



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 14, 2011
REGULAR BOARD MEETING
CLOSED SESSION – 6:00 p.m. – 7:00 p.m.

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

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

- Superintendent's Office: 294 Green Valley Road, Watsonville, CA (4th Floor)
- On our Webpage: www.pvUSD.net

Notice to the Audience on Public Comment

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

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

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

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

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

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

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

1.1 Call to Order

1.2 Public comments on closed session agenda.

- 2.0 CLOSED SESSION (AND AFTER REGULAR SESSION IF NECESSARY)**
- 2.1 Public Employee Appointment/Employment, Government Code Section 54957
 - a. Certificated Employees (see Attached)
 - b. Classified Employees (see attached)
 - 2.2 Public Employee Discipline/Dismissal/Release/Leaves
 - 2.3 Negotiations Update
 - a. CSEA
 - b. PVFT
 - c. Unrepresented Units: Management and Confidential
 - d. Substitutes – Communication Workers of America (CWA)
 - 2.4 Claims for Damages
 - 2.5 Pending Litigation
 - 2.6 Anticipated Litigation
 - 2.7 Real Property Negotiations
 - 2.8 6 Expulsions

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

- 3.1 Pledge of Allegiance
- 3.2 Governance Transition
- 3.3 Welcome by Board President
Trustees Leslie De Rose, Kim De Serpa, Doug Keegan, Sandra Nichols, Karen Osmundson, Jeff Ursino, and Willie Yahiro.
- 3.4 Superintendent Comments

4.0 APPROVAL OF THE AGENDA

5.0 APPROVAL OF MINUTES
a) Minutes for August 24, 2011

6.0 HIGH SCHOOL STUDENTS BOARD REPRESENTATIVES REPORT

Board President closes regular Board meeting and opens Public Hearing.

7.0 PUBLIC HEARING: RESOLUTION #11-12-04, REGARDING SUFFICIENCY OF INSTRUCTIONAL MATERIALS K-12 AND SCIENCE LABORATORY EQUIPMENT FOR GRADES 9-12.

- 7.1 *Report by Susan Perez, Director, Education and English Language Services*
- 7.2 *Public comment*
- 7.3 *Board questions and comments*

Board President closes Public Hearing and resumes Board meeting.

8.0 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.)

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

10.0 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).

- 10.1 Purchase Orders August 18 – September 7, 2011.
The PO's will be available in the Superintendent's Office.
- 10.2 Warrants August 18 – September 7, 2011.
The warrants will be available in the Superintendent's Office.
- 10.3 Acknowledge with Gratitude Donation of \$400 from Love Apple Farm for the Mar Vista Life Lab Program.
- 10.4 Acknowledge with Gratitude Donation of \$317 from Committee to Reelect Leslie DeRose (2010) for Pacific Coast Charter School.
- 10.5 Approve Award Open Purchase Order Contracts for Food and Nutritional Services Bids: B01/11-12 Bread Products; B02/11-12 Paper Products and Supplies; and B03/11-12 Frozen and Dry Products.
- 10.6 Approve Community Assessment Update for 2012-13, Part of Migrant & Seasonal Head Start Refunding Application for Grant Period March 1, 2012 – February 28, 2013.
- 10.7 Approve Pajaro Valley Prevention and Student Assistance (PVPSA) Program, Facilities and Service Agreement.
- 10.8 Approve Resolution #11-12-05, 2010-2011/2011-2012 GANN Limit Calculation.

The administration recommends approval of the Consent Agenda.

11.0 DEFERRED CONSENT ITEMS

12.0 REPORT AND DISCUSSION ITEMS

- 12.1 Report and Discussion on Star and Other Achievement Test Results.
Report by Assistant Superintendents Ylda Nogueta and Murry Schekman. 10 min.

13.0 REPORT, DISCUSSION AND POSSIBLE ACTION ITEMS

- 13.1 Report, discussion and possible action to approve Resolution #11-12-04, Regarding Sufficiency of Instructional Materials K-12 and Science Laboratory Equipment For Grades 9-12.
Report Given Under Item 7.1, Public Hearing.
- 13.2 Report, discussion and possible action to approve New Job Description: Student Services Specialist I, and Revised Job Description: Student Services Specialist II.
Report by Pam Shanks, Director of Classified Personnel. 2 min.

- 13.3 Report, discussion and possible action on Election of Vice President/Clerk of the Board.
Report by Dorma Baker, Superintendent. 2 min.
- 13.4 Report, discussion and possible action to approve Updated Board Bylaw 9123, Vice President/Clerk.
Report by Dorma Baker, Superintendent. 2 min.
- 13.5 Report, discussion and possible action to approve Unaudited Actuals for 2010-2011.
Report by Brett McFadden, CBO. 10 min.

14.0 ACTION ON CLOSED SESSION

15.0 GOVERNING BOARD COMMENTS/REPORTS

16.0 UPCOMING BOARD MEETINGS/REMAINING BOARD MEETINGS FOR 2011

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

		Comment
September	▪ 28	▪
October	▪ 12	
	▪ 26	
November	▪ 16	▪
December	▪ 7 Annual Organization Mtg.	▪ Approve 1 st Interim Report

17.0 ADJOURNMENT

PAJARO VALLEY UNIFIED SCHOOL DISTRICT
CLOSED SESSION AGENDA
September 14, 2011

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

New Hires – Probationary	
1	Behavior Technician
2	Office Assistant III
New Substitutes	
14	Substitutes
New Hires	
3	Secondary Teachers
1	Teacher – Adult Education
Promotions	
1	SIG Coordinator
1	Cafeteria Manager I
Rehires	
4	English Language Specialist
5	TOSA
2	Resource Specialist
31	Teacher – Secondary
4	Teacher - Elementary
Administrative Appointments	
1	Principal (7 extra days)
1	Assistant Principal (Replacement)
2	Coordinators of Child Development (new position)
Transfers	
7	Teachers
Extra Pay Assignments	
	None
Extra Period Assignments	
	None
Leaves of Absence	
1	Behavior Technician
1	Bus Driver
1	Custodian II

1	Student Information System Specialist
2	Instructional Assistant II
1	Parent Education Specialist
Retirements	
1	Elementary Teacher
1	Secondary Teacher
Resignations/Terminations	
1	Secondary Teacher
Supplemental Service Agreements	
8	Guest Teachers
1	Secondary Teachers
1	Psychiatrist
Miscellaneous Actions	
1	Cafeteria Manager III
1	Guidance Specialist
2	Instructional Assistant I – Special Education
5	Migrant Outreach Specialist
Separations From Service	
1	Cafeteria Assistant
1	Instructional Assistant – Migrant Children Center
1	Health Services Assistant
Limited Term – Projects	
2	Accounting Specialist II
7	Behavior Technician
2	Bus Drivers
1	Campus Safety Coordinator
2	Community Services Liaison II
68	Enrichment Specialist
118	Instructional Assistant - General Education
1	Instructional Assistant I – Special Education
7	Language Support Liaison
3	Library Media Technician
1	Low Incidence Technician
5	Office Assistant II
18	Office Assistant III
1	Office Manager

2	Parent Education Specialist
Exempt	
9	Babysitter
14	MEES
5	Migrant OWE
2	Pupils
1	Safety Monitor
4	Student Helper
13	Yard Duty
Provisional	
1	Instructional Assistant – General Education
1	Office Manager
2	Office Assistant III
1	Attendance Specialist
Limited Term - Substitute	
2	Behavior Technicians
3	Cafeteria Assistant
1	Delivery Driver
1	Instructional Assistant II
1	Instructional Assistant – Migrant Children Center
1	Payroll Technician



August 24, 2011
REGULAR BOARD MEETING
UNADOPTED MINUTES
CLOSED SESSION – 6:00 p.m. – 7:00 p.m.
PUBLIC SESSION – 7:00 p.m.
DISTRICT OFFICE
BOARDROOM
292 Green Valley Road
Watsonville, CA 95076

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

1.1 Call to Order

President Yahiro called the meeting of the Board to order at 6:07 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

New Hires – Probationary	
1	Instructional Assistant II
5	Health Services Assistant
2	Bus Driver
1	Data Entry Specialist
1	Health and Disabilities Coordinator
2	Office Manager
1	Instructional Assistant II
2	Behavior Technician
New Substitutes	
	None
New Hires	
17	Secondary Teachers
5	Elementary Teachers
1	Speech & Language Therapist
1	SSO Teacher
Promotions	
1	Attendance Specialist
1	Lead Custodian III
1	Office Manager

Rehires	
6	EL Specialists
3	MEST
1	Psychologist
5	Speech & Language Specialist
1	Teacher – Secondary
1	Teacher - Elementary
18	<i>Permanent Rehires – Adult Education</i>
26	<i>Temporary Rehires – Adult Education</i>
Administrative Appointments	
2	Principals (extra days)
1	CalSafe Coordinator (extra days)
2	Coordinator of Site Academic (extra days)
Transfers	
	None
Extra Pay Assignments	
14	Coaches
Extra Period Assignments	
	None
Leaves of Absence	
5	Elementary Teachers
3	Secondary Teachers
2	Instructional Assistant II
2	Cafeteria Assistant
1	Instructional Assistant – Migrant Children Center
1	Payroll Technician
1	<i>Behavior Technician</i>
Retirements	
	None
Resignations/Terminations	
1	Nurse
3	<i>Teacher – Elementary</i>
1	Teacher - Secondary
1	<i>Instructional Assistant II – Special Education</i>
1	<i>Health Services Assistant</i>
Supplemental Service Agreements	

3	Elementary Teachers	1	Kindergarten Coach
1	Secondary Teacher	1	Read Support
1	Speech & Language Therapist		
Miscellaneous Actions			
3	Behavior Technician	2	Cafeteria Assistant
1	Custodian II	1	Health Services Assistant
15	Instructional Assistant II – Special Education	7	Instructional Assistant I – Special Education
1	Instructional Assistant – Migrant Children Center	1	Instructional Support Clerk
1	Lead Custodian I	1	Office Manager
1	Registration Specialist		
Separations From Service			
2	Elementary Teachers		
Limited Term – Projects			
7	Behavior Technician	1	Campus Safety Coordinator
3	Career Development Specialist I	1	Community Services Liaison I
4	Enrichment Specialist	1	Instructional Assistant II – General Education
31	Instructional Assistant II – Special Education	19	Instructional Assistant I – Special Education
1	Library Media Technician	1	Office Assistant I
3	Office Assistant II	3	Office Assistant III
1	Textbook Media Specialist		
Exempt			
2	Crossing Guards	9	Student Helpers

16	Yard Duty Supervisors
Provisional	
1	Administrative Secretary II
1	Office Assistant III
1	Office Manager
Limited Term - Substitute	
10	Cafeteria Assistant
1	Delivery Driver
2	Enrichment Specialist
2	Instructional Assistant – Migrant Children Center
1	Maintenance Specialist
3	Office Assistant II
1	Office Manager
1	Textbook Media Specialist

2.2 Public Employee Discipline/Dismissal/Release/Leaves

2.3 Negotiations Update

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

2.4 Claims for Damages

2.5 Pending Litigation

2.6 Anticipated Litigation

2.7 Real Property Negotiations

2.8 1Expulsions

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

President Yahiro called the meeting of the Board in public to order at 7:00 pm.

3.1 Pledge of Allegiance

Brett McFadden, PVUSD's CBO, led the Board in the Pledge of Allegiance.

3.2 Welcome by Board President

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

3.3 Superintendent Comments

None.

4.0 APPROVAL OF THE AGENDA

Trustee Keegan moved to approve the agenda. Trustee De Serpa seconded the motion. The motion passed 6/0/1 (DeRose absent).

5.0 APPROVAL OF MINUTES

a) Minutes for August 10, 2011

Trustee Keegan moved to approve the minutes of August 10, 2011 with a couple of corrections to misspelled words. Trustee Nichols seconded the motion. The motion passed 6/0/1 (DeRose absent)

6.0 HIGH SCHOOL STUDENTS BOARD REPRESENTATIVES REPORT

Markus Serrano and Iliana Reynoso from WHS spoke of the activities to motivate incoming students through the crew link club. They noted that teachers are more available, there are more tutorials and more flexible on their schedule to be sure all students get the right information. It was noted that the clocks in the classrooms are not working. Campus is not very neat due to absences from some of the custodial staff – two of four are absent and on medical leave. Security is effective at the school.

Fernando Crescencio and Maria Santos of Renaissance High School spoke of some of the classes that have been lost due to employee reductions. Renaissance also has difficulty keeping the campus clean.

7.0 POSITIVE PROGRAM REPORT

7.1 Energy Education: Energy Star Award

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

Brett McFadden reported that 18 of our schools have received the EPA Energy Star Award, which is awarded to sites that achieve a certain percentage reduction in energy utilization.

Steve Okamura noted that there are an additional nine schools submitting the application for an award. Thus far, the district has accomplished a \$1.2 million savings.

Chris Lane of Energy Education gave a brief background on how buildings can be certified as energy efficient. This places PVUSD school buildings in the top 25% of the most energy efficient nationwide. The savings are continuing and there is a significant reduction of carbon affecting the earth through these energy saving strategies, specifically 3,279 metric tons of carbon dioxide emission prevented. Mr. Lane thanked the board and the district for their support.

The following representatives from most of the 18 schools were present and were recognized for their energy saving efforts: Michael Jones of Alianza; Kathy Arola of Bradley; Ken Woods of Lakeview; Sylvia Mendez of Ann Soldo; Olga de Santa Anna of EA Hall; Terry Eastman of Calabasas; Ian McGregor of Cesar Chavez; Matt Levy of EA Hall; and Robin Higbee of Linscott.

7.2 Relay for Life

Report by Murry Schekman, Assistant Superintendent.

Murry Schekman commented on the success of the event and introduced many employees who participated. Zenaida Castillo spoke about the many fundraising events that the team attended to raise funds, including Cilantros, a chamber mixer, etc. The group raised over \$85,000, part of which goes to the community and other part goes into research.

In attendance were many employees of the district, including Esther Morillo, AVCI office manager, Marisa Hernandez Ancira, Administrative Assistant, Lupe Godinez, WHS office manager, Christopher Bates of Transportation, Diana Martinez of EA Hall, Bianca Martinez, WHS student, Martha Flores, EA Hall teacher, Jenny Gonzales of Migrant Head Start, and Susan Foxworthy Harris, Ann Soldo teacher.

The board participated with comments and thanked the Relay Team for their efforts in improving the lives of our community.

8.0 VISITOR NON-AGENDA ITEMS

Maureen Smith, Santa Cruz County Coordinator for Rescue Education California, asked for the Board's support for a petition to tax oil extraction in California for education. California does not get a tax benefit from oil.

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

Francisco Rodriguez, PVFT president, noted that the beginning of the school year was very smooth. He was glad to see trustees attending the districtwide breakfast. Regarding the agenda item on budget, specifically at reserve funds, the district would greatly benefit from allocating some of those funds into class size reduction.

Leticia Oropeza, CSEA President, stated that the year had a positive start. She went to a couple of school sites and noted that some were still enrolling students. She mentioned that there was a bit of stress due to the additional responsibilities that classified employees have acquired. Regarding negotiations, she reported that last year CSEA was not successful in coming to an agreement; CSEA is currently reviewing the process for initiating impasse.

Terry Eastman, PVAM, appreciates the collaborative work of district with administration. She mentioned that the leadership retreat showed the ability of the administration to work together. Terry thanked the Food and Transportation departments for their efforts in working with the community and thanked Human Resources for hiring all staff to start the year off right. Terry encouraged all to visit schools and departments to see the good work being done. Regarding the budget, she noted that allocating funds is a difficult task knowing that it can be taken away mid-year. She supports a cautious approach as budget is not too certain.

10.0 CONSENT AGENDA

Trustee Keegan moved to approve the consent agenda, acknowledging the donations. Trustee Ursino seconded the motion. The motion passed 6/0/1 (DeRose absent).

10.1 Purchase Orders August 4 - 17, 2011.

10.2 Warrants August 4 - 17, 2011.

10.3 Acknowledge with Gratitude Donations from Monterey Business Systems, Palace Art and Office Supplies, and Jacob Young and Associates, to support 2011 Districtwide Breakfast.

10.4 Acknowledge with Gratitude Donation of \$8,500 from Driscoll Strawberry Associates for Bradley's Reading Intervention Program "Walk to Learn".

11.0 DEFERRED CONSENT ITEMS

None.

12.0 REPORT AND DISCUSSION ITEMS

12.1 Report and Discussion on Appointment and Terms of Commission Members (Merit Rule 3.1).

Report by Pam Shanks, Director of Classified Personnel.

Pam Shanks reported that Personnel Commission rules required that the Board be notified of a commissioner's expiring term. Mary Ann Otero Gomez's term will expire on December 1, 2011. This report is part of the procedure for filling the upcoming vacancy. After 30 days and within 45 days, the Board will hold a public hearing to provide an opportunity to express the qualifications of the person recommended by the Board to be appointed.

The board participated with comments.

12.2 Report and Discussion on Adult Education Status.

Report by Albert Roman, Assistant Superintendent, Human Resources.

Albert Roman recapitulated Adult Education's budget in the last four years: The budget in 2008-09 was of \$4.1 million dollars and in 2011-12 it is budgeted at \$2.1 million dollars. He reported on the steps to develop the Adult Ed program for the 2011-12 school year: Step 1 was a review of the program's budget, including staff salaries; and Step 2 included setting priorities for the program based on the needs of students and the community. Albert's report included the number of working hours of staff, the offered courses that serve students in ESL, GED and High School classes for students. In addition, the program has 12% of fee-based classes. Benefits are included for employees who work 18 hours or more. The Adult Education program offers other services in collaboration with the Sheriff's Rehabilitation Program as well as a program that serves adults with disabilities. Adult Education also offers opportunities for students to recover credits through after school programs. The program includes two preschool programs that focus on parent education.

Public comments:

Jack Carroll, Adult Education teacher, commented on the way the school has been able to retain the some of the classes, including the effective Certified Nurse Assistant program, which went from \$100 to \$800. He added that the chief negotiator from the union has volunteered to work less hours to support the program.

Bill Beecher, community member, appreciated the quantitative aspect of the report. He asked about the reduction in classified staff and noted that there was missing information on the number of students for each year.

Ann Veronica Coyle, Adult Education teacher, stated that staff is working hard to remain positive in light of the drastic cuts. She requested the board's support for the program.

Board participated with comments and questions.

12.3 Report and Discussion on Human Resources Report.

Report by Albert Roman, Assistant Superintendent, Human Resources.

Albert Roman presented the goals of the department and how they are aligned with the Comprehensive Accountability Framework, specifically to improve academic achievement of all students. Goals for the HR department are: Goal #1 – to continue to have 100% of highly qualified teachers; Goal #2 – to continue to have 100% of English Language Learners taught by teachers with appropriate credentials; Goal #3 – to continue to look at classification studies; Goal #4 – to continue employee recognition events; and Goal #5 – continue training and professional development. The CAF-Aligned HR Goals are as follows: Goal #1 – high quality customer service; Goal #2 – classification study to ensure the unique needs and challenges of staff are met; Goal #3 – improve the certificated evaluation system; Goal #4 – streamline recruitment process for certificated staff; Goal #5 – evaluate the substitute management system; and Goal #6 – staff development, training and resources.

Board members participated with comments.

13.0 REPORT, DISCUSSION AND POSSIBLE ACTION ITEMS

13.1 Report, discussion and possible action on Implementation of 2011-12 State Budget: Allocation Reserve Set Aside.

Report by Brett McFadden, CBO.

Brett McFadden gave a recap of the state budget: AB 114 requires districts to budget in 2011-12 according to a flat funding scenario as well as to maintain fiscal integrity and accountability. The district set aside \$5.6 million per the County Office of Education's reserve requirement in anticipation of possible state funding reductions. Currently, the district faces the risk of mid-year reductions from the state. The current economy cautions districts to hope for the best but plan for the worst. The 2011-12 multi-year projections are subject to change based on the state's funding. The district remains under state and federal academic improvement requirements. The district needs to demonstrate increased

instructional time in order to be eligible for new and continued grant funding. Brett addressed the cash flow issues, including noting that the state included two additional cash deferrals. For this purpose, the district has secured additional borrowing from the COE if necessary. Brett noted that restoring additional positions at this time could pose challenges to maintaining positive cash flow in the spring. Brett advised the Board to remain cautious due to the volatile economy. The District should maintain its options open and be flexible to be able to face any unforeseen conditions. Brett recommended the Board to provide general guidance to staff but to recognize that some of the options are subject to negotiations. He enumerated the board priorities as follows: 1 – restore of instructional days; 2 – secure ongoing funding for library media technicians; 3 – add funding for instructional materials; and 4 – add support personnel.

Public comment.

Bill Beecher, community member, noted that there are unfunded obligations that need to be taken into account. He supports the recommendations by staff and supports instructional technology.

Jack Carroll, teacher, noted that the requirements of AB 114 missed the obligation to maintain program integrity. He noted the importance of looking at all options equitably.

Board participated with questions and comments.

Trustee De Serpa moved to support the recommendation put forth by staff. Trustee Keegan seconded the motion.

Additional comments and questions by the Board took place.

A roll call vote was taken and the motion passed 6/0/1 (DeRose absent)

13.2 Report, discussion and possible action on Advisory Committee Recommendation on Consultant Vendor and Legal Cost Transparency.

Report by Brett McFadden, CBO.

Brett McFadden explained the purpose of the Fiscal and Facility Advisory Committee, which was created in 2010: to advise the board on major fiscal and school facility issues facing the district. The committee includes parents, teachers, staff, administrators, union leaders, and community leaders. The committee analyzed the district's vendor, consultant, and legal costs and found that the district adheres to state and district policies. However, the committee also found that improvement in transparency and public notification should take place. Regarding vendor and consultant contracts, the committee recommends including vendor and services information on the website for contracts above \$150,000 dollars. On legal fees and services, the committee recommends making that information also public by placing it on the website. In addition, the committee recommends providing all that information to the public and the press annually in conjunction with the unaudited actuals report in September.

Jack Carroll, committee member, noted that the recommendation on contracts and services is not based on incorrect processes but rather on offering additional transparency to the public on consultants.

The board participated with questions.

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

13.3 Report, discussion and possible action on 2012 Trustee Area Redistricting: Adoption of Timeline and Demographic Services.

Report by Brett McFadden, CBO.

Brett McFadden presented the information with a timeline that includes the selection of a demographer by this meeting; staff recommends the selection of the firm DecisionInsite LLC for their extensive experience. The timeline incorporates a public hearing in September to review 2010 census data, a

second public hearing in October to review alternate map options, a third public hearing to adopt new trustee area maps in November, contingent upon final approval from the U.S. Department of Justice, adoption of final maps by the Board in March 2012, and submission of maps by July 2012 to the Santa Cruz and Monterey Counties Election Offices.

The Board participated with questions and comments.

Trustee Keegan moved to approve this item. Trustee De Serpa seconded the motion.

