

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.



October 14, 2015 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: 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.

Las Solicitudes de Traducción:

Traducción del inglés al español está disponibles en las sesiones de la mesa directiva. Por favor obtenga su equipo al entrar a la junta.

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
 - Settlement: 1 Certificated Employee
- 2.6 Pending Litigation
- 2.7 Anticipated Litigation
- 2.8 Real Property Negotiations
- 2.9 3 Expulsions

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

- 3.1 Pledge of Allegiance
- 3.2 Welcome by Board President
Trustees Kim De Serpa, Leslie DeRose, Maria Orozco, Karen Osmundson, Lupe Rivas, Willie Yahiro and President Jeff Ursino.
- 3.3 Superintendent Comments
- 3.4 Governing Board Comments/Reports Standing Committee Meetings (*1 minute per trustee*)
- 3.5 Student Recognition
 - Isaac Anibal Menjivar- Freedom Elementary School
 - Manuel Melgoza-Castillo - Renaissance High School

4.0 APPROVAL OF THE AGENDA

5.0 APPROVAL OF MINUTES

- *Minutes for September 9, 2015*

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: CWA (COMMUNICATIONS WORKERS OF AMERICA) SUNSHINE PROPOSAL FOR COLLECTIVE BARGAINING AGREEMENT (CBA) FOR SUBSTITUTE TEACHERS WITH PVUSD.

- 7.1 Report on Proposal. (*2 min. report; 5 min. discussion*)
Report by Ian MacGregor, Assistant Superintendent, Human Resources

- 7.2 Public Comment
- 7.3 Board Comments/Questions

Board President closes public hearing and resumes regular meetings.

8.0 VISITOR NON-AGENDA ITEMS

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

9.0 EMPLOYEE ORGANIZATIONS COMMENTS – PVFT, CSEA, PVAM, CWA *5 min. each*

10.0 CONSENT AGENDA

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

- 10.1 Purchase Orders September 3 - October 7, 2015
The PO's will be available in the Superintendent's Office.
- 10.2 Warrants September 3 – October 7, 2015
The warrants will be available in the Superintendent's Office.
- 10.3 Approve Williams Quarterly Report for July, August, September 2015. Number or Complaints: Zero.
- 10.4 Approve Award of Contract for Office/Classroom Supplies, RFP # 002-08-15.
- 10.5 Approve Agreement of the Participating School Districts in Santa Cruz County Regarding Interdistrict Attendance Agreements.
- 10.6 Approve Migrant and Seasonal Head Start Budget Revision – Increase Services to Families by Nine (9) Days
- 10.7 Approve Migrant and Seasonal Head Start 2014-15 Program Information Report (PIR).
- 10.8 Approve Award of Proposition 39 Exterior Lighting Energy Efficiency Project for Elementary and Secondary Schools.
- 10.9 Approve Watsonville High School Notice of Completion – Solar Project #8509.

The administration recommends approval of the Consent Agenda.

11.0 DEFERRED CONSENT ITEMS

12.0 REPORT ITEMS

- 12.1 Report and discussion on Summits, Best Practices: HA Hyde School .
Report by Lisa Aguerria, Assistant Superintendent, and Michael Berman, Principal.
15 min. pres; 15 min. discussion.

13.0 ACTION ITEMS

- 13.1 Action to Approve CWA (Communication Workers of America) Sunshine Proposal for Collective Bargaining Agreement (CBA) with PVUSD.
Report given under Item #7.0, Public Hearing.
- 13.2 Report, discussion and possible action to Approve Job Description – Business Information Systems Analyst.
Report by Pam Shanks, Director, Classified Human Resources 2 min. pres; 5 min. discussion.
- 13.3 Report, discussion and possible action to Approve Resolution #15-16-07, Acknowledging October 11 – 17, 2015 as Week of the School Administrator.
Report by Dorma Baker, Superintendent. 2 min. pres; 5 min. discussion.

14.0 ACTION ON CLOSED SESSION

15.0 UPCOMING BOARD MEETINGS/REMAINING BOARD MEETINGS FOR 2015

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	▪ 28	
November	▪ 18	▪
December	▪ 9	▪ Annual Organization Mtg. ▪ Approve 1 st Interim Report

16.0 ADJOURNMENT

PAJARO VALLEY UNIFIED SCHOOL DISTRICT
CLOSED SESSION AGENDA
October 14, 2015

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

New Hires – Probationary	
1	Custodian II
1	Instructional Assistant – General Ed
1	Site Computer Support Technician
New Hires	
3	Teacher
1	Counselor
Rehires	
	None
Promotions	
	None
New Substitutes	
26	
Administrative Appointments	
1	Academic Coordinator
Transfers	
	None
Other	
3	Academic Coordinator
1	Administrative Coach
1	Assistant Principal
1	Assistant Superintendent
Extra Pay Assignments	
	None
Extra Period Assignments	
	None
Leaves of Absence	
1	Counselor
7	Teacher
1	Bus Driver
1	Cafeteria Assistant

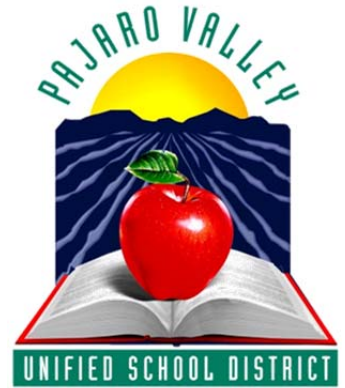
1	Coordinator MHS Family Services
1	Health Care Assistant
2	Instructional Assistant – Mild/Moderate
1	Instructional Assistant – Moderate/Severe
1	Language Support Liaison I
1	Office Manager
1	Transportation Dispatcher
Miscellaneous Action	
1	Instructional Assistant – Moderate/Severe
Retirements	
	None
Resignations/Terminations	
	None
Supplemental Service Agreements	
1	Assistant Coordinator
325	Teacher
Separations From Service	
3	Teacher
1	Site Coordinator
1	Bus Driver
1	Campus Safety & Security Officer
2	Maintenance Specialist
1	Office Manager
1	Planning Assistant
Limited Term – Projects	
1	Administrative Secretary I
1	Administrative Assistant, Confidential
1	Attendance Specialist
1	HR Analyst
2	Instructional Assistant – Child Development
188	Instructional Assistant – General Ed
1	Lead Custodian II
1	Lead Custodian III
2	Office Assistant II
1	Office Assistant III
1	Workers' Comp Analyst

Exempt	
9	Childcare
1	Crossing Guard
8	Student Helper
10	Yard Duty
Provisional	
1	Attendance Specialist
Limited Term - Substitute	
1	Attendance Specialist
1	Cafeteria Assistant
1	Campus Safety & Security Officer
1	Community Services Liaison I
2	Custodian I
1	Instructional Support Clerk
1	Lead Custodian I

**September 9, 2015
REGULAR BOARD MEETING
UNADOPTED MINUTES**

**CLOSED SESSION – 6:00 p.m. – 7:00 p.m.
PUBLIC SESSION – 7:00 p.m.**

**DISTRICT OFFICE Boardroom
292 Green Valley Road, Watsonville, CA 95076**



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

1.1 Call to Order

President Ursino called the meeting of the Board in order 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	
	None
New Hires	
2	Counselors
26	Teachers
Rehires	
	None
Promotions	
	None
New Substitutes	
8	
Administrative Appointments	
2	Assistant Principals
Transfers	
	None
Other	
1	Parent Education Coordinator
Extra Pay Assignments	
	None

Extra Period Assignments	
	None
Leaves of Absence	
1	Counselor
1	Psychologist
1	Teacher
1	<i>Site Coordinator</i>
1	<i>TOSA</i>
Miscellaneous Action	
1	Supervisor of Planning
Retirements	
	None
Resignations/Terminations	
	None
Supplemental Service Agreements	
1	Curriculum Coach
1	Nurse
7	Site Supervisor
155	Teachers
Separations From Service	
2	<i>Counselor</i>
3	Teacher
1	District Translator
1	Instructional Assistant – Mild/Moderate
1	Behavior Technician
Limited Term – Projects	
1	Administrative Secretary II
2	Campus Safety & Security Officer
5	Custodian II
2	Data Entry Specialist
1	Health & Disabilities Manager
4	HR Analyst
1	HR Specialist
1	HR Sr. Analyst
3	HR Technician
5	Instructional Assistant – Child Development

1	Instructional Assistant – General Ed
3	Lead Custodian I
2	Lead Custodian II
1	Lead Custodian III
1	Library Media Technician
9	Office Assistant II
5	Office Assistant III
1	Parent Education Specialist
2	Parent Involvement Coordinator
1	Site Computer Support Technician
1	Translator
Exempt	
1	Childcare
11	Crossing Guard
2	Enrichment Specialist
51	Yard Duty
Provisional	
1	Attendance Specialist
1	Registration Specialist
Limited Term - Substitute	
9	Cafeteria Assistant
16	Custodian I
1	Groundskeeper I
1	Groundskeeper II
3	Warehouse Delivery Worker

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 2 Expulsions

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

President Ursino called the meeting of the Board in public to order at 7:00 PM.

3.1 Pledge of Allegiance

Trustee Orozco led the Board in the Pledge of Allegiance.

3.2 Welcome by Board President

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

3.3 Superintendent Comments

Superintendent Dorma Baker commented on the upcoming retirement of Rosie Gomez, district translator, who has been providing simultaneous translation for board meetings. Ms. Baker commented on the many accomplishments of Ms. Gomez during her 41 years with PVUSD.

Mayor Nancy Bilicich presented Ms. Gomez with a City Proclamation that outlined her work in the community as well as the district.

Rosie Gomez thanked the Board and stated that her work and dedication has always been motivated by students and their need.

3.4 Governing Board Comments/Reports Standing Committee Meetings

Trustee Yahiro thanked Ms. Gomez for her work.

Trustee De Serpa stated that Ms. Gomez would be missed. She attended a couple of open houses and was impressed with level of commitment and dedication. She had a meeting with Mar Vista principal, Richard Determan, who said students delivered refreshment to the La Vega School during elementary school student Maddy Middleton's' celebration of life.

Trustee Orozco attended the Parks and Recreation committee meeting. There is a plan to rebuild the entire soccer field at Ramsay Park and the City will hold fundraising events for the project.

Trustee Rivas started the Inside Education program with the County Office of Education which is a great venue to know what is going on in education in the county. She shared that she attended the Monterey Fair, the Begonia Festival, and Labor Day picnic.

Trustee Osmundson attended the Migrant Parent Advisory Committee meeting and will attend Open Houses. She participated in the 15th anniversary of the Community Action Board and attended the Community Labor Day picnic.

President Ursino commented on Ms. Gomez's positive comments towards all stating that the Board appreciates her.

4.0 APPROVAL OF THE AGENDA

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

5.0 APPROVAL OF MINUTES

- Minutes for August 26, 2015

Trustee Rivas moved to approve the minutes for August 26, 2015. Trustee De Serpa seconded the motion. The motion passed 6/0/1 (DeRose absent).

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

Elias Nepa and Cassie Smith of Aptos High School, and Jasmin Padilla, Adriana Rodriguez, Madyson Ramirez and Luis Mozqueda of Pajaro Valley High School commented on the schools' activities and upcoming events, including Back to School night and sports outcomes.

Board President closed the regular meeting and opened the public hearings.

7.0 PUBLIC HEARING: SUFFICIENCY OF INSTRUCTIONAL MATERIALS

7.1 Report on Resolution #15-16-05, Sufficiency of Instructional Materials K-12 and Science Laboratory Equipment for Grades 9 – 12.

Report by Susan Perez, Assistant Superintendent, Curriculum & Instruction

Susan Perez reported that Education Code requires districts to hold a public hearing on sufficiency of textbooks and instructional materials. The County Office of Education visited 19 sites affected by the Williams Settlement; the COE will follow up with an official report. All schools have sufficient textbooks and the COE is confident the district is compliant and has adequate materials.

7.2 Public Comment

Jack Carroll, PVFT, commented on the large amount that has been set aside on the budget under Textbooks and Materials; it implies abuse.

7.3 Board Comments/Questions

The board participated with comments and questions.

8.0 PUBLIC HEARING: PVFT (PAJARO VALLEY FEDERATION OF TEACHERS) SUNSHINE PROPOSAL FOR COLLECTIVE BARGAINING AGREEMENT (CBA) 2015-16 TO 2017-18 WITH PVUSD.

8.1 Report on Proposal.

Report by Ian MacGregor, Assistant Superintendent, Human Resources

Ian MacGregor stated that the PVFT submitted their Sunshine proposal.

Dorma Baker noted that this item is an opening step which outlines the articles that the union is bringing forward to discuss during negotiations. This public hearing is only an acceptance of the proposal on the articles they wish to discuss.

8.2 Public Comment

None.

8.3 Board Comments/Questions

None.

Board President closed the public hearings and resumed the regular meeting.

9.0 VISITOR NON-AGENDA ITEMS

Lucia Villarreal, retired teacher and president of CABE, spoke of prior items addressing the district's bilingual programs. She stated that only 3 schools have bilingual program: Alianza, Starlight and HA Hyde. Ann Soldo, Ohlone and Radcliff have Spanish instruction. To continue the positive image of the district, all schools should have dual biliteracy programs. She added that a teacher from Freedom said that Common Core does not have adequate bilingual programs.

Roberto Garcia, Salinas City Elementary School District Board president, commented on similar struggles in his district, shortage of teachers, same activities and challenges with common core, and never enough money to support all services needed.

Maria Carmen Santos, sister of Miguel Angel Santos, student at Watsonville High special needs class, stated that since her mother spoke at the board meeting nothing has happened with her brother's class. She spoke with Mr. Perez and he gave her some letters but half of what is stated on those letters is a lie. She is seeking the superintendent's assistance so that my brother can return to school. As of now, the classroom is still not safe; her brother got lost and the school denies it.

