCAP implementation but there has been no additional legislation on this. He addressed the possible LCAP approval timeline, starting with the yet unknown initial guidance from the State sometime in the fall, expecting guidance from the State on how to spend LCFF funds in January 2014, LCAP template and accountability requirements released from state in March 2014, by the spring of 2014 district would complete a draft of LCAP, and the board should adopt LCAP by the end of June 2014. Mr. McFadden offered a preliminary multi-year analysis for 2013-14 through 2015-16, noting that the district is working hard to ensure a balanced budget is maintained. At this point, the state has not issued official computation model for LCFF thus the preliminary projection are computed based on BASC computation model. Revenues for Special Education and Transportation as shown as negative as they encroach the general fund and LCFF is not funding fully. As review, it was noted that in July of 2013 the district invested about $13 million dollars on its phase one reinvestment plan, which includes a 7% salary increase for staff and reinstatement of class size reduction for first grade.

Public comment:

Martha Vasquez, community member, wondered about why the district is not able to implement CSR for K-3. She advocated for salary raises for teachers.

Bill Beecher, community member, thanked the board for supporting the CBO. PVFT has presented many misleading financial documents, implying that the district is hiding figures when the district will continue to deficit spend in the next few years. Spending district reserves for ongoing expenses is not advisable.

The board participated with comments and questions.

11.3 Report and discussion on Student Enrollment.
Report by Brett McFadden, CBO.

Brett McFadden began by stating that attendance remains critical as the district will be funded by grade level attendance. A slide showing enrollment figures since 2008-09 was shown; since then there are about 1000 more students enrolled, with 2013-14 showing 20,418, which includes charters, transitional kindergarten and Special Education. The figure without charter schools is 18,422. Enrollment figures for elementary, middle and high schools were shown. Mr. McFadden reported that the district conducts annual enrollment projections to use for staffing projections and planning as well as for facility planning. The district currently utilizes DecisionInsite to assist in the process. Based on ten years of enrollment observations, the following trends were evident: significant increase in kindergarten enrollment in the past three years; several elementary schools are at or nearing capacity, including Amesti, Radcliff and MacQuiddy – this may require a boundary analysis. The long term possible solution to increased enrollment may be additional school sites. As next steps, the board can expect an updated projection in January; the district is currently analyzing and planning for continued implementation of K-3 class size reduction (only first grade was implemented for 2013-14). Mr. McFadden clarified that the classrooms that became available when CSR was eliminated due to budget crisis were used to house various programs, such as transitional kinder; classrooms have not been kept empty.

At 10:25 PM, trustee De Serpa moved to extend the meeting to 11:00 PM. Trustee DeRose seconded the motion. The motion passed unanimously.

Public comment:
Jack Carroll, teacher, stated that the district has to plan for enrollment numbers and suggest a plan similar to the energy education program to recover revenue.

The board participated with comments and questions.

12.0 REPORT, DISCUSSION AND POSSIBLE ACTION ITEMS

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

Sharon Roddick stated that this follows the recently approved the declaration of need. The teacher has obtained a Provisional Internship Permit and in a few months will have her credential; this waiver carries her through it.

Board participated with comments.

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

13.0 ACTION ON CLOSED SESSION

2.1 Public Employee Appointment/Employment, Government Code Section 54957

a. Certificated Employees

Trustee DeRose moved to approve the certificated employee report with the addition of 1 Academic Coordinator under Administrative Appointments, and 1 Teacher under Leave of Absences. Trustee Rivas seconded the motion. The motion passed unanimously.

b. Classified Employees

Trustee DeRose moved to approve the classified report with the addition of 1 Administrative Secretary III, 1 Cafeteria Assistant, 1 Groundskeeper II under Leaves of Absence, and 1 Custodian II and 1 Central Kitchen Manager under Separations. Trustee Ursino seconded the motion. The motion passed unanimously.

2.5 Pending Litigation

Trustee DeRose reported that the board voted to give direction to staff to entertain a settlement agreement authorized up to $25,000 on a 6/0/1 with President Yahiro dissenting.

2.8 2 Expulsions

Actions on Expulsions:

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

13-14-003

Trustee Orozco seconded the motion. The motion passed unanimously.

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

13-14-004

Trustee Orozco seconded the motion. The motion passed unanimously.

14.0 UPCOMING BOARD MEETINGS/REMAINING BOARD MEETINGS FOR 2013

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

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

15.0 ADJOURNMENT

There being no further business to discuss, the meeting was adjourned at 10:39 pm

_____

Dorma Baker, Superintendent

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

Board Agenda Backup

Item No: **7.0**

Date: October 9, 2013

Item: **Update on District's Budget and Fiscal Matters**

Overview: The Board will have a brief presentation on recent updates and data regarding the District's budget.

Recommendation: Informational item only.

Prepared By: Brett McFadden, CBO

Superintendent's Signature: Dorma Baker (AA)

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

Board Agenda Backup

Item No: 8.0 &13.1

Date: October 9, 2013

Item: **Public Hearing for Classified Employees' Appointment to the Personnel Commission**

Overview: In accordance with Personnel Commission Rule 3.1 C, by September 30th, CSEA having authority to nominate the classified employees' appointee to the Commission shall publicly submit the name of the person it wishes to appoint to the Commission. The Board was notified on August 28, 2013, that Sharon Gray was recommended by CSEA to continue into another term as their appointee.

At a board meeting to be held after thirty (30) and within forty-five (45) days of the date the employees' nominee was submitted to the Board, the Board shall hold a public hearing to provide the public, employees, Board, District Administration, and employee organizations the opportunity to express their views on the qualifications of the person nominated by CSEA for appointment. The board shall appoint the nominee, unless the classified employees voluntarily withdraw the name of the nominee and submit the name of a new nominee. In the latter case, the Board shall then appoint the new nominee.

Recommendation: Appoint Sharon Gray for a three year term to the Personnel Commission.

Prepared By: Pam Shanks, Director of Classified Personnel

Superintendent's Signature: Dorm Bat

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

Board Agenda Backup

Item No: 11.3

Date: October 9, 2013

Item: Award of contract for bottled water service RFP #JL090613

Overview: The district is required to provide bottled water to elementary school portable classrooms where there is no other access to drinking water. Our maintenance and operations department budget pays that charge. The awarded vendor delivers 5 gallon bottles to all classrooms where water was not available nearby. In addition, there are other school and office locations where water is ordered and paid for by an individual school or department budget. This bid pricing is available to all district locations.

There was a considerable decrease in cost to the district by bidding this service. Based on last year's usage the overall cost will be approximate to this year's usage.
This bid is a five (5) year bid renewable yearly by Purchase Order.
It is also available to other school districts in the county through a piggyback request.

Two (2) vendors responded with proposals. In itemized bid recap is provided as an attachment.

Costs are estimated annual pricing for bottled water and dispenser rental price.

Pure Water Bottling Co. of Salinas
$15, 972.00

Nestle Waters of San Jose
$26,785.00

Recommendation: Administration recommends that the contract be awarded to Pure Water Bottling Co. of Salinas, in accordance with all terms and conditions of the bid documents. This contract is renewable each year for up to five (5) years, with no price increase in the first two (2) years.

Budget Considerations:

Funding Source: Maintenance and Operations to fund portable classroom costs annually. Other school or departments are responsible for the purchase of water from approved budget resources.

Budgeted: **Yes:** ☒ **No:** ☐

Amount: **$ 15,972.00**

Prepared By: Rich Buse, Director of Purchasing & Safety Rich Buse

Superintendent's Signature: Dorm Bach

Pajaro Valley Unified School District

Purchasing Department
294 Green Valley Road
Watsonville, California 95076
Office: (831) 786-2195 Fax: (831) 728-6922

RECAP
REQUEST FOR PROPOSALS

Provide Bottled Water Service RFP# JL090613
Due Date: Thursday, September 26, 2013, 2:00 P.M.
Rich Buse, Director of Purchasing & Safety

The proposals were sent to six (6) water dispenser companies: Alhambra, Crystal Springs Water Company, Arrowhead, Pure Water, Culligan Water Conditioning and Nestle'

We received two (2) proposals, Pure Water and Nestle:

Response Section 1 Price Evaluation	***Pure Water**	**Nestle**
1) Dispenser RENTAL Proposal		
Non-electric Dispenser	$0.00	$0.00
Hot/Cold Dispenser	$5.00	$5.50
Tabletop Dispenser	$5.00	$3.50
Five (5) gal bottle	$2.25	$3.49
Three (3) gal bottle	$2.05	$4.99
2) Dispenser PURCHASE Proposal		
Non-electric Dispenser	$25.00	$79.00
Hot/Cold Dispenser	$120.00	$149.00
Tabletop Dispenser	$165.00	$200.00
Five (5) gal bottle	$2.25	$3.49
Three (3) gal bottle	$2.05	$4.99
Response Section 2 Service Evaluation	***Pure Water**	**Nestle**
3) References	OK	OK
4) Company's overall size and number of years in business, capabilities, etc.	OK	OK
5) Number of vehicles in operation	OK	OK
6) Describe vehicle maintenance program	OK	OK
7) Number of routes currently operated	OK	OK
8) Number of delivery personnel available	OK	OK
9) Number of office & bookkeeping personnel	OK	OK
10) Describe billing system	OK	OK
11) Ability to meet emergency response	OK	OK
12) Piggybackable	YES	NO

***Awarded to Pure Water**

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

Board Agenda Backup

Item No: 11.4

Date: **October 09, 2013**

Item: **Elementary School Rekeying Project** – Rekeying the classroom, MRP, Library and other large capacity rooms on the Elementary School Campuses.

Overview: Rekeying the classroom, MRP, Library and other large capacity rooms. We had three separate bids based on the geographic areas of our District.

North Area: Bradley Elementary School, Mar Vista Elementary School, Rio Del Mar Elementary School and Valencia Elementary School.

PV Lock	No bid
AA Safe and Lock	**$48,359.26**
Jacobson Door	$55,169.00
Pueblo Construction	$112.059.00

Central Area: Alianza Charter School, Ann Soldo Elementary School, Calabasas Elementary School, Freedom Elementary School, H.A. Hyde Elementary School, Landmark Elementary School, Starlight Elementary School and Watsonville Charter School of the Arts.

PV Lock	No bid
AA Safe and Lock	**$98,080.47**
Jacobson Door	$119,792.00
Pueblo Construction	$207,332.00

South Area: Hall District Elementary School, Linscott Charter School, MacQuiddy Elementary School, and Mintie White Elementary School.

PV Lock	$89,383.00
AA Safe and Lock	**$61,204.96**
Jacobson Door	$72,918.00
Pueblo Construction	$132,225.00

The District opened bids on October 01, 2013 at 1:00 PM. The apparent low bidder is AA Lock and Safe from Santa Cruz. AA Lock and Safe was the apparent low bidder in all three areas with a total of $207,644.69.
Note: The following elementary schools have already been re-keyed by District staff: Amesti Elementary School, Ohlone Elementary School and Radcliff Elementary School. Pacific Coast Charter School and Ceiba Charter School are in non-District buildings and have not been included.

Recommendation: It is recommended that the Board accept and award these 3 projects to AA Safe & Lock, the apparent low bidder and authorize District staff to enter into contracts with AA Safe and Lock for the total amount of $207,644.69.

Funding Source: **Measure L Bond Funds**

Budgeted: **Yes:** ☒ **No:** ☐

Amount: **$207,644.69**

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

Superintendent's Signature: _____
Dorma Baker

Name of Reviewer
Gregory Giuffre
Reviewer Signature

PAJARO VALLEY UNIFIED SCHOOL DISTRICT - MAINTENANCE, OPERATIONS & FACILITIES DEPARTMENT
ELEMENTARY SCHOOL CLASSROOM
RE-KEYING PROJECT
Bid Date – Tuesday, October 1, 2013 - before 1:00pm

	PV LOCK	AA SAFE LOCK	PUEBLO CONSTRUCTION	JACOBSON DOOR & HARDWARE
	Contractor A	Contractor B	Contractor C	Contractor D
Bid Form	☒	☒	☒	☒
Bid Bond	☒	☒	☒	☒
Sub-Contractor List	☒	☒	☒	☒
Non-Collusion Affidavit	☒	☒	☒	☒
# of Addenda	2	2	2	2

Bid Amounts

Base Bid				
NORTH		$48,359.26	$112,059.00	$55,169.00
CENTRAL		$98,080.47	$207,332.00	$119,792.00
SOUTH	$89,383.00	$61,204.96	$132,225.00	$72,918.00

Summary of Bids

Total Base Bid	$89,383.00	$207,644.69	$451,616.00	$247,879.00

Board Agenda Backup

Item No: 11.5

Date: October 9, 2013

Item: **CAHSEE Passage Waiver**
English Language Arts (PVHS 13-14-05)

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: Denise Banghart-Bragg, Program Director, Special Services

Superintendent's Signature: Dorma Baxt

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: 9-18-201

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: 9/9/2013

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

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

1. An IEP that specifies the use of modification(s) on the exit examination, standardized testing, or classroom instruction and assessments.

2. Sufficient high school level coursework either satisfactorily completed or a progress in the high school level curriculum sufficient to have attained the skills and knowledge otherwise needed to pass the CAHSEE.

3. An individual score report showing that my child has received the equivalent of a passing score on the CAHSEE while using a modification that fundamentally alters what the high school examination measures as determined by the State Board of Education.

