



CSIS *California School Information Services*

Santa Barbara School Districts

Child Development Programs Review

July 9, 2010



Joel D. Montero
Chief Executive Officer





CSIS California School Information Services

July 9, 2010

J. Brian Sarvis, Ed.D., Superintendent
Santa Barbara School Districts
720 Santa Barbara Street
Santa Barbara, CA 93101

Dear Superintendent Sarvis:

In April 2010, the Santa Barbara School Districts and the Fiscal Crisis and Management Assistance Team (FCMAT) entered into an agreement to provide a review of the district's child care programs. Specifically, the agreement states that FCMAT will perform the following:

1. Analyze the organizational structure of the child development department, including the number of programs, size and complexity of programs, and the administrative, instructional and support personnel required for an efficient operational program.
2. Assess the alignment of the district's child development programs, including Home Instruction for Parents of Preschool Youngsters (HIPPY), Cal-SAFE, After School Education and Safety (ASES), and the school-age child development program that also offers after-school care, and make recommendations.
3. Evaluate the revenue sources of the various child development programs and make recommendations to enhance revenues or provide alternative funding sources.
4. Assess the expenditure patterns of the various child development programs and make recommendations to reduce expenses.
5. Prepare a cost center analysis of the various child development programs for each site that depicts the estimated revenues and expenses and the break-even point for each program to operate without any contributions from the general fund.
6. Review the child development program's multiyear fiscal solvency plan and recommend any changes necessary to improve the plan.
7. Evaluate the current child development facilities including building capacities, and make recommendations.
8. Evaluate work flow processes and communication efficiencies between the child development program and the business and personnel departments.
9. Analyze the hours of site operation and employment calendars of site staff, including the yearround staff, and make recommendations to reduce positions, if any.

FCMAT

Joel D. Montero, Chief Executive Officer

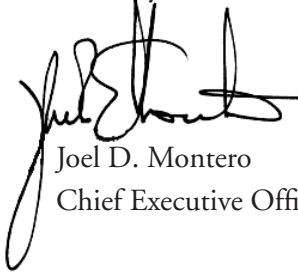
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10. Review the job descriptions of the coordinator, administrator and head teacher to assess leadership requirements of the program's organizational structure.
11. Analyze the memorandum of understanding with Child Nutrition Services and make recommendations to decrease expenses, if any.
12. Review the Santa Barbara Teachers' Association (SBTA) contractual agreement, including the salary schedule placements, to determine if the alignment with completed education levels is equitable for all staff

This report contains the study team's findings and recommendations.

FCMAT appreciates the opportunity to serve the Santa Barbara School Districts and extends its thanks to all the staff members for their cooperation and assistance during fieldwork.

Sincerely,

A handwritten signature in black ink, appearing to read "Joel D. Montero", with a stylized, cursive script.

Joel D. Montero
Chief Executive Officer

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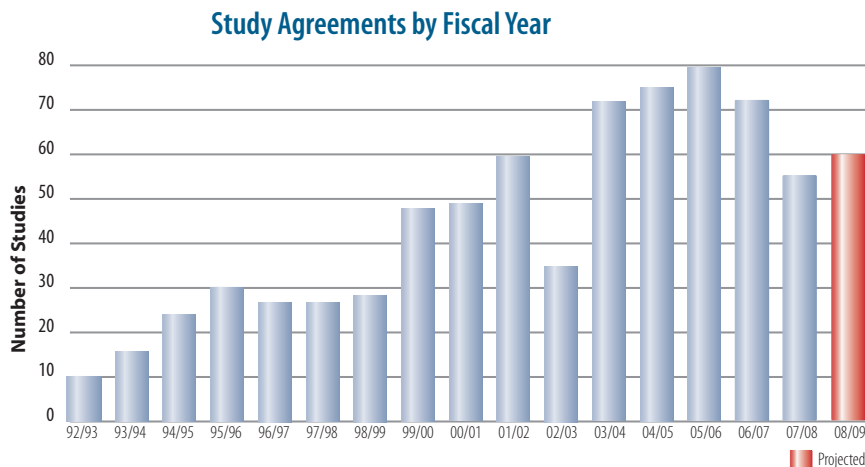
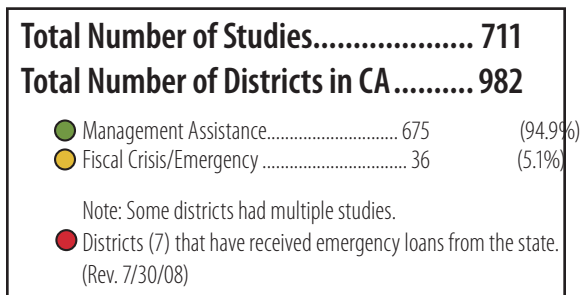
Foreword

FCMAT Background

The Fiscal Crisis and Management Assistance Team (FCMAT) was created by legislation in accordance with Assembly Bill 1200 in 1992 as a service to assist local educational agencies in complying with fiscal accountability standards.

AB 1200 was established from a need to ensure that local educational agencies throughout California were adequately prepared to meet and sustain their financial obligations. AB 1200 is also a statewide plan for county offices of education and school districts to work together on a local level to improve fiscal procedures and accountability standards. The legislation expanded the role of the county office in monitoring school districts under certain fiscal constraints to ensure these districts could meet their financial commitments on a multiyear basis. AB 2756 provides specific responsibilities to FCMAT with regard to districts that have received emergency state loans. These include comprehensive assessments in five major operational areas and periodic reports that identify the district's progress on the improvement plans.

Since 1992, FCMAT has been engaged to perform nearly 700 reviews for local educational agencies, including school districts, county offices of education, charter schools and community colleges. Services range from fiscal crisis intervention to management review and assistance. FCMAT also provides professional development training. The Kern County Superintendent of Schools is the administrative agent for FCMAT. The agency is guided under the leadership of Joel D. Montero, Chief Executive Officer, with funding derived through appropriations in the state budget and a modest fee schedule for charges to requesting agencies.



Introduction

Background

The Santa Barbara School Districts are the primary public school districts that serve the city of Santa Barbara and surrounding metropolitan areas from Goleta to Montecito. The two districts consist of an elementary district with an enrollment of 5,791 students and a secondary district with an enrollment of 9,905 students. One administrative system and one school board govern both districts, with the elementary school district in basic-aid status and secondary district approaching basic-aid status, the combined general fund revenue is approximately \$117 million. The secondary district receives funding based on serving students from Goleta, Santa Barbara, and Montecito, while the elementary district only receives funding based on serving students from the Santa Barbara area.

Throughout most of this report, FCMAT will refer to the entities as a single district.

The Santa Barbara Elementary School District serves a diverse student population that is 65.7% Hispanic and 27.5% white, and 39.6% of all students are English learners as compared to the county average of 30%. In addition, 45.6% of students are eligible for free and reduced priced meals as compared to the county average of 46.3%, and 68.4% are eligible for compensatory education as compared to 58.7% countywide. The Santa Barbara Secondary District serves a student population that is 46.8% Hispanic and 43.6% white with 18.2% of students English learners, 26.9% eligible for free and reduced price meals and 36.7% in compensatory education. The Santa Barbara Elementary District API for 2009 was 773. Six of the 14 elementary, alternative and charter schools scored at or above the statewide performance target of 800 in 2009. The Santa Barbara Secondary District 2009 API was 786 and two of 13 middle and high schools scored at or above the statewide performance target of 800 in 2009.

In March 2010, the Santa Barbara School Districts requested that FCMAT review the districts' Child Development programs and services. The study agreement specifies that FCMAT will perform the following:

1. Analyze the organizational structure of the child development department, including the number of programs, size and complexity of programs, and the administrative, instructional and support personnel required for an efficient operational program.
2. Assess the alignment of the district's child development programs, including Home Instruction for Parents of Preschool Youngsters (HIPPY), Cal-SAFE, After School Education and Safety (ASES), and the school-age child development program that also offers after-school care, and make recommendations.
3. Evaluate the revenue sources of the various child development programs and make recommendations to enhance revenues or provide alternative funding sources.
4. Assess the expenditure patterns of the various child development programs and make recommendations to reduce expenses.
5. Prepare a cost center analysis of the various child development programs for each site that depicts the estimated revenues and expenses and the break-even point for each program to operate without any contributions from the general fund.

6. Review the child development program's multiyear fiscal solvency plan and recommend any changes necessary to improve the plan.
7. Evaluate the current child development facilities including building capacities, and make recommendations.
8. Evaluate work flow processes and communication efficiencies between the child development program and the business and personnel departments.
9. Analyze the hours of site operation and employment calendars of site staff, including the yearround staff, and make recommendations to reduce positions, if any.
10. Review the job descriptions of the coordinator, administrator and head teacher to assess leadership requirements of the program's organizational structure.
11. Analyze the memorandum of understanding with Child Nutrition Services and make recommendations to decrease expenses, if any.
12. Review the Santa Barbara Teachers' Association (SBTA) contractual agreement, including the salary schedule placements, to determine if the alignment with completed education levels is equitable for all staff

Study Team

The study team was composed of the following members:

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*As members of this study team, these consultants were not representing their employers but were working solely as independent contractors for FCMAT.

Study Guidelines

FCMAT visited the district on May 18-20 2010 the FCMAT team to conduct interviews, visit sites, and review documents. This report is the result of that effort.

Executive Summary

The Santa Barbara School Districts consist of two legally separate school districts: an elementary district and a secondary district. The Santa Barbara elementary and secondary districts are among the few remaining California school districts that are legally separate but share a common governing board and administration. The broad scope of this study provided the Fiscal Crisis and Management Assistance Team (FCMAT) the opportunity to provide in-depth analysis of all critical aspects of the Santa Barbara School Districts' Child Development Program.

Santa Barbara School Districts has a long history of commitment to early childhood development programs. The district clearly views preschool and related services as critical programs that will provide a true impact on students' academic achievement and long-term success. The community relies on the district for much-needed academic-based preschool and child care services. The child development programs have expanded over several years into a collection of programs for young children that meet the requirements of grant and state funding options, but do not necessarily meet the needs of the children they serve. The child development programs lack strategic direction because they have operated independently from the district's strategic plan for instructional learning. Although the number and type of programs offered to the community are commendable, given the substantial district investment in early childhood development and school-age child care, measurable results of the programs are not evident or documented. The department appears to be trying to bundle the various child development programs with minimal direction from district leaders. District goals for the child development program need to be developed and clearly articulated to the various departments that play key roles to ensure the overall efficiencies and success of the program.

When the child development program director retired in September 2003, the district determined that it would not fill the position and that program responsibilities would be divided between two coordinator positions. Neither coordinator had the programmatic or technical experience at the director level managing budgets, program compliance, and personnel matters. This organizational change has resulted in systemic organizational problems including poor communication, lack of consistent budget development and management, inadequate monitoring of staffing ratios, and disorganized program management. The dual coordinator model has not been effective for the district either fiscally or administratively.

The program lacks systems and processes and procedures to adequately monitor and manage personnel, budgets, and program goals. The fiscal and personnel aspects of operating the child development programs are disconnected from the district, yet it is critical that these functions be considered in tandem with all district operations. The district prides itself on being the primary early childhood education provider for Santa Barbara County, yet these programs are operated largely outside of district oversight. Given the sweeping reforms of AB 2759 and the fiscal impact of the California state budget crisis on program operations, the district should reinstate fiscal and personnel oversight.

The Child Development Program's organization lacks clarity and does not distinguish staff roles and their assigned responsibilities. There is no clear understanding among most district staff members as to the chain of command and lines of authority of the two coordinator positions that share the leadership role of the child development programs. Having dual coordinators creates confusion among district employees about the specific responsibilities of each coordinator and

Santa Barbara School Districts has a long history of commitment to early childhood development programs.

reduces the accountability of program staff. It is also an inefficient leadership model because both coordinators conduct business and attend meetings in tandem, when one person would sometimes be adequate.

FCMAT analyzed the organizational structure of the Child Development Program Department and made staffing ratio recommendations for administrative, clerical, and instructional program support. In addition, FCMAT developed an organizational chart with appropriate reporting structures for all management, support and instructional positions in the department. Many of the job descriptions provided to FCMAT were dated and do not align with the California Department of Education matrix. Current district education requirements exceed the California Commission on Teacher Credentialing (CCTC) minimum qualifications. The district should balance the fiscal and program impacts to hire the most highly qualified and educated staff with the limited budget provided by the CDE to operate the program. CCTC guidance on minimum qualifications for teachers and instructional staff along with the CDE matrix should be used when developing new job descriptions for the child development department. Because the program employs experienced and highly qualified certificated staff, the commensurate salary exceeds the average of comparable programs.

The program is overstaffed based on the Title 5 staffing ratios. The hours of operation, employee calendar and work schedule, and policies on hiring substitutes have resulted in more staff members than necessary to operate the CSPP and CCTR programs. Planned personnel reductions were not implemented, adding to the fiscal shortfall. In addition, the classrooms are underenrolled, and the district should apply to increase the enrollment in each preschool classroom to 24 rather than 21. Preschools and child care centers operate on variable hours depending on the site. The district should align the hours of center and preschool operation districtwide and align the employee work schedule with student attendance. Fewer students are usually in attendance in the early morning hours or late in the afternoon and therefore fewer staff members are needed during this period. The district should implement the parent participation requirement in the CSPP half-day programs, and increase the enrollment from 20 children to 24 to generate maximum reimbursement. Title 5 staffing ratios and guidance with regard to adult-to-child ratios are included in this report to assist the district in determining staffing levels of the various programs it operates. The organization charts, job descriptions, and salary schedules of comparison districts were provided for reference.

The ASES, CalSAFE and HIPPOY programs function outside the child development program and are operating within budget. In this report, FCMAT makes recommendations for potential sources to increase revenue for these programs such as MAA and LEA billing, grants and partnerships. FCMAT also recommends areas to reduce program expenditures such as improving internal controls with regard to cash management. Other areas to reduce expense include a review of the memorandums of understanding (MOUs) with partner agencies, proper accounting and reporting of meals with nutrition services, and a potential reduction in staff.

The ASES program and the general child care school-age after-school program (CCTR) duplicate services at some school sites and should be strategically aligned. The district has the opportunity to maximize the slots available to students by coordinating the operation of these two programs. CCTR funding is volatile, and the district should review the school-age child care program and determine if students can be served through ASES. FCMAT has also provided recommendations for improved communication and coordination between the two departments, including the shared development of curriculum and supplemental material to improve student academic outcomes. ASES and CCTR school-age child care should have educational goals that are aligned with district goals.

FCMAT reviewed the types of programs operating at each site and the number of classrooms utilized. Classrooms are underutilized and the associated maintenance of classrooms could be reduced by optimizing utilization. There is an opportunity to consolidate programs into classrooms by slightly shifting the hours of operation and better coordination. There may be an opportunity to relocate some of the isolated off-site programs to a school site to integrate services with the school age program and provide more direct oversight.

The Child Development Division has been effective in securing renovation grants from the CDE; however, these grants are used for capital projects and do not add revenue for operations.

There is lack of communication between the child development programs and the Personnel Department. Decisions that affect personnel should be acted on quickly and according to all collective bargaining agreement contracts and applicable laws. The coordinators are not familiar with the collective bargaining agreements for the certificated and classified staff and have made personnel decisions outside the district's policies and agreements. The district office will need to be more engaged in oversight for the fiscal and personnel aspects of the child development programs. Fiscal accountability is critical to sustaining this program for the Santa Barbara community and to engender trust with potential grantors. This report also contains recommendations about restoring program fiscal and personnel oversight to the district.

Findings and Recommendations

Organizational Structure

The Santa Barbara School District's Child Development Department, Home Instruction for Parents of Preschool Youngsters (HIPPY), California School Age Families Education (CalSAFE), and the After School Education (ASES) programs operate under the direction of the associate superintendent of education. Two coordinators lead the Child Development Department and divide their responsibilities by program. A document titled The Child Development Program Coordinator Job Description and Duties dated 2009-2010 was provided to the team by one of the coordinators. This document states that the coordinator supervises 14 after-school classrooms on several sites HIPPY, CalSAFE and Mobile Waterford staff in addition to the clerical, certificated and classified staff that support the preschools and child care centers, totaling approximately 100 employees.

The existing child development program organizational structure includes two coordinators, three head teachers, and six administrative support staff housed in the business office: 2 FTE senior office assistants, a secretary, a business office coordinator, an administrative secretary, and a substitute caller. California State Preschool (CSPP) and General Child Care (CCTR) program staff include 40 (28.50 FTE) teachers, 55 (35.12) FTE assistants, two housekeepers and two custodians. Mobile Waterford staff members are not included in this count.

Number and Type of Programs

The district's child development programs operate under two California Department of Education (CDE) contracts: California State Preschool Program (CSPP) and General Child Care and Development (CCTR). According to program enrollment by site, services are provided to approximately 960 children per average month at 14 different school or center sites. The overall enrollment, when at full capacity appears to consist of the following:

- CCTR-school age children enrollment 287; of those 19 (approximately 7% of enrollment) are nonsubsidized by the CDE contract.
- CCTR PLTK enrollment, 90; of those 88 (approximately 98%) are nonsubsidized.
- CCTR –children's center enrollment 184; of those 4 students are nonsubsidized.
- CSPP – State preschool enrollment 389; of those 24 are in the Family Literacy Program

Eight preschool sites offer 17 classes and serve 344 children since some sites offer morning and afternoon sessions. Three children's center sites with nine full-day programs serve a total of 151 children. In addition two Pre K Family Literacy programs at two sites serve 24 children for the full day, and 21 children for a half day. The Family Literacy program was consolidated under AB2759, and the funding was reduced to \$2,500 per site. The student count for children served by this program should have been added to the CSPP contract under the new application. It is unclear if the transition was completed in the new application. An Early Years program is located at one site, serving 33 students for the full day. The CD program also offers school-age general child care after school at nine sites, with 13 classrooms serving 356 students.

Table One – Number and Types of Programs

Program	Site	Rooms	Room id	Enrollment goal	May 2010 Enrollment			License	Enrollment Opportunity	Facility Opportunity
					Am	pm	Full day			Room availability
Preschool	Academy	1	112	21	21			20	0	112 - pm
School Age	Adams	2	F	32		30			2	
			G	32		30			2	G - am
Preschool	Adams	2	F	21	20			40	1	
			H	21	21				0	H - pm
School Age	Cleveland	2	6	32		22			10	
			22	32		27			5	
Preschool	Cleveland	2	6	21	18			20	3	* see note
			22	21	20				1	
Children center	Franklin	4	101	18			18	162	0	
			102	15			15		0	
			103	15			15		0	
			104	18			18		0	
School Age	Franklin	3	B1	32		25			7	
			B2	32		24			8	
			B3	32		26			6	
Preschool	Franklin	3	B1	21	21				0	
			B2	21	20				1	
			B3	21	21				0	
Pre-K Fam Lit	Franklin	1	32	24			24		8	
School Age	Harding	1	9A	32		30			2	9A - am
Preschool	Harding	2	19	21	21			40	0	19 - pm
			20	21	20				1	20 - pm
Pre-K Fam Lit	Harding	1	21	21	21				0	21 - pm
Children center	Las Flores	1	2	19			19	40	0	
Preschool	Las Flores	1	1	21	21	21			0	
School Age	McKinley	1	27	32		29			3	
Preschool	McKinley	3	27	21	21			40	0	
			1	21	17				4	1 - pm
			2	21	21				0	
			2	21		20			1	
School Age	Monroe	1	21	32		30			2	21 - am
Children center	Parma	4	101	15			15	75	0	
			102	18			18		0	
			103	15			15		0	
			104	18			18		0	
School Age	Peabody	1		32		22			10	
				22		21			1	
Preschool	Peabody	1		21	20			20	1	
School Age	Roosevelt	1	8	32		30			2	8 - am

CalSAFE	S.B.H.S.	1		31				34		
Early years	S.B.H.S.	2	1	29			29		0	
			2	2			2		0	
School Age	Washington	1	19	32		31			1	19 - am
				1032	324	418	206		82	
*Cleveland license indicates capacity of 20										

The structure of the diverse programs is somewhat fragmented and difficult to distinguish, operate and fiscally manage. The locally developed program names and acronyms used by the program complicate matters as they don't appear to be in any contract language or they are terms no longer used by the CDE including the following:

- SAP (Located in Employee Handbook, makes reference to 5-10 year olds)
- FCTR, PLTK, & SPS (Located in the staff list for changes in percentages of funding)

Programs are operated with co-mingled students and are multifunded. Some classes operate a 3 hour preschool program in the am and then an after-school school age program with some of the same children in the same room. Some classes offer extended day to 16 of their 20 children enrolled, which is partially paid for by a private grant.

Administration

The management of the child development program does not demonstrate sufficient technical knowledge of California Department of Education (CDE) regulations and requirements specifically with regard to the California State Preschool Program (CSPP) contract and fiscal oversight. AB 2759 created the California State Preschool Program (CSPP). In response to AB2759, districts that operate preschool and child care programs were required to review existing operations of all CDE funded child care and preschool programs and develop a revised plan and application for funding. Applications were due to the CDE in January 2009. It is unclear whether the child development program completed a thorough analysis of all programs to determine the best redesign to meet student need and maximize funding. Many program names used in organization and staffing charts, parent handbooks, and budget documents refer to programs that were consolidated or eliminated under AB2759. Because the district serves school-age children, infants and toddlers, both a CCTR and CSPP contract was issued and went into effect July 1, 2009. AB2759 specifically affects the district in the following areas:

- The CSPP consolidates the five largest center-based programs providing services to three- and four-year-old children into one contract.
- Agencies with CCTR contracts serving other ages in addition to three- and four-year-olds will have both a CCTR and CSPP contracts.
- CPKP and CPKF will be consolidated into the CSPP program and will be able to provide services to both three- and four-year-olds and shall continue to provide family literacy services.
- CSPP contractors will receive \$2,500 per class based on the original number of classes funded by CPKP and/or CPKF contracts.

The management of the child development program does not demonstrate sufficient technical knowledge of California Department of Education (CDE) regulations and requirements specifically with regard to the California State Preschool Program (CSPP) contract and fiscal oversight.

- The CSPP contracts will be effective July 1, 2009.
- After the initial year of implementation, contractors that continue to hold a CCTR or a CSPP contract may request an amendment based on changes in demographics.

Additional information is available at the following Web address:

<http://www.cde.ca.gov/fg/aa/cd/documents/ppspresentation.ppt>

With knowledge of the program funding parameters, the district coordinators should be able to maximize funding by managing class size and program participation, and by submitting timely contract amendments. Overstaffing, low class size, and infrequent monitoring of the budget result in an annual year-end budget reconciliation with significant budget transfers. This does not allow sufficient time to make changes to increase the ending balance. At least twice in the past four years, the program had a negative ending fund balance that resulted in a general fund contribution from the district. This practice is not the best approach to operating a program of this size and scope. The program lacks systems and processes and procedures to adequately monitor and manage personnel, budgets, and program goals. The fiscal and personnel aspects of operating the CD programs are disconnected from the district, yet it is critical that these functions be considered in tandem with all district operations.

The child development organizational chart lacks clarity and does not distinguish staff roles and their assigned responsibilities. There is no clear understanding among most district staff members as to the chain of command and lines of authority of the two coordinators that share the leadership role of the child development programs. One coordinator is responsible for all school-age student programs, HIPPY and CalSAFE and the other supervises the preschools. As a result, a site that operates more than one type of contract is managed by more than one coordinator. Having dual coordinators creates confusion among district employees about the specific responsibilities of each coordinator and reduces the accountability of program staff. The dual coordinator model has not been fiscally or administratively effective for the district.

Support Staff

Support staff members for the child development program are all centrally located. Duties for coordinators and support staff are segregated by program rather than site. Support staff travel to sites that operate multiple programs to pick up/drop off forms and assist with parents, children or staff. This creates operational inefficiencies because both coordinators and more than one support staff member frequently travel to a site to pick up or drop off a form or to provide support without communicating with other support staff members. Therefore, a site could have both coordinators and several support staff members providing a service that a single coordinator or support staff member could provide. The lack of support staff members at the sites also places an unnecessary hardship on parents because they have to travel to receive information pertaining to enrollment, recertifications and to pay fees for services. Site staff members have occasionally been unable to contact support staff and or coordinators by phone during emergencies. Some sites have sufficient space to relocate support staff members to various sites, which would allow them to better provide direct communication with parents, and support staff with clerical needs and process payments.

Instructional Job Requirements and Staffing Ratios

California Department of Education staffing ratios apply to most but not all of the programs operated by the Child Development Department. In some programs, the department has over-

staffed perhaps due to unstable student attendance (CCTR) and or faulty student enrollment projections. CDE adult to child ratios are as follows:

Section 18290 of Title 5 of the California Code of Regulations provides:

Contractors shall maintain at least the following minimum ratios in all centers:

- (A) Infants (birth to 18 months old) - 1:3 adult-child ratio, 1:18 teacher-child ratio.
- (B) Toddlers (18 months to 36 months old) - 1:4 adult-child ratio, 1:16 teacher-child ratio.
- (C) Preschool (36 months to enrollment in kindergarten) - 1:8 adult-child ratio, 1:24 teacher-child ratio.
- (D) Children enrolled in kindergarten through 14 years old - 1:14 adult-child ratio, 1:28 teacher-child ratio.
- (E) Compliance with these ratios shall be determined based on actual attendance.

(2) Section 18291 of Title 5 of the California Code of Regulations provides:

- (A) Whenever groups of children of two (2) age categories are commingled and the younger age group exceeds fifty percent (50%) of the total number of children present, the ratios for the entire group must meet the ratios required for the younger age group.
- (B) If the younger age group does not exceed fifty percent (50%) of the total number of the children present, the teacher-child and adult-child ratios shall be computed separately for each group.

101216.4 PRESCHOOL PROGRAM WITH TODDLER COMPONENT

(a) Licensees serving preschool-age children may create a special program component for children between the ages of 18 months and 30 months. The provisions of Sections 101151 through 101239.2 shall apply for children over 24 months, except as specified in Sections 101216.4(a)(1) through (6).

The provisions of Sections 101351 through 101439.1 shall apply for children between the ages of 18 and 24 months participating in a preschool toddler component, except as specified in Sections 101216.4(a)(1) through (6).

- (1) Child care centers with an existing preschool program wishing to establish a toddler component shall submit an amended application and obtain approval from the Department.
- (2) Children in a child care center between the ages of 18 months and 30 months may be placed in the toddler program. A child older than 30 months may participate in the toddler program with written permission from the child's authorized representative. No child in the toddler program shall be placed in the preschool program before the age of 30 months without written permission from the child's authorized representative.
- (3) It shall be permissible for a child whose developmental needs require continuation in a toddler component to remain in the toddler component up to a maximum age of three years.

(4) A ratio of six children to each teacher shall be maintained for all children in attendance in the toddler program. An aide who is participating in on-the-job-training may be substituted for a teacher when directly supervised by a fully qualified teacher.

(5) The maximum group size, with two teachers, or one fully qualified teacher and one aide, shall not exceed 12 toddlers.

(6) The toddler program shall be conducted in areas physically separate from those used by older or younger children. Space planning and usage for the toddler component shall be governed by the provisions of Section 101438.3. Plans to alternate use of outdoor play space must be approved by the Department.

(A) Requirements for physical separation between children in the toddler component and

older or younger children need not apply when a planned activity is being conducted.

NOTE: Authority cited: Section 1596.81, Health and Safety Code. Reference: Section 1596.955

CSPP half day preschool programs require parent participation. FCMAT recommends that the district staff each CSPP half-day preschool class with one teacher, one preschool aide and one volunteer to achieve the one-to-eight adult-to-child ratio. Teachers who work at off campus sites should attend Title 22 orientation so that they can act as a site supervisor. A small stipend could be provided to the teacher for this added duty.

Since there is no parent-participation component, CSPP full-day classes should be staffed with one teacher, one child care assistant and one preschool assistant. This adheres to best practices in the field to ensure student safety and program compliance with adult-to-child ratios.

Children's centers should be staffed according to the same ratio except the infant and toddler programs, which require a one-to-three or one-to-four adult-to-student ratio.

Children's Centers for school age children should follow the Child Care Center General Licensing Requirements 101516.5 Teacher-Child Ratio and Title 5: California Code of Regulations Section 18291, which require one teacher and one aide for every 28 children in attendance and state as follows, "(1) A teacher shall supervise no more than 14 children or with an aide a maximum of 28 children."

These regulations are available at: <http://www.dss.cahwnet.gov/ord/entres/getinfo/pdf/cc7.pdf>

Staff Qualifications

The CDE matrix provides guidance on the minimum CDE requirements for preschool teachers and aides. The district must balance the desire to hire the most highly qualified staff with the program budget provided by the CDE. The district has many highly qualified staff members that serve as preschool teachers and are paid a higher salary than comparable districts and county offices. Personnel costs represent the majority of the budget of any program but this is exacerbated when salaries exceed the average range. The district should review existing job descriptions for teachers and instructional aides, and more closely align the qualifications and the salary schedule for the child-development positions with the CDE guidelines. FCMAT has provided sample job descriptions in the appendix section of this report

The minimum qualifications for staff are as follows:

101216.1 TEACHER QUALIFICATIONS AND DUTIES 101216.1

(3) One of the following Child Development Permits issued by the California Commission on

Teacher Credentialing:

(A) Child Development Associate Teacher Permit; or

(B) Child Development Teacher Permit; or

(C) Child Development Master Teacher Permit.

(D) An aide assisting a fully qualified teacher (as specified in Section 101216.1(c)) in the supervision of up to 18 preschool-age children pursuant to Section 101216.3 shall meet the following requirements: (1) Completion of six postsecondary semester or equivalent quarter units in early childhood education or child development, or (2) Completion of at least two postsecondary semester units or equivalent quarter units in early childhood education or child development each semester or quarter following initial employment, and (3) Continuation in the educational program each semester or quarter until six units have been completed. (b) The licensee may use teacher aides in a teacher-child ratio of one teacher and one aide for every 15 children in attendance.

(1) A ratio of one fully qualified teacher (as specified in Section 101216.1(c)) and one aide for every 18 children in attendance in a preschool program is allowed when the aide meets the qualifications specified in Section 101216.2(d).

Preschool assistants are generally slightly higher paid than child care assistants because of additional requirements. When an assistant holds an associate teacher permit, the assistant can substitute as the preschool teacher in case of teacher absence. This reduces the cost to hire substitute preschool teachers and provide program continuity for the children.

The district is held to a higher CDE standard adult-to-child ration for subsidized students. The district has the option of operating nonsubsidized preschool and general child care programs with a lower adult-to-child ratio. Because the district blends nonsubsidized and subsidized students, the lower ratio is not possible.

For comparison purposes, FCMAT identified school districts and county offices of education that operate a similar number of programs and serve a comparable number of students. The comparison data include the number and type of full-time equivalent (FTE) positions and organizational structure of each program. Data for a comparison of child development department staffing was obtained from five California districts and county offices. The comparison programs surveyed were Bakersfield City School District, Kern County Superintendent of Schools, Imperial County Office of Education, Riverside County Office of Education, and San Luis Obispo County Office of Education.

Although comparative information is useful, it should not be considered the only measure of appropriate staffing levels or the organizational structure. The state's school districts and county offices of education are complex and vary widely in demographics and resources. Careful evaluation is recommended because generalizations can be misleading if significant circumstances are not considered.

FCMAT's comparison took into account the program configuration and size. The following table lists the organizational staff positions of the comparison districts as reflected in data obtained from the comparison districts. The organization charts, salary schedules, and job descriptions of the surveyed districts and county offices of education are included in the appendix section of this report.

Comparable Program Staffing

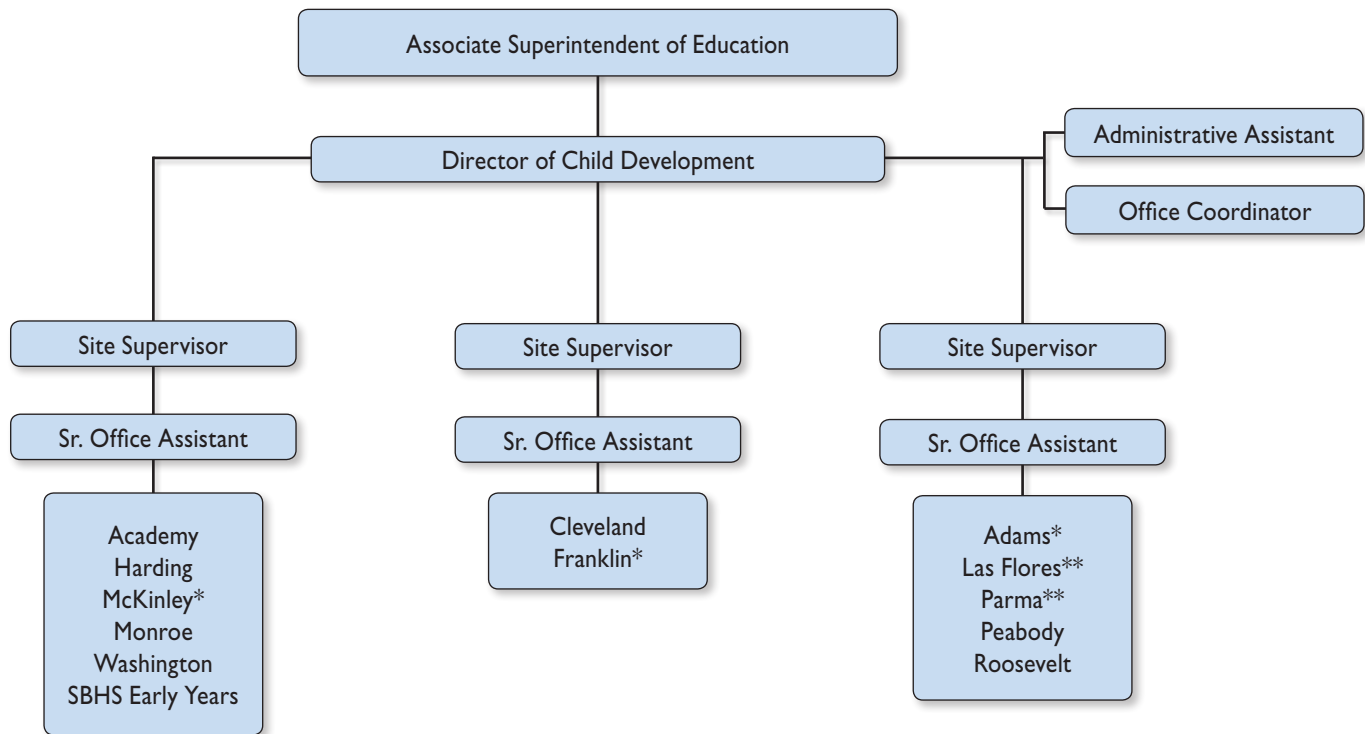
	ADA	Director	Site Supervisor	Teacher	Assistant	Accountant	Secretary	Clerk
Bakersfield	576	1 coordinator	(principal)	24	24		1	2
KCSOS	1,246	1	4	44	63	2	2	4
San Luis Obispo COE	432	1	1 – titled program coordinator	16			1	1
*Imperial	2208	1	2	22	59	3	1	6
Santa Barbara	960		2 coordinators	28.5	35.12		5	1

See appendix for full listing of all positions and titles

Most programs have a single director that provides oversight, develops staffing ratios, ensures program compliance, prepares and monitors the program budget, and provides administration of all aspects of program operations. Most programs also have a second-level site supervisor or program coordinator that supervises the daily operations of three to four sites serving approximately 200-350 students. In addition, the director and site supervisors are supported by administrative assistant and clerks depending on the student count. Many programs also staff a full-time accountant or account clerk to manage the budget and work directly with the business office when making adjustments. In larger programs a department supports parent fee collections and program budgets. These positions generally report to the director of the program. Most programs adhere to the staffing formula outlined by Education Code and Title 5 regulations although some hire additional support assistants instead of using parent volunteers. In some cases, numbers were not available from the districts and county offices surveyed, and those cells were intentionally left blank.

The Riverside County Office of Education Division of Children and Family Services oversees a wide variety of federal and state funded programs serving young children and families including: Head Start, Early Head Start, California State Preschool Program, Child Development Center-Based Programs, Alternative Payment Program for child care, Resource and Referral, CalWORKs Stages 2 and 3 child care, Court Child Care, Family Child Care Home Education Network (FCCHEN), Resource Lending Libraries, and Special Project Grants such as the Child Care Initiative Project; Growing, Learning, Caring for license-exempt providers; and child care Health and Safety. Similarly Imperial County Office of Education offers expansive services that could not be fully illustrated in the above table. Although these programs are included for comparison purposes throughout the report, because of the size and scope of the program the staffing ratios are not included in this table. The appendices attached to this report provide program information for reference.

The following organizational chart illustrates the changes that FCMAT recommends for the organizational structural of the child development department.



Classroom Staff

Each preschool classroom

- 1 teacher
- 1 preschool assistant
- 1 parent volunteer for half-day program
- 1 child care assistant for full-day CSPP only

Each general child care CCTR
school age
2:28 adult-child ratio

Each CCTR serving infants
under 2 years of age
1:3 adult-child ratio
Each CCTR serving toddlers
18-36 months of age
1:4 adult-child ratio

* Site supervisor and senior office assistant should be located at the noted site due to student count

** Parma and Las Flores are located off campus as a standalone operation. The teacher should hold Title 22 training as a site supervisor.

FCMAT recommends that the district reestablish the director of child development program position and eliminate the two coordinator positions. The director job description should align with CCTC and CDE guidance on requirements. By eliminating the two coordinator positions and reestablishing the director position, the district will reduce confusion and better manage operations. The district should create site supervisor positions that are responsible for providing daily operational support to approximately three to four sites. The sites should be divided among supervisor positions based on student count and geographic location to balance the workload. Sites should be clustered to minimize travel between sites. The district should eliminate the head teacher job description and adopt job titles that align with the CDE matrix. The job description for preschool teachers, children's center teachers, and instructional assistants should be reviewed and revised to meet CDE guidance on qualifications. Each class should be staffed with at least one preschool teacher and one preschool assistant. Full-day CSPP preschool sites should be staffed with one preschool teacher, one preschool assistant, and one child care assistant. Based on this staffing ratio, if the district chose to staff one teacher in every class including school-age general child care, the district would employ the following:

- 18 part-time preschool teachers (9) FTE
- 14 part-time school age teachers (7) FTE
- Two full-time preschool teachers (Early Years and pre-K Family Literacy)
- Nine full-time Children's Center teachers, full day

Total of 27 FTE preschool teachers

- 18 part-time (3.5 hour) preschool assistants (5.14)
- 14 part time (3.5 hour) school age assistants (4)
- Two full-time preschool assistants (Early Years and pre-K Family Literacy)
- Two full-time child care assistants (Early Literacy and pre-K Family Literacy)
- 18 child care assistants Children's Center full day*

Estimated Total of 31.14 assistants

*The district should review each children center and determine the age of the children served. This number assumes Children's Centers serve children 18-36 months of age and must be staffed at a one-to-four ratio. The number of assistants needed would decrease if the children served in the Children's Centers are older or the program is blended with older children. In either case, the district should refer to Section 18291 of Title 5 of the California Code of Regulations to determine staffing ratios.

The district has 40 (28.50) preschool teachers, 55 (35.12) aides, and may need to plan for a reduction in force if staffing adjustments cannot be achieved through attrition. The district needs to negotiate with both bargaining units to address salary schedule placement for any newly developed job descriptions. FCMAT has provided salary schedules by position for comparison districts.

Recommendations

The district should:

1. Eliminate two coordinator positions and hire one director of the child development program.
2. Review and revise the job description for director to reflect the revised organization, chain of command and line of authority.
3. Eliminate the head teacher positions and create three to four site supervisor positions. Sample job descriptions from other programs are in the appendix section of this report.
4. Ensure each site employs a preschool teacher and at least one preschool assistant. Full-day CSPP classes should also staff a child care assistant.
5. Review all business office job descriptions, eliminate redundancy and redistribute duties based on location.
6. Relocate support staff members to the program sites with the highest student count so that there are sufficient personnel to assist with enrollment, recertification, clerical tasks and parent assistance.
7. Assign one administrative support position to the same location as the director to provide the director with support. The accountant should be located at the district offices.
8. Reduce 1 FTE business office staff based on a comparison with similar programs.
9. Review teaching and assistant staffing assignments and redistribute as needed to ensure a student to staff ratio that adheres to Title 5.
10. Update child development job titles so that they are consistent with CCTC: director, site supervisor, master teacher, teacher, associate teacher and assistant. Additional information on the CDE matrix may be obtained at: http://www.child-development.org/cs/cdtc/download/rs/17/Permit%20Matrix%209-07%20SD.pdf?x-r=pcfile_d.
11. Revise the organizational chart so that it displays a clear hierarchy with CDE contracts of CSPP (full day, half day) and CCTR (toddlers, afterschool).
12. Create a separate document for the program staff directory.
13. Clearly identify the program consistent with the CDE terminology in all written documents including the organizational chart, site rosters, and parent handbook. The district should avoid using program-specific acronyms when communicating with the public and other departments.
14. Request technical support from the CDE consultant to review contracts, reporting and budgeting issues.
15. Work with the CDE consultant to decrease enrollment of CCTR program; increase CSPP half day to CSPP full day. This will require amending the CDE contract.
16. Develop a plan to implement a researched-based early childhood education core curriculum that aligns preschool to kindergarten and district school readiness goals.

Program Alignment

The HIPPY, ASES and CalSAFE programs do not appear to have any tangible alignment to the CDE contractual child development programs. HIPPY, ASES and CalSAFE programs do not share the same funding terms and conditions as CCTR or CSPP, or Title 22 licensing requirements. The child development coordinators assigned to oversee these programs do not have the expertise and knowledge to oversee such a range of programs and do not provide ongoing support or consistent evaluation.

Interviews and site visits indicated that the child development coordinators provide little supervision to HIPPY, CalSAFE and the After School programs. The After School (ASES) director, HIPPY director and CalSAFE coordinator manage their programs effectively, and the programs operate within the budget. HIPPY, CalSAFE and ASES are not aligned or integrated with other child development programs for preschool or school-age children. However, the district should pursue a model that better aligns these programs and provides a continuum of services.

HIPPY Program

HIPPY is a home-instruction program for the parents of preschool youth. The program is grant-funded, and because of declining budgets, the services that were formerly home-based and offered by several support staff members are now offered at a school site by a single staff member. HIPPY has made staffing adjustments in 2009-2010 and 2010-2011 to accommodate a reduced budget. As of 2010-2011, the director serves in an advisory capacity without a stipend or compensation because the budget is limited. Personnel costs represent the majority of the budget. Personnel costs in a nonprofit-operated program generally are less than a school district. The district should consider shifting the operation of this program to a local nonprofit organization.

CalSAFE

The district has demonstrated a commitment to pregnant and parenting teens and to facilitating their graduation from high school through support programs such as CalSAFE and child care services.

The CalSAFE annual program budget of \$360,000 was reduced as a Tier 3 categorical program in 2009. CalSAFE will be in Tier 3 flexibility until 2013, although there is a legislative proposal to move the child development component of CalSAFE to Tier 1 under the CDD umbrella. Moving part of CalSAFE to Tier 1 has advantages and disadvantages. While the child care component would be protected, it would divide the program flexibility. Moving the child care services (from flexibility) to Tier 1 while leaving the student/parent services in (flexibility) Tier 3 would weaken the effectiveness of the comprehensive, integrated CalSAFE model. CalSAFE is not only a child care program, but a comprehensive, integrated, community-linked program for school-age families, and successful outcomes for children depend on successful outcomes for their parents.

In 2009-2010 fiscal year, the district exercised categorical flexibility and allocated \$252,566 annually to sustain the program, consolidated operations to the Santa Barbara High School site and reduced personnel to operate within the allocated budget. Current personnel include the program coordinator, two credentialed teachers, one FTE classified instructional aide and two substitutes as needed. Staffing levels are consistent with Title 22 and Title 5 staffing ratios of one adult to three infants (birth to 18 months of age) and one adult to four toddlers (18 months and older).

Although the organizational structure shows that the CalSAFE program is under the direction of the coordinator of the child development program, the coordinator assigned to oversee and supervise the CalSAFE program does not participate in budget development or monitor the budget and is not familiar with program's daily operations, reporting requirements, policies, procedures or protocols. The child development program coordinator assigned to supervise the CalSAFE program does not possess an administrative credential, which is required to perform a certificated employee evaluation. Direct program oversight has been provided by the CalSAFE coordinator and the principal of Santa Barbara High School. Communication between the CalSAFE program coordinator and the principal is effective and positive.

The CalSAFE program does not appear to have any significant connection to the child development program. The programs have dissimilar funding terms, conditions, reporting requirements, and CalSAFE functions independently of the child development program. The CalSAFE program does not encroach on the child development budget.

The CalSAFE program does not appear to have any significant connection to the child development program.

The CalSAFE program offers intervention services to high school students and should be integrated into the high school alternative education program. The child development organization chart identifies a head teacher for the CalSAFE program. This position is not filled and does not fit within the current organizational structure.

After School Education and Safety Program

The district operates the state funded After School Education and Safety program (ASES) through a \$698,000 annual contract for five elementary sites and a \$135,000 contract for La Cumbre Middle School. This program should continue to function independently of the child development department because the regulations and funding requirements of ASES differ from the child care centers and state preschool.

The director of the ASES program is familiar with the state regulations. In 2009-2010 she made programmatic and staffing adjustments when a school site could not meet their projected enrollment and voluntarily reduced the state allocation for after school funding. The director effectively communicates with the business office and personnel department, prepares annual state reports, completes all necessary staff evaluations and makes two annual presentations to the board of education.

Organizationally the program director supervises a City Parks and Recreation program coordinator, a curriculum and data coordinator, five healthy start family advocates, six site coordinators and approximately 30 paraprofessional group leaders who work as half employees of the school district and half of parks and recreation. The city parks and recreation coordinator spends approximately 4.5 hours daily at school sites and provides supervision to approximately 30 volunteers and the city parks and recreation group leaders. A district employed curriculum and data coordinator develops curriculum and provides training to site coordinators and group leaders. Each of the five elementary and La Cumbre Middle School sites has a 4.25 hours site coordinator and five 3.5 hour classified paraprofessional group leaders. The site coordinator position requires a bachelor's degree and is generally filled by recent college graduates. The middle school site (La Cumbre) has a seven-hour coordinator (200-day contract), and the staff includes three AmeriCorps staff members, several two-hour group leaders, and various volunteers from service organizations including police activities league and YMCA.

