



PAJARO VALLEY UNIFIED SCHOOL DISTRICT MISSION STATEMENT

The Mission of the Pajaro Valley Unified School District is to educate and to support learners in reaching their highest potential. We prepare students to pursue successful futures and to make positive contributions to the community and global society.

May 25, 2011
REGULAR BOARD MEETING
CLOSED SESSION – 6:00 p.m. – 7:00 p.m.

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

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

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

Notice to the Audience on Public Comment

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

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

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

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

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

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

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

2.0 CLOSED SESSION (AND AFTER REGULAR SESSION IF NECESSARY)

- 2.1 Public Employee Appointment/Employment, Government Code Section 54957
 - a. Certificated Employees (see Attached)
 - b. Classified Employees (see attached)
- 2.2 Public Employee Discipline/Dismissal/Release/Leaves
- 2.3 Negotiations Update
 - a. CSEA
 - b. PVFT
 - c. Unrepresented Units: Management and Confidential
 - d. Substitutes – Communication Workers of America (CWA)
- 2.4 Claims for Damages
- 2.5 Pending Litigation
- 2.6 Anticipated Litigation
- 2.7 Real Property Negotiations
- 2.8 6 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 Leslie De Rose, Kim De Serpa, Doug Keegan, Sandra Nichols, Karen Osmundson, Jeff Ursino, and President Willie Yahiro.
- 3.3 Superintendent Comments
Recognition of PVUSD Classified Employee Veronica Moran for her Heroic Actions.
Comments by Linda Saranto.
- 3.4 Student Recognition
 - Heidi Ibarra – Calabasas Elementary School
 - Dante Ramirez-Cruz – Freedom Elementary School
 - Jari Medina-Perez – Hall District
 - Jonathan Solis – Radcliff Elementary School
 - 6th Grade Conflict Managers – Rio Del Mar
- 3.5 Santa Cruz County Office of Education: Teacher of the Year Award
 - Daniel Levy, EA Hall Middle School
- 3.6 Brecek & Young Financial - Teacher of the Month Award
 - Christal Alderton, Radcliff Elementary School (March)
 - Marisa Ramirez, Calabasas Elementary School (April)
 - Roisin Fahey, Mintie White Elementary School (May)
- 3.7 Brecek & Young Financial – Classified Employee of the Month Award
 - Christina Koda, Finance Department (April)
 - Manuel Leos, Driver, Transportation Department (May)

- 3.8 Tri County Real Estate - Administrator of the Month Award
 - *Linda Saranto, Program Director, Special Education (April)*
 - *Jennifer Wildman, Principal, Landmark (May)*

4.0 APPROVAL OF THE AGENDA

5.0 APPROVAL OF MINUTES

a) Minutes for May 4, 2011

6.0 HIGH SCHOOL STUDENTS BOARD REPRESENTATIVES REPORT

7.0 POSITIVE PROGRAM REPORT

7.1 Positive Program Report on High School Students' Ivy League Tour of East Coast Universities.
Report by Pancho Rodriguez, Principal, Ximena Ospina, Counselor, and Students. 10 min.

7.2 Positive Program Report on MESA and Watsonville TEC.
Report by Jacob Martinez, Project Director, Watsonville TEC (Tecnologia, Educacion, Comunidad) 15 min.

7.3 Positive Program Report on the Aptos Robotics Team.
Report by Joe Manildi, Aptos High Teacher, and Students. 10 min.

8.0 VISITOR NON-AGENDA ITEMS

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

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

10.0 CONSENT AGENDA

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

10.1 Purchase Orders April 28 – May 18, 2011.
The PO's will be available in the Superintendent's Office.

10.2 Warrants April 28 – May 18, 2011.
The warrants will be available in the Superintendent's Office.

10.3 Acknowledge with Gratitude Community Foundation of Santa Cruz's Donation of \$10,000 on Behalf of Driscoll's Charitable Fund for Hall District.

10.4 Approve CAHSEE Passage Waiver for Student #10-11-39, English Language Arts, Watsonville High School.

10.5 Approve CAHSEE Passage Waiver for Student #10-11-40, English Language Arts, Watsonville High School.

- 10.6 Approve CAHSEE Passage Waiver for Student #10-11-41, English Language Arts, Pajaro Valley High School.
- 10.7 Approve CAHSEE Passage Waiver for Student #10-11-42, Math, Pajaro Valley High School.
- 10.8 Approve CAHSEE Passage Waiver for Student #10-11-43, Math, Renaissance High School.
- 10.9 Approve CAHSEE Passage Waiver for Student #10-11-44, Math, Renaissance High School.
- 10.10 Approve CAHSEE Passage Waiver for Student #10-11-45, English Language Arts, Pajaro Valley High School.
- 10.11 Approve CAHSEE Passage Waiver for Student #10-11-46, Math, Watsonville High School.
- 10.12 Approve Watsonville High School Art History Travel Club European Tour 2011 for Five Watsonville High Students.
- 10.13 Approve Disposal of Obsolete and/or Surplus Equipment.
- 10.14 Approve Request for Allowance of Attendance Because of Material Decrease in Average Daily Attendance (ADA) and State of Emergency Declared.
- 10.15 Approve Medi-Cal Administrative Claiming Agreement.

The administration recommends approval of the Consent Agenda.

11.0 DEFERRED CONSENT ITEMS

12.0 REPORT AND DISCUSSION ITEMS

- 12.1 Report and discussion on Categorical Program Monitoring (CPM) Presentation.
Report by Ylda Noguera, Assistant Superintendent. 30 min.
- 12.2 Report and discussion on the 2011-12 Governor's May Budget Revision.
Report by Brett McFadden, CBO. 10 min.
- 12.3 Report and discussion on 2009-10 Financial and Performance Audits for the General Obligations Bond.
Report by Brett McFadden, CBO. 10 min.

13.0 REPORT, DISCUSSION AND POSSIBLE ACTION ITEMS

- 13.1 Report, discussion and Possible Action on 2010-11 Third Interim Budget Report.
Report by Brett McFadden, CBO. 10 min.
- 13.2 Report, discussion and Possible Action on School Facility and Fiscal Needs: Strategic Planning for Future Students.
Report by Brett McFadden, CBO. 10 min.
- 13.3 Report, discussion and Possible Action on Revision to Job Description of Math Teacher on Special Assignment (TOSA), Elementary.
Report by Albert Roman, Assistant Superintendent, Human Resources. 2 min.
- 13.4 Report, discussion and Possible Action on Revision to Job Description of Math Teacher on Special Assignment (TOSA), Secondary.
Report by Albert Roman, Assistant Superintendent, Human Resources. 2 min.

14.0 ACTION ON CLOSED SESSION

15.0 GOVERNING BOARD AND SUPERINTENDENT COMMENTS/REPORTS

16.0 UPCOMING BOARD MEETINGS/REMAINING BOARD MEETINGS FOR 2011

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

		Comment
June	▪ 8 ▪ 22	▪ Cancelled due to Furlough Days ▪ 10-11 Budget Adoption
July	▪	▪ No Meetings Scheduled
August	▪ 10 ▪ 24	
September	▪ 14 ▪ 28	▪ Unaudited Actuals
October	▪ 12 ▪ 26	
November	▪ 16	▪
December	▪ 7 Annual Organization Mtg.	▪ Approve 1 st Interim Report

17.0 ADJOURNMENT

PAJARO VALLEY UNIFIED SCHOOL DISTRICT
 CLOSED SESSION AGENDA
 May 25, 2011

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

New Hires – Probationary	
	None
New Substitutes	
21	Substitutes
New Hires	
	None
Promotions	
	None
New Hires Probationary	
	None
Administrative Appointments	
	None
Transfers	
	None
Extra Pay Assignments	
	None
Extra Period Assignments	
7	Coaches
Leaves of Absence	
1	Bus Driver
1	Parent Education Specialist
1	Cafeteria Assistant
1	Lead Custodian
1	Instructional Assistant II
1	Site Computer Support Technician
1	Instructional Assistant II
3	Elementary Teachers
5	Secondary Teachers
Retirements	
	None
Resignations/Terminations	

1	Elementary Teacher
1	Secondary Teacher
Supplemental Service Agreements	
1	Elementary Teacher
2	Adept Testers
1	Speech Language Therapist
Miscellaneous Actions	
1	Custodian II
1	Administrative Secretary II
Separations From Service	
	None
After School Program	
	None
Limited Term – Projects	
1	Campus Safety Coordinator
1	Community Services Liaison I
1	Cook/Baker
2	Custodian I
1	Enrichment Specialist
3	Instructional Assistant – General Education
15	Instructional Assistant – Migrant Children Center
1	Office Assistant II
2	Office Assistant III
Limited Term – Substitute	
1	Bus Driver
13	Instructional Assistant – Migrant Children Center
1	Office Assistant IIII
1	Office Manager
Exempt	
5	Childcare
9	PUPILS
7	Student Helpers
6	Yard Duty Supervisor
Rescinds	
1	Cafeteria Assistant



May 4, 2011
REGULAR BOARD MEETING
UNADOPTED MINUTES
CLOSED SESSION – 6:00 p.m. – 7:00 p.m.
PUBLIC SESSION – 7:00 p.m.
DISTRICT OFFICE
BOARDROOM
292 Green Valley Road
Watsonville, CA 95076

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

1.1 Call to Order

President Yahiro called the meeting of the Board to order at 6:04 pm at 292 Green Valley Road, Watsonville, CA.

1.2 Public comments on closed session agenda.

None.

2.0 CLOSED SESSION (AND AFTER REGULAR SESSION IF NECESSARY)

2.1 Public Employee Appointment/Employment, Government Code Section 54957

a. Certificated Employees

b. Classified Employees

New Hires – Probationary	
	None
New Substitutes	
12	Substitute Teachers
New Hires	
	None
Promotions	
	None
New Hires Probationary	
1	Behavior Technician
Administrative Appointments	
1	<i>Principal</i>
1	<i>Assistant Principal</i>
Transfers	
	None
Extra Pay Assignments	
15	Coaches
1	Athletic Director
Extra Period Assignments	
	None

Leaves of Absence	
2	Bus Drivers
1	Instructional Assistant II
1	Accounting Specialist II
1	Office Manager
1	Office Assistant II
4	Secondary Teachers
Retirements	
1	Pre School Teacher
Resignations/Terminations	
1	<i>Assistant Principal</i>
Supplemental Service Agreements	
17	Elementary Teachers
1	Program Specialist
2	Psychologist
1	Speech Therapist
2	Secondary Teachers
1	District Office/Tech Teacher
Miscellaneous Actions	
2	Behavior Technicians
1	Cafeteria Manager I
1	Cafeteria Assistant
1	Instructional Assistant II
1	Lead Custodian II
Separations From Service	
1	Office Manager
After School Program	
	None
Limited Term – Projects	
1	Administrative Secretary III
1	Attendance Specialist
1	Behavior Technician
1	Custodian I
7	Enrichment Specialists
1	Instructional Assistant I
1	Instructional Assistant II

16	Instructional Assistant – General
1	Language Support Liaison
3	Office Assistant II
8	Office Assistant III
2	Parent Education Specialist
Limited Term – Substitute	
1	Accounting Specialist II
19	Cafeteria Assistant
1	Cafeteria Cook/Baker
1	Cafeteria Manager I
2	Cafeteria Manager II
2	Custodian I
1	Health Services Assistant
1	Instructional Assistant I
23	Instructional Assistant – Migrant Child Care
2	Office Assistant III
1	Site Computer Support Technician
Exempt	
11	Childcare
2	MEES
2	Migrant Outside Work Experience
18	PUPILS
1	Safety Monitor
1	Spectra Artist
23	Student Helper
5	Workability
1	Yard Duty Supervisor
Provisional	
	None

2.2 Public Employee Discipline/Dismissal/Release/Leaves

2.3 Negotiations Update

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

2.4 Claims for Damages

- 2.5 Pending Litigation
- 2.6 Anticipated Litigation
- 2.7 Real Property Negotiations
- 2.8 12 Expulsions

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

President Yahiro called the meeting of the Board in public to order at 7:07 pm.

3.1 **Pledge of Allegiance**

Trustee Osmundson led the Board in the Pledge of Allegiance.

3.2 **Welcome by Board President**

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

3.3 **Superintendent Comments**

Dorma Baker thanked the audience for their presence. She commented on the many concerns regarding school libraries and funding Library Media Technicians. She said that the administration is working diligently to find alternative funds so that libraries can remain open. At this point a potential source has been identified, and while it is a possibility, it still remains to be confirmed.

3.4 **Amesti Students – Musical Presentation**

Catherine Espinoza (Cat) – Teacher

The following students accompanied teacher Catherine Espinoza and delighted the Board and audience with some songs:

3rd graders:

- Fatima Nieves
- Mia Retana
- Adam Tangonan
- Fabian Mendoza
- Eveny Pulido
- Evelyn Pulido

4th graders:

- Larissa Yasin
- Elizabeth Bravo
- Alondra Moran
- Gertrudis Rubio
- Aberlinda Garcia
- Paulina Garcia
- Jackie Meza
- Nancy Montejano
- Arturo Infante
- Eduardo Fernandez
- Aaliyah Rojas
- Ashley Castillo
- Jacqueline Solorzano
- Janet Reyes
- Rianna Sanchez
- Mayra Andrade

5th graders:

Angela Lopez
Jocelyne Carrillo
Gabriella Felix
Myra Fuentes

3.5 Student Recognition

Families, friends, teachers and administrators recognized the achievement of the following students:

- *Maya Wilson-Brown, Aptos Jr. High School*
- *Felicia Davidson, Deanna Davidson, and Gabriela Davidson, Cesar Chavez Middle School*
- *Fabiola Perez, EA Hall Middle School*
- *Rosa Isela Guzman, New School*

4.0 ACTION ON CLOSED SESSION

2.1 Public Employee Appointment/Employment, Government Code Section 54957

a. Certificated Employees

Trustee Nichols moved to approve the certificated employee report with the following additions: 1 Principal and 1 Assistant Principal under Administrative Appointment; 1 Assistant Principal under Resignations. Trustee DeRose seconded the motion. The motion passed 6/0/1 (Keegan absent).

b. Classified Employees

Trustee Nichols moved to approve the classified employee report as presented. Trustee DeRose seconded the motion. The motion passed 6/0/1 (Keegan absent).

5.0 APPROVAL OF THE AGENDA

Trustee Nichols moved to approve the agenda moving item 2.8, student expulsions, after 13.4. Trustee DeRose seconded the motion. The motion passed 6/0/1 (Keegan absent).

6.0 APPROVAL OF MINUTES

a) Minutes for April 13, 2011

Trustee Nichols moved to approve the minutes of April 13, 2011 with a change to the vote on item 14.5: it should be 6/1, instead of 6/0/1. Trustee DeRose seconded the motion. The motion passed 6/0/1 (Keegan absent).

7.0 HIGH SCHOOL STUDENTS BOARD REPRESENTATIVES REPORT

Sarah Danel and Maddi Tapley of Aptos High School, Sheila Velasquez and Fernando Huerta of Renaissance High School, and Summer Lewis of Watsonville High School reported on their school events, activities and sports.

8.0 VISITOR NON-AGENDA ITEMS

Esther Morillo, employee and community member, spoke about the Relay for Life event of July 9 and 10, 2011 and gave information about volunteering for the committee.

Bill Beecher, community member, gave an overview of how the budget works, addressing revenue, expenses, and enrollment. He commented on possible ways to mitigate the budget deficit, including negotiating on behalf of the students.

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

Francisco Rodriguez, PVFT president, commented about the possible action on the additional layoff of 123 positions. The union is working hard to demand a decent future for students. He presented the union's newsletter, commenting on the Week of Action. He announced the reception for Day of the Teacher celebration on May 11.

Leticia Oropeza, CSEA president, commented on the reason she stepped up to the position, noting that this is the perfect opportunity to ensure that employees can make it through the difficult process of

layoffs and reductions. She commented on the positive impact classified employees have in the organization.

Terry Eastman, PVAM president, thanked all who have worked hard for students. Students are also working very hard and did so during the testing period. Teachers in this district are knowledgeable on informing instruction through student data. She urged the board to continue to take an active role in ensuring our schools have adequate support. It's important to ensure that every decision that is taking place is conducive to a more manageable system. She invited trustees to visit the schools.

10.0 CONSENT AGENDA

Trustee DeRose moved to approve the consent agenda, deferring item 10.19 and 10.20 for further discussion. Trustee Nichols seconded the motion. The motion passed 6/0/1 (Keegan absent).

- 10.1 Purchase Orders April 7 – 27, 2011.**
- 10.2 Warrants April 7 - 27, 2011.**
- 10.3 Acknowledge with Gratitude Contribution by *Shoppers Corner, Staff of Life, and Whole Foods* to Renaissance High School for the School's Career Day event.**
- 10.4 Approve Parent Involvement Policy for Hall District Elementary, Ohlone Elementary, EA Hall Middle, and Pajaro Valley High. Policies are site-based.**
- 10.5 Approve CAHSEE Passage Waiver for Student #10-11-27, Math, Pajaro Valley High School.**
- 10.6 Approve CAHSEE Passage Waiver for Student #10-11-28, Math, Renaissance High School.**
- 10.7 Approve CAHSEE Passage Waiver for Student #10-11-29, Math, Renaissance High School.**
- 10.8 Approve CAHSEE Passage Waiver for Student #10-11-30, Math, Pajaro Valley High School.**
- 10.9 Approve CAHSEE Passage Waiver for Student #10-11-31, Math, Renaissance High School.**
- 10.10 Approve CAHSEE Passage Waiver for Student #10-11-32, English Language Arts, Pajaro Valley High School.**
- 10.11 Approve CAHSEE Passage Waiver for Student #10-11-33, English Language Arts, Pajaro Valley High School.**
- 10.12 Approve CAHSEE Passage Waiver for Student #10-11-34, Math, Pajaro Valley High School.**
- 10.13 Approve CAHSEE Passage Waiver for Student #10-11-35, Math, Pajaro Valley High School.**
- 10.14 Approve CAHSEE Passage Waiver for Student #10-11-36, Math, Pajaro Valley High School.**
- 10.15 Approve CAHSEE Passage Waiver for Student #10-11-37, Math, Watsonville High School.**

- 10.16 **Approve CAHSEE Passage Waiver for Student #10-11-38, English Language Arts, Aptos High School.**
- 10.17 **Approve Scholarship Committees for 2010-11 for Watsonville High School, Aptos High School, Pajaro Valley High School, and Renaissance High School.**
- 10.18 **Approve Student Exchange Trip to Germany, June 6 – July 5, 2011.**
- 10.19 **Approve Resolution #10-11-32, Temporary Borrowing between District Funds in order to Meet Cash Flow Needs of the District in 2011-12.**
This item was deferred.
- 10.20 **Approve Resolution #10-11-33, Request to Board of Supervisors of the County of Santa Cruz to Provide Temporary Cash Loans to PVUSD.**
This item was deferred.
- 10.21 **Approve PVUSD Representatives to the California Interscholastic Federation (CIF).**

11.0 DEFERRED CONSENT ITEMS

- 10.19 **Approve Resolution #10-11-32, Temporary Borrowing between District Funds in order to Meet Cash Flow Needs of the District in 2011-12.**
President Yahiro asked for clarification on this item.

Brett McFadden noted that the law requires that the public be notified that we may borrow within district funds to assist the district in managing cash flow. Currently, the district is doing a monthly cash flow analysis and is looking at 18 months ahead to ensure that there is sufficient cash flow to cover financial obligations.

The Board participated with comments and questions.

Trustee Nichols made a motion to approve this item. Trustee DeRose seconded the motion. The motion passed 6/0/1 (Keegan absent).

- 10.20 **Approve Resolution #10-11-33, Request to Board of Supervisors of the County of Santa Cruz to Provide Temporary Cash Loans to PVUSD.**
President Yahiro asked for clarification.

Brett McFadden explained that this is a form of insurance policy in the event the state announces an unforeseen financial detail that would have the district seek temporary short-term loans from alternative sources.

Trustee Nichols moved to approve this item. Trustee Ursino seconded the motion. The motion passed 6/0/1 (Keegan absent).

12.0 REPORT AND DISCUSSION ITEMS

- 12.1 **Report and discussion on the District's Energy Savings.**
Report by Steve Okamura, Energy Education Manager.

Steve Okamura commented that the district is three years into the energy program. Energy savings to date are about \$318,000. Steve spoke of the success factors and the benefits and features of the program. These include teamwork, cost savings, benefits to the environment, among other factors and features. Steve commented on the environmental benefits, offering statistical data from the Environmental Protective Agency (EPA). He spoke of the projected savings for the school year and for the ensuing four years. For the 2010-11 school year, the estimated savings is between \$490,000 and \$520,000. He briefly commented on energy projects that are under consideration. Energy Star

designations by the EPA will continue to be sought and an additional thirteen applications have been submitted for consideration. He mentioned that Mar Vista received the Energy Star from the EPA already. He concluded his presentation by noting the program benefits, including environmental, lower energy costs, and increased eligibility for energy and environmental education and facility grants.

The board participated with questions and comments.

13.0 REPORT, DISCUSSION AND POSSIBLE ACTION ITEMS

13.1 Report, discussion and possible action on Resolution #10-11-29, Recognizing Classified Employees During Classified Employees Week, May 15 – 21, 2011.

Report by Albert Roman, Assistant Superintendent, Human Resources.

Dorma Baker noted that she was thrilled at the opportunity to recognize classified employees in this manner. Classified employees work hand in hand with certificated staff for the benefit of the students. She invited all to thank a classified employee when they have an opportunity.

Trustee DeRose moved to approve this resolution. Trustee Osmundson seconded the motion. The motion passed 6/0/1 (Keegan absent).

13.2 Report, discussion and possible action on Final Approval of the 2011-12 Calendar.

Report by Albert Roman, Assistant Superintendent, Human Resources.

Dorma Baker stated that this was the calendar for final approval. It does not have any changes from the first reading brought in March and it has been ratified by the unions.

Trustee Nichols moved to approve the calendar. Trustee De Serpa seconded the motion. The motion passed 6/0/1 (Keegan absent).

13.3 Report, discussion and possible action to approve Resolution #10-11-30, Reduction and/or discontinuation of particular kinds of classified employee services.

Report by Pam Shanks, Human Resources Director, Classified.

Dorma Baker noted that it was anticipated to have additional reductions but it was proved not to be the case.

This item was pulled from the agenda.

13.4 Report, discussion and possible action to approve Resolution #10-11-31, Regarding Non-Reemployment of Certificated Employees.

Report by Albert Roman, Assistant Superintendent, Human Resources.

Dorma Baker stated that while the board back up indicated 158 employees to be noticed, there is a changed noted on the blue sheet showing 123. She said that we are hopeful that at the end of the process, either all or most of the people who were noticed were able to keep a job. Part of the noticing has to happen before staffing issues are finalized, such as leaves. There were no new positions that were eliminated; this recommendation is based on prior layoff approvals by the Board. This action would allow the district to send a final notice to these employees.

