

## 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.

**November 16, 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 (4<sup>th</sup> Floor)
- On our Webpage: [www.pvUSD.net](http://www.pvUSD.net)

### **Notice to the Audience on Public Comment**

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

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

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

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

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

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

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

1.1 Call to Order

1.2 Public comments on closed session agenda.

**2.0 CLOSED SESSION (AND AFTER REGULAR SESSION IF NECESSARY)**

- 2.1 Public Employee Appointment/Employment, Government Code Section 54957
  - a. Certificated Employees (see Attached)
    - i. Reassignment Appeal of One Certificated Employee
  - b. Classified Employees (see attached)
- 2.2 Public Employee Discipline/Dismissal/Release/Leaves
- 2.3 Negotiations Update
  - a. CSEA
  - b. PVFT
  - c. Unrepresented Units: Management and Confidential
  - d. Substitutes – Communication Workers of America (CWA)
- 2.4 Claims for Damages
- 2.5 Pending Litigation
- 2.6 Anticipated Litigation
- 2.7 Real Property Negotiations
- 2.8 7 Expulsions

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

- 3.1 Pledge of Allegiance
- 3.2 Welcome by Board Acting President  
Trustees Leslie De Rose, Kim De Serpa, Sandra Nichols, Karen Osmundson, Jeff Ursino, Willie Yahiro and Acting President Doug Keegan.
- 3.3 Superintendent Comments
- 3.4 Student Recognition
  - *Samantha Sakai – Cesar Chavez Middle School*
  - *Kate Jeffery – Aptos Jr. High School*
  - *Sergio Austin Gomez – Pajaro Middle School*
  - *Aimee Cintora-Ramirez – New School*
- 3.5 Tri County Real Estate - Administrator of the Month Award
  - *Jean Gottlob, Principal, Pajaro Middle School, October Award Recipient*
  - *Frances Basich Whitney, Coordinator - Mathematics, November Award Recipient*
- 3.6 Jacob Young Financial - Teacher of the Month Award
  - *Lanny Leighton, Mintie White Elementary School*
- 3.7 Jacob Young Financial – Classified Employee of the Month Award
  - *Perry Johnson, Instructional Assistant, MacQuiddy Elementary School*

**4.0 APPROVAL OF THE AGENDA**

**5.0 APPROVAL OF MINUTES**

- a) *Minutes for October 26, 2011*

**6.0 HIGH SCHOOL STUDENTS BOARD REPRESENTATIVES REPORT**

**Acting President Keegan closes regular Board meeting and opens Public Hearings.**

**7.0 PUBLIC HEARING ON BOARD APPOINTED PERSONNEL COMMISSIONER**

- 7.1 Public Hearing on Board's Appointed Personnel Commissioner: Mary Ann Otero Gomez.  
*Report by Pam Shanks, Director, Classified*
- 7.2 Public Comment
- 7.3 Board Comment

**8.0 PUBLIC HEARING ON ADOPTION OF FINAL TRUSTEE AREA MAPS FOR 2012**

- 8.1 Public Hearing on Adoption of Final Trustee Area Maps for 2012.  
*Report by Brett McFadden, CBO*
- 8.2 Public Comment
- 8.3 Board Comment

**Acting President Keegan closes Public Hearings and resumes regular Board meeting.**

**9.0 VISITOR NON-AGENDA ITEMS**

Public comments on items that are not on the agenda can be addressed at this time. The Board President will recognize any member of the audience wishing to speak to an item not on the agenda on a matter directly related to school business. The President may allot time to those wishing to speak, but no action will be taken on matters presented (Ed. Code Section 36146.6). If appropriate, the President or any Member of the Board may direct that a matter be referred to the Superintendent's Office for placement on a future agenda. (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 October 20 – November 9, 2011.  
The PO's will be available in the Superintendent's Office.
- 11.2 Warrants October 20 – November 9, 2011.  
The warrants will be available in the Superintendent's Office.
- 11.3 Accept with Gratitude Donation from Ms. Maria Correia of a Paper Cutter for HA Hyde Elementary School.
- 11.4 Accept with Gratitude Donation of \$2,000.00 from the Safeway Foundation for the PVUSD Transition Partnership Program.
- 11.5 Approve School Improvement Grant (Reapplication).

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 the Annual Williams/Valenzuela Legislation Status Report.  
*Report by Michael Watkins, Superintendent, County Office of Education.* 10 min.

13.2 Report and discussion on California Healthy Kids Survey (CHKS) Results from Pajaro Valley Prevention and Student Assistance (PVPSA).  
*Report by Jenny Sarmiento, Director, PVPSA.* 10 min.

13.3 Report and discussion on Fiscal Update 2010-11 Ending Balance.  
*Report by Brett McFadden, CBO.* 10 min.

**14.0 REPORT, DISCUSSION AND POSSIBLE ACTION ITEMS**

14.1 Approve Board's Appointed Personnel Commissioner: Mary Ann Otero Gomez.  
*Report given under item 7.1.*

14.2 Report, discussion and Possible Action on Resolution #11-12-07, Revised Trustees Area Boundaries, Contingent Upon Final Approval from the Department of Justice.  
*Report by Brett McFadden, CBO.* 10 min.

14.3 Report, discussion and Possible Action to Approve the Restoration of Furlough Days for Classified Employees and Managers.  
*Report by Albert Roman, Assistant Superintendent, Human Resources.* 5 min.

**15.0 ACTION ON CLOSED SESSION**

**16.0 GOVERNING BOARD COMMENTS/REPORTS**

**17.0 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
December	<ul style="list-style-type: none"><li>7 Annual Organization Mtg.</li><li>10 – Special Meeting (Sat.)</li></ul>	<ul style="list-style-type: none"><li>Approve 1<sup>st</sup> Interim Report</li><li>Re: TA III Residency (if necessary)</li></ul>

**18.0 ADJOURNMENT**

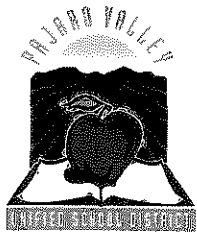
PAJARO VALLEY UNIFIED SCHOOL DISTRICT  
CLOSED SESSION AGENDA  
November 16, 2011

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

<b>New Hires – Probationary</b>	
3	Elementary Teachers
1	Secondary Teacher
3	Instructional Assistant II – Special Education
<b>New Substitutes</b>	
	None
<b>New Hires</b>	
	None
<b>Promotions</b>	
1	Instructional Assistant II – Special Education
<b>Rehires</b>	
2	Elementary Teachers
<b>Administrative Appointments</b>	
	None
<b>Transfers</b>	
	None
<b>Extra Pay Assignments</b>	
8	Coaches
<b>Extra Period Assignments</b>	
	None
<b>Leaves of Absence</b>	
3	Elementary Teachers
1	Special Education Teacher
1	Behavior Technician
1	Bus Driver
1	Campus Safety Coordinator
1	Office Manager
<b>Retirements</b>	
	None
<b>Resignations/Terminations</b>	
	None

<b>Supplemental Service Agreements</b>	
15	Elementary Teachers
8	Secondary Teacher
1	Technology Support
<b>Miscellaneous Actions</b>	
1	Cafeteria Assistant
6	Instructional Assistant II – Special Education
1	Instructional Assistant – General Education
1	Site Computer Support Technician
<b>Separations From Service</b>	
1	Office Assistant III
1	Lead Custodian III
1	Instructional Assistant II – Special Education
1	Behavior Technician
<b>Limited Term – Projects</b>	
1	Accounting Specialist II
4	Cafeteria Assistant
3	Campus Safety Coordinator
2	Community Services Liaison I
1	Custodian I
1	Custodian II
11	Enrichment Specialist
26	Instructional Assistant – General Education
1	Office Assistant II
4	Office Assistant III
1	Parent Education Specialist
1	Staff Accountant
1	Translator
<b>Exempt</b>	
13	Childcare
7	Migrant OWE
1	PUPILS
26	Student Helper
5	Workability
2	Yard Duty

<b>Provisional</b>	
1	Behavior Technician
2	Instructional Assistant – General Education
<b>Limited Term - Substitute</b>	
2	Instructional Assistant/Migrant Children Center
1	Office Manager
1	Instructional Assistant I – Special Education



**October 26, 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**

Acting president Keegan called the meeting of the Board to order at 6:06 pm at 292 Green Valley Road, Watsonville, CA.

**1.2 Public comments on closed session agenda.**

Bernice Anaya, caregiver, spoke regarding the experience of a student with an expulsion case and asked the Board to give her an opportunity to return to school and complete her high school. She stated that the student has learned from her error.

Maria de Jesus Ramirez, students, asked for another opportunity to remain at her current school and apologized for the error. She learned that violence is not the way to resolve conflict.

Amy Ramirez, sister of student, asked the Board for another opportunity for her sister to return to the high school to complete her credits and graduate.

**2.0 CLOSED SESSION (AND AFTER REGULAR SESSION IF NECESSARY)**

**2.1 Public Employee Appointment/Employment, Government Code Section 54957**

**a. Certificated Employees**

**i. Reassignment of One (1) Certificated Employee**

**b. Classified Employees**

<b>New Hires – Probationary</b>	
	None
<b>New Substitutes</b>	
	None
<b>New Hires</b>	
1	Resource Specialist
1	Elementary Teacher
2	Secondary Teachers
<b>Promotions</b>	
1	Migrant Outreach Specialist
<b>Rehires</b>	
1	Elementary Teacher
1	Secondary Teacher
1	Child Development Teacher



<b>Administrative Appointments</b>	
	None
<b>Transfers</b>	
1	Elementary Teacher
<b>Extra Pay Assignments</b>	
5	Athletic Directors
33	Coaches
6	Department Chairs
<b>Extra Period Assignments</b>	
	None
<b>Leaves of Absence</b>	
3	Instructional Assistant II – Special Education
3	Bus Driver
1	Elementary Teacher
<b>Retirements</b>	
	None
<b>Resignations/Terminations</b>	
1	Occupational Therapist
<b>Supplemental Service Agreements</b>	
7	Elementary Teachers
11	Secondary Teachers
1	TOSA
<b>Miscellaneous Actions</b>	
1	Custodian II
1	District Receptionist
3	Instructional Assistant II – Special Education
4	Instructional Assistant – General Education
1	Office Manager
1	Student Services Specialist II
<b>Separations From Service</b>	
	None
<b>Limited Term – Projects</b>	
1	Administrative Secretary I
1	Administrative Secretary II
1	Administrative Secretary III
1	Behavior Technician

13	Cafeteria Assistant
1	Campus Safety Coordinator
1	Community Services Liaison I
1	Community Services Liaison II
2	Data Entry Specialist
1	Dispatcher
15	Enrichment Specialist
38	Instructional Assistant – General Education
1	Information System Support Technician
1	Language Support Technician
1	Office Assistant I
1	Office Assistant II
8	Office Assistant III
1	Office Manager
2	Site Computer Support Technician
1	Student Services Specialist II
1	Testing Specialist
3	Translator
<b>Exempt</b>	
5	Babysitters
5	Childcare
2	Crossing Guards
2	MEES
7	Migrant OWE
3	PUPILS
2	Safety Monitor
3	Spectra Artist
64	Student Helper
31	Workability I
5	Yard Duty
<b>Provisional</b>	
1	Behavior Technician
1	Health Assistant
8	Instructional Assistant - General Education
3	Office Assistant III
1	Payroll Technician

1	Site Computer Support Technician
<b>Limited Term - Substitute</b>	
1	Accounting Specialist II
1	Behavior Technician
1	Cafeteria Assistant
4	Custodian I
2	Delivery Driver
1	Health Services Assistant
1	Instructional Assistant II – Special Education
1	Instructional Assistant I – Special Education
1	Office Assistant III
1	Site Computer Support Technician

**2.2 Public Employee Discipline/Dismissal/Release/Leaves**

**2.3 Negotiations Update**

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

**2.4 Claims for Damages**

**2.5 Pending Litigation**

**2.6 Anticipated Litigation**

**2.7 Real Property Negotiations**

**2.8 2 Expulsions**

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

Acting president Keegan called the meeting of the Board in public to order at 7:17 pm.

**3.1 Pledge of Allegiance**

Trustee Nichols led the Board in the Pledge of Allegiance.

**3.2 Welcome by Board Acting President**

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

**3.3 Superintendent Comments**

Superintendent Baker commented on a letter received by PVFT, stating that she was encouraged to see the common interests between the union and the Board: restoration of positions and restoration of furlough days. The challenge, Superintendent Baker noted, is how to move forward and the timing of when things should happen. Furlough days must be timely because it involves all staff and students. Furlough days restoration equates to approximately 2.5% salary increase for employees. Superintendent Baker reiterated the interest of the Board in also restoring positions and in class size

reduction. The County Office of Education has asked the district to plan for the worst case scenario until more is known about fiscal matters.

Regarding student trustee reports, Superintendent Baker commented that their reports are important and that staff is listening to the concerns regarding the state of restrooms in all high schools and the issue of lunch at Renaissance High. Given that positions are not able to be restored, the district developed a plan to ensure staff is available to maintain a cleaner environment at the sites.

### **3.4 Student Recognition**

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

- *Damian Quintero – Ann Soldo Elementary School*
- *David Canek Gomez – Alianza Charter School*
- *Daniel Cesar Cabrera – Renaissance High School*
- *Michael Sheely – Aptos High School*

Mark Guerrero also presented an award on behalf of McDonald's and the Register Pajaronian to each student.

## **4.0 APPROVAL OF THE AGENDA**

Acting President Keegan asked to move item #13.0 to after #4.0 or #5.0.

Trustee Nichols moved to approve the agenda moving #13.0 after #4.0. Trustee DeRose seconded the motion. The motion passed unanimously.

## **13.0 ACTION ON CLOSED SESSION**

### **2.1 Public Employee Appointment/Employment, Government Code Section 54957**

#### **a. Certificated Employees**

Trustee Nichols moved to approve the certificated employee report as presented. Trustee Yahiro seconded the motion. The motion passed unanimously.

#### **i. Reassignment of One (1) Certificated Employee**

Trustee Nichols announced that the Board voted 5/2 to deny the appeal of One Certificated Employee.

#### **b. Classified Employees**

Trustee Nichols moved to approve the classified employee report as presented. Trustee DeRose seconded the motion. The motion passed unanimously.

### **2.8 2 Expulsions**

#### ***Action on Expulsions***

Trustee Osmundson moved to approve the recommendation of the Administrative Panel with the following change: "Board expects district to explore placing student at an alternative program within the district prior to placement in the recommended program" for the following expulsion case:

***11-12-013***

Trustee DeRose seconded the motion. The motion passed unanimously.

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

***11-12-024***

Trustee DeRose seconded the motion. The motion passed unanimously.

## **5.0 APPROVAL OF MINUTES**

### ***a) Minutes for October 12, 2011***

Trustee Nichols moved to approve the minutes for October 12, 2011. Trustee DeRose seconded the motion. The motion passed unanimously.

## 6.0 HIGH SCHOOL STUDENTS BOARD REPRESENTATIVES REPORT

Mayra Gonzalez and Anthony Barrios of Pajaro Valley High School spoke of the panoramic picture for the senior class, which went well. The mentioned that college application season is nearing its deadline. The cross-country team participated with approximately 22,000 other members and the school did well and team members were able to go to Disneyland to celebrate for their efforts. Halloween activities are taking place at the site and there will be an altar to honor "day of the dead" exhibit at the Pajaro Art League. A fundraising event for cheerleaders will also take place. Principal Rodriguez is working in partnership with Bordeaux France to develop a student teacher program. Lastly, there is training for teachers on how to use cell phones for instructional purposes.

Fernando Crescencio of Renaissance High asked for a moment of silence in memory of student Lorenzo Lopez Fernandez who became a victim of tragedy. Principal organized counseling sessions and there are plans for fundraising to help the family. He will be missed by family, friends and family at RHS. The school is planning a Dia de los Muertos (day of the dead) to remember all who have passed away. He mentioned that small classes are very effective for the students. He finished his comments by stating that there are some issues with restrooms, including a broken sink and needed supplies.

Bianca Salgado and Iliana Reynoso of Watsonville High, commented on pumpkin carving event, an eating contest and an annual food sales activities at the site. They thanked the board for listening to the students regarding the restrooms and noted that students are also trying to help keep a clean school: leadership team is putting posters up to remind students to keep the areas clean and placed recycling bins throughout the campus. They reported that the school has not been able to reach the 75% of free and reduced lunch applicants needed to qualify for specific Title I funding. They invited all to the theatre production at WHS, which is Shakespeare's *Much Ado About Nothing*. The school has been addressing bullying and its effects. They mentioned that the volleyball team will donate funds to cancer research.

## 7.0 VISITOR NON-AGENDA ITEMS

Kathleen Kilpatrick, school nurse, commented that PVFT made its priority clear: restoration of teacher student ratio and restoration of furlough days but some have expressed their concern about working conditions before they work the extra five days. Nurses have demonstrated that the lack of an adequate ratio is a dangerous situation, including increased stress.

Laura Azzaro, teacher, spoke about struggle of students in overcrowded classes and how it is affecting their learning environment; she noted that teachers prefer smaller classrooms versus furlough days.

Andy Hsia-Coron, teacher, stated that teachers are stressed and students are not performing as well in overcrowded classrooms. He noted that it seems clear that there was a miss-counting of monies, which affected decisions made on the district's budget. The district needs to show more humility, he said, so that teachers feel that the district is listening.

Jack Carroll, teacher, commented on budget and how it was improved. Although the improvement has been known since June, it is not clear how the extra monies came about. The union is informed that positions cannot be restored because they are one time monies; there is a \$20 million amount and teachers are looking for effective ways to use these funds.

Lowell Hurst, retired teacher, requested that the board restores position at WHS and strengthen the agricultural education program. He asked the board to tie in to the community and find out what the real needs are.

Joanne Katzen, teacher, commented that it is a stressful time to be a teacher, morale is low and that it's important for the Board to hear from teachers. It's difficult to do the work required with all the pressures to improve test scores and relief is needed.

Eileen Clarke Nagaoka, teacher, spoke about the importance of smaller class sizes and the long hours that many teachers have to put in to provide the right environment for the students. Union has voted to not have our furlough days reinstated in order to have better conditions for the students.

Mamiche Young, teacher, supports teachers who have large numbers in their classrooms and need smaller class sizes. Students in her classroom are okay because her school qualifies for QEIA funds and it calls for 20 or less students. Test scores are going up at Freedom because we have small numbers in the school. She asked the Board to reinstate CSR even if it's only one-time money because students only have one opportunity to learn well.

Laura Zucker, teacher, read a letter in support of smaller class size from Amesti Elementary teachers. Letter also asked for clarification on where the additional funds came from. Research supports efficacy of smaller classrooms, and it is clear that large classrooms are not working.

Kate Freels, teacher, stands behind PVFT's proposal to reduce class sizes because students deserve better. This is not the way to retain quality staff. She urged the Board to spend these additional funds as soon as possible to restore smaller classes.

Jenn Laskin, teacher, supports smaller class sizes and agricultural education. Commented on methyl iodide and how there are no other solutions to use on the fields; this may be tied to lack of education. She announced the peace and unity march that will take place on Sunday.

Bill Beecher, community member, commented that CSR is only for K-3 and said that PVFT is asking the district to increase financial risk. PVFT does not want staff to know the entire story. Picture framed to union members is only with one alternative but there are more alternatives. Regarding comments on lack of information on budget from district are incorrect; CBO has been presenting information they are seeking but it is not being heard.

President Keegan asked when the Board can expect to hear more about the budget.

Brett McFadden noted that PVFT will hear that information next week and information on budget will be brought to the November 16 meeting.