Superintendent Baker stated that administration has had multiple meetings with WHS staff and made some changes to the classroom and feel that the classroom is safe. There is a substitute in place and we continue to look for a teacher.

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

Francisco Rodriguez, PVFT, commented on Special Ed report. The union has a special interest to be part of the staffing committee. While it is difficult to recruit and retain Special Ed teachers, we have heard some testimonials about how efforts can be improved, including better salaries and a safe work environment. PVFT is interested in collaborating with recruiting. Expenses for hiring outside specialist are significant and of concern; internal hiring would be more cost effective. The issue of Class Size Reduction is important but there are no scheduled board reports, even though there is a committee and there are plans to avoid class size overage. We hope to hear a report on efforts at the next meeting.

11.0 CONSENT AGENDA

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

11.1 Purchase Orders August 20 – September 3, 2015

11.2 Warrants August 20 – September 3, 2015

11.3 Approve Resolution 15-16-03 GANN Limit.

11.4 Approve Notice of Completion and Change Order: Flooring Replacement Project Phase 3.

11.5 Approve Resolution #15-16-06, Updated Authorized Signatories.

12.0 DEFERRED CONSENT ITEMS

None.

13.0 REPORT ITEMS

13.1 Report and discussion on Overview of CAASPP – California Assessment of Student Performance and Progress.

Report by Susan Perez, Assistant Superintendent.

Susan Perez introduced the item by noting that in addition to the new assessments, administration would also be sharing district test results during the report.

Frances Basich Whitney, Coordinator, stated that all students were tested via online assessments using the new California umbrella testing system CAASPP (California Assessment of Student Performance and Progress), which replaced the former testing system STAR. Ms. Basich provided a background on how thousands of educators gathered to develop score rubrics. CAASPP allows the district to track student performance from year to year and improves ability to assess and meet individualized need. English Language Arts and Mathematics assessments look at ramped

up rigor to get students ready for college and careers. Students are asked to rationalize their responses and engage higher order thinking. Today the State released test scores and it is significant as they will be used to establish a baseline for the progress we expect from students. Ms. Basich noted that some are trying to compare California Standardized Test (CST) to CAASPP and it is not possible; the spring release of API will not include school ranking.

The Score Report card for ELA and Mathematics that parents will receive will show four levels, Standard Not Met, Standard Nearly Met, Standard Met, and Standard Exceeded. There will be two sets of marks, one will be based on how student is doing overall and the second will be skilled-based for reading, writing, speaking and listening, and research/inquiry.

Achievement score charts were presented comparing like districts for ELA and Mathematics for grades 3rd through 11th which will be used as benchmarks.

Board participated with comments.

13.2 Report and discussion on Best Practices: Hall District Elementary School.

Report by Claudia Monasterio, Hall District Principal.

Claudia Monasterio shared AMA01 and AMA02 data with goals from last 2 years, which are results for English Learners redesignation rates. Hall District has met the goal last year. The process for working with EL's includes spending a lot of time analyzing data. Reading had been holding our school back. The highest need was identified for students and level instruction accordingly, keeping in mind that groups have to be flexible, not stagnant. Students are re-evaluated three times a year and data is analyzed to plan next actions. It is an effective way to monitor progress. Collaboration is a way to monitor progress, there is a connection on instruction through all ELD levels. Administration provides support for planning and instruction as well as time for collaboration. Accountability is also a way to monitor progress, student lists and movements are transparent. Data analysis is expected to be timely and shared with administration. In tying it all together: there are flexible grouping, based on data, and instruction is tied to learning objectives.

Public comment:

Bill Beecher, community member, commented on Board Bylaw 9322, which states that agenda and back up materials are to be published 72 hours in advance; the public also needs the information on time. He added that many presentations are not on the website, unlike those from the Finance Department. He requested to bring this policy to next meeting to change so we can all get all information on a more timely matter.

Board participated with comments and questions.

13.3 Report and discussion on Special Education Study Report.

Report by Dorma Baker, Superintendent.

Dorma Baker reported that the packet included a summary of the recommendations presented in the Special Education study. There is a significant need for systems that are reliable and more effective communication between departments and school sites. Communication is mentioned quite a bit. There is already regular communication that happens and staff is looking at areas that need to be addressed. Special Ed attends principal meetings to give and gather information but it is also an area that needs to be improved and expanded. Under 'budget development' the recommendation is to ensure that a process is developed to track position control numbers and how that affects budget. SELPA has worked with human resources about tracking positions but there is a lot more work to do around that. There are 18 recommendations under budget so there is some work to do in clear communication between finance and HR with SELPA. Use of Non-public agencies placement is an issue. They are utilized for programs and placements that PVUSD does not offer. The district commonly analyzes which action is more cost effective and sometimes

the need is in not something that the district can meet. In reference to a utilizing a computerized IEP (Individualized Education Plan) system, Special Ed is looking at a more reliable and easier to use system. Also looking to implement a data-driven program that is reliable to help generate monthly reports. This will be the last year they will use the current system and will move into a more effective system. Regarding paraprofessionals, HR needs to be in control of hiring process as SELPA does not run their own hiring program. HR process is very tight and run 100% by the department. The report was initially driven by budget, and that is one concern, but Special Education is an area that districts are underfunded at best. It is funded at 14%.

Public comment:

Jack Carroll, PVFT, said it is accurate that this report was generated due to budget concerns. Appreciates the positive light but this is the worst report from the department. They mentioned that there is no communication in this department. Staff don't know what is going on, that principals don't know. There are no regular meetings with Special Ed and business. This affects the budget. Coordination and accuracy of various systems have been a problem for years. Limited information is shared with staff. \$37million dollars of expenses could be used for other things and believes services can be provided internally better and for less. He has held secret meetings with Special Ed staff who don't feel safe to speak up. Site administration is frustrated as they are not included in interview process. Caseloads are large. He asked who is responsible for this situation and what is going to be done about it. He suggested that a committee be established to further study this and have the union be part of it.

Board participated with comments and questions. Trustee Osmundson asked to put together a committee and include PVFT. The board voiced a request to bring back a plan.

13.4 Report and discussion on Appointment and Terms of Commission Member (Merit Rule 3.1) for Joint Appointee.

Report by Pam Shanks, Director Classified Personnel

Pam Shanks reported that the Personnel Commission rules require that on September of each year a report be given on the expiring appointee's term. Gary Smith, the PC's joint appointee is expiring this year. This is a report only.

Trustee Baker noted that this is a clear example of the type of processes that must take place in a merit system districts.

14.0 ACTION ITEMS

14.1 Action on Resolution #15-16-05, Sufficiency of Instructional Materials K-12 and Science Laboratory Equipment for Grades 9 – 12

Report given under Item #7.0, Public Hearing.

Trustee Orozco moved to approve Resolution 15-16-05. Trustee Rivas seconded the motion. The motion assed 6/0/1 (LD absent).

14.2 Action to Approve PVFT (Pajaro Valley Federation Of Teachers) Sunshine Proposal For Collective Bargaining Agreement (CBA) 2015-16 To 2017-18 with PVUSD.

Report given under Item #8.0, Public Hearing.

Trustee Rivas moved to approve PVFT's sunshine proposal. Trustee De Serpa seconded the motion. The motion passed 6/0/1 (DeRose absent).

14.3 Report discussion and possible action on Unaudited Actuals Report.

Report by Melody Canady, CBO, and Helen Bellonzi, Finance Director.

Melody Canady began by stating that the 2014-15 had been a good year. This report is a summary of last year, how it ended and closed before auditors look at it. This is a requirement for all school districts. The report is reviewed by the COE and the district's independent auditor. A comparison between the June estimated to unaudited actuals showed an increase in revenues, a

slight increase in expenditures, an increase in fund balance and ending balance. The district met the 3% reserve. The comparison between the adopted versus the unaudited actuals for the 2015-16 budget shows an increase in the ending balance and a significant increase in the unappropriated reserve due to the fund balance transfer from 2014-15 to the new year. In the multiyear summary through 2017-18, revenues show a slight increase until 2016-17. The Local Control Funding Formula is expected to change and result in decreased revenues; this causes the unappropriated reserve to be spent down. The district is looking at transportation and Special Education to seek ways to revamp revenues. Next steps in the budget process are the annual independent audit and the First Interim Report in December.

Public comment:

Jack Carroll, PVFT, stated that we have worked together on unaudited actuals for many years. The explanation is that we have redefined the unaudited actuals category. Unaudited actuals have always been underestimated by double digits. The 2nd interim report is not taken seriously for this reason. These facts will be made known to all certificated staff so that they understand what the issues are.

Board participated with comments and questions.

Trustee Orozco moved to approve the minutes. Trustee Rivas seconded the motion. The motion passed 6/0/1 (DeRose absent)

14.4 Report, discussion and possible action to Approve Resolution #15-16-04, Recognizing September 15 to October 15, 2015 as National Hispanic Heritage Month.

Report by Dorma Baker, Superintendent.

Dorma Baker reported that this resolution has been brought in prior years. Once approved, this will be sent out to sites as information.

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

14.5 Report, discussion and possible action to Approve an Alternative Option for Instructional Calendar for 2016-17 and 2017-18 School Years.

Report by Dorma Baker, Superintendent.

Dorma Baker explained that PVFT contract has a provision on how calendars are approved in the district that includes ratification by the union. The calendar development process did happen and the committee moved forward and a calendar for 2016-17 and 2017-18 was approved by the board. The next step in process after board approval was for PVFT to ratify. When the approved versions were taken to PVFT, they were not ratified. Human Resources has worked with PVFT and came forward with an alternative option. The board will need to approve the alternative options in addition to the already approved calendar. This proposal, if approved, will be taken out to the teachers to choose either the already approved calendars or the alternative options. Summary of differences was presented and included a later start of the school year and winter breaks. The alternative calendar seems to work better as an instructional calendar. She explained that the alternative option is something that was discussed in the calendar committee.

Board participated with comments and questions.

Trustee Orozco moved to approve this item. Trustee De Serpa seconded the motion. The motion passed 4/2/1 (Yahiro, Rivas dissented; DeRose absent).

At 10:25 PM, trustee De Serpa moved to continue the meeting to 11:00 PM. Trustee Orozco seconded the motion. The motion passed 6/0/1 (DeRose absent).

14.6 Report, discussion and possible action to Approve New Classified Management Position Job Description: Behaviorist.

Report by Pam Shanks, Director Classified Human Resources.

Pam Shanks noted that HR had difficulty filling the position as a board certified behavioral analyst. When the position was filled, it was effective and valued at schools. HR has worked with SELPA and staff to review the position and to match it to the pool of people who can do this job. This position has been defined in the LCAP. There will be 3 positions; some will need to be bilingual.

Board participated with comments and questions. The concern that not all positions were bilingual given the student population they would serve was voiced.

Trustee Osmundson moved to approve this item. Trustee De Serpa seconded the motion. The motion passed 4/2/1 (Yahiro and Rivas dissented; DeRose absent).

14.7 Report, discussion and possible action to Approve the Following Changes to 2015 Board Meeting Schedule: Cancellation of September 23 Meeting and Addition of October 7 Study Session.

Report by Dorma Baker, Superintendent.

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

15.0 ACTION ON CLOSED SESSION

2.1 Public Employee Appointment/Employment, Government Code Section 54957

a. Certificated Employees

Trustee Orozco moved to approve the certificated employee report with the following additions: 8 Teachers under New Hires; 1 Site Coordinator and 1 TOSA under Leaves of Absence; and 1 Counselor under Resignation. Trustee De Serpa seconded the motion. The motion passed 6/0/1 (DeRose absent).

b. Classified Employees

Trustee Orozco moved to approve the classified employee report as presented. Trustee De Serpa seconded the motion. The motion passed 6/0/1 (DeRose absent).

2.9 2 Expulsions

Action on Expulsions:

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

15-16-01

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

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

15-16-02

Trustee Orozco seconded the motion. The motion passed 5/1/1 (De Serpa dissented; DeRose absent).

16.0 UPCOMING BOARD MEETINGS/REMAINING BOARD MEETINGS FOR 2015

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.

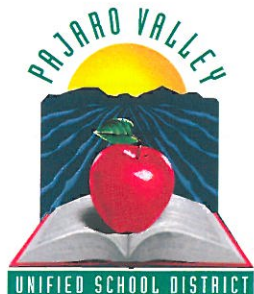
		Comment
September	▪ 23	▪ Cancelled
October	▪ 7 ▪ 14 ▪ 28	▪ Study Session
November	▪ 18	▪
December	▪ 9	▪ Annual Organization Mtg. ▪ Approve 1 st Interim Report

17.0 ADJOURNMENT

There being no further business to address, the meeting of the Board was adjourned 10:44 PM.

Dorma Baker, Superintendent

PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 7.0 & 13.1

Date: October 14, 2015

Item: Communications Workers of America Local 9423 (CWA), Initial "Sunshine" Proposal for Negotiations to Pajaro Valley Unified School District (PVUSD), for Public Hearing

Overview: Government Code Section 3547, the Rodda Act, requires initial bargaining proposals to be presented for public comment. This public hearing provides the opportunity for public comment related to the initial bargaining proposal from CWA to PVUSD.

Recommendation: The Board accepts public comment and accepts CWA's "Sunshine" Proposal to PVUSD.

Prepared By: Ian MacGregor
Ian MacGregor, Interim Assistant Superintendent, Human Resources

Superintendent's Signature: _____

Dorma Baker

Communications

**District I: Santa Clara, San Mateo,
Santa Cruz Counties**

**District II: San Benito, Monterey,
San Luis Obispo Counties**



Workers of America

2015 SEP 17 08 11 05
LOCAL 9423 AFL-CIO
2015 NAGLEE AVE SAN JOSE CA 95128
OFFICE (408) 278-9423
FAX (408) 280-5942

Communications Workers of America Local 9423 (CWA)

Initial "Sunshine" Proposal for Negotiations

To

Pajaro Valley Unified School District (PVUSD)

Revised June 3, 2015

CWA submits the following initial proposal:

Wages. CWA is interested in obtaining a reasonable wage increase for our members.