Mr. Lee Takemoto, Director, Certificated Staff, was present to respond to questions and concerns.

Board participated with comments and questions.

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

2.8 12 Expulsions

Action on Expulsions:

Trustee Osmundson moved to rescinding action of May 4, 2011 on this expulsion case and approve the District Administration recommendation for the following expulsion case:

10-11-095

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

Trustee Osmundson moved to approve the Administrative Panel recommendation for the following expulsion case:

10-11-096

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

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

10-11-100

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

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

10-11-108

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

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

10-11-109

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

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

10-11-110

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

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

10-11-113

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

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

10-11-114

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

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

10-11-115

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

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

10-11-116

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

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

10-11-117

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

The Board tabled expulsion number **10-11-118** for further discussion with Administration.

14.0 GOVERNING BOARD AND SUPERINTENDENT COMMENTS/REPORTS

Leslie De Rose commented that she attended the *Footloose* production at Watsonville High, which was a collaborative effort between Pajaro Valley and Watsonville High Schools, and that it was a great production.

Trustee Osmundson commented that she also attended *Footloose* and was amazed by the students' talent in acting and singing. She also commended Amesti students for their presentation to the Board this evening.

President Yahiro commented that he was going to attend a ceremony where Mack McGrady, a former Watsonville High School student, will be inducted in the California Wrestling Hall of Fame. He mentioned that McGrady has passed away and that he wanted to be there as his former teacher. He spoke about McGrady's achievements as a wrestler.

Mr. Murry Schekman commented on the *Footloose* production.

15.0 UPCOMING BOARD MEETINGS/REMAINING BOARD MEETINGS FOR 2011

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

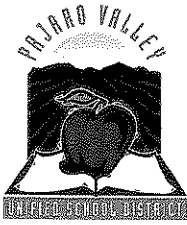
		Comment
April	<ul style="list-style-type: none"> ▪ 13 ▪ 27 	<ul style="list-style-type: none"> ▪ Cancelled due to Spring Break
May	<ul style="list-style-type: none"> ▪ 4 (changed 4/13/11) ▪ 11 ▪ 25 	<ul style="list-style-type: none"> ▪ Moved from May 11 ▪ Moved to May 4 ▪ Approve 3rd Interim Report
June	<ul style="list-style-type: none"> ▪ 8 ▪ 22 	<ul style="list-style-type: none"> ▪ Cancelled due to Furlough Days ▪ 10-11 Budget Adoption
July	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ No Meetings Scheduled
August	<ul style="list-style-type: none"> ▪ 10 ▪ 24 	
September	<ul style="list-style-type: none"> ▪ 14 ▪ 28 	<ul style="list-style-type: none"> ▪ Unaudited Actuals
October	<ul style="list-style-type: none"> ▪ 12 ▪ 26 	
November	<ul style="list-style-type: none"> ▪ 16 	<ul style="list-style-type: none"> ▪
December	<ul style="list-style-type: none"> ▪ 7 Annual Organization Mtg. 	<ul style="list-style-type: none"> ▪ Approve 1st Interim Report

16.0 ADJOURNMENT

There being no further business to discuss, the meeting of the Board was adjourned at 9:18 pm.

 Dorma Baker, Superintendent

PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 3.5

Date: May 25, 2010

Item: Santa Cruz County Teacher of the Year – Daniel Levy from E.A. Hall

Overview: Our very own superstar teacher, Mr. Daniel Levy, Teacher of Technology and the site's Tech Liaison, was recognized by the Santa Cruz County Board of Education on May 19 as the Santa Cruz County Teacher of the Year! In his congratulatory letter to Mr. Levy, County Superintendent Michael Watkins wrote "You were nominated for this honor because of all of your hard work and caring for the students, staff and parents of your school site. I was impressed with your partnership with special education classes and your use of a myriad of methods to assist your students to succeed."

We wish to congratulate and recognize Daniel Levy at our meeting tonight!

Recommendation: This is a Positive Report only.

Budget Considerations: N/A

Funding Source:

Budgeted: Yes: No:

Amount: \$

Prepared By: Murry Schekman, Assistant Superintendent

Superintendent's Signature: Dorine Bat



Santa Cruz County
Office of Education

Michael C. Watkins, Superintendent • 400 Encinal Street, Santa Cruz, CA 95010 • 831-466-5600 • FAX 831-466-5607 • www.santacruz.k12.ca.us

BOARD OF EDUCATION
Mr. Jack Dilles
Mr. Aaron Hinde
Mr. Arnold Levine
Ms. Gina Locatelli
Mr. Vic Marani
Mr. Dana M. Sales
Mr. George "Bud" Winslow

May 4, 2011

Daniel Levy
Educator
E.A. Hall Middle School
201 Brewington Avenue
Watsonville, CA 95076

Dear Mr. Levy:

It is with great pleasure that I inform you and congratulate you for being chosen Santa Cruz County Teacher of the Year for 2011.

You were nominated for this honor because of all your hard work and caring for the students, staff and parents of your school site. I was impressed with your partnership with special education classes and your use of a myriad of methods to assist your students to succeed. Your ability and willingness to share your knowledge with other staff members makes your school a better place for everyone.

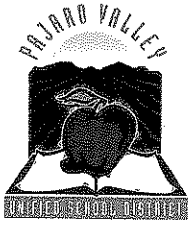
At our County Board of Trustees meeting on May 19th, we will be recognizing you for your achievements. Please plan to attend this meeting. The recognition portion of the meeting should take place around 3:30 or 4:00 p.m. depending on the schedules of the other honorees. We look forward to your attendance that day and acknowledging your accomplishments.

Sincerely,

Michael C. Watkins
County Superintendent of Schools
Santa Cruz County Office of Education

Copy: Dorma Baker, superintendent, Pajaro Valley Unified School District
Olga de Santa Anna, principal, E.A. Hall Middle School

PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 7.1

Date: May 25, 2011

Item: Watsonville Ivy League Project

Overview: Over the past four years Pajaro Valley High School and Watsonville High School have collaborated, with the support of the MAIA foundation, the school district and other community groups to provide an opportunity for a select group of eligible student the opportunity to visit several IVY League Universities. Each year the excursion proves to be an inspirational experience. Nearly all student s that have participated have gone on to four year universities – some to Ivy league institutions.

Representatives of this year’s group are requesting to address the trustees.

Recommendation:

Budget Considerations:

Funding Source:

Budgeted: Yes: No: X

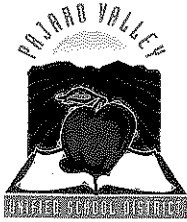
Amount: \$

Prepared By: Principal Mr. Rodriguez “Pancho”

Superintendent’s Signature:

Dom B...

PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 7.2

Date: May 25, 2011

Item: MESA and Watsonville TEC (Tecnología-Educación-Comunidad)

Overview: **Elizabeth Sanchez and Adriana Andrade:**

Elizabeth Sanchez and Adriana Andrade are eighth grade students at E.A. Hall Middle school, and are current participants in Extended Learning's MESA (Mathematics Engineering Science Achievement) and Watsonville TEC (Tecnología-Education-Comunidad) programs. Elizabeth and Adriana created a winning website as a part of the MESA website competition: 'Imagine a future made better by technology'. Middle and high school students across California competed against each other in the website competition judged by personnel from Microsoft. The girls placed 1st in the UC Santa Cruz MESA Center Preliminary Competitions, 2nd in the Central California MESA Regional competitions, and 4th in the state. Elizabeth and Adriana outcompeted 257 teams of middle and high school students for the 4th place state title, and were among very few middle school students winning top placements.

Ebelin Mata and Andrea Martinez:

Ebelin Mata and Andrea Martinez are eighth grade students at E.A. Hall Middle school, and are current participants in Extended Learning's MESA (Mathematics Engineering Science Achievement) and Watsonville TEC (Tecnología-Education-Comunidad) programs. Ebelin and Andrea created a winning website as a part of the MESA website competition: 'Imagine a future made better by technology'. Middle and high school students across California competed against each other in the website competition judged by personnel from Microsoft. The girls placed 2nd in the UC Santa Cruz MESA Center Preliminary Competitions, 3rd in the Central California MESA Regional competitions. Ebelin and Andrea outcompeted 17 teams of mostly high school students for the 3rd place title in the region.

Stephanie Barraza:

Stephanie Barraza, sophomore at Watsonville High, was 1 of 25 girls from the bay area that was selected as a recipient of the 2011 National Center for Women & Information Technology (NCWIT) Bay Area Affiliate Award for Aspirations in Computing. She has been involved in our National Science Foundation funded projects since the 6th grade. As middle school student at the Watsonville Charter School of

the Arts she was part of an after school program called the Girl Game Company. The Girl Game Company provided girls in middle school an opportunity to build their skills and confidence in technology by building computer games. Since her freshman year she has participated in our Tech Teach program that works with high school students to teach computer literacy skills to elementary students in the PVUSD Extended Learning Program. She joins two other girls from Watsonville High which were awarded last year and now make up the third most winners from a single school/program in the entire bay area. On March 19, 2011, she was honored along with the other 24 winners at the Computer History Museum in Mountain View.

Recommendation:

Prepared By: Jacob Martinez, Project Director, Watsonville TEC (Tecnología-Educación-Comunidad)

Superintendent's Signature:

Dorma Baker (AA)

PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 7.3

Date: May 25, 2010

Item: Robotics Club

Overview: The Robotic Team at AHS competed at the 2010 MATE International ROV competition in Hawaii during June of 2010 after winning first place at the Monterey Bay Regional ROV competition. The team took 3rd place overall against other regional high school winners from around the world. They shared their experiences with the Board of Trustees in November. Since that time, AHS students in the Robotics Club have been mentoring Ohlone elementary students to help our younger students get a head start in engineering. The AHS Robotics Team is also gearing up for the 2011 MATE International ROVE competition in Houston this summer. The team will share their mentoring experiences and more at our May 25th meeting. We wish to honor the team for their achievements.

Recommendation: This is a Positive Program Report only.

Budget Considerations:

Funding Source:

Budgeted: Yes: No:

Amount: \$

Prepared By: Murry Schekman, Assistant Superintendent

Superintendent's Signature: Darin Bet

PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 10.3

Date: May 25, 2011

Item: Acknowledge with Gratitude Community Foundation of Santa Cruz's Donation of \$10,000 on Behalf of Driscoll's Charitable Fund for Hall District.

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

Attached is the award notice from the foundation as well as an acknowledgement and thank you letter from Hall District's Principal, Guillermo Ramos.

Recommendation: Acknowledge with gratitude.

Prepared By: Dorma Baker, Superintendent

Superintendent's Signature:

Dorma Baker

COMMUNITY FOUNDATION SANTA CRUZ COUNTY

at the Jack & Peggy Baskin Center for Philanthropy

7807 Soquel Drive / Aptos, CA 95003 / 831.662.2000 / www.cfsc.org

Board of Directors

Ralph Milanich
President

Rachel Wedeen
Vice President

Ceil Cirillo
Secretary

Michael F. Meara
Treasurer

Martin M. Chemers

Cynthia Druley

Linda Fawcett

Dina Hoffman

Leola Lapidis

Mario Maldonado

Rachel Mayo

Gmny Solari Mazry

Terry Medina

Eric F. Mendelson

Michael K. O'Farrell

Robert Ridino

Donna Ziel

Directors Emeriti

Jack Baskin

Ian McPhail

Executive Director

Lance Linares

Honorary Trustees

Georgia Brauer

Jess Brown

Neil Seson Cliff

Diane Porter Cooley

George Couch III

Nancy N. Driscoll

Mary Hammer

Harold Hyde

Samuel Leask IV

William Locke-Paddon

Fred McPherson III

Harvey Nickelson

Martina O'Sullivan

Richard G. Poise

Rowland Reberie

J. Miles Reiter

Norman Schwartz

Robert Stephens

James C. Thompson

James F. Watson

December 16, 2010

Mr. Guillermo Ramos, Principal
Hall District Elementary School
300 Sill Road
Watsonville, CA 95076

Re: Grant Number 2010-0793

Dear Mr. Ramos:

I am pleased to notify you that the Community Foundation's Board of Directors has approved a donor-advised grant to your organization in the amount of \$10,000 for playground equipment and improvements.

This grant has been made possible by a recommendation by the **Driscoll's Charitable Fund**. Thank you letters to the fund are encouraged and may be sent to the fund in care of the Community Foundation. If you have any questions about this grant, please contact me at 831.662.2070.

Please review this letter carefully and retain it for your records. Be sure to keep a copy for your reference. By signing and returning this letter you agree to the following:

- Use grant funds only for the purposes indicated above. Substantive changes involving the reallocation of grant funds must be approved in advance by the Foundation;
- Affirm that the donor-advisor whose fund name appears in this letter, and any member of his/her family, have not received any tangible benefit, goods, or services whatsoever as a result of this grant; and
- Certify that this donation will not be used to satisfy the payment of any pledge or other financial obligation on behalf of the donor-advisor and/or his/her family members.

Grant Objectives: Please refer to those listed in the submitted proposal.

Reporting

Please submit report(s) to the Foundation no later than the following date(s):

Final Report Due: July 30, 2012

Use the following link to access the appropriate report form:
www.cfsc.org/ReportFormsB. Reports enable the Foundation to learn from its experience as a grantmaker and to meet its obligations under federal and state regulations. Organizations with overdue reports are ineligible for future funding consideration until the report is submitted.



Confirmed in Compliance with
National Standard for
U.S. Community Foundations

For good. For ever.

Finances

By signing this agreement, you agree to:

- Maintain records that clearly show how grant funds were spent and make such records available to the Foundation and its auditors upon request; and
- Return any funds not expended within the grant period unless written permission to extend the grant period has been obtained from the Foundation.

Publicity

This grant may be publicly listed in publications, advertisements, announcements etc. as being awarded from *The Driscoll's Charitable Fund at Community Foundation Santa Cruz County*.

Sincerely,



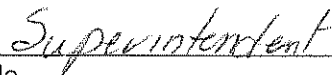
Christina Cuevas
Program Director

Grant Number: 2010-0793

Grantee: Hall District Elementary School/Pajaro Valley Unified School District



Signature



Title



Printed name of above



Date



Hall District Elementary, PVUSD

Guillermo Ramos
300 Sill Rd
Watsonville, Ca 95076

Phone: 831 728-6371
Fax: 831 761-6174
Email: guillermo_ramos@pvusd.net

May 18, 2011

Dear Driscoll's Philanthropy,

In December of 2010, Mr. Mancera informed me that the Driscoll's Philanthropy decided to help fund the Hall District Elementary playground beautification project. On behalf of the Hall District community, I thank you for your generous donation of \$10,000. For several years, school staff, parents and students have worked tirelessly hosting after school activities to raise funds, chocolate sales and many more events. Due to the difficulty in fundraising in our community, we were beginning to wonder if we would ever raise enough for this project. We are happy to announce that with your monetary support in combination with our fundraising, phase 1 of the project will be completed by the end of May 2011. Students are excited and the school community feels a sense of accomplishment.

Once again, the Hall District Elementary community and I thank you for your kindness and support of our school beautification project. Please feel free to visit our school during the week of May 23, 2011 as that is when the playground is set to open. Please contact me if you have any questions.

Sincerely,

Guillermo Ramos
Principal
Hall District Elementary



Board Agenda Backup

Item No: 10.4

Date: May 25, 2011

Item: CAHSEE Passage Waiver
English Language Arts (WHS 10-11-39)

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

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

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

Recommendation: Approve

Budget Considerations: None

Funding Source:

Budgeted: Yes: No:

Amount: \$

Prepared By: Dee Teutschel, Program Director Special Services

Superintendent's Signature: Dormant

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: 2-23-10

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

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

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

Signature of Principal: _____

Date: 2/23/10

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

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

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

Signature of Parent: _____

Date: 2-23-10

FOR SITE USE ONLY

Date Received by Principal: _____

Student Identification Number: _____

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Student's Name:

Student's ID Number:

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

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

1. Has an individualized education program (IEP) adopted pursuant to the Individuals with Disabilities Education Act that specifies the use of the modification(s) on the exit examination, standardized testing, or classroom instruction and assessments.
(Attach the section of the IEP that specifies the modifications.)
 - a. Describe the nature of the student's disability as identified on the IEP (please note if this will result in overt identification of the student).
Processing delays in Auditory processing, sensory motor-skills, and expression.
 - 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):
CAHSEE to be read aloud to her.
 - c. State the rationale for applying the modification(s) used to achieve an equivalent passing score on the CAHSEE for this student.
See attachment
 - d. Describe the modification(s) that the student regularly uses in the classroom and on other assessments.
*Extra time
Preferential Seating
Directions read aloud to her
Test read aloud to her*

Attachment

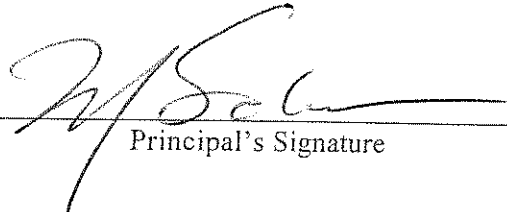
Report of school psychologist 02/07/2008

From the report... "A specific learning disorder continued to be indicated and processing delays were evidenced in Auditory processing, sensory-motor skills, and expression...recommendations are (1) extended time and flexible seating for tests (2) questions and directions reviewed with her for clarification (3) draw Prisila's attention to key aspects of auditory communication as they occur."

In order to accommodate for these learning disorders ould have test directions and questions read to her during the CAHSEE in order to assess the true level of achievement.

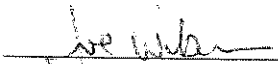
2. Has sufficient high school coursework either satisfactorily completed or in progress in the high school level curriculum sufficient to have attained the skills and knowledge otherwise needed to pass the CAHSEE. *(Attach transcripts showing coursework completed.)*

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

2/23/10
Date

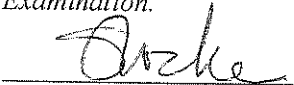
I agree that the information on this Waiver Request Sheet accurately describes the modifications that this student regularly uses as identified in the IEP.


Signature of Student's Special Education Teacher

2-23-2010
Date

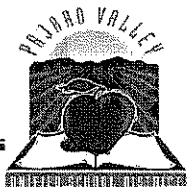
Joe Wilson
Print Name of Student's Special Education Teacher

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


Signature of Student's Academic Counselor

2/23/10
Date

Stephanie Lodge
Printed Name of Student's Academic Counselor



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

Student _____

Date of Birth _____

IEP Meeting Date 11/04/09

SUPPLEMENTARY/SPECIALIZED SUPPORT

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

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

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

* If a placement or service is ending, give reason

PARTICIPATION IN STATE AND DISTRICT-WIDE STANDARDIZED TESTING AND ASSESSMENT

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

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

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

PROMOTION STANDARDS

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

CALIFORNIA HIGH SCHOOL EXIT EXAMINATION (CAHSEE)

- | | |
|---|--|
| <input type="checkbox"/> No accommodations or modifications | <input type="checkbox"/> Exempt due to eligibility for participation in CAPA |
| <input checked="" type="checkbox"/> Modifications (specify) <u>test items read aloud/calculator</u> | <input type="checkbox"/> Grade Exempt (below grade 10, or Post Sec.) |
| <input checked="" type="checkbox"/> Accommodations (specify) <u>extra time flexible seating</u> | <input type="checkbox"/> Passed both subtests of the CAHSEE |



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

Student _____ Date of Birth _____
IEP Meeting Date 11/04/09

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Auditory Memory	Extra Time: Assignments/Tests (1.5), Preferential Seating	SELPA/ RS	02/20/2008
Auditory Memory	Extra Time: Assignments/Tests (1.5), Preferential Seating	SELPA/ RS	04/29/2009
Processing Speed	Calculator, Directions Read Aloud, Extra Time: Assignments/Tests (1.5), Take Tests in Alternate Setting, Other: Test to be read aloud to	District of Service/ Gen. Ed. Teacher, RS	11/04/2009

WATSONVILLE HIGH SCHOOL
"Home of the Wildcatz"

Date: **08/12/09**
Date:
Of: 2010

School Name/Address	
Watsonville High School	
250 East Beach Street	
Watsonville, CA 95076	
Tel: 831-728-6389	Fax: 761-6013