**8.0 EMPLOYEE ORGANIZATIONS COMMENTS – PVFT, CSEA, PVAM, CWA 5 Min. Each**  
Jack Carroll, PVFT, reported that the union will honor the letter and spirit of contract. Business office prepared a list of possibilities and recommended one item requesting union's approval. The union wants nurses, counselors, adult education and CSR restored. He presented a chart on entering students on second grade. Ms. Risa Schwartz found data from previous years showing how CSR matters because scores have dropped significantly. Board did not vote to authorize negotiations regarding furlough days. Look at the information and rethink what the Board's job is. He stated that there seems to be plenty of money for restoration of staff and furlough days as well.

Yida Nogueda noted that the chart presented did not account for different benchmarks.

Sylvia Mendez, PVAM, commented that teachers have been working hard to meet the needs of students since the beginning of the school year. However, in the last month, teachers have had to administer the many assessments but it is challenging to process the data given all the responsibilities that have to take place, including parent/teacher conferences. She asked that in the future all stakeholders, teachers and administrators be included in developing the assessment calendars so that there is sufficient time to process data.

## **9.0 CONSENT AGENDA**

Trustee Nichols moved to approve the consent agenda deferring item #9.4 to listen to a speaker and item #9.5 for clarification. Trustee Yahiro seconded the motion.

Trustee DeRose thanked the Silicon Valley Students Recycling Used Technology program for the great donation.

The motion passed 5/0/2 (Ursino, De Serpa away from their seat).

**9.1 Purchase Orders October 6 - 19, 2011.**

**9.2 Warrants October 6 - 19, 2011.**

**9.3 Accept with Gratitude Donation from Richard Grotegut of Silicon Valley Students Recycling Used Technology Program (SV StRUT) of 30 (thirty) Laptops for Watsonville High School's Language Lab, an Estimated Value of \$10,500.**

**9.4 Approve Migrant Head Start Refunding Application: Budget for March 1, 2012 – February 28, 2013 and Training/Technical Assistance Plan.**

This item was deferred.

**9.5 Approve 2011 Migrant & Seasonal Head Start Self Assessment Report and Corrective Plan of Action for Out of Compliance Findings.**

This item was deferred.

**9.6 Approve Award of Construction Contract and Notice of Completion for Aptos High School Ramp and Seatwall Improvements.**

#### **10.0 DEFERRED CONSENT ITEMS**

**9.4 Approve Migrant Head Start Refunding Application: Budget for March 1, 2012 – February 28, 2013 and Training/Technical Assistance Plan.**

Public comment:

Francisco Rodriguez, PVFT president, noted that within the item there are reductions that have not been presented to the union for negotiations.

Kathy Lathrop explained that in preparation for the budget they were running short on funds and the majority was due to health and benefit increase and there were no places to cut other than reducing service days. The program is comprehensive program which has family service plans in addition to the preschool programs.

Superintendent Baker spoke of the time essence of the item, stating that it's important to avoid placing MHS in a difficult situation. If there are issues to be addressed with the union, HR will work through those.

Trustee Nichols moved to approve the budget as presented with the understanding that discussions will take place regarding negotiating what's negotiable. Trustee DeRose seconded the motion. The motion passed unanimously.

**9.5 Approve 2011 Migrant & Seasonal Head Start Self Assessment Report and Corrective Plan of Action for Out of Compliance Findings.**

Trustee Nichols noted that there was only one finding in the program and that is remarkable; the finding is related to shared governance responsibility between the program and the Board. Trustee Nichols noted the finding was that the Board was not aware of the food served in the program.

Superintendent Baker commented on how the finding can be corrected, including through the Friday Board Update.

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

## **11.0 REPORT AND DISCUSSION ITEMS**

Brett McFadden, CBO, requested to present on item #11.2 before #11.1 due to time restraints of guest speaker.

Trustee Nichols moved to hear item #11.2 before #11.1. Trustee De Serpa seconded the motion. The motion passed unanimously.

### **11.2 Report and discussion on Alternative Map Options for Decennial Trustee Area Realignment.**

#### ***Report by Brett McFadden, CBO.***

Brett McFadden introduced the item and noted that Michael Regele of DecionInsite would present two map options for the Board to consider and provide feedback.

Michael Regele commented that the redrawing of trustee areas is based on number of people and not on space. The district is large, 157 square miles, and has a population of 109,654, the majority (51%) of which resides within a two-mile radius near the center of the city. Mr. Regele commented on the company's approach to looking at the possible alternatives to reaching "ideal" population numbers in each of the trustee areas, including leaving boundaries close to where they are but smoothing out alignments when possible. The ideal population per area would be 15,665. The following two scenarios were introduced: 1) focus on maintaining current boundaries where possible while bringing population within 5% of the ideal and smoothing out boundary lines; 2) continue focus on maintaining current boundaries but pushing more to get to the ideal population in each area, smoothing out boundaries, and consider growth or decline in the prior 10 years to foresee future growth or decline. Mr. Regele at this point presented digital maps of current trustee areas and how the distribution of population currently looks. The current demographics show significant variances from the ideal in population in each of the seven trustee areas: TA1 is -239; TA2 is +2155; TA3 is -1169; TA4 is +18; TA5 is +2630; TA6 is +1109; and TA7 is -23. Scenario 1 and 2 were presented and the variance from the ideal in Scenario 2 were very close to the ideal population per trustee area. Trustees were shown how the maps looked for each of the two scenarios and how those compared to the current boundaries.

Mr. Regele noted that based on the data, they would recommend Scenario 2 as it would result in the best population balance while also minimizes changes to current boundaries and considers future population growth/decline.

In conclusion of his presentation, Mr. Regele also presented the Board with information on the racial/ethnicity makeup of the current and proposed scenarios as well as voting age profiles. Findings show that proposed profiles are similar to current area boundaries.

Trustee DeRose left the meeting at 9:45 pm.

The Board participated with comments and questions regarding each of the scenarios.

### **11.1 Report and discussion on Early Childhood Education.**

#### ***Report by Kathy Lathrop, Director, Child Development Department.***

Kathy Lathrop began her presentation with some information regarding early childhood education (ECE) programs: they serve over 2,190 children ages 0 to 5; the programs receive over \$10 million dollars, which covers employment of over 234 staff and operations in 13 sites. ECE programs are also in conjunction with other district programs, such as Adult, Migrant and Special Education. The programs align with district goals and they prepare children to enter Kindergarten with a strong early start. The programs give opportunities to the socio and economically disadvantaged students and it helps close the achievement gap. There is much research that points to the academic and social benefits for students who participate in a high quality preschool program. PVUSD is the largest provider of early education services in this county and the community reaps those benefits. Kathy presented data



on each of the programs in EDE: Migrant and Seasonal Health Start, where about 683 children are served in 5 centers and in family childcare homes – poverty level of migrant families determines eligibility; Child Development Programs serve about 550 children ages 0 – 6 and about 80 -100 pregnant and parenting teens – this program is offered on three calendars and eligibility is based on income; the Migrant Education School Readiness program serves about 750 children 3 – 5 years old and migrant families are eligible; the Adult Education program serves about 311 children 0 – 5 and it is open for all to participate; the Special Education programs serves about 140 students through their early start, preschool special day class, and the speech and language services. In conclusion, Kathy noted that the programs are all driven by various funding sources and work well because of the understanding there is of the needs of the families served.

The Board participated with questions and comments.

## **12.0 REPORT, DISCUSSION AND POSSIBLE ACTION ITEMS**

### **12.1 Report, discussion and Possible Action to Approve Award Contract RFP #RB-07-20-11, Medical, Dental, Vision Consulting Services.**

*Report by Brett McFadden, CBO.*

Brett McFadden reported that staff recommends a change from Keenan & Associates to Alliant Insurance Services. The recommendation comes after interviews and reference checks of companies that responded to the RFP. Awarding the contract to Alliance Insurance Services also results in some savings. To clarify, Mr. McFadden stated that the benefits and plan providers remains the same; this is a change on the consultants.

Board participated with comments and questions.

Trustee Yahiro moved to approve the recommendation of staff. Trustee Nichols seconded the motion.

The Board participated with additional comments.

The motion passed 6/0/1 (De Rose absent).

### **12.2 Report, discussion and Possible Action to Approve Updated Board Policy #6164.4, Identification and Evaluation of Individuals for Special Education.**

*Report by Dorma Baker, Superintendent.*

Trustee Nichols moved to approve updated policy #6164.4. Trustee Osmundson seconded the motion. The motion passed 6/0/1 (DeRose absent).

## **14.0 GOVERNING BOARD COMMENTS/REPORTS**

Trustee Nichols reported that she had attended a rehab facility and heard about the services they provide. The facility offers tours and speakers regularly; she invited other members to tour the facility.

Trustee Yahiro commented on the benefits of supporting such rehab services.

Acting president Keegan reported that he and trustee Yahiro had attended the Adopt-a-School celebration, noting that this is an excellent program.

## **15.0 UPCOMING BOARD MEETINGS/REMAINING BOARD MEETINGS FOR 2011**

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

		Comment
<b>November</b>	▪ 16	▪
<b>December</b>	▪ 7 Annual Organization Mtg.	▪ Approve 1 <sup>st</sup> Interim Report
	▪ 10 – Special Meeting (Sat.)	▪ Re: TA III Residency (if necessary)

**16.0 ADJOURNMENT**

There being no further business to discuss, the meeting of the Board was adjourned at 10:30 pm.

---

Dorma Baker, Superintendent



## *Board Agenda Backup*

Item No:

7.1 & 14.1

**Date:** November 16, 2011

**Item:** Public Hearing of Board Appointed Personnel Commissioner (Merit Rule 3.1)

**Overview:** In accordance with Personnel Commission Rule 3.1 B, by September 30<sup>th</sup>, the Board of Education shall publicly announce the name of the person it intends to appoint or reappoint. At the September 28<sup>th</sup>, 2011 board meeting, Mary Ann Gomez was recommended for reappointment as the Board's appointed Personnel Commissioner.

At a board meeting to be held after thirty (30) and within forty-five (45) days of the date the Board publicly announced its candidate, the Board shall hold a public hearing to provide the public, employees, and employee organizations the opportunity to express their views on the qualifications of the person recommended by the Board of Education for appointment. The Board at that time may make its appointment or may make a substitute appointment or recommendation without further notification or public hearing.

**Prepared By:**

Pam Shanks, Director of Classified Personnel

**Superintendent's Signature:**

*Dorinda Bat*

# PAJARO VALLEY UNIFIED SCHOOL DISTRICT



## Board Agenda Backup

Item No: 8.1

<b>Date:</b>	November 16, 2011
<b>Item:</b>	<b>Public Hearing: Adoption of final trustee area maps for 2012</b>
<b>Overview:</b>	<p>In August, the Board of Trustees adopted a timeline and process for the 2012 trustee area realignment. The board is required to perform this task as a result of the 2010 Census. At its October 26 meeting, the board reviewed and took public comment on two proposed scenarios that would meet state and federal requirements for trustee area realignment.</p> <p>The board is required to adopt updated trustee areas realigned according to specific legal criteria. Such criteria was reviewed and adopted by the board via resolution on September 28. The district's tentative maps must receive pre-clearance by the U.S. Department of Justice prior to taking effect. The district is required by state law to have its updated maps approved and in place no later than March 2, 2012.</p> <p>Two acceptable scenarios have been developed for the board's consideration. The attached presentation provided to the board on October 26 by DecisionInsite (the district's demographer) outlines scenarios one and two.</p> <p>District staff and legal counsel recommend the adoption of scenario two, but note that scenario one meets the minimum legal requirements as set forth in state and federal law. Scenario two is the most optimal in meeting all legal criteria.</p>
<b>Recommendation:</b>	Review the staff recommendation and receive public input.

**Prepared By:** Brett McFadden, CBO

**Superintendent's Signature:**

*Dorm Bost*

# Initial Presentation of Trustee Area Maps

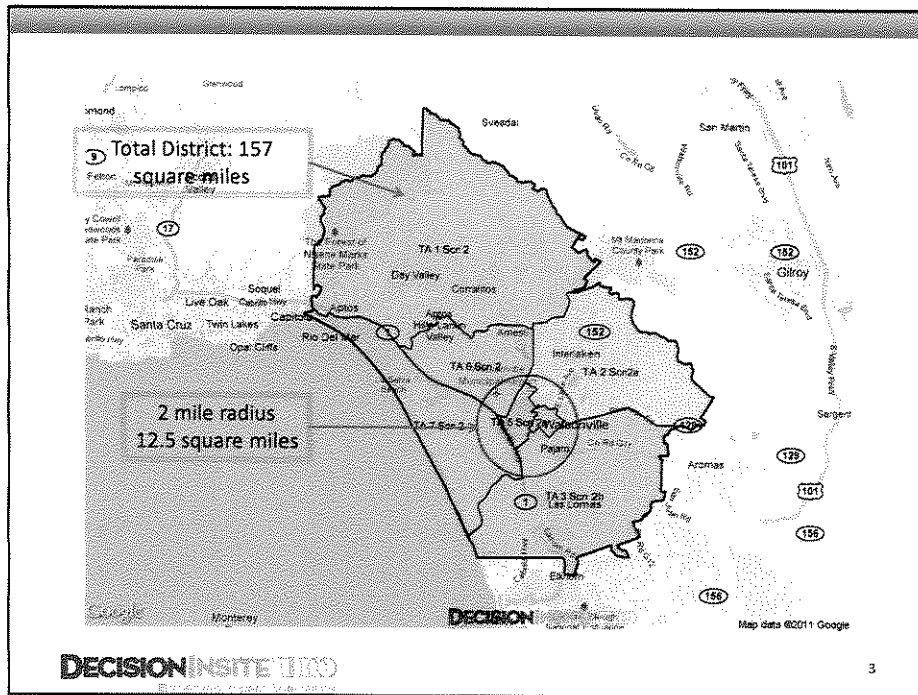
For Pajaro Unified School District  
October 20, 2011



## Things to Consider

- Its not about space its about people...
  - PVUSD has large areas of sparse population
  - Most of the population is in a relatively small area
    - District encompasses 157 square miles with a 2010 population of 109,654.
    - 51% of the total population of the district (56,056) resides within a 2 mile radius of Ramsey Park in Watsonville encompassing just 12.5 square miles
  - Consequently any boundary solution will be shaped by this reality creating some trustee areas covering vast areas while others cover small areas





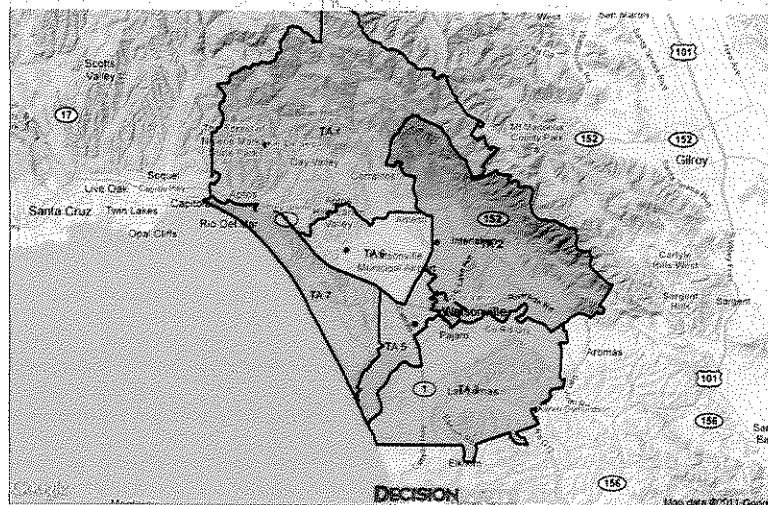
## Our Approach

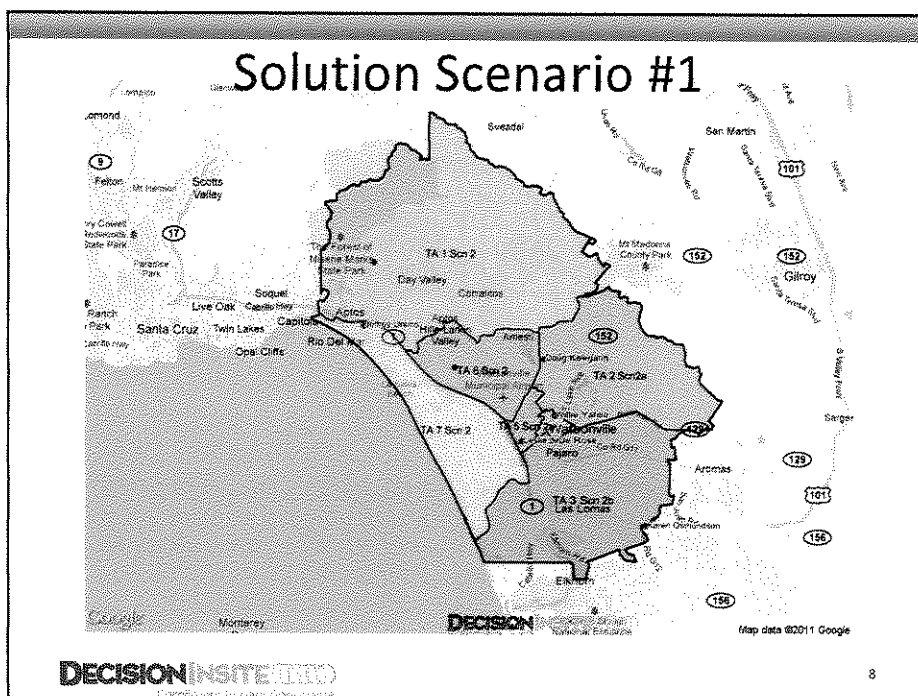
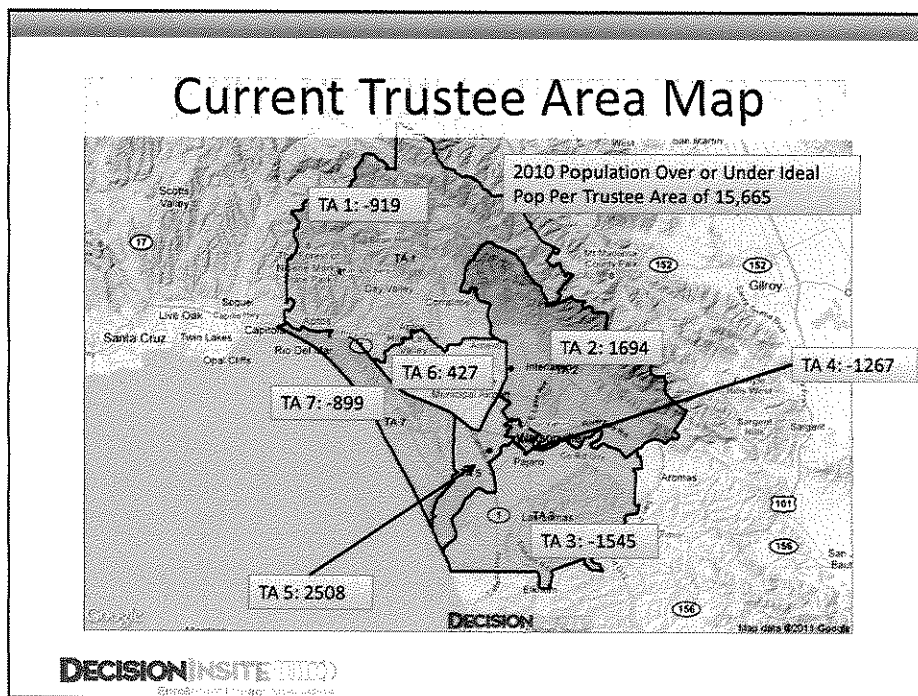
- Follow board approved criteria
- Where possible, leave boundaries as they are to minimize change
- Smooth out alignments with major roads when possible
- Consider population changes in existing trustee areas over prior 10 years as potential indicator of future change

## Two Scenario Solutions

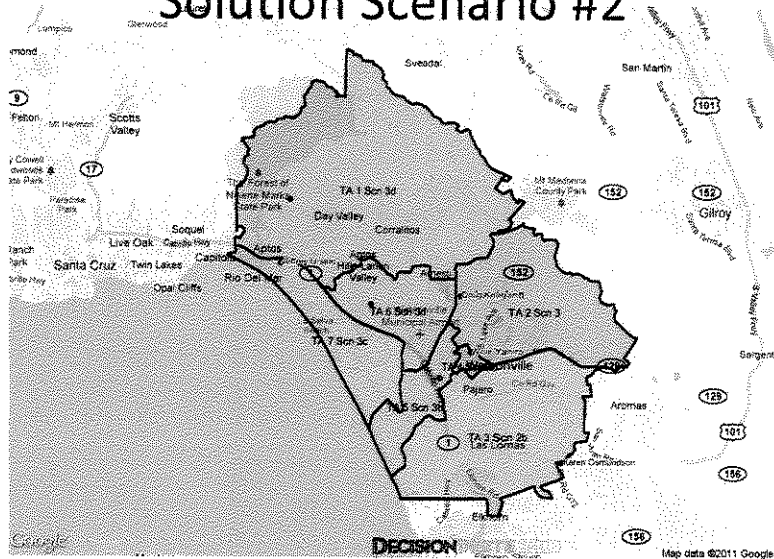
- Scenario 1:
  - Focus on maintaining current boundaries where possible while bringing population within 5% of the ideal
  - Some boundary smoothing
- Scenario Two:
  - Still focus on maintaining current boundaries where possible but pushing harder to get close to the ideal population in each trustee area
  - Smoothing out more boundaries
  - Consider growth or decline in prior 10 years in order to mitigate to some extent trustee area population imbalances over the next 10 years

## Current Trustee Area Map









**DECISION INTELLIGENCE**  
Empowering the Enterprise

## Comparison

**Total District Pop 2010: 109,654**

**Ideal Pop Per TA: 15,665**

TA	Current Trustee Areas			Solution Scenario		Solution Scenario	
	Current	% of Ideal	Grow/Dec 97w 2000 % 2010	2010 Pop/TA	% of Ideal	2010 Pop/TA	% of Ideal
1	14,746	94.1%	-239	15,910	101.6%	15,579	99.5%
2	17,359	113.1%	2155	15,984	102.0%	15,700	100.2%
3	14,120	90.1%	-1169	15,641	99.8%	15,641	99.8%
4	14,398	91.9%	18	15,301	97.7%	15,540	99.2%
5	18,173	115.2%	2630	15,786	100.8%	15,794	100.8%
6	16,092	102.7%	1109	16,092	102.7%	15,528	99.1%
7	14,766	94.3%	-23	14,940	95.4%	15,872	101.3%
	109,654			109,654		109,654	

Goal: Less than 5% below or above the ideal population per trustee area.

