

Welcome!

CSPP PRESCHOOL HANDBOOK

2026-2027

Welcome to the PJUSD California State Preschool program. At West Valley Learning Center, we look forward to serving you!



This **handbook** was designed to assist families with understanding the requirements to participate in a preschool program operated by Patterson Joint Unified School District Preschool Program (PJUSD Preschool).

We provide half and full day preschool opportunities throughout the Patterson Joint Unified School District. Our preschool program is funded through a grant from the California Department of Education.

We look forward to serving you!

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Our Mission

Play is a child's work and through it a foundation for academic learning can be built. Teachers working in partnership with parents provide experiences that meet a child's needs, build positive self-esteem and stimulate learning in all developmental areas.

Preschool Main Office – West Valley Learning Center

610 N Hartley Street
Patterson, CA 95363

(209) 892-4550

Open Monday-Friday 7:30am-4:00pm

Ages Served:

Four-Year-Olds (Birthday on or before December 1st)

Three-Year-Olds (Birthday on or before December 1st

OR if birthday is on or after December 2nd, child may be enrolled on or after 3rd birthday)

Preschool Center Operating Hours | Contact | Location:

WEST VALLEY LEARNING CENTER

Part-Day Classroom: 8:00am – 11:15am | 12:00pm – 3:15pm

There will be a 5 minute pickup window for both am and pm part day students.

(11:10 - 11:15 am & 3:10 - 3:15 pm)

Full-Day Classroom: 7:30am – 2:30pm

(209) 892-4550

610 N Hartley Street
Patterson, CA 95363

State Preschool is one of the most successful State programs for children ever created. Over the past several decades, it has touched the lives of many preschool children and their families throughout the state.

State Preschool gives children a chance to grow up healthy, happy and confident by providing them with a comprehensive preschool experience. State Preschool connects families with the social, medical and nutritional services they need.

Open Door Policy:

You may visit your child's classroom unannounced to observe your child at any time during operational hours. Our program is based upon a partnership with parents of the children enrolled. Parents are highly encouraged to participate in their child's program.

Community Involvement:

Patterson Joint Unified School District Preschool solicits support from the community including the solicitation for donated goods and services. The program provides information to the community regarding services available. The program also invites guests from the community to present to our parents, students, and staff.

Group Size:

Adult to child ratios are planned for in advance and followed for each age group based on Title 5 Regulations.

Preschool
1 Adult for every 8 Preschoolers



Refrain from Religious Instruction:

Our programs refrain from religious instruction & worship.

Confidentiality:

The use or disclosure of any information maintained in the basic data file concerning children and their families is limited to purposes directly connected with the administration of the program.

No other use of the information will be made without prior written consent or through a subpoena. Participants shall have access to information in their basic data file within 5 business days after the program receives a written request.

Equal Access/ Non-Discrimination Statement:

No person will be subjected to discrimination, or any other form of illegal bias, including harassment. We give equal access to services without regard to sex, sexual orientation, gender identification, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability.

Philosophy:

Our Preschool Program recognizes the importance of play in the learning process for young children. We also recognize that parents are the primary caregivers and educators of their children.

We work to empower children, promote individuality and develop strong partnerships with families while creating an environment that helps young children attain physical, cognitive, social, language and emotional achievements to be prepared for school.

Each family brings a history of life experience and cultural heritage that is respected and valued within our Centers> Partnerships between families and the Center are essential to the growth and development of each individual child.

Our goals and objectives are reflected within each of the quality program components

Family Engagement & Strengthening:

Our goal is to provide a welcoming environment for families and invite them to participate as equal partners in the education of their children.

Opportunities to participate include, but are not limited to:

- Parent Orientation
- Ongoing two-way communication between Parents and Staff
- Desired Results Parent Survey
- Parent/Teacher conferences are held twice per year. Conferences provide an opportunity for parents to collaborate with the teacher to develop goals for their child
- Participating or helping at family events
- Parent Meetings provide an opportunity to learn about child development, share topics identified in the parent survey, parenting strategies. A great time to network with Program staff and other parents.
- Parent Advisory Committee meetings provide an opportunity for parents to provide input on the nature and operation of the program



Note: Parents volunteering in the center must have a recent tuberculosis clearance, immunization & background clearance on file.

VOLUNTEER POLICY

Parent Volunteer Philosophy: State Preschool works because parents are an essential part of the program. Parents are invited and welcomed to become actively involved in their child's learning experience in their preschool program. We believe that volunteers can make a significant contribution to the preschool community by giving their time and sharing their skills and expertise with others. Volunteers may have a wide range of interests and abilities that complement the preschool program, thus providing a wider range of interaction and experiences for our learners. Families and staff have a joint responsibility for the education of children and must work together to establish a partnership based on mutual trust and respect.

Parent visitors will be required to wear a visitor name tag, have required documentation on file and follow these volunteer guidelines.

Required Documentation

Students' health and safety are our main priority. Anyone wishing to stay or volunteer must submit the following:

- District Background Form
- Volunteer Agreement
- Valid Identification
- Tuberculosis (TB) skin test with a negative result or chest x-ray within 4 years
- Immunization Record that includes MMR within your lifetime, DTAP within 10 years and influenza vaccine (flus shot) or influenza waiver

Management of Volunteers

Volunteers will be matched with work that is suitable to their skills, interests, time commitments and health status.

- Changes to a volunteer's area of work or time commitment will be made with full consultation
- Supervising staff will be available to discuss volunteers' concerns as they arise
- Supervising staff will meet their duty of care to learners by not leaving a volunteer to work unsupervised with learners
- A staff member will be allocated to supervise a volunteer in each of the areas he/she works.

Volunteer Expectations

- **Dress Code:** Appropriate clothing, footwear, and jewelry for activities.
- **Health and Safety:** No smoking inside and around the preschool buildings. Alcohol is not permitted on the preschool premises. Cell Phone use in the classroom is not allowed.
- **Level of Performance:** Every volunteer should maintain a high level of awareness and treat every child and adult with respect. They should contribute to maintaining the safety and well-being of the children at all times, as well as creating a happy and secure environment for children and working as a team. To ensure you maintain our confidentiality policy you must not disclose information about children, famili



Volunteers' Responsibilities

The volunteer's most important responsibility relates to his/her duty of care to children. Learners are a vulnerable group generally, due to their age and lack of experience. For volunteers, respecting the rights of children means they…..

