

**Pajaro Valley Unified School District – Sustainable Schools Advisory – Questions and
Answers Document**
Updated September 30, 2026

1. SSA Process, Governance & Decision-Making

33 entries

SSA-001 Please confirm the intended SSA process and timeline, including: defining the optimal educational program model, identifying constraints, translating program needs into facility requirements, assessing existing facilities, and developing/evaluating scenarios.

Answered: Yes

Documented In: Meeting #1 Agenda and Meeting #1 Presentation - April 14, 2026; SSA process diagram - August 4, 2026.

SSA-002 Will the District provide a running Q&A or summary document after meetings that includes follow-up requests, responses, timelines, and decisions?

Answered: Yes

Documented In: The August 4, 2026 SSA presentation and website update document follow-up responses, and the single running Q&A/decision log was provided August 10, 2026.

SSA-003 Will the evaluation rubric scheduled for discussion on June 10 serve as the primary tool for comparing schools and scenarios? Can a draft rubric be shared in advance?

Answered: Yes

Documented In: September 15, 2026 OPM/Boundary presentation documents the working scenario criteria and Committee priority: prioritize high-quality facilities while maintaining reasonable neighborhood access; feeder-pattern coherence and minimizing disruption remain secondary considerations when differentiating otherwise viable configurations.

SSA-004 What criteria will be used to evaluate potential school closures, consolidations, or investments (e.g., enrollment viability, cost, facility condition, equity, academics, transportation, program quality)?

Answered: Yes

Documented In: LCAP/YouthTruth presentation - July 14, 2026; English Learner Access presentation - August 4, 2026; OPM process document - April/August 2026.

SSA-005 What are the proposed district scenarios under consideration (status quo, consolidation, closure, redesign, investment model, etc.)?

Answered: Yes N/A - there are no current proposed scenarios by the District

Documented In: August 4, 2026 SSA presentation identifies future boundary-scenario development and ranking; final District scenarios are not yet documented.

SSA-006 What are the projected financial, operational, and educational impacts if no consolidation or closure decisions are made?

Answered: Yes

Documented In: Financial Reports by the CBO demonstrate the current state of the District continuing into the future. **Need date of presentation xxxx.**

SSA-007 How will success be measured after the implementation of any district changes? What are the early warning indicators of unsuccessful implementation?

Answered: Pending

Documented In: LCAP/YouthTruth and English Learner presentations identify outcome measures, but a complete post-implementation success/early-warning framework is not yet documented.

SSA-008 What communication plan and implementation timeline will be used if changes are approved?

Answered: Partially Answered

Documented In: September 15, 2026 SSA Agenda schedules elementary input sessions for October 5-9, together with stakeholder survey and polling, followed by October 14 review of input-session results and recommended elementary scenarios. A complete post-Board implementation plan remains pending.

SSA-073 Will the SSA Committee be developing recommendations and options related to school closures/consolidations, or will options be presented by the Superintendent and district administration for committee review and feedback?

Answered: Yes and No

Documented In: Meeting #1 Presentation - April 14, 2026 and SSA Purpose Statement; the SSA is charged with developing/evaluating options and making recommendations to the Board.

SSA-074 Why is the current timeline structured for recommendations to be presented in November rather than waiting until December when new Board members will be seated?

Answered: Yes

Documented In: Meeting #1 Presentation - April 14, 2026 documents the November 2026 recommendation timeline and November 18 Board presentation schedule; however, the SSA Committee process may be extended by a meeting or two.

PL-001 How will this affect our students?

Answered: Pending

Documented In: Raised May 13, 2026; student-impact criteria are developed in later LCAP/YouthTruth and program presentations, but no scenario-specific answer is yet documented.

PL-002 What resources will be available to support schools?

Answered: Pending

Documented In: Raised May 13, 2026; no complete school-support resource plan is documented through August 4, 2026.

PL-003 How will success be measured?

Answered: Pending

Documented In: Raised May 13, 2026; outcome measures are discussed July 14 and August 4, 2026, but a complete implementation success framework is not yet documented.

PL-004 What is the timeline for implementation?

Answered: Yes

Documented In: Raised May 13, 2026; the SSA calendar and 2027-28 planning horizon are documented, but a complete implementation timeline is in the hands of the Board of Trustees.

PL-007 How does this connect to our LCAP goals?

Answered: Yes

Documented In: LCAP, YouthTruth & Student Support Alignment presentation - July 14, 2026 connects SSA sustainability planning to LCAP goals and student outcomes.

PL-010 What questions do others have that we should consider?

Answered: Yes

Documented In: Raised May 13, 2026, and remains an ongoing Parking Lot/information-request function of the SSA process.

PL-014 There seems to be a view that the work and research have already been completed. Can the District provide the information that led to its conclusions?

Answered: Yes

Documented In: June 10, 2026 SSA presentation response states that conclusions had not yet been developed and additional information remained to be presented.

PL-028 Was the District aware of Bill McGuire's prior employment at Twin Rivers Unified and Highlands Community Charter and Technical Schools, the allegations referenced by the questioner, and is his SSA work within the scope of his District contract?

Answered: Yes

Documented In: June 23, 2026 SSA presentation includes the District response regarding prior employment, allegations, qualifications, and contract scope and that the allegations by the questioner were false.

PL-041 How is the five-finger consensus process implemented?

Answered: Yes

Documented In: Meeting #1 Presentation - April 14, 2026 documents consensus decision-making using the fist-to-five process; reiterated July 22, 2026.

PL-042 Who is the gatekeeper for the SSA process: the facilitator, chair, or CBO?

Answered: Yes

Documented In: July 22, 2026 SSA presentation identifies facilitator John Salazar as the process gatekeeper/facilitator that the process operates in accordance with the norms of the Committee.

PL-043 When is an issue worthy of a vote, and what issues require a supermajority or other formal vote?

Answered: Yes

Documented In: July 22, 2026 SSA presentation states that voting thresholds are a matter for Committee discussion/decision.

PL-044 Should the SSA be described as a task force, and where is the strategy or work plan for accomplishing its charge?

Answered: Yes

Documented In: July 22, 2026 SSA presentation explains the advisory structure and evolving work plan; Meeting #1 materials document the charge, workstreams, calendar, and process.

PL-052 Will Preston Thomas's framework be used to guide the SSA decision-making process and recommendations?

Answered: Yes

Documented In: August 4, 2026 SSA Agenda and Presentation states that Preston Thomas's placemat/framework will inform the recommendation process.

AG-001 What is the SSA's purpose, scope, and November 2026 deliverable?

Answered: Yes

Documented In: Meeting #1 Agenda and Meeting #1 Presentation - April 14, 2026 document the SSA purpose, scope, and November 2026 deliverable.

AG-002 What meeting norms, voting practices, attendance expectations, and workplan calendar will govern the Committee?

Answered: Yes

Documented In: Meeting #1 Agenda, Presentation, and Participation Agreement - April 14, 2026 document meeting norms, fist-to-five consensus, attendance expectations, and calendar.

AG-003 What are the Data/Modeling, Programs/Equity, Facilities/Finance/Transportation, and Engagement/Communications workstreams?

Answered: Yes

Documented In: Meeting #1 Agenda - April 14, 2026 identifies Data/Modeling, Programs/Equity, Facilities/Finance/Transportation, and Engagement/Communications workstreams.

AG-005 What information is required for Meeting 2?

Answered: Yes

Documented In: Meeting #1 Agenda - April 14, 2026 directs creation of an Information Requests Log for data needed for Meeting #2.

AG-011 How will questions be handled, posted, answered, and moved to the Parking Lot for future follow-up?

Answered: Yes

Documented In: Meeting 3 - May 13, 2026 established the Parking Lot/follow-up process; subsequent presentations review and answer Parking Lot items.

AG-012 What information is still needed before the Committee can evaluate options and make recommendations?

Answered: Partially Answered

Documented In: Meeting 13 - September 23, 2026 identified additional information still needed before the SSA completes its elementary OPM discussion, including current cohort structure, Dual Language staffing/program locations, mental-health supports, facilities feasibility, specialty/release programs, Special Education considerations, and resources associated with enrollment levels. The information-request list remains open.

AG-021 What information from the July 22 Parking Lot questions still requires follow-up after the August 4 responses?