Term CWA is interested in a multi year contract.

Working conditions. CWA is interested in securing fair equitable working conditions for our members.

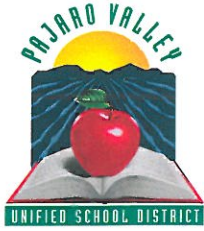
This initial proposal does not include additional articles which may be sunshined in the future during the course of the negotiation.

CWA is looking forward to working together to achieve the goals of both parties.

Robert Hogue

Vice President CWA Local 9423

PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 10.3

Date: October 14, 2015

Item: Williams Uniform Complaint Quarterly Report
(July, August, September, 2015)

**Overview and
Rationale:**

All school districts have been required to adopt a complaint system as part of the Williams Settlement.

On a quarterly basis Williams complaints must be reported to the Board and the County Superintendent. The report must include the number and types of complaints received and how they were corrected.

During this quarter there were zero (0) complaints submitted.

Recommendation: Approve Williams Quarterly Report as submitted. .

Budget Considerations: N/A

Prepared By: Ian MacGregor, Assistant Superintendent, HR, Interim

Superintendent's Signature:

Dorma Baker

**QUARTERLY DISTRICT STATUS REPORT OF UNIFORM COMPLAINTS
TO THE COUNTY SUPERINTENDENT OF SCHOOLS
QUARTER ENDED SEPTEMBER 2015**

DISTRICT: Pajaro Valley Unified School District Date Reported to District Governing Board: October 14, 2015

I. INSTRUCTIONAL MATERIALS

A) Insufficient text books or instructional materials in classroom:

# of Complaints	# of Complaints Resolved	# of Complaints Unresolved*
0		

- Explanation: _____

B) Insufficient textbooks or instructional materials to take home:

# of Complaints	# of Complaints Resolved	# of Complaints Unresolved*
0		

- Explanation: _____

C) Textbooks or instructional materials in poor or unusable condition:

# of Complaints	# of Complaints Resolved	# of Complaints Unresolved*
0		

- Explanation: _____

II. TEACHER VACANCY OR MISASSIGNMENT

A) No assigned certified teacher at beginning of semester:

# of Complaints	# of Complaints Resolved	# of Complaints Unresolved*
0		

- Explanation: _____

**B) Teacher lacking credentials or training to teach English Language Learners (ELL) with
More than 20% ELL in class:**

# of Complaints	# of Complaints Resolved	# of Complaints Unresolved*
0		

- Explanation: _____

D) Teacher instructing class lacking subject matter competency:

# of Complaints	# of Complaints Resolved	# of Complaints Unresolved*
0		

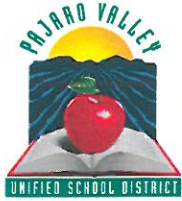
- Explanation: _____

III. FACILITIES

A) Conditions pose an emergency or urgent threat to the health or safety of students/staff:

# of Complaints	# of Complaints Resolved	# of Complaints Unresolved*
0		

PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 10.4

Date: October 14, 2015

Item: Award of Contract for Office/Classroom Supplies, RFP # 002-08-15

Overview: Purchasing Services has completed a competitive process for the purchase and direct delivery of office/classroom supplies. The Request for Proposals (RFP) required that bidders;

1. Provide information on service factors, including capabilities in the areas of cost containment, customer service, on-line ordering, product handling and references
2. Provide fixed pricing on a list of 402 specific items with specific quantities ("Contract A" items)
3. Provide a stated discount percentage off items found in their Full Line Office/Classroom Supply Catalog and submit with the bid. ("Contract B" items)

The District mailed the RFP to six (6) prospective vendors. Only one (1) proposal was received. This contract will be available for up to three (3) consecutive years. Purchasing Services department review team consisting of the PVUSD Director of Purchasing and Safety and the PVUSD Senior Buyer evaluated each proposal for accuracy and consistency including product quality, price and service. This RFP does not hinder the district from getting pricing and product from other vendors but locks in pricing for commonly used items for the term of the contract.

As in the past, the proposal has a piggyback clause that many other non-profit organizations have taken advantage of. Organizations that purchase off of the PVUSD Contract for Office/Classroom Supplies RFP:

Soquel Elementary School District
Santa Cruz City Schools
Live Oak School District
Scotts Valley USD
San Lorenzo Valley USD
City of Santa Cruz
Cabrillo College
Santa Cruz County Office of Education

Approval of this contract will give other non-profit organizations the opportunity to use PVUSD Contract pricing.

The RFP was awarded 60% on price, 40% on service.

Recap Palace Office Solutions

- 1) Service Evaluation Score: 92% (36.9 out of 40 possible points)
- 2) Price Contract A, Contract Items \$464,159.47 (represents an average 1% decrease from 2012 award.)
- 3) Price Contract B, Catalog Items: 49.9 % Average % Discount off MSRP

Recommendation:

The Administration recommends that based on the bid results the contract be awarded to Palace Business Solutions of Santa Cruz County in accordance with all terms and conditions of the bid documents. It is also recommended that PVUSD continue to pursue relationships with all other vendors for non-contractual items.

Budget Considerations:

Funding Source: N/A Contract will be used by all District funds

Budgeted: Yes: ☒ No: ☐

Amount: \$ TBD

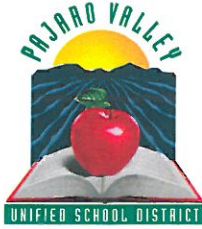
Prepared By: Rich Buse, Director of Purchasing & Safety

Chief Business Official:

Superintendent's Signature:

Dorma Baker

PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 10.5

Date: October 14, 2015

Item: **Approve Agreement of the Participating School Districts in Santa Cruz County Regarding Interdistrict Attendance Agreements.**

Overview and Rationale: Per Education Code 46600(a) all County school districts will enter a 5-year agreement for the interdistrict attendance of pupils who are residents of the districts. The agreement is for 5 years with an option to extend for 1 year.

Recommendation: Review and approve agreement.

Budget Considerations: N/A

Prepared By: Dorma Baker, Superintendent

Superintendent's Signature:

Dorma Baker

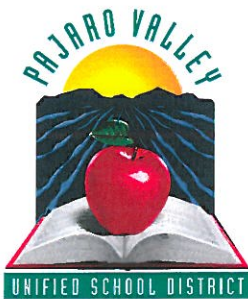
AGREEMENT OF THE PARTICIPATING SCHOOL DISTRICTS IN SANTA CRUZ COUNTY
REGARDING INTERDISTRICT ATTENDANCE AGREEMENTS
(Education Code Sections 46600 et seq.)

This Agreement is made and entered into by and between the undersigned school districts and shall be effective July 1, 2015. The parties agree as follows:

1. Education Code 46600(a) provides that "[t]he governing boards of two or more school districts may enter into an agreement for a term not to exceed five school years, for the interdistrict attendance of pupils who are residents of the districts."
2. Education Code 46600(a) further provides that "[t]he agreement shall stipulate the terms and conditions under which interdistrict attendance shall be permitted or denied."
3. Education Code 46600 authorizes districts to include in the interdistrict attendance agreement "standards for reapplication and revocation of interdistrict transfers agreed to by the district of residence and the district of attendance..." and "terms and conditions under which an interdistrict transfer permit may be revoked."
4. The undersigned school districts seek to serve the students in their districts in an efficient and collaborative manner.
5. Pursuant to Education Code section 46600, the parties agree that, when interdistrict transfer requests are approved, the reapplication and revocation of such permits shall be subject to the district of residence's and district of attendance's interdistrict transfer rules and procedures as set forth in board policy and administrative regulations, which may be amended from time-to-time.
6. Each of the undersigned school districts shall continue to exercise its full authority to accept and reject interdistrict transfer applications as permitted by law.
7. This Agreement shall govern all existing interdistrict transfer permits and any applications for interdistrict transfer permits submitted for the 2015-16 school year and thereafter.
8. This Agreement shall continue for a five-year term. Each year, the parties will review this Agreement for purposes of extending the term for an additional year.
9. In the event a school district has converted some of its school program to a charter school, this Agreement shall not apply to the charter school grade level(s).
10. Any of the undersigned school districts may terminate its obligations under this Agreement upon giving ninety (90) days prior written notice to the other parties to this Agreement.
11. This Agreement shall supersede all prior interdistrict attendance agreements between the parties.

Santa Cruz County School Districts
Interdistrict Attendance Agreement
2015-16- 2019-20

DISTRICT	BOARD PRESIDENT	SIGNATURE	DATE OF GOVERNING BOARD APPROVAL
Bonny Doon Elementary	_____	_____	_____
Happy Valley Union Elementary	_____	_____	_____
Live Oak Elementary	_____	_____	_____
Mountain Elementary	_____	_____	_____
Pacific Elementary	_____	_____	_____
Pajaro Valley Unified	_____	_____	_____
San Lorenzo Valley Unified	_____	_____	_____
Santa Cruz City Schools	_____	_____	_____
Scotts Valley Unified	_____	_____	_____
Soquel Union Elementary	_____	_____	_____



PAJARO VALLEY UNIFIED SCHOOL DISTRICT

Board Agenda Backup

Item No: 10.6

Date: October 14, 2015

Item: **Migrant & Seasonal Head Start Budget revision – to increase services to families by 9 days**

Overview: This is a request to the Grantee for a budget revision. The grant year is March 1, 2014 – February 28, 2015. This budget revision takes savings, principally from FCCH Provider reimbursements, and reallocates them to identified areas of Program need. The budget revision also includes additional funding received from the Grantee for over enrollment. This additional funding combined with the savings allows the program to extend services to all enrolled children and families by 9 days. Original last day of services was October 15 and proposed last day of services is October 28, 2015.

The Policy Committee approved this request at their September 17, 2015 meeting.

Recommendation: Approve Migrant & Seasonal Head Start 2015-2016 Budget revision

Budget Considerations: The Grantee reimbursed the program an additional \$125,000 for over enrollment.

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: See attached request for budget revision to funding source

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

Superintendent's Signature:

Dorma Baker

2015-2016

BUDGET REVISION

Delegate Agency: Pajaro Valley Unified School District

		Currently Approved	Net	Revised
		Budget	Changes	Budget
6a	Personnel	2,292,783	49,666	2,342,449
6b	Fringe	1,720,654	137,207	1,857,861
6c	Travel	11,258	-	11,258
6d	Equip >5,000	-	-	-
6e	Equip <5,000	4,800	-	4,800
6e	Supplies	143,958	9,919	153,877
6f	Contracts	-	-	-
6g	Renovations	-	-	-
6h	Other	2,142,797	(76,459)	2,066,338
	Total Direct	6,316,250	120,333	6,436,583
6i	Indirect	245,019	4,667	249,686
	Total	6,561,269	125,000	6,686,269

Explanation of requested variance/changes:

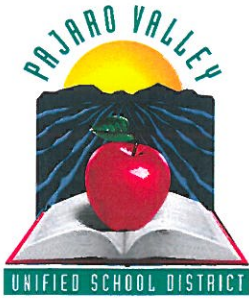
Changes

The program is submitting a budget revision to provide an additional 9 days of service in all program options and to increase enrollment from 752 to 772. Net changes represent a revised contract with the Grantee due to overenrollment.

6a	Net Increase:	Staff salaries for additional days of services	49,666
6b	Net Increase:	Related to salaries listed above and other fringe benefit adjustments	137,207
6c	No Change		-
6d	No Change		-
6e	No Change		-
6e	Net Increase:	Additional supplies related to the additional days of service	9,919
6f	No Change		-
6g	No Change		-
6h	Net Decrease:	Savings on FCCH reimbursements due to lack of qualified Family Child Care Homes at the beginning of the program year.	(76,459)
6i	Net Increase:	Reflects additional funding	4,667
Total			125,000

Approval Section

Delegate Director:	<i>Angelica C. Renteria</i>	Date:	9/17/15
Executive Director:	<i>Donna Bost</i>	Date:	9-21-15
Policy Committee Approval:	<i>VILENTA MONTES</i>	Date:	09/17/15
Board Approval:		Date:	
Grantee Director:		Date:	



PAJARO VALLEY UNIFIED SCHOOL DISTRICT

Board Agenda Backup

Item No: 10.7

Date: 10/14/15

Item: **Migrant & Seasonal Head Start 2014-2015 Program Information Report (P.I.R.)**

Overview: All Head Start programs are required to collect data annually on a wide range of services to children and families, in addition to certain data regarding staffing and other administrative services. The data report is due every year to the Office of Head Start and is used in a report to Congress.

It is the responsibility of each Head Start program to present this report to the governing body for its acceptance. The data is reported one year behind and our most recent official and approved report is from the 2014 program season.

The Policy Committee accepted the 2014-2015 Program Information Report (P.I.R.) at their September 17, 2015 meeting.

Recommendation: Accept the 2014-2015 Program Information report (P.I.R.)