Signature of Par 9/19/13

FOR SITE USE ONLY

Date Received by Principal: _____

Student Identification Number: _____

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Student's Name: 's ID Number:

Pursuant to Education Code 6051, the parent/guardian of is 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 responses for 1a,b,c,d and 2 and 3.

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

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

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

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

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

Certified by: _____ 9/19/2013
Principal's Signature Date

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

_____ 09-19-2013
Signature of Student's Special Education Teacher Date

George N Lerek
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.

_____ 9/19/13
Signature of Student's Academic Counselor

Ximena Ospina
Printed Name of Student's Academic Counselor

Responses to questions #1 – 4: Principal's Certification to Request a CAHSEE Waiver (attachment)

1a. .(description of student's disability): qualifies for Special Education services as a person with a specific learning disability. His specific processing disorder is in the area of auditory processing. This disorder impacts his ability to efficiently process and master data presented orally to him and continues to adversely affect his ELA comprehension skills. He performs in the average range in both math and writing (and passed the CAHSEE math test), so the modifications to the ELA test were clearly justified.

1b. The questions on the ELA section of the test were read aloud to him.

1c. has an auditory processing delay which significantly impairs his ability to successfully process, understand and master information presented to him both verbally and non-verbally. While he is able to decode at approximately the 8th grade level at this time (sufficiently well to be able to read about 80% of the test items accurately), he has to invest so much effort to do so that his comprehension of textual material is greatly diminished. However, when he is able to listen to someone read the test questions as he follows silently along with his own copy of the items, he is able to successfully understand and successfully answer reading comprehension questions.

1d. He uses the following modifications in class and on tests: directions read alowd to him, extra time to complete assignments and tests, preferential seating, notes provided (i.e. he's not required to take notes while concepts are explained), take tests in alternate settings, visual models are provided to supplement verbally presented curriculum.

Note: all these modifications and accommodations are listed and included on form IEP 04B on s current IEP.

2. is on track to complete the requirements for his high school diploma. He has attained the skills and knowledge otherwise needed to pass the CAHSEE. In fact, he passed the math portion of the CAHSEE without modifications of any kind.

3. ELA score report attached.

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

Student____ Date of Birth_____

IEP Meeting Date 04-08-2013

SUPPLEMENTARY/SPECIALIZED SUPPORT

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

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

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

* If a placement or service is ending, give reason_____

PROMOTION STANDARDS

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

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

CALIFORNIA HIGH SCHOOL EXIT EXAMINATION (CAHSEE)

- ☐ No accommodations or modifications
- ☑ Modifications (specify) Questions readaloud - EZA
- ☑ 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 01/24/13

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Attending Skills	Calculator, Directions Read Aloud, Extra Time: Assignments/Tests (2.0), Preferential Seating, Visual Models	District of Service, Assistant, Gen. Ed. Teacher, RS	01/27/12
Auditory Acuity	Directions Read Aloud, Extra Time: Assignments/Tests (1.5), Preferential Seating, Provide with Notes, Take Tests in Alternate Setting, Visual Models	District of Service, Assistant, Gen. Ed. Teacher, RS	01/27/12

Pajaro Valley Unified School District

8/23/2010

Graduated:

Class Of: 2014

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

Counselor: Osnina
SSID:

CrsID		Course Title	Mark	Credit
Pajaro Valley High School Grd 09 12/2010				
2413	P	Algebra 1A/B (Support91	C-	5.000
1130	P	English 1	D-	5.000
3910		Health	B-	5.000
3610	P	Integrated Science I	C-	5.000
2976		Math B (9th)	D	5.000
4510	N	Physical Education 9	B	5.000
4210	P	Spanish 1 SS	C	5.000
Crs Att: 35.000 Cmp: 35.000 Total GPA: 2.000				
Pajaro Valley High School Grd 09 6/2011				
2413	P	Algebra 1A/B (Support91	C+	5.000
1130	P	English 1	D	5.000
3610	P	Integrated Science I	C-	5.000
5051		Intro Computers	B+	5.000
2976		Math B (9th)	D	5.000
4510	N	Physical Education 9	A	5.000
4210	P	Spanish 1 SS	C	5.000
Crs Att: 35.000 Cmp: 35.000 Total GPA: 2.429				
Pajaro Valley High School Grd 10 12/2011				
4610	N	Adv PE	A	5.000
3210	P	Biology	D+	5.000
9270		Directed Study	B+	5.000
1231	P	English 2 (R)	C	5.000
2510	P	Geometry	D	5.000
7110	P	World Civ	D-	5.000
Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.000				
Pajaro Valley High School Grd 10 6/2012				
4610	N	Adv PE	A+	5.000
3210	P	Biology	C-	5.000
9270		Directed Study	B+	5.000
1231	P	English 2 (R)	C-	5.000
2510	P	Geometry	D	5.000
7110	P	World Civ	C	5.000
Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.333				
Pajaro Valley High School Grd 11 12/2012				
2610	P	Algebra II	C-	5.000
3310	P	Chemistry	D-	5.000
9270		Directed Study	A-	5.000
1330	P	English 3: American Lit	B-	5.000
4220	P	Spanish 2 SS	F	0.000
7210	P	US History	C-	5.000
Crs Att: 30.000 Cmp: 25.000 Total GPA: 2.000				
Pajaro Valley High School Grd 11 6/2013				
2610	P	Algebra II	F	0.000
3310	P	Chemistry	D	5.000
9270		Directed Study		0.000
1330	P	English 3: American Lit	C-	5.000
4220	P	Spanish 2 SS	C-	5.000
7210	P	US History	C	5.000
Crs Att: 30.000 Cmp: 20.000 Total GPA: 1.400				

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	25.00	20.00
N	Algebra	10.00	10.00	
O	Science	10.00	10.00	
---Total Credits---		220.00	175.00	45.00

GPA Summary

Academic GPA:	1.848 Rank 285 out of 351
Total GPA:	2.054 Rank 264 out of 351
CSU GPA:	1.500
Cal Grant GPA:	1.762

Testing Information

	CAHSEE_ELA-1-1	
CA HSEE ELA	F	5/14/2013
	CAHSEE_Math-1-1	
CA HSEE Math	P	2/8/2012

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

Comments:

Polio	6/17/1996	8/22/1996	10/22/1996	3/29/2001	
DTB	6/17/1996	8/22/1996	10/22/1996	8/12/1997	3/29/2001
MMR	5/7/1996	3/29/2001			
HEP B	6/7/1996	8/22/1996	1/27/1997		
Varicella					

Transcript is unofficial unless signed by a school official
School Officials
Signature _____ Date: 8/29/2013

California High School Exit Examination

Student and Parent Report

Student Name

Date of Birth:

Student ID:

Grade: 11

School: 01058

District: 69799 - Pajaro Valley Unified

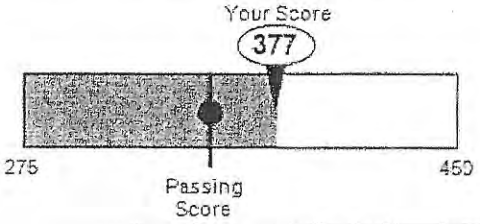
County: 44 - Santa Cruz Coun

English-Language Arts

Test Date: 05/14/2013

Your Total Score	Score Required to Pass	Status
377	350	MODIFIED

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



Mathematics

Test Date: 05/15/2013

Your Total Score	Score Required to Pass	Status
		SATISFIED REQ

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

	Number of Questions	Number Correct
READING		
Word Analysis	7	6
Reading Comprehension	18	14
Literary Response & Analysis	20	14
WRITING		
Writing Strategies	12	7
Writing Conventions	15	12
	Your Score	
Essay		3.0

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

19339506

44-69799-0105858-63451

Board Agenda Backup

Item No: 11.6

Date: October 9, 2013

Item: **CAHSEE Passage Waiver**
English Language Arts (WHS 13-14-06)

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: Denise Banghart-Bragg, Program Director, Special Services

Superintendent's Signature: Donna Boal

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: 9/18/13

To The Parent/Guardian of:_

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

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

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

Signature of Principal: [illegible] Date: 9/23/13

I request that my child, [illegible] ested with a modification and earned the equivalent of a passing score one [illegible], be granted a waiver of this California graduation requirement.

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

1. An IEP that specifies the use of modification(s) on the exit examination, standardized testing, or classroom instruction and assessments.

2. Sufficient high school level coursework either satisfactorily completed or a progress in the high school level curriculum sufficient to have attained the skills and knowledge otherwise needed to pass the CAHSEE.

3. An individual score report showing that my child has received the equivalent of a passing score on the CAHSEE while using a modification that fundamentally alters what the high school examination measures as determined by the State Board of Education.

Signature of Par 120/13

FOR SITE USE ONLY

Date Received by Principal:_____

Student Identification Number:____

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Student's Name t's ID Number:

Pursuant to Education Code 6051, the parent/guardian o with disabilities, has requested that the Governing Board waive the requireme 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, association & conceptualization manifesting itself in the imperfect ability to listen, think, read, write & do math calculations

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

   test questions read aloud.

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

   Student required modification due to her learning disability.

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

   shortened assignments, questions/directions read aloud, alternate test setting, extra time

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

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

Certified by: Elaine Regonieta — Principal's Signature

9/23/13 — Date

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

Signature of Student's Special Education Teacher — Date 9/18/13

Nori Murakami

Print Name of Student's Special Education Teacher

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

Signature of Student's Academic Counselor — 9/23/13

Printed Name of Student's Academic Counselor

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

Student

Date of Birth

IEP Meeting Date 02/20/13

SUPPLEMENTARY/SPECIALIZED SUPPORT

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

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

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

* If a placement or service is ending, give reason

PROMOTION STANDARDS

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

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

CALIFORNIA HIGH SCHOOL EXIT EXAMINATION (CAHSEE)

- ☐ No accommodations or modifications
- ☑ Modifications (specify) Test items read aloud, calculator
- ☑ Accommodations (specify) Flexible Setting, Extended Time
- ☐ 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 02/20/13

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Association	aid in using mnemonics for memory, Take Tests in Alternate Setting	Head Start, Assistant, Gen. Ed. Teacher, RS	02/20/13
Auditory Processing	test questions read aloud, Preferential Seating	District of Service, Assistant, Gen. Ed. Teacher, RS	02/20/13
Conceptualization	Calculator, use of computer to complete assignments	District of Service, Assistant, Gen. Ed. Teacher, RS	02/20/13
Processing Speed	Extra Time: Assignments/Tests (2.0), Provide with Notes, Shortened Assignments	District of Service, Assistant, Gen. Ed. Teacher, RS	02/20/13

Pajaro Valley Unified School District

Enter Date: 6/12/2009

Graduated:

Class Of: 2014

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

Counselor: Alcaraz, Ivan

SSID:

Community

CrsID		Course Title	Mark	Credit
Watsonville High School Grd 09 12/2009				
9240		Advisory 9th	A	0.500
2435		Algebra Readiness	B-	5.000
1130	P	English 1	RF	0.000
3605	P	Integ Science I	D	5.000
5051		Intro Computers	D	5.000
4510	N	PE 9	B-	5.000
8365		Tutorial 9-12	A-	5.000
Crs Att: 30.500 Cmp: 25.500 Total GPA: 2.431				
Watsonville High School Grd 09 6/2010				
9240		Advisory 9th	A	0.500
2435		Algebra Readiness	C	5.000
1130	P	English 1	C	5.000
3910		Health	C+	5.000
3605	P	Integ Science I	RF	0.000
4510	N	PE 9	B-	5.000
8365		Tutorial 9-12	B	5.000
Crs Att: 30.500 Cmp: 25.500				
After School Watsonville High Grd 09 6/2010				
AS1130	P	1st Sem. - English I AS		0.000
AS9280		IS Program AS		0.000
Crs Att: 5.000 Cmp: 0.000				
VHS Ind Study Grd 09 6/2010				
1130	P	English 9A	A	2.500
Crs Att: 2.500 Cmp: 2.500 Total GPA: 2.571				
Watsonville High School Grd 10 12/2010				
9242		Advisory 11th	A+	0.500
5638		Agriculture/Natural Res	C	5.000
2410	P	Algebra 1A/B	C	5.000
3220	P	Biology(SDAIE)	B	5.000
1220	P	English 2 (SDAIE)	B	5.000
8364		Math Tutorial	A-	5.000
7120	P	World Civ (SDAIE)	C	5.000
Crs Att: 30.500 Cmp: 30.500				
After School Watsonville High Grd 10 12/2010				
AS9250		AS ENRICHMENT/ELECTIVE		0.000
Crs Att: 2.500 Cmp: 0.000 Total GPA: 2.689				