Group leaders are hired by both the district and Santa Barbara Parks and Recreation Department. Staff members work at the same school site in the same program under the same set of expectations, but report to different supervisors and are employees of different entities. This creates confusion among some staff members. The sites operate with a 20-to-one student-to-staff ratio through the use of volunteers in addition to the group leaders.

There is a lack of coordination between the regular day education program and the ASES program. The ASES program goals are not fully aligned with the district goals for student achievement, and the program does not communicate regularly with the principals and certificated staff at school sites or the child development department that offers after school child care. ASES staff members do not attend training and professional development provided by the school or district, and school safety drills are sometimes not communicated to the ASES coordinators. Regular communication about student progress occurs through handwritten notes at some sites and some teachers at a few sites discuss concerns with after-school staff. Classroom space and access to regular day resources is limited at some sites because of the low perception of the program. Some districts have found that hiring a retired teacher or teacher interested in working part-time as the site coordinator improves communication and the relationship with the regular day program. Credentialed teachers are familiar with the school site and district's expectations for student behavior and can enforce school and district policies. Credentialed teachers also foster better communication with the regular daytime teaching staff. The alternative is to retain the site coordinator position and assign the ASES curriculum coordinator to establish strong ties with the regular daytime staff by attending staff meetings and communicating program goals.

Two areas of operational concern in the ASES program include the cost for the contract with the Family Service Agency and the memorandum of understanding with Santa Barbara City Parks and Recreation for personnel. When the ASES program was initially developed a partnership with Parks and Recreation was created to provide program personnel (program leaders) and management of the Parks and Recreation employees in the program. The district pays the Santa Barbara City Parks and Recreation a 12% indirect administrative fee, personnel costs for program leader staff, and the direct costs to support a program coordinator to supervise the Parks and Recreation staff. The district should review the contract with Parks and Recreation and determine if it is more cost effective to employ all program staff members. In addition the district contracts with the Family Service Agency for five FTE family advocates that serve at each of the ASES elementary school sites. Family advocates are responsible for maintaining enrollment data, communications with the parents, and collection of parent fees. The funding for the family advocate positions has been provided through a community action committee grant that has been eliminated in 2010-2011. The director plans to continue to support the positions through blended funding including \$9,000 from LEA medical billing, a commitment from participating school sites to allocate \$5,000 each for a total of \$30,000, and \$45,000 from ASES. The remaining balance needed to fully fund those positions must be allocated from other sources.

The ASES program and school age centers (CCTR) offer similar services to school age children. Both offer after-school care and assistance with homework and enrichment opportunities. The ASES program is staffed with paraprofessionals, volunteers, and a site coordinator at a 20-to-one student-to-staff ratio. The school age children's center is staffed with certificated teachers and instructional aides at a higher than necessary student to staff ratio that varies by site. The cost to operate the school age children's center is higher due to certificated staff salaries and substitute costs. The funding for school age Children's Centers (CCTR) is unstable, and the district should

consider transitioning eligible students into other programs with stable funding sources such as CSPP and ASES. Because the programs can overlap, the district should develop a plan to better coordinate the services. The plan should include a review of the availability of student slots in the ASES program and school-age children centers at each school site, establish a system to communicate the options and availability to parents, and offer those slots to students who qualify and are on a waiting list.

The ASES program curriculum is developed by a credentialed teacher. However it is not aligned with other district programs and should be research-based. Both programs should adopt research-based intervention and enrichment curriculum and instruction supplemental materials. The selection of the materials and training should be conducted by a committee comprised of principals, certificated teachers, child development leadership, and staff representation from both programs. It is essential to have regular day certificated staff engaged in the selection of the materials and training of the after school staff to ensure a smooth transition from daytime to after school extended learning opportunities. In addition, engaging regular day teaching staff with the training of after school staff in ASES and school-age children center programs will provide an opportunity for the staff to form relationships and improve communication.

Recommendations

The district should:

1. Consider transferring the operation and staff of the HIPPOY program to a local nonprofit organization.
2. Transfer program oversight of HIPPOY to the newly developed director position of the Child Development Department.
3. Transfer program oversight of CalSAFE to the Santa Barbara High School principal.
4. Revise the job title of the CalSAFE coordinator to CalSAFE site supervisor, revise the appropriate duties, and provide a stipend for program administration and reporting requirements.
5. Eliminate title of “head teacher” in the CalSAFE program
6. Integrate the CalSAFE program with alternative education
7. Maintain oversight responsibilities of the ASES program with the associate superintendent.
8. Align ASES goals for student achievement with the district’s vision.
9. Establish regular meetings of ASES site coordinators and the school site principals to increase and improve communication.
10. Establish regular meetings of the ASES director and child development director to determine where programs are aligned and could benefit from sharing resources such as curriculum and enrichment materials.
11. Develop a process to better coordinate ASES and the children center’s school-age after school services to avoid duplication

12. Develop a process to communicate options for after school care to parents.
13. Adopt research-based intervention and enrichment curriculum and instruction supplemental materials for use in the ASES and child development programs.
14. Assign coordination of the selection of the materials and training to a committee composed of principals, certificated teachers, child development and ASES director, and staff representation from both programs.
15. Consider revising the ASES site coordinator position to five hours and seek to fill the position with a retired teacher or teacher seeking part-time employment.
16. Review the ASES contract with Santa Barbara City Parks and Recreation to determine whether costs can be contained or it would be more cost-effective to employ all program staff through the district.
17. Review the contract with the Family Services Agency to determine if costs can be contained or if it is more cost effective to employ program staff.
18. During the budget process, establish a written agreement with school sites that specifies the amount of funding committed to support the family advocate position for the next fiscal year.

Revenue Enhancement

The district child development program receives revenues from a long list of grants, parent fees, and local contributions budgeted at \$6,110,268 for the 2009-10 fiscal year. Fees represent \$413,052 (6.76%) of the total amount and \$183,650 (3%) is budgeted to be received from local support and donations. The majority of the program funding is generated by the two CDE contracts for CSPP and CCTR programs.

Santa Barbara Schools Child Development Programs							
Contract #	Program Title	Project #	Local title	Resource	Period	Amount	Total Contract
CCTR-9314	Child Development Programs	42-6927-00-9	Early Years	5025	2009-10	\$ 413,706	
CCTR-9314	Child Development Programs	42-6927-00-9	Full Day Child	6060	2009-10	\$ 755,941	
							\$ 1,169,647
CSPP-9574	CA State Preschool Program	42-6927-00-9	Parma/Las Flores/ Franklin	6060	2009-10	\$ 1,526,947	
CSPP-9574	CA State Preschool Program	42-6927-00-9		6055	2009-10	\$ 1,188,535	
CSPP-9574	CA State Preschool Program	42-6927-00-9	Full day	6050	2009-10	\$ 142,247	
CSPP-9574	CA State Preschool Program	42-6927-00-9	Half day	6051	2009-10	\$ 93,539	
							\$ 2,951,268
CRPM-8146	Facilities Renovation and Repair	42-6927-00-8	Franklin HVAC	6145	2008-09	\$ 100,000	
							\$ 100,000
CRPM-7144	Facilities Renovation and Repair	42-6927-00-7	Franklin Roof	6145	2007-10	\$ 100,000	
							\$ 100,000
CRPM-9127	Facilities Renovation and Repair	42-6927-00-9	Adams outdoor classroom	6145	2009-10	\$ 66,667	
				5037	2009-10	\$ 22,821	
				5037	2009-10	\$ 10,512	
							\$ 100,000
CIMS-9630	Instructional Materials	42-6927-00-9		5035	2009-10	\$ 1,781	
							\$ 1,781
CPKS-9095	Prekinder and Family Lit program	42-6927-00-9		6052	2009-10	\$ 5,000	
							\$ 5,000
Other Resources:							
	Unrestricted		Misc revenues, interest	0000	2009-10	\$ 10,500	\$ 10,500

	Child Development		Fees	5025	2009-10	\$ 30,000	\$ 30,000
	ASES	08-23939-6927-EZ	A-OK	6010	2009-10	\$ 698,304	
		08-23939-6928-EZ	A-OK	6010	2009-10	\$ 135,000	\$ 833,304
	Full Day Preschool		Fees	6050	2009-10	\$ 20,052	\$ 20,052
	Preschool		Fees	6060	2009-10	\$ 125,000	\$ 125,000
	CalSafe		flexibility transfers	0802-0803	2009-10	\$ 252,566	\$ 252,566
	Mobile Waterford		Local support	9037	2009-10	\$ 141,150	\$ 141,150
	Child development		Fees	9041	2009-10	\$ 238,000	
			Local support	9041	2009-10	\$ 32,000	\$ 270,000

FCMAT reviewed financial activity reports for fiscal years 2007-08 and 2008-09. The child development program was successful in obtaining financial support from a variety of sources. The district has made contributions to the child development fund from other funding sources, parents have supported program costs through fees for child care services, and the community of Santa Barbara actively supports the child development programs through financial contributions.

The primary revenue source for child development programs is enrollment; the maximum reimbursement rate of approximately \$23 per day is received when a child is enrolled full-time. Full-time is considered 6.5 to fewer than 10.5 hours of service. CSPP half-day (under four hours) receives a rate of 0.6172, or approximately \$22 per child per day. Therefore, conducting a morning and afternoon session in one CSPP class per site would increase revenue and service availability to children prior to entering kindergarten, which was a main goal of the CSPP consolidation.

Serving 24 children instead of 21 in each class could increase capacity and possibly reduce the number of classes and the number of staff members. No additional personnel would be required to maintain staff ratios and increase class size. The ratio would be met with the current staffing pattern of one teacher, one assistant and one parent volunteer. The Santa Barbara Preschool Parent Handbook (page three) states that all families are expected to contribute a minimum of three hours of services per month in the classroom. Full-day preschool may not require parent participation; it would be best to increase the enrollment to 24 children with a staff ratio of one teacher and two assistants.

Approximately 95 of the CCTR enrollment slots are for nonsubsidized children in the school-age program; these are tuition based family fee programs, which receive no CDE reimbursement. It must be reported as income and is subtracted from contract amount. Although these programs are not required to staff to the Title 5 regulations, the program currently operates nonsubsidized under the same requirements and higher standards as subsidized programs.

The district should review the 2009 application to CDE under AB2759 and make programmatic decisions and adjustments prior to 2010-2011 school year. The CDE should provide an opportunity to make adjustments for the new fiscal year. The program review needs to consider each child's eligibility and determine the best program for his or her needs that also maximizes district funding. It would be beneficial to work toward reducing the number of students enrolled in the CCTR center based contract and replace those slots with full-day CSPP based on the child's age and family needs. The district should determine the number of students who will be served in CSPP half-day and full-day, and CCTR eligibility should be checked for three- to four-year-old children who do not qualify for CSPP. The total number of students that will be served in each program should be determined and a contract amendment should be sought if needed. The district should work to reduce the CCTR contract in school-age after-school care program. The adjustment factor for less than 2.5 hours of care is 0.25 and may not be as cost-effective as serving students in the ASES program. The number of ASES slots available at each site should be determined. For sites at full ASES capacity, it may not be feasible to reduce participation in the CCTR children's center school age program. The district should consult with the CDE regional consultant to complete this review.

In 2008-09, the district returned \$36,554 in revenues to the CDE for the unearned portion of the contract for child care extended day. The program may not be filling every available slot in the school-age Children's Centers. The number of students enrolled in each program, their attendance, and the staffing for those programs should be reviewed carefully. By carefully monitoring a program site that is not expected to meet the contract, the district can make budget and staffing adjustments during the year to avoid deficit spending in that program. The district should coordinate the CCTR school-age children's center operations with the ASES program to maximize the number of slots available for children and to maximize funding to support both programs.

In a review of fiscal years 2007-2008 and 2008-2009 FCMAT identified several instances where checks collected for program fees were returned because of insufficient funds. In addition to the lost revenue in the amount of the check, banks typically charge an additional fee to the receiver's account that compounds the loss. In 2008-09, the loss of revenue for returned checks totaled \$2,277.65 for the preschool and \$4,554.00 for the child development local resource or approximately 2% of parent fees collected. This does not account for the additional expense of the bank fees.

ASES

The ASES program collects parent fees to support operations. Parents who cannot financially meet the obligation are provided a scholarship by United Way, and family advocates collect the parent fees, which should generate \$135,000 annually if all parents met this obligation. However, the ASES director estimated that parent fees collected in 2008-2009 were \$85,000 or about 60% of the total allowable. ASES allocates funds to provide transportation to students at three school sites. Transportation is costly and many after-school programs do not provide this service.

One potential source for additional revenue across all programs is Medi-Cal Administrative Activities (MAA). The MAA program reimburses school districts for the federal share (50%) of certain costs for administering the Medi-Cal program. Those activities include outreach and referral, facilitating the Medi-Cal application, arranging nonemergency/nonmedical transportation, program planning and policy development; and MAA claims coordination. Because of the nature of the family advocate position, these advocates are probably already conducting Medi-Cal administrative activities with families and may be assisting with applications. The district should

review the potential to participate in MAA billing and include the family advocates, site supervisors and potentially the director in the time survey.

CalSAFE

The CalSAFE program is a comprehensive, integrated, community-linked, school-based program for expectant and parenting students and their children. The program provides academic and support services to encourage the students to stay in school, along with child care and developmental services for their children. Revenue comes from the California Department of Education. Before 2008-09, these funds were restricted to the CalSAFE program.

Prior to 2008-2009 the CalSAFE program funding was generated by the average daily attendance (ADA) of pregnant and parenting students and their children enrolled in the child care program. Program funding is now flexible according to Education Code Section 42605. CalSAFE funding from fiscal years 2008-09 through 2012-13 is based on 2007-08 funding levels, and for 2009-2010, the district was projected to receive the same amount as in 2007-2008, less approximately 14%. The district contributed \$252,566 in flexibility funding to the CalSAFE program. These funds are part of the flexibility provisions and are considered unrestricted. Depending on the fiscal condition of the district's general fund, the district may choose to reduce or eliminate this support in the future.

Although the district cannot enhance revenues in this program, it can seek alternative funding through grants with local, state and federal partners. Identify local health care providers such as Kaiser Permanente who are willing to fund child care centers, teen parenting programs or programs that promote a concept known as Parent and Child Time Together activities. In addition, the district should pursue MAA and LEA medical billing for this program. Many districts hire a consultant to manage the MAA and LEA program, complete billing, audit time surveys and ensure compliance with state and federal regulations. Because the certificated and classified staffs in the CalSAFE program work with parents and children who are likely eligible for services, the time they spend coordinating services, providing counseling for services, assisting with applications, and the other aspects of case management are billable, and the district could recover some of the cost to operate the program.

Current and Future Funding Concerns

The volatility and uncertainty of local contributions is cause for ongoing concern. Long-term commitment to program funding should be sought, and corresponding exit strategy to contracts and personnel should be considered when accepting funding.

The cut made to general child care appropriations in the 2009-10 Budget Act was never applied to the child development contracts by the CDE. The CDE took a one-time option to absorb this cut at the time. However, because this decrease cannot continue to be absorbed, a reduction of approximately 1% should be applied to the 2010-11 CCTR and CSPP contracts.

General child care or CCTR program funding is more volatile during the California budget crisis, and the district should work to move programs from the CCTR funding source to CSPP where possible and applicable. The May revise proposes to eliminate all Proposition 98 funding for child care programs commencing in 2010-11. General child care (CCTR) would be cut by 84% from current levels. Additional cuts would also be imposed in the form of reimbursement and eligibility criteria changes. It is anticipated that the state will continue to place a higher priority on the state preschool program than on general child care contracts.

Recommendations

The district should:

1. Review and revise the 2010-2011 CDE contract after carefully reviewing 2009-10 Child Development Attendance and Fiscal Reporting & Reimbursement Procedures (Green Book) including the following subject areas:
 - Adjustment factors
 - Amendments to the contract
 - Commingled versus co-located programs
 - CDFS worksheets to determine service to expenditure relationship
2. Review the following CDE management bulletins:
 - 08-13; Subject: California State Preschool
 - 09-22; Subject: Developmentally appropriate child development setting for children who turn three-years old on or before December 2
3. Access the CDE Cal-Safe Program Funding and Fiscal Management website:
<http://www.cde.ca.gov/fg/aa/ca/calsafe.asp>
4. Explore the possibility of applying for First 5 Program funds, which focus on the birth-to-age-five population. This includes pregnant women and children birth to five years of age.
5. Consider partnering with local AFLP and Cal-Learn Programs to provide services for pregnant and parenting teens.
6. Refer parenting teens to Early Head Start programs for child care.
7. Collaborate with the Santa Barbara County Department of Public Health for services to infants and toddlers.
8. Pursue grant funding opportunities with the CDE and CDD.
9. Contact the local Boys & Girls Clubs for grant opportunities.
10. Contact the United Way and Community Foundation of Santa Barbara for grant opportunities.
11. Contact the local Girls Scouts of America for grant opportunities.
12. Develop partnerships with local health-care providers
13. Review the feasibility and potential revenue of participating in MAA billing and include the family advocates, CalSAFE staff, child development staff and the ASSES director in the time survey.
14. Maximize grants through student enrollment, attendance, and accurate reporting.
15. Maximize collection of fees from parents. The district should clearly communicate to parents the importance of the fees and the expectation of their contribution to programs where applicable. The district should also follow-up and collect on checks returned with nonsufficient funds, and recover any associated bank fees.

Expenditure Reduction

General Issues

The district's child development programs record direct and indirect expenses related to the child development programs in fund 12. A review of the financial activity reports and a sample of direct costs indicate that expenses are tracked and charged to the appropriate resources in the child development fund. These direct expenditure costs include services, utilities, supplies, custodial, maintenance, payroll, benefits, and retiree expenses. In addition, allowable indirect cost transfers are applied to each resource.

One-time grants for instructional materials and facilities appropriately include only one-time expenses.

For ongoing grants, the majority of expenditures are composed of salaries and benefits. FCMAT made some recommendations in an earlier section of this report regarding the reorganization of the department, which should result in some reduction in personnel. After reorganizing the program, the district may be able to reduce the staff by following the CDE and Title 5 staffing ratio requirements. As discussed earlier, the program is overstaffed and supports a higher salary schedule than comparable programs. The district employs highly educated child development teachers and assistants; however, state funding does not support salaries at this level. A reduction in expenditures will require negotiation with the bargaining units to align compensation with newly developed job descriptions and educational requirements,

Recommendations

The district should:

1. Continue tracking all allowable expenses to the appropriate resources.
2. Continue the practice of spending one-time funds on one-time expenditures.
3. Seek opportunities for cost reductions. These include the following:
 - Reducing the consultant contract for budget development by reassigning the duties to the district staff.
 - Seeking cost reductions in food services by reducing overages, negotiating cost per meal/snack, changing meal/snack offerings to lower cost alternatives, and seeking competitive sources for food services.
 - Negotiating contracts that reflect a calendar aligned to the program served so that the program is not paying for unnecessary time, and days and the contract year spans the days of program delivery.
 - Negotiating the salary schedule to align with the required qualifications for the positions needed.
 - Staffing at the Title 5 allowed ratio of children to staff. Alternatives should be sought to meet child supervision ratios through part time employment and volunteer parents.

Cost Center Analysis

The district operates several child development programs with a variety of funding sources. The district tracks the revenue and expenses in the child development fund 12 using the Standardized Account Code Structure (SACS). This accounting structure can identify transactions in standardized format while allowing the district to tailor the tracking to meet local needs. The district identifies funding and expenditure sources by a state-identified resource code and a locally identified management code.

With the July 2009 consolidation of funding, all programs intended for preschool children were moved under the California State Preschool Program (CSPP). All child care programs are under the umbrella of General Child Care (CCTR). As a result of the consolidation, several program resources were eliminated. In 2009-10, the district began using management codes CSPP and CCTR to identify the programs.

A review of the award letters for programs CSPP and CCTR found that they encompass multiple state resource codes and share state resource codes as well.

FCMAT attempted to review the financial records by program using the management code and found that the coding was inconsistent and did not follow programs with fidelity although an earnest attempt was made to transition and correct coding. FCMAT made a further attempt to identify cost centers using position control as salaries and benefits compose the majority of expenditures in the CCTR and CSPP programs. Inconsistencies were found between the position control information, the program directories, and the child development program staff list. The Child Development Programs do not utilize the tracking ability to the school sites so it was not possible to track costs to the site level.

FCMAT reviewed the district's financial activity reports by resource for the current and two prior years. An overview by resource with observations and comments follows:

Unrestricted 0000

Unrestricted 12-0000						
			2009-10	2009-10	2008-09	2007-08
REVENUES			BUDGET 6/17/10	ACTUALS 6/17/10	Actuals	Actuals
Program award	8290		\$ -	\$ -	\$ -	\$ -
Other:	8980		\$ -	\$ -	\$ (3,596.95)	\$ -
	8699	misc	\$ 5,000.00	\$ 9,068.85	\$ 23,964.07	\$ 19,299.64
	8660		\$ 5,500.00	\$ 3,772.74	\$ 4,860.08	\$ -
Total revenues:			\$ 10,500.00	\$ 12,841.59	\$ 25,227.20	\$ 19,299.64
EXPENSES						
total cert			\$ -	\$ -	\$ -	\$ -
cert hourly*	1120		\$ -	\$ -	\$ -	\$ -
cert sub*	1140		\$ -	\$ -	\$ -	\$ -
total class			\$ -	\$ -	\$ -	\$ -
class hourly*	xx20/xx50		\$ -	\$ -	\$ -	\$ -

The unrestricted resource 0000 use is very limited. Revenue collected from local sources not identified to follow a specific program, interest, and other miscellaneous revenues are found in this resource. In 2008-09, resource 0000 made a contribution of \$3,596.95 to other resources in fund 12. Expenditures in the resource are minimal.

CCTR-9314 EARLY YEARS 5025							
			2009-10	2009-10		2008-09	2007-08
REVENUES			BUDGET 6/17/10	ACTUALS 6/17/10		Actuals	Actuals
Program award	8290		\$ 413,706.00	\$ 378,956.00		\$ 413,706.00	\$ 415,640.00
Other:	8673	parent fees	\$ 30,000.00	\$ 32,261.05		\$ 40,167.70	\$ 39,577.77
	8699	misc	\$ -	\$ -		\$ -	\$ -
Total revenues:			\$ 443,706.00	\$ 411,217.05		\$ 453,873.70	\$ 455,217.77
EXPENSES							
total cert			\$ 141,094.00	\$ 125,750.61		\$ 169,816.09	\$ 116,586.26
cert hourly*	1120		\$ 3,000.00	\$ 1,844.28		\$ 2,746.95	\$ 6,155.56
cert sub*	1140		\$ 12,000.00	\$ 8,320.16		\$ 18,406.74	\$ -
total class			\$ 176,545.00	\$ 161,686.15		\$ 144,516.10	\$ 181,801.17
class hourly*	xx20/xx50		\$ 18,800.00	\$ 15,801.21		\$ 20,659.64	\$ 20,972.74

total benefit			\$ 88,702.00	\$ 81,660.36	\$ 101,154.09	\$ 114,088.43
			\$ 406,341.00	\$ 369,097.12	\$ 415,486.28	\$ 412,475.86
Supplies			\$ 2,034.00	\$ 1,280.39	\$ 3,283.52	\$ 5,592.05
Services			\$ 14,300.00	\$ 10,572.75	\$ 12,956.35	\$ 16,391.93
Capital			\$ -	\$ -	\$ -	\$ -
Indirect			\$ 21,031.00	\$ -	\$ 22,147.55	\$ 20,757.93
other			\$ -	\$ -	\$ -	\$ -
Total expenses:			\$ 443,706.00	\$ 380,950.26	\$ 453,873.70	\$ 455,217.77
*extra time, overtime, and substitute pay included in total					\$ -	

The Early Years resource 5025 is a CCTR program. The program budget balanced in 2008-09 and, unless the parent fee revenues reduce the reimbursable amount from the award, they appear to be on track to balance in 2009-10. In 2007-08, the resource transferred out expenses to other resources in the amount of \$141,799.70 to balance.

ASES 6010

ASES 6010						
			2009-10	2009-10	2008-09	2007-08
REVENUES			BUDGET 6/17/10	ACTUALS 6/17/10	Actuals	Actuals
Program award	8590		\$ 135,000.00	\$ 121,500.00	\$ 132,715.99	\$ 154,043.93
Other:	8673	parent fees				
	8699	misc	\$ -	\$ -	\$ -	\$ -
Total revenues:			\$ 135,000.00	\$ 121,500.00	\$ 132,715.99	\$ 154,043.93
EXPENSES						
total cert			\$ 13,818.00	\$ 10,261.45	\$ 17,989.78	\$ 24,545.77
cert hourly*	1120		\$ 3,328.00	\$ 2,827.50	\$ 1,162.50	\$ 20,795.77
admin*	1310		\$ 8,440.00	\$ 6,503.95	\$ 3,515.64	\$ 3,750.00
other*	1920		\$ 2,050.00	\$ 930.00	\$ 13,311.64	
total class			\$ 48,550.00	\$ 42,745.43	\$ 60,998.33	\$ 73,783.57
class hourly*	xx20/xx50		\$ 48,550.00	\$ 42,745.43	\$ 60,998.33	\$ 73,783.57
total benefit			\$ 12,492.00	\$ 10,327.04	\$ 12,890.67	\$ 9,590.09
			\$ 74,860.00	\$ 63,333.92	\$ 91,878.78	\$ 107,919.43

ASES - Elementary - 6010							
			2009-10	2009-10		2008-09	2007-08
REVENUES			BUDGET 6/17/10	ACTUALS 6/17/10		Actuals	Actuals
Program award	8590		\$ 698,304.00	\$ 627,154.71		\$ 698,304.00	\$ 773,194.34
Other:	8673	parent fees	\$ -	\$ -		\$ -	\$ -
	8699	misc	\$ -	\$ -		\$ -	\$ -
Total revenues:			\$ 698,304.00	\$ 627,154.71		\$ 698,304.00	\$ 773,194.34
EXPENSES							
total cert			\$ 17,704.00	\$ 9,009.76		\$ 34,735.74	\$ 119,129.08
cert hourly*	1920		\$ -	\$ -		\$ 5,377.69	\$ 27,116.92
admin*	1310		\$ 17,704.00	\$ 9,009.76		\$ 29,226.99	\$ 37,993.38
total class			\$ 290,993.00	\$ 284,797.62		\$ 321,843.91	\$ 262,224.97
class hourly*	xx20/xx50		\$ 118,800.00	\$ 107,006.20		\$ 170,362.40	\$ 196,742.98
total benefit			\$ 102,167.00	\$ 70,927.36		\$ 73,182.91	\$ 96,914.33
			\$ 410,864.00	\$ 364,734.74		\$ 429,762.56	\$ 478,268.38
Supplies			\$ 18,456.00	\$ 11,162.89		\$ 8,227.81	\$ 40,469.85
Services			\$ 244,972.00	\$ 157,688.31		\$ 231,613.76	\$ 225,445.21
Capital			\$ -	\$ -		\$ -	\$ -
Indirect			\$ 24,012.00	\$ -		\$ 28,699.87	\$ 29,010.90
other			\$ -	\$ -		\$ -	\$ -
Total expenses:			\$ 698,304.00	\$ 533,585.94		\$ 698,304.00	\$ 773,194.34

*extra time, overtime, and substitute pay included in total						\$	-

The ASES program is funded outside of the CCTR and CSPP programs. The district has two ASES funded programs totaling \$833,304. The majority of expenses are for personnel and contracts with the Santa Barbara City Parks and Recreation and the Family Service agency. The encumbrance for the City of Santa Barbara Parks for 2009-10 is \$172,735, and the total expenditure in 2008-09 was \$153,095. Expenditures for Family Service were approximately \$65,000 in 2008-09, and \$45,000 is encumbered for 2009-10.

Full Day Preschool 6050

CSPP-9574 Full day preschool 6050							
			2009-10	2009-10		2008-09	2007-08
REVENUES			BUDGET 6/17/10	ACTUALS 6/17/10		Actuals	Actuals
Program award	8590		\$ 142,247.00	\$ 102,919.00		\$ 125,663.00	\$ 111,921.00
Other:	8673	parent fees	\$ 20,052.00	\$ 22,879.60		\$ -	\$ 7,867.76
	8699	misc	\$ -	\$ -		\$ -	\$ -
Total revenues:			\$ 162,299.00	\$ 125,798.60		\$ 125,663.00	\$ 119,788.76
EXPENSES							
total cert			\$ 88,275.00	\$ 68,834.17		\$ 49,357.51	\$ 58,818.99
cert hourly*	1120		\$ -	\$ -		\$ 89.67	\$ 177.52
cert sub*	1140		\$ 9,000.00	\$ 9,714.37		\$ 16,580.07	\$ 468.00
total class			\$ 30,754.00	\$ 26,967.20		\$ 23,880.27	\$ 11,520.46
class hourly*	xx20/xx50		\$ 600.00	\$ 281.04		\$ 277.07	\$ 1,565.34
total benefit			\$ 23,942.00	\$ 21,421.84		\$ 18,509.94	\$ 15,906.75
			\$ 142,971.00	\$ 117,223.21		\$ 91,747.72	\$ 86,246.20
Supplies			\$ 6,205.00	\$ 7,944.47		\$ 18,544.52	\$ 24,809.99
Services			\$ 5,502.00	\$ 4,416.24		\$ 9,238.81	\$ 5,594.51
Capital			\$ -	\$ -		\$ -	\$ -
Indirect			\$ 7,621.00	\$ -		\$ 6,131.95	\$ 3,138.06
other			\$ -	\$ -		\$ -	\$ -
Total expenses:			\$ 162,299.00	\$ 129,583.92		\$ 125,663.00	\$ 119,788.76
*extra time, overtime, and substitute pay included in total						\$	-

The full day preschool 6050 is a CSPP program. The budget reflects a reliance on parent fees to balance the resource in 2009-10. This program has run a balanced budget for years 2007-08 and 2008-09.

Half Day Preschool 6051

CSPP-9574 Half day preschool 6051						
			2009-10	2009-10	2008-09	2007-08
REVENUES			BUDGET 6/17/10	ACTUALS 6/17/10	Actuals	Actuals
Program award	8590		\$ 93,539.00	\$ 66,892.00	\$ -	\$ -
Other:	8673	parent fees	\$ -	\$ -	\$ -	\$ -
	8699	misc	\$ -	\$ -	\$ -	\$ -
Total revenues:			\$ 93,539.00	\$ 66,892.00	\$ -	\$ -
EXPENSES						
total cert			\$ 30,660.00	\$ 28,311.64	\$ -	\$ -
cert hourly*	1120		\$ -	\$ -	\$ -	\$ -
cert sub*	1140		\$ 7,478.00	\$ 7,483.25	\$ -	\$ -
total class			\$ 10,575.00	\$ 13,695.35	\$ -	\$ -
class hourly*	xx20/xx50		\$ 303.00	\$ 302.82	\$ -	\$ -
total benefit			\$ 5,308.00	\$ 7,876.59	\$ -	\$ -
			\$ 46,543.00	\$ 49,883.58	\$ -	\$ -
Supplies			\$ 34,862.00	\$ 34,187.67	\$ -	\$ -
Food			\$ 34,862.00	\$ 34,187.67		
Services			\$ 7,699.00	\$ 5,334.20	\$ -	\$ -
Capital			\$ -	\$ -	\$ -	\$ -
Indirect			\$ 4,435.00	\$ -	\$ -	\$ -
other			\$ -	\$ -	\$ -	\$ -
Total expenses:			\$ 93,539.00	\$ 89,405.45	\$ -	\$ -
*extra time, overtime, and substitute pay included in total					\$ -	

The half day preschool 6051 is a CSPP program. Fiscal year 2009-10 is the first year the district has tracked this program. Although a balanced budget is planned, classified salaries and benefits, if they continue the current pace, will be over budget a total amount of approximately \$7,600 and cause the resource the same in encroachment.

Prekinder and Family Literature program 6052

CPKS-9095 Prekinder and Family Literature program 6052						
			2009-10	2009-10	2008-09	2007-08
REVENUES			BUDGET 6/17/10	ACTUALS 6/17/10	Actuals	Actuals
Program award	8590		\$ 5,000.00	\$ 1,290.00	\$ 84,999.00	\$ 46,661.00
Other:	8673	parent fees	\$ -	\$ -	\$ 13,539.80	\$ 8,448.16
	8699	misc	\$ -	\$ -	\$ -	\$ -
Total revenues:			\$ 5,000.00	\$ 1,290.00	\$ 98,538.80	\$ 55,109.16
EXPENSES						
total cert			\$ 0.00	\$ -	\$ 40,935.71	\$ 11,828.65
cert hourly*	1120		\$ -	\$ -	\$ 424.83	\$ 352.35
cert sub*	1140		\$ 0.00	\$ -	\$ -	\$ 3,399.70
total class			\$ -	\$ -	\$ 24,863.16	\$ 18,137.80
class hourly*	xx20/xx50		\$ -	\$ -	\$ 3,503.16	\$ 232.20
total benefit			\$ -	\$ -	\$ 22,941.39	\$ 15,963.55
			\$ 0.00	\$ -	\$ 88,740.26	\$ 45,930.00
Supplies			\$ 4,453.00	\$ 4,355.42	\$ 4,605.00	\$ 4,907.73
Services			\$ 547.00	\$ 546.05	\$ 395.00	\$ -
Capital			\$ -	\$ -	\$ -	\$ -
Indirect			\$ -	\$ -	\$ 4,798.54	\$ 4,271.43
other			\$ -	\$ -	\$ -	\$ -
Total expenses:			\$ 5,000.00	\$ 4,901.47	\$ 98,538.80	\$ 55,109.16
*extra time, overtime, and substitute pay included in total					\$ -	

The PKFLP program funding has been absorbed by the CSPP consolidation with the exception of \$5,000 in funds to support supplies.

State Preschool 6055

CSPP-9574 STATE PRESCHOOL 6055						
			2009-10	2009-10	2008-09	2007-08
REVENUES			BUDGET 6/17/10	ACTUALS 6/17/10	Actuals	Actuals
Program award	8590		\$ 1,188,535.00	\$ 856,189.00	\$ 1,114,082.54	\$ 1,155,243.46
Other:	8673	parent fees	\$ -	\$ -	\$ -	\$ -
	8699	misc	\$ -	\$ -	\$ -	\$ -
Total revenues:			\$ 1,188,535.00	\$ 856,189.00	\$ 1,114,082.54	\$ 1,155,243.46
EXPENSES						
total cert			\$ 512,755.00	\$ 472,255.47	\$ 527,896.51	\$ 507,943.64
cert hourly*	1120		\$ 5,000.00	\$ 4,078.01	\$ 19,118.76	\$ 19,537.37
cert sub*	1140		\$ 20,499.00	\$ 21,744.63	\$ 26,671.47	\$ 20,321.23
coordinators	1320		\$ 90,082.00	\$ 82,530.57	\$ 84,267.24	\$ 81,813.12
total class			\$ 263,808.00	\$ 251,349.50	\$ 220,667.22	\$ 300,433.02
class hourly*	xx20/xx50		\$ 15,000.00	\$ 15,479.02	\$ 13,358.80	\$ 41,601.89
total benefit			\$ 191,177.00	\$ 179,472.51	\$ 191,822.34	\$ 210,036.79
			\$ 967,740.00	\$ 903,077.48	\$ 940,386.07	\$ 1,018,413.45
Supplies			\$ 100,928.00	\$ 77,460.21	\$ 60,016.78	\$ 31,097.16
Food			\$ 86,949.00	\$ 68,728.10	\$ 34,447.15	\$ 14,508.39
Services			\$ 63,530.00	\$ 41,242.88	\$ 59,322.57	\$ 53,687.81
Capital			\$ -	\$ -	\$ -	\$ 5,459.50
Indirect			\$ 56,337.00	\$ -	\$ 54,358.12	\$ 46,587.40
other			\$ -	\$ -	\$ -	\$ -
Total expenses:			\$ 1,188,535.00	\$ 1,021,780.57	\$ 1,114,083.54	\$ 1,155,245.32
*extra time, overtime, and substitute pay included in total					\$ (1.00)	\$ (1.86)

The State Preschool 6055 is a CSPP program. Resource 6055 essentially balanced for years 2007-08 and 2008-09. Certificated hourly and substitutes budget and costs were reduced for 2009-10 from prior years to balance. Classified salaries peaked in 2007-08 at \$300,433 largely due to \$40,000 in extra help payroll. For 2009-10, the classified salary expenditure is on course to be approximately \$10,000 over the budget of \$263,808. Supply budget grew from \$31,097 in 2008-09 to \$100,928 in the current year.

Preschool 6060

CSPP-9574 Preschool 6060						
			2009-10	2009-10	2008-09	2007-08
REVENUES			BUDGET 6/17/10	ACTUALS 6/17/10	Actuals	Actuals
Program award	8530		\$ 2,282,888.00	\$ 1,792,440.00	\$ 2,282,893.00	\$ 2,293,524.00
Other:	8673	parent fees	\$ 125,000.00	\$ 123,551.84	\$ 79,971.11	\$ 105,715.62
	8980		\$ -	\$ -	\$ 3,596.95	\$ -
	8911				\$ 152,772.74	
Total revenues:			\$ 2,407,888.00	\$ 1,915,991.84	\$ 2,519,233.80	\$ 2,399,239.62
EXPENSES						
total cert			\$ 1,024,172.00	\$ 1,115,792.33	\$ 1,016,399.53	\$ 1,012,607.90
cert hourly*	1120		\$ 7,633.00	\$ 68,709.52	\$ 24,566.08	\$ 54,879.02
cert sub*	1140		\$ 81,620.00	\$ 155,936.25	\$ 92,434.06	\$ 127,370.81
coordinators*	1320		\$ 98,162.00	\$ 89,225.75	\$ 98,160.96	\$ 90,536.88
total class			\$ 651,185.00	\$ 669,777.05	\$ 693,673.06	\$ 643,777.66
class hourly*	xx20/xx50		\$ 10,000.00	\$ 85,881.50	\$ 129,897.34	\$ 155,492.75
total benefit			\$ 513,654.00	\$ 476,951.97	\$ 498,466.49	\$ 415,468.49
			\$ 2,189,011.00	\$ 2,262,521.35	\$ 2,208,539.08	\$ 2,071,854.05
Supplies			\$ 33,092.00	\$ 27,650.32	\$ 134,328.61	\$ 100,210.47
Services			\$ 76,253.00	\$ 59,257.17	\$ 57,554.92	\$ 126,334.03
Capital			\$ -	\$ -	\$ -	\$ -
Indirect			\$ 109,532.00	\$ -	\$ 118,811.19	\$ 100,841.07
other			\$ -	\$ -	\$ -	\$ -
Total expenses:			\$ 2,407,888.00	\$ 2,349,428.84	\$ 2,519,233.80	\$ 2,399,239.62
*extra time, overtime, and substitute pay included in total					\$ -	

The preschool 6060 is categorized as a CSPP and a CCTR program. In 2008-09, the program had the largest encroachment in the child development fund. The Fund 12 unrestricted 0000 contributed \$3,596.95 and the general fund 01 transferred in \$152,772.74 to make this resource balance. For 2009-10, an increase in parent fees of more than \$40,000 was budgeted and it appears the district will make that goal.

Expenses for salaries and benefits will be over budget in the current year. Actuals through June 14, 2010 (payroll for June had not posted at the time information was requested for this report) shows certificated salaries over budget due to an actual versus budget overage in certificated hourly and certificated substitutes. Certificated hourly expenditures are more than \$68,700 on a budget of \$7,633 while certificated substitutes are \$155,936 compared to a budgeted amount of \$81,620. Classified salaries are over budget as well with year to date actuals for extra hours at \$85,881.50 on a budget of \$10,000. Since prior year expenditures for this line were \$129,897 and \$155,492, it seems unreasonable for the program to set this year's budget at \$10,000 unless major program changes were made.

This resource is an on-going concern for the Child Development Program and deserves attention to control costs and reduce encroachment.

CalSAFE 0802/0803

CALSAFE 0802/0803						
			2009-10	2009-10	2008-09	2007-08
REVENUES			BUDGET 6/17/10	ACTUALS 6/17/10	Actuals	Actuals
Program award	8590		\$ 360,809.00	\$ 355,111.00	\$ 369,387.94	\$ 354,258.04
Other:	8998	flex transfer	\$ (108,243.00)	\$ -	\$ -	\$ -
	8699	misc	\$ -	\$ -	\$ 11,470.03	\$ 20,645.51
Total revenues:			\$ 252,566.00	\$ 355,111.00	\$ 380,857.97	\$ 374,903.55
EXPENSES						
total cert			\$ 171,019.00	\$ 157,910.73	\$ 181,599.40	\$ 152,769.19
total class			\$ 5,114.00	\$ 2,504.37	\$ 77,851.43	\$ 111,542.76
total benefit			\$ 54,872.00	\$ 40,202.29	\$ 83,127.79	\$ 99,806.51
			\$ 231,005.00	\$ 200,617.39	\$ 342,578.62	\$ 364,118.46
Supplies			\$ 2,808.00	\$ 747.45	\$ 1,916.74	\$ 9,508.80
Services			\$ 1,405.00	\$ 574.65	\$ 1,378.47	\$ 2,131.82
Capital			\$ -	\$ -	\$ 17,743.32	\$ 17,145.83
Indirect			\$ -	\$ -	\$ -	\$ -
other			\$ -	\$ -	\$ -	\$ -
Total expenses:			\$ 235,218.00	\$ 201,939.49	\$ 345,873.83	\$ 392,904.91
*extra time, overtime, and substitute pay included in total					\$ 34,984.14	\$ (18,001.36)

Since CalSAFE is a Tier III flexibility categorical, the district can sweep the entire funding for this resource into unrestricted funds. The district is transferring only \$108,243 of the \$360,809 available funds, leaving the CalSAFE program with \$252,566 in funding. Expenditures appear to be in alignment with the budget for current year.

HIPPY 9030

HIPPY - 9030						
			2009-10	2009-10	2008-09	2007-08
REVENUES			BUDGET 6/17/10	ACTUALS 6/17/10	Actuals	Actuals
Program award	8290		\$ -	\$ -	\$ -	\$ -
Other:	8673	parent fees	\$ -	\$ -	\$ -	\$ -
	8699	misc	\$ 95,721.00	\$ 610.59	\$ 86,408.21	\$ 29,998.47
Total revenues:			\$ 95,721.00	\$ 610.59	\$ 86,408.21	\$ 29,998.47
EXPENSES						
total cert			\$ 81,379.00	\$ 2,670.10	\$ 43,456.54	\$ 42,151.43
cert hourly*	xx20		\$ -	\$ -	\$ -	\$ -
cert sub*	xx40		\$ -	\$ -	\$ -	\$ -
total class			\$ -	\$ -	\$ 65,390.94	\$ 68,997.67
class hourly*	xx20/xx50		\$ -	\$ -	\$ 65,390.94	\$ 68,997.67
						\$ -
						\$ -
total benefit			\$ 13,622.00	\$ 313.99	\$ 15,127.11	\$ 14,485.87
			\$ 95,001.00	\$ 2,984.09	\$ 123,974.59	\$ 125,634.97
Supplies			\$ 5,312.00	\$ 528.63	\$ 7,592.95	\$ -
Services			\$ -	\$ -	\$ -	\$ 1,332.71
Capital			\$ -	\$ -	\$ -	\$ -
Indirect			\$ -	\$ -	\$ 6,749.41	\$ 5,800.17
other			\$ -	\$ -	\$ -	\$ -
Total expenses:			\$ 100,313.00	\$ 3,512.72	\$ 138,316.95	\$ 132,767.85
*extra time, overtime, and substitute pay included in total					\$ (51,908.74)	\$ (102,769.38)

HIPPY funding is entirely from local contributions. Past funding has allowed the program to support more than \$130,000 in program costs. Current year budgeted revenue is \$95,721 and expenditures are \$100,313. Receipts as of June 17, amount to only \$610.59. Fortunately, expenditures have been contained at \$3,512.72. Due to the volatility in local funding through dona-

tions, the district should exercise caution when approving an expenditure budget for programs relying on unsecured funds.

Mobile Waterford 9037

Mobile Waterford 9037						
			2009-10	2009-10	2008-09	2007-08
REVENUES			BUDGET 6/17/10	ACTUALS 6/17/10	Actuals	Actuals
Program award	8290		\$ -	\$ -	\$ -	\$ -
Other:	8673	parent fees	\$ -	\$ -	\$ -	\$ -
	8699	misc	\$ 141,150.00	\$ 143,379.38	\$ 74,564.53	\$ 130,116.50
Total revenues:			\$ 141,150.00	\$ 143,379.38	\$ 74,564.53	\$ 130,116.50
EXPENSES						
total cert			\$ 48,588.00	\$ 44,807.07	\$ 73,544.20	\$ 27,678.66
cert hourly*	1120		\$ -	\$ -	\$ -	\$ -
cert sub*	1140		\$ -	\$ -	\$ -	\$ -
total class			\$ 45,089.00	\$ 41,255.73	\$ 37,696.80	\$ 24,291.48
class hourly*	xx20/xx50		\$ -	\$ -	\$ -	\$ 151.44
total benefit			\$ 33,413.00	\$ 24,874.90	\$ 40,025.32	\$ 14,565.35
			\$ 127,090.00	\$ 110,937.70	\$ 151,266.32	\$ 66,535.49
Supplies			\$ 3,250.00	\$ 3,221.34	\$ 31,147.93	\$ 14,259.27
Services			\$ 4,740.00	\$ 1,338.20	\$ 3,668.93	\$ 35,714.57
Capital			\$ -	\$ -	\$ -	\$ -
Indirect			\$ 6,070.00	\$ -	\$ 8,314.91	\$ 4,923.61
other			\$ -	\$ -	\$ -	\$ -
Total expenses:			\$ 141,150.00	\$ 115,497.24	\$ 194,398.09	\$ 121,432.94
*extra time, overtime, and substitute pay included in total					\$ (119,833.56)	\$ 8,683.56

Mobile Waterford is a locally funded grant that has been successful in securing contributions. The grant has received \$143,379.38 in funding from local contributors and foundations for the 2009-10 year. Unless the district determines funding is guaranteed to continue, the district should notify staff of the instability of the resource and make decisions to ensure the resource is solvent.

