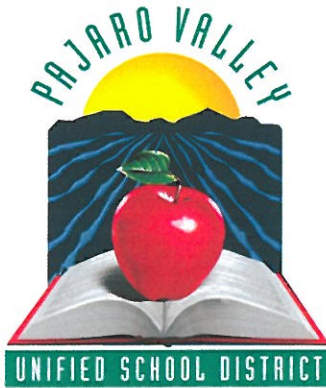


PAJARO VALLEY UNIFIED SCHOOL DISTRICT MISSION STATEMENT

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 24, 2014 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 Existing Litigation
- 2.6 Pending Litigation
- 2.7 Anticipated Litigation
- 2.8 Real Property Negotiations
- 2.9 3 Expulsion

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

- 3.1 Pledge of Allegiance
- 3.2 Welcome by Board President
Trustees Leslie DeRose, Maria Orozco, Karen Osmundson, Lupe Rivas, Jeff Ursino, Willie Yahiro and President Kim De Serpa
- 3.3 Superintendent Comments
- Recognition of Patricia Cortez Hidalgo, Teacher, White House Honoree as a "Champion of Change" for her Work in Bilingual Education.
- 3.4 Governing Board Comments/Reports Standing Committees Meetings (1 min per trustee)

4.0 APPROVAL OF THE AGENDA

5.0 APPROVAL OF MINUTES

- Minutes for September 10, 2014

6.0 HIGH SCHOOL STUDENTS BOARD REPRESENTATIVES REPORT (5 min. per school)

Board President closes regular meeting and opens public hearing.

7.0 PUBLIC HEARING: SUFFICIENCY OF INSTRUCTIONAL MATERIALS

- 7.1 Report on Resolution #14-15-07, Sufficiency of Instructional Materials K-12 and Science Laboratory Equipment for Grades 9 – 12. (5 min. report; 5 min. discussion)
Report by Susan Perez, Assistant Superintendent, Curriculum & Instruction
- 7.2 Public Comment
- 7.3 Board Comments/Questions

Board President closes public hearing and resumes regular 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. Trustees may ask questions for clarity but cannot take action on these matters. (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 September 4 - 17, 2014
The PO's will be available in the Superintendent's Office.
- 10.2 Warrants September 4 - 17, 2014
The warrants will be available in the Superintendent's Office.
- 10.3 Approve Migrant and Seasonal Head Start Refunding Application Budget for March 1, 2015 – February 29, 2016.
- 10.4 Approve Migrant and Seasonal Head Star Training and Technical Assistance Plan and Budget for March 1, 2015 – February 29, 2016.
- 10.5 Approve Migrant and Seasonal Head Start's 2014 Program Audit and Corrective Plan of Action.
- 10.6 Approve Migrant and Seasonal Head Start Code of Conduct Policy to Meet Federal Head Start Performance Standards.
- 10.7 Approve CAHSEE Waiver Request for Student 14-15-01, Mathematics, Renaissance High School.
- 10.8 Approve CAHSEE Waiver Request for Student 14-15-02, Mathematics, Pajaro Valley High School.
- 10.9 Approve CAHSEE Waiver Request for Student 14-15-03, Mathematics, Pajaro Valley High School.
- 10.10 Approve Parent Involvement Policy for Ann Soldo Elementary School.
- 10.11 Approve Notice of Completion of Lighting Project, Measure L Bond Project #8339, for Radcliff Elementary School.
- 10.12 Approve Notice of Completion of Kitchen Modernization Project, Measure L Bond Project #8340, for Amesti Elementary School.

- 10.13 Approve Change of Order and Project Notice of Completion of Summer 2014 Modernization Project, Measure L Bond Project #8310, for Cesar Chavez Middle School.
- 10.14 Approve Change Order and Project Notice of Completion of Summer 2014 Modernization Project, Measure L Bond Project #8350, for Ann Soldo Elementary.
- 10.15 Approve Project Closeout and Project Notice of Completion for Re-Roofing Project, Measure L Bond Project #8360 and #8370, for Calabasas and Freedom Elementary Schools.
- 10.16 Approve Project Closeout and Project Notice of Completion for Painting Project, Measure L Bond Project #8320, for Lakeview Middle School.

The administration recommends approval of the Consent Agenda.

11.0 DEFERRED CONSENT ITEMS

12.0 REPORT ITEMS

- 12.1 Report and discussion on Update of District's Supplemental Education Services.
Report by Susan Perez, AS, Curriculum & Instruction 10 min. report; 10 min. discussion
- 12.2 Report and discussion on 20114-15 Budget and Local Control Accountability Plan (LCAP).
Report by Brett McFadden, CBO. 10 min. report; 10 min discussion

13.0 ACTION ITEMS

- 13.1 Approve Resolution #14-15-07, Sufficiency of Instructional Materials K-12 and Science Laboratory Equipment for Grades 9 – 12.
Report Given under item 7.1
- 13.2 Report, discussion and possible action to approve a Waiver for William L. Clark.
Report by Sharon Roddick, Assistant Superintendent, HR 2 min. report; 5 min. discussion

14.0 ACTION ON CLOSED SESSION

15.0 UPCOMING BOARD MEETINGS/REMAINING BOARD MEETINGS FOR 2014

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
October	<ul style="list-style-type: none"> ▪ 8 ▪ 22 	
November	<ul style="list-style-type: none"> ▪ 12 	
December	<ul style="list-style-type: none"> ▪ 10 Annual Org. Mtg. 	<ul style="list-style-type: none"> ▪ Approve 1st Interim Report

16.0 ADJOURNMENT

PAJARO VALLEY UNIFIED SCHOOL DISTRICT
CLOSED SESSION AGENDA
September 24, 2014

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

New Hires - Probationary	
	None
Rehires	
	None
Promotions	
	None
New Hires	
6	Teacher
1	Psychologist
New Substitutes	
11	New Substitute Teacher
Administrative Appointments	
1	Site Coordinator
Transfers	
	None
Other	
1	Assistant Principal
2	Principal
Extra Pay Assignments	
1	Athletic Director
29	Coach
Extra Period Assignments	
	None
Leaves of Absence	
1	Behavior Technician
1	Career Development Specialist I
2	Instructional Assistant - Mild/Moderate
1	Lead Custodian
Retirements	
	None

Resignations/Terminations	
	None
Supplemental Service Agreements	
123	Teacher
Miscellaneous Actions	
	None
Separations From Service	
1	Psychologist
2	Teacher
1	Behavior Technician
1	Instructional Assistant – General Ed
1	Instructional Assistant – Mild/Moderate
1	Instructional Assistant – Moderate/Severe
1	Lead MS – Painter
1	Office Assistant II
Limited Term – Projects	
1	Administrative Secretary III
2	Enrichment Specialist
1	Instructional Assistant – General Ed
2	Office Assistant III
2	Parent Education Specialist
Exempt	
1	Childcare
Provisional	
	None
Limited Term - Substitute	
	None

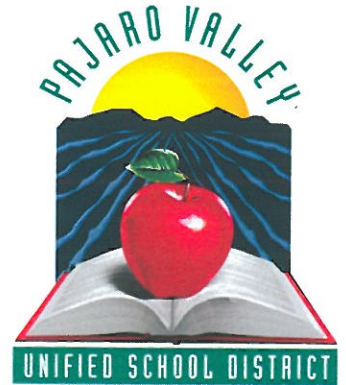
**September 10, 2014
REGULAR BOARD MEETING
UNADOPTED MINUTES**

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

Vice President/Clerk Rivas opened the meeting in public 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	
20	Teachers
3	Behavior Technician
2	Instructional Assistant – General
1	Instructional Assistant – Mild/Moderate
11	Instructional Assistant – Moderate-Severe
1	Office Assistant III
Rehires	
3	Teachers
Promotions	
	None
New Hires	
	None
New Substitutes	
13	Substitutes
Administrative Appointments	
	None
Transfers	
	None

Other	
	None
Extra Pay Assignments	
	None
Extra Period Assignments	
	None
Leaves of Absence	
5	Teacher
1	Cafeteria Assistant
1	Office Assistant II
1	<i>Library Media Tech</i>
Retirements	
	None
Resignations/Terminations	
	None
Supplemental Service Agreements	
116	Teacher
Miscellaneous Actions	
	None
Separations From Service	
1	Psychologist
2	Teacher
1	Behavior Technician
1	Instructional Assistant – General
1	Instructional Assistant – Mild/Moderate
1	Instructional Assistant – Moderate/Severe
1	Office Assistant II
Limited Term – Projects	
1	Administrative Secretary I
3	Cafeteria Assistant
1	Groundskeeper I
1	Lead Custodian III
1	Library Media Technician
3	Office Assistant III
1	Site Computer Support Technician

Exempt	
2	Safety Monitor
1	School Crossing Guard
7	Yard Duty
Provisional	
1	Administrative Secretary I
1	Lead Custodian I
3	Office Assistant III
1	Payroll Technician
Limited Term - Substitute	
1	Cafeteria Manager I
1	Campus Safety & Security Officer
1	Custodian I
1	Office Assistant II

2.2 Public Employee Discipline/Dismissal/Release/Leaves

2.3 Negotiations Update

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

2.4 Claims for Damages

2.5 Existing Litigation

2.6 Pending Litigation

2.7 Anticipated Litigation

2.8 Real Property Negotiations

2.9 1 Expulsion

2.10 Superintendent's Evaluation

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

President De Serpa called the meeting of the Board in public to order at 7:22 PM.

3.1 Pledge of Allegiance

Assistant Superintendent Schekman led the Board in the Pledge of Allegiance.

3.2 Welcome by Board President

Trustees Leslie DeRose, Maria Orozco, Karen Osmundson, Lupe Rivas, Jeff Ursino and President Kim De Serpa were present. Trustee Willie Yahiro was absent.

3.3 Superintendent Comments

Dorma Baker gave an update regarding class sizes and overages. At this time, class size issues at the elementary level have been resolved and high schools should have theirs finalized by the end of the week.

3.4 Governing Board Comments/Reports Standing Committees Meetings

Trustee DeRose attended Pajaro Valley Prevention and Student Assistance's new intern orientation. She also attended the intergovernmental meeting where many issues related to the city and district were discussed, including completion of Pajaro Valley High.

Trustee Ursino attended a teacher's dinner at North County High where his wife, who is long-term subbing, received an award.

Trustee Orozco will attend the Migrant Head Start and the S4C meeting to participate in College Awareness Week planning. She announced she has started her Masters in Governance through California School Boards Administration.

Trustee Rivas attended the Labor Day picnic and the Parks and Recreation commissioners' thank you event.

Trustee Osmundson attended the Kawakami Watsonville sister city event to welcome Kawakami students. She stated that open houses in her area are taking place at almost the same time; she will try to make most of them and visit as many classrooms as possible.

President De Serpa noted that it was the World's Suicide Prevention Day and asked for a moment of silence for all who have lost their life, especially for the students our district has lost to suicide. She mentioned that October is the National Hispanic Heritage month and would like to honor it with a resolution. She attended a press conference at the Court House to address keeping kids in school; Kenya Edison, Student Services Director, is part of a county-wide coalition with a focus on preventing student from going into the juvenile court system. She added that PVUSD is one of two in Northern California districts that have effective truancy preventative practices.

4.0 APPROVAL OF THE AGENDA

Trustee Ursino moved to approve the agenda. Trustee Osmundson seconded the motion. The motion passed 6/0/1 (Yahiro absent).

5.0 APPROVAL OF MINUTES

- Minutes for August 27, 2014

Trustee Rivas moved to approve the minutes for August 27, 2014. Trustee Orozco seconded the motion. The motion passed 6/0/1 (Yahiro absent).

6.0 HIGH SCHOOL STUDENTS BOARD REPRESENTATIVES REPORT (5 min. per school)

John Mason of Pajaro Valley High School reported a positive start to the school year, including Back to School Night where over 400 parents attended. Many activities were held; suicide prevention week has begun and there are activities planned around this issue. Credit recovery courses and extended learning will begin. He announced that the school has a full-time cross guard for morning and afternoon.

7.0 VISITOR NON-AGENDA ITEMS

Pat Golditch, retired teacher, advocated for teachers who are bilingual and have a BCLAD credential but not getting additional pay. Teachers who have to teach combination classes also deserve additional compensation.

Cammie Ortiz, Norma Ortiz and David Carrillo, students from Watsonville High School, stated that there was a fundraising issue that was not approved by the school and when they were called into the office

they were treated inappropriately by the administration. Administration was not pleased that we asked teachers to accompany us to the meeting. They noted they are seeking an apology from the administration for how they were treated as well as a solution to our matter. This was already discussed with the principal and Mr. Schekman and a lot of solutions were discussed, including moving on. They were disappointed by their leaders and felt that it was not okay that during suicide prevention week administration made them feel unsafe.

8.0 EMPLOYEE ORGANIZATIONS COMMENTS – PVFT, CSEA, PVAM, CWA

Francisco Rodriguez, PVFT president, spoke about class sizes and is pleased that elementary and high school issues with overcrowded classes will be resolved. He is still concerned about special education classes as some are over the 28-student limit set by Education Code. He mentioned that some of the sites are at capacity and the union would like to be part of the planning for the impact of renovation that will require for students or teachers being replaced. In reference to common core standards, need time to adequately implement; there are issues that are coming up that the union can help resolve.

Brian Saxton, PVAM, reported that there is not much difference between a kindergartener and an 8th grader and this has helped his transition from a junior high to an elementary school. He spoke about what is happening at the school and how students are being engaged. He appreciates the support for our staff, including technology, food services. The community appreciated the elimination of reduced lunch fees.

9.0 CONSENT AGENDA

Trustee DeRose moved to approve the consent agenda. Trustee Orozco seconded the motion. The motion passed 6/0/1 (Yahiro absent).

9.1 Purchase Orders August 21 – September 3, 2014

9.2 Warrants August 21 – September 3, 2014

9.3 Approve Resolution #14-15-06, 2013-14/2014-15 GANN Limit Calculations.

9.4 Approve Travel for Pacific Coast Charter School Students to Spain and Italy, June 18 – 30, 2015.

10.0 DEFERRED CONSENT ITEMS

None.

11.0 REPORT ITEMS

11.1 Report and discussion on Common Core Implementation Update from Elaine Legorreta, Principal of Watsonville High School, and Tom Hiltz, Principal of MacQuiddy Elementary School.

Report by Susan Perez, Assistant Superintendent, Curriculum & Instruction.

Susan Perez reported that the district is leveraging funds through a grant to do innovative work on capacity to change practices in school to impact student achievement. The work our schools are doing is being modeled.

Elaine Legorreta and Mr. Ryan Jones of Watsonville High School reported that common core is a positive system for whole-brain thinking. She spoke briefly of using Mike Schmoker's book *Focus* to assist in guiding implementation; the three things that work in according to *Focus* are curriculum, effective lessons and authentic literacy-thinking and analyzing information, making argument and come up with new ideas. This affirmed that we were going in the right direction. Data teams were used to ensure that implementation is adequate.

Ryan Jones, teacher, discussed the Literacy Design Collaborative (LDC) toolbox, which has templates to design curriculum and provides subject focus for teacher and students. LDC's cycle includes 4 sections: 1 - What task? 2 -What skills? 3 -What instruction? and, 4- What results? Instruction is no longer a means to the end but rather teaching content as a vehicle to practice skills. Results section calls for a summative essay rather than a multiple choice. This model allows for grading and learning being in control of the student. Mr. Jones addressed how English Learners are benefitting from combining common core with content. With 90 staff members, including ROP and 8 departments, it seems that change is difficult but it is getting done because teachers have been exposed to what students are facing. The development of effective rubrics assist in understanding results.

Ms. Legorreta spoke about three challenges: depth of knowledge, student discussions and level of questioning. Depth of knowledge is the most important to measure instruction. Staff is improving in analyzing data but still struggle to get all data teams to be as efficient as possible. School Improvement Grant funds and literacy coaches are a tremendous resource and have allowed the district to have knowledgeable coaches work with our teachers.

Mr. Jones expressed an appreciation for the coaches and their role; it has been effective, literacy coach. Teachers are becoming literacy coaches and the investment in data team leaders and administrative support with professional development make a difference. Feedback on student work critical for student achievement and rubrics allow staff to provide adequate feedback.

Tom Hiltz offered a brief history and context, noting that the district initiated the process in 2009-10 with Data Teams. Shared leadership and developing positive relationships with teachers make the implementation have a strong structure. Effective leadership is a meaningful component of the process. Mr. Hiltz discussed the importance of early intervention in the core program with extra support for students at lower levels. He commented on the effectiveness of the Response to Intervention program. He outlined the process teachers go through to discuss and plan grade level curriculum and provide input on enrichment efforts. Data teams are critical and with the assistance and support of Paul Bloomberg, a consultant, this has been an effective structure for teacher collaboration.

Public comment:

Sarah Henne, PVFT, starting to hear an increasing number of teachers concerned about the amount of assessments involved in common core. Assessing a student is timely and it needs to be done twice. Sites are handling it differently and some get a substitute for the day to conduct assessments but instructional time is being sacrificed. The Curriculum Committee will address these issues.

Board participated with comments and questions.

11.2 Report and discussion on District's Water Use and Conservation Strategies. ***Report by Brett McFadden, CBO***

Brett McFadden introduced Victor Sandoval, Planning Supervisor/Bond Program, and Steve Okamura, Energy Education Manager, who would be discussing issues associated with the drought.

Mr. Sandoval reported that the district is serviced by five separate water agencies that don't have a way to work together. There are unprecedented measures to conserve water and those could present significant financial and operational implications. Cal Water, servicing Hall District, has no restrictions and no mandated guidelines at this time. Sunny Mesa Water District serving Ohlone and Pajaro Middle schools has no restrictions at this time but the district is mindful that restrictions can happen at any time without notice and it is working to ensure impact to site is mitigated in case restrictions are imposed. The City of Watsonville serves 42 school sites,

including the District Office and children centers. There are several restrictions affecting landscape watering times, use of sprinklers, life labs, and playing fields. Fines can be issued for non-compliance but the district is working to use water within those guidelines. In the northern area Soquel Creek Water serves 4 schools and they have restrictions. All irrigation is to be done by hand or drip irrigation. They are requesting that all water devices be changed to low flow devices and the district is required to install metering devices at play areas. Monthly inspections are to be conducted and recorded and any findings must be repaired within 72 hours. The potential cost due to restrictions is about \$325,490, which excludes labor and installation of metering devices. Soquel Creek Water implementation timeline goes through June 2016.

Steve Okamura spoke of the next steps: going to all sites to look at ways to save water and ensure there are no leaks. 70% of used water is in landscape and grounds. The District will work with water agencies to look at cost and ways of reducing those costs. Operational options, such as intelligent watering systems, will be analyzed to determine the best financial alternatives.

In summary, Mr. McFadden stated that there are three concerns that come up as staff is analyzing this issue: cost, workload, and resource allocation.

Public comment:

Aaron Moore, teacher, asked about the guarantees for fixing non-compliant devices.

The Board participated with comments and questions.

11.3 Report and discussion on Drop Out and Graduation Rate Report – Data from the State of California.

Report by Murry Schekman, Assistant Superintendent, Secondary Education

Murry Schekman stated that the state has a lot of work to do in graduation rates. The district can do better but it is doing well. In drop-out rates, PVUSD is doing a good job in retaining students; he offered a comparison between PVUSD and other surrounding districts where it shows an average drop-out rate. He presented broken down data between high schools in PVUSD and surrounding districts, as well as English Learners drop out and graduation rates. These figures show that PVUSD is doing average and can improve. The district has a Drop-out Committee that reviews data to understand the problem and to review and enhance preventative and intervention measures to reduce risk of dropping out. PVUSD has data for 6 years for 6th graders that can be used to rationalize and mitigate cause and can assist in identifying which levels are the most vulnerable. Mr. Schekman spoke of characteristics of student at risk of dropping out: long term English Learners, which is more than 5 years in PVUSD without reclassification; students with attendance and disciplinary issues; and students underperforming on state assessments or grades. The committee will work on developing an early warning system to work with at risk students. Policy, resources and preventative/intervention measures will be reviewed to ensure students have access to all possible services. All efforts are being done to understand the problem and act to support students and maximize their potential to graduate.

The Board participated with comments and questions.

12.0 ACTION ITEMS

12.1 Report, discussion and possible action to approve the 2013-14 Unaudited Actuals Report.

Report by Brett McFadden, CBO, and Helen Bellonzi, Finance Director

Brett McFadden reported that this item is a component of the budget cycle for districts and shows major fiscal activity through the end of the school year. The document is public and is reviewed by the County Office of Education as well as the district's independent auditor. Auditors visit offices as well as schools as they do random sampling of financial activity. A comparison between June's estimated actuals to unaudited actuals shows a variance under 3%. Mr. McFadden noted

that PVUSD strives to remain under 3%. The ending balance in unaudited actuals is positive 2.8% and an unappropriated reserve positive 2.3%.

In terms of next steps, Mr. McFadden stated that the district will have its annual independent audit, which will also include a bond audit and report. In December staff will present the First Interim Report for the 2014-15 school year. This report will be completed using the newly released Local Control Funding Formula calculator and the multi-year projections will be updated. An analysis on the budget will be presented to the board at the September 24 meeting.

Mr. McFadden requested that the Board approves the 2013-14 Unaudited Actuals Report as presented.

Public comment

Jack Carroll, PVFT, shared how he tries to understand those numbers by selecting a particular item to work with; in looking at total expenses and comparing it between 2012-13 and 2013-14 there is a difference of \$18.4 million. He understands that Special Education accounts for about one-half of the money; another one-half of the remaining funds is due to the way numbers are reported but half of that 9 million is not accounted for.

Board participated with comments and questions.

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

12.2 Report, discussion and possible action to approve the Addition of Special Board Meeting to Interview Board Appointed Personnel Commissioner Candidates on Wednesday, September 24, 5:00 PM to 6:00 PM for Report by Dorma Baker, Superintendent

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

13.0 ACTION ON CLOSED SESSION

2.1 Public Employee Appointment/Employment, Government Code Section 54957

a. Certificated Employees

Trustee DeRose moved to approve the Certificated Employee report as presented. Trustee Ursino seconded the motion. The motion passed 6/0/1 (Yahiro absent).

b. Classified Employees

Trustee DeRose moved to approve the Classified Employee report with the following addition: 1 Library Media Tech under Leaves of Absence. Trustee Ursino seconded the motion. The motion passed 6/0/1 (Yahiro absent).

2.9 1 Expulsion

Action on Expulsions:

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

14-15-003

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

14.0 UPCOMING BOARD MEETINGS/REMAINING BOARD MEETINGS FOR 2014

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	▪ 24	
October	▪ 8 ▪ 22	
November	▪ 12	
December	▪ 10 Annual Org. Mtg.	▪ Approve 1 st Interim Report

15.0 ADJOURNMENT

There being no further items to discuss, the meeting of the Board adjourned to closed session to continue on item 2.9, Superintendent's Evaluation, at 10:27 PM. President De Serpa noted that there would be no action taken on that item.

Dorma Baker, Superintendent



PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 7.0 & 13.1

Date: September 24, 2014

Item: Resolution #14-15-07 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 second, third and fourth 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 #14-15-07

Budget Considerations: N/A

Funding Source:

Budgeted: Yes: ☐ No: ☐

Amount:

Prepared By: Susan Pérez, Assistant Superintendent, Curriculum & Instruction

Superintendent's Signature: Dorm Bae

Pajaro Valley Unified School District

September 24, 2014

Resolution #14-15-07

***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 24, 2014 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 2014-15 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 2014- 2015 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 24th day of September, 2014, at a meeting, by the following vote:

AYES _____ NOES: _____ ABSTENTIONS: _____ ABSENT: _____

Attest:

President

Secretary



Pajaro Valley Unified School District

K-8 Adoptions

2014-2015

Subject	Title	Grade	Adopt. Year	Sites:
Language Arts				
Houghton Mifflin	A Legacy of Literature	K-6	2002	Elementary
McDougal Littell	The Language of Literature	6-8	2002	Middle Schools (exc. AJHS)
Prentice Hall	Timeless Voices, Timeless Themes	7-8	2002	Aptos Jr. High
Spanish Reading				
Houghton Mifflin	Lectura California, Spanish Lang. Arts	K-5	2003	Elementary
Supplemental ELD				
EL Achieve	Systematic ELD	K-5	2011	Elementary
Cengage	Inside	6-8	2010	Middle Schools
Math				
Houghton Mifflin	California Math (Eng. & Span.)	K-5	2008	Elementary
Common Core, Inc.	engageNY modules	K-5	2014	Elementary
The Center for Mathematics and Teaching (CMAT)	Math Links	6th	2014	Middle Schools
	Math Links	7th	2014	Middle Schools
	Math Links	8th	2014	Middle Schools
Key Curr. Press	Discovering Geometry An Investigative Approach 4th Edition	8th	2008	Aptos Jr. High
McDougal Littell	High School Math (Geometry) same as WHS	9th	2007	Cesar Chavez Middle only!
Social Science				
Harcourt Achieve	Reflections: People We Know	1 & 2	2006	Elementary
	Reflections: Making A Nation	4-5	2006	Elementary
	Reflections: Ancient Civilizations	6th	2006	Middle Schools
McDougal Littell	World History Modern Times	6-8	2006	Aptos Jr. High only
Prentice Hall	Ancient Civilizations	6th	2006	Middle Schools
	Medieval Times & Early Modern Times	7th	2006	Middle Schools
	America History of Our Nation	8th	2006	Middle Schools
Science				
Harcourt Achieve	Science, English & Spanish	K-5	2007	Elementary
Harcourt Achieve	Science, English & Spanish	K-6	2007	Elementary
Holt	Earth Science	6th	2007	Middle Schools
	Physical Science	7th	2007	Middle Schools
	Life Science	8th	2007	Middle Schools



Pajaro Valley Unified School District

Aptos High School Current Textbook Adoption List:

2014-2015

Subject	Title	Publisher	Adoption Yr
Language Arts			
	Language of Literature Grades 9,10,11,12	McDougal Littell	2002
	British Literature	Houghton Mifflin	2013
	Language of Composition	R.R Donnelly & Sons	2013
ELD			
	National Geographic - "Inside the USA" for Newcomers	Hampton Brown	2009
	National Geographic - "Edge",A,B,C	Hampton Brown	2009
Supplemental LA			
	Awakening and Selected Short Stories	Kate Chopin	2000
	Literature 9th Edition (Doll's House)	Kennedy-Gioia	2000
	Invisible Man	Ralph Ellison	2006
Math			
	Algebra 1, Algebra 2	McDougal Littell	2011
	Discovering Algebra	Key Curriculum	2008
	Discovering Geometry	Key Curriculum	2008
	Precalculus with Limits	Houghton Mifflin	
	Calculus of a single Variable	Thomson, Brooks & Cole	2013
Science			
	Biology, 6th edition	Prentice Hall	2006
	Biology: Exploring Life (Campbell 7th edition) (AP)	Pearson/Prentice Hall	2007
	Chemistry	Glencoe	2007
	Marine Biology	McGraw Hill	2005
	Physics 6th Ed (AP/Honors)	Pearson/Prentice Hall	2006
	Environmental Earth: Living Planet (AP)	Wiley and Sons	2007
	Lab Investigations (AP)	Peoples Pub.	2007
Social Science			
	Modern World History Text	McDougal Littell	2006
	The Americans	McDougal Littell	2006
	A History of Western Society Since 1300 (AP)	Macmillan	2013
	McGruder's American government	Prentice Hall	
	Naked Economics	Norton & Company	2013
	American Government Roots and Reform AP edition	Pearson	
	Economics (AP)	McGraw-Hill	
Health/P.E.			
	Fitness for Life Corbin/Lindsey 5th ed.	Human Kinetics	2007
	Hole's Essentials of Human Anatomy	McGraw Hill	2007
Foreign Lang.			
	Realidades Levels 1,2,3	Pearson	2014
	Temas (AP)	Vista	2013
	D'accord Leves 1, 2, 3	Vista	2014



Pajaro Valley Unified School District

Pajaro Valley High School Current Textbook Adoption List:

2014-2015

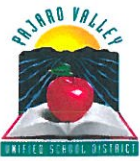
Subject	Title	Publisher	Adoption
Language Arts			
	Holt Lit & Lang Arts, 3rd Crse, Grade 9	Holt Rinehart	2004
	Holt Lit & Lang Arts, 4th Crse, Grade 10	Holt Rinehart	2004
	Holt Lit & Lang Arts, 5th Crse, Grade 11	Holt Rinehart	2004
	Holt Lit and Lang Arts, 6th Crse, Grade 12	Holt Rinehart	2004
	American Reader, Harp (AP)	Follett	2000
	Literature & Composition (AP)	MacMillan	2010
	Poems, Poets, Poetry (AP)	MacMillan	2010
ELD			
	National Geographic - "Inside the USA" (Newcomers)	Hampton Brown	2009
	National Geographic - "Edge", A,B,C	Hampton Brown	2009
Supplemental LA			
	Fast Food, Harp	Follett	2005
	MLA Handbook, MLA	Follett	2003
	Uncle Tom's Cabin, Rand	Follett	2003
	SRA Level B1, Grade 9	SRA/McGraw Hill	2004
	SRA Level B2, Grade 9	SRA/McGraw Hill	2004
	SRA Level C, Grade 9	SRA/McGraw Hill	2004
	Decoding Student Materials B1,B2 and Level C Wkbks	McGraw Hill	2005
	Awakening and Selected short Stories - Kate Chopin	Perma Bound	2010
	Awakening and Selected short Stories - Teacher's Guide	Perma Bound	2010
	Beloved - Tori Morrison	Perma Bound	2006
	Candide - Voltaire	Perma Bound	2010
	Catch-22 - Heller	Perma Bound	2010
	Ceremony- Silko	Perma Bound	2010
	Equus- Peter Schaffer	Perma Bound	2010
	Ethan Frome -Edith Wharton	Perma Bound	2010
	Invisible Man - Ralph Ellison	Perma Bound	2006
	Literature 9th Edition (Doll's House) - Kennedy -Gioia	Perma Bound	2000
Math			
	Algebra 1	McDougal Littell	2011
	Discovering Advanced Algebra	Key Curriculum Press	2005
	Discovering Geometry: An Investigative Approach, Grd.9,10	Key Curriculum Press	2004
	Pre-Calculus with Trigonometry Concepts and Applications	Key Curriculum Press	2007
	Calculus Concepts and Applications 2nd Edition	Key Curriculum Press	2007
	Statistics in Action	Perfection Learning	2007
Science			
	Integrated Coordinated Science	Herff Jones Ed Div.	2006
	Chemistry in the Community, 4th ed	Von Holtzbrinck PS	2006
	Biology	McDougal-Littell	2007
	Conceptual Physics	Prentice Hall	2006
	Conceptual intregated Science	Prentice Hall	2007
	Chemistry Concepts and Applications	Glencoe/McGraw Hill	2007
	Concepts & Development and Problem Solving	Prentice Hall	2007
	Environmental Science (AP)	Wiley & Sons	2007



Pajaro Valley Unified School District

Pajaro Valley High School Current Textbook Adoption List: 2014-2015

Subject	Title	Publisher	Adoption
Social Science			
	Modern World History, Gr. 10	McDougalLittell	2006
	World History (Bilingual)	Santillana Publishing	2006
	The Americans	McDougalLittell	2007
	American History (AP)	McGraw-Hill	2012
	Econ Alive	TCI	2011
	"Government Alive"	TCI	2008
Health/P.E.			
	Health: Glencoe Health	Glencoe /McGraw Hill	2007
Foreign Lang.			
	Realidades, Level 1, 2, 3	Pearson	2014
	El espanol para nosotros	Glencoe-McGraw Hill	2006
	Abriendo Puertas (AP)	McDougal Littell	2014
	Temas (AP)	Vista	2014



Pajaro Valley Unified School District

Watsonville High School Current Textbook Adoption List: 2014-2015

Subject	Title	Publisher	Adoption Yr
Language Arts	Holt Lit & Lang Arts, 3rd Crse, Grade 9	Holt Rinehart	2004
	Holt Lit & Lang Arts, 4th Crse, Grade 10	Holt Rinehart	2004
	Holt Lit & Lang Arts, 5th Crse, Grade 11	Holt Rinehart	2004
	Holt Lit and Lang Arts, 6th Crse, Grade 12	Holt Rinehart	2004
	Language of Composition (AP)	RR Donnelly & Sons	2013
ELD			
	National Geographic - "Inside the USA" (Newcomers)	Hampton Brown	2009
	National Geographic - "Edge", A,B,C	Hampton Brown	2009
Supplemental LA			
	The Thomson Reader	Thomson /Wadworth	2008
	Beloved - Toni Morrison	Pera Bound	2006
	READ 180	Scholastic	2011
Math			
	Algebra 1	McDougal Littell	2008
	Algebra and Trig. 3rd Ed.	Pearson	2008
	Geometry	McDougal Littell	2008
	Precalculus with Trigonometry	Key Curriculum	2005
	Calculus Concepts & Applications (AP)	Key Curriculum	2008
	Calculus (AP)	Pearson	
	Calculus of a Single Variable (AP)	Thompson, Brooks & Cole	2013
Science			
	Biology	Holt/Rinehart	2007
	Science Spectrum Physical	Holt/Rinehart	2007
	Chemistry	Pearson	2007
	Science Spectrum: Physical Science	Holt	2007
	Marine Biology	McGraw Hill	2007
	Biotechnology for the New Millennium	Holt	2007
	Biology (AP)	Holt	2007
Social Science			
	Modern World History Text (10th)	McDougal Littell	2006
	Psychology Text	Glencoe	2006
	The Americans Text (11th)	Glencoe	2006
	Government Democracy in Action	Glencoe	2007
	Economics Concepts and Change	McDougal Littell	2007
	Essentials of Economics	McGraw Hill	2007
Health/P.E.			
	Lifetime Health	Holt	2007
	Hole's Essentials of Human Anatomy	McGraw Hill	2007



Pajaro Valley Unified School District
Watsonville High School Current Textbook Adoption List:
2014-2015

Subject	Title	Publisher	Adoption Yr
Foreign Lang.			
	El Espanol Para Nosotros Level 2	Glencoe	2007
	Realidades Levels 1,2,3	Pearson/ Prentice Hall	2014
	D'accord Levels 1,2,3	Vistas	2014
	Abriendo Puertas (AP)	McDougall-Little	2013
	Galeria de arte y vida (AP)	Glencoe	1997

WILLIAMS SITE VISIT SCHEDULE FALL 2014-15

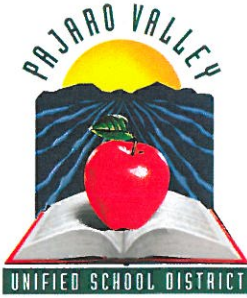
CONTACT INFORMATION:

Adam Wade awade@santacruz.k12.ca.us Phone #: 831-466-5812

The times listed in the table are approximate, please let us know if there is something happening at your school on the day of the visit, which would necessitate us coming at a specific time... or avoiding a specific timeframe.

Schools highlighted in the table are this year's "unannounced visits" and can expect to be visited sometime between Aug. 27 and Sept. 12.

SCHOOL	DATE	Approx. TIME
Amesti Elementary	Aug 28	10am-11:30pm
Ann Soldo Elementary	Aug 28	8-9:30am
Calabasas Elementary		
Cesar Chavez Middle	Sept 4	8-10:00am
EA Hall Middle	Sept 5	8-10:00am
Freedom Elementary	Sept 11	10:30am-12pm
HA Hyde Elementary	Sept 4	10:30am-12pm
Hall District Elementary	Aug 29	8-9:30am
Lakeview Middle		
Landmark Elementary	Sept 9	8-10:00am
MacQuiddy Elementary	Sept 8	10:30am-12pm
Mintie White Elementary	Sept 5	10:30am-12pm
Ohlone Elementary	Aug 29	10am-11:30pm
Pajaro Middle	Sept 8	8-10:00am
Pajaro Valley High	Sept 3	8am-1:30pm
Radcliff Elementary		
Rolling Hills Middle		
Starlight Elementary	Sept 9	10:30am-12pm
Watsonville High	Sept 10	8am-1:30pm
Gault Elementary		



PAJARO VALLEY UNIFIED SCHOOL DISTRICT

Board Agenda Backup

Item No: 10.3

Date: 9/24/14

Item: Migrant & Seasonal Head Start Refunding Application Budget for March 1, 2015-February 29, 2016.

Overview: The Migrant & Seasonal Head Start Program offers comprehensive child development services twelve hours a day, five days a week during the peak agricultural season.

For 2015/2016, the program plans to offer services to 752 children in eight classrooms and approximately 75 licensed Family Child Care Homes.

A broad range of services are provided to children and families. Apart from child development services oriented towards school readiness, there are child health, dental health, mental health, nutrition services, and a variety of services for children with disabilities. Families receive support for social services and many education activities to support their role of parents as the primary educators of their children.

As required by Head Start, Parents and community members also carry out shared governance responsibilities through leadership roles.

Recommendation: Approve Migrant & Seasonal Head Start Refunding Application Budget for March 1, 2015- February 29, 2016.

Budget Considerations: As part of the Refunding Application

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

Budgeted: Yes: ☒ No: ☐

Amount: \$ 6,411,269

Prepared By: Angelica C. Renteria, Migrant & Seasonal Head Start Program Director

Superintendent's Signature:

Dorinda Bal



Central California Migrant Head Start Program

Tom Changnon, Superintendent/Chairperson
1100 H Street • Modesto, CA 95354 • (209) 238-1800 • FAX (209) 238-4217

STANISLAUS COUNTY OFFICE OF EDUCATION
CENTRAL CALIFORNIA MIGRANT HEAD START

Application for Federal Assistance
Policy Council/Committee and Board Approval Verification

Agency Pajaro Valley Unified School District

Amount of Request \$6,411,269

Date of Request 9/18/14

Period of Request March 1, 2015 to February 29, 2016

Number of Children 752

This application has the approval of the Governing Board of
Pajaro Valley Unified School District.

As recorded in their minutes of 9/24/14.

(Signed) _____
(Governing Board/President)

(Date) _____

This application has the approval of the Migrant & Seasonal Head Start
Policy Committee of **Pajaro Valley Unified School District.**

As recorded in their minutes of 9/18/14

(Signed) VICENTA MONTES
(Policy Committee President)

(Date) 09/18/14.

**CENTRAL CALIFORNIA MIGRANT HEAD START PROGRAM
MIGRANT SEASONAL HEAD START
March 1, 2015 - February 29, 2016**

The following back-up and explanations are required with the submission of your application budgets:

If there is a change in the number of staff work days, describe the reason for the increase or decrease.

A full time limited term FCCH Specialist position was eliminated. FCCH Specialist/provider ratio is not affected by this change. Funds were reallocated to increase FCCH reimbursement for preschool children by \$1.
A part-time Family Service Worker position was eliminated. Funds were reallocated for Family Service Workers overtime to provide additional support to meet health requirements.

If an allocation change has occurred, describe the reason for the increase or decrease.

N/A

Describe how all multi-funded costs are allocated.

N/A

Were raises given to staff in 2013-14 greater than federal COLA?

☐ No

☒ Yes - *Explain additional rates or amounts.*

The district negotiated a 7% increase for all program employees effective 7/01/13

Describe fringe calculations, including rates and base amounts.

Fringe benefit changes include an 8% increase in health benefits and an approximate 2% increase in retirement costs (STRS) for certificated employees.

Describe any new costs included.

No new costs

CENTRAL CALIFORNIA MIGRANT HEAD START PROGRAM
MIGRANT SEASONAL HEAD START
Basic Funds
March 1, 2015 - February 29, 2016

Delegate Agency: Pajaro Valley Unified School District

							% Allocated to Budget	Basic \$ 6,411,269	District Contribution \$ 150,000	Total \$ 6,561,269	USDA \$ 75,754
6a Personnel								\$ 2,292,783	\$ -	\$ 2,292,783	\$ -
# of Staff	Title	Daily Rate	# of Days			%					
1	Program Director	\$411.93 /day	x	205	days	x	100.00%	84,446		84,446	
1	Program Operations Coordinator	\$331.80 /day	x	215	days	x	100.00%	71,337		71,337	
1	Child Development Coordinator	\$293.84 /day	x	215	days	x	100.00%	63,176		63,176	
1	Family Child Care Home Coordinator	\$319.74 /day	x	215	days	x	100.00%	68,744		68,744	
1	Health/Disabilities Manager	\$385.61 /day	x	215	days	x	100.00%	82,906		82,906	
1	Family/Community Services Coordin	\$328.31 /day	x	205	days	x	100.00%	67,304		67,304	
1	Nutrition Coordinator	\$288.91 /day	x	66	days	x	100.00%	19,068		19,068	
1	Parent Involvement Coordinator	\$331.22 /day	x	205	days	x	100.00%	67,900		67,900	
1	Parent Involvement Coordinator	\$328.25 /day	x	205	days	x	100.00%	67,291		67,291	
1	Speech/Language Therapist+	\$400.36 /day	x	84	days	x	100.00%	33,630		33,630	
1	FCCH Specialist	\$163.90 /day	x	139	days	x	100.00%	22,782		22,782	
1	FCCH Specialist	\$168.33 /day	x	139	days	x	100.00%	23,398		23,398	
6	FCCH Specialists	\$197.51 /day	x	139	days	x	100.00%	164,723		164,723	
1	Site Supervisor	\$205.46 /day	x	130	days	x	100.00%	26,710		26,710	
2	Site Supervisors	\$221.69 /day	x	130	days	x	100.00%	57,639		57,639	
1	Site Supervisor	\$223.47 /day	x	130	days	x	100.00%	29,051		29,051	
2	Infant/Toddler Teachers	\$94.88 /day	x	120	days	x	100.00%	22,771		22,771	
1	Infant/Toddler Teacher	\$106.79 /day	x	120	days	x	100.00%	12,815		12,815	
1	Infant/Toddler Teacher	\$113.29 /day	x	120	days	x	100.00%	13,595		13,595	
2	Infant/Toddler Teacherss	\$118.08 /day	x	120	days	x	100.00%	28,339		28,339	
1	Infant/Toddler Teacher	\$125.24 /day	x	120	days	x	100.00%	15,029		15,029	
2	Infant/Toddler Teachers	\$146.72 /day	x	120	days	x	100.00%	35,213		35,213	
1	Infant/Toddler Teacher	\$150.30 /day	x	120	days	x	100.00%	18,036		18,036	
3	Infant/Toddler Teachers	\$153.88 /day	x	120	days	x	100.00%	55,397		55,397	
1	Infant/Toddler Teacher	\$161.04 /day	x	120	days	x	100.00%	19,325		19,325	
1	Infant/Toddler Teacher	\$168.20 /day	x	120	days	x	100.00%	20,184		20,184	
2	Infant/Toddler Teachers	\$175.36 /day	x	120	days	x	100.00%	42,086		42,086	
1	Infant/Toddler Teacher	\$182.52 /day	x	120	days	x	100.00%	21,902		21,902	
1	Preschool Teacher	\$118.31 /day	x	120	days	x	100.00%	14,197		14,197	
2	Preschool Teachers	\$137.41 /day	x	120	days	x	100.00%	32,978		32,978	
1	Preschool Teacher	\$145.05 /day	x	120	days	x	100.00%	17,406		17,406	
2	Preschool Teachers	\$148.86 /day	x	120	days	x	100.00%	35,726		35,726	
1	Preschool Teacher	\$164.14 /day	x	120	days	x	100.00%	19,697		19,697	
1	Preschool Teacher	\$171.78 /day	x	120	days	x	100.00%	20,614		20,614	
2	Preschool Teachers	\$194.69 /day	x	120	days	x	100.00%	46,726		46,726	
1	Teachers (transition)	\$31.26 /day	x	160	days	x	100.00%	5,002		5,002	
1	Instructional Assistant (Special Needs)	\$99.60 /day	x	115	days	x	100.00%	11,454		11,454	
5	Instructional Assistants	\$99.60 /day	x	115	days	x	100.00%	57,270		57,270	
1	Instructional Assistant	\$104.64 /day	x	115	days	x	100.00%	12,034		12,034	
1	Instructional Assistant	\$109.92 /day	x	115	days	x	100.00%	12,641		12,641	
3	Instructional Assistants	\$121.36 /day	x	115	days	x	100.00%	41,869		41,869	
2	Parent Ed. Specialists (FSWs)	\$118.40 /day	x	152	days	x	100.00%	35,994		35,994	
2	Parent Ed. Specialists (FSWs)	\$124.32 /day	x	152	days	x	100.00%	37,793		37,793	
1	Parent Ed. Specialist (FSW)	\$137.28 /day	x	172	days	x	100.00%	23,612		23,612	
1	Parent Ed. Specialist (FSW)	\$137.28 /day	x	165	days	x	100.00%	22,651		22,651	
3	Parent Ed. Specialists (FSWs)	\$137.28 /day	x	172	days	x	100.00%	70,836		70,836	
1	Parent Ed. Specialist (FSW)	\$144.16 /day	x	152	days	x	100.00%	21,912		21,912	
1	Parent Ed. Specialist (FSW)	\$144.16 /day	x	165	days	x	100.00%	23,786		23,786	
1	Parent Ed. Specialist (FSW)	\$144.16 /day	x	172	days	x	100.00%	24,796		24,796	
5	Parent Ed. Specialists (FSWs)	\$151.44 /day	x	172	days	x	100.00%	130,238		130,238	
1	Parent Ed. Specialist (overtime)	Estimate					100.00%	4,500		4,500	
1	Bilingual Office Assistant II	\$152.46 /day	x	200	days	x	100.00%	30,492		30,492	
1	Data Entry Specialist	\$155.85 /day	x	215	days	x	100.00%	33,508		33,508	
1	Data Entry Specialist	\$159.85 /day	x	215	days	x	100.00%	34,368		34,368	
1	Administrative Secretary II	\$178.42 /day	x	215	days	x	100.00%	38,360		38,360	

MIGRANT SEASONAL HEAD START
Basic Funds
March 1, 2015 - February 29, 2016

1	Administrative Secretary III	\$197.06 /day	x	219	days	x	100.00%	43,156	43,156
1	Custodian I	\$90.24 /day	x	157	days	x	100.00%	14,168	14,168
1	Custodian I	\$115.52 /day	x	157	days	x	100.00%	18,137	18,137
1	Lead Custodian II	\$195.56 /day	x	230	days	x	100.00%	44,979	44,979
1	Custodians (overtime)	Estimate					100.00%	14,000	14,000
1	Child Care for meeting+	\$9.00 /hour	x	890	hours	x	100.00%	8,010	8,010
1	Substitutes+	\$94.80 /day	x	370	days	x	100.00%	35,076	35,076

2,292,783 2,292,783

*6hrs; **6.5hrs; ***7.0hrs; ****7.5hrs.

FTE 37.00

6b Fringe Benefits

								<u>\$ 1,576,368</u>	<u>\$ 144,286</u>	<u>\$ 1,720,654</u>	<u>\$ -</u>
						%					
Retirement (STRS)	\$1,006,974	x	10.57%				106,437			106,437	
Retirement (PERS)	\$872,592	x	19.32%				168,585			168,585	
Retirement (Other PERS)	\$182,697	x	11.77%				21,503			21,503	
Retirement (ARS)	\$192,393	x	1.30%				2,501			2,501	
Retirement (OPEB) Certificated	\$1,105,015	x	4.51%				-	49,836		49,836	
Retirement (OPEB) Classified	\$1,106,540	x	3.36%				-	37,180		37,180	
OASDI (Classified)	\$1,154,144	x	6.20%				71,557			71,557	
Medicare	\$2,292,783	x	1.45%				33,245			33,245	
SUI	\$2,292,783	x	0.50%				11,487			11,487	
SUI (Local Experience Charges)	\$1,442,140	x	5.25%				18,442	57,270		75,712	
Workers' Compensation	\$2,292,783	x	3.10%				71,076			71,076	
Health, Dental & Vision Insurance (Including LTD)	\$1,071,535	x	100.00%				1,071,535			1,071,535	

6c Travel (Out of County)

								<u>\$ 11,258</u>	<u>\$ -</u>	<u>\$ 11,258</u>	<u>\$ -</u>
National MSHS Conference and other National/Regional Training Opportunities, may include up to two FCCH Forums	3 staff	x	\$1,910.67 /person	x	100%		5,732			5,732	
Manager/Coordinator Trainings and/or other training for content area experts	3 staff	x	\$1,842.00 /person	x	100%		5,526			5,526	

6d Equipment (Over \$5,000/Unit)

\$ - \$ - \$ - \$ -

6e Supplies and Equipment Under \$5,000/Unit

\$ 148,758 \$ - \$ 148,758 \$ -

Replacement office equipment	\$ 600.00	x	8		x	100.00%	4,800	4,800
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Supplies

Classroom (consumables and manipulatives)	145 children	x	\$ 150 /child	x	100.00%	21,750	21,750
Furnishings	8 classrooms	x	\$ 750 /classroom	x	100.00%	6,000	6,000
Feeding and diapering supplies	97 children	x	\$ 200 /child	x	100.00%	19,400	19,400
Health, mental health, first aid supplies	\$ 2,165 /month	x	6 /months			12,990	12,990
Sanitation supplies	\$ 890 /month	x	12 /month			10,680	10,680
Supplies for children with disabilities or special ne	\$ 500 /month	x	6 /month			3,000	3,000
Office supplies for centers	\$ 400 /month	x	6 /month			2,400	2,400
Office supplies (inc. duplication, paper, etc.)	Estimated Expense					15,000	15,000
Computer supplies and licenses	\$ 670 /month	x	12 /month			8,040	8,040
Training supplies	\$ 400 /month	x	12 /month			4,800	4,800
Parent involvement/meeting supplies	\$ 4,370 /month	x	6 /month			26,220	26,220
Local committee activities (parents)	\$ 1,738 /month	x	6 /month			10,428	10,428
Employee health and safety program	Estimate					3,250	3,250

6f Contracts

\$ - \$ - \$ - \$ -

6g Construction, Repairs/Renovations (\$200,000 or greater only)

\$ - \$ - \$ - \$ -

MIGRANT SEASONAL HEAD START
Basic Funds
March 1, 2015 - February 29, 2016

6h Other						\$ 2,142,797	\$ -	\$ 2,142,797	\$ 75,754
Child accident liability insurance	\$10.38 /child	x	752 children	x	100.00%	7,806		7,806	
Property Loss Deductible		Estimate		x		5,000		5,000	
Licensing fees		Estimate		x		2,400		2,400	
Various Association fees		Estimate		x		1,500		1,500	
Audiometer/Tympanometer calibration		Estimate		x		2,500		2,500	
Copier maintenance	\$1,000 /month	x	12 months	x		12,000		12,000	
FCCH Preschoolers	\$27 /child	x	223 children	x	111	668,331		668,331	
FCCH Preschoolers/special cohort	\$28 /child	x	9 children	x	70	17,640		17,640	
FCCH Infants/Toddlers	\$31 /child	x	247 children	x	111	849,927		849,927	
FCCH Preschoolers	\$27 /child	x	33 children	x	70	62,370		62,370	
FCCH Preschoolers with Disabilities	\$28 /child	x	46 children	x	111	142,968		142,968	
FCCH Infants/Toddlers with Disabilities	\$32 /child	x	20 children	x	111	71,040		71,040	
			578						
FCCH Qualification-base rate enhancement		Estimate		x		42,437		42,437	
<u>Parent Mileage and Child Care Reimbursements</u>									
Policy Committee Training Meetings (offici:	\$35 /day	x	50 officials			1,750		1,750	
<u>Participation at each eligible level</u>									
Program Audit	\$70 /day	x	4 days	x	5 parents	1,400		1,400	
HAC Meeting	\$35 /meeting	x	2 meetings	x	4 parents	280		280	
Regular PC Meeting	\$35 /meeting	x	6 meetings	x	20 members	4,200		4,200	
PC Executive Meetings	\$35 /meeting	x	5 meetings	x	9 members	1,575		1,575	
Participation in interviews/FCCH selection	\$70 /day	x	15 days			1,050		1,050	
Educational supplies selection	\$35 /day	x	3 parents			105		105	
Parent Involvement Consultant	\$350 /session	x	6 sessions			2,100		2,100	
First Aid training for parents	\$78 /parent	x	20 parents			1,560		1,560	
Family Recruitment		Estimate				5,000		5,000	
Printing Costs	\$500 /month	x	12 months			6,000		6,000	
Local travel/mileage reimbursement	\$0.56 /mile	x	12,400 miles			6,944		6,944	
Travel/mileage reimbursement (other counties)	\$0.56 /mile	x	4,301 miles			2,409		2,409	
Grantee sponsored Meeting/Trainings for Manage	5 staff	x	\$ 231.40 /person	x	100.00%	1,157		1,157	
Grantee sponsored Meetings/Trainings for FSWs/	17 staff	x	\$ 74 /person	x	100.00%	1,258		1,258	
Local training opportunities, including managemen	6 staff	x	\$ 600 /person	x	100.00%	3,600		3,600	
Food	\$5.19 /child	x	107 days x		153 children @ 85%				75,754
Gas and Oil		Estimate				9,656		9,656	
Children's dental and medical expenses	\$400 /month	x	6 months			2,400		2,400	
Telephone costs	\$35 /month	x	19 phones	x	7 months	4,655		4,655	
Ongoing building/playground maintenance	\$3,416 /month	x	12 months			40,992		40,992	
District office rent	\$5,644 /month	x	12 months			67,728		67,728	
Meeting rooms rent	\$100 /month	x	6 months			2,000		2,000	
Food (non-reimbursed snacks)	\$0.78 /child	x	145 children	x	107 days	12,102		12,102	
Staff meals with children	\$5.97 /staff	x	20 staff	x	107 days	12,776		12,776	
Postage	\$350.00 /month	x	12 months			4,200		4,200	
Vehicle maintenance and repairs		Estimate				9,006		9,006	
Mental health-social/emotional consultants	\$75 /hour	x	54 hours			4,050		4,050	
Speech & Language Therapy Services	\$400 /day	x	12 days			4,800		4,800	
Child development consultants	\$500 /day	x	10 days			5,000		5,000	
Car seat installation instructors	\$1,000 /person	x	2 instructors			2,000		2,000	
Other pre-service/in-service consultants		Estimate				5,550		5,550	
Disabilities Services		Estimate				4,000		4,000	
Translators/Interpreters		Estimate				10,000		10,000	
Child development, professional growth									
advising and tutorial assistance		Estimate				6,375		6,375	
Clearances for substitutes and volunteers		Estimate				1,000		1,000	
Staff recruitment/advertising		Estimate				8,200		8,200	
6i Direct Costs						\$ 6,171,964	\$ 144,286	\$ 6,316,250	\$ 75,754
6j Indirect						\$ 239,305	\$ 5,714	\$ 245,019	\$ -
March-June - 25% of total budget		1,546,673	3.63%			56,144		56,144	
July-February - 75% of total budget		4,625,290	3.96%			183,161		183,161	

MIGRANT SEASONAL HEAD START
Basic Funds
March 1, 2015 - February 29, 2016

Contribution - 100% July-February 144,286 3.96%

			5,714	5,714	
Budget Amount	\$	6,411,269	\$	150,000	\$ 6,561,269 \$ 75,754
(Over) / Under Budget:	\$	-	\$	-	\$ - \$ -

CENTRAL CALIFORNIA MIGRANT HEAD START PROGRAM
MIGRANT SEASONAL HEAD START
Basic Out of County Travel
March 1, 2015 - February 29, 2016

Delegate Agency: Pajaro Valley Unified School District

	National MSHS Conference and other National/Regional Training Opportunities, may include up to two FCCH Forums					Manager/Coordinator Trainings and/or other training for content area experts				
	No. of Persons		Cost Per Person		Total Costs	No. of Persons		Cost Per Person		Total Costs
Registration	3	*	175.00	* 100% =	525	3	*	300.00	* 100% =	900
Lodging	3	*	850.00	* 100% =	2,550	3	*	648.00	* 100% =	1,944
Airfare	3	*	500.00	* 100% =	1,500	3	*	400.00	* 100% =	1,200
Meals	3	*	270.00	* 100% =	810	3	*	270.00	* 100% =	810
Shuttles	3	*	0.00	* 100% =	-	3	*	0.00	* 100% =	-
Mileage	3	*	25.67	* 100% =	77	3	*	134	* 100% =	402
Incidentals	3	*	90.00	* 100% =	270	3	*	90.00	* 100% =	270
	<u>3</u>	*	<u>1,910.67</u>	* 100% =	<u>5,732</u>	<u>3</u>	*	<u>1,842.00</u>	* 100% =	<u>5,526</u>

CENTRAL CALIFORNIA MIGRANT HEAD START PROGRAM
MIGRANT SEASONAL HEAD START
Training & Technical Assistance Out of County Travel
March 1, 2015 - February 29, 2016

Delegate Agency: Pajaro Valley Unified School District

National MSHS Conference and other
National/Regional Training Opportunities, may
include up to two FCCH Forums

	No. of		Cost Per		Total				No. of		Cost Per		Total	
	Persons		Person		Costs			Persons		Person		Costs		
Registration	2	*	175.00	*	100% =	350		0	*	0.00	*	100% =	-	
Lodging	2	*	850.00	*	100% =	1,700		-	*	0.00	*	100% =	-	
Airfare	2	*	500.00	*	100% =	1,000		-	*	0.00	*	100% =	-	
Meals	2	*	270.00	*	100% =	540		-	*	0.00	*	100% =	-	
Shuttles	2	*	45.00	*	100% =	90		-	*	0.00	*	100% =	-	
Mileage	2	*	39.00	*	100% =	78		-	*	-	*	100% =	-	
Incidentals	2	*	0.00	*	100% =	-		-	*	0.00	*	100% =	-	
	2	*	1,879.00	*	100% =	3,758		-	*	-	*	100% =	-	

CENTRAL CALIFORNIA MIGRANT HEAD START PROGRAM
MIGRANT SEASONAL HEAD START
Non - Federal Share
March 1, 2015 - February 29, 2016

Delegate Agency: Pajaro Valley Unified School District

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CENTRAL CALIFORNIA MIGRANT HEAD START PROGRAM
MIGRANT SEASONAL HEAD START
Administrative
March 1, 2015 - February 29, 2016

