



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.

March 9, 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
 - a. Resolution #10-11-23 Non-Reelection of certain certificated personnel.
 - 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
Litigation
 - 2.6 Pending Litigation
 - 2.7 Anticipated Litigation
 - 2.8 Real Property Negotiations
 - 2.9 16 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 Brecek & Young Financial - Teacher of the Month Award
- *Christal Alderton, Radcliff Elementary School*
- *Jennifer Nathan, MacQuiddy Elementary School*
- 3.4 Brecek & Young Financial – Classified Employee of the Month Award
- *Gracie Perez, Cafeteria Assistant, Amesti Elementary School (February)*
- *Mitch Novak, Communication Technician, Technology Department (March)*

4.0 ACTION ON CLOSED SESSION

5.0 APPROVAL OF THE AGENDA

6.0 APPROVAL OF MINUTES

- a) *Minutes: February 23, 2011*

7.0 HIGH SCHOOL STUDENTS BOARD REPRESENTATIVES REPORT

Board President closes regular Board meeting and opens Public Hearing.

8.0 PUBLIC HEARING: PETITION FOR PAJARO PREPARATORY ACADEMY 10 min.

- 8.1 *Report by Mitch Barlas, Lead Petitioner*
- 8.2 *Public comment*
- 8.3 *Board questions and comments*

Board President closes Public Hearing and resumes Board meeting.

9.0 VISITOR NON-AGENDA ITEMS

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

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

11.0 CONSENT AGENDA

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 Unless some Board Member or member of the audience has a question about a particular item(s) and asks that it be withdrawn from the Consent list, the item(s) will be approved at one time by the Board of Trustees.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

11.1 Purchase Orders February 17 – March 2, 2011.
The PO's will be available in the Superintendent's Office.

11.2 Warrants February 17 – March 2, 2011.
The warrants will be available in the Superintendent's Office.

11.3 Approve Award Bids for Erate Funding Year 2011-12 for District Services.

The administration recommends approval of the Consent Agenda.

12.0 DEFERRED CONSENT ITEMS

13.0 REPORT AND DISCUSSION ITEMS

13.1 Report and discussion on School Facility and Fiscal Needs: Strategic Planning for Future Students.
Report by Brett McFadden, CBO. 10 min.

14.0 REPORT, DISCUSSION AND POSSIBLE ACTION ITEMS

14.1 Report, discussion and possible action to Approve 2010-11 Second Interim Budget Report.
Report by Brett McFadden, CBO. 10 min.

14.2 Report, discussion and possible action to Approve Resolution #10-11-18, School Administrator Week (March 6 – 12).
Report by Dorma Baker, Superintendent. 2 min.

14.3 Report, discussion and possible action to Approve Resolution #10-11-19, Adult Education Week (March 14 - 18).
Report by Dr. Albert Roman, Assistant Superintendent, Human Resources. 5 min.

14.4 Report, discussion and possible action to Approve Resolution #10-11-20, Reduction and/or discontinuation of particular kinds of classified employee services.
Report by Dr. Albert Roman, Assistant Superintendent, Human Resources. 5 min.

- 14.5 Report, discussion and possible action to Approve Resolution #10-11-21, Reduction or Discontinuation of Particular Kinds of Certificated Employee Services
Report by Dr. Albert Roman, Assistant Superintendent, Human Resources. 5 min.
- 14.6 Report, discussion and possible action to Approve Resolution #10-11-22, Reassignment of Certificated Administrators.
Report by Dr. Albert Roman, Assistant Superintendent, Human Resources. 5 min.
- 14.7 Report, discussion and possible action to Approve Non-Reelects.
Report by Dr. Albert Roman, Assistant Superintendent, Human Resources. 5 min.

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
March	▪ 16 ▪ 23	▪ Migrant Head Start Study Session
April	▪ 13 ▪ 27	▪
May	▪ 11 ▪ 25	▪ Approve 3 rd Interim Report
June	▪ 8 ▪ 22	▪ 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
 March 9, 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	
2	Secondary Teachers
Rehires	
	None
Promotions	
	None
New Hires Probationary	
	None
Administrative Appointments	
	None
Transfers	
	None
Extra Pay Assignments	
15	Coaches
Extra Period Assignments	
	None
Leaves of Absence	
1	Counselor
1	District Office Coordinator
1	English Learner Specialist
19	Elementary Teachers
1	FCCH Coordinator
1	Inclusion Specialist
1	RSP
8	Secondary Teacher
1	Teachers Assistant

Retirements	
1	Elementary Teacher
1	Secondary Teacher
Resignations/Terminations	
3	Secondary Teachers
1	Elementary Teacher
Supplemental Service Agreements	
9	Elementary Teachers
1	Secondary Teacher
1	Technology Support
1	PAR Consultant
Miscellaneous Actions	
	None
Separations From Service	
1	Cafeteria Assistant
1	Instructional Assistant I – Special Education
After School Program	
	None
Limited Term – Projects	
8	Behavior Technician
8	Enrichment Specialists
14	Instructional Assistants – General
1	Instructional Assistants II – Special Education
13	Instructional Assistants – Migrant Children Center
1	Library Media Technician
7	Office Assistants II
1	Office Assistant III
1	Testing Specialist
Limited Term – Substitute	
1	Cafeteria Assistant
1	Health Services Assistant
3	Instructional Assistant – Migrant Children Center
1	Instructional Assistant I – Special Education
1	Office Assistant II
2	Office Managers

1	Workers Comp Coordinator
Exempt	
7	Childcare
1	PUPILS
1	Spectra Artist
9	Student Helpers
1	Yard Duty
Provisional	
	None



February 23, 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 6:05 pm at Ann Soldo Multi-purpose Room, 1140 Menasco Drive, Watsonville, CA.

1.2 Public comments on closed session agenda.

None.

2.0 CLOSED SESSION (AND AFTER REGULAR SESSION IF NECESSARY)

2.1 Public Employee Appointment/Employment, Government Code Section 54957

- a. Certificated Employees
- b. Classified Employees

New Hires – Probationary	
1	Instructional Support Clerk
1	Maintenance Specialist
New Substitutes	
None	
New Hires	
2	Secondary Teachers
Rehires	
None	
Promotions	
1	Transportation Supervisor
1	Student Services Specialist
1	Payroll Technician
New Hires Probationary	
None	
Administrative Appointments	
None	
Transfers	
None	

Extra Pay Assignments	
	None
Extra Period Assignments	
	None
Leaves of Absence	
2	<i>Bus Drivers</i>
5	<i>Elementary Teachers</i>
3	<i>Secondary Teachers</i>
Retirements	
2	Elementary Teachers
Resignations/Terminations	
1	Preschool Teacher
1	Elementary Reaching Specialist
Supplemental Service Agreements	
27	Elementary Teachers
2	Secondary Teachers
1	Education Services Teacher
1	PAR Consultant
Miscellaneous Actions	
1	Behavior Technician
1	Instructional Assistant II
Separations From Service	
1	Attendance Specialist
1	Cafeteria Manager III
1	Lead Custodian III
After School Program	
	None
Limited Term – Projects	
2	Administrative Secretary III
1	Attendance Specialist
6	Campus Safety Coordinator
8	Enrichment Specialist
1	Health Services Assistant
12	Instructional Assistant – General Education
1	Library Media Technician
1	Migrant Head Start Family & Community Coordinator

1	Migrant Head Start Program Operation Coordinator
6	Office Assistant II
11	Office Assistant III
1	Office Manager
1	Planning Assistant
1	Testing Specialist
2	Translators
Limited Term – Substitute	
1	Attendance Specialist
1	Accounting Specialist II
1	Cafeteria Services Assistant
1	Community Liaisons I
2	Health Services Assistant
1	Instructional Assistant - Migrant Children Center
1	HR Technician
1	Office Manager
Exempt	
4	Childcare
3	Migrant OWE
5	Pupils
1	Safety Monitor
1	Spectra Artist
7	Student Helpers
7	Workability I
2	Yard Duty
Provisional	
1	HR Specialist

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

- Estate of Daniel Garcia v. Victoria Sorensen and PVUSD
Date of Loss: 11/1/10

- 2.5 Existing Litigation
- 2.6 Pending Litigation
- 2.7 Anticipated Litigation
- 2.8 Real Property Negotiations
- 2.9 10 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 7:20 pm.

3.1 Pledge of Allegiance

Trustee Keegan 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 Tri County Real Estate - Administrator of the Month Award

- Rick Mullikin, Director, Construction, Facilities, Maintenance & Operations

Kim Turley of Tri County Real Estate introduced Rick Mullikin and read the nomination letter that got him selected as the Administrator of the Month. The letter stated that Rick, as a new administrator in the Maintenance and Operations department, had brought the department back to life.

Rick thanked the staff for their work.

3.4 Student Recognition

Administrators, staff, family and friends were present to recognize the following students:

- Lucel Lopez, Academic Vocational Charter Institute*
- Kyle Plaskett, Aptos High School*
- Roxana Valadez, Pajaro Valley High School*
- Sheila Velasquez-Tapia, Renaissance High School*
- Adam Henry, Watsonville, High School*

While students Roxana Valdez and Adam Henry were not present, the administration presented information on why they were selected for this recognition.

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 report with the addition of 8 teachers under leaves of absence. Trustee De Rose seconded the motion. The motion passed unanimously.

b. Classified Employees

Trustee Nichols moved to approve the report with the addition of 2 bus drivers under leaves of absence. Trustee Keegan seconded the motion. The motion passed unanimously.

2.4 Claims for Damages

- Estate of Daniel Garcia v. Victoria Sorensen and PVUSD

Date of Loss: 11/1/10

Trustee Nichols reported that the board unanimously voted to reject the claim for damage and to send rejection notices.

2.9 10 Expulsions

Action on Expulsions

Trustee Nichols moved to approve a full expulsion for 2010-11 and a suspended expulsion for 2011-12 for the following expulsion case:

10-11-053

Trustee Ursino seconded the motion. The motion passed 4/3 (De Serpa, Keegan, Osmundson dissented).

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

10-11-059

Trustee Keegan seconded the motion. The motion passed unanimously.

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

10-11-064

Trustee De Rose seconded the motion. The motion passed unanimously.

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

10-11-065

Trustee De Serpa seconded the motion. The motion passed 6/1 (De Rose dissented).

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

10-11-066

Trustee De Rose seconded the motion. The motion passed unanimously.

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

10-11-071

Trustee Nichols seconded the motion. The motion passed 6/1 (De Rose dissented).

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

10-11-072

Trustee Keegan seconded the motion. The motion passed 6/1 (De Rose dissented).

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

10-11-073

Trustee De Rose seconded the motion. The motion passed unanimously.

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

10-11-074

Trustee De Rose seconded the motion. The motion passed unanimously.

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

10-11-076

Trustee Nichols seconded the motion. The motion passed 4/3 (De Rose, Nichols, Ursino dissented).

5.0 APPROVAL OF THE AGENDA

Trustee Keegan moved to approve the agenda moving item 13.1 after 7.0. Trustee De Rose seconded the motion. The motion passed unanimously.

6.0 APPROVAL OF MINUTES

a) Minutes: February 9, 2011

Trustee Nichols moved to approve the minutes for February 9, 2011. Trustee Keegan seconded the motion. The motion passed unanimously.

b) Minutes: Special Meeting of February 16, 2011

Trustee Nichols moved to approve the minutes for February 16, 2011, with the change that notes that she left the meeting during the discussion on budget. Trustee Keegan seconded the motion. The motion passed 6/0/1 (Nichols abstained).

7.0 HIGH SCHOOL STUDENTS BOARD REPRESENTATIVES REPORT

Sarah Dohel and Claryn Ashworth of Aptos High School, and Elizabeth Jara of Pajaro Valley High School, reported on their school events, activities and sports.

13.0 REPORT, DISCUSSION AND POSSIBLE ACTION ITEMS (TO BE CONTINUED BELOW)

13.1 Report, discussion and possible action to Approve Ceiba College Preparatory Charter Renewal Petition.

Report by Dr. Albert Roman, Assistant Superintendent, Human Resources.

Tom Brown presented information on English Learners at the school. He also commented on how students are recruited.

Trustee Nichols moved to approve the charter renewal petition. Trustee Keegan seconded the motion. The motion passed unanimously.

Public comment:

The following Ceiba students addressed the Board and advocated for the school, commenting on improvements in their academics: Chris Hiura, Khristal Campos, Maria Yerena, Amber Ventura, Andrea Gomez, and Jasmine Jaquez.

Bill Beecher, community member, commented on his impression of the data that was presented.

8.0 VISITOR NON-AGENDA ITEMS

Bill Beecher, community member, commented on teacher benefits and offered ideas on potential savaging for all employees

Robb Mayeda, community member, spoke about the Spaghetti dinner event on March 4 to support the Watsonville – Kawakami sister City Student Exchange Program.

Briton Carr, State Certificated Instructor, commented on the negative effects of cutting transportation and gave safety statistics regarding busing students to school.

Helena Fox, teacher, Adult Education, Spoke about the learning and combining music with learning.

Nancy Bilicich, director, Adult Education, spoke about the WASC visit to the Adult Education School. She also commented on how the school is using creative methods to teach classes.

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

Francisco Rodriguez, PVFT president, commented the revenue extension item, stating that the proposed tax extension is not easy to support. Regarding item on reduction of certificated staff, he noted that currently there is excessive work for many of the certificated staff and there is less preparation time as well.

Briton Carr, CSEA president, stated that tough decision have to be made and CSEA's hope is to be able to work together to find solutions. He read the district's statement to remind the board of the charge of the district towards students.

Terry Eastman, president of PVAM, acknowledged the difficulty of making budget cuts when it does not feel any more could be made. Layoff notices are going to be up for approval and this is not an easy decision process. She inquired about having a list of what will be brought back if voters approve the revenue tax extension; schools need to be prepared for the new school year.

10.0 CONSENT AGENDA

Trustee De Rose moved to approve the consent agenda. Trustee Nichols seconded with the request to defer item 10.3. The motion passed unanimously.

10.1 Purchase Orders February 3 - 16, 2011.
The PO's will be available in the Superintendent's Office.

10.2 Warrants February 3 - 16, 2011.
The warrants will be available in the Superintendent's Office.

10.3 Approve Award of Construction Contract for Watsonville High School's Mello Center Fire Restoration.

This item was deferred.

10.4 Approve Trip for Fifteen Pajaro Valley High School Students to Sienna Italy. Travel dates: June 7, 2011 to June 18, 2011.

11.0 DEFERRED CONSENT ITEMS

10.3 Approve Award of Construction Contract for Watsonville High School's Mello Center Fire Restoration.

After clarifying question regarding the district's deductible, trustee Nichols moved to approve the item. Trustee De Serpa seconded the motion. The motion passed unanimously.

12.0 REPORT AND DISCUSSION ITEMS

12.1 Report and discussion on School Facility and Fiscal Needs: Strategic Planning for Future Students.

Report by Brett McFadden, CBO.

This item was tabled for a future meeting.

13.0 REPORT, DISCUSSION AND POSSIBLE ACTION ITEMS

13.2 Report, discussion and possible action to Approve Resolution #10-11-12, Support Placing a Revenue Extension Measure on the Ballot.

Report by Dorma Baker, Superintendent.

Dorma Baker explained the reason for the resolution and how educational groups and other organizations are recommending this to be adopted by districts to minimize future reductions to education. She noted that the resolution would be sent to our legislative representatives.

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

13.3 Report, discussion and possible action to Approve Resolution #10-11-13, Reduction or Discontinuation of Particular Kinds of Services

Report by Dr. Albert Roman, Assistant Superintendent, Human Resources.

Albert Roman explained that Education Code authorizes the district to issue layoff notices by March 15. He noted that some of the reductions are in the categorically funded programs. He presented Exhibit A,

with certificated positions to be noticed and Exhibit B with certificated administrative positions to be noticed.

Board participated with questions.

Trustee De Rose moved to approve this item. Trustee De Serpa seconded the motion. Trustee Keegan noted that the resolution included only Exhibit A and asked that Exhibit B be also added. The motion amended to include this piece.

The motion passed 5/2 (Nichols, Osmundson dissented).

13.4 Report, discussion and possible action to Approve Resolution #10-11-14, Reduction and/or discontinuation of particular kinds of classified employee services.

Report by Dr. Albert Roman, Assistant Superintendent, Human Resources.

Pam Shanks explained that Education Code authorizes the district to layoff classified employees due to lack of work and/or funds. She presented Exhibit A with the list of positions to be noticed upon ratification by the Board.

Public comment:

Rocio Lopez, Geri Delgado, and Pat Tabula, Human Resources employees, requested that the Board reconsiders the proposed positions and look at options rather than reduce classified staff. The reduction would result in 6 classified staff and 4 administrators in the department.

Elisa Lepine, Workers Comp Coordinator, stated that she was recently transferred to HR and was asked to perform duties from a vacated position. She added that Workers Compensation is a position that brings savings to the district if monitored properly. She noted that additional reductions to support staff in the department would increase the amount of unmanaged workload.

Board participated with comments and questions.

Trustee De Serpa moved to approve this resolution. Trustee Ursino seconded the motion. Trustee Nichols asked that the record show that the positions in Technology on Exhibit A are different from the approved reductions at the meeting of February 16.

The motion passed 6/1/0 (Nichols dissented).

13.5 Report, discussion and possible action to Approve Resolution #10-11-15, determination of certificated tie breaking criteria for 2011/2012.

Report by Dr. Albert Roman, Assistant Superintendent, Human Resources.

Trustee Nichols moved to approve this item. Trustee De Rose seconded the motion.

Albert Roman presented a corrected board back up cover sheet that included a corrected the year from 2010-11 to 2011-12.

Public comment

Bill Beecher, community member, spoke about the criteria that is listed and recommended that it includes merit.

Trustee Nichold moved to approve this item. Trustee De Rose seconded the motion. The motion passed 6/0/1 (De Serpa away from her seat).

Trustee De Rose moved to extend the meeting to 11:00 pm. Trustee Keegan seconded the motion. The motion passed 5/0/2 (Ursino, De Serpa away from her seats).

13.6 Report, discussion and possible action to Approve Resolution #10-11-16, Reassignment of Certificated Administrators.

Report by Dr. Albert Roman, Assistant Superintendent, Human Resources.

Albert Roman explained the process and presented Exhibit A identifying administrators who may be reassigned.

Trustee De Rose moved to approve this item. Trustee Nichols seconded the motion. The motion passed unanimously.

13.7 Report, discussion and possible action to Approve Resolution #10-11-17, determine criteria for deviation from terminating a certificated employee in order of seniority (skipping criteria).

Report by Dr. Albert Roman, Assistant Superintendent, Human Resources.

Albert Roman noted that this is a non-negotiable item, and that it protects certain positions that are vital to the district and which cannot be afforded to be laid off. He noted the change to the back up and the resolution.

Board participated with comments and questions.

Trustee Nichols moved to approve this item. Trustee Keegan seconded the motion.

The Board participated with additional comments.

The motion passed unanimously.

14.0 GOVERNING BOARD AND SUPERINTENDENT COMMENTS/REPORTS

Trustee De Rose commented on the bike race at strawberry festival and that she would like to get district students involved in the race itself or have the potential of having food vendors.

Dorma Baker reported that there was a very effective district-wide articulation meeting with High Schools and feeder schools. Teachers offered great feedback.

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.

15.1 Discuss and approve addition of meeting on March 16 for a Study Session on Migrant Head Start.

Trustee De Rose moved to approve this item. Trustee Nichols seconded the motion. The motion passed unanimously.

		Comment
March	<ul style="list-style-type: none"> ▪ 9 ▪ 16 ▪ 23 	<ul style="list-style-type: none"> ▪ Approve 2nd Interim Report ▪ Migrant Head Start Study Session
April	<ul style="list-style-type: none"> ▪ 13 ▪ 27 	<ul style="list-style-type: none"> ▪
May	<ul style="list-style-type: none"> ▪ 11 ▪ 25 	<ul style="list-style-type: none"> ▪ Approve 3rd Interim Report
June	<ul style="list-style-type: none"> ▪ 8 ▪ 22 	<ul style="list-style-type: none"> ▪ 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 	

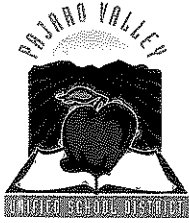
September	<ul style="list-style-type: none"> ▪ 14 ▪ 28 	▪ Unaudited Actuals
October	<ul style="list-style-type: none"> ▪ 12 ▪ 26 	
November	<ul style="list-style-type: none"> ▪ 16 	▪
December	<ul style="list-style-type: none"> ▪ 7 Annual Organization Mtg. 	▪ Approve 1 st Interim Report

16.0 ADJOURNMENT

There being no further business to discuss, the meeting of the Board was adjourned at 10:41 pm.

Dorma Baker, Superintendent

PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 8.0

Date: March 9, 2011

Item: Public Hearing for Pajaro Preparatory Academy

Overview: Pursuant to Education Code 47605. (b), no later than 30 days after receiving a petition, in accordance with subdivision (a), the governing board of the school district shall hold a public hearing on the provisions of the charter, at which time the governing board of the school district shall consider the level of support for the petition by teachers employed by the district, other employees of the district, and parents.

Following review of the petition and the public hearing, the governing board of the school district shall either grant or deny the charter within 60 days of receipt of the petition.

The Board of Trustees of the Pajaro Valley Unified School District will hold the public hearing for the Pajaro Preparatory Academy on March 9, 2011. At a subsequent meeting and prior to 60 days from receipt of the petition, the Board shall either grant or deny the charter petition.

Prepared By: Dr. Albert J. Roman, Assistant Superintendent
Human Resources, Charter Schools and Alternative Ed

Superintendent's Signature: *Dorm B...*

Proposal for

ConnectedSchools'
Pajaro Preparatory Academy
A K-8 college-preparatory public charter school

Respectfully submitted for consideration to the
Pajaro Valley Unified School District Board of Trustees

February 17, 2011



Ann López, Ph.D.
Professor Emeritus,
Director, The Center for
Farmworker Families
Santa Cruz County, California

Frank Lynch, Ed.D.
Retired Superintendent of Schools,
Lompoc, California

Balám O Letona
Attorney
Santa Cruz County, California

Judith Montgomery
Director, Monterey Bay Math
Project, University of California,
Santa Cruz

Matt Weiss
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Table of Contents

EXECUTIVE SUMMARY.....	4
AFFIRMATIONS AND ASSURANCES.....	10
ELEMENT A: EDUCATIONAL PROGRAM.....	14
Mission.....	14
What Makes Pajaro Prep Different.....	15
Targeted School Populations.....	14
Attendance.....	25
What It Means to Be an Educated Person in the 21 st Century.....	36
Description of How Learning Best Occurs.....	40
Instructional Design.....	51
Instructional Approaches and Strategies.....	71
Learning Setting.....	81
Grading Policy.....	82
Promotion Standards.....	83
Strategies to Support Students Not Meeting Pupil Outcomes.....	84
Strategies to Support Targeted Student Groups.....	85
Supporting Special Education Students.....	85
Supporting Limited English Proficient Students.....	92
Supporting Socioeconomically Disadvantaged Students.....	100
Supporting Students Achieving Above Grade Level/Gifted Students.....	100
ELEMENT B: MEASURABLE STUDENT OUTCOMES.....	102
Academic and Organizational Goals.....	102
School Accountability Plan.....	106
ELEMENT C: METHOD BY WHICH PUPIL PROGRESS IN MEETING PUPIL OUTCOMES WILL BE MEASURED.....	109
ELEMENT D: GOVERNANCE STRUCTURE OF THE SCHOOL.....	113
ELEMENT E: QUALIFICATIONS TO BE MET BY THE INDIVIDUALS EMPLOYED BY THE SCHOOL.....	125
ELEMENT F: HEALTH AND SAFETY.....	146
ELEMENT G: RACIAL AND ETHNIC BALANCE.....	150
ELEMENT H: ADMISSIONS REQUIREMENTS.....	154
ELEMENT I: FINANCIAL AUDIT.....	159
ELEMENT J: PUPIL SUSPENSION AND EXPULSION.....	162

ELEMENT K: STAFF RETIREMENT SYSTEM.....	170
ELEMENT L: ATTENDANCE ALTERNATIVES.....	171
ELEMENT M: RIGHTS OF EMPLOYEES.....	172
ELEMENT N: DISPUTE RESOLUTION PROCESS.....	173
ELEMENT O: LABOR RELATIONS.....	175
ELEMENT P: CLOSURE OF CHARTER SCHOOL.....	176
REQUIRED SUPPLEMENTAL INFORMATION.....	179
Financial Plan.....	179
District Impact Statement.....	179

APPENDICES

Executive Summary

Mission

Our school prepares students to achieve at high levels, think deeply and creatively, and have strong social and emotional resources for readiness and engagement in high school, college, and life beyond.

