



## 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.

**September 8, 2010**  
**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.**

#### **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 Existing Litigation
  - 2.6 Pending Litigation
  - 2.7 Anticipated Litigation
  - 2.8 Real Property Negotiations
  - 2.9 Superintendent – Evaluation (Part I)/State of the District Report

**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, Doug Keegan, Sandra Nichols, Karen Osmundson, Kim Turley, Willie Yahiro, and President Libby Wilson.

**4.0 ACTION ON CLOSED SESSION**

**5.0 APPROVAL OF THE AGENDA**

**6.0 APPROVAL OF MINUTES**

*a) Minutes of August 25, 2010*

**7.0 HIGH SCHOOL STUDENTS BOARD REPRESENTATIVES REPORT**

**Board President closes regular Board meeting and opens Public Hearing.**

**8.0 PUBLIC HEARING: CATEGORICAL PROGRAM FLEXIBILITY TRANSFERS**

- 8.1 *Report by Brett McFadden, CBO*
- 8.2 *Public comment*
- 8.3 *Board questions and comments*

**Board President closes Public Hearing and resumes Board meeting.**

**9.0 VISITOR NON-AGENDA ITEMS**

Public comments on items that are not on the agenda can be addressed at this time. The Board President will recognize any member of the audience wishing to speak to an item not on the agenda on a matter directly related to school business. The President may allot time to those wishing to speak, but no action will be taken on matters presented (Ed. Code Section 36146.6). If appropriate, the

President or any Member of the Board may direct that a matter be referred to the Superintendent's Office for placement on a future agenda. (Please complete a card if you wish to speak.)

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

**11.0 CONSENT AGENDA**

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 Unless some Board Member or member of the audience has a question about a particular item(s) and asks that it be withdrawn from the Consent list, the item(s) will be approved at one time by the Board of Trustees.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

- 11.1 Purchase Orders August 19 September 1, 2010  
The PO's will be available in the Superintendent's Office.
- 11.2 Warrants August 19 – September 1, 2010  
The warrants will be available in the Superintendent's Office.
- 11.3 Approve with Gratitude Donation of \$500 from Zuk & Associates for Welcome Back Treats for District Employees.
- 11.4 Approve with Gratitude Donation of \$250 from Lozano Smith for Welcome Back Treats for District Employees.
- 11.5 Approve with Gratitude Donation of \$3,400 from the Ms. Cristina Cuevas and the Driscoll's Charitable Fund at the Community Foundation of Santa Cruz County to support the District's Gifted and Talented Education (GATE) program.
- 11.6 Approve with Gratitude Donation of a Laser Printer from Main Street Realtors to Support Mar Vista Elementary School, an estimated value of \$900.00
- 11.7 Approve Resolution #10-11-04, Child Development Contracts Child Development Division (CDD) Programs 2010-2011 (Contract Agreement #CPKS-0102)
- 11.8 Approve Comprehensive Community Assessment for 2011-2014: Part of Migrant & Seasonal Head Start Refunding Application for Grant Period March 1, 2011 – February 28, 2012.
- 11.9 Approve Resolution #10-11-02, GANN Limit Calculations.
- 11.10 Approve Award of Blanket for Food and Nutritional Services Bids: B02/10-11 Frozen and Dry Items; B03/10-11 Bread Products; B04/10-11 Paper Products (REVISED from Aug 25, 2010 Board meeting).

The administration recommends approval of the Consent Agenda.

**12.0 DEFERRED CONSENT ITEMS**

**13.0 REPORT AND DISCUSSION ITEMS**

- 13.1 Report and discussion on Appointment and Terms of Commission Members (Merit Rule 3.1)  
*Report by Pam Shanks, Director, Classified Personnel.* 5 min.
- 13.2 Report and discussion on Operating Protocols and General Makeup of the Budget and Facilities Advisory Committee.  
*Report by Brett McFadden, CBO.* 5 min.

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

- 14.1 Report, discussion and possible action to approve Categorical Program Flexibility Transfers.  
*Report Given Under Item 8.1, Public Hearing.*
- 14.2 Report, discussion and possible action to approve Unaudited Actuals for 2009-2010.  
*Report by Brett McFadden, CBO. 10 min.*
- 14.3 Report, discussion and possible action to approve New Job Description for Coordinator of College Pathway and Scholarship Services.  
*Report by Albert Roman, Assistant Superintendent, Human Resources.*
- 14.4 Report, discussion and possible action to Update District Goals for 2010-11.  
*Report by Dorma Baker, Superintendent.*
- 14.5 Report, discussion and possible action to approve Waivers for Crista Harrington, Rebecca Okolita, and Robin Hubert.  
*Report by Albert Roman, Assistant Superintendent, Human Resources. 2 min.*

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

**16.0 UPCOMING BOARD MEETINGS/REMAINING BOARD MEETINGS FOR 2010**

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>September</b>	▪ <b>22</b>	▪
<b>October</b>	▪ <b>13</b> ▪ <b>27</b>	
<b>November</b>	▪ <b>17</b>	▪
<b>December</b>	▪ <b>8 Annual Organization Mtg. (Election Year)</b>	▪ <b>Approve 1<sup>st</sup> Interim Report</b>

**17.0 ADJOURNMENT**

PAJARO VALLEY UNIFIED SCHOOL DISTRICT  
 CLOSED SESSION AGENDA  
 September 8, 2010

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

<b>New Hires</b>	
4	Primary Teachers
5	Secondary Teacher
1	Extended Learning
<b>New Substitutes</b>	
	None
<b>Rehires</b>	
41	Primary Teacher
17	Secondary Teacher
1	Teacher on Special Assignment
1	Nurse
<b>Promotions</b>	
	None
<b>New Hires Probationary</b>	
	None
<b>Administrative</b>	
	None
<b>Transfers</b>	
12	Primary Teacher
3	Secondary Teacher
1	Teacher on Special Assignment
<b>Extra Pay Assignments</b>	
7	Department Chair
4	Athletic Directors
1	Head Teacher
<b>Extra Period Assignments</b>	
	None
<b>Leaves of Absence</b>	
1	Primary Teacher
2	Secondary Teacher
2	Bus Driver

1	Instructional Assistant I
2	Instructional Assistant II
<b>Retirements</b>	
1	Adult Education Teacher
<b>Resignations/Terminations</b>	
2	Primary Teacher
<b>Supplemental Service Agreements</b>	
1	Migrant Head Start
36	Primary Teacher
62	Secondary Teacher
12	Impact Mentors
1	Nurse
1	Speech Therapist
<b>Miscellaneous Actions</b>	
1	Site Computer Support Technician
<b>Limited Term – Projects</b>	
1	Administrative Secretary III
1	Cafeteria Manager
62	Enrichment Specialist
110	Instructional Aide – General Fund
1	Library Media Technician
3	Office Assistant II
13	Office Assistant III
1	Office Manager
3	Site Computer Support Technician
1	Staff Accountant
<b>Limited Term – Substitute</b>	
4	Instructional Assistant – Migrant Education
<b>Exempt</b>	
3	Babysitter
3	Crossing Guards
8	Pupils
12	Student Helpers
18	Yard Duty
<b>Provisional</b>	
3	Office Assistant III



**August 25, 2010  
REGULAR BOARD MEETING  
UNADOPTED MINUTES**

*CLOSED SESSION – 6:00 p.m. – 7:00 p.m.*  
*PUBLIC SESSION – 7:00 p.m.*  
**DISTRICT OFFICE  
BOARDROOM  
292 Green Valley Road  
Watsonville, CA 95076**

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

**1.1 Call to Order**

President Wilson called the meeting of the Board to order at 6:05 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</b>	
1	Psychologist
12	Pre School
1	Primary Teacher
5	Secondary Teacher
10	Special Services
<b>New Substitutes</b>	
33	Substitutes
<b>Rehires</b>	
3	Pre School Teacher
28	Primary Teacher
79	Secondary Teacher
4	Speech and Language Therapist
1	Psychologist
1	Nurse
4	Special Services Teacher
8	Teacher on Special Assignment
1	TOSA

<b>Promotions</b>	
	None
<b>New Hires Probationary</b>	
1	Instructional Assistant I
2	Instructional Assistant II
<b>Administrative</b>	
1	Coord. Of Site Academics, Instr. & Acctblty
1	Coordinator Child Development Center
<b>Transfers</b>	
1	Child Development Teacher
3	Primary Teacher
21	Secondary Teacher
1	TOSA
1	ELS
1	ELP Coordinator
<b>Extra Pay Assignments</b>	
	None
<b>Extra Period Assignments</b>	
	None
<b>Leaves of Absence</b>	
1	Administrative Secretary III
1	Custodian II
3	Lead Custodian I
2	Office Manager
1	Coordinator Migrant Head Start
2	Bus Driver
1	Account Specialist II
9	Primary Teacher
5	Secondary Teacher
<b>Retirements</b>	
	None
<b>Resignations/Terminations</b>	
3	Secondary Teachers
3	Primary Teachers
<b>Separation from Service</b>	
1	Administrative Secretary III



1	Testing Specialist I
<b>Supplemental Service Agreements</b>	
198	Primary Teacher
106	Secondary Teachers
<b>Miscellaneous Actions</b>	
1	Accounting Operations Manager
1	Administrative Secretary I
6	Behavior Technicians
2	Campus Safety Coordinators
2	Site Computer Support Technicians
1	District Student Attendance Information Specialist
1	Health Services Assistant
7	Instructional Assistant I
14	Instructional Assistant II
2	Lead Custodian III
1	Office Manager
<b>Limited Term – Projects</b>	
1	Administrative Secretary I
2	Administrative Secretary III
1	Applications Analyst I
2	Campus Safety Coordinators
1	Community Service Liaison I
2	Instructional Assistant – General
5	Instructional Assistant – Migrant
1	Library Media Technician
6	Office Assistant II
1	Office Assistant III
1	Office Manager
1	Parent Education Specialist
1	Site Computer Support Technician
1	Student Information System Specialist
1	Testing Specialist II
<b>Limited Term – Substitute</b>	
1	Executive Assistant to the Superintendent
1	Custodian I

<b>Exempt</b>	
3	Baby sitter
13	Yard Duty
<b>Provisional</b>	
1	Office Assistant III
<b>Rescinds</b>	
1	Custodian II

**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 Existing Litigation**

**2.6 Pending Litigation**

**2.7 Anticipated Litigation**

**2.8 Real Property Negotiations**

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

President Wilson called the meeting of the Board in public to order at 7:02 pm.

**3.1 Pledge of Allegiance**

Trustee Yahiro led the Board in the Pledge of Allegiance.

**3.2 Welcome by Board President**

Trustees Leslie De Rose, Doug Keegan, Sandra Nichols, Karen Osmundson, Kim Turley, Willie Yahiro, and President Libby Wilson were present.

**4.0 ACTION ON CLOSED SESSION**

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

**a. Certificated Employees**

Trustee Nichols moved to approve the certificated board report. Trustee Keegan seconded the motion. The motion passed 6/1/0 (Nichols dissented).

**b. Classified Employees**

Trustee Nichols moved to approve the classified board report. Trustee Keegan seconded the motion. The motion passed unanimously.

**5.0 APPROVAL OF THE AGENDA**

Trustee De Rose moved to approve the agenda. Trustee Keegan seconded the motion. The motion passed unanimously.

## **6.0 APPROVAL OF MINUTES**

### ***a) Minutes of August 11, 2010***

Trustee De Rose moved to approve the minutes for August 11, 2010. Trustee Keegan seconded the motion. The motion passed unanimously.

## **7.0 VISITOR NON-AGENDA ITEMS**

Bill Beecher, community member, commented on the schools that significantly raised their test scores, including Hall District, Calabasas, Starlight, Landmark, and Ohlone.

Kathleen Kilpatrick, Elizabeth Thorne, and Judy Schwarze, school nurses, jointly presented information regarding student health. They noted that the nurse caseload is excessive and needs to be reevaluated by the district. This structure places the health of the nurses at health risk and jeopardizes student health and their student performance.

## **HIGH SCHOOL STUDENT REPRESENTATIVES**

Jessica Stief and Kate Marquez-Sweeney, student trustees for Aptos High School, commented on the beginning for the school year, including a vandalism incident and freshmen orientation went well. The student body is focusing on raising school pride – looking at class competition, an event called “Mariner Cup”, which is a year-long competition.

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

Francisco Rodriguez, PVFT president, thanked the superintendent for meeting with the union to discuss a fiscal/facilities committee which can address some of the issues that will continue to be present. He’s concerned about the proposed make up of the budget and facilities advisory committee that is being presented under the action items.

Briton Carr, CSEA president, commented on the item on the budget and facilities advisory committee stating that the union would like to have representation on the committee. The committee needs classified management as well. Discussed about the importance of increasing the number of nurses if funds become available.

## **9.0 CONSENT AGENDA**

Trustee Keegan moved to approve the consent agenda with special recognition to the donations from the PV Youth Soccer and the Freedom Rotary Club. Trustee Turley seconded the motion. The motion passed unanimously.

### **9.1 Purchase Orders August 5 - 18, 2010**

### **9.2 Warrants August 5 - 18, 2010**

### **9.3 Approve with Gratitude Donation of \$250 from the Pajaro Valley Youth Soccer for the Freedom School Community.**

### **9.4 Approve with Gratitude Donation of \$966 from the Rotary Club of Freedom for the Freedom School Community.**

### **9.5 Approve Resolution #10-11-03, Updated Authorized District Signatures on Record.**

### **9.6 Approve Award of Blanket for Food and Nutritional Services Bids: B02/10-11 Frozen and Dry Items; B03/10-11 Bread Products; B04/10-11 Paper Products.**

## **10.0 DEFERRED CONSENT ITEMS**

None.

## 11.0 REPORT AND DISCUSSION ITEMS

### 11.1 Report and Discussion on Expulsions, Disciplinary Issues and Student Safety.

*Report by Joe Trautwein, Director, Student Services/Extended Learning Program.*

Joe Trautwein commented on the function of the Student Services Department; overarching goal is to improve school attendance and to have students actively engaged. The Student Services Program engages all students from the beginning of the school day to the end of the after school program. To minimize revenue loss due to non-attendance, the department recruited a part time case manager who worked with students who were at risk. District number of suspensions was reduced after the preventative work. The department has a great collaborative relationship with law enforcement departments. He explained the discipline process.

Carol Ortiz commented on the five expellable offenses. She noted Education Codes that govern suspension and possible expulsion recommendations. Carol outlined the expulsion process, which includes knowledge of the education code violation, student discipline review process, and the expulsion recommendation process. The entire process has to be completed within 40 days. There are three expulsion options: 1 – full expulsion; 2 – suspended expulsion (does not apply to elementary students because there isn't an alternative program for those grade levels); 3 – full expulsion first semester/suspended expulsion second semester.

The Board participated with comments and questions.

### 11.2 Report and Discussion on Energy Savings and Environmental Action Plan.

*Report by Steve Okamura, Energy Savings Manager and Brett McFadden, CBO.*

Brett McFadden gave a brief background on the energy program.

Steve Okamura presented on the energy savings from August 2009- June 2010. The district saved approximately \$500,000 in cost avoidance through at 21% of reduction in energy costs. Steve spoke of the factors that allow the program to be successful, including teamwork, effective data analysis, and comprehensive facility audits.

Brett spoke of the proposed district energy and environmental working group to evaluate potential energy savings. This group, the Environmental Working Group, would be tasked with developing and submitting a comprehensive Energy Management and Environmental Action Plan. It is the intent to present the plan by the end of December 2010.

The Board participated with comments and questions.

### 11.3 Report and discussion on Budget Update

*Report by Brett McFadden, CBO.*

Brett McFadden commented about the recently signed the Federal Jobs Bill, which proposes to retain public sector jobs. If the plan is approved, California can receive approximately \$1.2 billion in one-time funds for schools and county offices. He commented on the uncertainties of the future, including the economic recovery slowness. He reported on the district's budget for 2010-11, which includes an ending balance of 21.2 million dollars. As Brett reported on the three year fiscal forecast, he noted that while we are solvent for 2010-11 and 2011-12, the district expects a deficit spending in the 2012-13 school year. He explained the reasons for the deficit, including loss of federal ARRA money, increase employee benefits, and potential revenue reductions. He noted that the COE reviewed the district's budget and certified it approved but noted a couple areas of concern, including deficit spending and the third-year forecast. Corrective action is expected otherwise the district will certified the budget's as "qualified" at the first interim report.

Brett explained in more detail how the proposed Federal Education Jobs funds could be used. The funds do present opportunities but also challenges, namely that they are one-time funds. This will not solve the district's structural budget weakness and will continue to deficit spend in the three year projected time. The recommended next steps is to not appropriate the new federal funds until the state

budget is adopted; also, to begin the planning process to have a solvent budget in the third year's projection.

Public comment

Bill Beecher, community member, spoke about the importance of having a contingency plan because the state is also in a deficit spending mode. Spoke of possible ways to improve the district's budget.

The Board participated with comments and questions.

#### **11.4 Report and discussion on Student Enrollment and Staffing.**

*Report by Dorma Baker, Superintendent.*

Dorma Baker explained about the district's process of monitoring enrollment daily for the first three weeks of school. The goal is to have the number of staff hired match the need. Copies of forms that go out to the sites were included on the board back up packet. For secondary schools, it is more challenging as students deal with class schedule changes. It is important for the Board to know that the district is monitoring and meeting our fiscal responsibility in the best possible manner.

The board participated with comments and questions.

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

#### **12.1 Report, discussion and possible action to approve Creation of PVUSD Fiscal and Facilities Advisory Committee.**

*Report by Brett McFadden, CBO.*

Brett McFadden reported that the district is seeking authorization for the creation of PVUSD Fiscal and Facilities Advisory Committee. He submitted a proposed committee make up but it is important that the board determine what the best composition for the committee would be. This is only an advisory committee. The board would retain its policy setting authority.

Dorma Baker explained that it is intended for the group to be a learning group so that any decisions made are well informed. The administration hopes to obtain commitment from the selected participants to be an active part of the group.

Board participated with comments and questions.

The following board members voiced their interest in being part of the committee: Yahiro, De Rose.

Trustee Nichols moved to approve the creation of the Fiscal and Facilities Advisory Committee, allowing the two bargaining units to be able to appoint their own participants, and to hold until the next meeting about the specific numbers in the other categories, such as parent, community members and miscellaneous. Trustee De Rose seconded the motion.

The board continued with comments.

Trustee Nichols amended the motion to be to approve the creation of the Fiscal and Facilities Advisory Committee. Trustee De Rose amended her motion.

The board participated with comments.

The motion passed unanimously.

### **13.0 GOVERNING BOARD AND SUPERINTENDENT COMMENTS/REPORTS**

Trustee Yahiro commented about the efforts of the staff to be able to continue to educate the students during the difficult budget times, as it's evident in the improvement in academic progress.

Dorma Baker reported that it was a great start of the year despite a fire, broken windows and power outage. She also reported that the district received notification that its School Improvement Grant application was approved and that it may be fully funded. The district wrote a great grant, getting 98 out of 100 points.

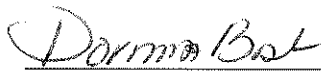
**14.0 UPCOMING BOARD MEETINGS/REMAINING BOARD MEETINGS FOR 2010**

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>September</b>	<ul style="list-style-type: none"> <li>▪ 8</li> <li>▪ 22</li> </ul>	▪ <b>Unaudited Actuals</b>
<b>October</b>	<ul style="list-style-type: none"> <li>▪ 13</li> <li>▪ 27</li> </ul>	
<b>November</b>	<ul style="list-style-type: none"> <li>▪ 17</li> </ul>	▪
<b>December</b>	<ul style="list-style-type: none"> <li>▪ 8 Annual Organization Mtg. (Election Year)</li> </ul>	▪ <b>Approve 1<sup>st</sup> Interim Report</b>

**15.0 ADJOURNMENT**

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



Dorma Baker, Superintendent



## Board Agenda Backup

Item #8.0

**Date:** September 8, 2010

**Item:** **PUBLIC HEARING: 2010-11 Categorical Program Flexibility Transfers**

**Overview:** Education Code 42605 allows school districts to transfer specified categorical program funds from restricted to unrestricted fund purposes. 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 Proposition 98 revenue limit and categorical funding. The statute is in effect until 2012-13. 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 2010-11 Budget.

**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

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

**Superintendent's Signature:**

*Dorinda Bost*

# **Categorical Funding Flexibility: Background Information**

---

**Update to the Board of Trustees  
Brett W. McFadden  
CBO  
September 8, 2010**





## **Districts provided categorical flexibility**

---

- School districts have been provided an unprecedented set of fiscal and programmatic flexibility measures to shoulder the burden of state budget reductions
- Current categorical program flexibility took effect in 2008-09
- Categorical programs took a net 20 percent funding reduction in 2008-09 and 2009-10
- No additional reductions to K-adult categorical programs have been enacted since then

# 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
- Changes are in effect from 2008-09 to 2012-13 – could be extended pending new statute



# 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



# 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



# 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



# Tier Three List

---

Targeted Instructional Improvement Block Grant  
Adult Education  
Regional Occupational Centers and Programs  
School and Library Improvement Block Grant  
Supplemental Instruction  
Instructional Materials  
Deferred Maintenance  
Professional Development Block Grant Program  
Supplemental School Counseling Program  
Charter School Categorical Block Grant  
Teacher Credentialing Block Grant  
High Priority Schools Grant Program  
Arts and Music Block Grant  
Class Size Reduction - 9th Grade  
School Safety Block Grant (8-12)  
Pupil Retention Block Grant Program  
CA High School Exit Exam-Instructional Support and Services  
CA School Age Families Education  
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

Peer Assistance and Review  
School Safety Competitive Grants  
County Offices of Education - Fiscal Oversight  
Certificated Staff Mentoring  
County Office of Education - Williams Audits  
Specialized Secondary Program Grants  
Principal Training Program  
American Indian Education Centers  
Child Oral Health Assessments  
National Board Certification Incentives  
Advanced Placement Programs  
Bilingual Teacher Training  
American Indian Early Childhood Education Centers  
Reader Services for the Blind  
Civic Education  
Teacher Dismissal Apportionment  
CA Association of Student Councils Sanctions  
Chief Business Officers Training Program

**Pajaro Valley Unified School District**  
**Flexible Transfers per Education Code 42605**  
**FY 2010-11**

Program	SACS Resource Code	PVUSD MGMT #	Amount of Transfer	Proposed Use
Deferred Maintenance Apportionment	6205	9000	646,223.00	Any Educational Purpose
Physical Education Teacher Incentive Grants-6258	6258	4216	601,410.00	Any Educational Purpose
National Board Certification Teacher Incentive	6267	4273	16,121.84	Any Educational Purpose
Adult Education	6390	9900	650,000.00	Any Educational Purpose
Arts and Music Block Grant-6760	6760	4268	267,565.00	Any Educational Purpose
California High School Exit Exam (CAHSEE) Intensive Instruction and Services-7055	7055**	4207	306,468.00	Any Educational Purpose
Supplemental School Counseling Program-7080	7080	4278	450,000.00	Any Educational Purpose
Instructional Materials Realignment, IMFRP (AB 1781)-7156	7156**	4239/9729	500,000.00	Any Educational Purpose
California Peer Assistance & Review Program for Teachers (PAR)-7271	7271	4271	64,043.00	Any Educational Purpose
Certificated Staff Mentoring Program-7276	7276	4270	296,913.00	Any Educational Purpose
Staff Development: Mathematics and Reading (SB 472)-7294	7294	4279	139,533.00	Any Educational Purpose
Staff Development: Mathematics and Reading EL's (SB 472)-7296	7296	4282	13,750.00	Any Educational Purpose
Pupil Retention Block Grant-7390	7390	4276/4277	188,730.00	Any Educational Purpose
Professional Development Block Grant	7393	4244	1,105,053.00	Any Educational Purpose
Targeted Instructional Improvement Block Grant -7394	7394	4245	1,088,784.00	Any Educational Purpose
School and Library Improvement Block Grant-7395	7395	4210/4266	1,517,292.00	Any Educational Purpose
Class Size Reduction, Grade 9	1200	1006	439,765.00	Any Educational Purpose
			8,291,650.84	

\*\*Unrestricted resource will be available to use but will not be crosswalked. The restricted resources will be operable in 2009-10 in order to spend down fund balances.

**PAJARO VALLEY UNIFIED SCHOOL DISTRICT**



**Board Agenda Backup**

Item No: 11.3

<b>Date:</b>	September 8, 2010
<b>Item:</b>	<b>Approve with gratitude donation of \$500 from Zuk &amp; Associates for Welcome Back Treats for All District Employees</b>
<b>Overview:</b>	The Board acknowledges and recognizes the generosity of community members and businesses. Their commitment to education is evident through their contribution.
<b>Recommendation:</b>	Approve with gratitude this donation.

**Prepared By:** Dorma Baker, Superintendent

**Superintendent's Signature:** *Dorma Baker*





PAJARO VALLEY  
UNIFIED SCHOOL DISTRICT

*Murry Schekman*  
*Assistant Superintendent*

*Jessica Ruvalcaba*  
*Administrative Assistant*

August 25, 2010

Zuk Financial Group  
104 Walnut Avenue  
Santa Cruz, CA 95060-3929

Dear Zuk and Associates,

On behalf of Pajaro Valley Unified School District I would like to thank you for your generous gift of \$500. Your commitment to helping educational leaders in our community is sincerely appreciated.

Pajaro Valley Unified School District continues to advance its mission to educate and support learners in reaching their highest potential. Through our educational programs we have seen students make positive contributions to the community and the global society.

The goal of the Pajaro Valley Unified School District is to continue to make a difference in student lives. With the help of donations from supporters such as you, we will continue to see educational improvements. Specifically, you helped to pick up everyone's spirits on their first work day.

Once again thank you for your generous donation.

Sincerely,

Murry Schekman  
Assistant Superintendent  
Secondary Education

**Board of Education**

Libby Wilson  
President

Karen Osmundson  
Vice-President/Clerk

Doug Keegan

Sandra Nichols

Kim Turley

Leslie L De Rose

Willie Yahiro

PVUSD Federal Tax Id: 77-0375541

**PAJARO VALLEY UNIFIED SCHOOL DISTRICT**



**Board Agenda Backup**

Item No: 11.4

<b>Date:</b>	September 8, 2010
<b>Item:</b>	<b>Approve with gratitude donation of \$250 from Lozano Smith for Welcome Back Treats for All District Employees</b>
<b>Overview:</b>	The Board acknowledges and recognizes the generosity of community members and businesses. Their commitment to education is evident through their contribution.
<b>Recommendation:</b>	Approve with gratitude this donation.

**Prepared By:** Dorma Baker, Superintendent

**Superintendent's Signature:** *Dorma Baker*



OFFICE OF THE  
SUPERINTENDENT

August 26, 2010

Lou Lozano  
Lozano Smith  
4 Lower Ragsdale Drive  
Suite #200  
Monterey, CA 93940

Dear Lou:

**Dorma Baker  
Superintendent**

On behalf of the entire school district, we extend our sincere gratitude for your donation of \$250.00 to contribute to the welcome back treats we offered the entire district staff; this helped raise everyone's spirits on their first workday.

In these difficult budget times your support has made a difference in helping our educational leaders express their appreciation for all staff.

Once again, thank you!

With appreciation,

Dorma Baker  
Superintendent

**Board of Education**

Cc: Board Members

Libby Wilson  
President

Karen Osmundson  
Vice-President

Leslie L. De Rose

Doug Keegan

Sandra Nichols

Kim Turley

Willie Yahiro

PVUSD Federal Tax ID: 77-0375541

**PAJARO VALLEY UNIFIED SCHOOL DISTRICT**



**Board Agenda Backup**

Item No: 11.5

**Date:** September 8, 2010

**Item:** Approve with gratitude donation of \$3,400 from the Driscoll's Charitable Fund at the Community Foundation of Santa Cruz County to Support the District's Gifted and Talented Education (GATE) Program.

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

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

**Prepared By:** Dorma Baker, Superintendent

**Superintendent's Signature:** *Dorma Baker*

August 24, 2010

Ms. Christina Cuevas  
Program Director  
The Driscoll's Charitable Fund at the Community Foundation of Santa Cruz County

RE: Contribution of \$3,400 for PVUSD GATE Liaison Network, Grant Number 2010-0430

Dear Ms. Cuevas:

The Pajaro Valley Unified School District would like to extend our deepest appreciation for the \$3,400 grant supporting our teachers and students in the sponsorship of the GATE Liaison Network. We are grateful to The Driscoll's Charitable Fund at the Community Foundation of Santa Cruz for providing 4 middle school teachers the opportunity to meet together and receive professional development in Gifted Education in order to support PVUSD's most promising students. The goals of the GATE Liaison Network, when realized, will certainly provide our students with a strong foundation for success in higher education.

GATE Liaison Network Goals:

- ◆ To increase the presence and awareness of PVUSD GATE Services at all school sites, among teachers, students, parents and the community.
- ◆ To achieve the district goal that every identified GATE student receives differentiated instruction targeted at their academic level in response to formative assessments during the school day, including Data Cycles i.e. In other words, our goal is that **expectations are raised for advanced and potentially advanced learners who are college-bound.**
- ◆ To increase the number of underrepresented students from **farm worker families graduating from college.**
- ◆ To create a GATE Liaison Network of professionals for sharing information **and resources** in order to **support teachers at their sites** and to make recommendations about gifted education.
- ◆ To increase communication to students and parents, especially those from **Spanish Language backgrounds**, about how classroom teachers are meeting the needs of their **potentially high-achieving and college-bound students**

Your foundation is to be commended for the many ways you continue to fulfill your mission. The PVUSD GATE Liaison Network is honored to work in concert with you toward these goals. We humbly accept and thank you for your financial gift which will provide each of the 4 middle school teachers an \$850 stipend for materials and supplemental pay for Saturday professional development.

We look forward to providing you with updates of how this money has affected the lives of the children in our district and the work of our teachers.

Sincerely,

Lyn Olson

PVUSD GATE Coordinator

CC: Board of Education

*the*  
Community Foundation  
of Santa Cruz County

2425 Porter Street, Suite 17, Soquel, CA 95073  
(831) 477-0800 (831) 477-0991 fax www.cfsc.org

July 19, 2010

Board of Directors  
Ralph Miljanich  
*President*  
Rachel Wedeen  
*Vice President*  
Ceil Cirillo  
*Secretary*  
Michael F. Meara  
*Treasurer*

Tom Breznsny  
Martin M. Chemers  
Cynthia Druley  
Linda Fawcett  
Dina Hoffman  
Leola Lapidés  
Mario Maldonado  
Rachel Mayo  
Ginny Solari Mazry  
Terry Medina  
Eric F. Mendelson  
Michael K. O'Farrell  
Robert Ridino  
Donna Ziel

Directors Emeriti  
Jack Baskin  
Ian McPhail

Executive Director  
Lance Linares

Honorary Trustees  
Georgia Brauer  
Jess Brown  
Nell Sesnon Cliff  
Diane Porter Cooley  
George Couch III  
Nancy N. Driscoll  
Mary Hammer  
Harold Hyde  
Samuel Leask IV  
William Locke-Paddon  
Fred McPherson III  
Harvey Nickelson  
Martina O'Sullivan  
Richard G. Polse  
Rowland Rebele  
J. Miles Reiter  
Norman Schwartz  
Robert Stephens  
James C. Thompson  
James F. Watson

Ms. Dorma Baker, Superintendent  
Pajaro Valley Unified School District  
294 Green Valley Road  
Watsonville, CA 95076

**Re: Grant Number 2010-0430**

Dear Ms. Baker:

I am pleased to notify you that the Community Foundation has approved a donor-advised grant to your organization in the amount of \$3,400 to train four GATE program liaisons at four schools and cover program material expenses.

This grant has been made possible by a recommendation by the **Driscoll's Charitable Fund**. Thank you letters to the fund are encouraged and may be sent to the fund in care of the Community Foundation.

**Please review this letter carefully and retain it for your records. By depositing the enclosed check you agree to the following:**

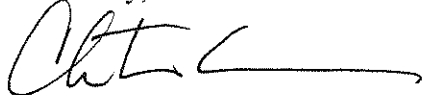
- Use grant funds only for the purposes indicated above. Substantive changes involving the reallocation of grant funds must be approved in advance by the Foundation;
- Maintain records that clearly show how grant funds were spent and make such records available to the Foundation and its auditors upon request;
- Affirm that donor-advisors to the Driscoll's Charitable Fund, and any member of their families, have not received any tangible benefit, goods, or services whatsoever as a result of this grant; and
- Certify that this donation will not be used to satisfy the payment of any pledge or other financial obligation on behalf of the donor-advisors and/or their family members.

**Final Report Due: June 30, 2011**

Use the following link to access the appropriate report form: [www.cfsc.org/ReportFormA](http://www.cfsc.org/ReportFormA). Please note that outstanding grant reports will delay payment on future grants until the required reports have been submitted.

This grant may be publicly listed in publications, advertisements, announcements etc. as being awarded from *The Driscoll's Charitable Fund at the Community Foundation of Santa Cruz County*. If you have any questions about this grant, please contact me at 477-0800 x213.

Sincerely,



Christina Cuevas  
Program Director

cc: Lyn Olsen

Enclosure: Check #8892 in the amount of \$3,400

*Stay connected! Sign up for Foundation e-news at [www.cfsc.org](http://www.cfsc.org)*



Confirmed in Compliance  
with National Standards for  
U.S. Community Foundations

**For good. For ever.™**

1891 Pajaro Valley Unified School District

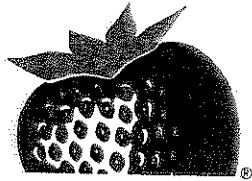
07/15/2010 008892

20100430 07/13/2010 to train four GATE program liaisons at four schools 3,400.00  
DSIF Driscoll's Charitable Fund 3,400.00

ATTN: PVUSD GATE Services

CHECK TOTAL: \$\*\*\*\*\*3,400.00

**Driscoll's**<sup>®</sup>



Driscoll's Charitable Fund  
A fund of the Community Foundation  
of Santa Cruz County

SANTA CRUZ COUNTY BANK  
325 SOQUEL AVE.  
SANTA CRUZ, CA 95062

90-4373/1211

8892

\* Three Thousand Four Hundred and no/100 \*

PAY TO THE ORDER OF Pajaro Valley Unified School District  
294 Green Valley Road  
Watsonville, CA 95076

DATE  
07/15/2010

AMOUNT  
\$\*\*\*\*\*3,400.00

*[Handwritten Signature]*  
AUTHORIZED SIGNATURE

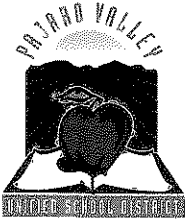
AUTHORIZED SIGNATURE

⑈008892⑈ ⑆121143736⑆ 013006267⑈

SECURITY FEATURES INCLUDED. DETAILS ON BACK.

WELZ-HIPDOC-12-06

**PAJARO VALLEY UNIFIED SCHOOL DISTRICT**



**Board Agenda Backup**

Item No: 11.6

<b>Date:</b>	September 8, 2010
<b>Item:</b>	<b>Approve with Gratitude Donation of a Laser Printer from Main Street Realtors to Support Mar Vista Elementary School, an estimated value of \$900.00</b>
<b>Overview:</b>	The Board acknowledges and recognizes the generosity of community members and businesses. Their commitment to education is evident through their contribution.
<b>Recommendation:</b>	Approve with gratitude this donation.

**Prepared By:** Dorma Baker, Superintendent

**Superintendent's Signature:** *Dorma Baker*





# Mar Vista School

6860 Soquel Drive, Aptos, CA 95003  
Principal, Christopher Hertz  
Academic Coordinator, Francine Holland  
831 761-6177

---

Re: Gift of Laser Printer to Mar Vista Elementary / Thank you / PVUSD Tax ID 77 037 55 41

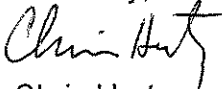
8/31/10

Main Street Realtors  
C/o Ellen Carter  
2567 South Main Street  
Soquel, CA 95073-2407  
(831) 462-4000

Dear Ellen Carter

Thank you for your recent donation of a laser printer to Mar Vista Elementary valued at \$ 900.00. The printer has been located in the teachers' workroom for all to use. The printer it replaced is now being used by our special education staff for their confidential use; a real improvement! On behalf of the Mar Vista Elementary staff, thank you so much.

Sincerely,

  
Chris Hertz

Cc: Alicia Jimenez, Administrative Assistant to the Superintendent



## Board Agenda Backup

Item No: 11.7

**Date:** September 8, 2010

**Item:** Resolution # 10-11-04  
Child Development Contracts Child Development Division ( CDD)  
Programs 2010-2011 (Agreement Number CPKS-0102)

**Overview:** PVUSD has contracted with the State Department of Education/ Child Development Division for state preschool service. The attached contract funds \$2,400 in literacy materials annually for Pre-Kindergarten ( State Preschool ) classrooms. Funds will be spent in compliance with Funding Terms and Conditions for these monies.