Crse ID	Course Title	Mark	Credit	Crse ID	Course Title	Mark	Credit	Credit Summary - High School																																																																								
Watsonville High School Grd 09 12/2006				Watsonville High Summer School Grd 10 8/2008				<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;">Subject Area</th> <th style="width: 10%;">Req</th> <th style="width: 10%;">Cmp</th> <th style="width: 20%;">Def</th> </tr> </thead> <tbody> <tr><td>A English</td><td>40.00</td><td>40.00</td><td></td></tr> <tr><td>B Mathematics</td><td>20.00</td><td>20.00</td><td></td></tr> <tr><td>C Biological Science</td><td>10.00</td><td>10.00</td><td></td></tr> <tr><td>D Physical Science</td><td>10.00</td><td>10.00</td><td></td></tr> <tr><td>E Health</td><td>5.00</td><td>5.00</td><td></td></tr> <tr><td>F Fine Arts/Foreign Lang</td><td>10.00</td><td>10.00</td><td></td></tr> <tr><td>G Physical Education</td><td>20.00</td><td>15.00</td><td>5.00</td></tr> <tr><td>H Applied Arts</td><td>10.00</td><td>10.00</td><td></td></tr> <tr><td>I World Civilization</td><td>10.00</td><td>10.00</td><td></td></tr> <tr><td>J US History</td><td>10.00</td><td>10.00</td><td></td></tr> <tr><td>K Federal Government</td><td>5.00</td><td>5.00</td><td></td></tr> <tr><td>L Economics</td><td>5.00</td><td>0.00</td><td>5.00</td></tr> <tr><td>M Elective</td><td>45.00</td><td>58.50</td><td></td></tr> <tr><td>N Algebra</td><td>10.00</td><td>10.00</td><td></td></tr> <tr><td>O Science</td><td>10.00</td><td>10.00</td><td></td></tr> <tr><td colspan="2">-----Total Credits-----</td><td>220.000</td><td>223.500</td><td>10.00</td></tr> </tbody> </table>				Subject Area	Req	Cmp	Def	A English	40.00	40.00		B Mathematics	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 Lang	10.00	10.00		G Physical Education	20.00	15.00	5.00	H Applied Arts	10.00	10.00		I World Civilization	10.00	10.00		J US History	10.00	10.00		K Federal Government	5.00	5.00		L Economics	5.00	0.00	5.00	M Elective	45.00	58.50		N Algebra	10.00	10.00		O Science	10.00	10.00		-----Total Credits-----		220.000	223.500	10.00
Subject Area	Req	Cmp	Def																																																																													
A English	40.00	40.00																																																																														
B Mathematics	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 Lang	10.00	10.00																																																																														
G Physical Education	20.00	15.00	5.00																																																																													
H Applied Arts	10.00	10.00																																																																														
I World Civilization	10.00	10.00																																																																														
J US History	10.00	10.00																																																																														
K Federal Government	5.00	5.00																																																																														
L Economics	5.00	0.00	5.00																																																																													
M Elective	45.00	58.50																																																																														
N Algebra	10.00	10.00																																																																														
O Science	10.00	10.00																																																																														
-----Total Credits-----		220.000	223.500	10.00																																																																												
3910	Health	D	5.000	9292	Ba Sk/ HSEE/ ELA	D	5.000																																																																									
4510	N PE 9	B	5.000	Crd Att: 5.000 Cmp: 5.000 Total GPA: 1.000																																																																												
6210	P Beg Drama	C+	5.000	Watsonville High School Grd 11 12/2008																																																																												
8110	English 1 (Acm)	A-	5.000	1330	P English 3	C	5.000																																																																									
8230	PreAlgebra(Acm)	D	5.000	3633	P IntegSci III	C	5.000																																																																									
8341	Integ Sci I (Acm)	C-	5.000	4110	P Spanish 1	F	5.000																																																																									
9240	Advisory 9	P	0.500	5077	P ROP Int Busn/Trade	B	5.000																																																																									
Crd Att: 30.500 Cmp: 30.500 Total GPA: 2.167				7210	P US History	C-	5.000																																																																									
Watsonville High School Grd 09 6/2007				8365	Tutorial 9-12	B	5.000																																																																									
4510	N PE 9	A-	5.000	9243	Advisory 12	B	0.500																																																																									
5051	Intro Computers	C	5.000	Crd Att: 30.500 Cmp: 25.500 Total GPA: 2.016																																																																												
6210	P Beg Drama	A	5.000	Watsonville High School Grd 11 6/2009																																																																												
8110	English 1 (Acm)	C-	5.000	1330	P English 3	C	5.000																																																																									
8230	PreAlgebra(Acm)	B	5.000	3633	P IntegSci III	C	5.000																																																																									
8341	Integ Sci I (Acm)	C-	5.000	4110	P Spanish 1	C	5.000																																																																									
9240	Advisory 9	P	0.500	5077	P ROP Int Busn/Trade	C-	5.000																																																																									
Crd Att: 30.500 Cmp: 30.500 Total GPA: 2.833				7210	P US History	C-	5.000																																																																									
Watsonville High School Grd 10 12/2007				8365	Tutorial 9-12	B	5.000																																																																									
1240	P English 2 BA	C	5.000	9243	Advisory 12	B	0.500																																																																									
2410	P Algebra 1A/B	F	5.000	Crd Att: 30.500 Cmp: 30.500 Total GPA: 2.180																																																																												
3630	P Integ Sci II BA	B	5.000	Watsonville High Summer School Grd 11 7/2009																																																																												
5610	Busn Opport BA	B	5.000	2410	P Algebra 1A/B-A	C	5.000																																																																									
7160	P World Civ BA	C	5.000	Crd Att: 5.000 Cmp: 5.000 Total GPA: 2.000																																																																												
8367	Tutorial Science	B-	5.000	Watsonville High Summer School Grd 11 8/2009																																																																												
9241	Advisory 10	D	0.500	2410	P Algebra 1A/B-B	C	5.000																																																																									
Crd Att: 30.500 Cmp: 25.500 Total GPA: 2.569				Crd Att: 5.000 Cmp: 5.000 Total GPA: 2.000																																																																												
Watsonville High School Grd 10 6/2008				Watsonville High School Grd 12 12/2009																																																																												
1240	P English 2 BA	D	5.000	1430	P English 4	C	5.000																																																																									
3630	P Integ Sci II BA	B	5.000	4612	N Adv PE	A-	5.000																																																																									
5610	Busn Opport BA	B	5.000	5480	ROP Car W/Children	B	5.000																																																																									
7160	P World Civ BA	D+	5.000	7310	P Fed Government	D+	5.000																																																																									
8367	Tutorial Science	B	5.000	8365	Tutorial 9-12	A-	5.000																																																																									
9251	Advisory BATA	A	0.500	9241	Advisory 10	B	0.500																																																																									
9294	CAHSEE Math	B	5.000	9292	Ba Sk/ HSEE/ ELA	B-	5.000																																																																									
Crd Att: 30.500 Cmp: 30.500 Total GPA: 2.361				9294	CAHSEE Math	B	5.000																																																																									
Watsonville High Summer School Grd 10 7/2008				Crd Att: 35.500 Cmp: 36.500 Total GPA: 2.859																																																																												
2410	P Algebra 1A/B	NC	5.000																																																																													
Crd Att: 5.000 Cmp: 0.000 Total GPA: 0.000																																																																																

P = College Prep H = Honors AP=Advanced Placement

GPA Calculation: A=4.0 B=3.0 C=2.0 D=1.0 F=0.0 P=Pass

Comments:
*Community Service - 42

Polio (OPV)	01/03/92	03/13/92	05/14/93	08/30/96	-----	-----
DTP or DT/TD	01/03/92	03/13/92	05/14/93	08/30/96	-----	-----
MMR	05/14/93	09/02/97				
Measles	-----	-----				
Mumps	-----	-----				
Rubella	-----	-----				
TB Test	-----	-----				

Transcript is unofficial unless signed by a school official

School
Official's Signature _____

Date: 02/23/10



California High School Exit Examination

Student and Parent Report

COPY

COPY

School: 4437901 - Watsonville High

District: 69799 - Pajaro Valley Unified

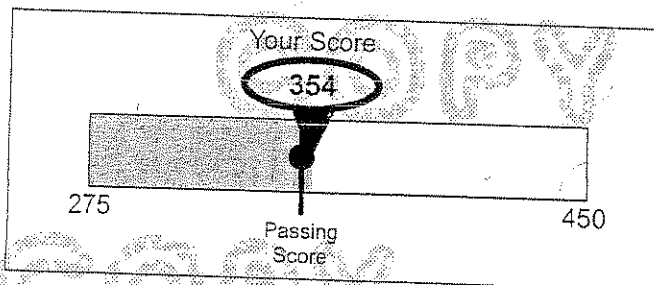
County: 44 - Santa Cruz

English-Language Arts

Test Date: 12/05/2009

Your Total Score	Score Required to Pass	Status
354	350	MODIFIED

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



Strands for English-Language Arts

READING	Number of Questions	Number Correct
Word Analysis	7	4
Reading Comprehension	18	14
Literary Response & Analysis	20	15
WRITING		
Writing Strategies	12	9
Writing Conventions	15	8

Writing Applications

Essay

Your Score

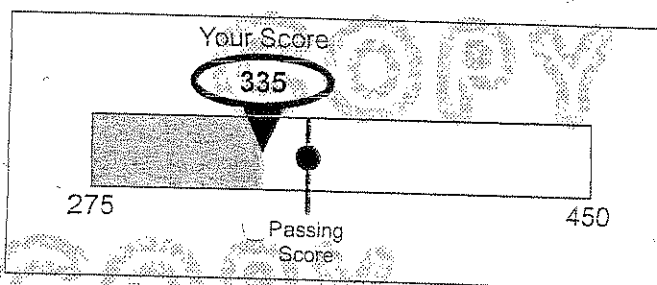
2.0

Mathematics

Test Date: 12/05/2009

Your Total Score	Score Required to Pass	Status
335	350	MODIFIED

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



Strands for Mathematics

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

COPY

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

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



Board Agenda Backup

Item No: 10.5

Date: May 25, 2011

Item: CAHSEE Passage Waiver
English Language Arts (WHS 10-11-40)

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

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

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

Recommendation: Approve

Budget Considerations: None

Funding Source:

Budgeted: Yes: No:

Amount: \$

Prepared By: Dee Teutschel, Program Director Special Services

Superintendent's Signature: Dorm-Boh

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: 05/10/11

To The Parent/Guardian of:

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

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

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

Signature of Principal:  Date: 5/17/11

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

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

1. An IEP that specifies the use of modification(s) on the exit examination, standardized testing, or classroom instruction and assessments.
2. Sufficient high school level coursework either satisfactorily completed or 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: 05/10/12

FOR SITE USE ONLY

Date Received by Principal: _____

Student Identification Number: _____

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Student's Name:

Student's ID Number:

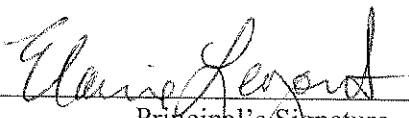
Pursuant to Education Code 6051, the parent/guardian of _____ student with disabilities, has requested that the Governing Board waive the requirement _____ /she successfully pass the high school exit examination in order to receive a diploma. This student has taken the high school exit examination with 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. _____ has a specific learning disability (Auditory Processing Disorder).
 - b. Describe any modification used on the English/language arts or math section of the exam (separate form must be filled out for each section): Test items read aloud.
 - c. State the rationale for applying the modification(s) used to achieve an equivalent passing score on the CAHSEE for this student. _____ specific deficits in auditory and working memory make it difficult to process test items while reading simultaneously. Having the test items read to him allowed him to focus on the test items and comprehension.
 - d. Describe the modification(s) that the student regularly uses in the classroom and on other assessments. _____ ish teacher regularly uses SDAIE strategies and reads passages to the class. _____ has test items clarified during flexible setting testing in the resource program.

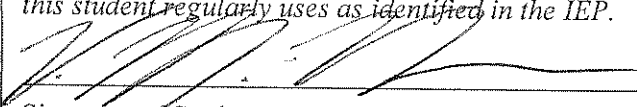
2. Has sufficient high school coursework either satisfactorily completed or in progress in the high school level curriculum sufficient to have attained the skills and knowledge otherwise needed to pass the CAHSEE. *(Attach transcripts showing coursework completed.)*

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

5/16/11
Date

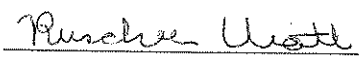
I agree that the information on this Waiver Request Sheet accurately describes the modifications that this student regularly uses as identified in the IEP.


Signature of Student's Special Education Teacher

5/16/11
Date

VICTOR M. NASCO
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

5/16/11
Date

RUSCHELLE VIOTTI
Printed Name of Student's Academic Counselor



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

Student _____

Date of Birth _____

IEP Meeting Date 12/01/10

SUPPLEMENTARY/SPECIALIZED SUPPORT

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

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

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

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

PARTICIPATION IN STATE AND DISTRICT-WIDE STANDARDIZED TESTING AND ASSESSMENT

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

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

PROMOTION STANDARDS

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

CALIFORNIA HIGH SCHOOL EXIT EXAMINATION (CAHSEE)

- No accommodations or modifications Exempt due to eligibility for participation in CAPA
 Modifications (specify) Test items read aloud Grade Exempt (below grade 10)
 Accommodations (specify) Extended time/flexible setting Passed both subtests of the CAHSEE



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

Student _____

Date of Birth _____

IEP Meeting Date 12/01/10

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Attending Skills	Preferential Seating, Study Carrel	District of Service/ Gen. Ed. Teacher, RS	08/13/2009
Auditory Memory	Directions Read Aloud, Other: Check for Understanding	District of Service/ Gen. Ed. Teacher, RS	08/13/2009
Attending Skills, Auditory Perception	Dictionary, Spelling Checker	District of Service/ Gen. Ed. Teacher, RS	08/13/2009
Auditory Memory, Auditory Perception, Processing Speed	Extra Time: Assignments/Tests (2.0), Shortened Assignments, Take Tests in Alternate Setting, Tests in Short Segments	District of Service/ Gen. Ed. Teacher, RS	08/13/2009

WATSONVILLE HIGH SCHOOL
 "Home of the Wildcatz"

School Name/Address
 Watsonville High School
 250 East Beach Street
 Watsonville, CA 95076
 Tel: 831-728-6389 Fax: 761-6013

ate: **08/23/10**
 late:
 f: **2011**

Crs ID	Course Title	Mark	Credit	Crs ID	Course Title	Mark	Credit	Credit Summary - High School				
Watsonville High School Grd 09 12/2007				Watsonville High Summer School Grd 10 8/2009				Subject Area				
3910	Health	C-	5.000	3211 P	Biology-B	C-	5.000		Req	Cmp	Def	
4510	N PE 9	A	5.000	Crd Att: 5.000 Cmp: 5.000 Total GPA: 2.000				A	English	40.00	40.00	
6050 P	Ceramics	B-	5.000	WHS Extended Learning Grd 11 11/2009				B	Mathematics	20.00	20.00	
8110	English 1 (Acm)	B-	5.000	7110 P	World Civ-B	B	5.000	C	Biological Science	10.00	10.00	
8240 P	Algebra (Acm)	D	5.000	Crd Att: 5.000 Cmp: 5.000 Total GPA: 3.000			D	Physical Science	10.00	10.00		
8341	Integ Sci I (Acm)	C	5.000	Watsonville High School Grd 11 12/2009				E	Health	5.00	5.00	
9240	Advisory 9	A	0.500	1330 P	English 3	C	5.000	F	Fine Arts/Foreign Lang	10.00	10.00	
Crd Att: 30.500 Cmp: 30.500 Total GPA: 2.525				2512	BdgTo Geometry1A	D	5.000	G	Physical Education	20.00	20.00	
Watsonville High School Grd 09 6/2008				3251 P	Marine Biology	B	5.000	H	Applied Arts	10.00	10.00	
4510	N PE 9	A	5.000	5220	ROP Engine Repair	B	5.000	I	World Civilization	10.00	10.00	
5051	Intro Computers	D	5.000	7210 P	US History	D+	5.000	J	US History	10.00	10.00	
6050 P	Ceramics	C+	5.000	8365	Tutorial 9-12	A	5.000	K	Federal Government	5.00	0.00	5.00
8110	English 1 (Acm)	B	5.000	9242	Advisory 11	A-	0.500	L	Economics	5.00	0.00	5.00
8240 P	Algebra (Acm)	D	5.000	Crd Att: 30.500 Cmp: 30.500 Total GPA: 2.361			M	Elective	45.00	38.50	6.50	
8341	Integ Sci I (Acm)	C	5.000	WHS Extended Learning Grd 11 4/2010				N	Algebra	10.00	10.00	
9240	Advisory 9	A	0.500	1230 P	English 2-A	B-	5.000	O	Science	10.00	10.00	
Crd Att: 30.500 Cmp: 30.500 Total GPA: 2.197				Crd Att: 5.000 Cmp: 5.000 Total GPA: 3.000			-----Total Credits-----					
Watsonville High School Grd 10 12/2008				Watsonville High School Grd 11 6/2010				GPA Summary				
1230 P	English 2	F	R	1330 P	English 3	C	5.000	Academic GPA: 2.035				
2510 P	Geometry	D-	5.000	2512	BdgTo Geometry1A	F		Total GPA: 2.192 Class rank is 342 of 440				
3210 P	Biology	F	R	3251 P	Marine Biology	C-	5.000	CSU GPA: 2.034				
4610	N Adv PE	A	5.000	5220	ROP Engine Repair	B	5.000	Testing Information				
7110 P	World Civ	D	5.000	7210 P	US History	C	5.000	Proficiency Tests				
8365	Tutorial 9-12	C	5.000	9242	Advisory 11	A	0.500	CA HSEE Math	Passed		05/12/10	
9241	Advisory 10	A	0.500	9294	CAHSEE Math	A-	5.000	CA HSEE ELA	Failed		11/09/10	
Crd Att: 30.500 Cmp: 20.500 Total GPA: 2.049				Crd Att: 30.500 Cmp: 25.500 Total GPA: 2.197			Watsonville High Summer School Grd 11 6/2010					
Watsonville High School Grd 10 6/2009				9294	CAHSEE Math-A	B+	5.000	GPA Calculation: A=4.0 B=3.0 C=2.0 D=1.0 F=0.0 P=Pass				
1230 P	English 2	D	5.000	Crd Att: 5.000 Cmp: 5.000 Total GPA: 3.000			Watsonville High School Grd 12 12/2010					
2510 P	Geometry	F		1430 P	English 4	D	5.000	Comments: 7/08 Pajaro Summer School/Community Service - 53				
3210 P	Biology	F	R	5705	ROP Green Careers	B	5.000	Polio (OPV) 01/20/93 03/22/93 03/16/94 09/08/97 -----				
4610	N Adv PE	B	5.000	6080 P	ROP Comp Graphics	C	5.000	DTP or DT/TD 01/20/93 03/22/93 05/26/93 03/16/94 09/08/97 07/11/05				
7110 P	World Civ	F	R	6110 P	Beg Photo-Digital	D+	5.000	MMR 03/16/94 09/08/97				
8365	Tutorial 9-12	B	5.000	7410 P	Economics	F		Measles -----				
9241	Advisory 10	A-	0.500	9243	Advisory 12	A	0.500	Mumps -----				
Crd Att: 30.500 Cmp: 15.500 Total GPA: 1.805				9292	Ba Sk/ HSEE/ ELA	B-	5.000	Rubella -----				
Watsonville High Summer School Grd 10 7/2009				Crd Att: 30.500 Cmp: 25.500 Total GPA: 1.705			TB Test -----					
3211 P	Biology-A	C	5.000					Transcript is unofficial unless signed by a school official				
Crd Att: 5.000 Cmp: 5.000 Total GPA: 2.000							School Official's Signature _____ Date: 05/16/11					

P = College Prep H = Honors AP=Advanced Placement

Comments:
7/08 Pajaro Summer School/Community
Service - 53

Polio (OPV)	01/20/93	03/22/93	03/16/94	09/08/97	-----	-----
DTP or DT/TD	01/20/93	03/22/93	05/26/93	03/16/94	09/08/97	07/11/05
MMR	03/16/94	09/08/97				
Measles	-----	-----				
Mumps	-----	-----				
Rubella	-----	-----				
TB Test	-----	-----				

Transcript is unofficial unless signed by a school official

School
Official's Signature _____

Date: 05/16/11



California High School Exit Examination

Security Guard

See back for details

Student and Parent Report

Grade: 12

School: gh

District: 69799 - Pajaro Valley Unified

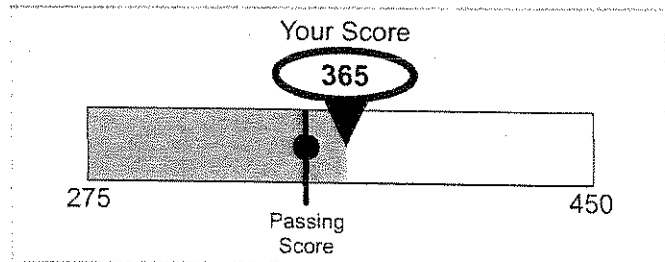
County: 44 - Santa Cruz

English-Language Arts

Test Date: 12/04/2010

Your Total Score	Score Required to Pass	Status
365	350	MODIFIED

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



Strands for English-Language Arts

	Number of Questions	Number Correct
READING		
Word Analysis	7	7
Reading Comprehension	18	15
Literary Response & Analysis	20	14
WRITING		
Writing Strategies	12	9
Writing Conventions	15	8

Writing Test Score

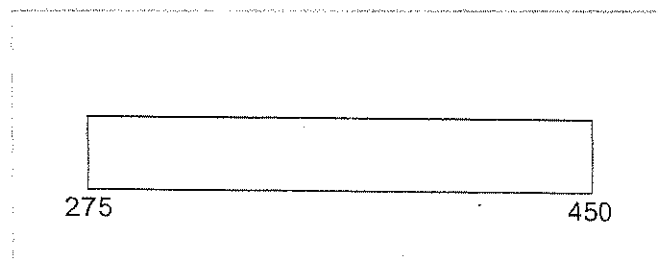
Essay 2.0

Mathematics

Test Date: 12/11/2010

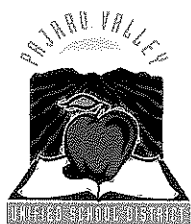
Your Total Score	Score Required to Pass	Status
		SATISFIED REQ

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



Strands for Mathematics

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



Board Agenda Backup

Item No: 10.6

Date: May 25, 2011

Item: CAHSEE Passage Waiver
English Language Arts (PVHS 10-11-41)

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

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

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

Recommendation: Approve

Budget Considerations: None

Funding Source:

Budgeted: Yes: No:

Amount: \$

Prepared By: Dee Teutschel, Program Director Special Services

Superintendent's Signature: Dorinda Boh

22A

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: _____

To The Parent/Guardian of:

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

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

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

Signature of Principal: _____

Date: 5/18/11

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

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

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

Signature of Parent: _____

Date: 5-3-11

FOR SITE USE ONLY

Date Received by Principal: _____

Student Identification Number: _____

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Student's Name: _____

Student's ID Number: _____

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

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

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

See attached

Student Number _

- 1a. Student has auditory processing delays which impact his reading comprehension and written language skills. He is a slow reader and will not score well on timed tests.

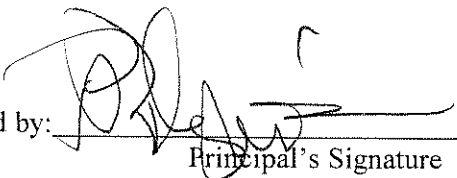
- 1b. Direction and test questions were read aloud to student during the ELA portion of the test

- 1c. Student's word recognition and reading comprehension skills are below grade level due to his auditory processing deficit. *Oral reading of test items provided clarity of information and allowed for appropriate pacing of his test performance.* Student is a slow reader, and allowing him to read test items along with the examiner assisted him in fluency in understanding what the question was asking so that he could best apply the needed skills in answering the question.

- 1d. Teachers have been provided with copies of student's IEP goals and recommended accommodations and modifications. Directions and/or questions for both class assignments and class tests are read aloud or verbally clarified for student within his general education classes at his request or as determined by the classroom teacher.