Vision

The Pajaro Preparatory Academy (“Pajaro Prep”) addresses the need for a free, public, college preparatory school that provides a rigorous, high-quality K-8 education for students from the Pajaro Valley. While we seek to target our services to students from farm-working, migrant, and second-language speaking families, our public school is open to all children.

With an uncompromising commitment to upholding the highest academic, creative, social and emotional, technological and behavioral expectations for all children, we propose a school designed specifically to address the learning needs of an underserved and underperforming student population. Through an intensive focus on literacy and the implementation of strategic core connections to academic and support structures, we ensure mastery of essential skills and content knowledge, accelerate student achievement, support student acceptance to top high schools, and lay the foundation for every child to excel in and graduate from college.

The Pajaro Preparatory Academy will open with students in kindergarten and grade one and will grow by one grade level per year to serve students in grades kindergarten through eight.¹ The school will educate students from throughout the Pajaro Valley. Pajaro Prep serves families who desire a rigorous college-preparatory academic program, dual-language instruction, a well-balanced academic and non-academic program, and a highly-structured environment for their children. The academic program is designed to propel all students to mastery of grade-level skills and content, in full alignment with California content standards and a future alignment with the Common Core State Standards. We welcome the heightened accountability and increased autonomy a charter entails, and we drive all programmatic and administrative decisions to advance student achievement dramatically. We provide an extensive, research-based literacy program to meet the needs of all students, including targeted support for English Language Learners and students with special needs. The entire school program provides the systems, organization, discipline, and clear, consistently reinforced expectations needed for all students to focus on academics, maintain high standards of behavior, and develop the core values of respect, responsibility, recognition, perseverance, empathy, excellence, commitment, and flexibility.

Our mission and, therefore, ambitious goals for student achievement drive every decision at Pajaro Prep. We will build, grow, and sustain Pajaro Prep with teachers, families, support staff, leaders, and board members who demonstrate alignment with

¹ With the exception of Year Three, where we will also add two classes of 4th grade students. This will allow us to measure the success of our work by comparing our current students, who will be 4th graders the following year, with newly enrolled 4th graders. It will also allow the school to reach capacity in a more timely fashion, thereby allowing us to again gauge our effectiveness in the community.

our school's core beliefs:

1. All children can and will achieve at the highest levels regardless of background or circumstance when held to high academic and behavioral expectations.
2. All students must master fundamental literacy and numeracy skills and must access, comprehend, analyze, and evaluate rigorous academic content.
3. All students will receive a well-rounded educational experience that includes: social and emotional learning, creative and innovative skills lessons, and technology, media, and information instruction.
4. The use and support of the majority of our student's native language (Spanish) will be valued to create bilingual and biliterate students.
5. All Teachers and staff members will receive relevant and consistent professional development based on individual and group learning needs and backed by adult learning theory. Teacher support and recognition will be ongoing and unwavering.
6. Engagement of parents and our extended school community will be rigorous and will occur throughout each school year.
7. Parents, teachers, school leaders, and board members assume collective and individual responsibility for all students' success.
8. The entire school community will model and continually teach students the core values of respect, responsibility, perseverance, empathy, and excellence.

A college-preparatory curriculum and college-focused school environment will manifest the belief in high expectations for every child. "Hard work and perseverance lead to success" will not just be seen and heard in every classroom and throughout the school building every day; school leaders, teachers, and students will bring that motto to life in their intensive focus on learning and their continuous monitoring of academic progress. A quarterly system of achievement goal setting by individual teachers, grade level teams, and the school principal along with regular assessment and the use of data will serve as the backbone of our accountability system. The use of innovative learning platforms, such as a blended curriculum and the use of instructional technology, along with an extended school day and school year will ensure that students have methods and time necessary to develop the skills, knowledge, and character to be successful in post-secondary education and any subsequent career path they choose.

Climate of Need

All children, regardless of language, nationality, race, or socio-economic status, deserve the opportunity to attain a rigorous, well-rounded, supportive, college-preparatory public education. Many children growing up in low-income communities, such as Watsonville, California, do not have consistent access to such opportunities.

Pajaro Valley Unified School District (PVUSD) is large and established with over 19,500 students in 34 schools. The percentage of students who qualify for Free and Reduced Lunch is 69%; students designated as English Learners is 43%; and the number of federally classified as coming from migrant worker families is 11%.

The socio-economic demographics of this school district are challenging in that they encompass a broad geographic area that includes distinct and different levels of family income. In the northern sections of the district, which encompasses Aptos, the median housing price is at the highest level in Santa Cruz County (\$688,000). In the southern section of the district, the median home price is at the lowest end of the scale for the county (\$189,000). In between, home prices vary but tend to average on the lower end for the county. Consequently the district has children enrolled in schools who come from upper middle class and wealthy families, children from families in poverty, and those in between. The academic, social, and support needs of these vastly different population groups provide a tremendous stretch of focus for the district and its leadership. Because of this broad range, resource allocations and achievement goals are difficult to plan for, implement, and successfully meet. This, along with other factors, has led to overall low student achievement for students coming from families of non-native English speaking families and families from lower socio-economic means.

Based on the 2009 Academic Performance Index (API) base score (689), PVUSD scored in the second lowest percentile (level "D") statewide for a district. Because of a history of low student achievement, the district has been in program improvement for the last three years. During the 2009-10 school year, the district was able to show notable gains for the overall API by growing 24 points to 713. For the subgroups of English Learners and Economically Disadvantaged students there was also solid growth district-wide. This trend is in the right direction, however the facts remain that almost half of the PVUSD K-12 schools did not meet their API growth targets in 2009/10 with 28% staying the same or declining. For the 2010 Adequate Yearly Progress (AYP) only three of the districts 34 reporting schools met the criteria for English Language Arts and math achievement. Twenty of PVUSD's elementary, middle, and high schools are in Program Improvement with 16 schools in Year 5 or greater.² Within the last three categories listed, none of the schools in the northern sections of PVUSD with higher concentrations of students from upper socio-economic levels were included in these low achievement statistics. There continues to be a wide gap in achievement in PVUSD.

Due to relative geographic isolation, within the Pajaro Valley, alternative mainstream education options for parents and families are very limited. There are tuition-based private and parochial schools and currently one independent charter schools. However, within these options openings for new students are very limited.

Statistically, children growing up in households at or below the poverty line face greater risk of academic failure than those in households above the poverty line.³ In Watsonville, per capita income for Latinos, the community's primary residents, is \$13,351. Close to 72% of K-8 public school students in the area qualify for Free or

² California Department of Education <http://dq.cde.ca.gov/dataquest>.

³ Jean LeTendre, "Title I School wide Program: Improving Schools for All Children," *Journal of Education of Students Placed at Risk*, Vol. 1, 1996, p. 109-111.

Reduced Lunch. Pajaro Preparatory Academy agrees with the mission of the Pajaro Valley Unified School District “to educate and support learners in reaching their highest potential,” yet this community’s achievement gap persists along socio-economic, linguistic, and ethnic lines.

Developing strong literacy skills is critical to students’ future academic achievement. According to the National Research Council, “[A]cademic success, as defined by high school graduation, can be predicted with reasonable accuracy by knowing someone’s reading skill at the end of third grade. A person who is not at least a modestly skilled reader by that time is unlikely to graduate from high school.”⁴ Almost 50% of K-8 students in the Pajaro Valley public elementary schools are classified as English Language Learners, and only 16% of third graders in the community are demonstrating proficiency (with 8% scoring advanced) on the English Language Arts California Standards Test.⁵ We propose to provide a public charter school, readily accessible to families in the Pajaro Valley, that meets students’ English language acquisition needs and ensures all students have the fluency, comprehension, and vocabulary necessary for success in high school and college, and which together provide the platform for all future learning.

With over 70% of the population in the Pajaro Valley coming from a Latino/Hispanic background, the language of Spanish is prevalent throughout much of the community. Currently, the majority of schools in the district offer English-only learning programs. Based on feedback from parents and families interested in our new school, an educational option, offering bilingual instruction that supports the use of dual languages in learning where needed and produces bilingual and biliterate students, is desired and much needed.

Current academic achievement levels in Pajaro Valley correlate with the too often predictive statistic of poverty’s impact on learning and reflect the additional learning needs of students whose home language is not English. Given the socio-economic and linguistic profile of the Pajaro Valley and the academic performance levels of local public school options, there is a compelling need for Pajaro Preparatory Academy in this community. Pajaro Preparatory Academy intends to open in August 2011 with 54 kindergarten students and 54 first grade students. Each subsequent year we will enroll a new cohort of 54 kindergarteners, as well as fill in any openings within the established grade levels to maintain our enrollment maximum capacity. At Year 3, in addition to a cohort of 54 kindergarteners, we will also enroll a cohort of 54 4th grade students. This enrollment plan will allow us to measure the progress in meeting our goals in a timely manner and ensure sufficient financial health in our growth model. We will work to ensure the school merits charter renewal and continue expanding to serve grades kindergarten through eight. At full-grade sustained capacity, Pajaro Preparatory Academy anticipates serving 486 students in grades kindergarten through eight.

Capacity

ConnectedSchools a non-profit charter management organization based in Santa Cruz County was recently formed with the mission of re-envision public K-12 education. The

⁴ National Research Council. (1998) <http://www.ed.gov/inits/americanreads/ReadDiff>.

⁵ California Department of Education <http://star.cde.ca.gov/>

Pajaro Preparatory Academy is the first school that the organization will open. ConnectedSchools will be the public school employer for The Pajaro Preparatory Academy. ConnectedSchools was founded, and is governed and operated by a highly-qualified, diverse team of educators, community, civic, and business leaders. The Founding Board holds a shared belief that all students are capable of and deserve the highest quality public education and have a specific commitment to serving students from underachieving and underserved families in the Pajaro Valley. The Board is accountable to ensuring that the school implements a strategic educational program, operates in a fiscally responsible and sustainable manner, and executes effective governance to deliver on its goal of placing every student on a path to college beginning in kindergarten. Comprised of professionals with expertise in areas such as educational leadership, public policy, real estate, management, community organizing, marketing, and law, the board includes four members who are bilingual in Spanish and English, all of whom are Santa Cruz County residents, and four who live or work in Watsonville. Three are parents.

The Founding Board includes:

- Ann Lopez, Ph.D. Professor Emeritus, San Jose State University, Director The Center for Farmworking Families
- Frank Lynch, Retired Superintendent of Schools, Lompoc California
- Judith Montgomery, Director Monterey Bay Math Project
- Balám O. Letona, Attorney Santa Cruz County, California
- Matt Weiss, Field Service Coordinator, HOPE Services Santa Cruz County
- Mitch Barlas, Lead Founder, Principal, bilingual teacher

The school's Lead Founder and proposed principal brings 16 years of experience in public education including; bilingual elementary education, professional development, school leadership, and school district leadership. He has a particular interest in the use instructional technology in helping raise achievement with under-served student, and served as an assistant director of instructional technology for the New York City Department of Education. Most recently the Lead Founder served as a K-6 principal in two northern California school districts, Pajaro Valley Unified and Hayward Unified. The proposed principal also brings experience and ideas in the area of teacher support and accountability through his research work in the area of organizational development in schools and schools systems. He has a proven track record of making outstanding academic gains with students and of leading other teachers to effect similarly dramatic results. The Lead Founder has engaged in an intense study of the nation's highest performing charter schools as well as looking at successful models in use in traditional public schools. He has extensive experience in guiding instruction, curriculum and assessment, operations, finance, and governance. He has served on the Teachers College Columbia University Alumni council for two terms and has been involved in several educational research projects through the university. He was most recently involved in a research project in New York City piloting innovative ways to observe and evaluate teachers for effective teacher growth and high student outcomes.

Community

Parents, residents, business leaders, and the general community in the Pajaro Valley as

well as residents throughout greater Santa Cruz and Northern Monterey County have provided overwhelming support for the proposed Pajaro Preparatory Academy and a desire for the focus on providing children from migrant, farm-working, and second-language speaking families a college preparatory educational program. We have collected petition signatures from parents who are meaningfully interested in enrolling their children in the school, and we have received letters of support from individuals and organizations that have a stake in the success of the children Pajaro Preparatory Academy aims to serve. We have conducted parent and community meetings to solicit input and share information, and we have specific plans for continued outreach as we progress through the school planning and startup phases. Relationships with national state and local organizations have been key to the effort to found Pajaro Prep, including The White House Initiative on Education Excellence for Hispanics, Office of Migrant Education in the California Department of Education, University of California Santa Cruz, Stanford University, Partners in School Innovation, IDEA Public Charter Schools, Downtown College Prep Charter Schools, San Jose California, Salud Para La Gente, The Center for Farm Working Families, Curriki.org, Second Harvest Food Bank, Mid Pen Housing, HOPE Services of Santa Cruz County, United Farm Workers, Couch Distributing, Driscoll's, Dole Fresh Vegetables, Driscoll's, Sun Ridge Farms and Cal Giant Berry. Involvement and collaboration with families and the community will remain a hallmark of Pajaro Preparatory Academy. Through a continuously developing network of relationships with community organizations and individuals, the school will provide a framework for supports eventually providing full "curb-to-curb" services (educational, health, social, and economic) in a comprehensive full day program to students, parents, and families.

Working together with the community at large, we will provide the safe, structured school environment and rigorous and well-rounded academic program our students need to attain academic success and access to opportunity.

School Facilities

The school's start-up team has been actively working with local developers and real estate brokers to identify and assess viable school site options. Working with a commercial real estate broker, we have identified and looked into three viable locations in located within the City of Watsonville that could potentially house our school. of the needs of a school, site improvement costs would be kept to a minimum. The locations under consideration meet state and local building codes and only minor amounts of site and capital improvements would be necessary for an August 2011 school opening. Pajaro Pep school has budgeted for both site and capital building improvement expenses, and the current costs to bring any of the buildings under consideration up to occupancy standards fall within the school's budget. Monthly lease costs currently being discussed also fall within the school budget's proposed facilities lease allocations.

A second facilities option that is also being explored, include a series of buildings on the Santa Cruz County Fairgrounds property. There would be a moderate amount of site improvements necessary at this location, which would be covered in large part by the fairgrounds with some additional capital being supplied by Pajaro Prep. The monthly lease costs at this location would also fall within the school's budgeted facilities allocation. The start-up team is in advanced conversations with the fair's governing

board about the details for the use of this space. Please see **Appendix Z** for more specifics about our facilities search and acquisition.

Commitment

The proposed school supports the mission and goals of the Pajaro Valley Unified School District's 2010-11 strategic goals plan as well as the goals of the Santa Cruz County Office of Education. PVUSD's mission "is to educate and support learners in reaching their highest potential, to prepare students to reach successful futures, and to make positive contributions to the community and global society." Santa Cruz County Office of Education's goals are to "partner for student success, quality results and leadership for positive change."

Both PVUSD's mission and goals as well as the County Office of Education's goals articulated priorities of student achievement, support, making positive contributions, and positive change are directly in line with the mission, vision, educational program, data-driven practices, and accountability plan of Pajaro Preparatory Academy as explained in detail in this application. Our school will provide free, equitable, and open access to a research- and practice-based academic program and hold itself accountable to ensuring all students reach equally ambitious expectations for achievement. Pajaro Preparatory Academy will eliminate the predictive power of demographics in dictating the educational and life prospects of the children we educate.

Affirmations and Assurances

The Pajaro Preparatory Academy hereby certifies that the information submitted in this application for a charter for a California public charter school named "ConnectedSchools' Pajaro Preparatory Academy" is true to the best of our knowledge and belief. We also certify that this school is to be located within the boundaries of the Pajaro Valley Unified School District and this application does not constitute the conversion of a public or private school to the status of a public charter school.

Further, we understand that if awarded a charter:

- Pajaro Preparatory Academy will be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. **Education Code §47605(d)(1)**]
- Pajaro Preparatory Academy will not charge tuition. [Ref. **Education Code §47605(d)(1)**]
- Pajaro Preparatory Academy will not discriminate on the basis of race, ethnicity, national origin, religion, gender, sexual orientation, perceived sexual orientation, home language, or disability. [Ref. **Education Code § 47605(d)(1)**]
- Pajaro Preparatory Academy will meet all statewide standards and conduct the student assessments required, pursuant to **Education Code § 60605** and **60851**, and any other statewide standards authorized in statute or student assessments applicable to students in non-charter public schools. [Ref. **Education Code § 47605(c)(1)**]

- ConnectedSchools' Pajaro Preparatory Academy will be deemed the exclusive public school employer of the employees of Pajaro Preparatory Academy for purposes of the Educational Employment Relations Act. [Ref. **Education Code § 47605 (b)(5)(O)**]
- Pajaro Preparatory Academy will admit all students who wish to attend Pajaro Preparatory Academy and who submit a timely enrollment form, unless Pajaro Preparatory Academy receives a greater number of applications than there are spaces for students, in which case a public random drawing will be held. [Ref. **Education Code §47605(d)(2)(A)-(B)**]
- Pajaro Preparatory Academy will adhere to Section 504 of the Rehabilitation Act of 1974 ("Section 504"), Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Individuals with Disabilities in Education Improvement Act of 2004 ("IDEA").
- Pajaro Preparatory Academy will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to, credentials as necessary. [Ref. **Title 5 California Code of Regulations § 11967.5.1(f)(5)(c)**]
- Pajaro Preparatory Academy will ensure that the school's teachers hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college-preparatory teachers. [Ref. **California Education Code § 47605(l)**]
- Pajaro Preparatory Academy will, for each fiscal year, offer at a minimum the number of minutes of instruction per grade level as required by **Education Code § 47612.5(a)(1)(A)-(D)**.
- If a pupil is expelled or leaves Pajaro Preparatory Academy without graduating or completing the school year for any reason, Pajaro Preparatory Academy will notify the superintendent of the school district of the pupil's last known address within 30 days and will, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. **California Education Code § 47605(d)(3)**] This paragraph applies only to pupils subject to compulsory full-time education pursuant to **Education Code §48200**.
- The school will follow any and all other federal, state, and local laws and regulations that apply to California charter schools, including but not limited to:
 - Pajaro Preparatory Academy will not require any child to attend nor any employee to work at the charter school.
 - Pajaro Preparatory Academy will maintain accurate and

contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.

- Pajaro Preparatory Academy will on a regular basis consult with its parents and teachers regarding its educational programs.
- Pajaro Preparatory Academy will comply with any jurisdictional limitations to locations of its facilities.
- Pajaro Preparatory Academy will comply with all laws establishing the minimum and maximum age for public school enrollment and will not enroll pupils over 19 years of age unless the student has been continuously enrolled in a public school, is not over the age of 22 years, and is making satisfactory progress toward high school diploma requirements.
- Pajaro Preparatory Academy will comply with all applicable portions of the No Child Left Behind Act.
- Pajaro Preparatory Academy will comply with the Brown Act.
- Pajaro Preparatory Academy will comply with the Public Records Act.
- Pajaro Preparatory Academy will comply with the Family Educational Rights and Privacy Act.
- Pajaro Preparatory Academy will meet or exceed the legally required minimum number of school days.
- Pajaro Preparatory Academy will maintain all necessary and appropriate insurance coverage at all times.
- Pajaro Preparatory Academy accepts and understands its obligations to comply with specific sections of the **Education Code §47611 (STRS)** and **§41365** (Revolving Loan Fund).
- Pajaro Preparatory Academy will admit a child who reaches five years of age on or before December 2 of the current school year as the minimum age for kindergarten (**EC 48000[a]**).

Pajaro Preparatory Academy agrees to abide by all laws applicable to charter schools, and these laws may supercede any agreement in this charter petition as the charter school laws may change from time to time.

TERM AND RENEWAL OF CHARTER

In accordance with **California Education Code §47607(a)(1)**, upon approval, this charter petition will be effective as of the date of approval and we petition for a period of

five (5) fiscal years starting with the first fiscal year in which the school operates (beginning July 1, 2011) and ending on June 30, 2016. Pajaro Preparatory Academy may request from the Board of Trustees of Pajaro Valley Unified School District that an amendment be made to the charter at any time prior to expiration. Pajaro Preparatory Academy will submit its renewal petition to the Pajaro Valley Unified School District no earlier than September of the year before the charter is due to expire and no later than January 31 of the year the charter is scheduled to expire.

Signature of Lead Petitioner, Mitch Barlas

Date

A. Educational Program

A description of the educational program of the school including:

1. Targeted school populations
2. Attendance
3. What it means to be an educated person in the 21st century
4. Description of how learning best occurs

Mission

Our school prepares students to achieve at high levels, think deeply and creatively, and have strong social and emotional resources for readiness and engagement in high school, college, and life beyond.

What Makes Pajaro Preparatory Academy Different?

The Pajaro Valley in southern Santa Cruz County is a place of agricultural productivity, beautiful vistas, and a vibrant and diverse population. The residents work hard, care about their community, and want to see the children grow up to live productive and happy lives. While some of the area's residents have access to the educational foundation necessary to build that future, other communities are fighting diligently to ensure that access is available to all. We are privileged to be part of this critical local effort.

In order to eliminate the predictive power of demographics and truly change the educational outcomes for students growing up in low-income and non-native English speaking families in communities like Watsonville and the greater Pajaro Valley, schools must be different. If they continue to operate in the same ways, they will continue to produce the same results. Pajaro Preparatory Academy will do things differently and use a new platform for learning that targets individual student needs.

The key characteristics of Pajaro Prep that distinguish it from other public schools and make it uniquely suited to meet the academic needs of our targeted student population include:

- **College-going culture and college-preparatory curriculum** beginning in kindergarten for some of the Pajaro Valley's most disadvantaged students.
- **Unique bilingual approach focusing on a student's dominant language** at the time of basic literacy instruction, making a transition to English by 2nd grade, and then adding native language instruction back in through select core subject areas for bilingualism and biliteracy at graduation.
- **Intensive focus on literacy** and English language development including over three hours of literacy instruction daily in grades K-2 and more than two hours daily in grades 3-6.

- **Extended school day and school year; a modified academic calendar** providing more time for learning (325 additional instructional hours annually in the elementary grades) and offering a year-round schedule more conducive to the needs of many families living in the Pajaro Valley.
- **A holistic approach to teaching and learning** that includes rigorous academics alongside of social and emotional learning, creativity and innovation skills training, and information, media, and technology instruction.
- **Blended curriculum approach** using traditional textbooks and open source content.
- **Technology infusion** in most areas of teaching and learning.
- **The use of a newly developed theory of Eight Core Connections**, which uses the idea of essential relationships to establish and maintain high levels of student learning and support, especially for the specialized needs of our target population.
- **Unique teacher professional development and support model** to address student learning needs on a continuous basis throughout the academic year, including 26 full days dedicated to professional development annually, 2.5 hours every Wednesday for professional learning communities and teacher planning time, and quarterly peer observation times for each teacher.
- **Unique parent engagement program** that provides a menu of opportunities for parents and families to be involved in the education of their children.
- **Curb-to-curb services for parents and families** with the inclusion of on-site healthy screening and clinics, parent education classes, and food distribution.

Each of these school design features is explained in more detail in this section of the application.

Pajaro Preparatory Academy is committed to doing whatever it takes to ensure all students reach our ambitious expectations for their academic achievement, qualify for admission to college-preparatory high schools, and develop the academic, social, emotional, creative, and technological skills that they will need to succeed in higher education, career, and life beyond.

