PAJARO VALLEY UNIFIED SCHOOL DISTRICT

Board Agenda Backup

Item No: 12.1

Date: November 18, 2008

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

Overview: Education Code Section 1240 requires that commencing with the 2007-08 fiscal year...the county superintendent or his or her designee, annually shall submit a report at a regularly scheduled November board meeting to the governing board of each school district, the county board of education and the board of supervisors describing the state of the schools in the county of his or her office that are ranked in deciles 1 to 3 inclusive on the 2006 base API.

The report shall include the determinations made for each school regarding the following:

1. Determine if students have sufficient standards-aligned instructional materials in 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 as 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 that satisfies the *Valenzuela* settlement to verify the following:
   a) A revised Uniform Complaint Procedure (UCP) policy is in use and UCP notices are posted in classrooms
   b) A notice of eligibility for two years extended services was sent to students who have not passed CAHSEE by the end of grade 12
   c) Students from the classes of 2007 and 2008 who elected to receive instruction and services are served.
5. Annually monitor and review teacher misassignments and teacher vacancies in schools ranked in deciles 1-3 (2006 Base API) to be reported under separate cover in June, 2010.

A summary letter and individual school reports follow this cover page.

Budget Considerations: **N/A**

Funding Source:

Budgeted: **Yes:** ☐ **No:** ☐

Amount: **$**

Prepared By: Michael Watkins, County Superintendent

Superintendent's Signature: Donna Baker (AH)

Santa Cruz County
Office of Education

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Michael C. Watkins, Superintendent • 400 Encinal Street, Santa Cruz, CA 95060 • 831-466-5600 • FAX 831-466-5607 • www.santacruz.k12.ca.us

November 11, 2009

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

Dear President DeRose and Board Trustees:

California *Education Code* Section 1240(2)(B) requires I and my designees visit schools in our county identified as ranked in deciles 1 to 3 inclusive of the 2006 base API, 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 2009-2010 as required by *Education Code* section 1240(c) (2)(H) pursuant to the *Williams* Settlement and Education Code section 1240 (c) (2) (E) pursuant to the *Valenzuela* Settlement. This report presents the results of our visits and review at Pajaro Unified School District schools for the period of August to November 2009.

The purpose of our 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";

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 for the *Valenzuela* settlement to verify the following:

    a. A revised Uniform Complaint Process (UCP) policy is in use and UCP notices are posted in classrooms
    b. A notice of eligibility for services was sent to students each term and is posted as required.
    c. Students who elected to receive services from the Classes of 2007-2008 are served.

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 (2006 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.
Before proceeding with the report, let me define some basic terms:

- "Sufficient textbooks or instructional materials" means each pupil, including English language learners, has a standards-aligned textbook, or instructional materials, or both, to use in class and to take home.

- A school facility condition that poses an "emergency or urgent threat" is a "condition that poses a threat to the health or safety of pupils or staff while at school."

- "Good Repair" means the school facilities are clean, safe and functional as determined pursuant to the school facility inspection and evaluation instrument developed by the Office of Public School Construction or a local evaluation instrument that meets the same criteria. Each school district that receives state funding for facilities maintenance is required to establish facilities inspection system to ensure that each of its schools is maintained in "good repair."

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".

School Accountability Report Cards (SARC):

The Williams Settlement included language regarding the accuracy of data reported in the SARC. In reviewing the 2008-2009 reports, the team found no discrepancies in the availability of sufficient textbooks and instructional materials or the cleanliness and adequacy of school facilities (including good repair).

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 2008-2009.

For the past four years, the Human Resources department in Pajaro Valley Unified School district has worked collaboratively with the Santa Cruz County Office of Education to insure that teachers are appropriately credentialed and placed in the correct teaching assignments. In 2009 it was reported that 661 certificated personnel were monitored at 19 schools in Pajaro Valley Unified School District. It was reported that 12 certificated personnel were misassigned according to their credentials. Immediate action was taken to correct eight of the misassigned teachers. 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 2009-2010 school year.

Uniform Complaint Process:

All classrooms must have the Uniform Complaint Process posted in every classroom. *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, teacher vacancy or misassignment, and eligibility of services for students completing grade 12 without passing the CAHSEE (starting in year 2006) to continue receiving instruction. 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.

Documentation Verification of the *Valenzuela* Settlement Legislation:

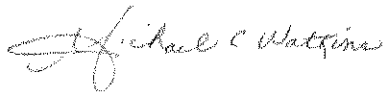
At Pajaro Valley High School and Watsonville High School it was determined that the schools had acted in good faith and implemented the current legislation by doing the following:

1. Posting a revised Uniform Complaint Process (UCP) policy in classrooms to notify students of eligibility for additional instructional services for students who completed Grade 12 but did not pass the California High School Exit Exam.

2. Providing intensive instruction and services to students from the Classes of 2008-2009 who elected to be served.

Finally, it is important to note that the nineteen site administrators of scheduled visits were well prepared. In addition, the four 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 to your governing board, administration and site staff 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, Pajaro Valley Unified School District
Santa Cruz County Board of Education
Santa Cruz County Board of Supervisors

Amesti Elementary School
***Williams* Settlement Legislation Report 2009**

Date of Visit: August 25, 2009
Principal: Erin Haley
Number of Classrooms: 22
Number of Classrooms Visited: 5
Total Number of Students Enrolled: 600
Visiting Committee Members: Nancy Serigstad and Thom Dunks

School Facilities:
As determined by the Facilities Inspection Tool (FIT) Amesti Elementary School was found to be in "Good Repair". See attached FIT Report rating of 92.19%.

Personnel:
The 2009-2010 Master Schedule has been submitted to the Santa Cruz County Office of Education Human Resources Department. As mandated by AB 3001, the Teacher Assignment Monitoring Process does not require the same timelines or classroom visitations as required for instructional materials and facilities. Reviewing of assignments/certification and notification of corrective action is to be completed by July 1, 2010.

School Accountability Report Card:
The SARC report for 2007 –2008 is available on the Pajaro Valley Unified School District (PVUSD) Website for each individual school. The school SARC accurately reflects the findings by the *Williams* committee members.

Uniform Complaint Procedures Postings:
Notices regarding the *Williams* Lawsuit and Complaint Procedure were current and posted in all classrooms.

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION		COUNTY	
Santa Cruz County Office of Education		Santa Cruz	
SCHOOL SITE		SCHOOL TYPE (GRADE LEVELS)	NUMBER OF CLASSROOMS ON SITE
Amesti Elementary		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		

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:	10	10	10	8	10	10	10	2	10	10	10	9	10	10	10
	Number of "D"s:	0	0	0	2	0	0	0	4	0	0	0	1	0	0	0
10	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of N/As:	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0
Percent of System in Good Repair Number of "✓"s divided by (Total Areas - "NA"s)*		100.00%	100.00%	100.00%	80.00%	100.00%	100.00%	100.00%	25.00%	100.00%	100.00%	100.00%	90.00%	100.00%	100.00%	100.00%
Total Percent per Category (average of above)*		100.00%			80.00%	100.00%		100.00%	62.50%		100.00%		95.00%		100.00%	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD			FAIR	GOOD		GOOD	POOR		FAIR		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 → 92.19% 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:

Ann Soldo Elementary
***Williams* Settlement Legislation Report 2009**

Date of Visit: August 19, 2009
Principal: Sylvia Mendez
Number of Classrooms: 25
Number of Classrooms Visited: 7
Total Number of Students Enrolled: 647
Visiting Committee Members: Nancy Serigstad & Tom Dunks

School Facilities:
As determined by the Facilities Inspection Tool (FIT) Ann Soldo Elementary School was found to be in "Good Repair". See attached FIT Report rating of 98.96%.

Personnel:
The 2009-2010 Master Schedule has been submitted to the Santa Cruz County Office of Education Human Resources Department. As mandated by AB 3001, the Teacher Assignment Monitoring Process does not require the same timelines or classroom visitations as required for instructional materials and facilities. Reviewing of assignments/certification and notification of corrective action is to be completed by July 1, 2010.

School Accountability Report Card:
The SARC report for 2007–2008 is available on the Pajaro Valley Unified School District (PVUSD) Website for each individual school. The school SARC accurately reflects the findings by the *Williams* committee members.

Uniform Complaint Procedures Postings:
Notices regarding the *Williams* Lawsuit and Complaint Procedure were current and posted in all classrooms.

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION: Santa Cruz County Office of Education	COUNTY: Santa Cruz
SCHOOL SITE: Ann Soldo Elementary	SCHOOL TYPE (GRADE LEVELS): Elementary; NUMBER OF CLASSROOMS ON SITE:
INSPECTOR'S NAME: Thom Dunks; INSPECTOR'S TITLE:	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE):
TIME OF INSPECTION:	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:	12	12	12	12	12	12	12	5	11	12	11	12	12	12	12
	Number of "D"s:	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0
12	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of N/As:	0	0	0	0	0	0	0	7	0	0	0	0	0	12	0
Percent of System in Good Repair Number of "✓"s divided by (Total Areas - "NA"s)*		100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	91.67%	100.00%	91.67%	100.00%	100.00%	100.00%	100.00%
Total Percent per Category (average of above)*		100.00%			100.00%	100.00%		100.00%	95.83%		95.83%		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 → 98.96% | 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:

Calabasas Elementary
***Williams* Settlement Legislation Report 2009**

Date of Visit: August 28, 2009
Principal:– Terry Eastman
Number of Classrooms: 25
Number of Classrooms Visited: 6
Total Number of Students Enrolled: 633
Visiting Committee Members: Nancy Serigstad, Thom Dunks & Diane Elia

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School Facilities:
As determined by the Facilities Inspection Tool (FIT) Calabasas Elementary School was found to be in "Good Repair". See attached FIT Report rating of 95.16%.

Personnel:
The 2009-2010 Master Schedule has been submitted to the Santa Cruz County Office of Education Human Resources Department. As mandated by AB 3001, the Teacher Assignment Monitoring Process does not require the same timelines or classroom visitations as required for instructional materials and facilities. Reviewing of assignments/certification and notification of corrective action is to be completed by July 1, 2010.

School Accountability Report Card:
The SARC report for 2007 –2008 is available on the Pajaro Valley Unified School District (PVUSD) Website for each individual school. The school SARC accurately reflects the findings by the *Williams* committee members.

Uniform Complaint Procedures Postings:
Notices regarding the *Williams* Lawsuit and Complaint Procedure were current and posted in all classrooms.

PART II: EVALUATION DETAIL Date of Inspection: 08/18/09 School Name: Ann Soldo Elementary

CATEGORY / AREA	1 GAS LEAKS	2 MECH/HVAC	3 SEWER	4 INTERIOR SURFACES	5 OVERALL CLEANLINESS	6 PEST/VERMIN INFESTATION	7 ELECTRICAL	8 RESTROOM	9 SINKS/ FOUNTAINS	10 FIRE SAFETY	11 HAZARDOUS MATERIALS	12 STRUCTURAL DAMAGE	13 ROOFS	14 PLAYGROUND/SCHOOL GROUNDS	15 WINDOWS/ DOORS/ GATES/FENCES
MPR	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	D	✓	✓	NA	✓
COMMENTS:	paint peeling, moisture problem - mold forming on stucco wall above Rm. 213														
Restroom - - MU - Boys	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓
COMMENTS:															
Restroom - Boys @ Rm. 205	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓
COMMENTS:															
Restroom - Girls @ Room 205	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓
COMMENTS:															
Restroom - MU - Girls	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓
COMMENTS:															
Room - 100	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
COMMENTS:															
Room - 103	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
COMMENTS:															
Room - 207	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
COMMENTS:															
Room - 213	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
COMMENTS:															
Room - 300	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
COMMENTS:															
Room - 500	✓	✓	✓	✓	✓	✓	✓	NA	D	✓	✓	✓	✓	NA	✓
COMMENTS:	Other Comments - Fountain doesn't turn off automatically.														
Room - 503	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
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: Santa Cruz County Office of Education	COUNTY: Santa Cruz
SCHOOL SITE: Macquiddy (T. S.) Elementary	SCHOOL TYPE (GRADE LEVELS): Elementary; NUMBER OF CLASSROOMS ON SITE:
INSPECTOR'S NAME: Thom Dunks; INSPECTOR'S TITLE:	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE):
TIME OF INSPECTION: 8/18/2009	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:	10	10	10	7	10	10	10	9	10	10	10	10	10	1	10
	Number of "D"s:	0	0	0	3	0	0	0	0	0	0	0	0	0	1	0
10	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of N/As:	0	0	0	0	0	0	0	1	0	0	0	0	0	8	0
Percent of System in Good Repair Number of "✓"s divided by (Total Areas - "NA"s)*		100.00%	100.00%	100.00%	70.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	50.00%	100.00%
Total Percent per Category (average of above)*		100.00%			70.00%	100.00%		100.00%	100.00%		100.00%		100.00%		75.00%	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD			POOR	GOOD		GOOD	GOOD		GOOD		GOOD		FAIR	

*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 → 93.13% | 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:

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION: Santa Cruz County Office of Education	COUNTY: Santa Cruz
SCHOOL SITE: Calabrasas Elementary	SCHOOL TYPE (GRADE LEVELS): Elementary / NUMBER OF CLASSROOMS ON SITE:
INSPECTOR'S NAME: Thom Dunks / INSPECTOR'S TITLE:	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE):
TIME OF INSPECTION: / 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:	7	6	7	7	7	7	7	3	4	7	7	7	7	1	7
	Number of "D"s:	0	1	0	0	0	0	0	1	3	0	0	0	0	0	0
7	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of N/As:	0	0	0	0	0	0	0	3	0	0	0	0	0	6	0
Percent of System in Good Repair Number of "✓"s divided by (Total Areas - "NA"s)*		100.00%	85.71%	100.00%	100.00%	100.00%	100.00%	100.00%	75.00%	57.14%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Total Percent per Category (average of above)*		95.24%			100.00%	100.00%		100.00%	66.07%		100.00%		100.00%		100.00%	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD			GOOD	GOOD		FAIR	Poor		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 → 95.16% | 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: 09/03/09 School Name: Calabasas Elementary

CATEGORY / AREA	1 GAS LEAKS	2 MECH/HVAC	3 SEWER	4 INTERIOR SURFACES	5 OVERALL CLEANLINESS	6 PEST/VERMIN INFESTATION	7 ELECTRICAL	8 RESTROOM	9 SINKS/ FOUNTAINS	10 FIRE SAFETY	11 HAZARDOUS MATERIALS	12 STRUCTURAL DAMAGE	13 ROOFS	14 PLAYGROUND/SCHOOL GROUNDS	15 WINDOWS/ DOORS/ GATES/FENCES
Restroom - 11 - BOYS	✓	✓	✓	✓	✓	✓	✓	D	✓	✓	✓	✓	✓	NA	✓
COMMENTS:	bathroom fixtures need repair - 1 faucet														
Restroom - 11 - GIRLS	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓
COMMENTS:															
Room - 2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:															
Room - 24	✓	✓	✓	✓	✓	✓	✓	NA	D	✓	✓	✓	✓	NA	✓
COMMENTS:	water leak at fountain														
Room - 3	✓	✓	✓	✓	✓	✓	✓	NA	D	✓	✓	✓	✓	NA	✓
COMMENTS:	water leak at fountain														
Room - 9	✓	D	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
COMMENTS:	too hot - A/C problem?														
Staff Lunchroom	✓	✓	✓	✓	✓	✓	✓	✓	D	✓	✓	✓	✓	NA	✓
COMMENTS:	water leak at fountain														

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.

Freedom Elementary School
***Williams* Settlement Legislation Report 2009**

Date of Visit: August 28, 2009
Principal: Jean Gottlob
Number of Classrooms: 29
Number of Classrooms Visited: 8
Total Number of Students Enrolled: 588
Visiting Committee Members: Nancy Serigstad & Thom Dunks

School Facilities:
As determined by the Facilities Inspection Tool (FIT) Freedom Elementary School was found to be in "Good Repair". See attached FIT Report rating of 100.00%.

Personnel:
The 2009-2010Master Schedule has been submitted to the Santa Cruz County Office of Education Human Resources Department. As mandated by AB 3001, the Teacher Assignment Monitoring Process does not require the same timelines or classroom visitations as required for instructional materials and facilities. Reviewing of assignments/certification and notification of corrective action is to be completed by July 1, 2010.

School Accountability Report Card:
The SARC report for 2007 –2008 is available on the Pajaro Valley Unified School District (PVUSD) Website for each individual school. The school SARC accurately reflects the findings by the *Williams* committee members.

Uniform Complaint Procedures Postings:
Notices regarding the *Williams* Lawsuit and Complaint Procedure were current and posted in all classrooms.

STATE OF CALIFORNIA

FACILITY INSPECTION TOOL(FIT)

SCHOOL FACILITY CONDITIONS EVALUATION

(REV 05/09)

STATE ALLOCATION BOARD

OFFICE OF PUBLIC SCHOOL CONSTRUCTION

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION: Santa Cruz County Office of Education	COUNTY: Santa Cruz
SCHOOL SITE: Freedom Elementary	SCHOOL TYPE (GRADE LEVELS): Elementary; NUMBER OF CLASSROOMS ON SITE:
INSPECTOR'S NAME: Thom Dunks; INSPECTOR'S TITLE:	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE):
TIME OF INSPECTION: 28-Aug-09; 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:	10	10	10	11	10	10	10	2	10	10	10	10	10	0	10
	Number of "D"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of N/As:	0	0	0	0	0	0	0	8	0	0	0	0	0	10	0
Percent of System in Good Repair Number of "✓"s divided by (Total Areas - "NA"s)*		100.00%	100.00%	100.00%	110.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%		100.00%
Total Percent per Category (average of above)*		100.00%			100.00%	100.00%		100.00%	100.00%		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		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 → 100.00% 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:

PART II: EVALUATION DETAIL Date of Inspection: 09/13/09 School Name: Freedom Elementary

CATEGORY / AREA	1 GAS LEAKS	2 MECH/HVAC	3 SEWER	4 INTERIOR SURFACES	5 OVERALL CLEANLINESS	6 PEST/VERMIN INFESTATION	7 ELECTRICAL	8 RESTROOM	9 SINKS/ FOUNTAINS	10 FIRE SAFETY	11 HAZARDOUS MATERIALS	12 STRUCTURAL DAMAGE	13 ROOFS	14 PLAYGROUND/SCHOOL GROUNDS	15 WINDOWS/ DOORS/ GATES/FENCES
Restroom - boys by MPR	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓
COMMENTS:															
Restroom - girls by MPR	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓
COMMENTS:															
Room - 10	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
COMMENTS:															
Room - 12	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
COMMENTS:															
Room - 16	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
COMMENTS:															
Room - 25	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
COMMENTS:															
Room - 29	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
COMMENTS:															
Room - 35	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
COMMENTS:															
Room - 39	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
COMMENTS:															
Room - 8	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
COMMENTS:															

Marks: ü= Good Repair (When filling up the electronic version, please use **ctrl+G**); **D** = Deficiency; **X** = Extreme Deficiency; **NA** =

Use additional sheets as necessary.

H.A. Hyde Elementary
***Williams* Settlement Legislation Report 2009**

Date of Visit: August 31, 2009
Principal: Brett Knupfer
Number of Classrooms: 7
Number of Classrooms Visited:
Total Number of Students Enrolled:
Visiting Committee Members: Nancy Serigstad & Thom Dunks

School Facilities:
As determined by the Facilities Inspection Tool (FIT) H.A. Hyde Elementary School was found to be in "Good Repair". See attached FIT Report rating of 93.49%.

Personnel:
The 2008-2009 Master Schedule has been submitted to the Santa Cruz County Office of Education Human Resources Department. As mandated by AB 3001, the Teacher Assignment Monitoring Process does not require the same timelines or classroom visitations as required for instructional materials and facilities. Reviewing of assignments/certification and notification of corrective action is to be completed by July 1, 2010.

School Accountability Report Card:
The SARC report for 2007 –2008 is available on the Pajaro Valley Unified School District (PVUSD) Website for each individual school. The school SARC accurately reflects the findings by the *Williams* committee members.

Uniform Complaint Procedures Postings:
Notices regarding the *Williams* Lawsuit and Complaint Procedure were current and posted in all classrooms.

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION: Santa Cruz County Office of Education	COUNTY: Santa Cruz
SCHOOL SITE: Hyde (H. A.) Elementary	SCHOOL TYPE (GRADE LEVELS): Elementary; NUMBER OF CLASSROOMS ON SITE:
INSPECTOR'S NAME: Thom Dunks; INSPECTOR'S TITLE:	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE):
TIME OF INSPECTION:	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	7	8	8	8	2	8	8	8	6	7	0	8
	Number of "D"s:	0	1	0	1	0	0	0	1	0	0	0	2	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/As:	0	0	0	0	0	0	0	5	0	0	0	0	1	8	0
Percent of System in Good Repair Number of "✓"s divided by (Total Areas - "NA"s)"		100.00%	87.50%	100.00%	87.50%	100.00%	100.00%	100.00%	66.67%	100.00%	100.00%	100.00%	75.00%	87.50%	100.00%	100.00%
Total Percent per Category (average of above)*		95.83%			87.50%	100.00%		100.00%	83.33%		100.00%		81.25%		100.00%	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD			GOOD	GOOD		GOOD	FAIR		GOOD		FAIR		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 → 93.49% 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: 09/03/09 School Name: Hyde (H. A.) Elementary

CATEGORY / AREA	1 GAS LEAKS	2 MECH/HVAC	3 SEWER	4 INTERIOR SURFACES	5 OVERALL CLEANLINESS	6 PEST/VERMIN INFESTATION	7 ELECTRICAL	8 RESTROOM	9 SINKS/ FOUNTAINS	10 FIRE SAFETY	11 HAZARDOUS MATERIALS	12 STRUCTURAL DAMAGE	13 ROOFS	14 PLAYGROUND/S CHOOL GROUNDS	15 WINDOWS/ DOORS/ GATES/FENCES
MPR	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	D	✓	NA	✓
COMMENTS:	structural deterioration evident - thorough repairs have been completed on MPR exterior sideing. Sanding and painting remains to be completed.														
Room - 12	✓	D	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
COMMENTS:	too hot - A/C problem? - Computer Lab over 80 degrees in the morning.														
Room - 13	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
COMMENTS:															
Room - 15	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
COMMENTS:															
Room - 17	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
COMMENTS:															
Room - 2	✓	✓	✓	D	✓	✓	✓	D	✓	✓	✓	✓	✓	NA	✓
COMMENTS:	Other Comments: Restrooms closed, not accessible to students (kindergarten) due to pending repair work to damaged floor times., ceiling water damaged - extensive staining on tiles in several sections.														
Room - 4	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓
COMMENTS:															
Walkways	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	D	NA	NA	✓
COMMENTS:	Other Comments: Sunken concrete pavers in central courtyard, tripping hazard.														

Marks: ü= Good Repair (When filling up the electronic version, please use **ctrl+G**); **D** = Deficiency; **X** = Extreme Deficiency; **NA** = Use additional sheets as necessary.

Hall District Elementary
***Williams* Settlement Legislation Report 2009**

Date of Visit: August 20, 2009
Principal: Guillermo Ramos
Number of Classrooms: 20
Number of Classrooms Visited: 5
Total Number of Students Enrolled: 549
Visiting Committee Members: Nancy Serigstad & Thom Dunks

School Facilities:
As determined by the Facilities Inspection Tool (FIT) Hall District Elementary School was found to be in "Good Repair". See attached FIT Report 93.75%.

Personnel:
The 2009-2010 Master Schedule has been submitted to the Santa Cruz County Office of Education Human Resources Department. As mandated by AB 3001, the Teacher Assignment Monitoring Process does not require the same timelines or classroom visitations as required for instructional materials and facilities. Reviewing of assignments/certification and notification of corrective action is to be completed by July 1, 2010.

School Accountability Report Card:
The SARC report for 2007 –2008 is available on the Pajaro Valley Unified School District (PVUSD) Website for each individual school. The school SARC accurately reflects the findings by the *Williams* committee members.

Uniform Complaint Procedures Postings:
Notices regarding the *Williams* Lawsuit and Complaint Procedure were current and posted in all classrooms.

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION: Santa Cruz County Office of Education	COUNTY: Santa Cruz
SCHOOL SITE: Hall (E.A.) Middle School	SCHOOL TYPE (GRADE LEVELS): Middle grades; NUMBER OF CLASSROOMS ON SITE:
INSPECTOR'S NAME: Thom Dunks; INSPECTOR'S TITLE:	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE):
TIME OF INSPECTION:	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:	12	11	12	11	12	12	10	4	11	12	11	12	12	0	12
	Number of "D"s:	0	1	0	1	0	0	2	0	1	0	1	0	0	0	0
12	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of N/As:	0	0	0	0	0	0	0	8	0	0	0	0	0	12	0
Percent of System in Good Repair Number of "✓"s divided by (Total Areas - "NA"s)*		100.00%	91.67%	100.00%	91.67%	100.00%	100.00%	83.33%	100.00%	91.67%	100.00%	91.67%	100.00%	100.00%		100.00%
Total Percent per Category (average of above)*		97.22%			91.67%	100.00%		66.67%	95.83%		95.83%		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 → 93.40% | 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: 09/07/09 School Name: Hall (E.A.) Middle

CATEGORY / AREA	1 GAS LEAKS	2 MECH/HVAC	3 SEWER	4 INTERIOR SURFACES	5 OVERALL CLEANLINESS	6 PEST/VERMIN INFESTATION	7 ELECTRICAL	8 RESTROOM	9 SINKS/ FOUNTAINS	10 FIRE SAFETY	11 HAZARDOUS MATERIALS	12 STRUCTURAL DAMAGE	13 ROOFS	14 PLAYGROUNDS/ CHOOL GROUNDS	15 WINDOWS/ DOORS/ GATES/FENCES
Cafeteria	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓
COMMENTS:	paint peeling, moisture problem - mold forming on stucco wall above Rm. 213														
Restroom - Boys near Cafeteria	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓
COMMENTS:															
Restroom - Girls near Cafeteria	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓
COMMENTS:															
Restroom - GIRLS next to Room 6	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓
COMMENTS:															
Room - 11	✓	✓	✓	✓	✓	✓	D	NA	✓	✓	✓	✓	✓	NA	✓
COMMENTS:	One light cover hanging loose, power taps daisy chained, Other comments														
Room - 12	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
COMMENTS:															
Room - 20	✓	✓	✓	✓	✓	✓	D	NA	✓	✓	✓	✓	✓	NA	✓
COMMENTS:	power taps daisy chained														
Room - s1	✓	✓	✓	D	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
COMMENTS:	ceiling water damaged														
Room - s2	✓	✓	✓	✓	✓	✓	✓	NA	D	✓	✓	✓	✓	NA	✓
COMMENTS:	Other Comments: Two of three faucets are not working.														
Room - s3	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
COMMENTS:															
Room - Wing - Rooms 24 through 29	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	D	✓	✓	NA	✓
COMMENTS:	paint peeling and wood deterioration on exterior of entire wing, excluding 2 newer rooms 30 & 31														
Wood Shop	✓	D	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
COMMENTS:	Other Comments: Dust Collector was purchased and delivered last school year, but has yet to be installed.														

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.

Landmark Elementary
***Williams* Settlement Legislation Report 2009**

Date of Visit: August 24, 2009
Principal: Jennifer Wildman
Number of Classrooms: 24
Number of Classrooms Visited: 6
Total Number of Students Enrolled: 589
Visiting Committee Members: Nancy Serigstad & Thom Dunks

School Facilities:
As determined by the Facilities Inspection Tool (FIT) Landmark Elementary School was found to be in "Good Repair". See attached FIT Report rating of 93.63%.

Personnel:
The 2009-2010 Master Schedule has been submitted to the Santa Cruz County Office of Education Human Resources Department. As mandated by AB 3001, the Teacher Assignment Monitoring Process does not require the same timelines or classroom visitations as required for instructional materials and facilities. Reviewing of assignments/certification and notification of corrective action is to be completed by July 1, 2010.

School Accountability Report Card:
The SARC report for 2007–2008 is available on the Pajaro Valley Unified School District (PVUSD) Website for each individual school. The school SARC accurately reflects the findings by the *Williams* committee members.

Uniform Complaint Procedures Postings:
Notices regarding the *Williams* Lawsuit and Complaint Procedure were current and posted in all classrooms.

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION: Santa Cruz County Office of Education	COUNTY: Santa Cruz
SCHOOL SITE: Landmark Elementary	SCHOOL TYPE (GRADE LEVELS): Elementary; NUMBER OF CLASSROOMS ON SITE:
INSPECTOR'S NAME: Thom Dunks; INSPECTOR'S TITLE:	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE):
TIME OF INSPECTION: 8/24/2009; 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:	9	8	9	7	9	9	9	2	9	9	9	9	9	1	9
	Number of "D"s:	0	1	0	2	0	0	0	2	0	0	0	0	0	0	0
9	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of N/As:	0	0	0	0	0	0	0	5	0	0	0	0	0	8	0
Percent of System in Good Repair Number of "✓"s divided by (Total Areas - "NA"s)*		100.00%	88.89%	100.00%	77.78%	100.00%	100.00%	100.00%	50.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Total Percent per Category (average of above)*		96.30%			77.78%	100.00%		100.00%	75.00%		100.00%		100.00%		100.00%	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD			FAIR	GOOD		GOOD	FAIR		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 → 93.63% | 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: 08/24/09 School Name: Landmark Elementary

CATEGORY / AREA	1 GAS LEAKS	2 MECH/HVAC	3 SEWER	4 INTERIOR SURFACES	5 OVERALL CLEANLINESS	6 PEST/VERMIN INFESTATION	7 ELECTRICAL	8 RESTROOM	9 SINKS/ FOUNTAINS	10 FIRE SAFETY	11 HAZARDOUS MATERIALS	12 STRUCTURAL DAMAGE	13 ROOFS	14 PLAYGROUND/SCHOOL GROUNDS	15 WINDOWS/ DOORS/ GATES/FENCES
Cafeteria	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓
COMMENTS:															
Restroom - BOYS - Near Rm. 21	✓	✓	✓	✓	✓	✓	✓	D	✓	✓	✓	✓	✓	NA	✓
COMMENTS:	bathroom fixtures need repair 2 faucets & 1 urinal														
Restroom - GIRLS near Rm. 21	✓	✓	✓	✓	✓	✓	✓	D	✓	✓	✓	✓	✓	NA	✓
COMMENTS:	bathroom fixtures need repair - faucet														
Room - 16	✓	D	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
COMMENTS:	Other Comments: Dirty air vents,														
Room - 22	✓	✓	✓	D	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
COMMENTS:	ceiling water damaged														
Room - 28	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:															
Room - 5	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
COMMENTS:															
Room - 8	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
COMMENTS:															
Room - 9	✓	✓	✓	D	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
COMMENTS:	ceiling 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.

