

**SIERRA SANDS UNIFIED SCHOOL DISTRICT**

**Board of Education  
Regular Meeting**

**April 21, 2011  
Ridgecrest City Council Chambers  
100 West California Avenue  
[www.ssusd.org](http://www.ssusd.org)**

*We, the members of the Board of Education of the Sierra Sands Unified School District, are committed to providing the highest quality education in a safe environment to all K-12 students. We believe the school shares with the family, church, and community the responsibility for developing life-long learners who are responsible, productive citizens.*

**A G E N D A**

**CALL TO ORDER AND PLEDGE TO THE FLAG**

**7:00 P.M.**

Amy Covert  
Judy Dietrichson  
Bill Farris  
Tim Johnson, Vice President/Clerk  
Tom Pearl, President  
Kurt Rockwell  
Michael Scott  
Student Member, Charlotte Flatebo

Joanna Rummer, Superintendent

**MOMENT OF SILENCE**

**1. ADOPTION OF AGENDA**

*Welcome to a meeting of the Board of Education. Because we believe you share our concern for the education of the youth of our community, we appreciate and welcome your participation. Copies of the agenda, along with a procedural handout, are available on the wall at the back of the room to assist with your participation in the meeting.*

**2. APPROVAL OF MINUTES of the regular, special, and concurrent meetings of March 17, 2011, and the special board meeting of April 7, 2011**

**3. PROGRAMS AND PRESENTATIONS**

Gateway Elementary School: Designing a School-wide Multi-Tiered Behavioral Support System for Student Success Using Positive Behavior Support to Create an Effective School Climate.

4. PUBLIC HEARING

- 4.1 Public Hearing for the Initial Contract Proposal for reopeners for 2011-2012 from the Desert Area Teachers Association to the Board of Education
- 4.2 Public Hearing for the Initial Contract Proposal for reopeners for 2011-2012 from the Board of Education to the Desert Area Teachers Association

5. REPORTS AND COMMUNICATIONS

5.1 Student Member's Report

5.2 Reports from Members of the Board

5.3 Superintendent's Report

- Open House Schedule
- Public Notice for Open Enrollment
- Proclamation of the City of Ridgecrest – Public Education Month supported by the Indian Wells Valley Masonic Lodge
- Seventh Month Enrollment Report

5.4 Communications

- Publications from schools

5.5 Communications from the public

*The board will provide time during the discussion of each agenda item for members of the public to comment. At this time, members of the public may address the board on an item not on the agenda. Comments should relate to items of public interest within the board's jurisdiction. The law prohibits the board from taking action on items not on the agenda. If appropriate, your comments will be referred to staff for response. When addressing the board, please state your name and address at the podium and limit your remarks to three minutes. In accordance with the board bylaws, the board will limit the total time for public input to 30 minutes. Those wishing to address the board beyond the 30-minute time limit may do so at the end of the scheduled meeting agenda.*

6. EDUCATIONAL ADMINISTRATION

- 6.1 Report to the Board: Title Changes for Specific High School Mathematics Courses to More Closely Align to UC/CSU Eligibility Requirements
- 6.2 Annual Review of Participation in the Regional Occupational Program (ROP)
- 6.3 Approval of the Annual Budget Plan and the Annual Service Plan for 2010-2011 for the Sierra Sands SELPA

7. POLICY DEVELOPMENT AND REVIEW

8. PERSONNEL ADMINISTRATION

8.1 Certificated

Employment, resignation, retirement, leave of absence, change of status, termination

8.2 Classified

Employment, resignation, retirement, leave of absence, change of status, termination

8.3 Adoption of Resolution #26 1011, Teacher Appreciation Week and Day of the Teacher

8.4 Adoption of Resolution #27 1011, Classified Employee Week

8.5 Declaration of Need for Fully Qualified Teachers for the 2011-12 School Year

9. GENERAL ADMINISTRATION

9.1 Gifts to the District

9.2 Adoption of Board Meeting Calendar for the 2011-12 School Year

9.3 Authorization for Board Member Travel

9.4 Report to the Board: Nature and Resolution of Complaints with Regard to Deficiencies Related to Instructional Materials, Emergency or Urgent Facilities Conditions that Pose a Threat to the Health and Safety of Pupils or Staff, Teacher Vacancy or Misassignment, and Provision of Intensive Instruction and Services to Students Who Did Not Pass the California High School Exit Examination (CAHSEE) by the End of Grade 12, as Required by the Williams Act