MUST:

- Refer all children concerns or behavior issue to preschool staff
- Refer all parent requests, questions, etc. to preschool staff
- Sign volunteer sheet on arrival and departure
- Discuss concerns in relation to preschool matters with the appropriate staff member or the Director
- Keep all preschool related matters confidential
- Be polite and well-mannered and have regard to all those who access the program. Treat the preschool, staff, and learners with respect
- Make an appointment when he/she wishes to speak with a staff member privately in order for us to ensure that staff ratio is met within the preschool setting and that the staff member is present
- Provide a positive model for students
- Know and respect the learning facilitator's boundaries and her expertise
- Treat all students equally – not playing favorites with your child or other learners
- Encourage learners to try tasks and only assist when needed
- Abide by the terms and conditions detailed in the volunteer policy and any other rules and guidelines as deemed necessary by the Director

MUST NOT:

- Work unsupervised with children
- Be involved in toileting or assisting with changing children
- Have unsupervised contact with children
- Have intentional physical contact with children(the supervising staff will provide comfort/first aid to a distressed children)
- Display harassing, bullying or intimidating behaviors toward children or staff
- Swear
- Use mobile phones in the preschool learning environment; yet they may step outside to do so, if appropriate
- Bring younger siblings or friends to the learning environment when volunteering

Cancellation of Volunteer Agreement

When concerns arise about a volunteer, a solution to a problem or to improve an area of concern will be offered whenever appropriate. A volunteer's agreement can be canceled at the director's discretion and where the volunteer:

- Has no more suitable work available
- Fails to follow requirements outlined in the volunteer policy and by the Director
- Behaves towards learners, parents, or staff in a manner deemed inappropriate or improper
- Repeatedly fails to meet commitments without notice to the preschool

Health & Social Services:

Our goal is for families to know where to access community health and social services to meeting their unique family needs.

A family social service need request & referral form is completed at the time of enrollment. This form helps to identify the needs of both the child & family, so that the child may be successful in care and school.

Based on the results, staff provide parents with referrals to other agencies in the community. In addition, staff follow-up with parents to ensure their needs have been met.

Education Program:

The Preschool classroom is a place for children to enjoy learning. Children actively explore materials around them, engage in activities appropriate to their skill level, and expand their natural curiosity.



Our goal is to ensure all children are making progress in the domains of physical, cognitive, language, and social - emotional development.

Our goal is to provide a program approach that is developmentally, linguistically and culturally appropriate. A program that is inclusive of children with special needs.

Our overall educational approach follows the California Department of Education Preschool Learning Foundations and Curriculum Frameworks designed to build on each child's strength and target skills that need development.

We use a tool called the Desired Results Developmental Profile (DRDP) essential view to assess the development of children

- Assessed within 60 days of enrollment & every 6 months
- Parent's input is a necessary component of this assessment
- Assessment outcomes are used to plan and conduct age and developmentally appropriate activities for children

Physical development is supported by:

- Promoting physical activity
- Providing sufficient time to move within the indoor and outdoor spaces
- Providing equipment, materials and guidelines for active play and movement

Social/Emotional development is supported by:

- Building trust
- Planning routines and transitions so they can occur in a predictable and unhurried manner
- Help children develop emotional security and facility in social relationships

Cognitive & Language skills are supported by:

- Various strategies, including experimentation, inquiry, observation, play and exploration
- Providing opportunities for creative self-expression through activities such as art, music, movement and dialogue
- Promoting interaction and language use among children and between children and adults
- Supporting emerging literacy and numeracy development

Environment:

Our goal is for each of our classrooms to provide a safe, healthy and welcoming environment that supports the broad development needs of children.

We use the California Assessment Scoring System (CLASS). CLASS is an observational instrument that captures the quality of the teachers-child interactions in a classroom.

In addition, we also use the CLASS Environment tool, which focuses on whether specific items in the learning setting are present. It looks at the classroom arrangements, displays and materials.

Based on the assessment outcomes, action steps are taken for continuous quality improvement.

In addition, our environments are set-up using our adopted curriculum, Frogstreet, which is a comprehensive curricula used to help plan and implement a developmentally appropriate program that promotes children's social-emotional development and learning in the core areas of literacy, mathematics, science, and social studies.

Nutrition Services:

Our goal is to ensure children have nutritious meals and snacks during their time in the program. Meals and snacks that are culturally and developmentally appropriate and meet the federal Child Care Food Program nutritional requirements.

Mealtime is a learning experience for our children. It's a time for talking about color, taste, texture, and the name of foods. It is an opportunity for practicing manners by watching adults and socializing with other children.

Meals are provided at no cost to families. Balanced nutritious meals include breakfast, lunch, and an afternoon snack. Monthly menus are posted on the bulletin board. Candy, gum and soda are not allowed in the classroom!

If your child has any food allergies, or cannot eat certain foods for religious or personal reasons, please notify the teacher immediately.



Community Involvement:

Our goal is to encourage coordination between the community and our program through:

- Soliciting support from the community including the solicitation of donated goods and services.
- Providing information to the community regarding our services available.
- Facilitating relationships and collaborations with other community agencies.
- The program also invites guests from the community to present to our parents, learners, and staff.

Staff Qualifications & Development:

Our goal is to implement a staff development program that adequately equips each staff member with the information necessary to carry out their assigned duties.

Our program makes professional development of individuals working with children and families a priority. We hire qualified staff which hold appropriate credentials/permits required by the State of California. New employees are provided an orientation to help them understand how agency policies relate to their job description.

We support continuous staff growth by assessing the needs of staff and providing professional development activities to enhance their growth. Staff are observed/or evaluated annually. We have sound communication mechanisms which include e-mail, phone and bulletins to provide staff with information necessary to carry out their duties.

Continuous Improvement:

Our goal is to implement an effective annual program self-evaluation process to support continuous improvement.

The process includes:

- Assessment of the program by parents using the Desired Results Parent Survey
- Assessment of the program by staff and board members using the Program Monitoring Instrument, Desired Results Developmental Profile, CLASS tools, and California's Quality and Improvement System

Based on the results goals and action steps are developed and implemented.

Code of Ethical Conduct:

All families must commit to demonstrate the following core standards/values during all interactions while enrolled in our program:

- Communicate effectively in a calm manner
- Be courteous
- Maintain order
- Show respect for others
- Take responsibility for own actions
- Be punctual
- Respect the dignity, worth, and uniqueness of each individual present at the center
- Respect diversity
- Recognize that children and adults achieve their full potential in the context of relationships that are based on trust and respect

Safe School & Harassment Policy:

The following behaviors will not be tolerated and are **prohibited** at any of our facilities:

- Behavior which threatens the safety, welfare or morals of others
- Under the influence of and/or possession of alcohol, marijuana or drugs
- Possession of any weapon, look alike weapon (toy), or any object which ejects whether functional or not
- Behavior which would cause, attempt, threaten, or conspire to cause damage to personal or real property or person through arson, burglary, extortion, larceny (stealing), criminal mischief, battery (hitting people), assault (making a person fearful of hitting), harassment (threat to commit an illegal act), sexual harassment, sexual intimidation, hazing (actions intended to endanger or embarrass others)
- Use of obscene and profane language.

Suspected Child Abuse:

Our staff are mandated reporters. The safety and well being of your child always comes first. State law requires that staff report known or suspected instances of a child abuse to Child Protective Services or to local police officials. This abuse includes physical abuse, sexual abuse, emotional abuse or neglect.

If you or someone in your family wants to learn different ways to guide and discipline your child or to handle anger without hurting your child, please talk to your child's Teacher or Program Staff.