MacQuiddy Elementary
***Williams* Settlement Legislation Report 2008**

Date of Visit: August 19, 2009
Principal: Jack Davidson
Number of Classrooms: 27
Number of Classrooms Visited: 7
Total Number of Students Enrolled: 678
Visiting Committee Members: Nancy Serigstad & Thom Dunks

School Facilities:
As determined by the Facilities Inspection Tool (FIT) MacQuiddy Elementary School was found to be in "Good Repair". See attached FIT Report rating of 93.13%.

Personnel:
The 2008-2009 Master Schedule has been submitted to the Santa Cruz County Office of Education Human Resources Department. As mandated by AB 3001, the Teacher Assignment Monitoring Process does not require the same timelines or classroom visitations as required for instructional materials and facilities. Reviewing of assignments/certification and notification of corrective action is to be completed by July 1, 2010.

School Accountability Report Card:
The SARC report for 2007 –2008 is available on the Pajaro Valley Unified School District (PVUSD) Website for each individual school. The school SARC accurately reflects the findings by the *Williams* committee members.

Uniform Complaint Procedures Postings:
Notices regarding the *Williams* Lawsuit and Complaint Procedure were current and posted in all classrooms.

PART II: EVALUATION DETAIL Date of Inspection: 08/19/09 School Name: Macquiddy (T. S.) Elementary

CATEGORY / AREA	1 GAS LEAKS	2 MECH/HVAC	3 SEWER	4 INTERIOR SURFACES	5 OVERALL CLEANLINESS	6 PEST/VERMIN INFESTATION	7 ELECTRICAL	8 RESTROOM	9 SINKS/ FOUNTAINS	10 FIRE SAFETY	11 HAZARDOUS MATERIALS	12 STRUCTURAL DAMAGE	13 ROOFS	14 PLAYGROUND/SCHOOL GROUNDS	15 WINDOWS/ DOORS/ GATES/FENCES
Playground Field	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	D	✓
COMMENTS:	wooden border/bench has been extensively repaired, but still has a few protruding nails and broken or deteriorating boards.														
Restroom - BOYS Near Playground	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓
COMMENTS:															
Restroom - GIRLS Near Playground	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓
COMMENTS:															
Room - 1C	✓	✓	✓	D	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓
COMMENTS:	ceiling water damaged														
Room - 1F	✓	✓	✓	D	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓
COMMENTS:	ceiling section open, loose														
Room - 2e	✓	✓	✓	D	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓
COMMENTS:	ceiling section punctured, ceiling water damaged														
Room - 3A	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓
COMMENTS:															
Room - 3B	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓
COMMENTS:															
Room - 4b	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:															
Room - 8C	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓
COMMENTS:															

Marks: ü= Good Repair (When filling up the electronic version, please use **ctrl+G**); **D** = Deficiency; **X** = Extreme Deficiency; **NA** = Use additional sheets as necessary.

Mintie White Elementary School
***Williams* Settlement Legislation Report 2009**

Date of Visit: August 25, 2009 -Unannounced
Principal: Olga de Santa Ana
Number of Classrooms: 25
Number of Classrooms Visited: 6
Total Number of Students Enrolled: 588
Visiting Committee Members: Nancy Serigstad, Thom Dunks, Diane Elia & Adam Wade

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School Facilities:
As determined by the Facilities Inspection Tool (FIT) Mintie White Elementary School was found to be in "Fair Repair". See attached FIT Report rating of 88.97%.

Personnel:
The 2009-2010 Master Schedule has been submitted to the Santa Cruz County Office of Education Human Resources Department. As mandated by AB 3001, the Teacher Assignment Monitoring Process does not require the same timelines or classroom visitations as required for instructional materials and facilities. Reviewing of assignments/certification and notification of corrective action is to be completed by July 1, 2010.

School Accountability Report Card:
The SARC report for 2007 –2008 is available on the Pajaro Valley Unified School District (PVUSD) Website for each individual school. The school SARC accurately reflects the findings by the *Williams* committee members.

Uniform Complaint Procedures Postings:
Notices regarding the *Williams* Lawsuit and Complaint Procedure were current and posted in all classrooms.

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION: Santa Cruz County Office of Education	COUNTY: Santa Cruz
SCHOOL SITE: Mintie White Elementary	SCHOOL TYPE (GRADE LEVELS): Elementary; NUMBER OF CLASSROOMS ON SITE:
INSPECTOR'S NAME: Thom Dunks; INSPECTOR'S TITLE:	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE):
TIME OF INSPECTION:	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:	9	7	10	8	9	9	9	3	9	9	9	9	9	1	9
	Number of "D"s:	0	2	0	2	0	0	1	1	0	0	0	1	0	0	0
10	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of N/As:	1	1	0	0	1	1	0	6	1	1	1	0	1	9	1
Percent of System in Good Repair Number of "✓"s divided by (Total Areas - "NA"s)*		100.00%	77.78%	100.00%	80.00%	100.00%	100.00%	90.00%	75.00%	100.00%	100.00%	100.00%	90.00%	100.00%	100.00%	100.00%
Total Percent per Category (average of above)*		92.59%			80.00%	100.00%		90.00%	87.50%		66.67%		95.00%		100.00%	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD			FAIR	GOOD		GOOD	FAIR		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 → 88.97% 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:

PART II: EVALUATION DETAIL Date of Inspection: 08/31/09 School Name: Mintie White Elementary

CATEGORY / AREA	1 GAS LEAKS	2 MECH/HVAC	3 SEWER	4 INTERIOR SURFACES	5 OVERALL CLEANLINESS	6 PEST/VERMIN INFESTATION	7 ELECTRICAL	8 RESTROOM	9 SINKS/ FOUNTAINS	10 FIRE SAFETY	11 HAZARDOUS MATERIALS	12 STRUCTURAL DAMAGE	13 ROOFS	14 PLAYGROUND/SCHOOL GROUNDS	15 WINDOWS/ DOORS/ GATES/FENCES
MPR	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓
COMMENTS:															
Restroom - - MPR / Cafeteria	✓	✓	✓	✓	✓	✓	✓	D	✓	✓	✓	✓	✓	NA	✓
COMMENTS:	bathroom fixtures need repair - faucet in girls rr.														
Restroom - Near Rm. 8	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓
COMMENTS:															
Room - 18	✓	D	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
COMMENTS:	Inflow vents dirty														
Room - 19	✓	D	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
COMMENTS:	Inflow vents dirty														
Room - 23	✓	✓	✓	✓	✓	✓	D	NA	✓	✓	✓	✓	✓	NA	✓
COMMENTS:	electrical outlet damaged														
Room - 24	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
COMMENTS:															
Room - 4	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
COMMENTS:															
Room - 8	✓	✓	✓	D	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
COMMENTS:	ceiling water damaged, extinguisher mounted in hall. notify teacher.														
School Yards	NA	NA	✓	D	NA	NA	✓	✓	NA	NA	NA	D	NA	✓	NA
COMMENTS:	Other Comments Dilapidated wooden stage behind rm. 2 should be replaced or removed., wood flooring damaged														

Marks: ü= Good Repair (When filling up the electronic version, please use **ctrl+G**); **D** = Deficiency; **X** = Extreme Deficiency; **NA** = Use additional sheets as necessary.

Ohlone Elementary
***Williams* Settlement Legislation Report 2009**

Date of Visit: August 20, 2009
Principal: Gloria Miranda
Number of Classrooms: 22
Number of Classrooms Visited: 5
Total Number of Students Enrolled: 498
Visiting Committee Members: Nancy Serigstad & Thom Dunks

School Facilities:
As determined by the Facilities Inspection Tool (FIT) Ohlone Elementary School was found to be in "Good Repair". See attached FIT Report rating of 94.10%.

Personnel:
The 2009-2010 Master Schedule has been submitted to the Santa Cruz County Office of Education Human Resources Department. As mandated by AB 3001, the Teacher Assignment Monitoring Process does not require the same timelines or classroom visitations as required for instructional materials and facilities. Reviewing of assignments/certification and notification of corrective action is to be completed by July 1, 2010.

School Accountability Report Card:
The SARC report for 2007 –2008 is available on the Pajaro Valley Unified School District (PVUSD) Website for each individual school. The school SARC accurately reflects the findings by the *Williams* committee members.

Uniform Complaint Procedures Postings:
Notices regarding the *Williams* Lawsuit and Complaint Procedure were current and posted in all classrooms.

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION: Santa Cruz County Office of Education	COUNTY: Santa Cruz
SCHOOL SITE: Ohlone Elementary	SCHOOL TYPE (GRADE LEVELS): Elementary; NUMBER OF CLASSROOMS ON SITE:
INSPECTOR'S NAME: Thom Dunks; INSPECTOR'S TITLE:	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE):
TIME OF INSPECTION:	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:	6	5	6	6	6	6	6	1	6	6	6	6	6	1	6
	Number of "D"s:	0	1	0	0	0	0	0	0	0	0	0	0	0	5	0
6	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of N/As:	0	0	0	0	0	0	0	5	0	0	0	0	0	0	0
Percent of System in Good Repair Number of "✓"s divided by (Total Areas - "NA"s)*		100.00%	83.33%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	16.67%	100.00%
Total Percent per Category (average of above)*		94.44%			100.00%	100.00%		100.00%	100.00%		100.00%		100.00%		58.33%	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD			GOOD	GOOD		GOOD	GOOD		GOOD		GOOD		POOR	

*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 → 94.10% 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: 09/03/09 School Name: Ohlone Elementary

CATEGORY / AREA	1 GAS LEAKS	2 MECH/HVAC	3 SEWER	4 INTERIOR SURFACES	5 OVERALL CLEANLINESS	6 PEST/VERMIN INFESTATION	7 ELECTRICAL	8 RESTROOM	9 SINKS/ FOUNTAINS	10 FIRE SAFETY	11 HAZARDOUS MATERIALS	12 STRUCTURAL DAMAGE	13 ROOFS	14 PLAYGROUND/SCHOOL GROUNDS	15 WINDOWS/ DOORS/ GATES/FENCES
MPR	✓	D	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:	ventilation needed in Computer Server Room. Staff indicated that bid process was initiated last school year, but no work scheduled.														
Room - 10	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	D	✓
COMMENTS:	playground equipment damaged														
Room - 11	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	D	✓
COMMENTS:	significant trip hazard, playground equipment damaged														
Room - 13	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	D	✓
COMMENTS:	significant trip hazard, playground equipment damaged														
Room - 22	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	D	✓
COMMENTS:	significant trip hazard, playground equipment damaged														
Room - 5	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	D	✓
COMMENTS:	significant trip hazard top platform rusted out, playground equipment damaged and Ring seating worn thin.														

Marks: ü= Good Repair (When filling up the electronic version, please use **ctrl+G**); **D** = Deficiency; **X** = Extreme Deficiency; **NA** = Use additional sheets as necessary.

Radcliff Elementary School
***Williams* Settlement Legislation Report 2009**

Date of Visit: August 19, 2009
Principal: Ulli Kummerow
Number of Classrooms: 20
Number of Classrooms Visited: 5
Total Number of Students Enrolled: 469
Visiting Committee Members: Nancy Serigstad and Thom Dunks

School Facilities:
As determined by the Facilities Inspection Tool (FIT) Radcliff Elementary School was found to be in "Good Repair". See attached FIT Report rating of 96.88%.

Personnel:
The 2009-2010 Master Schedule has been submitted to the Santa Cruz County Office of Education Human Resources Department. As mandated by AB 3001, the Teacher Assignment Monitoring Process does not require the same timelines or classroom visitations as required for instructional materials and facilities. Reviewing of assignments/certification and notification of corrective action is to be completed by July 1, 2010.

School Accountability Report Card:
The SARC report for 2007 –2008 is available on the Pajaro Valley Unified School District (PVUSD) Website for each individual school. The school SARC accurately reflects the findings by the *Williams* committee members.

Uniform Complaint Procedures Postings:
Notices regarding the *Williams* Lawsuit and Complaint Procedure were current and posted in all classrooms.

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION: Santa Cruz County Office of Education	COUNTY: Santa Cruz
SCHOOL SITE: Radcliff Elementary	SCHOOL TYPE (GRADE LEVELS): Elementary / NUMBER OF CLASSROOMS ON SITE:
INSPECTOR'S NAME: Thom Dunks / INSPECTOR'S TITLE:	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE):
TIME OF INSPECTION: 8/19/2009 / 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	8	8	7	8	8	7	2	8	8	8	8	8	0	8
	Number of "D"s:	0	0	0	1	0	0	1	0	0	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/As:	0	0	0	0	0	0	0	6	0	0	0	0	0	8	0
Percent of System in Good Repair Number of "✓"s divided by (Total Areas - "NA"s)*		100.00%	100.00%	100.00%	87.50%	100.00%	100.00%	87.50%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%		100.00%
Total Percent per Category (average of above)*		100.00%			87.50%	100.00%		87.50%	100.00%		100.00%		100.00%		100.00%	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD			FAIR	GOOD		FAIR	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 → 96.88% | 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: 08/19/09 School Name: Radcliff Elementary

CATEGORY / AREA	1 GAS LEAKS	2 MECH/HVAC	3 SEWER	4 INTERIOR SURFACES	5 OVERALL CLEANLINESS	6 PEST/VERMIN INFESTATION	7 ELECTRICAL	8 RESTROOM	9 SINKS/ FOUNTAINS	10 FIRE SAFETY	11 HAZARDOUS MATERIALS	12 STRUCTURAL DAMAGE	13 ROOFS	14 PLAYGROUND/SCHOOL GROUNDS	15 WINDOWS/ DOORS/ GATES/FENCES
Restroom - BOYS Outside of MPU	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓
COMMENTS:															
Restroom - GIRLS Outside of MPU	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓
COMMENTS:															
Room - A3	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
COMMENTS:															
Room - c12	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
COMMENTS:															
Room - C14	✓	✓	✓	D	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
COMMENTS:	ceiling section loose														
Room - C21	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
COMMENTS:															
Room - C25	✓	✓	✓	✓	✓	✓	D	NA	✓	✓	✓	✓	✓	NA	✓
COMMENTS:	electrical equipment (flourescent light bank) cover missing														
Room - C26	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
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.

Starlight Elementary School
***Williams* Settlement Legislation Report 2009**

Date of Visit: August 25, 2009 - Unannounced
Principal: Dr. Mark Donnelly
Number of Classrooms: 20
Number of Classrooms Visited: 8
Total Number of Students Enrolled: 580
Visiting Committee Members: Nancy Serigstad & Thom Dunks

School Facilities:
As determined by the Facilities Inspection Tool (FIT) Starlight Elementary School was found to be in "Good Repair". See attached FIT Report rating of 93.13%

Personnel:
The 2009-2010 Master Schedule has been submitted to the Santa Cruz County Office of Education Human Resources Department. As mandated by AB 3001, the Teacher Assignment Monitoring Process does not require the same timelines or classroom visitations as required for instructional materials and facilities. Reviewing of assignments/certification and notification of corrective action is to be completed by July 1, 2010.

School Accountability Report Card:
The SARC report for 2007 –2008 is available on the Pajaro Valley Unified School District (PVUSD) Website for each individual school. The school SARC accurately reflects the findings by the *Williams* committee members.

Uniform Complaint Procedures Postings:
Notices regarding the *Williams* Lawsuit and Complaint Procedure were current and posted in all classrooms.

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION: Santa Cruz County Office of Education	COUNTY: Santa Cruz
SCHOOL SITE: Starlight Elementary	SCHOOL TYPE (GRADE LEVELS): Elementary; NUMBER OF CLASSROOMS ON SITE:
INSPECTOR'S NAME: Thom Dunks; INSPECTOR'S TITLE:	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE):
TIME OF INSPECTION: 8/24/2009; 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:	10	10	10	8	10	10	10	2	9	10	10	9	10	0	10
	Number of "D"s:	0	0	0	2	0	0	0	2	1	0	0	1	0	0	0
10	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of N/As:	0	0	0	0	0	0	0	6	0	0	0	0	0	10	0
Percent of System in Good Repair Number of "✓"s divided by (Total Areas - "NA"s)*		100.00%	100.00%	100.00%	80.00%	100.00%	100.00%	100.00%	50.00%	90.00%	100.00%	100.00%	90.00%	100.00%		100.00%
Total Percent per Category (average of above)*		100.00%			80.00%	100.00%		100.00%	70.00%		100.00%		95.00%		100.00%	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD			FAIR	GOOD		GOOD	POOR		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 → 93.13% 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: 08/24/09 School Name: Starlight Elementary

CATEGORY / AREA	1 GAS LEAKS	2 MECH/HVAC	3 SEWER	4 INTERIOR SURFACES	5 OVERALL CLEANLINESS	6 PEST/VERMIN INFESTATION	7 ELECTRICAL	8 RESTROOM	9 SINKS/ FOUNTAINS	10 FIRE SAFETY	11 HAZARDOUS MATERIALS	12 STRUCTURAL DAMAGE	13 ROOFS	14 PLAYGROUND/SCHOOL GROUNDS	15 WINDOWS/ DOORS/ GATES/FENCES
MPR	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓
	COMMENTS:														
Restroom - BOYS - Near Room 12	✓	✓	✓	✓	✓	✓	✓	D	✓	✓	✓	✓	✓	NA	✓
	COMMENTS:	bathroom fixtures need repair - modesty panel not adequately secured .													
Restroom - BOYS near Rm. 20	✓	✓	✓	D	✓	✓	✓	D	D	✓	✓	✓	✓	NA	✓
	COMMENTS:	bathroom fixtures need repair-Modesty panels are not adequately secured, tile flooring damaged at entry, water leak at fountain on outside wall, flooding walkways													
Restroom - NW - GIRLS	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓
	COMMENTS:														
Room - 10	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
	COMMENTS:														
Room - 16	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
	COMMENTS:														
Room - 19	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
	COMMENTS:														
Room - 2	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
	COMMENTS:														
Room - 7	✓	✓	✓	D	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
	COMMENTS:	ceiling water damaged													
Walkways	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	D	✓	NA	✓
	COMMENTS:	structural deterioration evident on Room 21 entryway/ramp, hole in siding allows for animal intrusion													

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

Cesar Chavez Middle
***Williams* Settlement Legislation Report 2009**

Date of Visit: August 20, 2009
Principal: Ian MacGregor
Number of Classrooms: 25
Number of Classrooms Visited: 11
Total Number of Students Enrolled: 582
Visiting Committee Members: Nancy Serigstad, Thom Dunks & Adam Wade

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School Facilities:
As determined by the Facilities Inspection Tool (FIT) Cesar Chavez Middle School was found to be in "Good Repair". See attached FIT Report rating of 95.31%.

Personnel:
The 2009-2010 Master Schedule has been submitted to the Santa Cruz County Office of Education Human Resources Department. As mandated by AB 3001, the Teacher Assignment Monitoring Process does not require the same timelines or classroom visitations as required for instructional materials and facilities. Reviewing of assignments/certification and notification of corrective action is to be completed by July 1, 2010.

School Accountability Report Card:
The SARC report for 2007 –2008 is available on the Pajaro Valley Unified School District (PVUSD) Website for each individual school. The school SARC accurately reflects the findings by the *Williams* committee members.

Uniform Complaint Procedures Postings:
Notices regarding the *Williams* Lawsuit and Complaint Procedure were current and posted in all classrooms.

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION: Santa Cruz County Office of Education	COUNTY: Santa Cruz
SCHOOL SITE: Chavez Middle School	SCHOOL TYPE (GRADE LEVELS): Elementary; NUMBER OF CLASSROOMS ON SITE:
INSPECTOR'S NAME: Thom Dunks; INSPECTOR'S TITLE:	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE):
TIME OF INSPECTION:	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	8	8	8	8	8	7	6	5	8	8	8	8	0	7
	Number of "D"s:	0	0	0	0	0	0	1	0	3	0	0	0	0	0	1
8	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of N/As:	0	0	0	0	0	0	0	2	0	0	0	0	0	8	0
Percent of System in Good Repair Number of "✓"s divided by (Total Areas - "NA"s)*		100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	87.50%	100.00%	62.50%	100.00%	100.00%	100.00%	100.00%	100.00%	87.50%
Total Percent per Category (average of above)*		100.00%			100.00%	100.00%		87.50%	81.25%		100.00%		100.00%		93.75%	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD			GOOD	GOOD		FAIR	FAIR		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 → 95.31% | 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: 09/03/09 School Name: Chavez (Cesar E.) Middle

CATEGORY / AREA	1 GAS LEAKS	2 MECH/HVAC	3 SEWER	4 INTERIOR SURFACES	5 OVERALL CLEANLINESS	6 PEST/VERMIN INFESTATION	7 ELECTRICAL	8 RESTROOM	9 SINKS/ FOUNTAINS	10 FIRE SAFETY	11 HAZARDOUS MATERIALS	12 STRUCTURAL DAMAGE	13 ROOFS	14 PLAYGROUND/SCHOOL GROUNDS	15 WINDOWS/ DOORS/ GATES/FENCES
Boys' Locker Room	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓
COMMENTS:															
Room - 11	✓	✓	✓	✓	✓	✓	✓	NA	D	✓	✓	✓	✓	NA	✓
COMMENTS:	fountain not accessible-not connected														
Room - 12	✓	✓	✓	✓	✓	✓	✓	✓	D	✓	✓	✓	✓	NA	✓
COMMENTS:	fountain not accessible														
Room - 7	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓
COMMENTS:															
Room - p1 _3	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	D
COMMENTS:	cabinet door not secure														
Room - P1-8	✓	✓	✓	✓	✓	✓	D	✓	✓	✓	✓	✓	✓	NA	✓
COMMENTS:	Other comments-Light cover (Lens) cracked														
Room - p1_4	✓	✓	✓	✓	✓	✓	✓	✓	D	✓	✓	✓	✓	NA	✓
COMMENTS:	water pressure inadequate														
Room - p3_3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓
COMMENTS:															

Marks: ü= Good Repair (When filling up the electronic version, please use **ctrl+G**); **D** = Deficiency; **X** = Extreme Deficiency; **NA** = Use additional sheets as necessary.

E.A. Hall Middle School
***Williams* Settlement Legislation Report 2009**

Date of Visit: August 25, 2009
Principal: Artemisa Cortez
Number of Classrooms: 32
Number of Classrooms Visited: 9
Total Number of Students Enrolled: 604
Visiting Committee Members: Nancy Serigstad, Adam Wade, Diane Elia & Thom Dunks

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School Facilities:
As determined by the Facilities Inspection Tool (FIT) E.A. Hall Middle School was found to be in "Good Repair". See attached FIT Report rating of 93.40%.

Personnel:
The 2009-2010 Master Schedule has been submitted to the Santa Cruz County Office of Education Human Resources Department. As mandated by AB 3001, the Teacher Assignment Monitoring Process does not require the same timelines or classroom visitations as required for instructional materials and facilities. Reviewing of assignments/certification and notification of corrective action is to be completed by July 1, 2010.

School Accountability Report Card:
The SARC report for 2007 –2008 is available on the Pajaro Valley Unified School District (PVUSD) Website for each individual school. The school SARC accurately reflects the findings by the *Williams* committee members.

Uniform Complaint Procedures Postings:
Notices regarding the *Williams* Lawsuit and Complaint Procedure were current and posted in all classrooms.

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION: Santa Cruz County Office of Education	COUNTY: Santa Cruz
SCHOOL SITE: Hall (E.A.) Middle School	SCHOOL TYPE (GRADE LEVELS): Middle grades; NUMBER OF CLASSROOMS ON SITE:
INSPECTOR'S NAME: Thom Dunks; INSPECTOR'S TITLE:	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE):
TIME OF INSPECTION:	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:	12	11	12	11	12	12	10	4	11	12	11	12	12	0	12
	Number of "D"s:	0	1	0	1	0	0	2	0	1	0	1	0	0	0	0
12	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of N/As:	0	0	0	0	0	0	0	8	0	0	0	0	0	12	0
Percent of System in Good Repair Number of "✓"s divided by (Total Areas - "NA"s)*		100.00%	91.67%	100.00%	91.67%	100.00%	100.00%	83.33%	100.00%	91.67%	100.00%	91.67%	100.00%	100.00%		100.00%
Total Percent per Category (average of above)*		97.22%			91.67%	100.00%		66.67%	95.83%		95.83%		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 → 93.40% | 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: 09/07/09 School Name: Hall (E.A.) Middle

CATEGORY / AREA	1 GAS LEAKS	2 MECH/HVAC	3 SEWER	4 INTERIOR SURFACES	5 OVERALL CLEANLINESS	6 PEST/VERMIN INFESTATION	7 ELECTRICAL	8 RESTROOM	9 SINKS/ FOUNTAINS	10 FIRE SAFETY	11 HAZARDOUS MATERIALS	12 STRUCTURAL DAMAGE	13 ROOFS	14 PLAYGROUND/SCHOOL GROUNDS	15 WINDOWS/ DOORS/ GATES/FENCES
Cafeteria	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓
	COMMENTS:	paint peeling, moisture problem - mold forming on stucco wall above Rm. 213													
Restroom - Boys near Cafeteria	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓
	COMMENTS:														
Restroom - Girls near Cafeteria	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓
	COMMENTS:														
Restroom - GIRLS next to Room 6	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓
	COMMENTS:														
Room - 11	✓	✓	✓	✓	✓	✓	D	NA	✓	✓	✓	✓	✓	NA	✓
	COMMENTS:	One light cover hanging loose, power taps daisy chained, Other comments													
Room - 12	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
	COMMENTS:														
Room - 20	✓	✓	✓	✓	✓	✓	D	NA	✓	✓	✓	✓	✓	NA	✓
	COMMENTS:	power taps daisy chained													
Room - s1	✓	✓	✓	D	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
	COMMENTS:	ceiling water damaged													
Room - s2	✓	✓	✓	✓	✓	✓	✓	NA	D	✓	✓	✓	✓	NA	✓
	COMMENTS:	Other Comments: Two of three faucets are not working.													
Room - s3	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
	COMMENTS:														
Room - Wing - Rooms 24 through 29	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	D	✓	✓	NA	✓
	COMMENTS:	paint peeling and wood deterioration on exterior of entire wing, excluding 2 newer rooms 30 & 31													
Wood Shop	✓	D	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
	COMMENTS:	Other Comments: Dust Collector was purchased and delivered last school year, but has yet to be installed.													

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.

Lakeview Middle School
***Williams* Settlement Legislation Report 2009**

Date of Visit: August 31, 2009
Principal: Ken Woods
Number of Classrooms: 28
Number of Classrooms Visited: 10
Total Number of Students Enrolled: 637
Visiting Committee Members: Nancy Serigstad, Diane Elia, Debbi Puente & Thom Dunks

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School Facilities:
As determined by the Facilities Inspection Tool (FIT) Lakeview Middle School was found to be in "Good Repair". See attached FIT Report rating of 93.98%.

Personnel:
The 2009-2010 Master Schedule has been submitted to the Santa Cruz County Office of Education Human Resources Department. As mandated by AB 3001, the Teacher Assignment Monitoring Process does not require the same timelines or classroom visitations as required for instructional materials and facilities. Reviewing of assignments/certification and notification of corrective action is to be completed by July 1, 2010.

School Accountability Report Card:
The SARC report for 2007–2008 is available on the Pajaro Valley Unified School District (PVUSD) Website for each individual school. The school SARC accurately reflects the findings by the *Williams* committee members.

Uniform Complaint Procedures Postings:
Notices regarding the *Williams* Lawsuit and Complaint Procedure were current and posted in all classrooms.

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION: Santa Cruz County Office of Education	COUNTY: Santa Cruz
SCHOOL SITE: Lakeview Middle School	SCHOOL TYPE (GRADE LEVELS): Middle School; NUMBER OF CLASSROOMS ON SITE:
INSPECTOR'S NAME: Thom Dunks; INSPECTOR'S TITLE:	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE):
TIME OF INSPECTION:	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:	13	13	13	12	13	13	13	5	13	13	13	13	13	1	13
	Number of "D"s:	0	0	0	1	0	0	0	1	0	0	0	1	1	1	0
14	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of N/As:	1	1	1	1	1	1	1	8	1	1	1	0	0	12	1
Percent of System in Good Repair Number of "✓"s divided by (Total Areas - "NA"s)"		100.00%	100.00%	100.00%	92.31%	100.00%	100.00%	100.00%	83.33%	100.00%	100.00%	100.00%	92.86%	92.86%	50.00%	100.00%
Total Percent per Category (average of above)*		100.00%			92.31%	100.00%		100.00%	91.67%		100.00%		92.86%		75.00%	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD			GOOD	GOOD		GOOD	GOOD		GOOD		GOOD		POOR	

*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 → 93.98% | 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: 08/31/09 School Name: Lakeview Middle School

CATEGORY / AREA	1 GAS LEAKS	2 MECH/HVAC	3 SEWER	4 INTERIOR SURFACES	5 OVERALL CLEANLINESS	6 PEST/VERMIN INFESTATION	7 ELECTRICAL	8 RESTROOM	9 SINKS/ FOUNTAINS	10 FIRE SAFETY	11 HAZARDOUS MATERIALS	12 STRUCTURAL DAMAGE	13 ROOFS	14 PLAYGROUNDS/ CHOOL GROUNDS	15 WINDOWS/ DOORS/ GATES/FENCES
MPR	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:															
Restroom - near rm. G5 - Boys	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓
COMMENTS:															
Restroom - near rm. G5 - Girls	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓
COMMENTS:															
Restroom - next to rm. E1 - Boys	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓
COMMENTS:															
Restroom - next to rm. E1 - Girls	✓	✓	✓	✓	✓	✓	✓	D	✓	✓	✓	✓	✓	NA	✓
COMMENTS:	bathroom fixtures need repair - faucet not working														
Room - b1	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
COMMENTS:															
Room - b3	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
COMMENTS:															
Room - b4	✓	✓	✓	D	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
COMMENTS:	ceiling section, tile support dangling over student desks.														
Room - C1	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
COMMENTS:															
Room - f1	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
COMMENTS:															
Room - G1	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
COMMENTS:															
Room - G2	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
COMMENTS:															
Room - G4		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENTS:															
Walkways	NA	NA	NA	NA	NA	D	NA	NA	NA	NA	NA	NA	D	NA	NA
COMMENTS:	Other Comments: Metal posts/beams thrroughout the campus are overdue for painting. Excessive rust on most members., roof gutters damaged - disconnected at rm. F4 ramp.														