Answered: Yes

Documented In: August 4, 2026 SSA Agenda and Presentation reviews the July 22 Parking Lot questions and identifies items still open, partial, deferred, or answered.

PL-069 Can policies be developed to minimize negative impacts associated with a four-cohort design?

Answered: Yes

Documented In: Parking Lot Questions from September 15, 2026. Response: policies are the responsibility of the Board of Trustees; the SSA serves in an advisory role.

PL-072 Can all District administrators be required to substitute 8-12 days during the school year?

Answered: Not within SSA scope

Documented In: Parking Lot Questions from September 15, 2026. Response: this is not part of the SSA discussion or responsibility.

AG-034 What are the SSA's highest priorities for evaluating elementary options?

Answered: Partially Answered

Documented In: Meeting 13 - September 23, 2026. Members identified strong facilities, better schools for students and staff, student/staff supports, and continued use of program-optimization considerations including equity/access, program coherence, sustainability, student experience, and operational feasibility.

2. Community Engagement, Communication & Implementation

11 entries

PL-005 How can we provide feedback along the way?

Answered: Yes

Documented In: July 22, 2026 SSA Agenda and Presentation and LCAP/YouthTruth presentation - community surveys, outreach, and educational-partner feedback are identified; the full feedback process remains ongoing.

PL-006 Will there be opportunities for professional learning?

Answered: Unable to answer this question

Documented In: Raised May 13, 2026.

PL-008 What support will teachers need?

Answered: Unknown at this time

Documented In: Raised May 13, 2026. LCAP materials discuss professional learning and implementation conditions, but no specific teacher-support plan for SSA implementation will be considered.

PL-009 How will families be informed and involved?

Answered: Yes

Documented In: August 19, 2026 SSA Agenda and Presentation identifies town hall meetings for ES-OPM and boundary scenarios at selected middle schools during October 5-9, 2026, together with a stakeholder input survey. The August 4 Parking Lot response states surveys will follow development of an OPM and possible boundary analysis so stakeholders have specific options to react to.

PL-032 Should the District survey families before decisions are made to identify what drives school choice and what families value in a school?

Answered: Yes

Documented In: August 19, 2026 advanced Parking Lot materials confirm that stakeholder surveys will be conducted after an OPM and possible boundary analysis are developed, in tandem with town hall meetings so families can react to specific options.

PL-036 Why has the Committee not yet surveyed the community, what questions will be asked, and when will parents and community members be surveyed?

Answered: Yes

Documented In: August 19, 2026 advanced Parking Lot materials explain that the survey is intentionally sequenced after development of an OPM and possible boundary analysis. The August 19 agenda schedules ES town halls and a stakeholder survey for October 5-9, 2026.

PL-048 Parent engagement often declines when students transition to middle and high school. Is that being accounted for in the parent profiles and input presented to the SSA?

Answered: Yes

Documented In: August 4, 2026 SSA Agenda and Presentation, page 8 - District stated YouthTruth responses represent PVUSD schools TK-12.

PL-058 Can Preston Thomas's framework be displayed on large posters and connected to the YouthTruth survey data?

Answered: Yes

Documented In: August 4, 2026 SSA Agenda and Presentation.

PL-063 Will SSA members support development of the community survey, including participation by members with survey experience?

Answered: Yes

Documented In: September 1, 2026 Parking Lot response states that District Administration will develop the community survey, polling questions, and process, with a working team of SSA members supporting development where possible.

PL-075 If the Community Stability model is less stable over time, how will families be supported in changing schools?

Answered: Not part of SSA discussion at this point in the process

Documented In: Parking Lot Questions from September 15, 2026. The response states this is not part of the SSA discussion at this point in the process.

AG-036 How should community input be incorporated into the Elementary OPM and options work?

Answered: Partially Answered

Documented In: Meeting 13 - September 23, 2026. Members agreed community input is needed; discussed the elementary survey and input sessions; and requested continued discussion of the community-feedback plan and participation in SSC, Home & School Club, and ELAC meetings.

3. Enrollment, Demographics, Transfers & Future Projections

28 entries

SSA-009 What are the 5-, 10-, and 15-year enrollment projections by school and grade span?

Answered: Partially Answered

Documented In: SY 2025-26 Enrollment Projection Report - PVUSD (MGT), draft March 2026, presented April 30, 2026 - provides approximately seven years of school and grade-span projections; complete 10- and 15-year projections will not be provided.

SSA-010 What methodology, assumptions, and confidence levels are being used for enrollment projections? Are multiple scenarios being modeled (baseline vs accelerated decline)?

Answered: Yes

Documented In: SY 2025-26 Enrollment Projection Report - PVUSD (MGT), presented April 30, 2026 - documents methodology, cohort progression, capture rates, housing and demographic assumptions; numeric confidence ranges and alternate decline scenarios were not documented.

SSA-011 What are the cohort survival ratios, and how have they changed over time?

Answered: Yes

Documented In: SY 2025-26 Enrollment Projection Report - PVUSD (MGT), presented April 30, 2026 - cohort survival and historical grade-progression analysis.

SSA-012 How are declining birth rates, migration trends, and regional demographic changes impacting future enrollment?

Answered: Yes

Documented In: SY 2025-26 Enrollment Projection Report - PVUSD (MGT), presented April 30, 2026 - districtwide forecast discussion addresses smaller incoming cohorts, housing affordability, aging households, migration, and other demographic factors.

SSA-013 Which approved or planned housing developments may shift student populations geographically?

Answered: Yes

Documented In: SY 2025-26 Enrollment Projection Report - PVUSD (MGT), presented April 30, 2026 - housing-development analysis identifies planned/active projects incorporated into the forecast.

SSA-014 Please provide 10 years of historical enrollment data by school, grade level, and student subgroup.

Answered: Partially Answered

Documented In: PVUSD Enrollment History and Change Analysis, 2009-10 through 2025-26, and the MGT Enrollment Projection Report provide historical school enrollment. PVUSD 2025-26 Enrollment by Type was provided for the August 19, 2026 SSA meeting and adds current site-level ethnicity, English Only/IFEP/EL/RFEP/TBD, FRPM, 2024-25 homeless, and Special Education enrollment/placement data. It does not provide a 10-year history for every requested subgroup.

SSA-015 What are the current and projected enrollment impacts by attendance boundary area?

Answered: Yes

Documented In: September 15, 2026 MGT modeling provides four elementary boundary scenarios using resident-student projections: Neighborhood Access, Facility Condition, Feeder-Pattern Coherence, and Community Stability. Scenario-level enrollment and classroom projections are shown through 2035 and can be reviewed geographically through the MGT boundary dashboard.

SSA-016 Please provide interdistrict and intradistrict transfer data for all schools for the past three years.

Answered: Yes

Documented In: Intra-District & Inter-District Transfer Data: 2023-2024, 2024-2025, 2025-2026, together with the May 13, 2026 updated transfer report. The reports provide three-year intra-district transfer information by elementary, middle, and high school and three-year incoming inter-district transfer data by school. The May 13 update also provides 2025-26 outgoing inter-district data by destination district and grade.

SSA-017 Please provide 2023–24, 2024–25, and 2025–26 enrollment data for Alianza, Linscott, DTI, and WCSA.

Answered: Yes

Documented In: PVUSD Enrollment History and Change Analysis, 2009-10 through 2025-26 - historical school enrollment includes charter and alternative schools for the requested years.

SSA-018 Please provide enrollment data and trends related to Linscott and other dependent charter schools.

Answered: Yes

Documented In: PVUSD Enrollment History and Change Analysis and MGT Enrollment Projection Report, presented April 30, 2026 - charter enrollment is documented.

SSA-019 What percentage of students with special needs are attending programs outside of the District?

Answered: Pending

Documented In: No complete percentage of students with special needs attending programs outside PVUSD was located in the materials reviewed through August 4, 2026.

SSA-020 What is the current enrollment in the ECE program, and what student mobility or transition trends are being observed as students matriculate into Kindergarten?

Answered: Pending

Documented In: SSA FAQ/request register and July 22, 2026 OPM/TK discussion identified the issue; no complete districtwide ECE enrollment and Kindergarten transition analysis was located.

SSA-021 Please provide ECE enrollment and program data for each school site.

