



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 24, 2012 REGULAR BOARD MEETING

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

PUBLIC SESSION – 7:00 p.m.

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

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

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

Notice to the Audience on Public Comment

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

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

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

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

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

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

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

1.1 Call to Order

1.2 Public comments on closed session agenda.

2.0 CLOSED SESSION (AND AFTER REGULAR SESSION IF NECESSARY)

- 2.1 Public Employee Appointment/Employment, Government Code Section 54957
 - a. Certificated Employees (see Attached)
 - b. Classified Employees (see attached)
- 2.2 Public Employee Discipline/Dismissal/Release/Leaves
- 2.3 Negotiations Update
 - a. CSEA
 - b. PVFT
 - c. Unrepresented Units: Management and Confidential
 - d. Substitutes – Communication Workers of America (CWA)
- 2.4 Claims for Damages
 - Jacobs vs. PUVSD
- 2.5 Pending Litigation
- 2.6 Anticipated Litigation
- 2.7 Real Property Negotiations
- 2.8 4 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, Doug Keegan, Karen Osmundson, Jeff Ursino, Willie Yahiro and President Leslie DeRose.
- 3.3 Superintendent Comments
- 3.4 Student Recognition
 - Brianna Melgoza-Ortiz – Freedom Elementary School
 - Brian Calamateo-Sanchez – Renaissance High School
 - Atziri Ortiz-Salinas – Renaissance High School
 - Michelle Angeles Ramirez-Trejo – Alianza Charter School
 - Holly Hernandez - Aptos High School

4.0 APPROVAL OF THE AGENDA

5.0 APPROVAL OF MINUTES

- a) Minutes for October 10, 2012

6.0 HIGH SCHOOL STUDENTS BOARD REPRESENTATIVES REPORT

7.0 POSITIVE PROGRAM REPORT

- 7.1 Report on Relay for Life 2012.
Report by Murry Schekman, Assistant Superintendent. 5 min. report; 5 min. discussion

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 October 4 - 17, 2012
The PO's will be available in the Superintendent's Office.
- 10.2 Warrants October 4 - 17, 2012
The warrants will be available in the Superintendent's Office.
- 10.3 Accept with Gratitude Donation of \$5,000 from Rowland and Patricia Rebele to Support PVUSD Scholarship Program.
- 10.4 Accept with Gratitude Donation of \$1,000 from Vivian Moutafian to Support PVUSD Scholarship Program.
- 10.5 Accept with Gratitude Donation of \$100 from John and Janet Sargent to Support PVUSD Scholarship Program.
- 10.6 Approve CAHSEE Passage Waiver for Student #12-13-01, English Language Arts, Pajaro Valley High School.
- 10.7 Approve CAHSEE Passage Waiver for Student #12-13-02, English Language Arts, Pajaro Valley High School.
- 10.8 Approve CAHSEE Passage Waiver for Student #12-13-03, English Language Arts, Pajaro Valley High School.
- 10.9 Approve Migrant and Seasonal Head Start Refunding Application for March 1, 2013 – February 28, 2014: Refunding Budget and Training & Technical Assistance Plan/Budget.
- 10.10 Approve Migrant and Seasonal Head Start Refunding Application: Goals and Objectives – Annual Update for grant Year March 1, 2013 – February 28, 2014.
- 10.11 Approve Refunding Application: 2013/14 Community Assessment Update for Fiscal Year March 1, 2013 – February 28, 2014.
- 10.12 Accept Federal On-Site Monitoring Review Report for Central California Migrant Head Start – July 22 – 27, 2012 for Migrant/Seasonal Head Start.
- 10.13 Accept 2012-13 Migrant and Seasonal Head Start Self Assessment Report.

The administration recommends approval of the Consent Agenda.

11.0 DEFERRED CONSENT ITEMS

12.0 REPORT AND DISCUSSION ITEMS

- 12.1 Report and discussion on Pajaro Valley Prevention and Student Assistance.
Report by Jenny Sarmiento, Director, PVPSA. 15 min. report; 10 min. discussion

13.0 REPORT, DISCUSSION AND POSSIBLE ACTION ITEMS

- 13.1 Report, discussion and possible action to approve Changes to Board Policy 5141.33, Head Lice.
Report by Ylda Nogueta, Assistant Superintendent. 2 min. report; 5 min. discussion
- 13.2 Report, discussion and possible action to Approve Resolution #12-13-04, Authorizing the Issuance of Pajaro Valley Unified School District 2012 General Obligation Refunding Bond.
Report by Brett McFadden, CBO. 2 min. report; 5 min. discussion

14.0 ACTION ON CLOSED SESSION

15.0 GOVERNING BOARD COMMENTS/REPORTS

16.0 UPCOMING BOARD MEETINGS/REMAINING BOARD MEETINGS FOR 2012

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.

November	▪ 14	▪
December	▪ 5 Annual Organization Mtg.	▪ Approve 1 st Interim Report

17.0 ADJOURNMENT

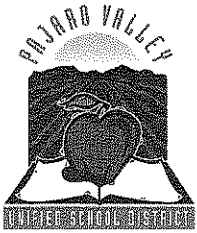
PAJARO VALLEY UNIFIED SCHOOL DISTRICT
CLOSED SESSION AGENDA
October 24, 2012

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

New Hires – Probationary	
1	Instructional Assistant I
1	Library Media Technician
New Hires	
3	Primary Teacher
1	Secondary Teacher
New Substitutes	
16	Substitutes
Promotions	
1	Office Manager
1	Instructional Assistant II
Rehires	
	None
Administrative Appointments	
1	Interim Principal
Transfers	
	None
Extra Pay Assignments	
7	Department Chairs
4	Athletic Director
15	Coaches
Extra Period Assignments	
2	Science Teachers
Leaves of Absence	
3	Primary Teacher
1	Bus Driver
1	District Receptionist
Retirements	
	None
Resignations/Terminations	
	None

Supplemental Service Agreements	
1	Parent Education Teacher
36	Primary Teacher
66	Secondary Teacher
5	Education and English Learner Services Teacher
1	Nurse
4	Special Education Teacher
52	Migrant Education Teachers
Miscellaneous Actions	
1	Instructional Assistant I
6	Instructional Assistant II
1	Account Technician
1	Behavior Technician
1	Cafeteria Manager
1	Cafeteria Manager II
Separations From Service	
1	Cafeteria Assistant
Limited Term – Projects	
1	Behavior Technician
1	Campus Safety Coordinator
2	Campus Security
4	Enrichment Specialist
1	Health Services Assistant
2	Instructional Assistant – General
1	Office Assistant II
1	Office Manager
1	Translator1
Exempt	
1	Childcare
1	Spectra Artist
1	Enrichment Specialist
8	Student Helper
Provisional	
1	Instructional Assistant I
1	Behavior Technician

Limited Term - Substitute	
1	Behavior Technician
1	Campus Safety Coordinator
2	Instructional Assistant II



October 10, 2012
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 DeRose called the meeting of the Board to order at 6:02 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	
7	<i>Instructional Assistants II</i>
1	<i>Administrative Secretary II</i>
2	<i>Bus Drivers</i>
1	<i>Human Resources Senior Analyst – Confidential</i>
2	<i>Behavior Technicians</i>
1	<i>Central Kitchen Manager</i>
New Hires	
6	Primary Teacher
2	Secondary Teacher
New Substitutes	
	None
Promotions	
1	<i>Lead Custodian II</i>
Rehires	
	None
Administrative Appointments	
1	After School Site Coordinator
2	<i>Supervisors</i>

Transfers	
	None
Extra Pay Assignments	
6	Department Chairs
3	Athletic Director
12	Coaches
2	Head Teacher
Extra Period Assignments	
	None
Leaves of Absence	
3	Primary Teacher
1	Secondary Teacher
1	Instructional Assistant II – Special Education
1	Instructional Assistant I – Special Education
1	Cafeteria Assistant
1	Custodian II
Retirements	
	None
Resignations/Terminations	
	None
Supplemental Service Agreements	
11	Primary Teacher
82	Secondary Teacher
Miscellaneous Actions	
	None
Separations From Service	
1	Campus Safety Coordinator
1	Special Education Teacher
1	After School Coordinator
Limited Term – Projects	
1	Data Entry Specialists
28	Enrichment Specialist
106	Instructional Assistant – General
1	Information Systems Support Technician
3	Office Assistant II

Exempt	
4	Childcare
1	Spectra Artist
10	Migrant OWE
20	Workability
3	Pupils
9	Student Worker
2	Yard Duty Supervisor
Provisional	
1	Instructional Assistant – General
1	Accounting Specialist II
Limited Term - Substitute	
	None

2.2 Public Employee Discipline/Dismissal/Release/Leaves

2.3 Negotiations Update

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

2.4 Claims for Damages

2.5 Pending Litigation

2.6 Anticipated Litigation

2.7 Real Property Negotiations

2.8 1 Expulsion

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

President DeRose called the meeting of the Board in public to order at 7:13 pm.

3.1 Pledge of Allegiance

Trustee De Serpa led the Board in the Pledge of Allegiance.

3.2 Welcome by Board President

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

3.3 Superintendent Comments

Superintendent Dorma Baker welcomed all office managers and office staff to the meeting and stated she was looking forward to hearing the issues that they will address.

4.0 APPROVAL OF THE AGENDA

Trustee Yahiro moved to approve the agenda, moving item 12.1 to after 6.0. Trustee Keegan seconded the motion. The motion passed unanimously.

5.0 APPROVAL OF MINUTES

a) Minutes for September 26, 2012

Trustee Ursino moved to approve the minutes of September 26, 2012. Trustee Yahiro seconded the motion. The motion passed 5/0/1 (De Serpa abstained).

6.0 HIGH SCHOOL STUDENTS BOARD REPRESENTATIVES REPORT

Aaron Romero and Alondra Aldana of Renaissance High School reported that the school was starting lunch clubs, including Leadership and Migrant Student Association clubs. They stated that students and staff are going out into the community and advocating for Measure L. Regarding sports, Ms. Aldana said that the volleyball team is doing very well and team members enjoy the weekly practices at the Boardwalk.

Ellie O'Boy of Aptos High School reported that, while the school did hold a homecoming assembly, the homecoming dance was cancelled due to a few students who played a prank. Ms. O'Boy offered an update on sports noting that many of the schools are doing very well. Students are gearing up for testing and trying to make it fun.

Yesenia Pulido of Pajaro Valley High School reported on the upcoming homecoming next week, October 19, and a parade is being planned for that day as well. Ms. Pulido thanked the Board, Mr. Brett McFadden and Mr. Murry Schekman for ensuring that the school has free water available for students. Ms. Pulido offered a positive sports update, noting that the Cheerleading team will be going to Nationals in December for the first time. The school held a successful blood drive.

Nahara Villalobos and Priscilla Ramirez of Watsonville High School spoke of students' concerns about non-working air conditioner in classrooms; the recent heat wave was very difficult for all students and teachers. Ms. Villalobos also noted that heaters are not working well either and this causes concentration problems during cold days.

12.0 REPORT AND DISCUSSION ITEMS

12.1 Report and discussion on Refinancing Opportunity: Measure J General Obligation Bond, Series B and 2005 Refunding Bonds.

Report by Brett McFadden, CBO.

Brett McFadden introduced the subject noting that this item is similar to the one in 2005 to refinance Measure J. Mr. McFadden stated that this is an opportunity for the community to save money. He introduced Mr. Tim Carty and Ivory Lee of PiperJaffray, Measure J underwriters who would present on the item.

Mr. Carty reported on the refinancing opportunity, which is similar to refinancing a home mortgage. Currently the average interest rate on old bonds is 5.25% and the proposed refinance would make it 2.28%. This action does not increase the length of the old bonds and it does not change the basic financing structure of the original bonds. The amount eligible for refinancing is \$26,900,000 as not all bonds are eligible to refinance due to their terms. Savings would be going back to taxpayers, providing an estimated savings of \$1.1 - \$1.3 million dollars.

The Board participated with comments and questions. The Board supported the idea to refinance the allowable amount and directed staff to prepare the item for action for a future meeting.

7.0 VISITOR NON-AGENDA ITEMS

The following office managers expressed their concern for the lack of office support at the sites and requested that Office Assistants be reinstated as soon as financially possible to alleviate the amount of work that is expected from office managers: Esther Morillo, Sherry Lynch, Lupe Herrera, and Anna Herrera.

Bobby Salazar, custodian, expressed his concern regarding reclassification studies in the district. He mentioned that many classified staff, including library media technicians, registrars, health assistants and office managers are overworked and are inquiring about a classification study.

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

Leticia Oropeza, CSEA president, spoke of her concern about the classification study, which was stopped in 2009 due to lack of funds. When funding is available, it is hoped that there will be opportunity to reclassify. Employees are encouraged to apply for promotion and it seems that some employees' applications are not being approved even at an initial stage; Ms. Oropeza stated that ten to twelve staff have mentioned to her that they did not make it beyond the application process and this is a concern for the executive board.

9.0 CONSENT AGENDA

Trustee Keegan moved to approve the consent agenda, noting that he was glad to see local vendors being contracted under item 9.7. Trustee Yahiro seconded the motion. The motion passed unanimously.

9.1 Purchase Orders September 20 – October 3, 2012

9.2 Warrants September 20 – October 3, 2012

9.3 Approve Williams Uniform Complaint Quarterly Report for July, August, September 2012. Number of Complaints: Zero

9.4 Approve Supplemental Educational Services Providers.

9.5 Approve Project Acceptance/Notice of Completion and Change Order Approval for Aptos Jr. High School for New Concrete Stairs and Chain Link Fencing. SDA #112260.

9.6 Approve Project Acceptance/Notice of Completion and Change Order Approval for EA Hall Middle School for Boys and Girls Bathroom Improvements. SDA #112172.

9.7 Approve Award of Contract for Office/Classroom Supplies, RFP #002-09/12.

10.0 DEFERRED CONSENT ITEMS

None.

11.0 REPORT, DISCUSSION AND POSSIBLE ACTION ITEMS

11.1 Report, discussion and possible action to approve Changes to Board Policy 5141.33, Head Lice.

Report by Ylda Nogueta, Assistant Superintendent.

Assistant Superintendent Nogueta asked the Board to table this item for a future meeting.

This item was pulled.

13.0 ACTION ON CLOSED SESSION

2.1 Public Employee Appointment/Employment, Government Code Section 54957

a. Certificated Employees

Trustee Keegan moved to approve the certificated employees report with the following additions: 1 Coordinator and 1 Principal under Administrator Appointments. Trustee Ursino seconded the motion. The motion passed unanimously.

b. Classified Employees

Trustee Keegan moved to approve the classified employees report with the following additions: 2 Supervisors under Administrative Appointments; 1 Custodian under Promotions; and 7 Instructional Aides II, 2 Bus Drivers, 1 Administrative Secretary II, 1 HR Senior Analyst Confidential, 2 Behavior

Technicians, and 1 Central Kitchen Manager under New Hire-Probationary. Trustee De Serpa seconded the motion. The motion passed unanimously.

2.7 Real Property Negotiations

Trustee Keegan reported that the Board unanimously approved a settlement in closed session.

2.8 1 Expulsion

Action on Expulsions:

Trustee Osmundson moved to approve the Administrative Panel's recommendation for the following expulsion:

12-13-011

Trustee Keegan seconded the motion. The motion passed unanimously.

14.0 GOVERNING BOARD COMMENTS/REPORTS

Trustee De Serpa reported on the Santa Cruz School Boards Association meeting, hosted at Aptos Jr. High. Assembly member Bill Monning presented and listened to our concerns and opinions about the state of education in California.

Trustee Keegan requested information on the Aptos High field and why the project was halted.

Trustee Yahiro spoke of the use of Watsonville High School gym by 6 or 7 high school teams over the weekend. Mr. Yahiro posed this as an example of the need for Measure L to pass so that all students have access to equal facilities.

President DeRose reported that she, along with trustees Ursino, Osmundson and Keegan, as well as Superintendent Baker, attended the countywide boards' dinner hosted by the County Office of Education. Congressman Farr was the keynote speaker.

15.0 UPCOMING BOARD MEETINGS/REMAINING BOARD MEETINGS FOR 2012

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.

October	▪ 24	
November	▪ 14	▪
December	▪ 5 Annual Organization Mtg.	▪ Approve 1 st Interim Report

16.0 ADJOURNMENT

There being no further business to discuss, the meeting was adjourned at 8:32 pm.

Dorma Baker, Superintendent

PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 7.1

Date: October 24, 2012

Item: Positive Program Report – Relay for Life

Overview: Thanks to the Organizers of the Relay for Life!!!

The Relay for Life, now in its 10th year in our community, continues to involve thousands of individuals, including many, many employees from the PVUSD. Their work provides strong support for folks battling cancer, their families and friends and strong support for those who have conquered the battle against cancer. The Relay for Life also raises funds that go directly to cancer research.

The Relay for Life was moved from the Santa Cruz County Fairgrounds to Watsonville High School three years ago. Many teams have formed, some from our district and some from our local community.

We invited the organizers and fans of Relay for Life to come to the October 24th Board Meeting to thank them and honor them for their continued work in our community! They will share pictures with the board highlighting the event that took place on July 21, 2012. They will also invite Board Members to form a team and participate in this coming year's Relay for Life!

Recommendation: Enjoy the Report!

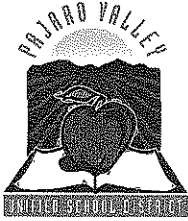
Prepared By: Murry Schekman, Assistant Superintendent

Superintendent's Signature:

Dorma Bet



PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 10.3

Date: October 24, 2012

Item: Accept with Gratitude Donation of \$5,000 from Rowland and Patricia Rebele to Support PVUSD Scholarship Program.

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

Recommendation: Accept with gratitude.

Prepared By: Dorma Baker, Superintendent

Superintendent's Signature:

Dorma Baker



Pajaro Valley Unified School District
Scholarship Program
2012 - 2013

October 8, 2012

PVUSD
SCHOLARSHIP
PROGRAM

Rowland and Patricia Rebele
323 Kingsbury Drive
Aptos, CA 95003-5131

Dorma Baker
Superintendent

Murry Schekman
Assistant Superintendent
of Secondary Education

Scholarship
Advisory Board

Lorraine Sandoval-Vigil
Ann Wyckoff Carlos
Richard Allen
John Walker
Terry Medina
Fidelia Moreno
Carlos Palacios
Hal Hyde
Diane Porter Cooley
Rowland Rebele

Organizing
Committee

Carolina Gonzalez
Lorraine Sandoval-Vigil
Ann Wyckoff Carlos
Ron Sandidge
Jim Lucas
Deanna Young
Gabriela Mora
Mark Rogers
Michelle Olson

Endorsers

William Locke-Paddon
George Ow

Dear Mr. and Mrs. Rebele,

On behalf of our PVUSD college-bound graduates, I want to thank you for your generous contribution of \$5,000.00 to the PVUSD Scholarship Program Fund. Your generosity will make it possible for a hardworking, high ability Pajaro Valley student(s) to continue on to higher education and to pursue the profession of their choice.

As you have requested, your scholarship will be a need-based scholarship for a Watsonville or Pajaro Valley High School student. Your contribution is tax deductible and, in case you need it, the district's federal identification number is 77-037-5541.

Once a student's proof of enrollment is received, the scholarship award will be sent to and administered by the Financial Aid Office of the college or university the student(s) will be attending. Each student's progress will be monitored via their college transcripts and proof of enrollment documentation.

Thank you again for your commitment to these deserving young people.

Sincerely,

Dorma Baker
Superintendent

"Investing in the potential of our youth today will yield prosperity tomorrow." – Lorraine Sandoval



PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 10.4

Date: October 24, 2012

Item: Accept with Gratitude Donation of \$1,000 from Vivian Moutafian to Support PVUSD Scholarship Program.

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

Recommendation: Accept with gratitude.

Prepared By: Dorma Baker, Superintendent

Superintendent's Signature:

Dorma Baker



Pajaro Valley Unified School District
Scholarship Program
2012 - 2013

October 16, 2012

PVUSD
SCHOLARSHIP
PROGRAM

Vivian Moutafian
420 McCormick Avenue
Capitola, CA 95001

Dorma Baker
Superintendent

Murry Schekman
Assistant Superintendent
of Secondary Education

Scholarship
Advisory Board

Lorraine Sandoval-Vigil
Ann Wyckoff Carlos
Richard Allen
John Walker
Terry Medina
Fidelia Moreno
Carlos Palacios
Hal Hyde
Diane Porter Cooley
Rowland Rebele

Organizing
Committee

Carolina Gonzalez
Lorraine Sandoval-Vigil
Ann Wyckoff Carlos
Ron Sandidge
Jim Lucas
Deanna Young
Gabriela Mora
Mark Rogers
Michelle Olson

Endorsers

William Locke-Paddon
George Ow

Dear Ms. Moutafian,

On behalf of our PVUSD college-bound graduates, I want to thank you for your generous contribution of \$1,000.00 to the PVUSD Scholarship Program Fund. Your generosity will make it possible for a hardworking, high ability Pajaro Valley student(s) to continue on to higher education and to pursue the profession of their choice.

As you have requested, your scholarship will be a need- and merit-based scholarship for a Watsonville Valley High School student. Your contribution is tax deductible and, in case you need it, the district's federal identification number is 77-037-5541.

Once a student's proof of enrollment is received, the scholarship award will be sent to and administered by the Financial Aid Office of the college or university the student(s) will be attending. Each student's progress will be monitored via their college transcripts and proof of enrollment documentation.

Thank you again for your commitment to these deserving young people.

Sincerely,

Dorma Baker
Superintendent

"Investing in the potential of our youth today will yield prosperity tomorrow." – Lorraine Sandoval



PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 10.5

Date: October 24, 2012

Item: Accept with Gratitude Donation of \$100 from John and Janet Sargent to Support PVUSD Scholarship Program.

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

Recommendation: Accept with gratitude.

Prepared By: Dorma Baker, Superintendent

Superintendent's Signature: Dorma Baker



Pajaro Valley Unified School District
Scholarship Program
2012 - 2013

October 8, 2012

PVUSD
SCHOLARSHIP
PROGRAM

John and Janet Sargent
1137 Island Drive
Alameda, CA 94502

Dorma Baker
Superintendent

Dear Mr. and Mrs. Sargent

Murry Schekman
Assistant Superintendent
of Secondary Education

On behalf of our PVUSD college-bound graduates, I want to thank you for your generous contribution of \$100.00 to the PVUSD Scholarship Program Fund. Your generosity will make it possible for a hardworking, high ability Pajaro Valley student(s) to continue on to higher education and to pursue the profession of their choice.

Scholarship
Advisory Board

Lorraine Sandoval-Vigil
Ann Wyckoff Carlos
Richard Allen
John Walker
Terry Medina
Fidelia Moreno
Carlos Palacios
Hal Hyde
Diane Porter Cooley
Rowland Rebele

As you have requested, your scholarship will be a merit-based scholarship for a Watsonville High School student and your name will remain anonymous. Your contribution is tax deductible and, in case you need it, the district's federal identification number is 77-037-5541.

Once a student's proof of enrollment is received, the scholarship award will be sent to and administered by the Financial Aid Office of the college or university the student(s) will be attending. Each student's progress will be monitored via their college transcripts and proof of enrollment documentation.

Organizing
Committee

Carolina Gonzalez
Lorraine Sandoval-Vigil
Ann Wyckoff Carlos
Ron Sandidge
Jim Lucas
Deanna Young
Gabriela Mora
Mark Rogers
Michelle Olson

Thank you again for your commitment to these deserving young people.

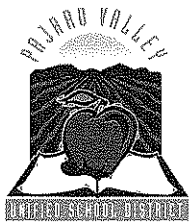
Sincerely,

Dorma Baker
Superintendent

Endorsers

William Locke-Paddon
George Ow

"Investing in the potential of our youth today will yield prosperity tomorrow." – Lorraine Sandoval



Board Agenda Backup

Item No: 10.6

Date: October 24, 2012

Item: CAHSEE Passage Waiver
English Language Arts (PVHS 12-13-01)

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

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

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

Recommendation: Approve

Budget Considerations: None

Funding Source:

Budgeted: Yes: ☐ No: ☐

Amount: \$

Prepared By: Dee Teutschel, Program Director Special Services

Superintendent's Signature:

Dorm Bal

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: 10/08/12

To The Parent/Guardian of: [REDACTED]

All California public school students, including students with disabilities, are required to pass the California High School Exit Examination (CAHSEE) to receive a high school diploma.

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

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

Signature of Principal: _____

Date: 10/8/2012

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

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

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

Signature of Parent: _____

Date: 10-7-12

FOR SITE USE ONLY

Date Received by Principal: _____

Student Identification Number: _____

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

Certified by:

Principal's Signature

10/9/2012
Date


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


Signature of Student's Special Education Teacher

10/9/12
Date

Selene Munoz Casas
Print Name of Student's Special Education Teacher

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


Signature of Student's Academic Counselor

10/10/12
Date

Erica Murphy
Printed Name of Student's Academic Counselor

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Student's Name

Student's ID Number

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

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

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

Student ID#: [REDACTED]

1a.

Student has a specific learning disability impacting his visual-motor integration skills which impedes his performance in reading comprehension and written language.

1b.

Test direction/questions were read aloud to the student and the ELA testing was given over two days.

1c.

Student's weaker word recognition and comprehension skills impact his overall reading performance. Oral reading of directions and questions provides clarity of information which allows appropriate pacing of his test performance. Student tends to work impulsively which leads to errors and misunderstanding of a given text. Having the examiner present questions orally slows his performance, allows more focus and provides a clearer understanding for the student of what is being asked. Testing over two days decreases the student's fatigue and his possible frustration with demands of a larger testing day.

1d.

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



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

Student _____

Date of Birth _____

IEP Meeting Date 03/15/11

SUPPLEMENTARY/SPECIALIZED SUPPORT

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

- ☐ Supports for school personnel
☐ Program modifications
☐ Specialized aids/materials/equipment (Assistive Technology)
☒ None

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

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

PARTICIPATION IN STATE AND DISTRICT-WIDE STANDARDIZED TESTING AND ASSESSMENT

Including: Desired Results Developmental Profile (DRDP) California Standards Test (CST), CAT-6, California Modified Achievement Test (CMA), and California Alternative Performance Assessment (CAPA)

- ☐ School Readiness (Preschool Only)
☐ DRDP-R ☐ DRDP Access Adaptations/Accommodations (specify)
- ☒ Language Arts: (Gr. 2-11) ☐ Grade Exempt ☒ CST OR ☐ CMA (Criteria Met) (Gr. 3 -11)
☐ No accommodations or modifications ☒ Accommodations (specify below) ☒ Modifications (specify below)
Accommodations: Extended time and flexible setting
Modifications: Questions and directions read aloud
- ☒ Math: (Gr. 2-11) ☐ Grade Exempt ☒ CST OR ☐ CMA (Criteria Met) (Gr. 3-7; Algebra I: 7-11)
☐ CMA (Geometry, Grades 7-11) (Grades 8-11 effective 2011-2012 school year)
☐ No accommodations or modifications ☒ Accommodations (specify below) ☒ Modifications (specify below)
Accommodations: Extended time and flexible setting
Modifications: Calculator
- ☒ Science (Gr. 5 & 8 Gr. 9-11) ☐ Grade Exempt ☐ CST OR ☒ CMA (Criteria Met) (Gr. 5, 8 & 10)
☐ No accommodations or modifications ☒ Accommodations (specify below) ☐ Modifications (specify below)
Accommodations: Extended time and flexible setting. Questions and directions read aloud.
Modifications:
- ☒ History/Social Science* ☒ Grade Exempt ☐ CST * (Grade 8; Grade 11 for U.S. History; Grades 9 through 11 World History)
☐ No accommodations or modifications ☐ Accommodations (specify below) ☐ Modifications (specify below)
Accommodations:
Modifications:
- ☒ Writing (Gr. 4 & 7 only) ☒ Grade Exempt ☐ CST OR ☐ CMA (Criteria Met) (Gr. 4 & 7 only)
☐ No accommodations or modifications ☐ Accommodations (specify below) ☐ Modifications (specify below)
Accommodations:
Modifications:
- ☐ Life Skills Curriculum: CAPA Level 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Participation in CAT-6/CST not appropriate due to:
- ☒ Other State or District-Wide Assessment Accommodations/Modifications (specify) Extended time and flexible setting.
Calculator. Questions and directions read aloud.

PROMOTION STANDARDS

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

CALIFORNIA HIGH SCHOOL EXIT EXAMINATION (CAHSEE)

- ☐ No accommodations or modifications ☐ Exempt due to eligibility for participation in CAPA
- ☒ Modifications (specify) Q & A read aloud, Calculator ☒ Grade Exempt (below grade 10)
- ☒ Accommodations (specify) Ext. time & flex setting ☐ Passed both subtests of the CAHSEE



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

Student _____

Date of Birth _____

IEP Meeting Date 03/15/11

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Processing Speed	Calculator, Directions Read Aloud, Extra Time: Assignments/Tests (2.0), Shortened Assignments	District of Service/ Gen. Ed. Teacher, Assistant, Special Class M/M	03/15/2011
Auditory Memory	Extra Time: Assignments/Tests (2.0), Provide with Notes, Shortened Assignments, Visual Models, Visual Schedule	District of Service/ Gen. Ed. Teacher, Assistant, Special Class M/M	03/15/2011
Processing Speed, Other: Testing	Calculator, Dictionary, Directions Read Aloud, Extra Time: Assignments/Tests (2.0), Take Tests in Alternate Setting, Other: Test in SDC class or as pre-arranged with casemanager	District of Service/ Gen. Ed. Teacher, Assistant, Special Class M/M	03/15/2011

Pajaro Valley Unified School District

Enter Date: 8/23/2010

Graduated:

Class Of: 2014

School Name/Address

Pajaro Valley High School
500 Harkins Slough
Watsonville, CA 95076

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

Counselor: Murphy, E

SSID:

CrsID	Course Title	Mark	Credit	Credit Summary - High School				CrsID	Course Title	Mark	Credit
Pajaro Valley High School Grd 09 12/2010				Subject Area	Req	Cmp	Def				
6010	P Art 1	B	5.000	A English	40.00	20.00	20.00				
8110	English 1 (I)	C	5.000	B Math	20.00	20.00					
3910	Health	C+	5.000	C Biological Science	10.00	10.00					
8340	Integrated Science I (I	C+	5.000	D Physical Science	10.00	10.00					
8210	Math 1 (I)	C	5.000	E Health	5.00	5.00					
8250	World Civilization (IEP	C+	5.000	F Fine Arts / Foreign L	10.00	10.00					
Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.167				G Physical Education	20.00	10.00	10.00				
				H Applied Arts	10.00	10.00					
Pajaro Valley High School Grd 09 6/2011				I World Civilization	10.00	10.00					
6010	P Art 1	B-	5.000	J US History	10.00	0.00	10.00				
8110	English 1 (I)	B	5.000	K Federal Government	5.00	0.00	5.00				
8340	Integrated Science I (I	B-	5.000	L Economics	5.00	0.00	5.00				
5051	Intro Computers	B-	5.000	M Electives	45.00	25.00	20.00				
9210	Math 1 (I)	C+	5.000	N Algebra	10.00	0.00	10.00				
8250	World Civilization (IEP	A-	5.000	O Science	10.00	0.00	10.00				
Crs Att: 30.000 Cmp: 30.000 Total GPA: 3.000				X Electives 2	0.00	0.00					

SELPA Summer School Grd 09 7/2011				---Total Credits---				220.00	130.00	90.00	
9270	Life Skills	P	10.000								
Crs Att: 10.000 Cmp: 10.000 Total GPA: 0.000				GPA Summary							
Pajaro Valley High School Grd 10 12/2011				Academic GPA:	2.667	Rank 0	out of				
8120	English 2 (I)	B	5.000	Total GPA:	2.667	Rank 0	out of				
8345	Integrated Science 2 (I	B-	5.000	Cal Grant GPA:	2.750						
8220	Math 2 (I)	B	5.000								
4510	N Physical Education 9	B	5.000	Testing Information							
5065	ROP Bicycle Repair	B-	5.000								
9250	World Civilization (IEP	C+	5.000	CAHSEE_ELA-1-1							
Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.833				CA HSEE ELA F 3/13/2012							
				CAHSEE_Math-1-1							
Pajaro Valley High School Grd 10 6/2012				CA HSEE Math F 2/8/2012							
8120	English 2 (I)	B	5.000								
8345	Integrated Science 2 (I	C+	5.000								
8220	Math 2 (I)	B	5.000								
4510	N Physical Education 9	A+	5.000								
5065	ROP Bicycle Repair	C+	5.000								
8250	World Civilization (IEP	C	5.000								
Crs Att: 30.000 Cmp: 30.000 Total GPA: 2.667											
SELPA SUMMER SCHOOL Grd 10 7/2012											
8610	Life Skills CBI	P	10.000								
Crs Att: 10.000 Cmp: 10.000 Total GPA: 0.000											

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

rey County

Polio	3/21/1995	5/23/1995	7/31/1995	8/15/1996	1/27/2000
DTB	3/21/1995	5/23/1995	7/31/1995	8/15/1996	1/27/2000
MMR	5/8/1996	1/27/2000			
HEP B	3/21/1995	5/23/1995	10/31/1995		
Varicella	1/27/2000				

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

Date: 10/9/2012

5-30-12



California High School Exit Examination

Security Guard
See back for details

Student and Parent Report

School: 0105858 - Pajaro Valley High

District: 69799 - Pajaro Valley Unified

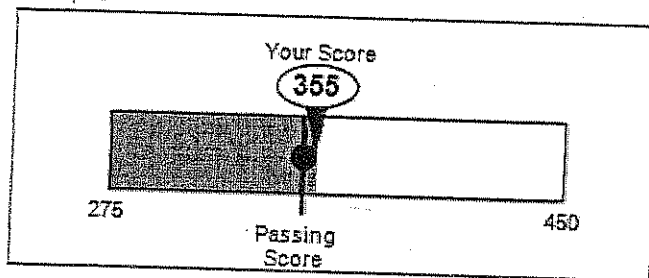
County: 44 - Santa Cruz

English-Language Arts

Test Date: 03/13/2012

Your Total Score	Score Required to Pass	Status
355	350	MODIFIED

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



Strands for English-Language Arts

READING	Number of Questions	Number Correct
Word Analysis	7	7
Reading Comprehension	18	12
Literary Response & Analysis	20	15
WRITING		
Writing Strategies	12	4
Writing Conventions	15	11

Writing Applications*

Essay

Your Score

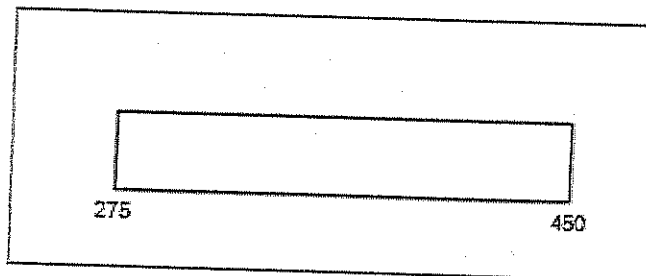
2.0

Mathematics

Test Date: 03/14/2012

Your Total Score	Score Required to Pass	Status
		TESTED BEFORE

The district reported that your student previously took this portion of the CAHSEE.

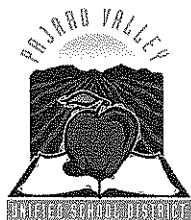


Strands for Mathematics

	Number of Questions	Number Correct
Probability & Statistics		
Number Sense		
Algebra & Functions		
Measurement & Geometry		
Algebra I		

* Each student essay receives two scores that range from 1 (lowest) to 4 (highest) or non-scorable (NS). The average of these two scores is listed above under the heading "Your Score". The Writing Applications score counts as 20% of the total English-Language Arts score.

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



Board Agenda Backup

Item No: 10.7

Date: October 24, 2012

Item: CAHSEE Passage Waiver
English Language Arts (PVHS 12-13-02)

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

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

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

Recommendation: Approve

Budget Considerations: None

Funding Source:

Budgeted: Yes: ☐

No: ☐

Amount: \$

Prepared By: Dee Teutschel, Program Director Special Services

Superintendent's Signature:

Dorm Bal

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: 10.03.12

To The Parent/Guardian of: [REDACTED]

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

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

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

Signature of Principal: _____

Date: 10/8/2012

I request that my child [REDACTED] tested with a modification and earned the equivalent of a passing score one or more parts of the CAHSEE, be granted a waiver of this California graduation requirement.

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

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

Signature of Parent: _____

Date: 10/8

FOR SITE USE ONLY

Date Received by Principal: _____

Student Identification Number: _____

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

Certified by:


Principal's Signature

Date

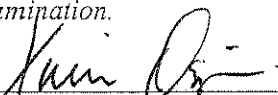
I agree that the information on this Waiver Request Sheet accurately describes the modifications that this student regularly uses as identified in the IEP.


Signature of Student's Special Education Teacher

10.03.12
Date

Steven T. Hoy
Print Name of Student's Special Education Teacher

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


Signature of Student's Academic Counselor

10/3/12
Date

Ximene Ospina
Printed Name of Student's Academic Counselor

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Student's Name:

Student's ID Number:

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

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

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

Student ID#: [REDACTED]

1a.

Student has a specific learning disability impacting his visual-motor integration skills which impedes his performance in reading comprehension and written language.

1b.

Test direction/questions were read aloud to the student and the ELA testing was given over two days.

1c.

Student's weaker word recognition and comprehension skills impact his overall reading performance. Oral reading of directions and questions provides clarity of information which allows appropriate pacing of his test performance. Student tends to work impulsively which leads to errors and misunderstanding of a given text. Having the examiner present questions orally slows his performance, allows more focus and provides a clearer understanding for the student of what is being asked. Testing over two days decreases the student's fatigue and his possible frustration with demands of a larger testing day.

1d.

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



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

Student _____

Date of Birth _____

IEP Meeting Date 02/15/12

SUPPLEMENTARY/SPECIALIZED SUPPORT

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

- ☐ Supports for school personnel ☐ Specialized aids/materials/equipment (Assistive Technology)
☐ Program modifications ☒ None

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

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

PARTICIPATION IN STATE AND DISTRICT-WIDE STANDARDIZED TESTING AND ASSESSMENT

Including: Desired Results Developmental Profile (DRDP) California Standards Test (CST), CAT-6, California Modified Achievement Test (CMA), and California Alternative Performance Assessment (CAPA)

- ☐ School Readiness (Preschool Only)
☐ DRDP-R ☐ DRDP Access Adaptations/Accommodations (specify) _____
- ☒ Language Arts: (Gr. 2-11) ☐ Grade Exempt ☐ CST OR ☒ CMA (Criteria Met) (Gr. 3 -11)
☒ No accommodations or modifications ☐ Accommodations (specify below) ☐ Modifications (specify below)
Accommodations: _____
Modifications: _____
- ☒ Math: (Gr. 2-11) ☐ Grade Exempt ☒ CST OR ☐ CMA (Criteria Met) (Gr. 3-7; Algebra I: 7-11)
☐ CMA (Geometry, Grades 7-11) (Grades 8-11 effective 2011-2012 school year)
☒ No accommodations or modifications ☐ Accommodations (specify below) ☐ Modifications (specify below)
Accommodations: _____
Modifications: _____
- ☒ Science (Gr. 5 & 8 Gr. 9-11) ☐ Grade Exempt ☒ CST OR ☐ CMA (Criteria Met) (Gr. 5, 8 & 10)
☒ No accommodations or modifications ☐ Accommodations (specify below) ☐ Modifications (specify below)
Accommodations: _____
Modifications: _____
- ☒ History/Social Science* ☐ Grade Exempt ☒ CST * (Grade 8; Grade 11 for U.S. History; Grades 9 through 11 World History)
☒ No accommodations or modifications ☐ Accommodations (specify below) ☐ Modifications (specify below)
Accommodations: _____
Modifications: _____
- ☒ Writing (Gr. 4 & 7 only) ☒ Grade Exempt ☐ CST OR ☐ CMA (Criteria Met) (Gr. 4 & 7 only)
☐ No accommodations or modifications ☐ Accommodations (specify below) ☐ Modifications (specify below)
Accommodations: _____
Modifications: _____
- ☐ Life Skills Curriculum: CAPA Level 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
Participation in CAT-6/CST not appropriate due to: _____
- ☒ Other State or District-Wide Assessment Accommodations/Modifications (specify) flexible setting and extended time

PROMOTION STANDARDS

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

CALIFORNIA HIGH SCHOOL EXIT EXAMINATION (CAHSEE)

- ☐ No accommodations or modifications ☐ Exempt due to eligibility for participation in CAPA
☒ Modifications (specify) calculator; Qs read aloud (ELA); test > 1 day ☐ Grade Exempt (below grade 10)
☒ Accommodations (specify) test > 1 day; Qs read aloud (Math) ☐ Passed both subtests of the CAHSEE



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

Student _____

Date of Birth _____

IEP Meeting Date 02/15/12

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Auditory Memory, Processing Speed, Other: auditory processing	Directions Read Aloud, Extra Time: Assignments/Tests (2.0), Preferential Seating, Provide with Notes, Study Buddy, Take Tests in Alternate Setting, Visual Models, Other: frequent check of understanding; ask std. to rephrase direction/task instruction	District of Service/ Gen. Ed. Teacher, Assistant, RS	02/03/2012
Other: sensory motor skills	Directions Read Aloud, Extra Time: Assignments/Tests (2.0), Frequent Breaks, Preferential Seating, Provide with Notes, Shortened Assignments, Study Buddy, Tests in Short Segments, Visual Models, Other: try diff. modality of teaching; provide notes &/or use computer if possible	District of Service/ Gen. Ed. Teacher, Assistant, RS	02/03/2012
Other: exp. communication	Shortened Assignments, Other: shortened assignments (essay &/or vocabulary) if possible	District of Service/ Gen. Ed. Teacher, Assistant, RS	02/03/2012

Pajaro Valley Unified School District

or Date: 6/12/2009

uated:

ss Of: 2013

School Name/Address

Pajaro Valley High School
500 Harkins Slough
Watsonville, CA 95076

Tel: (831)728-8102

Fax: (831)728-6944

Counselor: Ospina

SSID:

CrsID	Course Title	Mark	Credit	CrsID	Course Title	Mark	Credit	Credit Summary - High School			
Pajaro Valley High School Grd 09 7/2009				Pajaro Valley High School Grd 11 12/2011				Subject Area	Req	Cmp	Def
SS1004	ALGEBRA ACADEMY	C	5.000	9291	Basic Skills CA Exit Ex A		5.000	A English	40.00	20.00	20.00
SS1004	ALGEBRA ACADEMY	B	5.000	3310	P Chemistry	D-	5.000	B Math	20.00	25.00	
Crs Att: 10.000 Cmp: 10.000 Total GPA: 2.500				9270	Directed Study	C	5.000	C Biological Science	10.00	5.00	5.00
Pajaro Valley High School Grd 09 12/2009				1330	P English 3/American Lite	C-	5.000	D Physical Science	10.00	10.00	
2413	P Algebra 1A/B (Support9T	RF	0.000	5710	ROP Administration Just	D+	5.000	E Health	5.00	5.00	
9270	Directed Study	C	5.000	7210	P US History	RF	0.000	F Fine Arts / Foreign L	10.00	5.00	5.00
1130	P English 1		0.000	Crs Att: 30.000 Cmp: 25.000				G Physical Education	20.00	20.00	
1130	P English 1	D	5.000	PASS Program Fresno COE Grd 11 12/2011				H Applied Arts	10.00	10.00	
3610	P Integrated Science I	D	5.000	9924	PASS Math	C	5.000	I World Civilization	10.00	5.00	5.00
5051	Intro Computers	D	5.000	Crs Att: 5.000 Cmp: 5.000 Total GPA: 2.000				J US History	10.00	5.00	5.00
2976	Math B (9th)	RF	0.000	Pajaro Valley High School Grd 11 6/2012				K Federal Government	5.00	0.00	5.00
4510	N Physical Education 9	D-	5.000	6050	P Ceramics	D+	5.000	L Economics	5.00	0.00	5.00
Crs Att: 35.000 Cmp: 25.000 Total GPA: 1.200				3310	P Chemistry	D-	5.000	M Electives	45.00	40.00	5.00
Pajaro Valley High School Grd 09 6/2010				9270	Directed Study		0.000	N Algebra	10.00	10.00	
2413	P Algebra 1A/B (Support9T	D-	5.000	1330	P English 3/American Lite	B-	5.000	O Science	10.00	10.00	
9270	Directed Study	C	5.000	5710	ROP Administration Just	A	5.000	---Total Credits---			
1130	P English 1	C-	5.000	7210	P US History		0.000	GPA Summary			
3910	Health	RF	0.000	Crs Att: 25.000 Cmp: 20.000				Academic GPA:	1.611	Rank 0 out of	
3610	P Integrated Science I	D+	5.000	After School Pajaro Valley High Grd 11 6/2012				Total GPA:	1.605	Rank 0 out of	
2976	Math B (9th)	D-	5.000	AS2410	ALGEBRA 1 - 1st Sem.	C-	5.000	CSU GPA:	1.267		
4510	N Physical Education 9	C-	5.000	Crs Att: 5.000 Cmp: 5.000 Total GPA: 2.200				Cal Grant GPA:	1.625		
Crs Att: 35.000 Cmp: 30.000 Total GPA: 1.500				Pajaro Valley High School Grd 11 7/2012				Testing Information			
Pajaro Valley High School Grd 10 12/2010				SS3211	P BIOLOGY- 1st Semester	B-	5.000	CAHSEE ELA-1-1			
4610	N Adv PE	C	5.000	SS7210	P US HISTORY - 1st Semest	B	5.000	CA HSEE ELA	F	5/8/2012	
3210	P Biology	RF	0.000	Crs Att: 10.000 Cmp: 10.000 Total GPA: 3.000				CAHSEE Math-1-1			
9270	Directed Study	C	5.000	Work in Progress				CA HSEE Math	P	11/2/2011	
1230	P English 2	F	0.000	9270	Directed Study		0.000				
2510	P Geometry	D-	5.000	6020	P Draw/Paint		0.000				
7110	P World Civ	F	0.000	7410	P Economics		0.000				
Crs Att: 30.000 Cmp: 15.000 Total GPA: 1.000				1430	P English 4		0.000				
Pajaro Valley High School Grd 10 6/2011				1530	Media		0.000				
4610	N Adv PE	D	5.000	5054	ROP Computer Applicatio		0.000				
3210	P Biology	F	0.000	9270	Directed Study		0.000				
9270	Directed Study	C	5.000	6020	P Draw/Paint		0.000				
1230	P English 2	F	0.000	1430	P English 4		0.000				
2510	P Geometry	D	5.000	1530	Media		0.000				
7110	P World Civ	D-	5.000	5054	ROP Computer Applicatio		0.000				
Crs Att: 30.000 Cmp: 20.000 Total GPA: 0.833											
Watsonville High School Grd 10 7/2011											
SS3910	HEALTH-2nd Sem	C	5.000								
Crs Att: 5.000 Cmp: 5.000 Total GPA: 2.000											

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

Polio	7/14/1995	9/19/1995	12/19/1995	6/7/2000
DTB	7/14/1995	9/19/1995	12/19/1995	9/13/1996 6/7/2000
MMR	3/21/1996	6/7/2000		
HEP B	5/8/1995	7/14/1995	12/19/1995	
Varicella	6/15/1998			

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

Date: 10/3/2012



California High School Exit Examination

Security Guard
See back for details

Student and Parent Report

7-5-12

School: 0105858 - Pajaro Valley High

District: 69799 - Pajaro Valley Unified

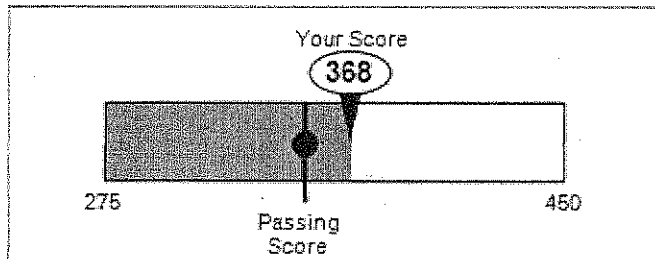
County: 44 - Santa Cruz

English-Language Arts

Test Date: 05/08/2012

Your Total Score	Score Required to Pass	Status
368	350	MODIFIED

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



Strands for English-Language Arts

READING	Number of Questions	Number Correct
Word Analysis	7	7
Reading Comprehension	18	16
Literary Response & Analysis	20	13
WRITING		
Writing Strategies	12	10
Writing Conventions	15	10

Writing Applications*

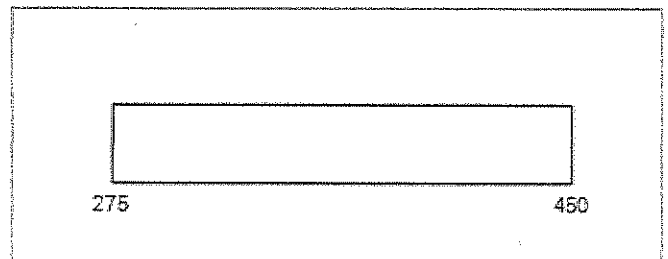
	Your Score
Essay	2.0

Mathematics

Test Date: 05/09/2012

Your Total Score	Score Required to Pass	Status
		SATISFIED REQ

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

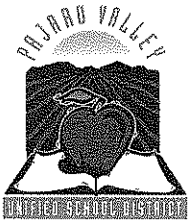


Strands for Mathematics

	Number of Questions	Number Correct
Probability & Statistics		
Number Sense		
Algebra & Functions		
Measurement & Geometry		
Algebra I		

* Each student essay receives two scores that range from 1 (lowest) to 4 (highest) or non-scorable (NS). The average of these two scores is listed above under the heading "Your Score". The Writing Applications score counts as 20% of the total English-Language Arts score.