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.

Pajaro Middle School
***Williams* Settlement Legislation Report 2009**

Date of Visit: August 31, 2009
Principal: Stella Moreno
Number of Classrooms: 15
Number of Classrooms Visited: 5
Total Number of Students Enrolled: 445
Visiting Committee Members: Nancy Serigstad, Diane Elia, Debbi Puente & Thom Dunks

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School Facilities:
As determined by the Facilities Inspection Tool (FIT) Pajaro Middle School was found to be in "Good Repair". See attached FIT Report rating of 90.36%.

Personnel:
The 2008-2009 Master Schedule has been submitted to the Santa Cruz County Office of Education Human Resources Department. As mandated by AB 3001, the Teacher Assignment Monitoring Process does not require the same timelines or classroom visitations as required for instructional materials and facilities. Reviewing of assignments/certification and notification of corrective action is to be completed by July 1, 2010.

School Accountability Report Card:
The SARC report for 2007 –2008 is available on the Pajaro Valley Unified School District (PVUSD) Website for each individual school. The school SARC accurately reflects the findings by the *Williams* committee members.

Uniform Complaint Procedures Postings:
Notices regarding the *Williams* Lawsuit and Complaint Procedure were current and posted in all classrooms.

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION: Santa Cruz County Office of Education	COUNTY: Santa Cruz
SCHOOL SITE: Pajaro Middle School	SCHOOL TYPE (GRADE LEVELS): Elementary; NUMBER OF CLASSROOMS ON SITE:
INSPECTOR'S NAME: Thom Dunks; INSPECTOR'S TITLE:	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE):
TIME OF INSPECTION: ; 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	8	8	7	8	8	7	1	7	8	8	8	8	0	7
	Number of "D"s:	0	0	0	1	0	0	1	2	1	0	0	0	0	0	1
8	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of N/As:	0	0	0	0	0	0	0	5	0	0	0	0	0	8	0
Percent of System in Good Repair Number of "✓"s divided by (Total Areas - "NA"s)*		100.00%	100.00%	100.00%	87.50%	100.00%	100.00%	87.50%	33.33%	87.50%	100.00%	100.00%	100.00%	100.00%		87.50%
Total Percent per Category (average of above)*		100.00%			87.50%	100.00%		87.50%	60.42%		100.00%		100.00%		87.50%	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD			FAIR	GOOD		FAIR	POOR		GOOD		GOOD		FAIR	

*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 → 90.36% | 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: 09/03/09 School Name: Pajaro Middle School

CATEGORY / AREA	1 GAS LEAKS	2 MECH/HVAC	3 SEWER	4 INTERIOR SURFACES	5 OVERALL CLEANLINESS	6 PEST/VERMIN INFESTATION	7 ELECTRICAL	8 RESTROOM	9 SINKS/ FOUNTAINS	10 FIRE SAFETY	11 HAZARDOUS MATERIALS	12 STRUCTURAL DAMAGE	13 ROOFS	14 PLAYGROUND/SCHOOL GROUNDS	15 WINDOWS/ DOORS/ GATES/FENCES
Fencing	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	D
	COMMENTS:	Gate behind rooms P-1 to P-3 not secure; Space between cargo storage container and P-1 not fenced off; & plywood barrier between P-2 and P-3 has been partially ripped loose.													
Restroom - boyz near rm 16	✓	✓	✓	D	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓
	COMMENTS:	ceiling water damaged just above door.													
Restroom - girls by room 15	✓	✓	✓	✓	✓	✓	✓	D	✓	✓	✓	✓	✓	NA	✓
	COMMENTS:	bathroom fixtures need repair - two faucets													
Room - - 22	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
	COMMENTS:	Electrical equipment not properly covered. On the exterior wall of Room 22, no cover on elec box, exposed wires. Could be wiring for fire alarms or outdoor speakers.													
Room - 18	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
	COMMENTS:														
Room - 20	✓	✓	✓	✓	✓	✓	D	NA	D	✓	✓	✓	✓	NA	✓
	COMMENTS:	water leak at fountain, water running over counter, lights out, replace lamps, Other comments: Three (3) light covers (diffusers) missing.													
Room - 8	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
	COMMENTS:														
Staff Restroom - Handicapped stall in Office	✓	✓	✓	✓	✓	✓	✓	D	✓	✓	✓	✓	✓	NA	✓
	COMMENTS:	bathroom fixtures need repair - toilet no working.													

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.

Rolling Hills Middle School
***Williams* Settlement Legislation Report 2009**

Date of Visit: August 24, 2009
Principal: Rick Ito
Number of Classrooms: 32
Number of Classrooms Visited:10
Total Number of Students Enrolled: 593
Visiting Committee Members: Nancy Serigstad, Thom Dunks & Diane Elia

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School Facilities:
As determined by the Facilities Inspection Tool (FIT) Rolling Hills Middle School was found to be in "Fair Repair". See attached FIT Report rating of 89.58%.

Personnel:
The 2009-2010 Master Schedule has been submitted to the Santa Cruz County Office of Education Human Resources Department. As mandated by AB 3001, the Teacher Assignment Monitoring Process does not require the same timelines or classroom visitations as required for instructional materials and facilities. Reviewing of assignments/certification and notification of corrective action is to be completed by July 1, 2010.

School Accountability Report Card:
The SARC report for 2007–2008 is available on the Pajaro Valley Unified School District (PVUSD) Website for each individual school. The school SARC accurately reflects the findings by the *Williams* committee members.

Uniform Complaint Procedures Postings:
Notices regarding the *Williams* Lawsuit and Complaint Procedure were current and posted in all classrooms.

STATE OF CALIFORNIA

FACILITY INSPECTION TOOL(FIT)

SCHOOL FACILITY CONDITIONS EVALUATION

(REV 05/09)

STATE ALLOCATION BOARD

OFFICE OF PUBLIC SCHOOL CONSTRUCTION

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION: Santa Cruz County Office of Education	COUNTY: Santa Cruz
SCHOOL SITE: Rolling Hills Middle School	SCHOOL TYPE (GRADE LEVELS): Middle Grades; NUMBER OF CLASSROOMS ON SITE:
INSPECTOR'S NAME: Thom Dunks; INSPECTOR'S TITLE:	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE):
TIME OF INSPECTION: ; 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:	16	16	16	13	15	16	16	2	15	16	11	14	16	0	15
	Number of "D"s:	0	0	0	3	1	0	0	4	1	0	5	2	0	0	1
16	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of N/As:	0	0	0	0	0	0	0	10	0	0	0	0	0	16	0
Percent of System in Good Repair Number of "✓"s divided by (Total Areas - "NA"s)*		100.00%	100.00%	100.00%	81.25%	93.75%	100.00%	100.00%	33.33%	93.75%	100.00%	68.75%	87.50%	100.00%	100.00%	93.75%
Total Percent per Category (average of above)*		100.00%			81.25%	96.88%		100.00%	63.54%		84.38%		93.75%		96.88%	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD			FAIR	GOOD		GOOD	POOR		FAIR		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 → 89.58% 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:

PART II: EVALUATION DETAIL Date of Inspection: 08/31/09 School Name: Rolling Hills Middle School

CATEGORY / AREA	1 GAS LEAKS	2 MECH/HVAC	3 SEWER	4 INTERIOR SURFACES	5 OVERALL CLEANLINESS	6 PEST/VERMIN INFESTATION	7 ELECTRICAL	8 RESTROOM	9 SINKS/ FOUNTAINS	10 FIRE SAFETY	11 HAZARDOUS MATERIALS	12 STRUCTURAL DAMAGE	13 ROOFS	14 PLAYGROUNDS/ CHOOL GROUNDS	15 WINDOWS/ DOORS/ GATES/FENCES
Boys' Locker Room	✓	✓	✓	D	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	D
COMMENTS:	tile flooring damaged and loose in staff restroom., locker door hardware needs repair. A few of the new lockers are missing lock panels and could cause injury to a student placing their hand in the holes.														
Girls' Locker Room	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	D	✓	✓	NA	✓
COMMENTS:	moisture problem - A continuous water drip in shower room is creating a large area of mold or mildew on the walls and floor.														
Restroom - Boys - near Room 20	✓	✓	✓	✓	✓	✓	✓	D	✓	✓	✓	✓	✓	NA	✓
COMMENTS:	bathroom fixtures need repair - no water in one faucet.														
Restroom - Boys - Next to Library	✓	✓	✓	✓	✓	✓	✓	D	✓	✓	✓	✓	✓	NA	✓
COMMENTS:	Urinal has been removed. Should be replaced or holes remaining in tile covered., Significant paint peeling on Modesty Panels.														
Restroom - Girls - near Room 20	✓	✓	✓	✓	✓	✓	✓	D	✓	✓	D	✓	✓	NA	✓
COMMENTS:	paint peeling - Extensive deterioration of modesty panels., bathroom fixtures need repair - no water in one faucet.														
Restroom - Next to library	✓	✓	✓	✓	✓	✓	✓	D	✓	✓	D	✓	✓	NA	✓
COMMENTS:	paint peeling - Extensive deterioration of modesty panels., bathroom fixtures need repair - no water in one faucet.														
Room - 1	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
COMMENTS:															
Room - 12	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
COMMENTS:															
Room - 15	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	D	✓	✓	NA	✓
COMMENTS:	paint peeling														
Room - 23	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
COMMENTS:															
Room - 24 incl. Science Storage	✓	✓	✓	✓	✓	✓	✓	NA	D	✓	✓	✓	✓	NA	✓
COMMENTS:															
Room - 26	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
COMMENTS:	extinguisher low pressure														
Room - 3	✓	✓	✓	D	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
COMMENTS:	ceiling water damaged														
Room - 30	✓	✓	✓	D	✓	✓	✓	NA	✓	✓	D	D	✓	NA	✓
COMMENTS:	ceiling water damaged, paint peeling - entire exterior in need of repainting., Other Comments: asphalt failure, tripping hazard at foot of entry ramp.														
School Yards	✓	✓	✓	✓	D	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
COMMENTS:	Other Comments: Vast expanse of weeds (knee high) thrroughout area at edge of campus on the way to room 30.														
Walkways	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	D	✓	NA	✓
COMMENTS:	structural deterioration evident. Very extreme level change of various concrete slabs between rooms 12 & 15. Significant tripping hazards.														

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.

Pajaro Valley High School
***Williams/Valenzuela* Settlement Legislation Report 2009**

Date of Visit: August 27, 2009
Principal: Pancho Rodriguez
Number of Classrooms: 62
Number of Classrooms Visited: 14
Total Number of Students Enrolled: 1511
Visiting Committee Members: Nancy Serigstad, Adam Wade, Diane Elia, Debbi Puente and Thom Dunks

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School Facilities:
As determined by the Facilities Inspection Tool (FIT) Pajaro Valley High School was found to be in "Good Repair". See attached FIT Report rating of 90.97%.

Personnel:
The 2008-2009 Master Schedule has been submitted to the Santa Cruz County Office of Education Human Resources Department. As mandated by AB 3001, the Teacher Assignment Monitoring Process does not require the same timelines or classroom visitations as required for instructional materials and facilities. Reviewing of assignments/certification and notification of corrective action is to be completed by July 1, 2010.

School Accountability Report Card:
The SARC report for 2007–2008 is available on the Pajaro Valley Unified School District (PVUSD) Website for each individual school. The school SARC accurately reflects the findings by the *Williams/Valenzuela* committee members.

Uniform Complaint Procedures Postings:
Notices regarding the *Williams/Valenzuela* Lawsuit and Complaint Procedure were current and posted in all classrooms.

Documentation Verification:
Education Code Section 1240 (c) (2) (E).
Implementation of the *Valenzuela* Settlement Legislation for the classes of 2007-2008.

1. A revised Uniform Complaint Process (UCP) policy is in use and UCP notices are posted in classrooms.
2. A notice of eligibility for services was sent to students each term and is posted, as required.
3. Students who elected to receive services are served.

STATE OF CALIFORNIA
FACILITY INSPECTION TOOL(FIT)
SCHOOL FACILITY CONDITIONS EVALUATION
(REV 05/09)

STATE ALLOCATION BOARD
OFFICE OF PUBLIC SCHOOL CONSTRUCTION

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION: Santa Cruz County Office of Education	COUNTY: Santa Cruz
SCHOOL SITE: Pajaro Valley High	SCHOOL TYPE (GRADE LEVELS): High School; NUMBER OF CLASSROOMS ON SITE:
INSPECTOR'S NAME: Thom Dunks; INSPECTOR'S TITLE:	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE):
TIME OF INSPECTION: 8/27/2009; 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:	18	15	18	16	15	18	18	2	15	18	18	18	18	1	16
	Number of "D"s:	0	3	0	2	3	0	0	4	3	0	0	0	0	0	2
18	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of N/As:	0	0	0	0	0	0	0	12	0	0	0	0	0	17	0
Percent of System in Good Repair Number of "✓"s divided by (Total Areas - "NA"s)*		100.00%	83.33%	100.00%	88.89%	83.33%	100.00%	100.00%	33.33%	83.33%	100.00%	100.00%	100.00%	100.00%	100.00%	88.89%
Total Percent per Category (average of above)*		94.44%			88.89%	91.67%		100.00%	58.33%		100.00%		100.00%		94.45%	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD			FAIR	GOOD		GOOD	POOR		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 → 90.97% | 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: 08/27/09 School Name: Pajaro Valley High

AREA \ CATEGORY	1 GAS LEAKS	2 MECH/HVAC	3 SEWER	4 INTERIOR SURFACES	5 OVERALL CLEANLINESS	6 PEST/VERMIN INFESTATION	7 ELECTRICAL	8 RESTROOM	9 SINKS/ FOUNTAINS	10 FIRE SAFETY	11 HAZARDOUS MATERIALS	12 STRUCTURAL DAMAGE	13 ROOFS	14 PLAYGROUNDS/ CHOOL GROUNDS	15 WINDOWS/ DOORS/ GATES/FENCES
Cafeteria	✓	✓	✓	D	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓
	COMMENTS: ceiling water damaged														
Restroom - H Wing - Boys - Wesr	✓	✓	✓	✓	✓	✓	✓	D	✓	✓	✓	✓	✓	NA	✓
	COMMENTS: bathroom fixtures need repair, cracked mirror Other Comments														
Restroom - H Wing - Girls	✓	✓	✓	✓	✓	✓	✓	D	✓	✓	✓	✓	✓	NA	✓
	COMMENTS: bathroom fixtures need repair - 1 faucet														
Restroom - H Wing - Girls - West	✓	✓	✓	✓	✓	✓	✓	D	✓	✓	✓	✓	✓	NA	✓
	COMMENTS: no hand soap, dispensers missing from wall.														
Restroom - H Wing BOYS	✓	✓	✓	✓	✓	✓	✓	D	✓	✓	✓	✓	✓	NA	✓
	COMMENTS: bathroom fixtures need repair, 2 faucets extreme high pressure / spray														
Room - e205	✓	D	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
	COMMENTS: too hot - A/C problem?														
Room - e210	✓	D	✓	✓	D	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
	COMMENTS: too hot - A/C problem, Other Comments HVAC returns are dirty.														
Room - e212	✓	D	✓	✓	D	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
	COMMENTS: additional cleaning needed - HVAC returns are dirty, too hot - A/C problem														
Room - H Building Entry	✓	✓	✓	✓	D	✓	✓	NA	✓	✓	✓	✓	✓	NA	D
	COMMENTS: window glass broken, additional cleaning needed														
Room - h103	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
	COMMENTS:														
Room - H107	✓	✓	✓	✓	✓	✓	✓	NA	D	✓	✓	✓	✓	NA	✓
	COMMENTS: water pressure inadequate - 3 faucets														
Room - h109	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
	COMMENTS:														
Room - h110	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
	COMMENTS:														
Room - h111	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
	COMMENTS:														
Room - h115	✓	✓	✓	✓	✓	✓	✓	NA	D	✓	✓	✓	✓	NA	✓
	COMMENTS: water pressure inadequate - 3 faucets not working														
Room - H119	✓	✓	✓	✓	✓	✓	✓	NA	D	✓	✓	✓	✓	NA	D
	COMMENTS: water pressure inadequate, only 2 of 9 faucets are working, window damaged, broken at main entance of H Wing near H119														
Room - j104	✓	✓	✓	D	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
	COMMENTS: wall damaged, covering ripped back ceiling section open														
Room - k107	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	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

Watsonville High School
***Williams/Valenzuela* Settlement Legislation Report 2009**

Date of Visit: August 28, 2009
Principal: Murry Schekman
Number of Classrooms: 65
Number of Classrooms Visited: For Instructional Materials (75) – Facilities (20)
Total Number of Students Enrolled: 2186
Visiting Committee Members: Nancy Serigstad, Jason Borgen, Thom Dunks, Diane Elia & Debbi Puente

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School Facilities:
As determined by the Facilities Inspection Tool (FIT) Watsonville High School was found to be in "Good Repair". See attached FIT Report rating of 92.55 %.

Personnel:
The 2009-2010 Master Schedule has been submitted to the Santa Cruz County Office of Education Human Resources Department. As mandated by AB 3001, the Teacher Assignment Monitoring Process does not require the same timelines or classroom visitations as required for instructional materials and facilities. Reviewing of assignments/certification and notification of corrective action is to be completed by
July 1, 2010.

School Accountability Report Card:
The SARC report for 2007 –2008 is available on the Pajaro Valley Unified School District (PVUSD) Website for each individual school. The school SARC accurately reflects the findings by the *Williams/Valenzuela* committee members.

Uniform Complaint Procedures Postings:
Notices regarding the *Williams/Valenzuela* Lawsuit and Complaint Procedure were current and posted in all classrooms.

Documentation Verification:
Education Code Section 1240 (c) (2) (E).
Implementation of the *Valenzuela* Settlement Legislation for the classes of 2007-2008.

1. A revised Uniform Complaint Process (UCP) policy is in use and UCP notices are posted in classrooms.
2. A notice of eligibility for services was sent to students each term and is posted, as required.
3. Students who elected to receive services are served.

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION: Santa Cruz County Office of Education	COUNTY: Santa Cruz
SCHOOL SITE: Watsonville High	SCHOOL TYPE (GRADE LEVELS): High School; NUMBER OF CLASSROOMS ON SITE:
INSPECTOR'S NAME: Thom Dunks; INSPECTOR'S TITLE:	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE):
TIME OF INSPECTION: 8/29/2009; 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:	22	22	22	22	17	22	20	4	20	22	22	21	22	0	21
	Number of "D"s:	0	0	0	0	5	0	2	5	2	0	0	1	0	0	1
22	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of N/As:	0	0	0	0	0	0	0	13	0	0	0	0	0	22	0
Percent of System in Good Repair Number of "✓"s divided by (Total Areas - "NA"s)*		100.00%	100.00%	100.00%	100.00%	77.27%	100.00%	90.91%	44.44%	90.91%	100.00%	100.00%	95.45%	100.00%	0.00%	95.45%
Total Percent per Category (average of above)*		100.00%			100.00%	88.64%		90.91%	67.68%		100.00%		97.73%		95.45%	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD			GOOD	GOOD		GOOD	POOR		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 → 92.55% | 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
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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:

STATE OF CALIFORNIA
FACILITY INSPECTION TOOL
SCHOOL FACILITY CONDITIONS EVALUATION
(REV 05/09)

STATE ALLOCATION BOARD
OFFICE OF PUBLIC SCHOOL CONSTRUCTION

PART II: EVALUATION DETAIL Date of Inspection: 08/29/09 School Name: Watsonville High

AREA \ CATEGORY	1 GAS LEAKS	2 MECH/HVAC	3 SEWER	4 INTERIOR SURFACES	5 OVERALL CLEANLINESS	6 PEST/VERMIN INFESTATION	7 ELECTRICAL	8 RESTROOM	9 SINKS/ FOUNTAINS	10 FIRE SAFETY	11 HAZARDOUS MATERIALS	12 STRUCTURAL DAMAGE	13 ROOFS	14 PLAYGROUND/S CHOOL GROUNDS	15 WINDOWS/ DOORS/ GATES/FENCES
Fencing	✓	✓	✓	✓	D	✓	✓	NA	✓	✓	✓	✓	✓	NA	D
COMMENTS:	additional cleaning and organization needed in Theater "boneyard" storage for staging materials., gate not secure														
Swimming pool	✓	✓	✓	✓	✓	✓	D	NA	✓	✓	✓	✓	✓	NA	✓
COMMENTS:	Other comments-electrical panel in storage room is blocked by polo apparatus.														
Restroom - 304 - BOYS	✓	✓	✓	✓	✓	✓	✓	D	✓	✓	✓	✓	✓	NA	✓
COMMENTS:	bathroom fixtures need repair: one urinal doesn't auto shut off. no hand soap, no way to dry hands														
Restroom - 304 - GIRLS	✓	✓	✓	✓	D	✓	D	D	✓	✓	✓	✓	✓	NA	✓
COMMENTS:	Other comments: Remove "abandoned " fiire alarm box., additional cleaning needed, bathroom fixtures need repair: one missing sink no hand soap														
Restroom - 306 - BOYS	✓	✓	✓	✓	D	✓	✓	D	✓	✓	✓	✓	✓	NA	✓
COMMENTS:	additional cleaning needed, no hand soap														
Restroom - 306 - GIRLS	✓	✓	✓	✓	D	✓	✓	D	✓	✓	✓	✓	✓	NA	✓
COMMENTS:	bathroom fixtures (1 faucet) needs repair, additional cleaning needed														
Restroom - 412 - GIRLS	✓	✓	✓	✓	D	✓	✓	D	✓	✓	✓	✓	✓	NA	✓
COMMENTS:	bathroom fixtures (1 faucet) needs repair, remove graffiti														
Restroom - 901 - GIRLS	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓
COMMENTS:															
Room - 130	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
COMMENTS:															
Room - 301	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
COMMENTS:															
Room - 302	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
COMMENTS:															
Room - 303	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
COMMENTS:															

PART II: EVALUATION DETAIL Date of Inspection: 08/29/09 School Name: Watsonville High

CATEGORY / AREA	1 GAS LEAKS	2 MECH/HVAC	3 SEWER	4 INTERIOR SURFACES	5 OVERALL CLEANLINESS	6 PEST/VERMIN INFESTATION	7 ELECTRICAL	8 RESTROOM	9 SINKS/ FOUNTAINS	10 FIRE SAFETY	11 HAZARDOUS MATERIALS	12 STRUCTURAL DAMAGE	13 ROOFS	14 PLAYGROUND/SCHOOL GROUNDS	15 WINDOWS/ DOORS/ GATES/FENCES
Room - 304	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
COMMENTS:															
Room - 305	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓
COMMENTS:															
Room - 306	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓
COMMENTS:															
Room - 310	✓	✓	✓	✓	✓	✓	✓	NA	D	D	✓	✓	✓	NA	✓
COMMENTS:	extinguisher not initialled, Other Comments: Drinking Fountain outside of room 306 was very dirty.														
Room - 311	✓	✓	✓	✓	✓	✓	✓	NA	✓	D	✓	✓	✓	NA	✓
COMMENTS:	extinguisher not initialled														
Room - 312	✓	✓	✓	✓	✓	✓	✓	NA	✓	D	✓	✓	✓	NA	✓
COMMENTS:	extinguisher not initialled														
Room - 313	✓	✓	✓	✓	✓	✓	✓	NA	✓	D	✓	✓	✓	NA	✓
COMMENTS:	extinguisher not initialled														
Room - 314	✓	✓	✓	✓	✓	✓	✓	NA	✓	D	✓	✓	✓	NA	✓
COMMENTS:	extinguisher not initialled														
School Yards	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	D	✓	NA	✓
COMMENTS:	structural deterioration evident - Concrete pavers in Courtyard between Cafeteria and Libray, settling below grade presenting significant tripping hazard.														
Walkways	✓	✓	✓	✓	✓	✓	✓	✓	D	✓	✓	✓	✓	✓	✓
COMMENTS:	Other Comments: Remnants of former driinking fountain (pipe stub ups) across from Rm. 134 still remain above grade. Tripping hazard.														

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.

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

Board Agenda Backup

Item No: 12.2

Date: November 18, 2009

Item: **Comprehensive Accountability Framework**

Overview: At the beginning of the 2008-2009 school year, Superintendent Dorma Baker assembled the Accountability Design Team (ADT). The ADT task was to develop the Comprehensive Accountability Framework (CAF) in response to State mandates to improve student achievement.

The ADT was comprised of 38 members representing an array of stakeholders from Pajaro Valley Unified School District (PVUSD) including parents, teachers, members of the Board of Trustees, site, and district office administrators.

The purpose of the CAF is to clarify and focus the district-wide work and resources that best benefit our students and their educational goals. The work of the ADT supports, reinforces and validates the district vision, and puts forth procedures to carry out the district's mission and goals.

Attached is the draft of the first two sections of the Comprehensive Accountability Framework (CAF) which includes the Chapters 1-2 "Executive Summary" and "Accountability Framework" along with the Table of Contents. The CAF provides clarity and structure to the current board goals and a venue for making the goals a reality.

Superintendent Dorma Baker will introduce Dr. Connie Kamm, Ed.D., PVUSD facilitator from Leading and Learning, and together they will share current progress made in developing the accountability design system and next steps in the implementation of the district's goals.

Budget Considerations: N/A

Funding Source: **DAIT Grant**

Budgeted: **Yes:** ☐ **No:** ☒

Amount: **N/A**

Prepared By: Cathy Stefanki, Assistant Superintendent of Secondary and Educational Services

Superintendent's Signature: Dorma Baker (AA

Pajaro Valley Unified School District

Comprehensive Accountability Framework

November 2009
DRAFT

DRAFT

Pajaro Valley Unified School District

Comprehensive Accountability Framework

November 2009
DRAFT

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ACKNOWLEDGMENTS

The members of the Pajaro Valley Unified School District (PVUSD) Design Team would like to acknowledge the Board of Trustees, the Superintendent, the Pajaro Valley Federation of Teachers, and the California School Employees Association for their support of the development of this document. Dedicated PVUSD staff members, parents, and community members worked together as a team over an eight-month period to create a vision of excellence for the future of this district. The PVUSD Comprehensive Accountability Framework provides guidance for the continuous improvement of school sites and district departments. It is with respect and appreciation that the members of the Accountability Design Team present this document to the members of the Board of Trustees for their review and approval.

PAJARO VALLEY UNIFIED SCHOOL DISTRICT
COMPREHENSIVE ACCOUNTABILTY FRAMEWORK

SECTION 1
EXECUTIVE SUMMARY

1.0 INTRODUCTION

At the beginning of the 2008-2009 school year, Superintendent Dorma Baker assembled the Accountability Design Team (ADT). The ADT task was to develop Comprehensive Accountability Framework (CAF) in the district in response to State mandates to improve student achievement. The ADT was comprised of 38 members representing an array of stakeholders from Pajaro Valley Unified School District (PVUSD) including parents, teachers, members of the Board of Trustees, site and district office administrators.

The purpose of the CAF is to clarify and focus the district-wide work and resources that best benefit our students and their educational goals. The work of the ADT supports, reinforces and validates the district vision and puts forth procedures to carry out the district's mission and goals:

PVUSD Mission Statement

Our mission is to educate and 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.

The CAF provides a structure that will guide PVUSD in meeting the following PVUSD goals:

PVUSD Goals

Following are the PVUSD goals:

1. *PVUSD will provide academic challenges for all students and will support and maintain programs that are successful and help build new opportunities so we keep all students engaged in their learning.*

2. *PVUSD will provide a consistent and strategic program to achieve the goal of English acquisition.*

3. *PVUSD will ensure that all schools provide a safe, healthy and positive school environment for students and staff.*

4. *PVUSD will attract, hire, develop and retain an excellent professional staff throughout the district*

5. *PVUSD will engage and sustain the trust, involvement and responsibility of all parents and community to promote collaborative programs which result in high levels of success for all students.*

6. *PVUSD will maintain a balanced budget while effectively maximizing all resources to fulfill educational priorities.*

The CAF will assist in ensuring PVUSD's commitment to continuous improvement where outstanding teaching and learning are demonstrated, supported, and celebrated. This framework will serve as a constructive tool to focus policy, leadership initiatives, and specific strategies on continuous improvement. The CAF includes both the *District-Wide Performance Indicators* and *School-Site and District Department Performance Indicators* that put the District's goals into measurable

terms. This framework provides a plan for analyzing relevant assessment data and other pertinent information with the ultimate goal of improving academic achievement for all students. Furthermore, this framework establishes the plan for communication among students, parents, staff, Board of Trustees, and the community. In addition, the CAFguides the development and implementation of research-based educational initiatives that are most effective in PVUSD schools. This information provides a foundation for individual school and district department improvement plans.

1.1 GUIDING PRINCIPLES

Ten principles guide the development and implementation of the CAF and are foundational to the effectiveness of this initiative. These ten principles, with definitions, are outlined in the following table:

Congruence	The district's rewards and incentives are compatible with the goals and indicators emphasized in the accountability framework.
Respect for Diversity	The accountability framework includes multiple measures of student achievement, some of which apply to all schools (District-Wide Performance Indicators) and some of which apply to individual schools based on school needs (School Site and District Department Performance Indicators).
Accuracy	The measures outlined for the accountability framework reflect the use of alternative evidence beyond test scores.
Specificity	The accountability framework clearly delineates the indicators that measure what is being done to help students achieve.
Feedback for Continuous Improvement	The accountability framework focuses on indicators that emphasize student achievement and the use of indicator results to make informed decisions about school site and district department improvement and new initiatives.
Universality	The accountability framework holds all stakeholders in the district accountable: students, parents, staff, and members of the Board of Trustees.

Fairness	The accountability framework is structured so that everyone knows the "rules of the game" and that all schools and departments have the opportunity to play by the same rules.
Sustainability	The accountability framework is designed to maintain the district's focus on student achievement even when changes occur in personnel and policy.
Equal Access	The accountability framework is structured so that everyone has access to a rigorous curriculum. (Rephrase to align with goal one? Maybe add culturally relevant and responsive)
Connectivity	The accountability framework ensures that schools share information about their improvement efforts and the impact of their strategies with one another.