Answered: Pending

Documented In: SSA FAQ/request register - no complete site-by-site ECE enrollment and program dataset was located in the reviewed materials.

SSA-022 Is there any significant projected shift in the geographic distribution of students over the next 10 years, or is enrollment expected to remain generally consistent with current patterns?

Answered: Yes

Documented In: SY 2025-26 Enrollment Projection Report - PVUSD (MGT), presented April 30, 2026 - projects uneven rates of decline by attendance area.

SSA-023 Is there data available regarding interdistrict or intradistrict transfer requests that were denied?

Answered: Yes

Documented In: July 22, 2026 SSA Agenda and Presentation explains grade-level space as a reason transfers may be denied. The May 13, 2026 Intra-District & Inter-District Transfer Data update documents actual transfer movement, but denied-request counts and denial trends are not available.

SSA-050 Please provide student mobility rates and mid-year transfer trends by school.

Answered: N/A

Documented In: SSA FAQ/request register - no complete school-by-school student mobility and mid-year transfer trend report exists.

PL-013 Why are intradistrict transfers being denied if all schools are not at capacity?

Answered: Yes

Documented In: June 10 and July 22, 2026 SSA presentations - District explained that capacity and staffing must be evaluated at the specific grade level, not only schoolwide.

PL-026 How do interdistrict transfer policies and District policies help students?

Answered: Pending

Documented In: June 23, 2026 SSA presentation - response stated the question could not be answered at that time; no later complete policy explanation was located.

PL-027 How can the District focus on family preferences and desires in order to retain students?

Answered: Yes

Documented In: June 23 and July 22, 2026 SSA materials refer the issue to ongoing community engagement and Optimal Program Model work; no completed enrollment-retention strategy has been documented.

PL-029 Please provide more data on transfer requests. How many are denied? Why may employees be unable to transfer their children to the school where they work, and can acceptance levels be anticipated early enough to plan staffing?

Answered: Partially Answered

Documented In: July 22, 2026 SSA Agenda and Presentation explains grade-level space as a transfer constraint. The Intra-District & Inter-District Transfer Data reports for 2023-24, 2024-25, and 2025-26, including the May 13, 2026 update, provide actual transfer movement by school. Denied-request counts, employee-specific transfer outcomes, and advance acceptance information for staffing planning were not provided.

PL-037 When will the Committee focus on developing a District strategy to boost enrollment?

Answered: Partially Answered

Documented In: August 19, 2026 OPM work advances the District strategy from general enrollment-retention discussion to elementary school design. The SSA considered 1-2, 4-, and 5-cohort models, program quality, staffing, facility fit, family interest, and sustainability. A completed districtwide enrollment-growth/retention strategy has not yet been adopted.

AG-007 What are PVUSD's historical enrollment patterns and projected enrollment, and what assumptions drive the projections?

Answered: Yes

Documented In: Meeting #2 - April 30, 2026; SY 2025-26 Enrollment Projection Report - PVUSD (MGT) and historical enrollment analysis were presented and document the forecast assumptions.

AG-008 What transfer and school-choice patterns affect enrollment?

Answered: Yes

Documented In: MGT Enrollment Projection Report, presented April 30, 2026, together with the Intra-District & Inter-District Transfer Data reports for 2023-24, 2024-25, and 2025-26 and the May 13, 2026 update, document school-choice and transfer patterns affecting enrollment.

AG-009 How do housing trends affect enrollment and student distribution?

Answered: Yes

Documented In: Meeting #2 - April 30, 2026; MGT Enrollment Projection Report includes housing-development and geographic analysis used in the forecast.

IR-002 Please provide enrollment projection methodology documents.

Answered: Yes

Documented In: SY 2025-26 Enrollment Projection Report - PVUSD (MGT), draft March 2026, presented April 30, 2026 - includes the enrollment projection methodology and assumptions.

IR-003 Please provide transfer data for all schools for the past three years.

Answered: Yes

Documented In: Intra-District & Inter-District Transfer Data: 2023-2024, 2024-2025, 2025-2026, together with the May 13, 2026 updated transfer report, provides three-year intra-district and incoming inter-district transfer data by school, plus 2025-26 outgoing inter-district data by destination district and grade.

PL-066 Does the rate of intra-district transfers increase or decrease when school boundaries in each scenario draw a larger number of students?

Answered: Unknown at this time

Documented In: September 1, 2026 Parking Lot response states that the relationship between larger modeled attendance boundaries and intra-district transfer rates is unknown at this time.

AG-037 How many cohorts does each elementary school have today?

Answered: Pending

Documented In: Meeting 13 - September 23, 2026. Requested as additional information needed to inform the Elementary OPM discussion.

4. School Performance, YouthTruth & Student Outcomes

11 entries

SSA-024 Will school academic performance data be included in the SSA process?

Answered: Yes

Documented In: LCAP, YouthTruth & Student Support Alignment presentation - July 14, 2026 - academic outcomes and student-performance indicators were presented as part of the SSA decision framework.

SSA-025 Will YouthTruth survey data, school climate indicators, or engagement metrics be considered?

Answered: Yes

Documented In: LCAP, YouthTruth & Student Support Alignment presentation - July 14, 2026 - YouthTruth, school climate, belonging, engagement, safety, and family/staff perspectives were incorporated into the SSA framework.

SSA-026 Please provide YouthTruth survey results by site for the current year and the prior year.

Answered: Partially Answered

Documented In: July 14, 2026 LCAP/YouthTruth presentation and August 4, 2026 Parking Lot responses reference YouthTruth results and the April 2026 Board presentation; a complete current/prior-year site-by-site dataset was not documented in the reviewed materials.

SSA-027 Please provide site-level data related to chronic absenteeism, suspension/discipline rates, mental health utilization, and student wellness supports.

Answered: Partially Answered

Documented In: LCAP, YouthTruth & Student Support Alignment presentation - July 14, 2026 - chronic absenteeism, student supports, wellness, and related indicators were presented; a complete site-level dataset for every requested measure was not documented.

SSA-028 How will student outcomes and program effectiveness factor into school consolidation decisions?

Answered: Yes

Documented In: LCAP, YouthTruth & Student Support Alignment presentation - July 14, 2026 - student outcomes, program access, belonging, staffing feasibility, equity, and service continuity were identified as decision criteria for future sustainability options.

PL-049 How should the Committee interpret the YouthTruth categories and conclusions without seeing the survey questions and understanding how the information was compiled, including the meaning of categories such as "Family Relationships"?

Answered: Yes

Documented In: August 4, 2026 SSA Agenda and Presentation, page 9 - District explained YouthTruth's purpose, appropriate use, and sample survey topics, and referenced the April 2026 Board presentation.

PL-051 Can the District post or share the actual YouthTruth Survey and Parent Survey that formed the basis of the presentation?

Answered: Yes, but the answer is No, not at this time

Documented In: August 4, 2026 SSA Agenda and Presentation, pages 9-10 - District referred members to the YouthTruth explanation and April 2026 Board presentation; the full survey instruments were not shown in the materials reviewed.

PL-053 Can the most recent YouthTruth Survey be shared in its entirety, together with the underlying data if possible, for SSA members who are not District employees or parents?

Answered: Partially Answered

Documented In: August 4, 2026 SSA Agenda and Presentation, page 10 - District provided a link to the April 2026 Board YouthTruth presentation; the complete underlying dataset was not documented as provided.

PL-060 Are demographics used as a variable to adjust or "right size" YouthTruth results when some groups, such as migrant parents, may be less likely to respond or complain?

Answered: Yes

Documented In: August 4, 2026 SSA Agenda and Presentation, page 12 - response: No, demographics are not used to adjust or "right size" YouthTruth results.

AG-020 What do LCAP, YouthTruth, Special Education, FIT, and portable analyses add to the SSA decision framework?

Answered: Yes

Documented In: LCAP/YouthTruth and Special Education materials, together with 2026 FIT data, SSA Facilities Data - ALL 8-8-2026, and PVUSD Portable Study_SSA 8-8-2026. The August 8 facilities package, scheduled for presentation August 19, adds condition, cost, OPSC funding, permanent/portable capacity, and portable-removal information to the SSA decision framework.

IR-004 Please provide YouthTruth survey results by site.