Child Development 9041

Child Development Misc 9041						
			2009-10	2009-10	2008-09	2007-08
REVENUES			BUDGET 6/17/10	ACTUALS 6/17/10	Actuals	Actuals
Program award	8530		\$ -	\$ -	\$ -	\$ -
Other:	8673	parent fees	\$ 238,000.00	\$ 249,549.06	\$ 161,430.88	\$ 141,856.68
	8699	misc	\$ 32,000.00	\$ 6,691.64	\$ 199,595.21	\$ (77,227.11)
	8660					\$ 9,869.00
Total revenues:			\$ 270,000.00	\$ 256,240.70	\$ 361,026.09	\$ 74,498.57
EXPENSES						
total cert			\$ -		\$ 91,838.45	\$ 45,000.00
cert hourly*	1120			\$ -	\$ 3,794.14	\$ 29,000.00
cert sub*	1140		\$ -	\$ -	\$ 38,208.83	\$ 16,000.00
total class			\$ -	\$ -	\$ 12,983.47	\$ 17,000.00
class hourly*	xx20/xx50		\$ -	\$ -	\$ 1,827.91	\$ 17,000.00
total benefit			\$ -		\$ 24,286.78	\$ 12,498.57
			\$ -	\$ -	\$ 129,108.70	\$ 74,498.57
Supplies			\$ 27,099.00	\$ 4,022.89	\$ 18,571.95	\$ -
Services			\$ 110,901.00	\$ 29,480.77	\$ 12,353.85	\$ -
Capital			\$ -	\$ -	\$ -	\$ -
Indirect			\$ -	\$ -		\$ -
other			\$ 113,500.00	\$ -	\$ 180,106.21	\$ -
Total expenses:			\$ 251,500.00	\$ 33,503.66	\$ 340,140.71	\$ 74,498.57
*extra time, overtime, and substitute pay included in total					\$ 20,885.38	\$ -

The Child Development resource receives funds from parent fees and local donations. Current year budget for revenues estimates \$270,000 of which more than \$256,000 has been received. Expenditures are budgeted only for the cost areas of supplies, services, and an interfund transfer payment to pay back prior year encroachment from the child development fund. It appears that the resource will be able to make the \$113,500 budgeted repayment.

Childcare Extended Day Care 6080

CHILDCARE EXTENDED DAY CARE 6080						
			2009-10	2009-10	2008-09	2007-08
REVENUES			BUDGET 6/17/10	ACTUALS 6/17/10	Actuals	Actuals
Program award	8530		\$ -	\$ -	\$ 98,961.00	\$ 146,808.00
Other:	8673	parent fees	\$ -	\$ -	\$ 57,281.92	\$ 154,078.34
	8699		\$ -	\$ -	\$ 190,198.21	\$ -
	8911				\$ 110,786.19	\$ 4,427.00
Total revenues:			\$ -	\$ -	\$ 457,227.32	\$ 305,313.34
EXPENSES						
total cert			\$ 0.00	\$ 0.00	\$ 111,895.74	\$ 189,144.05
cert hourly*	1120		\$ -	\$ -	\$ 28,065.81	\$ 11,571.54
cert sub*	1140		\$ -	\$ -	\$ 18,597.50	\$ 19,800.54
coordinators*	1320		\$ -	\$ -	\$ -	\$ 4,765.08
total class			\$ -	\$ -	\$ 99,567.91	\$ 166,339.66
class hourly*	xx20/xx50		\$ -	\$ -	\$ 29,847.48	\$ 41,301.04
total benefit			\$ -	\$ -	\$ 41,053.92	\$ 111,022.80
			\$ 0.00	\$ 0.00	\$ 252,517.57	\$ 466,506.51
Supplies			\$ -	\$ -	\$ 1,318.37	\$ 2,081.44
Services			\$ -	\$ -	\$ 163.03	\$ 2,647.99
Capital			\$ -	\$ -	\$ -	\$ -
Indirect			\$ -	\$ -	\$ 13,030.14	\$ 24,275.61
other			\$ -	\$ -	\$ -	\$ -
Total expenses:			\$ 0.00	\$ 0.00	\$ 267,029.11	\$ 495,511.55
*extra time, overtime, and substitute pay included in total					\$ 190,198.21	\$ (190,198.21)

The extended day care program 6080 known as “latchkey” program was discontinued for 2009-10. The program had an interfund encroachment in 2008-09 of \$110,786.19 due to the repayment of a prior year resource encroachment of \$190,198.21.

Other resources in the child development fund include:

- Instructional materials
- Facilities renovation and repair – 2 grants
- Orfalea Foundation

These resources were developed for a specific and finite intent. The funds are expected to be spent out on budget.

Further Observations

The Child Development Program does not fully utilize the SACS structure and internal accounting features to track programs consistently for local evaluation purposes. (This is not an audit concern as it appears the resource, object, goal, and function codes are all used appropriately.)

- Resource 5025 is identified as a CCTR-9314 program; however, the financial activity and budget reports show management codes: CCTR and 4500.
- Resource 6060 is identified as a CSPP and a CCTR program; however, the old management code 4500 is found still in use.
- Expenses and fee collections are not identifiable by site unless a descriptor is used.

Position control (6-18-10) does not match information provided on program directory or in the Child Development Program Changes in funding (revised 4-29-10).

- Seven employees were listed on position control but not on the CDP staff list.
- Two employees were on staff list but not in position control.

Budgets for resources were not compared to prior year and year-to-date actual and adjustments made to update.

- Resource 6051 – projected over budget
- Resource 6055 – projected over budget
- Resource 6060 – projected over budget, unreasonable budgeting based on prior years expenditures, on-going encroachment concern

Recommendations

The district should:

1. Use SACS coding to identify programs, resources, and sites to maintain accurate and accessible information.
2. Keep position control and staff rosters current. As salaries and benefits compose the majority of most budgets, accurate and timely information is a must to maintain appropriate staffing, accountability, and cost control.
3. Routinely review and monitor budgets and actuals. Budget adjustments should be made to accurately record status and projections.

Note

The CDE issued A March 22, 2010 memo regarding SACS structure change for General Child Care and California State Preschool Program indicating that the resource code changes for 2009-10 presented many administrative challenges and further informed that the resource codes for 2010-11 will be resource 6105 for state funded programs and resource 5025 for federal funded programs regardless of CSPP or CCTR programs.

Multiyear Fiscal Solvency Plan

The child development program's fiscal solvency plan is more of a collection of areas for reduction in staff instead a true solvency plan. No fiscal staff, including the programs' consultant, had meaningful input into plan development. The plan can be used to consider the areas for potential reduction in force; however, the district should first determine the goals of the child development program and align program expenditures accordingly. The business office should be involved in the development of a child development program multiyear fiscal solvency plan.

Facilities

The district has capacity to expand child development program offerings. Classrooms are not enrolled to capacity, and some are used only in the morning or afternoon session. At some sites, several classrooms are used to offer multiple morning sessions, and only one classroom is used for an afternoon session. If one of the morning sessions with comparable program staffing was moved to the afternoon, one fewer classroom would be used, cleaned, and maintained. The program should review the hours of operation at each site and the numbers of classrooms used and consolidate programs where possible, reducing the number of classrooms maintained. In addition, it may be possible to relocate off-site programs to a school site.

Most child development program facilities are located at school sites yet operate independently from the school site. Communication between the child development program and the principal at each school site is inconsistent. As a result, some child development programs do not benefit from the programs offered to school-age children, such as assemblies and educational activities. Child development program participation in school safety drills, evacuations, and emergency communications is inconsistent. For classes licensed for fewer than 24 students, the district should submit a request to Community Care Licensing (Title 22, Department of Social Services) to increase capacity on the facility license.

Interdepartmental Communication

The fiscal and personnel aspects of operating the child development programs are disconnected from the district, yet it is essential for these functions to be considered in tandem with all district operations. The associate superintendent provides broad guidance on budget development and program goals. The program lacks a formal process for developing, monitoring, and revising the budget, and although the business office verifies the calculations and submits reports, budget development and review is disconnected from the district office staff. The child development program has a contract with a retired former district employee to complete budget development, budget monitoring, and state program reports, and recommend fiscal adjustments. Interviews indicated that the program used rollover budgets in the past. In this process, the current-year budget is used to develop the budget for the following year with minimal review of each line item to determine any necessary changes. The dual coordinators do not monitor the budget expenditures and revenues monthly and instead rely on the quarterly reconciliation of program revenues and expenditures completed by the contracted former employee. This quarterly reconciliation is not communicated to the appropriate district office staff member, including senior business office staff and the associate superintendent of education. The program operates without a reserve, and this practice has resulted in deficit spending and a district contribution of \$263,000 for the 2009-10 fiscal year. The practice of year-end reconciliation has been used for the past four years, and a negative ending fund balance has occurred on at least one other occasion. The district busi-

ness office provides minimal review of budget assumptions and relies on program coordinators and the consultant to manage the programs to maximize revenue.

The district Business Department, child development department director, and management team should be involved in budget development. This would foster a deeper understanding of budgetary issues, and possibly result in fewer budget transfers throughout the year. In the initial stages, implementing such a process will require substantial effort by the Business Department to prepare budget development materials and hold a budget workshop as well as provide help and answer questions about the development process. It would also require an investment in time for the child development director to prepare documents and explain the CSPP and CTTR program funding mechanism so that district-level, business office and program-level staff understand the program. Through this effort, the Business Department and district-level staff can gain a deeper understanding of the regulatory and statutory requirements of the child development program.

Accurately projecting employee salary and benefit costs is an essential element in budgeting for expenditures. To help ensure proper staffing levels and budget the proper amounts for salary and benefit costs at all reporting periods, the district should develop staffing formulas for all classifications in the department and site. The formulas should ensure that ratios are within applicable contract guidelines, meet students' needs, and agree with approved goals and objectives, including the goal of fiscal solvency. Staffing levels should be monitored throughout the year to prevent overstaffing. FCMAT has provided CDE-approved adult-to-child ratios for each district-operated program.

Miscommunications between the child development programs and the Personnel and Payroll departments resulted in overstaffing in some programs for fiscal year 2009-10.

Miscommunications between the child development programs and the Personnel and Payroll departments resulted in overstaffing in some programs for fiscal year 2009-10. There is a definite lack of communication between the child development programs and personnel department. Decisions that affect personnel should be acted on quickly and according to all collective bargaining agreement contracts and applicable laws. The Child Development Department employs a significant number of classified and certificated staff. The coordinators are not familiar with the collective bargaining agreements for the certificated and classified staff and have made personnel decisions outside the district's policies and agreements. In addition, when reductions in staff were communicated to the Personnel Department, the Child Development Department did not understand all the steps involved in processing the reduction or reassigning staffing. The coordinators communicated directly with program staff prior to completing the district process for personnel changes, further confusing program staff. The Personnel Department should develop a time line and process chart to help the child development senior leadership understand the necessary steps involved in staffing decisions, including

statutory requirements for layoff processes. Regular meetings of the personnel and the senior leadership of the child development program would facilitate an understanding of the process.

The district office should be more engaged in overseeing the fiscal and personnel aspects of the child development programs. Fiscal accountability is critical to sustaining this program for the Santa Barbara community and to engender trust with potential grantors. The child development program would benefit from hiring a district accountant to provide fiscal support to the program. Budget development and monitoring should occur under the direction of the Business Department and the associate superintendent of educational services.

The district should transition fiscal tracking and budget monitoring from the outside consultant to an existing district office staff member or hire a district accountant for this purpose. This accountant would be assigned directly to the director of child development and would become familiar with state and federal program guidelines for fiscal accounting in child development programs. The district office should provide support to develop and monitor the budget, and make programmatic adjustments as needed when expenditures are projected to exceed revenues. If budget reductions are needed, the district should have the capability to ensure that adjustments are implemented timely to capitalize on potential budget savings. Clear lines of authority and accountability should be articulated for program leadership.

Recommendations

The district should:

1. Develop a systematic process for program monitoring that includes program requirement and reporting time lines and a check-off sheet that aligns contracts to CDE program requirements.
2. Consider terminating the contract with the outside consultant and returning the fiscal oversight of child development programs to the district business office staff to track budgeting, monthly budget monitoring, fiscal reporting to CDE, contracts, etc.
3. Consider hiring one FTE accountant to fiscally support child development contracts.
4. Appoint a senior member of the cabinet or designee to learn the detailed fiscal and regulatory operational functions of the program and how to balance the desire to serve the community with the resources.
5. Develop a process and time line for personnel actions and communicate that process with child development and other departments.

Hours of Site Operation & Employment Calendars

The negotiated certificated employee calendar does not align with the CCTR program calendar. According to the funding application calendar, the Santa Barbara Child Development CCTR program operates on an annual 245 day service calendar.

The Santa Barbara Teachers Association collective bargaining agreement, article IV section 1, identifies salary schedules I. Schedule II lists salaries for the child development certificated personnel programs and schedule indicates 225 working days per calendar year.

Article IV Section 2 identifies adjusted calendars for the preschool and CalSAFE programs. Specifically, the agreement adjusts the compensation at a rate of 187 days for preschool program employees and 185 days for the CalSAFE employees. The CBA does not address the additional service days as required for the CCTR program. However the salary schedule for CCTR is based on a 225-day contract.

The paid service days of employees should reflect program needs. Inefficiencies occur when employees are paid for more days than necessary and program inconsistencies occur when employees are not available to fulfill program needs.

The programs do not operate uniform hours districtwide. Each preschool site operates a slightly differently depending on program offerings. Most district preschool sites operate from 8 a.m. to 11 a.m., and some sites with an afternoon class operate from 12:30 p.m. to 4:30 p.m. Children attend class for three hours, and classified and certificated staff members work 3 1/2 or 4 hours. CCTR sites, referred to as Children Centers, open at 7 a.m. and close at 5 p.m. or 5:30 p.m., although the website indicates closure is at 5:30 p.m. or 6 p.m.. The CalSAFE program operates from 7 a.m. to 4 p.m. at the Santa Barbara High School site. Certificated CalSAFE program staff members are under a standard eight-hour, 185 day contract. Two long-term substitute teachers work daily and up to five hours each at the CalSAFE program depending on attendance. As of May 19, 2010 all CalSAFE staff members are funded through a combination of Santa Barbara Secondary District Resource 0803 CalSAFE Child Care and Development Service Budget, and Resource 0802 CalSAFE Support Services Budget.

Teacher work calendars vary depending on the program they serve, which is consistent with other programs surveyed. A contract typically provides for a specific number of workdays and the certificated staff member schedules the off-duty days. Typically no paid vacation days are offered with this type of contract; however, staff members are paid for holidays.

The Child Development Department employs aides for either nine months or 12 months depending on the program they serve. The Children's Center CCTR is staffed with 12-month certificated and classified staff. The preschool CSPP is generally staffed with nine-month certificated and classified staff.

Hours for classified staff range from 3, 3.5, 4, 4.75, 5, 7 and 8 hours daily. Certificated hours range from 4, 4.5, 4.75, 6 and 8 hours daily. There is no uniformity with the number of hours assigned for certificated or classified staff by site, program, or position. This is not typical of comparison programs or best practices.

The district employs part-time classified and certificated staff to operate programs. In some cases, part-time staff members hold two positions and become eligible for benefits, which significantly increase the cost of operations to both programs. The district should consider implementing a policy that restricts the ability of programs to hire existing part-time staff members if it results

in eligibility for benefits. The senior district administration should approve any proposal to hire existing staff members under this restriction. A business office review of the affected program budgets should be completed before district approval.

The program contacts and hires a substitute or assigns additional hours to staff when the teacher or assistant is absent in any classroom. Additional hours and substitute costs exceeded the budgeted amount in 2009-2010 by more than \$150,000. If a preschool assistant holds an associate teacher permit, the assistant can substitute as the teacher for the day. The child care assistant or other assistant in the classroom would then serve as the assistant. In the case of absence, the CDE permits the student to staff ratio to be adjusted for a period of two hours of the day as follows:

(3) Section 18292 of Title 5 of the California Code of Regulations provides:

Except as otherwise provided in this Division or Title 22 California Code of Regulations,

Community Care Licensing Standards the program may exceed teacher-child and adult-child ratios prescribed by Section 18290 by fifteen percent (15%) for a period of time not to exceed one hundred twenty (120) minutes in any one day.

In addition, on sites where several preschool classes operate, it is possible to combine students for a short period of time to meet student-to-staff ratios.

Student attendance is typically low at the beginning and end of the day, and it may be possible to staff fewer assistants during those periods. The hours of the classified and certificated staff should be aligned with student attendance and district need rather than hours of operation. Staff hours should be staggered appropriately.

Organization	Preschool Teacher	Preschool teacher CSPP full day	Children's Center	Site Supervisor II	Director	Aides
Santa Barbara	187	185	225	N/A	Vacant	9 or 12 month
Bakersfield City	182	N/A	N/A		223	206
KCSOS	182	230*		230	224	180/230
San Luis Obispo	178		247	184	215	178
Imperial COE	187	187		185/231	231	180
Riverside COE	185		210		223	180

* Teachers work a 230 day contract and schedule 17 off duty days.

Recommendations

The district should:

1. Review program hours of operation and student attendance at the beginning and end of the day when it is typically low.
2. Stagger staff shifts according to student attendance rather than hours of operation.
3. Hire substitutes when the ratios cannot be met by combining some children into another class.
4. Align hours of operation across programs districtwide to meet needs of parents and students.

5. Revise teacher contracts to provide a specific number of work days and require the staff to schedule off-duty days.
6. Revise job description to include hours and number of days.
7. Negotiate employment calendars and salary schedules for child development certificated personnel that aligns with the needs of the programs they serve.
8. Develop a policy to require district office approval before hiring staff if the additional hours/position would result in eligibility for benefits.

Job Descriptions

The job descriptions of the coordinator, administrator and head teacher were reviewed to assess the leadership requirements of the program's organizational structure. The coordinator, administrator and head teacher job descriptions are dated and should be revised. The coordinator's job description was last revised in 1990-91, and the head teacher's on February 4, 1976. The job descriptions lists programs that no longer exist such as PACE. The job description for coordinator requires that the applicant hold a California elementary credential, which is not a state requirement. The term "head teacher" is outdated and not linked to the CDE matrix. The job descriptions should align qualifications with the CCTC and CDE matrix. The job description should specify duties with regard to supervision, evaluation, and management of personnel, budget, and operations. The CCTC preschool teacher education requirement is to hold a children's center permit; which requires 24 general and 16 child development units. The children's center permit is not a teaching credential.

Some job descriptions reviewed by FCMAT were actually job announcements. Although announcements provide information about the qualifications and responsibilities, they do not generally provide a full account of all duties and requirements.

In the appendix section of this report, FCMAT has provided samples of job descriptions from other programs as a guide.

Recommendations

The district should:

1. Eliminate the coordinator and head teacher job description.
2. Develop a job description for site supervisor, align it to matrix and include a site supervisor permit as minimum requirement. Additional education should be added as deemed necessary by the district.
3. Revise teacher job description to include education such as an associate of arts degree, and align the salary schedule to begin at the associate of arts degree rather than a bachelor of arts degree.
4. Assign the site supervisor to several sites based on proximity to reduce travel.

Review of Documents

Child Nutrition Services Memorandum of Understanding

The agreement between the Santa Barbara School Districts' Nutrition Services and the Child Development Program for the 2009-10 fiscal year provides for the services of preparing, delivering, and billing/claiming for reimbursement breakfasts, lunches, and snacks.

The agreement specifies a base reimbursement totaling \$17,675 to include the cost of delivery (\$13,900) and a variety of services (\$3,775) to be handled by nutrition services. The agreement also calls for the payment for meals and snacks at the government rate less the reimbursement rate on the National School Lunch Program.

In addition to a variety of safety and reporting requirements, the Child Development Program is responsible for communications with the Child Nutrition Services, including requesting an accurate number of meals each day, entering data into the point-of-sale (POS) systems, and processing all free and reduced price meal applications.

In reviewing the worksheet for costs, FCMAT found that the year-to-date costs (through April 30) to the Child Development Program total \$99,552 for nonreimbursable meals and overages, \$24,394 for reimbursable meals paid, and \$3,072 for reimbursable meals reduced.

The March 2010 invoice for nonreimbursable meals and overages totals \$4,461.92 and details the difference between meals sent by nutrition services and the number of meals entered into the POS for tracking and reimbursement purposes. The differences reported on the March invoice indicate a total overage of 385 breakfasts, 420 lunches, and 3403 snacks that were prepared and delivered but were not claimable for reimbursement through the National School Lunch Program. This difference can be attributed to an overorder of meals, errors and missing entries in the POS system, or nonreimbursable meals and snacks. ‘

Recommendations

The district should:

1. Ensure child development services minimizes overages and unreimbursed meals by notifying nutrition services each day of attendance and accurately identifying the number of meals and snacks needed.
2. Accurately record meals served in the POS system for submission to the National School Lunch program.
3. Seek lower-cost alternatives.
4. Negotiate rates with nutrition services to provide services at lower cost, specifically reviewing delivery charges since most meals are served on school campuses.
5. Develop a request for proposals for nutrition services and seek proposals from alternative sources.
6. Explore options for lower-cost meals and snacks to include items available at co-op pricing and items requiring little or no preparation labor.

Santa Barbara Teachers' Association Contract

Most of the district's classified staff and certificated staff members have acquired more training and certifications than the average preschool or child care provider in the state. It is commendable that so many of the certificated staff hold master's degrees and have completed advanced work. However, the funding for child development programs cannot sustain the salaries advanced credentials generally warrant. Job descriptions for classified and certificated staff and salary schedules have not been reviewed in recent years. The district should complete a comparison with similar districts. FCMAT has provided sample job descriptions in the appendix section of this report.

The terms of some staffing positions are not consistent with those of the California Commission on Teacher Credentialing (CCTC) for child development programs. The district should update and revise the following job titles to be consistent with the CCTC: director, site supervisor, master teacher, teacher, associate teacher and assistant. Additional information on the CDE matrix may be obtained at the following Web address:

http://www.childdevelopment.org/cs/cdtc/download/rs/17/Permit%20Matrix%209-07%20SD.pdf?x-r=pcfile_d

Wages for Preschool Assistants and Teachers Under Subtitle Show Hourly and Daily

Organization	Preschool Teacher Assistant			Preschool Teacher			Top
	Entry Level	Mid Range	Top (11 to 12 years)	Entry Level	Mid Range (5 years)	Top (8 + years)	
Santa Barbara	\$11.69	\$12.63	\$14.30	153.26 BA	202.65 BA + 30	\$254.44 BA + 45 units	\$309.93 (23 years)
Bakersfield City	\$12.09	\$14.71	\$19.67	145.55 AA	176.40 24 units	232.06 BA	\$232.06 (8 years)
KCSOS	\$10.49	\$11.49	\$13.24	133.94	162.23	186.55	\$211.28 (21 years)
Imperial COE	\$9.32	\$11.32	\$13.76	\$103.57	\$124.56	\$150.12	\$206.76 (24 years)
Riverside COE	\$11.85	\$13.21	\$15.88	142.99	177.50 BA	207.14 BA + 60	\$206.76
San Luis Obispo	\$10.06	N/A	\$12.83	\$115.97 40 units	\$139.11 BA	\$146.72	\$156.77 (14 years)

- Some organizations offer longevity bonuses at 17-25 years of service, and those are not included in this comparison.
- Teachers' daily hours vary by district: Bakersfield 7.25 hours, KCSOS 8 hours, Imperial 7 hours, San Luis Obispo 5 hours,
- All districts and county offices require teachers to hold a children's center permit
- The level of education required varies by district and county office but tends to have entry level positions with associate of arts degrees and children's center permit.
- Based on the preschool teacher assistant position on the Santa Barbara Salary Schedule Range 16 for Instructional Assistant Child Development Programs.

- Santa Barbara's top daily rate of pay for teachers with 23 years of service and a bachelor's degree plus 45 units is \$309.93. All other comparison organization top salaries are significantly less. The nearest salary is 75% of Santa Barbara's top salary.

The salary schedules of the comparison districts are included in the appendix section of this report for comparison purposes. The educational requirements are dissimilar and should be used as a reference when developing new salary schedules once the district aligns the educational requirements with the CDE matrix guidelines.

Recommendations

The district should:

1. Consider implementing a lower first step that begins with a children's center teacher permit and an associate of arts degree rather than a bachelor's degree.
2. Align salaries to the CCTC permit matrix and hire teachers with permits.
3. Place higher-educated staff members in the CSPP program because there is a required core educational component
4. Develop new job descriptions that align the qualifications with the CCTC and CDE matrix. Salary schedule placement should be adjusted accordingly.
5. Fill the newly developed positions when hiring new staff members.
6. Consider a lower first step that begins with a children's center teacher permit and an associate of arts degree rather than a bachelor of arts degree for CalSAFE staff members without a bachelor of arts degree/teaching credential.
7. Negotiate with the Santa Barbara Teachers Association to reduce the salary schedule, particularly the top pay, and align salaries more closely with program funding and comparable districts.

Additional Considerations

Internal Controls

District ASES staff members and child development staff members collect parent fees monthly. ASES program fees range from \$85,000 to \$135,000 annually. Family advocates collect funds from parents in the form of cash and checks. A lock box is located at each site, and the family advocate transports the funding to the director days later. Child development support staff members collect parent fees monthly in the form of cash and checks. Sequential receipts are given to parents, and funds are counted, logged, and locked up at the site in a cash box located in a filing cabinet in a locked and alarmed room. The money is then given to the coordinator for reconciliation and delivery to the district for deposit.

Child care fees are paid at the sites and business office. Although child development business office personnel are assigned a site, they assist each other by picking up fees from sites for one another. Collections are made from sites over a three-day period, and no receipts are provided at the sites. Collections are returned to the business office, 721 E. Cota Street, logged by the same person who made the collection, secured in a cash box in a file cabinet then forwarded several days later to the district office for deposit. No verification process or receipt is produced when funds are delivered to the district office. Days later, a reconciliation and copy of the deposit is received from the business office to confirm receipt.

The system does not have an explicit standard operating practice that specifies the responsibilities of individuals and the process for collection, receipt, transport, security, and reconciliation of funds. The amounts collected in the ASES program may vary and cannot be reconciled except by tracking the receipt back to the parent contribution. The system leaves the district and employees vulnerable to fraud, theft, and at minimum, accusations of such actions.

Cash handling procedures should be reviewed by the district internal auditor, and procedures should be adjusted or developed to meet standard internal controls. Proper standard internal controls contain processes and procedures that protect the district, staff, and payer. These controls include a system of checks and balances that ensure the security of funds from collection to deposit. Key components of essential controls include: a segregation of duties, chain of custody tracking, document tracking using a prenumbered system, cash handling and storing security, and timely reconciliation.

The district Board Policy 3400 Internal Controls/Fraud Prevention states as follows:

The Board expects Board members, employees, consultants, vendors, contractors, and other parties maintaining a business relationship with the district to act with integrity and due diligence in dealings involving the district's assets and fiscal resources.

The Superintendent or designee shall develop internal controls that aid in the prevention and detection of fraud, financial impropriety, or irregularity within the district. These internal controls may include, but are not limited to, segregating employee duties relating to authorization, custody of assets, and recording or reporting of transactions; providing detailed, written job descriptions explaining the segregation of functions; adopting an integrated financial system; conducting background checks on business office employees; and requiring continuous in-service training for business office staff on the importance of fraud prevention.

Recommendations

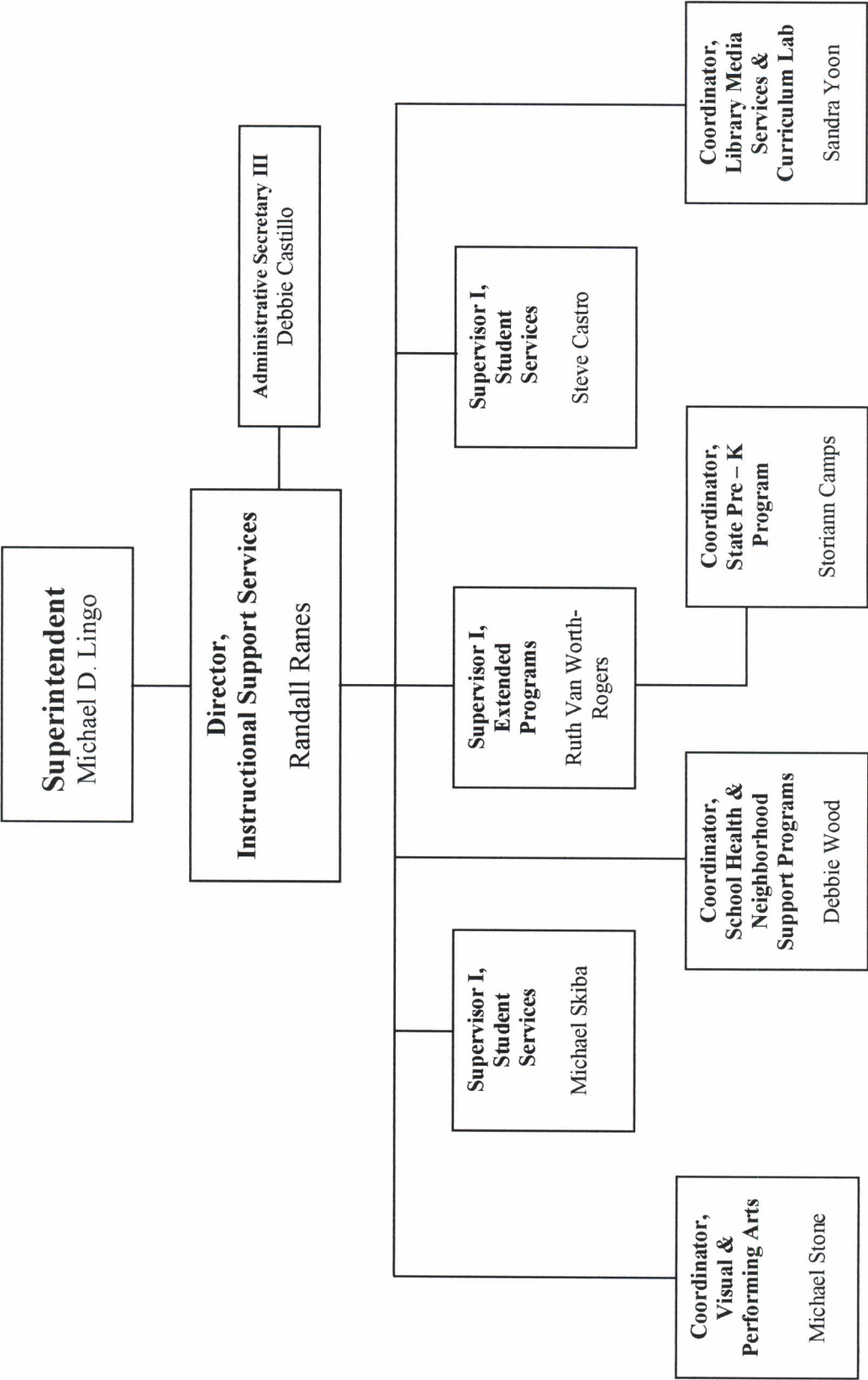
The district should:

1. Provide for the secure handling of cash, checks, and other monetary instruments received by the district through the establishment of internal controls.
2. Ensure internal controls include a system of checks and balances that ensure the security of funds from collection to deposit. Key components of essential controls include proper transaction documentation, separation of duties, chain of custody tracking, amount verification, document tracking using a prenumbered system, cash handling and storing security, and timely reconciliation.
3. Provide training on new policies to all personnel handling cash and parent fees.
4. Consider having the district internal auditor complete an annual audit of cash handling procedures and periodic random audits to ensure compliance.

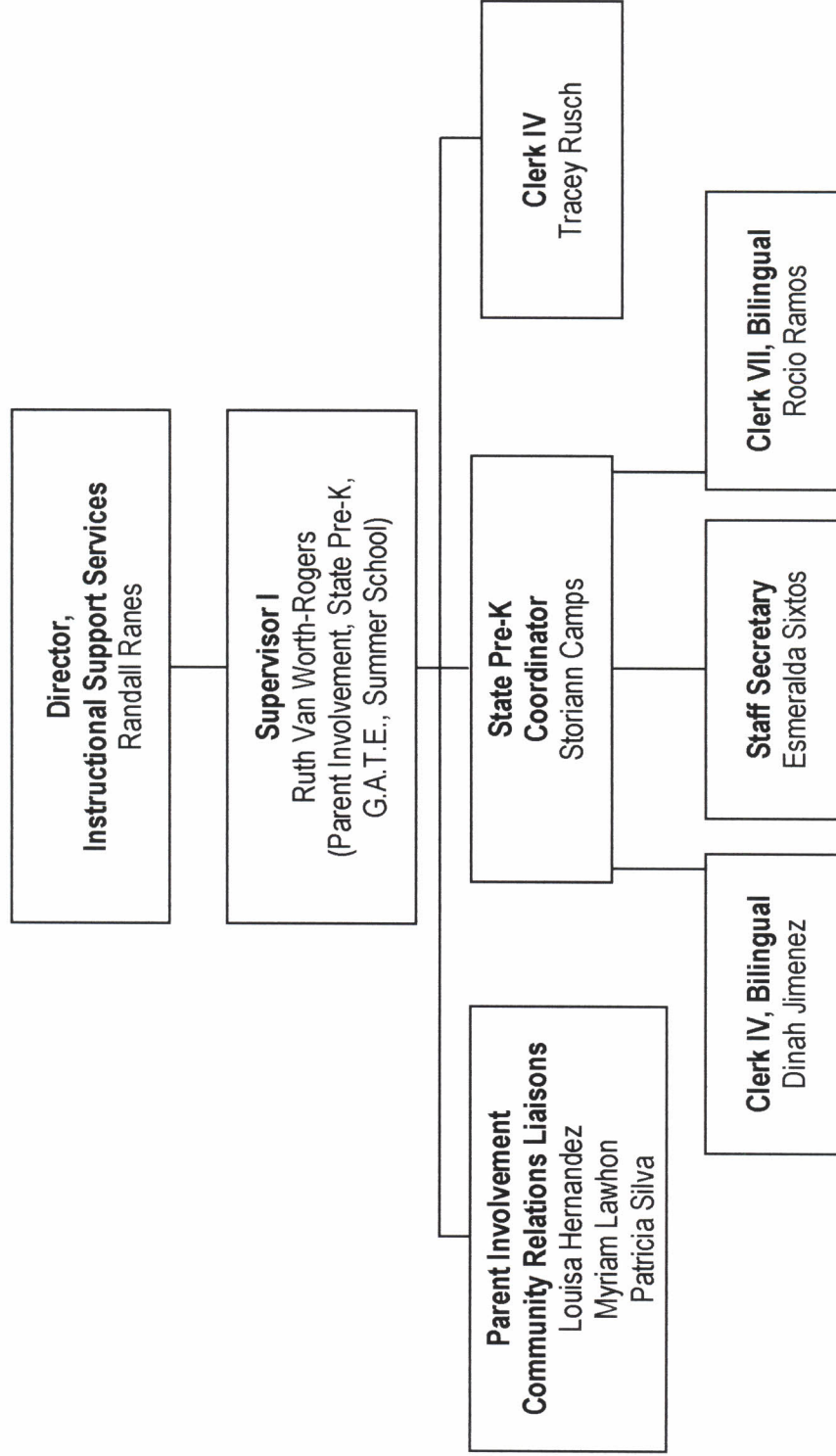
Appendices

- A. Organizational Charts**
- B. Job Descriptions**
- C. Salary Schedules**
- D. Study Agreement**

DIRECTOR, INSTRUCTIONAL SUPPORT SERVICES



EXTENDED PROGRAMS



Kern County Superintendent of Schools, Early Childhood Education

Organizational Chart 2009-2010

CHRISTINE LIZARDI FRAZIER, SUPERINTENDENT
JOHN LINDSAY, DEPUTY SUPERINTENDENT
STEVE SANDERS, ADMINISTRATOR, FAMILY SERVICES
* CYNTHIA RUIZ, DIRECTOR II, ECE

ERIN BRAMLETTE ADMINISTRATIVE SECRETARY	LYNNE MYERS CHILD DEVELOPMENT NURSE	*GLORIA ZEPEDA SECRETARY II	LISA MACIAS (MEDINA) SECRETARY I	GAIL RAMOS ACCOUNT CLERK III
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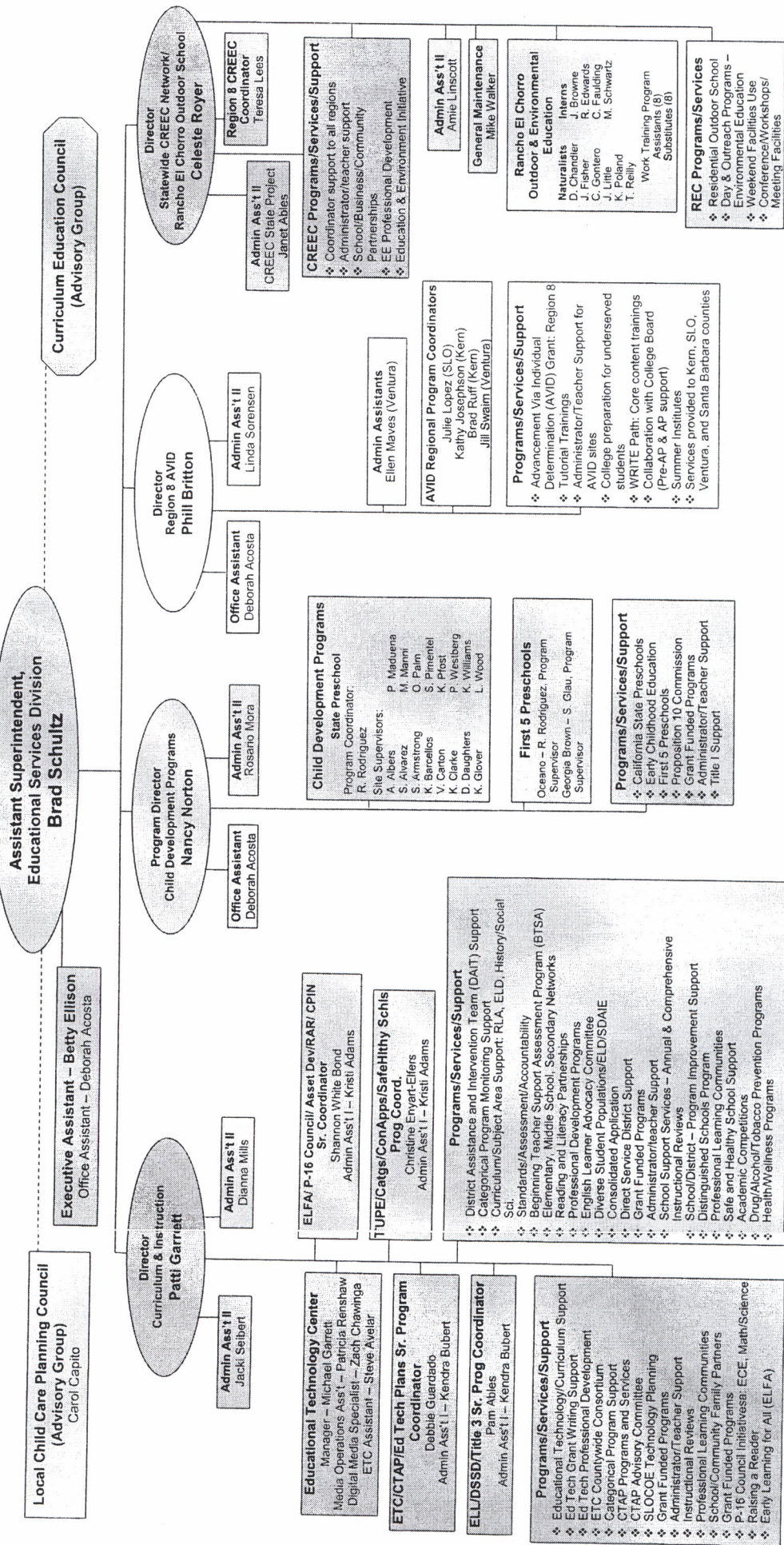
CALIFORNIA STATE PRESCHOOL PROGRAM (CSPP) With GENERAL CHILD CARE (CCTR) & EMPLOYER SPONSORED CHILD CARE 44 Total Classrooms: 29 CSPP (660 children served w/75 CCTR) 11-Half Day (528 children served) 4 Employer Sponsored (58 children served) 143 TOTAL PROGRAM STAFFING: Full Time Total: 120 (Teachers -44 Classified Aides-63 Certified Other-6 CCTR) 23 Total 19 HR Aide: (Downtown-11 Ming-4 Fairgrounds-6 Richardson-2)				
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* MARGARET HUDSON-GONDER PROGRAM DIRECTOR	*ELVIRA SANCHEZ SITE SUPERVISOR II	*open SITE SUPERVISOR II	*open SITE SUPERVISOR II
ADRIAN HURTADO CLERK TYPIST II- Bilingual	*ANA SALMERON CLERK TYPIST II	NORMA CASTILLO CLERK TYPIST II- Bilingual	*SABRINA MOTEN CLERK TYPIST II

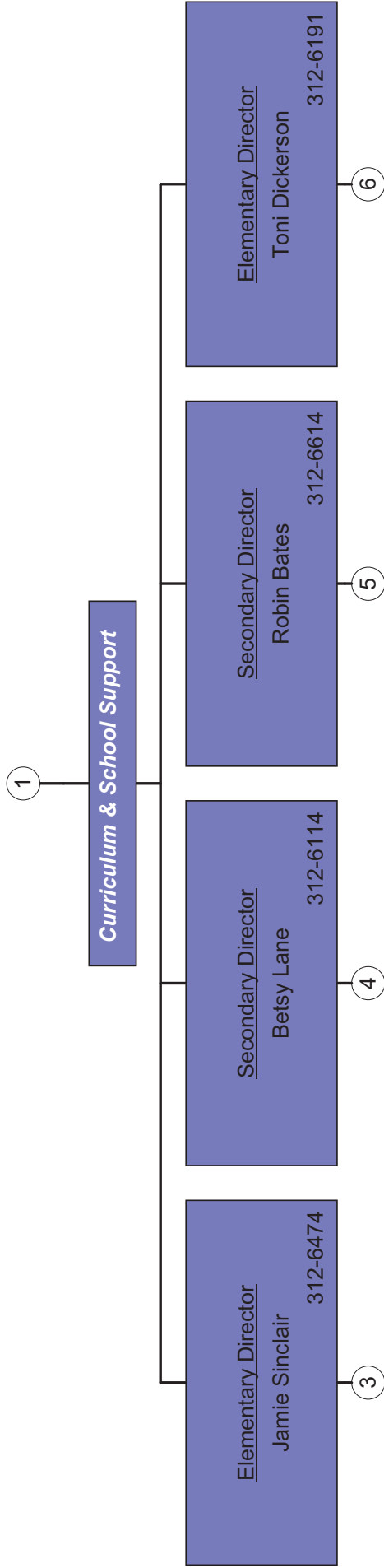
KARL F. CLEMENS CSPSP 1/2 TEACHER: *M ^{aria} E. Sanchez JACQUELINE MARTINEZ	WASCO "6"th - Modular CSPSP W/15 CCTR TEACHERS: *M ^{ary} FOOTS-CCTR JULIA RAMIREZ-CCTR OLGA SOLARIO MARTHA DURAN MARIA ARMENTA	GOLDEN HILLS-Tehachapi CSPSP 1/2 TEACHER: TERRY WILSON JESSICA RODRIGUEZ	LAMONT CSPSP W/12 CCTR TEACHERS: *open Rm#3 MARIA E. GARCIA OPEN	MING AVENUE CSPSP 1/2 TEACHER: THERESA STORY-HUDSON Rm#9 ARACELLY FUENTES-WETTELAND	RICHARDSON CSPSP W/12 CCTR TEACHERS: *M ^{aria} GUERRA Rm#C1 ELSA PENA 8:45-12:33 VERLEND ^a MARTINEZ 1:00-4:48	NORTH BEARDSLEY CSPSP 1/2 TEACHERS: *CYNTHIA DIAZ RACQUEL DOMINGUEZ KIMBERLY DOMINGUEZ MARIA CARDENAS DE SILLAS	DOWNTOWN CSPSP TEACHER: *BETTY PHILLIPS Rm#1 TAMIKA ROGERS 7:00-3:30 LINDA GARCIA 9:00-5:30
KERN AVENUE CSPSP 1/2 TEACHER: *CONSUELO BERNAL OPEN	WASCO 6"th Street CSPSP W/8 CCTR TEACHER: *PATRICIA RAMIREZ JOSEFA CORONA MARIA G. SANCHEZ MARIE HARRISON-CCTR YOLANDA MONCADA	GREENFIELD CSPSP 1/2 TEACHERS: *SUSAN MARTINEZ Rm#1 ETELVINA ROSA AMY PERALES Rm#2 SANDRA SUIRE	*LINDA MICKLE Rm#4 LUZ SALAS YVONNE SALAZAR HEIDI ALVAREZ Rm#2-CCTR DENISE RUBIN WANDA VELAZQUEZ LORRIE LOZANO Rm#5-CCTR KIMBERLEE MILLER YVETTE CARRILLO	MING AVENUE CSPSP W/8 CCTR TEACHERS: RITA TOVAR Rm. #2 GUADALUPE JUAREZ CLAUDIA RAMOS JANNIE PERRY Rm# 8 6-30-10 LENA MOE STEPHANIE SANCHEZ TRACI RUEDA Rm. #3 CHRISTINA MENDEZ SHAWNIECE WILKERSON 8:50-12:37 AIDA ORNELAS 1:42-5:30 ROSTI HERNANDEZ Rm# 6 -CCTR JODIE RUSSELL OPEN 8:50-12:37 PATRICIA URIAS 1:42-5:30 ESPERANZA TERRAZAS Rm# 1 VELISSA NUNEZ PAMELA BECHTEL DEBRA SPEARS Rm.# 7 -CCTR STELLA ABARQUEZ TERESA PEYRANI	SONIA RUIZ Rm#C2 MARIA RODRIGUEZ ARACELI HURLEY DEBORAH BENNETT Rm#A1CCTR MARIBEL SANTANA IRMA MARTINEZ *MARY DUARTE Rm#A2-CCTR ALICIA RUVALCABA RACHEL LOPEZ DONNA WOODARDS Rm#B2 DEBRA COURSEY OPEN	FAIRGROUNDS: CSPSP W/20 CCTR TEACHERS: *MARGARET MESA Rm#4-CCTR CELIA GUTIERREZ 8:00-4:30 LAURA JAMES 8:50-12:37 MICHELLE MEANS 1:42-5:30 LUZ ANGELICA PEREZ Rm#2 DALLA JIMENEZ 9:00- 5:30 VENESSA NUNEZ 8:50-12:37 1:42-5:30 TINA ROBLES Rm#5-CCTR NANCY MONRROY 9:00-5:30 CANDELARIA RAMIREZ 8:00-11:48 1:42-5:30 RENE ORENDER Rm#1 ANNA ALCAIDE 9:00-5:30 LAURA ESPINOZA 7:30-4:00 MARINA FERNANDEZ Rm#3-CCTR DIONNA AVILA 7:30-4:00 OFELIA COFFEY 9:00-5:30	EMPLOYER SPONSORED CHILD CARE TEACHERS: MAIRA PORTILLO -2's Rm# 2 (3/8/10) LEILANI BOADO 7:30-11:18 GLORIA GUIDO 9:00-12:48 RAQUEL CERVANTES 11:18- 3: 06 ANAMARIKSA CALDERA 2:12- 6:00 GUADALUPE ROMERO ROBINSON Rm# 5 ERLINDA GONZALEZ 8:00-11:48 MONICA CASTANEDA 10:30- 2:18 MARTHA JIMENEZ 2:12- 6:00 *GENA BOWLES Rm#3 CONNIE MARTINEZ 8:45-5:15 APRIL MIL 7:00-10:48 ROSALINDA ARROYO Rm# 4 ROZE ESPINOZA 8:45- 5:15 ROXANNA CRUZ 7:00-10:48 ROZANNE VIZCARRA 10:40- 2:48 HELENA HOLMES 2:12- 6:00
SHAFTER CSPSP 1/2 TEACHER: **OPEN OPEN		REXLAND ACRES CSPSP 1/2 TEACHER: *DEEPAI SHARMA Rm#9 JULIA HERNANDEZ					
RICHLAND: TEACHERS: * Open Rm#1-CCTR 6/25/10 LUSIBEL ZUNIGA SANDRA CABALLERO MARICELA CORTEZ Rm#2- CCTR SABRINA RUNNELS ANNA NUNEZ	WASCO "H" Street CSPSP TEACHERS: *TERESIA PACA AMPARO AGUILERA BRENDA TOVAR IRMA OCHOA MAE HELEN FOOTS YOLANDA FERNANDEZ	LAMONT CSPSP 1/2 TEACHER: ELISA RAMAS Rm#1 REBECCA ARREDONDO					