SECTION 2
ACCOUNTABILITY FRAMEWORK

2.0 INTRODUCTION

The Pajaro Valley Unified School District (PVUSD) is committed to continuous improvement in student achievement. Therefore, the Accountability Design Team (ADT) has developed the Comprehensive Accountability Framework (CAF) to define and ensure progress in meeting district and site-based goals. The foundation of this framework is the belief that accountability for student learning is the responsibility of all the stakeholders in the District and leadership is shared by students, parents, staff, the Board of Trustees, and the community. All stakeholders have a common interest in high student achievement and benefit from quality PVUSD schools and the services they provide to children of the community. The CAF encourages and provides opportunities for all stakeholders to be actively engaged in continuously improving student achievement.

Furthermore, the CAF relies on the principle of reciprocal accountability and makes a "commitment to recognize the worth of each person in the system as an active and vital member of a team charged with the responsibility for successful student learning." (Kamm p. 29). In *Bridging the Gap Between Standards and Achievement: The Imperative for Professional Development in Education*, Richard Elmore (2002) clearly explains this principle of reciprocal accountability:

> For every increment of performance I demand from you, I have an equal responsibility to provide you with the capacity to meet that expectation. Likewise, for every investment you make in my skill and knowledge, I have a reciprocal responsibility to demonstrate some new increment in performance.

> This is the principle of "reciprocity of accountability for capacity." It is the glue that, in the final analysis, will hold accountability systems together. (p. 5)

The processes and protocols included in the CAF are built on this foundation of reciprocity.

The CAF creates a transparent system for reciprocal accountability that is student-centered, educator-generated, and data-driven. The system goes beyond test scores as the sole measure of student achievement. Multiple indicators will be considered and analyzed when monitoring progress toward meeting district goals. The CAF provides three levels of indicators from which to gauge progress toward meeting the district-wide goals:

- **District-Wide Performance Indicators** provide evidence of progress toward achieving district-wide goals through a variety of quantitative performance data. This will provide the focus for writing school-site and district department improvement plans.

- **School-Site and District Department Performance Indicators** measure performance and provide evidence of progress toward meeting school-site and district department goals. These measurements come from a variety of quantitative

- **Reflections and Next Steps** provides a qualitative narrative focused on the impact of school-site and district department efforts made toward continuous improvement. *Reflections and Next Steps* is included in improvement plans, providing a context for that improvement often not apparent in quantitative data. This narrative gives insights into the

programs, projects, and strategies implemented toward meeting goals and objectives and provides next steps toward continuous improvement.

2.1 FEDERAL, STATE AND LOCAL GUIDELINES

The California State Department of Education holds as its core belief "that the school system must meet the comprehensive learning needs of each student to reach high expectations." (CDE, 2008). This includes the goals of:

- "Holding local educational agencies accountable for student achievement in all programs and for all groups of students;
- Building local capacity to enable all students to achieve state standards." (CDE Goals, 2008).

PVUSD is mandated to perform as specified by federal, state and local guidelines, laws, policies, and procedures. Governing these are federal, state, and local laws and Board of Trustees' policies and procedures. The results of federal and state performance assessments such as Annual Yearly Progress (AYP) and Annual Performance Indicators (API) as well as profiles such as the School Accountability Report Card (SARC) serve as indicators for the progress of the District. The CAF is aligned to support these performance standards and focuses the District's efforts on continuous improvement and student achievement.

2.2 DISTRICT-WIDE PERFORMANCE INDICATORS

District-Wide Performance Indicators measure the progress toward PVUSD Strategic Goals 1-6. The PVUSD Goals and the District-Wide Performance Indicators

guide ongoing communication among PVUSD stakeholders. The results of these indicators will be reported to the Board of Trustees and the community by the superintendent on an annual basis.

PVUSD GOAL 1: Provide academic challenges for all students. Support and maintain programs that are successful and help build new opportunities so we keep all students engaged in their learning.

PVUSD GOAL 2: PVUSD will provide a consistent and strategic program to achieve the goal of English acquisition.

District-Wide Performance Indicators	Data Source	Disaggregate by Subgroup
Percentage of students scoring proficient or above in reading, writing, math, social studies, science	CST, STS, CMA, CAPA, District Benchmarks	**Yes**
Percentage of students progressing one or more levels per year in reading, writing, math, social studies, science	CST, STS, CMA, CAPA, CELDT	**Yes**
Percentage of English learners progressing one or more levels per year	CELDT, CST (separately and together)	**No**
Percentage of students attending schools 95% or more of the time	District Student Information System	**Yes**
Percentage of eighth graders meeting promotion requirements	District Student Information System	**Yes**
Percentage of high school students with credit on track to graduate in four years by grade level	District Student Information System	**Yes**
Percentage of 10th grade students passing CAHSEE	CAHSEE	**Yes**
Percentage of students enrolled in AP classes	Advanced Placement	**Yes**
Percentage of students in AP classes who pass AP exams	Advanced Placement	**Yes**

Percentage of graduates who receive a high school diploma (Pass CAHSEE & meet graduation requirements)	District Student Information System	**Yes**
Percentage of graduating seniors who have been accepted to colleges and universities	CAL-PASS	**Yes**
Percentage of 5th, 7th and 9th graders who achieve Proficiency on the state Physical Fitness exam	BMI baseline readings (kindergarten), State test data	**Yes**

PVUSD GOAL 3: Ensure that all schools provide a safe, healthy and positive school environment for students and staff.

District-Wide Indicators	**Data Source**	**Disaggregate by Subgroup**
Percentage of students, staff and parents who report schools as being safe (agree or higher)	Healthy Kids Survey District Parent Survey Staff Survey	**Yes**
Percentage of health and safety work orders that are completed within 48 hours.	SIMMS data base	**No**
Percentage of schools passing safety inspections	William's Inspection Report Fire Marshall Report	**No**
Ratio of incidents to number of students that threaten the health and safety of others and that lead to suspensions or expulsions	District SIS (Student Services)	**No**

PVUSD GOAL 4: Attract, hire, develop and retain an excellent professional staff throughout the district.

District-Wide Indicators	**Data Source**	**Disaggregate by Subgroup**
Percentage of teachers meeting the highly qualified criteria	CBEDS/CalPADS	**Yes**
Percentage of highly qualified teachers who stay in the District for more than five years	HR	**Yes**
Percentage of district and site initiated	District Professional	**Yes**

professional development experiences that meet the four critical components of professional development (theoretical, demonstrations, practice and feedback, on-the-job peer-to-peer coaching)	Development Survey (Title 2)	
Percentage of teachers who participated in district and site initiated professional development experiences	District Professional Development Survey (Title 2)	**Yes**
Relative ranking of PVUSD in overall compensation with comparative districts	HR, PVFT, CSEA, PVAM	**No**

PVUSD GOAL 5: Engage and sustain the trust, involvement and responsibility of all parents and community to promote collaborative programs which result in high levels of success for all students.

District-Wide Indicators	Data Source	Disaggregate by Subgroup
Percentage of parents who register overall satisfaction with school and district-wide communication	Parent survey	**Yes**
Number of schools that have a community organization/business partnership	School report	**No**
Percentage of schools with organized community service projects/programs for students	School report	**No**
Percentage of schools participating in Parent Outreach Network (PON)	School report	**No**
Percentage of school-site parent committees (ELAC, PTSA, SSC) meeting compliance requirements	School report	**No**

- Add goal six with indicators
- Add indicators for business services

SECTION 2.3 SCHOOL-SITE AND DISTRICT DEPARTMENT PERFORMANCE INDICATORS

School-Site and District Department Performance Indicators are measurements selected by a particular school or district office department. Indicators

are neither goals nor strategies but actual measurements of results achieved due to specific strategies that are selected in order to achieve PVUSD Goals.

School-Site and District Department Performance Indicators must be aligned with PVUSD Goals and District-Wide Performance Indicators as described in section 2.2. However, the PVUSD Goals and District-Wide Performance Indicators selected for emphasis may differ from school site to school site or district department to department. In order to make a determination about PVUSD Goals and District-Wide Performance Indicators selected, each school-site and district department is expected to carefully analyze its unique needs and challenges, using assessment results, diagnostic information, professional input and other relevant sources.

School sites and district departments select no more than three SMART goals (Specific, Measurable, Achievable, Relevant, and Timely) specific to needs and challenges identified in their yearly data analysis. A minimum of two SMART goals at the school level must address academic progress as stated in PVUSD Goals 1 and 2. School sites and district departments may then select from one of the other PVUSD goal areas. One research-based strategy is selected to support each SMART goal. The selected strategy is differentiated to ensure access for targeted student populations. School-Site and District Department Performance Indicators are then selected to measure the impact of the strategy toward achieving each SMART goal. These indicators measure both adult actions and student results. To determine progress throughout the year, each indicator is monitored at least every nine weeks and more often as the strategy warrants. All School-Site and District Department SMART goals are aligned with the PVUSD goals.

Table 1 provides an example of a school-site strategy and performance indicators that support PVUSD Goals and District-Wide Performance Indicators.

Table 1: Example of Middle School-Site Strategy and Performance Indicators

PVUSD GOAL 1	Provide academic challenges for all students. Support and maintain programs that are successful and help build new opportunities so we keep all students engaged in their learning.
DISTRICT-WIDE PERFORMANCE INDICATOR	Percentage of students scoring proficient or above in reading, writing, math, social studies, and science.
SCHOOL-SITE OR DISTRICT DEPARTMENT SMART GOAL	The percent of students scoring proficient and above on non-fiction writing assessments will increase from _____% to _____% as measured on _____ Writing Assessment given on _____.
RESEARCH-BASED STRATEGY (Include differentiation to ensure access for targeted student populations)	Implement non-fiction writing with fidelity (using PVUSD writing rubric to score student writing and providing clear teacher feedback to each student) in each content area minimally two times per grading period.
	Differentiation to ensure access for targeted student populations:
	Emphasize pre-writing strategies for EL students, continuously checking for understanding, and build from oral language to print.
DATA TEAM IMPLEMENTATION (Explain how Data Teams implement and measure school-wide strategies.)	Each Data Team will build non-fiction writing experiences into units of instruction, minimally two each quarter. Core area Data Teams will report the scores of non-fiction writing assessments to the principal at the end of each quarter. All Data Teams will use the PVUSD writing rubric to guide scoring.

SCHOOL-SITE OR DISTRICT DEPARTMENT PERFORMANCE INDICATORS AND DATA SOURCES	
ADULT IMPLEMENTATION INDICATOR	**STUDENT PERFORMANCE INDICATOR**
Increase the percent of non-fiction writing opportunities provided by teachers and implemented with fidelity (using PVUSD writing rubric to score student writing and providing clear teacher feedback to each student)	Increase the percent of students scoring proficient or above on quarterly non-fiction formative writing assessments (disaggregated by subgroups)
Data Source: Daily Agendas and Data Team Minutes	**Data Source:** Assessments given and scored (using PVUSD rubric) in each core class and reported to principal.

Additional examples of school-site and district department strategies and performance indicators are provided in Appendix ____. School sites and district departments may choose strategies and indicators that are not listed on these tables; however, the research-based strategies and indicator(s) selected must be grounded in a comprehensive needs analysis and align with PVUSD Goals and District-Wide Performance Indicators.

SECTION 2.4 REFLECTIONS AND NEXT STEPS

Reflections and Next Steps are recorded in the narrative on the School-Site and District Department Template. In this section, school sites and district departments describe the successes and challenges of their improvement efforts. The following questions may assist in the development of this qualitative summary.

Schools

- How does our performance compare to last year for every student subgroup and targeted student population?
- How do individual student's performance compare to their previous year's results?
- What are the root causes for student performance results?
- Which strategies improved student achievement in each student subgroup and targeted student population and which ones did not? Why?
- What changes will we make to the strategies in order to improve student achievement in each student subgroup and targeted student population?

- Which factors, as determined by the Data Team Cycles, influenced our ability to improve on our performance or success indicators?
- What are we doing to foster continuous improvement?
- What are we learning about student learning and how does this drive our professional development?
- As a school what do we do to meet the needs of the students who are not achieving?
- As a school what do we do to challenge the students who have already mastered prioritized grade level skills and concepts?
- What are our next steps for next year?

District Departments:

- Which factors as determined by the District Departments influenced our ability to improve on our Performance Indicators?
- How do our results on our Performance Indicators compare to last year?
- Which strategies improved our performance based on our goals and strategies? Why?
- What changes will we make to the strategies in order to improve our performance? What are we doing to foster continuous improvement?
- What are we learning about our services/performance and how does this drive our professional development?

- What are we doing as a department to meet the needs of internal and external clients?
- How is our department efficiently supporting the learning needs of students at all schools due to each schools' identified needs?

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

Board Agenda Backup

Item No: 12.3

Date: November 18, 2009

Item: District Wellness Policy

Overview: Effective July I, 2206, the Board of Education created the District Wellness Policy. This policy supports the development of healthy human beings designed to do the following:

1.0 Promote healthy nutrition & physical activity
2.0 Reduce childhood obesity and diet related diseases
3.0 Provide quality nutrition & physical education programs

The Coordinated School Health Council steering committee will present the current district focus and update current programs that meet the goals stated above. The steering committee members are Rich Puente, Coordinator Services for Students at Risk, Nicole Meschi, Director of Food Services, Boyce Sanders, American Cancer Society, and Cathy Stefanki, Assistant Superintendent.

Administration recommends approval for this item.

Budget Considerations: N/A

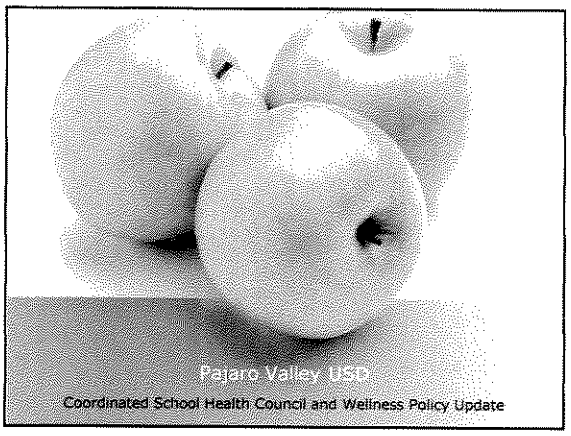
Funding Source:

Budgeted: Yes: ☐ **No:** ☐

Amount: $

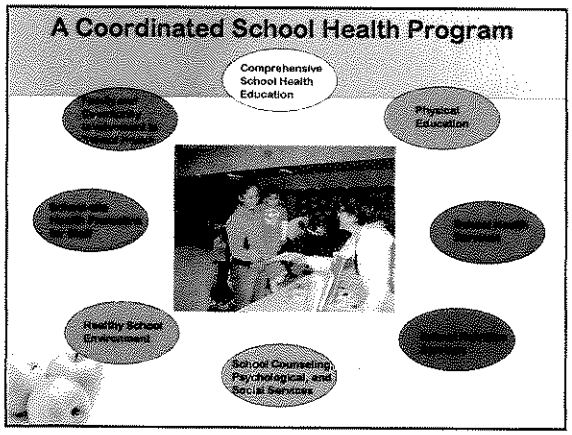
Prepared By: Cathy Stefanki, Assistant Superintendent of Secondary and Educational Services

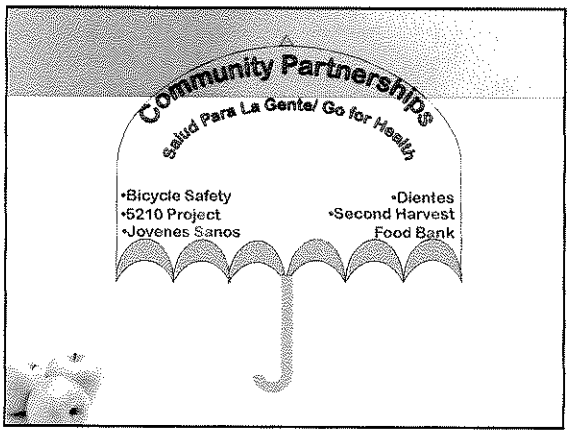
Superintendent's Signature: Donna Baker (AH)



Coordinated School Health

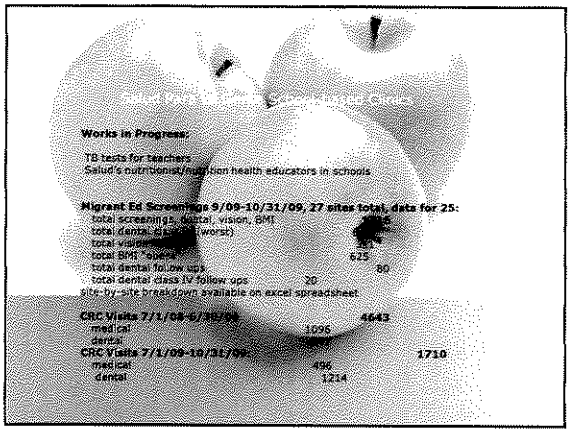
- A planned and coordinated school-based program that is designed to enhance child and adolescent health.
- A framework around which district- and school-level programs and services can be organized.





PVUSD Coordinated School Health Council 09-10 Focus Areas

- School health services:
  - Expanded and improved medical and dental services
  - Expanded and improved community agency involvement in addressing childhood obesity prevention
  - Continue to implement Wellness Plan targeting Nutrition and Physical Education



Salud Para La Gente (3)

PRC Visits 7/1/08-6/30/09 **15**

- medical 15
- dental 0

PRC visits 7/1/09-10/31/09 **33**

- Medical 33
- Dental 26

Elementary Schools Dental Visits 9/09-10/31/09 **26**

- Freedom 8
- HA Hyde 0
- MacQuiddy 2
- Mintie White 11
- Starlight 5

Salud Para La Gente (4)

Seasonal & H1N1 Vaccines in School-based Clinics 9/09-10/31/09-includes staff
13 seasonal 7 H1N1

School	Seasonal	H1N1	Total	1545
Freedom	91	100	191	
HA Hyde	56	83	139	
MacQuiddy	93	126	219	
Mintie White	32	66	98	
Starlight	44	61	105	
CRC	54	105	159	
PRC	29	22	51	

Visits to Elementary School School-based Clinics 9/09-10/31/09: 8 physicals, 4 office visits

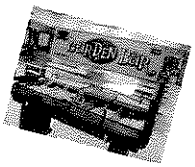
Freedom	3 physicals; 2 office visits
HA Hyde	0
MacQuiddy	1 office visit
Mintie White	1 office visit
Starlight	5 physicals

Food Service Department

- 2008-2009 School Year
  - 407,694 Breakfasts
  - 1,778,104 Lunches
  - 680,848 Snacks
  - Over 128,000 Infant and Childcare Meals and Snacks
  - Over 1,500,000 cartons of milk

Food Service Department

- We continued our salad bars at:
  - Alianza Elementary School
  - Bradley Elementary School
  - Freedom Elementary School
  - Mar Vista Elementary School
  - Rio Del Mar Elementary School
  - Valencia Elementary School
- We continued our garden bars at:
  - Amesti Elementary School
  - Hyde Elementary School
- We purchased over $300,000 in fresh fruits and vegetables for all of our school sites.



Food Service Department

- 2009-2010
  - We are working with Second Harvest Food Bank's Education Committee to pilot a nutrition education component in the afterschool program at Freedom School.
  - Harvest of the Month
    - Features a local fruit or vegetable every month in the cafeteria.
  - Recess before lunch pilot.
  - Free breakfast to all students at all of the elementary schools in Watsonville.

Physical Education

- Fit for Life in the after school program
  - Fit for Life combines physical activity with nutrition education to fight an epidemic of obesity and diabetes.
- Recess before lunch pilot at Freedom School.
- Schools are offering p.e. to students during the day.

What's Next?

- Collaboration of Health Start Network and Coordinated School Health Council.
- Continued implementation of the wellness policy.

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

Board Agenda Backup

Item No: 12.4

Date: November 18, 2009

Item: **Final Report – Safe Schools/Healthy Students Program**

Overview: In 2006 PVUSD began implementation of Safe Schools/Healthy Students, a comprehensive initiative to promote the mental health of students, to enhance academic achievement, to prevent violence and substance abuse, and to create safe and respectful climates through sustainable school-family-community partnerships. Federal funding was provided through September 30, 2009. In 2006 PVUSD began implementation of Safe Schools/Healthy Students, a comprehensive initiative to promote the mental health of students, to enhance academic achievement, to prevent violence and substance abuse, and to create safe and respectful climates through sustainable school-family-community partnerships. Federal funding was provided through September 30, 2009.

This is the final report to the PVUSD Board of Trustees. Linda Perez, Project Director will provide a brief background of the project. Applied Survey Research, the local project evaluators will present general findings, key findings, continuing activities, lessons learned and next steps.

A written "Report to the Community" will be presented to Trustees at the meeting.

Recommendation: Accept the final report

Budget Considerations:

Funding Source:

Budgeted: **Yes:** ☐ **No:** ☐

Amount: **$**

Prepared By: Linda Perez, Program Director – PVPSA SS/HS

Superintendent's Signature: Donna Baker (AA)

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

Board Agenda Backup

Item No: 12.5

Date: November 18, 2009

Item: **Re-Appointment of Commission Member Gary W. Smith**

Overview: At the October 15, 2009 Personnel Commission meeting Gary W. Smith was reappointed by the Personnel Commissioners as the joint commissioner for another three year term. The vote was unanimous.

Prepared By: Pam Shanks, Director of Classified Personnel

Superintendent's Signature: Donna Baker (AH)

Board Agenda Backup

Item No: 13.1

Date: November 18, 2009

Item: **Report and update on District Budget and possible action on Stimulus Funds**

Overview: The report will consist of any updated information that may have occurred within the district or handed down from the State or Federal Governments. In addition, a discussion and possible action pertaining to the balance of Federal Stimulus SFSF funds yet to be distributed.

Recommendation: Direct staff on usage of the balance of the Federal Stimulus SFSF funds

Budget Considerations:

Funding Source: **Funds discussed SFSF**

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

Amount:

Associate Superintendent: Mary Hart

Superintendent's Signature: Donna Baker (AH)

SFSF Calculation Methodology

State Fiscal Stabilization Fund Calculation Methodology for fiscal year 2008-09.

State Fiscal Stabilization Fund Calculation Methodology – Categorical Program Reduction (Select Programs)

The following provides, for a select number of programs, a description of the calculations made to determine each local educational agency's (LEA) share in categorical program reductions pursuant to Section 34 of Senate Bill 4 of the 2009-10 Third Extraordinary Session (SBX34) (Chapter 12, Statutes of 2009), which is used as the basis for distributing State Fiscal Stabilization Fund (SFSF) funding. An LEA's total preliminary SFSF entitlement is comprised of the total amount from the Preliminary State Fiscal Stabilization Fund Entitlement (Categorical Programs) (XLS; 850KB; 196pp.) plus the preliminary entitlement that offsets general purpose funding reductions (XLS; 850KB; 196pp.).

This information is provided to help LEAs understand the methodology used to calculate their total SFSF entitlement and is not intended to establish an obligation on the part of LEAs to use SFSF funding on the specific programs.

If you have questions about a program not listed below, please contact the individual listed on the Preliminary State Fiscal Stabilization Fund Entitlement (Categorical Programs) (XLS; 850KB; 196pp.).

Adult Education and Regional Occupational Centers/Programs (ROC/P): For each program, calculated each LEA's proportionate share by dividing the amount each LEA received to operate the program in 2007-08 (as determined at the Annual reporting period, certified February 19, 2009) by total LEA receipts, exclusive of CalWORKs funding. (CalWORKs funding was not reduced pursuant to SBX3 4.) The result for each LEA was multiplied by the appropriation amount from the 2008-09 Budget Act enacted in September and the revised amount pursuant to SBX3 4. The difference is the portion of an LEA's SFSF entitlement attributed to losses in adult education and/or ROC/P funding. This amount is an estimate and will be recalculated based on 2008-09 Annual data unless legislation is passed that amends the base year to 2007-08. For additional information on base year changes please refer to CDE's April 17, 2009 letter (DOC; 188KB; 2pp.). (See the chart below for 2008-09 Budget Act appropriation amounts.)

Apprenticeship: Assumed each LEA's entitlement based on the appropriation amount from the 2008-09 Budget Act enacted in September was equal to the amount received at 2007-08 Annual (February 19, 2009), since the funding rates for this program did not change from fiscal year 2007-08 to 2008-09. Those amounts were prorated by a factor of 0.846242153 to conform to the revised appropriation amount pursuant to SBX3 4. The difference is the portion of

an LEA's SFSF entitlement attributed to losses in apprenticeship funding. This amount is an estimate and will be recalculated based on 2008-09 Annual data. (See the chart below for 2008-09 Budget Act appropriation amounts.)

Community Day School Additional Funding: Calculated each LEA's proportionate share by dividing the amount each LEA received to operate the program in 2007-08 (as determined at the Annual reporting period, certified February 19, 2009) by total LEA receipts. (Funding for mandatory expelled pupils was excluded from this calculation.) The result for each LEA was multiplied by the appropriation amount from the 2008-09 Budget Act enacted in September and the revised amount pursuant to SBX3 4. The difference is the portion of an LEA's SFSF entitlement attributed to losses in community day school additional funding. This amount is an estimate and will be recalculated based on 2008-09 Annual data unless legislation is passed that amends the base year to 2007-08. For additional information on base year changes please refer to the CDE's April 17, 2009 letter (DOC; 188KB; 2pp.). (See the chart below for 2008-09 Budget Act appropriation amounts.)

Gifted and Talented Education (GATE): Recalculated 2008-09 P-1 entitlements to exclude the cost of living increase pursuant to SBX3 4 resulting in revised total entitlements of $58,367,187 and proration factor of 0.9482207357 based on the appropriation amount from the 2008-09 Budget Act enacted in September. The proration factor increased to 0.802385642 based on the revised appropriation amount pursuant to SBX3 4. The difference is the portion of an LEA's SFSF entitlement attributed to losses in GATE funding. This amount is an estimate and will be recalculated based on 2008-09 P-2 data. (See the chart below for 2008-09 Budget Act appropriation amounts.)

Supplemental Instruction (SI) Programs: For each of the four SI programs calculated each LEA's proportionate share by dividing the amount each LEA received to operate the program in 2007-08 (as determined at the Annual reporting period, certified February 19, 2009) by total LEA receipts. The result for each LEA was multiplied by the appropriation amount from the 2008-09 Budget Act enacted in September and the revised amount pursuant to SBX3 4. The difference is the portion of an LEA's SFSF entitlement attributed to losses in the various SI programs. This amount is an estimate and will be recalculated based on 2008-09 Annual data unless legislation is passed that amends the base year to 2007-08. For additional information on base year changes please refer to the CDE's April 17, 2009 letter (DOC; 188KB; 2pp.). (See the chart below for 2008-09 Budget Act appropriation amounts.)