Solution 2 is the preferred scenario.

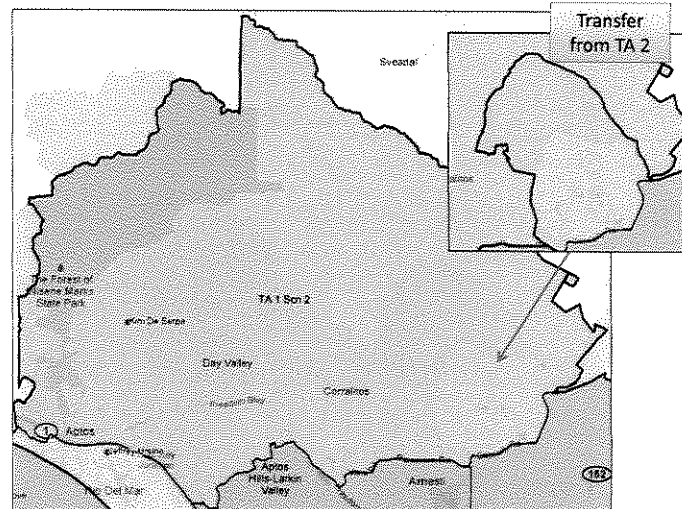
## DECISIONS

10

## Detail Analysis with Maps

**DECISIONINSITE** III

### TA 1: Scenario 1



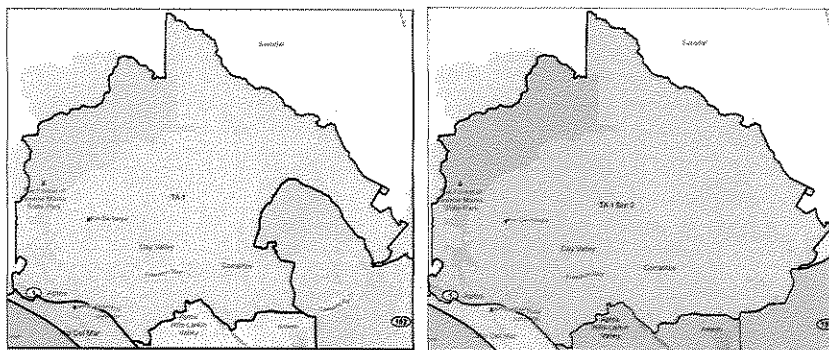
**DECISIONINSITE** III

12

## TA 1: Compare Current to Scenario 1

Current Boundary

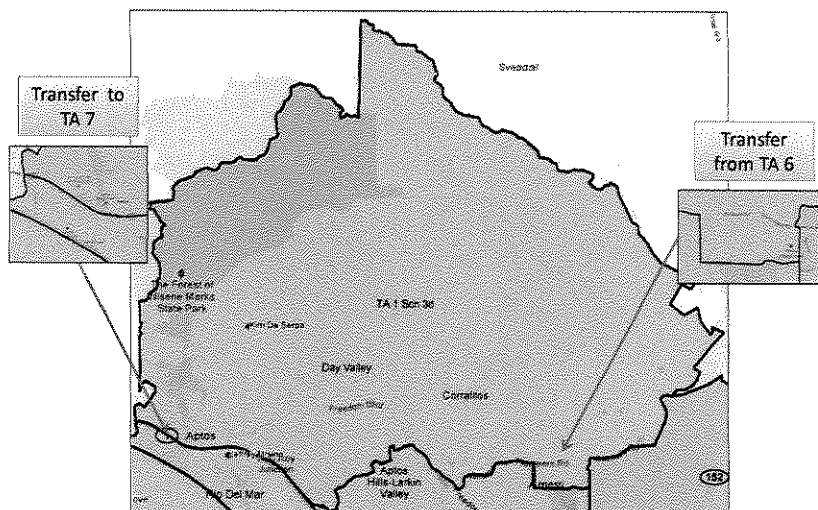
Scenario 1



DECISIONINSITE

13

## TA 1: Scenario 2

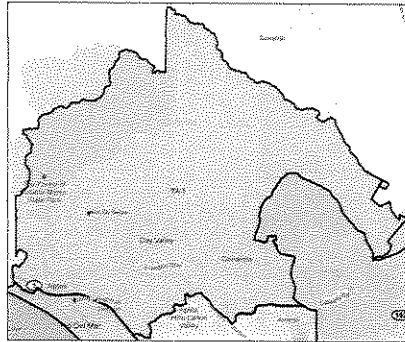


DECISIONINSITE

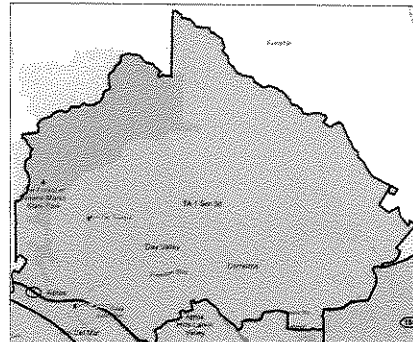
14

## TA 1: Compare Current to Scenario 2

Current Boundary



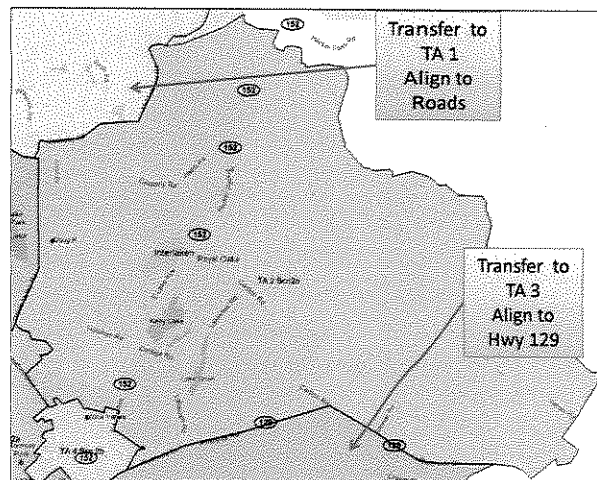
Scenario 2



**DECISIONINSITE**  
Empowering the Future

15

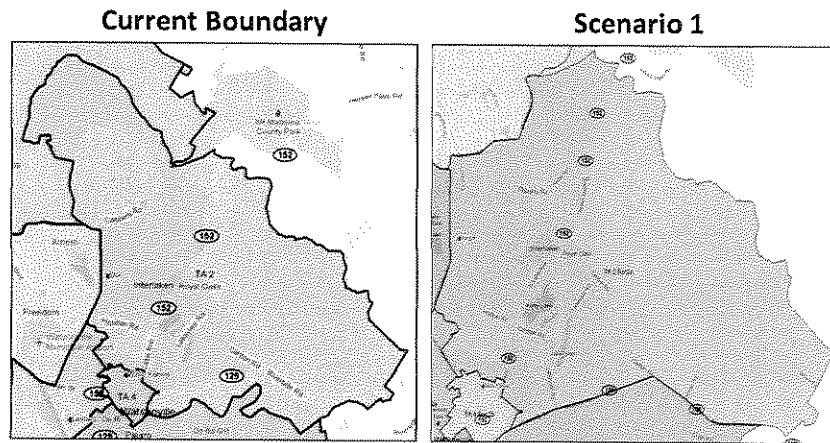
## TA 2: Scenario 1



**DECISIONINSITE**  
Empowering the Future

16

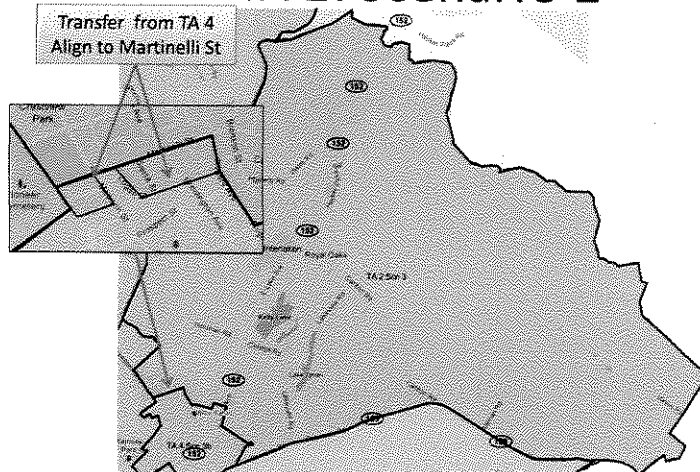
## TA 2: Compare Current to Scenario 1



**DECISION INSITE**

17

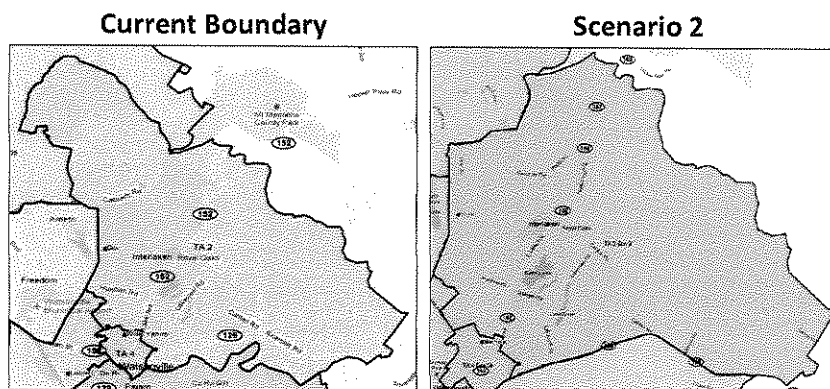
## TA 2: Scenario 2



**DECISION INSITE**

18

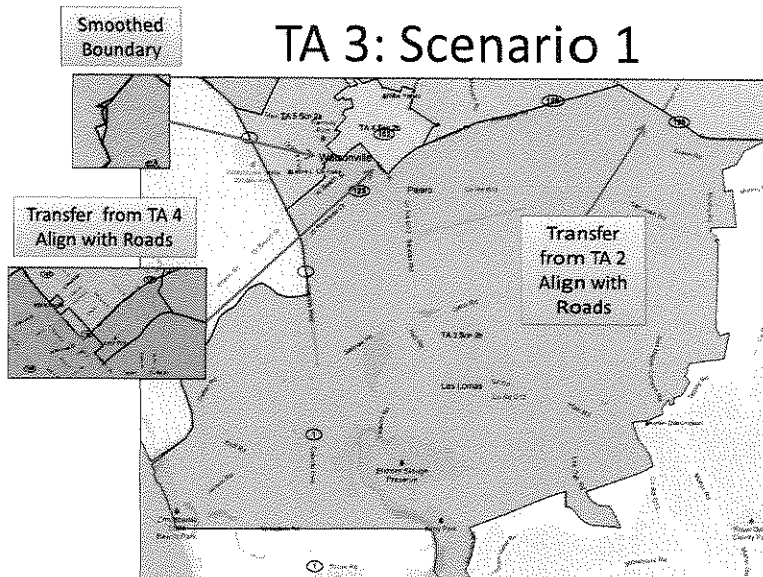
## TA 2: Compare Current to Scenario 2



**DECISION INSITE 3D**  
 Environmental Analysis & Planning

19

## TA 3: Scenario 1

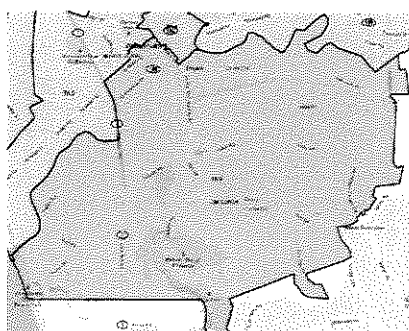


**DECISION INSITE 3D**  
 Environmental Analysis & Planning

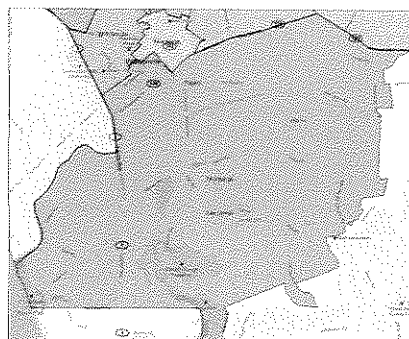
20

## TA 3: Compare Current to Scenario 1

Current Boundary



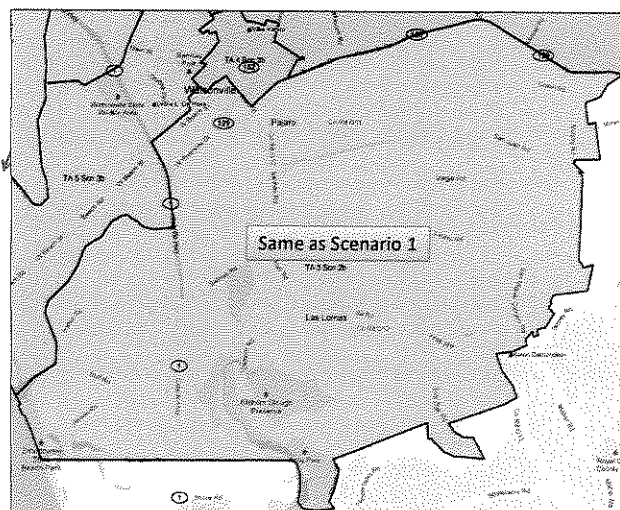
Scenario 1



**DECISIONINSITE**  
Sustainable Transportation Solutions

21

## TA 3: Scenario 2

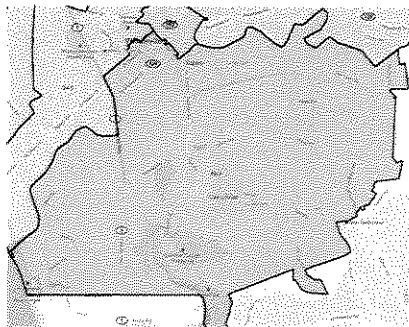


**DECISIONINSITE**  
Sustainable Transportation Solutions

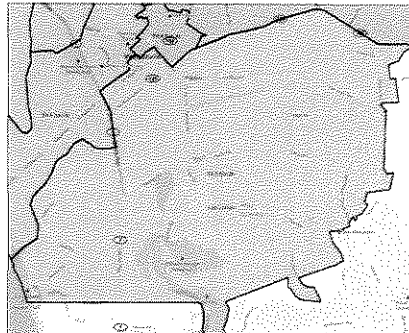
22

## TA 3: Compare Current to Scenario 2

Current Boundary



Scenario 2

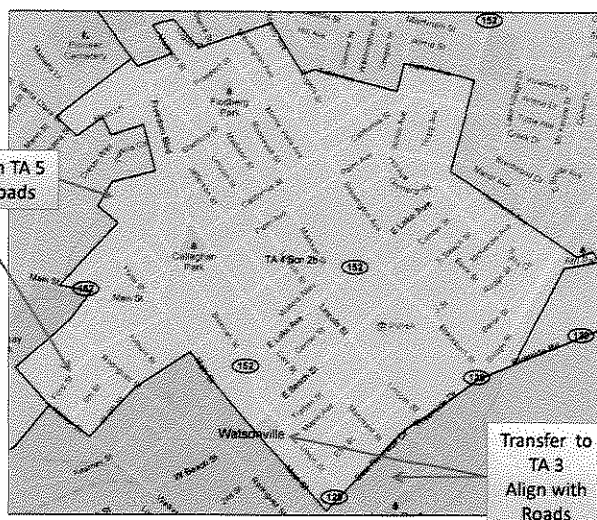


**DECISION INSITE**  
Spatial Analysis & Visualization

23

## TA 4: Scenario 1

Transfer from TA 5  
Align with Roads



Transfer to  
TA 3  
Align with  
Roads

**DECISION INSITE**  
Spatial Analysis & Visualization

24

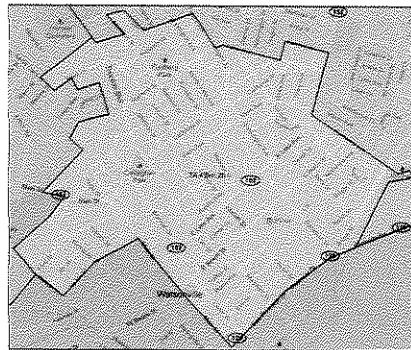


## TA 4: Compare Current to Scenario 1

Current Boundary



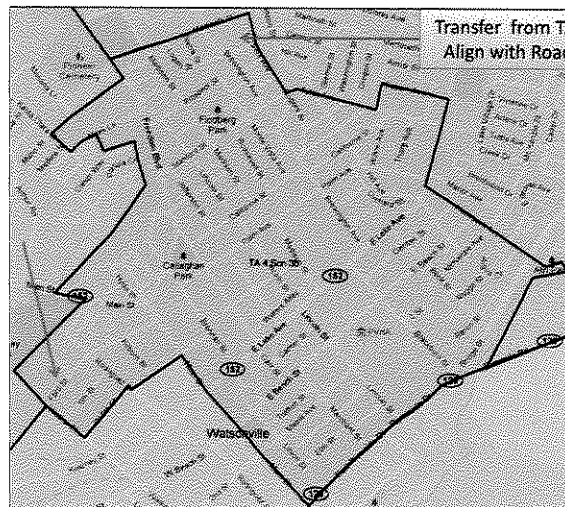
Scenario 1



**DECISIONINSITE** TID  
Decision Support Systems

25

## TA 4: Scenario 2

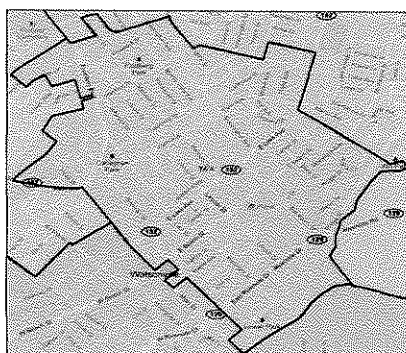


**DECISIONINSITE** TID  
Decision Support Systems

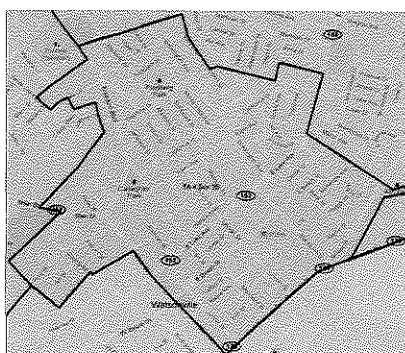
26