**Recommendation:** Approve Resolution #

**Budget Considerations:**

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

**Budgeted:** Yes:  No:

**Amount:** Total \$17,500

**Prepared By:** Kathy Lathrop Director, Child Development

**Superintendent's Signature:** Dorinda Bobb

**RESOLUTION #10-11-04**

This resolution must be adopted in order to certify the approval of the Governing Board to enter into this transaction with the California Department of Education for the purpose of providing child care and development services and **to authorize the designated personnel to sign contract documents for Fiscal Year 2010/11.**

**RESOLUTION #10-11-04**

**BE IT RESOLVED that the Governing Board of Pajaro Valley Unified School District**

authorizes entering into local agreement number/s CPKS -0102 and that the person/s who is/are listed below, is/are authorized to sign the transaction for the Governing Board.

NAME	TITLE	SIGNATURE
Dorma Baker	Superintendent	

PASSED AND ADOPTED THIS 8<sup>th</sup> day of September, 2010-11, by the

Governing Board of Pajaro Valley Unified School District

of Santa Cruz County, California.

Libby Wilson, President of the Governing Board of Pajaro Valley Unified School District of Santa Cruz, County, California, certify that the foregoing is a full, true and correct copy of a resolution adopted by the said Board at a Regular meeting thereof held at a regular public place of meeting and the resolution is on file in the office of said Board.

\_\_\_\_\_  
 (President's signature)

\_\_\_\_\_  
 September 8, 2010  
 (Date)

**Board Agenda Back-up**

Item #

11.8

**DATE:** September 8, 2010

**ITEM:** **Comprehensive Community Assessment for 2011 – 2014:  
Part of Migrant & Seasonal Head Start Refunding Application for  
Grant Period March 1, 2011 – February 28, 2012**

**OVERVIEW:** The upcoming year represents the first year of a three-year comprehensive grant application cycle. A Comprehensive Community Assessment is required to demonstrate need for program services for children of eligible migrant and seasonal Head Start families. It must reflect appropriate program design & service delivery options for children and families. Also required is descriptive information about current & potential service delivery recipients; demographic, crop & agricultural labor-related data, including trend data; information about service delivery providers, community partners, program challenges and other topics.

The Community Assessment, in combination with other sources of information, is used as a springboard for development and prioritization of short, intermediate, and long-term goals and objectives, as well as budget development.

At present, PVUSD's Migrant & Seasonal Head Start Program is authorized to maintain 683 child development slots and serve 722 children annually in ten classrooms and approximately 70 licensed Family Child Care Homes. The Program offers comprehensive child development services for twelve (12) hours per day, five days per week during the peak agricultural period (early May – late October).

**FUNDING SOURCE:** U.S. Department of Health and Human Services via Grantee (Central California Migrant Head Start/Stanislaus County Office of Education)

**RECOMMENDATION:** Approve Migrant & Seasonal Head Start Comprehensive Community Assessment

**Prepared by:** Carole L. Clarke, Director, Migrant & Seasonal Head Start Program

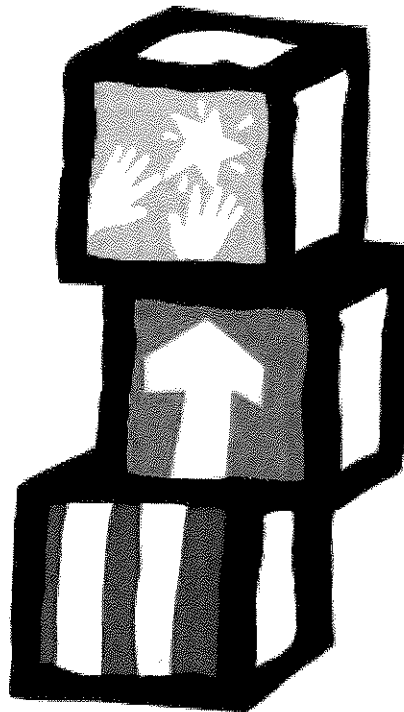
**Superintendent's Signature**

*Dorinda B...*

# **Pajaro Valley Unified School District**

## **MIGRANT & SEASONAL HEAD START**

July 2010



**Full Community Assessment  
for March 2011- February 2014**

## Table of Contents

<b>Introduction</b>	<b>4</b>
Grantee/Delegate Agency Structure	4
Children/Families Receiving MSHS, Head Start and Other Services	6
Existing Child Care Serving Eligible Children	8
Key Partnerships & Collaborations	9
Program Design	10
Locally Designed Options for Child Development Services	10
Family Child Care Home Option	11
Factors Affecting Program Design – Center Option	13
 <b>Executive Summary</b>	 <b>15</b>
Major Findings	16
 <b>Methodology</b>	 <b>17</b>
 <b>Service Area Description</b>	 <b>20</b>
Geographic Area	20
Economic Factors	22
Cost of Living	
Household Income Levels & Self-Sufficiency Standards	
Housing	23
Demographic Data	26
Young Children in Poverty	27
Family Type	27
Educational Attainment of PVUSD MSHS Parents	29
Childhood Health, Nutrition, Dental Characteristics	30
WIC Utilization	32
Social Environment & Family/Social Support Services	34
Children’s Mental Health Needs	
Group Strategies to Support Child & Family Needs – Parent Education	
Family Referrals/Services	35
 <b>Strengths of Families</b>	 <b>37</b>
Family Child Care Homes	38
Distribution of Family Child Care Homes within School District	40
Professional Development Opportunities for FCCH Providers	43
Agricultural Data	46
Santa Cruz and Monterey County Crop Data and MSHS Labor Periods	
Local Trends in Agriculture	50

<b>Racial and Ethnic Composition, Culture, and Language</b>	<b>52</b>
Racial and Ethnic Composition	53
Primary Language(s)	54
Culture	55
Migrant / Agricultural Workers of Mexican Origin	
Families of Mexican Indigenous Origin	59
<b>Community Resources</b>	<b>62</b>
<b>Children with Disabilities</b>	<b>71</b>
Estimated Number of Children and Types of Disabilities – Expected Prevalence	72
Obstacles to Early Identification of Children with Disabilities & Service Barriers	
San Jose State University Collaboration	76
On-Going Services and Resources	79
<b>Data Analysis of Migrant Specific Information</b>	<b>81</b>
Population of Age-Eligible MSHS Children in PVUSD Service Area	81
Current Waiting List	84
Center & Family Child Care Home Locations within PVUSD Service Area (Map)	85
<b>Identification of Issues and Priorities for 2011 – 2014</b>	<b>86</b>

### **Central California Migrant Head Start (Grantee) Pajaro Valley Unified School District, Delegate Agency (Sub-grantee) to Central California Migrant Head Start**

#### **Grantee/Delegate Agency Structure**

The grantee is Central Migrant Head Start, a Joint Powers Authority (JPA) composed of various Central California delegate agencies in connection with the Stanislaus County Office of Education (SCOE). SCOE serves as the grantee fiscal agent. The Superintendent of the Santa Cruz County Office of Education is part of the Central California Migrant Head Start JPA Board, which must approve grant proposals, budgets and other key actions. The grantee houses a MSHS Coordinator and support staff at the Santa Cruz County Office of Education. The MSHS Coordinator's principal functions are related to delegate agency monitoring, self-assessment and training support. The District is a delegate agency (sub-grantee or contract recipient) of Central California Migrant Head Start. PVUSD MSHS is the second largest delegate agency under Central California Migrant Head Start.

"The Mission of the Pajaro Valley Unified School District is to educate and support learners in reaching their highest potential. We prepare students to pursue successful futures and to make positive contributions to the community and the global society."<sup>1</sup>

The Pajaro Valley Unified School District (PVUSD) serves about 19,000 students and is governed by an elected seven-member Board of Trustees. Two Board Trustees are selected by the Board as Liaisons to the MSHS Policy Committee. Board Liaisons serve as non-voting members of the Policy Committee. The Program has been fortunate to have active and dedicated Board Liaisons participating in Policy Committee meetings and other Program functions for several years.

The District inaugurated Migrant Head Start services to 40 children and their families in 1988. In 1989 the Loma Prieta earthquake struck and many enrolled families and staff were affected by the aftermath. Around 1,000 homes and businesses were damaged and it took nearly a decade to recover. By 1998, the Program operated ten (10) classrooms and seven Family Child Care Homes (FCCH's or Homes). By the end of the 2000 season, the Program integrated another ten Family Child Care Homes for a total of seventeen (17). Shortly before the commencement of the 2001 season, the Program suddenly doubled in size when 343 child development slots from a former CCMHS delegate agency (Go Kids, Inc.) were incorporated into District operations. Additional expansion occurred and through this process, 33 slots were established for seasonal farm-worker children, along with other migrant expansion. The inclusion of these seasonal farm-worker services prompted the program to change its name to

---

<sup>1</sup> PVUSD home page on-line; available from [http://www.pvUSD.net/info/mission\\_values/](http://www.pvUSD.net/info/mission_values/) accessed July 21, 2007



PVUSD Migrant & Seasonal Head Start. In 2009 Migrant & Seasonal Head Start provided comprehensive services to 550 families and 714 children.

### **Head Start Act Definitions for Migrant and Seasonal Farm-workers**

The Head Start Act defines programs that serve migrant and seasonal farm-worker as follows:

*“With respect to services for migrant farm-workers, a Head Start program that serves families who are engaged in agricultural labor and who have changed residence from one geographic location to another in the preceding 2-year period; and  
With respect to services for seasonal farm-workers, a Head Start program that serves families who are engaged primarily in seasonal agricultural labor and who have not changed residence to another geographic location in the preceding 2-year period.”*

*The amended Head Start Act of December 2007 (Public Law 110-134) also makes “homeless” children automatically eligible for services. The McKinney-Vento Homeless Assistance Act’s definition of “homeless” includes certain types of substandard housing. Regulations and procedures have yet to be defined at the Office of Head Start to integrate its existing eligibility requirements for migrant and seasonal farm-worker families and those falling under the “homeless” definitions. This includes Head Start requirements for an annual family agricultural verification process which is tied to federal poverty income guidelines. By contrast, parents of “homeless” children under the McKinney-Vento Act are not subject to any means testing.*

In the former Head Start Act, programs were required to set aside ten (10) percent of all enrollment opportunities for children with disabilities. Unless there is a waiver in place, the amended Head Start Act states that the Head Start Office must have policies and procedures to assure that “not less than 10 percent of the total number of children actually enrolled by each Head Start agency and each delegate agency will be children with disabilities.” The annual waiver can only be considered for three years.

The Head Start Act prioritizes all new funding for migrant farm-worker families before any funding for seasonal or “settled out” families can be considered:

*“The Secretary [of Health & Human Services] shall, after taking into consideration the need and demand for migrant and seasonal Head Start programs [and such services], ensure that there is an adequate level of such services for eligible children of migrant farm-workers before approving an increase in the allocation of funds...for unserved eligible children of seasonal farm-workers. In serving the eligible children of seasonal farm-workers, the Secretary shall ensure that services provided by migrant and seasonal Head Start programs do not duplicate or overlap with other Head Start services available to the eligible children of such farm-workers.”*

The present federal interpretation of this section of the Head Start Act is that MSHS programs must have well-established Community Assessment data to demonstrate that migrant-eligible family needs have been met before there is consideration of the needs of seasonal or settled out families in the service area operated by the grantee and its delegate agencies.

### **Children/Families Receiving MSHS, Head Start and Other Services**

The Community Action Partnership of San Luis Obispo (CPSLO) also operates a Migrant & Seasonal Head Start (MSHS) grantee in Monterey County. This grantee has most of its operations to the south east in Monterey County, apart from its larger scope of programming in other parts of California. This non-profit agency presently maintains 35 Migrant & Seasonal Head Start child development slots in Family Child Care Homes in the Las Lomas area of northern Monterey County. In some instances Family Child Care Home Providers serve children from both MSHS programs.

In 2007 the grantee (Central California Migrant Head Start/Stanislaus County Office of Education) inaugurated expansion of 25 Migrant Head Start child development slots in about ten (10) Family Child Care Homes throughout the Pajaro Valley Unified School District service area. The grantee characterizes this as a “direct operated” program. In this program design, the Grantee Coordinator assigned to monitor PVUSD operations also oversees services for these additional child development slots. A childcare partnership was initially established between the grantee and GoKids, Inc. to implement child development services for these 25 children. In 2009, the grantee changed its vendor arrangements. Thirty-five children were served in 13 Family Child Care Homes in the same service area through the Santa Cruz County Parents Association. This non-profit group’s primary mission is to operate the County’s Voucher Project, which is largely funded by the California State Department of Education, to provide subsidized child care to income eligible families. Through an expansion proposal submitted in 2009, the grantee plans to serve an additional 15 children in the northern part of Santa Cruz County (Davenport – Ben Lomond).

The Region IX “regular” Head Start Program offers services to its families under the auspices of the Santa Cruz Community Counseling Center. The Santa Cruz Community Counseling Center is a former MSHS Delegate Agency of Central California Migrant Head Start and therefore, is familiar with essential MSHS needs and operations. The two programs coordinate some activities and participate in efforts organized by community partners. Operating schedules and program designs are quite distinct between the local Region IX Head Start and the District MSHS Programs.

PVUSD (“District”) operates one State-funded child development center at the Buena Vista labor camp for farm-worker children in a spring-fall format (April – October). In 2009, 89 farm-worker children were being served at this camp. For 2010, this State-funded program is scheduled to serve 106 children; about 35% are classified as “passive migrant” (seasonal). The District’s Migrant Education Program runs a six-week pre-K part-day summer program at some elementary school sites, in addition to limited evening program offerings (Migrant Even Start)

during the school year. Migrant Education does not offer extended day services during the peak spring – fall agricultural period as does Migrant & Seasonal Head Start.

The District has expanded its general child care, preschool and teen mother programs through funding from California's Child Development Division (C.D.D.). There is a limited collaborative effort with the Region IX Head Start program, operated by the Santa Cruz Community Counseling Center, to jointly fund a limited number of slots. This State-funded expansion includes both center-based services, as well as services in Family Child Care Homes. In recognition of this growth and a desire to consolidate its various child development and early childhood programs, the District created a separate child development department in mid-2008. The intent is to coordinate early childhood programs throughout the District, including those associated with Adult Education, Migrant Education, and Special Services/SELPA. Including the 106 farm-worker children served at the Buena Vista labor camp, there are 626 State-funded child development slots in the District.

Due to State budget cuts, District K-12 schools will shorten their schedule by one week. PVUSD K-12 school sites will now open the third week of August and will close around the first week of June. There is a relatively lengthy winter hiatus for District schools since a large number of families go to Mexico for several weeks; a smaller proportion leave for most of winter. This hiatus has been shortened more recently. Families of Mexican farm-worker origin are concentrated in the Watsonville area, the southern portion of Santa Cruz County, and in northern Monterey County. These are the areas in which MSHS families reside. When the District's average daily attendance drops, so does State funding.

California school districts are under enormous financial pressure, part of which is tied to school performance issues. PVUSD has several "low performing schools", as defined by the "No Child Left Behind Act" (NCLB) and State requirements. School readiness and student preparedness for testing are major priorities and pose many challenges in a District where so many students are learning English as a second language and parents are Spanish-dominant. All of the District elementary "schools of residence" where MSHS Centers are located have been designated as low-performing schools in recent years. A "school of residence" is the term used to describe the geographic boundaries set by the District for each school site that correspond to student enrollment. Families may request enrollment in other District schools outside of their own neighborhoods, but as a matter of practice, most families choose to send their children to the assigned school of residence.

## Existing Child Care Serving Eligible Children

The following programs in Santa Cruz and Monterey counties do serve or potentially may serve eligible MSHS children and families. There are differences in eligibility criteria between programs so children served in one program may or may not qualify for entry into another program.

	School District	Name and Type of Program (Indicate if Federal or State)	Location (City)	Ages Served	# of Children Served	Source of Information
<input checked="" type="checkbox"/> Migrant State definition <input checked="" type="checkbox"/> Seasonal (Passive)	<b>Pajaro Valley Unified School District</b>  <b>Buena Vista Camp</b>	Name/Type: PVUSD/State Migrant <input checked="" type="checkbox"/> State <input type="checkbox"/> Federal  May-October	Watsonville Licensed Centers	<input checked="" type="checkbox"/> Infants/Toddlers <input checked="" type="checkbox"/> Preschoolers <input checked="" type="checkbox"/> School Age	<u>23 Mig</u> <u>16 Passive</u> Infants/Toddlers <u>32 Mig</u> <u>21 Passive</u> Preschoolers <u>14 Migrant</u> School Age Total = 106	Maria Flores, Head Teacher (831) 728-1208
<input type="checkbox"/> Migrant State definition <input checked="" type="checkbox"/> Seasonal	<b>Go Kids Inc. North Monterey &amp; South Santa Cruz Counties</b>	Name/Type: SDE/CDD/Migrant <input checked="" type="checkbox"/> State <input type="checkbox"/> Federal  May-December	Licensed Family Child Care Homes in Las Lomas and Watsonville	<input checked="" type="checkbox"/> Infants/Toddlers <input checked="" type="checkbox"/> Preschoolers	<u>16</u> Infants/Toddlers <u>15</u> Preschoolers <u>4</u> School Age Total = 35	Karen Hamman, Family Serv. Manager (408) 840-9485
<input checked="" type="checkbox"/> Migrant  <input type="checkbox"/> Seasonal	<b>(CAPSLO) Community Action Partnership of San Luis Obispo County, Inc.</b>	Name/Type: Migrant Services MHS/SDE <input type="checkbox"/> State <input checked="" type="checkbox"/> Federal  March-October	Las Lomas area Licensed Family Child Care Homes	<input checked="" type="checkbox"/> Infants/Toddlers <input checked="" type="checkbox"/> Preschoolers	<u>16</u> Infants/Toddlers  <u>19</u> Preschoolers  Total = 35	Jennifer Administrative Cleck (831) 675-2355 Extension # 11
<input checked="" type="checkbox"/> Migrant  <input type="checkbox"/> Seasonal	<b>Central California Migrant &amp; Seasonal Head Start</b>	Name/Type: Migrant Services MHS/SDE <input type="checkbox"/> State <input checked="" type="checkbox"/> Federal  April-October	Various Licensed FCCH Homes in Santa Cruz and Ben Lomond	<input checked="" type="checkbox"/> Infants/Toddlers <input checked="" type="checkbox"/> Preschoolers	<u>25</u> Infants/Toddlers  <u>25</u> Preschoolers Total = 50	Maria Fátima Castro, MSHS Coordinator (831) 466-5851

## Key Partnerships and Collaborations

The District's MSHS Program has established inter/intra-agency agreements through Memoranda of Understanding with the following community partners:

- Community Bridges - WIC Program
- MSHS, CCMHS (Grantee) and PVUSD Child Development Department
- PVUSD Migrant Education Program
- PVUSD SEPLA/Special Services Department
- Salud para la Gente Clinic (Migrant/Community Health Clinic)
- San Andreas Regional Center (Services for Children with Disabilities, 0-3 years)
- Santa Cruz County Health Services Agency – CHDP [EPSDT]
- Women's Crisis Support-*Defensa de Mujeres* (Shelter, Domestic Violence Support, Prevention Services)

The Program works with many other organizations and groups without a formal MOU in place. Notably, there is a contractual agreement for services between CCMHS and Cabrillo Community College to support professional development of MSHS educational staff and Family Child Care Home Providers. The Program has also worked with First Five of Santa Cruz County for staff & FCCH Provider development for several years, including 2010. The Program has collaborated closely with San Jose State University to support the training of bilingual speech/language pathologists and the provision of summer speech/language therapy for MSHS preschoolers. A grant application to continue this special project next year was submitted in July 2010.

## PROGRAM DESIGN

### Locally Designed Options for Child Development Services

MSSH programs nation-wide typically fall under Head Start's provision for the "locally-designed" service delivery option. As is true for other MSSH programs that are designed to operate on a "spring-fall" schedule, the District renders its services to families during peak agricultural periods. All centers and Family Child Care Homes open in the first week of May and direct services to children typically end in the latter part of October. Child development services are offered to infants, toddlers, and preschoolers. The minimum age of entry for District MSSH infants is two (2) months, though the number of very young infants actually served each season is small, in part due to requirements surrounding crib space and other napping regulations.

PVUSD operates all child development sites Monday through Friday in an extended-day format. All sites open at 6 a.m. and close at 6 p.m. All MSSH child development sites must offer child development services for the full twelve-hour day. There are variations in arrival and departure times of children according to seasonal agricultural activities and parents' work schedules. For a minority group of parents, there is usually a need for services to begin in April instead of May and for other families to have services extend into November. A minority of families need daily services that begin prior to 6 a.m. or end after 6 p.m. There is some need for Saturday services during selected months. Based upon a number of limitations, parents have elected to meet the core needs of the majority of parents with the above-described operating schedule.

Parents typically provide input regarding the subsequent season's operating schedule in July when local parent committee officials and Policy Committee representatives gather together on a Saturday for local training and meeting purposes. When there are significant changes in the availability of federal funds, the decision-making process may be extended to subsequent Policy Committee meetings.

In 2009, 45% of Program children served was under three years of age. By contrast, nationally about 11% of enrolled Head Start children were infants and toddlers. Local demand to serve such large numbers of infants and toddlers poses many challenges to the Program, including adequate placement sites in some geographic areas.

The Program presently operates five (5) centers situated on District elementary school sites: Calabasas, Freedom, Hall District, H.A. Hyde, and Ohlone. Each center has two modular classrooms and two adjacent play yards. In all but one District location, each center has one infant/toddler classroom or toddler classroom along with one preschool classroom. The infant/toddler classrooms have a maximum enrollment of 16 children. At four sites, there is a maximum funded enrollment capacity of 20 preschoolers. The limitation of two fairly small modular classrooms to serve children from two months of age through kindergarten transition at five (5) centers means educational staff is sometimes stretched in terms of their ability to manage cross-age groups.

## **Family Child Care Home Option**

Prior to 2001 the former delegate agency (Go Kids, Inc.) operated two MSHS preschool classrooms at the Hall District Elementary School site in Las Lomas. The balance of GoKids MSHS child development services was provided through the Family Child Care Home option. In order to avoid a lapse in service delivery in 2001 when GoKids decided to end its CCMHS delegate agency contract, the District's Policy Committee, Board of Trustees and newly-arrived Program Director agreed to adopt a program design in which the Family Child Care Homes were predominant. This meant changing the entire delivery structure for MSHS child development services, in addition to the way in which parent participation and shared governance would be managed. There were few areas of operation that were unaffected by this sudden growth and shift in the mode of child development service delivery. The FCCH model is still in its infancy in many respects within Head Start and MSHS, so there has been much uncharted territory to navigate and many twists and turns along the way.

While some Policy Committee parents were initially skeptical about the quality of services they might find in Family Child Care Homes compared with that found in center-based care, parent representatives have been generally enthusiastic about the Family Child Care Home option. Returning parents who have had children enrolled in each program option are frequently able to articulate the advantages and disadvantages - they are the best advocates of care in Homes.

### **Range of Responses Reflecting Parent Preference for the Family Child Care Home Option**

- Continuity of care with a maximum of two caregivers (Provider and Assistant) throughout the 12-hour service day for all children. In centers, there is a primary caregiver and secondary caregiver for infants and toddlers to cover the 12-hour day but this is not available for preschool-aged children.
- Parents know that the Provider/Assistant will be present with rare usage of outside substitutes.
- More consistency with beginning of day and end-of-day conversations with parents – no substitute personnel.
- Enrolled siblings are together in close physical proximity.
- Home-like atmosphere, an especially important feature for infants and toddlers.
- Nutritious home cooking. Better, more flavorful and culturally-appropriate recipes than those provided through District Food Service Department at centers. Is easier to tailor meal needs for individual children because of immediate access to full kitchen and relatively quick food preparation process.
- FCCH Assistants or “extra help” may include male role models within the Provider’s family. Male role models are especially helpful for preschool-aged boys. Surrogate “father involvement”.
- Inter-generational role modeling in some FCCH’s. Provider family members serve almost as fictive kin; children refer to many Provider family members as “grandparents”, “uncles and aunts”. This setting more closely mirrors the extended family networks of

migrant and seasonal farm workers. Cultural family values are mirrored in FCCH's since Providers come from backgrounds which are largely similar to those of enrolled families.

- Some FCCH's are located on property that may include small orchards, gardens, and various types of animals – the feel of the country without having to go on a field trip. Many FCCH's are relatively new Homes or have undergone remodeling to accommodate children. Many Home environments are quite appealing.
- Since the Program has no routine transportation services for children, FCCH's may be closer to parents' homes than the closest center.
- In some instances parents make special arrangements for child care with Providers beyond the 60-hour service week offered through the Program.
- Parents see the number and range of activities in which children are engaged and the progress children make over the course of the season. Most parents see the activities carried out in the FCCH's as being similar to those in centers or "*la escuela*".
- Children with certain disabilities or health conditions may have better support at a particular FCCH.

Parent preferences for centers may include:

- ❖ Need to place kindergarten-eligible children at the elementary school of residence. No kindergarten-eligible children are placed at FCCH's since there is no routine child transportation.
- ❖ Children with certain disabilities or health conditions may have better support at a center. For example, there may be greater opportunity for speech/language development among preschool peers. The Program is able to expend federal funds to ensure ADA access at each center. There is limited ADA access via FCCH's and only in certain geographic areas.
- ❖ Older siblings may be enrolled at same school where the MSHS center is located.
- ❖ Some parents perceive centers to be more "academically" inclined than FCCH's.
- ❖ Centers are always there and open. There is a small chance that a Provider could move out of area or have to cease operations due to illness or family emergency.
- ❖ Centers are able to provide large outdoor play structures. Most FCCH's have limited space for such large play structures.

There are numerous limitations regarding the availability of child development slots at centers and FCCH's. These include: small FCCH versus large FCCH license capacity; Provider/Center staff experience and skill level; limitations on the number of FCCH children under two years of age; limited availability of slots for children entering kindergarten; competition for FCCH slots with other community agencies; State-funded restrictions on the number of subsidized FCCH slots for each Provider; various types of building capacity limitations at centers (for example, limited space for infants and toddlers according to each age group, required space to maintain physical separation of cots, cribs, etc.).

Apart from the fact that more than three-fourths of all available child development slots are in FCCH's, the preclusion of kindergarten placement in Family Child Care Homes also means that the average age of children in Homes is younger than in Centers.



To the extent that it is possible to do so, attempts are made to match parent needs and children's needs to the availability of child development slots in each locally-designed program option (Centers and Homes), as well as within each type of child care setting. A complex system for child/family placement is used to situate children in 10 classrooms and nearly 70+ Family Child Care Homes each season within the first 30 days of operation. A software programmer with a Cray computer might be challenged to account for all of the variables involved in designating the best placement of children but, ultimately, the human touch is needed to carry out best judgments for placement. Within the first 45 days of operation, a number of shifts in placement take place. The Program attempts to limit the number of placement changes so that children do not suffer from abrupt changes in primary caregivers.

In terms of broader community economic development, the high concentration of MSHS Family Child Care Homes in the Watsonville area represents a significant contribution to the local economy and more specifically, to small business development. It is often reported that for every federal dollar awarded to a community that five to seven times that amount is invested in the local economy. From a social development perspective, the network of Family Child Care Homes strengthens the presence of intact families and expands the adult learning community. FCCH Providers often improve their homes and neighborhoods. While there is some adverse neighborhood impact, (e.g. some street congestion as parents pick up and drop off children, the sound of children outdoors, etc.), many neighborhoods benefit from the presence of Homes. Successful FCCH Providers provide tangible evidence that families that work together towards a common purpose can improve their own standing within the community. Providers, who are also parents, are able to make a living at home and attend to their own small children.

### **Factors Affecting Program Design – Center Option**

Based upon the results of the 2006 Community Assessment, one of the preschool classrooms at the Hall District Center was converted for use in 2007 by children under three (3) years of age. Relatively few quality Family Child Care Homes are available in the Las Lomas-Hall District Elementary School area of northern Monterey County which can meet the demand for serving this age group. At the Freedom Center, the previous toddler classroom has been converted for use by young preschoolers. The second Freedom Center classroom has been set aside for use by 20 older preschoolers. This has resulted in the availability of 14 slots set aside for children eligible to enter kindergarten at the Freedom Elementary School in late-August. The Freedom Elementary School is a focus of State-mandated improvement. The availability of additional MSHS slots at the Freedom Center offers the opportunity to have close collaboration with Freedom Elementary kindergarten teachers for transition purposes. The exchange of age groups slots between the Hall District Center and the Freedom Center was a financially-neutral method of containing staff costs while meeting changing demographic needs of families.

In developing its 2007-08 budget, the Program faced a major financial challenge as a result of escalating District costs and reduced federal funding. Major increases in personnel and fringe benefits occurred, along with some increase in District administrative (indirect) costs. During a

period of time when there has been near flat funding and more recently, shrinkage of federal dollars, the District has been able to support higher rates of cost-of-living and other salary increases, along with increased health insurance rates. The cumulative effect of District cost increases and a reduced MSHS budget resulted in a difficult and lengthy decision to close one center in 2007 and transfer affected child development slots to five (5) Family Child Care Homes. The center that was selected for closure was Salsipuedes, a site which did not serve young infants, did not have kindergarten-eligible children enrolled, and posed some transportation difficulties for parents. Also the District closed the Salsipuedes Elementary School and the Alianza Charter School was re-situated to this elementary school campus. MSHS Salsipuedes Center staff members were re-assigned to other MSHS centers without loss of availability of positions for existing staff.

A program-wide cost analysis at the outset of 2006-07 showed that it was 37% more expensive to operate child development slots in centers than in Family Child Care Homes. As part of an analysis used to develop the 2007-08 budget, it was determined that it cost about \$70 per day per child to operate a center with 36 children, while it cost about \$33 per day to offer services to 36 children in Family Child Care Homes, a difference of 57%. While the Program had budgeted for a maximum 7% increase in employee health insurance for 2007-08, the reality is that 2007 health insurance premium costs went up 14%. These same costs rose another 12% in 2008 and another 10% in 2009. This type of escalating cost is of considerable concern for on-going program planning and clearly impacts the program design in terms of its options for Center and Family Child Care service delivery. For the 2009-2010 fiscal year, the Program requested a reduction from the Office of Head Start/Migrant & Seasonal Programs Branch from 732 to 680 children but to conserve the same level of funding. This is in line with provisions within the amended Head Start Act of December 2007. The same request is pending for the upcoming grant year.

## Executive Summary

There is continued demand for Migrant & Seasonal Head Start services for families in the Pajaro Valley Unified School District (PVUSD) in southern Santa Cruz and northern Monterey counties. There is a small but steady increase of migrant families of indigenous Mexican origin (Mixtec/Zapotec-speakers), who generally require intensive Program support. A longer growing season, changes in the agricultural work force and other factors indicate there is an increased demand for services for seasonal Head Start children. There is a high demand for the MSHS Program's extended-day (6 a.m. – 6 p.m.) child development service delivery format during the peak agricultural period (May – October) for infants, toddlers, and preschoolers. For both migrant and seasonal Head Start families, there is strong demand for services for children less than three years of age. In particular, there is a need in this program and throughout the Pajaro Valley for more care for infants requiring cribs. Well over one-half of Program children served are infants and toddlers. If more funding were available, many families could benefit from a longer service delivery period beginning in April and ending in November.

The local Region IX Head Start program, sponsored by the Santa Cruz Community Counseling Center, maintains about 550 child development slots and operates from August 31 – May 31. Of eleven preschool classrooms, eight are in the Watsonville area and serve separate groups of preschoolers in morning and afternoon sessions. Roughly 20% of these slots are for Early Head Start.

Based upon the above summary of each program's service delivery design, it is clear that PVUSD's Migrant & Seasonal Head Start Program and the local Region IX Head Start Program work to meet the very distinct needs of each organization's children and families. Each program maintains quite different service delivery periods. The focus of the Region IX Head Start program is on large numbers of older preschoolers served in double sessions throughout Santa Cruz County, with a relatively small number of services aimed at the "under three" population. As is common to many Head Start programs, a substantial amount of services are offered through a home-base/home visitor program. By contrast, the Migrant & Seasonal Head Start Program must take into consideration the long hours parents work in the fields plus their commute time, and the need to support large numbers of infants and toddlers in a safe, nurturing environment. The PVUSD MSHS Program is uniquely positioned to serve large numbers of siblings in licensed Family Child Care Homes, an option that has won favor among Program parents and serves to strengthen the broader Watsonville community.

### Major Findings:

- Continued need for Migrant & Seasonal Head Start services within the Pajaro Valley Unified School District service area
- Increased needs associated with greater influx of Mexican indigenous families, migrating from Oxnard area in southern California and/or originating from the State of Oaxaca
- Nearly one in five parents have 3 years of schooling or less; 57% have 6 years of schooling or less; 7% of mothers have no schooling
- Children's primary health care problems are associated with dental disease, asthma and other pulmonary conditions, and overweight
- Dual language acquisition for children and parents is needed
- Parents face considerable barriers to services because of their long work days, inadequate transportation resources, and in some cases, linguistic or other communication difficulties
- Services for high risk children and families require constant triaging to ensure the neediest families receive highest priority during the operating season
- Continued need for professional development of Program staff and Family Child Care Providers through college course work, workshops and special project initiatives
- Continued need to focus on gaps in services for children with suspected and diagnosed disabilities and complex health care needs
- Inadequate and expensive housing predominates the quality of life for families and children
- Immigration / migration patterns and agricultural trends are influenced by national and international economics beyond the local control of the Program; flexibility is needed to respond to these changes
- Economic crisis, in combination with escalating costs, affects the level and quality of services

## Methodology

This Comprehensive Community Assessment is based upon a wide variety of formal and informal data sources. At the heart of the Community Assessment is the goal of identifying the current number of eligible children and estimating future cohorts. Major methodological and cost obstacles preclude determining precise estimates of Head Start eligible migrant and seasonal farm-worker children nationally and within states. County-level data offer some basis for evaluating general agricultural labor force needs, but do not take into account large numbers of single men and other adults who do not have Head Start age or income-eligible children. The program is charged with distinguishing between “migrant” and “seasonal” farm-worker families. “Seasonal” families are those whose livelihood still principally relies upon hired agricultural employment on a seasonal basis, but where the entire family no longer relocates elsewhere. For Migrant Head Start purposes, the entire family must move out of area within the past 24 months, with a higher priority of admittance granted to migrant families who have moved in the last 12 months.

Various federal and State agencies use distinct definitions to describe “migrant” and “seasonal” farm-worker populations. Often local organizations or growers do not distinguish between these two groups at all and parents have difficulty understanding why they are eligible for services from one program but not another. Equally challenging is the attempt to estimate the number of eligible children residing solely within the Pajaro Valley Unified School District, the Program’s service delivery area. Agricultural and community data are collected and reported at the county level. The Pajaro Valley Unified School District cuts across a portion of southern Santa Cruz County and a portion of northern Monterey County. Available data sources do not provide information that corresponds to District boundaries. For these and other reasons, available third party quantitative data have been reviewed and analyzed, but the program relies heavily upon qualitative data sources to draw its conclusions and to make recommendations for action. This approach is consistent with the national methodology outlined by Migrant & Seasonal Head Start’s Technical Assistance Center, the Academy for Educational Development, in its 2005 Community Assessment Workbook.

The principal purposes for producing this Assessment Report are drawn from the above mentioned Migrant & Seasonal Head Start Community Assessment Workbook:

- The federal grant application requires a Comprehensive Community Assessment every three years that meets specific criteria for Migrant & Seasonal Head Start (MSHS) programs. Annual updates are required the subsequent two years. The Community Assessment is also used to support other funding requests.
- The Community Assessment is an integral part of the required Head Start planning process. Year-to-year changes, as well as trend information, must be taken into account to establish short and long-term program planning processes.

- The Assessment is the basis for designing comprehensive service delivery plans that are tailored to meet the local needs. Specifically, the Community Assessment helps to inform decisions about:
  - ✓ Program service delivery options, such as the number and distribution of child development slots in Centers and Family Child Care Homes
  - ✓ Operating periods, including opening & closing dates, daily & weekly hours of service in Centers and Family Child Care Homes for child development services
  - ✓ Site locations
  - ✓ Demand and availability of services for different age groups of children (infants and toddlers versus preschoolers)
  - ✓ Local prioritization of enrollment criteria
  - ✓ Adaptation of program services to address changes in crops & growing season; changes in the amount of hand labor versus mechanized labor; changes in the composition and availability of the hired agricultural labor force
  - ✓ Shifts in “migrant” versus “seasonal” labor
- Head Start programs must respond to national changes in legislation, public policy and Head Start Office initiatives. Programs must also plan to implement new regulations and adapt to more stringent evaluation criteria.

The Community Assessment helps others to understand how most MSHS Programs must fit a round peg into a square hole. As Migrant & Seasonal Head Start programs have distinct program designs to meet the needs of the hired farm-worker population, much time and effort is committed to planning compliance with regulations that were initially designed for “regular” Head Start programs that typically operate more months each year in a part-day format and mostly serve three and four year olds.

- A comprehensive Community Assessment can be an effective way to educate staff, parents, community groups, and decision-makers, including Board and Policy Committee members, about the needs, strengths, and characteristics of families and the local community.
- The Community Assessment is one method by which community resources are identified and key community partners are selected for program collaboration. The Assessment can be used as a springboard for advocacy and can serve as an orientation and training tool.

