

## PAJARO VALLEY UNIFIED SCHOOL DISTRICT MISSION STATEMENT

The Mission of the Pajaro Valley Unified School District is to educate and to support learners in reaching their highest potential. We prepare students to pursue successful futures and to make positive contributions to the community and global society.

**June 22, 2011**  
**REGULAR BOARD MEETING**  
**CLOSED SESSION – 6:00 p.m. – 7:00 p.m.**

**PUBLIC SESSION – 7:00 p.m.**  
**DISTRICT OFFICE**  
**BOARDROOM**  
**292 Green Valley Road**  
**Watsonville, CA 95076**

**NOTICE TO THE PUBLIC: PURSUANT TO SB 343, BOARD PACKET DOCUMENTS ARE AVAILABLE FOR YOUR REVIEW AT THE FOLLOWING LOCATIONS:**

- Superintendent's Office: 294 Green Valley Road, Watsonville, CA (4<sup>th</sup> Floor)
- On our Webpage: [www.pvusd.net](http://www.pvusd.net)

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

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

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

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

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

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

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

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

- 1.1 Call to Order
- 1.2 Public comments on closed session agenda.

- 2.0 CLOSED SESSION (AND AFTER REGULAR SESSION IF NECESSARY)**
  - 2.1 Public Employee Appointment/Employment, Government Code Section 54957
    - a. Certificated Employees (see Attached)
    - b. Classified Employees (see attached)
  - 2.2 Public Employee Discipline/Dismissal/Release/Leaves
  - 2.3 Negotiations Update
    - a. CSEA
    - b. PVFT
    - c. Unrepresented Units: Management and Confidential
    - d. Substitutes – Communication Workers of America (CWA)
  - 2.4 Claims for Damages
  - 2.5 Pending Litigation
  - 2.6 Anticipated Litigation
  - 2.7 Real Property Negotiations
  - 2.8 8 Expulsions
- 3.0 OPENING CEREMONY – MEETING OF THE BOARD IN PUBLIC - 7:00 P.M.**
  - 3.1 Pledge of Allegiance
  - 3.2 Welcome by Board President
    - Trustees Leslie De Rose, Kim De Serpa, Doug Keegan, Sandra Nichols, Karen Osmundson, Jeff Ursino, and President Willie Yahiro.
    - 3.2 a Posthumous Recognition of 1970 Graduate of Watsonville High School Mack McCrady.
  - 3.3 Superintendent Comments
- 4.0 APPROVAL OF THE AGENDA**
- 5.0 APPROVAL OF MINUTES**
  - a) *Minutes for May 25, 2011*
- 6.0 PUBLIC HEARING ON DEVELOPER FEES**
  - 6.1 Report on Resolution #10-11-34, Approving Annual Developer Fee Justification Analysis and Adoption of Updated Level 2/3 Developer Fees Pursuant to Government Code Sections 65995.5 and 65995.7  
*Report by Brett McFadden, CBO*
  - 6.2 Public Comment
  - 6.3 Board Comments/Questions
- 7.0 PUBLIC HEARING ON 2010-11 PROPOSED DISTRICT BUDGET**
  - 7.1 Report on Proposed District Budget for 2011-12 Fiscal Year  
*Report by Brett McFadden, CBO, and Helen Bellonzi, Director, Finance*
  - 7.2 Public Comment
  - 7.3 Board Comments/Questions

**8.0 PUBLIC HEARING ON 2010-11 CATEGORICAL PROGRAM FLEXIBILITY TRANSFERS**

- 8.1 Report on 2010-11 Categorical Program Flexibility Transfers  
*Report by Brett McFadden, CBO, and Helen Bellonzi, Finance Director*
- 8.2 Public Comment
- 8.3 Board Comments/Questions

**9.0 POSITIVE PROGRAM REPORT**

- 9.1 Positive Program Report on School Bus Rodeo.  
*Report by Mary Hoagland, Director, Transportation.* *10 min.*

**10.0 VISITOR NON-AGENDA ITEMS**

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

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

**12.0 CONSENT AGENDA**

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

- 12.1 Purchase Orders May 19 – June 15, 2011.  
The PO's will be available in the Superintendent's Office.
- 12.2 Warrants May 19 – June 15, 2011.  
The warrants will be available in the Superintendent's Office.
- 12.3 Acknowledge with Gratitude Donation of \$1,000 from Freedom Rotary Club for Freedom Elementary School.
- 12.4 Approve Contract for Athletic Supplies/Blanket BID #050311-03, for the District Warehouse/Stores.
- 12.5 Approve Contract for Custodial Supplies/Blanket BID #JL050311-02, for the District Warehouse/Stores.
- 12.6 Approve Contract for Health Supplies/Blanket BID #JL050311-04, for the District Warehouse/Stores.
- 12.7 Approve Notice of Completion for Watsonville High School's Mello Center Fire Restoration.
- 12.8 Approve Carl Perkins Application and Career Technical Education (CTE) Advisory Committee.
- 12.9 Approve Resolution #10-11-35, Support for Federal Fiscal Year 2012 Funding for the National Senior Service Corps (NSSC) - Foster Grandparent Program, Retired & Senior Volunteer Program & Senior Companion Program.
- 12.10 Approve Resolution #10-11-36, Updating District Authorized Signature List.

The administration recommends approval of the Consent Agenda.

**13.0 DEFERRED CONSENT ITEMS**

**14.0 REPORT AND DISCUSSION ITEMS**

14.1 Report and Discussion of Child Development Department's Goals.  
*Report by Kathy Lathrop, Director, Child Development Department.* 10 min.

14.2 Report and Discussion on Redistricting.  
*Report by Brett McFadden, CBO.* 5 min.

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

15.1 Possible action to approve Resolution #10-11-34, Approving Annual Developer Fee Justification Analysis and Adoption of Updated Level 2/3 Developer Fees Pursuant to Government Code Sections 65995.5 and 65995.7.  
*Report given under item 6.0.*

15.2 Possible action to approve 2010-11 Proposed District Budget.  
*Report by Brett McFadden, CBO, and Helen Bellonzi, Finance Director.*  
*Report given under item 7.0.*

15.3 Possible action to approve 2011-12 Categorical Program Flexibility Transfers.  
*Report by Brett McFadden, CBO, and Helen Bellonzi, Finance Director.*  
*Report given under item 8.0.*

15.4 Report, discussion and possible action to approve Resolution # 10-11-38, Commit Fund Balances for Adult Education (Fund 11) and Deferred Maintenance (Fund 14).  
*Report by Helen Bellonzi, Director, Finance.* 2 min.

15.5 Report, discussion and possible action to approve Resolution #10-11-39 to Establish Fund Balance Policies.  
*Report by Helen Bellonzi, Director, Finance.* 2 min.

15.6 Report, discussion and possible action on Facilities Master Plan and Needs Assessment Contract, Facility Bond and Financing Contract and Facility Bond Counsel Contract.  
*Report by Brett McFadden, CBO.* 5 min.

15.7 Report, discussion and possible action to approve Job Description for Associate Teacher for Child Development Department.  
*Report by Kathy Lathrop, Director, Child Development Department.* 2 min.

15.8 Report, discussion and possible action to approve Position Job Description for Child Development Programs Coordinator.  
*Report by Kathy Lathrop, Director, Child Development Department.* 2 min.

**16.0 ACTION ON CLOSED SESSION**

**17.0 GOVERNING BOARD AND SUPERINTENDENT COMMENTS/REPORTS**

**18.0 UPCOMING BOARD MEETINGS/REMAINING BOARD MEETINGS FOR 2011**

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

		<b>Comment</b>
<b>July</b>	▪	▪ No Meetings Scheduled
<b>August</b>	▪ 10 ▪ 24	
<b>September</b>	▪ 14 ▪ 28	▪ Unaudited Actuals
<b>October</b>	▪ 12 ▪ 26	
<b>November</b>	▪ 16	▪
<b>December</b>	▪ 7 Annual Organization Mtg.	▪ Approve 1 <sup>st</sup> Interim Report

**19.0 ADJOURNMENT**

PAJARO VALLEY UNIFIED SCHOOL DISTRICT  
 CLOSED SESSION AGENDA  
 June 22, 2011

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

<b>New Hires – Probationary</b>	
	None
<b>New Substitutes</b>	
	None
<b>New Hires</b>	
	None
<b>Promotions</b>	
	None
<b>New Hires Probationary</b>	
	None
<b>Administrative Appointments</b>	
1	Interim Principal
<b>Transfers</b>	
	None
<b>Extra Pay Assignments</b>	
2	Coaches
<b>Extra Period Assignments</b>	
	None
<b>Leaves of Absence</b>	
6	Elementary Teachers
3	Secondary Teachers
1	Instructional Assistant I
1	Instructional Assistant II
1	Workers Compensation Coordinator
<b>Retirements</b>	
1	Elementary Teacher
2	Secondary Teachers
<b>Resignations/Terminations</b>	
1	Elementary Teacher
1	Secondary Teacher

<b>Supplemental Service Agreements</b>	
	None
<b>Miscellaneous Actions</b>	
1	Lead Custodian II – Night
1	Lead Custodian III
1	Instructional Assistant I
1	Instructional Assistant II
1	Data Entry Specialist
<b>Separations From Service</b>	
1	Staff Accountant
2	Bus Driver
1	Instructional Assistant II
<b>Limited Term – Projects</b>	
4	Campus Safety Coordinators
1	Cafeteria Assistant
2	Career Development Specialist
2	Career Development Specialist II
1	Community Service Liaison I
5	Enrichment Specialist
6	Instructional Assistant/General Education
2	Office Assistant III
1	Registration Specialist I
1	Textbook Technician
<b>Limited Term – Substitute</b>	
1	Bus Driver
1	Cafeteria Assistant
1	Campus Safety Coordinator
1	Instructional Assistant I
1	Instructional Assistant/Migrant Children Center
1	Office Assistant III
<b>Exempt</b>	
6	Childcare
6	PUPILS
1	Migrant OWE
8	Student Helper
1	Workability

**PAJARO VALLEY UNIFIED SCHOOL DISTRICT**



**Board Agenda Backup**

Item No: 3.2 a

**Date:** June 22, 2010

**Item:** Posthumous Recognition of 1970 Graduate of WHS – Mack McCrady

**Overview:** Mack McCrady was a 1970 graduate of WHS. Jim Beacom was Mack's first coach, and when Jim moved to Aptos High, he left several good wrestlers at WHS. Mack was a 6'1, 335 heavyweight, played football and was league, regional, sectional, and Northern Californian Champion. After Mack went on to San Francisco State, he became 1973 National Greco-Roman champ, and almost made the Olympic team. Forty years after he graduated, Mack is still remembered not only as a great wrestler, but a greater person. Mack passed away in 1983. Mack graduated from E.A. Hall, and WHS. Tonight we are recognizing Mack's achievements with some of the WHS wrestling coaches.

**Prepared By:** Murry Schekman, Assistant Superintendent

**Superintendent's Signature:**

*[Handwritten Signature]* C.30.





**May 25, 2011**  
**REGULAR BOARD MEETING**  
**UNADOPTED MINUTES**  
**CLOSED SESSION – 6:00 p.m. – 7:00 p.m.**

**PUBLIC SESSION – 7:00 p.m.**  
**DISTRICT OFFICE**  
**BOARDROOM**  
**292 Green Valley Road**

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

**1.1 Call to Order**

President Yahiro called the meeting of the Board to order at 6:00 pm at 292 Green Valley Road, Watsonville, CA.

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

None.

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

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

- a. Certificated Employees
- b. Classified Employees

<b>New Hires – Probationary</b>	
	None
<b>New Substitutes</b>	
21	Substitutes
<b>New Hires</b>	
	None
<b>Promotions</b>	
	None
<b>New Hires Probationary</b>	
	None
<b>Administrative Appointments</b>	
1	<i>Principal</i>
1	<i>Assistant Principal</i>
<b>Transfers</b>	
	None
<b>Extra Pay Assignments</b>	
	None
<b>Extra Period Assignments</b>	
7	Coaches

<b>Leaves of Absence</b>	
1	Bus Driver
1	Parent Education Specialist
1	Cafeteria Assistant
1	Lead Custodian
1	Instructional Assistant II
1	Site Computer Support Technician
1	Instructional Assistant II
3	Elementary Teachers
5	Secondary Teachers
<b>Retirements</b>	
1	<i>Cafeteria Assistant</i>
<b>Resignations/Terminations</b>	
1	Elementary Teacher
1	Secondary Teacher
<b>Supplemental Service Agreements</b>	
1	Elementary Teacher
2	Adept Testers
1	Speech Language Therapist
<b>Miscellaneous Actions</b>	
1	Custodian II
1	Administrative Secretary II
<b>Separations From Service</b>	
	None
<b>After School Program</b>	
	None
<b>Limited Term – Projects</b>	
1	Campus Safety Coordinator
1	Community Services Liaison I
1	Cook/Baker
2	Custodian I
1	Enrichment Specialist
3	Instructional Assistant – General Education
15	Instructional Assistant – Migrant Children Center
1	Office Assistant II
2	Office Assistant III

<b>Limited Term – Substitute</b>	
1	Bus Driver
13	Instructional Assistant – Migrant Children Center
1	Office Assistant III
1	Office Manager
<b>Exempt</b>	
5	Childcare
9	PUPILS
7	Student Helpers
6	Yard Duty Supervisor
<b>Rescinds</b>	
1	Cafeteria Assistant

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

**2.3 Negotiations Update**

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

**2.4 Claims for Damages**

**2.5 Pending Litigation**

**2.6 Anticipated Litigation**

**2.7 Real Property Negotiations**

**2.8 6 Expulsions**

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

President Yahiro called the meeting of the Board in public to order at 7:03 pm.

**3.1 Pledge of Allegiance**

Trustee Nichols led the Board in the Pledge of Allegiance.

**3.2 Welcome by Board President**

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

**3.3 Superintendent Comments**

Superintendent Baker commented that there were many positive things on the agenda. She began by announcing that the District was able to secure funding for Library Media Technicians for the 2011-12 school year. She also made the announcement that the District would be recommending Bertha Torres for the principalship at Mintie White Elementary School. She and Ylda Noguera, Assistant Superintendent, said that staff, students and the community respects and support Bertha Torres.

***Recognition of PVUSD Classified Employee Veronica Moran for her Heroic Actions. Comments by Linda Saranto.***

Dorma Baker introduced Veronica Moran and Linda Saranto. Linda spoke of how the quick actions of Veronica Moran, Office Manager at Duncan Holbert, might have played a role in saving the life of an 18-year old toddler who was hit by a driver under the influence. Veronica performed CPR on the child and remained calm through it all. Linda also spoke of the respect that staff and parents have for Veronica in her position.

Dr. Nancy Bilicich, city council member, presented a proclamation on behalf of the City of Watsonville, and commended her for her quick thinking and action.

Also in attendance honoring Veronica were Wendy Mathias and Sean Henry.

**3.4 Student Recognition**

Families, friends, teachers and administrators recognized the achievement of the following students:

- Heidi Ibarra – Calabasas Elementary School
- Dante Ramirez-Cruz – Freedom Elementary School
- Jari Medina-Perez – Hall District
- Jonathan Solis – Radcliff Elementary School
- 6<sup>th</sup> Grade Conflict Managers – Rio Del Mar

**3.5 Santa Cruz County Office of Education: Teacher of the Year Award**

- Daniel Levy, EA Hall Middle School

Mr. Schekman reported that Mr. Levy had been nominated for the award because of all the hard work with caring for students, staff and parents. In the award letter to Mr. Levey, Mr. Michael Watkins, Superintendent of the COE, stated: “I was impressed with your partnership with special education classes and your use of a myriad of methods to assist your students to succeed. Your ability and willingness to share your knowledge with other staff members makes your school a better place for everyone.”

Colleagues of Mr. Levy were present to honor him. The Board commended him for his work.

**3.6 Brecek & Young Financial - Teacher of the Month Award**

Jacob Young was present to honor the following teachers. He spoke of the process for nominating and selecting the teacher of the month. The Board and staff congratulated the following educators for being nominated and recognized by their peers:

- Christal Alderton, Radcliff Elementary School (March)
- Marisa Ramirez, Calabasas Elementary School (April)
- Roisin Fahey, Mintie White Elementary School (May)

**3.7 Brecek & Young Financial – Classified Employee of the Month Award**

Jacob Young was present to honor the following classified employees. He spoke of the process for nominating and selecting the staff member. The Board and staff congratulated the following employees for being nominated and recognized by their peers:

- Christina Koda, Finance Department (April)
- Manuel Leos, Driver, Transportation Department (May)

**3.8 Tri County Real Estate - Administrator of the Month Award**

Kim Turley of Tri County Real Estate presented the administrators with the award. The Board and staff congratulated the following administrators for being nominated and recognized by their peers:

- Linda Saranto, Program Director, Special Education (April)
- Jennifer Wildman, Principal, Landmark (May)

#### 4.0 APPROVAL OF THE AGENDA

Trustee Ursino moved to approve the agenda, noting that the item on reporting out of closed session was moved after Action items. Trustee Nichols seconded the motion. The motion passed unanimously.

#### 5.0 APPROVAL OF MINUTES

##### *a) Minutes for May 4, 2011*

Trustee Nichols moved to approve the minutes for May 4, 2011. Trustee Keegan seconded the motion, with a correction to item 3.2 to note that trustee Keegan was absent. The motion passed 6/0/0/1 (Keegan abstained).

#### 6.0 HIGH SCHOOL STUDENTS BOARD REPRESENTATIVES REPORT

Aaryn Ashworth of Aptos High School, reported on the school's events and activities as they prepare for the end of the school year.

#### 7.0 POSITIVE PROGRAM REPORT

##### 7.1 Positive Program Report on High School Students' Ivy League Tour of East Coast Universities.

###### *Report by Pancho Rodriguez, Principal, Ximena Ospina, Counselor, and Students.*

Ximena Ospina spoke of the experience of a select number of students who had the opportunity to visit schools in the East Coast. The tour is possible due to the collaboration of Pajaro Valley High, Watsonville High and with the support of the MAIA foundation, the school district and other community entities. It was noted that almost all students who participate in the tours have gone to four year and ivy league universities.

A PVHS student who participated in the tour addressed the board and commented on her experience in visiting these universities. She noted that it was an opportunity to speak with students currently at the universities and to learn firsthand about what to expect.

##### 7.2 Positive Program Report on MESA and Watsonville TEC.

###### *Report by Jacob Martinez, Project Director, Watsonville TEC (Tecnologia, Educacion, Comunidad)*

Jacobo Martinez commented about the opportunity that students had the opportunity to participate in the MESA (Mathematics Engineering Science Achievement) and the TEC programs. Students Elizabeth Sanchez, Adriana Andrade, Ebelin Mata and Andrea Martinez of EA Hall Middle School, and Stephanie Barraza of Watsonville High, participated and represented the district well, winning top placements. Students were recognized at TEC's end of the year Awards Ceremony.

##### 7.3 Positive Program Report on the Aptos Robotics Team.

###### *Report by Joe Manildi, Aptos High Teacher, and Students.*

Joe Manildi and students were present to report the Robotics Team at Aptos High successfully competed at the 2010 MATE International ROV competition, taking 3<sup>rd</sup> place overall against other regional high school winners from around the world. This experience led students to mentor elementary students at Ohlone to raise their interest in engineering. The team is preparing to enter the MATE international ROV competition in Houston this coming summer. Students Connor Munger, Isaac Cassar, Nathaniel Willy, Adam Simko, Mobin Skaria, Breana Kostreba, Justin Lardinois, Nick Davis, Chris Randolph, Gabby Lopez and Hannah Pico commented on their experience in the team. Mr. Manildi stated that it is important to keep the program happening and support it as much as possible.

Board members congratulated the students and staff for their achievement.

#### 8.0 VISITOR NON-AGENDA ITEMS

Athena Wolf, parent, commented about the poor state of technology structure at Aptos High School.

Pamela Sexton, parent and teacher, commented on the Together in the Park program and how it is a powerful program connected to parent participation; the program offers valuable skills for parenting.

Lorie Fisher, early start teacher at Duncan Holbert School, spoke in support of Together in the Park program and spoke of the benefits it offers the families of this community. Spoke of the frustration with transportation for students with special needs and the lack of updating the lists of students and their transportation needs.

Bill Beecher, community member, commented on the district's deficit spending and options available to alleviate the budget. He addressed the issue of wages and benefits.

Ana Santillan, parent of student at Mintie White, spoke in support of Berta Torres and thanked the Board and staff for selecting her as principal of the school.

Tom Reefer, Director of the Foster Grandparent Program, commented that the program has served the district since 1980. He spoke of how the program's volunteers have benefited the District. He requested letters of support from the District for the program so that it can continue to receive federal funding.

Antonio Vivó, Site Council President of Mintie White, spoke about the qualities of Berta Torres that make her the best person for the position of Principal. He presented over 150 parent signatures in support of Ms. Torres. He said that the school community sees Berta as an opportunity for a new beginning and for increasing parent involvement.

Colleen Hughes, parent, advocated for later start times and spoke about sleep deprivation and the effect it has on learning.

#### **9.0 EMPLOYEE ORGANIZATIONS COMMENTS – PVFT, CSEA, PVAM, CWA**

Francisco Rodriguez, PVAM president, commended the staff for the Seal of Biliteracy awards ceremony event that took place earlier in the day. Regarding layoffs and rehiring, he requested that staff begins to identify teachers who will be able to get their jobs back next year as soon as possible.

Terry Eastman, PVAM, spoke in support of Foster Grandparents program. She asked that the district moves as quickly as possible in the rehiring process to avoid losing some good teachers. She thanked everyone for the support of all the positive programs.

Albert Roman spoke about the rehiring process and that there is one particular issue that needs to be resolved from the union before the district can move forward on noticing staff. It is the intent of the staff to finalize the rehiring process in two weeks.

#### **10.0 CONSENT AGENDA**

Trustee Keegan moved to approve the consent agenda, deferring item 10.15. He acknowledged the charitable donation from Driscoll's for Hall District. Trustee Nichols seconded the motion. The motion passed unanimously.

**10.1 Purchase Orders April 28 – May 18, 2011.**

**10.2 Warrants April 28 – May 18, 2011.**

**10.3 Acknowledge with Gratitude Community Foundation of Santa Cruz's Donation of \$10,000 on Behalf of Driscoll's Charitable Fund for Hall District.**

**10.4 Approve CAHSEE Passage Waiver for Student #10-11-39, English Language Arts, Watsonville High School.**

**10.5 Approve CAHSEE Passage Waiver for Student #10-11-40, English Language Arts, Watsonville High School.**

- 10.6 Approve CAHSEE Passage Waiver for Student #10-11-41, English Language Arts, Pajaro Valley High School.
- 10.7 Approve CAHSEE Passage Waiver for Student #10-11-42, Math, Pajaro Valley High School.
- 10.8 Approve CAHSEE Passage Waiver for Student #10-11-43, Math, Renaissance High School.
- 10.9 Approve CAHSEE Passage Waiver for Student #10-11-44, Math, Renaissance High School.
- 10.10 Approve CAHSEE Passage Waiver for Student #10-11-45, English Language Arts, Pajaro Valley High School.
- 10.11 Approve CAHSEE Passage Waiver for Student #10-11-46, Math, Watsonville High School.
- 10.12 Approve Watsonville High School Art History Travel Club European Tour 2011 for Five Watsonville High Students.
- 10.13 Approve Disposal of Obsolete and/or Surplus Equipment.
- 10.14 Approve Request for Allowance of Attendance Because of Material Decrease in Average Daily Attendance (ADA) and State of Emergency Declared.
- 10.15 Approve Medi-Cal Administrative Claiming Agreement.  
This item was deferred.

**11.0 DEFERRED CONSENT ITEMS**

- 10.15 Approve Medi-Cal Administrative Claiming Agreement.  
After some clarification on this item, trustee Keegan moved to approve it. Trustee Nichols seconded the motion. The motion passed unanimously.

**12.0 REPORT AND DISCUSSION ITEMS**

- 12.1 Report and discussion on Categorical Program Monitoring (CPM) Presentation.  
*Report by Ylda Noguera, Assistant Superintendent.*

Ylda Noguera reported that the California Department of Education implemented and redesigned the monitoring process, including expanding the process to include the online tool California Accountability and Improvement System (CAIS). The district was selected for a CPM review of some categorical programs. Hall District Elementary, Ohlone Elementary, EA Hall Middle School, and Pajaro Valley High School were selected to participate in the review. The programs reviewed were: Before and After School Program, Career Technical Education, Child Development, Compensatory Development, English Learners, Improving Teacher Quality, Migrant Education, Physical Education, Uniform Complaint Procedures, Education Jobs Fund, Fiscal Monitoring, and Site Fiscal Stabilization.

Staff members Joe Trautwein, Murry Schekman, Kathy Lathrop, Susan Perez, Kristi Jud, Faris Sabbah, Helen Bellonzi, Guillermo Ramos, Gloria Miranda, Olga De Santa Anna, and Pancho Rodriguez were present to discuss the findings in their specific areas.

It was reported that the State was impressed with the very few items that were found to be out of compliance given the size of the district. State reviewers commended staff for the way they ran their programs. All findings are in the process of being corrected.

Dorma Baker, superintendent, commended Ylida Noguera for spearheading the process, which was extremely intensive and time-consuming.

**12.2 Report and discussion on the 2011-12 Governor's May Budget Revision.**

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

Brett McFadden reported on the May Budget Revision, which is intended to provide updates to the Governor's January budget proposal. The revision assists districts as they develop their budget. The revision assumes that the State revenues will increase \$6.3 billion in the current and future budget years. In addition, Proposition 98 minimum guarantee has increased \$2.7 billion in the 2011-12 year. County offices and other education experts recommend that districts adjust their 2011-12 revenue assumptions and remove the \$350 per ADA reduction. However, they also recommend holding off on adjusting expenditures until the final budget is enacted by the Legislature. Education's fiscal outlook has improved; it seems that political advocacy has made an impact. However, the district should remain financially cautious as it still faces fiscal challenges due to deficit spending and health and welfare cost increases, among other things. The district has the responsibility to adopt a balanced budget by June 30, even if the state has not adopted its budget. Staff will base its budget on the latest assumptions along with the approved board actions from February and March. The district will make any necessary changes to the budget no later than 45 days after the state adopts its budget.

Board members participated with questions and comments.

**12.3 Report and discussion on 2009-10 Financial and Performance Audits for the General Obligations Bond.**

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

Brett McFadden reported that an independent fiscal and performance audit was conducted pursuant to Measure J outlines. There were no exceptions noted for fiscal year 2009-10 and all bond proceeds appeared to be properly spent and accounted for. He noted that the audit and findings are available for review in the District's website.

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

**13.1 Report, discussion and Possible Action on 2010-11 Third Interim Budget Report.**

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

Brett McFadden reported that this report is required by the County Office of Education as a condition of the district's "qualified" fiscal certification at Second Interim. He recapped that the Second Interim Report included a projected revenue decline of \$350 per ADA, or \$6 million, an estimated \$1 million general fund reduction from the special education disability adjustment, an increase of 15% on Health and welfare costs, and the utilization of one-time funds from the Federal Education Jobs fund for 2011-12. The differences between the Second and the Third Interim are as follows: In Federal and State categorical carryover money, there is over \$12 million in current year, which must be booked on general ledger at the end of the fiscal year; it is important to know that this is one-time funding only. The difference in the general fund revenues and expenditures include a balance increase of \$4.3 million and lower expenditures in transportation and Special Education.

Brett's recommendation is to adopt the 3<sup>rd</sup> interim report as submitted.

Trustee DeRose moved to approve the report. Trustee De Serpa seconded the motion. The motion passed unanimously.

**13.2 Report, discussion and Possible Action on School Facility and Fiscal Needs: Strategic Planning for Future Students.**

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

Brett McFadden reported that it was important to begin to plan for facility and fiscal needs given that the current needs will be completed during the summer of 2011; these projects were financed through Measure J. Having a comprehensive long term financing strategy will ensure that the infrastructure needs of the district will be met. Brett indicated that the Facility Master Plan needs to be updated in



order to qualify for various state and federal facility funds. An initial needs assessment showed that the district needs to update its technology infrastructure, specifically in the North area schools; upgrading and modernizing school sites; implementing solar and other environmental upgrades; and address any school safety and health related matters. In addition, the district demographic projections should be updated to determine specific needs for school facilities. Regarding possible financing options, he spoke of a possible bond to relieve the general fund costs for maintenance and operations; school bond financing is an option as well and the focus can be on technology endowments, environmental projects and better integration of facilities with instructional programs; parcel tax funding can be used to protect programs such as art and music, libraries, and class size reduction. These options offer the district more fiscal control.

Trustee Nichols left the meeting at 11:00 pm.

The staff's recommendation is to enter into strategic planning to perform an analysis that would include community input, specific projects and timelines, and develop financing options. Target dates for these options would be the June and/or the November 2012 elections. Board approval is necessary to place a bond and/or parcel tax on the ballot.

Board participated with comments and questions.

Trustee DeRose moved to approve the staff's recommendation for this item. Trustee Osmundson seconded the motion. The motion passed 6/0/1 (Nichols absent).

**13.3 Report, discussion and Possible Action on Revision to Job Description of Math Teacher on Special Assignment (TOSA), Elementary.**

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

Trustee DeRose moved to approve this item. Trustee Keegan seconded the motion. The motion passed 6/0/1 (Nichols absent).

**13.4 Report, discussion and Possible Action on Revision to Job Description of Math Teacher on Special Assignment (TOSA), Secondary.**

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

Trustee Osmundson moved to approve this item. Trustee Keegan seconded the motion. The motion passed 6/0/1 (Nichols absent).

**14.0 ACTION ON CLOSED SESSION**

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

**a. Certificated Employees**

Trustee Keegan moved to approve the personnel report, including the addition of 1 principal and 1 assistant principal. Trustee DeRose seconded the motion. The motion passed 5/0/2 (Nichols absent; Yahiro away from his seat).

**b. Classified Employees**

Trustee Keegan moved to approve the report with addition of 1 Cafeteria Assistant under retirement. Trustee DeRose seconded the motion. The motion passed 5/0/2 (Nichols absent; Yahiro away from his seat).

**2.8 6 Expulsions**

***Action on Expulsions:***

Trustee Osmundson moved to approve the District Administration recommendation with the addition of doing community service requiring removal of graffiti for the following expulsion case:

***10-11-119***

Trustee DeRose seconded the motion. The motion passed 5/0/2 (Nichols absent; Yahiro away from his seat).