Answered: Partially Answered

Documented In: LCAP/YouthTruth materials and August 4, 2026 Parking Lot responses provide, and reference YouthTruth results, but a complete site-by-site dataset was not documented in the reviewed materials.

5. English Learners & Multilingual Programs

14 entries

SSA-044 Which schools serve the highest concentrations of English Learners, Long-Term English Learners, Spanish-speaking households, and Spanish-only households?

Answered: Partially Answered

Documented In: English Learner Access & School Sustainability presentation - August 4, 2026, together with EL & RFEP by School Site - Summary provided August 19, 2026. The latter reports 2025-26 district totals of 6,299 English Learners, 470 IFEP, and 4,256 RFEP and provides school-level EL/IFEP/RFEP counts for 2024-25 and 2025-26. A complete school-by-school LTEL, Spanish-speaking household, and Spanish-only household measure is still not provided.

SSA-045 Are bilingual staffing and language support services aligned with student population needs?

Answered: Partially Answered

Documented In: English Learner Access & School Sustainability presentation - August 4, 2026 - staffing, grouping, credentialing, daily ELD, scheduling, and program continuity were identified as required conditions; a complete site-by-site staffing alignment analysis was not documented.

PL-031 What is the coherent equity program for English Learners, including ELD Levels 1-3, support for reclassified students, and ELD cohorts?

Answered: Yes

Documented In: English Learner Access & School Sustainability presentation - August 4, 2026 - describes systemwide integrated/designated ELD, specialized pathways, language-development stages, reclassification, LTEL monitoring, RFEP follow-through, and program continuity.

PL-035 Can the District provide a chart showing, based on existing staffing, how many bilingual and English cohorts can be served at each elementary site?

Answered: Pending

Documented In: July 22, 2026 SSA response stated staffing is allocated based on enrollment and qualified staff can be found; the requested school-by-school bilingual/English cohort staffing chart was not documented as provided through August 4, 2026.

PL-047 What does it mean to be identified as a student with a disability, and why are current and former English Learners grouped when 37.9% are current English Learners and 64% are current or former English Learners?

Answered: Partially Answered

Documented In: August 4, 2026 materials define students with disabilities on the cited slide as students who qualified for an IEP. PVUSD 2025-26 Enrollment by Type, provided August 19, separately reports English Only, IFEP, EL, RFEP and TBD percentages by school, and EL & RFEP by School Site - Summary provides two-year EL/IFEP/RFEP counts. The materials still do not fully explain the rationale for grouping current and former English Learners in earlier presentations.

AG-022 What conditions do English Learners and families need for language growth, belonging, continuity, and access, and which conditions are most vulnerable to changes in school configuration?

Answered: Yes

Documented In: English Learner Access & School Sustainability presentation - August 4, 2026, pages 3-14 - identifies daily ELD, continuity, program choice, grouping, staffing, schedule fit, monitoring, transportation/access, multilingual communication, and transition support.

AG-023 How should English Learner access be evaluated by language-development stage and grade span?

Answered: Yes

Documented In: English Learner Access & School Sustainability presentation - August 4, 2026, page 6 - organizes needs by Entry/Newcomer, Emerging, Expanding, Bridging/Secondary, and LTEL/RFEP/Biliteracy stages.

AG-024 Does each sustainability option preserve daily ELD, program choice, and continuity across grade spans?

Answered: Yes

Documented In: English Learner Access & School Sustainability presentation - August 4, 2026, pages 11 and 14 - explicitly identifies daily ELD, program choice, and grade-span continuity as scenario-testing criteria.

AG-025 Can students access grade-level content and daily ELD under each proposed school configuration?

Answered: Yes

Documented In: English Learner Access & School Sustainability presentation - August 4, 2026, page 12 - identifies academic support and daily ELD access as required evidence for scenario evaluation.

AG-026 Can each site sustain language-rich instruction, student belonging, appropriate grouping, and credentialed bilingual or ELD staffing?

Answered: Yes

Documented In: English Learner Access & School Sustainability presentation - August 4, 2026, pages 10, 12, and 14 - identifies grouping, belonging, credentialed bilingual/ELD staffing, and language-rich instruction as sustainability criteria.

AG-027 Do program location, transportation, schedules, or course conflicts create barriers for English Learners?

Answered: Yes

Documented In: English Learner Access & School Sustainability presentation - August 4, 2026, pages 5, 10-12 - identifies program location, transportation, master schedule, and course conflicts as access barriers to be tested.

AG-028 Are English Learner program choices, pathways, and grade-span transitions clear to families through multilingual communication?

Answered: Yes

Documented In: English Learner Access & School Sustainability presentation - August 4, 2026, pages 7, 11, 12, and 14 - identifies family choice, pathway clarity, multilingual communication, and transition support as required conditions.

AG-029 What are the two most important considerations for balancing school sustainability with English Learner access, and why?

Answered: Pending

Documented In: English Learner Access & School Sustainability presentation - August 4, 2026, page 13 - this was posed as a Committee discussion/prioritization question; no final two Committee priorities were documented in the reviewed materials.

AG-038 How many teachers are credentialed to teach Dual Language, where are the programs located, and which programs use early-exit versus late-exit models?

Answered: Pending

Documented In: Meeting 13 - September 23, 2026. Requested as additional information needed to inform the Elementary OPM discussion.

6. Special Education & Student Services

10 entries

SSA-048 Where are students with IEPs concentrated, and what specialized services are provided at each site?

Answered: Partially Answered

Documented In: July 22, 2026 Special Education presentation and PVUSD Students with Disabilities report dated July 29, 2026 provide districtwide and program information. PVUSD 2025-26 Enrollment by Type, provided August 19, 2026, adds school-level Special Education enrollment and placement-setting percentages. A complete site-by-site inventory of specialized services remains outstanding.

SSA-049 How would consolidation or closure impact special education compliance, services, staffing ratios, and program accessibility?

Answered: Partially Answered

Documented In: September 15, 2026 scenario analysis reports that each elementary boundary scenario supports more equitable placement of Special Education programs across the District. The materials also emphasize inclusion and adequate staffing as core design priorities; a complete scenario-specific compliance and staffing analysis remains pending.

PL-011 If Duncan Holbert students integrate into general education classes, will there be more behavior technicians, assistants, or other staff hired?

Answered: Partially Answered

Documented In: June 10, 2026 SSA presentation - District explained that the proposed model involved movement of intact classes rather than individual placement into general education; additional staffing was described as a future budget-process decision.

PL-019 If Duncan Holbert students are integrated into other campuses, can the District ensure adequate school nurse FTE for the additional workload at elementary schools?

Answered: Pending

Documented In: June 23, 2026 SSA presentation - deferred to a future Special Education report; no final nurse-FTE commitment was documented in the reviewed materials.

PL-020 Can the District provide reverse-mainstream professional development for general education teachers if Duncan Holbert programs are relocated?

Answered: Pending

Documented In: June 23, 2026 SSA presentation - deferred to a future Special Education report; no completed professional-development plan was documented through August 4, 2026.

PL-030 Are students receiving Special Education services included in the enrollment data presented by Gerardo Castillo?

Answered: Yes

Documented In: July 22, 2026 SSA presentation - response: Yes, students receiving Special Education services are included in the enrollment data.

PL-046 There are 13 qualifying Special Education categories in California, but the presentation showed students in seven categories. Does PVUSD have students in the other six categories, and should the term be "emotional disturbance" rather than "emotional disability"?

Answered: Yes

Documented In: August 4, 2026 SSA Agenda and Presentation, page 8 - District stated PVUSD likely has students represented across all 13 eligibility categories, and the slide showed the largest populations; it also cited AB 2173 as allowing "emotional disability" as an alternative term.

PL-056 Can the District show the districtwide 17% of students with disabilities by grade level?

Answered: Yes

Documented In: August 4, 2026 SSA Agenda and Presentation, page 11 - linked to the PVUSD Students with Disabilities report dated July 29, 2026.

PL-061 What are the Special Education staffing ratios, the percentage of students with mild-to-moderate needs, the programs available, and the number of Special Education staff in classrooms?

Answered: Pending

Documented In: August 4, 2026 SSA Agenda and Presentation, page 13 - identified these as budget-related questions; the requested staffing ratios, mild-to-moderate percentage, program inventory, and classroom staffing counts were not documented as answered.

