

Ongoing Parking Lot Questions

Parking Lot Questions from August 4, 2026 Meeting

SSA Process Related:

1. When will the SSA work through designing a stakeholder survey?
 - a. **Once an OPM and possible Boundary Analysis are complete, for stakeholders to react to in a survey**
2. Why is an SSA Stakeholder survey not incorporated into the timeline that informs the OPM
 - a. **SSA will be holding town hall meetings at Middle Schools for possible OPM and Boundary Changes for Elementary Schools; At High Schools for possible OPM and Boundary Changes for Middle Schools. These will be in tandem with surveys for individuals who cannot attend the town hall meetings.**
3. How many schools is the district anticipating closing? It would be helpful to know how many schools we are looking to close/consolidate. How many elementary? Middle and/or high school closures?
 - a. **The number of school closures, consolidations, or mergers will come from the SSA's OPM and Boundary Analysis**
4. What is the district's timeline to close schools? I've heard school closures to take effect in 2027-2028 and 2028-2029.
 - a. **The goal for the District is to provide enough time to implement the SSA and for the final action by the Board of Trustees; therefore, some school closures, consolidations, or mergers may occur in both 2027-28 and 2028-29, depending on the logistics involved.**
5. If the goal is to close schools for 27-28 then we should shoot to conclude in November. If the district anticipates closing schools in 2028-29, then we should take more time to evaluate.
 - a. **The SSA should complete its recommendations by the end of November to allow time for the Board of Trustees to process them, as, in most school districts, this process is not a quick decision.**
6. What amount of cohorts are needed in Districts in total by grade?
 - a. **Unknown at this time**

EL Presentation:

7. How do parents/families request language access/class at their school sites
 - a. **In Kindergarten, the parents are offered a choice of dual language or sheltered English immersion. At Alianza Charter they apply directly to the charter.**
 - b. **At the secondary level, any student new to the United States is offered the International Academy Program at either Rolling Hills or Watsonville High School.**

8. Graduation rates of DL - Programs
 - a. **Our students do not graduate from a dual language program. At this time, we do not track graduation rates for students who came out of dual language immersion programs.**
9. Zip codes of language learners % and locations currently
 - a. **There are three zip codes within PVUSD with the overwhelming majority in Watsonville. We have included a link that includes total English Language Learners by school site.**
10. How many credentials for ESL?
 - a. **There are essentially two credentials. The Crosscultural, Language, and Academic Development (CLAD and the Bilingual Crosscultural, Language, and Academic Development certificates.**
11. Data on which programs are most successful and why (ESL, CET, training)
 - a. **All of our programs have a specific focus. For example, ESL would be reclassification or for dual language the goal is biliteracy. CTE is focused on completing a CTE pathway in high school with a potential goal of A-G or College and Career Readiness.**
12. How many BCLAD teachers do we currently have at the district? Can we assist in receiving the BCLAD if needed?
 - a. **As of last year, 108 teachers held the BCLAD. At this time we do not assist our teachers in attaining this credential.**
13. Which schools reclassify the most students? Can we see a trend over the past few years by school site?
 - a. **Please see the linked document provided which includes the total number of ELs and RFEPs by site for the past two years.**

Not SSA Related:

14. Has PVFT been asked if they would share parts of their opening bid, in the interest of informing the OPM? (from negotiations) - **No response, as this is not applicable to SSA role**

Parking Lot Questions from July 22, 2026 Meeting

1. There are 13 qualifying categories in California. Slide 38 shows students in 7 of the 13 categories. Does this mean that there are no PVUSD students in the other 6 categories? Also, Emotional Disability is mis-named, I think it should be Emotional Disturbance.

No, we have students that more than likely represent all 13 eligibility categories. The numbers were meant to reflect the majority of our largest population of students eligible under a specific category.

In terms of ED, AB2173 allows the term "emotional disturbance" in special education state laws to also be known as "emotional disability."

2. On slide 6 a) what does it mean to be a student with a disability? The range of possibilities seems to be so large as to make the classification not meaningful and the notion of targeted support unattainable b) If 37.9% students are current English Learners and 64% are current or former English Learners, then 26.1% are former English Learners - why group the two together and what is the importance of being a former English Learner

a) On this slide students with a disability are students that have qualified for an Individualized Education Program

3. Parent engagement in districts across the state tend to drop off and often significantly when students transition to middle and high school. Is that being accounted for in the information that is being presented regarding parent profiles and input?

The YouthTruth data shared represents the responses from schools throughout PVUSD, TK-12.