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

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

Certified by: 
Principal's Signature

5/18/11
Date


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


Signature of Student's Special Education Teacher

5/16/11
Date

Susan Burke
Print Name of Student's Special Education Teacher

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


Signature of Student's Academic Counselor

5/17/11
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 & Assessment Standards**

Student _____

Date of Birth _____

IEP Meeting Date 11/04/10

SUPPLEMENTARY/SPECIALIZED SUPPORT

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

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

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

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

PARTICIPATION IN STATE AND DISTRICT-WIDE STANDARDIZED TESTING AND ASSESSMENT

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

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

PROMOTION STANDARDS

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

CALIFORNIA HIGH SCHOOL EXIT EXAMINATION (CAHSEE)

- No accommodations or modifications Exempt due to eligibility for participation in CAPA
 Modifications (specify) questions read aloud; calculator for math Grade Exempt (below grade 10)
 Accommodations (specify) flexible setting, extra time, _____ Passed both subtests of the CAHSEE



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

Student _____

Date of Birth _____

IEP Meeting Date 11/04/10

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Other: Visual Processing--short-term memory	Calculator, Directions Read Aloud, Extra Time: Assignments/Tests (2.0), Preferential Seating, Provide with Notes, Shortened Assignments, Take Tests in Alternate Setting, Visual Models, Other: Model Assigned Tasks; Test Questions Read Aloud	District of Service/ Gen. Ed. Teacher, Assistant, RS	11/04/2010

Pajaro Valley Unified School District

Issue Date: 8/13/2008

Issued:

Year Of: 2012

School Name/Address

Pajaro Valley High School
500 Harkins Slough
Watsonville, CA 95076

Tel: (831)728-8102

Fax: (831)728-6944

Counselor:

SSID:

Community Service Hours: 3

CrsID	Course Title	Mark	Credit	CrsID	Course Title	Mark	Credit	
Pajaro Valley High School Grd 09 12/2008				Pajaro Valley High School Grd 11 12/2010				
2410	P Algebra 1A/B	C-	5.000	2610	P Algebra II	D-	5.000	
9270	Directed Study	B+	5.000	3310	P Chemistry	D-	5.000	
1130	P English 1	F	0.000	9270	Directed Study	A+	5.000	
3610	P Integrated Science I	D+	5.000	1330	P English 3/American Lite	B-	5.000	
5051	Intro Computers	D-	5.000	5082	ROP Small Business Mana	B-	5.000	
4510	N Physical Education 9	B-	5.000	7210	P US History	D-	5.000	
Crs Att: 30.000 Cmp: 25.000 Total GPA: 1.667				Crs Att: 30.000 Cmp: 30.000				
Pajaro Valley High School Grd 09 6/2009				After School Pajaro Valley High Grd 11 12/2010				
2410	P Algebra 1A/B	C-	5.000	AS3610	INTEGRATED SCIENCE I - C+	5.000		
9270	Directed Study	C+	5.000	Crs Att: 5.000 Cmp: 5.000 Total GPA: 2.143				
1130	P English 1	RF	0.000	After School Pajaro Valley High Grd 11 6/2011				
3910	Health	C	5.000	AS3210	BIOLOGY - 1st sem	C+	5.000	
3610	P Integrated Science I	RF	0.000	Crs Att: 5.000 Cmp: 5.000 Total GPA: 0.000				
4510	N Physical Education 9	B-	5.000	Work In Progress				
Crs Att: 30.000 Cmp: 20.000 Total GPA: 2.250				2610	P Algebra II		0.000	
Pajaro Valley High School Grd 10 12/2009				3310	P Chemistry		0.000	
4610	N Adv PE	B	5.000	9270	Directed Study		0.000	
3210	P Biology	RF	0.000	1330	P English 3/American Lite		0.000	
9270	Directed Study	B-	5.000	5082	ROP Small Business Mana		0.000	
1230	P English 2	F	0.000	7210	P US History		0.000	
2510	P Geometry		0.000	Credit Summary - High School				
2510	P Geometry	F	0.000	Subject Area Req Cmp Def				
7110	P World Civ	F	0.000	A	English	40.00	10.00	30.00
Crs Att: 30.000 Cmp: 10.000				B	Math	20.00	5.00	15.00
After School Pajaro Valley High Grd 10 12/2009				C	Biological Science	10.00	5.00	5.00
AS1130	English 1 -1st sem. NM		0.000	D	Physical Science	10.00	10.00	
Crs Att: 0.000 Cmp: 0.000 Total GPA: 1.200				E	Health		5.00	5.00
Pajaro Valley High School Grd 10 6/2010				F	Fine Arts / Foreign L	10.00	0.00	10.00
4610	N Adv PE	B	5.000	G	Physical Education	20.00	20.00	
3210	P Biology	F	0.000	H	Applied Arts	10.00	10.00	
9270	Directed Study	C-	5.000	I	World Civilization	10.00	5.00	5.00
1230	P English 2	F	0.000	J	US History	10.00	5.00	5.00
2510	P Geometry	F	0.000	K	Federal Government	5.00	0.00	5.00
7110	P World Civ	C-	5.000	L	Economics	5.00	0.00	5.00
Crs Att: 30.000 Cmp: 15.000				M	Electives	45.00	25.00	20.00
After School Pajaro Valley High Grd 10 6/2010				N	Algebra	10.00	10.00	
AS1130	English 1 -2nd sem. D		5.000	O	Science	10.00	5.00	5.00
Crs Att: 5.000 Cmp: 5.000 Total GPA: 1.143				---Total Credits---				
						220.00	115.00	105.00

Academic GPA: 1.556 Rank 0 out of 10
Total GPA: 1.655 Rank 326 out of 358
CSU GPA: 1.067
Cal Grant GPA: 1.526

Testing Information

CAHSEE_ELA-1-1
CA HSEE ELA F 11/9/2010
CAHSEE_Math-1-1
CA HSEE Math F 11/10/2010

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

Comments:

Polio 12/29/1993 3/18/1994 6/28/1994 7/7/1998
DTB 12/29/1993 3/18/1994 6/28/1994 1/31/1995 7/7/1998
MMR 11/28/1994 7/7/1998
HEP B 10/25/1993 12/29/1993 8/5/1994
Varicella

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

Date: 5/18/2011

California High School Exit Examination

Security Breach
See back for details

Student

Date

Student

Grade

School: 0100000 - Pajaro Valley High

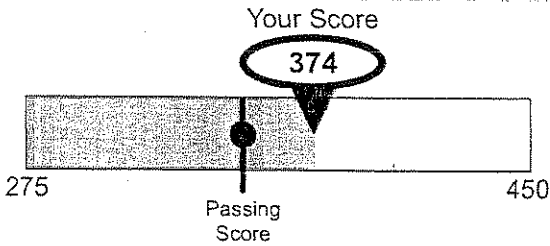
District: 69799 - Pajaro Valley Unified

County: 44 - Santa Cruz

Test Date: 11/09/2010

374 350 MODIFIED

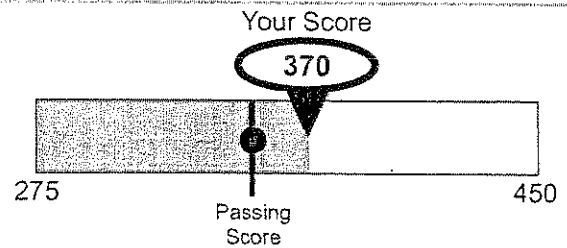
Your student took this test using modifications as specified in his or her IEP or Section 504 plan. See "Taking the CAHSEE with Modifications" on the back of this report.



Test Date: 11/10/2010

Score	Score Modified to Pass	Status
370	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

Item	Number of Questions	Number Correct
Word Analysis	7	5
Reading Comprehension	18	14
Literary Response & Analysis	20	16
WRITING		
Writing Strategies	12	11
Writing Conventions	15	11
Essay		2.0

Item	Number of Questions	Number Correct
Probability & Statistics	13	10
Number Sense	17	13
Algebra & Functions	20	11
Measurement & Geometry	18	12
Algebra I	12	8

1. Each student's score is calculated by averaging the number of questions answered correctly. The percentage of these two scores is listed above under the heading "Your Score".
2. The number of questions correct counts as 20% of the total CAHSEE language arts score.

3. Please do not include the subject area of the student's English Language Arts and Mathematics score in the subject area that was not tested.



Board Agenda Backup

Item No: 10.7

Date: May 25, 2011

Item: CAHSEE Passage Waiver
Math (PVHS 10-11-42)

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

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

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

Recommendation: Approve

Budget Considerations: None

Funding Source:

Budgeted: Yes: No:

Amount: \$

Prepared By: Dee Teutschel, Program Director Special Services

Superintendent's Signature: _____

Domina Bat

msc/12

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: _____

To The Parent/Guardian of:

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

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

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

Signature of Principal: [Handwritten Signature] Date: 5/18/11

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

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

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

Signature of Parent: _____ Date: 5-3-11

<p><u>FOR SITE USE ONLY</u></p> <p>Date Received by Principal: _____</p> <p>Student Identification Number: _____</p>

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Student's Name: _____

Student's ID Number: _____

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

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

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

A see attached

Student Number

- 1a. Student has auditory processing delays which impact his reading comprehension and written language skills. It has also been determined that it impacts his mathematics calculation ability. He is a slow reader and will not score well on timed tests.

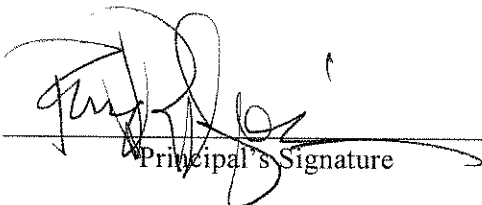
- 1b. Direction and test questions were read aloud to student during the math portion of the test. Student was also allowed to use a calculator.

- 1c. Student's word recognition and reading comprehension skills are below grade level due to his auditory processing deficit. Oral reading of test items provided clarity of information and allowed for appropriate pacing of his test performance. Student is a slow reader, and allowing him to read test items along with the examiner assisted him in fluency in understanding what the math problem was asking so that he could best apply the needed skills in solving the problems. Student was also permitted to use a calculator. Using a calculator allowed student to focus on higher math skills tested by the CAHSEE rather than being distracted by the difficulty he has in making accurate calculations.

- 1d. Teachers have been provided with copies of student's IEP goals and recommended accommodations and modifications. Directions and/or questions for both class assignments and class tests are read aloud or verbally clarified for student within his general education classes at his request or as determined by the classroom teacher. Student is allowed to use a calculator at his request when needed for assignments or tests.

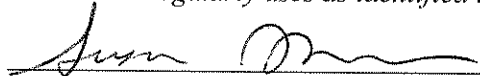
2. Has sufficient high school coursework either satisfactorily completed or in progress in the high school level curriculum sufficient to have attained the skills and knowledge otherwise needed to pass the CAHSEE. *(Attach transcripts showing coursework completed.)*

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

Certified by: 
Principal's Signature

Date

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




Signature of Student's Special Education Teacher

5/16/11
Date

Susan Burke
Print Name of Student's Special Education Teacher

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



Signature of Student's Academic Counselor

5/17/11
Date

Ximena Osprea
Printed Name of Student's Academic Counselor



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

Student _____

Date of Birth _____

IEP Meeting Date 11/04/10 _____

SUPPLEMENTARY/SPECIALIZED SUPPORT

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

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

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

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

PARTICIPATION IN STATE AND DISTRICT-WIDE STANDARDIZED TESTING AND ASSESSMENT

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

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

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

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

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

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

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

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

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

PROMOTION STANDARDS

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

CALIFORNIA HIGH SCHOOL EXIT EXAMINATION (CAHSEE)

No accommodations or modifications Exempt due to eligibility for participation in CAPA
 Modifications (specify) questions read aloud; calculator for math Grade Exempt (below grade 10)
 Accommodations (specify) flexible setting, extra time, Passed both subtests of the CAHSEE



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

Student _____

Date of Birth _____

IEP Meeting Date 11/04/10

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Other: Visual Processing--short-term memory	Calculator, Directions Read Aloud, Extra Time: Assignments/Tests (2.0), Preferential Seating, Provide with Notes, Shortened Assignments, Take Tests in Alternate Setting, Visual Models, Other: Model Assigned Tasks; Test Questions Read Aloud	District of Service/ Gen. Ed. Teacher, Assistant, RS	11/04/2010

Pajaro Valley Unified School District

ter Date: 8/13/2008

aduated:

ss Of: 2012

School Name/Address

Pajaro Valley High School
500 Harkins Slough
Watsonville, CA 95076

Tel: (831)728-8102

Fax: (831)728-6944

Counselor:

SSID:

Community Service Hours: 3

CrSID	Course Title	Mark	Credit	CrSID	Course Title	Mark	Credit
Pajaro Valley High School Grd 09 12/2008				Pajaro Valley High School Grd 11 12/2010			
2410	P Algebra 1A/B	C-	5.000	2610	P Algebra II	D-	5.000
9270	Directed Study	B+	5.000	3310	P Chemistry	D-	5.000
1130	P English 1	F	0.000	9270	Directed Study	A+	5.000
3610	P Integrated Science I	D+	5.000	1330	P English 3/American Lite	B-	5.000
5051	Intro Computers	D-	5.000	5082	ROP Small Business Mana	B-	5.000
4510	N Physical Education 9	B-	5.000	7210	P US History	D-	5.000
Crs Att: 30.000 Cmp: 25.000 Total GPA: 1.667				Crs Att: 30.000 Cmp: 30.000			
Pajaro Valley High School Grd 09 6/2009				After School Pajaro Valley High Grd 11 12/2010			
2410	P Algebra 1A/B	C-	5.000	AS3610	INTEGRATED SCIENCE I - C+		5.000
9270	Directed Study	C+	5.000	Crs Att: 5.000 Cmp: 5.000 Total GPA: 2.143			
1130	P English 1	RF	0.000	After School Pajaro Valley High Grd 11 6/2011			
3910	Health	C	5.000	AS3210	BIOLOGY - 1st sem	C+	5.000
3610	P Integrated Science I	RF	0.000	Crs Att: 5.000 Cmp: 5.000 Total GPA: 0.000			
4510	N Physical Education 9	B-	5.000	Work In Progress			
Crs Att: 30.000 Cmp: 20.000 Total GPA: 2.250				2610	P Algebra II		0.000
Pajaro Valley High School Grd 10 12/2009				3310	P Chemistry		0.000
4610	N Adv PE	B	5.000	9270	Directed Study		0.000
3210	P Biology	RF	0.000	1330	P English 3/American Lite		0.000
9270	Directed Study	B-	5.000	5082	ROP Small Business Mana		0.000
1230	P English 2	F	0.000	7210	P US History		0.000
2510	P Geometry		0.000	Credit Summary - High School			
2510	P Geometry	F	0.000	Subject Area Req Cmp Def			
7110	P World Civ	F	0.000	A English	40.00	10.00	30.00
Crs Att: 30.000 Cmp: 10.000				B Math	20.00	5.00	15.00
After School Pajaro Valley High Grd 10 12/2009				C Biological Science	10.00	5.00	5.00
AS1130	English 1 -1st sem.	NM	0.000	D Physical Science	10.00	10.00	
Crs Att: 0.000 Cmp: 0.000 Total GPA: 1.200				E Health	5.00	5.00	
Pajaro Valley High School Grd 10 6/2010				F Fine Arts / Foreign L	10.00	0.00	10.00
4610	N Adv PE	B	5.000	G Physical Education	20.00	20.00	
3210	P Biology	F	0.000	H Applied Arts	10.00	10.00	
9270	Directed Study	C-	5.000	I World Civilization	10.00	5.00	5.00
1230	P English 2	F	0.000	J US History	10.00	5.00	5.00
2510	P Geometry	F	0.000	K Federal Government	5.00	0.00	5.00
7110	P World Civ	C-	5.000	L Economics	5.00	0.00	5.00
Crs Att: 30.000 Cmp: 15.000				M Electives	45.00	25.00	20.00
After School Pajaro Valley High Grd 10 6/2010				N Algebra	10.00	10.00	
AS1130	English 1 -2nd sem.	D	5.000	O Science	10.00	5.00	5.00
Crs Att: 5.000 Cmp: 5.000 Total GPA: 1.143				---Total Credits--- 220.00 115.00 105.00			

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

Polio	12/29/1993	3/18/1994	6/28/1994	7/7/1998
DTB	12/29/1993	3/18/1994	6/28/1994	1/31/1995 7/7/1998
MMR	11/28/1994	7/7/1998		
HEP B	10/25/1993	12/29/1993	8/5/1994	
Varicella				

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

Date: 5/18/2011

California High School Exit Examination

PROBABILITY SECRET
See back for details

Student

Date of

Student

Grade

School / High

District: 69799 - Pajaro Valley Unified

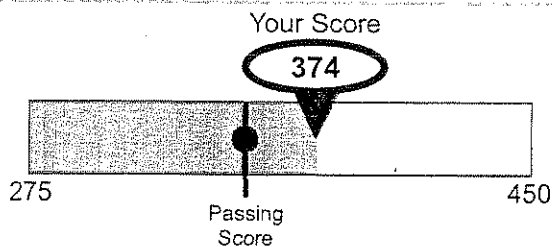
County: 44 - Santa Cruz

English Language Arts

Test Date: 11/09/2010

374 350 MODIFIED

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

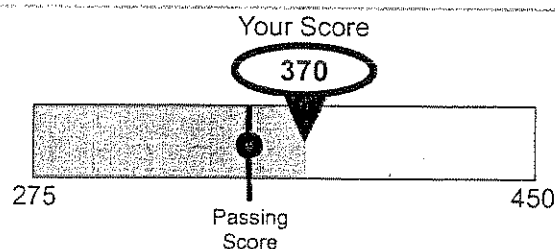


Mathematics

Test Date: 11/10/2010

Score	Score Required to Pass	Status
370	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

Subject	Number of Questions	Number Correct
Word Analysis	7	5
Reading Comprehension	18	14
Literary Response & Analysis	20	16

WRITING

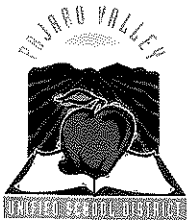
Writing Strategies	12	11
Writing Conventions	15	11

Essay 2.0

Mathematics

Subject	Number of Questions	Number Correct
Probability & Statistics	13	10
Number Sense	17	13
Algebra & Functions	20	11
Measurement & Geometry	18	12
Algebra I	12	8

Each student's score is reported in scores that range from 275 to 450. Scores are either secret or non-secret. The percentage of correct responses is listed above under the heading "Your Score". The "Number of Questions" score counts as 25% of the total English Language Arts score.



Board Agenda Backup

Item No: 10.8

Date: May 25, 2011

Item: CAHSEE Passage Waiver
Math (RHS 10-11-43)

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

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

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

Recommendation: Approve

Budget Considerations: None

Funding Source:

Budgeted: Yes: No:

Amount: \$

Prepared By: Dee Teutschel, Program Director Special Services

Superintendent's Signature: _____

Dorm Bot

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: 5-13-2011

To The Parent/Guardian of: _____

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

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

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

Signature of Principal: _____

Date: 5-13-11

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

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

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

Signature of Parent: _____

ate: 5/16

FOR SITE USE ONLY

Date Received by Principal: _____

5/13/2011

Student Identification Number: _____

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Student's Name:

Student's ID Number:

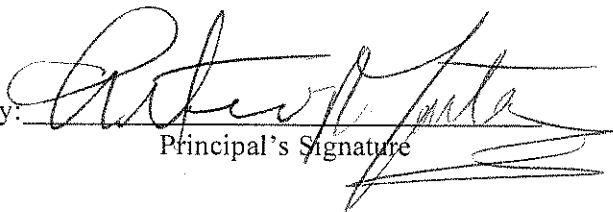
Pursuant to Education Code 6051, the parent/guardian of _____ student with disabilities, has requested that the Governing Board waive the requirement _____ /she successfully pass the high school exit examination in order to receive a diploma. This student has taken the high school exit examination with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

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

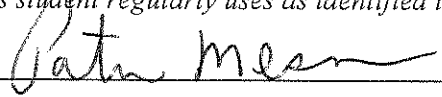
1. Has an individualized education program (IEP) adopted pursuant to the Individuals with Disabilities Education Act that specifies the use of the modification(s) on the exit examination, standardized testing, or classroom instruction and assessments.
(Attach the section of the IEP that specifies the modifications.)
 - a. Describe the nature of the student's disability as identified on the IEP (please note if this will result in overt identification of the student. _____; assessment results show areas of processing weakness in spatial association, perceptual organization, and visual processing
 - b. Describe any modification used on the English/language arts or math section of the exam (separate form must be filled out for each section): Use of a calculator
 - c. State the rationale for applying the modification(s) used to achieve an equivalent passing score on the CAHSEE for this student. _____ has great difficulty ion math, especially in knowing how to se up a problem with multiple digits and deciamls. The use of a calculator helped him get the corrects answers on these basic math problems so he was able to work on the higher order problmes that came from these basics.
 - d. Describe the modification(s) that the student regularly uses in the classroom and on other assessments. Since he has been at RHS _____ i has used a calculator in his Algebra nd Math claasses for assignments as well as tests.