San Luis Obispo County Office of Education
Educational Support Services Staff, 2010-11

Julian D. Crocker, Superintendent







Elementary Director
Jamie Sinclair
312-6474

AB347 Valenzuela

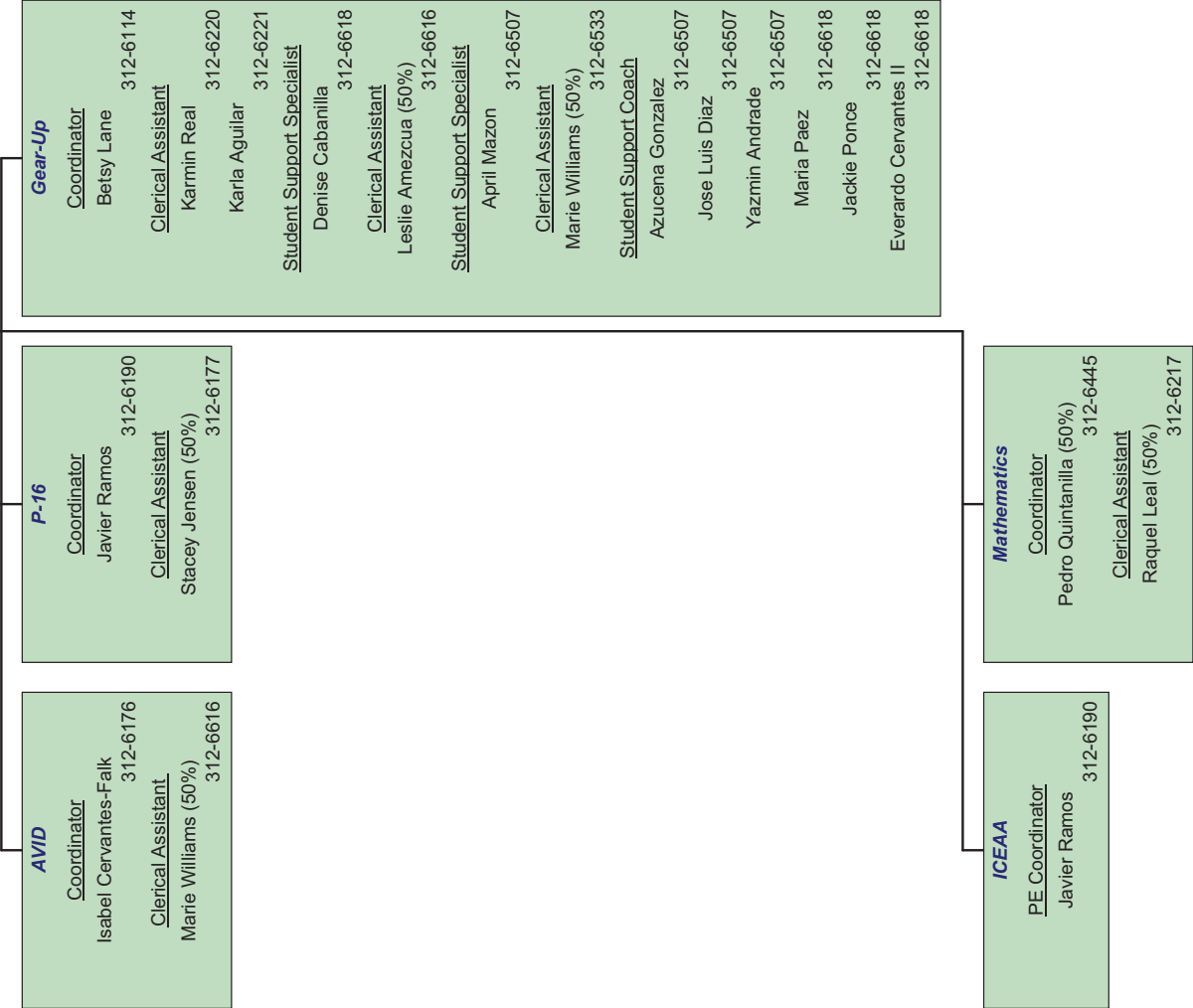
School Readiness
Coordinator
Odette Gratianne
312-6495
Clerical Assistant
Leticia Arteaga (50%)
312-6559

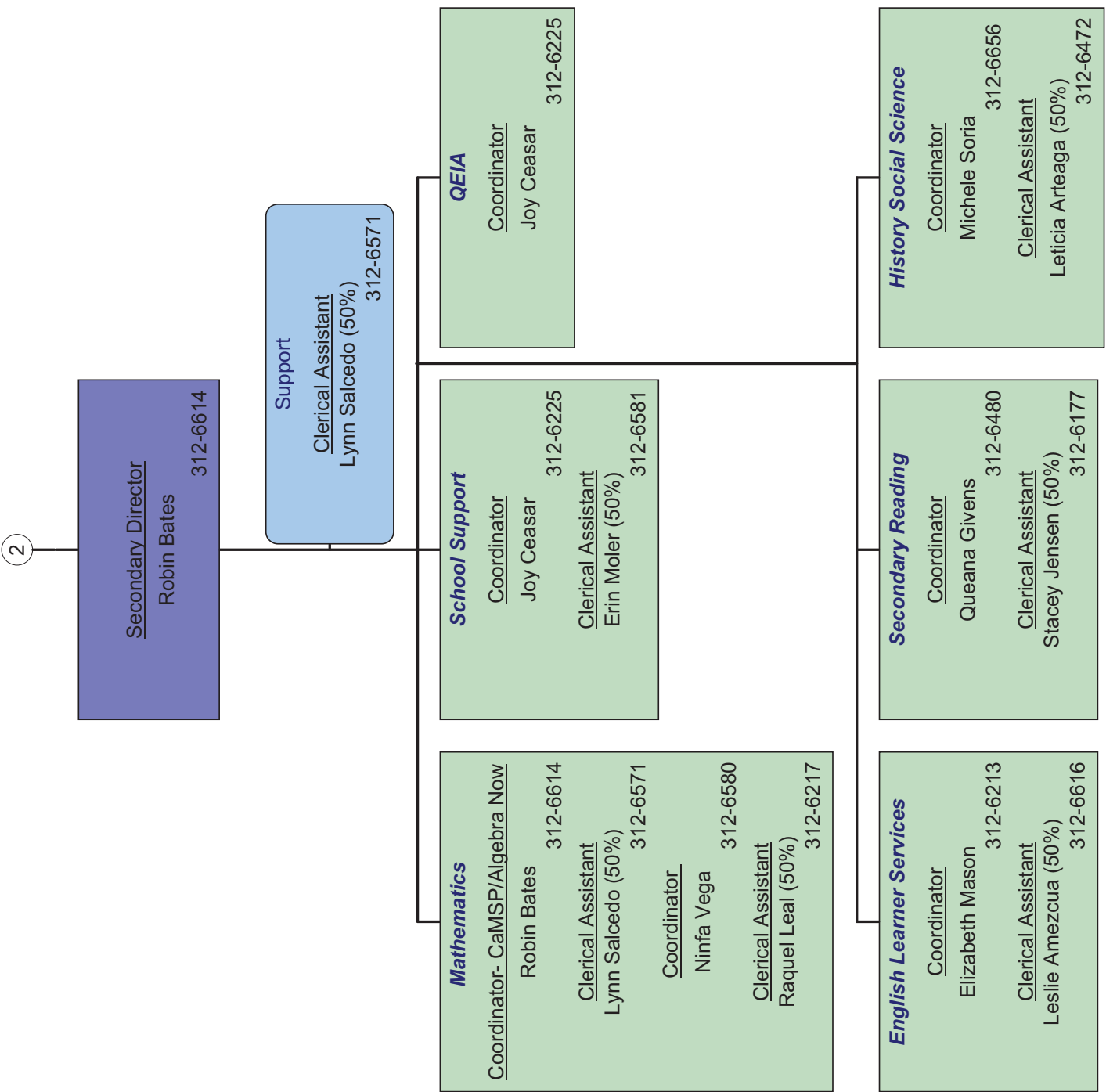
Early Reading FIRST
Coordinator
Jamie Sinclair
312-6474
Mary Kay Monson
312-6572
Clerical Assistant
Brenda Sandoval
312-6559
Coordinator
Terri Olstowski
312-6623
Sandra Burgos
312-6227
Clerical Assistant
Stacey Arthur
312-6483

Williams
Coordinator
Irasema Tellez-Velarde (40%)
312-6101

2

Secondary Director
Betsy Lane
312-6114





Elementary Director
Toni Dickerson
312-6191

Elementary Reading

Coordinator
Toni Dickerson
312-6191

Clerical Assistant
Monica Mendoza (50%)
312-6606

School Support

Coordinator
Lupita Olguin
312-6192

Keila Rodriguez
312-6578

Clerical Assistant
Monica Mendoza (50%)
312-6606

Ana Rosas (50%)
312-6108

Visual & Performing Arts

USA Grant - Project Director
Lori Campos
312-6134

Clerical Assistant
Claudia Quiroz (50%)
312-6129

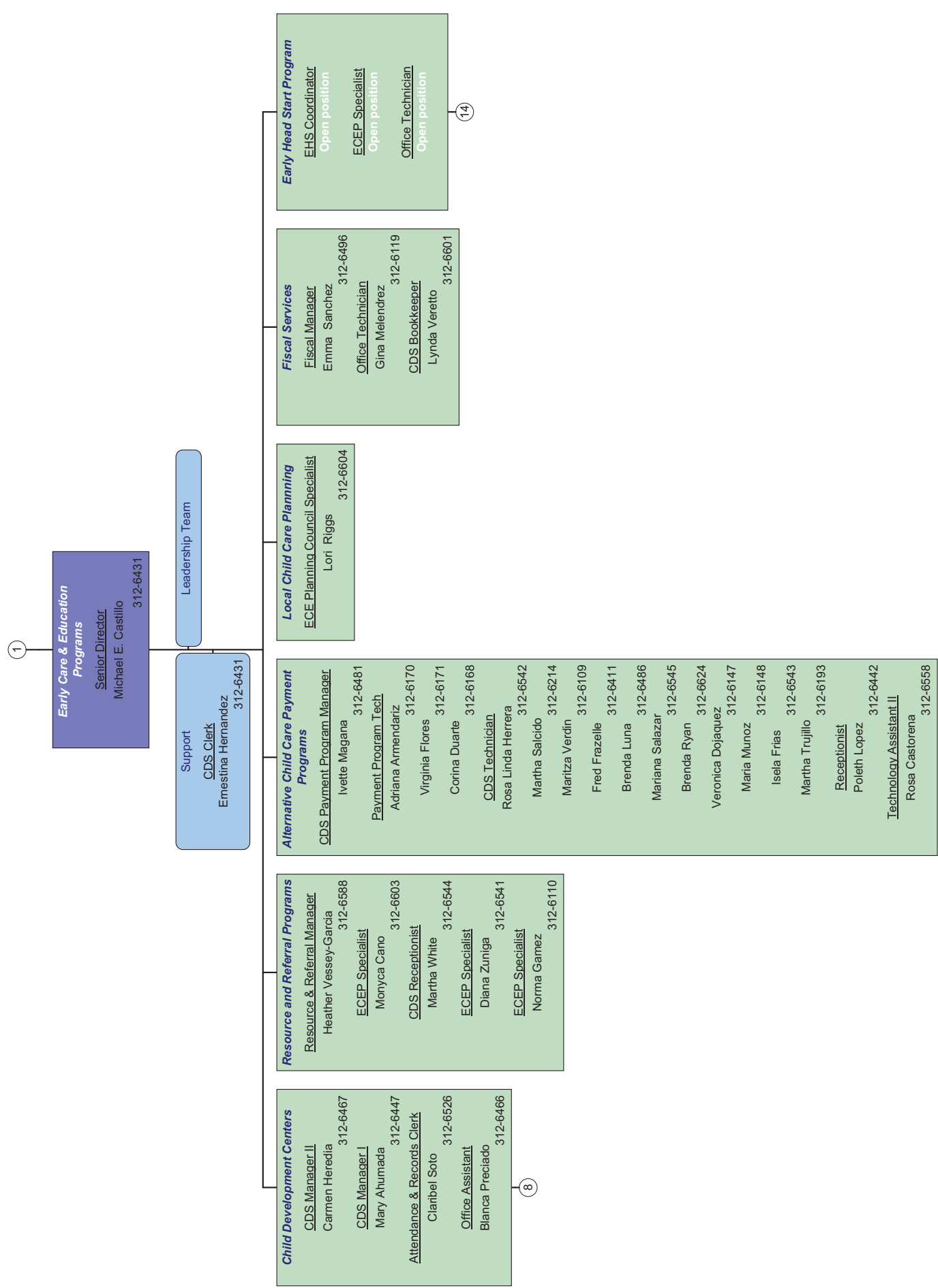
Academic Events

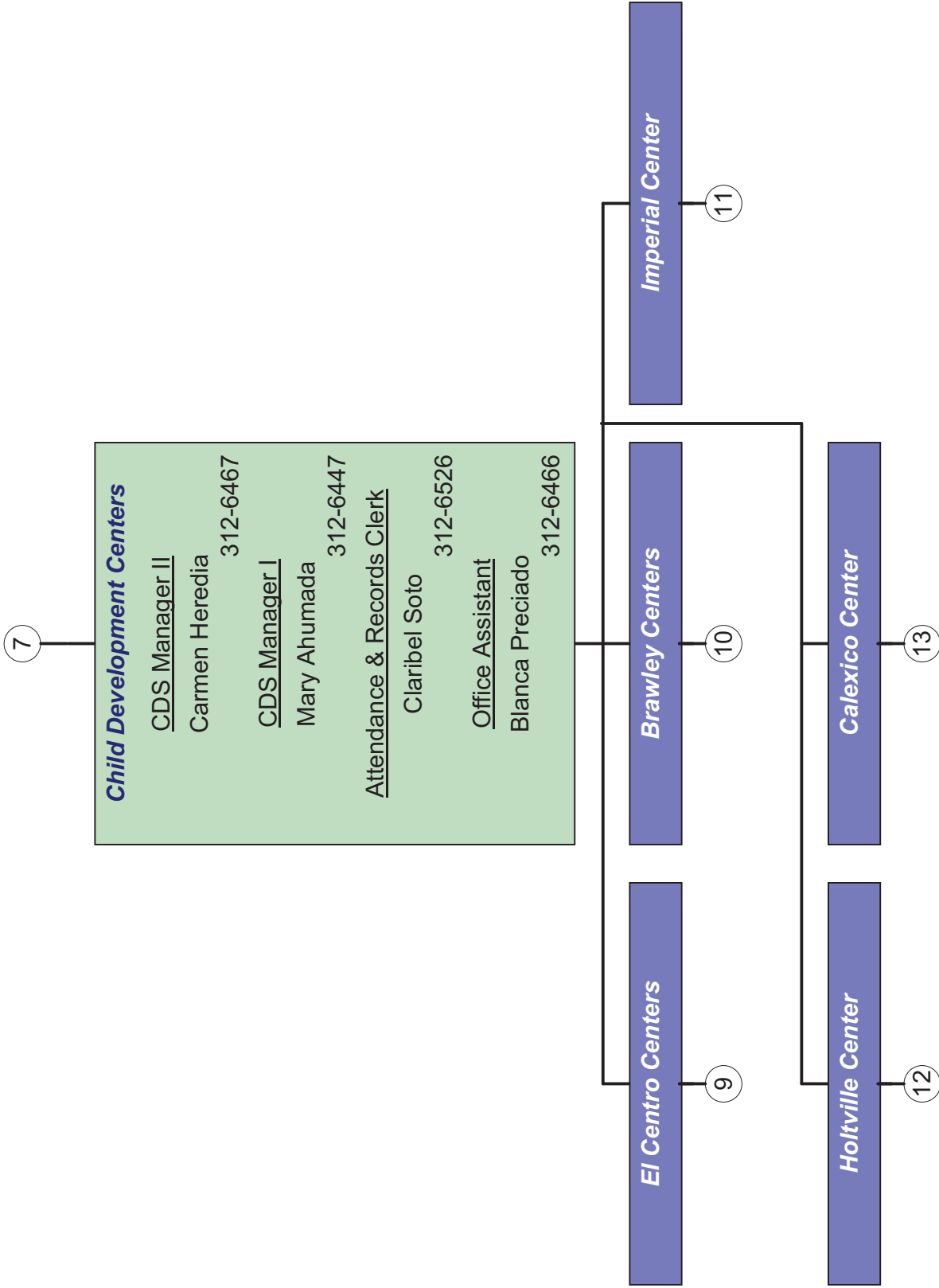
Academic Events Manager
Irasema Tellez-Velarde (60%)
312-6101

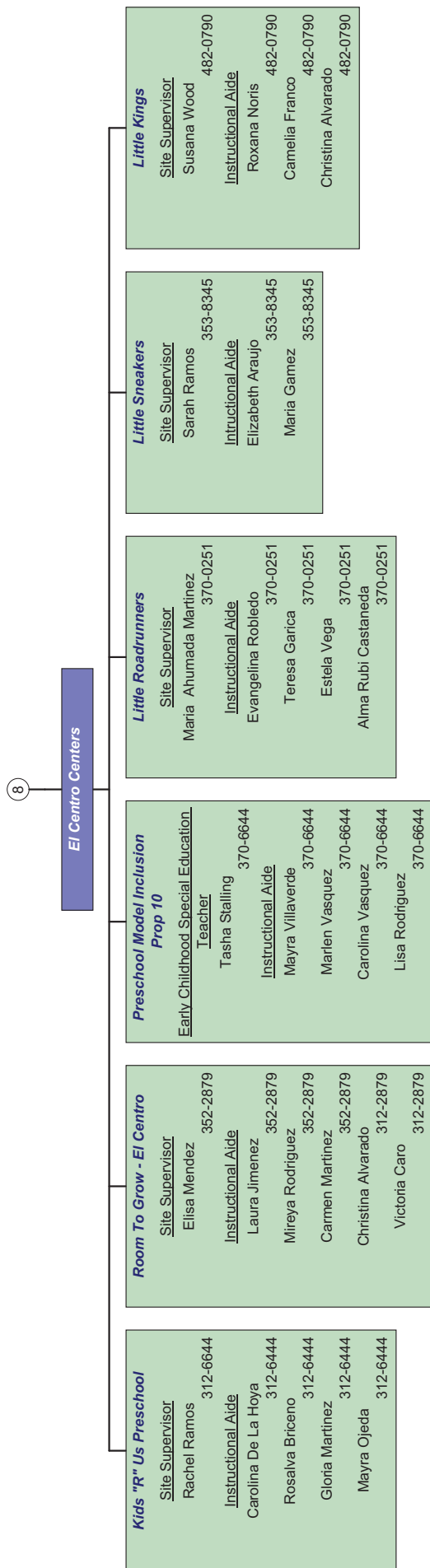
APPLE

Coordinator
Keila Rodriguez
312-6578

Clerical Assistant
Ana Rosas (50%)
312-6108







Brawley Centers

Kids "R" Us III State Preschool

Site Supervisor

Elizabeth Cervantes

344-6203

Instructional Aide

Cynthia Juarez

344-6203

Lucia Felix

344-6203

Dora Corona

344-6203

Open position

Room To Grow - Brawley

Site Supervisor

Nancy Murrieta

351-0556

Instructional Aide

Angela E. Vazquez

351-0556

Diana Beltran

351-0556

Janine Coronado

351-0556

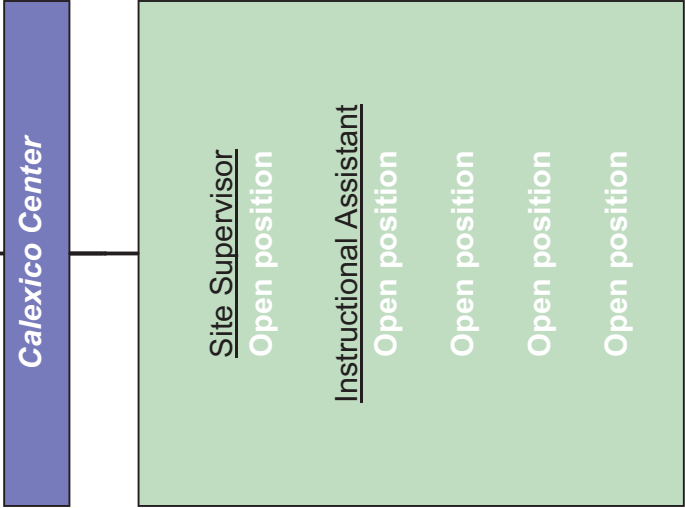
Elizabeth Lopez

351-0556





8



Early Head Start Program
EHS Coordinator
Open position

ECEP Specialist
Open position

Office Technician
Open position

Early Head Start - El Centro

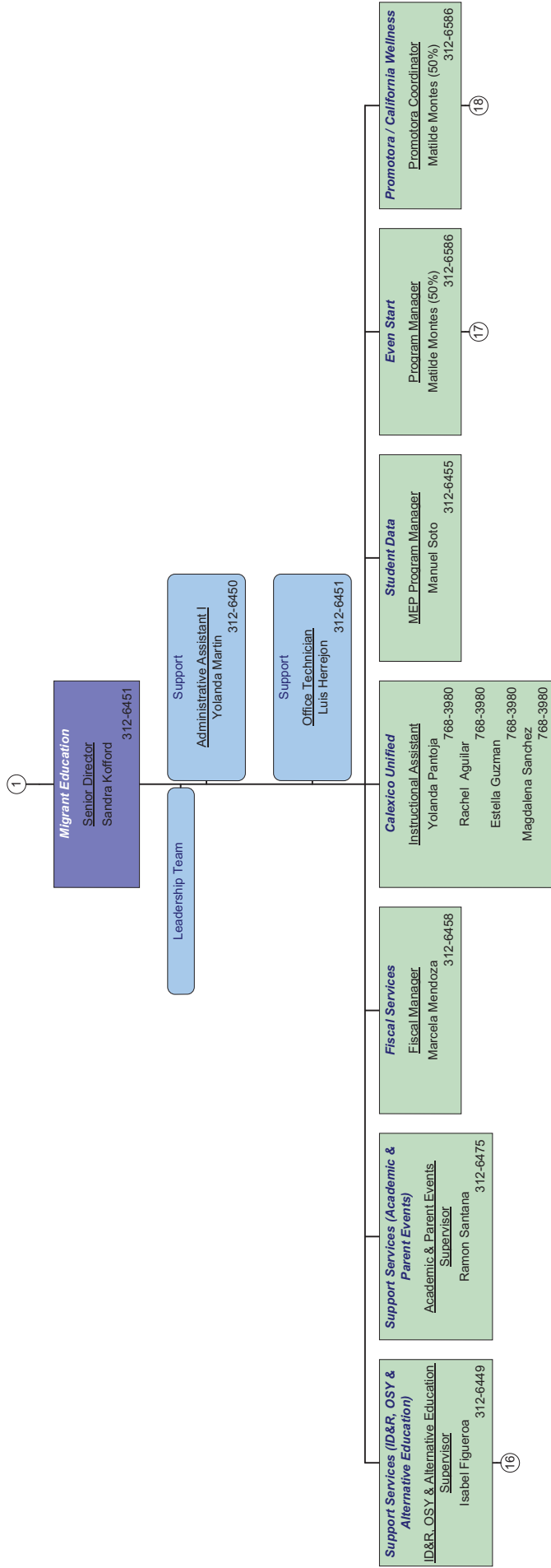
Site Supervisor
Open position

Instructional Assistant
Open position
Open position
Open position
Open position
Open position
Open position
Open position
Open position

Early Head Start - Calexico

Site Supervisor
Open position

Instructional Assistant
Open position
Open position
Open position
Open position
Open position
Open position
Open position
Open position



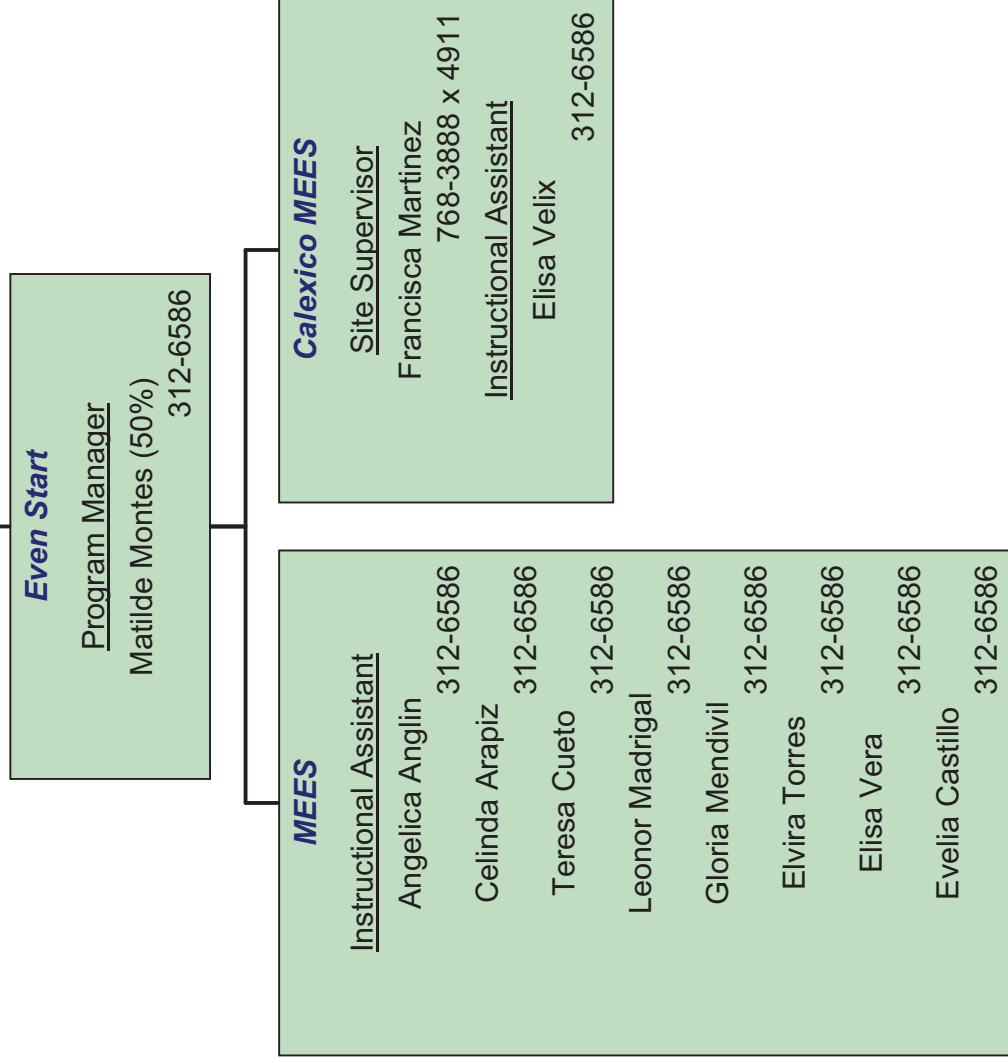
Support Services (ID&R, OSY & Alternative Education)

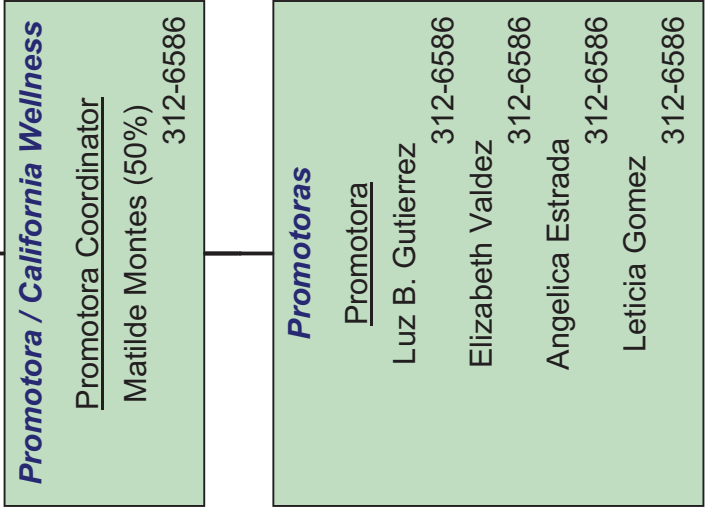
ID&R, OSY & Alternative Education

Supervisor
Isabel Figueroa
312-6449

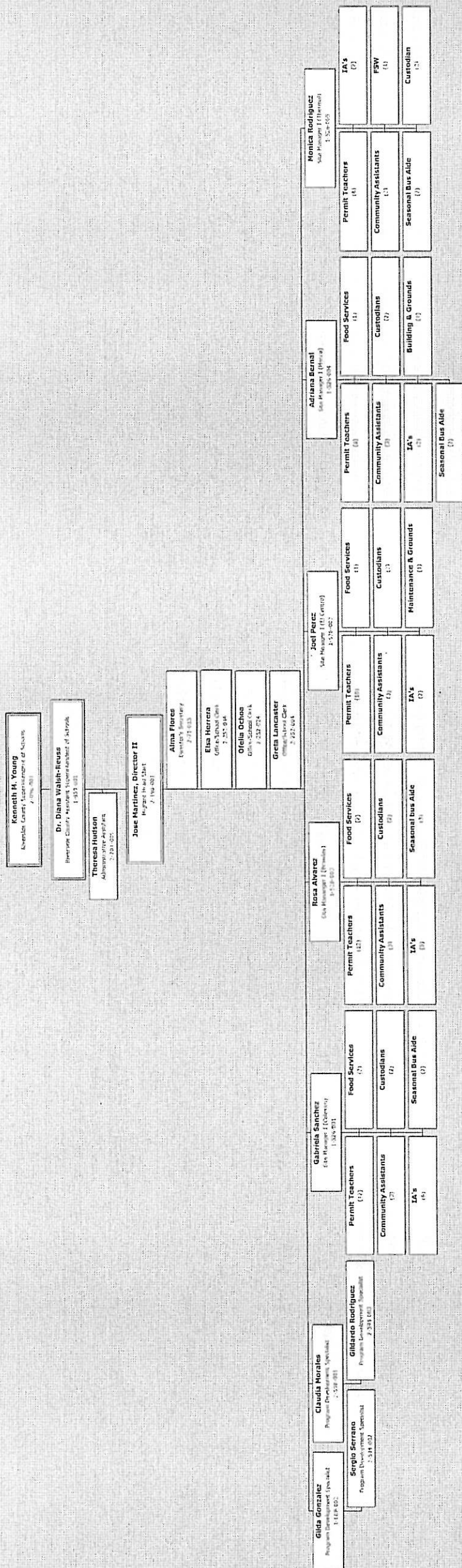
Regional

Community Liaison
Yvonne Perez
312-6454
Lupe Pacheco
312-6451
Armida Felix
312-6456
Gerardo Romero
312-6456
Open position
Rebeca Flores
312-6457
Evangelina Gonzalez
312-6574
Open position

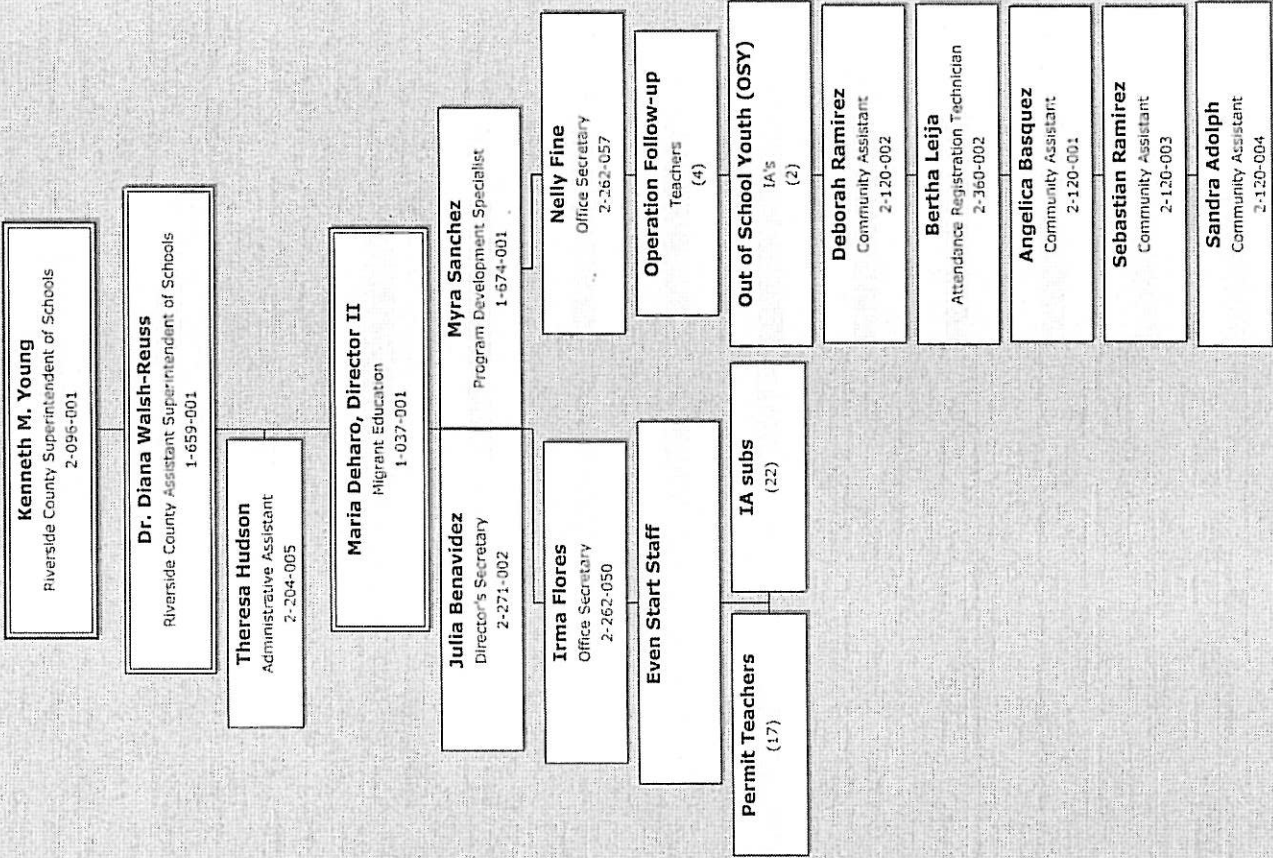




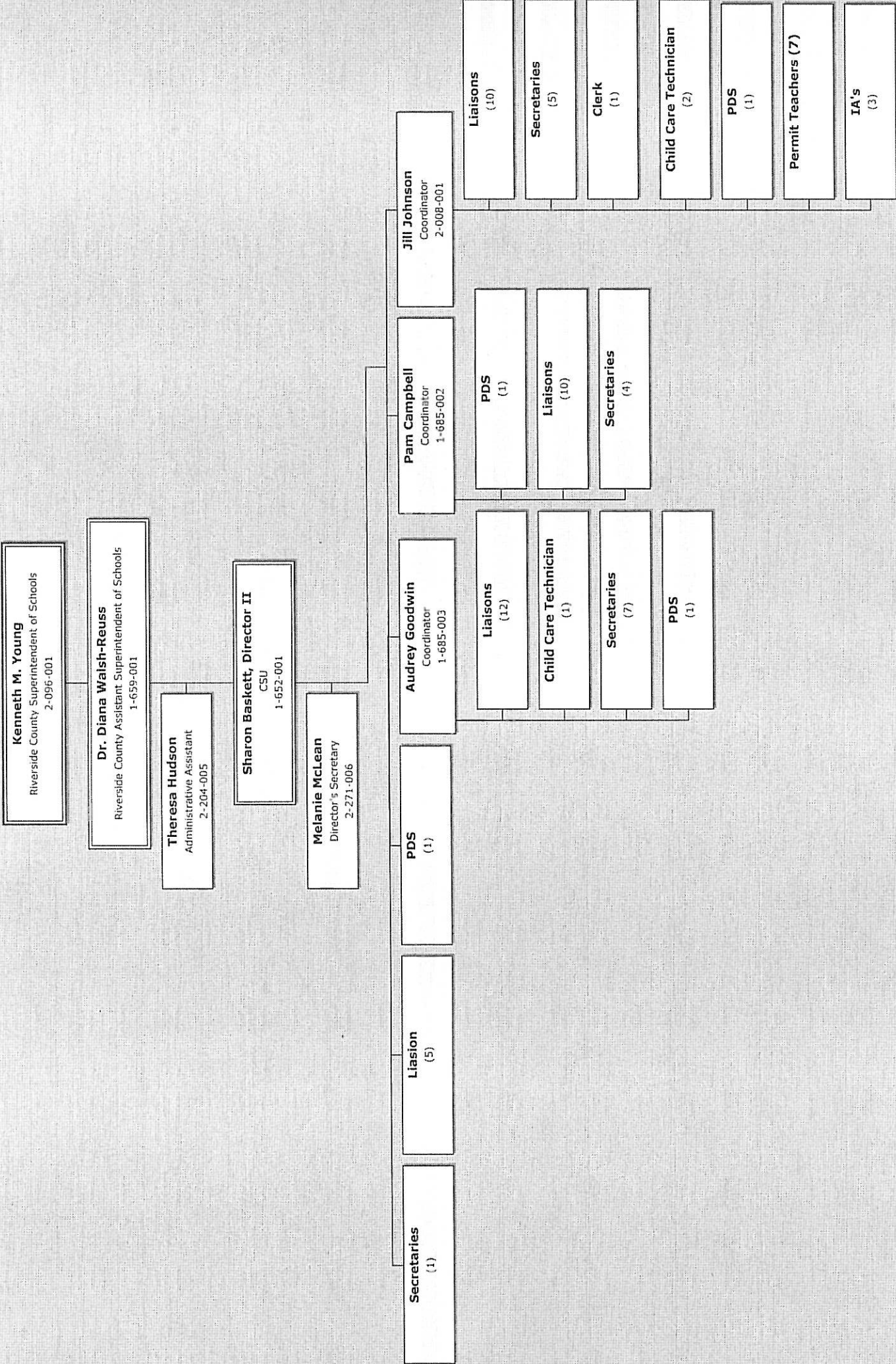
Division of Children & Family Services Migrant Head Start



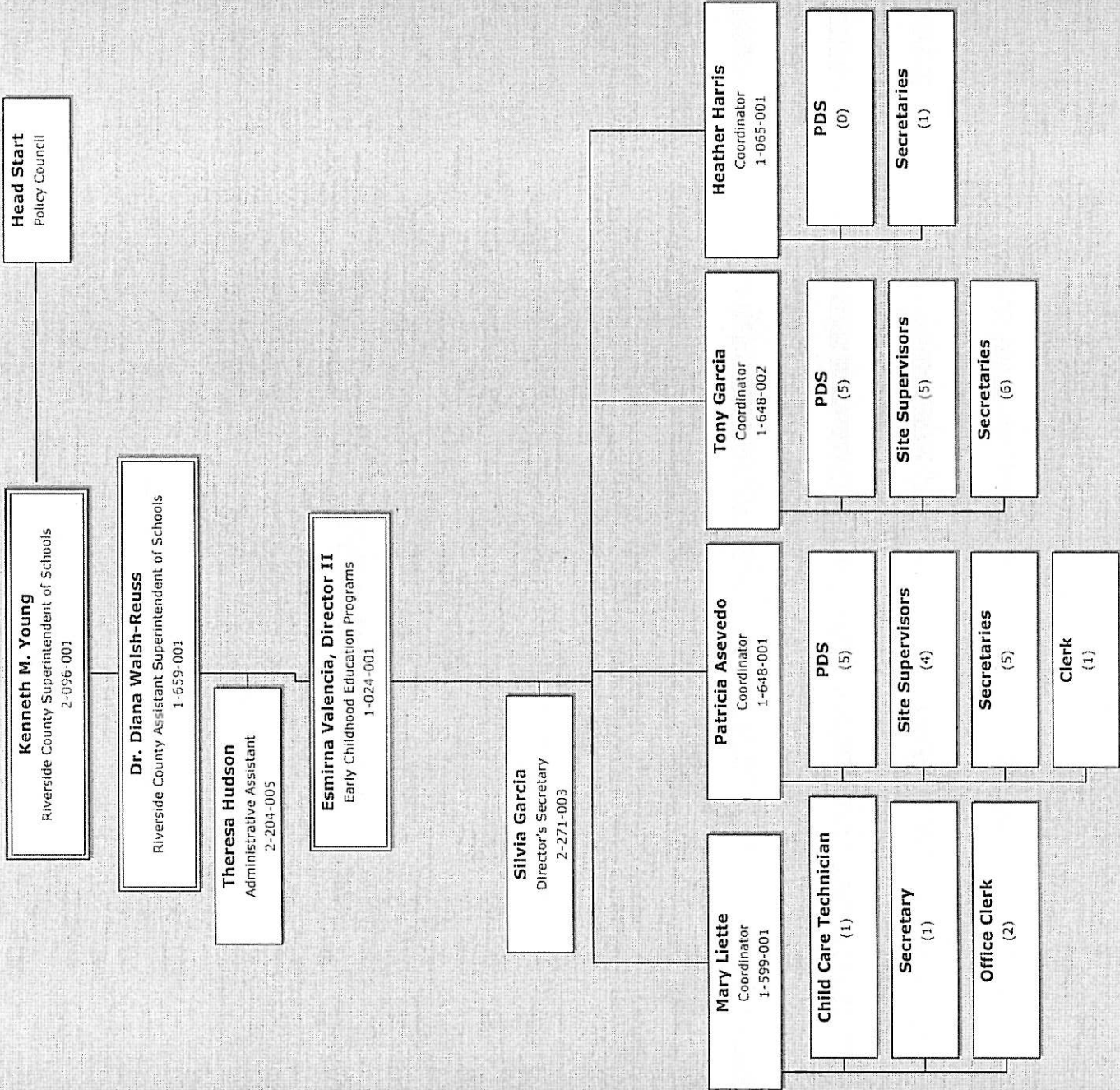
Division of Children & Family Services
Migrant Education



Division of Children & Family Services
Children Services Unit



Division of Children & Family Services
Head Start/State Preschool



TITLE: **TEACHER, PRE-KINDERGARTEN**

QUALIFICATIONS:

1. California credential or permit authorizing service in area of assignment
2. Evidence showing definite potential for success
3. Demonstrated sensitivity to needs of individuals of diverse ethnic, cultural, educational and economic backgrounds

REPORTS TO: Principal

JOB GOAL: To create flexible pre-kindergarten program and class environment favorable to learning and personal growth of pupils from economically impoverished homes; to motivate pupils to develop speech abilities, attitudes, skills, and knowledge needed to provide good foundation for further participation in total school program, in accordance with each pupil's ability; to build strong ties between home and school; to establish good relationships with parents and with other staff members

PERFORMANCE RESPONSIBILITIES:

1. Provides learning experiences in language arts, physical education, art, music, health, and other subject matter suited to needs of pupils from economically impoverished homes, utilizing suggestions in state and District publications
2. Develops and uses instructional materials suitable for verbal and visual instructions of pupils with wide range of mental, physical and emotional maturities
3. Develops in each pupil awareness of his worth as individual and his role in his family and community; encourages pupils to express themselves creatively in art, music and dramatic play
4. Provides individual and small group instruction designed to meet individual needs of pupils in communication skills, health habits, physical skills and development of satisfactory self-concepts
5. Enriches educational program through study trips to community resources such as museums, parks, etc., and through classroom visits by resource persons from school and community; shares and interprets these experiences with pupils and parents
6. Plans and coordinates work of aides, assistants, parents, and volunteers in classroom and on field trips in order to obtain maximum benefit from their efforts
7. Develops, with aid of parents and other community groups, activities and services for parents which promote parent participation and involvement in education activities being provided for their children
8. Communicates regularly with parents by means of parent meetings, home visits and individual parent conferences; interprets school programs to parents in order to strengthen parental understanding of individual pupil's needs and school's role in individual pupil's life
9. Provides appropriate climate to establish and reinforce acceptable pupil behavior, attitudes and social skills
10. Cooperates with other professional staff members in assessing and helping pupils solve health, attitude and learning problems
11. Creates effective environment for learning through functional and attractive displays, interest centers and exhibits of pupils' work

12. Maintains professional competence through inservice educational activities provided by District and/or self-selected professional growth activities
13. Participates cooperatively with appropriate administrator to develop method by which he will be evaluated in conformance with District guidelines
14. Selects and requisitions books, instructional aids, instructional supplies and food
15. Participates in curriculum and other developmental programs as required
16. Participates in faculty committees and sponsorship of pupil activities
17. Maintains state required documentation and records

TERMS OF EMPLOYMENT: Salary and work year to be according to current schedule; pre-kindergarten teacher salary schedule

EVALUATION: Performance of this job will be evaluated in accordance with the District's "Improvement of Professional Services" handbook, Board Policies and Procedures and consistent with collective bargaining agreements when applicable

TITLE: **COORDINATOR, PRE- KINDERGARTEN PROGRAM**

QUALIFICATIONS:

1. Current California credential or permit authorizing service as child development program director
2. Master's degree in related area desirable
3. Experience in planning and organization of pre-kindergarten program
4. Knowledge of Desired Results Developmental Profile
5. Knowledge of curriculum and practices for early childhood education
6. Knowledge of principles of child development and practices of supervision
7. Skill and accuracy in oral and written communication
8. Ability to work effectively with staff, students and community

REPORTS TO: Administrator as assigned

JOB GOAL: To provide leadership and assistance in developing and implementing District's pre-kindergarten program

SUPERVISES: Staff as assigned

PERFORMANCE RESPONSIBILITIES:

1. Provides leadership and expertise in implementing State regulations to maintain and enhance State Pre-Kindergarten (Pre-K) Program.
2. Plans, organizes and assists teachers with implementation of curriculum materials and education technology techniques
3. Develops and monitors procedures to comply with regulations related to safe, healthy and comfortable educational environment
4. Trains and supervises staff as assigned
5. Assists in preparation and monitoring of State Pre-K and Title I Pre-K budgets
6. Provides staff training and resource assistance regarding early childhood practices and procedures in accordance with State requirements
7. Coordinates evaluation and selection of appropriate Pre-K materials
8. Maintains records and prepare reports as required by California Department of Education
9. Perform other related duties as assigned

TERMS OF EMPLOYMENT: Salary and work year according to current schedule; management salary schedule, code 29

EVALUATION: Performance of this job will be evaluated in accordance with the District's "Improvement of Professional Services" handbook, Board Policies and Procedures and consistent with collective bargaining agreements when applicable.