1. Targeted School Populations

Age, Grade Levels, and Numbers of Students

The ConnectedSchools' Pajaro Preparatory Academy will grow to serve students in

grades kindergarten through eight, expected ages 5-15, from throughout the Pajaro Valley and southern Santa Cruz County, with a particular focus on students residing in Watsonville, California. As mandated in **Education Code § 47605(d)(2)(A)-(B)**, Pajaro Prep will serve all families that submit an application for their children in corresponding grades up to our enrollment capacity. A public random drawing will be held should the number of applications received exceed the number of available spaces. In the school's first year, 2011-12, we plan to enroll 108 students in grades kindergarten and 1st. We will add one grade level per year up through Year 3, where along with a new cohort of kindergarteners we will also add a new cohort of two classes of 4th graders and continue to build up. In Year 7 we will reach capacity which is projected to be 486 students.

Enrollment Plan: Slower Growth Model

Providing a slower growth model, which preserves high academic and behavioral expectations and a continuous college-preparatory culture, is central to the mission of the Pajaro Preparatory Academy. Research indicates that transitions from elementary schools to middle/junior high schools can negatively impact student academic performance.⁶ Conversely, the National Educational Longitudinal Study (NELS) finds students attending K-8 schools are more prepared for class, attend classes more regularly, are less truant, and are more engaged than those making a middle/junior high school transition.⁷ Students in a K-8 school model confront the transition to high school with more ease, because the change occurs during a time when students are less vulnerable in their development and at a point when they have the proven academic ability to move successfully towards high school graduation. Successes of the K-8 model have attracted policy changes in numerous public school systems, including Baltimore, Boston, Cincinnati, Cleveland, Denver, Hartford, Phoenix, and Philadelphia, which have redesigned schools to adopt a K-8 structure. In addition, the trend toward a K-8 model in California charter schools is also increasing with over 15 new K-8 schools scheduled to open this year and next in California. In alignment with the school culture Pajaro Preparatory Academy proposes to establish and uphold the understanding that "a K-8 system perpetuates the feeling of community that elementary schools often foster [and] it encourages elementary schools to become more academic."⁸

The Pajaro Preparatory Academy intends to open in August 2011 with 54 kindergarten students and 54 first grade students. Since kindergarten is typically the first year of formal elementary education, we anticipate being able to recruit a higher number of kindergarten students, some of whom may otherwise have enrolled in parochial or private schools. Following our first year of operations, we will enroll a new cohort of 54 kindergarteners each subsequent year and plan to fill any spaces that may become available due to attrition. This slower growth model allows us to grow strategically by building upon a firmly established culture of academic achievement and fully developing and implementing new curricular models, materials, and instructional programs one grade level at a time. With the adding of a cohort of 4th grade students in Year 3, we will

⁶ Chung, H., Elias, M., & Schneider, K. (1998). "Patterns of individual adjustment changes during middle school transition." *Journal of School Psychology*, 36, 83-101.

⁷ Eccles, J.S., Lord, S., & Midgley, C. (1991). "What are we doing to early adolescents? The impact of educational contexts on early adolescents". *American Journal of Education*, 99, 521-542.

⁸ Tucker, M. & Coddling, J. (1998). *Standards for Our Schools: How To Set Them, Measure Them, and Reach Them*. Jossey-Bass Inc., San Francisco, CA.

be able to expand the school's learning programs and provide additional revenue for the school. Further, with the addition of a cohort of 4th grade students who will not have gone through the ConnectedSchools' model of learning and culture of success, we will be able to compare these students with students who have completed our model and learn from the data. In this way, we will be able to gauge the success of our programs and make any necessary adjustments or changes accordingly. Also, with this additional data, we will work to ensure the school merits charter renewal and continue expanding to serve grades kindergarten through eight. **Figure A.1** illustrates the school's full enrollment plan, and evidences that if re-chartered and at full-grade, sustained capacity, we would serve 486 students in kindergarten through Grade 8.

Figure A.1 Enrollment Plan

	K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	Total Enrollment
YR 1	54	54								108
YR 2	54	54	54							162
YR 3	54	54	54	54	54					270
YR 4	54	54	54	54	54	54				324
YR 5	54	54	54	54	54	54	54			378
YR 6	54	54	54	54	54	54	54	54		432
YR 7	54	54	54	54	54	54	54	54	54	486

Desired Student Populations and Demographics of Targeted School Community

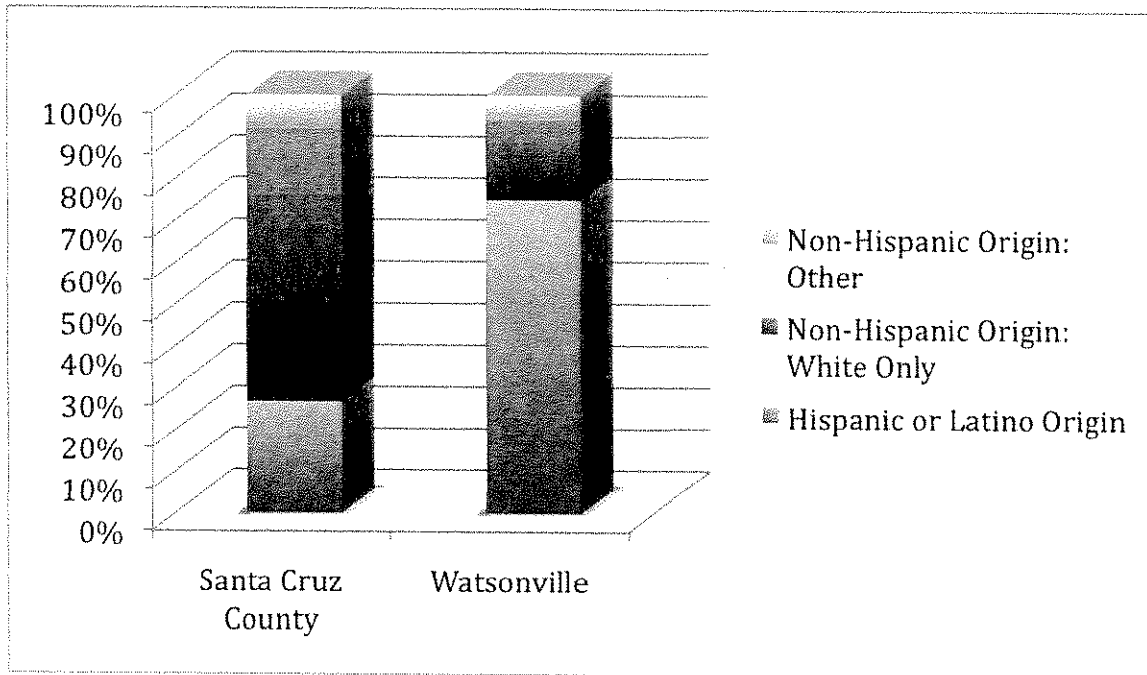
The Pajaro Preparatory Academy aims to serve families who desire a rigorous college-preparatory academic program that is well-rounded and provides a highly-structured environment for their children in the Pajaro Valley. The academic program is designed to propel all students to mastery of grade level skills and content in full alignment with California standards. We provide an extensive, research-based literacy program, in two languages to meet the needs of all students, including targeted support for non-English speaking students and English Language Learners as well as students with special needs. The entire school program provides the systems, school and classroom management, and clear, consistently-reinforced expectations needed for all students to connect with and focus on academics, maintain high standards of behavior, and develop the core values of respect, responsibility, recognition, perseverance, empathy, excellence, flexibility, and commitment.

As outlined by the County of Santa Cruz, the Pajaro Valley encompasses the southern section of Santa Cruz County and includes the City of Watsonville and the areas of Pajaro, Freedom, Corralitos, Amesti, San Andreas, Murphy's, Pinto Lake, East Lake, and downtown Watsonville among other areas. Its boundaries are generally defined as Aptos forming the northern border, Monterey County line defining the southern border, the Pacific Ocean the western side, and U.S. highway 101 the eastern limit.

According to the 2000 U.S. Census, and as presented in Figure A.2, Watsonville's population of 44,265 is of 75% Hispanic or Latino origin, 20% Non-Latino origin White

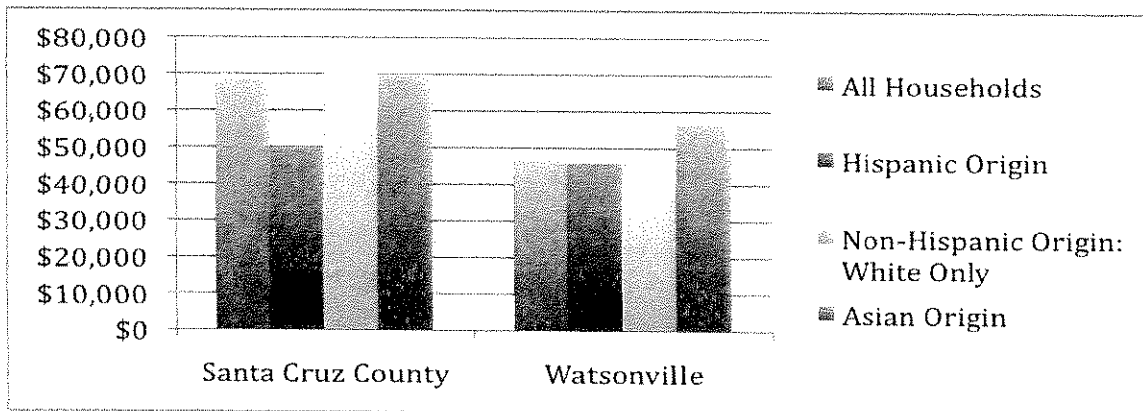
only, and 6% Non-Latino other origin including Asian and African-American.

Figure A.2 Ethnic Composition of Population (2000 U.S. Census)



Many families in Watsonville face significant economic challenges with average per capita income 32% below the County of Santa Cruz average. Further, close to 17% of individuals in the city are living below the federal poverty line. As outlined in **Figure A.3**, per capita income figures indicate further economic disparities across all ethnic lines.

Figure A.3 Median Household Incomes (2000 U.S. Census)

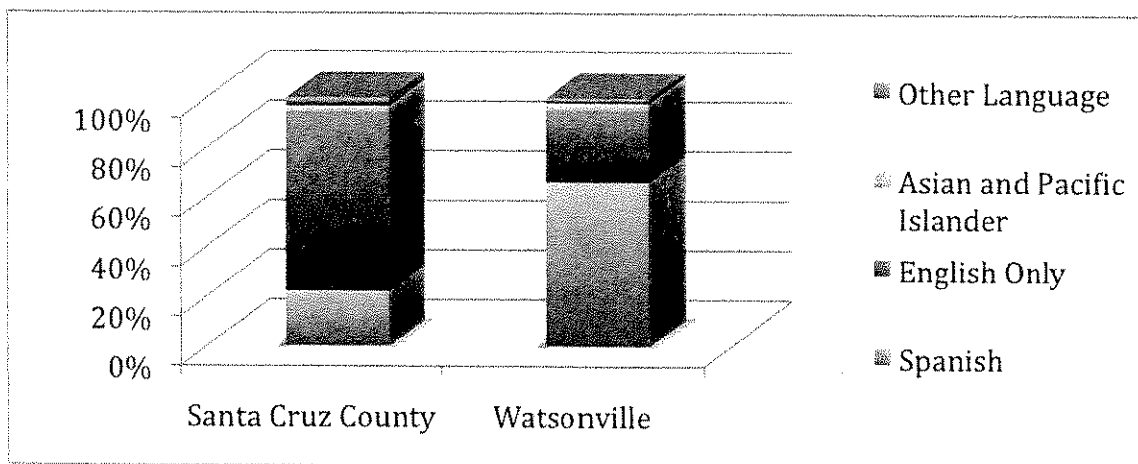


The public school student population in the community is predominantly low-income: An average of 77% of K-8 public school students in the Pajaro Valley Unified School District receive free or reduced price lunch.⁹

⁹ <http://www.cde.ca.gov/ds/sd/cb/dataquest>

As outlined in Figure A.4, 66% of all Watsonville residents identify Spanish as their main home language. This statistic is significant given the vast majority of Latino students in the community, who comprise the largest population of the area's public schools. Furthermore, nearly 16% of Latino Spanish-speaking households in Watsonville are defined as linguistically isolated: all members of those households over the age of 14 speak Spanish primarily and minimal to no English.

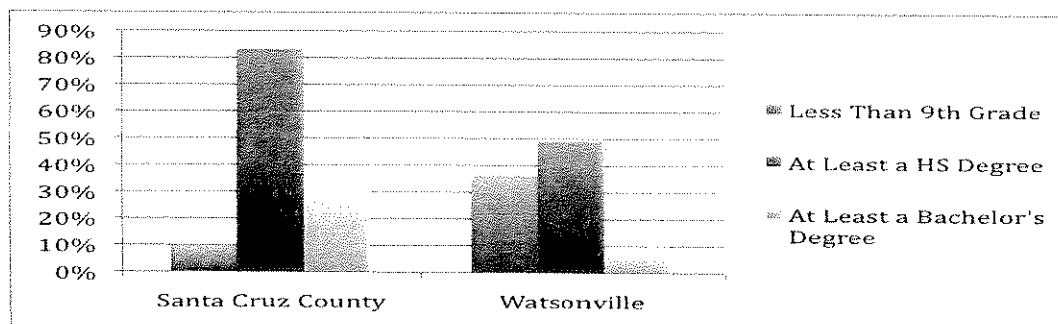
Figure A.4 Primary Language Spoken at Home (2000 U.S. Census)



The Pajaro Valley Unified School District in Watsonville serves 45% English Language Learners (ELL). ELL students are in the process of acquiring and learning English language skills. In addition, 9% of students are migrant students. Migrant students are the children of migrant workers who often relocate from district to district, state to state, and in some cases to Mexico during a given school year, returning again to their "home" district before the end of the academic school year.

There are many direct correlations between student achievement and the educational attainment levels of the community and households. As presented in Figure A.5, 36% of the Watsonville population have less than a 9th grade education and fewer than 10% have a bachelor's degree. One of the primary aims of the Pajaro Preparatory Academy is to provide the high levels of achievement and skill necessary for children to attend college. In many cases, this would result in these students being the first generation in their families to reach this mark and reverse the very low college attendance numbers currently found in the area.

Figure A.5 Educational Attainment Levels (2000 U.S. Census)



Need for the Proposed School

All children, regardless of language, nationality, race, or socio-economic status, deserve the opportunity to attain a rigorous, well-rounded college-preparatory public education. Many children growing up in low-income immigrant communities such as Watsonville, do not have consistent access to such an education. Based on the 2009 Academic Performance Index (API) score (689) PVUSD scored in the second lowest percentile (level "D") statewide for a district. Because of a past history of low student achievement, the district has been in program improvement for the last three years. During the 2009-10 school year, the district was able to show notable gains for the overall API0 by growing 24 points to 713. For the subgroups of English Learners and Economically Disadvantaged students there was also solid growth district wide. This trend is in the right direction, however the facts remain that almost half of the PVUSD K-12 schools did not meet their API growth targets in 2009/10 with 28% staying the same or declining. For the 2010 Adequate Yearly Progress (AYP) only three of the districts 34 reporting schools met the criteria for English Language Arts and Math achievement. Twenty of PVUSD's elementary, middle, and high schools are in Program Improvement with 16 schools in Year 5 or greater.¹⁰ Within the last three categories, none of the schools in the northern sections of PVUSD with higher concentrations of students from upper socio-economic levels were included in these low achievement statistics. Their continues to be a wide gap in achievement in PVUSD.

Figure A.6 details 2009 API scores and 2008 statewide and similar schools ranks for a representative cross-section of elementary and middle schools in the Pajaro Valley.

Figure A.6 Cross-section of School Performance in the Pajaro Valley

Rolling	3-8	588	656	Y	Y	2	3	N	Y 5	87%	50%	14%
Pajaro Valley Unified School District Performance Data ¹¹												
School	Gr.	# of Stud	2009 API Score	Met Growth Target: School wide	Met Growth Target: All Sub groups	2009 State wide Rank	2009 Similar School Rank	Made AYP	Prog. Improv	Students Receiving Free/Redu Lunch	English Lang. Learn.	Migrant Students
Alianza	K-8	623	609	Y	Y	1	1	N	Y 5	83%	72%	14%
Amesti	K-5	609	700	N	N	2	5	N	Y 5	90%	19%	63%
Calabasas	K-6	634	674	Y	Y	1	4	N	Y 5	93%	76%	22%
Freedom	K-5	582	719	Y	Y	2	7	N	Y 5	93%	67%	11%
Hall District	K-6	533	652	Y	Y	1	2	N	Y 5	93 %	74 %	20%
Landmark	K-5	580	643	Y	Y	1	1	N	Y 5	86%	66%	14%
MacQuiddy			658	Y	N	1	3	N	Y 5	90%	74%	15%
Ohlone	K-5	472	672	N	N	1	5	N	Y 5	93%	29%	84%
Starlight	K-5	578	712	Y	Y	2	5	N	Y 5	91 %	69%	13%
Chavez M.S.	5-8	585	688	Y	Y	3	6	N	Y 4	86%	47%	11%
E.A. Hall M.S.	3-8	582	611	Y	Y	1	2	N	Y 5	85%	52%	13%

¹⁰ California Department of Education <http://dq.cde.ca.gov/dataquest>.

Statistically, children growing up in households at or below the poverty line face greater risk of academic failure than those in households above the poverty line.¹² In Watsonville, per capita income for Latinos, the community's primary residents, is \$13,351. Close to 72% of K-8 public school students in the area qualify for Free or Reduced Lunch. Pajaro Preparatory Academy agrees with the Pajaro Valley Unified School District's goal "to educate and support learners in reaching their highest potential," yet this community's achievement gap persists along socio-economic, linguistic, and ethnic lines.

Figures A.7 and A.8 identify the percentages of 2nd – 8th grade students scoring at the proficient or advanced levels in English Language Arts and Math in the PVUSD.

Figure A.7 Percent of Elementary Students Scoring Proficient or Advanced

2 nd – 5 th Grade Students Proficient or Advanced on 2009 California Standards Test ¹³								
School	2 nd ELA	2 nd Math	3 rd ELA	3 rd Math	4 th ELA	4 th Math	5 th ELA	5 th Math
Alianza	10%	33%	11%	26%	28%	43%	18%	31%
Amesti	23%	36%	19%	46%	33%	53%	46%	66%
Calabasas	23%	50%	15%	44%	33%	40%	36%	52%
Freedom	17%	43%	24%	64%	44%	74%	39%	49%
Hall District	18%	46%	17%	49%	25%	63%	40%	49%
Landmark	13%	26%	23%	41%	41%	59%	34%	49%
MacQuiddy	20%	30%	22%	50%	31%	59%	34%	37%
Ohlone	10%	46%	12%	58%	23%	38%	35%	62%
Starlight	25%	57%	13%	45%	49%	61%	46%	68%
PVUSD Average	29%	47%	24%	53%	44%	57%	44%	54%

Figure A.8 Percent of Middle School Students Scoring Proficient or Advanced

Middle School (6-8) Students Proficient or Advanced On 2009 CST ¹⁴						
School	6 th ELA	6 th Math	7 th ELA	7 th Math	8 th ELA	8 th Math
Chavez M.S.	37%	35%	35%	26%	40%	49%
E.A. Hall M.S.	23%	29%	26%	29%	32%	34%
Rolling Hills M.S.	27%	31%	31%	28%	39%	21%
PVUSD Average	44%	42%	45%	38%	47%	27%

¹¹ <http://www.cde.ca.gov/ds/sd/cb/dataquest.asp>

¹² Jean LeTendre, "Title I Schoolwide Program: Improving Schools for All Children," *Journal of Education of Students Placed at Risk*, Vol. 1, 1996, p. 109-111.

¹³ California Department of Education <http://dq.cde.ca.gov/dataquest>.

¹⁴ Ibid

Developing strong literacy skills is critical to students' future academic achievement. According to the National Research Council, "[A]cademic success, as defined by high school graduation, can be predicted with reasonable accuracy by knowing someone's reading skill at the end of third grade. A person who is not at least a modestly skilled reader by that time is unlikely to graduate from high school."¹⁵ Almost 50% of K-8 students in the Pajaro Valley public elementary schools are classified as English Language Learners, and only 16% of third graders in the community are demonstrating proficiency (with 8% scoring advanced) on the English Language Arts California Standards Test.¹⁶ We propose to provide a public charter school, readily accessible to families in the Pajaro Valley, that meets students' English language acquisition needs and ensures all students have the fluency, comprehension, and vocabulary necessary for success in high school and college, and which together provide the platform for all future learning.

Current academic achievement levels in Pajaro Valley correlate with the too often predictive statistic of poverty's impact on learning and reflect the additional learning needs of students whose home language is not English. Given the socio-economic and linguistic profile of the Pajaro Valley and the academic performance levels of local public school options, there is a compelling need for Pajaro Preparatory Academy in this community.

Our proposed school supports the main ideas of the 2010-11 PVUSD goals outline. The six goals include: (1) Engaging and sustaining parent and community involvement, (2) attracting and hiring outstanding professional staff, (3) providing academic challenge for all students, (4) maintaining a balanced budget while maximizing resources available for learning, (5) ensuring safe, healthy, and positive school environments, and (6) providing a "consistent and strategic program to achieve the goal of English acquisition...with a sense of urgency to assure that students have the opportunity to be academically successful." These goals are directly in line with the vision, educational programs, data-driven practices, and accountability plan of ConnectedSchools Pajaro Preparatory Academy as laid out in this application.¹⁷

Our school will provide free, equitable, and open access to a research- and practice-based academic program and hold itself accountable on multiple levels to ensure that all students reach equally high expectations for achievement. The ConnectedSchools Pajaro Preparatory Academy will eliminate the predictive power of demographics in dictating the educational and life prospects of the children that we educate.

Pajaro Preparatory Academy intends to open in August 2011 with 54 kindergarten students and 54 first grade students. Each subsequent year we will enroll a new cohort of 54 kindergarteners. At Year 3, in addition to a cohort of 54 kindergarteners, we will also enroll a cohort of 54 4th grade students. This enrollment plan will allow us to measure the progress in meeting our goals in a timely manner and ensure sufficient financial health in our growth model. We will work to ensure the school merits charter renewal and continue expanding to serve grades kindergarten through eight. At full-

¹⁵ National Research Council. (1998) <http://www.ed.gov/inits/americanreads/ReadDiff>.

¹⁶ California Department of Education <http://star.cde.ca.gov/>

¹⁷ 2010-11 PVUSD Goals. www.pvUSD.net

grade, sustained capacity, Pajaro Preparatory Academy anticipates serving 486 students in grades kindergarten through eight.

Community Support for the Proposed School

Members of the southern Santa Cruz County community and residents from throughout the Pajaro Valley have demonstrated strong support for the proposed Pajaro Preparatory Academy. Groups and individuals have expressed a desire for the college-preparatory educational program, an intense focus on student achievement, a well-balance learning environment, the inclusion of bilingualism and biliteracy in the learning outcomes, the use of technology, and a blended curriculum model, the increased instructional time including twice-daily interventions and the targeted academic support it will provide to every child.