There are free resources available to help!



Photographs & Video Taping:

The Preschool Program takes pictures and videotapes special events as well as the child's developmental progress for the Desired Results Developmental Profile. If for any reason, you have a concern regarding your child's picture being taken, please advise the Teacher promptly.

Daily Schedule:

Classroom daily schedules may vary from classroom to classroom. The daily schedule is posted in each classroom.

Biting:

Biting is very common among groups of young children, for various reasons. Understanding why the young child bites is the first step in preventing biting as well as teaching the child alternatives to biting.

Field Trips:

Field trips are an integral part of the curriculum and enhance the classroom curriculum. Parents will be notified of field trips in advance. Parents are required to sign a permission slip for all field trips. Parents are welcome to join children on field trips if all volunteer requirements have been met. No siblings are allowed to participate in field trips.

Transportation:

It is the responsibility of the parent/guardian to provide safe transportation to and from school to ensure the child attends on a regular basis.

Napping:

Children have the opportunity to nap or rest without distraction or disturbance from other activities by providing an individual napping space. Any child who chooses not to sleep will be given the opportunity to do a quiet activity.



Clothing & Items from Home:

Your child will be very active during classroom activities and should dress in comfortable and washable clothes. Sometimes children accidentally get paint, clay or mud on their clothes.

Please send your children in comfortable play clothes that can be washed easily. Thongs and sandals with loose straps or shoes with slippery soles are unsafe on the equipment. Tennis shoes or rubber-soled shoes are best for running and playing and will help avoid injury during play. Please label jackets, sweaters and extra clothing.

Please discuss your ideas for sharing home materials with your child's teacher ahead of time. Toy guns and knives are not allowed in the center. The center is not responsible for any lost or damaged personal items.

Discipline & Guidance:

Rules and limits are set to keep the children safe and help them get along with other children and adults. Positive methods of guidance and redirection is used with a big focus on social-emotional development to help children gain social skills that allow them to relate and communicate with others in a healthy way.

Staff work to build a positive relationship with every child. Every effort will be made to handle discipline problems through redirection, problem solving, re-arrangement of the environment, and staff - parent collaboration. Open communication with each other is key.

There will be no use of corporal punishment or violation of personal rights. We do not spank, punish or threaten our students.

Child Supervision:

Staff actively ensure that our environments are safe and no child will be left alone or unsupervised at any time.

Supervision is everyone's responsibility, so in addition to our staff, parents must also use active supervision techniques to ensure our environments are safe.

Parents must:

- Ensure gate and door is closed and secured
- No Cell Phone policy when dropping off/picking up you child. This can be distracting. Give your child your undivided attention.
- Ensure child is signed in and out every day with your full legal signature and exact time.
- Hold child's hand in the road and parking lot
- Encourage children to follow safety rules
- Report safety and supervision concerns to staff immediately

Suspension & Expulsion:

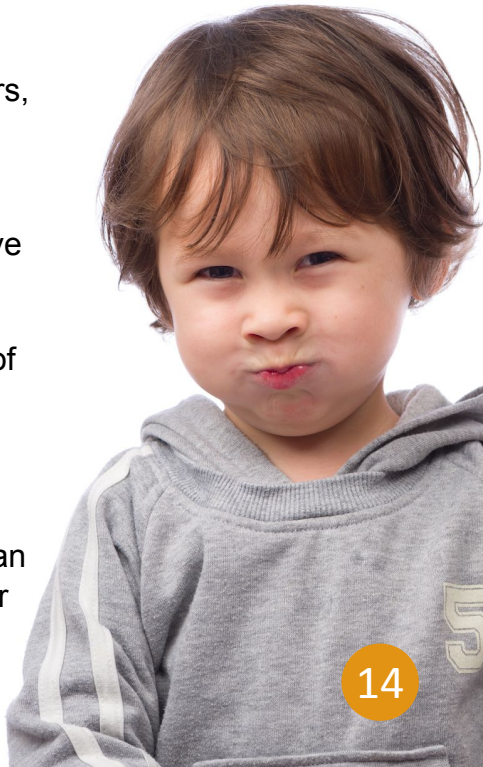
Our program prohibits or severely limits the use of suspension and expulsion because of a child's behaviors. In addition, the program can not persuade or encourage a child's parents or legal guardians to voluntarily unenroll from the program due to a child's behavior.

The program will take many steps to address a child's challenging behaviors, with the goal being to aid the child's safe participation in the program.

In the event a child is suspended or expelled due to persistent and serious behaviors, the program will issue a Notice of Action that is effective 24 hours after the notice is issued.

Persistent and serious challenging behaviors are either repeated patterns of behavior that significantly interfere with the learning of other children, or interactions with peers and adults that are not responsive to the use of developmentally appropriate guidance.

NOTE: If a child is suspended or expelled, the parent has the right to file an appeal directly to the State Department no later than 14 calendar days after receipt of the Notice of Action. (For more information, see Grievance/ Complaint Procedures/Program Decision Complaints)



Daily Health Screening & Exclusion:

In order to help prevent the spread of children's diseases, licensing requires that each child receive a daily health check upon arrival at the center. No child shall be accepted without contact between center staff and the person bringing the child to the center**.** The person bringing the child to the center must remain until the health check has been completed and the child is accepted**.**

Children will be excluded from the center if:

- **Gastro-intestinal** nausea, vomiting, diarrhea, abdominal pain within the last 24 hours
- **Throat and neck** redness, spots, sore throat, infected tonsils, swollen glands
- **Eyes** discharge and/or redness
- **Skin** rashes, spots, eruptions, etc.
- **Hair** lice/nits, infected areas on scalp
- **Nose and ears** discharge with symptoms such as fever, coughing or other symptoms
- **Temperature** fever over 100 degrees F within the last 24 hours
- **Symptoms of possible communicable disease.** Must be cleared by doctor or school nurse to return to school

Child Injury | Sick:

Staff are trained to administer CPR and FirstAid. If your child is hurt during the day, staff will administer first aid and provide an injury/incident report.

If your child incurs an injury requiring immediate medical attention you will be contacted and your child will be transported viam ambulance to the closet hospital. A staff member will accompany them.

In the event that a child becomes ill or injured while in care:

- Parent will be notified immediately if their child becomes ill or sustains an injury more serious than a minor cut or scratch.
- For less serious injuries, including, but not limited to, minor cuts and scratches requiring assessment and/or first aid by staff, the program will document the injury in the child's record and notify the child's parent of the nature of the injury when the child is picked up from the center.
- If the child becomes ill enough to require isolation, the child's parent will be asked to have the child removed from the center as soon as possible.