Bakersfield City School District
Education Center - 1300 Baker Street
Bakersfield, California 93305
Personnel Services

TITLE: AIDE I

QUALIFICATIONS:

1. High school diploma and passage of Kern High School District proficiency test; audio-visual and teacher aide courses desirable
2. Demonstrated knowledge of, and the ability to assist in instructing, reading, writing and mathematics or reading readiness, writing readiness, and mathematics readiness, as appropriate.
3. Ability to follow oral and written directions
4. Knowledge of basic clerical procedures
5. Ability to learn library and/or computer skills
6. Ability to work effectively and harmoniously in multiethnic environment
7. Bilingual ability may be required, depending on assignment

REPORTS TO: Principal

JOB GOAL: To assist in providing well-organized, smoothly functioning school environment in which students benefit from instructional program

PERFORMANCE RESPONSIBILITIES:

1. Assists teachers, specialists, counselors and other staff in reinforcing instructional program and guiding students in development of desirable academic and social skills and habits
2. Works with small groups of children under direction of member of certificated staff
3. Assists with checking, care, preparation and arrangement of instructional materials and equipment
4. Assists with yard duty, first aid and home contacts
5. Assists with recordkeeping, filing and other clerical duties as appropriate to program funding
6. May be assigned to assist in classroom, library, computer instruction, in-school suspension, and/or community contact activities
7. Performs other related duties as assigned

TERMS OF EMPLOYMENT: Salary and work year to be according to current schedule; classified salary schedule, class 8

EVALUATION: Performance of this job will be evaluated in accordance with the District's "Improvement of Professional Services" handbook, Board Policies and Procedures and consistent with collective bargaining agreements when applicable

**OFFICE OF CHRISTINE LIZARDI FRAZIER
KERN COUNTY SUPERINTENDENT OF SCHOOLS**

CHILD DEVELOPMENT PROGRAM DIRECTOR

Certificated Job Description

IMMEDIATE SUPERVISOR:

Coordinator: with supervision and evaluation by Director.

ESSENTIAL FUNCTIONS:

1. Shall be responsible for the supervision and operation of multiple child development centers, compliance with regulations, and for communications with the licensing agency.
2. Shall have the authority to acknowledge receipt of deficiency notices and to correct deficiencies that constitute immediate threats to children's health and safety.
3. Shall be aware of the Center's total enrollment.
4. Understand philosophy of program and can articulate its goals and objectives to others.
5. Knows objectives of program, coordinates planning of age appropriate activities in component areas of educational development; cognitive, physical, social, creative, health and nutrition education as well as parent involvement.
6. Maintains a stable emotional climate and sufficient control to ensure the well-being of children and staff members.
7. Uses respect and sensitivity at all times when communicating with children, both verbally and nonverbally.
8. Develops and implements conflict management and problem solving strategies with children.
9. Accepts the child's current method and level of communication while supporting growth and development of language.
10. Listens to children, and responds to their language/communication.
11. Participates in evaluation and supervision activities.
12. Facilitates parent conferences concerning progress of children.
13. Understands and implements all regulations related to maintaining a safe, healthy and comfortable environment.
14. Ensures accepted standards of cleanliness and sanitation of program facilities.
15. Develops and ensures appropriate food handling procedures.
16. Carries out authorized emergency and safety procedures, and understands and uses universal health procedures.
17. Coordinates articulation with school districts and other child development agencies.

18. Follows procedures for Child Abuse reporting, and understands the responsibility for action, as mandated by law.
19. Develops a plan for professional development that reflects regulatory, personal and professional needs and interests.
20. Plans and participates in on-site and off-site learning opportunities in accordance with a professional developmental plan.
21. Plans, attends and participates in scheduled center, committee, inservice, and parent education meetings.
22. Projects a positive attitude about the agency to the community.
23. Communicates positively and actively develops reciprocal relationships with parents, staff, and community.
24. Oversees planning of inservice and provides program orientation to parents, volunteers, substitutes and/or student teachers.
25. Assists staff with parent education, techniques to use for reinforcing school activities at home, and provide information about community resources to parents and staff.
26. Articulates referral policies and procedures to staff.
27. Maintains confidentiality regarding all personal information regarding the children, and families.
28. Ensures accurate eligibility and attendance recording of children and/or families.
29. Orders supplies and instructional materials.
30. Maintains inventory of equipment and supplies, and ensures that they are available and in good repair.
31. Cooperates with community agencies in providing needed services for children and their families.
32. Ensures that all fire and other emergency drills occur on a regular basis.
33. Organizes tasks, meets deadlines, accurately prepares and submits required records and reports, manages time to effectively meet the goals of the program.
34. Supervises aide, assistant, associate, Teacher, Master Teacher, Site Supervisor I & II.
35. May also serve as coordinator of curriculum and staff development.
36. Maintains confidential supervisory relationship with staff including evaluations.
37. Participates in student and volunteer evaluation in a constructive way, including as a liaison with the agency and teaching staff.
38. Serves as an advisor to staff members in designing and implementing their career/professional development plan.

39. Performs other related duties, as assigned.

MINIMUM QUALIFICATIONS:

A. Personal Qualifications:

1. Demonstrates an appreciation of young children.
2. Exhibits a cheerful personality, self-confidence and patience.
3. Possesses imagination and creativity.
4. Adapts to change, is open, flexible and willing to learn.
5. Able to work constructively with people of all cultures.
6. Able to lift 50 pounds, move quickly, bend, squat, kneel, and sit on floor; communicate clearly; hear clearly; see clearly; reach overhead.
7. Must possess a private vehicle, valid California driver's license and carry current automobile insurance with at least minimum coverage for public liability and property damage.
8. Fingerprint clearance by both the Federal Bureau of Investigation and the California Department of Justice is a condition of appointment after all other required job conditions have been met.

B. Professional Qualifications:

1. Obtains, reads and understands the program philosophy, the personnel handbook, job descriptions and other related materials covering all positions at the center including his/her own.
2. Promotes advocacy for children and families.
3. Accepts and values cultural, ethnic and linguistic diversity of participating families and staff.
4. Exhibits pride and enthusiasm in their profession and is committed to continuing professional growth.
5. Has completed pediatric CPR and first aid training through an accredited or approved program and holds a current pediatric CPR and first aid certificate.
6. Must demonstrate leadership and supervisory skills.

TRAINING AND/OR CREDENTIALS

A. Education:

1. Must hold an appropriate California Child Development Permit.
2. BA with 24 Early Childhood Education (ECE)/Child Development (CD) units including core courses, plus 6 units administration and 2 units adult supervision.

3. Teaching or Administrative credential with 12 units of Early Childhood Education (ECE) (Core courses), plus 3 units supervised field experience in Early Childhood Education (ECE) setting.

B. Experience:

1. 350 days of 3 plus hours per day within 4 years, including at least 100 days of supervising adults and one program year of site supervisor experience.

C. Five Year Renewal Requirement:

1. 105 hours of professional growth.

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**OFFICE OF LARRY E. REIDER
KERN COUNTY SUPERINTENDENT OF SCHOOLS
*Advocate for Children***

**CHILD DEVELOPMENT SERVICES
Director of Child Development Services**

IMMEDIATE SUPERVISOR:

Administrator of Child Development and Family Services

ESSENTIAL FUNCTIONS:

Coordinates certificated and classified personnel services for child development programs, to include recruitment, selection, and assignment of personnel.

Supervises and evaluates the Coordinator, Program Director, Site Supervisor II's, Health Team, Secretary II and Account Clerk III.

Supervises operational programs of Child Development Service, including budget preparation and budget control, administration and control of purchasing, inventory, and distribution.

Provides management support to Child Development Service.

Writes grants. Obtains program funding, as available.

Shall be responsible for submitting licensing applications to Community Care Licensing for new centers. Shall be responsible for management supervision, and operation of multiple centers. Shall be responsible for compliance with regulations, and communications with the licensing agency.

Coordinates and monitors work completed by maintenance and operation.

Provides instructional and curricular services for the child development programs.

Provides consultant services to districts administering child development or early education childhood programs.

Provides community outreach for the child development programs.

Uses respect and sensitivity at all times when communicating with children, parents, staff and community.

Implements conflict management and problem solving strategies with staff.

Understands philosophy of the program and can articulate its goals and objectives to others.

Follows procedures for Child Abuse reporting and understands the responsibility for action, as mandated by law.

Attends scheduled center, committee, in-service and parent meetings.
Communicates positively and actively develops reciprocal relationships with parents, staff and community.

Oversees planning of in-service and provides program orientation to parents, volunteers, substitutes and staff.

Maintains confidentiality regarding all personal information regarding the children and families.

Organizes tasks, meets deadlines, accurately prepares and submits required records and reports, manages time to effectively meet the goals of the program.

Serves as an advisor to staff members in designing and implementing their career/professional development plan.

Performs other related duties, as assigned.

MINIMUM QUALIFICATIONS:

Personal Qualifications:

Possess sincere interest in curriculum in early childhood education, in children, and staff development.

Able to work constructively with people of all cultures.

Possess adequate physical health and a pleasant speaking voice, appropriate to the job responsibilities.

Presents himself or herself favorably, both in personality and physical appearance.

Professional Qualifications:

Obtain, read and understand the program philosophy, the personnel handbooks, job descriptions and other related materials covering all positions of the Child Development Services including his/her own.

Demonstrate knowledge of and willingness to stay abreast of current trends, innovations, and practices in education and management.

Promotes advocacy for the children and families.

Accepts and values cultural, ethnic and linguistic diversity of participating families and staff.

Is involved in activities of a professional organization.

Has completed pediatric CPR and First Aid training through an accredited or approved program and holds a current pediatric CPR and first aid certificate.

Is able to provide leadership to committee, workshops, and various types of group meetings, and in representing the Kern County Superintendent of Schools at statewide level.

A Criminal Record Clearance is a condition of employment.

TRAINING AND/OR CREDENTIALS:

A. Education:

Must hold an appropriate California Child Development Permit.

BA/MA with 24 Early Childhood Education (ECE)/Child Development (CD) units including core courses, plus 6 units administration and 2 units adult supervision.

Alternative Qualifications: Teaching or Administrative credential with 12 units of ECE (Core courses), +3 units supervised field experience in ECE setting.

Alternative Qualifications: Children's Center Supervision Permit or Administrative credential.

B. Experience:

Successful experience in classroom teaching of young children.

Successful experience in supervising personnel, including aides, teachers, and support staff.

Successful experience in coordinating and working directly with parent groups and community agencies.

Experience in project and budget planning and managing for child development programs, including state preschool, general child development, federal center child development, and employer sponsored programs.

**OFFICE OF CHRISTINE LIZARDI FRAZIER
KERN COUNTY SUPERINTENDENT OF SCHOOLS**

CHILD DEVELOPMENT TEACHER

Certificated Job Description

IMMEDIATE SUPERVISOR:

Site Supervisor/Program Director with supervision and evaluation by Master Teacher, Coordinator, and/or Director.

ESSENTIAL FUNCTIONS:

1. Understands the philosophy of the program and can articulate its goals and objectives to others.
2. Knows objectives of program, plans and provides age appropriate activities in component areas of educational development, cognitive, physical, social, creative, health and nutrition education as well as parent involvement.
3. Becomes involved in the children's work and play throughout the day by talking, interacting, and working with the children.
4. Maintains a stable emotional climate and sufficient control to ensure the well-being of children and staff members.
5. Uses respect and sensitivity at all times when communicating with children, both verbally and nonverbally.
6. Develops and implements conflict management and problem solving strategies with children.
7. Accepts the child's current method and level of communication while supporting growth and development of language.
8. Listens to children, and responds to their language/communication.
9. Provides a continuous evaluation of children's needs and spends time daily planning activities to meet these needs and regularly meets with appropriate staff to discuss the children and the program.
10. Conducts parent conferences concerning progress of children.
11. Assists with parent education techniques to use for reinforcing school activities at home, and information regarding community resources for parents.
12. Understands and implements all regulations related to maintaining a safe, healthy and comfortable environment.
13. Maintains accepted standards of cleanliness and sanitation of program facilities.
14. Utilizes appropriate food handling procedures.
15. Carries out authorized emergency and safety procedures, and understands and uses universal health procedures.
16. Follows procedures for Child Abuse reporting, and understands the responsibility for action, as mandated by law.
17. Develops a plan for professional development that reflects regulatory, personal and professional needs and interests.

18. Participates in on-site and off-site learning opportunities in accordance with a professional development plan.
19. Attends and participates in scheduled center, committee, inservice, and parent education meetings.
20. Projects a positive attitude about the agency to the community.
21. Communicates positively and actively develops reciprocal relationships with parents and staff.
22. Provides information about community resources to parents and staff.
23. Understands referral policies and procedures and makes referrals when necessary.
24. Maintains confidentiality regarding all personal information regarding the children, and families.
25. Maintains up to date attendance records on children and/or families.
26. Orders supplies and instructional materials.
27. Maintains inventory of equipment and supplies, and ensures that they are available and in good repair.
28. Cooperates with community agencies in providing needed services for children and their families.
29. Ensures and documents that all fire and other emergency drills occur on a regular basis.
30. Organizes tasks, meets deadlines, accurately prepares and submits required records and reports, manages time to effectively meet the goals of the program.
31. Supervises aide assistants, associate; understands job descriptions of those positions and maintains confidential supervisory relationship with staff including evaluations.
32. Performs other related duties, as assigned.

MINIMUM QUALIFICATIONS:

A. Personal Qualifications:

1. Demonstrates an appreciation of young children.
2. Exhibits a cheerful personality, self-confidence and patience.
3. Possesses imagination and creativity.
4. Adapts to change, is open, flexible and willing to learn.
5. Able to work constructively with people of all cultures.
6. Able to lift 50 pounds, move quickly, bend, squat, kneel, and sit on floor; communicate clearly; hear clearly; see clearly; reach overhead.
7. Must possess a private vehicle, valid California driver's license and carry current automobile insurance with at least minimum coverage for public liability and property damage.
8. Fingerprint clearance by both the Federal Bureau of Investigation and the California Department of Justice is a condition of appointment after all other required job conditions have been met.

B. Professional Qualifications:

1. Obtains, reads and understands the personnel handbook, job description and other related materials covering the Teacher position.
2. Demonstrates advocacy in the community for the children and their program.
3. Accepts and values cultural, ethnic and linguistic diversity of participating families.
4. Able to work cooperatively with other staff members, accepts supervision and helps promote a positive atmosphere in the center.
5. Exhibits pride and enthusiasm in the profession and is committed to continuing professional growth.
6. Has completed pediatric CPR and First aid training through and accredited or approved program and holds a current pediatric CPR and first aid certificate.

TRAINING AND/OR CREDENTIALS

A. Education:

1. Must hold a valid California Child Development Permit.
2. 24 units in early childhood education (ECE) or child development completed at an accredited or approved college or university, including core courses and 16 general education (GE) units.
3. Alternative Qualifications: AA or higher in ECE/CD or related field with 3 semester units, supervised field experience in ECE setting.

B. Experience:

1. 175 days of 3+ hours per day within 4 years.

C. Five Year Renewal Requirement:

1. 105 hours of professional growth.

**OFFICE OF CHRISTINE LIZARDI FRAZIER
KERN COUNTY SUPERINTENDENT OF SCHOOLS**

CHILD DEVELOPMENT ASSOCIATE TEACHER

Certificated Job Description

IMMEDIATE SUPERVISOR:

Site Supervisor/Program Director Child Development Services

ESSENTIAL FUNCTIONS:

1. Understands the philosophy of the program and articulates its goals and objectives to others.
2. Knows objectives of program, plans and provides age appropriate activities in component areas of educational development; cognitive, physical, social, creative, health and nutrition education as well as parent involvement.
3. Becomes involved in the children's work and play throughout the day by talking, interacting, and working with the children.
4. Maintains a stable emotional climate and sufficient control to ensure the well being of children and staff members.
5. Uses respect and sensitivity at all times when communicating with children, both verbally and nonverbally.
6. Develops and implements conflict management and problem solving strategies with children.
7. Accepts the child's current method and level of communication while supporting growth and development of language.
8. Listens to children, and responds to their language/communication.
9. Provides a continuous evaluation of children's needs and spends time daily planning activities to meet these needs.
10. Conducts parent conferences concerning progress of children.
11. Assists parents with educational meetings, techniques to use for reinforcing school activities at home, and information regarding community resources.
12. Understands and implements all regulations related to maintaining a safe, healthy and comfortable environment.
13. Maintains accepted standards of cleanliness and sanitation of program facilities.
14. Utilizes appropriate food handling procedures.
15. Carries out authorized emergency and safety procedures, and understands and uses universal health procedures.
16. Follows procedures for Child Abuse reporting, and understands the responsibility for action, as mandated by law.

17. Develops a plan for professional development that reflects regulatory, personal and professional needs and interests.
18. Participates in on-site and off-site learning opportunities in accordance with a professional development plan.
19. Attends and participates in scheduled center, committee, inservice, and parent education meetings.
20. Projects a positive attitude about the agency to the community.
21. Demonstrates advocacy in the community for the children and their program.
22. Communicates positively and actively develops reciprocal relationships with parents and staff.
23. Provides information about community resources to parents and staff.
24. Understands referral policies and procedures and makes referrals when necessary.
25. Maintains confidentiality regarding all personal information regarding the children, and families.
26. Maintains up to date eligibility and attendance records on children and/or families.
27. Orders supplies and instructional materials.
28. Maintains inventory of equipment and supplies, and ensures that they are available and in good repair.
29. Cooperates with community agencies in providing needed services for children and their families.
30. Ensures and documents that all fire and other emergency drills occur on a regular basis.
31. Organizes tasks, meets deadlines, accurately prepares and submits required records and reports, manages time to effectively meet the goals of the program.
32. Supervises assistants, and maintains confidential supervisory relationship with staff including evaluations.
33. Performs other related duties, as assigned.

MINIMUM QUALIFICATIONS:

A. Personal Qualifications:

1. Demonstrates an appreciation of young children.
2. Exhibits a cheerful personality, self-confidence and patience.
3. Possesses imagination and creativity.
4. Adapts to change, is open, flexible and willing to learn.
5. Able to work constructively with people of all cultures.
6. Able to lift 50 pounds, move quickly, bend, squat, kneel, and sit on floor; communicate clearly; hear clearly; see clearly; reach overhead.

7. Must possess a private vehicle, valid California driver's license and carry current automobile insurance with at least minimum coverage for public liability and property damage.
8. Fingerprint clearance by both the Federal Bureau of Investigation and the California Department of Justice is a condition of appointment after all other required job conditions have been met.

B. Professional Qualifications:

1. Obtain, read and understand the personnel handbook, job description and other related materials covering the associate teacher position.
2. Accepts and values cultural, ethnic and linguistic diversity of participating families and staff.
3. Able to work cooperatively with other staff members, accept supervision and help promote a positive atmosphere in the center.
4. Exhibits pride and enthusiasm in the profession.
5. Has completed pediatric CPR and First Aid training through an accredited or approved program and holds a current pediatric CPR and First Aid certificate.

TRAINING AND/OR CREDENTIALS

A. Education:

1. Must hold a valid California Child Development Permit.
2. 12 units Early Childhood Education (ECE) Child Development/(CD) including core courses or Child Development Associate (CDA) Credential.

B. Experience:

1. 50 days of 3+hours per day within 2 years.

C. Renewal Requirement:

1. Must meet teacher requirements within 10 years.

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SAN LUIS OBISPO COUNTY OFFICE OF EDUCATION

CLASS TITLE: CHILD DEVELOPMENT PROGRAM DIRECTOR

BASIC FUNCTION:

Under the direction of the Assistant Superintendent-Educational Services, plan, organize and direct County Office child development program and State preschool operations and activities; coordinate, direct and monitor instructional activities, curriculum standards, early childhood education services, personnel and communications to meet County Office needs and enhance educational effectiveness of child development programs; supervise and evaluate the performance of assigned personnel.

REPRESENTATIVE DUTIES:

ESSENTIAL DUTIES:

Plan, organize and direct child development program and State preschool operations and activities; establish and maintain related time lines and priorities; manage programs and activities to meet the early childhood education goals and objectives of Educational Services; assure related activities comply with established standards, requirements, laws, codes, regulations, policies and procedures.

Coordinate and direct instructional activities, curriculum standards, early childhood education services, personnel and communications to meet County Office needs and enhance educational effectiveness of child development programs; visit preschool sites and classrooms to observe activities, provide technical support and assure early childhood education needs are being met.

Supervise and evaluate the performance of assigned personnel; interview and select employees and recommend transfers, reassignment, termination and disciplinary actions; coordinate subordinate work assignments and review work to assure compliance with established standards, requirements and procedures; assure employee understanding of established requirements.

Coordinate child development and State preschool activities, communications and information between administrators, departments, staff, faculty, families, school districts, outside organizations, the community and various local, State and federal agencies; assure proper and timely resolution of staff, child and parent issues, concerns and conflicts related to early childhood education.

Provide consultation and technical expertise to administrators, staff, faculty, outside agencies, families and the public regarding preschools and child development programs; respond to inquiries and provide detailed and technical information concerning preschool and program operations, activities, services and related standards, requirements, laws, regulations, policies and procedures; advise preschool staff concerning professional growth.

Manage the development of curriculum standards to meet child needs and established requirements; coordinate activities to enhance faculty and staff understanding of educational practices, curriculum standards and instructional strategies; develop, implement and conduct staff and parent training sessions to enhance understanding of early childhood education standards, practices and procedures.

Plan, organize and direct registration services to facilitate child enrollment in child development programs and State preschools; review, verify and evaluate program applications; approve child

enrollment as appropriate; develop and prepare press releases to advertise assigned programs and preschools and enhance child enrollment.

Assure adequate resources and personnel to meet child development program and State preschool needs; initiate staff recruitment activities as appropriate; arrange for facility maintenance and repairs as needed; assist with the development and implementation of renovation, technology, playground installation and major repair projects; monitor and assure adequate levels of supplies and equipment.

Participate in the preparation and development of the annual preliminary budget for child development programs and State preschools; review and evaluate budgetary and financial data; control expenditures and assure compliance with established limitations; research and obtain grant funding as directed; prepare related documents and correspondence.

Monitor and evaluate program and preschool services and activities for educational effectiveness and operational efficiency; develop and implement policies and procedures to enhance the educational effectiveness and operational efficiency of child development programs and State preschools.

Oversee and participate in the preparation and maintenance of various records, reports and files related to children, enrollment, reimbursements, attendance, food programs, funding, compliance, action plans, parents and assigned activities.

Direct and participate in the compilation and evaluation of enrollment and attendance data for assigned programs and preschools; monitor area demographics and adjust programs to meet community needs as appropriate.

Provide technical information and assistance to the Assistant Superintendent-Educational Services regarding child development program and State preschool activities, needs and issues; assist in the formulation and development of policies, procedures and programs.

Communicate with administrators, personnel and outside organizations to exchange information, coordinate activities and programs and resolve issues or concerns.

Operate a variety of office equipment including a copier, fax machine, computer and assigned software; drive a vehicle to conduct work.

Attend and conduct various meetings as assigned; prepare agendas; attend and participate in various community and State meetings and events, councils and boards as directed; prepare and deliver oral presentations concerning child development programs and State preschools.

OTHER DUTIES:

Perform related duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Management of child development program and State preschool operations and activities.
Principles, practices and procedures involved in providing care and learning activities to preschool-age children.
Principles of child development and early childhood education.
Educational programs, services, standards, requirements and procedures related to early childhood education.
Curriculum standards, interpretation and application in early childhood education programs.
Instructional techniques and strategies related to assigned programs.
Local, State and federal standards and requirements governing early childhood education programs.
Policies and objectives of assigned programs and activities.
Applicable laws, codes, regulations, policies and procedures.
Budget preparation and control.
Oral and written communication skills.
Principles and practices of administration, supervision and training.
Interpersonal skills using tact, patience and courtesy.
Operation of a computer and assigned software.
Basic public relations techniques.

ABILITY TO:

Plan, organize and direct child development program and State preschool operations and activities.
Coordinate, direct and monitor instructional activities, curriculum standards, early childhood education services, personnel and communications to meet County Office needs and enhance educational effectiveness of child development programs.
Supervise and evaluate the performance of assigned personnel.
Visit preschool sites and classrooms to observe activities, provide technical support and assure early childhood education needs are being met.
Provide consultation and technical expertise to administrators, staff, faculty, outside agencies, families and the public regarding preschools and child development programs.
Assure proper and timely resolution of early childhood education issues, concerns and conflicts.
Coordinate activities to enhance faculty and staff understanding of educational practices, curriculum standards and instructional strategies.
Communicate effectively both orally and in writing.
Interpret, apply and explain rules, regulations, policies and procedures.
Establish and maintain cooperative and effective working relationships with others.
Operate a computer and assigned office equipment.
Analyze situations accurately and adopt an effective course of action.
Meet schedules and time lines.
Work independently with little direction.
Plan and organize work.
Oversee and participate in the preparation and maintenance of various records, reports and files related to assigned activities.

EDUCATION AND EXPERIENCE:

Any combination equivalent to: bachelor's degree in early childhood education or related field and five years increasingly responsible experience working with early childhood education programs including three years of teaching experience and two years in an administrative capacity.

LICENSES AND OTHER REQUIREMENTS:

Child Development Program Director Permit issued by the State.
Valid California driver's license.

WORKING CONDITIONS:**ENVIRONMENT:**

Indoor work environment.
Driving a vehicle to conduct work.

PHYSICAL DEMANDS:

Dexterity of hands and fingers to operate a computer keyboard.
Seeing to read a variety of materials.
Sitting or standing for extended periods of time.
Hearing and speaking to exchange information and make presentations.
Bending at the waist, kneeling or crouching to assist students.

Grade Allocation: 42	Accountability of time: Director of Dept/Division
Adopted: 7/1/04	Tasks assigned by: Director of Dept/Division
Revised:	Evaluated by: Director of Dept.Division
	Hiring authority: Director of Dept/Division

SAN LUIS OBISPO COUNTY OFFICE OF EDUCATION

CLASS TITLE: CHILD DEVELOPMENT PROGRAM COORDINATOR

BASIC FUNCTION:

Under the direction of the Child Development Program Director, plan, organize, coordinate and implement the operations and activities of assigned child development programs and State preschool classes; provide classroom support, training activities and technical assistance to meet program needs and enhance early childhood education services; train and evaluate the performance of assigned staff.

REPRESENTATIVE DUTIES:

ESSENTIAL DUTIES:

Plan, organize, coordinate and implement the operations and activities of assigned child development programs and State preschool classes; assure classroom activities comply with established guidelines, standards, requirements, policies and procedures.

Provide technical support and classroom assistance to enhance faculty and staff understanding of educational practices, instructional material guidelines and requirements, curriculum standards and instructional strategies related to early childhood education.

Train and evaluate the performance of assigned personnel; interview, recommend transfers, reassignment, termination and disciplinary action and review work to assure compliance with established standards, r

also
Santa Barbara

Assist in the administration of County Office-wide child development resources, personnel and communications to assure smooth and efficient resolve program and classroom issues and conflicts in a proper and

Coordinate and conduct staff training and staff development activities for program and State preschool personnel; prepare and deliver oral presentations; conduct orientations for new staff; disseminate related learning and informational materials to staff.

Serve as a technical resource to personnel, families and others concerning child development programs and State preschools; respond to inquiries and provide detailed and technical information concerning related standards, guidelines, requirements, practices, procedures and techniques.

Compile and evaluate enrollment and attendance data for assigned programs and classes; monitor and calculate Average Daily Attendance and prepare related reports and statistics including monthly individual child expenditures.

Confer with personnel, parents, outside agencies and the public to exchange information, coordinate activities and resolve issues or concerns related to child development programs and State preschool and classroom functions.

Provide registration services to facilitate child enrollment in assigned programs and classes; review, verify and evaluate program applications; approve child enrollment as appropriate.

Monitor and assess program and classroom services and activities for educational effectiveness and operational efficiency; assist in the development and implementation of policies and procedures to enhance the educational effectiveness and operational efficiency of programs and services.

Prepare and maintain various records, reports and files related to child development programs, families, enrollment, attendance, personnel and assigned activities.

Operate a variety of office equipment including a copier, fax machine, computer and assigned software; drive a vehicle to conduct work.

Attend and conduct various meetings as assigned; represent child development programs at community meetings and events as directed.

OTHER DUTIES:

Perform related duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Planning, organization, coordination and implementation of the operations and activities of assigned child development programs and State preschool classes.

Principles, practices and procedures involved in providing care and learning activities to preschool-age children.

Principles of child development and early childhood education.

Educational programs, services, standards, requirements and procedures related to early childhood education.

Curriculum standards, interpretation and application in early childhood education programs.

Instructional techniques and strategies related to assigned programs.

Local, State and federal standards and requirements governing early childhood education programs.

Policies and objectives of assigned programs and activities.

Record-keeping and report preparation techniques.

Oral and written communication skills.

Principles and practices of supervision and training.

Interpersonal skills using tact, patience and courtesy.

Operation of a computer and assigned software.

Public speaking techniques.

ABILITY TO:

Plan, organize, coordinate and implement the operations and activities of assigned child development programs and State preschool classes.

Provide technical support and classroom assistance to enhance faculty and staff understanding of educational practices, instructional material guidelines and requirements, curriculum standards and instructional strategies related to early childhood education.

Train and evaluate the performance of assigned personnel.

Coordinate and conduct staff training and staff development activities for program and State preschool personnel.

Serve as a technical resource concerning child development programs and State preschools and related standards, guidelines, requirements, practices, procedures and techniques.

Compile, evaluate and maintain enrollment and attendance data for assigned programs and classes.

Interpret, apply and explain applicable laws, codes, regulations, policies and procedures.

Analyze situations accurately and adopt an effective course of action.

Communicate effectively both orally and in writing.

Establish and maintain cooperative and effective working relationships with others.

Prepare and deliver oral presentations.

Meet schedules and time lines.

Plan and organize work.

Operate a computer and assigned software.

Prepare and maintain various records and reports related to assigned activities.

EDUCATION AND EXPERIENCE:

Any combination equivalent to: bachelor's degree in early childhood education or related field and three years increasingly responsible experience teaching in an early childhood education program.

LICENSES AND OTHER REQUIREMENTS:

Child Development Program Director or Site Supervisory Permit issued by the State.

Valid California driver's license.

WORKING CONDITIONS:**ENVIRONMENT:**

Indoor work environment.

Driving a vehicle to conduct work.

PHYSICAL DEMANDS:

Dexterity of hands and fingers to operate a computer keyboard.

Seeing to read a variety of materials.

Sitting or standing for extended periods of time.

Hearing and speaking to exchange information and make presentations.

Bending at the waist, kneeling or crouching to assist students.

Grade Allocation: 28	Accountability of time: Director of Dept/Division
Adopted: 7/1/04	Tasks assigned by: Director of Dept/Division
Revised:	Evaluated by: Director of Dept/Division
	Hiring authority: Director of Dept/Division

SAN LUIS OBISPO COUNTY OFFICE OF EDUCATION
HUMAN RESOURCES DEPARTMENT

**SITE SUPERVISOR: CALIFORNIA STATE PRESCHOOL AND
GENERAL CHILDCARE PROGRAM**

JOB SUMMARY

Under the direction of the Preschool Principal, carries primary responsibility at the site level for all California State Preschool or General Childcare Program components; plans and implements developmentally appropriate curriculum for each child; creates a room environment that invites children to explore, create, discuss and share; plans monthly parent education meetings based on family needs; responsible for maintenance of children's records; supervises staff, parents and other volunteers working in the classroom; performs other related duties as assigned.

QUALIFICATIONS

Required:

1. A valid Child Development Site Supervisor Permit.
2. A valid California driver's license.

Desirable:

1. Two years of experience as a preschool teacher.
2. Bilingual (Spanish/English) competency.

KNOWLEDGE AND ABILITY

1. Knowledge of and ability to comply with applicable laws and regulations.
2. Ability to work with a minimum of direct supervision.
3. Knowledge of modern principles of educational techniques and methods.
4. Ability to effectively communicate verbally and in writing sufficient to express ideas, thoughts and instructions clearly to parents, community and staff, regardless of ethnic, racial, religious background or socio-economic level.
5. Ability to collaborate effectively on inter- and intra-agency levels.
6. Ability to supervise staff and volunteers, coordinate and assign tasks, evaluate results and control assignments.
7. Ability to produce an effective educational program for students of preschool age.
8. Ability to schedule and manage time effectively.
9. Ability to read, understand and implement policies, procedures and state mandates.

ESSENTIAL FUNCTIONS of this position are, but not limited to, the following:

1. Plan and develop weekly lesson plans and activities to meet the needs of children in the program.
2. Attend monthly staff meetings.
3. Conduct home visits for each student once a year.
4. Maintain required records as determined by the State Department of Education Child Development Division.
5. Recommend purchases consistent with the center's budget.
6. Plan and provide nutritious expanded snacks daily.
7. Conduct two Preschool Assessments for each child during the school year.
8. Keep the Preschool Principal informed of problems or concerns.
9. Become familiar with resources available in the community to help families in the program.
10. Supervise aide and parents on site, including training, evaluation and direction as required for program effectiveness and development.
11. Continue professional development by attending classes, local workshops and conferences.
12. Demonstrate sound judgment, supervisory and administrative skills.
13. Participate in CPR/First Aid training.
14. Maintain a safe classroom/school environment.
15. Develop, maintain and monitor appropriate records for each student.

Teacher: California State Preschool
Teacher/Site Supervisor, General Childcare Program

16. Plan and supervise monthly parent education meetings.
17. Drive a car.

PHYSICAL REQUIREMENTS of this position are, but not limited to, the following:

1. Facility to sit at low tables, on small, low chairs, on the floor or on the ground, and in classrooms of various configurations for extended periods of time.
2. Facility to sit at a desk, conference table or in meeting rooms of various configurations for extended periods of time.
3. Facility to see and read with or without vision aids, laws and codes, rules and policies and other printed matter.
4. Facility to hear and understand speech at normal room levels and to hear and understand speech on the telephone.
5. Manual dexterity to operate a telephone and enter data into a computer using both hands.
6. Facility to speak in audible tones so that others may understand clearly in normal conversations, in classrooms, on the playground and other outdoor locations, and in meetings.
7. Physical agility to lift up to 25 pounds to shoulder height, and 50 pounds to waist height; and to bend; to stoop; to walk on uneven terrain, play yards and school grounds; and to reach overhead.
8. Facility to drive a car.

Salary Schedule:	Preschool Teachers
Revised	1/21/92, 8/13/93, 6/21/00, 11/20/02, 1/9/09
Accountability for time:	Principal, State Preschool
Tasks assigned by:	Principal, State Preschool
Evaluated by:	Principal, State Preschool
Hiring Authority:	Principal, State Preschool

SAN LUIS OBISPO COUNTY OFFICE OF EDUCATION
HUMAN RESOURCES DEPARTMENT

FIRST 5 PRESCHOOL TEACHER

JOB SUMMARY

Under the direction of the supervisor, this position will provide supervision, care, and learning activities to preschool-age children in a classroom environment; assist in the preparation of instructional materials and the development and implementation of lesson plans, and perform clerical duties in support of classroom functions. Essential duties will also include assisting the First 5 Program Supervisor with phone calls and home visits; collaborating with all First 5 partners and Oceano Elementary staff; referring children and families to other agencies as needed; arranging screenings by partner agencies; assisting with NAEYC accreditation; assisting in community and school outreach activities; attending required staff development trainings; assisting with the maintenance of children's records and compliance with designated First 5 evaluation plan activities, including assessment using the Desired Results Developmental Profile (DRDP); and assisting parents volunteering in the classroom.

QUALIFICATIONS

Required:

1. AA degree in Early Childhood Education (ECE) or Child Development.
2. Obtain a Child Development Teacher Permit based on an AA degree in ECE or Child Development and completion of a 3 semester units of supervised field experience in an ECE setting.
3. Valid First Aid and CPR certification.
4. Bilingual (Spanish/English) competency **is required in some specified positions.**

Desirable:

1. Two years of experience as preschool assistant.

KNOWLEDGE AND ABILITY

1. Knowledge of and ability to comply with applicable laws and regulations.
2. Ability to work with a minimum of direct supervision.
3. Knowledge of current principles of educational techniques and methods.
4. Ability to effectively communicate verbally and in writing sufficient to express ideas, thoughts and instructions clearly to students, parents, community and staff, regardless of ethnic, racial, religious background or socio-economic level.
5. Ability to collaborate effectively on inter- and intra-agency levels.
6. Ability to assist the Program Supervisor with supervision of volunteers, coordinate and assign tasks, evaluate results and control assignments.
7. Ability to plan an effective educational program for preschool students, under the direction of the Program Supervisor.
8. Ability to schedule and manage time effectively.
9. Ability to read, understand and implement policies, procedures and state mandates.
10. Knowledge of NAEYC Accreditation process.
11. Knowledge of and ability to assist with assessing students using the Desired Results Developmental Profile.
12. Assist Program Supervisor in utilizing the Early Childhood Environment Rating Scale (ECERS).
13. Ability to maintain records.

ESSENTIAL FUNCTIONS of this position are, but not limited to, the following:

1. Implement weekly lesson plans and activities to meet the needs of children in the program.

2. Attend monthly staff meetings.
3. Conduct home visits along with Program Supervisor.
4. Assist with maintaining required records as determined by the State of California Community Care Licensing Division (Title 22) and First 5 Commission of San Luis Obispo County.
5. Recommend purchases consistent with the center's budget.
6. Assist with planning, purchasing and preparing nutritious snacks daily.
7. Assist Program Supervisor with conducting two Preschool Assessments for each child during the school year.
8. Keep the Program Supervisor informed of problems or concerns.
9. Become familiar with resources available in the community to help families in the program.
10. Continue professional development by attending classes, local workshops and conferences.
11. Demonstrate sound judgment.
12. Maintain a safe classroom/school environment.
13. Assist with developing, maintaining and monitoring appropriate records for each student.
14. Attend and assist with monthly parent education meetings.
15. Drive a car.

PHYSICAL REQUIREMENTS of this position are, but not limited to, the following:

1. Facility to sit at low tables, on small, low chairs, on the floor or on the ground, and in classrooms of various configurations for extended periods of time.
2. Facility to sit at a desk, conference table or in meeting rooms of various configurations for extended periods of time.
3. Facility to see and read with or without vision aids, laws and codes, rules and policies and other printed matter.
4. Facility to hear and understand speech at normal room levels and to hear and understand speech on the telephone.
5. Manual dexterity to operate a telephone and enter data into a computer using both hands.
6. Facility to speak in audible tones so that others may understand clearly in normal conversations, in classrooms, on the playground and other outdoor locations, and in meetings.
7. Physical agility to lift up to 25 pounds to shoulder height, and 50 pounds to waist height; and to bend; to stoop; to walk on uneven terrain, play yards and school grounds; and to reach overhead.
8. Facility to drive a car.

Job Description Created:	10/25/04
Salary Schedule:	First Five Preschool Teacher Schedule
Accountability for time:	Principal, Preschool & General Childcare Programs
Tasks assigned by:	Principal, Preschool & General Childcare Programs
Evaluated by:	Principal, Preschool & General Childcare Programs
Hiring Authority:	Principal, Preschool & General Childcare Programs

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SAN LUIS OBISPO COUNTY OFFICE OF EDUCATION

CLASS TITLE: ASSOCIATE TEACHER, CHILD DEVELOPMENT PROGRAM

BASIC FUNCTION:

Under the direction of an assigned supervisor, provide supervision, care and learning activities to toddler and preschool-age children in a classroom environment; assist in the preparation of instructional materials and development and implementation of lesson plans; perform clerical duties in support of classroom functions.

REPRESENTATIVE DUTIES:

ESSENTIAL DUTIES:

Provide supervision, care and learning activities to toddler and preschool-age children in a classroom environment; monitor activities, practices and activities in various areas; provide children with appropriate examples, emotional support, friendly attitude and general guidance.

Assist a certificated teacher in the development and implementation of lesson plans, instructional materials and a variety of activities to meet the needs and interests of children; assist in assuring developmentally appropriate learning activities comply with established curriculum standards.

Oversee student activities in various subjects such as math, art and language arts; assist children with classroom projects and activities; monitor, assess and confer with assigned supervisor concerning progress of student skills, activities and behavior, discussing with parents as needed.

Perform a variety of clerical duties in support of classroom activities such as preparing, typing, duplicating and filing instructional materials; take and record child attendance as assigned.

Observe and monitor behavior of children in the classroom according to approved procedures; monitor children during outdoor activities as directed; resolve child discipline problems as directed.

Read books to students as assigned; assist children with letter and word pronunciation and recognition; oversee and assist with naptime functions.

Oversee and assist students and staff with snack, breakfast and lunchtime; assist with menu planning functions as required; participate in the preparation and serving of food items.

Assist children with washing hands and faces after play times and meals as needed; change diapers and assist children with toileting as required.

Provide classroom support to the teacher by setting up work areas and displays as assigned; distribute and collect instructional materials, paper and supplies.

Maintain various records and student files related to lesson plans, menus, enrollment, attendance, emergency information and assigned activities.

Assure the health and safety of children by following health and safety practices and procedures; maintain learning environment in a safe, orderly and clean manner; clean, set up, and set out toys and classroom equipment; set up before and clean up after serving of snacks and meals as required.

Oversee and interact with children during games, play and outings.

Communicate with staff, administrators, parents and others to exchange information, coordinate activities and resolve issues or concerns.

Operate a variety of standard classroom and office equipment including a copier and computer as assigned; utilize basic food preparation equipment such as a microwave.

Monitor inventory levels of classroom supplies; order, receive and maintain appropriate inventory levels of supplies as assigned.

Provide routine first aid to injured students according to established procedures as needed.

Attend and participate in various meetings as assigned.

OTHER DUTIES:

Perform related duties as assigned.

KNOWLEDGE AND ABILITIES:**KNOWLEDGE OF:**

Principles and practices of early childhood education.

Child guidance principles and practices.

Classroom procedures and appropriate child conduct.

Basic instructional methods and techniques.

Safe practices in classroom and playground activities.

Basic subjects taught in schools, including arithmetic, grammar, spelling, language and reading.

Correct English usage, grammar, spelling, punctuation and vocabulary.

Operation of standard office and classroom equipment including a computer.

Record-keeping and report preparation techniques.

First aid and CPR procedures.

ABILITY TO:

Provide supervision, care and learning activities to three to five year old children in a classroom environment.

Assist a certificated teacher in the development and implementation of lesson plans, instructional materials and a variety of academic and recreational activities to meet child needs and interests.

Monitor, assess and confer with faculty, parents and others concerning student progress.

Oversee student practices and assignments in various subjects.

Perform clerical duties in support of classroom functions such as preparing, typing, duplicating and filing instructional materials.

Assist in assuring learning activities comply with established curriculum standards.

Oversee and assist students and staff with snack, breakfast and lunch time.

Assist in monitoring, assessing and adjusting activities in response to children needs.

Establish and maintain cooperative and effective working relationships with others.

Communicate effectively both verbally and in writing.

Understand and follow oral and written instructions.

Observe health and safety regulations.

Maintain various records and files.

Administer first aid and CPR.

Operate standard office and classroom equipment including a computer.

Demonstrate interpersonal skills with tact, patience and courtesy.

Maintain regular and reliable attendance.