10. CONSTRUCTION ADMINISTRATION

10.1 Report to the Board: Measure “A” and Other Construction Activities and Issues

11. BUSINESS ADMINISTRATION

11.1 Authorization to Contract with Sy-Tech Solutions for Document Management Services

11.2 Approval of Resolution #28 1011 Authorizing the District to Seek Funding for Purchase of Replacement School Bus

11.3 Award of Bid for Lease of Copy Machines for Schools and Various Other District Sites

12. CONSENT CALENDAR

12.1 Approval to Proceed and Submit SB70 Middle Grades Career Technical Education and Career Pathways Grant Application

12.2 A & B Warrants

12.3 Approval of Recommendations for Expulsion, Expulsion Cases #14 1011, #15 1011, and #16 1011

13. FUTURE AGENDA

#### 14. ADJOURNMENT

The next regular meeting of the Board of Education will be May 19, 2011

*Any materials required by law to be made available to the public prior to a meeting of the Board of Education of the Sierra Sands Unified School District can be inspected during normal business hours at the district office located at 113 Felspar, Ridgecrest, CA. These materials can also be viewed on the district's internet website at [www.ssusd.org](http://www.ssusd.org).*

*Note: Individuals who require special accommodation, including but not limited to an American sign language interpreter, accessible seating or documentation in accessible formats, should contact the Superintendent's Office at least two days before the meeting date.*

## SIERRA SANDS UNIFIED SCHOOL DISTRICT

### Minutes of the Regular Meeting of the Board of Education

DATE OF MEETING: March 17, 2011

TIME OF MEETING: 7:00 p.m.

PLACE OF MEETING: Ridgecrest City Council Chambers

MEMBERS PRESENT: Covert, Dietrichson, Farris, Johnson, Scott  
Student Member Charlotte Flatebo

MEMBERS ABSENT: Rockwell

STAFF PRESENT: Joanna Rummer, Superintendent

PLEDGE OF ALLEGIANCE was recited in unison, led by student member Charlotte Flatebo

MOMENT OF SILENCE was observed.

#### 1. ADOPTION OF AGENDA

The agenda was adopted by consensus as posted with the following notations. President Pearl stated that we will consider the items from the Inyo-Kern Schools Financing Authority Agenda as follows: Items 3.1, 3.2, and 3.3 will be considered under business after Item 11.1 on the regular agenda. Also the special concurrent agenda, Item 12.3 will be heard as part of the consent calendar after the regular agenda item 12.2.

#### 2. APPROVAL OF MINUTES

Hearing no comments, the minutes of the special meeting of February 7, 2011, the special concurrent meeting of February 7, 2011, and the regular and special meetings of February 17, 2011 were adopted by consensus as written.

#### 3. PROGRAMS AND PRESENTATIONS

Mr. Ostash presented an overview of the ALEKS math program at Burroughs High School. Student Camiesha Pruitt, accompanied by instructor Ms. Martha Watkins, demonstrated her individualized program. The program allows students to; proceed at their own pace; receive additional practice on concepts they have not mastered; provides samples of how to solve a specific problem; and see their scores instantly which gives them immediate feedback. The results determine if they have mastered a concept and can move forward to the next learning module. Students can access this web based program from school or home. Mrs. Dwyer, math teacher at Burroughs, explained how beneficial this program is to her teaching program. She is able to monitor student's progress and work individually with students who are struggling to master a concept while the other students can continue to work independently. This program keeps students engaged in the learning process by allowing students who struggle to get individual help rather than be embarrassed by asking a question, while at the same time students who are progressing faster do not have to wait for the

3. PROGRAMS AND PRESENTATIONS (continued)

whole class to catch up. The teacher also gains immediate feedback on what concepts the students have mastered, how long it has taken them to master it, and what concepts need additional explanations for successful completion. The Burroughs math department is excited to have this program available for our students.

4. PUBLIC HEARING

5. REPORTS AND COMMUNICATIONS

5.1 Student Member's Report

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James Monroe is finishing up their intervention classes. The concert band received a superior rating in a competition and the chamber orchestra received a rating of good. Grades will be available on line for parents right after spring break.