## TA 4: Compare Current to Scenario 2

Current Boundary



Scenario 2

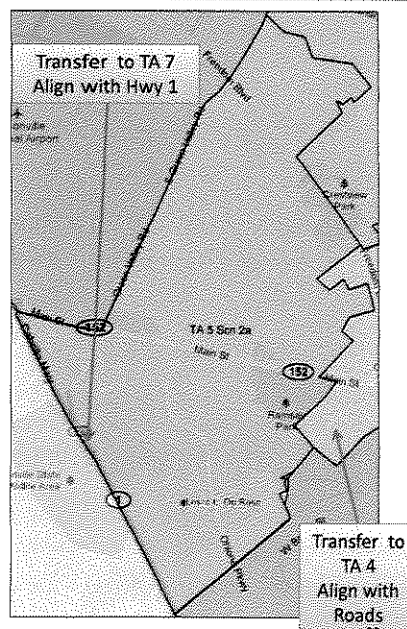


**DECISIONINSITE** THE  
Spatial Decision Support System

27

## TA 5: Scenario 1

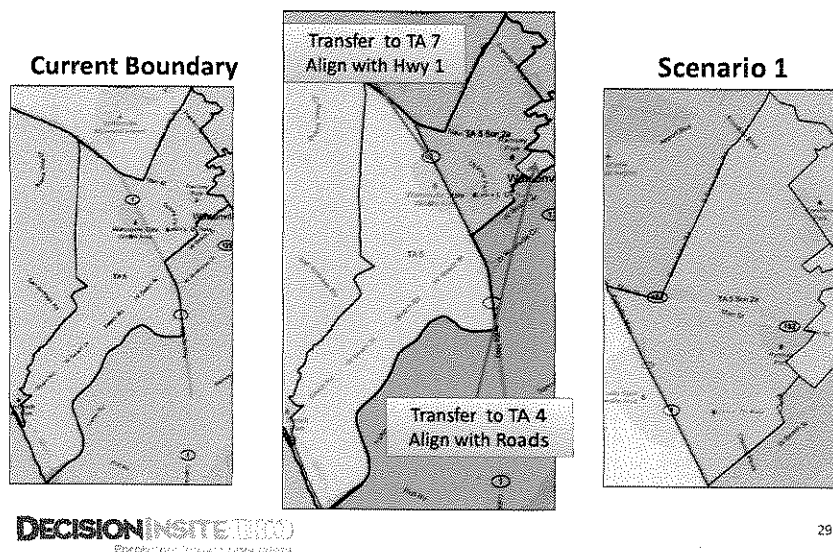
- TA 5 Scenario 1 most dramatic proposed changes
  - Goal: To balance TA 7 & TA4
  - Problem: TA 5 had the largest pop and TAs 4 & 7 the 2<sup>nd</sup> & 3<sup>rd</sup> smallest
  - Strategy: Capture as much of the coastal area as possible to rebalance
  - Result was a greatly diminished geography for TA 5



**DECISIONINSITE** THE  
Spatial Decision Support System

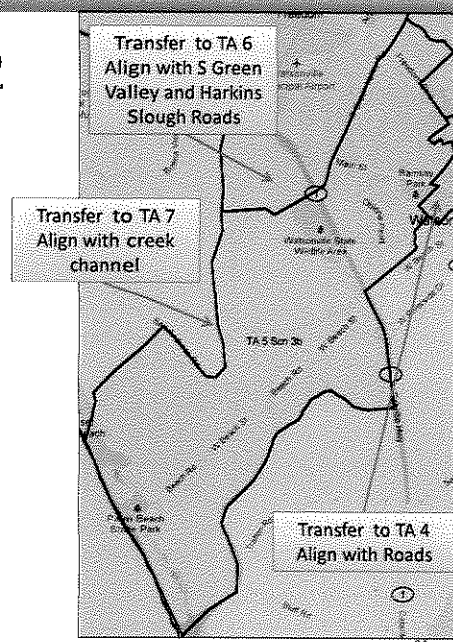
28

## TA 5: Compare Current to Scenario 1

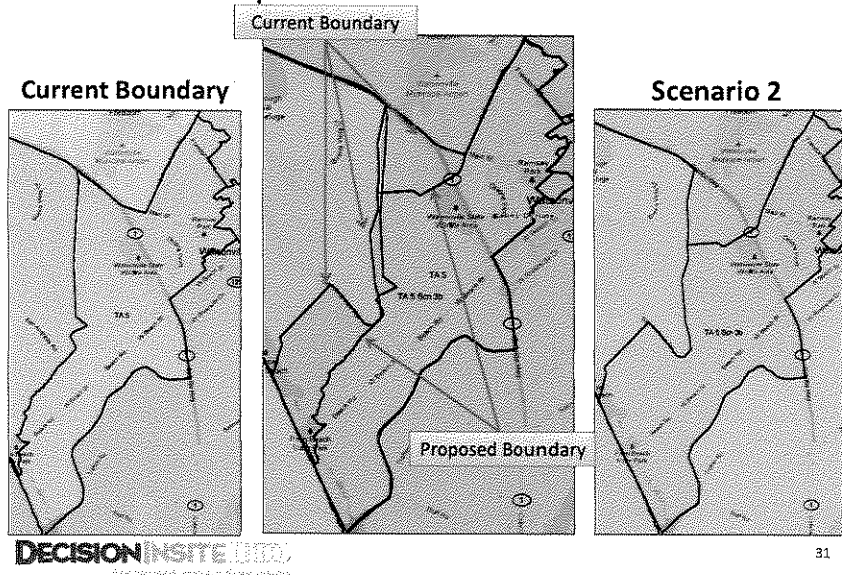


## TA 5: Scenario 2

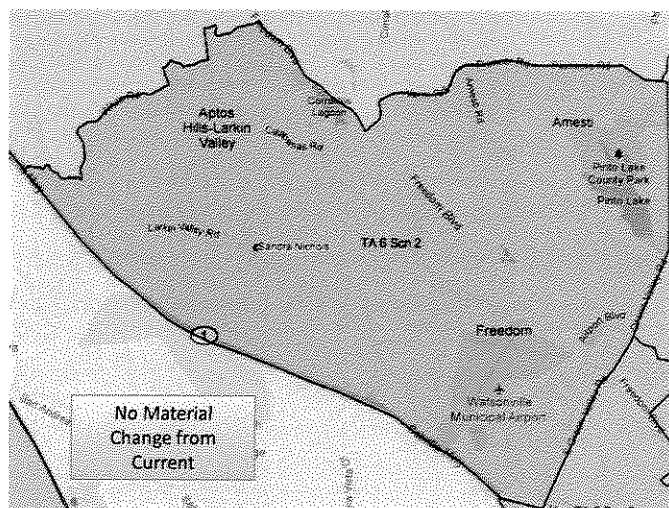
- TA 5 Scenario 2 less dramatic
  - Results of Scenario 1 did not provide enough population to solve imbalance and to justify the reduction of TA 5 geography
  - Aligns TA geography closer to original boundary area



## TA 5: Compare Current to Scenario 2



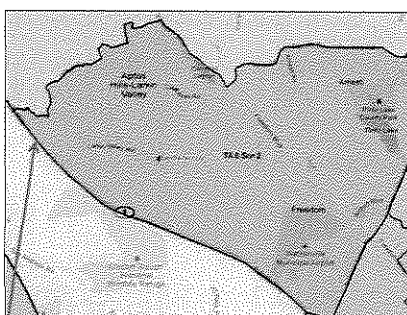
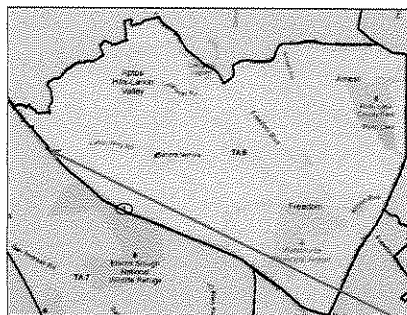
## TA 6: Scenario 1



## TA 6: Compare Current to Scenario 1

Current Boundary

Scenario 1

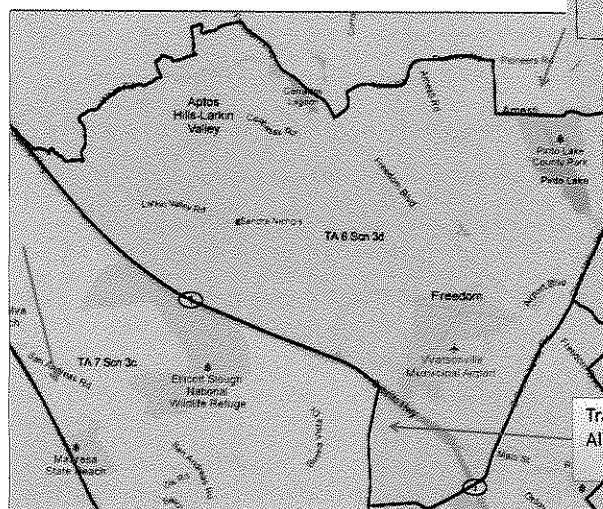


Better Aligned  
Boundary to Hwy 1

**DECISIONINSITE** THE  
Geography's In-Sight

33

## TA 6: Scenario 2



Transfer to TA 1

Transfer from TA 5  
Align with Roads &  
Gain Pop

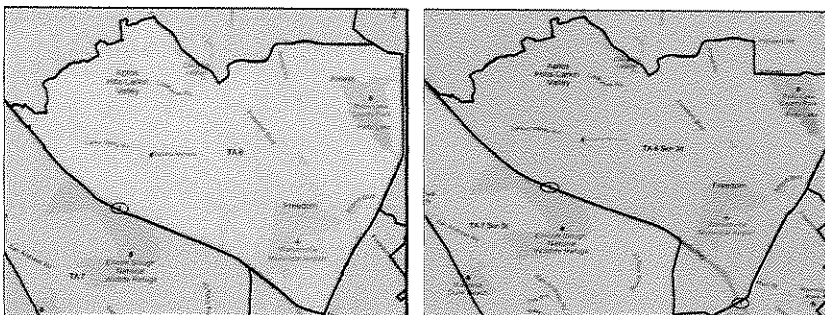
**DECISIONINSITE** THE  
Geography's In-Sight

34

## TA 6: Compare Current to Scenario 2

Current Boundary

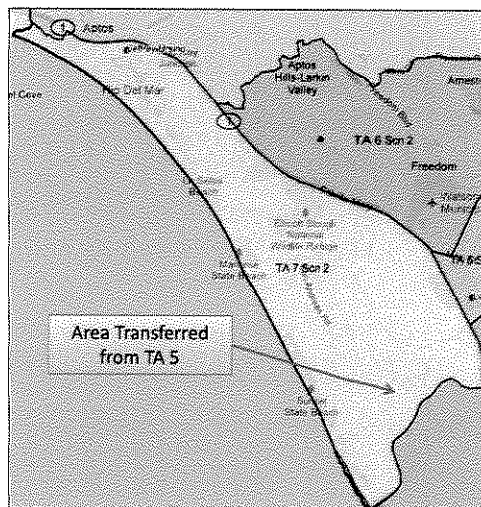
Scenario 2



DECISIONINSITE (TM)  
GIS-based planning and decision-making

35

## TA 7: Scenario 1

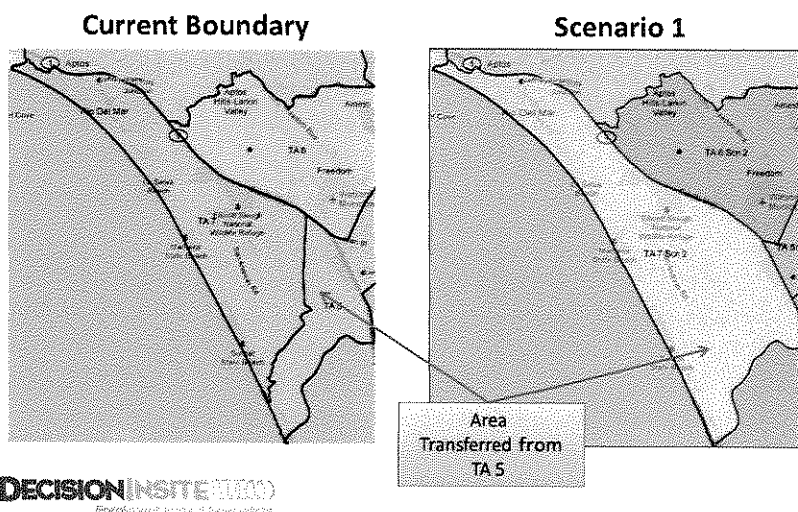


DECISIONINSITE (TM)  
GIS-based planning and decision-making

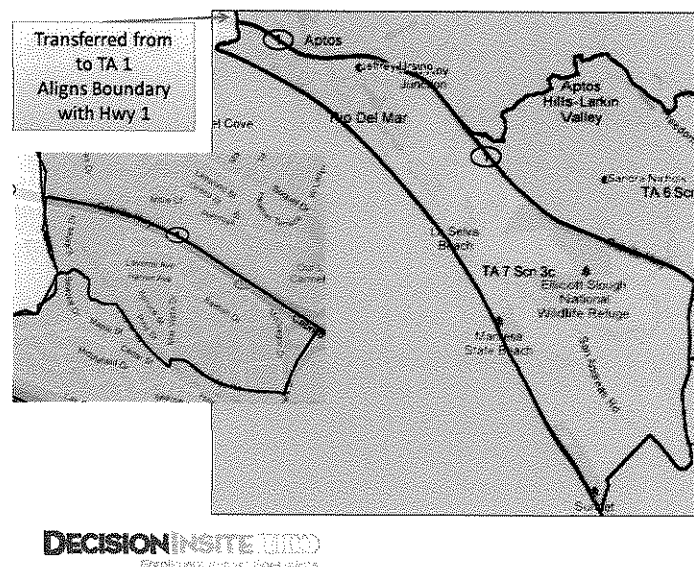
36



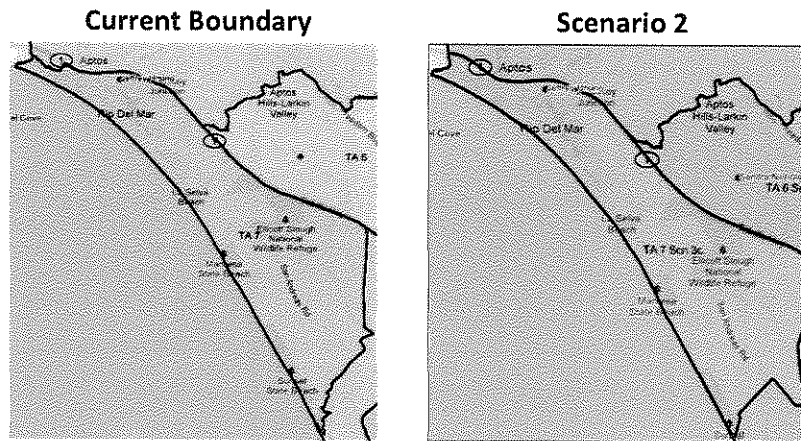
## TA 7: Compare Current to Scenario 1



## TA 7: Scenario 2



## TA 7: Compare Current to Scenario 2



**DECISIONINSITE**  
 Environmental Planning & Analysis

39

## Recommendations

- Relative to the goals and criteria established we would recommend Scenario 2.
- Scenario 2 results in the best population balance while also minimizing change to current boundaries and considering future population growth/decline, to some extent.