EDUCATION AND EXPERIENCE:

Any combination equivalent to: graduation from high school supplemented by 12 units in early childhood education and one year experience working with preschool-age children in an organized setting or equivalent early childhood education coursework.

LICENSES AND OTHER REQUIREMENTS:

Valid First Aid and CPR Certificate issued by an authorized agency.

Valid State of California Associate Preschool Teacher Certificate.

Current California Driver's License

WORKING CONDITIONS:**ENVIRONMENT:**

Classroom environment.

PHYSICAL DEMANDS:

Dexterity of hands and fingers to operate standard classroom equipment.

Sitting or standing for extended periods of time.

Bending at the waist, kneeling or crouching to assist students.

Seeing to read a variety of materials and monitor student activities.

Hearing and speaking to exchange information.

Lifting, carrying, pushing or pulling heavy objects.

Physical agility to lift 25 lbs. to shoulder height and 50 lbs to waist height.

Grade Allocation: 8	Accountability of time: Director of Dept/Division
Adopted: 7/1/04	Tasks assigned by: Director of Dept/Division
Revised: 11/17/04	Evaluated by: Director of Dept.Division
	Hiring authority: Director of Dept/Division

SAN LUIS OBISPO COUNTY OFFICE OF EDUCATION

CLASS TITLE: CLASSROOM ASSISTANT, CHILD DEVELOPMENT PROGRAM

BASIC FUNCTION:

Under the direction of an assigned supervisor, assist in providing care, supervision and learning activities to toddlers and preschool-age children in a classroom environment; assist with planning and implementing a variety of activities to meet the needs and interests of children; assist in the preparation of instructional materials and provide routine clerical support.

REPRESENTATIVE DUTIES:

ESSENTIAL DUTIES:

Assist in providing care, supervision and learning activities to toddlers and preschool-age children in a classroom environment; assist assigned teacher with the implementation of lesson plans; provide children with appropriate examples, emotional support, friendly attitude and general guidance.

Oversee student activities in various areas, such as art, music and language arts; assist children with projects and activities; read books to students as assigned; assist children with letter and word pronunciation and recognition; oversee and assist with naptime functions.

Perform a variety of clerical duties such as preparing, typing and duplicating instructional materials; take and record attendance as required; provide classroom support to the teacher by setting up work areas and displays as assigned; distribute and collect paper and supplies.

Observe and monitor behavior of children in the classroom according to approved procedures; monitor children during outdoor activities as directed; assist in the assessment of student skills and progress; report progress regarding student performance and behavior.

Assist with snack, breakfast and lunch time as assigned; participate in the preparation and serving of food items; assist children with eating activities; assist children with washing hands and faces after play times and meals as needed; change diapers and assist children with toileting as needed.

Assure the health and safety of children by following health and safety practices and procedures; maintain learning environment in a safe, orderly and clean manner; clean, set up, and set out toys; set up before and clean up after serving of snacks and meals.

Oversee and interact with children during games, play, outings and recreational activities.

Maintain routine records related to students, attendance, meals and assigned activities.

Monitor inventory levels of classroom supplies; assist in ordering, receiving and maintaining appropriate inventory levels of supplies as assigned.

Communicate with staff, administrators, parents and others to exchange information and resolve issues or concerns.

Operate a variety of standard classroom and office equipment including a copier and computer as assigned; utilize basic food preparation equipment such as a microwave.

Provide routine first aid to injured students according to established procedures as needed.

Attend and participate in various meetings as assigned.

OTHER DUTIES:

Perform related duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Basic principles and practices of early childhood development.

Child guidance principles and practices.
 Classroom procedures and appropriate child conduct.
 Basic instructional methods and techniques.
 Safe practices in classroom and playground activities.
 Basic subjects taught in schools, including arithmetic, grammar, spelling, language and reading.
 Correct English usage, grammar, spelling, punctuation and vocabulary.
 Operation of standard office and classroom equipment.
 Basic record-keeping techniques.
 First aid and CPR procedures.

ABILITY TO:

Assist in providing care, supervision and learning activities to preschool-age children in a classroom environment.
 Assist with planning and implementing a variety of activities to meet the needs and interests of children.
 Assist in the preparation of instructional materials and provide routine clerical support.
 Assist with eating and housekeeping activities as directed.
 Establish and maintain cooperative and effective working relationships with others.
 Communicate effectively both verbally and in writing.
 Assist with the development of lesson plans.
 Monitor, observe and report child behavior and progress according to approved policies and procedures.
 Understand and follow oral and written instructions.
 Observe health and safety regulations.
 Maintain student records and files.
 Operate standard office and classroom equipment.
 Administer first aid and CPR.
 Demonstrate interpersonal skills with tact, patience and courtesy.
 Maintain regular and reliable attendance.

EDUCATION AND EXPERIENCE:

Any combination equivalent to: graduation from high school and sufficient training and experience to demonstrate the knowledge and abilities listed above including some experience working with preschool-age children in an organized setting.

LICENSES AND OTHER REQUIREMENTS:

Valid First Aid and CPR Certificate issued by an authorized agency.
 Valid California Drivers License

WORKING CONDITIONS:

ENVIRONMENT:

Classroom environment.

PHYSICAL DEMANDS:

Dexterity of hands and fingers to operate standard classroom equipment.
 Sitting or standing for extended periods of time.
 Bending at the waist, kneeling or crouching to assist students.
 Seeing to read a variety of materials and monitor student activities.
 Hearing and speaking to exchange information.
 Physical agility to lift 25 lbs. to shoulder height and 50 lbs to waist height.
 Lifting, carrying, pushing or pulling heavy objects.

Grade Allocation: 5	Accountability of time: Director of Dept/Division
Adopted: 7/1/04	Tasks assigned by: Director of Dept/Division
Revised: 11/17/04	Evaluated by: Director of Dept.Division
	Hiring authority: Director of Dept/Division

Imperial County Office Of Education

ASSISTANT SUPERINTENDENT EDUCATIONAL SERVICES

BASIC FUNCTION:

Under the direction of the County Superintendent, plan, organize, evaluate, coordinate and direct a variety of programs and services in the areas of curriculum, instruction, assessment, school and district improvement, professional development and special projects to enhance student learning, achievement, and educational effectiveness for schools and districts in the County; coordinate and direct personnel, resources, communications, and information to meet school, district and County Office needs; hire, train, supervise and evaluate the performance of assigned professional, management, technical and clerical staff.

REPRESENTATIVE DUTIES:

ESSENTIAL DUTIES:

Plan, organize, evaluate, coordinate, and direct the programs, projects, activities, services, and operations of the Educational Services Department including Curriculum and Instruction Services and the Grants and Evaluation Office; assure proper staffing and allocate personnel and resources to optimize departmental efficiency and effectiveness. E

Oversee and direct the Curriculum and Instruction Services Department in the areas of curriculum development, implementation, assessment, alignment and evaluation; review and approve curriculum programs, and monitor effectiveness of programs provided; confer with staff on delivery of services, program planning, and other matters. E

Participate as a member of the Superintendent's Cabinet in the overall planning and direction of County Office functions and services; keep Cabinet informed about major initiatives within the Educational Service Department; advise the Superintendent regarding use of resources, priorities, program opportunities and methods to enhance the delivery of direct educational programs, support services, and professional development. E

Serve as an advocate for local school districts in the areas of curriculum, learning resources and school support; confer with school district representatives on curriculum, instruction, assessment matters and issues impacting California schools; assist districts in identifying strategies for professional development to increase student achievement across the County. E

Oversee and direct teacher and administration training programs and services to adequately prepare educators and administrators for local school districts; oversee and direct the objectives of the College Going Initiative program, Gear Up Program, Academic Events and other special programs as assigned. E

Provide leadership, direction, technical expertise, information, and assistance to County Office management, school districts, teachers and other clients regarding curriculum instruction, professional development, assessment, special projects and other matters; advise the Superintendent of unusual trends or issues and recommend appropriate corrective action. E

Represent the Educational Services Department at federal, state, and local level meetings, conferences, workshops and other activities; meet with state level curriculum groups (CISC) and appropriate CDE staff in order to affect policy important to the County Office; develop and deliver oral and written reports, recommendations and other presentations to committees, agencies, boards, and others; serve as liaison for the County Office and school districts with outside agencies and the State on a variety of issues. E

Communicate with administrators, school district personnel, State representatives and others to coordinate activities and programs, resolve issues and conflicts, and exchange information. E

Ensure quality program operations and service delivery of the Early Care and Education Program; develop a long-term plan of integrating and aligning Early Care and Education Program objectives to K-12 state content standards, curriculum, and instruction programs; attend meetings with the local P-16 Council representing preschool to post-secondary university level programs. E

Provide oversight to the Migrant Education Department and other County Office Departments as assigned by

the County Superintendent. E

Oversee and direct special projects; secure grant funding for special programs. E

Develop, monitor, and control the Educational Services Department's annual budget; analyze and review budgetary and financial data; control and authorize expenditures in accordance with established guidelines and limitations. E

Hire, train, prioritize and assign work, and supervise assigned professional, management, technical and clerical department staff; supervise and evaluate the performance of assigned staff; recommend promotions, transfers, reassignments, terminations and disciplinary actions; assure compliance with personnel policies. E

Prepare appropriate documents for Cabinet and Board meetings, legislative needs, and management meetings, and attend all appropriate meetings; direct the preparation and maintenance of a variety of narrative and statistical reports, records and files. E

Attend various professional conferences, seminars, and meetings to remain current concerning trends in the field and share highlights of information learned with Superintendent, Cabinet, and colleagues. E

Perform related duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Planning, organization and direction of standards and curriculum development, implementation, assessment/alignment, and evaluation.
California Content Standards and Frameworks and their interpretation and implementation.
California Standards for the Teaching Profession.
Current principles, practices, methods and techniques of educational reform, program development, instruction and assessment.
Teacher and Administrator training program requirements including the Beginning Teacher Support and Assessment (BTSA) Program.
Current instructional techniques, materials, and curriculum frameworks.
Public and private funding sources and grant writing techniques.
Budget preparation and control.
Principles and practices of administration, supervision and training.
Policies and objectives of assigned department programs and activities.
Applicable sections of the State Education Code and other applicable laws, codes, regulations, policies and procedures.
ICOE organization, operations, policies and objectives.
Interpersonal skills to include collaboration, team building, and decision-making.
Oral and written communication skills.
Public relations and speaking techniques.

ABILITY TO:

Plan, organize and coordinate comprehensive curriculum, assessment, instruction, development, staff development and special projects.
Coordinate and direct Educational Services Department programs, personnel, projects, communications, resources, and staff development functions.
Lead and direct collaborative efforts to design, develop, and implement curriculum programs and services.
Train, supervise and evaluate the performance of assigned staff.
Prioritize and schedule work.
Prepare, administer, monitor and control the annual department plan and budget.
Interpret, apply, explain, and enforce rules, regulations, policies and procedures.
Maintain current knowledge of program rules, regulations, requirements, and restrictions.
Analyze situations accurately and adopt an effective course of action.
Meet schedules and time lines.
Work independently with little direction.
Prepare comprehensive narrative and statistical reports.

Prepare and deliver oral presentations.
Direct the preparation and maintenance of a variety of narrative, statistical, and financial reports and files.
Establish and maintain cooperative and effective working relationships with others.

EDUCATION AND EXPERIENCE:

Any combination equivalent to: master's degree in education and five years of administrative experience in education including curriculum, staff development and leadership experience at a central office and school site level.

LICENSES AND OTHER REQUIREMENTS:

Valid Teaching Credential.
Valid Administrative Services Credential.
Valid California driver's license.

WORKING CONDITIONS:**ENVIRONMENT:**

Indoor work environment.
Driving a vehicle to conduct work.

PHYSICAL DEMANDS:

Dexterity of hands and fingers to operate a computer keyboard.
Seeing to read a variety of materials.
Sitting or standing for extended periods of time.
Hearing and speaking to exchange information and make presentations.

Imperial County Office Of Education

Senior Director - Curriculum & School Support

BASIC FUNCTION:

Under the direction of the Assistant Superintendent-Educational Services, plan, organize, control and direct school support and curriculum services to assist local districts with enhancing student learning and achievement; coordinate and direct Department programs, personnel, projects, communications, resources and staff development functions to meet district, school and teacher needs in order to improve student achievement and assure smooth activities; supervise and evaluate the performance of assigned personnel.

REPRESENTATIVE DUTIES:

ESSENTIAL DUTIES:

Plan, organize, control and direct school support and curriculum services to assist local districts with enhancing student learning and achievement; establish and maintain Department time lines and priorities; assure related activities comply with established standards, requirements, laws, codes, regulations, policies and procedures.

Coordinate and direct Department programs, personnel, projects, communications, resources and staff development functions to meet district, school and teacher needs in order to improve student achievement and assure smooth activities; oversee the development and implementation of Curriculum Support Services department activities, programs, plans, projects, standards, services, strategies, goals and objectives. Supervise and evaluate the performance of assigned personnel; interview and select employees and recommend transfers, reassignment, termination and disciplinary actions; coordinate subordinate work assignments and review work to assure compliance with established standards, requirements and procedures; assure employee understanding of established requirements.

Direct operations and activities related to the implementation of Department grants and entitlement grants and the disbursement of related funds; research, obtain and maintain grants and other funding resources.

Coordinate and direct the design, development, and implementation of trainings, workshops and professional development activities for County faculty and administrators concerning curriculum, instruction and related principles, theories, standards, guidelines, requirements, practices, procedures and techniques; prepare and deliver oral presentations.

Plan, organize, control and direct operations and activities to enhance faculty and administrative understanding of educational practices, instructional material guidelines and requirements, curriculum standards and instructional strategies; oversee the development and implementation of curriculum standards, instructional services and assessment to meet student needs.

Provide consultation, technical expertise and on-site coaching to staff, faculty, administrators, school leadership teams and others concerning curriculum, instruction and Department services; respond to inquiries and provide detailed and technical information concerning related standards, requirements, projects, principles, practices, techniques, laws, codes, regulations, policies and procedures.

Coordinate and direct Curriculum Support Services communications, resources, correspondence and information between County Office administrators, personnel, school districts, outside organizations, the public and various local and State agencies to meet the learning needs of students; assure proper and timely resolution of curriculum and school support issues and conflicts.

Monitor and analyze Department operations and services for educational effectiveness and operational efficiency; respond to administrative, staff and public input concerning educational needs; oversee the research, development and implementation of programs, policies and procedures to enhance the educational effectiveness and operational efficiency of the Department.

Develop and prepare the annual preliminary budget for Curriculum Support Services and related programs; analyze and review budgetary and financial data; control and authorize expenditures in accordance with established limitations.

Maintain current knowledge in educational methods, practices and standards related to curriculum, instruction and related laws, codes, regulations, policies and procedures; modify programs and services to assure compliance with standards and requirements as needed.

Direct and participate in the preparation and maintenance of a variety of records, reports and files related to schools, curriculum, budgets, grants, personnel, professional development, projects and assigned activities; process and approve various forms as needed.

Provide technical information and assistance to the Assistant Superintendent regarding Curriculum Support Services issues, needs and activities; assist in the formulation and development of related policies, procedures and programs.

Communicate with administrators, personnel and outside agencies to exchange information, coordinate

activities and programs and resolve issues or concerns; establish and maintain partnerships with outside agencies to enhance support for Department services.
Operate a variety of office equipment including audio-visual devices, projectors, computers and assigned software; drive a vehicle to conduct work.
Attend and conduct a variety of meetings as assigned; represent the County Office at various local, regional and State meetings, conferences, in-services, events, teams and committees.

OTHER DUTIES:

Perform related duties as assigned.

KNOWLEDGE AND ABILITIES:**KNOWLEDGE OF:**

Planning, organization and direction of school support and curriculum services to assist local districts with enhancing student learning and achievement.
Curriculum standards, interpretation and application in County schools.
Local, State and federal standards and requirements governing Curriculum Support Services.
Principles, practices and procedures involved in the development and implementation of curriculum and school support programs, plans, projects, standards, services, strategies, goals and objectives.
Instructional techniques and strategies related to County schools and programs.
Policies and objectives of assigned programs and activities.
Practices, procedures and techniques involved in the development and implementation of staff development activities.
Budget preparation and control.
Oral and written communication skills.
Principles and practices of administration, supervision and training.
Applicable laws, codes, regulations, policies and procedures.
Interpersonal skills using tact, patience and courtesy.
Operation of a computer and assigned software.
Public relations and speaking techniques.

ABILITY TO:

Plan, organize, control and direct school support and curriculum services to assist local districts with enhancing student learning and achievement.
Coordinate and direct Department programs, personnel, projects, communications, resources and staff development functions to meet district, school and teacher needs in order to improve student achievement and assure smooth activities.
Supervise and evaluate the performance of assigned personnel
Oversee the development and implementation of Curriculum Support Services department activities, programs, plans, projects, standards, services, strategies, goals and objectives.
Provide consultation, technical expertise and on-site coaching concerning curriculum and instruction.
Direct and participate in the design, development and implementation of trainings, workshops and professional development activities for County faculty and administrators.
Coordinate activities to enhance faculty and administrative understanding of educational practices, curriculum standards and instructional strategies.
Communicate effectively both orally and in writing.
Interpret, apply and explain laws, codes, regulations, policies and procedures.
Establish and maintain cooperative and effective working relationships with others.
Operate a computer and assigned office equipment.
Analyze situations accurately and adopt an effective course of action.
Meet schedules and time lines.
Prepare and deliver oral presentations.
Work independently with little direction.
Plan and organize work.
Prepare comprehensive narrative and statistical reports.
Direct the maintenance of a variety of reports, records and files related to assigned activities.

EDUCATION AND EXPERIENCE:

Any combination equivalent to: master's degree in education or related field and five years administrative experience working with educational programs and services.

LICENSES AND OTHER REQUIREMENTS:

Valid Administrative Services Credential.

Valid California driver's license.

WORKING CONDITIONS:**ENVIRONMENT:**

Indoor work environment.

Driving a vehicle to conduct work.

PHYSICAL DEMANDS:

Dexterity of hands and fingers to operate a computer keyboard.

Seeing to read a variety of materials.

Sitting or standing for extended periods of time.

Hearing and speaking to exchange information and make presentations.

Imperial County Office Of Education Coordinator - District & School Support

IMPERIAL COUNTY OFFICE OF EDUCATION

CLASS TITLE: COORDINATOR

BASIC FUNCTION:

Under the direction of an assigned administrator, plan, organize, coordinate and implement the educational services, training activities, instructional resources and support functions of an assigned subject area or instruction-related program for local school districts to enhance student learning and achievement; provide consultation and staff development activities to administrators, staff and faculty to enhance the educational effectiveness of assigned subject area or program.

REPRESENTATIVE DUTIES:

ESSENTIAL DUTIES:

Plan, organize, coordinate and implement the educational services, professional development activities, instructional resources and support functions of an assigned subject area or instruction-related program for local school districts to enhance student learning and achievement; monitor, evaluate and adjust activities in response to the instructional needs of local school districts and students.

Provide consultation and technical assistance to school district faculty, administrators, staff and others concerning assigned subject area or instruction-related program; respond to inquiries and provide detailed and technical information concerning related services, standards, requirements, principles, practices, techniques, laws, codes, regulations, initiatives, policies and procedures.

Design, develop, implement, coordinate, conduct and follow up to provide staff development activities for faculty, staff and administrators concerning assigned subject area or instruction-related program as directed; prepare and deliver oral presentations and explain related content, curriculum, principles, theories, standards, guidelines, requirements, practices, procedures and techniques.

Coordinate activities and provide training and assistance to enhance faculty and administrative understanding of educational practices, instructional material guidelines and requirements, curriculum standards, assessment tools and instructional strategies.

Assist school districts with assuring instructional activities are aligned with established curriculum, assessment and accountability requirements; refer districts to appropriate educational resources; participate in the development and implementation of curriculum standards as directed.

Serve as a liaison and coordinate communications, activities and information related to assigned subject area or instruction-related program between County Office administrators, personnel, school districts, outside organizations and the public; establish, support, facilitate and maintain partnerships.

Assure adequate materials and resources to meet school support service needs; order and maintain adequate inventory levels of training and various other materials as required; coordinate and arrange services as needed; assist with recruitment activities as assigned; organize and distribute training materials as directed; prepare and set up for training activities and other events.

Provide direction to school leadership teams through professional development coaching, mentoring, and serving as a content expert to assist schools and districts with initiatives focused on improving student achievement.

Monitor and evaluate the educational effectiveness of assigned subject area or program services; develop and implement strategies and training activities to enhance educational effectiveness and student learning related to assigned subject area or program services in local school districts.

Assist in the development and preparation of annual preliminary budgets for assigned subject area or instruction-related program as assigned by the position; review and evaluate budgetary and financial data; control and authorize expenditures in accordance with established limitations.

Participate in researching, obtaining and maintaining grants and other funding sources for assigned programs and school support services as assigned; assist with implementing grants and assuring compliance with related requirements as directed.

Maintain current knowledge of educational methods, practices and standards related to assigned subject area or program and related laws, codes, regulations, policies and procedures; assist school districts with modifying services to assure compliance with standards and requirements.

Compile, review and analyze a variety of technical data and information related to assigned subject area or instruction-related program.

Prepare and maintain a variety of records and reports related to programs, budgets, school support, partnerships, meetings and assigned activities; prepare and develop proposals as required.

Operate a variety of office equipment including copiers, projectors, audio-visual equipment and assigned software.

Drive a vehicle to conduct work; visit sites and classrooms to monitor educational activities and provide technical advice concerning assigned subject area or program and related services.

Train and provide work direction and guidance to assigned personnel as required. Attend and participate in a variety of meetings, conferences, in-services and committees as directed.

OTHER DUTIES:

Perform related duties as assigned.

DISTRICT & SCHOOL SUPPORT OPTION:

Provide districts and schools with technical support and general assistance in meeting goals of student achievement by researching and recommending and providing training in effective school practices.

Coordinate the planning and logistics for staff development activities focused on school improvement and administer learning; assist in coordinating and training appropriate county personnel.

Provide technical assistance in the interpretation and implementation of federal and State mandates and other appropriate legislation in areas related to assessment and accountability.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Planning, organization, coordination and implementation of the educational services, training activities, instructional resources and support functions of an assigned subject area or instruction-related program.

Principles, theories, standards, practices, strategies and procedures involved in enhancing student achievement.

Practices, procedures and techniques involved in the development and implementation of

staff development activities.

Curriculum standards, interpretation and application in assigned subject area or instruction-related program.

Instructional techniques and strategies related to assigned subject area or program.

Educational services, standards, requirements, principles, practices, techniques, theories and procedures related to assigned subject area or instruction-related program.

Local, State and federal standards and requirements governing assigned subject area or program.

Policies and objectives of assigned programs and activities.

Oral and written communication skills.

Basic budget preparation and control.

Applicable laws, codes, regulations, policies and procedures.

Interpersonal skills using tact, patience and courtesy.

Operation of a computer and assigned software.

Public speaking techniques.

ABILITY TO:

Plan, organize, coordinate and implement the educational services, training activities, instructional resources and support functions of an assigned subject area or instruction related program for local school districts to enhance student learning and achievement.

Provide consultation and technical assistance to school districts concerning assigned subject area or program and related content, standards, requirements, principles, practices, techniques and procedures.

Design, develop, implement and conduct training and staff development activities for faculty, staff and administrators concerning assigned subject area or program.

Prepare and deliver oral presentations.

Develop and implement strategies and training activities to enhance educational effectiveness and student learning related to assigned subject area or program in local school districts.

Interpret, apply and explain laws, codes, regulations, policies and procedures.

Communicate effectively both orally and in writing.

Establish and maintain cooperative and effective working relationships with others.

Operate a computer and assigned office equipment.

Analyze situations accurately and adopt an effective course of action.

Meet schedules and time lines.

Work independently with little direction.

Plan and organize work.

Prepare and maintain various records, reports and files.

EDUCATION AND EXPERIENCE:

Any combination equivalent to: master's degree in education or related field and five years educational experience related to assigned subject area or program.

LICENSES AND OTHER REQUIREMENTS:

Valid Administrative Services Credential.

Valid California driver's license.

WORKING CONDITIONS:

ENVIRONMENT:

Indoor work environment.

Driving a vehicle to conduct work.

PHYSICAL DEMANDS:

Dexterity of hands and fingers to operate a computer keyboard.

Seeing to read a variety of materials.

Sitting or standing for extended periods of time.

Hearing and speaking to exchange information and make presentations.

Imperial County Office Of Education Coordinator - Preschool/Elementary

IMPERIAL COUNTY OFFICE OF EDUCATION

CLASS TITLE: COORDINATOR

BASIC FUNCTION:

Under the direction of an assigned administrator, plan, organize, coordinate and implement the educational services, training activities, instructional resources and support functions of an assigned subject area or instruction-related program for local school districts to enhance student learning and achievement; provide consultation and staff development activities to administrators, staff and faculty to enhance the educational effectiveness of assigned subject area or program.

REPRESENTATIVE DUTIES:

ESSENTIAL DUTIES:

Plan, organize, coordinate and implement the educational services, professional development activities, instructional resources and support functions of an assigned subject area or instruction-related program for local school districts to enhance student learning and achievement; monitor, evaluate and adjust activities in response to the instructional needs of local school districts and students.

Provide consultation and technical assistance to school district faculty, administrators, staff and others concerning assigned subject area or instruction-related program; respond to inquiries and provide detailed and technical information concerning related services, standards, requirements, principles, practices, techniques, laws, codes, regulations, initiatives, policies and procedures.

Design, develop, implement, coordinate, conduct and follow up to provide staff development activities for faculty, staff and administrators concerning assigned subject area or instruction-related program as directed; prepare and deliver oral presentations and explain related content, curriculum, principles, theories, standards, guidelines, requirements, practices, procedures and techniques.

Coordinate activities and provide training and assistance to enhance faculty and administrative understanding of educational practices, instructional material guidelines and requirements, curriculum standards, assessment tools and instructional strategies.

Assist school districts with assuring instructional activities are aligned with established curriculum, assessment and accountability requirements; refer districts to appropriate educational resources; participate in the development and implementation of curriculum standards as directed.

Serve as a liaison and coordinate communications, activities and information related to assigned subject area or instruction-related program between County Office administrators, personnel, school districts, outside organizations and the public; establish, support, facilitate and maintain partnerships.
Assure adequate materials and resources to meet school support service needs; order and maintain adequate inventory levels of training and various other materials as required; coordinate and arrange services as needed; assist with recruitment activities as assigned; organize and distribute training materials as directed; prepare and set up for training activities and other events.

Provide direction to school leadership teams through professional development coaching, mentoring, and serving as a content expert to assist schools and districts with initiatives focused on improving student achievement.

Monitor and evaluate the educational effectiveness of assigned subject area or program services; develop and implement strategies and training activities to enhance educational effectiveness and student learning related to assigned subject area or program services in local school districts.

Assist in the development and preparation of annual preliminary budgets for assigned subject area or instruction-related program as assigned by the position; review and evaluate budgetary and financial data; control and authorize expenditures in accordance with established limitations.

Participate in researching, obtaining and maintaining grants and other funding sources for assigned programs and school support services as assigned; assist with implementing grants and assuring compliance with related requirements as directed.

Maintain current knowledge of educational methods, practices and standards related to assigned subject area or program and related laws, codes, regulations, policies and procedures; assist school districts with modifying services to assure compliance with standards and requirements.

Compile, review and analyze a variety of technical data and information related to assigned subject area or instruction-related program.

Prepare and maintain a variety of records and reports related to programs, budgets, school support, partnerships, meetings and assigned activities; prepare and develop proposals as required.

Operate a variety of office equipment including copiers, projectors, audio-visual equipment and assigned software.

Drive a vehicle to conduct work; visit sites and classrooms to monitor educational activities and provide technical advice concerning assigned subject area or program and related services.

Train and provide work direction and guidance to assigned personnel as required.

Attend and participate in a variety of meetings, conferences, in-services and committees as directed.

OTHER DUTIES:

Perform related duties as assigned.

PRESCHOOL / ELEMENTARY OPTION:

Provide services and resources to preschool teachers and programs to enhance educational readiness with an emphasis on reading and literacy for three to five year-old children in preparation for transition to elementary school education; assist with enhancing teacher and personnel understanding of early childhood education guidelines, standards, practices and curriculum focused on literacy and other reading/language arts programs as necessary; assist with enhancing teacher and personnel implementation of the Reading First program in local preschools including reading components for language acquisition, pre-literacy skills, and scientifically-based reading researched teaching strategies.

Provide leadership and direction to assigned grant projects to meet the specific requirements and objectives of the grant.

Coordinate efforts with elementary school personnel to support quality teaching and improve the academic achievement of K-6 students in the core content areas; design, develop, implement and conduct staff development activities to enhance teacher abilities in providing quality instruction to K-6 students; collaborate with and assist schools in meeting goals of student achievement in the area of K-6 elementary content standards; participate in related planning and logistics for school improvement initiatives.

KNOWLEDGE AND ABILITIES:**KNOWLEDGE OF:**

Planning, organization, coordination and implementation of the educational services, training activities, instructional resources and support functions of an assigned subject area or instruction-related program.

Principles, theories, standards, practices, strategies and procedures involved in enhancing student achievement.

Practices, procedures and techniques involved in the development and implementation of staff development activities.

Curriculum standards, interpretation and application in assigned subject area or instruction-related program.

Instructional techniques and strategies related to assigned subject area or program.

Educational services, standards, requirements, principles, practices, techniques, theories and procedures related to assigned subject area or instruction-related program.

Local, State and federal standards and requirements governing assigned subject area or program.

Policies and objectives of assigned programs and activities.

Oral and written communication skills.

Basic budget preparation and control.

Applicable laws, codes, regulations, policies and procedures.

Interpersonal skills using tact, patience and courtesy.

Operation of a computer and assigned software.

Public speaking techniques.

ABILITY TO:

Plan, organize, coordinate and implement the educational services, training activities, instructional resources and support functions of an assigned subject area or instruction related program for local school districts to enhance student learning and achievement.

Provide consultation and technical assistance to school districts concerning assigned subject area or program and related content, standards, requirements, principles, practices, techniques and procedures.

Design, develop, implement and conduct training and staff development activities for faculty, staff and administrators concerning assigned subject area or program.

Prepare and deliver oral presentations.

Develop and implement strategies and training activities to enhance educational effectiveness and student learning related to assigned subject area or program in local school districts.

Interpret, apply and explain laws, codes, regulations, policies and procedures.

Communicate effectively both orally and in writing.

Establish and maintain cooperative and effective working relationships with others.

Operate a computer and assigned office equipment.

Analyze situations accurately and adopt an effective course of action.

Meet schedules and time lines.

Work independently with little direction.

Plan and organize work.

Prepare and maintain various records, reports and files.

EDUCATION AND EXPERIENCE:

Any combination equivalent to: master's degree in education or related field and five years educational experience related to assigned subject area or program.

LICENSES AND OTHER REQUIREMENTS:

Valid Administrative Services Credential.

Valid California driver's license.

WORKING CONDITIONS:**ENVIRONMENT:**

Indoor work environment.
Driving a vehicle to conduct work.

PHYSICAL DEMANDS:

Dexterity of hands and fingers to operate a computer keyboard.
Seeing to read a variety of materials.
Sitting or standing for extended periods of time.
Hearing and speaking to exchange information and make presentations.

Imperial County Office Of Education Coordinator, Secondary Language Arts-Curriculum Services

IMPERIAL COUNTY OFFICE OF EDUCATION
EDUCATIONAL SERVICES

CLASS TITLE: Coordinator, Secondary Language Arts

BASIC FUNCTION:

The Coordinator, Secondary Language Arts, under the supervision of the Assistant Superintendent, Instructional Services, will work with local school and district personnel to improve Language Arts achievement for Imperial County students. The Coordinator will provide professional development and curriculum support based upon California Reading/Language Arts Standards to secondary schools.

REPRESENTATIVE DUTIES:

- Assist school districts in the alignment of curriculum, instruction and assessment to achieve language arts standards at least as rigorous as the California Standards for Language Arts.
- Provide relevant resources, including coaching and model lessons, for schools targeting improvement in reading/language arts.
- Provide leadership for the development, implementation, and evaluation of countywide professional development and other support services to increase student achievement in reading/language arts.
- Provide coaching and link low performing schools to relevant resources for improvement in CAT6, CST, CAHSEE, and other achievement measures.
- Collect and analyze existing countywide language arts data on student achievement to assist in the planning, implementation and evaluation of professional development, curriculum and other targeted language arts support.
- Facilitate follow up support for professional development enabling teachers to implement instructional materials for students to demonstrate mastery of selected language arts standards.
- Participate in ICOE School Support Team training sessions.
- Other duties as assigned.

KNOWLEDGE, SKILLS, AND ABILITIES:

- Exemplary teaching proficiency, especially as related to language arts and implementation of appropriate curriculums
- Demonstrated experience in curriculum development
- Knowledge of California Reading/Language Arts Standards
- Ability to bring people together for collaborative work
- Knowledge and use of school improvement and change theory
- Skill in collecting and using data to plan and evaluate programs
- Effective English communication and presentation skills
- Demonstrated leadership abilities
- Capacity to mentor/coach other teachers
- Ability to establish and maintain effective work relationships with clients and coworkers
- Capacity to respond to staff development needs of clients at all experience levels

EDUCATION AND EXPERIENCE:

- Minimum five years successful elementary and/or secondary teaching experience. Must possess a valid California teaching credential, driver's license and minimum vehicle insurance required by law.
 - CLAD, BCLAD or other preparation for teaching second language learners, preferable.
 - Administrative credential or reading specialist required.
 - Administrative experience desirable.
-

Imperial County Office Of Education Coordinator- History/Social Science- Curriculum Department

IMPERIAL COUNTY OFFICE OF EDUCATION

CLASS TITLE: COORDINATOR

BASIC FUNCTION:

Under the direction of an assigned administrator, plan, organize, coordinate and implement the operations, activities, educational services and support functions of assigned County Office programs and services; coordinate communications, resources and information to meet designated student and family needs and assure smooth and efficient program and service activities.

REPRESENTATIVE DUTIES:

ESSENTIAL DUTIES:

Plan, organize, coordinate and implement the operations, activities, educational services and support functions of assigned County Office programs and services; monitor, assess and adjust activities in response to student needs; coordinate assigned educational services to enhance student learning, outcomes and achievement.

Coordinate communications, resources and information to meet designated student and family needs and assure smooth and efficient activities; assist in the development and implementation of program and service projects, plans, strategies, goals, objectives, systems, schedules, events and activities; assure proper and timely resolution of issues and conflicts related to assigned services.

Provide consultation to faculty, staff, administrators, students, families, outside agencies, schools and others concerning assigned programs and services; respond to inquiries and provide detailed and technical information concerning related standards, requirements, practices, services, schedules, events, activities, plans, goals, objectives, laws, codes, regulations, policies and procedures.

Serve as a liaison and coordinate communications, activities and information related to assigned programs and services between County Office administrators, personnel, school districts, educational institutions, outside organizations, the public and various local and State agencies; coordinate, schedule and arrange meetings, conferences and events in support of assigned programs and services.

Establish and maintain partnerships to facilitate and enhance support and resources for students utilizing assigned programs and services; collaborate with community resources, educational organizations and others in developing and providing services for identified students; assure students are referred to appropriate community resources and services.

Monitor and assess assigned programs and services for educational effectiveness; provide input concerning the development and implementation of standards, policies and procedures to enhance program and service educational effectiveness and capacity to meet student needs.

Monitor programs and services to assure smooth and efficient delivery of services to students; visit program and service sites to assess progress and confer with staff and participants; arrange services for individual students as required; participate in recruitment and enrollment activities as assigned.

Research, assemble, compile and analyze a variety of technical data and information related to assigned student programs; develop, prepare and distribute presentation, training and informational materials; prepare and process a variety of documents, forms and applications as required.

Assist in the development and preparation of various budgets for assigned programs and services as assigned by the position; review and evaluate budgetary and financial data; assist in controlling expenditures, coordinating purchases and assuring spending does not exceed established limitations.

Develop, implement and conduct training activities concerning assigned student programs, services and related principles, theories, standards, guidelines, requirements, practices, procedures and techniques as assigned by the position; prepare and deliver oral presentations.

Prepare and maintain a variety of narrative and statistical records, reports and files related to programs, services, progress, meetings, events, students, projects, financial activity and assigned duties; compose, distribute and respond to a variety of correspondence.

Participate in researching, obtaining and maintaining grants and other funding sources for assigned programs and services as required; assist in assuring compliance with grant and contract specifications and requirements and related goals and objectives.

Train and provide work direction and guidance to designated personnel as assigned by the position.

Operate a variety of office equipment including a copier, projector, fax machine, computer and assigned software; drive a vehicle to conduct work.

Attend and participate in various meetings, workshops, special events and in-services as assigned; present information and materials concerning assigned programs and services as directed.

HISTORY/SOCIAL STUDIES OPTION:

Coordinate efforts to improve the history/social studies achievement of K-12 students.

Design, develop, implement and conduct professional development activities to enhance teacher abilities in providing quality history/social studies instruction to K-12 students.

Collaborate with institutions of higher learning and museums to provide outside expertise to create a community of learning.

Observe teachers and coach them on successful classroom instructional practices.

Coordinate a History/Social Studies network for valley-wide dissemination of information around major events and initiatives.

Collaborate with and assist schools in meeting goals of student achievement in the area of history/social studies; participate in related planning and logistics for school improvement initiatives.

Provide leadership and direction to assigned grant projects to meet the specific requirement and objectives of the grant.

OTHER DUTIES:

Perform related duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Planning, organization, coordination and implementation of the operations, activities, educational services and support functions of assigned County Office programs and services.

Educational programs, services, standards, requirements and procedures related to assigned programs and services.

Practices, procedures and techniques involved in the development and implementation of program and service projects, plans, strategies, goals, objectives, systems, calendars, events and activities.

Local, State and federal standards and requirements governing assigned programs and services.

Terminology, concepts, methods and procedures involved in coordinating assigned services.

Diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of County students.

Policies and objectives of assigned programs and activities.

Oral and written communication skills.

Basic budget preparation and control.

Applicable laws, codes, regulations, policies and procedures.
Interpersonal skills using tact, patience and courtesy.
Operation of a computer and assigned software.
Record-keeping and report preparation techniques.
Basic public relations techniques.

ABILITY TO:

Plan, organize, coordinate and implement the operations, activities, educational services and support functions of assigned County Office programs and services.
Coordinate communications, resources and information to meet designated student and family needs and assure smooth and efficient program and service activities.
Assist in the development and implementation of program and service projects, plans, strategies, goals, objectives, systems, calendars, events and activities.
Provide consultation to faculty, staff, administrators, students, outside agencies, school districts and others concerning assigned programs and services.
Establish and maintain partnerships to facilitate and enhance support and resources for students utilizing assigned programs and services.
Research, assemble and compile a variety of technical information and data related to program and service operations and activities.
Assure smooth and efficient delivery of assigned services.
Monitor and adjust activities in response to school district, student and family needs.
Interpret, apply and explain rules, regulations, policies and procedures.
Communicate effectively both orally and in writing.
Establish and maintain cooperative and effective working relationships with others.
Operate a computer and assigned office equipment.
Determine appropriate action within clearly defined guidelines.
Meet schedules and time lines.
Work independently with little direction.
Plan and organize work.
Prepare and maintain various narrative and statistical records, reports and files.

EDUCATION AND EXPERIENCE:

Any combination equivalent to: master's degree in education or related field and five years educational experience related to assigned subject area or program.

LICENSES AND OTHER REQUIREMENTS:

Valid Administrative Services Credential.
Valid California driver's license.

WORKING CONDITIONS:**ENVIRONMENT:**

Indoor work environment.
Driving a vehicle to conduct work.

PHYSICAL DEMANDS:

Dexterity of hands and fingers to operate a computer keyboard.
Seeing to read a variety of materials.
Sitting or standing for extended periods of time.
Hearing and speaking to exchange information and make presentations.

Imperial County Office Of Education Coordinator-New Teacher Support BTSA/Induction Program- Curriculum Services

IMPERIAL COUNTY OFFICE OF EDUCATION
EDUCATIONAL SERVICES

CLASS TITLE: Coordinator, New Teacher Support BTSA/Induction Program Range VI

BASIC FUNCTION:

The Coordinator of New Teacher Support, under the direct supervision of the Assistant Superintendent, Instructional Services, is responsible for the overall direction and implementation of all components of the Induction/Beginning Teacher Support and Assistance Program (BTSA). The program is an induction and preparation program that supports Beginning Teachers in meeting the academic performance needs of their students.

REPRESENTATIVE DUTIES:

- * Work with districts and university partners to design, coordinate, and provide professional development activities for Beginning Teachers, Support Providers, and Site Administrators.
- * Link with the paraprofessional, intern, and BTSA programs in order to provide a well-coordinated support system for new teachers.
- * Attend statewide BTSA and other professional activities to obtain information to share with local Beginning Teachers, Support Providers, Administrators, and committee members.
- * Coordinate and serve as a member of the BTSA Planning Committees to disseminate BTSA information, assess program effectiveness, and insure that the program is aligned with BTSA goals.
- * Coordinate the application process and support for Support Providers with Site Administrators, and Teacher Bargaining Unit representatives.
- * Work with Support Providers to assure that Individual Induction Plans are developed and that the schedule for observations and follow-up meetings are met.
- * Work with Site Administrators and Support Providers to provide Beginning Teachers in unique situations with assistance and resources necessary to succeed.
- * Keep accurate records of work completed by Support Providers and Beginning Teachers.
- * Communicate regularly with districts and other stakeholders through a professional development calendar, a website, and other media.
- * Coordinate program evaluation, including collecting data and coordination of focus groups and surveys.
- * Manage budgets, resources, and personnel for the new teacher support programs.
- * Plan and implement strategies to increase student achievement in collaboration with members of the ICOE curriculum teams.
- * Participate in school improvement initiatives.
- * Serve as a member of the ICOE School Support Team.
- * Other duties as assigned.

KNOWLEDGE, SKILLS, AND ABILITIES:

- Exemplary teaching skills.
- Ability to bring people together for collaborative work.
- Knowledge and use of effective professional development strategies.
- Effective oral and written communication skills in English.
- Demonstrated leadership abilities.
- Capacity to mentor/coach other teachers.
- Experience in second language programs preferred.
- Credibility with both elementary and secondary teachers.
- Ability to develop and monitor budgets effectively.
- Understanding of California Standards for the Teaching Profession, the California Content Standards and current curriculum Frameworks.
- Capacity to supervise personnel and to develop teamwork among personnel.
- Ability to work independently.
- Use of technology for office operations and professional development.

EDUCATION AND EXPERIENCE:

- Minimum five years successful teaching experience. Must possess a valid California teaching credential, driver's license, and minimum vehicle insurance required by law.
- Administrative experience desired.
- Administrative credential required.
- CLAD, BCLAD or other preparation for teaching second language learners is desirable.

Position: Coordinator, New Teacher Support
Application Supplement

Interview Portion

The interview for this position will last approximately 30 minutes and may include questions from the following areas:

- Effective teaching and learning strategies
- Alignment of curriculum, instruction and assessment with California Standards
- Methods of data collection, analysis and use
- Program planning, implementation and evaluation
- Program management, including budget
- Qualities of effective professional development for teachers
- Mentoring and/or coaching: obstacles and effective strategies
- Leadership, teamwork and collaboration

Writing Sample

During the written portion of your interview appointment, you can expect the following:

- A computer and printer with standard word processing software and someone available to answer any technical questions about its operation. A dictionary and a thesaurus will also be available for your use.
- A specific topic for your response within the allocated 30-minute time period. Your response should be your best possible work within the timeframe. However, the group will not expect it to be a finished product, but rather one that you would give to someone else to do final formatting.

Teaching Segment

You will be expected to teach a segment of an adult learning session. Use the following to guide your lesson planning:

- The 5 to 8 members of the panel will function as your adult learning group. They will expect that you will use effective professional development strategies that will demonstrate your understanding of adult learning theory.
- Fifteen (15) minutes will be allocated for your Teaching Segment. Thus, the group will understand that this could be a portion of a longer session you might conduct.
- Your Teaching Segment should in some way demonstrate your knowledge of effective reading content.
- A chart rack and paper, marking pens, and overhead projector will be available for your use.

As you plan your lesson, please call to confirm any additional audio-visual equipment you may need.

Imperial County Office Of Education School Support Coordinator/California Math & Science Partnership Grant -Curriculum Services Dept

BASIC FUNCTION:

The School Support Coordinator will provide leadership, training, and resources for schools to implement standards and align curriculum, strategies and resources to increase achievement for all student subgroups, including English Language Learners. The School Support Coordinator will provide technical assistance and support for low performing schools, including use of data to identify effective strategies to address student needs.

REPRESENTATIVE DUTIES:

- Assist school districts in the alignment of systems of support for curriculum, instruction and assessment to achieve standards at least as rigorous as the California Content Standards and the California Standards for the Teaching Profession.
- Provide technical assistance and link low performing schools to relevant resources for improvement in California standards assessments and other achievement measures.
- Assist in developing systems of support to assist teachers in effectively addressing the needs of English Language Learners.
- Collaboratively plan and implement strategies to increase achievement of all Imperial County students, including English Language Learners, as a member of the ICOE School Support Team.
- Develop skills and resources to for educators to utilize adopted instructional materials effectively to address grade level standards.
- Assist in the identification and/or development of assessments and with collection and use data effectively to improve student achievement.
- Serve as Project Director for the California Math and Science Partnership Grant providing oversight and accountability.
- Provide technical assistance and link grant identified schools to relevant resources for improvement in California standards assessments and other achievement measures.
- Recruit teachers of mathematics, pre-algebra, and algebra offering them intensive, supported training to establish a model of professional development
- Participate in training and deliver and support it with teachers and administrators in the areas described in the grant application, ie. AB 466, Lesson Study
- Plan and facilitate monthly meetings of the Advisory Committee
- Monitor and maintain the budget for the project working closely with business office staff
- Plan and facilitate an annual forum that includes business representatives and representatives of the educational community in which they hold guided discussions related to mathematics, approaches to sharing and maximizing resources, and opportunities for business and industry leaders to mentor math teachers
- Develop and maintain relationships with the Intern and Beginning Teacher Support and Assessment Induction Programs, institutions of higher learning, and county professional development organizations
- Other duties as assigned.