The motion passed 6/0/1 (DeRose absent)

Trustee Ursino moved to continue the meeting until 11:00 pm. Trustee De Serpa seconded the motion. The motion passed unanimously.

13.4 Report, discussion and possible action to approve Resolution #11-12-03, Support of a Seal of Biliteracy.

Report by Dorma Baker, Superintendent.

Dorma Baker reported that this resolution supports and encourages the passage of a Seal of Biliteracy from the State. The current bill might be in limbo and adopting this resolution would show the Governor our District's support for the seal.

Public comment:

Francisco Rodriguez, on behalf of the California Federation of Teacher, noted that this is one of the priority goals and CFT supports districts that are already offering the seal. The bill has been vetoed by the Governor twice and it is currently in the appropriation suspense funding. The initial cost of \$100,000 dollars is for developing the insignia and after that the annual cost should be under \$50,000 dollars.

Trustee Nichols moved to approve this resolution and to send to the Senate Appropriation Committee. Trustee Osmundson seconded the motion. The motion passed 6/0/1 (DeRose absent).

13.5 Report, discussion and possible action to approve of Revised Job Description: Language Support Liaison I and New Job Description: Language Support Liaison II.

Report by Pam Shanks, Director of Classified Personnel.

Pam Shanks noted that in recent years the number of students speaking a language other than English and Spanish has increased, specifically Mixteco and Arabic speakers. The position is a revised description in order to meet the needs of these students. The new description for Language Support Liaison II is specific to serve secondary levels. A significant change in the description is that the position is under the Education and English Language services and not Federal and State Programs.

Public comment:

Mary Ann Gomez, community member, concerned if this is a true liaison position or if it should be an instructional position because they will be in a classroom helping students.

Pam noted that the position would be placed in a guidance support family.

Susan Perez, Director of Educational and English Language Services, spoke more in depth about the role of the position, not instructional as much as a liaison, introducing students and families to the school setting and translating as needed for the student.

Board participated with questions.

Trustee Nichols moved to approve this item with the change that notes that the liaison would "administer assessments under the supervision of a certificated staff member". Trustee Osmundson seconded the motion. The motion passed 5/1/1 (Yahiro dissented; DeRose absent).

13.6 Report, discussion and possible action to approve Job Description: Manager – MSHS Health and Disabilities.

Report by Pam Shanks, Director of Classified Personnel.

Pam Shanks noted that no general funds are used for this position as it is funded through the Central California Migrant Head Start. The description was approved by the Personnel Commission on August 18, 2011. Salary range is 37 instead of 26.

Board participated with comments and questions.

Trustee Osmundson moved to approve this job description. Trustee Nichols seconded the motion. The motion passed 5/1/1 (Yahiro dissented; DeRose absent).

President Yahiro moved to table the two remaining action items due to time restrictions. Trustee Nichols seconded the motion. The motion passed 6/0/1 (DeRose absent).

13.7 Report, discussion and possible action to approve New Job Description: Student Services Specialist I, and Revised Job Description: Student Services Specialist II.

Report by Pam Shanks, Director of Classified Personnel.

This item was tabled.

13.8 Report, discussion and possible action to approve Updated Board Bylaw 9123, Vice President/Clerk.

Report by Dorma Baker, Superintendent.

This item was tabled.

14.0 ACTION ON CLOSED SESSION

2.1 Public Employee Appointment/Employment, Government Code Section 54957

a. Certificated Employees

Trustee Nichols moved to approve the Certificated Employee Report with the following changes: 4 separations from services; and 18 permanent rehires and 26 temporary rehires in Adult Education. Trustee Keegan seconded the motion. The motion passed 6/0/1 (DeRose absent).

b. Classified Employees

Trustee Nichols moved to approve the Classified Employee Report with the following changes: 2 resignations and 1 leave of absence. Trustee Keegan seconded the motion. The motion passed 6/0/1 (DeRose absent).

2.8 1Expulsions

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

11-12-001

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

15.0 GOVERNING BOARD COMMENTS/REPORTS

None.

16.0 UPCOMING BOARD MEETINGS/REMAINING BOARD MEETINGS FOR 2011

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

		Comment
September	▪ 14 ▪ 28	▪ Unaudited Actuals

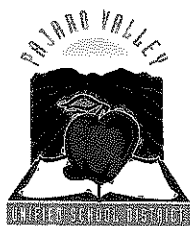
October	<ul style="list-style-type: none"> ▪ 12 ▪ 26 	
November	<ul style="list-style-type: none"> ▪ 16 	▪
December	<ul style="list-style-type: none"> ▪ 7 Annual Organization Mtg. 	▪ Approve 1 st Interim Report

17.0 ADJOURNMENT

There being no further business to discuss, the meeting of the Board was adjourned at 11:00 pm.

Dorma Baker, Superintendent

PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 7.1 & 13.1

Date: September 14, 2011

Item: Resolution # 11-12-04 Regarding Sufficiency of Instructional Materials K-12 and Science Laboratory equipment for grades 9 - 12

Overview: The governing board of each district in California is required to comply with the requirements of Education Code section 60119 and hold a public hearing on or before the eighth week of school regarding the sufficiency of instructional materials. Information received from principals indicates that all schools have sufficient textbooks for all students in all curriculum areas. Nineteen (19) Williams visitations were completed during the first, second and third week of school for all schools affected by the Williams settlement. The Santa Cruz COE lead for the Williams visits will follow up with the final report. All schools were contacted and requested to return the signed Verification of Sufficiency of Textbooks.

Contact with every Science Department Chair at the four High Schools was made to ensure sufficiency of Science laboratory equipment. Attached in this overview are the current district adoptions for K-8 in all curriculum areas and the current textbooks in use at each of the district high schools.

Recommendation: Approval of Resolution #11-12-04.

Budget Considerations: N/A

Funding Source:

Budgeted: Yes: ☐

No: ☐

Amount:

Prepared By: Susan Pérez, Director of Educational & English Learner Services

Superintendent's Signature:

Dormer Bell

Pajaro Valley Unified School District

September 14, 2011

Resolution #11-12-04

***WHEREAS**, the governing board of the Pajaro Valley Unified School District, in order to comply with the requirements of Education Code Section 60119 held a public hearing on Wednesday, September 14, 2011 at 7:00 o'clock which is on or before the eighth week of school (between the first day that students attend school and the end of the eighth week from that day) and which did not take place during or immediately following school hours, and;*

***WHEREAS**, the governing board provided at least 10 days notice of the public hearing by posting it in at least three public places within the district stating the time, place and purpose of the hearing, and;*

***WHEREAS**, the governing board encouraged participation by parents, guardians, teachers, members of the community, and bargaining unit leaders in the public hearing, and;*

***WHEREAS**, information provided at the public hearing detailed the extent to which textbooks and instructional materials were provided to all students, including English learners, in the Pajaro Valley Unified School District, and;*

***WHEREAS**, the definition of "sufficient textbooks or instructional materials" means that each student, including English Learners, has a textbook or instructional materials, or both, to use in class and to take home, and;*

***WHEREAS**, between the 2008-09 through the 2012-13 fiscal years, the definition of "sufficient textbooks or instructional materials" also means that all students who are enrolled in the same course within the Pajaro Valley Unified School District, have standards-aligned textbooks or instructional materials from the same adoption cycle, and;*

***WHEREAS**, sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in the following subjects:*

- Mathematics: (List adopted textbooks or instructional materials for this subject for each grade level or school) attached.*
- Science: (List adopted textbooks or instructional materials for this subject for each grade level or school) attached.*
- History-social science: (List adopted textbooks or instructional materials for this subject for each grade level or school) attached.*

- *English/language arts, including the English language development component of an adopted program: (List adopted textbooks or instructional materials for this subject for each grade level or school) attached.*

WHEREAS, *sufficient textbooks or instructional materials were provided to each student enrolled in foreign language or health classes, and;*

WHEREAS, *laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive;*

THEREFORE, *it is resolved that for the 2011- 2012 school year, the Pajaro Valley Unified School District, has provided each student with sufficient textbooks and instructional materials aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks.*

PASSED AND ADOPTED THIS 14th day of September, 2011, at a meeting, by the following vote:

AYES _____ NOES: _____ ABSTENTIONS: _____ ABSENT: _____

Attest:

President

Secretary

WILLIAMS SITE VISIT SCHEDULE FALL 11-12

SCHOOL	Dates	*EST. TIME	Diane Elia	Adam Wade	George Lopez	Thom Dunks	Nancy Serigstad	Debbi Puente	Jason Borgen		
Amesti Elementary	8/25	9-1									
Ann Soldo	8/26	9-1									
Calabasas Elem	8/25	9-1									
Cesar Chavez Middle	8/24	9-1									
EA Hall Middle	8/30	9-1									
Freedom Elem											
* HA Hyde Elem	8/24	9-1									
Hall District Elem	8/26	9-1									
Lakeview Middle											
Landmark Elem	8/31	9-1									
MacQuiddy Elem	8/31	9-1									
Mintie White Elem	8/30	9-1									
Ohlone Elem											
Pajaro Middle	8/31	9-1									
Pajaro Valley High	9/1	8-10									
Radcliff Elementary											
Rolling Hills Middle	9/6	9-1									
Starlight Elem											
Watsonville High	9/2	8-10									

*Times are approximate for all visitations.

*HA Hyde – Facilities only

CONTACT INFORMATION:

Diane Elia

delia@santacruz.k12.ca.us

831-466-5804

PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 10.3

Date: September 14, 2011

Item: Acknowledge with Gratitude \$400 Donation from Love Apple Farm for Mar Vista Life Lab Program.

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

Recommendation: Acknowledge with gratitude.

Prepared By: Dorma Baker, Superintendent

Superintendent's Signature:

Dorma Baker



Mar Vista School

6860 Soquel Drive, Aptos, CA 95003
Principal, Christopher Hertz
christopher_hertz@pvusd.net
831 761-6177 ext 4975

August 2011

Re: Thank You for \$400 Donation / PVUSD Tax ID Number: 77 037 55 41

Love Apple Farm
2317 Vine Hill Rd, Santa Cruz
loveapplefarms@gmail.com
(831) 588-3801

Dear Love Apple Farm,

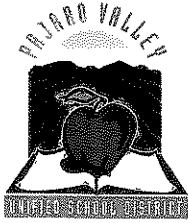
Thank you for your donation of seedlings and seeds valued at \$400 to the Mar Vista Life Lab Program on 8/18/11. You are helping our students to know how to raise and enjoy vegetables. The staff at Mar Vista is committed to this program and we truly appreciate your support.

Thank you,

Chris Hertz
Principal
Mar Vista

Cc. PVUSD Board of Education

PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 10.4

Date: September 14, 2011

Item: Acknowledge with Gratitude \$317 Donation from Committee to Reelect Leslie DeRose (2010) for Pacific Coast Charter School.

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

Recommendation: Acknowledge with gratitude.

Prepared By: Dorma Baker, Superintendent

Superintendent's Signature:

Dorma Bat



PACIFIC COAST
CHARTER SCHOOL

SPREAD YOUR ACADEMIC WINGS

Pacific Coast Charter School

294 Green Valley Road Watsonville, CA 95076

Phone: 831-786-2180 Fax: 831-761-6166 www.pccs.pvUSD.net

PRINCIPAL—SUZANNE SMITH

September 7, 2011

Dear Leslie,

I was told that you donated some money to the school. That was very thoughtful and kind. The District has put the money into a donation fund. I wondered if you wanted it to be spent on anything particular. It can go into the Associated Student Body, scholarships or remain in donations where it will be used for various supplies and field trips. Let me know if you have any special requests for the funds.

I'm sure it is hard to believe that Jacob is a senior. I will be meeting with him soon to discuss his post secondary plans. In the meantime, if you have any questions regarding colleges and/or scholarships let me know. The year will be gone before we know it and there are many important dates and deadlines for seniors. Again, thank you for the generous gift to Pacific Coast Charter.

Sincerely,

Suzanne Smith



PAJARO VALLEY UNIFIED SCHOOL DISTRICT

Board Agenda Backup

Item No: 10.5

Date: September 14, 2011

Item: Approval to award open purchase order contracts for Food and Nutritional Services bids.

Overview: The competitive bidding process was executed by Purchasing Services for the following Food and Nutritional Services products and supplies:

B01/11-12 Bread Products
B02/11-12 Paper Products and Supplies
B03/11-12 Frozen and Dry Products

Bids received were evaluated and awarded in accordance with the bid and contract documents. Open purchase order contracts for fiscal year July 1, 2011 – June 30, 2012 in estimated amounts will be issued to the awarded vendors. Estimated amounts are the total of bid product and supply line items awarded to each vendor and calculated using the prior year estimated usage and the awarded bid price. These amounts may increase or decrease as orders will be placed as needed throughout the fiscal year.

Recommendation: Administration recommends contract awards in the estimated amounts to the following vendors for fiscal year July 1, 2011 through June 30, 2012.

B01/11-12 Bread Products

EarthGrains Baking Company "Sara Lee" \$36,024.00

B02/11-12 Paper Products and Supplies

Ekon-O-Pac, Inc. \$695.00
FDS Manufacturing..... \$1,410.90
Flavorseal, LLC..... \$1,715.00
Form Plastics Company Inc. \$8,051.20
P & R Paper Supply Company..... \$24,221.00
Pressed Paperboard Technologies..... \$39,767.70
Sysco San Francisco Inc..... \$9,712.73
The Daniels Company \$20,731.50
Wallace Packaging, LLC..... \$18,263.10

B03/11-12 Frozen and Dry Products

Hayes Distributing, Inc. \$109,002.00
PFG-Ledyard..... \$26,296.88
School Lunch Products, Inc. \$65,543.70
Sysco San Francisco Inc..... \$127,521.55
The Daniels Company \$89,726.39

Grand Total \$578,682.65

BUDGET CONSIDERATIONS

Funding Source: Cafeteria Fund

Budgeted: Yes: _____ No: _____

Amount: \$578,682.65 (estimated amount only)

Prepared by: Nicole Meschi, Director of Food Services

Rich Buse, Director of Purchasing Services

Chief Business Officer: Brett McFadden

Superintendent: Dorma Baker

Nicole Meschi
Rich Buse

Dorma Baker

Board Agenda Back-up

Item #

10.6

DATE: September 14, 2011

ITEM: Community Assessment Update for 2012-2013
Part of Migrant & Seasonal Head Start Refunding Application for
Grant Period March 1, 2012 – February 28, 2013

OVERVIEW: The upcoming fiscal year represents the second year of the three-year comprehensive grant application cycle. An updated Community Assessment is required to demonstrate the 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 update, in combination with other sources of information, is used as a springboard for prioritization and adjustment of short, intermediate, and long-term goals and objectives in the Comprehensive Community Assessment, as well as budget development.

At present, PVUSD's Migrant & Seasonal Head Start Program is authorized to maintain 683 child development slots and is to serve a cumulative total of 712 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 – mid-October).

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

RECOMMENDATION: Approve Migrant & Seasonal Head Start Community Assessment Update for 2012-2013 Refunding Application

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

Superintendent's Signature



MIGRANT AND SEASONAL HEAD START (MSHS)

COMMUNITY ASSESSMENT – YEAR 2 (2011) ASESORAMIENTO DE LA COMUNIDAD – AÑO 2 (2011)

VERIFICATION OF PARTICIPATION AND APPROVAL VERIFICACIÓN DE PARTICIPACIÓN Y APROBACIÓN

I verify that the information provided herein is true and accurate, and further, that the Policy Committee and Board of Directors have been involved in developing this information.

Verifico que la información contenida aquí es verdadera y precisa. Además verifico que el Comité de Política y la Mesa de Gobernación han participado en desarrollar esta información.

Signature MSHS Director / Firma del Directora del programa

Signature Policy Committee Chairperson
Firma del Presidente del Comité de Política

Signature Governing Body Chairperson
Firma del Presidente de la Mesa de Gobernación

I verify that the Policy Committee has been involved in the development of the attached Community Assessment Review and agrees with the information contained herein.

Verifico que el Comité de Política ha estado involucrado con el desarrollo del Repaso adjunto del Asesoramiento de la Comunidad y que esté de acuerdo con la información que contiene.

07-14-11

Date Signed / Fecha Firmada

07-14-11

Date Signed / Fecha Firmada

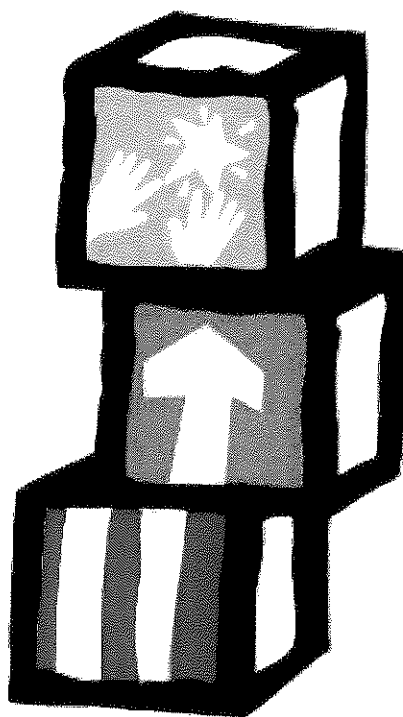
Date Signed / Fecha Firmada

Revised 9/4/08

Pajaro Valley Unified School District

MIGRANT & SEASONAL HEAD START

July 2011



2011 Community Assessment Update to Comprehensive Assessment Report Covering March 2011- February 2014

Table of Contents

Introduction	4
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
Executive Summary	15
Major Findings	16
Methodology	17
Service Area Description	20
Geographic Area	20
Economic Factors	22
Cost of Living	
Household Income Levels & Self-Sufficiency Standards	
Housing	23
Demographic Data	26
Young Children in Poverty	26
Family Type	27
Educational Attainment of PVUSD MSHS Parents	29
Childhood Health, Nutrition, Dental Characteristics	30
Use of W.I.C. (Women, Infant, Children) Services	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
Strengths of Families	37
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
Racial and Ethnic Composition, Culture, and Language	52
Race & Ethnicity	53
Primary Language(s)	54
Culture	55
Migrant / Agricultural Workers of Mexican Origin	
Families of Mexican Indigenous Origin	59
Community Resources	62
Children with Disabilities	70
Estimated Number of Children and Types of Disabilities – Expected Prevalence	71
Obstacles to Early Identification of Children with Disabilities & Service Barriers	
Collaboration with San Jose State University – Summer Services	76
On-Going Services and Resources	78
Data Analysis of Migrant Specific Information	80
Population of Age-Eligible MSHS Children in PVUSD Service Area	80
Current Waiting List	83
Center & Family Child Care Home Locations within PVUSD Service Area (Map)	84
Identification of Issues and Priorities for 2011 – 2014	85

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."¹

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 many 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

¹ PVUSD home page on-line; available from http://www.pvUSD.net/info/mission_values/ accessed July 21, 2007

inclusion of these seasonal farm-worker services prompted the program to change its name to PVUSD Migrant & Seasonal Head Start. In 2010 Migrant & Seasonal Head Start provided comprehensive services to 555 families and 735 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 30 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. In 2011 the grantee’s “direct operations” is scheduled to serve a total of 70 MSHS children in FCCH’s: 15 children in the northern part of Santa Cruz County (Santa Cruz, Davenport, Ben Lomond); other children overlap to the PVUSD service area and the vast majority contract with established District/MSHS FCCH Providers.

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’s MSHS Program.

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). The state categorizes families as migrant or “passive migrant” (seasonal). The state uses its own income eligibility criteria for labor camp residency, which are different than Head Start federal poverty

income guidelines and Migrant & Seasonal Head Start Agricultural income requirements. For these farm-worker families, which include infants, toddlers, preschoolers and school age children (children aged 5 years and older) the District has set aside 106 slots. Because of facility renovation issues, 31 children are being served in Family Child Care Homes in 2011 on a one-time basis. Of the 31 children being served in this option, 24 are “passive migrants” and two are school-aged children. In the labor camp 56 children are being served, 39 of whom are migrants and 17 are “passive migrants”; 11 children are school age children, 5 years and older.

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. In 2010, there were 626 State-funded child development slots in the District; however for the State’s fiscal year beginning July 1, 2011, the numbers are uncertain due to state budget cuts.

Due to State budget cuts, District K-12 schools will shorten their schedule again by one week for the 2011-12 school year. PVUSD K-12 school sites will open August 17, 2011 and are presently projected to close on June 2, 2012. For many years there has been 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, including PVUSD, are under enormous financial pressure tied to the dismal State budget picture. Additionally, this District is affected by several 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 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)	Pajaro Valley Unified School District Buena Vista Camp and several Family Child Care Homes	Name/Type: PVUSD/State Migrant <input checked="" type="checkbox"/> State <input type="checkbox"/> Federal May-October	Watsonville Licensed Centers and Licensed Family Child Care Homes	<input checked="" type="checkbox"/> Infants/Toddlers <input checked="" type="checkbox"/> Preschoolers <input checked="" type="checkbox"/> School Age	<u>16 Mig 21 Passive</u> Infants/Toddlers <u>20 Mig 17 Passive</u> Preschoolers <u>10 Mig 3 Passive</u> School Age Total = 87	Maria Flores, Head Teacher (831) 728-1208
<input checked="" type="checkbox"/> Migrant State definition <input checked="" type="checkbox"/> Seasonal	Go Kids Inc. North Monterey & South Santa Cruz Counties	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>1 Mig 10 Seasonal</u> Infants/Toddlers <u>2 Mig 11 Seasonal</u> Preschoolers <u>4 Mig 2 Seasonal</u> School Age Total = 30	Jessica Clens, Family Serv. Manager (408) 843-9007
<input checked="" type="checkbox"/> Migrant <input type="checkbox"/> Seasonal	(CAPSLO) Community Action Partnership of San Luis Obispo County, Inc.	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>15</u> Infants/Toddlers <u>16</u> Preschoolers Total = 31	Jennifer Salazar Administrative Clerk (831) 675-2355 Extension # 11
<input checked="" type="checkbox"/> Migrant <input checked="" type="checkbox"/> Seasonal	Central California Migrant & Seasonal Head Start	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>41 Mig 0 Seasonal</u> Infants/Toddlers <u>24 Mig 2 Seasonal</u> Preschoolers Total = 67	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:

- MSHS, CCMHS (Grantee) and PVUSD Child Development Department
- Family Service Agency of the Central Coast
- PVUSD Migrant Education Program
- PVUSD SELPA/Special Services Department
- San Andreas Regional Center (Services for Children with Disabilities, 0-3 years)
- Santa Cruz County Health Services Agency – CHDP [EPSDT]

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 2011. 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 was approved to continue with this special project, called "CASCADES" for 2011 and beyond.