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



Board Agenda Backup

Item No: 10.8

Date: October 24, 2012

Item: CAHSEE Passage Waiver
English Language Arts (PVHS 12-13-03)

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

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

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

Recommendation: Approve

Budget Considerations: None

Funding Source:

Budgeted: Yes: ☐ No: ☐

Amount: \$

Prepared By: Dee Teutschel, Program Director Special Services

Superintendent's Signature:

Dorm Bor

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Date: 10/3/12

To The Parent/Guardian of: _____

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

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

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

Signature of Principal _____

Date: 10/15/2012

I request that my child _____, who has earned the equivalent of a passing score on one or more parts of the CAHSEE, be granted a waiver of this California graduation requirement.

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

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

X Signature of Parent _____

Date: 10-7-12

FOR SITE USE ONLY

Date Received by Principal: _____

Student Identification Number: _____

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

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

Student's Name: _____

Student's ID Number: _____

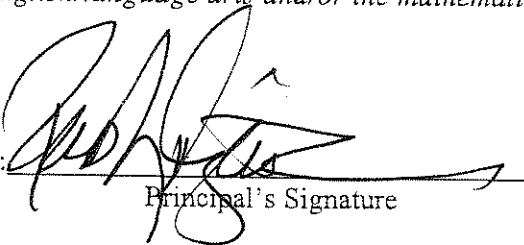
Pursuant to Education Code 6051, the parent/guardian of _____ disabilities, has requested that the Governing Board waive the requirement that he/she successfully pass the high school exit examination in order to receive a diploma. This student has taken the high school exit examination with one or more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

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

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

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

Certified by:


Principal's Signature

10/15/12
Date

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

Nicholas E. Ballagh

Signature of Student's Special Education Teacher

10/3/12

Date

Nicholas E. Ballagh

Print Name of Student's Special Education Teacher

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

Erica Murphy

Signature of Student's Academic Counselor

10/3/12

Date

Erica Murphy

Printed Name of Student's Academic Counselor

1. This student has delays in processing speed and auditory memory both create difficulty for her in the areas of reading comprehension, written language skills and study/organization skills. She is a slow reader and would not do well with a timed test.
2. During the ELA portion of the test she was given two days or more to complete the test and was offered the modification of having test questions read aloud.
3. This student's reading comprehension, reading fluency and word recognition skills are below grade level because of her auditory memory and processing speed deficits. Since she is a slow reader the extra time allotted to her helped her manage her time better in a way that increased her chances of being more successful. Also, since her word recognition and reading comprehension scores are below grade level the oral reading of test questions helped to increase her understanding of the questions.
4. This student receives a number of instructional accommodations on a daily basis which include; time and a half to complete assignments and tests, can take tests in an alternate setting where questions can be read aloud, can take tests in short segments, can use a calculator if necessary, and is provided with visual models and a visual schedule as well. All of her general education teachers have been provided with a copy of her IEP goals and instructional accommodations in order to provide her with the least restricted environment.



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

Student _____

Date of Birth _____

IEP Meeting Date 08/25/11

SUPPLEMENTARY/SPECIALIZED SUPPORT

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

- ☐ Supports for school personnel ☐ Specialized aids/materials/equipment (Assistive Technology)
☐ Program modifications ☒ None

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

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

PARTICIPATION IN STATE AND DISTRICT-WIDE STANDARDIZED TESTING AND ASSESSMENT

Including: Desired Results Developmental Profile (DRDP) California Standards Test (CST), CAT-6, California Modified Achievement Test (CMA), and California Alternative Performance Assessment (CAPA)

- ☐ School Readiness (Preschool Only)
☐ DRDP-R ☐ DRDP Access Adaptations/Accommodations (specify) _____
- ☒ Language Arts: (Gr. 2-11) ☐ Grade Exempt ☐ CST **OR** ☒ CMA (Criteria Met) (Gr. 3-11)
☐ No accommodations or modifications ☒ Accommodations (specify below) ☐ Modifications (specify below)
Accommodations: Alternative Setting; Extra Time
Modifications: _____
- ☒ Math: (Gr. 2-11) ☐ Grade Exempt ☒ CST **OR** ☐ CMA (Criteria Met) (Gr. 3-7; Algebra I: 7-11)
☐ CMA (Geometry, Grades 7-11) (Grades 8-11 effective 2011-2012 school year)
☐ No accommodations or modifications ☒ Accommodations (specify below) ☒ Modifications (specify below)
Accommodations: Alternative Setting; Extra Time
Modifications: Calculator
- ☒ Science (Gr. 5 & 8 Gr. 9-11) ☐ Grade Exempt ☒ CST **OR** ☐ CMA (Criteria Met) (Gr. 5, 8 & 10)
☐ No accommodations or modifications ☒ Accommodations (specify below) ☒ Modifications (specify below)
Accommodations: Alternative Setting; Extra Time
Modifications: Test Q's Read Aloud
- ☒ History/Social Science* ☐ Grade Exempt ☒ CST * (Grade 8; Grade 11 for U.S. History; Grades 9 through 11 World History)
☐ No accommodations or modifications ☒ Accommodations (specify below) ☒ Modifications (specify below)
Accommodations: Extra Time; Alternative Setting
Modifications: Test Q's Read Aloud
- ☒ Writing (Gr. 4 & 7 only) ☒ Grade Exempt ☐ CST **OR** ☐ CMA (Criteria Met) (Gr. 4 & 7 only)
☐ No accommodations or modifications ☐ Accommodations (specify below) ☐ Modifications (specify below)
Accommodations: _____
Modifications: _____
- ☐ Life Skills Curriculum: CAPA Level 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
Participation in CAT-6/CST not appropriate due to: _____
- ☐ Other State or District-Wide Assessment Accommodations/Modifications (specify) _____

PROMOTION STANDARDS

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

CALIFORNIA HIGH SCHOOL EXIT EXAMINATION (CAHSEE)

- ☐ No accommodations or modifications ☐ Exempt due to eligibility for participation in CAPA
- ☒ Modifications (specify) Calculator, Test Q's Read Aloud ☐ Grade Exempt (below grade 10)
- ☒ Accommodations (specify) Extra Time; Alternative Setting ☐ Passed both subtests of the CAHSEE



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

Student E

Date of Birth _____

IEP Meeting _____

INSTRUCTIONAL ACCOMMODATIONS

Area of Difficulty	Accommodation	Responsible Agency/Personnel	Start Date
Processing Speed	Extra Time: Assignments/Tests (1.5), Shortened Assignments, Take Tests in Alternate Setting, Tests in Short Segments	District of Service/ Gen. Ed. Teacher, Assistant, RS	08/25/2011
Auditory Memory	Provide with Notes, Visual Models, Visual Schedule	District of Service/ Gen. Ed. Teacher, Assistant, RS	08/25/2011
Other: Calculations	Calculator	District of Service/ Gen. Ed. Teacher, Assistant, RS	08/25/2011

Pajaro Valley High School

Inter Date: 6/12/2009

Graduated:

Class Of: 2013

School Name/Address

Pajaro Valley High School
500 Harkins Slough
Watsonville, CA 95076

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

Counselor: Murphy, E

SSID:

CrsID	Course Title	Mark	Credit	CrsID	Course Title	Mark	Credit	Credit Summary - High School			
Pajaro Valley High School Grd 09 7/2009				Pajaro Valley High School Grd 11 12/2011				Subject Area	Req	Cmp	Def
SS1004	ALGEBRA ACADEMY	C	5.000	1330	P English 3/American Lite F	0.000		A English	40.00	0.00	40.00
SS1004	ALGEBRA ACADEMY	B	5.000	3310	P Chemistry RF	0.000		B Math	20.00	10.00	10.00
Crs Att: 10.000 Cmp: 10.000 Total GPA: 2.500				5455	Health Careers/Technolo D-	5.000		C Biological Science	10.00	10.00	
Pajaro Valley High School Grd 09 12/2009				7210	P US History D	5.000		D Physical Science	10.00	10.00	
1130	P English 1 F	0.000		9270	Directed Study A-	5.000		E Health	5.00	0.00	5.00
2413	P Algebra 1A/B (Support9T RF	0.000		9291	Basic Skills CA Exit Ex A	5.000		F Fine Arts / Foreign L	10.00	10.00	
2976	Math B (9th) D-	5.000		Crs Att: 30.000 Cmp: 20.000				G Physical Education	20.00	20.00	
3610	P Integrated Science I F	0.000		After School Pajaro Valley High Grd 11 12/2011				H Applied Arts	10.00	10.00	
4510	N Physical Education 9 B	5.000		AS3210	BIOLOGY - 2nd sem C-	5.000		I World Civilization	10.00	5.00	5.00
5051	Intro Computers D	5.000		Crs Att: 5.000 Cmp: 5.000 Total GPA: 2.000				J US History	10.00	5.00	5.00
6010	P Art 1 F	0.000		Pajaro Valley High School Grd 11 6/2012				K Federal Government	5.00	0.00	5.00
Crs Att: 35.000 Cmp: 15.000 Total GPA: 0.833				1330	P English 3/American Lite F	0.000		L Economics	5.00	0.00	5.00
Pajaro Valley High School Grd 09 6/2010				3310	P Chemistry F	0.000		M Electives	45.00	30.00	15.00
1130	P English 1 F	0.000		5455	Health Careers/Technolo F	0.000		N Algebra	10.00	10.00	
2413	P Algebra 1A/B (Support9T D-	5.000		7210	P US History F	0.000		O Science	10.00	0.00	10.00
2976	Math B (9th) D-	5.000		9270	Directed Study A-	5.000		---Total Credits---			
3610	P Integrated Science I D	5.000		9291	Basic Skills CA Exit Ex A	5.000			226.00	126.00	100.00
3910	Health F	0.000		Crs Att: 30.000 Cmp: 10.000				GPA Summary			
4510	N Physical Education 9 RF	0.000		After School Pajaro Valley High Grd 11 6/2012				Academic GPA:	1.161	Rank 0 out of	
6010	P Art 1 F	0.000		AS2410	ALGEBRA 1 - 1st Sem. C-	5.000		Total GPA:	1.189	Rank 0 out of	
Crs Att: 35.000 Cmp: 15.000 Total GPA: 0.500				Crs Att: 5.000 Cmp: 5.000 Total GPA: 1.333				CSU GPA:	0.706		
Pajaro Valley High School Grd 10 12/2010				Pajaro Valley High School Grd 11 7/2012				Cal Grant GPA:	1.348		
1230	P English 2 F	0.000		SS3310	PH CHEMISTRY- 1st Semester B+	5.000		Testing Information			
2510	P Geometry F	0.000		Crs Att: 5.000 Cmp: 5.000 Total GPA: 3.000				CAHSEE_ELA-1-1			
3210	P Biology RF	0.000						M 11/1/2011			
4210	P Spanish 1 SS C	5.000						CAHSEE_Math-1-1			
4610	N Adv PE D+	5.000						F 11/2/2011			
7110	P World Civ F	0.000									
Crs Att: 30.000 Cmp: 10.000 Total GPA: 0.600											
Pajaro Valley High School Grd 10 6/2011											
1230	P English 2 F	0.000									
2510	P Geometry F	0.000									
3210	P Biology RF	0.000									
4210	P Spanish 1 SS C+	5.000									
4610	N Adv PE C	5.000									
7110	P World Civ D-	5.000									
Crs Att: 30.000 Cmp: 15.000 Total GPA: 1.000											
Watsonville High School Grd 10 7/2011											
SS3211	P BIOLOGY-1st Sem C+	5.000									
SS4610	N ADV. P.E.-2nd Sem B+	5.000									
Crs Att: 10.000 Cmp: 10.000 Total GPA: .000											

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

Polio	7/14/1995	9/15/1995	11/11/1995	5/2/2000
DTB	7/14/1995	9/15/1995	11/11/1995	5/13/1997 5/2/2000
MMR	6/15/1996	5/2/2000		
HEP B	6/15/1995	7/14/1995	2/24/1996	
Varicella				

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

Date: 8/7/2012

California High School Exit Examination

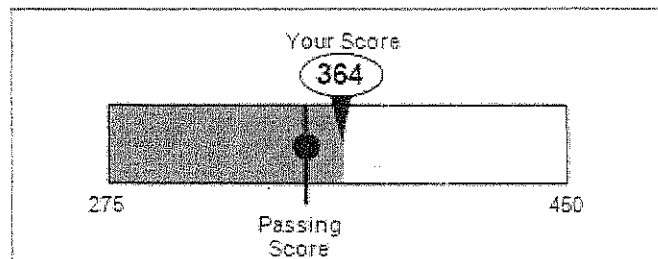
Student and Parent Report

English-Language Arts

Test Date: 05/08/2012

Your Total Score	Score Required to Pass	Status
364	350	MODIFIED

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



Strands for English-Language Arts

READING	Number of Questions	Number Correct
Word Analysis	7	6
Reading Comprehension	18	17
Literary Response & Analysis	20	14
WRITING		
Writing Strategies	12	11
Writing Conventions	15	6

Writing Applications*

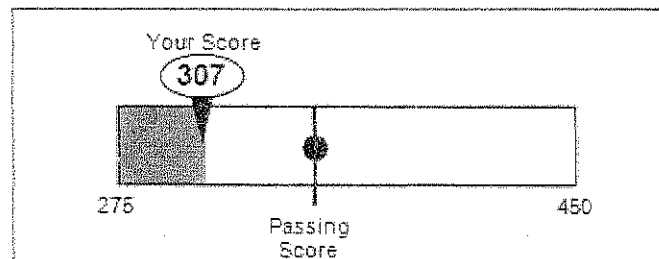
Essay	Your Score
Essay	2.0

Mathematics

Test Date: 05/09/2012

Your Total Score	Score Required to Pass	Status
307	350	MODIFIED

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



Strands for Mathematics

	Number of Questions	Number Correct
Probability & Statistics	13	5
Number Sense	17	6
Algebra & Functions	20	3
Measurement & Geometry	18	5
Algebra I	12	1

* Each student essay receives two scores that range from 1 (lowest) to 4 (highest) or non-scorable (NS). The average of these two scores is listed above under the heading "Your Score". The Writing Applications score counts as 20% of the total English-Language Arts score.

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

PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 10.9

Date: October 24, 2012

Item: Migrant & Seasonal Head Start Refunding Application for March 1, 2013- February 28, 2014: Refunding Budget and Training & Technical Assistance Plan/Budget

Overview:

The Migrant & Seasonal Head Start Program offers comprehensive child development services twelve (12) hours per day, five days per week during the peak agricultural season. For the 2013/14 the Program plans to offer child development services at its existing 5 District elementary school sites in 10 classrooms and also contract with approximately 75 licensed Family Child Care Home Providers within District boundaries to serve a cumulative total of 752 children in 723 child development slots from May 9 – October 15. This plan includes a special “one time only” cohort of 40 additional children in Family Child Care Homes. A broad range of services are provided to children and families. Apart from child development services oriented towards school readiness, there are child health, dental health, mental health, nutrition services, and a variety of services for children with disabilities. Families receive support for social services and many education activities to support the role of parents as the primary educators of their children. Parents and community members also carry out shared governance responsibilities through leadership roles.

Recommendation:

Approve Migrant & Seasonal Head Start 2013/14 Refunding Application Budget, Training & Technical Assistance Plan and Budget. Because of limitations in the interpretation of non-federal share (match) rules, it is anticipated that the Program will request a partial non-federal share waiver for as much as \$675,000 during the course of the upcoming year, per funding source guidelines.

Budget Considerations:

Funding Source:

Budgeted: Yes: ☒ No: ☐

Amount: \$6,328,992 in Basic Funds; \$29,446 in T/TA funds

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

Superintendent's Signature:

Dorm Bost

**CENTRAL CALIFORNIA MIGRANT HEAD START
MIGRANT & SEASONAL HEAD START
Basic Funds**

March 1, 2013 - February 28, 2014

Delegate Agency: Pajaro Valley Unified School District

								Allocated Budget :	Basic	CACFP
								\$	6,328,992	\$ 94,562
6a Personnel								\$	2,279,085	\$ -
# of Staff	Title	Daily Rate			# of Days	%				
1	Program Director	\$432.07 /day	x	205	days	x	100%		88,574	
1	Program Operations Coordinator	\$309.08 /day	x	215	days	x	100%		66,452	
1	Child Development Coordinator	\$303.04 /day	x	215	days	x	100%		65,154	
1	Family Child Care Home Coordinator	\$296.22 /day	x	215	days	x	100%		63,687	
1	Health/Disabilities Manager	\$342.32 /day	x	215	days	x	100%		73,599	
1	Family /Community Services Coordinator	\$302.08 /day	x	205	days	x	100%		61,926	
1	Nutrition Coordinator	\$287.60 /day	x	66	days	x	100%		18,982	
2	Parent Involvement Coordinators	\$300.33 /day	x	205	days	x	100%		123,133	
1	Department Accountant Operations Manager	\$190.24 /day	x	261	days	x	25%		12,413	
1	Speech/Language Therapist	\$366.88 /day	x	84	days	x	100%		30,818	
8	FCCH Specialists	\$173.82 /day	x	139	day	x	100%		193,292	
5	Site Supervisors	\$205.79 /day	x	130	days	x	100%		133,763	
5	Infant/Toddler Teachers	\$86.09 /day	x	120	days	x	100%		51,655	
1	Infant/Toddler Teachers	\$88.67 /day	x	120	day	x	100%		10,640	
1	Infant/Toddler Teachers	\$96.89 /day	x	120	days	x	100%		11,627	
1	Infant/Toddler Teachers	\$103.68 /day	x	120	days	x	100%		12,442	
1	Infant/Toddler Teachers	\$105.88 /day	x	120	days	x	100%		12,706	
1	Infant/Toddler Teachers	\$107.03 /day	x	120	days	x	100%		12,844	
1	Infant/Toddler Teachers	\$110.38 /day	x	120	days	x	100%		13,246	
1	Infant/Toddler Teachers	\$113.73 /day	x	120	days	x	100%		13,648	
1	Infant/Toddler Teachers	\$127.13 /day	x	120	days	x	100%		15,256	
2	Infant/Toddler Teachers	\$130.49 /day	x	120	days	x	100%		31,316	
1	Infant/Toddler Teachers	\$133.83 /day	x	120	days	x	100%		16,060	
1	Infant/Toddler Teachers	\$137.19 /day	x	120	days	x	100%		16,463	
3	Infant/Toddler Teachers	\$143.88 /day	x	120	day	x	100%		51,798	
1	Infant/Toddler Teachers	\$150.58 /day	x	120	days	x	100%		18,070	
2	Infant/Toddler Teachers	\$157.29 /day	x	120	days	x	100%		37,750	
1	Infant/Toddler Teachers	\$170.69 /day	x	120	days	x	100%		20,483	
1	Preschool Teacher	\$91.83 /day	x	120	days	x	100%		11,020	
2	Preschool Teacher	\$94.58 /day	x	120	days	x	100%		22,700	
2	Preschool Teacher	\$103.35 /day	x	120	days	x	100%		24,804	
1	Preschool Teacher	\$107.02 /day	x	120	days	x	100%		12,842	
1	Preschool Teacher	\$121.31 /day	x	120	days	x	100%		14,557	
2	Preschool Teacher	\$132.03 /day	x	120	days	x	100%		31,688	
1	Preschool Teacher	\$139.18 /day	x	120	days	x	100%		16,702	
1	Preschool Teacher	\$153.47 /day	x	120	days	x	100%		18,416	
1	Preschool Teacher	\$182.07 /day	x	120	days	x	100%		21,848	
32	Teachers (transition)	\$28.36 /day	x	5	days	x	100%		4,538	
1	Instructional Assistant (Special Needs)	\$84.32 /day	x	115	days	x	100%		9,697	
2	Instructional Assistants	\$84.32 /day	x	115	days	x	100%		19,394	
1	Instructional Assistants	\$88.56 /day	x	115	days	x	100%		10,184	
2	Instructional Assistant	\$93.04 /day	x	115	days	x	100%		21,400	
1	Instructional Assistants	\$97.76 /day	x	115	days	x	100%		11,242	
3	Instructional Assistants	\$102.72 /day	x	115	days	x	100%		35,439	
3	Instructional Assistant	\$107.92 /day	x	115	days	x	100%		37,233	
1	Parent Ed. Specialist (FSWs)	\$110.64 /day	x	152	days	x	100%		16,817	
2	Parent Ed. Specialists (FSWs)	\$122.08 /day	x	152	days	x	100%		37,112	
1	Parent Ed. Specialist (FSWs)	\$122.08 /day	x	165	days	x	100%		20,143	
2	Parent Ed. Specialist (FSWs)	\$122.08 /day	x	172	days	x	100%		41,996	
1	Parent Ed. Specialist (FSW)4hrs	\$61.04 /day	x	152	days	x	100%		9,278	
3	Parent Ed. Specialists (FSWs)	\$128.24 /day	x	152	days	x	100%		58,477	
1	Parent Ed. Specialists (FSWs)	\$128.24 /day	x	165	days	x	100%		21,160	
2	Parent Ed. Specialists (FSWs)	\$128.24 /day	x	172	days	x	100%		44,115	
5	Parent Ed. Specialists (FSWs)	\$134.72 /day	x	172	days	x	100%		115,859	
1	Bilingual Office Assistant II	\$146.98 /day	x	200	days	x	100%		29,396	
2	Data Entry Specialists	\$151.21 /day	x	215	days	x	100%		65,020	
1	Administrative Secretary II	\$159.72 /day	x	215	days	x	100%		34,340	
1	Administrative Secretary III	\$183.28 /day	x	205	days	x	100%		37,572	
2.5	Custodians I	\$101.97 /day	x	157	days	x	100%		40,022	
1	Lead Custodian II	\$188.82 /day	x	230	days	x	100%		43,429	
	Custodians (overtime)	\$0.00 /day	x	0	days	x	100%		10,700	
	Childcare for meetings	\$8.50 /hour	x	1393	days	x	100%		11,841	
	Substitutes	\$88.20 /day	x	457	days	x	100%		40,307	
6b Fringe Benefits								\$	1,645,500	\$ -

%

MIGRANT & SEASONAL HEAD START
Basic Funds
March 1, 2013 - February 28, 2014

Retirement (STRS)	\$ 1,120,320	x	8.25%	92,426
Retirement (PERS)	\$ 970,340	x	18.42%	178,708
Retirement (ARS)	\$ 188,425	x	1.30%	2,450
Retirement (OPEB) Certificated	\$ 279,341	x	6.38%	17,822
Retirement (OPEB) Classified	\$ 504,337	x	6.38%	32,177
OASDI	\$ 1,116,752	x	6.2%	69,238
Medicare	\$ 2,279,085	x	1.45%	33,047
SUI	\$ 2,279,085	x	1.10%	25,070
SUI (LEC)	\$ 1,495,407	x	5.54%	82,846
Workers' Compensation	\$ 2,279,085	x	2.70%	61,535
Health, Dental & Vision Insurance (Including LTD)		Estimate		1,050,181

6c Travel (Out of County)*

\$ 13,008 \$ -

National MSHS Conference, and other national/regional training opportunities (MSPB-TAC 12); may include up to two FCCH Forums	2 staff	x	\$1,879 /person	x 100%	3,758
Migrant Head Start California Coalition Conference	2 staff	x	\$515 /person	x 100%	1,030
Manager/Coordinator Training (PITC, Health/Disabilities or other training for content area experts)	2 trainings	x	\$2,096 /training	x 100%	4,191
C.I.A.S.S. Re-certification Training	2 staff	x	\$807 /person	x 100%	1,614
Grantee sponsored Meetings/Trainings for Management Staff	5 staff	x	\$231 /person	x 100%	1,157
Grantee sponsored Meetings/Trainings for Family Service Workers/other staff	17 staff	x	\$74 /person	x 100%	1,258

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

\$ - \$ -

6e Equipment (Under \$5,000/Unit)

\$ 5,000 \$ -

Replacement office equipment					5,000
------------------------------	--	--	--	--	-------

6e Supplies

\$ 190,337 \$ -

Classroom (consumables and manipulatives)	181 children	x	\$129 /child	x 100%	23,400
Furnishings	10 classrooms	x	\$1,000 /classroom	x 100%	10,000
Feeding and diapering supplies	100 children	x	\$200 /child	x 100%	20,000
Health, mental health, first aid supplies	\$2,167 /month	x	6 months		13,000
Sanitation supplies	\$692 /month	x	12 months		10,700
Supplies for children with disabilities or special needs	\$650 /month	x	6 months		3,900
Project supplies		Estimate			33,330
Office supplies for centers	\$383 /month	x	6 months		2,300
Office supplies (inc. duplication, paper, etc.)	\$2,167 /month	x	12 months		26,000
Computer supplies and licenses	\$667 /month	x	12 months		8,000
Training supplies	\$404 /month	x	12 months		4,850
Parent involvement/meeting supplies	\$4,027 /month	x	6 months		24,161
Local committee activities (parents)	\$1,228 /month	x	6 months		7,370
Employee morale/safety program		Estimate			3,326

6f Contracts

\$ - \$ -

6g Construction, Repairs/Renovations

\$ - \$ -

MIGRANT & SEASONAL HEAD START
Basic Funds
March 1, 2013 - February 28, 2014

6h Other

\$ 2,027,123 \$ 94,562

Child accident liability insurance	\$11 /child	x	542 children				6,000
Property Loss Deductible		Estimate					5,000
Licensing fees		Estimate					2,400
Various Association fees		Estimate					1,500
Audiometer/Tympanometer calibration		Estimate					2,500
Copier maintenance	\$1,000 /month	x	12 months				12,000
FCCH Preschoolers	\$26 /child	x	249 children	x	111 days x 100% attendance		718,614
FCCH Preschoolers/special cohort	\$26 /child	x	9 children	x	71 days x 100% attendance		16,614
FCCH Infants/Toddlers	\$31 /child	x	244 children	x	111 days x 100% attendance		839,604
FCCH Preschoolers	\$26 /child	x	33 children	x	71 days x 100% attendance		60,918
FCCH Infants/Toddlers	\$31 /child	x	7 children	x	111 days x 100% attendance		24,087
FCCH Disabilities/Medical Reimbursements		Estimate					7,500
FCCH Qualification-base rate enhancement		Estimate					37,437
<u>Parent Mileage and Child Care Reimbursements</u>							
Policy Committee Training Meetings (officials)	\$35 /day	x	50 officials				1,750
Policy Council (non-voting representatives)	\$70 /meeting	x	30 reimbursements				2,100
<u>Participation at each eligible level</u>							
Self-Assessment	\$70 /day	x	5 days	x	7 parents		2,450
HAC Meeting	\$35 /meeting	x	2 meetings	x	4 parents		280
Regular PC Meetings	\$35 /meeting	x	6 meetings	x	18 members		3,780
PC Executive Meetings	\$35 /meeting	x	5 meetings	x	5 members		875
Participation in interviews/FCCH selection	\$70 /day	x	15 days				1,050
Educational supplies selection	\$70 /day	x	3 parents				210
Parent Involvement Consultant	\$350 /session	x	6 sessions				2,100
First Aid/CPR training for parents	\$50 /parent	x	30 parents				1,500
Family Recruitment		Estimate					5,000
Printing Costs	\$500 /month	x	12 months				6,000
Local travel/mileage reimbursement	\$0.555 /mile	x	19,640 miles				10,900
Travel/mileage reimbursement (other counties)	\$0.555 /mile	x	4,382 miles				2,432
Food	\$5.74 /child	x	107 days	x	181 children @ 85%		94,562
Gas and Oil		Estimate					5,500
Children's dental and medical expenses	\$835 /month	x	6 months				5,011
Telephone costs	\$35 /month	x	19 phones	x	7 months		4,655
Ongoing building/playground maintenance	\$3,750 /month	x	12 months				45,000
District office rent	\$6,344 /month	x	12 months				76,133
Meeting rooms rent	\$167 /month	x	12 months				2,000
Food (non-reimbursed snack)	\$0.80 /child	x	181 children	x	107 days		15,494
Staff meals with children	\$3.83 /staff	x	40 staff	x	107 days		16,392
Postage	\$167 /month	x	12 months				2,000
Vehicle maintenance and repairs		Estimate					8,000
Mental health-social/emotional consultants	\$75 /hour	x	97 hours				7,275
Speech & Language Therapy Services (SJSU)							5,000
Child development consultants	\$500 /day	x	28 days				14,050
Planning Consultant		Estimate					7,500
Shared Governance/Planning Consultants	\$500 /day	x	6 days				3,000
Car seat installation instructors	\$1,000 /person	x	2 instructors				2,000
Other pre-service/in-service consultants		Estimate					1,500
Disabilities Services		Estimate					4,000
Translators/interpreters		Estimate					10,000
Child development enhancement-coursework; permits and tutorial assistance		Estimate					7,012
Clearances for substitutes and volunteers		Estimate					1,000
Staff recruitment/advertising		Estimate					10,000

Direct Costs

\$ 6,160,053 \$ 94,562

6i Indirect

\$ 168,939 \$ -

March-June - 25% of total budget	1,540,013	x	2.57%	\$	39,578
July-February - 75% of total budget	4,620,040	x	2.60%	\$	129,361

MIGRANT & SEASONAL HEAD START
Basic Funds
March 1, 2013 - February 28, 2014

CCFP Breakfast Reimbursement Projections:	
107 days x 181 children x 85% attendance x \$1.7134 reimb rate (free) =	\$ 28,206
CCFP Lunch Reimbursement Projections:	
107 days x 181 children x 85% attendance x \$3.2509 reimb rate (free) =	\$ 53,516
CCFP Snack Reimbursement Projections:	
107 days x 181 children x 85% attendance x \$0.78 reimb rate (free) =	\$ 12,840
Total CCFP Projections:	\$ 94,562

Out of Area Travel is dependent upon opportunities provided by MSPB, TAC-12, the Grantee, as well as other organizations which offer Head Start related training or meetings (for example: A training opportunity may be available for an incoming Health/Disabilities Coordinator through region IX Head Start or TAC-12). PVUSD has offered to host at least one FCCH Forum per year but is allowing for a maximum of 2 FCCH Forum trips for two program staff.

National MSRS Conference and/or other training opportunities		2 staff		Manager/Coordinator Trainings		12 trainings	
Registration Fees	350			Registration Fees	1,000		
Flight (\$500/person)	1,000			Flight (\$600.00/trip)	1,200		
Mileage (140 of miles x \$0.555)	78			Mileage (280 of miles x \$0.555)	155		
Parking (\$15.00 per day x 6 days)	90			Parking (\$18.00 per day x 12 days)	216		
Lodging (\$170 per night x 5 nights)	1,700			Lodging (\$108.00 per night x 10 nights)	1,080		
Per Diem (\$45/person per day x 6 days)	540			Per Diem (\$45/person per day x 12 days)	540		
Total	\$3,758			Total	\$4,191		
Grantee Sponsored Meetings/Trainings for Management Staff		2 staff		C.L.A.S.S. Re-Certification Training		2 staff	
Mileage (598 miles x \$0.555)	333			Registration Fees (\$150 per person X 2 staff)	300		
Lodging (\$120 per night x 1 night/5 staff)	540			Lodging (\$108.00 per night X 4 nights/2 staff)	864		
Per Diem (\$45/person per day x 5 staff)	225			Per Diem (\$45/person x day x 5 days/2 staff)	450		
Total	1,098			Total	\$1,614		
Grantee Sponsored Meetings/Trainings for PSWs or other staff		2 staff		California Coalition Conference		2 staff	
Parking (\$18.00 per day x 5 days)	90			Registration Fees	400		
Per Diem (\$16/person per day x 17 staff x 4 trainings)	1,088			Lodging (\$112.50 per night X 2 nights/2 staff)	450		
Incidentals	80			Per Diem (\$45/person x day x 2 days/2 staff)	180		
Total	\$1,258			Total	\$1,030		

**CENTRAL CALIFORNIA MIGRANT HEAD START
MIGRANT & SEASONAL HEAD START
Training and Technical Assistance Funds
March 1, 2013 - February 28, 2014**

Delegate Agency: Pajaro Valley Unified School District

Budget: \$ 29,446

6a Personnel **\$ _____**

6b Fringe Benefits **\$ _____**

6c Travel (Out of County) **\$ 4,790**

National MSHS conference and/or other national/ regional training opportunities (MSPB-TAC 12)	2	x	\$2,395 /person	4,790
--	---	---	-----------------	-------

6d Equipment (Over \$5000/Unit) **\$ _____**

6e Equipment (Under \$5000/Unit) **\$ _____**

6e Supplies **\$ 15,138**

Training Supplies	5,000
Pre-service, In-Service & Post-service training for staff/FCCH providers	8,113
Pre-service, In-Service & Post-service training for Family Service Workers	2,025

6f Contracts **\$ _____**

6g Construction, Repairs/Renovations **\$ _____**

6h Other **\$ 8,732**

First Aid/CPR Certification Training for staff	36	x	\$71 /person	2,562
Cabrillo College CAEYC conference and other local trainings				1,070

Consultants:

Use of the Fire Extinguisher	1,000
Asthma or other pulmonary conditions	1,500
Vision screenings	500
Pre-service, In-Service & Post-service training for staff/FCCH providers	500
Tympanometric Training	1,600

6i Indirect **\$ 786**

March-June - 25% of total budget	7,165	x	2.57%	184
July-February - 75% of total budget	21,495	x	2.80%	602

**CENTRAL CALIFORNIA MIGRANT HEAD START
MIGRANT & SEASONAL HEAD START
Non - Federal Share
March 1, 2013 - February 28, 2014**

Delegate Agency: Pajaro Valley Unified School District

					Budget	\$	1,589,610
6h Non-Personnel						\$	<u>1,589,610</u>
	Rate						
Volunteer hours	\$26.56 /hour	x	86 hours				2,284
Additional Volunteer Hours	\$26.56 /hour	x	23,174 hours				615,501
FCCH Differential - Infants/Toddlers (Santa Cruz County)	214	children	x \$16.44/day	x 111 days x 100%	\$		390,516
FCCH Differential - Infants/Toddlers (Santa Cruz County)	7	children	x \$16.44/day	x 111 days x 100%	\$		12,774
FCCH Differential - Preschoolers (Santa Cruz County)	184	children	x \$18.32/day	x 111 days x 100%	\$		374,168
FCCH Differential - Infants/Toddlers (Monterey County)	30	children	x \$10.71/day	x 111 days x 100%	\$		35,664
FCCH Differential - Preschoolers (Monterey County)	65	children	x \$13.16/day	x 111 days x 100%	\$		94,949
FCCH Differential - Preschoolers -special cohort (Sta Cruz)	9	children	x \$18.32/day	x 71 days x 100%	\$		11,706
FCCH Differential - Preschoolers -special cohort (Sta Cruz)	<u>33</u>	children	x \$18.32/day	x 71 days x 100%	\$		42,924
Total children in FCCH	542						
State portion USDA/CCFP for children's breakfast and lunch		181 children	\$.1634/meal	x 107 days			5,380
Total state portion represents 85% of attendance in centers							
Other donated food				2 meals/day			3,744

**CENTRAL CALIFORNIA MIGRANT HEAD START
MIGRANT & SEASONAL HEAD START
Administrative
March 1, 2013 - February 28, 2014**

Delegate Agency: Pajaro Valley Unified School District

Budget: \$ 653,274

6a	Personnel	Basic Amount	Admin Rate		\$ 251,001
	Program Director	88,574	x	100.00%	88,574
	Program Operations Coordinator	66,452	x	100.00%	66,452
	Child Development Coordinator	65,154	x	50.00%	32,577
	Department Accounting/Operations Manager	12,413	x	100.00%	12,413
	Site Supervisors	133,763	x	10.00%	13,376
	Bilingual Office Assistant II	29,396	x	20.00%	5,880
	Data Entry Specialists	65,020	x	20.00%	13,004
	Administrative Secretary II	34,340	x	20.00%	6,868
	Administrative Secretary III	37,572	x	20.00%	7,514
	Lead Custodian II	43,429	x	10.00%	4,343
6b	Fringe Benefits				\$ 181,169
	Retirement (STRS)	\$ 92,426	x	11.01%	10,176
	Retirement (PERS)	\$ 178,708	x	11.01%	19,676
	Retirement (ARS)	\$ 2,450	x	11.01%	270
	Retirement (OPEB) Certificated	\$ 17,822	x	11.01%	1,962
	Retirement (OPEB) Classified	\$ 32,177	x	11.01%	3,543
	OASDI	\$ 69,238	x	11.01%	7,623
	Medicare	\$ 33,047	x	11.01%	3,638
	SUI	\$ 25,070	x	11.01%	2,760
	SUI (LEC)	\$ 82,846	x	11.01%	9,121
	Workers' Compensation	\$ 61,535	x	11.01%	6,775
	Health, Dental & Vision Insurance (Including LTD)	\$ 1,050,181	x	11.01%	115,625
6c	Travel (Out of County)				\$ 7,173
	National MSHS Conference, and other national/regional training opportunities (MSPB-TAC 12); may include up to two FCCH Forums	3758	x	100.00%	3,758
	MSHS California Coalition Conference	1030	x	100.00%	1,030
	Coordinator Training for content area experts	4191	x	50.00%	2,096
	Grantee sponsored Meetings/Trainings for Mgt. Staff	1157	x	25.00%	289

6d	Equipment (Over \$5000/Unit)				\$ <u> -</u>
6e	Equipment (Under \$5000/Unit)				\$ <u> 5,000</u>
	Replacement office equipment	5,000	x	100%	5,000
6e	Supplies				\$ <u> 10,325</u>
	Office supplies (inc. duplication, paper, etc.)	26,000	x	30%	7,925
	Computer supplies and licenses	8,000	x	30%	2,400
6f	Contracts				\$ <u> -</u>
6g	Construction, Repairs/Renovations				\$ <u> -</u>
6h	Other				\$ <u> 28,881</u>
	Child accident liability insurance	6,000	x	5.00%	300
	Property Loss Deductible	5,000	x	5.00%	250
	Licensing fees	2,400	x	5.00%	120
	Audiometer/Tympanometer calibration	2,500	x	5.00%	125
	Association fees	1,500	x	50.00%	750
	Copier maintenance	12,000	x	50.00%	6,000
	Printing costs	6,000	x	50.00%	3,000
	Local travel/mileage reimbursements	10,900	x	10.00%	1,090
	Gas and Oil	5,500	x	5.00%	275
	District office rent	78,133	x	10.00%	7,813
	Postage	2,000	x	5.00%	100
	Vehicle maintenance and repairs	8,000	x	5.00%	400
	Planning Consultant	7,500	x	5.00%	375
	Shared Governance/Planning Consultants	3,000	x	5.00%	150
	Car seat installation instructors	2,000	x	5.00%	100
	Translators/interpreters	10,000	x	5.00%	500
	Clearances for substitutes and volunteers	1,000	x	5.00%	50
	Telephone costs	4,655	x	5.00%	233
	Ongoing building/playground maintenance	45,000	x	5.00%	2,250
	Staff recruitment and advertising	10,000	x	50.00%	5,000
6j	Indirect cost				\$ <u> 169,725</u>
	March-June	39,762	x	100.00%	39,762
	July-February	129,963	x	100.00%	129,963

Administrative Rate Calculation:

Basic	\$	6,328,992
T&TA	\$	29,446
Non-Federal	\$	1,589,610
Total Funding	\$	7,948,048
Admin. Total	\$	653,274
Divided by Total Funding		7,948,048
Admin. %		8.22%
Maximum Admin Rate Allowed		9.00%
Maximum Admin Budget Allowed	\$	715,324

JUSTIFICATION FOR NON-FEDERAL SHARE VOLUNTEER RATE

Effective Date: 5/01/2013

Delegate Agency: Pajaro Valley Unified School District

\$10.54 Hourly Rate - Instructional Assistant (Lowest Rate)

\$3.73 Fringe Benefit Costs Per Hour

18.42%	Retirement (PERS)
6.20%	FICA
1.45%	Medicare
2.70%	Workers' Comp.
5.54%	SUI (LEC)
1.10%	SUI
<hr/>	
35.41%	Total Fringe Benefit Costs

\$12.29 Health Benefit Costs per Hour

\$ 11,308 Average seasonal

115 divided by # days/year

Based on Instructional Asst

8 divided by # hours/day

Based on Instructional Asst

\$12.29 Hourly Rate

\$26.56 Hourly Volunteer Rate

\$10.54 Rate per Hour

\$16.02 Fringe benefit per Hour

\$26.56 Total Hourly Rate

Central California Migrant Seasonal Head Start Program
2013-2014
Program Service Plan

Delegate Agency Name: Pajaro Valley Unified School District

Center-Based Program Option

Number of:

1. Total number of proposed
Center-Based Children by age group:

Infants/ Toddlers	Preschool
68	123

2. Total number of classes:

8	6
---	---

- 3.