AG-042 How will the Elementary OPM address Special Education program configuration, grade spans, inclusion, staffing, continuity of services, and students transitioning to an IEP?

Answered: Pending

Documented In: Meeting 13 - September 23, 2026. Members requested additional information regarding Special Education within the Elementary OPM.

7. Equity, Community Schools & Student Supports

7 entries

SSA-046 Which schools serve the highest concentrations of socioeconomically disadvantaged students, migrant students, and McKinney-Vento students?

Answered: Partially Answered

Documented In: LCAP, YouthTruth & Student Support Alignment presentation - July 14, 2026, together with PVUSD 2025-26 Enrollment by Type provided August 19, 2026. The August 19 dataset provides school-level FRPM and 2024-25 homeless student data. A complete school-by-school migrant-student measure is not included.

SSA-047 Which schools function as critical community hubs providing wraparound services?

Answered: Partially Answered

Documented In: LCAP, YouthTruth & Student Support Alignment presentation - July 14, 2026 - MTSS, wellness, family engagement, and student-support systems were discussed; a complete site-by-site identification of critical community hubs and wraparound services was not documented.

SSA-051 For each potential scenario, who would be disproportionately impacted?

Answered: Partially Answered

Documented In: September 15, 2026 boundary modeling adds scenario-specific lenses for neighborhood access, facility condition, feeder coherence, and community stability, and the SSA continues to use equity, student supports, Special Education, family/community relationships, and disruption as evaluation considerations. A final disproportionate-impact analysis by student group remains pending.

SSA-052 How would access to programs and services change before and after implementation?

Answered: Pending

Documented In: July 14 and August 4, 2026 SSA presentations identify program access, continuity, transportation, staffing, and family access as scenario criteria; no completed before-and-after scenario analysis was documented.

PL-067 How does a four-cohort design affect socioeconomic mobility?

Answered: No

Documented In: Parking Lot Questions from September 15, 2026. Response recorded as: No.

PL-068 How does a four-cohort design affect students' social connections?

Answered: No

Documented In: Parking Lot Questions from September 15, 2026. Response recorded as: No.

AG-039 Where and how are mental-health services incorporated into the Elementary OPM?

Answered: Pending

Documented In: Meeting 13 - September 23, 2026. Requested as additional information needed to inform the Elementary OPM discussion.

8. Facilities, Capacity, Infrastructure & Safety

35 entries

SSA-029 What is the functional capacity versus actual enrollment for each school?

Answered: Yes

Documented In: SSA Facilities Data - ALL 8-8-2026, provided to the SSA for the August 19, 2026 meeting. The school-by-school table provides District Capacity and Current Enrollment for 32 listed schools. District Capacity totals 30,230 seats compared with current enrollment of 15,902 students, or approximately 52.6% utilization districtwide.

SSA-030 Which schools are underutilized or overutilized?

Answered: Yes

Documented In: SSA Facilities Data - ALL 8-8-2026, provided to the SSA for the August 19, 2026 meeting. Based on the District Capacity column, all 32 listed schools are below the stated District Capacity. The highest utilization levels are approximately 75.8% at Mintie White Elementary, 75.6% at Radcliff Elementary, and 73.3% at Alianza Charter.

SSA-031 Are capacity calculations based on current union contract class sizes, state maximums, or another standard?

Answered: Yes

Documented In: SSA Facilities Data - ALL 8-8-2026, provided to the SSA for the August 19, 2026 meeting. The facilities table separately identifies District Capacity and OPSC-level capacity. The Office of Public School Construction classroom loading factors shown in the workbook are TK-6: 25 students, grades 7-8: 27 students, and grades 9-12: 27 students per classroom.

SSA-032 Can capacity be modeled using research-based optimal class sizes and current contractual staffing ratios?

Answered: Yes

Documented In: September 15, 2026 MGT projections add contractual class-size maximums to the grade-level calculations so the number of classrooms needed can be viewed for each scenario and projection year.

SSA-033 Do capacity calculations account for Special Day Classes, intervention spaces, counseling, speech, art, music, and other non-general education uses?

Answered: Yes

Documented In: PVUSD Capacity Study - functional capacity analysis accounts for classroom use and non-general-education/program space in determining usable instructional capacity.

SSA-034 Can the District provide cohort-level enrollment and classroom capacity by grade level?

Answered: Yes

Documented In: September 15, 2026 MGT scenario tables provide grade-level resident-student projections and calculated classroom needs for 2027 and 2031 for each modeled elementary school, with projections extending through 2035.

SSA-035 Please provide site-level information regarding HVAC systems, roofing, drainage, water systems, septic systems, portables, and deferred maintenance needs.

Answered: Partially Answered

Documented In: SSA Facilities Data - ALL 8-8-2026 provides approximate year of occupancy, 2026 FIT rating and score, Facility Condition Status and Score, Priority 1 and Priority 2 facility costs, and classroom/portable capacity by school. PVUSD Portable Study_SSA 8-8-2026 provides room-by-room portable information, including serial number, size, DSA number, manufacturer, and status. These materials are provided to the SSA for the August 19, 2026 meeting. They do not provide a complete site-by-site component inventory for HVAC, roofing, drainage, water, and septic systems.

SSA-036 What is the estimated deferred maintenance backlog by site?

Answered: Partially Answered

Documented In: SSA Facilities Data - ALL 8-8-2026, provided to the SSA for the August 19, 2026 meeting, quantifies Priority 1 and Priority 2 facility costs by school. Across the listed elementary, middle, high, and alternative schools, the combined Priority 1 and Priority 2 facility-cost total is approximately \$1.103 billion. The workbook does not label this amount specifically as a deferred-maintenance backlog.

SSA-037 Please provide Facility Condition Index (FCI) scores and modernization dates for all schools.

Answered: Partially Answered

Documented In: SSA Facilities Data - ALL 8-8-2026 provides a Facility Condition Status and Facility Condition Score for each listed school, along with approximate year of occupancy and 2026 FIT results. It does not provide a complete modernization date for every school, and the workbook labels the metric Facility Condition Score rather than FCI.

SSA-038 What is the status of portable classrooms, including those currently offline or unusable?

Answered: Yes

Documented In: PVUSD Portable Study_SSA 8-8-2026, provided to the SSA for the August 19, 2026 meeting, provides a school-by-school portable evaluation with room number, serial number, size, DSA number, manufacturer, and status. The study distinguishes District-Owned Portables to Remain, Leased Portables to Remain, Portables for Removal, and Status N/A/Portables to Remain.

SSA-039 Please provide aggregated work order data by site, including open and closed work orders, delays, safety concerns, and maintenance trends.

Answered: Yes

Documented In: Work-order information was requested in the SSA register; the FIT report represents the most work order needs. Safety issues will not be provided to the SSA based on guidance from the District Insurance Provider.

SSA-040 Please provide aggregated student accident reports by site, excluding student identifiers, including incident location, type, contributing facility factors, and corrective actions.

Answered: No

Documented In: Student accident reports were requested in the SSA register; a complete aggregated site-level accident report will not be provided to the SSA based on guidance from the District Insurance Provider.

SSA-041 What are the permanent school capacities for each site, excluding temporary classrooms/portables?

Answered: Yes

Documented In: SSA Facilities Data - ALL 8-8-2026, provided to the SSA for the August 19, 2026 meeting, provides Main Building Classrooms and Main Building Capacity at OPSC Level for each listed school. The districtwide total shown is 720 main-building classrooms with 18,633 seats of main-building capacity at OPSC loading factors, excluding portable capacity.

SSA-042 Do the portable classroom counts presented include portables that are already closed or offline?

Answered: Partially Answered

Documented In: PVUSD Portable Study_SSA 8-8-2026 distinguishes portable units by status, including units marked for removal and units with Status N/A that are shown as remaining. The study does not explicitly label a separate category for 'closed' or 'offline/unusable' classrooms, so those conditions should not be inferred solely from the portable count.

SSA-043 How many portable classrooms are planned for removal, and what is the timeline for removal?

Answered: Partially Answered

Documented In: PVUSD Portable Study_SSA 8-8-2026 identifies 32 portable classrooms/rooms in the red 'Portables for Removal' category across the schools shown in the study. SSA Facilities Data - ALL 8-8-2026 states that its District Portable counts are as of the start of the 2026-27 school year. A room-by-room removal date or complete removal schedule is not included in the materials.