PROGRAM DESIGN

Locally Designed Options for Child Development Services

MSHS programs nation-wide typically fall under Head Start's provision for the "locally-designed" service delivery option. As is true for other MSHS 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 end mid-October. Child development services are offered to infants, toddlers, and preschoolers. The minimum age of entry for District MSHS 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 MSHS 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 2010, 44% 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. Note: With the exception of a handful of children with disabilities, kindergarten-eligible children are not 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 funding 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 general preclusion of kindergarten-eligible children in FCCH's 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 was 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 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, 10% in 2009 and approximately another 10% in 2010. Health insurance benefits are anticipated to increase an additional 10% in 2011-12 and another 10% for 2012-13. 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. The Program has an on-going request to establish the number of slots served with the same level of funding at approximately 680 children. About 90% of all annual Program direct costs are allocated to personnel, fringe benefits, and FCCH Provider payments.

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 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. Roughly 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 mid-April and ending in November.

The local Region IX Head Start program, sponsored by the Santa Cruz Community Counseling Center, maintains 625 OHS child development slots throughout Santa Cruz County. Of twelve preschool classrooms, eight are located in the Watsonville area and serve separate groups of preschoolers in morning and afternoon sessions. Twenty seven percent (27%) of these slots are for Early Head Start. Preschool services roughly follow the school year (August 31-May 31) and EHS services are year around.

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 preschoolers served in double sessions throughout Santa Cruz County during the standard school year, 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; most infant/toddler services are offered in this program option. 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 outside of the parental home. The PVUSD MSHS Program is uniquely positioned to serve large numbers of young 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; 8% 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.

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 former 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 2011 Community Assessment:

ACTIVITY	PARTICIPANTS	DATE COMPLETED
Parent Surveys	Conducted by Family Service Workers	3/01-5/03/11
Request for PVUSD Migrant Education Data	Angelica C. Renteria, PVUSD/MSHS Program Operations Coordinator, Carole L. Clarke, PVUSD/MSHS Program Director, Faris Sabah, Director of Migrant Director; Jennie Gomez, Migrant Education Computer Support III	6/09/11
Management Team Meeting	Management Team members	6/02/11
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.	6/09/11
Site Supervisor Meeting	Site Supervisors, Barbara Best, Child Development Coordinator; Carole L. Clarke, Program Director; Angelica C. Renteria, Program Operations Coordinator and Kathleen Kettlich, Administrative Secretary.	6/14/11
PC Officials Training	Local Parent Committee Officials; Policy Committee Representatives; Program Director and Parent Involvement Coordinators.	7/09/11
Policy Committee Meeting for final approval	Policy Committee Members, including Patricia Batalla & Francisco Romero, 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.	7/14/11
Board Meeting for Final Approval	Pajaro Valley Unified School District Board of Trustees	Est. 8/24/11

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 km²), of which, 445 square miles (1,153 km²) of it is land and 162 square miles (419 km²) 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 51,053.²

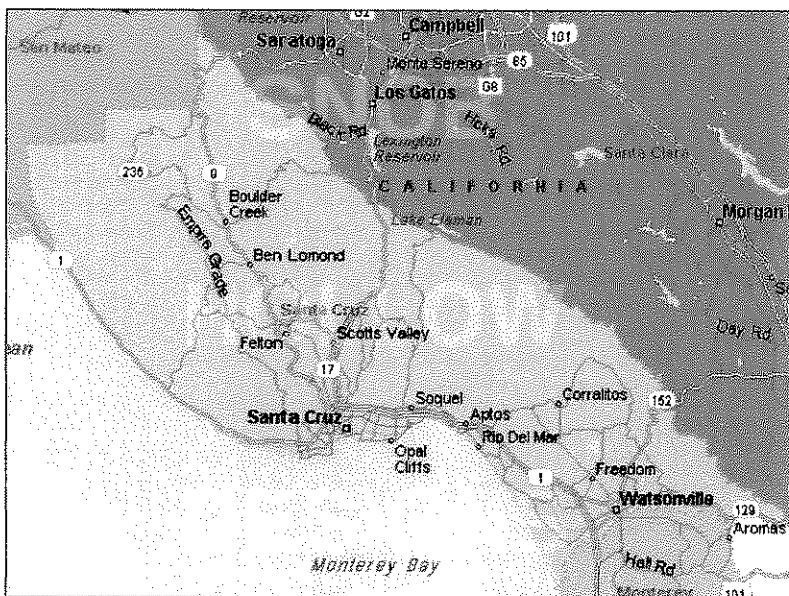
The District's Migrant & Seasonal Head Start Program Office is located in Watsonville in a former community hospital facility that was condemned after the 1989 earthquake. The building has since been refurbished to house many school district operations, including the District's administrative offices,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

² Santa Cruz Sentinel, July 17, 2010.

services. MSHS Family Service Workers 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.³ 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.



³ 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 August 2010 it had increased to 23%.⁴

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 wages for a family of four in Santa Cruz County, which included one preschooler and one school-aged child, was \$45,841 (*United Way 2010 Comprehensive Community Assessment Report, page 38*). 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.

⁴ United Way Comprehensive Report, 2010

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.⁵ 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 2011. As a result of the national mortgage meltdown, the median price of a home in Santa Cruz County in May 2011 has dropped below 2001 median prices. About 40 percent of house sales in May 2011 were distressed sales, either bank-owned or short sales.

• June 2001 \$470,000	* May 2007 \$784,500 ⁶
• June 2002 \$522,500	* June 2008 \$600,000
• June 2003 \$550,000	* April 2009 \$420,000*
• June 2004 \$599,250	* July 2009 \$520,000**
• June 2005 \$785,000	* March 2010 \$430,000***
• May 2006 \$755,000	* May 2011 \$435,000 ⁷
• May 2006 \$755,000	

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.⁸ 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 Shafon Katz of California Rural Legal Assistance in Watsonville*). In May 2011 there were 138 sales of single family homes. Of this total, 57 were either foreclosures or short-sales, which represent forty-one percent (41%) of the total sales. Housing foreclosures can adversely impact renters, such as farm-workers, who may suddenly find themselves evicted and may even lose rental deposits.

⁵ California Association of Realtors

⁶ 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; ***Comprehensive Report 2010

⁷ Source: Santa Cruz Sentinel (6/25/11)

⁸ Source: California Association of Realtors, California Facts, Santa Cruz County Homepage; updated November 2006

Fair Market Rent

In 2011 Santa Cruz was listed as the third most expensive rental market in the nation; this was up from fifth place in 2009.⁹ Data reported by the National Low Income Housing Coalition (3/3/11 Santa Cruz Sentinel) indicate that a full-time worker must earn \$33.27 an hour to rent a modest two-bedroom house in Santa Cruz. By contrast, as a whole in California the same full-time worker needs to earn \$26.17 per hour – a difference of 27%. In Arizona, the corresponding rate is only \$17.45 per hour, or about ½ of the hourly rate needed in Santa Cruz County for the same two-bedroom rental.

High rental costs represent a hardship for all. In 2010 the US Department of Housing and Urban Development (*HUD USER Data Sets, 2010*) cited the fair market rent for a Santa Cruz County home as \$2,383 for three bedrooms; for two bedrooms it was \$1,656; for one bedroom it was \$1,270 and a studio rented for \$1,076. Between 2003 and 2010, there was an average increase of 28% 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. The Santa County Housing Authority reports it has a waiting list of more than 15,000 families for low-income rental vouchers; the typical wait time is three to five years (Ken Cole, Santa Cruz Sentinel 3/3/11).

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

⁹ Santa Cruz Sentinel, April 14, 2010 from Associated Press by J.W. Elphinstone).

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.

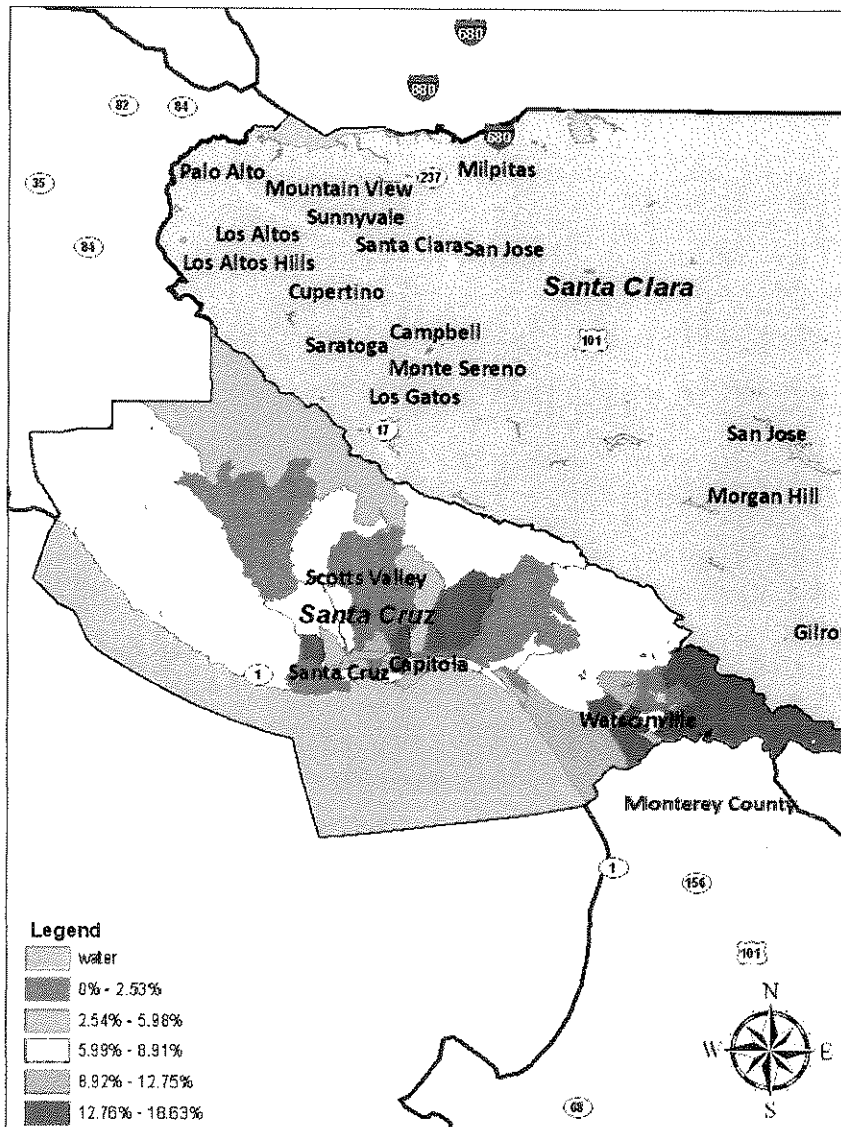
Demographic Data

Young Children in Poverty

Since 93% of PVUSD MSHS families fell below federal poverty income guidelines in 2010 (\$22,350 for a family of four), MSHS families are better characterized as living at a level that is closer to "subsistence" than "self-sufficiency". The flowing map 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

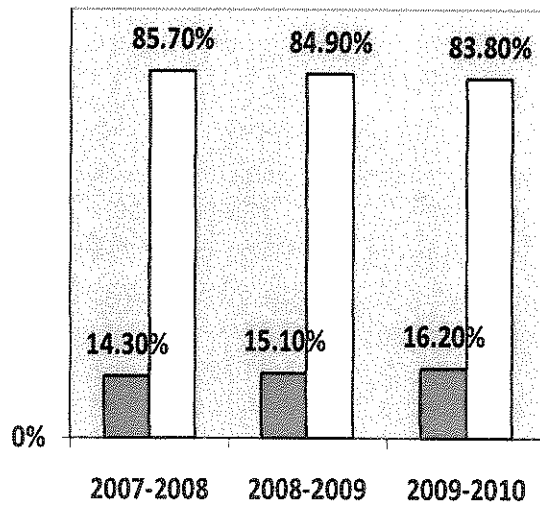


Family Type

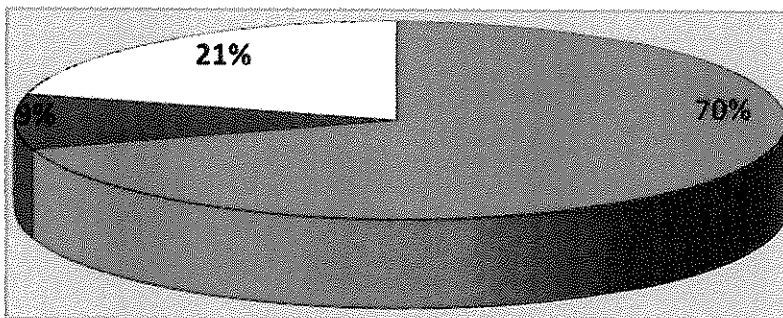
As shown in the following two tables, in Santa Cruz County 70% of the families are married couples with children under 18 years of age. Between 2007 and 2009 about 85% of MSHS families were in two-parent households. Approximately the same percentage held true in 2010 with 86% of the families served coming from two-parent households.

There is an average of 1.3 children per enrolled District MSHS family (2010 PVUSD Program Information Report); the same as in 2009. For 2007 and 2008, 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**



- Married-couple family with own children under 18
- Male householder with children under 18
- Female householder with children under 18

Educational Attainment of PVUSD MSHS Parents

Based on the results of a convenience survey conducted among 555 program families during the 2010 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.

2010 Completed Years of Schooling for MSHS Parents		
Completed Years of Schooling	Percentage of Mothers	Percentage of Fathers
Never Attended School	8%	6%
Completed between 1 st -3 rd grade	12%	14%
Sub-Total: 3 years of schooling or less	20%	19%
Completed between 4 th -6 th grade	40%	35%
Sub Total: 6 years of schooling or less	60%	54%
Completed between 7 th -9 th grade	20%	14%
Completed between 10 th -12 th grade	16%	13%
Enrolled in Higher Education	1%	1%

Functional illiteracy for the purpose of this report is categorized as including those adults with three years of schooling or less. On this basis, 19-20% of mothers and fathers fell into this category; 54% of the fathers completed only an elementary school education while 60% of the mothers finished sixth grade. Between 73-80% 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 9-12th 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 2010 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 2009 reporting year.

Health Insurance

In 2010, 100% of all District children were covered by some form of health insurance. Less than 1% 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 87% of all children were up-to-date on a schedule of preventive and primary care.

Nation-wide 95% of all Head Start children was reported as up-to-date.

Childhood Immunization

100% of all District children had up-to-date immunizations appropriate for their age by the end of the 2010 season.

Migrant & Seasonal Programs Branch immunization rates indicate that 98% of children are up-to-date or have all possible immunizations according to the age-appropriate vaccination schedule.

In 2010 there was a spike in pertussis cases (whooping cough) in certain subpopulations in California. One case surfaced in one MSHS infant/toddler center in 2010 and the Program took a series of measures to address this case, in addition to a concerted effort to promote additional vaccinations and health education efforts among susceptible groups. 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

24% of all District children were diagnosed as needing medical treatment; of those, 98% received treatment during the 2010 season.

The Migrant & Seasonal Programs Branch figures show that 14% of children were diagnosed as needing medical treatment; 91% of those children received treatment during the program operating period for 2009-2010.

At the national level, 15% were diagnosed as needing medical treatment; 95% received treatment during the program operating period.

Anemia

Of the children who received medical treatment, there were 40 District cases of anemia (5% of all children) in 2010.

The Migrant & Seasonal Programs Branch reported that 3% 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

3 cases (0.4 %) of District MSHS children were detected with high lead levels.

The MSHS Programs Branch reported that 41 cases (.01%) of high lead levels were detected.

At the national level, 3,428 cases (0.31%) of high lead levels were detected.

Asthma

54 District cases of asthma or similar chronic pulmonary conditions (7% of all children) were identified.

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

At the national level, 6% of all children were identified as having 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 eight (28) District cases of medically-diagnosed obesity (4% of all children) were identified. An additional 84 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 112 cases or 15% of all children being classified as "overweight". In 2010 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 6 % of all children were identified as overweight; there were 15 cases of diabetes (0.04% of all children). At the national level, 6% of children were identified as overweight. Nationally, there were 752 cases of diabetes (0.07%).

The current Program Information Report instructions result in a stricter definition of children who are classified as “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 fewer 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 2010, 97% 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 plus parents attended a July 2010 joint MSHS/WIC evening training and W.I.C. re-certification process. The larger than anticipated number of parents attending the W.I.C. training and re-certification process led to a changed process for 2011. The Program did not have the ability to safely manage the number of young children accompanying parents in a large group format. Targeted parent education groups were identified for the 2011 season.

Hearing Difficulties

19 District children with hearing difficulties (3% 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

12 District children with vision problems (2% of all children) were identified.

Similarly, the Migrant & Seasonal Programs Branch noted that 1.1% 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

162 of 412 (39%) of District preschoolers were identified as needing dental treatment; 88% had an oral dental examination. Out of the 162 children needing dental treatment, 152 (94%) 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 484 preschoolers.

The Migrant & Seasonal Programs Branch reported that 28% of all preschoolers needed dental treatment and 80% of the identified children received dental treatment. Ninety-one percent (91%) had an oral dental examination.

At the national level, 21% of all preschoolers were identified as needing dental treatment and 83% 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 2009 ninety-eight percent (98%) of children had a "dental home" while residing in the Program service area; 99% had a "dental home" in the 2010 season. At the national level, 89% of all preschoolers had a "dental home".

Watsonville has been the focus of a nine-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 recently approved "an offer it could barely refuse" from the California Dental Association Foundation for \$1.5 million to build and operate a fluoridated water system for two years. California's State Supreme Court has weighed in on this matter, so it appears that the fluoridation will take place.

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%. The pending cut for 2011 is an additional 10%. A recent state-wide survey showed that nonprofit organizations experienced a 60% increase in service requests and current funding reductions of 20%.¹⁰ 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).¹¹

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 one 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

¹⁰ Santa Cruz Sentinel, June 13, 2010

¹¹ United Way Comprehensive Report 2009

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 2011 season.

**Pajaro Valley Unified School District / Migrant & Seasonal Head Start Program
Parents' Meeting & Training Topics - 2011 Season**

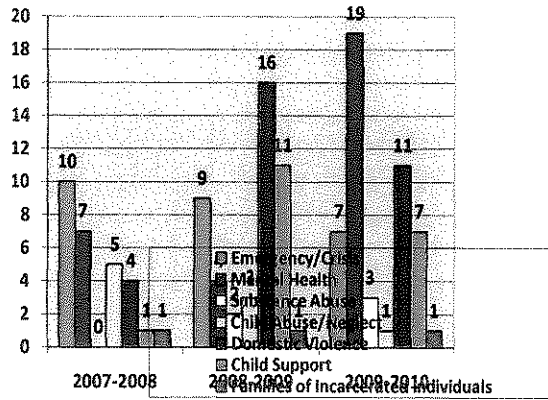
Local Committee Meetings		Target Group Trainings	Leadership/ Governance Trainings
5 Center Committees	9 Family Childcare Homes Committees		
1. Parent Volunteers [May]*	1. Parent Volunteers [May]*	A. First Aid [1 group]	A. Officials Training from the Local Parent Committees [July]
2. Parent Leadership [June]	2. Parent Leadership [June]	B. Kinder Transition- Parent's Rights & Responsibilities including transportation [2 groups]	B. Program's Self-Assessment [September]
3. Curriculum: Center to Home Activities [July]	3. Open House: (Curriculum) [dates selected in July]	C. Installation of Child Passenger Safety Restraints [2 groups]	
4. Childhood Obesity	4. Age Appropriate Toys for Children	D. WIC- Health Topic [2 groups]	
5. Driver's Rights	5. Child Safety	E. Lead Topic [1 group]	
6. End of Year Meeting [October]	6. Driver's Rights		
	7. Potty Training		
<p>*Important: The Program will carry out two reading programs.</p> <ul style="list-style-type: none"> • RIF/Reading is Fundamental: Three distributions throughout the season. • Raising-A-Reader: Centers and some FCCH will rotate books starting in May. 			

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 2010, 533 of 555 families (96%) received one or more family services.

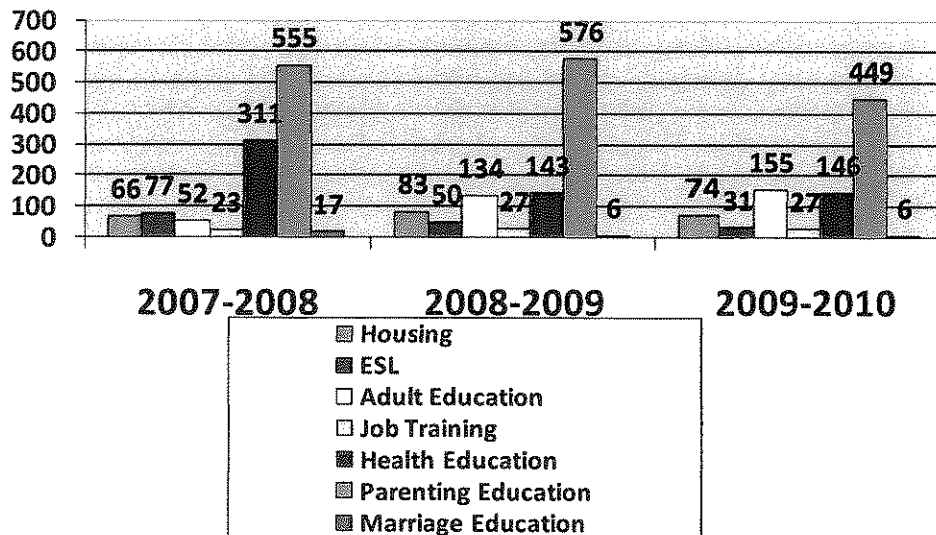
Pajaro Valley Unified School District
Migrant/Seasonal Head Start Program
Family Referrals/Services

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 (2009 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 2010 almost three-fourths (74%) of all Program child development slots were provided through the use of 68 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.

Regulation and Licensing of Family Child Care Programs in California	
Staff Qualifications (Family Day Care)	
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
Adult to Child Ratio (Family Day Care Homes)	
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.	

Head Start Final Rule on Family Child Care Home Option, January 8, 2008 Head Start Performance Standards, Section 1306.20 – Group Size for Children & Staffing Patterns

Additional assistance or smaller group size may be necessary when serving children with special needs who require additional care

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"> ➤ Maximum of 2 children under 2 years of age ➤ Maximum of 4 children under 18 months of age 	Maximum Group Size is Twelve (12) Children <ul style="list-style-type: none"> ➤ Maximum of 4 children under two years of age

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 99 FCCH slots in Monterey County and 403 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.