Name of Center	# of I/T	# of Prek	Opening Date	Closing Date	# of Days per Week	Total # of Days	Total # of Weeks	Max # of Hours Per Day
Calabasas Migrant & Seasonal Head Start	16	20	5/9/2013	10/15/2013	5	107	23	12
Freedom Migrant & Seasonal Head Start	0	37	5/9/2013	10/15/2013	5	107	23	12
Hall District Migrant & Seasonal Head Start	16	20	5/9/2013	10/15/2013	5	107	23	12
H A Hyde Migrant & Seasonal Head Start	16	20	5/9/2013	10/15/2013	5	107	23	12
Ohlone Migrant & Seasonal Head Start	16	20	5/9/2013	10/15/2013	5	107	23	12
Turnover	4	6						
Total	68	123						

Paula Clark 10/18/12 (rev)

Program Director Signature/Date

Central California Migrant Seasonal Head Start Program
2013-2014
Program Service Plan

4.	Total Number of Infant/Toddler Teachers	<table border="1"><tr><td>24</td></tr></table>	24	
24				
5.	Total Number of Infant/Toddler Assistants	<table border="1"><tr><td>0</td></tr></table>	0	
0				
6.	Total Number of Preschool Teachers	<table border="1"><tr><td>12</td></tr></table>	12	
12				
7.	Total Number of Preschool Assistants:	<table border="1"><tr><td>13</td></tr></table>	13	
13				
8.	Number of hours of teacher employment per week:	<table border="1"><tr><td>37.5</td><td>40</td></tr></table>	37.5	40
37.5	40			
9.	Number of hours of assistant employment per week:	<table border="1"><tr><td>0</td><td>40</td></tr></table>	0	40
0	40			
10.	Number of education home visits per child per year:	<table border="1"><tr><td>2</td><td>2</td></tr></table>	2	2
2	2			
11.	Length of each home visit:	<table border="1"><tr><td>1.5</td><td>1.5</td></tr></table>	1.5	1.5
1.5	1.5			
12.	Number of parent conferences per child per year: <i>review</i>	<table border="1"><tr><td>2</td><td>2</td></tr></table>	2	2
2	2			

Briefly describe any changes made on this Program Service Plan from the current year's approved plan.

Andre L. Clarke 10/18/12

Program Director Signature/Date

Central California Migrant Seasonal Head Start Program
2013-2014
Program Service Plan

Family Child Care Program Option

Number of:

1. Number of proposed Family Child Care Children:
- Number of proposed Family Child Care Children: (Special cohort)
- Number of proposed Family Child Care Children: (Special cohort-33 children)
- Number of proposed Family Child Care Children: (Special cohort-7 children)

Infants/ Toddlers	Preschool	Opening Date	Closing Date		Total # of Days	Total # of Weeks	Max # of Hours Per Day
244	249	5/9/2013	10/15/2013		111	23	12
	9	5/9/2013	8/19/2013		71	15	12
	33	5/9/2013	8/19/2013		71	15	12
7		5/9/2013	10/15/2013		111	23	12
9	10						

FCCH Turnover

2. Number of Family Child Care Homes:

* 75

3. Number of education home visits per child per year:

0 0

4. Length of each home visit:

0 0

5. Number of parent conferences per child per year:

2 2

Based upon actual availability of kinder eligible and non-kinder eligible preschoolers, program service plan and/or enrollment decisions may need to be adjusted in March 2013.

* Best estimate per information available at this time

 10/18/12

Program Director Signature/Date

State or Other Funded Collaboration

Central California Migrant Seasonal Head Start Program
2013-2014
Program Service Plan

1. Of the funded slots listed in the two options, the number of slots collaboratively funded with RHS or EHS and another source:

N/A

2. Number of Collaboratively Funded Classes

N/A

Number of:

Name of Center (if FCCH, list FCCH not each home)	Infant/ Toddlers	Preschool	Type

Types: Blended = B; Enhanced = E; Colocated = C

3. Briefly explain the collaboration model your agency is proposing and include the source of the Non-Head Start/Early Head Start funds:

N/A


Program Director Signature/Date

**CENTRAL CALIFORNIA MIGRANT HEAD START
MIGRANT & SEASONAL HEAD START
March 1, 2013 - February 28, 2014**

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

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

No increase or decrease in staff work days

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

N/A

Describe how all multi-funded costs are allocated.

n/a

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

☒

No

☐

Yes - *Explain additional rates or amounts.*

Describe fringe calculations, including rates and base amounts.

Submitted to grantee on Excel spreadsheet in this application.

Describe any new costs included.

none

Pajaro Valley Unified School District
Training and Technical Assistance (T/TA) Plan
Program Year: March 1, 2013 – February 28, 2014

Objective: Provide Pre-Service, in-service, post-service opportunities to improve the skills of teaching staff & Family Child Care Home Providers to ensure quality early childhood development services.

Foundation: Head Start Performance Standards; Goal 2, Objective 1; Goal 11, Objective 6.

Date/Time	Training Activities	Location(s)	T/TA Provider	Audience	Performance Standards	MSHS Budget	Other Budget
May-Oct 2013	1) Provide trainings on Grantee's recently developed social & emotional health classroom observation instrument/process (adapted from CSEFEL)	TBD	ECE Consultant Or TBD	Teaching Staff, Site Supervisors, FCCH Providers & FCCH Specialists	1304.24(a)(1)	PA 20 \$0 PA 23 \$ 600	\$ 0
March-May 2013	19) Provide First Aid/CPR Certification Training	TBD	American Red Cross	Teaching Staff & Family Service Workers	1304.22	PA 20 \$ 2,562 PA 23 \$0	\$ 0
May-Oct 2013	3) Provide training on how and when to use a fire extinguisher	TBD	TBD	Teaching Staff and FCCH Providers	1304.53 (a) (10) (v)	PA 20 \$1,000	\$ 0
May-Oct 2013	4) Provide training on asthma and other pulmonary conditions including the use of inhaled medications	TBD	TBD	Teaching Staff and FCCH Providers	1305.20 (a) (1) iii, iv	PA 20 \$1,500	\$ 0

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

Total PA 20: \$ 5,062

Total PA 23: \$ 600

Total Other: \$ 0

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

Pajaro Valley Unified School District
Training and Technical Assistance (T/TA) Plan
Program Year: March 1, 2013 – February 28, 2014

Objective: Provide Pre-Service, in-service, post-service opportunities to improve the skills of teaching staff & Family Child Care Home Providers to ensure quality early childhood development services.

Foundation: Head Start Performance Standards; Goal 11, Objectives 5 & 6.

Date Time	Training Activities	Location(s)	T/TA Provider	Audience	Performance Standards	MSHS Budget	Other Budget
May-Oct 2013	5) Provide training on the C.L.A.S.S. instrument with a focus on three domains: Emotional Support, Classroom Organization and Instructional Support.	TBD	TBD	Designated Teaching Staff including Site Supervisors	1304.24 (a)(3):(i)(iii) 1304.21 (a):(3) (4)(5) 642(f)(3)(A)	See Page 5 for budget amounts	\$ 0
May-Oct 2013	6) To provide training on two C.L.A.S.S. domains: Classroom Organization and Instructional Support.	TBD	Designated Grantee Trainer	FCCH Providers	1304.24 (a)(3):(i)(iii) 1304.21 (a):(3) (4)(5) 642(f)(3)(A)		
Pending Form Revision	7) Provide training on revised Infant Needs & Service Plan	TBD	TBD	FCCH Providers, FCCH Specialists, Infant/Toddler Teachers & Site Supervisors	1304.21 1304.24		

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

Total PA 20: \$ See page 5

Total PA 23: \$ See page 5

Total Other: \$ 0

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

Pajaro Valley Unified School District
Training and Technical Assistance (T/TA) Plan
Program Year: March 1, 2013 – February 28, 2014

Objective: Provide Pre-Service, in-service, post-service opportunities to improve the skills of teaching staff & Family Child Care Home Providers to ensure quality early childhood development services.

Foundation: Head Start Performance Standards; Goal 3, Objectives 1 & 3

Date Time	Training Activities	Location(s)	T/TA Provider	Audience	Performance Standards	MSHS Budget	Other Budget
Pending Form Revision	8) Provide training on revised Infant/Toddler Individual Plan	TBD	TBD	Infant/Toddler Teachers, Site Supervisors & FCCH Specialists	1304.20(f)(1) 1304.23(a) 1304.21(a)(2) (iii) 1304.20 (b)(1)(d)	See Page 5 For budget amounts	\$ 0
Pending Form Revision	9) Provide training on the revised summary of child developmental progress	TBD	TBD	Preschool Teachers and Family Child Care Home Providers	1304.20(f)(1) 1304.21(a)(2)(i)		
May-Oct 2013	10) Provide trainings on Desired Results Developmental Profile Tool in connection with the School Readiness Plan	TBD	Grantee Assigned Trainer	FCCH Providers, FCCH Specialists, and Teaching Staff.	1304.20(2)(c)(2)		
May-Oct 2013	11) Provide training on Positive Relationships between parents and Providers	TBD	Lupe Cortes Child Dev. Consultant	Family Child Care Home Providers	1304.40(a)(1)(4) 1304.51©(1)		

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

Total PA 20: \$ See page 5

Total PA 23: \$ See page 5

Total Other: \$ 0

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

Pajaro Valley Unified School District
Training and Technical Assistance (T/TA) Plan
Program Year: March 1, 2013 – February 28, 2014

Objective: Provide Pre-Service, in-service, post-service opportunities to improve the skills of teaching staff & Family Child Care Home Providers to ensure quality early childhood development services.

Foundation: Head Start Performance Standards; Goal 11, Objectives 5 & 6.

Date Time	Training Activities	Location(s)	T/TA Provider	Audience	Performance Standards	MSHS Budget	Other Budget
May-Oct 2013	12) Provide training on how to make preschool curriculum adjustments based on the outcomes results.	TBD	TBD	Designated Teaching Staff	1304.20(2)(c) (2)	See page 5 for budget amounts	\$ 0
May-Oct 2013	13) Provide training on how to emphasize school readiness activities for kindergarten eligible children.	TBD	Child Development Coordinator	Site Supervisors, FCCH Specialists and Family Child Care Home Providers	1304.21(a)(3) 1304.21(a)(4) 1304.21(a)(5) 642(f)(3)(A)		
May-Oct 2013	14) Offer opportunities to strengthen teaching staff /FCCH Providers' skills on how to work with children with significant behavior issues and children with disabilities.	TBD	TBD	Site Supervisors, Teaching Staff, FCCH Providers & FCCH Specialists	1308.4(c) 1308.4(d) 1308.4(o)		

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

Total PA 20: \$ See page 5

Total PA 23: \$ See page 5

Total Other: \$ 0

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

Pajaro Valley Unified School District
Training and Technical Assistance (T/TA) Plan
Program Year: March 1, 2013 – February 28, 2014

Objective: Provide Pre-Service, in-service, post-service opportunities to improve the skills of teaching staff & Family Child Care Home Providers to ensure quality early childhood development services.

Foundation:

Head Start Performance Standards; Goal 11, Objective 6

Date/ Time	Training Activities	Location(s)	T/TA Provider	Audience	Performance Standards	MSHS Budget	Other Budget
May- Oct 2013	15) Support dual language acquisition for preschoolers	TBD	TBD	FCCH Providers, FCCH Specialists and Teaching Staff	1304.20(f)(1)	Total budget amounts for pages 2-5 PA 20 \$ 13,613 PA 23 \$ 8,350	\$ 0
May- Oct 2013	16) Provide training on strategies to expand children's vocabularies to promote creative self-expression.	TBD	MSHS Speech and Language Therapist	FCCH Providers, FCCH Specialists and/or Teaching Staff	1304-24		
May- Oct 2013	17) Provide training on Infant/Toddler Creative Curriculum	TBD	TBD	Family Child Care Home Providers and FCCH Specialists	1304.21(b)(1-3)		
May- Oct 2013	18) Provide training on how to enhance critical thinking and math skills by using blocks	TBD	Eric Hoffman CD Consultant	Family Child Care Home Providers	1304.21(a)(4)(iv)		
May- Oct 2013	2) Provide training on child abuse	TBD	Family & Community Services Coord	New staff	1304.24		

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

Total PA 20: \$ 13,613

Total PA 23: \$ 8,350

Total Other: \$ 0

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

Pajaro Valley Unified School District
Training and Technical Assistance (T/TA) Plan
Program Year: March 1, 2013 – February 28, 2014

Objective: To provide pre-service, in-service, post-service opportunities to improve the skills of Family Service Workers to ensure quality services to children and families.

Foundation: Head Start Performance Standards; Goal 5, Objective 1; Goal 11, Objective 5.

Date Time	Training Activities	Location(s)	T/TA Provider	Audience	Performance Standards	MSHS Budget	Other Budget
April-October 2013	1)Driving safely and dealing with behavior issues while transporting children to health appointments	TBD	PVUSD Transportation Department	Family Service Workers	1304.20	PA 20, See total budget amounts on top of Page 7 PA 23 \$0	\$ 0
April-October 2013	2)Provide training to improve communication with Mexican indigenous language speakers & cross-cultural understanding	TBD	TBD Pending agency budget cuts	Family Service Workers	1304.20		
March-October 2013	7) Provide training on developing specialized Family Partnership Agreements.	TBD	Grantee Trainer	Family Service Workers	1304.20		
March-October 2013	8) Provide training on Communication and Team Building	TBD	TBD	Family Service Workers and FCCH Specialists	1304.20		

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

Total PA 20: \$ See top of page 7

Total PA 23: \$ 0

Total Other: \$ 0

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

Pajaro Valley Unified School District
Training and Technical Assistance (T/TA) Plan
Program Year: March 1, 2013 – February 28, 2014

Objective: To provide pre-service, in-service, post-service opportunities to improve the skills of Family Service Workers to ensure quality services to children and families.

Foundation: Head Start Performance Standards; Goal 5, Objective 1; Goal 11, Objective 5.

Date Time	Training Activities	Location(s)	T/TA Provider	Audience	Performance Standards	MSHS Budget	Other Budget
March-October 2013	5) Provide training to support Family Service Workers working with families in crisis	TBD	TBD	Family Service Workers, FCCH Specialists and Site Supervisors	1304.20	Amounts include activities listed on page 6	\$ 0
March-October 2013	6) Provide training on heights, weights and assessing BMI	TBD	TBD	Family Service Workers	1304.20(a)	PA 20 \$ 2,025 PA 23 \$ 0	
April-October 2013	3)Provide training on tympanometric screenings	TBD	Contracted Audiologist	Family Service Workers	1304.20	PA 20 \$ 1,600 PA 23 \$ 0	\$ 0
April-October 2013	4) Provide training on vision screenings	TBD	TBD	Family Service Workers	1304.20(a)	PA 20 \$500	\$0

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

Total PA 20: \$ 4,125

Total PA 23: \$ 0

Total Other: \$ 0

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

Pajaro Valley Unified School District
Training and Technical Assistance (T/TA) Plan
Program Year: March 1, 2013 – February 28, 2014

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

Foundation: Head Start Performance Standards; Goal 2, Objective 1, Goal 4, Objective 2.

Date/ Time	Technical Assistance	Location(s)	T/TA Provider	Audience	Performance Standards	MSHS Budget	Other Budget
May- Oct 2013	1) Review/finalize any updates to the grantee's recently developed social/emotional health classroom observation instrument and process.	TBD	ECE Consultant and assigned Coordinators		1304.24	PA 20 \$ 0 PA 23 \$ 10,650	\$ 0
	2) Carry out implementation of Grantee's social/emotional health classroom observation instrument (adapted from CSEFEL) .	Assigned centers	ECE or Mental Health Consultant		1304.24	PA 23 \$ 6,675	

Evaluation: Review status of completed technical assistance/contractual assistance.

Total PA 20: \$ 0

Total PA 23: \$ 17,325

Total Other: \$ 0

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

Pajaro Valley Unified School District
Training and Technical Assistance (T/TA) Plan
Program Year: March 1, 2013 – February 28, 2014

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

Foundation: Head Start Performance Standards; Goal 5, Objective 1; Goal 11, Objective 5.

Date Time	Technical Assistance	Location(s)	T/TA Provider	Audience	Performance Standards	MSHS Budget	Other Budget
As Needed	Provide translation & interpretation services (Spanish, English, Mexican indigenous languages)	Various	Consultants	Staff, parents and enrolled children	1304.40 1304.50 1304.51 1308.40	PA 20 \$0 PA 23 \$ 10,000	\$ 0
As Needed	Continue efforts towards College Degree Acquisition	Various	Consultants	MSHS Staff	1304.52	PA 20 \$0 PA 23 \$ 7,012	\$ 0
As Needed	Provide Child Development Training/Technical Assistance as needed	various	ECE Consultants	Teaching staff; FCCH Specialists	1304.20	PA 20 \$0 PA 23 \$ 3,400	\$ 0

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

Total PA 20: \$ 0

Total PA 23: \$ 20,412

Total Other: \$ 0

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

Pajaro Valley Unified School District
Training and Technical Assistance (T/TA) Plan
Program Year: March 1, 2013 – February 28, 2014

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

Foundation: Head Start Performance Standards; Goal 11, Objective 5.

Date Time	Technical Assistance	Location(s)	T/TA Provider	Audience	Performance Standards	MSHS Budget	Other Budget
TBA	Attend the National MSHS Conference and other regional training opportunities; inc. up to two FCCH Forums & California MSHS Coalition Conference	TBD	Office of Head Start	PVUSD/MSHS Director & Designated Coordinators	1304.20	PA 20 \$ 4,790 PA 23 \$ 4,788	\$ 0
Fall 2013	Attend the Cabrillo College CAEYC Conference	Cabrillo College Campus	ECE Conference Committee	MSHS Staff & Providers	1304.20	PA 20 \$1,070 PA 23 \$0	\$ 0
TBA	Attend or provide local training opportunities	TBD	Local agencies	MSHS Staff	1304.20	\$0	\$ 0
March 2013-Feb. 2014	Manager/Coordinator Training (PITC, Health/Disabilities or other training for content area experts)	TBD	TBD	Director & Designated Coordinators	1304.20	PA 23 \$4,191	\$ 0
TBA	C.L.A.S.S. Re-certification Training	Modesto CA	Grantee Trainer	Assigned Coordinators	1304.20	PA 20 \$0 PA 23 \$1,614	\$ 0

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

Total PA 20: \$ 5,860

Total PA 23: \$ 10,593

Total Other: \$ 0

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

Pajaro Valley Unified School District
Training and Technical Assistance (T/TA) Plan
Program Year: March 1, 2013 – February 28, 2014

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

Foundation: Head Start Performance Standards; Goal 7, Objective 1; Goal 8, Objective 1.

Date Time	Technical Assistance	Location(s)	T/TA Provider	Audience	Performance Standards	MSHS Budget	Other Budget
March 2013-February 2014	Continue obtaining outside technical assistance for Shared Governance and Program Planning	PVUSD MSHS Office or other arranged location	Consultant	Management Staff; PVUSD Board Members and Policy Committee Members	Appendix A, CFR 1304.50	PA 20 \$0 PA 23 \$ 3,000	\$ 0
TBA	Grantee sponsored meetings/trainings for Management Staff	Grantee designated locations	Grantee	Management Staff	1304.20	PA 20 \$0 PA 23 \$1,157	\$ 0
TBA	Grantee sponsored meetings/trainings for Family Service Workers and/or other staff members	Grantee designated locations	Grantee	Family Service Workers and/or other staff members	1304.20	PA 20 \$0 PA 23 \$1,258	\$ 0

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

Total PA 20: \$ 0

Total PA 23: \$ 5,415

Total Other: \$ 0

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

Grand Totals

PA 20: \$ 28,660

PA 23: \$ 62,695

Other: \$ 0

PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 10.10

Date: October 24, 2012

Item: Migrant & Seasonal Head Start Annual Refunding Application:
Goals and Objectives – Annual Update for Grant Year March 1, 2013 –
February 28, 2014

Overview: Head Start requires short and long-term goals and objectives in its triennial major Refunding Application followed by annual updates to reflect program needs and progress. Updated Goals and Objectives are provided for the 2013/2014 refunding application.

The Program offers comprehensive child development services for twelve (12) hours per day, five days per week during the peak agricultural period (early May until about mid-October) for more than 750 infants, toddlers and preschoolers each year. Apart from child development services in centers and Family Child Care Homes, the Program arranges for children to receive a wide range of health, dental & nutrition-related services, as well as services for children with disabilities. Many other support services are provided to families. Parents are involved in decision-making processes, leadership development through shared governance, and a variety of educational activities to support their role as the primary educators of their children.

Recommendation: Approve 2013/14 Goals and Objectives for Migrant/Seasonal Head Start Refunding Application

Budget Considerations:

Funding Source:

Budgeted: Yes: ☐ No: ☐

Amount: \$

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

Superintendent's Signature: Dorinda B. Baker

☐ HEAD START ☒ MIGRANT/SEASONAL HEAD START ☐ EARLY HEAD START
**SUMMARY OF THE PROCESS FOR UPDATING
 PROGRAM GOALS AND OBJECTIVES**

Page 1 of 20

Program Year: 2013– 2014

AGENCY: Pajaro Valley Unified School District

Please list all completed activities in chronological order

DATE	ACTIVITY	PARTICIPANTS
6/14/12	Policy Committee Meeting: Community Assessment Planning Meeting	Policy Committee Members inc Community Rep Heloise Schaser, Francisco Romero, Martha Gutierrez; Board Liaison, Karen Osmudson; MSHS Parent Involvement Coordinators, Program Operations Coordinator; MSHS Program Director.
7/12/12	Policy Committee Meeting: Review, discuss and approve Community Assessment update and request input on dates, days and hours of operation for the 2013 season.	Policy Committee Members inc Community Reps Heloise Schaser, Francisco Romero, Martha Gutierrez; Board Liaisons; Maria Castro & Richard Braun, Grantee Coordinators; MSHS Parent Involvement Coordinators, Program Operations Coordinator; MSHS Program Director.
7/17/12	Management Team Meeting: Request Management Staff input for Community Assessment update	Management Team Staff
8/09/12	Policy Committee Meeting: Review and discuss program priorities as a basis for the development of the 2011-2014 Program Goals and Objectives and request input.	Policy Committee Members; inc Community Reps Heloise Schaser, Martha Gutierrez; MSHS Parent Involvement Coordinators, MSHS Program Operations Coordinator; MSHS Program Director.
8/22/12	Management Team Meeting: Review/request input to update program goals and objectives for 2013-2014	Management Team Members
9/7/2012	Meeting with Grantee Director: Meeting scheduled during grantee pre-service in March 2012 was canceled to allow for immediate planning of additional 40 children on “one time only” project basis in Family Child Care Homes and discussion of feasibility study for Buena Vista Camp children in blended funding model. In lieu of Grantee Director, phone conversations with Grantee MSHS Coordinator took place to discuss key planning and operational issues. Phone conference call to discuss repetition of “one time only” project to serve additional 40 kindergarten-eligible children in Family Child Care Homes in 2013 and extension of feasibility study time frame to consider possible blended funding at District’s State-funded labor camp (Buena Vista Center).	Tony Jordan, Grantee MSHS Coordinator, Kathy Lathrop District ECE Director, Carole Clarke, MSHS Director, Angelica C. Renteria, MSHS Program Operations Coordinator
9/13/12	Policy Committee Meeting: Present, review, discuss and approve Program Goals and Objectives for the 2013-2014.	
10/10/12 (tentative)	PVUSD Board Meeting; Consider/approve Program Goals and Objectives update for 2013-2014	PVUSD Board of Trustees

☐ HEAD START ☒ MIGRANT/SEASONAL HEAD START ☐ EARLY HEAD START
PROGRAM GOALS AND OBJECTIVES

Page 2 of 20

Program Year: 2013-2014

AGENCY: Pajaro Valley Unified School District

☐ New ☒ Carried Over
☒ Progress Report as of 9/12/12

GOAL To improve children's health outcomes

1

OBJECTIVE Improve systems related to promotive, early and secondary intervention efforts associated with identified children's health problems.

1

SPECIFIC STRATEGIES/ACTIVITIES	RESPONSIBLE PARTICIPANTS	TARGETED COMPLETION DATE	COMPLETED Y N		COMMENTS
1. Improve exchange of children's specialized health care information between health care providers and Program.	Health-Disabilities Manager	11/30/13		N	Improved system, procedure, forms to obtain timely information is needed to support children's individualized health care plans (for example, asthma/pulmonary conditions, seizures, EpiPen Jr. allergic reactions, diabetes, special feeding/diets).
2. Improve accessibility and use of fluoride and dental varnish to minimize dental caries.	Health-Disabilities Manager	11/30/13		N	Meet with key local dental clinics/dental & health care practitioners to determine best approaches for use of supplemental fluoride (varnish, PolyViFlor, etc.). Recommendation is for a focused parent education effort in 2013.
3. Explore options for reducing usage of nebulizers versus measured dose inhalers with masks.	Health-Disabilities Manager	2/28/13		N	Program has acquired various nebulizers and masks for use with measured dose inhalers. Need is to organize and implement program system for high risk families to ensure easy availability of these items at MSHS child development sites.
4. Carry out parent, staff and Provider education efforts regarding asthma/pulmonary conditions, allergies, oral health, seizures, overweight/obesity, diabetes, and other high risk health conditions.	Health-Disabilities Manager, Nutrition Coordinator	11/30/13			
5. Increase completion rates for vision and hearing screening tests.	Health-Disabilities Manager	11/30/13 Pending funds			Program will explore purchase of OAE (oto-acoustic emission) screening equipment over time for passive screening of children.
6. Develop tympanometry screening system.	Health-Disabilities Manager	11/30/13			Tympanometry screening helps identify children who require medical follow up for ear infections, ear wax removal, and referral to an audiologist for speech/language delays or other hearing problems.

☐ HEAD START ☒ MIGRANT/SEASONAL HEAD START ☐ EARLY HEAD START
PROGRAM GOALS AND OBJECTIVES

Page 3 of 20

Program Year: 2013-2014

AGENCY: Pajaro Valley Unified School District

☐ New ☒ Carried Over
☒ Progress Report as of 9/12/12

GOAL To improve children's social-emotional/mental health outcomes.

2

OBJECTIVE Carry out promotive, early and secondary intervention efforts related to children's behavior management and other social-emotional development concerns.

1

SPECIFIC STRATEGIES/ACTIVITIES	RESPONSIBLE PARTICIPANTS	TARGETED COMPLETION DATE	COMPLETED		COMMENTS
			Y	N	
1. Review and revise family wellness (mental health) protocol and amend related forms.	Assigned Management Team members	11/30/13		N	
2. Develop bilingual strategies and materials to support behavior management plans.	Assigned Management Team members; Request assistance from Grantee Disabilities-Mental Health Supervisor	2/28/13			Continue adaptation of Second Step curriculum. Develop and implement easy to use materials to support children with significant communication and/or behavior management challenges. Improve coordination of activities at management and site levels to support staff, Providers and parents.
3. Provide additional support for children with therapy needs.	Health-Disabilities Coordinator	2/28/13			Limited availability of qualified bilingual mental health professionals who are experienced in working with 0-5 age group. Program has contracted with licensed bilingual Marriage & Family therapist.
4. Provide feedback to grantee's new Social/Emotional Health Observation instruments/process, including differing needs for centers and Family Child Care Home options	Family Child Care Home Coordinator, Child Development Coordinator, Director	11/15/12	Y		Grantee introduced a new Social/Emotional Health Observation instruments for Classrooms and for Family Child Care Homes in 2011, derived from the Center on the Social and Emotional Foundation for Early Learning (CSEFEL). Feedback was provided to grantee to clarify various criteria and to take into account differences for Family Child Care Home and center settings.

☐ HEAD START
 ☒ MIGRANT/SEASONAL HEAD START
 ☐ EARLY HEAD START
PROGRAM GOALS AND OBJECTIVES

Page 4 of 20

Program Year: 2013-2014

AGENCY: Pajaro Valley Unified School District

☐ New
 ☒ Carried Over
☒ Progress Report as of 9/12/12

GOAL # 3 To improve the curriculum system.

OBJECTIVE Improve various curriculum system forms and procedures

1

SPECIFIC STRATEGIES/ACTIVITIES	RESPONSIBLE PARTICIPANTS	TARGETED COMPLETION DATE	COMPLETED		COMMENTS
			Y	N	
1. Review & revise Infant Needs & Service Plan.	Child Development Coordinator & Family Child Care Home Coordinator	11/30/13		N	Establish appropriate cycles for completion of this plan in conjunction with Infant/Toddler Individual Plan, home visit & parent/caregiver conferences. This form should be re-written in conjunction with other health-related forms and the Infant/Toddler Individual Plan form/procedure.
2. Review & revise Infant/Toddler Individual Plan	As above	11/30/13		N	Infant/Toddler Service Plan needs to be rewritten to make it user friendly, to provide sufficient detailed information to teachers about initial status and progress of children during the season, and coordinated with initial intake information obtained by Family Service Workers. Initial completion date needs to be revised.
3. Improve center education home visit procedure	Child Development Coordinator;	11/30/13		N	As needed, outside technical assistance will be obtained.

OBJECTIVE Improve system for implementation of assessment data, including outcomes.

2

SPECIFIC STRATEGIES/ACTIVITIES	RESPONSIBLE PARTICIPANTS	TARGETED COMPLETION DATE	COMPLETED		COMMENTS
			Y	N	
1. Refine procedures for data management.	Child Development Coordinator & Family Child Care Home Coordinator	11/30/13		N	Procedures need to take into consideration children's date of enrollment, transition between age groups (toddlers/preschool), date of birth, etc. Some changes have been initiated in collaboration with grantee.
2. Improve process to provide timely feedback to caregivers to make adjustments to the curriculum based upon assessment results.	As above	11/30/13		N	Grantee is beginning implementation of new computer-based reporting system for assessment results. This will continue for 2013.

☐ HEAD START ☒ MIGRANT/SEASONAL HEAD START ☐ EARLY HEAD START
PROGRAM GOALS AND OBJECTIVES

Page 5 of 20

Program Year: 2013-2014

AGENCY: Pajaro Valley Unified School District

☐ New ☒ Carried Over
☒ Progress Report as of 9/12/12

GOAL To improve the curriculum system.

3

OBJECTIVE Promote second/ dual language acquisition.

3

SPECIFIC STRATEGIES/ACTIVITIES	RESPONSIBLE PARTICIPANTS	TARGETED COMPLETION DATE	COMPLETED		COMMENTS
			Y	N	
1. Design assessment process for Mexican indigenous language speakers to identify preferred second language preference for their children.	Assigned Management Team Members	2/28/13			One in five enrolled children comes from Mexican indigenous families. The program needs parent preference information regarding second/third language acquisition for their children and then develop strategies on how best to meet these identified needs within available program resources.
2. Obtain and/or devise basic ECE working vocabularies for caregivers to communicate with Mexican indigenous language speakers	Assigned Management Team Members	2/28/14			
3. Emphasize strategies to promote development of first language skills for infants and toddlers with introduction of second language for preschoolers. Promote language-rich conversations in classrooms and Family Child Care Homes.	Assigned Management Team Members	2/28/13			

☐ HEAD START ☒ MIGRANT/SEASONAL HEAD START ☐ EARLY HEAD START
PROGRAM GOALS AND OBJECTIVES

Page 6 of 20

Program Year: 2013-2014

AGENCY: Pajaro Valley Unified School District

☐ New ☒ Carried Over
☒ Progress Report as of 9/12/12

GOAL Improve services for children with suspected and diagnosed disabilities

4

OBJECTIVE Reduce system gaps between MSHS Program and District SELPA/Special Education Department & Regional Center for identification and delivery of services.

1

SPECIFIC STRATEGIES/ACTIVITIES	RESPONSIBLE PARTICIPANTS	TARGETED COMPLETION DATE	COMPLETED Y	N	COMMENTS
1. Work with District Special Education Department & San Andreas Regional to shorten intervals for determining children's eligibility for initial and on-going services.	Assigned Management Team Members	2/28/13			District SELPA/Special Education Department referrals have increased, especially for children with more serious/multiple disabilities. As of 9/12/12 a total of 67 children have been served with an IEP or IFSP; another 10 children have been referred to District's Special Education Department for further services. Because of stricter eligibility criteria, fewer infants and toddlers are eligible for an Individual Family Service Plan.
2. Continue collaborative efforts to expedite assessment processes	Assigned Management Team Members	2/28/13			Collaborative processes may include record exchanges, parent permissions, transportation of parents/children to appointments, completion of other necessary documents, etc.
3. Collaborate with District Special Education Department & San Andreas Regional Center to improve transition of children during pre and post MSHS operating periods.	Assigned Management Team Members	2/28/13			District budget constraints and limited availability of speech/language therapists pose challenges to timely service delivery; limited availability of bilingual therapists.
4. Explore options for designing specialized Family Partnership Agreements for families with children with disabilities	As above	2/28/14			

☐ HEAD START ☒ MIGRANT/SEASONAL HEAD START ☐ EARLY HEAD START
PROGRAM GOALS AND OBJECTIVES

Page 7 of 20

Program Year: 2013-2014

AGENCY: Pajaro Valley Unified School District

☐ New ☒ Carried Over
☒ Progress Report as of 9/12/12

GOAL Improve services for children with suspected and diagnosed disabilities

4

OBJECTIVE Plan and implement collaborative project with San Jose State University's (SJSU) Communicative Disorders & Sciences Department to provide 6 weeks of summer therapy services

2

SPECIFIC STRATEGIES/ACTIVITIES	RESPONSIBLE PARTICIPANTS	TARGETED COMPLETION DATE	COMPLETED		COMMENTS
			Y	N	
1. Support grant application process by SJSU.	MSHS Director	6/30/11 & on-going cycle		N	SJSU successfully obtained "CASCADES" multi-year grant to support summer therapy project. Project did not take place in 2012 because SJSU Clinical Professor not available.
2. Organize & implement summer project	Assigned Management Team Members	8/30/13			On-going project in 2013 is subject to availability of new SJSU cohort & bilingual clinical professor.

OBJECTIVE Obtain additional vehicles for incidental transportation of children for 6-week summer speech/language project with San Jose State University and for other health, disabilities-related appointments .

3

SPECIFIC STRATEGIES/ACTIVITIES	RESPONSIBLE PARTICIPANTS	TARGETED COMPLETION DATE	COMPLETED		COMMENTS
			Y	N	
1. Request funding and/or appropriate level of authority to purchase needed vehicles	MSHS Director	2/28/13			Request for replacement vehicle requiring federal approval was approved and vehicle was purchased.

OBJECTIVE Improve parent awareness and knowledge about advantages of early intervention, range of available services for children with suspected and diagnosed disabilities and available support services.

4

SPECIFIC STRATEGIES/ACTIVITIES	RESPONSIBLE PARTICIPANTS	TARGETED COMPLETION DATE	COMPLETED		COMMENTS
			Y	N	
1. Explore options for development and/or adaptation of visual media for parent usage.	MSHS Director & Assigned Management Team Members	2/28/14			May include development and/or adaptation of video/DVD media. Need is for Spanish, as well as Mexican indigenous languages (for example, <i>mixteco</i>).
2. Explore options for related parent education activities	As above	2/28/13			A variety of parent education opportunities may be offered, including orientation to the IFSP or IEP process.

☐ HEAD START ☒ MIGRANT/SEASONAL HEAD START ☐ EARLY HEAD START
PROGRAM GOALS AND OBJECTIVES

Page 8 of 20

Program Year: 2013-2014

AGENCY: Pajaro Valley Unified School District

☐ New ☒ Carried Over
☒ Progress Report as of 9/12/12

GOAL To improve system for delivery of services for high-risk families/children

5

OBJECTIVE Establish responsive system of prioritized family/child assistance for high risk families/children

1

SPECIFIC STRATEGIES/ACTIVITIES	RESPONSIBLE PARTICIPANTS	TARGETED COMPLETION DATE	COMPLETED Y N		COMMENTS
1. Assess & analyze Family Service Worker caseloads to determine amount of time available for support services for high-risk and low risk families during each phase of the season.	Assigned Management Team Members	2/28/12	Y		High-risk or at risk families/children may include: parents in couple crisis, recent separation, custody dispute, domestic or other violence, incarceration; death of nuclear family member; CPS referrals or history; substance abuse; gang affiliation; parent(s) whose dominant language is indigenous; parents with little or no formal schooling and/or low literacy; housing meets "homeless" criteria; parents with children with serious-to-severe illness or illnesses affecting health status of others; children with suspected or diagnosed moderate-to-severe &/or multiple disabling conditions; children with serious behavior management issues; major parent disability; single parent without extended family or other social support; families with least access or ability to use social/health agencies.
2. Analyze time frames for staged development of Family Partnership Agreements and adjust procedures and forms.	Assigned Management Team Members	2/28/13			Current system emphasizes goal setting at initial home visit with parent(s). In many cases, unrealistic or inappropriate goals are established.
3. Establish a series of specialized Family Partnerships Agreement forms that automatically take into account the typical type of additional child/family support services needed.	Assigned Management Team Members	2/28/14			
4. Improve communication with Mexican indigenous language speakers & cross-cultural understanding	Assigned Management Team Members	2/28/14			Program is increasing usage of indigenous language speakers to serve as interpreters for critical family communications; need for interpretation exceeds available resources.

☐ HEAD START
 ☒ MIGRANT/SEASONAL HEAD START
 ☐ EARLY HEAD START
PROGRAM GOALS AND OBJECTIVES

Page 9 of 20

Program Year: 2013-2014

AGENCY: Pajaro Valley Unified School District

☐ New
 ☒ Carried Over
☒ Progress Report as of 9/12/12

GOAL To offer culturally and linguistically-appropriate opportunities for family literacy development

6

OBJECTIVE Develop family literacy strategies appropriate to parent literacy levels, first and second language skills, including indigenous oral-based languages, and cross-cultural adaptation needs.

1

SPECIFIC STRATEGIES/ACTIVITIES	RESPONSIBLE PARTICIPANTS	TARGETED COMPLETION DATE	COMPLETED		COMMENTS
			Y	N	
1. Analyze and adjust parent lending library system.	Assigned Management Team Members	2/28/13			District's Director of Child Development has established Raising a Reader program at all centers and various Family Child Care Homes. Additionally, Program has other lending library materials.
2. Review and as needed, adjust other family literacy opportunities.	Assigned Management Team Members	2/28/14			Other family literacy opportunities are tied into specific parent education topic and curriculum themes.
3. Explore options for Mexican indigenous language speakers to acquire second language skills (Spanish, English)	Parent Involvement and Family & Community Services Coordinators	2/28/14			

☐ HEAD START ☒ MIGRANT/SEASONAL HEAD START ☐ EARLY HEAD START
PROGRAM GOALS AND OBJECTIVES

Page 10 of 20

Program Year: 2013-2014

AGENCY: Pajaro Valley Unified School District

☐ New ☒ Carried Over
☒ Progress Report as of 9/12/12

GOAL # 7 Develop written policies that define the roles and responsibilities of the governing body members and that inform them of the management procedures and functions necessary to implement a high quality program.

OBJECTIVE # 1 Develop written shared governance policies and procedures that cover functions listed under Program Governance in the Head Start Performance Standards (Please reference Appendix A, CFR 1304.50).

SPECIFIC STRATEGIES/ACTIVITIES	RESPONSIBLE PARTICIPANTS	TARGETED COMPLETION DATE	COMPLETED Y	COMPLETED N	COMMENTS
1. Obtain outside technical assistance.	MSHS Director	5/30/12			Outside technical assistance was obtained for a portion of scope of work. Consultant moved out of country and additional assistance may be required.
2. Design plan for developing shared governance process, involving key groups (staff, Policy Committee, Board). Linked to development of written program planning procedure. (Please see Goal 8, Objective 1).	Child Development Director; MSHS Director; outside technical assistance	10/28/13			March 21, 2012 training for Board Members on Shared Governance was led by MSHS Program Director and included District Superintendent, ECE Director & designated MSHS mgt. staff in attendance. Board advised annual training of full Board will occur. This training in a Special Study Session format satisfies corrective plan of action for Board training (Head Start Performance Standard 1304.50 g/Appendix A).
3. Review, draft and amend written procedure(s) and other documents until key groups are satisfied and approvals from each governing body are obtained.	MSHS Director; District Department management staff; Child Development Director; outside technical assistance as needed	2/28/13			<p>Program drafted recommendations for District consideration of MSHS Personnel Policies in June 2011 that correspond to Appendix A governance requirements. Initial draft reviewed by Superintendent, H.R. Assistant Superintendent, H.R. Classified Director, Child Development Director. Subsequent draft is being worked on by MSHS Director & Program Operations Coordinator.</p> <p>There will be phased development and implementation of work products.</p>

☐ HEAD START ☒ MIGRANT/SEASONAL HEAD START ☐ EARLY HEAD START
PROGRAM GOALS AND OBJECTIVES

Page 11 of 20

Program Year: 2013-2014

AGENCY: Pajaro Valley Unified School District

☐ New ☒ Carried Over
☒ Progress report as of 9/12/12

GOAL # 8 Develop a systematic, ongoing process of program planning that includes consultation with the Policy Committee, Board of Trustees and program staff. Program planning must include the Community Assessment, annual self-assessment findings and program area plans. Program planning must also include the development of short-term and multi-year (long-term) program and financial objectives.

OBJECTIVE # 1 Develop written planning procedure that addresses the key elements required for systematic, ongoing process for program planning, including cyclical timelines and linkages to shared governance & management functions and procedures.

SPECIFIC STRATEGIES/ACTIVITIES	RESPONSIBLE PARTICIPANTS	TARGETED COMPLETION DATE	COMPLETED		COMMENTS
			Y	N	
1. Obtain outside technical assistance.	MSHS Director	5/30/12			Outside technical assistance was obtained for a portion of scope of work. Consultant moved out of country and additional assistance may be required.
2. Design plan for developing planning process, involving key groups (staff, Policy Committee, Board).(Please see Goal 7).	Child Development Director; MSHS Director; outside technical assistance	2/28/14			Program has developed reporting process to full Board for required reports (financial, enrollment) through the District's "Friday Update" reporting system. Procedural documentation of this and other planning procedures is pending.
3. Review, draft and amend planning documents until key groups are satisfied and approvals are obtained.	Child Development Director; MSHS Director; outside technical assistance	2/28/14			

☐ HEAD START ☒ MIGRANT/SEASONAL HEAD START ☐ EARLY HEAD START
PROGRAM GOALS AND OBJECTIVES

Page 12 of 20

Program Year: 2013-2014

AGENCY: Pajaro Valley Unified School District

☐ New ☒ Carried Over
☒ Progress Report as of 9/12/12

GOAL Review and modify management and organizational structure for MSHS.

9

OBJECTIVE Adapt program design and organizational structure to meet district and program goals for oversight, collaboration, and coordinated services for PVUSD
1 Migrant & Seasonal Head Start Program.

SPECIFIC STRATEGIES ACTIVITIES	RESPONSIBLE PARTICIPANTS	TARGETED COMPLETION DATE	COMPLETED Y N		COMMENTS
1- Continue to examine organizational structures for management of Migrant & Seasonal Head Start Program, Child Development to ensure most effective and efficient delivery of early care and education services to migrant and seasonal families and children.	Superintendent, Ass't. Superintendent H.R., Child Dev. Director, MSHS Director	As required by timelines associated with MSHS reapplication and approval processes			At the end of February 2012 the grantee assigned 82 additional children to Santa Cruz County. The District's MSHS Program accepted 40 children in Family Child Care Homes on a "one time basis" so that options for possible blended - funding at the District's State labor camp at Buena Vista could be examined. The feasibility study to determine this option is carried over to 2013 and the recommendation is to repeat the "one time" option for serving an additional 40 children in District MSHS Family Child Care Homes in 2013. A number of issues regarding the placement of an additional 42 children through the grantee's own operations in the District's service area have been brought to the grantee's attention for resolution.
2- Identify roles, tasks, responsibilities for various levels of management support for MSHS.	Superintendent, Ass't. Superintendent H.R., Child Dev. Director, MSHS Director	As required by timelines associated with MSHS reapplication and approval processes			Work to review job descriptions, responsibilities, procedures for accomplishing MSHS goals. All changes requiring decision making will be brought to approval bodies (Policy Committee and Board).
3. Continue review of budget and program design to meet the needs of Program families and coordinated services in Early Childhood Education in PVUSD.	Superintendent, Ass't. Superintendent H.R., Child Dev. Director, MSHS Director	As required by budgeting / reapplication process			Address programmatic and funding considerations for early care and education programs across the district. All changes requiring decision making will be brought to approval bodies (Policy Committee and Board). Annualized costs increase more rapidly than available funding.

☐ HEAD START ☒ MIGRANT/SEASONAL HEAD START ☐ EARLY HEAD START
PROGRAM GOALS AND OBJECTIVES

Page 13 of 20

Program Year: 2013-2014

AGENCY: Pajaro Valley Unified School District

☐ New ☒ Carried Over
☒ Progress Report as of 9/12/12

GOAL To improve design and implementation of management information system.