Medication:

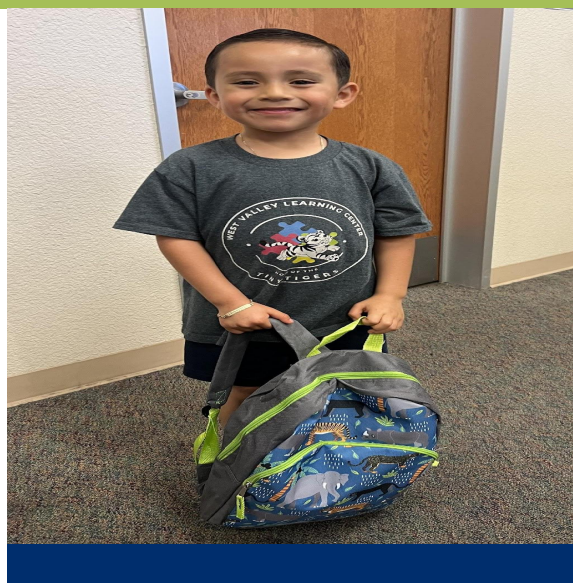
In the event that your child needs to take medication, a staff member may only give it to your child if your doctor provides written instructions. If your child is taking prescribed medications that must be given during class, you and your doctor must complete and submit an authorization form first.

Medications must be in the original container with your child's name on the pharmacy label. Always give medications directly to the teacher and do not leave it in your child's bag.

Emergencies:

Each centers emergency plan is posted in the classroom and emergency drills are conducted monthly. In the event of a major disaster or unusual emergency, the automated phone calling system will be used to notify you of the most up to date information regarding the emergency situation.

Toileting:



(For non-potty-trained children) If your child is not independently toileting, when developmentally appropriate, our staff will work with you to set bathroom goals, expectations and routines. In partnership with you we work toward getting your child to be independent in the bathroom. If an accident occurs, we will support them to change into clean clothing.

Please make sure that you bring a fresh change of clothing the day after an accident occurs in class. If you child is in need of a diaper/pull up change, or is needing assistance with wiping, You will need to fill out a Toileting Plan.

Lead Poisoning Prevention:

Currently, there is no known safe level of lead in the body. It is important for parents to become aware and knowledgeable about lead poisoning and preventative measures.

Lead poisoning can potentially become a serious illness that can cause various health concerns in children such as:

- Anemia
- Decreases in intelligence quotient (IQ)
- Behavioral problems
- Decreased auditory function
- Slowed growth

It is important for parents to understand preventative measure by:

Knowing the sources of lead exposure such as:

- Interior/exterior paint
- Soil
- Drinking water (e.g. private well)
- Folk remedies
- Parental occupations (e.g., construction, plumbing, battery manufacturing)

Proper nutrition such as:

- Calcium rich foods (e.g., milk, yogurt, cheese, leafy green vegetables)
- Vitamin C foods (e.g., fruits and vegetables)
- Iron rich foods (e.g., red meats, beans, iron fortified)

Early and Periodic Screening, Diagnostic and Treatment (EPSDT), states that children should undergo clinical diagnosis and assessments that would account for a blood lead level (BLL) count during 12 and 24 months of age in order to measure lead toxicity. Assessments should be given to children at six and nine months of age and thereafter up to the age of six years old.

If a BLL count is ≥ 5 µg/dL, treatment should be followed upon physician's instruction in order to eliminate lead toxicity. Local public health officials may also assist in finding any lead exposure in surrounding areas of the child's residence for any hazards.

Waiting List:

Our programs have limited openings for eligible families. The first step to access preschool services is to be placed on our contact list.

Two Ways to Apply

Call: (209) 892-4550

Online: https://westvalley.patterson.k12.ca.us/

Children with disabilities are welcomed and encouraged to apply:

5% of State Preschool funded enrollment is reserved for Children with a disability.

Only the child in the family with disability may be enrolled under this eligibility criteria



Enrollment Process:

Families are selected for the State Preschool program through Enrollment Priorities defined by the California Department of Education.

Step 1: Waiting List

The first step to access State Preschool Program services is to be placed on our contact list. To apply to be placed on the contact list, call (209) 892-4550 or go online at https://westvalley.patterson.k12.ca.us/

NOTE: West Valley Learning Center maintains the contact list.

Step 2: Invited to Complete Application Process

When an opening is available in a State Preschool classroom, we access the contact list and contact families based on the Part or Full Day State Preschool Child Enrollment priorities as outlined on the following page.

When a family is selected for enrollment, they will be asked to complete forms and gather documents needed to verify their eligibility for the State Preschool program.

A Notice of Action will be issued within 30 days to approve or deny services.

Step 3: Attend Center Orientation

Come learn about your child's teacher, our program philosophy, goals, objectives, expectations, and center procedures. Learn about the exciting opportunities your child will have in our program and parent involvement opportunities.



Child Admission Priorities:

5% of preschool enrollment is set-aside for children with disabilities.

NOTES: Only the child in the family who has a disability may be enrolled within this enrollment category.

For **95% of preschool enrollment** when an opening is available, we access the waiting list and contact families based on the following program Enrollment priorities:

PART-DAY CLASSROOMS

First: Child is recipient of Child Protective Services or At-Risk of being neglected, abused or exploited.

Second: Once the needs set-aside is filled, children with disabilities from income eligible family. Prioritize based on income ranking order.

Third: Eligible children not enrolled in Transitional Kindergarten.Prioritize children with the lowest income ranking first. If 2 or more children are within the same income ranking prioritize dual language learner, then based on child who has been on the waiting list for the longest time

Fourth: Family income is not more than 15% above income threshold. Prioritize exceptional needs children, then 4-year olds, then 3- year olds. (limited to 10% of funded enrollment, excluding children with disabilities).

Fifth: Family resides in approved neighborhood school boundary. Prioritize based on income ranking order.

Sixth: Family resides in approved neighborhood school boundary. Prioritize based on income ranking order.

After all applicable families have been prioritized, a non-prioritized family may be enrolled that includes children with disabilities from families with income above 15% of the income threshold who were not enrolled within the set - aside.



FULL-DAY CLASSROOMS

First: Child is recipient of Child Protective Services or At-Risk of being neglected, abused or exploited.

Second: Once the set-aside is filled, children with disabilities from income eligible family. Prioritize based on income ranking order.

Third: Eligible children not enrolled in Transitional Kindergarten. Prioritize children with the lowest income ranking first. If 2 or more children are within the same income ranking prioritize dual language learners, then based on the child who has been on the waiting list for the longest time.

Fourth: Family income is not more than 15% above income. Prioritize exceptional needs children, then 4 - year olds, then 3 - year olds. (limited to 10% of funded enrollment, excluding children with disabilities).

Fifth: Family resides in approved neighborhood school boundary. Prioritize based on income ranking order.

Sixth: Family resides in approved neighborhood school boundary. Prioritize based on income ranking order.

After all applicable families have been prioritized, a non-prioritized family may be enrolled that includes children with disabilities from families with income above 15% of the income threshold who were not enrolled within the set - aside.

PARTICIPANT QUALIFICATIONS & CONDITIONS



Certification of Eligibility:

Enrollment into the preschool program is determined by specific child or family eligibility criteria. In addition, a child's parent must live in California. Families complete a certification process at initial enrollment and remain eligible to receive services for the remainder of the program year and for the following program year, as long as the child is age-eligible.