KNOWLEDGE, SKILLS, AND ABILITIES:

- Exemplary teaching in mathematics, including successful secondary experience
- Successful teaching of all students, including English Language Learners
- Ability to bring people together for collaborative work
- Effective written and oral communication skills in English; Spanish desirable
- Demonstrated leadership abilities
- Skill in data collection, display, and analysis or a willingness to learn this skill
- Capacity to mentor/coach other teachers
- Ability to organize well
- An eagerness to learn
- Ability to work effectively as part of a team and to develop teamwork in others
- Understanding of school change theory

EDUCATION AND EXPERIENCE:

- Minimum five years successful elementary and/or secondary teaching or counseling experience.
 - Possession of a valid California teaching or Pupil Personnel Services credential.
 - CLAD, BCLAD or other preparation for teaching second language learners.
 - Administrative Credential and/or related experience highly desirable. Successful applicant must commit to completion of an administrative credential.
 - Possession of driver's license and minimum vehicle insurance required by law.
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Imperial County Office Of Education

School Support Coordinator-Educational Services

Basic Function:

The School Support coordinator will provide leadership, training, and resources for schools to implement standards and align curriculum, strategies and resources to increase achievement for all student subgroups, including English Language Learners. The School Support Coordinator will provide technical assistance and support for low performing schools, including use of data to identify effective strategies to address student needs.

Representative Duties:

Assist school districts in the alignment of systems of support for curriculum, instruction and assessment to achieve standards at least as rigorous as the California Content Standards and the California Standards for the Teaching Profession.

Provide technical assistance and link low performing schools to relevant resources for improvement in California standards assessments and other achievement measures.

Assist in developing systems of support to assist teachers in effectively addressing the needs of English Language Learners.

Collaboratively plan and implement strategies to increase achievement of all Imperial County students, including English Language Learners, as a member of the ICOE School Support Team.

Develop skills and resources to for educators to utilize adopted instructional materials effectively to address grade level standards.

Assist in the identification and/or development of assessments and with collection and use data effectively to improve student achievement.

Knowledge, Skills, and Abilities:

Demonstrated expertise in the use of California Content Standards for lesson design, delivery, and assessment.

Successful teaching of all students, including English Language Learners

Ability to bring people together for collaborative work

Effective written and oral communication skills in English: Spanish desirable

Demonstrated leadership abilities

Skill in data collection, display, and analysis or a willingness to learn this skill

Capacity to mentor/coach other teachers

Ability to organize well

An eagerness to learn

Ability to work effectively as part of a team and to develop teamwork in others

Understanding of school change theory

Education and experience:

Minimum five years successful elementary and/or secondary teaching or counseling experience.

Possession of a valid California teaching or Pupil Personnel Services credential.

CLAD, BCLAD or other preparation for teaching second language learners.

Administrative Credential and/or related experience highly desirable. Successful applicant must commit to completion of an administrative credential.

Possession of driver's license and minimum vehicle insurance required by law.

Submit three letters of recommendation, including one from a supervisor addressing your teaching expertise and one from a teacher who can address your ability to mentor and lead others. Include a current resume with your completed application and a cover letter outlining your experience with school improvement and standards-based instruction. Candidates selected for an interview will also complete a writing sample and present a 15-minute demonstration lesson.

Optional: Applicants may choose to bring portfolio items directly pertaining to this position.

Attachments:

- 1.Application Form
- 2.Information regarding interview process and demonstration lesson.

Departmental Addendum to Job description:
School Support Coordinator/Mathematics

Purpose:

In addition to the job description for School Support coordinator, this position will work with local school and district personnel and facilitate development of resources to improve mathematics achievement for Imperial County students. The Coordinator will provide leadership in the area of mathematics.

Additional representative duties:

Assist school districts in the alignment of curriculum, instruction and assessment to achieve mathematics standards.

Provide relevant resource, including coaching and model lessons for schools targeting improvement in mathematics.

Facilitate the K-16 Math Network to share information, develop expertise and leadership in mathematics, and provide math professional development based upon teacher needs.

Participate in the Imperial County Office of Education California Math and Science Grant, the GATEWAY project, and other appropriate grant implementation.

Provide direction and leadership to AB 466 mathematics staff development.

Work collaboratively with mathematics colleagues throughout the region and the state to provide leadership for the improvement of mathematics instruction and achievement.

Assist schools in their efforts to implement higher-level mathematics classes and provide appropriate interventions for students needing additional support.

Provide assistance to school and districts as they work to become more successful with the CAHSEE.

Provide direction and assistance to schools in improving and monitoring the progress of their mathematics programs.

Interview Process:

1. Writing Sample-Maximum 30 minutes. We will have available a dictionary, paper and pencil, printer, computer and a person designated to assist you with any technical difficulties. You will be given a writing prompt for your response just prior to the activity.

2. Facilitation of Learning-You will have 15 minutes (maximum) to facilitate a process of your choice. The (approximately) five panel members will be participants for your activity, which should demonstrate both your skills as a facilitator/trainer and your knowledge of a content area related to the position.

3. Interview-This portion of the process will last approximately 30 minutes and will include time for you to ask any questions you have regarding the position or the process of selection.

4. Portfolio-If you choose to bring other materials, plan to leave them with the panel at the time of the interview. A portfolio or related materials is optional and will be returned within two weeks.

Imperial County Office Of Education School Support Coordinator, English Language Learners- Curriculum Services

Imperial County Office of Education
Job Description

JOB TITLE: School Support Coordinator – English Language Learner

General Purpose:

The School Support Coordinator-English Language Learner, under the direct supervision of the Assistant Superintendent Instructional Services, assists schools with the implementation of standards and development of curriculum, strategies and resources to improve student achievement, especially English Language Learners.

Duties and Responsibilities:

- Develop systems of support to assist teachers in effectively addressing the needs of English Language Learners.
- Assist school districts in the alignment of curriculum, instruction and assessment appropriate for English Language Learners.
- Coordinate with second language leaders to provide access to core content and research.
- Provide relevant resources, including coaching and model lessons, for low performing schools targeting improvement in English Language Learners.
- Collaboratively plan and implement strategies to increase achievement for English Language Learners as a member/leader of the ICOE School Support Team.
- Other duties as assigned.

Qualifications - Skills and Abilities:

- Successful instruction of English Language Learners
- Ability to bring people together for collaborative work
- Understanding of adult learning styles
- Effective written and oral communication skills; Spanish desirable.
- Demonstrated leadership abilities
- Capacity to mentor/coach other teachers
- Organizational skills
- Eagerness to learn
- Ability to work effectively as part of a team
- Knowledge of the California Standards for Reading/Language Arts and English Language Development.

Experience and Education:

- Minimum five years successful teaching experience. Must possess a valid California teaching credential, driver's license and minimum vehicle insurance required by law.
 - CLAD, BCLAD or other preparation for teaching second language learners.
 - Administrative credential preferred.
 - Administrative experience desirable.
-

Imperial County Office Of Education Academic Events Specialist

CLASS TITLE: ACTIVITIES SPECIALIST

BASIC FUNCTION:

Under the direction of an assigned supervisor, plan, organize, coordinate and implement student activities in support of academic events for students in public, private and alternative education schools; coordinate related communications information, schedules, facilities and promotional functions; assist with implementing the mandates of the Williams and Valenzuela lawsuit settlements to include scheduling school site visits, monitoring and meeting timelines, and collecting and compiling information for reporting purposes.

REPRESENTATIVE DUTIES:

ESSENTIAL DUTIES:

Plan, organize, coordinate and implement operations and activities related to academic events for students in public, private and alternative education schools; monitor, assess and adjust activities in response to student needs; develop and implement related projects, goals, objectives, schedules, events and activities.

Serve as a liaison and coordinate communications, activities and information related to academic events between County Office administrators, faculty, personnel, school districts, educational institutions, community agencies, the public and various outside organizations; compose and distribute a variety of correspondence and informational materials related to academic events.

Schedule, arrange, coordinate and implement a variety of academic events including science fairs, academic decathlons, mock trials, history-social science competitions, job shadow days, art displays, fair booths and math competitions; coordinate and oversee student participants; oversee the collection, assembly and display of materials in support of art displays and other academic events.

Establish and maintain partnerships to facilitate and enhance participation in academic events and safety programs; collaborate with community resources, educational organizations and others in developing and providing events, programs and services for students; recruit student and community participants for academic events.

Prepare and develop letters, memos, forms and templates for various academic events; research, assemble, compile and analyze a variety of technical data and information related to academic events and safety programs; research and order customized awards of academic events.

Coordinate and arrange for newspaper advertisements and public service announcements to promote and enhance student, school and business community participation in academic events; develop and coordinate the distribution of promotional items and materials.

Develop, maintain and notify participating schools, faculty and members of the community of academic events schedules; reserve and arrange for the rental of facilities for academic events; coordinate and arrange room set-ups; administer tests for the Academic Decathlon.

Schedule, coordinate and conduct meetings and awards banquets in support of academic events; arrange for catering services for award banquets; order supplies, food items and drinks for student participants in academic events; prepare and deliver oral presentations at academic events.

Provide consultation to faculty, staff, administrators, students, outside agencies and others concerning academic events; respond to inquiries and provide detailed information concerning related standards, practices, services, schedules, activities, goals, objectives, policies and procedures.

Compile information and prepare and maintain a variety of narrative and statistical records, reports and files related to academic events, participants, scores, placements, contacts and assigned duties.

Prepare and coordinate billings and invoices for school participation in academic events; collect, process and account for incoming monies; arrange for payments to the County for fees related to academic events.

Assist with monitoring and implementation of the Williams and Valenzuela lawsuit mandates; Attend and provide training to schools and districts to ensure that the mandates and guidelines of County Office of Education (COE) monitored lawsuit settlements and met.

Notify schools and districts concerning the information and documentation necessary for the completion of mandated reports required by the Williams and Valenzuela settlements; schedule school site visits within the mandated timelines for reporting purpose in accordance with the lawsuit settlements; collect and maintain documentation from school sites used to conduct the Williams and Valenzuela monitoring and visits.

Collect, compile, and maintain required data, documentation and information necessary for reporting purposes as required by the Williams and Valenzuela lawsuits.

Assist with the monitoring of the Williams and Valenzuela settlement requirements for other COEs in the southern California consortia.

Perform support duties for an assigned supervisor responsible for overseeing the Williams and Valenzuela implementation and mandates.

Train and provide work direction and guidance to designed personnel; assign duties and review completed work for accuracy and completeness.

Operate a variety of office equipment including a copier, fax machine, computer and assigned software; drive a vehicle to conduct work.

OTHER DUTIES:

Perform related duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEGDE OF:

Planning, organization, coordination and implementation of student activities in support of academic events for students in public, private and alternative education schools.

Educational programs, services, standards, requirements and procedures related to academic events.

Local and State standards and requirements governing academic events.

Terminology, concepts, methods and procedures involved in coordinating academic events.

Diverse academic, socioeconomic, cultural, disability and ethnic backgrounds of County students.

Williams and Valenzuela lawsuit settlements mandates.

Williams and Valenzuela lawsuit settlement monitoring, data collection, and reporting requirements.

Policies and objectives of assigned programs and activities.

Oral and written communication skills.

Interpersonal skills using tact, patience and courtesy.

Operation of a computer and assigned software.

Record-keeping and report preparation techniques.

Basic public relations techniques.

Public speaking techniques.

ABILITY TO:

Coordinate communications, information, schedules, facilities and promotional functions in support of academic events.

Schedule, arrange, coordinate and implement a variety of academic events including science fairs, academic decathlons, mock trials, history-social science competitions, job shadow days, art displays, fair booths and math competitions.

Establish and maintain partnerships to facilitate and enhance participation in academic events.

Recruit student and community participants for academic events.

Prepare and develop letters, memos, forms and templates for various academic events.

Assure smooth and efficient delivery of assigned services.

Monitor and adjust activities in response to student needs.

Train, inform, and monitor schools and districts in accordance with the Williams and Valenzuela settlement

mandates.

Schedule, monitor, and meet timelines for school site visits as required by the Williams and Valenzuela lawsuits.

Collect, compile, and maintain data and documentation necessary for Williams and Valenzuela mandated reporting.

Communicate effectively both orally and in writing.

Establish and maintain cooperative and effective working relationships with others.

Operate a computer and assigned office equipment.

Determine appropriate action within clearly defined guidelines.

Meet schedules and time lines.

Work independently with little direction.

Plan and organize work.

Prepare and maintain various narrative and statistical records, reports and files.

EDUCATION AND EXPERIENCE:

Any combination equivalent to: bachelor's degree and three years educational experience working with students, teachers and faculty including some experience with academic events and/or experience supporting the implementation, monitoring, and reporting of an assigned program.

LICENSES AND OTHER REQUIREMENTS:

Valid California driver's license.

WORKING CONDITIONS:

ENVIRONMENT:

Indoor work environment.

Driving a vehicle to conduct work.

PHYSICAL DEMANDS:

Dexterity of hands and fingers to operate a computer keyboard.

Seeing to read a variety of materials.

Sitting or standing for extended periods of time.

Hearing and speaking to exchange information and make presentations.

Imperial County Office Of Education Administrative Assistant II

IMPERIAL COUNTY OFFICE OF EDUCATION

CLASS TITLE: ADMINISTRATIVE ASSISTANT II

BASIC FUNCTION:

Under the direction of an assigned Assistant Superintendent or the Deputy Superintendent, perform a variety of complex secretarial and administrative assistant duties to relieve the administrator of administrative and clerical detail; plan, coordinate and organize office activities and coordinate flow of communications and information for the administrator; prepare and maintain a variety of manual and automated records and reports related to assigned activities.

DISTINGUISHING CHARACTERISTICS:

The Administrative Assistant II classification provides primary and complex administrative support to an Assistant Superintendent or the Deputy Superintendent. Incumbents require thorough knowledge of organizational operations, policies and procedures and assigned department or programs. The Administrative Assistant I classification performs varied and responsible administrative assistant duties requiring thorough understanding of a program or functional area. Incumbents provide primary administrative support to a Director or Director-level administrator.

REPRESENTATIVE DUTIES:

ESSENTIAL DUTIES:

Perform a variety of complex secretarial and administrative assistant duties to relieve the administrator of administrative and clerical detail; serve as primary secretary to the assigned administrator; plan, coordinate and organize office activities and coordinate flow of communications and information; assure smooth and efficient office operations; assure related functions comply with established laws, rules, regulations, policies and procedures.

Serve as liaison between the Assistant or Deputy Superintendent and staff members, school districts, public agencies and the general public; receive, screen and route telephone calls; greet and assist visitors; refer callers or visitors to appropriate staff members; take and relay messages; respond to requests, complaints and questions from officials, staff and the public, representing the Assistant or Deputy Superintendent by phone and written communication; interpret policies and regulations to officials, staff and the public.

Compile information and prepare and maintain a variety of records, logs and reports related to programs, students, attendance, staff, projects and assigned duties; establish and maintain filing systems; revise, verify, proofread and edit a variety of documents.

Input a variety of data into an assigned computer system; establish and maintain automated records and files; initiate queries, develop spreadsheets, manipulate data and generate various computerized lists and reports as requested; assure accuracy of input and output data.

Compose, independently or from oral instructions, note or rough draft, a variety of materials such as inter-office communications, forms, letters, memoranda, bulletins, agenda items, labels, flyers, posters, charts, requisitions, handbooks, newsletters, brochures, certificates, contracts and other materials; format materials to meet program and office needs.

Research, compile and verify a variety of data and information; compute statistical information for various federal, State and local reports as necessary; assure mandated reports are completed and submitted to appropriate agency according to established time lines.

Distribute, collect, process and evaluate a variety of forms and applications related to assigned functions; duplicate and distribute materials as needed.

Coordinate, schedule and attend a variety of meetings, workshops and special events; prepare and send out notices of meetings; compile and prepare agenda items and other required information for meetings, workshops and other events; set up equipment and supplies for meetings and other events as needed; take, transcribe and distribute minutes as directed.

Monitor and maintain designated budgets and assure assigned accounts are accurate and expenditures are within federal or State requirements; compile data for budget preparation and assist in the planning and development of program budgets; research, track and resolve discrepancies.

Perform special projects and prepare various forms and reports on behalf of the assigned administrator; attend to administrative details on special matters as assigned.

Prepare and maintain a variety of complex lists and records including those of a confidential nature; establish and maintain filing systems.

Communicate with personnel and various outside agencies to exchange information, request and provide materials, coordinate activities and resolve issues or concerns.

Operate a variety of office equipment including a calculator, copier, fax machine, typewriter, computer and assigned software; arrange for equipment repairs as needed.

Receive, open, sort, screen and distribute incoming mail; compose replies independently or from oral direction.

Maintain appointment and activity schedules and calendars; coordinate travel arrangements and hotel reservations as necessary; process reimbursement claims; reserve facilities and equipment for meetings and other events as needed.

Monitor inventory levels of office and designated supplies; order, receive and maintain appropriate levels of inventory as required; prepare, process and code purchase orders and invoices as assigned; arrange for billings and payments as directed.

OTHER DUTIES:

Perform related duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Organizational operations, policies and objectives.
Policies and objectives of assigned programs and activities.
Applicable laws, codes, regulations, policies and procedures.
Record-keeping and filing techniques.
Business letter and report writing, editing and proofreading.
Telephone techniques and etiquette.
Methods, procedures and terminology used in clerical accounting work.
Modern office practices, procedures and equipment.
Correct English usage, grammar, spelling, punctuation and vocabulary.
Interpersonal skills using tact, patience and courtesy.
Operation of a computer and assigned software.
Oral and written communication skills.
Record retrieval and storage systems.
Basic public relations techniques.
Mathematic calculations.

ABILITY TO:

Perform a variety of complex secretarial and administrative assistant duties to relieve the administrator of administrative and clerical detail.

Plan, coordinate and organize office activities and coordinate flow of communications and information for the administrator.

Assure smooth and efficient office operations.

Interpret, apply and explain laws, codes, rules, regulations, policies and procedures.

Compile and prepare comprehensive reports concerning a broad spectrum of subject matter.

Compose effective correspondence independently.

Perform a variety of clerical accounting duties in support of assigned department or program.

Answer telephones and greet the public courteously.

Complete work with many interruptions.

Maintain a variety of records, logs and files.

Utilize a computer to input data, maintain automated records and generate computerized reports.

Establish and maintain cooperative and effective working relationships with others.

Meet schedules and time lines.

Work independently with little direction.

Communicate effectively both orally and in writing.

Determine appropriate action within clearly defined guidelines.

Add, subtract, multiply and divide with speed and accuracy.

EDUCATION AND EXPERIENCE:

Any combination equivalent to: graduation from high school supplemented by college level course work in secretarial science or related field and four years of clerical or secretarial experience involving frequent public contact.

WORKING CONDITIONS:

ENVIRONMENT:

Office environment.

Constant interruptions.

PHYSICAL DEMANDS:

Hearing and speaking to exchange information in person or on the telephone.

Dexterity of hands and fingers to operate a computer keyboard.

Seeing to read a variety of materials.

Sitting or standing for extended periods of time.

Bending the waist, kneeling or crouching to file and retrieve materials.

Imperial County Office Of Education Bookkeeper-Educational Services

The Job of "Educational Services Bookkeeper" is done for the purpose/s of maintaining and reporting accurate budgets and records; providing necessary information; ensuring allocations are accurate, related revenues are generated and updated expenses are reported.

Representative Duties:

Analyzes budgets throughout the fiscal year for the purpose of allocating, transferring fund, and making other necessary changes to obtain accurate year-end balances.

Audits discrepancies of financial information and/or documentation for the purpose of ensuring accuracy and adherence to procedures.

Coordinates assigned Educational Services programs for the purpose of collecting documentation to meet deadlines and complying with county, state and federal guidelines.

Establishes preliminary budgets for the fiscal year for the purpose of providing sufficient fund in all accounts.

Implements procedures and internal controls for the purpose of maintaining and reporting accurate records.

Informs personnel regarding various procedures and program requirements for the purpose of providing necessary information for making decisions, taking appropriate action and/or complying with established fiscal guidelines.

Maintains necessary fiscal files and bookkeeping records (e.g. accounts payable, accounts receivable, payroll, contracts, income, leases, etc.) for the purpose of providing an up-to-date reference and audit trail for compliance.

Monitors fund balances of all programs and related financial activity (fiscal contracts, grants applications, board approvals, income, etc.) For the purpose of ensuring that allocations are accurate, related revenues are generated, expenses are within budget limits and/or fiscal practices are followed.

Prepares documentation (e.g. fiscal and statistical reports, schedule, correspondence, etc.) for the purpose of providing written support and/or conveying information.

Presents fiscal program information to appropriate Assistant Superintendent, to ICOE business department and to others designated by Resource Development Coordinator for the purpose of conveying required information.

Process all fiscal information (monthly, quarterly, annually) for the purpose of reporting information, authorizing final action and complying with accounting requirements.

Procures equipment, supplies and services for Educational Service Programs for the purpose of obtaining best value and staying within budget and grant requirements.

Reconciles account balances for Educational Services (e.g. business office/curriculum, etc.) For the purpose of maintaining accurate account balances, transferring funds, and complying with accounting policies, practices and/or regulations.

Respond to inquiries (written and verbal) for the purpose of providing information on fiscal statistics.

Assists other personnel as may be required for the purpose of supporting them in the completion of their work activities.

Provides training and guidance for temporary employees for the purpose of ensuring assignments are completed appropriately.

Knowledge, Skills, and Abilities:

Experience Required: Two years prior job related experience or higher educations in accounting/bookkeeping/business.

Education and Experience:

High School diploma or equivalent driver License and evidence of insurance, Criminal Justice Fingerprint Clearance; Tuberculosis Screening.

Imperial County Office Of Education Clerical Assistant I

BASIC FUNCTIONS:

Under the direction of an assigned supervisor, perform routine clerical duties including filing, keyboarding and maintaining records.

DISTINGUISHING CHARACTERISTICS:

Clerical Assistant I incumbents perform routine clerical support duties such as filing, keyboarding and maintaining records. The Clerical Assistant II classification is the experienced - level classification of the series. Incumbents perform more varied clerical and keyboarding duties and provide general clerical support in an assigned office or area. The Clerical Assistant III classification is the advanced-level classification of the series. Incumbents perform complex and responsible clerical duties involving the operation of computer terminals, word processing and transcription equipment. Incumbents may provide sole clerical support in an office, serve in a lead capacity over other clerical personnel or provide complex, specialized clerical support in an assigned department.

REPRESENTATIVE DUTIES:

Perform various clerical duties such as posting records, answering telephones and securing information from clearly indicated sources.

Perform receptionist duties for an office or department; provide information and directions; refer callers and visitors to appropriate personnel.

Maintain records, logs and files in an assigned office; locate materials and information in records and files as required.

Distribute application for services and other departmental forms; assist the public in completing required forms.

Keyboard and proofread written material such as reports, letters and contract; prepare and distribute various documents, letters and reports as directed.

Receive, sort and distribute incoming mail.

Operate a copier to duplicate information; package and distribute completed copies.

Operate office equipment machinery such as calculator, copier and computer terminal.

Assistant or substitute for other clerical personnel as required.

perform related duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Modern office practice, procedures and equipment.

Record-keeping techniques.

Correct English usage, grammar, spelling, punctuation and vocabulary.

Oral and written communication skills.

Telephone techniques and etiquette.

ABILITY TO:

Perform clerical duties such as filing, duplications, keyboarding and maintaining routine records.

Answer telephones and greet the public courteously.

Learn to operate computer terminals, word processors and other office equipment.

Add, subtract, multiply and divide.

Understand and follow oral and written directions.

Maintain routine records and files including alpha, numeric and chronological records.

Communicate effectively both orally and in writing.

Keyboard at an acceptable rate of speed.

Establish and maintain cooperative and effective working relationships with others.

EDUCATION AND EXPERIENCE:

Any combination equivalent to: sufficient training and experience to demonstrate the knowledge and abilities listed above.

WORKING CONDITIONS:

Office environment.

Imperial County Office Of Education

Clerical Assistant II

BASIC FUNCTION: Under the direction of an assigned supervisor, perform a variety of clerical and keyboarding duties in an assigned area or office; provide information and assistance to others as required.

DISTINGUISHING CHARACTERISTICS: The Clerical Assistant II classification is the experienced-level classification of the series. Incumbents perform more varied clerical and keyboarding duties and provide general clerical support in an assigned office or area. The Clerical Assistant III classification is the advanced-level classification of the series. Incumbents perform complex and responsible clerical duties involving the operation of computer terminals, word processing and transcription equipment. Incumbents may provide sole clerical personnel or provide complex, specialized clerical support in an assigned department. Clerical support duties such as filing, keyboarding and maintaining records.

REPRESENTATIVE DUTIES: Perform a variety of clerical duties such as posting records, making arithmetic computations and compiling and recording information from clearly indicated sources. Keyboard correspondence, memoranda, reports, requisitions, forms and other documents; proofread and edit written materials as required. Answer telephones and greet office visitors; provide information and assistance to callers, take messages, or refer calls or visitors to appropriate personnel; receive, sort and distribute mail. Provide information and services to other County departments and personnel, various outside agencies and organizations and the general public. Prepare and maintain a variety of records, logs and files; locate materials and information in records and files as required. Collect fees and payments for departmental services; prepare receipts and maintain related records; prepare cash for bank deposit according to established procedures. Reserve places for meetings and conferences; make travel and room reservations as required. Operate a computer terminal or microcomputer to enter data and update information; generate lists and reports as requested. Duplicate information; package and distribute completed copies. Operate office equipment such as calculator, transcription equipment, copier, word processor and computer equipment. Order and maintain adequate stock of office supplies as assigned. Train and provide work direction to student assistants. Assist or substitute for other clerical assistant I or II personnel as required. Perform related duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

- Modern office practices, procedures and equipment.
- Interpersonal skills using tact, patience and courtesy.
- Operation of office and computer equipment.
- Telephone techniques and etiquette.
- Record-keeping techniques.
- Correct English usage, grammar, spelling, punctuation and vocabulary.
- Oral and written communication skills.

ABILITY TO:

- Learn the policies, procedures, activities and programs of an assigned area or office quickly and accurately.
- Perform clerical duties of above-average difficulty.
- Operate office equipment and machinery such as calculator, transcription equipment, copier, and word processor and computer equipment. Add, subtract, multiply and divide quickly and accurately. Understand and follow oral and written directions. Maintain records and files including alpha, numeric and chronological records. Communicate effectively both orally and in writing. Keyboard at an acceptable rate of speed.
- Establish and maintain cooperative and effective working relationships with others. Respond to the public with courtesy and tact.

EDUCATION AND EXPERIENCE:

- Any combination equivalent to:
- One year experience at the level of an Office Assistant I.
- Keyboard 45 wpm

LICENSES AND OTHER REQUIREMENTS:

- Some positions in this classification may be required to possess a valid California driver's license.

WORKING CONDITIONS:
Office environment.

Imperial County Office Of Education Clerk Typist I

Job Purpose Statement/s: The job of "Clerk Typist I (Entry Level)" is done for the purpose/s of responding to inquiries, processing documents, ensuring availability of space and resources.

Essential Job Functions:

- „h Coordinates schedules (i.e. meetings, room schedules, etc.) for the purpose of ensuring availability of space.
- „h Maintains equipment, supplies for the purpose of ensuring availability of resources.
- „h Maintains various information, files and records (i.e. student files, supply inventory, etc.) for the purpose of providing an up-to-date reference and reliable information.
- „h Processes documents and materials (i.e. schedules, agendas, mail, etc.) for the purpose of disseminating information to appropriate parties.
- „h Processes mail and supplies for the purpose of distributing items to appropriate parties.
- „h Responds to inquiries of staff, the public, parents and/or students for the purpose of providing information and/or direction as may be required in person and by phone.

Other Job Functions:

- „h Assists other personnel as may be required for the purpose of supporting them in the completion of their work activities.
- „h Handles funds for the purpose of processing student fees, sale of products, etc.

Job Requirements - Qualifications:

- „h Experience Required: Prior job related experience.
- „h Skills, Knowledge and/or Abilities Required:

„h Skills to operate standard office equipment including use of software applications appropriate to assignment, use English in both written and verbal form, use correct spelling, grammar and punctuation, use relevant education codes, federal, state and county policies, apply problem solving techniques, maintain records, apply basic financial and statistical record keeping.

Knowledge of math at a level to add, subtract, multiply and divide including fractions and percents; of language at a level to read safety rules, instructions, procedures, etc. and/or writes reports and/or speaks before audience; to reason at a level to apply common sense understanding to carry out instructions in written, oral and/or diagrammatic form.

Abilities to sit for prolonged periods, influence people in their opinions, attitudes and judgments, deals with people beyond receiving work and instructions, make judgments and decisions, perform a variety of duties involving frequent changes of tasks, aptitudes, techniques, procedures, etc., attains precise set limits, tolerances and/or standards.

Significant physical abilities include reaching/handling/fingering, talking/hearing conversation, near visual acuity/visual accommodation.

„h Education Required: High School diploma or equivalent.

„h Licenses, Certifications, Bonding, and/or Testing Required: Criminal Justice Fingerprint Clearance, Tuberculosis Screening, Valid Drivers License and Evidence of Insurability.

Imperial County Office Of Education

Early Reading First Literacy Coaches-Curriculum

BASIC FUNCTION:

Under the direction and supervision of an assigned supervisor, the Early Literacy Coach will work with Early Reading First classroom teachers to support the full implementation of the literacy curriculum, assessment, professional development and other programs as necessary.

REPRESENTATIVE DUTIES:

- Provide support and assistance to all classroom teachers in the full and skillful implementation of the Scholastic Early Childhood Program
- Provide staff development to ensure that teachers are knowledgeable about the program components and understand the instructional design
- Conduct demonstration lessons to ensure that all teachers have been trained and are using the instructional materials as designed
- Assist teachers in building an interactive and language rich environment focused on the content and learning strategies embedded in the program (Room arrangement, class management, etc...)
- Assess students using mandated assessment tools
- Evaluate student performance for the purpose of providing feedback to the teachers (and director) for the purpose of improving classroom instruction
- Conduct classroom observations and provides "next step" support for all teachers
- Identify appropriate instructional strategies and interventions to improve student achievement for all students including English learners, Standard English learners, students enrolled in Special Education Programs, and students with diverse learning needs
- Assist teachers in preparation and pacing of instruction (curriculum planning)
- Facilitate weekly collaborative teacher/Early Reading First Director meetings to assist in the analysis and utilization of assessment data to improve student achievement and articulation meetings with kindergarten teachers
- Assist teachers in setting goals for improved instruction
- Prepare and submits documents, records and reports as directed
- Attend planning meetings, site supervisor meetings and trainings as directed
- Respond to inquiries to staff for the purpose of providing information as required
- Perform related duties as assigned

KNOWLEDGE, SKILLS, AND ABILITIES:

Knowledge of:

- Reading components of language acquisition, expertise in pre-literacy skills, scientifically-based reading research, and knowledge of Reading First program in local school districts.
- Math at a level to add, subtract, multiply and divide including fractions and percents
- Language at a level to read periodicals, dictionaries and /or write business letters, reports and/or speaks in relation to panels, an/or extemporaneously on a variety of subjects
- Reason at a level to apply principles of logical or scientific thinking to solve practical problems and/or interpret a variety of furnished instructions.

Ability to:

- Perform basic statistical recordkeeping; to apply curriculum and assessment policies and practices
- Use English in both written and verbal form;
- Maintain records to manage programs
- Operate standard office equipment
- Apply procedures including relevant education codes, health codes, state, federal and district policies.
- Speak, read and write fluently in English and Spanish
- Direct, control or plan activities of others
- Perform a variety of duties involving frequent changes of tasks, aptitudes, techniques, procedures

EDUCATION AND EXPERIENCE:

- Bachelor of Arts: Child Development and core courses or Elementary Education, early literacy expertise in pre-k through third grade
- Valid California Teaching Credential
- 3 years experience at site Director or Site Supervisor or commensurate experience teaching reading to young children

LICENSES, CERTIFICATIONS, BONDING, AND / OR TESTING REQUIRED:

- Criminal Justice Fingerprint Clearance, Tuberculosis Screening, Valid Drivers License and Evidence of Insurability.
-

Imperial County Office Of Education Early Reading First Literacy Coordinator

BASIC FUNCTION:

Under the direction of an assigned administrator, plan, organize, coordinate and implement the educational services, training activities, instructional resources and support functions of an assigned subject area or instruction-related program for local school districts to enhance student learning and achievement; provide consultation and staff development activities to administrators, staff and faculty to enhance the educational effectiveness of assigned subject area or program.

REPRESENTATIVE DUTIES:

ESSENTIAL DUTIES:

Plan, organize, coordinate and implement the educational services, professional development activities, instructional resources and support functions of an assigned subject area or instruction-related program for local school districts to enhance student learning and achievement; monitor, evaluate and adjust activities in response to the instructional needs of local school districts and students.

Provide consultation and technical assistance to school district faculty, administrators, staff and others concerning assigned subject area or instruction-related program; respond to inquiries and provide detailed and technical information concerning related services, standards, requirements, principles, practices, techniques, laws, codes, regulations, initiatives, policies and procedures.

Design, develop, implement, coordinate, conduct and follow up to provide staff development activities for faculty, staff and administrators concerning assigned subject area or instruction-related program as directed; prepare and deliver oral presentations and explain related content, curriculum, principles, theories, standards, guidelines, requirements, practices, procedures and techniques.

Coordinate activities and provide training and assistance to enhance faculty and administrative understanding of educational practices, instructional material guidelines and requirements, curriculum standards, assessment tools and instructional strategies.

Assist school districts with assuring instructional activities are aligned with established curriculum, assessment and accountability requirements; refer districts to appropriate educational resources; participate in the development and implementation of curriculum standards as directed.

Serve as a liaison and coordinate communications, activities and information related to assigned subject area or instruction-related program between County Office administrators, personnel, school districts, outside organizations and the public; establish, support, facilitate and maintain partnerships.

Assure adequate materials and resources to meet school support service needs; order and maintain adequate inventory levels of training and various other materials as required; coordinate and arrange services as needed; assist with recruitment activities as assigned; organize and distribute training materials as directed; prepare and set up for training activities and other events.

Provide direction to school leadership teams through professional development coaching, mentoring, and serving as a content expert to assist schools and districts with initiatives focused on improving student achievement.

Monitor and evaluate the educational effectiveness of assigned subject area or program services; develop and implement strategies and training activities to enhance educational effectiveness and student learning related to assigned subject area or program services in local school districts.

Assist in the development and preparation of annual preliminary budgets for assigned subject area or instruction-related program as assigned by the position; review and evaluate budgetary and financial data; control and authorize expenditures in accordance with established limitations.

Participate in researching, obtaining and maintaining grants and other funding sources for assigned programs and school support services as assigned; assist with implementing grants and assuring compliance with related requirements as directed.

Maintain current knowledge of educational methods, practices and standards related to assigned subject area or program and related laws, codes, regulations, policies and procedures; assist school districts with modifying services to assure compliance with standards and requirements.

Compile, review and analyze a variety of technical data and information related to assigned subject area or instruction-related program.

Prepare and maintain a variety of records and reports related to programs, budgets, school support, partnerships, meetings and assigned activities; prepare and develop proposals as required.

Operate a variety of office equipment including copiers, projectors, audio-visual equipment and assigned software.

Drive a vehicle to conduct work; visit sites and classrooms to monitor educational activities and provide technical advice concerning assigned subject area or program and related services.

Train and provide work direction and guidance to assigned personnel as required.

Attend and participate in a variety of meetings, conferences, in-services and committees as directed.

OTHER DUTIES:

Perform related duties as assigned.

EARLY READING FIRST LITERACY OPTION:

Provide support, assistance, and resources to preschool and kindergarten teachers to support the full implementation of the Early Reading First program components encompassing curriculum, assessment, and professional development focused on literacy and other programs as necessary.

Assist with enhancing teacher and personnel implementation of the Reading First program in local preschools including reading components for language acquisition, pre-literacy skills, and scientifically-based reading researched teaching strategies.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Planning, organization, coordination and implementation of the educational services, training activities, instructional resources and support functions of an assigned subject area or instruction-related program.

Principles, theories, standards, practices, strategies and procedures involved in enhancing student achievement.

Practices, procedures and techniques involved in the development and implementation of staff development activities.

Curriculum standards, interpretation and application in assigned subject area or instruction-related program.

Instructional techniques and strategies related to assigned subject area or program.
Educational services, standards, requirements, principles, practices, techniques, theories and procedures related to assigned subject area or instruction-related program.
Local, State and federal standards and requirements governing assigned subject area or program.
Policies and objectives of assigned programs and activities.
Oral and written communication skills.
Basic budget preparation and control.
Applicable laws, codes, regulations, policies and procedures.
Interpersonal skills using tact, patience and courtesy.
Operation of a computer and assigned software.
Public speaking techniques.

ABILITY TO:

Plan, organize, coordinate and implement the educational services, training activities, instructional resources and support functions of an assigned subject area or instruction related program for local school districts to enhance student learning and achievement.
Provide consultation and technical assistance to school districts concerning assigned subject area or program and related content, standards, requirements, principles, practices, techniques and procedures.
Design, develop, implement and conduct training and staff development activities for faculty, staff and administrators concerning assigned subject area or program.
Prepare and deliver oral presentations.
Develop and implement strategies and training activities to enhance educational effectiveness and student learning related to assigned subject area or program in local school districts.
Interpret, apply and explain laws, codes, regulations, policies and procedures.
Communicate effectively both orally and in writing.
Establish and maintain cooperative and effective working relationships with others.
Operate a computer and assigned office equipment.
Analyze situations accurately and adopt an effective course of action.
Meet schedules and time lines.
Work independently with little direction.
Plan and organize work.
Prepare and maintain various records, reports and files.

EDUCATION AND EXPERIENCE:

Any combination equivalent to: master's degree in education or related field and five years educational experience related to assigned subject area or program.

LICENSES AND OTHER REQUIREMENTS:

Valid Administrative Services Credential.
Valid California driver's license.

WORKING CONDITIONS:**ENVIRONMENT:**

Indoor work environment.
Driving a vehicle to conduct work.

PHYSICAL DEMANDS:

Dexterity of hands and fingers to operate a computer keyboard.
Seeing to read a variety of materials.
Sitting or standing for extended periods of time.
Hearing and speaking to exchange information and make presentations.

Imperial County Office Of Education Program Manager

Job Description: Serves as a Program Manager by monitoring, interpreting, implementing, and coordinating a variety of program activities and providing technical assistance to Project Coordinator in meeting the requirements of the project. Serves under the supervision of the Project Coordinator and according to the policy and procedures established by project and any related rules and regulations. Serves as a cooperative member of the project team.

Duties and Responsibilities:

- Prepare and submit required reports to appropriate agencies.
- Monitor budgets, expenditures, and financial needs for Project and related areas.
- Process payments and reimbursements in accordance with project guidelines.
- Establish and maintain positive relationships with the community and local project partners.
- Produce related publications as required.
- Update related project communications, e.g.\Project Web Page, bulletins, etc.
- Coordinate and prepare materials and notices for meetings.
- Collect data for project evaluation and reporting needs.
- Provide the technical support for project committees and any advisory groups.
- Complete necessary arrangements for professional development activities.
- Maintain the records and documents pertaining to the project.
- Serve as ICOE/project representative at community meetings as needed.
- Coordinate the organization of project reports and alternative funding applications.
- Present program information to the public as needed.
- Develop forms, letters and memos to effectively operate the program.
- Other related duties as assigned.

Qualifications:

- Basic procedures, methods and techniques of budget preparation and control.
- Basic operations services and activities of the project.
- Model professionalism and maintain confidentiality.
- Ability to complete a variety of complex tasks with little to no supervision.
- Ability and desire to establish and maintain positive relationships with educators and business leaders from the community.
- Demonstrated ability to effectively communicate orally and in written form with correctness and precision.

Experience and Education:

- College degree or significant experience in organizing similar projects.
- Demonstration of proficiency in reading and writing in English and in Mathematics.
- Driver's license and minimum vehicle insurance required by law.
- Three years of increasingly responsible experience in organizing, reports and/or events.

Include a current resume with your completed application. Candidates selected for an interview will also complete a writing sample, and will be tested for proficiency on common computer programs, email and Internet use.

Imperial County Office Of Education Resource Development Specialist

The Resource Development Specialist, under the direct supervision of the Assistant Superintendent, Educational Services, will facilitate and oversee the collaborative development of ICOE grant funding applications and will develop relationships and information resources supportive of the Imperial County Office of Education mission and goals.

Duties and Responsibilities:

Facilitate and coordinate different agencies and internal departments working together on grants.
Research available, appropriate funding sources.
Maintain data and resources, including master file of sample successful grants.
Monitor and review work of internal and external grant writers.
Establish relationships and collaborative agreements with outside agencies and among internal departments.
Lead evaluation process for identified grants.
Develop tools, charts, including tables and other graphics, for data analysis.
Function as leader or member/coach for grant writing teams.
Monitor, review and evaluate grants and grant writing processes.
Conduct assessments to identify priority needs and to collect baseline data.
Facilitate Grants Committee input and decision-making processes.
Network with state, federal and private funders to establish relationships supportive to successful grant writing.
Facilitate development of priority list for grants development process.
Coordinate the development of priority list for grants development process.
Coordinate the development and implementation of a communications plan.

Qualifications-Skills, Abilities and Experiences:

Research skills, including Internet access and searches.
Ability to bring people together successfully for the purpose of collaborative work.
Effective communication with a wide variety of agencies.
Experience in grant and budget development.
Understanding of evaluation design, including qualitative and quantitative measures.
Understanding of broad perspective of funding sources, both public and private, and categorical program.
Proficient use of English in both written and verbal forms.
Inquiry, listening and group facilitation skills.
Ability to identify needed information, collect data and use it to develop proposals and create purposeful graphic displays.
Presentation skills, especially as they relate to successful packaging of grant applications.
Organizational skills.
Excellent writing and editing skills.
Computer skills, including merges of word processing, graphics, data bases and spreadsheets.

Education:

Bachelor's degree from an accredited institution of higher learning.
Master's Degree preferable.
Possess valid California driver's license and current auto liability insurance on vehicle.

Submit three letters of recommendation and a resume with the application. Candidates selected for an interview will be required to present a 20-minute demonstration lesson.

Imperial County Office Of Education Resource Development Coordinator-Curriculum Services

BASIC FUNCTION:

The Resource Development Coordinator, under the direct supervision of an Assistant Superintendent, facilitate and oversee the collaborative development of ICOE grant funding applications and will develop relationships and information resources supportive of effective proposals.

REPRESENTATIVE DUTIES:

Facilitate and coordinate different agencies and internal departments working together on grants
Research available, appropriate funding sources
Oversee maintenance of data and resources, including master file of sample successful grants
Monitor and review work of internal and external grant writers
Participate as member of team charged with ICOE resource development, with commitment to collaborative work and cross-training for team effectiveness
Collaborate to establish evaluation resources and models
Establish relationships and collaborative agreements with outside agencies and among internal departments
Maintain evaluation data from existing grants
Function as leader or member/coach for grant writing teams
Monitor, review and evaluate grants and grant writing processes
Conduct assessments to identify priority needs and to collect baseline data
Collaborate with team members to facilitate Grant Committee input and decision-making processes
Network with state, federal and private funds to establish relationships supportive to successful grant writing
Facilitate development of priority list for grants development process
Other duties as assigned

KNOWLEDGE, SKILLS, AND ABILITIES:

Research skills, including Internet access and searches
Ability to bring people together successfully for the purpose of collaborative work
Effective communication with a wide variety of agencies
Experience in grant and budget development
Understanding of evaluation design, including qualitative and quantitative measures
Understanding of broad perspective of funding sources, both public and private, and categorical programs

Proficient use of English in both written and verbal forms, including technical writing appropriate for grant applications
Inquiry, listening and group facilitation skills
Ability to identify needed information, collect data and use it to develop proposals and create purposeful graphic displays
Presentation skills, especially as they relate to successful packaging of grant applications
Organizational skills
Excellent writing and editing skills
Computer skills, including merges of word processing, graphics, data bases and spreadsheets

EDUCATION AND EXPERIENCE:

Preferred experience and understanding about COE's or schools
Possess a Bachelors Degree
Possession of a valid license and minimum vehicle insurance required by law.

Submit three letters of recommendation. Please also include a current resume with the application. Candidates selected for an interview will also complete a writing sample and facilitate a 20-minute simulation of an input meeting of 5-6 participants for grant development. (Assume you are facilitating the initial meeting of 5-6 representatives from ICOE departments collaborating to develop a grant for school-to-career activities for high school students.) Bring copies of 2 or more grant applications for which you have had major responsibility.

Enclosures:

1. Application Form
 2. Information regarding interview process
-

Imperial County Office Of Education

Student Support Specialist - Educational Services - GEAR UP

BASIC FUNCTION:

Under the direction of the Program Coordinator, plan, organize, coordinate and implement the operations, activities, educational services and support functions of assigned programs and services; coordinate communications, resources and information to meet student needs, enhance student academic performance and assure smooth and efficient program and service activities, including coordination of Student Support Coaches, supporting Program activities in partner schools and the collection of student activity data in Program partner schools in order to be compliant with grant requirements.

ESSENTIAL DUTIES:

Coordinate and monitor activities of the Student Support Coaches to ensure that Program objectives are being met and that coaches are effectively performing assigned duties.

Provide and participate in training for Student Support Coaches, conduct coaches' meetings and assist with problem solving, evaluate the progress of coaches using the designated evaluation tool, and counsel with coaches to improve performance; model and assist Coaches as they practice new presentations for their schools.

Provide leadership and coordinate program activities in partner schools, to include parent involvement activities scheduled at times to ensure maximum attendance; schedule and attend school site coordination meetings; coordinate trainings and conferences for parents and students related to program objectives; monitor, assess and adjust activities in response to student needs.

Conduct Program-related presentations and workshops with parents and students on a variety of subjects; train Coaches, district and school staffs on Program-specific initiatives.

Develop, prepare and distribute presentation, training and informational materials; prepare and process a variety of documents, forms and applications as required.

Collect student activity data in partner schools in order to be compliant with Program requirements; maintain and improve systems of data collection for completion of documents by students and parents, including ways to help students meet deadlines.