CrsID		Course Title	Mark	Credit
Watsonville High School Grd 10 6/2011				
9242		Advisory 11th	A+	0.500
5638		Agriculture/Natural Res	C-	5.000
2410	P	Algebra 1A/B	F	0.000
3220	P	Biology(SDAIE)	D	5.000
1220	P	English 2 (SDAIE)	C	5.000
8364		Math Tutorial	A	5.000
7120	P	World Civ (SDAIE)	B	5.000
Crs Att: 30.500 Cmp: 25.500 Total GPA: 2.033				
Watsonville High School Grd 10 7/2011				
SS1130	P	ENGLISH 1-1st Sem	D	5.000
SS3605	P	INT. SCIENCE I-2nd Sem	C	5.000
Crs Att: 10.000 Cmp: 10.000 Total GPA: 1.500				
Watsonville High School Grd 11 12/2011				
4610	N	Adv PE	B-	5.000
9242		Advisory 11th	C	0.500
1330	P	English 3	F	0.000
2510	P	Geometry	F	0.000
3251	P	Marine Biology	D	5.000
4210	P	Spanish 1 SS	F	0.000
7210	P	US History	F	0.000
Crs Att: 30.500 Cmp: 10.500 Total GPA: 0.689				
Watsonville High School Grd 11 6/2012				
4610	N	Adv PE	B-	5.000
9242		Advisory 11th	A	0.500
8370		Directed Study (ACM)	A	5.000
1330	P	English 3	F	0.000
2510	P	Geometry	F	0.000
3251	P	Marine Biology	C-	5.000
7210	P	US History	F	0.000
Crs Att: 30.500 Cmp: 15.500 Total GPA: 1.541				
Watsonville High School Grd 12 12/2012				
9245		Advisory IEP	C-	0.500
9292		CAHSEE Tutorial English	D	5.000
9294		CAHSEE Tutorial Math	C	5.000
6050	P	Ceramics	B+	5.000
1430	P	English 4	F	0.000
8373		IS Program (SpEd)	P	5.000
7310	P	US Government	C-	5.000
Crs Att: 30.500 Cmp: 25.500 Total GPA: 1.608				

CrsID		Course Title	Mark	Credit
Watsonville High School Grd 12 6/2013				
9245		Advisory IEP	D	0.500
9292		CAHSEE Tutorial English	A	5.000
9294		CAHSEE Tutorial Math	B+	5.000
6050	P	Ceramics	B	5.000
7410	P	Economics	D+	5.000
1430	P	English 4	F	0.000
5545		ROP Veterinary Science	F	0.000
Crs Att: 30.500 Cmp: 20.500 Total GPA: 1.820				

Work In Progress

9245		Advisory IEP	0.000
2420	P	Algebra 1 SDAIE	0.000
5410		Beginning Foods/ Nutrit	0.000
9294		CAHSEE Tutorial Math	0.000
1510	P	Creative Writing	0.000
8370		Directed Study	0.000
8373		IS Program (SpEd)	0.000
6080	P	ROP Graphic Design	0.000
7210	P	US History	0.000
9245		Advisory IEP	0.000
2420	P	Algebra 1 SDAIE	0.000
5410		Beginning Foods/ Nutrit	0.000
9294		CAHSEE Tutorial Math	0.000
1510	P	Creative Writing	0.000
8370		Directed Study	0.000
8373		IS Program (SpEd)	0.000
6080	P	ROP Graphic Design	0.000
7210	P	US History	0.000

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

nents:
14 5th Year Student

Polio	8/8/1994	10/10/1994	12/12/1994	12/24/1998
DTP	8/8/1994	10/10/1994	12/12/1994	10/12/1995 12/24/1998
MMR	7/3/1995	12/24/1998		
HEP B	6/24/1994	8/8/1994	3/31/1995	
Varicella	1/9/2001			

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

Date: 9/16/2013

'ajaro Valley Unified School District

r Date: 6/12/2009

duated:

s Of: 2014

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

Counselor: Alcaraz, Ivan
SSID:
Community

Credit Summary - High School

Subject Area	Req	Cmp	Def
A English	40.00	32.50	7.50
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	0.00	10.00
K Federal Government	5.00	5.00	
L Economics	5.00	5.00	
M Electives	45.00	44.00	1.00
N Algebra	10.00	5.00	5.00
O Science	10.00	10.00	
X Electives 2	0.00	0.00	
---Total Credits---	220.00	191.50	28.50

GPA Summary

Academic GPA: 1.795 Rank 369 out of 413
Total GPA: 1.894 Rank 366 out of 413
UC/CSU GPA: 1.256

Testing Information

	CAHSEE_ELA-1-1	
CA HSEE ELA	F	3/12/2013
	CAHSEE_Math-1-1	
CA HSEE Math	F	5/15/2013

CrsID	Course Title	Mark	Credit	CrsID	Course Title	Mark	Credit

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

Comments:
2013-14 5th Year Student

Polio	8/8/1994	10/10/1994	12/12/1994	12/24/1998
DTP	8/8/1994	10/10/1994	12/12/1994	10/12/1995 12/24/1998
MMR	7/3/1995	12/24/1998		
HEP B	6/24/1994	8/8/1994	3/31/1995	
Varicella	1/9/2001			

Transcript is unofficial unless signed by a school official
School Officials
Signature _____ Date: 9/16/2013

See back for details

Student Name: VANESSA BOBADILLA L

Date of Birth: 06/03/1994

Student ID: 303060

Grade: 12

School: 4437901 - Watsonville High

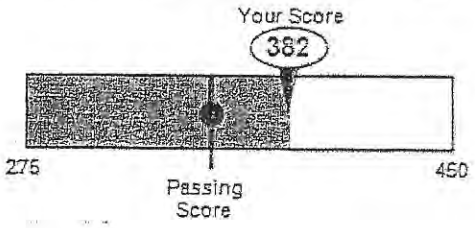
District: 69799 - Pajaro Valley Unified

County: 44 - Santa Cruz Coun

Test Date: 03/12/2013

Your Total Score	Score Required to Pass	Status
382	350	MODIFIED

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

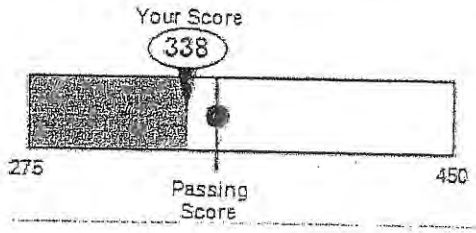


	Number of Questions	Number Correct
READING		
Word Analysis	7	7
Reading Comprehension	18	12
Literary Response & Analysis	20	20
WRITING		
Writing Strategies	12	8
Writing Conventions	15	12
Essay		2.0

Test Date: 03/13/2013

Your Total Score	Score Required to Pass	Status
338	350	MODIFIED

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



	Number of Questions	Number Correct
Probability & Statistics	13	8
Number Sense	17	13
Algebra & Functions	20	5
Measurement & Geometry	18	6
Algebra I	12	4

19212603

44-69799-4437901-412729

Board Agenda Backup

Item No: 11.7

Date: October 9, 2013

Item: **CAHSEE Passage Waiver**
English Language Arts (WHS 13-14-07)

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: Denise Banghart-Bragg, Program Director, Special Services

Superintendent's Signature: Donna Bal

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: 9/18/13

To The Parent/Guardian of

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

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

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

Signature of Principal: Elaine Pegnato Date: 9/27/13

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

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

1. An IEP that specifies the use of modification(s) on the exit examination, standardized testing, or classroom instruction and assessments.

2. Sufficient high school level coursework either satisfactorily completed or a progress in the high school level curriculum sufficient to have attained the skills and knowledge otherwise needed to pass the CAHSEE.

3. An individual score report showing that my child has received the equivalent of a passing score on the CAHSEE while using a modification that fundamentally alters what the high school examination measures as determined by the State Board of Education.

Signature of Parent Date: 9/20/13

FOR SITE USE O

Date Received I

Student Identif

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 o vith disabilities, has requested that the Governing Board waive the requireme 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.

   Visual-motor, processing speed, attention

   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:

   test questions read aloud

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

   [redacted] needed the test questions read aloud due to processing disabilities in speed and attention

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

   Shortened assignments, alternate test setting, assignments read aloud, extra time, provide with notes

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

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

Certified by:_____ _____

Principal's Signature Date

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

_____ 9/18/13

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.

_____ 9/27/13

Signature of Student's Academic Counselor

Federico Castañeda

Printed Name of Student's Academic Counselor

_____ 9/27/13

Signature of Academic Counselor date

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

Student

Date of Birth

IEP Meeting Date 01/22/13

SUPPLEMENTARY/SPECIALIZED SUPPORT

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

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

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

* If a placement or service is ending, give reason

PROMOTION STANDARDS

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

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

CALIFORNIA HIGH SCHOOL EXIT EXAMINATION (CAHSEE)

- ☐ No accommodations or modifications
- ☑ Modifications (specify) Test questions read aloud
- ☑ Accommodations (specify) flexible setting, extended time
- ☐ 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 01/22/13

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Visual-Motor	Extra Time: Assignments/Tests (1.5), Shortened Assignments	District of Service, Gen. Ed. Teacher, RS	09/04/12
Attending Skills	Test items read aloud, Take Tests in Alternate Setting	District of Service, Gen. Ed. Teacher, RS	09/04/12
Processing Speed	Frequent Breaks, Preferential Seating, Study Buddy	District of Service, Gen. Ed. Teacher, RS	09/04/12

'ajaro Valley Unified School District

r Date: 6/12/2009

duated: 6/7/2013

s Of: 2013

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

Counselor: Castaneda F
SSID:
Communi

CrsID		Course Title	Mark	Credit
Watsonville High School Grd 09 7/2009				
SS9253		MATH PREPARATION	A	5.000
SS9253		MATH PREPARATION	A	5.000
Crs Att: 10.000 Cmp: 10.000 Total GPA: 4.000				
Watsonville High School Grd 09 12/2009				
9240		Advisory 9th	A	0.500
2435		Algebra Readiness	D+	5.000
1130	P	English 1	C	5.000
5415		Food/ Nutrition	B-	5.000
3605	P	Integ Science I	C-	5.000
5051		Intro Computers	C	5.000
4510	N	PE 9	A	5.000
Crs Att: 30.500 Cmp: 30.500 Total GPA: 2.361				
Watsonville High School Grd 09 6/2010				
9240		Advisory 9th	A	0.500
2435		Algebra Readiness	C+	5.000
1130	P	English 1	D	5.000
3910		Health	C	5.000
3605	P	Integ Science I	C	5.000
4510	N	PE 9	A	5.000
8365		Tutorial 9-12	B	5.000
Crs Att: 30.500 Cmp: 30.500				
After School Watsonville High Grd 09 6/2010				
AS9250		AS ENRICHMENT/ELECTIVE		0.000
AS8365		AS TUTORIAL 9-12		0.000
Crs Att: 0.000 Cmp: 0.000 Total GPA: 2.361				
Watsonville High School Grd 10 12/2010				
9243		Advisory 12th	A	0.500
2410	P	Algebra 1A/B	D	5.000
3210	P	Biology	D	5.000
1230	P	English 2	C-	5.000
5450		Life Management (Opport	B+	5.000
8365		Tutorial 9-12	B	5.000
7110	P	World Civ	C	5.000
Crs Att: 30.500 Cmp: 30.500 Total GPA: 2.033				
Watsonville High School Grd 10 6/2011				
9243		Advisory 12th	B+	0.500
2410	P	Algebra 1A/B	RF	0.000
3210	P	Biology	C	5.000
9270		Directed Study	A-	5.000
1230	P	English 2	C+	5.000
8365		Tutorial 9-12	B	5.000
7110	P	World Civ	C	5.000
Crs Att: 30.500 Cmp: 25.500 Total GPA: 2.608				

CrsID		Course Title	Mark	Credit
Watsonville High School Grd 10 7/2011				
SS2410	P	ALGEBRA 1-2nd Sem	D	5.000
Crs Att: 5.000 Cmp: 5.000 Total GPA: 1.000				
Watsonville High School Grd 11 12/2011				
4610	N	Adv PE	A-	5.000
9241		Advisory		0.000
9242		Advisory	B	0.500
3518	P	Ag Engineering/Applied	NM	0.000
3310	P	Chemistry		0.000
8370		Directed Study (ACM)	B	5.000
1330	P	English 3	C	5.000
2510	P	Geometry	F	0.000
7540	P	Psychology	C-	5.000
7210	P	US History	C	5.000
Crs Att: 35.500 Cmp: 25.500 Total GPA: 2.180				
Watsonville High School Grd 11 6/2012				
4610	N	Adv PE	A	5.000
9242		Advisory	B	0.500
8370		Directed Study (ACM)	B-	5.000
1330	P	English 3	C	5.000
2510	P	Geometry	F	0.000
7540	P	Psychology	C-	5.000
7210	P	US History	B-	5.000
Crs Att: 30.500 Cmp: 25.500 Total GPA: 2.344				
Watsonville High School Grd 12 12/2012				
9245		Advisory IEP	C-	0.500
3518	P	Ag Engineering/Applied	D-	5.000
9292		CAHSEE Tutorial English	D+	5.000
9294		CAHSEE Tutorial Math	B-	5.000
6050	P	Ceramics	B-	5.000
4610	N	Physical Education 2	C	5.000
7310	P	US Government	C+	5.000
Crs Att: 30.500 Cmp: 30.500 Total GPA: 2.000				
Watsonville High School Grd 12 6/2013				
9245		Advisory IEP	D-	0.500
3518	P	Ag Engineering/Applied	D	5.000
9292		CAHSEE Tutorial English	A	5.000
9294		CAHSEE Tutorial Math	P	5.000
6050	P	Ceramics	C	5.000
7410	P	Economics	C-	5.000
9022	N	Office Assistant	B+	5.000
Crs Att: 30.500 Cmp: 30.500 Total GPA: 2.373				

Credit Summary - High School

	Subject Area	Req	Cmp	Def
A	English	40.00	40.00	
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	10.00	
I	World Civilization	10.00	10.00	
J	US History	10.00	10.00	
K	Federal Government	5.00	5.00	
L	Economics	5.00	5.00	
M	Electives	45.00	45.00	
N	Algebra	10.00	10.00	
O	Science	10.00	10.00	
X	Electives 2	0.00	24.00	
	---Total Credits---	220.00	244.00	0.00

GPA Summary

Academic GPA:	2.174	Rank 291 out of 413
Total GPA:	2.317	Rank 276 out of 413
UC/CSU GPA:	1.684	

Testing Information

	CAHSEE_ELA-1-1	
CA HSEE ELA	F	3/12/2013
	CAHSEE_Math-1-1	
CA HSEE Math	P	10/3/2012

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

Comments:
Community Service - 557
CAHSEE ELA - Waived

Polio	12/27/1994	2/28/1995	4/28/1995	5/20/1999
DTP	12/27/1994	2/28/1995	4/28/1995	8/13/1997 5/20/1999
MMR	8/13/1997	5/20/1999		
HEP B	10/27/1994	12/27/1994	4/28/1995	
Varicella	5/20/1999			

Transcript is unofficial unless signed by a school official
School Officials
Signature _____ Date: 9/16/2013

See back for details

Student Nam

Date of Birth

Student ID:

Grade: 12

School: 4437

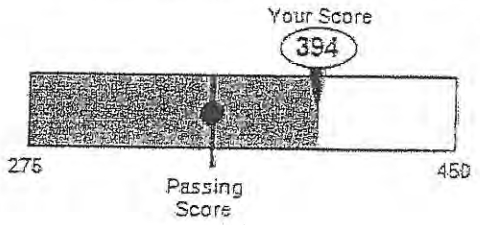
District: 69799 - Pajaro Valley Unified

County: 44 - Santa Cruz Coun

Test Date: 03/12/2013

Your Total Score	Score Required to Pass	Status
394	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.