Delegate Agency: Pajaro Valley Unified School District

Budget: #####

6a	Personnel	Basic Amount	Admin Rate	<u>\$ 244,855</u>
	Program Director	84,446	100.00%	84,446
	Program Operations Coordinator	71,337	100.00%	71,337
	Child Development Coordinator	63,176	50.00%	31,588
	Site Supervisors	113,400	15.00%	17,010
	Bilingual Office Assistant II	30,492	20.00%	6,098
	Data Entry Specialists	67,876	20.00%	13,575
	Administrative Secretary II	38,360	20.00%	7,672
	Administrative Secretary III	43,156	20.00%	8,631
	Lead Custodian II	44,979	10.00%	4,498
6b	Fringe Benefits			<u>\$ 181,722</u>
	Retirement (STRS)	104,597	10.68%	11,171
	Retirement (PERS)	170,185	10.68%	18,176
	Retirement (ARS)	3,709	10.68%	396
	Retirement (OPEB) Certificated	49,880	10.68%	5,327
	Retirement (OPEB) Classified	37,180	10.68%	3,971
	OASDI	72,068	10.68%	7,697
	Medicare	33,365	10.68%	3,563
	SUI	11,529	10.68%	1,231
	SUI (LEC)	76,145	10.68%	8,132
	Workers' Compensation	71,332	10.68%	7,618
	Health, Dental, Vision Insurance (Including LTD)	1,071,535	10.68%	114,440
6c	Travel (Out of County)			<u>\$ 7,880</u>
	National/Regional Training Opportunities, may include up to two FCCH Forums	5,732	70.00%	4,012
	Manager/Coordinator training, may include Management Retreat and or/other training for content are aexperts	5,526	70.00%	3,868
6d	Equipment (Over \$5,000/Unit)			<u>\$ -</u>

6e	Supplies and Equipment Under \$5,000/Unit			\$ 4,902
	Replacement office equipment	\$ 4,800	30.0000%	1,440
	Office supplies (inc. duplication, paper, etd.)	\$ 15,000	30.00%	4,500
	Computer supplies and licenses	\$ 8,040	5.00%	402
6f	Contracts			\$ -
6g	Construction, Repairs/Renovations (\$200,000 or greater only)			\$ -
6h	Other			\$ 24,585
	Property Loss Deductible	\$ 5,000	5.00%	250
	Various Association fees	\$ 1,500	50.00%	750
	Copier maintenance	\$ 12,000	50.00%	6,000
	Printing costs	\$ 6,000	50.00%	3,000
	Local travel/mileage reimbursements	\$ 6,944	5.00%	347
	Grantee sponsored Meetings/Trainings for Mgt. Staff	\$ 1,157	25.00%	289
	Gas and Oil	\$ 9,656	5.00%	483
	District office rent	\$ 67,728	10.00%	6,773
	Postage	\$ 4,200	5.00%	210
	Vehicle maintenance and repairs	\$ 9,006	5.00%	450
	Translators/interpreters	\$ 10,000	5.00%	500
	Clearances for substitutes and volunteers	\$ 1,000	25.00%	250
	Telephone costs	\$ 4,655	5.00%	233
	Ongoing building/playground maintenance	\$ 40,992	5.00%	2,050
	Staff recruitment and advertising	\$ 10,000	30.00%	3,000
6j	Indirect cost	\$ 246,310	100.00%	\$ 246,310

Administrative Rate Calculation:

Basic	\$ 6,411,269
T&TA	\$ 34,592
Non-Federal	\$ 1,611,465
Total Funding	\$ 8,057,326
Admin. Total	\$ 710,254
Divided by Total Funding	8,057,326
Admin. %	8.82%
Maximum Admin Rate Allowed	9.00%
Maximum Admin Budget Allowed	\$ 725,159

JUSTIFICATION FOR NON-FEDERAL SHARE VOLUNTEER RATE

Effective Date: 5/09/15

Delegate Agency: Pajaro Valley Unified School District

\$12.45 Hourly Rate - Instructional Assistant (Lowest Rate)

\$4.88 Fringe Benefit Costs Per Hour

19.32%	PERS
3.36%	OPEB
6.20%	FICA
1.45%	Medicare
3.10%	Workers' Comp.
0.50%	SUI
5.25%	LEC
<hr/>	
39.18%	Total Fringe Benefit Costs

\$6.66 Health Benefit Costs per Hour

\$ 5,704 Average seasonal & year round \$1037 X 5.5 months
107 divided by # days/year 5.5 months

Based on Instructional Asst

8 divided by # hours/day

Based on Instructional Asst

\$6.66 Hourly Rate

\$23.99 Hourly Volunteer Rate

\$12.45 Rate per Hour

\$11.54 Fringe benefit per Hour

\$23.99 Total Hourly Rate

JUSTIFICATION FOR NON-FEDERAL SHARE VOLUNTEER RATE

Effective Date: 3/01/15

Delegate Agency: Pajaro Valley Unified School District

\$51.49 Hourly Rate - Program Director

\$14.46 Fringe Benefit Costs Per Hour

12.32% PERS
4.51% OPEB
6.20% FICA
1.45% Medicare
3.10% Workers' Comp.
0.50% SUI
28.08% Total Fringe Benefit Costs

\$18.09 Health Benefit Costs per Hour

\$29,664 Average seasonal & year round \$2472 X 12 months
205 divided by # days/year 12 months

Based on Instructional Asst

8 divided by # hours/day

Based on Instructional Asst

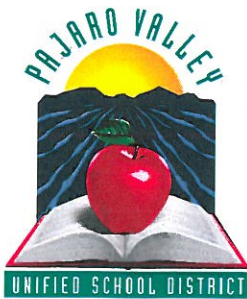
\$18.09 Hourly Rate

\$84.04 Hourly Volunteer Rate

\$51.49 Rate per Hour

\$32.55 Fringe benefit per Hour

\$84.04 Total Hourly Rate



PAJARO VALLEY UNIFIED SCHOOL DISTRICT

Board Agenda Backup

Item No: 10.4

Date: 9/24/14

Item: Migrant & Seasonal Head Start Training and Technical Assistance Plan and Budget for March 1, 2015- February 29, 2016.

Overview: For 2015/2016, the program will offer services to 752 children in eight classrooms and approximately 75 licensed Family Child Care Homes. According to federal regulations, the program is responsible to provide pre-service, in-service and post-service training opportunities and technical assistance to program staff and Family Child Care Home Providers to assist them in acquiring or increasing the knowledge and skills they need to fulfill their job responsibilities. Training and technical assistance must be directed toward improving their ability to deliver quality services required by Head Start Performance Standards, policies and other applicable regulations.

Recommendation: Approve Migrant & Seasonal Head Start 2015/2016 Training and Technical Assistance Plan and Budget

Budget Considerations: As part of the Refunding Application

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

Budgeted: Yes: ☒ No: ☐

Amount: \$ 34,592

Prepared By: Angelica C. Renteria, Migrant & Seasonal Head Start Program Director

Superintendent's Signature: Dorinda B. L.

Pajaro Valley Unified School District
Training and Technical Assistance (T/TA) Plan
Program Year: March 1, 2015– February 29, 2016

Objective: Provide pre-service, in-service, post-service opportunities to improve the skills of Migrant and Seasonal Head Start staff & Family Child Care Home Providers to ensure quality services to children and families.

Foundation: Head Start Performance Standards, Goals/Objectives, Program Audit findings, Monitoring and staff training needs assessments.

Date Time	Training Activities	Location(s)	T/TA Provider	Audience	Performance Standards	MSHS Budget	Other Budget
May-Oct 2015	1) Provide training on social & emotional health- CSEFEL or comparable	TBD	Regina Friedman, Grantee Child Development Specialist	FCCH Providers & Teaching Staff	1304.24(a)(1)	PA 20 \$ 900 PA 23 \$ 0	\$ 0
May-Oct 2015	2) Provide training on TPOT (Preschool social-emotional tool based on CSEFEL) and TPITOS (infant-toddler version of TPOT))	TBD	Grantee Assigned Trainer	Child Development Coordinator	1304.24(a)(1)	PA 20 \$ 0 PA 23 \$ 0	\$ 0
March-May 2015	3) Provide First Aid/CPR Certification Training	TBD	American Red Cross	Teaching Staff & Family Service Workers	1304.22	PA 20 \$4,950 PA 23 \$0	\$ 0
May-Oct 2015	4) Provide training on how and when to use a fire extinguisher	TBD	Tri-County Fire	Preschool Teachers & FCCH Providers	1304.53 (a) (10) (v)	PA 20 \$1,800 PA 23 \$0	\$ 0
May-Oct 2015	5) Provide training on asthma and other pulmonary conditions including the use of inhaled medications	TBD	Mary Turner, Health and Disabilities Manager	Teaching Staff and FCCH Providers	1305.20 (a) (1) iii, iv	PA 20 \$ 450 PA 23 \$0	\$ 0

Evaluation: training agendas, sign-in sheets and training evaluations.

Total PA 20: \$ 8,100

Total PA 23: \$ 0

Total Other: \$ 0

Note: "Other Budget" can include: state funds, non-federal share, etc.

Pajaro Valley Unified School District
Training and Technical Assistance (T/TA) Plan
Program Year: March 1, 2015– February 29, 2016

Objective: Provide pre-service, in-service, post-service opportunities to improve the skills of Migrant and Seasonal Head Start staff & Family Child Care Home Providers to ensure quality services to children and families.

Foundation: Head Start Performance Standards, Goals/Objectives, Program Audit findings, Monitoring and staff training needs assessments.

Date Time	Training Activities	Location(s)	T/TA Provider	Audience	Performance Standards	MSHS Budget	Other Budget
May-Oct 2015	6) Provide C.L.A.S.S. training with focus on Instructional Support Domain: - Concept Development - Quality of Feedback - Literacy Focus	TBD	Grantee Assigned Trainers, Olga Ochoa and Diane Williams	Preschool Staff including Site Supervisors	1304.24 (a)(3)(i)(iii) 1304.21 (a)(3)(4)(5) 642(f)(3)(A)	PA 20 \$ 450 PA 23 \$ 0	\$ 0
May-Oct 2015	7) Provide training on updated School Readiness Principles	TBD	Designated Grantee Trainer	FCCH Providers and Teaching Staff	1304.24 (a)(3)(i)(iii) 1304.21 (a)(3)(4)(5) 642(f)(3)(A)	PA 20 \$ 450 PA 23 \$ 0	
May-Oct 2015	8) Provide training on revised Infant/Toddler Individual Plan	TBD	Lupe Cortes, Child Development Coordinator	Infant/Toddler Teachers, Site Supervisors, FCCH Specialists & FCCH Providers	1304.20(f)(1) 1304.23(a) 1304.21(a)(2) (iii) 1304.20 (b)(1)(d)	PA 20 \$ 450 PA 23 \$ 0	

Evaluation: training agendas, sign-in sheets and training evaluations.

Total PA 20: \$ 1,350 **Total PA 23:** \$ 0 **Total Other:** \$ 0

Note: “Other Budget” can include: state funds, non-federal share, etc.

Pajaro Valley Unified School District
Training and Technical Assistance (T/TA) Plan
Program Year: March 1, 2015– February 29, 2016

Objective: Provide pre-service, in-service, post-service opportunities to improve the skills of Migrant and Seasonal Head Start staff & Family Child Care Home Providers to ensure quality services to children and families.

Foundation: Head Start Performance Standards, Goals/Objectives, Program Audit findings, Monitoring and staff training needs assessments.

Date Time	Training Activities	Location(s)	T/TA Provider	Audience	Performance Standards	MSHS Budget	Other Budget
May-Oct 2015	9) Provide training on the Child's School Readiness Summary and the Child's School Readiness Plan	TBD	Grantee Assigned Trainer	Teaching Staff, FCCH Specialists and FCCH Providers	1304.20(f)(1) 1304.21(a)(2)(i)	PA 20 \$ 450 PA 23 \$ 0	\$ 0
May-October 2015	10) Provide trainings on Desired Results Developmental Profile and introduce the 2015 Tool	TBD	Milagros Acosta Child Development Consultant	Teaching Staff, FCCH Specialists and FCCH Providers	1304.20(2)(c)(2)	PA20 \$ 450 PA 23 \$ 3,500	
May-Oct 2015	11) Provide training on positive relationships between parents and FCCH Providers/teaching staff	TBD	Lupe Cortes, Child Development Coordinator	All Staff and FCCH Providers	1304.40(a)(1)(4) 1304.51(c)(1)	PA 20 \$ 450 PA 23 \$ 0	
May-Oct 2015	12) Provide training on language development	TBD	Ofelia Garcia Child Development Consultant	FCCH Providers & FCCH Specialists	1304.20	PA 20 \$ 450 PA 23 \$ 1,000	\$ 0

Evaluation: training agendas, sign-in sheets and training evaluations.

Total PA 20: \$ 1,800

Total PA 23: \$ 4,500

Total Other: \$ 0

Note: "Other Budget" can include: state funds, non-federal share, etc.

Pajaro Valley Unified School District
Training and Technical Assistance (T/TA) Plan
Program Year: March 1, 2015– February 29, 2016

Objective: Provide pre-service, in-service, post-service opportunities to improve the skills of Migrant and Seasonal Head Start staff & Family Child Care Home Providers to ensure quality services to children and families.

Foundation: Head Start Performance Standards, Goals/Objectives, Program Audit findings, Monitoring and staff training needs assessments.

Date Time	Training Activities	Location(s)	T/TA Provider	Audience	Performance Standards	MSHS Budget	Other Budget
May-Oct 2015	13) Provide training on adjustment of preschool curriculum to children's developmental results.	TBD	Maria Fatima Castro SCCOE Director	Designated Teaching Staff & FCCH Specialists	1304.20(2)(c) (2)	PA 20 \$ 450 PA 23 \$ 0	\$ 0
May-Oct 2015	14) Provide training on the importance of communication while building community	TBD	Roberto Dansie, Ph. D. Psychology	FCCH Specialists and FCCH Providers	1304.40(a)(1)	PA 20 \$ 450 PA 23 \$ 3,000	
May-Oct 2015	15) Provide training on food safety regarding appropriate expiration dates of opened cereal and formula containers as suggested by manufacturers	TBD	Child and Adult Child Care Program Specialist for FCCH and PVUSD Food Services Supervisor Linda Lui for centers	Site Supervisors, Teaching Staff, FCCH Providers & FCCH Specialists	1304.23(e)(1)	PA 20 \$ 450 PA 23 \$ 0	

Evaluation: training agendas, sign-in sheets and training evaluations.

Total PA 20: \$ 1,350

Total PA 23: \$ 3,000

Total Other: \$ 0

Note: "Other Budget" can include: state funds, non-federal share, etc.

Pajaro Valley Unified School District
Training and Technical Assistance (T/TA) Plan
Program Year: March 1, 2015– February 29, 2016

Objective: Provide pre-service, in-service, post-service opportunities to improve the skills of Migrant and Seasonal Head Start staff & Family Child Care Home Providers to ensure quality services to children and families.

Foundation: Head Start Performance Standards, Goals/Objectives, Program Audit findings, Monitoring and staff training needs assessments.

Date Time	Training Activities	Location(s)	T/TA Provider	Audience	Performance Standards	MSHS Budget	Other Budget
May-Oct 2015	16) Provide training on how to support dual language acquisition for preschoolers (school readiness)	TBD	TBD	FCCH Providers, FCCH Specialists and Teaching Staff	1304.20(f)(1)	PA 20 \$ 450 PA 23 \$ 1,500	\$ 0
May-Oct 2015	17) Provide training on Infant/Toddler Creative Curriculum	TBD	Lupe Cortes, Child Development Coordinator	Family Child Care Home Providers, FCCH Specialists and Infant/Toddler Teachers	1304.21(b)(1-3)	PA 20 \$ 450 PA 23 \$ 0	
May-Oct 2015	18) Provide training on how to enhance math and/or science skills and to support school readiness	TBD	Maria Teresa Ruiz, Child Development Consultant	Family Child Care Home Providers and Teaching Staff	1304.21(a)(4)(iv)	PA 20 \$ 3,500 PA 23 \$ 0	
May-Oct 2015	19) Provide training on child abuse and neglect	TBD	Guadalupe Magana, Family and Community Services Coordinator	New Staff and New FCCH Providers	1304.24	PA 20 \$ 450 PA 23 \$ 0	

Evaluation: training agendas, sign-in sheets and training evaluations.

Total PA 20: \$ 4,850

Total PA 23: \$ 1,500

Total Other: \$ 0

Note: "Other Budget" can include: state funds, non-federal share, etc.

Pajaro Valley Unified School District
Training and Technical Assistance (T/TA) Plan
Program Year: March 1, 2015– February 29, 2016

Objective: Provide pre-service, in-service, post-service opportunities to improve the skills of Migrant and Seasonal Head Start staff & Family Child Care Home Providers to ensure quality services to children and families.

Foundation: Head Start Performance Standards, Goals/Objectives, Program Audit findings, Monitoring and staff training needs assessments.

Date Time	Training Activities	Location(s)	T/TA Provider	Audience	Performance Standards	MSHS Budget	Other Budget
March 2015-Feb. 2016	20) Provide training to ensure consistency and valid application of the developmental screening tool, Ages & States Questionnaire-3	TBD	Grantee Designated	Teaching Staff, FCCH Specialists and FCCH Providers	1304.20(b)(1)	PA 20 \$ 450 PA 23 \$ 400	
April-October 2015	21) Provide training on administration of medication	TBD	Mary Turner, Health and Disabilities Manager	New Staff, New FCCH Providers, Instructional Assistants and Substitutes	1304.22(3)(c)	PA 20 \$ 450 PA 23 \$ 0	\$ 0
April-October 2015	22) Provide training on communication and team building	TBD	TBD	All Staff	1304.20	PA 20 \$ 450 PA 23 \$ 775	
April-October 2015	23) Provide training to improve professionalism and boundary setting	TBD	TBD	All Staff	1304.20	PA 20 \$ 450 PA 23 \$ 775	

Evaluation: training agendas, sign-in sheets and training evaluations.

Total PA 20: \$ 1,800 **Total PA 23:** \$ 1,950 **Total Other:** \$ 0

Note: "Other Budget" can include: state funds, non-federal share, etc.

Pajaro Valley Unified School District
Training and Technical Assistance (T/TA) Plan
Program Year: March 1, 2015– February 29, 2016

Objective: Provide pre-service, in-service, post-service opportunities to improve the skills of Migrant and Seasonal Head Start staff & Family Child Care Home Providers to ensure quality services to children and families.

Foundation: Head Start Performance Standards, Goals/Objectives, Program Audit findings, Monitoring and staff training needs assessments.

Date Time	Training Activities	Location(s)	T/TA Provider	Audience	Performance Standards	MSHS Budget	Other Budget
April-October 2015	24) Driving safely and dealing with behavior issues while transporting children to health appointments	TBD	PVUSD Transportation Department	Family Service Workers	1304.20	PA 20 \$ 0 PA 23 \$ 400	\$0
April-October 2015	25) Provide training to improve communication with Mexican indigenous language speakers & cross-cultural understanding	TBD	TBD	Family Service Workers, FCCH Specialists, Site Supervisors & selected Management Team members	1304.20	PA 20 \$ 0 PA 23 \$ 400	
March-October 2105	26) Provide training on how to support families with challenging dynamics	TBD	Consultant	Family Service Workers, FCCH Specialist and Site Supervisors	1304.20	PA 20 \$ 0 PA 23 \$ 400	
January-December 2015	27) Provide training on Americans with Disabilities Act and other applicable regulations when serving children in a child care setting	TBD	TBD	PVUSD ECE Department, including MSHS Management Team members	1308.4(o)(7)	PA 20 \$ 0 PA 23 \$ 400	

Evaluation: training agendas, sign-in sheets and training evaluations.

Total PA 20: \$ 0

Total PA 23: \$ 1,600

Total Other: \$ 0

Note: “Other Budget” can include: state funds, non-federal share, etc.

Pajaro Valley Unified School District
Training and Technical Assistance (T/TA) Plan
Program Year: March 1, 2015– February 29, 2016

Objective: Provide pre-service, in-service, post-service opportunities to improve the skills of Migrant and Seasonal Head Start staff & Family Child Care Home Providers to ensure quality services to children and families.

Foundation: Head Start Performance Standards, Goals/Objectives, Program Audit findings, Monitoring and staff training needs assessments.

Date Time	Training Activities	Location(s)	T/TA Provider	Audience	Performance Standards	MSHS Budget	Other Budget
March-October 2015	28) Provide training on vision screenings	TBD	CHDP nurse (Santa Cruz County)	Selected Family Service Workers	1304.20(a)(1) (ii) 1304.20(b)(1)	PA 20 \$ 500 PA 23 \$0	
April-October 2015	29) Provide training on TB requirements (risk assessment/PPD test from CHDP and Comm. Care Licensing)	TBD	MSHS Health and Disabilities Manager	All staff	1304.20	PA 20 \$0 PA23 \$ 400	
April-October 2015	30) Provide specialized training on Excel to improve program data management	TBD	Consultant	FSWs and supervisors	1305.6(a)	PA 20 \$1,800 PA 23 \$ 400	
April-October 2015	31) Provide training on process of developing and supporting families to complete Family Partnership Agreements	TBD	Consultant	FSWs	1304.40(a)(1)	PA 20 \$ 0 PA 23 \$ 400	
May-Oct. 2015	32) Provide in-depth training on the Code of Conduct and other program policies and procedures	TBD	TBD	All Staff	1304.52(h)(3)	PA 20 \$ 0 PA 23 \$ 400	

Evaluation: training agendas, sign-in sheets and training evaluations.

Total PA 20: \$ 2,300

Total PA 23: \$ 1,600

Total Other: \$ 0

Note: "Other Budget" can include: state funds, non-federal share, etc.

Pajaro Valley Unified School District
Training and Technical Assistance (T/TA) Plan
Program Year: March 1, 2015– February 29, 2016

Objective: Provide technical assistance including contractual assistance to ensure high quality, comprehensive, and culturally sensitive services to children and families in the program.

Foundation: Head Start Performance Standards, Requirements for Staff Qualifications; Staff Training Needs Assessment; PIR; Self-Assessment Results

Date Time	Technical Assistance	Location(s)	T/TA Provider	Audience	Performance Standards	MSHS Budget	Other Budget
2015	1) To provide professional growth advising and tutorial assistance	Various	TBD	MSHS Child Development Staff	1304.52	PA 20 \$0 PA 23 \$ 6,375	\$ 0
As Needed in 2015	2) Additional In-Service Trainings as 2015 needs are identified	TBD	ECE Consultants	Teaching staff; FCCH Providers & Specialists	1304.20	PA 20 \$ 3,167 PA 23 \$ 2,000	\$ 0
Fall 2015	3) Attend Cabrillo College CAEYC Conference	College Campus	Conference Committee	MSHS Child Development Staff	1304.20	PA 20 \$1,500 PA 23 \$ 0	\$ 0
TBA 2015	4) Attend or provide local training opportunities	TBD	Local agencies	MSHS Staff	1304.20	PA 20 \$0 PA 23 \$ 400	\$ 0

Evaluation: Review status of completed technical assistance/contractual assistance, PIR HR Section.

Total PA 20: \$ 4,667

Total PA 23: \$ 8,775

Total Other: \$ 0

Note: “Other Budget” can include: state funds, non-federal share, etc.

Pajaro Valley Unified School District
Training and Technical Assistance (T/TA) Plan
Program Year: March 1, 2015– February 29, 2016

Objective: Provide technical assistance including contractual assistance to ensure high quality, comprehensive, and culturally sensitive services to children and families in the program.

Foundation: Head Start Performance Standards, Goals/Objectives, Staff Training Needs Assessment.

Date Time	Technical Assistance	Location(s)	T/TA Provider	Audience	Performance Standards	MSHS Budget	Other Budget
As Needed 2015	5) Provide translation & interpretation services (Spanish, English, Mexican indigenous)	Various	Consultants	Staff, parents and enrolled children	1304.40 1304.50 1304.51 1308.40	PA 20 \$0 PA 23 \$ 10,000	\$ 0
May-October 2015	6) Offer opportunities to strengthen teaching staff/FCCH providers' skills on how to work with significant behavior issues and children with disabilities	On site as needed (2 or more days during the season)	Regina Friedman, Grantee Disabilities Specialist	Site supervisors, Teaching Staff, FCCH Providers and FCCH Specialists	1308.4(c) 1308.4(d) 1308.4(o)	PA 20 \$ 0 PA 23 \$ 400	
As Needed 2015	7) Offer opportunities and support for staff, parents and children to improve social/emotional health	Various	TBD	Staff, parents and enrolled children	1304.20	PA 20 \$ 0 PA 23 \$4,050	

Evaluation: Review status of completed technical assistance/contractual assistance, Mental H. Observation Reports, Agendas, training packets/evaluations.

Total PA 20: \$ 0

Total PA 23: \$ 14,450

Total Other: \$ 0

Note: "Other Budget" can include: state funds, non-federal share, etc.

Pajaro Valley Unified School District
Training and Technical Assistance (T/TA) Plan
Program Year: March 1, 2015– February 29, 2016

Objective: Provide technical assistance including contractual assistance to ensure high quality, comprehensive, and culturally sensitive services to children and families in the program.

Foundation: Head Start Performance Standards, Goals/Objectives, Self-Assessment Results

Date Time	Technical Assistance	Location(s)	T/TA Provider	Audience	Performance Standards	MSHS Budget	Other Budget
TBA 2015	8) Attend Manager/Coordinator trainings, and/or other training for content area experts	Various	TBD	Management Staff	1304.20	PA 20 \$0 PA23 \$5,526	
March-October 2105	9) Request technical assistance from grantee to develop a training and support plan on the process of the selection of children for enrollment in COPA during massive registration time.	TBD	Grantee	Family Service Workers' supervisors (Family and Community Services Coordinator and Health and Disabilities Manager)	1305.6(a)	PA 20 \$ 0 PA 23 \$ 400	
TBA 2015	10) Attend MSHS Conference and/or other National/Regional Training opportunities, may include up to two FCCH Forums	Various	TBD	Management Staff	1304.20	PA 20 \$ 3,758 PA 23 \$5,732	

Evaluation: Review status of completed technical assistance/contractual assistance. Agendas, training packets/evaluations, travel paperwork.

Total PA 20: \$ 3,758

Total PA 23: \$ 11,658

Total Other: \$ 0

Note: "Other Budget" can include: state funds, non-federal share, etc.

Pajaro Valley Unified School District
Training and Technical Assistance (T/TA) Plan
Program Year: March 1, 2015– February 29, 2016

Objective: Provide technical assistance including contractual assistance to ensure high quality, comprehensive, and culturally sensitive services to children and families in the program.

Foundation: Head Start Performance Standards, Goals/Objectives, Self-Assessment Results

Date Time	Technical Assistance	Location(s)	T/TA Provider	Audience	Performance Standards	MSHS Budget	Other Budget
TBA 2015	11) Attend Grantee sponsored meetings/trainings for Management Staff	Grantee designated locations	Grantee	Management Staff	1304.20	PA 20 \$926 PA 23 \$1,157	\$ 0
TBA 2015	12) Attend Grantee sponsored meetings/trainings for Family Service Workers and/or other staff members	Grantee designated locations	Grantee	All Staff	1304.20	PA 20 \$ 0 PA 23 \$1,258	
TBA 2015	13) Attend local training opportunities including a management retreat	TBD	TBD	Management Staff	1304.20	PA 20 \$ 2,400 PA 23 \$ 3,600	

Evaluation: Review status of completed technical assistance/contractual assistance. Agendas, training evaluations, travel paperwork.

Total PA 20: \$ 3,326 **Total PA 23:** \$ 6,015 **Total Other:** \$ 0

Note: “Other Budget” can include: state funds, non-federal share, etc.

Grand Totals **PA 20:** \$ 33,301 **PA 23:** \$ 55,048 **Other:** \$ 0

CENTRAL CALIFORNIA MIGRANT HEAD START PROGRAM
MIGRANT SEASONAL HEAD START
Training and Technical Assistance Funds
March 1, 2015 - February 29, 2016

Delegate Agency: Pajaro Valley Unified School District

						Budget:	\$ 34,592
6a Personnel							\$ -
6b Fringe Benefits							\$ -
6c Travel (Out of County)							\$ 3,758
	National MSHS Conference and other National/12 staff	x	1,879.00 /person	x	100%		3,758
6d Equipment (Over \$5,000/Unit)							\$ -
6e Supplies and Equipment Under \$5,000/Unit							\$ 12,167
	Training Supplies						9,000
	Pre-Service, In-Service & Post-Service training for staff/FCCH Providers						3,167
6f Contracts							\$ -
6g Construction, Repairs/Renovations						6	\$ -
6h Other							\$ 17,376
	First Aid/CPR Certification Training for staff	55 X	90 /person	X	100%		4,950
	Cabrillo College CAEYC conference						1,500
	Grantee sponsored meetings/trainings for Mana:4 staff	x	231.4 /person	x	100%		926
	Local training opportunities, including managem 4 staff	x	600 /person	x	100%		2,400
	Consultants:						
	Use of Fire Extinguisher						1,800
	Vision screenings						500
	Other pre-Service, In-Service consultants						3,500
	Excel training						1,800
6j Indirect							\$ 1,291
	March-June - 25% of total budget	8345	3.63%				303
	July-February - 75% of total budget	24956	3.96%				988

Pajaro Valley Unified School District
TRAINING AND TECHNICAL ASSISTANCE PLAN AND BUDGET
PROGRAM YEAR: 2015-2016

VERIFICATION OF PARTICIPATION AND APPROVAL

I verify that the information provided herein is true and accurate and that the Board of Directors has approved the Training and Technical Assistance Plan and Budget for the agency's Migrant and Seasonal Head Start Program

Angelica C. Renteria

Print Name of Delegate Director

Angelica C. Renteria

Signature of Delegate Director

9/11/14

Date

Print Name of Board Chairperson

Signature of Board Chairperson

Date

I verify that the Policy Committee has approved the Training and Technical Assistance Plan and Budget for the agency's Migrant and Seasonal Head Start Program and agrees with the information contained herein.