Budget Considerations: None

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:

Dorma Baker



2014-2015 MIGRANT HEAD START PROGRAM INFORMATION REPORT

90CM9801-001 Pajaro Valley Unified School District

A. PROGRAM INFORMATION

GENERAL INFORMATION

Grant Number	90CM9801
Program Number	001
Program Type	Migrant Head Start
Program Name	Pajaro Valley Unified School District
Program Address	294 Green Valley Road, 2nd Floor Watsonville CA 95076-1382
Program Phone Number	(831) 728 6955 - 2732
Program Fax Number	(831) 728 6998
DUNS Number	
Program Email Address	angelica_renteria@pvusd.net
Head Start Director Name	Mrs. Angelica Renteria
Head Start Director Email	angelica_renteria@pvusd.net
Agency Web Site Address	www.pvusd.net
Agency Type	School System
Agency Description	Delegate agency
Agency Affiliation	A secular or non-religious agency

ENROLLMENT YEAR

Enrollment dates

A.1 Enrollment Year	<i>Date</i>
a. Start Date	05/09/2014
b. End Date	10/15/2015

FUNDED ENROLLMENT

Funded enrollment by funding source

A.2 Funded Head Start Enrollment	<i># of children/ pregnant women</i>
a. Head Start Funded Enrollment, as identified on NOA	752
b. Funded Enrollment from non-federal sources, i.e. state, local, private	0

Funded enrollment by program option - children

A.3 Center-based program - 5 days per week:	<i># of children</i>
a. Full-day enrollment	153
1. Of these, the number available as full-working-day enrollment	153
a. Of these, the number available for the full-calendar-year	0
b. Part-day enrollment	0
1. Of these, the number in double sessions	0
A.4 Center-based program - 4 days per week:	<i># of children</i>

a. Full-day enrollment	0
b. Part-day enrollment	0
1. Of these, the number in double sessions	0
A.5 Home-based program	0
A.6 Combination option program	0
A.7 Family child care option	599
a. Of these, the number available as full-working-day enrollment	599
1. Of the these, the number available for the full-calendar-year	0
A.8 Locally designed option	0

Funded enrollment at child care partner

	# of children
A.10 Funded enrollment at child care partners in the center-based program option	0
A.11 Total funded enrollment at child care partners (A.10, center-based partner and A.7, family child care program option)	599

CLASSES

Classes

	# of classes
A.12 Total number of classes operated	11
a. Of these, the number of double session classes	0

CUMULATIVE ENROLLMENT

Children by age

A.13 Children by age:	# of children at enrollment
a. Under 1 year	12
b. 1 year old	118
c. 2 years old	178
d. 3 years old	201
e. 4 years old	189
f. 5 years and older	71

Total cumulative enrollment

	# of children / pregnant women
A.15 Total cumulative enrollment	769

Type of eligibility

A.16 Report each enrollee only once by primary type of eligibility:	# of children
a. Income below 100% of federal poverty line	676
b. Receipt of public assistance such as TANF, SSI	21
c. Status as a foster child - # children only	0
d. Status as homeless	0
e. Over income	72

	# of children
f. Enrollees exceeding the allowed over income enrollment (as noted below) with family incomes between 100% and 130% of the federal poverty line	0
A.17 If the program serves enrollees under A.16.f, specify how the program has demonstrated that all income-eligible children in their area are being served.	
Specify:	

Prior enrollment

A.18 Enrolled in Head Start or Early Head Start for:	# of children
a. The second year	201
b. Three or more years	256

Transition and Turnover

	# of children
A.23 Total number of children who left the program any time after classes or home visits began and did not re-enroll	127
a. Of the children who left the program during the program year, the number of children who were enrolled less than 45 days	20
b. Of the children who left the program during the program year, the number of preschool children who aged out, i.e. left the program in order to attend kindergarten	69

Child care subsidy

	# of children at end of enrollment year
A.24. The number of enrolled children for whom the program received a child care subsidy	0

Ethnicity

A.25 Ethnicity:	# of children
a. Hispanic or Latino origin	769
b. Non-Hispanic or Non-Latino origin	0

Race

A.26 Race:	# of children
a. American Indian or Alaska Native	261
b. Asian	0
c. Black or African American	0
d. Native Hawaiian or other Pacific Islander	0
e. White	508
f. Biracial/Multi-racial	0
g. Other	0
h. Unspecified	0

Primary language of family at home

A.27 Primary language of family at home:	# of children
a. English	0
b. Spanish	521
c. Native Central American, South American, and Mexican Languages	248
d. Caribbean Languages	0
e. Middle Eastern & South Asian Languages	0

f. East Asian Languages	0
g. Native North American/Alaska Native Languages	0
h. Pacific Island Languages	0
i. European & Slavic Languages	0
j. African Languages	0
k. Other	0
l. Unspecified	0

TRANSPORTATION

Transportation services

A.28 Does the program provide transportation to some or all of the enrolled children either directly or through a formal contractual agreement with a transportation provider?	No
--	----

Buses

	# of buses owned
A.29 Total number of buses owned by the program that were purchased with ACF grant funds and are currently used to support program operations, regardless of year purchased	0
a. Of these, the number of buses purchased since last year's PIR was reported	0
A.30 Are any of the buses used by the program leased by the program itself?	No

RECORD KEEPING

Management Information Systems

A.31 Does your program use a management information system to track enrollees, program services, characteristics of families, and information on program staff?		Yes
<i>Name/title</i>	<i>Locally designed</i>	<i>Web Based</i>
COPA (Child Outcome, Planning, and Administration/Assessment)	No	Yes

B. PROGRAM STAFF & QUALIFICATIONS

TOTAL STAFF

Staff by Type

	(1) # of Head Start or Early Head Start staff	(2) # of contracted staff
B.1 Total number of staff members, regardless of the funding source for their salary or number of hours worked	85	74
a. Of these, the number who are current or former Head Start or Early Head Start parents	35	35
b. Of these, the number who left since last year's PIR was reported	15	12
1. Of these, the number who were replaced	5	12

TOTAL VOLUNTEERS

Volunteers by Type

	# of volunteers
B.2 Number of persons providing any volunteer services to your program since last year's PIR was reported	751
a. Of these, the number who are current or former Head Start or Early Head Start parents	709

MANAGEMENT STAFF

Coordination of services

B.4 On average, the number of hours per week services managers spend coordinating services:	Average # of hours per week
a. Child Development & Education Manager	40
b. Health Services Manager	40
c. Family & Community Partnerships Manager	40
d. Disability Services Manager	40

CHILD DEVELOPMENT STAFF

Preschool Child Development Staff Qualifications - Classroom and Assistant Teachers

	(1) # of Classroom Teachers	(2) # of Assistant Teachers
B.5 Total number of preschool child development staff by position	14	9

	(1) # of Classroom Teachers	(2) # of Assistant Teachers
Of the number of preschool child development staff by position, the number with the following degrees or credentials:		
a. An advanced degree in:		
1. Early childhood education	0	0
2. Any field and coursework equivalent to a major relating to early childhood education, with experience teaching preschool-age children	0	0

	(1) # of Classroom Teachers	(2) # of Assistant Teachers
Of the number of preschool child development staff by position, the number with the following degrees or credentials:		
b. A baccalaureate degree in:		
1. Early childhood education	1	0
2. Any field and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children	0	0
3. Any field and has been admitted into and is supported by the Teach for America program and passed a rigorous early childhood content exam	0	0
Of the preschool child development staff with a baccalaureate degree in B.5.b.1 through B.5.b.3 above, the number enrolled in:		
4. Advanced degree in early childhood education or in any field and coursework equivalent to a major relating to early childhood education	0	0

	(1) # of Classroom Teachers	(2) # of Assistant Teachers
Of the number of preschool child development staff by position, the number with the following degrees or credentials:		
c. An associate degree in:		
1. Early childhood education	13	3
2. A field related to early childhood education and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children	0	0
Of the preschool child development staff with an associate degree in B.5.c.1 and B.5.c.2 above, the number enrolled in:		
3. A baccalaureate degree program in early childhood education or in any field and coursework equivalent to a major relating to early childhood education	0	0

	(1) # of Classroom Teachers	(2) # of Assistant Teachers
Of the number of preschool child development staff by position, the number with the following credentials:		
d. A Child Development Associate (CDA) credential or state-awarded preschool, infant/toddler, family child care or home-based certification, credential, or licensure that meets or exceeds CDA requirements	0	3
1. Of these, a Child Development Associate (CDA) credential or state-awarded preschool, infant/toddler, family child care or home-based certification, credential, or licensure that meets or exceeds CDA requirements and that is appropriate to the option in which they are working	0	0
Of the preschool child development staff with the credentials in B.5.d above, the number enrolled in:		
2. A baccalaureate degree program in early childhood education or in any field and coursework equivalent to a major relating to early childhood education	0	0
3. An associate degree program in early childhood education or in a related field and coursework equivalent to a major relating to early childhood education	0	3

	(1) # of Classroom Teachers	(2) # of Assistant Teachers
Of the number of preschool child development staff by position:		
e. The number who do not have the qualifications listed in B.5.a through B.5.d	0	3
Of the preschool child development staff in B.5.e above, the number enrolled in:		
1. A baccalaureate degree program in early childhood education or in any field and coursework equivalent to a major relating to early childhood education	0	0
2. An associate degree program in early childhood education or in a related field and coursework equivalent to a major relating to early childhood education	0	3
3. Any type of Child Development Associate (CDA) credential or state-awarded preschool, infant/toddler, family child care or home-based certification, credential, or licensure that meets or exceeds CDA requirements and that is appropriate to the option in which they are working	0	0

	# of classes
B.6 Total number of center-based option classes serving preschool-aged children	5
B.7 Number of center-based option classes serving preschool-aged children in which at least one teacher (excluding assistant teachers) has one of the following: - An advanced or baccalaureate degree in early childhood education or in any field and coursework equivalent to a major relating to early childhood education with experience teaching pre-school age children, or - A baccalaureate degree and has been admitted into and is supported by the Teach for America program and passed a rigorous early childhood content exam - An associate degree in early childhood education or in a related field and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children	5

Infant and Toddler Child Development Staff Qualifications - Classroom and Assistant Teachers

	(1) # of Classroom Teachers	(2) # of Assistant Teachers
B.8 Total number of infant and toddler child development staff by position	18	0

	(1) # of Classroom Teachers	(2) # of Assistant Teachers
Of the number of infant and toddler child development staff by position, the number with the following degrees or credentials:		
a. An advanced degree in:		
1. Early childhood education with a focus on infant and toddler development	0	0
2. Any field and coursework equivalent to a major relating to early childhood education, with experience teaching infants and/or toddlers	0	0

	(1) # of Classroom Teachers	(2) # of Assistant Teachers
Of the number of infant and toddler child development staff by position, the number with the following degrees or credentials:		
b. A baccalaureate degree in:		
1. Early childhood education with a focus on infant and toddler development	0	0
2. Any field and coursework equivalent to a major relating to early childhood education with experience teaching infants and/or toddlers	0	0
Of the infant and toddler child development staff with a baccalaureate degree in B.8.b.1 through B.8.b.2 above, the number enrolled in:		
3. Advanced degree in early childhood education or in any field and coursework equivalent to a major relating to early childhood education with a focus on infant and toddler development	0	0

	(1) # of Classroom Teachers	(2) # of Assistant Teachers
Of the number of infant and toddler child development staff by position, the number with the following degrees or credentials:		
c. An associate degree in:		
1. Early childhood education with a focus on infant and toddler development	7	0
2. A field related to early childhood education and coursework equivalent to a major relating to early childhood education with experience teaching infants and toddlers	0	0
Of the infant and toddler child development staff with an associate degree in B.8.c.1 and B.8.c.2 above, the number enrolled in:		
3. A baccalaureate degree program in early childhood education or in any field and coursework equivalent to a major relating to early childhood education with a focus on infant and toddler development	0	0

	(1) # of Classroom Teachers	(2) # of Assistant Teachers
Of the number of infant and toddler child development staff by position, the number with the following credentials:		
d. A Child Development Associate (CDA) credential or state-awarded preschool, infant/toddler, family child care or home-based certification, credential, or licensure that meets or exceeds CDA requirements	11	0
1. Of these, a Child Development Associate (CDA) credential or state-awarded preschool, infant/toddler, family child care or home-based certification, credential, or licensure that meets or exceeds CDA requirements and that is appropriate to the option in which they are working	0	0
Of the infant and toddler child development staff with the credentials in B.6.d above, the number enrolled in:		
2. A baccalaureate degree program in early childhood education or in any field and coursework equivalent to a major relating to early childhood education with a focus on infant and toddler development	0	0
3. An associate degree program in early childhood education or in a related field and coursework equivalent to a major relating to early childhood education with a focus on infant and toddler development	0	0

	(1) # of Classroom Teachers	(2) # of Assistant Teachers
Of the number of infant and toddler child development staff by position:		
e. The number who do not have the qualifications listed in B.8.a through B.8.d	0	0
Of the infant and toddler child development staff in B.8.e above, the number enrolled in:		
1. A baccalaureate degree program in early childhood education or in any field and coursework equivalent to a major relating to early childhood education with a focus on infant and toddler development	0	0
2. An associate degree program in early childhood education or in a related field and coursework equivalent to a major relating to early childhood education with a focus on infant and toddler development	0	0
3. Any type of Child Development Associate (CDA) credential or state-awarded preschool, infant/toddler, family child care or home-based certification, credential, or licensure that meets or exceeds CDA requirements and that is appropriate to the option in which they are working	0	0

Child development staff qualifications - home-based and FCC

	(1) # of Home- Based Visitors	(2) # of Home- Based Visitor Supervisors	(3) # of Family Child Care Providers	(4) # of Family Child Care Specialists
B.9 Total number of child development staff by position	0	0	74	8

	(1) # of Home- Based Visitors	(2) # of Home- Based Visitor Supervisors	(3) # of Family Child Care Providers	(4) # of Family Child Care Specialists
Of the number of child development staff by position, the number with the following degrees or credentials:				
a. An advanced degree in/licensed as:				
1. 1. Social work/ Licensed clinical social worker (LCSW)/ Licensed master social worker (LCMW)	0	0	0	0
2. Marriage and family therapy/ Licensed marriage and family therapist (LMFT)	0	0	0	0
3. Psychology	0	0	0	0
4. Sociology	0	0	0	0
5. Human services (include related areas such as child and family services or social services)	0	0	0	0
6. Nursing plus Nurse Practitioner (NP) license	0	0	0	0
7. Early childhood education	0	0	0	0
8. Other	0	0	0	0
Home-Based Visitors:				
Home-Based Visitor Supervisors:				
Family Child Care Providers:				
Family Child Care Specialists:				