Program	Budget Item	2008-09 Budget Act (September 2008)*	2008-09 Budget Act (Revised February 2009)*
Adult Education	6110-156-0001(1)	$772,560,000	$653,744,000
Apprentice	6110-103-0001	$19,577,000	$16,566,000
Community Day School Additional Funding	6110-190-0001	$51,999,000	$44,002,000
GATE	6110-124-0001	$55,345,000	$46,883,000
ROC/P	6110-105-0001(1)	$482,985,000	$408,704,000
SI– California High School Exit Exam	6110-104-0001(1)	$251,295,000	$212,647,000
SI – Retained and Recommend for Retention	6110-104-0001(2)	$60,695,000	$51,360,000
SI – Low Star	6110-104-0001(3)	$21,181,000	$17,924,000
SI – CORE	6110-104-0001(4)	$87,618,000	$74,143,000

*includes amounts deferred to fiscal year 2009-10

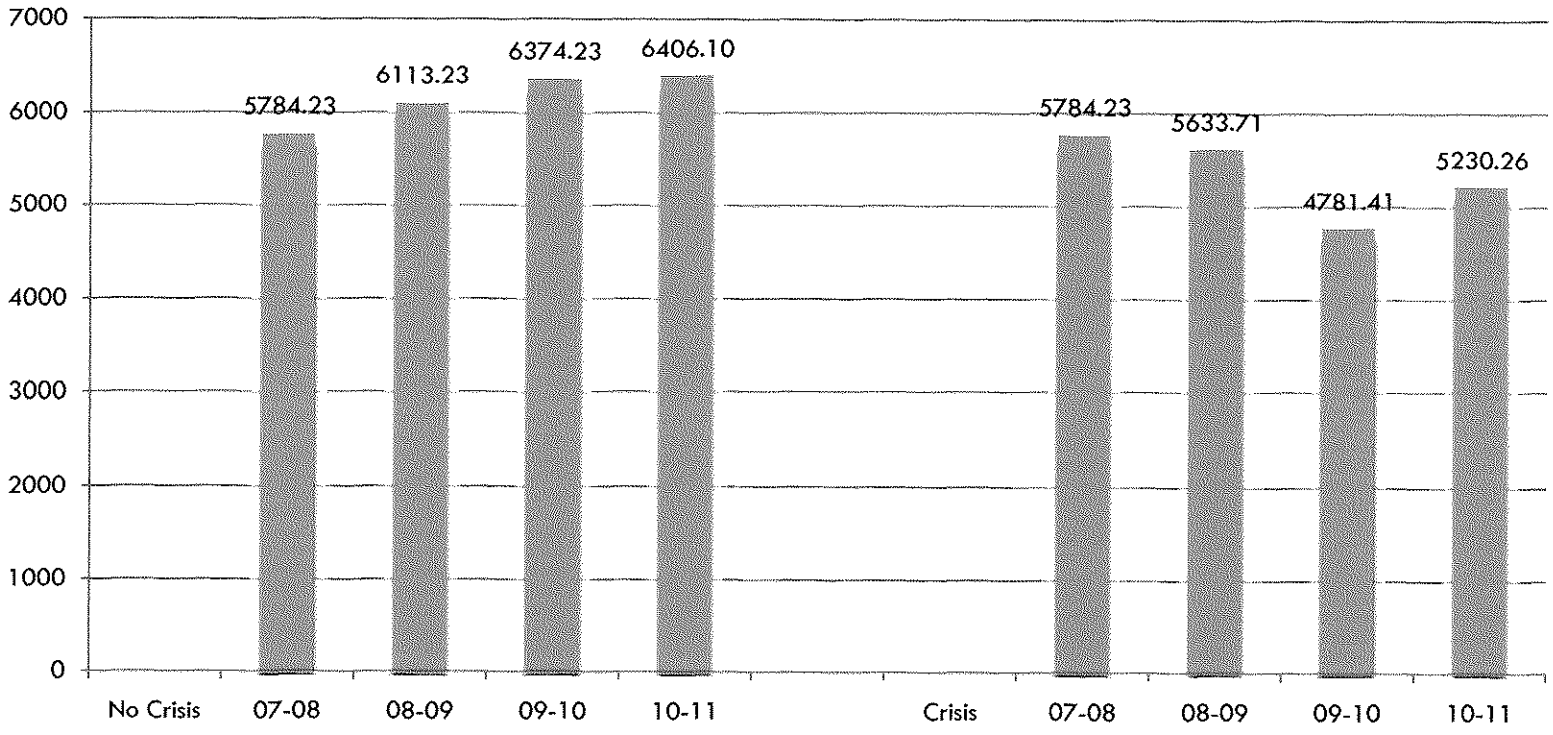
Questions: Elizabeth Dearstyne | edearstyne@cde.ca.gov | 916-327-0398

Download Free Readers

Categorical SFSF

	For Discussion
Extended Learning - CAHSEE Supplemental	236,941.00
Extended Learning - Retained or Recommended for Retention	254,177.00
Extended Learning - Low STAR	20,212.00
Extended Learning - CORE	50,809.00
High School Counseling	
High Priority Schools	
Gifted and Talented	24,628.00
ELAP	37,251.00
Math and Reading Prof Development (AB 466)	13,457.00
Math and Reading Prof Development English Learners	
Adult Education	461,584.00
Partnership Academies	28,614.00
AG Voc	1,874.00
Deferred Maintenance	116,847.00
IMFRP	
CDS	68,938.00
PAR	12,063.00
Cal-SAFE	66,095.00
CAHSEE Intensive	
Charter School Categorical BG	-
Charter School Categorical BG-Ceiba	-
CBET	44,219.00
School Safety Districts	42,173.00
CSR Grade 9	
AP Exam Fees	
Pupil Retention BG	
Prof Dev BG	
TIIG	
SLIBG (SIP)	-
PE Teacher Incentive	
Arts and Music BG	
Arts and Music BG-Ceiba	-
Certificated Staff Mentoring	8,410.00
Oral Health Exams	2,008.00
	1,490,300.00

State Crisis means loss of $1,423 per student next year



Regular School Revenue Issues

- K-12 Revenue Limit Reductions*
  - No Cost of Living Adjustment
  - Additional Funding Cuts
  - **Net loss per student $1,423 since 2007/2008**
  - District expects mid year cuts to increase our deficit

- ONETIME FEDERAL STIMULUS
  - District must use all Federal Stimulus funds to maintain current jobs
  - Federal Stimulus is one time money, once it is used it is gone forever

09-10 BUDGET ASSUMPTIONS

- Revenue
  - COLA 4.25% with a deficit of 18.355% for Rev limit and a
  - -4.46% cola on State categoricals
  - One time $252/pupil reduction
  - One time $3 million dollar reduction for QEIA ($170/student)
  - Revenue limit per Student (ADA) now $4,781.55 as opposed
  - to $6,374.23
  - Special Education: No COLA on State and Local funding, yet increasing cost
- Expenditures
  - Step and column adjustments to contracts
  - Health and Welfare at 5%
  - Transportation savings partially added back for added stops
  - Staffing adjustments

PAJARO VALLEY UNIFIED SCHOOL DISTRICT BENEFIT OPTIONS

Category	Proposed Benefit	Cost of Proposed Benefit	Comments
Medical	24 Hour Nurse Line	+ $0.26 PEPM	
Medical	Add acupuncture to classified	+ 0.65%	18 visits, $40/visit
Medical	Bariatric Centers of Excellence	+ $0.21 PCPM	Information recently supplied to the committee.
Medical	Triple Option Plan (CDHP) With District Cap	Increase or decrease is dependent on plan	Current Plan Option 1: + 12.95% (No benefit changes) Breakeven Plan Option 2: 0% (Less Benefits) Catastrophic Plan Option 3: -7% (CDHP) / -30% (PPO)
Medical	Add $10 Copay Physician Visit	-2.82%	
Medical	Add $10 Copay Physician/$25 Specialist	-3.23%	Underwriters recommended this benefit
Medical	Add $15 copay	-3.28%	
Medical	ER Copay $50	-0.65%	
Medical	ER Copay $50 Cert/$100 Class	-1.67%	Underwriters recommended this benefit
Medical	IN/OON Coins - 10% (90% Class / 80% Cert)	-2.56%	Underwriters recommended this benefit
Medical	OON Coins. - 10% (90% Class / 80% Cert)	-0.54%	
Medical	OON Coins. - 20% (80% Class / 70% Cert)	-0.86%	
Medical	OOP to $1,000/$2,000	-0.36%	
Medical	OOP to $2,000/$4,000	-1.58%	Underwriters recommended this benefit
Medical	Increase Deduct $300 IN/OON	-2.30%	Family deductible is 2x
Medical	Increase Deduct $500 IN/OON	-7.10%	Family deductible is 2x
Medical	Increase Deduct $300 IN/$600 OON	-2.88%	Underwriters recommended this benefit
Medical	Increase Deduct $500 IN/OON	-7.60%	Family deductible is 2x
Medical	Change Fam. Deduct. To 3x	-0.85%	
Medical	Limit Outpatient Rehab to 90 days	-0.73%	
Medical	DME $50 Copay	-0.22%	
Medical	Inpatient Surgery $200/admit	-0.26%	
Medical	Outpatient Surgery $50 copay	-0.25%	

PAJARO VALLEY UNIFIED SCHOOL DISTRICT BENEFIT OPTIONS

Category	Proposed Benefit	Cost of Proposed Benefit	Comments
Rx	2x Mail Order Rx Copay	-0.90%	Current copay is 1x for 90 days
Rx	Change Rx Copay to $0/15/30	-1.25%	Increased Rebates
Admin	BenefitBridge	+ $3.50 PEPM	Blue Cross to contribute to BenefitBridge
Admin	Overage Dependent Language	No Cost	
Network	Add SCMC for ER only	+ $3,462.84 (annual)	Little financial risk to the district to add SCMC for ER only.
Network	Add SCMC to PPO Network	+ 5.0% (est.)	12%-22% higher cost with SCMC
Dental	Increase Dental Max to $1,500	+ 10.5%	
Dental	Increase Dental Max to $2,000	+ 17.25%	
Dental	Add $10 copay for each dental visit	-6.50%	Not applicable to preventive
Dental	Add $15 copay for each dental visit	-9.50%	Not applicable to preventive
Dental	Add $20 copay for each dental visit	-12.25%	Not applicable to preventive
Dental	Add 3rd cleaning	+ 5.25%	
Dental	Add 3rd and 4th cleaning	+ 7.5%	
Wellness	Blue Cross 360 Health	+ $4.96 PCPM / Discounted rate for entire package + $4.71 PCPM (Equals +0.5%)	Future Moms: $0.63 PCPM 24/7 Nurse Line: $0.23 PCPM Condition Care: $2.23 PCPM ComplexCare: $1.67 PCPM Bariatric Case Management: $0.20 PCPM
Wellness	Workforce Health Initiative - Dominican Hospital	No Cost	
Misc.	Travel Assist	No Cost	Implemented
Misc.	Identity Theft	No Cost	Implemented
Total Highlighted Items		- 12.55% for Medical +1.0% for Dental	

Keenan & Associates

Revised 12.2.08

STAFF QUESTIONS/ INPUT/IDEAS etc. REGARDING THE BUDGET PLAN

NOVEMBER 4, 2009 Aptos High School

1.0 Can we send these input forms to our school sites?
Absolutely, send them to Mary Hart at the District Office Attn: business department

2.0 Was there a budget study session last night?
Yes at Ann Soldo School
Other study sessions? Yes, there is one tonight; another one planned prior to the Dec. 16th.

3.0 Will the instructional minutes change if days are reduced?
The State has given school districts the option to reduce the days by 5 days.

4.0 What are your concerns regarding the morale and proposals facing the district? How do you feel about this as we look ahead as a district?
The cuts need to be a reflection of the state economy. We are concerned about the direction to the district as a whole. The District did not cause the deficit.
The union proposed ending school a week earlier; it seemed that this was not pursued. What are the most purposeful days if this occurs? The miscellaneous days seem random and will have an impact on the instructional program.

5.0 Please do not cut class size any further in first and second; please reinstate Kindergarten. It is a safety issue. There have been classes at 40 at the kindergarten level.

6.0 How do you explain the increase of salary mentioned in the Sentinel?
6.1 It was not a raise. It was the taking of the benefits and embedding the medical benefits within the salary. This increases the yearly taxes of the administrators who currently have this within their salary.

7.0 Across the country, unions have been in the midst of renegotiating their contracts. Management contracts have not across the country been negotiated. Will the contracts be renegotiated for management as well?
7.1 The intent of the district is not to have these furlough days beyond the years out needed.

8.0 Why are we negotiating benefit caps now when in a national crisis?
8.1 As long as benefit costs go up, this puts more stress on the salary schedules and more jobs may be impacted.

9.0 Why are our compensation programs and salaries not competitive amongst 30 comparable districts?
9.1 When other districts mentions compensation especially like districts they do not include full compensation in their figures.

10.0 Why is our administrative ratio higher than comparable districts?
10.1 Our district has different programs and needs than some other districts.
10.2 We need to get the source of the data in order to respond.
10.3 The data was based on comparable districts, however, there are different districts that may be used today based on our current demographics.

11.0 What impact has there been on kindergarten now that class size has gone up?

- 11.1 Has there been parent flight due to larger class sizes? Mary to do the research
- 11.2 Generally, the enrollment has not declined. Kindergarten is currently at a slight increase.
- 11.3 A two year trend data will be looked end of 2010-2011.
- 11.4 We are lucky in Aptos to have generous parents to keep our classrooms funded

12.0 I have a friend in Gilroy who earns more and has the same benefits. How can this be since it seems comparable? Many teachers took less in study and took comprehensive benefits, now it seems that this is not what is happening with the proposal in negotiations.

- 12.1 Another suggestion was a co-payment at time of doctor visit will help lower the benefit costs of employees
- 12.2 There is a package of things that Keenan has shared with the benefit committee and will be brought to the table.

13.0 Does after school programs encroach on the general fund?

- 13.1 No, it is self-funded for the most part

14.0 Is it possible to add the total number of employees to the pie chart?

- 14.1 Yes, Mary will add it to the chart

15.0 We have many parents with the flu. How can parents get a copy of the budget input form? Can It be put on the web site?

- 15.1 Form will be added to the web site

16.0 Can a survey be added on the web site for more input?

- 16.1 District pursued outreach programs in the community this year; last year there were parent and community/staff surveys out

17.0 A great suggestion would be to have administration and central office at the sites helping out and being inside the classroom.

18.0 I don't want to flog a dead horse – the teacher is to be there to teach the students. Trust and support your teachers. Don't be so afraid of binding arbitration, if you trust us, then support us in our need for binding arbitration. If this is the industrial standard, then trust us to have it. Harmony between teachers and administration would rise "like bread".

- 18.1 In our PVUSD history we do not have a turn over in a grievance by the board

19.0 With the increase in class size, doing the assessments is difficult. I bring in a UCSC volunteer to do our assessments.

20.0 People feel disrespected as professionals – what is the fear of binding arbitration?

- 20.1 The word "arbitration" takes the local decision away from the elected board members.
- 20.2 There are some perceptions about binding arbitration that may not be accurate.
- 20.3 The history of the district in honoring the contract has always been honored.

21.0 Teachers feel that there will be further requests or concessions and teachers feel that their good nature would be taken advantage of to balance the budget.

22.0 Many people don't know that teachers and management will take the same concessions.

23.0 Use the Sentinel and newsletters to the wider community about what we need from our employee groups as a means to let the larger community know what our district is facing.

24.0 School Services administrative support report was on the web site for a number of years, getting these numbers out is important to the larger community.

25.0 Will administration take tiered cuts?

- 25.1 Everyone works more than the days they get paid for

26.0 Why is our district taking such cuts when others aren't?

- 26.1 It is everywhere.
- 26.2 There are proportional cuts in all districts, including Mountain School District
- 26.3 There are parcel taxes and other funding sources than in PVUSD where we do not have a parcel tax or other sources of funding
- 26.4 Aptos schools do not get the same funding as other schools in the district especially the categorical funding sources; however everyone such as M and O all schools felt the same cuts
- 26.5 Other districts don't seem to have the same issues. However, more of the issues are publicized and more open than others depending on the district.

AHS NOVEMBER 4, 2009 Community Input night

1.0 Where there mid-year cuts last year?

- 1.1 Sometimes it depends on the time of year that the particular programs are funded
- 1.2 Districts are restricted by contracts etc. to do mid-year cuts in some employee units
- 1.3 As a district we have gone into "freeze" mode – no new hires in some areas in order to balance the budget at that time
- 1.4 Presently, we have no answers to the question of mid-year cuts this year

2.0 Community members have opportunities to complete the input forms and submit to Business Services or Superintendent's office; no need to use the current form other means are also ok

3.0 One of the valuable things we have is class size reduction. There are more opportunities for music, art etc. It is the most valuable and precious. LMT saved as a job, however, it is the teacher who makes the difference. I support class size reduction to 6th grade.

- 3.1 There wouldn't be anyone disagreeing with the concept of lowering class size.
- 3.2 47 million dollars in cuts are significant and the impact on the functions of the rest of the system are felt

4.0 Is there a secret committee that sets the administrative salaries?

- 4.1 When the zones were re-organized the jobs were not replaced.
- 4.2 In classified personnel as a merit district there is a personnel commission that deals with classified positions and management. They meet on a regular basis and set salary separate from the board. The School Board however approves the funding of the positions as needed etc.

5.0 Hopefully teachers would be the first priority. Has anyone thought about cutting sports?

- 5.1 Yes, it was cut last year. The district is funding the athletic directors and the refreshing of the football equipment.
- 5.2 Athletics help support attendance, achievement, etc.
- 5.3 Transportation reductions were made this year and there were many routes reinstated. Many parents were opposed to the transportations cuts.
- 5.4 Choosing certain employee groups rather than staying together is not going to solve the district's financial crisis.
- 5.5 The cuts felt now are not due to district over spending etc., rather due to the state economy

6.0 How come some people who have worked in a position for many years have been bumped out of their positions?

- 6.1 Seniority stays and it takes precedence and can bump people who have been in a position for many years.

7.0 If seniority is not respected, where do I go?

- 7.1 Talk to union president, make appointment with the superintendent

8.0 What kind of fund raising can parents do to bring revenue to the district?

- 8.1 School sites do a variety of things such as sell tickets for cars, carnivals, etc. parents can help a lot to raise monies for the school.

8.2 Some suggestions are to have a parent dance and bring people together and charge to hold the dance. Parents to talk to the school principal and or teacher to pursue this idea.

9.0 Can money be raised to support a special ed assistant in my child's class?

9.1 Yes, money can be raised for a variety of things. However, if a special education student's needs are not being met, the parent needs to talk to the teacher and or principal to see how to best meet the child's needs.

10.0 Is there a way to charge a little bit of money for bus transportation and lunch to help ease the budget issues?

10.1 Lunch forms are filled out every year. The district can look at voluntary programs for buses and lunches however, no charge can be done if students' qualify for reduction in these services.

11.0 Regarding the parcel tax, won't homeowners think that they are the ones footing the bill?

11.1 The parcel tax survey will be going out in the next couple of weeks. The results will be shared and a decision made by the board whether to pursue a parcel tax or a GO bond across the district.

12.0 How many elementary schools are in the district? How many have increased their class size?

12.1 4 elementary schools have been able to keep their class sizes reduced. There are 16 schools across the district

13.0 Will first and second grade CSR happen? Can we level the class size across all four levels?

13.1 It depends on the financial picture and the amount of revenue.

13.2 We could not meet the amount of money we needed to make to balance the budget.

14.0 Are we taking into consideration the quality of instruction and the impact that these cuts have on student performance?

14.1 Yes, however, there have been 41 million dollars worth of cuts and it does impact the quality of the instructional program.

15.0 Can the teachers union come to you and say that we want to save jobs and keep CSR in the primary?

15.1 The PVFT is in a state of impasse with the district. We have several proposals on the table. The PVFT continues to work with the district to come to agreement.

15.2 Both unions continue to talk and hopefully come to agreements

16.0 How did schools manage to lower class size in QEIA schools, how did they qualify?

16.1 TitleI schools, high poverty, lower performing deciles 1-3.

17.0 Can a school do a four day work week with additional minutes four days a week?

17.1 School districts can apply for waiver and pursue this, may not be applicable to PVUSD

17.2 Furlough days can be done due to state codes without waivers or penalties to the funding

17.3 Both bargaining units would need to agree to the furlough proposal

18.0 Is the county giving leadership in this area?

18.1 It has been supportive

18.2 Districts want the autonomy to make their own decisions re: the cuts

18.3 There were some districts who thought that consolidation would be a cost saving across the county

18.4 There are some programs that if consolidated would provide some savings.

19.0 How would you provide management of services without managers? How can you cut direct services to the classroom? Salary and hours will be cut across the board in all areas not only the schools in order to save jobs in our educational system.

20.0 We are seeing in our schools the effects of budget cuts in office being opened, classrooms cleaned, supplies like paper being reduced and teachers unable to use the copier due to lack of paper.

21.0 More communication needs to be done with our district web site for parents and community to know what is going on in the district

22.0 More of our technology has been cut and logging on time has been taking too long.

22.1 Irony that technology could support more attention to student needs and yet the funds to replace technology have been significantly cut

23.0 What happened to the Pajaro Foundation?

23.1 Similar to the Community Foundation in fund distribution

24.0 Has anyone thought about just closing the schools if they financially can't run the district?

24.1 The state just wouldn't send the money if school wasn't held. Payroll alone would put the district into crisis

25.0 How can schools in California keep running?

25.1 Cuts have to be on-going cuts in order not to keep repeating this same scenario year after year...

25.2 Put your legislators on you speed dial!

25.3 Revision of the state tax structure is important to keeping California functioning

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

Board Agenda Backup

Item No: 13.2

Date: **November 18, 2009**

Item: **Charter Renewal for Watsonville Charter School of the Arts (WCSA) & Memorandum of Understanding Between WCSA and the Pajaro Valley Unified School District.**

Overview: WCSA is requesting to renew its charter through the Pajaro Valley Unified School District, please see the attached Charter renewal. In addition, WCSA is requesting to amend the expiration date of its MOU so that it expires at the same time as the charter.

Recommendation: Approval of Charter Renewal and MOU

Budget Considerations:

Funding Source:

Budgeted:

Amount:

Prepared By: Dr. Albert J. Roman, Assistant Superintendent of Human Resources

Superintendent's Signature: Donna Baker (AH)

The Watsonville Charter School of the Arts

The Watsonville Charter School of the Arts is a K-8 public charter school that opened in September of 2001. Drawing from a cross-section of all students in the Pajaro Valley, not just the artistically talented, the Watsonville Charter School of the Arts serves approximately ~~270~~ 315 students in grades K-8 with a school program that is academically challenging and personally meaningful.

Mission Statement and School-wide Vision

Art is a pathway to knowledge.

The Watsonville Charter School of the Arts is a community of families, educators, artists, and community members who believe in the development of a well rounded child. We value the arts as a lifelong pursuit. We respect the environment, hold high academic standards and acknowledge the importance of diversity. Family involvement is vital for the long term success of our students and families.

The Watsonville Charter School of the Arts is dedicated to equipping students of the Pajaro Valley with the multiple literacies necessary to be successful in the twenty-first century. These literacies include: communication, language arts, mathematics, multiculturalism, physical education, problem solving, general and social sciences, technology, and the literary, visual and performing arts.

The end product of these literacies will be students who have the skills and abilities to: use many different symbol systems: verbal, mathematical, visual and auditory; be critical and analytical learners, confident decision makers, problem posers and problem solvers, collaborative workers, and imaginative and creative thinkers.

There is no better way to understand and experience the diversity and commonality of humanity than through art. At the heart of art's contribution are improved attitudes towards self, citizenship, and community. Art increases our understanding of the breadth and depth of humanity inducing not only cultural awareness but also personal growth. This growth takes many forms, from motor skills development to self-knowledge to development of teamwork skills. Jason Ohler, Educational Leadership, October 2000

Five major elements comprise the program of the Watsonville Charter School of the arts:

1. ~~**Education** where the curricula of language arts, mathematics, physical education, science and social studies are embedded into the, visual and performing arts.~~

   We embed literary, visual and performing arts into the curricula of language arts, mathematics, physical education, science and social studies in order to achieve the highest potential academic growth.

2. ~~The **arts will be taught discretely**, as subject matter in and of themselves. **State and national standards** will drive the academic and arts curricula of the school.~~

   The school is an intentional community of families agreeing to provide support for the education of their children.

3. The school will serve a **diverse population of students and teach multiculturalism** to promote the knowledge, skills and attitudes needed to function effectively within, and help create and perpetuate a just, humane, and democratic society.

4. An **extended day** program will offer arts enrichment, academic support, service learning, rehearsal time, and after-school field trips.

The Watsonville Charter School of the Arts will be unique in our community in five significant ways:

1. The school is devoted to the glory of the arts and all members of the school community: students, teachers, ~~parents~~, families and staff will share that core value.
2. The school will be an intentional community of learners. ~~Each student will be treated as an individual and individual goals will be established, monitored, achieved, and celebrated~~. Each student will be treated as an individual and will be given the space and time to establish and reflect on their individual goals.
3. The school is devoted to the tenets of multiculturalism: educational equity, cultural pluralism, intercultural understanding, and the development of a multicultural knowledge base.
4. Teachers will have the time they need for high quality curriculum planning, professional development, and collaboration within the framework of the school day, week, and calendar year.

5. The school will partner with other educational, arts, and community organizations to conduct research, seek out and share resources, and celebrate the arts.

Charter Elements

This charter addresses the required elements A-N set forth in Assembly Bill 544.

A. Description of the Education Program

Students to be served

The Watsonville Charter School of the Arts will serve approximately ~~200~~ 315 students in grades K-8 in the ~~2001-2002~~ 2009-1010 school year. ~~If the~~ As demand increases, the population may increase to ~~400~~ meet demand, and one day may extend to K-12 and include a home study component.

An Educated Person of the 21st Century

The ~~founders~~ families and staff of the Watsonville Charter School of the Arts believe that an educated person of the 21st Century needs to:

- read, write, speak, and calculate with clarity and precision
- participate passionately and responsibly in the life of the community
- experience, appreciate, create, and reflect upon art from many cultures
- possess a positive self perception and a belief that they can succeed in what they endeavor
- look beyond their needs and help others
- clearly communicate ideas and emotions
- be comfortable and facile in the world of ideas and know how to access and use electronic and print information
- feel connected to the local and global community ~~and the larger society~~
- respect the ideas and opinions of others
- communicate in more than one language

- have the capability and confidence to use and create technology

How Learning Best Occurs

An optimum learning environment occurs when students come to school rested, well fed, and secure in the knowledge that they are loved. They leave their home environment and attend a school that is friendly and eager to serve them. The teachers are well prepared, highly skilled, and work as a team to address the individual needs of the students and their families. The educational program addresses the needs of different kinds of learners, and holds the belief that all children can meet high academic and social standards. All learners are welcome, and teachers are highly trained in methods of instruction that encourage students to generate multiple solutions and perspectives.

Students receive an abundance of individual attention, and are taught using research based instructional strategies and brain-compatible learning. Students work individually and in small groups, with many opportunities to engage in "real life" projects and partnerships. The arts are an integral part of the school day, and each grade has its traditions and rites of passage: a class play, a choir performance, or a service-learning project. The school year contains many opportunities to meaningfully involve ~~parents~~ families and community. To that end, class size will be limited to 20 in K-3 and 25 in 4-8.

In this way, the arts break through the true-false, name this, memorize-that, confines of public education. For every problem there may be many correct answers. This kind of reasoning is far more the case in real work, where there are often many ways to do any one thing well. An effective work force needs both kinds of reasoning, not just the standard answer. Charles Fowler, Every Child Needs the Arts

The students have many opportunities to experience life outside the classroom, through regular field trips, community partnerships, guest speakers and visiting artists. They learn that the world is larger than their school, and they work with local, national, and international organizations to help others.

~~Parents~~ Families are an integral part of the school environment, participating in school governance, helping out and sharing their expertise in and out of the classroom ~~in the classroom~~, sewing costumes or writing grants, working in ways that make sense for them. ~~Parents~~ Families feel welcome and know that their gift of time is genuinely appreciated.

The school staff, from the custodian to the ~~directors~~ principal, work together to give the students the most powerful education possible. The school is an extended family and students and teachers feel safe enough to take educational risks.

Goals of the Watsonville Charter School of the Arts

Students will demonstrate knowledge and skills leading to their achievement of these goals:

- read, write, speak, and calculate with clarity and precision according to state, district and school benchmarks and standards
- experience, appreciate, create, and reflect upon art from many cultures
- achieve state standards of performance in dance, drama, music, and the visual arts
- know the history, culture, and art forms of the inhabitants of the Pajaro Valley
- clearly communicate ideas and emotions
- know how to access and use information
- help the local community and larger society
- respect the ideas and opinions of others
- ~~communicate in two languages~~

By achieving these goals, it is our belief that graduates of the Watsonville Charter School of the Arts will have the strong foundation needed to become self-motivated, competent, lifelong learners and advocates for the arts.

B. Measurable Pupil Outcomes

Students of the Watsonville Charter School of the Arts will demonstrate the following skills upon graduation from 8th grade:

Core Academic Skills

These skills will be taught through classroom curriculum and student participation in various arts mediums, including literary, visual and performing arts.

History/Social Studies: Students will understand and apply civic, historical, and geographical knowledge in order to serve as responsible citizens in today's world of diverse cultures. Students will learn the

history, celebrations, and artwork of the cultures that make up the Pajaro Valley: ~~Chinese, Eastern Europe, Japanese, Latin America, and Philippine Islands.~~

Language Arts: Students will demonstrate strong reading, writing, listening, speaking, and presentation skills, in multiple forms of expression (written, oral, multi-media) with communication skills appropriate to the setting and audience. They will comprehend and critically interpret multiple forms of expression, including literature from various time periods and cultures.

Mathematics: Students will develop abilities to reason logically and to understand and apply mathematical processes and concepts, including those within arithmetic, algebra, geometry, and other mathematical subjects which the staff and PVUSD Board of Trustees deem appropriate.

Science: Students will successfully utilize scientific research and inquiry methods to understand and apply the major concepts underlying various branches of science, which may include physics, chemistry, biology, ecology, astronomy, and earth sciences.

Literary, Visual and Performing Arts: Students will demonstrate grade level proficiency in each of the arts discipline: dance, drama, music, and the visual arts as defined by state and district adopted arts standards. Teacher observation, school performances, portfolio documentation and/or written assessment will be the means of determining student achievement.

~~**Second Language:** Classroom instruction is in English. However, students will be exposed to the Spanish language (and other languages) and culture through innovative methods. The students may become conversant in Spanish through art, music, dance, gardening, cooking, and cultural celebrations with the help of competent language models (fellow students, parents, families, guests, and teachers.)~~

Integrated throughout each of the above subject areas will be other core skills such as:

- critical thinking skills: looking for multiple solutions, analysis, synthesis, and application of knowledge to new situations
- the ability and confidence to effectively use and create technology
- knowledge of the elements of a healthy lifestyle and the development of physical fitness

Life-long Learning Skills

Students will develop skills and habits which will enable them to pursue their own path of learning throughout their adult lives, including:

- proper study skills: learning how to access and use information from a variety of sources
- ability and confidence to use their creativity to plan, initiate, ~~and~~ complete and present a project
- ability and confidence to reflect on and evaluate one's own and others' learning

Social/Interpersonal Skills

Students will demonstrate:

- strong citizenship and leadership skills by planning and implementing a project in service to the school and greater community
- ability to engage in responsible, compassionate peer relationships, by participating in conflict resolution training and serving on the conflict resolution team, student leadership council, or student advisory board
- ability to collaborate and work effectively with others in cooperative groups

C. Methods to Assess Pupil Progress Towards Meeting Outcomes

The Watsonville Charter School of the Arts will meet or exceed all statewide standards and conduct the pupil assessments required pursuant to Section 60605 of the Education Code and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. Students will participate in the statewide testing program ~~STAR~~ as required in Education Code 90602.5.

The academic progress of every student at the Watsonville Charter School of the Arts will be closely monitored through ~~an innovative process~~ a variety of measures that looks at all the needs of the child. At the beginning of each year, teachers, ~~parents~~, families and students will establish growth targets for the overall population. ~~and for each individual student~~, using multiple measures data, teacher observational data, formal assessment, summative assessment, and other appropriate information. ~~Students' individual growth targets will be incorporated into an annual plan for personal goals.~~ Personal goals at WCSA fall under the categories of academic, artistic, behavioral, and social. These goals will define focused instruction and activities in the classroom to the student in attaining them. Teachers, parents, and students will collaboratively

review these personal goals at regular intervals throughout each school year, modifying them as necessary to most effectively meet students' needs.

Prior to graduation, eighth graders will be required to complete a multi-disciplinary exhibition project that ~~demonstrates their proficiency in two arts disciplines and a subject from the core curricula~~. demonstrates proficiency in an arts discipline and two different academic content areas from the core curriculum. All new students will be apprised of this process for graduation. A panel of adults and peers will ~~score~~ assess the presentations on a rubric.

Methods of Assessing Student Progress

- California Dept. of Education approved assessments
- district proficiency testing in reading, writing, and mathematics
- ~~ongoing review of student goals with parents and students~~
- student portfolios with specific criteria and student reflection
- ongoing teacher assessments
- graduation exhibitions and rubric scoring
- performance standards and benchmarks
- TBD national, state, or regional Literary, Visual and Performing Arts Assessment Tool

~~All~~ At Watsonville Charter School of the Arts, students will demonstrate academic competence in all of the core subjects, including ~~the~~ literary, media, and the visual and performing arts. For ~~non-special needs and non-limited English proficient~~ for general education students, competence in language arts and math will be defined as a *score of* proficient or advanced as determined by the California State Standards Test in grades 2-8. Portfolios and exhibitions will be assessed according to school-wide rubrics, with input from teachers across all content areas. Competency for special needs will be defined appropriately according to their Individualized Education Plans. For English Language Learners competency shall be defined as above, **and** a designation of Fully English Proficient by their 4th year at WCSA.

D. The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.

The Watsonville Charter School of the Arts will be a dependent charter school under the Pajaro Valley Unified School District. The Charter School will be autonomous from the District as described and set forth

in this charter agreement and State law. The Charter School will negotiate for specific services from the District in a separate management letter.