**DECISIONINSITE**  
 Environmental Planning & Analysis

40

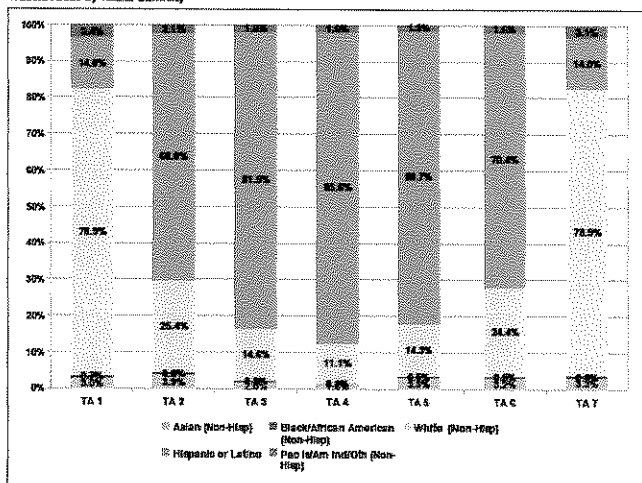


## Other Notes

- Following slides compare...
  - the racial/ethnicity of the current and proposed scenarios
  - The voting age profile of the current and proposed scenarios
- Findings
  - Mostly the profiles relatively similar the to current TA boundaries
  - Voting age in current TA 5 lowers in both scenarios

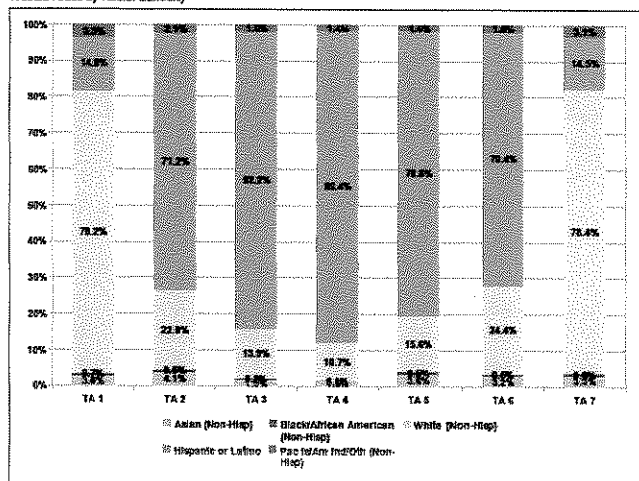
## Current TA Boundaries

Trustee Areas by Racial-Ethnicity



## Scenario 1

Trustee Areas by Racial-Ethnicity

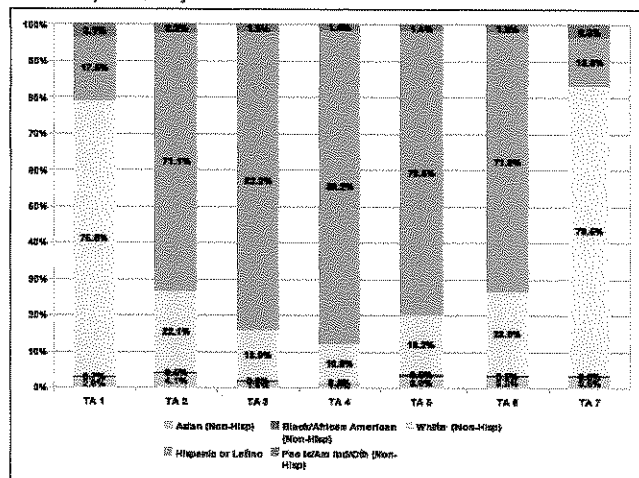


**DECISIONINSITE™**  
 Technology • Analysis • Expert Advice

43

## Scenario 2

Trustee Areas by Racial-Ethnicity

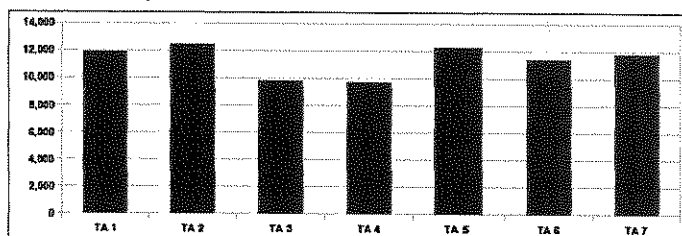


**DECISIONINSITE™**  
 Technology • Analysis • Expert Advice

44

## Current TA Boundaries

Voting Age Population by Trustee Area



Voting Age Population by Trustee Area (Detail)

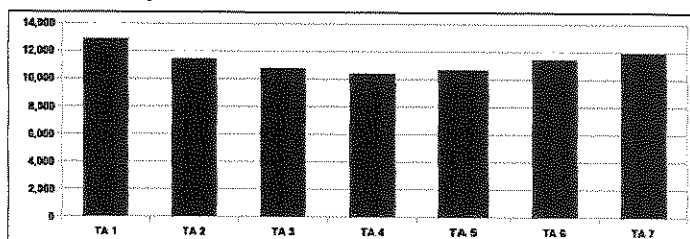
	TA 1	TA 2	TA 3	TA 4	TA 5	TA 6	TA 7	District
Voting Age Pop	11,097	12,480	9,749	9,725	12,210	11,437	11,764	79,271
% of Tot TA Pop	66.7%	71.9%	69.0%	67.5%	67.2%	71.1%	79.7%	72.3%
Total Pop	14,746	17,359	14,120	14,396	18,173	16,092	14,766	109,654

DECISIONINSITE<sup>TM</sup> 100  
Empowering Local Government

45

## Scenario 1

Voting Age Population by Trustee Area



Voting Age Population by Trustee Area (Detail)

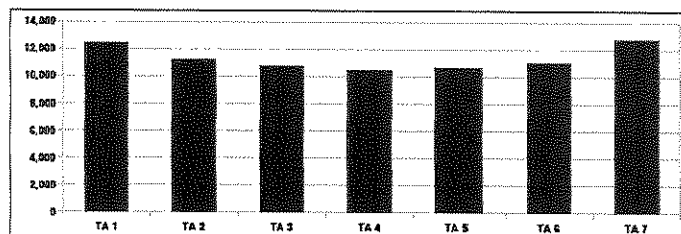
	TA 1	TA 2	TA 3	TA 4	TA 5	TA 6	TA 7	District
Voting Age Pop	12,913	11,420	10,741	10,332	10,646	11,437	11,882	79,271
% of Tot TA Pop	80.5%	71.4%	68.7%	67.5%	67.4%	71.1%	79.5%	72.3%
Total Pop	16,010	15,984	15,641	15,301	15,786	16,092	14,940	109,654

DECISIONINSITE<sup>TM</sup> 100  
Empowering Local Government

46

## Scenario 2

Voting Age Population by Trustee Area



	TA 1	TA 2	TA 3	TA 4	TA 5	TA 6	TA 7	District
Voting Age Pop	12,417	11,219	10,741	10,502	10,672	11,003	12,717	79,271
% of Tot TA Pop	79.7%	71.5%	68.7%	67.0%	67.6%	70.9%	80.1%	72.3%
Total Pop	15,579	15,700	15,641	15,540	15,794	15,520	15,872	109,654

## Method of Calculating Population

- Question: How is the population by Trustee Area calculated?
  - Each trustee area aggregate population is derived from the underlying Census blocks.
  - Each Census block within each TA or TA Scenario is captured and aggregated to provide the total population per TA or TA Scenario
- Next slide provides partial example...

### Blocks comprising TA 1 for Scenario 2

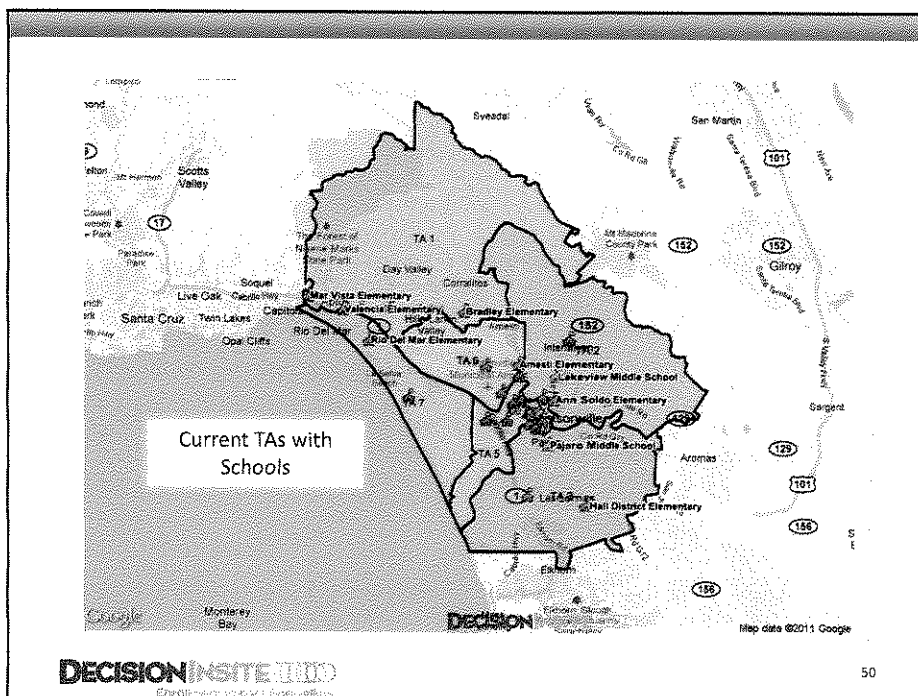
Blockpoint	2010 Pop
TA 1 Scn 3d 060871222016006	137
TA 1 Scn 3d 060871222016002	23
TA 1 Scn 3d 060871222016003	188
TA 1 Scn 3d 060871222016001	27
TA 1 Scn 3d 060871222016010	63
TA 1 Scn 3d 060871224001022	2
TA 1 Scn 3d 060871210003019	1
TA 1 Scn 3d 060871220021007	0
TA 1 Scn 3d 060871220021019	49
TA 1 Scn 3d 060871210002015	24
TA 1 Scn 3d 060871220012007	192
TA 1 Scn 3d 060871224001013	0
TA 1 Scn 3d 060871224001042	108
TA 1 Scn 3d 060871220021010	30
TA 1 Scn 3d 060871224001053	629
TA 1 Scn 3d 060871220021009	33
TA 1 Scn 3d 060871220022006	20
TA 1 Scn 3d 060871220021027	0
TA 1 Scn 3d 060871220021022	36
TA 1 Scn 3d 060871220022020	10
TA 1 Scn 3d 060871224001062	64
TA 1 Scn 3d 060871224006002	170
TA 1 Scn 3d 060871224006009	2
TA 1 Scn 3d 060871224002016	28
TA 1 Scn 3d 060871224001057	27
TA 1 Scn 3d 060871222015013	0

TA 1 Scn 3d 060871210003020	0
TA 1 Scn 3d 060871224001019	0
TA 1 Scn 3d 060871220021020	7
TA 1 Scn 3d 060871224001035	80
TA 1 Scn 3d 060871224005004	6
TA 1 Scn 3d 060871220031018	48
TA 1 Scn 3d 060871224006023	0
TA 1 Scn 3d 060871224002000	93
TA 1 Scn 3d 060871224005009	0
TA 1 Scn 3d 060871224001061	12
TA 1 Scn 3d 060871224001060	22
TA 1 Scn 3d 060871222013009	100
TA 1 Scn 3d 060871224006017	34
TA 1 Scn 3d 060871224002104	3
TA 1 Scn 3d 060871224001032	72
TA 1 Scn 3d 060871224006022	5
TA 1 Scn 3d 060871224005002	69
TA 1 Scn 3d 060871224001014	0
TA 1 Scn 3d 060871224001020	0
TA 1 Scn 3d 060871224001091	42
TA 1 Scn 3d 060871224002012	0
TA 1 Scn 3d 060871224001001	0
TA 1 Scn 3d 060871224005015	34
TA 1 Scn 3d 060871224001002	6
TA 1 Scn 3d 060871224006012	0
TA 1 Scn 3d 060871220021011	55
TA 1 Scn 3d 060871224001041	0
TA 1 Scn 3d 060871224002008	106
TA 1 Scn 3d 060871220022005	7
TA 1 Scn 3d 060871220022015	28
TA 1 Scn 3d 060871220022008	254
TA 1 Scn 3d 060871220022002	57

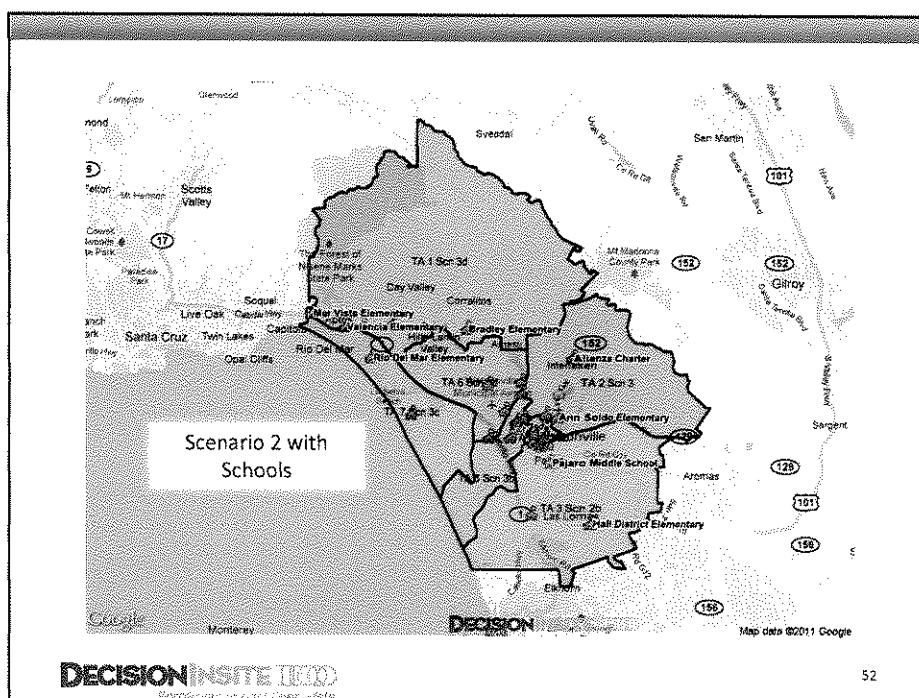
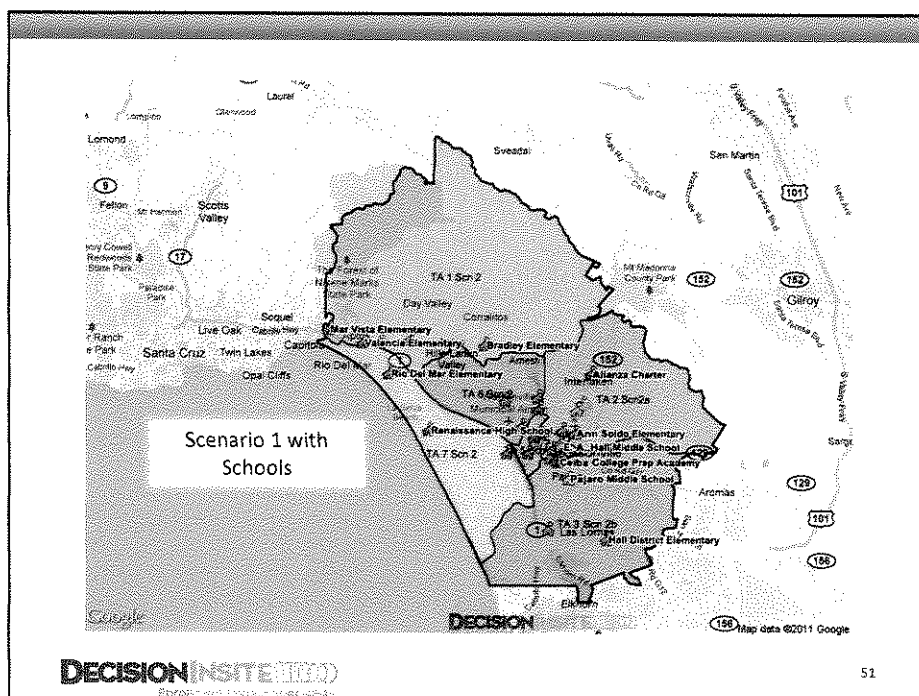
TA 1 Scn 3d 060871220022009	6
TA 1 Scn 3d 060871220022007	55
TA 1 Scn 3d 060871220022000	226
TA 1 Scn 3d 060871220022001	91
TA 1 Scn 3d 060871220022006	44
TA 1 Scn 3d 060871220022005	102
TA 1 Scn 3d 060871220022013	108
TA 1 Scn 3d 060871220022011	8
TA 1 Scn 3d 060871220022014	3
TA 1 Scn 3d 060871220022012	10
TA 1 Scn 3d 060871220022010	0
TA 1 Scn 3d 060871220022017	7
TA 1 Scn 3d 060871220022015	5
TA 1 Scn 3d 060871220022019	12
TA 1 Scn 3d 060871220022015	38
TA 1 Scn 3d 060871220022004	0
TA 1 Scn 3d 060871222014001	2
TA 1 Scn 3d 060871222014004	8
TA 1 Scn 3d 060871222014000	237
TA 1 Scn 3d 060871222014002	605
TA 1 Scn 3d 060871222014005	3
TA 1 Scn 3d 060871222014006	17

**DECISIONINSITE**  
Email: info@decisioninsite.com

49



50



**PAJARO VALLEY UNIFIED SCHOOL DISTRICT**



***Board Agenda Backup***

Item No: 11.3

**Date:** November 16, 2011

**Item:** **Accept with Gratitude Donation from Ms. Maria Correia of a Paper Cutter for HA Hyde Elementary School.**

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

**Recommendation:** Accept with gratitude.

**Prepared By:** Dorma Baker, Superintendent

**Superintendent's Signature:** Dorma Baker

H. A. Hyde Elementary School  
125 Alta Vista Ave.  
Watsonville, CA 95076  
(831) 728-6243

Ms. Maria Correia  
3060 Porter Gulch St. #36  
Soquel, CA 95073

Wednesday, October 19<sup>th</sup>, 2011

Dear Ms. Correia,

On behalf of the staff and students of H. A. Hyde Elementary School, I extend to you our greatest appreciation for your generous donation of a Martin Yale 7000E paper cutter. We often have to cut several hundred sheets of paper in half for our parent notices and fliers. Your generous donation of the 7000E will allow us to do that very efficiently. Our office staff is very grateful!

As you know, our public schools are currently experiencing very large fiscal challenges and your very generous contribution to our school not only boosts our spirits but also increases our ability to do our work efficiently. We applaud you. Your support of our site is greatly appreciated.

Sincerely,



Brett Knupfer  
Principal  
H. A. Hyde Elementary School  
Tax Id #690933298

Donation: (1) Martin Yale 7000E paper cutter  
Value: \$650



**PAJARO VALLEY UNIFIED SCHOOL DISTRICT**



***Board Agenda Backup***

Item No: 11.4

**Date:** November 16, 2011

**Item:** **Accept with Gratitude Donation of \$2,000.00 from the Safeway Foundation for the PVUSD Transition Partnership Program.**

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

**Recommendation:** Accept with gratitude.

**Prepared By:** Dorma Baker, Superintendent

**Superintendent's Signature:**

*Dorma Baker*

**Jimenez, Alicia**

---

**From:** Butterworth, Robin  
**Sent:** Wednesday, October 19, 2011 3:18 PM  
**To:** Jimenez, Alicia  
**Subject:** FW: PVUSD Transition Partnership Program accepts a check from Safeway Foundation, Celebrating Disability Employment Awareness Month.  
**Attachments:** 2011-10-13\_14-20-33\_547.jpg

---

**From:** Butterworth, Robin  
**Sent:** Thursday, October 13, 2011 4:07 PM  
**To:** Baker, Dorma  
**Subject:** FW: PVUSD Transition Partnership Program accepts a check from Safeway Foundation, Celebrating Disability Employment Awareness Month.

For you, thanks for letting us do our passion, and even be rewarded for doing it!!

Today Safeway Foundation awarded The Pajaro Valley Unified School District Transition Partnership Program a check for \$2000.00. Founded in 1926, Safeway Foundation has always been proud of their community partnerships. The PVUSD Transition Partnership Program (TPP) , that places students after graduation in jobs, works with Carolyn Conner, Employment Coordinator for Safeway, pictured below, and has placed many TPP clients, in the last 3 years. The Safeway Foundation implements its vision through contributions to organizations that support hunger relief, education, special needs and health and human services.

Pictured here from left to right accepting the check is Mary Archibeque, TPP, Allen Houser, Director of Special Services, seated, Carolyn Conner, Safeway Employment Coordinator, Zenaida Castillo, TPP and Robin Butterworth TPP.

# PAJARO VALLEY UNIFIED SCHOOL DISTRICT



## Board Agenda Backup

Item No: 11.5

**Date:** November 16, 2011

**Item:** School Improvement Grants (reapplication)

**Overview:** The district had two schools identified on the Tier 2, Lowest Achieving Schools list for the state. As a result of that designation, these two schools, E.A. Hall Middle School and Watsonville High School are eligible to apply for the Federal School Improvement Grant (SIG). Both schools have worked with staff and parents to gather data to develop the components of the grant, making adjustments based on the input from the State after the initial application last Spring. We are bringing forward the grants for Board Approval prior to submission. The grants are due to the State on November 18, 2011.

Copies of the grants will be presented at the board meeting.

**Recommendation:**

**Budget Considerations:**

**Funding Source:** Federal School Improvement Grant Funds

**Budgeted:** Yes: ☒ No: ☐

**Amount:** \$ TBD

**Prepared By:** Kim V. Sweeney

**Superintendent's Signature:**

*Doreen B...*

# PAJARO VALLEY UNIFIED SCHOOL DISTRICT



## Board Agenda Backup

Item No: 13.1

**Date:** November 16, 2011

**Item:** Annual Williams/Valenzuela Legislation Status Report

**Overview:**

California *Education Code* Section 1240 requires that the County Superintendent of Schools or appointed designee, visit schools identified in our county, review information in the areas noted below, and report to the governing board results of the visits and review. Submitted to your governing board at a regularly scheduled meeting, the first quarterly report for fiscal year 2011-2012 as required by *Education Code* section 1240(c) (2)(G) pursuant to the *Williams* Settlement. This report presents the results of the visits and review at Pajaro Valley Unified School District for the period of August -November 2011.