Perform duties in the collection of any required Cost-Share documentation, e.g. identification of appropriate cost-share items, tracking and managing progress of school contributions, and providing progress reports to Program Coordinator.

Act as Student Support Coach for small schools, completing an action plan with each student, meeting with parents, organizing and completing Program parent events, and collecting student level data; assist students with the decision-making process regarding future personal and educational plans.

Serve as a liaison and coordinate communications, activities and information related to assigned programs and services within Imperial County Office of Education and with a variety of outside organizations, students, parents and the public; coordinate, schedule and arrange meetings, conferences and events in support of assigned programs and services; communicate regularly with PROGRAM partners to coordinate effective service delivery; respond to inquiries and provide detailed and technical information concerning related standards, strategies, requirements, practices, services, activities, goals, objectives, laws, codes, regulations, policies and procedures.

Coordinate communications, resources and information to meet student needs; assist in the development and implementation of program and service projects, plans, strategies, goals, objectives, systems, schedules, events and activities; assure proper and timely resolution of issues and conflicts related to assigned services; collaborate as directed with community resources, educational organizations and others to identify appropriate community resources and services for students and families.

Operate a variety of office equipment including a copier, fax machine, computer and assigned software; drive

a vehicle to conduct work.

Participate in researching, obtaining and maintaining grants and other funding sources for assigned programs and services as required; assist in assuring assigned programs and services comply with established grant specifications and requirements and related goals and objectives.

OTHER DUTIES:

Perform related duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Planning, organization, coordination and implementation of the operations, activities, educational services and support functions of assigned programs and services.

Educational programs, services, standards, requirements and procedures related to assigned programs and services.

Practices, procedures and techniques involved in the development and implementation of program and service projects, plans, strategies, goals, objectives, systems, calendars, events and activities.

Local, State and federal standards and requirements governing assigned programs and services.

Terminology, concepts, methods and procedures involved in coordinating assigned services.

Diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of County students.

Policies and objectives of assigned programs and activities.

Oral and written communication skills.

Applicable laws, codes, regulations, policies and procedures.

Interpersonal skills using tact, patience and courtesy.

Operation of a computer and assigned software.

Record-keeping and report preparation techniques.

Basic public relations techniques.

ABILITY TO:

Plan, organize, coordinate and implement the operations, activities, educational services and support functions of assigned programs and services.

Coordinate communications, resources and information to meet student needs, enhance student well-being and assure smooth and efficient program and service activities.

Assist in the development and implementation of program and service projects, plans, strategies, goals, objectives, systems, calendars, events and activities.

Provide consultation to faculty, staff, administrators, students, parents, outside agencies, school districts and others concerning assigned programs and services.

Establish and maintain partnerships to facilitate and enhance support and resources for students utilizing assigned programs and services.

Assure smooth and efficient delivery of assigned services.

Monitor and adjust activities in response to school district, student and family needs.

Interpret, apply and explain rules, regulations, policies and procedures.

Communicate effectively both orally and in writing.

Establish and maintain cooperative and effective working relationships with others.

Operate a computer and assigned office equipment.

Determine appropriate action within clearly defined guidelines.

Meet schedules and time lines.

Work independently with little direction.

Plan and organize work.

Prepare and maintain various narrative and statistical records, reports and files.

Communicate effectively both orally and in writing in both English and Spanish.

EDUCATION AND EXPERIENCE:

Any combination equivalent to: bachelor's degree and three years experience working with similar services in an educational or social service environment.

Bilingual skills required.

LICENSES AND OTHER REQUIREMENTS:

Valid California driver's license.

WORKING CONDITIONS:

ENVIRONMENT:

Indoor work environment.

Driving a vehicle to conduct work.

PHYSICAL DEMANDS:

Dexterity of hands and fingers to operate a computer keyboard.

Seeing to read a variety of materials.

Sitting or standing for extended periods of time.

Hearing and speaking to exchange information and make presentations.

Riverside County Office Of Education

Permit Teacher -State Preschool



Riverside County Office of Education
P.O. Box 868
Riverside, CA 92502

Permit Teacher – State Preschool
Division of Children and Family Services

Job Purpose:

Employees in this classification work under general supervision within a framework of established policies and procedures. Employees are responsible for the physical and emotional well being of the children attending the State Preschool Program and therefore, must utilize proper early childhood education practices and techniques.

Application Procedure: You must apply on-line via our Web site at www.rcoe.us. For your convenience, you can access the Internet application site from any location. The applicant is responsible for assuring that Personnel receive the online submission of their application before the deadline date. Applicants must be sure they are submitting a complete application packet with all required documents. Incomplete application packets will not be considered. For questions, you can contact Personnel Services, Riverside County Office of Education, 3958 Twelfth Street, Riverside, CA 92501, (951) 826-6666.

Selection Process: Applications will be screened for satisfaction of minimum qualification standards. Those applicants evidencing the best qualifications will be invited for a panel interview evaluation. The interview panel will provide the Division Head with the top candidates for final selection. All candidates will be notified via e-mail following final selection.

Fringe Benefits:

Employee and dependant health, dental and vision insurance up to the cap amount; and employee fully paid life insurance.

Functions:

Instructs and supervises preschool children in all early childhood curriculum areas; observes children's behavior, determines individual needs, and attends to the emotional, instructional, nutritional and health needs of the child; instructs and assists children in good health and nutrition habits; assists in the planning and implementation of the nutritional program; observes the physical condition of the children, reporting possible health problems, and taking appropriate action in the case of accident or injury; assist in creating and maintaining a safe and stimulating instructional environment; supervises children in outdoor activities, including authorized field trips and play on recreational equipment; plans and implements an individualized educational program based on each child's needs; prepares and implements daily lesson plans based upon sound early childhood concepts; develops and maintains

effective working relationships with support staff, parents, community agency personnel, and volunteers; assist in maintaining records through newsletters, correspondence, meetings, etc., maintains cleanliness and order of the center as required by operation standards and activities of the program; participates in on-going professional growth activities such as in service workshops, conferences, and college classes; participates effectively in all staff meetings.

JOB REQUIREMENTS - MINIMUM QUALIFICATIONS SKILLS, KNOWLEDGE, AND ABILITIES

SKILLS are required to perform multiple technical tasks with a need to occasionally upgrade skills in order to meet changing job conditions. Specific skills required to satisfactorily perform the functions of the job include: skill to instruct students in assigned areas of Head Start and career development; to effectively plan, develop, and implement programs related to the assignment; skills to effectively communicate orally and in writing; and to understand and interpret laws and regulations.

KNOWLEDGE of early childhood education principles and practices; thorough knowledge and understanding of child development including the needs of State Preschool children; knowledge of approved and effective techniques of child supervision; knowledge of basic first aid methods; knowledge of licensing regulations; knowledge of State Preschool guidelines.

ABILITY to recognize and effectively respond to the various physical, intellectual, and emotional needs of preschool children; ability to effectively supervise preschool children in various activities; ability to serve as an effective role model; ability to meet the physical requirements of lifting and carrying preschool children and equipment; ability to maintain composure under emergency situations and administer first aid for minor injuries and/or accidents; ability to establish and maintain effective working relationships with children, parents, and staff; ability to recognize child abuse and neglect and to report all findings. Bilingual ability highly desirable.

RESPONSIBILITIES:

Under general supervision, plans and participates in the care, instruction, and supervision of children in a State Preschool Program; to assist in the day to day operation of the center and perform other job related duties as required, i.e., parent involvement.

WORKING ENVIRONMENT: Occasional to frequent moving of preschool equipment (cots, tables, chairs, etc.), lifting of infant to preschool age children, frequent stooping, bending, squatting and kneeling, frequent gross motor activities with children, both indoors and outdoors. The majority of time is spent in active experiences, either sitting in small chairs or on the floor, or walking, skipping, bending, kneeling, twisting, or reaching. Normal lifting would not exceed a 40-50 lb. child or 20-25 lb. equipment item. 60-70% of the work day is standing or walking and 30-40% is sitting (often on child-sized chairs or on the floor).

EXPERIENCE: Completion of 175 days of experience in an instructional capacity in a childcare and development program, working at least three hours per day within the last four

years is required and must be verified. (This experience may include paid and/or volunteer work).

EDUCATION: Bachelor's degree from an accredited college/university is required. A Bachelor degree in Early Childhood Education or closely related field is preferred.

CERTIFICATES: Possession of or ability to obtain, prior to employment, a valid California children's center/child development permit authorizing instruction in a Child Development Center Program. (Refer to Commission on Teacher Credentialing pamphlet for: Child Development Teacher Permit. You must provide evidence of qualifying for required permit/credential with your application materials.

NOTE: Requirements to obtain a Child Development Teacher Permit is:

a. Completion of twenty-four semester units of course work in early childhood education/child development including at least one course in each of following core areas:

Forty (40) semester units of college course work from an accredited college, relating to Early Childhood Education are required as listed:

- Child/human growth and development;
- Child, family and community, or child and family relations;
- Program/curriculum, AND

b. Sixteen diversified semester units in general education (i.e. at least one course in each of the following areas: Humanities and/or Fine Arts, Social Sciences, Math and/or Science, and English/Language Arts).

NOTE: ALL COLLEGE TRANSCRIPTS MUST ACCOMPANY APPLICATION.

(Transcripts need not be official during the screening process).

LICENSES: Valid California Driver's License **CLEARANCES:** Fingerprint Clearance, TB Clearance **SPECIAL REQUIREMENTS:** Must obtain and maintain a valid food handler's permit.

This organization complies with the following policies and practices

This organization is an Equal Opportunity Employer and does not discriminate on the basis of race, color, national origin, creed, age, gender or disability. This organization complies with the Americans with Disabilities Act. Persons who may need some accommodation in the hiring process should contact the personnel office. This organization is a drug free and tobacco free workplace. Candidates shall be required to submit proof of U.S. Citizenship or legal U.S. residence if hired. Minimum age limit is (a) 18 or (b) 16 with either a work permit, high school diploma, or High School Certificate of Proficiency.

7/06 an

Riverside County Office Of Education

Instructional Assistant, Head Start/State

Preschool/Center Based



INSTRUCTIONAL ASST., HEAD START/STATE PRESCHOOL/CENTER BASED

Purpose Statement:

The job of Instructional Assistant - Head Start/State Preschool/Center Based is done for the purpose/s of assisting in the supervision and instruction of preschool aged children (3 - 5+ years old); performing classroom clerical tasks; assisting children in meeting health care needs and developing children's daily living skills.

Functions:

- Assists with the implementation of emergency procedures and first aid for the purpose of meeting immediate health care and safety needs of children.
- Assists other personnel as maybe required (e.g. site staff) for the purpose of supporting them in the completion of their work activities.
- May occasionally assist preschool aged children (e.g. feeding, changing diapers, toileting, etc.) for the purpose of providing appropriate care to children and maintaining a clean and orderly classroom environment.
- Assists teacher for the purpose of gathering student observation and assessment information.
- Cleans work areas (e.g. changing tables, cribs, sinks, linens, food service areas, etc.) for the purpose of maintaining a sanitary environment.
- Facilitates sign-in procedures at the site (e.g. receives and delivers children directly from/to parents or designee) for the purpose of ensuring safety of children and meeting program requirements.
- Maintains child care facilities for the purpose of ensuring a sanitary and safe environment for preschool aged children.
- May assist in food service (e.g. receive, set up/serve meals and snacks) for the purpose of meeting the nutritional needs of children.
- May oversee parent volunteers for the purpose of assisting them in their duties and maintaining records related to their attendance
- Organizes indoor/outdoor, quiet/active play activities appropriate to age group for the purpose of actively participating with children on scheduled hours and days.
- Performs record keeping and clerical functions (e.g. scheduling, copying, etc.) for the purpose of supporting the teacher and/or administrator in providing necessary records/materials.

Job Requirements - Minimum Qualifications:

Skills, Knowledge and Abilities

SKILLS are required to perform multiple non-technical tasks with an occasional need to upgrade skills due to changing job conditions. Specific skills required to satisfactorily perform the functions of the job include: Communicate effectively with young children, parents and staff. Read, write, and speak English at a level sufficient for successful job performance.

KNOWLEDGE is required to perform basic math; interpret written procedures, write routine documents and speak clearly; and analyze situations to define issues and draw conclusions. Specific knowledge required to satisfactorily perform the functions of the job includes: Knowledge of effective child guidance practices and principles. General knowledge of child growth and development, children, families and communities and program/curriculum used in early childhood education. Knowledge of classroom health and safety regulations.

ABILITY is required to schedule activities; gather, collate, and/or classify data; and use basic job related equipment. Flexibility is required to work with others; analyze data utilizing defined and similar processes; and operate equipment using standard methods of operation. Ability is also required to work with a diversity of individuals; work with data of similar types and/or purposes; and utilize job related equipment. In working with others, some problem solving is required to analyze issues, create plans of action and reach solutions; with data it is limited; and with equipment it is limited. Specific abilities required to satisfactorily perform the functions of the job include: Communicate effectively with young children, parents, and staff. Effectively follow written and oral instructions. Maintain effectiveness in stressful situations. Learn effective and appropriate techniques and practices utilized in early childhood education.

Responsibility:

Responsibilities include: working under standardized instructions and/or routines; providing information and/or advising other persons; and operating within a defined budget and/or financial guidelines. Utilization of resources from other work units may be required to perform the job's functions. There is an opportunity to impact the Organization's services.

Working Environment:

The usual and customary methods of performing the job's functions requires the following physical demands: significant lifting and carrying up to 50 pounds, pushing and/or pulling; some climbing and balancing; significant stooping, kneeling, crouching and/or crawling; significant reaching, handling, fingering and/or feeling. Generally the job requires 45% sitting, 30% walking and 25% standing. The job is performed under minimal temperature variations, a generally hazard free environment, and in a clean atmosphere.

Experience:

Job related experience is desired.

Education:

Targeted job related education that meets organization's prerequisite requirements. Graduation from high school or equivalent. Completion of six (6) semester units of early childhood/child development education from a regionally accredited college or university or completion of ROP Child Care Program. NOTE: Level 2 Instructional Assistants assigned to work with

infants must have three (3) units of early childhood/child development and three (3) units of infant/toddler education from a regionally accredited college or university.

Required Testing:

Offer of employment is contingent upon successful passing of a physical examination.

Certificates & Licenses:

Valid California Driver's License

Continuing Educ. / Training:

None required.

Clearances:

Fingerprint Clearance and TB Clearance

Approved 07/03/07

**BAKERSFIELD CITY SCHOOL DISTRICT
MANAGEMENT SALARY SCHEDULE**

2007-08

4.5% INCREASE

CODE	TITLE	DAYS	DAILY RATE (I)	I 1-2 YRS	II 3-4 YRS	III 5-6 YRS	IV 7-8 YRS	V 9+ YRS	DAILY RATE (V)
1	PRINCIPAL - 6/7/8	199	507.90	101,072	103,568	106,120	108,730	111,420	559.90
2	PRINCIPAL - 7/8	199	505.39	100,572	103,068	105,620	108,230	110,920	557.39
3	PRINCIPAL - MAGNET	199	502.87	100,072	102,568	105,120	107,730	110,420	554.87
→ 4	PRINCIPAL - K-5, K-6	199	500.36	99,572	102,068	104,620	107,230	109,920	552.36
5	DIRECTOR I	223	501.74	111,888	114,684	117,555	120,490	123,501	553.82
6	PRINCIPAL - YRE MAGNET	223	502.87	112,141	114,938	117,798	120,723	123,737	554.87
7	DIRECTOR I	214	501.74	107,372	110,055	112,811	115,627	118,517	553.82
8	ASSISTANT DIRECTOR I	223	487.36	108,681	111,397	114,184	117,035	119,961	537.94
9	SUPERVISOR I DIRECTOR III	223	472.96	105,469	108,104	110,808	113,578	116,420	522.06
10	NO CURRENT POSITIONS	214	500.36	107,077	109,762	112,506	115,313	118,205	552.36
11	SUPERVISOR I	199	472.96	94,118	96,469	98,882	101,354	103,890	522.06
12	EXEC. DIRECTOR - INSTR. SERV.	223	512.16	114,211	117,066	119,993	122,993	126,068	565.33
13	NO CURRENT POSITIONS	223	485.78	108,329	111,036	113,813	116,658	119,575	536.21
15	PERSONNEL ADMINISTRATOR SUPERVISOR I	214	472.96	101,212	103,741	106,336	108,994	111,721	522.06
17	NO CURRENT POSITIONS	223	461.07	102,818	105,383	108,021	110,718	113,494	508.94
18	PROGRAM MANAGER HEALTH SERVICES COORDINATOR	223	455.92	101,671	104,212	106,822	109,489	112,225	503.25
19	COORDINATOR PROGRAM MANAGER	199	455.92	90,729	92,996	95,325	97,705	100,147	503.25
20	COORDINATOR	214	455.92	97,568	100,006	102,511	105,070	107,696	503.25
21	PSYCHOLOGIST VICE PRINCIPAL	199	444.82	88,520	90,730	92,995	95,326	97,705	490.98
23	NO CURRENT POSITIONS	223	425.39	94,862	97,238	99,671	102,161	104,714	469.57
25	DEAN OF STUDENTS	190	425.39	80,824	82,849	84,921	87,043	89,218	469.57
27	DIRECTOR IV	223	415.41	92,637	94,954	97,327	99,761	102,258	458.56
→ 29	ASSISTANT DIRECTOR PUBLIC INFO. & COMM. MANAGER	223	387.57	86,427	88,586	90,804	93,076	95,398	427.79
30	BEHAVIORAL MANAGEMENT SPEC.	214	342.65	73,327	75,160	77,038	78,964	80,938	378.21
32	COORD., OCC. THER. (6 HR/DAY)	182	331.17	60,274	61,780	63,325	64,907	66,530	365.55
34	ADMINISTRATIVE ASSISTANT COORDINATOR, LIBRARY MEDIA	223	320.81	71,541	73,327	75,161	77,042	78,965	354.10
35	NO CURRENT POSITIONS	223	304.05	67,804	69,499	71,245	73,019	74,846	335.63

LONGEVITY: 10 YRS. - 2 1/2%, 15 YRS. - 2 1/2%, 20 YRS. - 2 1/2%

STIPENDS: MASTER'S DEGREE - \$900, DOCTORATE - \$900

10/23/07

OFFICE OF CHRISTINE LIZARDI FRAZIER
KERN COUNTY SUPERINTENDENT OF SCHOOLS
2009-2010

CERTIFICATED ADMINISTRATIVE SALARY SCHEDULE #15
Director II
224 Annual Service Days

Step	Annual
1	100,453
2	102,962
3	105,533
4	108,178

Longevity stipends for years of qualified service are paid as follows:

10 years = 1% of base salary
15 years = 2.5% of base salary

Employees hired on or before 9/1/91 are eligible for:

18 years = 5.5% of base salary
20 years = 8.5% of base salary
22 years = 11.5% of base salary

Employees hired before 7/1/89 are eligible for:

25 years = 14.5% of base salary
27 years = 17% of base salary
30 years = 19% of base salary

Advanced degree stipends: PhD or EdD, \$1300

OFFICE OF LARRY E. REIDER
KERN COUNTY SUPERINTENDENT OF SCHOOLS
2007-08

CERTIFICATED ADMINISTRATIVE SALARY SCHEDULES #32 & 33
Program Director/Site Supervisor II - Child Development

Step	#32	#33
	Site Supv 230 Days	Prog Dir 230 Days
1	49,258	54,164
2	50,487	55,517
3	51,742	56,908

Longevity stipends for years of qualified service are paid as follows:

10 years = 1% of base salary
15 years = 2.5% of base salary

Employees hired on or before 9/1/91 are eligible for:

18 years = 5.5% of base salary
20 years = 8.5% of base salary
22 years = 11.5% of base salary

Employees hired before 7/1/89 are eligible for:

25 years = 14.5% of base salary
27 years = 17% of base salary
30 years = 19% of base salary

Advanced degree stipends: MA, \$1000

OFFICE OF LARRY E. REIDER
KERN COUNTY SUPERINTENDENT OF SCHOOLS
2007-08

Salary Schedules #30 and #31

Salary Schedule #30
182 Days/8 Hours - State Preschool Teacher

	Associate Permit	Child Center Permit	AA Degree	BA Degree
1	20,276	24,377	26,161	30,890
2	21,006	25,087	27,002	31,655
3		25,797	27,844	32,421
4		26,507	28,685	33,187
5		27,217	29,526	33,953
17		29,217	31,526	35,953
19		31,217	33,526	37,953
21		31,717	34,026	38,453

Salary Schedule #31
230 Days/8 Hours - Preschool Teacher

	Associate Permit	Child Center Permit	AA Degree	BA Degree
1	25,732	30,806	33,060	39,036
2	26,618	31,705	34,124	40,004
3		32,605	35,188	40,972
4		33,504	36,252	41,939
5		34,403	37,316	42,907
17		36,403	39,316	44,907
19		38,403	41,316	46,907
21		38,903	41,816	47,407

A stipend of \$600 paid for Site Supervisor I assignments.

Advanced degree stipend for MA: \$1000.

Longevity stipends are paid on an employee's salary schedule placement as indicated above.

San Luis Obispo county Office of Education

Salary Placement for Assistant Superintendents

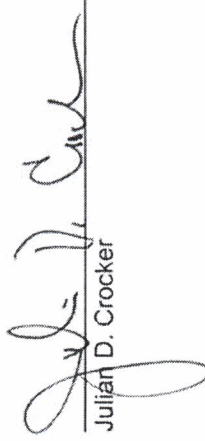
Effective date July 1, 2009

Range	Classification	Work Days	Vacation Days	Holidays	Work Year	Annual Salary Range
A	Assistant Superintendent, Business Services	224	23	13	260	\$120,260 ~ \$153,485
B	Assistant Superintendent, Educational Support Services	215	0	0	215	\$115,428 ~ \$147,318
A	Assistant Superintendent, Student Services	224	0	0	224	\$120,260 ~ \$153,485

Range	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
A	\$120,260	\$126,272	\$132,585	\$139,214	\$146,176	\$153,485
B	\$115,428	\$121,198	\$127,257	\$133,620	\$140,302	\$147,318

The salary of is established at the discretion of the County Superintendent of Schools.
Steps are 5% increments based upon display dollar amounts.
Total longevity payment of 2.5% following five (5) years of successful management service at SLOCOE.
There are no employer paid health and welfare benefits provided.
Reporting daily rates or calculations of daily rates for the purpose of buy-out shall be calculated on the work year

Approved by the County Superintendent of Schools:


Julian D. Crocker

6/25/2009
Date

San Luis Obispo County Office of Education
Salary Placement For
Certificated Management/Supervisory Employees
Effective Date July 1, 2010

Range	Classification Title	Work Days	Annual Salary	Salary Range
49	Executive Director-Special Education	215	\$87,255	~ \$107,310
45	Director-Educational Support Services, AVID	224	\$85,355	~ \$101,290
45	Director-Educational Support Services	215	\$79,046	~ \$97,220
45	Principal-Alternative Education	215	\$79,046	~ \$97,220
42	Child Development Program Director	215	\$70,223	~ \$86,366
42	School Psychologist	200	\$68,284	~ \$83,980
41	Assistant Principal	215	\$71,612	~ \$88,074
40	Program Specialist	195	\$63,367	~ \$77,933
38	Certificated Senior Coordinator, AVID	200	\$61,860	~ \$76,082
38	Certificated Senior Coordinator	190	\$58,767	~ \$72,277
31	Certificated Coordinator	190	\$49,439	~ \$60,803
28	Child Development Program Coordinator	184	\$44,459	~ \$54,679

Total longevity payment of 2.5% following five (5) years of management service at SLOCOE.

Total longevity payment of 5.0% following ten (10) years of management service at SLOCOE.

Total longevity payment of 7.5% following fifteen (15) years of management service at SLOCOE.

Figures shown are for a full time equivalent. Employees working less than full time will receive a prorated salary and service credit.

Approved by the County Superintendent of Schools: Julian D. Crocker Date 6.1.10
Julian D. Crocker

San Luis Obispo County Office of Education
Salary Placement For
Classified Management/Supervisory Employees
Effective Date July 1, 2010

Range	Classification Title	Work Days	Vacation Days	Holidays	Work Year	Annual Salary	Range
48	Chief Human Resources Officer	215	22	13	250	\$85,127 ~	\$104,694
45	Director, California Regional Environmental Education Community (CREEC)	224	23	13	260	\$82,355 ~	\$101,290
45	Director, External Fiscal Services	224	23	13	260	\$82,355 ~	\$101,290
43	Director, Internal Fiscal Services	224	23	13	260	\$78,388 ~	\$96,407
43	Director, Information Technology Services	224	23	13	260	\$78,388 ~	\$96,407
41	Director, Facilities, Maintenance & Operations	224	23	13	260	\$74,609 ~	\$91,761
40	Behavioral Intervention Services Manager	200	21	12	233	\$66,616 ~	\$81,930
35	Business Systems Manager	224	23	13	260	\$64,337 ~	\$79,128
35	Classified Senior Coordinator	190	20	11	221	\$54,571 ~	\$67,117
35	Education Technology Center Manager	214	22	13	249	\$53,001 ~	\$65,184
34	Purchasing Manager	224	23	13	260	\$62,767 ~	\$77,194
31	Classified Coordinator	190	20	11	221	\$49,439 ~	\$60,803
31	Local Child Care Planning Coordinator	190	20	11	227	\$49,439 ~	\$60,803
29	Supervisor, Autism Services	214	22	13	249	\$53,001 ~	\$65,184
27	Administrative Manager	224	23	13	260	\$52,805 ~	\$64,942
26	Human Resources Analyst	215	22	13	250	\$49,447 ~	\$60,812
22	Maintenance & Operations Supervisor*	224	23	13	260	\$46,672 ~	\$57,402

*Non-exempt position per FLSA guidelines.

Total longevity payment of 2.5% following five (5) years of management service at SLOCOE.

Total longevity payment of 5.0% following ten (10) years of management service at SLOCOE.

Total longevity payment of 7.5% following fifteen (15) years of management service at SLOCOE.

The work year is the number of paid status days. Figures shown are for a full time equivalent. Employees working less than full time will receive prorated service credit and salary.

Annual salary for classified managers is based upon the work days multiplied by the daily rate (see steps schedule).

Upon separation, a permanent classified management employee will be paid his/her accrued but unused vacation at the rate of pay applicable to his/her last regular assignment. The daily rate for vacation is calculated on the total paid days (work year, not work days).

Approved by the County Superintendent of Schools:



Julian D. Crocker

Date 6.1.10

2007-2008

SAN LUIS OBISPO COUNTY OFFICE OF EDUCATION

3350 EDUCATION DRIVE, SAN LUIS OBISPO, CA 93405

STATE PRESCHOOL TEACHER SALARY SCHEDULE

Including Programs Within the Paso Robles School District Boundaries

Effective July 1, 2007

	I *	II *	III *	IV *	V *
Years w/SLOCOE	40 Sem. Units*	80 Sem. Units	B.A. / B.S. or 120 Sem. Units	B.A./B.S. + 15 Sem. Units or 135 Sem. Units	B.A./B.S. + 30 Sem. Units or 150 Sem. Units
1	\$20,644	\$21,078	\$21,513	\$21,948	\$22,384
2	\$21,663	\$22,099	\$22,535	\$22,967	\$23,403
3	\$22,758	\$23,192	\$23,630	\$24,065	\$24,499
4	\$23,893	\$24,329	\$24,762	\$25,198	\$25,636
5	\$23,893	\$24,329	\$24,762	\$25,198	\$25,636
6	\$23,893	\$24,329	\$24,762	\$25,198	\$25,636
7	\$24,341	\$24,785	\$25,226	\$25,670	\$26,117
8	\$24,341	\$24,785	\$25,226	\$25,670	\$26,117
9	\$24,341	\$24,785	\$25,226	\$25,670	\$26,117
10	\$24,789	\$25,241	\$25,690	\$26,144	\$26,598
11	\$25,499	\$25,964	\$26,426	\$26,892	\$27,360
12	\$25,499	\$25,964	\$26,426	\$26,892	\$27,360
13	\$25,499	\$25,964	\$26,426	\$26,892	\$27,360
14	\$26,010	\$26,484	\$26,956	\$27,430	\$27,906

Schedule based on 178 duty days, 5 hours per day.

* **Range 1** (40 Sem. Units) Required for Regular Permit (24ECE + 16 General Ed.)

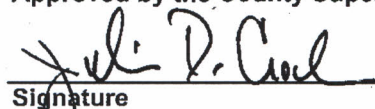
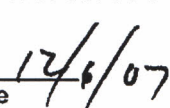
NOTE: Semester units must be approved by the Program Supervisor in order to advance to Range IV and Range V.

Substitute teacher rate: \$57.00 per day/plus mileage, effective 07/01/2001

** Long Term Substitute rate: \$64.00 per day/plus mileage, effective 07/01/2001

** A teacher who works 20 consecutive days in one assignment; upon the 21st day, will be paid retroactively to the first day at the long-term rate.

Approved by the County Superintendent of Schools

 
Signature Date

Revised 4/23/07: All previous longevity now incorporated into cells. Salary Schedule completely restructured.
Steps 1-10 increased 4.7%. Steps 11-14 increased 7.7% Retroactive to July 1, 2006
11/16/07 4.53% cola retroactive to July 1, 2007

SAN LUIS OBISPO COUNTY OFFICE OF EDUCATION

3350 EDUCATION DRIVE, SAN LUIS OBISPO, CA 93405

GENERAL CHILDCARE TEACHER SALARY SCHEDULE

Including Programs Within the Paso Robles School District Boundaries

Effective July 1, 2007

SLOCOE Years	I *	II *	III *	IV *	V *	Hourly
	40 Sem. Units*	80 Sem. Units	B.A./B.S. or 120 Sem. Units	B.A./B.S. + 15 Sem. Units or 135 Sem. Units	B.A./B.S. + 30 Sem. Units or 150 Sem. Units	Hourly
1	\$34,371	\$23.19	\$35,107	\$23.69	\$35,825	\$24.17
2	\$36,074	\$24.34	\$36,794	\$24.83	\$37,529	\$25.32
3	\$37,896	\$25.57	\$38,614	\$26.06	\$39,350	\$26.55
4	\$39,785	\$26.85	\$40,520	\$27.34	\$41,238	\$27.83
5	\$39,785	\$26.85	\$40,520	\$27.34	\$41,238	\$27.83
6	\$39,785	\$26.85	\$40,520	\$27.34	\$41,238	\$27.83
7	\$40,529	\$27.35	\$41,272	\$27.85	\$42,007	\$28.34
8	\$40,529	\$27.35	\$41,272	\$27.85	\$42,007	\$28.34
9	\$40,529	\$27.35	\$41,272	\$27.85	\$42,007	\$28.34
10	\$41,272	\$27.85	\$42,024	\$28.36	\$42,776	\$28.86
11	\$42,455	\$28.65	\$43,228	\$29.17	\$44,002	\$29.69
12	\$42,455	\$28.65	\$43,228	\$29.17	\$44,002	\$29.69
13	\$42,455	\$28.65	\$43,228	\$29.17	\$44,002	\$29.69
14	\$43,303	\$29.22	\$44,093	\$29.75	\$44,882	\$30.28

Schedule based on 247 duty days, 6 hours per day.

* Range 1 (40 Sem. Units) Required for Regular Permit (24ECE + 16 General Ed.)

NOTE: Semester units must be approved by the Program Supervisor in order to advance to Range IV and Range V.

Approved by the County Superintendent of Schools

 12/6/07
Signature Date

Revised 4/20/07: All previous longevity now incorporated into the cells. Salary Schedule completely restructured. Steps 1-10 increased 4.7%. Steps 11-14 increased 7.7% Retroactive to July 1, 2006 11/16/07 4.53%; COLA retroactive to July 1, 2007

SAN LUIS OBISPO COUNTY OFFICE OF EDUCATION

**FIRST FIVE PRESCHOOL PROGRAM
SALARY SCHEDULE**

EFFECTIVE July 1, 2007

FIRST FIVE PRESCHOOL PROGRAM SUPERVISOR

STEP 1	STEP 1	STEP 2	STEP 2	STEP 3	STEP 3
Annual	Hourly	Annual	Hourly	Annual	Hourly
\$25,744	\$28.44	\$27,026	\$29.86	\$28,368	\$31.34

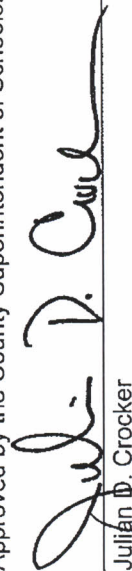
Annual salary based upon 181 duty days, 5 hours per day.

FIRST FIVE PRESCHOOL TEACHER

STEP 1	STEP 1	STEP 2	STEP 2	STEP 3	STEP 3
Annual	Hourly	Annual	Hourly	Annual	Hourly
\$18,535	\$22.75	\$19,452	23.88	\$20,422	\$25.07

Annual salary based upon 181 duty days, 4.5 hours per day.

Approved by the County Superintendent of Schools:


Julian D. Crocker

12/6/07
Date

Revised 4/30/07: 6.5% = 3% CTA unit longevity incorporated into the cells. All retroactive to 7/1/06 (excluding extended school '06)
Revised 12/3/07 4.53% retroactive to July 1, 2007

SAN LUIS OBISPO COUNTY OFFICE OF EDUCATION

Salary Schedule for Classified Positions in Bargaining Unit

Salary Schedule of July 1, 2010

Class Grouping	Classification	Grade	Hourly	Rates
Accounting	Accounting Technician I	22	\$14.14 ~	\$18.05
	Accounting Technician II	25	\$15.22 ~	\$19.43
	Accounting Technician III	28	\$16.37 ~	\$20.90
	Fiscal Specialist	32	\$18.05 ~	\$23.04
	Payroll Specialist	32	\$18.05 ~	\$23.04
Clerical/Secretarial	Office Assistant	19	\$13.15 ~	\$16.79
	Registrar - Alternative Education	23	\$14.50 ~	\$18.50
	Administrative Assistant I	23	\$14.50 ~	\$18.50
	Administrative Assistant II	27	\$15.98 ~	\$20.40
	MIS Liaison (SELPA)	29	\$16.79 ~	\$21.42
	Administrative Assistant III	31	\$17.62 ~	\$22.49
	Executive Assistant	36	\$19.90 ~	\$25.40
Educational Technology Center	Education Technology Center Assistant	22	\$14.14 ~	\$18.05
	Education Technology Center Technician	29	\$16.79 ~	\$21.42
Human Resources	Human Resources/Credentials Specialist	32	\$18.05 ~	\$23.04
Information Technology	Computer Operations Specialist	30	\$17.18 ~	\$21.94
	Digital Media Specialist	39	\$21.42 ~	\$27.33
	Information Technology Support Specialist	39	\$21.42 ~	\$27.33
Instructional	Classroom Assistant - Child Development Program	5	\$9.33 ~	\$11.94
	Associate Teacher - Child Development Program	8	\$10.06 ~	\$12.83
	Instructional Assistant - Emotionally Disturbed & Alternative Education	16	\$12.22 ~	\$15.60
	Instructional Assistant - Independent Skills	16	\$12.22 ~	\$15.60
	Instructional Assistant - Special Education	16	\$12.22 ~	\$15.60
	Health Instructional Assistant	21	\$13.81 ~	\$17.62
	Behavioral Health Specialist	21	\$13.81 ~	\$17.62
	Interpreter/Translator	29	\$16.79 ~	\$21.42
Maintenance, Operations & Transportation	Custodian	19	\$13.15 ~	\$16.79
	Custodian/Substitute Bus Driver	21	\$13.81 ~	\$17.62
	School Bus Driver	24	\$14.84 ~	\$18.95
	Security Assistant	24	\$14.84 ~	\$18.95
	Lead Custodian	25	\$15.22 ~	\$19.43
	Groundskeeper	25	\$15.22 ~	\$19.43
	Skilled Maintenance Worker	33	\$18.50 ~	\$23.61
Naturalists	Naturalist I	22	\$14.14 ~	\$18.05
	Naturalist II	28	\$16.37 ~	\$20.90
	Naturalist III	32	\$18.05 ~	\$23.04
Student Support	Job Developer/Coach	16	\$12.22 ~	\$15.60
	Job Placement Specialist	18	\$12.83 ~	\$16.37
	Braille Specialist	25	\$15.22 ~	\$19.43
	Job Placement Coordinator	31	\$17.62 ~	\$22.49
	Licensed Vocational Nurse	32	\$18.05 ~	\$23.04
	Interpreter for the Deaf	40	\$21.94 ~	\$28.00
	Speech & Language Pathology Assistant	33	\$18.50 ~	\$23.61
	Registered Nurse	50	\$28.00 ~	\$35.74
	Public Health Nurse	53	\$30.14 ~	\$38.47

Longevity payment of 5% following ten (10) years of service.

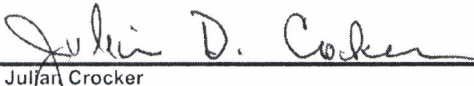
Longevity payment of 7.5% following fifteen (15) years of service.

Longevity payment of 10% following twenty (20) years of service.

Longevity payment of 12.5% following twenty-five years of service.

Longevity payment of 15% following thirty (30) years of service.

APPROVED BY THE COUNTY SUPERINTENDENT OF SCHOOLS:



 Dr. Julian Crocker

6.1.10
 DATE

Imperial County Office of Education

Certificated-- Child Development Site Supervisors Salary Schedule

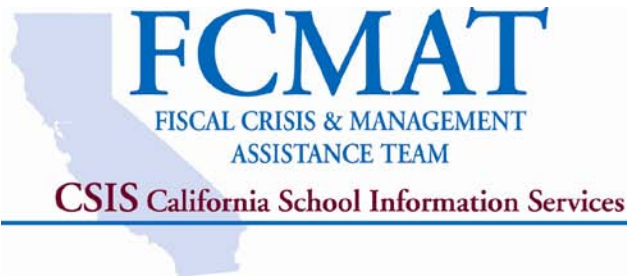
2007-08

4.00% Increase 07-08

0.00% Increase 08-09

231 DAYS/8 HOUR DAY

STEP		ANNUAL	MONTHLY	DAILY	HOURLY
1 YEAR	A	\$ 23,925.00	\$ 1,993.75	\$ 103.57	\$ 12.95
2 YEARS	B	\$ 25,043.00	\$ 2,086.92	\$ 108.41	\$ 13.55
3 YEARS	C	\$ 26,093.00	\$ 2,174.42	\$ 112.96	\$ 14.12
4 YEARS	D	\$ 27,468.00	\$ 2,289.00	\$ 118.91	\$ 14.86
5 YEARS	E	\$ 28,774.00	\$ 2,397.83	\$ 124.56	\$ 15.57
6 YEARS	F	\$ 30,144.00	\$ 2,512.00	\$ 130.49	\$ 16.31
7 YEARS	G	\$ 31,576.00	\$ 2,631.33	\$ 136.69	\$ 17.09
8 YEARS	H	\$ 33,089.00	\$ 2,757.42	\$ 143.24	\$ 17.91
11 YEARS	I	\$ 34,678.00	\$ 2,889.83	\$ 150.12	\$ 18.77
14 YEARS	J	\$ 36,346.00	\$ 3,028.83	\$ 157.34	\$ 19.67
17 YEARS	K	\$ 38,095.00	\$ 3,174.58	\$ 164.91	\$ 20.61
20 YEARS	L	\$ 39,921.00	\$ 3,326.75	\$ 172.82	\$ 21.60
24 YEARS	M	\$ 41,917.00	\$ 3,493.08	\$ 181.46	\$ 22.68



**FISCAL CRISIS & MANAGEMENT ASSISTANCE TEAM
STUDY AGREEMENT
March 30, 2010**

The FISCAL CRISIS AND MANAGEMENT ASSISTANCE TEAM (FCMAT), hereinafter referred to as the Team, and the Santa Barbara School Districts, hereinafter referred to as the District, mutually agree as follows:

1. BASIS OF AGREEMENT

The Team provides a variety of services to school districts and county offices of education upon request. The District has requested that the Team provide for the assignment of professionals to study specific aspects of the Santa Barbara School Districts operations. These professionals may include staff of the Team, County Offices of Education, the California State Department of Education, school districts, or private contractors. All work shall be performed in accordance with the terms and conditions of this Agreement.

2. SCOPE OF THE WORK

A. Scope and Objectives of the Study

The scope and objectives of this study are to:

The district's child development program has been deficit spending for the last two fiscal years. In the 2008-09 fiscal year, the program ending the year with a \$263,000 negative fund balance. The child development program has prepared a fiscal recovery plan and multi-year financial projection that provides a framework to restore the program's fiscal solvency. The District is requesting the FCMAT Team to utilize best practices and comparable data from districts operating similar child development programs and provide recommendations for improvement in the following areas:

1. Analyze the organizational structure of the child development department, including the number of programs, size and complexity of programs, and the administrative, instructional and support personnel required for an efficient operational program

2. Assess the alignment of district's child development programs, including Home Instructional Program for Preschool Youth (HIPPY), Cal-Safe, After School Education and Safety (ASES) program and the school-age child development program that also offers afterschool care and make recommendations
3. Evaluate the revenue sources of the various child development programs and make recommendations to enhance revenues or provide alternative funding sources
4. Assess the expenditure patterns of the various child development programs and make recommendation to reduce expenses
5. Prepare a cost center analysis of the various child development programs for each site that depicts the estimated revenues and expenses and the break even point for each program to operate without any contributions from the General Fund
6. Review the child development program's Multi-Year fiscal solvency plan and recommend any changes necessary to improve the plan
7. Evaluate the current child development facilities including building capacities and make recommendations
8. Evaluate work flow processes and communication efficiencies between the child development program, business and personnel departments
9. Analyze the hours of site operation and the employment calendars of site staff, including the year round staff and make recommendations to reduce positions, if any
10. Review the job descriptions of the Coordinator, Administrator and Head Teacher to assess leadership requirements of the program's organizational structure
11. Analyze the Memorandum of Understanding with the Child Nutrition Services and make recommendations to decrease expenses, if any
12. Review the Santa Barbara Teacher's Association (SBTA) contractual agreement including the salary schedule placements to determine if the alignment with completed education levels is equitable for all staff.

B. Services and Products to be Provided

- 1) Orientation Meeting - The Team will conduct an orientation session at the School District to brief District management and supervisory personnel on the procedures of the Team and on the purpose and schedule of the study
- 2) On-site Review - The Team will conduct an on-site review at the District office and at school sites if necessary
- 3) Exit Report - The Team will hold an exit meeting at the conclusion of the

on-site review to inform the District of significant findings and recommendations to that point

- 4) Exit Letter - The Team will issue an exit letter approximately 10 days after the exit meeting detailing significant findings and recommendations to date and memorializing the topics discussed in the exit meeting
- 5) Draft Reports - Sufficient copies of a preliminary draft report will be delivered to the District administration for review and comment
- 6) Final Report - Sufficient copies of the final study report will be delivered to the District administration following completion of the review
- 7) Follow-Up Support – Six months after the completion of the study, FCMAT will return to the District, if requested, to confirm the District’s progress in implementing the recommendations included in the report, at no cost. Status of the recommendations will be documented to the District in a FCMAT Management Letter

3. **PROJECT PERSONNEL**

The study team will be supervised by Anthony L. Bridges, Deputy Executive Officer, Fiscal Crisis and Management Assistance Team, Kern County Superintendent of Schools Office. The study team may also include:

- | | |
|-----------------------|---|
| A. Mary Barlow | <i>FCMAT Deputy Administrative Officer</i> |
| B. | <i>FCMAT Fiscal Consultant</i> |
| C. | <i>FCMAT Fiscal Consultant</i> |

Other equally qualified consultants will be substituted in the event one of the above noted individuals is unable to participate in the study.

4. PROJECT COSTS

The cost for studies requested pursuant to E.C. 42127.8(d)(1) shall be:

- A. \$500.00 per day for each Team Member while on site, conducting fieldwork at other locations, preparing and presenting reports, or participating in meetings.
- B. All out-of-pocket expenses, including travel, meals, lodging, etc. The District will be billed for the daily rate and expenses of the independent consultant, only. The District will be invoiced at actual costs, with 50% of the estimated cost due following the completion of the on-site review and the remaining amount due upon acceptance of the final report by the District.

Based on the elements noted in section 2 A, the total cost of the study is estimated at \$18,500.

- C. Any change to the scope will affect the estimate of total cost.

Payments for FCMAT services are payable to Kern County Superintendent of Schools - Administrative Agent.

5. RESPONSIBILITIES OF THE DISTRICT

- A. The District will provide office and conference room space while on-site reviews are in progress.
- B. The District will provide the following (if requested):
 - 1) A map of the local area
 - 2) Existing policies, regulations and prior reports addressing the study request
 - 3) Current organizational charts
 - 4) Current and four (4) prior year's audit reports
 - 5) Any documents requested on a supplemental listing
- C. The District Administration will review a preliminary draft copy of the study. Any comments regarding the accuracy of the data presented in the report or the practicability of the recommendations will be reviewed with the Team prior to completion of the final report.

Pursuant to EC 45125.1(c), representatives of FCMAT will have limited contact with District pupils. The District shall take appropriate steps to comply with EC 45125.1(c).

6. **PROJECT SCHEDULE**

The following schedule outlines the planned completion dates for key study milestones:

<i>Orientation:</i>	<i>to be determined</i>
<i>Staff Interviews:</i>	<i>to be determined</i>
<i>Exit Interviews:</i>	<i>to be determined</i>
<i>Preliminary Report Submitted:</i>	<i>to be determined</i>
<i>Final Report Submitted:</i>	<i>to be determined</i>
<i>Board Presentation:</i>	<i>to be determined</i>
<i>Follow-Up Support:</i>	<i>If requested</i>

7. **CONTACT PERSON**

Name of contact person: Eric D. Smith, Deputy Superintendent

Telephone: (805) 963-4338 FAX: (805) 963-5685

E-Mail: esmith@sbsdk12.org

J. Brian Sarvis, Superintendent.
Santa Barbara School Districts

Date



March 30, 2010

Anthony L. Bridges, Deputy Executive Officer
Fiscal Crisis and Management Assistance Team

Date

In keeping with the provisions of AB1200, the County Superintendent will be notified of this agreement between the District and FCMAT and will receive a copy of the final report.