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

**10-11-120**

Trustee DeRose seconded the motion. The motion passed 5/0/2 (Nichols absent; Yahiro away from his seat).

Trustee Osmundson moved to approve the District Administration recommendation with the addition to seek restitution as needed for the following expulsion case:

**10-11-121**

Trustee DeRose seconded the motion. The motion passed 6/0/1 (Nichols absent).

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

**10-11-122**

Trustee DeRose seconded the motion. The motion passed 6/0/1 (Nichols absent).

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

**10-11-123**

Trustee DeRose seconded the motion. The motion passed 6/0/1 (Nichols absent).

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

**10-11-124**

Trustee DeRose seconded the motion. The motion passed 6/0/1 (Nichols absent).

**15.0 GOVERNING BOARD AND SUPERINTENDENT COMMENTS/REPORTS**

President Yahiro commented that Watsonville High School's awards night was excellent; over \$300,000 in awards were presented. He's looking forward to graduations.

Trustee Ursino reported that the Watsonville Aptos Adult Education was awarded a three year accreditation.

**16.0 UPCOMING BOARD MEETINGS/REMAINING BOARD MEETINGS FOR 2011**

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

		Comment
<b>June</b>	<ul style="list-style-type: none"> <li>▪ 8</li> <li>▪ 22</li> </ul>	<ul style="list-style-type: none"> <li>▪ Cancelled due to Furlough Days</li> <li>▪ 10-11 Budget Adoption</li> </ul>
<b>July</b>	<ul style="list-style-type: none"> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ No Meetings Scheduled</li> </ul>
<b>August</b>	<ul style="list-style-type: none"> <li>▪ 10</li> <li>▪ 24</li> </ul>	
<b>September</b>	<ul style="list-style-type: none"> <li>▪ 14</li> <li>▪ 28</li> </ul>	<ul style="list-style-type: none"> <li>▪ Unaudited Actuals</li> </ul>
<b>October</b>	<ul style="list-style-type: none"> <li>▪ 12</li> <li>▪ 26</li> </ul>	
<b>November</b>	<ul style="list-style-type: none"> <li>▪ 16</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>
<b>December</b>	<ul style="list-style-type: none"> <li>▪ 7 Annual Organization Mtg.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Approve 1<sup>st</sup> Interim Report</li> </ul>

**17.0 ADJOURNMENT**

There being no further business to discuss, the meeting of the Board was adjourned at 11:30 pm.

\_\_\_\_\_  
Dorma Baker, Superintendent



## *Board Agenda Backup*

### **Item # 6.0 & 15.1**

**Date:** June 22, 2011

**Item:** Adoption of resolution # 10-11-34 approving School Facilities Needs Analysis (Residential Fees, Level 2 and 3), adoption of findings thereof, and adoption of alternative school facilities fee pursuant to Government Code Sections 65995.5 and 65995.7.

**Overview:** The district currently assesses fees of \$4.78 per square foot upon each square foot of new residential development (“developer fees”). In 1998, the state enacted legislation (known as “SB 50”) that provided a procedure whereby districts can adopt fees higher than the \$2.63 per square foot if certain criteria are met. Under SB 50, a district may levy fees beyond the traditional \$2.63 fees (known as ‘Level 1’ fees) if it can show that Level 1 fees are not sufficient to meet the needs for construction, modernization, or reconstruction caused by new residential development. If the district can demonstrate unmet need, it may adopt ‘Level 2’ fees. Level 2 fees are designed to cover half of the cost of site acquisition and construction to serve new development, with the state providing the remaining funds. If the state provides notice that funding has become unavailable due to the exhaustion of Proposition 1A or other state funds, the district may assess ‘Level 3’ fees. Level 3 fees are intended to constitute 100% of the district’s needs.

In accordance with SB 50, the district commissioned the attached “Pajaro Valley Unified School District School Facilities Needs Analysis” dated April, 2010 (“Needs Analysis”). This needs analysis concluded that SB 50 permits the district to assess Level 2 fees up to \$5.21 per square foot. The attached resolution would approve the needs analysis and change fees from \$4.78 to \$5.21 per square foot. The change would take effect immediately upon adoption, and would remain in effect for one year. Should circumstances permitting Level 3 fees arise, the resolution would also authorize the board to implement Level 3 fees.

The district has complied with all relevant statutory procedural requirements for adoption of the needs analysis and developer fees, such as publication of notice and making the needs analysis available to the public. Government Code section 65995.6 requires the district, at least 30 days prior to adoption of the needs analysis, to publish notice that the needs analysis is available for public viewing and comment. The needs analysis was made available to the public on May 1, 2011 and published in the Watsonville Register-Pajaronian and the Santa Cruz Sentinel twice during the months of May and June.

All prerequisites to imposing a Level 2 fee have also been met. Specifically, the district has been deemed eligible for new school construction funding; over 20% of the teachings stations in the District are in relocatable classrooms and the district has incurred indebtedness of over 15% of the bonding capacity.

**Recommendation:** Adopt resolution #10-11-34, approving the 2010 School Facilities Needs Analysis (Residential Fees, Level 2) and new fee amount, adopt the findings thereon, and adopt the alternative school fees.

Brett W. McFadden, CBO and Richard Mullikin, Director of M/O/F

**Prepared By:** \_\_\_\_\_

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

*B. W. McFadden* C.B.O.

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

In the Matter of                    )  
  )  
THE ADOPTION OF SCHOOL        )  
FACILITIES FEES                    )  
\_\_\_\_\_                                  )

Resolution No. 10-11-34

**WHEREAS**, Education Code section 17620 authorizes school districts to impose certain fees as set forth in Government Code section 65995 *et seq.* to finance the construction and reconstruction of school facilities, and;

**WHEREAS**, under Senate Bill 50 (“SB 50”), the Leroy F. Greene School Facilities Act of 1998 (chapter 407, Statutes of 1998), Government Code section 65995.5 provides that in lieu of a residential fee imposed under Government Code section 65995, subdivision (b)(1), a school district may impose alternative fees on new residential construction in amounts calculated pursuant to Section 65995.5, subdivision (c) and 65995.7; and

**WHEREAS**, pursuant to Government Code section 65995.5, subdivision (b), the district is currently levying a fee of **\$4.78** per square foot of assessable residential construction, and;

**WHEREAS**, pursuant to Government Code section 65995.5, subdivision (b), in order to be eligible to impose fees in these alternative amounts, the school district is required to do all of the following: (1) make a timely application to the State Board of Allocation (“SAB”) for new construction funding and be deemed by SAB to meet the eligibility requirements for new construction funding; (2) conduct and adopt a School Facilities Needs Analysis pursuant to Government Code section 65995.6; and (3) satisfy at least two of the requirements set forth in subparagraphs (A) to (D) inclusive of Government Code section 65995.5, subdivision (b) (3), and;

**WHEREAS**, the district has conducted a School Facilities Needs Analysis as specified by Government Code section 65995.5.

**NOW, THEREFORE, BE IT RESOLVED** that the Board makes the following findings:

1. The district has been determined by the State Allocation Board to meet the eligibility requirements for new construction funding.
  - a. The district has satisfied the requirements of Government Code section 65995.5, subdivision (b)(3)(C)(ii), in that the district has issued debt or incurred obligations for capital outlay in an amount greater than fifteen percent (15%) of its local bonding capacity.
  - b. In addition, the district meets the requirement of Government Code section 65995.5, subdivision (b)(3)(D), in that at least twenty percent (20%) of the teaching stations within the District are relocatable classrooms.
  - c. General Obligation Bond in past four years with at least 50% yes vote
2. The district has conducted a School Facilities Needs Analysis consistent with the requirements of Government Code section 65995.6 whereby the district has determined the need for school facilities to accommodate unhoused pupils that are attributable to projected enrollment growth from the development of new residential units over the next five (5) years.
3. The district’s School Facilities Needs Analysis results in a maximum alternative residential fee of **\$5.21** per square foot of assessable residential construction.
4. The purpose of the alternative Level 2 fees is to provide school facilities for unhoused students that will be generated as a result of the construction of new residential units in the district over the next five (5) years.
5. The alternative Level 2 fees must be used exclusively for the school facilities identified in the district’s School Facilities Needs Analysis consistent with Government Code section 65995.5, subdivision (f).
6. There is a reasonable relationship between the need for school facilities and the type of development on which the fees are imposed because, as set forth in the district’s School Facilities Needs Analysis, the construction of new residential units generates students that cannot be housed without additional facilities in that the district

currently lacks facility capacity to house significant numbers of existing students in grades kindergarten through twelfth grade.

7. There is a reasonable relationship between the use of the fees and the types of development projects on which the fees are imposed in that new residential units of all types generate students who will attend the district schools, these students cannot be housed by the district without the construction of additional facilities, and the fees will be solely expended to finance these new additional facilities.
8. There is a reasonable relationship between the amount of the fees and the cost of the facilities attributable to the construction of new residential units on which the fees are imposed in that the square footage of all types of residential units has a direct relationship to the number of students generated and, thus, to the facilities which the district must add to accommodate these students.

**BE IT FURTHER RESOLVED**, that the Board conducted a noticed public hearing at a board meeting on June 23, 2010 at 7:00 pm in the Board Room at 294 Green Valley Road, Watsonville, CA 95076 at which time information contained in the district's School Facilities Needs Analysis was presented, together with the district's responses to all written comments received regarding the School Facilities Needs Analysis. The Board hereby adopts the School Facilities Needs Analysis and incorporates its School Facilities Needs Analysis herein by reference; and

**BE IT FURTHER RESOLVED**, that the Board hereby establishes an alternative Level 2 Fee of **\$5.21** per square foot of new residential construction; and

**BE IT FURTHER RESOLVED**, that in the event the State Allocation Board is no longer approving apportionments for new school construction and the State Allocation Board provides written notice to the Secretary of Senate and the Chief Clerk of the Assembly of the determination that funds are no longer available, this Board, after consultation with building and development industry representatives, shall consider whether to impose Level 3 fees and if so, the amount and effective date for such Level 3 fees; and

**BE IT FURTHER RESOLVED**, that the district has established a separate Developer Fee Fund, Level 2 Fees in which all Level 2 fees collected pursuant to this resolution, along with any interest income earned therein, shall be deposited in order to avoid any commingling of the fees with other fees, revenues and funds of the district, except for temporary investments, and that the district is authorized to make expenditures or to incur obligation solely for the purposes for which the fees are collected, which the Governing Board hereby designates to be those purposes permitted by any applicable law; and

**BE IT FURTHER RESOLVED**, that the district will review the above-mentioned Developer Fee Fund, Level 2 Fees on a fiscal year and five year basis in accordance with Government Code section 66001 and 66006; and

**BE IT FURTHER RESOLVED**, that if the district has unexpected or uncommitted fees within five (5) years of collection, the district will make required findings or refund the fees as set forth in Education Code Section 17624; and

**BE IT FURTHER RESOLVED**, that should the conditions set forth in Government Code section 65995.7, subdivision (a), occur such that this Board, after consultation with building and development industry representatives, acts to establish Level 3 fees on new residential construction and, thereafter, should the District receive funds from state sources for the facilities constructed with said Level 3 fees, the district shall, consistent with Government Code section 65995.7, subdivision (b), offer to negotiate an agreement with any person subject to said Level 3 fees regarding the amount to be reimbursed to that person from available state funds; and

**BE IT FURTHER RESOLVED**, that the alternative Level 2 fees established pursuant to this resolution are not subject to the restriction contained in subdivision (a) of Government Code section 66007, and that no building permit shall be issued for any development absent certification of compliance by the development project with the fees imposed pursuant to this resolution; and

**BE IT FURTHER RESOLVED**, that the Superintendent give notice to all cities and counties with jurisdiction over the territory of the district of the Board's action by serving a copy of this resolution, the supporting documentation and a map indicating the areas subject to the Level 2 alternative fees on each agency and requesting that no building permits or, for manufactured homes, certificates of occupancy, be issued on or after the date of this resolution without certification from the district evidencing compliance with the district's Level 2 alternative fees as specified herein.

**Passed and adopted** by the Board of Trustees of the Pajaro Valley Unified School District, County of Santa Cruz, State of California, this 22<sup>nd</sup> day of June, 2011 by the following vote:

Ayes \_\_\_\_\_

Nays \_\_\_\_\_

Abstentions \_\_\_\_\_

Absent \_\_\_\_\_

\_\_\_\_\_  
Dorma Baker, Superintendent  
Secretary to the Board of Trustees

\_\_\_\_\_  
Willie Yahiro  
President, Board of Trustees

**PAJARO VALLEY UNIFIED  
SCHOOL DISTRICT**

**NEEDS ANALYSIS  
SCHOOL FACILITIES FEES  
LEVEL 2/3**



**TOTAL SCHOOL SOLUTIONS  
4751 MANGELS BOULEVARD  
FAIRFIELD, CA 94534**

**April 2011**



# **Pajaro Valley Unified School District**

## **BOARD OF EDUCATION**

**April 2011**

<b><u>Member</u></b>	<b><u>Trustee Area</u></b>	<b><u>Title</u></b>
<b>Kim De Serpa</b>	<b>I</b>	<b>Member</b>
<b>Doug Keegan</b>	<b>II</b>	<b>Vice President/Clerk</b>
<b>Karen Osmundson</b>	<b>III</b>	<b>Member</b>
<b>Willie Yahiro</b>	<b>IV</b>	<b>President</b>
<b>Leslie De Rose</b>	<b>V</b>	<b>Member</b>
<b>Sandra Nichols</b>	<b>VI</b>	<b>Member</b>
<b>Jeff Ursino</b>	<b>VII</b>	<b>Member</b>

## **ADMINISTRATION**

**Dorma Baker, Superintendent**

**Brett McFadden, Chief Business Officer**

## FOREWORD

SB 50 was enacted into law in 1998 to address school financing issues that had plagued California for many years. To enable the reader of this "Needs Analysis" to better understand the issues, attached in Appendix E is a report on SB 50 that was prepared by the Coalition for Adequate School Housing's (C.A.S.H.) Legal Advisory Committee.

In addition to the cooperative effort documented in Appendix E, a key player in the development and passage of SB 50 was the California Building Industry Association. As noted in the website for David L. Colgan, Attorney, he states that he was "...a key member of the California Building Industry Association's legal team that helped draft and secure passage of SB 50 in 1998, the historic school facilities financing and developer fee reform legislation that became effective with the electorate approving Proposition 1A".

California law stipulates that Level 2/3 fees may be imposed for one year only based on a "Needs Analysis", and that annual updates are required to continue to levy fees. The "Needs Analysis" incorporates changes made to California law and State Allocation Board regulations, residential development data, student yield rates, State Allocation Board construction grant allowance per student, inflationary increases in construction costs, and California Department of Education guidelines on site size requirements.

SAB grants were adjusted in January 2011 to reflect a 4.28 percent increase in the cost index for Class B construction during the period of January 1, 2010 to January 1, 2011, based on the Marshall and Swift index for eight California cities. This 2010 to 2011 increase reversed the 2009 to 2010 decrease when, on January 27, 2010, the SAB reduced the State grants by 6.74 percent to reflect reduced Class B construction costs in California.

The effects of the above identified factors are fully documented in this "Needs Analysis".

Vern Weber  
Total School Solutions  
April 2011

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**PAJARO VALLEY UNIFIED SCHOOL DISTRICT**

**NEEDS ANALYSIS  
SCHOOL FACILITIES FEES  
April 2011**

**SUMMARY**

Based on this Needs Analysis, the maximum Level 2 and Level 3 fees that may be imposed per square foot on new residential construction by the Pajaro Valley Unified School District are the following:

<b><u>CATEGORY</u></b>	<b><u>LEVEL 2 FEES</u></b>	<b><u>LEVEL 3 FEES</u></b>
Single-family	\$5.21	\$10.42
Multi-family	\$5.21	\$10.42

The above Level 2 fees are 43 cents higher than the Level 2 fees levied one year earlier due to a 4.28 percent increase in the State grant amounts for new construction and the Class B construction cost index, and increases in site acquisition and site development costs.

**Previous Level 2 fees per square foot**

2005-06	\$3.72
2006-07	\$4.11
2007-08	\$3.57
2008-09	\$4.43
2009-10	\$4.82
2010-11	\$4.78

## **1. INTRODUCTION**

SB 50, which became law on November 4, 1998, upon passage of Proposition 1A on November 3, 1998, provided school districts with the authority to impose three different levels of fees.

### **1.1 Level 1 Fees**

Level 1 fees are identical to those previously imposed by school districts (a.k.a. AB 2926 or Stirling fees). SB 50 set the initial fee limit at \$1.93 per square foot for residential units and \$0.31 per square foot for commercial/industrial projects, with bi-annual adjustments for inflation. (State Allocation Board action on January 30, 2008, increased these fees to \$2.97 and \$0.47.) A Developer Fee Justification Study, based on requirements established in Education Code Sections 17620-17621 and Government Code Sections 65995 et seq., is required to impose Level 1 fees. The District's "Level 1-Developer Fee Justification Study" dated June 2008, justified the maximum residential fee of \$2.97 per square foot for new residential units and residential additions of 500+ square feet and \$0.47 per square foot for commercial/industrial.

### **1.2 Level 2 Fees**

Level 2 fees were established by SB 50 under Government Code Section 65995.5. Before imposing Level 2 fees, a Needs Analysis must be prepared in accordance with Government Code Section 65995.6. Additionally, a school district must be eligible to receive new construction funding, file an eligibility application with the State Allocation Board ("SAB"), and receive SAB approval (or, alternatively, after passage of 120 days from submittal). Also, a school district must meet two out of four statutory requirements as set forth in Government Code Section 65995.5(b)(3). The District's "School Facilities Needs Analysis" dated April 2010, justified a fee of \$4.78 per square foot for new residential construction.

### **1.3 Level 3 Fees**

Level 3 fees were established by SB 50 under Government Code Section 65995.7, and take effect only in the event that state funds are exhausted. The difference between Level 2 and Level 3 fees is that Level 2 fees are based on 50 percent of school construction costs while Level 3 fees are based on 100 percent.

## **2. ELIGIBILITY FOR NEW CONSTRUCTION FUNDING**

On January 25, 1999, the Pajaro Valley Unified School District filed forms SAB 50-01 (Enrollment Certification/Projection) and SAB 50-02 (Existing School Building Capacity), and on May 26, 1999, the State Allocation Board (SAB) certified the Baseline Eligibility (Appendix A). Subsequently, the District filed updated SAB 50-01's, resulting in increasing enrollments and New Construction Baseline Eligibility. For detail, refer to the March 21, 2011, New Construction Eligibility information from the Office of Public School Construction website (Appendix A).

The eligibility condition to impose Level 2 fees is met upon SAB approval of the Eligibility Determination or 120 days after submittal, whichever occurs first. The District has therefore complied with eligibility regulations.

### **3. COMPLIANCE WITH STATUTORY REQUIREMENTS**

After January 1, 2000, a school district must satisfy two of the following four statutory requirements to impose Level 2 fees:

- (a) Multi-track year-round education requirement.
- (b) Local general obligation bond measure placed on the ballot in the past four years which received at least 50 percent plus one of the votes cast.
- (c) Issued debt or incurred obligations for capital outlay totaling 15 percent of the local bonding capacity, including indebtedness repaid from property taxes, parcel taxes, general fund, special taxes, Mello-Roos funds approved by registered voters, Mello-Roos funds approved by landowners prior to November 4, 1998. If Mello-Roos funds approved by landowners after November 4, 1998 are included, the debt percentage increases from 15 percent to 30 percent.
- (d) At least 20 percent of teaching stations are relocatable.

The Pajaro Valley Unified School District complies with requirement (c) and (d) outlined above. The District held a general obligation bond election (Measure J, \$58,250,000) on November 5, 2002, which passed but is beyond the four-year threshold. For the 2008-09 fiscal year, the District had a total bonding capacity of \$186,381,211 and capital debt of \$63,350,316 – 34 percent of bonding capacity – thereby exceeding the statutory threshold defined in (c) above. The District has 925 classrooms total, of which 331 (36 percent) are relocatable (Appendix A), thereby complying with (d) defined above.

### **4. CALCULATION OF LEVEL 2 FEES**

#### 4.1 Formulas

The formulas used in the calculation of Level 2 fees are the following:

- 1. New Residential sq.ft. = H.U. Projection (5-years)<sup>1</sup>  
x average sq.ft. per unit<sup>2</sup>
- 2. Unhoused Students<sup>4</sup> = H.U. Projection (5-years)  
x Student Yield Rate<sup>3</sup>
- 3. Construction Cost = Unhoused Students  
x State grant per student<sup>5</sup>
- 4. Total Cost = Construction Cost  
+ Site Acquisition Cost (@ 50 percent)<sup>6</sup>  
+ Site Development Cost (@ 50 percent)

5. Net Cost = Total Cost - Other Local Funds<sup>7</sup>
6. Level 2 Fee per sq.ft. = Net Cost divided by New Residential sq.ft.

FOOTNOTES:

- <sup>1</sup> Housing Units (H.U.) by type: single-family attached, single-family detached or multi-family.
- <sup>2</sup> Average sq.ft. for each Housing Unit type.
- <sup>3</sup> Student Yield Rates for each housing unit type from housing units constructed and occupied during the five prior years.
- <sup>4</sup> If there is any existing excess capacity, the unhoused students would have to be reduced accordingly.
- <sup>5</sup> State grant per student is adjusted for inflation.
- <sup>6</sup> Site acquisition cost based on California Department of Education guideline for allowable acreage.
- <sup>7</sup> "Other Local Funds" include any District funds not committed to projects to provide school housing for unhoused students. This could include the District's Level 1 Fees, any available Mello-Roos or G.O. Bonds, and any available surplus property.

4.2 New Residential Square Footage

Housing developments are discussed in Appendix B. For the purposes of this study, the five-year projection of housing units in the current economic climate that will be subject to Level 2 and 3 fees, the average square feet per unit, and the new residential square feet were calculated as follows:

<u>New Housing Units</u>	<u># Units</u>	<u>Avg. Sf</u>	<u>Total Sf</u>
Single-Family	200	1,842	368,400

It is emphasized that the calculation of Level 2/3 fees per square foot is independent of the actual number of housing units to be constructed over the next five years.

4.3 Unhoused Students

Pupil yield rates by grade groupings were taken from prior studies in 2009 and 2010 (Appendix C) as follows:

<u>Housing Type</u>	<u>K-6</u>	<u>7-8</u>	<u>9-12</u>	<u>Total</u>
Single-Family	0.320	0.087	0.164	0.571

From the above housing unit and yield rate data, the numbers of unhoused students were calculated as follows:

<b>Unhoused Students</b>	<b>K-6</b>	<b>7-8</b>	<b>9-12</b>	<b>Total</b>
Single-Family	64	17	33	114

The SAB 50-01 five-year projected enrollments based on 2006-07 – 2009-10 enrollments consisted of the following for total K-12 enrollment:

Regular Students – K-6	12,515	56.7%
Regular Students – 7-8	3,418	15.5%
Regular Students – 9-12	5,638	25.6%
SDC – Non-Severe	487	2.2%
<b>Total</b>	<b>22,058</b>	<b>100%</b>

Based on the above percentages, the projected unhoused students were adjusted as follows:

	<b>Original Projection</b>	<b>Adjusted Projection</b>
K-6	64	63
7-8	17	16
9-12	33	32
SDC-Non-Severe	Included	3
<b>Total</b>	<b>114</b>	<b>114</b>

Government Code Section 65995.6(a) states that the existing school building capacity shall be calculated pursuant to Education Code Section 17071.10 et seq., which is in accordance with regulations adopted by the State Allocation Board. Those regulations are established in form SAB 50-02, as summarized in Appendix A. As of October 2009, the District's total enrollment was 19,381 and the total capacity was 18,074 – therefore, 1,307 of current enrollment are unhoused. In addition, based on the District's adjusted new construction eligibility, there is a backlog of 5,374 unhoused students, and all new students to be generated from projected housing units over the next five years are unhoused.

#### 4.4 Construction Cost

The new construction state grant amounts for grades K-6, 7-8, 9-12 and SDC-Non-Severe, as adjusted by the State Allocation Board on January 26, 2011, and including grants for auto alarm/detection and sprinklers were the following:



### New Construction Grants

Grades	Base Grant	Fire Detection/Alarm	Sprinklers	Grant per Student
K-6	\$9,112	\$11	\$153	\$9,276
7-8	\$9,637	\$15	\$182	\$9,834
9-12	\$12,260	\$24	\$189	\$12,473
SDC-Non-Severe	\$17,121	\$32	\$324	\$17,477

From the above data, the construction cost for school facilities was calculated as follows:

Construction Cost	# Students	Grant	Cost
K-6	63	\$9,276	\$584,388
7-8	16	\$9,834	\$157,344
9-12	32	\$12,473	\$399,136
SDC-Non-Severe	3	\$17,477	\$52,431
<b>Total</b>	<b>114</b>		<b>\$1,193,299</b>

#### 4.5 Total Cost

According to the "Guide to School Site Analysis and Development, 2000 Edition", the following site sizes would be required for future schools:

#### Student Capacities and Site Sizes

<u>Grades</u>	<u>Student Capacity</u>	<u>Site Size (Acres)</u>
K-6	600	11.0
7-8	900	25.0
9-12	1,601-1,800	44.5

The cost of land for acquisition by the District was based upon an estimated cost of \$230,000 per acre. Additional site acquisition costs must be included for appraisals, surveys, toxic studies, soils tests, EIR, preliminary architectural/engineering work, school site approval process, legal fees, consultants, etc. Based on estimated costs for K-6, 7-8 and 9-12 schools (Appendix D), the estimated total site acquisition costs per acre were the following:

K-6	\$244,828
7-8	\$237,623
9-12	\$235,150

Based on the above acreages and projected un-housed students, the total costs would be the following:

**Total New School Site Acquisition Costs**

<b>Grades</b>	<b>Un-housed Students</b>	<b>Required Acres</b>	<b>Total Site Acquisition Cost</b>
K-6	64	1.173	\$287,183
7-8	17	0.472	\$112,158
9-12	33	0.917	\$215,633
<b>Total</b>	<b>114</b>	<b>2.562</b>	<b>\$614,974</b>

Site development costs (including on-site and off-site costs) were based on estimated costs prepared by the District, as summarized in Appendix D. Those cost data revealing the following estimated site development costs per acre:

K-6	\$348,380/acre
7-8	\$335,177/acre
9-12	\$293,970/acre

While site development costs will vary depending upon many variables (utilities requirements, off-site access requirements, site slope and condition, etc.), it is believed that for the District the average site development costs above would be reasonable. Based on these estimates, the site development costs would be the following:

<b>Grades</b>	<b>Required Acres</b>	<b>Total Site Development Cost</b>
K-6	1.173	\$408,650
7-8	0.472	\$158,204
9-12	0.917	\$269,570
<b>Total</b>	<b>2.562</b>	<b>\$836,424</b>

From the above data, the total cost for each grade group was calculated as follows:

<b>Grades</b>	<b>State Grant Share of Construction Cost (1/2 of total)</b>	<b>Site Acquisition Cost(@1/2)</b>	<b>Site Dev. Cost(@1/2)</b>	<b>Total Cost</b>
K-6	\$584,388	\$143,592	\$204,325	\$932,305
7-8	\$157,344	\$56,079	\$79,102	\$292,525
9-12	\$399,136	\$107,816	\$134,785	\$641,737
SDC-Non-Severe	\$52,431	Included	Included	\$52,431
<b>Total</b>	<b>\$1,193,299</b>	<b>\$307,487</b>	<b>\$418,212</b>	<b>\$1,918,998</b>

#### 4.6 Net Cost

The formulas used to calculate the Level 2 fee included a reduction of total costs by other local funds, including any District funds not committed to provide school housing for unhoused students, including Level 1 fees, Mira fees, G.O. bonds, available surplus property, etc.

As noted in Section 4.3, the District has 5,374 un-housed students. Therefore, all Level 1 fees and other available funds are committed to providing for the current backlog.

It is concluded from the above information that the District has no local resources available to finance the construction or reconstruction of school facilities needed to accommodate any growth in enrollment attributable to the construction of the new residential units subject to Level 2 fees. Therefore, the total cost of \$1,880,568 is the basis upon which Level 2 fees are to be calculated.

#### 4.7 Level 2 Fee per Square Foot

From the above data, the Level 2 fees per square foot were calculated as follows:

<b>Level 2 Fees</b>			
	<b>Total Cost</b>	<b>Total Sq. Ft.</b>	<b>Cost/Sq.Ft.</b>
Residential Housing	\$1,918,998	368,400	\$5.21

## 5. CALCULATION OF LEVEL 3 FEES

When state funds for new construction are not available, Level 3 fees, as authorized under Section 65995.7 of the Education Code, may be imposed by a school district.

### 5.1 Level 3 Fee per Square Foot

Level 3 fees were calculated based on Level 2 fees data presented in Section 2, except that full costs were used as follows:

<b>Grades</b>	<b>Construction Cost</b>	<b>Site Acquisition Cost</b>	<b>Site Development Cost</b>	<b>Total Cost</b>
K-6	\$1,168,776	\$287,183	\$408,650	\$1,864,609
7-8	\$314,688	\$112,158	\$158,204	\$585,050
9-12	\$798,272	\$215,633	\$269,570	\$1,283,475
SDC-Non-Severe	\$104,862	Included	Included	\$104,862
<b>Total</b>	<b>\$2,386,598</b>	<b>\$614,974</b>	<b>\$836,424</b>	<b>\$3,837,996</b>

From the above data, the Level 3 fees per square foot were calculated as follows:

#### **Level 3 Fees**

	<b>Total Cost</b>	<b>Total Sq. Ft.</b>	<b>Cost/Sq.Ft.</b>
Residential Housing	\$3,837,996	368,400	\$10.42

# **APPENDIX A**

## **ELIGIBILITY DETERMINATION**

## APPENDIX A ELIGIBILITY DETERMINATION

The District's new construction eligibility was calculated as follows:

Grades	Baseline <sup>1</sup> Eligibility	SAB Approvals/Adjustments <sup>2</sup>	Remaining Eligibility
K-6	2,873	518	3,391
7-8	233	629	862
9-12	2,239	(1,256)	983
SDC-Non-Severe	0	107	107
SDC- Severe	0	31	31
<b>Totals</b>	<b>5,345</b>	<b>29</b>	<b>5,374</b>

<sup>1</sup> The Baseline Eligibility (SAB 50-03) was certified by the State Allocation Board (SAB) on May 26, 1999, based on the Enrollment Certification/Projection (SAB 50-01) which used CBEDS enrollment data for 1995-96 through 1998-99, less the Existing School Building Capacity (SAB 50-02).