District "Schools of Residence"/Catchment Areas Corresponding to Geographic Location of 2011 MSHS FCCH Providers & MSHS Child Care Slots				
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
Monterey County 9 Providers 63 MSHS slots	Las Lomas- Watsonville	8	14	Hall District school
	Las Lomas- Watsonville	9	14	
	Las Lomas Watsonville	5	14	
	Las Lomas- Watsonville	6	14	
	Las Lomas- Watsonville	10	14	
	Las Lomas- Watsonville	10	14	
	Las Lomas- Watsonville	4	14	
	Las Lomas- Watsonville	5	14	
	Las Lomas- Watsonville	6	14	
	63			
Monterey County 5 Providers 35 MSHS slots	Pajaro- Watsonville	8	14	Ohlone school
	Pajaro- Watsonville	6	14	
	Pajaro- Watsonville	10	14	
	Pajaro- Watsonville	5	14	
	Pajaro- Watsonville	6	14	
	35			
98 Total Slots in Monterey County Family Child Care Homes				

District "Schools of Residence"/Catchment Areas Corresponding to Geographic Location of 2011 MSHS FCCH Providers & MSHS Child Care Slots				
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
Santa Cruz County 10 Providers 75 MSHS slots	Watsonville	5	14	Amesti school
	Watsonville	9	14	
	Watsonville	6	14	
	Watsonville	10	14	
	Watsonville	9	14	
	Watsonville	4	14	
	Watsonville	6	8	
	Watsonville	9	14	
	Watsonville	10	14	
	Watsonville	7	14	
	75			
Santa Cruz County 7 Providers 59 MSHS slots	Watsonville	10	14	Ann Soldo school
	Watsonville	9	14	
	Watsonville	10	14	
	Watsonville	9	14	
	Watsonville	6	14	
	Watsonville	7	14	
	Watsonville	8	14	
	59			
Santa Cruz County 3 Providers 26 MSHS slots	Freedom	9	14	Calabasas school
	Freedom	7	14	
	Freedom	10	14	
	26			
Santa Cruz County 9 Providers 64 MSHS slots	Watsonville	5	8	Freedom school
	Watsonville	7	8	
	Watsonville	9	14	
	Watsonville	3	8	
	Watsonville	4	14	
	Watsonville	7	14	
	Watsonville	11	14	
	Watsonville	3	14	
	Watsonville	9	14	
	Freedom	6	14	
	64			

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
Santa Cruz County 6 Providers 45 MSHS slots	Watsonville	3	8	H.A. Hyde school
	Watsonville	6	8	
	Watsonville	8	14	
	Watsonville	9	14	
	Watsonville	10	14	
	Watsonville	9	14	
	45			
Santa Cruz County 7 Providers 54 MSHS slots	Watsonville	10	14	Landmark school
	Watsonville	8	14	
	Watsonville	5	14	
	Watsonville	9	14	
		9	14	
	Watsonville	8	14	
	Watsonville	5	8	
	54			
Santa Cruz County 7 Providers 55 MSHS slots	Watsonville	5	14	MacQuiddy school
	Watsonville	11	14	
	Watsonville	6	14	
	Watsonville	9	14	
	Watsonville	10	14	
	Watsonville	10	14	
	Watsonville	4	8	
	55			
Santa Cruz County 2 Providers 15 MSHS slots	Watsonville	6	14	Mintie White school
	Watsonville	9	14	
	16			
Santa Cruz County 1 Provider 6 MSHS slots	Watsonville	6	14	Radcliff school
	6			
Santa Cruz County 1 Provider 5 MSHS slots	Watsonville	5	14	Starlight school
	5			
404 Total Slots in Santa Cruz County				
502 Total Slots in Family Child Care Homes				

In 2010 nine (9) 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 2010 the Program had a final count of 68 Family Child Care Homes. Of this total, 15 Providers maintained current accreditation status from the National Family Child Care Association (NAFCC) and a few others were 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 Standards¹². By June 2010 forty-one (41) Providers had 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. Five (5) 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. In 2010 two (2) additional Providers enrolled in the CDA program and completed the CDA in 2011. 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 68 Providers, 23% 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

¹² 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; Internet; accessed 6 June 2005.

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. A single cohort of training is being provided to FCCH Providers/Assistants in 2011, without any stipend.

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 2010, 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 54 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 2010 Crop Report

The most recent available data for Santa Cruz County agricultural production is from the 2010 Crop Report¹³. According to this report, in 2010 Santa Cruz County crops were worth \$533 million, an increase of \$41 million from the 2009 production value of \$492 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 2009 and the latest available data from 2010. The table shows selected crops that are grown in Santa Cruz County that require hired farm work and their corresponding dollar value.

¹³ Santa Cruz County 2010 Crop Report, available at: http://www.agdept.com/content/cropreport_10.pdf, accessed July 2, 2011

Santa Cruz County 2010 Crop Report	2009 Harvested Acres	2010 Harvested Acres	2009 Total Production (tons per acre)	2010 Total Production (tons per acre)	2009 Total Value	2010 Total Value
FRUIT CROPS						
STRAWBERRIES	3,173	3,317	35.48	38.99	\$172,582,000	\$197,228,000
RASPBERRIES	2,044	2,033	12.95	8.53	\$104,265,000	\$91,684,000
BLACKBERRIES	*	763	*	7.48	*	\$34,249,000
MISCELLANEOUS BERRIES**	676	89	9.19	3.83	\$29,341,000	\$1,439,000
TOTAL BERRIES	5,893	6,202			\$306,188,000	\$324,600,000
APPLES FRESH & PROCESSED	2,248	2211	15.28	22.01	\$7,179,000	\$13,334,000
WINE GRAPES	629	607	2.31	2.23	\$3,239,000	\$3,066,000
MISC. TREE AND WINE FRUIT***	304	298			\$304,000	\$298,000
TOTAL APPLE, WINE AND MIS. FRUIT	3,181	3116			\$10,722,000	\$16,698,000
VEGETABLE CROPS						
BRUSSELS SPROUTS	1,175	993	9.83	10.05	\$8,836,000	\$7,525,000
BROCCOLI****	403	****	11.00	****	\$4,322,000	****
LETTUCE HEAD	1,506	1306	19.30	21.17	\$8,051,000	\$6,995,000
LETTUCE LEAF	1,513	1688	13.53	15.42	\$6,899,000	\$8,876,000
MISCELLANEOUS VEGETABLES	2,834	3955			\$18,870,000	\$38,424,000
TOTAL VEGETABLES	7,431	7942			\$46,978,000	\$61,820,000
NURSERY CROPS						
INDOOR CUT FLOWERS	175	160			\$38,991,000	\$37,432,000
FIELD GROWN FLOWERS	336	331			\$21,040,000	\$34,889,000
INDOOR POTTED PLANTS	52	41			\$5,603,000	\$3,446,000
LANDSCAPE PLANTS	276	289			\$29,831,000	\$25,906,000
OTHER PLANTS	407	302			\$23,063,000	\$17,113,000
TOTAL NURSERY	1,246	1123			\$118,528,000	\$118,786,000
The above total values for 2009 and 2010 do not include production of livestock & [other] animals, timber or field [row] crops.						

*Blackberries previously included in Miscellaneous Berries.**Miscellaneous berries include boysenberries, blueberries, currants and ollalieberries.***Miscellaneous tree and vine fruit includes apricots, avocados, figs, kiwifruit, lemons, olives, peaches, pears, plums, persimmons, pomegranates, prunes and walnuts.****Broccoli is now included in Miscellaneous Vegetables.

Monterey County 2010 Crop Report

The 2010 Monterey County Crop Report shows that Monterey County had a gross agricultural production value of over \$4 billion, a decrease of less than 0.7% over 2009. Production values across the board were a mixed lot, with some commodities showing increases, and others suffered declines. Head lettuce was up 17% and leaf lettuce was down 2% over 2009. Other crops showing notable increases were anise (\$1.4 million), broccoli (\$16.9 million), cattle (\$9.5 million), citrus (\$6.3 million) and miscellaneous vegetables (\$6.5 million). Crops showing decreases included grapes (\$65 million), leaf lettuce (\$12 million), nursery crops (\$28.5 million), and spring mix (\$ 22 million). (Eric Lauritzen, Agriculture Commissioner for Monterey County).

Trends in values associated with major crops for Monterey County in 2010 were as follows:

Ten Million Dollar Crops

2010 Crop Ranking	Crop	2010 Value	2009 Ranking
1	Strawberries	\$751,114,000	1
2	Leaf Lettuce	\$724,619,000	2
3	Head Lettuce	\$511,904,000	3
4	Broccoli	\$297,125,000	5
5	Nursery	\$266,121,000	4
6	Celery	\$175,595,000	7
7	Grapes	\$172,916,000	6
8	Spring Mix	\$143,975,000	8
9	Misc. Vegetables	\$127,568,000	10
10	Spinach	\$127,520,000	9

Overall gross production value for vegetable crops in 2010 was \$2.68 billion; \$988 billion for fruits and nuts; \$266 million for nursery products and \$ 15 million for field crops. The largest agricultural export trade partners were Canada (309 million lbs.); Taiwan (62 million lbs.); Mexico (38 million lbs.); Japan (30 million lbs.); Hong Kong (20 million lbs.) and Republic of Korea (7 million lbs.); Monterey County exports to 26 countries.¹⁴

¹⁴ Monterey County 2010 Crop Report, available at: <http://www.co.monterey.ca.us/ag/pdfs/CropReport2010.pdf>, accessed July 2, 2011

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 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 funders¹⁵.

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 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

¹⁵ 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).

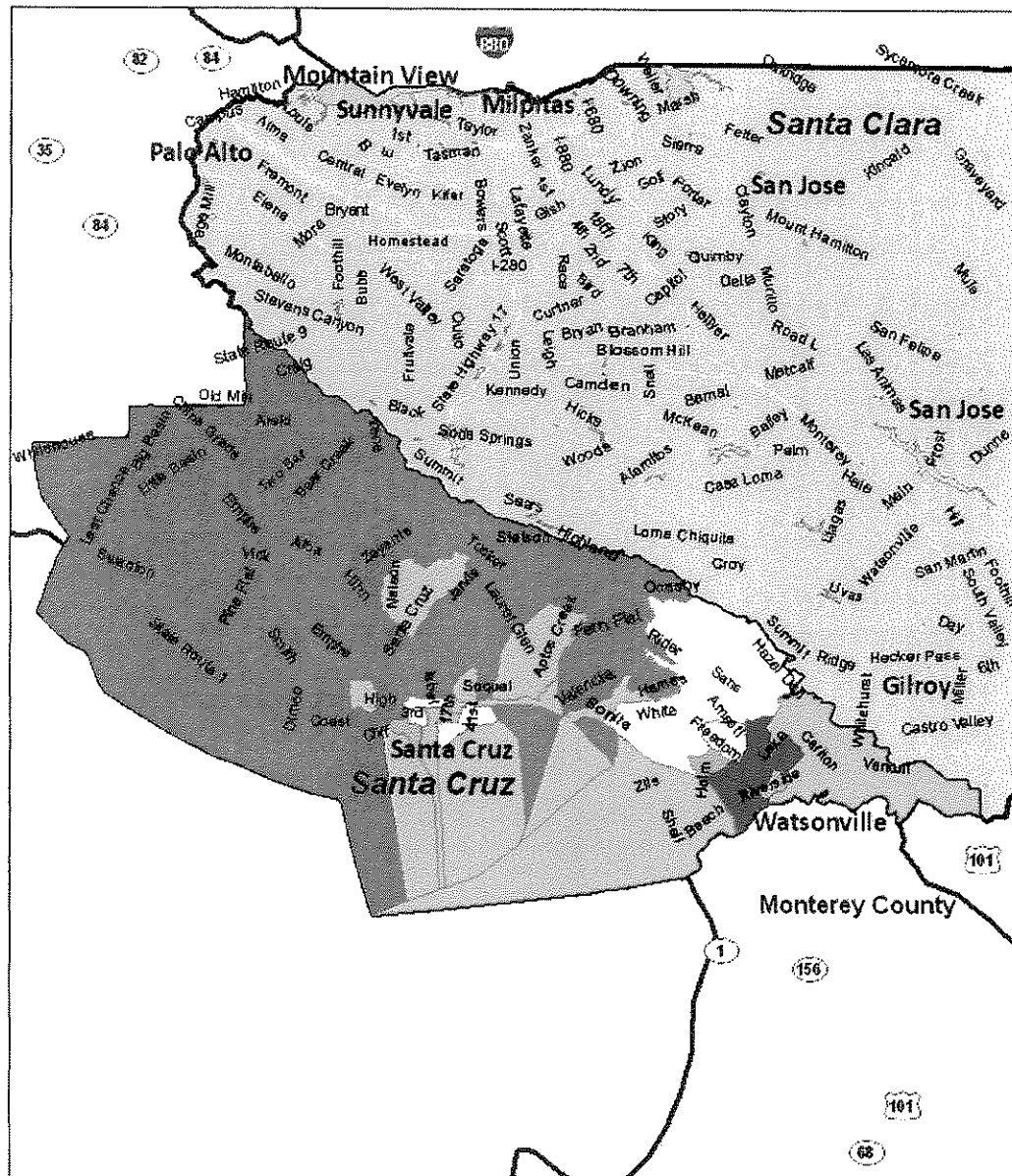
In the City of Watsonville, 77% of the families are as classified as “Latino”.¹⁶ In the unincorporated town of Pajaro, near the Santa Cruz/Monterey County boundary, the average household size is 5.28; 85% of the residents speak a language other than English (i.e. Spanish); 65% are foreign born and it 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.

¹⁶ United Way Comprehensive Report 2009

Race & Ethnicity

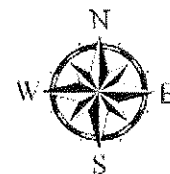
Santa Cruz County

Race and Ethnic Distribution - Hispanic



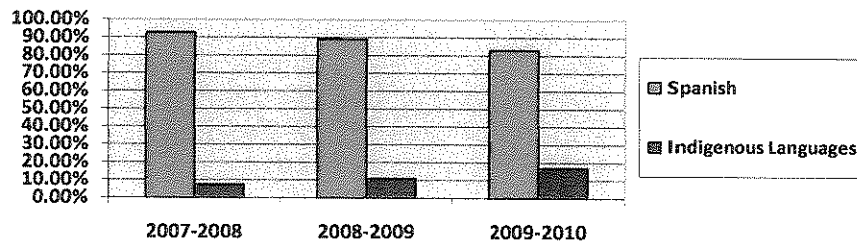
Legend

Hispanic	
0.2% - 0.67%	
0.68% - 1.31%	
1.32% - 2.42%	
2.43% - 5.46%	
5.46% - 9.98%	
water	



Primary 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 Farías 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 Farías 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 Michoacán. 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 Farías, 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

Six 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 2010, one in four 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:

Year	Percentage of Children Served of Hispanic Origin	Percentage of Children Served of Mexican Indigenous Origin
2005	97%	3%
2006	92%	8%
2007	88%	12%
2008	83%	17%
2009	79%	21%
2010	71%	29%

A special survey was conducted by the Program in the 2009 and 2010 seasons. Of the 555 families enrolled in 2010, 32% 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; 19 families reported being from the State of Guerrero in 2010.

In 2010, 54% of Mexican indigenous families in the Program reported being Mixtec Bajo speakers and 25% reported being Mixtec Alto speakers. An additional 31 families reported Zapotec (19%) as being their primary language. 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 sub-group 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 Mixtecan-speaking 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
Northern Region Office Girls Scouts of CA'S Central Coast 10550 Merrit St. Castroville CA 95012 1-800-822-2427	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 Betty Lopez - 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) Juana Ventura 763-8581 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 Tania Valdez (831) 763-8990 1430 Freedom Blvd. Watsonville CA 95076	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 Lucia De La Torre (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
Clínica del Valle de Pájaro 45 Nielsen, Watsonville Monica Moya (831) 761-1588	Santa Cruz and Monterey Counties	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.	<input type="checkbox"/> Inadequate <input checked="" type="checkbox"/> Adequate <input type="checkbox"/> More than Adequate
Cáncer Society 747 Camden Ave. # B, Campbell CA (408) 871-1062/(831) 477-0281	Monterey, Santa Cruz, Santa Clara & San Benito Counties	Cancer awareness classes and support services, including transportation.	<input type="checkbox"/> Inadequate <input checked="" type="checkbox"/> Adequate <input type="checkbox"/> More than Adequate
Planned Parenthood 40 Penny Lane, Watsonville Martha Carmona 724-7525 Jade Gomez, Clinic Director	Santa Cruz & Monterey Counties	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.	<input type="checkbox"/> Inadequate <input type="checkbox"/> Adequate <input checked="" type="checkbox"/> More than Adequate
WIC woman, Infants & Children Cathy Cavanaugh (program director) 722-7121 18 W. Lake Ave, Suite A Watsonville	Santa Cruz & Monterey Counties	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.	<input type="checkbox"/> Inadequate <input checked="" type="checkbox"/> Adequate <input type="checkbox"/> More than Adequate
Family Health Education Center 18 W. Lake Ave. Suite E Blanca Luna 763-3106	Watsonville	Parent & child play groups; mothers/babies class, childbirth preparation classes (Eng/Spanish), siblings preparation class. Free and sliding scale services.	<input checked="" type="checkbox"/> Inadequate <input type="checkbox"/> Adequate <input type="checkbox"/> More than Adequate
Second Harvest Food Bank Carmelita Carranco 800 Ohlone Parkway Watsonville CA 722-7110/662-0487(Aptos) Hotline 662-0991	Pajaro Valley Santa Cruz and San Benito County	Discounted food purchases for FCCH providers. Free food for eligible families distributed second Monday of every month.	<input type="checkbox"/> Inadequate <input checked="" type="checkbox"/> Adequate <input type="checkbox"/> More than Adequate
Human Resources Agency 119 W. Beach St. Watsonville Gail Grooves 763-8500	All Santa Cruz County	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.	<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
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 Medicares. 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 763-8933 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 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
Salud Para La Gente 204 E. Beach St. Watsonville 728-0222/728-8250		Prenatal care, HIV testing, family counseling, vision services, "Healthy Families"/Medi-Cal referrals. Teen pregnancy & family planning services; dental clinic and dental screening assistance. Health education, elderly programs and pharmacy services.	<input type="checkbox"/> Inadequate <input type="checkbox"/> Adequate <input checked="" type="checkbox"/> More than Adequate
Healthy Kids/Healthy Families Member line: 1-866-848-9166	Santa Cruz County	Information to members regarding individual accounts and eligibility.	<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
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
DIENTES Community Clinic Karen Wolters 1830 Commercial Way, Santa Cruz CA (831) 464-5409	Pajaro Valley	Dental services for low-income families including children dentistry, sealants, limited oral surgery, extractions, screenings and oral education.	<input type="checkbox"/> Inadequate <input checked="" type="checkbox"/> Adequate <input type="checkbox"/> More than Adequate
County of Santa Cruz HSA Health Education Unit P.O. Box 962, Santa Cruz 454-4141 1070 Emeline Ave.	Santa Cruz County	Education regarding dental, tobacco, car, traffic and bike safety. Substance abuse prevention and treatment; mental health services. Employee wellness classes.	<input type="checkbox"/> Inadequate <input checked="" type="checkbox"/> Adequate <input type="checkbox"/> More than Adequate
Diabetes Health Center 85 Nielson St. Suite # 201 Raquel R. (Program Director). (831) 763-6445/724-4341	Tri- County (Monterrey, San Benito and Santa Cruz)	Individualized and group diabetes awareness education and prevention for all ages. Nutrition counseling, and support groups.	<input type="checkbox"/> Inadequate <input checked="" type="checkbox"/> Adequate <input type="checkbox"/> More than Adequate
Salvation Army Transitional Housing Luis Martínez (manager) 112 Grant Ave. Watsonville CA (831) 724-3922	Tri-County	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.	<input checked="" type="checkbox"/> Inadequate <input type="checkbox"/> Adequate <input type="checkbox"/> More than Adequate
Families in Transition Ariana Luevano & Ana Villarreal 728-9791	Santa Cruz County	Provides temporary rent assistance based on a 6 to 9 month waiting period. (By referral only)	<input checked="" type="checkbox"/> Inadequate <input type="checkbox"/> Adequate <input type="checkbox"/> More than Adequate
YWCA 340 East Beach St. Ana Villafuente 724-6078 X 112	Pajaro Valley	Summer lunch program. Teen leadership and TWTeens program. Childcare services (two Child Care Centers in Watsonville).	<input type="checkbox"/> Inadequate <input checked="" type="checkbox"/> Adequate <input type="checkbox"/> More than Adequate
Central California Alliance for Health 1-800-700-3874	Santa Cruz & Monterey Counties	Medical, Healthy Families, Healthy Kids. Assistance with claims, making appointments, updating application information, replaces lost cards, change medical provider information.	<input type="checkbox"/> Inadequate <input checked="" type="checkbox"/> Adequate <input type="checkbox"/> More than Adequate
Centro de Salud de Beach Flats (831) 423-0222 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

AGENCY	AREA OF COUNTY SERVED	SPECIFIC SERVICES PROVIDED	THE DEGREE THAT SERVICES MEET NEEDS
Doctors on Duty 1505 Main St. Watsonville 722-1444	Santa Cruz County	Provides urgent health care 365 days/year 8am-8pm Monday thru Friday and 8am to 5pm Saturdays and Sundays. Fee for service.	<input checked="" type="checkbox"/> Inadequate <input type="checkbox"/> Adequate <input type="checkbox"/> More than Adequate
PG&E (Pacific Gas & Electric Company) 1-800-660-6789 1-800-773-4345 (Santa Cruz).	Santa Cruz County	Energy efficient appliance program, low utility rates for low-income families.	<input type="checkbox"/> Inadequate <input checked="" type="checkbox"/> Adequate <input type="checkbox"/> More than Adequate
La Manzana Resources Gabriela Lopez Chávez 521 Main St. Suite Y Watsonville, CA 724-2997 www.communitybridges.org	Pajaro Valley	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.	<input type="checkbox"/> Inadequate <input type="checkbox"/> Adequate <input checked="" type="checkbox"/> More than Adequate
California Rural Legal Assistance Iris Tapia 724-2253 Janet Dollar 458-1089 Watsonville 757-5221 in Monterey Co.	Pajaro Valley	Free legal services for housing. Assistance with appeals for social security, housing, food stamps, employment issues, and assistance with employee rights.	<input type="checkbox"/> Inadequate <input checked="" type="checkbox"/> Adequate <input type="checkbox"/> More than Adequate
The Parent Center 255 E. Lake Ave. Celia 724-2879 extension # 52 530 Soquel Ave, Santa Cruz 426-7322	Santa Cruz County	Family, marriage and children counseling. Crisis hot line. Parenting classes and anger management classes. Sliding scale. Helps children with medical insurance. CPS referrals (counseling and home visits).	<input type="checkbox"/> Inadequate <input checked="" type="checkbox"/> Adequate <input type="checkbox"/> More than Adequate
Santa Cruz County Immigration Project Leticia Shoemaker, Doug Keegan 724-5667	Pajaro Valley	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.	<input type="checkbox"/> Inadequate <input checked="" type="checkbox"/> Adequate <input type="checkbox"/> More than Adequate
Defensa de Mujeres Laura Segura-Gallardo, Executive Director 233 & 220 East Lake Ave. Watsonville 722-4532	Pajaro Valley	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.	<input type="checkbox"/> Inadequate <input checked="" type="checkbox"/> Adequate <input type="checkbox"/> More than Adequate
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

AGENCY	AREA OF COUNTY SERVED	SPECIFIC SERVICES PROVIDED	THE DEGREE THAT SERVICES MEET NEEDS
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 724-1356 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 Gail Growgth, Program Manager 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
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

AGENCY	AREA OF COUNTY SERVED	SPECIFIC SERVICES PROVIDED	THE DEGREE THAT SERVICES MEET NEEDS
Child Development Resource Center 466-5820 Child Care Switchboard Watsonville (831) 724-2997 x210	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
Community Bridges 236 Santa Cruz Ave. Lorena (831) 688-8840 ext.247 Fax # (831) 688-8302	Santa Cruz & Monterey Counties	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.	<input type="checkbox"/> Inadequate <input checked="" type="checkbox"/> Adequate <input type="checkbox"/> More than Adequate
Boy Scouts of America 55 E. San Joaquin St. Salinas Albert Gallegos 422-5338	Santa Cruz and Monterey Counties	Provides after school activities for young males. Traditional Cub Scout and Boy Scout Troops. Explorers Club and activities for Migrant Ed. students (summer).	<input type="checkbox"/> Inadequate <input checked="" type="checkbox"/> Adequate <input type="checkbox"/> More than Adequate
Watsonville Parks & Recreation Imelda Negrete 728-3240 231 Union St.	Monterey and Santa Cruz County	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 & Crafts projects.	<input type="checkbox"/> Inadequate <input checked="" type="checkbox"/> Adequate <input type="checkbox"/> More than Adequate
Pajaro Valley Prevention (Student assistance) 335/240 E. Lake Ave. Jenny Sarmiento 728-6445	Pajaro Valley	Counseling services all ages of children and their families; Medi-Cal accepted.	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

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 23rd 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 23rd 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 71 such children in PVUSD/MSHS out of a total program enrollment of 712.