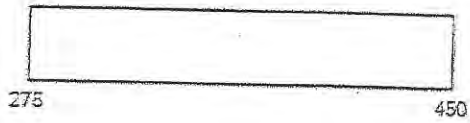


READING		
Word Analysis	7	7
Reading Comprehension	18	14
Literary Response & Analysis	20	20
WRITING		
Writing Strategies	12	11
Writing Conventions	15	11
Essay		2.0

Test Date: 03/13/2013

Your Total Score	Score Required to Pass	Status
		SATISFIED REQ

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



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

19212604

44-69799-4437901-412730

Board Agenda Backup

Item No: 11.8

Date: October 9, 2013

Item: **CAHSEE Passage Waiver**
Math (PVHS 13-14-09)

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: Denise Banghart-Bragg, Program Director Special Services

Superintendent's Signature:

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: 9-9-13

To The Parent/Guardian of:

Beginning with the 2005-06 school year, all California public [illegible] nts, 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: 9/12/2013

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

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

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

X Signature of Parent: Date: 9/16/13

FOR SITE USE ONLY

Date Received by Principal: ___ _____

Student Identification Number: _____

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Student's Name: Number:

Pursuant to Education Code 6051, the parent/guardian of 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.

   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):

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

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

1. This student has visual perception, auditory memory and processing speed delays which impact her reading comprehension and math calculations skills. She processes things very slowly and would not do well on a timed test.

2. During the math portion of the test the student was provided with a calculator and had some questions read aloud to her.

3. This student's reading comprehension skills are below grade level due to her visual perception and processing speed deficit. The oral reading of test questions aloud provided clarity of information and provided an appropriate pace for the test. The use of a calculator helped her with her processing speed and helped her to finish the test on time.

4. This student is provided with a variety of instructional accommodations every day including; double time for assignments and tests, shortened assignments, tests in short segments, is provided with notes, can use a calculator if needed and can take tests in an alternate setting. Her general education teachers have been provided with a copy of her IEP instructional accommodations so they can create an environment for her with the least amount of restrictions.

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

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

Certified by: _____ Principal's Signature

9/19/13
Date

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

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

9/17/13
Date

Nicholas E. Ballagl
Print Name of Student's Special Education Teacher

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

Ximena Ospina
Signature of Student's Academic Counselor

9/20/13
Date

Ximena Ospina
Printed Name of Student's Academic Counselor

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

Student

Date of Birth

IEP Meeting Date 02/15/13

SUPPLEMENTARY/SPECIALIZED SUPPORT

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

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

☐ Program modifications ☒ None

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

* If a placement or service is ending, give reason

PROMOTION STANDARDS

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

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

CALIFORNIA HIGH SCHOOL EXIT EXAMINATION (CAHSEE)

☐ No accommodations or modifications

☒ Modifications (specify) Calculator; ELA Q's Read Aloud

☒ Accommodations (specify) ELA > 1 Day; Math Q's Read Aloud

☐ 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

Studer

Date of Birtl

IEP Meeting Date 02/15/13

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Auditory Memory, Visual Perception	Preferential Seating, Visual Models, Visual Schedule	District of Service, Assistant, Gen. Ed. Teacher, RS	02/15/13
Processing Speed	Calculator, Extra Time: Assignments/Tests (2.0), Provide with Notes, Shortened Assignments, Take Tests in Alternate Setting, Tests in Short Segments	District of Service, Assistant, Gen. Ed. Teacher, RS	02/15/13

jaro Valley Unified School District

Date: 8/23/2010

ated:

Of: 2014

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

Counselor: Ospina
SSID:
Communit

CrsID		Course Title	Mark	Credit
Pajaro Valley High School Grd 09 12/2010				
2413	P	Algebra 1A/B (Support9T	RF	0.000
9270		Directed Study	A-	5.000
1120	P	English 1 (SDAIE)	B-	5.000
3610	P	Integrated Science I	D-	5.000
2970		Math B (9th)	RF	0.000
4510	N	Physical Education 9	C-	5.000
Crs Att: 30.000 Cmp: 20.000 Total GPA: 1.500				
Pajaro Valley High School Grd 09 6/2011				
2413	P	Algebra 1A/B (Support9T	D	5.000
9270		Directed Study	B	5.000
1120	P	English 1 (SDAIE)	C-	5.000
3610	P	Integrated Science I	C-	5.000
2970		Math B (9th)	D	5.000
4510	N	Physical Education 9	C	5.000
Crs Att: 30.000 Cmp: 30.000				
After School Pajaro Valley High Grd 09 6/2011				
AS2410	P	ALGEBRA 1 - 1st Sem.	C-	5.000
Crs Att: 5.000 Cmp: 5.000 Total GPA: 1.857				
Pajaro Valley High School Grd 10 12/2011				
4610	N	Adv PE	B	5.000
3220	P	Biology (SDAIE)	D-	5.000
70		Directed Study	B+	5.000
20	P	English 2 (SDAIE)	C-	5.000
2520	P	Geometry (SDAIE)	C-	5.000
7120	P	World Civilization (SDA	B	5.000
Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.333				
Watsonville High School Grd 10 6/2012				
4610	N	Adv PE	C	5.000
9241		Advisory	A	0.500
3210	P	Biology	F	0.000
8370		Directed Study (ACM)	B+	5.000
1230	P	English 2	D	5.000
2510	P	Geometry	D	5.000
7120	P	World Civ	F	0.000
Crs Att: 30.500 Cmp: 20.500				
Pajaro Valley High School Grd 10 6/2012				
4610	N	Adv PE	NM	0.000
Crs Att: 5.000 Cmp: 0.000 Total GPA: 1.213				

CrsID		Course Title	Mark	Credit
Pajaro Valley High School Grd 11 12/2012				
9291		Basic Skills CA Exit Ex	A	5.000
3310	P	Chemistry	F	0.000
1330	P	English 3: American Lit	F	0.000
5054		ROP Computer Applicatio	C	5.000
7220	P	US History (SDAIE)	D+	5.000
Crs Att: 25.000 Cmp: 15.000 Total GPA: 1.400				
Pajaro Valley High School Grd 11 6/2013				
9291		Basic Skills CA Exit Ex	A	5.000
3310	P	Chemistry	F	0.000
9270		Directed Study	A-	5.000
1330	P	English 3: American Lit	F	0.000
5054		ROP Computer Applicatio	C	5.000
7220	P	US History (SDAIE)	C	5.000
Crs Att: 20.000 Cmp: 20.000 Total GPA: 2.000				
Pajaro Valley High School Grd 11 7/2013				
SS3211	P	BIOLOGY	C	5.000
SS7110	P	WORLD CIV	C	5.000
Crs Att: 10.000 Cmp: 10.000 Total GPA: 2.000				

Credit Summary - High School

	Subject Area	Req	Cmp	Def
A	English	40.00	20.00	20.00
B	Math	20.00	20.00	
C	Biological Science	10.00	5.00	5.00
D	Physical Science	10.00	10.00	
E	Health	5.00	0.00	5.00
F	Fine Arts / Foreign L	10.00	0.00	10.00
G	Physical Education	20.00	20.00	
H	Applied Arts	10.00	10.00	
I	World Civilization	10.00	10.00	
J	US History	10.00	10.00	
K	Federal Government	5.00	0.00	5.00
L	Economics	5.00	0.00	5.00
M	Electives	45.00	30.50	14.50
N	Algebra	10.00	10.00	
O	Science	10.00	0.00	10.00
	---Total Credits---	220.00	145.50	74.50

GPA Summary

Academic GPA: 1.919 Rank 0 out of
Total GPA: 1.987 Rank 0 out of
CSU GPA: 1.069
Cal Grant GPA: 1.706

CrsID	Course Title	Mark	Credit

Testing Information

	CAHSEE_ELA-1-1	
CA HSEE ELA	F	5/14/2013
	CAHSEE_Math-1-1	
CA HSEE Math	F	5/15/2013

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

omments:
7/12 Cum sent to PV High
m rec'd from WHS 9/10/12

Polio	9/28/1995	11/30/1995	2/9/1996	5/15/2000	
DTB	9/28/1995	11/30/1995	2/9/1996	1/9/1997	5/15/2000
MMR	9/5/1996	5/15/2000			
HEP B	9/28/1995	11/30/1995	5/23/1996		
Varicella					

Transcript is unofficial unless signed by a school official
School Officials
Signature _____ Date: 8/28/2013

California High School Exit Examination

Student and Parent Report

See back for details

District: 69799 - Pajaro Valley Unified

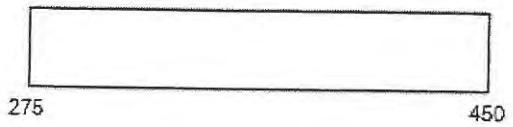
County: 44 - Santa Cruz Coun

English-Language Arts

Test Date: 05/14/2013

Your Total Score	Score Required to Pass	Status
		NOT ATTEMPTED

Your student answered fewer than 5 questions on this portion of the exam.

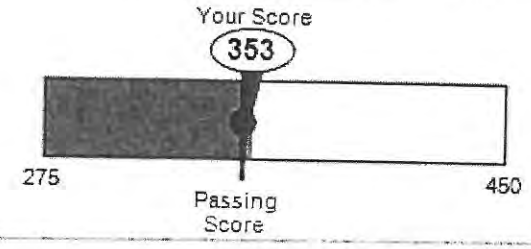


Mathematics

Test Date: 05/15/2013

Your Total Score	Score Required to Pass	Status
353	350	MODIFIED

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



Strands for the English-Language Arts

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

	Your Score
Essay	

Strands for Mathematics

	Number of Questions	Number Correct
Probability & Statistics	13	9
Number Sense	17	8
Algebra & Functions	20	13
Measurement & Geometry	18	9
Algebra I	12	4

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

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

19339525

44-69799-0105858-63470

Board Agenda Backup

Item No: 11.9

Date: October 9, 2013

Item: **CAHSEE Passage Waiver**
English Language Arts (PVHS 13-14-10)

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: Denise Banghart-Bragg, Program Director, Special Services

Superintendent's Signature:

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: 9-17-13

To The Parent/Guardian of:

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

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

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

Signature of Principal: _____ Date: 9/20/13

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

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

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

Signature of Parent Date:_____

FOR SITE USE ONLY

Date Received by Principal:_____

Student Identification Number:_____

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Student's Name Number:

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

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

1. Has an individualized education program (IEP) adopted pursuant to the Individuals with Disabilities Education Act that specifies the use of the modification(s) on the exit examination, standardized testing, or classroom instruction and assessments. *(Attach the section of the IEP that specifies the modifications.)*

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

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

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

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

1. This student has delays in processing speed and visual perception, both of which create difficulty for him in the areas of reading comprehension and written language skills. He is a slow reader and would not do well with a timed test.

2. During the ELA portion of the test questions were read aloud to him and he was given an extra day to complete the test.

3. This student's reading comprehension and word recognition skills are below grade level because of his visual perception and processing speed deficits. The oral reading of questions aloud helped him to better understand the questions and helped maintain the test at a manageable pace. Since he is a slow reader, the extra time allotted to him helped him manage his time better in a way that increased his chances of being more successful.

4. This student receives a number of instructional accommodations on a daily basis which include; double time to complete assignments and tests, can take tests in an alternate setting where questions can be read aloud, can use a calculator if necessary, can have shortened assignments, can take tests in short segments, is provided with notes when necessary, has directions and test questions read aloud, 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.