	(1) # of Home- Based Visitors	(2) # of Home- Based Visitor Supervisors	(3) # of Family Child Care Providers	(4) # of Family Child Care Specialists
Of the number of child development staff by position, the number with the following degrees and licenses:				
b. A baccalaureate degree in:				
1. Social work	0	0	0	0
2. Psychology	0	0	0	0
3. Sociology	0	0	0	0
4. Human services (include related areas such as child and family services or social services)	0	0	0	0
5. Nursing plus Registered Nurse (RN) license	0	0	0	0
6. Early childhood education	0	0	0	1
7. Other	0	0	0	0
Home-Based Visitors:				
Home-Based Visitor Supervisors:				
Family Child Care Providers:				
Family Child Care Specialists:				

	(1) # of Home- Based Visitors	(2) # of Home- Based Visitor Supervisors	(3) # of Family Child Care Providers	(4) # of Family Child Care Specialists
Of the number of child development staff by position, the number with the following degrees and licenses:				
c. An associate degree in:				
1. Social work	0	0	0	0
2. Psychology	0	0	0	0
3. Sociology	0	0	0	0
4. Human services (include related areas such as child and family services or social services)	0	0	0	0
5. Nursing plus Registered Nurse (RN) license	0	0	0	0
6. Early childhood education	0	0	9	7
7. Other	0	0	0	0
Home-Based Visitors:				
Home-Based Visitor Supervisors:				
Family Child Care Providers:				
Family Child Care Specialists:				

	(1) # of Home- Based Visitors	(2) # of Home- Based Visitor Supervisors	(3) # of Family Child Care Providers	(4) # of Family Child Care Specialists
Of the number of child development staff by position, the number with the following credentials:				
d. License, certification, or credential held:				
1. Nursing, non-RN, i.e. LPN, CNA, etc.	0	0	0	0
2. Family development credential (FDC)	0	0	0	0
3. Child development associate credential (CDA)	0	0	21	0
4. State-awarded certification, credential, or license appropriate to the option in which they are working, i.e. home-based option or family child care option	0	0	36	0
5. Other	0	0	0	0
Home-Based Visitors:				
Home-Based Visitor Supervisors:				
Family Child Care Providers:				
Family Child Care Specialists:				

	(1) # of Home- Based Visitors	(2) # of Home- Based Visitor Supervisors	(3) # of Family Child Care Providers	(4) # of Family Child Care Specialists
Of the number of child development staff by position:				
e. The number who do not have the qualifications listed in B.9.a through B.9.d	0	0	8	0
Of the child development staff in B.9.e above, the number enrolled in:				
1. An advanced degree or license	0	0	0	0
2. A baccalaureate degree	0	0	0	0
3. An associate degree	0	0	1	0
4. Studies leading to a non-degree license, certificate, or credential	0	0	7	0

NON-SUPERVISORY CHILD DEVELOPMENT STAFF

Child development staff - ethnicity

B.12 Ethnicity:	# of non-supervisory child development staff
a. Hispanic or Latino origin	115
b. Non-Hispanic or Non-Latino origin	0

Child development staff - race

B.13 Race:	# of non-supervisory child development staff
a. American Indian or Alaska Native	0
b. Asian	0
c. Black or African American	0
d. Native Hawaiian or other Pacific Islander	0
e. White	107
f. Biracial/Multi-racial	1
g. Other	0
h. Unspecified	7
1. Explain: Staff did not specify race	

Child development staff - language

	# of non-supervisory child development staff
B.14 The number who are proficient in a language(s) other than English	115
a. Of these, the number who are proficient in more than one language other than English	0
B.15 Language groups in which staff are proficient	# of non-supervisory child development staff
a. Spanish	115
b. Native Central American, South American, and Mexican Languages	0
c. Caribbean Languages	0
d. Middle Eastern & South Asian Languages	0
e. East Asian Languages	0
f. Native North American/Alaska Native Languages	0
g. Pacific Island Languages	0
h. European & Slavic Languages	0
i. African Languages	0
j. Other	0
k. Unspecified	0

Child development staff - classroom teacher turnover

	# of classroom teachers
B.16 The number of classroom teachers who left your program during the year.	7
B.17 Of these, the number who left for the following reasons:	# of classroom teachers
a. Higher compensation/benefits package in the same field	2
b. Change in job field	2
c. Other	3
1. Comments: No longer meet job requirements	
B.18 Number of classroom teacher vacancies in your program that remained unfilled for a period of 3 months or longer	1
B.19 Number of classroom teachers hired during the year due to turnover	0

Child development staff - home-based visitor turnover

	# of home-based visitors
B.20 The number of home-based visitors who left the program during the year	0
B.21 Of these, the number who left for the following reasons:	
a. Higher compensation/benefits package in the same field	0
b. Change in job field	0
c. Other	0
1. Comments: null	
B.22 Number of home-based visitor vacancies in the program that remained unfilled for a period of 3 months or longer	0
B.23 Number of home-based visitors hired during the year due to turnover	0

FAMILY & COMMUNITY PARTNERSHIPS STAFF

Family & community partnerships staff - qualifications

	(1) # of family workers	(2) # of FCP supervisors
B.24 Total number of family & community partnerships staff	19	1
a. Of the FCP supervisors, the number who work directly with families, i.e. staff with a family caseload		0
B.25 Of the family & community partnerships staff, the number with the following education	(1) # of family workers	(2) # of FCP supervisors
a. A related advanced degree	0	0
b. A related baccalaureate degree	4	0
c. A related associate degree	0	1
d. GED or high school diploma	15	0
B.26 Of the family & community partnerships staff who do not have a degree, the number in training leading to a related degree or credential	0	0
B.27 Comments on staff shared by Head Start and Early Head Start programs:		

	# of ECD managers/ coordinators
B.28 Total number of education & child development managers/coordinators	1
	# of ECD managers/ coordinators
Of the education & child development managers/coordinators, the number with the following degrees or credentials:	
a. An advanced degree in early childhood education, or an advanced degree in any field and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children	1
b. A baccalaureate degree in early childhood education, or a baccalaureate degree in any field and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children	0
	# of ECD managers/ coordinators
Of the education & child development managers/coordinators, the number with the following degrees or credentials:	
c. An associate degree in early childhood education, or an associate degree in any field and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children	0
Of the education & child development managers/coordinators preschool child development staff in B.28.c above, the number enrolled in:	
1. A baccalaureate degree in early childhood education, or a baccalaureate degree in any field and coursework equivalent to a major relating to early childhood education	0
	# of ECD managers/ coordinators
Of the education & child development managers/coordinators, the number with the following degrees or credentials:	
d. A Child Development Associate (CDA) credential or state-awarded preschool, infant/toddler, family child care or home-based certification, credential, or licensure that meets or exceeds CDA requirements	0
Of the education & child development managers/coordinators preschool child development staff in B.28.d above, the number enrolled in:	
1. A baccalaureate degree in early childhood education, or a baccalaureate degree in any field and coursework equivalent to a major relating to early childhood education	0
	# of ECD managers/ coordinators
Of the education & child development managers/coordinators, the number with the following degrees or credentials:	
e. None of the qualifications listed in B.28.a through B.28.d	0
Of the education & child development managers/coordinators preschool child development staff in B.28.e above, the number enrolled in:	
1. A baccalaureate degree in early childhood education, or a baccalaureate degree in any field and coursework equivalent to a major relating to early childhood education	0
B.29 Comments on education & child development managers/coordinators shared by Head Start and Early Head Start programs:	

C. CHILD & FAMILY SERVICES

HEALTH SERVICES

Health insurance - children

	(1) # of children at enrollment	(2) # of children at end of enrollment year
C.1 Number of all children with health insurance	760	765
a. Number enrolled in Medicaid and/or CHIP	751	757
b. Number enrolled in state-only funded insurance (for example, medically indigent insurance)	1	0
c. Number with private health insurance (for example, parent's insurance)	6	6
d. Number with health insurance other than those listed above, for example, Military Health (Tri-Care or CHAMPUS)	2	2
1. Specify	C.1.d: Private Insurance	
C.2. Number of children with no health insurance	9	4

Medical

Medical home - children

	(1) # of children at enrollment	(2) # of children at end of enrollment year
C.5 Number of children with an ongoing source of continuous, accessible health care	765	768
C.6 Number of children receiving medical services through the Indian Health Service	0	0
C.7 Number of children receiving medical services through a migrant community health center	442	459

Medical services - children

	(1) # of children at enrollment	(2) # of children at end of enrollment year
C.8 Number of all children who are up-to-date on a schedule of age-appropriate preventive and primary health care, according to the relevant state's EPSDT schedule for well child care	500	734
		# of children at end of enrollment year
a. Of these, the number diagnosed by a health care professional with a chronic condition needing medical treatment since last year's PIR was reported		226
1. Of these, the number who have received or are receiving medical treatment		224
b. Specify the primary reason that children who needed medical treatment, for any chronic condition diagnosed by a health care professional since last year's PIR was reported, did not receive it:		Children left the program before their appointment date

C.9 Number of all children who received medical treatment for the following chronic conditions since last year's PIR was reported, regardless of when the condition was first diagnosed by a health care professional:	# of children
a. Anemia	43
b. Asthma	82
c. Hearing Difficulties	19
d. Vision Problems	24
e. High Lead Levels	6
f. Diabetes	0

Body Mass Index (BMI) - children (HS and Migrant programs)

C.10 Number of all children who are in the following weight categories according to the 2000 CDC BMI-for-age growth charts	# of children at enrollment
a. Underweight (BMI less than 5th percentile for child's age and sex)	9
b. Healthy weight (at or above 5th percentile and below 85th percentile for child's age and sex)	261
c. Overweight (BMI at or above 85th percentile and below 95th percentile for child's age and sex)	82
d. Obese (BMI at or above 95th percentile for child's age and sex)	109

Immunization services - children

	(1) # of children at enrollment	(2) # of children at end of enrollment year
C.11 Number of children who have been determined by a health care professional to be up-to-date on all immunizations appropriate for their age	758	767
C.12 Number of children who have been determined by a health care professional to have received all immunizations possible at this time, but who have not received all immunizations appropriate for their age	9	2
C.13 Number of children who meet their state's guidelines for an exemption from immunizations	0	0

Dental

Dental home - children

	(1) # of children at enrollment	(2) # of children at end of enrollment year
C.17 Number of children with continuous, accessible dental care provided by a dentist	726	769

Preschool dental services (HS and Migrant programs))

	# of children
C.18 Number of children who received preventive care since last year's PIR was reported	427
C.19 Number of all children, including those enrolled in Medicaid or CHIP, who have completed a professional dental examination since last year's PIR was reported	453
a. Of these, the number of children diagnosed as needing treatment since last year's PIR was reported.	171
1. Of these, the number of children who have received or are receiving treatment	165
b. Specify the primary reason that children who needed dental treatment did not receive it:	Parents did not keep/make appointment

Infant and toddler preventive dental services (EHS and Migrant programs)

	# of children at end of enrollment year
C.20 Number of all children who are up-to-date on a schedule of age-appropriate preventive and primary oral health care according to the relevant state's EPSDT schedule	305

MENTAL HEALTH SERVICES

Mental health professional

	# of hours
C.22 Average total hours per operating month a mental health professional(s) spends on-site	8

Mental health services

C.23 Indicate the number of enrolled children who were served by the mental health (MH) professional(s) since last year's PIR was reported.	# of children at end of enrollment year
a. Number of children for whom the MH professional consulted with program staff about the child's behavior / mental health	3
1. Of these, the number for whom the MH professional provided three or more consultations with program staff since last year's PIR was reported	1
b. Number of children for whom the MH professional consulted with the parent(s) / guardian(s) about their child's behavior/mental health	2
1. Of these, the number for whom the MH professional provided three or more consultations with the parent(s) / guardian(s) since last year's PIR was reported	1
c. Number of children for whom the MH professional provided an individual mental health assessment	3
d. Number of children for whom the MH professional facilitated a referral for mental health services	2

Mental health referrals

	# of children at end of enrollment year
C.24 Number of children who were referred by the program for mental health services outside of Head Start since last year's PIR was reported	0
a. Of these, the number who received mental health services since last year's PIR was reported	0

DISABILITIES SERVICES

Preschool disabilities services (HS and Migrant programs)

	# of children
C.25 Number of children enrolled in the program who have an Individualized Education Program (IEP) indicating they have been determined eligible by the LEA to receive special education and related services	67
a. Of these, the number who were determined eligible to receive special education and related services:	# of children
1. Prior to enrollment into the program for this enrollment year	52
2. During this enrollment year	15
b. Of these, the number who have not received special education and related services	0

Infant and toddler Part C early intervention services (EHS and Migrant programs)

	# of children
C.26 Number of children enrolled in the program who have an Individualized Family Service Plan (IFSP) indicating they have been determined eligible by the Part C Agency to receive early intervention services under the Individuals with Disabilities Education Act (IDEA)	20
a. Of these, the number who were determined eligible to receive early intervention services:	# of children
1. Prior to enrollment into the program for this enrollment year	7
2. During this enrollment year	13
b. Of these, the number who have not received early intervention services under IDEA	0

Preschool primary disabilities (HS and Migrant programs)

	(1) # of children determined to have this disability	(2) # of children receiving special services
C.27 Diagnosed primary disability		
a. Health impairment(i.e. meeting IDEA definition of 'other health impairments')	1	1
b. Emotional disturbance	0	0
c. Speech or language impairments	57	57
d. Intellectual disabilities	1	1
e. Hearing impairment, including deafness	6	6
f. Orthopedic impairment	0	0
g. Visual impairment, including blindness	1	1
h. Specific learning disability	0	0
i. Autism	1	1
j. Traumatic brain injury	0	0
k. Non-categorical/developmental delay	0	0
l. Multiple disabilities (excluding deaf-blind)	0	0
m. Deaf-blind	0	0