In 2009-10 national Program Information Report data show that 11.7% of all Head Start preschoolers had a diagnosed disability and 8.7% of all Migrant & Seasonal Head Start preschoolers in 2009-10 had a disability. By comparison, 16.5% of all PVUSD MSHS preschoolers had an Individual Education Plan in 2010.

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 44% of all children served in 2010 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 Early Head Start (infant/toddler rate) of 11%, 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 (60%). Since one-half of all MSHS children nation-wide were reported as being less than three (3) years of age in 2009-10, MSHS programs as a whole face major difficulty in meeting the 2007 ten

percent (10%) disability enrollment legislative 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, trainings, workshops and support groups for parents. 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

AGENCY	AREAS OF THE COUNTY SERVED	AGES SERVICES ARE PROVIDED FOR	SPECIFIC SERVICES PROVIDED	DEGREE THAT SERVICES MEET NEEDS
CCS/California Children Services Ana Navarro 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
Special Connections 984-2 Bostwick Lane Santa Cruz Sonia Cervantes (831) 466-5852 (831) 464-0669	Santa Cruz & San Benito Counties	<input checked="" type="checkbox"/> Infants/Toddlers (0-3 yrs) Early Start <input type="checkbox"/> Preschoolers (3-5 years)	Provides information, education & support to families with children with disabling conditions. Monthly activities and group support.	<input type="checkbox"/> Inadequate <input checked="" type="checkbox"/> Adequate <input type="checkbox"/> More than Adequate
San Andreas Regional Center (SARC) Oscar Torres 1110 Main St. Suite 8 Watsonville CA (831) 728-1781 Phone (831) 728-5514 Fax	Santa Cruz & North Monterey Counties	<input checked="" type="checkbox"/> Infants/Toddlers <input type="checkbox"/> Preschoolers (3-5 years)	Provides assessment & therapy services, home visits, coordination, education and counseling for families of children with significant developmental disabilities & Early Start services for children under 3 including nutrition, as well as respite services. Budget cutbacks affecting level of services.	<input type="checkbox"/> Inadequate <input checked="" type="checkbox"/> Adequate <input type="checkbox"/> More than Adequate

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	45	51	60	100	257	258	262	262	262	262	51	52
# MHS Eligible Infants/Toddlers by Month	54	61	72	120	308	310	314	315	315	315	61	62
Less # of Infants/Toddlers Currently Served (PVUSD)	0	0	0	0	221	229	232	232	232	232	0	0
Less # of Infants/Toddlers Currently Served (Other) *	0	0	15	56	73	73	73	73	73	73	1	1
Total # of Unserved Infants/Toddlers	54	61	57	64	14	8	9	10	10	10	60	61
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	51	58	74	78	393	406	408	412	415	416	71	76
# of MHS Eligible Preschoolers by Month	61	69	89	93	472	487	489	494	498	499	85	91
Less # of Preschoolers Currently Served (PVUSD)	0	0	0	0	401	411	413	417	420	421	0	0
Less # of Preschoolers Currently Served (Other) *	0	0	16	40	62	62	62	62	62	62	2	2
Total # of Unserved Preschoolers	61	69	73	53	9	14	14	15	16	16	83	89
Total Number of Unserved Children (infants, toddlers, & preschoolers)	115	130	130	117	23	22	23	25	26	26	143	150

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

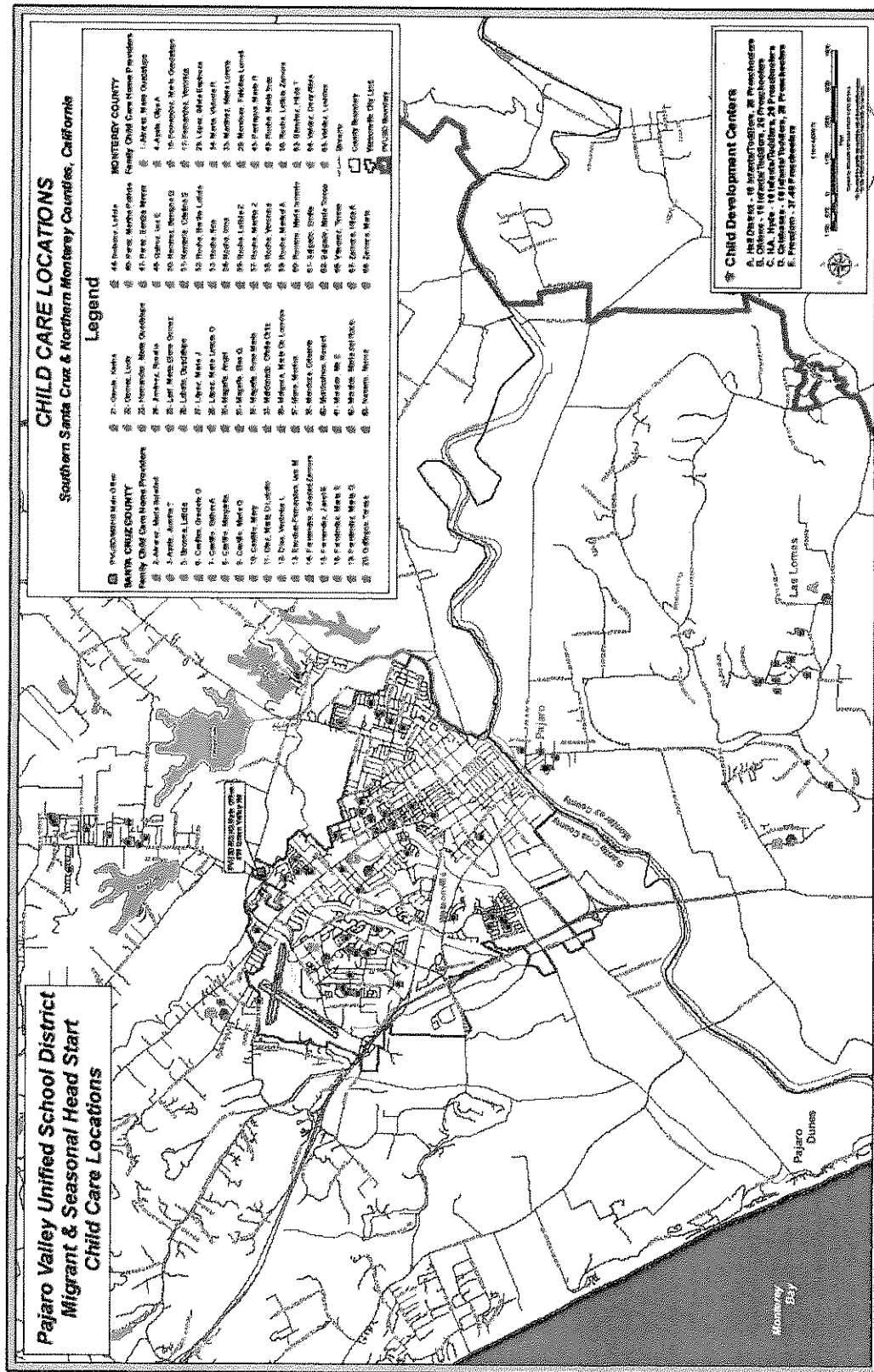
	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
Weekly Days of Care Needed for Seasonal Infants/Toddlers	0	0	0	5	6	6	6	6	6	6	5	0
Daily Hours of Care Needed for Seasonal Infants/Toddlers	0	0	0	9	12	12	12	12	12	12	9	0
# of MHS Eligible Families with Seasonal Infants/Toddlers	85	102	112	123	124	124	126	126	127	127	128	134
# MHS Eligible Seasonal Infants/Toddlers by Month	102	122	134	148	149	149	151	151	152	152	154	161
Less # of Seasonal Infants/Toddlers Currently Served (PVUSD)	0	0	0	0	16	16	16	16	16	16	0	0
Less # of Seasonal Infants/Toddlers Currently Served (Other) *	0	0	0	0	31	31	31	31	31	31	10	10
Total # of Unserved Seasonal Infants/Toddlers	102	122	134	148	102	102	104	104	105	105	144	151
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	122	158	201	208	235	248	255	265	269	275	222	185
# of MHS Eligible Seasonal Preschoolers by Month	146	189	241	250	282	298	306	318	323	330	266	222
Less # of Seasonal Preschoolers Currently Served (PVUSD)	0	0	0	0	43	43	43	43	43	43	0	0
Less # of Seasonal Preschoolers Currently Served (Other) *	0	0	0	2	30	30	30	30	30	30	11	11
Total # of Unserved Seasonal Preschoolers	146	189	241	248	209	225	233	245	250	257	255	211
Total Number of Unserved Seasonal Children (infants, toddlers, & preschoolers)	248	311	375	396	311	327	337	349	355	362	399	362

Waiting List

PVUSD MIGRANT/SEASONAL HEAD START (MSHS) SUMMARY OF EXISTING WAITING LIST* (Southern Santa Cruz and Northern Monterey Counties)					
DATE	CENTER OR FCCH	TOTAL NUMBER OF FAMILIES	NUMBER OF INFANTS/TODDLERS	NUMBER OF PRESCHOOLERS	TOTAL NUMBER OF CHILDREN
7/07/11	Calabasas Center	40	35	13	48
7/07/11	Freedom Center	16	14	6	20
7/07/11	Hall District Center Monterey County	24	20	8	28
7/07/11	H. A. Hyde Center	30	25	13	38
7/07/11	Ohlone Center Monterey County	23	24	4	38
7/07/11	FCCH's – Santa Cruz & Monterey Counties	100	99	26	125
Totals		233	217	70	287
Source of Information: Guadalupe Magaña, Family and Community Services Coordinator & Lupita Fernandez, Family Services Worker.					

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

2010 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: 10.7

Date: September 14, 2011

Item: PVPSA Program, Facilities and Service Agreement

Overview: Pajaro Valley Prevention and Student Assistance (PVPSA) is a not-for-profit public agency that works with the district to support various programs within the district for our students. The contract attached lists the various programs and services the two agencies work on collaboratively.

Recommendation: Approval of the annual agreement between the district and PVPSA

Budget Considerations: N/A

Funding Source:

Budgeted: Yes: ☐

No: ☐

Amount: \$483,036

PVPSA CEO: Jenny Sarmiento

Superintendent's Signature:

Dorm Bst

2011-2012 Estimated Contract Summary

Source/Contract	Projected Award	Period	General Objectives	Other Requirements/ Restrictions/Information
Student Assistance Program -- Kids' Korner Elementary and Secondary SAP	\$122,518	7/1/11-6/30/12	Provide elementary and secondary schools with MFT and/or MSW intern counselors, including supervision and training	
PVUSD Subtotal	\$122,518			
Calif. Dept. of Education Tobacco Interventions for High School Aged Youth (TUPE Competitive)	\$105,607	7/1/11-06/30/12	School-based tobacco intervention and prevention program, training, and curriculum	Competitive grant award; expenditure driven.
U.S. Dept. of Education, Grant to Reduce Alcohol Abuse Program (GIRAA)	\$43,810	7/1/11-6/30/12	Alcohol abuse prevention program for secondary school students through classroom curriculum, parent education and support groups, counseling services, and community mobilization to reduce alcohol availability	Competitive grant award; expenditure driven.
California Department of Mental Health, Early Mental Health Initiative Program	\$122,117	7/1/11-06/30/12	Early Mental Health Initiative's Primary Intervention Project (PIP) to enhance the social and emotional development of students in grades K-3	Competitive grant award; expenditure driven.
California Department of Mental Health, Early Mental Health Initiative Program	\$88,984	7/1/11-06/30/12	Early Mental Health Initiative's Primary Intervention Project (PIP) to enhance the social and emotional development of students in grades K-3	Competitive grant award; expenditure driven.
Total:	\$483,036			
PVPSA provides additional resources to PVUSD through other grant awards. These include Community Mental Health, Drug Medi-Cal services and other prevention and intervention services. (\$1,669,501)				

PROGRAM, FACILITIES AND SERVICES AGREEMENT

This AGREEMENT is made effective July 1, 2011, by and between PAJARO VALLEY UNIFIED SCHOOL DISTRICT, a California governmental entity (hereinafter "District"), and PAJARO VALLEY PREVENTION AND STUDENT ASSISTANCE, INC., a California not-for-profit public benefit corporation (hereinafter "PVPSA"), who mutually agree as follows:

1. RECITALS.

- a) PVPSA Status: PVPSA is a not-for-profit public benefit corporation which has applied and received recognition as tax exempt under Internal Revenue Code Section 501(c)(3) and comparable sections of the California Revenue & Taxation Code, Attached as Exhibit "A".
- b) Activities and Programs: The District and PVPSA wish to have PVPSA operate the following programs under a contract with the District during the fiscal year which shall begin July 1, 2011, and end on June 30, 2012.
 - 1) Secondary Student Assistance Program;
 - 2) Kid's Korner Elementary Student Assistance Program;
 - 3) California Department of Education (TUPE Competitive);
 - 4) U.S. Department of Education Grant to Reduce Alcohol Abuse Program;
 - 5) Early Mental Health Initiative Program;
 - 6) Other programs and activities as mutually agreed upon by the parties to this agreement.
- c) In order to continue such programs and develop new programs, the parties also intend to enter into this Agreement for the furnishing of certain facilities

and services which the District and PVPSA agree are essential to the successful operation of such programs.

2. CONTRACT.

Commencing July 1, 2011, PVPSA shall operate all the programs listed on Exhibit "B" hereto attached, as an independent contractor for the District, upon all of the terms and conditions set forth herein.

3. APPROVAL OF PROGRAMS.

- a) Approval of Trustees: Prior to the commencement or continuance of any program under this Agreement, its operation in the District shall have been approved by the District's Board of Trustees ("Trustees") or by the person or persons within the Administrative Staff of the District ("Staff") to whom the Trustees have delegated such responsibility.
- b) Approval by Outside Agencies: In addition to approval at the District level, all programs and proposed programs subject to this Agreement that are funded by outside agencies shall be approved by such agencies prior to the commencement or continuance of their operations in the District.

4. FUNDING OF PROGRAMS.

Prior to the commencement or continuance of any program subject to this Agreement that is dependent upon funding sources from the District or controlled by the District, PVPSA shall have received funding approval from the District, either through its normal budget process or through such extra-ordinary funding

processes as the District shall from time to time establish. For the fiscal year 2011-2012, the District shall contribute **\$122,518 (one hundred twenty-two thousand, five hundred eighteen dollars)** as shown on Exhibit "B".

Of this amount, \$50,376 shall be paid directly to the County of Santa Cruz Mental Health Department to be used as "matching funds" required for the administration of the Early Periodic Screening, Diagnosis and Testing (EPSDT) Program conducted by PVSPA under a contract with the County Mental Health Agency.

PVPSA shall be responsible for preparation of all applications and/or grant proposals which are to be submitted to outside agencies.

5. OPERATION OF PROGRAMS

PVPSA shall keep the District informed of the operation of all programs through such reporting procedures as are agreed upon the parties to this Agreement. At least once each year, PVPSA shall prepare a formal report to the District and the Trustees concerning programs that are subject to this Agreement.

6. EVALUATION OF PROGRAMS.

All programs that are subject to evaluation shall be evaluated at the level required by any agency which funds such program. PVPSA shall be responsible for maintaining all records and preparing all reports which shall be required as part of the evaluation process.

7. CONSIDERATION.

As consideration for its services hereunder, PVPSA shall receive the following compensation:

- a) Outside Agency Funding: As to programs which are subject to direct funding by outside agencies, PVPSA shall receive such funds as are or may be committed by such agencies for such program activities;
- b) District Funding: As to programs which are funded by the District from unrestricted funds, including unrestricted lottery funds, PVPSA shall receive such funds as have been agreed upon for such programs by the parties to this Agreement. For the fiscal year 2011-2012, the programs and the funding thereof shall be set forth also on Exhibit "B".
- c) PVPSA will participate in the Medi-Cal Administrative Activities (MAA) program, such as Medi-Cal outreach and planning assistance with Medi-Cal eligible participants.

In order to ensure the health and well being of the target population, PVPSA shall understand and provide basic health and benefit information and perform health advocacy with targeted individuals and families being served through an agreement with the County Health Services Agency. Outreach activities may include information about local health and Medi-Cal services that will benefit individuals and families in order to allow them to lead healthy and productive lives.

PVPSA staff may explain benefits derived from accessing local health, mental health and substance abuse services and encourage/assist families to utilize these services to meet their identified needs. PVPSA staff shall be knowledgeable regarding available health and Medi-Cal services, locations of provider sites, and how families can access needed services. PVPSA staff shall assist families to understand and explain very basic Medi-Cal, Healthy Families and other insurance information or will be able to direct clients to sites where such information can be accessed. PVPSA staff may assist families where needed to apply for and access health related programs and services. Staff activities may include outreach, information, referral, access and eligibility assistance, assistance with transportation, and program planning in order for clients to access Medi-Cal related eligibility, provider services and care.

The relationship that PVPSA has with Medi-Cal eligible families is recognized and supported by the Health Services Agency. It is further recognized that PVPSA possesses expertise in identifying, assessing and case managing the health care needs of Medi-Cal eligible families and children being served. In order to take advantage of this expertise and relationship, PVPSA costs supported by this agreement may be used as the basis of participation in federal, state and local leveraging programs. Such participation may include appropriate staff training; reporting and documentation of eligible activities supported by contract funds, and associated staff and overhead costs. Reporting may include written documentation associated with service delivery and related costs, and/or the tracking of staff time through time survey instruments.

Purpose and Responsibilities

1. Bring potential eligible individuals into the Medi-Cal program for purposes of determining Medi-Cal eligibility.
2. Bring Medi-Cal enrollees into Medi-Cal services.
3. Bring the target population into health care services to include
 - a. Campaigns directed towards bringing specific high-risk populations into health care services;
 - b. Telephone, walk-in or drop-in services for the purpose of informing or referring persons, including Medi-Cal enrolled, to Medi-Cal covered services; and
 - c. Conducting Medi-Cal specific information and referral activities included as subset of a broader general health education program.
4. Assisting with the Medi-Cal/Healthy Families application process by;
 - a. Explaining the eligibility rules and process to prospective applicants;
 - b. Assisting an applicant to fill out the application;
 - c. Gathering information related to the application and eligibility determination/redetermination process; and
 - d. Providing necessary forms and packaging in preparation for actual eligibility determination.
5. Arranging or providing transportation of clients to Medi-Cal covered services, and if medically necessary, accompanying clients to these services.

6. Develop resource directories, prepare Medi-Cal data reports, conduct needs assessments and prepare proposals for expansion of Medi-Cal services.
7. Assist the agency and Local Governmental Agency (LGA) in overseeing, documenting and accounting for MAA activities.

8. TELEPHONE SYSTEM.

The programs to be operated by PVPSA under this Agreement will be conducted as part of an overall educational program of the District, in many cases directly on the school sites of the District. It is therefore understood and agreed that programs will be conducted more efficiently if the telephone system of PVPSA is integrated with the general telephone system of the District. To accomplish this, the District shall arrange within its existing telephone system to have a sufficient number of telephone lines dedicated to the use of PVPSA, in which case PVPSA shall pay directly to the carrier the cost charged for such dedicated lines.

9. TRANSFER OF FUNDS.

PVPSA is a California not-for-profit public benefit corporation which has applied for and received recognition as tax-exempt under Internal Revenue Code, Section 501(c)(3). Nothing contained herein shall relieve PVPSA from its duties as a recipient of funds to account for such funds in a manner satisfactory to the District and to the agencies or other sources of such funds.

10. ANNUAL AUDIT

PVPSA will conduct an independent financial audit as required under the U.S. Office of Management and Budget (OMB) Circular 1-133. A copy of the completed audit will be provided to the PVUSD Director of Finance.

11. OBLIGATIONS OF PVPSA.

- a) **Obligation to Perform:** PVPSA shall devote the time and efforts of such personnel as may be necessary to carry out each of the programs which are the subject of this Agreement, in accordance with the requirements of each program as established by the agency funding such program or the District or both. PVPSA shall not be required to operate any program unless PVPSA determines that the funding available for such program is sufficient in accomplishing its stated goals and objectives.
- b) **Employee Compensation and Equipment:** PVPSA shall be responsible for the compensation of all its agents, servants and employees and shall supply all tools and equipment necessary for the performance of their services hereunder.
- c) **Fingerprint and TB Clearance:** All PVPSA employees who provide direct services to students will have received fingerprint clearance and a negative TB test prior to contact with students.

12. LIMITATIONS OF LIABILITY.

- a) **Impossibility and Impracticality:** PVPSA shall not be liable for the disruption, suspension or termination of any of the services herein when such service

disruptions, suspensions or terminations are caused by illness, natural disaster(s), political insurrection(s), or other unanticipated cause(s).

- b) Defense and Indemnity: PVPSA shall not be liable for any action or inaction taken by any officer, employee, agent, or representative of the District. The District shall defend and indemnify PVPSA, its officers, servants, employees, agents or representatives in any claim brought by any third party as a result of actual or alleged actions or inactions taken, directly or indirectly, by any officer, servant, employee, agent or representative of the District.

13. LIABILITY INSURANCE.

PVPSA agrees to carry and maintain during the entire term of this Agreement comprehensive general liability insurance, professional liability insurance and automobile insurance in an amount not less than one million dollars (\$1,000,000) per occurrence. Such insurance shall be written by an insurance carrier satisfactory to the District and shall include the District as "Additional Insured." Such insurance shall not be cancelled, limited, or allowed to expire without renewal until after thirty (30) days written notice has been provided to the District.