The Migrant & Seasonal Head Start population has specialized needs and for this reason, it is administered at the national level through the Migrant & Seasonal Programs Branch ("Region" 12), under the auspices of the national Head Start Office in Washington, D.C. Head Start began in 1965 and is under the purview of the Department of Health & Human Services. In terms of public funds, the District's MSHS Program operates solely with federal MSHS dollars and has not depended upon District general funds.

The following chart depicts some of the key activities used to develop the 2010 Community Assessment:

ACTIVITY	PARTICIPANTS	DATE COMPLETED
Parent Surveys	Conducted by Family Service Workers	3/01-5/03/10
Request for PVUSD Migrant Education Data	Angelica C. Renteria, PVUSD/MSHS Program Operations Coordinator, Carole L. Clarke, PVUSD/MSHS Program Director, Jennie Gomez, Migrant Education Computer Support III	5/05/10
Policy Committee Meeting	Policy Committee Members, including Heloise Schaser, Community Representative; Angelica C. Renteria, Program Operations Coordinator; Carole L. Clarke, Program Director; Irene Herrera-Noh and Adriana Gallegos, Parent Involvement Coordinators; Karen Osmunson and Sandra Nichols, Board Liaisons to the PC.	6/10/10
CCMHS/PVUSD Planning Meeting	Janet Orviscook, CCMHS Director II; Kathy Lathrop, PVUSD Early Childhood Education/Child Development Director; Tony Jordan, CCMHS Coordinator; Carole L. Clarke, PVUSD/MSHS Director; & Angelica C. Renteria, PVUSD Program Operations Coordinator.	6/14/10
Management Team Meeting	Management Team members	6/15/10
PC Officials Training	Local Parent Committee Officials; Policy Committee Representatives; Program Director and Parent Involvement Coordinators.	7/10/10
Policy Committee Meeting for final approval	Policy Committee Members, including Heloise Schaser and Patricia Batalla, Community Representatives; Angelica C. Renteria, Program Operations Coordinator; Carole L. Clarke, Program Director; Irene Herrera-Noh and Adriana Gallegos, Parent Involvement Coordinators; Karen Osmunson and Sandra Nichols, Board Liaisons to the PC.	7/15/10
Management Team Meeting	Management Team members	7/20/10
Board Meeting for Final Approval	Pajaro Valley Unified School District Board of Trustees	Est. 8/25/10

### **Geographic Area**

Santa Cruz County is located on the California central coast. It is situated at the northern tip of Monterey Bay, 65 miles south of San Francisco, 35 miles north of Monterey, and 35 miles southwest of the Silicon Valley. Its natural beauty is present in the beaches, redwood forests, and rich farmland. It has an ideal Mediterranean climate with low humidity and sunshine 300 days a year. According to the 2000 Census, Santa Cruz County has 255,602 residents.

According to the U.S. Census Bureau, the county has a total area of 607 square miles (1,573 km<sup>2</sup>), of which, 445 square miles (1,153 km<sup>2</sup>) of it is land and 162 square miles (419 km<sup>2</sup>) of it (26.67%) is water. Of California's counties, only San Francisco is physically smaller.

The county is a strip about ten miles wide between the coast and the crest of the Santa Cruz Mountains at the northern end of the Monterey Bay. It can be divided roughly into four regions: the rugged "north coast"; an urban area (City of Santa Cruz, towns of Soquel, Capitola, and Aptos); the San Lorenzo River Valley; and fertile "south county", anchored by the city of Watsonville. Agriculture is concentrated in the coastal lowlands of the county's northern and southern ends. Most of the coastline is flanked by cliffs.



There are four incorporated cities within Santa Cruz County. Based upon the 2000 U.S. census, the largest city is Santa Cruz, which has a population of 54,364 and is the County seat. Watsonville is the second largest city and in 2003 it had a population of 44,475. The 2010 estimated population for Santa Cruz is 56,810 and for Watsonville it is 51,053.<sup>2</sup>

The District's Migrant & Seasonal Head Start Program Office is located in Watsonville in a former community hospital facility that was condemned after the 1989 earthquake. The building has since been refurbished to house many school district operations, including the District's administrative offices, Migrant Education, some Adult Education and SELPA/Special Education services. MSHS Family Service Workers

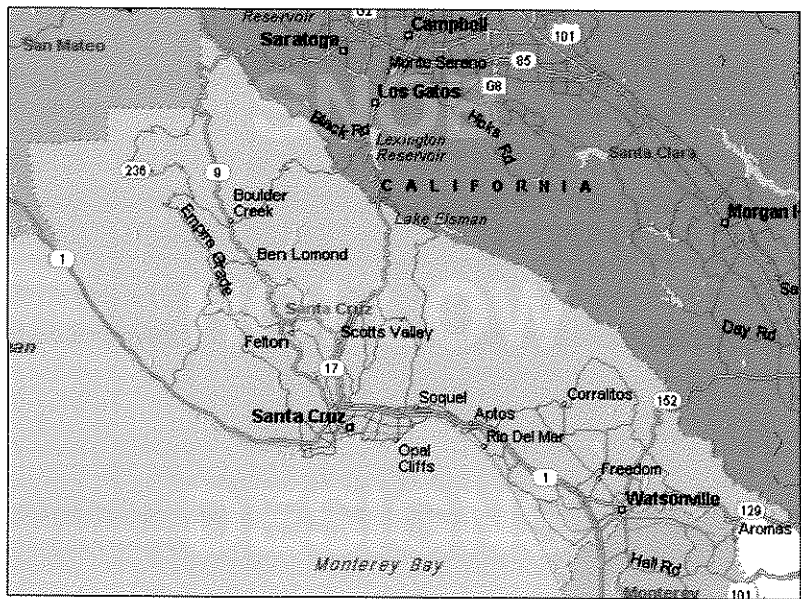
<sup>2</sup> Santa Cruz Sentinel, July 17, 2010.



hear the echoes of mothers delivering babies from the old converted maternity ward that functions as part of the Program's Second Floor office space, where all families are enrolled.

Santa Cruz County's post-secondary educational system includes Cabrillo Community College and the University of California, Santa Cruz (UCSC). Cabrillo College in Aptos is a demonstration site for the California Department of Education's/WestEd's Program for Infant Toddler Caregivers. Importantly, Cabrillo College has a local campus in Watsonville where many Early Childhood Education classes are held. Local evening classes begin within thirty minutes of MSHS daily closing hour of 6 p.m.

UC Santa Cruz hosts the Long Marine Laboratory, the Lick Observatory, the National Marine Fisheries service, and the Oiled Wildlife Veterinary Care and Research Center. UC Santa Cruz does not offer a child development major.<sup>3</sup> The Monterey Bay Aquarium and other focal points of the tourist industry are approximately one hour to the south of Watsonville in Monterey County. Hartnell Community College, located in Salinas, and the fledgling California State University at Monterey Bay, situated at the former Ford Ord site north of Monterey, are the two closest public post-secondary institutions in Monterey County. The closest campus that offers a Bachelor's degree in Child Development is California's State University at San Jose, approximately a 1 hour 15 minute one-way commute from Watsonville to the heart of the Silicon Valley. As a practical matter, the commuting distance to San Jose State University represents an almost insurmountable obstacle for the Program's predominantly female early childhood education workforce.



<sup>3</sup> Santa Cruz County Government, "About Santa Cruz County," *Santa Cruz County Online* [home page on-line]; available from <http://www.co.santa-cruz.ca.us/descriptionSCC.htm>; Internet; accessed 3 June 2005.

## ***Economic Factors***

In the northwestern portion of the County the economy is anchored by tourism (\$640 million in 2007) and technology, while agriculture is the dominant feature of the southeastern portion of the County. The economic recession has taken its toll in southern Santa Cruz County, as well as other portions of the State and nation. For example, in June 2007 the unemployment rate in Watsonville was 13%; by June 2009 it had increased to 22%.<sup>4</sup>

## **Cost of Living**

### **Household Income Levels**

#### **Self- Sufficiency Income Standards**

The California Budget Project report titled, *Making Ends Meet: How Much Does It Cost to Raise a Family in California?*, estimates how much families and single adults would need to earn in order to make a modest living without assistance from public programs. A modest living includes making enough to cover basic living expenses such as housing and utilities, child care, transportation, food, and health care. The hourly wage needed to earn the basic family budget for families with children in California is two to four times the state's minimum wage (\$7.50 per hour).

- The San Francisco Bay Area (Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, Santa Clara, **Santa Cruz**, Solano and Sonoma counties) is the most expensive region in the state, requiring a basic budget of \$77,069 in 2008 for a family of four with two working parents. The San Joaquin Valley (Fresno, Kern, Kings, Madera, San Joaquin, Stanislaus, and Tulare County) is the least expensive region, with an estimated budget of \$62,624 for the same family. On average, the basic budget required for a family of four is 23% higher for families in Santa Cruz County than for families in Stanislaus County, where the grantee is based.
- In 2000 the annual self-sufficiency wage for a family of four in Santa Cruz County, which included one preschooler and one school-aged child, was \$45,841 (*United Way 2009 Comprehensive Community Assessment Report, page 42*). By 2008, a 44% increase had occurred in the basic budget requirements for the same family of four.

The principal difference in the cost of living between the San Joaquin Valley and Santa Cruz is related to housing costs.

---

<sup>4</sup> United Way Comprehensive Report, 2009

## Housing

### Median Home Price

Santa Cruz County faces many challenges as a result of the high cost of real estate. Owning a home is out of reach for the vast majority of incoming families. According to the California Association of Realtors, the percentage of households in Santa Cruz County able to afford a median price home in May 2005 was 11 percent.<sup>5</sup> High housing costs make it difficult to offer adequate compensation to child caregivers and other staff. This affects staff recruitment and retention, and poses a problem for Family Child Care Providers as well.

Below are the median prices of a single family home in Santa Cruz County from June 2001 through May 2010. As a result of the national mortgage meltdown, the median price of a home in Santa Cruz County in May 2010 is about the same as it was in 2002-2003. However, it increased 27% from its nadir in April 2009.

• June 2001 \$470,000	* May 2006 \$755,000
• June 2002 \$522,500	* May 2007 \$784,500 <sup>6</sup>
• June 2003 \$550,000	* June 2008 \$600,000
• June 2004 \$599,250	* April 2009 \$420,000*
• June 2005 \$785,000	* July 2009 \$520,000**
• May 2006 \$755,000	* May 2010 \$535,000***

As part of south Santa Cruz County, housing costs are lower in Watsonville than they are in or around Santa Cruz, but the Watsonville housing market is more subject to volatility. This is reflective of the larger economy. For example, in June 2008 there were more foreclosures than house sales in Watsonville. Certain sections of Santa Cruz and surrounding areas suffered foreclosures, but not at the same rate as in south Santa Cruz County.<sup>7</sup> Two-thirds of the total 906 foreclosures in Santa Cruz County took place in 2008 in Watsonville and the contiguous community of Freedom. In 2009 an additional 360 foreclosures took place in and around Watsonville (Attorney Phyllis Shafton Katz of California Rural Legal Assistance in Watsonville). Housing foreclosures can adversely impact renters, such as farm-workers, who may suddenly find themselves evicted and may even lose rental deposits.

### Fair Market Rent

In 2009 Santa Cruz was listed as the fifth most expensive rental market in the nation.<sup>8</sup>

---

<sup>5</sup> California Association of Realtors

<sup>6</sup> Santa Cruz Sentinel, 7/08/07 online Edition; \*Santa Cruz Sentinel 6/05/09); \*\*Santa Cruz Sentinel 7/6/09; Santa Cruz Sentinel, June 19, 2010 –Real Options Realty is source

<sup>7</sup> Source: California Association of Realtors, California Facts, Santa Cruz County Homepage; updated November 2006

<sup>8</sup> Santa Cruz Sentinel, April 14, 2010 from Associated Press by J.W. Elphinstone).

High rental costs represent a hardship for all. In 2009 the Department of Housing and Urban Development cited the fair market rent for a Santa Cruz County home as \$2,288 for three bedrooms; for two bedrooms it was \$1,590; for one bedroom it was \$1,220 and a studio rented for \$1,034. Between 2003 and 2009, there was an average increase of 26% in fair market rental prices. Actual average rents are about 9% higher than the fair market rents: \$2,494 for a three bedroom house; \$1,713 for a two bedroom house; \$1,309 for a one bedroom; and \$1,113 for a studio. For this reason, garages are popular living quarters, as is a patchwork of non-permitted housing additions. The high cost of property taxes, costly building permits and a tortuous planning department process contribute to a high number of houses remaining in substandard condition. It is not uncommon in some years for rental vacancies to be at less than one percent (1%) availability, thus driving actual rents above the fair market value.

During the drought years of the 1970's, a college saying at the University of California at Santa Cruz was "shower with friends". In the new millennium, the more appropriate saying in Santa Cruz County is "live with others, lots of others". For MSHS families, high housing costs force many to live with other families in relatively poor conditions. There is not an adequate family housing survey and data management system in place to estimate the number of MSHS families who might qualify under the substandard housing provisions of the McKinney-Vento Act. A number of obstacles prevent carrying out home visits to document substandard housing conditions at the time of enrollment.

The special sample survey information provided below is the most recent available.

In 2004 one-half of all Santa Cruz County households paid one-half of their income on housing, while one in five households (20%) paid 75% or more of their earnings on housing (*Santa Cruz Sentinel*, 7/3/05). By contrast, 38% of all Latinos paid 75% or more of their total household take-home pay for housing costs. The percentage of MSHS families who pay 75% or more of their take-home pay is likely higher since the cited figure covers all Latinos in the County and MSHS families tend to fall into the lowest rankings for earnings. According to the "Overlooked and Undercounted 2009...Struggling to Make Ends Meet in California", 47% of Latinos in Santa Cruz are below self-sufficiency income standards.

A 2002 sample survey conducted by the Santa Cruz Community Assessment Project found that the high cost of housing had caused the following percentages of County respondents who paid at least 50% of their total household take-home pay for rent to do one or more of the following:

Share housing with other families	61%
Live temporarily with family/friends	48%
Move when you didn't want to	37%
Live in an overcrowded unit	27%
Live in a unit with inadequate plumbing, heat or electricity	16%

One can reasonably surmise that the percentage of hired farm-workers who are subjected to one or more of these circumstances is higher than the general population. One reason is

because public and private camps for housing of hired farm workers are limited. The two significant farm-worker camps (Buena Vista and San Andreas) have a combined capacity for only 1,100 persons. Families seek “affordable” housing wherever they can find it outside of the camps.

### Farm-worker Housing

- San Andreas Farm Labor Housing – 43 units north of Watsonville, reconstructed in 2002
- Villa Del Paraiso in Watsonville (formerly called Marmos Pinto Lake Park) – 51 units reconstructed in 2009
- Jardines Del Valle (formerly called Murphy’s Farm Labor Camp) – 18 units remodeled in 1998; near Las Lomas, close to the county boundary between San Benito and Santa Cruz
- Nuevo Amanecer – 63 units in the Pajaro area of northern Monterey County
- Lincoln Square – 19 units in downtown Watsonville
- Buena Vista Camp – north of Watsonville

The best estimate from a 2000 farm-worker survey is that 68% of farm-workers live in overcrowded conditions. In Santa Cruz County, 17% of farm-worker housing has no plumbing; 34% has leaky plumbing; one-third has cracked or paint peeling; 15-20% has holes in the floor or ceilings; 18% has rodents. Most families cannot afford to complain about their housing situation for fear of eviction.

Overcrowding affects many family dynamics, including exposure of young children to single men living in adjacent rooms; noisy conditions preventing adequate sleep; observance of other families’ domestic disputes, and a chronic lack of privacy. Behavior problems can appear in very young children, many of whom observe and imitate adult behaviors that are acted out in classrooms and Family Child Care Homes. The Program spends a good deal of time sorting out instances in which children’s sexualized behavior or other problems may be principally attributed to unsatisfactory living conditions rather than abuse. Parents complain about foul language and lack of “respectful” behavior role modeled by other families that are quickly picked up by young children. Children who would fare better in less-stimulating environments are especially subject to the ill effects of over-crowded conditions. When these same children spend up to twelve (12) hours per day in child care, there is scant opportunity for “defensible space” for those who need a calm social environment. Unfortunately, less-than-ideal conditions often represent the best choice parents have for their children.

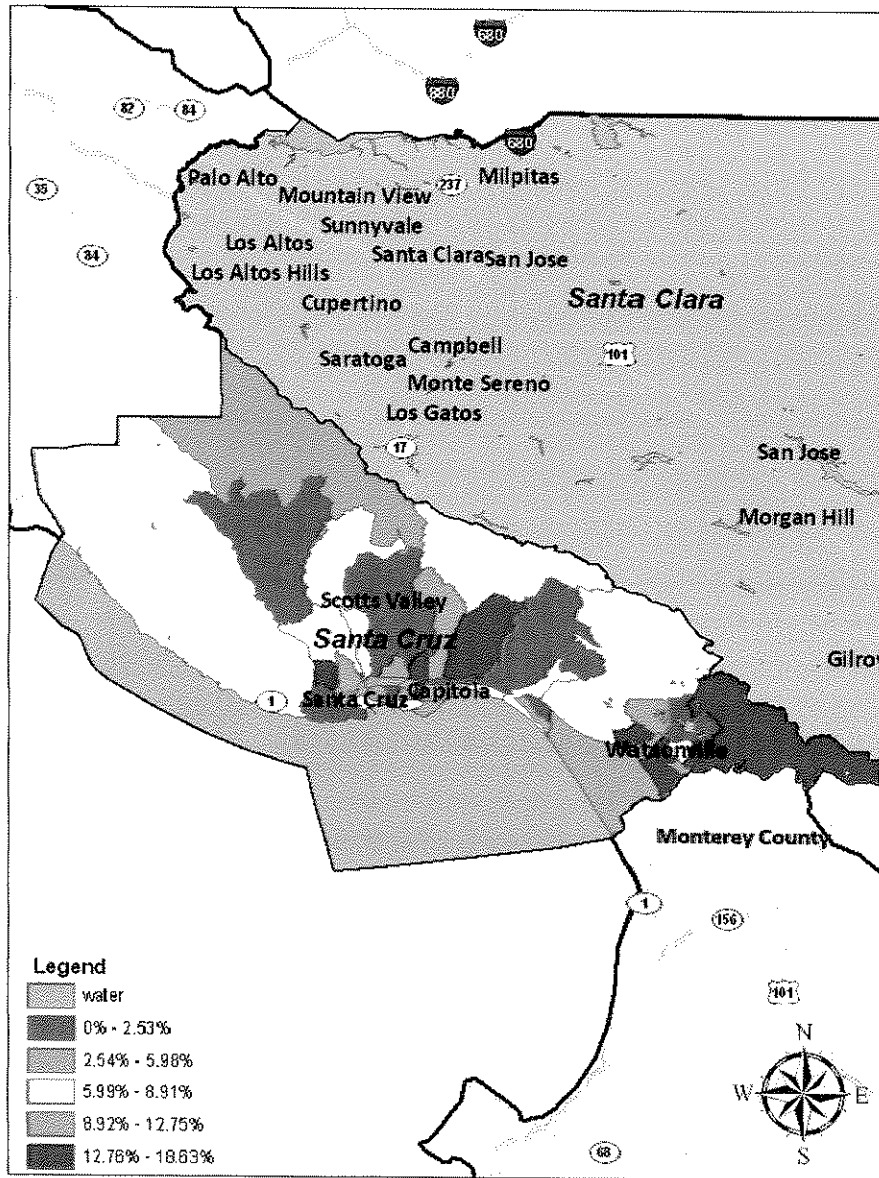
Year after year, housing (“affordable”, “livable”, “available” housing) is the top priority for MSHS families, but inadequate farm-worker housing is a nation-wide problem which can only be addressed in part by Head Start. There can be emergency intervention for particular families, advocacy for additional farm-worker/low-income housing, referrals and the like, but this Program, like other MSHS programs, cannot meet the depth and scope of farm-worker housing needs.

## ***Demographic Data***

### **Poverty**

Since about 95% of MSHS families fell below federal poverty income guidelines in 2009 (\$22,500 for a family of four), MSHS families are better characterized as living at a level that is closer to “subsistence” than “self-sufficiency”. The map below graphically shows concentration of children age 5 years and younger living in poverty; the Watsonville area has the largest number of children living in poverty in Santa Cruz County (13 – 19%).

**Santa Cruz County**  
Children 5 and Under Below Poverty

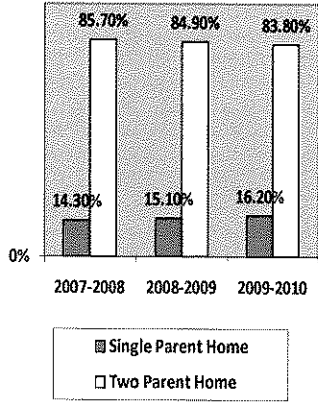


**Family Type**

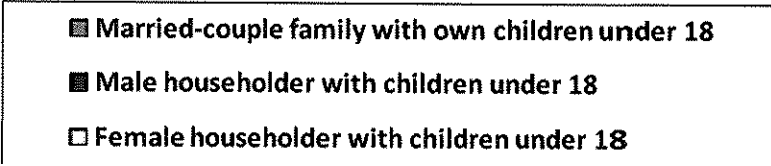
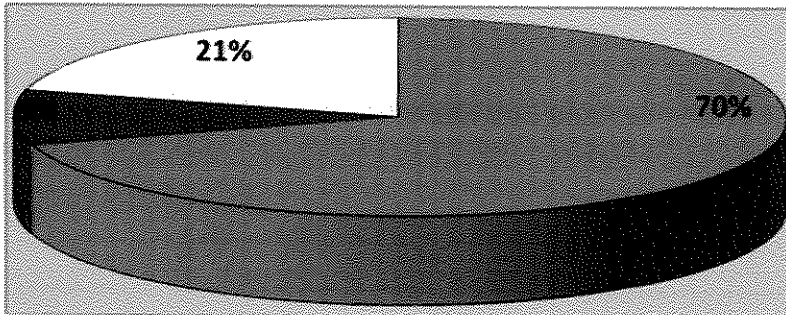
As shown in the following two tables, in Santa Cruz County 70% of the families are married couples with children under 18 years of age; in PVUSD MSHS households, about 85% of the families are in two-parent households.

There is an average of 1.3 children per enrolled District MSHS family (2009 PVUSD Program Information Report). In the previous two years, there was an average of 1.2 children per PVUSD MSHS family. The Program believes that this increase may be associated with the larger proportion of Mexican indigenous families that have enrolled.

PVUSD MSHS  
 Family Type:  
 Parental Status of Enrolled Children



**Santa Cruz County**  
**Family Type with Children Under 18**





## Educational Attainment of PVUSD MSHS Parents

Based on the results of a convenience survey conducted among 550 program families during the 2009 enrollment process, the following table reflects levels of completed schooling for mothers and fathers. There may be some over-representation of single mothers in the sample and possible under-reporting of parents who have the lowest levels of completed schooling. In general, schooling was completed in Mexico.

<b>2009 Completed Years of Schooling for MSHS Parents</b>		
Completed Years of Schooling	Percentage of Mothers	Percentage of Fathers
Never Attended School	7%	4%
Completed between 1 <sup>st</sup> -3 <sup>rd</sup> grade	12%	15%
<b>Sub-Total: 3 years of schooling or less</b>	<b>19%</b>	<b>18%</b>
Completed between 4 <sup>th</sup> -6 <sup>th</sup> grade	39%	35%
<b>Sub Total: 6 years of schooling or less</b>	<b>59%</b>	<b>54%</b>
Completed between 7 <sup>th</sup> -9 <sup>th</sup> grade	23%	17%
Completed between 10 <sup>th</sup> -12 <sup>th</sup> grade	16%	12%
Enrolled in Higher Education	1%	0%

Functional illiteracy for the purpose of this report is categorized as including those adults with three years of schooling or less. On this basis, 18-19% of mothers and fathers fell into this category; 54% of the fathers completed only an elementary school education while 59% of the mothers finished sixth grade. Between 71-82% of all sampled MSHS parents had completed nine (9) years of schooling or less.

The local newspaper (*Santa Cruz Sentinel*, June 26, 2006) reported that 70 percent of Central Coast farm workers have six or fewer years of formal education and only half reported they could read Spanish well. These figures are consistent with the MSHS parent survey. By comparison, only 32% of Head Start parents nation-wide had less than a high school education and 23% of the all Head Start parents had some type of college degree. In 2008 in Santa Cruz County, of the population aged 25 years and older, 8% had less than a ninth grade education; 6% have a 9-12<sup>th</sup> education without a high school diploma; 17% have a high school diploma or G.E.D. ; 21% had some college; 7% had an Associate degree; 22% had a Bachelor's degree; 18% have a graduate or professional degree.

Software used for completing Head Start's official Program Information Report do not permit collecting data for lower levels of schooling. As part of an overall focus on assisting families with lower levels of schooling, the Program is interested in automating the data collection process in such a way as to support the development of appropriate Family Partnership Agreements.

## **CHILDHOOD HEALTH, NUTRITION, DENTAL CHARACTERISTICS**

*The PVUSD 2009 Program Information Report (P.I.R.) is the principal reporting source for District MSHS Program services cited below. The most recent national and regional (Migrant & Seasonal Programs Branch, Region 12) Program Information Report data is from the 2008 reporting year.*

### **Health Insurance**

In 2009, 99.4% of all District children were covered by some form of health insurance. Less than 2% had private insurance.

### **Schedule of age-appropriate preventive and primary care**

100% of all District children were up-to-date on a schedule of age-appropriate preventive and primary care.

The Migrant & Seasonal Programs Branch reports 89% of all children were up-to-date on a schedule of preventive and primary care.

Nation-wide 96% of all Head Start children were reported as up-to-date.

### **Childhood Immunization**

99% of all District children had up-to-date immunizations appropriate for their age by the end of the 2009 season; the remaining 1% had received all immunizations possible according to the age-appropriate vaccination schedule.

Migrant & Seasonal Programs Branch immunization rates indicate that 96% of children are up-to-date or have all possible immunizations according to the age-appropriate vaccination schedule.

In 2010 there has been a spike in pertussis cases (whooping cough) in certain subpopulations in California; however, to date this has not affected the MSHS population. The Program will remain vigilant, and as needed, take additional steps regarding pertussis vaccination for recommended populations. Periodically there are certain vaccine shortages which can affect the ability of programs to obtain all recommended immunizations.

### **Children Needing Medical Treatment and Reporting for Certain Health Conditions**

18% of all District children were diagnosed as needing medical treatment; of those, 99% received treatment during the season.

The Migrant & Seasonal Programs Branch figures show that 11% of children were diagnosed as needing medical treatment; 89% of those children received treatment during the program operating period.

At the national level, 14% were diagnosed as needing medical treatment; 94% received treatment during the program operating period.

### **Anemia**

Of the children who received medical treatment, there were 50 District cases of anemia (7% of all children).

The Migrant & Seasonal Programs Branch reported that 2.5% of all children were identified with anemia.

At the national level, 2% of all children were identified with anemia.

The Program's part-time Registered Dietician, who also works for the local W.I.C. Program, indicates that a significant percentage of the locally reported cases of anemia are border line cases.

### **High Lead Levels**

0 cases of District children with high lead levels.

The Migrant & Seasonal Programs Branch reported that 76 cases (.022%) of high lead levels were detected.

At the national level, 3,269 cases (0.31%) of high lead levels were detected.

### **Asthma**

44 District cases of asthma (6% of all children) were reported.

In Region 12, 2% of all children were identified with asthma

At the national level, 6% of all children were identified with asthma.

Note: The statistical reporting about "asthma" cases can be difficult in programs which serve a substantial percentage of infants and toddlers. Common diagnoses in the very young pediatric population are often related to pulmonary conditions associated with premature birth (for example, infant respiratory distress syndrome, reactive airway disease, broncho-pulmonary dysplasia; RSV (respiratory syncytial virus), including associated diagnoses of bronchiolitis and some cases of pneumonia. These children often require special pulmonary health care plans which parallel those associated with asthma in terms of their complexity, but do not necessarily result in a formal diagnosis of "asthma".

### **Overweight – Obesity - Diabetes**

Twenty (20) District cases of medically-diagnosed obesity (less than 3% of all children) were identified. An additional 78 cases of overweight were identified by the Program's Registered Dietician using age and gender specific national reference values for infants, toddlers and preschoolers. This results in a combined total of 98 cases or 14% of all children being classified as "overweight". In 2009 there were 0 cases of childhood diabetes.

Current Program Information Report instructions are to report only those cases in which the licensed health care professional has specifically diagnosed "obesity". Some health care practitioners do not clearly state a diagnosis of "obesity", or simply make a progress note indicating there is an elevated body mass index, or a referral for nutritional counseling. Previously, Program Information Report instructions permitted counting children who were identified as overweight by the Registered Dietician using body mass index. Caution should be used for reviewing data in previous Program Information Reports with current year data. Migrant & Seasonal Programs Branch data shows that 5.5% of all children were identified as overweight; there were 13 cases of diabetes (0.04% of all children).

At the national level, 6% of children were identified as overweight. Nationally, there were 687 cases of diabetes (0.07%).

The current Program Information Report instructions result in a stricter definition of children who are “overweight” or obese according to medical reporting standards. This change in reporting, however, also leads to the popular impression that fewer children are “overweight” and require nutritional counseling or other health intervention services.

#### **Use of W.I.C. (Women, Infant, Children) Services**

The Santa Cruz County W.I.C. Program covers all families within District school boundaries, including those in northern Monterey County. In 2009, 94% of all families were enrolled in W.I.C. This is consistent with previous years of high rates of enrollment. The W.I.C. Program Director and the MSHS Program Director met in July 2010 to plan options by which joint nutrition-education activities for parents can also include opportunities for re-certification in the W.I.C. program. Two hundred parents attended a recent July 2010 joint MSHS/WIC evening training and W.I.C. re-certification process. Many families have difficulties attending W.I.C. appointments during the regular business hours and lose opportunities for recertification. Employers are becoming very strict about parent absences from field work so joint evening workshops and recertification activities should be beneficial to all involved.

#### **Hearing Difficulties**

9 District children with hearing difficulties (1%+ of all children) were identified.

At the regional and national levels, 1%+ of all children were also identified with hearing difficulties.

There are substantial delays in children obtaining professional audiology examinations. The lack of audiologists available to attend pediatric cases can often result in delays of several months.

#### **Vision Problems**

8 District children with vision problems (1% of all children) were identified.

Similarly, the Migrant & Seasonal Programs Branch noted that 1.2% of all children had diagnosed vision problems. At the national level, 2.7% of all children were identified with vision problems.

#### **Children Requiring Dental Treatment**

159 of 386 (41%) District preschoolers were identified as needing dental treatment; 93% had an oral dental examination. Out of the 159 children needing dental treatment, 143 (90%) received dental treatment during the season. These figures are based upon children’s actual age according to the date of birth at the time of enrollment. On the Program Information Report, which uses December 2 to calculate ages of enrolled children, there were 458 preschoolers.

The Migrant & Seasonal Programs Branch reported that 27% of all preschoolers needed dental treatment and 87% of the identified children received dental treatment. Ninety-three percent (93%) had an oral dental examination.

At the national level, 22% of all preschoolers were identified as needing dental treatment and 84% of these children received dental treatment. About 88% of all preschool children had an oral dental examination.

As the above data indicate, the prevalence of local dental disease is quite high, even when compared to other Migrant & Seasonal Head Start programs. In 2005 it was reported that 30% of all children entering District kindergarten classes had dental disease. By 2010 the percentage had decreased to 21% of all kindergarten children, which is comparable with national Head Start data. The District had put into place various programs focusing on dental education, treatment and the provision of supplemental fluoride (via the County's "Happy Tooth" program). Recent budget cuts have eliminated the Santa Cruz County Department of Health's Happy Tooth Program. However, the District does maintain dental services at various school sites for K-12 children with the local community/migrant clinic, *Salud para la Gente*. The Program has worked with the same clinic for dental examinations and other services. More complicated cases are referred out of area due to the lack of local pediatric dentists who can manage procedures requiring sedation or anesthesia.

The Program provides incidental transportation to families most in need to obtain dental services. Parents have difficulty missing work in order to accompany children to dental treatment and this can delay children's treatment by the time a series of appointments is completed and/or if rescheduling is needed for missed appointments. In 2008 ninety-seven percent (97%) of children had a "dental home" while residing in the Program service area; 98% had a "dental home" in the 2009 season.

Watsonville has been the focus of an eight-year long legal battle over whether or not the City's water should be fluoridated to help fight dental caries; a local ballot vote for fluoridation lost narrowly in 2002. The City has not yet approved an offer from the California Dental Association Foundation for \$1.5 million to build and operate a fluoridated water system for two years. A California appeals court has ruled that the City needs to accept the offer, but it is still an unresolved matter.

### **Teen Births and Incidence of Premature Births among Migrant/Seasonal Women**

There is no community-based data related to teen births and the incidence of premature births among the migrant/seasonal farm worker population. There is not an effective automated data collection system through the grantee data base software to provide Program data according to the age of mothers or premature births. The Program does serve a number of children who have been born prematurely, some of whom have sequelae in terms of pulmonary problems and others who have disabilities. Anecdotally, the Program believes there are a higher percentage of mothers of indigenous Mexican origin who are teen mothers. Parents are referred to *Salud para la Gente* (the local rural/migrant clinic), WIC, Planned Parenthood and other low-cost or free resources for pre and post-natal assistance. Lucile Packard Children's Hospital, which is part of Stanford University in Palo Alto, is used frequently for complex maternal/child health care.

## **SOCIAL ENVIRONMENT & FAMILY/SOCIAL SUPPORT SERVICES**

With the recession, many local government and non-profit organizations have undergone major cutbacks. The Human Care Alliance, which is a group of 60 local nonprofit organizations that provide social services to the neediest of families in Santa Cruz County, reports that since 2002 County support has been reduced by 40%. County health services have been cut by 28% in the same time frame. In June 2010, it was proposed that funding for the Human Care Alliance group be reduced another 20%. A recent state-wide survey showed that nonprofit organizations experienced a 60% increase in service requests and current funding reductions of 20%.<sup>9</sup> Given California's budget crisis and current proposals to shift more responsibility from the State to local government for social and health services, one can anticipate increased gaps in care, and longer wait times for services.

The rate of substantiated child abuse/neglect per 1,000 youth ages 0-17 in Santa Cruz County was 14.7 in 2007 and 12.2 in 2008; for California, the rates were 10.7 and 9.7/1,000 youth, respectively. However, it is noted that Santa Cruz County is known to do a better job at reporting the co-occurrence of domestic violence and child maltreatment, which may lead to higher reporting rates of child abuse and neglect. From 2000 to 2008 there was a 25% increase in the number of general neglect cases, a 49% reduction in the number of physical abuse cases (58 cases), and a 48% reduction in the number of sexual abuse cases (25 cases in 2008 for the County).<sup>10</sup>

### **Children's Mental Health Needs**

In the past few years, only 1 or 2 children have been referred for mental health services by a licensed therapist. However, the Program has worked to develop behavior plans for several children, and there are other cases where there is family counseling involving therapy for one or both parents. In general, there is a scarcity of qualified bilingual licensed mental health therapists who also have expertise with the young pediatric population. C.P.S. has difficulties finding sufficient therapists. It is especially difficult to obtain summer services. The Program has contracted with two licensed M.F.T.'s but availability and other issues can be problematic.

### **Group Strategies to Support Child & Family Needs**

Each season the Program works with the Policy Committee to identify topics to present in local parent committee meetings, in program-wide meetings, and for targeted groups. Some topics are annual, while others rotate across seasons (for example, immigration) or new topics are introduced according to change in need (for example, H1N1 flu vaccination). Some topics involve trainings, led by program staff or community agency representatives; other sessions focus on referring families to social or family support resources. The table below shows topics carried out in the 2010 season.