Family Data File:

A family data file is maintained for each family receiving services. When a child's residence alternates between the homes of separated or divorced parents' eligibility must be determined separately for each household in which the child is residing during the time services are needed.

Proof of Residency

Determination of eligibility shall be **without regard** to the immigration status of the child or the child's parent(s), unless under a final order of deportation from the United States Department of Homeland Security.

- Must live in California
- Families experiencing homelessness shall submit declaration that they reside in California
- Any evidence of a street address or post office address in California, including the 4-digit zip code extension

If enrolled as residing in an approved neighborhood school boundary, Proof of Residency is required:

- Verified residency within approved neighborhood school boundary
- Utility bill
- Property tax bill
- Voter registration
- Government agency letter
- Rental or lease agreement with Landlord's info
- Employment pay stub
- Documentation that a contractor reasonably relies upon to prove a family's residency

Family Language Survey

Identification of your child as a dual language learner in CSPP means that your child will benefit from additional support from the program in order to develop their home language and English language skills. This identification will serve them only in preschool and is different from any identification process or program supports a child might receive as an English learner in Transitional Kindergarten or Kindergarten.

Children with disability

If your child has a disability, the file must contain the following documentation in order for us to best serve your child:

- Individualized Education Program (IEP)
- Individualized Family Support Program (IFSP)

Court Order

If there is a court order that impacts child care services, include in the family data file

Proof of Family Size:

Biological/Adoptive Parent: "Family" shall be considered the parents & the children for whom the parents are responsible, who comprise the household in which the child receiving services is living.

Guardian/Foster Parent: "Family" shall be considered the child & related siblings.

Participants must provide the names of the adults & the names, gender & birthdates of the children identified in the family.

At least one document for **ALL** children counted in the family size must be on file & indicate the relationship of the child to the parent.

- Birth Certificate or other live birth records
- Child Custody Court order
- Adoption documents
- Foster Care placement records
- School or Medical records
- County welfare department records
- Other reliable documentation indicating the relationship of the child to the parent

Child Age Eligibility:

For a State Preschool program, age is based on the statutory age of a child. Statutory age eligible children may participate in the State Preschool program as defined below:

- Four - Year Old: Birthday on or before Dec1st OR a child whose 5th birthday occurs after September 1 AND whose parent/guardian has opted to retain or enroll them in a State Preschool.

- Three - Year-Old: Birthday on or before Dec 1st OR if 3rd birthday is on OR after December 2nd, child may be enrolled on or after 3rd birthday.

Health & Emergency Information:

California's Child Care Licensing Program provides oversight and enforcement for licensed Child Care Centers. As part of the enrollment process, Parents must submit the following licensing documentation/forms:

- Identification and Emergency Information
- Up to date Immunization Record
- Physician's Report (LIC 701) (Medical examination within last 12 months)
- Proof of Tuberculosis Clearance (Results, date given, and date read)
- Notification of Parents' Rights form (LIC 995)
- Personal Rights Form (LIC 613A)
- Consent for Emergency Medical Treatment for (LIC 627)
- Child's Preadmission Health History-Parents Report (LIC 702)
- Caregiver Background Check Process (LIC 995E)

PARTICIPANT QUALIFICATIONS & CONDITIONS

Eligibility Criteria:

Participants must provide documentation of eligibility in **1** or more of these eligibility categories:

Child is Recipient of Child Protective Services or Child Identified as At-Risk

- ○ Self- Certification of income **AND** Referral Letter

Child with Disability

- ○ Documentation of Monthly Income or Self- Certification of Income **AND** Individual Family Services Plan (IFSP) **OR** Individualized Education Program (IEP)

Family Experiencing Homelessness

- ○ Self-Certification of income **AND** Referral Letter **OR** Parental Declaration of Homelessness

Reside or Employed within Qualifying School or District Boundary

- ○ Self-Certification of Income **AND** Verification of Home Address (Example: Utility bill | Property tax bill | Voter registration | Rental/lease agreement | Government agency letter | Pay stub | Proof of Employment)

Local Educational Agency (LEA) Employee

- ○ Verification of LEA employment (school district, county office of education, community college district or school district) **AND** Self-Certification of Income

Receiving Benefits from Governmental Program

- ○ CalWORKs, Medi-Cal, CalFresh, California Food Assistance, California Special Supplemental Nutrition Program for Women, Infants and Children (WIC), Food Distribution Program on Indian Reservation, Head Start or Early Head Start.
- ○ Enrollment Documentation, such as Notice of Action | Receipt of Aid | Verification of Benefits **AND** Copy of Governmental Program Application **OR** If not available, Self-Declaration of Income as declared on the program application

Income Eligibility: (Income eligible & 15% above SMI)

- ○ **Regular & Steady Income:** Total countable income from either month of the 2-month window immediately preceding certification
- ○ **Fluctuating or Inconsistent Income:** Total countable income from 12 months immediately preceding certification

Guardian or Foster Parent(s):

- ○ Documentation of Monthly Income (For child and their related siblings)

Biological or Adopted Parent(s):

- ○ Authorization to Release Employment Information (if applicable) **AND** Documentation of Monthly Income (ALL sources for ALL parents in family)

Self-Employed Parent(s):

- ○ Combination of documentation to establish income, including Business Revenue **AND** Expenses

COUNTABLE/NON-COUNTABLE INCOME REFERENCE SHEET (CSPP Program)

Countable Income is income of individuals counted in the family size that shall be included when calculating the adjusted monthly income for purposes of determining income eligibility and family fees.	**Non-Countable Income** is income of individuals counted in the family size that shall be excluded when calculating the adjusted monthly income for purposes of determining income eligibility and family fees.
1. Gross wage or salary, commissions, overtime, tips, bonuses, gambling or lottery winnings 2. Wages for migrant, agricultural, or seasonal work 3. CalWORKs cash aid 4. Gross income from self-employment less business expenses with the exception of wage draws 5. Disability or unemployment compensation 6. Worker's compensation 7. Spousal support, child support from the former spouse or absent parent, or financial assistance for housing costs or car payments paid as part of or in addition to spousal or child support 8. Survivor (i.e., SSA) and retirement benefits 9. Dividends, interest on bonds, income from estates or trusts, net rental income or royalties 10. Rent for room within the family's residence 11. Financial assistance received for the care of a child living with an adult who is not the child's biological or adoptive parent 12. Veteran's pension 13. Pension or annuities 14. Inheritance 15. Allowances for housing or automobiles provided as part of compensation 16. Insurance or court settlements for lost wages or punitive damages 17. Net proceeds from the sale of real property, stocks or inherited property 18. Other enterprise for gain	1. Earnings of child under eighteen (18) years 2. Loans 3. Grants or scholarships to students for educational purposes 4. Federal Supplemental Assistance Program (CalFRESH/SNAP) or Women, Infants and Children (WIC) benefits or other food assistance 5. Earned Income Tax Credit or tax refund 6. Foster care grants, payment or clothing allowances for children placed through child welfare services 7. Relative Caregiver Funding Program 8. California Guaranteed Income Pilot Program 9. GI Bill entitlements, hardship or hazardous duty, hostile fire or immediate danger pay 10. Adoption assistance payments 11. Non-cash assistance or gifts 12. All income of any individual counted in the family size who is collecting federal Supplemental Security Income (SSI) or State Supplemental Program (SSP) benefits 13. Insurance or court settlements including pain and suffering and excluding lost wages and punitive damages 14. Reimbursements for work-required expenses that include uniforms, mileage, or per diem expenses for food and lodging 15. Business expenses for self-employed family members 16. When there is no cash value to the employee, the portion of medical and/or dental insurance documented as paid by the employer and included in gross pay 17. Disaster relief grants or payments, except any portion for rental assistance or unemployment 18. AmeriCorps Volunteers In Service to America (VISTA) and Federal Emergency Management Agency (FEMA) stipends, room and board, and grants 19. Basic Allowance for Military Housing (BAH) when part of compensation. (Note: Contractor must obtain written approval from the Department prior to waiving)