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: _____ 9/20/2013
Principal's Signature Date

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

Nicholas E. Ballagh 9-19-13
Signature of Student's Special Education Teacher Date

Nicholas E. Ballagh
Print Name of Student's Special Education Teacher

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

Erica Murphy 9-19-13
Signature of Student's Academic Counselor Date

Erica Murphy
Printed Name of Student's Academic Counselor

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

Student

Date of Birth

IEP Meeting Date 02/05/13

SUPPLEMENTARY/SPECIALIZED SUPPORT

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

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

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

* If a placement or service is ending, give reason

PROMOTION STANDARDS

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

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

CALIFORNIA HIGH SCHOOL EXIT EXAMINATION (CAHSEE)

- ☐ No accommodations or modifications
- ☑ Modifications (specify) Calculator; ELA Q's read aloud
- ☑ Accommodations (specify) ELA test +1 day; Math Q's read aloud
- ☐ 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

Studen

Date of Birtl

IEP Meeting Date 02/05/13

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Auditory Memory	Visual Models, Visual Schedule	District of Service, Assistant, Gen. Ed. Teacher, RS	02/05/13
Calculation	Calculator	District of Service, Assistant, Gen. Ed. Teacher, RS	02/05/13
Processing Speed	Extra Time: Assignments/Tests (2.0), Shortened Assignments, Take Tests in Alternate Setting, Tests in Short Segments	District of Service, Assistant, Gen. Ed. Teacher, RS	02/05/13
Visual Perception	Directions Read Aloud, Test Questions Read Aloud, Provide with Notes	District of Service, Assistant, Gen. Ed. Teacher, RS	02/05/13

California High School Exit Examination

See back for details

Student and Parent Report

Student Nan

Date of Birth

Student ID:

Grade: 11

School: 0105 [illegible]

District: 69799 - Pajaro Valley Unified

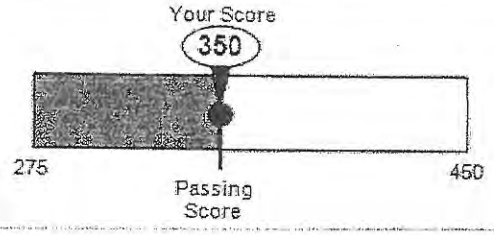
County: 44 - Santa Cruz Coun

English-Language Arts

Test Date: 05/14/2013

Your Total Score	Score Required to Pass	Status
350	350	MODIFIED

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



Standards for English-Language Arts

READING	Number of Questions	Number Correct
Word Analysis	7	6
Reading Comprehension	18	11
Literary Response & Analysis	20	15
WRITING		
Writing Strategies	12	6
Writing Conventions	15	8

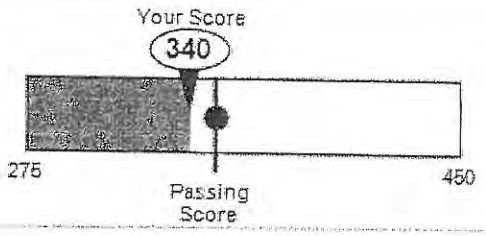
	Your Score
Essay	2.0

Mathematics

Test Date: 05/15/2013

Your Total Score	Score Required to Pass	Status
340	350	NOT PASSED

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



Standards for Mathematics

	Number of Questions	Number Correct
Probability & Statistics	13	7
Number Sense	17	8
Algebra & Functions	20	9
Measurement & Geometry	18	11
Algebra I	12	1

[illegible] (NS). The average of [illegible] English-Language Arts score

[illegible] (English-Language Arts and/or Mathematics) [illegible]

19339533

44-69799-0105858-63478

Pajaro Valley Unified School District

er Date: 8/23/2010

aduated:

ss Of: 2014

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

Counselor: Murphy, E
SSID:

CrsID		Course Title	Mark	Credit
Pajaro Valley High School Grd 09 12/2010				
2410	P	Algebra 1A/B	RD	0.000
9270		Directed Study	A	5.000
1120	P	English 1 (SDAIE)	A	5.000
3610	P	Integrated Science I	B	5.000
5051		Intro Computers	C	5.000
4510	N	Physical Education 9	B	5.000
Crs Att: 30.000 Cmp: 25.000 Total GPA: 3.200				
Pajaro Valley High School Grd 09 6/2011				
2410	P	Algebra 1A/B	C-	5.000
9270		Directed Study	A-	5.000
1120	P	English 1 (SDAIE)	C	5.000
3910		Health	C	5.000
3610	P	Integrated Science I	C-	5.000
4510	N	Physical Education 9	A	5.000
Crs Att: 30.000 Cmp: 30.000				
After School Pajaro Valley High Grd 09 6/2011				
AS2410	P	ALGEBRA 1 - 1st Sem.	C+	5.000
Crs Att: 5.000 Cmp: 5.000 Total GPA: 2.571				
Pajaro Valley High School Grd 10 12/2011				
4610	N	Adv PE	C	5.000
3210	P	Biology	D-	5.000
9270		Directed Study	A-	5.000
1230	P	English 2	D	5.000
2510	P	Geometry	C-	5.000
7110	P	World Civ	C	5.000
Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.000				
Pajaro Valley High School Grd 10 6/2012				
4610	N	Adv PE	A-	5.000
3210	P	Biology	D-	5.000
9270		Directed Study	B+	5.000
1230	P	English 2	D	5.000
2510	P	Geometry	C-	5.000
7110	P	World Civ	D	5.000
Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.000				
Pajaro Valley High School Grd 11 12/2012				
2610	P	Algebra II	D-	5.000
5065		Bike Performance and Te	A	5.000
3310	P	Chemistry	D	5.000
9270		Directed Study		0.000
1330	P	English 3: American Lit	C-	5.000
7210	P	US History	C	5.000
Crs Att: 30.000 Cmp: 25.000 Total GPA: 2.000				
Pajaro Valley High School Grd 11 6/2013				
2610	P	Algebra II		0.000
9291		Basic Skills CA Exit Ex	A	5.000
5065		Bike Performance and Te	B-	5.000
3310	P	Chemistry	D-	5.000
9270		Directed Study	B	5.000
1330	P	English 3: American Lit	D	5.000
7210	P	US History	C	5.000
7210	P	US History		0.000
Crs Att: 40.000 Cmp: 30.000 Total GPA: 2.333				

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	0.00	10.00
G	Physical Education	20.00	20.00	
H	Applied Arts	10.00	10.00	
I	World Civilization	10.00	10.00	
J	US History	10.00	10.00	
K	Federal Government	5.00	0.00	5.00
L	Economics	5.00	0.00	5.00
M	Electives	45.00	30.00	15.00
N	Algebra	10.00	10.00	
O	Science	10.00	10.00	
---Total Credits---		220.00	175.00	45.00

GPA Summary

Academic GPA:	2.273 Rank 215 out of 351
Total GPA:	2.343 Rank 213 out of 351
CSU GPA:	1.400
Cal Grant GPA:	2.087

Testing Information

	CAHSEE_ELA-1-1	
CA HSEE ELA	F	5/14/2013
	CAHSEE_Math-1-1	
CA HSEE Math	F	5/15/2013

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

Polio	11/13/1995	1/15/1996	3/19/1996	3/8/2000	
DTB	11/13/1995	1/15/1996	3/19/1996	2/12/1997	3/8/2000
MMR	11/12/1996	3/8/2000			
HEP B	10/2/1995	11/13/1995	8/6/1996		
Varicella	11/12/1996				

Transcript is unofficial unless signed by a school official
School Officials
Signature _____ Date: 8/29/2013

Board Agenda Backup

Item No: 11.10

Date: October 9, 2013

Item: **CAHSEE Passage Waiver**
English Language Arts (PVHS 13-14-11)

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: Denise Banghart-Bragg, Program Director, Special Services

Superintendent's Signature: Dorm Bal

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: 9-17-13

To The Parent/Guardian of:

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

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

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

Signature of Principal: _____ Date: 9/20/2013

I request that my chi [illegible] 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: 9/18/2013

FOR SITE USE ONLY

Date Received by Principal: _____

Student Identification Number: _____

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Student's Name: Jumber:

Pursuant to Education Code 6051, the parent/guardian o lisabilities, has requested that the Governing Board waive the requirement that he/sne successtully 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

1. This student has delays in processing speed and auditory memory and both create difficulty for her in the areas of reading comprehension and written language skills. She is a slow reader and writer and would not do well with a timed test.

2. During the ELA portion of the test she was given one day or more to complete the test and was offered the modification of having test questions read aloud.

3. This student's reading comprehension, reading fluency and word recognition skills are below grade level because of her auditory memory and processing speed deficits. Since she is a slow reader and the extra time provided helped her manage her time better which increased her probability of being more successful. Also, since her word recognition and reading comprehension scores are below grade level the oral reading of test questions helped to increase her understanding of the questions.

4. This student receives a number of instructional accommodations on a daily basis which include; time and a half to complete assignments and tests, can take tests in an alternate setting where questions can be read aloud, can take tests in short segments, can use a calculator if necessary, and is provided with visual models and a visual schedule. All of her general education teachers have been provided with a copy of her IEP goals and instructional accommodations in order to provide her with the least restricted environment.

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

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

Certified by: _____ Principal's Signature

9/20/2013 Date

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

Nicholas E. Ballagl

Signature of Student's Special Education Teacher

9-18-13

Date

Nicholas E. Ballagl

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.

Xim Ospina

Signature of Student's Academic Counselor

9/18/13

Date

Ximena Ospina

Printed Name of Student's Academic Counselor

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

Student

Date of Birth

IEP Meeting Date 10/23/12

SUPPLEMENTARY/SPECIALIZED SUPPORT

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

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

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

* If a placement or service is ending, give reason

PROMOTION STANDARDS

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

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

CALIFORNIA HIGH SCHOOL EXIT EXAMINATION (CAHSEE)

- ☐ No accommodations or modifications
- ☑ Modifications (specify) Calculator; ELA+1 Day, Test Q's Read Aloud
- ☑ Accommodations (specify) Extra 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 10/23/12

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Processing Speed	Calculator, Extra Time: Assignments/Tests (1.5), Shortened Assignments, Take Tests in Alternate Setting, Tests in Short Segments	District of Service, Assistant, Gen. Ed. Teacher, RS	10/23/12
Auditory Memory	Visual Models, Visual Schedule	District of Service, Assistant, Gen. Ed. Teacher, RS	10/23/12
Visual Memory	Directions Read Aloud	District of Service, Assistant, Gen. Ed. Teacher, RS	10/23/12

ajaro Valley Unified School District

Date: 8/23/2010

uated:

Of: 2014

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

Counselor: Ospina
SSID:

CrsID		Course Title	Mark	Credit
Pajaro Valley High School Grd 09 12/2010				
2410	P	Algebra 1A/B	B	5.000
9270		Directed Study	A	5.000
1120	P	English 1 (SDAIE)	A	5.000
3610	P	Integrated Science I	B-	5.000
5051		Intro Computers	B-	5.000
4510	N	Physical Education 9	B	5.000
Crs Att: 30.000 Cmp: 30.000 Total GPA: 3.333				
Pajaro Valley High School Grd 09 6/2011				
2410	P	Algebra 1A/B	D+	5.000
9270		Directed Study	B+	5.000
1120	P	English 1 (SDAIE)	C+	5.000
3910		Health	B	5.000
3610	P	Integrated Science 1	B-	5.000
4510	N	Physical Education 9	B-	5.000
Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.500				
Pajaro Valley High School Grd 10 12/2011				
4610	N	Adv PE	B+	5.000
3210	P	Biology	B-	5.000
9270		Directed Study	A	5.000
1230	P	English 2	C-	5.000
2510	P	Geometry	D	5.000
7110	P	World Civ	B	5.000
Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.667				
Pajaro Valley High School Grd 10 6/2012				
4610	N	Adv PE	B+	5.000
3210	P	Biology	D+	5.000
9270		Directed Study	A	5.000
1230	P	English 2	D	5.000
2510	P	Geometry	D	5.000
7110	P	World Civ	B	5.000
Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.167				
Pajaro Valley High School Grd 11 12/2012				
2610	P	Algebra II	B-	5.000
3310	P	Chemistry	C-	5.000
9270		Directed Study		0.000
1330	P	English 3: American Lit	C-	5.000
4110	P	Spanish 1	A	5.000
7210	P	US History	C-	5.000
Crs Att: 30.000 Cmp: 25.000 Total GPA: 2.000				
Pajaro Valley High School Grd 11 6/2013				
2610	P	Algebra II	C	5.000
3310	P	Chemistry	B	5.000
9270		Directed Study	B	5.000
1330	P	English 3: American Lit	B	5.000
4110	P	Spanish I	A-	5.000
7210	P	US History	B-	5.000
Crs Att: 30.000 Cmp: 30.000 Total GPA: 3.000				
Pajaro Valley High School Grd 11 7/2013				
SS2510	P	GEOMETRY	A	5.000
SS2510	P	GEOMETRY	A	5.000
Crs Att: 10.000 Cmp: 10.000 Total GPA: 4.000				

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	25.00	20.00
N	Algebra	10.00	10.00	
O	Science	10.00	10.00	
---Total Credits---		220.00	175.00	45.00

GPA Summary

Academic GPA:	2.758	Rank 0 out of
Total GPA:	2.784	Rank 0 out of
CSU GPA:	2.550	
Cal Grant GPA:	2.696	

Testing Information

	CAHSEE_ELA-1-1	
CA HSEE ELA	F	5/14/2013
	CAHSEE_Math-1-1	
CA HSEE Math	F	5/15/2013

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

Polio	5/24/1996	7/24/1996	9/24/1996	3/30/2000	
DTB	5/24/1996	7/24/1996	9/24/1996	2/4/1998	3/30/2000
MMR	2/4/1998	3/30/2000			
HEP B	5/24/1996	7/24/1996	11/26/1996		
Varicella	3/30/2000				

Transcript is unofficial unless signed by a school official
School Officials
Signature _____ Date: 8/29/2013