---

<sup>9</sup> Santa Cruz Sentinel, June 13, 2010

<sup>10</sup> United Way Comprehensive Report 2009

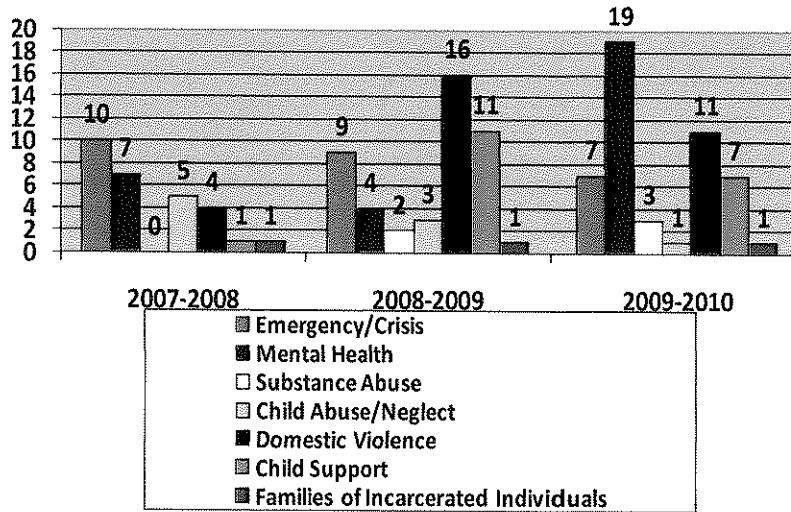
**Pajaro Valley Unified School District / Migrant & Seasonal Head Start Program  
Parents' Meeting & Training Topics - 2010 Season**

<b>Local Committee Meetings</b>		<b>Program Wide Trainings</b>	<b>Target Group Trainings</b>
<b>9 Family Childcare Home Committees</b>	<b>5 Center Committees</b>		
1. Parent Volunteers [May]*	1. Parent Volunteers [May]*	A. Workers' Rights	A. First Aid [1 group]
2. Elections [June]	2. Elections [June]	B. Immigration	B. Officials Training from the Local Parent Committee [July]
3. Open House: Educational Toys made with low cost materials (Curriculum) [dates selected in July]	3. Curriculum: Center to Home Activities [July]	C. Nutrition – How to read grocery labels for healthy food selection – WIC recertification	C. Kinder Transition – Parent's Rights and Responsibilities including transportation [July]
4. Father Involvement in the Development of their Children	4. Child Safety		D. Car Safety Restraint Installation [2 groups]
5. Establishing Bedtime Routines	5. Financial Management		E. Program's Self-Assessment [September]
6. Flu Vaccinations	6. End of Year Meeting [October]		<b>Suggestions for Additional Topics:</b> •Asthma •Cultural Sensitivity towards Indigenous Cultures
7. Language Strategies			
<p><b>*IMPORTANT:</b> The Program will carry out two reading programs.</p> <ul style="list-style-type: none"> <li>● RIF/<i>Reading is Fundamental</i>: Three distributions throughout the season.</li> <li>● Raising-A-Reader: Centers and some FCCH will rotate books starting in May.</li> </ul>			

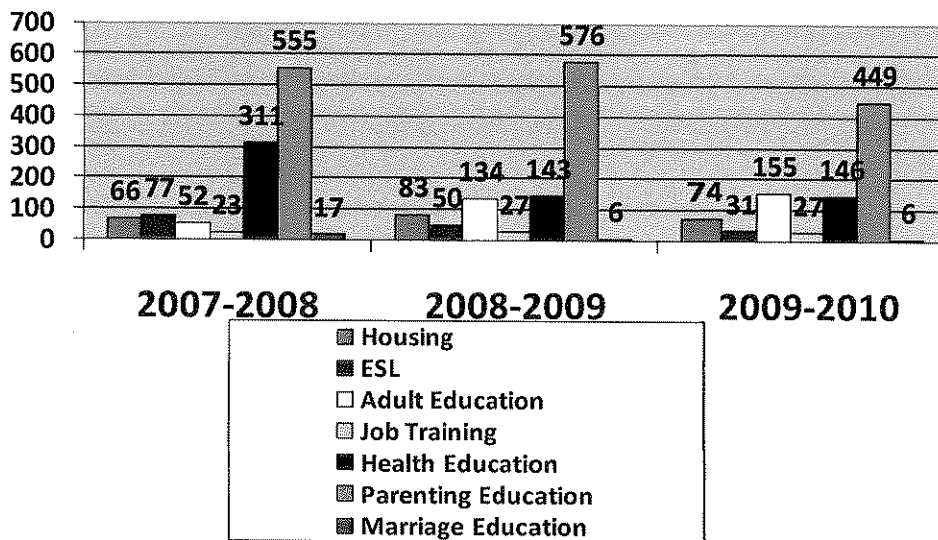
**Family Referrals/Services**

The following two charts depict PVUSD MSHS referrals and services provided during 2007 – 2009. They reflect intervention and family support services, as well as various parent education opportunities. In 2009, 522 of 550 families (95%) received one or more family services.

**Pajaro Valley Unified School District  
Migrant/Seasonal Head Start Program  
Family Referrals/Services  
Chart 1 of 2**



**Pajaro Valley Unified School District  
Migrant/Seasonal Head Start Program  
Family Referrals/Services  
Chart 2 of 2**





## Strengths of Families

The majority of migrant and seasonal farm-worker families in the Pajaro Valley have established themselves in the Watsonville area through social networks based upon kinship, friendship and shared community origin (*paisanaje*). The greater Watsonville area represents a branch community for many families coming from certain places in Michoacán, Jalisco and perhaps other Mexican sending communities as well. Familialism, in which there are strong attachments to nuclear and extended family members, provides the basis for cohesion for most, but not all families. Families who have less income may select baptismal godparents (*compadres*) with greater financial and social resources as a means of ensuring a stable future for their children and advantageous connections within the branch community. Apart from work, families may spend what little free time they have in nuclear and extended family activities. For many, church activities reinforce family cohesion but also provide the focal point for gatherings that bring together *paisanos*, other immigrants and some non-migrants.

Sport gatherings, local community events tied to Mexican cultural and religious traditions, and certain other activities, such as those sponsored by MSHS and Migrant Education and other community groups, serve to strengthen families individually and collectively. Whereas *Anglo* families focus on independence and individualistic goals, MSHS families rely upon collective goals. Family tensions can arise when these opposing cultural approaches meet head on. Teenagers with longer U.S. residency can find themselves in the cross-hairs of cross-cultural conflict as they begin to move away from traditional values of family and community loyalty.

Within Head Start, the “Fatherhood Initiative” and the “Marriage Initiative” have greater meaning for U.S. born families than for families of Mexican origin. The relatively high percentage of intact District MSHS families (roughly 85%) means that a higher percentage of fathers attend parent meetings, are engaged in shared decision-making functions, and participate in activities to keep their families together. By comparison, only 43% of all Head Start families are two-parent households (2008 Program Information Report).

Although traditional gender roles (*machismo*) thrive, many mothers have been able to slowly achieve a measure of success in going beyond rigid roles. In some cases, if there was spousal separation while men worked in the U.S., some women remaining behind in Mexico were able to gain social and economic skills that helped them become reunified with their husbands in the U.S. For some men, who lived without their spouses for extended periods of time, there was exposure to “women’s work” in the U.S. and a more permeable gender role situation was possible once family reunification took place. As the pressure to earn income in the U.S. increases, the value of women’s economic role can sometimes allow women to become engaged in educational and social activities that might be forbidden or much more restricted in Mexico. There is a tremendous range of cross-cultural adaptation within MSHS families, but the determination of families to improve their condition in life represents a common bond. As is true of generations of economic immigrant families to the U.S., parents want their children to be healthy and successful. MSHS provides a place in which various families can connect with one another and help serve as a cross-cultural broker to the broader *Anglo* community.

### Family Child Care Homes

In 2009 almost three-fourths (74%) of all Program child development slots are provided through the use of 71 licensed Family Child Care Homes (FCCH's) within school district boundaries. Family Child Care Providers offer services as independent contractors. A brief description of California's Department of Social Services Community Care licensing rules for Family Day Care Homes follows so that the Program's locally-designed option for Family Child Care Homes can be understood.

In California, there are two types of Family Child Care or Day Care Homes.

The chart below reflects the age composition and adult/child ratios allowed in Family Day Care Homes according to small and large capacity.

<b>Regulation and Licensing of Family Child Care Programs in California</b>	
<b>Staff Qualifications (Family Day Care)</b>	
Providers:	Must be 18 years or older
Assistants:	Must be 18, or 14 to 17 years and be under direct supervision of the Provider at all times
<b>Adult to Child Ratio (Family Day Care Homes)</b>	
Title 22: Small Family Day Care Homes	Title 22: Large Family Day Care Homes
1 adult: 4 (infants are considered children under the age of 2)	2 adults: 12 children (may include up to 4 infants)
1 adult: 6 children (may include up to 3 infants)	2 adults: 14 children (may include up to 3 infants and must include at least 2 children over the age of six)
1 adult: 8 children (may include up to 2 infants and must include at least 2 children over the age of six)	
** Note: Provider's own children under the age of 10 must be included in adult to child ratio.	

<b>Head Start Final Rule on Family Child Care Home Option, January 8, 2008 Head Start Performance Standards, Section 1306.20 – Group Size for Children &amp; Staffing Patterns</b>
<b>Additional assistance or smaller group size may be necessary when serving children with special needs who require additional care</b>

One (1) FCCH Provider Only – Head Start Comprehensive Services Provided to:	One (1) FCCH Provider and One (1) Assistant - Head Start Comprehensive Services Provided to:
Maximum Group Size is 6 children <ul style="list-style-type: none"> <li>➤ Maximum of 2 children under 2 years of age</li> <li>➤ Maximum of 4 children under 18 months of age</li> </ul>	Maximum Group Size is Twelve (12) Children <ul style="list-style-type: none"> <li>➤ Maximum of 4 children under two years of age</li> </ul>

The Program maintains stricter requirements than those outlined by the Department of Social Services. The Program requires that Providers in Large Homes have an Assistant who is always at least 18 years of age. As a matter of Provider choice and practice, all contracted MSHS Providers have Assistants who are 20 years or older, with the vast majority over age 25. Also, in Small Family Child Care Homes the Program will place a maximum of one child under two (2) years of age.

The majority of District-contracted Providers have up to 14 children in care, though many of these school-age children are the Providers' own offspring. In 2009 PVUSD contracted with 57 (80%) large Family Child Care Home Providers and 14 small Home Providers. Numbers and ages of children increase and decrease as enrollment varies over the course of the season and as children mature. For Head Start purposes and from the perspective of contractual reimbursement rates, all children under three years of age are collectively considered as infants and toddlers.

The availability of a relatively high concentration of Family Child Care Home Providers within District boundaries allows for flexibility in providing service delivery in small geographical niches. Since the program does not offer routine child transportation, proximity of Family Child Care Homes to family residences helps reduce transportation barriers. Many families only have one vehicle, which is often the primary means of work transportation. Many mothers do not drive; vehicles are not always in good repair, etc. Each cluster of Family Child Care Homes is formed into a separate catchment area for the purpose of carrying out local parent committee meetings. These evening monthly meetings take place at the closest MSHS center. At some centers, as many as three local parent committee meetings take place in Center classrooms each month, in addition to other special parent events.

**Distribution of Family Child Care Homes (FCCH's) within School District**

The charts in the following pages show that all Providers are within the District's boundaries. There are a total of 97 FCCH slots in Monterey County and 405 in Santa Cruz County. Family Child Care Homes with a total of 502 MSHS child development slots are situated in the catchment area for twelve (12) of the 16 elementary schools in the District.

<b>District "Schools of Residence"/Catchment Areas Corresponding to Geographic Location of 2010 MSHS FCCH Providers &amp; MSHS Child Care Slots</b>				
<b>District's County for Schools of Residence</b>	<b>Provider's City of Residence</b>	<b>MSHS Contracted Slots</b>	<b>Provider's Licensed Capacity</b>	<b>Corresponding PVUSD Elementary School of Residence</b>
<b>Monterey County 7 Providers 54 MSHS slots</b>	Las Lomas-Watsonville	<b>9</b>	<b>14</b>	<b>Hall District school</b>
	Las Lomas-Watsonville	<b>11</b>	<b>14</b>	
	Las Lomas-Watsonville	<b>5</b>	<b>14</b>	
	Las Lomas-Watsonville	<b>9</b>	<b>14</b>	
	Las Lomas-Watsonville	<b>10</b>	<b>14</b>	
	Las Lomas-Watsonville	<b>5</b>	<b>14</b>	
	Las Lomas-Watsonville	<b>5</b>	<b>8</b>	
	<b>54</b>			
<b>Monterey County 7 Providers 43 MSHS slots</b>	Pajaro-Watsonville	<b>6</b>	<b>14</b>	<b>Ohlone school</b>
	Pajaro-Watsonville	<b>5</b>	<b>14</b>	
	Pajaro-Watsonville	<b>10</b>	<b>14</b>	
	Pajaro-Watsonville	<b>5</b>	<b>14</b>	
	Pajaro-Watsonville	<b>4</b>	<b>14</b>	
	Pajaro-Watsonville	<b>8</b>	<b>14</b>	
	Pajaro-Watsonville	<b>5</b>	<b>14</b>	
	<b>43</b>			
<b>97 Total Slots in Monterey County Family Child Care Homes</b>				

<b>District "Schools of Residence"/Catchment Areas Corresponding to Geographic Location of 2010 MSHS FCCH Providers &amp; MSHS Child Care Slots</b>				
<b>District's County for Schools of Residence</b>	<b>Provider's City of Residence</b>	<b>MSHS Contracted Slots</b>	<b>Provider's Licensed Capacity</b>	<b>Corresponding PVUSD Elementary School of Residence/Catchment Area</b>
<b>Santa Cruz County 10 Providers 73 MSHS slots</b>	Watsonville	4	14	<b>Amesti school</b>
	Watsonville	6	14	
	Watsonville	6	14	
	Watsonville	9	14	
	Watsonville	10	14	
	Watsonville	9	14	
	Watsonville	5	8	
	Watsonville	9	14	
	Watsonville	9	14	
	Watsonville	6	14	
		<b>73</b>		
<b>Santa Cruz County 7 Providers 54 MSHS slots</b>	Watsonville	9	14	<b>Ann Soldo school</b>
	Watsonville	9	14	
	Watsonville	4	8	
	Watsonville	8	14	
	Watsonville	8	14	
	Watsonville	9	14	
	Watsonville	7	14	
		<b>54</b>		
<b>Santa Cruz County 3 Providers 25 MSHS slots</b>	Freedom	9	14	<b>Calabasas school</b>
	Freedom	7	14	
	Freedom	9	14	
		<b>25</b>		
<b>Santa Cruz County 10 Providers 64 MSHS slots</b>	Watsonville	5	8	<b>Freedom school</b>
	Watsonville	4	8	
	Watsonville	9	14	
	Watsonville	5	14	
	Watsonville	5	8	
	Watsonville	5	14	
	Freedom	8	14	
	Watsonville	9	14	
	Watsonville	5	14	
	Watsonville	9	14	
		<b>64</b>		

District's County for Schools of Residence	Provider's City of Residence	MSHS Contracted Slots	Provider's Licensed Capacity	Corresponding PVUSD Elementary School of Residence/Catchment Area
<b>Santa Cruz County</b> <b>7 Providers</b> <b>50 MSHS slots</b>	Watsonville	4	8	<b>H.A. Hyde school</b>
	Watsonville	5	8	
	Watsonville	6	14	
	Watsonville	8	14	
	Watsonville	9	14	
	Watsonville	9	14	
	Watsonville	9	14	
		<b>50</b>		
<b>Santa Cruz County</b> <b>6 Providers</b> <b>47 MSHS slots</b>	Watsonville	9	14	<b>Landmark school</b>
	Watsonville	8	14	
	Watsonville	9	14	
	Watsonville	9	14	
	Watsonville	4	14	
	Watsonville	8	14	
		<b>47</b>		
<b>Santa Cruz County</b> <b>7 Providers</b> <b>59 MSHS slots</b>	Watsonville	6	14	<b>MacQuiddy school</b>
	Watsonville	10	14	
	Watsonville	9	14	
	Watsonville	9	14	
	Watsonville	7	14	
	Watsonville	9	14	
	Watsonville	9	14	
		<b>59</b>		
<b>Santa Cruz County</b> <b>2 Providers</b> <b>16 MSHS slots</b>	Watsonville	7	14	<b>Mintie White school</b>
	Watsonville	9	14	
		<b>16</b>		
<b>Santa Cruz County</b> <b>1 Provider</b> <b>7 MSHS slots</b>	Watsonville	7	14	<b>Radcliff school</b>
			<b>7</b>	
<b>Santa Cruz County</b> <b>1 Provider</b> <b>10 MSHS slots</b>	Watsonville	10	14	<b>Starlight school</b>
			<b>10</b>	
<b>405 Total Slots in Santa Cruz County</b>				
<b>502 Total Slots in Family Child Care Homes</b>				

In 2009 eight (8) Providers needed to be replaced and six (6) more Providers were contracted to serve 502 children. Attrition of Providers is for a variety of reasons. Some Providers relocate to less expensive areas in California or elsewhere, as do staff. Over time there have been some

retirements, family deaths or other major family situations that have altered a Provider's status with the Program. Sometimes there is loss of a key FCCH Assistant or compliance difficulties that impact the contractual relationship. As is true with Program families, there is Provider movement between California and Mexico. Also, there are instances where Providers wish to join the teaching staff and other cases in which Program employees want to become Family Child Care Home Providers. In a center, loss of staff members can and has created some instability. However, when there is loss of a Family Child Care Home Provider, both the caregiver and the physical facility change simultaneously. The Program attempts to meet the geographic needs of families, but balances this need against the selection of Providers who must meet certain minimum qualifications for standards of care.

The Program begins each season with a larger number of Providers than remain by season's end. The most common reason for early-season slot loss by Providers is competition with State-subsidized funding or incorporation of private pay clients, either of which can offer a higher rate of remuneration and/or more months of work. Other reasons for attrition include a sudden change in family circumstance or a problem with the Provider's existing property or relocation. Family Child Care Homes must be under the control of the Provider, either through ownership or written owner permission. With rare exception, MSHS-contracted Providers are homeowners. On occasion, Providers will remodel or alter their Home such that it no longer meets local code requirements and operations can be affected suddenly. If there is loss of a Provider during the season, a decision is made to redistribute affected child care slots or to contract with one or more additional Providers. Each situation is analyzed individually to determine the best interests of children and families at the time the loss arises.

The Program has many compliance requirements, a factor that can make it especially challenging for newcomers or those who wish to work without the myriad of Head Start-related requirements. The State of California's Child Development Division is also attempting to increase its compliance requirements, though it has not been successful in its recent attempt to adopt a series of more stringent rules.

### **Professional Development Opportunities for FCCH Providers**

In 2009 the Program had a final count of 71 Family Child Care Homes. Of this total, 12 Providers maintained current accreditation status from the National Family Child Care Association (NAFCC) and a few others are in the renewal process. Accreditation is a two-year process that includes trainings, observations, Provider interviews, parent surveys and a final site visit by an authorized NAFCC Validator. The Child Development Facility Accreditation Project (CDFAP) helped to support this most recent accreditation initiative, as did the Program. Many of these same accredited Providers participated in a 1998 national pilot study to help develop the NAFCC's Accreditation Standards<sup>11</sup>. By June 2009 forty-four (44) Providers had

---

<sup>11</sup> Santa Cruz County Office of Education, "Migrant Head Start," *Santa Cruz County Office of Education Online* [home page on-line]; available from [http://www.santacruz.k12.ca.us/ed\\_services/migrant\\_headstart.html](http://www.santacruz.k12.ca.us/ed_services/migrant_headstart.html); Internet; accessed 6 June 2005.

earned an Associate Child Development Teacher Permit from the California Commission on Teacher Credentialing, which is the equivalent to the Head Start Child Development Associate Credential. Four (4) Providers had earned their Child Development Teacher Permit; four (4) Providers had completed their A.S. degree in Early Childhood Education (ECE) and two (2) of them acquired their Child Development Master Teacher Permit. Eighteen (18) Providers enrolled in Head Start's Child Development Associate (CDA) credential program. All 18 completed their CDA in spring 2010, though the Program lost one Provider through attrition. The balance of Providers has a minimum of 6 ECE community college units. Some Providers have more college units but not necessarily those that qualify for the Associate Child Development Teacher Permit. Of the 71 Providers, 38% are former Head Start parents.

Providers participate in many early childhood education training activities for which there may or may not be college credit attached. Some workshops are managed through groups which can offer financial incentives for participation. The amount of the financial incentives can be small or can be relatively significant, though funding is often not stable over time. For example, The State of California, through its Proposition 10 initiative, formed a group called First Five. This State and county-level organization has used tobacco taxes to support a variety of education and health programs for children from birth to 5 years. Counties are allocated their annual share of tobacco tax monies and have a good deal of latitude in establishing local spending priorities. One of the First Five Program initiatives has been the C.A.R.E.S. project, in which child care providers and child development staff have received stipends to help recruit, retain, and educate the early childhood work force. Stipends in each county ranged from \$50 per participant to \$2,500. In Santa Cruz County, the C.A.R.E.S. project evolved over time, setting varying requirements for completion of college units related to obtaining Child Development Teacher Permits and/or college degree, as well as informal trainings. As tobacco use has lessened, so have the tax funds. With less revenue and other priorities, the Santa Cruz County First Five Commission has chosen to channel its C.A.R.E.S. funding in a more focused manner around a literacy mentoring initiative. While providing many benefits, the narrower scope of the Santa Cruz County C.A.R.E.S. funding has resulted in a significant loss of stipends to the broader MSHS caregiver community. For the small number of MSHS Providers who live in Monterey County, the more traditional C.A.R.E.S. Project stipends are still available. Monterey County C.A.R.E.S. Family Child Care stipends typically range from \$500 - \$1,000 to obtain an Associate Teacher Permit. With California's worsening economic situation, it is not clear to what extent First Five Commission funds may be used by the state to offset other revenue losses.

Another opportunity for training and stipends is available through WestEd's Program for Infant Toddler Caregivers (PITC). WestEd (formerly Far West Laboratories), has been a leader in early childhood education research for many years and has a well-established a partnership with California's State Department of Education to carry out a certificate program for Family Child Care Home and center-based caregivers. At the national level, Head Start's Migrant & Seasonal Programs Branch has worked with PITC on and off for more than fifteen years. With some minor modification, the District's MSHS Program has adopted PITC as its approach to infant/toddler care in both centers and Family Child Care Homes.



For eight years, the Program arranged with PITC to give training to staff and Providers. Each cycle was composed of 32 hours of training and Providers had to attend a minimum of 28 hours to receive a certificate of completion. PITC offered a \$175 stipend per Provider for each certificate of completion. Multiple cycles of PITC training can be viewed as a proxy for Head Start's CDA endorsement for Infants/Toddlers. It represents approximately the same amount of community college classroom hours needed to complete a three-unit infant/toddler course, albeit without homework and exams. PITC also carried out technical assistance Providers on their own homes with bilingual trainers.

By the end of 2008, thirty (30) Providers had received certificates of completion for three cycles of Program for Infant Toddler Caregiver (PITC) training given on Saturdays. Another eight (8) Providers completed two cycles of PITC training; the third cycle did not occur because of PITC funding limitations. Additionally, 5 FCCH Providers completed their first certification cycle in 2008. Two FCCH Assistants completed three cycles of PITC training; eight (8) finished two cycles in 2007 and again were unable to complete the third cycle in 2008 due to lack of PITC funds. Fifteen (15) Provider assistants completed one cycle in 2007 and 7 returned to complete their second training cycle in 2008. An additional 3 assistants completed their first cycle in 2008. Due to PITC funding constraints, no further training was available in 2009 or 2010.

The Program makes every attempt to work with Providers with an established track record in a licensed Home or on occasion, successful experience as a classroom teacher in a licensed setting. The Program strongly prefers to work with Providers who have successful experience as a Small Family Child Care Home operator before assigning children to a large-capacity Home. Small numbers of Program children may be assigned to a new Provider initially to verify the Provider's ability to meet standards of care. Particular attention is paid to the assignment of infants or children with special care requirements. There are a number of other screening criteria used to select potential and returning Providers, including parent participation in the pre-contract inspection and selection process. These additional screening criteria are used as an offset to the relatively minimal State licensing standards. Recommendations for establishing a contractual relationship with new Providers are forwarded to the Policy Committee for approval and recommendations for termination of contractual services also go through the Policy Committee. Except for highly urgent situations, such as the sudden loss of a Provider, the Policy Committee is involved in advance approval. New Providers or Providers with identified areas requiring improvement are offered extra technical support by a member of the Program's Family Child Care Specialist team or by the Family Child Care Coordinator.

In 2009, fourteen (14) Family Child Care Homes were located in northern Monterey County in the unincorporated areas of Las Lomas and Pajaro. This small number is indicative of the difficulty the Program has in recruiting Providers in this area. Another 57 Homes were located in Santa Cruz County in the City of Watsonville and the contiguous town of Freedom.

## **Agricultural Data**

The Pajaro Valley extends from southeast Santa Cruz County into northwest Monterey County. The area surrounding Watsonville is the agricultural hub of the Monterey Bay. Agriculture is big business in the Pajaro Valley because of the fertile soil and ideal climate that make conditions near perfect for growing lettuce, artichokes, broccoli, cauliflower, celery, strawberries, raspberries, bush berries and apples. The soil is excellent for the floral and nursery industry and coastal wine grape vineyards planted by world famous vintners. Innovative and sophisticated farming technologies developed by growers are recognized and imitated by farmers around the world.

### **Santa Cruz County 2009 Crop Report**

The most recent available data for Santa Cruz County agricultural production is from the 2009 Crop Report. According to this report, in 2009 Santa Cruz County crops were worth \$492 million, an increase from the 2008 production value of \$485 million. The number one crop in Santa Cruz County remains strawberries. Raspberries, the number two crop, continue to command high prices.

According to Ken Corbishley, Agricultural Commissioner, Santa Cruz County production values remain high because of exceptionally fertile soil, a climate that allows for year-around production and consumer demands for high value crops. Producers use and apply new and innovative production techniques to increase yield and prolong the growing season. Also many producers grow value-added commodities or grow organically.

The crop data below compares crop data from 2008 and the latest available data from 2009. The table shows selected crops that are grown in Santa Cruz County that require hired farm work and their corresponding dollar value.

Santa Cruz County 2009 Crop Report	2008 Harvested Acres	2009 Harvested Acres	2008 Total Production (tons per acre)	2009 Total Production (tons per acre)	2008 Total Value	2009 Total Value
<b>FRUIT CROPS</b>						
STRAWBERRIES	3,287	3,173	31.89	35.48	\$160,378,000	\$172,582,000
RASPBERRIES	2,540	2,044	7.59	12.95	\$105,782,000	\$104,265,000
MISCELLANEOUS BERRIES	786	676	5.30	9.19	\$21,079,000	\$29,341,000
<b>TOTAL BERRIES</b>	<b>6,613</b>	<b>5,893</b>			<b>\$287,239,000</b>	<b>\$306,188,000</b>
APPLES FRESH & PROCESSED	2,300	2,248	19.57	15.28	\$10,127,000	\$7,179,000
WINE GRAPES	612	629	1.93	2.31	\$2,939,000	\$3,239,000
MISC. TREE AND WINE FRUIT	326	304			\$326,000	\$304,000
<b>TOTAL APPLE, WINE AND MIS. FRUIT</b>	<b>3,238</b>	<b>3,181</b>			<b>\$13,392,000</b>	<b>\$10,722,000</b>
<b>VEGETABLE CROPS</b>						
BRUSSELS SPROUTS	1,238	1,175	8.21	9.83	\$6,251,000	\$8,836,000
BROCCOLI	289	403	9.69	11.00	\$3,414,000	\$4,322,000
LETTUCE HEAD	1,646	1,506	19.50	19.30	\$5,874,000	\$8,051,000
LETTUCE LEAF	1,229	1,513	13.51	13.53	\$6,177,000	\$6,899,000
MISCELLANEOUS VEGETABLES	2,796	2,834	8.21		\$39,000,000	\$18,870,000
<b>TOTAL VEGETABLES</b>	<b>7,198</b>	<b>7,431</b>			<b>\$60,716,000</b>	<b>\$46,978,000</b>
<b>NURSERY CROPS</b>						
INDOOR CUT FLOWERS	158	175			\$36,239,000	\$38,991,000
FIELD GROWN FLOWERS	297	336			\$16,830,000	\$21,040,000
INDOOR POTTED PLANTS	57	52			\$6,142,000	\$5,603,000
LANDSCAPE PLANTS	279	276			\$30,155,000	\$29,831,000
OTHER PLANTS	325	407			\$18,416,000	\$23,063,000
<b>TOTAL NURSERY</b>	<b>1,116</b>	<b>1,246</b>			<b>\$107,782,000</b>	<b>\$118,528,000</b>

The above total values for 2008 and 2009 do not include production of livestock & [other] animals, timber or field [row] crops.

## Monterey County 2009 Crop Report

The 2009 Monterey County Crop Report shows that Monterey County had a gross agricultural production value of over \$4 billion, an increase of 5.4 percent over 2008. Production values across the board were a mixed lot, with some commodities showing increases, and others suffered declines. Leaf lettuce was up 13% and head lettuce was down 5% over 2008. Other crops showing notable increases were celery (\$50.1 million), raspberries (\$10 million), rappini (\$6.5 million), and miscellaneous vegetables (\$6.5 million). Crops showing significant dollar decreases were citrus (\$10 million), artichokes (\$18.5 million), asparagus (\$4.6 million), nursery crops (\$31.5 million), and spring mix (\$ 6 million). Salad products were also down \$9.5 million (Eric Lauritzen, Agriculture Commissioner for Monterey County).

Trends in values associated with major crops for Monterey County in 2009 were as follows:

### Ten Million Dollar Crops

2009 Crop Ranking	Crop	2009 Value	2008 Ranking
1	Strawberries	\$756,144,000	2
2	Leaf Lettuce	\$736,570,000	1
3	Head Lettuce	\$435,952,000	3
4	Nursery	\$294,572,000	4
5	Broccoli	\$272,919,000	5
6	Grapes	\$238,082,000	6
7	Celery	\$172,086,000	10
8	Spring Mix	\$166,364,000	7
9	Spinach	\$131,996,000	8
10	Misc. Vegetables	\$130,065,000	9

Overall gross production value for vegetable crops in 2009 was \$2.63 billion; \$1,042 billion for fruits and nuts; \$294 million for nursery crops and \$14 million for miscellaneous field crops. The largest agricultural export trade partners were Canada (239 million lbs.); Taiwan (59 million lbs.); Japan (51 million lbs), Mexico (46 million lbs.); Hong Kong (10 million lbs.) and Singapore (5 million lbs.); and Monterey County exports to 27 countries.<sup>12</sup>

Monterey County does not provide a breakdown of crops cultivated in the Pajaro Valley compared to the rest of Monterey County. While county boundaries are crucial to government entities, from a hired farm worker's perspective, demarcation of county limits is of little consequence. Farmworkers move between counties and commute to work according to the

<sup>12</sup> Monterey County 2009 Crop Report, available at: <http://www.co.monterey.ca.us/ag/pdfs/CropReport2009.pdf>, accessed July 3, 2010.

availability of agricultural work. The daily commute time is what literally drives the need for an extended-day schedule for MSHS families and most especially for those families with limited means of transportation. The vast majority of Program parents works in berries (strawberries, raspberries, etc.) during some part of the season and then work with other crops, and/or flower and nursery production.

**Length of Season for Crops Worked by Families**

**Major Crops/Agricultural/MSHS Labor Periods**

MAJOR CROPS	AGRICULTURAL/MSHS LABOR PERIODS											
	JAN	FEB	MARCH	APRIL	MAY	JUNE	JULY	AUG	SEPT	OCT	NOV	DEC
Strawberries												
Raspberries												
Landscape Plants												
Misc. vegetables												
Indoor cut flowers												
Lettuce leaf/head												
Other plants												
Miscellaneous Berries												
Apples												
Canneries and Packing												

## Local Trends in Agriculture

The number of families who came to the Pajaro Valley to work in agriculture rose 30 percent in the decade or so prior to 2000, mostly due to labor-intensive crops such as strawberries and bush berries (e.g., raspberries, blackberries, ollalieberries) [Holbrook, 2000]. The Pajaro Valley produces 90% of Santa Cruz County's gross agricultural income. Santa Cruz County is first in the nation for bush berry and Brussels sprout production. The Pajaro Valley has been a leader in frozen food processing, though closure of the Bird's Eye plant at the end of 2006 resulted in the loss of some 500 jobs. The future of the frozen food processing industry does not look promising. The introduction of specialty varieties of strawberries, raspberries and other vegetables has resulted in a prolonged growing season.

Unlike other areas of California where farm land continues to turn into relatively unchecked housing and commercial development, the majority of existing land used to farm in Pajaro Valley will remain, even as the price of real estate escalates. Because of the establishment of a defined "green belt" for the Pajaro Valley and the presence of a substantial number of labor-intensive crops grown in the area, it is expected that the need for hired farm work will continue to generate an on-going demand for MSHS services. In October 2006, the Land Trust of Santa Cruz County announced that it was able to provide permanent protection for hundreds of acres of prime Pajaro Valley farmland, thanks to the combined actions of non-profit organizations, and state and local funders<sup>13</sup>.

However, the retention of crop land does not make the Pajaro Valley immune to shifts in the proportion of migrant to seasonal farm-worker families. The overarching trend is towards increasing proportions of seasonal (settled out) farm-worker families because of the longer growing season and other factors. As the national debate about immigration law and border enforcement have escalated, there has been a recent decline in migrant farm-workers in the Pajaro Valley ([www.santacruzsentinel.com](http://www.santacruzsentinel.com) 7/29/06 on-line edition, Emily Saarman, correspondent). This July 2006 newspaper article reports:

*One farmer, Dick Peixoto, stated, "I had to plow under acres and acres of beans, squash, cucumbers, and lettuce because I couldn't find enough workers. It's a huge problem. In 30 years I've never seen it this bad."*

*It's hard to put a finger on exactly how many workers are missing from the strawberry, raspberry and vegetable fields, but the farmers estimate the shortfall at 10 to 20 percent.*

Another farmer (Eiskamp) estimated a 10 percent shortage for his workers but to make up for the shortfall, he and others had workers in the fields 12 to 14 hours a day.

For some crops, farmers are paying a higher wage/piece rate than usual. Efren Barajas, a UFW vice president, reported that farm workers make about \$7 per hour and "rejoice" if they net

---

<sup>13</sup> Land Trust of Santa Cruz County Website – <http://www.landtrustsantacruz.org/>, accessed July 12, 2007

\$15,000 a year. Another source indicates that farm workers can earn a higher rate than the average of \$7 per hour if they are fast at piece work. Modestly higher wages do not necessarily result in a rapid increase in the pool of hired farm workers. It simply generates competition among farmers for the same limited pool of workers or forces some farmers to change the type of crops they plant. One farmer is planning to switch to a new variety of raspberry, the *maravilla* (the marvelous one). This variety produces bigger berries that making picking faster.

The article reports that the consensus among local farmers is that comprehensive immigration reform is needed to reverse the current trend. Reform must include the ready availability of farm-workers from Mexico to sustain agricultural production at current levels and in particular, for those crops which are highly labor intensive. For example, about five times the number of laborers is needed to pick an acre of green beans compared to an acre of lettuce.

The Program has anecdotal information from parents and staff members that reinforces the trend towards a shortage of farm workers. Many parents report having to work longer hours each day but with some pay incentives. Increased border enforcement (for example, National Guard constructing fences, presence of militias, increased numbers of border patrol, etc.) may dampen some illegal immigration from Mexico into the United States, but may have the unintended consequence of forcing undocumented families to remain in the U.S. year round rather than migrating relatively freely between the two countries. The grantee's last Comprehensive Community Assessment report included estimates derived by a contractor (Aguirre International, Inc.) for migrant and seasonal farm-workers in the grantee service area. This report confirmed the trend towards more seasonal farm-workers in Santa Cruz County, with an approximate prevalence ratio of 1 migrant eligible child for every 10 seasonal eligible children.

A 4/28/07 newspaper article (Santa Cruz Sentinel) reported that the District's Migrant Education Program had decreased its enrollment by 22% in the last two years, from 9,000 to 7,000 students. This loosely corresponds to the larger state trend in which there were 300,000 migrant students in 2006 but only 275,000 this year, or a single year decrease of 8%.

Based upon the above trend data, as well as the effects of the 2008/09 economic recession, the Program has concerns about expansion of child development slots that fall under Head Start's "migrant" definition at this time. Consideration should be given to the increased presence of "seasonal" or settled out farm worker families, who require the same type of extended-day services as "migrant" families do during the peak Spring-Fall agricultural period. In some cases, parents leave children with other family members while they migrate and then return to the area, thereby not meeting the definition of a Head Start "migrant" eligible family.

The lowest demand period for MSHS child development services for those families qualifying under the "migrant" Head Start definition is during winter months (roughly December through February).

In the City of Watsonville, 77% of the families are as classified as “Latino”.<sup>14</sup> In the unincorporated town of Pajaro, near the Santa Cruz/Monterey County boundary, the average household size is 5.28; 85% of the residents speak a language other than English (i.e. Spanish); 65% are foreign born and it is 94% Latino/Hispanic (7/31/05 Santa Cruz Sentinel). Unlike border areas or many large cities where the majority of Latinos/Hispanic attain oral fluency in Spanish and English, adults who are interested in working with young children in the Watsonville area are generally Spanish dominant. In this area, it takes an average of 6-7 years for adult learners to learn enough English to pass key community college general education courses. This assumes that the adult learner is continuously enrolled in English as a Second Language classes and does not drop out for long periods. Similar linguistic challenges face parents who wish to enter non-farm jobs that rely upon English. In many cases, there is a need to improve Spanish language skills before major progress can be made in English.