Note: Verified child support payments paid by the parent whose child is receiving child development service may be subtracted from family's countable income

PARTICIPANT QUALIFICATIONS & CONDITIONS

Need for Services:

Self- Certification of income **AND** Referral Letter **In addition to meeting the eligibility criteria,** for Full-Day programs most Parents must meet at least 1 need criteria, with the exception of a few scenarios.

Need Exception:

State Preschool child enrolled within an admission priority that does not require a parent to have an established need for services.

Need Criteria:

Based on the following need criteria, **see the applicable Need Form for further guidance** on what documentation is required:

- Child Protective Services Referral Letter
- At-Risk Referral Letter
- Employment verification
- Declaration of Self-Employment
- Request & Plan to Seek Employment (Max 5 days per week, for less than 10 hours per day
- Training Verification (Training leading to a vocational goal & must make adequate progress. In addition, services are limited for up to 6 years from the date participant starts classes **or** until participant reaches 24 units after the attainment of a bachelor's degree)
- Educational Program Verification (English Language Learner, High School Diploma or High School Equivalency Certificate. In addition, services are limited for up to 6 years from the date participant starts classes)
- Request & Plan to Seek Permanent Housing (Max 5 days per week, for less than 10 hours per day)
- Homelessness Referral Letter (Max 5 days per week, for less than 10 hours per day)
- Statement of Parental Incapacity (Max of 50 hours per week)
- Request & Plan to Seek Employment (Max 5 days per week, for less than 10 hours per day
- Welfare to Work Activities (5 days & less than 10 hours per day limit)
- No Established Need:
  Parent Request form (For a child enrolled within an admission priority that does not require a parent to have an established need for services. 10 hour per day limit)

Determining a Child's Schedule in a FULL-DAY Classroom:

Services are available when:

Parent meets a need criteria that precludes the provision of care & supervision of their child for any part of the day

No parent in family available & capable of providing care during time care is requested

2 parent family – Care is approved when neither parent is available to care for the child

Supervision of the child is not otherwise being provided during scheduled time at:

- School-age public educational program
- Private school
- Early learning & care services

Services will be approved based on verified need documentation and/or the program limitations, whichever is less.

Consistent Schedule: Certified schedule will be based on the verified number of days & hours, or total number of hours parent consistently or expects to work each week

Variable Schedule: Certified schedule will be based on the highest number of hours worked in any given week within the two-month window preceding certification, OR if there is no work history, the highest number of total hours per week the employer expects the parent to work



Travel time only applies to parents who are working or in school. Our agency requires a written request for any travel time beyond 30 minutes before and after. To determine the maximum authorized drive time, divide the work or school hours day by 2. Travel time can not be more than 4 hours/day (2 hours each way). And, not more then the time from the child's care site to work or school and back.

Sleep time is available for parents who work between the hours of 10 PM and 6 AM. The allowed sleep time can be equal to the authorized work and travel time between 10 PM and 6 AM. Please note that sleep time is not automatic and must be requested in writing.

Right to Voluntarily Report Changes:

Once eligibility & need have been established a participant may keep their current service level, no matter if there are changes in their family. The only exception is if a participant's eligibility is based on income eligibility & the family's income exceeds the maximum income threshold for ongoing eligibility.

If a participant needs to change their service level during their certification period the following must be submitted:

- Request to Change Services Form **and** Documentation to support the request

After receipt of the form & documentation to support the requested change, our office will issue a Notice of Action within 10 business days indicating the outcome of your request.

No other changes will be made to your service agreement, other than the requested change(s).

Please notify the school office if your address or telephone number changes at any time to ensure we are able to contact you.



REQUEST TO CHANGE SERVICES: CENTER-BASED

This form is used for the purpose of voluntarily reporting changes during a family's certification period.

Note: After receipt of this form & documentation to support the requested change, our office will issue a Notice of Action indicating the outcome of your request. No other changes will be made to your service agreement, other than the requested change(s).

REQUEST TO CHANGE SERVICES

I am voluntarily reporting changes in order to:

- ☐ Reduce my family fees
- ☐ Disenroll from the program due to no longer needing services
- ☐ Change my service schedule (days and/or hours of service) as follows:

Effective Date:		**Child(ren):**	
Days & Hours Requested			
Consistent or Variable Child Schedule: Child Non-School Days & Hours: Child School Days & Hours:			

REASON FOR REQUEST & SUPPORTING DOCUMENTATION

Change in Income	**Change in Family Size**
Income documentation (all sources): ☐ Regular & Steady Income: Total countable income from either month of the 2-month window immediately preceding ☐ Fluctuating or Inconsistent Income: Total countable income from 12 months immediately preceding ☐ Employment Income Verification Release	☐ **Increase in family size:** Documentation connecting the parent to the new child, such as a birth certificate ☐ **Decrease in family size:** In writing, indicate the individuals first & last name, along with reason-
Change in Need	**Child Started/Changed School**
Employment Verification Training Verification, including Class Schedule Educational Program Verification, including class schedule Request to Actively Seek Employment Statement of Incapacity Request to Seek Permanent Housing	In writing, indicate the child(ren) name, school name & school hours -
Disenrollment of Services	
In writing, indicate the reason for disenrollment, name(s) of child(ren) that no longer need services & the last day services are needed –	

My signature below, acknowledges my right to voluntarily report the change(s) listed above & that I understand I have the right to continue bringing my child to care based on the original certified service level. If I am requesting a decrease to my certified schedule, I understand the new schedule would replace my current schedule, and if I choose to increase my certified schedule at a later time, I will be required to provide additional documentation. I swear under penalty of perjury, to the best of my knowledge, that the above information is true & correct.