PL-012 Is Renaissance the only school with chromium issues?

Answered: Yes

Documented In: June 10, 2026 SSA presentation - response identified Rio del Mar, Valencia, Aptos Junior High, and Aptos High as also affected.

PL-021 Does PVUSD have a plan for school sites that may close, and how did Oakland use closed sites for community or District benefit?

Answered: Yes

Documented In: June 23, 2026 SSA presentation - District stated no site plan existed at that time and a 7-11 committee would consider disposition of vacant sites.

PL-038 Can District offices move into a vacant school site?

Answered: Yes

Documented In: July 22, 2026 SSA presentation - response indicated District Office relocation to a vacant school site may be considered; no final decision was documented.

PL-045 Can the Committee receive a school locator map for reference during discussions?

Answered: Yes

Documented In: July 22, 2026 SSA presentation - boundary/school locator maps were provided; updated boundary maps also appear in the August 4, 2026 presentation.

PL-055 What is the vacancy percentage after portable classrooms are removed?

Answered: Yes

Documented In: SSA Facilities Data - ALL 8-8-2026, provided to the SSA for the August 19, 2026 meeting, provides Current Enrollment and Total Capacity at OPSC Level after applying the portable inventory identified for the start of 2026-27. For the 31 schools with an OPSC total-capacity value, capacity totals 27,454 seats and enrollment totals 15,861 students, leaving approximately 11,593 seats, or 42.2%, vacant by this OPSC-level measure. Duncan Holbert Charter does not have an OPSC total-capacity value in the table and is excluded from this percentage.

PL-059 Please provide the true capacity at each school site without pushing classroom limits.

Answered: Yes

Documented In: SSA Facilities Data - ALL 8-8-2026, provided to the SSA for the August 19, 2026 meeting, provides two comparable measures by school: District Capacity and Total Capacity at OPSC Level. It also separates main-building capacity from portable capacity, allowing the Committee to see capacity without relying solely on the earlier district ratio study.

PL-062 Can the District provide posted school capacity numbers and identify sites in flood zones or other locations requiring emergency-preparedness consideration, including Pajaro?

Answered: Partially Answered

Documented In: SSA Facilities Data - ALL 8-8-2026 now provides school-by-school District Capacity, main-building capacity at OPSC level, portable capacity, and total OPSC-level capacity. The submitted facilities materials do not provide a complete site-by-site flood-zone or other emergency-hazard designation, including a specific flood-zone determination for Pajaro.

AG-006 What does the Facilities Master Plan show about existing school facilities?

Answered: Yes

Documented In: Facilities Master Plan information, 2026 FIT data, SSA Facilities Data - ALL 8-8-2026, and PVUSD Portable Study_SSA 8-8-2026. The August 8 facilities package, scheduled for presentation August 19, adds school age/site size, FIT and facility-condition measures, Priority 1/2 costs, OPSC grant/match information, and permanent/portable classroom capacity.

AG-010 What does the elementary capacity study show?

Answered: Yes

Documented In: SSA Facilities Data - ALL 8-8-2026, provided to the SSA for the August 19, 2026 meeting, provides elementary school District Capacity, current enrollment, main-building classroom counts, remaining portable counts, and OPSC-level capacity. The elementary totals are 14,063 District Capacity seats and 8,007 current students; OPSC-level capacity totals 13,900 seats.

AG-014 What counts toward middle- and high-school instructional capacity?

Answered: Yes

Documented In: SSA Facilities Data - ALL 8-8-2026, provided to the SSA for the August 19, 2026 meeting, explicitly separates Main Building Classrooms, Main Building Capacity at OPSC Level, District Portables, Portable Capacity at OPSC Level, and Total Capacity at OPSC Level. The workbook states OPSC classroom loading factors of 27 students for grades 7-8 and 27 for grades 9-12.

AG-015 What facility conditions or constraints could affect future options?

Answered: Yes

Documented In: SSA Facilities Data - ALL 8-8-2026 and PVUSD Portable Study_SSA 8-8-2026, provided to the SSA for the August 19, 2026 meeting, add site age and acreage, FIT rating/score, facility-condition status/score, Priority 1/2 costs, OPSC funding estimates, permanent/portable capacity, portable ownership/lease status, and planned portable removals to the facility-constraint analysis.

AG-017 What do the boundary maps and resident-student cohorts show?

Answered: Yes

Documented In: Meeting #5 - June 10, 2026 and August 4, 2026 SSA presentation - boundary maps and resident-student geographic information were provided for scenario and attendance-area analysis.

IR-001 Please provide raw Facilities Master Plan data and supporting spreadsheets.

Answered: Yes

Documented In: Facilities Master Plan information was presented to the SSA, but raw data and supporting spreadsheets will not be provided.

IR-008 Please provide work order reports by site.

Answered: Pending

Documented In: Requested in the SSA register; complete site-by-site work-order reports were not documented in the reviewed materials.

IR-009 Please provide student accident reports by site.

Answered: Pending

Documented In: Requested in the SSA register; complete aggregated student accident reports by site were not documented in the reviewed materials.

IR-010 Please provide facility Condition Index reports.

Answered: Partially Answered

Documented In: SSA Facilities Data - ALL 8-8-2026 provides Facility Condition Status and Facility Condition Score for each listed school and was provided to the SSA for the August 19, 2026 meeting. A separate document explicitly titled Facility Condition Index (FCI) report was not included in the August 8 facilities package.

IR-011 Please provide deferred maintenance reports.

Answered: Partially Answered

Documented In: SSA Facilities Data - ALL 8-8-2026 provides Priority 1 Cost, Priority 2 Cost, and combined facility-cost totals by school and was provided to the SSA for the August 19, 2026 meeting. The workbook does not identify those figures specifically as a deferred-maintenance report.

PL-064 Has the District evaluated or initiated discussion with cities and the County about which existing school sites hold the greatest potential for future employee housing?

Answered: No

Documented In: September 1, 2026 Parking Lot response: No.

AG-040 Beyond stated capacity, can individual campuses realistically accommodate the proposed program, including infrastructure and student drop-off/pick-up constraints?

Answered: Pending

Documented In: Meeting 13 - September 23, 2026. Members requested additional site-feasibility information, including infrastructure and access considerations.

AG-043 What does 'high-quality school buildings' mean in the community survey?

Answered: Pending

Documented In: Meeting 13 - September 23, 2026. Members questioned the meaning of this survey terminology and requested clarification.

9. Transportation, Geography & Access

13 entries

SSA-053 Where are students currently concentrated geographically, and how is that expected to change?

Answered: Yes

Documented In: MGT Enrollment Projection Report, presented April 30, 2026, and PVUSD boundary maps presented during the SSA process - document current geographic distribution and projected attendance-area enrollment patterns.

SSA-054 Please provide GIS maps showing student density, attendance boundaries, projected student distribution, and school locations.

Answered: Partially Answered

Documented In: September 15, 2026 materials add the MGT Elementary Boundary Dashboard and scenario boundary maps for review of the modeled elementary attendance areas. The dashboard/maps support geographic scenario review; a complete downloadable GIS dataset is not documented as provided.

SSA-055 How would travel distance, transportation costs, and ride times change under different scenarios?

Answered: Partially Answered

Documented In: Transportation Follow-up - August 19, 2026 provides the current operational baseline: 57 daily route assignments, 48 regular drivers, 22 general-education routes, 35 program/special-need routes, and 3 contractor-operated routes. It also provides representative student ride-time examples ranging from 2 hours 12 minutes to 3 hours 16 minutes total daily ride time. Scenario-specific changes in travel distance, cost, and ride time remain pending until boundary/configuration scenarios are developed.

SSA-056 Are there acceptable travel time thresholds for younger students?

Answered: Partially Answered

Documented In: Transportation Follow-up - August 19, 2026 provides actual ride-time examples, including an elementary general-education student with a 1 hour 35 minute morning ride and a Special Education elementary student with 3 hours 16 minutes total daily ride time. No adopted maximum or acceptable travel-time threshold for younger students is identified.

SSA-057 Please provide Safe Routes to School analysis and transportation eligibility/ridership data.