**Recommendation:** Receive report

**Budget Considerations:**

**Funding Source:**

**Budgeted:** Yes: ☐

No: ☐

**Amount:** \$

**Prepared By:** Michael Watkins, Superintendent, Santa Cruz County Office of Education

**Superintendent's Signature:**

*Dorma Baker*



BOARD OF EDUCATION  
Mr. Jack Dilles  
Mr. Aaron Hinde  
Mr. Arnold Levine  
Mrs. Kathy Mann  
Mr. Vic Marani  
Mr. Dana M. Sales  
Mr. George "Bud" Winslow

Michael C. Watkins, Superintendent • 400 Encinal Street, Santa Cruz, CA 95060 • 831-466-5600 • FAX 831-466-5607 • [www.santacruz.k12.ca.us](http://www.santacruz.k12.ca.us)

November 7, 2011

Governing Board  
Pajaro Valley Unified School District  
294 Green Valley Rd.  
Watsonville, CA 95076

Dear President Keegan and Board Trustees:

California *Education Code* Section 1240 requires that I and my appointed designee visit schools identified in our county, review information in the areas noted below, and report to you the results of my visits and review. I am pleased to provide, for submission to your governing board at a regularly scheduled meeting, the first quarterly report for fiscal year 2011-2012 as required by *Education Code* section 1240(c) (2)(G) pursuant to the *Williams* Settlement. This report presents the results of my visits and review at Pajaro Unified School District for the period of August -November 2011.

The purpose of my visit(s) as specified in California Education Code 1240 was to:

1. Determine if students have "sufficient" standards-aligned instructional materials in four core subjects areas (English language arts, mathematics, history/social science and science), including science laboratory equipment in grades 9-12, and, as appropriate, in foreign languages, and health;
2. Determine if there is any facility condition that "poses an emergency or urgent threat to the health or safety of pupils or staff"; and
3. Determine if the school has provided accurate data on the annual school accountability report card related to the sufficiency of instructional materials and the safety, cleanliness, and adequacy of school facilities, including 'good repair'.
4. Review documentation to ensure that a Uniform Complaint Process (UCP) policy is in use and UCP notices are posted in all classrooms and in administrative offices.

The law further requires that the County Superintendent:

1. Annually monitor and review teacher misassignments and teacher vacancies in schools ranked in deciles 1-3 (2009 Base API); and
2. Receive quarterly reports on complaints filed within the school district concerning insufficient instructional material, teacher vacancies and misassignments, and emergency or urgent facilities issues under the Uniform Complaint Procedure.

The Uniform Complaint data are not mandated to be a part of this report to you.

My findings were as follows:

**Instructional Materials:**

The team found that all students had access to sufficient instructional materials, including textbooks, in the core subject areas (Including science laboratory materials at the secondary schools.). All nineteen schools reviewed for instructional materials/ textbook sufficiency fully complied with the *Williams* settlement.

**Facility Inspections:**

Utilizing the Facilities Inspection Tool (FIT) as developed by the Office of Public Schools Construction, a school facilities inspection was completed at each school site to assess compliance with facilities maintenance to determine that the condition of a facility does not pose an emergency or urgent threat to the health or safety of pupils or staff. A custodian, assigned to the school site, was available to assist the Santa Cruz County Office of Education Maintenance and Operations Williams team members. Our visiting team reviewed the previous year's Williams facilities reports, quarterly Pajaro Valley Unified School District Facilities/Grounds inspection reports, and inspected 25% of the school classrooms, all restrooms, and kitchen facilities. All schools were determined to be in "Good Repair" or "Fair Repair" with one school receiving an "Exemplary" rating (Ann Soldo Elementary).

**School Accountability Report Cards (SARC):**

The Williams Settlement included language regarding the accuracy of data reported in the SARC. In reviewing the 2010-2011 reports, the team found no discrepancies in the availability of sufficient textbooks and instructional materials or the cleanliness and adequacy of school facilities.

**Teacher Assignments/Misassignments:**

In reference to the annual review of Teacher Assignments/Misassignments, you will receive under separate cover the annual audit made by the County Office of Education, Director of Human Resources.

For the past five years, the Human Resources department in Pajaro Valley Unified School district has worked collaboratively with the Santa Cruz County Office of Education to ensure that teachers are appropriately credentialed and placed in the correct teaching assignments. In 2010 it was initially reported that 14 EL certificated personnel were misassigned according to their credentials. Immediate action was taken to correct 10 of the misassigned teachers by CLAD applications, resulting in 4 actual EL misassignments. PVUSD informed their teachers that employment for the 2011-2012 school year was contingent upon their earning the CLAD authorization, and PVUSD Human Resources staff has stated that no teachers are being hired without EL authorization. In addition there were 3 misassignments for bilingual authorizations. Of this total, 2 were corrected with emergency BCLAD permits and 1 by waiver. Four of the misassignments were reported to the California Commission on Teacher Credentialing and a

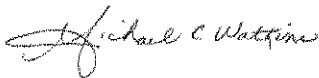
process is in place to improve teacher assignments for the 2011-2012 school year. There were also 7 vacancies at the schools reviewed (anyone hired after 8-16-2010 was included in the vacancy count).

**Uniform Complaint Process:**

All classrooms must have the Uniform Complaint Process posted. *Education Code* Section 35186 created a procedure for the filing of complaints concerning deficiencies related to instructional materials, conditions of facilities that are not maintained in a clean or safe manner or in good repair, and teacher vacancy or misassignment. The complaint and response are public documents as provided by statute. Complaints may be filed anonymously. The team found that of the 25% of classrooms visited at each site, all had current notices posted in both Spanish and English. Notices were also posted in the school administration buildings and at the high schools were revised to include language as required by *Education Code* section 1240 (c) (2) (E) pursuant to the *Valenzuela* Settlement.

Finally, it is important to note that the site administrators of scheduled visits were well prepared. In addition, the unannounced site visit administrators were able to accommodate us efficiently. All Pajaro Valley Unified School District personnel were professional and cooperative throughout the visitation process. Please extend my appreciation for their professionalism in addressing the compliance requirements for the *Williams* and *Valenzuela* Settlement Legislation.

Respectfully submitted,



Michael C. Watkins  
Santa Cruz County Superintendent of Schools

c: Dorma Baker, Superintendent, Santa Cruz City School District  
Santa Cruz County Board of Education  
Santa Cruz County Board of Supervisors

## GENERAL INFORMATION

The Facility Inspection Tool (FIT) has been developed by the Office of Public School Construction to determine if a school facility is in "good repair" as defined by Education Code (EC) Section 17002(d)(1) and to rate the facility pursuant to EC Section 17002(d)(2). The tool is designed to identify areas of a school site that are in need of repair based upon a visual inspection of the site. In addition, the EC specifies the tool should not be used to require capital enhancements beyond the standards to which the facility was designed and constructed.

Good repair is defined to mean that the facility is maintained in a manner that ensures that it is clean, safe, and functional. As part of the school accountability report card, school districts and county offices of education are required to make specified assessments of school conditions including the safety, cleanliness, and adequacy of school facilities and needed maintenance to ensure good repair. In addition, beginning with the 2005/2006 fiscal year, school districts and county offices of education must certify that a facility inspection system has been established to ensure that each of its facilities is maintained in good repair in order to participate in the School Facility Program and the Deferred Maintenance Program. This tool is intended to assist school districts and county offices of education in that determination.

County superintendents are required to annually visit the schools in the county of his or her office as determined by EC Section 1240. Further, EC Section 1240(c)(2)(I), states the priority objective of the visits made shall be to determine the status of the condition of a facility that poses an emergency or urgent threat to the health or safety of pupils or staff as defined in district policy, or as defined by EC Section 17592.72(c) and the accuracy of data reported on the school accountability report card with the respect to the safety, cleanliness, and adequacy of school facilities, including good repair as required by EC Sections 17014, 17032.5, 17070.75, and 17089. This tool is also intended to assist county offices of education in performing these functions.

The EC also allows individual entities to adopt a local evaluation instrument to be used in lieu of the FIT provided the local instrument meets the criteria specified in EC Section 17002(d) and as implemented in the FIT. Any evaluation instrument adopted by the local educational agency for purpose of determining whether a school facility is maintained in good repair may include any number of additional items but must minimally include the criteria and rating scheme contained in the FIT.

## USER INSTRUCTIONS

The FIT is comprised of three parts as follows:

**Part I, Good Repair Standard** outlines the school facility systems and components, as specified in EC Section 17002(d)(1), that should be considered in the inspection of a school facility to ensure it is maintained in a manner that assures it is clean, safe and functional. Each of the 15 sections in the Good Repair Standard provides a description of a minimum standard of good repair for various school facility categories. Each section also provides examples of clean, safe and functional conditions. The list of examples is not exhaustive. If an evaluator notes a condition that is not mentioned in the examples but constitutes a deficiency, the evaluator can note such deficiency in the applicable category as "other."

Some of the conditions cited in the Good Repair Standard represent items that are critical to the health and safety of pupils and staff. Any deficiencies in these items require immediate attention and, if left unmitigated, could cause severe and immediate injury, illness or death of the occupants. They constitute extreme deficiencies and indicate that the particular building system evaluated failed to meet the standard of good repair at that school site. These critical conditions are identified with underlined text followed by an (X) on the Good Repair Standard. If the underlined statement is not true, then there is an extreme deficiency (to be marked as an "X" on the Evaluation Detail) resulting in a "poor" rating for the applicable category. It is important to note that the list of extreme deficiencies noted in the Good Repair Standard is not exhaustive. Any other deficiency not included in the criteria but meeting the definition above can be noted by the evaluator and generate a poor rating.

**Part II, Evaluation Detail** is a site inspection template to be used to evaluate the areas of a school on a category by category basis. The design of the inspection template allows for the determination of the scope of conditions across campus. In evaluating each area or space, the user should review each of the 15 categories identified in the Good Repair Standard and make a determination of whether a particular area is in good repair. Once the determination is made, it should be recorded on the Evaluation Detail, as follows:

✓	<b>No Deficiency - Good Repair:</b> Insert a check mark if all statements in the Good Repair Standard are true, and there is no indication of a deficiency in the specific category.
D	<b>Deficiency:</b> Mark "D" if one or more statement(s) in the Good Repair Standard for the specific category is not true, or if there is other clear evidence of the need for repair.
X	<b>Extreme Deficiency:</b> Indicate "X" if the area has a deficiency that is considered an "Extreme Deficiency" in the Good Repair Standard or there is a condition that qualifies as an extreme deficiency but is not noted in the Good Repair Standard.
NA	<b>Not Applicable:</b> If the Good Repair Standard category (building system or component) does not exist in the area evaluated, mark "NA".



Below are suggested methods for evaluating various systems and areas:

- **Gas and Sewer** are major building systems that may span the entire school campus but may not be evident as applicable building systems in each classroom or common areas. However, because a deficiency in either of these systems could become evident and present a health and safety threat anywhere on campus, the user should not mark "NA" and should instead include an evaluation of these systems in each building space.
- **Roofs** can be easily evaluated for stand alone areas, such as portable classrooms. For permanent buildings containing several areas to be evaluated, roofs should be considered as parts of individual areas in order to accurately account for a scope of any roofing deficiency. For example, a 10 classroom building contains damaged gutters on one side of the building, spanning across five classrooms. Therefore, an evaluator should mark five classrooms as deficient in the roof category and the other five classrooms as in good repair, assuming there are no other visible deficiencies related to roofing.
- **Overall Cleanliness** is intended to be used to evaluate the cleanliness of each space. For example, a user should note a deficiency due to dirty surfaces in Overall Cleanliness, rather than **Interior Surfaces**. At the same time, the user should note such deficiency only in Overall Cleanliness in order to avoid accounting for such deficiency twice, i.e. in two sections.
- The tool is designed to evaluate stand-alone restrooms as separate areas. However, restrooms contained within other spaces, such as a kindergarten classroom or a library, can be evaluated as part of that area under Restrooms. If the area evaluated does not contain a restroom, Restrooms should be marked "NA."
- **Drinking fountains** can exist within individual classrooms or areas, right outside of classrooms or restrooms or other areas, or as stand alone fixtures on playgrounds and sports fields. If a drinking fountain or a set of fountains is located inside a building or immediately outside the area being evaluated, it should be included in the evaluation of that area under Drinking Fountains. If a fountain is located on the school grounds, it should be evaluated as part of that outside space. If there is no drinking fountain in the area evaluated, Drinking Fountains should be marked "NA."
- **Playgrounds/School Grounds**, should be evaluated as separate areas by dividing a campus into sections with defined borders. In this case, several sections of the good repair criteria would not apply to the evaluation, as they do not exist outside of physical building areas, such as **Structural Damage** and **Fire Safety**, for example.

**Part III** includes the **Category Totals and Ranking**, the **Overall Rating**, and a section for **Comments and Rating Explanation**.

Once the inspector completes the site inspection, he or she must total the number of areas evaluated. The inspector must also count all of the spaces deemed in good repair, deficient, extremely deficient, or not applicable under each of the 15 sections. Next, the evaluator must determine the condition of each section by taking the ratio of the number of areas deemed in good repair to the number of areas being evaluated (after subtracting non-applicable spaces from the total number of areas evaluated). If any of the 15 sections received a rating of extreme deficiency, the ratio (i.e., the percentage of good repair) for that section and the category the section is in should default to zero. The total percent per category (A through H) is determined by the total of all percentages of systems in good repair divided by the number of sections in that category. For example, to determine the total percent for the Structural category, add the percentages for the Structural Damage and Roof sections and divide the result by two.

Next, the overall school site score is determined by computing the average percentage rating of the eight categories (i.e., the total of all percentages divided by eight). Finally, the rater should determine the overall School Rating by applying the Percentage Range in the table provided in Part III to the average percentage calculated and taking into consideration the Rating Description provided in the same table.

\*Although the FIT is designed to evaluate each school site within a reasonable range of facility conditions, it is possible that an evaluator may identify critical facility conditions that result in an Overall School Rating that does not reflect the urgency and severity of those deficiencies and/or does not match the rating's Description in Part III. In such instances, the evaluator may reduce the resulting school score by one or more grade categories and describe the reasons for the reduction in the space provided for Comments and Rating Explanation.

When completing Part III of the FIT, the instructor should note the date and time of the inspection as well as weather conditions and any other pertinent inspection information in the specific areas provided and utilize the Comments and Rating Explanation Section if needed.

WHS

## PART I: GOOD REPAIR STANDARD

(X): If underlined statement is not true, then this is an extreme deficiency (marked as an "X") on the Evaluation Detail resulting in a "poor" rating for the applicable category.

### Gas Leaks

*Gas systems and pipes appear safe, functional, and free of leaks.  
Examples include but are not limited to the following:*

- a. There is no odor that would indicate a gas leak. (X)
- b. Gas pipes are not broken and appear to be in good working order. (X)
- c. Other

### Mechanical Systems

*Heating, ventilation, and air conditioning systems (HVAC) as applicable are functional and unobstructed. Examples include but are not limited to the following:*

- a. The HVAC system is operable. (X)
- b. The facilities are ventilated (via mechanical or natural ventilation).
- c. The ventilation units are unobstructed and vents and grills are without evidence of excessive dirt or dust.
- d. There appears to be an adequate air supply to all classrooms, work spaces, and facilities (i.e. no strong odor is present, air is not stuffy)
- e. Interior temperatures appear to be maintained within normally accepted ranges.
- f. The ventilation units are not generating any excessive noise or vibrations.
- g. Other

### Sewer

*Sewer line stoppage is not evident. Examples include but are not limited to the following:*

- a. There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds. (X)
- b. The sanitary system controls odors as designed.
- c. Other

### Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)

*Interior surfaces appear to be clean, safe, and functional. Examples include but are not limited to the following:*

- a. Walls are free of hazards from tears and holes.
- b. Flooring is free of hazards from torn carpeting, missing floor tiles, holes.
- c. Ceiling is free of hazards from missing ceiling tiles and holes.
- d. There is no evidence of water damage (e.g. no condensation, dampness, staining, warping, peeling, mineral deposits, etc.)
- e. Other

### Overall Cleanliness

*School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. Examples include but are not limited to the following:*

- a. Area(s) evaluated is free of accumulated refuse, dirt, and grime.
- b. Area(s) evaluated is free of unabated graffiti.
- c. Restrooms, drinking fountains, and food preparation or serving areas appear to have been cleaned each day that school is in session.
- d. Other

### Pest/Vermin Infestation

*Pest or vermin infestation are not evident.*

*Examples include but are not limited to the following:*

- a. There is no evidence of a major pest or vermin infestation. (X)
- b. There are no holes in the walls, floors, or ceilings.
- c. Rodent droppings or insect skins are not evident.
- d. Odor caused by a pest or vermin infestation is not evident.
- e. There are no live rodents observed.
- f. Other

### Electrical (Interior and Exterior)

- 1. There is no evidence that any portion of the school has a power failure. (X)

- 2. *Electrical systems, components, and equipment appear to be working properly.*

*Examples include but are not limited to the following:*

- a. There are no exposed electrical wires. Electrical equipment is properly covered and secured from pupil access. (X)
- b. Outlets, access panels, switch plates, junction boxes and fixtures are properly covered and secured from pupil access.
- c. Other

- 3. *Lighting appears to be adequate and working properly, including exterior lights.*

*Examples include but are not limited to the following:*

- a. Lighting appears to be adequate.
- b. Lighting is not flickering.
- c. There is no unusual hum or noise from the light fixtures.
- d. Other

**Restrooms**

*Restrooms in the vicinity of the area being evaluated appear to be accessible during school hours, clean, functional and in compliance with SB 892 (EC Section 35292.5). The following are examples of compliance with SB 892:*

- a. Restrooms are maintained and cleaned regularly.
- b. Restrooms are fully operational.
- c. Restrooms are stocked with toilet paper, soap, and paper towels.
- d. Restrooms are open during school hours.
- e. Other

**Sinks/Fountains (Inside and Outside)**

*Drinking fountains appear to be accessible and functioning as intended. Examples include but are not limited to the following:*

- a. Drinking fountains are accessible.
- b. Water pressure is adequate.
- c. A leak is not evident.
- d. There is no moss, mold, or excessive staining on the fixtures.
- e. The water is clear and without unusual taste or odor.
- f. Other

**Fire Safety**

*The fire equipment and emergency systems appear to be functioning properly. Examples include but are not limited to the following:*

- a. The fire sprinklers appear to be in working order (e.g., there are no missing or damaged sprinkler heads). (X)
- b. Emergency alarms appear to be functional. (X)
- c. Emergency exit signs function as designed, exits are unobstructed. (X)
- d. Fire extinguishers are current and placed in all required areas.
- e. Fire alarms pull stations are clearly visible.
- f. Other

**Hazardous Materials (Interior and Exterior)**

*There does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff. Examples include but are not limited to the following:*

- a. Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly). (X)
- b. Paint is not peeling, chipping, or cracking.
- c. There does not appear to be damaged tiles or other circumstances that may indicate asbestos exposure.
- d. Surfaces (including floors, ceilings, walls, window casings, HVAC grills) appear to be free of mildew, mold odor and visible mold.
- e. Other

**Structural Damage**

*There does not appear to be structural damage that has created or could create hazardous or uninhabitable conditions. Examples include but are not limited to the following:*

- a. Severe cracks are not evident. (X)
- b. Ceilings & floors are not sloping or sagging beyond their intended design. (X)
- c. Posts, beams, supports for portable classrooms, ramps, and other structural building members appear to be intact, secure and functional as designed. (X)
- d. There is no visible evidence of severe cracks, dry rot, mold, or damage that undermines the structural components. (X)
- e. Other

**Roofs (observed from the ground, inside/outside the building)**

*Roof systems appear to be functioning properly. Examples include but are not limited to the following:*