<sup>2</sup> The SAB Approvals/Adjustments were based on updated SAB 50-01 projections and approved projects under the California School Facility Program. Taken from the OPSC website status as of March 21, 2011.

### Classroom Inventory

The original SAB 50-02 classroom inventory and the current classroom inventory<sup>1</sup> were the following:

Category	Original January 1999	Current November 2008 <sup>1</sup>
Permanent	502 (68%)	594 (64%)
Portable	238 (32%)	331 (36%)
<b>Total</b>	<b>740 (100%)</b>	<b>925 (100%)</b>

<sup>1</sup> Source: Facility Master Plan, November 2008, California Financial Services and SchoolWorks, Inc.



Public School Construction DGS

Monday, March 21, 2011

Project Tracking System: School Facility Program: Project Summary

District:	Pajaro Valley Unified	Application No:	5055998-00-000
District Rep:	Mr. Brent McFadden	County:	Santa Cruz

SAB 50-00 New Construction Eligibility Information

New Construction Baseline Eligibility

Grade Level:	K - 6	7 - 8	9 - 12	Non-Sovereign	Sovereign
Established Eligibility:	2873	233	2299	6	6
SAB Approved/Adjustments:	518	329	1258	107	21
Remaining Eligibility:	3391	562	3557	107	21

SAB 50-00 Eligibility Document Status/Date

Status:	PM Complete
Date Signed:	1/25/1999
Date Received:	1/28/1999
SAB Approval Date:	5/26/1999

If you have any questions regarding this information you can contact the assigned Project Manager:

OPSC Project Manager: Julius Mosbyre  
 Telephone: (416) 376-4128  
 E-mail Address: [julius.mosbyre@opsc.ca.gov](mailto:julius.mosbyre@opsc.ca.gov)

[View Documentation Eligibility](#)

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[http://www.applications.opsc.dgs.ca.gov/PT/SP/NSFP\\_ncefig.asp?dis\\_code=69799&aten...](http://www.applications.opsc.dgs.ca.gov/PT/SP/NSFP_ncefig.asp?dis_code=69799&aten...) 3/21/2011

**PART I - Classroom Inventory**     NEW     ADJUSTED

Line #	Classroom Type	1	2	3	4	5	6
Line 1	Leased State (non-state) Classroom						
Line 2	Portable Classrooms (leased less than 1 year)	67	2	15			84
Line 3	Interim Housing Portables (leased less than 5 years)						
Line 4	Interim Housing Portables (leased at least 5 years)						
Line 5	Portable Classrooms (leased at least 5 years)						
Line 6	Portable Classrooms (owned by district)						
Line 7	Permanent Classrooms	25	20	107	10	27	289
Line 8	<b>Total (Lines 1 through 7)</b>	92	22	122	10	27	273

**PART II - Available Classrooms**

Line #	Description	1	2	3	4	5	6
a	Part I, Line 4						
b	Part I, Line 5						
c	Part I, Line 6	25	20	107	10	27	289
d	Part I, Line 7						
e	<b>Total (in rows c, d, &amp; e)</b>	25	20	107	10	27	289

Line #	Description	1	2	3	4	5	6
f	Part I, Line 8	92	22	122	10	27	273
g	Part I, Line 8 (75 percent of Part I, Line 4) (state-owned)						
h	Part I, Line 8 (25 percent of Part I, Line 4) (state-owned)						
i	<b>Total (in rows f, g, h, &amp; i)</b>	92	22	122	10	27	273

**PART III - Determination of Existing School Building Capacity**

Line #	Description	1	2	3	4	5	6
Line 1	Classroom capacity	1,780	1,487	3,078	287	228	6,860
Line 2	OPSC adjustment						
Line 3	Operational Grants						
Line 4	Quarter of Line 1 or 3						
Line 5	<b>Total of lines 1 and 4</b>	1,780	1,487	3,078	287	228	6,860

I certify, as the District Representative, that the information reported on this form is true and correct and that I am designated as an authorized district representative by the governing board of the District; and, this form is an exact duplicate (verbatim) of the form provided by the Office of Public School Construction (OPSC) in the event a conflict should arise, then the language in the OPSC form will prevail.

Signature of District Representative: \_\_\_\_\_ Date: \_\_\_\_\_



# **APPENDIX B**

## **HOUSING DEVELOPMENTS**

## APPENDIX B. HOUSING DEVELOPMENTS

The numbers of new residential units constructed in the District were compiled from District developer fee collection records. For the past five years, the annual new dwelling units were the following:

2006	176
2007	102
2008	63
2009	28
2010	33

Because of the economic slow-down, the numbers of annual new dwelling units have dropped significantly. Based on the assumption that new residential construction will remain low for several years, the five-year projection of new dwelling units is 200 units.<sup>1</sup>

The construction of 200 new dwelling units will generate only 114 new K-12 students based on a K-12 yield rate of 0.573, but it is emphasized that the calculation of Level 2/3 fees per square foot is independent of the actual number of housing units to be constructed over the next five years.

<sup>1</sup> The 2009 study made a five-year projection of 300 new housing units at 1,894 square feet per unit. The 2010 study made a five-year projection of 250 new housing units at 1,794 square feet per unit. This 2011 study, with a five-year projection of 200 new housing units at 1,842 square feet per unit, reflects the on-going economic downturn.

## DEVELOPER FEE COLLECTIONS<sup>1</sup>

### SINGLE-FAMILY (SFD)

<b>Period</b>	<b># Units</b>	<b>Total Square Foot</b>	<b>Level 2 Fee / Square Foot</b>
January - June 2006	44	87,857.00	\$3.72
July - December 2006	132	218,822.00	4.11
January - June 2007	58	102,843.00	4.11
July - December 2007	44	88,366.00	3.57
January - June 2008	41	83,764.00	3.57
July - December 2008	22	39,142.00	4.43
January - June 2009	11	20,217.75	4.43
July - December 2009	17	38,404.00	4.82
January - June 2010	15	25,367.00	4.82
July - December 2010	18	35,753.00	4.78
<b>Totals</b>	<b>402</b>	<b>740,535.75</b>	
	Average=	1,842	

<sup>1</sup> Source: District developer fee collection records for new single-family units (SFD), additions to existing residential units (ADD) and commercial buildings (COM).

**2006 DEVELOPER FEE COLLECTIONS**

<b>Month</b>	<b># Units</b>	<b>Total Square Foot</b>	<b>Fee/Square Foot</b>	<b>Total Fee</b>
January	5	13,362	\$3.72	\$49,706.64
February	9	10,453	3.72	38,885.16
March	5	15,316	3.72	56,975.52
April	13	25,293	3.72	94,089.96
May	5	10,454	3.72	38,888.88
June	7	12,979	3.72	48,281.88
<b>Subtotal</b>	<b>44</b>	<b>87,857</b>		<b>326,828.04</b>
July	14	31,958	4.11	131,347.38
August	38	65,778	4.11	270,347.58
September	9	21,504	4.11	88,381.44
October	5	9,760	4.11	40,113.60
November	62	84,022	4.11	345,330.42
December	4	5,800	4.11	23,838.00
<b>Subtotal</b>	<b>132</b>	<b>218,822</b>		<b>\$899,358.42</b>
<b>Totals</b>	<b>176</b>	<b>306,679</b>		<b>\$1,226,186.46</b>
	Average=	1,742		

**Other-Sea View Ranch**

<b>Total</b>	<b>29</b>	<b>8,523</b>	<b>3.72</b>	<b>31,703.70</b>
		<b>ADD</b>		
<b>Total</b>	<b>54</b>	<b>52,088</b>		<b>197,896.44</b>
		<b>COM</b>		
<b>Total</b>	<b>34</b>	<b>91,989</b>	<b>0.36/0.42</b>	<b>35,591.88</b>
<b>Grand Total</b>				<b>\$1,491,378.48</b>

**2007 DEVELOPER FEE COLLECTIONS  
SFD**

<b>Month</b>	<b># Units</b>	<b>Total Square Foot</b>	<b>Fee/Square Foot</b>	<b>Total Fee</b>
January	14	26,193	\$4.11	\$107,653.23
February	12	19,701	4.11	80,971.11
March	9	12,007	4.11	49,348.77
April	10	18,806	4.11	77,292.66
May	9	19,827	4.11	81,488.97
June	4	6,309	4.11	25,929.99
<b>Subtotal</b>	<b>58</b>	<b>102,843</b>		<b>422,684.73</b>
July	6	11,514	3.57	41,104.98
August	13	21,460	3.57	76,612.20
September	7	17,429	3.57	62,221.53
October	6	12,678	3.57	45,260.46
November	5	12,084	3.57	43,139.88
December	7	13,201	3.57	47,127.57
<b>Subtotal</b>	<b>44</b>	<b>88,366</b>		<b>\$315,466.62</b>
<b>Totals</b>	<b>102</b>	<b>191,209</b>		<b>\$738,151.35</b>
	Average=	1,875		
		<b>ADD</b>		
<b>Total</b>	<b>52</b>	<b>50,629</b>		<b>196,777.70</b>
		<b>COM</b>		
<b>Total</b>	<b>6</b>	<b>44,694</b>	<b>0.42</b>	<b>18,771.48</b>
<b>Grand Total</b>				<b>\$953,700.53</b>

**2008 DEVELOPER FEE COLLECTIONS  
SFD**

<b>Month</b>	<b># Units</b>	<b>Total Square Foot</b>	<b>Fee/Square Foot</b>	<b>Total Fee</b>
January	8	15,485	\$3.57	\$55,281.45
February	7	11,589	3.57	41,372.73
March	5	10,288	3.57	36,728.16
April	6	11,883	3.57	42,422.31
May	4	9,054	3.57	32,322.78
June	11	25,465	3.57	90,910.05
<b>Subtotal</b>	<b>41</b>	<b>83,764</b>		<b>299,037.48</b>
July	5	8,979	4.43	39,776.97
August	10	17,171	4.43	76,067.53
September	3	7,005	4.43	31,032.15
October	1	1,996	4.43	8,842.28
November	2	2,791	4.43	12,364.13
December	1	1,200	4.43	5,316.00
<b>Subtotal</b>	<b>22</b>	<b>39,142</b>		<b>\$173,399.06</b>
<b>Totals</b>	<b>63</b>	<b>122,906</b>		<b>\$472,436.54</b>
	Average=	1,951		
		<b>ADD</b>		
<b>Total</b>	<b>30</b>	<b>30,025</b>		<b>116,465.21</b>
		<b>COM</b>		
<b>Total</b>	<b>6</b>	<b>34,504</b>	<b>0.42/0.47</b>	<b>15,080.03</b>
<b>Grand Total</b>				<b>\$603,981.78</b>

**2009 DEVELOPER FEE COLLECTIONS  
SFD**

<b>Month</b>	<b># Units</b>	<b>Total Square Foot</b>	<b>Fee/Square Foot</b>	<b>Total Fee</b>
January	2	1,913	\$4.43	\$8,474.59
March	1	2,437	4.43	10,795.91
April	2	9,150	4.43	40,534.50
June	6	6,717.75	4.43	32,379.56
<b>Subtotal</b>	<b>11</b>	<b>20,217.75</b>		<b>92,184.56</b>
July	5	9,541	4.82	45,987.62
August	6	14,713	4.82	70,916.66
September	2	5,823	4.82	28,066.86
October	2	2,820	4.82	13,592.40
November	2	5,507	4.82	26,543.74
<b>Subtotal</b>	<b>17</b>	<b>38,404</b>		<b>\$185,107.28</b>
<b>Totals</b>	<b>28</b>	<b>58,621.75</b>		<b>\$277,291.84</b>
	Average=	2,094		
		<b>ADD</b>		
<b>Total</b>	<b>16</b>	<b>14,327</b>		<b>67,781.23</b>
		<b>COM</b>		
<b>Total</b>	<b>5</b>	<b>127,985</b>	<b>0.47</b>	<b>60,152.95</b>
<b>Grand Total</b>				<b>\$405,226.02</b>

**2010 DEVELOPER FEE COLLECTIONS  
SFD**

<b>Month</b>	<b># Units</b>	<b>Total Square Foot</b>	<b>Fee/Square Foot</b>	<b>Total Fee</b>
January	2	3,803	\$4.82	\$18,330.46
March	1	1,232	4.82	5,938.24
April	1	1,199	4.82	5,779.18
May	3	7,241	4.82	34,901.62
June	7	8,998	4.82	43,370.36
June 24	1	2,894	4.82	13,833.32
<b>Subtotal</b>	<b>15</b>	<b>25,367</b>		<b>122,153.18</b>
July	1	2,264	4.78	10,821.92
August	3	4,339	4.78	20,740.42
September	3	7,687	4.78	36,743.86
October	4	7,744.75	4.78	37,019.91
November	3	5,592	4.78	26,729.76
December	4	8,127	4.78	39,172.14
<b>Subtotal</b>	<b>18</b>	<b>35,753.75</b>		<b>\$171,228.01</b>
<b>Totals</b>	<b>33</b>	<b>61,121</b>		<b>\$293,381.19</b>
	Average=	1,852		
		<b>ADD</b>		
<b>Total</b>	<b>11</b>	<b>16,369</b>		<b>78,771.14</b>
		<b>COM</b>		
<b>Total</b>	<b>5</b>	<b>17,501</b>	<b>0.47</b>	<b>8,225.47</b>
<b>Grand Total</b>				<b>\$380,377.80</b>



# **APPENDIX C**

## **PUPIL YIELD RATES**

## APPENDIX C. PUPIL YIELD RATES

Pupil yield rates were calculated in 2009 based on 2008-09 enrollments and in 2010, based on 2009-10 enrollments and an address match of students enrolled in the District and building permits issued during the prior five-year period.

The yield rates from the 2009 and 2010 studies were the following:<sup>1</sup>

<b>Grades</b>	<b>2009</b>	<b>2010</b>	<b>Average</b>
K-6	0.298	0.342	0.32
7-8	0.088	0.086	0.087
9-12	0.182	0.145	0.164
<b>Total</b>	<b>0.568</b>	<b>0.573</b>	<b>0.571</b>

<sup>1</sup> Source: School Facilities Needs Analysis, April 2009 and April 2010, SchoolWorks, Inc.

The pupil yields differed only slightly from 2009 to 2010. For this Needs Analysis, the average of the two prior studies was used.

It should be noted that the State yield rates allowed when using the dwelling unit method on form SAB 50-01 are:

K-6	0.40
7-8	0.10
9-12	0.20
<b>Total</b>	<b>0.70</b>

# **APPENDIX D**

## **SITE ACQUISITION AND DEVELOPMENT COSTS**

## SITE ACQUISITION COSTS

Site purchase costs can vary significantly from site to site within a school district based on land availability, unimproved vs. improved land, prior sales prices and zoning. Before a purchase can be finalized, appraisals must be made and terms and conditions must be agreed upon.

According to information provided by the District for this Needs Analysis update, a purchase price of \$230,000 per acre in the District continues to be reasonable. In the prior two developer fee studies, land costs were estimated at \$250,000/acre (2009) and \$230,000/acre (2010).

In addition to the cost of land, there are support costs associated with the acquisition of land. The Bakersfield City School District prepared an analysis of the various categories of service to be considered during the acquisition process as follows:

### Estimated Support Costs<sup>1</sup>

Category	K-6	7-8	9-12
Appraisal Fees	\$15,000	\$15,000	\$15,000
Legal Fees	50,000	50,000	50,000
Escrow Fees	30,000	30,000	30,000
CEQA Documentation	7,500	25,000	50,000
Environmental Analysis (DTSC)	25,000	25,000	25,000
Topographic Survey	3,000	6,000	10,000
Traffic Study	6,000	6,000	6,000
Geo-Technical Hazards Report	3,000	6,000	10,000
<b>Total</b>	<b>\$139,500</b>	<b>\$163,000</b>	<b>\$196,000</b>
<b>Inflationary Adjustment (16.92%)<sup>2</sup></b>	<b>\$163,103</b>	<b>\$190,580</b>	<b>\$229,163</b>

<sup>1</sup> Bakersfield City School District 2007-2014 Facilities Plan, June 14, 2006. Cost estimates based on 2006 dollars

<sup>2</sup> Based on construction cost index for Class B construction for the period January 2006 (1.74) through January 2010 (1.96) totaling 12.64 percent (SAB action on January 27, 2010), plus a 4.28 percent increase from January 2010 to January 2011 (SAB action on January 26, 2011).

Actual land acquisition support costs can vary depending on local factors at work. While a precise support cost cannot be calculated, the analysis above is reasonable to use.

State recommended acreages were used to compute total site acquisition costs for the District are as follows:

<b>Grades</b>	<b>Enrollment</b>	<b>State Recommended Acreage</b>
K-6	600	11.0
7-8	900	25.0
9-12	1,601-1,800	44.5

<b>Grades</b>	<b>Acres</b>	<b>Cost/Acre</b>	<b>Total</b>
K-6	11.0	\$230,000	\$2,530,000
7-8	25.0	\$230,000	\$5,750,000
9-12	44.5	\$230,000	\$10,235,000

**Total Site Acquisition Cost**

<b>Grades</b>	<b>Acres</b>	<b>Land</b>	<b>Support</b>	<b>Total Cost</b>	<b>Total Cost/Acre</b>
K-6	11.0	\$2,530,000	\$163,103	\$2,693,103	\$244,828
7-8	25.0	\$5,750,000	\$190,580	\$5,940,580	\$237,623
9-12	44.5	\$10,235,000	\$229,163	\$10,464,163	\$235,150

## SITE DEVELOPMENT COSTS

Site development costs cannot be precisely calculated because of many variables at work, such as whether off-site utilities and streets are available, site conditions (substrata rocks, clean-up requirements, etc.), site slope/cuts/fills, etc. However, reasonable estimates of site development costs per acre can be prepared from local experience and architect estimates.

Planning and construction costs for the two examples from the Manteca Unified School District – Mossdale Elementary School and Lathrop High School – summarize local costs, as shown in the table. Based on the assumption that 25 percent of total planning and construction costs go to site development, the site development cost analysis presents the following conclusions:

<u>Category</u>	<u>Mossdale Elementary</u>	<u>Lathrop High</u>
Acreage	16.0	50.0
Student Capacity	K-5 525, 7-9 459	9-12 1,566
Site Development/Acre	\$366,625	\$293,970

To verify the reasonableness of the above data, architectural estimates prepared for the Bakersfield City School District were used for comparison purposes. The conclusions from the Bakersfield estimates were K-6 site development costs of \$348,380/acre and 7-8 site development costs of \$335,177/acre, thereby confirming the reasonableness of the above data.

For the District, the following site development costs per acre will be used:

K-6	\$348,380
7-8	\$335,177
9-12	\$293,970

## PLANNING AND CONSTRUCTION

Category	Mossdale Elementary	Lathrop High
Architect/Engineering Fees	\$1,263,612	\$2,921,155
DSA/CDE Fees	113,375	333,334
Consultants	15,151	118,735
<b>Subtotal Planning</b>	<b>\$1,392,138</b>	<b>\$3,373,224</b>
Construction	\$21,894,668	\$54,741,454
Inspections	149,855	378,042
Tests	2,237	227,169
Labor Compliance	25,125	74,155
<b>Subtotal Construction</b>	<b>\$22,071,885</b>	<b>\$55,420,820</b>
Total Planning & Construction	\$23,464,023	\$58,794,044
Furniture & Equipment	400,474	853,236
<b>Grand Total</b>	<b>\$23,864,497</b>	<b>\$59,647,280</b>
<b>Estimated Cost Split</b>		
Site Development (25%)	\$5,866,006	\$14,698,514
Construction (75%)	16,598,017	44,095,544
<b>Subtotal</b>	<b>\$22,464,023</b>	<b>\$58,794,058</b>
Furniture & Equipment	400,474	853,236
<b>Grand Total</b>	<b>\$22,864,497</b>	<b>\$59,647,294</b>
Site Acreage	16.0	50.0
Site Development/Acre	\$366,625	\$293,970

## CONSTRUCTION COSTS<sup>1</sup>

<b>Site Development</b>		
	<b>K-6</b>	<b>7-8</b>
Utility Services	\$100,000	\$100,000
Off-Site Development	\$100,000	\$175,000
Service Site Development	\$1,950,000	\$3,000,000
General Site Development	\$1,336,640	\$1,918,700
Fees/Reports/Testing & Inspection (25%)	\$386,895	\$539,745
<b>Total Site Development</b>	<b>\$3,873,535</b>	<b>\$5,733,445</b>
Inflationary Adjustment (16.92%) <sup>2</sup>	\$4,528,937	\$6,703,544
Site Development/Acre <sup>3</sup>	\$348,380	\$335,177
<b>Building Construction</b>		
	<b>K-6</b>	<b>7-8</b>
Building Construction (New)	\$10,766,400	\$15,354,000
Built-In Equipment & Technology	\$550,000	\$733,000
Contingency	\$735,152	\$1,055,285
Fees/Reports/Testing & Inspection (75%)	\$1,160,685	\$1,619,233
<b>Total Building Construction</b>	<b>\$13,212,237</b>	<b>\$18,761,518</b>
Inflationary Adjustment (16.92%) <sup>2</sup>	\$15,447,747	\$21,935,966
<b>Furniture and Equipment</b>		
Movable Furniture & Equipment	\$500,000	\$500,000
<b>Total Construction Cost</b>	<b>\$20,476,668</b>	<b>\$29,139,510</b>

<sup>1</sup> District 2007-2014 Facilities Plan, June 14, 2006. Cost estimates based on 2006 data.

<sup>2</sup> Based on construction cost index for Class B construction for the period January 2006 through January 2011 totaling 16.92 percent (SAB action on January 26, 2011).

<sup>3</sup> Based on District planned acreage: 13 acres for K-6 school and 20 acres for 7-8 schools.



# **APPENDIX E**

## **Senate Bill 50 and School Facility Fees** **A Report Prepared by C.A.S.H.'s Legal Advisory Committee**

## Senate Bill 50 and School Facility Fees

### A Report Prepared by C.A.S.H.'s Legal Advisory Committee

#### Introduction

On August 27, 1998, the Governor signed into law Senate Bill 50 (Greene) ("SB 50"), the Leroy F. Greene School Facilities Act of 1998, which is identified as Chapter 407, Statutes of 1998. SB 50 placed a \$9,200,000,000 State bond measure on the ballot at the November 3, 1998 election ("Proposition 1A"). The effectiveness of many of SB 50's provisions was contingent on the passage of Proposition 1A. Now that Proposition 1A has passed, SB 50 is fully operative.

SB 50 imposes new limitations on the power of cities and counties to require mitigation of school facilities impacts as a condition of approving new development and suspends--or perhaps even repeals--the series of cases known as "*Mira/Hart/Murrieta*". However, it also authorizes school districts to levy statutory developer fees at levels which may be significantly higher than those previously permitted, although school districts must follow a new--and more stringent--set of rules to do so.

The purpose of this report is to discuss the limitations imposed by SB 50 on the local development review process and the new developer fee rules that are now in place following the approval of Proposition 1A. It is not the purpose of this report to discuss the bill's impacts on the State school funding process, the proposed allocation of funds from the State general obligation bonds approved at the November election, the bill's affordable housing provisions, or other sections not directly related to the development mitigation process.

This report was produced by C.A.S.H.'s Legal Advisory Committee. This is a new committee which grew out of a "Developer Fee Technical Subcommittee" organized to review SB 50 and assist the Board and C.A.S.H. members in responding effectively to its challenges and opportunities. Among the attorneys who assisted in the preparation of the materials used in this report were:

- Alex Bowie, Bowie, Arneson, Wiles & Giannone
- Priscilla Brown, Miller Brown & Dannis
- Addison Covert, Kronick, Moskovitz, Tiedemann & Girard
- Dean Derleth, Best, Best & Krieger
- Harold Freiman, Lozano Smith
- Steve Hartsell, Schools Legal Service
- Bill Kadi, Jones Hall
- Susanne Reed, School & College Legal Services
- Lysa Saltzman, Best Best & Krieger
- Wendy Wiles, Bowie, Arneson, Wiles & Giannone

In addition, the following non-attorneys were of invaluable assistance to the "Developer Fee Technical Subcommittee":

- Rob Corley, Rob Corley Consultant
- Tom Duffy, Superintendent, Moorpark USD
- Richard Recht, Schoolhouse Economists & Planners.

One of the first important tasks of the Subcommittee was to determine what to call the "alternate fees" authorized by SB 50. This task was not such an easy one, since it was not entirely clear as to whether the bill is authorizing two new fees or just higher levels for existing fees. After some discussion, the Subcommittee agreed upon the following terminology which will be used in this report:

The current statutory fees (currently limited to \$1.93) will be described as "General School Facilities Fees." These fees may also be described as "Level 1 Fees."

The higher fee amount authorized pursuant to Government Code Section 65995.5 (nominally 50 percent of construction cost) will be described as "Alternate School Fees per Government Code Section 65995.5." These fees may also be described as "Level 2 Fees."

The even higher fee amount authorized pursuant to Government Code Section 65995.7 (nominally 100 percent of construction cost) will be described as "Alternate School Fees per Government Code Section 65995.7." These fees may also be described as "Level 3 Fees."

This report is divided into six sections as follows:

**Section 1: Suspension/Repeal of *Mira/Hart/Murrieta***

**Section 2: Transition Rules**

**Section 3: The New School Facility Fees**

**Section 4: The Needs Analysis**

**Section 5: Glossary**

**Section 6: Frequently Asked Questions ("FAQ") [TO BE DEVELOPED]**

The information and materials in this report represent the committee members' current understanding and analysis of SB 50. Because this legislation is both so recent and so complex, the committee members' interpretations of the statute are still evolving. Anticipated clean-up legislation and possible court decisions in the future may also affect those interpretations. In addition, the information in this report is necessarily general, and its application to a particular set of facts and circumstances may vary. **For each of these reasons, the information and materials in this report do not constitute legal advice and it is recommended that school districts consult with their own legal counsel prior to acting on any of the information in this report.**

If you have any questions, comments, or suggestion regarding this report please feel free to contact Steve Hartsell 661/636-4599.

## Section 1

### Suspension/Repeal of *Mira/Hart/Murrieta*

**A. The 1986 Legislation.** The School Facilities Law of 1986 authorized school districts to levy development fees to fund school facilities. Under this scheme, the maximum amount that could be levied was \$1.50 per square foot for residential development and \$0.25 per square foot for commercial and industrial development. (With inflation adjustments, these rates had risen to \$1.93 and \$0.31 in 1998.) The 1986 law appeared, on its face, to prohibit municipalities to levy fees in excess of the statutory maximum amounts to fund schools or to deny requests for development approvals on the basis of inadequacy of school facilities.

**B. Judicial Interpretation.** In a series of appellate decisions known as "*Mira/Hart/Murrieta*", however, the courts found a way around the limitations of the 1986 law. In *Mira Development Corp. v. City of San Diego* ("*Mira*"), 205 Cal. App. 3d 1201 (1988); *William S. Hart Union High School District v. Regional Planning Commission* ("*Hart*"), 226 Cal. App. 3d 1612 (1991); and *Murrieta Valley Unified School District v. County of Riverside* ("*Murrieta*"), 228 Cal. App. 3d 1212 (1991), the courts held that the limitations of the School Facilities Law of 1986 only applied to municipalities when they made adjudicative decisions (such as approvals of parcel maps, use permits, and building permits) but not when they made legislative decisions (such as general plan amendments, zoning changes, and development agreements). The courts held that, when a municipality made a legislative decision concerning land use, it could consider the impacts of that decision on school facilities and could condition its approval on mitigation measures, even if the mitigation measures exceeded the limits of what school districts could require on their own.

*Mira/Hart/Murrieta* allowed cities and counties to use their legislative power over land use (a part of what is called their "police power") to assist school districts by requiring developer fees, land dedications, or other measures to fully mitigate the impacts of development on school facilities. In addition to exercising their police powers to control land development, municipalities have a duty to assess and mitigate the environmental effects of development under the California Environmental Quality Act (CEQA) (Public Resources Code Sections 21000 et seq). Prior to the passage of Proposition 1A, Government Code Section 65996 prohibited local agencies to deny approval of a "project" on the basis of the adequacy of school facilities. The *Murrieta* case interpreted the term "project" to again limit the application of this rule to adjudicative decisions, thereby allowing mitigation measures under CEQA for school facilities pursuant to legislative acts.

**C. Repeal of *Mira/Hart/Murrieta*.** In essence, SB 50 completely relieves cities and counties of the power to require development fees or other exactions in excess of the statutory maximum amounts to help fund school facilities. SB 50 amends Government Code Section 65995(a) to provide that only those fees expressly authorized by Education Code Section 17620 (discussed below) or Government Code Sections 65970 and following (the old interim facilities fees) may be levied or imposed in connection with or made conditions of any legislative or adjudicative act by a local agency involving planning, use, or development of real property. Subdivision (h) of section 65995 declares that the payment of the development fees authorized by Education Code Section 17620 is "full and complete mitigation of the impacts of any legislative or adjudicative act . . . on the provision of adequate school facilities." Section 65995(i) prohibits an agency from

denying or refusing to approve a legislative or adjudicative act involving development "on the basis of a person's refusal to provide school facilities mitigation that exceeds the amounts authorized [by SB 50]."

As with the limitations on the police power in Government Code Section 65995, SB 50 makes its limitations on a city's or county's power under CEQA to mitigate school facilities impacts applicable to both adjudicative and legislative decisions. The new version of Government Code Section 65996 also recites that the development fees authorized by SB 50 are deemed to be "full and complete school facilities mitigation" for the purposes of CEQA or for any other reason. A local agency may not deny approval of a legislative or adjudicative action under CEQA relating to real estate development on the basis of the inadequacy of school facilities.

**D. Restoration of Power to Deny Legislative Approvals.** If at a statewide election in 2006 or thereafter, a statewide general obligation measure for school facilities is submitted to the voters and the measure is not approved, Government Code Section 65996 would become inoperative and the provisions of Section 65997 would go into effect. Section 65997(d) provides that "notwithstanding any other provision of law [which would include Section 65995(i)], a public agency may refuse to approve a legislative act" involving property development on the basis that school facilities are inadequate. While Section 65997 would permit a complete denial of a legislative development approval, it still would prohibit a public agency to require payment of "a fee, charge, dedication, or other financial requirement" in excess of those authorized by SB 50 as a condition of approval. It would also prohibit a public agency from denying, pursuant to CEQA, approval of a project on the basis of the adequacy of school facilities.