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.*)

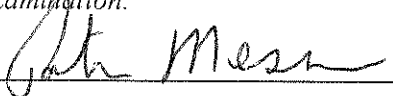
Certified by: 
 Principal's Signature 5/17/11
Date

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


 Signature of Student's Special Education Teacher 5/17/2011
Date

Patricia Messer
 Print Name of Student's Special Education Teacher

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


 Signature of Student's Academic Counselor 5/17/2011
Date

Patricia Messer
 Printed Name of Student's Academic Counselor



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

Student _____

Date of Birth _____

IEP Meeting Date 02/01/11

SUPPLEMENTARY/SPECIALIZED SUPPORT

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

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

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

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

PARTICIPATION IN STATE AND DISTRICT-WIDE STANDARDIZED TESTING AND ASSESSMENT

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

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

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

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

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

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

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

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

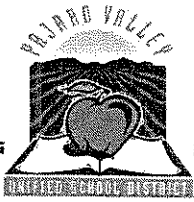
Other State or District-Wide Assessment Accommodations/Modifications (specify) CAHSEE _____

PROMOTION STANDARDS

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

CALIFORNIA HIGH SCHOOL EXIT EXAMINATION (CAHSEE)

No accommodations or modifications Exempt due to eligibility for participation in CAPA
 Modifications (specify) Use of Calculator Grade Exempt (below grade 10)
 Accommodations (specify) extended time, separate group 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 02/01/11

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Visual Perception	Extra Time: Assignments/Tests (1.5), Frequent Breaks, Preferential Seating, Shortened Assignments, Study Buddy, Take Tests in Alternate Setting	District of Service/ Gen. Ed. Teacher, Assistant, RS	11/02/2010
Auditory Perception	Directions Read Aloud, Provide with Notes, Visual Models	District of Service/ Gen. Ed. Teacher, Assistant, RS	11/02/2010
Auditory Perception, Visual Perception	Calculator	District of Service/ Gen. Ed. Teacher, RS	02/01/2011

Pajaro Valley Unified School District

Report Date: 1/13/2011

Student:

Class Of: 2011

School Name/Address

Renaissance
11 Spring Valley Road
Watsonville, CA 95076

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

Counselor: Pat Messer

SSID:

CrSID	Course Title	Mark	Credit	CrSID	Course Title	Mark	Credit	CrSID	Course Title	Mark	Credit
Watsonville High Summer School Grd 09 7/2007				Watsonville High School Grd 11 12/2009				Renaissance Grd 12 6/2011			
9250	ROP Coop	C	2.000	4610	N Adv PE	B	5.000	2410	P Algebra 1A/B	P	4.600
CrS Att: 2.000 Cmp: 2.000 Total GPA: 2.000				9242	Advisory 11th	A+	0.500	7410	P Economics	P	1.000
Watsonville High School Grd 09 12/2007				1330	P English 3	D	5.000	1740	English Elective	P	9.400
9240	Advisory 9	A	0.500	3050	P Enviorn/ Horticulture	B	5.000	9250	General Elective	P	4.000
2435	Algebra Readiness	C	5.000	5150	ROP Construction Tech	B	5.000	3010	Life Science	P	1.700
1130	P English 1	D-	5.000	8365	Tutorial 9-12	A-	5.000	3650	Science Elective	P	2.000
3910	Health	B	5.000	7210	P US History	F	0.000	7110	P World Civ	P	1.600
8341	Integ Sci I (Acm)	D+	5.000	CrS Att: 30.500 Cmp: 25.500				CrS Att: 23.700 Cmp: 23.700 Total GPA: 0.000			
4510	N PE 9	B-	5.000	After School Watsonville High Grd 11 12/2009				Credit Summary - High School			
8365	Tutorial 9-12	A	5.000	AS7110	2nd Sem - World Civiliz	B-	5.000	Subject Area Req Cmp Def			
CrS Att: 30.500 Cmp: 30.500 Total GPA: 2.361				CrS Att: 5.000 Cmp: 5.000 Total GPA: 2.451				A English 40.00 39.40 0.60			
Watsonville High School Grd 09 6/2008				Watsonville High School Grd 11 6/2010				B Math 20.00 20.00			
9240	Advisory 9	A	0.500	4610	N Adv PE	C	5.000	C Biological Science 10.00 10.00			
2435	Algebra Readiness	D	5.000	9242	Advisory 11th	A-	0.500	D Physical Science 10.00 10.00			
1130	P English 1	F	0.000	1330	P English 3	F	0.000	E Health 5.00 5.00			
8341	Integ Sci I (Acm)	B	5.000	3050	P Enviorn/ Horticulture	B	5.000	F Fine Arts / Foreign L 10.00 10.00			
5051	Intro Computers	C-	5.000	5150	ROP Construction Tech	C	5.000	G Physical Education 20.00 20.00			
4510	N PE 9	A-	5.000	8365	Tutorial 9-12	P	5.000	H Applied Arts 10.00 5.00 5.00			
8365	Tutorial 9-12	A	5.000	7210	P US History	D	5.000	I World Civilization 10.00 10.00			
CrS Att: 30.500 Cmp: 25.500 Total GPA: 2.361				CrS Att: 30.500 Cmp: 25.500				J US History 10.00 10.00			
Watsonville High School Grd 10 12/2008				After School Watsonville High Grd 11 6/2010				K Federal Government 5.00 5.00			
9241	Advisory 10th	B	0.500	AS7110	1st Sem. - World Civili	C+	5.000	L Economics 5.00 1.00 4.00			
2411	P Algebra (10-12)	F	0.000	CrS Att: 5.000 Cmp: 5.000 Total GPA: 1.705				M Electives 45.00 35.50 9.50			
3210	P Biology	F	0.000	Watsonville High School Grd 11 7/2010				N Algebra 10.00 4.60 5.40			
1230	P English 2	D	5.000	SS1130	P ENGLISH 1 - 2nd Sem	C	5.000	O Science 10.00 8.70 1.30			
7110	P World Civ	RF	0.000	SS7210	P US HISTORY - 1st Sem	B	5.000	---Total Credits--- 220.00 194.20 25.80			
CrS Att: 20.500 Cmp: 5.500 Total GPA: 0.419				CrS Att: 10.000 Cmp: 10.000 Total GPA: 2.500				GPA Summary			
Watsonville High School Grd 10 6/2009				Watsonville High School Grd 12 12/2010				Academic GPA: 1.524 Rank 423 out of			
9241	Advisory 10th	A-	0.500	9243	Advisory 12th	C+	0.500	Total GPA: 1.616 Rank 418 out of			
2411	P Algebra (10-12)	F	0.000	2410	P Algebra 1A/B	F	0.000	CSU GPA: 1.174			
3210	P Biology	F	0.000	9294	BS CA Exit Exam /Math	A	5.000	Cal Grant GPA: 1.474			
6020	P Draw/Paint	D	10.000	1430	P English 4	D	5.000	Testing Information			
1230	P English 2	B	5.000	7310	P Federal Government	D-	5.000	CAHSEE ELA-1-1			
8365	Tutorial 9-12	F	0.000	8373	Independent Study(SpEd)	P	0.000	CA HSEE ELA P 10/5/2010			
7110	P World Civ	RF	0.000	3251	P Marine Biology	C+	5.000	CAHSEE Math-1-1			
CrS Att: 30.500 Cmp: 15.500 Total GPA: 0.761				CrS Att: 30.500 Cmp: 20.500 Total GPA: 1.608				CA HSEE Math F 3/9/2011			
Watsonville High School Grd 10 7/2009											
SS2410	P ALGEBRA 1	NM	0.000								
SS1130	P ENGLISH 1	NM	0.000								
CrS Att: 10.000 Cmp: 0.000 Total GPA: 0.000											

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

Comments:
21/11 Cum sent to Renaissance High

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

Date: 5/18/2011



California High School Exit Examination

See back for details

Student and Parent Report

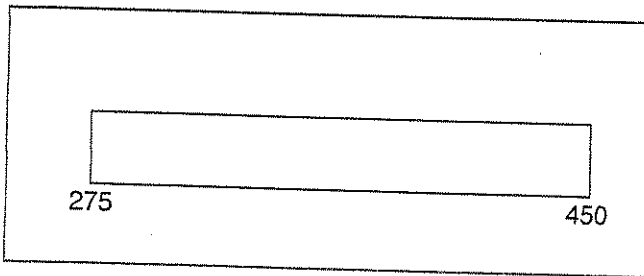
Student Name
Date of Birth:
Student ID: 00
Grade: 12
School: 4437794 - Renaissance High (Cont.)
District: 69799 - Pajaro Valley Unified
County: 44 - Santa Cruz

English-Language Arts

Test Date: 03/08/2011

Your Total Score	Score Required to Pass	Status
		SATISFIED REQ

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



Strands for English-Language Arts

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

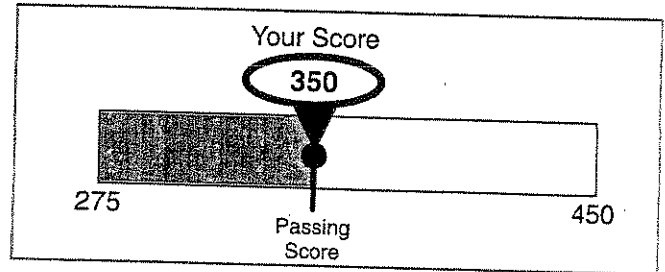
Writing Applications* Your Score
 Essay

Mathematics

Test Date: 03/09/2011

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.

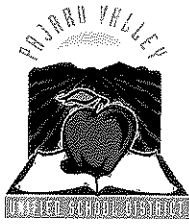


Strands for Mathematics

	Number of Questions	Number Correct
Probability & Statistics	13	9
Number Sense	17	11
Algebra & Functions	20	10
Measurement & Geometry	18	10
Algebra I	12	2

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

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



Board Agenda Backup

Item No: 10.9

Date: May 25, 2011

Item: CAHSEE Passage Waiver
Math (RHS 10-11-44)

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

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

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

Recommendation: Approve

Budget Considerations: None

Funding Source:

Budgeted: Yes: No:

Amount: \$

Prepared By: Dee Teutschel, Program Director Special Services

Superintendent's Signature: Dorm Bor

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: 5/13/2011

To The Parent/Guardian of

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

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

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

Signature of Principal: _____

Date: 5-13-11

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

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

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

Signature of Parent: _____

Date: 5/12/2011

Adult Student

FOR SITE USE ONLY

Date Received by Principal: _____

5-13-2011

Student Identification Number: _____

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Student's Name: _____

Student's ID Number: _____

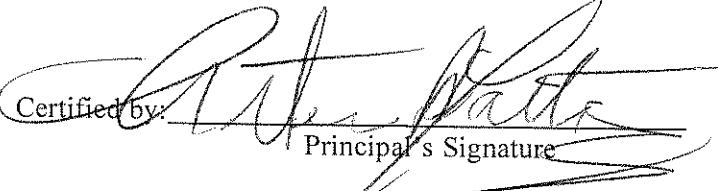
Pursuant to Education Code 6051, the parent/guardian of _____ a student with disabilities, has requested that the Governing Board waive the requirement that he/she successfully pass the high school exit examination in order to receive a diploma. This student has taken the high school exit examination 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. _____ assessments results show he has significant weakness in short term memory, and weak reasoning abilities. in addition, he has been shown to have very significant weakness in short term visual auditory weakness.
 - b. Describe any modification used on the English/language arts or math section of the exam (separate form must be filled out for each section): Use of a calculator
 - c. State the rationale for applying the modification(s) used to achieve an equivalent passing score on the CAHSEE for this student. _____ struggles with remembering his math facts and cannot solve multiple digit problems without the use of a calculator. The calculator allows him to solve the basic number sense problems and frees his memory to recall how to solve higher order math algebra problems.
 - d. Describe the modification(s) that the student regularly uses in the classroom and on other assessments. Use of a calculator

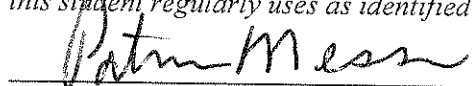
2. Has sufficient high school coursework either satisfactorily completed or in progress in the high school level curriculum sufficient to have attained the skills and knowledge otherwise needed to pass the CAHSEE. (*Attach transcripts showing coursework completed.*)

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

Certified by: 
Principal's Signature

5-17-11
Date

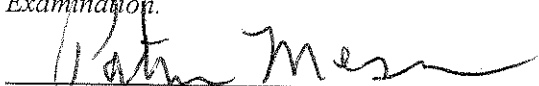
I agree that the information on this Waiver Request Sheet accurately describes the modifications that this student regularly uses as identified in the IEP.


Signature of Student's Special Education Teacher

5-17-2011
Date

Patricia Messer
Print Name of Student's Special Education Teacher

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


Signature of Student's Academic Counselor

5-17-2011
Date

Patricia Messer
Printed Name of Student's Academic Counselor

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

Student _____

Date of Birth _____

IEP Meeting Date 09/30/10

SUPPLEMENTARY/SPECIALIZED SUPPORT

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

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

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

* If a placement or service is ending, give reason

PARTICIPATION IN STATE AND DISTRICT-WIDE STANDARDIZED TESTING AND ASSESSMENT

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

- School Readiness (Preschool Only)
 DRDP-R DRDP Access Adaptations/Accommodations (specify) _____
- Language Arts: (Gr. 2-11) Grade Exempt CST OR CMA (Criteria Met) (Gr. 3 - 9)
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
 Accommodations:
 Modifications:
- Math: (Gr. 2-11) Grade Exempt CST OR CMA (Criteria Met) (Gr. 3 - 7, Algebra I - Gr. 7-11)
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
 Accommodations:
 Modifications:
- Science (Gr. 5 & 8 Gr. 9-11) Grade Exempt CST OR CMA (Criteria Met) (Gr. 5, 8 & 10)
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
 Accommodations:
 Modifications:
- History/Social Science* Grade Exempt CST
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
 Accommodations:
 Modifications:
- Writing (Gr. 4 & 7 only) Grade Exempt CST OR CMA (Criteria Met) (Gr. 4 & 7 only)
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
 Accommodations:
 Modifications:
- Life Skills Curriculum: CAPA Level 1 2 3 4 5
 Participation in CST/CMA not appropriate due to: _____
- Other State or District-Wide Assessment Accommodations/Modifications (specify) Calculator, extended time

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

PROMOTION STANDARDS

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

CALIFORNIA HIGH SCHOOL EXIT EXAMINATION (CAHSEE)

- No accommodations or modifications Exempt due to eligibility for participation in CAPA
 Modifications (specify) use of calculator Grade Exempt (below grade 10, or Post Sec.)
 Accommodations (specify) directions read aloud, extend time Passed both subtests of the CAHSEE



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

Student _____

Date of Birth _____

IEP Meeting Date 09/30/10

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Auditory Memory, Rec. Communication	Directions Read Aloud, Extra Time: Assignments/Tests (2.0), Provide with Notes, Take Tests in Alternate Setting, Tests in Short Segments	District of Service/ RS	09/30/2010
Auditory Memory, Processing Speed	Calculator, Preferential Seating, Shortened Assignments	District of Service/ RS	09/30/2010

Tajaro Valley Unified School District

School Name/Address

Renaissance
11 Spring Valley Road
Watsonville, CA 95076

Print Date: 8/13/2008

Effective Date: 5/12/2011

Issued On: 2010

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

Counselor: Courtney

SSID:

CrseID	Course Title	Mark	Credit	CrseID	Course Title	Mark	Credit	CrseID	Course Title	Mark	Credit
High School Transfer Building Grd 09 12/2006				Renaissance High School Grd 11 12/2008				Crse Att: 33.600 Cmp: 33.600 Total GPA: 0.000			
9240	N Advisory 9	P	0.500	5910	Applied Art Elective	P	2.200	9294	CAHSEE Math	P	2.200
2435	Algebra Readiness	F	0.000	9630	N Bio/Phys Sci	P	2.700	9294	CAHSEE Math	P	2.300
1130	P English 1	F	0.000	3110	Bio/Phys Sci	P	2.200	1740	English Elective	P	1.500
4010	P French 1	D	5.000	1740	English Elective	P	3.000	1740	English Elective	P	2.500
3605	Integ Sci I	F	0.000	1740	English Elective	P	1.100	1740	English Elective	P	1.000
5051	Intro Computers	C	5.000	1740	English Elective	P	0.300	1740	English Elective	P	1.000
4510	N PE 9	C+	5.000	1740	English Elective	P	0.900	9250	General Elective	P	1.000
Crse Att: 30.500 Cmp: 15.500 Total GPA: 0.833				1740	English Elective	P	2.500	9600	N Homeroom	P	1.500
High School Transfer Building Grd 09 6/2007				1740	English Elective	P	0.800	3010	Life Science	P	1.000
9240	N Advisory 9	P	0.500	9605	N Entry Core	P	2.500	3010	Life Science	P	4.500
2435	Algebra Readiness	F	0.000	9250	General Elective	P	1.000	3110	Physical Science	P	3.000
1130	P English 1	F	0.000	9600	N Homeroom	P	1.800	5120	Wood & Plastics	P	2.500
4010	P French 1	F	0.000	3010	Life Science	P	2.500	7110	P World Civ	P	1.500
3910	Health	F	0.000	2998	Math	P	1.000	7110	P World Civ	P	2.000
3605	Integ Sci I	F	0.000	2998	Math	P	2.400	Crse Att: 26.500 Cmp: 26.500 Total GPA: 0.000			
4510	N PE 9	F	0.000	1058	ROP Ag Production	P	3.700	Renaissance Grd 12 12/2010			
Crse Att: 30.500 Cmp: 0.500 Total GPA: 0.000				Crse Att: 30.600 Cmp: 30.600 Total GPA: 0.000				4610 N Adv PE P 4.600			
After School Watsonville High Grd 10 12/2007				Renaissance High School Grd 11 6/2009				4610 N Adv PE P 3.600			
3410	P CP Physical Sci	F	0.000	4610	N Adv PE	P	0.600	2410	P Algebra 1	P	2.800
3410	P CP Physical Sci-B	F	0.000	2410	P Algebra 1	P	2.800	9292	Ba Sk/HSEE/ Eng	P	2.000
Crse Att: 10.000 Cmp: 0.000				9292	Ba Sk/HSEE/ Eng	P	2.000	1740	English Elective	P	1.450
High School Transfer Building Grd 10 12/2007				1740	English Elective	P	1.450	1740	English Elective	P	1.000
1740	English Elective	P	4.000	1740	English Elective	P	1.000	1740	English Elective	P	2.100
9250	General Elective	P	5.000	1740	English Elective	P	1.500	1740	English Elective	P	3.000
Crse Att: 9.000 Cmp: 9.000 Total GPA: 0.000				6910	Fine Art Elective	P	2.800	7310	P Federal Government/US G	P	3.000
Watsonville High School Grd 10 6/2008				9250	General Elective	P	1.800	3910	Health	P	5.000
9241	Advisory 10	A-	0.500	3010	Intergrated Science	P	2.200	3010	Life Science	P	2.100
2410	P Algebra 1A/B	F	0.000	7110	P World Civ	P	1.450	2998	Math Core	P	4.000
1130	P English 1	F	0.000	Crse Att: 17.600 Cmp: 17.600 Total GPA: 0.000				2998	Math Core	P	0.800
1230	P English 2	F	0.000	Renaissance High School Grd 12 12/2009				7210	P US History	P	3.000
4010	P French 1	F	0.000	4610	N Adv PE	P	4.200	Crse Att: 35.800 Cmp: 36.600 Total GPA: 0.000			
3910	Health	F	0.000	4610	N Adv PE	P	4.500	Renaissance Grd 12 6/2011			
3050	P Horticulture	C	5.000	9292	Ba Sk/HSEE/ Eng	P	0.900	2410	P Algebra 1A/B	P	4.400
3610	P Integ Sci I AA	F	0.000	9292	Ba Sk/HSEE/ Eng	P	0.400	7410	P Economics	P	3.000
2998	Math Elective	F	0.000	3110	Bio/Phys Sci	P	3.200	7310	P Federal Government/US G	P	2.000
4510	N PE 9	F	0.000	9294	CAHSEE Math	P	1.000	6910	Fine Art Elective	P	3.300
5085	ROP Web Design	D	5.000	9294	CAHSEE Math	P	1.700	9250	General Elective	P	1.100
7110	P World Civ	F	0.000	1740	English Elective	P	1.200	7210	P US History	P	6.000
Crse Att: 55.500 Cmp: 10.500 Total GPA: 0.337				1740	English Elective	P	3.200	Crse Att: 19.800 Cmp: 19.800 Total GPA: 0.000			
				1740	English Elective	P	0.900				
				9600	N Homeroom	P	1.400				
				9600	N Homeroom	P	1.500				
				3110	Physical Science	P	3.200				
				7210	P US History	P	1.000				
				7210	P US History	P	0.600				
				7110	P World Civ	P	1.500				
				7110	P World Civ	P	3.200				

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

Comments:

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

Date: 5/18/2011

Pajaro Valley Unified School District

Print Date: 8/13/2008
 Issue Date: 5/12/2011
 Issued For: 2010

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

Counselor: Courtney
 SSID:

Credit Summary - High School				CrsID	Course Title	Mark	Credit	CrsID	Course Title	Mark	Credit
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	9.65	0.35								
J US History	10.00	10.00									
K Federal Government	5.00	5.00									
L Economics	5.00	3.00	2.00								
M Electives	45.00	41.15	3.85								
N Algebra	10.00	10.00									
O Science	10.00	8.60	1.40								
---Total Credits---		220.00	212.40	7.60							
GPA Summary											
Academic GPA:		0.398	Rank 0 out of								
Total GPA:		0.383	Rank 0 out of								
CSU GPA:		0.161									
Cal Grant GPA:		0.306									
Testing Information											
CAHSEE ELA-1-1											
CA HSEE ELA	P	2/2/2010									
CAHSEE Math-1-1											
CA HSEE Math	F	3/9/2011									

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

Comments:

Signature _____

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

Date: 5/18/2011



California High School Exit Examination

See back for details

Student and Parent Report

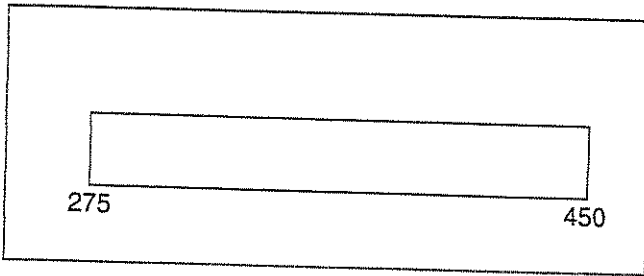
Student Name:
Date of Birth:
Student ID:
Grade: 12
School: 4437794 - Renaissance High (Cont.)
District: 69799 - Pajaro Valley Unified
County: 44 - Santa Cruz

English-Language Arts

Test Date: 03/08/2011

Your Total Score	Score Required to Pass	Status
		SATISFIED REQ

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



Strands for English-Language Arts

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

Writing Applications* Your Score

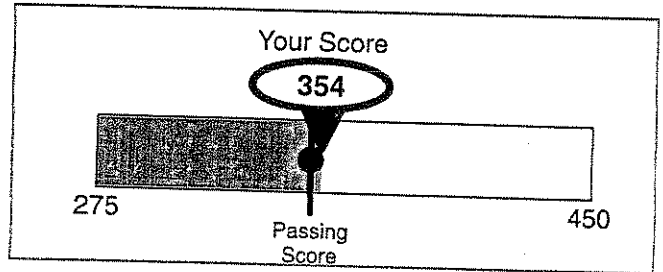
Essay

Mathematics

Test Date: 03/09/2011

Your Total Score	Score Required to Pass	Status
354	350	MODIFIED

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



Strands for Mathematics

	Number of Questions	Number Correct
Probability & Statistics	13	10
Number Sense	17	11
Algebra & Functions	20	10
Measurement & Geometry	18	10
Algebra I	12	3

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

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



Board Agenda Backup

Item No: 10.10

Date: May 25, 2011

Item: CAHSEE Passage Waiver
English Language Arts (PVHS 10-11-45)

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

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

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

Recommendation: Approve

Budget Considerations: None

Funding Source:

Budgeted: Yes: No:

Amount: \$

Prepared By: Dee Teutschel, Program Director Special Services

Superintendent's Signature: Dorm Bst

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: _____

To The Parent/Guardian of:

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

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

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

Signature of Principal: _____

Date: 5-19-2011

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

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

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

* Signature of Parent: _____

Date: 5/17/11

FOR SITE USE ONLY

Date Received by Principal: _____

Student Identification Number: _____

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Student's Name: _____

Student's ID Number: _____

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

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

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

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

Specific Learning Disability

Auditory Processing
Auditory Memory
Attending Skills

- 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
Directions Read ALOUD.

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

AS a slow and deliberate reader, reads along with examiner on directions & questions for focus and clarity so can use time and energy TO apply skills for solving questions.

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

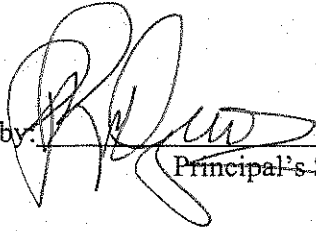
Teachers have been provided with copies

of accommodations and modifications. Directions and or questions for class assignments and tests are read aloud where requested by student or determined as helpful by teacher(s).

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

5/9/2011
Date


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

Michael F. Schultz

5/18/11

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.



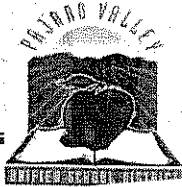
5/17/11

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 & Assessment Standards**

Student _____

Date of Birth _____

IEP Meeting Date 2/16/11

SUPPLEMENTARY/SPECIALIZED SUPPORT

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

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

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

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

PARTICIPATION IN STATE AND DISTRICT-WIDE STANDARDIZED TESTING AND ASSESSMENT

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

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

Language Arts: (Gr. 2-11) Grade Exempt CST OR CMA (Criteria Met) (Gr. 3-11)
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
Read Directions and Questions aloud

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

Science (Gr. 5 & 8 Gr. 9-11) Grade Exempt CST OR CMA (Criteria Met) (Gr. 5, 8 & 10)
 No accommodations or modifications Accommodations (specify below) Modifications (specify below)
Read Directions and Questions aloud.