---

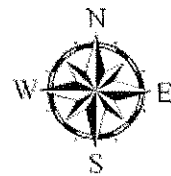
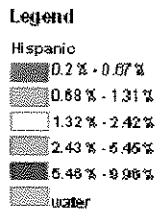
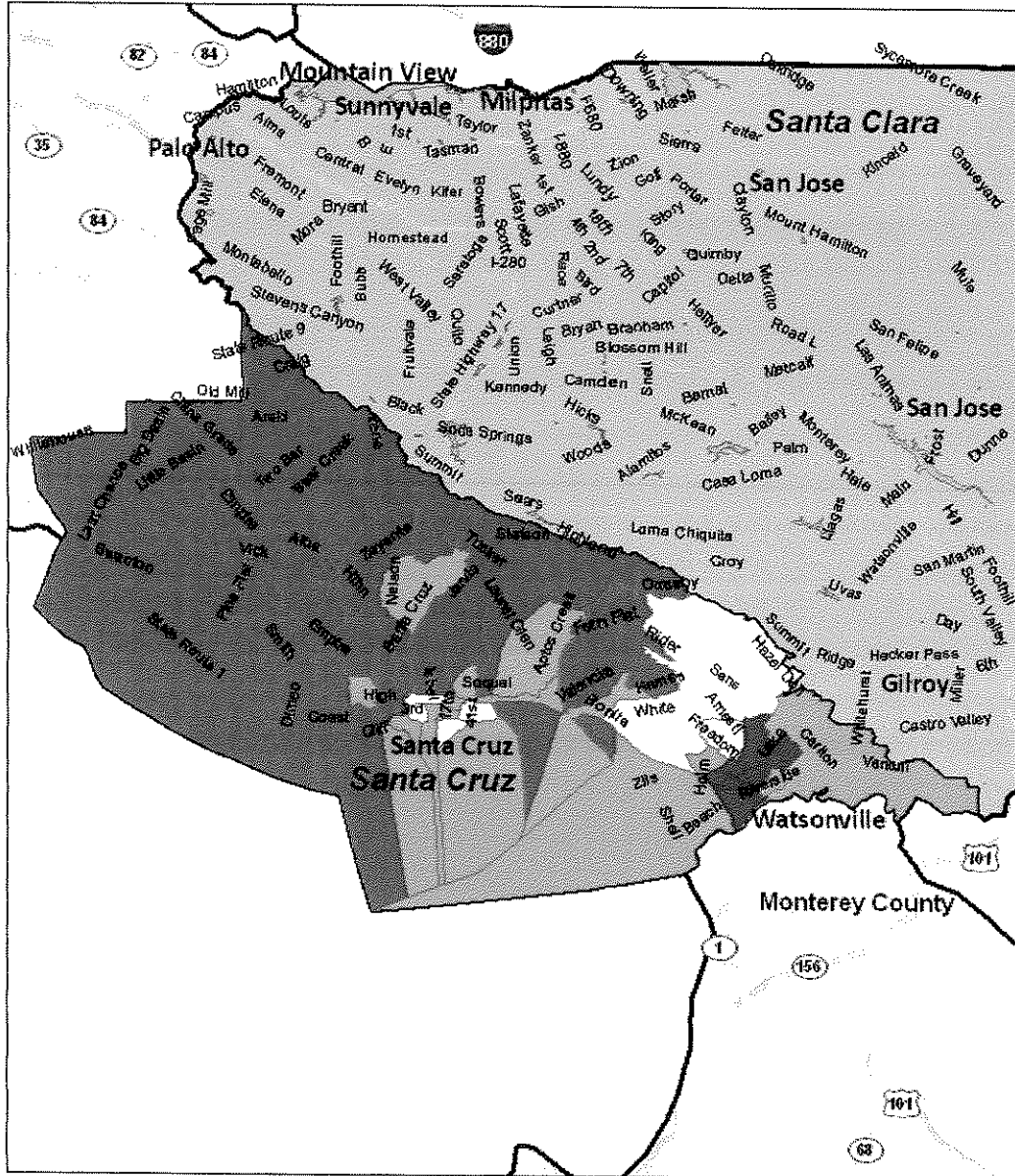
<sup>14</sup> United Way Comprehensive Report 2009



**Race & Ethnicity**

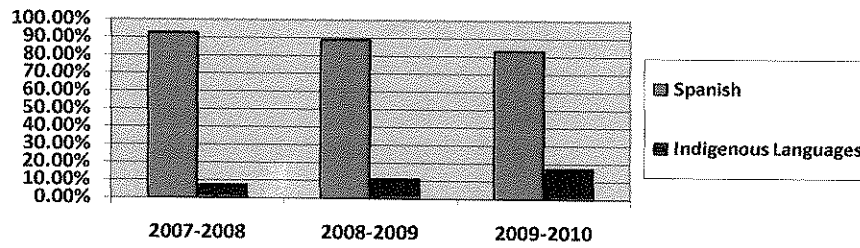
**Santa Cruz County**

Race and Ethnic Distribution - Hispanic



## Languages

### Pajaro Valley Unified School District Migrant/Seasonal Head Start Program Primary Languages of Enrolled Children



## Culture

### Migrant / Agricultural Workers of Mexican Origin

In their article "Mexican Migration to the United States: A Critical Review", Durand and Massey (1992, *Latin American Research Review*, 273-43) note the following based upon article excerpts:

- *Depending upon different studies, one can draw inconsistent conclusions and generalizations about which social classes migrate, the demographic and legal composition of the flow, the economic effects of emigration...[and] the relative importance of different strategies of migration...a fruitful approach to developing more general statements about Mexico-U.S. migration is to focus on the ways in which community variables interact with individual and household processes to produce...manifold outcomes.*
- *The changing selectivity of migration results from the growth and elaboration of migrant networks, which are composed of ties of kinship, friendship, and paisanaje (shared community origin) between migrants and nonmigrants located in the United States and Mexico. The first migrants who leave for the United States have no social ties to draw on, and for them migration is very costly and risky, especially if they have no legal documents...these costs and risks tend to exclude the poorest segments of society.*
- *After the first migrants have arrived in the United States... the costs of migration are substantially lowered for friends and relatives living in the same community of origin. Because of the nature of kinship and friendship structures, each new migrant creates a set of individuals with social ties to the United States and its labor market. Migrants are invariably linked to non-migrants through bonds of kinship and friendship, and the latter draw on obligations implicit in these relationships to gain access to employment and assistance at the point of destination, thus reducing their costs substantially.*
- *Once the number of network connections in an origin area reaches a critical threshold, migration becomes self-perpetuating in creating the social structure needed to sustain it...some of those left behind are induced to migrate, which further expands the set of persons with ties abroad...Over time, migration becomes progressively less class-selective and ultimately a mass movement.*
- *The age of the migration stream is important because it indicates the maturity of migrant networks but also because widespread migration has the power to transform the class distribution itself. In rural communities, money earned through U.S. wage labor can finance acquiring farmland, thus enabling migrant families...to [become] small landowners [in Mexico, assuming that desirable farm land is available to purchase in their community of origin].*

- *Communities sending large numbers of women and children invariably have long histories of migration. When migrants are grouped according to the date they left on their first U.S. trip, the participation of women and children typically grows over time. The first migrants are invariably men...[and] migration is dominated by economic motivations...Over time, social processes come into play...men increasingly bring their wives and children into the migratory process...thus in communities with a long migratory tradition, the average age of migrants tends to fall over time and the proportion of women rises. [Director's note: Recent indigenous migrants may represent a somewhat different pattern because of extreme poverty that may force these families to be pushed out of Mexico more rapidly than pulled into the U.S.]*
- *The emergence of family migration is facilitated by...the formation of branch communities in the United States. As migrants increasingly specialize in the U.S. labor to the exclusion of other economic pursuits, the constant shuttling back and forth becomes more difficult to sustain, and some migrants ultimately settle in the United States, typically in urban areas.*
- *In 1990 around 90% of migrants from Gomez Farías worked in the strawberry fields in Watsonville because several Gomeños developed early connections with particular growers. In 1990 35% of all migrants from Gomez Farías were female; 57% of all women between the ages of 25-29 had migrated to the U.S. from Gomez Farías.*
- *The increasing restrictiveness of U.S. immigration policy means that communities with older migration streams are more likely to be dominated by legal migrants because applications for visas were made under more liberal policies...there can be substantial variation [in rates of legalization] between individual communities based upon the particular economic niche established in the specific U.S. receiving community.*
- *Farm workers have consistently been more able than urban workers to obtain legal status for themselves and their families, thus making seasonal family migration an attractive and viable strategy. The diversity of farm work also provides a range of light and heavy tasks that all family members can undertake to earn income. [The cost of housing becomes a key variable in this pattern.]*
- *In virtually all cases where a pattern of "legal shuttle" or "recurrent" migration has emerged, workers are employed primarily in agriculture.*
- *Undocumented status, in turn, discourages family migration because of the hazards and costs associated with crossing the border and living clandestinely in the United States.*
- *Migrant earnings remitted to communities of origin in Mexico are crucial in efforts to sustain the Mexican community of origin's infrastructure...townspeople in...Gomez*

*Fariás have generally been in a better position to make capital improvements than inhabitants of surrounding communities because of the high concentration of U.S. migrants, who are expected to contribute dollars for community improvement projects.*

- *Some investigators have argued that migrant strategies are not reified traits but fluid patterns of behavior that shift over time in response to changing household circumstances and community conditions...those from Gomez Fariás specialize in shuttle or recurrent migration because they are overwhelmingly employed in agriculture, which is more conducive to legalization and has a built-in seasonality that encourages moving back and forth frequently...*

The above information is from the earlier part of the 1990's, so as the article suggests, conclusions about migration patterns must be drawn upon current and specific information about communities of origin ("sending communities") and "receiving" communities. Current applied social anthropology and sociology research for MSHS populations would be needed to provide a more accurate recent picture. The Program must rely upon the prior base of information and combine it with informal sources of knowledge from its employees and anecdotal information from families and other service providers to capture essential characteristics of the local MSHS population.

Virtually all District families served each year are of Mexican origin, with Michoacán being the single largest "sending state" of migrants from Mexico. In 2009 about one-half (48%) of the Program families who were surveyed reported coming from the State of Michoacan. In some communities within Michoacán, up to 70% of the local population is involved in shuttle or sojourner migration to the U.S. Within the Watsonville area, the result of this type of pattern of sojourner migration is illustrated by the disproportionate concentration of families originating from the relatively small town of Gomez Fariás, Michoacán. As described above, there is a pattern of economic chain migration to the Watsonville area in which extended family members, fictive kin and others play an important part. Watsonville shows several characteristics of an enclave community in terms of local economic development and ties to Mexico. Although MSHS families are relatively poor by local economic standards, there is a high rate of financial remittance to family members remaining in communities of origin.

The flow of families back and forth from the United States to Mexico has been influenced by post-9/11 border control and Homeland Security activities, high inflation rates for *coyotes* (*human traffickers for border crossing*), shifts in immigration policy since the 1990's, upward and downward economic trends in Mexico and California, NAFTA policies, and other factors. There is an ebb and flow of official and unofficial policies that influence the movement of legal and undocumented migrants between the U.S. and Mexico. For example, a major U.S. producer of strawberries is Driscoll. Driscoll strawberries are cultivated in Watsonville and in Mexico, but the workers on each side of the border are of Mexican origin. A number of MSHS families go to other destinations in California (e.g. Oxnard for strawberries, Central California for the cherry harvest, and a sprinkling of families go to other states, such as Arizona, Idaho or

sometimes Texas), but the majority of flow is between the U.S. and Mexico. Regional economies in each country are tied together. Since most families go between the U.S. and Mexico, transference of family/child data to other child development programs is not feasible in most cases, but the Program does attempt to forward family/child data to in-country sources when it is appropriate to do so.

Depending upon the perceptions of families as to what is most advantageous from a family survival viewpoint, parents do not always accurately disclose their most recent migration history. Most U.S. institutions look upon migrant farm-workers in derogatory terms and it behooves families to hide their migration history for many reasons. High on the list of reasons is that families have one or more members for whom they are attempting to attain legalization status and wish to protect them from prying eyes. Disclosure of personal details always carries the potential threat of deportation of a family member or possible delay in the legalization process. In some family disputes, threat of deportation or fleeing to Mexico with minor children can be an important determining factor in parental decision-making (for example, decision to separate or divorce, consideration about lodging a domestic violence complaint, living with or nearby relatives on one side of the family or the other side of the family, etc.).

There are a high proportion of eligible seasonal farm-worker families relative to migrant families in the area. It should be noted that families do not classify themselves as "migrant" one day and "seasonal" or "settled out" the next day. There is permeability between these categories. What is true is that hired farm-workers share more in common with each other than they do with other sectors in the local community. The factors that propel families into settling out are: the longer growing season and work availability; desire to have children remain in the same school system; Homeland Security/immigration factors; and the difficulty in obtaining adequate, affordable local housing.

While the vast majority of Program families are married, family disintegration does occur. The true rate of "single parents" is often obscured in families where one parent or the other is in Mexico for months at a time, as well as by attempts by some parents to claim "single parent status" in order to improve their chances for Program entry. Only one or two families have received T.A.N.F. each year since 2006; similarly, S.S.I. was given in only 1 or two instances in the same time frame (Program Information Reports). If nothing else, this tiny utilization rate demonstrates the lack of dependence of Program families upon California's welfare system and points towards alternate strategies adopted by families to survive adverse circumstances.

### ***Families of Mexican Indigenous Origin***

Five seasons ago, the ethnic composition of families began to make a small shift. In 2005 about 15 families (3%) in the Program were of Mexican indigenous origin and several of these families were inter-related. By 2009, one in five children is of Mexican indigenous origin. The socio-cultural and linguistic needs of these families present important challenges to service delivery. The following table shows the ethnic distribution of children participating in the Migrant & Seasonal Head Start Program in the last five years:

<b>Year</b>	<b>Percentage of Children Served of Hispanic Origin</b>	<b>Percentage of Children Served of Mexican Indigenous Origin</b>
2005	97%	3%
2006	92%	8%
2007	88%	12%
2008	83%	17%
2009	79%	21%

A special survey was conducted by the Program in the 2009 season. Of 550 enrolled families, responses were obtained from 508 families. Of the 508 families, 26% reported their place of origin as the State of Oaxaca in Mexico. Oaxaca is the principal state from which Mexican indigenous families originate.

Oaxacan families do not speak a single form of the indigenous language, Mixtec. Mixtec refers to the pre-Colonial name of a province in Mexico derived from the word *Mixtecatl*, or “place of the clouds”. The province extended from the coastal plains to the mountainous areas in Oaxaca, Guerrero and Puebla. The Spanish term for *Mixtecatl* transformed into “*mixteco*”. *Mixteco* is part of the larger branch of *otomangue* languages, which includes Zapotec. As such, Mixtec represents an inter-related sub-group of languages.

Communities of origin determine which type of Mixtec is spoken and the degree of monolingualism or bilingualism. About one-third of the approximately 3.5 million inhabitants of Oaxaca speak an Amer-indian language. The total indigenous language population of 1.1 million inhabitants is distributed throughout some 2,500 communities (Oaxacan State government statistics, “*Cara de la Nacion*”). There are about 380,000 *Mixtec* speakers in Oaxaca with 40-60 language sub-groups in that state. The distribution of these language sub-groups can be broadly categorized by altitude: *mixteco alto (sierran)*, *mixteco bajo* and *mixteco costeño (coastal)*. There are generational distinctions for indigenous and second language (Spanish) capabilities within communities. Not infrequently, only older adults (50 years and older) can speak the indigenous language whereas children under fifteen may speak only Spanish. There is about 70%+ cross-intelligibility between one variety of Mixtec and another among communities where there has been strong contact. Where factors resulting in isolation prevail, there may be limited cross-comprehension. Sometimes Spanish is used to bridge differences between different Mixtec languages or Spanish is used in public settings while Mixtec is used in the home. Rates of indigenous language retention can vary according to age, gender and other

factors. Second or third language acquisition is subject to a long list of cultural and cross-cultural adaptation variables.

The Program is attempting to obtain more specific information about the linguistic needs of Oaxacan families, since interpreters are needed at various times to provide assistance. The easiest way to do this is to identify the village or town of origin of each parent. Although there is still an incomplete and evolving picture, it appears that the majority of families coming from the State of Oaxaca are from the region known as the "Mixteca", which is the north-western portion of the State of Oaxaca. This area is known as being one of the poorest parts of the State of Oaxaca. One of the towns from which a cluster of families originate is San Martin Peras, which is the fourth poorest municipality in Mexico (*Diario de Despertar de Oaxaca*, September 14, 2009). The Mixteca region in Oaxaca borders the State of Guerrero; 9 families reported being from the State of Guerrero in 2009.

In 2009, 39% of Mexican indigenous families in the Program reported being Mixtec Bajo speakers and 35% reported being Mixtec Alto speakers. An additional 31 families reported Zapotec (23%) as being their primary language. The trend appears to be an increase in Zapotec speakers and Mixtec Alto speakers. All Mixtec languages are oral. As is the case with other Amer-indian languages, dictionaries spelling out Mixtec terms rely upon the Roman alphabet. The linguistic challenges for the Program are many. It is not entirely clear the degree to which one or both parents in Oaxacan families enrolled in the Program have functional use of Spanish. Fathers are more likely to be bilingual (*mixteco*/Spanish) than mothers.

Much attention between staff and families is focused on meeting basic living needs; many encounters require repetition to fill in blanks in conversations, and often key information is missing altogether from non-Spanish speaking mothers. The Program cannot rely upon parents to read and complete forms if Spanish skills are lacking and/or if an appropriate indigenous language interpreter is not available. Interpreters are relatively scarce and it is not always easy to match indigenous language sub-groups.

The Program has used the few bilingual (Mixtec/Spanish) parents it can to serve as spot interpreters, but it has had to resort to costly outside interpretation services to deal with confidential family issues (e.g., possible child abuse/neglect). Since few families are documented, Program employment opportunities are effectively precluded.

The Program is attempting to educate staff on the needs of this special population but the plan is in its elementary stages. Depending upon the age of the child and years of residency in the U.S., one can imagine the variation of language abilities among Oaxacan infants, toddlers and preschoolers. Spanish is spoken throughout MSHS child care sites in order to meet the needs of the vast majority of parents so children are exposed to Spanish. English is a second language for almost all staff and Family Child Care Home Providers.

As is common when issues of cross-cultural adaptation arise, some parents wish to retain their first language but others fear any stigma that could be attached to their children with retention



of their indigenous language. A few parents have expressed interest in their children learning English and skipping Spanish altogether. In this case, Mixtec would represent a first language and English the second language. This situation poses many challenges for matching parents' stated desires related to their children's acquisition of a second language. There are many barriers to providing adequate support for families without the immediate availability of interpreters.

Mixtec families are not solely concentrated in one geographic area within the District. However, there are a higher percentage of Program families located in northern Monterey County. This part of Monterey County has fewer support services compared to other portions of the County. A higher percentage of Oaxacan families arrive without any type of documents than do other families of Mexican origin. With few exceptions, these families live in poorer housing conditions, and in several instances, are virtually homeless. There appears to be a higher concentration of multiple families sharing the same dwelling. These families seem to encounter more transportation barriers and overall, are more socially marginalized. In many cases, there are significant hygiene problems and other difficulties associated with high density substandard housing.

The trend for more in-migration of these Oaxacan families is apparent: *"The number of Mixtecos in the Pajaro Valley is unknown; the majority are undocumented...A recent University of Pennsylvania study estimated roughly 40,000-60,000 live in California..." Santa Cruz Sentinel, 3/22/05*). Another source indicates that in the coming years as many as one-quarter of all farm-workers in California could come from one or more indigenous groups in Mexico or Guatemala (California Rural Legal Assistance, 2004). No one knows how many Oaxacans reside in the Pajaro Valley. All educational and service agencies are struggling to properly identify this subgroup of immigrants.

Many Oaxacan parents arrive from the Oxnard area, south of Santa Barbara where they also engage in berry production. This represents a secondary form of migration.

A District Migrant Education Resource Teacher who is familiar with migration of Mixtecanspeaking families reports, "They're the poorest of the poor in Mexico and that's what's driving them here. But the big difference is that they've been discriminated against both here and in Mexico because their skin is darker and they speak another language." Faris Sabbah, Director of the PVUSD Migrant Education Program reports: "District recruiters who scour area farms for young workers who should be in school...about half of the 2,000 out of school teens they found during the past year were from Oaxaca".

## Community Resources

The following community resources are listed which are pertinent to the needs of migrant and seasonal farm-worker children and families in the area. A rough indication of the degree to which the needs are met by different agencies is noted. Many times the need for services outpaces the capability of organizations to meet the demand.

AGENCY	AREA OF COUNTY SERVED	SPECIFIC SERVICES PROVIDED	THE DEGREE THAT SERVICES MEET NEEDS
PVUSD Migrant Education  294 Green Valley Road  Faris M. Sabbah,; Director & Pola Espinoza, Assistant Director  786-2385	Pajaro Valley	Provides certificates for migrant status. Provides health, dental, vision, and summer school services to all migrant K-12 children served by PVUSD. Preschool MEES program. Collaboration on other projects.	<input type="checkbox"/> Inadequate <input checked="" type="checkbox"/> Adequate <input type="checkbox"/> More than
La Casita de Salud (Casa de la Cultura en el área de Pájaro)  25 Salinas Road #4A  Sister Rosa Dolores 763-0702	Pajaro Valley	Free mobile health education and services for farm workers including: diabetes, vision, dental, blood pressure, anemia testing and cholesterol screenings. Translation services, food assistance, limited rent assistance, nutrition counseling referrals. Free clinic on Tuesday evenings 6-9pm.	<input type="checkbox"/> Inadequate <input checked="" type="checkbox"/> Adequate <input type="checkbox"/> More than Adequate
Girls Scouts of CA'S Central Coast  10550 Merrit St. Castroville C  1-800-624-4757	Tri-County	Provides after school activities for young females. Traditional Club Scout & Girls Scout Troops, The Explorers Club; activities for migrant students. Leadership experience (five to seventeen years old).	<input type="checkbox"/> Inadequate <input checked="" type="checkbox"/> Adequate <input type="checkbox"/> More than
Free Lunch Program at school sites	Pajaro Valley	Serving low-income children 0-18 years old. Food provided on site and summer activities.	<input type="checkbox"/> Inadequate <input checked="" type="checkbox"/> Adequate <input type="checkbox"/> More than Adequate
Lift Line  Laura Diaz - 688-9663	Santa Cruz County	Transportation services for low-income patients with disabilities or over 60 years old.	<input checked="" type="checkbox"/> Adequate

AGENCY	AREA OF COUNTY SERVED	SPECIFIC SERVICES PROVIDED	THE DEGREE THAT SERVICES MEET NEEDS
California Children's Services (CCS)  Annie 763-8900 Chris 763-8914 12 W. Beach St. Room 271 Watsonville	All Santa Cruz County	Services to children with severe health problems, orthodontic services; assists families with medical expenses, transportation to Stanford University Hospital complex	<input type="checkbox"/> Inadequate <input checked="" type="checkbox"/> Adequate <input type="checkbox"/> More than Adequate
Watsonville Community Hospital 724-4741  75 Nielson St. Watsonville	Pajaro Valley	Hospitalization, comprehensive medical services, emergency care, diabetes education, cardiovascular services, senior services, health classes, CPR, nutrition therapy.	<input type="checkbox"/> Inadequate <input checked="" type="checkbox"/> Adequate <input type="checkbox"/> More than Adequate
County Children's Mental Health  (831) 763-8990 12 W. Beach St. Watsonville	Santa Cruz County	Assessment referrals, care coordination, very limited therapy for severe needs, services to mentally ill adults and severely emotional distress children. 24 hour crisis line 1-800-952-2335	<input type="checkbox"/> Inadequate <input checked="" type="checkbox"/> Adequate <input type="checkbox"/> More than Adequate
Healthy Families and Medi-Cal for Children  Alaciel Jauregui (831) 763-8568	All Santa Cruz County	Low cost medical, dental and vision insurance for children 1-19 years old. Well child exam and immunizations is their main focus.	<input type="checkbox"/> Inadequate <input checked="" type="checkbox"/> Adequate <input type="checkbox"/> More than Adequate
Santa Cruz County Health Center  9 Crestview Dr. Maria Rosillo 763-8400	Santa Cruz County	Pediatric services, Immunizations, TB tests and follow up treatment, Healthy Families referrals, vision and hearing tests, immunizations, Family Planning, general medical clinic services, Medi-Cal/MediCruz applications, CHDP (EPSDT)well-child exams.	<input type="checkbox"/> Inadequate <input checked="" type="checkbox"/> Adequate <input type="checkbox"/> More than Adequate

AGENCY	AREA OF COUNTY SERVED	SPECIFIC SERVICES PROVIDED	THE DEGREE THAT SERVICES MEET NEEDS
<p>Clínica del Valle de Pájaro 45 Nielsen, Watsonville Monica Moya 763-3406</p>	<p>Santa Cruz and Monterey Counties</p>	<p>Adult care, pediatrics, general medical services inc. dental, CHDP (EPSDT) Exams, follow up treatment, Healthy Families referrals, vision and hearing tests, immunizations, family planning, free mammograms for women over 40.</p>	<p><input type="checkbox"/> Inadequate <input checked="" type="checkbox"/> Adequate <input type="checkbox"/> More than Adequate</p>
<p>American Cáncer Society 1555 Soquel Dr., Santa Cruz (831) 477-0281</p>	<p>Monterey, Santa Cruz, Santa Clara &amp; San Benito Counties</p>	<p>Cancer awareness classes and support services, including transportation.</p>	<p><input type="checkbox"/> Inadequate <input checked="" type="checkbox"/> Adequate <input type="checkbox"/> More than Adequate</p>
<p>Planned Parenthood 40 Penny Lane, Watsonville Martha Carmona 724-7525 Jade Gomez, Clinic Director</p>	<p>Santa Cruz &amp; Monterey Counties</p>	<p>Family planning, children services, CHDP, primary care (in the future). Medi-Cal abortions, pediatric and general medical services. Breast exams, pregnancy tests, HIV tests, male health services, diabetes screenings.</p>	<p><input type="checkbox"/> Inadequate <input type="checkbox"/> Adequate <input checked="" type="checkbox"/> More than Adequate</p>
<p>WIC woman, Infants &amp; Children  Cathy Cavanaugh (program director) 722-7121  18 W. Lake Ave, Suite A Watsonville</p>	<p>Santa Cruz &amp; Monterey Counties</p>	<p>Nutrition information including counseling, breastfeeding education including lactation support. Health education. Food supplements for pregnant and breastfeeding women and children 0-5 years old. Assistance with Healthy Families applications.</p>	<p><input type="checkbox"/> Inadequate <input checked="" type="checkbox"/> Adequate <input type="checkbox"/> More than Adequate</p>
<p>Community Bridges  Lorena 688-8840 ext.247 236 Santa Cruz Ave.</p>	<p>Santa Cruz &amp; Monterey Counties</p>	<p>CACFP sponsors (all PVUSD FCCH's), FCCH Licensing facilitation, CDD (Child Development Division), 4 day care, child care food, Live Oak, WIC, annual nutrition training for FCCH Providers. Meals on wheels and transportation services for the elderly. Administrative offices at La Manzana.</p>	<p><input type="checkbox"/> Inadequate <input checked="" type="checkbox"/> Adequate <input type="checkbox"/> More than Adequate</p>
<p>Second Harvest Food Bank Carmelita Carranco 800 Ohlone Parkway Watsonville CA  722-7110/662-0487(Aptos) Hotline 662-0991</p>	<p>Pajaro Valley Santa Cruz and San Benito County</p>	<p>Discounted food purchases for FCCH providers. Free food for eligible families distributed second Monday of every month.</p>	<p><input type="checkbox"/> Inadequate <input checked="" type="checkbox"/> Adequate <input type="checkbox"/> More than Adequate</p>
<p>Human Resources Agency  119 W. Beach St. Watsonville  Gail Grooves 763-8500</p>	<p>All Santa Cruz County</p>	<p>MediCal, food stamps for income eligible Families, cash aid for people with no children (money for rent), Cal Works (welfare-to-work program). General assistance with social services.</p>	<p><input type="checkbox"/> Inadequate <input checked="" type="checkbox"/> Adequate <input type="checkbox"/> More than Adequate</p>

AGENCY	AREA OF COUNTY SERVED	SPECIFIC SERVICES PROVIDED	THE DEGREE THAT SERVICES MEET NEEDS
Nursing Mothers Council Hotline Karina – referral line 688-3954	Santa Cruz County	Spanish translations, nursing/weaning support, technical information, breastfeeding/nursing equipment rentals, Counseling. Home visits; 24 hour referral hotline.	<input type="checkbox"/> Inadequate <input checked="" type="checkbox"/> Adequate <input type="checkbox"/> More than Adequate
Medi-Cruz 9 Crestview Dr. Watsonville Ana 763-8172/454-4070 Carol Miranda	Santa Cruz County	Limited medical coverage for eligible families that do not qualify for Medi-Cal or Healthy Kids/Healthy Families and Medicruz. Very limited services for citizens and undocumented patients due to lack of funds.	<input checked="" type="checkbox"/> Inadequate <input type="checkbox"/> Adequate <input type="checkbox"/> More than Adequate
CHDP Program P.O. Box 962 Santa Cruz CA 763-8932 Lee Fipzsimmons 763-8820 Alaciel 763-8934	Santa Cruz County	Provides funding and follow-up for well child exams, Medi-Cal provider training support, and time-limited full-scope Medi-Cal services. Assists with scheduling medical appointments and transportation. Often CHDP (EPSDT) providers do not complete all of the required tests during appointments. This is not the fault of the CHDP Program; rather it is reflective of broader problems in the health care reimbursement system.	<input type="checkbox"/> Inadequate <input checked="" type="checkbox"/> Adequate <input type="checkbox"/> More than Adequate
Childhood Lead Poisoning Prevention Program Irma Cody 763-8206 1430 Freedom Blvd. Suite 101 Room # 6	Santa Cruz County	Group and individual education, case management, home visits; training offered for child care providers, environmental assessment when requested; peri-natal consultation is available. Telephone consultation & referrals; written education materials available to the general public.	<input type="checkbox"/> Inadequate <input checked="" type="checkbox"/> Adequate <input type="checkbox"/> More than Adequate
Public Health Field Nursing 1060 Emeline St. Santa Cruz Debbie 454-4040 Public Health Nurse hotline 454-4339	Santa Cruz County	Maternal and child health information available on Public Health Nurse hotline 454-4339. Communicable disease measures, information, treatment and follow-up 454-4114. Immunization assistance program.	<input type="checkbox"/> Inadequate <input checked="" type="checkbox"/> Adequate <input type="checkbox"/> More than Adequate
Energy Services 1-888-728-3637	Santa Cruz and Monterey Counties	Assist low-income household with utility expenses. Application assistance for CARE & PG&E's (utility) reduced rates.	<input checked="" type="checkbox"/> Inadequate <input type="checkbox"/> Adequate <input type="checkbox"/> More than Adequate

AGENCY	AREA OF COUNTY SERVED	SPECIFIC SERVICES PROVIDED	THE DEGREE THAT SERVICES MEET NEEDS
<p>DIENTES Community Clinic</p> <p>Karen Wolters</p> <p>930 Mission St. Suite 2, Santa Cruz</p> <p>464-5409</p>	<p>Pajaro Valley</p>	<p>Dental services for low-income families including children dentistry, sealants, limited oral surgery, extractions, screenings and oral education.</p>	<p><input type="checkbox"/> Inadequate</p> <p><input checked="" type="checkbox"/> Adequate</p> <p><input type="checkbox"/> More than Adequate</p>
<p>County of Santa Cruz HSA</p> <p>Health Education Unit</p> <p>P.O. Box 962, Santa Cruz 454-4141</p> <p>1070 Emeline Ave.</p>	<p>Santa Cruz County</p>	<p>Education regarding dental, tobacco, car, traffic and bike safety. Substance abuse prevention and treatment; mental health services. Employee wellness classes.</p>	<p><input type="checkbox"/> Inadequate</p> <p><input checked="" type="checkbox"/> Adequate</p> <p><input type="checkbox"/> More than Adequate</p>
<p>Diabetes Health Center</p> <p>85 Nielson St. Suite # 201</p> <p>Raquel R. (Program Director).</p> <p>(831) 763-6445/724-4341</p>	<p>Tri- County (Monterrey, San Benito and Santa Cruz)</p>	<p>Individualized and group diabetes awareness education and prevention for all ages. Nutrition counseling, and support groups.</p>	<p><input type="checkbox"/> Inadequate</p> <p><input checked="" type="checkbox"/> Adequate</p> <p><input type="checkbox"/> More than Adequate</p>
<p>Salvation Army Loma Prieta Transitional Housing</p> <p>Luis Martínez (manager)</p> <p>763-0131/722-2701</p> <p>232 Union St. Watsonville</p> <p>Guadalupe Mendoza</p>	<p>Tri-County</p>	<p>Provide qualifying families 6 months of transitional housing based on a one-year waiting list, for families with children. Shelter for men only and shelter for single women or women with children.</p>	<p><input checked="" type="checkbox"/> Inadequate</p> <p><input type="checkbox"/> Adequate</p> <p><input type="checkbox"/> More than Adequate</p>
<p>Families in Transition</p> <p>Ariana Luevano &amp; Ana Villarreal</p> <p>728-9791</p>	<p>Santa Cruz County</p>	<p>Provides temporary rent assistance based on a 6 to 9 month waiting period. (By referral only)</p>	<p><input checked="" type="checkbox"/> Inadequate</p> <p><input type="checkbox"/> Adequate</p> <p><input type="checkbox"/> More than Adequate</p>
<p>YWCA</p> <p>340 East Beach St.</p> <p>Ana Villafuente 724-6078 X 112</p>	<p>Pajaro Valley</p>	<p>Summer lunch program. Teen leadership and TWTeens program. Childcare services (two Child Care Centers in Watsonville).</p>	<p><input type="checkbox"/> Inadequate</p> <p><input checked="" type="checkbox"/> Adequate</p> <p><input type="checkbox"/> More than Adequate</p>
<p>PG&amp;E 1-800-660-6789</p> <p>1-800-773-4345 (Santa Cruz).</p>	<p>Santa Cruz County</p>	<p>Energy efficient appliance program, low utility rates for low-income families.</p>	<p><input type="checkbox"/> Inadequate</p> <p><input checked="" type="checkbox"/> Adequate</p> <p><input type="checkbox"/> More than Adequate</p>

AGENCY	AREA OF COUNTY SERVED	SPECIFIC SERVICES PROVIDED	THE DEGREE THAT SERVICES MEET NEEDS
<p>La Manzana Resources</p> <p>Gabriela Lopez Chávez</p> <p>521 Main St. Suite Y</p> <p>Watsonville, CA 724-2997</p> <p>www.communitybridges.org</p>	Pajaro Valley	<p>Assistance with translations, Law Center, "papas program", appointments, completion of forms, child support requests, AFDC, Spanish literacy classes. WIC, drop-in center, family programs, food twice a month (second and fourth Wednesday of the month), fax services and car seat programs.</p>	<p><input type="checkbox"/> Inadequate</p> <p><input type="checkbox"/> Adequate</p> <p><input checked="" type="checkbox"/> More than Adequate</p>
<p>California Rural Legal Assistance</p> <p>724-2253</p> <p>Janet Dollar 458-1089</p> <p>Iris Tapia</p> <p>Watsonville</p> <p>757-5221 in Monterey Co.</p>	Pajaro Valley	<p>Free legal services for housing. Assistance with appeals for social security, housing, food stamps, employment issues, and assistance with employee rights.</p>	<p><input type="checkbox"/> Inadequate</p> <p><input checked="" type="checkbox"/> Adequate</p> <p><input type="checkbox"/> More than Adequate</p>
<p>The Parent Center</p> <p>Celia</p> <p>255 E. Lake Ave.</p> <p>Celia 724-2879</p> <p>530 Soquel Ave, Santa Cruz 426-7322</p>	Santa Cruz County	<p>Family, marriage and children counseling. Crisis hot line. Parenting classes and anger management classes. Sliding scale. Helps children with medical insurance. CPS references for adults (counseling and home visits).</p>	<p><input type="checkbox"/> Inadequate</p> <p><input checked="" type="checkbox"/> Adequate</p> <p><input type="checkbox"/> More than Adequate</p>
<p>Santa Cruz County Immigration Project</p> <p>Leticia Shoemaker,</p> <p>Doug Keegan 724-5667</p>	Pajaro Valley	<p>Assistance with citizenship applications, and interview preparation, adjustment of status cases, changes of address, INS and consular inquiries, applications for permanent residence, relative visa petitions, immigration consumer complaints, attorney referral, workplace discrimination complaints, employee rights information.</p>	<p><input type="checkbox"/> Inadequate</p> <p><input checked="" type="checkbox"/> Adequate</p> <p><input type="checkbox"/> More than Adequate</p>
<p>Defensa de Mujeres</p> <p>Laura Segura-Gallardo, Executive Director</p> <p>233 &amp; 220 East Lake Ave.</p> <p>Watsonville</p> <p>722-4532</p>	Pajaro Valley	<p>Support groups for survivors and victims of domestic violence and sexual assault. Counseling for women and children. Restraining orders. Confidential shelter. Family workshops. "Adequate" rating based only upon fact that the demand for shelter can exceed the available supply. Educational presentations.</p>	<p><input type="checkbox"/> Inadequate</p> <p><input checked="" type="checkbox"/> Adequate</p> <p><input type="checkbox"/> More than Adequate</p>