Murray students enjoyed the basketball game against James Monroe and the students showed good sportsmanship. They also enjoyed a fun activity of "office chair race around the quad" and watched Mrs. Smith and Mr. Bell being pushed by students as they participated in this race. Students took 3<sup>rd</sup> place in the Math Counts competition and also participated in the music competition where their orchestra received excellent and superior ratings and their band received an excellent rating. Murray students participated in a lock down drill as well as an evacuation to the base commissary. Students and staff did a great job completing this safety training.

Mesquite received notification that they are eligible to apply for Model School status. Students at Mesquite have had several opportunities to participate in college and career events.

Burroughs students are currently signing up for 3 on 3 basketball teams as well as dodge ball. The dodge ball tournament will be held on April 29. Currently students at Burroughs are involved in ASB elections. Third quarter grades are coming out and we want all seniors to be on track for graduation.

5.2 Reports from Members of the Board

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Bill Farris reported on the subcommittee's trip to meet with Senator Fuller and Assemblymember Grove. They were well received by our representatives and given sufficient time to explain the impact of the state budget cuts, deferrals, and lack of proper funding of education in the state of California. They showed our legislators the number of staff that has been laid off, the programs that we have cut or eliminated, and more importantly how this has affected our students. The subcommittee also was able to demonstrate if the tax extensions were not passed, what the impact would be to our district and how devastating it would be to our students.

Amy Covert also spoke about the trip to visit the legislators and how they had learned about the politics involved in getting the tax extension placed on the ballot. Board member Covert also shared that she and Mr. Farris attended the superintendent's council meeting where they were able to share with parents about their visit with the legislators and what the impact has been to our school district. Also more importantly, they presented what will happen to our schools in the near future if the State of California continues to improperly fund education.

5.2 Reports from Members of the Board (continued)

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Tim Johnson thanked the subcommittee for taking the time to represent the board as they met with the legislators. He also welcomed the NJROTC students that were in attendance at the board meeting.

5.3 Superintendent's Report

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The superintendent updated the board on our sixth month enrollment numbers. We are still in a declining enrollment situation but continue to have excellent attendance percentages.

The board scheduled a special board meeting closed session on April 7<sup>th</sup> at 6:30 for the evaluation of the superintendent.

5.4 Communications

5.5 Comments from the public on items not on the agenda

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Maureen Glennon spoke about the increase in class size and the cuts to education. She explained that the proposal for the June ballot is not new taxes, but extension of taxes currently being paid. Mrs. Glennon stated that it was imperative to education that we let the public know how critical it is for our schools that the tax extensions pass.

Bob McDiarmind asked the board to consider that the cost of their benefits would support the cost of two teachers. He also said the board should consider changing to a five member board to save some money.

Board Member Mike Scott reported that some of the board had denied their benefits while other board members had reduced their stipends. He asked for the District to provide the board with documentation to show if their cost savings had reached 15%?

Petty Chief Officer Jonathan Rowcliffe spoke in support of the NJROTC program.

6. EDUCATIONAL ADMINISTRATION

6.1 Adoption of English Language Arts Textbooks and Instructional Materials, Grades K-5

Motion passed to approve adoption of English language arts textbooks and instructional materials for grades K – 5 COVERT/DIETRICHSON

AYES: Covert, Dietrichson, Farris, Johnson, Pearl, Scott  
ABSENT: Rockwell

7. POLICY DEVELOPMENT AND REVIEW

7.1 Adoption of BP 3555, Nutrition Program Compliance

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Motion passed to approve BP 3555, Nutrition Program Compliance. SCOTT/COVERT

AYES: Covert, Dietrichson, Farris, Johnson, Pearl, Scott

ABSENT: Rockwell

8. PERSONNEL ADMINISTRATION

8.1 Certificated

Employment, resignation, retirement, leave of absence, change of status, termination

8.2 Classified

Employment, resignation, retirement, leave of absence, change of status, termination

Motion passed to adopt the personnel actions as presented. SCOTT/DIETRICHSON

AYES: Covert, Dietrichson, Farris, Johnson, Pearl, Scott

ABSENT: Rockwell

These actions are made a part of the minutes by reference and are filed in the Board Record Book.