California High School Exit Examination

See back for details

Student and Parent Report

Student Nam

Date of Birth:

Student ID:

Grade: 11

School: 01058

District: 69799 - Pajaro Valley Unified

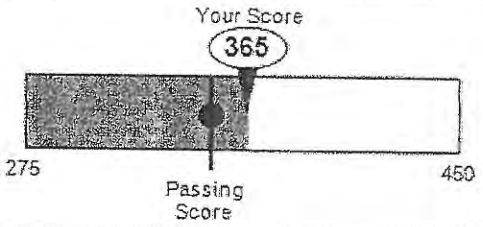
County: 44 - Santa Cruz Coun

English-Language Arts

Test Date: 05/14/2013

Your Total Score	Score Required to Pass	Status
365	350	MODIFIED

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



Standards for English-Language Arts

READING	Number of Questions	Number Correct
Word Analysis	7	4
Reading Comprehension	18	11
Literary Response & Analysis	20	18
WRITING		
Writing Strategies	12	7
Writing Conventions	15	11

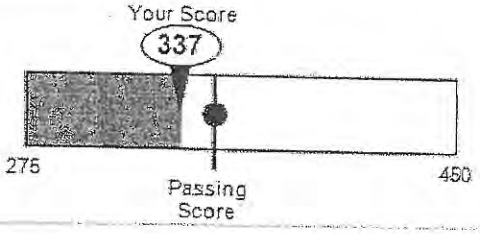
	Your Score
Essay	2.5

Mathematics

Test Date: 05/15/2013

Your Total Score	Score Required to Pass	Status
337	350	NOT PASSED

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



Standards for Mathematics

	Number of Questions	Number Correct
Probability & Statistics	13	4
Number Sense	17	6
Algebra & Functions	20	13
Measurement & Geometry	18	7
Algebra I	12	4

[illegible] (NS). The average of these [illegible] Language Arts [illegible]

[illegible] Language Arts and/or Mathematics) [illegible]

Board Agenda Backup

Item No: 11.11

Date: October 9, 2013

Item: **CAHSEE Passage Waiver**
English Language Arts (PVHS 13-14-12)

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

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

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

Recommendation: Approve

Budget Considerations: **None**

Funding Source:

Budgeted: **Yes:** ☐ **No:** ☐

Amount: **$**

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

Superintendent's Signature: Dorm Bol

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Student's Name: udent's ID Number:_

U

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. please see attachment

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

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

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

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

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

Certified by: _____ Principal's Signature

10/2/2013
Date

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

JBeltran
Signature of Student's Special Education Teacher

9/17/13
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.

N. Puente
Signature of Student's Academic Counselor

10/2/13

Nancy Puente
Printed Name of Student's Academic Counselor

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: 9/17/13

To The Parent/Guardian of:

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

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

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

Signature of Principal: _____ Date: 10/2/2013

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

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

1. An IEP that specifies the use of modification(s) on the exit examination, standardized testing, or classroom instruction and assessments.

2. Sufficient high school level coursework either satisfactorily completed or a progress in the high school level curriculum sufficient to have attained the skills and knowledge otherwise needed to pass the CAHSEE.

3. An individual score report showing that my child has received the equivalent of a passing score on the CAHSEE while using a modification that fundamentally alters what the high school examination measures as determined by the State Board of Education.

Signature of Parent _____ 7-17-13

FOR SITE USE ONLY

Date Received by Principal: _____

Student Identification Number: _____

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

Student ID#:

1. a. Student has delays in auditory processing which impact his performance on classroom reading comprehension and written language tasks. He needs to both see and hear whatever it is he is being asked to process in order to understand and retain the concept. Because his auditory processing is delayed, accessing and processing higher level English language tasks is especially challenging, so he requires additional time to process language imbedded tasks. Finally, auditory processing delays greatly increase the likelihood that a student has had difficulty understanding and recalling what he/she has been verbally taught.

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

c. Student's overall reading skills are significantly below grade level due to his delays in auditory processing. Reading the test items to him aloud provided reinforcement of information presented leading to better clarity. He was able to read the test items along with the examiner. This assisted his fluency in processing and responding to information. In other words, he was able to better engage his stronger visual processing skills because his understanding of what he was reading was being reinforced by the examiner reading the items to him.

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

See back for details

California High School Exit Examination

Parent Report

Student Nam

Date of Birth:

Student ID:

Grade: 11

School: 0105___

District: 69799 - Pajaro Valley Unified

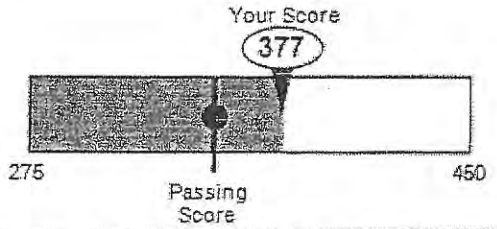
County: 44 - Santa Cruz Coun

English-Language Arts

Test Date: 05/14/2013

Your Total Score	Score Required to Pass	Status
377	350	MODIFIED

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



Strands for English-Language Arts

READING	Number of Questions	Number Correct
Word Analysis	7	3
Reading Comprehension	18	14
Literary Response & Analysis	20	15
WRITING		
Writing Strategies	12	9
Writing Conventions	15	12

	Your Score
Essay	3.0

Mathematics

Test Date: 05/15/2013

Your Total Score	Score Required to Pass	Status
		SATISFIED REQ

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

Strands for Mathematics

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

Each essay area score is an average of 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 conventions section is worth 30% of the total English-Language Arts score.
A blank check box indicates the subject area examination (English-Language Arts and/or Mathematics) that was not passed.

19339492

44-69799-0105858-63437

nder

Pajaro Valley Unified School District

Enter Date: 8/23/2010

Graduated:

Class Of: 2014

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
Pajaro Valley High School Grd 09 12/2010				
2410	P	Algebra 1A/B	RF	0.000
6010	P	Art 1	D	5.000
9270		Directed Study	C+	5.000
1120	P	English 1 (SDAIE)	B	5.000
3910		Health	C-	5.000
3610	P	Integrated Science I	C-	5.000
4510	N	Physical Education 9	C	5.000
Crs Att: 35.000 Cmp: 30.000 Total GPA: 2.000				
Pajaro Valley High School Grd 09 6/2011				
2410	P	Algebra IA/B	RF	0.000
6010	P	Art 1	F	0.000
9270		Directed Study	C+	5.000
1120	P	English 1 (SDAIE)	D-	5.000
3610	P	Integrated Science I	D-	5.000
5051		Intro Computers	C-	5.000
4510	N	Physical Education 9	C+	5.000
Crs Att: 35.000 Cmp: 25.000 Total GPA: 1.333				
Watsonville High School Grd 09 7/2011				
SS2410	P	ALGEBRA 1-1st Sem	D-	5.000
Crs Att: 5.000 Cmp: 5.000 Total GPA: 1.000				
Pajaro Valley High School Grd 10 12/2011				
4610	N	Adv PE	C+	5.000
3210	P	Biology	C-	5.000
9270		Directed Study	C	5.000
1230	P	English 2	D-	5.000
2510	P	Geometry	RF	0.000
7110	P	World Civ	D-	5.000
Crs Att: 30.000 Cmp: 25.000 Total GPA: 1.600				
Pajaro Valley High School Grd 10 6/2012				
4610	N	Adv PE	B+	5.000
3210	P	Biology	D-	5.000
9270		Directed Study	C-	5.000
1230	P	English 2	D-	5.000
2510	P	Geometry	D-	5.000
7110	P	World Civ	D-	5.000
Crs Att: 30.000 Cmp: 30.000 Total GPA: 1.500				
Pajaro Valley High School Grd 10 7/2012				
SS2410	P	ALGEBRA 1- 2nd Semester	B	5.000
SS2510	P	GEOMETRY- 1st Semester	B	5.000
Crs Att: 10.000 Cmp: 10.000 Total GPA: 3.000				

CrsID		Course Title	Mark	Credit
Pajaro Valley High School Grd 11 12/2012				
2610	P	Algebra II	C+	5.000
3310	P	Chemistry	F	0.000
9270		Directed Study	B	5.000
6020	P	Draw/Paint	C-	5.000
1330	P	English 3: American Lit	D+	5.000
7210	P	US History	F	0.000
Crs Att: 30.000 Cmp: 20.000 Total GPA: 1.333				
Pajaro Valley High School Grd 11 6/2013				
2610	P	Algebra II	C-	5.000
3310	P	Chemistry	D-	5.000
9270		Directed Study	C-	5.000
6020	P	Draw/Paint	D+	5.000
1330	P	English 3: American Lit	D-	5.000
7210	P	US History	C-	5.000
Crs Att: 30.000 Cmp: 30.000 Total GPA: 1.500				
Pajaro Valley High School Grd 11 7/2013				
SS929Z		CAHSEE-ELA	B	5.000
SS7210	P	US HISTORY	B-	5.000
Crs Att: 10.000 Cmp: 10.000 Total GPA: 2.000				

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	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	35.00	10.00
N	Algebra	10.00	10.00	
O	Science	10.00	5.00	5.00
	---Total Credits---	220.00	175.00	45.00

Academic GPA:	1.611	Rank 0 out of
Total GPA:	1.675	Rank 0 out of
CSU GPA:	1.524	
Cal Grant GPA:	1.640	

Testing Information

CA HSEE ELA	CAHSEE_ELA-1-1 F	5/14/2013
CA HSEE Math	CAHSEE_Math-1-1 P	2/8/2012

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

Polio	7/11/1996	9/16/1996	11/18/1996	12/28/2000
DTB	7/11/1996	9/16/1996	11/18/1996	10/22/1997 12/28/2000
MMR	4/27/1999	12/28/2000		
HEP B	6/10/1996	7/11/1996	1/23/1997	
Varicella	4/27/1999			

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

Date: 8/29/2013

Board Agenda Backup

Item No: 11.12

Date: October 9, 2013

Item: **CAHSEE Passage Waiver**
Math (RHS 13-14-13)

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

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

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

Recommendation: Approve

Budget Considerations: **None**

Funding Source:

Budgeted: **Yes:** ☐ **No:** ☐

Amount: **$**

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

Superintendent's Signature: Dorm Bat

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: 10-2-13

To The Parent/Guardian of:

Beginning with the 2005-06 school year, all Ca... g 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: 10/2/13

- -

I request that my ch ______ s tested with a modification and earned the equivalent of a passing score one or more part of the CAHSEE, be granted a waiver of this California graduation requirement.

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

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

Signature of Pare ate: 10-2-13 2:45 P.M.

FOR SITE USE (

Date Received ______________

Student Identi ______________

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:_ 8 Student's ID Number:

Pursuant to Education Code 6051, the parent/guardian of h disabilities, has requested that the Governing Board waive the requireme . . . ss 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 t cation of the student.

   has difficulty in the areas of auditory memory and auditory perception

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

   Calculator

   c. State the rationale for applying the modification(s) used to achieve an equivalent AHSEE for this student.

   as attempted Math CAHSEE w/o calculator but needs the modification in instruction and testing

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

   Calculator on Math assignments, tests and quizzes.

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

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

Certified by: _____ 10/2/13
Principal's Signature Date

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

_____ 10/2/13
Signature of Student's Special Education Teacher Date

Debra Singleton
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

Debra Singleton
Printed Name of Student's Academic Counselor

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

Student_

Date of Birth 3/4/96
IEP Meeting Date 10/2/13

ADDITIONAL INFORMATION

State Federal Assessment

The IEP team has determined that this Student has a current IEP which indicates the student is scheduled to receive a high school diploma, has taken the CAHSEE in 10th grade as required by federal law and will satisfy all other state and local graduation requirements by June 2014. Therefore, the Student qualifies for a waiver for the CAHSEE requirement.