**E. The Effects of SB 50 on Mello-Roos Districts.** SB 50 forbids requiring the use of the Mello-Roos financing for schools as a condition of approval of any legislative or adjudicative action. A person's refusal to participate in a Mello-Roos school funding program may not be taken into account when considering any legislative or adjudicative action relating to land development. If a person voluntarily participates in a Mello-Roos program approved by landowner vote, the present value of the taxes to be paid are to be calculated as an amount per square foot of assessable space and credited against any developer fee liability.

Mello-Roos taxes may still be used to make new development bear more of the costs that it imposes on school districts. To comply with SB 50 however, the taxes would need to be approved by two-thirds of the registered voters within the boundaries of a Mello-Roos district created by the school district (which could include the entire school district territory). Because the tax is approved by registered voters rather than landowners, the amount of the tax is not an offset to developer fees (although it would be taken into account in the justification studies done for the developer fees). It may also be possible for a school district to propose to its voters that they approve a Mello-Roos tax that is levied on any property that receives approval for development that will lead to increased enrollment on the theory that the tax is not a condition to the approval of development; it is a consequence of that approval.

**F. Site Designation.** SB 50 severely limits cities' and counties' consideration of school facilities issues in the land use approval process, but one section of the new law preserves the traditional power of cities and counties to use the general plan and zoning to reserve areas for schools. New Section 65998 of the Government Code states that nothing in SB50 shall be interpreted to "limit or prohibit the authority of a local agency to reserve or designate real property for a schoolsite."

While a city or county may not ask a developer to donate land for a school site in exchange for a development approval, a municipality retains its general authority to designate and zone an area for a school and thereby prohibit other types of development in that area, even if the owner of the property wishes to develop it in another way. School districts should be aware, however, that, if a district does not immediately purchase the property and the designation as a school site eliminates the owner's ability to make economic use of the property, the owner may have a claim against the city or county that made the site designation for compensation for a temporary regulatory taking.

## Section 2

### Transition Rules

**A. Introduction.** Senate Bill 50 contains certain permanent and temporary exceptions to its limitations on mitigation requirements and the application of the enhanced developer fees to projects that are in the development pipeline. These exceptions are sometimes referred to as "grandfather" provisions. These exceptions fall into four categories, as follows:

**B. Permanent Exception for Pre-1987 Contracts.** Any residential construction that is subject to a contract (such as a development agreement or a memorandum of understanding) entered into between a person and a school district, city or county, on or before January 1, 1987, that requires payment of a fee, charge, or dedication for school facilities mitigation is not subject to the provisions of Education Code section 17620 (the basic fee authorization) nor to SB 50's new fee provisions and suspension of *Mira/Hart/Murrieta*.

**C. Permanent Exception for Pre-November 4, 1998 Contracts.** Any construction that is subject to a contract (such as a development agreement or a memorandum of understanding) entered into between a person and a school district, city or county, after January 1, 1987, but before November 4, 1998, that requires payment of a fee, charge, or dedication for school facilities mitigation shall not be affected by any of the provisions of SB 50.

**D. Temporary Exception for Construction Subject to Condition Pre-November 4, 1998.** Any construction that is not subject to a contract (as described above) but that is carried out on real property for which residential development was made subject to a condition relating to school facilities imposed by a state or local agency in connection with a legislative act approving or authorizing the residential development of the property after January 1, 1987, but before November 4, 1998, shall be required to comply with the condition, until January 1, 2000. On and after January 1, 2000, such construction may not be subject to a fee, charge, dedication, or other requirement exceeding the fee limits imposed by SB 50.

**E. Temporary Exception for Construction Receiving Building Permit Prior to January 1, 2000.** Any construction that is neither the subject of a contract nor conditioned in the manner described in paragraph C above may not be charged more than the \$1.93 per square foot residential fee and \$0.31 per square foot commercial or industrial fee authorized by Government Code Section 65995, if such construction:

1. Received a tentative map, development permit or conditional use permit before November 4, 1998, and
2. Received a building permit prior to January 1, 2000.

Any construction not meeting these requirements is subject to the increased alternative fees authorized by new Government Code Sections 65995.5 and 65995.7. It should be kept in mind that this exception only applies to the specific construction authorized by the qualifying building permit. In other words, issuance of a building permit for residential construction in a tract prior to January 1, 2000 does not exempt construction in the remainder of the tract – only the construction on the lot for which the permit was issued.

### Section 3

#### The New School Facility Fees

**A. Introduction.** SB 50 provides authority for three different levels of fees. Education Code Section 17620 provides the basic authority for school districts to levy fees against construction for the purpose of funding construction or reconstruction of school facilities, subject to limits set forth in Government Code Section 65995. Prior to SB 50, Section 65995 limited those fees to an inflation-adjusted \$1.93 for residential construction and an inflation-adjusted \$0.31 for commercial or industrial construction. SB 50 modified Section 65995 to provide, in addition to those “Level 1 Fees”, higher fees on new residential construction pursuant to Government Code Sections 65995.5 and 65995.7. At the end of this section is a chart which graphically summarizes the development fee process under SB 50.

**B. Level 1 Fees (Govt. Code §65995).** SB 50 does not affect the levying of Level 1 Fees. A school district may continue to levy these fees as long as the school district's development Fee Justification Study (as required by Ed. Code §17621 and Govt. Code §6600 1) justifies them.

(Note: Although it is understood that SB 50 was not intended to have any effect on what are now referred to as Level 1 Fees, Government Code Section 65995.5(f) could be interpreted as requiring that all development fees, including those collected on residential additions and commercial or industrial construction be spent solely on facilities necessitated by students generated from new residential construction. C.A. S.H. expects that this issue will be resolved in future clean-up legislation.)

**C. Level 2 Fees (Govt. Code § 65995.5).**

a. Governing board makes a “timely application” to the SAB for new construction funding for which it is eligible and is determined by SAB to meet the eligibility requirements for new construction set forth in Education Code Sections 17071.10 et seq. and § 17071.75 et seq. (Govt. Code §65995.5(b)(1) A school district which submits an application to determine its eligibility is deemed eligible if the SAB fails to notify the district within 120 days of receipt of the application.

The committee believes that the only “application” referred to in Section 65995.5(b)(1) is SAB 50-03 which is used to request an eligibility determination based on the information in Forms SAB 50-01 and SAB 50-02. (See SAB Emergency Regulations (“E.R.”) §§1859.20 and 1859.50) However, we understand that the building industry may believe that the “application” referred to in the first sentence of Section 65995.5(b)(1) is actually SAB 50-04 by which a district requests funding for a specific project.

In order to preclude any legal challenge on this issue, the committee suggests that districts consider filing an SAB Form 50-04 for at least one project concurrently with their filing of SAB Forms 50-01, 50-02, and 50-03, or as soon as possible thereafter. Although the SAB requires that the Division of State Architect ("DSA") must have approved the plans and specifications for the project for which funding is sought, it should be kept in mind that a qualifying SAB Form 50-04 could be filed (and funding requested) for a single relocatable structure.

b. Satisfy at least **1** of the **4** requirements listed below **until Jan. 1, 2000** and then **on and after Jan. 1, 2000** satisfy **2** of the **4** following requirements: (Govt. Code §65995.5(b)(3))

(1) Multi Track Year Round Education (MTYRE) Requirement

(a) Have at least 30% of K- 6 enrollment in high school attendance area of growth on MTYRE for unified and elementary school districts; (Govt. Code §65995.5(b)(3)(A))  
Or

(b) Have at least 30% of high school district enrollment on MTYRE; (Govt. Code §65995.5(b)(3)(A)(i))

or

(c) Have at least 40% of K- 12 enrollment within the boundaries of the high school attendance area for which the district is applying for funding on MTYRE (Govt. Code §65995.5(b)(3)(A)(ii))

(2) The district has placed a local bond measure on the ballot in the past 4 years which received at least 50% plus 1 of the votes (Govt. Code §65995.5(b)(3)(B))

(3) The district meets one of the following criteria (Govt. Code §65995.5(b)(3)(C)):

(a) The district has issued debt or incurred obligations for capital outlay equal to 15% of local bonding capacity including indebtedness repaid from:

(i) property taxes

(ii) parcel taxes

(iii) the district's general fund

(iv) special taxes levied by cities, counties and special districts, approved by a two-thirds vote of the qualified electors pursuant to Art.XII A §4 of the California Constitution

(v) special taxes levied pursuant to the Mello-Roos Community Facilities Act of 1982 that are approved by a vote of registered voters

(vi) special taxes levied pursuant to the Mello-Roos Community Facilities Act of 1982 that are approved by a vote of landowners **prior to Nov. 4, 1998**

(vii) revenues received pursuant to the Community Redevelopment Law (i.e.; pass-through funds, tax increment funds)



or

(b) The district has issued debt or incurred obligations for capital outlay equal to 30% of local bonding capacity including indebtedness repaid from:

(i) property taxes

(ii) parcel taxes

(iii) the district's general fund

(iv) special taxes levied by cities, counties and special districts, approved by a two-thirds vote of the qualified electors pursuant to Art.XII A §4 of the California Constitution

(v) special taxes levied pursuant to the Mello-Roos Community Facilities Act of 1982 that are approved by a vote of registered voters

(vi) special taxes levied pursuant to the Mello-Roos Community Facilities Act of 1982 that are approved by a vote of landowners after Nov. 4, 1998

(vii) revenues received pursuant to the Community Redevelopment Law (i.e.; pass-through funds, tax increment funds)

(4) At least 20% of teaching stations per Ed. Code § 17071.25 within the district are relocatable classrooms (Govt. Code §65995.5(b)(3)(D)).

c. Adopt Needs Analysis in accordance with Govt. Code §65995.6 (Govt. Code §65995.5 (b) (2)). **See Section 4.**

2. Calculation of Level 2 Fee

a. See Govt. Code §65995.5(c): The number of unhoused students identified in the Needs Analysis, multiplied by the regular grant amount per each grade level, plus the sum of site acquisition and development costs, less local funds "dedicated" by the governing board, for school facilities necessitated by new construction, divided by the projected total square footage of residential units anticipated to be constructed during the next 5 years

(1) Site acquisition costs are limited to 50% and site development costs cannot exceed two times the amount funded by the SAB (Govt. Code §65995.5(h) and Ed. Code § 17072.12)

(2) Local funds are all funds dedicated by the governing board to provide facilities necessitated by new construction, including commercial and industrial fees (Govt. Code §65995.5(c)(2)).

Refer to Annual and Five Year Developer Fee Reports required per Govt. Code §§66001 and 66006 to identify "dedicated" funds

(3) Projected square footage shall be determined by information from the city or county where the new residential units are anticipated to be constructed or by a market report prepared by an independent third party

(4) The regular grant amount is a per- unboxed pupil grant that excludes the cost of interim housing, central administration, and other site specific facilities, therefore state funding received will be less than the amount required to provide adequate facilities and developer fees will most likely be necessary to satisfy the deficiency

3. Elementary and High School Districts that split developer fees (Ed. Code § 17623) must each satisfy the requirements to levy the Alternative Statutory Fee described above (Govt. Code §65995.5(d))

4. Level 2 Fee may be used only to finance the school facilities identified in the Needs Analysis as required to accommodate students generated from new residential construction (Govt. Code §65995.5(f)). The amount of the district's share of the Level 1 Fee will be deducted from the Level 2 Fee to determine the amount of funds available to spend on administrative costs.

**D. Level 3 Fees (Govt. Code §65995.7).**

1. Requirements to levy the Level 3 Fee

a. State funding is not available (Govt. Code §65995.7(a))

(1) The SAB is no longer approving apportionments for new construction per Ed. Code §17072.20 due to lack of funds and the SAB has notified the Secretary of the Senate and the Chief Clerk of the Assembly, in writing, of the determination that funds are no longer available.

(2) E.R. § 1859.91 provides that the SAB "shall declare that state funds are insufficient when" the grant requests that are ready for apportionment exceed the amount of state funds available. This declaration serves as the mechanism for the SAB to notify the Legislature for purposes of the Level 3 Fee

b. School District has adopted the Level 2 Fee per 65995.5

2. Calculation of Level 3 Fee

a. Add the full amount of local funds dedicated by the district to provide school facilities to accommodate students generated from new growth, including commercial/industrial fee to the Level 2 Fee amount (Govt. Code §65995.7(a)).

b. The maximum total fee that may be levied on new residential construction is equal to the sum of the amount in a. and the Level 2 Fee.

3. Level 3 Fee may be used only to finance the school facilities identified in the Needs Analysis as required to accommodate students generated from new residential construction (Govt. Code §65995.5(f)). The amount of the district's

share of the Level 1 Fee will be deducted from the Level 3 Fee to determine the amount of funds available to spend on administrative costs.

4. Reimbursement Election (Govt. Code §65995.7(b)(c) & (d))

a. Statutory Reimbursement: the governing board may offer a “reimbursement election” to the developer providing for a reimbursement of the difference between the Level 2 Fee and the Level 3 Fee , less any amount expended for interim facilities, to the extent such state funding is subsequently received by the district (Govt. Code §65995.7(b))

(1) If the district offers a “reimbursement election” pursuant to Govt. Code §65995.7 (b), the developer has the option to apply the reimbursement “on a tract or lot basis”

(2) If the district offers a “reimbursement election” pursuant to Govt. Code §65995.7 (b), reimbursement of available state funds must be made within 30 days of receipt of such funds by the district

(3) Currently, the developer would receive the reimbursement, even if the cost of the school fees was passed through to the home owner.

b. Negotiated Reimbursement: the governing board may offer the developer an opportunity to negotiate an alternative reimbursement agreement mutually agreeable to both parties, without adhering to the requirements above (Govt. Code §65995.7(c)). The governing board may provide in the written agreement that the rights granted by the “reimbursement election” are assignable (Govt. Code §65995.7(d)).

c. Every reimbursement, whether statutory or negotiated, should be memorialized in writing, in the form of a mitigation agreement

d. If the district fails to offer a reimbursement election or enter into a mitigation agreement, the amount of state funding subsequently received shall be reduced by the difference between the Level 2 Fee and the Level 3 Fee, less any amount expended for interim facilities (Ed. Code §17072.20(b); Govt. Code § 65995.7(b)).

It is possible that a district will offer a reimbursement election to a developer who then refuses or denies such election. In such case, the district must document in writing the district’s offer for a reimbursement election and the developer’s refusal/denial of the reimbursement to prevent any future reduction in state funding by the SAB.

The draft emergency regulations have been revised so that the reduction in the regular grant amount for failure to offer a reimbursement election applies to only the Level 3 Fees collected from residential units to be served by the facilities associated with the new construction grant (E.R. § 1859.77)

**E. Accounting for Level 1, Level 2, and Level 3 Fees.** Because each of the fees discussed above are subject to different restrictions and conditions, districts should segregate the money

attributable to each type in different funds, accounts, or sub-accounts. For example, if a unified district is levying a Level 2 fee of \$2.50 per square foot, \$1.93 should be deposited in one fund, account, or sub-account with the difference between \$1.93 between \$2.50 (i.e., \$0.57) being deposited in another; if that same district is levying an additional \$2.75 Level 3 fee when the state is out of money, that amount should be deposited in yet another fund, account, or sub-account.

## **Section 4**

### **The Needs Analysis**

**A. Introduction.** In order for a school district to levy the fee under Government Code Section 65995.5 or 65995.7, the district must have completed a Needs Analysis. Even though the Needs Analysis is similar to the Fee Justification Study required under Government Code sections 66000 et seq. (sometimes referred to as the AB 1600 requirements), these are separate legal requirements. The elements of the Fee Justification Study are listed in Government Code Section 66001 and the elements of the Needs Analysis are listed in Section 65995.6.

As a practical matter, the Fee Justification Study may be combined with the Needs Analysis into a single document, so long as the document contains all of the elements for both studies. In any case, the Needs Analysis can (and probably should) include information on the cost of school facilities based on school district standards and not just those based on SB 50 amounts for State Funding. This might include interim classrooms, central administration and support. Although these costs cannot be the basis for calculating the amount of the Alternative School Fees, they are appropriate to demonstrate that levying the Level 2 and Level 3 fees would be in compliance with statutory and case law governing fees and to provide the public with information regarding the true cost of school facilities needed to serve students coming from new residential development.

A school district should involve at an early date an attorney experienced in school facility fees. Whether the district can do some or all of the work required for a legally adequate Needs Analysis depends on time and expertise available. If the district will need outside assistance, it should consider getting more than one proposal, as costs, content and quality are factors to consider. Districts may want to consult with their legal counsel about contracting for consultant services through legal counsel to preserve the attorney-client privilege on all work product and communications regarding the calculation of the Level 2 and Level 3 Fees, as well as preparation of the Needs Analysis in the event there is future litigation over the sufficiency of the Needs Analysis or the collection of the Level 2 and Level 3 Fees.

#### **B. Preparation of Needs Analysis.**

1. Districts should prepare a preliminary estimate of eligibility under the new School Facilities Program (SFP) using the guidance of the emergency regulations and SAB Forms. Participation in the SFP is a prerequisite to levying the Level 2 and Level 3 Fees, therefore, districts must confirm eligibility in the SFP prior to completing the Needs Analysis.
  
2. Districts should conduct a cursory calculation of the Level 2 Fee to determine if

it exceeds \$1.93 per square foot of residential construction (i.e.; greater than the Level 1 Fee)

3. Districts should conduct a preliminary review of the requirements to collect the Level 2 fee to determine if the district can satisfy at least 1 of the 4 requirements until January 1, 2000
4. If items 1-3 above are positive, the district should:
  - a. If it has not already done so, complete the requirements to obtain an eligibility determination from SAB. (Once eligibility for the SFP has been confirmed by the SAB, the District may wish to consider adopting a resolution to that effect for purposes of the Needs Analysis.)
  - b. If it has not already done so, submit an application for new construction funding under the SFP. *See Section 3, Para. C.1.a.*
  - c. Prepare the Needs Analysis.

**C. Content of Needs Analysis (Govt. Code §65995.6(a) & (b))**

1. Projection of the number of unhoused pupils generated by new residential units based upon the historical student generation rates of new residential units constructed during the previous five years and upon relevant planning agency information that may modify the historical figures.
2. Calculation of existing school building capacity per Ed. Code § 17071.10 et seq. (Note: For purposes of eligibility under the SFP, the calculation set forth in these code sections is made on a "one-time basis " and then updated per Ed. Code §17071.75 et seq. For purposes of Level 2 and Level 3 Fees, this calculation must be made without reference to per Ed. Code § 17071.75 et seq.
3. Identification and consideration of each of the following:
  - a. Any surplus property owned by the district that can be used as a school site or that is available for sale to finance school facilities
  - b. The extent to which projected enrollment may be accommodated by excess capacity in existing facilities
  - c. Local sources other than fees, charges, dedications, or other requirements imposed on residential construction available to finance the construction or reconstruction of school facilities need to accommodate any growth attributable to the construction of new residential units.
4. Identification of school facilities to be constructed to accommodate new growth. Compare proposed facilities with Annual and Five Year Developer Fee Reports to ensure consistency

5. Explanation of the reasonable relationship between the Level 2 and Level 3 Fees and the impact of new residential development (i.e.; nexus requirement). This may involve a calculation of cost to provide new school facilities identified in 4. above based on governing board policies and school district standards, including all costs for interim housing and central administration and comparison of this cost with that calculated per Govt. Code §65995.5(c)(1)

#### **D. Procedure of Adopting Needs Analysis (Govt. Code §65995.6(c))**

1. Have final Needs Analysis available for public review and comment 30 days prior to public hearing
2. Provide Needs Analysis to city/county for review and comment 30 days prior to public hearing
3. Publish notice of time and place of public hearing including location and procedure for requesting a copy of the Needs Analysis **at least 1 time** in a newspaper of general circulation **at least 30 days prior to the public hearing.** (Govt. Code §65995.6(d))
4. Mail Needs Analysis at least 30 days prior to the public hearing to any person who has made a written request at least 45 days before the public hearing for a copy of the Needs Analysis.
5. Prior to adoption of the Needs Analysis at the public hearing, the governing board must respond to any written comments received. There is no legal requirement for this response to be in writing, and a district could respond to any written comments orally at the public hearing
6. Conduct a public hearing and adopt Needs Analysis by resolution of the governing board
7. File Notice of Exemption under CEQA with local County Clerk and post copy in District office for 30 days.

Note: Govt. Code §65995.6(g) provides that CEQA “may not” apply to the adoption of the Needs Analysis whereas Ed. Code § 17621 specifically exempts the adoption of the Fee Justification Study from CEQA. Although the committee believes that this language is intended to exempt the adoption of the Needs Analysis from CEQA, districts should consult with legal counsel as to the necessary CEQA requirements prior to adopting the Needs Analysis.

#### **E. Effective Date of the Alternative School Fees (Govt. Code §65995.6(f))**

1. The Level 2 Fee and the Level 3 Fee are effective immediately upon adoption of the resolution by the governing board
2. The Alternative School Fees (Level 2 and Level 3 Fees) supported by the Needs Analysis are valid for 1 year and may be revised at any time

## Section 5

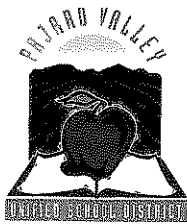
### Glossary

Alternate School Fees	School facilities fees permitted pursuant to Government Code Section 65995.5 (Level 2 Fee) and 65995.7. (Level 3 Fee)
<b>CDE</b>	<b>California Department of Education</b>
CEQA	California Environmental Quality Act (Public Resources Code Section 21000 et. seq.)
CFD	Community facilities district formed pursuant to the Mello-Roos Community Facilities Act of 1982, Government Code Section 53311
Condition of Approval A	a condition adopted by a city or county requiring certain action by a developer/property owner to mitigate impacts on school facilities prior to project approval
<b>DSA</b>	<b>Division of State Architect</b>
E.R.	Emergency Regulations adopted by the State Allocation Board
Fee Justification Study	Study adopted by Governing Board justifying the collection of the Level 1 Fees and establishing the nexus for the Level 1 Fees
General School Fees	School facilities fees collected pursuant to Education Code Section 17620 and Government Code Section 65995, also referred to as "Level 1 Fees," currently in the amount of \$1.93 per square foot of new residential construction and \$0.31 per square foot of new commercial construction
Level 1 Fee	The general school fee collected pursuant to Education Code Section 17620 and Government Code Section 16995, currently in the amount of \$1.93 per square foot for new residential construction
Level 2 Fee	The alternative school fee collected pursuant to Government Code Section 65995.5
Level 3 Fee	The alternative school fee collected pursuant to Government Code Section 65995.7 collected only when the State Allocation Board is no longer approving apportionments for new construction funding

**Local Agency City or county**

LPP	Leroy F. Greene State School Building Lease-Purchase Law of 1976 (Education Code Section 17700 et. seq.); Lease Purchase Program
Mitigation Agreement	An agreement entered into between a developer/property owner and school district providing for mitigation of school facilities impacts
MTYRE	Multi track year round education
Needs Analysis	School facilities needs analysis required by Government Code Section 65995.6
OAL	Office of Administrative Law
OPSC	Office of Public School Construction
SAB	State Allocation Board
SFP	Leroy F. Greene School Facilities Act of 1998 (Education Code Section 17070.10 et. seq.); School Facilities Program





## Board Agenda Backup

### Item # 7.0 & 15.2

**Date:** June 22, 2011

**Item: 2011-12 Proposed District Budget**

**Overview:** Current law requires school districts to adopt a fiscal year budget no later than June 30 of each year. District staff developed the enclosed budget based on enrollment, staffing, and programmatic assumptions. The budget also reflects the latest assumptions based on the governor's May Revision proposal. Finally, the budget incorporated the board's policy priorities as established via budget reduction actions in February and staff directives provided via board discussions since January.

**Rationale:** An overview of the budget is provided in the budget document. The district's financial projections and numbers are subject to change depending on the final outcome of state budget deliberations. The district is required to revise its fiscal year budget 45 days after the adoption of the final state budget.

The district will submit the budget to the Santa Cruz County Office of Education for review and certification pursuant to current law. The county office will issue its findings and recommendations to the district on how it is to address the district's out-year deficit.

**Recommendation:** Adopt the proposed 2010-11 District Budget and provide staff input on further implementation of the Fiscal Stabilization Plan in 2010-11

**Prepared By:** Brett W. McFadden, CBO and Helen Belonzi, Director of Fiscal Services

**Superintendent's Signature:**

B. W. McFadden C.B.O.



## Board Agenda Backup

Item # 8.0 & 15.3

**Date:** June 22, 2011

**Item:** 2011-12 Categorical Program Flexibility Transfers

**Overview:** Education Code Section 42605 allows school districts to transfer specified categorical program funds from restricted to unrestricted fund purposes. This is commonly referred to as "Tier Three" categorical flexibility. This statute went into effect in 2008-09 as a means of providing school districts fiscal and program flexibility in the face of significant state budget reductions to revenue limit and categorical funding. The statute was recently extended two years and is in effect until 2014-15. Attached is a power-point document providing additional information on this matter.

The law requires school districts to hold a public hearing on the approved categorical program transfers included in their budgets. The hearing must be held annually during a regularly scheduled board meeting. The transfers must be listed separately indicating specific amounts, as well as where and for what purpose they were transferred. Attached is a spreadsheet describing the categorical program transfers approved in the district's 2011-12 budget.

The district has been forced to implement over \$17 million in one-time and ongoing reductions over the past two fiscal years. The district's three-year fiscal outlook remains uncertain and unpredictable. The fund transfers, as difficult as they are on the programs listed, are necessary measures to keep the district fiscally solvent and maintain district services during the recession and corresponding state fiscal crisis.

These transfers have been approved by the board via previous budget reduction actions and are a significant component to maintaining the district's ongoing fiscal viability.

**Recommendation:** Hold a public hearing for purposes of taking public comment on the categorical program fund transfers included in the district's 2010-11 board-adopted June budget and approve the 2010-11 categorical program fund transfers as listed and described in this item.

**Prepared By:** Brett W. McFadden, Chief Business Officer and Helen Bellonzi, Director of Fiscal Services


**Superintendent's Signature:**

B. W. McFadden C.B.O.

**2011-12 State Categorical Fund Transfers  
"Tier Three"**

Program	Amount Available	Amount of Transfer	Proposed Use
Cal-SAFE	342,893.00	-	No transfer
Deferred Maintenance Apportionment	647,751.00	647,751.00	General Fund
Advanced Placement	8,631.00	-	No transfer
Physical Education Teacher Incentive Grants-6258	293,600.00	293,600.00	General Fund
National Board Certification Teacher Incentive	6,712.00	6,712.00	General Fund
Community Based English Tutoring	230,704.00	-	No transfer
Adult Education	2,288,884.00	1,650,000.00	General Fund
School Safety & Violence Prevention, Grades 8-12 -6405	114,184.00	-	No transfer
Arts and Music Block Grant-6760	267,668.00	267,668.00	General Fund
CAHSEE Intensive Instruction and Services-7055	306,584.00	306,584.00	General Fund
Supplemental School Counseling Program-7080	499,358.00	499,358.00	General Fund
Gifted & Talented Education	114,827.00	-	No transfer
Instructional Materials Realignment (AB 1781)-7156	998,177.00	500,000.00	General Fund
CA PAR Program for Teachers (PAR)-7271	64,067.00	64,067.00	General Fund
Certificated Staff Mentoring Program-7276	147,832.00	147,832.00	General Fund
Staff Development: Math and Reading (SB 472)-7294	70,168.00	70,168.00	General Fund
Staff Development: Math and Reading EL's (SB 472)-7296	47,111.00	47,111.00	General Fund
Pupil Retention Block Grant-7390	188,801.00	188,801.00	General Fund
Professional Development Block Grant	1,105,473.00	1,105,473.00	General Fund
Targeted Instructional Improvement Block Grant -7394	961,717.00	961,717.00	General Fund
School and Library Improvement Block Grant-7395	1,517,870.00	1,517,870.00	General Fund
Class Size Reduction, Grade 9	364,851.00	364,851.00	General Fund
Oral Health Assessments	10,531.00	-	No transfer
Community Day School, Additional Funding	357,690.00	101,247.00	General Fund
Totals	10,956,084.00	8,740,810.00	

**NOTE:** State categorical programs listed above are currently operated by the district and eligible for fund transfer per existing law. The only change from 2010-11 to 2011-12 was an approximate \$1 million increase to the adult education fund transfer. This was approved by the board as part of its 2011-12 fiscal stability plan adopted February 16, 2011. Other fund transfers were approved by the board via prior year budget and/or fiscal stability actions. Staff proposes to continue these policy actions in 2011-12.