8.3 Presentation of Initial Contract Proposal for Reopeners for 2011-12 from the Desert Area Teachers Association to the Board of Education

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Maureen Glennon presented to the board and superintendent the Desert Area Teachers Association's proposal for reopeners for the 2011-12 year contract and the district will schedule the next regular meeting of the board of education as the date for the public hearing.

8.4 Presentation of Initial Contract Proposal for Reopeners for 2011-12 from the Board of Education to Desert Area Teachers Association

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Ernie Bell, presented the district's proposal to the Desert Area Teachers Association for reopeners for the 2011-12 year contract and set the next regular meeting of the board of education as the date for the public hearing.

8.5 Request for Temporary Waiver of Designated Subject (ROP) Teachers to teach English Learner Students for the 2010-11 School Year

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Motion passed to approve the temporary waiver of designated subject (ROP) teacher to teach English learner students for the 2010-11 school year. COVERT/DIETRICHSON

AYES: Covert, Dietrichson, Farris, Johnson, Pearl, Scott

ABSENT: Rockwell



8. PERSONNEL ADMINISTRATION (continued)

8.6 Approval of Resolutions #24 1011 and #25 1011 Teachers Teaching out of Their Major/Minor Field or Area

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Motion passed to approve Resolution #24 1011 and #25 1011, teachers teaching out of their major/minor field or area. SCOTT/DIETRICHSON

AYES: Covert, Dietrichson, Farris, Johnson, Pearl, Scott

ABSENT: Rockwell

8.7 Waiver Request Enabling the District to Assign Individuals in Certificated Positions Without Appropriate Credentials

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Motion passed to approve the waiver enabling the district to assign individuals in certificated positions without appropriate credentials. DIETRICHSON/COVERT

AYES: Covert, Dietrichson, Farris, Johnson, Pearl, Scott

ABSENT: Rockwell

9. GENERAL ADMINISTRATION

9.1 Gifts to the District

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Motion passed to accept the following gifts and send appropriate letters of appreciation; for Burroughs High School Volleyball program; Coso Operating Company \$250, EZ Rentals & Sales \$100, Jewelry To Go \$25, John's Pizza \$100, Tom Lara of Abilities Unlimited \$450, Dennis & Debby Linck \$200, Pearson's Recycling \$100, Pony Espresso \$450, ProTow & Recovery \$100, Vince & Tracey Sherrick \$100, Chuck and Agnes Shull \$2,300, Agnes Shull donated food for snack bar valued at \$462.31, T & T Alignment \$100, Wal-Mart \$250. Burroughs High School also received the following donations for the Drama Program; gift basket valued at \$225.00 for a raffle, Sarah Jones \$2,225, Mariel McEwan \$1,000, and Jim Wojciehowski \$150. Chris Ruffin donated \$100 to the girl's basketball program and \$100 to the boy's basketball program as well as \$100 for student recognitions at Burroughs High School.

Additional donations are as follows; \$415 from the Ridgecrest Musical Enrichment Society for the James Monroe choir program, a Samsung 410 pocket computer projector valued at \$722 from Bruce Auld to the technology department, \$100 from Rotary Club of China Lake to the NJROTC program at Burroughs High School, and \$100 from Gene Placencia for school programs at Murray Middle School.

Donations for the Camp Keep program at Inyokern School are as follows; \$250 from Abateco, \$150 from Blake Arnold Construction, Inc., \$100 from Cook Coating, Inc., \$100 from High Sierra Auto & Truck Repair, \$100 from Pecoraro, Inc., \$250 from Gail Marie Petty, and \$250 from Soto Billing Service. JOHNSON/COVERT

AYES: Covert, Dietrichson, Farris, Johnson, Pearl, Scott

ABSENT: Rockwell

9. GENERAL ADMINISTRATION

9.2 Adoption of Revisions to the 2011-12 Academic Calendar and Minimum Day Schedule

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Motion passed to approve the revisions to the 2011-12 academic calendar and minimum day schedule. DIETRICHSON/COVERT

AYES: Covert, Dietrichson, Farris, Johnson, Pearl, Scott

ABSENT: Rockwell

9.3 Approval of School Safety Plans for 2010-11

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Motion passed to approve the school safety plans for 2010-11 as presented.  
COVERT/DIETRICHSON