EDUCATION AND DEVELOPMENT TOOLS/APPROACHES

Screening

	# of children
C.28 Number of all newly enrolled children since last year's PIR was reported	312
C.29 Number of all newly enrolled children who completed required screenings within 45 days for developmental, sensory, and behavioral concerns since last year's PIR was reported	295
a. Of these, the number identified as needing follow-up assessment or formal evaluation to determine if the child has a disability	49
C.30 The instrument(s) used by the program for developmental screening:	
ASQ- 3 (Ages & Stages Questionnaire)	

Assessment

C.31 Approach or tool(s) used by the program to support ongoing child assessment:	
Name/title	Locally designed
DRDP-I/T (Desired Results Developmental Profile- Infant/Toddler)	No
DRDP (Desired Results Developmental Profile)	No

Curriculum

C.32 What curriculum does your program use:	
a. For center-based services:	
Name/title	Locally designed
Creative Curriculum (PreSchool)	No
Creative Curriculum (Infant & Toddler)	No
b. For family child care services:	
Name/title	Locally designed
Creative Curriculum (Other)	No
c. For home-based services:	

STAFF-CHILD INTERACTION OBSERVATION TOOLS

	# of families at enrollment
C.33 Does the program routinely use staff-child interaction observation tools to assess quality?	Yes
C.34 If yes, interaction observation tool(s) used by the program:	
(1) Name/title	(2) Locally designed
a. Center-based settings	Classroom Assessment Scoring System (CLASS) No
b. Home-based settings	
c. Family child care settings	FCCH Monitoring Instrument Yes

FAMILY AND COMMUNITY PARTNERSHIPS

Number of families

	# of families at enrollment
C.35 Total number of families:	597
a. Of these, the number of two-parent families	466
b. Of these, the number of single-parent families	131

Employment

	# of families at enrollment
C.36 Of the number of two-parent families, the number of families in which:	
a. Both parents/guardians are employed	457
b. One parent/guardian is employed	9
c. Both parents/guardians are not working (i.e. unemployed, retired, or disabled)	0

	# of families at enrollment
C.37 Of the number of single-parent families, the number of families in which:	
a. The parent/guardian is employed	131
b. The parent/guardian is not working (i.e. unemployed, retired, or disabled)	0

	# of families at enrollment
C.38 The number of all families in which at least one parent/guardian is a member of the United States military on active duty	0

Federal or other assistance

	# of families
C.39 Total number of families receiving any cash benefits or other services under the Federal Temporary Assistance for Needy Families (TANF) Program	11
C.40 Total number of families receiving Supplemental Security Income (SSI)	2
C.41 Total number of families receiving services under the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)	579
C.42 Total number of families receiving services under the Supplemental Nutrition Assistance Program (SNAP), formerly referred to as Food Stamps	200

Job training/school

	# of families at enrollment
C.43 Of the number of two-parent families, the number of families in which:	
a. Both parents/guardians are in job training or school	0
b. One parent/guardian is in job training or school	3
c. Neither parent/guardian is in job training or school	463

	# of families at enrollment
C.44 Of the number of single-parent families, the number of families in which:	
a. The parent/guardian is in job training or school	0
b. The parent/guardian is not in job training or school	131

Parent/guardian education

C.45 Of the total number of families, the highest level of education obtained by the child's parent(s) / guardian(s)	# of families at enrollment
a. An advanced degree or baccalaureate degree	0
b. An associate degree, vocational school, or some college	25
c. A high school graduate or GED	63
d. Less than high school graduate	509

Family services

C.46 Report the number of families who received the following services since last year's PIR was reported	# of families
a. Emergency/crisis intervention such as meeting immediate needs for food, clothing, or shelter	9
b. Housing assistance such as subsidies, utilities, repairs, etc.	17
c. Mental health services	19
d. English as a Second Language (ESL) training	11
e. Adult education such as GED programs and college selection	82
f. Job training	0
g. Substance abuse prevention	10
h. Substance abuse treatment	0
i. Child abuse and neglect services	3
j. Domestic violence services	11
k. Child support assistance	2
l. Health education	207
m. Assistance to families of incarcerated individuals	1
n. Parenting education	546
o. Relationship/marriage education	11
C.47 Of these, the number that received at least one of the services listed above	560

Father involvement

C.48 Does the program have organized and regularly scheduled activities designed to involve fathers / father figures?	No
---	----

Homelessness services

	# of families
C.49 Total number of families experiencing homelessness that were served during the enrollment year	0
	# of children
C.50 Total number of children experiencing homelessness that were served during the enrollment year	0
	# of families
C.51 Total number of families experiencing homelessness that acquired housing during the enrollment year	0

Foster care and child welfare

	# of children
C.52 Total number of enrolled children who were in foster care at any point during the program year	2
C.53 Total number of enrolled children who were referred to Head Start/Early Head Start services by a child welfare agency	0

Collaboration Agreements and Community Engagement

Child care partners

	# of formal agreements
C.54 Total number of formal agreements with Child Care Partners during program year	0
a. Of the Child Care Partners, the number of formal contractual agreements made void or broken during the program year	0

Local education agency (LEA)

	# of LEAs
C.55 Number of LEAs in the service area	2
C.56 Number of formal agreements the program has with LEAs:	# of formal agreements
a. To coordinate services for children with disabilities	2
b. To coordinate transition services	2

Public school pre-kindergarten programs

C.57 Does the program have formal collaboration and resource sharing agreements with public school pre-kindergarten programs?	No
---	----

Part C agencies

	# of Part C Agencies
C.58 Number of Part C agencies in the program's service area	2
	# of formal agreements
a. Number of formal agreements the program has with Part C agencies to coordinate services for children with disabilities	2

Child welfare agencies

C.59 Does the program have formal collaboration agreements with child welfare agencies?	No
	# of formal agreements
a. If yes, the number of formal agreements in which the program is currently participating	0

REPORTING INFORMATION

PIR Report Status	Completed
Confirmation Number	15083128534
Last Update Date	08/31/2015

PROGRAM INFORMATION REPORT SUMMARY

2014 SEASON

WHAT IS THE PROGRAM INFORMATION REPORT?

An annual report that summarizes all services provided to children and families during the program season and is due August 31st. This report reflects services provided the year before.

WHO SEES THE REPORT AND HOW IS IT USED?

The Office of Head Start, Congress, and other Federal Agencies see the report and it is used to measure program effectiveness.

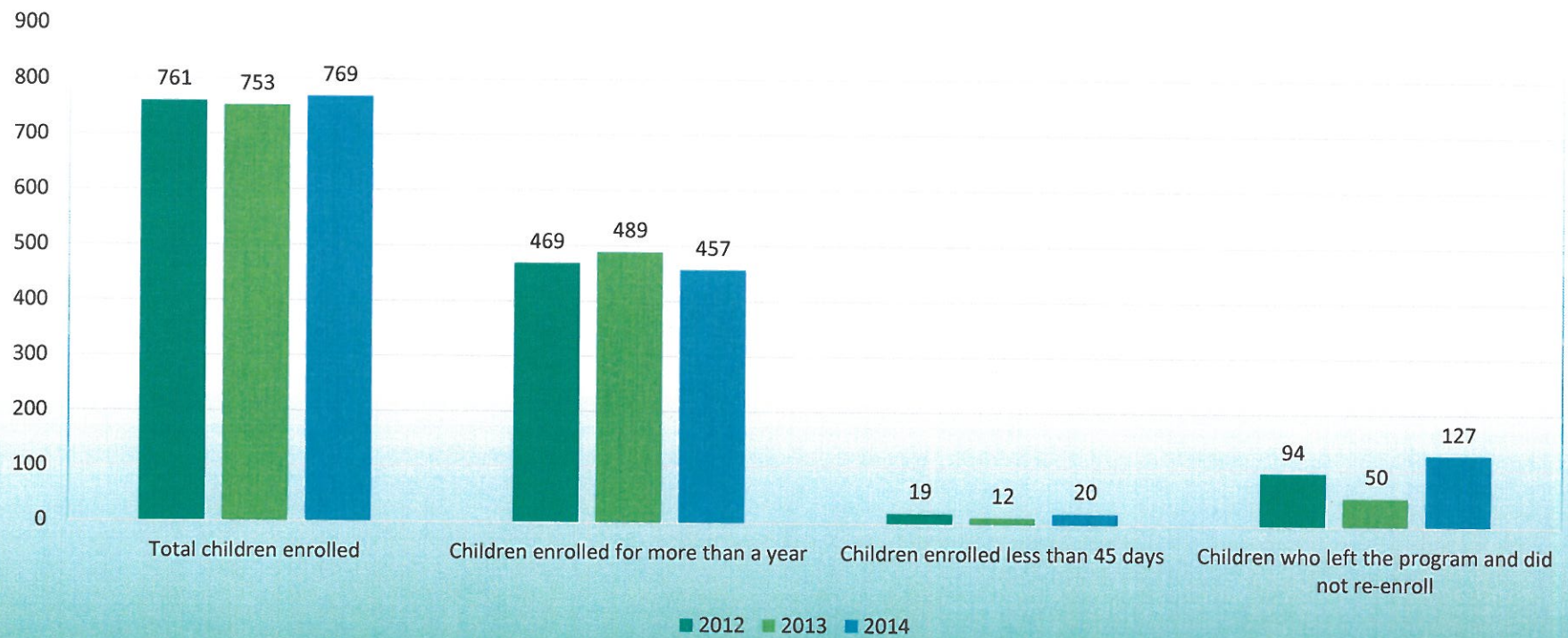
¿WHAT IS INCLUDED IN THIS REPORT?

The report has three sections:

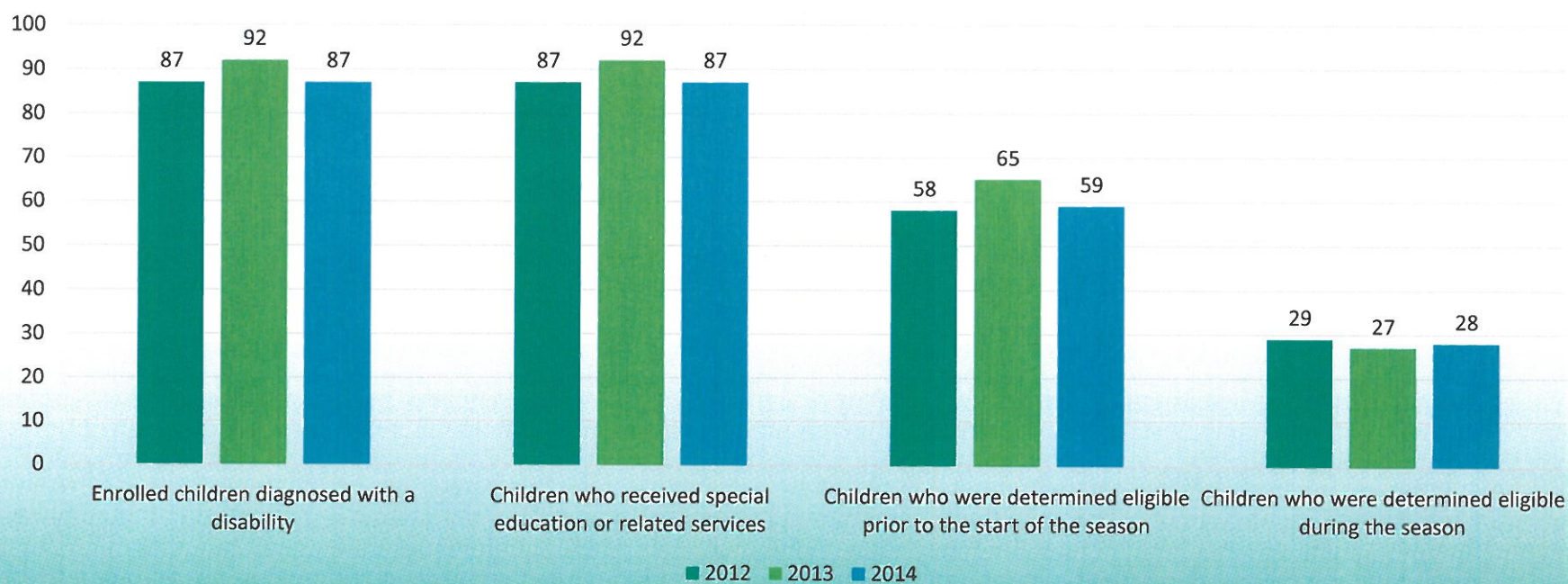
- 1) **Program Information**
 - a) Enrollment and
 - b) Demographics
- 2) **Staff**
 - a) Qualifications and
 - b) Demographics
- 3) **Services for Children and Families**
 - a) Health
 - b) Dental
 - c) Social/Emotional
 - d) Disabilities
 - e) Education
 - f) Social Services

The PowerPoint summarizes and compares services provided for three consecutive years: 2012, 2013 and 2014.