10

OBJECTIVE Review and revise manual and computerized data collection system to facilitate documentation of family/child records

1

SPECIFIC STRATEGIES/ACTIVITIES	RESPONSIBLE PARTICIPANTS	TARGETED COMPLETION DATE	COMPLETED		COMMENTS
			Y	N	
1. Identify gaps in manual and computerized systems and develop improved forms and procedures.	Assigned Management Team Members	2/28/14		N	Data software (COPA) is designed primarily to meet Program Information Report. A management information system is needed to facilitate end user needs based upon delivery of services. Current system requires considerable duplication of effort in manual and computerized records. Work in collaboration with grantee on each listed strategy/activities.
2. Change methodology for development and recording of services related to Family Partnership Agreements	As above	2/28/14			
3. Customize software to allow for efficient monitoring of family/child services	As above	2/28/14		N	Software does not allow for effective monitoring by Family Service Worker caseload.
4. Customize software to track data according to children's actual age	As above	2/28/14		N	Software currently derives children's age according to December 2 school entry date rather than child's birth date.
5. Create additional data fields	As above	2/28/14		N	Various examples, including each parent's actual level of years of schooling, literacy level, indigenous language, etc.
6. Modify software to track children's assessment data when crossing age groups	As above	2/28/14		N	
7. Modify software to support FCCH attendance and cost projections	As above	2/28/14			

☐ HEAD START ☒ MIGRANT/SEASONAL HEAD START ☐ EARLY HEAD START
PROGRAM GOALS AND OBJECTIVES

Page 14 of 20

Program Year: 2013-2014

AGENCY: Pajaro Valley Unified School District

☐ New ☒ Carried Over
☒ Progress Report as of 9/12/12

GOAL To improve personnel management system

11

OBJECTIVE Revise designated job descriptions

1

SPECIFIC STRATEGIES/ACTIVITIES	RESPONSIBLE PARTICIPANTS	TARGETED COMPLETION DATE	COMPLETED Y	N	COMMENTS
1. Revise Site Supervisor/Child Development Teacher job description.	Assistant Superintendent of Human Resources, Child Development Director, MSHS Director	2/28/13			
2. Develop separate job descriptions for preschool and infant/toddler teachers; revise position for aide	As above	3/30/13			
3. Develop separate job descriptions for Program Coordinators	As above	2/28/13			
4. Develop job description for Family Service Workers	As above	3/30/13			Current job description is Parent Education Specialist

OBJECTIVE # 2 Revise application form for certificated positions

SPECIFIC STRATEGIES/ACTIVITIES	RESPONSIBLE PARTICIPANTS	TARGETED COMPLETION DATE	COMPLETED Y	N	COMMENTS
1. Develop an appropriate child development teacher application form.	Assistant Superintendent of H. R., Child Development Director, MSHS Director	2/28/13			

☐ HEAD START
 ☒ MIGRANT/SEASONAL HEAD START
 ☐ EARLY HEAD START
PROGRAM GOALS AND OBJECTIVES

Page 15 of 20

Program Year: 2013-2014

AGENCY: Pajaro Valley Unified School District

☐ New
 ☒ Carried Over
☒ Progress Report as of 9/12/12

GOAL To improve personnel management system
11

OBJECTIVE Design and implement revised performance appraisal system for certificated staff
3

SPECIFIC STRATEGIES/ACTIVITIES	RESPONSIBLE PARTICIPANTS	TARGETED COMPLETION DATE	COMPLETED		COMMENTS
			Y	N	
1. Design appraisal system and tool that is suitable for MSHS seasonal staff.	Assistant Superintendent, H.R., Child Development Director, MSHS Director	12/28/13			

OBJECTIVE Examine appropriateness of salary scales for designated positions
4

SPECIFIC STRATEGIES/ACTIVITIES	RESPONSIBLE PARTICIPANTS	TARGETED COMPLETION DATE	COMPLETED		COMMENTS
			Y	N	
1. Carry out salary comparability study, recommend adjustments to salary schedule(s) for positions based upon results & availability of funds	Assistant Superintendent, H.R., Child Development Director, MSHS Director	8/30/12	Y		Grantee conducted regional salary comparability study.
2. Explore incentives and other options to recruit & retain qualified Family Service Workers	As above	8/30/12		N	More recent changes in the labor market have temporarily led to improved retention of Family Service Workers.

☐ HEAD START ☒ MIGRANT/SEASONAL HEAD START ☐ EARLY HEAD START
PROGRAM GOALS AND OBJECTIVES

Page 16 of 20

Program Year: 2013-2014

AGENCY: Pajaro Valley Unified School District

☐ New ☒ Carried Over
☒ Progress Report as of 9/12/12

GOAL # 11 To improve personnel management system

OBJECTIVE To satisfy Head Start and local requirements for staff and FCCH Provider professional qualifications

5

SPECIFIC STRATEGIES/ACTIVITIES	RESPONSIBLE PARTICIPANTS	TARGETED COMPLETION DATE	COMPLETED Y N		COMMENTS
1. Continue MSHS efforts towards A.S. degree in Early Childhood Education and meeting California Child Development Permit requirements.	Assigned Management Team Members	2/28/13 & on-going cycle			Continue collaboration with local community college. Significant budget cutbacks at the community college negatively impact the advancement of professional growth for teaching staff and Family Child Care Home (FCCH) Providers. See MSHS Cabrillo College Academy report for details regarding completion of special course work.
2. Explore options for increased numbers of accredited Family Child Care Home Providers.	MSHS Director & Family Child Care Home Coordinator	2/28/13			As funding opportunities permit – funding has been pretty much eliminated.
3. Pursue opportunities for Program for Infant/Toddler Caregiver training/certification.	Assigned Management Team Members	2/28/14		N	Based upon funding limitations, there was no Program for Infant/Toddler Caregiver training in 2012.
4. Continue local opportunities for collaboration on literacy mentoring or similar projects	Assigned Management Team Members	10/30/13			A group (about 4) Family Child Care Home Providers completed “S.E.E.D’s” emergent literacy training earlier in 2012, funded by the local First Five Commission (Proposition 13 anti-smoking funding initiative). Another Provider & Assistant are in the next 2012 cycle. Continuation of project is dependent upon State budget actions.
5. Pursue C.L.A.S.S. certification & consider options for implementation	Assigned Management Team Members	10/30/12			C.L.A.S.S. = Classroom Assessment Scoring System. The Child Development Coordinator & Family Child Care Home Coordinator passed certification in 2011 and must pass annual re-certification at the end of 2012.
6. Support training opportunities for Family Service Workers	Assigned Management Team Members	11/15/12 & on-going cycle			Family Service Workers are participating in various trainings.

☐ HEAD START ☒ MIGRANT/SEASONAL HEAD START ☐ EARLY HEAD START
PROGRAM GOALS AND OBJECTIVES

Page 17 of 20

Program Year: 2013-2014

AGENCY: Pajaro Valley Unified School District

☐ New ☒ Carried Over
☒ Progress Report as of 9/12/12

GOAL To improve personnel management system
11

OBJECTIVE Provide pre-service, in-service, post-service opportunities to improve the skills of teaching staff & Family Child Care Home Providers to ensure quality early childhood development services. (Please see Training/Technical Assistance Plan.)
6

SPECIFIC STRATEGIES/ACTIVITIES	RESPONSIBLE PARTICIPANTS	TARGETED COMPLETION DATE	COMPLETED Y N		COMMENTS
1. Provide opportunities for improving skills related to early literacy strategies in Family Child Care Homes	Family Child Care Home Coordinator	As funding is available			A group (about 4) Family Child Care Home Providers completed "S.E.E.D's" emergent literacy training earlier in 2012, funded by the local First Five Commission (Proposition 13 anti-smoking funding initiative). Another Provider & Assistant are in the next 2012 cycle. Continuation of project is dependent upon State budget actions.
2. Offer opportunities to improve skills related to activity plans for cross-age groups in an extended-day format in FCCH's.	Family Child Care Home Coordinator	10/30/13			
3. Offer opportunities to strengthen teaching staff skills related to individualization of children's needs.	Child Development Coordinator	10/30/13			
4. Offer teaching staff/Providers training on any changed procedures, forms.	Child Dev. & Family Child Care Home Coordinators	10/30/13 & On-going cycle			
5. Offer opportunities to strengthen teaching staff/Provider skills on how to work with children with significant behavior issues and children with disabilities.	Child Development & Family Child Care Home Coordinators	10/30/13			

☐ HEAD START
 ☒ MIGRANT/SEASONAL HEAD START
 ☐ EARLY HEAD START
PROGRAM GOALS AND OBJECTIVES

Page 18 of 20

Program Year: 2013-2014

AGENCY: Pajaro Valley Unified School District

☐ New
 ☒ Carried Over
☒ Progress Report as of 9/12/12

GOAL Modify program design and service delivery structure to meet needs of eligible seasonal farm worker families
12

OBJECTIVE Monitor demographic & agricultural trends to estimate prevalence of eligible seasonal farm worker families/children within district service delivery area.
1

SPECIFIC STRATEGIES/ACTIVITIES	RESPONSIBLE PARTICIPANTS	TARGETED COMPLETION DATE	COMPLETED		COMMENTS
			Y	N	
1. Look for options to increase services for eligible seasonal farm worker families.	Child Development Director; MSHS Director	tbd			(Please see Community Assessment report.) The Program's highest priority for enrollment of seasonal families is for children with disabilities and their siblings. This season the grantee implemented an across-the-board change to its distribution of seasonal child care slots. The Program needs more seasonal slots to keep pace with the number of children in this enrollment priority..

☐ HEAD START ☒ MIGRANT/SEASONAL HEAD START ☐ EARLY HEAD START
PROGRAM GOALS AND OBJECTIVES

Page 19 of 20

Program Year: 2013-2014

AGENCY: Pajaro Valley Unified School District

☐ New ☒ Carried Over
☒ Progress report as of 9/12/12

GOAL To improve family/child placement system
13

OBJECTIVE Modify child placement system for assigning children according to Program Option (Center versus Family Child Care Home) or at particular sites.
1

SPECIFIC STRATEGIES/ACTIVITIES	RESPONSIBLE PARTICIPANTS	TARGETED COMPLETION DATE	COMPLETED Y N		COMMENTS
1. Brainstorm strategies with Family Service Workers, Family Child Care Specialists and Management Team members to improve placement system for high-risk children/families so that child/ren are assigned to most appropriate environment.	MSHS Director & assigned Management Team Members	11/30/12	Y		Substantial time and effort has been invested in the placement process, but further work remains. In various instances, parents may not disclose the nature of high-risk issues at the time of enrollment and adjustments are required after services commence. Better coordination with the grantee's overlapping operations in the Program's service area is needed as the number of grantee children has increased.
2. Modify child placement procedures, as needed.	Assigned Management Team Members	3/01/12	Y		
3. Recommend modification of enrollment policy regarding geographic placement of children within Family Child Care Homes to accommodate above definitions of high-risk children/families according to availability.	Parent Involvement Coordinators; Policy Committee	6/28/13		N	Program enrollment policies/procedures need to be updated to take into account local needs and priorities.

☐ HEAD START ☒ MIGRANT/SEASONAL HEAD START ☐ EARLY HEAD START
PROGRAM GOALS AND OBJECTIVES

Page 20 of 20

Program Year: 2013-2014

AGENCY: Pajaro Valley Unified School District

☐ New ☒ Carried Over
☒ Progress report as of 9/12/12

GOAL Maintain balanced budget and adequate organizational structure in the face of escalating operating costs.

14

OBJECTIVE Adapt program design and organizational structure to meet financial and marketplace constraints.

1

SPECIFIC STRATEGIES ACTIVITIES	RESPONSIBLE PARTICIPANTS	TARGETED COMPLETION DATE	COMPLETED		COMMENTS
			Y	N	
1. On-going examination of organizational and/or service delivery structure.	MSHS Director, Child Development Director	As required by financial constraints			The Program continues to face major increases in personnel & fringe benefit costs while there continues to be limited annualized Head Start funding. A series of cost-cutting measures have already been implemented, including staffing and non-personnel reductions. Family Child Care Home operations are adversely impacted by non-FCCH increased costs. An analysis of the 2012-13 refunding budget shows that only 10% of the total Program budget is available for other costs once projected expenditures for personnel, fringe benefits, and Family Child Care Home Provide are accounted for. The Program made a request to reduce the cumulative number of children served annually to a total of 680, while maintaining the same level of funding, as specified in the 12/07 amended Head Start Act. The grantee will work with the Program on an alternate plan for 2012-2013 and the out years. The Program is extremely concerned about possible reductions in the federal budget in combination with cost increases beyond its control.
2. As needed, make recommendations to change organizational, service delivery structure to maintain balanced budget.	Program Director, PVUSD Early Childhood/Child Dev. Director	As required by financial constraints			Services available to infants and toddlers may be impacted as this age group is most expensive to serve. Length of service delivery and other options will be examined and acted upon once key financial information is made available to the Program to develop its 2013-14 budget.
3. Explore and/or negotiate cost containment options involving District bargaining units.	PVUSD Early Childhood/Child Dev. Director; H.R. Department; Business Services/Finance	As required by financial constraints			PVUSD MSHS costs are greatly influenced by District bargaining unit contracts & other factors beyond its control.

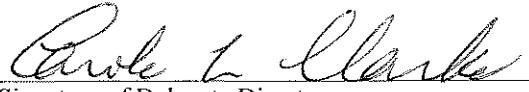
**PAJARO VALLEY UNIFIED SCHOOL DISTRICT
PROGRAM GOALS AND OBJECTIVES
PROGRAM YEAR: 2013-2014**

VERIFICATION OF PARTICIPATION AND APPROVAL

I verify that the information provided herein is true and accurate and that the Board of Directors has been involved in the development the Program Goals and Objectives for the agency's Migrant and Seasonal Head Start Program

Carole L. Clarke

Print Name of Delegate Director

 9/13/12

Signature of Delegate Director

Date

Leslie DeRose

Print Name of Board Chairperson

Signature of Board Chairperson

Date

I verify that the Policy Committee has been involved in the development of the attached Program Goals and Objectives for the agency's Migrant and Seasonal Head Start Program and agrees with the information contained herein.

Miguel Collazo

Print Name of Policy Committee Chairperson

 9-13-2012

Signature of Policy Committee Chairperson

Date

9/13/12

Date of Policy Committee Approval

PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 10.11

Date: October 24, 2012

Item: Refunding Application: 2013/14 Community Assessment Update
for fiscal year March 1, 2013 – February 28, 2014

Overview: The upcoming fiscal year represents the third year of the three-year comprehensive grant application cycle. An updated Community Assessment is required to demonstrate the needs for program services for children of eligible migrant and seasonal Head Start families. It must reflect appropriate program design & service delivery options for children and families. Also required is descriptive information about current & potential service delivery recipients; demographic, crop & agricultural labor-related data, including trend data; information about service delivery providers, community partners, program challenges and other important areas affecting delivery of quality services. The Community Assessment update, in combination with other sources of information, is used as a springboard for prioritization and adjustment of short, intermediate, and long-term goals and objectives in the Comprehensive Community Assessment, as well as budget development.

The grantee, Central California Migrant Head Start, is requiring development of the Comprehensive or Full Community Assessment at the end of 2012. Therefore, the Update only has relatively minor changes. A guide is provided to reflect those pages where significant changes have been made in this Update Report.

Recommendation: Approve 2013/14 Migrant & Seasonal Head Start Community Assessment Update

Budget Considerations: N/A

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:

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

Superintendent's Signature: Dorinda Bot

PVUSD/Migrant & Seasonal Head Start – Guide to the 2012 Community Assessment Update

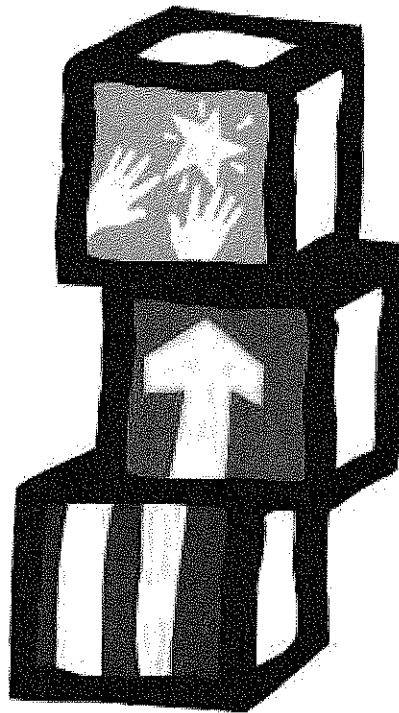
Page #'s	Section Updated	Action/Data Provided or Updated
6	Children/Families Receiving MSHS, Head Start and Other Services	Section updated refers to changes in 2012 of services provided by the Grantee Direct Operated Program located in Santa Cruz County Office of Education
8	Existing Child Care Serving Eligible Children	Section updated refers to services provided to children in 2012 by the Grantee Direct Operated Program located in Santa Cruz County Office of Education (bottom of table)
15	Executive Summary	This section was updated to consider feasibility/viability from the Child Development Department to provide services to Migrant Head Start "migrant" eligible children using an enhancement funding model at the Buena Vista Camp in 2013.
20	Community Assessment Development Process	This table was updated to reflect all activities conducted between March and September to gather information and to conduct the approval processes.
30	Educational Attainment of PVUSD MSHS Parents	This information was gathered using an internal survey developed by the program to show more detailed information on the levels of education of enrolled parents.
36	Parent's Meetings and Training Topics for the 2012 Season	Data collected from parents in the last Policy Committee meeting from the previous year, selecting topics according to their needs and their own interests
41-43	District's School of Residence/Catchment Areas Corresponding to Geographic location of 2012 MSHS FCCH Provider and MSHS Child Care Slots	This table was updated to show the location of the different Family Child Care Home providers that contract with Migrant Head Start to provide services to enrolled children
55	2011 Parent Survey Results Indigenous Primary Language Spoken at Home	Table was updated and shows the breakdown between currently enrolled mothers and fathers and their primary language spoken
60	Families of Mexican Indigenous Origin	This table was updated and reflects the percentages of children enrolled who are from Hispanic origin and specifically from indigenous origin
81	Data Analysis of Migrant Specific Information	Section a) updated to explain that there is a substantial decrease of "migrant" eligible children in the area
82	Table of estimated eligible migrant children	Table was updated using Migrant education figures
83	Table of estimated eligible seasonal children	Table was updated using Migrant Education figures
84	Waiting List	Updates reflect number of children in current PVUSD/MSHS waiting list; this table does not take into account income eligibility neither separates children between migrant and seasonal status.
87	MSHS Program Priorities for 2011-2014	List was updated and it matches current program Goals and Objectives

Please note: A Full Community Assessment is being drafted that will be presented for Board consideration soon. The funding source, SCOE/ Central California Migrant Head Start, is requiring 2 Community Assessments in 2012, as part of a change in the grantee's planning cycle. As a result, only minor changes are included in the 2013/14 Community Assessment Update.

Pajaro Valley Unified School District

MIGRANT & SEASONAL HEAD START

July 2012 Update



2012 Community Assessment Update to Comprehensive Assessment Report Covering March 2011- February 2014

Table of Contents

Introduction	4
Grantee/Delegate Agency Structure	4
Children/Families Receiving MSHS, Head Start and Other Services	6
Existing Child Care Serving Eligible Children	8
Key Partnerships & Collaborations	9
Program Design	10
Locally Designed Options for Child Development Services	10
Family Child Care Home Option	11
Factors Affecting Program Design – Center Option	13
Executive Summary	15
Major Findings	16
Methodology	18
Service Area Description	21
Geographic Area	21
Economic Factors	22
Cost of Living	23
Household Income Levels & Self-Sufficiency Standards	23
Housing	23
Demographic Data	27
Young Children in Poverty	27
Family Type	28
Educational Attainment of PVUSD MSHS Parents	30
Childhood Health, Nutrition, Dental Characteristics	31
Use of W.I.C. (Women, Infant, Children) Services	33
Social Environment & Family/Social Support Services	34
Children’s Mental Health Needs	35
Group Strategies to Support Child & Family Needs – Parent Education	
Family Referrals/Services	36
Strengths of Families	38
Family Child Care Homes	39
Distribution of Family Child Care Homes within School District	41

Professional Development Opportunities for FCCH Providers	44
Agricultural Data	47
Santa Cruz and Monterey County Crop Data and MSHS Labor Periods	
Local Trends in Agriculture	51
Racial and Ethnic Composition, Culture, and Language	53
Race & Ethnicity	54
Primary Language(s)	55
Culture	56
Migrant / Agricultural Workers of Mexican Origin	
Families of Mexican Indigenous Origin	59
Community Resources	63
Children with Disabilities	71
Estimated Number of Children and Types of Disabilities – Expected Prevalence	71
Obstacles to Early Identification of Children with Disabilities & Service Barriers	
Collaboration with San Jose State University – Summer Services	76
On-Going Services and Resources	79
Data Analysis of Migrant Specific Information	81
Population of Age-Eligible MSHS Children in PVUSD Service Area	82
Current Waiting List	84
Center & Family Child Care Home Locations within PVUSD Service Area (Map)	85
Identification of Issues and Priorities for 2011 – 2014	86

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

Grantee/Delegate Agency Structure

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

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

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

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

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

In 2010 Migrant & Seasonal Head Start provided comprehensive services to 555 families and 735 children.

Head Start Act Definitions for Migrant and Seasonal Farm-workers

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

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

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

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

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

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

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

Children/Families Receiving MSHS, Head Start and Other Services

The Community Action Partnership of San Luis Obispo (CPSLO) also operates a Migrant & Seasonal Head Start (MSHS) grantee in Monterey County. This grantee has most of its operations to the south east in Monterey County, apart from its larger scope of programming in other parts of California. This non-profit agency presently maintains 30 Migrant & Seasonal Head Start child development slots in Family Child Care Homes in the Las Lomas area of northern Monterey County. In some instances Family Child Care Home Providers serve children from both MSHS programs.

In 2007 the grantee (Central California Migrant Head Start/Stanslaus County Office of Education) inaugurated expansion of 25 Migrant Head Start child development slots in about ten (10) Family Child Care Homes throughout the Pajaro Valley Unified School District service area. The grantee characterizes this as a "direct operated" program. In this program design, the Grantee Coordinator assigned to monitor PVUSD operations also oversees services for these additional child development slots. A childcare partnership was initially established between the grantee and GoKids, Inc. to implement child development services for these 25 children. In 2009, the grantee changed its vendor arrangements. Thirty-five children were served in 13 Family Child Care Homes in the same service area through the Santa Cruz County Parents Association. This non-profit group's primary mission is to operate the County's Voucher Project, which is largely funded by the California State Department of Education to provide subsidized child care to income eligible families. In 2011 the grantee's "direct operations" was scheduled to serve a total of 70 MSHS children in FCCH's: 15 children in the northern part of Santa Cruz County (Santa Cruz, Davenport, Ben Lomond); other children overlap to the PVUSD service area and the vast majority contract with established District/MSHS FCCH Providers. Grantee plans changed in early 2012. The grantee's revised plan is to serve over 110 children in Santa Cruz County for the 2012 season.

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

PVUSD ("District") operates one State-funded child development center at the Buena Vista labor camp for farm-worker children in a spring-fall format (April – October). The state categorizes families as migrant or "passive migrant" (seasonal). The state uses its own income eligibility criteria for labor camp residency, which are different than Head Start federal poverty income guidelines and Migrant & Seasonal Head Start Agricultural income requirements. For these farm-worker families, which include infants, toddlers, preschoolers and school age children (children

aged 5 years and older) the District has set aside 106 slots. Because of facility renovation issues, 31 children are being served in Family Child Care Homes in 2011 on a one-time basis. Of the 31 children being served in this option, 24 are “passive migrants” and two are school-aged children. In the labor camp 56 children are being served, 39 of whom are migrants and 17 are “passive migrants”; 11 children are school age children, 5 years and older.

The District’s Migrant Education Program runs a six-week pre-K part-day summer program at some elementary school sites, in addition to limited evening program offerings (Migrant Even Start) during the school year. Migrant Education does not offer extended-day services during the peak spring – fall agricultural period as does Migrant & Seasonal Head Start.

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

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

Due to State budget cuts, District K-12 schools will shorten their schedule again by one week for the 2011-12 school year. PVUSD K-12 school sites will open August 17, 2011 and are presently projected to close on June 2, 2012. For many years there has been a relatively lengthy winter hiatus for District schools since a large number of families go to Mexico for several weeks; a smaller proportion leave for most of winter. This hiatus has been shortened more recently. Families of Mexican farm-worker origin are concentrated in the Watsonville area, the southern portion of Santa Cruz County, and in northern Monterey County. These are the areas in which MSHS families reside. When the District’s average daily attendance drops, so does State funding.

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

Existing Child Care Serving Eligible Children

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

	School District	Name and Type of Program (Indicate if Federal or State)	Location (City)	Ages Served	# of Children Served	Source of Information
<input checked="" type="checkbox"/> Migrant State definition <input checked="" type="checkbox"/> Seasonal (Passive)	Pajaro Valley Unified School District Buena Vista Camp and several Family Child Care Homes	Name/Type: PVUSD/State Migrant <input checked="" type="checkbox"/> State <input type="checkbox"/> Federal May-October	Watsonville Licensed Centers and Licensed Family Child Care Homes	<input checked="" type="checkbox"/> Infants/Toddlers <input checked="" type="checkbox"/> Preschoolers <input checked="" type="checkbox"/> School Age	<u>16 Mig 21 Passive</u> Infants/Toddlers <u>20 Mig 17 Passive</u> Preschoolers <u>10 Mig 3 Passive</u> School Age Total = 87	Maria Flores, Head Teacher (831) 728-1208 2011 data
<input checked="" type="checkbox"/> Migrant State definition <input checked="" type="checkbox"/> Seasonal	Go Kids Inc. North Monterey & South Santa Cruz Counties	Name/Type: SDE/CDD/Migrant <input checked="" type="checkbox"/> State <input type="checkbox"/> Federal May-December	Licensed Family Child Care Homes in Las Lomas and Watsonville	<input checked="" type="checkbox"/> Infants/Toddlers <input checked="" type="checkbox"/> Preschoolers	<u>1 Mig 10 Seasonal</u> Infants/Toddlers <u>2 Mig 11 Seasonal</u> Preschoolers <u>4 Mig 2 Seasonal</u> School Age Total = 30	Jessica Clens, Family Serv. Manager (408) 843-9007 2011 data
<input checked="" type="checkbox"/> Migrant <input type="checkbox"/> Seasonal	(CAPSLO) Community Action Partnership of San Luis Obispo County, Inc.	Name/Type: Migrant Services MHS/SDE <input type="checkbox"/> State <input checked="" type="checkbox"/> Federal March-October	Las Lomas area Licensed Family Child Care Homes	<input checked="" type="checkbox"/> Infants/Toddlers <input checked="" type="checkbox"/> Preschoolers	<u>15</u> Infants/Toddlers <u>16</u> Preschoolers Total = 31	Jennifer Salazar Administrative Clerk (831) 675-2355 Extension # 11 2011 Data
<input checked="" type="checkbox"/> Migrant <input checked="" type="checkbox"/> Seasonal	Central California Migrant & Seasonal Head Start	Name/Type: Migrant Services MHS/SDE <input type="checkbox"/> State <input checked="" type="checkbox"/> Federal May-October	Various Licensed FCCH Homes in Santa Cruz and Ben Lomond	<input checked="" type="checkbox"/> Infants/Toddlers <input checked="" type="checkbox"/> Preschoolers	<u>45 Mig 5 Seasonal</u> Infants/Toddlers <u>52 Mig 10 Seasonal</u> Preschoolers Total = 112	Maria Fátima Castro, MSHS Grantee Coordinator (831) 466-5851

Key Partnerships and Collaborations

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

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

The Program works with many other organizations and groups without a formal MOU in place. Notably, there is a contractual agreement for services between CCMHS and Cabrillo Community College to support professional development of MSHS educational staff and Family Child Care Home Providers. The Program has also worked with First Five of Santa Cruz County for staff & FCCH Provider development for several years, including 2011. The Program has collaborated closely with San Jose State University to support the training of bilingual speech/language pathologists and the provision of summer speech/language therapy for MSHS preschoolers. A grant was approved to continue with this special project, called "CASCADES" for 2011 and beyond.

PROGRAM DESIGN

Locally Designed Options for Child Development Services

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

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

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

In 2010, 44% of Program children served was under three years of age. By contrast, nationally about 11% of enrolled Head Start children were infants and toddlers. Local demand to serve such large numbers of infants and toddlers poses many challenges to the Program, including adequate placement sites in some geographic areas.

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

Family Child Care Home Option

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

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

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

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

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

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

Parent preferences for centers may include:

- ❖ Need to place kindergarten-eligible children at the elementary school of residence. Note: With the exception of a handful of children with disabilities, kindergarten-eligible children are not placed at FCCH's since there is no routine child transportation.
- ❖ Children with certain disabilities or health conditions may have better support at a center. For example, there may be greater opportunity for speech/language development among preschool peers. The Program is able to expend federal funds to ensure ADA access at each center. There is limited ADA access via FCCH's and only in certain geographic areas.
- ❖ Older siblings may be enrolled at same school where the MSHS center is located.
- ❖ Some parents perceive centers to be more "academically" inclined than FCCH's.
- ❖ Centers are "always there and open". There is a small chance that a Provider could move out of area or have to cease operations due to illness or family emergency.
- ❖ Centers are able to provide large outdoor play structures. Most FCCH's have limited space for such large play structures.

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

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

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

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

Factors Affecting Program Design – Center Option

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

In developing its 2007-08 budget, the Program faced a major financial challenge as a result of escalating District costs and reduced federal funding. Major increases in personnel and fringe benefits occurred, along with some increase in District administrative (indirect) costs. During a period of time when there has been near flat funding and more recently, shrinkage of federal dollars, the District was able to support higher rates of cost-of-living and other salary increases, along with increased health insurance rates. The cumulative effect of District cost increases and a reduced MSHS budget resulted in a difficult and lengthy decision to close one center in 2007 and transfer affected child development slots to five (5) Family Child Care Homes. The center that was selected for closure was Salsipuedes, a site which did not serve young infants, did not have kindergarten-eligible children enrolled, and posed some transportation difficulties for parents. Also the District closed the Salsipuedes Elementary School and the Alianza Charter School was re-situated to this elementary school campus. MSHS Salsipuedes Center staff members were re-assigned to other MSHS centers without loss of positions for existing staff.

A program-wide cost analysis at the outset of 2006-07 showed that it was 37% more expensive to operate child development slots in centers than in Family Child Care Homes. As part of an analysis used to develop the 2007-08 budget, it was determined that it cost about \$70 per day per child to operate a center with 36 children, while it cost about \$33 per day to offer services to 36 children in Family Child Care Homes, a difference of 57%. While the Program had budgeted for a maximum 7% increase in employee health insurance for 2007-08, the reality is that 2007 health insurance premium costs went up 14%. These same costs rose another 12% in 2008, 10% in 2009 and approximately another 10% in 2010. Health insurance benefits are anticipated to increase an additional 10% in 2011-12 and another 10% for 2012-13. This type of escalating cost is of considerable concern for on-going program planning and clearly impacts the program design in terms of its options for Center and Family Child Care service delivery. The Program has an on-going request to establish the number of slots served with the same level of funding at approximately 680 children. About 90% of all annual Program direct costs are allocated to personnel, fringe benefits, and FCCH Provider payments.

Executive Summary

There is continued demand for Migrant & Seasonal Head Start services for families in the Pajaro Valley Unified School District (PVUSD) in southern Santa Cruz and northern Monterey counties. There is a steady increase of migrant families of indigenous Mexican origin (Mixtec/Zapotec-speakers), who generally require intensive Program support, though the composition of this population is becoming more complex. A longer growing season, changes in the agricultural work force and other factors indicate there is an increased demand for services for seasonal Head Start children.

At the end of the 2011-12 MSHS Program fiscal year, the grantee expressed its desire to re-assign 82 child development slots from another Central California Migrant Head Start service area to Santa Cruz County. As part of PVUSD/MSHS's long-term goals and objectives, an option was included to explore possible braided/blended funding between the District's State-funded Buena Vista agricultural camp program and the District's MSHS Program. In the context of the grantee's desire to re-allocate migrant child development slots and this longer-term goal, the District/MSHS Program agreed to a "One Time Only" project to serve an additional 40 children in the MSHS Program's Family Child Care Home option for the 2012 season. The intent was to allow sufficient time for a feasibility study to take place to determine the viability and/or advisability of proceeding with braided/blended funding for a portion of the Buena Vista camp's children with MSHS. Because of a variety of factors, the feasibility study is still in process. Over the next several weeks, a determination will be made regarding a request to the grantee for an extension of the "only time only" project to serve up to 40 children in the Family Child Care option for 2013 and/or determine what is do-able with respect to Buena Vista Camp operations for the 2013 season. Buena Vista camp child development facilities are undergoing continued modernization that affects service delivery options. At the outset of 2012, an additional 42 child care slots were added to the grantee-operated program, sponsored through the Santa Cruz County Office of Education, to serve more children in Family Child Care Homes within PVUSD boundaries.

There is a continued downward trend in the estimated number of "migrant"-qualified families within the District's service area and there is a greater proportion of seasonal or "settled out" families. Based upon current available data, it is recommended that the grantee seek geographic area(s) outside of PVUSD boundaries for the extra 42 grantee-sponsored Family Child Care Home children assigned in March 2012 to avoid duplication of services and/or competition for available MSHS children/families and Providers with PVUSD operations.

There is a demand for the MSHS Program's extended-day (6 a.m. – 6 p.m.) child development service delivery format during the peak agricultural period (May – October) for infants, toddlers, and preschoolers. For both migrant and seasonal Head Start families, there is strong demand for services for children less than three years of age. In particular, there is a need in this program and throughout the Pajaro Valley for more care for infants requiring cribs. Roughly one-half of Program children served are infants and toddlers. If more funding were available, many families could benefit from a longer service delivery period beginning in mid-April and ending in November.

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

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

Major Findings:

- Continued need for Migrant & Seasonal Head Start services within the Pajaro Valley Unified School District service area
- Increased needs associated with greater influx of Mexican indigenous families, migrating from Oxnard area in southern California and/or originating from the State of Oaxaca
- Nearly one in five parents have 3 years of schooling or less; 57% have 6 years of schooling or less; 8% of mothers have no schooling
- Children's primary health care problems are associated with dental disease, asthma and other pulmonary conditions, and overweight
- Dual language acquisition for children and parents is needed
- Parents face considerable barriers to services because of their long work days, inadequate transportation resources, and in some cases, linguistic or other communication difficulties

- Services for high risk children and families require constant triaging to ensure the neediest families receive highest priority during the operating season
- Continued need for professional development of Program staff and Family Child Care Providers through college course work, workshops and special project initiatives
- Continued need to focus on gaps in services for children with suspected and diagnosed disabilities and complex health care needs
- Inadequate and expensive housing predominates the quality of life for families and children
- Immigration / migration patterns and agricultural trends are influenced by national and international economics beyond the local control of the Program; flexibility is needed to respond to these changes
- Economic crisis, in combination with escalating costs, affects the level and quality of services.

Methodology

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

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

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

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

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

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

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

The Migrant & Seasonal Head Start population has specialized needs and for this reason, it is administered at the national level through the Migrant & Seasonal Programs Branch (“Region” 12),

under the auspices of the national Head Start Office in Washington, D.C. Head Start began in 1965 and is under the purview of the Department of Health & Human Services. In terms of public funds, the District's MSHS Program operates solely with federal MSHS dollars and has not depended upon District general funds.

The following chart depicts some of the key activities used to update the 2012 Community Assessment:

ACTIVITY	PARTICIPANTS	DATE COMPLETED
Parent Surveys	Conducted by Family Service Workers	3/02-5/09/12
Request for PVUSD Migrant Education Data	Angelica C Renteria, Program Operations Coordinator; Carole L. Clarke, Program Director; Faris Sabbah, Migrant Education Director.	5/18/12
PC Officials Training	Local Parent Committee Officials; Policy Committee Representatives; Program Director and Parent Involvement Coordinators.	7/07/12
Policy Committee Meeting	Policy Committee Members, including Heloise Schaser, Martha Gutierrez, and Francisco Romero, Community Representatives; PVUSD Board Members Sandra Nicholson and Karen Odsmuson, Richard Braun and Maria Fatima Castro, Grantee Coordinators; Angelica C. Renteria, Program Operations Coordinator; Carole L. Clarke, Program Director; Irene Herrera-Noh and Adriana Gallegos, Parent Involvement Coordinators.	7/12/12
Contacts to other programs serving eligible children	Guadalupe Magana, Family and Community Services Coordinator	July & August 2012
Board Meeting for Approval on Updates	Pajaro Valley Unified School District Board of Trustees	Est. 9/8/12

Geographic Area

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

According to the U.S. Census Bureau, the county has a total area of 607 square miles (1,573 km²), of which, 445 square miles (1,153 km²) of it is land and 162 square miles (419 km²) of it (26.67%) is water. Of California's counties, only San Francisco is physically smaller.

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



There are four incorporated cities within Santa Cruz County. Based upon the 2000 U.S. census, the largest city is Santa Cruz, which has a population of 54,364 and is the County seat. Watsonville is the second largest city and in 2003 it had a population of 44,475. The 2010 estimated population for Santa Cruz is 56,810 and for Watsonville it is 51,053.²

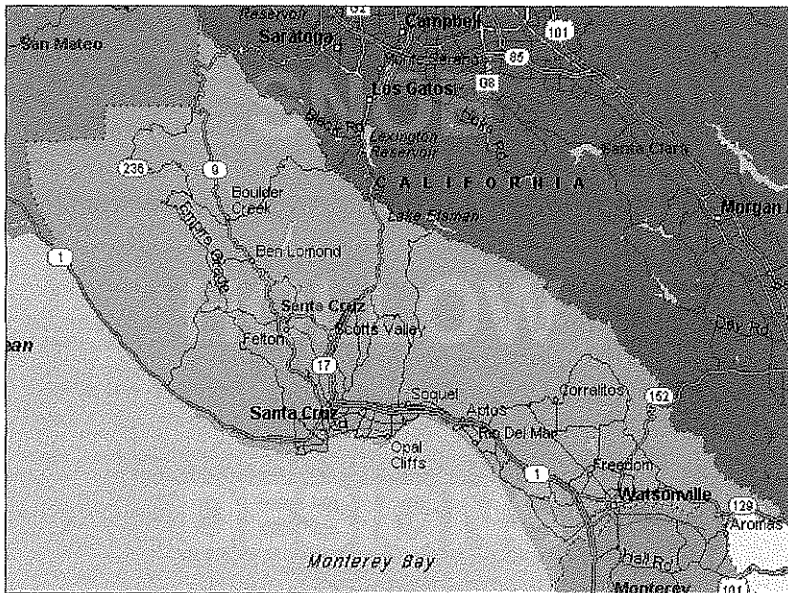
The District's Migrant & Seasonal Head Start Program Office is located in Watsonville in a former community hospital facility that was condemned after the 1989 earthquake. The building has since been refurbished to house many school district operations, including the District's administrative offices,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

² Santa Cruz Sentinel, July 17, 2010.

converted maternity ward that functions as part of the Program's Second Floor office space, where all families are enrolled.

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

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



Economic Factors

In the northwestern portion of the County the economy is anchored by tourism (\$640 million in 2007) and technology, while agriculture is the dominant feature of the southeastern portion of the County. The economic recession has taken its toll in southern Santa Cruz County, as well as other portions of the State and nation. For example, in June 2007 the unemployment rate in Watsonville was 13%; by August 2010 it had increased to 23%.⁴

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

⁴ United Way Comprehensive Report, 2010

Cost of Living

Household Income Levels

Self- Sufficiency Income Standards

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

- The San Francisco Bay Area (Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, Santa Clara, **Santa Cruz**, Solano and Sonoma counties) is the most expensive region in the state, requiring a basic budget of \$77,069 in 2008 for a family of four with two working parents. The San Joaquin Valley (Fresno, Kern, Kings, Madera, San Joaquin, Stanislaus, and Tulare County) is the least expensive region, with an estimated budget of \$62,624 for the same family. On average, the basic budget required for a family of four is 23% higher for families in Santa Cruz County than for families in Stanislaus County, where the grantee is based.
- In 2000 the annual self-sufficiency wages for a family of four in Santa Cruz County, which included one preschooler and one school-aged child, was \$45,841 (*United Way 2010 Comprehensive Community Assessment Report, page 38*). By 2008, a 44% increase had occurred in the basic budget requirements for the same family of four.

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

Housing

Median Home Price

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

⁵ California Association of Realtors

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

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

As part of south Santa Cruz County, housing costs are lower in Watsonville than they are in or around Santa Cruz, but the Watsonville housing market is more subject to volatility. This is reflective of the larger economy. For example, in June 2008 there were more foreclosures than house sales in Watsonville. Certain sections of Santa Cruz and surrounding areas suffered foreclosures, but not at the same rate as in south Santa Cruz County.⁸ Two-thirds of the total 906 foreclosures in Santa Cruz County took place in 2008 in Watsonville and the contiguous community of Freedom. In 2009 an additional 360 foreclosures took place in and around Watsonville (*Attorney Phyllis Shafston Katz of California Rural Legal Assistance in Watsonville*). In May 2011 there were 138 sales of single family homes. Of this total, 57 were either foreclosures or short-sales, which represent forty-one percent (41%) of the total sales. Housing foreclosures can adversely impact renters, such as farm-workers, who may suddenly find themselves evicted and may even lose rental deposits.

Fair Market Rent

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

⁶ Santa Cruz Sentinel, 7/08/07 online Edition; *Santa Cruz Sentinel (6/05/09); **Santa Cruz Sentinel 7/6/09; Santa Cruz Sentinel, June 19, 2010 –Real Options Realty is source; ***Comprehensive Report 2010

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

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

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

High rental costs represent a hardship for all. In 2010 the US Department of Housing and Urban Development (*HUD USER Data Sets, 2010*) cited the fair market rent for a Santa Cruz County home as \$2,383 for three bedrooms; for two bedrooms it was \$1,656; for one bedroom it was \$1,270 and a studio rented for \$1,076. Between 2003 and 2010, there was an average increase of 28% in fair market rental prices. Actual average rents are about 9% higher than the fair market rents: \$2,494 for a three bedroom house; \$1,713 for a two bedroom house; \$1,309 for a one bedroom; and \$1,113 for a studio. For this reason, garages are popular living quarters, as is a patchwork of non-permitted housing additions. The high cost of property taxes, costly building permits and a tortuous planning department process contribute to a high number of houses remaining in substandard condition. It is not uncommon in some years for rental vacancies to be at less than one percent (1%) availability, thus driving actual rents above the fair market value. The Santa County Housing Authority reports it has a waiting list of more than 15,000 families for low-income rental vouchers; the typical wait time is three to five years (Ken Cole, Santa Cruz Sentinel 3/3/11).

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

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

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

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

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

One can reasonably surmise that the percentage of hired farm-workers who are subjected to one or more of these circumstances is higher than the general population. One reason is because public and private camps for housing of hired farm workers are limited. The two significant farm-worker camps (Buena Vista and San Andreas) have a combined capacity for only 1,100 persons. Families seek “affordable” housing wherever they can find it outside of the camps.

Farm-worker Housing

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

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

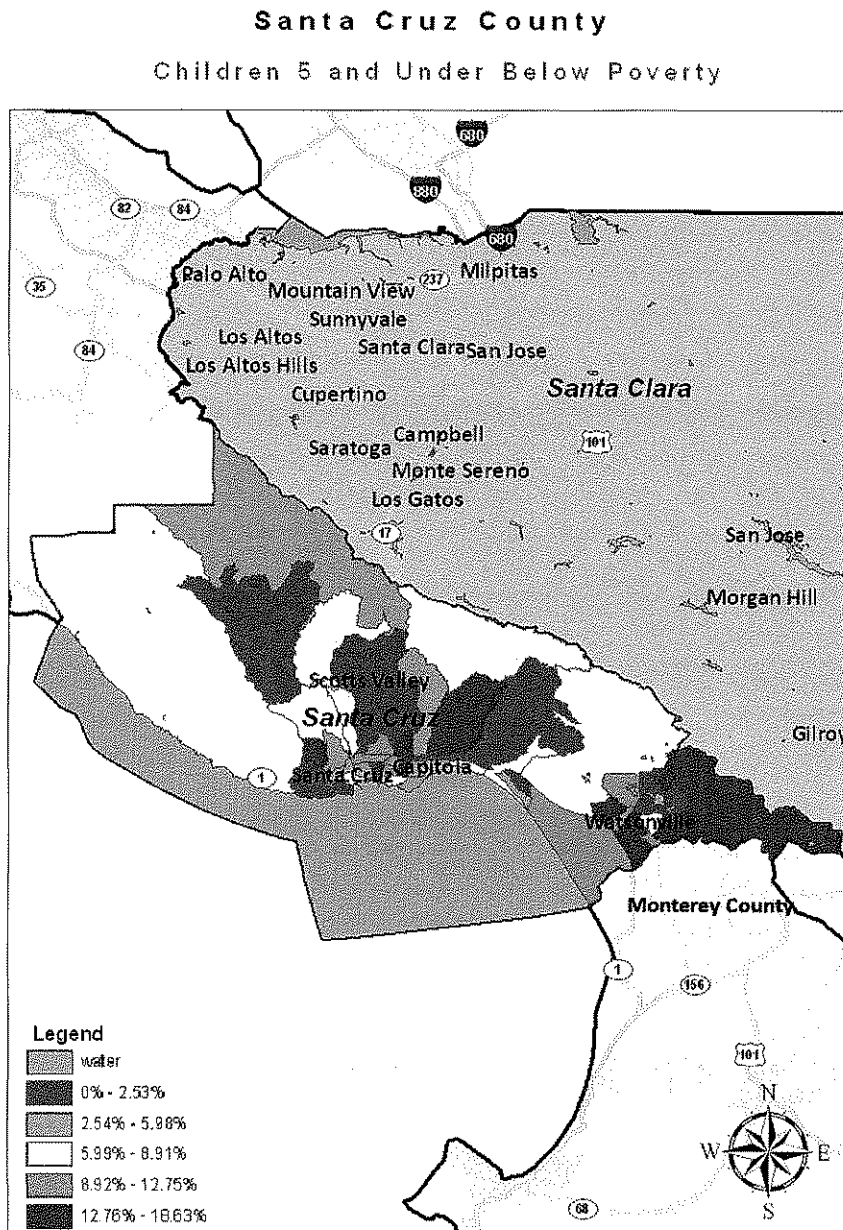
Overcrowding affects many family dynamics, including exposure of young children to single men living in adjacent rooms; noisy conditions preventing adequate sleep; observance of other families’ domestic disputes, and a chronic lack of privacy. Behavior problems can appear in very young children, many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

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

Demographic Data

Young Children in Poverty

Since 93% of PVUSD MSHS families fell below federal poverty income guidelines in 2010 (\$22,350 for a family of four), MSHS families are better characterized as living at a level that is closer to “subsistence” than “self-sufficiency”. The flowing map graphically shows concentration of children age 5 years and younger living in poverty; the Watsonville area has the largest number of children living in poverty in Santa Cruz County (13 – 19%).