<h2><u>Categorical Funding Flexibility:</u> Background Information</h2>	
<hr/>	
	<p>Update to the Board of Trustees Business Services Division Updated June 9, 2011</p>
<p>1</p>	

<h2><u>Districts provided categorical flexibility</u></h2>	
<ul style="list-style-type: none"><li><input type="checkbox"/> School districts have been provided an unprecedented set of fiscal and programmatic flexibility measures to shoulder the burden of state budget reductions</li><li><input type="checkbox"/> Current categorical program flexibility took effect in 2008-09</li><li><input type="checkbox"/> Categorical programs took a net 20 percent funding reduction in 2008-09 and 2009-10</li><li><input type="checkbox"/> No additional reductions to K-adult categorical programs have been enacted since then</li></ul>	
<p>2</p>	

## Categorical Program Flexibility

- State K-adult categorical programs are now divided into three tiers for purposes of protecting some and providing flexibility to others
  - Tier I:
    - No funding reduction, no program flexibility, no statutory requirements waived (w/ exception of CSR penalty provisions)
  - Tier II:
    - Funding reduction of approximately 20 percent from 2007-08 previously enacted levels, but no flexibility, and programs are to be operated according to the current requirements
  - Tier III:
    - Funding reduction of approximately 20 percent from 2007-08 levels, but with maximum flexibility to move funding for any educational purpose
- The sunset date for this policy was recently extended to 2014-15

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## Tier One Categorical Programs

- No funding reduction and no flexibility:
  1. Child Development
  2. Child Nutrition
  3. Economic Impact Aid
  4. K-3 Class Size Reduction
  5. Proposition 49 After School Programs
  6. Special Education
  7. Quality Education Investment Act
  8. Home-to-School Transportation
  9. Special Education Transportation

NOTE – AVID funding is also protected, however AVID is not a Proposition 98 funded categorical program

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## Tier Two Categorical Programs

- 20 percent reduction off of 2007-08 funding level and no flexibility:
  1. Adults in correctional facilities
  2. Partnership Academies
  3. Apprenticeship Programs
  4. State Testing
  5. English Language Acquisition Program
  6. Agriculture-Vocational Education
  7. Foster Youth
  8. Charter School Facilities Grants
  9. K-12 High Speed Network
  10. Multi-Track YRE

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## Tier Three Categorical Programs

- These programs took a 20 percent reduction in 2008-09, but total flexibility to shift funding to any other educational purpose (including to unrestricted GF):
- All remaining K-adult Proposition 98 categorical programs
- Tiers and associated flexibility apply to state categorical programs only – not Federal
- As a condition of exercising this transfer authority, LEA governing boards must hold an open, public hearing on the proposed use of funding
  - This must be a non-consent action item on the board's agenda

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## Tier Three List

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Targeted Instructional Improvement Block Grant	Peer Assistance and Review
Adult Education	School Safety Competitive Grants
Regional Occupational Centers and Programs	County Offices of Education - Fiscal Oversight
School and Library Improvement Block Grant	Certificated Staff Mentoring
Supplemental Instruction	County Office of Education - Williams Audits
Instructional Materials	Specialized Secondary Program Grants
Deferred Maintenance	Principal Training Program
Professional Development Block Grant Program	American Indian Education Centers
Supplemental School Counseling Program	Child Oral Health Assessments
Charter School Categorical Block Grant	National Board Certification Incentives
Teacher Credentialing Block Grant	Advanced Placement Programs
High Priority Schools Grant Program	Bilingual Teacher Training
Arts and Music Block Grant	American Indian Early Childhood Education Centers
Class Size Reduction - 9th Grade	Reader Services for the Blind
School Safety Block Grant (9-12)	Civic Education
Pupil Retention Block Grant Program	Teacher Dismissal Apportionment
CA High School Exit Exam-Instructional Support and Services	CA Association of Student Councils Sanctions
CA School Age Families Education	Chief Business Officers Training Program
Math and Reading Professional Development	
Gifted and Talented	
Community Day Schools	
Community -Based English Tutoring Program	
PE Teacher Incentive Program	
Teacher Credentialing Standards for Preparation and Licensing	

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**PAJARO VALLEY UNIFIED SCHOOL DISTRICT**



*Board Agenda Backup*

Item No: 9.1

**Date:** June 16, 2011

**Item:** Transportation Roadeo Team Report

**Overview:** Positive Program Report of the PVUSD 2011 Roadeo Team. Report of results from the local, Northern, and State California Association School Transportation Officials (CASTO) Roadeos.

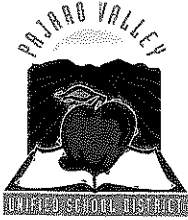
**Recommendation:** Report item only.

**Prepared By:** Mary Hoagland, Director of Transportation

**Superintendent's Signature:** *B. W. W. C. B. O.*



**PAJARO VALLEY UNIFIED SCHOOL DISTRICT**



***Board Agenda Backup***

Item No: 12.3

**Date:** June 22, 2011

**Item:** Approve with Gratitude the Donation of funds equally \$1,000 to Freedom Elementary School from Freedom Rotary Club.

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

**Recommendation:** Approve with gratitude this donation.

**Prepared By:** Dorma Baker, Superintendent

**Superintendent's Signature:**

*B. W. W. C. B. O.*

**PAJARO VALLEY UNIFIED SCHOOL DISTRICT**



**Board Agenda Backup**

Item No: 12.4

**Date:** June 22, 2011

**Item:** Approval of Contract for Athletic Supplies/Blanket BID #050311-03, for the District Warehouse/Stores.

**Overview:** This bid establishes blanket order prices for the purchase of athletic supplies for the year beginning July 1, 2011 through June 30, 2012. Awards are recommended to the lowest responsible bidder meeting terms, conditions, and specifications on each item. Prices shall be firm for one (1) year. Awards are based on previous year's usage and projected usage for 2011/12. Actual expenditures will vary as supplies will be ordered as needed.

Six bids were received and opened at 3:00 p.m. on May 25, 2011.

- Baden Sport
- Gopher Sports
- Pyramid School Products
- S & S Worldwide
- Sport Supply Group
- Toledo PE

Administration recommends approval in accordance with Invitation to Bid, resulting in awards to the following Vendors:

**Recommendation:**

- Baden
- Sport Supply Group
- Pyramid School Products
- Toledo PE

The expenditures are dependent upon the needs of the district during the course of the fiscal year. Quantities bid are the estimated needs for July 1, 2011 through June 30, 2012.

**Budget Considerations:**

**Funding Source:** General Fund: Stores Revolving Fund

**Budgeted:** Yes:  No:

**Amount:** Total TBD (Revolving Warehouse Account for Sales to Schools.)

**Prepared By:** Rick Buse

**Superintendent's Signature:** B. W. Miller C.S.O.

**PAJARO VALLEY UNIFIED SCHOOL DISTRICT**



**Board Agenda Backup**

Item No: 12.5

**Date:** June 22, 2011

**Item:** Approval of Contract for Custodial Supplies/Blanket BID #JL050311-02, for the District Warehouse/Stores.

**Overview:** This bid establishes blanket order prices for the purchase of custodial supplies for the year beginning July 1, 2011 through June 30, 2012. Awards are recommended to the lowest responsible bidder meeting terms, conditions, and specifications on each item. Prices shall be firm for one (1) year. Awards are based on previous year's usage and projected usage for 2011/12. Actual expenditures will vary as supplies will be ordered as needed.

Seven bids were received and opened at 3:00 p.m. on May 25, 2011.

- Clean Source
- Hillyard
- JC Paper
- Mid Valley Supply
- Pioneer Chemical Co
- Pyramid School Supply Pioneer Chemical
- Waxie Sanitary Supply

**Recommendation:**

Administration recommends approval in accordance with Invitation to Bid, resulting in awards to the following Vendors:

- Clean Source
- Hillyard
- JC Paper
- Mid Valley Supply
- Pioneer Chemical Co
- Pyramid School Products
- Waxie Sanitary Supply

The expenditures are dependent upon the needs of the district during the course of the fiscal year. Quantities bid are the estimated needs for July 1, 2011 through June 30, 2012.

**Budget Considerations:**

**Funding Source:** General Fund: Stores Revolving Fund

**Budgeted:** Yes:  No:

**Amount:** TBD (Revolving Warehouse Account for Sales to Schools.)

**Prepared By:** Richard Base

**Superintendent's Signature:** B. W. Miller C.B.O.

**PAJARO VALLEY UNIFIED SCHOOL DISTRICT**



*Board Agenda Backup*

Item No: 12.6

**Date:** June 22, 2011

**Item:** Approval of Contract for Health Supplies/Blanket Bid # JL050311-04, for the District Warehouse/Stores.

**Overview:** This bid establishes blanket order prices for the purchase of health supplies for the year beginning July 1, 2011 through June 30, 2012. Awards are recommended to the lowest responsible bidder meeting terms, conditions, and specifications on each item. Prices shall be firm for one (1) year. Awards are based on previous year's usage and projected usage for 2011/12. Actual expenditures will vary as supplies will be ordered as needed.

Six bids were received and opened at 3:00 p.m. on May 25, 2011.

Alpha Scientific Medical  
Moore Medical LLC  
School Nurse  
School Health Corp  
United Health Supplies  
Pyramid School Products

Administration recommends approval in accordance with Invitation to Bid, resulting in awards to the following Vendors:

**Recommendation:** Moore Medical, LLC  
United Health Supplies

The expenditures are dependent upon the needs of the district during the course of the fiscal year. Quantities bid are the estimated needs for July 1, 2011 through June 30, 2012.

**Budget Considerations:**

**Funding Source:** General Fund: Stores Revolving Fund

**Budgeted:** Yes:  No:

**Amount:** Total TBD (Revolving Warehouse Account for Sales to Schools.)

**Prepared By:**

*Rick Base*

**Superintendent's Signature:**

*B. W. Miller* C.S.O.



# Board Agenda Backup

Item No: 12.7

**Date:** June 22, 2011

**Item:** Notice of Completion  
Watsonville HS – Mello Center Fire Restoration

**Overview:** The project was awarded on February 23, 2011 by the Board to DMC Construction, Inc. The work is now complete.

DMC Original Contract Amount	\$68,843.00
DMC Change Order Amount	\$ 1,394.04
DMC Final Contract Amount	\$70,237.04
Other District Project Expenses	\$29,763.24
Total Cost for Fire Restoration Project	<b>\$100,000.28</b>

**Recommendation:** It is recommended that the Board approve the Notice of Completion and authorize the Director Maintenance, Operations & Facilities Dept. to sign and file the NOC with the County of Santa Cruz

## Budget Considerations:

**Funding Source:** Insurance Reimbursement (minus) Deductible

**Budgeted:** Yes:  No:

<b>Amount:</b>	DMC Final Contract Amount:	\$70,237.04
	Other District Project Expenses:	\$29,763.24
	Total Project Expenses	\$100,000.28
	Minus District's Insurance Deductible	(\$50,000.00)
	<b>Total Insurance Reimbursement</b>	<b>\$50,000.28</b>

**Prepared By:**

  
Richard Mullikin, Director of Maintenance, Operations & Facilities

**Superintendent's Signature:**

 C.B.O.

RECORDING REQUESTED BY  
AND WHEN RECORDED MAIL TO:

PAJARO VALLEY UNIFIED SCHOOL DISTRICT  
294 GREEN VALLEY ROAD  
WATSONVILLE, CALIFORNIA 95076

Government Code 27383

SPACE ABOVE THIS LINE FOR RECORDERS USE

### NOTICE OF COMPLETION

Notice pursuant to Civil Code Section 3093, must be filed within 10 days after completion.  
Notice is hereby given that:

1. The undersigned is owner or corporate officer of the owner of the interest or estate stated below in the property hereinafter described:

2. The full name of the owner is Pajaro Valley Unified School District

3. The full address of the owner is 294 Green Valley Road, Watsonville, California 95076

4. The nature of the interest or estate of the owner is: In fee.

N/A

(IF OTHER THAN FEE, STRIKE "IN FEE" AND INSERT, FOR EXAMPLE, "PURCHASED UNDER CONTRACT OF PURCHASE", OR "LESSEE")

5. The full names and full addresses of all persons, if any, who hold title with the undersigned as joint tenants or as tenants in common are:

NAMES

ADDRESSES

N/A

6. The full names and full addresses of the predecessors in interest of the undersigned, if the property was transferred subsequent to the commencement of the work or improvements herein referred to:

NAMES

ADDRESSES

N/A

7. A work of improvement on the property hereinafter described was completed on June 22, 2011. The work done was:  
Mello Center Fire Restoration

8. The name of the contractor, if any, for such work of improvement was DMC Construction Inc.

February 23, 2009

(IF NO CONTRACTOR FOR WORK OF IMPROVEMENT AS A WHOLE, INSERT "NONE")

(DATE OF CONTRACT)

9. The property on which said work of improvement was completed is in the City of Watsonville  
County of Santa Cruz, State of CA, and is described as follows: Watsonville High School

10. The Street address of said property is 250 E. Beach Street, Watsonville, CA 95076

(IF NO STREET ADDRESS HAS BEEN OFFICIALLY ASSIGNED, INSERT "NONE")

Dated: June 22, 2011 x

(SIGNATURE OF OWNER OR CORPORATE OFFICER OF OWNER NAMED IN PARAGRAPH 2 OR HIS AGENT)

### VERIFICATION

I, the undersigned, say: I am the Interim Director of Construction, the declarant of the foregoing notice of completion;  
(PRESIDENT OF, "MANAGER OF", "PARTNER OF", "OWNER OF", ETC.)

I have read said notice of completion and know the contents thereof, the same is true of my own knowledge. I declare under penalty of perjury that the foregoing is true and correct.

Executed on June 22, 2011 at Watsonville, CA

(CITY)

(STATE)

X

(PERSONAL SIGNATURE OF THE INDIVIDUAL WHO IS SWEARING THAT THE CONTENTS OF THE NOTICE OF COMPLETION ARE TRUE.)

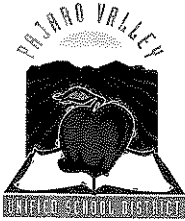
Fire 12/21/10

**COSTS FOR FIRE RESTORATION**

At Watsonville High School Room 12 and Mello Center Green Rooms

<b>Dated</b>	<b>Vendor</b>	<b>P.O.#</b>	<b>Work Done</b>	<b>Cost</b>
12/22/2010	Watsonville Maintenance	113231	Water extraction in room 12, custodial services	\$ 220.00
12/28/2010	DMC Construction	113257	Cleaning of rooms, disposal of damaged of items	\$ 11,571.77
12/29/2010	HAZAMAT DOC	113386	Asbestos inspection and sampling	\$ 1,290.00
1/21/2011	Register Pajaronian	113347	Legal ad notice to bidders for fire restoration contractors	\$ 699.80
1/11/2011	City of Watsonville	113555	Response to fire alarms on 12/21/10 & 12/23/10 \$252.00 each	\$ 504.00
1/10/2011	PG Computers	113329	Checked & cleaned computers, monitors & ports for smoke damage	\$ 1,530.00
3/8/2011	BMR Construction	114221	Construction Management Services from beginning to end of project	\$ 9,500.00
3/25/2011	DMC Construction	114510	Fire & water restoration of room 12 & Green rooms	70,237.04
4/25/2011	Watsonville Maintenance	115337	Scrubbed, sealed, applied wax and buffed Green room floors	\$ 950.00
5/12/2011	PG Computers	115468	Computer Lab Set up	\$ 1,440.00
5/12/2011	PG Computers	113329	Computer equipment assessment	\$ 1,530.00
1/11/2011	ACE Hardware	110404	One -25' roll of clear plastic for room 12	\$ 29.49
12/21/2010	Buena Vista Landfill	110533	Load of fire damaged debris from room 12	\$ 48.10
12/21/2010	Ken Foster		Emergency on call responded @5:46 a.m. report of fire 2 hours @\$28.13 each	\$ 56.26
12/21/2010	Ken Foster		Emergency on call responded @9:35 p.m. report of water flow alarm 2 hrs.	\$ 56.26
12/23/2010	Ken Foster		Emergency on call responded @8:36 p.m. report of water flow alarm 2 hrs.	\$ 56.26
12/23/2010	Ken Foster		Emergency on call responded @11:30 a.m. to open for contractors 2 hrs.	\$ 56.26
12/23/2010	Ken Foster		Emergency on call responded @ 2:00 p.m. to close for contractors 2 hrs.	\$ 56.26
12/24/2010	Ken Foster		Emergency on call responded @10:00 a.m. to bleed fire sprinklers	\$ 56.26
12/24/2010	Ken Foster		Emergency on call responded @4:15 p.m. to close for contractors	\$ 56.26
12/26/2010	Ken Foster		Emergency on call responded @9:30 a.m. to open for fire investigator	\$ 56.26
				\$ 100,000.28

**PAJARO VALLEY UNIFIED SCHOOL DISTRICT**



**Board Agenda Backup**

Item No: 12.8

**Date:** June 22, 2011

**Item:** Carl Perkins Grant Application 2011-12

**Overview:** It is time to submit our district's annual Carl Perkins Grant application for 2011-12. The grant provides direct funding for Career Technical classrooms at five of our schools – Aptos High, PVHS, Watsonville High, AVCI and Renaissance. The Categorical Program Monitoring (CPM) process helped us refine our course offerings and their links to specific industry sectors and career pathways. One of the findings from the CPM included the need to organize our own district CTE Advisory Panel. The names of those individuals are also included in the packet of information.

**Recommendation:** It is recommended that that the Board of Trustees approves the completed application for Carl Perkins funding.

**Budget Considerations:**

**Funding Source:**

**Budgeted:** Yes:  No:

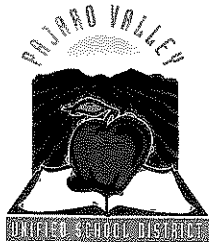
**Amount:** \$130,392

**Prepared By:** Murry Schekman, Assistant Superintendent

**Superintendent's Signature:**

*B. W. Murry* C.B.O.





PAJARO VALLEY  
UNIFIED SCHOOL  
DISTRICT  
**Secondary  
Education**

June 22, 2011

**To: Pajaro Valley Unified School District Board of Trustees**

**From: Murry Schekman, Assistant Superintendent, Secondary Education**

**Re: PVUSD Career Technical Education Committee Update**

\*\*\*\*\*

*Murry Schekman  
Assistant  
Superintendent*

*Marisa Hernandez  
Administrative Assistant*

Board of Education

- Willie Yahiro  
President
- Doug Keegan  
Vice-President/Clerk
- Karen Osmondson
- Sandra Nichols
- Leslie De Rose
- Jeff Ursino
- Kim DeSerpa

As you are aware, one of the findings in our Categorical Program Review showed we were out of compliance in not having Career Technical Education Advisory Board to help provide district staff with information about the work force. I have identified some individuals in our community who have expressed an interest in serving. They are:

**Jim Booth** – Swim School Owner and Instructor

**Rachel Mayo** – Dean of Cabrillo’s Watsonville Annex

**Tila Guerrero** – Owner of McDonalds Franchise and Member of Chamber of Commerce and Agriculture

**Tom Am Rhein** – Manager at Naturipe and local strawberry grower

**Audries Blake** - Director Career Technical Education at Cabrillo College

**Candy McCarty** – Retired PVUSD Teacher from Visual and Performing Arts

**Marco Cervantes** - Sunset Bay Farms President

I am planning on including other individuals also. For example, engineering will need some representation. I will continue to work on the composition of this committee. The first meeting is scheduled to take place in the middle of September. That meeting will include a tour of the CTE facilities in our five schools that receive Perkins Funds – WHS, PVHS, AHS, AVCI and Renaissance.

Board members will be welcome to attend these meetings. Your ideas on other representatives for this committee are also welcome. Thank you.

**DUE DATE: June 30, 2011**

**Carl D. Perkins Career and Technical Education Improvement Act of 2006  
 APPLICATION FOR 2011-12 FUNDING**

Local Educational Agency (LEA): <b>Pajaro Valley Unified School District</b>		County-District (CD) Code: 44-69799
Address of LEA: <b>294 Green Valley Road Watsonville, CA. 95076</b>		Check Appropriate Box: <input type="checkbox"/> Sec. 112 - State Institutions <input checked="" type="checkbox"/> Sec. 131 - Secondary <input type="checkbox"/> Sec. 132 - Adult/ROCP
Name of LEA Superintendent or Chief Administrator: <b>Dorma Baker</b>		
Allocation Amount: \$ 130,392.00		Board Approval Date: June 22, 2011
Name of Perkins Coordinator: <b>Murry Schekman</b> Title: <b>Assistant Superintendent Secondary Education</b>	Telephone Number: <b>831-786-2395</b> Extension: Fax Number: <b>831-728-6284</b> E-mail Address: <b>murry_schekman@pvusd.net</b>	
Perkins Coordinator's Address (If different from LEA address above):		
Name of LEAs CTE Advisory Committee Chair:	E-mail Address or Telephone Number:	

**CERTIFICATION:** I hereby certify that all state and federal rules and regulations will be observed and that the assurances and certifications related to this program are accepted as the conditions in the operation of this program. The funds associated with this application will support the implementation of our 2008-2012 local Career Technical Education (CTE) Plan and provide a program that is of sufficient size, scope, and quality to effectively address the career preparation needs of our students. This funding will supplement state and local CTE funds and improve, enhance, or expand our CTE programs in the 2011-12 school year. I certify that, to the best of my knowledge, the information contained in this application is correct and complete.

Printed Name of Superintendent or Designee: Dorma Baker	Title (If not superintendent):
Signature of Superintendent or Designee:	Date:

<b>CALIFORNIA DEPARTMENT OF EDUCATION USE ONLY</b>	
Reviewed and Recommending Approval:	Date:
Final Approval:	Date:

## SECTION I SIGN-OFF FORM FOR FEDERAL AND STATE ASSURANCES AND CERTIFICATIONS

This application is a commitment to comply with the following assurances, certifications, terms, and conditions associated with the Carl D. Perkins Career and Technical Education Improvement Act of 2006. A signature on this page confirms that the documents listed below are complete and on file in the agency and that the superintendent or an authorized designee has reviewed the documents and agrees to comply with the assurances, certifications, terms, and conditions.

The general assurances and certification are available on the CDE Web site. See page 13 of the *Carl D. Perkins Career and Technical Education Improvement Act of 2006, 2011–12 Request for Application* for the specific link to each assurance and certification. The complete text of program specific assurance, certification, terms and conditions can be found on pages 26–32 in the *Request for Application*.

- California Department of Education General Assurances (CDE-100A)
- Drug Free Workplace Certification (CDE-100DF)
- U.S. Department of Education Debarment and Suspension (ED 80-0014)
- U.S. Department of Education Lobbying (ED80-0013)
- Perkins IV Assurances and Certifications (CDE 100)
- 2011–12 Grant Conditions

**CERTIFICATION:** As the duly authorized representative of the local educational agency applying for Carl D. Perkins Career and Technical Education Improvement Act of 2006, 2011–12 funding, I have read the assurances, certifications, terms, and conditions associated with this grant and I agree to comply with all requirements as a condition of funding.

Printed Name Dorma Baker Title Superintendent

Signature \_\_\_\_\_ Date \_\_\_\_\_

## SECTION II

### SIGN-OFF FORM FOR REPRESENTATIVES OF SPECIAL POPULATIONS

The Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV) requires local educational agencies (LEAs) to implement strategies to overcome barriers that may be lowering special population students' rates of access to or success in career technical education (CTE) programs assisted with the funds. CTE programs must be designed to enable special population students to meet the performance level targets established for the programs. These programs must also provide the activities needed to prepare these students for high-skill, high-wage, or high-demand occupations that lead to self-sufficiency.

This form confirms that the LEA coordinators or administrators responsible for each of the programs associated with special population groups have reviewed and approved the 2011–12 Perkins IV application for funds. Each special population category **must** be signed by the LEA's designated administrator or the certificated representative responsible for that program.

**Economically Disadvantaged** (Title I Coordinator/Administrator)

Printed Name Ms. Yida Noguera Title Assistant Superintendent

Signature \_\_\_\_\_ Date \_\_\_\_\_

**Limited English Proficiency** (English Learner Coordinator/Administrator)

Printed Name Susan Perez Title \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

**Disabled (Handicapped)** (Special Education Coordinator/Administrator)

Printed Name Mr. Allen Houser Title Director of SELPA

Signature \_\_\_\_\_ Date \_\_\_\_\_

**Single Parent or Single Pregnant Women** (Title IX Coordinator/Administrator)

Printed Name Ms. Kathy Lathrop Title Director, Children Services

Signature \_\_\_\_\_ Date \_\_\_\_\_

**Gender Equity or Nontraditional Training** (Title IX Coordinator/Administrator)

Printed Name Dr. Albert Roman Title Assistant Superintendent

Signature \_\_\_\_\_ Date \_\_\_\_\_

**Displaced Homemaker** (Title IX Coordinator/Administrator)

Note: Required only on Section 132 (Adult) applications

Printed Name Richard Puente Title Coordinator at Risk Students

Signature \_\_\_\_\_ Date \_\_\_\_\_

**SECTION III: ASSESSMENT OF CAREER TECHNICAL EDUCATION PROGRAMS  
SECONDARY CORE INDICATORS**

Instructions are on page 19 of the *Carl D. Perkins Career and Technical Education Improvement Act of 2006, 2011–12 Request for Application.*

Secondary (continues on page 5)

Core Indicator	Definition	LEA Level 2007/08	LEA Level 2008/09	LEA Level 2009/10	State Level 2009/10	90% or more of the State level
1S1 Academic Attainment- Reading/ Language Arts	Numerator: Number of 12 <sup>th</sup> grade CTE concentrators who have met the proficient or advanced level on the <b>English-language arts</b> portion of the California High School Exit Examination (CAHSEE). Denominator: Number of 12 <sup>th</sup> grade CTE concentrators.	<u>35.51%</u>	<u>38.66%</u>	<u>42.66 %</u>	<b>33.40%</b>	30.06% [x] Yes <input type="checkbox"/> No
1S2 Academic Attainment- Mathematics	Numerator: Number of 12 <sup>th</sup> grade CTE concentrators who have met the proficient or advanced level on the <b>mathematics</b> portion of the CAHSEE. Denominator: Number of 12 <sup>th</sup> grade CTE concentrators.	<u>32.88%</u>	<u>35.78%</u>	<u>36.21%</u>	<b>23.0%</b>	20.70% [x] Yes <input type="checkbox"/> No
2S1 Technical Skill Attainment	Numerator: Number of CTE concentrators enrolled in a capstone CTE course who received an "A," "B," or "C" grade in the course, or received an industry-recognized certification, or passed an end of program assessment aligned with industry-recognized standards. Denominator: Number of CTE concentrators enrolled in capstone CTE courses during the reporting year.	<u>21.31%</u>	<u>64.33%</u>	<u>59.76%</u>	<b>58.22%</b>	52.40% [x] Yes <input type="checkbox"/> No
3S1 Secondary School Completion	Numerator: Number of 12 <sup>th</sup> grade CTE concentrators who earned a high school diploma, or other state-recognized equivalent (including recognized alternative standards for individuals with disabilities). Denominator: Number of 12 <sup>th</sup> grade CTE concentrators who left secondary education during the reporting year.	<u>98.29%</u>	<u>99.02%</u>	<u>89.87%</u>	<b>87.56%</b>	78.80% [x] Yes <input type="checkbox"/> No

**SECTION III: ASSESSMENT OF CAREER TECHNICAL EDUCATION PROGRAMS  
SECONDARY CORE INDICATORS (Continued)**

Core Indicator	Definition	LEA Level 2007/08	LEA Level 2008/09	LEA Level 2009/10	State Level 2009/10	90% or more of the State level
<b>4S1 Student Graduation Rate</b>	<p><b>Numerator:</b> Number of 12<sup>th</sup> grade CTE concentrators who, in the reporting year, were included as graduated in the states computation of its graduation rate.</p> <p><b>Denominator:</b> Number of 12<sup>th</sup> grade CTE concentrators.</p>	NA%	<u>99.02%</u>	<u>89.87%</u>	<b>83.40%</b>	<p>75.06%</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<b>5S1 Secondary Placement</b>	<p><b>Numerator:</b> Number of 12<sup>th</sup> grade CTE concentrators who left secondary education during the reporting year and entered postsecondary education or advanced training, military service, or employment, as reported on a survey six months following graduation.</p> <p><b>Denominator:</b> Number of 12<sup>th</sup> grade CTE concentrators who left secondary education during the reporting year and responded to a follow-up survey.</p>	<u>0.0%</u>	<u>100%</u>	<u>98.28%</u>	<b>80.56%</b>	<p>72.50%</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<b>6S1 Non-traditional Participation</b>	<p><b>Numerator:</b> Number of CTE participants from underrepresented gender groups who were enrolled in a program sequence that leads to employment in nontraditional fields.</p> <p><b>Denominator:</b> Number of all CTE participants enrolled in a program sequence that leads to employment in nontraditional fields.</p>	<u>38.52%</u>	<u>38.42%</u>	<u>29.17%</u>	<b>23.50%</b>	<p>21.15%</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<b>6S2 Non-traditional Completion</b>	<p><b>Numerator:</b> Number of CTE concentrators from underrepresented gender groups enrolled in a capstone CTE course that leads to employment in a nontraditional field who received an "A", "B", or "C" grade in the course, or received an industry-recognized certification, or passed an end of program assessment aligned with industry-recognized standards.</p> <p><b>Denominator:</b> Number of all CTE concentrators enrolled in a capstone CTE course that leads to employment in nontraditional fields.</p>	<u>7.00%</u>	<u>30.00%</u>	<u>20.16%</u>	<b>18.5%</b>	<p>16.65%</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>

**SECTION III: ASSESSMENT OF CAREER TECHNICAL EDUCATION PROGRAMS  
ADULT CORE INDICATORS**

Instructions are on page 19 of the *Carl D. Perkins Career and Technical Education Improvement Act of 2006, 2011-12 Request for Application.*

Core Indicator	Definition	LEA Level 2007/08	LEA Level 2008/09	LEA Level 2009/10	State Level 2009/10	90% or more of the State the level
1A1 Technical Skill Attainment	<b>Numerator:</b> Number of adult CTE concentrators enrolled in a CTE capstone course who passed an end-of-program assessment or earned a competency certificate during the reporting year.	_____ %	_____ %	_____ %		65.25%
	<b>Denominator:</b> Number of adult CTE concentrators enrolled in a CTE capstone course who took an end of program assessment or who were eligible to earn a competency certificate in a CTE program.				<b>72.5%</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2A1 Credential, Certificate, or Degree	<b>Numerator:</b> Number of adult CTE concentrators enrolled in a CTE capstone course who earned an industry-recognized credential, certificate, degree, or completed a transfer program.	_____ %	_____ %	_____ %	<b>49.50%</b>	44.55% <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
	<b>Denominator:</b> Number of adult CTE concentrators who were enrolled in a CTE capstone course.					
4A1 Student Placement	<b>Numerator:</b> Number of adult CTE concentrators who left adult education and enrolled in postsecondary education or advanced training, entered military service, or employment as reported on a survey six months following the program year.	_____ %	_____ %	_____ %	<b>67.50%</b>	60.75% <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
	<b>Denominator:</b> Number of adult CTE capstone concentrators who left adult education during the reporting year and responded to a follow-up survey.					
5A1 Non-traditional Participation	<b>Numerator:</b> Number of adult CTE participants from underrepresented gender groups enrolled in a program sequence that leads to employment in nontraditional fields.	_____ %	_____ %	_____ %	<b>23.50%</b>	21.15% <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
	<b>Denominator:</b> Number of all adult CTE participants enrolled in a program sequence that leads to the employment in nontraditional fields.					
5A2 Non-traditional Completion	<b>Numerator:</b> Number of adult CTE concentrators from underrepresented gender groups enrolled in a capstone CTE course that leads to employment in nontraditional fields who passed an end-of-program assessment or earned a competency certificate.	_____ %	_____ %	_____ %	<b>18.50%</b>	16.65% <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
	<b>Denominator:</b> Number of adult CTE concentrators enrolled in a capstone CTE course that leads to employment in nontraditional fields who took an end of program assessment or who were eligible to earn a competency certificate.					

### Program Improvement Form

An LEA that does not reach 90 percent of the state-established performance level for any core indicator must submit this form. Instructions are on page 20 of the *Carl D. Perkins Career and Technical Education Improvement Act 2006, 2011–12 Request for Application*.