Parent/Guardian Printed Name _____ Signature _____ Date _____

Courtesy of MonarchLink.com

Family Fees in a FULL-DAY State Preschool Program:

Some families enrolled in the FULL-DAY program may have a family fee based on their total countable income, family size and certified hours of care. Fees are determined using the family fee schedule approved by the California Department of Finance.

Family fees are assessed according to the child who uses the most monthly hours of care, regardless of the number of children enrolled on the program.

Assessment:

Family fees are only assessed at:

- Initial Certification
- Recertification
- Voluntarily request to have fees re-assessed
  - **Decrease:** Effective first day of month following NOA issue date
  - **Increase:** No increase during certification

Full-time monthly fee when services are approved for 130 hours or more per month

Part-time monthly fee when services are approved for less than 130 hours per month

Fees CANNOT, under any circumstances, be recalculated based on a child's actual attendance.

NOTES:

- When center is not open for an entire month that results in services being available for less than 130 hours, families will be assessed both a monthly full-time & part-time fee.
- For Exceptional Needs children that have an IFSP or IEP on file, the school district may pay the family's fees



Exemptions:

The following are exemptions:

•A family, whose income level is less than the first entry on the family fee schedule

•Families with children receiving child care & development services from Part-Day State Preschool (CSPP) or Severely Handicapped (CHAN)

•Families receiving CalWORKs cash aid

•Families with children that have been identified as being at-risk or who are receiving Child Protective Services may be exempt from paying fees for up to 24 months if the referral determines the fee waiver to be necessary

Payment:

Payments are **due by the 1st week of the month** prior to services. Submit payment in person via credit/debit card to:

West Valley Learning Center
Preschool Main Office
610 N Hartley Street
Patterson, CA 95363

Note: Cash is not accepted

If paid in person or by phone, a receipt of payment will be emailed and or texted to the participant.

Credit for Fees Paid to Other Service Provider:

When the program cannot meet all of a family's needs for child care, families may receive a credit for payment made for child care services to another service provider. To receive credit, submit within 30 days of making payment:
•Payment record (receipt or cancelled check) that includes:

- provider's name
- child name
- total paid
- payment date
- rate of payment, &
- dates of services provided

NOTE: Fee credit is applied to next fee billing period. In the event that payment to the other service provider is more than the fee amount, the remaining amount will NOT carry to the next billing period



Delinquent Fees:

Family fees are considered **delinquent after 7 calendar days** from the due date.

Families with a delinquent fee plan from previous past due fees must continue to make payment according to their Plan for Payment of Delinquent Fees in addition to their current fees.

We can accept a **REASONABLE REPAYMENT PLAN** from the participant for payment of delinquent fees.
We will continue to provide services to the child, provided the participant pays current fees when due & complies with the provisions of the repayment plan.



Sign In & Out Procedures:

Parents or authorized adults must sign their child in and out every day using their full legal signature. Arrival and departure times are also required daily.

Staff will only release children to adults listed on the Emergency Card unless the parent has notified the Site Supervisor or teaching staff in advance and **in writing** that another adult is authorized to pick the child up. If a parent or legal guardian requests that one of the child's parents not be allowed to remove their child from the center, a court order will be required. Otherwise, all parents who can provide proper identification will be allowed to pick their child up from the center.

NO CHILD should be dropped off or picked up by a person under the age of 18.

Reporting Absences & Late Arrivals:

When a child is absent from regularly scheduled care at any time during the month the participant or staff member must record on the attendance record the date(s) of absence, description of absence, and sign sheet with full legal signature. Must be done in writing and include child's name, date of request, date(s) of absence and reason for absence

Planned: In the event that a child has a planned absence or late arrival advance notice is required to be given to the West Valley Learning Center school office.

Unplanned: In the event that a child is absent or will be late on a contracted day, parent/family is responsible to contact the preschool office by 8:00am.

Excused Absence Policy:

Excused Absences include the following:

- Illness of child or parent/guardian, including medical, dental, and mental health appointments
- Government or self-imposed quarantine of the child or parent/guardian due to potential or actual exposure of a contagious disease
- Spending time with parent or other relative due to court-ordered custody or visitation. (Court order must be on file)
- Religious observance, holiday or ceremony of child's religion
- Absence to accommodate the needs of a child with a disability, including services received as part of the individualized Education Program (IEP) of Individual Family Service Plan (IFSP)
- Days related to a family's participation in due process or appeal process when the child's space must be held by the program.

Child Best Interest Day Limits: Limited to 10 days per program year. No limit for child enrolled due to protective services or at risk, experiencing homelessness or has an incarcerated parent.

Child Best Interest Days, which include:

- Parent/Family vacation or day off work
- Child is tired/unable to participate in classroom activities
- Sibling field trips
- Visiting with a family member
- Family bonding
- Other reasons the parent deems to be in the child's best interest

Family Emergencies are defined as unplanned, temporary situations that may prevent a child from attending the program and are considered Excused Absences. Acceptable circumstances include:

- Lack or disruption of transportation that impacts the child's participation in the program
- Court date or court-ordered appointment for any person living with the child
- Family moving to another home
- Illness, quarantine or hospitalization of a sibling
- Severe illness, death, or funeral of a relative
- Utility emergency impacting the household (e.g., loss of power, water, or gas)
- Severe weather conditions or disasters directly impacting the household, such as weather alerts, disasters, or fire
- Extreme family crises, including but not limited to: Loss of housing, domestic violence, being a victim or witness to a crime, or community concerns that make it unsafe for the child to participate in the program, as determined by the parent.

Unexcused Absence Policy:

An absence is considered Unexcused when it does not meet one of the excused absence reasons.

Unexcused absences are limited to 10 days per program year. If a child accumulates more than 10 unexcused absences during the program year, the program is required to begin the disenrollment process.

Our Attendance Support Process

When unexcused absences occur, program staff will reach out to families using phone calls, emails, text messages, or other communication methods to:

- Check on your family's well-being
- Discuss any barriers affecting attendance
- Share resources and support when available
- Develop strategies together to improve attendance

Notificaciones Escritas de Asistencia

Las familias recibirán una notificación por escrito cuando un niño(a) alcance:

- 3 ausencias no justificadas.
- 6 ausencias no justificadas.
- 9 ausencias no justificadas.

Estas notificaciones incluirán el número de ausencias no justificadas acumuladas y proporcionarán información sobre la importancia de mantener una asistencia regular.

To ensure absences are recorded accurately:

- Notify the program as soon as possible when your child will be absent.
- Provide the reason for the absence.
- Stay in communication with program staff if attendance challenges arise.

We value our partnership with families and encourage you to contact us whenever attendance concerns of family circumstances may affect your child's participation. Our goal is to work together to support your child's continued enrollment and success in the program.

DISENROLLMENT

Continuity of Services:

We understand that keeping children in a stable preschool program is important for their learning and development. If a family no longer qualifies for their current preschool program, they may be able to continue receiving services through another state or federally funded preschool program if they qualify and space is available.

When possible, the program will help families transition to another eligible program before services end. This may include a transfer within our agency or to another participating agency.