AYES: Covert, Dietrichson, Farris, Johnson, Pearl, Scott

ABSENT: Rockwell

10. CONSTRUCTION ADMINISTRATION

10.1 Report to the Board: Measure “A” and Other Construction Activities and Issues

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Bruce Auld presented a slide show on the progress of our construction projects. In this presentation were pictures of the Las Flores portables being readied for placement. He also showed pictures of Inyokern School as it is almost complete except for punch list items. Pictures were also available for the electrical conversion at Burroughs. Katy Fielder, a student at Burroughs created a video interviewing several of the construction workers who are currently working on the CTE building. Many of these companies and individuals from around California are BHS graduates. It is fun to see some of our own graduates return to work on this project at Burroughs. Thanks to Katy Fielder for a job well done.

10.2 Appointment of Replacement Member to the Citizens’ Oversight Committee

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Motion passed to approve the recommendation of appointing Julie Ann Pennix to replace Eddie Edwards on the Citizen’s Oversight Committee as a member at large. Thank you to Ms. Edwards for serving the maximum term limit on this committee. DIETRICHSON/COVERT

AYES: Covert, Dietrichson, Farris, Johnson, Pearl, Scott

ABSENT: Rockwell

11. BUSINESS ADMINISTRATION

11.1 Approval of Second Interim Report for Fiscal Year 2010-11

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After discussion, motion passed to approve the second interim report for fiscal year 2010-11 as presented. SCOTT/DIETRICHSON

AYES: Covert, Dietrichson, Farris, Johnson, Pearl, Scott

ABSENT: Rockwell

11. BUSINESS ADMINISTRATION (continued)

President Pearl temporarily adjourned the meeting of the Sierra Sands Unified School District board of education and opened the meeting of the Inyo-Kern Schools Financing Authority Board of Directors meeting at 8:20 p.m.

President Pearl adjourned the meeting of the Inyo-Kern Schools Financing Authority Board of Directors meeting at 8:25 p.m. and reopened the regular meeting of the Sierra Sands Unified School District board of education.

12. CONSENT CALENDAR

12.1 Approval of "A" and "B" Warrants

12.2 Approval of Recommendation for Expulsion, Expulsion Case #13 1011

The board will consider item 12.3 at this time from the special concurrent agenda.

12.3 Rejection of Claim Against the District

Motion passed to adopt the consent calendar as presented. Included in this motion were Items 12.1 and 12.2 from the regular agenda as well as item 12.3 from the special concurrent agenda.  
DIETRICHSON/SCOTT

AYES: Covert, Dietrichson, Farris, Johnson, Pearl, Scott

ABSENT: Rockwell

13. FUTURE AGENDA

Tom Pearl asked that we have a future agenda item to discuss reducing the number of board members from a seven member board to a five member board. After discussion, it was determined that the appropriate time to have this item placed on the agenda is when we look at the re-districting once the information is available from the census. All were in agreement.

14. ADJOURNMENT

THE BOARD OF EDUCATION

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Vice President/Clerk

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Joanna Rummer, Secretary to Board

recorder: Alison Burson

SIERRA SANDS UNIFIED SCHOOL DISTRICT

Minutes of the Special Meeting of the Board of Education

DATE OF MEETING: March 17, 2011

TIME OF MEETING: 6:15 p.m.

PLACE OF MEETING: Ridgecrest City Council Chambers

MEMBERS PRESENT: Covert, Dietrichson, Farris, Johnson, Pearl, Scott

MEMBERS ABSENT: Rockwell

STAFF PRESENT: Joanna Rummer, Superintendent

PLEDGE OF ALLEGIANCE was deferred to the beginning of the regular meeting.

MOMENT OF SILENCE was observed.

ADOPTION OF AGENDA

The agenda was adopted by consensus as posted.

2. CLOSED SESSION

- 2.1 The board met in closed session with the superintendent to discuss negotiations with all three bargaining units.

No action was taken in closed session.

- 2.2 The board met in closed session with the superintendent to discuss employment of a certificated administrator.

No action was taken in closed session.