AGENCY	AREA OF COUNTY SERVED	SPECIFIC SERVICES PROVIDED	THE DEGREE THAT SERVICES MEET NEEDS
Catholic Charities Counseling 406 Main St. Watsonville 722-2675	Tri-County	Transportation. Family counseling and immigration services. Help with rent, utilities, and food vouchers.	<input checked="" type="checkbox"/> Inadequate <input type="checkbox"/> Adequate <input type="checkbox"/> More than Adequate
Duncan Holbert School, PVUSD SELPA Veronica 761-6066 ext. 5000	Pajaro Valley	Parent education for families of children 0-5 years old; disabled children served. Summer hiatus (need summer services). Early education including speech therapy for children over 3 years old.	<input checked="" type="checkbox"/> Inadequate <input type="checkbox"/> Adequate <input type="checkbox"/> More than Adequate
Casa de la Cultura 225 Salinas Rd. #4A Sister Rosa Dolores 763-0702	North Monterey County	Provides food, clothing for babies and children, limited rent assistance, and emergency and disaster relief and computer classes.	<input type="checkbox"/> Inadequate <input checked="" type="checkbox"/> Adequate <input type="checkbox"/> More than Adequate
Volunteer Center of Santa Cruz Santa Cruz: Karen 427-5070 Watsonville: Olga Fuentes 12 Carr St. Watsonville 722-6708	Santa Cruz County	Resource library,; transportation for seniors to doctors' appointments, citizenship, and ESL and literacy classes for adults. Adopt a family program. Caminos: youth program; Friends Outside-incarceration for adults.	<input type="checkbox"/> Inadequate <input type="checkbox"/> Adequate <input checked="" type="checkbox"/> More than Adequate
Santa Cruz County Farm Bureau Carol 724-1536 Jeff Brown, Executive Director 141 Monte Vista Ave. Watsonville	Pajaro Valley	Serves as watch dog committee for local agricultural issues. Services are limited to dues paying members but will answer questions of non-members.	<input checked="" type="checkbox"/> Inadequate <input type="checkbox"/> Adequate <input type="checkbox"/> More than Adequate
Loaves & Fishes Brooke Parker Patricia Morales (Program Director) 150 Second Street, Watsonville 722-4144	Watsonville Monterey	Hot meals, emergency basic assistance with clothing (Tuesdays and Thursdays), nutrition information and referrals to other programs.	<input type="checkbox"/> Inadequate <input checked="" type="checkbox"/> Adequate <input type="checkbox"/> More than Adequate
WIA Emely Bally, Program Manager Mary and Sara 763-8700	Santa Cruz County	Job training assistance. Assistance to explore careers and writing resumes.	<input checked="" type="checkbox"/> Inadequate <input type="checkbox"/> Adequate <input type="checkbox"/> More than Adequate



AGENCY	AREA OF COUNTY SERVED	SPECIFIC SERVICES PROVIDED	THE DEGREE THAT SERVICES MEET NEEDS
Cabrillo College Watsonville Center 318 Union St.  Rachel Mayo 786-4700	Santa Cruz County	General education classes; ECE classes (some taught bilingually); computer classes, ESL, tutoring, and counseling.	<input type="checkbox"/> Inadequate <input checked="" type="checkbox"/> Adequate <input type="checkbox"/> More than Adequate
Center for Employment Training  Ana Maria Hernandez  José Jara  728-4551	Santa Cruz and Monterey Counties	Vocational training & job placement. Tours for students interested in vocational training. English classes.	<input type="checkbox"/> Inadequate <input type="checkbox"/> Adequate <input checked="" type="checkbox"/> More than Adequate
Watsonville/Aptos Adult Ed  Lucila Bedolla 786-8225	Monterey and Santa Cruz Counties	ESL, G.E.D., driver education, parent education classes, press printing training, citizenship and community education.	<input type="checkbox"/> Inadequate <input checked="" type="checkbox"/> Adequate <input type="checkbox"/> More than Adequate
Child Development Resource Center 466-5820  Child Care Switchboard  Carmen Martinez 476-8585	Santa Cruz County	Child development workshops, instructional resources for child care providers, child care referrals.	<input type="checkbox"/> Inadequate <input checked="" type="checkbox"/> Adequate <input type="checkbox"/> More than Adequate
Centro de Salud de Beach Flats Rachel Sandoval 763-3417 Rafael Cendejas  302 Riverside Avenue  Santa Cruz, CA 95060	Santa Cruz County	General medical care, dentistry, eye clinic and pediatrics. Accepts: Medi-Cal, Healthy Families, Healthy Kids, and discount fees for uninsured, poor families.	<input type="checkbox"/> Inadequate <input checked="" type="checkbox"/> Adequate <input type="checkbox"/> More than Adequate
Red Cross: M-F 8:00-4:30, 462-2881  425-1558 (transportation only)  2960 Soquel Ave.  Santa Cruz	Santa Cruz County	Disaster Relief, babysitting, water safety including lifeguard training, CPR/First Aid classes (English/Spanish) Health & Safety for disaster relief. Transportation to out of county non-emergency medical appointments. Blood drives 2x per month.	<input type="checkbox"/> Inadequate <input checked="" type="checkbox"/> Adequate <input type="checkbox"/> More than Adequate

AGENCY	AREA OF COUNTY SERVED	SPECIFIC SERVICES PROVIDED	THE DEGREE THAT SERVICES MEET NEEDS
<p>Doctors on Duty</p> <p>1505 Main St. Watsonville</p> <p>722-1444</p>	<p>Santa Cruz County</p>	<p>Provides urgent health care 365 days/year 8am-8pm Monday thru Friday and 8am to 5pm Saturdays and Sundays. Fee for service.</p>	<p><input checked="" type="checkbox"/> Inadequate</p> <p><input type="checkbox"/> Adequate</p> <p><input type="checkbox"/> More than Adequate</p>
<p>Boy Scouts of America</p> <p>55 E. San Joaquin St. Salinas</p> <p>Albert Gallegos 422-5338</p>	<p>Santa Cruz and Monterey Counties</p>	<p>Provides after school activities for young males. Traditional Cub Scout and Boy Scout Troops. Explorers Club and activities for Migrant Ed. students (summer).</p>	<p><input type="checkbox"/> Inadequate</p> <p><input checked="" type="checkbox"/> Adequate</p> <p><input type="checkbox"/> More than Adequate</p>
<p>Watsonville Parks &amp; Recreation</p> <p>Imelda Negrete 728-6081</p> <p>231 Union St.</p>	<p>Monterey and Santa Cruz County</p>	<p>Free recreational activities and hot meals for children. Services to more than 160 children in summer and family involvement activities at Ramsay Park. After school program year around. Sports league. Arts &amp; Crafts projects.</p>	<p><input type="checkbox"/> Inadequate</p> <p><input checked="" type="checkbox"/> Adequate</p> <p><input type="checkbox"/> More than Adequate</p>
<p>Family Health Education Center</p> <p>18 W. Lake Ave. Suite E</p> <p>Blanca Luna 763-3106</p>	<p>Watsonville</p>	<p>Parent &amp; child play groups; mothers/babies class, childbirth preparation classes (Eng/Spanish), siblings preparation class. Free and sliding scale services.</p>	<p><input checked="" type="checkbox"/> Inadequate</p> <p><input type="checkbox"/> Adequate</p> <p><input type="checkbox"/> More than Adequate</p>
<p>Pajaro Valley Prevention</p> <p>(Student assistance)</p> <p>335/240 E. Lake Ave.</p> <p>Jenny Sarmiento 728-6445</p>	<p>Pajaro Valley</p>	<p>Counseling services all ages of children and their families; Medi-Cal accepted.</p>	<p>Inadequate</p> <p><input checked="" type="checkbox"/> Adequate</p> <p><input type="checkbox"/> More than Adequate</p>
<p>Salud Para La Gente</p> <p>204 E. Beach St.</p> <p>Watsonville</p> <p>728-0222/728-8250</p>		<p>Prenatal care, HIV testing, family counseling, vision services, "Healthy Families"/Medi-Cal referrals. Teen pregnancy &amp; family planning services; dental clinic and dental screening assistance. Health education, elderly programs and pharmacy services.</p>	<p><input type="checkbox"/> Inadequate</p> <p><input type="checkbox"/> Adequate</p> <p><input checked="" type="checkbox"/> More than Adequate</p>

## ***Number of Children and Types of Disabilities***

Federal agencies have employed differing definitions for children with disabilities. This can be problematic when attempting to analyze the implication of data for special populations, such as children less than three years of age, young Hispanic children in general, and District MSHS children in particular. A U.S. Department of Education report (NIDRR. No. 13, 1995) defines a child with a disability as one with “any limitation in activity due to a chronic health condition or impairment.” In this report, two broad categories are used to describe children with disabilities aged birth-18 years: those with impairments (42%) and those with diseases and disorders (58%). Diseases of the respiratory system make up the single largest group of health problems, with asthma accounting for 84% of all diagnosed cases. Fourth most prevalent were diseases of the nervous system and sense organs: epilepsy was the most prevalent diagnosis in this category.

By contrast, Head Start has adopted stricter criteria for inclusion of health conditions and impairments in its formal reporting process to Congress, the Program Information Report. Unless it can be clearly demonstrated that the child’s ability to learn is affected, asthma and epilepsy cases are excluded from Head Start reporting. Excluded from Head Start are those cases where a child’s “limitation in activity” is identified. It is easier to document an adverse impact on learning in older preschoolers than it is among infants and toddlers. This can lead to an under-estimation of the impact asthma or similar chronic lung conditions and epilepsy can have upon this younger age group.

For Head Start reporting purposes, only those children with a completed Individual Education Plan (I.E.P.) or Individual Family Service Plan (I.F.S.P.) are counted in national disabilities statistics. In 2008, of all Head Start preschoolers with a diagnosed disability, 63% were identified with a speech or language impairment, making it by far the largest single category of Head Start diagnosed disability. In the same year, the Migrant & Seasonal Programs Branch reported that 72% of all MSHS preschoolers with a diagnosed disability had speech/language impairments. By contrast, using the Department of Education’s reporting system, speech impairments were ranked in fifth place as a cause of disability. Two very different pictures of children with disabilities are portrayed through these two distinct federal reporting systems.

Recognition of certain diseases, disorders and impairments in the birth-to-five population by parents, caregivers and health care providers can be difficult. For children less than three years of age, those with multiple disabilities or outwardly obvious disabilities are more likely to attract early attention. Milder or poorly understood conditions may be missed altogether or given little emphasis by service providers and parents. Access to affordable health care, parental acceptance of possible disabling conditions and other factors can contribute to delays in diagnosis and intervention of infants and toddlers. All of these situations can lead to under-identification and diagnosis of young children with disabilities. Results from two national

reports support this idea. In 2001 the U.S. Department of Education's 23<sup>rd</sup> Report to Congress noted that 5% of the nation's preschoolers were diagnosed with a disability but only 2 percent of the nation's infants and toddlers were similarly identified. (Children's Defense Fund report citing *Children with Disabilities and Other Special Needs* based upon U.S. Department of Education's 23<sup>rd</sup> report to Congress). Similarly, a 1998 report conducted by the State of Washington found that 2.5% of infants and toddlers had an identified disability. The lack of a universal measure to assess receptive language for children less than three (3) years of age, in combination with the lack of national consensus about a universal cut-point for eligibility for Part C services across states, make it difficult to estimate the true number of infants and toddlers with speech/language impairments (Early Head Start Research & Evaluation Report, ACF, 2002). In 2008, only 1.2% of all children less than three (3) years of age, including all Early Head Start and Migrant & Seasonal Head Start infants and toddlers, had a diagnosed disability.

### **Expected Prevalence of PVUSD MSHS Children with Disabilities & Obstacles to Early Identification of and Services for Children with Disabilities**

According to the amended Head Start Act of 2007, the requirement is to enroll 10% of children actually served with diagnosed disabilities. For official Head Start reporting purposes, children must have a current Individual Education Plan (I.E.P. for preschoolers) or Individual Family Services Plan (IFSP for infants and toddlers). Therefore, one should theoretically anticipate a minimum of 72 such children in PVUSD/MSHS out of a total program enrollment of 722.

In 2008 Program Information Report data show that 11.5% of all Head Start preschoolers had a diagnosed disability and 7.8% of all Migrant & Seasonal Head Start preschoolers had a disability. By comparison, 13.5% of all PVUSD MSHS preschoolers had an Individual Education Plan in 2009.

Head Start's national reporting system does not collect program data for children less than three years of age according to category of disability. This prohibits diagnostic data analysis to compare local MSHS experience with that of other MSHS programs or nationally. PVUSD MSHS data show that 45% of all children served in 2009 were between 2 months - 35 months of age. The disproportionately high percentage of PVUSD MSHS infants and toddlers who are served, relative to the national infant/toddler rate of 10%, makes it more difficult to achieve the new, stricter requirement to serve 10% of all children with a diagnosed disability. Speech and language problems, especially those which are more moderate in nature, are less likely to be diagnosed and documented on an IFSP for infants and toddlers—the very category of diagnosis that is the single largest among Head Start preschool-aged children (63%). Since one-half of all MSHS children nation-wide were reported as being less than three (3) years of age in 2008, MSHS programs as a whole face major difficulty in meeting the 2007 ten percent (10%) disability enrollment requirement. This age group factor is apart from other obstacles that MSHS programs face in terms of the seasonal nature of their programs, the typical dearth of summer services for MSHS programs at peak operations, and other obstacles.

An Early Head Start Research and Evaluation project reported that in a sample of 3,000 children, only 2 percent of Hispanic families were in receipt of Part C services for infants and toddlers compared to 5.4% of all sampled Head Start children. One must ask why this disparity exists and what implications are pertinent to the PVUSD MSHS Program. This report also stated that most parents whose children had significant delays did not report they had been apprised of delays by their physicians during [well-baby] exams. Might this affect MSHS families more than other Head Start families?

Although Head Start programs are charged with identifying numbers of eligible disabled children within their service area through the Community Assessment process, no reliable third party data sources exist for MSHS programs. Health clinics, including migrant health service providers, do not collect this level of data, nor do special education programs or Regional Centers. This leaves the PVUSD MSHS Program to draw inferences from national data, local experience, and anecdotal information from parents, staff, and other service providers.

MSHS actively recruits children with suspected and diagnosed disabilities from other agencies, health care practitioners and clinics, and through various other recruitment strategies (radio, newspapers, posters, staff deployment, etc.). Children with disabilities and their age-eligible siblings have top priority for migrant enrollment; these children have priority for enrollment under the "seasonal" farm-worker category. Parent intakes, as well as health, mental health, speech/language, and developmental screening tools are used to identify children with possible disabilities.

Apart from the above-mentioned difficulties in diagnosing certain disabilities and establishing IFSP's among the infant/toddler population, the Program has considered possible family factors:

- Some families may not bring an overtly or more seriously disabled child up from Mexico. This may be related to:
  - ✓ Border crossing issues (higher health and legal risks).
  - ✓ Self-selection of continued residency in Mexico for reasons of availability of extended family or community support.
  - ✓ Possible higher morbidity or mortality rates for very young children with more severe conditions if there is lack of access to required level of medical care in Mexico for the very poor or those living in more isolated areas (e.g. a child with a cleft palate might face twin problems of malnutrition and infection. Certain genetic or metabolic conditions may be more difficult to treat).

The following factors could affect families who have children with a disability who either live in Mexico or the U.S.:

- ✓ Mothers may wish to remain at home with children with more significant disabilities as a protective measure (e.g. mother's or relatives' obligation to spend time at home with the child, even if family income is limited.)

- ✓ There may be feelings of social shame (*vergüenza*) about particular disabling conditions and/or certain folk beliefs as to the origin of certain disabling conditions that might influence parental decision-making.
- ✓ Fear of ridicule if a child with a significant disabling condition is exposed to others.
- ✓ Lack of knowledge or belief that others can provide important disability-related services.
- ✓ Lack of knowledge that certain conditions can be defined as a disability and therefore, eligible for additional assistance.
- ✓ Fear that involvement with U.S. health care institutions and other agencies may jeopardize the legal status of one or more members of the family.
- ✓ Frustration with complex, bureaucratic systems that involve much technical knowledge.
- ✓ Loss of work time for required appointments and/or meetings.

In some instances, the Program learns that a child has a pre-existing disability after the child is enrolled, in spite of specific staff interviews to identify such children in the recruitment and enrollment process. Occasionally there are striking examples. In 2010 one mother omitted information about a child missing an ear with concomitant hearing loss; another omitted information about moderate-to-severe mental retardation. Sometimes parents do not mention that the health care provider already referred the child for follow up for a possible disability prior to contact with the program. Some parents do not bring up cases where significant health problems exist (for example, seizures and significant chronic pulmonary problems); most of these children are not legally-defined as “disabled” for Head Start purposes but do require special health care and child development caregiver plans. This is an indication that some families fear they will be refused services in part or altogether if a disability or certain health conditions are disclosed. The need by parents for extended-day services makes this a high-stakes situation for some parents.

It also may be the case that some health care practitioners are hesitant to label an infant or toddler as “disabled” quickly because of the historical problems associated with stigmatizing children. Health care providers who wish to re-check the developmental progress of an infant/toddler before diagnosing a child as “disabled” may create a statistical artifact for Migrant & Seasonal Head Start children whose service delivery period is comparatively short.

The Program has had some difficulty obtaining timely summer services from the San Andreas Regional Center (SARC), as that organization has experienced an increase in caseload and fewer resources. Regional Centers in California are experiencing hundreds of millions of dollars in budget cuts. As a result, stricter criteria are now in place to qualify children for development of an Individual Family Services Plan. As such, the Program anticipates the number of infants/toddlers with IFSP’s to drop for the foreseeable future. Moreover, the Regional Center is negatively impacted by a lack of audiologists who are able to examine young children for required hearing tests. The typical delay in obtaining an audiology appointment is about four to six months. This length of time represents the majority of the Program’s service delivery period,

so lack of ability to get an audiology examination can stymie the IFSP process. If a family misses an audiology appointment, another four to six months can elapse. Families leaving the area then must effectively await a year to complete the required assessment process. The Program has expended additional effort in collaborating with the Regional Center and this has resulted in generally improved services within budgetary constraints. The Program recently contracted with an out-of-area audiologist to train Family Service Workers on conducting tympanometry screening on selected children. The intent is to have children with ear infections or ear wax problems obtain the proper remedy before referring children to the audiologist for a formal evaluation, thereby using these services in a more appropriate fashion. Conversely, the tympanograms can help reinforce the justification for an audiology appointment.

The major obstacle PVUSD's MSHS Program has encountered with respect to services for children with suspected and diagnosed disabilities is the lack of summer services and more particularly, the lack of bilingual professionals who work with very young children. In particular, there is a lack of bilingual speech/language therapists during the summer time. This is common among "Spring-Fall" MSHS programs across the country.

With a total enrollment of about 19, 000 students, the District serves as its own SELPA (Special Education Local Planning Area) and organizes services through its Special Services Department. Periodically the District's Special Services Department has had difficulty filling all of its therapist positions and also encounters problems in recruiting and retaining bilingual speech pathologists. In the past, the District has head hunted bilingual therapists as far away as Florida.

Services to most District children with disabilities wrap up in late May. District Special Services Department personnel must complete much documentation on their existing caseloads before school gets out around the end of the first week in June. This means that there are multiple challenges to the MSHS Program to screen, refer, and provide therapy services during its summer operating period. The District's Special Services Department, like other District Departments, has been subject to budget cuts and staff turnover. These cyclical challenges faced by MSHS are outlined below.

Typically, MSHS opens by the end of the first week of May each season. MSHS screenings are conducted on all enrolled children within the first few weeks of Program service. For the first couple of weeks, MSHS children make adjustments (separation anxiety, getting used to new child care environment), so screenings cannot and should not start the first day of child attendance. This leaves a tiny window of opportunity for children to be sent by MSHS staff to the District's Special Services Department before the District's summer hiatus. After the Program's initial speech/language screening process, children undergo a second level screening process conducted through the Special Services Department. This second level screening process precedes Special Services' acceptance of a formal referral. Of those children who complete the second level screening process through the Special Services Department before the District's summer break, a certain percentage of children with borderline screening results are scheduled for a repeat second-level screening after school opens in late August. Children

who fail the second level screening process before summer vacation are then in line to commence the process for assessment once school starts.

Sometimes there are a couple of MSHS children who manage to have a Special Services Department assessment conducted before the District summer hiatus, but rarely is it possible to complete both an assessment and an IEP before special education services terminate in early June. This means that there has been an annual cohort of children who are referred by the Program for second level District screening, assessment, and possible IEP development, but who must wait until school begins again in late August for further District services. The Special Services Department has 60 days to complete the development of an Individual Education Plan once parent permission has been obtained to proceed with a formal assessment or evaluation. If the full 60-day period is needed to complete the IEP, the MSHS program is closed for services (mid-October) and seasonal MSHS staff are no longer available to help support families through the IEP process or to provide incidental transportation. This is when families and children can readily “fall between the cracks” of the system.

The MSHS Program Director and the District’s Special Services Director have been in discussion about a revised intra-agency Memorandum of Understanding to outline specific procedures. The goal of the MSHS Program is to close as many gaps as possible in services to families and to expedite services to children whenever possible.

Another issue is that at the point of assessment through SELPA/Special Services, a small number of parents refuse to proceed with more services. In some cases, families do not perceive or accept children’s identified delays. Refusal to proceed with services occurs more often in families where there are multiple problems (e.g. alcoholism, domestic violence, marital disputes or family separation). The process is much more complex with families of Mexican indigenous origin who speak little or no Spanish, and may have different cultural values. Family Services Workers, education staff members or other professionals can strongly encourage follow up services, but parents cannot be forced to participate unless there is an outright question of neglect subject to Child Protective Services’ enforcement. To the greatest extent possible, the Program does encourage parents to seek help for their children and offers transportation and other assistance during its seasonal operating period.

#### **Collaboration with San Jose State University – Summer Services**

In 2005 the Program inaugurated a collaborative effort with San Jose State University (SJSU) to provide six weeks of summer speech/language therapy for 24 MSHS children who had IEP’s in place. Five (5) bilingual speech/language graduate students provided individual therapy twice a week, worked with classroom staff on mainstreaming activities related to speech and language development, and prepared simple follow up activities for parents to carry out at home. Parent activities were designed by the graduate students so they could be implemented during the season, as well as after the Program closes in October.

To support the San Jose State University project, a complex transportation plan was devised by the Program so that Family Service Workers (District title is “Parent Education Specialists”)



could efficiently transport children from various Family Child Care Homes and designated centers to a cluster of MSHS classrooms. "Receiving MSHS classrooms" welcomed children from other sites through a brief transition plan. Graduate student activities were overseen by a pioneer and leading expert in bilingual clinical speech pathology (Dr. Henriette Langdon). While the Program financially supported a portion of the clinical professor's time through its funds, additional grant funds were obtained by the San Jose State University Foundation to support the overall project.

Based upon the success of the 2005 project, the project was expanded somewhat for the 2006 season. In 2006, 27 MSHS returning children with existing IEP's were served by seven (7) San Jose State University graduate students. Each graduate student was responsible for a maximum of four (4) MSHS children. Each child received 20 minutes of individual therapy twice a week, in addition to 20 minutes of small group interaction with other MSHS preschoolers.

In 2006 supervision and project management was carried out by two bilingual clinical professors. The clinical professors met weekly with students at the Program office for pedagogic and case management purposes after classroom therapy sessions were done. The weekly meeting format at the program office also provided an opportunity for key Program staff to confer with SJSU project team members to fine tune from one week to another. The SJSU graduate students met with each parent who was able to attend on the final day of services. The Program purchased tape recorders for children to use at home with tapes made by the SJSU graduate students. Reports for each MSHS child having undergone speech/language therapy were forwarded to the District's Special Services Department. Parents received a Spanish-translated version of the non-technical portion of each child's report written by her SJSU student therapist.

San Jose State University obtained grant funds for the 2007 season to continue this project. Unfortunately, the university was only able to recruit two bilingual (Spanish/English) graduate students, so the project was deferred until 2008. The same situation occurred again in 2008. However, the San Jose State University project took place again in 2009 and again in 2010. In 2010 23 preschoolers with I.E.P.'s were served at three centers during a period of seven (7) weeks by 7 bilingual interns. The 2010 SJSU project had similar features to the project in earlier years and has been again led most ably by Dr. Henriette Langdon. In 2009 eight children with existing District IEP's were referred by the San Jose State graduate students & the clinical professor for full team assessments; all of these children qualified for additional services.

The Program is committed to purchasing sufficient vans to transport children for speech/language therapy for this special project, as well as for other types of services related to children with disabilities, or medical/dental care. The Program will attempt to set aside some of its own funds to purchase the necessary number of vehicles to fulfill its required obligation to serve disabled children. With the exception of one or two special cases, the burden of this type of incidental transportation falls to the Program as the District only transports severely disabled children. No District transportation is available during the summer when Special Education is

not in operation and few children ever qualify for District special education transportation services.

In July 2008 the Program hired a recently retired District bilingual speech/language pathologist to work on a limited basis. Fortunately, the same individual agreed to continue working with the Program on the same type of limited schedule (about 80 work days). Although IEP's cannot be written until the District resumes its services, this speech pathologist has conducted various level two screenings, as well as a small number of assessments. The District has agreed to use this speech/language pathologist's assessment reports in a "review of records" process to expedite services to MSHS children once the new District school year begins. This same speech/language therapist has also provided therapy to a limited number of children with existing IEP's and has helped to bridge communication and information gaps between departments.

Obtaining timely special education services (screenings, assessments, and IEP/IFSP development and implementation) and filling in various service delivery gaps remains a challenge and an on-going goal for the Program.

## On-Going Services and Resources for Children with Disabilities

During the Community Assessment process, staff surveys, parent and community agency interviews were conducted to determine the availability of community agencies in Santa Cruz County that provide services to eligible children with disabilities and the degree that their needs are met. This information is provided in the chart below:

AGENCY	AREAS OF THE COUNTY SERVED	AGES SERVICES ARE PROVIDED FOR	SPECIFIC SERVICES PROVIDED	DEGREE THAT SERVICES MEET NEEDS
PVUSD/SELPA/Special Services Department 294 Green Valley Rd. Watsonville CA (831) 786-2130	South Santa Cruz & North Monterey Counties (PVUSD)	<input checked="" type="checkbox"/> Infants & Toddlers <input checked="" type="checkbox"/> Preschoolers (3-5 years)	Provides screening, assessment and evaluation services. Provides speech/language therapy, occupational therapy, resource specialist services. Special education day classes. Extended session till mid-July for some children. Services are only provided during school district operating schedule.	<input checked="" type="checkbox"/> Inadequate <input type="checkbox"/> Adequate <input type="checkbox"/> More than Adequate
SPIN PO Box 2367 Santa Cruz CA Elizabeth Chávez (831) 722-2800 (831) 423-7713	Santa Cruz & San Benito Counties	<input checked="" type="checkbox"/> Infants/Toddlers <input checked="" type="checkbox"/> Preschoolers (3-5 years) <input checked="" type="checkbox"/> 5 – 22 years	I & R for children/parents with any disabling condition. Mentor program, training and workshops. Support groups and monthly newsletters. IEP clinics.	<input type="checkbox"/> Inadequate <input checked="" type="checkbox"/> Adequate <input type="checkbox"/> More than Adequate
Medical Therapy Unit of CCS Duncan Holbert School (831) 786-2172	Santa Cruz	<input checked="" type="checkbox"/> Infants/Toddlers <input checked="" type="checkbox"/> Preschoolers (3-5 years) <input checked="" type="checkbox"/> 0 – 21 years	Provides diagnosis and treatment of physical problems. PT, OT, for eligible children. Summer hiatus	<input type="checkbox"/> Inadequate <input checked="" type="checkbox"/> Adequate <input type="checkbox"/> More than Adequate
CCS/California Children Services 763-8900 12 W. Beach St. Watsonville	Santa Cruz County	<input checked="" type="checkbox"/> Infants/Toddlers <input checked="" type="checkbox"/> Preschoolers (3-5 years) <input checked="" type="checkbox"/> 0 – 21 years	Case management & some payment coverage for children with certain health problems and disabling conditions. PT & OT Therapy services.	<input type="checkbox"/> Inadequate <input checked="" type="checkbox"/> Adequate <input type="checkbox"/> More than Adequate

<p>Special Connections  984-2 Bostwick Lane  Santa Cruz  Sonia Cervantes  (831) 466-5852  (831) 464-0669</p>	<p>Santa Cruz  &amp; San  Benito  Counties</p>	<p><input checked="" type="checkbox"/> Infants/Toddlers  (0-3 yrs) Early  Start  <input type="checkbox"/> Preschoolers  (3-5 years)</p>	<p>Provides information,  education &amp; support to  families with children with  disabling conditions.  Monthly activities and  group support.</p>	<p><input type="checkbox"/> Inadequate  <input checked="" type="checkbox"/> Adequate  <input type="checkbox"/> More than  Adequate</p>
<p>San Andreas Regional  Center (SARC)  Oscar Torres  1110 Main St. Suite 8  Watsonville CA  (831) 722-1781</p>	<p>Santa Cruz  &amp;  North  Monterey  Counties</p>	<p><input checked="" type="checkbox"/> Infants/Toddlers  <input type="checkbox"/> Preschoolers  (3-5 years)</p>	<p>Provides assessment &amp;  therapy services, home  visits, coordination,  education and counseling  for families of children with  significant developmental  disabilities &amp; Early Start  services for children under  3 including nutrition, as  well as respite services.  Budget cutbacks affecting  level of services.</p>	<p><input type="checkbox"/> Inadequate  <input checked="" type="checkbox"/> Adequate  <input type="checkbox"/> More than  Adequate</p>

### ***Population of Age-Eligible MSHS Children in PVUSD Service Area***

Because of the difficulty in estimating the number of eligible children, this report attempts to make estimates that are based upon local data but also take into consideration older third party data from Aguirre International. CCMHS contracted with Aguirre International in 2004 to provide a report of the number of migrant and seasonal children ages birth through five years in Santa Cruz County. Aguirre provided estimates based upon data from the Census of Agriculture, Unemployment Insurance Data using employment full time equivalents and payroll full time equivalents. The local estimates for eligible Migrant & Seasonal children are based upon a combination of the following:

- a) Most recent available data from Migrant Education with figures revised downwards substantially to account for less stringent enrollment criteria, including lack of means testing and certification of children during winter months.
- b) Results of the Aguirre International report for Santa Cruz County (revised upwards estimates for the portion of northern Monterey County that corresponds to District boundaries).
- c) Eligible migrant/seasonal child care slots in other programs available during same operating period and extended-day format.
- d) Information from Family Service Workers, MSHS Coordinators, Policy Committee members, other District personnel familiar with Program families, community agency partners, etc. who are familiar with past and current trends of hired farm-worker families.
- e) Waiting list information should be used with great caution. At the point of enrollment, a "second look" is carried out for many applicants. In particular, additional scrutiny is given to applications by "single mothers", families where extremely low income is reported, or other anomalies (e.g. seasonal versus migrant status). Many "single mothers" turn out to have the father living in the household but initially they fail to report this information since the Program gives them a higher priority for entry. If there is a substantial lapse in time between the application and the time when the slot becomes available, the single parent status is re-verified and can affect program entry.
- f) Other red flags in the enrollment process can prompt the Program to examine applicant information more closely.

The following table reflects the estimated number of MSHS eligible migrant children in the PVUSD service area by month:

	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
Weekly Days of Care Needed for Infants/Toddlers	0	0	0	5	6	6	6	6	6	6	5	0
Daily Hours of Care Needed for Infants/Toddlers	0	0	0	9	12	12	12	12	12	12	9	0
# of MHS Eligible Families with Infants/Toddlers	48	52	69	94	289	298	298	299	299	238	48	52
<b># MHS Eligible Infants/Toddlers by Month</b>	62	68	90	122	376	387	388	389	389	389	62	67
Less # of Infants/Toddlers Currently Served (PVUSD)	0	0	0	0	300	312	313	313	313	313	0	0
Less # of Infants/Toddlers Currently Served (Other) *	0	0	16	41	64	64	64	64	64	64	0	0
<b>Total # of Unserved Infants/Toddlers</b>	<b>62</b>	<b>68</b>	<b>74</b>	<b>81</b>	<b>12</b>	<b>11</b>	<b>11</b>	<b>12</b>	<b>12</b>	<b>12</b>	<b>62</b>	<b>67</b>
Weekly Days of Care Needed for Preschoolers	0	0	0	5	6	6	6	6	6	6	5	0
Daily Hours of Care Needed for Preschoolers	0	0	0	9	12	12	12	12	12	12	9	0
# of MHS Eligible Families with Preschoolers	62	68	92	113	335	348	349	351	351	351	67	72
<b># of MHS Eligible Preschoolers by Month</b>	81	89	120	147	435	453	454	456	456	456	87	93
Less # of Preschoolers Currently Served (PVUSD)	0	0	0	0	346	360	361	361	361	361	0	0
Less # of Preschoolers Currently Served (Other) *	0	0	19	44	76	76	76	76	76	76	0	0
<b>Total # of Unserved Preschoolers</b>	<b>81</b>	<b>89</b>	<b>101</b>	<b>103</b>	<b>13</b>	<b>17</b>	<b>17</b>	<b>19</b>	<b>19</b>	<b>19</b>	<b>87</b>	<b>93</b>
<b>Total Number of Unserved Children (infants, toddlers, &amp; preschoolers)</b>	<b>143</b>	<b>157</b>	<b>175</b>	<b>184</b>	<b>25</b>	<b>28</b>	<b>28</b>	<b>31</b>	<b>31</b>	<b>31</b>	<b>149</b>	<b>160</b>

The following table reflects the estimated number of MSHS eligible seasonal children in the PVUSD service area by month:

	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
Weekly Days of Care Needed for Seasonal Infants/Toddlers	0	0	0	5	6	6	6	6	6	6	5	0
Daily Hours of Care Needed for Seasonal Infants/Toddlers	0	0	0	9	12	12	12	12	12	12	9	0
# of MHS Eligible Families with Seasonal Infants/Toddlers	98	113	122	122	122	122	124	124	124	124	124	132
<b># MHS Eligible Seasonal Infants/Toddlers by Month</b>	127	147	159	159	159	159	161	161	162	162	164	172
Less # of Seasonal Infants/Toddlers Currently Served (PVUSD)	0	0	0	0	20	21	21	21	21	21	0	0
Less # of Seasonal Infants/Toddlers Currently Served (Other) *	0	0	0	0	32	32	32	32	32	32	16	16
<b>Total # of Unserved Seasonal Infants/Toddlers</b>	<b>127</b>	<b>147</b>	<b>159</b>	<b>159</b>	<b>107</b>	<b>106</b>	<b>108</b>	<b>108</b>	<b>109</b>	<b>109</b>	<b>148</b>	<b>156</b>
Weekly Days of Care needed for Seasonal Preschoolers	0	0	0	5	6	6	6	6	6	6	5	0
Daily Hours of Care Needed for Seasonal Preschoolers	0	0	0	9	12	12	12	12	12	12	9	0
# of MHS Eligible Families with Seasonal Preschoolers	141	175	225	241	271	287	295	305	311	317	256	214
<b># of MHS Eligible Seasonal Preschoolers by Month</b>	<b>183</b>	<b>227</b>	<b>292</b>	<b>313</b>	<b>352</b>	<b>373</b>	<b>383</b>	<b>397</b>	<b>404</b>	<b>412</b>	<b>333</b>	<b>278</b>
Less # of Seasonal Preschoolers Currently Served (PVUSD)	0	0	0	0	27	27	27	27	27	27	0	0
Less # of Seasonal Preschoolers Currently Served (Other) *	0	0	0	0	36	36	36	36	36	36	15	15
<b>Total # of Unserved Seasonal Preschoolers</b>	<b>183</b>	<b>227</b>	<b>292</b>	<b>313</b>	<b>289</b>	<b>310</b>	<b>320</b>	<b>334</b>	<b>341</b>	<b>349</b>	<b>318</b>	<b>263</b>
<b>Total Number of Unserved Seasonal Children (infants, toddlers, &amp; preschoolers)</b>	<b>310</b>	<b>374</b>	<b>451</b>	<b>472</b>	<b>396</b>	<b>416</b>	<b>428</b>	<b>442</b>	<b>450</b>	<b>458</b>	<b>466</b>	<b>419</b>