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

Student _____ Date of Birth _____

IEP Meeting Date 04/30/13

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Auditory Memory	Calculator, Extra Time: Assignments/Tests (1.5)	District of Service, Gen. Ed. Teacher, RS	04/30/13
Auditory Perception	Extra Time: Assignments/Tests (1.5), Provide with Notes, Take Tests in Alternate Setting	District of Service, Gen. Ed. Teacher, RS	04/30/13

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

Student _____ Date of Birth _____

IEP Meeting Date 04/30/13

SUPPLEMENTARY/SPECIALIZED SUPPORT

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

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

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

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

PROMOTION STANDARDS

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

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

CALIFORNIA HIGH SCHOOL EXIT EXAMINATION (CAHSEE)

- ☐ No accommodations or modifications
- ☑ Modifications (specify) calculator
- ☑ Accommodations (specify) small group;
- ☐ Exempt due to eligibility for participation in CAPA
- ☐ Grade Exempt (below grade 10)
- ☐ Passed both subtests of the CAHSEE

Pajaro Valley Unified School District

Enter Date: 11/14/2011

Graduated

Class Of: 2014

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

Counselor: Singleton, Debra
SSID

CrsID	Course Title	Mark	Credit
[illegible]	[illegible]		
9247	Advisory 9th	P	[illegible]
2410	Algebra 1A/B (9th)	F	0.000
1065	ESL1 (Read 180)	C	5.000
1130	English 9	F	0.000
8600	Living Science 1	F	0.000
5001	Intro Computers	B	5.000
4510	N PE 9	A-	5.000
Cre Att: 50.000 Cmp: 15.500			
After School: Watsonville High Grd 09 12/1/2010			
ASP250	As ENRICHMENT/ELECTIVE		2.000
Cre Att: 2.500 Cmp: 0.000 Total GPA: [illegible]			
Watsonville High School: Grd 09 6/2011			
9240	Advisory 9th	C-	0.000
2410	Algebra 1A/B (9th)	F	0.000
1065	ESL1 (Read 180)	D	[illegible]
1130	English 9	D-	5.000
3910	Health	D	5.000
8600	Living Science 1	F	0.000
4510	N PE 9	D	5.000
Cre Att: [illegible] Cmp: [illegible] Total GPA: [illegible]			
Watsonville High School: Grd 09 5/2012			
8010	ENGLISH 9 1st Sem		0.000
Cre Att: 5.000 Cmp: 0.000 Total GPA: 0.000			
Watsonville High School: Grd 10 1/2011			
9241	Advisory 10th	A	0.000
9438	Agriculture/Nature, Nat		0.000
2410	Algebra 1A/B		0.000
3014	Biology		0.000
8370	Directed Study (AP/H)		0.000
1200	English 2		0.000
[illegible]	World Civ		0.000
Cre Att: 30.000 Cmp: 0.000			
Renaissance Grd 10 12/2011			
[illegible]	Elective	A	4.100
1740	English Elective	B	3.500
3015	Life Science	D	2.800
2990	Math Core	F	0.000
Cre Att: [illegible] Cmp: [illegible] Total GPA: [illegible]			

CrsID	Course Title	Mark	Credit
Renaissance Grd 10 [illegible]			
2410	Algebra 1A/B	F	2.000
1740	English Elective	F	5.000
1740	English Elective	F	4.200
2990	Math Elective	F	1.400
2990	Math Elective	F	6.000
3110	Physical Science	D	3.000
3110	Physical Science	F	2.000
3650	Science Elective	F	4.200
7110	World Civ	F	0.200
Cre Att: 46.900 Cmp: 43.600 Total GPA: [illegible]			
Renaissance Grd 11 12/2011			
9250	Elective	P	[illegible]
1740	English Elective	P	5.700
1740	English Elective	P	4.500
9250	Leadership Elective	P	[illegible]
2990	Math Core	P	3.400
2990	Math Core	P	2.700
7110	World Civ	P	1.400
7110	World Civ	F	2.400
Cre Att: 24.000 Cmp: 24.000 Total GPA: [illegible]			
Renaissance Grd 11 1/2012			
1740	English Elective	P	3.000
1740	English Elective	P	2.000
9200	General Elective	P	[illegible]
9250	General Elective	P	[illegible]
2990	Math Elective	F	5.900
2990	Math Elective	F	4.000
3650	Science Elective	P	0.500
3650	Science Elective	F	0.700
7210	World Civ	F	1.600
7210	World Civ	P	2.300
Cre Att: 27.[illegible] Cmp: 20.100 Total GPA: [illegible]			

Credit Summary - High School				
Subject Area		Req	Cmp	Rmd
A	English	40.00	32.50	7.50
B	Math	20.00	20.00	
C	Biological Science	16.00	2.80	7.20
D	Physical Science	18.00	4.40	1.40
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	5.00	5.00
I	World Civilization	10.00	8.10	0.90
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	30.50	14.50
N	Algebra	10.00	2.10	7.90
O	Science	10.00	5.30	4.70
---Total Credits---		220.00	135.40	84.60

GPA Summary

Academic GPA:	[illegible] Rank [illegible] out of
Total GPA:	[illegible] Rank [illegible] out of
10th GPA:	[illegible]
Cal Grant GPA:	[illegible]

Testing Information

	CAHSEE_Summary	
CA HSEE ELA	P	5/14/2013
	CAHSEE_Math	
CA HSEE Math	P	5/14/2013

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

Cum sent to Renaissance High

Transcript is unofficial unless signed by a school official
School Officials
Signature _____ Date: 8/29/2013

See back for details

Student I

Date of I

Student

Grade: '

School:

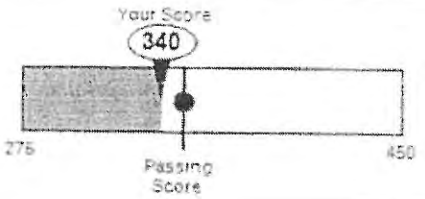
District: 69799 - Pajaro Valley Unified

County: 44 - Santa Cruz Coun

Test Date: 05/14/2013

Your Total Score	Score Required to Pass	Status
340	350	NOT PASSED

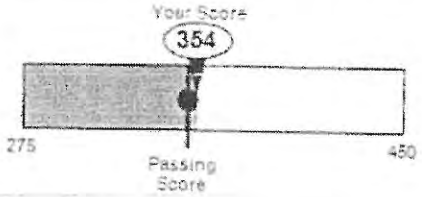
Go to www.cde.ca.gov/ta/tg/ha/resources.asp for study information for the CAHSEE.



Test Date: 05/15/2013

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.



	Number of Questions	Number Correct
READING		
Word Analysis	7	4
Reading Comprehension	18	12
Literary Response & Analysis	20	9
WRITING		
Writing Strategies	12	8
Writing Conventions	15	8
Essay		2.0

Probability & Statistics	13	5
Number Sense	17	8
Algebra & Functions	20	14
Measurement & Geometry	18	11
Algebra I	12	6

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

Board Agenda Backup

Item No: **13.2**

Date: October 9, 2013

Item: **Approve Resolution #13-14-04 setting forth final guidelines for the development and use of Freedom Field at Aptos High School**

Overview: On September 11, 2013, the Santa Cruz County Board of Supervisors unanimously approved the district's grading and drainage permit for the Freedom Field project located at the bottom of Aptos High School. The project is now cleared to proceed with final installation. Construction will likely begin after the rainy season.

The project has garnered significant input and concern from local neighbors regarding issues associated with the field's development and use. The district hosted two community meetings to hear residents' concerns and develop appropriate board-adopted guidelines in an attempt to address such concerns. In addition, district staff and individual board members held numerous meetings, phone calls, and email communications with representatives of the Rob Roy Neighborhood and individual residents. Concerns raised focused on the following issue areas:

Parking: Possible illegal parking on Mariner Way, poor enforcement by the school already, not enough parking near the proposed field

Field use: Limit hours of operation, restrict use, no Sunday use, no amplified sound, seek noise abatement and/or mitigation, no stadium lights (safety lighting ok), garbage abatement

Security/safety: Illegal activity during non-school hours, vandalism, safety of residents and nearby homes resulting from increase in teams/visitors using the field

Environmental and permitting: Field completion should be done according to current permitting and environmental requirements; consideration of local species and water quality impacts

Public notification and communication: District should adhere to a public notification and communication process regarding changes to use; district should strive to be "good neighbor" and place restrictions regarding field use and work cooperatively with local residents impacted by the field

On June 26, 2013, the Board of Trustees adopted a list of eleven guidelines regarding field development and use (see attached). This was an attempt to address concerns listed above in a pro-active manner. In August, the district held its second community meeting on the field and sought input on additional guidelines and clarifications that could be amended into the board's June 26 action. District staff shared this information with county officials during the permit review/approval process. Staff stated that it would take these additional guidelines to the board as part of a final comprehensive package in order to close this chapter of the issue and move forward with final field design, construction, and operation.

Attached is Resolution 13-14-04 encapsulating the board's June 26 action as well as additional guidelines regarding the field's development and subsequent use as indicated publicly during the county permitting process. A draft of the resolution was shared with representatives of the Rob Roy Neighbors and county officials. Input was provided by Mr. Kim Tschantz representing neighboring residents. Staff incorporated many, but not all, of Mr. Tschantz's comments into the final resolution. The district's legal counsel has assisted in the development of the document.

Recommendation: Adopt Resolution #13-14-04 as submitted and direct staff to initiate completion of Freedom Field pursuant to the resolution, as well as other local, state, and federal regulatory requirements.

Budget Considerations:

Funding Source: **None**

Budgeted: **Yes:** ☐ **No:** ☒

Amount: **None**

Prepared By: _____

Brett W. McFadden, Chief Business Officer
Paul Anderson, Planning Supervisor

Superintendent's Signature: Dorma Baker (AJ)

Dorma Baker

BEFORE THE BOARD OF TRUSTEES OF THE PAJARO VALLEY UNIFIED SCHOOL DISTRICT

IN THE MATTER OF FREEDOM FIELD AT APTOS HIGH SCHOOOL	**RESOLUTION NO. 13-14-04 RESOLUTION SETTING FORTH GUIDELINES FOR THE DEVELOPMENT AND USE OF FREEDOM FIELD AT APTOS HIGH SCHOOL**

WHEREAS, to meet the educational and recreational needs of the students of Aptos High School, and using funds made available by the community through the approval of the District's Measure L bond as well as support from the Aptos Sports Foundation, the Board of Trustees of Pajaro Valley Unified School District is developing an athletic field at Aptos High School, to be known as Freedom Field;

WHEREAS, in developing Freedom Field and planning for its use by the Aptos High School student body and community sports groups, the Board of Trustees intends that development and use of the field will be conducted in a manner that is sensitive to the concerns of the high school's neighboring community;

WHEREAS, District staff has conducted meetings with local residents and with the Board of Supervisors of Santa Cruz County regarding the District's plans for development of Freedom Field, and has received input from community members and the County regarding those plans and regarding the intended uses of the field;

WHEREAS, at its June 26, 2013 meeting, the Board considered and approved draft guidelines for development and use of Freedom Field;

WHEREAS, the Board now desires, by this resolution, to expand and formally adopt guidelines for the District's development and use of Freedom Field; and

WHEREAS, the guidelines set forth in this resolution reflect the participation and input of local residents and the Board of Supervisors of the County of Santa Cruz;

NOW, THEREFORE, the Board of Trustees of Pajaro Valley Unified School District hereby finds, determines and orders as follows:

1. The recitals above are true and correct.

2. In its development and use of Freedom Field, the District will adhere to the following guidelines:

(a) The District will not install stadium or other lighting for evening games or practices. The District may install pathway and parking lot lighting in a manner that minimizes off site glare as needed.

(b) No amplified sound or use of bullhorns shall be added or permitted in connection with the use of Freedom Field at any time.

(c) No permanent structures will be erected on Freedom Field or in the adjacent area. The District may install a relocatable restroom structure on or near Freedom Field.

(d) Access to Freedom Field will be restricted during the night and periods of non-use. The District will maintain a fence with locking gate(s) around the field or adjacent area.

(e) Aptos High School will utilize the field solely for practice and physical education purposes during the instructional day.

(f) Community use during evenings and weekends shall be authorized via the District facilities booking process, which is accessible on the District's website. The District's facility use agreement will be amended by the District to require user groups to enforce parking requirements on their members. User groups will be required to adhere to all District facility use guidelines as set forth in the facility use agreement as a condition for use of Freedom Field.

(g) No parking will be allowed on Mariner Way, accept as otherwise permitted on the upper campus. The District will install posted signs and maintain red curbing indicating "no parking/tow-away zone" along Mariner Way. These measures will be maintained annually. The district will analyze additional measures, including but not limited to landscaping design, to discourage illegal parking along Mariner Way. School site staff will extend its parking enforcement to this area of Mariner Way during school hours. Parking for non-school use shall be directed to the upper campus area.

(h) School site and district staff will work with neighbors to identify additional security issues, parking enforcement, and maintain appropriate oversight over field use.

(i) The District will resurface Mariner Way and will install appropriate speed control measures, landscaping, walkways, and safety lighting along the roadway using Measure L bond proceeds or other capital facility funds. As part of the school site's modernization program, the District will seek to expand parking in the upper campus area and create safe walking pathways to and from Freedom Field to the extent feasible.

(j) The District will utilize the services of a qualified landscape architect to develop a landscape plan for Freedom Field and land between Mariner Way and Aptos Pines Mobile Home Park. This plan will include installing appropriate vegetation to mitigate viewing access into homes and yards in the Aptos Pines Mobile Home Park. The District will provide neighboring residents opportunity to review and comment on the plan prior to implementation.

(j) The District will work with county, state, and federal wildlife officials to address, water quality, invasive species removal, and species protection issues related to field installation and operations. Furthermore, District and school site staff will continue to partner with federal and state officials regarding habitat restoration and environmental education programs on other areas of the high school campus.

(k) The District will create and publicize an on call number to permit local residents to notify the District of concerns regarding parking, use of Freedom Field, or inappropriate activity associated with the field.

(l) The District will provide weekend and after-hour security patrols of the field conducted by First Alarm Security Services or a similar service.

(m) District staff will conduct a public meeting no less than six months after Freedom Field has been completed and is in use. At this meeting, staff will address issues raised by local residents associated with the field's operations.

3. Future changes to these guidelines shall require public notification to residents living within 1,000 feet of Freedom Field and a public hearing before this Board prior to implementation.

PASSED AND ADOPTED by the Board of Trustees of Pajaro Valley Unified School District at its regular meeting held on October 9, 2013.