Our goal is to help reduce disruptions and support children in continuing their early learning experience whenever possible.

Family Request to Disenroll:

When a family chooses to disenroll from the program, they are required to notify the program in writing at least 2 weeks in advance of the last day of attendance

Agency Disenrollment Policy:

Families will be issued a notice at least 19-days if mailed or 14-days if hand delivered prior to disenrollment from the program. **The program may deny services or disenroll** a family for any of the following reasons, which include, but are not limited to:

- Falsification or providing misleading information or inaccurate documentation
- Knowingly misrepresenting eligibility, using incorrect or inaccurate information to obtain a benefit that the parent would otherwise not be entitled to receive
- Failure to provide current and correct information at the time of certification or recertification
- When there is substantiated evidence of fraud that invalidates the initial certification and the family is otherwise not eligible.
- Non-compliance of agency policies
- Parent changes residency outside of California as reported by the parent
- Failure to complete the recertification process within the designated 50-day recertification period
- Family income exceeds the maximum income threshold (Full-day program)
- At the conclusion of family's certification period, failure to complete the recertification process
- Abandoned child-care for 30 consecutive calendar days without notice
- Failure to complete or falsification of sign-in/out sheets accurately and on a daily basis
- Threatening, yelling, cussing or acting unethically towards any staff member.
- Physical or verbal abuse of a Patterson Joint Unified School District employee, such as making threats, using obscenities, or inflicting physical harm.
- Violation of the Safe School & Harassment policy. Our office and centers are alcohol, drug and weapon free zones
- Unavailability of program funds. If it is necessary to displace families due to funding, families will be displaced in reverse order of Enrollment priority.



Complaints Regarding Program Staff:

Program staff work to ensure that you and your family have a positive experience in the program. If you have concerns that are not complaints of unlawful discrimination or alleged violations of laws/regulations and would like to make a complaint, please follow the escalation process, so that concerns can be addressed and resolved in the correct manner.

Level 1:	Complaint is brought to the attention of the Teacher
Level 2:	If complaint is not resolved by Teacher, it is brought to the attention of the Coordinator of Preschools (209) 892-4550

Uniform Complaint Procedure:

The Board recognizes that the Patterson Unified School District has primary responsibility for complying with applicable state and federal laws and regulations governing educational programs. The Patterson Unified School District shall investigate complaints alleging failure to comply with such laws and/or alleging discrimination and shall seek to resolve complaints in accordance with the Uniform Complaint Procedures.

Food & Nutrition Program Non-Discrimination Statement & Complaint Procedure:

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint form (AD-3027) found online at usda.gov/oascr, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form.

To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by: 1) Mail: U.S. Department of Agriculture Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410 | 2) Fax: (202) 690-7442 | 3) Email: program.intake@usda.gov. This institution is an equal opportunity provider.

Program Decision Complaints (Appeal Process):

Parents enrolled in state subsidized programs have the right to a fair and unbiased hearing if they disagree with a proposed action. Upon receipt of an on-time request for an appeal hearing, the intended action will be suspended and child care services will continue until the appeal process has been completed, with the exception of children who have been suspended or expelled. In the event a child is suspended or expelled due to persistent and serious behaviors that impact the safety of children, the child may NOT attend the program during the appeal process. The review process is complete when the appeal process has been exhausted or when the parent abandons the appeal process. The Appeal Hearing process is as follows:

STEP 1: REQUEST FOR APPEAL HEARING
Request for an appeal hearing must be filed within 14 calendar days after the participant receives the Notice of Action (NOA). A request must include the effective date of the NOA, parent name, phone number, full address, explanation why parent disagrees with the agency's action and date the request is signed.

Request for hearing may be submitted by mail, in person, phone or e-mail to:

Patterson Joint Unified School District
Attention: Appeal Hearing Officer
510 Keystone Blvd.
Patterson, CA 95363

STEP 2: SCHEDULE HEARING
Within 10 days of receiving a parent's hearing request, the parent will be notified of the time and place of the hearing. To the extent possible, the hearing date and time will be convenient for the parent(s). The hearing shall not be scheduled more than 14 calendar days from the date the hearing officer contacts the parent to schedule the hearing. In the event that a parent or parent's Authorized Representative cannot keep the scheduled hearing date/time, the parent must notify the Hearing Officer in advance of the hearing date/time. A parent may request to reschedule the hearing date 1 time.

STEP 3: CONDUCT HEARING
The hearing will be conducted by an administrative staff person who shall be referred to as "the hearing officer." In the event that a parent is unable to attend the hearing at the designated location accommodations will be arranged and agreed upon between the parent and hearing officer. For any hearing not conducted in person, verification of parent identity will be required, along with prior submission of documentation. The hearing will be recorded. During the hearing, the parent or Authorized Representative will have an opportunity to provide support documentation and explain the reasons that they disagree with the proposed action indicated by the referenced NOA should not be carried out.



This will be a formal hearing, and the parent must comply with the directions of the hearing officer during the course of the hearing. Failure to comply with directions will result in the hearing being ended and the contested action being taken. A parent designating an Authorized Representative to be present must inform the agency in writing prior to the hearing. Please do not bring people to the hearing unless they are a designated Authorized Representative. No children are allowed to be present during the hearing. For failure to appear, it will be deemed that parent has abandoned the appeal and care ends immediately. For failure to appear, it will be deemed that parent has abandoned the appeal and care ends immediately.

STEP 4: AGENCY HEARING DECISION
Hearing officer will send notification in writing, of decision within 10 calendar days after hearing.

STEP 5: Request for Appeal Hearing with STATE DEPARTMENT

If parent disagrees with the agency's hearing decision OR if the action taken is due to child suspension or expulsion, the parent has 14 days from date of the written decision/action to file an appeal with the appropriate Department. The appeal(s) must include a written statement specifying the reasons parent disagrees with the agency's action, a copy of the decision letter and a copy of both sides of the NOA.

Request for State Department hearing must be submitted to:

Child Care and Development Programs:

California Department of Social Services (CDSS)
Child Care and Development Division
Attn: Appeals Coordinator
Mail: 744 P Street, MS 9-7-354
Sacramento | CA | 95814
Email: CCDDAppeals@dss.ca.gov
Telephone: 833-559-2417
Fax: 916-654-1048

California State Preschool Programs (CSPP):

California Department of Education (CDE)
Early Education Division
Attn: Appeals Coordinator
Mail: 1430 N Street, Suite 3410
Sacramento | CA | 95814
Email: ELCDAppeals@cde.ca.gov
Telephone: 916-322-1273
Fax: 916-323-6853

NOTE: If the parent has children enrolled in both a State Preschool and Child Care & Development programs, our agency will issue two NOAs: one for the child(ren) enrolled in State Preschool and a separate NOA for the child(ren) enrolled in the other program(s)

Step 6: EED/CCDD Hearing Decision
Within 30 calendar days after the receipt of the appeal, EED and/or CCDD will issue a written decision to the parent and the agency. Once EED and/or CCDD has rendered a decision, the decision is final.