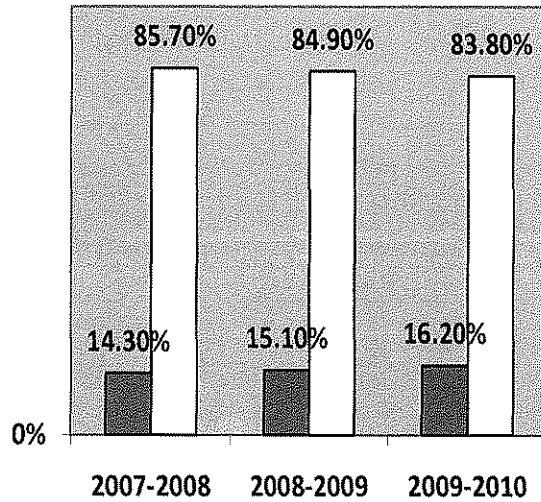


Family Type

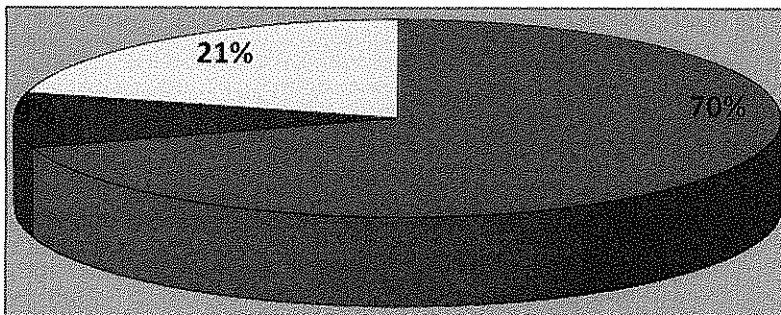
As shown in the following two tables, in Santa Cruz County 70% of the families are married couples with children under 18 years of age. Between 2007 and 2009 about 85% of MSHS families were in two-parent households. Approximately the same percentage held true in 2010 with 86% of the families served coming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

There is an average of 1.3 children per enrolled District MSHS family (2010 PVUSD Program Information Report); the same as in 2009. For 2007 and 2008, there was an average of 1.2 children per PVUSD MSHS family. The Program believes that this increase may be associated with the larger proportion of Mexican indigenous families that have enrolled.

PVUSD MSHS
Family Type:
Parental Status of Enrolled Children



Santa Cruz County
Family Type with Children Under 18



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

Educational Attainment of PVUSD MSHS Parents

Based on the results of a convenience survey conducted among 535 program families during the 2011 enrollment process, the following table reflects levels of completed schooling for mothers and fathers. There may be some over-representation of single mothers in the sample and possible under-reporting of parents who have the lowest levels of completed schooling. In general, schooling was completed in Mexico.

2011 Completed Years of Schooling for MSHS Parents		
Completed Years of Schooling	Percentage of Mothers	Percentage of Fathers
Never Attended School	9%	8%
Completed between 1 st -3 rd grade	12%	14%
Sub-Total: 3 years of schooling or less	21%	22%
Completed between 4 th -6 th grade	42%	41%
Sub Total: 6 years of schooling or less	63%	63%
Completed between 7 th -9 th grade	18%	18%
Completed between 10 th -12 th grade	16%	17%
Enrolled in Higher Education	3%	2%

Functional illiteracy for the purpose of this report is categorized as including those adults with three years of schooling or less. On this basis, 21-22% of mothers and fathers fell into this category; 63% of the fathers and mothers completed only an elementary school education. 81% of all sampled MSHS parents had completed nine (9) years of schooling or less.

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

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

CHILDHOOD HEALTH, NUTRITION, DENTAL CHARACTERISTICS

The PVUSD 2010 Program Information Report (P.I.R.) is the principal reporting source for District MSHS Program services cited below. The most recent national and regional (Migrant & Seasonal Programs Branch, Region 12) Program Information Report data is from the 2009 reporting year.

Health Insurance

In 2010, 100% of all District children were covered by some form of health insurance. Less than 1% had private insurance.

Schedule of age-appropriate preventive and primary care

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

The Migrant & Seasonal Programs Branch reports 87% of all children were up-to-date on a schedule of preventive and primary care.

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

Childhood Immunization

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

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

In 2010 there was a spike in pertussis cases (whooping cough) in certain subpopulations in California. One case surfaced in one MSHS infant/toddler center in 2010 and the Program took a series of measures to address this case, in addition to a concerted effort to promote additional vaccinations and health education efforts among susceptible groups. Periodically there are certain vaccine shortages which can affect the ability of programs to obtain all recommended immunizations.

Children Needing Medical Treatment and Reporting for Certain Health Conditions

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

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

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

Anemia

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

The Migrant & Seasonal Programs Branch reported that 3% of all children were identified with anemia.

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

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

High Lead Levels

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

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

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

Asthma

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

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

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

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

Overweight – Obesity - Diabetes

Twenty eight (28) District cases of medically-diagnosed obesity (4% of all children) were identified. An additional 84 cases of overweight were identified by the Program's Registered Dietician, using age and gender specific national reference values for infants, toddlers and preschoolers. This results in a combined total of 112 cases or 15% of all children being classified as "overweight". In 2010 there were 0 cases of childhood diabetes.

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

Migrant & Seasonal Programs Branch data shows that 6 % of all children were identified as overweight; there were 15 cases of diabetes (0.04% of all children). At the national level, 6% of children were identified as overweight. Nationally, there were 752 cases of diabetes (0.07%).

The current Program Information Report instructions result in a stricter definition of children who are classified as "overweight" or obese according to medical reporting standards. This change in

reporting, however, also leads to the popular impression that fewer children are “overweight” and fewer require nutritional counseling or other health intervention services.

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

The Santa Cruz County W.I.C. Program covers all families within District school boundaries, including those in northern Monterey County. In 2010, 97% of all families were enrolled in W.I.C. This is consistent with previous years of high rates of enrollment. The W.I.C. Program Director and the MSHS Program Director met in July 2010 to plan options by which joint nutrition-education activities for parents can also include opportunities for re-certification in the W.I.C. program. Two hundred plus parents attended a July 2010 joint MSHS/WIC evening training and W.I.C. re-certification process. The larger than anticipated number of parents attending the W.I.C. training and re-certification process led to a changed process for 2011. The Program did not have the ability to safely manage the number of young children accompanying parents in a large group format. Targeted parent education groups were identified for the 2011 season.

Hearing Difficulties

19 District children with hearing difficulties (3% of all children) were identified. At the regional and national levels, 1%+ of all children were also identified with hearing difficulties. There are substantial delays in children obtaining professional audiology examinations. The lack of audiologists available to attend pediatric cases can often result in delays of several months.

Vision Problems

12 District children with vision problems (2% of all children) were identified. Similarly, the Migrant & Seasonal Programs Branch noted that 1.1% of all children had diagnosed vision problems. At the national level, 2.7% of all children were identified with vision problems.

Children Requiring Dental Treatment

162 of 412 (39%) of District preschoolers were identified as needing dental treatment; 88% had an oral dental examination. Out of the 162 children needing dental treatment, 152 (94%) received dental treatment during the season. These figures are based upon children’s actual age according to the date of birth at the time of enrollment. On the Program Information Report, which uses December 2 to calculate ages of enrolled children, there were 484 preschoolers.

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

At the national level, 21% of all preschoolers were identified as needing dental treatment and 83% of these children received dental treatment. About 88% of all preschool children had an oral dental examination.

As the above data indicate, the prevalence of local dental disease is quite high, even when compared to other Migrant & Seasonal Head Start programs. In 2005 it was reported that 30% of all children entering District kindergarten classes had dental disease. By 2010 the percentage had decreased to 21% of all kindergarten children, which is comparable with national Head Start data.

The District had put into place various programs focusing on dental education, treatment and the provision of supplemental fluoride (via the County's "Happy Tooth" program). Recent budget cuts have eliminated the Santa Cruz County Department of Health's Happy Tooth Program. However, the District does maintain dental services at various school sites for K-12 children with the local community/migrant clinic, *Salud para la Gente*. The Program has worked with the same clinic for dental examinations and other services. More complicated cases are referred out of area due to the lack of local pediatric dentists who can manage procedures requiring sedation or anesthesia.

The Program provides incidental transportation to families most in need to obtain dental services. Parents have difficulty missing work in order to accompany children to dental treatment and this can delay children's treatment by the time a series of appointments is completed and/or if rescheduling is needed for missed appointments. In 2009 ninety-eight percent (98%) of children had a "dental home" while residing in the Program service area; 99% had a "dental home" in the 2010 season. At the national level, 89% of all preschoolers had a "dental home".

Watsonville has been the focus of a nine-year long legal battle over whether or not the City's water should be fluoridated to help fight dental caries; a local ballot vote for fluoridation lost narrowly in 2002. The City recently approved "an offer it could barely refuse" from the California Dental Association Foundation for \$1.5 million to build and operate a fluoridated water system for two years. California's State Supreme Court has weighed in on this matter, so it appears that the fluoridation will take place.

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

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

SOCIAL ENVIRONMENT & FAMILY/SOCIAL SUPPORT SERVICES

With the recession, many local government and non-profit organizations have undergone major cutbacks. The Human Care Alliance, which is a group of 60 local nonprofit organizations that provide social services to the neediest of families in Santa Cruz County, reports that since 2002 County support has been reduced by 40%. County health services have been cut by 28% in the same time frame. In June 2010, it was proposed that funding for the Human Care Alliance group be reduced another 20%. The pending cut for 2011 is an additional 10%. A recent state-wide survey showed that nonprofit organizations experienced a 60% increase in service requests and

current funding reductions of 20%.¹⁰ Given California's budget crisis and current proposals to shift more responsibility from the State to local government for social and health services, one can anticipate increased gaps in care, and longer wait times for services.

The rate of substantiated child abuse/neglect per 1,000 youth ages 0-17 in Santa Cruz County was 14.7 in 2007 and 12.2 in 2008; for California, the rates were 10.7 and 9.7/1,000 youth, respectively. However, it is noted that Santa Cruz County is known to do a better job at reporting the co-occurrence of domestic violence and child maltreatment, which may lead to higher reporting rates of child abuse and neglect. From 2000 to 2008 there was a 25% increase in the number of general neglect cases, a 49% reduction in the number of physical abuse cases (58 cases), and a 48% reduction in the number of sexual abuse cases (25 cases in 2008 for the County).¹¹

Children's Mental Health Needs

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

Group Strategies to Support Child & Family Needs

Each season the Program works with the Policy Committee to identify topics to present in local parent committee meetings, in program-wide meetings, and for targeted groups. Some topics are annual, while others rotate across seasons (for example, immigration) or new topics are introduced according to change in need (for example, H1N1 flu vaccination). Some topics involve trainings, led by program staff or community agency representatives; other sessions focus on referring families to social or family support resources. The table on the next page shows topics carried out in the 2012 season.

¹⁰ Santa Cruz Sentinel, June 13, 2010

¹¹ United Way Comprehensive Report 2009

Parents' Meeting & Training Topics - 2012 Season

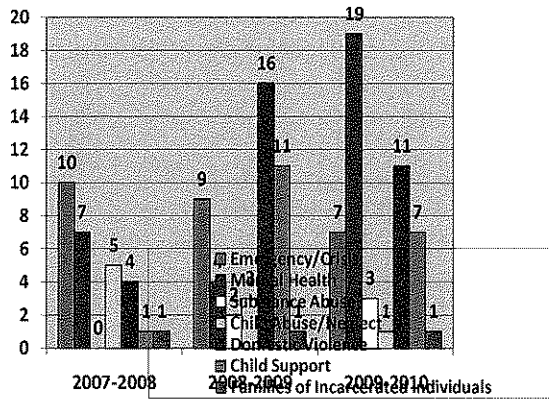
Local Committee Meetings		Target Group Trainings	Leadership/ Governance Trainings
5 Center Committees	9 Family Child Care Homes Committees		
1. Parent Volunteers [May]*	1. Parent Volunteers [May]*	A. First Aid [1 group]	A. Officials Training from the Local Parent Committees [July]
2. Parent Leadership [June]	2. Parent Leadership [June]	B. Kinder Transition – Parent's Rights and Responsibilities including transportation [July] [2 groups]	B. Training for Program's Self-Assessment Participants [September]
3. Curriculum: Center to Home Activities [July]	3. Open House: (Curriculum) [dates selected in July]	C. Installation of Child Passenger Safety Restraints [2 groups]	
4. Dental Health	4. Dental Health	D. SPIN Services (Special Parents Informational Network) - Disabilities	
5. Blanket Use Policy	5. Blanket Use Policy	E. Developing Strong Families –Series of 5 sessions	
6. End of Year Meeting [October]	6. Positive Discipline		
	7. Pesticides		
	*The Driver's Rights topic will be a backup topic in case a presenter cannot be confirmed for any of the other topics.		
The Program will implement two reading programs. <ul style="list-style-type: none"> ● RIF/Reading is Fundamental: Three distributions throughout the season. ● Raising-A-Reader: Centers and some FCCH will rotate books starting in May. 			

Family Referrals/Services

The following two charts depict PVUSD MSHS referrals and services provided during 2007 – 2009. They reflect intervention and family support services, as well as various parent education opportunities. In 2010, 533 of 555 families (96%) received one or more family services.

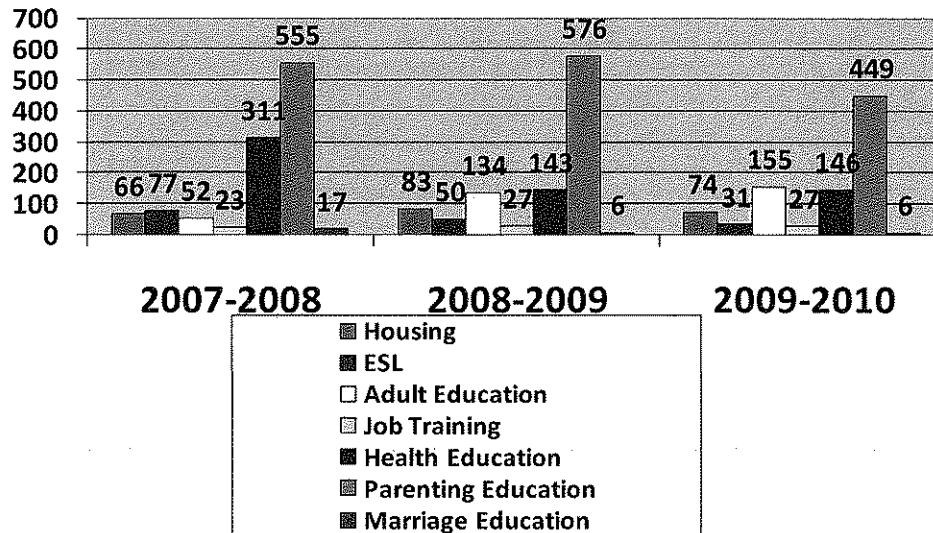
Pajaro Valley Unified School District
Migrant/Seasonal Head Start Program
Family Referrals/Services

Chart 1 of 2



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

Chart 2 of 2



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

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

Within Head Start, the “Fatherhood Initiative” and the “Marriage Initiative” have greater meaning for U.S. born families than for families of Mexican origin. The relatively high percentage of intact District MSHS families (roughly 85%) means that a higher percentage of fathers attend parent meetings, are engaged in shared decision-making functions, and participate in activities to keep their families together. By comparison, only 43% of all Head Start families are two-parent households (2009 Program Information Report).

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

Family Child Care Homes

In 2010 almost three-fourths (74%) of all Program child development slots were provided through the use of 68 licensed Family Child Care Homes (FCCH's) within school district boundaries. Family Child Care Providers offer services as independent contractors. A brief description of California's Department of Social Services Community Care licensing rules for Family Day Care Homes follows so that the Program's locally-designed option for Family Child Care Homes can be understood.

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

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

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

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

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

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

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

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

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

The charts in the following pages show that all Providers are within the District's boundaries. There are a total of 102 FCCH slots in Monterey County and 403 in Santa Cruz County. Family Child Care Homes with a total of 439 MSHS child development slots are situated in the catchment area for thirteen (13) of the 16 elementary schools in the District.

District "Schools of Residence"/Catchment Areas Corresponding to Geographic Location of 2012 MSHS FCCH Providers & MSHS Child Care Slots				
District's County for Schools of Residence	Provider's City of Residence	MSHS Contracted Slots	Provider's Licensed Capacity	Corresponding PVUSD Elementary School of Residence
Monterey County 10 Providers 65 MSHS slots	Las Lomas-Watsonville	9	14	Hall District school
	Las Lomas-Watsonville	9	14	
	Las Lomas-Watsonville	5	8	
	Las Lomas-Watsonville	9	14	
	Las Lomas-Watsonville	9	14	
	Las Lomas-Watsonville	5	14	
	Las Lomas-Watsonville	4	14	
	Las Lomas-Watsonville	5	14	
	Las Lomas-Watsonville	4	14	
	Las Lomas-Watsonville	6	14	
	65			
Monterey County 5 Providers 37 MSHS slots	Pajaro-Watsonville	6	14	Ohlone school
	Pajaro-Watsonville	11	14	
	Pajaro-Watsonville	4	14	
	Pajaro-Watsonville	10	14	
	Pajaro-Watsonville	6	14	
	37			
102 Total Slots in Monterey County Family Child Care Homes				

**District "Schools of Residence"/Catchment Areas Corresponding to
Geographic Location of 2012 MSHS FCCH Providers & MSHS Child Care Slots**

District's County for Schools of Residence	Provider's City of Residence	MSHS Contracted Slots	Provider's Licensed Capacity	Corresponding PVUSD Elementary School of Residence/Catchment Area
Santa Cruz County 10 Providers 80 MSHS slots	Watsonville	5	14	Arnesti school
	Watsonville	10	14	
	Watsonville	8	14	
	Watsonville	11	14	
	Watsonville	9	14	
	Watsonville	6	8	
	Watsonville	10	14	
	Watsonville	11	14	
	Watsonville	5	6	
	Watsonville	5	14	
		80		
Santa Cruz County 7 Providers 61 MSHS slots	Watsonville	10	14	Ann Soldo school
	Watsonville	10	14	
	Watsonville	9	14	
	Watsonville	9	14	
	Watsonville	1	14	
	Watsonville	8	14	
	Watsonville	8	14	
		61		
Santa Cruz County 3 Providers 23 MSHS slots	Freedom	10	14	Calabasas school
	Freedom	8	14	
	Freedom	5	14	
			23	
Santa Cruz County 11 Providers 74 MSHS slots	Watsonville	5	8	Freedom school
	Watsonville	5	8	
	Watsonville	9	14	
	Watsonville	10	14	
	Watsonville	5	14	
	Watsonville	6	14	
	Watsonville	11	14	
	Watsonville	3	14	
	Watsonville	5	8	
	Watsonville	9	14	
	Watsonville	6	14	
		74		

District's County for Schools of Residence	Provider's City of Residence	MSHS Contracted Slots	Provider's Licensed Capacity	Corresponding PVUSD Elementary School of Residence/Catchment Area
Santa Cruz County 7 Providers 53 MSHS slots	Watsonville	3	8	H.A. Hyde school
	Watsonville	6	8	
	Watsonville	9	14	
	Watsonville	9	14	
	Watsonville	5	14	
	Watsonville	11	14	
	Watsonville	10	14	
	53			
Santa Cruz County 7 Providers 49 MSHS slots	Watsonville	11	14	Landmark school
	Watsonville	6	14	
	Watsonville	6	14	
	Watsonville	9	14	
	Watsonville	6	14	
	Watsonville	3	8	
	Watsonville	8	14	
	49			
Santa Cruz County 6 Providers 53 MSHS slots	Watsonville	9	14	MacQuiddy school
	Watsonville	11	14	
	Watsonville	7	14	
	Watsonville	11	14	
	Watsonville	10	14	
	Watsonville	5	14	
	53			
Santa Cruz County 4 Providers 25 MSHS slots	Watsonville	6	14	Mintie White school
	Watsonville	9	14	
	Watsonville	6	14	
	Watsonville	4	8	
	25			
Santa Cruz County 1 Provider-8 MSHS slots	Watsonville	8	14	Radcliff school
8				
Santa Cruz County 1 Provider -3 MSHS slots	Watsonville	3	14	Bradley School
	3			
Santa Cruz County 1 Provider 10 MSHS slots	Watsonville	10	14	Starlight School
	10			
439 Total Slots in Santa Cruz County				
541 Total Slots in Family Child Care Homes				

In 2011 six (6) Providers needed to be replaced and six (6) more Providers were contracted to serve 502 children. Attrition of Providers is for a variety of reasons. Some Providers relocate to less expensive areas in California or elsewhere, as do staff. Over time there have been some retirements, family deaths or other major family situations that have altered a Provider's status with the Program. Sometimes there is loss of a key FCCH Assistant or compliance difficulties that impact the contractual relationship. As is true with Program families, there is Provider movement between California and Mexico. Also, there are instances where Providers wish to join the teaching staff and other cases in which Program employees want to become Family Child Care Home Providers. In a center, loss of staff members can and has created some instability. However, when there is loss of a Family Child Care Home Provider, both the caregiver and the physical facility change simultaneously. The Program attempts to meet the geographic needs of families, but balances this need against the selection of Providers who must meet certain minimum qualifications for standards of care.

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

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

Professional Development Opportunities for FCCH Providers

In 2010 the Program had a final count of 68 Family Child Care Homes. Of this total, 15 Providers maintained current accreditation status from the National Family Child Care Association (NAFCC) and a few others were in the renewal process. Accreditation is a two-year process that includes trainings, observations, Provider interviews, parent surveys and a final site visit by an authorized NAFCC Validator. The Child Development Facility Accreditation Project (CDFAP) helped to support this most recent accreditation initiative, as did the Program. Many of these same accredited Providers participated in a 1998 national pilot study to help develop the NAFCC's Accreditation

Standards¹². By June 2010 forty-one (41) Providers had earned an Associate Child Development Teacher Permit from the California Commission on Teacher Credentialing, which is the equivalent to the Head Start Child Development Associate Credential. Five (5) Providers had earned their Child Development Teacher Permit; four (4) Providers had completed their A.S. degree in Early Childhood Education (ECE) and two (2) of them acquired their Child Development Master Teacher Permit. Eighteen (18) Providers enrolled in Head Start's Child Development Associate (CDA) credential program. All 18 completed their CDA in spring 2010, though the Program lost one Provider through attrition. In 2010 two (2) additional Providers enrolled in the CDA program and completed the CDA in 2011. The balance of Providers has a minimum of 6 ECE community college units. Some Providers have more college units but not necessarily those that qualify for the Associate Child Development Teacher Permit. Of the 68 Providers, 23% are former Head Start parents.

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

Another opportunity for training and stipends is available through WestEd's Program for Infant Toddler Caregivers (PITC). WestEd (formerly Far West Laboratories), has been a leader in early childhood education research for many years and has a well-established a partnership with California's State Department of Education to carry out a certificate program for Family Child Care

¹² Santa Cruz County Office of Education, "Migrant Head Start," *Santa Cruz County Office of Education Online* [home page on-line]; available from http://www.santacruz.k12.ca.us/ed_services/migrant_headstart.html; Internet; accessed 6 June 2005.

Home and center-based caregivers. At the national level, Head Start's Migrant & Seasonal Programs Branch has worked with PITC on and off for more than fifteen years. With some minor modification, the District's MSHS Program has adopted PITC as its approach to infant/toddler care in both centers and Family Child Care Homes.

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

By the end of 2008, thirty (30) Providers had received certificates of completion for three cycles of Program for Infant Toddler Caregiver (PITC) training given on Saturdays. Another eight (8) Providers completed two cycles of PITC training; the third cycle did not occur because of PITC funding limitations. Additionally, 5 FCCH Providers completed their first certification cycle in 2008. Two FCCH Assistants completed three cycles of PITC training; eight (8) finished two cycles in 2007 and again were unable to complete the third cycle in 2008 due to lack of PITC funds. Fifteen (15) Provider assistants completed one cycle in 2007 and 7 returned to complete their second training cycle in 2008. An additional 3 assistants completed their first cycle in 2008. Due to PITC funding constraints, no further training was available in 2009 or 2010. A single cohort of training is being provided to FCCH Providers/Assistants in 2011, without any stipend.

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

In 2010, fourteen (14) Family Child Care Homes were located in northern Monterey County in the unincorporated areas of Las Lomas and Pajaro. This small number is indicative of the difficulty the

Program has in recruiting Providers in this area. Another 54 Homes were located in Santa Cruz County in the City of Watsonville and the contiguous town of Freedom.

Agricultural Data

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

Santa Cruz County 2010 Crop Report

The most recent available data for Santa Cruz County agricultural production is from the 2010 Crop Report¹³. According to this report, in 2010 Santa Cruz County crops were worth \$533 million, an increase of \$41 million from the 2009 production value of \$492 million. The number one crop in Santa Cruz County remains strawberries. Raspberries, the number two crop, continue to command high prices.

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

The crop data below compares crop data from 2009 and the latest available data from 2010. The table shows selected crops that are grown in Santa Cruz County that require hired farm work and their corresponding dollar value.

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

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

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

Monterey County 2010 Crop Report

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

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

Ten Million Dollar Crops

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

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

Monterey County does not provide a breakdown of crops cultivated in the Pajaro Valley compared to the rest of Monterey County. While county boundaries are crucial to government entities, from

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

a hired farm worker's perspective, demarcation of county limits is of little consequence. Farmworkers move between counties and commute to work according to the availability of agricultural work. The daily commute time is what literally drives the need for an extended-day schedule for MSHS families and most especially for those families with limited means of transportation. The vast majority of Program parents works in berries (strawberries, raspberries, etc.) during some part of the season and then work with other crops, and/or flower and nursery production.

Length of Season for Crops Worked by Families

Major Crops/Agricultural/MSHS Labor Periods

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

Local Trends in Agriculture

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

Unlike other areas of California where farm land continues to turn into relatively unchecked housing and commercial development, the majority of existing land used to farm in Pajaro Valley will remain, even as the price of real estate escalates. Because of the establishment of a defined "green belt" for the Pajaro Valley and the presence of a substantial number of labor-intensive crops grown in the area, it is expected that the need for hired farm work will continue to generate an on-going demand for MSHS services. In October 2006, the Land Trust of Santa Cruz County announced that it was able to provide permanent protection for hundreds of acres of prime Pajaro Valley farmland, thanks to the combined actions of non-profit organizations, and state and local funders¹⁵.

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

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

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

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

For some crops, farmers are paying a higher wage/piece rate than usual. Efren Barajas, a UFW vice president, reported that farm workers make about \$7 per hour and "rejoice" if they net \$15,000 a year. Another source indicates that farm workers can earn a higher rate than the average of \$7 per hour if they are fast at piece work. Modestly higher wages do not necessarily result in a rapid

¹⁵ Land Trust of Santa Cruz County Website – <http://www.landtrustsantacruz.org/>, accessed July 12, 2007

increase in the pool of hired farm workers. It simply generates competition among farmers for the same limited pool of workers or forces some farmers to change the type of crops they plant. One farmer is planning to switch to a new variety of raspberry, the *maravilla* (the marvelous one). This variety produces bigger berries that making picking faster.

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

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

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

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

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

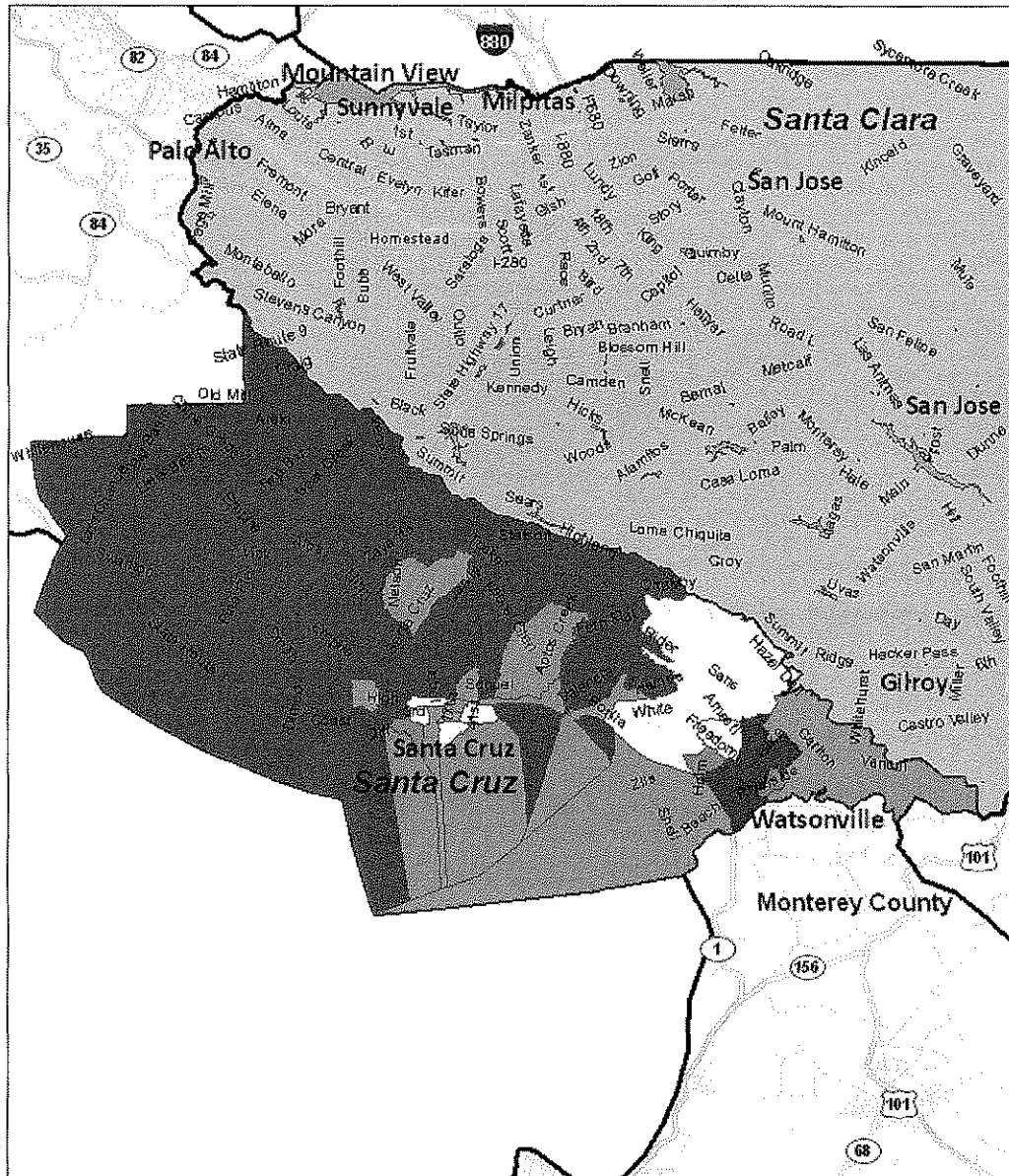
In the City of Watsonville, 77% of the families are as classified as “Latino”.¹⁶ In the unincorporated town of Pajaro, near the Santa Cruz/Monterey County boundary, the average household size is 5.28; 85% of the residents speak a language other than English (i.e. Spanish); 65% are foreign born and it is 94% Latino/Hispanic (7/31/05 Santa Cruz Sentinel). Unlike border areas or many large cities where the majority of Latinos/Hispanic attain oral fluency in Spanish and English, adults who are interested in working with young children in the Watsonville area are generally Spanish dominant. In this area, it takes an average of 6-7 years for adult learners to learn enough English to pass key community college general education courses. This assumes that the adult learner is continuously enrolled in English as a Second Language classes and does not drop out for long periods. Similar linguistic challenges face parents who wish to enter non-farm jobs that rely upon English. In many cases, there is a need to improve Spanish language skills before major progress can be made in English.

¹⁶ United Way Comprehensive Report 2009

Race & Ethnicity

Santa Cruz County

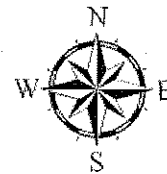
Race and Ethnic Distribution - Hispanic



Legend

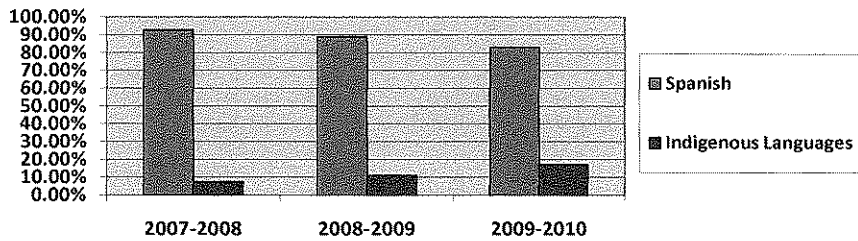
Hispanic

- 0.2% - 0.67%
- 0.68% - 1.31%
- 1.32% - 2.42%
- 2.43% - 6.46%
- 6.47% - 9.98%
- water



Primary Languages

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



2011 Parent Survey Results

Indigenous Primary Language Spoken at Home

<i>Breakdown by Mother and Father</i>				
<i>Language</i>	<i>Mother</i>	<i>Father</i>	<i>Father/Mother</i>	<i>Total Fathers and Mothers</i>
<i>Mixteco Alto</i>	9	0	30	69
<i>Mixteco Bajo</i>	10	1	60	131
<i>Trique</i>	0	0	1	2
<i>Zapoteco</i>	6	0	23	52
<i>Tarasco/Purepecha</i>	0	0	1	2
<i>Other</i>	1	0	0	1
<i>Total Parents</i>	26	1	115	257

Culture

Migrant / Agricultural Workers of Mexican Origin

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

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

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

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

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

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

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

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

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

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

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

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

Families of Mexican Indigenous Origin

Six seasons ago, the ethnic composition of families began to make a small shift. In 2005 about 15 families (3%) in the Program were of Mexican indigenous origin and several of these families were inter-related. By 2010, one in four children is of Mexican indigenous origin. The socio-cultural and linguistic needs of these families present important challenges to service delivery. The following table shows the ethnic distribution of children participating in the Migrant & Seasonal Head Start Program in the last five years:

Year	Percentage of Children Served of Hispanic Origin	Percentage of Children Served of Mexican Indigenous Origin
2005	97%	3%
2006	92%	8%
2007	88%	12%
2008	83%	17%
2009	79%	21%
2010	71%	29%
2011	71%	29%

A special survey was conducted by the Program in the 2009 and 2010 seasons. Of the 555 families enrolled in 2010, 32% reported their place of origin as the State of Oaxaca in Mexico. Oaxaca is the principal state from which Mexican indigenous families originate.

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

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

The Program is attempting to obtain more specific information about the linguistic needs of Oaxacan families, since interpreters are needed at various times to provide assistance. The easiest way to do this is to identify the village or town of origin of each parent. Although there is still an incomplete and evolving picture, it appears that the majority of families coming from the State of Oaxaca are from the region known as the “Mixteca”, which is the north-western portion of the State of Oaxaca. This area is known as being one of the poorest parts of the State of Oaxaca. One of the towns from which a cluster of families originate is San Martin Peras, which is the fourth poorest municipality in Mexico (*Diario de Despertar de Oaxaca*, September 14, 2009). The Mixteca region in Oaxaca borders the State of Guerrero; 19 families reported being from the State of Guerrero in 2010.

In 2010, 54% of Mexican indigenous families in the Program reported being Mixtec Bajo speakers and 25% reported being Mixtec Alto speakers. An additional 31 families reported Zapotec (19%) as being their primary language. All Mixtec languages are oral. As is the case with other Amerindian languages, dictionaries spelling out Mixtec terms rely upon the Roman alphabet. The linguistic challenges for the Program are many. It is not entirely clear the degree to which one or both parents in Oaxacan families enrolled in the Program have functional use of Spanish. Fathers are more likely to be bilingual (*mixteco*/Spanish) than mothers.

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

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

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

As is common when issues of cross-cultural adaptation arise, some parents wish to retain their first language but others fear any stigma that could be attached to their children with retention of their indigenous language. A few parents have expressed interest in their children learning English and skipping Spanish altogether. In this case, Mixtec would represent a first language and English the second language. This situation poses many challenges for matching parents’ stated desires

related to their children's acquisition of a second language. There are many barriers to providing adequate support for families without the immediate availability of interpreters.

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

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

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

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

Community Resources

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

AGENCY	AREA OF COUNTY SERVED	SPECIFIC SERVICES PROVIDED	THE DEGREE THAT SERVICES MEET NEEDS
PVUSD Migrant Education 294 Green Valley Road Faris M. Sabbah; Director & Pola Espinoza, Assistant Director 786-2385	Pajaro Valley	Provides certificates for migrant status. Provides health, dental, vision, and summer school services to all migrant K-12 children served by PVUSD. Preschool MEES program. Collaboration on other projects.	<input type="checkbox"/> Inadequate <input checked="" type="checkbox"/> Adequate <input type="checkbox"/> More than
La Casita de Salud (Casa de la Cultura en el área de Pájaro) 25 Salinas Road #4A Sister Rosa Dolores 763- 0702	Pajaro Valley	Free mobile health education and services for farm workers including: diabetes, vision, dental, blood pressure, anemia testing and cholesterol screenings. Translation services, food assistance, limited rent assistance, nutrition counseling referrals. Free clinic on Tuesday evenings 6-9pm.	<input type="checkbox"/> Inadequate <input checked="" type="checkbox"/> Adequate <input type="checkbox"/> More than Adequate
Northern Region Office Girls Scouts of CA'S Central Coast 10550 Merrit St. Castroville CA 95012 1-800-822-2427	Tri-County	Provides after school activities for young females. Traditional Club Scout & Girls Scout Troops, The Explorers Club; activities for migrant students. Leadership experience (five to seventeen years old).	<input type="checkbox"/> Inadequate <input checked="" type="checkbox"/> Adequate <input type="checkbox"/> More than
Free Lunch Program at school sites	Pajaro Valley	Serving low-income children 0-18 years old. Food provided on site and summer activities.	<input type="checkbox"/> Inadequate <input checked="" type="checkbox"/> Adequate <input type="checkbox"/> More than Adequate
Lift Line Betty Lopez - 688-9663	Santa Cruz County	Transportation services for low-income patients with disabilities or over 60 years old.	<input checked="" type="checkbox"/> Adequate

AGENCY	AREA OF COUNTY SERVED	SPECIFIC SERVICES PROVIDED	THE DEGREE THAT SERVICES MEET NEEDS
California Children's Services (CCS) Juana Ventura 763-8581 Annie 763-8900 Chris 763-8914 12 W. Beach St. Room 271 Watsonville	All Santa Cruz County	Services to children with severe health problems, orthodontic services; assists families with medical expenses, transportation to Stanford University Hospital complex	<input type="checkbox"/> Inadequate <input checked="" type="checkbox"/> Adequate <input type="checkbox"/> More than Adequate
Watsonville Community Hospital 724-4741 75 Nielson St. Watsonville	Pajaro Valley	Hospitalization, comprehensive medical services, emergency care, diabetes education, cardiovascular services, senior services, health classes, CPR, nutrition therapy.	<input type="checkbox"/> Inadequate <input checked="" type="checkbox"/> Adequate <input type="checkbox"/> More than Adequate
County Children's Mental Health Tania Valdez (831) 763-8990 1430 Freedom Blvd. Watsonville CA 95076	Santa Cruz County	Assessment referrals, care coordination, very limited therapy for severe needs, services to mentally ill adults and severely emotional distress children. 24 hour crisis line 1-800-952-2335	<input type="checkbox"/> Inadequate <input checked="" type="checkbox"/> Adequate <input type="checkbox"/> More than Adequate
Healthy Families and Medi-Cal for Children Lucia De La Torre (831) 763-8568	All Santa Cruz County	Low cost medical, dental and vision insurance for children 1-19 years old. Well child exam and immunizations is their main focus.	<input type="checkbox"/> Inadequate <input checked="" type="checkbox"/> Adequate <input type="checkbox"/> More than Adequate
Santa Cruz County Health Center 9 Crestview Dr. Maria Rosillo 763-8400	Santa Cruz County	Pediatric services, Immunizations, TB tests and follow up treatment, Healthy Families referrals, vision and hearing tests, immunizations, Family Planning, general medical clinic services, Medi-Cal/MediCruz applications, CHDP (EPSDT)well-child exams.	<input type="checkbox"/> Inadequate <input checked="" type="checkbox"/> Adequate <input type="checkbox"/> More than Adequate

AGENCY	AREA OF COUNTY SERVED	SPECIFIC SERVICES PROVIDED	THE DEGREE THAT SERVICES MEET NEEDS
Clínica del Valle de Pájaro 45 Nielsen, Watsonville Monica Moya (831) 761-1588	Santa Cruz and Monterey Counties	Adult care, pediatrics, general medical services inc. dental, CHDP (EPSDT) Exams, follow up treatment, Healthy Families referrals, vision and hearing tests, immunizations, family planning, free mammograms for women over 40.	<input type="checkbox"/> Inadequate <input checked="" type="checkbox"/> Adequate <input type="checkbox"/> More than Adequate
Cáncer Society 747 Camden Ave. # B, Campbell CA (408) 871-1062/(831) 477-0281	Monterey, Santa Cruz, Santa Clara & San Benito Counties	Cancer awareness classes and support services, including transportation.	<input type="checkbox"/> Inadequate <input checked="" type="checkbox"/> Adequate <input type="checkbox"/> More than Adequate
Planned Parenthood 40 Penny Lane, Watsonville Martha Carmona 724-7525 Jade Gomez, Clinic Director	Santa Cruz & Monterey Counties	Family planning, children services, CHDP, primary care (in the future). Medi-Cal abortions, pediatric and general medical services. Breast exams, pregnancy tests, HIV tests, male health services, diabetes screenings.	<input type="checkbox"/> Inadequate <input type="checkbox"/> Adequate <input checked="" type="checkbox"/> More than Adequate
WIC woman, Infants & Children Cathy Cavanaugh (program director) 722-7121 18 W. Lake Ave, Suite A Watsonville	Santa Cruz & Monterey Counties	Nutrition information including counseling, breastfeeding education including lactation support. Health education. Food supplements for pregnant and breastfeeding women and children 0-5 years old. Assistance with Healthy Families applications.	<input type="checkbox"/> Inadequate <input checked="" type="checkbox"/> Adequate <input type="checkbox"/> More than Adequate
Family Health Education Center 18 W. Lake Ave. Suite E Blanca Luna 763-3106	Watsonville	Parent & child play groups; mothers/babies class, childbirth preparation classes (Eng/Spanish), siblings preparation class. Free and sliding scale services.	<input checked="" type="checkbox"/> Inadequate <input type="checkbox"/> Adequate <input type="checkbox"/> More than Adequate
Second Harvest Food Bank Carmelita Carranco 800 Ohlone Parkway Watsonville CA 722-7110/662-0487(Aptos) Hotline 662-0991	Pajaro Valley Santa Cruz and San Benito County	Discounted food purchases for FCCH providers. Free food for eligible families distributed second Monday of every month.	<input type="checkbox"/> Inadequate <input checked="" type="checkbox"/> Adequate <input type="checkbox"/> More than Adequate
Human Resources Agency 119 W. Beach St. Watsonville Gail Grooves 763-8500	All Santa Cruz County	MediCal, food stamps for income eligible Families, cash aid for people with no children (money for rent), Cal Works (welfare-to-work program). General assistance with social services.	<input type="checkbox"/> Inadequate <input checked="" type="checkbox"/> Adequate <input type="checkbox"/> More than Adequate

AGENCY	AREA OF COUNTY SERVED	SPECIFIC SERVICES PROVIDED	THE DEGREE THAT SERVICES MEET NEEDS
Nursing Mothers Council Hotline Karina – referral line 688-3954	Santa Cruz County	Spanish translations, nursing/weaning support, technical information, breastfeeding/nursing equipment rentals, Counseling. Home visits; 24 hour referral hotline.	<input type="checkbox"/> Inadequate <input checked="" type="checkbox"/> Adequate <input type="checkbox"/> More than Adequate
Medi-Cruz 9 Crestview Dr. Watsonville Ana 763-8172/454-4070 Carol Miranda	Santa Cruz County	Limited medical coverage for eligible families that do not qualify for Medi-Cal or Healthy Kids/Healthy Families and Medicruz. Very limited services for citizens and undocumented patients due to lack of funds.	<input checked="" type="checkbox"/> Inadequate <input type="checkbox"/> Adequate <input type="checkbox"/> More than Adequate
CHDP Program P.O. Box 962 Santa Cruz CA 763-8932 Lee Fipzsimmons 763-8820 Alaciel 763-8934	Santa Cruz County	Provides funding and follow-up for well child exams, Medi-Cal provider training support, and time-limited full-scope Medi-Cal services. Assists with scheduling medical appointments and transportation. Often CHDP (EPSDT) providers do not complete all of the required tests during appointments. This is not the fault of the CHDP Program; rather it is reflective of broader problems in the health care reimbursement system.	<input type="checkbox"/> Inadequate <input checked="" type="checkbox"/> Adequate <input type="checkbox"/> More than Adequate
Childhood Lead Poisoning Prevention Program Irma Cody 763-8933 1430 Freedom Blvd. Suite 101 Room # 6	Santa Cruz County	Group and individual education, case management, home visits; training offered for child care providers, environmental assessment when requested; peri-natal consultation is available. Telephone consultation & referrals; written education materials available to the general public.	<input type="checkbox"/> Inadequate <input checked="" type="checkbox"/> Adequate <input type="checkbox"/> More than Adequate
Public Health Field Nursing 1060 Emeline St. Santa Cruz Public Health Nurse hotline 454-4339	Santa Cruz County	Maternal and child health information available on Public Health Nurse hotline 454-4339. Communicable disease measures, information, treatment and follow-up 454-4114. Immunization assistance program.	<input type="checkbox"/> Inadequate <input checked="" type="checkbox"/> Adequate <input type="checkbox"/> More than Adequate
Salud Para La Gente 204 E. Beach St. Watsonville 728-0222/728-8250		Prenatal care, HIV testing, family counseling, vision services, "Healthy Families"/Medi-Cal referrals. Teen pregnancy & family planning services; dental clinic and dental screening assistance. Health education, elderly programs and pharmacy services.	<input type="checkbox"/> Inadequate <input type="checkbox"/> Adequate <input checked="" type="checkbox"/> More than Adequate
Healthy Kids/Healthy Families Member line: 1-866-848-9166	Santa Cruz County	Information to members regarding individual accounts and eligibility.	<input type="checkbox"/> Inadequate <input checked="" type="checkbox"/> Adequate <input type="checkbox"/> More than Adequate