The Watsonville Charter School of the Arts will have a Leadership Council made up of no more than nine members: a parity of teacher representatives (from each grade level span, *K-2, 3-5, 6-8,* and a non-classroom teacher, if available) and parent representatives, and a classified staff person. A future goal is to have additional members from the arts and/or business community, and one representative from the sponsoring district (PVUSD). Members will be elected ~~or appointed~~ each fall to serve staggered, two-year terms. ~~In the first year of the Charter, half of the members will draw for one-year terms.~~ In the case of a vacancy, a special election will be held. Members may be elected to consecutive terms. The principal will serve as staff to the Leadership Council, attending and participating in all of the meetings.

Meetings will be held monthly based on a predetermined schedule, and will be open to all interested families, community members and staff. The Leadership Council will comply with open meeting laws relating to public agencies (i.e. the Brown Act), federal laws and regulations, and other state codes. Revisions to the charter can only ~~by~~ be made with a two-thirds majority vote and approval of the District.

The duties and responsibilities of the Leadership Council will include:

- adopting an annual school plan with goals and objectives for all areas of school development
- reviewing and advising on curricular areas
- adopting school policies
- review, approval and monitoring of the ongoing, annual and long-term budgets
- oversight of charter accountability
- school calendar
- school and community affairs
- parent participation/parent education
- facilities planning
- participate in interviewing, hiring and evaluating administrative staff

The Watsonville Charter School of the Arts holds collaborative decision-making as one of its core values. In all matters, the Leadership Council will attempt to reach decisions through consensus. However, when consensus is difficult to reach, a simple majority vote will prevail. The

Leadership Council operates ~~in an advisory capacity to the principal and the School Board~~. as a unit and is responsible for overall direction and functioning of the school.

E. The qualifications to be met by individuals to be employed by the school.

The Watsonville Charter School of the Arts staff will have a principal, in charge of educational program development and assessment, student services, including health, safety and discipline, teacher evaluation, and parent involvement; budget, facilities, purchasing, classified hiring and evaluation, and program evaluation in conjunction with the Leadership Council.

The school will be composed of the appropriate number of teachers required to meet the Pajaro Valley Federation of Teachers contractual staffing ratios, and classified employees as necessary. All charter school faculty and staff, excluding visiting artists, shall be considered employees of the district.

All Watsonville Charter School of the Arts classroom teachers must hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a public school teacher would be required to hold. The principal will make recommendations regarding certificated and classified personnel, which are subject to approval by the District Board of Trustees.

In addition, WCSA requires the following of prospective teachers:

- Expertise in an arts discipline
- An inter-disciplinary, standards-based demonstration lesson that shows their ability to integrate the arts into another subject area
- Reflective essay
- Approval by a panel that includes administration, teacher(s), ~~parents~~ families and student feedback from the lesson

The position of principal of the Watsonville Charter School of the Arts requires significant knowledge and skills in school administration, charter school legislation, and a strong background in arts education. Because of the unique combination of talents and abilities necessary to further the goals of WCSA, the school community requests when hiring an administrator that the PVUSD Board of Trustees allow a staff, parent, Leadership Council member and artist panel to interview the district's final pool of candidates for the position and make a recommendation to the board.

SPECTRA artists, community experts and guest artists will be hired as necessary to bring the multicultural curriculum to life. High quality, professional arts expertise and strong teaching ability will be the criteria for the selection of arts instructors.

F. The procedures that the school will follow to ensure the health and safety of pupils and staff.

Watsonville Charter School of the Arts will comply with the provisions of Education Code 44237 Private School Instruction Employee: Fingerprints and Criminal Records Summary Requirements: "Each employee having contact with minor pupils and not possessing a valid California State teaching credential must submit two sets of fingerprints to the Department of Justice for the purpose of obtaining a criminal record summary. This requirement is a condition of employment."

Employees new to the school will be required to show evidence of TB screening per existing District Policy.

In addition to the above, The Watsonville Charter School of the Arts strongly believes the following programs and policies further support student health and safety:

- Conflict resolution skills taught and practiced
- Student conflict mediators on the elementary playground and in the middle school program.
- Regular classroom meetings
- Cross-age learning
- Strong discipline policy supporting the district's discipline policies
- Bully policy with annual staff, student, and parent education
- Monthly emergency drills

G. The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the Pajaro Valley Unified School District.

The Watsonville Charter School of the Arts is committed to achieving a student racial and ethnic balance that reflects our geographical area. We are also committed to serving a range of English language learners and Special Education students. We ~~are anxious to prove~~ believe that the arts are a ~~tremendously~~ proven positive method of improving student learning for *all students.*

Pupils will be considered for admission without regard to ethnicity, national origin, gender or disability. The Watsonville Charter School of the Arts will actively recruit a diverse student population ~~from the district and surrounding areas~~ who understand and value the school's mission and are committed to the school's instructional and operational philosophy of arts integration, multiple student performance measures, and multicultural education.

The Watsonville Charter School of the Arts will implement a student recruitment strategy that includes, but is not necessarily limited to, the following element or strategies to ensure racial and ethnic balance of students that is reflective of our district:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
- The development of promotional and informational materials that appeal to all of the various racial and ethnic groups represented in the district.
- The appropriate development of promotional and informational materials in languages other than English to appeal to limited English proficient populations.
- Outreach meetings in many areas of the district to reach prospective students and ~~parents~~ families.

H. Admissions Requirements

Priority will be given to students residing within the Pajaro Valley Unified School District, although admission to the school shall be open to any resident in the State of California. Prospective students and their ~~parents~~ families and guardians will be briefed regarding the school's instructional and operational philosophy and will be given a copy or summary of the school's student-related policies. ~~Parents~~ Families will be ~~asked~~ required to sign a ~~letter~~ pledge of commitment to the school's programs to ensure a high level of ~~parent~~ family ~~or guardian~~ involvement ~~in the educational life of the student~~ (see Addendum A.)

If the number of pupils who wish to attend the school exceeds the school's capacity, priority will be given to students currently enrolled and their siblings. Other openings shall be determined by a public random drawing, in May, giving preference to students who reside within the Pajaro Valley Unified School District.

In the event of a drawing, the Leadership Council will make reasonable efforts in conjunction with the PVUSD Board of Trustees to accommodate the growth of the charter school and, in no event, shall take any action to impede the charter school from expanding enrollment to meet student demand.

I. Financial and Programmatic Audit

~~An~~ A regular, annual, independent, financial audit shall be conducted by the Pajaro Valley Unified School District which shall employ generally accepted accounting principles and will meet all local and state guidelines and dates. Audit reports will be available for review by the ~~Charter School governing board, the school board~~ Charter School Leadership Council, the PVUSD Board and the public. Any negative audit findings or exceptions will be promptly addressed and/or corrected to the satisfaction of the Charter School Leadership Council.

The Watsonville Charter School of the Arts will ~~establish~~ maintain procedures per PVUSD policies for fiscal management and accountability which will include monthly financial activity reports, annual financial statements, annual and long-term budgets, purchasing, ~~etc~~.

The PVUSD will receive charter school operational funding from the state Superintendent of Public Instruction. The PVUSD will distribute those funds to the Watsonville Charter School of the Arts (aka WCSA). Any and all federal, state, categorical, or other funding to which the Charter School is entitled will be dispersed by PVUSD. The WCSA will negotiate a separate agreement with the PVUSD regarding services and operational costs.

The Watsonville Charter School of the Arts will conduct an annual program audit to review school performance and achievement of goals. The program audit will include student assessment data, enrollment/attendance review, parent/student satisfaction survey results, health and safety policy review, facilities issues, dispute/complaint resolutions, review of administrative/ legal/governance issues, and budget/financial activity reports. This report will be made to the Charter School Leadership Council, ~~site management team~~, as well as the school board.

J. Pupil Suspension and Expulsion

The Watsonville Charter School of the Arts will develop and maintain a comprehensive set of student discipline policies. These policies will be printed and distributed as part of the school's student handbook and will

clearly describe the school's expectations regarding attendance, mutual respect, substance abuse, safety, and work ~~habits~~ ethic. Each student and his or her ~~parent or guardian~~ family will be required to verify that they have reviewed and understand the policies prior to enrollment. This includes both PVUSD policies and WCSA Family Pledge.

Students may be suspended or expelled from the school according to PVUSD policies and California Education Code. ~~for non-compliance with the terms of the Watsonville Charter School of the Arts' student behavior agreement, violation of the discipline sections of the Education Code, or for causing the charter school to be in jeopardy of violation of any provision of law, or any material violation of any of the conditions, standards or procedures set forth in the charter school petition.~~ Following the guidelines of the California Education Code. The charter school ~~co-directors~~ principal ~~will have~~ has authority over suspension or reinstatement of suspended students.

The Watsonville Charter School of the Arts will follow district procedures for expulsion. All discipline matters will be conducted in compliance with constitutional due process.

K. Staff Retirement System

Employees of the Charter School will participate in California's State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), or the federal Social Security system depending upon each individual's eligibility. Enrollment in these programs will be monitored by the Pajaro Valley Unified School District office as part of the business service contract ~~to be~~ negotiated with the district.

L. Attendance Alternatives

Attendance at this Charter School is entirely voluntary on the part of the students who enroll. District of residence public schools continue to be an option for all students who choose not to attend this charter school.

M. Employee Rights

All employees of the Watsonville Charter School of the Arts are employees of the Pajaro Valley Unified School District, recognize PVFT and CSEA as the bargaining agents under the jurisdiction of the Public Employees Relations Board (PERB), and are covered by the collective bargaining agreements between PVFT or CSEA and the PVUSD. Certificated and classified personnel shall retain their rights, benefits, wages, and terms

and conditions of employment which are applicable under the collective bargaining agreements.

California laws regulating schools and employees are not waived by this charter application. Charter school faculty and staff for the purposes of this charter, are defined as all certificated and classified employees who serve on the staff of the Watsonville Charter School of the Arts.

No governing board of a school district shall require any employee of the school district to be employed in the Watsonville Charter School of the Arts.

N. The procedures to be followed by the Watsonville Charter School of the Arts and the Pajaro Valley Unified School District to resolve disputes relating to provisions of the charter.

The intent of this dispute resolution process is to: resolve disputes within the school using the school's existing policies, minimize the oversight burden on the district, ensure a fair and timely resolution to disputes, and frame a charter oversight and renewal process and timeline so as to avoid disputes regarding oversight and renewal matters.

The staff and ~~parents~~ families of the school and the district agree to attempt to resolve all disputes pursuant to the terms of this section. Both shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Amendments to the charter will be ~~made by the principal and the~~ proposed by Leadership Council and must be approved by PVFT, CSEA and the PVUSD Board of Trustees.

Disputes Arising from within the School

Disputes arising from within the school, including all disputes among and between students, staff, ~~parents~~, families, volunteers, ~~advisors,~~ partner organizations, and Leadership Council members of the school, shall be resolved pursuant to policies and processes developed by the school.

The district agrees not to intervene or become involved in the dispute unless the dispute has given the district reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or unless the ~~co-directors~~ principal of the school have requested the district to intervene in the dispute.

Disputes Between the School and the District

In the event of a dispute between the school and the grantor, the staff, an appointed ~~and~~ advisory board members of the school, (as needed) and district agree to first frame the issue in written format and refer the issue to the superintendent/designee of the district and principal of the school. In the event that the grantor believes that the dispute relates to an issue that could lead to revocation of the charter, this shall be specifically noted in the written dispute statement.

The principal and superintendent/designee shall informally meet and confer in a timely fashion to attempt to resolve the dispute. If this meeting fails to resolve the dispute, both parties shall identify two ~~board~~ members from their respective boards who shall jointly meet with principal and superintendent and again attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, the superintendent and principal shall identify a neutral third party arbitrator. The format of the arbitration session shall be developed jointly by the superintendent/designee and the principal, and shall incorporate informal rules of evidence and procedure unless both parties agree otherwise. The findings or recommendations of the arbitrator shall be non-binding, unless the boards of the school and district jointly agree that the decision should be binding.

Oversight, Reporting, Revocation and Renewal

The Pajaro Valley Unified School District may inspect or observe any part of the school at any time.

If the governing board of the district believes it has cause to revoke the charter, the board agrees to notify the principal of the Watsonville Charter School of the Arts in writing, noting the specific reasons for which the charter may be revoked, and grant the school reasonable time to respond to the notice and take appropriate corrective action.

The Pajaro Valley Unified School District agrees to receive and review the ~~annual~~ fiscal and programmatic audit and annual performance report. Within two months of the receipt of this annual review, the district must notify the principal as to whether it considers the school to be making satisfactory progress relative to the goals stated in this charter. This annual notification will include the specific reasons for the district's conclusions. If, in its review of the school's annual report, the district determines that the school is making satisfactory progress towards its goals, this charter, and any mutually agreeable amendments, will be renewed for a term of no less than five years from the original adoption date.

A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.

In event of school closure, the assets and liabilities of the school will be disposed of by the PVUSD Board of Trustees to another charter school, non-profit corporation or educational entity in accordance with the asset disposition provisions of the Pajaro Valley Unified School District Charter School Memo of Understanding. The Board of Trustee members will attend to enumerating and disposing of the assets and liabilities as directed by the MOU, and the district shall ensure that a final audit of the school's assets and liabilities is performed. Material assets covered under the lease agreement with the chartering agency revert to custody of the agency.

In the event of school closure, the school principal and Leadership Council will provide for the transfer of necessary pupil records to the Pajaro Valley Unified School District or other qualified entity. Former charter school staff may be retained for a designated period after the school closes to ensure that student records are transferred to families or appropriate agencies, if school resources allow.

Other Charter Elements

The Watsonville Charter School of the Arts:

- will be nonsectarian in its programs, admission policies, employment practices, and all other operations and will not discriminate against any student on the basis of ethnicity, religion, national origin, gender, or disability;
- will not charge tuition;
- may request donations from time to time as may be necessary for such items as field trips, special programs, supplies, etc.;
- will pursue opportunities for its students to participate in interscholastic competitions, if allowed by Board policy and regulation 303 (b) of the CIF regulation;
- may apply directly for outside grants and other funding;
- will work with the Pajaro Valley Unified School District SELPA to coordinate the special education needs of its students. All students who are identified and have Individualized Education

Plans will be served by the Pajaro Valley Unified School District SELPA; in accordance with the Americans with Disabilities Act

- ~~parents~~ families and students will be surveyed annually to determine the effectiveness of the program

Watsonville Charter School of the Arts

Parent Pledge

PARENT OR GUARDIAN SIGNATURE REQUIRED

Student Name _____ Grade _____

I/we agree to support _____'s education for the school year at Watsonville Charter School of the Arts. I will see that my child has:

- Adequate rest
- A nutritious breakfast and lunch
- Completes all homework
- Transportation to and from school events
- Time to arrive to school on time and depart from school on time.
- I will volunteer my time for a minimum of 4 events/activities:
    1. Classroom support: one day or 4 hours minimum
    2. Classroom support of driving on a fieldtrip.
    3. Helping with at least one performance, and
    4. Being directly involved in at least one fundraising event.

    I understand that my participation in school life is key to my child's success.
- I will attend at least attend two parent meetings per year: one parent conference in the fall and one conference in the spring.
- All school performances when my child is performing.

I/we agree to get our child to school by 8:30am. I/We understand that the school's budget depends upon my child being present daily. School attendance is very important and I/we will only keep our child home in the event of illness or family emergency.

I/we understand that our child's school success is directly related to my interest in their education. **I/we understand that we may be asked to leave the Watsonville Charter School of the Arts if:**

1) Volunteer time is not appropriately contributed.
2) My child does not consistently follow classroom or school rules, and/or
3) Attendance is inadequate and/or,
4) My child does not attend performances.

_____ _____ _____

Parent/Guardian *Parent/Guardian* *Date*

_____

E-Mail Address

Watsonville Charter School of the Arts
Student Pledge

I, _____ agree to work hard this school year and learn as much as I can. I will treat others with respect, help others and follow the directions of my teachers and other adults. I will get enough rest, eat well, and take care of myself. If I have a conflict, I will try my best to seek an adult or use conflict resolution skills to solve the problem.

_____ _____

Student *Date*

Revised 08//09 LC

MEMORANDUM OF UNDERSTANDING

Pajaro Valley Unified School District ("District"), a public school district, and Watsonville Charter School of the Arts (WCSA) ("Charter School"), a public charter school, hereby enter into this memorandum of understanding ("Memorandum") effective as of February 15, 2007, based on the following recitals:

A. The Charter School operates under a charter ("Charter") granted by the Board of Trustees of the District ("Board"). The Charters expires December 31st, 2014.

B. It is the District's position that the Charter School is not a separate legal entity from the District and that the Charter does not constitute a contract. It is the Charter School's position that the Charter School is a separate legal entity under the Charter Schools Act and that the charter does constitute a mutually binding contract.

NOW THEREFORE, in consideration of the covenants and conditions of this Memorandum, the District and the Charter School (collectively the "Parties" and each individually a "Party") hereby agree as follows, subject to approval by the Board:

1. Term. The term of this Memorandum shall commence on the effective date hereof and shall expire upon the expiration of the Charter on December 31st, 2014 unless amended or earlier terminated as provided herein. Notwithstanding the foregoing, the Parties agree that the terms hereof regarding services provided by the District to the Charter School and the charges therefore shall apply retroactively to services provided by the District to the Charter School during the 2005-06 school year.

2. Local Funding. The Charter School has opted to receive funding from the State for its operation through the District, pursuant to Education Code Section 47651. So as to ensure the effectiveness of this Memorandum, during the Original Term and any Renewed Term of this Memorandum (up to the expiration of the Charter on December 31st, 2014), the Charter School agrees not to exercise its option under Education Code section 47651, subdivision (b) to receive funding from the State directly. The Parties have agreed to use the District's enrollment projections along with WCSA projections for each school year during any term of this Memorandum in planning for the needs of the District and the Charter School.

3. Charter School Responsibilities.

   3.1 *Name.* The Charter School will be known as "Watsonville Charter School of the Arts (WCSA)", and shall not represent itself by any other name when carrying out its activities.

   3.2 *Notification of Changes.* The Charter School shall notify the Assistant Superintendent of the District with oversight responsibility for the Charter School of any significant changes in the operations or status of the Charter School as soon as practical, but in no event later than thirty (30) days after the Charter.

School has knowledge of the change or impending change. Significant changes include (but are not limited to):

(a) Any change in contact information such as phone numbers, fax numbers, etc.;
(b) Any change in Charter School officers and site council members, including the senior employee responsible for Charter School operations (i.e., principal); and
(c) Being named as a party in any litigation, including court and administrative proceedings.

3.3 *Categorical Programs.* The Charter School shall be subject to the same level of review by the District of its participation in and compliance with State and federal categorical funding programs as any non-charter school within the District. The Charter School must comply with any and all requests from the District, whether mandated by law or otherwise, for information and data regarding its participation in such programs.

3.4 *District Policies.* The Charter School shall comply with all District policies and regulations that do not conflict with the Charter unless expressly exempted from any such policy or regulation. If the District determines that the Charter School has violated any policy, the District will give notice of the violation to the Charter School and provide the Charter School with an opportunity to cure that violation.

4. Supervisorial Oversight. The District's supervisorial oversight responsibilities are set forth in the Education Code, particularly section 47604.32 thereof. Supervisorial oversight is performed by the District Assistant Superintendent with oversight responsibility for the Charter School, who is hereby designated as the contact person for the Charter School pursuant to Education Code section 47604.32, subdivision (a). The District shall on a quarterly basis assess a charge to the Charter School in the amount that is three percent (3%) of the Charter School's revenue (as that term is defined in Education Code section 47613, subdivision (f)) for such quarter ("Oversight Charge"). The Charter School and the District expressly agree that the Oversight Charge represents the actual cost of the District's supervisorial oversight of the Charter School and that the District is entitled to assess such a charge, as permitted by Education Code section 47613, subdivision (b), because the Charter School is receiving rent-free facilities from the District pursuant to a Facilities Use Agreement executed by the Parties concurrently herewith. The Parties' agreement to the District's provision of services under Section 5 hereof shall not in any way limit or otherwise affect the District's right to receive the Oversight Charge. The Charter School shall reserve within its budget three percent (3%) of its revenue for the purpose of paying supervisorial oversight costs, as well as the annually estimated cost of services provided to the Charter School by the District as set forth in Section 5.

5. Services Provided by the District. The District has provided the Charter School with services necessary to the Charter School's operation since the Charter was first granted by the District, and the Parties wish to continue that relationship by this Memorandum. The District will continue to provide to the Charter School, and the Charter School will continue to purchase from the District, the services set forth in this Section 5. The Charter School will receive services of the same quality and with the same frequency as provided to non-charter schools within the District.

Except as noted, these services shall be charged to the Charter School on a "per ADA basis". A "per ADA basis" means that the District shall on an annual basis charge the Charter School for each service received by the Charter School an amount that is equal to the District's actual cost of providing such service to all charter and non-charter schools in the District receiving such service multiplied by the ratio of Charter School ADA (as set forth on the annual P2 report for the Charter School) over District ADA (for these purposes, District ADA shall be deemed to include ADA for all District schools and for all charter schools receiving such service, as set forth on the annual P2 report for the District and the charter schools). The District and the Charter School agree that a "per ADA basis" is the fairest and most efficient means of determining the actual cost of providing each service to the Charter School.

The District reserves the right to assess a charge for any extraordinary service (above and beyond those services provided to the Charter School at the time this Memorandum is executed as described in this Section 5) requested by the Charter School in writing and agreed to by the District in its sole discretion at the actual cost of such extraordinary service.

The District shall process all charges due for services against the Charter School's funding appropriation on an annual basis at the conclusion of each fiscal year during the term of this Agreement. The District will provide the Charter School with an annual statement reflecting all charges for services provided to the Charter School by the District during that fiscal year. Upon the Charter School's written request, the District will provide the Charter School with documentation to substantiate and prove the cost of any service provided. The District will provide notice by June 15 of any year during the term of this Agreement if it projects that the cost for any service provided to the Charter School will increase by more than 5% in the next succeeding year.

If a dispute arises over charges for services provided by the District to the Charter School, the District and the Charter School agree to utilize the dispute resolution process set forth in Section 9 of this Memorandum.

5.1 *Accounting*. The District provides all necessary accounting services to the Charter School, including:

* Maintenance of a chart of accounts, account code structure, and financial ledgers;
* Posting of all financial transactions to the Charter School's ledgers;

* Assistance with system instruction and attendance reporting:
* Preparation of required financial reports including annual reports and statements required by the California Department of Education and other outside agencies and presentations to the Board for approval on various State and federal required applications; and
* Inclusion in the District's annual audit.

5.2 *Payroll.* The District provides all payroll services to the Charter School, including:

* Section 125 enrollment;
* Preparation of pay warrants, distribution of payroll checks and execution of direct deposits;
* Calculation and forwarding of all tax, benefit, retirement, and other withholdings;
* Preparation of and forwarding of tax withholdings and related documentation to state and federal tax authorities;
* Benefit enrollment; and
* Workers compensation administration.

5.3 *Personnel.* The District provides all human resources and personnel services to the Charter School, including screening, hiring, and discipline of employees assigned to the Charter School, all in accordance with section 8 of this Memorandum. In addition, the Charter requires teachers to have an expertise in one or more arts disciplines (dance, drama, music, visual arts) as confirmed through a demonstration lesson presented to a Charter stakeholder panel.

5.4 *Accounts Receivable and Payable.* The District manages the Charter School's accounts receivable and payable, including the following services:

* Credit card distribution, payment and monitoring;
* Processing of all purchase orders and check requests in a timely fashion;
* Preparation and deposit of all deposits; and
* Posting relevant information to appropriate ledgers.

5.5 *Budget Development and Fiscal Planning.* The District assists the Charter School to accurately identify its revenues, compare estimated revenues with actual revenues, and project and monitor expenditures. The District also assists with preparing and revising long-term financial projections.

5.6 *Purchasing.* The Charter School uses the procedures of the District's Purchasing Department to purchase goods and services related to the conduct of school business and all such purchases shall be processed through the Purchasing Department, including but not limited to processes in place for bidding, independent contractors, and use of District office product contracts and credit card systems. The Charter School agrees that all purchases and purchase order

requests shall be processed according to the procedures set forth in the District's Purchasing Department handbook, including but not limited to approval by the District's governing Board. The Charter School shall have the authority to contract for such outside services, including legal services, as are consistent with its Charter and the terms of this Memorandum, subject to the oversight responsibilities of the District's Board as set forth in Education Code sections 47604.32 and 47607. Purchase agreements negotiated by the District include the Charter School as appropriate. The Charter School is responsible for paying for the actual direct costs of the goods or services purchased.

5.7 *Student Data Information Management.* The District has established and will continue to provide technical assistance in the maintenance of a student information management system that tracks the following, at a minimum: average daily attendance, enrollment, standardized and alternative assessment data, emergency contacts, race/ethnicity, age, address, parent/guardian, immunization, discipline/suspension/expulsion. The student information management system is Internet accessible and provides access to the District's network. The Charter School has full responsibility for entering data into this system. The District prepares and files with the State appropriate attendance and related reports derived from data entered into the system by the Charter School.

5.8 *Insurance.* The District, through its purchasing pools, assists the Charter School in obtaining general liability insurance and property insurance in an amount acceptable to the District, on which policies the District is a named insured. The Charter School is not required to budget the amount of any deductible under such policies, but is required to reimburse the District in the event of a loss. The District includes the Charter School in the District's own policies for workers' compensation and unemployment insurance, the cost of which is chargeable to the Charter School on a per payroll basis. Upon the execution of this Memorandum, the Charter School shall purchase sufficient errors and omissions insurance coverage to protect the District against liabilities incurred by the governing body of the Charter School.

5.9 *Facility Services.* The Charter School is responsible for maintenance and custodial services at its school site. The Charter School purchases, and the District provides, all custodial services and all landscaping and grounds maintenance services provided to non-charter schools in the District.

5.10 *Utilities.* The District provides the Charter School with all utilities to its school site, including but not limited to telephone, gas, water, waste, etc., and the Charter School shall pay its share of such utilities costs on a per ADA basis.

5.11 *Technology: Infrastructure and Service.* The District has installed and shall maintain Internet networks and email service at the Charter School's school site at a level consistent with that received by non-charter schools in the District.

5.12 *Transportation.* This section does not apply to the Charter School as long as the Charter School does not request transportation services from the District.

5.13 *Food Service.* The District provides the Charter School with food services and any related services to ensure compliance with, and funding from, State and federal child nutrition programs.

5.14 *Health Services/Psychological Services.* The District attempts to provide the same level of health and psychological services to the Charter School's students as received by students in non-charter schools in the District. Health and psychological services shall be charged to the District at the actual cost to the District of providing such services, and not on a per ADA basis. In this context, "actual cost" shall mean that proportion of the salary and benefits of any employee or employees assigned to the Charter School to provide such services equal to the amount of the employee's or employees' time spent in providing services to the Charter School in relation to the employee's or employees' time spent otherwise employed by the District. "Actual cost" shall also include any actual incidental costs of providing health and psychological services to the Charter School (e.g., supplies).

5.15 *Program Evaluation.* The Charter School administers state-mandated and District tests in partnership with the District. The District's Program Evaluation Office provides those services and support equal to those received by all non-charter schools in the District.

5.16 *State and Federal Programs Compliance Support.* The District's State and Federal Programs Office provides services related to oversight of both state and federal categorical programs in which the Charter School participates. Assistance includes the generation of required reports, supervision of rules, regulations and procedures related to categorical programs, oversight of categorical budgets and other related activities. Charges for such services are calculated based on the number of qualifying students of the Charter School.

5.17 *Summer School/Extended Day Programs.* The District makes summer school and extended day programs to Charter School students to the same extent as non-charter school students in the District. The District shall not discriminate against Charter School students in its provision of such services. Such services are charged on a per ADA basis for each Charter School student served by summer school or extended day programs.

5.18 *Migrant Services.* The District provides migrant services to Charter School students and parents in proportion to the Charter School's pro rata share of revenue granted to the District for such services.

5.19 *Retiree Benefits Charge.* The District has established an irrevocable trust for the accumulation of retiree benefits. The Charter School will be charged its pro rata

share of contributions to such trust in proportion to the share of programs, including categorical programs, in which the Charter School participates.

5.20 *Student Services*. The District provides all student services to the Charter School, including Student Attendance Review Committee (SARC) and Student Attendance Review Board (SARB) proceedings, hearings, expulsions, and other student discipline matters.

5.21 *Special Education*. The District and the Charter School have concurrently herewith entered into a Special Education Services Agreement pursuant to which the District will continue to provide special education services to the Charter School in order to ensure the Charter School's compliance with the Individuals with Disabilities in Education Act ("IDEA"). The District does not provide services to the Charter School to ensure its compliance with Section 504 of the Rehabilitation Act ("Section 504") or the Americans with Disabilities Act ("ADA"). Absent agreement of the Parties to the contrary, the Charter School shall be solely responsible, at its own expense, for compliance with Section 504 and the ADA with respect to eligible students.

6. Attendance and Enrollment.

6.1 *Attendance*. The Charter School will adhere to the District's attendance calendar, and required instructional minutes. The Charter School will work with the District's attendance system (provided pursuant to section 5.6 hereof), to contemporaneously record and account for ADA. These records shall be auditable and shall be within the scope of the District's annual audit. The Charter School will report ADA figures to the District as appropriate and on a timely basis. The District will report ADA data to the Santa Cruz County Office of Education and/or the California Department of Education as necessary to enable the school to receive categorical and block grant funding. The Charter School shall also obtain and work cooperatively to supply to the District in a timely and accurate fashion any other information necessary to enable the District to calculate the Charter School's entitlement to all available funding sources.

6.2 *California Basic Education Data System (Enrollment)*. The Charter School shall obtain a CDS code number from the California Department of Education and complete and submit enrollment and other demographic information, if necessary, through the District or County Office of Education, to the California Basic Education Data System (CBEDS).

6.3 *Field Trips*. The Charter School agrees to comply with all District policies and procedures with respect to the scheduling, supervision and approval of field trips. This requirement is necessary for the District to meet its responsibilities to the students of the District and the Charter School and to ensure compliance with the District's and the Charter School's insurance policies.

6.4 *FERPA.* The Charter School shall, pursuant to Education Code Section 47604.3, promptly provide the District with all requested information and records, including pupil records protected by the Federal Educational Records Privacy Act ("FERPA"), personal records, or any other information not generally available to the public. The Charter School and the District agree that the District is an authorized educational agency for reviewing pupil records from the Charter School.