- a. Roofs, gutters, roof drains, and down spouts are free of visible damage.
- b. Roofs, gutters, roof drains, and down spouts are intact.
- c. Other

**Playground/School Grounds**

*The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. Examples include but are not limited to the following:*

- a. Significant cracks, trip hazards, holes and deterioration are not found.
- b. Open "S" hooks, protruding bolt ends, and sharp points/edges are not found in the playground equipment.
- c. Seating, tables, and equipment are functional and free of significant cracks.
- d. There are no signs of drainage problems, such as flooded areas, eroded soil, water damage to asphalt, or clogged storm drain inlets.
- e. Other

**Windows/Doors/Gates/Fences (Interior and exterior)**

*Conditions that pose a safety and/or security risk are not evident. Examples include but are not limited to the following:*

- a. There is no exposed broken glass accessible to pupils and staff. (X)
- b. Exterior doors and gates are functioning and do not pose a security risk. (X)
- c. Windows are intact and free of cracks.
- d. Windows are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed.
- e. Doors are intact.
- f. Doors are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed.
- g. Gates and fences appear to be functional.
- h. Gates and fences are intact and free of holes and other conditions that could present a safety hazard to pupils, staff, or others.
- i. Other

Date of Inspection: 9/02/2011

School Name: Watsonville High

CATEGORY	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
AREA	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/S CHOO L GROUNDS	WINDOWS/ DOORS/ GATES/FENCES
<b>Cafeteria</b>	~	~	~	~	D	~	~	~	~	~	D	~	~	~	~
	COMMENTS:	Extensive collection of dust on SW corner of ceiling caused by appliance ventilation., Paint peeling around exterior door jambs, wood deterioration.													
<b>Electrical Service Room</b>	~	~	~	~	~	~	D	~	~	~	~	~	~	~	~
	COMMENTS:	Electrical Panels are completely blocked by 2 large floor maintenance tools below West staircase of Admin. Building.													
<b>Main Entry</b>	~	~	~	~	~	~	~	~	~	~	~	D	~	~	~
	COMMENTS:	Below the East staircase, structural deterioration evident. Leakage into utility/storage space below the staircase has destroyed the sheetrock throughout. Recommendation: seal the area against weather intrusion from above and remove the debris.													
<b>Principal's Office</b>	~	~	~	~	~	~	D	~	~	~	~	~	~	~	~
	COMMENTS:	Clock system not working school wide.													
<b>Restroom - 304 - BOYS</b>	~	~	~	~	~	~	~	D	~	~	~	~	~	~	~
	COMMENTS:	No hand soap, no way to dry hands.													
<b>Restroom - 412 - GIRLS</b>	~	~	~	~	D	~	~	~	~	~	~	~	~	~	~
	COMMENTS:	Remove graffiti.													
<b>Room - 10</b>	~	~	~	~	~	~	~	~	~	D	~	~	~	~	~
	COMMENTS:	Extinguisher not inspected monthly.													
<b>Room - 11</b>	~	~	~	~	~	~	~	~	~	D	~	~	~	~	~
	COMMENTS:	Extinguisher not inspected monthly.													
<b>Room - 125 - Broadcast Studio</b>	~	~	~	~	~	~	~	~	~	D	~	~	~	~	~
	COMMENTS:	Extinguisher not inspected monthly.													
<b>Room - 126</b>	~	~	~	~	~	~	~	~	~	D	~	~	~	~	~
	COMMENTS:	Extinguisher not inspected monthly.													
<b>Room - 127</b>	~	~	~	~	~	~	~	~	~	D	~	~	~	~	~
	COMMENTS:	Extinguisher not inspected monthly.													
<b>Room - 130</b>	~	~	~	~	~	~	~	~	~	D	~	~	~	~	~
	COMMENTS:	Extinguisher not inspected monthly.													

Date of Inspection: 9/02/2011

School Name: Watsonville High

AREA	CATEGORY	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/SCHOOL GROUNDS	WINDOWS/DOORS/ GATES/FENCES
Room - 203		~	~	~	~	D	~	~	~	~	D	X	~	~	~	~
	COMMENTS:	Extinguisher not inspected monthly. Hazardous materials storage problem paint room upstairs, lock vandalized, additional cleaning needed in costume room														
Room - 303		~	~	~	~	~	~	D	~	~	D	~	~	~	~	~
	COMMENTS:	Extinguisher not inspected monthly., 3 lights out, replace lamps														
Room - 304		~	~	~	~	~	~	~	~	~	D	~	~	~	~	~
	COMMENTS:	Extinguisher not inspected monthly.														
Room - 305		~	~	~	~	~	~	D	~	~	D	~	~	~	~	~
	COMMENTS:	Extinguisher not inspected monthly. 2 lights out, replace lamps														
Room - 310		~	~	~	~	~	~	~	~	~	D	~	~	~	~	~
	COMMENTS:	Extinguisher not inspected monthly.														
Room - 311		~	D	~	~	~	~	~	~	~	D	~	~	~	~	~
	COMMENTS:	Extinguisher not inspected monthly. Teacher reports room too cold in winter - heater problem,														
Room - 312		~	~	~	~	~	~	~	~	~	D	~	~	~	~	~
	COMMENTS:	Extinguisher not inspected monthly.														
Room - 313		~	D	~	~	~	~	~	~	~	D	~	~	~	~	~
	COMMENTS:	Extinguisher not inspected monthly. Teacher reports room too cold in winter - heater problem.														
Room - 314		~	~	~	~	~	~	~	~	~	D	~	~	~	~	~
	COMMENTS:	Extinguisher not inspected monthly.														
Room - 4		~	~	~	~	~	~	~	~	~	D	~	~	~	~	~
	COMMENTS:	Extinguisher not inspected monthly.														
Room - 402		~	~	~	~	~	~	D	~	~	D	~	~	~	~	~
	COMMENTS:	Extinguisher not inspected monthly. One (1) light out, replace lamps.														
Room - 405		~	~	~	~	~	~	~	~	~	D	~	~	~	~	~
	COMMENTS:	Extinguisher not inspected monthly.														

**PART II: EVALUATION DETAIL**

Date of Inspection: 9/02/2011

School Name: Watsonville High

CATEGORY	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
AREA	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/SCHOOL GROUNDS	WINDOWS/ DOORS/ GATES/FENCES
Room - 407	~	~	~	~	~	~	~	~	~	D	~	~	~	~	~
	COMMENTS:	Extinguisher not inspected monthly.													
Room - 407-412	~	~	~	~	D	~	~	~	~	~	~	~	~	~	~
	COMMENTS:	Additional cleaning needed. Clerestory windows appear to have not been cleaned for some time.													
Room - 409	~	~	~	~	~	~	~	~	~	D	~	~	~	~	~
	COMMENTS:	Extinguisher not inspected monthly.													
Room - 410	~	~	~	~	~	~	~	~	~	D	~	~	~	~	~
	COMMENTS:	Extinguisher not inspected monthly.													
Room - 411	~	~	~	~	~	~	~	~	~	D	~	~	~	~	~
	COMMENTS:	Extinguisher not inspected monthly.													
Room - 412	~	~	~	~	~	~	~	~	~	D	~	~	~	~	~
	COMMENTS:	Extinguisher not inspected monthly.													
Room - 5	~	~	~	~	~	~	~	~	~	D	~	~	~	~	~
	COMMENTS:	Extinguisher not inspected monthly.													
Room - 600 Building	~	~	~	~	~	~	~	~	~	~	~	D	D	~	~
	COMMENTS:	Outside Room 605 and adjacent: Roof rafter tails, beams and posts cracked from past roofing damage above. Dry rot apparent, Roof gutters damaged and filled with growing vegetation, roof drains damaged, & roof down spouts damaged at rear of building.													
Room - 62	~	~	~	~	~	~	~	~	~	D	~	~	~	~	~
	COMMENTS:	Extinguisher not inspected monthly.													
Room - 63	~	~	~	~	D	~	D	~	~	D	D	~	~	~	D
	COMMENTS:	Extinguisher not inspected monthly. extinguisher not mounted, Other Comments, lights out, replace lamps, teacher reports dusts blows through the door on windy days, paint peeling													

Marks: ✓ = Good Repair (When filling up the electronic version, please use **ctrl+G** ); D = Deficiency; X = Extreme Deficiency; NA = Not Applicable  
 Use additional sheets as necessary.

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION		COUNTY	
SCHOOL SITE		SCHOOL TYPE (GRADE LEVELS)	NUMBER OF CLASSROOMS ON SITE
Watsonville High			
INSPECTOR'S NAME	INSPECTOR'S TITLE	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)	
Thom Dunks			
TIME OF INSPECTION	WEATHER CONDITION AT TIME OF INSPECTION		
9/2/2011			

**PART III: CATEGORY TOTALS AND RANKING** (round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECHHVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/DOORS/ GATES/FENCES
		34	32	34	34	29	34	28	33	34	8	31	32	33	34	33
		0	2	0	0	5	0	6	1	0	26	2	2	1	0	1
		0	0	0	0	0	0	0	0	0	0	1	0	0	0	0
34	Number of N/A's	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Percent of System in Good Repair Number of "✓'s" divided by (Total Areas - "NA's")		100	94	100	100	85	100	82	97	100	23	0	94	97	100	97
Total Percent per Category (average of above)*		98.00			100.00	92.50		82.00	98.50		11.50		95.50		98.50	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		Good			Good	Good		Fair	Good		Poor		Good		Good	

\*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

OVERALL RATING:	DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE	84.56	SCHOOL RATING**	Fair
-----------------	----------------------------------------------------	-------	-----------------	------

\*\*For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75%-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

COMMENTS AND RATING EXPLANATION: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Ann Soldo

## PART I: GOOD REPAIR STANDARD

(X): If underlined statement is not true, then this is an extreme deficiency (marked as an "X") on the Evaluation Detail resulting in a "poor" rating for the applicable category.

### Gas Leaks

*Gas systems and pipes appear safe, functional, and free of leaks.  
Examples include but are not limited to the following:*

- a. There is no odor that would indicate a gas leak. (X)
- b. Gas pipes are not broken and appear to be in good working order. (X)
- c. Other

### Mechanical Systems

*Heating, ventilation, and air conditioning systems (HVAC) as applicable are functional and unobstructed. Examples include but are not limited to the following:*

- a. The HVAC system is operable. (X)
- b. The facilities are ventilated (via mechanical or natural ventilation).
- c. The ventilation units are unobstructed and vents and grills are without evidence of excessive dirt or dust.
- d. There appears to be an adequate air supply to all classrooms, work spaces, and facilities (i.e. no strong odor is present, air is not stuffy)
- e. Interior temperatures appear to be maintained within normally accepted ranges.
- f. The ventilation units are not generating any excessive noise or vibrations.
- g. Other

### Sewer

*Sewer line stoppage is not evident. Examples include but are not limited to the following:*

- a. There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds. (X)
- b. The sanitary system controls odors as designed.
- c. Other

### Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)

*Interior surfaces appear to be clean, safe, and functional. Examples include but are not limited to the following:*

- a. Walls are free of hazards from tears and holes.
- b. Flooring is free of hazards from torn carpeting, missing floor tiles, holes.
- c. Ceiling is free of hazards from missing ceiling tiles and holes.
- d. There is no evidence of water damage (e.g. no condensation, dampness, staining, warping, peeling, mineral deposits, etc.)
- e. Other

### Overall Cleanliness

*School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. Examples include but are not limited to the following:*

- a. Area(s) evaluated is free of accumulated refuse, dirt, and grime.
- b. Area(s) evaluated is free of unabated graffiti.
- c. Restrooms, drinking fountains, and food preparation or serving areas appear to have been cleaned each day that school is in session.
- d. Other

### Pest/Vermin Infestation

*Pest or vermin infestation are not evident.*

*Examples include but are not limited to the following:*

- a. There is no evidence of a major pest or vermin infestation. (X)
- b. There are no holes in the walls, floors, or ceilings.
- c. Rodent droppings or insect skins are not evident.
- d. Odor caused by a pest or vermin infestation is not evident.
- e. There are no live rodents observed.
- f. Other

### Electrical (Interior and Exterior)

1. There is no evidence that any portion of the school has a power failure. (X)

2. *Electrical systems, components, and equipment appear to be working properly.*

*Examples include but are not limited to the following:*

- a. There are no exposed electrical wires. Electrical equipment is properly covered and secured from pupil access. (X)
- b. Outlets, access panels, switch plates, junction boxes and fixtures are properly covered and secured from pupil access.
- c. Other

3. *Lighting appears to be adequate and working properly, including exterior lights.*

*Examples include but are not limited to the following:*

- a. Lighting appears to be adequate.
- b. Lighting is not flickering.
- c. There is no unusual hum or noise from the light fixtures.
- d. Other



**Restrooms**

*Restrooms in the vicinity of the area being evaluated appear to be accessible during school hours, clean, functional and in compliance with SB 892 (EC Section 35292.5). The following are examples of compliance with SB 892:*

- a. Restrooms are maintained and cleaned regularly.
- b. Restrooms are fully operational.
- c. Restrooms are stocked with toilet paper, soap, and paper towels.
- d. Restrooms are open during school hours.
- e. Other

**Sinks/Fountains (Inside and Outside)**

*Drinking fountains appear to be accessible and functioning as intended. Examples include but are not limited to the following:*

- a. Drinking fountains are accessible.
- b. Water pressure is adequate.
- c. A leak is not evident.
- d. There is no moss, mold, or excessive staining on the fixtures.
- e. The water is clear and without unusual taste or odor.
- f. Other

**Fire Safety**

*The fire equipment and emergency systems appear to be functioning properly. Examples include but are not limited to the following:*

- a. The fire sprinklers appear to be in working order (e.g., there are no missing or damaged sprinkler heads). (X)
- b. Emergency alarms appear to be functional. (X)
- c. Emergency exit signs function as designed, exits are unobstructed. (X)
- d. Fire extinguishers are current and placed in all required areas.
- e. Fire alarms pull stations are clearly visible.
- f. Other

**Hazardous Materials (Interior and Exterior)**

*There does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff. Examples include but are not limited to the following:*

- a. Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly). (X)
- b. Paint is not peeling, chipping, or cracking.
- c. There does not appear to be damaged tiles or other circumstances that may indicate asbestos exposure.
- d. Surfaces (including floors, ceilings, walls, window casings, HVAC grills) appear to be free of mildew, mold odor and visible mold.
- e. Other

**Structural Damage**

*There does not appear to be structural damage that has created or could create hazardous or uninhabitable conditions. Examples include but are not limited to the following:*

- a. Severe cracks are not evident. (X)
- b. Ceilings & floors are not sloping or sagging beyond their intended design. (X)
- c. Posts, beams, supports for portable classrooms, ramps, and other structural building members appear to be intact, secure and functional as designed. (X)
- d. There is no visible evidence of severe cracks, dry rot, mold, or damage that undermines the structural components. (X)
- e. Other

**Roofs (observed from the ground, inside/outside the building)**

*Roof systems appear to be functioning properly. Examples include but are not limited to the following:*

- a. Roofs, gutters, roof drains, and down spouts are free of visible damage.
- b. Roofs, gutters, roof drains, and down spouts are intact.
- c. Other

**Playground/School Grounds**

*The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. Examples include but are not limited to the following:*

- a. Significant cracks, trip hazards, holes and deterioration are not found.
- b. Open "S" hooks, protruding bolt ends, and sharp points/edges are not found in the playground equipment.
- c. Seating, tables, and equipment are functional and free of significant cracks.
- d. There are no signs of drainage problems, such as flooded areas, eroded soil, water damage to asphalt, or clogged storm drain inlets.
- e. Other

**Windows/Doors/Gates/Fences (Interior and exterior)**

*Conditions that pose a safety and/or security risk are not evident. Examples include but are not limited to the following:*

- a. There is no exposed broken glass accessible to pupils and staff. (X)
- b. Exterior doors and gates are functioning and do not pose a security risk. (X)
- c. Windows are intact and free of cracks.
- d. Windows are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed.
- e. Doors are intact.
- f. Doors are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed.
- g. Gates and fences appear to be functional.
- h. Gates and fences are intact and free of holes and other conditions that could present a safety hazard to pupils, staff, or others.
- i. Other

**PART II: EVALUATION DETAIL**

Date of Inspection: 8/26/2011

School Name: Soido (Ann) Elementary

CATEGORY	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
AREA	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/SCHOOL GROUNDS	WINDOWS/DOORS/ GATES/FENCES
<b>Restroom - Boys @ Rm. 105</b>	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
COMMENTS:															
<b>Restroom - Girls @ Rm. 105</b>	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
COMMENTS:															
<b>Room - 107</b>	~	~	~	D	~	~	~	~	~	~	~	~	~	~	~
COMMENTS:	2 ceiling tiles water damaged.														
<b>Room - 111</b>	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
COMMENTS:															
<b>Room - 213</b>	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
COMMENTS:															
<b>Room - 301</b>	~	~	~	D	~	~	~	~	~	~	~	~	~	~	~
COMMENTS:	Ceiling tile water damaged.														
<b>Room - 501</b>	~	~	~	~	~	~	~	~	D	~	~	~	~	~	~
COMMENTS:	Classroom drinking fountain water pressure inadequate.														
<b>Room - 503</b>	~	~	~	D	~	~	~	~	~	~	~	~	~	~	~
COMMENTS:	Ceiling tile water damaged.														

Marks: ✓ = Good Repair (When filling up the electronic version, please use **ctrl+G** ); D = Deficiency; X = Extreme Deficiency; NA = Not Applicable  
 Use additional sheets as necessary.

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION		COUNTY	
SCHOOL SITE		SCHOOL TYPE (GRADE LEVELS)	NUMBER OF CLASSROOMS ON SITE
Inspector's Name <b>Soldo (Ann) Elementary</b>		INSPECTOR'S TITLE	
Inspector's Name <b>Thom Dunks</b>		NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)	
TIME OF INSPECTION <b>8/26/2011</b>		WEATHER CONDITION AT TIME OF INSPECTION	

**PART III: CATEGORY TOTALS AND RANKING** (round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/DOOR/ GATES/FENCES
	Number of "✓"'s	8	8	8	5	8	8	8	8	7	8	8	8	8	8	8
	Number of "D"'s	0	0	0	3	0	0	0	0	1	0	0	0	0	0	0
8	Number of "X"'s	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of N/A's	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Percent of System in Good Repair Number of "✓"'s divided by (Total Areas - "NA"'s)*		100	100	100	62	100	100	100	100	87	100	100	100	100	100	100
Total Percent per Category (average of above)*		100.00			62.00	100.00		100.00	93.50		100.00		100.00		100.00	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		Good			Poor	Good		Good	Good		Good		Good		Good	

\*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

OVERALL RATING:	DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE	94.44	SCHOOL RATING**	Good
-----------------	----------------------------------------------------	-------	-----------------	------

\*\*For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75%-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

COMMENTS AND RATING EXPLANATION: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**PART II: EVALUATION DETAIL**

Date of Inspection: 8/26/2011

School Name: Soldo (Ann) Elementary

CATEGORY	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
AREA	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/SCHOOL GROUNDS	WINDOWS/ DOORS/ GATES/FENCES
<b>Restroom - Boys @ Rm. 105</b>	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
	COMMENTS:														
<b>Restroom - Girls @ Rm. 105</b>	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
	COMMENTS:														
<b>Room - 107</b>	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
	COMMENTS:														
<b>Room - 111</b>	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
	COMMENTS:														
<b>Room - 213</b>	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
	COMMENTS:														
<b>Room - 301</b>	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
	COMMENTS:														
<b>Room - 501</b>	~	~	~	~	~	~	~	~	D	~	~	~	~	~	~
	COMMENTS:	Classroom drinking fountain water pressure inadequate.													
<b>Room - 503</b>	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
	COMMENTS:														

Marks: ✓ = Good Repair (When filling up the electronic version, please use **ctrl+G** ); D = Deficiency; X = Extreme Deficiency; NA = Not Applicable  
 Use additional sheets as necessary.