- **Parent petition:** Parents are key to Pajaro Prep's success even before our first academic year begins. Their role begins with expressing their interest and organizing to provide input into the public school option we are proposing and continues with choosing the school for their children and supporting them in meeting the school's expectations. We have collected petition signatures from parents indicating that they are meaningfully interested in enrolling their children at ConnectedSchools Pajaro Preparatory Academy. Other community members have signed our petition as well to indicate their support for Pajaro Prep and their desire for this school to be a part of the community. While we have provided 13 teacher signatures in **Appendix J** to meet the petition requirement of **Education Code section 47605(a)(1)(B)** for the charter application, we have also included 125 original parent signatures in **Appendix K**.
- **Teacher petition:** In order to implement Pajaro Prep's proposed academic program successfully, create a college-going culture, and reach the ambitious goals we have set for student achievement, it will be critical to recruit, identify, hire, develop, and support teachers who are fully aligned with our vision for the school, who are motivated and resilient and have the capacity to execute our model effectively. We have met the charter petition requirement of **Education Code section 47605(a)(1)(B)** with the signatures of nine California credentialed teachers who expressed meaningful interest in teaching at Pajaro Prep.
- **Letters of support and community connections:** Individuals and community organizations have submitted letters of support for ConnectedSchools Pajaro Preparatory Academy and are included in **Appendix I**. To date, we have received letters from the following organizations and individuals:
 - California Department of Housing and Community Development
 - Salud Para La Gente
 - Driscoll's
 - Frank Uribe, Consultant, California Department of Education
 - Rodney Ogawa, Professor of Education, University of California Santa Cruz
 - Second Harvest Food Bank
 - Eva Acosta, Career Counselor Teacher Preparation Program Cabrillo

College

- Partners in School Innovation
- U.S. Congressman Sam Farr
- Linscott Charter School
- Monterey Bay Area Mathematics Project
- Joshua Marks, Instructional Technology Leader, Aptos, California
- Ward Malliarad, Board Member, Mount Madonna School
- California Reading and Literature Project, UC Santa Cruz
- Frank Lynch, Retired Superintendent of Schools, Lompoc, California
- Gilroy Prep Charter School
- D'La Colmena Catering
- Meadows Manner Mobile Home Park, Watsonville, California
- Lupe Macias, M.A. MFC, School Counselor, Watsonville, California
- Norene Bailey, Retired Public Health Nurse, Santa Cruz County

Other individuals and organizations have also communicated their support for the proposed school in meetings with members of the founding board and through concrete efforts to forge relationships with local businesses and organizations on behalf of the school. Thus far, we have met and/or spoken with over one hundred people, including the following individuals and representatives of the following organizations:

- County of Santa Cruz Supervisor, Southern Region Ellen Pirie
- County Treasurer Fred Keeley
- Watsonville Mayor Daniel Dodge
- Assemblyman William Monning
- Assemblyman Luis Alejo
- State Senator Joe Simitian
- Lisa Ramirez, Director of Migrant Education, U.S. Department of Education
- Richard Trigg, Director Region 6 U.S. Department of Labor
- Driscoll's
- Dole Fresh Vegetables
- Naturipe Berry
- The California Strawberry Commission
- Monsanto Fresh Produce
- Cal-Giant Berry
- Monterey Mushrooms
- Granite Construction
- Granite Rock
- El Pueblo Markets
- La Princessa Markets
- United Farm Workers
- Wells Fargo Bank
- NCB Capital
- California State University Monterey Bay
- Teacher for America
- AmeriCorps
- The Panetta Institute
- Center for Employment Training, Watsonville
- Tierra Pacific Charter School
- Union Bank, Watsonville
- Santa Cruz County Bank
- Chase Bank
- Youth Services, Santa Cruz County Counseling Center
- S. Martinelli & Company
- Casa del la Cultura
- Stanford University, School of Education
- UCSC, School of Education
- California Association of Bilingual Educators
- California Department of Education, Office of Migrant Education
- Wilson Brothers Real Estate
- Mid Peninsula Housing
- Freedom Rotary Club
- Pajaro Valley Chamber of Commerce
- National Council on La Raza
- Community Bridges
- Barrios Unidoss
- Brown Berets
- Ecoiogy Action
- Migrant Legal Action
- Youth N.O.W
- TechNet
- Watsonville P.A.L
- St. Patrick's Church
- Pajaro Catholic Church
- Watsonville Community Hospital
- Fidels Restaurant
- Western Service Workers Organization
- Goodwill Industries
- Boys and Girls Clubs of America
- Santa Cruz Community Foundation

- **Parent and community outreach and information sessions:** From the beginning, our local parent community has informed and guided our work. We continue to conduct outreach and host information sessions to engage parents and community members in the founding process, and we have a plan for continued outreach and communications as we progress through school planning and start-up phases. We have participated in parent meetings and distributed information at: La Manzana Center, Saint Patrick's Church, Our Lady of Assumption Catholic Church, Goodwill Industries, Watsonville, El Pueblo Market, Watsonville, Buena Vista Migrant Housing, San Andreas Housing, Murphy's Housing, Villa del Mar Housing, La Princesa Market, Kmart, WIC Santa Cruz County, the Employment Development Center of Watsonville, the Consulate of Mexico in San Jose, and various laundromat facilities throughout Watsonville. Thus far we have hosted information sessions at: La Manzana Center, San Andreas Housing, and Mi Pueblo Market. We include Sample Parent and Community Outreach Fliers in **Appendix M**.

The purpose of these sessions and other outreach efforts is to connect with local parents and families to discuss their needs and wishes and to get their input into the overall school design for the Pajaro Preparatory Academy. They provide opportunities for conversations about numerous elements of the school, including the teaching and learning program, academic support structures, second language acquisition and native language support, family cultural traditions, parent involvement, parent education, student recruitment efforts, extended day programming, support services for families (i.e., medical, dental, and social services), school safety, and school culture. The findings from these sessions have been extremely important to the vision of the creation of the school and are shared with the Founding Board to inform discussions about the school design.

Strong communication, engagement and substantive collaboration with families and the community will remain a hallmark of ConnectedSchools Pajaro Preparatory Academy. Working together, we will provide the academically rigorous, well-rounded, supportive, inspiring, and safe and structured school environment that our students need to attain academic success and access to opportunity.

PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 11.3

Date: March 9, 2011

Item: Award Bids for Erate Funding Year 2011/12 for District Services.

Overview: The Technology Services Department along with the assistance of the Purchasing Services Department completed a competitive bid process on January 27, 2011 for the purchase of the following equipment and services. All contracts are contingent upon receiving full Erate 80% to 90% discount funding from the Schools and Libraries Division (SLD), a US Federal agency.

Erate is the commonly used name for the Schools and Libraries Program of the Universal Service Fund, which is administered by the Universal Service Administrative Company (USAC) under the direction of the Federal Communications Commission (FCC). The program provides discounts to assist schools and libraries in the United States (and U.S. territories) to obtain affordable telecommunications and Internet access. It is one of the support programs funded through a Universal Service fee charged to companies that provide interstate and/or international telecommunications services.

The Schools and Libraries Program supports connectivity - the conduit or pipeline for communications using telecommunications services and/or the Internet. Funding is provided under two priority categories of service:

- Priority One: Telecommunications services (telephone services and data line services)
- Priority Two: Internet access, internal connections (networking equipment, servers, cabling), and basic maintenance of internal connections.

The level of discounts available depend on the ratio of free and reduced lunches at the school site or district and range from 20% to 90% of the costs of eligible services. Eligible school districts and libraries may apply for Erate discounts on an annual timeline.

Over the past ten years, PVUSD has qualified for over \$18 million in Erate discount funding which has brought data networks and phone systems to the schools as well as extensive discounts on telephone and Internet connectivity invoices. The Erate process is very labor intensive and requires extensive knowledge about the Erate systems and procedures, in addition to extensive work on creating formal Requests for Proposals

(RFPs) and evaluating bid responses. Some of the below projects are services that the district could not function without and receive 80% discounts when applied through the Erate system and other items are projects that will also greatly benefit multiple schools in the district while receiving a 90% discount.

The final date to file the district's request for funding with the USAC is March 24, 2011. All Erate applications should be in a week prior to this filing date to avoid issues with the USAC site being over taxed and non-responsive.

Site Specific Services

Ohlone and Pajaro Middle Classroom Network Connectivity.....
2011/01

District Wide Services

Network and Telecommunications
Maintenance.....2011/02
Cellular Phone Service and Cellular Data Plan.....
..... 2011/03
High Speed Data Lines for Wide Area Network.....
..... 2011/04
Cisco & TrippLite Equipment Support/Advance Replacement....
2011/05

Due to recent changes in Erate qualifying products, we will be providing a blue sheet for the final bid numbers of one of the five Erate projects. Further details of this are included in the Erate Project Detail Backup.

Recommendation

The Administration recommends the Board award contracts as listed in the project description in accordance with all terms and conditions of the bid documents.

Funding Source: Erate Infrastructure and Utilities

Budgeted: Yes No

Budget

Consideration:

District Infrastructure: \$ 122,395.30*

Utilities: \$ 89,192.46*

Amount: _____ **Total:** \$ 211,587.76*

Prepared By: Tim Landeck, Director of Technology Services
Rich Buse, Director of Purchasing
Brett McFadden, CBO

Superintendent's Signature: Darrell Burt

Erate Projects and Bid Detail Backup

Erate Funding Year 2011/12

Site Specific Services

2011/01 Ohlone and Pajaro Middle School Classroom Network Connectivity– There are two (2) parts to this project which shall affect Ohlone and PMS in 2011/12 and Aptos schools in the future:

Part 1) Ohlone and Pajaro Middle School qualify for 90% Erate discounts but none of the Aptos schools qualify due to Erate regulations. However, Erate permits the removal and repurpose of Erate-funded products after three years. These items can be installed in other schools, such as the Aptos area schools. All network hardware (router, switches, and wireless access points) will be removed from PMS and Ohlone and new network hardware will be installed in its place. The removed hardware will later be installed into the Aptos schools to help bring their networks in line with that of the other (Erate funded) schools within the District. Because of a similar school board approved Erate application last year, this “swapping of equipment to assist the Aptos area schools” has already begun this year with the network equipment from Rolling Hills, Cesar Chavez and Freedom scheduled to be repurposed to the Aptos area schools in the near future.

Part 2) The Ohlone and PMS buildings were originally designed with very few data (network) ports in each classroom. The second part of this project will add data ports to every classroom and lab to enhance connectivity for student computers at that site. This project will also improve the wireless connectivity at the school site. PMS will receive cabling and network infrastructure for two new computer labs and classrooms and Ohlone’s computer Lab and classrooms will receive additional cabling.

District-Wide Services

2011/02 Network and Telecommunications Maintenance - Maintenance service agreement for district-wide Erate eligible products, such as servers, routers, switches, wireless access points, and data/voice network cabling. The maintenance agreement is the continued service coverage of eligible network equipment warranties to cover break/fix for all Erate eligible equipment at school sites and the district office. This includes maintenance for all eligible components of the district’s voice over IP (VoIP) phone system at 28 sites. This is a “use it as you need it” (UIAYNIT) program so the total annual amount will vary from year to year, but will not exceed the total bid amount. This is a five (5) year contract with the option to cancel with a 30 written day notice.

2011/03 Cellular Phone Service and Cellular Data Plan – Provide Cellular Telephone service for cell phones. This is a five (5) year contract with option to cancel with a 30 day written notice.

2011/04 High Speed Data Lines for Wide Area Network – Continue service for the wide area network (WAN) that connects all schools and the district office together and to the Internet. This is a five-year (5)contract with option to terminate on an annual basis with a 30 day written notice.

2011/05 Cisco & TrippLite Equipment Support/Advance Replacement – This project has three components:

- 1) CiscoBase is the new way to acquire Erate eligible warranty coverage for critical network components (routers, switches, wireless access points, firewall, etc.). CiscoBase covers Cisco technical support for the Cisco networking equipment. CiscoBase does not provide for the replacement cost of equipment when it fails.
- 2) The new Erate requirement to qualify for failed equipment replacement is to identify all the network equipment that *might* fail over the contract period and submit a list of these items along with the cost for replacement. When an item fails that is on this list, then USAC will pay for the replacement of these items less the district’s 10% responsibility (90% discount). Replacement of these items is within a 10-day timeframe. This is a “use it as you need it” (UIAYNIT) program so the total annual amount will vary from year to year, but will not exceed the total bid amount. Therefore, the replacement list will allow us to purchase any of these needed items in the event of failure at 10% of the usual cost.
- 3) Due to the dependency on some core networking equipment, a 10-day replacement of an item may not be acceptable, such as with the district’s and school’s core switches. If one of these core devices were to fail, it would result in the site not having any Internet/network or VoIP telephone connectivity until the item is replaced. For this reason, some of the core items (10 day) replacement plan is not sufficient. Therefore, a 4-

hour replacement *upgrade* is necessary. This upgraded replacement service is called Cisco SmartNet 7x24x4. The cost difference between the 10-day replacement of the Cisco equipment and the four-hour replacement is not eligible for Erate discounts.

Note: We will be providing the School Board with a Blue Sheet the day of the Board Meeting. Erate very recently changed the way that network equipment can be covered in case of failure. The old system of Cisco SmartNets (how PVUSD was covered in the past) is no longer Erate eligible so PVUSD had to file the appropriate Erate forms, develop an RFP and complete a bidding process in a very short timeline to assure coverage of all of the essential network equipment in the district as described above. The closing date for this bid is March 9, 2011 at 2PM so the final bid results for project 2011/05 will need to be presented to the school board on a blue sheet. A portion of this contract is a "use it as you need it" (UIAYNI) process so the annual cost will vary according to the equipment failures each year but will not be higher than the amount indicated. The other portion of this contract will be an annual cost as identified in the cost breakdown below. This is a five year (5) contract with option to terminate on an annual basis with a 30 day written notice.

BID RECAP

Bid Number	Project Name	Funding Source	Vendor	Bid Amount	Erate & CTF** Discounts	PVUSD Share
2011/01	Ohlone and Pajaro Middle Classroom Network Connectivity (Future Aptos Schools Upgrade)	Infrastructure	AMS	\$833,363.02 \$3,059	90% 0%***	\$83,336.30 \$ 3,059
2011/02	Network and Telecommunications Maintenance	Infrastructure	AMS	\$360,000 (UIAYNI)	90%	\$36,000 Annual (Maximum)
2011/03	Cellular Phone Service and Cellular Data Plan	Telephone	Sprint/ Nextel	\$249,509.52	80% Erate 24%CTF**	\$37,925.44 Annual
2011/04	High Speed Data Lines for Wide Area Network	Telephone	ATT	\$512,670.22	80% Erate 50%CTF**	\$51,267.02 Annual
2011/05	CiscoBase and Advance Replacement (CiscoBase warranty)	Infrastructure	TBD	TBD* (Blue Sheet)	90%	\$ TBD*
	CiscoBase and Advance Replacement (Advance Replacement- Use It As You Need It)	Infrastructure	TBD	UIAYNI – TBD* (Blue Sheet)	90%	\$ TBD* (Maximum Annual)
	CiscoBase and Advance Replacement (upgrade to 24x7x4 support)	Infrastructure	TBD	TBD* (Blue Sheet)	0% ***	\$ TBD*
			TOTAL:	\$1,958,601.76*	80-90%	\$211,587.76*

Total savings to PVUSD: \$1,747,014.00*

* Amounts are calculated without the costs for project 2011/05 which will be brought to the school board under a blue sheet due to the timing of the final bid opening.

** In addition to the Erate discount, PVUSD receives a CA Teleconnect Fund discount of 24% to 50%.

*** Some items that are part of this project are not eligible for Erate discounts; therefore there is not a discount

Pajaro Valley Unified School District has decided to obtain AMS.Net for Erate project 2011/02 Network and Telecommunications Maintenance as indicated in the bid recap. The Request for Proposal (RFP) required proposals for maintenance of the district's Erate eligible products, such as Servers, Routers, Switches, Wireless Access Points, and data/voice network cabling.

AMS.Net	\$360,000
<u>Nexus</u>	<u>\$300,000</u>
Difference	\$ 60,000 (PVUSD's 10% cost: \$6,000 maximum – Use it as you need it)

Here is Technology Services rationale:

Under PCC section 20118.1

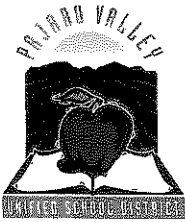
The governing board of any school district may contract with an acceptable party who is one of the three (3) lowest responsible bidders for the procurement or maintenance, or both, of electronic data-processing systems and supporting software in any manner the board deems appropriate.

Nexus is a reputable company however PVUSD has determined that it is in the best interest of the District to award and obtain services from AMS.Net for the following reasons.

1. Nexus' references did not contain any K-12 Customers.
2. The Nexus' RFP packet did not contain information showing that they had experience with providing technology products and services in a school district of comparable size and complexity to PVUSD.
3. Nexus' references and informational packet did not show any prior activities with similar Erate related implementations.
4. We have large concerns about the availability of staff to support this project/agreement in Northern California
5. Nexus' proposal did not contain digital copies of the proposal documents which were a requirement of the RFP.

AMS offers many advantages over Nexus:

1. AMS is very familiar with our Network and district technology infrastructure due to extensive work with the district in prior years
2. AMS has been very flexible and accommodating to our needs in the past, especially related to Erate projects and funding timelines.
3. AMS provided many K-12 references in Northern California.
4. AMS has extensive experience with similar Erate funded Maintenance Contracts including the past five years with PVUSD
5. AMS has highly experienced engineers living locally to PVUSD that have successfully supported the district's complex network and telecommunications systems in the past.



Board Agenda Backup

Item No: 13.1

Date: March 9, 2011

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

Overview: Staff will provide the Board of Trustees an update on the district's current and projected school facility needs for the district. As the board continues to address immediate issues related to the current statewide fiscal crisis, it must also consider the out-year needs of the district and its facilities. The last of the Measure J (2004) projects will be completed this summer. After that, the district has no comprehensive long term financing strategy for future school facilities 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.

In addition, there are strategies available to structure facility bond and parcel tax financing that can provide substantial relief to the district's General Fund, thereby freeing up additional resources instructional programs and operations. In light of continued fiscal difficulties facing the district over the next two to three years, further examination of these possible financing mechanisms is warranted.

Recommendation Review and discuss possible strategies for developing an updated long term school facilities master plan to address future facility and fiscal needs of the district.

Prepared By: Brett McFadden, Chief Business Officer

Superintendent's Signature: _____

Dorma Baker

PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 14.1

Date: March 9, 2011

Item: 2010-11 Second 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 the 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)

The board adopted the 2010-11 First Interim Budget Report in December. That report reflected fiscal activity from July 1 to October 31. It also relied upon multi-year fiscal assumptions known at that time. Based on these assumptions, the board adopted the report filing a "positive certification" for COE review. The COE conducted its review and concurred with that finding in early February.

The Second Interim Budget Report is before the board for consideration and adoption. The second interim reflects major financial activity and updated multi-year fiscal projections (MYPs) for the district from July 1 to January 31. The second interim is due to the COE no later than March 15.

Staff notes that the report's MYPs do not reflect the board's February 16 action adopting program and personnel reductions for 2011-12. These actions will be reflected in the 2011-12 proposed district budget scheduled for board consideration in June absent any change in board policy.

However, the second interim does reflect fiscal assumptions based on Governor Brown's January budget proposal.

The Santa Cruz COE issued its "common message" to all county school districts in February. Pursuant to its oversight authority, the COE instructed all districts in the county to develop their second interims reflecting a set of common assumptions. Using the COE's recommendations, as well as others assumed by district staff, the district's 2010-11 Second Interim Budget Report includes the following:

- A \$330 per ADA reduction to ongoing revenues and a \$19 per ADA loss due to deficit factor recalculation (Assume state temporary tax increases are not extended per COE instructions) – results in an additional \$6 million ongoing revenue reduction to the district should it occur
- Projected step and column according to current salary schedules for certificated and classified personnel
- Projected deficit spending during the MYP
- Maintain statutory Reserves for Economic Uncertainty at 3% of the General Fund
- No K-12 Cost of Living Adjustment (for the fourth year in a row)
- Current employee furlough agreements (per negotiated agreements until 2012-13)
- Inputting all \$3.3 million in one-time Federal Education Jobs Funds in 2011-12 to reduce expenditures and protect jobs
- Current board-adopted "Tier 3" categorical program flexibility shifts

With the incorporation of these assumptions, the district's multi-year fiscal outlook has changed considerably since the first interim report. The updated MYP indicates that the district is projected to experience a negative \$12.2 million fund balance by 2012-13. The primary reason for this sudden drop is the impact of additional ongoing revenue reductions should the proposed statewide tax extensions not occur in June.

With the possibility of a negative fund balance in the third year of the MYP, the district's fiscal certification is technically "qualified" according to state fiscal standards and criteria. The updated MYP indicates that the district has sufficient reserves and adequate cash to meet its fiscal obligations for possibly two years should a "worse-case" scenario become reality. As such, staff recommends submitting the Second Interim Budget Report with a qualified certification for COE review.

Staff notes that a majority of California school districts will likely submit similar second interims. The overall K-Adult fiscal picture will remain dynamic through the remainder of current fiscal year and into 2011-12. Staff will continue to provide the board with updated fiscal information as we approach the June deadline to adopt the district's 2011-12 budget.

Recommendation: It is recommended that the Board of Trustees approves the 2010-11 Second Interim Budget Report.