AGENCY	AREA OF COUNTY SERVED	SPECIFIC SERVICES PROVIDED	THE DEGREE THAT SERVICES MEET NEEDS
Red Cross: M-F 8:00-4:30, 462-2881 425-1558 (transportation only) 2960 Soquel Ave. Santa Cruz	Santa Cruz County	Disaster Relief, babysitting, water safety including lifeguard training, CPR/First Aid classes (English/Spanish) Health & Safety for disaster relief. Transportation to out of county non-emergency medical appointments. Blood drives 2x per month.	<input type="checkbox"/> Inadequate <input checked="" type="checkbox"/> Adequate <input type="checkbox"/> More than Adequate
DIENTES Community Clinic Karen Wolters 1830 Commercial Way, Santa Cruz CA (831) 464-5409	Pajaro Valley	Dental services for low-income families including children dentistry, sealants, limited oral surgery, extractions, screenings and oral education.	<input type="checkbox"/> Inadequate <input checked="" type="checkbox"/> Adequate <input type="checkbox"/> More than Adequate
County of Santa Cruz HSA Health Education Unit P.O. Box 962, Santa Cruz 454-4141 1070 Emeline Ave.	Santa Cruz County	Education regarding dental, tobacco, car, traffic and bike safety. Substance abuse prevention and treatment; mental health services. Employee wellness classes.	<input type="checkbox"/> Inadequate <input checked="" type="checkbox"/> Adequate <input type="checkbox"/> More than Adequate
Diabetes Health Center 85 Nielson St. Suite # 201 Raquel R. (Program Director). (831) 763-6445/724-4341	Tri- County (Monterrey, San Benito and Santa Cruz)	Individualized and group diabetes awareness education and prevention for all ages. Nutrition counseling, and support groups.	<input type="checkbox"/> Inadequate <input checked="" type="checkbox"/> Adequate <input type="checkbox"/> More than Adequate
Salvation Army Transitional Housing Luis Martínez (manager) 112 Grant Ave. Watsonville CA (831) 724-3922	Tri-County	Provide qualifying families 6 months of transitional housing based on a one-year waiting list, for families with children. Shelter for men only and shelter for single women or women with children.	<input checked="" type="checkbox"/> Inadequate <input type="checkbox"/> Adequate <input type="checkbox"/> More than Adequate
Families in Transition Ariana Luevano & Ana Villarreal 728-9791	Santa Cruz County	Provides temporary rent assistance based on a 6 to 9 month waiting period. (By referral only)	<input checked="" type="checkbox"/> Inadequate <input type="checkbox"/> Adequate <input type="checkbox"/> More than Adequate
YWCA 340 East Beach St. Ana Villafuente 724-6078 X 112	Pajaro Valley	Summer lunch program. Teen leadership and TWTeens program. Childcare services (two Child Care Centers in Watsonville).	<input type="checkbox"/> Inadequate <input checked="" type="checkbox"/> Adequate <input type="checkbox"/> More than Adequate
Central California Alliance for Health 1-800-700-3874	Santa Cruz & Monterey Counties	Medical, Healthy Families, Healthy Kids. Assistance with claims, making appointments, updating application information, replaces lost cards, change medical provider information.	<input type="checkbox"/> Inadequate <input checked="" type="checkbox"/> Adequate <input type="checkbox"/> More than Adequate
Centro de Salud de Beach Flats (831) 423-0222 302 Riverside Avenue Santa Cruz, CA 95060	Santa Cruz County	General medical care, dentistry, eye clinic and pediatrics. Accepts: Medi-Cal, Healthy Families, Healthy Kids, and discount fees for uninsured, poor families.	<input type="checkbox"/> Inadequate <input checked="" type="checkbox"/> Adequate <input type="checkbox"/> More than Adequate

AGENCY	AREA OF COUNTY SERVED	SPECIFIC SERVICES PROVIDED	THE DEGREE THAT SERVICES MEET NEEDS
Doctors on Duty 1505 Main St. Watsonville 722-1444	Santa Cruz County	Provides urgent health care 365 days/year 8am-8pm Monday thru Friday and 8am to 5pm Saturdays and Sundays. Fee for service.	<input checked="" type="checkbox"/> Inadequate <input type="checkbox"/> Adequate <input type="checkbox"/> More than Adequate
PG&E (Pacific Gas & Electric Company) 1-800-660-6789 1-800-773-4345 (Santa Cruz).	Santa Cruz County	Energy efficient appliance program, low utility rates for low-income families.	<input type="checkbox"/> Inadequate <input checked="" type="checkbox"/> Adequate <input type="checkbox"/> More than Adequate
La Manzana Resources Gabriela Lopez Chávez 521 Main St. Suite Y Watsonville, CA 724-2997 www.communitybridges.org	Pajaro Valley	Assistance with translations, Law Center, "papas program", appointments, completion of forms, child support requests, AFDC, Spanish literacy classes. WIC, drop-in center, family programs, food twice a month (second and fourth Wednesday of the month), fax services and car seat programs.	<input type="checkbox"/> Inadequate <input type="checkbox"/> Adequate <input checked="" type="checkbox"/> More than Adequate
California Rural Legal Assistance Iris Tapia 724-2253 Janet Dollar 458-1089 Watsonville 757-5221 in Monterey Co.	Pajaro Valley	Free legal services for housing. Assistance with appeals for social security, housing, food stamps, employment issues, and assistance with employee rights.	<input type="checkbox"/> Inadequate <input checked="" type="checkbox"/> Adequate <input type="checkbox"/> More than Adequate
The Parent Center 255 E. Lake Ave. Celia 724-2879 extension # 52 530 Soquel Ave, Santa Cruz 426-7322	Santa Cruz County	Family, marriage and children counseling. Crisis hot line. Parenting classes and anger management classes. Sliding scale. Helps children with medical insurance. CPS referrals (counseling and home visits).	<input type="checkbox"/> Inadequate <input checked="" type="checkbox"/> Adequate <input type="checkbox"/> More than Adequate
Santa Cruz County Immigration Project Leticia Shoemaker, Doug Keegan 724-5667	Pajaro Valley	Assistance with citizenship applications, and interview preparation, adjustment of status cases, changes of address, INS and consular inquiries, applications for permanent residence, relative visa petitions, immigration consumer complaints, attorney referral, workplace discrimination complaints, employee rights information.	<input type="checkbox"/> Inadequate <input checked="" type="checkbox"/> Adequate <input type="checkbox"/> More than Adequate
Defensa de Mujeres Laura Segura-Gallardo, Executive Director 233 & 220 East Lake Ave. Watsonville 722-4532	Pajaro Valley	Support groups for survivors and victims of domestic violence and sexual assault. Counseling for women and children. Restraining orders. Confidential shelter. Family workshops. "Adequate" rating based only upon fact that the demand for shelter can exceed the available supply. Educational presentations.	<input type="checkbox"/> Inadequate <input checked="" type="checkbox"/> Adequate <input type="checkbox"/> More than Adequate
Catholic Charities Counseling 406 Main St. Watsonville 722-2675	Tri-County	Transportation. Family counseling and immigration services. Help with rent, utilities, and food vouchers.	<input checked="" type="checkbox"/> Inadequate <input type="checkbox"/> Adequate <input type="checkbox"/> More than Adequate

AGENCY	AREA OF COUNTY SERVED	SPECIFIC SERVICES PROVIDED	THE DEGREE THAT SERVICES MEET NEEDS
Duncan Holbert School, PVUSD SELPA Veronica 761-6066 ext. 5000	Pajaro Valley	Parent education for families of children 0-5 years old; disabled children served. Summer hiatus (need summer services). Early education including speech therapy for children over 3 years old.	<input checked="" type="checkbox"/> Inadequate <input type="checkbox"/> Adequate <input type="checkbox"/> More than Adequate
Casa de la Cultura 225 Salinas Rd. #4A Sister Rosa Dolores 763-0702	North Monterey County	Provides food, clothing for babies and children, limited rent assistance, and emergency and disaster relief and computer classes.	<input type="checkbox"/> Inadequate <input checked="" type="checkbox"/> Adequate <input type="checkbox"/> More than Adequate
Volunteer Center of Santa Cruz Santa Cruz: Karen 427-5070 Watsonville: Olga Fuentes 12 Carr St. Watsonville 722-6708	Santa Cruz County	Resource library,,; transportation for seniors to doctors' appointments, citizenship, and ESL and literacy classes for adults. Adopt a family program. Caminos: youth program; Friends Outside-incarceration for adults.	<input type="checkbox"/> Inadequate <input type="checkbox"/> Adequate <input checked="" type="checkbox"/> More than Adequate
Santa Cruz County Farm Bureau Carol 724-1356 Jeff Brown, Executive Director 141 Monte Vista Ave. Watsonville	Pajaro Valley	Serves as watch dog committee for local agricultural issues. Services are limited to dues paying members but will answer questions of non-members.	<input checked="" type="checkbox"/> Inadequate <input type="checkbox"/> Adequate <input type="checkbox"/> More than Adequate
Loaves & Fishes Brooke Parker Patricia Morales (Program Director) 150 Second Street, Watsonville 722-4144	Watsonville Monterey	Hot meals, emergency basic assistance with clothing (Tuesdays and Thursdays), nutrition information and referrals to other programs.	<input type="checkbox"/> Inadequate <input checked="" type="checkbox"/> Adequate <input type="checkbox"/> More than Adequate
WIA Gail Growgth, Program Manager 763-8700	Santa Cruz County	Job training assistance. Assistance to explore careers and writing resumes.	<input checked="" type="checkbox"/> Inadequate <input type="checkbox"/> Adequate <input type="checkbox"/> More than Adequate
Cabrillo College Watsonville Center 318 Union St. Rachel Mayo 786-4700	Santa Cruz County	General education classes; ECE classes (some taught bilingually); computer classes, ESL, tutoring, and counseling.	<input type="checkbox"/> Inadequate <input checked="" type="checkbox"/> Adequate <input type="checkbox"/> More than Adequate
Center for Employment Training Ana Maria Hernandez José Jara 728-4551	Santa Cruz and Monterey Counties	Vocational training & job placement. Tours for students interested in vocational training. English classes.	<input type="checkbox"/> Inadequate <input type="checkbox"/> Adequate <input checked="" type="checkbox"/> More than Adequate
Watsonville/Aptos Adult Ed Lucila Bedolla 786-8225	Monterey and Santa Cruz Counties	ESL, G.E.D., driver education, parent education classes, press printing training, citizenship and community education.	<input type="checkbox"/> Inadequate <input checked="" type="checkbox"/> Adequate <input type="checkbox"/> More than Adequate

AGENCY	AREA OF COUNTY SERVED	SPECIFIC SERVICES PROVIDED	THE DEGREE THAT SERVICES MEET NEEDS
Child Development Resource Center 466-5820 Child Care Switchboard Watsonville (831) 724-2997 x210	Santa Cruz County	Child development workshops, instructional resources for child care providers, child care referrals.	<input type="checkbox"/> Inadequate <input checked="" type="checkbox"/> Adequate <input type="checkbox"/> More than Adequate
Community Bridges 236 Santa Cruz Ave. Lorena (831) 688-8840 ext.247 Fax # (831) 688-8302	Santa Cruz & Monterey Counties	CACFP sponsors (all PVUSD FCCH's), FCCH Licensing facilitation, CDD (Child Development Division), 4 day care, child care food, Live Oak, WIC, annual nutrition training for FCCH Providers. Meals on wheels and transportation services for the elderly. Administrative offices at La Manzana.	<input type="checkbox"/> Inadequate <input checked="" type="checkbox"/> Adequate <input type="checkbox"/> More than Adequate
Boy Scouts of America 55 E. San Joaquin St. Salinas Albert Gallegos 422-5338	Santa Cruz and Monterey Counties	Provides after school activities for young males. Traditional Cub Scout and Boy Scout Troops. Explorers Club and activities for Migrant Ed. students (summer).	<input type="checkbox"/> Inadequate <input checked="" type="checkbox"/> Adequate <input type="checkbox"/> More than Adequate
Watsonville Parks & Recreation Imelda Negrete 728-3240 231 Union St.	Monterey and Santa Cruz County	Free recreational activities and hot meals for children. Services to more than 160 children in summer and family involvement activities at Ramsay Park. After school program year around. Sports league. Arts & Crafts projects.	<input type="checkbox"/> Inadequate <input checked="" type="checkbox"/> Adequate <input type="checkbox"/> More than Adequate
Pajaro Valley Prevention (Student assistance) 335/240 E. Lake Ave. Jenny Sarmiento 728-6445	Pajaro Valley	Counseling services all ages of children and their families; Medi-Cal accepted.	<input type="checkbox"/> Inadequate <input checked="" type="checkbox"/> Adequate <input type="checkbox"/> More than Adequate
Energy Services 1-888-728-3637	Santa Cruz and Monterey Counties	Assist low-income household with utility expenses. Application assistance for CARE & PG&E's (utility) reduced rates.	<input checked="" type="checkbox"/> Inadequate <input type="checkbox"/> Adequate <input type="checkbox"/> More than Adequate

Number of Children and Types of Disabilities

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

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

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

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

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

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

According to the amended Head Start Act of 2007, the requirement is to enroll 10% of children actually served with diagnosed disabilities. For official Head Start reporting purposes, children must have a current Individual Education Plan (I.E.P. for preschoolers) or Individual Family Services Plan (IFSP for infants and toddlers). Therefore, one should theoretically anticipate a minimum of 71 such children in PVUSD/MSHS out of a total program enrollment of 712.

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

Head Start's national reporting system does not collect program data for children less than three years of age according to category of disability. This prohibits diagnostic data analysis to compare local MSHS experience with that of other MSHS programs or nationally. PVUSD MSHS data show that 44% of all children served in 2010 were between 2 months - 35 months of age. The disproportionately high percentage of PVUSD MSHS infants and toddlers who are served, relative to the national Early Head Start (infant/toddler rate) of 11%, makes it more difficult to achieve the new, stricter requirement to serve 10% of all children with a diagnosed disability. Speech and language problems, especially those which are more moderate in nature, are less likely to be diagnosed and documented on an IFSP for infants and toddlers—the very category of diagnosis that is the single largest among Head Start preschool-aged children (60%). Since one-half of all MSHS children nation-wide were reported as being less than three (3) years of age in 2009-10, MSHS programs as a whole face major difficulty in meeting the 2007 ten percent (10%) disability enrollment legislative requirement. This age group factor is apart from other obstacles that MSHS programs face in terms of the seasonal nature of their programs, the typical dearth of summer services for MSHS programs at peak operations, and other obstacles.

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

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

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

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

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

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

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

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

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

The Program has had some difficulty obtaining timely summer services from the San Andreas Regional Center (SARC), as that organization has experienced an increase in caseload and fewer resources. Regional Centers in California are experiencing hundreds of millions of dollars in budget cuts. As a result, stricter criteria are now in place to qualify children for development of an Individual Family Services Plan. As such, the Program anticipates the number of infants/toddlers

with IFSP's to drop for the foreseeable future. Moreover, the Regional Center is negatively impacted by a lack of audiologists who are able to examine young children for required hearing tests. The typical delay in obtaining an audiology appointment is about four to six months. This length of time represents the majority of the Program's service delivery period, so lack of ability to get an audiology examination can stymie the IFSP process. If a family misses an audiology appointment, another four to six months can elapse. Families leaving the area then must effectively await a year to complete the required assessment process. The Program has expended additional effort in collaborating with the Regional Center and this has resulted in generally improved services within budgetary constraints. The Program recently contracted with an out-of-area audiologist to train Family Service Workers on conducting tympanometry screening on selected children. The intent is to have children with ear infections or ear wax problems obtain the proper remedy before referring children to the audiologist for a formal evaluation, thereby using these services in a more appropriate fashion. Conversely, the tympanograms can help reinforce the justification for an audiology appointment.

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

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

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

Typically, MSHS opens by the end of the first week of May each season. MSHS screenings are conducted on all enrolled children within the first few weeks of Program service. For the first couple of weeks, MSHS children make adjustments (separation anxiety, getting used to new child care environment), so screenings cannot and should not start the first day of child attendance. This leaves a tiny window of opportunity for children to be sent by MSHS staff to the District's Special Services Department before the District's summer hiatus. After the Program's initial speech/language screening process, children undergo a second level screening process conducted through the Special Services Department. This second level screening process precedes Special

Services' acceptance of a formal referral. Of those children who complete the second level screening process through the Special Services Department before the District's summer break, a certain percentage of children with borderline screening results are scheduled for a repeat second-level screening after school opens in late August. Children who fail the second level screening process before summer vacation are then in line to commence the process for assessment once school starts.

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

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

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

Collaboration with San Jose State University – Summer Services

In 2005 the Program inaugurated a collaborative effort with San Jose State University (SJSU) to provide six weeks of summer speech/language therapy for 24 MSHS children who had IEP's in place. Five (5) bilingual speech/language graduate students provided individual therapy twice a week, worked with classroom staff on mainstreaming activities related to speech and language development, and prepared simple follow up activities for parents to carry out at home. Parent

activities were designed by the graduate students so they could be implemented during the season, as well as after the Program closes in October.

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

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

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

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

The Program is committed to purchasing sufficient vans to transport children for speech/language therapy for this special project, as well as for other types of services related to children with disabilities, or medical/dental care. The Program will attempt to set aside some of its own funds to purchase the necessary number of vehicles to fulfill its required obligation to serve disabled

children. With the exception of one or two special cases, the burden of this type of incidental transportation falls to the Program as the District only transports severely disabled children. No District transportation is available during the summer when Special Education is not in operation and few children ever qualify for District special education transportation services.

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

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

On-Going Services and Resources for Children with Disabilities

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

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

AGENCY	AREAS OF THE COUNTY SERVED	AGES SERVICES ARE PROVIDED FOR	SPECIFIC SERVICES PROVIDED	DEGREE THAT SERVICES MEET NEEDS
CCS/California Children Services Ana Navarro 763-8900 12 W. Beach St. Watsonville	Santa Cruz County	<input checked="" type="checkbox"/> Infants/Toddlers <input checked="" type="checkbox"/> Preschoolers (3-5 years) <input checked="" type="checkbox"/> 0 – 21 years	Case management & some payment coverage for children with certain health problems and disabling conditions. PT & OT Therapy services.	<input type="checkbox"/> Inadequate <input checked="" type="checkbox"/> Adequate <input type="checkbox"/> More than Adequate
Special Connections 984-2 Bostwick Lane Santa Cruz Sonia Cervantes (831) 466-5852 (831) 464-0669	Santa Cruz & San Benito Counties	<input checked="" type="checkbox"/> Infants/Toddlers (0-3 yrs) Early Start <input type="checkbox"/> Preschoolers (3-5 years)	Provides information, education & support to families with children with disabling conditions. Monthly activities and group support.	<input type="checkbox"/> Inadequate <input checked="" type="checkbox"/> Adequate <input type="checkbox"/> More than Adequate
San Andreas Regional Center (SARC) Oscar Torres 1110 Main St. Suite 8 Watsonville CA (831) 728-1781 Phone (831) 728-5514 Fax	Santa Cruz & North Monterey Counties	<input checked="" type="checkbox"/> Infants/Toddlers <input type="checkbox"/> Preschoolers (3-5 years)	Provides assessment & therapy services, home visits, coordination, education and counseling for families of children with significant developmental disabilities & Early Start services for children under 3 including nutrition, as well as respite services. Budget cutbacks affecting level of services.	<input type="checkbox"/> Inadequate <input checked="" type="checkbox"/> Adequate <input type="checkbox"/> More than Adequate

Population of Age-Eligible MSHS Children in PVUSD Service Area

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

- a) Most recent available data from Migrant Education with figures revised downwards substantially to account for less stringent enrollment criteria, including lack of means testing and certification of children during winter months (an artifact of cumulative enrollment reports). There has been a substantial decrease in the number of “migrant” eligible children through Migrant Education over time, including this year.
- b) Results of the Aguirre International report for Santa Cruz County (revised upwards estimates for the portion of northern Monterey County that corresponds to District boundaries).
- c) Eligible migrant/seasonal child care slots in other programs available during same operating period and extended-day format. Except for PVUSD MSHS and CCMHS/SCCOE data sources, included figures are from 2011 data sources.
- d) Information from Family Service Workers, MSHS Coordinators, Policy Committee members, other District personnel familiar with Program families, community agency partners, etc. who are familiar with past and current trends of hired farm-worker families.
- e) Waiting list information should be used with great caution. At the point of enrollment, a “second look” is carried out for many applicants. In particular, additional scrutiny is given to applications by “single mothers”, families where extremely low income is reported, or other anomalies (e.g. seasonal versus migrant status). Many “single mothers” turn out to have the father living in the household but initially they fail to report this information since the Program gives them a higher priority for entry. If there is a substantial lapse in time between the application and the time when the slot becomes available, the single parent status is re-verified and can affect program entry. Waiting list information is combined for migrant/seasonal families/children and includes over-income families.
- f) Other red flags in the enrollment process can prompt the Program to examine applicant information more closely.

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

	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
Weekly Days of Care Needed for Infants/Toddlers	0	0	0	5	6	6	6	6	6	6	5	0
Daily Hours of Care Needed for Infants/Toddlers	0	0	0	9	12	12	12	12	12	12	9	0
# of MHS Eligible Families with Infants/Toddlers	78	145	191	222	295	285	291	292	295	296	300	304
# MSHS Eligible Infants/Toddlers by Month	101	189	248	289	369	370	378	380	384	385	189	101
Less # of Infants/Toddlers Currently Served (PVUSD)	0	0	0	0	291	303	303	303	304	304	0	0
Less # of Infants/Toddlers Currently Served (Other) *	0	0	15	56	77	77	77	77	77	77	1	1
Total # of Unserved Infants/Toddlers	101	189	233	233	1	-10	-2	0	3	4	188	100
Weekly Days of Care Needed for Preschoolers	0	0	0	5	6	6	6	6	6	6	5	0
Daily Hours of Care Needed for Preschoolers	0	0	0	9	12	12	12	12	12	12	9	0
# of MHS Eligible Families with Preschoolers	92	172	228	282	329	354	365	367	377	378	387	395
# of MSHS Eligible Preschoolers by Month	119	224	297	367	428	460	475	477	490	492	224	119
Less # of Preschoolers Currently Served (PVUSD)	0	0	0	0	348	358	358	358	358	358	0	0
Less # of Preschoolers Currently Served (Other) *	0	0	16	40	90	90	90	90	90	90	2	2
Total # of Unserved Preschoolers	119	224	281	327	-10	12	27	29	42	44	222	117
Total Number of Unserved Children (infants, toddlers, & preschoolers)	220	413	514	560	-9	2	25	29	45	48	410	217

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

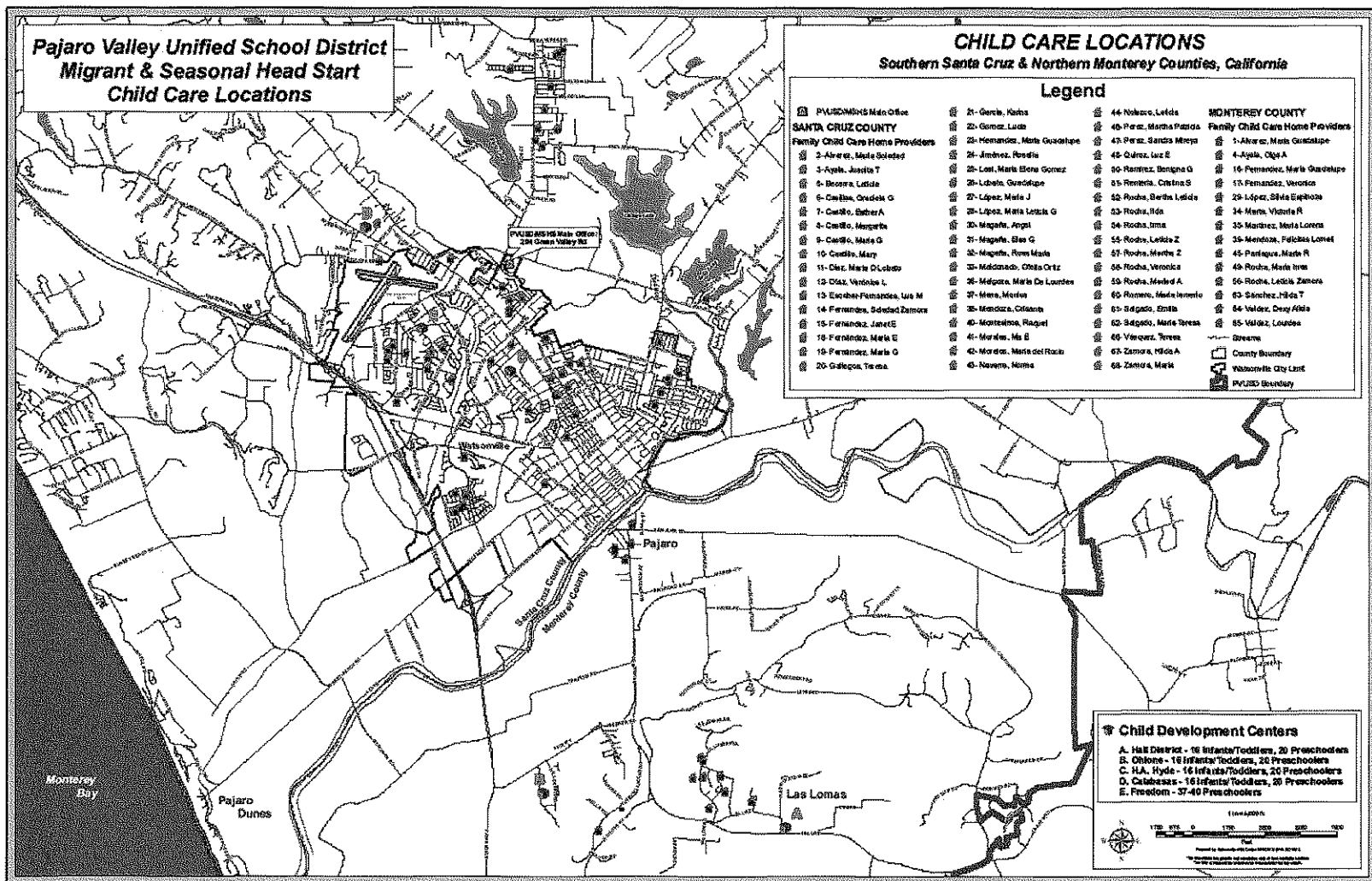
	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
Weekly Days of Care Needed for Seasonal Infants/Toddlers	0	0	0	5	6	6	6	6	6	6	5	0
Daily Hours of Care Needed for Seasonal Infants/Toddlers	0	0	0	9	12	12	12	12	12	12	9	0
# of MHS Eligible Families with Seasonal Infants/Toddlers	12	18	35	35	35	35	34	35	33	35	37	35
# MSHS Eligible Seasonal Infants/Toddlers by Month	16	24	45	46	45	45	44	45	43	46	48	46
Less # of Seasonal Infants/Toddlers Currently Served (PVUSD)	0	0	0	0	32	32	32	32	36	36	0	0
Less # of Seasonal Infants/Toddlers Currently Served (Other) *	0	0	0	0	36	36	36	36	36	36	48	46
Total # of Unserved Seasonal Infants/Toddlers	16	24	45	46	-23	-23	-24	-23	-29	-26	0	0
Weekly Days of Care needed for Seasonal Preschoolers	0	0	0	5	6	6	6	6	6	6	5	0
Daily Hours of Care Needed for Seasonal Preschoolers	0	0	0	9	12	12	12	12	12	12	9	0
# of MHS Eligible Families with Seasonal Preschoolers	117	217	282	304	352	369	378	384	390	394	398	409
# MSHS Eligible Seasonal Preschoolers by Month	152	282	367	395	457	480	491	499	507	512	282	152
Less # of Seasonal Preschoolers Currently Served (PVUSD)	0	0	0	0	53	53	53	53	54	54	0	0
Less # of Seasonal Preschoolers Currently Served (Other) *	0	0	0	2	40	40	40	40	40	40	11	11
Total # of Unserved Seasonal Preschoolers	152	282	367	393	364	387	398	406	413	418	271	141
Total Number of Unserved Seasonal Children (infants, toddlers, & preschoolers)	168	306	412	439	341	364	374	383	384	392	271	141

Waiting List

PVUSD MIGRANT/SEASONAL HEAD START (MSHS) SUMMARY OF EXISTING WAITING LIST* (Southern Santa Cruz and Northern Monterey Counties)					
DATE	CENTER OR FCCH	TOTAL NUMBER OF FAMILIES	** NUMBER OF INFANTS/TODDLERS	NUMBER OF PRESCHOOLERS	TOTAL NUMBER OF CHILDREN
8/08/12	Calabasas Center	7	8	0	8
8/08/12	Freedom Center	6	6	0	6
8/08/12	Hall District Center Monterey County	9	8	1	9
8/08/12	H. A. Hyde Center	11	11	0	11
8/08/12	Ohlone Center Monterey County	12	11	1	12
8/08/12	FCCH's – Santa Cruz & Monterey Counties	72	69	11	80
Totals		117	113	13	126
Source of Information: Guadalupe Magaña, Family and Community Services Coordinator & Lupita Fernandez, Family Services Worker.					

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

** Within the “Infant/Toddler Waiting List” column for migrant/seasonal children, the need is principally for crib space. Crib space is limited throughout the service area for all child care for a variety of factors.



MSHS PROGRAM PRIORITIES FOR 2011-2014

(2012 Update)

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

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

MIGRANT AND SEASONAL HEAD START (MSHS)

COMMUNITY ASSESSMENT – YEAR 3 (2012) ASESORAMIENTO DE LA COMUNIDAD – AÑO 3 (2012)

VERIFICATION OF PARTICIPATION AND APPROVAL VERIFICACIÓN DE PARTICIPACIÓN Y APROBACIÓN

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

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

Signature MSHS Director/ *Firma del Directora del programa*

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

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

Date Signed / *Fecha Firmada*

Signature Policy Committee Chairperson
Firma del Presidente del Comité de Política

Date Signed / *Fecha Firmada*

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

Date Signed / *Fecha Firmada*

Revised 9/4/08

PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 10.12

Date: October 24, 2012

Item: Federal On-Site Monitoring Review Report for Central California Migrant Head Start – July 22 – 27, 2012 for Migrant/Seasonal Head Start

Overview:

A full federal review, including the use of a risk-based assessment approach, is required at least once during each 3-year period of operation. A federal review team conducted its triennial monitoring July 22-27, 2012 for the grantee, Central California Migrant Head Start, and its 4 sub-grantees /delegate agencies, which includes PVUSD Migrant & Seasonal Head Start. The official report is included for review. Additionally, comments made by three members of the federal review team are included that highlight PVUSD Migrant & Seasonal Head Start program strengths but which were not incorporated into the final grantee-wide monitoring report. There were no findings at PVUSD.

Recommendation: Accept Triennial Federal On-Site Monitoring Report (July 22-27, 2012)

Budget Considerations: N/A

Funding Source:

Budgeted: Yes: ☐ No: ☐

Amount: \$

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

Superintendent's Signature:

Dorm Bae

Central California Migrant
Head Start Program

**On-Site Monitoring Review
July 22 – 27, 2012**

Migrant/Seasonal
Head Start/Early Head Start Review Report

Overview of Findings

From 7/22/2012 to 7/27/2012, the Administration for Children and Families (ACF) conducted an on-site monitoring review of the Central California Migrant Head Start Program Migrant and Seasonal Head Start and Early Head Start programs. We wish to thank the governing body, Policy Council, staff, and parents of your program for their cooperation and assistance during the review. This Head Start Review Report has been issued to Mr. Tom Changnon, Board Chairperson, as legal notice to your agency of the results of the on-site program review.

Based on the information gathered during our review, your Migrant and Seasonal Head Start and Early Head Start programs were found to be out of compliance with one or more applicable Head Start Program Performance Standards, laws, regulations, and policy requirements. The report provides you with detailed information in each area where program performance did not meet applicable Head Start Program Performance Standards, laws, regulations, and policy requirements. Each area of noncompliance identified in this report should be corrected within 120 days following receipt of this report.

If you are a grantee serving preschool age children in the center-based option, a sample of your preschool classrooms will be observed using the Classroom Assessment Scoring System (CLASS). This classroom observation instrument looks at the teacher/child interactions, as well as interactions between children. The Office of Head Start encourages grantees to consider the CLASS results in planning ongoing efforts to improve classroom quality.

Please contact your ACF Regional Office with any questions or concerns you may have about this report.

Overview Information

Review Type:	<i>Triennial</i>
Organization:	<i>Central California Migrant Head Start Program</i>
Program Type:	<i>Migrant and Seasonal Head Start and Early Head Start</i>
Team Leader:	<i>Ms. Elsa Hernandez</i>
Funded Enrollment HS:	<i>3026</i>
Funded Enrollment EHS:	<i>56</i>

Area of Strength

The grantee was selected as a National Center of Excellence. The level of achievement was evident in the program's governance and management systems and served as a continuous reminder of the grantee's expectations of quality services for children and families. All levels of management worked to reinforce the ideals of the organization, which were centered on pride and passion. The driving force was civility and respect for all children, families and staff.

The Choose Civility campaign was initiated by the County Office of Education and embraced by the Superintendent, grantee staff, and the community. Grantee leadership encouraged all staff, parents, and children to be respectful, courteous, trustworthy, kind, and sensitive to the needs of others. The result was the organization performing as a motivated team focused on the success of all stakeholders.

The agency served a seven-County area, and the management team was considered exceptional in terms of its organizational strategic planning, ongoing monitoring, clear communication, record-keeping and reporting, and resources. A systematic, ongoing process of program planning was implemented and included consultation with program staff, the governing body, policy groups, and community organizations.

A task force model was used extensively as a mechanism for problem-solving in all areas of the program. Staff from the grantee and delegate agencies were brought together to solve common problems and improve systems. The methodology fostered grassroots reform with administrative support. The task force model enhanced collaboration and emphasized continuous program improvement and consistent systems implementation. It was lauded in strategic planning and internal surveys as a strength because staff and delegates felt heard, respected, and part of the team.

As a form of continuous program improvement, the grantee implemented an enrollment re-assignment plan, which shifted enrollment slots to areas with more need and shifted centers to delegates located within the needed areas as a way to confront long-term enrollment barriers and trends. The approach positively benefited children and families by focusing on local needs with a local design.

The grantee used the Geographic Information Systems (GIS) as part of its Community Assessment and planning process. GIS was a mapping software displaying geographically referenced data. GIS uses included mapping the locations of centers and enrolled families within the service area, locating Mixteco families, ascertaining children's dental treatment needs, and locating children under 5 in poverty.

The grantee's Fiscal Integrity was also a strength. The program not only generated monthly financial reports for budget managers, but held periodic budget-study meetings at which reports were reviewed by fiscal management and applicable program management staff. The process reflected a strong communication system to allow for strategic planning among all parties, including Program staff, Fiscal staff, and administrators. The system allowed the grantee to identify potential problem areas and take necessary actions as problems arose. The organization used an extensive system of segregation of duties, creating a framework of accountability and integrity for every financial transaction within the program.

The delegate agencies' also exhibited strengths. Central California Child Development Services achieved National Association for the Education of Young Children accreditation for 16 sites. Head Start Child Development Services' Education Specialists, Migrant Program Manager, and Migrant Director were all Classroom Assessment Scoring System-certified. Pajaro Valley Unified School District served the most children with moderate-to-severe disabilities, reaching 11 to 13 percent enrollment annually since 2009, including 31 contracted Family Child Care homes. Community Action Partnership of Madera County was recognized by State and local officials and Health Net/CalViva Health for its contribution in making health care services accessible to the underserved, creating a positive difference in the health and well-being of the community.

New Area of Noncompliance Determinations

At least one area of noncompliance was documented at Central California Migrant Head Start Program Migrant and Seasonal Head Start and Early Head Start programs.

Applicable Standards	Program Type	Status
<i>1304.53(a)(7)</i>	<i>HS</i>	<i>Noncompliance</i>

PART 1304 - Program Performance Standards For Operation Of Head Start Programs By Grantees And Delegate Agencies

1304.53 Facilities, Materials, and Equipment.

(a) Head Start Physical Environment and Facilities

(7) Grantee and delegate agencies must provide for the maintenance, repair, safety, and security of all Early Head Start and Head Start facilities, materials and equipment

The grantee did not provide for the maintenance and safety of its Head Start facilities. Observations in 12 locations found at 1--8 percent--fencing was not maintained and safe. An observation at the University Center found a 12-inch gap between the building and the fence around the porch exiting to the playground. In addition, there was a 4-foot drop-off from the porch on the other side of the fence. In interviews, the Health Services Supervisor and Coordinator for Early Childhood Programs confirmed the potential risk of children falling or jumping through the opening in the fence.

The grantee did not provide for the maintenance and safety of its University Center facility; therefore, it was not in compliance with the regulation.

Timeframe for Corrective Action

The area(s) of noncompliance cited in this report must be corrected within 120 days of the receipt of this report. Pursuant to Section 637(2)(C) of the Head Start Act, a grantee that fails to correct an area of noncompliance within the prescribed time period will be judged to have a deficiency that must be corrected within the time period required by the responsible HHS official.

— END OF REPORT —

Migrant & Seasonal Head Start Triennial Federal Review (July 22 – 27, 2012)

Comments from 3 Federal Review Team Members – July 24, 2012

Pajaro Valley Unified School District

Program Strengths

School readiness is demonstrated by a creative use of outdoor environments with learning areas (art, books, manipulatives) in Family Child Care Homes and in Centers. School readiness is supported by a variety of hands-on individualized activities.

In preschool classrooms activities were organized by small groups. For example, children about ready to enter kindergarten had specialized activities oriented towards their imminent school entry. There was evidence of well- developed studies indicating that Creative Curriculum is thoughtfully practiced.

There is a large number of high quality Family Child Care Homes in the area that consistently demonstrate high quality services.

Providers serve a large number of children with disabilities in Family Child Care settings, many of whom have more complex or moderate-to-severe disabilities. There was evidence of therapy being very effectively conducted within the Family Child Care Home consistent with a natural setting.

There is evidence of multiple layers of monitoring for the Family Child Care Homes including Family Child Care Home Specialists, the Family Child Care Home Coordinator and the grantee monitor, all of which support the implementation of high quality operations.

FCCH Providers – There is evidence of excellent on-going training for Family Child Care Home Providers

There is evidence of an excellent Health & Safety Checklist adapted specifically for use in Family Child Care Homes. Family Child Home Providers have very well-stocked disaster kits provided by the Program as part of the overall emergency preparedness plan.

The Program serves a large percentage (about 30%) of children/families who are Mexican indigenous language speakers. Extensive efforts are made to meet the needs of children and families in child development sites, as well as providing comprehensive support to families in accessing health and social services.



PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 10.13

Date: October 24, 2012

Item: 2012-13 Migrant & Seasonal Head Start Self Assessment Report

Overview: At least once each program year, the grantee and delegate agencies must conduct a self-assessment of their effectiveness and progress in meeting program goals and objectives and in implementing federal and other regulations. The 2012 season Self Assessment process included participation by grantee and program staff, as well as program parents and 2 Early Childhood Education experts. It was conducted September 25-27, 2012. A number of strengths/exemplary practices were noted, as were some recommendations for continuous improvement. There were no findings.