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

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

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

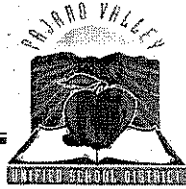
Other State or District-Wide Assessment Accommodations/Modifications (specify) extended time, flexible setting, Read directions/Questions Aloud.

PROMOTION STANDARDS

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

CALIFORNIA HIGH SCHOOL EXIT EXAMINATION (CAHSEE)

No accommodations or modifications Exempt due to eligibility for participation in CAPA
 Modifications (specify) Read Directions/Questions Aloud Grade Exempt (below grade 10)
 Accommodations (specify) Extended time Passed both subtests of the CAHSEE
flexible setting



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

Student _____

Date of Birth _____

IEP Meeting Date 2/16/11

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Auditory memory/ Processing	extended time + Flexible setting on assignments and tests, clarification of content and expectations		
Auditory memory/ Processing	frequent checks		
Reading Comprehension word recognition	Reading of Directions and Questions ALOUD		
Attending SKILLS -	shortened, scaffolded assignments. Non-distracting seating.		

Pajaro Valley Unified School District

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

Enter Date: 8/12/2009

Graduated:

Class Of: 2013

Counselor: Murnby E

SSID:

CrsID	Course Title	Mark	Credit		CrsID	Course Title	Mark	Credit
Pajaro Valley High School Grd 09 12/2009								
8110	English 1 (I)	B-	5.000	Academic GPA:	1.500	Rank 268	out of 349	
3910	Health	F	0.000	Total GPA:	1.500	Rank 287	out of 356	
8340	Integrated Science I (I D+		5.000	CSU GPA:	1.250			
8225	Math 3 (I)	C-	5.000	Cal Grant GPA:	1.500			
4510	N Physical Education 9	C	5.000					
8250	World Civilization (IEP C-		5.000					
Crs Att: 30.000 Cmp: 25.000 Total GPA: 1.667								
Pajaro Valley High School Grd 09 6/2010								
8110	English 1 (I)	F	0.000	CA HSEE ELA	F	3/8/2011		
8340	Integrated Science I (I B		5.000	CAHSEE Math-1-1				
5051	Intro Computers	C-	5.000	CA HSEE Math	F	3/9/2011		
8225	Math 3 (I)	D	5.000					
4510	N Physical Education 9	D-	5.000					
8250	World Civilization (IEP D-		5.000					
Crs Att: 30.000 Cmp: 25.000 Total GPA: 1.333								
Pajaro Valley High School Grd 10 12/2010								
4610	N Adv PE	D	5.000					
6050	P Ceramics	F	0.000					
8120	English 2 (I)	B-	5.000					
8345	Integrated Science 2 (I D		5.000					
8220	Math 2 (I)	D	5.000					
8250	World Civilization (IEP B-		5.000					
Crs Att: 30.000 Cmp: 25.000 Total GPA: 1.500								
Credit Summary -- High School								
Subject Area	Req	Cmp	Def					
A English	40.00	10.00	30.00					
B Math	20.00	15.00	5.00					
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	15.00	5.00					
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	0.00	5.00					
L Economics	5.00	0.00	5.00					
M Electives	45.00	5.00	40.00					
N Algebra	10.00	0.00	10.00					
O Science	10.00	0.00	10.00					
---Total Credits---	220.00	75.00	145.00					

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

Comments:

Polio	9/23/1994	11/28/1994	1/31/1995	3/26/1999
DTB	9/23/1994	11/28/1994	1/31/1995	1/4/1996 3/26/1999
MMR	1/4/1996	3/26/1999		
HEP B	8/26/1994	9/23/1994	3/26/1999	
Varicella				

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

Date: 5/19/2011



California High School Exit Examination

Security Guard
See back for details

Student and Parent Report

School: 0105858 - Pajaro Valley High

District: 69799 - Pajaro Valley Unified

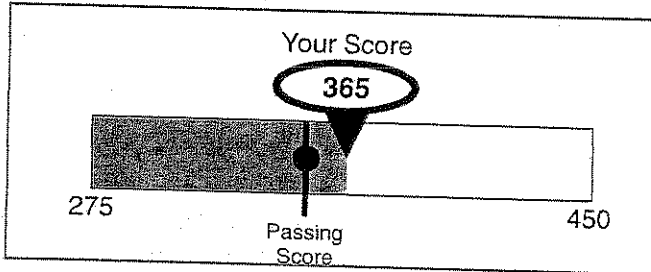
County: 44 - Santa Cruz

English-Language Arts

Test Date: 03/08/2011

Your Total Score	Score Required to Pass	Status
365	350	MODIFIED

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



Strands for English-Language Arts

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

Writing Applications*

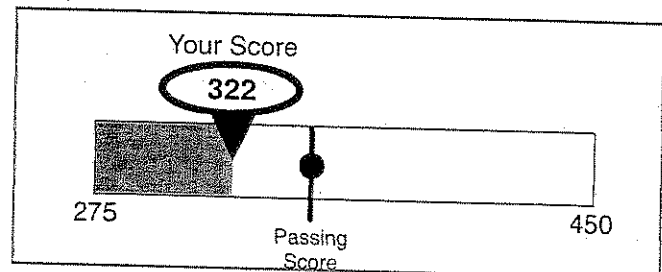
	Your Score
Essay	2.0

Mathematics

Test Date: 03/09/2011

Your Total Score	Score Required to Pass	Status
322	350	MODIFIED

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



Strands for Mathematics

	Number of Questions	Number Correct
Probability & Statistics	13	7
Number Sense	17	8
Algebra & Functions	20	4
Measurement & Geometry	18	4
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.



Board Agenda Backup

Item No: 10.11

Date: May 25, 2011

Item: CAHSEE Passage Waiver
Math (WHS 10-11-46)

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

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

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

Recommendation: Approve

Budget Considerations: None

Funding Source:

Budgeted: Yes: No:

Amount: \$

Prepared By: Dee Teutschel, Program Director Special Services

Superintendent's Signature: Dorm B...

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: 4/19/11

To The Parent/Guardian of: _____

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

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

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

Signature of Principal: *Elaine [Signature]* Date: 5/18/11

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

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

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

Signature of Parent: _____ Date: 5-10-11

FOR SITE USE ONLY

Date Received by Principal: _____

Student Identification Number: _____

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Student's Name:

Student's ID Number:

Pursuant to Education Code 6051, the parent/guardian of _____, _____ 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). *The student's disability is a sensory-motor skills deficit that manifest itself in the imperfect ability to read, write, and spell.*
 - 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): *_____ had the questions read aloud on the ELA portion of the CAHSEE exam, administered by a resource specialist.*
 - c. State the rationale for applying the modification(s) used to achieve an equivalent passing score on the CAHSEE for this student. *Questions read aloud to allows him to put his energy and effort into answering the questions. His disability affects his reading and he becomes frustrated and overwhelmed before he is able to answer the questions.*
 - d. Describe the modification(s) that the student regularly uses in the classroom and on other assessments.
receives assistance with reading materials in his classes. Reading materials are often read aloud or clarified for understanding. _____ uses a calculator in his math courses to allow him to focus on the processes he is learning and not become overwhelmed with the calculations.

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.) Student has completed coursework to attain a Certificate of Completion.*
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: *Elini Leggett*
Principal's Signature

5/18/11
Date

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

Ben Walker
Signature of Student's Special Education Teacher

5/18/11
Date

Ben Walker
Print Name of Student's Special Education Teacher

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

Ruschele Viotti
Signature of Student's Academic Counselor

5/18/11
Date

RUSCHELE VIOTTI
Printed Name of Student's Academic Counselor



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

Student _____

Date of Birth _____

IEP Meeting Date 01/28/11

SUPPLEMENTARY/SPECIALIZED SUPPORT

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

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

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

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

PARTICIPATION IN STATE AND DISTRICT-WIDE STANDARDIZED TESTING AND ASSESSMENT

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

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

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

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

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

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

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

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

Other State or District-Wide Assessment Accommodations/Modifications (specify) flexible seating/setting, small group, test read aloud, calculator

PROMOTION STANDARDS

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

CALIFORNIA HIGH SCHOOL EXIT EXAMINATION (CAHSEE)

No accommodations or modifications Exempt due to eligibility for participation in CAPA
 Modifications (specify) flexible seating, extra time, calculator Grade Exempt (below grade 10)
 Accommodations (specify) test read aloud, calculator 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 01/28/11

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Other: Sensory Motor Skills	Directions Read Aloud, Extra Time: Assignments/Tests (2.0), Preferential Seating, Shortened Assignments, Take Tests in Alternate Setting, <i>tests read aloud, calculator,</i> X _____	District of Service/ Gen. Ed. Teacher, Assistant, RS, Special Class M/M	01/28/2011

ajaro Valley Unified School District

Date: 8/15/2007

uated:

s Of: 2011

School Name/Address

Watsonville High School
250 East Beach St
Watsonville, CA 95076

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

Counselor: Vintti Ruschelo

SSID:

Community &

CrsID	Course Title	Mark	Credit	CrsID	Course Title	Mark	Credit	Testing Information	
Watsonville High School Grd 09 12/2007				Watsonville High School Grd 11 6/2010				CAHSEE_ELA-1-1	
9245	(I) Advisory	A	0.500	9243	Advisory 12th	A	0.500	CA HSEE ELA F 3/8/2011	
8354	(M) Biology	B+	5.000	1065	Beginning English Readi	A-	5.000	CAHSEE_Math-1-1	
8351	(M) English	B+	5.000	8351	English (M)	A-	5.000	CA HSEE Math P 3/9/2011	
8363	(M) Intro Computer	A-	5.000	8362	Integrated Science I (M B		5.000		
8229	Alg Readiness(Acm)	A	5.000	5155	ROP Metal Fabrication	B	5.000		
6050	P Ceramics	D	5.000	8358	US History Modified	A-	5.000		
4510	N PE 9	A	5.000	4620	N Weights/ Fitness PE	B	5.000		
Crs Att: 30.500 Cmp: 30.500 Total GPA: 3.180				Crs Att: 30.500 Cmp: 30.500 Total GPA: 3.508					
Watsonville High School Grd 09 6/2008				Watsonville High School Grd 12 12/2010					
9245	(I) Advisory	A+	0.500	9241	Advisory 10th	A	0.500		
8354	(M) Biology	B+	5.000	9292	Ba Sk/HSEE/ Eng	B	5.000		
8351	(M) English	A	5.000	1065	BER3 /Read 180	B-	5.000		
8355	(M) Health	B	5.000	9294	BS CA Exit Exam /Math	B+	5.000		
8229	Alg Readiness(Acm)	B	5.000	8359	Fed Government (M)	C+	5.000		
6050	P Ceramics	B	5.000	9020	N Student Teacher Assist	A	5.000		
4510	N PE 9	B+	5.000	4620	N Weights/ Fitness PE	C	5.000		
Crs Att: 30.500 Cmp: 30.500 Total GPA: 3.180				Crs Att: 30.500 Cmp: 30.500 Total GPA: 2.852					
Watsonville High School Grd 10 12/2008				Credit Summary - High School					
4610	N Adv PE	A	5.000	Subject Area Req Cmp Def					
2411	P Algebra (10-12)	B	5.000	A English	40.00	35.00	5.00		
8351	English (M)	B	5.000	B Math	20.00	15.00	5.00		
8362	Integrated Science I (M B		5.000	C Biological Science	10.00	10.00			
8365	Tutorial 9-12	B	5.000	D Physical Science	10.00	10.00			
8357	World Civ (M)	A	5.000	E Health	5.00	5.00			
Crs Att: 30.000 Cmp: 30.000 Total GPA: 3.333				F Fine Arts / Foreign L	10.00	10.00			
Watsonville High School Grd 10 6/2009				G Physical Education	20.00	20.00			
4610	N Adv PE	A	5.000	H Applied Arts	10.00	10.00			
2411	P Algebra (10-12)	C	5.000	I World Civilization	10.00	10.00			
8351	English (M)	B+	5.000	J US History	10.00	10.00			
8362	Integrated Science I (M B+		5.000	K Federal Government	5.00	5.00			
8365	Tutorial 9-12	B+	5.000	L Economics	5.00	0.00	5.00		
8357	World Civ (M)	A	5.000	M Electives	45.00	52.50			
Crs Att: 30.000 Cmp: 30.000 Total GPA: 3.167				N Algebra	10.00	10.00			
Watsonville High School Grd 11 12/2009				O Science	10.00	10.00			
9243	Advisory 12th	A-	0.500	---Total Credits--- 220.00 212.50 15.00					
1065	Beginning English Readi	B	5.000	GPA Summary					
8351	English (M)	A-	5.000	Academic GPA: 3.211 Rank 88 out of 457					
8362	Integrated Science I (M A-		5.000	Total GPA: 3.200 Rank 96 out of 457					
5155	ROP Metal Fabrication	C+	5.000						
8358	US History Modified	A-	5.000						
4620	N Weights/ Fitness PE	C+	5.000						
Crs Att: 30.500 Cmp: 30.500 Total GPA: 3.180									

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

ments:

Polio
DTP
MMR
HEP B
Varicella

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

Date: 5/20/2011



See back for details

Student and Parent Report

School: 4437901 - Watsonville High

District: 69799 - Pajaro Valley Unified

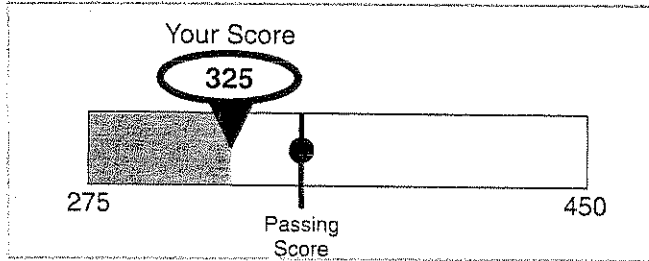
County: 44 - Santa Cruz

English-Language Arts

Test Date: 02/01/2011

Your Total Score	Score Required to Pass	Status
325	350	MODIFIED

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



Strands for English-Language Arts

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

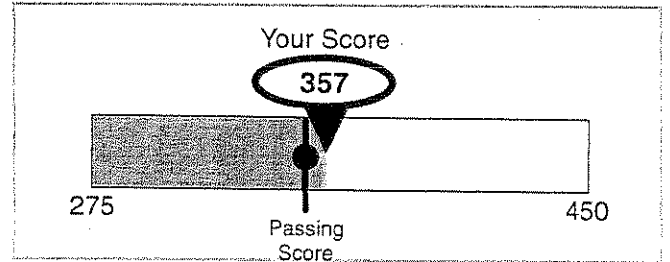
Writing Applications*	Your Score
Essay	1.0

Mathematics

Test Date: 02/02/2011

Your Total Score	Score Required to Pass	Status
357	350	MODIFIED

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



Strands for Mathematics

	Number of Questions	Number Correct
Probability & Statistics	13	7
Number Sense	17	13
Algebra & Functions	20	9
Measurement & Geometry	18	10
Algebra I	12	7

* Each student essay received two scores that range from 1 (lowest) to 4 (highest) or non-scoring (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 may only retake the subject area examination (English-Language Arts and/or Mathematics) that was not passed.



Board Agenda Backup

Item No: 10.12

Date: May 25, 2011

Item: **Watsonville High School Art History Travel Club European Tour 2011**

Overview: Out of country travel for WHS students to study abroad with a focus on European paintings, sculpture and architecture in France and Spain.

I have 5 students who have signed up for our trip to Europe this year. We plan to go to Paris and visit the Louvre, travel to the Loire Valley, Versailles and continue by sleep train to Spain to visit Barcelona and Madrid to visit the Prado Museum. This trip is for 10 days and we plan to depart on June 19th. Through this global learning opportunity students gain cultural sensitivity and an international perspective to apply to their studies. This newfound confidence will stay with them throughout their academic, professional and personal lives.

This request is adhering to the District's out of country travel policies and procedures.

Recommendation: Approve.

Budget Considerations:

Funding Source: N/A

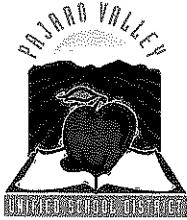
Budgeted: Yes: No:

Amount: \$

Prepared By: Alice Carr, WHS, Teacher

Superintendent's Signature: Dorinda Bal

PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 10.13

Date: May 25, 2011

Item: Disposal of Obsolete and/or Surplus Equipment

Overview: Periodically, the district needs to dispose of old and obsolete equipment. There is an accumulation of old equipment and furniture located at various district locations.

Education Code, Sections 39520 and 39521 allows for disposal of surplus through a variety of methods, including sale to highest bidder in sealed bid, sale at public auction, trade-in against purchase of new item, sale to another public agency or donation to other non-profit organizations and for disposal without advertising if the value of the items is under \$2500. In addition, if the property is of insufficient value to defray the costs of a sale, the property may be disposed via appropriate public disposal.

Equipment and furniture determined to be surplus and no longer acceptable by the district shall be dispose of as needed under the Education Code. At times the district receives donated items. When those items are declared surplus the district cannot sell them for profit.

The Board is requested to authorize the Director of Purchasing to donate, sell or dispose of surplus furniture and equipment, in accordance with Education Code, by the methods determined to be most appropriate for each commodity type and situation, including donation of the surplus computer equipment to a non-profit agency.

Items to be donated to other non-profit organizations or disposed of include all surplus classroom and office furniture, audio visual equipment, old vehicles and vehicle parts, broken and obsolete equipment including computers.

Recommendation: Routine surplus equipment procedures

Budget Considerations: Not applicable

Prepared By: Rich Buse, Director of Purchasing

Chief Business Officer: Brett W. McFadden

Superintendent's Signature: *Donna Bahr*



Board Agenda Backup

Item No: 10.14

Date: May 25, 2011

Item: Request for Allowance of Attendance because of Material Decrease in ADA and State of Emergency Declared

Overview: Education Code Section 41422 provides a district that is prevented from maintaining its schools during a fiscal year for at least 175 days or is required to operate sessions of shorter length than otherwise prescribed by law due to natural disaster, other extraordinary conditions or declared state of emergency. The district shall receive the same apportionment from the State School Fund as it would have received had it not been so prevented from maintaining school for at least 175 full-length days. Facts and affidavits of the members of the governing board of the school district and of the county superintendent of schools are required to be submitted to the Superintendent of Public Instruction for approval.

Rationale: On March 11, 2011, attendance at all district schools was impacted by the local Tsunami threat resulting from the earthquake in Japan. A State of Emergency was declared, allowing the district to request a substitution of estimated days of attendance for actual days of attendance due to the material decrease of attendance.

Recommendation: Approve submittal of documents to the State Department of Education for funding of lost ADA due to emergency conditions for Pajaro Valley Unified School District Schools, Alianza Charter School, Academic Vocational Charter Institute and Watsonville Charter School of the Arts.

PREPARED BY: Helen Bellonzi, Director of Finance

REVIEWED BY: Brett McFadden, Chief Business Officer

SUPERINTENDENT SIGNATURE: *Dorm Bat*

MATERIAL DECREASE

Nature of Emergency (describe): State of Emergency Declared due to local Tsunami damage resulting from the earthquake in Japan.

Name of School: **all schools**

(if request covers all school, write 'all schools' on name line)

School Code from Directory: **44 69799**

We request the substitution of estimated days of attendance for actual days of attendance in accordance with the provisions of EC 46392. Approval of this request will authorize use of the estimated days of attendance in the computation of apportionments for the foregoing school(s) for (dates): **3-11-2011** during which school attendance was materially decreased because of the described emergency.

Estimated attendance for each day: **17040.66** students per day. Estimated daily attendance multiplied by number of days of material decrease, yields **17040.66** days of attendance requested

State method of determining estimated daily attendance (see bulletin):

Management Advisory 90-01 using October 2010 ADA

Actual apportionable attendance for days of material decrease:

<u>Date</u>	<u>Attendance</u>
3-11-2011	7430

MATERIAL DECREASE

Nature of Emergency (describe): State of Emergency Declared due to local Tsunami damage resulting from the earthquake in Japan.

Name of School: **Alianza Charter School**
(if request covers all school, write 'all schools' on name line)

School Code from Directory: **44 69799 6049829**

We request the substitution of estimated days of attendance for actual days of attendance in accordance with the provisions of EC 46392. Approval of this request will authorize use of the estimated days of attendance in the computation of apportionments for the foregoing school(s) for (dates): **3-11-2011** during which school attendance was materially decreased because of the described emergency.

Estimated attendance for each day: **602.19** students per day. Estimated daily attendance multiplied by number of days of material decrease, yields **602.19** days of attendance requested

State method of determining estimated daily attendance (see bulletin):
Management Advisory 90-01 using October 2010 ADA

Actual apportionable attendance for days of material decrease:

<u>Date</u>	<u>Attendance</u>
3-11-2011	194

MATERIAL DECREASE

Nature of Emergency (describe): State of Emergency Declared due to local Tsunami damage resulting from the earthquake in Japan.

Name of School: **Academic Vocational Charter School**
(if request covers all school, write 'all schools' on name line)

School Code from Directory: **44 69799 4430245**

We request the substitution of estimated days of attendance for actual days of attendance in accordance with the provisions of EC 46392. Approval of this request will authorize use of the estimated days of attendance in the computation of apportionments for the foregoing school(s) for (dates): **3-11-2011** during which school attendance was materially decreased because of the described emergency.

Estimated attendance for each day: **52.71** students per day. Estimated daily attendance multiplied by number of days of material decrease, yields **52.71** days of attendance requested

State method of determining estimated daily attendance (see bulletin):
Management Advisory 90-01 using October 2010 ADA

Actual apportionable attendance for days of material decrease:

<u>Date</u>	<u>Attendance</u>
3-11-2011	12

MATERIAL DECREASE

Nature of Emergency (describe): State of Emergency Declared due to local Tsunami damage resulting from the earthquake in Japan.

Name of School: **Watsonville Charter School of the Arts**
(if request covers all school, write 'all schools' on name line)

School Code from Directory: **44 69799 6119077**

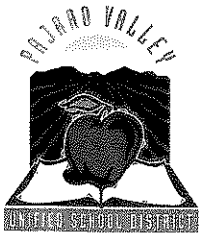
We request the substitution of estimated days of attendance for actual days of attendance in accordance with the provisions of EC 46392. Approval of this request will authorize use of the estimated days of attendance in the computation of apportionments for the foregoing school(s) for (dates): **3-11-2011** during which school attendance was materially decreased because of the described emergency.