Perkins Program Monitoring Status (Check One)				
<b>Compliant Agency</b>	<input type="checkbox"/>	<b>Needs Improvement Agency</b>	<input type="checkbox"/>	<b>Priority Improvement Agency</b>
<b>Monitored Agency</b>	<input type="checkbox"/>			
Skip this section	Complete the table below  Action Plan required (skip this section) Download Action Plan from CDE webpage: <a href="http://www.cde.ca.gov/ci/ct/pk/forms.asp#Monitoring">http://www.cde.ca.gov/ci/ct/pk/forms.asp#Monitoring</a>			

**Note: Any issues identified during the 2010–11 Perkins Program Monitoring must be resolved before the application will be approved.**

EXAMPLE				
<b>Core Indicator:</b> (not meeting 90% level)	Explanation (Why did the LEA not meet the state-established performance level for this core indicator?): Low numbers of female students enrolled in automotive and building trades programs.  <b>Strategy to improve performance level</b> (Describe the strategy that will be used to improve the performance level for this core indicator.): Raise awareness among students and staff about non-traditional student participation.	<b>Planned activities (Describe the specific activities that will be employed to achieve the improvement strategy.):</b> 1. Meet with school counselors about non-traditional careers and student enrollment. 2. Produce handouts/brochures for students.	<b>Funding Source to be used to cover expenses:</b>  Perkins IV	<b>Amount of funding:</b>  \$200
<b>Core Indicator</b>	<b>Explanation:</b>  Strategy to improve performance level:		<b>Funding source to be used to cover expenses:</b>	<b>Amount of funding:</b>
	Planned activities:			



## SECTION IV: PROGRESS REPORT TOWARD IMPLEMENTING THE LOCAL CTE PLAN

The implementation of every LEA's local CTE plan directly affects the implementation of the State CTE Plan. Through the five-year duration of Perkins IV, 2008–2012, LEAs will report on the progress they have made toward implementation of their local CTE plan. This progress report is an opportunity to reflect on the goals outlined in the local CTE plan as well as noting the successes and challenges that occurred during the 2010–11 school year.

Additionally, the LEA should set measurable CTE outcomes for the 2011–12 school year based on what has been learned and the core indicator data reported in Section III.

LEA personnel must respond to the following prompts or questions:

1. In the 2010–11 application (Section IV, question 4), the LEA identified at least three goals from the local CTE plan on which it would focus during the 2010–11 school year. List these goals and share what progress the LEA has made toward achieving these specific goals? How has the LEA improved, enhanced, or expanded CTE for students during 2010–11?

*The three measurable outcomes from our district's CTE plan that were written up last year and became our focus in 2010–11 are as follows (in red), as well as the district's follow up on each of the goals.*

- a. *Develop curriculum and create at least one program for Green Technologies in the District—an area that the CTE Consortium has identified as highly viable for student/graduate employment by local industries (e.g., PG&E, local construction contractors, etc.)*

*The green technology class, was developed with the assistance of the Santa Cruz County Regional Occupational Program and is now being fully implemented at one of our sites, Watsonville High School. The Green Technology Careers course is part of the Environmental Science and Natural Resources Academy and was begun at WHS this school year, 2010-11. This course now is being reviewed by our CTE staff at other schools for possible inclusion in 2011-12.*

- b. *Complete and keep current the Cal-PASS reporting process so that student tracking and informational data may be studied for assessment of successful program completion, continuation of study, academic development, etc. Continue to compare the District results to that of the county and other school districts.*

*This year the district continued to provide student information data to Cal Pass, only one of two districts in Santa Cruz County that is fully participating. We set up a training that took place on Monday, April 18, 2011. Terrence Willett, Director of Analytic Applications for the Institute of Evidenced-Based Change, provided the training for the Assistant Superintendent in charge of Secondary Education, the Director of Instructional Technology and the Director of Migrant Ed Services. It is now the job of these three individuals to share the reporting features with the principals and other staff members who should be able to access this reporting information.*

- c. *Increase the participation of the District Liaison and other Advisory Committee members with the CTE Community Consortium in order to preserve the existing relationships with county CTE advocates, create useful tools and products for District programs, sustain contact with local business/industry, expand professional development opportunities, and build county-wide Pathway Advisory Committees.*

*The district has been an active participant with the Santa Cruz County CTE Community Consortium. The Assistant Superintendent in charge of Secondary Ed served on the county committee as the Principal of Watsonville High School and continued in that role in his new job as Assistant Superintendent. The Coordinator of the County CTE Consortium, Audries Blake, met with the Perkins Principals, Counselors and Assistant Superintendent on a regular basis. The district does not have its own CTE Advisory Committee and has taken the steps to begin our district committee. Several key members of local industry and representative have already been identified to serve on this Advisory Committee from post secondary higher education institutes.*

2. **During the 2010–11 school year, what opportunities were provided to teachers to ensure they were current and up to date with their own technical skills?**

*Our district offered and will continue to offer a menu of trainings for all of our teachers, including our CTE teachers. The Instructional Technology Department and the Educational Services Division collaborate to provide our teachers with relevant and up to date professional development that enhances our teachers' use of technology as a teaching and organization tool. The district received an Enhancing Education Through Teaching Grant which is now providing some staff development on the use of the iPad to input, share and review student achievement data using the iPad. The grant will continue through September 30, 2011. Some additional key trainings from the 2010-11 school year include:*

- a. *Data Team Cycles and Procedures –based on the model of Dr. Douglas Reeves*
- b. *Use of School Loop to Enhance Communication with Parents*
- c. *Use of Classroom Blogs*
- d. *Use of Smart Boards*
- e. *Intro iPhoto and iMovie*
- f. *Use of Word, PowerPoint, Excel*
- g. *Creating and Managing Teacher Webpages*

*This list is a sampling of what was offered this year. All trainings listed are ongoing in nature. The first training has been a strong emphasis of our district and has helped our teachers to access important student achievement data including CAHSEE, Star, site based formative assessment data and district instituted formative assessment data.*

3. What process is used to annually evaluate the effectiveness of the CTE programs? Who is involved in the evaluation?

*This year we had the formal review process, the Categorical Program Review. Our district wide CTE program was reviewed as well as the CTE program at one of our high schools, Pajaro Valley High School. Our state consultant visited every Perkins funded classroom in our district and gave us extensive feedback about our program. The focus was more on compliance and was also helpful when reviewing our quality. We also work in concert with our colleagues in the Regional Occupation Program when reviewing the quality of our CTE classes. Their review comes during their WASC Accreditation process, which took place during the 2009-10 school year. Finally, the site Principals of our Perkins schools and the district administrative team – the Superintendent and four Assistant Superintendents, work together in reviewing the quality of the CTE classes. We examine drop out rates, GPA's of the students in the classes, student and parent surveys. Finally, we have a thorough data team review process in place now that is aligned with Dr. Douglas Reeves research with the Lead and Learn Institute. Our data teams pursue the cycle of inquiry for a variety of data points, not just formative assessments. Although the data teams have not fully encompassed our CTE courses, we have enough inroads to see the data that is coming out of our CTE classes is showing us where improvements need to be made.*

4. Identify at least three measurable outcomes from the local CTE plan on which the LEA will focus in 2011–12. Please be specific.

- a. *Continue to extend the training for the use of Cal-Pass to site administrators and counselors so that student tracking and informational data may be studied for assessment of successful program completion, continuation of study, academic development, etc. Continue to compare the District results to that of the county and other school districts.*
- b. *Ensure that the PVUSD has an active advisory body to provide feedback about the work force needs. Presently the district is pursuing our own advisory board but the Santa Cruz County CTE Consortium is hopeful that we will not form a separate body but instead bring in a few additional representatives from business and industry in our part of the county to the Santa Cruz County CTE Consortium. Either way, we will have a viable group representing work force needs from our district. We have several willing volunteers already who represent our district's geographical area from business, industry and higher education.*
- c. *Continue to provide targeted and specific tech training to assist CTE (and other staff) with the following technological tools. This training will include, but not be limited to the following:*
  - i. *Use of the iPad or laptop to record data team cycle of inquiry data*
  - ii. *Use of scanners, document readers, smart boards to enhance our CTE teachers' instructional repertoire with tools that enhance access to a rigorous curriculum.*
  - iii. *Use of web based programs to enhance the CTE teachers' access to student progress and achievement. This will include E School Plus, School Loop, Data Director and possibly Naviance.*

**SECTION V: SEQUENCE OF COURSES TO BE FUNDED WITH PERKINS IV IN 2011-12**

Instructions are on page 22 of the *Carl D. Perkins Career and Technical Education Improvement Act of 2006, 2011-12 Request for Application*

**Only sequences of courses identified in the LEA's approved Local CTE Plan, added or modified in the previous application, or submitted in Section VII (Local CTE Plan Update) of this application can be supported by Perkins IV funds. List all CTE pathways even if they do not receive Perkins IV funds.**

Industry Sector	Career Pathway	School Site Where the Sequence Is Offered	Amount of Perkins Funding Allocated to this Sequence	Page # in Local CTE Plan
Agriculture & Natural Resources	AgriScience	WHS	\$5,213.00	
Agriculture & Natural Resources	Agriculture Mechanics	WHS	0	
Agriculture & Natural Resources	Plant & Soil	PVHS	\$14,994.00	
Transportation	Vehicle maintenance/Service/Repair	WHS	\$3,111.00	
Engineering & Design	Architectural/Structural Engineering	WHS/AVCI/AHS	\$8,188.00	
Marketing, Sales, & Services	E-Commerce	WHS	\$5,929.00	
Marketing, Sales, & Services	International Trade	WHS	\$5,929.00	
Art, Media & Entertainment	Media & Design Arts	WHS/RHS/AVCI	\$19,287.00	
Health Science & Medical Technology	Diagnostic Services	WHS	\$3,710.00	
Education, Child Development/Family Services	Child Development	WHS	\$2,500.00	
Hospitality, Tourism, & Recreation	Food Science, Dietetics and Nutrition	WHS/AHS	\$5,046.00	
Education, Child Development/Family Services	Education	WHS	\$2,500.00	
Finance and Business	Accounting	AVCI	\$3,500	
Health Science & Medical Technology	Therapeutic Services	AHS	\$4,858.00	
Building Trades Construction	Cabinetmaking & Wood Products	AHS/RHS	\$16,084.00	
Art, Media & Entertainment	Production & Managerial Arts	AHS	\$5,862.00	
Engineering & Design	Environmental & Natural Science Engineering	PVHS	\$14,994.00	
Information Technology	Information Support & Services	RHS	\$1,604.00	
Finance and Business	Banking and Related Services	RHS	\$ 0	

AHS – Aptos High School

AVCI – Academic Vocational Charter Institute

PVHS – Pajaro Valley High School

RHS – Renaissance High School

WHS – Watsonville High School

**SECTION VI  
BUDGET AND EXPENDITURE SCHEDULE  
2011-12**

Local Educational Agency (LEA): Pajaro Valley Unified School District CD Code: 44-69799

Funding Source and Purpose:  
ORIGINAL BUDGET

Select One

Total Allocation: \$130,392.00

Section 112 State Institutions

Indirect Cost Rate (percent): 2.74%

END-OF-YEAR CLAIM

Section 131 Secondary  
 Section 132 ROCP and Adult

Object Code and Budget Category	(A) Instruction (Including Career Technical Student Organizations)	(B) Professional Development	(C) Curriculum Development	(D) Transportation and Child Care for Economically Disadvantaged Participants	(E) Special Populations Services	(F) Research Evaluation and Data Development	(G) Career and Academic Guidance and Counseling for Students Participating in CTE Programs	(H) Administration or Indirect Costs	(I) Total
Percentage of grant expenditures allowed	At least 85% of the grant must be spent in these areas								
1000		\$4,500.00						Not to exceed 5% of total expenditure	\$4,500.00
2000									
3000		\$657.00							\$657.00
4000	\$89,128.00	\$2,000.00	\$5,000.00			\$4,795.00			\$100,923.00
5000	\$11,446.00	\$4,250.00	\$3,900.00			\$1,239.00			\$20,835.00
6000									
7000								\$3,477.00	\$3,477.00
Total	\$100,574.00	\$11,407.00	\$8,900.00			\$6,034.00		\$3,477.00	\$130,392.00

Instructions are on page 23 of the Carl D. Perkins Career and Technical Education Improvement Act of 2006, 2011-12 Request for Application. An Excel version of this form is available on the Perkins website at: [www.cde.ca.gov/ci/ct/pk/forms](http://www.cde.ca.gov/ci/ct/pk/forms).

**SECTION VI: Budget Narrative**

Instructions are on page 24 of the *Carl D. Perkins Career and Technical Education Improvement Act of 2006, 2011–12 Request for Application*. See Appendix D, Sample Perkins IV Budget Narrative, to see the level of detail required in the budget narrative.

OBJECT #	EXPENDITURE DESCRIPTION	AMOUNT
1000	<b>Certificated Salaries</b> <i>Provide on going staff development and planning time for instructors needed to maintain high level of course work and to better enable them to provide post secondary links for students as they do their career planning. Release staff to attend workshops, advise and support the students leadership clubs and meet with other local education committees.</i>	\$4,500.00
	<b>Subtotal for 1000 category</b>	\$4,500.00
2000	<b>Classified Salaries</b>	\$0
	<b>Subtotal for 2000 category</b>	\$0
3000	<b>Benefits</b> <ul style="list-style-type: none"> <li>▪ <i>Certificated allocation:</i>  <i>STRS (\$413.00) Medicare (\$73.00) Unemployment (\$36)</i>  <i>Workman's Comp (\$135.00)</i></li> <li>▪ <i>Classified allocation:</i></li> </ul>	\$657.00
	<b>Subtotal for 3000 category</b>	\$657.00
4000	<b>Books and Supplies</b> <i>Update software and equipment to meet current standards. Provide instructional materials and supplies aligned with state standards and provide supportive instructional materials for programs.</i>	\$100,923.00
	<b>Subtotal for 4000 category</b>	\$100,923.00
5000	<b>Services and Other Operating Expenditures:</b> <i>Repair of equipment, technology services and upgrades to meet requirements of new technology.</i>  <b>Travel and Conferences</b> <i>Travel and Conference for state and local conferences for purposes of program development, implementation, and CTE program planning.</i>	\$7,789.00  \$13,,046.00
	<b>Subtotal for 5000 category</b>	\$20,835.00
6000	<b>Capital Outlay (list items below)</b> NONE	
	<b>Subtotal for 6000 category</b>	\$0
7000	<b>Indirect Rate @ LEA Percentage (minus capital outlay)</b>	\$3,477.00
	<b>GRAND TOTAL</b>	\$130,392.00

## SECTION VII: LOCAL CTE PLAN UPDATE

Applicants may update their local CTE plans annually, if necessary. This is a good time to review local CTE plan benchmarks and make adjustments to reflect progress or additions to the CTE program. This is particularly important if:

- New courses have been added to an existing program sequence.
- New sequences of courses have been developed for an existing industry sector.
- A new industry sector and the corresponding sequences of courses have been developed.

If Perkins IV funds will be used to support any new industry sectors or courses not included in the original Local CTE Plan, or submitted with the 2010–11 application and approved by the CDE, a new sequence of courses worksheet must be completed. Go to the CDE Perkins Forms and Files Web page at <http://www.cde.ca.gov/ci/ct/pk/forms.asp> and download the Sequence of Courses Worksheet from the Local CTE Plan Forms.

Other updates to the local CTE plan can be submitted in narrative form with a reference to the Local CTE Plan chapter, section, and question.

**PAJARO VALLEY UNIFIED SCHOOL DISTRICT**



**Board Agenda Backup**

Item No: 12.9

**Date:** June 22, 2011

**Item:** Resolution #10-11-35 in Support of Federal FY 2012 Funding for the National Senior Service Corps (NSSC) – Foster Grandparent Program (FGP), Retired & Senior Volunteer Program (RSVP) & Senior Companion Program (SCP)

**Overview:** The National Senior Service Corps is funded through the federal Corporation for National & Community Service. The Corporation’s programs mobilize local senior volunteers to provide community services throughout the region. Foster grandparents mentor and tutor at-risk children and youth in preschools, schools, shelters, libraries, foster homes, and juvenile halls. Data gathered over the past fifteen years demonstrates that these programs result in measurable benefits to children and youth served. These programs directly benefit children and youth in the Aptos and Pajaro Valley areas. Federal funding for these programs is in jeopardy of significant reductions at the federal level.

**Recommendation:** Adopt Resolution 10-11-35 in support of ongoing federal funding in 2012 for National Senior Service Corps programs.

**Prepared By:** Dorma Baker, Superintendent

**Superintendent’s Signature:**

*Dorma Baker* C.S.O.





**PAJARO VALLEY UNIFIED SCHOOL DISTRICT**

**RESOLUTION # 10-11-35**

**SUPPORT FOR FEDERAL FUNDING FOR  
THE NATIONAL SENIOR SERVICE CORP PROGRAM**

**WHEREAS:** The National Senior Service Corps (NSSC) is funded through the federal Corporation for National & Community Service;

**WHEREAS:** The corporation's programs mobilize senior volunteers to provide essential community services at a time when educational, social and human service institutions everywhere are facing severe financial hardship;

**WHEREAS:** NSSC programs are effective and cost-efficient operations sustained by federal funding in partnership with local communities that provide matching funds;

**WHEREAS:** These programs mobilize an underutilized sector of the national population – seniors and retired persons - to make a difference in the lives of our communities' most vulnerable citizens.

**WHEREAS:** Foster grandparents mentor and tutor at-risk children and youth in preschools, schools, shelters, libraries, and juvenile institutions throughout the region;

**WHEREAS:** Ongoing federal funding for such programs is in jeopardy of significant reductions during the development and subsequent adoption of the federal 2012 budget; and

**NOW BE IT RESOLVED THAT:** The Board of Trustees for the Pajaro Valley Unified School District does hereby declare its support for continued federal funding for NSSC programs and services and urges local and statewide members of Congress to support full funding of such programs during 2012 federal budget deliberations.

**IN WITNESS WHEREOF,** I hereunto set my hand and cause the seal of the Pajaro Valley Unified School District to be affixed this 22<sup>nd</sup> day of June, 2011.

**PASSED AND ADOPTED ON WEDNESDAY, JUNE 22, 2011 BY THE FOLLOWING**

**VOTE: AYES: \_\_\_\_; NAYS: \_\_\_\_; ABSTENTIONS: \_\_\_\_; ABSENT: \_\_\_\_**

\_\_\_\_\_  
Willie Yahiro, President of the Board



PAJARO VALLEY  
UNIFIED SCHOOL  
DISTRICT

*Dorma Baker*  
*Superintendent*

June 23, 2011

The Honorable \_\_\_\_\_  
XXXXXXXXXX  
XXXXXXXXXX

**RE: FFY 2012 Funding for the National Senior Service Corps (NSSC)**

Dear \_\_\_\_\_:

On behalf of the Board of Trustees for the Pajaro Valley Unified School District (PVUSD), I am writing to express the board's strong support for the National Senior Service Corps Program. We urge members of Congress to continue funding the federal allotment to this program in the upcoming federal fiscal year.

The program is funded through the federal Corporation for National & Community Service. The corporation's programs mobilize thousands of senior volunteers across the country to provide essential community services at a time when educational, social and human service institutions nationwide are facing severe financial challenges.

NSSC programs are among the most effective and cost-efficient operations sustained by federal funding in partnership with local communities that provide matching funds. These programs mobilize an underutilized sector of the national population – senior citizens – to make positive differences in the lives of our most vulnerable citizens.

The PVUSD board of trustees recognizes the positive impact of the Seniors Council Foster Grandparent Program that has operated in Monterey, San Benito, Santa Clara, and Santa Cruz Counties for a generation. Over 240 seniors provide more than 200,000 hours of one-on-one volunteer service annually to over 2,000 at-risk youth in the four county area.

Foster Grandparents mentor and tutor at-risk children and youth in preschools, schools, shelters, libraries, and juvenile halls in our region. Fifteen years of teacher assessment surveys demonstrate that children and youth served under this program improve their academic performance and social behavior by 75 percent and more because of direct foster grandparent intervention, thereby guaranteeing their promotion to the next grade level

The PVUSD board of trustees understands that we are in an era when tough choices have to be made about federal funding of social services. But the evidence clearly shows that foster grandparent volunteers provide an essential and unduplicated service at very low cost.

We urge you to give the Programs of the National Senior Service Corps your full support during the Federal Fiscal Year 2012 funding process.

Thank you for your consideration. Should you or staff have questions regarding this matter, please contact the district's superintendent Dorma Baker at 831 786-2100.

Sincerely,

Willie Yahiro, President  
Board of Trustees

**Board of Trustees**

Willie Yahiro  
President

Doug Keegan  
Vice-President/Clerk

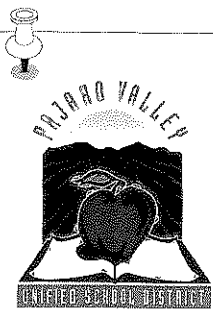
Karen Osmundson

Sandra Nichols

Leslie De Rose

Jeff Ursino

Kim De Serpa



## Board Agenda Backup

Item No: 12.10

Date: June 22, 2011

Item: Update Authorized District Signatures on Record (Resolution 10-11-36)

Overview: This resolution is to update and validate the current district employees authorized to sign documents on behalf of the Pajaro Valley Unified School District for fiscal year 2011-2012 as required by the County Office of Education and Ed. Code 42633.

Rationale: Authorized signatures on record must be updated to comply with Education Code 42633 annually and to reflect the current administration and staff. Documents covered in this resolution include Bill Warrants, Checking & Savings Account documents, County documents, Reports, and Contracts.

Recommendation: Approve Resolution and Change Signatories as recorded.

Budget Considerations:

Funding Source: None

Budgeted: Yes  No

Amount: None

Prepared By: Helen Bellonzi

Helen Bellonzi, Director of Finance

Superintendent Signature: \_\_\_\_\_

*B. W. [Signature]* C.B.O.

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

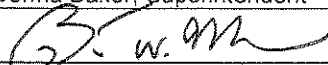

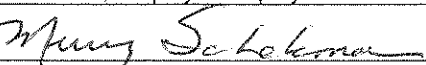
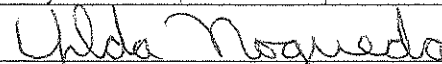
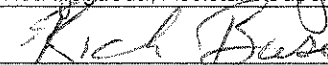

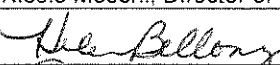
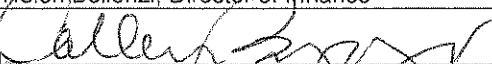


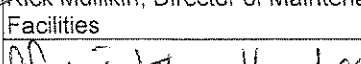
Resolution No. 10-11-36

AUTHORIZED SIGNATURES

WHEREAS, the Board of Trustees of the Pajaro Valley Unified School District, in order to comply with Education Code 42633 to delegate power to contract.

DOES HEREBY RESOLVE TO permit the officials and employees of the above-named organization in whose titles and signatures are listed below, to sign as specified below, any and all reports, documents, bank accounts and / or contracts as listed in the Resolution, provided, however, that no contract made pursuant to such delegation and authorization shall be valid or constitute an enforceable obligation against the District unless and until the same shall have been approved or ratified by the Governing Board.

NOW, THEREFORE, BE IT RESOLVED that the following are true signatures of hand of the above authorized

Signature Name/Title	*** See Key Below ***							
	A	B	C	D	E	F	G	H
Dorma Baker, Superintendent	X	X	X	X	X	X	X	X
 Brett McFadden, Chief Business Official	X	X	X	X	X	X	X	X
 Albert Roman, Assistant Superintendent/ Personnel, Employer/Employee Relations	X	X	X	X	X	X	X	X
 Murry Schekman, Assistant Superintendent	X	X	X	X	X	X	X	X
 Ylida Noguera, Assistant Superintendent	X	X	X	X	X	X	X	X
 Rich Buse, Director of Purchasing			X			X		
 Nicole Meschi, Director of Food Services			X	X				
 Helen Bellonzi, Director of Finance	X	X	X	X	X		X	X
 Colleen Bugayong, Accounting Supervisor	X	X			X			
 Nita Black, Payroll Supervisor	X	X			X			
 Rick Mullikin, Director of Maintenance, Operations and Facilities			X	X				
 Christina Koda, Senior Accountant	X	X			X			

A=BILL WARRANTS (Includes Wire Transfer in lieu of a Bill Warrant)  
 B=CHECKING & SAVINGS  
 C=CONTRACTS & AGREEMENTS  
 D=GOVERNMENT PROJECTS

E=PAYROLL DOCUMENTS AND ACCOUNTING DOCUMENTS  
 F=PURCHASE & BID DOCUMENTS  
 G=COUNTY DOCUMENTS  
 H=REPORTS

PASSED AND ADOPTED by the Board of Trustees of the Pajaro Valley Unified School District, County of Santa Cruz, State of California, this 23rd day of June, 2011, by the following vote:

AYES \_\_\_\_\_ NOES \_\_\_\_\_ ABSENT \_\_\_\_\_

Attest

\_\_\_\_\_  
 Willie Yahiro  
 President, Board of Trustees

\_\_\_\_\_  
 Karen Osmundsonbug  
 Vice President/Clerk, Board of Trustees



## Board Agenda Backup

Item No: 14.1

**Date:** June 22, 2011

**Item:** Child Development Self Review Goals.

**Overview:** PVSUD Child Development Programs in the Child Development / Early Childhood Education Department currently offer early care and education services to over 530 children in fourteen state licensed centers. Funding for these programs is provided by California Department of Education Child Development Division Program funding terms and conditions require an annual self review by all contracts and programs. Goals for this self review are set after a comprehensive review is done on classroom quality using the Environmental Rating Scale, Child Outcome data from Desired Results Developmental Profile, and Parent Surveys. .

**Recommendation:** Review by Board. No action needed.

**Budget Considerations:**

**Funding Source:** California Dept. of Education/ Child Development Division

**Budgeted:** Yes:  No:

**Amount:**

**Prepared By:** Kathy Lathrop Director, Early Childhood Education / Child Development

**Superintendent's Signature:**


*Dorinda Baker (AA)*

COPY

Child Development Division  
 California Department of Education  
 (Revised March 2011)

CD 4000  
 Page 1 of 2

**Agency Annual Report**

<b>Agency's Legal Name</b>		Pajaro Valley Unified School District	
<b>Vendor Number</b> 6979	<b>Contract Type</b>		<b>CDS Code</b>
	<input type="checkbox"/> CSPP <input checked="" type="checkbox"/> CCTR <input type="checkbox"/> CFCC <input type="checkbox"/> CHAN <input type="checkbox"/> CMIG		<input type="checkbox"/> Cal-SAFE
<b>Person Authorized to Sign Report</b>		Kathy Lathrop	
<b>Telephone Number</b>		( 831) 786- 8271	
<b>Cal-SAFE Coordinator</b>			
<b>Telephone Number</b>			
<b>Date Program Self-Evaluation Completed</b>		May 28, 2011	
<b>Number of Classrooms Reviewed</b>	1	<b>Number of Family Child Care Homes Reviewed</b>	18
<b>Describe the Annual Report Process</b>			
<p>Karen Hamman has conducted FCERS on family childcare home sites and gave providers action plans on any areas needing improvement. Children in Family Child Care Home Services receive an DRDP assessment in which providers share observations with childcare support staff. Child care support staff score DRDP's Families and providers conference to review child's developmental progress.</p> <p>Parent Survey collection is in process. This information will be added to goals for agency in this contract area as relevant.</p> <p>Freedom Children's Center program has eight Kindergarten children enrolled. ECERS goals for this classroom are included in CSPP report.</p>			
<p><b>A copy of the Program Self-Evaluation will be been presented to the Agency Board on Date June 22, 2010</b></p>			
<b>Statement of Completion</b> I certify that a Program Self-Evaluation was completed.		<b>Signature</b>  <b>Name and Title</b> Kathy Lathrop Director Early Childhood Education/ Child Development	<b>Date</b> 6/1/11

**Attestation of Qualified Staff and Ratio Requirements**

<b>Contractor Name</b> Pajaro Valley Unified School District			
<b>Vendor Number and/or CDS Code</b>	44- 6979	<b>Contract Type and/or Cal-SAFE</b>	<b>CCTR</b>

The following documentation will be kept in the contractor's files, updated as necessary, and made available to CDD staff upon request:

- Current Personnel Roster (CD 3701) form attached to a current, comprehensive list of all personnel assigned to each classroom
- Copies of current permits, credentials, or temporary county certificates
- Copies of waivers, if applicable, for the Program Director or Site Supervisor(s)


(California Education Code (EC) sections 8203[g], 8208[v][aa][af], 8244, 8264.5, 8264.7, 8360-8361, 8463[j][m], California Code of Regulations, Title 5 (5 CCR), sections 18203, 18205-18207, and 18295)

The above named contractor maintains at least the following minimum ratios at all sites and these ratios shall be determined based on actual attendance.

Age Group	Adult:Child	Teacher:Child
Infants (Birth to 18 months)	1:3	1:18
Toddlers (18+ up to 36 months)	1:4	1:16
Preschool (36+ up to Kindergarten)	1:8	1:24
School-Age (Kindergarten and above)	1:14	1:28

(EC sections 8203, and 8264.7-8264.8; 5 CCR, sections 18013[d], 18135, and 18290)

I attest under **penalty of perjury** that all applicable staff-child ratios are met for each age group and classroom and that all program staff is qualified for the position held.

<b>Signature of Authorized Representative authorized to sign Annual Report</b>		<b>Date</b> 6/3/11
<b>Printed name and title of Authorized Representative</b>	Kathy Lathrop <b>Title: Director Early Childhood Education, Child Development</b>	<b>Phone Number</b> (831) 786-8370

**Environment Rating Scale Summary of Findings**

<b>Contractor/Center:</b> Pajaro Valley Unified School District Family Child Care Network	<b>Classroom/Family/Child Care Home:</b> Family Childcare Homes
<b>Contract Type:</b> CCTR	<b>Planning Date:</b> 5/27/11
<b>Planner's Name and Position:</b> Karen Hamman, FCCH Coordinator	<b>Follow-up Date:</b> 09/1/11
<b>Planner's Name and Position:</b> Kathy Lathrop Director ECE/ Child Development	<b>Planner's Name and Position:</b>

<b>Item (Classroom/Family Child Care Home Education Level) or Sub-Scale Average (Agency Level)</b>	<b>Key Findings from Environment Rating Scale</b>	<b>Action Steps (Include materials, training needs, any changes to schedules, space, and supervision.)</b>	<b>Expected Completion Date and Persons Responsible</b>	<b>Follow-Up (Changes made, date completed, and time extended.)</b>
Subscale #2 Personal Care Routines. The average across homes was 4.80.	Forty-Five percent of the Providers scored below a 5 in Personal Care routines.	Providers need additional training on health, safety and sanitation. Family Child Care Support Staff will continue the Infant Toddler Forum Quarterly at the district office. Topics to be covered will include Preventing the Spread of Communicable Diseases, and Creating Safe Outdoor Environments for Infants and Toddlers.	Ongoing	



<p>Subscale #4 Activities The average across homes was 5.19</p>	<p>Twenty-eight percent of the providers scored below a 5 in Activities.</p>	<p>Providers need additional training in providing opportunities for children to learn about Science and Nature. Karen Hamman will coordinate a training that will include information on how to create a science area and science activities for Toddlers. The FCCERS also showed that additional training is needed in Promoting Acceptance of Diversity. Karen Hamman will ask Wilma Gold to present a training on this topic and will have English to Spanish interpretation available.</p>	<p>10/31/11          12/30/11</p>	
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Use as many sheets as necessary to address key findings for all items scored below "5" (at the Classroom/Family Child Care Home Education level) and/or all subscale averages below "5" (at the agency level).