7. Public Access and Conflicts of Interest.

7.1 *Public Access.* The Charter School and the District acknowledge that the Charter School is a public school, part of our education system, and funded by public education dollars. As a public entity, it is important that the Charter School conduct its business in a manner open to the public, to which it is ultimately accountable. Accordingly, the Charter School's records shall also be open to the public upon request and its business shall be conducted in accordance with principles of open government. The Charter School shall comply with the Public Records Act (Gov. Code §§ 6250 et seq.) and the Brown Act (Gov. Code §§ 54950 et seq.) in all respects.

7.2 *Charter School Responsibility.* The Charter School shall be solely liable for any violations of State laws regarding public access to its records or to meetings of its governing body or conflicts of interest by its officials. Nothing in this Section 7 shall render the District responsible for ensuring the Charter School's compliance with State laws regarding public access or conflicts of interest nor liable for any violation of the Charter School of such laws.

8. Employees Assigned to the Charter School.

8.1 *Employee Representation.* The District shall be the exclusive public school employer of employees assigned to the Charter School for the purposes of the Educational Employment Relations Act. Employees assigned to the Charter School remain employees of the District and are members of District bargaining units and will abide by the same collective bargaining agreements as other District employees. The District will represent the Charter School's interests in negotiating contracts with the District bargaining units. The District's Personnel Commission shall represent the classified staff assigned to the Charter School.

8.2 *Employment Decisions.* As the exclusive public school employer of employees assigned to the Charter School, the District retains ultimate responsibility for the employment, management, dismissal and discipline of its employees assigned to the Charter School. The Charter School shall be subject at all times to the policies and practices of the District's Human Resources Department and the ultimate discretion of the District's governing board. The Charter School shall at all times adhere to the District's timetables for making employment related decisions and shall coordinate employment recommendations with the District's Human

Resources Department in order to maintain compliance with the Education Code and the District's collective bargaining agreements.

8.3 *Employee Credentials.* Pursuant to Education Code section 47605(l), Charter School teachers shall be required to hold a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold. These documents shall be maintained on file at the Charter School and shall be subject to periodic inspection by the District.

8.4 *District Committees.* Because employees assigned to the Charter School have different interests and different responsibilities than non-Charter School District employees, such employees shall not be regular participants on District committees but may be invited to participate by the District.

8.5 *Inservice Training.* The District will invite employees assigned to the Charter School to inservice training on a space-available basis. If the District has incurred costs for the inservice, a fee to the Charter School may be established for the participation of employees assigned to the Charter School.

9. Dispute Resolution. In the event of a dispute between the Charter School and the District, the following procedures shall be followed:

9.1 *Statement of Dispute.* The governing body of the Charter School and the District Assistant Superintendent with oversight responsibility for the Charter School will first frame the issue in written format and refer the issue to the Superintendent of the District and the Principal of the Charter School. In the event that the District believes that the dispute relates to an issue that could lead to revocation of the charter, this shall be specifically noted in the written dispute statement.

9.2 *Informal Resolution.* The Superintendent and the Principal shall informally meet and confer in a timely fashion to attempt to resolve the dispute. In the event that this informal meeting fails to resolve the dispute, both Parties shall identify two members from their respective governing bodies who shall jointly meet with the Superintendent and the Principal and attempt to resolve the dispute.

9.3 *Mediation.* If informal resolution fails to resolve the dispute, the Superintendent and the Principal shall meet to jointly identify a neutral, third party mediator. The format of the mediation session shall be developed jointly by the Superintendent and the Principal, and shall incorporate informal rules of evidence and procedure unless both Parties agree otherwise. The findings or recommendations of the mediator shall be non-binding on the governing board of the District. The Charter School and the District shall bear their own costs of mediation and each Party shall pay one half of the cost for the services of the mediator.

9.4 *Final Resolution by Governing Board of the District.* The findings or recommendations of the mediator shall be presented to the governing Board of the District for final resolution of the dispute at a regularly scheduled public meeting of the Board. The governing Board may accept, reject or modify the recommendations of the mediator and the Board's resolution of the dispute that was the subject of the mediation shall be final and binding on the District and the Charter School. The Charter School expressly agrees that it will not initiate, prosecute, or join in any legal action against the District except to compel compliance with this section 9 of the Memorandum.

9.5 *District Oversight.* Notwithstanding anything in this Section 9, Section 10 below, or the Charter, participation by the District in any dispute resolution process shall in no way interfere with the District's statutory oversight responsibilities and powers, its power to revoke the Charter in compliance with the Education Code, and its rights and responsibilities as the exclusive public school employer of employees assigned to the Charter School, and with respect to such matters only participation by the District in the dispute resolution process set forth herein shall be entirely voluntary for the District.

10. Revocation of Charter. If the Board believes it has cause to revoke the Charter, the Board will notify the governing body of the Charter School in writing, noting the specific reasons for which the Charter may be revoked, and grant the Charter School reasonable time to respond to the notice and take appropriate corrective action. If, in the opinion of the Board, the governing body of the Charter School fails to take appropriate corrective action in response to a notice from the District that cause exists to revoke the Charter, if such corrective action is inadequate, or if the cause for which the District may revoke the Charter persists, despite corrective action by the Charter School, the Board may proceed to revoke the Charter without regard to the dispute resolution procedures set forth in Section 9 hereof. In the event the Charter is revoked, the District shall be responsible for closing out the Charter School's operations, including conducting a final accounting and the disposal of the Charter School's assets. In such event, former officers and employees of the Charter School shall cooperate with the District's closing out efforts upon the District's request.

11. Miscellaneous.

11.1 *Termination.* In the event that the Charter is revoked by the District, this Memorandum shall automatically terminate as of the effective date of such revocation, with the exception of Section 10 hereof. This Memorandum shall otherwise terminate only as provided in Section 1 hereof.

11.2 *Construction.* Each of the Parties acknowledges and agrees that this Memorandum is to be construed as a whole according to its fair meaning and not in favor of nor against any of the Parties as draftsman or otherwise.

11.3 *Venue*. Any action or proceeding by any Party to enforce the terms of this Memorandum shall be brought solely in the Superior Court of the State of California for the County of Santa Cruz, subject to any motion to transfer venue.

11.4 *Applicable Law*. This Memorandum shall be governed by and interpreted under the laws of the State of California applicable to instruments, persons, transactions and subject matter that have legal contacts and relationships exclusively within the State of California.

11.5 *Severability*. If any provision or any part of this Memorandum is for any reason held to be invalid and or unenforceable or contrary to public policy, law, or statute and/or ordinance, the remainder of this agreement shall not be affected thereby and shall remain valid and fully enforceable.

11.6 *Prevailing Authority*. In the event of a conflict between the law and the terms of this Memorandum, the law shall prevail, and any such conflicting terms shall be severed from this Memorandum and nullified. In the event of a conflict between the Charter and this Memorandum, the terms of this Memorandum shall prevail and shall be deemed an amendment to the Charter, replacing any conflicting terms therein.

11.7 *No Admission.* Except as expressly agreed herein, nothing contained herein shall constitute an admission of fact or law.

11.8 *Amendment.* This Memorandum may be amended only by the mutual agreement of both Parties.

11.7 *Binding Obligation; Execution.* If and to the extent that the Charter School is a separate legal entity from the District, the Charter School expressly agrees that this Memorandum is a binding obligation on the Charter School and the District agrees that this Memorandum is a binding obligation on the District. This Memorandum may be executed in one or more counterparts, each of which shall constitute an original of the Memorandum. Each of the persons signing this Memorandum represents and warrants that such person has been duly authorized to sign this Memorandum on behalf of the Party indicated. This Memorandum shall not become effective unless and until it is approved by the Board and executed by the Charter School on or before noon on Monday, January 31, 2010.

By: _____
Trish Hucklebridge, Principal
Watsonville Charter School of the Arts

By: _____
Dorma Baker, Superintendent
Pajaro Valley Unified School District

Date: _____

Date: _____

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

Board Agenda Back-up

ITEM # 13.3

DATE: **November 18, 2009**

ITEM: **Supplemental Early Retirement Program (SERP) Incentive, Certificated Non-Management**
RESOLUTION #09-10-07

OVERVIEW: The attached documents outline the potential establishment of a retirement incentive plan for certain eligible employees of the District.

The Retirement Plan will be referred to as the **Pajaro Valley Unified School District Supplemental Employees Retirement Plan** (SERP).

The eligibility requirements for employees to participate in the plan would be as follows:

95% of Base Salary as Spend Amount

- Tenured Certificated Non Management
- 55 Years of age by June 30, 2010
- 10 Years at 6/30/2010 of continuous PVUSD service (7/1/00-6/30/10)
- Employee must retire from the district effective June 30, 2010
- Employee must qualify to retire from STRS
- Employee will not be eligible for reemployment in the district other than as a substitute. And only as a substitute as eligible under the new law implemented (AB 506) and effective July 1, 2010.
- Individuals previously retired from STRS are not eligible
- Before the plan can be implemented an analysis must be run to ensure the individuals signed up for the plan do ultimately enable the district to have a savings or break even implementation.
- The estimated breakeven point is 38 employees

RECOMMENDATION:

It is recommended that the Board approve the proposed retirement incentive plan to be discussed with the bargaining unit

BUDGET CONSIDERATIONS:

Funding Source: Appropriate fund for each retiree

Budgeted: **NA**

Amount: **Estimated savings $ 1.3 million over 5 years**

Assistant Superintendent, Human Resources: **Albert Roman**

SUPERINTENDENT SIGNATURE: Dorma Baker (AH)

BOARD RESOLUTION

MEETING MINUTES
OF THE
PAJARO VALLEY UNIFIED SCHOOL DISTRICT

Resolution #09-10-07

On November 18, 2009, the Board of Education (the "Board") of the Pajaro Valley Unified School District (the "District") held a meeting. All members of the Board were present except the following:

On motion of Board Member_____, duly seconded and carried, the following Resolution was adopted:

WHEREAS, California Government Code Section 53224 authorizes school districts to make contributions to retirement plans; and

WHEREAS, the Pajaro Valley Unified School District desires to provide retirement benefits to its employees under such a plan; and

THEREFORE, IT IS RESOLVED that the Board of Education of Pajaro Valley Unified School District hereby establishes a retirement plan for certain eligible employees of the District effective July 1, 2010.

RESOLVED FURTHER that the eligibility requirements for employees to participate in such plan shall be as follows:

95% of Base Salary as Spend Amount

- Tenured Certificated Non Management
- 55 Years of age by June 30, 2010
- 10 Years at 6/30/2010 of continues PVUSD service (7/1/2000-6/30/10)
- Employee must retire from the district effective June 30, 2010
- Employee must qualify to retire from STRS
- Employee will not be eligible for re-employment in the district other than as s substitute. And only as a substitute as eligible under the new law implemented (AB 506) and affective July 1, 2010 for STRS employees.
- Individuals previously retired from STRS Before the plan can be implemented an analysis must be run to ensure the individuals signed up for the plan do ultimately enable the district to have a savings or break even implementation.
- The estimated breakeven point is 38 employees

RESOLVED FURTHER that the Board hereby adopts that certain plan known as the Pajaro Valley Unified School District Supplemental Employee Retirement Plan, effective July 1, 2010.

RESOLVED FURTHER that the Life Only benefit under such Plan shall be based on a 95% of base salary as determined by the district per the requirements before mentioned.

RESOLVED FURTHER that the District shall make all contributions to the Plan to fund said benefits.

RESOLVED FURTHER that, for purposes of the limitations on contributions and benefits under the Plan, as prescribed by section 415 of the Internal Revenue Code of 1986, as amended, the "limitation year" shall be the Plan Year, as defined under the terms and provisions of the Plan.

RESOLVED FURTHER that, for purposes of clarification of administration of the Plan but not for purposes of making said Plan subject to title I of ERISA, the Board hereby designates the District as the plan administrator.

RESOLVED FURTHER that the Board hereby appoints the following individuals to comprise the Plan Committee:

Albert Roman	Mary Hart
Assistant Superintendent Human Resources	Associate Superintendent, Business

RESOLVED FURTHER that the Board hereby authorizes any member of the Plan Committee to execute on behalf of the District the Form 2848, Power of Attorney and Declaration of Representative.

RESOLVED FURTHER that the Board hereby appoints Keenan & Associates as the contract administrator to assist the District in the implementation and administration of the Plan.

RESOLVED FURTHER that the Board hereby authorizes and directs Assistant Superintendent, Human Resources and Associate Superintendent, Business to take the following actions:

A. Execute the Plan and any and all other documents necessary or proper to implement the Plan.

B. Contract with Keenan & Associates as contract administrator to provide all services described in the contract.

C. Execute any and all documents, including any amendment to the Plan, necessary or proper to maintain favorable determination of the Plan.

D. Enter into any other contract or agreement which he or she deems necessary or proper to administer and/or fund the Plan and to attain and maintain the income tax qualification of the Plan under the Internal Revenue Code of 1986, as amended.

AYES:

NOES:

ABSENT:

ABSTAIN:

DATED:_____, 2009

BOARD MEMBERS:

Leslie De Rose
Libby Wilson
Sandra Nichols
Doug Keegan
Karen Osmundson
Willie Yahiro
Kim Turley

I, Dorma Baker_____, Secretary of the Board for the Pajaro Valley Unified School District, hereby certify that the above and the foregoing Resolution was duly and regularly adopted by the said Board at a regular meeting thereof on the 18th day of November 2009, and passed by a majority vote of said Board.

IN WITNESS WHEREOF, I have hereunto set my hand and seal this 18th day of November 2009.

_____
Secretary of the Board of Education for the
Pajaro Valley Unified School District

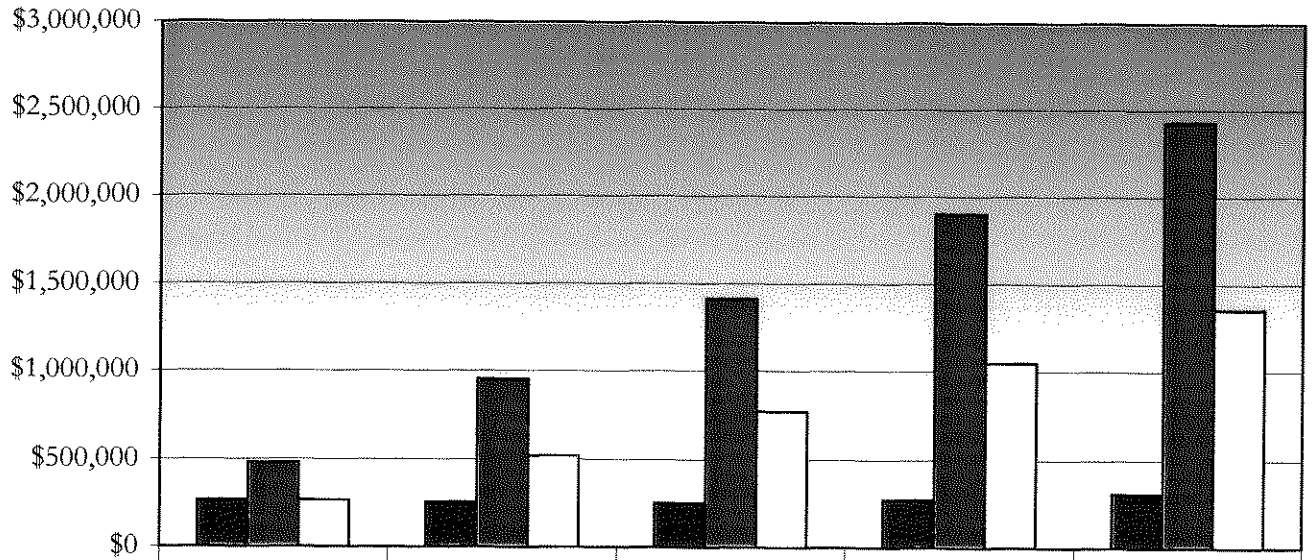
Pajaro Valley Unified School District

Cost Analysis

Certificated

95% of Salary

Annual & Cumulative Savings



	2011	2012	2013	2014	2015
Net Annual	$266,749	$255,535	$252,315	$272,901	$309,745
Gross Cumulative	$480,773	$948,489	$1,412,456	$1,900,391	$2,431,228
Net Cumulative	$266,749	$522,284	$774,600	$1,047,500	$1,357,245

School Year Ending

Keenan

License # 0451271

SERP

Pajaro Valley Unified School District Summary Sheet

Classification	Plan Type	Number of Eligible	Normal Attrition	Projected Number of Retirees	Projected % of Eligible Retirees	Average Salary	Average Lifetime Benefit	Period Certain 5	Average Cost Per Retiree	Average Plan Savings per Employee	Total Projected Savings	Savings with No Plan	Total Projected Net Savings
Administration	95% of Salary (EOY) with HC - 3 not replaced	**37**	2	10	27%	**$95,595**	$459.79	$1,417.76	$90,815	$67,236	$672,356	$316,102	**$356,254**

Classification	Plan Type	Number of Eligible	Normal Attrition	Projected Number of Retirees	Projected % of Eligible Retirees	Average Salary	Average Lifetime Benefit	Period Certain 5	Average Cost Per Retiree	Average Plan Savings per Employee	Total Projected Savings	Savings with No Plan	Total Projected Net Savings
Certificated	95% of Salary (EOY) with HC - 0 not replaced	**281**	12	85	30%	**$64,101**	$307.79	$920.58	$60,896	$28,603	$2,431,228	$1,073,983	**$1,357,245**
Total with HC		**318**	**14**	**95**	**29%**	**$79,848**					**$3,103,584**		**$1,713,499**
Total with no HC		**-**	**-**	**-**	**-**	**-**					**-**		**-**

Keenan

License # 0451271

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

Board Agenda Back-up

ITEM # 13.4

DATE: **November 18, 2009**

ITEM: **Supplemental Early Retirement Program (SERP) Incentive, Certificated and Classified Management**
RESOLUTION 09-10-08

OVERVIEW: The attached documents outline the potential establishment of a retirement incentive plan for certain eligible employees of the District.

The Retirement Plan will be referred to as the **Pajaro Valley Unified School District Supplemental Employees Retirement Plan** (SERP).

The eligibility requirements for employees to participate in the plan would be as follows:

95% of Base Salary as Spend Amount

- Certificated and Classified Management
- 55 Years of age by June 30, 2010
- 10 Years of continuous PVUSD service, including service as a regular certificated or classified manager in the 2009-2010 school year.
- Employee must retire from the district by June 30, 2010
- Employee must qualify to retire from STRS
- Employee will not be eligible for reemployment in the district other than as a substitute. And only as a substitute as eligible under the new law implemented (AB 506) and affective July 1, 2010 for STRS employees.
- Individuals previously retired from STRS or PERS are not eligible
- Before the plan can be implemented an analysis must be run to ensure the individuals signed up for the plan do ultimately enable the district to have a savings or break even implementation.

RECOMMENDATION:

It is recommended that the Board approve the proposed retirement incentive plan to be discussed with the bargaining unit

BUDGET CONSIDERATIONS:

Funding Source: Appropriate fund for each retiree
Budgeted: **NA**
Amount: **Estimated savings $ 346K over 5 years**

Assistant Superintendent, Human Resources: **Albert Roman**

SUPERINTENDENT SIGNATURE: Duane Baker (AA)

BOARD RESOLUTION

MEETING MINUTES
OF THE
PAJARO VALLEY UNIFIED SCHOOL DISTRICT

09-10-08

On November 18, 2009, the Board of Education (the "Board") of the Pajaro Valley Unified School District (the "District") held a meeting. All members of the Board were present except the following:

On motion of Board Member_____, duly seconded and carried, the following Resolution was adopted:

WHEREAS, California Government Code Section 53224 authorizes school districts to make contributions to retirement plans; and

WHEREAS, the Pajaro Valley Unified School District desires to provide retirement benefits to its employees under such a plan; and

THEREFORE, IT IS RESOLVED that the Board of Education of Pajaro Valley Unified School District hereby establishes a retirement plan for certain eligible employees of the District effective July 1, 2010.

RESOLVED FURTHER that the eligibility requirements for employees to participate in such plan shall be as follows:

95% of Base Salary as Spend Amount

- Certificated and Classified Management
- 55 Years of age by June 30, 2010
- 10 Years of continuous PVUSD service, including service as a regular certificated or classified manager in the 2009-2010 school year
- Employee must retire from the district by June 30, 2010
- Employee must qualify to retire from STRS or PERS
- Employee will not be eligible for re-employment in the district other than as s substitute. And only as a substitute as eligible under the new law implemented (AB 506) and effective July 1, 2010 for STRS employees.
- Individuals previously retired from STRS or PERS are not eligible
- Before the plan can be implemented an analysis must be run to ensure the individuals signed up for the plan do ultimately enable the district to have a savings or break even implementation.

RESOLVED FURTHER that the Board hereby adopts that certain plan known as the Pajaro Valley Unified School District Supplemental Employee Retirement Plan, effective July 1, 2010.

RESOLVED FURTHER that the Life Only benefit under such Plan shall be based on a 95% of base salary as determined by the district per the requirements before mentioned.

RESOLVED FURTHER that the District shall make all contributions to the Plan to fund said benefits.

RESOLVED FURTHER that, for purposes of the limitations on contributions and benefits under the Plan, as prescribed by section 415 of the Internal Revenue Code of 1986, as amended, the "limitation year" shall be the Plan Year, as defined under the terms and provisions of the Plan.

RESOLVED FURTHER that, for purposes of clarification of administration of the Plan but not for purposes of making said Plan subject to title I of ERISA, the Board hereby designates the District as the plan administrator.

RESOLVED FURTHER that the Board hereby appoints the following individuals to comprise the Plan Committee:

Albert Roman	Mary Hart
Assistant Superintendent Human Resources	Associate Superintendent, Business

RESOLVED FURTHER that the Board hereby authorizes any member of the Plan Committee to execute on behalf of the District the Form 2848, Power of Attorney and Declaration of Representative.

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A. Execute the Plan and any and all other documents necessary or proper to implement the Plan.

B. Contract with Keenan & Associates as contract administrator to provide all services described in the contract.

C. Execute any and all documents, including any amendment to the Plan, necessary or proper to maintain favorable determination of the Plan.

D. Enter into any other contract or agreement which he or she deems necessary or proper to administer and/or fund the Plan and to attain and maintain the income tax qualification of the Plan under the Internal Revenue Code of 1986, as amended.

AYES:

NOES:

ABSENT:

ABSTAIN:

DATED:_____, 2009

BOARD MEMBERS:

Leslie De Rose
Libby Wilson
Sandra Nichols
Doug Keegan
Karen Osmundson
Willie Yahiro
Kim Turley

I, Dorma Baker_____, Secretary of the Board for the Pajaro Valley Unified School District, hereby certify that the above and the foregoing Resolution was duly and regularly adopted by the said Board at a regular meeting thereof on the 18th day of November 2009, and passed by a majority vote of said Board.

IN WITNESS WHEREOF, I have hereunto set my hand and seal this 18th day of November 2009.

_____
Secretary of the Board of Education for the
Pajaro Valley Unified School District

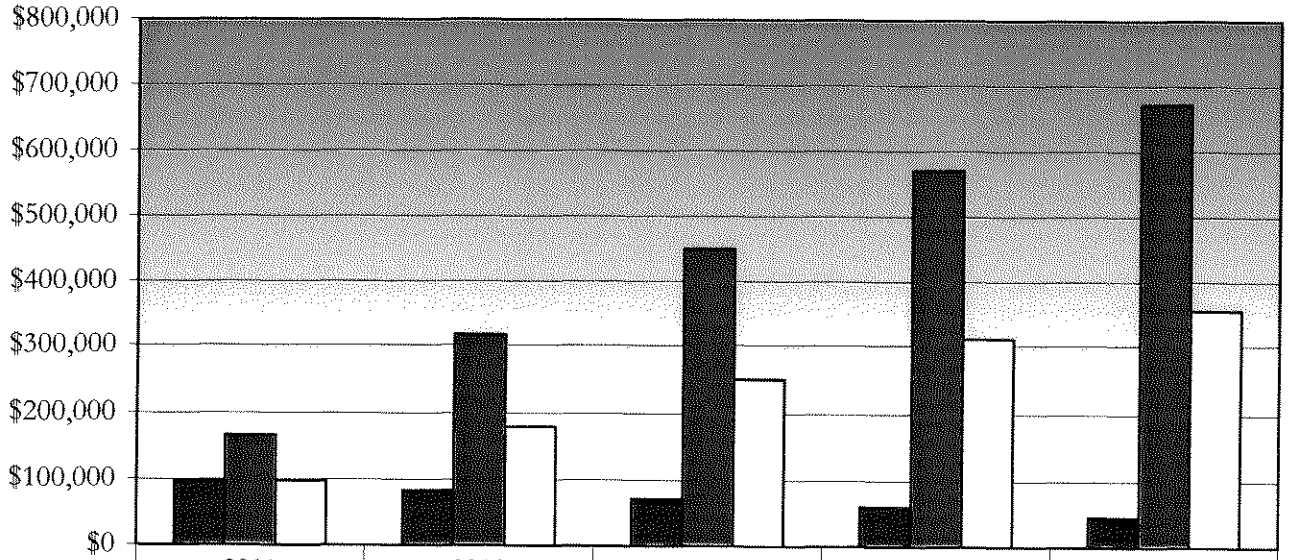
Pajaro Valley Unified School District

Cost Analysis

Administration

95% of Salary

Annual & Cumulative Savings



	2011	2012	2013	2014	2015
Net Annual	$97,695	$82,722	$70,932	$59,711	$45,194
Gross Cumulative	$167,526	$316,336	$450,409	$570,455	$672,356
Net Cumulative	$97,695	$180,416	$251,349	$311,060	$356,254

School Year Ending

Keenan

License # 0451271

SERP

Pajaro Valley Unified School District Summary Sheet

Classification	Plan Type	Number of Eligible	Normal Attrition	Projected Number of Retirees	Projected % of Eligible Retirees	Average Salary	Average Lifetime Benefit	Period Certain 5	Average Cost Per Retiree	Average Plan Savings per Employee	Total Projected Savings	Savings with No Plan	Total Projected Net Savings
Administration	95% of Salary (EOY) with HC - 3 not replaced	**37**	2	10	27%	**$95,595**	$459.79	$1,417.76	$90,815	$67,236	$672,356	$316,102	**$356,254**

Classification	Plan Type	Number of Eligible	Normal Attrition	Projected Number of Retirees	Projected % of Eligible Retirees	Average Salary	Average Lifetime Benefit	Period Certain 5	Average Cost Per Retiree	Average Plan Savings per Employee	Total Projected Savings	Savings with No Plan	Total Projected Net Savings
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Total with HC		**318**	**14**	**95**	**29%**	**$79,848**					**$3,103,584**		**$1,713,499**
Total with no HC		-	-	-	-	-					-		-

11/11/2009

Keenan

License # 0451271

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

Board Agenda Backup

Item No: 13.5

Date: November 18, 2009

Item: **Provisional Internship Permit**

Overview: Although the District practices aggressive efforts in teacher recruitment, shortages of appropriately credentialed teachers still exist. In order for the District to employ a sufficient number, teachers must be hired on Provisional Internship Permit.

The Provisional Internship Permit (PIP) was created in response to the phasing out of emergency permits. It allows an employing agency to fill an immediate staffing need by hiring an individual who has not yet completed their credentialing program.

Recommendation: It is recommended that the board approve the appointment of these teachers on a Provisional Internship Permit. Board approval is required by the Commission on Teacher Credentialing.

Budget Considerations: N/A

Funding Source:

Budgeted: **Yes:** ☐ **No:** ☐

Amount: **$**

Prepared By: **Dr. Albert J. Roman**

Superintendent's Signature: Dorma Baker (AA)

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

CERTIFICATED PERSONNEL
November 18, 2009

TO: **Members of the Governing Board**

FROM: **Dr. Albert Roman, Asst. Superintendent, Human Resources**

SUBJECT: **Personnel Action**

The following appointments have been made for the 2008-2009 School Year:

NAME	SITE/PROGRAM	POSITION	EFF. DATES	PIP TYPE
Steven Hoy	Special Services	Resource Specialist	08/10/2009-06/30/2010	Mild/Moderate
Robin Hubert	Special Services	Mild/Moderate	08/10/2009-06/30/2010	Mild/Moderate
Carmen Becerra	Amesti	Elementary Site Coordinator	08/10/2009-06/30/2010	Multiple Subject

State Of California
California Commission On Teacher Credentialing
Box 944270
1900 Capitol Avenue
Sacramento, CA 94244-2700

Telephone:
(916) 445-7254 or (888) 921-2682
E-mail: credentials@ctc.ca.gov
Web site: www.ctc.ca.gov

VERIFICATION OF REQUIREMENTS
For the Provisional Internship Permit

This form must be completed by the employing agency and submitted with each application for a Provisional Internship Permit.

Name of Applicant Hubert, Robin

SSN

Name of Employing Agency Pajaro Valley Unified School District

County/District/CDS Code 44/020/69799

- ☐ Multiple Subject
- ☐ Single Subject - Specify subject(s):
- ☒ Education Specialist - Specify disability area(s): Mild/Moderate

By submitting this form, the employing agency named above verifies that items 1-6 have been completed.

1. A diligent search has been conducted for a suitable credentialed teacher or qualified internship teacher by the following methods and verification of such recruitment efforts is attached:

   Required recruitment methods (provide photocopies of **all** of the following):
   - ☒ Distributed job announcements
   - ☐ Contacted college or university placement centers
   - ☒ Advertised on the Internet

   Optional recruitment methods (in addition to the required methods above):
   - ☐ Advertised in professional journals
   - ☐ Attended job fairs in California
   - ☐ Attended recruitment out-of-state
   - ☐ Contacted California teacher recruitment centers
   - ☐ Advertised in local/national newspapers
   - ☐ Other (explain)

2. The permit holder will be provided orientation, guidance and assistance during the valid period of the permit
3. Public notice of intent to employ the applicant in the identified position has been given and meets the following criteria (check the box that applies):

   ☒ **Public School District**

   Public notice was presented as an action item on the governing board agenda and acted upon favorably. A copy of the agenda item is attached.

   The agenda item included the applicant's name, assignment, including subject(s) grade level(s), school site, and a statement that the applicant will be employed on the basis of a Provisional Internship Permit.

(continued)

☐ **County Offices of Education, Nonpublic Schools, Statewide Agencies, and Charter Schools**
Public notice was posted at least 72 hours before the position was filled. A copy of the dated notice is attached.

Public notice included the applicant's name, assignment, including subject(s) grade level(s), school site, and a statement that the applicant will be employed on the basis of a Provisional Internship Permit.

Public notice included a signed statement from the superintendent or administrator confirming there were no objections to the issuance of the permit.