4. On slide 17 the title references relationships, belonging and culture are areas of focus but the subtitle references what students and adults experience day to day. This simply doesn't make sense. Without seeing the questions and understanding what is asked and how the information was compiled it seems that coming to a conclusion is difficult at best. For instance, simply seeing "Family Relationships" as a title suggests to me that the students relationships at home with family are most important - this isn't a "school" factor as shown.

YouthTruth Survey Questions: Purpose and Appropriate Use of the Survey

PVUSD annually administers the YouthTruth Survey as one component of its comprehensive continuous improvement and accountability system. The survey provides insight into the experiences and perceptions of students, families, and staff regarding school climate, culture, engagement, safety, belonging, communication, relationships, and college and career readiness at the time the survey is completed. These perspectives complement academic and operational data, providing a more complete understanding of the educational experience.

School sites use their results to inform continuous improvement efforts, strengthen school climate and culture, enhance family engagement practices, and refine School Plans for Student Achievement, all in support of improved student outcomes.

Here is a sample of the topics asked about in YouthTruth:

- Academic challenge
- Engagement
- Sense of belonging and welcoming community
- Safety on campus

[Link to YouthTruth presentation at April 2026 Board meeting](#)

5. On slide 41, are we concerned with the potential reduction or increase in transportation for the student or the district or both? What's the priority?

Both of those perspectives are important. In future SSA meetings, we will continue to work on Optimal Programs. That process will help us develop priorities for future recommendations.

6. Can you post or share the actual Youth Truth Survey and the Parent Survey that are the basis for the information in the presentation for tonight?

See the response to question 4.

7. Are we using Preston's framework to guide us in our decision/plan?

We will use the placemat Preston shared with us at previous meetings to inform the process for recommendations.

8. Some of the people on the SSA have not seen the Youth Truth Survey as they are not district employees or parents. Please share the most recent survey in its entirety - and the data too if possible

[Link to YouthTruth presentation at April 2026 Board meeting](#)

9. 100,000 in optimized custodial services. Please explain - DO they assume reduced staffing, larger cleaning areas?

The estimated amount of savings from custodians. They will have more time to clean other areas.

10. What is the vacancy percentage after we remove the portable?

Unable to answer at this time.

11. Can you show the 17% districtwide numbers of students with disabilities by grade level, please?

12. There is concern the district undermined equity efforts and targeted support formally provided by Reading Intervention Teachers. Do those concentration funds formerly spent on RITs get spent in an equivalent total dollar amount as before? The claimed more “proactive and sustainable” approach of the DO, does it actually hurt equity because targeted support is lost, even if base tier 1 support, like curriculum/PD, is strengthened?

No.

13. Can we have Preston’s Framework on Big Posters to connect it to youth survey data?

Yes

14. Please provide the true capacity at each site. Without pushing the limits

[Link to capacity study shared previously with SSA](#)

15. Youth Truth Data - Are you using demographics as a variable to “right size” data analysis?
Ex. (Migrant parents) less likely to complain, respond and provide feedback at same level.
(could result in false positivity)

No.

16. Youth Data Survey Question:

- Ratios for special education
- % of mild to moderate needs
- What do we have here?
- How many special education folks are in the classrooms

These are budget-related questions.

17. Youth Data Survey Question (Metrics):

- School districts post capacities #
- Sites in flood zone or other locations of emergency preparedness (ex. here & Pajaro)

Unable to answer at this time.

August 4th - EL Posters

EL Posters

- Data which is more successful
- Meeting supply (teacher support) + demand (outreach)
- Support/Teaching - staff: consistency
- Transportation to/from home/school
- Knowing what the community wants
 - Having qualified educators
 - Access
- Equitable access to rigorous grade level curriculum
- The amount of traveling time
- Appropriate level of support (classified/certificated)

August 4th - SSA Process Posters

SSA Process

- A success criteria of priorities of what an E-OPM & S-OPM program looks like, in order to rank the sites
- We need a unified, clear, informed, vision, that the district, board, schools, staff, and all support, for the students to succeed.
 - What's the best clear outcome?
 - Place aside the drama, mutual trust, the kids students are and should be the focus for success
 - Models -
 - committed upfront
 - stick to it
 - Make transitions as easy as possible for students & community
 - More time
- 2 priorities for English Learners
 - Community input
 - Staffing
- Collaborative discussion
- Categorized FAQ / Parking Lot
- Answer the questions!
- Community input + Teachers / Staff - FOR REAL!
- DISTRICTS TRANSPARENT INTENTIONS
- MORE TIME - TILL January-May 2027
- Data - what data exists to inform elements of OPM (ratios, cohorts, age groups)
- Role of / Demand for Alt. pathways
- Community input
- Cohort data (updated)
- COntact ratios by grade