Desired Results Program Action Plan

<b>Contractor/Center:</b> Pajaro Valley Unified School District		<b>Classroom/Family/Child Care Home:</b> FCCH Network	
<b>Contract Type:</b> CCTR		<b>Planning Date:</b> 5/27/11	
<b>Planner's Name and Position:</b> Karen Hamman, FCCH Coordinator		<b>Follow-up Date:</b> 10/15/11	
<b>Planner's Name and Position:</b>		<b>Planner's Name and Position:</b>	
<b>Program Findings (What you identified as needing improvement)</b> Providers need training on Identifying and Responding to Separation Anxiety.  Forty Five percent of the FCCERS showed a need for improvement in Personal Care Routines. Providers need additional training on health, safety and sanitation.			
<b>Program Goal (What you want to accomplish.)</b> Providers need additional training on Promoting Acceptance of Diversity.			
<b>Objectives (How you will accomplish the goal.)</b> Continue PITC training for providers.		<b>Expected Completion Date and Persons Responsible</b> Karen Hamman, FCCH Coordinator  August 2012	
Train providers on Infant/Toddler development and care.		8 Providers began training in 3/2011 and will complete training 8/2012	
Train providers on proper health, safety and sanitation procedures when caring for infants.		Karen Hamman Ongoing Forum  Dates: 6/16/11, 9/8/11, 12/1/11, 3/15/12	

	<p>assistance on sanitation. Visits to homes by PVUSD staff will check these areas on regular basis.</p>		
<p>Provide training on identifying and responding to separation anxiety in Infants and Toddlers.</p>	<p>Plan and implement training on Separation Anxiety-why infants and toddlers experience this and what providers can do to help. Invite Early Head Start staff to present in this area .</p>	<p>Karen Hamman  9/8/11</p>	
<p>Provide training and materials on Promoting Acceptance of Diversity.</p>	<p>Karen Hamman will ask Wilma Gold to present a training on Promoting Acceptance of Diversity and will purchase materials for FCCH Homes that reflect diversity including books, pictures and toys that show people of varying ages, races, genders and abilities,.</p>	<p>Karen Hamman  12/30/11</p>	

**Agency Annual Report**

<b>Agency's Legal Name</b>		Pajaro Valley Unified School District	
<b>Vendor Number</b> 6979	<b>Contract Type</b>		<b>CDS Code</b>
	<input checked="" type="checkbox"/> CSPP <input type="checkbox"/> CCTR <input type="checkbox"/> CFCC <input type="checkbox"/> CHAN <input type="checkbox"/> CMIG		<input type="checkbox"/> Cal-SAFE
<b>Person Authorized to Sign Report</b>		Kathy Lathrop	
<b>Telephone Number</b>		( 831) 786- 8271	
<b>Cal-SAFE Coordinator</b>			
<b>Telephone Number</b>			
<b>Date Program Self-Evaluation Completed</b>		May 28, 2011	
<b>Number of Classrooms Reviewed</b>	16	<b>Number of FCCH</b>	0
<p><b>Describe the Annual Report Process</b> PVUSD conducted all components of the Self Review Process: DRDP for each child in service, Family Survey, ECERS and CPM. The agency was visited by CDD the first week in April. All aspects of program was thoroughly reviewed by PVUSD Agency preparing for the CPM/ CPU visit and in completing Action Plan following the visit. Self Review processes for end year report are detailed below</p> <p>All 12 sites for this contract (2 full day CSPP Sites Watsonville Children's Centers, and 8 half day state preschool sites; 12 sessions ), reviewed their data from DRDP and submitted DRDP summary goals for their classrooms. These were reviewed, along with agency level data patterns in determining agency goals. Each class will submit progress on their individual site goals to district by December 2012. Agency goals evidence will be collected as per dates in reports.</p> <p>PVUSD invested in hiring a trained ECERS consultant Carolyn Flores to complete ECERS on 11 sites. Karen Hamman completed ECERS on Watsonville Children's Center, Karen is also ECERS Trained. Shellie MacColl conducted an ECERS during the CPM which is also used for this self review report.</p> <p>Carolyn visited each classroom for over 3 hours followed by individual conference debriefing with sites. She was invited to the state preschool All About Learning meeting in May with sites as a group to discuss patterns of findings. She will conduct additional trainings for the agency in the fall and meet with sites to complete action plans provided for each site. Findings from ECES will be used in conjunction with DRDP data for Agency Goals 2011-2012.</p> <p>Parent Survey was very positive again this year. PVUSD has been working on providing community information to parents through various means. There were some sites with parents expressing further interest, so PVUSD will refine this goal further and add classroom displays to activities to provide continual access to information provided to parents at registrations and in classroom orientations.</p> <p>Finally, areas under review in enrollment process and Action plan activities submitted to CDD will continue to address PVUSD operations in the area in family file compliance . These area's are detailed in CPU / CPM report from April.</p>			

<b>A copy of the Program Self-Evaluation will be/has been presented to the Agency Board on Date June 22, 2011</b>		
<b>Statement of Completion</b> I certify that a Program Self-Evaluation was completed.	<b>Signature</b>  <b>Name and Title</b> Kathy Lathrop Director Early Childhood Education/ Child Development	<b>Date</b> 6/3/11

Environment Rating Scale Summary of Findings

<b>Contractor/Center:</b> PVUSD	<b>Classroom/Family/Child Care Home:</b> State Preschools
<b>Contract Type:</b> CSPP	<b>Planning Date:</b> 05/31/11
<b>Planner's Name and Position:</b> Kathy Lathrop, CD Director	<b>Follow-up Date:</b> January 30, 2012
<b>Planner's Name and Position:</b> Karen Hamman, Centers Coordinator	<b>Planner's Name and Position:</b> Carolyn Flores Consultant

Item (Classroom/Family Child Care Home Education Level) or Sub-Scale Average (Agency Level)	Key Findings from Environment Rating Scale	Action Steps (Include materials, training needs, any changes to schedules, space, and supervision.)	Expected Completion Date and Persons Responsible	Follow-Up (Changes made, date completed, and time extended.)
Personal Care Routines Agency Average 4.33	Proper sanitation procedures were not always followed by staff and children. Hand washing by children and staff after meals and upon arrival was not consistently practiced. Tables and same sink for hand washing	Admin will revisit hand washing and sanitation procedures with all staff and provide handouts. Admin will monitor sites for compliance.	6/03/11  Kathy Lathrop, Karen Hamman, Carolyn Flores	Carolyn Flores met with Site Supervisors as a group and individually to address issues. Staff were given handouts on hand washing and sanitation. Admin will continue monitoring to ensure sites are in compliance.

<p>Language and Reasoning Agency Average 4.29</p>	<p>was not properly sanitized.</p>	<p>Informal reading was not observed at 3 sites and most sites did not have books reflecting people of varying abilities available. Materials that encourage communication were not accessible in a variety of interest areas. Staff were not observed using language to help children develop logical connections or expand their thinking.</p>	<p>Admin ordered books that reflect people of varying abilities for all sites. Sites will utilize volunteers for informal reading throughout the day. Site Supervisors will add more materials that encourage communication to multiple areas- puppets, people and animals in block area, dramatic play materials outside etc. See Agency Goal on Language and Reasoning for additional plans.</p>	<p>All Admin Kathy Lathrop, Kim Sweeney, Karen hamman, Site Supervisors</p>	<p>Carolyn Flores met with Site Supervisors as a group and individually to address issues. Books that reflect people of varying abilities were purchased and distributed to all sites.</p>
<p>Activities Agency Average 3.46</p>	<p>19. Not all sites had 3-5 examples from the 4 types of fine motor materials accessible for a</p>	<p>Admin will: • Create ECERS "recipe cards" for Fine Motor, Science, Math, Music, Block Area and Dramatic Play to guide staff in choosing materials to put out that</p>			

	<p><u>substantial portion of the day.</u></p> <p>20. Many sites did not have many and varied art materials accessible for a <u>substantial portion of the day.</u></p> <p>21. Many sites did not have a variety of music and music materials accessible to children.</p> <p>22. Block Area was not accessible for a <u>substantial portion of the day</u> at all sites.</p> <p>23. Not all sites had sand or water available to children at least one hour daily.</p> <p>24. Dramatic Play</p>	<p>reflect diversity and address varying skills and abilities.</p> <ul style="list-style-type: none"> <li>• Review and assist in revising daily schedules of sites that are not meeting the substantial portion of the day requirement.</li> <li>• Create resource classrooms with any needed materials to improve concept development in math and science ( may include other activity – content areas )</li> <li>• Set up teacher work area for homemade materials at district office</li> <li>• Share slides of excellent classroom areas</li> <li>• Develop background knowledge in areas through assigned reading in All About ECERS, CA CDD Foundations and CA CDD Frameworks and other professional literature</li> <li>• Coordinate ECERS Training with Carolyn Flores ( Lang. Reasoning, Science, meeting substantial portion of day- Indoor / Outdoor Classroom</li> <li>• Create Implementation</li> </ul>	<p>January 2012</p>	
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	<p>areas at many sites did not have props for at least two different themes and many and varied materials including male-specific dress-up clothes available for a <u>substantial portion of the day.</u></p> <p>25. Most sites had science materials available, but not all sites had many materials and activities from the three categories accessible for a <u>substantial portion of the day.</u></p> <p>26. 3-5 math materials from each of the four categories: counting, measuring, and learning shape</p>	<p>Contracts</p> <ul style="list-style-type: none"> <li>• Do Walk Through with Feedback</li> <li>• Have Theme planning nights – embed focus in content</li> <li>• Purchase additional materials as needed.</li> </ul>		
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	<p>and size not available at all sites for a substantial <u>portion of the day.</u></p> <p>28. Materials at multiple sites did not meet the "many" and "all" required categories for diversity. Materials were not always visible and at some sites did not reflect varying genders and abilities as well as ages, cultures and races.</p>			
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Use as many sheets as necessary to address key findings for all items scored below "5" (at the Classroom/Family Child Care Home Education level) and/or all subscale averages below "5" (at the agency level).

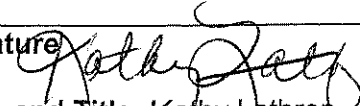
**Desired Results Program Action Plan**

<b>Contractor/Center:</b> Pajaro Valley Unified School district	
<b>Contract Type :</b> CSPP	<b>Planning Date:</b> May 25, 2011
<b>Planner's Name and Position:</b> Kathy Lathrop Director Early Childhood Education/ Child Development	<b>Follow-up Date:</b> January 30, 2012
<b>Planner's Name and Position:</b> Karen Hamman Coordinator Children's Centers	<b>Planner's Name and Position:</b> Kim Sweeney Coordinator Child Development
<b>Program Findings (What you identified as needing improvement)</b>	<p>CSPP classrooms goals for next year can be broadly stated as a organizational re-orientation and refinement on the importance of play for logical mathematical development, language and reasoning.</p> <p>ECERs data indicates that several areas that contribute to this development need focus (# 17 Lang Reasoning Ave 3.18,#26 Math Number 2.90, #25 Nature Science 3.8 ) Providing children with specific activities and materials in these areas as well as focused teacher interactions to point out and expand children's thinking is needed. There is wonderful overlap between ECERS and DRDP Cognitive measures and Math measures in this area as well as science, art, and music .All areas that have been requested by teachers and observed by administration as needing vitalized. Interestingly, Cognitive measures are not low however on DRDP, Average 4-5 child headed to Kinder is 3.4. Cognitive measures 27 to 31)</p>

Program Goal (What you want to accomplish.)	Objectives (How you will accomplish the goal.)	Expected Completion Date and Persons Responsible	Follow-Up (Changes made, date completed.)
<p>Increase staff knowledge and effectiveness in development of language and reasoning and cognitive skills with focus on area math.</p>	<p>Provide training &amp; implementation plans for staff</p> <ul style="list-style-type: none"> <li>• Workshops with district Math Expert</li> <li>• ECERS Training with Carolyn Flores ( Lang. Reasoning, Science, Meeting substantial portion of day- Indoor / Outdoor Classroom</li> <li>• Implementation Contracts</li> <li>• Walk Through Feedback</li> <li>• Theme planning nights -- embed focus in content</li> </ul>	<p>Administration and site staff. Kathy Lathrop, Karen Hamman, Kim Sweeney Site Supervisors All January 2012</p>	
	<p>Improve classroom environments in science / math</p> <ul style="list-style-type: none"> <li>• Resource Classrooms with any needed materials to improve concept development in math and science ( may include other activity -- content areas )</li> <li>• Set up teacher work area for homemade materials at district office</li> <li>• Create recipe cards for classroom areas to remind staff to include ECERS specified range and types of materials</li> <li>• Share slides of excellent classroom areas</li> </ul>	<p>Administration and site staff. Kathy Lathrop Site Supervisors All January 2012</p>	
	<p>Develop background knowledge in areas through reading in All About ECERS, CA CDD Foundations and CA CDD Frameworks and other professional</p>	<p>Administration and site staff. Kathy Lathrop, Karen Hamman, Kim</p>	

	literature	Sweeney Site Supervisors January 2012	
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**Agency Annual Report**

<b>Agency's Legal Name</b>		Pajaro Valley Unified School District	
<b>Vendor Number</b> 6979	<b>Contract Type</b>		<b>CDS Code</b>
	<input type="checkbox"/> CSPP <input type="checkbox"/> CCTR <input type="checkbox"/> CFCC <input type="checkbox"/> CHAN <input checked="" type="checkbox"/> CMIG		<input type="checkbox"/> Cal-SAFE
<b>Person Authorized to Sign Report</b>		Kathy Lathrop	
<b>Telephone Number</b>		( 831) 786- 8271	
<b>Cal-SAFE Coordinator</b>			
<b>Telephone Number</b>			
<b>Date Program Self-Evaluation Completed</b>		May 28, 2011	
<b>Number of Classrooms Reviewed</b>	3	<b>Number of Family Child Care Homes Reviewed</b>	0
<b>Describe the Annual Report Process</b>			
<p>Maria Flores coordinated the data gathering process for the CMIG center on Buena Vista Children's Center for this year's self review. Maria conducted an ECERS on each site. DRDP - 2010 assessments were conducted on each child. Data from DRDP was reviewed by Maria and staff and goals were set for the program. Areas of the goals that matched overall agency work for next year are selected in for the DRDP goal being submitted in this report.</p> <p>Parent gave input with parent survey. No outstanding needs were identified.</p> <p>These goals will be reported to PVUSD School Board on June 22, 2011</p>			
<p><b>A copy of the Program Self-Evaluation will be been presented to the Agency Board on Date J une 22, 2010</b></p>			
<b>Statement of Completion</b> I certify that a Program Self-Evaluation was completed.		<b>Signature</b>  <b>Name and Title</b> Kathy Lathrop Director Early Childhood Education/ Child Development	<b>Date</b>

Environment Rating Scale Summary of Findings

<b>Contractor/Center:</b>	Classroom/Family/Child Care Home:
Pajaro Valley Unified School District / Buena Vista Children's C.	Infants
<b>Contract Type:</b>	<b>Planning Date:</b>
CMIG	April 26, 2011
<b>Planner's Name and Position:</b>	<b>Follow-up Date:</b>
Maria R. Flores Site Supervisor	October 15, 2011
<b>Planner's Name and Position:</b>	<b>Planner's Name and Position:</b>
Francisca Morales Teacher	Teresa Cabrera

Item (Classroom/Family Child Care Home Education Level) or Sub-Scale Average (Agency Level)	Key Findings from Environment Rating Scale	Action Steps (Include materials, training needs, and any changes to schedules, space, and supervision.)	Expected Completion Date and Persons Responsible	Follow-Up (Changes made, date completed, and time extended.)
Activities Dramatic Play Item # 20 Score 4	Need dress-up clothes that appropriate are for toddlers	Purchase, gather, and make materials to enrich the dramatic infant play area such as: Dress -up clothes, hats and pauuelos.	July, 2011 Maria Flores	<i>[Signature]</i>
Activities Science Item # 22 Score 4	Need more accessories to identify the nature and define the science area	Define an area devoted to science themes. Material will be purchased to enrich science area, such as: books, rocks, and seed pod. Living insects to care for and observe will be included in science area. <i>(7/15/11) [Signature]</i>	Maria Flores All staff On going	
Furniture for routine care and play Item # 2 Score 4	Lock of adult seating for use in routine care.	Purchase adult comfortable and appropriate chairs for infant teachers.	July, 2011 Maria Flores	


Use as many sheets as necessary to address key findings for all items scored below "5" (at the Classroom/Family Child Care Home Education level) and/or all subscale averages below "5" (at the agency level).



Environment Rating Scale Summary of Findings

<b>Contractor/Center:</b> P.V.U.S.D. – BUENA VISTA CHILDREN'S CENTER	<b>Classroom/Family/Child Care Home:</b> Toddlers
<b>Contract Type:</b> CMIG	<b>Planning Date:</b> April 25, 2011
<b>Planner's Name and Position:</b> Maria R. Flores	<b>Follow-up Date:</b> October 20, 11
<b>Planner's Name and Position:</b> Francisca Morales Teacher	<b>Planner's Name and Position:</b> Elena Reynoso / Maria Lourdes Rodriguez

Item (Classroom/Family Child Care Home Education Level) or Sub-Scale Average (Agency Level)	Key Findings from Environment Rating Scale	Action Steps (Include materials, training needs, and any changes to schedules, space, and supervision.)	Expected Completion Date and Persons Responsible	Follow-Up (Changes made, date completed, and time extended.)
Dramatic play Item 20 Score 4	Dramatic play area Lack of props related to school curriculum More dress-up clothes needed	Purchase, gather and make materials to enrich the dramatic play area. Props or materials will be available for free choice and during direct activity time.	Maria Flores All staff On going	
Nature / Science Item 22 Score 4	Staff needs to provide more opportunities to interact with indoor nature science.	Staff, children and parents will be encouraged to bring in natural and living items to enrich the science area : Natural objects (e.g. rocks, pebbles, etc.) Living things (e.g. home plants, pets, etc.) We will have themed science-based displays.	Maria Flores All staff On going	


Use as many sheets as necessary to address key findings for all items scored below "5" (at the Classroom/Family Child Care Home Education level) and/or all subscale averages below "5" (at the agency level).

Environment Rating Scale Summary of Findings

<b>Contractor/Center:</b> Pajaro Valley Unified School District / Buena Vista Children's C.	<b>Classroom/Family/Child Care Home:</b> 4-5 Classroom
<b>Contract Type:</b> CMIG	<b>Planning Date:</b> April 26, 2011
<b>Planner's Name and Position:</b> Maria R. Flores Site Supervisor	<b>Follow-up Date:</b> October 15, 2011
<b>Planner's Name and Position:</b> Maria Medina	<b>Planner's Name and Position:</b> Alejandrina Rocha

Item (Classroom/Family Child Care Home Education Level) or Sub-Scale Average (Agency Level)	Key Findings from Environment Rating Scale	Action Steps (Include materials, training needs, and any changes to schedules, space, and supervision.)	Expected Completion Date and Persons Responsible	Follow-Up (Changes made, date completed, and time extended.)
Activities Subscale Item 27 Use of computer Score 4	Children didn't have regular access to computer throughout the season	Staff will rearrange classroom and define an area for small table with 2 computers. Children will have access to computer at least twice a week during afternoon schedule (free choice activity). Staff will provide appropriate and interesting educational games according to classroom theme.	Maria Flores And staff May 2011	
Activities Subscale Item 28 Promoting acceptance of diversity Score 4	Not enough books, pictures and props representing various cultures	Staff will add more books, pictures and props to enrich the designated areas. Staff will rotate props according to theme.	All staff May -- Oct, 2011 On going	
Parents and Staff Item 39 Provisions for professional needs of	Lack of storage for personal belongings	Provide more storage for personal belongings by..	July 2011	

staff Score 2					


Use as many sheets as necessary to address key findings for all items scored below "5" (at the Classroom/Family Child Care Home Education level) and/or all subscale averages below "5" (at the agency level).

Desired Results Program Action Plan

<b>Contractor/Center:</b> Pajaro Valley Unified School District			
<b>Contract Type and/or Cal-SAFE:</b> CMIG		<b>Planning Date:</b> May 25, 2011	
<b>Planner's Name and Position:</b> Kathy Lathrop Director Early Childhood Education/ Child Development		<b>Follow-up Date:</b> <i>October 2011</i>	
<b>Planner's Name and Position:</b> Maria Flores Site Supervisor Buena Vista Children's Center		<b>Planner's Name and Position:</b> Kim Sweeney Coordinator Child Development	
<p><b>Program Findings (What you identified as needing improvement)</b></p> <p>CMIG program Preschool classroom, has identified Math as focus area in DRDP Summary of findings. Focus on lessons for Math and classroom environment will improve this area. DRDP Cognitive measures and math measures overlap with ECERS activity and language and reasoning concepts all areas that have been requested by teachers and observed by administration as needing vitalized. The infant classroom will review DRDP information for individualization. Infant Toddler Guidelines will be reviewed.</p>			
<b>Program Goal (What you want to accomplish.)</b>	<b>Objectives (How you will accomplish the goal.)</b>	<b>Expected Completion Date and Persons Responsible</b>	<b>Follow-Up (Changes made, date completed.)</b>
Increase staff knowledge and effectiveness in development of language and reasoning and cognitive skills with	<p>Provide training &amp; implementation plans</p> <ul style="list-style-type: none"> <li>Workshops on Math</li> <li>Have consultant conduct ECERS on BVCC 4/5 Classroom and include staff in CSPP trainings with Carolyn Flores</li> </ul>	Administration and site staff. Kathy Lathrop, Karen Hamman, Kim Sweeney Site Supervisors All January 2012	

<p>focus on area math, but including other activity areas as well.</p>	<p>(Lang. Reasoning, Science)</p> <ul style="list-style-type: none"> <li>• Walk Through Feedback</li> <li>• Theme planning nights -- embed focus in content</li> </ul> <p>Improve classroom environments in math</p> <ul style="list-style-type: none"> <li>• Ensure classrooms have resource materials to improve concept development in math and science</li> <li>• Review existing LEAP curriculum for activities</li> <li>• Create recipe cards for classroom areas to remind staff to include ECERS specified range and types of materials</li> <li>• Share slides of excellent classroom areas</li> </ul> <p>Develop background knowledge through reading in All About ECERS, CA CDD Foundations and CA CDD Frameworks and other professional literature</p>	<p>Administration and site staff. Kathy Lathrop</p> <p>Site Supervisors All January 2012</p>	
		<p>Administration and site staff. Kathy Lathrop, Karen Hamman, Kim Sweeney</p> <p>Site Supervisors All January 2012</p>	

Agency Annual Report

<b>Agency's Legal Name</b>		Pajaro Valley Unified School District	
<b>Vendor Number</b> 44-69799	<b>Contract Type Cal-SAFE</b>		<b>CDS Code</b>
	<input type="checkbox"/> CSPP <input type="checkbox"/> CCTR <input type="checkbox"/> CFCC <input type="checkbox"/> CHAN <input type="checkbox"/> CMIG		<input checked="" type="checkbox"/> Cal-SAFE
<b>Person Authorized to Sign Report</b>		Kathy Lathrop	
<b>Telephone Number</b>		831-786-8270	
<b>Cal-SAFE Coordinator</b>		Lisa Sandoval	
<b>Telephone Number</b>		831-786-8273	
<b>Date Program Self-Evaluation Completed</b>		May 16, 2011	
<b>Number of Classrooms Reviewed</b>	1	<b>Number of Family Child Care Homes Reviewed</b>	0
<p><b>Describe the Annual Report Process</b>                  PVUSD Cal-SAFE has conducted an annual self- review for all previous years of operation. All Cal-SAFE children were assessed utilizing the DRDP- 2010 instrument. The Infant Development Center (IDC) at Watsonville High School was the exclusive site for Cal-SAFE childcare funding in 2010-2011 school year. The CDD parent survey was given to all IDC parents. Results from the DRDP assessments and parent survey were compiled on CDD summary reports by Lisa Sandoval Cal-SAFE Coordinator and Esperanza Aceves IDC Site Supervisor. These reports were turned into director Kathy Lathrop for review and submission to the stae</p> <p>The Center was ITERized this year! Early Head Start staff conducted two separate ITER's. Action plans were developed for areas in need of improvement. As well Shellie MacColl conducted ITER review and debriefing as part of CPM. The quality of the program is evident in the data from these two environmental reviews. The action plan attached was done on yet another ITER's completed by site staff, and reviewed by coordinator for further center improvement !</p> <p>Program goals will be submitted to PVUSD School Board June 22<sup>nd</sup>.</p> <p>Cal-SAFE coordinated compliance was reviewed in CPM. All actions taken for the CDD department include Cal-SAFE IDC program .</p>			
<p><b>A copy of the Program Self-Evaluation will be been presented to the Agency Board on Date June 22 ,2011</b></p>			
<p><b>Statement of Completion</b>                  I certify that a Program Self-Evaluation was completed.</p>	<p><b>Signature</b> </p> <p><b>Name and Title</b> Kathy Lathrop                  Director Early Childhood Education/ Child Development</p>		<p><b>Date</b>                  6/3/11</p>

Environment Rating Scale Summary of Findings

<b>Contractor/Center:</b>	Pajaro Valley Unified School District / PVUSD Cal-SAFE Infant Development Center @ Watsonville High School		
<b>Contract Type and/or Cal-SAFE:</b>	<b>Planning Date:</b>	5/16/11	
<b>Planner's Name and Position:</b>	<b>Follow-up Date:</b>	10/16/11	
<b>Planner's Name and Position:</b>	Annette Lopez Assistant Teacher		

Use as many sheets as necessary to address key findings for all subscale averages below "5".

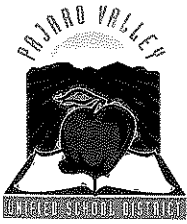
Sub-Scale Average	Key Findings from Environment Rating Scale	Action Steps (Include materials, training needs, any changes to schedules, space, and supervision.)	Expected Completion Date and Persons Responsible	Follow-Up (Changes made, date completed, and time extended.)
#22 Nature/ Science 3.3	Children are not exposed with outdoor experiences weekly.	Include outdoor activities or exposure to the outdoors 2 or more times a week. Implement outdoor exposure in weekly schedule.	Site Supervisor and caregivers. Ongoing.	



**Desired Results Program Action Plan**

<b>Contractor/Center:</b> Pajaro Valley Unified School District / PVUSD Cal-SAFE Infant Development Center @ Watsonville High School	
<b>Contract Type and/or Cal-SAFE:</b> Cal-SAFE	
<b>Planner's Name and Position:</b> Esperanza Aceves Site Supervisor	
<b>Planner's Name and Position:</b> Lisa Sandoval Cal-SAFE Teen Parent Coordinator	
<b>Program Findings (What you identified as needing improvement)</b> Through review of the DRDP's, ITERS, Parent Survey's and Staff discussions the area of most improvement was in The Developmental Domain: Motor and perceptual development Measure 31: Gross motor Definition: Child moves different parts of the body or whole body	
<b>Contract Type and/or Cal-SAFE:</b>	<b>Planning Date:</b> 5/16/11
<b>Planner's Name and Position:</b>	<b>Follow-up Date:</b> 10/16/11
<b>Contractor/Center:</b>	<b>Planner's Name and Position:</b> Annette Lopez Assistant Teacher
<b>Program Goal (What you want to accomplish.)</b> Assist children in advancing to next levels of development: #1--Rolling from stomach to back & back to stomach which can promote creeping &/or scooting. #2--Sitting to crawler position & goal is to aid in the development of having the child creep &/or crawl. #3 Reaching & stretching Overall goal: Strengthen muscles	<b>Objectives (How you will accomplish the goal.)</b> Practice exercises with child(ren) to strengthen core areas, shoulders, neck, legs, back, & arms • Lots of tummy time, while in this position caregiver will push gently on back of child's feet while child pulls or moves forward, • Place object/s to side of child or in front of child to promote reaching & turning to the sides or reaching forward & promoting movement. • Lifting child by placing forefinger in child's palm & lifting gently to standing position, hold stand. • Practice sitting position. • Time on back with caregivers
<b>Expected Completion Date and Persons Responsible</b> All caregivers will participate in practicing these exercises w/children Exercises will take place on a daily basis Begin August of 2011, complete June 2012	<b>Follow-Up (Changes made, date completed.)</b>

<p>Work with caregivers to understand stages of gross motor development</p>	<p>assisting w/movement of child's limbs, using objects for reaching &amp; stretching.</p> <ul style="list-style-type: none"> <li>Assisting w/rolling from side to side &amp; from tummy to back</li> </ul>		
	<p>Provide opportunities for staff development. Look into Pathways, and other materials to support staff with understanding and implementing opportunities for children.</p>	<p>Lisa Sandoval October 2011</p>	



## Board Agenda Backup

Item # 14.2

**Date:** June 22, 2011

**Item:** 2012 Re-drawing of trustee area boundaries

**Overview:** State law requires board of trustee voting area boundaries to be redrawn following a national census. The law stipulates how this process is to occur and what data is necessary to complete the process. The district must provide this information and updated maps to the county office of education no later March of 2012 in order to hold the 2012 general election in November.

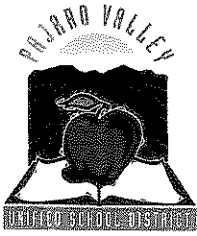
Staff has begun initial analysis on the matter and will provide an update to the board. Staff will also seek general direction from the board for subsequent policy action at a later date.