14. WORKERS' COMPENSATION INSURANCE.

PVPSA shall carry Workers' Compensation insurance covering the employees of PVPSA under this agreement.

15. CERTIFICATE OF INSURANCE.

PVPSA shall deliver to the District evidence of insurance, as outlined in items 12, 13 and 14 of this Agreement, on an insurance industry approved form, within thirty (30) days after execution of this Agreement.

16. NON-ASSIGNABILITY.

Neither this Agreement nor any duties or obligations hereunder may be assigned by either party to this Agreement without the written consent of the other party.

17. TERM OF AGREEMENT.

This Agreement shall commence on July 1, 2011, and shall continue until June 30, 2012, unless it is terminated earlier than that date by either party or both parties to this Agreement in accordance with Part 17 as set forth below.

18. EARLY TERMINATION OF AGREEMENT.

- a) *Notice of Requirement:* Either party to this Agreement may terminate this Agreement without cause by providing the other party with prior written notice delivered in person or by first class mail no less than one hundred twenty (120) days prior to the effective date of such termination.
- b) *Compensation Upon Early Termination:* In the event of early termination by the District, the District shall compensate PVPSA for all work done by PVPSA and for all costs incurred by PVPSA prior to the effective date of said early termination and in reliance thereon.

19. PVPSA'S BOARD OF DIRECTORS.

Attached hereto as Exhibit "C" is a list of PVPSA's Board of Directors showing the category of each member, the agency which is responsible for the selection of certain members, and the names of those persons who are presently acting as such members.

20. ATTORNEY FEES.

In case any litigation is commenced with respect to this Agreement, the prevailing party shall be entitled to recover from the other party, in addition to amounts found due and owing, costs of suit and reasonable expenses and fees, including reasonable attorney's fees, incurred by the prevailing party in such litigation, all to be taxed as costs and included in any judgment rendered.

21. ACCEPTANCE OF AGREEMENT.

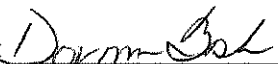
This Agreement will be deemed accepted as written and work will commence upon the execution thereof when signed by the parties hereto. Any modification of or additions to this Agreement must be in writing and must be signed by the parties hereto.

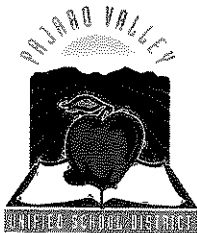
22. ENTIRE AGREEMENT.

This Agreement incorporates all of the terms, conditions, restrictions and covenants between the two parties hereto. All prior and/or contemporaneous agreements between the parties hereto are hereby integrated into and included within the terms of this Agreement.

PVUSD/PVPSA Program, Facilities and Services Agreement
Fiscal Year 2011-12

Executed at Watsonville, California on _____, 2011.

PAJARO VALLEY UNIFIED SCHOOL DISTRICT	PAJARO VALLEY PREVENTION AND STUDENT ASSISTANCE, INC.
By: <u></u> Dorma Baker, Superintendent	By: _____ Jenny Sarmiento, Chief Executive Officer
	By: _____ Silvia Diaz, Chief Financial Officer



Board Agenda Backup

Item No: 10.8

Date: September 14, 2011

Item: 2010-2011/2011-2012 GANN Limit Calculation
Board Resolution # 11-12-05

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 2010-2011 fiscal year and a projected Gann Limit for 2011-2012

Budget Considerations:

Funding Source: N/A

Budgeted: Yes ☐ No ☐ N/A

Amount: N/A

PREPARED BY SIGNATURE: Helen Bellonzi

SUPERINTENDENT SIGNATURE: Dorm Bal

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

District Resolution No. 11-12-05

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 2010-11 fiscal year and a projected Gann Limit for the 2011-12 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 2010-11 and 2011-12 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 2010-11 and 2011-12 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 14, 2011 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 14, 2011.

Secretary to the Governing Board

	2010-11 Calculations			2011-12 Calculations		
	Extracted Data	Adjustments*	Entered Data/ Totals	Extracted Data	Adjustments*	Entered Data/ Totals
A. PRIOR YEAR DATA (2009-10 Actual Appropriations Limit and Gann ADA are from district's prior year Gann data reported to the CDE)	2009-10 Actual			2010-11 Actual		
1. FINAL PRIOR YEAR APPROPRIATIONS LIMIT (Preload/Line D11, PY column)	105,954,154.95		105,954,154.95			103,903,149.51
2. PRIOR YEAR GANN ADA (Preload/Line B9, PY column)	18,569.49		18,569.49			18,685.17
ADJUSTMENTS TO PRIOR YEAR LIMIT	Adjustments to 2009-10			Adjustments to 2010-11		
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. CURRENT YEAR GANN ADA (2010-11 data should tie to Principal Apportionment Attendance Software reports)	2010-11 P2 Report			2011-12 P2 Estimate		
1. Total K-12 ADA (Form A, Line 10)	17,039.12		17,039.12	16,964.12		16,964.12
2. ROC/P ADA**						
3. Total Charter Schools ADA (Form A, Line 26)	1,646.05		1,646.05	1,721.05		1,721.05
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)		18,685.17				18,685.17
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)		18,685.17				18,685.17
C. LOCAL PROCEEDS OF TAXES/STATE AID RECEIVED TAXES AND SUBVENTIONS (Funds 01, 09, and 62)	2010-11 Actual			2011-12 Budget		
1. Homeowners' Exemption (Object 8021)	388,721.19		388,721.19	390,278.00		390,278.00
2. Timber Yield Tax (Object 8022)	0.00		0.00	0.00		0.00
3. Other Subventions/In-Lieu Taxes (Object 8029)	75,879.29		75,879.29	75,879.00		75,879.00
4. Secured Roll Taxes (Object 8041)	44,438,772.83		44,438,772.83	44,777,078.00		44,777,078.00
5. Unsecured Roll Taxes (Object 8042)	1,111,147.44		1,111,147.44	1,104,922.00		1,104,922.00
6. Prior Years' Taxes (Object 8043)	170,537.15		170,537.15	0.00		0.00
7. Supplemental Taxes (Object 8044)	603,109.07		603,109.07	579,943.00		579,943.00
8. Ed. Rev. Augmentation Fund (ERAF) (Object 8045)	(344,854.64)		(344,854.64)	(277,537.00)		(277,537.00)
9. Penalties and Int. from Delinquent Taxes (Object 8048)	33,687.03		33,687.03	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)	929,775.01		929,775.01	104,448.00		104,448.00
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)	(601,170.00)		(601,170.00)	(962,628.00)		(962,628.00)
16. TOTAL TAXES AND SUBVENTIONS (Lines C1 through C15)	46,805,604.37	0.00	46,805,604.37	45,792,383.00	0.00	45,792,383.00
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)	46,805,604.37	0.00	46,805,604.37	45,792,383.00	0.00	45,792,383.00

	2010-11 Calculations			2011-12 Calculations		
	Extracted Data	Adjustments*	Entered Data/ Totals	Extracted Data	Adjustments*	Entered Data/ Totals
EXCLUDED APPROPRIATIONS						
19. Medicare (Enter federally mandated amounts only from objs. 3301 & 3302; do not include negotiated amounts)			1,426,330.69			1,450,152.00
OTHER EXCLUSIONS						
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)			1,426,330.69			1,450,152.00
STATE AID RECEIVED (Funds 01, 09, and 62)						
24. Revenue Limit State Aid - Current Year (Object 8011)	46,196,413.00		46,196,413.00	47,302,545.00		47,302,545.00
25. Revenue Limit State Aid - Prior Years (Object 8019)	(51,472.00)		(51,472.00)	0.00		0.00
26. Supplemental Instruction - CY (Res. 0000, Object 8590)**		2,696,940.00	2,696,940.00		2,884,663.00	2,884,663.00
27. Supplemental Instruction - PY (Res. 0000, Object 8590)**		179,142.00	179,142.00			0.00
28. Comm Day Sch Addl Funding - CY (Res. 2430, Obj. 8311 and Res. 0000, Obj. 8590)**		348,358.00	348,358.00		357,827.00	357,827.00
29. Comm Day Sch Addl Funding - PY (Res. 2430, Obj. 8319 and Res. 0000, Obj. 8590)**		45,688.00	45,688.00			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)	3,844,753.20		3,844,753.20	4,051,489.00		4,051,489.00
33. Charter Schs. Categorical Block Grant (Object 8590)**		1,154,798.00	1,154,798.00		1,141,460.00	1,141,460.00
34. Class Size Reduction, Grades K-3 (Object 8434)	4,625,738.00		4,625,738.00	3,237,133.00		3,237,133.00
35. Class Size Reduction, Grade 9 (Object 8590)**		364,851.00	364,851.00		364,851.00	364,851.00
36. SUBTOTAL STATE AID RECEIVED (Lines C24 through C35)	54,615,432.20	4,789,777.00	59,405,209.20	54,591,167.00	4,748,801.00	59,339,968.00
ADD BACK TRANSFERS TO COUNTY						
37. County Office Funds Transfer (Form RL, Line 32)	364,616.00		364,616.00	364,687.00		364,687.00
38. TOTAL STATE AID (Lines C36 plus C37)	54,980,048.20	4,789,777.00	59,769,825.20	54,955,854.00	4,748,801.00	59,704,655.00
DATA FOR INTEREST CALCULATION						
39. Total Revenues (Funds 01, 09 & 62; objects 8000-8799)	179,363,453.94		179,363,453.94	176,923,866.00		176,923,866.00
40. Total Interest and Return on Investments (Funds 01, 09, and 62; objects 8660 and 8662)	108,750.10		108,750.10	77,461.00		77,461.00
APPROPRIATIONS LIMIT CALCULATIONS						
D. PRELIMINARY APPROPRIATIONS LIMIT						
1. Revised Prior Year Program Limit (Lines A1 plus A6)			105,954,154.95			103,903,149.51
2. Inflation Adjustment			0.9746			1.0251
3. Program Population Adjustment (Lines B9 divided by [A2 plus A7]) (Round to four decimal places)			1.0062			1.0000
4. PRELIMINARY APPROPRIATIONS LIMIT (Lines D1 times D2 times D3)			103,903,149.51			106,511,118.56
APPROPRIATIONS SUBJECT TO THE LIMIT						
5. Local Revenues Excluding Interest (Line C18)			46,805,604.37			45,792,383.00
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)			2,242,220.40			2,242,220.40
b. Maximum State Aid in Local Limit (Lesser of Line C38 or Lines D4 minus D5 plus C23; but not less than zero)			58,523,875.83			59,704,655.00
c. Preliminary State Aid in Local Limit (Greater of Lines D6a or D6b)			58,523,875.83			59,704,655.00
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])			63,901.20			46,209.06
b. Total Local Proceeds of Taxes (Lines D5 plus D7a)			46,869,505.57			45,838,592.06
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)			58,459,974.63			59,704,655.00
9. Total Appropriations Subject to the Limit						
a. Local Revenues (Line D7b)			46,869,505.57			
b. State Subventions (Line D8)			58,459,974.63			
c. Less: Excluded Appropriations (Line C23)			1,426,330.69			
d. TOTAL APPROPRIATIONS SUBJECT TO THE LIMIT (Lines D9a plus D9b minus D9c)			103,903,149.51			

	2010-11 Calculations			2011-12 Calculations		
	Extracted Data	Adjustments*	Entered Data/ Totals	Extracted Data	Adjustments*	Entered Data/ Totals
10. Adjustments to the Limit Per Government Code Section 7902.1 (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			
Summary						
11. Adjusted Appropriations Limit (Lines D4 plus D10)			103,903,149.51			106,511,118.56
12. Appropriations Subject to the Limit (Line D9d)			103,903,149.51			

* 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), as amended by SB 70 (Chapter 7, Statutes of 2011). Amounts in Section C, State Aid Received, can no longer be extracted and must be manually input into the Adjustments column.

Helen Bellonzi, Director of Finance
Gann Contact Person

831-786-2304
Contact Phone Number

PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 12.1

Date: September 14, 2011

Item: Report on Star and other Achievement Test Results

Overview: The Assistant Superintendent in charge of Elementary Education and the Assistant Superintendent in charge of Secondary Education will present an overview of our California Standards Test results. This will include the following:

- Academic Program Index (API)
- Adequate Yearly Progress (AYP)
- Annual Measurable Objectives
- Annual Measurable Achievement Objectives

The focus will be on the progress with the state accountability system. We will present the data and leave time for questions and discussion with the Board of Trustees.

Recommendation: Report and discussion item only.

Prepared By: Murry Schekman and Ylda Noguera

Superintendent's Signature: Dorm Bat



Board Agenda Backup

Item No: 13.2

Date: September 14, 2011

Item: Approval of New Job Description – Student Services Specialist I
Approval of Revised Job Description – Student Services Specialist II

Overview: The Student Services Specialist I is being presented as a new classified non-management job description. This classification will establish a career ladder for the Student Services Specialist series. The Student Services Specialist I will provide support with the implementation of Federal, State and District guidelines related to after school and summer programming grants and other funding resources. In addition, this position will ensure the education codes and district policies are being followed correctly at all school sites with regard to student records, discipline procedures and attendance procedures. This classification will provide guidance/advice to thirty site coordinators and office staff with regards to all the above stated responsibilities.

The Student Services Specialist I will assist with training related to Extended Learning Programs (ELP), Child Welfare and Attendance (CWA) and Healthy Start including but not limited to hiring and payroll procedures and facilitation of program evaluation reports. The Student Services Specialist I will have a thorough knowledge of all systems used in Federal, State and District levels, such as eSchoolPlus, ASSIST, APR and eTruancy.

The Student Services Specialist I must possess a high level of expertise in all areas of the department. The department is a combination of three large programs, Child Welfare and Attendance, Extended Learning Program, and Healthy Start, and therefore it is necessary to have a technical level classification that assists with the organization of the daily operations of all three.

The classified job description was approved by the Personnel Commission on August 18, 2011, at salary range 40 on the classified salary schedule, which ranges from \$2,529 to \$3,237/month.

Recommendation: It is recommended that the Board approve the proposed job description for the Student Services Specialist I and revise the title of the Student Services Specialist job description to Student Services Specialist II with some minor revisions.

Budgeted: Yes: ☒ No: ☐

Amount: \$

Prepared by:



Director, Classified Personnel

Superintendent:





PAJARO VALLEY UNIFIED SCHOOL DISTRICT

2010-2011

SALARY SCHEDULE FOR CLASSIFIED EMPLOYEES

Range	<u>Step 1</u>	<u>Step 2</u>	<u>Step 3</u>	<u>Step 4</u>	<u>Step 5</u>	<u>Step 6</u>
22	1619 / 9.31	1702 / 9.78	1789 / 10.28	1880 / 10.80	1975 / 11.35	2075 / 11.93
23	1660 / 9.54	1745 / 10.03	1834 / 10.54	1927 / 11.07	2024 / 11.63	2127 / 12.22
24	1702 / 9.78	1789 / 10.28	1880 / 10.80	1975 / 11.35	2075 / 11.93	2180 / 12.53
25	1745 / 10.03	1834 / 10.54	1927 / 11.07	2024 / 11.63	2127 / 12.22	2235 / 12.84
26	1789 / 10.28	1880 / 10.80	1975 / 11.35	2075 / 11.93	2180 / 12.53	2291 / 13.17
27	1834 / 10.54	1927 / 11.07	2024 / 11.63	2127 / 12.22	2235 / 12.84	2348 / 13.49
28	1880 / 10.80	1975 / 11.35	2075 / 11.93	2180 / 12.53	2291 / 13.17	2407 / 13.83
29	1927 / 11.07	2024 / 11.63	2127 / 12.22	2235 / 12.84	2348 / 13.49	2467 / 14.18
30	1975 / 11.35	2075 / 11.93	2180 / 12.53	2291 / 13.17	2407 / 13.83	2529 / 14.53
31	2024 / 11.63	2127 / 12.22	2235 / 12.84	2348 / 13.49	2467 / 14.18	2592 / 14.90
32	2075 / 11.93	2180 / 12.53	2291 / 13.17	2407 / 13.83	2529 / 14.53	2657 / 15.27
33	2127 / 12.22	2235 / 12.84	2348 / 13.49	2467 / 14.18	2592 / 14.90	2723 / 15.65
34	2180 / 12.53	2291 / 13.17	2407 / 13.83	2529 / 14.53	2657 / 15.27	2791 / 16.04
35	2235 / 12.84	2348 / 13.49	2467 / 14.18	2592 / 14.90	2723 / 15.65	2861 / 16.44
36	2291 / 13.17	2407 / 13.83	2529 / 14.53	2657 / 15.27	2791 / 16.04	2933 / 16.86
37	2348 / 13.49	2467 / 14.18	2592 / 14.90	2723 / 15.65	2861 / 16.44	3006 / 17.28
38	2407 / 13.83	2529 / 14.53	2657 / 15.27	2791 / 16.04	2933 / 16.86	3081 / 17.71
39	2467 / 14.18	2592 / 14.90	2723 / 15.65	2861 / 16.44	3006 / 17.28	3158 / 18.15
40	2529 / 14.53	2657 / 15.27	2791 / 16.04	2933 / 16.86	3081 / 17.71	3237 / 18.60
41	2592 / 14.90	2723 / 15.65	2861 / 16.44	3006 / 17.28	3158 / 18.15	3318 / 19.07
42	2657 / 15.27	2791 / 16.04	2933 / 16.86	3081 / 17.71	3237 / 18.60	3401 / 19.55
43	2723 / 15.65	2861 / 16.44	3006 / 17.28	3158 / 18.15	3318 / 19.07	3486 / 20.03
44	2791 / 16.04	2933 / 16.86	3081 / 17.71	3237 / 18.60	3401 / 19.55	3573 / 20.53
45	2861 / 16.44	3006 / 17.28	3158 / 18.15	3318 / 19.07	3486 / 20.03	3662 / 21.05
46	2933 / 16.86	3081 / 17.71	3237 / 18.60	3401 / 19.55	3573 / 20.53	3752 / 21.56
47	3006 / 17.28	3158 / 18.15	3318 / 19.07	3486 / 20.03	3662 / 21.05	3845 / 22.10
48	3081 / 17.71	3237 / 18.60	3401 / 19.55	3573 / 20.53	3752 / 21.56	3940 / 22.64
49	3158 / 18.15	3318 / 19.07	3486 / 20.03	3662 / 21.05	3845 / 22.10	4037 / 23.20
50	3237 / 18.60	3401 / 19.55	3573 / 20.53	3752 / 21.56	3940 / 22.64	4137 / 23.78
51	3318 / 19.07	3486 / 20.03	3662 / 21.05	3845 / 22.10	4037 / 23.20	4239 / 24.36
52	3401 / 19.55	3573 / 20.53	3752 / 21.56	3940 / 22.64	4137 / 23.78	4344 / 24.97
53	3486 / 20.03	3662 / 21.05	3845 / 22.10	4037 / 23.20	4239 / 24.36	4451 / 25.58
54	3573 / 20.53	3752 / 21.56	3940 / 22.64	4137 / 23.78	4344 / 24.97	4561 / 26.21
55	3662 / 21.05	3845 / 22.10	4037 / 23.20	4239 / 24.36	4451 / 25.58	4674 / 26.86



PAJARO VALLEY UNIFIED SCHOOL DISTRICT POSITION DESCRIPTION

Position: Student Services Specialist I

JOB CODE:

Department: Student Services

Reports To: Director of Student Services

SUMMARY

Performs a variety of technical and complex secretarial and administrative support duties associated with, but not limited to, discipline, expulsions, summer school and afterschool programs. Processes accounting transactions and fiscal data for the department and afterschool program sites.

NATURE AND SCOPE

Under limited supervision this position typically performs normal to highly complex secretarial activities, which will vary depending on the area of assignment. This position is expected to apply a working knowledge of various facets of the department or section to work situations which are usually routine but can be varied and unique. This position exercises some independent judgment in routine administrative matters, preparing reports and correspondence, addressing complaints from the public or employees and other matters of similar complexity. Assures that due process is followed according to the Education Code and District procedures. Prepares highly sensitive documents and work involves handling private/confidential information. May train clerical or secretarial employees of lower classification. Human relations contacts extend to multiple levels within the organization on a continuous basis such as the public and outside groups on a frequent basis.

DISTINGUISHING CHARACTERISTICS

This is the first level in a predominately technical classification that requires working knowledge in discipline, expulsion hearings, summer school and afterschool programs. Advancement to this class requires the ability to work with accounting information, compile statistical data, and provide support for advisory board activities. Performs highly technical support duties involving the use of some independent judgment as well as the following demonstrated competencies: proficiency in word processing, spreadsheets, databases, and the ability to coordinate projects requiring information from other sources.

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

- Performs technical secretarial and clerical duties involving the use of some independent judgment and a working knowledge of related departmental functions and procedures.

- Performs administrative support to special processes such as advisory board meetings and special interest group meetings.
- Takes and transcribes dictation as assigned. Types from rough drafts or verbal instructions a variety of materials such as letters, memoranda, reports and statistical data.
- Screens incoming telephone calls, evaluating the relative importance of each and independently resolving routine matters or referring to others when necessary.
- Arranges meetings as directed. Prepares schedules and informs participants, confirming dates and times.
- Attends meetings as assigned. May record, transcribe and distribute minutes as directed.
- Maintains committee records, assists in the preparation of departmental reports by gathering and summarizing information from a variety of sources.
- Performs special projects as assigned. Conducts research of libraries, business transactions, official proceedings, employee and student records, industry statistics and trends, etc., to compile reports for administration or to regulatory or governing agencies.
- As assigned, receives, handles and stores highly confidential information pertaining to the District or assigned department. Maintains confidentiality.
- Works in cooperation with other public agencies such as the District Attorney, the Probation Department, Police and Sheriff's Departments and community based organizations.
- Works in coordination with the Board and COE regarding expulsions.
- Works in coordination with the Director in matters regarding student re-entry from expulsion and student behavior hearings.
- Assists in the collection of analytical data, maintains reports, and makes assessments in regards to all truancy, dropout, and behavioral prevention programs.
- Works with the District Communications Department to disseminate information to students, staff, parents and the community regarding attendance and discipline issues.
- Receives and takes referrals for student expulsion and answers questions regarding the expulsion process.
- Maintains the monthly accounting of student suspensions.
- Maintains budget records and files.
- Verifies account codes for accuracy and appropriateness of amounts including fund balances.
- Communicates on a regular basis with department staff and afterschool program coordinators, vendors and accounting personnel to resolve budget problems and discrepancies.

Student Services Specialist I

Approved by Personnel Commission: TBD

Approved by Board: TBD

- Process monthly supplemental payroll for afterschool and summer school programs.
- Prepares documents such as purchase orders, payroll, finance/accounting documents and distributes them to others for further action.
- Establishes, revises, and maintains filing system and other clerical procedures.
- Contacts other departments to obtain information and documents for the supervisor.
- Works in conjunction with afterschool program site coordinators in an effort to curb student truancy in the afterschool and summer school programs.
- Provides training and support to school site personnel on student records, subpoenas, law enforcement requests, or eTruancy.
- May provide guidance and assign work to clerical and secretarial staff in the division or department.
- Performs other duties as required to accomplish the objectives of the position.