Vicenta Montes

Print Name of Policy Committee Chairperson

VICENTA MONTES.

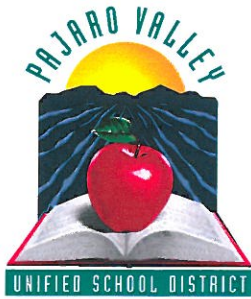
Signature of Policy Committee Chairperson

09/11/14.

Date

9/11/14

Date of Policy Committee Approval



PAJARO VALLEY UNIFIED SCHOOL DISTRICT

Board Agenda Backup

Item No: 10.5

Date: 9/24/14

Item: 2014 Program Audit and Corrective Plan of Action

Overview: At least once each program year, the grantee and delegate agencies are required to conduct a program audit (formerly self-assessment). The purpose of the program audit is to measure effectiveness and progress in meeting program goals and in implementing federal and other applicable regulations. The 2014 season program audit included participation from grantee and program staff as well as program parents. Program audit was conducted July 22-25, 2014. A number of strengths/exemplary practices were noted, as well as recommendations for program improvement. The team found no deficiencies. However, there were five level two finding and the program director along with the director of the child development department have developed a corrective plan of action to bring those items into compliance.

Recommendation: Accept 2014 Migrant & Seasonal Head Start Program Audit Results and Corrective Plan of Action.

Budget Considerations: Budget is not affected by the acceptance of this report

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

Prepared By: Angelica C. Renteria, Migrant & Seasonal Head Start Program Director

Superintendent's Signature: 



Child/Family Services

Program Audit Review

PROGRAM STRENGTHS AND EXEMPLARY PRACTICES (Optional)

Year 2014-15

1100 H Street • Modesto, CA 95354 • (209) 238-1800 • FAX (209) 238-4217

Page 1 of 1☐ Early Head Start ☐ Regional Head Start ☒ Migrant Seasonal Head Start ☐ State

Agency: PVUSD

Review Dates: July 14-18, 2014

Program Area: Disabilities/ Mental Health

Team Leader Signature

Team Member Signatures:

Director Signature →

Performance Standard #	Program Strengths and Exemplary Practices	Site(s)
1308.4(e)	The Pajaro Valley Unified School District engaged in the exemplary practice of creating an MOU with San Jose California State University Speech Pathology Master Degree program. Bilingual speech pathology intern students, supervised by a clinical supervisor provide speech therapy to students with current IEP's. These children have the primary condition of Speech and Language Impairment designated on their Individualized Education Plan document. Collaboration with the school district Special Education department ensures that consistent practices are utilized during the time that the school district special education speech therapy staff are not in session. A debriefing session to update the current skills of the students take place as the school district staff return to work and regular therapy provided by the Special Education program resumes. These children may have experienced a gap in speech therapy if it were not for this program. Therefore this practice results in optimal experiences for children that increase the opportunities for growth in the area of the child's delayed development in the child's native language.	All


**Program Audit Review**
PROGRAM STRENGTHS AND EXEMPLARY PRACTICES (Optional)Year **2014-15**Page **1** of **1**☐ Early Head Start ☐ Regional Head Start ☒ Migrant Seasonal Head Start ☐ State

Agency: PVUSD

Review Dates: July 22-25, 2014

Program Area: Education and Early Childhood Development

Team Leader Signature Team Member Signatures: Director Signature → 

Performance Standard #	Program Strengths and Exemplary Practices	Site(s)
1304.21(a)(3)(i)(A) 641 A (c) (2) (F) 657 (B) (5) (C) 	High quality environments and interactions are evident in the centers and family child care homes. A wide range of age appropriate materials including natural and nature elements are offered in the indoor and outdoor environments to stimulate children's current interests, developmental levels and cultural backgrounds conducive to support intentional interactions that promote the social and emotional development. As a result, PVUSD overall CLASS scores in all domains have exceeded the Region 12 and nationwide national averages.	All



Stanislaus County
Office of
Education

Child/Family Services

Tom Changnon, Superintendent
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Program Audit Review
PROGRAM STRENGTHS AND EXEMPLARY PRACTICES (Optional)

Year **2014-15**

Page **1** of **1**

☐ Early Head Start ☐ Regional Head Start ☒ Migrant Seasonal Head Start ☐ State

Agency: PVUSD

Review Dates: July 22-25, 2014

Program Area: Program Design and Management

Jenny Pugh
Team Leader Signature

Team Member Signatures:

Chris Borato

Director Signature →

Kathy Latarp

Performance Standard #	Program Strengths and Exemplary Practices	Site(s)
1304.52(k)(5)	FCCH providers are offered monthly professional development that includes hands-on activities that support the concepts being taught and the topics are above and beyond minimum requirements. Evidence demonstrated that providers are active in the professional development opportunities that are offered and done in collaboration with the neighboring MSHS program at PVUSD . <i>SCOE.</i>	Central office

SELF-ASSESSMENT Review
PROGRAM STRENGTHS AND EXEMPLARY PRACTICES (Optional)

Year 2014

Page 1 of 1

☐ Early Head Start ☐ Regional Head Start ☒ Migrant Seasonal Head Start

Pajaro

Delegate/DO Agency

Santa Cruz

County

7/21/14-7/25/14



Review Dates

Health, Nutrition, and Safe Environments

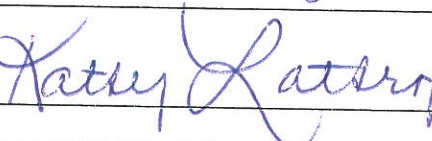
Program Area


Team Leader Signature

Team Member Signatures:

Delegate/DO Director Signature →



Performance Standard #	Program Strengths and Exemplary Practices	Site(s)
1304.22(d)(1) 1304.53(a)(7)	This agency has begun phasing out bleach sanitizing products in favor of hydrogen peroxide based sanitizing agents (EPA/Licensing approved) to decrease the risk of illnesses and/or respiratory trigger for children and staff with asthma as a result of bleach fume inhalation. This has begun in both Centers and FCCH's and is a best practice recommended by the American Academy of Pediatrics and the California Department of Public Health.	All
1304.22(f)(1) 1304.22(a)(3)	Disaster Kits are located at all sites, both FCCHs and Centers. The kits are extremely well stocked and large (sizes of large refuse containers). There is a system in place where these kits are inventoried at the beginning of the season and at the end to ensure that the stocks are adequately supplied and the food/drinking items are still safe to consume. In addition, the staff visiting the FCCH's have a mobile health and safety kit that they take with them at all visits and while at homes can make minor repairs/replace safety equipment as needed. The kit includes but is not limited to: smoke detectors, batteries, duct tape, outlet plugs, child proofing equipment, etc. Both these systems ensure the health and safety of the staff and children in the care of Head Start.	All

1304.20(a)(1)(ii)	This agency is conducted child health screening clinics throughout the season during weekends, after hours, and in various locations to accommodate the working schedules of the Head Start parents, resulting in optimum attendance. During these clinics, children receive a TB assessment and screenings to include vision, hearing, height, and weight.	ALL
1304.20(a)(1)(i)	This agency has developed a partnership with a local health care center: Salud Para La Gente that offers a sliding scale to parents without medical insurance so that the children and family can receive medical care. In addition, the clinic has Spanish and Mixteco interpreters available so that parents/children can receive medical care and interact with medical providers while speaking their native language resulting in a greater understanding of necessary medical care/screenings and the ability to have meaningful visits with health care providers for the entire family.	ALL

DISTRIBUTION: White – Grantee Yellow – Delegate

–

FP364(c)



Program Audit Review

Year 2014-2015

Page 1 of 1

RECOMMENDATIONS FOR CONTINUOUS IMPROVEMENT (Optional)

☐ Early Head Start ☐ Regional Head Start ☒ Migrant Seasonal Head Start ☐ State

Agency: PVUSD

Review Dates: July 22-25, 2014

Program Area: Disabilities/Mental Health

Cheryl Kech
Team Leader Signature

Team Member Signatures:

Janet Chung

Director Signature →

Kathy Kech

Performance Standard #	Recommendation(s) for Continuous Improvement	Site(s)
1304.20(b)(1) 1304.20(e)(1) 1304.20(f)(1)	<p>During the file review, it was found that the developmental screening tool ASQ-3 was being administered in a manner inconsistent with the ASQ-3 user manual for standardized administration.</p> <p>The areas of inconsistent practice include:</p> <ul style="list-style-type: none"> • Timelines related to the rescreening of children who fall within the scoring guidelines to provide activities, monitor and rescreen. (grey) • The action taken for children who score in the referral range (black) • Document evidence that indicates that parents are given the opportunity to give input when their child's scores fall into the referral range for example, social-emotional factors that may have hindered the child's demonstration of abilities. <p>It is recommended that training and technical assistance is provided to staff to ensure a consistent and valid application of the developmental screening tool Ages and Stages Questionnaire-3</p>	All



Program Audit Review Year 2014-2015
RECOMMENDATIONS FOR CONTINUOUS IMPROVEMENT (Optional)

Page 1 of 1

☐ Early Head Start ☐ Regional Head Start ☒ Migrant Seasonal Head Start ☐ State

Agency: PVUSD

Review Dates: July 22-25, 2014

Program Area: Education and Early Childhood Development

[Signature]
Team Leader Signature

Team Member Signatures: [Signature]

[Signature]

Director Signature →

Kathy Lattrop

Performance Standard #	Recommendation(s) for Continuous Improvement	Site(s)
1304.20(b)(1) 642(f)(3)(A) 642(f)(3)(E) 642(f)(3)(B) 642(f)(3)(C) 642(f)(5)	Provide training on the School Readiness system with Grantee's support to improve the documentation process of goals' setting and child's progress documented on the Child's School Readiness Plan, Child's School Readiness Summary, and Parent Contact Records to reflect screenings and assessments information, transitions and children's development shared with parents.	All



Child/Family Services

Tom Changnon, Superintendent
1100 H Street • Modesto, CA 95354 • (209) 238-1800 • FAX (209) 238-4217**Program Audit Review**
RECOMMENDATIONS FOR CONTINUOUS IMPROVEMENT (Optional)Year **2014-15**Page **1** of **1**☐ Early Head Start ☐ Regional Head Start ☒ Migrant Seasonal Head Start ☐ State**PVUSD**

Agency

7-22-14 – 7-25-14

Review Dates

Family Community Partnership

Program Area

Team Leader Signature

Team Member Signatures:

Allegria
Maria E. Nolas
Maria Angelita Paez
Antonia Jara G.

Director Signature →

Kathy Galarza

Performance Standard #	Recommendation(s) for Continuous Improvement	Site(s)
1304.40 (a)(1)	Recommend that the agency work with the Grantee to develop a training and support plan to staff on the process of developing family partnerships agreements, such as areas to include but are not limited to: <ul style="list-style-type: none">• SMART goals that relate to the family's needs• Specific strategies on how they will meet the goals• Appropriate timelines• Appropriate follow up on FPA's and Referrals	ALL

Program Audit Review

Year 2014-15

Page 1 of 1

RECOMMENDATIONS FOR CONTINUOUS IMPROVEMENT (Optional)

☐ Early Head Start ☐ Regional Head Start ☒ Migrant Seasonal Head Start ☐ State

PVUSD

Agency _____

7-22-14 – 7-25-14

Review Dates _____

ERSEA _____

Program Area _____

Nancy M. Miller
Team Leader Signature

Team Member Signatures:
Debra Agana Antonia Chang
Melanie Smith
Maria Angelita Padua

Director Signature → Kathy Gentry

Performance Standard #	Recommendation(s) for Continuous Improvement	Site(s)
1305.6 (a)	Recommend that the agency work with the Grantee to develop a training and support plan to staff on the process of the selection of children for enrollment in COPA during their mass registration time.	ALL

SELF-ASSESSMENT Review
RECOMMENDATIONS FOR CONTINUOUS IMPROVEMENT (Optional)

Year 2014

Page 1 of 2

☐ Early Head Start ☐ Regional Head Start ☒ Migrant Seasonal Head Start

PVUSD

Delegate/DO Agency

Santa Cruz

County

7/21/14-7/25/14

Review Dates

Health, Nutrition and Safe Environments

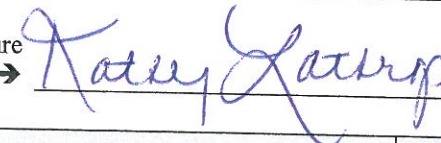
Program Area


Team Leader Signature

Team Member Signatures:




Delegate/DO Director Signature



Performance Standard #	Recommendation(s) for Continuous Improvement	Site(s)
1304.20 (c)(3)(ii)	It is recommended that all children brush their teeth at a sink and not at tables after mealtime to demonstrate appropriate brushing techniques/tooth brushing locations.	All FCCH's
1304.53(a)(9)	It is recommended that fencing between the two portables be constructed to deter children from accessing a playground blind spot.	Calabasas
1304.23(e)(1)	It is recommended that all Centers/FCCH staff with infants be provided training on appropriate expiration dates of opened cereal/formula containers as suggested by the manufacturers.	Center/FCCHs serving infants
1304.53(a)(10)(viii)	It is recommended that the infant/toddler playground at Calabasas be assessed for uneven grassy areas that could result in infant/toddler falls/injuries.	Calabasas
1304.52(1)(iii)	It is recommended that additional training in outdoor child supervision be given to Center Teachers as well as visual supervision plans be reviewed to ensure visual supervision of all children at all times.	Calabasas/Hyde

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Recommendations For Continuous Improvement (continued)

Delegate/DO Agency/County _____

Page 2 of 2
Health, Nutrition, Safe Environments
 Program Area

Performance Standard #	Recommendation (s) for Continuous Improvement	Site (s)
1304.20(f)(1) 1304.23(a)(1) 1304.23(a)(2)	It is recommended that a system of education and nutrition support/professional follow up be provided to parents for children who are identified as being obese or underweight on the Growth Chart.	All

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FP-364(a)



Child/Family Services

Tom Changnon, Superintendent
1100 H Street • Modesto, CA 95354 • (209) 238-1800 • FAX (209) 238-4217

Program Audit Review
Level 2 FINDINGS REQUIRING ACTION

Year 2014-15

Page 1 of 2

☐ Early Head Start ☐ Regional Head Start ☒ Migrant Seasonal Head Start ☐ State

PVUSD

Agency

7-22-14 – 7-25-14

Review Dates

Program Design and Management

Program Area

Jeremy Pettit
Team Leader Signature

Team Member Signatures:

CRISTE BENTO

Corrective Plan of Action Due Date: 2 weeks after receipt of validation report

Director Signature →

Kathy Gattrop

Performance Standard #	Systematic Issues and Findings Requiring Action	Site (s)
1304.51(a)(1)(iii)	<p>The agency does not have a finalized procedural manual that address each of the following:</p> <ul style="list-style-type: none"> (a) Development and approval of program area work plans (b) Program timetables, major service events (c) Preparation of internal reports (d) Planning cycle to include training, input, and approval by Policy Committee (e) Documentation of internal records and support manuals (f) Budget trainings, preparation, and approval processes (g) Program assessment and monitoring including progress in school readiness goals. <p>At the time of the program audit the agency could provide evidence of district procedures that are in place. Although the agency has appropriate practices in place, they are in the process of customizing these procedures to reflect the Head Start requirements in all program areas.</p>	ALL
1304.52(h)(3)	<p>The agency has a district policies in place that include provision for appropriate penalties for violating the standards of conduct however, there is not a process in place that documents staff have been trained in the standards of conduct and they are aware of disciplinary action that will go into effect if the standard codes of conduct are not followed. At the time of the program audit the agency has drafted a procedure for maintaining a standard code of conduct and is in the process of working with the Grantee to finalize the procedure.</p>	ALL
642 (VI)	<p>The agency has not obtained Governing Body approval of the Policy Committee bylaws.</p>	ALL

642 (c)(1)(E)(iv)(II)	<p>The agency has not had the Governing Board review the procedures and criteria for recruitment, selection, and enrollment of children since 2005.</p> <p>At the time of the review the agency is in the process of working with the Grantee to develop a revised ERSEA policy that is specific to their service area.</p>	

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SELF-ASSESSMENT Review
FINDINGS REQUIRING ACTION (Level II)

Year 2014

Page 1 of 1

☐ Early Head Start ☐ Regional Head Start ☒ Migrant Seasonal Head Start

Pajaro

Delegate/DO Agency

Santa Cruz

County

7/21-2/25/14

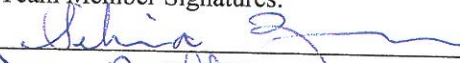
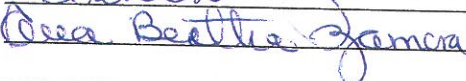
Review Dates

Health, Nutrition, and Safe Environments

Program Area

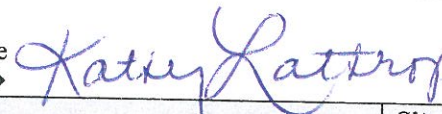

Team Leader Signature

Team Member Signatures:

Corrective Plan of Action Due Date: **2 weeks after receipt of Validation Report**

Delegate/DO Director Signature



Performance Standard #	Systematic Issues and Findings Requiring Action	Site (s)
1304.53(a)(10)(iii)	There was a medication box that was out of the reach of children as required by Title 22, but was not locked per Head Start Performance Standards. The medication box was locked at the time of the audit and the FCCH provided was informed.	Maria Esther Zermeno

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Program Audit VALIDATION REPORT

Agency

PVUSD

Reviewed By:
Date

Karen Pekarcik, DIR II, SDOE/CCMHS, July 28, 2014

Findings (Level 1 & Level 2):

Based upon review of the self-assessment reports:

I conclude that the ☒ reports are approved as written; ☐ reports are approved with changes noted below.

Changes to written reports:

Program Audit Review Year
Corrective Plan of Action

2014-2015

Page 1 of 4

Agency	Pajaro Valley Unified School District	Director Signature	Angelica C. Renteria 8/15/14			
Program Area	Program Design and Management	Performance Standard No.	1304.51(a)(1)(iii)	Dates of Program Audit	July 22-25, 2014	
<p>Finding: The agency does not have a finalized procedural manual that addresses each of the following:</p> <p>(a) Development and approval of program area work plans (b) Program timetables, major service events (c) Preparation of internal reports (d) Planning cycle to include training, input, and approval by Policy Committee (e) Documentation of internal records and support manuals (f) Budget trainings, preparation, and approval processes (g) Program assessment and monitoring including progress in school readiness goals.</p> <p>At the time of the program audit the agency could provide evidence of district procedures that are in place. Although the agency has appropriate practices in place, they are in the process of customizing these procedures to reflect the Head Start requirements in all program areas.</p>						
CORRECTIVE PLAN OF ACTION						
Specific activities planned to correct the systemic or substantial material failure in an area of performance		Person Responsible	Timeline	Date Completed	Documentation/ Materials	Completion Verified By (Director Initial)
1) Early Childhood Education/Child Development Director and Program Director will meet to develop process 2) Management Staff will identify areas where procedures need to be developed based on program area plans and program priorities 3) Management staff will analyze Grantee procedures; district policies and procedures and write program procedures to meet local needs 4) Management staff will begin the process of development and assign time for cross-review and approval process by administration and PVUSD departments as needed. 5) Implementation will begin as procedures are finalized and training has been provided to staff		Kathy Lathrop, Early Childhood Education/Child Development Director; Angelica C. Renteria, Program Director in conjunction with Management Staff	8/22/15 and ongoing			

Program Audit Review Year
Corrective Plan of Action

2014-2015

Page 2 of 4

Agency	Pajaro Valley Unified School District	Director Signature	Angelica C. Renteria 8/15/14		
Program Area	Program Design and Management	Performance Standard No.	1304.52 (h)(3)	Dates of Program Audit	July 22-25, 2014
<p>Finding: The agency has district policies in place that include provision for appropriate penalties for violating the standards of conduct however, there is not a process in place that documents staff have been trained in the standards of conduct and they are aware of disciplinary action that will go into effect if the standard codes of conduct are not followed. At the time of the program audit the agency has drafted a procedure for maintaining a standard code of conduct and is in the process of working with the Grantee to finalize the procedure.</p>					
<p>CORRECTIVE PLAN OF ACTION</p>					
Specific activities planned to correct the systemic or substantial material failure in an area of performance	Person Responsible	Timeline	Date Completed	Documentation/ Materials	Completion Verified By (Director Initial)
The program has developed a Code of Conduct Policy and has identified the Board Policies to be referenced. Staff will be trained on this policy and documentation will be available for review.	Kathy Lathrop, Early Childhood Education/Child Development Director; Angelica C. Renteria, Program Director	9/08/14			

Program Audit Review Year
Corrective Plan of Action

2014-2015


Page 3 of 4

Agency	Pajaro Valley Unified School District	Director Signature	<i>Angelic C. Renteria</i> 8/15/14															
Program Area	Program Design and Management	Performance Standard No.	642 (VI)	Dates of Program Audit	July 22-25, 2014													
<p>Finding: The agency has not obtained Governing Body approval of the Policy Committee bylaws.</p> <p>CORRECTIVE PLAN OF ACTION</p> <table border="1"> <thead> <tr> <th>Specific activities planned to correct the systemic or substantial material failure in an area of performance</th> <th>Person Responsible</th> <th>Timeline</th> <th>Date Completed</th> <th>Documentation/ Materials</th> <th>Completion Verified By (Director Initial)</th> </tr> </thead> <tbody> <tr> <td>Policy Committee By-Laws were recently revised. They will be translated and subsequently submitted for Board approval.</td> <td>Irene Herrera-Noh and Adriana Gallegos, Parent Involvement Coordinators</td> <td>10/22/14</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>							Specific activities planned to correct the systemic or substantial material failure in an area of performance	Person Responsible	Timeline	Date Completed	Documentation/ Materials	Completion Verified By (Director Initial)	Policy Committee By-Laws were recently revised. They will be translated and subsequently submitted for Board approval.	Irene Herrera-Noh and Adriana Gallegos, Parent Involvement Coordinators	10/22/14			
Specific activities planned to correct the systemic or substantial material failure in an area of performance	Person Responsible	Timeline	Date Completed	Documentation/ Materials	Completion Verified By (Director Initial)													
Policy Committee By-Laws were recently revised. They will be translated and subsequently submitted for Board approval.	Irene Herrera-Noh and Adriana Gallegos, Parent Involvement Coordinators	10/22/14																

Program Audit Review Year
Corrective Plan of Action

2014-2015

Page 4 of 4

Agency	Pajaro Valley Unified School District	Director Signature	 8/15/14			
Program Area	Program Design and Management	Performance Standard No.	642 (c)(1)(E)(iv)(II)	Dates of Program Audit	July 22-25, 2014	
<p>Finding: The agency has not had the Governing Board review the procedures and criteria for recruitment, selection, and enrollment of children since 2005.</p> <p>At the time of the review the agency is in the process of working with the Grantee to develop a revised ERSEA policy that is specific to their service area.</p>						
CORRECTIVE PLAN OF ACTION						
Specific activities planned to correct the systemic or substantial material failure in an area of performance	Person Responsible	Timeline	Date Completed	Documentation/ Materials	Completion Verified By (Director Initial)	
The program is in the process of finalizing the enrollment policy pending final Grantee review. After finalization, the policy will be sent for translation and then submitted to the Policy Committee and Board for review.	Kathy Lathrop, Early Childhood Education / Child Development Director & Guadalupe Magaña, Family & Community Services Coordinator	11/12/14				

Program Audit Review Year
Corrective Plan of Action

2014-2015

Page 1 of 1

Agency	Pajaro Valley Unified School District	Director Signature	Angelica C. Renteria 8/15/14			
Program Area	Health, Nutrition, and Safe Environments	Performance Standard No.	1304.53 (a)(10)(iii)	Dates of Program Audit	July 22-25, 2014	
<p>Finding: There was a medication box that was out of the reach of children as required by Title 22, but was not locked per Head Start Performance Standards. The medication box was locked at the time of the audit and the FCCH Provider was informed.</p>						
<p>CORRECTIVE PLAN OF ACTION</p>						
Specific activities planned to correct the systemic or substantial material failure in an area of performance	Person Responsible	Timeline	Date Completed	Documentation/ Materials	Completion Verified By (Director Initial)	
<p>Training will be provided to all FCCH providers to review licensing requirements and related performance standards.</p> <p>Family Child Care Home Specialists will check homes at routine visits to monitor compliance</p>	<p>Mary Turner Health & Disabilities Manager and/or Maria Bocanegra FCCH Coordinator</p>	<p>9/13/14</p> <p>Ongoing</p>				

**PAJARO VALLEY UNIFIED SCHOOL DISTRICT
PROGRAM AUDIT**

PROGRAM YEAR: 2014

VERIFICATION OF APPROVAL

I verify that the information provided herein is true and accurate and that the Board of Directors has reviewed and approved the results of the annual program audit and applicable corrective action plans for the Migrant and Seasonal Head Start Program.

Angelica C. Renteria
Print Name of Delegate Director

Angelica C. Renteria 9/11/14
Signature of Delegate Director Date

Print Name of Board Chairperson

Signature of Board Chairperson Date

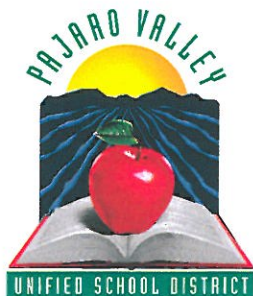
I verify that the Policy Committee has reviewed and approved the results of the annual program audit and applicable corrective action plans for the Migrant and Seasonal Head Start Program.

Vicenta Montes
Print Name of Policy Committee Chairperson

VICENTA MONTES 09/11/14
Signature of Policy Committee Chairperson Date

9/11/14
Date of Policy Committee Approval

PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 10.6

Date: September 24, 2014

Item: Migrant and Seasonal Head Start Code of Conduct Policy to Meet Federal Head Start Performance Standards

Overview: Federal Head Start Performance Standards require districts/programs to have a code of conduct and have a system in place to inform staff members of its existence.

The Child Development Department and the Migrant Head Start Program have compiled applicable Board policies and Department of Social Services (title 22) licensing regulations to meet this requirement. A packet of information has been put in place to include the following adopted Board Policies:

- Professional Standards BP 4119.21, 4219.21, 4319.21 (Adopted June '08)
- Dress and Grooming BP 4119.22, 4219.22, 4319.22 (Adopted June '08)
- Unauthorized Release of Confidential / Privileged Information BP 4119.23, 4219.23, 4319.23 HSPS 45CFR1304.52 (h)((1)(ii) (Adopted June '08)
- Non Discrimination in District Programs and Activities BP 0410(a)/ HSPS 45 CFR 1304.52(h)(1)(i)(iv) (Adopted May '08)
- Non Discrimination in Employment AR 4030 (Adopted June '08)
- Suspension/ Disciplinary Action as outlined by Board Policy PB 4118/ HSPS 45CFR 1304.52 (h) (1-3) (Adopted June '08)

and the following Department of Social Services (title 22) regulations, which are attached to this backup for the Board's review:

- Personal Rights (Lic.613A) / HSPS 45CFR 1304.52(h)(1)(iv)
- Responsibility for Providing Care and Supervision DSS- CCL 101229 & 101429/ HSPS 45CFR 1304.52(h)(1)(iii)

The department is also recommending staff to be guided in their work with families and children by the National Association for the Education of Young Children's (NAEYC) Code of Ethical Conduct & Statement of Commitment position statement.

Recommendation: Approve this item.

Budget Considerations: Budget is not affected by the implementation of this policy

Prepared By: Angelica C. Renteria, Migrant & Seasonal Head Start Program Director

Superintendent's Signature:

Dom Bork

It is required that all employees, volunteers and consultants working for the Pajaro Valley USD Early Childhood Education department follow the attached PVUSD Board Policies related to conduct.

These policies include;

- Professional Standards BP 4119.21, 4219.21, 4319.21
- Dress and Grooming BP 4119.22, 4219.22, 4319.22
- Unauthorized Release of Confidential / Privileged Information BP 4119.23, 4219.23, 4319.23
HSPS 45 CFR1304.52 (h)(1)(ii)
- Non Discrimination in District Programs and Activities BP 0410(a)/ HSPS 45 CFR
1304.52(h)(1)(i)(iv)
- Non Discrimination in Employment AR 4030

Failure to abide by the policies above may result in Suspension/ Disciplinary Action as outlined by Board Policy PB 4118/ HSPS 45 CFR 1304.52 (h)(1-3)

In addition early childhood education staff of all programs (Migrant & Seasonal Head Start, Migrant State Childcare, State Preschool, Family Childcare Home Services) will adhere to all Department of Social Services / Community Care Licensing regulations including:

- Personal Rights (Lic.613A) / HSPS 45 CFR 1304.52(h)(1)(iv)
- Responsibility for Providing Care and Supervision DSS- CCL 101229 & 101429/ HSPS 45 CFR 1304.52(h)(1)(iii)
 - “No child shall be left without the supervision of a teacher at any time.
Supervision shall include visual observation”
 - “Under no circumstances shall ANY infant be left unattended”

Early Childhood Education staff may also be guided in their work with families and children by National Association for the Education of Young Children’s (NAEYC) Code of Ethical Conduct & Statement of Commitment position statement.

PERSONAL RIGHTS

Child Care Centers

Personal Rights, See Section 101223 for waiver conditions applicable to Child Care Centers.