Recommendation: Accept 2012-13 Migrant & Seasonal Head Start Self-Assessment Report

Budget Considerations: N/A

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: \$

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

Superintendent's Signature:

Dorinda Bat



Child/Family Services

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

SELF-ASSESSMENT Review

Year 2012

Page 1 of 2

PROGRAM STRENGTHS AND EXEMPLARY PRACTICES (Optional)

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

Pajaro Valley Unified School District

Delegate/DO Agency

Southern Santa Cruz/Northern Monterey

Counties

Tuesday, September 25-Thursday, September 27, 2012

Review Dates

Child Development and Education in Family Child Care Homes

Program Area

[Signature]
Team Leader Signature

Team Member Signatures:

Bertha Correa

Manuel Jimenez

Delegate/DO Director Signature →

Carole L. Clark 9/27/12

Performance Standard #	Program Strengths and Exemplary Practices	Site(s)
642 (f)(3)(A) 642(f)(3)(E)	<p>The program implements a curriculum that is aligned with the Head Start Child Development and Learning Framework. The curriculum promotes young children's school readiness in the areas of cognition and general knowledge, language and literacy, social and emotional development and physical development and health.</p> <p>The program uses the Creative Curriculum as evidenced by interviews with the FCCH Coordinator, and one of the FCCH Providers (as well as being confirmed by responses to questions posed to other FCCH Providers.</p> <p>Based on our observations of the child/teacher interactions in the four sites, our review of curriculum plans and the education sections a sampling of children's files and various examples (photos of children in action in the classrooms) we found a consistent pattern of exemplary efforts in these areas.</p>	<p>Ilda Rocha FCCH Angel Magana Luz Escobar Veronica Diaz</p>
642 (f)(3)(C)	<p>The curriculum is comprehensive and linked to ongoing assessment, with specific goals and child outcomes.</p> <p>Based on a review of a sampling of children's files in the cited FCCHs and the Central Office we found a consistent pattern of evidence of assessment, establishing goals, sharing these with family members, and updating them in accordance with both Head Start and Grantee guidance.</p>	<p>Ilda Rocha FCCH Angel Magana Luz Escobar Veronica Diaz</p>

DISTRIBUTION: White – Grantee Yellow – Delegate

FP364(c)

Program Strengths and Exemplary Practices (continued)

Page 2 of 2

PVUSD-Southern Santa Cruz/Northern Monterey

Delegate Agency/Counties

**Child Development and Education in Family Child
Care Homes**

Program Area

Performance Standard #	Program Strengths and Exemplary Practices	Site(s)
1304.52(h)(1)	<p>The program ensures that Family Child Care Providers have the required qualifications, training and experience.</p> <p>Based on interviews with the FCCH Coordinator, an FCCH Provider, a review of Professional Development Plans for 10 Family Child Care Providers, and a review of documents from pre-service and in-service trainings for the current program year there is an exemplary effort to support ongoing staff professional development, advancing staff professional qualifications through in-house training, (see attached agendas) community-based training opportunities, and support for study through the local institutions of higher education (i.e., Cabrillo College).</p> <p>There is a consistent pattern of updating the plans revealed in the plans reviewed.</p>	<p>Ilda Rocha FCCH Angel Magana Luz Escobar Veronica Diaz</p>
1304.21 (a)(4)(iii)	<p>The program promotes interaction and use of language between children and children and adults</p> <p>Based on the direct observation of adult/child and child/child interactions (i.e., conversations; discussions; teacher led activities, etc.) in three of the FCCHs as well as a review of photos with captions and other examples of children's work, and curriculum plans posted in the environments in all four of the sites, our team found a consistent pattern of exemplary language promotion during our assessment visits</p>	<p>Ilda Rocha FCCH Angel Magana Luz Escobar Veronica Diaz</p>
<p>1308.19(k) 1304.20(f)(2)(i) 1304.21(a)(1)(ii)</p>	<p>Services provided to children with identified disabilities are designed to support the outcomes contained in their IEPs or IFSPs.</p> <p>A review of a sampling of children's disability files and child files from all FCCHs visited (located in the central office) and a child file in one of the FCCHs in addition to an interview with one of the FCCH Providers our team found a consistent pattern of service plans designed to support the desired outcomes contained in the IEPs and IFSPs. There was also a consistent pattern of updating these plans.</p>	<p>Ilda Rocha FCCH Angel Magana Luz Escobar Veronica Diaz</p>

DISTRIBUTION: White - Grantee Yellow - Delegate

FP-364(c)

SELF-ASSESSMENT Review

Year 2012

Page 1 of 1

RECOMMENDATIONS FOR CONTINUOUS IMPROVEMENT (Optional)

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

Pajaro Valley Unified School District

Delegate/DO Agency

Southern Santa Cruz/Northern Monterey

Counties

Tuesday, September 25-Thursday, September 27, 2012

Review Dates

Child Development and Education in Family Child Care Homes

Program Area

Wain X S
Team Leader Signature

Team Member Signatures:

Beatha Correa

Manuel Jimenez

Delegate/DO Director Signature →

Carol L Clark 9/27/12

Performance Standard #	Recommendation(s) for Continuous Improvement	Site(s)
	No Recommendations Requiring Action	

DISTRIBUTION: White – Grantee Yellow – Delegate



Child/Family Services

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

SELF-ASSESSMENT Review
FINDINGS REQUIRING ACTION

Year 2012

Page 1 of 1

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

Pajaro Valley Unified School District

Delegate/DO Agency

Southern Santa Cruz/Northern Monterey

Counties

Tuesday, September 25-Thursday, September 27, 2012

Review Dates

Child Development and Education in Family Child Care Homes

Program Area

[Signature]
Team Leader Signature

Team Member Signatures:

Bertha Correa
Manuel Jimenez

Corrective Plan of Action Due Date: _____

Delegate/DO Director Signature

[Signature] 9/27/12

Performance Standard #	Systematic Issues and Findings Requiring Action	Site (s)
	No Findings	

DISTRIBUTION: White – Grantee Yellow – Delegate

E:\Findings_Requiring_Action Child Development & Education in FCCs final dkl.doc



Child/Family Services

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

**SELF-ASSESSMENT Review
DEFICIENCIES**

Year 2012

Page 1 of 1

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

Pajaro Valley Unified School District

Delegate/DO Agency

Santa Cruz/Monterey

Counties

Tuesday, September 25-Thursday, September 27, 2012

Review Dates

Child Development and Education in Family Child Care Homes

Program Area

Corrective Plan of Action Due Date: _____

Delegate/DO Director Signature →

[Signature]
Team Leader Signature

Team Member Signatures:

Manuel Jimenez
Bentha Correa

Carole L. Clark 9/27/12

Performance Standard #	Systematic Issues and Findings Requiring Action	Site (s)
	No Deficiencies	

DISTRIBUTION: White – Grantee Yellow – Delegate



Child Family Services

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

SELF-ASSESSMENT Review

Year 2012

Page 1 of 2

PROGRAM STRENGTHS AND EXEMPLARY PRACTICES (Optional)

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

Pajaro Valley Unified School District

Delegate/DO Agency

Southern Santa Cruz/Northern Monterey

Counties

Tuesday, September 25-Thursday, September 27, 2012

Review Dates

Child Development and Education in Centers

Program Area

Cheri J. Longaker
Team Leader Signature

Team Member Signatures:

Marisa Chavez
Debra Luna

Delegate/DO Director Signature →

Carole L. Clarke 9/27/12

Performance Standard #	Program Strengths and Exemplary Practices	Site(s)
642(f)(3)(A) 642(f)(3)(B) 642(f)(3)(D) 1304.21(c)(1)(ii) 1304.21(c)(1)(iv) 1304.21(c)(1)(v) 1304.21(c)(1)(vi) 1304.21(c)(1)(vii)	The program implements a curriculum that is evidence-based and includes standardized training procedures and curriculum materials to support implementation. <ul style="list-style-type: none"> - Learning studies, selected together by teachers and children, are based on the curriculum approach called "Creative Curriculum". As each topic was selected, a wide variety of materials were provided that supported the development and implementation of these learning projects. Teachers and children demonstrated a great deal of enthusiasm for this approach and focused on such topics as butterflies, strawberries and their parents work in strawberry fields, fish, and dinosaurs. 	Ohlone Preschool Freedom Older
642(f)(3)(C) 1304.21(c)(2) 1304.21(a)(4)(iv)	The curriculum is comprehensive and linked to ongoing assessment, with specific goals and child outcomes <ul style="list-style-type: none"> - The learning studies observed, took place over time and facilitated children's learning and developmental in all developmental domains. (It was especially noticed how math skills were woven into many conversations and activities.) - Ongoing assessment is done with the DRDP. Observations by teaching staff and parents, and individual and classroom assessment summaries are used to help develop goals and plan the curriculum. - The learning studies provide multiple opportunities for documenting children's learning and development, making it visible to teaching staff and families, thus continuing the cycle of planning curriculum, based on ongoing assessment outcomes and goals. 	Ohlone Preschool Freedom Older

DISTRIBUTION: White – Grantee Yellow – Delegate

G:\Program_Strengths_Exemplary_Practices Child Development & Education in homes.doc

FP364(c)

Program Strengths and Exemplary Practices (continued)

Page 2 of 2

PVUSD-Southern Santa Cruz/Northern Monterey

Child Development and Education in Centers

Delegate Agency/Counties

Program Area

Performance Standard #	Program Strengths and Exemplary Practices	Site(s)
1304.21(a)(1)(i) 1304.21(a)(1)(iii) 1304.21(a)(1)(iv) 1304.21(c)(1)(i)	The program's approach to Child Development and Education is developmentally and linguistically appropriate and demonstrates an understanding that children have individual rates of development, interests, temperaments, languages, cultural backgrounds, and learning styles. It was observed that learning environments offered a wide and appealing variety of types of activities that allowed children to participate at different skill levels, according to their individual interests, and in which children were very engaged. The teaching staff interacted with individual and small groups of children, effectively supporting their interests, efforts, learning, and development.	Ohlone Preschool Freedom Older
1304.21(b)(1)(i) 1304.21(b)(1)(ii) 1304.21(a)(3)(i)(A) 1304.21(a)(3)(i)(E)	The program is responsive to each child, encouraging trust and emotional security, and developing secure relationships. Examples included: <ul style="list-style-type: none"> - Each classroom has a limited number of consistent teachers over an extended period of time allowing them to get to know each child as an individual; - For most children, the teaching staff speaks the children's language and represents the children's culture; - Teaching staff was observant of children, always near them, listening and responding promptly to them, supporting their individual interests and meeting their needs in a calm, caring manner 	H.A. Hyde Infant/Toddler
1304.21(a)(3)(ii)	The program plans for routines and transitions so they occur in a timely, predictable, and unrushed manner according to each child's needs. Examples included: <ul style="list-style-type: none"> - Children seemed familiar with the sequence of events during the day and sometimes moved from one routine to another independently (such as a child who went to his rest mat once his clean up from lunch was completed); - While a predictable sequence of events was followed, the timing of routines was adjusted according to the needs of the children (such as serving lunch a little earlier to accommodate children who were very tired and likely to fall asleep before eating) - For the children who were outside before lunch, hand washing was done at the large sink outside, making it an enjoyable and unrushed part of their outdoor experience and an exceptionally smooth transition to lunch. 	H.A. Hyde Infant/Toddler
1304.21(a)(4)(iii) 1304.21(b)(2)(ii)	The program promotes interactions and language use among children and between children and adults. All adults working with children were observed being fully attentive to and engaged with children, showing interest in them, and talking calmly and quietly with them about their actions, interests, and observed needs.	H.A. Hyde Infant/Toddler

DISTRIBUTION: White - Grantee Yellow -- Delegate

FP-364(c)



Child/Family Services

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

SELF-ASSESSMENT Review

Year 2012

Page 1 of 1

RECOMMENDATIONS FOR CONTINUOUS IMPROVEMENT (Optional)

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

Pajaro Valley Unified School District

Delegate/DO Agency

Southern Santa Cruz/Northern Monterey

Counties

Tuesday, September 25-Thursday, September 27, 2012

Review Dates

Child Development and Education in Centers

Program Area

Cheri J. Longaker
Team Leader Signature

Team Member Signatures:

Maria Chavez
Julia Zuma

Delegate/DO Director Signature →

Archie L. Clarke 9/27/12

Performance Standard #	Recommendation(s) for Continuous Improvement	Site(s)
	No Recommendations Requiring Action	

DISTRIBUTION: White – Grantee Yellow – Delegate

E:\Recommendations_Continuous_Improvement Child Development & Education in homes.doc



Stanislaus County
Office of
Education

Child/Family Services

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

SELF-ASSESSMENT Review
FINDINGS REQUIRING ACTION

Year 2012

Page 1 of 1

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

Pajaro Valley Unified School District

Delegate/DO Agency

Southern Santa Cruz/Northern Monterey

Counties

Tuesday, September 25-Thursday, September 27, 2012

Review Dates

Child Development and Education in Centers

Program Area

Corrective Plan of Action Due Date: _____

Delegate/DO Director Signature →

Cheri J. Longaker
Team Leader Signature

Team Member Signatures:

Maria Chavez
Shirley Z...

Carol L. Clark 9/27/12

Performance Standard #	Systematic Issues and Findings Requiring Action	Site (s)
	No findings	

DISTRIBUTION: White – Grantee Yellow – Delegate

E:\Findings_ Requiring_Action Child Development & Education in homes.doc



Child/Family Services

Tom Changnon, Superintendent
1100 H Street • Modesto, CA 95354 • (209) 238-1800 • FAX (209) 238-4217**SELF-ASSESSMENT Review
DEFICIENCIES**Year 2012Page 1 of 1☐ Early Head Start ☐ Regional Head Start ☒ Migrant & Seasonal Head Start**Pajaro Valley Unified School District**

Delegate/DO Agency

Santa Cruz/Monterey

Counties

Tuesday, September 25-Thursday, September 27, 2012

Review Dates

Child Development and Education in Centers

Program Area

Team Leader Signature

Team Member Signatures:

Corrective Plan of Action Due Date: _____

Delegate/DO Director Signature →

9/27/12

Performance Standard #	Systematic Issues and Findings Requiring Action	Site (s)
	No deficiencies	

DISTRIBUTION: White – Grantee Yellow – Delegate



Child/Family Services

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

SELF-ASSESSMENT Review

Year 2012

Page 1 of 2

PROGRAM STRENGTHS AND EXEMPLARY PRACTICES (Optional)

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

Pajaro Valley Unified School District

Delegate/DO Agency

Southern Santa Cruz/Northern Monterey

Counties

Tuesday, September 25-Thursday, September 27, 2012

Review Dates

Child Health and Safety

Program Area

Mary Turner
Team Leader Signature

Team Member Signatures:

Emilia Hernandez
Isabel Bailon Vellegas

Delegate/DO Director Signature →

Carol L. Clarke 9/27/12

Performance Standard #	Program Strengths and Exemplary Practices	Site(s)
1304.20(a)(1)(ii) 1304.20(a)(1)(1)(iii)	All 10 files reviewed had clearly documented evidence that the children up-to-date on a schedule of health examinations, including all components of the physical examination and a dental examination per the state EPSDT/Child Health and Disability Prevention program schedule of the State of California. All identified follow-up services were obtained and documented.	4 family child care homes
1304.22(e)(5)	Diapering procedures were adhered to according to program procedures. A dedicated space for the diapering was set at each FCCH. All the materials were readily available to readily change diapers with good hygiene technique, except the disinfectant—which was kept out of children's reach.	4 family child care homes
1304.23(b)(3)	Children all follow the tooth brushing procedures in place after breakfast and lunch. Methods to reinforce proper tooth brushing included the use of a stuffed animal, a kangaroo in 2 sites, 1 teacher who brushed her teeth with the children to serve as a role model. One site used a minute egg timer to ensure the 1 minute of brushing with water and the 1 minute of brushing with fluoride toothpaste. We observed a smooth transition of water brushing to the second step of brushing with fluoride toothpaste. The quantity of toothpaste was controlled by the teacher who provided an amount equal to a grain of rice for the tooth brushing activity.	4 family child care homes

Program Strengths and Exemplary Practices (continued)

Page 2 of 2

PVUSD-Southern Santa Cruz/Northern Monterey

Child Health and Safety

Delegate Agency/Counties

Program Area

Performance Standard #	Program Strengths and Exemplary Practices	Site(s)
1304.22(c)(1)	<p>Although there were no children taking medications in any of the FCCHs at the time of the evaluation visits, all the providers were able to thoroughly to explain step by step how the medications are stored, administered and the administration is documented and the files are maintained up-to-date.</p> <p>Providers are very familiar with the procedures necessary to avoid medication mistakes. They easily were able to locate and show the team the program's Medication Administration form that is filled out and signed by the provider and the parent/guardian.</p> <p>We observed 2 lock boxes with keys and locks in each location for the refrigerated and non-refrigerated medication. The team was very impressed with the "above and beyond the call of duty" practices of the providers when a medication has been left at the center. All the providers call the parents to ask them to pick up to medication and /or equipment or offer to deliver the medication to the family home.</p>	4 family child care homes

DISTRIBUTION: White - Grantee Yellow - Delegate

FP-364(c)



Child/Family Services

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

SELF-ASSESSMENT Review

Year 2012

Page 1 of 1

RECOMMENDATIONS FOR CONTINUOUS IMPROVEMENT (Optional)

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

Pajaro Valley Unified School District

Delegate/DO Agency

Southern Santa Cruz/Northern Monterey

Counties

Tuesday, September 25-Thursday, September 27, 2012

Review Dates

Child Health and Safety

Program Area

Mary Turner
Team Leader Signature

Team Member Signatures:

Emilia Hernandez
Isabel Babilon Villegas

Delegate/DO Director Signature

→ Archie Clark 9/27/12

Performance Standard #	Recommendation(s) for Continuous Improvement	Site(s)
	No recommendations	

DISTRIBUTION: White – Grantee Yellow – Delegate

E:\Recommendations_Continuous_Improvement Child Health & Safety.doc



Child/Family Services

Tom Changnon, Superintendent
1100 H Street • Modesto, CA 95354 • (209) 238-1800 • FAX (209) 238-4217**SELF-ASSESSMENT Review**
FINDINGS REQUIRING ACTIONYear 2012Page 1 of 1☐ Early Head Start ☐ Regional Head Start ☒ Migrant & Seasonal Head Start**Pajaro Valley Unified School District**

Delegate/DO Agency

Southern Santa Cruz/Northern Monterey

Counties

Tuesday, September 25-Thursday, September 27, 2012

Review Dates

Child Health and Safety

Program Area

Corrective Plan of Action Due Date: N/A*Mary Turner*
Team Leader Signature

Team Member Signatures:

Enelia Hernandez
Isabel Bailon Villegas

Delegate/DO Director Signature →

Carol A. Clarke 9/27/12

Performance Standard #	Systematic Issues and Findings Requiring Action	Site (s)
	No findings requiring action	

DISTRIBUTION: White – Grantee Yellow – Delegate

E: Findings_Requiring_Action Child Health & Safety.doc



Child/Family Services

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

SELF-ASSESSMENT Review DEFICIENCIES

Year 2012

Page 1 of 1

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

Pajaro Valley Unified School District

Delegate/DO Agency

Santa Cruz/Monterey

Counties

Tuesday, September 25-Thursday, September 27, 2012

Review Dates

Child Health and Safety

Program Area

Mary Turner
Team Leader Signature

Team Member Signatures:

Enelia Hernandez
Isabel Bailon Vellegas

Corrective Plan of Action Due Date: N/A

Delegate/DO Director Signature →

Carol Clark 9/27/12

Performance Standard #	Systematic Issues and Findings Requiring Action	Site (s)
	No deficiencies	

DISTRIBUTION: White – Grantee Yellow – Delegate

SELF-ASSESSMENT Review

Year 2012

Page 1 of 2

PROGRAM STRENGTHS AND EXEMPLARY PRACTICES (Optional)

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

Pajaro Valley Unified School District

Delegate/DO Agency

Southern Santa Cruz/Northern Monterey

Counties

Tuesday, September 25-Thursday, September 27, 2012

Review Dates

Family & Community Engagement Inc. (ERSEA)

Program Area

Shirley Magaña
Team Leader Signature

Team Member Signatures:

Betha Ortiz

Vicenta Montes

Delegate/DO Director Signature

Shirley Magaña 9/27/12

Performance Standard #	i	Site(s)
1304.40(a)(5)	Program staff is familiar with the background of families and children. Interactions are respectful of each family's cultural, ethnic, and linguistic diversity. The program has developed and implemented a supplemental parent survey that obtains important information about the more particular needs of families of Mexican indigenous origin, as well as needs of families that may encounter transportation barriers. The program provides when possible, an interpreter in the family's home language (mixtec) to facilitate the communication between staff, family and a range of service providers to ensure that all children and families feel welcome and respected, and to support child/family needs.	All sampled child/family records – 29 sampled records
1304.40 (e)(4)(i)	The program provides multiple opportunities for children and families to participate in literacy services by increasing family access to materials. These include having parent lending libraries at each site, as well as participation in a local literacy program called "Raising a Reader", and the program's distribution of books through such programs as Reading is Fundamental".	Observed all sites: Freedom Ohlone Calabasas
1305.4(e)	Program staff verified each child's eligibility and included in each file a statement signed by a program employee identifying the child's eligibility category and the documents examined to determine eligibility. Records were consistently found to be complete, accurate and easy to locate and verify with all required signatures and according to established procedure.	All sampled child/family files - 29 sampled records

Program Strengths and Exemplary Practices (continued)

Page 2 of 2

PVUSD-Southern Santa Cruz/Northern Monterey

Delegate Agency/Counties

Family & Community Engagement inc. (ERSEA)

Program Area

Performance Standard #	Program Strengths and Exemplary Practices	Site(s)
1308.5(5)	Actual program is composed of at least 10 percent of children with disabilities. At present, the program has 69 children with an Individual Education Plan (IEP) or an Individual Family Services Plan (IFSP). An additional 21 children are currently in the process of further screening/assessment/evaluation through the Regional Center and/or the District's Special Education Department. As the program is currently over 9%, it is believed the program will readily meet or exceed the 10% requirement.	

DISTRIBUTION: White - Grantee Yellow - Delegate

FP-364(c)

E:\Program_Strengths_Exemplary_Practices Family & Community Engagement Inc. ERSEA.doc



Child/Family Services

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

SELF-ASSESSMENT Review

Year 2012

Page 1 of 1

RECOMMENDATIONS FOR CONTINUOUS IMPROVEMENT (Optional)

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

Pajaro Valley Unified School District

Delegate/DO Agency

Southern Santa Cruz/Northern Monterey

Counties

Tuesday, September 25-Thursday, September 27, 2012

Review Dates

Family & Community Engagement inc. (ERSEA)

Program Area

[Signature]
Team Leader Signature

Team Member Signatures:

[Signature]

[Signature]

Delegate/DO Director Signature →

[Signature] 9/27/12

Performance Standard #	Recommendation(s) for Continuous Improvement	Site(s)
1304.22 (a) (1)	The program provides an environment with information that welcomes parents, is posted, current and readily available. It is recommended that an improved system is put in place to make sure that all information posted for parents is current.	1 center 2 Family Child Care Homes
1304.40 (a) (2)	A strength-based and family-driven collaborative partnership-building process is in place that offers all families the opportunities to assess their needs and strengths and supports them in understanding the benefits of parent involvement. In various instances the documented goals were not supported by corresponding activities. For example, a parent goal was to learn how to drive. Other activities, such as providing transportation for the child's dental treatment were noted, but no record of how to support the family with the goal about driving or an updated goal statement. Technical assistance from the grantee may be needed.	5 of 29 sampled records



Child Family Services

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

SELF-ASSESSMENT Review
FINDINGS REQUIRING ACTION

Year 2012

Page 1 of 1

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

Pajaro Valley Unified School District

Delegate/DO Agency

Southern Santa Cruz/Northern Monterey

Counties

Tuesday, September 25-Thursday, September 27, 2012

Review Dates

Family & Community Engagement inc. (ERSEA)

Program Area

Corrective Plan of Action Due Date: _____

[Signature]
Team Leader Signature

Team Member Signatures:

[Signature]

VICENTA MONTES

Delegate/DO Director Signature

[Signature] 9/27/12

Performance Standard #	Systematic Issues and Findings Requiring Action	Site (s)
	NO FINDINGS REQUIRING ACTION	

DISTRIBUTION: White -- Grantee Yellow -- Delegate

E:\Findings_ Requiring _Action Family & Community Engagement inc. ERSEA.doc



Child/Family Services

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

**SELF-ASSESSMENT Review
DEFICIENCIES**

Year 2012

Page 1 of 1

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

Pajaro Valley Unified School District

Delegate/DO Agency

Santa Cruz/Monterey

Counties

Tuesday, September 25-Thursday, September 27, 2012

Review Dates

Family & Community Engagement inc. (ERSEA)

Program Area

[Signature]
Team Leader Signature

Team Member Signatures:

[Signature]

VICENTA MONTES

Corrective Plan of Action Due Date: _____

Delegate/DO Director Signature →

[Signature] 9/27/12

Performance Standard #	Systematic Issues and Findings Requiring Action	Site (s)
	NO DEFICIENCIES FOUND	

DISTRIBUTION: White – Grantee Yellow – Delegate



Child/Family Services

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

SELF-ASSESSMENT Review

Year 2012

Page 1 of 1

PROGRAM STRENGTHS AND EXEMPLARY PRACTICES (Optional)

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

Pajaro Valley Unified School District

Delegate/DO Agency

Southern Santa Cruz/Northern Monterey

Counties

Tuesday, September 25-Thursday, September 27, 2012

Review Dates

Program Governance and Management Systems

Program Area

[Signature]
Team Leader Signature

Team Member Signatures:

[Signature]

Delegate/DO Director Signature

→ *[Signature]* 9/27/12

Performance Standard #	Program Strengths and Exemplary Practices	Site(s)
1304.40(d)(1)	In addition to involving parents in program policy-making and operations, the program provides parent involvement and education activities that are responsive to the ongoing and expressed needs of the parents, both as individuals and as members of a group. Each family enrolled in the program has the opportunity to give their input as to the parent education topics that will be presented the following season. The Policy Committee is involved in discussions as to the relevance of the topics to the families and the final selection of the parent education topics. This season, an end-of-year survey is being implemented at the Local Parent Committees to obtain information on the relevance of the topics to the families and their children's needs.	
642(c)(2)(B)(ii)(II)	The program has established a Policy Committee as early in the year as possible in accordance with Head Start requirements with a majority of members being parents of children who are currently enrolled and members at large from the community. The program has consistently maintained participation of the community representatives and both of the current community members are serving their third year on the Policy Committee.	



Child/Family Services

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

SELF-ASSESSMENT Review

Year 2012

Page 1 of 1

RECOMMENDATIONS FOR CONTINUOUS IMPROVEMENT (Optional)

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

Pajaro Valley Unified School District

Delegate/DO Agency

Southern Santa Cruz/Northern Monterey

Counties

Tuesday, September 25-Thursday, September 27, 2012

Review Dates

Program Governance and Management Systems

Program Area

[Signature]
Team Leader Signature

Team Member Signatures:

[Signature]

Delegate/DO Director Signature

[Signature] 9/27/12

Performance Standard #	Recommendation(s) for Continuous Improvement	Site(s)
642(c)(3)(B)	The program has policies in place to inform the members of the Policy Committee regarding financial or other conflicts of interest, however, there is no procedure in place to verify that each member of the Policy Committee has received the information. It is therefore recommended that the code of conduct section of the Policy Committee by-laws be formatted as a form and that the program establish a procedure to have each member of the Policy Committee sign it as verification that they have received and understand the code of conduct as it relates to activities that are considered a conflict of interest.	



Child/Family Services

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

**SELF-ASSESSMENT Review
FINDINGS REQUIRING ACTION**

Year 2012

Page 1 of 1

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

Pajaro Valley Unified School District

Delegate/DO Agency

Southern Santa Cruz/Northern Monterey

Counties

Tuesday, September 25-Thursday, September 27, 2012

Review Dates

Program Governance and Management Systems

Program Area

Corrective Plan of Action Due Date: _____

[Signature]
Team Leader Signature

Team Member Signatures:

[Signature]

Delegate/DO Director Signature

[Signature] 9/27/12

Performance Standard #	Systematic Issues and Findings Requiring Action	Site (s)
	No Findings.	

DISTRIBUTION: White -- Grantee Yellow -- Delegate

E:\Findings_Requiring_Action Program Governance and Management Systems.doc



Child/Family Services

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

**SELF-ASSESSMENT Review
DEFICIENCIES**

Year 2012

Page 1 of 1

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

Pajaro Valley Unified School District

Delegate/DO Agency

Santa Cruz/Monterey

Counties

Tuesday, September 25-Thursday, September 27, 2012

Review Dates

Program Governance and Management Systems

Program Area

Corrective Plan of Action Due Date: _____

[Signature]
Team Leader Signature

Team Member Signatures:
[Signature]

Delegate/DO Director Signature →

[Signature] 9/27/12

Performance Standard #	Systematic Issues and Findings Requiring Action	Site (s)
	No Deficiencies.	

DISTRIBUTION: White – Grantee Yellow – Delegate



Child Family Services

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

SELF-ASSESSMENT Review

Year 2012

Page 1 of 1

PROGRAM STRENGTHS AND EXEMPLARY PRACTICES (Optional)

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

Pajaro Valley Unified School District

Delegate/DO Agency

Southern Santa Cruz/Northern Monterey

Counties

Tuesday, September 25-Thursday, September 27, 2012

Review Dates

Fiscal Integrity

Program Area

Brenda Lopez
Team Leader Signature

Team Member Signatures:

Delegate/DO Director Signature →

Arle L. Clark 9/27/12

Performance Standard #	Program Strengths and Exemplary Practices	Site(s)
	None. Note: Limited review was done and the following areas were included: Employee Compensation (timesheets, semi-annual certifications, allocations, and payments), Non-payroll transactions (reviewed for allowability, allocability, reasonableness, and proper approvals), and Inventory Records.	

DISTRIBUTION: White – Grantee Yellow – Delegate

FP364(c)

H:\Program_Strengths_Exemplary_Practices\Fiscal Integrity doc.doc



Child/Family Services

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

SELF-ASSESSMENT Review

Year 2012Page 1 of 1

RECOMMENDATIONS FOR CONTINUOUS IMPROVEMENT (Optional)

☐ Early Head Start ☐ Regional Head Start ☒ Migrant & Seasonal Head StartPajaro Valley Unified School DistrictDelegate/DO AgencySouthern Santa Cruz/Northern MontereyCountiesTuesday, September 25-Thursday, September 27, 2012Review DatesFiscal IntegrityProgram AreaBreanna Lopez
Team Leader SignatureTeam Member Signatures:

Delegate/DO Director Signature →

Paul L. Clarke 9/27/12

Performance Standard #	Recommendation(s) for Continuous Improvement	Site(s)
	None. Note: Limited review was done and the following areas were included: Employee Compensation (timesheets, semi-annual certifications, allocations, and payments), Non-payroll transactions (reviewed for allowability, allocability, reasonableness, and proper approvals), and Inventory Records.	

DISTRIBUTION: White – Grantee Yellow – Delegate

H:\Recommendations_Continuous_Improvement.Fiscal Integrity.doc.doc



Child/Family Services

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

**SELF-ASSESSMENT Review
FINDINGS REQUIRING ACTION**

Year 2012

Page 1 of 1

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

Pajaro Valley Unified School District

Delegate/DO Agency

Southern Santa Cruz/Northern Monterey

Counties

Tuesday, September 25-Thursday, September 27, 2012

Review Dates

Fiscal Integrity

Program Area

Brianna Lopez
Team Leader Signature

Team Member Signatures:

Corrective Plan of Action Due Date: _____

Delegate/DO Director Signature →

Carol L. Clarke 9/27/12

Performance Standard #	Systematic Issues and Findings Requiring Action	Site (s)
	None. Note: Limited review was done and the following areas were included: Employee Compensation (timesheets, semi-annual certifications, allocations, and payments), Non-payroll transactions (reviewed for allowability, allocability, reasonableness, and proper approvals), and Inventory Records.	

DISTRIBUTION: White – Grantee Yellow – Delegate



Child Family Services

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

**SELF-ASSESSMENT Review
DEFICIENCIES**

Year 2012

Page 1 of 1

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

Pajaro Valley Unified School District

Delegate/DO Agency

Santa Cruz/Monterey

Counties

Tuesday, September 25-Thursday, September 27, 2012

Review Dates

Fiscal Integrity

Program Area

Breanna Lopez
Team Leader Signature

Team Member Signatures:

Corrective Plan of Action Due Date: _____

Delegate/DO Director Signature →

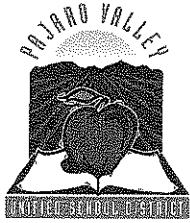
Carol H. Clarke 9/27/12

Performance Standard #	Systematic Issues and Findings Requiring Action	Site (s)
	None. Note: Limited review was done and the following areas were included: Employee Compensation (timesheets, semi-annual certifications, allocations, and payments), Non-payroll transactions (reviewed for allowability, allocability, reasonableness, and proper approvals), and Inventory Records.	

DISTRIBUTION: White -- Grantee Yellow -- Delegate



PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 12.1

Date: October 24, 2012

Item: Pajaro Valley Prevention and Student Assistance (PVPSA)
Report

Overview: PVPSA will present past and current services provided to students and families in the District. Two programs will be highlighted: the Student Assistance and School Dropout-Gang Prevention Programs.

Recommendation: Report item only.

Prepared By: Jenny T. Sarmiento

Superintendent's Signature:

Dorm Bae



PAJARO VALLEY UNIFIED SCHOOL DISTRICT



Board Agenda Backup

Item No: 13.1

Date: October 24, 2012

Item: **APPROVE REVISED BOARD POLICY #5141.33, HEAD LICE (Students Series)**

Overview: Attached is revised BP 5141.33 addressing Head Lice. This updated policy reflects **NEW STATE GUIDANCE** from the California Department of Public Health (CDPH) on head lice prevention and control in schools. In accordance with CDPH guidance, policy (1) deletes routine screening by schools and the school's responsibility to check siblings of infected students, (2) adds provision of information to parents/guardians to encourage at-home screening and inspection, (3) allows student found with active head lice to stay in school until the end of the school day, and (4) gives discretion to principal or designee to determine whether to send notification and information to parents/guardians when students in a class or school are found infested with head lice.

Recommendation: Review and approve new Board Policy 5141.33, Head Lice.

Prepared By: Ylda Nogueta, Assistant Superintendent

Superintendent's Signature:

Dorina Baker

HEAD LICE

The Governing Board believes that the district's head lice management program should emphasize the correct diagnosis and treatment of head lice in order to minimize disruption of the education process and to reduce the number of student absences resulting from infestation. In consultation with the school nurse, the Superintendent or designee may establish a routine screening program to help prevent the spread of head lice.

School employees shall report all suspected cases of head lice to the school nurse or designee as soon as possible. The nurse or designee shall examine the student and other students who are siblings of the affected student or members of the same household.

If a student is found with active, adult head lice, he/she shall be excluded from attendance. The parent/guardian of an excluded student shall receive information about recommended treatment procedures and sources of further information. The student shall be allowed to return to school after treatment with proof of the product used the next day and shall be checked by the nurse or designee before returning to class. Once he/she is determined to be free of lice, the student shall be rechecked in ten (10) days after the recommended second treatment with the same product.

(cf. 5141.3 - Health Examinations)

(cf. 5141.6 - Student Health and Social Services)

The Superintendent or designee shall send home the notification required by law for excluded students. (Education Code 48213)

(cf. 5112.2 - Exclusions from Attendance)

(cf. 5145.6 - Parental Notifications)

The principal and school nurse shall work with the parents/guardians of any student who has been deemed to be a chronic head lice case in order to help minimize the student's absences from school.

(cf. 5113 - Absences and Excuses)

(cf. 5113.1 - Truancy)

When two or more students in any class have been identified as having a head lice infestation, all students in the class shall be examined. In consultation with the school nurse, the principal may also send information about head lice home to all parents/guardians of the students in that class.

(cf. 5125 - Student Records)

Staff shall maintain the privacy of students identified as having head lice and excluded from attendance.

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

Legal Reference: (see next page)

HEAD LICE (continued)

Legal Reference:

EDUCATION CODE

48210-48216 Persons excluded

49451 Physical examinations: parent's refusal to consent

Management Resources:

AMERICAN ACADEMY OF PEDIATRICS

Lice, Nits, and School Policy, Official Journal of the American Academy of Pediatrics, May 2001

CALIFORNIA DEPARTMENT OF HEALTH SERVICES

Guidelines for Parents on Control of Head Lice, 2006

CALIFORNIA SCHOOL NURSES ORGANIZATION

Position Statement: Pediculosis Management, 2005

WEB SITES

California Department of Health Services, Infectious Diseases Branch:

<http://www.dhs.ca.gov/ps/dcdc/disb/disbindex.htm>

California School Nurses Organization: <http://www.scno.org>

Centers for Disease Control and Prevention, Parasitic Disease Information, Head Lice:

<http://www.cdc.gov/ncidod/dpd/parasites/lice>

HEAD LICE

The Governing Board recognizes that head lice infestations among students require treatment but do not pose a risk of transmitting disease. The Superintendent or designee shall encourage early detection and treatment in a manner that minimizes disruption to the educational program and reduces student absences.

The Superintendent or designee may distribute information to parents/guardians of preschool and elementary students regarding routine screening, symptoms, accurate diagnosis, and proper treatment of head lice infestations. The Superintendent or designee also may provide related information to school staff.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

School employees shall report all suspected cases of head lice to the school nurse or designee as soon as possible.

If a student is found with active, adult head lice, he/she shall be allowed to stay in school until the end of the school day. The parent/guardian of any such student shall be given information about the treatment of head lice and encouraged to begin treatment of the student immediately and to check all members of the family. The parent/guardian also shall be informed that the student shall be checked upon return to school the next day and allowed to remain in school if no active head lice are detected.

Upon the student's return to school, the school nurse or designee shall check the student for active head lice. If it is determined that the student remains infected with head lice, the school nurse or designee shall contact the student's parent/guardian to discuss treatment. As needed, he/she may provide additional resources and/or referral to the local health department, health care providers, or other agencies.

(cf. 5141.3 - Health Examinations)

(cf. 5141.6 - School Health Services)

If a student is found consistently infested with head lice, he/she may be referred to a multidisciplinary team, which may consist of the school nurse, representatives from the local health department and social services, and other appropriate individuals, to determine the best approach for identifying and resolving problems contributing to the student's head lice infestations.

(cf. 1020 - Youth Services)

(cf. 5113 - Absences and Excuses)

(cf. 5113.1 - Chronic Absence and Truancy)

HEAD LICE (continued)

When it is determined that one or more students in a class or school are infested with head lice, the principal or designee may, at his/her discretion, notify parents/guardians of students in that class or school and provide them with information about the detection and treatment of head lice.

Staff shall maintain the privacy of students identified as having head lice.

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)
(cf. 5125 - Student Records)

Legal Reference:

EDUCATION CODE

48320-48325 *School attendance review boards*

49451 *Physical examinations: parent's refusal to consent*

Management Resources:

CALIFORNIA DEPARTMENT OF PUBLIC HEALTH PUBLICATIONS

Guidelines on Head Lice Prevention and Control for School Districts and Child Care Facilities, rev. March 2012

A Parent's Guide to Head Lice, 2008

CALIFORNIA SCHOOL NURSES ORGANIZATION

Pediculosis Management, Position Statement, rev. 2011

WEB SITES

American Academy of Pediatrics: <http://www.aap.org>

California Department of Public Health: <http://www.cdph.ca.gov>

California School Nurses Organization: <http://www.csno.org>

Centers for Disease Control and Prevention, Parasitic Disease Information, Head Lice:
<http://www.cdc.gov/parasites/lice/head>

Policy
adopted:

PAJARO VALLEY UNIFIED SCHOOL DISTRICT
Watsonville, CA



PAJARO VALLEY UNIFIED SCHOOL DISTRICT

Board Agenda Backup

Item No: 13.2

Date: October 24, 2010

Item: Approve Resolution #12-13-04, Authorizing the Issuance of Pajaro Valley Unified School District 2012 General Obligation Refunding Bond

Overview: Staff recommends the board's approval of Resolution #12-13-04 authorizing the refinancing of a portion of its bond debt. At its October 10 meeting, the Board of Trustees heard an informational item regarding the benefits of refinancing a large portion of its Measure J School Bond approved by voters in 2002. The board instructed staff to pursue this opportunity and develop appropriate documentation for board action at the earliest possible date. The attached resolution would authorize the refunding of the bonds seeking a lower interest rate. Pursuant to this action, the district would refinance its Measure J Series B and 2005 refunding bonds at a lower interest rate. The old bonds were financed at the time of their issuance at an average rate of 5.25 percent. Recent reductions in interest rates indicate that the district may be able to now attain an average rate of 2.28 percent. By refunding the prior bonds, the district seeks to take advantage of current, historically low interest rates to save property taxpayers an estimated \$1.1 to \$1.3 million dollars. The district will receive no additional proceeds from the refunding. All of the savings will go directly to district taxpayers. The refunding will not add additional years to the original bond terms.

The resolution authorizes the issuance of refunding general obligation bonds. The resolution specifies the basic terms, parameters and forms of the Bonds, and approves the form of Purchase Contract, the form of Preliminary Official Statement and the form of the Escrow Agreement necessary for the refinance. The resolution also approves Stradling Yocca Carlson & Rauth to act as bond counsel and disclosure counsel, and Piper Jaffray & Co., as underwriter, and U.S. Bank National Association to act as paying agent and escrow agent. There is no fiscal impact to the district's General Fund resulting from this action.

Recommendation: Staff recommends approval of Resolution #12-13-04 authorizing the issuance of Pajaro Valley Unified School District 2012 General Obligation Refunding Bonds.

Prepared By: Brett McFadden, CBO

Superintendent's Signature: Dorm Bosh

RESOLUTION NO.12-13-04

**RESOLUTION OF THE BOARD OF TRUSTEES OF THE PAJARO VALLEY
UNIFIED SCHOOL DISTRICT AUTHORIZING THE ISSUANCE AND SALE
OF PAJARO VALLEY UNIFIED SCHOOL DISTRICT (SANTA CRUZ AND
MONTEREY COUNTIES, CALIFORNIA) 2012 GENERAL OBLIGATION
REFUNDING BONDS, SERIES A AND B**

WHEREAS, a duly called election was held in the Pajaro Valley Unified School District, Santa Cruz and Monterey Counties, State of California (hereinafter referred to as the "District"), on November 5, 2002 (the "Authorization") and thereafter canvassed pursuant to law;

WHEREAS, at such election there was submitted to and approved by the requisite fifty-five percent vote of the qualified electors of the District a question as to the issuance and sale of general obligation bonds of the District for various purposes set forth in the ballot submitted to the voters, in the maximum amount of \$58,250,000, payable from the levy of an *ad valorem* tax against the taxable property in the District;

WHEREAS, the District has previously issued or caused to be issued under the Authorization (i) \$18,254,287.55 original principal amount of Pajaro Valley Unified School District (Santa Cruz and Monterey Counties, California) Election of 2002 General Obligation Bonds, Series B (the "Series B Bonds"); and the District has also issued its (ii) \$40,215,000 original principal amount of Pajaro Valley Unified School District (Santa Cruz and Monterey Counties, California) 2005 General Obligation Refunding Bonds (the "2005 Refunding Bonds"); and, collectively with the Series B Bonds, the "Prior Bonds");

WHEREAS, pursuant to Section 53550 of the Government Code of the State of California (the "Government Code"), the District is authorized to issue refunding bonds (the "Refunding Bonds") to refund all or a portion of the Prior Bonds (so refunded, the "Refunded Bonds");

WHEREAS, all acts, conditions and things required by law to be done or performed have been done and performed in strict conformity with the laws authorizing the issuance of general obligation refunding bonds of the District, and whereas the indebtedness of the District, including this proposed issue of Refunding Bonds, is within all limits prescribed by law.

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF TRUSTEES OF THE PAJARO VALLEY UNIFIED SCHOOL DISTRICT, SANTA CRUZ AND MONTEREY COUNTIES, CALIFORNIA, AS FOLLOWS:

SECTION 1. Purpose. To refund all or a portion of the outstanding principal amount of the Prior Bonds, and to pay all necessary legal, financial, and contingent costs in connection therewith, the District authorizes the issuance of the Refunding Bonds in one or more series, on a taxable or tax-exempt basis, to be styled as "Pajaro Valley Unified School District (Santa Cruz and Monterey Counties, California) 2012 General Obligation Refunding Bonds" (the "Refunding Bonds"), in an aggregate principal amount not to exceed \$35,000,000, and with appropriate series designation if more than one series is issued. Additional costs authorized to be paid from the proceeds of the Refunding Bonds are all of the authorized costs of issuance set forth in Section 53550(e) and (f) and Section 53587 of the Government Code.

SECTION 2. Paying Agent. The Board does hereby authorizes the appointment of U.S. Bank National Association as the authenticating agent, bond registrar, transfer agent and paying agent (collectively, the "Paying Agent") for the Refunding Bonds. The District acknowledges that ongoing expenses and fees of the Paying Agent and all other fees and costs incurred in connection with the Bonds will be paid by the District.

SECTION 3. Terms and Conditions of Sale. The Refunding Bonds shall be sold at one or more negotiated sales upon the direction of the Superintendent of the District (the "Superintendent") or the Chief Business Officer of the District (the "Chief Business Officer"). The Refunding Bonds shall be sold pursuant to the terms and conditions set forth in the Purchase Contract, as described below.

SECTION 4. Approval of Purchase Contract. The form of Purchase Contract (the "Purchase Contract") by and between the District and Piper Jaffray & Co. (the "Underwriter"), for the purchase and sale of the Refunding Bonds, substantially in the form on file with the Secretary to the Board, is hereby approved and the Superintendent, the Chief Business Officer, or a designated deputy thereof (the "Authorized Officers"), each alone, are hereby authorized to execute and deliver the Purchase Contract, but with such changes therein, deletions therefrom and modifications thereto as such Authorized Officer may approve, such approval to be conclusively evidenced by his or her execution and delivery thereof; provided, however, that the maximum all-inclusive interest rate of the Refunding Bonds shall not exceed the maximum rate allowed by law, and the Underwriter's discount, excluding original issue discount thereon, shall not exceed 1.0% of the aggregate principal amount of the Refunding Bonds. The Authorized Officers, each alone, are further authorized to determine the principal amount of the Refunding Bonds to be specified in the Purchase Contract for sale by the District up to \$35,000,000 and to enter into and execute the Purchase Contract with the Underwriter, if the conditions set forth in this Resolution are satisfied.

SECTION 5. Certain Definitions. As used in this Resolution, the terms set forth below shall have the meanings ascribed to them (unless otherwise set forth in the Purchase Contract):

- (a) **"Act"** means Sections 53550 *et seq.* of the California Government Code.
- (b) **"Bond Insurer"** means any insurance company which issues a municipal bond insurance policy insuring the payment of Principal of and interest on the Refunding Bonds.
- (c) **"Bond Payment Date"** means, unless otherwise provided by the Purchase Contract, February 1 and August 1 of each year commencing February 1, 2013 with respect to the interest on the Bonds, August 1 of each year commencing August 1, 2013 with respect to the Principal payments on the Bonds.
- (d) **"Depository"** means the entity acting as securities depository for the Refunding Bonds pursuant to Section 6(c) hereof.
- (e) **"DTC"** means The Depository Trust Company, New York, New York, 55 Water Street, New York, New York 10041, Tel: (212) 855-1000 or Fax: (212) 855-7320, a limited purpose trust company organized under the laws of the State of New York, in its capacity as Depository for the Refunding Bonds.

(f) **“Escrow Agent”** means the Escrow Agent means U.S. Bank National Association, or any other successor thereto, in its capacity as escrow agent for the Refunding Bonds.

(g) **“Escrow Agreement”** means the agreement governing the deposit of funds to refund the Refunded Bonds, dated as of December 1, 2012, by and between the District and Escrow Agent.

(h) **“Federal Securities”** means direct or indirect noncallable obligations of, or noncallable, nonprepayable obligations unconditionally guaranteed as to full and timely payment of principal and interest by, the United States of America, but excluding investments in mutual funds or unit investment trusts.

(i) **“Information Services”** means Financial Information, Inc.’s Financial Daily Called Bond Service; Mergent, Inc.’s Called Bond Department; or Standard & Poor’s J. J. Kenny Information Services Called Bond Service.

(j) **“Nominee”** means the nominee of the Depository, which may be the Depository, as determined from time to time pursuant to Section 6(c) hereof.

(k) **“Participants”** means those broker-dealers, banks and other financial institutions from time to time for which the Depository holds book-entry certificates.

(l) **“Paying Agent”** means U.S. Bank National Association or any successor thereto.

(m) **“Principal” or “Principal Amount”** means, with respect to any Bond, the principal or principal amount thereof.

(n) **“Record Date”** means the fifteenth (15th) day of the month preceding each Bond Payment Date.

(o) **“Term Bonds”** means those Refunding Bonds for which mandatory redemption dates have been established in the Purchase Contract.

(p) **“Transfer Amount”** means, with respect to any outstanding Refunding Bond, the Principal Amount.

SECTION 6. Terms of the Refunding Bonds.

(a) **Denomination, Interest, Dated Dates.** The Refunding Bonds shall be issued as bonds registered as to both Principal and interest, in the denominations of \$5,000 Principal Amount or any integral multiple thereof. The Refunding Bonds will be initially registered to “Cede & Co.,” the nominee of DTC.

Each Refunding Bond shall be dated the date of delivery of the Refunding Bonds or such other date as shall appear in the Purchase Contract or the Official Statement (the “Date of Delivery”), and shall bear interest at the rates set forth in the Purchase Contract from the Bond Payment Date next preceding the date of authentication thereof unless it is authenticated as of a day during the period from the 15th day of the month next preceding any Bond Payment Date to that Bond Payment Date, inclusive, in which event it shall bear interest from such Bond Payment Date, or unless it is authenticated on or before the first Record Date, in which event it shall bear interest from the Date of

Delivery. Interest with respect to the Refunding Bonds shall be computed on the basis of a 360-day year of twelve 30-day months.

No Refunding Bond attributable to the refunding of the Refunded Bonds shall mature later than the Refunded Bonds refunded from the proceeds of such Refunding Bond.

(b) Redemption.

(i) Optional Redemption. The Refunding Bonds shall be subject to optional redemption prior to maturity as provided in the Purchase Contract or the Official Statement.

(ii) Mandatory Redemption. Any Refunding Bonds issued as Term Bonds shall be subject to mandatory sinking fund redemption as provided in the Purchase Contract or the Official Statement.

(iii) Selection of Refunding Bonds for Redemption. Whenever provision is made in this Resolution for the redemption of Refunding Bonds and less than all Outstanding Refunding Bonds are to be redeemed, the Paying Agent, upon written instruction from the District, shall select Refunding Bonds for redemption as so directed and if not directed, in inverse order of maturity. Within a maturity, the Paying Agent shall select Refunding Bonds for redemption by lot. Redemption by lot shall be in such manner as the Paying Agent shall determine; provided, however, that the portion of any Refunding Bond to be redeemed in part shall be in the Principal Amount of \$5,000 or any integral multiple thereof.