4. The permit holder will be provided assistance in developing a personalized plan through an agency-defined assessment that would lead to meeting subject matter competence related to the permit
5. The permit holder will be provided assistance to seek and enroll in subject matter training, such as workshops or seminars and site-based courses along with training in test-taking strategies and will assist the permit holder in meeting subject matter competence related to the permit
6. The candidate has been apprised of the steps required to earn a credential and enroll in an internship program

Employing Agency Certification
This form must be signed by the District/County Superintendent, Personnel Administrator, NPS/NPA Administrator, or Designee.

I certify under penalty of perjury that the information provided on this form is true and correct.

Signature _____

Title Human Resource Analyst

Date 08/10/2009

State Of California
California Commission On Teacher Credentialing
Box 944270
1900 Capitol Avenue
Sacramento, CA 94244-2700

Telephone:
(916) 445-7254 or (888) 921-2682
E-mail: credentials@ctc.ca.gov
Web site: www.ctc.ca.gov

VERIFICATION OF REQUIREMENTS
For the Provisional Internship Permit

This form must be completed by the employing agency and submitted with each application for a Provisional Internship Permit.

Name of Applicant Hoy, Steven

SSN

Name of Employing Agency Pajaro Valley Unified School District

County/District/CDS Code 44/020/69799

- ☐ Multiple Subject
- ☐ Single Subject - Specify subject(s):
- ☒ Education Specialist - Specify disability area(s): Mild/Moderate

By submitting this form, the employing agency named above verifies that items 1-6 have been completed.

1. A diligent search has been conducted for a suitable credentialed teacher or qualified internship teacher by the following methods and verification of such recruitment efforts is attached:

   Required recruitment methods (provide photocopies of **all** of the following):
   - ☒ Distributed job announcements
   - ☐ Contacted college or university placement centers
   - ☒ Advertised on the Internet

   Optional recruitment methods (in addition to the required methods above):
   - ☐ Advertised in professional journals
   - ☐ Attended job fairs in California
   - ☐ Attended recruitment out-of-state
   - ☐ Contacted California teacher recruitment centers
   - ☐ Advertised in local/national newspapers
   - ☐ Other (explain)

2. The permit holder will be provided orientation, guidance and assistance during the valid period of the permit
3. Public notice of intent to employ the applicant in the identified position has been given and meets the following criteria (check the box that applies):

   ☒ **Public School District**

   Public notice was presented as an action item on the governing board agenda and acted upon favorably. A copy of the agenda item is attached.

   The agenda item included the applicant's name, assignment, including subject(s) grade level(s), school site, and a statement that the applicant will be employed on the basis of a Provisional Internship Permit.

(continued)

☐ **County Offices of Education, Nonpublic Schools, Statewide Agencies, and Charter Schools**
Public notice was posted at least 72 hours before the position was filled. A copy of the dated notice is attached.

Public notice included the applicant's name, assignment, including subject(s) grade level(s), school site, and a statement that the applicant will be employed on the basis of a Provisional Internship Permit.

Public notice included a signed statement from the superintendent or administrator confirming there were no objections to the issuance of the permit.

4. The permit holder will be provided assistance in developing a personalized plan through an agency-defined assessment that would lead to meeting subject matter competence related to the permit
5. The permit holder will be provided assistance to seek and enroll in subject matter training, such as workshops or seminars and site-based courses along with training in test-taking strategies and will assist the permit holder in meeting subject matter competence related to the permit
6. The candidate has been apprised of the steps required to earn a credential and enroll in an internship program

Employing Agency Certification
This form must be signed by the District/County Superintendent, Personnel Administrator, NPS/NPA Administrator, or Designee.

I certify under penalty of perjury that the information provided on this form is true and correct.

Signature _____

Title Human Resource Analyst

Date 08/10/2009

State Of California
California Commission On Teacher Credentialing
Box 944270
1900 Capitol Avenue
Sacramento, CA 94244-2700

Telephone:
(916) 445-7254 or (888) 921-2682
E-mail: credentials@ctc.ca.gov
Web site: www.ctc.ca.gov

VERIFICATION OF REQUIREMENTS
For the Provisional Internship Permit

This form must be completed by the employing agency and submitted with each application for a Provisional Internship Permit.

Name of Applicant BECERRA, CARMEN S.

SSN

Name of Employing Agency PAJARO VALLEY UNIFIED SCHOOL DISTRICT

County/District/CDS Code 44-69799

☒ Multiple Subject

☐ Single Subject - Specify subject(s):

☐ Education Specialist - Specify disability area(s):

By submitting this form, the employing agency named above verifies that items 1-6 have been completed.

1. A diligent search has been conducted for a suitable credentialed teacher or qualified internship teacher by the following methods and verification of such recruitment efforts is attached:

   Required recruitment methods (provide photocopies of **all** of the following):
   - ☒ Distributed job announcements
   - ☒ Contacted college or university placement centers
   - ☒ Advertised on the Internet

   Optional recruitment methods (in addition to the required methods above):
   - ☐ Advertised in professional journals
   - ☐ Attended job fairs in California
   - ☐ Attended recruitment out-of-state
   - ☐ Contacted California teacher recruitment centers
   - ☐ Advertised in local/national newspapers
   - ☐ Other (explain)

2. The permit holder will be provided orientation, guidance and assistance during the valid period of the permit

3. Public notice of intent to employ the applicant in the identified position has been given and meets the following criteria (check the box that applies):

   ☒ ***Public School District***

   Public notice was presented as an action item on the governing board agenda and acted upon favorably. A copy of the agenda item is attached.

   The agenda item included the applicant's name, assignment, including subject(s) grade level(s), school site, and a statement that the applicant will be employed on the basis of a Provisional Internship Permit.

(continued)

☐ **County Offices of Education, Nonpublic Schools, Statewide Agencies, and Charter Schools**
Public notice was posted at least 72 hours before the position was filled. A copy of the dated notice is attached.

Public notice included the applicant's name, assignment, including subject(s) grade level(s), school site, and a statement that the applicant will be employed on the basis of a Provisional Internship Permit.

Public notice included a signed statement from the superintendent or administrator confirming there were no objections to the issuance of the permit.

4. The permit holder will be provided assistance in developing a personalized plan through an agency-defined assessment that would lead to meeting subject matter competence related to the permit
5. The permit holder will be provided assistance to seek and enroll in subject matter training, such as workshops or seminars and site-based courses along with training in test-taking strategies and will assist the permit holder in meeting subject matter competence related to the permit
6. The candidate has been apprised of the steps required to earn a credential and enroll in an internship program

Employing Agency Certification
This form must be signed by the District/County Superintendent, Personnel Administrator, NPS/NPA Administrator, or Designee.

I certify under penalty of perjury that the information provided on this form is true and correct.

Signature _____

Title HUMAN RESOURCES ANALYST

Date 9/15/09

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

Board Agenda Backup

Item No: 13.6

Date: November 18, 2009

Item: **Waivers**

Overview: Although the District practices aggressive efforts in teacher recruitment, shortages of appropriately credentialed teachers still exist in Special Education. In order for the District to employ a sufficient number, teachers must be hired on a waiver.

Recommendation: It is recommended that the board approve the re-appointment of this teacher on a waiver. Board approval is required by the Commission on Teacher Credentialing.

Budget Considerations: N/A

Funding Source:

Budgeted: **Yes:** ☐ **No:** ☐

Amount: **$**

Prepared By: Dr. Albert J. Roman

Superintendent's Signature: Donna Baker (AA)

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

CERTIFICATED PERSONNEL
November 18, 2009

TO: **Members of the Governing Board**

FROM: **Dorma Baker, Assistant Superintendent, Human Resources**

SUBJECT: **Personnel Action**

The following appointments have been made for the 2009-2010 School Year:

NAME	SITE/PROGRAM	POSITION	EFF. DATES	WAIVER TYPE
Minnis, Robin [1]	Special Education	Speech /Lang. Specialist	07/01/2009-06/30/2010	Renewal of Program Waiver

[1] This is Robin's third year in a graduate program for communication disorders which will, when completed, qualify her to receive a clear clinical rehabilitation credential in the area of speech and language therapy.

Robin has had extensive experience working with special needs students, has an undergraduate degree in communication disorders and is highly recommended.

State of California
COMMISSION ON TEACHER CREDENTIALING
P.O. Box 1559
Sacramento, CA 95812-1559

Telephone: (916) 323-7136
E-Mail: waivers@ctc.ca.gov

VARIABLE TERM WAIVER REQUEST

Requests must be prepared by the employing agency, not the applicant. All materials must be clear enough to photocopy.

1. EMPLOYING AGENCY (include mailing address)	County/District CDS Code	Contact Person
Pajaro Valley Unified School District 294 Green Valley Road Watsonville, CA 95076 ☐ NPS/NPA (list county code _____)	44/69799	Geri Delgado, Human Resources Telephone #: 831 761-2100 ext. FAX #: 831 761-6018 E-Mail: geri_delgado@pvusd.net

2. APPLICANT FOR THE WAIVER

Social Security Number

If fingerprint clearance is not on file at CCTC, include an application (form 41-4) for a Certificate of Clearance.

If needed, a review by the Division of Professional Practices will be concluded before a waiver approval letter will be issued.

Full Legal Name Minnis, Robin Bailey
Last First Middle

Former Name(s) _____ Birth Date 05/03/1986

Applicant's Mailing Address 1767 Esperanza Court
Santa Cruz, CA 95062

Credential Needed for Waiver _____
(Specific title and subject area of the credential that authorizes the assignment. Note that the subject must be one that is available under current regulations.)

Assignment SPEECH-LANGUAGE PATHOLOGY SERVICES - Special Education
Specific position and grade level (e.g. chemistry teacher, grades 11-12)

For bilingual assignment list LANGUAGE: _____

Is this a full time position? Yes ☒ No ☐

If not, indicate how many periods a day the individual will be teaching the waiver assignment(s) _____

Is this a subsequent Waiver? (See #9 for additional information) Yes ☒ No ☐

3. EDUCATION CODE OR TITLE 5 SECTION TO BE WAIVED

Specific section(s) covering the assignment: EC-44268

4. EFFECTIVE DATES

07 / 01 / 2009 to 06 / 30 / 2010

Waivers are dated effective the beginning date of service. Provide the ending date of your school term, track or year below. A justification MUST be included if the expiration date extends beyond the term, track or year.

Ending date of school term, track, or year: 06 / 30 / 2010

5. STATEWIDE HIGH INCIDENCE AREA WAIVER REQUESTS:

a. INDICATE THE HIGH INCIDENCE AREA FOR THE ASSIGNMENT

- ☐ Special Education
- ☒ Clinical or Rehabilitative Services
- ☐ Driver Education and Training
- ☐ 30-Day Substitute

b. INDICATE WHAT WAS DONE THIS YEAR TO LOCATE AND RECRUIT INDIVIDUALS TO FILL THIS POSITION

No copies are necessary if this is a recognized high incidence area.

- ☒ Advertised in local/national newspapers
- ☒ Advertised in professional journals
- ☒ Attended job fairs in California
- ☐ Attended recruitment out-of-state
- ☐ Contacted IHE placement centers
- ☐ Distributed job announcements
- ☒ Internet
- ☐ Other _____

c. IF THIS IS AN INITIAL WAIVER REQUEST, EXPLAIN WHAT MAKES THE APPLICANT THE BEST CANDIDATE

Include detailed information about the individual's professional preparation and expertise in the subject/area requested and attach appropriate documentation including transcripts, examination score reports, and verification of experience.

This is Robin's second year in a graduate program for communication disorders which will, when completed, qualify her to receive a clear clinical rehabilitation credential in the area of speech and language therapy.

Robin has had extensive experience working with special needs students, has an undergraduate degree in communication disorders and is highly recommended.

6. **NON STATEWIDE LOW INCIDENCE AREA WAIVER REQUESTS:**

a. **INDICATE THE LOW INCIDENCE AREA FOR THE ASSIGNMENT**

- ☐ Administrative Services
- ☐ Single Subject Teaching (**all** subject areas)
- ☒ Designated Subjects – except driver education and training
- ☐ Library Media Services
- ☐ Multiple Subject Teaching
- ☐ Pupil Personnel Services: Counseling, Psychology, Social Work
- ☐ Reading Specialist/Certificate
- ☐ Teacher of English Learner Students

b. **INDICATE WHAT WAS DONE THIS YEAR TO LOCATE AND RECRUIT INDIVIDUALS TO FILL THIS POSITION**

Copies of announcements, advertisements, web site registration, etc. **must** be attached.

The employer must verify **all** of the following:

- ☒ Distributed job announcements
- ☐ Contacted IHE placement centers
- ☒ Internet (www.edjoin.org)

Optional recruitment methods:

- ☒ Advertised in local/national newspaper
- ☒ Attended job fairs in California
- ☐ Attended recruitment out of state
- ☐ Advertised in professional journals
- ☐ Other _____

c. **PROVIDE DETAILED INFORMATION ABOUT THE RESULTS OF RECRUITMENT EFFORTS. BE SURE TO ANSWER EACH OF THE FOLLOWING QUESTIONS:**

How many individuals <u>credentialed in the authorization of the waiver request</u> applied for the position? 2

How many <u>credentialed in the authorization of the waiver request</u> were interviewed? 0

What were the results of those interviews? (Please indicate answers in numbers)

____ **Applicant(s) withdrew**

____ **Candidate(s) declined job offer**

_x_ **Candidate(s) found unsuitable for the assignment**

d. **PROVIDE THE SPECIFIC EMPLOYMENT CRITERIA FOR THE POSITION**

What <u>special skills and knowledge</u> are needed to successfully perform in this position? These should also be described in your recruitment advertisements and announcements.

An appropriate credential authorized to teach children with disabilities in which the primary disability is "speech and language impairment". Experience in education is desired. Special qualifications desired are: Ability to diagnose and prescribe appropriate interventions for students in the area of language, speech and hearing; write IEPs; consult and provide information to parents and staff. Demonstrate strong consultative and/or teaching skills.

e. **IF THIS IS AN INITIAL WAIVER REQUEST, EXPLAIN WHAT MAKES THE APPLICANT THE BEST CANDIDATE**

Include detailed information about the individual's professional preparation and expertise in the subject/area requested and attach appropriate documentation including transcripts, examination score reports, and verification of experience.

7. REQUIREMENTS AND TARGET COMPLETION DATES FOR REACHING CREDENTIAL GOAL

List the requirements that the applicant must complete to be eligible for the document named above as the credential goal and a target date by which he or she plans to complete those requirements

PROGRAM, COURSE, EXAMINATION, EXPERIENCE	TARGET COMPLETION DATE
SLP Masters + CCCs	May 14, 2010

8. LIST THE NAME AND POSITION OF THE PERSON ASSIGNED TO PROVIDE SUPPORT AND ASSISTANCE TO THE APPLICANT DURING THE TERM OF THIS WAIVER

By assigning this individual, the employing agency makes a commitment to support and assist the applicant, as feasible, in completing the requirement(s) listed above.

Name Dea Pretzel Position Director, Special Education

9. SUBSEQUENT WAIVER REQUESTS

Attached is a copy of a personnel evaluation that verifies the applicant served satisfactorily in the position authorized by the previous waiver.

10. IS THIS EMPLOYING AGENCY GEOGRAPHICALLY ISOLATED?

Would the applicant have to travel more than 1 1/2 hours one-way to attend an institution with an approved program to meet the credential goal?

☐ Yes ☐ No ☒ Not applicable (program completion is not a requirement)

(continued)

11. PUBLIC NOTICE -- CHECK THE BOX THAT APPLIES

☒ Public School District: Attached is a copy of the agenda item presented to the governing board of the school district in a public meeting showing the name of the applicant, the specific assignment including subject and grade level, and the fact that employment will be on the basis of a credential waiver. With the signature of the superintendent or his or her designee in item #13 below, the person signing verifies that the board acted upon the item favorably.

By submitting this waiver request the district is certifying that reasonable efforts to recruit a fully prepared teacher for the assignment(s) were made in the following order:

1. an individual who is scheduled to complete initial preparation requirements within six months
2. a candidate who is qualified to participate in an approved internship program in the region of the school district

☐ County Office of Education, State Agency, or Nonpublic, Nonsectarian School or Agency: Attached is a dated copy of the notice that was posted at least 72 hours before the position was filled showing the name of the applicant, the specific assignment including subject and grade level, and the fact that employment will be on the basis of a credential waiver. With the signature of the superintendent or administrator or his or her designee in item #13 below, the person signing verifies that there were no objections to this waiver request.

12. APPLICANT'S CERTIFICATION

I understand that in order to receive a subsequent waiver for this assignment I must pursue the completion of requirements to obtain full certification in the subject or area covered by this waiver request as specified in #7 above.

I understand that if my case is heard in a public meeting, all materials submitted to the Commission regarding my suitability, including grades and test scores, may be published in a Commission agenda and discussed in an open meeting.

Robin B. Minnig

Signature of Applicant ***Date***
(Sign full legal name as listed in #2 above)

13. EMPLOYING AGENCY CERTIFICATION

The person for whom this waiver is requested will not be employed until he or she has been cleared by the Department of Justice under the provisions of Education Code Section 44332.6 and Section 44830.1 (AB1612). The employer acknowledges that the Commission's final approval of this individual's waiver will be determined by a fitness review covering, in part, criminal activity, including certain in-state and/or out-of-state convictions.

If this waiver request is for service to special education children, the Special Education Local Planning Area (SELPA) has been notified of our intent to request this waiver.

I certify under penalty of perjury that the information provided in this report is accurate and complete.

District/County Superintendent, Personnel Administrator, NPS/NPA Administrator, or Designee:

Signature _____

Title Human Resource Analyst

Date _____ _____

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

Board Agenda Backup

Item No: 13.7

Date: November 18, 2009

Item: **Waivers**

Overview: Although the District practices aggressive efforts in teacher recruitment, shortages of appropriately credentialed teachers still exist in Substitute Teaching. In order for the District to employ a sufficient number, substitute teachers must be hired on a waiver.

Recommendation: It is recommended that the board approve the appointment of these teachers on a waiver. Board approval is required by the Commission on Teacher Credentialing.

Budget Considerations: N/A

Funding Source:

Budgeted: **Yes:** ☐ **No:** ☐

Amount: **$**

Prepared By: **Dr. Albert J. Roman**

Superintendent's Signature: Donna Baker (AJR)

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

CERTIFICATED PERSONNEL
November 18, 2009

TO: **Members of the Governing Board**

FROM: **Dr. Albert J. Roman, Assistant Superintendent, Human Resources**

SUBJECT: **Personnel Action**

The following appointments have been made for the 2009-2010 School Year:

NAME	SITE/PROGRAM	POSITION	EFF. DATES	WAIVER TYPE
Trexler, Jason[1]	PVUSD	Substitute Teacher	10/01/09-10/01/10	CBEST

[1]Mr. Trexler received his Bachelor's degree in Human Development from SUNY Oswego and later received his Master's in Clinical Psychology from San Jose State University. He is currently working for Pajaro Valley Prevention and Student Assistance Program as a Program Manager for Conflict Resolution, serving the students in the PVUSD area. His work focuses on students who have been expelled and assists them in returning to school. Mr. Trexler would like to substitute teach in order to continue working with at-risk students in a different facet.

State Of California
Commission On Teacher Credentialing
Certification, Assignment and Waivers Division
Box 1559
Sacramento, CA 95812-1559

Telephone: (916) 323-7136
E-mail: waivers@ctc.ca.gov

VARIABLE TERM WAIVER REQUEST FOR 30-DAY SUBSTITUTE BASIC SKILLS REQUIREMENT

Requests must be prepared by the employing agency, not the applicant, and must be typewritten or computer generated. This form may be used for **first time** 30-Day Substitute basic skills requirement waivers *only*. Any other type of variable term waiver requests must be submitted on form WV1.

1. EMPLOYING AGENCY (include mailing address)	County/District CDS Code	Contact Person:
PAJARO VALLEY UNIFIED SCHOOL DISTRICT 294 GREEN VALLEY RD.	446979	ROCIO LOPEZ Telephone #: (831) 786-2145 Email: rocio_lopez@pvusd.net Fax #: (831) 761-6018

2. APPLICANT INFORMATION

Social Security Number: ___ ___ ___ -- ___ ___ -- ___ ___ ___ ___

If fingerprint clearance is not on file at CTC, you must also include a completed application (form 41-4) and a LiveScan receipt. If needed, a review by the Division of Professional Practices will be concluded before a waiver approval letter will be issued.

Full Legal Name TREXLER, JASON M.

Former Name(s) _____ Birth Date _____

Applicant's Mailing Address _____
WATSONVILLE, CA 95076

California Credential or Permit Held (if any) _____

Assignment 30-DAY SUBSTITUTE TEACHER

3. EDUCATION CODE OR TITLE 5 SECTION TO BE WAIVED: EC §44830(a)

"*A governing board of a school district shall employ for positions requiring certification qualifications, only person who possess the qualifications therefor prescribed by law...*"

Specific section(s) covering the assignment: EC 44252(b)

4. EFFECTIVE DATES 10 / 01 / 09 to 10 / 01 / 10

Waivers are dated effective the beginning date of service. This waiver cannot exceed one year.

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

Board Agenda Backup

Item No: 14.1

Date: November 18, 2008

Item: **Approve Updates to Board Policies in the Series 0000, Philosophy-Goals-Objectives And Comprehensive Plans: 0520.2, Title I Program Improvement Schools and 0520.3, Title I Program Improvement Districts.**

Overview: This section is being presented as recommended by California School Boards Association (CSBA); this organization was hired to assist in the process to update and review current policies.

The attached policies have been reviewed by the administration. Once the Board approves the updates, our Policy Series 0000's will be updated and distributed as appropriate.

Recommendation: Review and adopt Board Policies 0520.2 and 0520.3 in the Series 0000.

Prepared By: Dorma Baker, Superintendent

Superintendent's Signature: Dorma Baker (AH)

TITLE I PROGRAM IMPROVEMENT SCHOOLS

The Governing Board is committed to enabling all district students to meet state academic achievement standards and to narrowing the achievement gap among student groups. To that end, the Board shall assist all district schools, including those receiving federal Title I funds, to achieve adequate yearly progress, as defined by the State Board of Education.

(cf. 4112.24 - Teacher Qualifications Under the No Child Left Behind Act)
(cf. 6011 - Academic Standards)
(cf. 6162.5 - Student Assessment)
(cf. 6162.51 - Standardized Testing and Reporting Program)
(cf. 6171 - Title I Programs)

Whenever a district school is identified by the California Department of Education as in need of program improvement (PI), the Superintendent or designee shall ensure that school improvement efforts are coordinated and aligned. He/she shall also revise the school's Single Plan for Student Achievement in accordance with law and as specified in administrative regulation.

(cf. 0420 - School Plans/Site Councils)
(cf. 0420.1 - School-Based Program Coordination)
(cf. 0520.1 - High Priority Schools Grant Program)
(cf. 0520.4 - Quality Education Investment Schools)

Depending on the length of time a district school has been identified for PI, the district shall provide opportunities for student transfers, supplemental educational services, other corrective actions, and/or restructuring in accordance with law.

(cf. 5116.1 - Intradistrict Open Enrollment)
(cf. 6179 - Supplemental Instruction)

Program Evaluation

The Board shall annually review the adequate yearly progress of each district school based on state academic assessments and other indicators specified in the state plan for the No Child Left Behind Act. The Superintendent or designee shall publicize and disseminate the results of this review to parents/guardians, principals, schools, and the community so that the instructional program can be continually refined to help all students meet state academic standards. (20 USC 6316)

(cf. 0510 - School Accountability Report Card)
(cf. 6190 - Evaluation of the Instructional Program)

The Board and Superintendent or designee also shall review the effectiveness of the actions and activities carried out by PI schools with respect to parental involvement, professional development, and other PI activities. (20 USC 6316)

(cf. 4131 - Staff Development)
(cf. 6020 - Parent Involvement)

TITLE I PROGRAM IMPROVEMENT SCHOOLS (continued)

As necessary based on the results of these evaluations, the Board may require the Superintendent or designee to review and revise any of the school's reform plans, including the school's Single Plan for Student Achievement, allocate additional resources toward the implementation of the plan, and/or require more frequent monitoring of the school's progress in order to raise student achievement.

Legal Reference: (see next page)

TITLE I PROGRAM IMPROVEMENT SCHOOLS (continued)

Legal Reference:

EDUCATION CODE
35256 School accountability report card
60642.5 California Standards Tests
60850-60856 High School Exit Examination
64000 Categorical programs included in consolidated application
64001 Single school plan for student achievement, consolidated application programs
CODE OF REGULATIONS, TITLE 5
11992-11994 Persistently dangerous schools, definition
13075-13075.4 Supplemental educational services
UNITED STATES CODE, TITLE 20
1232g Family Educational Rights and Privacy Act
6301 Title I program purpose
6311 Adequate yearly progress
6312 Local educational agency plan
6313 Eligibility of schools and school attendance areas; funding allocation
6316 School improvement
7912 Persistently dangerous schools
UNITED STATES CODE, TITLE 29
794 Section 504 of the Rehabilitation Act
CODE OF FEDERAL REGULATIONS, TITLE 34
99.1-99.67 Family Educational Rights and Privacy
200.13-200.20 Adequate yearly progress
200.30-200.35 Identification of program improvement schools
200.36-200.38 Notification requirements
200.39-200.43 Requirements for program improvement, corrective action, and restructuring
200.44 School choice option
200.45-200.47 Supplemental educational services
200.48 Funding for transportation and supplemental services
200.49-200.51 State responsibilities
200.52-200.53 District improvement

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
2008 Adequate Yearly Progress Report Information Guide, August 2008
California's Accountability Workbook
FEDERAL REGISTER
Final Rule and Supplementary Information, October 29, 2008. Vol. 73, No. 210, pages 64436-64513
U.S. DEPARTMENT OF EDUCATION GUIDANCE
Public School Choice, January 14, 2009
Supplemental Educational Services, January 14, 2009
WEB SITES
CSBA: http://www.csba.org
California Department of Education, Program Improvement: http://www.cde.ca.gov/ta/ac/ti/programimprov.asp
U.S. Department of Education, No Child Left Behind: http://www.nclb.gov

(3/03 7/04) 3/09

TITLE I PROGRAM IMPROVEMENT DISTRICTS

The Governing Board shall annually review and analyze the district's performance in making adequate yearly progress (AYP) toward student achievement standards, in accordance with criteria established by the State Board of Education (SBE). The Board's review shall include an evaluation of whether district improvement efforts are aligned and adequately focused on increasing achievement levels for all students. As necessary, the Board and the Superintendent or designee shall take steps to improve district operations and programs to enable students to achieve proficiency.

(cf. 0500 - Accountability)
(cf. 6011 - Academic Standards)
(cf. 6162.51 - Standardized Testing and Reporting Program)

Early Warning Program

In the event that the district is provided notice by the California Department of Education (CDE) that it is in danger of being identified for program improvement (PI) within two years under the federal No Child Left Behind Act, the Board shall determine whether to participate in the voluntary Early Warning Program. If the Board elects to have the district participate in the program, the district shall conduct a voluntary self-assessment using research-based criteria provided by the CDE and may revise its Title I local educational agency (LEA) plan based on the results of that assessment. (Education Code 52055.57)

(cf. 6171 - Title I Programs)

Year 1-2 PI: Revision and Implementation of LEA Plan

In the event that the district is identified for PI by the CDE, the Superintendent or designee shall, in accordance with law and administrative regulation, notify parents/guardians, administer a district self-assessment process, and revise the LEA plan. (20 USC 6316; Education Code 52055.57)

The revised LEA plan or plan addendum shall be approved by the Board and submitted to the CDE. The Superintendent or designee shall regularly report to the Board regarding the implementation of the plan during Years 1 and 2 of the program.

The Superintendent or designee shall utilize available state and local resources to identify specific problems contributing to low student achievement and provide technical assistance and support to resolve those problems. He/she also shall work closely with individual school sites to raise student achievement in accordance with school plans.

(cf. 0520.1 - High Priority Schools Grant Program)
(cf. 0520.2 - Title I Program Improvement Schools)

TITLE I PROGRAM IMPROVEMENT DISTRICTS (continued)

Year 3 PI: Corrective Action

If the district does not make AYP after two years of receiving program funding, the Board shall cooperate with the Superintendent of Public Instruction (SPI) and the SBE in the identification and implementation of appropriate corrective actions.

The Board shall enter into a contract with a district assistance and intervention team (DAIT) whenever the SPI and SBE determine this to be the most appropriate corrective action. Upon receiving a report of recommendations from the DAIT: (Education Code 52055.57, 52059)

1. The Board may, not later than 30 days after completion of the report, appeal to the SPI to be exempted from implementing one or more of the report's recommendations.

2. Not later than 60 days after completion of the report, the Board shall, at a regularly scheduled meeting, adopt the report recommendations, as modified by any exemptions granted by the SPI.

The Superintendent or designee shall establish a district leadership team to collaborate with the DAIT in the development and implementation of an action plan to address high-priority needs. This team may include site and district administrators, teacher leaders, special education teachers, English learner experts, fiscal officers, and other key personnel, as appropriate.

The Board and the Superintendent or designee shall monitor the district's progress in implementing the DAIT's recommendations and shall continually use student performance data to determine whether additional district or school site changes are necessary to improve student achievement.

Legal Reference: (see next page)

TITLE I PROGRAM IMPROVEMENT DISTRICTS (continued)

Legal Reference:

EDUCATION CODE
52055.57-52055.59 Districts identified or at risk of identification for program improvement
52059 Statewide system of school support
UNITED STATES CODE, TITLE 20
6301 Title I program purpose
6311 Adequate yearly progress
6312 Local educational agency plan
6316 School and district improvement
6321 Fiscal responsibilities
CODE OF FEDERAL REGULATIONS, TITLE 34
200.13-200.20 Adequate yearly progress
200.30-200.35 Identification of program improvement schools
200.36-200.38 Notification requirements
200.52-200.53 District improvement

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Blueprint for District Assistance and Intervention, 2008
2007Adequate Yearly Progress Report Information Guide, August 2007
A Training Guide for Local Educational Agencies and Schools: Program Improvement, September 2006
U.S. DEPARTMENT OF EDUCATION GUIDANCE
LEA and School Improvement Non-Regulatory Guidance, rev. July 21, 2006
WEB SITES
CSBA: http://www.csba.org
California Department of Education, Program Improvement: http://www.cde.ca.gov/ta/ac/ti/programimprov.asp
U.S. Department of Education, No Child Left Behind: http://www.nclb.gov

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