- (a) Child Care Centers. Each child receiving services from a Child Care Center shall have rights which include, but are not limited to, the following:
- (1) To be accorded dignity in his/her personal relationships with staff and other persons.
 - (2) To be accorded safe, healthful and comfortable accommodations, furnishings and equipment to meet his/her needs.
 - (3) To be free from corporal or unusual punishment, infliction of pain, humiliation, intimidation, ridicule, coercion, threat, mental abuse, or other actions of a punitive nature, including but not limited to: interference with daily living functions, including eating, sleeping, or toileting; or withholding of shelter, clothing, medication or aids to physical functioning.
 - (4) To be informed, and to have his/her authorized representative, if any, informed by the licensee of the provisions of law regarding complaints including, but not limited to, the address and telephone number of the complaint receiving unit of the licensing agency and of information regarding confidentiality.
 - (5) To be free to attend religious services or activities of his/her choice and to have visits from the spiritual advisor of his/her choice. Attendance at religious services, either in or outside the facility, shall be on a completely voluntary basis. In Child Care Centers, decisions concerning attendance at religious services or visits from spiritual advisors shall be made by the parent(s), or guardian(s) of the child.
 - (6) Not to be locked in any room, building, or facility premises by day or night.
 - (7) Not to be placed in any restraining device, except a supportive restraint approved in advance by the licensing agency.

THE REPRESENTATIVE/PARENT/GUARDIAN HAS THE RIGHT TO BE INFORMED OF THE APPROPRIATE LICENSING AGENCY TO CONTACT REGARDING COMPLAINTS, WHICH IS:

NAME

State of California-Department of Social Services-Community Care Licensing

ADDRESS

2580 N First Street Suite 300

CITY

San Jose, CA

ZIP CODE

95131

AREA CODE/TELEPHONE NUMBER

(408)324-2148

DETACH HERE

TO: PARENT/GUARDIAN/CHILD OR AUTHORIZED REPRESENTATIVE:

PLACE IN CHILD'S FILE

Upon satisfactory and full disclosure of the personal rights as explained, complete the following acknowledgment:

ACKNOWLEDGMENT: I/We have been personally advised of, and have received a copy of the personal rights contained in the California Code of Regulations, Title 22, at the time of admission to:

(PRINT THE NAME OF THE FACILITY)

(PRINT THE ADDRESS OF THE FACILITY)

(PRINT THE NAME OF THE CHILD)

(SIGNATURE OF THE REPRESENTATIVE/PARENT/GUARDIAN)

(TITLE OF THE REPRESENTATIVE/PARENT/GUARDIAN)

(DATE)

101229 RESPONSIBILITY FOR PROVIDING CARE AND SUPERVISION**101229**

- (a) The licensee shall provide care and supervision as necessary to meet the children's needs.
- (1) No child(ren) shall be left without the supervision of a teacher at any time, except as specified in Sections 101216.2(e)(1) and 101230(c)(1). Supervision shall include visual observation.

NOTE: Authority cited: Section 1596.81, Health and Safety Code. Reference: Sections 1596.72, 1596.73, 1596.81 and 1597.05, Health and Safety Code.

101429	RESPONSIBILITY FOR PROVIDING CARE AND SUPERVISION FOR INFANTS	101429
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| (a) In addition to Section 101229, the following shall apply:

- (1) Each infant shall be constantly supervised and under direct visual observation and supervision by a staff person at all times. Under no circumstances shall ANY infant be left unattended.

NOTE: Authority cited: Section 1596.81, Health and Safety Code. Reference: Sections 1596.72 and 1596.81, Health and Safety Code.



Code of Ethical Conduct and Statement of Commitment

Revised April 2005,
Reaffirmed and Updated May 2011

A position statement of the National Association for the Education of Young Children

*Endorsed by the Association for Childhood Education International and
Southern Early Childhood Association
Adopted by the National Association for Family Child Care*

Preamble

NAEYC recognizes that those who work with young children face many daily decisions that have moral and ethical implications. The **NAEYC Code of Ethical Conduct** offers guidelines for responsible behavior and sets forth a common basis for resolving the principal ethical dilemmas encountered in early childhood care and education. The **Statement of Commitment** is not part of the Code but is a personal acknowledgement of an individual's willingness to embrace the distinctive values and moral obligations of the field of early childhood care and education.

The primary focus of the Code is on daily practice with children and their families in programs for children from birth through 8 years of age, such as infant/toddler programs, preschool and prekindergarten programs, child care centers, hospital and child life settings, family child care homes, kindergartens, and primary classrooms. When the issues involve young children, then these provisions also apply to specialists who do not work directly with children, including program administrators, parent educators, early childhood adult educators, and officials with responsibility for program monitoring and licensing. (Note: See also the "Code of Ethical Conduct: Supplement for Early Childhood Adult Educators," online at www.naeyc.org/about/positions/pdf/ethics04.pdf, and the "Code of Ethical Conduct: Supplement for Early Childhood Program Administrators," online at http://www.naeyc.org/files/naeyc/file/positions/PSETH05_supp.pdf)

Core values

Standards of ethical behavior in early childhood care and education are based on commitment to the following core values that are deeply rooted in the history of the field of early childhood care and education. We have made a commitment to

- Appreciate childhood as a unique and valuable stage of the human life cycle
- Base our work on knowledge of how children develop and learn
- Appreciate and support the bond between the child and family
- Recognize that children are best understood and supported in the context of family, culture,* community, and society
- Respect the dignity, worth, and uniqueness of each individual (child, family member, and colleague)
- Respect diversity in children, families, and colleagues
- Recognize that children and adults achieve their full potential in the context of relationships that are based on trust and respect

* The term culture includes ethnicity, racial identity, economic level, family structure, language, and religious and political beliefs, which profoundly influence each child's development and relationship to the world.

Conceptual framework

The Code sets forth a framework of professional responsibilities in four sections. Each section addresses an area of professional relationships: (1) with children, (2) with families, (3) among colleagues, and (4) with the community and society. Each section includes an introduction to the primary responsibilities of the early childhood practitioner in that context. The introduction is followed by a set of ideals (I) that reflect exemplary professional practice and by a set of principles (P) describing practices that are required, prohibited, or permitted.

The **ideals** reflect the aspirations of practitioners. The **principles** guide conduct and assist practitioners in resolving ethical dilemmas.* Both ideals and principles are intended to direct practitioners to those questions which, when responsibly answered, can provide the basis for conscientious decision making. While the Code provides specific direction for addressing some ethical dilemmas, many others will require the practitioner to combine the guidance of the Code with professional judgment.

The ideals and principles in this Code present a shared framework of professional responsibility that affirms our commitment to the core values of our field. The Code publicly acknowledges the responsibilities that we in the field have assumed, and in so doing supports ethical behavior in our work. Practitioners who face situations with ethical dimensions are urged to seek guidance in the applicable parts of this Code and in the spirit that informs the whole.

Often “the right answer”—the best ethical course of action to take—is not obvious. There may be no readily apparent, positive way to handle a situation. When one important value contradicts another, we face an ethical dilemma. When we face a dilemma, it is our professional responsibility to consult the Code and all relevant parties to find the most ethical resolution.

Section I

Ethical Responsibilities to Children

Childhood is a unique and valuable stage in the human life cycle. Our paramount responsibility is to provide care and education in settings that are safe, healthy, nurturing, and responsive for each child. We are commit-

ted to supporting children’s development and learning; respecting individual differences; and helping children learn to live, play, and work cooperatively. We are also committed to promoting children’s self-awareness, competence, self-worth, resiliency, and physical well-being.

Ideals

- I-1.1—To be familiar with the knowledge base of early childhood care and education and to stay informed through continuing education and training.
- I-1.2—To base program practices upon current knowledge and research in the field of early childhood education, child development, and related disciplines, as well as on particular knowledge of each child.
- I-1.3—To recognize and respect the unique qualities, abilities, and potential of each child.
- I-1.4—To appreciate the vulnerability of children and their dependence on adults.
- I-1.5—To create and maintain safe and healthy settings that foster children’s social, emotional, cognitive, and physical development and that respect their dignity and their contributions.
- I-1.6—To use assessment instruments and strategies that are appropriate for the children to be assessed, that are used only for the purposes for which they were designed, and that have the potential to benefit children.
- I-1.7—To use assessment information to understand and support children’s development and learning, to support instruction, and to identify children who may need additional services.
- I-1.8—To support the right of each child to play and learn in an inclusive environment that meets the needs of children with and without disabilities.
- I-1.9—To advocate for and ensure that all children, including those with special needs, have access to the support services needed to be successful.
- I-1.10—To ensure that each child’s culture, language, ethnicity, and family structure are recognized and valued in the program.
- I-1.11—To provide all children with experiences in a language that they know, as well as support children in maintaining the use of their home language and in learning English.
- I-1.12—To work with families to provide a safe and smooth transition as children and families move from one program to the next.

* There is not necessarily a corresponding principle for each ideal.

Principles

P-1.1—Above all, we shall not harm children. We shall not participate in practices that are emotionally damaging, physically harmful, disrespectful, degrading, dangerous, exploitative, or intimidating to children. This principle has precedence over all others in this Code.

P-1.2—We shall care for and educate children in positive emotional and social environments that are cognitively stimulating and that support each child's culture, language, ethnicity, and family structure.

P-1.3—We shall not participate in practices that discriminate against children by denying benefits, giving special advantages, or excluding them from programs or activities on the basis of their sex, race, national origin, immigration status, preferred home language, religious beliefs, medical condition, disability, or the marital status/family structure, sexual orientation, or religious beliefs or other affiliations of their families. (Aspects of this principle do not apply in programs that have a lawful mandate to provide services to a particular population of children.)

P-1.4—We shall use two-way communications to involve all those with relevant knowledge (including families and staff) in decisions concerning a child, as appropriate, ensuring confidentiality of sensitive information. (See also P-2.4.)

P-1.5—We shall use appropriate assessment systems, which include multiple sources of information, to provide information on children's learning and development.

P-1.6—We shall strive to ensure that decisions such as those related to enrollment, retention, or assignment to special education services, will be based on multiple sources of information and will never be based on a single assessment, such as a test score or a single observation.

P-1.7—We shall strive to build individual relationships with each child; make individualized adaptations in teaching strategies, learning environments, and curricula; and consult with the family so that each child benefits from the program. If after such efforts have been exhausted, the current placement does not meet a child's needs, or the child is seriously jeopardizing the ability of other children to benefit from the program, we shall collaborate with the child's family and appropriate specialists to determine the additional services needed and/or the placement option(s) most likely to ensure the child's success. (Aspects of this

principle may not apply in programs that have a lawful mandate to provide services to a particular population of children.)

P-1.8—We shall be familiar with the risk factors for and symptoms of child abuse and neglect, including physical, sexual, verbal, and emotional abuse and physical, emotional, educational, and medical neglect. We shall know and follow state laws and community procedures that protect children against abuse and neglect.

P-1.9—When we have reasonable cause to suspect child abuse or neglect, we shall report it to the appropriate community agency and follow up to ensure that appropriate action has been taken. When appropriate, parents or guardians will be informed that the referral will be or has been made.

P-1.10—When another person tells us of his or her suspicion that a child is being abused or neglected, we shall assist that person in taking appropriate action in order to protect the child.

P-1.11—When we become aware of a practice or situation that endangers the health, safety, or well-being of children, we have an ethical responsibility to protect children or inform parents and/or others who can.

Section II

Ethical Responsibilities to Families

Families* are of primary importance in children's development. Because the family and the early childhood practitioner have a common interest in the child's well-being, we acknowledge a primary responsibility to bring about communication, cooperation, and collaboration between the home and early childhood program in ways that enhance the child's development.

Ideals

I-2.1—To be familiar with the knowledge base related to working effectively with families and to stay informed through continuing education and training.

I-2.2—To develop relationships of mutual trust and create partnerships with the families we serve.

I-2.3—To welcome all family members and encourage them to participate in the program, including involvement in shared decision making.

* The term family may include those adults, besides parents, with the responsibility of being involved in educating, nurturing, and advocating for the child.

- I-2.4**—To listen to families, acknowledge and build upon their strengths and competencies, and learn from families as we support them in their task of nurturing children.
- I-2.5**—To respect the dignity and preferences of each family and to make an effort to learn about its structure, culture, language, customs, and beliefs to ensure a culturally consistent environment for all children and families.
- I-2.6**—To acknowledge families' childrearing values and their right to make decisions for their children.
- I-2.7**—To share information about each child's education and development with families and to help them understand and appreciate the current knowledge base of the early childhood profession.
- I-2.8**—To help family members enhance their understanding of their children, as staff are enhancing their understanding of each child through communications with families, and support family members in the continuing development of their skills as parents.
- I-2.9**—To foster families' efforts to build support networks and, when needed, participate in building networks for families by providing them with opportunities to interact with program staff, other families, community resources, and professional services.

Principles

- P-2.1**—We shall not deny family members access to their child's classroom or program setting unless access is denied by court order or other legal restriction.
- P-2.2**—We shall inform families of program philosophy, policies, curriculum, assessment system, cultural practices, and personnel qualifications, and explain why we teach as we do—which should be in accordance with our ethical responsibilities to children (see Section I).
- P-2.3**—We shall inform families of and, when appropriate, involve them in policy decisions. (See also I-2.3.)
- P-2.4**—We shall ensure that the family is involved in significant decisions affecting their child. (See also P-1.4.)
- P-2.5**—We shall make every effort to communicate effectively with all families in a language that they understand. We shall use community resources for translation and interpretation when we do not have sufficient resources in our own programs.
- P-2.6**—As families share information with us about their children and families, we shall ensure that families' input is an important contribution to the planning and implementation of the program.
- P-2.7**—We shall inform families about the nature and purpose of the program's child assessments and how data about their child will be used.
- P-2.8**—We shall treat child assessment information confidentially and share this information only when there is a legitimate need for it.
- P-2.9**—We shall inform the family of injuries and incidents involving their child, of risks such as exposures to communicable diseases that might result in infection, and of occurrences that might result in emotional stress.
- P-2.10**—Families shall be fully informed of any proposed research projects involving their children and shall have the opportunity to give or withhold consent without penalty. We shall not permit or participate in research that could in any way hinder the education, development, or well-being of children.
- P-2.11**—We shall not engage in or support exploitation of families. We shall not use our relationship with a family for private advantage or personal gain, or enter into relationships with family members that might impair our effectiveness working with their children.
- P-2.12**—We shall develop written policies for the protection of confidentiality and the disclosure of children's records. These policy documents shall be made available to all program personnel and families. Disclosure of children's records beyond family members, program personnel, and consultants having an obligation of confidentiality shall require familial consent (except in cases of abuse or neglect).
- P-2.13**—We shall maintain confidentiality and shall respect the family's right to privacy, refraining from disclosure of confidential information and intrusion into family life. However, when we have reason to believe that a child's welfare is at risk, it is permissible to share confidential information with agencies, as well as with individuals who have legal responsibility for intervening in the child's interest.
- P-2.14**—In cases where family members are in conflict with one another, we shall work openly, sharing our observations of the child, to help all parties involved make informed decisions. We shall refrain from becoming an advocate for one party.
- P-2.15**—We shall be familiar with and appropriately refer families to community resources and professional support services. After a referral has been made, we shall follow up to ensure that services have been appropriately provided.

Section III

Ethical Responsibilities to Colleagues

In a caring, cooperative workplace, human dignity is respected, professional satisfaction is promoted, and positive relationships are developed and sustained. Based upon our core values, our primary responsibility to colleagues is to establish and maintain settings and relationships that support productive work and meet professional needs. The same ideals that apply to children also apply as we interact with adults in the workplace. (Note: Section III includes responsibilities to co-workers and to employers. See the "Code of Ethical Conduct: Supplement for Early Childhood Program Administrators" for responsibilities to personnel (employees in the original 2005 Code revision), online at http://www.naeyc.org/files/naeyc/file/positions/PSETH05_supp.pdf.)

A—Responsibilities to co-workers

Ideals

- I-3A.1**—To establish and maintain relationships of respect, trust, confidentiality, collaboration, and cooperation with co-workers.
- I-3A.2**—To share resources with co-workers, collaborating to ensure that the best possible early childhood care and education program is provided.
- I-3A.3**—To support co-workers in meeting their professional needs and in their professional development.
- I-3A.4**—To accord co-workers due recognition of professional achievement.

Principles

- P-3A.1**—We shall recognize the contributions of colleagues to our program and not participate in practices that diminish their reputations or impair their effectiveness in working with children and families.
- P-3A.2**—When we have concerns about the professional behavior of a co-worker, we shall first let that person know of our concern in a way that shows respect for personal dignity and for the diversity to be found among staff members, and then attempt to resolve the matter collegially and in a confidential manner.

P-3A.3—We shall exercise care in expressing views regarding the personal attributes or professional conduct of co-workers. Statements should be based on firsthand knowledge, not hearsay, and relevant to the interests of children and programs.

P-3A.4—We shall not participate in practices that discriminate against a co-worker because of sex, race, national origin, religious beliefs or other affiliations, age, marital status/family structure, disability, or sexual orientation.

B—Responsibilities to employers

Ideals

- I-3B.1**—To assist the program in providing the highest quality of service.
- I-3B.2**—To do nothing that diminishes the reputation of the program in which we work unless it is violating laws and regulations designed to protect children or is violating the provisions of this Code.

Principles

- P-3B.1**—We shall follow all program policies. When we do not agree with program policies, we shall attempt to effect change through constructive action within the organization.
- P-3B.2**—We shall speak or act on behalf of an organization only when authorized. We shall take care to acknowledge when we are speaking for the organization and when we are expressing a personal judgment.
- P-3B.3**—We shall not violate laws or regulations designed to protect children and shall take appropriate action consistent with this Code when aware of such violations.
- P-3B.4**—If we have concerns about a colleague's behavior, and children's well-being is not at risk, we may address the concern with that individual. If children are at risk or the situation does not improve after it has been brought to the colleague's attention, we shall report the colleague's unethical or incompetent behavior to an appropriate authority.
- P-3B.5**—When we have a concern about circumstances or conditions that impact the quality of care and education within the program, we shall inform the program's administration or, when necessary, other appropriate authorities.

Section IV

Ethical Responsibilities to Community and Society

Early childhood programs operate within the context of their immediate community made up of families and other institutions concerned with children's welfare. Our responsibilities to the community are to provide programs that meet the diverse needs of families, to cooperate with agencies and professions that share the responsibility for children, to assist families in gaining access to those agencies and allied professionals, and to assist in the development of community programs that are needed but not currently available.

As individuals, we acknowledge our responsibility to provide the best possible programs of care and education for children and to conduct ourselves with honesty and integrity. Because of our specialized expertise in early childhood development and education and because the larger society shares responsibility for the welfare and protection of young children, we acknowledge a collective obligation to advocate for the best interests of children within early childhood programs and in the larger community and to serve as a voice for young children everywhere.

The ideals and principles in this section are presented to distinguish between those that pertain to the work of the individual early childhood educator and those that more typically are engaged in collectively on behalf of the best interests of children—with the understanding that individual early childhood educators have a shared responsibility for addressing the ideals and principles that are identified as “collective.”

Ideal (Individual)

I-4.1—To provide the community with high-quality early childhood care and education programs and services.

Ideals (Collective)

I-4.2—To promote cooperation among professionals and agencies and interdisciplinary collaboration among professions concerned with addressing issues in the health, education, and well-being of young children, their families, and their early childhood educators.

I-4.3—To work through education, research, and advocacy toward an environmentally safe world in which all children receive health care, food, and shelter; are nurtured; and live free from violence in their home and their communities.

I-4.4—To work through education, research, and advocacy toward a society in which all young children have access to high-quality early care and education programs.

I-4.5—To work to ensure that appropriate assessment systems, which include multiple sources of information, are used for purposes that benefit children.

I-4.6—To promote knowledge and understanding of young children and their needs. To work toward greater societal acknowledgment of children's rights and greater social acceptance of responsibility for the well-being of all children.

I-4.7—To support policies and laws that promote the well-being of children and families, and to work to change those that impair their well-being. To participate in developing policies and laws that are needed, and to cooperate with families and other individuals and groups in these efforts.

I-4.8—To further the professional development of the field of early childhood care and education and to strengthen its commitment to realizing its core values as reflected in this Code.

Principles (Individual)

P-4.1—We shall communicate openly and truthfully about the nature and extent of services that we provide.

P-4.2—We shall apply for, accept, and work in positions for which we are personally well-suited and professionally qualified. We shall not offer services that we do not have the competence, qualifications, or resources to provide.

P-4.3—We shall carefully check references and shall not hire or recommend for employment any person whose competence, qualifications, or character makes him or her unsuited for the position.

P-4.4—We shall be objective and accurate in reporting the knowledge upon which we base our program practices.

P-4.5—We shall be knowledgeable about the appropriate use of assessment strategies and instruments and interpret results accurately to families.

P-4.6—We shall be familiar with laws and regulations that serve to protect the children in our programs and be vigilant in ensuring that these laws and regulations are followed.

P-4.7—When we become aware of a practice or situation that endangers the health, safety, or well-being of children, we have an ethical responsibility to protect children or inform parents and/or others who can.

P-4.8—We shall not participate in practices that are in violation of laws and regulations that protect the children in our programs.

P-4.9—When we have evidence that an early childhood program is violating laws or regulations protecting children, we shall report the violation to appropriate authorities who can be expected to remedy the situation.

P-4.10—When a program violates or requires its employees to violate this Code, it is permissible, after fair assessment of the evidence, to disclose the identity of that program.

Principles (Collective)

P-4.11—When policies are enacted for purposes that do not benefit children, we have a collective responsibility to work to change these policies.

P-4.12—When we have evidence that an agency that provides services intended to ensure children's well-being is failing to meet its obligations, we acknowledge a collective ethical responsibility to report the problem to appropriate authorities or to the public. We shall be vigilant in our follow-up until the situation is resolved.

P-4.13—When a child protection agency fails to provide adequate protection for abused or neglected children, we acknowledge a collective ethical responsibility to work toward the improvement of these services.

Glossary of Terms Related to Ethics

Code of Ethics. Defines the core values of the field and provides guidance for what professionals should do when they encounter conflicting obligations or responsibilities in their work.

Values. Qualities or principles that individuals believe to be desirable or worthwhile and that they prize for themselves, for others, and for the world in which they live.

Core Values. Commitments held by a profession that are consciously and knowingly embraced by its practitioners because they make a contribution to society. There is a difference between personal values and the core values of a profession.

Morality. Peoples' views of what is good, right, and proper; their beliefs about their obligations; and their ideas about how they should behave.

Ethics. The study of right and wrong, or duty and obligation, that involves critical reflection on morality and the ability to make choices between values and the examination of the moral dimensions of relationships.

Professional Ethics. The moral commitments of a profession that involve moral reflection that extends

and enhances the personal morality practitioners bring to their work, that concern actions of right and wrong in the workplace, and that help individuals resolve moral dilemmas they encounter in their work.

Ethical Responsibilities. Behaviors that one must or must not engage in. Ethical responsibilities are clear-cut and are spelled out in the Code of Ethical Conduct (for example, early childhood educators should never share confidential information about a child or family with a person who has no legitimate need for knowing).

Ethical Dilemma. A moral conflict that involves determining appropriate conduct when an individual faces conflicting professional values and responsibilities.

Sources for glossary terms and definitions

- Feeney, S., & N. Freeman. 2005. Ethics and the early childhood educator: Using the NAEYC code. Washington, DC: NAEYC.
- Kidder, R.M. 1995. How good people make tough choices: Resolving the dilemmas of ethical living. New York: Fireside.
- Kipnis, K. 1987. How to discuss professional ethics. *Young Children* 42 (4): 26-30.

The National Association for the Education of Young Children (NAEYC) is a nonprofit corporation, tax exempt under Section 501(c)(3) of the Internal Revenue Code, dedicated to acting on behalf of the needs and interests of young children. The NAEYC Code of Ethical Conduct (Code) has been developed in furtherance of NAEYC's nonprofit and tax exempt purposes. The information contained in the Code is intended to provide early childhood educators with guidelines for working with children from birth through age 8.

An individual's or program's use, reference to, or review of the Code does not guarantee compliance with NAEYC Early Childhood Program Standards and Accreditation Performance Criteria and program accreditation procedures. It is recommended that the Code be used as guidance in connection with implementation of the NAEYC Program Standards, but such use is not a substitute for diligent review and application of the NAEYC Program Standards.

NAEYC has taken reasonable measures to develop the Code in a fair, reasonable, open, unbiased, and objective manner, based on currently available data. However, further

research or developments may change the current state of knowledge. Neither NAEYC nor its officers, directors, members, employees, or agents will be liable for any loss, damage, or claim with respect to any liabilities, including direct, special, indirect, or consequential damages incurred in connection with the Code or reliance on the information presented.

NAEYC Code of Ethical Conduct 2005 Revisions Workgroup

Mary Ambery, Ruth Ann Ball, James Clay, Julie Olsen Edwards, Harriet Egertson, Anthony Fair, Stephanie Feeney, Jana Fleming, Nancy Freeman, Marla Israel, Allison McKinnon, Evelyn Wright Moore, Eva Moravcik, Christina Lopez Morgan, Sarah Mulligan, Nila Rinehart, Betty Holston Smith, and Peter Pizzolong, NAEYC Staff

Statement of Commitment*

As an individual who works with young children, I commit myself to furthering the values of early childhood education as they are reflected in the ideals and principles of the NAEYC Code of Ethical Conduct. To the best of my ability I will

- Never harm children.
- Ensure that programs for young children are based on current knowledge and research of child development and early childhood education.
- Respect and support families in their task of nurturing children.
- Respect colleagues in early childhood care and education and support them in maintaining the NAEYC Code of Ethical Conduct.
- Serve as an advocate for children, their families, and their teachers in community and society.
- Stay informed of and maintain high standards of professional conduct.
- Engage in an ongoing process of self-reflection, realizing that personal characteristics, biases, and beliefs have an impact on children and families.
- Be open to new ideas and be willing to learn from the suggestions of others.
- Continue to learn, grow, and contribute as a professional.
- Honor the ideals and principles of the NAEYC Code of Ethical Conduct.

* This Statement of Commitment is not part of the Code but is a personal acknowledgment of the individual's willingness to embrace the distinctive values and moral obligations of the field of early childhood care and education. It is recognition of the moral obligations that lead to an individual becoming part of the profession.



Board Agenda Backup

Item No: 10.7

Date: September 24, 2014

Item: CAHSEE Passage Waiver
Math (RHS 14-15-01)

Overview: Per Education Code 60851 (c) the parent/guardian of a student who has taken any section of the exam with one or more modifications and has received the equivalent of a passing score may request that his/her child receive a waiver of the requirement to successfully pass the exam. Upon receipt of such request, the principal shall submit to the Governing Board a request for a waiver.

The attached documentation as required by Education Code demonstrates that the identified special education student has earned "the equivalent of a passing score" (350 or more points) on the exit exam using modifications identified in the student's IEP.

Required documentation includes a) Notification to Parent regarding students eligibility for waiver b) Parent's written request for a waiver c) Documentation of passing score with the use of a modification d) Documentation of the disability which required the modification e) IEP authorizing use of the modification and f) Transcript identifying current academic progress.

Recommendation: Approve

Budget Considerations: None

Funding Source:

Budgeted: Yes: ☐

No: ☐

Amount: \$

Prepared By: Denise Banghart-Bragg, Program Director Special Services

Superintendent's Signature: Dorm Bat

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

Parent/Guardian Request for Waiver of the High School Exit Examination
Requirement for Students with Disabilities

Date: 9/1/14

To The Parent/Guardian of:

Beginning with the 2005-06 school year, all California public school students, including students with disabilities, are required to pass the California High School Exit Examination (CAHSEE) to receive a high school diploma.

This letter is to inform you that your child took one or more subject matter parts of the CAHSEE with a modification prescribed in his/her current individualized education program (IEP).

At your written request, The PVUSD Board of Education may waive the requirement to successfully pass one or both subject matter parts of the CAHSEE in order to receive a diploma. You may submit this request by completing the information below and returning this form to the principal of your child's high school.

Signature of Principal: Elaine Reganete Date: 9/3/14

I request that my child _____ was tested with a modification and earned the equivalent of a passing score on one or more part of the CAHSEE, be granted a waiver of this California graduation requirement.

I understand that in order to receive such a waiver, state law requires that my child have all of the following:

1. An IEP that specifies the use of modification(s) on the exit examination, standardized testing, or classroom instruction and assessments.
2. Sufficient high school level coursework either satisfactorily completed or a progress in the high school level curriculum sufficient to have attained the skills and knowledge otherwise needed to pass the CAHSEE.
3. An individual score report showing that my child has received the equivalent of a passing score on the CAHSEE while using a modification that fundamentally alters what the high school examination measures as determined by the State Board of Education.

Signature of Parent: U

9-2-14

FOR SITE USE ONLY

Date Received by Principal: _____

Student Identification Number: _____

2. Has sufficient high school coursework either satisfactorily completed or in progress in the high school level curriculum sufficient to have attained the skills and knowledge otherwise needed to pass the CAHSEE. *(Attach transcripts showing coursework completed).*
3. An individual score report showing that my child has received the equivalent of a passing score on the CAHSEE while using a modification that fundamentally alters what the high school examination measures as determined by the State of Board of Education. *(Attach a copy of the exit exam Student and Parent Report showing "equivalent of a passing score" in the English/language arts and/or the mathematics portion of the exam.)*

Certified by: Elaine Segonete
Principal's Signature

9/3/14
Date

I agree that the information on this Waiver Request Sheet accurately describes the modifications that this student regularly uses as identified in the IEP.