**Recommendation:** Discussion only, provide policy direction to staff for possible future board action

**Prepared By:** Brett W. McFadden, Chief Business Officer

**Superintendent's Signature:**

B. W. McFadden C.B.O.



# Board Agenda Backup

Item No: 15.4

Date: June 22, 2011

Item: Resolution #10-11-38 to Commit Fund Balances for Adult Education (Fund 11) and Deferred Maintenance (Fund 14)

Overview: The Governmental Accounting Standards Board (GASB) has issued Statement 54 (GASB 54), Fund Balance Reporting and Governmental Fund Type Definitions, that change the categories and terminology used to describe the components that make up the district's ending fund balance.

Under the flexibility provisions of current statute, allowing certain formerly restricted revenues to be used for any educational purpose, Fund 11, Adult Education Fund, and Fund 14, Deferred Maintenance Fund, do not meet the definition of special revenue funds. However, since the board has approved to continue using these funds for the original purpose of these programs, the board must take formal action to commit the fund balances of these two funds to continue to use these funds for the purposes of these programs. Amendments or modifications to the committed fund balances must be approved by formal action of the board.

This resolution will allow staff to properly report Fund 11 and Fund 14 fund balances as of June 30, 2011.

Recommendation: Approve Resolution #10-11-38 to Commit Fund Balances for Adult Education (Fund 11) and Deferred Maintenance (Fund 14)

Budget Considerations:

Funding Source: N/A

Budgeted: Yes  No

PREPARED BY: Helen Bellonzi, Director of Finance

REVIEWED BY: Brett McFadden, Chief Business Officer

SUPERINTENDENT SIGNATURE: *B. W. M.* C.B.O.

**RESOLUTION TO COMMIT FUND BALANCES**  
**Funds 11 (Adult Education) and Fund 14 (Deferred Maintenance)**  
**AS REQUIRED BY GOVERNMENTAL ACCOUNTING STANDARDS BOARD (GASB)**

**RESOLUTION #10-11-38**

At a regular meeting of the Pajaro Valley Unified School District Board of Trustee held on June 22, 2011, on a motion made by \_\_\_\_\_ and seconded by \_\_\_\_\_, the Board adopts the following resolution:

**WHEREAS**, the Governmental Accounting Standards Board (GASB) has adopted Statement 54 (GASB 54), *Fund Balance Reporting and Governmental Fund Type Definitions*, that is effective in fiscal year 2010-11, and

**WHEREAS**, the Pajaro Valley Unified School District wishes to comply with GASB 54 as required beginning with the current July 1, 2010 – June 30, 2011 fiscal year;

**NOW THEREFORE BE IT RESOLVED** that the Board of Trustees hereby commits the fund balances of Fund 11 Adult Education for the purpose of operating the Adult Education programs and Fund 14 Deferred Maintenance for the purpose of completing Deferred Maintenance Projects.

Amendments or modifications to the committed fund balance must also be approved by formal action of the Board of Trustees. Committed fund balance does not lapse at year-end.

The above Resolution is adopted this 22<sup>nd</sup> day of June, 2011.

**Ayes:**

**Nays:**

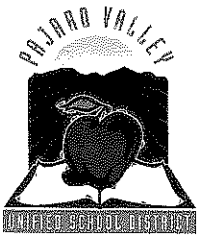
**Abstain:**

**Absent:**

**STATE OF CALIFORNIA**  
**COUNTY OF SANTA CRUZ**

I, \_\_\_\_\_, Clerk, Board of Trustees, Pajaro Valley Unified School District, Santa Cruz County, California, do hereby certify that the foregoing is a full, true and correct copy of a Resolution adopted by said Board at a regular meeting thereof held at its regular place of meeting at the time and by the vote stated, which resolution is on file in the office of said Board.

\_\_\_\_\_  
Clerk, Board of Trustees



## Board Agenda Backup

Item No: 15.5

Date: June 22, 2011

Item: Resolution #10-11-39 to Establish Fund Balance Policies

Overview: The Governmental Accounting Standards Board (GASB) has issued Statement 54 (GASB 54), Fund Balance Reporting and Governmental Fund Type Definitions, that change the categories and terminology used to describe components that make up the district's ending fund balance. The new regulations require the district to classify the General Fund ending fund balance in the following categories:

- Nonspendable – amounts not in a spendable form. Examples include inventory and prepaid items
- Restricted – amounts constrained to specific purposes by their providers or by law. Examples are grants and entitlements
- Committed – amounts constrained to specific purposes by formal action of the Board of Trustees
- Assigned – amounts which the school board or its designee intends to use for a specific purpose
- Unassigned – amounts that are available for any purpose

The policy to establish fund balance policies will allow staff to properly report the district's June 30, 2011 fund balance according to GASB requirements.

Recommendation: Approve Resolution #10-11-39 to Establish Fund Balance Policies

Budget Considerations:

Funding Source: N/A

Budgeted: Yes  No

PREPARED BY: Helen Bellonzi, Director of Finance

REVIEWED BY: Brett McFadden, Chief Business Officer

SUPERINTENDENT SIGNATURE: *B. W. McFadden* C.B.O.

**RESOLUTION TO ESTABLISH FUND BALANCE POLICIES  
AS REQUIRED BY GOVERNMENTAL ACCOUNTING STANDARDS BOARD (GASB)**

**RESOLUTION #10-11-39**

At a regular meeting of the Pajaro Valley Unified School District Board of Trustee held on June 22, 2011, on a motion made by \_\_\_\_\_ and seconded by \_\_\_\_\_, the Board adopts the following resolution:

**WHEREAS**, the Governmental Accounting Standards Board (GASB) has adopted Statement 54 (GASB 54), Fund Balance Reporting and Governmental Fund Type Definitions, that is effective in fiscal year 2010-11, and

**WHEREAS**, the Pajaro Valley Unified School District wishes to comply with GASB 54 as required beginning with the current July 1, 2010 – June 30, 2011 fiscal year;

**NOW THEREFORE BE IT RESOLVED** that the Board of Trustees hereby adopts the following and amends Board Policy 3100 and Administrative Regulation 3460:

Fund balance measures the net financial resources available to finance expenditures of future periods. The District's Unassigned General Fund Balance will be maintained to provide the District with sufficient working capital and a margin of safety to address local and regional emergencies without borrowing. The Unassigned General Fund Balance may only be appropriated by resolution of the Board of Trustees.

Fund Balance of the District may be committed for a specific source by formal action of the Board of Trustees. Amendments or modifications to the committed fund balance must also be approved by formal action of the Board of Trustees. Committed fund balance does not lapse at year-end. The formal action required to commit fund balance shall be by board resolution or majority vote.

The Board of Trustees delegates authority to assign fund balance for a specific purpose to the Chief Business Officer of the District.

*For purposes of fund balance classification, expenditures are to be spent from restricted fund balance first and then unrestricted. Expenditures incurred in the unrestricted fund balances shall be reduced first from the committed fund balance, then from the assigned fund balance and lastly, the unassigned fund balance.*

The Board of Trustees recognizes that good fiscal management comprises the foundational support of the entire District. To make that support as effective as possible, the Board intends to maintain a minimum fund balance of three percent (3%) of the District's General Fund annual operating expenditures.

The above Resolution is adopted this 22<sup>nd</sup> day of June, 2011.

**Ayes:**

**Nays:**

**Abstain:**

**Absent:**

**STATE OF CALIFORNIA  
COUNTY OF SANTA CRUZ**

I, \_\_\_\_\_, Clerk, Board of Trustees, Pajaro Valley Unified School District, Santa Cruz County, California, do hereby certify that the foregoing is a full, true and correct copy of a Resolution adopted by said Board at a regular meeting thereof held at its regular place of meeting at the time and by the vote stated, which resolution is on file in the office of said Board.

\_\_\_\_\_  
Clerk, Board of Trustees

## **Fund Balance**

The Board shall adopt a formal resolution that provides classification of fund balances in the general fund and is compliant with Governmental Accounting Standards Board (GASB) Statement 54. The resolution also shall:

1. Establish specific steps for committing funds that cannot be used for any other purpose unless the Board takes action to remove or change the constraint
2. Express the authority of the Board and/or delegate authority to other person(s) to identify intended uses of assigned funds
3. Establish the order in which fund balances will be spent when multiple fund balance types are available for an expenditure
4. Address the minimum fund balance in the general fund by establishing an appropriate level of unrestricted fund balance that will be maintained in the general fund, the circumstances under which the unrestricted balance can be spent down, and the procedure for replenishing deficiencies

The Board reserves the authority to review and amend this resolution as needed to reflect changing circumstances and district need.



**FINANCIAL REPORTS AND ACCOUNTABILITY****Fund Balance**

In accordance with GASB Statement 54, external financial reports shall report fund balances in the general fund with in the following classifications based on the relative strength of constraints placed on the purposes for which resources can be used:

1. Nonspendable fund balance, including amounts that are not expected to be converted to cash, such as resources that are not in a spendable form or are legally or contractually required to be maintained intact
2. Restricted fund balance, including amounts constrained to specific purposes by their providers or by law
3. Committed fund balance, including amounts constrained to specific purposes by the Board
4. Assigned fund balance, including amounts which the Board or its designee intends to use for a specific purpose
5. Unassigned fund balance, including amounts that are available for any purpose

# PAJARO VALLEY UNIFIED SCHOOL DISTRICT



## Board Agenda Backup

Item No: 15.6

**Date:** June 22, 2011

**Item:** **School Facility Planning: Approval of Contract Services for Facility Master Plan and Needs Assessment, Financial Planning and Bond Underwriting, and Community Input/Survey**

**Overview:** At the Board of Trustees' May 25 meeting, staff updated board members on the district's current and projected school facility needs. The board adopted a motion instructing staff to proceed with "phase two" of the district's analysis regarding long-term school facility and program needs. This next stage of analysis is to include the following:

- Updating the district's Facility Master Plan and Needs Analysis: This report is required by state law every five years. The district's current plan was adopted in 2008 but was based on 2006 data. The current report is insufficient to meet the required level of analysis and planning for this endeavor.
- Analyze and develop possible financing options: There exists a wide array of financing options using bond and/or parcel tax funds. The school bond arena has changed considerably since the district passed Measure J in 2002. Districts are utilizing a wide variety of creative program and facility development options.
- Seek community input: Critical to this overall effort will be community and stakeholder input.

The three elements listed above will require the district to seek outside expertise from qualified firms and/or individuals. These will likely include bond underwriting, legal counsel, school facility planners, and school finance experts. These entities, in addition to district staff, would make up the district's facility planning team prior to the board's approval for a bond and/or parcel tax. Contractual agreements with such entities would be subject to board approval.

## **Board guidelines**

The board provided staff specific guidelines regarding the acquisition of consultant services for this project. They included:

- No General Fund expenditures
- A transparent process with ongoing accountability and communication with the board
- Identify firms that have a unique understanding of PVUSD's characteristics and needs
- Successfully integrate business services and facility planning disciplines with that of educational and instructional practices
- Develop innovative strategies to address the district's long term facility and programmatic needs.

## **Recommended contractual Services**

Over the past year, district staff has conducted an exhaustive survey of various experts and best practices in school facility planning and financing. Staff have met with and interviewed more than 25 different firms with expertise in this policy arena. In addition, staff analyzed and communicated with over 30 school districts statewide with successful facility bond, parcel tax, and capital investment programs.

After careful analysis and vetting, staff has identified the following entities and recommends the board's approval for contractual services per the following parameters:

### Facility Master Plan and Needs Assessment:

Company:	Total School Services, Inc.
Lead consultant:	Tahir Ahad, President
Cost and funding source:	\$185,000 from School Bond and School Facilities funds, no General Fund impact

Rational: Total School Solutions (TSS) is a top rated consulting firm in the area of school facility assessment and planning. They have successfully assisted over 100 districts with their facility needs. A significant percentage of these districts had similar student demographics as PVUSD. TSS is a multi disciplinary firm with expertise in other areas such as instruction, fiscal services, instructional technology, and facilities. The team providing services to the district will include former and current practitioners in the areas of facilities, business, instructional technology, and instruction. TSS was the only firm that was capable of providing this level of depth and detail.

Financial advisor and bond underwriting:

Company:	Piper Jaffrey and Company
Lead consultant:	Tim Carty, Vice President
Cost and funding source:	No upfront costs – Fees incurred only if bond passes, fees applied on bond proceeds, no general fund impact

Rational: This is a contract renewal. The district contracted with Piper Jaffrey for the Measure J bond (2002) and two subsequent certificates of participation financing notes. Both experiences were successful and Piper Jaffrey performed its contracted services exceptionally. In fact, the actual tax rate for Measure J has been lower than initially projected due to Piper's work. The firm has strong knowledge of the district and its financial background. Piper is one of the top bond financing companies in California with an extensive list of school district clients. Retaining them as part of the district's planning team would provide institutional memory. Piper will provide both financial advisory and underwriting services. This work will assist the district in determining acceptable financing options for capital investment and development. The combination of these services will save the district approximately \$150,000 - \$200,000 in additional consultant costs.

Community input and voter survey:

Company:	TBWB Strategies
Lead Consultant(s):	Jared Boigon and Charles Heath
Cost and funding source:	No general fund impact, Piper Jaffrey will cover costs associated with voter survey and community input

Rational: TBWB Strategies is one of top rated consulting firms assisting school districts and local governments with bond and parcel tax analysis and elections. TBWB has a near 90 percent success rate. They have provided expertise on more than 100 school district facility bond and parcel tax efforts on analysis, community input, and elections. The district's contract with TBWB would be to conduct a voter survey and assist with a districtwide community review and input process. This process would likely include community forums, focus groups, and school site meetings. TBWB has extensive background and experience in the central coast region. They have successfully worked with Monterey Peninsula Unified (bond), Santa Cruz City School District (8 bond and parcel tax elections), Cabrillo College (bonds), as well as the cities of Watsonville and Salinas (bond and local tax measures). They are currently providing services for Santa Cruz County government. District staff will oversee the firm's work. All survey results, data, and community input will be retained by the district and subject to complete board and public review.

All three contracts will be overseen and under the direction of the district's Chief Business Officer. In addition, an internal staff team will be convened to provide input and guidance on the project. Finally, the board's Fiscal and Facilities Advisory Committee will provide ongoing input throughout the project's time frame.

In addition to these consultants, the district currently retains David Casnocha, partner in the law firm of Stradling, Yocca, Carlson, and Rauth as bond counsel. Staff proposes to continue this relationship. Mr. Casnocha is one of the top public sector bond and tax attorneys in the state. He and his firm have extensive experience with the development of instructional technology endowments, financing for environmental and energy savings projects, as well as general bond structuring.

**Recommendation:** Approve the establishment of contractual agreements with the firms described within board guidelines outlined above, and within the contractual parameters described, and provide the board with updates on the project's status and progress.

**Prepared By:** Brett McFadden, CBO

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

*B. McFadden* C.B.O.



# Board Agenda Backup

Item No: 15.7

**Date:** June 22, 2011

**Item:** **Child Development Associate Teacher Position Job Description**

**Overview:** PVSUD Child Development Programs in the Child Development / Early Childhood Education Department currently offer early care and education services to over 530 children in fourteen state licensed centers. Funding for these programs is provided by California Department of Education Child Development Division. The department is submitting a new job description to allow for better staffing of children's centers and to meet the challenges of current budget cuts requiring program reorganization. Please see attached children's center permit matrix as well as job description.

**Recommendation:** Approve Job Description

**Budget Considerations:**

**Funding Source:** California Dept. of Education/ Child Development Division

**Budgeted:** Yes:  No:

**Amount:**

**Prepared By:** Kathy Lathrop Director, Early Childhood Education / Child Development

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

# DRAFT

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

POSITION ATTACHMENT

POSITION TITLE Associate Teacher Child Development :

## SUMMARY:

Under the direction of lead teacher, site supervisor and program administration works children center programs to supervision and care of young children. Assists in preparation and planning of learning activities, that support for children's development. Works cooperatively with other staff members to support a positive children's center climate and program. May work with more than one teacher or classroom.

## ESSENTIAL FUNCTIONS:

Creates, sets up and maintains a positive and appropriate indoor and outdoor learning environment for children. Helps design and implement curriculum plans that meet the needs of children, families and staff. Knows and uses basic principles of human development, social/ emotional, physical, cognitive and language development within cultural and family contexts. Creates positive environments and interacts with children in order to promote social and moral development. Understands and supports relationships and attachment. Collaborates with lead teachers to promote appropriate learning environment. And assists in planning indoor and outdoor activities. Assists in creating, preparing and setting ups activities and routines with small groups and individual children.

Supervises and interacts with children in a positive and productive manner. Applies knowledge of child development and learning to observe individual children. Listens to children and engages in conversations that support cognitive and language development. Facilitates planned and written language experiences. Engages children with intentional teaching for specific learning outcomes across the developmental domains and subject matter areas.

Utilizes curriculums, plans and develops appropriate child development and learning activities Supports primary language and cultures and development of English. Works with classroom team to use assessments for child learning. Can score desired results developmental profiles.

May routinely be in charge of the classroom when the teacher is absent from the room for periods of the day. Can assume lead role in emergencies. Is authorized to supervise assistant teachers, instructional aides and volunteers in classroom.

Supervises children and provides positive child guidance and discipline models and interventions. Assists children to verbalize concerns, problem solve and engage in pro-social behaviors. Alerts teacher and director to behaviors or issues that require consideration under Title 22 or other regulatory rights statutes.

Follows Children Center rules, regulations and guidelines to promote health and safety. Understands and uses universal health precautions. Assists in maintaining accepted standards of cleanliness and sanitation of program facilities. Follows the procedures for child abuse reporting and understands the responsibility to act as a mandated reporter. Follows written procedures for medical and disaster related emergencies. Assists with regular practice drills. Works as part of teaching team to ensure that classroom is enriched and well maintained.

Upholds the philosophy of the program to parents and community. Projects a positive attitude about the program. Facilitates ongoing interactions with families in order to discuss daily activities, questions or concerns. Works with teaching staff related to challenging family or community issues or concerns. Participates in a wide range of activities to support family involvement.

# DRAFT

## **EDUCATION/EXPERIENCE REQUIREMENTS:**

Knowledge of child development, learning, and school readiness content and methods of early childhood education. Knowledge of positive child guidance and behavior management methods. Experience supervising and ensure safety for young children in programs. Must have strong communication skills to interact with students, teachers, parents, and other staff and community. Requires demonstrated ability to understand and verbal and written instructions in order to provide instruction to children. Requires ability to supervise assistant teacher or aide. Requires to respond to emergency and follow center procedures. Must perform duties with minimal supervision. General knowledge of computer, clerical and record keeping processes desirable but not required. 12 Units of ECE Required Including Core ECE Courses. Child Development Associate Teacher Permit. 105 hours of professional growth every 5 years to renew permit. Infant toddler positions must have 6 units in infant toddler specific courses. Must pass finger print clearance tests for all appropriate agencies.

## **PHYSICAL REQUIREMENTS**

Must be able to perform physical activities such as but not limited to, lifting children or heavy items ( up to 50 lbs) bending, standing, climbing, and walking on uneven surfaces. Must be able to reach with hands and arms. Employment requires the ability to bend at the waist, kneel and or stoop, crawl or crouch up to 75% of the time at work in order to assist and support young children. Ability to see at normal distance. Ability to hear normal conversations and sounds. Infant Toddler staff must have ability to lift infants and toddlers weighing up to thirty-five pounds. Must be able to work safely in an environment containing biological conditions such as bodily fluids, waste, germs child hood diseases.

## **FUNDING SOURCE:**

**Child Development CDE/CDD Funds**

**Federal Migrant Head Start Funds**

**Other Grant and Ongoing Funding for Early Care and Education.**





## Board Agenda Backup

Item No: 15.8

**Date:** June 22, 2011

**Item:** Child Development Programs Coordinator Position Job Description

**Overview:** PVSUD Child Development Programs in the Child Development / Early Childhood Education Department currently offer early care and education services to over 530 children in fourteen state licensed centers. Funding for these programs is provided by California Department of Education Child Development Division. The department is making administrative changes through lay off in a higher range position (Range 37) and hiring coordinator at a lower range (Range 27) . This meets program requirements for providing oversight of centers as well as meets the challenges of current budget cuts requiring program reorganization. The job description had been customized to state funded programs from existing federal program coordinator job description positions at this level. No changes in duties that would affect range have been made.

**Recommendation:** Approve Job Description

**Budget Considerations:**

**Funding Source:** California Dept. of Education/ Child Development Division

**Budgeted:** Yes:  No:

**Amount:**

**Prepared By:** Kathy Lathrop Director, Early Childhood Education / Child Development

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

## PAJARO VALLEY UNIFIED SCHOOL DISTRICT POSITION DESCRIPTION

Position: Coordinator – Child Development Programs  
Department: Child Development  
Reports to: Program Director Early Childhood Education / Child Development

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### SUMMARY

Under the general direction of the Child Development Director, the following Coordinators will form an inter-disciplinary team to assume coordination and management responsibilities for providing quality child development services for low-income parents and their children aged two months – five years.

- Child Development Coordinator
- Family Child Care Home Coordinator

Child Development is funded through the California Department of Education (CDE) Child Development Division (CDD) and offers early childhood education services through the District to low income families. Services for children are offered in the areas of early care and education, family and community support services and parent education opportunities in accordance with Funding Terms and Conditions from CDE / CDD.

### NATURE AND SCOPE

Each Coordinator is assigned principle area(s) of responsibility related to the planning, organization, implementation, supervision and monitoring of designated Child Development services and Program activities. Each Coordinator promotes best practices and ensures compliance with CDE/CDD program standards and other regulations, policies and procedures. Each Coordinator has a key role in the development and implementation of integrated systems, team management, and collaborative partnerships with parents, community organizations, and policy groups. Currently the Program operates fourteen centers at District school sites and contracts with more than 35 licensed Family Child Care Home Providers year round . Services vary according to contracts and local needs and resources.

### DISTINGUISHING CHARACTERISTICS

**[See separate job guidance for details for each position listed below]**

*Specifically for:*

**Child Development Coordinator** – Oversees delivery of comprehensive Early Childhood Development services for Child Development Programs for. Has primary responsibility for oversight of center operations. Has direct supervisory responsibility for center supervisors and indirect supervisory responsibility for all center staff. Assists with hiring and placement of center personnel and maintains center staffing plans. Carries out performance appraisals for center supervisors and performance evaluation system for other center staff. Coordinates planning, organization, implementation, assessment, and documentation of Early Childhood Development services with all other areas of program activities. Extensive monitoring and reporting activities. Oversees implementation and improvement of curriculum system. Ensures developmentally-appropriate and school readiness activities for all children, including children with disabilities. Assists center staff with arrangement of safe and healthy learning environments and acquisition of appropriate supplies. Models best child development practices for early educators. Oversees and carries out small and large group staff trainings for pre-service and in-service activities. Assists with professional growth of center staff. Works with parents, Program and elementary school staff to carry out kindergarten transition activities. Ensures compliance with Department of Social Services licensing regulations. Assists with center facility planning and oversight of center facility maintenance needs. Assists and backs up Family Child Care Home Coordinator in area of Early Childhood Development. Implements computerized data collection and record-keeping system for children's

outcomes. Some Saturday, evening & early morning work during season. Proficiency in Spanish sufficient to handle staff and parent interactions, training and technical assistance activities and reporting functions.

**Family Child Care Home Coordinator** – Oversees delivery of comprehensive Early Childhood Development services for CDD enrolled children in Family Child Care Homes. Coordinates planning, implementation, assessment, and documentation of all services with other areas of program activities. Assists with appropriate placement of children in licensed Homes, including children with disabilities and other specialized needs. Identifies appropriate Family Child Care Providers to serve as independent contractors for provision of Head Start services. Orients Providers to contract terms and oversees contract compliance. Arranges for and provides extensive technical assistance to contracted Family Child Care Providers individually and in large-group settings. Trains, supervises and evaluates Family Child Care Services Home Support Staff. Oversees system for Family Child Care Home Specialists to provide technical assistance to Providers and to monitor Homes for compliance with standards and sound child development practices. Works to implement Family Child Care Home service delivery model within CDD framework. Serves as back up to Child Development Coordinator. Implements computerized data collection and record-keeping systems. Includes Saturday work and some evening/early morning work during season.

#### ESSENTIAL TYPES OF DUTIES – including but not limited to:

- Participates in activities related to short-term, intermediate and long-term planning. Participates in other activities related to annual self review, coordinated compliance and funding opportunities.
- Organizes and prioritizes schedule of activities to meet service delivery demands and to offer services that correspond to parents' and staff work schedules.
- Assists with the development of integrated systems to ensure quality services, including the development, revision and implementation of service plans, procedures and forms for use by parents, staff, Providers, and others.
- Assists in the development and implementation of program-wide communication, record-keeping, data management and reporting systems.
- Supports or leads activities related to the recruitment of staff, Providers, consultants, and/or families, as assigned.
- Supports or takes lead on assigned personnel management activities, including interview committees and other aspects of hiring.
- Trains, supervises and evaluates assigned staff and/or coordinates efforts of volunteers, work-study students, summer youth, or interns.
- Supports the development and implementation of program-wide management, center management, family child care management, family service management, parent involvement and support staff teams. Participates in Management Team meetings and as assigned, organizes, and leads other meetings. Attends out-of-area meetings.
- Supports or leads activities related to the assessment of staff, Providers, and/or parents for career or personal development opportunities, as assigned.

- Carries out and/or arranges for staff, parent, and Provider training/development activities, as assigned. Arranges for logistical support for small and large group trainings and meetings. Oversees assigned professional/family development efforts.
- 
- Provides technical assistance to staff, Providers, parents, parent advisory groups, community groups, as assigned. Models best practices. Coordinates use of translators/interpreters, as needed.
  - Assists with the orientation of new staff and supports transition processes for staff, parents, and/or Providers moving from one role to another.
  - Coordinates and implements activities to routinely monitor assigned areas of responsibility for compliance with CDD regulations, licensing and other State, federal and local requirements. Offers individual/group verbal feedback and writes monitoring reports. Prioritizes follow through on items requiring corrective action. Ensures compliance with health and safety measures.
  - Organizes and supports efforts related to Program Self-Assessment and program monitoring/evaluation processes. Assists in the development and implementation of corrective plans of action.
  - Participates in or takes lead on assigned budget and fiscal activities within prescribed limits. Monitors expenditures. Supports or takes lead on donation activities.
  - Assists in the development and monitoring of contracts, as assigned. Coordinates services with assigned professional services consultants.
  - Identifies and prioritizes supply and equipment needs. Assists in the procurement of appropriate goods and services. Supports or takes lead on assigned inventory activities and delivery or transfer of goods between Program locations.
  - Supports or leads parent education activities. Recruits presenters from community organizations and educational institutions.
  - Supports or leads parent involvement efforts related to program advisory, Makes presentations and/or provides reports to parent advisory committee.
  - Supports or leads activities related to services for disabled children, children with behavior difficulties, children at high risk for abuse or neglect, families at risk of domestic violence, families dominant in indigenous languages, or those requiring other special services.
  - Assists or takes lead in the development or renewal of community partnership agreements and participates in or leads assigned community partner or advisory committee meetings. Collaborates with community partners to provide free or low-cost services and materials to Program.
  - Coordinates Program services with other District Departments and elementary school personnel, as assigned.

- Supports Program's communication system so that appropriate information is shared in a timely manner with parents, Program/District staff, parent groups, community partners and the grantee. Ensures implementation of confidentiality policy and procedure. Supports conflict resolution processes.
- Supports transition activities for children and families.
- As assigned, handles facility-related projects or arranges for use of District facilities.
- Provides back-up to other Coordinator positions.
- Supports other management activities in absence of Director.
- Supports the development of Program initiatives and special projects.
- Participates in professional development plan and attends assigned local and out-of-area training activities. Maintains all required Permits, credentials, or other professional certification.
- Carries out presentations at Conferences and attends regional/national meetings, as assigned.
- Other duties, as assigned.

## **QUALIFICATIONS**

**Knowledge and Skills:** Requires comprehensive knowledge of assigned area/s of expertise (Early Childhood Development, Family Child Care). Principles of personnel management, including supervision and monitoring of adults and/or youth. Knowledge of organizational management principles. Effective small and large group presentation skills. Knowledge of adult learning principles and training techniques. Effective inter-personal skills.

### **Abilities:**

Ability to carry out the interpretation of defined roles and functions, policies and procedures, laws and regulations. Must be able to learn and apply applicable regulations in a quick-paced environment. Ability to cooperate successfully as member of a team and to build teams. Ability to develop and implement goals, objectives, policies and procedures and monitor progress on same. Must be able to organize and prioritize work to meet organizational timelines. Ability to use a computer to collect, record, and retrieve data, produce reports, and communicate electronically. Ability to prepare complex reports from a variety of information sources. Ability to instruct, coach, supervise, and evaluate others. Ability to analyze problems, identify alternative solutions, project consequences of proposed actions, and implement recommendations in support of goals. Must be able to communicate clearly and professionally, both orally and in writing; bilingual abilities (Spanish) desired for most positions. Ability to work in a diverse setting with sensitivity to the needs of low-income families. Must be able to work constructively with a wide range of contacts, including children, parents, Providers; District, Program staff; community.

Ability to attend out-of-county meetings. Some evening/Saturday/early morning work (varies by position and according to programs schedule).

**Physical Abilities:** Drive independently to local sites extensively and out-of-area (typically 1-2 times per month). Ordinary abilities to conduct visits to multiple Program sites and events. Visual acuity to read program materials and observe operations; tactile ability to manage computer functions and perceptual abilities to handle presentation of audio-visual and other training materials; speech and hearing ability sufficient to carry on conversations in large groups, one-on-one meetings, and via phone/video conference calls. Ability to carry Program materials and supplies (20-30 lbs.) to various locations. Ability to sit or stand and concentrate for extended periods of time.

**Education and/or Experience:** Refer to job guidance for each Coordinator position. Generally, a Bachelor's degree in relevant field of expertise is required, although additional years of management experience may partially satisfy academic requirement. Three years supervisory/monitoring experience at program level. Master's degree in applicable field preferred.

**Licenses or Other Requirements: Refer to job guidance for each Coordinator position.** Refer to job guidance for each Coordinator position. Child Development Coordinator & Family Child Care Home Coordinator positions are Certificated Management Must have current California driver's license, use of own vehicle, and good driving record. Must provide evidence of recent physical examination, TB clearance and satisfy criminal record clearance requirement. Must be able to meet requirements specified in CDE/ CDD Standards and any applicable Department of Social Services licensing requirements. Possession of or eligibility to obtain specific California Child Development Permit or other licensure (e.g. Registered Dietician) applies to some Coordinator positions.