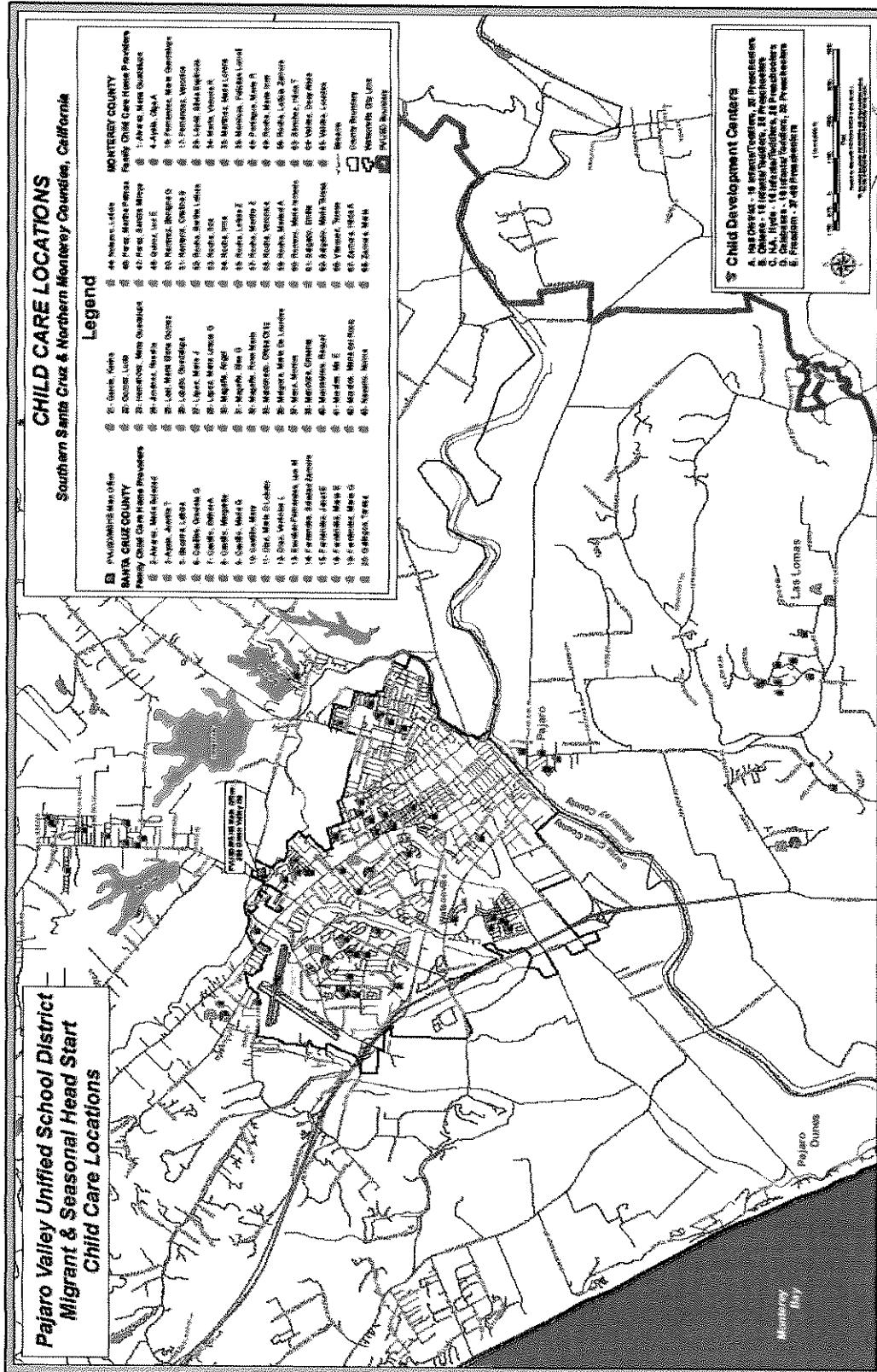
**Waiting List**

<b>PVUSD MIGRANT/SEASONAL HEAD START (MSHS) SUMMARY OF EXISTING WAITING LIST* (Southern Santa Cruz and Northern Monterey Counties)</b>					
<b>DATE</b>	<b>CENTER OR FCCH</b>	<b>TOTAL NUMBER OF FAMILIES</b>	<b>NUMBER OF INFANTS/TODDLERS</b>	<b>NUMBER OF PRESCHOOLERS</b>	<b>TOTAL NUMBER OF CHILDREN</b>
7/03/10	Calabasas Center	14	14	2	16
7/03/10	Freedom Center	15	14	1	15
7/03/10	Hall District Center Monterey County	17	14	5	19
7/03/10	H. A. Hyde Center	30	27	3	31
7/03/10	Ohlone Center Monterey County	21	21	1	22
7/03/10	FCCH's – Santa Cruz & Monterey Counties	108	110	8	118
<b>Totals</b>		<b>205</b>	<b>201</b>	<b>20</b>	<b>221</b>
<p>Source of Information: Guadalupe Magaña, Family and Community Services Coordinator &amp; Lupita Fernandez, Family Services Worker.</p>					

\*Includes both migrant & seasonal children/families; waiting list figures change over course of season



# Location of Centers/Family Child Care Homes – PVUSD Recruitment & Service Area



### MSHS PROGRAM PRIORITIES FOR 2011-2014

The following Program priorities have been identified for consideration of development of goals and objectives as part of the major refunding application for 2011-2014:

- ✓ Continue to explore options for providing additional services to children and parents who speak indigenous Mexican languages and require multiple types of Program support
- ✓ Continue to develop and implement strategies for improved services for children with suspected and diagnosed disabilities
- ✓ Continue to develop and implement methods of preventing and treating children's dental disease
- ✓ Continue to develop and implement strategies to minimize health problems associated with children's pulmonary conditions/asthma and overweight; continue to promote parent education regarding diabetes
- ✓ Continue efforts to address problems associated with domestic violence, including substance abuse
- ✓ Develop specialized Family Partnership Agreement system for high risk children and families
- ✓ Continue Program efforts related to family literacy and second language acquisition for children and parents
- ✓ Increase opportunities for families who have little or no formal schooling
- ✓ Fill in gaps in case management system for high-risk children and families; continue providing training to Family Service Workers
- ✓ Increase Program's ability to identify family needs and progress in computer software system
- ✓ Continue Program efforts to advance pursuit of Early Childhood Education college degrees and higher-level Child Development Permits for Center teaching staff & Family Child Home Providers/Assistants; promote Accreditation for Family Child Care Home Providers
- ✓ Continue Program training efforts related to new components of curriculum system (new/revised screening tools, new/revised assessment tools, reporting forms)
- ✓ Maintain balanced budget in the face of escalating personnel and fringe benefit costs and limited federal/other sources of funding
- ✓ Increase availability of seasonal slots for families
- ✓ Seek improved compensation system for Family Child Care Providers
- ✓ Continue strategies to recruit and retain part-year staff/Family Child Care Providers in high cost area
- ✓ Document Shared-Governance process and link to development of written program planning procedures



# Board Agenda Backup

Item No: 11.9

## Board Resolution # 10-11-02

Date: September 8, 2010

Item: 2009-2010/2010-2011 GANN Limit Calculation

Overview: November of 1997, the Gann Amendment (Article XIII) was added to the California Constitution and established maximum appropriation limitations, commonly called "Gann Limits"

Recommendation: Approve District Resolution, establish a revised Gann Limit for 2009-2010 fiscal year and a projected Gann Limit for 2010-2011

### Budget Considerations:

Funding Source: N/A

Budgeted: Yes  No  N/A

Amount: N/A

PREPARED BY SIGNATURE: Helen Bellangi

SUPERINTENDENT SIGNATURE: Donna Bot

**PAJARO VALLEY UNIFIED SCHOOL DISTRICT**

**District Resolution No. 10-11-02**

On the Motion of Trustee \_\_\_\_\_

Duly Seconded by Trustee \_\_\_\_\_

**RESOLUTION FOR ADOPTING THE "GANN" LIMIT**  
*pursuant to G.C. 7902.1*

WHEREAS, in November of 1979, the California electorate did adopt Proposition 4, commonly called the Gann Amendment, which added Article XIII-B to the California Constitution; and,

WHEREAS, the provisions of that Article establish maximum appropriation limitations, commonly called "Gann Limits," for public agencies, including school districts; and,

WHEREAS, the District must establish a revised Gann limit for the 2009-10 fiscal year and a projected Gann Limit for the 2010-11 fiscal year in accordance with the provisions of Article XIII-B and applicable statutory law;

NOW, THEREFORE, BE IT RESOLVED that this Board does provide public notice that the attached calculations and documentation of the Gann limits for the 2009-10 and 2010-11 fiscal years are made in accord with applicable constitutional and statutory law;

AND BE IT FURTHER RESOLVED that this Board does hereby declare that the appropriations in the Budget for the 2009-10 and 2010-11 fiscal years do not exceed the limitations imposed by Proposition 4;

AND BE IT FURTHER RESOLVED that the Superintendent provides copies of this resolution along with the appropriate attachments to interested citizens of this district.

PASSED AND ADOPTED this September 8, 2010 by Governing Board of Pajaro Valley Unified School District, County of Santa Cruz, State of California, by the following vote.

AYES:

NOES:

ABSENT:

STATE OF CALIFORNIA  
COUNTY OF SANTA CRUZ

The foregoing resolution is hereby adopted by the Governing Board of Pajaro Valley Unified School District at its regular meeting held on September 8, 2010.

\_\_\_\_\_  
Clerk Secretary to the Governing Board

	2009-10 Calculations			2010-11 Calculations		
	Extracted Data	Adjustments*	Entered Data/Totals	Extracted Data	Adjustments*	Entered Data/Totals
<b>A. PRIOR YEAR DATA</b> (2008-09 Actual Appropriations Limit and Gann ADA are from district's prior year Gann data reported to the CDE)	2008-09 Actual			2009-10 Actual		
1. FINAL PRIOR YEAR APPROPRIATIONS LIMIT (Preload/Line D11, PY column)	111,488,922.15		111,488,922.15			96,463,713.97
2. PRIOR YEAR GANN ADA (Preload/Line B9, PY column)	19,659.86		19,659.86			16,906.43
ADJUSTMENTS TO PRIOR YEAR LIMIT	Adjustments to 2008-09			Adjustments to 2009-10		
3. District Lapses, Reorganizations and Other Transfers						
4. Temporary Voter Approved Increases						
5. Less: Lapses of Voter Approved Increases						
6. TOTAL ADJUSTMENTS TO PRIOR YEAR LIMIT (Lines A3 plus A4 minus A5)			0.00			0.00
7. ADJUSTMENTS TO PRIOR YEAR ADA (Only for district lapses, reorganizations and other transfers, and only if adjustments to the appropriations limit are entered in Line A3 above)						
<b>B. CURRENT YEAR GANN ADA</b> (2009-10 data should tie to Principal Apportionment Attendance Software reports)	2009-10 P2 Report			2010-11 P2 Estimate		
1. Total K-12 ADA (Form A, Line 10)	16,906.43		16,906.43	16,832.67		16,832.67
2. ROC/P ADA**						
3. Total Charter Schools ADA (Form A, Line 26)	0.00		0.00	0.00		0.00
4. Total Supplemental Instructional Hours**						
5. Divide Line B4 by 700 (Round to 2 decimal places)						
6. TOTAL P2 ADA (Lines B1 through B3 plus B5)			16,906.43			16,832.67
OTHER ADA (From Principal Apportionment Attendance Software)						
7. Apprentice Hours - High School						
8. Divide Line B7 by 525 (Round to 2 decimal places)			0.00			0.00
9. TOTAL CURRENT YEAR GANN ADA (Sum Lines B6 plus B8)			16,906.43			16,832.67
<b>C. LOCAL PROCEEDS OF TAXES/STATE AID RECEIVED</b>	2009-10 Actual			2010-11 Budget		
TAXES AND SUBVENTIONS (Funds 01, 09, and 62)						
1. Homeowners' Exemption (Object 8021)	400,615.05		400,615.05	0.00		0.00
2. Timber Yield Tax (Object 8022)	0.00		0.00	0.00		0.00
3. Other Subventions/In-Lieu Taxes (Object 8029)	78,005.82		78,005.82	0.00		0.00
4. Secured Roll Taxes (Object 8041)	42,445,783.46		42,445,783.46	0.00		0.00
5. Unsecured Roll Taxes (Object 8042)	1,162,419.40		1,162,419.40	0.00		0.00
6. Prior Years' Taxes (Object 8043)	148,786.93		148,786.93	0.00		0.00
7. Supplemental Taxes (Object 8044)	568,170.82		568,170.82	0.00		0.00
8. Ed. Rev. Augmentation Fund (ERAF) (Object 8045)	147,521.59		147,521.59	0.00		0.00
9. Penalties and Int. from Delinquent Taxes (Object 8048)	28,029.18		28,029.18	0.00		0.00
10. Other In-Lieu Taxes (Object 8082)	0.00		0.00	0.00		0.00
11. Comm. Redevelopment Funds (Obj. 8046, 8047 & 8625) (Only if not counted in redevelopment agency's limit)	3,237,105.51		3,237,105.51	0.00		0.00
12. Parcel Taxes (Object 8621)	0.00		0.00	0.00		0.00
13. Other Non-Ad Valorem Taxes (Object 8622) (Taxes only)	0.00		0.00	0.00		0.00
14. Penalties and Int. from Delinquent Non-Revenue Limit Taxes (Object 8629) (Only those for the above taxes)	0.00		0.00	0.00		0.00
15. Transfers to Charter Schools in Lieu of Property Taxes (Object 8096)	(403,067.11)		(403,067.11)	3,554,677.00		3,554,677.00
16. TOTAL TAXES AND SUBVENTIONS (Lines C1 through C15)	47,813,370.65	0.00	47,813,370.65	3,554,677.00	0.00	3,554,677.00
OTHER LOCAL REVENUES (Funds 01, 09, and 62)						
17. To General Fund from Bond Interest and Redemption Fund (Excess debt service taxes) (Object 8914)	0.00		0.00	0.00		0.00
18. TOTAL LOCAL PROCEEDS OF TAXES (Lines C16 plus C17)	47,813,370.65	0.00	47,813,370.65	3,554,677.00	0.00	3,554,677.00

	2009-10 Calculations			2010-11 Calculations		
	Extracted Data	Adjustments*	Entered Data/Totals	Extracted Data	Adjustments*	Entered Data/Totals
<b>EXCLUDED APPROPRIATIONS</b>						
19. Medicare (Enter federally mandated amounts only from objs. 3301 & 3302; do not include negotiated amounts)			1,473,732.76			1,432,345.00
<b>OTHER EXCLUSIONS</b>						
20. Americans with Disabilities Act						
21. Unreimbursed Court Mandated Desegregation Costs						
22. Other Unfunded Court-ordered or Federal Mandates						
23. TOTAL EXCLUSIONS (Lines C19 through C22)			1,473,732.76			1,432,345.00
<b>STATE AID RECEIVED (Funds 01, 09, and 62)</b>						
24. Revenue Limit State Aid - Current Year (Object 8011)	39,691,956.00		39,691,956.00	0.00		0.00
25. Revenue Limit State Aid - Prior Years (Object 8019)	345,294.94		345,294.94	0.00		0.00
26. Supplemental Instruction - CY (Res. 0000, Object 8590)**		2,898,300.00	2,898,300.00		2,868,062.00	2,868,062.00
27. Supplemental Instruction - PY (Res. 0000, Object 8590)**		(148,418.00)	(148,418.00)			0.00
28. Comm Day Sch Addl Funding - CY (Res. 2430, Obj. 8311 and Res. 0000, Obj. 8590)**		357,690.00	357,690.00		372,501.00	372,501.00
29. Comm Day Sch Addl Funding - PY (Res. 2430, Obj. 8319 and Res. 0000, Obj. 8590)**		94,686.00	94,686.00			0.00
30. ROC/P Apportionment - CY (Res. 0000, Object 8590)**			0.00			0.00
31. ROC/P Apportionment - PY (Res. 0000, Object 8590)**			0.00			0.00
32. Charter Schs. Gen. Purpose Entitlement (Object 8015)	3,610,739.00		3,610,739.00	3,701,655.00		3,701,655.00
33. Charter Schs. Categorical Block Grant (Object 8590)**		1,249,098.00	1,249,098.00		1,180,379.00	1,180,379.00
34. Class Size Reduction, Grades K-3 (Object 8434)	5,573,741.00		5,573,741.00	537,642.00		537,642.00
35. Class Size Reduction, Grade 9 (Object 8590)**		439,765.00	439,765.00		363,326.00	363,326.00
36. SUBTOTAL STATE AID RECEIVED (Lines C24 through C35)	49,221,730.94	4,891,121.00	54,112,851.94	4,239,297.00	4,784,268.00	9,023,565.00
<b>ADD BACK TRANSFERS TO COUNTY</b>						
37. County Office Funds Transfer (Form RL, Line 32)	354,253.00		354,253.00	352,863.00		352,863.00
38. TOTAL STATE AID (Lines C36 plus C37)	49,575,983.94	4,891,121.00	54,467,104.94	4,592,160.00	4,784,268.00	9,376,428.00
<b>DATA FOR INTEREST CALCULATION</b>						
39. Total Revenues (Funds 01, 09 & 62; objects 8000-8799)	178,721,490.19		178,721,490.19	9,169,751.00		9,169,751.00
40. Total Interest and Return on Investments (Funds 01, 09, and 62; objects 8660 and 8662)	148,285.90		148,285.90	12,150.00		12,150.00
<b>APPROPRIATIONS LIMIT CALCULATIONS</b>						
<b>D. PRELIMINARY APPROPRIATIONS LIMIT</b>			<b>2009-10 Actual</b>			<b>2010-11 Budget</b>
1. Revised Prior Year Program Limit (Lines A1 plus A6)			111,488,922.15			96,463,713.97
2. Inflation Adjustment			1.0062			0.9746
3. Program Population Adjustment (Lines B9 divided by [A2 plus A7]) (Round to four decimal places)			0.8599			0.9956
4. PRELIMINARY APPROPRIATIONS LIMIT (Lines D1 times D2 times D3)			96,463,713.97			93,599,876.08
<b>APPROPRIATIONS SUBJECT TO THE LIMIT</b>						
5. Local Revenues Excluding Interest (Line C18)			47,813,370.65			3,554,677.00
6. Preliminary State Aid Calculation						
a. Minimum State Aid in Local Limit (Greater of \$120 times Line B9 or \$2,400; but not greater than Line C38 or less than zero)			2,028,771.60			2,019,920.40
b. Maximum State Aid in Local Limit (Lesser of Line C38 or Lines D4 minus D5 plus C23; but not less than zero)			50,124,076.08			9,376,428.00
c. Preliminary State Aid in Local Limit (Greater of Lines D6a or D6b)			50,124,076.08			9,376,428.00
7. Local Revenues in Proceeds of Taxes						
a. Interest Counting in Local Limit (Line C40 divided by [Lines C39 minus C40] times [Lines D5 plus D6c])			81,326.55			12,150.00
b. Total Local Proceeds of Taxes (Lines D5 plus D7a)			47,894,697.20			3,566,827.00
8. State Aid in Proceeds of Taxes (Greater of Line D6a, or Lines D4 minus D7b plus C23; but not greater than Line C38 or less than zero)			50,042,749.53			9,376,428.00
9. Total Appropriations Subject to the Limit						
a. Local Revenues (Line D7b)			47,894,697.20			
b. State Subventions (Line D8)			50,042,749.53			
c. Less: Excluded Appropriations (Line C23)			1,473,732.76			
d. TOTAL APPROPRIATIONS SUBJECT TO THE LIMIT (Lines D9a plus D9b minus D9c)			96,463,713.97			

	2009-10 Calculations			2010-11 Calculations		
	Extracted Data	Adjustments*	Entered Data/Totals	Extracted Data	Adjustments*	Entered Data/Totals
<b>10. Adjustments to the Limit Per Government Code Section 7902.1</b> (Line D9d minus D4; if negative, then zero)  If not zero report amount to: Ana J. Matosantos, Director State Department of Finance Attention: School Gann Limits State Capitol, Room 1145 Sacramento, CA 95814			0.00			
<b>Summary</b>	<b>2009-10 Actual</b>			<b>2010-11 Budget</b>		
<b>11. Adjusted Appropriations Limit</b> (Lines D4 plus D10)			96,463,713.97			93,599,876.08
<b>12. Appropriations Subject to the Limit</b> (Line D9d)			96,463,713.97			

\* Please provide below an explanation for each entry in the adjustments column.  
 \*\* Impacted by the flexibility provisions of SBX3 4 (Chapter 12, Statutes of 2009). Amounts in Section C, State Aid Received, can no longer be extracted and must be manually input into the Adjustments column.

Helen Bellonzi  
Gann Contact Person

831-786-2304  
Contact Phone Number

**PAJARO VALLEY UNIFIED SCHOOL DISTRICT**



*Board Agenda Backup*

Item No: 11.10

**Date:** September 8, 2010

**REVISED**

**Item:** Award of blanket open order contracts for Food and Nutritional Services Bids:  
B02/10-11 Frozen and Dry Items  
B03/10-11 Bread Products  
B04/10-11 Paper Products

**Overview:** REVISED, Vendmart's bid total was incorrect; please approve the corrected amount of \$8,833.00. Bringing the grand total to \$424,440.49.

The competitive bidding process was executed by Purchasing Services for Food and Nutritional Services products. Bid awards are in accordance with the Bid and Contract Document for each product. Products will be ordered as needed throughout the July 1, 2010 – June 30, 2011 fiscal year.

**Recommendation:** Administration recommends approval in accordance with the terms and conditions of the Bid Documents be awarded to the following vendors and in the estimated amounts for fiscal year July 1, 2010 through June 30, 2011:

**B02/10-11 Frozen and Dry Items:**

Hayes Distributing .....	\$66,261.50
Ledyard .....	\$12,076.80
Pepsi.....	\$269.80
Red River Commodities.....	\$2,880.00
SunGold Foods.....	\$8,800.00
Sysco .....	\$128,172.98
The Danielsen Company.....	\$81,090.06
Vendmart.....	\$ 8,833.00

**B03/10-11 Bread Products:**

Sara Lee .....	\$16,372.00
----------------	-------------

**B04/10-11 Paper Products:**

Affiliated Packaging Specialties, Inc. ....	\$5,901.00
P & R Paper Supply Co. ....	\$48,406.85
Pressed Paperboard Technologies, Inc. ....	\$27,808.50
Wallace Packaging, LLC .....	\$17,568.00



**BUDGET CONSIDERATIONS**

**Funding Source:** General Fund

**Budgeted:** Yes:  No:

**Amount:** Grand Total of estimated amount of product usage combining all three bids for Fiscal Year 2010/2011 is **\$424,440.49.**

**Prepared By:** Nicole Meschi, Director of Food Services  
Rich Buse, Director of Purchasing

**Chief Business Officer** (signature): \_\_\_\_\_

**Superintendent** (signature): Dorinda Bat



## Board Agenda Backup

Item No: 13.1

**Date:** September 8, 2010

**Item:** Appointment and terms of Commission Members (Merit Rule 3.1)

**Overview:** The Personnel Commission Merit Rules 3.1 A require that on or about September 1<sup>st</sup> of each year, the Director of Classified Personnel notify the Board of Education and the recognized classified employee organization of the name and home address of the Commissioner whose term will expire. The notification will also provide the name of the appointing authority, and the procedures to be followed in filling the upcoming vacancy.

As of noon, December 1, 2010 the term will expire for:

<b>Name:</b>	Sharon Gray
<b>Address:</b>	1 Gray Way Watsonville, CA 95076
<b>Appointing authority:</b>	CSEA nominated Commissioner

In accordance with Personnel Commission Rule 3.1 C, by September 30<sup>th</sup>, CSEA having authority to nominate the classified employees' appointee to the Commission shall publicly submit the name of the person it wishes to appoint to the Commission. At a board meeting to be held after thirty (30) and within forty-five (45) days of the date the employees' nominee was submitted to the Board, the Board shall hold a public hearing to provide the public, employees, Board, District Administration, and employee organizations the opportunity to express their views on the qualifications of the person nominated by CSEA for appointment. The board shall appoint the nominee, unless the classified employees voluntarily withdraw the name of the nominee and submit the name of a new nominee. In the latter case, the Board shall then appoint the new nominee. The public hearing will take place at a future Board meeting.

**Recommendation:**

**Prepared By:** Pam Shanks, Director of Classified Personnel

**Superintendent's Signature:**

*Dorinda Bat*



## Board Agenda Backup

Item #13.2

**Date:** September 8, 2010

**Item:** **Operating protocols and general makeup of the Budget and Facilities Advisory Committee**

**Overview:** At its August 25, 2010 meeting, the board approved the establishment of district Budget and Facilities Advisory Committee. The board instructed staff to provide further analysis regarding the committee's operating protocols and general makeup.

### Operating protocols

Staff have conducted further analysis and surveyed other similar districts in the region and throughout the state. Staff recommends the following protocols regarding operation of the committee:

- All meetings will be regularly scheduled and open to the public
- The committee shall be no larger than 13-14 appointed individuals so as to remain manageable and effective
- The committee will be a permanent, ongoing element to the district's long term budget and facility planning
- Committee membership should be balanced and attempt to provide diverse representation across the entire district
- Employee associations will provide their appointees to the board
- The committee operates as advisory only, the board will retain its current policy setting authority
- Participation will focus on committee members with opportunities for public comment and questions provided on a limited basis
- The CBO will facilitate the meetings and act as primary staff to committee

Recommended committee makeup

- 2 members of the board
- 2 PVFT members
- 2 CSEA members
- 2 school site and/or program leaders
- 3 parent representatives
- 3 community members (possibly local gov't, business, non-profit)
- Staff: CBO, Dir. of Fin, Director M/O/F, as needed Asst. Supts and others

**Recommendation:**

Discuss and provide input to staff

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

**Superintendent's Signature:**

Donna Bai



## Board Agenda Backup

Item 8.0/14.1

**Date:** September 8, 2010

**Item:** 2010-11 Categorical Program Flexibility Transfers

**Overview:** This matter was described in Item 8.0 - Public Hearing. The categorical fund transfers listed in Item 8.0 are necessary for the district to balance its budget in light of recent budget reductions.

The district has been forced to implement over \$14 million in one-time and ongoing reductions over the past two fiscal years. The district's three-year fiscal outlook remains uncertain and unpredictable. These 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.

**Recommendation:** Approve the 2010-11 categorical program fund transfers as listed and described in Item 8.0.

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

**Superintendent's Signature:**

*Dorcas Bae*

# PAJARO VALLEY UNIFIED SCHOOL DISTRICT



## Board Agenda Backup

Item No: 14.2

**Date:** September 8, 2010

**Item:** **Unaudited Actuals for 2009-10**

**Overview:** Attached are the district's 2009-10 Unaudited Actuals. These documents are part of the district's budget and fiscal reporting practices as prescribed per current law. The district's fiscal accounting practices adhere to state law and generally accepted accounting standards and practices for local government agencies. In addition, the district follows guidance and instructions issued by the Santa Cruz County Office of Education (SCCOE), the California Department of Education (CDE), School Services of California, Inc., as well as other federal and state agencies.

This year the state budget is once again late. Estimates are that the final 2010-11 State Budget will be one of the latest on record. As a result, the district will again be forced to adjust its budget well after the start of the school year once fiscal and program changes are announced by the state. It is anticipated that state K-adult education programs will endure additional reductions in 2010-11. Documents included in this item update revenue and expenditure projections based on the May 2010-11 Budget Revision and guidance provided by the SCCOE. However, they remain subject to change due to continuing uncertainty regarding what actions the state will take to address its \$20 billion dollar plus deficit.

The past two years have been extremely challenging to administer and account for district revenues and expenditures. This is due to the fact that the overall fiscal situation has been extremely dynamic and in a constant state of flux. As the district has been forced to reduce program expenditures and staff due to state budget reductions, it has simultaneously received one-time federal stimulus dollars to partially offset anticipated state revenue reductions. In addition, the district has been awarded several federal and state grants targeted to Title I and "Program Improvement" schools. Many of these grants have been unanticipated, thereby altering the district's projected restricted and unrestricted fund balances.

Guidelines issued by SCCOE and CDE often require the district to not include such funding in estimated actuals until they are appropriated. Consequently, it has become increasingly challenging to accurately project the district's ending year balances over the course of the required three-year forecast period.

In the face of these and other fiscal challenges, the district has implemented pro-active measures to provide itself greater leverage and fiscal flexibility to address unforeseen events, state revenue deferrals, and/or major changes in state education policy. The district has met its 3 percent minimum reserve for economic uncertainties for 2009-10. The district has closed its 2009-10 budget with a positive unappropriated ending balance of \$ 12.9 million. This is up \$3.7 million from when the district calculated its estimated actuals for 2009-10 last year.

The 2010-11 budget has been adjusted to reflect changes made by the Board to bring back 50 percent of school counselors in secondary schools originally reduced in the district's 2009-10 Fiscal Stabilization Plan adopted in spring 2010.

Accurately projecting the district's fiscal situation will remain extremely difficult over the next fiscal year. Staff continues to recommend against additional budget revisions until the state adopts its 2010-11 State Budget. While things will remain "murky," district leadership will have a better picture as to what the district's current and out-year financial situation will be. In the meantime, staff will continue to periodically update the Board, staff, and community on fiscal matters impacting the district.

**Recommendation:** Approve the Unaudited Actuals for 2009-10 as submitted

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

**Superintendent's Signature:**

*Dormez BSL*

Pajaro Valley Unified School District  
GENERAL FUND SUMMARY  
**FISCAL YEAR 2009-2010**  
**09-10 Unaudited Actuals**

Includes 4.25% Cola with 18.355%  
Deficit less 252.99 per ADA on  
General and no COLA on State  
Categorical with a 4.46% Deficit, 5%  
HW increase, Step and Column,  
adjusted ADA for Ceiba College Prep  
Acad

	General Unrestr	Lottery 1100	TOTAL UNRESTRICTED	Transportation 7230/7240	Special Ed 6500/6510	Special Proj.	Restricted Maintenance 8150	Community Day School 2430	TOTAL REST	Total General
<b>INCOME</b>										
Revenue Limit	82,507,106	0	82,507,106	0	2,225,213	0	0	223,072	2,448,285	84,955,391
Federal Sources	4,745		4,745		0	27,751,677			27,751,677	27,756,422
Other State Revenues	19,305,986	1,951,375	21,257,361	2,894,357	14,189,572	13,073,651			30,157,580	51,414,941
Other Local Revenues	2,897,726	0	2,897,726	144,710	68,763	2,263,019	18,105		2,494,597	5,392,323
<b>TOTAL REVENUES</b>	<b>104,715,563</b>	<b>1,951,375</b>	<b>106,666,938</b>	<b>3,039,067</b>	<b>16,483,548</b>	<b>43,088,347</b>	<b>18,105</b>	<b>223,072</b>	<b>62,852,139</b>	<b>169,519,077</b>
<b>EXPENDITURES</b>										
Certificated Salaries	44,421,225	570,423	44,991,648		7,790,872	17,500,728		226,580	25,518,180	70,509,828
Classified Salaries	8,710,224	200,338	8,910,562	3,068,858	3,429,230	7,516,395	1,406,311	55,750	15,476,544	24,387,106
Employee Benefits	21,114,779	86,602	21,201,381	2,259,228	5,831,656	9,925,993	884,402	103,214	19,004,493	40,205,874
Books and Supplies	1,061,049	189,420	1,250,469	873,253	54,112	4,397,306	713,973	24,812	6,063,456	7,313,925
Services, Other Operating Expenses	6,741,094	671,454	7,412,548	(585,566)	2,993,763	7,048,335	964,093	62,098	10,482,723	17,895,271
Capital Outlay	3,112		3,112			15,506	0		15,506	18,618
Other Outgo	51,734		51,734						0	51,734
Direct Support/Indirect Costs	(2,437,051)		(2,437,051)		725,338	1,045,709	0		1,771,047	(666,004)
Other Uses	397,707		397,707	90,059			181,952		272,011	669,718
<b>TOTAL EXPENDITURES</b>	<b>80,063,873</b>	<b>1,718,237</b>	<b>81,782,110</b>	<b>5,705,832</b>	<b>20,824,971</b>	<b>47,449,972</b>	<b>4,150,731</b>	<b>472,454</b>	<b>78,603,960</b>	<b>160,386,070</b>
<b>INTERFUND TRANSFERS</b>										
Transfers In	10,894		10,894	0	0	0	0	0	0	10,894
Transfers Out	(3,656,980)	0	(3,656,980)	0	0	0	0	0	0	(3,656,980)
Other Financing Sources	0	0	0	0	0	0	0	0	0	0
Flexibility Transfers			0						0	0
Contributions	(13,700,021)	0	(13,700,021)	2,988,511	6,291,685	37,817	4,132,626	249,382	13,700,021	0
<b>TOTAL TRANSFERS</b>	<b>(17,346,107)</b>	<b>0</b>	<b>(17,346,107)</b>	<b>2,988,511</b>	<b>6,291,685</b>	<b>37,817</b>	<b>4,132,626</b>	<b>249,382</b>	<b>13,700,021</b>	<b>(3,646,086)</b>
<b>Net Incr(Decr) in Fund Balance</b>	<b>7,305,583</b>	<b>233,138</b>	<b>7,538,721</b>	<b>321,746</b>	<b>1,950,262</b>	<b>(4,323,808)</b>	<b>0</b>	<b>0</b>	<b>(2,051,800)</b>	<b>5,486,921</b>
<b>FUND BALANCE</b>										
<b>Beginning Fund Balance</b>	<b>10,607,865</b>	<b>984,359</b>	<b>11,592,224</b>	<b>0</b>	<b>0</b>	<b>14,346,947</b>	<b>(0)</b>	<b>(0)</b>	<b>14,346,947</b>	<b>25,939,171</b>
Components of Fund Balance:										
Audit Adjustment	2,007,610		2,007,610						0	2,007,610
Audit Adjustment (Categorical Flex)	(2,321,392)		(2,321,392)	(321,746)	(1,950,262)	(267,537)			(2,539,545)	(4,860,937)
Revolving Cash	55,000	0	55,000	0	0	0	0	0	0	55,000
Stores	252,747	0	252,747	0	0	0	0	0	0	252,747
3% Required Reserve	4,921,292	0	4,921,292	0	0	0	0	0	0	4,921,292
Reserved for COPS Repayment	0	0	0	0	0	0	0	0	0	0
Cash w/Fiscal Agent	0	0	0	0	0	0	0	0	0	0
Restricted Fund Balance	752,843	0	752,843	0	0	9,755,602	(0)	0	9,755,602	10,508,444
<b>Unappropriated Fund Balance</b>	<b>11,617,784</b>	<b>1,217,497</b>	<b>12,835,281</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>12,835,281</b>
<b>Ending Fund Balance</b>	<b>17,599,666</b>	<b>1,217,497</b>	<b>18,817,163</b>	<b>0</b>	<b>0</b>	<b>9,755,602</b>	<b>(0)</b>	<b>(0)</b>	<b>9,755,602</b>	<b>28,572,765</b>



Pajaro Valley Unified School District  
GENERAL FUND SUMMARY  
**FISCAL YEAR 2009-2010**  
**09-10 Unaudited Actuals**

Includes 4.25% Cola with 18.355%  
Deficit less 252.99 per ADA on  
General and no COLA on State  
Categorical with a 4.46% Deficit, 5%  
HW increase, Step and Column,  
adjusted ADA for Ceiba College Prep  
Acad

	Charter School	Adult Education	Child Dev	Food Serv	Def Maint	General Oblig Bond	Capitol Fac	State Sch Bldg	Tax Override	Self Ins	Retiree Benefit	Trust Scholarship
	09	11	12	13	14	21	25	35	53	67	71	73
<b>INCOME</b>												
Revenue Limit	7,842,228											
Federal Sources	0	178,002	5,621,149	6,073,057								
Other State Revenues	1,974,084	236,344	3,008,507	482,137								
Other Local Revenues	54,228	313,963	376,246	947,728	32,631	29,348	656,421	3,833	0	34,798,776	3,188,571	178,405
<b>TOTAL REVENUES</b>	<b>9,870,540</b>	<b>728,309</b>	<b>9,005,902</b>	<b>7,502,922</b>	<b>32,631</b>	<b>29,348</b>	<b>656,421</b>	<b>3,833</b>	<b>0</b>	<b>34,798,776</b>	<b>3,188,571</b>	<b>178,405</b>
<b>EXPENDITURES</b>												
Certificated Salaries	4,210,886	1,109,150	2,418,609									
Classified Salaries	661,051	422,543	1,488,744	1,841,854						157,574		
Employee Benefits	1,759,128	677,298	2,139,065	1,893,523						87,112		
Books and Supplies	245,258	72,703	591,123	2,767,928	102,760	2,575						55
Services, Other Operating Expenses	1,912,574	200,530	2,135,278	(65,158)	288,663	87,720	466,973			34,269,715	3,050,753	118,375
Capital Outlay	50,905	0	0	114,978	946,382	2,040,779	83,407	154,778				
Other Outgo												
Direct Support/Indirect Costs	4,191	76,754	335,744	249,315								
Other Uses	14,323	123,696										
<b>TOTAL EXPENDITURES</b>	<b>8,858,316</b>	<b>2,682,674</b>	<b>9,108,563</b>	<b>6,802,440</b>	<b>1,337,805</b>	<b>2,131,074</b>	<b>550,380</b>	<b>154,778</b>	<b>0</b>	<b>34,514,401</b>	<b>3,050,753</b>	<b>118,430</b>
<b>INTERFUND TRANSFERS</b>												
Transfers In	235,910	2,810,175		15,027	608,000							
Transfers Out	0	(12,132)		0		0	0	0		(10,894)	0	0
Other Financing Sources	0	0		0	0	0	0	0	0	0	0	0
Flexibility Transfers												
Contributions		0	0	0		0		0	0	0	0	0
<b>TOTAL TRANSFERS</b>	<b>235,910</b>	<b>2,798,043</b>	<b>0</b>	<b>15,027</b>	<b>608,000</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>(10,894)</b>	<b>0</b>	<b>0</b>
<b>Net Incr(Decr) in Fund Balance</b>	<b>1,248,134</b>	<b>843,678</b>	<b>(102,661)</b>	<b>715,509</b>	<b>(697,174)</b>	<b>(2,101,726)</b>	<b>106,041</b>	<b>(150,945)</b>	<b>0</b>	<b>273,481</b>	<b>137,818</b>	<b>59,975</b>
<b>FUND BALANCE</b>												
<b>Beginning Fund Balance</b>	<b>2,331,374</b>	<b>487,268</b>	<b>270,876</b>	<b>383,954</b>	<b>4,813,233</b>	<b>4,693,478</b>	<b>491,126</b>	<b>475,206</b>	<b>31,045</b>	<b>5,742,272</b>	<b>2,473,359</b>	<b>1,823,339</b>
Components of Fund Balance:												
Audit Adjustment										743,982		
Audit Adjustment (Categorical Flex)	(920,553)	(131,192)		(23,856)								
Revolving Cash	0	0	0	0	0	0	0	0	0	0	0	0
Stores	0	0	0	192,205	0	0	0	0	0	0	0	0
3% Required Reserve	0	0	0	0	0	0	0	0	0	0	0	0
Reserved for COPS Repayment	0	0	0	0	0	0	0	0	0	0	0	0
Cash w/Fiscal Agent	0	0	0	0	0	0	0	0	0	0	1,616,040	0
Restricted Fund Balance	0	0	0	0	0	0	0	323,600	0	0	0	0
<b>Unappropriated Fund Balance</b>	<b>2,658,955</b>	<b>1,199,754</b>	<b>168,215</b>	<b>883,402</b>	<b>4,116,059</b>	<b>2,591,752</b>	<b>597,167</b>	<b>661</b>	<b>31,045</b>	<b>6,759,735</b>	<b>995,137</b>	<b>1,883,314</b>
<b>Ending Fund Balance</b>	<b>2,658,955</b>	<b>1,199,754</b>	<b>168,215</b>	<b>1,075,607</b>	<b>4,116,059</b>	<b>2,591,752</b>	<b>597,167</b>	<b>324,261</b>	<b>31,045</b>	<b>6,759,735</b>	<b>2,611,177</b>	<b>1,883,314</b>