Estimated attendance for each day: **263.86** students per day. Estimated daily attendance multiplied by number of days of material decrease, yields **263.86** days of attendance requested

State method of determining estimated daily attendance (see bulletin):
Management Advisory 90-01 using October 2010 ADA

Actual apportionable attendance for days of material decrease:

<u>Date</u>	<u>Attendance</u>
3-11-2011	179



Board Agenda Backup

Item No: 10.15

Date: May 25, 2011

Item: Medi-Cal Administrative Claiming Agreement

Overview: The District participates in the School-Based Medi-Cal Administrative Activities reimbursement process. Claims are processed through a Local Government Agency (LGA) or Local Educational Consortia (LEC). The Santa Cruz County Office of Education has joined the Northern California Medi-Cal Administrative Services Joint Powers Authority, a LEC. In reviewing our contract and services with the County Health Department, an LGA, staff believes the district would be better served by joining the LEC, which works with other districts. The district will pay an administrative fee of 3% of the quarterly paid invoices and a processing fee of 7% of the quarterly paid invoices, not to exceed the actual costs of the services provided. These percentages are significantly lower than those charged by other MAA service providers.

Recommendation: Approve Medi-Cal Administrative Claiming Agreement with Santa Cruz County Office of Education and the Northern California Medi-Cal Administrative Services Joint Powers Authority.

Budget Considerations:

Funding Source: MAA Reimbursements

Budgeted: Yes No

PREPARED BY: Helen Bellonzi, Director of Finance

REVIEWED BY: Brett McFadden, Chief Business Officer

SUPERINTENDENT SIGNATURE: *Dom B...*

MEDI-CAL ADMINISTRATIVE CLAIMING AGREEMENT

This Agreement is made and entered this 1st day of July, 2011, by and between the Pajaro Valley Unified School District (hereinafter referred to as "local educational agency" or "LEA") having an address at 294 Green Valley Road, Watsonville, CA 95076 and the:

- Contra Costa County Superintendent of Schools
- Los Angeles County Superintendent of Schools
- Santa Cruz County Superintendent of Schools
- Stanislaus County Superintendent of Schools,
- Sutter County Superintendent of Schools

(One box must be checked)

and the Northern California Medi-Cal Administrative Services Joint Powers Authority, having an address at 1100 H Street, Modesto, California 95354-2338.

The above-indicated County Superintendent of Schools (hereinafter referred to as the "local educational consortium" or "LEC") is a member of the Northern California Medi-Cal Administrative Services Joint Powers Authority (hereinafter referred to as "NMAA-JPA") which has been formed by the above-referenced County Superintendents of Schools in order to provide Medi-Cal Administrative Activities ("MAA") Claiming services to LEAs who contract with the above-delineated LECs for said services as set forth herein.

1. COMMENCEMENT, DURATION AND TERMINATION OF SERVICES

This Agreement shall be effective for twelve (12) consecutive months commencing July 1, 2011, for preparing MAA claims for LEA on a quarterly basis. The quarters are the three-month periods of January through March, April through June, July through September, and October through December. The first claim shall be submitted for the July through September quarter, 2011.

This Agreement shall automatically renew for additional periods of twelve (12) months each unless one party has provided written notice of cancellation to the other party not less than ninety (90) days prior to the renewal date.

LEA may terminate this agreement, with or without cause, upon ninety (90) days written notice to LEC and NMAA-JPA, provided that LEA agrees to pay LEC and NMAA-JPA all fees for services provided by either LEC or NMAA-JPA through the effective date of termination.

2. FEE SCHEDULE

LEA shall pay the LEC quarterly according to the following fee structure:

- (1) LEA shall pay to LEC, at least quarterly, an Administrative Fee equivalent to 3% of MAA quarterly **paid** invoices paid by the Department of Health Care Services (DHCS) to the LEA. This Administrative Fee includes the DHCS Participation Fee.
- (2) LEA shall pay the LEC either a quarterly Level I fee as delineated herein and Exhibit A attached hereto for services provided by the NMAS-JPA:

- Level I fees of 7% of MAA quarterly invoices **paid** by the Department of Health Care Services to the LEA, not to exceed the actual costs of the NMAS-JPA services provided; or,
- Level II: No fee by NMAS-JPA as outside vendor is used.

(One box must be checked)

LEA's may elect to move from one Level to the other Level of services by providing the LEC and NMAS-JPA with ninety (90) days written notice of said election.

Should the total fees collected by the NMAS-JPA from all LEAs exceed the total costs incurred by the NMAS-JPA to provide the agreed-upon services, those fees in excess of the costs will be refunded to each LEA based on each LEA's pro-rata share of MAA recovered funds as compared to MAA recovered funds for all LEA's receiving services provided by NMAS-JPA at the termination of the NMAS-JPA.

Obligations incurred as a result of this Agreement from services provided by the NMAS-JPA to the LEA remain the responsibility of the LEA whether or not MAA funds are recovered by the LEA due to no fault of the NMAS-JPA or the LEA. LEA will be invoiced for fees when MAA funds are recovered.

As a result of this fee arrangement, the LEA will be entitled to recover fifty percent (50%) of any fees charged by the NMAS-JPA as MAA reimbursable costs. Any deviation from this fee arrangement may render these costs as not recoverable through MAA reimbursement to the LEA.

LEC shall not claim reimbursement for any NMAS-JPA fees that have been claimed by LEAs through fees paid for service.

In the event LEA must repay Medi-Cal for all or part of any claim payment, NMAS-JPA will reimburse LEA for that portion of its fee related to the Medi-Cal repayment. NMAS-JPA will pay LEA within thirty (30) days of notification by LEA.

3. OWNERSHIP OF PROGRAMS AND CONFIDENTIALITY OF REPORTS

All computer hardware supplied by NMAS-JPA, operating system software, application software, programs, documentation, specifications, tapes, instruction manuals and similar material utilized and/or developed solely by NMAS-JPA in connection with its systems and all patents, trade secrets, copyrights, trademarks, and other intellectual property rights are, as between NMAS-JPA and LEA, the sole and exclusive property of NMAS-JPA. LEA agrees to make no unauthorized use of these materials and systems and to preserve these materials and maintain the confidentiality of any and all of these materials in its possession. All such material developed jointly with NMAS-JPA and LEA shall remain the property of LEA.

4. CONFIDENTIALITY OF DATA

The parties agree that, because of the sensitive nature of data and in view of the proprietary nature of medical information, it is essential that all information, data and materials, whether transmitted in hard copy or in electronic media form, be maintained in each party's confidence.

Each party agrees for itself, its employees, agents and independent contractors, that all information and/or data and/or materials received from the other party shall be held in confidence to the extent held by law and each party agrees not to reproduce, disclose, or relinquish any data, information or materials to any party other than an authorized representative of the other party except as required by law.

The parties agree that, because of the unique nature of the data and/or information and/or materials to be transmitted that money damages for breach of the foregoing provision shall be wholly inadequate to fully compensate the aggrieved party and therefore the aggrieved party shall be entitled to full temporary and/or permanent injunctive relief against any breach or threat of breach of the foregoing provisions.

5. INPUT DATA

Accurate, complete, and correct data necessary for NMAS-JPA to perform its services hereunder shall be the sole responsibility of LEA. NMAS-JPA shall not be responsible for any delays or failure to prepare a claim because of incomplete, inaccurate, or incorrect data provided by LEA.

NMAS-JPA shall be responsible for the input of all information given to NMAS-JPA by LEA in a reasonably accurate, complete and correct form provided same is provided to NMAS-JPA by LEA. Any errors, mistakes or liability in connection with the failure of NMAS-JPA to input such data, provided such data has been accurately, completely and correctly transmitted to NMAS-JPA, shall be the sole responsibility of NMAS-JPA and shall be corrected by NMAS-JPA.

6. LIMITATION OF LIABILITY ARISING FROM DEFAULT IN SERVICES

NMAS-JPA and LEC shall not be liable or deemed to be in default for any delays or failure in performance or non-performance or interruption of service under this agreement resulting from any cause beyond the reasonable control of NMAS-JPA or LEC. NMAS-JPA's or LEC's liability, under this agreement, is limited to the amount paid by LEA for the services under this

agreement. NMAS-JPA or LEC shall not be liable for any indirect, consequential, or incidental damages arising out of this agreement.

7. WORKERS' COMPENSATION

For the purpose of workers' compensation coverage, NMAS-JPA shall be the employer and shall bear the responsibility of providing workers' compensation insurance or coverage for any person providing services covered by this Agreement.

8. HOLD HARMLESS AND MUTUAL INDEMNIFICATION

NMAS-JPA, LEC and LEA shall each defend, indemnify, and hold the other parties and their officials, officers, employees, consultants, subcontractors, volunteers, and agents free and harmless from any and all claims, demands, causes of action, costs, expenses, liability, loss, damage or injury, in law or equity, to property or persons, including wrongful death, to the extent arising out or incident to any negligent acts, omissions, or willful misconduct of the indemnifying party or its officials, officers, employees, consultants, subcontractors, volunteers, and agents arising out of or in connection with the performance of this Agreement, including without limitation, the payment of consequential damages and attorneys fees and other related costs and expenses.

9. OPERATING PROCEDURES

NMAS-JPA shall be responsible for the processing of all those claims for services rendered by LEA and its employees or agents, which have been turned over to NMAS-JPA for processing.

A. Services Provided: LEAs choosing to utilize NMAS-JPA services as delineated herein, shall contract with their respective LEC. The NMAS-JPA shall:

- (1) Coordinate, schedule and provide necessary training to representatives of each LEA and LEC.
- (2) Gather and review all MAA time surveys, reviewing survey forms to ensure that they are completed and correct and assist participating local educational consortiums or local educational agencies in obtaining corrections.
- (3) Process time survey results for invoicing.
- (4) Draft grid for operational plan and give direction to local educational agencies for gathering necessary audit materials for each claiming unit for each quarter.
- (5) Upon request, prepare invoices for submittal to the Department of Health Care Services for each participating local educational agency and local educational consortium.
- (6) Provide the "tape match percentage" from data submitted by local educational agencies.
- (7) Assist LECs and LEAs to prepare for Center for Medicaid / Medicare Services and Department of Health Care Services site reviews and audits.

- B. LEA shall:
- (1) Provide NMAS-JPA, on a timely basis, all forms, documentation, and fiscal data in a manner prescribed by NMAS-JPA and as required for the successful preparation and submission of claims.
 - (2) Arrange for LEA staff to attend mandatory training sessions related to time study forms and oversee the completion of time study forms by staff.
 - (3) Provide a contact person who shall serve as coordinator for all LEA activities.
 - (4) Notify NMAS-JPA of any errors and/or omissions in information sent to NMAS-JPA so that NMAS-JPA may process a claim adjustment for submission to Medi-Cal.

10. GENERAL

- A. ENTIRE AGREEMENT - This Agreement constitutes the entire Agreement between the parties pertaining to the subject matter hereof, and supersedes all prior and contemporaneous agreements and understandings of the parties in connection therewith.
- B. SUCCESSORS - This Agreement shall be binding upon and inure to the benefit of the successors, assigns and legal representatives of the respective parties hereto. Each party agrees that there are no third party beneficiaries to this Agreement except to the extent provided herein. Neither party may assign this Agreement in whole or in part, without the prior written consent of the non-assigning party except in connection with the sale of all or substantially all of its assets or outstanding capital stock.
- C. SEVERABILITY - In the event that any term or provision of this Agreement is held to be illegal, invalid or unenforceable under the laws, regulations or ordinances of the federal, state or local government, such term or provision shall be deemed severed from this Agreement and the remaining terms and provisions shall remain unaffected thereby.
- D. NOTICES - Any notice sent pursuant to this Agreement shall be sent by certified mail to the parties at their respective addresses.
- E. STATE LAW - This Agreement shall be governed by and construed in accordance with the laws of California.
- F. ANTI-FRAUD AND ABUSE - Notwithstanding anything to the contrary herein, this Agreement shall be subject to all applicable federal, state and local laws, regulations and directives concerning the Medicare/Medicaid and other medical reimbursement fraud and abuse limitations. To the extent anything contained herein purportedly or actually violates or is challenged as violating any of the above laws, statutes, regulations or interpretations, then the provision in question or this entire Agreement, if necessary, shall be automatically void and of no effect whatsoever.
- G. DESCRIPTIVE HEADINGS - The descriptive headings in this Agreement are for convenience and reference only and in no way affect or alter the intent or effect of this Agreement.

11. WARRANTY LIMITATION

NMAS-JPA makes no representation or warranties expressed or implied, including, but not limited to, the warranties of merchantability and fitness for a particular purpose, arising by operation of law or otherwise, except as expressly stated herein.

12. LEA GOVERNING BOARD AUTHORIZATION

LEA affirms that this Agreement has been approved by the Governing Board of the LEA at its meeting of May 25, 2011 and that the individual signing on behalf of the LEA below is authorized by the Governing Board to execute this Agreement.

IN WITNESS WHEREOF, the parties hereto have set their hands and seals the day and year below written.

LEA:	SCHOOL DISTRICT	LEC:	SANTA CRUZ COUNTY SUPERINTENDENT OF SCHOOLS
By:	_____	By:	_____
Name:	<u>Dorma Baker</u>	Name:	<u>Mary Hart</u>
Title:	<u>Superintendent</u>	Title:	<u>Associate Superintendent</u>
Date:	_____	Date:	_____

By NMAS-JPA

Name: Susan Hamblin

Title: Director

Date: _____



Board Agenda Backup

Item No: 12.1

Date: May 25, 2011

Item: Categorical Program Monitoring (CPM) Presentation

Overview: The California Department of Education implemented and redesigned the monitoring process for the first time this year, which included expanding the use of an online tool known as the California Accountability and Improvement System (CAIS).

Our district was selected for a CPM review of certain categorical programs. The CPM review included an on-site CPM review and the uploading of documents as evidence of compliance into the online system, CAIS.

The on-site review consisted of the district and four schools:

1. Hall District Elementary
2. Ohlone Elementary
3. E.A. Hall Middle School
4. Pajaro Valley High School

Programs reviewed with its own program review instrument:

- Before and After School Program (BASP)
- Career Technical Education (CTE)
- Child Development (CD)
- Compensatory Education (CE)
- English Learners (EL)
- Improving Teacher Quality (TQ)
- Migrant Education (ME)
- Physical Education (PE)
- Uniform Complaint Procedures ((UCP)
- Education Jobs Funds (EJF)
- Fiscal Monitoring ((FM)
- Ste Fiscal Stabilization (SFSF)

Recommendation: For information and discussion only

Budget Considerations: N/A



Budgeted: Yes:

No:

Amount: \$

Prepared By: Ylda Nogueta, Assistant Superintendent

Superintendent's Signature: *Dom Bat*

PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 12.2

Date: May 25, 2011

Item: Report on the 2011-12 Governor's May Budget Revision

Overview: Governor Brown released his 2011-12 May Budget Revision on Monday, May 16. The May Revision is an annual report in the state's budget development and adoption process. The purpose of the revision is to provide necessary updates and/or changes to the governor's January Budget Proposal. The revision reflects updated state revenue and expenditure projections for all major funds year-to-date and into the next fiscal year.

School districts and county offices of education use the May Revision as a benchmark to develop local education agency budgets for the upcoming fiscal year. Shortly after the release of the May Revision, county offices will issue their "common message" and specific fiscal guidance to their school districts.

Staff will provide the board an update on the 2011-12 May Revision and its potential impact on the district's immediate and long term fiscal condition.

Recommendation: For information and discussion only

Budget Considerations: Unknown at this time – pending the State Legislature's adoption 2011-12 State Budget

Funding Source:

Budgeted: Yes: No:

Amount: \$

Prepared By: Brett W. McFadden, CBO and Helen Bellonzi, Director of Finance

Superintendent's Signature:

Dorm Bal

PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 12.3

Date: May 25, 2011

Item: 2009-10 Financial and Performance Audits for the General Obligation Bond

Overview: In 2002, voters in the district approved the Measure J General Obligation (GO) Bond for the specified capital facility projects throughout the district. Measure J authorized the sale of approximately \$59 million in GO bonds on behalf of the district.

State law requires an annual independent financial and performance audit of local education agency GO bonds. The law also requires the establishment of a citizens' oversight committee for each bond approved by voters. The district has maintained a committee split into two sub-committees since the passage of Measure J. One sub-committee is dedicated to the oversight of projects in the north area of the district and the other for the central and south areas. The committee is required to meet no less than once per calendar year.

Attached are the Financial and Performance Audits for the fiscal year ended June 30, 2010 performed by the independent auditing firm of Vavrinek, Trine, Dan and Co., LLP. Both audits were performed according to current public agency accounting standards and requirements stipulated in Measure J. The audits concluded that bond proceeds were expended and accounted for in an appropriate manner with no exceptions noted in either audit. Both audits were sent via email to the oversight committee members earlier this month.

The audits indicate that Measure J related projects and funding are coming to an end. Staff is attempting to close out all remaining projects and perform a final audit by the end of this calendar year. Staff intends to hold a final meeting of the committee sometime in the fall once these actions have been completed.

Recommendation: For information and discussion only

Budget Considerations: N/A

Prepared By: Brett W. McFadden, CBO and Helen Bellonzi, Director of Finance

Superintendent's Signature:

Dorinda Bork

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

**2002 MEASURE J
GENERAL OBLIGATION BOND FUND
FINANCIAL REPORT
JUNE 30, 2010**

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

2002 MEASURE J GENERAL OBLIGATION BOND FUND

TABLE OF CONTENTS

JUNE 30, 2010

Independent Auditor's Report	1
FINANCIAL STATEMENTS	
Bond Fund	
Balance Sheet	2
Statement of Revenues, Expenditures and Changes in Fund Balance	3
Notes to Financial Statements	4



INDEPENDENT AUDITOR'S REPORT

Board of Trustees and
Citizen's Bond Oversight Committee
Pajaro Valley Unified School District
Watsonville, California

We have audited the accompanying financial statements of the 2002 Measure J General Obligation Bond Fund of the Pajaro Valley Unified School District, as of and for the year ended June 30, 2010, as listed in the table of contents. These financial statements are the responsibility of the District's management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

As discussed in Note 1, the financial statements present only the 2002 Measure J General Obligation Bond Fund, and do not purport to, and do not, present fairly the financial position and results of operations of the Pajaro Valley Unified School District in conformity with accounting principles generally accepted in the United States of America.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the 2002 Measure J General Obligation Bond fund of Pajaro Valley Unified School District as of June 30, 2010, and the results of its operations for the year then ended in conformity with accounting principles generally accepted in the United States of America.

Vavrinek, Trine, Day & Co. LLP

Palo Alto, California
December 23, 2010

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

**2002 MEASURE J GENERAL OBLIGATION BOND FUND
BALANCE SHEET
JUNE 30, 2010**

ASSETS

Cash and investments	\$ 2,603,931
Due from other funds	<u>50,096</u>
Total Assets	<u>\$ 2,654,027</u>

LIABILITIES AND FUND BALANCE

LIABILITIES

Accounts payable	\$ 93,196
Due to other funds	<u>57,259</u>
Total Liabilities	<u>150,455</u>

FUND BALANCE

Fund balances	
Undesignated	<u>2,503,572</u>
Total Liabilities and Fund Balance	<u>\$ 2,654,027</u>

The accompanying notes are an integral part of these financial statements.

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

**2002 MEASURE J GENERAL OBLIGATION BOND FUND
STATEMENT OF REVENUES, EXPENDITURES AND CHANGES
IN FUND BALANCE
FOR THE YEAR ENDED JUNE 30, 2010**

REVENUES

Interest income	\$ 29,348
Total Revenues	<u>29,348</u>

EXPENDITURES

Current Expenditures

North Zone - Services and operating expenditures	204,369
South/Central Zone - Services and operating expenditures	<u>2,014,885</u>
Total Operating Expenses	<u>2,219,254</u>

EXCESS OF REVENUES OVER (UNDER) EXPENDITURES	(2,189,906)
FUND BALANCE, BEGINNING OF YEAR	<u>4,693,478</u>
FUND BALANCE, END OF YEAR	<u>\$ 2,503,572</u>

The accompanying notes are an integral part of these financial statements.

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

2002 MEASURE J GENERAL OBLIGATION BOND FUND NOTES TO FINANCIAL STATEMENTS JUNE 30, 2010

NOTE #1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The accounting policies of the Pajaro Valley Unified School District 2002 Measure J General Obligation Bond Fund conform to accounting principles generally accepted in the United States of America as prescribed by the Governmental Accounting Standards Board (GASB) and the American Institute of Certified Public Accountants. The Pajaro Valley Unified School District Bond Fund accounts for financial transactions in accordance with the policies and procedures of the California School Accounting Manual.

Financial Reporting Entity

The financial statements include only the Bond fund of the Pajaro Valley Unified School District. This fund was established to account for the expenditures of general obligation bonds issued under the General Obligation Bonds Election of 2002. The authorized issuance amount of the bonds is \$58,250,000. The first series of bonds in the amount of \$39,995,542 were sold in April 2002. The first series was refinanced in 2005 with the 2005 General Obligation Refunding Bonds. The face value of the 2005 refunding series was \$40,215,000. The second series in the amount of \$18,254,458 was sold in 2005. These financial statements are not intended to present fairly the financial position and results of operations of the Pajaro Valley Unified School District in compliance with accounting principles generally accepted in the United States of America.

Fund Accounting

The operations of the Bond Fund are accounted for in a separate set of self-balancing accounts that comprise its assets, liabilities, fund balance, revenues, and expenditures. Resources are allocated to and accounted for in the fund based upon the purpose for which they are to be spent and the means by which spending activities are controlled.

Basis of Accounting

Basis of accounting refers to when revenues and expenditures or expenses are recognized in the accounts and reported in the financial statements. Basis of accounting relates to the timing of measurement made, regardless of the measurement focus applied.

The financial statements of the Pajaro Valley Unified School District Bond fund are accounted for under the modified accrual basis of accounting. Under the modified accrual basis of accounting, revenues are recognized in the accounting period in which they become both measurable and available to finance expenditures of the current fiscal period. Expenditures are recognized in the accounting period in which the liability is incurred (when goods are received or services rendered), except for unmatured interest on general long-term debt, which is recognized when due.

Fund Balance Reserves and Designations

Reservations of the ending fund balance indicate the portions of fund balance not available for appropriation or amounts legally segregated for a specific future use. Designations of the ending fund balance indicate tentative plans for financial resource utilization in a future period. No amounts were reserved or designated at June 30, 2010.

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

**2002 MEASURE J GENERAL OBLIGATION BOND FUND
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2010**

Property Tax

Secured property taxes attach as an enforceable lien on property as of January 1. Supplemental taxes for repayment of bond proceeds are collected by the County of Santa Cruz from all taxable property within the District and deposited in the Bond Interest and Redemption Fund of the District. Taxes are payable in two installments on November 1 and February 1 and become delinquent on December 10, and April 10, respectively. The County of Santa Cruz bills and collects the taxes for the District. The District recognizes tax revenues when received.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenditures/expenses during the reporting period. Actual results could differ from those estimates.