QUALIFICATIONS

Knowledge and Skills: Requires a working knowledge of office practices, procedures and equipment, including filing systems, receptionist and telephone techniques and letter and report writing. Requires a working knowledge of those activities associated with statistical record keeping, bookkeeping and accounting, budget and payroll transaction processing, and confidential record keeping. Requires thorough knowledge of proper English usage, grammar, spelling, punctuation and basic mathematical skills. Requires a working knowledge of personal computer based software programs that support this level of work, including but not limited to, word processing, spreadsheets, presentation graphics and data entry onto databases.

Abilities: Requires the ability to independently perform all of the duties of the position efficiently and effectively. Must be able to perform complex office and secretarial work with speed and accuracy. Must be able to learn, interpret, explain and apply knowledge of District and department organization, operations, programs, functions and special department terminology. Requires the ability to support staff in a manner that encourages high morale and efficiency; to plan, organize and prioritize work in order to meet schedules and timelines. Requires the ability to analyze situations and accurately adopt an effective course of action. May require the ability to set up meetings at remote sites, including the transport and setup of materials and supplies. Requires the ability to communicate with students, staff, parents and the public using patience and 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. Requires demonstrated ability to enter data onto standardized formats using computerized data base programs by using basic keyboarding or 10-key skills.

Physical Abilities: Position involves standing, walking, stooping, and occasional carrying and lifting of lightweight materials (up to 20 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 for examination as approved on _____.

High School diploma or completion of GED, plus three (3) years of increasingly responsible secretarial experience, preferably in an educational organization. One (1) year, of the three, experience in bookkeeping required.

OR

High School diploma or completion of GED, plus completion of 32 semester units in the area of secretarial science, business, or a related field, and two (2) years in a secretarial capacity preferably in an education organization.

Typing Requirement: Must be able to type 55 words per minute

Approved by Personnel Commission TBD

Approved by Governing Board TBD



PAJARO VALLEY UNIFIED SCHOOL DISTRICT POSITION DESCRIPTION

Position: Student Services Specialist II

JOB CODE:

Department: Student Services

Reports To: Director of Student Services

SUMMARY

Performs a variety of analytical, ~~technical-specialized~~ and complex secretarial and administrative duties associated with, but not limited to, discipline, expulsions, summer school and afterschool programs. Processes and analyzes accounting transactions and compilation of fiscal data for the department and afterschool program sites. May keep a complete set of accounting and fiscal records for the department.

NATURE AND SCOPE

Under minimal supervision performs highly complex secretarial activities, which will vary depending on the area of assignment. This position is expected to apply specialized or technical knowledge of various facets of the department or section to work situations which are usually routine but can be varied and unique. This position requires considerable independent judgment in administrative matters, preparing reports and correspondence, handling complaints from the public or employees and other matters of similar complexity. Assures that due process is followed according to the Education Code and District procedures. Work often involves handling a broad scope of proprietary and private information. Prepares highly sensitive documents and work involves handling private/confidential information. May exercise partial supervision over or train clerical or secretarial employees of lower classification. Human relations contacts extend to multiple levels within the organization on a continuous basis such as the public and outside groups on a frequent basis.

DISTINGUISHING CHARACTERISTICS

This is predominately a ~~technical-specialized~~ classification that requires specialized knowledge in discipline, expulsion hearings, summer school and afterschool programs. Advancement to this class requires the ability to work with advanced accounting information, compile statistical data, organize activities for an advisory board, and provide informal leadership.

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

- Performs ~~technical-specialized~~ and complex secretarial and clerical duties involving the use of independent judgment and an in-depth understanding of departmental functions and procedures, with a working-complete understanding of related departments' functions and procedures.

Student Services Specialist II

Approved by Personnel Commission: 10/21/10, TBD

Approved by Board: 10/27/10, TBD

- Performs administrative support to special processes such as advisory board meetings and special interest group meetings.
- Takes and transcribes dictation as assigned. Types (keyboards) from rough drafts or verbal instructions a variety of materials such as letters, memoranda, reports and statistical data. Independently composes original correspondence and forms on routine department matters.
- Receives telephone calls, interviewing callers for purpose, handling routine matters independently, providing information as appropriate, or routing calls to administrators as necessary.
- Arranges public and management meetings as directed. Prepares schedules and informs participants, confirming dates and times. Makes hotel and travel reservations as directed.
- Attends meetings as assigned. Records, transcribes and distributes minutes as directed. May attend meetings acting on behalf of the administrator.
- Maintains committee records, assists in the preparation of departmental reports by gathering and summarizing information from a variety of sources.
- Performs special projects as assigned. Conducts research of libraries, business transactions, official proceedings, employee and student records, industry statistics and trends, etc., to compile reports for administration or to regulatory or governing agencies.
- As assigned, receives, handles and stores highly confidential information pertaining to the District or assigned department. Maintains confidentiality.
- Works in close cooperation with other public agencies such as the District Attorney, the Probation Department, Police and Sheriff's Departments and community based organizations.
- Works in coordination with the Director in matters regarding student re-entry from expulsion and student behavior hearings.
- Assists in the collection of analytical data, develops reports, and makes assessments in regards to all truancy, dropout, and behavioral prevention programs.
- Works closely with the District Communications Department to disseminate information to students, staff, parents and the community regarding attendance and discipline issues.
- Receives and takes referrals for student expulsion and answers questions regarding the expulsion process.
- Oversees the monthly accounting of student suspensions.
- Maintains budget records and files. Gathers and compiles information required by Administrator for budget development. Independently assembles some or all of the performance and budget information for reporting to advisory boards or external agencies.
- Verifies account codes and accuracy and appropriateness of amounts including fund balances.

Student Services Specialist II

Approved by Personnel Commission: 10/21/10, TBD

Approved by Board: 10/27/10, TBD

- Communicates on a regular basis with department staff and afterschool program coordinators, vendors and accounting personnel to resolve budget problems and discrepancies.
- Process monthly supplemental payroll for afterschool and summer school programs. May calculate items such as employee wages, time and work reports, materials and labor charges and supply and equipment charges. May prepare related reports and documents, such as but not limited to supplemental payroll and consultant service agreements.
- Prepares documents such as purchase orders, payroll, finance/accounting documents and distributes them to others for further action.
- Develops worksheets for financial reports requiring skill at researching information from financial data management systems.
- Establishes, revises, and maintains filing system and other ~~clerical~~ administrative procedures.
- Contacts other departments to obtain information and documents for the supervisor.
- Identifies and recruits at-risk youth for placement in the afterschool and or summer school programs.
- Works in conjunction with afterschool program site coordinators in an effort to curb student truancy in the afterschool and summer school programs.
- May provide guidance and assign work to clerical and secretarial staff in the division or department.
- Performs other duties as required to accomplish the objectives of the position.

QUALIFICATIONS

Knowledge and Skills: Requires a thorough knowledge of office practices, procedures and equipment, including filing systems, receptionist and telephone techniques and letter and report writing. Requires thorough knowledge of those activities associated with statistical record keeping, staff administration, cashing and confidential record keeping. Requires thorough knowledge of proper English usage, grammar, spelling, punctuation and basic arithmetic skills. Must be skilled in using various standard office machines, including computers with document processing, desktop publishing, database, and spreadsheet applications. Requires sufficient human relations skill to participate in meetings as a representative of the department, to employ interviewing and investigating techniques, and to instruct others. Requires working knowledge of the practices and terminology of bookkeeping and accounting. Requires knowledge in business mathematics and recordkeeping.

Abilities: Requires the ability to independently perform all of the duties of the position efficiently and effectively. Must be able to coordinate and perform complex office and secretarial work with speed and accuracy. Must be able to learn, interpret, explain and apply knowledge of District and department organization, operations, programs, functions and special department terminology to relieve an administrator or program director of a variety of administrative details. Requires the ability to guide staff in a manner that encourages high morale and efficiency; to plan, organize and prioritize work in order to meet schedules and timelines; and to analyze situations accurately and adopt an effective course of action. May require the ability to set up meetings at remote sites, including the transport and setup of

Student Services Specialist II

Approved by Personnel Commission: 10/21/10, TBD

Approved by Board: 10/27/10, TBD

materials and supplies. Requires the ability to communicate with students, staff, parents and the public using patience and 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. Requires demonstrated ability to enter data onto standardized formats using computerized data base programs by using basic keyboarding or 10-key skills.

Physical Abilities: Position involves standing, walking, stooping, and occasional carrying and lifting of lightweight materials (up to 20 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 for examination as approved on October 21, 2010.

High School diploma or completion of GED, plus five (5) years of increasingly responsible secretarial experience, preferably in an educational organization. Two (2) years, of the five, experience in bookkeeping required.

OR

High School diploma or completion of GED, plus two (2) years of college course work majoring in secretarial science, business, or a related field; plus three (3) years of increasing responsible secretarial experience, preferably in an education organization. ~~Two~~ One (21) years, of the ~~five~~ three, experience in bookkeeping required.

Typing Requirement: Type 65 words per minute

Approved by Personnel Commission	10/21/10, <u>revised TBD</u>
Approved by Governing Board	10/27/10, <u>revised TBD</u>

Student Services Specialist II
Approved by Personnel Commission: 10/21/10, <u>TBD</u>
Approved by Board: 10/27/10, <u>TBD</u>

PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 13.3

Date: September 14, 2011

Item: Election of Vice President/Clerk of the Board.

Overview: With the elected Vice President/Clerk stepping into the President position, the Board needs to elect a new Vice President/Clerk to fill the vacated officer position.

The Vice President/Clerk also serves in the Agenda Review Committee.

Recommendation: Elect a Vice President/Clerk of the Board.

Prepared By: Dorma Baker, Superintendent

Superintendent's Signature:

Dorma Baker

PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 13.4

Date:	September 14, 2011
Item:	Update Board Bylaw 9123, Vice President/Clerk
Overview:	<p>At the meeting of August 10, 2011, Board Bylaw was tabled to clarify the title of "Clerk". Upon consulting with the California School Boards Association, it was confirmed that the title of "Vice President/Clerk" can continue to be used by governing boards.</p> <p>BP 9123 – Vice President/Clerk Bylaw revised to clarify which boards are required by law to appoint a vice president/clerk from among their members at the annual organizational meeting, and to clarify duties of the vice president/clerk.</p>
Recommendation:	Review and approve updated policies as outlined.

Prepared By: Dorma Baker, Superintendent

Superintendent's Signature:

Dorma Baker

VICE PRESIDENT/CLERK

The Governing Board shall elect a vice president/clerk from its own membership at the annual organizational meeting. (Education Code 35143)

(cf. 9100 - Organization)

The duties of the vice president/clerk shall be to:

1. Certify or attest to actions taken by the Board when required
2. Maintain such other records or reports as required by law
3. Sign documents on behalf of the district as directed by the Board
4. Serve as presiding officer in the absence of the president

(cf. 9121 - President)

5. Notify Board members and members-elect of the date and time for the annual organizational meeting
6. Perform any other duties assigned by the Board

Legal Reference:

EDUCATION CODE

17593 Repair and supervision of property (duty of district clerk)
35038 Appointment of clerk by county superintendent of schools
35039 Dismissal of clerk
35121 Appointment of clerk in certain city and high school districts
35143 Annual organizational meetings
35250 Duty to keep certain records and reports
38113 Duty of clerk (re provision of school supplies)

GOVERNMENT CODE

54950-54963 Ralph M. Brown Act

Management Resources:

CSBA PUBLICATIONS

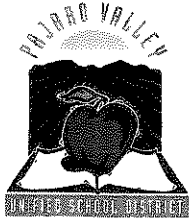
CSBA Professional Governance Standards, 2000
Maximizing School Board Leadership: Boardsmanship, 1996

WEB SITES

CSBA: <http://www.csba.org>



PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 13.5

Date: September 14, 2011

Item: 2010-11 Unaudited Actuals Report

Overview: All California school districts must adhere to a budget adoption and interim review over the course of a fiscal year. This process is spelled out and mandated in the Education Code. The table below describes the process.

Budget action:

Adopted budget
Unaudited actuals (prior year fiscal activity)
Annual independent audit of prior-year budget
1st Interim Report (activity through Oct 31)
2nd Interim Report (activity through January 31)
3rd Interim Report (activity through June 30)

Adoption date:

July 1
By September 15
Board review in Jan/Feb
By December 15
By March 15
If required by COE

Included is the district's proposed 2010-11 Unaudited Actuals Report. The report reflects major fiscal activity for the prior fiscal year. Updated multi-year fiscal projects are also included in the report. The report is submitted to the county office of education for review, but no official fiscal certification is issued based on the report's findings. The county office will, however, provide public comment and analysis on the report. In addition, the unaudited actuals are provided to the district's independent auditor as part of the auditor's annual audit of prior-year fiscal activity.

The attached report reflects an approximate \$4.1 million increase in the district's General Fund ending year balance for 2010-11 when compared against the 2010-11 Estimated Actuals presented in June. The major elements of the increase are described per the following (in approximate amounts):

\$1.6 million reclassification of funds due to state deferrals – The state has implemented a series of complex intra and inter-year funding deferrals. This has created challenges in how the district accounts for these funds pursuant to government accounting standards. Supplemental Hourly and Community Day School state categorical funds were subject to an inter-year deferral by the state in 2009-10. The district did not have direction from the county office or its auditor on to how to account for such funds. Direction was recently provided by the district's auditor to book these funds as accounts receivable in the 2010-11 fiscal year. The effect was a one-time increase in funds scored as revenues even though these funds were spent by their appropriate programs in 2009-10 and 2010-11.

\$800,000 adjustment to accounts receivable: Additional revenue is scored in accounts receivable due to differences in estimated amounts from the first principle apportionment (P1) to the second (P2). 2010-11 revenue for Supplemental Hourly, Community Day School, and GATE were subject of a state deferral. Staff reported estimated revenues for these programs based on P1 amounts and not on the P2 final amounts. P2 data was not released by the state until after the board received and approved 2010-11 estimated actual in June. Staff are working with the COE and auditor to develop methods of estimating these final amounts if they are subject to a state deferral in 2011-12. This was a one-time revenue adjustment and not ongoing funding.

\$630,000 decrease in expenditures – Overall expenditures came in lower than projected. This was due to a combination of lower costs for fees, goods, and services, lower operating costs, and school sites and programs closely monitoring budgets and spending.

\$600,000 in additional revenues -

During the course of the 2010-11 fiscal year, staff notified the board that the district's ending year balance will likely vary from what was projected at estimated actuals. The district was subject to unforeseen deferrals of state funding, dramatic changes in state funding, non-budgeted state and federal grants, and other fiscal activity outside of its control. The district's General Fund budget is more than \$165 million with total combined funds in excess of \$250 million. Consequently, unforeseen fiscal events and/or factors will alter the district's final ending balance when compared against projections at the start of the fiscal year.

Staff will provide the board additional information on this matter at the board meeting. Major variances will be itemized for board review.

Review and approve the district's 2010-11 Unaudited Actuals Report as submitted

Prepared By: Brett W. McFadden, CBO and Helen Bellonzi, Director of Finance

Superintendent's Signature: Dorm Bol

PAJARO VALLEY UNIFIED
2010-2011 UNAUDITED ACTUALS

BEGINNING FUND BALANCE	28,572,765
Audit Adjustments	791,912

INCOME

Revenue Limit	90,141,351
Federal Sources	28,566,347
Other State Revenues	48,676,354
Other Local Revenues	2,965,269
Transfers In	546,279
Other Sources	0
Contributions	0
TOTAL REVENUES	170,895,600

EXPENDITURES

Certificated Salaries	66,446,007
Classified Salaries	23,947,362
Employee Benefits	43,567,617
Books and Supplies	9,868,393
Services, Other Operating Expenses	17,561,560
Capital Outlay	46,554
Other Outgo	57,191
Direct Support/Indirect Costs	(673,717)
Other Uses	400,988
Transfers Out	691,927
TOTAL EXPENDITURES	161,913,882

<i>Net Incr(Decr) in Fund Balance</i>	8,981,718
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ENDING FUND BALANCE	38,346,395
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Components of Fund Balance:

Revolving Cash	55,000
Stores	230,652
3% Required Reserve	4,857,416
Restricted Fund Balance	7,817,930
Unappropriated Fund Balance	25,385,396
Ending Fund Balance	38,346,395

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

Includes -0.39% Cola with Deficit of
17.963% on General and 0.00% COLA
on State Categorical, 10% HW increase,
Step and Column and ADA Adjust for
Caiba College Prep

	General Unrestr	Lottery	TOTAL UNRESTRICTED	Transportation	Special Ed	Federal and State Grants/ Entitlements	Restricted Maintenance	Community Day School	TOTAL REST	Total General
		1100		7230/7240	6500/6510		8150	2430		
INCOME										
Revenue Limit	86,945,168		86,945,168		2,994,339	28,533,588		201,844	3,196,183	90,141,351
Federal Sources	32,759		32,759						28,533,588	28,566,347
Other State Revenues	18,571,744	2,241,935	20,813,679	2,580,825	11,842,589	13,439,261			27,862,675	48,676,354
Other Local Revenues	564,803		564,803	172,105	34,400	2,193,961			2,400,466	2,965,269
TOTAL REVENUES	106,114,474	2,241,935	108,356,409	2,752,930	14,871,328	44,166,810	0	201,844	61,992,912	170,349,321
EXPENDITURES										
Certificated Salaries	42,200,196	549,313	42,749,509		7,355,739	16,163,237		177,522	23,696,498	66,446,007
Classified Salaries	8,151,224	162,810	8,314,034	2,900,799	3,447,473	7,838,140	1,381,284	65,632	15,633,328	23,947,362
Employee Benefits	22,647,198	77,031	22,724,229	2,366,975	6,519,513	10,871,823	990,062	95,015	20,843,388	43,567,617
Books and Supplies	1,176,323	219,656	1,395,979	799,277	76,003	7,053,372	534,461	9,301	8,472,414	9,868,393
Services, Other Operating Expenses	7,265,663	733,170	7,998,833	(572,803)	3,809,808	5,324,303	940,048	61,371	9,562,727	17,561,560
Capital Outlay	41,124		41,124			5,430			5,430	46,554
Other Outgo	57,191		57,191						0	57,191
Direct Support/Indirect Costs	(2,677,451)		(2,677,451)		668,831	1,193,375	141,528		2,003,734	(673,717)
Other Uses	310,929		310,929	90,059					90,059	400,988
TOTAL EXPENDITURES	79,172,397	1,741,980	80,914,377	5,584,307	21,877,367	48,449,680	3,987,383	408,841	80,307,578	161,221,955
INTERFUND TRANSFERS										
Transfers In	546,279		546,279						0	546,279
Transfers Out	(691,927)		(691,927)						0	(691,927)
Other Financing Sources			0						0	0
Contributions	(14,086,329)		(14,086,329)	2,831,377	7,006,039	54,533	3,987,383	206,997	14,086,329	0
TOTAL TRANSFERS	(14,231,977)	0	(14,231,977)	2,831,377	7,006,039	54,533	3,987,383	206,997	14,086,329	(145,648)
Net Incr(Decr) in Fund Balance	12,710,100	499,955	13,210,055	0	0	(4,228,337)	0	0	(4,228,337)	8,981,718
FUND BALANCE										
Beginning Fund Balance	17,599,666	1,217,497	18,817,163	0	0	9,755,602	(0)	(0)	9,755,602	28,572,765
Components of Fund Balance:										
Audit Adjustment	791,912		791,912						0	791,912
Revolving Cash	55,000	0	55,000	0	0	0	0	0	0	55,000
Stores	230,652	0	230,652	0	0	0	0	0	0	230,652
3% Required Reserve	4,857,416	0	4,857,416	0	0	0	0	0	0	4,857,416
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
Restricted Fund Balance	2,290,665	0	2,290,665	0	0	5,527,265	(0)	0	5,527,265	7,817,930
Unappropriated Fund Balance	23,667,945	1,717,452	25,385,396	0	0	0	0	0	0	25,385,396
Ending Fund Balance	31,101,678	1,717,452	32,819,130	0	0	5,527,265	(0)	(0)	5,527,265	38,346,395

Pajaro Valley Unified School District

GENERAL FUND SUMMARY

FISCAL YEAR 2010-2011

10/11 Unaudited Actuals

Includes -0.39% Cola with Deficit of 17.963% on General and 0.00% 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
INCOME												
Revenue Limit	7,110,430											
Federal Sources		191,768	6,214,799	6,485,002								
Other State Revenues	1,853,652	1,889,722	3,294,678	587,722				(244,419)				
Other Local Revenues	50,050	277,658	490,254	798,082	19,060	10,459	613,180	1,515		40,264,209	3,380,699	159,904
TOTAL REVENUES	9,014,132	2,359,148	9,999,731	7,870,806	19,060	10,459	613,180	(242,904)	0	40,264,209	3,380,699	159,904
EXPENDITURES												
Certificated Salaries	4,254,049	971,203	2,602,095									
Classified Salaries	658,530	357,720	1,345,997	1,849,121						163,613		
Employee Benefits	2,013,179	660,436	2,308,910	2,098,512						92,470		
Books and Supplies	260,550	76,502	689,415	3,020,314	26,404	552						
Services, Other Operating Expenses	1,975,166	179,967	2,709,064	(22,568)	173,018	10,786	424,106			38,173,910	3,744,568	124,500
Capital Outlay			109,299	3,758	48,682	2,229,654	526,430	8,737				
Other Outgo	4,162	67,409	354,019	248,127								
Direct Support/Indirect Costs	14,323	121,714										
TOTAL EXPENDITURES	9,179,959	2,434,951	10,118,799	7,197,264	248,104	2,240,992	950,536	8,737	0	38,429,993	3,744,568	124,500
INTERFUND TRANSFERS												
Transfers In												
Transfers Out	360,063	331,864	0	0	0	0	0	0	(31,045)	(515,234)	0	0
Other Financing Sources												
Contributions												
TOTAL TRANSFERS	360,063	331,864	0	0	0	0	0	0	(31,045)	(515,234)	0	0
Net Incr(Decr) in Fund Balance	194,236	258,061	(119,068)	673,542	(229,044)	(2,230,533)	(337,356)	(251,641)	(31,045)	1,318,982	(363,869)	35,404
FUND BALANCE												
Beginning Fund Balance	2,658,955	1,199,754	168,215	1,075,607	4,116,059	2,591,752	597,167	324,261	31,045	6,759,735	2,611,177	1,883,314
Components of Fund Balance:												
Audit Adjustment					(116,969)	(88,181)				(1,511,367)		
Revolving Cash	0	0	0	0	0	0	0	0	0	0	0	0
Stores	0	0	0	281,797	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	2,132,596	0
Restricted Fund Balance	0		0	0	0	0	0	0	0	0	0	0
Unappropriated Fund Balance	2,853,191	1,455,815	49,147	1,467,352	3,770,046	273,038	259,811	72,620	(0)	6,567,350	114,712	1,918,718
Ending Fund Balance	2,853,191	1,455,815	49,147	1,749,149	3,770,046	273,038	259,811	72,620	(0)	6,567,350	2,247,308	1,918,718