Answered: Partially Answered

Documented In: Transportation Follow-up - August 19, 2026 provides route assignments, driver coverage, program/special-need routing, service windows, representative ride times, and the current eligibility framework. Board Policy 3541 is summarized as 1 mile for K-6, 1.5 miles for junior high, and 2 miles for high school, with IEP-required transportation and support for McKinney-Vento and foster youth. A complete Safe Routes to School analysis and ridership-by-route dataset is not included.

PL-024 How many driver-training programs does the District operate, and what is their quality?

Answered: Partially Answered

Documented In: Transportation Follow-up - August 19, 2026 reports 48 regular drivers, 57 daily route assignments, 11 twelve-month employee coverage positions, 3 contractor-operated routes, and no substitute/overtime coverage in the table presented. The materials do not provide the number or quality evaluation of driver-training programs.

PL-025 What alternative costs or arrangements are available through subcontractors such as Lift Line or METRO?

Answered: Partially Answered

Documented In: Transportation Follow-up - August 19, 2026 confirms that 3 routes are contractor-operated. The materials do not provide contractor names, comparative costs, or alternative arrangements with Lift Line, METRO, or other providers.

PL-050 When evaluating transportation, is the priority the impact on students, the impact on the District, or both?

Answered: Yes

Documented In: August 4, 2026 SSA Agenda and Presentation, page 10 - District stated that both student and District impacts are important and that Optimal Program work will help establish priorities.

AG-018 What transportation information is needed for future scenario evaluation?

Answered: Yes

Documented In: Transportation Follow-up - August 19, 2026 establishes a current operational baseline for future scenarios: 57 route assignments; 48 regular drivers; 22 general-education and 35 program/special-need routes; 3 contractor routes; average scheduled driver assignments of 7.4 hours for general education and 7.3 hours for program transportation; 10 midday routes; representative student ride times; and transportation-plan equity/access commitments.

IR-007 Please provide GIS maps and attendance boundaries.

Answered: Partially Answered

Documented In: PVUSD attendance-boundary maps were provided during the SSA process and again August 4, 2026; a complete GIS dataset/package was not documented as provided.

IR-012 Please provide transportation and ridership data.

Answered: Partially Answered

Documented In: Transportation Follow-up - August 19, 2026 provides route, staffing, contractor, schedule, program-transportation, and representative ride-time information. It does not provide a complete student ridership count by route or school.

PL-070 Can high school students be dropped off at Aptos High School from Valencia before going to Calabasas?

Answered: Not part of SSA discussion at this point in the process

Documented In: Parking Lot Questions from September 15, 2026. Response: not part of the SSA discussion at this point in the process.

PL-071 Do we need to keep 'outer edges' schools to keep the District unified?

Answered: Yes

Documented In: Parking Lot Questions from September 15, 2026. Response recorded as: Yes.

10. Financial Analysis, Staffing & Long-Term Sustainability

16 entries

SSA-058 Please provide cost-per-student data by school, including staffing, utilities, maintenance, and operational costs.

Answered: Pending

Documented In: Fiscal information was incorporated into SSA presentations, but a complete school-by-school cost-per-student analysis including all requested cost categories was not documented through August 4, 2026.

SSA-059 How many school closures or consolidations are needed to meaningfully address the District's structural budget challenges?

Answered: Yes

Documented In: Fiscal sustainability and school-closure research were discussed in the SSA process, but no documented number of closures/consolidations is required to address the structural budget challenges as presented through August 4, 2026.

SSA-060 Please provide financial projections for each proposed scenario, including one-time and ongoing costs/savings.

Answered: Pending

Documented In: Scenario-specific fiscal modeling was identified as a future step in the SSA process; complete one-time and ongoing financial projections for each scenario were not documented through August 4, 2026.

SSA-061 What are the estimated savings after accounting for transportation, staffing shifts, and operational impacts?

Answered: Pending

Documented In: SSA fiscal discussions identified transportation, staffing, and operating impacts as required considerations; complete net-savings analysis by scenario was not documented through August 4, 2026.

SSA-062 Which facilities are financially unsustainable long-term due to condition or maintenance costs?

Answered: Partially Answered

Documented In: SSA Facilities Data - ALL 8-8-2026 provides school-by-school facility-condition status/score and Priority 1/2 facility costs, allowing high-cost and poor-condition sites to be identified. A determination that a particular school is financially unsustainable long-term would also require annual operating costs, enrollment/program impacts, and other fiscal assumptions that are not included in this facilities dataset.

SSA-063 Please provide annual operating costs for each school site.

Answered: Pending

Documented In: Fiscal materials were presented during the SSA process, but a complete annual operating-cost schedule for each school site was not documented in the reviewed materials.

PL-015 Community members have received texts surveying their likelihood of supporting an additional bond. What is the proposed bond and why is the survey being conducted?

Answered: Yes

Documented In: June 10, 2026 SSA presentation - District explained that the survey was intended to help determine whether the Board should consider a new bond because identified facility needs exceed available Measure M funding.

PL-016 Why did the Board approve another high-paying District Office position while school closures and budget challenges are being discussed? Why are administrative positions not being frozen?

Answered: Yes

Documented In: June 10, 2026 SSA presentation - District described prior administrative reductions, the combined responsibilities of the Deputy Superintendent position, and comparative administrative-cost information.

PL-023 If school facilities are closed, can District-match costs be reallocated to skilled staffing and classroom positions to reduce layoffs?

Answered: Pending

Documented In: June 23, 2026 SSA presentation - deferred to the future District budget process and subject to staffing requirements and agreements; no final reallocation decision was documented.

PL-034 After eliminating traditional Reading Intervention teacher positions, how will concentration funds be used to serve students and advance the District's mission?

Answered: Yes

Documented In: July 22, 2026 SSA presentation - District described Tier 1 structured literacy, job-embedded coaching, MTSS, professional development, and instructional materials as the approach replacing traditional Reading Intervention teacher positions.

PL-040 Where can the Committee see the comparison showing PVUSD's administrative budget percentage is below average, and is there an independent source for the comparison?

Answered: Yes

Documented In: July 22, 2026 SSA presentation - District cited a Central Unified study and displayed a comparative administrative-cost chart.

PL-054 Please explain the estimated \$100,000 in optimized custodial services. Does the estimate assume reduced staffing or larger cleaning areas?

Answered: Partially Answered

Documented In: August 4, 2026 SSA Agenda and Presentation, page 11 - District described the amount as estimated custodial savings and stated custodians would have more time to clean other areas; detailed staffing and workload assumptions were not provided.

PL-057 Are concentration funds formerly used for Reading Intervention Teachers being spent at an equivalent total dollar amount, and does the new Tier 1 approach reduce equity by eliminating targeted intervention support?

Answered: Partially Answered

Documented In: August 4, 2026 SSA Agenda and Presentation, page 11 - response shown was "No"; a detailed fiscal comparison and equity analysis were not documented.

AG-013 What are the fiscal baseline and decision categories for one-time and ongoing costs?

Answered: Yes

Documented In: Meeting #4 - May 28, 2026 SSA fiscal review - fiscal baseline and one-time/ongoing cost categories were introduced for the SSA decision process.

AG-019 What does the research on the fiscal consequences of California school closures show, and how should it inform PVUSD?

Answered: Yes

Documented In: Meeting #6 - June 23, 2026 SSA presentation - research on the fiscal consequences of California school closures was presented for consideration in PVUSD's sustainability process.

AG-041 How do art, music, PE, intervention, Special Education, counseling, and other support positions change as enrollment increases, and what additional resources become available at different enrollment levels?

Answered: Pending

Documented In: Meeting 13 - September 23, 2026. Members requested a clearer relationship between enrollment levels and staffing/program resources.

11. Legal, Environmental & Regulatory Considerations

6 entries

SSA-064 Are there schools that cannot be closed or consolidated due to legal, operational, or programmatic constraints?

Answered: Yes

Documented In: Legal, operational, program, Special Education, and facility constraints have been identified throughout the SSA process, but there is no school-by-school legal/operational constraint determination.

SSA-065 Are there sites where proceeds from property sales would not remain with the District?

Answered: Pending

Documented In: June 23, 2026 SSA materials discussed future vacant-site disposition and the 7-11 process, but a site-specific analysis of restrictions on property-sale proceeds was not documented.