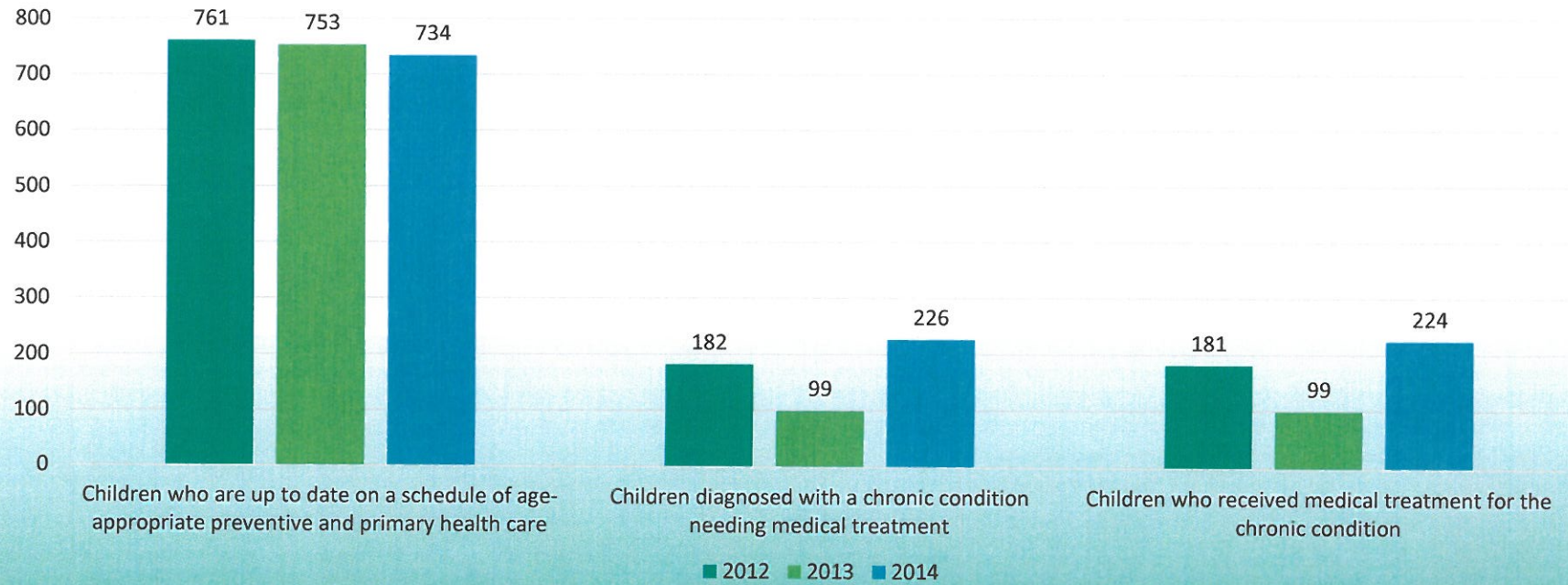
ENROLLMENT



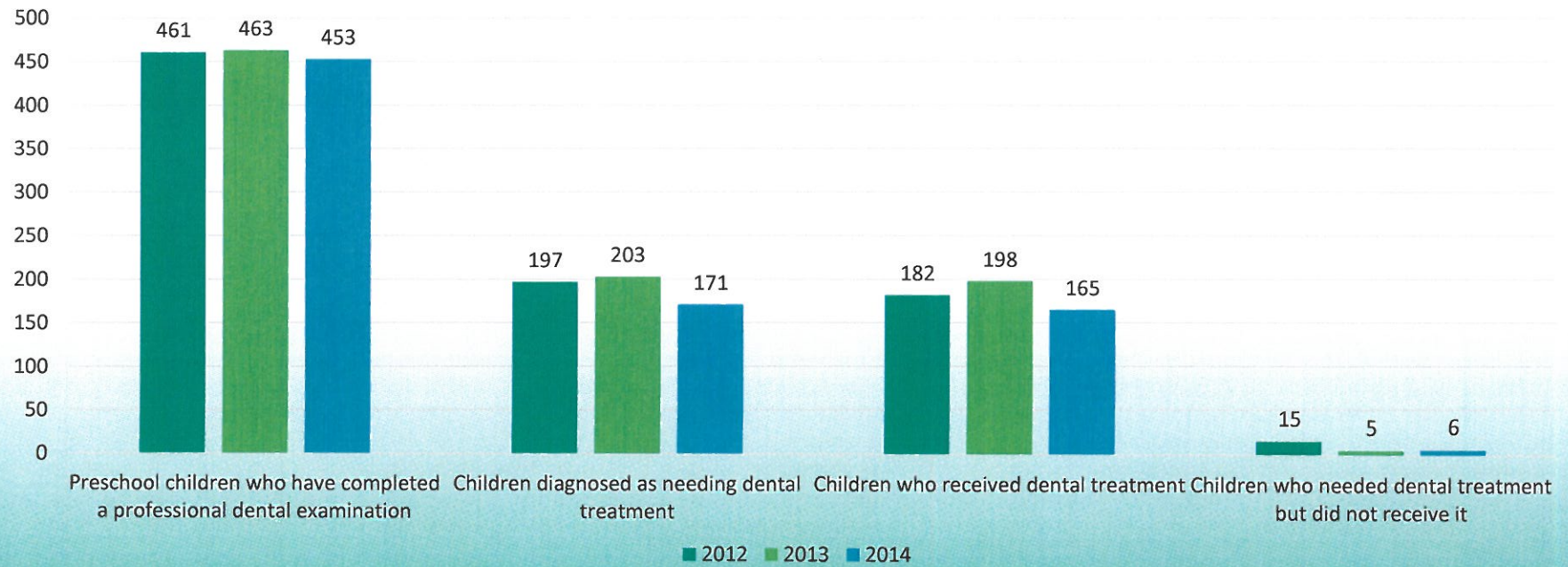
SERVICES TO CHILDREN WITH DISABILITIES



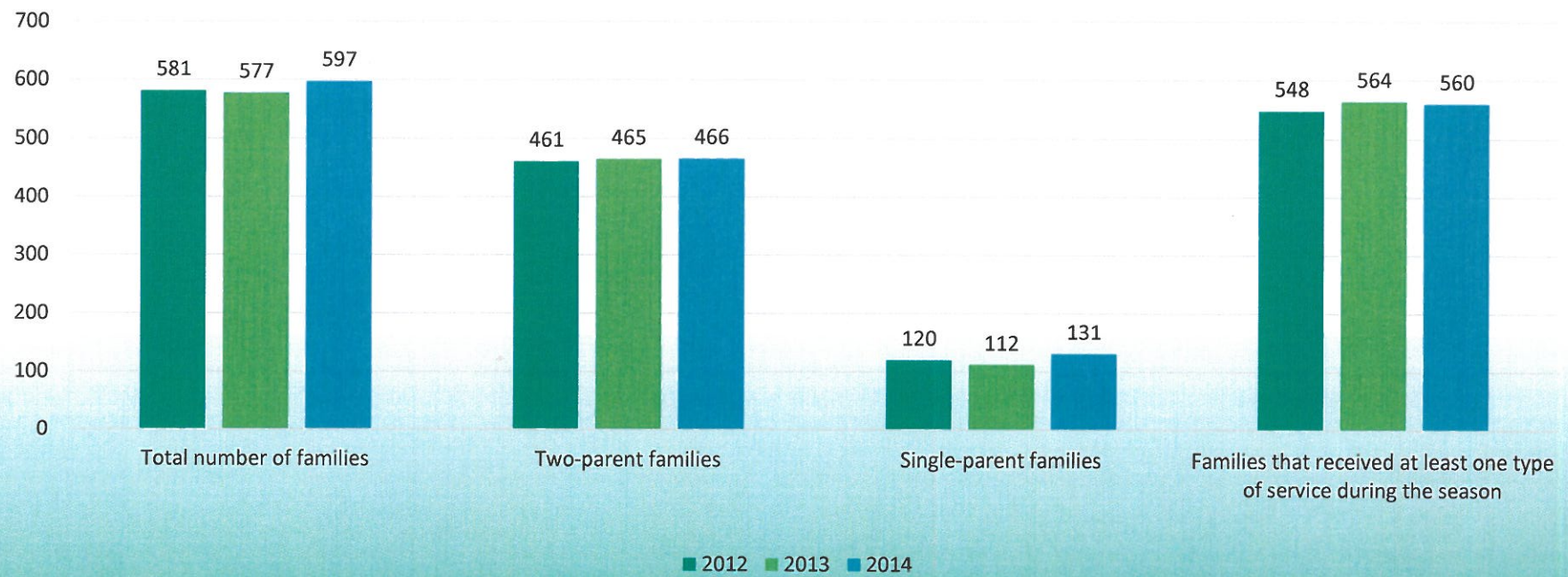
HEALTH SERVICES



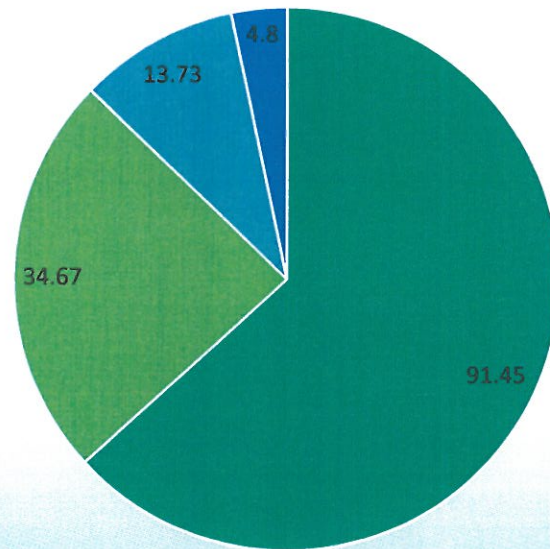
DENTAL SERVICES



FAMILY SERVICES

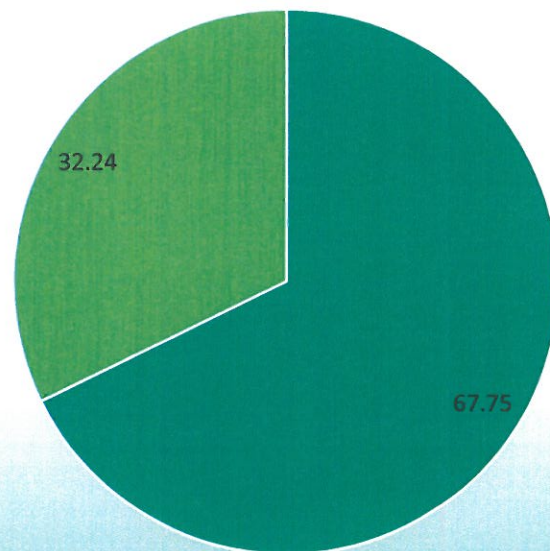


FAMILY REFERENCES PROVIDED DURING THE 2014 SEASON

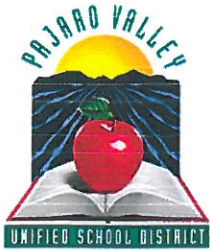


■ Parenting Education ■ Health Education ■ Adult Education such as GED programs and college selection ■ Other

2014 PRIMARY LANGUAGE OF FAMILIES



Spanish Mexican Indigenous Languages



PAJARO VALLEY UNIFIED SCHOOL DISTRICT

Board Agenda Backup

Item No: 10.8

Date: October 14, 2015

Item: Award Prop. 39 Exterior Lighting Energy Efficiency Project for Elementary and Secondary Schools

Comments: On August 10th, 2015 District staff started advertising this project in local newspapers; as well as, individual invitations to pertaining vendors. On September 16th, 2015 District staff opened three sealed bids from the following contractors:

Enlight	\$786,687.00
Circle C Electric	\$808,400.00
Fluoresco	\$832,500.00

It should be noted that this is the 3rd attempt to bid this project. 1st bid was held on June 16, 2015 with only one bid received; the bid was rejected due to too few bids. Second bid opening was held on August 5, 2015 resulting in five bids received; however, all bids were rejected because bids contained errors and a bid protest.

Overview: District staff, reviewed all 3 bid packets for this project. The apparent low bidder has been contacted and vetted to ensure their paperwork was in order. The apparent low bidder for this project is EnLight out of Pleasanton, CA with a bid amount of \$786,687.00. Enlight is also on the District's list of Pre-Qualified Contractors.

Note: Charter Schools will be done as a 2nd Phase

Recommendation: It is recommended that the Board approves Enlight's Bid Proposal and authorize the Director of Maintenance, Operations and Facilities to execute a construction agreement with the Contractor.

Budget Considerations:

Funding Source: Proposition 39 State Funds

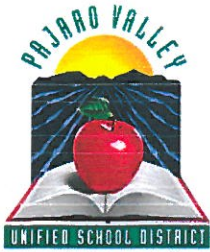
Budgeted: Yes: ☒ No: ☐

Amount: \$786,687.00

Prepared By: Richard Mullikin
Richard Mullikin, Director of Maintenance, Operations & Facilities

Superintendent's Signature: Dorma Baker
Dorma Baker

[illegible]



PAJARO VALLEY UNIFIED SCHOOL DISTRICT

Board Agenda Backup

Item No: 10.9

Date: October 14, 2015

Item: Watsonville High School – Solar Project #8509 – Notice of Completion

Overview: The District has completed the installation of the 417.6 kW Solar PV System located in the main parking lot at Watsonville High School. Bids for this project were opened on August 6, 2013 and the apparent low bidder was SunPower Corporation Systems out of Richmond, CA. The contract was approved by the Board on November 13, 2013.

The project is now completed with one(1) Change Order, which was Board Approved on August 13, 2014 for a final contract amount of \$1,784,668.30

Original Contract/PO Amount:	\$1,742,829.00
Change Order #1 (Board Approved August 13, 14)	\$41,839.30
Final Contract Amount:	\$1,784,668.30

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

Budget Considerations:

Funding Source: Measure L Bond Funds

Budgeted: Yes: ☒ No: ☐

Amount: \$1,784,668.30

Prepared By: Richard Mullikin
Richard Mullikin, Director of Maintenance, Operations & Facilities

Superintendent's Signature: Dorma Baker
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 Rd., 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 1, 2015 The work done was:
Installation of a 417.6kWp Fixed Tilt Solar Photovoltaic System in the main parking lot (located at Blackburn Street)

7. The name of the contractor, if any, for such work of improvements was: SUNPOWER CORPORATION

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

Watsonville High School

9. The Street address of said property is 250 East Beach Street, Watsonville, CA 95076 APN# 017-131-08

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

Richard Mullikin

Director of Operations,
Facilities and Maintenance

Dated: October 15, 2015

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

VERIFICATION

I, the undersigned, say: I am the Director of Maintenance, Operations & Facilities of Pajaro Valley Unified School District the declarant of the
("PRESIDENT OF", "MANAGER OF", "PARTNER OF", "OWNER OF", ETC.)