Pajaro Valley Unified School District  
**GENERAL FUND SUMMARY**  
**FISCAL YEAR 2010-2011**  
**10/11 @ 09/10 Unaudited Actuals**

Includes -0.39% Cola with Deficits of 18.355% and 3.85% on General and -0.38% COLA on State Categorical, 10% HW increase, Step and Column and ADA Adjust for Ceiba College Prep

	General Unrestr	Lottery 1100	TOTAL UNRESTRICTED	Transportation 7230/7240	Special Ed 6500/6510	Special Proj.	Restricted Maintenance 8150	Community Day School 2430	TOTAL REST	Total General
<b>INCOME</b>										
Revenue Limit	81,634,077	0	81,634,077	0	2,251,901	0	0	241,969	2,493,870	84,127,947
Federal Sources	0	0	0	0	0	23,893,178	0	0	23,893,178	23,893,178
Other State Revenues	16,898,241	1,874,295	18,772,536	2,572,611	12,302,003	12,668,635	0	0	27,543,249	46,315,785
Other Local Revenues	366,944	0	366,944	111,122	0	1,079,034	0	0	1,190,156	1,557,100
<b>TOTAL REVENUES</b>	<b>98,899,262</b>	<b>1,874,295</b>	<b>100,773,557</b>	<b>2,683,733</b>	<b>14,553,904</b>	<b>37,640,847</b>	<b>0</b>	<b>241,969</b>	<b>55,120,453</b>	<b>155,894,010</b>
<b>EXPENDITURES</b>										
Certificated Salaries	41,694,929	606,063	42,300,992	0	8,640,017	14,307,673	0	172,400	23,120,090	65,421,082
Classified Salaries	8,410,505	129,815	8,540,320	3,180,507	3,882,993	7,220,594	1,371,666	60,807	15,716,567	24,256,887
Employee Benefits	23,320,450	121,057	23,441,507	2,695,988	7,430,216	10,244,861	1,010,273	115,653	21,496,991	44,938,498
Books and Supplies	1,590,575	270,671	1,861,246	878,960	220,789	4,156,333	411,008	6,900	5,673,990	7,535,236
Services, Other Operating Expenses	8,074,009	746,689	8,820,698	(430,033)	3,114,871	3,690,773	906,888	66,300	7,348,799	16,169,497
Capital Outlay	0	0	0	0	0	0	18,000	0	18,000	18,000
Other Outgo	0	0	0	0	0	0	0	0	0	0
Direct Support/Indirect Costs	(2,542,335)	0	(2,542,335)	0	858,544	1,077,575	161,872	0	2,097,991	(444,344)
Other Uses	310,931	0	310,931	90,359	0	0	181,952	0	272,311	583,242
<b>TOTAL EXPENDITURES</b>	<b>80,859,064</b>	<b>1,874,295</b>	<b>82,733,359</b>	<b>6,415,781</b>	<b>24,147,430</b>	<b>40,697,809</b>	<b>4,061,659</b>	<b>422,060</b>	<b>75,744,739</b>	<b>158,478,098</b>
<b>INTERFUND TRANSFERS</b>										
Transfers In	550,000	0	550,000	0	0	0	0	0	0	550,000
Transfers Out	(2,253,400)	0	(2,253,400)	0	0	0	0	0	0	(2,253,400)
Other Financing Sources	0	0	0	0	0	0	0	0	0	0
Contributions	(17,567,324)	0	(17,567,324)	3,732,048	9,593,526	0	4,061,659	180,091	17,567,324	0
<b>TOTAL TRANSFERS</b>	<b>(19,270,724)</b>	<b>0</b>	<b>(19,270,724)</b>	<b>3,732,048</b>	<b>9,593,526</b>	<b>0</b>	<b>4,061,659</b>	<b>180,091</b>	<b>17,567,324</b>	<b>(1,703,400)</b>
<b>Net Incr(Decr) in Fund Balance</b>	<b>(1,230,526)</b>	<b>0</b>	<b>(1,230,526)</b>	<b>0</b>	<b>0</b>	<b>(3,056,962)</b>	<b>0</b>	<b>0</b>	<b>(3,056,962)</b>	<b>(4,287,488)</b>
<b>FUND BALANCE</b>										
<b>Beginning Fund Balance</b>	<b>17,599,666</b>	<b>1,217,497</b>	<b>18,817,163</b>	<b>0</b>	<b>0</b>	<b>9,755,602</b>	<b>(0)</b>	<b>(0)</b>	<b>9,755,602</b>	<b>28,572,765</b>
Components of Fund Balance:										
Audit Adjustment	0	0	0	0	0	0	0	0	0	0
Revolving Cash	55,000	0	55,000	0	0	0	0	0	0	55,000
Stores	252,747	0	252,747	0	0	0	0	0	0	252,747
3% Required Reserve	4,821,945	0	4,821,945	0	0	0	0	0	0	4,821,945
Reserved for COPS Repayment	0	0	0	0	0	0	0	0	0	0
Cash w/Fiscal Agent	0	0	0	0	0	0	0	0	0	0
Restricted Fund Balance	1,279,255	0	1,279,255	0	0	6,698,640	(0)	0	6,698,640	7,977,895
<b>Unappropriated Fund Balance</b>	<b>9,960,193</b>	<b>1,217,497</b>	<b>11,177,690</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>11,177,690</b>
<b>Ending Fund Balance</b>	<b>16,369,140</b>	<b>1,217,497</b>	<b>17,586,637</b>	<b>0</b>	<b>0</b>	<b>6,698,640</b>	<b>(0)</b>	<b>(0)</b>	<b>6,698,640</b>	<b>24,285,277</b>

Pajaro Valley Unified School District  
GENERAL FUND SUMMARY  
**FISCAL YEAR 2010-2011**  
**10/11 @ 09/10 Unaudited Actuals**

Includes -0.39% Cola with Deficits of 18.355% and 3.85% on General and -0.38% COLA on State Categorical, 10% HW increase, Step and Column and ADA Adjust for Ceiba College Prep

	Charter School	Adult Education	Child Dev	Food Serv	Def Maint	General Oblig Bond	Capitol Fac	State Sch Bldg	Tax Override	Self Ins	Retiree Benefit	Trust Scholarship
	09	11	12	13	14	21	25	35	53	67	71	73
<b>INCOME</b>												
Revenue Limit	7,256,332											
Federal Sources		191,768	5,596,272	5,948,870								
Other State Revenues	1,901,269	48,074	3,597,236	445,214								
Other Local Revenues	12,150	248,979	231,556	1,004,000	35,000	14,498	696,280	3,500	0	38,728,486	3,582,606	35,000
<b>TOTAL REVENUES</b>	<b>9,169,751</b>	<b>488,821</b>	<b>9,425,064</b>	<b>7,398,084</b>	<b>35,000</b>	<b>14,498</b>	<b>696,280</b>	<b>3,500</b>	<b>0</b>	<b>38,728,486</b>	<b>3,582,606</b>	<b>35,000</b>
<b>EXPENDITURES</b>												
Certificated Salaries	4,353,796	1,144,848	2,514,888									
Classified Salaries	643,201	355,975	1,256,592	1,864,452						158,594		
Employee Benefits	2,000,355	693,747	2,275,443	2,180,633						95,293		
Books and Supplies	286,090	72,368	747,098	3,218,754	72,967							
Services, Other Operating Expenses	2,164,541	203,579	2,298,805	114,851	1,411,452	0	423,368			38,383,827	3,677,973	35,000
Capital Outlay		0	0			2,554,625	508,000	35,119				
Other Outgo												
Direct Support/Indirect Costs	2,284	68,123	332,238	41,699								
Other Uses	14,323	123,696										
<b>TOTAL EXPENDITURES</b>	<b>9,464,590</b>	<b>2,662,336</b>	<b>9,425,064</b>	<b>7,420,389</b>	<b>1,484,419</b>	<b>2,554,625</b>	<b>931,368</b>	<b>35,119</b>	<b>0</b>	<b>38,637,714</b>	<b>3,677,973</b>	<b>35,000</b>
<b>INTERFUND TRANSFERS</b>												
Transfers In	283,915	2,049,485	0	0								
Transfers Out	0	(80,000)		0		0	0	0		(550,000)	0	0
Other Financing Sources	0	0	0	0	0	0	0	0	0	0	0	0
Contributions		0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL TRANSFERS</b>	<b>283,915</b>	<b>1,969,485</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>(550,000)</b>	<b>0</b>	<b>0</b>
<b>Net Incr(Decr) in Fund Balance</b>	<b>(10,924)</b>	<b>(204,030)</b>	<b>0</b>	<b>(22,305)</b>	<b>(1,449,419)</b>	<b>(2,540,127)</b>	<b>(235,088)</b>	<b>(31,619)</b>	<b>0</b>	<b>(459,228)</b>	<b>(95,367)</b>	<b>0</b>
<b>FUND BALANCE</b>												
<b>Beginning Fund Balance</b>	<b>2,658,955</b>	<b>1,199,754</b>	<b>168,215</b>	<b>1,075,607</b>	<b>4,116,059</b>	<b>2,591,752</b>	<b>597,167</b>	<b>324,261</b>	<b>31,045</b>	<b>6,759,735</b>	<b>2,611,177</b>	<b>1,883,314</b>
Components of Fund Balance:												
Audit Adjustment										0		
Revolving Cash	0	0	0	0	0	0	0	0	0	0	0	0
Stores	0	0	0	192,205	0	0	0	0	0	0	0	0
3% Required Reserve	0	0	0	0	0	0	0	0	0	0	0	0
Reserved for COPS Repayment	0	0	0	0	0	0	0	0	0	0	0	0
Cash w/Fiscal Agent					0	0	0	0	0	0	1,616,040	0
Restricted Fund Balance	0		0	0	0	0	0	0	0	0	0	0
<b>Unappropriated Fund Balance</b>	<b>2,648,031</b>	<b>995,724</b>	<b>168,215</b>	<b>861,097</b>	<b>2,666,640</b>	<b>51,625</b>	<b>362,079</b>	<b>292,642</b>	<b>31,045</b>	<b>6,300,507</b>	<b>899,770</b>	<b>1,883,314</b>
<b>Ending Fund Balance</b>	<b>2,648,031</b>	<b>995,724</b>	<b>168,215</b>	<b>1,053,302</b>	<b>2,666,640</b>	<b>51,625</b>	<b>362,079</b>	<b>292,642</b>	<b>31,045</b>	<b>6,300,507</b>	<b>2,515,810</b>	<b>1,883,314</b>

**PAJARO VALLEY UNIFIED SCHOOL DISTRICT**



***Board Agenda Backup***

Item No: 14.3

**Date:** September 8, 2010

**Item:** **New Job Description—Coordinator of College Pathway and Scholarship Services**

**Overview:** In collaboration with PVUSD's GATE, Migrant Education, Extended Learning Programs, and other programs and departments, the Coordinator of College Pathway and Scholarship Services will be responsible for working towards increasing the number of students eligible for admission to four-year colleges and/or community college transfer programs upon graduation from high school, including the preparation of potentially college-bound students. The Coordinator will collaborate with all these parties to ensure that college-bound and potentially college-bound students are on track to meet the necessary requirements for college admission and post secondary training upon graduation from high school.

This is a certificated position requiring a valid California Teaching credential or a Pupil Personnel Services Credential.

**Recommendation:** Approve the job description for the Coordinator of College Pathway and Scholarship Services

**Prepared By:** Dr. Albert J. Roman, Assistant Superintendent

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

*Dennis Bob*



**PAJARO VALLEY UNIFIED SCHOOL DISTRICT  
POSITION DESCRIPTION**

---

**Position:** Coordinator, College Pathway and Scholarship Services  
**Job Code:**

**Department:** Sites and Departments  
**Reports To:** Assistant Superintendent

---

**SUMMARY**

In collaboration with PVUSD's GATE, Migrant Education, Extended Learning Programs, High School Counseling services, and other programs and departments, the Coordinator of College Pathway and Scholarship Services will be responsible for working towards increasing the number of students eligible for admission to four-year colleges and/or community college transfer programs upon graduation from high school, including the preparation of potentially college-bound limited English proficient students. The Coordinator will collaborate with various parties to ensure that college-bound and potentially college-bound students are on track to meet the necessary requirements for college admission and post secondary training upon graduation from high school.

**NATURE AND SCOPE**

Works independently to accomplish duties as defined by District policy and procedure, and student course requirements. Works directly with students and parents to inform and educate about college opportunities and scholarships. Work requires initiative, independent judgment and discretion in working with others. Contacts frequently extend beyond immediate work group to include other District staff and departments, students, parents, community and higher education institutions, or the general public.

**DISTINGUISHING CHARACTERISTICS**

This position works with a targeted population of students (college bound and potentially college bound, including limited English proficient students) to assist in planning a pathway to college and tracking their progress in order to prepare them to pursue successful futures and to make positive contributions to the community and the global society.

**ESSENTIAL TYPES OF DUTIES** (Duties may include but are not limited to the following)

- Create and disseminate monthly calendars that include important activities necessary for college and scholarship application processes at each grade level.
- Maintains a data base to chart the academic progress of students from grades six through twelve using progress and grade reports, CST scores, RAVEN scores, PSAT, SAT, and ACT scores for on

track college bound students and students who show potential for college admission and need additional support.

- Maintain visible, productive relationships with colleges and universities by actively recruiting college representatives to present to the students at the high schools and middle schools; actively recruit former students who are in college to present to college bound and potentially college bound students; and helping staffs of the various early academic outreach programs to recruit college bound students for college visits they provide.
- At each high school a “College Center” will be staffed regularly by the Coordinator and trained volunteers where students may come for constantly updated information on colleges and scholarships; help in their planning and completion of college and scholarship applications; help in communicating by phone with colleges or scholarship agencies; college catalogs, Videos, CD’s, and the Master College Calendar of college visits; and information on and applications for local and national scholarships.
- Review and streamline the scholarship solicitation application and selection process for each high school.
- Conduct meetings for teachers to help them write accurate and complete letters of recommendation for students applying to colleges.
- Connect students applying to four-year colleges with adults who are willing to mentor them and direct them towards resources to assist them as they prepare to enter college.
- Work with principals and staffs to establish parent and student information sessions at the elementary, middle and high school level to explain the readiness indicators for college admission with tips and timelines to help their student be college ready.
- Help with planning and supervising evening meetings for parents and students at each high school to present college application and financial aid information.
- Research and advertise summer residential college programs for students and help them to apply to these programs.
- Attend and report on the UC, CSU, College Board and California Student Aid Commission Conferences to District counselors.
- Create, recruit and work with a District College and Scholarship Advisory Committee which would include college and community representatives who would assist with developing and implementing a process for the solicitation of new scholarship monies for PVUSD’s graduating seniors; and developing local, regional and national networks to bring in new scholarship monies.
- Performs other duties as assigned to accomplish the objectives of the position.

## **QUALIFICATIONS**

**Knowledge and Skills:** Working knowledge of the special practices, technicalities, and work methods for the site/department of assignment. Working knowledge of English grammar and composition, business and/or legal formats, spelling, arithmetic, filing, and recordkeeping. Must be skilled in using various standard office machines, including personal computers with word processing, spreadsheet applications and student information systems.

**Abilities:** Requires the ability to independently perform the duties of the position efficiently and effectively. Must be able to learn, understand, explain, and apply knowledge of District and department organization, operations, programs, functions and special department terminology. Requires the ability to plan, organize and prioritize work in order to meet schedules and timelines. Requires the ability to communicate with students, staff, parents and the public using courtesy, and in a manner that reflects positively on the department and District. Must be able to work well independently and as part of a team.

**Physical Abilities:** Position involves standing, walking, stooping, and occasional carrying and lifting of lightweight materials (up to 30 pounds). May be required to sit for extended periods of time. Requires visual acuity and depth perception to recognize words and numbers; and hand and finger dexterity and hand/eye coordination to use a computer keyboard and common office equipment. Requires speaking and hearing ability sufficient to hear over a phone and carry on conversations.

**Minimum Qualifications (Education and/or Experience):** This is the minimum experience and education/training standards which will be used to admit or reject applicants.

Valid CA teaching credential is required or a  
Valid PPS Credential; Single Subject credential is preferred.

Approved by Governing Board

TBD



**PAJARO VALLEY UNIFIED SCHOOL DISTRICT**

**2010-2011**

**SALARY SCHEDULE FOR TEACHER EMPLOYEES**

PROVISIONAL		VALID CALIFORNIA CREDENTIAL REQUIRED				
Emergency/ Pre-Intern	* Intern	Class I BA & Credential	Class II B.A. plus 30 Semester Units	Class III B.A. plus 45 Semester Units	Class IV B.A. plus 60 Semester Units	
30837	37567	1	38163	38526	38889	39252
32678		2	38526	38889	39252	39614
34521		3	38889	39252	39614	40042
36361		4	39252	39614	40042	41883
		5	39614	40042	41883	43724
		6	40042	41883	43724	45565
		7	41883	43724	45565	47405
		8	43724	45565	47405	49246
		9	45565	47405	49246	51087
		10	47405	49246	51087	52928
		11		51087	52928	54769
		12			54769	56609
		13			56609	58450
		14			58450	60291
		15				62132
		16				63973
		17				65813

**Masters Degree \$1412**

Staff with a valid California will be compensated at a minimum of \$38163\* per year.  
 Staff without a valid California credential will remain in the shaded Column/Step until their  
Credential is registered with the Santa Cruz County Office of Education. Once the credential  
is registered, placement will be advanced the following July 1st as reflected in Article VII,  
 Wages and Related matters of the PVFT Contract.

A teacher must be at Class IV, Step 17 to begin the Career Increment process. Please refer to Article VII,  
 Section C, Paragraph 2 ( c ) of the PVFT Contract. The first five Career Incentive Increments are as follows:

A*	67131
B*	68474
C*	69844
D*	71241
E*	72667

Revised 5/11/10

5 furlough days not to exceed 2.5% of 2007-08 184 day salary schedule



**PAJARO VALLEY UNIFIED SCHOOL DISTRICT**



**Board Agenda Backup**

Item No: 14.4

**Date:** September 8, 2010

**Item:** PVUSD Goals

**Overview:** Part of the process in developing the “Comprehensive Accountability Framework”, (CAF) ensures that the district goals are not just words on paper. The CAF puts the words into action through a rigorous curriculum that is aligned with prioritized standards and through clearly designed strategies focused on optimizing student learning. The CAF includes both the **District-Wide** Performance Indicators and the **School Site** and **District Department** Performance Indicators that put the District’s goals into measurable terms. The District –Wide Performance Indicators are included in the back-up for this item as well as an example of a School Site Performance Indicator.

The basic PVUSD Goals are still relevant and cover critical areas of focus for the district. As the driving target for the district, the goals do need some updating to stay current and relevant.

**Recommendation:** It is recommended that the Board revised and approve updated PVUSD Goals for 2010-11.

**Budget Considerations:** N/A

**Funding Source:**

**Budgeted:** Yes:  No:

**Amount:**

**Prepared By:** Dorma Baker, Superintendent

**Superintendent’s Signature:** *Dorma Baker*



# 2007-08 PVUSD GOALS

## **Goal #1:**

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

- a) Utilize the zone structure and work with the zones in unity to ensure effective communication.
- b) Ensure parents are notified throughout the year about all parent committees, and relevant meetings and events.
- c) Respond to parents requests and concerns in a consistent and timely manner.
- d) Reach out to local businesses, community organizations and local government agencies to promote advocacy and provide resources.

## **Goal #2:**

**Attract, hire, develop and retain an excellent professional staff throughout the district.**

- a) Establish a program that recognizes and honors staff commitment to students and the school community.
- b) Work with community partners to explore affordable housing options for teachers and staff.

## **Goal #3:**

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

- a) All students will meet or exceed Academic Performance index (API) "growth targets" and expectations for "Adequate Yearly Progress" (AYP) including expectations for subgroup progress.
- b) All curriculum will be standards-based, designed in collaboration with teachers, consistent across the district, designed to produce results that will challenge each student at his or her academic level.
- c) Implement procedures to ensure that all PVUSD students of the class of 2008 will have passed the California High School Exit Exam, including appropriate early alerts to students and their parents, intervention steps, and documentation of services offered and those accepted.
- d) Seek out programs and community resources to expand learning opportunities for students in the areas of the arts, science, career technical education, and technology. Assure assignment of district management staff to effectively coordinate these programs.

## **Goal #4:**

**Maintain a balanced budget while effectively maximizing all resources to fulfill educational priorities.**

- a) Increase employee compensation to the top 10% of surrounding districts while maintaining fiscal responsibility.
- b) Form a Facilities Committee to anticipate and accommodate enrollment growth including strategic planning for new schools and configurations.

## **Goal #5:**

**Ensure that all schools provide a safe, healthy and positive school environment for students and staff.**

- a) Maintain an outstanding level of cleanliness and repair at all facilities.
- b) Promote a strict adherence and consistency in regards to safety, discipline and behavioral policies.
- c) Ensure adherence to and implementation of anti harassment policy and AB 537.

## **Goal #6:**

**Provide a consistent and strategic program to achieve the goal of English acquisition, as measured by a transition from Limited English Proficient (LEP) to Fluent English Proficient (FEP) in 1-6 years from entry into the English Learner program with a sense of urgency, to assure that students have the opportunity to be academically successful.**

- a) Review and give full consideration to the recommendations of the district ELL Task Force.
- b) Provide extra support programs for students who don't reclassify from LEP to FEP in 3-6 years, with special attention given to helping students make the transition from elementary to middle school, and middle to high school.

## 2.2 DISTRICT-WIDE PERFORMANCE INDICATORS

District-Wide Performance Indicators measure the progress toward PVUSD Strategic Goals 1-6. The PVUSD Goals and the District-Wide Performance Indicators guide ongoing communication among PVUSD stakeholders. The results of these indicators will be reported to the Board of Trustees and the community by the superintendent on an annual basis.

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

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

<b>District-Wide Performance Indicators</b>	<b>Data Source</b>	<b>Disaggregate by Subgroup</b>
Percentage of students scoring proficient or above in reading, writing, math, social studies, and science	CST, STS, CMA, CAPA, and District Benchmarks	Yes
Percentage of students progressing one or more levels per year in reading, writing, math, social studies, and science	CST, STS, CMA, CAPA, APS (9 Essential Program Components) and CELDT	Yes

Percentage of English learners progressing one or more levels per year	CELDT and CST (separately and together)	No
Percentage of students attending schools 95% or more of the time	District Student Information System	Yes
Percentage of eighth graders meeting promotion requirements	District Student Information System	Yes
Percentage of high school students with credit on track to graduate in four years by grade level	District Student Information System	Yes
Percentage of 10 <sup>th</sup> grade students passing CAHSEE	CAHSEE	Yes
Percentage of students enrolled in AP classes	Advanced Placement	Yes
Percentage of students in AP classes who pass AP exams	Advanced Placement	Yes
Percentage of graduates who receive a high school diploma (Pass CAHSEE & meet graduation requirements)	District Student Information System	Yes
Percentage of graduating seniors who have been accepted to colleges and universities	CAL-PASS	Yes
Percentage of 5 <sup>th</sup> , 7 <sup>th</sup> , and 9 <sup>th</sup> graders who achieve Proficiency on the state Physical Fitness exam	BMI baseline readings (kindergarten), State test data	Yes

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

<b>District-Wide Indicators</b>	<b>Data Source</b>	<b>Disaggregate by Subgroup</b>
Percentage of students, staff, and parents who report schools as being safe (agree or higher)	Healthy Kids Survey District Parent Survey Staff Survey	Yes
Percentage of health and safety work orders that are completed within 48 hours	SIMS Database	No
Percentage of schools passing safety inspections	William's Inspection Report Fire Marshall Report Safety Inspections (required by underwriters and pool insurance indicators)	No
Ratio of incidents to number of students that threaten the health and safety of others and that lead to suspensions or expulsions	District SIS (Student Services)	Yes (by site)

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

<b>District-Wide Indicators</b>	<b>Data Source</b>	<b>Disaggregate by Subgroup</b>
Percentage of teachers meeting the highly qualified criteria	Title II, Level C, Human Resources Highly Qualified Report	Yes
Percentage of highly qualified teachers who stay in the District for more than five years	Human Resources Longitudinal Data Spread Sheet	Yes
Percentage of district and site initiated professional development experiences that meet four critical components of professional development (theoretical, demonstrations, practice and feedback, and on-the-job peer-to-peer coaching)	District Professional Development Survey (Title 2)	Yes
Percentage of teachers who participated in district and site initiated professional development experiences	District Professional Development Survey (Title 2)	Yes
Relative ranking of PVUSD in overall compensation with comparable districts	HR, PVFT, CSEA, and PVAM	No

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

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

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

<b>District-Wide Indicators</b>	<b>Data Source</b>	<b>Disaggregate by Subgroup</b>
Percentage of early/on-time budgets for approval of PVUSD Board of Trustees and Santa Cruz County Office of Education	Accounting Records	No
Percentage of budgets submitted with State requirement of 3% reserve and positive undesignated fund balance	Accounting Records	No
Percentage of staffing ratios met (classified, certified, and management)	Human Resource /Budget Records	Yes
Percentage of cost claims decreased in liability and workers compensation	Monthly Claims Reports, Budget Accounts Payable, Attorney Fees, and Third Party Administrators	Yes
Amount of district liability on books	Payroll, Workers' Compensation, and Safety	Yes

Table 1. Example of Middle School Writing Strategy

<p><b>PVUSD GOAL 1</b></p>	<p>Provide academic challenges for all students. Support and maintain programs that are successful and help build new opportunities so we keep all students engaged in their learning</p>
<p><b>DISTRICT-WIDE PERFORMANCE INDICATOR</b></p>	<p>Percentage of students scoring proficient or above in reading, writing, math, social studies, and science</p>
<p><b>SCHOOL SITE OR DISTRICT DEPARTMENT SMART GOAL</b></p>	<p>The percent of students scoring proficient and above on non-fiction writing assessments will increase from _____% to _____% as measured on the PVUSD On-Demand Writing Assessment given in the Fall and Spring</p>
<p><b>RESEARCH-BASED STRATEGY</b> (Include differentiation to ensure access for targeted student populations)</p>	<p>Implement non-fiction writing with fidelity (using PVUSD writing rubric and district anchor papers to score student writing and providing clear teacher feedback to each student) in each content area minimally two times per grading period <b>Differentiation to ensure access for targeted student populations:</b></p>
	<p>Emphasize pre-writing strategies for EL students, continuously checking for understanding, and build from oral language to print</p>
<p><b>DATA TEAM IMPLEMENTATION</b> (Explain how Data Teams implement and measure school-wide strategies.)</p>	<p>Each Data Team will build non-fiction writing experiences into units of instruction, minimally two each quarter. Core area Data Teams will report the scores of non-fiction writing assessments to the principal at the end of each quarter. All Data Teams will use the PVUSD writing rubric to guide scoring</p>
<p align="center"><b>SCHOOL SITE OR DISTRICT DEPARTMENT PERFORMANCE INDICATORS AND DATA SOURCES</b></p>	
<p><b>ADULT IMPLEMENTATION INDICATOR</b></p>	<p><b>STUDENT PERFORMANCE INDICATOR</b></p>
<p>Increase the percent of non-fiction writing opportunities provided by teachers and implemented with fidelity (using PVUSD writing rubric and district anchor papers to score student writing and providing clear teacher feedback to each student)</p>	<p>Increase the percent of students scoring proficient or above on quarterly non-fiction formative writing assessments (disaggregated by subgroups)</p>
<p><b>Data Source:</b> Daily Agendas and Data Team Minutes</p>	<p><b>Data Source:</b> Assessments given and scored (using PVUSD rubric) in each core class and reported to principal ( i.e., through My Access or Step-Up-To-Writing)</p>



## Board Agenda Backup

Item No: 14.5

**Date:** September 8, 2010

**Item:** Waivers

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

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

**Budget Considerations:** N/A

**Funding Source:**

**Budgeted:** Yes:  No:

**Amount:** \$

**Prepared By:** Dorma Baker

**Superintendent's Signature:** *Dorma Baker*



PAJARO VALLEY UNIFIED SCHOOL DISTRICT

CERTIFICATED PERSONNEL

September 8, 2010

TO: Members of the Governing Board  
FROM: Dr. Albert J. Roman, Assistant Superintendent, Human Resources  
SUBJECT: Personnel Action

---

The following appointments have been made for the 2010-2011 School Year:

<u>NAME</u>	<u>SITE/PROGRAM</u>	<u>POSITION</u>	<u>EFF. DATES</u>	<u>WAIVER TYPE</u>
Crista Harrington <sup>1</sup>	AHS	Choir .17	08/18/2010-6/30/2011	CBEST
Rebecca Okolita <sup>2</sup>	Special Ed.	Mod./Sev. Autism	08/18/2010-6/30/2011	CBEST
Robin Hubert <sup>3</sup>	Special Ed.	Early Childhood	08/18/2010-6/30/2011	Early Childhood

---

<sup>1</sup> Crista graduated from San Jose State, with a BM in Vocal Performance. Crista plans to enter a credential program and comes highly recommended from the Cabrillo College music department where she worked as a teacher for the youth chorus.

<sup>2</sup> Rebecca has been working over the past 10 years with students of varying abilities, and the last year working with children with autism. She has credit towards her masters in Special Education and is hoping to continue her professional development in this field. Rebecca has attended the TEACCH Training this summer in North Carolina. She has her Educator's License from Massachusetts, and will be taking the CBEST in order to obtain her California Preliminary Credential.

<sup>3</sup> Robin has been a behavior tech for four years in an early intervention autism program. She also substituted as an early childhood teacher and this is her third year teaching. Robin is attending Santa Clara University in an Early Childhood Special Education Credential and Master's program. Robin comes highly recommended by our Special Education Administration and would be an asset to our Early Childhood Special Education Department as these qualified specialist positions are hard to fill.



### VARIABLE TERM WAIVER REQUEST (WV1 Form)

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

<b>1. EMPLOYING AGENCY</b> (include mailing address) <b>Pajaro Valley Unified School District</b> <b>294 Green Valley Road, Watsonville, CA</b>  NPS/NPA (list county code _____)	County/District CDS Code  <b>44/69799</b>	Contact Person: <b>Geri Delgado</b>  Telephone #: <b>831 786-2145</b>  E-Mail: <b>geri_delgado@pvusd.edu</b>
---	--	---

#### 2. APPLICANT INFORMATION

Social Security Number

All applicants must answer professional fitness questions (see #11). In addition, if fingerprint clearance is not on file at CTC, a completed LiveScan receipt (41-LS) must be submitted with this waiver request. If needed, a review by the Division of Professional Practices will be concluded before a waiver approval letter will be issued.

Full Legal Name Harrington Crista M.  
Last First Middle

Former Name(s) \_\_\_\_\_ Birth Date \_\_\_\_\_

Applicant's Mailing Address \_\_\_\_\_  
**Santa Cruz, CA 95062**

Credential Needed for Waiver CBEST

(List specific title and subject area of the credential that authorizes the assignment. Note that the subject must be one that is available under current regulations.)

Assignment CHOIR

Indicate specific position and grade level (e.g. chemistry teacher, grades 11-12)

- For bilingual assignment list LANGUAGE: \_\_\_\_\_
- Is this a full time position?  Yes  No
- If not, indicate how many periods a day the individual will be teaching the waiver assignment(s)
- Is this a subsequent waiver? (see #9 for additional information)  Yes  No

#### 3. EDUCATION CODE OR TITLE 5 SECTION TO BE WAIVED

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

#### 4. EFFECTIVE DATES

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

Effective Dates (mm/dd/yyyy): \_\_\_\_\_/\_\_\_\_\_/ 2010 to \_\_\_\_\_/\_\_\_\_\_/ 2011

Ending date of school term, track, or year: 07 / 31 / 2011



### VARIABLE TERM WAIVER REQUEST (WV1 Form)

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

<b>1. EMPLOYING AGENCY</b> (include mailing address) <b>Pajaro Valley Unified School District</b> <b>294 Green Valley Road, Watsonville, CA</b>  NPS/NPA (list county code )	County/District CDS Code  <b>44/69799</b>	Contact Person: <b>Geri Delgado</b>  Telephone #: <b>831 786-2145</b>  E-Mail: <b>geri_delgado@pvusd.k</b>
--	--	---

#### 2. APPLICANT INFORMATION

Social Security Number

All applicants must answer professional fitness questions (see #11). In addition, if fingerprint clearance is not on file at CTC, a completed LiveScan receipt (41-LS) must be submitted with this waiver request. If needed, a review by the Division of Professional Practices will be concluded before a waiver approval letter will be issued.

Full Legal Name Okolita Rebecca May  
Last First Middle

Former Name(s) \_\_\_\_\_ Birth Date \_\_\_\_\_

Applicant's Mailing Address \_\_\_\_\_

Credential Needed for Waiver C BEST

(List specific title and subject area of the credential that authorizes the assignment. Note that the subject must be one that is available under current regulations.)

Assignment SDC, MODERATE/SEVERE AUTISM

Indicate specific position and grade level (e.g. chemistry teacher, grades 11-12)

- For bilingual assignment list LANGUAGE: \_\_\_\_\_
- Is this a full time position?  Yes  No
- If not, indicate how many periods a day the individual will be teaching the waiver assignment(s)
- Is this a subsequent waiver? (see #9 for additional information)  Yes  No

#### 3. EDUCATION CODE OR TITLE 5 SECTION TO BE WAIVED

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

#### 4. EFFECTIVE DATES

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

Effective Dates (mm/dd/yyyy): 08 / 18 / 2010 to 06 / 30 / 2011

Ending date of school term, track, or year: 06 / 30 / 2011



### VARIABLE TERM WAIVER REQUEST (WV1 Form)

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

<b>1. EMPLOYING AGENCY</b> (include mailing address) <b>Pajaro Valley Unified School District</b> <b>294 Green Valley Road, Watsonville, CA</b>  NPS/NPA (list county code )	County/District CDS Code  <b>44/69799</b>	Contact Person: <b>Geri Delgado</b>  Telephone #: <b>831 786-2145</b>  E-Mail: <b>geri_delgado@pvusd.k</b>
--	--	---

#### 2. APPLICANT INFORMATION

Social Security Number

All applicants must answer professional fitness questions (see #11). In addition, if fingerprint clearance is not on file at CTC, a completed LiveScan receipt (41-LS) must be submitted with this waiver request. If needed, a review by the Division of Professional Practices will be concluded before a waiver approval letter will be issued.

Full Legal Name **Hubert** **Robin** **D.**  
Last First Middle

Former Name(s) \_\_\_\_\_ Birth Date \_\_\_\_\_

Applicant's Mailing Address \_\_\_\_\_  
**Watsonville, CA 95076**

Credential Needed for Waiver **Early Childhood Special Education**  
 (List specific title and subject area of the credential that authorizes the assignment. Note that the subject must be one that is available under current regulations.)

Assignment **Early Childhood Special Education Teacher**

Indicate specific position and grade level (e.g. chemistry teacher, grades 11-12)

- For bilingual assignment list LANGUAGE: \_\_\_\_\_
- Is this a full time position?  Yes  No
- If not, indicate how many periods a day the individual will be teaching the waiver assignment(s)
- Is this a subsequent waiver? (see #9 for additional information)  Yes  No

#### 3. EDUCATION CODE OR TITLE 5 SECTION TO BE WAIVED

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

#### 4. EFFECTIVE DATES

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

Effective Dates (mm/dd/yyyy): **08** / **18** / **2010** to **08** / **18** / **2011**

Ending date of school term, track, or year: **07** / **31** / **2010**