Prepared By: Brett McFadden, Chief Business Official

Superintendent's Signature:

Dorinda Bol

PAJARO VALLEY UNIFIED
2010-2011 2ND INTERIM REPORT

BEGINNING FUND BALANCE	28,572,765
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Adjustments

INCOME

Revenue Limit	88,973,249
Federal Sources	38,176,926
Other State Revenues	48,632,742
Other Local Revenues	3,435,947
Transfers In	581,045
Other Sources	0
Contributions	0
TOTAL REVENUES	179,799,909

EXPENDITURES

Certificated Salaries	69,793,942
Classified Salaries	25,690,854
Employee Benefits	47,231,000
Books and Supplies	20,255,645
Services, Other Operating Expenses	19,498,740
Capital Outlay	63,000
Other Outgo	0
Direct Support/Indirect Costs	(454,448)
Other Uses	583,242
Transfers Out	2,256,733
TOTAL EXPENDITURES	184,918,708

Net Incr(Decr) in Fund Balance (5,118,799)

ENDING FUND BALANCE	23,453,966
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Components of Fund Balance:

Revolving Cash	55,000
Stores	252,747
3% Required Reserve	5,547,561
Restricted Fund Balance	1,500,000
Unappropriated Fund Balance	16,890,570
Ending Fund Balance	24,245,878

Pajaro Valley Unified School District
GENERAL FUND SUMMARY
FISCAL YEAR 2010-2011
10/11 @ 10/11 2nd 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

	General	Lottery	TOTAL UNRESTRICTED	Transportation	Special Ed	Federal and State Grants/Entitlements	Restricted Maintenance	Community Day School	TOTAL REST	Total General
INCOME		1100		7230/7240	6500/6510		8150	2430		
Revenue Limit	86,479,379	0	86,479,379	0	2,251,901	0	0	241,969	2,493,870	88,973,249
Federal Sources	0	0	0	0	0	38,176,926	0	0	38,176,926	38,176,926
Other State Revenues	17,736,330	2,018,804	19,755,134	2,572,611	12,302,003	14,002,994	1,030,747	0	28,877,608	48,632,742
Other Local Revenues	336,766	0	336,766	111,832	0	2,987,349	0	0	3,099,181	3,435,947
TOTAL REVENUES	104,552,475	2,018,804	106,571,279	2,684,443	14,553,904	55,167,269	0	241,969	72,647,585	179,218,864
EXPENDITURES										
Certificated Salaries	42,868,293	620,388	43,488,681	3,443,855	7,618,621	18,516,081	1,395,936	170,559	26,305,261	69,793,942
Classified Salaries	8,234,394	129,422	8,363,816	2,592,343	3,816,109	8,606,073	1,030,747	65,065	17,327,038	25,690,854
Employee Benefits	23,530,873	120,327	23,651,200	879,631	7,093,196	12,762,134	0	111,380	23,579,800	47,231,000
Books and Supplies	2,118,487	232,037	2,350,524	(746,066)	220,789	16,386,793	411,008	6,900	17,905,121	20,255,645
Services, Other Operating Expenses	8,290,705	772,121	9,062,826	0	3,114,871	7,093,921	906,888	66,300	10,435,914	19,498,740
Capital Outlay	45,000	0	45,000	0	0	0	18,000	0	18,000	63,000
Other Outgo	0	0	0	0	0	0	0	0	0	0
Direct Support/Indirect Costs	(3,043,053)	0	(3,043,053)	90,359	858,544	1,568,189	161,872	0	2,588,605	(454,448)
Other Uses	310,931	0	310,931	0	0	0	181,952	0	272,311	583,242
TOTAL EXPENDITURES	82,355,630	1,874,295	84,229,925	6,260,122	22,722,130	64,923,191	4,106,403	420,204	98,432,050	182,661,975
INTERFUND TRANSFERS										
Transfers In	581,045	0	581,045	0	0	0	0	0	0	581,045
Transfers Out	(2,256,733)	0	(2,256,733)	0	0	0	0	0	0	(2,256,733)
Other Financing Sources	0	0	0	0	0	0	0	0	0	0
Contributions	(16,028,863)	0	(16,028,863)	3,575,679	8,168,226	320	4,106,403	178,235	16,028,863	0
TOTAL TRANSFERS	(17,704,551)	0	(17,704,551)	3,575,679	8,168,226	320	4,106,403	178,235	16,028,863	(1,675,688)
Net Incr(DeCr) in Fund Balance	4,492,294	144,509	4,636,803	0	0	(9,755,602)	0	0	(9,755,602)	(5,118,799)
FUND BALANCE										
Beginning Fund Balance	17,599,666	1,217,497	18,817,163	0	0	9,755,602	(0)	(0)	9,755,602	28,572,765
Components of Fund Balance:										
Audit Adjustment	791,912	0	791,912	0	0	0	0	0	0	791,912
Revolving Cash	55,000	0	55,000	0	0	0	0	0	0	55,000
Stores	252,747	0	252,747	0	0	0	0	0	0	252,747
3% Required Reserve	5,547,561	0	5,547,561	0	0	0	0	0	0	5,547,561
Reserved for COPS Repayment	0	0	0	0	0	0	0	0	0	0
Cash w/Fiscal Agent	1,500,000	0	1,500,000	0	0	0	(0)	0	(0)	1,500,000
Restricted Fund Balance	15,528,564	1,362,006	16,890,570	0	0	0	0	0	0	16,890,570
Unappropriated Fund Balance	22,883,872	1,362,006	24,245,878	0	0	0	(0)	(0)	(0)	24,245,878
Ending Fund Balance										

Pajaro Valley Unified School District
 GENERAL FUND SUMMARY
FISCAL YEAR 2010-2011
10/11 @ 10/11 2nd 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	7,392,346											
Federal Sources		191,768	5,734,474	6,147,762								
Other State Revenues	1,851,947	48,074	3,544,444	553,903								
Other Local Revenues	14,538	269,572	495,555	1,008,800	35,000	14,498	696,280	3,500	0	38,728,486	3,582,606	35,000
TOTAL REVENUES	9,258,831	509,414	9,774,473	7,710,465	35,000	14,498	696,280	3,500	0	38,728,486	3,582,606	35,000
EXPENDITURES												
Certificated Salaries	4,509,160	1,125,746	2,532,593									
Classified Salaries	651,631	359,417	1,354,094	1,907,130						156,097		
Employee Benefits	2,047,056	700,229	2,354,271	2,141,362						94,425		
Books and Supplies	2,723,608	94,516	758,753	3,569,441	72,967							
Services, Other Operating Expenses	2,196,580	212,478	2,590,635	127,392	1,411,452	9,642	423,368			38,383,827	3,677,973	35,000
Capital Outlay		0	10,000			2,596,608	688,000	35,119				
Other Outgo		2,284										
Direct Support/Indirect Costs		14,323	342,342	41,699								
Other Uses												
TOTAL EXPENDITURES	12,144,642	2,684,205	9,942,688	7,787,024	1,484,419	2,606,250	1,111,368	35,119	0	38,634,349	3,677,973	35,000
INTERFUND TRANSFERS												
Transfers In	287,162	2,049,571	0	0								
Transfers Out	0	(80,000)	0	0					(31,045)	(550,000)	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	287,162	1,969,571	0	0	0	0	0	0	(31,045)	(550,000)	0	0
Net Incr(Decr) in Fund Balance	(2,598,649)	(205,220)	(168,215)	(76,559)	(1,449,419)	(2,591,752)	(415,088)	(31,619)	(31,045)	(455,863)	(95,367)	0
FUND BALANCE												
Beginning Fund Balance	2,658,955	1,199,754	168,215	1,075,607	4,116,069	2,591,752	597,167	324,261	31,045	6,759,735	2,611,177	1,883,314
Components of Fund Balance:												
Audit Adjustment					(116,969)		(88,181)			(1,511,367)		
Revolving Cash	0	0	0	0	0	0	0	0	0	0	0	0
Stores	0	0	0	192,205	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	1,616,040	0
Restricted Fund Balance	0	0	0	0	0	0	0	0	0	0	0	0
Unappropriated Fund Balance	60,306	994,534	(0)	806,843	2,549,671	0	93,898	292,642	(0)	4,792,505	899,770	1,883,314
Ending Fund Balance	60,306	994,534	(0)	999,048	2,549,671	0	93,898	292,642	(0)	4,792,505	2,515,810	1,883,314

GENERAL FUND SUMMARY

FISCAL YEAR 2011-2012

11/12 at 10/11 1st Interim

Includes 1.67% Cola with Deficit of 19.608% on General, reduction of \$330/ADA and 0.00% COLA on State Categorical, 10% HW increase, Step and Column and ADA Adjust for Ceiba College Prep

	General Unrestr	Lottery	TOTAL UNRESTRICTED	Transportation	Special Ed	Federal and State Grants/Entitlements	Restricted Maintenance	Community Day School	TOTAL REST	Total General
INCOME		1,100		7,230/7,240	65,000/65,10		8,150	2,430		
Revenue Limit	79,685,484	0	79,685,484	0	2,251,901	0	0	241,969	2,493,870	82,179,354
Federal Sources	16,653,555	1,966,822	18,620,377	2,572,611	11,178,003	30,239,819	13,828,815	0	30,239,819	30,239,819
Other State Revenues	276,766	0	276,766	111,832	0	1,736,879	0	0	27,579,429	46,199,806
Other Local Revenues	96,615,805	1,966,822	98,582,627	2,684,443	13,429,904	45,805,513	0	241,969	62,161,829	160,744,456
TOTAL REVENUES										
EXPENDITURES										
Certificated Salaries	43,118,460	620,316	43,738,776	3,459,761	7,763,751	16,091,515	1,414,640	267,566	24,122,832	67,861,608
Classified Salaries	8,656,194	129,422	8,785,616	2,743,776	3,905,658	5,541,610	1,090,161	65,450	14,387,119	23,172,735
Employee Benefits	25,354,989	120,399	25,475,388	1,179,631	7,570,480	8,763,393	411,008	155,543	20,323,353	45,798,741
Books and Supplies	1,960,767	232,037	2,192,804	(724,192)	220,789	7,806,816	921,770	6,900	9,625,144	11,817,948
Services, Other Operating Expenses	7,777,994	772,121	8,550,115	0	3,314,871	6,337,540	0	66,300	9,916,289	18,466,404
Capital Outlay	0	0	0	0	0	0	0	0	0	0
Other Outgo	0	0	0	0	0	0	0	0	0	0
Direct Support/Indirect Costs	(2,730,413)	0	(2,730,413)	90,359	858,544	1,264,639	161,872	0	2,285,055	(445,358)
Other Uses	196,311	0	196,311	0	0	0	0	0	90,359	286,670
TOTAL EXPENDITURES	84,334,302	1,874,295	86,208,597	6,749,335	23,634,093	45,805,513	3,999,451	561,759	80,750,151	166,958,748
INTERFUND TRANSFERS										
Transfers In	550,000	0	550,000	0	0	0	0	0	0	550,000
Transfers Out	(2,361,542)	0	(2,361,542)	0	0	0	0	0	0	(2,361,542)
Other Financing Sources	0	0	0	0	0	0	0	0	0	0
Contributions	(18,588,322)	0	(18,588,322)	4,064,892	10,204,189	0	3,999,451	319,790	18,588,322	0
TOTAL TRANSFERS	(20,399,864)	0	(20,399,864)	4,064,892	10,204,189	0	3,999,451	319,790	18,588,322	(1,811,542)
Net Incr/(Decr) in Fund Balance	(8,118,361)	92,527	(8,025,834)	0	0	0	0	0	0	(8,025,834)
FUND BALANCE										
Beginning Fund Balance	22,883,872	1,362,006	24,245,878	0	0	0	(0)	(0)	(0)	24,245,878
Components of Fund Balance:										
Audit Adjustment	0	0	0	0	0	0	0	0	0	0
Revolving Cash	55,000	0	55,000	0	0	0	0	0	0	55,000
Stores	252,747	0	252,747	0	0	0	0	0	0	252,747
3% Required Reserve	5,079,609	0	5,079,609	0	0	0	0	0	0	5,079,609
Reserved for COPS Repayment	0	0	0	0	0	0	0	0	0	0
Cash w/Fiscal Agent	0	0	0	0	0	0	0	0	0	0
Restricted Fund Balance	2,000,000	0	2,000,000	0	0	0	(0)	0	0	2,000,000
Unappropriated Fund Balance	7,378,155	1,454,533	8,832,688	0	0	0	0	0	0	8,832,688
Ending Fund Balance	14,765,511	1,454,533	16,220,044	0	0	0	(0)	(0)	(0)	16,220,044

Pajaro Valley Unified School District
 GENERAL FUND SUMMARY
 FISCAL YEAR 2011-2012
 11/12 at 10/11 1st Interim

Includes 1.67% Cola with Deficit of 19,608%
 on General, reduction of \$330/ADA 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	7,392,346											
Federal Sources	0	191,768	5,669,390	5,959,762								
Other State Revenues	1,854,098	48,074	3,482,559	445,214	0							
Other Local Revenues	14,538	248,979	261,106	1,008,800	25,000	0	696,280	1,000	0	41,190,278	3,925,492	35,000
TOTAL REVENUES	9,260,982	488,821	9,413,055	7,413,776	25,000	0	696,280	1,000	0	41,190,278	3,925,492	35,000
EXPENDITURES												
Certificated Salaries	4,601,497	1,128,183	2,542,304									
Classified Salaries	672,851	362,876	1,345,831	1,924,510						158,594		
Employee Benefits	2,200,497	717,333	2,409,020	2,291,870						99,349		
Books and Supplies	64,656	82,822	479,049	3,285,000	72,967							
Services, Other Operating Expenses	2,033,700	203,579	2,293,599	123,797	1,411,452		423,368			40,863,888	4,020,859	35,000
Capital Outlay			10,000				366,810	293,642				
Other Outgo	2,284	68,123	333,252	41,699								
Direct Support/Indirect Costs	14,323	123,696										
Other Uses												
TOTAL EXPENDITURES	9,589,808	2,686,612	9,413,055	7,666,876	1,484,419	0	790,178	293,642	0	41,121,831	4,020,859	35,000
INTERFUND TRANSFERS												
Transfers In	391,971	2,049,571	0	0	0							
Transfers Out		(80,000)	0	0	0					(550,000)	0	0
Other Financing Sources	0	0	0	0	0					0	0	0
Contributions		0	0	0	0					0	0	0
TOTAL TRANSFERS	391,971	1,969,571	0	0	0	0	0	0	0	(550,000)	0	0
Net Incr(Decr) in Fund Balance	63,145	(228,220)	0	(253,100)	(1,459,419)	0	(93,898)	(292,642)	0	(481,553)	(95,367)	0
FUND BALANCE												
Beginning Fund Balance	60,306	994,534	(0)	999,048	2,549,671	0	93,898	292,642	(0)	4,792,505	2,515,810	1,883,314
Components of Fund Balance:												
Audit Adjustment	0	0	0	0	0	0	0	0	0	0	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	1,616,040	0
Restricted Fund Balance	0	0	0	0	0	0	0	0	0	0	0	0
Unappropriated Fund Balance	123,451	766,314	(0)	553,743	1,090,252	0	0	(0)	(0)	4,310,952	804,403	1,883,314
Ending Fund Balance	123,451	766,314	(0)	745,948	1,090,252	0	0	(0)	(0)	4,310,952	2,420,443	1,883,314

Pajaro Valley Unified School District
 GENERAL FUND SUMMARY
 FISCAL YEAR 2012/2013
 12/13 at 10/11 1st Interim

Includes 1.80% Cola with Deficit of 19,608%
 on General, reduction of \$330/ADA and
 1.80% COLA on State Categorical, 10% HW
 increase, Step and Column, adjusted ADA for
 Ceiba College Prep Acad

	General Unresfr	Lottery	TOTAL UNRESTRICTED	Transportation	Special Ed	Federal and State Grants/Entitlements	Restricted Maintenance	Community Day School	TOTAL REST	Total General
INCOME		1100		7230/7240	6500/6510		8150	2430		
Revenue Limit	81,068,825	0	81,068,825	0	2,299,904	0	0	245,921	2,545,825	83,614,650
Federal Sources	15,094,455	1,940,853	17,035,308	2,624,986	11,430,899	13,978,905	0	0	27,291,344	27,291,344
Other State Revenues	276,766	0	276,766	111,832	0	1,736,879	0	0	1,848,711	45,070,098
Other Local Revenues	96,440,046	1,940,853	98,380,899	2,736,818	13,730,803	43,007,128	0	245,921	59,720,670	2,125,477
TOTAL REVENUES										158,101,569
EXPENDITURES										
Certificated Salaries	46,941,181	620,316	47,561,497	3,559,648	8,182,279	14,807,498	1,445,580	276,774	23,266,551	70,828,048
Classified Salaries	9,396,600	129,422	9,526,022	2,958,853	4,060,173	5,049,332	1,175,216	66,573	14,181,306	23,707,328
Employee Benefits	28,567,470	120,399	28,687,869	1,179,631	8,195,667	8,137,442	411,008	163,290	20,630,468	49,318,337
Books and Supplies	2,599,050	232,037	2,831,087	(724,192)	222,500	7,425,344	921,770	6,900	9,245,383	12,076,470
Services, Other Operating Expenses	7,777,994	772,121	8,550,115	0	3,314,871	6,302,914	0	66,300	9,881,663	18,431,778
Capital Outlay	0	0	0	0	0	0	0	0	0	0
Other Outgo	0	0	0	0	0	0	0	0	0	0
Direct Support/Indirect Costs	(2,750,420)	0	(2,750,420)	0	858,592	1,284,598	161,872	0	2,305,062	(445,358)
Other Uses	196,311	0	196,311	0	0	0	0	0	0	196,311
TOTAL EXPENDITURES	92,728,186	1,874,295	94,602,481	6,973,940	24,834,082	43,007,128	4,115,446	579,837	79,510,433	174,112,914
INTERFUND TRANSFERS										
Transfers In	50,000	0	50,000	0	0	0	0	0	0	50,000
Transfers Out	(2,378,896)	0	(2,378,896)	0	0	0	0	0	0	(2,378,896)
Other Financing Sources	0	0	0	0	0	0	0	0	0	0
Contributions	(19,789,763)	0	(19,789,763)	4,237,122	11,103,279	0	4,115,446	333,916	19,789,763	0
TOTAL TRANSFERS	(22,118,659)	0	(22,118,659)	4,237,122	11,103,279	0	4,115,446	333,916	19,789,763	(2,328,896)
Net Incr(Decr) in Fund Balance	(18,406,799)	66,558	(18,340,241)	0	0	0	0	0	0	(18,340,241)
FUND BALANCE										
Beginning Fund Balance	14,765,511	1,454,533	16,220,044	0	0	0	(0)	(0)	(0)	16,220,044
Components of Fund Balance:										
Audit Adjustment	55,000	0	55,000	0	0	0	0	0	0	55,000
Revolving Cash	252,747	0	252,747	0	0	0	0	0	0	252,747
Stores	5,294,754	0	5,294,754	0	0	0	0	0	0	5,294,754
3% Required Reserve	0	0	0	0	0	0	0	0	0	0
Reserved for COPS Repayment	4,458,437	0	4,458,437	0	0	0	0	0	0	4,458,437
Cash w/Fiscal Agent	(13,702,226)	1,521,091	(12,181,135)	0	0	0	(0)	0	(0)	(12,181,135)
Restricted Fund Balance	(3,641,288)	1,521,091	(2,120,197)	0	0	0	(0)	(0)	(0)	(2,120,197)
Unappropriated Fund Balance										
Ending Fund Balance										

Pajaro Valley Unified School District
 GENERAL FUND SUMMARY
 FISCAL YEAR 2012/2013
 12/13 at 10/11 1st Interim

Includes 1.80% Cola with Deficit of 19,608%
 on General, reduction of \$330/ADA and
 1.80% COLA on State Categorical, 10% HW
 increase, Step and Column, adjusted ADA for
 Ceiba College Prep Acad

	Charter School	Adult Education	Child Dev	Food Serv	Def Maint	General Oblig Bond	Capitol Fac	State Sch Bldg	Tax Override	Self Ins	Retiree Benefit	Trust Scholarship
INCOME												
Revenue Limit	7,539,483											
Federal Sources	0	215,965	5,757,179	6,070,524								
Other State Revenues	1,857,364	70,874	3,482,559	454,802								
Other Local Revenues	14,538	256,579	261,106	1,008,800	25,000		696,280			44,132,610	4,344,686	35,000
TOTAL REVENUES	9,411,385	543,418	9,500,844	7,534,126	25,000	0	696,280	0	0	44,132,610	4,344,686	35,000
EXPENDITURES												
Certificated Salaries	4,689,867	1,136,399	2,578,685									
Classified Salaries	686,807	373,191	1,364,759	1,980,544						164,530		
Employee Benefits	2,343,396	744,802	2,514,546	2,508,542						107,516		
Books and Supplies	64,656	82,822	474,906	3,285,000	72,967							
Services, Other Operating Expenses	2,033,700	203,579	2,224,696	123,797	1,042,285		423,368			43,810,564	4,344,686	35,000
Capital Outlay			10,000				272,912					
Other Outgo												
Direct Support/Indirect Costs	2,284	68,123	333,252	41,699								
Other Uses	0	123,696										
TOTAL EXPENDITURES	9,820,710	2,732,612	9,500,844	7,939,582	1,115,252	0	696,280	0	0	44,082,610	4,344,686	35,000
INTERFUND TRANSFERS												
Transfers In	409,325	2,049,571	0	0	0							
Transfers Out		(80,000)		0	0					(50,000)		0
Other Financing Sources	0	0	0	0	0					0		0
Contributions		0	0	0	0					0		0
TOTAL TRANSFERS	409,325	1,969,571	0	0	0	0	0	0	0	(50,000)	0	0
Net Incr(Decr) in Fund Balance	0	(219,623)	0	(405,456)	(1,090,252)	0	0	0	0	0	0	0
FUND BALANCE												
Beginning Fund Balance	123,451	766,314	(0)	745,948	1,090,252	0	0	(0)	(0)	4,310,952	2,420,443	1,883,314
Components of Fund Balance:												
Audit Adjustment	0	0	0	0	0					0		0
Revolving Cash	0	0	0	192,205	0					0		0
Stores	0	0	0	0	0					0		0
3% Required Reserve	0	0	0	0	0					0		0
Reserved for COPS Repayment	0	0	0	0	0					0		0
Cash w/Fiscal Agent	0	0	0	0	0					0		0
Restricted Fund Balance	0	0	0	0	0					0	1,616,040	0
Unappropriated Fund Balance	123,451	546,691	(0)	148,287	0	0	0	(0)	(0)	4,310,952	804,403	1,883,314
Ending Fund Balance	123,451	546,691	(0)	340,492	0	0	0	(0)	(0)	4,310,952	2,420,443	1,883,314

10/11 Budget at 1st Interim
versus
10/11 Budget at 2nd Interim

	2010-2011		Variance		2010-2011
	1st Interim	Unrestricted	Restricted	2nd Interim	
REVENUE					
Revenue Limit					
Revenue Limit Adjustment (District to Charter less by 46.85)		244,531			
Total Revenue Limit	88,728,718	244,531	-		88,973,249
Other Federal Revenues					
School Improvement Grant/Quality Education Investment Act Carryover			2,772,962		
District Assistance and Intervention Team Grant Carryover			297,141		
Title II Enhancing Education Through Technology Competitive Grant - new			250,000		
Early Mental Health Initiative Grant - new			122,117		
Miscellaneous Federal Grants Adjusted to Awards			20,916		
Total Federal Revenues	34,713,790	-	3,463,136		38,176,926
Other State Revenues					
Economic Impact Aid			481,066		
Tobacco Use Prevention Ed Grant			410,492		
Mandated Cost Reimbursement Funds Received		820,000			
Miscellaneous State Grants Adjusted to Awards		18,089			
Total State Revenues	46,807,620	820,000	1,005,122		48,632,742
Other Local Revenues					
Athletic and Other School Donations			181,481		
First Five Santa Cruz			59,151		
COE New Teacher Project			84,711		
Interest Adjustment		(50,000)			
Miscellaneous Local Grant Adjusted to Award		(50,000)			
Total Local Revenues	3,091,396	(50,000)	394,871		3,436,267
Other Transfers In/Other Sources					
Contributions	581,045				581,045
Flexible Transfers	-				-
	-				-
TOTAL REVENUE	173,922,569	1,014,531	4,863,129		179,800,229

10/11 Budget at 1st Interim
versus
10/11 Budget at 2nd Interim

	2010-2011		Variance		2010-2011
	1st Interim	2nd Interim	Unrestricted	Restricted	2nd Interim
EXPENDITURES					
Certificated Salaries					
School Improvement Grant/Quality Education Investment Act Carryover				223,786	
Adjustments for over/(under) estimated Miscellaneous Certificated supplemental salaries			143,015	222,207	
Total Certificated Salaries	69,204,934		143,015	445,993	69,793,942
Classified Salaries					
School Improvement Grant/Quality Education Investment Act Carryover				88,312	
Ed Jobs Funds (Charter)				27,764	
Title II Enhancing Education Through Technology Competitive Grant - new				26,344	
Transportation Adjustment				280,555	
Adjustments for over/(under) estimated Miscellaneous Classified supplemental salaries			5,028	17,144	
Total Classified Salaries	25,245,707		5,028	440,119	25,690,854
Employee Benefits					
Adjustments Health and Welfare adjustment, filling positions, adding position, adjusting benefits to actual family size and statutes, plus positions funded by Federal Stimulus Funds			(12,280)	(25,339)	
Total Employee Benefits	47,268,619		(12,280)	(25,339)	47,231,000
Books and Supplies					
School Improvement Grant/Quality Education Investment Act Carryover				2,115,214	
Title II Enhancing Education Through Technology Competitive Grant - new				75,930	
Restricted Lottery Adjustment				69,196	
Title I Part A Adjustment				100,289	
Economic Impact Aid				363,175	
21st Century/ASES (After School Programs)				(341,414)	
Quality Education Investment Act Carryover				1,403,769	
Athletic and Other School Donations				105,730	
Adjustments under \$25k per program			51,314	(90,572)	
Total Books and Supplies	16,403,014		51,314	3,801,317	20,255,645

10/11 Budget at 1st Interim
versus
10/11 Budget at 2nd Interim

	2010-2011		Variance		2010-2011
	1st Interim	Unrestricted	Restricted	2nd Interim	
Services, Other Operating Expenses					
School Improvement Grant/Quality Education Investment Act Carryover			176,299		
District Assistance and Intervention Team Grant Carryover			264,099		
Title II Enhancing Education Through Technology Competitive Grant - new			40,500		
Smaller Learning Communities Grant			42,138		
Early Mental Health Initiative Grant - new			122,117		
Tobacco Use Prevention Ed Grant			410,492		
High School Exit Exam		87,827			
Election Costs		43,000			
Nurse Services for student		36,450			
21st Century/ASES (After School Programs)			401,306		
Transportation Adjustment			(293,967)		
Adjustments under \$25k per program		91,022	152,534		
Total Services, Other Operating Expenses	17,924,923	258,299	1,315,518	19,498,740	
Capital Outlay					
Warehouse Delivery Truck		45,000			
Total Capital Outlay	18,000	45,000	-	63,000	
Other Outgo					
Total Other Outgo	-	-	-	-	
Direct Support/Indirect Costs	(454,448)			(454,448)	
Other Transfers Out/Other Uses	2,800,580	39,395		2,839,975	
TOTAL EXPENDITURES	178,411,329	529,771	5,977,608	184,918,708	
NET INCREASE (DECREASE) IN FUND BALANCE	(4,488,760)	484,760	(1,114,479)	(5,118,479)	

10/11 Budget at 1st Interim
 versus
 10/11 Budget at 2nd Interim

	2010-2011		Variance		2010-2011
	1st Interim		Unrestricted	Restricted	2nd Interim
Beginning Fund Balance	28,572,765				28,572,765
Audit Adjust					791,912
Audit Adjust - Categorical Flexibility					
Ending Fund Balance	24,084,005				24,246,198
Components of Fund Balance:					
Revolving Cash	55,000				55,000
Stores	252,747				252,747
Prepaid Expenditures					
3% Required Reserve	5,352,340				5,547,561
Restricted Fund Balance	2,804,533				1,500,000
Unappropriated Fund Balance	15,619,385				16,890,890
Variance in Unappropriated Fund Balance					1,271,505

NOTICE OF CRITERIA AND STANDARDS REVIEW. This interim report was based upon and reviewed using the state-adopted Criteria and Standards. (Pursuant to Education Code (EC) sections 33129 and 42130)

Signed: _____ Date: _____
District Superintendent or Designee

NOTICE OF INTERIM REVIEW. All action shall be taken on this report during a regular or authorized special meeting of the governing board.