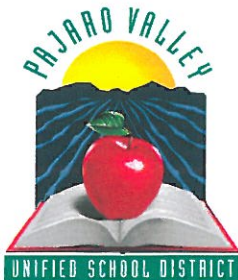
foregoing Notice of Completion. I have read said Notice of Completion and know the contents thereof; the same is true of my own knowledge. I declare under penalty of perjury that the foregoing is true and correct.

Executed On: 10/15/15 AT Watsonville California 95076
(DATE) (CITY) (STATE) (ZIP)

x Richard Mullikin

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

DSA#: 01-114133
File#: 44-H5



PAJARO VALLEY UNIFIED SCHOOL DISTRICT

Board Agenda Backup

Item No: **12.1**

Date: October 14, 2015

Item: Report on school best practices

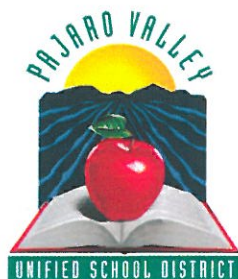
Overview: Michael Berman, principal from HA Hyde, will present on parent education training series.

Recommendation: Report item only.

Prepared By: Lisa Aguerria Lewis, Assistant Superintendent & Michael Berman, Principal

Superintendent's Signature: _____

Dorma Baker



PAJARO VALLEY UNIFIED SCHOOL DISTRICT

Board Agenda Backup

Item No: 13.2

Date: October 14, 2015

Item: Job Description – Business Information Systems Analyst

Overview: Over two years ago the District moved into a different comprehensive business system called Digital Schools, which maintains the information for human resources, payroll, finance, accounting, and purchasing. The District works closely with the Santa Cruz County Office of Education (COE) in this system, but due to the size of our District there has become a need to have a position in the District which acts partially as a liaison with the COE and also works with all the mentioned departments on business systems and the flow of work in order to utilize Digital Schools to its fullest capabilities. This position will supervise classified positions, so it is placed on the classified management salary schedule.

The job description will be taken to the Personnel Commission at their October 15th meeting.

Recommendation: Approve the job description for Business Information Systems Analyst on Range 37 of the classified management salary schedule.

Budget Considerations: General Fund

Budgeted: Yes: ☒ No: ☐

Prepared By: Pam Shanks, Director Classified Human Resources

Superintendent's Signature:

Dorma Balen

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

CLASS TITLE: BUSINESS INFORMATION SYSTEMS ANALYST

BASIC FUNCTION:

Under the direction of the Chief Business Official creates end user business solutions in district wide business information system, which includes human resources, payroll, finance, budget preparation and purchasing. Ensures district business requirements are met and business operations are effective and efficient through their functional knowledge of the business information application. Provides a wide variety of project management, business process application, implementation services and services to district wide end users; supervise and evaluate the performance of assigned personnel.

REPRESENTATIVE DUTIES:

ESSENTIAL DUTIES:

Provide project management, implementation and testing of district business information systems; monitors and communicates progress of projects; translates business requirements into business solutions utilizing information systems functionality; and acts as liaison between district and county office of education to configure business solutions to ensure business requirements are met.

Communicate with management to discuss potential business information systems strategies to improve business workflow; automate business processes by using information system workflow technology; develops, with end users, test plans and procedures for implementation of added functionality, custom reports, and system upgrades; responds to end user requests for assistance.

Provide training of business information system; develop courses and training materials for a diverse level of learning needs; utilize various formats for training including classroom, on-line distance learning, webinars and others; make technical presentations to a variety of audiences.

Supervise and evaluate the performance of assigned staff; interview and select employees and recommend transfers, reassignment, termination and disciplinary actions; provide or coordinate staff training.

Develop end user reports utilizing the business information system report writer and query tools; extract files/data from business information system utilizing reporting tools such as spreadsheets or word processing software.

Perform system administration duties such as additions or deletions of users; develop and maintain appropriate levels of system access through security systems of the business information system.

Tracks functional upgrades in new releases of the business information system; educate end users on new functionality and implements new functionality as needed.

September 2015

PS 9/20/15

Operate with fluency a variety of technology devices including but not limited to a telephone, copier, computer and assigned software.

OTHER DUTIES:

Perform related duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Comprehensive business information systems analysis and the business modules associated with human resources, payroll, finance, budget, and purchasing.

Project management and business information systems solutions implementation.

Problem diagnosis and troubleshooting techniques.

Basic theory, methods and practices of financial and statistical record keeping.

Security methods for managing business information system access.

Information and data gathering and presentation techniques.

Business information systems terminology, concepts, functions, policies and procedures.

Training and documentation methodologies.

Principles and practices of administration, supervision and training.

Organizational operations, policies and objectives.

Principles and methods of automated records system management.

Custom report writing utilizing the business information system report writer and query tools.

Oral and written communication skills.

Interpersonal skills using tact, patience and courtesy.

Operation of a variety of technology devices, programs, and applications.

Modern office practices, procedures and equipment.

ABILITY TO:

Develop, communicate and execute detailed project plans.

Define and document business requirements.

Create reports utilizing business information system report writer and query tools.

Read, understand, interpret and apply business information system manuals.

Develop and conduct business information system training programs for personnel.

Supervise and evaluate the performance of assigned personnel.

Communicate effectively both orally and in writing.

Operate fluently a variety of technology devices, programs and applications.

Establish and maintain cooperative and effective working relationships with others.

Maintain records and prepare reports.

Determine appropriate action within clearly defined guidelines.

Work independently with little direction.

Meet schedules and time lines.

Plan and organize work.

Prioritize and schedule work.

Maintain current knowledge of business information systems in the field.

EDUCATION AND EXPERIENCE:

Any combination equivalent to: Bachelor's degree and three years' experience in business systems analysis, design or project management.

LICENSES AND OTHER REQUIREMENTS:

Valid California driver's license.

WORKING CONDITIONS:

ENVIRONMENT:

Office environment.

Driving a vehicle to conduct work.

Constant interruptions.

PHYSICAL DEMANDS:

Hearing and speaking to exchange information and make presentations.

Dexterity of hands and fingers to operate a computer keyboard.

Sitting or standing for extended periods of time.

Seeing to perform assigned activities.

Bending at the waist, kneeling or crouching.

Approved by Board of Trustees: TBD

Approved by Personnel Commission: TBD



Pajaro Valley Unified School District
2015-2016
MANAGEMENT SALARY SCHEDULE

July 1, 2015

Classified Job Classification	Range	Work Days	1	2	3	4	5	6	7	Masters
Coordinator/Special Programs	20	261	47,928	49,356	50,844	52,356	53,928	55,560	57,216	1,318
Supervisor, Food & Nutrition Services Operations	25	261	55,560	57,216	58,932	60,708	62,520	64,404	66,336	1,528
Supervisor, Food & Nutrition Services Nutrition Education	25	261	55,560	57,216	58,932	60,708	62,520	64,404	66,336	1,528
Supervisor, MSHS Parent Involvement*	27	205	49,459	50,948	52,472	54,049	55,661	57,325	59,060	1,360
Supervisor, MSHS Program Operations*	27	215	51,717	53,275	54,868	56,517	58,203	59,943	61,757	1,422
Supervisor, MSHS Health Services*	27	215	51,717	53,275	54,868	56,517	58,203	59,943	61,757	1,422
Coordinator, Identification and Recruitment	27	261	58,932	60,708	62,520	64,404	66,336	68,316	70,368	1,621
Applications Analyst I	29	261	62,520	64,404	66,336	68,316	70,368	72,480	74,652	1,716
Energy Education Manager	29	261	62,520	64,404	66,336	68,316	70,368	72,480	74,652	1,716
Fleet Maintenance Manager	29	261	62,520	64,404	66,336	68,316	70,368	72,480	74,652	1,716
Supervisor, Custodial Operations	30	261	64,404	66,336	68,316	70,368	72,480	74,652	76,896	1,776
Supervisor, Maintenance	30	261	64,404	66,336	68,316	70,368	72,480	74,652	76,896	1,776
Supervisor, Transportation	30	261	64,404	66,336	68,316	70,368	72,480	74,652	76,896	1,776
Supervisor, Accounting	33	261	70,368	72,480	74,652	76,896	79,212	81,588	84,024	1,932
Supervisor, Payroll & Benefits	33	261	70,368	72,480	74,652	76,896	79,212	81,588	84,024	1,932
Supervisor, Planning-Facilities	33	261	70,368	72,480	74,652	76,896	79,212	81,588	84,024	1,932
Behaviorist*	35	181	51,770	53,326	54,932	56,581	58,269	60,018	61,815	1,424
Risk and Safety Manager	36	261	76,896	79,212	81,588	84,024	86,544	89,136	91,824	2,112
Director, Purchasing	37	261	79,212	81,588	84,024	86,544	89,136	91,824	94,572	2,184
Director, Transportation	37	261	79,212	81,588	84,024	86,544	89,136	91,824	94,572	2,184
Network Engineer	37	261	79,212	81,588	84,024	86,544	89,136	91,824	94,572	2,184
Senior Applications Analyst	37	261	79,212	81,588	84,024	86,544	89,136	91,824	94,572	2,184
Business Information Systems Analyst	37	261	79,212	81,588	84,024	86,544	89,136	91,824	94,572	2,184
Assistant Director, Technology	38	261	81,588	84,024	86,544	89,136	91,824	94,572	97,440	2,244
Director, Food & Nutrition Services	40	261	86,544	89,136	91,824	94,572	97,404	100,332	103,332	2,376
Director, Maintenance & Operations & Facilities	41	261	89,136	91,824	94,572	97,404	100,332	103,332	106,440	2,448
Director, Technology Services	42	261	91,824	94,572	97,404	100,332	103,332	106,440	109,632	2,520
Director, Finance	43	261	94,572	97,404	100,332	103,332	106,440	109,632	112,932	2,604
Director, Human Resources (Classified)	43	261	94,572	97,404	100,332	103,332	106,440	109,632	112,932	2,604

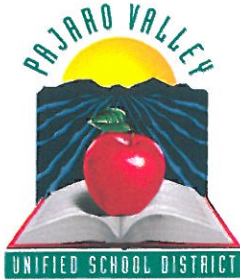
* Salary does not include vacation or holidays. Pro-rata vacations and holidays will be added to salary.

Masters Stipend = 2.75% Step 1

Administrators with a PhD receive an additional stipend of 1.0% of the Base Salary

Reflects 7 percent increase effective 7/1/13

Updated as of 10/14/15 Board Meeting



PAJARO VALLEY UNIFIED SCHOOL DISTRICT

Board Agenda Backup

Item No: 13.3

Date: October 14, 2015

Item: Resolution #15-16-07, Recognizing October 11 -17, 2015 as Week of School Administrators

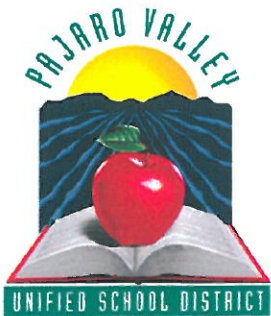
Overview: California school communities honor school leaders during the Week of the School Administrator each year during the second full week of October (Ed Code 44015.1). This year the Week of the School Administrator will be celebrated October 11 -17, 2015.

Recommendation: It is recommended that the Board approve Resolution #15-16-07 for the Week of the School Administrator.

Prepared By: Ian MacGregor, Assistant Superintendent, Human Resources

Superintendent's Signature:

Dorma Baker



PAJARO VALLEY UNIFIED SCHOOL DISTRICT

RESOLUTION #15-16-07 WEEK OF THE SCHOOL ADMINISTRATOR, OCTOBER 11 – 17, 2015

WHEREAS, Leadership Matters for California's public education system and the more than 6 million students it serves;

WHEREAS, School administrators are passionate, lifelong learners who believe in the value of quality public education, and

WHEREAS, the title "school administrator" is a broad term used to define many education leadership posts. Superintendents, assistant superintendents, principals, assistant principals, special education and adult education leaders, curriculum and assessment leaders, school business officials, classified education leaders, and other school district employees are considered administrators; and

WHEREAS, Providing quality service for student success is paramount for the profession; and

WHEREAS, Most school administrators began their careers as teachers. The average administrator has served in public education for more than a decade. Most of California's superintendents have served in education for more than 20 years. Such experience is beneficial in their work to effectively lead public education and improve student achievement; and

WHEREAS, Public schools operate with lean management systems. Across the nation, public schools employ fewer managers and supervisors than most public and private sectors industries including transportation, food service, manufacturing, utilities, construction, publishing and public administration; and

WHEREAS; School leaders depend on a network of support from school communities- fellow administrators, teachers, parents, students, businesses, community members, board trustees, colleges and universities, community and faith-based organizations, elected officials and district and county staff and resources-to promote ongoing student achievement and school success; and

WHEREAS, Research shows great schools are led by great principals, and great districts are led by great superintendents. These site leaders are supported by extensive administrative networks throughout the state; and

WHEREAS, the State of California has declared the second full week of October as the "Week of the School Administrator" in Education Code 44015.1; and

WHEREAS, the future of California's public education system depends upon the quality of its leadership; now therefore

BE IT RESOLVED, by the governing board of the Pajaro Valley Unified School District, that all school leaders in the Pajaro Valley Unified School District be commended for the contributions they make to successful student achievement.

PASSED AND ADOPTED ON WEDNESDAY, OCTOBER 14, 2105 BY THE FOLLOWING

VOTE: AYES: ____; NAYS: ____; ABSTENTIONS: ____; ABSENT: ____

Jeff Ursino, President of the Board