PAJARO VALLEY UNIFIED
2011-2012 BUDGET @ 2010-2011 UNAUDITED ACTUALS

BEGINNING FUND BALANCE	38,346,395
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Adjustments

INCOME

Revenue Limit	90,224,446
Federal Sources	29,108,058
Other State Revenues	45,958,907
Other Local Revenues	2,370,309
Transfers In	550,000
Other Sources	0
Contributions	0
TOTAL REVENUES	168,211,720

EXPENDITURES

Certificated Salaries	67,617,375
Classified Salaries	24,625,165
Employee Benefits	49,612,193
Books and Supplies	9,381,216
Services, Other Operating Expenses	16,430,558
Capital Outlay	158,725
Other Outgo	55,000
Direct Support/Indirect Costs	(507,447)
Other Uses	400,989
Transfers Out	628,823
TOTAL EXPENDITURES	168,402,597

Net Incr(Decr) in Fund Balance	(190,877)
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ENDING FUND BALANCE	38,155,518
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Components of Fund Balance:

Revolving Cash	55,000
Stores	230,652
3% Required Reserve	5,052,078
COE Required Reserve	0
Restricted Fund Balance	8,237,092
Unappropriated Fund Balance	24,580,696
Ending Fund Balance	38,155,518

Pajaro Valley Unified School District
GENERAL FUND SUMMARY

FISCAL YEAR 2011-2012

11/12 Budget at 10/11 Unaudited Actuals

Includes 2.24% Cola with Deficit of 19.754%

on General and 0.0% COLA on State

Categorical, 15% HW increase, Step and

Column and ADA Adjust for Ceiba College

Prep

	General Unrestr	Lottery	TOTAL UNRESTRICTED	Transportation	Special Ed	Federal and State Grants/ Entitlements	Restricted Maintenance	Community Day School	TOTAL REST	Total General
INCOME		1100		7230/7240	6500/6510		8150	2430		
Revenue Limit	87,036,297		87,036,297		2,993,140			195,009	3,188,149	90,224,446
Federal Sources	14,600		14,600			29,093,458			29,093,458	29,108,058
Other State Revenues	15,831,194	2,082,582	17,913,776	2,572,611	11,078,824	14,393,696			28,045,131	45,958,907
Other Local Revenues	157,770	0	157,770	111,832		2,100,707			2,212,539	2,370,309
TOTAL REVENUES	103,039,861	2,082,582	105,122,443	2,684,443	14,071,964	45,587,861	0	195,009	62,539,277	167,661,720
EXPENDITURES										
Certificated Salaries	43,591,151	846,048	44,437,199		7,435,757	15,484,063		260,356	23,180,176	67,617,375
Classified Salaries	8,424,584	160,571	8,585,155	3,812,731	3,876,586	6,873,277	1,410,863	66,553	16,040,010	24,625,165
Employee Benefits	26,381,272	227,183	26,608,455	2,636,970	7,804,427	11,246,311	1,151,756	164,274	23,003,738	49,612,193
Books and Supplies	1,146,038	283,722	1,429,760	923,000	233,870	6,332,931	452,630	9,025	7,951,456	9,381,216
Services, Other Operating Expenses	7,236,763	823,618	8,060,381	(405,884)	3,104,644	4,702,844	897,187	71,386	8,370,177	16,430,558
Capital Outlay			0			150,000	8,725		158,725	158,725
Other Outgo	55,000		55,000						0	55,000
Direct Support/Indirect Costs	(2,062,776)		(2,062,776)		531,009	918,393	105,927		1,555,329	(507,447)
Other Uses	310,930		310,930	90,059					90,059	400,989
TOTAL EXPENDITURES	85,082,962	2,341,142	87,424,104	7,056,876	22,986,293	45,707,819	4,027,088	571,594	80,349,670	167,773,714
INTERFUND TRANSFERS										
Transfers In	550,000		550,000						0	550,000
Transfers Out	(628,823)		(628,823)						0	(628,823)
Other Financing Sources	0		0		0				0	0
Contributions	(17,729,555)		(17,729,555)	4,372,433	8,914,329	39,120	4,027,088	376,585	17,729,555	0
TOTAL TRANSFERS	(17,808,378)	0	(17,808,378)	4,372,433	8,914,329	39,120	4,027,088	376,585	17,729,555	(78,823)
Net Incr(Decr) in Fund Balance	148,521	(258,560)	(110,039)	0	0	(80,838)	0	0	(80,838)	(190,877)
FUND BALANCE										
Beginning Fund Balance	31,101,678	1,717,452	32,819,130	0	0	5,527,265	(0)	(0)	5,527,265	38,346,395
Components of Fund Balance:										
Audit Adjustment			0						0	0
Revolving Cash	55,000		55,000	0	0	0	0	0	0	55,000
Stores	230,652		230,652	0	0	0	0	0	0	230,652
3% Required Reserve	5,052,078		5,052,078	0	0	0	0	0	0	5,052,078
COE Required Reserve			0	0	0	0	0	0	0	0
Cash w/Fiscal Agent			0	0	0				0	0
Restricted Fund Balance	2,790,665		2,790,665	0	0	0	0	0	0	2,790,665
Unappropriated Fund Balance	23,121,804	1,458,892	24,580,696	0	0	5,446,427	(0)	0	5,446,427	24,580,696
Ending Fund Balance	31,250,199	1,458,892	32,709,091	0	0	5,446,427	(0)	(0)	5,446,427	38,155,518

GENERAL FUND SUMMARY

FISCAL YEAR 2011-2012

11/12 Budget at 10/11 Unaudited Actual:

Includes 2.24% Cola with Deficit of 19.754% on General and 0.0% COLA on State Categorical, 15% 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
INCOME												
Revenue Limit	7,385,388											
Federal Sources		167,302	5,996,120	6,162,762								
Other State Revenues	1,859,297	865,523	3,201,368	495,000								
Other Local Revenues	17,461	400,002	238,053	904,000	15,000	4,567	432,578	600	0	42,789,103	3,276,436	100,000
TOTAL REVENUES	9,262,146	1,432,827	9,435,541	7,561,762	15,000	4,567	432,578	600	0	42,789,103	3,276,436	100,000
EXPENDITURES												
Certificated Salaries	4,492,955	842,636	2,566,082									
Classified Salaries	535,795	312,233	1,232,229	1,924,020						161,296		
Employee Benefits	2,245,947	647,814	2,320,067	2,446,972						103,765		
Books and Supplies	324,487	33,675	703,125	3,195,684								
Services, Other Operating Expenses	2,453,925	204,342	2,349,367	64,646	1,241,590		424,578			41,974,000	3,275,000	100,000
Capital Outlay						277,605	8,000	36,466				
Other Outgo	1,778	40,521	264,671	200,477								
Direct Support/Indirect Costs	14,324	119,609										
Other Uses												
TOTAL EXPENDITURES	10,069,211	2,200,830	9,435,541	7,831,799	1,241,590	277,605	432,578	36,466	0	42,239,061	3,275,000	100,000
INTERFUND TRANSFERS												
Transfers In	296,959	331,864										
Transfers Out										(550,000)		
Other Financing Sources												
Contributions												
TOTAL TRANSFERS	296,959	331,864	0	0	0	0	0	0	0	(550,000)	0	0
Net Incr(Decr) in Fund Balance	(510,106)	(436,139)	0	(270,037)	(1,226,590)	(273,038)	0	(35,866)	0	42	1,436	0
FUND BALANCE												
Beginning Fund Balance	2,853,191	1,455,815	49,147	1,749,149	3,770,046	273,038	259,811	72,620	(0)	6,567,350	2,247,308	1,918,718
Components of Fund Balance:												
Audit Adjustment	0	0	0	0	0	0	0	0	0	0	0	0
Revolving Cash	0	0	0	281,797	0	0	0	0	0	0	0	0
Stores	0	0	0	0	0	0	0	0	0	0	0	0
3% Required Reserve	0	0	0	0	0	0	0	0	0	0	0	0
COE Required Reserve	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	2,132,596	0
Restricted Fund Balance	0	0	0	0	0	0	0	0	0	0	0	0
Unappropriated Fund Balance	2,343,085	1,019,676	49,147	1,197,315	2,543,456	0	259,811	36,754	(0)	6,567,392	116,148	1,918,718
Ending Fund Balance	2,343,085	1,019,676	49,147	1,479,112	2,543,456	0	259,811	36,754	(0)	6,567,392	2,248,744	1,918,718

Pajaro Valley Unified School District
GENERAL FUND SUMMARY

FISCAL YEAR 2012-2013
12/13 Budget at 10/11 Unaudited Actuals

Includes 3.10% Cola with Deficit of 19.754%
on General and 3.10% COLA on State
Categorical, 15% HW increase, Step and
Column, adjusted ADA for Ceiba College
Prep Acad

	General Unrestr	Lottery	TOTAL UNRESTRICTED	Transportation	Special Ed	Federal and State Grants/ Entitlements	Restricted Maintenance	Community Day School	TOTAL REST	Total General
		1100		7230/7240	6500/6510		8150	2430		
INCOME										
Revenue Limit	89,070,480	0	89,070,480	0	2,900,353	0	0	188,964	3,089,317	92,159,797
Federal Sources	14,600		14,600			25,554,084			25,554,084	25,568,684
Other State Revenues	15,475,509	2,110,772	17,586,281	2,490,288	10,707,470	14,098,026		0	27,295,784	44,882,065
Other Local Revenues	157,770	0	157,770	111,832	0	1,638,195			1,750,027	1,907,797
TOTAL REVENUES	104,718,359	2,110,772	106,829,131	2,602,120	13,607,823	41,290,305	0	188,964	57,689,212	164,518,343
EXPENDITURES										
Certificated Salaries	47,183,751	852,637	48,036,388		7,779,625	13,839,001		274,365	21,892,991	69,929,379
Classified Salaries	9,162,247	160,571	9,322,818	3,901,104	4,013,673	6,117,034	1,445,079	68,674	15,545,564	24,868,382
Employee Benefits	31,058,878	239,537	31,298,415	2,922,162	8,777,705	10,314,179	1,274,076	184,242	23,472,364	54,770,779
Books and Supplies	1,146,038	283,722	1,429,760	923,000	188,758	5,544,574	452,630	9,025	7,117,987	8,547,747
Services, Other Operating Expenses	7,236,763	823,618	8,060,381	(405,884)	3,104,644	4,692,964	897,187	71,386	8,360,297	16,420,678
Capital Outlay	0	0	0			0	0	0	0	0
Other Outgo	55,000		55,000			0			0	55,000
Direct Support/Indirect Costs	(2,062,813)		(2,062,813)		387,173	821,673	105,927		1,314,773	(748,040)
Other Uses	196,310		196,310	0					0	196,310
TOTAL EXPENDITURES	93,976,174	2,360,085	96,336,259	7,340,382	24,251,578	41,329,425	4,174,899	607,692	77,703,976	174,040,235
INTERFUND TRANSFERS										
Transfers In	50,000		50,000	0		0	0	0	0	50,000
Transfers Out	(667,185)	0	(667,185)	0				0	0	(667,185)
Other Financing Sources	0	0	0	0	0			0	0	0
Contributions	(20,014,764)	0	(20,014,764)	4,738,262	10,643,755	39,120	4,174,899	418,728	20,014,764	0
TOTAL TRANSFERS	(20,631,949)	0	(20,631,949)	4,738,262	10,643,755	39,120	4,174,899	418,728	20,014,764	(617,185)
Net Incr(DeCr) in Fund Balance	(9,889,764)	(249,313)	(10,139,077)	0	0	0	0	0	0	(10,139,077)
FUND BALANCE										
Beginning Fund Balance	31,250,199	1,458,892	32,709,091	0	0	5,446,427	(0)	(0)	5,446,427	38,155,518
Components of Fund Balance:										
Audit Adjustment		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	230,652	0	230,652	0	0	0	0	0	0	230,652
3% Required Reserve	5,241,223	0	5,241,223	0	0	0	0	0	0	5,241,223
COE Required Reserve	0	0	0	0	0	0	0	0	0	0
Reserved for COPS Repayment	0	0	0	0	0	0	0	0	0	0
Cash w/Fiscal Agent	3,290,665	0	3,290,665	0	0	5,446,427	(0)	0	5,446,427	8,737,092
Restricted Fund Balance	12,542,895	1,209,579	13,752,474	0	0	0	0	0	0	13,752,474
Unappropriated Fund Balance	21,360,435	1,209,579	22,570,014	0	0	5,446,427	(0)	(0)	5,446,427	28,016,441
Ending Fund Balance										

Includes 3.10% Cola with Deficit of 19.754%

on General and 3.10% COLA on State

Categorical, 15% 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
INCOME												
Revenue Limit	7,385,388											
Federal Sources	0	167,302	5,996,120	6,162,762								
Other State Revenues	1,822,771	863,969	3,201,368	495,000								
Other Local Revenues	17,461	400,002	238,053	904,000	18,000		432,578			43,585,775	3,655,230	100,000
TOTAL REVENUES	9,225,620	1,431,273	9,435,541	7,561,762	18,000	0	432,578	0	0	43,585,775	3,655,230	100,000
EXPENDITURES												
Certificated Salaries	4,243,069	870,246	2,511,793									
Classified Salaries	548,645	319,697	1,248,587	1,979,226						165,203		
Employee Benefits	2,252,600	608,063	2,404,248	2,739,491						113,322		
Books and Supplies	324,487	33,675	703,125	2,895,684	0							
Services, Other Operating Expenses	2,453,925	204,342	2,349,367	64,646	1,241,590		424,578			43,257,250	3,655,230	100,000
Capital Outlay			0				8,000					
Other Outgo												
Direct Support/Indirect Costs	1,778	40,521	264,671	200,477								
Other Uses	0	119,609										
TOTAL EXPENDITURES	9,824,504	2,196,153	9,481,791	7,879,524	1,241,590	0	432,578	0	0	43,535,775	3,655,230	100,000
INTERFUND TRANSFERS												
Transfers In	296,959	370,226	0	0	0							
Transfers Out		0	0	0	0					(50,000)	0	0
Other Financing Sources	0	0	0	0	0					0	0	0
Contributions		0	0	0	0					0	0	0
TOTAL TRANSFERS	296,959	370,226	0	0	0	0	0	0	0	(50,000)	0	0
Net Incr(Decr) in Fund Balance	(301,925)	(394,654)	(46,250)	(317,762)	(1,223,590)	0	0	0	0	0	0	0
FUND BALANCE												
Beginning Fund Balance	2,343,085	1,019,676	49,147	1,479,112	2,543,456	0	259,811	36,754	(0)	6,567,392	2,248,744	1,918,718
Components of Fund Balance:												
Audit Adjustment	0	0	0	0	0					0	0	0
Revolving Cash	0	0	0	281,797	0					0	0	0
Stores	0	0	0	0	0					0	0	0
3% Required Reserve	0	0	0	0	0					0	0	0
COE Required Reserve	0	0	0	0	0					0	0	0
Reserved for COPS Repayment	0	0	0	0	0					0	0	0
Cash w/Fiscal Agent	0	0	0	0	0					0	2,132,596	0
Restricted Fund Balance	0	0	0	0	0					0	0	0
Unappropriated Fund Balance	2,041,160	625,022	2,897	879,553	1,319,866	0	259,811	36,754	(0)	6,567,392	116,148	1,918,718
Ending Fund Balance	2,041,160	625,022	2,897	1,161,350	1,319,866	0	259,811	36,754	(0)	6,567,392	2,248,744	1,918,718

Pajaro Valley Unified School District
GENERAL FUND SUMMARY

FISCAL YEAR 2013-2014

13/14 Budget at 10/11 Unaudited Actuals

Includes 2.80% Cola with Deficit of 19.754%

on General and 2.80% COLA on State
Categorical, 15% HW increase, Step and
Column, adjusted ADA for Ceiba College
Prep Acad

	General Unrestr	Lottery	TOTAL UNRESTRICTED	Transportation	Special Ed	Federal and State Grants/ Entitlements	Restricted Maintenance	Community Day School	TOTAL REST	Total General
		1100		7230/7240	6500/6510		8150	2430		
INCOME										
Revenue Limit	91,217,407	0	91,217,407	0	2,983,754	0	0	194,398	3,178,152	94,395,559
Federal Sources	14,600		14,600			25,554,084			25,554,084	25,568,684
Other State Revenues	15,785,220	2,079,366	17,864,586	2,561,971	11,030,827	14,360,391		0	27,953,189	45,817,775
Other Local Revenues	157,770	0	157,770	111,832	0	1,638,195			1,750,027	1,907,797
TOTAL REVENUES	107,174,997	2,079,366	109,254,363	2,673,803	14,014,581	41,552,670	0	194,398	58,435,452	167,689,815
EXPENDITURES										
Certificated Salaries	47,984,204	858,044	48,842,248		7,903,873	13,714,686		280,251	21,898,810	70,741,058
Classified Salaries	9,210,339	160,571	9,370,910	3,921,712	4,054,261	6,156,588	1,454,120	70,012	15,656,693	25,027,603
Employee Benefits	34,920,876	256,364	35,177,240	3,195,760	9,796,947	11,189,317	1,391,160	202,711	25,775,895	60,953,135
Books and Supplies	1,146,038	283,722	1,429,760	923,000	188,758	5,309,531	452,630	9,025	6,882,944	8,312,704
Services, Other Operating Expenses	5,993,929	823,619	6,817,548	(405,884)	3,104,644	4,392,964	701,587	71,386	7,864,697	14,682,245
Capital Outlay	0	0	0			0	0	0	0	0
Other Outgo	55,000		55,000			0			0	55,000
Direct Support/Indirect Costs	(2,080,692)		(2,080,692)		398,021	828,704	105,927		1,332,652	(748,040)
Other Uses	196,310		196,310	0						196,310
TOTAL EXPENDITURES	97,426,004	2,382,320	99,808,324	7,634,588	25,446,504	41,591,790	4,105,424	633,385	79,411,691	179,220,015
INTERFUND TRANSFERS										
Transfers In	50,000		50,000	0		0	0	0	0	50,000
Transfers Out	(709,053)	0	(709,053)	0				0	0	(709,053)
Other Financing Sources	0	0	0	0	0			0	0	0
Contributions	(20,976,239)	0	(20,976,239)	4,960,785	11,431,923	39,120	4,105,424	438,987	20,976,239	0
TOTAL TRANSFERS	(21,635,292)	0	(21,635,292)	4,960,785	11,431,923	39,120	4,105,424	438,987	20,976,239	(659,053)
Net Incr(Decr) in Fund Balance	(11,886,299)	(302,954)	(12,189,253)	0	0	0	0	0	0	(12,189,253)
FUND BALANCE										
Beginning Fund Balance	21,360,435	1,209,579	22,570,014	0	0	5,446,427	(0)	(0)	5,446,427	28,016,441
Components of Fund Balance:										
Audit Adjustment			0						0	0
Revolving Cash	55,000	0	55,000	0	0	0	0	0	0	55,000
Stores	230,652	0	230,652	0	0	0	0	0	0	230,652
3% Required Reserve	5,397,872	0	5,397,872	0	0	0	0	0	0	5,397,872
COE Required Reserve	0	0	0	0	0	0	0	0	0	0
Reserved for COPS Repayment	0	0	0	0	0	0	0	0	0	0
Cash w/Fiscal Agent	3,790,665	0	3,790,665	0	0	0	0	0	0	3,790,665
Restricted Fund Balance	(53)	906,625	906,572	0	0	5,446,427	(0)	0	5,446,427	9,237,092
Unappropriated Fund Balance	9,474,136	906,625	10,380,761	0	0	5,446,427	(0)	(0)	5,446,427	15,827,188
Ending Fund Balance										

Pajaro Valley Unified School District
GENERAL FUND SUMMARY

FISCAL YEAR 2013-2014
13/14 Budget at 10/11 Unaudited Actual

Includes 2.80% Cola with Deficit of 19.754%
on General and 2.80% COLA on State
Categorical, 15% 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
INCOME												
Revenue Limit	7,385,388											
Federal Sources	0	167,302	5,996,120	6,162,762								
Other State Revenues	1,859,442	865,322	3,201,368	495,000	0							
Other Local Revenues	17,461	400,002	238,053	904,000	14,000		432,578		0	46,639,034	4,068,193	100,000
TOTAL REVENUES	9,262,291	1,432,626	9,435,541	7,561,762	14,000	0	432,578	0	0	46,639,034	4,068,193	100,000
EXPENDITURES												
Certificated Salaries	4,311,675	870,246	2,530,256									
Classified Salaries	550,599	320,281	1,253,555	1,996,598						165,353		
Employee Benefits	2,548,740	638,658	2,571,646	3,042,891						121,452		
Books and Supplies	352,026	33,675	703,125	2,895,684								
Services, Other Operating Expenses	2,453,925	137,716	2,349,367	64,646	1,168,597		424,578			46,302,229	4,068,193	100,000
Capital Outlay							8,000					
Other Outgo												
Direct Support/Indirect Costs	1,778	40,521	264,671	200,477								
Other Uses	0	119,609										
TOTAL EXPENDITURES	10,218,743	2,160,706	9,672,620	8,200,296	1,168,597	0	432,578	0	0	46,589,034	4,068,193	100,000
INTERFUND TRANSFERS												
Transfers In	305,423	403,630	0	0	0							
Transfers Out		0	0	0	0					(50,000)	0	0
Other Financing Sources	0	0	0	0	0					0	0	0
Contributions		0	0	0	0					0	0	0
TOTAL TRANSFERS	305,423	403,630	0	0	0	0	0	0	0	(50,000)	0	0
Net Incr(Decr) in Fund Balance	(651,029)	(324,450)	(237,079)	(638,534)	(1,154,597)	0	0	0	0	0	0	0
FUND BALANCE												
Beginning Fund Balance	2,041,160	625,022	2,897	1,161,350	1,319,866	0	259,811	36,754	(0)	6,567,392	2,248,744	1,918,718
Components of Fund Balance:												
Audit Adjustment	0	0	0	0	0					0	0	0
Revolving Cash	0	0	0	281,797	0					0	0	0
Stores	0	0	0	0	0					0	0	0
3% Required Reserve	0	0	0	0	0					0	0	0
COE Required Reserve	0	0	0	0	0					0	0	0
Reserved for COPS Repayment	0	0	0	0	0					0	0	0
Cash w/Fiscal Agent	0	0	0	0	0					0	2,132,596	0
Restricted Fund Balance	0		0	0	0					0	0	0
Unappropriated Fund Balance	1,390,131	300,572	(234,182)	241,019	165,269	0	259,811	36,754	(0)	6,567,392	116,148	1,918,718
Ending Fund Balance	1,390,131	300,572	(234,182)	522,816	165,269	0	259,811	36,754	(0)	6,567,392	2,248,744	1,918,718