To the County Superintendent of Schools:

This interim report and certification of financial condition are hereby filed by the governing board of the school district. (Pursuant to EC Section 42131)

Meeting Date: March 09, 2011 Signed: _____
President of the Governing Board

CERTIFICATION OF FINANCIAL CONDITION

- POSITIVE CERTIFICATION
As President of the Governing Board of this school district, I certify that based upon current projections this district will meet its financial obligations for the current fiscal year and subsequent two fiscal years.
- QUALIFIED CERTIFICATION
As President of the Governing Board of this school district, I certify that based upon current projections this district may not meet its financial obligations for the current fiscal year or two subsequent fiscal years.
- NEGATIVE CERTIFICATION
As President of the Governing Board of this school district, I certify that based upon current projections this district will be unable to meet its financial obligations for the remainder of the current fiscal year or for the subsequent fiscal year.

Contact person for additional information on the interim report:

Name: Helen Bellonzi Telephone: 831-786-2304
Title: Director of Finance E-mail: helen_bellonzi@pvusd.net

Criteria and Standards Review Summary

The following summary is automatically completed based on data provided in the Criteria and Standards Review form (Form 01CSI). Criteria and standards that are "Not Met," and supplemental information and additional fiscal indicators that are "Yes," may indicate areas of potential concern, which could affect the interim report certification, and should be carefully reviewed.

CRITERIA AND STANDARDS			Met	Not Met
1	Average Daily Attendance	Funded ADA for any of the current or two subsequent fiscal years has not changed by more than two percent since first interim.	X	

CRITERIA AND STANDARDS (continued)			Met	Not Met
2	Enrollment	Projected enrollment for any of the current or two subsequent fiscal years has not changed by more than two percent since first interim.	X	
3	ADA to Enrollment	Projected second period (P-2) ADA to enrollment ratio for the current and two subsequent fiscal years is consistent with historical ratios.		X
4	Revenue Limit	Projected revenue limit for any of the current or two subsequent fiscal years has not changed by more than two percent since first interim.		X
5	Salaries and Benefits	Projected ratio of total unrestricted salaries and benefits to total unrestricted general fund expenditures has not changed by more than the standard for the current and two subsequent fiscal years.	X	
6a	Other Revenues	Projected operating revenues (federal, other state, other local) for the current and two subsequent fiscal years have not changed by more than five percent since first interim.		X
6b	Other Expenditures	Projected operating expenditures (books and supplies, services and other expenditures) for the current and two subsequent fiscal years have not changed by more than five percent since first interim.		X
7a	Deferred Maintenance	SBX3 4 (Chapter 12, Statutes of 2009) eliminates the local match requirement for Deferred Maintenance for a five-year period from 2008-09 through 2012-13. Therefore, this item has been inactivated for that period.		
7b	Ongoing and Major Maintenance Account	If applicable, changes occurring since first interim meet the required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account).	X	
8	Deficit Spending	Unrestricted deficit spending, if any, has not exceeded the standard in any of the current or two subsequent fiscal years.		X
9a	Fund Balance	Projected general fund balance will be positive at the end of the current and two subsequent fiscal years.		X
9b	Cash Balance	Projected general fund cash balance will be positive at the end of the current fiscal year.	X	
10	Reserves	Available reserves (e.g., designated for economic uncertainties, undesignated amounts) meet minimum requirements for the current and two subsequent fiscal years.		X

SUPPLEMENTAL INFORMATION			No	Yes
S1	Contingent Liabilities	Have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) occurred since first interim that may impact the budget?	X	
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing general fund expenditures funded with one-time revenues that have changed since first interim by more than five percent?		X
S3	Temporary Interfund Borrowings	Are there projected temporary borrowings between funds?		X
S4	Contingent Revenues	Are any projected revenues for any of the current or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel tax, forest reserves)?	X	
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the general fund to cover operating deficits, changed since first interim by more than \$20,000 and more than 5% for any of the current or two subsequent fiscal years?		X

SUPPLEMENTAL INFORMATION (continued)			No	Yes
S6	Long-term Commitments	Does the district have long-term (multiyear) commitments or debt agreements?		X
		• If yes, have annual payments for the current or two subsequent fiscal years increased over prior year's (2009-10) annual payment?		X
		• If yes, will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?	X	
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)?		X
		• If yes, have there been changes since first interim in OPEB liabilities?	X	
S7b	Other Self-insurance Benefits	Does the district operate any self-insurance programs (e.g., workers' compensation)?		X
		• If yes, have there been changes since first interim in self-insurance liabilities?	X	
S8	Status of Labor Agreements	As of second interim projections, are salary and benefit negotiations still unsettled for:		
		• Certificated? (Section S8A, Line 1b)	X	
		• Classified? (Section S8B, Line 1b)	X	
S8	Labor Agreement Budget Revisions	As of second interim projections, are salary and benefit negotiations still unsettled for:		
		• Management/supervisor/confidential? (Section S8C, Line 1b)	X	
		For negotiations settled since first interim, per Government Code Section 3547.5(c), are budget revisions still needed to meet the costs of the collective bargaining agreement(s) for:		
S8	Labor Agreement Budget Revisions	• Certificated? (Section S8A, Line 3)	n/a	
		• Classified? (Section S8B, Line 3)	n/a	
S9	Status of Other Funds	Are any funds other than the general fund projected to have a negative fund balance at the end of the current fiscal year?	X	

ADDITIONAL FISCAL INDICATORS			No	Yes
A1	Negative Cash Flow	Do cash flow projections show that the district will end the current fiscal year with a negative cash balance in the general fund?	X	
A2	Independent Position Control	Is personnel position control independent from the payroll system?		X
A3	Declining Enrollment	Is enrollment decreasing in both the prior and current fiscal years?		X
A4	New Charter Schools Impacting District Enrollment	Are any new charter schools operating in district boundaries that are impacting the district's enrollment, either in the prior or current fiscal year?	X	
A5	Salary Increases Exceed COLA	Has the district entered into a bargaining agreement where any of the current or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	X	
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?		X
A7	Independent Financial System	Is the district's financial system independent from the county office system?	X	
A8	Fiscal Distress Reports	Does the district have any reports that indicate fiscal distress? If yes, provide copies to the COE, pursuant to EC 42127.6(a).	X	
A9	Change of CBO or Superintendent	Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months?		X

Provide methodology and assumptions used to estimate ADA, enrollment, revenues, expenditures, reserves and fund balance, and multiyear commitments (including cost-of-living adjustments).

Deviations from the standards must be explained and may affect the interim certification.

CRITERIA AND STANDARDS

1. CRITERION: Average Daily Attendance

STANDARD: Funded average daily attendance (ADA) for any of the current fiscal year or two subsequent fiscal years has not changed by more than two percent since first interim projections.

District's ADA Standard Percentage Range: -2.0% to +2.0%

1A. Calculating the District's ADA Variances

DATA ENTRY: First Interim data that exist will be extracted; otherwise enter data into the first column for all fiscal years. Second Interim Projected Year Totals data for Current Year are extracted. If Second Interim Form MYPI exists, Projected Year Totals data will be extracted for the two subsequent years; if not, enter data into the second column.

Fiscal Year	Revenue Limit (Funded) ADA		Percent Change	Status
	First Interim	Second Interim		
	Projected Year Totals (Form 01CSI, Item 1A)	Projected Year Totals (Form RLI, Line 5b) (Form MYPI, Unrestricted, A1b)		
Current Year (2010-11)	16,838.02	16,888.78	0.3%	Met
1st Subsequent Year (2011-12)	16,763.02	16,813.78	0.3%	Met
2nd Subsequent Year (2012-13)	16,688.02	16,738.78	0.3%	Met

1B. Comparison of District ADA to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Funded ADA has not changed since first interim projections by more than two percent in any of the current year or two subsequent fiscal years.

Explanation:
(required if NOT met)

2. CRITERION: Enrollment

STANDARD: Projected enrollment for any of the current fiscal year or two subsequent fiscal years has not changed by more than two percent since first interim projections.

District's Enrollment Standard Percentage Range: -2.0% to +2.0%

2A. Calculating the District's Enrollment Variances

DATA ENTRY: First Interim data that exist will be extracted; otherwise, enter data into the first column for all fiscal years. Enter data in the second column for all fiscal years.

Fiscal Year	Enrollment		Percent Change	Status
	First Interim (Form 01CSI, Item 2A)	Second Interim CBEDS/Projected		
Current Year (2010-11)	17,821	17,569	-1.4%	Met
1st Subsequent Year (2011-12)	17,746	17,494	-1.4%	Met
2nd Subsequent Year (2012-13)	17,671	17,419	-1.4%	Met

2B. Comparison of District Enrollment to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Enrollment projections have not changed since first interim projections by more than two percent for the current year and two subsequent fiscal years.

Explanation:
(required if NOT met)

3. CRITERION: ADA to Enrollment

STANDARD: Projected second period (P-2) average daily attendance (ADA) to enrollment ratio for any of the current fiscal year or two subsequent fiscal years has not increased from the historical average ratio from the three prior fiscal years by more than one half of one percent (0.5%).

3A. Calculating the District's ADA to Enrollment Standard

DATA ENTRY: Unaudited Actuals data that exist will be extracted into the P-2 ADA column for the First Prior Year; otherwise, enter First Prior Year data. P-2 ADA for the second and third prior years are preloaded. First Interim data that exist will be extracted into the Enrollment column; otherwise, enter Enrollment data for all fiscal years.

Fiscal Year	P-2 ADA Unaudited Actuals (Form A, Lines 3, 6, and 25)	Enrollment CBEDS Actual (Form 01CSI, Item 3A)	Historical Ratio of ADA to Enrollment
Third Prior Year (2007-08)	17,011	19,420	87.6%
Second Prior Year (2008-09)	17,032	19,477	87.4%
First Prior Year (2009-10)	16,838	17,929	93.9%
		Historical Average Ratio:	89.6%
District's ADA to Enrollment Standard (historical average ratio plus 0.5%):			90.1%

3B. Calculating the District's Projected Ratio of ADA to Enrollment

DATA ENTRY: If Form MYPI exists, Estimated P-2 ADA data for the two subsequent years will be extracted; if not, enter Estimated P-2 ADA data in the first column. All other data are extracted.

Fiscal Year	Estimated P-2 ADA (Form AI, Lines 1-4 and 22) (Form MYPI, Line F2)	Enrollment CBEDS/Projected (Criterion 2, Item 2A)	Ratio of ADA to Enrollment	Status
Current Year (2010-11)	16,690	17,569	95.0%	Not Met
1st Subsequent Year (2011-12)	16,615	17,494	95.0%	Not Met
2nd Subsequent Year (2012-13)	16,540	17,419	95.0%	Not Met

3C. Comparison of District ADA to Enrollment Ratio to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. **STANDARD NOT MET** - Projected P-2 ADA to enrollment ratio exceeds the standard in any of the current year or two subsequent fiscal years. Provide reasons why the projected ratio exceeds the district's historical average ratio by more than 0.5%.

Explanation:
(required if NOT met)

Prior to 09/10, our CBEDS and ADA numbers included our Charter Schools. Due to a change in reporting, Charters are reported separately. Calculating the district's ADA for 07/08 thru 09/10, the average is 94.40%

4. CRITERION: Revenue Limit

STANDARD: Projected revenue limit for any of the current fiscal year or two subsequent fiscal years has not changed by more than two percent since first interim projections.

District's Revenue Limit Standard Percentage Range: -2.0% to +2.0%

4A. Calculating the District's Projected Change in Revenue Limit

DATA ENTRY: First interim data that exist will be extracted; otherwise, enter data into the first column. In the Second Interim column, Current Year data are extracted; enter data for the two subsequent years.

Fiscal Year	Revenue Limit (Fund 01, Objects 8011, 8020-8089)		Percent Change	Status
	First Interim	Second Interim		
	(Form 01CSI, Item 4A)	Projected Year Totals		
Current Year (2010-11)	92,563,039.00	92,460,787.00	-0.1%	Met
1st Subsequent Year (2011-12)	92,573,089.00	86,614,099.00	-6.4%	Not Met
2nd Subsequent Year (2012-13)	94,034,750.00	88,236,243.00	-6.2%	Not Met

4B. Comparison of District Revenue Limit to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD NOT MET - Projected revenue limit has changed since first interim projections by more than two percent in any of the current year or two subsequent fiscal years. Provide reasons why the change(s) exceed the standard and a description of the methods and assumptions used in projecting revenue limit.

Explanation:
(required if NOT met)

Based on the Governor's Budget and recommendation from our County Office of Ed, we are budgeting a reduction of \$330/ADA for 11/12 and beyond.

5. CRITERION: Salaries and Benefits

STANDARD: Projected ratio of total unrestricted salaries and benefits to total unrestricted general fund expenditures for any of the current fiscal year or two subsequent fiscal years has not changed from the historical average ratio from the three prior fiscal years by more than the greater of three percent or the district's required reserves percentage.

5A. Calculating the District's Historical Average Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: Unaudited Actuals data that exist for the First Prior Year will be extracted; otherwise, enter data for the First Prior Year. Unaudited Actuals data for the second and third prior years are preloaded.

Fiscal Year	Unaudited Actuals - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures
	Salaries and Benefits (Form 01, Objects 1000-3999)	Total Expenditures (Form 01, Objects 1000-7499)	
Third Prior Year (2007-08)	86,248,556.32	94,155,687.50	91.6%
Second Prior Year (2008-09)	85,006,966.53	90,961,955.13	93.5%
First Prior Year (2009-10)	75,103,591.76	81,782,110.97	91.8%
	Historical Average Ratio:		92.3%

	Current Year (2010-11)	1st Subsequent Year (2011-12)	2nd Subsequent Year (2012-13)
District's Reserve Standard Percentage (Criterion 10B, Line 4)	3.0%	3.0%	3.0%
District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):	89.3% to 95.3%	89.3% to 95.3%	89.3% to 95.3%

5B. Calculating the District's Projected Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: If Form MYPI exists, Projected Year Totals data for the two subsequent years will be extracted; if not, enter Projected Year Totals data. Projected Year Totals data for Current Year are extracted.

Fiscal Year	Projected Year Totals - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	Status
	Salaries and Benefits (Form 011, Objects 1000-3999) (Form MYPI, Lines B1-B3)	Total Expenditures (Form 011, Objects 1000-7499) (Form MYPI, Lines B1-B8, B10)		
Current Year (2010-11)	75,516,838.00	84,338,460.00	89.5%	Met
1st Subsequent Year (2011-12)	77,999,780.00	86,208,597.00	90.5%	Met
2nd Subsequent Year (2012-13)	85,775,388.00	94,602,481.00	90.7%	Met

5C. Comparison of District Salaries and Benefits Ratio to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Ratio of total unrestricted salaries and benefits to total unrestricted expenditures has met the standard for the current year and two subsequent fiscal years.

Explanation:
(required if NOT met)

6. CRITERION: Other Revenues and Expenditures

STANDARD: Projected operating revenues (including federal, other state and other local) or expenditures (including books and supplies, and services and other operating), for any of the current fiscal year or two subsequent fiscal years, have not changed by more than five percent since first interim projections.

Changes that exceed five percent in any major object category must be explained.

District's Other Revenues and Expenditures Standard Percentage Range:	-5.0% to +5.0%
District's Other Revenues and Expenditures Explanation Percentage Range:	-5.0% to +5.0%

6A. Calculating the District's Change by Major Object Category and Comparison to the Explanation Percentage Range

DATA ENTRY: First Interim data that exist will be extracted; otherwise, enter data into the first column. Second Interim data for the Current Year are extracted. If Second Interim Form MYPI exists, data for the two subsequent years will be extracted; if not, enter data for the two subsequent years into the second column.

Explanations must be entered for each category if the percent change for any year exceeds the district's explanation percentage range.

Object Range / Fiscal Year	First Interim Projected Year Totals (Form 01CSI, Item 6A)	Second Interim Projected Year Totals (Fund 01) (Form MYPI)	Percent Change	Change Is Outside Explanation Range
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Federal Revenue (Fund 01, Objects 8100-8299) (Form MYPI, Line A2)

Current Year (2010-11)	34,713,790.00	35,106,823.05	1.1%	No
1st Subsequent Year (2011-12)	23,657,441.00	30,239,819.00	27.8%	Yes
2nd Subsequent Year (2012-13)	24,078,208.00	27,291,344.00	13.3%	Yes

Explanation:
(required if Yes)

Included in Federal Revenues are Federal Stimulus funds as well as the School Improvement Grants that several of our schools received.

Other State Revenue (Fund 01, Objects 8300-8599) (Form MYPI, Line A3)

Current Year (2010-11)	46,807,620.00	47,791,618.00	2.1%	No
1st Subsequent Year (2011-12)	45,498,664.00	46,199,806.00	1.5%	No
2nd Subsequent Year (2012-13)	44,368,976.00	45,070,098.00	1.6%	No

Explanation:
(required if Yes)

Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYPI, Line A4)

Current Year (2010-11)	3,091,396.00	3,485,947.00	12.8%	Yes
1st Subsequent Year (2011-12)	1,840,921.00	2,125,477.00	15.5%	Yes
2nd Subsequent Year (2012-13)	1,840,921.00	2,125,477.00	15.5%	Yes

Explanation:
(required if Yes)

Grants were adjusted to actual allocation and carryovers were added in. Due to the state budget crisis, schools are doing more fundraising for sports and other activities.

Books and Supplies (Fund 01, Objects 4000-4999) (Form MYPI, Line B4)

Current Year (2010-11)	16,404,648.00	18,127,460.05	10.5%	Yes
1st Subsequent Year (2011-12)	9,049,819.00	11,817,948.00	30.6%	Yes
2nd Subsequent Year (2012-13)	8,857,184.00	12,076,470.00	36.3%	Yes

Explanation:
(required if Yes)

Grants were adjusted to actual awards and programs were reallocated as necessary

Services and Other Operating Expenditures (Fund 01, Objects 5000-5999) (Form MYPI, Line B5)

Current Year (2010-11)	17,924,923.00	19,060,489.00	6.3%	Yes
1st Subsequent Year (2011-12)	17,307,025.00	18,466,404.00	6.7%	Yes
2nd Subsequent Year (2012-13)	17,289,307.00	18,431,778.00	6.6%	Yes

Explanation:
(required if Yes)

Grants were adjusted to actual awards and programs were reallocated as necessary

6B. Calculating the District's Change in Total Operating Revenues and Expenditures

DATA ENTRY: All data are extracted or calculated.

Object Range / Fiscal Year	First Interim Projected Year Totals	Second Interim Projected Year Totals	Percent Change	Status
Total Federal, Other State, and Other Local Revenue (Section 6A)				
Current Year (2010-11)	84,612,806.00	86,384,388.05	2.1%	Met
1st Subsequent Year (2011-12)	70,997,046.00	78,565,102.00	10.7%	Not Met
2nd Subsequent Year (2012-13)	70,288,105.00	74,486,919.00	6.0%	Not Met
Total Books and Supplies, and Services and Other Operating Expenditures (Section 6A)				
Current Year (2010-11)	34,329,571.00	37,187,949.05	8.3%	Not Met
1st Subsequent Year (2011-12)	26,356,844.00	30,284,352.00	14.9%	Not Met
2nd Subsequent Year (2012-13)	26,146,491.00	30,508,248.00	16.7%	Not Met

6C. Comparison of District Total Operating Revenues and Expenditures to the Standard Percentage Range

DATA ENTRY: Explanations are linked from Section 6A if the status in Section 6B is Not Met; no entry is allowed below.

- 1a. STANDARD NOT MET - One or more projected operating revenue have changed since first interim projections by more than the standard in one or more of the current year or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating revenues within the standard must be entered in Section 6A above and will also display in the explanation box below.

Explanation:
Federal Revenue
(linked from 6A
if NOT met)

Included in Federal Revenues are Federal Stimulus funds as well as the School Improvement Grants that several of our schools received.

Explanation:
Other State Revenue
(linked from 6A
if NOT met)

Explanation:
Other Local Revenue
(linked from 6A
if NOT met)

Grants were adjusted to actual allocation and carryovers were added in. Due to the state budget crisis, schools are doing more fundraising for sports and other activities.

- 1b. STANDARD NOT MET - One or more total operating expenditures have changed since first interim projections by more than the standard in one or more of the current year or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating revenues within the standard must be entered in Section 6A above and will also display in the explanation box below.

Explanation:
Books and Supplies
(linked from 6A
if NOT met)

Grants were adjusted to actual awards and programs were reallocated as necessary

Explanation:
Services and Other Exps
(linked from 6A
if NOT met)

Grants were adjusted to actual awards and programs were reallocated as necessary

7. CRITERION: Facilities Maintenance

STANDARD: Identify changes that have occurred since first interim projections in the projected contributions for facilities maintenance funding as required pursuant to Education Code sections 17584 (Deferred Maintenance) and 17070.75 (Ongoing and Major Maintenance Account).

7A. Determining the District's Compliance with the Contribution Requirement for EC Section 17584 - Deferred Maintenance

NOTE: SBX3 4 (Chapter 12, Statutes of 2009) eliminates the local match requirement for Deferred Maintenance for a five-year period from 2008-09 through 2012-13. Therefore, this section has been inactivated for that period.

7B. Determining the District's Compliance with the Contribution Requirement for EC Section 17070.75 as modified by Section 17070.766, effective 2008-09 through 2012-13 - Ongoing and Major Maintenance/Restricted Maintenance Account (OMMA/RMA)

NOTE: EC Section 17070.766 reduces the contributions required in EC Section 17070.75 from 3 percent to 1 percent for a five-year period from 2008-09 through 2012-13. Therefore, the calculation in this section has been revised accordingly for that period.

DATA ENTRY: Budget Adoption and First Interim data that exist will be extracted; otherwise, enter Budget Adoption and First Interim data into lines 1 and 2 as applicable. All other data are extracted.

	Budget Adoption 1% Required Minimum Contribution (Form 01CSI, Item 7B1)	Second Interim Contribution Projected Year Totals (Fund 01, Resource 8150, Objects 8900-8999)	Status
1. OMMA/RMA Contribution	1,582,115.94	4,106,403.00	Met
2. First Interim Contribution (information only) (Form 01CSI, First Interim, Criterion 7B, Line 1)		4,108,716.00	

If status is not met, enter an X in the box that best describes why the minimum required contribution was not made:

- Not applicable (district does not participate in the Leroy F. Green School Facilities Act of 1998)
- Exempt (due to district's small size [EC Section 17070.75 (b)(2)(D)])
- Other (explanation must be provided)

Explanation:
(required if NOT met
and Other is marked)

8. CRITERION: Deficit Spending

STANDARD: Unrestricted deficit spending (total unrestricted expenditures and other financing uses is greater than total unrestricted revenues and other financing sources) as a percentage of total unrestricted expenditures and other financing uses, has not exceeded one-third of the district's available reserves¹ as a percentage of total expenditures and other financing uses² in any of the current fiscal year or two subsequent fiscal years.