SSA-066 Please provide available data on pesticide exposure, water quality, and environmental concerns for each site.

Answered: Partially Answered

Documented In: SSA facilities/environmental discussions included chromium and other site concerns, but a complete school-by-school pesticide, water-quality, and environmental dataset was not documented in the reviewed materials.

SSA-067 How will environmental health factors be considered in decision-making?

Answered: Partially Answered

Documented In: Environmental and facility conditions were identified as considerations in SSA facilities review, including chromium and emergency-preparedness questions; a final environmental-health decision rubric was not documented.

IR-005 Please provide water quality data by site.

Answered: Pending

Documented In: Water-quality information was requested in the SSA register; a complete site-by-site water-quality dataset was not documented in the reviewed materials.

IR-006 Please provide pesticide exposure data by site.

Answered: Pending

Documented In: Pesticide-exposure information was requested in the SSA register; a complete site-by-site pesticide-exposure dataset was not documented in the reviewed materials.

12. Program Alignment, Optimal Program Model & Future School Design

22 entries

SSA-068 What is the District's vision for the optimal educational program model?

Answered: Yes

Documented In: September 15, 2026 work advances the elementary OPM to an emerging theory of action: organize elementary boundaries around a four-cohort model focused on high-quality facilities and neighborhood access to create a more equitable, stable, and sustainable system of schools.

SSA-069 Which campuses are best suited for TK expansion, special education, community schools, and wraparound services?

Answered: Pending

Documented In: OPM and site-suitability criteria have been developed, but a final campus-by-campus determination for TK expansion, Special Education, community schools, and wraparound services was not documented through August 4, 2026.

SSA-070 Please provide information regarding therapy rooms, labs, multipurpose rooms, and specialized instructional spaces at each site.

Answered: Partially Answered

Documented In: PVUSD Portable Study_SSA 8-8-2026 includes detailed site plans that identify many spaces such as MPRs, libraries, gyms, offices, locker rooms, cafes, and selected specialized spaces, while SSA Facilities Data - ALL 8-8-2026 provides classroom counts and capacity. A complete standardized inventory of therapy rooms, labs, and all specialized instructional spaces at every site is not included.

SSA-071 If the District were being designed from scratch today, what school configuration and investments would best serve students long term?

Answered: Partially Answered

Documented In: September 15, 2026 analysis advances a four-cohort elementary model as the working design direction. The majority of modeled schools remain stable at four cohorts in the out-years; by 2031 and 2035 the remaining modeled schools are projected at no fewer than three cohorts and above 450 students. Final school assignments and a districtwide configuration remain under development.

SSA-072 Are there schools currently maintained primarily out of tradition rather than for long-term strategic sustainability?

Answered: Pending

Documented In: No source reviewed through August 4, 2026, makes a final determination that any specific school is maintained primarily because of tradition.

PL-017 Do all PVUSD elementary schools have TK classes?

Answered: Yes

Documented In: June 23, 2026 SSA presentation - response: Not at this time.

PL-018 What is the benefit of a TK hub, and can or should PVUSD operate one?

Answered: Partially Answered

Documented In: June 23, 2026 **Designing School Systems** presentation explains that a TK Hub can expand TK access where individual schools lack capacity by using an underutilized site to create a focused early-learning environment with age-appropriate classrooms, play areas, drop-off systems, staffing supports, and family supports. The August 19 OPM work continues to evaluate TK within cohort designs; no final PVUSD decision to operate a TK Hub has been made.

PL-022 Could Renaissance be used as the Adult School because the facility has access to CTE spaces?

Answered: Yes

Documented In: June 23, 2026 materials identify Renaissance/Adult School use as an option for future asset-management consideration. The CTE materials provided for August 19 document the broader program context: 27 districtwide CTE pathways, 90 courses, 32 teachers, 3,500+ students enrolled, 9 Cabrillo articulated courses, 6 dual-enrollment classes, and CTE offerings across five high/middle school settings. No final decision to relocate Adult School to Renaissance is documented.

PL-033 How does Proposition 28 arts funding and programming fit into understanding a curriculum-based school?

Answered: Yes

Documented In: July 22, 2026 SSA presentation - District responded by reference to Proposition 28/program information posted on the SSA webpage and school webpages.

PL-039 Can PVUSD create Grade 6-12 International Baccalaureate schools?

Answered: Yes

Documented In: July 22, 2026 SSA presentation - response stated that this may be considered; no final program decision was documented.

AG-004 What is the School-by-School Optimal Program Model, and what information is included in the elementary school profile?

Answered: Yes

Documented In: Updated Elementary School Profiles – September 2026. A standardized Elementary School Program Profile is being completed for each elementary school to provide the SSA with a consistent school-by-school snapshot of programs, students, performance, staffing, grade-level organization, student supports, facilities/program-delivery considerations, and OPM/SSA considerations. The individual profiles are intended to inform the SSA's comparison of school sites and development of future configurations; they should not be interpreted as recommendations to close, consolidate, or reconfigure an individual school.

AG-016 What staffing, finance, and grade-configuration options should be included in the Optimal Program Model?

Answered: Yes

Documented In: September 15, 2026 work further applies the four-cohort elementary model and begins middle-school cohort design. The middle-school discussion compares illustrative 8- and 10-cohort models, including team planning, core instruction, electives/acceleration, arts, intervention, counseling, leadership, Special Education, English Learner supports, and after-school programming. Final middle-school OPM direction remains to be determined.

PL-065 What is the teacher-to-student ratio per class by grade under the PVFT contract?

Answered: Yes

Documented In: September 1, 2026 Parking Lot response cites the PVFT class-size provisions: TK maximum 20; K-3 planned at 23 and not to exceed 24; Grade 4 planned at 31 and not to exceed 32; Grades 5-6 planned at 33 and not to exceed 34.

AG-030 Does the elementary four-cohort model and MGT boundary data meet the criteria the SSA has identified over the prior sessions?

Answered: Partially Answered

Documented In: September 15, 2026 presentation documents an emerging elementary theory of action centered on a four-cohort model, high-quality facilities, and neighborhood access; final recommendations remain subject to stakeholder input and continued SSA review.

AG-031 After reviewing MGT four-cohort elementary modeling, does the SSA still want five-cohort elementary modeling for comparison?

Answered: Pending

Documented In: September 15, 2026 presentation poses this question to the SSA after review of the four-cohort scenarios. The materials reviewed do not document a final Committee answer.

AG-032 For middle schools, should the SSA begin with an 8-cohort model or a 10-cohort model?

Answered: Pending

Documented In: September 15, 2026 middle-school OPM discussion compares illustrative 8- and 10-cohort models and asks the SSA to identify its preferred starting point and additional information needed.

PL-073 Could all three high schools align bell schedules so elective teachers can move across the District?

Answered: Not part of SSA discussion at this point in the process

Documented In: Parking Lot Questions from September 15, 2026. Response: not part of the SSA discussion at this point in the process.

PL-074 Could all high schools move to an odd/even schedule with eight periods to support enrichment and electives?

Answered: Not part of SSA discussion at this point in the process

Documented In: Parking Lot Questions from September 15, 2026. Response: not part of the SSA discussion at this point in the process.

PL-076 Can release classes be made more optimal, including adequate space and equitable access to PE, science, and other release teachers?

Answered: Not part of SSA discussion at this point in the process

Documented In: Parking Lot Questions from September 15, 2026. Response: not part of the SSA discussion at this point in the process; space and equitable access were identified in the question.

AG-033 What exactly should be included in the Elementary Optimal Program Model?

Answered: Partially Answered

Documented In: Meeting 13 - September 23, 2026. Members discussed the four-cohort baseline, facilities, student/staff supports, School Program Profiles, and resources associated with stronger school programs. Additional discussion is needed to complete the Elementary OPM.

AG-035 Should K-8 configurations be considered as part of the future school design work?

Answered: Pending

Documented In: Meeting 13 - September 23, 2026. Members raised K-8 configurations and whether families should be asked about the concept; the notes do not document a final SSA position.

AG-044 What additional resources and program opportunities are associated with a four-cohort school at different enrollment levels?

Answered: Pending

Documented In: Meeting 13 - September 23, 2026. Members requested clarification of the additional staffing, specialty programs, support services, and other resources that become feasible at different enrollment levels.