AYES:
NOES:
ABSENT:
ABSTAINED:

Willie Yahiro, President Pajaro Valley Unified School District Board of Trustees	Kim DeSerpa, Vice President/Clerk Pajaro Valley Unified School District Board of Trustees

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

Board Agenda Backup

Item No:

Date: June 26, 2013

Item: **Approval of completion and utilization guidelines for the Aptos High School Freedom Field Project**

Overview: On June 10, 2013 district staff held a public hearing to hear community concerns regarding the completion of the Aptos High School Freedom Field project. The hearing was required as part of the grading permit process under the jurisdiction of the County of Santa Cruz Planning Department. Attached are the minutes and notes from that meeting. Issues brought to the attention of district staff fall into the following categories:

Parking: Possible illegal parking on Mariner Way, poor enforcement by the school already, not enough parking near the proposed field

Field use: Limit hours of operation, restrict use, no Sunday use, no amplified sound, seek noise abatement and/or mitigation, no stadium lights (safety lighting ok), garbage abatement

Security/safety: Illegal activity during non-school hours, vandalism, safety of residents and nearby homes resulting from increase in teams/visitors using the field

Environmental and permitting: Field completion should be done according to current permitting and environmental requirements; consideration of local species and water quality impacts

Public notification and communication: District should adhere to a public notification and communication process regarding changes to use; district should strive to be "good neighbor" and place restrictions regarding field use and work cooperatively with local residents impacted by the field

At the completion of the meeting, district staff stated they would take these matters before the Board of Trustees for review and consideration. Staff further suggested that the board could consider possible guidelines regarding field utilization and the adherence of a public notification process when considering possible future changes to Freedom Field's utilization by the school site or district.

The proximity of Freedom Field to nearby residents warrants that the district initiate steps to address community concerns identified above. Remediating neighbor concerns must be balanced with the needs of the school site and

athletic community, along with recognition that a large comprehensive school site will, by its nature, generate a level of traffic, noise, and other indirect impacts. Any possible compromise must be appropriately balanced within the realm of these two issue areas.

Staff recommends that the board adopt the following policy guidelines regarding the completion and subsequent utilization of Freedom Field:

1. No stadium or other lighting for evening games/practices shall be installed and/or allowed. Hours of operation shall be during the instructional day and conclude by sunset each evening.

2. No amplified sound or use of bullhorns shall be permitted at any time.

3. No permanent structures are to be erected on the field or adjacent area (portable bathrooms will be allowed).

4. Access to the field will be restricted during nights and non-use. The district will maintain a fence with locking gate(s) around the field with appropriate security lighting for the parking lot and adjacent walkways.

5. Aptos High School will utilize the field solely for practice and P.E. purposes during the instructional day.

6. Community use during evenings and weekends shall be authorized via the district facility use review and permit process. Community members and/or organizations will be required to adhere to these guidelines as a condition of authorization.

7. No parking will be allowed on Mariner Way. Parking for non-school use shall be directed to the upper campus area.

8. School site staff will work with neighbors to identify security issues and maintain appropriate oversight over field use.

9. The district will work with county officials to resurface Mariner Way and install appropriate speed control measure, landscaping, walkways, and safety lighting along the roadway via the Measure L bond project process. The district will install appropriate vegetation to mitigate viewing access into adjacent homes/backyards in the Aptos Pine Mobile Home Park.

10. The district will work with county, state, and federal wildlife officials to address noise abatement, water quality, invasive species removal, and species protection issues.

11. Future changes to these guidelines shall require public notification and hearing with residents within 1,000 feet of the field prior to implementation.

Recommendation: It is recommended that the Board of Trustees approve the project completion and field utilization guidelines enumerated above. The board further recommends that school site and district staff work proactively with nearby residents to address other non-field related issues raised during the project review process.

Budget Considerations:

Funding Source: **None**

Budgeted: **Yes:** ☐ **No:** ☒

Amount: **None**

Prepared By: _____

Paul Anderson, Planning Supervisor
Brett W. McFadden, Chief Business Officer

Superintendent's Signature: _____

Dorma Baker

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

Board Agenda Backup

Item No: 13.3

Date: Oct 9, 2013

Item: **Diversion, Support and Deterrent Program Proposals**

Overview: On August 14, 2013 the board heard a report on programs that are preventative in nature, actions by district employees, district partners and members of the community that help keep students in school. In this report, the board received news about our safety dogs as deterrents, case management helping our expelled students through the Valor program and the diversion program at AHS that is helping students make better choices about the use of drugs and/or alcohol. The board also learned that our expulsion rates had dropped 34.4%. This drop means that more of our students are staying in our schools and we are not losing the commensurate amount of ADA. Tonight's report is a result of the board's direction asking for proposals that move forward the three areas described above.

Goal:
Reduce the number of suspensions and expulsions with the implementation of the following programs:

1. Case management of at risk 5th through 8th graders
2. Familial intervention and alternative to suspension if student is found in possession or under the influence of a controlled substance, grades 9 to 12 at the three comprehensive high schools.
3. Deter possession or use of controlled substances and possession of weapons through the use of Safety Dogs at all middle schools/junior high and continued use at piloted schools of AVCI, New School and AHS.

Recommendation: Receive and review report

Budget Considerations:

Funding Source:

Budgeted: **Yes:** ☐ **No:** ☑

Amount: **$**

Prepared By: Murry Schekman, Assistant Superintendent with Assistance from Shakenya Edison, Coordinator of Student Services and Rich Moran, AHS Assistant Principal, Casey O'Brien, AHS Principal and Carol Ortiz, Director

Superintendent's Signature: Dorm Bat

Case Management – The Valor Model with High Risk Behaviors Students, Grades 5 – 8 G.A.P. Program (Growth, Achievement and Progress)

Purpose: Offer prevention and intervention support for middle school students that exhibit interest or involvement in gangs, or that have siblings involved in gangs and high risk behaviors.

Participants: Students entering 5th grade. (Referrals from Elementary & Middle School Principals). Will serve 30 to 35 students and support students in grades 5-8.

Components: GAP Valor will offer comprehensive case management, individual and family counseling, parent education, pro-social activities, mentoring, and incentives.

- *Case Management* - Weekly follow-ups with student, school, and parents and connect family with other agencies, services and resources
- *Counseling* – Individual and Family counseling to change norms and develop positive behaviors (PVPSA)
- *Parent Education* – Successful parenting strategies, parent empowerment, gang awareness and prevention (PVPSA/Family Literacy)
- *Pro-Social Activities* – PAL memberships, college tours, biking, self-defense program, art, leadership, community service, career luncheons, and mentors (WPD/PAL)
- *Incentives* – Attend professional sporting events, live theater, banquets, school supplies (PAL/Student Services)

Benefits: Program will utilize network of resources to coordinate services for student AND his/her family. Services will then be provided to address school issues, but involve the family in the resolution.

- Students with high risk behaviors will received preventative support to ensure personal growth and academic progress.
- Social activities will help the student develop and improve essential social skills for success at school, as well as positively connect them to the community.
- Improved link between school personnel and support agencies.

Objectives: Reduce gang interest and involvement amongst middle school students. Increase school attendance and academic performance. Reduce referrals/suspensions/expulsions. Provide healthy, safe social alternatives.

Cost Estimate: $85,000 per School Year

Suspension Diversion

Purpose: Create a safer educational and social emotional environment at the comprehensive high schools

- Reduce the number of drug or alcohol related suspensions/expulsions and lower the existing recidivism rate by offering a more comprehensive program designed to promote academic and social emotional success and reconnect the student to school using various available resources.

Participants: Grades 9-12 students at district comprehensive schools in possession of controlled substances

Capacity: Able to supervise 5 to 10 students daily. (Presently only utilized 3 days per month at AHS)

Components:

- A one day out of school plus 3 day in-house suspension in lieu of traditional suspension of up to 5 days (student/parents given choice between SD or 5 day in home suspension) for students that are under the influence and or in possession of alcohol or controlled substances.
- mandatory follow up with monthly closed group meetings (using the proven Seven Challenges Program) managed by PVPSA staff; offered after school at the three high schools
- supported by Assistant Principal(s) in charge of Student Services
- staffed with one certificated FTE who is familiar with schools' physical layout, general policies, staff, and accepting of Suspension Diversion's ideology
- visits by student's academic guidance counselor, PVPSA counseling staff, administration, case manager and other staff members as needed
- personalized goal setting (academic, athletic, extra-curricular, social/emotional)
- opportunity for discussion, reflection and self-monitoring

Benefits for Students

a. Renew commitment to their education by providing opportunities to (for):

- meet with teachers during prep periods and or breaks for individualized assistance
- stay caught up on daily assignments and continue to work towards academic success
- discuss and possibly make-up any past due assignments (at teacher's discretion)
- set academic and social goals
- develop the ability to make safer choices/decisions re: attendance, behavior and academic performance
- begin to address or contemplate the impact their choices have on their academic and social success as well as their family dynamic

b. Reconnect to school by

- meeting with Guidance Counselor with focus on improvement future goals
- discussions with the administrative team offering encouragement and foster connection to the school as well as review their transcripts, absences, long-term academic/social/extra-curricular goals
- possibly collaborating with the Athletic Director, club directors, drama dept, etc. based on their personal interests and talents

c. Social/emotional Growth through:

- PVPSA counselor visits and required participation in the Seven Challenges Program.
- daily reflective writing
- personal goal setting
- discussion
- emotionally safe/non-punitive classroom environment
- possible referral to other supportive community resources

Objectives: Reduce the use of controlled substances among the students at the district's three comprehensive high schools.

Cost: .50 FTE – shared by the three comprehensive high schools

Use of Safety Dogs as a Deterrent

Purpose: Deter the use of controlled substances and other illegal objects at our school sites.

Participants: Middle schools, junior high school and three piloted schools from last year.

Components:

The district approved the use of "safety dogs" last year and we piloted their use at AVCI, New School, and Aptos High School. The results were reported to the board on August 14, 2013 and were as follows:

Spring 2013	Number of Searches Made	Number of Alerts	Number of Alerts Confirmed	Number of Residual Odor
A.H.S.	5	10	1	8
A.V.C.I.	5	5	0	4
New School	4	2	0	2
Total	14	17	1	14

This pilot started with presentations to the entire school about how the safety dogs work. Students and staff had a good understanding of the program. They knew what to expect if the canine showed up at the door of the classroom. Based on the feedback from the three principals and some students, the thought of canines on the campus did deter some students from bringing marijuana to the school. Although there were a number of "alerts", there was only one case where a student was caught in possession. The secondary administrators debriefed on the use of the safety dogs last year and the response was favorable. Our middle schools and junior high school are now requesting the service, as are the three schools in last year's pilot.

Objective – Reduce the use of controlled substances among the students at the middle schools, junior high school and the three piloted schools – AHS, AVCI and New School.

Cost:

Each visit is a cost of $325.00. There would be seven (7) visits per school and there are nine (9) schools involved.

$325 x 7 (visits) x 9 (schools) = $20,475.

Other Background Info:

As Board members review the proposals it is important to also review the lost ADA due to suspensions and expulsions. The intent of each proposal is first and foremost – help students and their families deal with difficult issues, with a focus on controlled substances. A secondary outcome of proactive programs will be seen in the continued lowering of our suspension and expulsion numbers.

Background Information

Suspension Information

2478 Days of Suspension in 2011-12 (ADA = $36.75) Loss of Revenue =$91,067.00
2070 Days of Suspension in 2012-13 (ADA = $37.75) Loss of Revenue = $78,143.00

Expulsion Information School Year 2011-2012

Grade Level	Total Days	$ per day	Total
6	498	$ 36.25	$ 18,052.50
7	826	$ 36.25	$ 29,942.50
8	1073	$ 36.25	$ 38,896.25
Total	**2397**		**$ 86,891.25**

Grade Level	Total Days	$ per day	Total
9	1870	$ 36.25	$ 67,787.50
10	958	$ 36.25	$ 34,727.50
11	965	$ 36.25	$ 34,981.25
12	132	$ 36.25	$ 4,785.00
Total	**3925**		**$ 142,281.25**

Total for 2011-2012
$ 229,172.50

Expulsion Information School Year 2012-2013

Grade Level	Total Days	$ per day	Total
6	894	$ 37.25	$ 33,301.50
7	270	$ 37.25	$ 10,057.50
8	1879	$ 37.25	$ 69,992.75
Total	**3043**		**$ 113,351.75**

Grade Level	Total Days	$ per day	Total
9	1767	$ 37.25	$ 65,820.75
10	664	$ 37.25	$ 24,734.00
11	688	$ 37.25	$ 25,628.00
12	346	$ 37.25	$ 12,888.50
Total	**3465**		**$ 129,071.25**

Total for 2012-2013
$ 242,423.00

Although there is no guarantee that additional interventions lead to fewer suspensions and expulsions, we have a pattern of reducing expulsions over the last three years because of the proactivity of our site personnel and our Student Services employees. We have more parent education going on now on behalf of our at risk kids and families. AHS reduced their expulsions 40 % related to drug possessions the year following the diversion program, from 2011-12 to 2012-13 (10 to 6). AHS also reduced its suspensions from 127 to 74. Another school that has funds to be proactive on this front is E.A. Hall. They've has also reduced the level of suspensions because of their SIG funded Socio-Emotional Support Counselor. There were 114 days of suspension at EA Hall in 2011-12 and 9 expulsions. There were 96 days of suspension in 12-13 and 2 expulsions.

The intent of these three proposals is to assist kids and their families and KEEP THEM IN SCHOOL and help them become successful students.

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

Board Agenda Backup

Item No: **14.1**

Date: October 9, 2013

Item: **Drop Out Committee Report**

Overview: Board members and district staff have been meeting monthly to review longitudinal data and examine the numbers of students who are graduating and those dropping out. The report will present information about two separate cohorts of students, following them from 6th grade until the end of their 12th grade year. Student demographics are reviewed in relation to their success in graduating. Other factors will also be included.

Recommendation: Receive and review report

Prepared By: Murry Schekman, Assistant Superintendent
Dr. Faris Sabah, Director of Migrant Education

Superintendent's Signature: Dorinn Bosh