NOTE #2 -- INVESTMENTS

Investments Authorized Under Debt Agreements - The debt agreement limits investments to the Santa Cruz County Investment Pool. The Limitations as they relate to interest rate risk, credit risk, and concentration of credit risk are indicated in the schedules below:

Authorized Investment Type	Maximum Remaining Maturity	Maximum Percentage of Portfolio	Maximum Investment In One Issuer
County Pooled Investment Funds	N/A	None	None

Investment in County Treasury - The District is considered to be an involuntary participant in an external investment pool as the District is required to deposit all receipts and collections of monies with their County Treasurer (Education Code Section 41001). The fair value of the District's investment in the pool is reported in the accounting financial statements at amounts based upon the District's pro-rata share of the fair value provided by the County Treasurer for the entire portfolio (in relation to the amortized cost of that portfolio). The balance available for withdrawal is based on the accounting records maintained by the County Treasurer, which is recorded on the amortized cost basis.

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

**2002 MEASURE J GENERAL OBLIGATION BOND FUND
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2010**

Interest Rate Risk

Interest rate risk is the risk that changes in market interest rates will adversely affect the fair value of an investment. Generally, the longer the maturity of an investment is, the greater the sensitivity of its fair value to changes in the market interest rates is. The District manages its exposure to interest rate risk by depositing substantially all of its funds in the County Treasury pool. The fair value of the deposits for the Bond Fund with the County Treasurer at June 30, 2010 was \$2,610,389 and the weighted average maturity of the pool was 208 days.

NOTE #3 – ACCOUNTS PAYABLE

Accounts payable at June 30, 2010, consists of the following:

Vendor Payable	<u>\$ 93,196</u>
----------------	------------------

NOTE #4 – LONG-TERM DEBT

Under the modified accrual basis of accounting, liabilities for long-term debt are not reported in the individual funds. However, they are reported as liabilities on the Statement of Net Assets in the Government-Wide financial statements of the Pajaro Valley Unified School District.

General obligation bonds have been issued and are outstanding as follows:

Issue Date	Maturity Date	Interest Rate	Original Issue	Balance at Beginning Of Year	Addition and Interest Accretion	Redeemed	Balance at End Of Year
May, 2005	8/1/2023	3.00-5.31%	\$40,215,000	\$37,395,000	\$ -	\$1,300,000	\$ 36,095,000
May, 2005	8/1/2030	3.00-5.31%	\$18,254,458	21,803,722	406,870	85,000	22,125,592
				<u>\$59,198,722</u>	<u>\$ 406,870</u>	<u>\$1,385,000</u>	<u>\$ 58,220,592</u>

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

**2002 MEASURE J GENERAL OBLIGATION BOND FUND
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2010**

Debt Service Requirements

The general obligation bonds mature through 2030 as follows:

Year Ending June 30,	Principal	Interest	Total
2011	\$ 1,560,000	\$ 1,990,382	\$ 3,550,382
2012	1,755,000	1,912,976.00	3,667,976
2013	1,970,000	1,822,251.00	3,792,251
2014	2,200,000	1,720,626.00	3,920,626
2015	2,445,000	1,607,344	4,052,344
2016-2020	16,630,000	5,754,814.00	22,384,814
2021-2025	17,815,873	8,542,078.00	26,357,951
2026-2030	9,828,414	21,316,586.00	31,145,000
Subtotal	54,204,287	<u>\$ 44,667,057</u>	<u>\$ 98,871,344</u>
Accretion	4,016,305		
Total general obligation bonds	<u>\$ 58,220,592</u>		

NOTE #5 – INTEREST INCOME

The Bond fund earned \$29,348 in interest income for fiscal year ending June 30, 2010.

NOTE #6 – COMMITMENTS AND CONTINGENCIES

As of June 30, 2010, the Bond Fund had the following commitments with respect to unfinished capital projects:

Description	Estimated Completion Date	Amount
E.A. Hall Middle	6/30/2011	\$ 2,226,378
Aptos High	6/30/2011	253,938
Watsonville High	6/30/2011	23,256
		<u>\$ 2,503,572</u>

**PAJARO VALLEY
UNIFIED SCHOOL DISTRICT**

**BOND FUND
PERFORMANCE REPORT**

JUNE 30, 2010



INDEPENDENT ACCOUNTANTS' REPORT ON APPLYING AGREED-UPON PROCEDURES

Board of Trustees and Citizen's Bond Oversight Committee Pajaro Valley Unified School District Watsonville, California

We have performed the agreed-upon procedures listed below, which were agreed to by the management of the Pajaro Valley Unified School District and the Measure J Citizen's Oversight Committee, solely to review at least 25% of the expenditures of the 2002 General Obligation Bond funds for the period of July 01, 2009 through June 30, 2010 for the purpose of verifying if the use of the funds is within the scope of the published materials specifying the intended use of bond funds. We used election documents, District resolutions, the master plan and any revised master plan as guidance for the intended use of the funds. For expenditures in question, we will recommend that the District obtain the opinion of legal counsel and we inform this committee as to the issues. Management is responsible for Pajaro Valley Unified School District's compliance with those requirements. This agreed-upon procedures engagement was performed in accordance with attestation standards established by the American Institute of Certified Public Accountants. The sufficiency of these procedures is solely the responsibility of those specified parties in this report. Consequently, we make no representation regarding the sufficiency of the procedures described below for either the purpose for which this report has been requested or for any other purpose.

Financial Summary

- 1. In November 2000, the voters of the State of California approved Proposition 39 authorizing the issuance of general obligation bonds by California public school districts and community colleges under certain circumstances and subject to certain conditions. In November 2002, a general obligation bond proposition (Measure J) for the Pajaro Valley Unified School District was approved by the voters of that District. Measure J authorized the District to issue up to \$58,250,000 of general obligation funds to finance various capital projects and related costs, as specified in the bond measure provisions.
2. Total expenditures and encumbrances through June 30, 2010, were \$2,219,254.

Table with 4 columns: Expenditures, Prior Periods, 7/1/2009 to 6/30/2010, Total. Rows include Supplies and Materials, Other Operating Expenses, Capital Outlay, COP Debt Service Payment, Total expenditures, Other uses of funds, Transfer To / (From) other funds, Total expenditures and other uses, Contract commitments, June 30, 2010, Total expenditures and commitments.

3. An analysis of revenue and expenditures is as follows for the year ended June 30, 2010:

	Prior Periods	7/1/2009 to 6/30/2010	Total
Net available proceeds for construction	\$ 63,988,828	\$ -	\$ 63,988,828
Interest earned and other revenues	4,648,745	29,348	4,678,093
Total revenues received	<u>\$ 68,637,573</u>	<u>\$ 29,348</u>	68,666,921
Total expenditures and commitments			<u>(68,666,921)</u>
Amount available			<u>\$ -</u>

Agreed Upon Procedures Performed

1. Verify that the expenditure of funds was accounted for separately in the accounting records to allow for accountability.
2. Verify that the net funds from the sale of the General Obligation Bonds were deposited in total into the District's accounts by obtaining settlement statement for the new bond issue and verifying amounts deposited into the building and bond interest and redemption funds.
3. Select 25% of the expenditures and verify that the funds expended complied with the purpose that was specified to the registered voters of the District through election materials, district resolutions, and master plan. See supplemental information for list of expenditures reviewed.
4. Verify that the State and District policies were followed in the awarding of bids and expenditure of the funds.

Results of Procedures

1. The general obligations bond fund expenditures were accounted for separately in the capital outlay - bond fund of the District.
2. There were no new bonds sold during the year.
3. We examined expenditures aggregating \$1,988,528, which is 90% of the total 2002 Measure J Bond expenditures. Our review of the expenditures for the period July 01, 2009, through June 30, 2010, did not reveal any items that were paid from the general obligation bond funds that did not comply with the purpose of the Bonds as approved by the registered voters of the District on November, 2002.
4. Our review of the policies over awarding of contracts revealed no exceptions to the policies of the District or the requirements of the State as they relate to awarding of contracts. Our review of the District policies over disbursement of funds revealed no exceptions to the disbursement policies of the District.

We were not engaged to, and did not conduct an examination, the objective of which would be the expression of an opinion on compliance. Accordingly, we do not express such an opinion. Had we performed additional procedures, other matters might have come to our attention that would have been reported to you.

This report is intended solely for the information and use of the Pajaro Valley Unified School District and the Measure J Fiscal Oversight Committee and is not intended to be and should not be used by anyone other than those specified parties.

Vavrinek, Trine, Day & Co. LLP

Palo Alto, California
December 23, 2010

PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 13.1

Date: May 25, 2011

Item: 2010-11 Third Interim Budget Report

Overview: Pursuant to state law, all school districts must provide periodic fiscal updates and reporting to their county offices of education (COEs), and subsequently, the California Department of Education. The Santa Cruz COE is the fiscal oversight agency for the district. During this fiscal reporting process, districts' fiscal conditions are certified as positive, qualified, or negative. The following is a description of each certification:

- | | |
|-----------|--|
| Positive | The district is projected to meet its minimum fiscal obligations over the three-year fiscal projection (current year plus two) |
| Qualified | The district may not be able to meet its minimum fiscal obligations over the three-year projection (Typically the third year will reflect a possible negative fund balance) |
| Negative | The district will not be able to meet its minimum fiscal obligations over the three-year projection (COEs are authorized to require districts to adopt fiscal stabilization plans by the next fiscal reporting period) |

In March, the district submitted its Second Interim Budget Report with a "qualified" certification. This certification was based on a set of assumptions and guidance issued by the COE and reflecting major fiscal activity by the district from July 1 to January 31 of this fiscal year. Factoring these elements into the district's multi-year projections, a negative fund balance of over \$12 million dollars was projected for the 2012-13 fiscal year.

The COE reviewed the district Second Interim Report and concurred with its findings. Based on the qualified certification, the COE required the district to develop and submit a Third Interim Budget Report that included the following:

- Updated revenue and expenditure projections for the current fiscal year
- Updated cash flow projections for an 18 month period
- Description of major fiscal actions/reductions taken to date to address the district's projected negative fund balance as indicated the multi-year projection (This item was provided to the COE earlier this year).

Attached is the district's Third Interim Budget Report. The report includes updated revenues and expenditure projections for the current year. These projections indicate that the district's estimated general unrestricted ending balance will increase by approximately \$4.3 million over what was estimated at the Second Interim Report. This increase is largely the result of unanticipated increases and/or decreases in various one-time revenues and lower expenditures. Staff will provide the board and public with an itemized list of these variances at the board meeting.

Staff notes that the Third Interim Report does not include multi-year projections for revenues and expenditures. This was not required by the COE. In addition, staff is awaiting directives from the COE on updated out-year fiscal assumptions per the governor's 2011-12 May Budget Revision. Updated multi-year projections will be provided to the board when it takes up the district's 2011-12 June Budget on June 22.

Recommendation: Review and approve the 2010-11 Third Interim Budget Report as submitted and direct staff to provide appropriate information and detail to the Santa Cruz COE as required by law.

Budget Considerations:

Funding Source:

Budgeted: **Yes:** **No:**

Amount: \$

Prepared By: Brett W. McFadden, CBO and Helen Bellonzi, Director of Finance

Superintendent's Signature: *Dorm Bot*

Pajaro Valley Unified School District
 GENERAL FUND SUMMARY
FISCAL YEAR 2010-2011
10/11 3rd Interim

Includes -0.39% Cola with Deficit of
 17.963% on General and 0.00% COLA
 on State Categorical, 10% HW increase,
 Step and Column and ADA Adjust for
 Ceiba College Prep

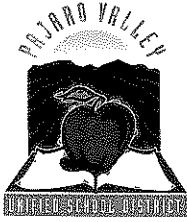
	TOTAL UNRESTRICTED						TOTAL REST			Total
	General Unrestr	Lottery	Transportation	Special Ed	Federal and State Grants/ Entitlements	Restricted Maintenance	Community Day School		General	
		1100	7230/7240	6500/6510		8150	2430			
INCOME										
Revenue Limit	86,533,564	0	0	2,993,140	0	0	190,263	3,183,403	89,716,967	
Federal Sources	16,067			0	26,579,497			26,579,497	26,595,564	
Other State Revenues	17,458,375	2,228,406	2,572,783	12,235,007	13,584,142			28,391,932	48,078,713	
Other Local Revenues	456,873	0	116,334	26	2,131,806			2,248,166	2,705,039	
TOTAL REVENUES	104,464,879	2,228,406	2,689,117	15,228,173	42,295,445	0	190,263	60,402,988	167,096,283	
EXPENDITURES										
Certificated Salaries	42,100,798	574,388	42,675,186	7,398,325	16,003,313		198,857	23,600,495	66,275,681	
Classified Salaries	8,478,243	169,247	8,647,490	3,437,007	7,385,146	1,376,128	65,958	15,150,108	23,797,598	
Employee Benefits	22,881,011	73,345	22,954,356	6,477,746	10,511,149	989,883	98,214	20,438,892	43,393,248	
Books and Supplies	1,121,580	219,993	1,341,573	84,646	6,895,078	537,445	8,457	8,281,646	9,623,219	
Services, Other Operating Expenses	7,459,075	729,006	8,188,081	3,985,608	4,957,579	858,820	23,274	9,551,957	17,740,038	
Capital Outlay	44,937	0	44,937			0		44,937	44,937	
Other Outgo	57,191							57,191	57,191	
Direct Support/Indirect Costs	(2,656,177)		(2,656,177)	676,080	1,161,115	138,452		1,975,647	(680,530)	
Other Uses	310,929		310,929	90,058		0		90,058	400,987	
TOTAL EXPENDITURES	79,797,587	1,765,979	81,563,566	22,059,412	46,913,380	3,900,728	394,760	79,088,803	160,652,369	
INTERFUND TRANSFERS										
Transfers In	545,729		545,729	0	0	0	0	0	545,729	
Transfers Out	(2,478,707)		(2,478,707)	0	0	0	0	0	(2,478,707)	
Other Financing Sources	0		0	0	0	0	0	0	0	
Contributions	(14,064,769)		(14,064,769)	3,131,406	(3,101)	3,900,728	204,497	14,064,769	0	
TOTAL TRANSFERS	(15,997,747)	0	(15,997,747)	3,131,406	(3,101)	3,900,728	204,497	14,064,769	(1,932,976)	
Net Incr(Decr) in Fund Balance	8,669,545	462,427	9,131,972	0	(4,621,036)	0	0	(4,621,036)	4,510,936	
FUND BALANCE										
Beginning Fund Balance	17,599,666	1,217,497	18,817,163	0	9,755,602	(0)	(0)	9,755,602	28,572,765	
Components of Fund Balance:										
Audit Adjustment	791,912		791,912						791,912	
Revolving Cash	55,000		55,000						55,000	
Stores	252,747		252,747						252,747	
3% Required Reserve	4,893,932		4,893,932						4,893,932	
Reserved for COPS Repayment	0		0						0	
Cash w/Fiscal Agent	2,326,496		2,326,496						2,326,496	
Restricted Fund Balance	19,532,948	1,679,924	21,212,872	0	5,134,566	(0)	0	5,134,566	21,212,872	
Unappropriated Fund Balance	27,061,123	1,679,924	28,741,047	0	5,134,566	(0)	(0)	5,134,566	33,875,613	
Ending Fund Balance										

Pajaro Valley Unified School District
 GENERAL FUND SUMMARY
FISCAL YEAR 2010-2011
10/11 3rd Interim

Includes -0.39% Cola with Deficit of 17.963% on General and 0.00% COLA on State Categorical, 10% HW increase, Step and Column and ADA Adjust for Ceiba College Prep

	Charter School	Adult Education	Child Dev	Food Serv	Def Maint	General Oblig Bond	Capitol Fac	State Sch Bldg	Tax Override	Self Ins	Retiree Benefit	Trust Scholarship
	09	11	12	13	14	21	25	35	53	67	71	73
INCOME												
Revenue Limit	7,247,580											
Federal Sources		191,768	6,085,546	5,955,046								
Other State Revenues	1,793,196	28,990	3,252,751	419,666				(244,419)				
Other Local Revenues	22,522	240,209	484,165	720,446	14,792	9,460	494,486	1,346	0	38,550,325	3,254,572	102,564
TOTAL REVENUES	9,063,298	460,967	9,822,462	7,095,158	14,792	9,460	494,486	(243,073)	0	38,550,325	3,254,572	102,564
EXPENDITURES												
Certificated Salaries	4,450,401	1,017,993	2,534,115									
Classified Salaries	661,080	358,006	1,385,058	1,844,457						165,671		
Employee Benefits	2,071,811	666,893	2,231,377	2,062,560						92,963		
Books and Supplies	318,416	84,811	660,175	2,895,535	33,876							
Services, Other Operating Expenses	2,228,591	202,266	2,571,769	31,814	289,059	11,270	425,178			37,611,319	3,260,594	201,000
Capital Outlay		5,430	112,748		74,170	2,351,096	666,485	8,737				
Other Outgo												
Direct Support/Indirect Costs	3,832	71,531	344,375	260,792								
Other Uses	14,323	121,714										
TOTAL EXPENDITURES	9,748,454	2,528,644	9,839,617	7,095,158	397,105	2,362,366	1,091,663	8,737	0	37,869,953	3,260,594	201,000
INTERFUND TRANSFERS												
Transfers In	478,864	2,027,944	0	0								
Transfers Out	0	(28,101)	0	0					(31,045)	(514,683)	0	0
Other Financing Sources	0	0	0	0	0	0	0	0	0	0	0	0
Contributions	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL TRANSFERS	478,864	1,999,843	0	0	0	0	0	0	(31,045)	(514,683)	0	0
Net Incr/(Decr) in Fund Balance	(206,292)	(67,834)	(17,155)	0	(382,313)	(2,352,906)	(597,167)	(251,810)	(31,045)	165,689	(6,022)	(98,436)
FUND BALANCE												
Beginning Fund Balance	2,668,955	1,199,754	168,215	1,075,607	4,116,059	2,591,752	597,167	324,261	31,045	6,759,735	2,611,177	1,883,314
Components of Fund Balance:												
Audit Adjustment	0	0	0	0	(116,969)	(88,181)	0	0	0	(1,511,367)	0	0
Revolving Cash	0	0	0	192,205	0	0	0	0	0	0	0	0
Stores	0	0	0	0	0	0	0	0	0	0	0	0
3% Required Reserve	0	0	0	0	0	0	0	0	0	0	0	0
Reserved for COPS Repayment	0	0	0	0	0	0	0	0	0	0	0	0
Cash w/Fiscal Agent	0	0	0	0	0	0	0	0	0	0	0	0
Restricted Fund Balance	0	0	0	0	0	0	0	0	0	0	1,616,040	0
Unappropriated Fund Balance	2,452,663	1,131,920	151,060	883,402	3,616,777	150,665	0	72,451	(0)	5,414,057	989,115	1,784,878
Ending Fund Balance	2,452,663	1,131,920	151,060	1,075,607	3,616,777	150,665	0	72,451	(0)	5,414,057	2,605,155	1,784,878

PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 13.2

Date: May 25, 2011

Item: School Facility and Fiscal Needs: Strategic Planning for Future Students

Overview: At the Board of Trustees' March 23 meeting, staff updated board members on the district's current and projected school facility needs. The board was informed that the last of the Measure J (2002 voter approved facility bond measure) projects will be completed this summer. After that, the district has no comprehensive long term financing strategy for future infrastructure needs.

The absence of such a strategy leaves the district vulnerable to being ineligible for various state and federal school facilities and technology infrastructure funding. For example, the district was not able to apply for recent Qualified School Construction Bonds provided by the federal government because it did not have "shovel-ready" projects with corresponding bonded financing to match.

The board instructed staff to conduct an analysis and report its findings and recommendations no later than May of this year. This analysis was to include:

- Strategies available to structure financing options that can provide substantial relief to the district's General Fund, thereby freeing up additional resources for instructional programs and operations
- Review of best practices and strategies undertaken by other districts
- Recommendations for board approved next steps to identify long term facility needs and solicit community input into the process
- Seek input from the district's Fiscal and Facilities Advisory Committee

On April 16, members of the Fiscal and Facilities Advisory Committee, along with two board members, conducted site tours of three district schools – Mintie White, EA Hall, and Lakeview. The three schools showcased common infrastructure and maintenance challenges facing the district. The committee will conduct a similar tour of Aptos area sites in the fall.

The district continues to face ongoing facility, technology, energy management, and maintenance challenges. In addition, several school sites, such as Pajaro Valley High School, require completion and/or expansion of existing facilities. The absence of an adequate long range facility master plan and needs analysis could have negative ramifications on the district's ability to provide effective instructional programs and services for future students.

Based on this analysis, staff recommends that the district launch into the next stage of its long-term facility and technology planning analysis. This next phase would encompass the following:

- Updating the district's Facility Master Plan and Needs Analysis: This report is required by state law every five years. The district's current plan was adopted in 2008 but was based on 2006 data. The current report is insufficient to meet the required level of analysis and planning for this endeavor.
- Analyze finance options: There exists a wide array of financing options using bond and/or parcel tax funds. The school bond arena has changed considerably since the district passed Measure J in 2002. Districts are utilizing a wide variety of creative program and facility development options.
- Seek community input: Critical to this overall effort will be community and stakeholder input.

The three elements listed above will require the district to seek outside expertise from qualified firms and individuals. These will likely include bond underwriting, legal counsel, school facility planners, and school finance experts. Contractual agreements with such entities would be subject to board approval.

With approval of this measure, staff will initiate the next phase of the planning process looking at the possibility of the district proposing a bond and/or parcel tax on either the June or November 2012 election ballots. Final authorization of such action(s) will require board approval. Staff anticipates that it will complete its analysis in November 2011 and present the board final recommendations at that time. Staff will provide the board updates on this effort as it progresses.

Recommendation: Approve the development of possible financing options for future infrastructure development and program enhancement throughout the district, and provide the Board of Trustees recommendations on strategies to accomplish this directive.

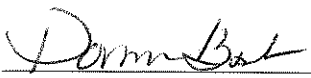
Budget Considerations:

Funding Source:

Budgeted: **Yes:** **No:**

Amount: \$

Prepared By: Rick Mullikin, Director of Maintenance, Operations and Facilities, and
Brett McFadden, CBO

Superintendent's Signature: 

PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 13.3

Date: May 25, 2011

Item: Job Description Revision: Math TOSA, Elementary

Overview: This job description is a modification of the original so as to better meet the duties performed, and to explicitly specify duties per the content area (mathematics) in the elementary setting.

Recommendation: Staff recommends that the Board accept the updated Math TOSA job description.

Budget Considerations:

Funding Source:

Budgeted: Yes: No:

Amount: \$

Prepared By: Dr. Albert J. Roman

Superintendent's Signature:

Dorm Bor

PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 13.4

Date: May 25, 2011

Item: Job Description Revision: Math TOSA, Secondary

Overview: This job description is a modification of the original so as to better meet the duties performed, and to explicitly specify duties per the content area (mathematics) in the secondary setting.

Recommendation: Staff recommends that the Board accept the updated Math TOSA job description.

Budget Considerations:

Funding Source:

Budgeted: Yes: No:

Amount: \$

Prepared By: Dr. Albert J. Roman

Superintendent's Signature: *Worm Bar*