¹Available reserves are the unrestricted reserves in the Designated for Economic Uncertainties and the Undesignated/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

²A school district that is the Administrative Unit of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

8A. Calculating the District's Deficit Spending Standard Percentage Levels

DATA ENTRY: All data are extracted or calculated.

	Current Year (2010-11)	1st Subsequent Year (2011-12)	2nd Subsequent Year (2012-13)
District's Available Reserves Percentage (Criterion 10C, Line 7)	11.5%	7.5%	-2.0%
District's Deficit Spending Standard Percentage Levels (one-third of available reserves percentage):	3.8%	2.5%	-0.7%

8B. Calculating the District's Deficit Spending Percentages

DATA ENTRY: Current Year data are extracted. If Form MYPI exists, data for the two subsequent years will be extracted; if not, enter data for the two subsequent years into the first and second columns.

Fiscal Year	Projected Year Totals		Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A)	Status
	Net Change in Unrestricted Fund Balance (Form 011, Section E) (Form MYPI, Line C)	Total Unrestricted Expenditures and Other Financing Uses (Form 011, Objects 1000-7999) (Form MYPI, Line B11)		
Current Year (2010-11)	3,159,283.00	86,641,670.00	N/A	Met
1st Subsequent Year (2011-12)	(8,025,834.19)	88,570,139.00	9.1%	Not Met
2nd Subsequent Year (2012-13)	(18,340,240.53)	96,981,377.00	18.9%	Not Met

8C. Comparison of District Deficit Spending to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD NOT MET - Unrestricted deficit spending has exceeded the standard percentage level in any of the current year or two subsequent fiscal years. Provide reasons for the deficit spending, a description of the methods and assumptions used in balancing the unrestricted budget, and what changes will be made to ensure that the budget deficits are eliminated or are balanced within the standard.

Explanation:
(required if NOT met)

Salaries and Health and Welfare benefits continue to increase. As Federal Stimulus monies are depleted, the positions return to the unrestricted.

9. CRITERION: Fund and Cash Balances

A. FUND BALANCE STANDARD: Projected general fund balance will be positive at the end of the current fiscal year and two subsequent fiscal years.

9A-1. Determining if the District's General Fund Ending Balance is Positive

DATA ENTRY: Current Year data are extracted. If Form MYPI exists, data for the two subsequent years will be extracted; if not, enter data for the two subsequent years:

Fiscal Year	Ending Fund Balance General Fund Projected Year Totals		Status
	(Form 011, Line F2)	(Form MYPI, Line D2)	
Current Year (2010-11)	22,997,920.64		Met
1st Subsequent Year (2011-12)	14,972,086.45		Met
2nd Subsequent Year (2012-13)	(3,368,154.08)		Not Met

9A-2. Comparison of the District's Ending Fund Balance to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD NOT MET - General fund ending balance is projected to be negative for any of the current fiscal year or two subsequent fiscal years. Provide reasons for the negative fund balance(s), a description of the methods and assumptions used in projecting the ending fund balance, and what changes will be made to ensure the ending fund balance is positive.

Explanation:
(required if NOT met)

We continue to deficit spend each year. As we work with the changes received from the Governor's budget, the board and cabinet are looking at potential changes to correct this.

B. CASH BALANCE STANDARD: Projected general fund cash balance will be positive at the end of the current fiscal year.

9B-1. Determining if the District's Ending Cash Balance is Positive

DATA ENTRY: If Form CASH exists, data will be extracted; if not, data must be entered below.

Fiscal Year	Ending Cash Balance General Fund		Status
	(Form CASH, Line F, June Column)		
Current Year (2010-11)	9,449,898.00		Met

9B-2. Comparison of the District's Ending Cash Balance to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Projected general fund cash balance will be positive at the end of the current fiscal year.

Explanation:
(required if NOT met)

10. CRITERION: Reserves

STANDARD: Available reserves¹ for any of the current fiscal year or two subsequent fiscal years are not less than the following percentages or amounts² as applied to total expenditures and other financing uses³:

Percentage Level	District ADA		
5% or \$60,000 (greater of)	0	to	300
4% or \$60,000 (greater of)	301	to	1,000
3%	1,001	to	30,000
2%	30,001	to	400,000
1%	400,001	and	over

¹ Available reserves are the unrestricted reserves in the Designated for Economic Uncertainties and the Undesignated/Unappropriated accounts in the General Fund and Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

² Dollar amounts to be adjusted annually by the prior year statutory cost-of-living adjustment (Education Code Section 42238), rounded to the nearest thousand.

³ A school district that is the Administrative Unit (AU) of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

	Current Year (2010-11)	1st Subsequent Year (2011-12)	2nd Subsequent Year (2012-13)
District Estimated P-2 ADA (Criterion 3, Item 3B)	16,690	16,615	16,540
District's Reserve Standard Percentage Level:	3%	3%	3%

10A. Calculating the District's Special Education Pass-through Exclusions (only for districts that serve as the AU of a SELPA)

DATA ENTRY: For SELPA AUs, if Form MYPI exists, all data will be extracted including the Yes/No button selection. If not, click the appropriate Yes or No button for item 1 and, if Yes, enter data for item 2a and for the two subsequent years in item 2b; Current Year data are extracted.

For districts that serve as the AU of a SELPA (Form MYPI, Lines F1a, F1b1, and F1b2):

- Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?
- If you are the SELPA AU and are excluding special education pass-through funds:
 - Enter the name(s) of the SELPA(s): PV

- Special Education Pass-through Funds
(Fund 01, resources 3300-3499 and 6500-6540,
objects 7211-7213 and 7221-7223)

	Current Year Projected Year Totals (2010-11)	1st Subsequent Year (2011-12)	2nd Subsequent Year (2012-13)

10B. Calculating the District's Reserve Standard

DATA ENTRY: If Form MYPI exists, all data will be extracted or calculated. If not, enter data for line 1 for the two subsequent years; Current Year data are extracted.

	Current Year Projected Year Totals (2010-11)	1st Subsequent Year (2011-12)	2nd Subsequent Year (2012-13)
1. Total Expenditures and Other Financing Uses (Form 011, objects 1000-7999) (Form MYPI, Line B11)	181,949,592.05	169,320,290.00	176,491,810.00
2. Less: Special Education Pass-through (Line A2b, if Line A1 is Yes)			
3. Net Expenditures and Other Financing Uses (Line B1 minus Line B2)	181,949,592.05	169,320,290.00	176,491,810.00
4. Reserve Standard Percentage Level	3%	3%	3%
5. Reserve Standard - by Percent (Line B3 times Line B4)	5,458,487.76	5,079,608.70	5,294,754.30
6. Reserve Standard - by Amount (\$60,000 for districts with less than 1,001 ADA, else 0)	0.00	0.00	0.00
7. District's Reserve Standard (Greater of Line B5 or Line B6)	5,458,487.76	5,079,608.70	5,294,754.30

10C. Calculating the District's Available Reserve Amount

DATA ENTRY: All data are extracted from fund data and Form MYPI. If Form MYPI does not exist, enter data for the two subsequent years. If Fund 17 does not exist, enter data for the current and two subsequent years, as appropriate.

Designated Reserve Amounts (Unrestricted resources 0000-1999 except Line 3)	Current Year Projected Year Totals (2010-11)	1st Subsequent Year (2011-12)	2nd Subsequent Year (2012-13)
1. General Fund - Designated for Economic Uncertainties (Fund 01, Object 9770) (Form MYPI, Line E1a)	5,547,561.00	5,079,609.00	0.00
2. General Fund - Undesignated Amount (Fund 01, Object 9790) (Form MYPI, Line E1b)	15,413,048.29	7,662,913.10	(3,597,718.43)
3. General Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999) (Form MYPI, Line E1c)	(2.36)	0.00	0.00
4. Special Reserve Fund - Designated for Economic Uncertainties (Fund 17, Object 9770) (Form MYPI, Line E2a)	0.00		
5. Special Reserve Fund - Undesignated Amount (Fund 17, Object 9790) (Form MYPI, Line E2b)	0.00		
6. District's Available Reserves Amount (Sum lines 1 thru 5)	20,960,606.93	12,742,522.10	(3,597,718.43)
7. District's Available Reserves Percentage (Information only) (Line 6 divided by Section 10B, Line 3)	11.52%	7.53%	-2.04%
District's Reserve Standard (Section 10B, Line 7):	5,458,487.76	5,079,608.70	5,294,754.30
Status:	Met	Met	Not Met

10D. Comparison of District Reserves to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD NOT MET - Available reserves are below the standard in one or more of the current year or two subsequent fiscal years. Provide reasons for reserves falling below the standard and what plans and actions are anticipated to increase reserves to, or above, the standard.

Explanation:
(required if NOT met)

We continue to deficit spend each year. As we work with the changes received from the Governor's budget, the board and cabinet are looking at potential changes to correct this.

SUPPLEMENTAL INFORMATION

DATA ENTRY: Click the appropriate Yes or No button for items S1 through S4. Enter an explanation for each Yes answer.

S1. Contingent Liabilities

1a. Does your district have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that have occurred since first interim projections that may impact the budget?

No

1b. If Yes, identify the liabilities and how they may impact the budget:

S2. Use of One-time Revenues for Ongoing Expenditures

1a. Does your district have ongoing general fund expenditures funded with one-time revenues that have changed since first interim projections by more than five percent?

Yes

1b. If Yes, identify the expenditures and explain how the one-time resources will be replaced to continue funding the ongoing expenditures in the following fiscal years:

We are using Federal Stimulus, Fiscal Stability Funds and Ed Jobs Funds to maintain positions that will return to the unrestricted budget.

S3. Temporary Interfund Borrowings

1a. Does your district have projected temporary borrowings between funds?
(Refer to Education Code Section 42603)

Yes

1b. If Yes, identify the interfund borrowings:

With the state deferring State Aid Apportionments, we will need to borrow from other funds. If there are not sufficient funds, we have an agreement with the County Treasurer to borrow needed funds.

S4. Contingent Revenues

1a. Does your district have projected revenues for the current fiscal year or either of the two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?

No

1b. If Yes, identify any of these revenues that are dedicated for ongoing expenses and explain how the revenues will be replaced or expenditures reduced:

S5. Contributions

Identify projected contributions from unrestricted resources in the general fund to restricted resources in the general fund for the current fiscal year and two subsequent fiscal years. Provide an explanation if contributions have changed by more than \$20,000 and more than five percent since first interim projections.

Identify projected transfers to or from the general fund to cover operating deficits in either the general fund or any other fund for the current fiscal year and two subsequent fiscal years. Provide an explanation if transfers have changed by more than \$20,000 and more than five percent since first interim projections.

Identify capital project cost overruns that have occurred since first interim projections that may impact the general fund budget.

District's Contributions and Transfers Standard: -5.0% to +5.0%
or -\$20,000 to +\$20,000

S5A. Identification of the District's Projected Contributions, Transfers, and Capital Projects that may Impact the General Fund

DATA ENTRY: First interim data that exist will be extracted; otherwise, enter data into the first column. Enter data into the second column, except for Current Year Contributions, which are extracted.

Description / Fiscal Year	First Interim (Form 01CSI, Item S5A)	Second Interim Projected Year Totals	Percent Change	Amount of Change	Status
1a. Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8980)					
Current Year (2010-11)	(16,278,057.00)	(16,204,402.00)	-0.5%	(73,655.00)	Met
1st Subsequent Year (2011-12)	(17,063,872.00)	(18,588,322.00)	8.9%	1,524,450.00	Not Met
2nd Subsequent Year (2012-13)	(18,173,796.00)	(19,789,763.00)	8.9%	1,615,967.00	Not Met
1b. Transfers In, General Fund *					
Current Year (2010-11)	581,045.00	581,045.00	0.0%	0.00	Met
1st Subsequent Year (2011-12)	550,000.00	550,000.00	0.0%	0.00	Met
2nd Subsequent Year (2012-13)	50,000.00	50,000.00	0.0%	0.00	Met
1c. Transfers Out, General Fund *					
Current Year (2010-11)	2,217,338.00	2,256,733.00	1.8%	39,395.00	Met
1st Subsequent Year (2011-12)	2,217,338.00	2,361,542.00	6.5%	144,204.00	Not Met
2nd Subsequent Year (2012-13)	2,217,338.00	2,378,896.00	7.3%	161,558.00	Not Met

1d. Capital Project Cost Overruns

Have capital project cost overruns occurred since first interim projections that may impact the general fund operational budget?

No

* Include transfers used to cover operating deficits in either the general fund or any other fund.

S5B. Status of the District's Projected Contributions, Transfers, and Capital Projects

DATA ENTRY: Enter an explanation if Not Met for items 1a-1c or if Yes for Item 1d.

1a. NOT MET - The projected contributions from the unrestricted general fund to restricted general fund programs have changed since first interim projections by more than the standard for any of the current year or subsequent two fiscal years. Identify restricted programs and contribution amount for each program and whether contributions are ongoing or one-time in nature. Explain the district's plan, with timeframes, for reducing or eliminating the contribution.

Explanation:
(required if NOT met)

As Federal Stimulus (one-time monies) are depleted and Salaries and Health and Welfare benefits continue to rise, the contributions to Transportation, Special Ed and Restricted Maintenance have increased.

1b. MET - Projected transfers in have not changed since first interim projections by more than the standard for the current year and two subsequent fiscal years.

Explanation:
(required if NOT met)

- 1c. NOT MET - The projected transfers out of the general fund have changed since first interim projections by more than the standard for any of the current year or subsequent two fiscal years. Identify the amounts transferred, by fund, and whether transfers are ongoing or one-time in nature. If ongoing, explain the district's plan, with timeframes, for reducing or eliminating the transfers.

Explanation:
(required if NOT met)

With the Governor's budget, additional contribution is needed for our vocational charter.

- 1d. NO - There have been no capital project cost overruns occurring since first interim projections that may impact the general fund operational budget.

Project Information:
(required if YES)

S6. Long-term Commitments

Identify all existing and new multiyear commitments¹ and their annual required payment for the current fiscal year and two subsequent fiscal years.

Explain how any increase in annual payments will be funded. Also, explain how any decrease to funding sources used to pay long-term commitments will be replaced.

¹ Include multiyear commitments, multiyear debt agreements, and new programs or contracts that result in long-term obligations.

S6A. Identification of the District's Long-term Commitments

DATA ENTRY: If First Interim data exist (Form 01CSI, Item S6A), long-term commitment data will be extracted and it will only be necessary to click the appropriate button for Item 1b. Extracted data may be overwritten to update long-term commitment data in Item 2, as applicable. If no First Interim data exist, click the appropriate buttons for items 1a and 1b, and enter all other data, as applicable.

1. a. Does your district have long-term (multiyear) commitments?
(If No, skip items 1b and 2 and sections S6B and S6C)
- b. If Yes to Item 1a, have new long-term (multiyear) commitments been incurred since first interim projections?
2. If Yes to Item 1a, list (or update) all new and existing multiyear commitments and required annual debt service amounts. Do not include long-term commitments for postemployment benefits other than pensions (OPEB); OPEB is disclosed in Item S7A.

Type of Commitment	# of Years Remaining	SACS Fund and Object Codes Used For:		Principal Balance as of July 1, 2010
		Funding Sources (Revenues)	Debt Service (Expenditures)	
Capital Leases				
Certificates of Participation	16	11-7439	65000	1,405,000
General Obligation Bonds		21-	1385000	57,813,722
Supp Early Retirement Program	1	01-5800	516500	516,500
State School Building Loans				
Compensated Absences		Multiple Funds	Varies	1,527,049

Other Long-term Commitments (do not include OPEB):

Certificates of Participation (2)	21	01-7439	45466	1,415,000
Capital Leases (Linscott)	2	09-7439	12323	25,609
Capital Leases (SIS/Busses)	3	01-7439	183249	463,323
Capital Leases (Porter Building)	5	01-7439	70672	399,203
Supp Early Retirement Program (2)	3	01-5800	364692	3,728,501
Supp Early Retirement Program (3/4)	40,273	01-5800	82341/1052344	5,591,084

Type of Commitment (continued)	Prior Year (2009-10) Annual Payment (P & I)	Current Year (2010-11) Annual Payment (P & I)	1st Subsequent Year (2011-12) Annual Payment (P & I)	2nd Subsequent Year (2012-13) Annual Payment (P & I)
Capital Leases				
Certificates of Participation	123,696	121,714	119,609	122,288
General Obligation Bonds	1,385,000	1,560,000	1,755,000	1,970,000
Supp Early Retirement Program	516,500			
State School Building Loans				
Compensated Absences				

Other Long-term Commitments (continued):

Certificates of Participation (2)	0	103,942	103,942	103,942
Capital Leases (Linscott)	14,323	14,323	14,323	
Capital Leases (SIS/Busses)	204,679	204,679	204,679	92,435
Capital Leases (Porter Building)	92,368	92,368	92,368	92,368
Supp Early Retirement Program (2)	364,692	364,692	364,692	364,692
Supp Early Retirement Program (3/4)	1,134,685	1,134,685	1,134,685	1,134,685
Total Annual Payments:	3,835,943	3,596,403	3,789,298	3,880,410
Has total annual payment increased over prior year (2009-10)?		No	No	Yes

S6B. Comparison of the District's Annual Payments to Prior Year Annual Payment

DATA ENTRY: Enter an explanation if Yes.

- 1a. Yes - Annual payments for long-term commitments have increased in one or more of the current or two subsequent fiscal years. Explain how the increase in annual payments will be funded.

Explanation:
(Required if Yes
to increase in total
annual payments)

Increase in funding due to GO Bond Payments.

S6C. Identification of Decreases to Funding Sources Used to Pay Long-term Commitments

DATA ENTRY: Click the appropriate Yes or No button in Item 1; if Yes, an explanation is required in Item 2.

1. Will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?

No

2. No - Funding sources will not decrease or expire prior to the end of the commitment period, and one-time funds are not being used for long-term commitment.

Explanation:
(Required if Yes)

S7. Unfunded Liabilities

Identify any changes in estimates for unfunded liabilities since first interim projections, and indicate whether the changes are the result of a new actuarial valuation.

S7A. Identification of the District's Estimated Unfunded Liability for Postemployment Benefits Other Than Pensions (OPEB)

DATA ENTRY: Click the appropriate button(s) for items 1a-1c, as applicable. First Interim data that exist (Form 01CSI, Item S7A) will be extracted; otherwise, enter First Interim and Second Interim data in items 2-4, as applicable.

1. a. Does your district provide postemployment benefits other than pensions (OPEB)? (If No, skip items 1b-4)

b. If Yes to Item 1a, have there been changes since first interim in OPEB liabilities? (If Yes, complete items 2 and 4)

c. If Yes to Item 1a, have there been changes since first interim in OPEB contributions? (If Yes, complete items 3 and 4)

2. OPEB Liabilities

	First Interim (Form 01CSI, Item S7A)	Second Interim
a. OPEB actuarial accrued liability (AAL)	65,626,213.00	65,626,213.00
b. OPEB unfunded actuarial accrued liability (UAAL)	51,938,570.00	51,938,570.00
c. Are AAL and UAAL based on the district's estimate or an actuarial valuation?	Actuarial	Actuarial
d. If based on an actuarial valuation, indicate the date of the OPEB valuation.	Sep 08, 2009	Sep 08, 2009

3. OPEB Contributions

	First Interim (Form 01CSI, Item S7A)	Second Interim
a. OPEB annual required contribution (ARC) per actuarial valuation or Alternative Measurement Method (may leave blank if valuation is not yet required)		
Current Year (2010-11)	5,591,273.00	5,591,273.00
1st Subsequent Year (2011-12)	5,452,051.00	5,452,051.00
2nd Subsequent Year (2012-13)	5,808,258.00	5,808,258.00
b. OPEB amount contributed (includes premiums paid to a self-insurance fund) (Funds 01-70, objects 3701-3752)		
Current Year (2010-11)	3,043,792.00	3,105,375.00
1st Subsequent Year (2011-12)	3,364,619.00	3,437,814.00
2nd Subsequent Year (2012-13)	3,756,509.00	3,816,168.00
c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)		
Current Year (2010-11)	3,319,652.00	3,319,652.00
1st Subsequent Year (2011-12)	3,158,143.00	3,158,143.00
2nd Subsequent Year (2012-13)	2,557,405.00	2,557,405.00
d. Number of retirees receiving OPEB benefits		
Current Year (2010-11)	303	303
1st Subsequent Year (2011-12)	251	251
2nd Subsequent Year (2012-13)	207	207

4. Comments:

S7B. Identification of the District's Unfunded Liability for Self-insurance Programs

DATA ENTRY: Click the appropriate button(s) for items 1a-1c, as applicable. First Interim data that exist (Form 01CSI, Item S7B) will be extracted; otherwise, enter First Interim and Second Interim data in items 2-4, as applicable.

1. a. Does your district operate any self-insurance programs such as workers' compensation, employee health and welfare, or property and liability? (Do not include OPEB; which is covered in Section S7A) (If No, skip items 1b-4)

Yes

b. If Yes to item 1a, have there been changes since first interim in self-insurance liabilities? (If Yes, complete items 2 and 4)

No

c. If Yes to item 1a, have there been changes since first interim in self-insurance contributions? (If Yes, complete items 3 and 4)

No

2. Self-Insurance Liabilities

a. Accrued liability for self-insurance programs
b. Unfunded liability for self-insurance programs

	First Interim (Form 01CSI, Item S7B)	Second Interim
a.	11,863,031.00	13,866,236.00
b.		

3. Self-Insurance Contributions

a. Required contribution (funding) for self-insurance programs
Current Year (2010-11)
1st Subsequent Year (2011-12)
2nd Subsequent Year (2012-13)

	First Interim (Form 01CSI, Item S7B)	Second Interim
a.		
Current Year (2010-11)	42,315,018.00	42,315,018.00
1st Subsequent Year (2011-12)	45,145,661.00	45,145,661.00
2nd Subsequent Year (2012-13)	48,510,881.00	48,510,881.00

b. Amount contributed (funded) for self-insurance programs
Current Year (2010-11)
1st Subsequent Year (2011-12)
2nd Subsequent Year (2012-13)

b.		
Current Year (2010-11)	33,240,168.00	33,832,721.00
1st Subsequent Year (2011-12)	35,664,203.00	34,142,146.00
2nd Subsequent Year (2012-13)	38,783,628.00	37,464,194.00

4. Comments:

--

S8. Status of Labor Agreements

Analyze the status of employee labor agreements. Identify new labor agreements that have been ratified since first interim projections, as well as new commitments provided as part of previously ratified multiyear agreements; and include all contracts, including all administrator contracts (and including all compensation). For new agreements, indicate the date of the required board meeting. Compare the increase in new commitments to the projected increase in ongoing revenues and explain how these commitments will be funded in future fiscal years.

If salary and benefit negotiations are not finalized, upon settlement with certificated or classified staff:

The school district must determine the cost of the settlement, including salaries, benefits, and any other agreements that change costs, and provide the county office of education (COE) with an analysis of the cost of the settlement and its impact on the operating budget.

The county superintendent shall review the analysis relative to the criteria and standards and may provide written comments to the president of the district governing board and superintendent.

S8A. Cost Analysis of District's Labor Agreements - Certificated (Non-management) Employees

DATA ENTRY: Click the appropriate Yes or No button for "Status of Certificated Labor Agreements as of the Previous Reporting Period." If Yes, nothing further is needed for section S8A. If No, enter data, as applicable, in the remainder of section S8A; there are no extractions in this section.

Status of Certificated Labor Agreements as of the Previous Reporting Period
Were all certificated labor negotiations settled as of first interim projections?

Yes

If Yes, skip to section S8B.

If No, continue with section S8A.