Heather Morrison
Signature of Student's Special Education Teacher

9/1/14
Date

Heather Morrison
Print Name of Student's Special Education Teacher

I agree that the information on this Waiver Request Sheet accurately states that the coursework this student has satisfactorily completed or is in the process of completing in the high school curriculum is sufficient to have obtained the skills and knowledge otherwise to pass the California High School Exit Examination.

Gabriela Mora
Signature of Student's Academic Counselor

9/3/14

Gabriela Mora
Printed Name of Student's Academic Counselor

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

Principal's Certification and Request for the Governing Board to Waive the High School
Exit Examination Requirement for Students with Disabilities.

Student's Name: _____

Student's ID Number: _____

Pursuant to Education Code 6051, the parent/guardian of _____ a student with disabilities, has requested that the Governing Board waive the requirement that he/she successfully pass the high school exit examination in order to receive a diploma. This student has taken the high school exit examination with one or more modifications that fundamentally alter what the test measures as determined by the State Board of Education, and has achieved the equivalent of a passing score on one or both parts of the examination.

I certify that the student qualifies for a waiver because he/she satisfies all of the following conditions:

1. Has an individualized education program (IEP) adopted pursuant to the Individuals with Disabilities Education Act that specifies the use of the modification(s) on the exit examination, standardized testing, or classroom instruction and assessments.
(Attach the section of the IEP that specifies the modifications).

- a. Describe the nature of the student's disability as identified on the IEP (please note if this will result in overt identification of the student).

has a Specific Learning Disability which affects her ability to pay attention in all subject areas.

- b. Describe any modification used on the ☐ English/language arts or ☒ math section of the exam (separate form must be filled out for each section):

used a calculator to pass the CAHSEE in the area of math.

- c. State the rationale for applying the modification(s) used to achieve an equivalent passing score on the CAHSEE for this student.

learning disability affects her ability to attend to multi-step math equations without the use of a calculator

- d. Describe the modification(s) that the student regularly uses in the classroom and on other assessments.

calculator only

to assist.



**Pajaro Valley Unified School District Special Education Local Plan Area
INDIVIDUALIZED EDUCATION PROGRAM
Supplementary & Specialized Support/Promotion**

Student _____

Date of Birth _____

IEP Meeting Date 02/25/14

SUPPLEMENTARY/SPECIALIZED SUPPORT

Student requires supplementary aids and services or specialized materials/equipment as specified below.

- | | |
|--|--|
| <input type="checkbox"/> Supports for school personnel | <input type="checkbox"/> Specialized aids/materials/equipment (Assistive Technology) |
| <input type="checkbox"/> Program modifications | <input checked="" type="checkbox"/> None |

Description	Responsible Agency/Personnel	Location	Frequency/Intensity	Duration	Start/End Date*
					Start:
					End:
					Start:
					End:
					Start:
					End:
					Start:
					End:
					Start:
					End:

* If a placement or service is ending, give reason _____

PROMOTION STANDARDS

- ☒ Student is working towards a diploma and will be promoted based upon district curriculum standards ☐ without accommodations or ☒ with accommodations.
- ☐ Student is working towards a certificate and will be promoted based upon alternative curriculum standards and/or substantial progress towards goals.

CALIFORNIA HIGH SCHOOL EXIT EXAMINATION (CAHSEE)

- | | |
|---|--|
| <input type="checkbox"/> No accommodations or modifications | <input type="checkbox"/> Exempt due to eligibility for participation in CAPA |
| <input checked="" type="checkbox"/> Modifications (specify) <u>calculator</u> | <input type="checkbox"/> Grade Exempt (below grade 10) |
| <input checked="" type="checkbox"/> Accommodations (specify) <u>extended time, flexible setting</u> | <input type="checkbox"/> Passed both subtests of the CAHSEE |



Pajaro Valley Unified School District Special Education Local Plan Area
INDIVIDUALIZED EDUCATION PROGRAM
Specialized Instruction

Student _____

Date of Birth _____

IEP Meeting Date 02/25/14

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Attending Skills	Calculator, Extra Time: Assignments/Tests (1.5), Preferential Seating, Take Tests in Alternate Setting	District of Service, Assistant, Gen. Ed. Teacher, RS	02/25/14

Date: 7/14/2014

California High School Exit Examination

See back for details

Student and Parent Report

Student

Date of

Student

Grade:

School

District: 69799 - Pajaro Valley Unified

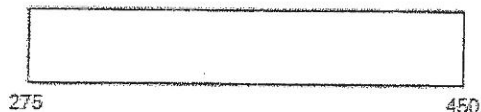
County: 44 - Santa Cruz County

English Language Arts

Test Date: 05/13/2014

Your Total Score	Score Required to Pass	Status
		SATISFIED REQ

The district reported that your student previously satisfied the requirement to successfully pass this portion of the CAHSEE. This report is not proof of a passing score.



Strands for English Language Arts

READING

Word Analysis

Reading Comprehension

Literary Response & Analysis

WRITING

Writing Strategies

Writing Conventions

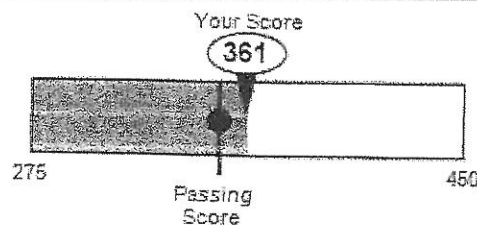
Essay

Mathematics

Test Date: 05/14/2014

Your Total Score	Score Required to Pass	Status
361	350	MODIFIED

Your student took this test using modifications as specified in his or her IEP or Section 504 plan. See "Taking the CAHSEE with Modifications" on the back of this report.



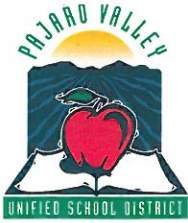
Strands for Mathematics

	Number of Questions	Number Correct
Probability & Statistics	13	12
Number Sense	17	15
Algebra & Functions	20	10
Measurement & Geometry	18	8
Algebra I	12	4

* Each student essay, whether handwritten (range from 1 (lowest) to 4 (highest)) or computer-generated (0-100). The average of these two scores is listed above under the heading "Your Score".

The Writing applications score counts as 20% of the total English Language Arts score.

A student must only retake the subject area examination (English Language Arts and/or Mathematics) that was not passed.



Board Agenda Backup

Item No: 10.8

Date: September 24, 2014

Item: CAHSEE Passage Waiver
Math (PVHS 14-15-02)

Overview: Per Education Code 60851 (c) the parent/guardian of a student who has taken any section of the exam with one or more modifications and has received the equivalent of a passing score may request that his/her child receive a waiver of the requirement to successfully pass the exam. Upon receipt of such request, the principal shall submit to the Governing Board a request for a waiver.

The attached documentation as required by Education Code demonstrates that the identified special education student has earned "the equivalent of a passing score" (350 or more points) on the exit exam using modifications identified in the student's IEP.

Required documentation includes a) Notification to Parent regarding students eligibility for waiver b) Parent's written request for a waiver c) Documentation of passing score with the use of a modification d) Documentation of the disability which required the modification e) IEP authorizing use of the modification and f) Transcript identifying current academic progress.

Recommendation: Approve

Budget Considerations: None

Funding Source:

Budgeted: Yes: ☐ No: ☐

Amount: \$

Prepared By: Denise Banghart-Bragg, Program Director Special Services

Superintendent's Signature:

Dorinda Burt

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

Parent/Guardian Request for Waiver of the High School Exit Examination
Requirement for Students with Disabilities

Date: 9.9.14

To The Parent/Guardian of: _____

Beginning with the 2005-06 school year, all California public school students, including students with disabilities, are required to pass the California High School Exit Examination (CAHSEE) to receive a high school diploma.

This letter is to inform you that your child took one or more subject matter parts of the CAHSEE with a modification prescribed in his/her current individualized education program (IEP).

At your written request, The PVUSD Board of Education may waive the requirement to successfully pass one or both subject matter parts of the CAHSEE in order to receive a diploma. You may submit this request by completing the information below and returning this form to the principal of your child's high school.

Signature of Principal: _____

Date: 9/15/14

I request that my child, _____ who was tested with a modification and earned the equivalent of a passing score one or more part of the CAHSEE, be granted a waiver of this California graduation requirement.

I understand that in order to receive such a waiver, state law requires that my child have all of the following:

1. An IEP that specifies the use of modification(s) on the exit examination, standardized testing, or classroom instruction and assessments.
2. Sufficient high school level coursework either satisfactorily completed or a progress in the high school level curriculum sufficient to have attained the skills and knowledge otherwise needed to pass the CAHSEE.
3. An individual score report showing that my child has received the equivalent of a passing score on the CAHSEE while using a modification that fundamentally alters what the high school examination measures as determined by the State Board of Education.

Signature of Parent _____

Date: 8/9/14

FOR SITE USE ONLY

Date Received by Principal: _____

Student Identification Number: _____

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

**Principal's Certification and Request for the Governing Board to Waive the High School
Exit Examination Requirement for Students with Disabilities.**

Student's Name: _

Student's ID Number: _

Pursuant to Education Code 6051, the parent/guardian of _____, a student with disabilities, has requested that the Governing Board waive the requirement that he/she successfully pass the high school exit examination in order to receive a diploma. This student has taken the high school exit examination with one or more modifications that fundamentally alter what the test measures as determined by the State Board of Education, and has achieved the equivalent of a passing score one or both parts of the examination.

I certify that the student qualifies for a waiver because he/she satisfies all of the following conditions:

1. Has an individualized education program (IEP) adopted pursuant to the Individuals with Disabilities Education Act that specifies the use of the modification(s) on the exit examination, standardized testing, or classroom instruction and assessments.
(Attach the section of the IEP that specifies the modifications).
 - a. Describe the nature of the student's disability as identified on the IEP (please note if this will result in overt identification of the student).
 - b. Describe any modification used on the ☐ English/language arts or ☒ math section of the exam (separate form must be filled out for each section):
 - c. State the rationale for applying the modification(s) used to achieve an equivalent passing score on the CAHSEE for this student.
 - d. Describe the modification(s) that the student regularly uses in the classroom and on other assessments.

2. Has sufficient high school coursework either satisfactorily completed or in progress in the high school level curriculum sufficient to have attained the skills and knowledge otherwise needed to pass the CAHSEE. (Attach transcripts showing coursework completed).
3. An individual score report showing that my child has received the equivalent of a passing score on the CAHSEE while using a modification that fundamentally alters what the high school examination measures as determined by the State of Board of Education. (Attach a copy of the exit exam Student and Parent Report showing "equivalent of a passing score" in the English/language arts and/or the mathematics portion of the exam.)

Certified by:

Principal's Signature

9/9/14
Date

I agree that the information on this Waiver Request Sheet accurately describes the modifications that this student regularly uses as identified in the IEP.

Signature of Student's Special Education Teacher

Date

Print Name of Student's Special Education Teacher

I agree that the information on this Waiver Request Sheet accurately states that the coursework this student has satisfactorily completed or is in the process of completing in the high school curriculum is sufficient to have obtained the skills and knowledge otherwise to pass the California High School Exit Examination.

Signature of Student's Academic Counselor

Printed Name of Student's Academic Counselor

Student: ~~#~~

1a.

Student has other health impairment impacting his cognitive abilities. Student has limited strength, vitality, or alertness, due to chronic or acute health problems. When applied to children with ADD/ADHD, this definition includes a child's heightened alertness to environmental stimuli that results in limited alertness with respect to the educational environment.

1b.

Student has the use of a calculator

1c.

The modification is necessary to provide access to the assessment due to the student's disability (e.g., the student has a specific disability that severely limits or prevents the student from calculating mathematically even after varied and repeated attempts to teach the student to do so); the student uses a calculator to access mathematical calculation routinely during instruction and assessment; and the calculator is a simple four-function calculator distributed by the test administrator and cleared of any data from previous uses.

1d.

Teachers have been provided with copies of student's IEP goals and recommended accommodations, or modifications, as stated in his IEP. Directions and or questions for both class assignments and class tests are read aloud or verbally clarified for the student within her general education classes at his request or as determined helpful by the classroom teacher.



**Pajaro Valley Unified School District Special Education Local Plan Area
INDIVIDUALIZED EDUCATION PROGRAM
Supplementary & Specialized Support/Promotion**

Student _____

Date of Birth _____

IEP Meeting Date 01/15/14

SUPPLEMENTARY/SPECIALIZED SUPPORT

Student requires supplementary aids and services or specialized materials/equipment as specified below.

☐ Supports for school personnel

☐ Specialized aids/materials/equipment (Assistive Technology)

☐ Program modifications

☒ None

Description	Responsible Agency/Personnel	Location	Frequency/Intensity	Duration	Start/End Date*
					Start:
					End:
					Start:
					End:
					Start:
					End:
					Start:
					End:
					Start:
					End:

* If a placement or service is ending, give reason _____

PROMOTION STANDARDS

☒ Student is working towards a diploma and will be promoted based upon district curriculum standards ☐ without accommodations or ☒ with accommodations.

☐ Student is working towards a certificate and will be promoted based upon alternative curriculum standards and/or substantial progress towards goals.

CALIFORNIA HIGH SCHOOL EXIT EXAMINATION (CAHSEE)

☐ No accommodations or modifications

☐ Exempt due to eligibility for participation in CAPA

☒ Modifications (specify) use of calculator

☐ Grade Exempt (below grade 10)

☒ Accommodations (specify) flex setting/time

☐ Passed both subtests of the CAHSEE



Pajaro Valley Unified School District Special Education Local Plan Area
INDIVIDUALIZED EDUCATION PROGRAM
Specialized Instruction

Student _____

Date of Birth _____

IEP Meeting Date 01/15/14

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Attending Skills	verbalize while reading to direct focus, Take Tests in Alternate Setting, Visual Models	District of Service, Gen. Ed. Teacher, RS	01/15/14
organization/study skills	use student planner, binder as organizer, Visual Models, Visual Schedule	District of Service, Gen. Ed. Teacher, RS	01/15/14
Visual Perception	Calculator, provide examples, espec. in math, Provide with Notes, Tests in Short Segments	District of Service, Gen. Ed. Teacher, RS	01/15/14
Attending Skills	Directions Read Aloud, assignments in small "chunks", Preferential Seating	District of Service, Gen. Ed. Teacher, RS	01/15/14

Student Name _____

nder _____

Pajaro Valley Unified School District

Enter Date: 8/29/2011

Graduated:

Class Of: 2015

School Name/Address

Pajaro Valley High School
500 Harkins Slough
Watsonville, CA 95076

Tel: (831)728-8102 Fax: (831)728-6944

Counselor:

SSID:

CrsID	Course Title	Mark	Credit	CrsID	Course Title	Mark	Credit	
Pajaro Valley High School Grd 09 12/2011				Pajaro Valley High School Grd 11 12/2013				Academic GPA: 1.774 Rank 277 out of 332 Total GPA: 1.971 Rank 269 out of 332 CSU GPA: 1.667 Cal Grant GPA: 1.957
2410	P Algebra 1A/B	RF	0.000	2610	P Algebra 2	F	0.000	
6010	P Art 1	D+	5.000	3310	P Chemistry	F	0.000	
1130	P English 1	D	5.000	9270	Directed Study	B	5.000	
3610	P Integrated Science I	F	0.000	1330	P English 3: American Lit	B-	5.000	Testing Information
5051	Intro Computers	F	0.000	4210	P Spanish 1 SS	D+	5.000	
4510	N Physical Education 9	B-	5.000	7210	P US History	D-	5.000	
Crs Att: 30.000 Cmp: 15.000				Crs Att: 30.000 Cmp: 20.000 Total GPA: 1.333				
After School Pajaro Valley High Grd 09 12/2011				Pajaro Valley High School Grd 11 6/2014				CAHSEE_ELA-1-1 P 11/5/2013 CAHSEE_Math-1-1 F 11/6/2013
AS4306	J.V. Football(Tutorial)	P	5.000	9291	Basic Skills CA Exit Ex	C-	5.000	
Crs Att: 5.000 Cmp: 5.000 Total GPA: 1.000				9270	Directed Study	B-	5.000	
Pajaro Valley High School Grd 09 6/2012				1330	P English 3: American Lit	C-	5.000	
2410	P Algebra 1A/B	C	5.000	4210	P Spanish 1 SS	D-	5.000	
9270	Directed Study	C	5.000	6380	Survey of Music	A	5.000	
1130	P English 1	D-	5.000	7210	P US History	C-	5.000	
3910	Health	B	5.000	Crs Att: 30.000 Cmp: 30.000				
3610	P Integrated Science I	RF	0.000	After School Pajaro Valley High Grd 11 6/2014				
4510	N Physical Education 9	A	5.000	AS2410	P ALGEBRA 1 (1st Sem)	B	5.000	
Crs Att: 30.000 Cmp: 25.000				Crs Att: 5.000 Cmp: 5.000 Total GPA: 2.429				
After School Pajaro Valley High Grd 09 6/2012				Pajaro Valley High School Grd 11 7/2014				
AS4321	Off-Season Conditioning	P	5.000	2510	P Geometry	B	5.000	
Crs Att: 5.000 Cmp: 5.000 Total GPA: 2.400				Crs Att: 5.000 Cmp: 5.000 Total GPA: .000				
Pajaro Valley High School Grd 10 12/2012				Credit Summary - High School				
3210	P Biology	RF	0.000	Subject Area Req Cmp Def				
9270	Directed Study	B-	5.000	A	English	40.00	25.00	15.00
1230	P English 2	D+	5.000	B	Math	20.00	15.00	5.00
2510	P Geometry	RF	0.000	C	Biological Science	10.00	10.00	
4640	N Weights	A	5.000	D	Physical Science	10.00	5.00	5.00
7110	P World Civ	B	5.000	E	Health	5.00	5.00	
Crs Att: 30.000 Cmp: 20.000 Total GPA: 2.750				F	Fine Arts / Foreign L	10.00	10.00	
Pajaro Valley High School Grd 10 6/2013				G	Physical Education	20.00	15.00	5.00
3210	P Biology	C	5.000	H	Applied Arts	10.00	0.00	10.00
9270	Directed Study		0.000	I	World Civilization	10.00	10.00	
1230	P English 2	B-	5.000	J	US History	10.00	10.00	
2510	P Geometry	C	5.000	K	Federal Government	5.00	0.00	5.00
4600	Physical Education 2	B	5.000	L	Economics	5.00	0.00	5.00
4640	N Weights		0.000	M	Electives	45.00	35.00	10.00
7110	P World Civ	C	5.000	N	Algebra	10.00	10.00	
Crs Att: 35.000 Cmp: 25.000 Total GPA: 2.400				O	Science	10.00	0.00	10.00
Pajaro Valley High School Grd 10 7/2013				-----				
SS3211	P BIOLOGY-1st Sem	C+	5.000	---Total Credits---				220.00 150.00 70.00
SS3610	P INTEGRATED SCIENCE 1-2n	C	5.000					
Crs Att: 10.000 Cmp: 10.000 Total GPA: 2.000								

H = Honors A = Advanced Placement P = College Prep N = Non-Academic
One GPA is provided per semester.

Comments:

Polio	2/6/1997	4/14/1997	6/16/1997	4/19/2001
DTB	2/6/1997	4/14/1997	6/16/1997	7/1/1998 4/19/2001
MMR	7/1/1998	4/19/2001		
HEP B	12/17/1996	2/6/1997	7/1/1998	
Varicella	9/13/1999			

Transcript is unofficial unless signed by a school official
School Officials
Signature _____

Date: 7/14/2014



California High School Exit Examination

See back for details

Student

Date of

Student

Grade: 1

School:

District: 69799 - Pajaro Valley Unified

County: 44 - Santa Cruz Coun

Language Arts - Reading

Test Date: 05/13/2014

Your Total Score	Score Required to Pass	Status
		SATISFIED REQ

The district reported that your student previously satisfied the requirement to successfully pass this portion of the CAHSEE. This report is not proof of a passing score.



Language Arts - Writing

READING

Word Analysis

Reading Comprehension

Literary Response & Analysis

WRITING

Writing Strategies

Writing Conventions

Essay

Mathematics

Test Date: 05/14/2014

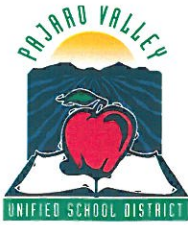
Your Total Score	Score Required to Pass	Status
356	350	MODIFIED

Your student took this test using modifications as specified in his or her IEP or Section 504 plan. See "Taking the CAHSEE with Modifications" on the back of this report.



Strands of Mathematics

	Number of Questions	Number Correct
Probability & Statistics	13	8
Number Sense	17	9
Algebra & Functions	20	10
Measurement & Geometry	18	12
Algebra I	12	7



Board Agenda Backup

Item No: 10.9

Date: September 24, 2014

Item: CAHSEE Passage Waiver
Math (PVHS 14-15-03)

Overview: Per Education Code 60851 (c) the parent/guardian of a student who has taken any section of the exam with one or more modifications and has received the equivalent of a passing score may request that his/her child receive a waiver of the requirement to successfully pass the exam. Upon receipt of such request, the principal shall submit to the Governing Board a request for a waiver.

The attached documentation as required by Education Code demonstrates that the identified special education student has earned "the equivalent of a passing score" (350 or more points) on the exit exam using modifications identified in the student's IEP.

Required documentation includes a) Notification to Parent regarding students eligibility for waiver b) Parent's written request for a waiver c) Documentation of passing score with the use of a modification d) Documentation of the disability which required the modification e) IEP authorizing use of the modification and f) Transcript identifying current academic progress.

Recommendation: Approve

Budget Considerations: None

Funding Source:

Budgeted: Yes: ☐

No: ☐

Amount: \$

Prepared By: Denise Banghart-Bragg, Program Director Special Services

Superintendent's Signature: Dorm Bnh

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

Parent/Guardian Request for Waiver of the High School Exit Examination
Requirement for Students with Disabilities

Date: 9/7/14

To The Parent/Guardian of: _____

Beginning with the 2005-06 school year, all California public school students, including students with disabilities, are required to pass the California High School Exit Examination (CAHSEE) to receive a high school diploma.

This letter is to inform you that your child took one or more subject matter parts of the CAHSEE with a modification prescribed in his/her current individualized education program (IEP).

At your written request, The PVUSD Board of Education may waive the requirement to successfully pass one or both subject matter parts of the CAHSEE in order to receive a diploma. You may submit this request by completing the information below and returning this form to the principal of your child's high school.

Signature of Principal: _____

Date: 9/8/14

I request that my child, _____, who was tested with a modification and earned the equivalent of a passing score one or more part of the CAHSEE, be granted a waiver of this California graduation requirement.

I understand that in order to receive such a waiver, state law requires that my child have all of the following:

1. An IEP that specifies the use of modification(s) on the exit examination, standardized testing, or classroom instruction and assessments.
2. Sufficient high school level coursework either satisfactorily completed or a progress in the high school level curriculum sufficient to have attained the skills and knowledge otherwise needed to pass the CAHSEE.
3. An individual score report showing that my child has received the equivalent of a passing score on the CAHSEE while using a modification that fundamentally alters what the high school examination measures as determined by the State Board of Education.

Signature of Parent: _____

Date: 9/7/14

FOR SITE USE ONLY

Date Received by Principal: _____

Student Identification Number: _____

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

**Principal's Certification and Request for the Governing Board to Waive the High School
Exit Examination Requirement for Students with Disabilities.**

Student's Name: _____

Student's ID Number: _____

Pursuant to Education Code 6051, the parent/guardian of _____ a student with disabilities, has requested that the Governing Board waive the requirement that he/she successfully pass the high school exit examination in order to receive a diploma. This student has taken the high school exit examination with one or more modifications that fundamentally alter what the test measures as determined by the State Board of Education, and has achieved the equivalent of a passing score one or both parts of the examination.

I certify that the student qualifies for a waiver because he/she satisfies all of the following conditions:

1. Has an individualized education program (IEP) adopted pursuant to the Individuals with Disabilities Education Act that specifies the use of the modification(s) on the exit examination, standardized testing, or classroom instruction and assessments.
(Attach the section of the IEP that specifies the modifications).
 - a. Describe the nature of the student's disability as identified on the IEP (please note if this will result in overt identification of the student).
 - b. Describe any modification used on the ☐ English/language arts or ☒ math section of the exam (separate form must be filled out for each section):
 - c. State the rationale for applying the modification(s) used to achieve an equivalent passing score on the CAHSEE for this student.
 - d. Describe the modification(s) that the student regularly uses in the classroom and on other assessments.

Student

1a. Student has a specific learning disability impacting her cognitive abilities. She was identified with a cognitive- conceptualization processing disorder. Academic testing revealed her overall reading levels were below average, her overall writing levels were below average, and her overall math levels were low average.

1b.

Student has the use of a calculator

1c.

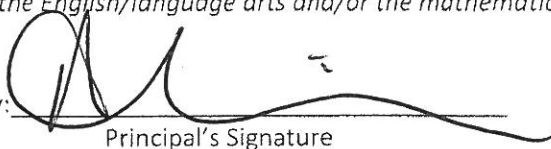
The modification is necessary to provide access to the assessment due to the student's disability (e.g., the student has a specific disability that severely limits or prevents the student from calculating mathematically even after varied and repeated attempts to teach the student to do so); the student uses a calculator to access mathematical calculation routinely during instruction and assessment; and the calculator is a simple four-function calculator distributed by the test administrator and cleared of any data from previous uses.

1d.

Teachers have been provided with copies of student's IEP goals and recommended accommodations, or modifications, as stated in her IEP. Directions and or questions for both class assignments and class tests are read aloud or verbally clarified for the student within her general education classes at her request or as determined helpful by the classroom teacher.


2. Has sufficient high school coursework either satisfactorily completed or in progress in the high school level curriculum sufficient to have attained the skills and knowledge otherwise needed to pass the CAHSEE. (*Attach transcripts showing coursework completed*).
3. An individual score report showing that my child has received the equivalent of a passing score on the CAHSEE while using a modification that fundamentally alters what the high school examination measures as determined by the State of Board of Education. (*Attach a copy of the exit exam Student and Parent Report showing "equivalent of a passing score" in the English/language arts and/or the mathematics portion of the exam.*)

Certified by:


Principal's Signature

9/8/14
Date

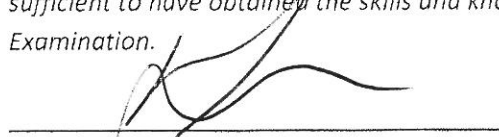
I agree that the information on this Waiver Request Sheet accurately describes the modifications that this student regularly uses as identified in the IEP.


Signature of Student's Special Education Teacher

9-8-14
Date

Selene Munoz
Print Name of Student's Special Education Teacher

I agree that the information on this Waiver Request Sheet accurately states that the coursework this student has satisfactorily completed or is in the process of completing in the high school curriculum is sufficient to have obtained the skills and knowledge otherwise to pass the California High School Exit Examination.


Signature of Student's Academic Counselor

9/8/14

Nancy Prentice
Printed Name of Student's Academic Counselor



**Pajaro Valley Unified School District Special Education Local Plan Area
INDIVIDUALIZED EDUCATION PROGRAM
Supplementary & Specialized Support/Promotion**

Student _____ Date of Birth _____
IEP Meeting Date 04/23/14

SUPPLEMENTARY/SPECIALIZED SUPPORT

Student requires supplementary aids and services or specialized materials/equipment as specified below.
☐ Supports for school personnel ☐ Specialized aids/materials/equipment (Assistive Technology)
☐ Program modifications ☒ None

Description	Responsible Agency/Personnel	Location	Frequency/Intensity	Duration	Start/End Date*
					Start:
					End:
					Start:
					End:
					Start:
					End:
					Start:
					End:
					Start:
					End:
					Start:
					End:

* If a placement or service is ending, give reason _____

PROMOTION STANDARDS

- ☒ Student is working towards a diploma and will be promoted based upon district curriculum standards ☐ without accommodations or ☒ with accommodations.
- ☐ Student is working towards a certificate and will be promoted based upon alternative curriculum standards and/or substantial progress towards goals.