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION		COUNTY	
SCHOOL SITE		SCHOOL TYPE (GRADE LEVELS)	NUMBER OF CLASSROOMS ON SITE
Soldo (Ann) Elementary			
INSPECTOR'S NAME	INSPECTOR'S TITLE	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)	
Thom Dunks			
TIME OF INSPECTION	WEATHER CONDITION AT TIME OF INSPECTION		
8/26/2011 & 9/15/2011 Repair Update			

**PART III: CATEGORY TOTALS AND RANKING** (round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/DOORS/ GATES/FENCES
8	Number of "✓"'s	8	8	8	8	8	8	8	8	7	8	8	8	8	8	8
	Number of "D"'s	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0
	Number of "X"'s	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of N/A's	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Percent of System in Good Repair Number of "✓"'s divided by (Total Areas - "NA"'s)*		100	100	100	100	100	100	100	100	87	100	100	100	100	100	100
Total Percent per Category (average of above)*		100.00			100.00	100.00		100.00	93.50		100.00		100.00		100.00	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		Good			Good	Good		Good	Good		Good		Good		Good	

\*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

OVERALL RATING:

DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE	99.10%	SCHOOL RATING**	Exemplary
----------------------------------------------------	--------	-----------------	-----------

\*\*For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75 %-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

COMMENTS AND RATING EXPLANATION:

---



---



---



---

*Amesti School*

## PART I: GOOD REPAIR STANDARD

(X): If underlined statement is not true, then this is an extreme deficiency (marked as an "X") on the Evaluation Detail resulting in a "poor" rating for the applicable category.

### Gas Leaks

*Gas systems and pipes appear safe, functional, and free of leaks.  
Examples include but are not limited to the following:*

- a. There is no odor that would indicate a gas leak. (X)
- b. Gas pipes are not broken and appear to be in good working order. (X)
- c. Other

### Mechanical Systems

*Heating, ventilation, and air conditioning systems (HVAC) as applicable are functional and unobstructed. Examples include but are not limited to the following:*

- a. The HVAC system is operable. (X)
- b. The facilities are ventilated (via mechanical or natural ventilation).
- c. The ventilation units are unobstructed and vents and grills are without evidence of excessive dirt or dust.
- d. There appears to be an adequate air supply to all classrooms, work spaces, and facilities (i.e. no strong odor is present, air is not stuffy)
- e. Interior temperatures appear to be maintained within normally accepted ranges.
- f. The ventilation units are not generating any excessive noise or vibrations.
- g. Other

### Sewer

*Sewer line stoppage is not evident. Examples include but are not limited to the following:*

- a. There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds. (X)
- b. The sanitary system controls odors as designed.
- c. Other

### Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)

*Interior surfaces appear to be clean, safe, and functional. Examples include but are not limited to the following:*

- a. Walls are free of hazards from tears and holes.
- b. Flooring is free of hazards from torn carpeting, missing floor tiles, holes.
- c. Ceiling is free of hazards from missing ceiling tiles and holes.
- d. There is no evidence of water damage (e.g. no condensation, dampness, staining, warping, peeling, mineral deposits, etc.)
- e. Other

### Overall Cleanliness

*School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. Examples include but are not limited to the following:*

- a. Area(s) evaluated is free of accumulated refuse, dirt, and grime.
- b. Area(s) evaluated is free of unabated graffiti.
- c. Restrooms, drinking fountains, and food preparation or serving areas appear to have been cleaned each day that school is in session.
- d. Other

### Pest/Vermin Infestation

*Pest or vermin infestation are not evident.*

*Examples include but are not limited to the following:*

- a. There is no evidence of a major pest or vermin infestation. (X)
- b. There are no holes in the walls, floors, or ceilings.
- c. Rodent droppings or insect skins are not evident.
- d. Odor caused by a pest or vermin infestation is not evident.
- e. There are no live rodents observed.
- f. Other

### Electrical (Interior and Exterior)

1. There is no evidence that any portion of the school has a power failure. (X)

2. *Electrical systems, components, and equipment appear to be working properly.*

*Examples include but are not limited to the following:*

- a. There are no exposed electrical wires. Electrical equipment is properly covered and secured from pupil access. (X)
- b. Outlets, access panels, switch plates, junction boxes and fixtures are properly covered and secured from pupil access.
- c. Other

3. *Lighting appears to be adequate and working properly, including exterior lights.*

*Examples include but are not limited to the following:*

- a. Lighting appears to be adequate.
- b. Lighting is not flickering.
- c. There is no unusual hum or noise from the light fixtures.
- d. Other

**Restrooms**

*Restrooms in the vicinity of the area being evaluated appear to be accessible during school hours, clean, functional and in compliance with SB 892 (EC Section 35292.5). The following are examples of compliance with SB 892:*

- a. Restrooms are maintained and cleaned regularly.
- b. Restrooms are fully operational.
- c. Restrooms are stocked with toilet paper, soap, and paper towels.
- d. Restrooms are open during school hours.
- e. Other

**Sinks/Fountains (Inside and Outside)**

*Drinking fountains appear to be accessible and functioning as intended. Examples include but are not limited to the following:*

- a. Drinking fountains are accessible.
- b. Water pressure is adequate.
- c. A leak is not evident.
- d. There is no moss, mold, or excessive staining on the fixtures.
- e. The water is clear and without unusual taste or odor.
- f. Other

**Fire Safety**

*The fire equipment and emergency systems appear to be functioning properly. Examples include but are not limited to the following:*

- a. The fire sprinklers appear to be in working order (e.g., there are no missing or damaged sprinkler heads). (X)
- b. Emergency alarms appear to be functional. (X)
- c. Emergency exit signs function as designed, exits are unobstructed. (X)
- d. Fire extinguishers are current and placed in all required areas.
- e. Fire alarms pull stations are clearly visible.
- f. Other

**Hazardous Materials (Interior and Exterior)**

*There does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff. Examples include but are not limited to the following:*

- a. Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly). (X)
- b. Paint is not peeling, chipping, or cracking.
- c. There does not appear to be damaged tiles or other circumstances that may indicate asbestos exposure.
- d. Surfaces (including floors, ceilings, walls, window casings, HVAC grills) appear to be free of mildew, mold odor and visible mold.
- e. Other

**Structural Damage**

*There does not appear to be structural damage that has created or could create hazardous or uninhabitable conditions. Examples include but are not limited to the following:*

- a. Severe cracks are not evident. (X)
- b. Ceilings & floors are not sloping or sagging beyond their intended design. (X)
- c. Posts, beams, supports for portable classrooms, ramps, and other structural building members appear to be intact, secure and functional as designed. (X)
- d. There is no visible evidence of severe cracks, dry rot, mold, or damage that undermines the structural components. (X)
- e. Other

**Roofs (observed from the ground, inside/outside the building)**

*Roof systems appear to be functioning properly. Examples include but are not limited to the following:*

- a. Roofs, gutters, roof drains, and down spouts are free of visible damage.
- b. Roofs, gutters, roof drains, and down spouts are intact.
- c. Other

**Playground/School Grounds**

*The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. Examples include but are not limited to the following:*

- a. Significant cracks, trip hazards, holes and deterioration are not found.
- b. Open "S" hooks, protruding bolt ends, and sharp points/edges are not found in the playground equipment.
- c. Seating, tables, and equipment are functional and free of significant cracks.
- d. There are no signs of drainage problems, such as flooded areas, eroded soil, water damage to asphalt, or clogged storm drain inlets.
- e. Other

**Windows/Doors/Gates/Fences (Interior and exterior)**

*Conditions that pose a safety and/or security risk are not evident. Examples include but are not limited to the following:*

- a. There is no exposed broken glass accessible to pupils and staff. (X)
- b. Exterior doors and gates are functioning and do not pose a security risk. (X)
- c. Windows are intact and free of cracks.
- d. Windows are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed.
- e. Doors are intact.
- f. Doors are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed.
- g. Gates and fences appear to be functional.
- h. Gates and fences are intact and free of holes and other conditions that could present a safety hazard to pupils, staff, or others.
- i. Other

**PART II: EVALUATION DETAIL**

Date of Inspection: 8/25/2011

School Name: Arnesti Elementary

CATEGORY	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
AREA	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/SCHOOL GROUNDS	WINDOWS/ DOORS/ GATES/FENCES
Room - 11	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
	COMMENTS:														
Room - 18	~	~	~	~	~	~	D	~	~	~	~	~	~	~	~
	COMMENTS:	Banks of lights out, replace lamps													
Room - 19 - Computer Lab	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
	COMMENTS:														
Room - 2	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~
	COMMENTS:														
Room - 20	~	~	~	~	~	~	D	~	~	~	~	~	~	~	~
	COMMENTS:	6 banks of lights out, replace lamps													
Room - 5	~	D	~	~	~	~	D	~	~	~	~	~	~	~	~
	COMMENTS:	Electrical equipment not properly secured, recommend "wire molding" between projectors and board. Room has strong musty odor.													
Room - B / Kdg	~	~	~	~	D	~	~	~	~	~	~	~	~	~	~
	COMMENTS:	Additional organization of high storage needed. Heavy boxes above "kitchen area". Many loose objects above in teacher's office space.													
School Office	~	~	~	~	~	~	~	~	~	~	D	~	~	~	~
	COMMENTS:	Paint peeling along exterior wall, some wood deterioration.													

Marks: ✓ = Good Repair (When filling up the electronic version, please use **ctrl+G**); D = Deficiency; X = Extreme Deficiency; NA = Not Applicable  
 Use additional sheets as necessary.



SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION		COUNTY
SCHOOL SITE <b>Amesti Elementary</b>		SCHOOL TYPE (GRADE LEVELS) NUMBER OF CLASSROOMS ON SITE
INSPECTOR'S NAME <b>Thom Dunks</b>	INSPECTOR'S TITLE	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)
TIME OF INSPECTION <b>8/25/2011</b>	WEATHER CONDITION AT TIME OF INSPECTION	

**PART III: CATEGORY TOTALS AND RANKING** (round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/DOORS/ GATES/FENCES
	Number of "✓'s:	8	7	8	8	7	8	5	8	8	8	7	8	8	8	8
	Number of "D's:	0	1	0	0	1	0	3	0	0	0	1	0	0	0	0
8	Number of "X's:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of N/A's:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Percent of System in Good Repair Number of "✓'s divided by (Total Areas - "NA's")		100	87	100	100	87	100	62	100	100	100	87	100	100	100	100
Total Percent per Category (average of above)		95.67			100.00	93.50		62.00	100.00		93.50		100.00		100.00	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		Good			Good	Good		Poor	Good		Good		Good		Good	

\*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

OVERALL RATING:	DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE	93.08	SCHOOL RATING**	Good
-----------------	----------------------------------------------------	-------	-----------------	------

\*\*For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75%-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

COMMENTS AND RATING EXPLANATION: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**PAJARO VALLEY UNIFIED SCHOOL DISTRICT**



***Board Agenda Backup***

Item No: 13.2

**Date:** November 16, 2011

**Item:** California Healthy Kids Survey (CHKS) Results

**Overview:** The CHKS is a survey provided by the California Department of Education to districts to collect information on the health risks and resilience of students; to monitor the progress toward youth well-being and school success; to find out the problems students face and find solutions to those problems; and improve student academic performance and positive youth development. PVPSA administered the CHKS on behalf of the District.

**Recommendation:**

**Budget Considerations:** None

**Funding Source:** PVPSA and County of Santa Cruz, Health Services Dept.

**Budgeted:** Yes: ☐ No: ☒

**Amount:** \$

**Prepared By:** Jenny Sarmiento, CEO, PVPSA

**Superintendent's Signature:** \_\_\_\_\_

# PAJARO VALLEY UNIFIED SCHOOL DISTRICT



## Board Agenda Backup

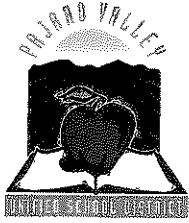
Item No: 13.3

<b>Date:</b>	November 16, 2011
<b>Item:</b>	<b>Fiscal update: Review of 2010-11 ending balance and multiyear fiscal outlook</b>
<b>Overview:</b>	As requested by the board, staff will provide additional information on the district's final 2010-11 ending balance. Staff will also provide updated information regarding the possibility of mid-year reductions by the state and the district's multi-year fiscal outlook prior to submittal of the First Interim Budget Report in December.
<b>Recommendation:</b>	Review and discuss.

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

**Superintendent's Signature:** Dorm Bost

# PAJARO VALLEY UNIFIED SCHOOL DISTRICT



## Board Agenda Backup

Item No: 14.2

<b>Date:</b>	November 16, 2011
<b>Item:</b>	<b>Approval of Resolution #11-12-07: Adoption of final trustee area voting boundaries for 2012</b>
<b>Overview:</b>	This is the action item associated with the public hearing regarding adoption of the district's final trustee area boundaries. Attached is the legal resolution formalizing the board's action. The resolution and accompanying documentation will be submitted to the U.S. Department of Justice (DOJ) for "pre-clearance" authorization. Upon approval from the DOJ, the final digital map and boundaries will be submitted to the Santa Cruz County Office of Education. The digital map will also be available on the district's website for public review.
<b>Recommendation:</b>	Approve Resolution #11-12-07 adopting the final trustee area boundaries and corresponding map as submitted.

**Prepared By:** Brett McFadden, CBO

**Superintendent's Signature:**

*Dorm Bost*

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

Resolution adopting )  
Revised Trustee Area Boundaries )  
Based upon 2010 Census Data )  
 )  
 )

---

Resolution No. 11-12-07

Whereas, in 1992, the District converted from an at-large to a by-trustee area voting system;

Whereas, the governing board is composed of seven members, each of whom resides in a defined trustee area and is elected only by voters within that trustee area;

Whereas, Education Code section 5019.5, the Equal Protection Clause of the United States Constitution, and the Federal Voting Rights Act require the District to update its trustee areas following each decennial federal census;

Whereas, the District updated its trustee areas in 2002 following release of the 2000 census data, receiving ultimate approval of the revised trustee area maps from the United States Department of Justice in July of 2002;

Whereas, following the release of 2010 census data in 2011, the District contracted with a demographer to develop alternate trustee area maps that meet all requirements of state and federal law;

Whereas, the District desires to update its trustee areas to comply with the "one person, one vote," rule by ensuring that each trustee area contains approximately the same number of inhabitants;

Whereas, Education Code section 5019.5 requires that the District adjust its trustee areas boundaries prior to March of 2012;

Whereas, on September 28, 2011 the Board adopted a boundary line criteria resolution setting forth criteria for the realignment of the District's proposed trustee areas;

Whereas, on September 28, 2011, the District conducted its initial public hearing to review 2010 census data in comparison with 2000 census data, providing the Board and the public with information about the Voting Rights Act and confirming the need to develop new trustee area maps to reduce deviations from the ideal population balance requirements;

Whereas, on October 20, 2011 and November 16, 2011 the District conducted public hearings and invited community input on the proposed redistricting maps;

Whereas, District staff publicized the public hearings in the community and solicited community input through use of the District's website; and

Whereas, the Board has reviewed the proposed trustee plans and, after consideration of all public input and analysis, desires to adopt the trustee area plan attached as Exhibit "A";

Whereas, the trustee area plan attached as Exhibit "A" creates trustee areas as nearly equal in population as possible so that deviations meet all legal requirements;

Whereas, the trustee area plan attached as Exhibit "A" meets all other requirements of law;

Whereas, a portion of the District lies with Monterey County, a Section 5 "Pre-Clearance" county under the Federal Voting Rights Act;

Whereas, the Federal Voting Rights Act requires that school districts subject to Section 5 Pre-Clearance requirements obtain approval to election system changes from the United States Department of Justice;

NOW, THEREFORE, the Board of Trustees of the Pajaro Unified School District hereby resolves as follows:

1. The above recitals are true;
2. The Board hereby adopts the trustee area plan attached as Exhibit "A";
3. The Board requests that the revised trustee area plan be implemented for the 2012 school board election.

BE IT FUTHER RESOLVED that the Superintendent, or the Superintendent's designee, is authorized and directed to forward this Resolution to the United States Department of Justice for their review and approval;

BE IT FUTHER RESOLVED that the Superintendent, or the Superintendent's designee, is authorized and directed to forward this Resolution to the election offices of Santa Cruz and Monterey Counties, as well as the offices of the County Superintendent of Schools for the Counties of Santa Cruz and Monterey;

BE IT FUTHER RESOLVED that the Superintendent, or the Superintendent's designee, is authorized to take any additional acts needed to effectuate the purpose and intent of this Resolution.

This Resolution was adopted at a Board meeting of the Pajaro Unified School District on November 16, 2011 by the following vote:

AYES: \_\_\_\_\_  
NOES \_\_\_\_\_  
ABSENT \_\_\_\_\_  
ABSTAIN \_\_\_\_\_

Dated: November 16, 2011

\_\_\_\_\_  
Doug Keegan  
Interim President, Governing Board

CERTIFIED AS A TRUE AND CORRECT COPY:

Dated: November \_\_\_, 2011

\_\_\_\_\_  
Doug Keegan  
Clerk, Governing Board

**Board Agenda Backup**

Item No: 14.3

**Date:** November 16, 2011**Item:** RECOMMENDATION TO APPROVE THE RESTORATION OF FURLOUGH DAYS FOR CLASSIFIED EMPLOYEES & MANAGERS

**Overview:** On October 6, 2011, the California School Employees Association (CSEA), Chapter 132, and the Pajaro Valley Unified School District (PVUSD) reached an agreement to restore five furlough days for classified employees for the 2011-2012 school year. The District and CSEA had previously agreed to a reduction of five days pursuant to the March 26, 2010, Tentative Agreement (TA). Classified employees recently ratified the new Tentative Agreement with an overwhelming majority of employees supporting the proposal. If approved by the Board of Trustees, the District will restore classified employees to their full salary as it existed prior to reductions in 2010.

The District is also seeking approval from the Board to restore 6 furlough days for managers. As with classified employees, managers took a reduction in pay last year and are scheduled to take the same reduction this year. The restoration of 6 furlough days would ensure managers are restored to their full salary prior to the reductions.

The District has met with the fiscal staff of the County Office of Education (COE) and believe the agreement should be approved; in addition, District staff is working with the COE to ensure all of the requirements of AB 1200 that are required by law.

**Recommendation:** Approve the recommendation to restore five (5) furlough days for classified employees as presented in the Tentative Agreement and six (6) days for management.

**Budget Considerations:****Funding****Source:** \_\_\_\_\_**Budgeted:** Yes: ☒ No: ☐**Amount:** \$ 871,633**Prepared By:** Dr. Albert J. Roman, Assistant Superintendent**Superintendent's Signature:** \_\_\_\_\_



MEMORANDUM OF UNDERSTANDING

Between the  
PAJARO VALLEY UNIFIED SCHOOL DISTRICT  
and  
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION  
October 6, 2011

Pajaro Valley Unified School District ("District") and the California School Employees Association (CSEA) agree to the following regarding furlough days during the 2011-12 school year.

The District and CSEA agree that the District will reinstate five (5) furlough days for all classified employees.

CSEA and the District agree that furlough days will be restored for classified employees and shall not be contingent upon agreements made with other units.

Dated: October 6, 2011

CSEA

DISTRICT

Leticia Oropeza  
Yalonda Donna  
Catherine Hyffen  
Don Zumeran  
Liana R. Mastrop  
Edna Morales

Andi Rana  
[Signature]  
[Signature]  
[Signature]  
[Signature]  
[Signature]  
[Signature]