Certificated (Non-management) Salary and Benefit Negotiations

	Prior Year (2nd Interim) (2009-10)	Current Year (2010-11)	1st Subsequent Year (2011-12)	2nd Subsequent Year (2012-13)
Number of certificated (non-management) full-time-equivalent (FTE) positions				

1a. Have any salary and benefit negotiations been settled since first interim projections?

n/a

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, complete questions 6 and 7.

1b. Are any salary and benefit negotiations still unsettled?

No

If Yes, complete questions 6 and 7.

Negotiations Settled Since First Interim Projections

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

2b. Per Government Code Section 3547.5(b), was the collective bargaining agreement certified by the district superintendent and chief business official?

If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the collective bargaining agreement?

n/a

If Yes, date of budget revision board adoption:

4. Period covered by the agreement:

Begin Date:

End Date:

5. Salary settlement:

Current Year
(2010-11)

1st Subsequent Year
(2011-12)

2nd Subsequent Year
(2012-13)

Is the cost of salary settlement included in the interim and multiyear projections (MYPs)?

--	--	--

One Year Agreement

Total cost of salary settlement

--	--	--

% change in salary schedule from prior year
or

--

Multiyear Agreement

Total cost of salary settlement

--	--	--

% change in salary schedule from prior year
(may enter text, such as "Reopener")

--	--	--

Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

6. Cost of a one percent increase in salary and statutory benefits

--

7. Amount included for any tentative salary schedule increases

Current Year (2010-11)	1st Subsequent Year (2011-12)	2nd Subsequent Year (2012-13)

Certificated (Non-management) Health and Welfare (H&W) Benefits

- Are costs of H&W benefit changes included in the interim and MYPs?
- Total cost of H&W benefits
- Percent of H&W cost paid by employer
- Percent projected change in H&W cost over prior year

Current Year (2010-11)	1st Subsequent Year (2011-12)	2nd Subsequent Year (2012-13)

Certificated (Non-management) Prior Year Settlements Negotiated Since First Interim Projections

Are any new costs negotiated since first interim projections for prior year settlements included in the interim?

--

If Yes, amount of new costs included in the interim and MYPs
If Yes, explain the nature of the new costs:

--

Certificated (Non-management) Step and Column Adjustments

- Are step & column adjustments included in the interim and MYPs?
- Cost of step & column adjustments
- Percent change in step & column over prior year

Current Year (2010-11)	1st Subsequent Year (2011-12)	2nd Subsequent Year (2012-13)

Certificated (Non-management) Attrition (layoffs and retirements)

- Are savings from attrition included in the budget and MYPs?
- Are additional H&W benefits for those laid-off or retired employees included in the interim and MYPs?

Current Year (2010-11)	1st Subsequent Year (2011-12)	2nd Subsequent Year (2012-13)

Certificated (Non-management) - Other

List other significant contract changes that have occurred since first interim projections and the cost impact of each change (i.e., class size, hours of employment, leave of absence, bonuses, etc.):

S8B. Cost Analysis of District's Labor Agreements - Classified (Non-management) Employees

DATA ENTRY: Click the appropriate Yes or No button for "Status of Classified Labor Agreements as of the Previous Reporting Period." If Yes, nothing further is needed for section S8B. If No, enter data, as applicable, in the remainder of section S8B; there are no extractions in this section.

Status of Classified Labor Agreements as of the Previous Reporting Period

Were all classified labor negotiations settled as of first interim projections?
If Yes, skip to section S8C.
If No, continue with section S8B.

Yes

Classified (Non-management) Salary and Benefit Negotiations

	Prior Year (2nd Interim) (2009-10)	Current Year (2010-11)	1st Subsequent Year (2011-12)	2nd Subsequent Year (2012-13)
Number of classified (non-management) FTE positions				

1a. Have any salary and benefit negotiations been settled since first interim projections?

n/a

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.
If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.
If No, complete questions 6 and 7.

1b. Are any salary and benefit negotiations still unsettled?

No

If Yes, complete questions 6 and 7.

Negotiations Settled Since First Interim Projections

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

2b. Per Government Code Section 3547.5(b), was the collective bargaining agreement certified by the district superintendent and chief business official?

If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the collective bargaining agreement?

n/a

If Yes, date of budget revision board adoption:

4. Period covered by the agreement:

Begin Date:

End Date:

5. Salary settlement:

Current Year
(2010-11)

1st Subsequent Year
(2011-12)

2nd Subsequent Year
(2012-13)

Is the cost of salary settlement included in the interim and multiyear projections (MYPs)?

--	--	--

One Year Agreement

Total cost of salary settlement

--	--	--

% change in salary schedule from prior year

--

or

Multiyear Agreement

Total cost of salary settlement

--	--	--

% change in salary schedule from prior year
(may enter text, such as "Reopener")

--	--	--

Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

6. Cost of a one percent increase in salary and statutory benefits

Current Year
(2010-11)

1st Subsequent Year
(2011-12)

2nd Subsequent Year
(2012-13)

7. Amount included for any tentative salary schedule increases

--	--	--

Classified (Non-management) Health and Welfare (H&W) Benefits

	Current Year (2010-11)	1st Subsequent Year (2011-12)	2nd Subsequent Year (2012-13)
1. Are costs of H&W benefit changes included in the interim and MYPs?			
2. Total cost of H&W benefits			
3. Percent of H&W cost paid by employer			
4. Percent projected change in H&W cost over prior year			

Classified (Non-management) Prior Year Settlements Negotiated Since First Interim

Are any new costs negotiated since first interim for prior year settlements included in the interim?

--	--	--

If Yes, amount of new costs included in the interim and MYPs

If Yes, explain the nature of the new costs:

Classified (Non-management) Step and Column Adjustments

	Current Year (2010-11)	1st Subsequent Year (2011-12)	2nd Subsequent Year (2012-13)
1. Are step & column adjustments included in the interim and MYPs?			
2. Cost of step & column adjustments			
3. Percent change in step & column over prior year			

Classified (Non-management) Attrition (layoffs and retirements)

	Current Year (2010-11)	1st Subsequent Year (2011-12)	2nd Subsequent Year (2012-13)
1. Are savings from attrition included in the interim and MYPs?			
2. Are additional H&W benefits for those laid-off or retired employees included in the interim and MYPs?			

Classified (Non-management) - Other

List other significant contract changes that have occurred since first interim and the cost impact of each (i.e., hours of employment, leave of absence, bonuses, etc.):

S8C. Cost Analysis of District's Labor Agreements - Management/Supervisor/Confidential Employees

DATA ENTRY: Click the appropriate Yes or No button for "Status of Management/Supervisor/Confidential Labor Agreements as of the Previous Reporting Period." If Yes or n/a, nothing further is needed for section S8C. If No, enter data, as applicable, in the remainder of section S8C; there are no extractions in this section.

Status of Management/Supervisor/Confidential Labor Agreements as of the Previous Reporting Period

Were all managerial/confidential labor negotiations settled as of first interim projections? Yes
If Yes or n/a, skip to S9.
If No, continue with section S8C.

Management/Supervisor/Confidential Salary and Benefit Negotiations

	Prior Year (2nd Interim) (2009-10)	Current Year (2010-11)	1st Subsequent Year (2011-12)	2nd Subsequent Year (2012-13)
Number of management, supervisor, and confidential FTE positions				

1a. Have any salary and benefit negotiations been settled since first interim projections? n/a
If Yes, complete question 2.
If No, complete questions 3 and 4.

1b. Are any salary and benefit negotiations still unsettled? No
If Yes, complete questions 3 and 4.

Negotiations Settled Since First Interim Projections

2. Salary settlement:

	Current Year (2010-11)	1st Subsequent Year (2011-12)	2nd Subsequent Year (2012-13)
Is the cost of salary settlement included in the interim and multiyear projections (MYPs)?			
Total cost of salary settlement			
Change in salary schedule from prior year (may enter text, such as "Reopener")			

Negotiations Not Settled

3. Cost of a one percent increase in salary and statutory benefits

4. Amount included for any tentative salary schedule increases

	Current Year (2010-11)	1st Subsequent Year (2011-12)	2nd Subsequent Year (2012-13)

Management/Supervisor/Confidential Health and Welfare (H&W) Benefits

	Current Year (2010-11)	1st Subsequent Year (2011-12)	2nd Subsequent Year (2012-13)
1. Are costs of H&W benefit changes included in the interim and MYPs?			
2. Total cost of H&W benefits			
3. Percent of H&W cost paid by employer			
4. Percent projected change in H&W cost over prior year			

Management/Supervisor/Confidential Step and Column Adjustments

	Current Year (2010-11)	1st Subsequent Year (2011-12)	2nd Subsequent Year (2012-13)
1. Are step & column adjustments included in the budget and MYPs?			
2. Cost of step & column adjustments			
3. Percent change in step and column over prior year			

Management/Supervisor/Confidential Other Benefits (mileage, bonuses, etc.)

	Current Year (2010-11)	1st Subsequent Year (2011-12)	2nd Subsequent Year (2012-13)
1. Are costs of other benefits included in the interim and MYPs?			
2. Total cost of other benefits			
3. Percent change in cost of other benefits over prior year			

S9. Status of Other Funds

Analyze the status of other funds that may have negative fund balances at the end of the current fiscal year. If any other fund has a projected negative fund balance, prepare an interim report and multiyear projection for that fund. Explain plans for how and when the negative fund balance will be addressed.

S9A. Identification of Other Funds with Negative Ending Fund Balances

DATA ENTRY: Click the appropriate button in Item 1. If Yes, enter data in Item 2 and provide the reports referenced in Item 1.

1. Are any funds other than the general fund projected to have a negative fund balance at the end of the current fiscal year?

If Yes, prepare and submit to the reviewing agency a report of revenues, expenditures, and changes in fund balance (e.g., an interim fund report) and a multiyear projection report for each fund.

2. If Yes, identify each fund, by name and number, that is projected to have a negative ending fund balance for the current fiscal year. Provide reasons for the negative balance(s) and explain the plan for how and when the problem(s) will be corrected.

ADDITIONAL FISCAL INDICATORS

The following fiscal indicators are designed to provide additional data for reviewing agencies. A "Yes" answer to any single indicator does not necessarily suggest a cause for concern, but may alert the reviewing agency to the need for additional review.

DATA ENTRY: Click the appropriate Yes or No button for items A2 through A9; Item A1 is automatically completed based on data from Criterion 9.

A1. Do cash flow projections show that the district will end the current fiscal year with a negative cash balance in the general fund? (Data from Criterion 9B-1, Cash Balance, are used to determine Yes or No)

A2. Is the system of personnel position control independent from the payroll system?

A3. Is enrollment decreasing in both the prior and current fiscal years?

A4. Are new charter schools operating in district boundaries that impact the district's enrollment, either in the prior or current fiscal year?

A5. Has the district entered into a bargaining agreement where any of the current or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?

A6. Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?

A7. Is the district's financial system independent of the county office system?

A8. Does the district have any reports that indicate fiscal distress pursuant to Education Code Section 42127.6(a)? (If Yes, provide copies to the county office of education.)

A9. Have there been personnel changes in the superintendent or chief business official positions within the last 12 months?

When providing comments for additional fiscal indicators, please include the item number applicable to each comment.

Comments:
(optional)

As of May 2010, we have a new Chief Business Official

End of School District Second Interim Criteria and Standards Review

PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 14.2

Date:	March 9, 2011
Item:	Approve Resolution #10-11-18, Acknowledging Week of the School Administrator
Overview:	Education Code 44015.1 has declared the first full week in March as the Week of the School Administrator. Through the attached resolution, PVUSD wishes to recognize all school administrators for their support, dedication and commitment to students in our community.
Recommendation:	Approve resolution #10-11-18.

Prepared By: Dorma Baker, Superintendent

Superintendent's Signature: *Dorma Baker*



PAJARO VALLEY UNIFIED SCHOOL DISTRICT

**RESOLUTION # 10-11-18
WEEK OF THE SCHOOL ADMINISTRATOR, MARCH 6 - 12, 2011**

WHEREAS, Leadership Matters for California's public education system and the more than 6 million students it serves;

WHEREAS, School administrators are passionate, lifelong learners who believe in the value of quality public education, and

WHEREAS, The title "school administrator" is a broad term used to define many education leadership posts. Superintendents, assistant superintendents, principals, assistant principals, special education and adult education leaders, curriculum and assessment leaders, school business officials, classified education leaders, and other school district employees are considered administrators; and

WHEREAS, providing quality service for student success is paramount for the profession; and

WHEREAS, Most school administrators began their careers as teachers. The average administrator has served in public education for more than a decade. Most of California's superintendents have served in education for more than 20 years. Such experience is beneficial in their work to effectively lead public education and improve student achievement; and

WHEREAS, Public schools operate with lean management systems. Across the nation, public schools employ fewer managers and supervisors than most public and private sectors industries including transportation, food service, manufacturing, utilities, construction, publishing and public administration; and

WHEREAS; School leaders depend on a network of support from school communities- fellow administrators, teachers, parents, students, businesses, community members, board trustees, colleges and universities, community and faith-based organizations, elected officials and district and county staff and resources-to promote ongoing student achievement and school success; and

WHEREAS, Research shows great schools are led by great principals, and great districts are led by great superintendents. These site leaders are supported by extensive administrative networks throughout the state; and

WHEREAS, the State of California has declared the first full week of March as the "Week of the School Administrator" in Education Code 44015.1; and

WHEREAS, The future of California's public education system depends upon the quality of its leadership; now therefore

BE IT RESOLVED, by the governing board of the Pajaro Valley Unified School District, that all school leaders in the Pajaro Valley Unified School District be commended for the contributions they make to successful student achievement.

PASSED AND ADOPTED ON WEDNESDAY, MARCH 9, 2011 BY THE FOLLOWING VOTE:

AYES: ____; NAYS: ____; ABSTENTIONS: ____; ABSENT: ____

Willie Yahiro, President of the Board

PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 14.3

Date:	March 9, 2011
Item:	Approve Resolution #10-11-19, Acknowledging March 14 – 18, 2011, as Adult Education Week.
Overview:	Through the attached resolution, PVUSD wishes to recognize the importance of adult education.
Recommendation:	Approve resolution #10-11-19.

Prepared By: Dorma Baker, Superintendent

Superintendent's Signature: _____

Dorma Baker



PAJARO VALLEY UNIFIED SCHOOL DISTRICT

**RESOLUTION # 10-11-19
WEEK OF ADULT EDUCATION, MARCH 14 - 18, 2011**

WHEREAS, that from March 14 through March 18 the State of California will observe Adult Education Week, the Pajaro Valley Unified School District, its Trustees and staff, acknowledge that Watsonville/Aptos Adult Education serves the changing economic and cultural needs of a vigorous, expanding community; and

WHEREAS, Watsonville/Aptos Adult Education provides instruction to those in our community who need English as a Second Language and Citizenship courses; and

WHEREAS, Watsonville/Aptos Adult Education, recognizing that to break the cycle of illiteracy we must focus on educating parents, providing programs in Family Literacy and English language acquisition to parents who learn to tutor their children and, learn how to navigate through the school system so they are able to advocate for their children's success;

WHEREAS, Watsonville/Aptos Adult Education, is a primary community resource for the teaching and instruction of adult literacy; and

WHEREAS, Watsonville/Aptos Adult Education, provides a way for adults to complete high school studies in their own time and pace; and

WHEREAS, Watsonville/Aptos Adult Education, provides programs especially designed for our older adult and disabled population; and

WHEREAS, Watsonville/Aptos Adult Education, provides vocational and job training for adults seeking career changes or enhancements; and

WHEREAS, Watsonville/Aptos Adult Education provides instruction for parents and families, ranging from parent cooperative preschool classes through a wide spectrum of parent education courses; and

WHEREAS, Watsonville/Aptos Adult Education provides for the unique needs of individuals in a diverse population; and

WHEREAS, by providing these services, Watsonville/Aptos Adult Education has become an invaluable support to the entire Pajaro Valley Unified School District community.

NOW, THEREFORE, on behalf of the Trustees, I, Willie Yahiro, President of the Board of the Pajaro Valley Unified School District, do hereby proclaim the week of March 14 through March 18, 2011, as: "ADULT EDUCATION WEEK" in the Pajaro Valley Unified School District and salute the administration, teachers, and students of Watsonville/Aptos Adult Education and honor their efforts and accomplishments on this day.

IN WITNESS WHEREOF, I hereunto set my hand and cause the seal of the Pajaro Valley Unified School District to be affixed this 9th day of March, 2011.

PASSED AND ADOPTED ON WEDNESDAY, MARCH 9, 2011 BY THE FOLLOWING VOTE:

AYES: ____; NAYS: ____; ABSTENTIONS: ____; ABSENT: ____

Willie Yahiro, President of the Board

PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 14.4

Date: March 9, 2011

Item: Resolution #10-11-20 Reduction and/or discontinuation of particular kinds of classified employee services

Overview: Education codes section 45101, 45114, 45117, 45298, and 45308 authorize the Pajaro Valley Unified School District to layoff classified employees due to lack of work and/or lack of funds. Certain services now being provided by the District must be reduced. The detailed list of affected positions will be provided on or before the Board of Trustees meeting on March 9, 2011.

It shall be necessary to discontinue certain kinds of classified employee services by June 30, 2011. It may also be necessary to terminate the employment of certain classified employees of the District as a result of this action.

Recommendation: Adopt Resolution #10-11-20 to reduce particular kinds of classified employee services.

Budget Considerations:

Funding Source: General Fund, Categorical Funds, Adult Ed, Child Development, Special Ed, and Migrant Ed

Budgeted: Yes: No:

Amount: \$

Prepared By: Pam Shanks, Director of Human Resources - Classified

Superintendent's Signature: Worm Bot

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

IN THE MATTER OF:

REDUCTION OF CLASSIFIED SCHOOL
SERVICES FOR THE 2011 - 2012
SCHOOL YEAR

RESOLUTION NO. 10-11-20

WHEREAS, Education Code sections 45101, 45114, 45117, 45298 and 45308 authorized the district to layoff classified employees for lack of work and/or lack of funds upon forty-five (45) days prior notice; and

WHEREAS due to a lack of work and/or a lack of funds, certain services now being provided by the district must be reduced.

NOW, THEREFORE, BE IT RESOLVED that as of the 30th day of June, 2011, the positions shown on the attachment may be eliminated.

BE IT FURTHER RESOLVED that the District Superintendent or designee be authorized and directed to give notice of termination of employment to the affected employee(s) of the district pursuant to district rules and regulations and applicable provisions of the Education Code not later than forty-five (45) days prior to the effective date of such discontinuance as set forth above.

BE IT FURTHER RESOLVED that the District Superintendent or designee be authorized and directed to take any other actions necessary to effectuate the intent of this resolution.

The foregoing Resolution was adopted at a regularly called meeting of the Governing Board of the Pajaro Valley Unified School District on the 9th of March, 2011, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

I, Willie Yahiro, President of the Board of Trustees of the Pajaro Valley Unified School District, HEREBY CERTIFY that the foregoing Resolution was duly introduced, passed and adopted by the Board of Trustees at a regular meeting thereof held on the 9th day of March, 2011 by a vote of _____.

IN WITNESS THEREOF, I have hereto set my hand this ____ day of _____, 2011.

Willie Yahiro, President
Board of Trustees,
Pajaro Valley Unified School District

Date

PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 14.5

Date: March 9, 2011

**Item: Reduction or Discontinuation of Particular Kinds of Services
Resolution # 10-11-21**

Overview: Find attached a resolution # 10-11-21, for the reduction or discontinuation of particular kinds of services. Pursuant to Education Code section 44955 the District must notice by March 15th any certificated personnel that may have their position eliminated or reduced.

Recommendation: It is recommended that the Board of Trustees approve Resolution # 10-11-21 for the reduction or discontinuation of the services included in Exhibit "A" and "B."

Prepared By:

Dr. Albert J. Roman, Assistant Superintendent

Superintendent's Signature:

Dr. Albert J. Roman

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

IN THE MATTER OF:
REDUCTION AND/OR DISCONTINUATION OF
PARTICULAR KINDS OF SERVICES

RESOLUTION NO. 10-11-21
RESOLUTION FOR THE REDUCTION OR
DISCONTINUATION OF PARTICULAR KINDS
OF SERVICES AND LAYOFF OF CERTIFICATED
EMPLOYEES

WHEREAS, the Superintendent has recommended that the Governing Board adopt a resolution to reduce or discontinue particular kinds of services, listed on the attached Exhibit "A" and "B," for the 2011-12 school year;

WHEREAS, the Governing Board of the District has determined that it should adopt all of the Superintendent's recommendations;

WHEREAS, it shall be necessary to terminate at the end of the 2010-2011 school year the employment of certain certificated employees of the District as a result of this reduction or discontinuance in particular kinds of services;

WHEREAS, Education Code section 44955, subdivision (b), states that an employee who is "competent" to render a service must be retained in favor of an employee with less seniority, but does not define "competent";

NOW, THEREFORE, BE IT RESOLVED that the reduction or discontinuation of the particular kinds of services of the District as itemized in Exhibit "A" and "B," take effect on midnight of June 30, 2011;

BE IT FURTHER RESOLVED that the Superintendent or his/her designee is directed to send appropriate notices to all employees whose services may be terminated by virtue of this action and to take any other actions necessary to consummate the purposes of this resolution. Nothing herein shall be deemed to confer any status or rights upon temporary or categorically funded project certificated employees in addition to those specifically granted to them by statute;

BE IT FURTHER RESOLVED that an employee shall be considered "competent" to render services if he or she retains the necessary credential, has taught the subject matter or otherwise rendered the particular service for one full year within the past 10 years, and is Highly Qualified under NCLB.

Adopted by the Governing Board of the Pajaro Valley Unified School District this 9th day of March, 2011.

AYES:

NOES:

ABSENT:

ABSTAIN:

I, Doug Keegan, Clerk of the Board of Trustees of the Pajaro Valley Unified School District, HEREBY CERTIFY that the foregoing Resolution was duly introduced, passed and adopted by the Governing Board at a meeting thereof held on the 9th Day of March, 2011 by the votes indicated above.

IN WITNESS THEREOF, I have hereto set my hand this ____ day of _____, 2011.

Doug Keegan, Clerk of the Board of Trustees

PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 14.6

Date: March 9, 2011

Item: Resolution # 10-11-22, Reassignment of Certificated Administrators

Overview: Find the attached resolution # 10-11-22, for the reassignment of administrators. Pursuant to Education code 44951 the district must notice by March 15th any certificated personnel that may be possibly reassigned for the following school year.

Recommendation: Approve Resolution # 10-11-22 to reassign personnel included in Exhibit A.

Prepared By: Dr. Albert J. Roman, Assistant Superintendent

**Superintendent's
Signature:**

Dorime Bol

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

IN THE MATTER OF:)
)
REASSIGNMENT)
OF ADMINISTRATORS)
)
_____)

Resolution No. 10-11-22

WHEREAS, Education Code section 44951 requires written notice no later than March 15 of the preceding school year to a certificated administrator of possible reassignment for the following school year;

WHEREAS, the Board has received a recommendation from the Superintendent to consider giving notice to the administrators listed on Exhibit "A", that they may be reassigned from their current position to another position which could be either administrative or a classroom teaching position, effective upon the conclusion of the 2010-2011 school year;

NOW, THEREFORE, BE IT RESOLVED, that the Governing Board concurs with the recommendations made by the Superintendent or her designee to notify the administrators, listed on Exhibit "A" of the Board's decision to give notice that they may be reassigned to either another administrator or a classroom teaching position, effective upon the conclusion of the 2010-2011 school year in accordance with appropriate provision of law;

BE IT FURTHER RESOLVED that the District Superintendent and her designee are authorized to take any other actions necessary to effectuate the intent of this resolution.

The foregoing Resolution No. 10-11-22 was adopted by the Governing Board of the Pajaro Valley Unified School District of Santa Cruz County, California at a regularly scheduled meeting of the Governing Board held March 9, 2011 by the following vote:

AYES:

NOES:

ABSENT:

Board President

Date

CERTIFICATED AS A TRUE AND CORRECT COPY:

Clerk of the Board of Trustees

Date