CALIFORNIA HIGH SCHOOL EXIT EXAMINATION (CAHSEE)

- ☐ No accommodations or modifications ☐ Exempt due to eligibility for participation in CAPA
- ☒ Modifications (specify) use calculator & questions read. ☐ Grade Exempt (below grade 10)
- ☒ Accommodations (specify) extended time & flexible setting. ☐ Passed both subtests of the CAHSEE



**Pajaro Valley Unified School District Special Education Local Plan Area
INDIVIDUALIZED EDUCATION PROGRAM
Specialized Instruction**

Student _____

Date of Birth _____

IEP Meeting Date 04/23/14

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Cognitive Association, Visual Perception	Directions Read Aloud, Extra Time: Assignments/Tests (1.5), Preferential Seating, Provide with Notes, Spelling Checker, Study Buddy, Take Tests in Alternate Setting, Visual Models, Visual Schedule	District of Service, Assistant, Gen. Ed. Teacher, RS	04/23/14
Academic fluency/, Processing Speed	Calculator, Dictionary, Directions Read Aloud, Grammar Checker, Preferential Seating, Provide with Notes, Shortened Assignments, Spelling Checker, Take Tests in Alternate Setting, Tests in Short Segments	District of Service, Assistant, Gen. Ed. Teacher, RS	04/23/14

Pajaro Valley Unified School District

Enter Date: 8/17/2011

Graduated:

Class Of: 2015

School Name/Address

Pajaro Valley High School
500 Harkins Slough
Watsonville, CA 95076

Tel: (831)728-8102

Fax: (831)728-6944

Counselor: Puente

SSID:

CrsID	Course Title	Mark	Credit	CrsID	Course Title	Mark	Credit	CrsID	Course Title	Mark	Credit
Pajaro Valley High School Grd 09 12/2011				Pajaro Valley High School Grd 11 6/2014							
2413	P Algebra 1A/B (Support9T	B-	5.000	2610	P Algebra 2	C	5.000				
1130	P English 1	D+	5.000	3310	P Chemistry	D-	5.000				
3910	Health	D	5.000	9270	Directed Study	A+	5.000				
3610	P Integrated Science I	D-	5.000	1330	P English 3: American Lit	C-	5.000				
2976	Math B (9th)	B-	5.000	4220	P Spanish 2 SS	B	5.000				
4510	N Physical Education 9	B+	5.000	7210	P US History	B	5.000				
Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.000				Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.500							
Pajaro Valley High School Grd 09 6/2012				Credit Summary - High School							
2413	P Algebra 1A/B (Support9T	B	5.000								
1130	P English 1	B+	5.000								
3610	P Integrated Science I	D-	5.000								
5051	Intro Computers	C-	5.000								
2976	Math B (9th)	B	5.000								
4510	N Physical Education 9	A	5.000								
Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.667											
Pajaro Valley High School Grd 10 12/2012											
3210	P Biology	C	5.000								
1230	P English 2	C	5.000								
2510	P Geometry	D-	5.000								
4600	Physical Education 2	B+	5.000								
4210	P Spanish 1 SS	D	5.000								
7110	P World Civ	D	5.000								
Crs Att: 30.000 Cmp: 30.000 Total GPA: 1.667											
Pajaro Valley High School Grd 10 6/2013											
3210	P Biology	C	5.000								
1230	P English 2	C	5.000								
2510	P Geometry	D+	5.000								
4600	Physical Education 2	A	5.000								
4210	P Spanish 1 SS	B-	5.000								
7110	P World Civ	C+	5.000								
Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.333											
Pajaro Valley High School Grd 11 12/2013											
2610	P Algebra 2	C+	5.000								
3310	P Chemistry	D	5.000								
9270	Directed Study	A	5.000								
1330	P English 3: American Lit	B	5.000								
4220	P Spanish 2 SS	C	5.000								
7210	P US History	B-	5.000								
Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.500											



California High School Exit Examination

See back for details

Student and Parent Report

Student

Date of

Student

Grade:

School

District: 69799 - Pajaro Valley Unified

County: 44 - Santa Cruz Coun

English Language Arts

Test Date: 05/13/2014

Your Total Score	Score Required to Pass	Status
		SATISFIED REQ

The district reported that your student previously satisfied the requirement to successfully pass this portion of the CAHSEE. This report is not proof of a passing score.



Strands for English Language Arts

READING

Number of Questions
Number Correct

Word Analysis

Reading Comprehension

Literary Response & Analysis

WRITING

Writing Strategies

Writing Conventions

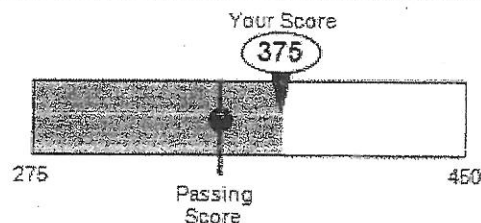
Essay

Mathematics

Test Date: 05/14/2014

Your Total Score	Score Required to Pass	Status
375	350	MODIFIED

Your student took this test using modifications as specified in his or her IEP or Section 504 plan. See "Taking the CAHSEE with Modifications" on the back of this report.



Strands for Mathematics

	Number of Questions	Number Correct
Probability & Statistics	13	12
Number Sense	17	9
Algebra & Functions	20	14
Measurement & Geometry	18	13
Algebra I	12	8

Passing scores are based on the number of questions correct. The number of questions correct is listed above under the heading "Number Correct".

For this student, the score required to pass was 350 for English Language Arts and 350 for Mathematics.

A student who did not pass the CAHSEE examination (English Language Arts and/or Mathematics) that was not passed.

Pajaro Valley Unified School District

School Name/Address

Pajaro Valley High School
500 Harkins Slough
Watsonville, CA 95076

Tel: (831)728-8102 Fax: (831)728-6944

Enter Date: 8/17/2011

Graduated:

Class Of: 2015

Counselor:

SSID:

(831)768-0901

CrsID	Course Title	Mark	Credit	CrsID	Course Title	Mark	Credit	CrsID	Course Title	Mark	Credit
Pajaro Valley High School Grd 09 12/2011				Pajaro Valley High School Grd 11 6/2014							
2413	P Algebra 1A/B (Support9T	B-	5.000	2610	P Algebra 2	C	5.000				
1130	P English 1	D+	5.000	3310	P Chemistry	D-	5.000				
3910	Health	D	5.000	9270	Directed Study	A+	5.000				
3610	P Integrated Science I	D-	5.000	1330	P English 3: American Lit	C-	5.000				
2976	Math B (9th)	B-	5.000	4220	P Spanish 2 SS	B	5.000				
4510	N Physical Education 9	B+	5.000	7210	P US History	B	5.000				
Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.000				Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.500							
Pajaro Valley High School Grd 09 6/2012				Credit Summary - High School							
2413	P Algebra 1A/B (Support9T	B	5.000								
1130	P English 1	B+	5.000								
3610	P Integrated Science I	D-	5.000								
5051	Intro Computers	C-	5.000								
2976	Math B (9th)	B	5.000								
4510	N Physical Education 9	A	5.000								
Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.667											
Pajaro Valley High School Grd 10 12/2012											
3210	P Biology	C	5.000								
1230	P English 2	C	5.000								
2510	P Geometry	D-	5.000								
4600	Physical Education 2	B+	5.000								
4210	P Spanish 1 SS	D	5.000								
7110	P World Civ	D	5.000								
Crs Att: 30.000 Cmp: 30.000 Total GPA: 1.667											
Pajaro Valley High School Grd 10 6/2013											
3210	P Biology	C	5.000								
1230	P English 2	C	5.000								
2510	P Geometry	D+	5.000								
4600	Physical Education 2	A	5.000								
4210	P Spanish 1 SS	B-	5.000								
7110	P World Civ	C+	5.000								
Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.333											
Pajaro Valley High School Grd 11 12/2013											
2610	P Algebra 2	C+	5.000								
3310	P Chemistry	D	5.000								
9270	Directed Study	A	5.000								
1330	P English 3: American Lit	B	5.000								
4220	P Spanish 2 SS	C	5.000								
7210	P US History	B-	5.000								
Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.500											



Board Agenda Backup

Item No: 10.10

Date: September 24, 2014

Item: Parent Involvement Policy for Ann Soldo Elementary School

Overview: Title I schools are required to jointly develop with and distribute to parent of Title I students a written Parent Involvement Policy, agreed upon by such parents and updated periodically to meet the changing needs of parents and the school.

The following school has developed jointly and agreed upon with the parents their School Parent Involvement Policy:

- Ann Soldo Elementary School

In support of the implementation of the School Parent Involvement Policy, the policy upon approval from the Board will be distributed to parents.

Recommendation: Administration recommends that the Board approves the School Parent Involvement Policy for Ann Soldo Elementary School.

Budget Considerations: N/A

Funding Source:

Budgeted: Yes: ☐ No: ☐

Amount: \$

Prepared By: Dr. Jean Gottlob, Director

Superintendent's Signature:

School Parental Involvement Policy

Ann Soldo Elementary

PART I: GENERAL EXPECTATIONS:

Ann Soldo Elementary School agrees to implement the following statutory requirements:

- The school will jointly develop with parents, distribute to parents of participating children, a School Parental Involvement Policy that the school and parents of participating children agree on.
- The school will notify parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents can understand.
- The school will make the School Parental Involvement Policy available to the local community.
- The school will periodically update the School Parental Involvement Policy to meet the changing needs of parents and the school.
- The school will adopt the school's school-parent compact as a component of its School Parental Involvement Policy.
- The school agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- (A) that parents play an integral role in assisting their child's learning;*
- (B) that parents are encouraged to be actively involved in their child's education at school;*
- (C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
- (D) the carrying out of other activities, such as those described in section 1118 of the ESEA.*

PART II. DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

1. **Ann Soldo Elementary School** will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Policy and its schoolwide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA: TI: Annual Title I meeting with additional meetings available per parent input
2. **Ann Soldo Elementary School** will take the following actions to distribute to parents of participating children and the local community, the School Parental Involvement Policy:
 - Present a draft of the Policy at the Annual Title I Parent Meeting to discuss and develop
 - Present a draft to the two governing parent groups: School Site Council and English Learners Advisory Council for feedback and input on its contents
 - Duplicate the final draft and send home with all students in the school
 - Place a copy of the policy on the Ann Soldo Elementary Web site
3. **Ann Soldo Elementary School** will update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school:
 - The plan will be reviewed quarterly at the SSC and ELAC parent meetings. Supplemental Educational Services information will be shared with parents in flyers, letters home and informally with one to one parent meetings as well as during SST process. Home and School club members will also be informed.
4. **Ann Soldo Elementary School** will convene an annual meeting to inform parents of the following:
 - That their child's school participates in Title I,
 - About the requirements of Title I,
 - Of their rights to be involved,

(list of rights could include Parent Notices in Table B of the Title I, Part A Parental Involvement Non-Regulatory Guidance, April 23, 2004 (page 45), a copy of Section 1118; a copy of the school's school-parent compact along with the template from Appendix C, page 51 of the Title I, Part A Parental Involvement Non-Regulatory Guidance, April 23, 2004; a copy of the district's districtwide parental involvement policy and a copy of the school's parental involvement policy), and

- about their school's participation in Title I:

Dinner, childcare and translation will be provided to parents for this evening meeting. Bilingual flyers will be sent out 2 weeks ahead of the meeting date and time as well

as a reminder the day before the meeting. Specifics about the meeting will be posted on the Schools' Marquee and School messenger will call all 687 homes to invite them to the meeting in either English or Spanish.

5. **Ann Soldo Elementary School** will hold a flexible number of meetings at varying times, and provide transportation, child care, and/or home visits, paid for with Title I funding as long as these services relate to parental involvement:

All Presentations will be available in English and Spanish. Parents will be given the opportunity to make suggestions for meeting dates and times as well as topics to be discussed.

6. **Ann Soldo Elementary School** will provide timely information about Title I programs to parents of participating children in a timely manner:

- Walk to Learn
- Reading Intervention Teacher
- Supplemental Educational Services organized by the district and provided at the school site
- Academic Coordinator will support teachers in the classroom with feedback on observations, modeling of lessons, collaborative instructional planning, professional development on Data Team implementation

7. **Ann Soldo Elementary School** will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet:

- Sharing of Grade level standards at Parent Meetings, Back to School Night, Parent/Teacher conferences, School Site Council and ELAC meetings and ask for suggestions and ideas and explain our school's program.
- Share copies of standards, and the use of the Standards based report cards with standards duplicated on the back of the cards
- Descriptions of specific programs used at the school in the monthly Parent newsletters that are available bilingually
- Grade level math or literacy nights provided at the request of parents

8. **Ann Soldo Elementary School** will provide parents of participating children if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible

- During the weekly scheduled Student Study Team meetings
- During parent/teacher meetings
- During parent meetings with the administrative team

9. **Ann Soldo Elementary School** will submit to the district any parent comments if the school wide plan under section (1114)(b)(2) is not satisfactory to parents of participating children:
- School Plan will be shared and discussed at School Site Council and ELAC meetings
 - Copies of the plan will be available for parents in the office

PART III. SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. **Ann Soldo Elementary School** will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

All flyers and meeting notices will be in English and Spanish. The Principal or Coordinator of Academics will be present at every meeting. School office personnel will be bilingual to be able to communicate with parents. We will seek out parents to preside over the meetings and facilitate their involvement. We will communicate with local businesses to ask for support in increasing parent involvement.

- Back to School Night
 - Parent/Teacher conferences
 - Open House
 - Winter Festival
 - Special parent initiated activities
 - Math and Literacy Nights
 - Positive Discipline workshops
 - Anti-drug workshops
 - Other topics brought up by parents and staff
2. The school will incorporate the school-parent compact as a component of its School Parental Involvement Policy:
- School-Parent-Student Compact was sent home with every student and signatures were required by Teacher, parent and student
3. The school will, with the assistance of its district, provide assistance to parents of children served by the school in understanding topics such as the following, by undertaking the actions described in this paragraph --
- the State's academic Common Core standards,
 - the State's student academic achievement standards,

- the State and local academic assessments including alternate assessments,
 - the requirements of Title I,
 - how to monitor their child's progress, and
 - how to work with educators
4. The school will, with the assistance of its district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
- Working with the afterschool coordinator the school will provide parent nights that include topics such as assistance with homework, how to help your child read, how to help you child complete math homework, gang and anti-drug presentations. Will also work to identify if there is interest in providing English or computer literacy classes at night for parents.
5. The school will, with the assistance of its district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
- Providing articles on parent communication/participation
 - Provide time at staff meetings on this topic
 - Provide models in how the administrative team is encouraging stronger parent participation
6. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
- The School will have Transitional Kindergarten.
7. The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
- Provide flyers, parent newsletters, personal telephone calls, use of school messenger for communicating about meetings, workshops, conferences available.

PART IV: DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

NOTE: The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- establishing a district wide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

PART V: ACCESSIBILITY

In carrying out the parental involvement requirements of this part, districts and schools, to the extent practical, shall provide full opportunities for the participation of parents with children with limited English proficiency, parents with children with disabilities, and parents of migratory children, including information and school reports in a format and to the extent practical, in a language such parents can understand.

- Parents will be notified by school web site and school messenger of school activities, meetings and school web site, Principal and Coordinator of Academics and Instruction
- Communication with parents will solicit requests for alternative settings to best accommodate needs.

* * * * *

PART VI. ADOPTION

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by School Site minutes of November 2011 meeting.

This policy was adopted by **Ann Soldo Elementary School** on November 6, 2013 and will be in effect for the period of 2013-2014 and 2014-2015. The school will distribute this policy to all parents of participating Title I, Part A children on or before November 1, 2013. It will be made available to the local community on or before December 1, 2013. **Ann Soldo Elementary School** notification to parents of this policy will be in an understandable and uniform format and, to the extent practicable, provide a copy of this policy to parents in a language the parents can understand.

Sylvia Méndez

(Signature of Authorized Official)

November 10, 2013

(Date)



Board Agenda Backup

Item No: **10.11**

Date: September 24, 2014

Item: Radcliff Elementary School – Lighting Project, Measure L Bond Project #8339, Project Notice of Completion

Comments: The Radcliff Lighting Project (Playground) was awarded to PSR Electric. It was under the \$25, 000.00 bid limit. This project is now complete and final payment of retention is due to the contractor

Overview: The Radcliff Lighting Project is now complete with zero (0) Proposed Change Orders. We now need to file a Notice of Completion for this project.

Original Contract Amount:	\$2,750.00
No Proposed Change Orders	\$0.00
Total of approved PCO's to create one Change Order	\$0.00
New Total Contract Amount	\$2,750.00

Recommendation: It is recommended that the Board accept the Notice of Completions for this project and authorize the Director of Maintenance Operations and Facilities to Sign, File & Record them at the Santa Cruz or Monterey County Recorder's Office.

Budget Considerations:

Funding Source: Measure L Bond Fund

Budgeted: Yes: ☒ No: ☐

Amount: \$2,750.00

Prepared By:


Richard Mullikin, Director of Maintenance, Operations & Facilities

Superintendent's Signature:


Dorma Baker

RECORDING REQUESTED BY
[PAJARO VALLEY UNIFIED SCHOOL DISTRICT]

AND WHEN RECORDED MAIL TO:

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

Complimentary Recording, Pursuant to Government Code 27383

SPACE ABOVE THIS LINE FOR RECORDERS USE

NOTICE of COMPLETION

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

1. The undersigned is owner or corporate officer of the owner of the interest or state stated below in the property hereinafter described:
2. The full name of the owner is Pajaro Valley Unified School District
3. The full address of the owner is: 294 Green Valley Road, Watsonville, CA 95076

The nature of the interest of estate of the owner is: In fee

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

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

N/A

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

NAMES:

ADDRESSES:

N/A

6. A work of improvement on the property hereinafter described was completed on September 25, 2014. The work done was:
Install (2) new exterior light fixtures and associated electrical work

7. The name of the contractor, if any, for such work of improvements was: PSR Electric
8. The property on which said work of improvements was completed is in the County of Santa Cruz, and State of California, and is described as follows:

Radcliff Elementary School

9. The Street address of said property is 550 Rodriguez Street, Watsonville, California 95076 APN# 018-231-49
(IF NO STREET ADDRESS HAS BEEN OFFICIALLY ASSIGNED, INSERT "NONE")

Dated: September 25, 2014

X Richard Mullikin

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

VERIFICATION

I, the undersigned, say: I am the Maintenance, Operation & Facilities Dept. – Director the declarant of the foregoing Notice of Completion
(“PRESIDENT OF”, “MANAGER OF”, “PARTNER OF”, “OWNER OF”, ETC.)

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

Executed on: September 25, 2014 at Watsonville, CA 95076
(CITY) (STATE) (ZIP)

X

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

DSA#:
File#:



Board Agenda Backup

Item No: 10.12

Date: September 24, 2014

Item: Amesti Elementary School – Kitchen Modernization Project,
Measure L Bond Project #8340, Project Notice of Completion

Comments: The Amesti E.S. Kitchen Modernization Project was awarded to Cal West Construction. It was under the \$25, 000.00 bid limit. This project is now complete and final payment of retention is due to the contractor

Overview: This project is now complete with three (3) Proposed Change Orders which we have combined into one Change order, as well as file a Notice of Completion for this project.

Original Contract Amount:	\$23,780.00
Credit for handwash sink	(\$1,625.07)
Add (2) coats of Posi-Tred coating to epoxy floor	\$2,493.00
Fabricate and install splash guard at District furnished hand was sink.	\$250.00
Total of approved PCO's to create one Change Order	\$1,117.93
New Total Contract Amount	\$24,897.93

Recommendation: It is recommended that the Board accept the Notice of Completions for this project and authorize the Director of Maintenance Operations and Facilities to Sign, File & Record them at the Santa Cruz or Monterey County Recorder's Office; as well as approve the Change Order and authorize the Director of Maintenance Operations and Facilities to increase the Contractors purchase order to the new contract amount.

Budget Considerations:

Funding Source: Measure L Bond Fund

Budgeted: Yes: ☒ No: ☐

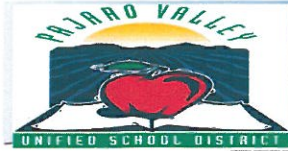
Amount: \$24,897.93

Prepared By:


Richard Mullikin, Director of Maintenance, Operations & Facilities

Superintendent's Signature:


Dorma Baker



Project Name	Amesti Kitchen Modernazation
Project Number	8340
Date Submitted to District	9/15/2014
Contractor	Cal West Construction
Purchase Order	

CONTRACTOR PCO REQUEST VS. CUMMING RECONCILIATION

SCHOOL	PCO #	GC Proposal ID	Description	GC Request	Cumming Adjusted Number	Delta GC vs. Cumming	Status	CO Number
Amesti E.S.	1	1	Credit for handwash sink	(\$1,625.07)	(\$1,625.07)	\$0.00	Approved by District	CO 1
Contract amount	2	2	Add (2) coats of Posi-Tred coating to epoxy floor	\$2,493.00	\$2,493.00	\$0.00	Approved by District 08/7/14	CO 1
23,780.00	3	3	Fabricate and install splash guard at District furnished hand wash sink	\$250.00	\$250.00	\$0.00	Required by health dept.	CO 1
Amesti - TOTAL				\$1,117.93	\$1,117.93	\$0.00		
Amesti - Percentages				4.70%	4.70%			

TOTAL REQUESTED BY GC's	\$1,117.93
TOTAL CUMMING RECONCILIATION	\$1,117.93
TOTAL DELTA GC vs. CUMMING	\$0.00

RECORDING REQUESTED BY
[PAJARO VALLEY UNIFIED SCHOOL DISTRICT]

AND WHEN RECORDED MAIL TO:

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

Complimentary Recording, Pursuant to Government Code 27383

SPACE ABOVE THIS LINE FOR RECORDERS USE

NOTICE of COMPLETION

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

1. The undersigned is owner or corporate officer of the owner of the interest or state stated below in the property hereinafter described:
2. The full name of the owner is Pajaro Valley Unified School District
3. The full address of the owner is: 294 Green Valley Road, Watsonville, CA 95076

The nature of the interest of estate of the owner is: In fee

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

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

NAMES:

ADDRESSES:

N/A

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

NAMES:

ADDRESSES:

N/A

6. A work of improvement on the property hereinafter described was completed on September 25, 2014. The work done was:
Install new epoxy floor, patch and paint walls and ceiling, install new sink, re-route electrical service for new retherm oven, install new data jack, and misc. demolition work
7. The name of the contractor, if any, for such work of improvements was: Cal West Construction
8. The property on which said work of improvements was completed is in the County of Santa Cruz, and State of California, and is described as follows:

Amesti Elementary School

9. The Street address of said property is 25 Amesti Road, Watsonville, California 95076 APN# 047-031-02
(IF NO STREET ADDRESS HAS BEEN OFFICIALLY ASSIGNED, INSERT "NONE")

Dated: September 25, 2014

X Richard Mullikin

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

VERIFICATION

I, the undersigned, say: I am the Maintenance, Operation & Facilities Dept. – Director the declarant of the foregoing Notice of Completion
(“PRESIDENT OF”, “MANAGER OF”, “PARTNER OF”, “OWNER OF”, ETC.)

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

Executed on: September 25, 2014 at Watsonville, CA 95076
(CITY) (STATE) (ZIP)

X

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

DSA#:
File#:



Board Agenda Backup

Item No: 10.13

Date: September 24, 2014

Item: Cesar Chavez Elementary School – Summer 14' Modernization Project,
Measure L Bond Project #8310
Change Order and Project Notice of Completion

Comments: Cesar Chavez Re-Roofing project was awarded to Brazos Urethane at the May 14, 2014 Board of Trustees meeting. This project is now complete and final payment of retention is due to the Contractor.

Overview: Cesar Chavez Re-Roofing Project is now complete. There were Seven (7) Proposed Change Orders we have combined into One Change Order.

Original Contract Amount:	\$347,700.00
Replace damaged plywood at Bldg. A	\$4,500.00
Replace damaged fascia at Bldg. A	\$2,489.00
Repair decking and support lumber at Bldg. A	\$11,012.18
Replace 18 deteriorated drains	\$2,773.07
Unplug (3) drains past downspout tie-in	\$1,193.00
Replace damaged plywood at Bldg. D	\$375.00
Replace damaged plywood at Bldg. B	\$3,000.00
Total of approved PCO's to create one Change Order	\$25,342.25
New Total Contract Amount	\$373,042.25

Recommendation: It is recommended that the Board accept the Notice of Completions for this project and authorize the Director of Maintenance Operations and Facilities to Sign, File & Record them at the Santa Cruz or Monterey County Recorder's Office; as well as approve the Change Order and authorize the Director of Maintenance Operations and Facilities to increase the Contractors Purchase Order to the new Contract amount.

Budget Considerations:**Funding Source:** Measure L Bond Fund

Budgeted: Yes: ☒ No: ☐

Amount: \$25,342.25**Prepared By:**

Richard Mullikin, Director of Maintenance, Operations & Facilities

Superintendent's Signature:

Dorma Baker



Project Name: Chavez Summer 14 Modernization
 Project Number: 8310
 Date Submitted to District: 9/2/2014 Revised
 Contractor: Brazos Urethane
 Purchase Order: PO 141293

CONTRACTOR PCO REQUEST VS. CUMMING RECONCILIATION

SCHOOL	PCO #	GC Proposal ID	Description	GC Request	Cumming Adjusted Number	Delta GC vs. Cumming	Status	CO Number
CESAR CHAVES	1	221405 - #1	Replace damaged plywood at Bldg. A	\$4,500.00	\$4,500.00	\$0.00	Submitted to District 08/08/14	CO 1
Contract amount	2	221405 - #2	Replace damaged fascia at Bldg. A	\$2,489.00	\$2,489.00	\$0.00	Submitted to District 08/08/14	CO 1
	3	221405 - #3	Repair decking and support lumber at Bldg. A	\$11,092.87	\$11,012.18	\$80.69	Submitted to District 08/08/14	CO 1
	4	221405 - #4	Replace 18 deteriorated drains	\$2,793.38	\$2,773.07	\$20.31	Submitted to District 08/08/14	CO 1
	5	221405 - #5	Repaint fascia and trim on Bldgs. A, B, C, and D				Not accepted	CO 1
	6	221405 - #6	Unplug (3) drains past downspout tie-in	\$1,193.00	\$1,193.00	\$0.00	Approved Submitted to District 08/08/14	CO 1
	7	221405 - #7	Replace damaged plywood at Bldg. D	\$375.00	\$375.00	\$0.00	Submitted to District 08/08/14	CO 1
	8	221405 - #8	Replace damaged plywood at Bldg. B	\$3,000.00	\$3,000.00	\$0.00	Submitted to District 08/08/14	CO 1
CESAR CHAVEZ - TOTAL				\$25,443.25	\$25,342.25	\$101.00		
Cesar Chavez - Percentages				7.32%	7.29%			
New Contract Amount					\$373,042.25			

TOTAL REQUESTED BY GC's: \$25,443.25
 TOTAL CUMMING RECONCILIATION: \$25,342.25
 TOTAL DELTA GC vs. CUMMING: \$101.00

RECORDING REQUESTED BY
[PAJARO VALLEY UNIFIED SCHOOL DISTRICT]

AND WHEN RECORDED MAIL TO:

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

Complimentary Recording, Pursuant to Government Code 27383

SPACE ABOVE THIS LINE FOR RECORDERS USE

NOTICE of COMPLETION

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

1. The undersigned is owner or corporate officer of the owner of the interest or state stated below in the property hereinafter described:
2. The full name of the owner is Pajaro Valley Unified School District
3. The full address of the owner is: 294 Green Valley Road, Watsonville, CA 95076

The nature of the interest of estate of the owner is: In fee

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

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

NAMES:

ADDRESSES:

N/A

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

NAMES:

ADDRESSES:

N/A

6. A work of improvement on the property hereinafter described was completed on September 25, 2014. The work done was:

Remove existing roofing material and associated sheet metal flashing. Provide new single ply roofing and associated sheet metal flashing, and all other related work

7. The name of the contractor, if any, for such work of improvements was: Brazos Urethane
8. The property on which said work of improvements was completed is in the County of Santa Cruz, and State of California, and is described as follows:

Cesar Chavez Middle School

9. The Street address of said property is 440 Arthur Road, Watsonville, California 95076 APN# 016-421-02 03 04
(IF NO STREET ADDRESS HAS BEEN OFFICIALY ASSIGNED, INSERT "NONE")

Dated: September 25, 2014

X Richard Mullikin

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

VERIFICATION

I, the undersigned, say: I am the Maintenance, Operation & Facilities Dept. – Director the declarant of the foregoing Notice of Completion
(“PRESIDENT OF”, “MANAGER OF”, “PARTNER OF”, “OWNER OF”, ETC.)

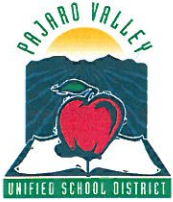
I have read said Notice of Completion and know the contents thereof; the same is true of my own knowledge. I declare under penalty of perjury that the foregoing is true and correct.

Executed on: September 25, 2014 at Watsonville, CA 95076
(CITY) (STATE) (ZIP)

X

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

DSA#:
File#:



Board Agenda Backup

Item No: 10.14

Date: September 24, 2014

Item: Ann Soldo Elementary School – Summer 14' Modernization Project,
Measure L Bond Project #8350
Change Order and Project Notice of Completion

Comments: The Ann Soldo Elementary School – Summer 14' Modernization Project was awarded to On Point Construction at the May 14, 2014 Board of Trustees meeting. This project is now complete and final payment of retention is due to the Contractor.

Overview: Ann Soldo E.S. Exterior Finishes for this project is now complete. There were eight (8) proposed Change Orders that the District approved and is now combining into one Change Order.

Original Contract Amount:	\$284,000.00
Additional scraping, cleaning, and etching of gutters and flashing.	\$16,523.0
Move furniture in classrooms for carpet replacement	Rejected
Credit for siding removal	(\$12,003.03)
Move furniture in classrooms for carpet replacement	\$8,101.37
Replace plywood w/dry rot at portables – unit price	\$9,984.00
Replace wood studs w/dry rot at portables – unit price	\$1,811.20
Install new flashing for gutter	\$2,150.69
Repair plywood sub-floor at rear door of portable classroom #301	\$750.00
Total of approved PCO's to create one Change Order	\$27,317.31
New Total Contract Amount	\$311,317.31

Recommendation: It is recommended that the Board accept the Notice of Completions for this project and authorize the Director of Maintenance Operations and Facilities to Sign, File & Record them at the Santa Cruz or Monterey County Recorder's Office; as well as approve the Change Order and authorize the Director of Maintenance Operations and Facilities to increase the Contractors Purchase Order.