(iv) Notice of Redemption. When redemption is authorized or required pursuant to Section 6(b)(i) hereof, the Paying Agent, upon written instruction from the District, shall give notice (a "Redemption Notice") of the redemption of the Refunding Bonds. Such Redemption Notice shall specify: the Refunding Bonds or designated portions thereof (in the case of redemption of the Refunding Bonds in part but not in whole) which are to be redeemed, the date of redemption, the place or places where the redemption will be made, including the name and address of the Paying Agent, the redemption price, the CUSIP numbers (if any) assigned to the Refunding Bonds to be redeemed, the Refunding Bond numbers of the Refunding Bonds to be redeemed in whole or in part and, in the case of any Refunding Bond to be redeemed in part only, the Principal Amount of such Refunding Bond to be redeemed, and the original issue date, interest rate and stated maturity date of each Refunding Bond to be redeemed in whole or in part. Such Redemption Notice shall further state that on the specified date there shall become due and payable upon each Refunding Bond or portion thereof being redeemed at the redemption price thereof, together with the interest accrued to the redemption date thereon, and that from and after such date, interest with respect thereto shall cease to accrue.

With respect to any notice of redemption of Refunding Bonds pursuant to Section 6(b)(i) hereof, unless upon the giving of such notice such Refunding Bonds shall be deemed to have been defeased pursuant to Section 19 hereof, such notice shall state that such redemption shall be conditional upon the receipt by the Paying Agent (or an independent escrow agent selected by the District) on or prior to the date fixed for such redemption of the moneys necessary and sufficient to pay the principal of, and premium, if any, and interest on, such Refunding Bonds to be redeemed, and that if such moneys shall not have been so received said notice shall be of no force and effect, the

Refunding Bonds shall not be subject to redemption on such date and the Refunding Bonds shall not be required to be redeemed on such date. In the event that such notice of redemption contains such a condition and such moneys are not so received, the redemption shall not be made and the Paying Agent shall within a reasonable time thereafter give notice, to the persons to whom and in the manner in which the notice of redemption was given, that such moneys were not so received.

The Paying Agent shall take the following actions with respect to such Redemption Notice:

(A) At least 20 but not more than 60 days prior to the redemption date, such Redemption Notice shall be given to the respective Owners (defined herein) of Refunding Bonds designated for redemption by registered or certified mail, postage prepaid, at their addresses appearing on the Bond Register.

(B) At least 20 but not more than 60 days prior to the redemption date, such Redemption Notice shall be given by (i) registered or certified mail, postage prepaid, (ii) telephonically confirmed facsimile transmission, or (iii) overnight delivery service to the Depository.

(C) At least 20 but not more than 60 days prior to the redemption date, such Redemption Notice shall be given by (i) registered or certified mail, postage prepaid, or (ii) overnight delivery service to one of the Information Services.

Neither failure to receive any Redemption Notice nor any defect in any such Redemption Notice so given shall affect the sufficiency of the proceedings for the redemption of the affected Refunding Bonds. Each check issued or other transfer of funds made by the Paying Agent for the purpose of redeeming Refunding Bonds shall bear or include the CUSIP number identifying, by issue and maturity, the Refunding Bonds being redeemed with the proceeds of such check or other transfer. Such redemption notices may state that no representations made as to the accuracy or correctness of the CUSIP numbers printed therein or on the Refunding Bonds.

(v) Partial Redemption of Refunding Bonds. Upon the surrender of any Refunding Bond redeemed in part only, the Paying Agent shall execute and deliver to the Owner thereof a new Refunding Bond or Refunding Bonds of like tenor and maturity and of authorized denominations equal in Transfer Amounts to the unredeemed portion of the Bond surrendered. Such partial redemption shall be valid upon payment of the amount required to be paid to such Owner, and the District shall be released and discharged thereupon from all liability to the extent of such payment.

(vi) Effect of Notice of Redemption. Notice having been given as aforesaid, and the moneys for the redemption (including the interest accrued to the applicable date of redemption) having been set aside as provided in Section 19 hereof, the Refunding Bonds to be redeemed shall become due and payable on such date of redemption.

If on such redemption date, money for the redemption of all the Refunding Bonds to be redeemed as provided in Section 6(b)(i) hereof, together with interest accrued to such redemption date, shall be held by the Paying Agent (or an independent escrow agent selected by the District), as provided in Section 19 hereof, so as to be available therefor on such redemption date, and if notice of redemption thereof shall have been given as aforesaid, then from and after such redemption date, interest with respect to the Refunding Bonds to be redeemed shall cease to accrue and become payable. All money held by or on behalf of the Paying Agent (or an independent escrow agent

selected by the District), for the redemption of Refunding Bonds shall be held in trust for the account of the Owners of the Refunding Bonds so to be redeemed.

All Refunding Bonds paid at maturity or redeemed prior to maturity pursuant to the provisions of this Section 6 shall be cancelled upon surrender thereof and be delivered to or upon the order of the District. All or any portion of a Refunding Bond purchased by the District shall be cancelled by the Paying Agent.

(vii) Refunding Bonds No Longer Outstanding. When any Refunding Bonds (or portions thereof), which have been duly called for redemption prior to maturity under the provisions of this Resolution, or with respect to which irrevocable instructions to call for redemption prior to maturity at the earliest redemption date have been given to the Paying Agent, in form satisfactory to it, and sufficient moneys shall be held by the Paying Agent irrevocably in trust for the payment of the redemption price of such Refunding Bonds or portions thereof, and, accrued interest with respect thereto to the date fixed for redemption, all as provided in this Resolution, then such Refunding Bonds shall no longer be deemed Outstanding and shall be surrendered to the Paying Agent for cancellation.

(c) Book-Entry System.

(i) Election of Book-Entry System. The Refunding Bonds shall initially be delivered in the form of a separate single fully-registered bond (which may be typewritten) for each maturity date of such Refunding Bonds in an authorized denomination. The ownership of each such Bond shall be registered in the register of bonds (the "Bond Register") maintained by the Paying Agent in the name of the Nominee, as nominee of the Depository and ownership of the Refunding Bonds, or any portion thereof may not thereafter be transferred except as provided in Section 6(c)(i)(4).

The District and the Paying Agent shall have no responsibility or obligation to any Participant or to any person on behalf of which such a Participant holds an interest in such the Refunding Bonds. Without limiting the immediately preceding sentence, the District and the Paying Agent shall have no responsibility or obligation with respect to (i) the accuracy of the records of the Depository, the Nominee, or any Participant with respect to any ownership interest in the Refunding Bonds, (ii) the delivery to any Participant or any other person, other than an Owner as shown in the Bond Register, of any notice with respect to the Refunding Bonds, including any notice of redemption, (iii) the selection by the Depository and its Participants of the beneficial interests in the Refunding Bonds to be prepaid in the event the District redeems the Refunding Bonds in part, or (iv) the payment by the Depository or any Participant or any other person, of any amount Principal, premium, if any, or interest on the Refunding Bonds. The District and the Paying Agent may treat and consider the person in whose name each the Refunding Bond is registered in the Bond Register as the absolute owner (the "Registered Owner" or "Owner") of such the Refunding Bond for the purpose of payment of Principal of and premium and interest on and to such Refunding Bond, for the purpose of giving notices of redemption and other matters with respect to such Refunding Bond, for the purpose of registering transfers with respect to such Refunding Bond, and for all other purposes whatsoever. The Paying Agent shall pay all Principal of and premium, if any, and interest on the Refunding Bonds only to or upon the order of the respective Owner, as shown in the Bond Register, or his respective attorney duly authorized in writing, and all such payments shall be valid and effective to fully satisfy and discharge the District's obligations with respect to payment of Principal

of, and premium, if any, and interest on the Refunding Bonds to the extent of the sum or sums so paid. No person other than an Owner, as shown in the Bond Register, shall receive a certificate evidencing the obligation to make payments of Principal of, and premium, if any, and interest on the Refunding Bonds. Upon delivery by the Depository to the Owner and the Paying Agent, of written notice to the effect that the Depository has determined to substitute a new nominee in place of the Nominee, and subject to the provisions herein with respect to the Record Date, the word "Nominee" in this Resolution shall refer to such nominee of the Depository.

1. Delivery of Letter of Representations. In order to qualify the Refunding Bonds for the Depository's book-entry system, the District and the Paying Agent shall execute and deliver to the Depository a Letter of Representations. The execution and delivery of a Letter of Representations shall not in any way impose upon the District or the Paying Agent any obligation whatsoever with respect to persons having interests in the Refunding Bonds other than the Owners, as shown on the Bond Register. By executing a Letter of Representations, the Paying Agent shall agree to take all action necessary at all times so that the District will be in compliance with all representations of the District in such Letter of Representations. In addition to the execution and delivery of a Letter of Representations, the District and the Paying Agent shall take such other actions, not inconsistent with this Resolution, as are reasonably necessary to qualify the Refunding Bonds for the Depository's book-entry program.

2. Selection of Depository. In the event (i) the Depository determines not to continue to act as securities depository for the Refunding Bonds, or (ii) the District determines that continuation of the book-entry system is not in the best interest of the beneficial owners of the Refunding Bonds or the District, then the District will discontinue the book-entry system with the Depository. If the District determines to replace the Depository with another qualified securities depository, the District shall prepare or direct the preparation of a new single, separate, fully registered bond for each maturity date of such the Refunding Bond, registered in the name of such successor or substitute qualified securities depository or its Nominee as provided in subsection (4) hereof. If the District fails to identify another qualified securities depository to replace the Depository, then the Refunding Bonds shall no longer be restricted to being registered in such Bond Register in the name of the Nominee, but shall be registered in whatever name or names the Owners transferring or exchanging such Refunding Bonds shall designate, in accordance with the provisions of this Section 6(c).

3. Payments to Depository. Notwithstanding any other provision of this Resolution to the contrary, so long as all outstanding Refunding Bonds are held in book-entry and registered in the name of the Nominee, all payments by the District or the Bond Register with respect to Principal of and premium, if any, or interest on the Refunding Bonds and all notices with respect to such Refunding Bonds shall be made and given, respectively to the Nominee, as provided in the Letter of Representations or as otherwise instructed by the Depository and agreed to by the Paying Agent notwithstanding any inconsistent provisions herein.

4. Transfer of Refunding Bonds to Substitute Depository.

(A) The Refunding Bonds shall be initially issued as described in the Official Statement. Registered ownership of such Refunding Bonds, or any portions thereof, may not thereafter be transferred except:

(1) to any successor of DTC or its Nominee, or of any substitute depository designated pursuant to Section 6(c)(i)(4)(A)(2) ("Substitute Depository"); provided that any successor of DTC or Substitute Depository shall be qualified under any applicable laws to provide the service proposed to be provided by it;

(2) to any Substitute Depository, upon (1) the resignation of DTC or its successor (or any Substitute Depository or its successor) from its functions as depository, or (2) a determination by the District that DTC (or its successor) is no longer able to carry out its functions as depository; provided that any such Substitute Depository shall be qualified under any applicable laws to provide the services proposed to be provided by it; or

(3) to any person as provided below, upon (1) the resignation of DTC or its successor (or any Substitute Depository or its successor) from its functions as depository, or (2) a determination by the District that DTC or its successor (or Substitute Depository or its successor) is no longer able to carry out its functions as depository.

(B) In the case of any transfer pursuant to Section 6(c)(i)(4)(A)(1) or (2), upon receipt of all outstanding Refunding Bonds by the Paying Agent, together with a written request of the District to the Paying Agent designating the Substitute Depository, a single new Bond, which the District shall prepare or cause to be prepared, shall be executed and delivered for each maturity of Refunding Bonds then outstanding, registered in the name of such successor or such Substitute Depository or their Nominees, as the case may be, all as specified in such written request of the District. In the case of any transfer pursuant to Section 6(c)(i)(4)(A)(3), upon receipt of all outstanding Refunding Bonds by the Paying Agent, together with a written request of the District to the Paying Agent, new Refunding Bonds, which the District shall prepare or cause to be prepared, shall be executed and delivered in such denominations and registered in the names of such persons as are requested in such written request of the District, provided that the Paying Agent shall not be required to deliver such new Refunding Bonds within a period of less than sixty (60) days from the date of receipt of such written request from the District.

(C) In the case of a partial redemption of any Refunding Bonds evidencing a portion of the Principal maturing in a particular year, DTC or its successor (or any Substitute Depository or its successor) shall make an appropriate notation on such Refunding Bonds indicating the date and amounts of such reduction in Principal, in form acceptable to the Paying Agent, all in accordance with the Letter of Representations. The Paying Agent shall not be liable for such Depository's failure to make such notations or errors in making such notations.

(D) The District and the Paying Agent shall be entitled to treat the person in whose name any Bond is registered as the Owner thereof for all purposes of this Resolution and any applicable laws, notwithstanding any notice to the contrary received by the Paying

Agent or the District; and the District and the Paying Agent shall not have responsibility for transmitting payments to, communicating with, notifying, or otherwise dealing with any beneficial owners of the Refunding Bonds. Neither the District nor the Paying Agent shall have any responsibility or obligation, legal or otherwise, to any such beneficial owners or to any other party, including DTC or its successor (or Substitute Depository or its successor), except to the Owner of any Refunding Bonds, and the Paying Agent may rely conclusively on its records as to the identity of the Owners of the Refunding Bonds.

SECTION 7. Execution of Refunding Bonds. The Refunding Bonds shall be signed by the President of the Board of Trustees of the District, or a designee thereof, by his or her manual or facsimile signature and countersigned by the manual or facsimile signature of the Secretary to or Clerk of the Board, or a designee thereof, all in their official capacities. No Refunding Bond shall be valid or obligatory for any purpose or shall be entitled to any security or benefit under this Resolution unless and until the certificate of authentication printed on the Refunding Bond is signed by the Paying Agent as authenticating agent. Authentication by the Paying Agent shall be conclusive evidence that the Refunding Bond so authenticated has been duly issued, signed and delivered under this Resolution and is entitled to the security and benefit of this Resolution.

There shall be attached to each Refunding Bond, the legal opinion of Stradling Yocca Carlson & Rauth, a Professional Corporation, and, immediately preceding such legal opinion, a certificate executed with the facsimile signature of the Secretary to or Clerk of the Board of Trustees, said certificate to be in substantially the following form:

The following is a true copy of the opinion rendered by Stradling Yocca Carlson & Rauth, a Professional Corporation in connection with the issuance of, and dated as of the date of the original delivery of, the bonds. A signed copy is on file in my office.

[Secretary/Clerk], Board of Trustees

SECTION 8. Paying Agent; Transfer and Exchange. Pursuant to Section 2 hereof, the Board has appointed U.S. Bank National Association to act as the Paying Agent for the Refunding Bonds.

So long as any of the Refunding Bonds remain outstanding, the District will cause the Paying Agent to maintain and keep at its designated office all books and records necessary for the registration, exchange and transfer of the Refunding Bonds as provided in this Section. Subject to the provisions of Section 9 below, the person in whose name a Refunding Bond is registered on the Bond Register shall be regarded as the absolute Owner of that Refunding Bond for all purposes of this Resolution. Payment of or on account of the Principal of and premium, if any, and interest on any Refunding Bond shall be made only to or upon the order of that person; neither the District nor the Paying Agent shall be affected by any notice to the contrary, but the registration may be changed as provided in this Section. All such payments shall be valid and effectual to satisfy and discharge the District's liability upon the Refunding Bonds, including interest, to the extent of the amount or amounts so paid.

Any Refunding Bond may be exchanged for Refunding Bonds of like tenor, maturity and Transfer Amount upon presentation and surrender at the designated office of the Paying Agent, together with a request for exchange signed by the Owner or by a person legally empowered to do so in a form satisfactory to the Paying Agent. A Refunding Bond may be transferred on the Bond Register only upon presentation and surrender of the Refunding Bond at the designated office of the Paying Agent together with an assignment executed by the Owner or by a person legally empowered to do so in a form satisfactory to the Paying Agent. Upon exchange or transfer, the Paying Agent shall complete, authenticate and deliver a new Refunding Bond or Refunding Bonds of like tenor and of any authorized denomination or denominations requested by the Owner equal to the Transfer Amount of the Refunding Bond surrendered and bearing or accruing interest at the same rate and maturing on the same date.

If manual signatures on behalf of the District are required in connection with an exchange or transfer, the Paying Agent shall undertake the exchange or transfer of Refunding Bonds only after the new Refunding Bonds are signed by the authorized officers of the District. In all cases of exchanged or transferred Refunding Bonds, the District shall sign and the Paying Agent shall authenticate and deliver Refunding Bonds in accordance with the provisions of this Resolution. All fees and costs of transfer shall be paid by the requesting party. Those charges may be required to be paid before the procedure is begun for the exchange or transfer. All Refunding Bonds issued upon any exchange or transfer shall be valid obligations of the District, evidencing the same debt, and entitled to the same security and benefit under this Resolution as the Refunding Bonds surrendered upon that exchange or transfer.

Any Refunding Bond surrendered to the Paying Agent for payment, retirement, exchange, replacement or transfer shall be cancelled by the Paying Agent. The District may at any time deliver to the Paying Agent for cancellation any previously authenticated and delivered Refunding Bonds that the District may have acquired in any manner whatsoever, and those Refunding Bonds shall be promptly cancelled by the Paying Agent. Written reports of the surrender and cancellation of Refunding Bonds shall be made to the District by the Paying Agent as requested by the District. The cancelled Refunding Bonds shall be retained for three years, then returned to the District or destroyed by the Paying Agent as directed by the District.

Neither the District nor the Paying Agent will be required (a) to issue or transfer any Refunding Bonds during a period beginning with the opening of business on the 15th business day next preceding either any Bond Payment Date or any date of selection of Refunding Bonds to be redeemed and ending with the close of business on the Bond Payment Date or any day on which the applicable notice of redemption is given or (b) to transfer any Refunding Bonds which have been selected or called for redemption in whole or in part.

SECTION 9. Payment. Payment of interest on any Refunding Bond on any Bond Payment Date shall be made to the person appearing on the registration books of the Paying Agent as the Owner thereof as of the Record Date immediately preceding such Bond Payment Date, such interest to be paid by check mailed to such Owner on the Bond Payment Date at his address as it appears on such registration books or at such other address as he may have filed with the Paying Agent for that purpose on or before the Record Date. The Owner in an aggregate Principal Amount of \$1,000,000 or more may request in writing to the Paying Agent that such Owner be paid interest by wire transfer to the bank and account number on file with the Paying Agent as of the Record Date. The Principal, and redemption price, if any, payable on the Refunding Bonds shall be payable upon maturity or

redemption upon surrender at the designated office of the Paying Agent. The interest, Principal and premiums, if any, on the Refunding Bonds shall be payable in lawful money of the United States of America. The Paying Agent is hereby authorized to pay the Refunding Bonds when duly presented for payment at maturity, and to cancel all Refunding Bonds upon payment thereof. The Refunding Bonds are general obligations of the District, payable without limit as to rate or amount from the levy of *ad valorem* property taxes upon all property subject to taxation within the District.

SECTION 10. Form of Refunding Bonds. The Refunding Bonds shall be in substantially the following form, allowing those officials executing the Refunding Bonds to make the insertions and deletions necessary to conform the Refunding Bonds to this Resolution, the Purchase Contract and the Official Statement.

(Form of Refunding Bond)

REGISTERED
NO.

REGISTERED
\$

PAJARO VALLEY UNIFIED SCHOOL DISTRICT
(SANTA CRUZ AND MONTEREY COUNTIES, CALIFORNIA)
2012 GENERAL OBLIGATION REFUNDING BOND

<u>INTEREST RATE:</u>	<u>MATURITY DATE:</u>	<u>DATED AS OF:</u>	<u>CUSIP</u>
____ % per annum	August 1, ____	____, 2012	_____

REGISTERED OWNER: CEDE & CO.

PRINCIPAL AMOUNT:

The Pajaro Valley Unified School District (the "District") in Santa Cruz and Monterey Counties, California (the "County"), for value received, promises to pay to the Registered Owner named above, or registered assigns, the Principal Amount on the Maturity Date, each as stated above, and interest thereon until the Principal Amount is paid or provided for at the Interest Rate stated above, on February 1 and August 1 of each year (the "Bond Payment Dates"), commencing February 1, 2013. This bond will bear interest from the Bond Payment Date next preceding the date of authentication hereof unless it is authenticated as of a day during the period from the 15th day of the month next preceding any Bond Payment Date to the Bond Payment Date, inclusive, in which event it shall bear interest from such Bond Payment Date, or unless it is authenticated on or before January 15, 2013, in which event it shall bear interest from the Date of Delivery. Interest on this bond shall be computed on the basis of a 360-day year of twelve 30-day months. Principal and interest are payable in lawful money of the United States of America, without deduction for the paying agent services, to the person in whose name this bond (or, if applicable, one or more predecessor bonds) is registered (the "Registered Owner") on the Register maintained by the Paying Agent, initially U.S. Bank National Association. Principal is payable upon presentation and surrender of this bond at the designated office of the Paying Agent. Interest is payable by check or draft mailed by the Paying Agent on each Bond Payment Date to the Registered Owner of this bond (or one or more predecessor bonds) as shown and at the address appearing on the Register at the close of business on the 15th day of the calendar month next preceding that Bond Payment Date (the "Record Date"). The Owner of Bonds in the aggregate principal amount of \$1,000,000 or more may request in writing to the Paying Agent that the Owner be paid interest by wire transfer to the bank and account number on file with the Paying Agent as of the Record Date.

This bond is one of an authorization of bonds issued by the District pursuant to Government Code Section 53550 *et seq.* (the "Act") in order to (i) advance refund a portion of the outstanding Pajaro Valley Unified School District, Election of 2002 General Obligation Bonds, Series B, dated May 19, 2005, (ii) advance refunding the outstanding Pajaro Valley Unified School District (Santa Cruz and Monterey Counties, California) 2005 General Obligation Refunding Bonds and (iii) pay all necessary legal, financial, and contingent costs in connection therewith. The bonds are being issued under authority of and pursuant to the Act, the laws of the State of California, and the resolution of

the Board of Trustees of the District adopted on October 31, 2012 (the "Bond Resolution"). This bond and the issue of which this bond is one are general obligation bonds of the District payable as to both principal and interest solely from the proceeds of the levy of *ad valorem* taxes on all property subject to such taxes in the District, which taxes are unlimited as to rate or amount.

The bonds of this issue are comprised of \$ _____ principal amount of Bonds, of which this bond is a part.

This bond is exchangeable and transferable for bonds of like tenor, maturity and Transfer Amount (as defined in the Bond Resolution) and in authorized denominations at the designated office of the Paying Agent, by the Registered Owner or by a person legally empowered to do so, upon presentation and surrender hereof to the Paying Agent, together with a request for exchange or an assignment signed by the Registered Owner or by a person legally empowered to do so, in a form satisfactory to the Paying Agent, all subject to the terms, limitations and conditions provided in the Bond Resolution. All fees and costs of transfer shall be paid by the transferor. The District and the Paying Agent may deem and treat the Registered Owner as the absolute Owner of this bond for the purpose of receiving payment of or on account of principal or interest and for all other purposes, and neither the District nor the Paying Agent shall be affected by any notice to the contrary.

Neither the District nor the Paying Agent will be required (a) to issue or transfer any bond during a period beginning with the opening of business on the 15th business day next preceding either any Bond Payment Date or any date of selection of bonds to be redeemed and ending with the close of business on the Bond Payment Date or day on which the applicable notice of redemption is given, or (b) to transfer any bond which has been selected or called for redemption in whole or in part.

The Bonds maturing on or before August 1 are not subject to redemption prior to their fixed maturity dates. The Bonds maturing on or after August 1, 20__ are subject to redemption on or after August 1, 20__ or on any date thereafter at the option of the District as a whole or in part at a redemption price equal to the principal amount thereof plus interest accrued thereon to the date fixed for redemption, without premium:

The Bonds maturing on August 1, 20__ are subject to mandatory sinking fund redemption from moneys in the Debt Service Fund on August 1 of each year on and after August 1, 20__, at a redemption price equal to the principal amount thereof, together with accrued interest to the date fixed for redemption, without premium. The principal amounts represented by such Bonds to be so redeemed and the dates therefore and the final payment date is as indicated in the following table:

Redemption Dates

Principal Amounts

TOTAL

\$

The principal amount to be redeemed in each year shown above will be reduced proportionately or as otherwise directed by the District, in integral multiples of \$5,000, by any portion of the Refunding Term Bond optionally redeemed prior to the mandatory sinking fund redemption date. If less than all of the bonds of any one maturity shall be called for redemption, the

particular bonds or portions of bonds of such maturity to be redeemed shall be selected by lot by the District in such manner as the District in its discretion may determine; provided, however, that the portion of any bond to be redeemed shall be in the principal amount of \$5,000 or some multiple thereof. If less than all of the bonds stated to mature on different dates shall be called for redemption, the particular bonds or portions thereof to be redeemed shall be called in any order of maturity selected by the District or, if not so selected, in the inverse order of maturity.

Reference is made to the Bond Resolution for a more complete description of the provisions, among others, with respect to the nature and extent of the security for the bonds of this series, the rights, duties and obligations of the District, the Paying Agent and the Registered Owners, and the terms and conditions upon which the bonds are issued and secured. The Registered Owner of this bond assents, by acceptance hereof, to all of the provisions of the Bond Resolution.

It is certified and recited that all acts and conditions required by the Constitution and laws of the State of California to exist, to occur and to be performed or to have been met precedent to and in the issuing of the bonds in order to make them legal, valid and binding general obligations of the District, have been performed and have been met in regular and due form as required by law; that payment in full for the bonds has been received; that no statutory or constitutional limitation on indebtedness or taxation has been exceeded in issuing the bonds; and that due provision has been made for levying and collecting *ad valorem* property taxes on all of the taxable property within the District in an amount sufficient to pay principal and interest when due.

This bond shall not be valid or obligatory for any purpose and shall not be entitled to any security or benefit under the Bond Resolution until the Certificate of Authentication below has been signed.

IN WITNESS WHEREOF, the Pajaro Valley Unified School District, Santa Cruz and Monterey Counties, California, has caused this bond to be executed on behalf of the District and in their official capacities by the manual or facsimile signatures of the President of the Board of Trustees of the District, and to be countersigned by the manual or facsimile signature of the Secretary to the Board of Trustees of the District, all as of the date stated above.

PAJARO VALLEY UNIFIED SCHOOL DISTRICT

By: _____
President, Board of Trustees

COUNTERSIGNED:

Secretary to Board of Trustees

CERTIFICATE OF AUTHENTICATION

This bond is one of the bonds described in the Bond Resolution referred to herein which has been authenticated and registered on _____, 2012.

U.S. BANK NATIONAL ASSOCIATION, as Paying Agent

By: _____
Authorized Signatory

ASSIGNMENT

For value received, the undersigned sells, assigns and transfers to (print or typewrite name, address and zip code of Transferee): _____ this bond and irrevocably constitutes and appoints attorney to transfer this bond on the books for registration thereof, with full power of substitution in the premises.

Dated: _____

Signature Guaranteed:

Notice: The assignor's signature to this assignment must correspond with the name as it appears upon the within bond in every particular, without alteration or any change whatever, and the signature(s) must be guaranteed by an eligible guarantor institution.

Social Security Number, Taxpayer Identification Number or other identifying number of Assignee: _____

Unless this certificate is presented by an authorized representative of The Depository Trust Company to the issuer or its agent for registration of transfer, exchange or payment, and any certificate issued is registered in the name of Cede & Co. or such other name as requested by an authorized representative of The Depository Trust Company and any payment is made to Cede & Co., ANY TRANSFER, PLEDGE OR OTHER USE HEREOF FOR VALUE OR OTHERWISE BY OR TO ANY PERSON IS WRONGFUL since the registered owner hereof, Cede & Co., has an interest herein.

LEGAL OPINION

The following is a true copy of the opinion rendered by Stradling Yocca Carlson & Rauth, a Professional Corporation in connection with the issuance of, and dated as of the date of the original delivery of, the bonds. A signed copy is on file in my office.

Secretary, Board of Trustees

(Form of Legal Opinion)

SECTION 11. Delivery of Refunding Bonds. The proper officials of the District shall cause the Refunding Bonds to be prepared and, following their sale, shall have the Refunding Bonds signed and delivered, together with a true transcript of proceedings with reference to the issuance of the Refunding Bonds, to the original purchaser upon payment of the purchase price therefor.

SECTION 12. Deposit of Proceeds of Refunding Bonds; Escrow Agreement. An amount of proceeds from the sale of the Refunding Bonds necessary to purchase certain Federal Securities, or to otherwise refund the Refunded Bonds, shall be transferred to the Escrow Agent for deposit in the escrow fund (the "Escrow Fund") established under the Escrow Agreement, which amount, together with an amount or amounts of cash held uninvested therein, shall be sufficient to refund the Refunded Bonds. Premium or proceeds received from the sale of the Refunding Bonds necessary to pay all or a portion of the costs of issuing the Refunding Bonds may be deposited in a fund of the District held by a fiscal agent for the District and known as "Pajaro Valley Unified School District 2012 General Obligation Refunding Bonds Cost of Issuance Fund" (the "Cost of Issuance Fund") and shall be kept separate and distinct from all other District funds, and those proceeds shall be used solely for the purpose of paying costs of issuance of the Refunding Bonds. The District may alternatively pay costs of issuance out of premium or proceeds deposited into the Escrow Fund.

Any accrued interest received by the District from the sale of the Refunding Bonds shall be kept separate and apart in the fund hereby created and established and to be designated as the "Pajaro Valley Unified School District 2012 General Obligation Refunding Bonds Debt Service Fund" (the "Debt Service Fund") for the Refunding Bonds and used only for payments of Principal and interest on the Refunding Bonds. The Debt Service Fund may, at the discretion of the District, be held by the County. Any premium received by the District from the sale of the Refunding Bonds not needed to pay for cost of issuance shall be deposited in the Debt Service Fund. Any excess proceeds of the Refunding Bonds not needed for the authorized purposes set forth herein for which the Refunding Bonds are being issued shall be transferred to the Debt Service Fund and applied to the payment of the Principal and interest on the Refunding Bonds. If, after payment in full of the Refunding Bonds, there remain excess proceeds, any such excess amounts shall be transferred to the general fund of the District. Notwithstanding any of the foregoing, the provisions of this Section 12 as they relate to the application of any premium received by the District from the sale of the Refunding Bonds may be amended by the Purchase Contract or the Official Statement so long as the transactions contemplated by such amendment are in compliance with the provisions of the Act.

The moneys in the Debt Service Fund, to the extent necessary to pay the Principal of and interest on the Refunding Bonds as the same become due and payable, shall be transferred by the Treasurer-Tax Collector of Santa Cruz County, if the Debt Service Fund is held by the County, to the Paying Agent which, in turn, shall pay such moneys to DTC to pay the Principal of and interest on the Refunding Bonds. DTC will thereupon make payments of Principal and interest on the Refunding Bonds to the DTC Participants who will thereupon make payments of Principal and interest to the beneficial owners of the Refunding Bonds. Any moneys remaining in the Debt Service Fund after the Refunding Bonds and the interest thereon have been paid, or provision for such payment has been made, shall be transferred to the general fund of the District.

Except as required below to satisfy the requirements of Section 148(f) of the Code, interest earned on the investment of monies held in the Debt Service Fund shall be retained in the Debt Service Fund and used to pay Principal and interest on the Refunding Bonds when due.

SECTION 13. Rebate Fund.

(a) General. If necessary, there shall be created and established a special fund designated the "Pajaro Valley Unified School District 2012 General Obligation Refunding Bonds Rebate Fund" (the "Rebate Fund"). All amounts at any time on deposit in the Rebate Fund shall be held in trust, to the extent required to satisfy the requirement to make rebate payments to the United States (the "Rebate Requirement") pursuant to Section 148 of the Code, as the same may be amended from time to time, and the Treasury Regulations promulgated thereunder (the "Rebate Regulations"). Such amounts shall be free and clear of any lien hereunder and shall be governed by this Section and Section 14 of this Resolution and by the Tax Certificate concerning certain matters pertaining to the use and investment of proceeds of the Refunding Bonds, executed and delivered to the District on the date of issuance of the Refunding Bonds, including any and all exhibits attached thereto (the "Tax Certificate").

(b) Deposits.

(i) Within forty-five (45) days of the end of each fifth Bond Year (as such term is defined in the Tax Certificate) (1) the District shall calculate or cause to be calculated with respect to the Refunding Bonds the amount that would be considered the "rebate amount" within the meaning of Section 1.148-3 of the Rebate Regulations, using as the "computation date" for this purpose the end of such five Bond Years, and (2) the District shall deposit to the Rebate Fund from deposits from the District or from amounts available therefor on deposit in the other funds established hereunder, if and to the extent required, amounts sufficient to cause the balance in the Rebate Fund to be equal to the "rebate amount" so calculated.

(ii) The District shall not be required to deposit any amount to the Rebate Fund in accordance with the preceding sentence if the amount on deposit in the Rebate Fund prior to the deposit required to be made under this subsection (b) equals or exceeds the "rebate amount" calculated in accordance with the preceding sentence. Such excess may be withdrawn from the Rebate Fund to the extent permitted under subsection (g) of this Section.

(iii) The District shall not be required to calculate the "rebate amount" and the District shall not be required to deposit any amount to the Rebate Fund in accordance with this subsection (b), with respect to all or a portion of the proceeds of the Refunding Bonds (including amounts treated as the proceeds of the Refunding Bonds) (1) to the extent such proceeds satisfy the expenditure requirements of Section 148(f)(4)(B) or Section 148 (f)(4)(C) of the Code or Section 1.148-7(d) of the Treasury Regulations or the small issuer exception of Section 148(f)(4)(D) of the Code, whichever is applicable, and otherwise qualify for the exception of the Rebate Requirement pursuant to whichever of said sections is applicable, or (2) to the extent such proceeds are subject to an election by the District under Section 148(f)(4)(C)(vii) of the Code to pay a one and one-half percent (1½%) penalty in lieu of arbitrage rebate in the event any of the percentage expenditure requirements of Section 148(f)(4)(C) are not satisfied, or (3) to the extent such proceeds qualify for the exception to arbitrage rebate under Section 148(f)(4)(A)(ii) of the Code for amounts in a "bona fide debt service fund." In such event, and with respect to such amounts, the District shall not be required to deposit any amount to the Rebate Fund in accordance with this subsection (b).

(c) Withdrawal Following Payment of Refunding Bonds. Any funds remaining in the Rebate Fund after redemption of all the Refunding Bonds and any amounts described in paragraph (ii) of subsection (d) of this Section, including accrued interest, shall be transferred to the General Fund of the District.

(d) Withdrawal for Payment of Rebate. Subject to the exceptions contained in subsection (b) of this Section to the requirement to calculate the “rebate amount” and make deposits to the Rebate Fund, the District shall pay to the United States, from amounts on deposit in the Rebate Fund,

(i) not later than sixty (60) days after the end of (a) the fifth (5th) Bond Year, and (b) each fifth (5th) Bond Year thereafter, an amount that, together with all previous rebate payments, is equal to at least 90% of the “rebate amount” calculated as of the end of such Bond Year in accordance with Section 1.148-3 of the Rebate Regulations; and

(ii) not later than sixty (60) days after the payment of all Refunding Bonds, an amount equal to one hundred percent (100%) of the “rebate amount” calculated as of the date of such payment (and any income attributable to the “rebate amount” determined to be due and payable) in accordance with Section 1.148-3 of the Rebate Regulations.

(e) Rebate Payments. Each payment required to be made pursuant to subsection (d) of this Section shall be made to the Internal Revenue Service Center, Ogden, Utah 84201, on or before the date on which such payment is due, and shall be accompanied by Internal Revenue Service Form 8038-T, such form to be prepared or caused to be prepared by or on behalf of the District.

(f) Deficiencies in the Rebate Fund. In the event that, prior to the time of any payment required to be made from the Rebate Fund, the amount in the Rebate Fund is not sufficient to make such payment when such payment is due, the District shall calculate the amount of such deficiency and deposit an amount equal to such deficiency into the Rebate Fund prior to the time such payment is due.

(g) Withdrawals of Excess Amount. In the event that immediately following the calculation required by subsection (b) of this Section, but prior to any deposit made under said subsection, the amount on deposit in the Rebate Fund exceeds the “rebate amount” calculated in accordance with said subsection, upon written instructions from the District, the District shall withdraw the excess from the Rebate Fund and credit such excess to the Debt Service Fund.

(h) Record Retention. The District shall retain records of all determinations made hereunder until three years after the retirement of the Refunding Bonds.

(i) Survival of Defeasance. Notwithstanding anything in this Resolution to the contrary, the Rebate Requirement shall survive the payment in full or defeasance of the Refunding Bonds.

SECTION 14. Security for the Refunding Bonds. There shall be levied on all the taxable property in the District, in addition to all other taxes, a continuing direct *ad valorem* tax annually during the period the Refunding Bonds are outstanding in an amount sufficient to pay the Principal of and interest on the Refunding Bonds when due, which moneys when collected will be placed in the Debt Service Fund of the District and used for the payment of the Principal of and interest on the Refunding Bonds when and as the same fall due. The District covenants to cause Santa Cruz and

Monterey Counties to take all actions necessary to levy such *ad valorem* tax in accordance with this Section 14 and Section 53559 of the Act.

SECTION 15. Arbitrage Covenant. The District will restrict the use of the proceeds of the Refunding Bonds in such manner and to such extent, if any, as may be necessary, so that the Refunding Bonds will not constitute arbitrage bonds under Section 148 of the Code and the applicable regulations prescribed under that Section or any predecessor section.

SECTION 16. Legislative Determinations. The Board determines that all acts and conditions necessary to be performed by the Board or to have been met precedent to and in the issuing of the Refunding Bonds in order to make them legal, valid and binding general obligations of the District have been performed and have been met, or will at the time of delivery of the Refunding Bonds have been performed and have been met, in regular and due form as required by law; and that no statutory or constitutional limitation of indebtedness or taxation will have been exceeded in the issuance of the Refunding Bonds. Furthermore, the Board finds and determines pursuant to Section 53552 of the Act that the prudent management of the fiscal affairs of the District requires that it issue the Refunding Bonds without submitting the question of the issuance of the Refunding Bonds to a vote of the qualified electors of the District.

SECTION 17. Official Statement. The Preliminary Official Statement relating to the Refunding Bonds, substantially in the form on file with the Secretary of the Board is hereby approved and the Authorized Officers, each alone, are hereby authorized and directed, for and in the name and on behalf of the District, to deliver such Preliminary Official Statement to the Underwriter to be used in connection with the offering and sale of the Refunding Bonds. The Authorized Officers, each alone, are hereby authorized and directed, for and in the name and on behalf of the District, to deem the Preliminary Official Statement “final” pursuant to Rule 15c2-12(b)(5) of the Securities and Exchange Act of 1934, prior to its distribution and to execute and deliver to the Underwriters a final Official Statement, substantially in the form of the Preliminary Official Statement, with such changes therein, deletions therefrom and modifications thereto as the Authorized Officer executing the same shall approve. The Underwriter is hereby authorized to distribute copies of the Preliminary Official Statement to persons who may be interested in the purchase of the Refunding Bonds and is directed to deliver copies of any final Official Statement to the purchasers of the Refunding Bonds. Execution of the Official Statement shall conclusively evidence the District’s approval of the Official Statement.

SECTION 18. Insurance. In the event the District purchases bond insurance for the Refunding Bonds, and to the extent that the Bond Insurer makes payment of the Principal, or interest of the Refunding Bonds, it shall become the Owner of such Refunding Bonds with the right to payment of Principal or interest on the Refunding Bonds, and shall be fully subrogated to all of the Owners’ rights, including the Owners’ rights to payment thereof. To evidence such subrogation (i) in the case of subrogation as to claims that were past due interest components, the Paying Agent shall note the Bond Insurer’s rights as subrogee on the registration books for the Refunding Bonds maintained by the Paying Agent upon receipt of a copy of the cancelled check issued by the Bond Insurer for the payment of such interest to the Owners of the Refunding Bonds, and (ii) in the case of subrogation as to claims for past due Principal, the Paying Agent shall note the Bond Insurer as subrogee on the registration books for the Refunding Bonds maintained by the Paying Agent upon surrender of the Refunding Bonds by the Owners thereof to the Bond Insurer or the insurance trustee for the Bond Insurer.

SECTION 19. Defeasance. All or any portion of the outstanding maturities of the Refunding Bonds may be defeased prior to maturity in the following ways:

(a) Cash: by irrevocably depositing with an independent escrow agent selected by the District an amount of cash which together with amounts transferred from the Debt Service Fund is sufficient to pay all Refunding Bonds outstanding and designated for defeasance (including all Principal and interest represented thereby and prepayment premiums, if any) at or before their maturity date; or

(b) Government Obligations: by irrevocably depositing with an independent escrow agent selected by the District noncallable Government Obligations, together with cash, if required, in such amount as will, in the opinion of an independent certified public accountant, together with interest to accrue thereon and moneys transferred from the Debt Service Fund together with the interest to accrue thereon, be fully sufficient to pay and discharge all Refunding Bonds outstanding and designated for defeasance (including all Principal and interest represented thereby and prepayment premiums, if any) at or before their maturity date;

then, notwithstanding that any of such Refunding Bonds shall not have been surrendered for payment, all obligations of the District with respect to all such designated outstanding Refunding Bonds shall cease and terminate, except only the obligation of the Paying Agent or an independent escrow agent selected by the District to pay or cause to be paid from funds deposited pursuant to paragraphs (a) or (b) of this Section, to the Owners of such designated Refunding Bonds not so surrendered and paid all sums due with respect thereto.

For purposes of this Section, Government Obligations shall mean:

Direct and general obligations of the United States of America (which may consist of obligations of the Resolution Funding Corporation that constitute interest strips), or obligations that are unconditionally guaranteed as to principal and interest by the United States of America, or "prerefunded" municipal obligations rated in the highest rating category by Moody's Investors Service or Standard & Poor's. In the case of direct and general obligations of the United States of America, Government Obligations shall include evidences of direct ownership of proportionate interests in future interest or principal payments of such obligations. Investments in such proportionate interests must be limited to circumstances where (a) a bank or trust company acts as custodian and holds the underlying United States obligations; (b) the owner of the investment is the real party in interest and has the right to proceed directly and individually against the obligor of the underlying United States obligations; and (c) the underlying United States obligations are held in a special account, segregated from the custodian's general assets, and are not available to satisfy any claim of the custodian, any person claiming through the custodian, or any person to whom the custodian may be obligated; provided that such obligations are rated or assessed "AAA" by Standard & Poor's or "Aaa" by Moody's Investors Service.

SECTION 20. Other Actions, Determinations and Approvals.

(a) Officers of the Board, District Officials and staff are hereby authorized and directed, jointly and severally, to do any and all things and to execute and deliver any and all documents which they may deem necessary or advisable in order to proceed with the issuance of the Refunding Bonds and otherwise carry out, give effect to and comply with the terms and intent of this Resolution. Such

actions heretofore taken by such officers, officials and staff are hereby ratified, confirmed and approved.

(b) The Board hereby finds and determines that both the total net interest cost to maturity on the Refunding Bonds plus the principal amount of the Refunding Bonds will be less than the total net interest cost to maturity on the Refunded Bonds plus the principal amount of the Refunded Bonds.

(c) The Board anticipates that the Refunding Bonds will be redeemed on the first optional prepayment date of such Refunded Bonds following the issuance of the Refunding Bonds.

(d) The Board hereby appoints U.S. Bank National Association as Escrow Agent for the Refunding Bonds and approves the Escrow Agreement, substantially in the form on file with the Secretary of State to the Board, dated as of December 1, 2012 between the District and the Escrow Agent. The Authorized Officers, each alone, are hereby authorized to execute the Escrow Agreement with such changes as they shall approve, such approval to be conclusively evidenced by such individual's execution and delivery thereof.

(e) The Board hereby appoints Piper Jaffray & Co., El Segundo, California as Underwriter and Stradling Yocca Carlson & Rauth, a Professional Corporation, San Francisco, California, as Bond Counsel and Disclosure Counsel to the District, all with respect to the issuance of the Refunding Bonds.

(f) Notwithstanding any other provisions herein, the provisions of this Resolution may be amended by the Purchase Contract and the Official Statement; if the Purchase Contract so provides, the Refunding Bonds may be issued as crossover refunding bonds pursuant to Section 53558(b) of the Government Code.

SECTION 21. Resolution to Treasurer-Tax Collector. The Secretary of this Board is hereby directed to provide a certified copy of this Resolution to the Treasurer-Tax Collector of Santa Cruz County immediately following its adoption.

SECTION 22. Continuing Disclosure. The District hereby covenants and agrees that it will comply with and carry out all of the provisions of that certain Continuing Disclosure Certificate executed by the District and dated the date of issuance and delivery of the Refunding Bonds, as originally executed and as it may be amended from time to time in accordance with the terms thereof. Any Bondholder may take such actions as may be necessary and appropriate, including seeking mandate or specific performance by court order, to cause the District to comply with its obligations under this Section. Noncompliance with this Section shall not result in acceleration of the Refunding Bonds.

SECTION 23. Recitals. All the recitals in this Resolution above are true and correct and this Board so finds, determines and represents.

SECTION 24. Effective Date. This Resolution shall take effect immediately upon its passage.

PASSED AND ADOPTED this 24th day of October, 2012, by the following vote:

AYES:

NOES:

ABSENT:

ABSTENTIONS:

President, Board of Trustees
Pajaro Valley Unified School District

Attest:

Secretary to Board of Trustees
Pajaro Valley Unified School District

SECRETARY'S CERTIFICATE

I, _____, Secretary to the Board of Trustees of the Pajaro Valley Unified School District, hereby certify as follows:

The foregoing is a full, true and correct copy of a resolution duly adopted at a regular meeting of the Board of Trustees of said District duly and regularly and legally held at the regular meeting place thereof on October 24, 2012, of which meeting all of the members of the Board of said District had due notice and at which a quorum was present.

I have carefully compared the same with the original minutes of said meeting on file and of record in my office and the foregoing is a full, true and correct copy of the original resolution adopted at said meeting and entered in said minutes.

Said resolution has not been amended, modified or rescinded since the date of its adoption, and the same is now in full force and effect.

Dated: _____, 2012

Secretary to Board of Trustees
Pajaro Valley Unified School District