Budget Considerations:**Funding Source:** Measure L Bond Fund

Budgeted: Yes: ☒ No: ☐

Amount: \$27,317.31

Prepared By:


Richard Mullikin, Director of Maintenance, Operations & Facilities

Superintendent's Signature:


Dorma Baker



Project Name: Ann Soldo Summer 14' Modernization
 Project Number: 8350
 Date Submitted to District: 9/16/2014
 Contractor: On Point Construction
 Purchase Order:

CONTRACTOR PCO REQUEST VS. CUMMING RECONCILIATION

SCHOOL	PCO #	GC Proposal ID	Description	GC Request	Cumming Adjusted Number	Delta GC vs. Cumming	Status	CO Number
Ann Soldo E.S.	1	1	Additional scraping, cleaning, and etching of gutters and flashing.	\$16,523.08	\$16,523.08	\$0.00	Approved by District 9/16/14	CO 1
Contract amount	2	2	Move furniture in classrooms for carpet replacement	\$0.00	\$0.00	\$0.00	Rejected	N/A
284,000.00	3	3	Credit for siding removal	(\$12,000.04)	(\$12,003.03)	\$2.99	Approved by District 9/16/14 at \$12,003.03	CO 1
	4	4	Move furniture in classrooms for carpet replacement	\$8,101.37	\$8,101.37	\$0.00	Approved by District 9/16/14	CO 1
	5	5	Replace plywood w/dry rot at portables - unit price	\$11,569.42	\$9,984.00	\$1,585.42	Approved by District 9/16/14 at \$9984.00	CO 1
	6	6	Replace wood studs w/dry rot at portables - unit price	\$2,013.71	\$1,811.20	\$202.51	Approved by District 9/16/14 at \$1811.20	CO 1
	7	7	Install new flashing for gutter	\$2,150.69	\$2,150.69	\$0.00	Approved by District 9/16/14	CO 1
	8	8	Repair plywood sub-floor at rear door of portable classroom 301	\$750.00	\$750.00	\$0.00	Approved by District 9/16/14	CO1
Ann Soldo - TOTAL				\$29,108.23	\$27,317.31	\$1,790.92		
Ann Soldo - Percentages				10.25%	9.62%			

TOTAL REQUESTED BY GC's	\$29,108.23
TOTAL CUMMING RECONCILIATION	\$27,317.31
TOTAL DELTA GC vs. CUMMING	\$1,790.92

RECORDING REQUESTED BY
[PAJARO VALLEY UNIFIED SCHOOL DISTRICT]

AND WHEN RECORDED MAIL TO:

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

Complimentary Recording, Pursuant to Government Code 27383

SPACE ABOVE THIS LINE FOR RECORDERS USE

NOTICE of COMPLETION

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

1. The undersigned is owner or corporate officer of the owner of the interest or state stated below in the property hereinafter described:
2. The full name of the owner is Pajaro Valley Unified School District
3. The full address of the owner is: 294 Green Valley Road, Watsonville, CA 95076

The nature of the interest of estate of the owner is: In fee

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

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

NAMES:

ADDRESSES:

N/A

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

NAMES:

ADDRESSES:

N/A

6. A work of improvement on the property hereinafter described was completed on September 25, 2014. The work done was:
Replace wood siding and repair damage to existing framing, roof repairs, door replacement and repainting of portable classroom buildings and other areas

7. The name of the contractor, if any, for such work of improvements was: On Point Construction

8. The property on which said work of improvements was completed is in the County of Santa Cruz, and State of California, and is described as follows:

Ann Soldo Elementary School

9. The Street address of said property is 1140 Menasco Drive, Watsonville, California 95076 APN# 017-551-04
(IF NO STREET ADDRESS HAS BEEN OFFICIALLY ASSIGNED, INSERT "NONE")

Dated: September 25, 2014

X Richard Mullikin

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

VERIFICATION

I, the undersigned, say: I am the Maintenance, Operation & Facilities Dept. – Director the declarant of the foregoing Notice of Completion
(“PRESIDENT OF”, “MANAGER OF”, “PARTNER OF”, “OWNER OF”, ETC.)

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

Executed on: September 25, 2014 at Watsonville, CA 95076
(CITY) (STATE) (ZIP)

X

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

DSA#:
File#:



Board Agenda Backup

Item No: **10.15****Date:** September 24, 2014

Item: Calabasas and Freedom Re-Roofing Project – Measure L #8360 and 8370.
– Project Closeout and Project Notice of Completion

Comments: The Calabasas and Freedom Re-Roofing Projects were awarded to Absolute Urethane at the May 14, 2014 Board of Trustees meeting. These two projects are complete and final payment of retention is due to the contractor.

Overview: Calabasas Roofing Project-8360 is now complete. There were seven Proposed Change Orders we have combined into One Change Order.

Original Contract Amount	\$152,126.00
Edge metal replacement at building B	\$4,848.50
Dry rot repair at covered walkway between buildings B and G	\$2,290.48
Dry rot repair of building B soffits	\$3,500.00
Dry rot repair of covered walkway between building A and C	\$9,198.82
Repaint fascia and trim on Bldgs. A, B, C, and D	\$3,756.10
Premium time to complete projects by start of school	\$0.00
Back charge for First Alarm response to Absolute on School roof at 2:00 AM	(\$69.00)
Total of All PCO's creating one change order in the amount of:	\$23,524.90
New Total Contract Amount	\$175,650.90

Freedom Roofing Project-8370 is now complete. There was one Proposed Change Order we have made into One Change Order.

Original Contract Amount	\$225,565.00
Dry rot repairs to building D overhang at upper roof	\$1,812.55
Total of All PCO's creating one change order in the amount of:	\$1,812.55
New Total Contract Amount	\$227,377.55

Recommendation: It is recommended that the Board accept the Notice of Completion (NOC) for this project, approve the change order and authorize the Director of Maintenance Operations and Facilities to Sign, File and Record the NOC at the Santa Cruz County Recorder's Office.

Funding Source: Measure L Bond Funds

Budgeted: Yes: ☒ No: ☐

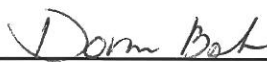
Amount: \$25,337.45

Prepared By:



Richard Mullikin, Director of Maintenance, Operations & Facilities

Superintendent's Signature:



Dorma Baker

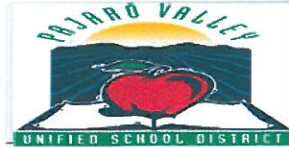


Project Name **Calabasas Summer 14' Modernization**
 Project Number **8360**
 Date Submitted to District **8/26/2014**
 Contractor **Absolute Urethane**
 Purchase Order **150935**

CONTRACTOR PCO REQUEST VS. CUMMING RECONCILIATION

SCHOOL	PCO #	GC Proposal ID	Description	GC Request	Cumming Adjusted Number	Delta GC vs. Cumming	Status	CO Number
Calabasas E.S.	1	45002-1	Edge metal replacement at building B	\$4,848.50	\$4,848.50	\$0.00	Approved by District 08/29/14	CO 1
Contract amount	2	45002-2	Dry rot repair at covered walkway between buildings B and G	\$2,290.48	\$2,290.48	\$0.00	Approved by District 08/29/14	CO 1
152,126.00	3	45002-3	Dry rot repair of building B soffits	\$3,500.00	\$3,500.00	\$0.00	Approved by District 08/29/14	CO 1
	4	45002-4	Dry rot repair of covered walkway between buildings A and C	\$9,198.82	\$9,198.82	\$0.00	Approved by District 08/29/14	CO 1
	5	45002-5	Repaint fascia and trim on Bldgs. A, B, C, and D	\$3,756.10	\$3,756.10	\$0.00	Approved by District 08/29/14	CO 1
	6	45002-6	Premium time to complete project by start of school	\$0.00	\$0.00	\$0.00	Rejected by District 08/29/14	N/A
	7		Backcharge for First Alarm response to Absolute on school roof at 2:00 AM	(\$69.00)	-\$69.00	\$0.00	Backcharge from District	CO 1
CALABASAS - TOTAL				\$23,524.90	\$23,524.90	\$0.00		
CALABASAS - Percentages				15.46%	15.46%			

TOTAL REQUESTED BY GC's	\$23,524.90
TOTAL CUMMING RECONCILIATION	\$23,524.90
TOTAL DELTA GC vs. CUMMING	\$0.00



Project Name	Freedom Summer 14' Modernization
Project Number	8370
Date Submitted to District	8/29/2014
Contractor	Absolute Urethane
Purchase Order	PO 151175

CONTRACTOR PCO REQUEST VS. CUMMING RECONCILIATION

SCHOOL	PCO #	GC Proposal ID	Description	GC Request	Cumming Adjusted Number	Delta GC vs. Cumming	Status	CO Number
FREEDOM E.S.	1	48001-5	Dry rot repairs to building D overhang at upper roof	\$1,812.55	\$1,812.55	\$0.00	Submitted to District 08/29/14	CO 1
Contract amount								
225,565.00								
FREEDOM - TOTAL				\$1,812.55	\$1,812.55	\$0.00		
FREEDOM - Percentages				0.80%	0.80%			

TOTAL REQUESTED BY GC's	\$1,812.55
TOTAL CUMMING RECONCILIATION	\$1,812.55
TOTAL DELTA GC vs. CUMMING	\$0.00

RECORDING REQUESTED BY
[PAJARO VALLEY UNIFIED SCHOOL DISTRICT]

AND WHEN RECORDED MAIL TO:

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

Complimentary Recording, Pursuant to Government Code 27383

SPACE ABOVE THIS LINE FOR RECORDERS USE

NOTICE of COMPLETION

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

1. The undersigned is owner or corporate officer of the owner of the interest or state stated below in the property hereinafter described:
2. The full name of the owner is Pajaro Valley Unified School District
3. The full address of the owner is: 294 Green Valley Road, Watsonville, CA 95076

The nature of the interest of estate of the owner is: In fee

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

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

NAMES:

ADDRESSES:

N/A

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

NAMES:

ADDRESSES:

N/A

6. A work of improvement on the property hereinafter described was completed on September 25, 2014. The work done was:

Remove existing roofing material and associated sheet metal flashing. Provide new single ply roofing and associated sheet metal flashing, and all other related work

7. The name of the contractor, if any, for such work of improvements was: Absolute Urethane, Inc.
8. The property on which said work of improvements was completed is in the County of Santa Cruz, and State of California, and is described as follows:

Freedom Elementary School

9. The Street address of said property is 25 Holly Drive, Watsonville, California 95076 APN# 015-191-02
(IF NO STREET ADDRESS HAS BEEN OFFICIALY ASSIGNED, INSERT "NONE")

Dated: September 25, 2014

X Richard Mullikin

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

VERIFICATION

I, the undersigned, say: I am the Maintenance, Operation & Facilities Dept. – Director the declarant of the foregoing Notice of Completion
(“PRESIDENT OF”, “MANAGER OF”, “PARTNER OF”, “OWNER OF”, ETC.)

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

Executed on: September 25, 2014 at Watsonville, CA 95076
(CITY) (STATE) (ZIP)

X

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

DSA#:
File#:

RECORDING REQUESTED BY
[PAJARO VALLEY UNIFIED SCHOOL DISTRICT]

AND WHEN RECORDED MAIL TO:

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

Complimentary Recording, Pursuant to Government Code 27383

SPACE ABOVE THIS LINE FOR RECORDERS USE

NOTICE of COMPLETION

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

1. The undersigned is owner or corporate officer of the owner of the interest or state stated below in the property hereinafter described:
2. The full name of the owner is Pajaro Valley Unified School District
3. The full address of the owner is: 294 Green Valley Road, Watsonville, CA 95076

The nature of the interest of estate of the owner is: In fee

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

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

NAMES:
N/A

ADDRESSES:

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

NAMES:
N/A

ADDRESSES:

6. A work of improvement on the property hereinafter described was completed on September 25, 2014. The work done was:

Remove existing roofing material and associated sheet metal flashing. Provide new single ply roofing and associated sheet metal flashing, and all other related work

7. The name of the contractor, if any, for such work of improvements was: Absolute Urethane, Inc.
8. The property on which said work of improvements was completed is in the County of Santa Cruz, and State of California, and is described as follows:

Calabasas Elementary School

9. The Street address of said property is 202 Calabasas Road, Watsonville, California 95076 APN# 019-171-07
(IF NO STREET ADDRESS HAS BEEN OFFICIALY ASSIGNED, INSERT "NONE")

Dated: September 25, 2014

X Richard Mullikin

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

VERIFICATION

I, the undersigned, say: I am the Maintenance, Operation & Facilities Dept. – Director the declarant of the foregoing Notice of Completion
(“PRESIDENT OF”, “MANAGER OF”, “PARTNER OF”, “OWNER OF”, ETC.)

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

Executed on: September 25, 2014 at Watsonville, CA 95076
(CITY) (STATE) (ZIP)

X

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

DSA#:
File#:



Board Agenda Backup

Item No: 10.16

Date: September 24, 2014

Item: Lakeview Painting Project – measure L #8320.
 -Project Closeout and Project Notice of Completion

Comments: The Lakeview Painting Project was awarded to GK Painting Construction at the May 14, 2014 Board of Trustees Meeting. This Project is complete and final payment of retention is due to the contractor.

Overview: Lakeview Painting Project-8320 is now complete. There was One Proposed Change Order made into One Change Order.

Original Contract Amount	\$118,400.00
Replace complete door seals on 45 doors and partial door seals on 20 additional doors.	\$2,990.00
Total of All PCO's creating one change order in the amount of:	\$2,990.00
New Total Contract Amount	\$121,390.00

Recommendation: It is recommended that the Board accepts the Notice of Completion for this project, approve the change order and authorize the Director of Maintenance, Operations and Facilities to Sign, File and Record the Notice of Completion at the Santa Cruz County Recorder's Office.

Budget Considerations:

Funding Source: Measure L Bond Fund

Budgeted: Yes: ☒ No: ☐

Amount: \$2,990.00

Prepared By: _____

Richard Mullikin, Director of Maintenance, Operations & Facilities

Superintendent's Signature: _____

Dorma Baker



PCO Review and Check List-Fixed Price

Project Name Lakeview M.S. Summer 14' Modernization
 Project Number B01-0414-8320
 Date Submitted to District 2-Sep-14

Contractor GK Painting & Construction
 Purchase Order 150656

PCO Number 1

Amount Reviewed and Recommended for approval \$2,990.00
 Amount Requested \$2,990.00

Steps	Confirmed By		
	Architect	CM	District
Sub Contractor			
Subcontractor's Materials are itemized and include quantity, unit cost and sales tax.			
Subcontractor's labor includes itemized hours with prevailing rates and proper burden rates			
Subcontractor's own equipment and rental equipment include itemized daily hours and hourly rates			
Subcontractor's overhead and profit does not exceed 15%			
Contractor			
Contractor's materials are itemized and include quantity, unit cost and sales tax (Included in unit price)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Contractor's labor includes itemized hours with prevailing rates and proper burden rates (Included in unit price)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Contractor's own equipment and rental equipment include itemized daily hours and hourly rates (Included in unit price)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Contractor's overhead and profit does not exceed 5% on Sub contractor work			
Contractor's overhead and profit does not exceed 15% on self performed work (Included in unit price)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Bonds do not to exceed 1% of base cost			

Contractor	Unit	Unit Cost	Line total
Fixed price	45	50.00	2,250.00
	20	37.00	740.00
Sub Contractor total			0.00
Mark up Sub		0.05	0.00
Grand Total			2,990.00

Sub Contractor	Unit	Unit Cost	Line total
Fix price			0.00
Materials			
Labor			
Sub total			0.00
Mark up			0.00
Grand Total			0.00

Construction Manager
 Signature /Approval Paul Anderson Date 09/02/14

Architect Representative
 Signature /Approval Patrick Kaestner Date 9/2/14

RECORDING REQUESTED BY
[PAJARO VALLEY UNIFIED SCHOOL DISTRICT]

AND WHEN RECORDED MAIL TO:

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

Complimentary Recording, Pursuant to Government Code 27383

SPACE ABOVE THIS LINE FOR RECORDERS USE

NOTICE of COMPLETION

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

1. The undersigned is owner or corporate officer of the owner of the interest or state stated below in the property hereinafter described:
2. The full name of the owner is Pajaro Valley Unified School District
3. The full address of the owner is: 294 Green Valley Road, Watsonville, CA 95076

The nature of the interest of estate of the owner is: In fee

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

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

N/A
NAMES: ADDRESSES:

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

N/A
NAMES: ADDRESSES:

6. A work of improvement on the property hereinafter described was completed on September 25, 2014. The work done was:
Repaint exterior of all buildings on campus and make minor repairs to stucco finishes

7. The name of the contractor, if any, for such work of improvements was: GK Painting and Construction

8. The property on which said work of improvements was completed is in the County of Santa Cruz, and State of California, and is described as follows:

Lakeview Middle School

9. The Street address of said property is 2350 East Lake Avenue, Watsonville, California 95076 APN# 051-501-12/051-501-17
(IF NO STREET ADDRESS HAS BEEN OFFICIALY ASSIGNED, INSERT "NONE")

Dated: September 25, 2014

X Richard Mullikin

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

VERIFICATION

I, the undersigned, say: I am the Maintenance, Operation & Facilities Dept. – Director the declarant of the foregoing Notice of Completion
(“PRESIDENT OF”, “MANAGER OF”, “PARTNER OF”, “OWNER OF”, ETC.)

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

Executed on: September 25, 2014 at Watsonville, CA 95076
(CITY) (STATE) (ZIP)

X

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

DSA#:
File#:



PAJARO VALLEY UNIFIED SCHOOL DISTRICT

Board Agenda Backup

Item No: 12.1

Date: September 24, 2014

Item: Supplemental Educational Services (SES)

Overview: Supplemental educational services (SES) are additional academic instruction provided outside of the regular school day and designed to increase the academic achievement of students attending schools in Program Improvement (PI). SES, or free tutoring, must be high quality, research based, and specifically designed to increase student academic achievement. Eligible students are all low-income students who attend Title I PI schools. These tutoring services are coordinated by the Educational Services Department. The SES Provider List for 2014-2015 is attached.

Recommendation: This is a report and discussion item only.

Budget Considerations: N/A

Funding Source:

Budgeted: Yes: ☐ No: ☐

Amount:

Prepared By: Susan Pérez, Assistant Superintendent, Curriculum and Instruction

**Superintendent's
Signature:**

Dormant

2014-2015

PVUSD SES Provider List/ Lista de Tutores Educativos SES de PVUSD

Company Name & phone number for parents to contact Nombre de empresa de Tutoría y número de teléfono donde los padres de familia pueden comunicarse	Brief Description of Services Provided Descripción breve de los servicios brindados	# of Hours offered Cantidad de horas ofrecidas	Where will services be conducted? Lugar donde se dará la enseñanza
Tutoring Club of Watsonville (831) 722-8886	Individualized programs for Reading and Math, grades 3-8, in a small group setting (2-3 students per tutor). In 10 years of business, we've helped over 1,200 students to catch up, keep up or get ahead. Many tutors are credentialed teachers with years of experience working in PVUSD. ALL tutors are certified professionals with years of experience in their subjects and a passion for helping kids. Tutoría individualizada en lectura y matemáticas, del grados 3-8. En diez años de negocio, hemos ayudado a más de 1,200 alumnos a ponerse al día, mantener, o salir adelante en sus estudios. La mayoría de los tutores son maestros con credenciales de muchos años de experiencia. Todos los profesores son profesionales certificados con años de experiencia en sus áreas de estudio y con una pasión para ayudar a los niños.	24	1485 Main Street, Watsonville. Near Target. 1485 Main Street, Watsonville. Cerca de Target.
Club Z! In Home Tutoring 831-662-2504 clubztutoringbayarea@gmail.com.	Club Z! offers 1-on-1 tutoring in the convenience of your home. We also do small group tutoring (no more than 5 students). We tutor both Math and English Language Arts. Our tutors are either certified teachers or degreed professionals, and we have bilingual tutors. We offer flexible scheduling on weekdays or weekends, including holidays. Students who complete our program on average improve by at least one grade level. Club Z! ofrece tutorial de 1-a-1 en la conveniencia de su hogar. También ofrecemos tutoría a pequeños grupos (no más de 5 alumnos). Ofrecemos tutoría de Matemáticas y Lenguas y Artes en Inglés. Nuestros tutores son maestros certificados o profesionales con título, y tenemos tutores bilingües. Ofrecemos horarios flexibles durante la semana o los fines de semanas, incluyendo días festivos. Estudiantes que completan nuestro programa en promedio mejoran por lo menos un grado educativo.	16	In-Home, Public Library, School Site En su Casa, Biblioteca, o la Escuela
Community College Foundation Katie Yang 916-418-5100	Community College Foundation provides one-on-one tutoring to students grades 3-8 in Mathematics and Language Arts. We specialize in customized tutoring to meet the specific needs of each child. Flexible scheduling, including weekends, provided in-home, the public library, or on school site.. On average, students improve one to two grade levels. Bilingual tutors available. Community College Foundation ofrece tutoría individual a estudiantes en los grados 3° a 8° en matemáticas y lenguas de arte. Nos especializamos en tutoría personalizada para satisfacer las necesidades específicas de cada estudiante. Horarios flexibles, incluyendo fines de semana. Servicios a domicilio, en la biblioteca o en la escuela. Los estudiantes mejoran un promedio de uno a dos niveles de grado. Tutores bilingües disponibles.	18	In-Home, Public Library, School Site En su Casa, Biblioteca, o la Escuela

Todas las empresas sirven alumnos de grados 3 a 8, alumnos aprendices de inglés y alumnos con discapacidades
 All companies serve students in grades 3-8, EL students and students with disabilities

2014-2015

PVUSD SES Provider List/ Lista de Tutores Educativos SES de PVUSD

Company Name & phone number for parents to contact Nombre de empresa de Tutoría y número de teléfono donde los padres de familia pueden comunicarse	Brief Description of Services Provided Descripción breve de los servicios brindados	# of Hours offered Cantidad de horas ofrecidas	Where will services be conducted? Lugar donde se dará la enseñanza
TutorWorks, INC 650-298-8867	<p>TutorWorks will help your child be Common Core ready! We focus on reading and math. We support your child's development of critical thinking and problem solving skills, working in small groups. TutorWorks uses just the right amount of technology, combined with certified and caring tutors. Your child will use nook tablets from Barnes & Noble, award winning digital titles, and a typing game app to build important keyboarding skills.</p> <p>TutorWorks le ayudará a su hijo estar listo para el Common Core! Nos enfocamos en lectura y matemáticas. Apoyamos el desarrollo del pensamiento crítico y habilidades para resolver problemas de, y el trabajo en grupos pequeños. TutorWorks utiliza la cantidad justa de la tecnología, combinado con tutores certificados y atentos. Su hijo usará tabletas Nook de Barnes & Noble, galardonados títulos digitales, y una aplicación de juego de escribir para construir habilidades de teclado importantes.</p>	13	<p>School Site, Public Library, or Community Center</p> <p>Escuela, biblioteca pública, o Centro Comunitario</p>
<p>A Tree of Knowledge Educational Services, Inc.</p> <p>Toll Free 866-698-6537</p>	<p>Conquer your educational challenges. Gain confidence in your abilities through greater proficiency in Mathematics, Reading, or English Language Arts. We tutor 1 on 1 or in a group settings (1:8). We schedule sessions in the student's home or at a local library. Bilingual tutors are available for families by request.</p> <p>Conquiste el desafío educativo. Gane confianza en sus habilidades a través de una mayor capacidad en matemáticas, lectura, o artes del lenguaje inglés. Trabajamos en sesiones uno a uno, o en grupos (1:8). Programamos sesiones en la casa del estudiante o en una biblioteca local. Maestros bilingües están disponibles para las familias.</p>	14	<p>Student home or library</p> <p>En casa o biblioteca</p>
<p>Future Stars Tutoring Services Center</p> <p>Toll Free (800) 381-1676 / 888-666-2084</p>	<p>FSTSC offers individualized tutoring in ELA and Math for grades 3-8. Our program meets the needs of a wide spectrum of skill levels from remediation to enrichment with individual lesson plans for every student. Tutoring is available 7 days a week. All our tutors are credentialed teachers and college graduates. 90% of our students show significant improvement through our program.</p> <p>FSTSC ofrece tutoría individualizada en ELA y matemáticas para estudiantes de grados 3 - 8. Nuestra tutoría está disponible 7 días a la semana. Todos nuestros tutores son maestros acreditados y estudiantes universitarios de postgrado. 90% de nuestros estudiantes muestran una mejora significativa a través de nuestro programa.</p>	12	<p>In-Home, Public Library, School Site</p> <p>En su Casa, Biblioteca, o la Escuela</p>

Todas las empresas sirven alumnos de grados 3 a 8, alumnos aprendices de inglés y alumnos con discapacidades
 All companies serve students in grades 3-8, EL students and students with disabilities



PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: **12.2**

Date: September 24, 2014

Item: 2014-15 Budget/LCAP Update

Overview: Staff will provide the board an update on the district's 2014-15 budget and updated multi-year fiscal projections. In 2013-14, the state enacted the Local Control Funding Formula (LCFF). The LCFF dramatically changed the manner in which school districts receive state education funding and how they implement such funding via locally adopted Local Control Accountability Plans (LCAPs).

Under the LCFF, every school district and county office of education has a target funding level. For school districts, this figure is roughly based on the amount of state funding the district received in 2007-08 adjusted for cost of living, enrollment growth, and other factors. LCFF funding is determined via formula and adjusted annually. District revenue projections are subject to significant change depending on how the state determines it will fund the LCFF each year.

PVUSD is a high-funded LCFF district. The district forecasts its out-year LCFF revenues based on a state recognized LCFF calculator. The calculator displays the district's LCFF funding, annual revenues, and projected funding target at final LCFF implementation (2019-20). The calculator is updated periodically throughout the fiscal year. As a result, districts like PVUSD are more vulnerable to changes in LCFF funding projections than districts with lower LCFF funding.

The district adopted its 2014-15 Budget on June 26 as required by law. The state had not, at that time, enacted its final budget. In mid-July, an updated calculator was released that included lower LCFF revenue estimates in 2015-16 and 2016-17. LCFF revenue projections in the updated calculator are lower than the version used by the district in May and June. This impacted a number of districts throughout the state.

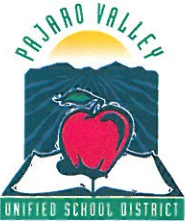
Staff will provide an update and analysis on this matter. Staff notes that LCFF revenue estimates will be adjusted again in January upon the release of the Governor's January 2015-16 Budget Proposal.

Recommendation: Report and discussion only.



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

Superintendent's Signature: Dorm Bot



Board Agenda Backup

Item No: 13.2

DATE: September 24, 2014

ITEM: Waivers

OVERVIEW: Although the District practices aggressive efforts in teacher recruitment, shortages of appropriately credentialed teachers still exist in Special Education-Speech Language Specialists. In order for the District to employ a sufficient number, Speech Language Specialists must be hired on a waiver.

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

Budget Considerations:

**Funding
Source:**

Budgeted: Yes: ☐

No: ☐

Amount: \$

Prepared By: Sharon B. Roddick

Superintendent's Signature:

Dorm Bob

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

CERTIFICATED PERSONNEL

September 24, 2014

TO: Members of the Governing Board

FROM: Sharon Roddick, Assistant Superintendent, Human Resources

SUBJECT: Personnel Action

The following appointments have been made for the 2014/2015 school year:

<u>NAME</u>	<u>SITE/PROGRAM</u>	<u>POSITION</u>	<u>EFF. DATES</u>	<u>WAIVER TYPE</u>
Clark, William L. ¹	SELPA	Speech & Language Specialist	08/14/14-06/30/15	Speech-Language Pathology Services

¹ Mr. Clark has been teaching since 1995 and has been a bilingual teacher with the district since 2004. He is familiar with the students, policies and procedures and as a bilingual teacher, he is a valuable educator, as our district has many second language learners.

This will be Mr. Clark's second year as a Speech & Language Specialist and has received strong evaluations from his administrators. He is currently attending the master's program through the California State University at Northridge and has completed over 35 units of coursework in communicative disorders sciences with strong scores.



Commission on Teacher Credentialing
Certification Division
ATTN: Waiver Unit
1900 Capitol Avenue
Sacramento, CA 95811-4213

CTC Use Only

Email: waivers@ctc.ca.gov
Website: www.ctc.ca.gov

CTC Use Only

W

Z

VARIABLE TERM WAIVER REQUEST (WV1 Form)

Requests must be prepared by the employing agency, not the applicant. All materials must be typewritten or computer generated and sufficiently clear to photocopy. This form must be used for **first time and subsequent** waivers only.

1. EMPLOYING AGENCY (include mailing address) PAJARO VALLEY U. S. D. 294 GREEN VALLEY RD WATSONVILLE, CA 95076 NPS/NPA (list county code _____)	County/District CDS Code 44-69799	Contact Person: SHARON B. RODDICK Telephone #: 831-786-2145 Email: Sharon_Roddick@pvusd.
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2. APPLICANT INFORMATION:

Social Security or Individual Tax Identification Number:

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

Full Legal Name CLARK WILLIAM LAWRENCE
Last First Middle

Former Name(s) _____ Birth Date _____

Applicant's Mailing Address _____

Phone# _____ Email _____

Waiver Title SPEECH-LANGUAGE PATHOLOGY SERVICES

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

Assignment SPEECH-LANGUAGE SPECIALIST

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

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