3. ADJOURNMENT was at 6:55 p.m.

THE BOARD OF EDUCATION

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Tim Johnson, Vice President/Clerk

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Joanna Rummer, Secretary to Board

SIERRA SANDS UNIFIED SCHOOL DISTRICT

Minutes of the Special Meeting of the Board of Education

DATE OF MEETING: March 17, 2011  
TIME OF MEETING: 7:00 p.m.  
PLACE OF MEETING: Ridgecrest City Council Chambers  
MEMBERS PRESENT: Covert, Dietrichson, Farris, Johnson, Pearl, Scott  
MEMBERS ABSENT: Rockwell  
STAFF PRESENT: Joanna Rummer, Superintendent

PLEDGE OF ALLEGIANCE was held at the beginning of the regular meeting.

MOMENT OF SILENCE was observed at the beginning of the regular meeting.

ADOPTION OF AGENDA

The agenda was adopted by consensus as posted with the notation that Item 12.3 will be considered as part of the Consent Calendar on the regular meeting following Item 12.2. The following action was taken.

12 CONSENT CALENDAR

12.3 Rejection of Claim Against the District

Motion passed to adopt the consent calendar as presented. DIETRICHSON/SCOTT

AYES: Covert, Dietrichson, Farris, Johnson, Pearl, Scott

ABSENT: Rockwell

3. ADJOURNMENT was at 8:25 p.m.

THE BOARD OF EDUCATION

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Tim Johnson, Vice President/Clerk

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Joanna Rummer, Secretary to Board

SIERRA SANDS UNIFIED SCHOOL DISTRICT

Minutes of the Special Meeting of the Board of Education

DATE OF MEETING: April 07, 2011  
TIME OF MEETING: 6:30 p.m.  
PLACE OF MEETING: District Office Conference Room  
MEMBERS PRESENT: Covert, Dietrichson, Farris, Johnson, Pearl, Scott  
MEMBERS ABSENT: Rockwell  
STAFF PRESENT: Joanna Rummer, Superintendent

MOMENT OF SILENCE was observed.

1. ADOPTION OF AGENDA

2. CLOSED SESSION

2.1 The board will meet in closed session to conduct an evaluation of the superintendent.

The board met in closed session and conducted an evaluation of the superintendent. No action was taken.

3. ADJOURNMENT was at 8:15 p.m.

THE BOARD OF EDUCATION

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Tim Johnson, Vice President/Clerk

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Joanna Rummer, Secretary to Board

4. PUBLIC HEARING

4.1 Public Hearing for the Initial Contract Proposal for reopeners for 2011-2012 from the  
Desert Area Teachers Association to the Board of Education

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BACKGROUND INFORMATION: The Desert Area Teachers Association submitted its initial contract proposal for reopeners for 2011-12 year to the board of education at its regular meeting of March 17, 2011.

CURRENT CONSIDERATIONS: A public hearing provides time for comment on this proposal.

FINANCIAL IMPLICATIONS: None at this time.

SUPERINTENDENT'S RECOMMENDATION: Conduct a public hearing on the initial contract proposal for reopeners for the 2011-12 year from the Desert Area Teachers Association to the Board of Education.

**SUNSHINE PROPOSAL FOR 2011-2012 BETWEEN THE DESERT AREA TEACHERS  
ASSOCIATION AND SIERRA SANDS UNIFIED SCHOOL DISTRICT**

**Article IV**

Differentiated pay should include the following:

AVID 9-12

AVID 6-8

Link Crew

RFEP?

Athletic Director—shall be increased \$2,000

“Once a position is established, the parties shall negotiate actual placement on the differentiated pay schedule.”

**Article VIII**

Unit members may use annually seven (7) days of available sick leave (**ADD: for confidential reasons. DELETE rest of the paragraph and Sections 1 and 2).**

~~for reasons of personal necessity, or compelling personal reasons which the unit member cannot schedule at any other time, excluding, however, vacation, recreation, the convention of a spouse, extension of a holiday period, concerted activities, matters of personal gain, or seeking other employment. For extraordinary circumstances that exceed seven (7) days, the Superintendent or designee may require, for approval purposes, third party verification for the request to be absent.~~

~~1. Employees may use up to two (2) of the days provided in Paragraph C confidentially without specifying the reason, but shall not use them for any of the following purposes: vacation, recreation, the convention of a spouse, extension of any holiday period, concerted activities, matters of personal gain, or seeking other employment.~~

~~2. Unit members shall request personal necessity leave at least three (3) days in advance of the day on which the personal necessity leave is intended to be taken, unless the necessity involved makes it impossible to make such request three (3) days in advance, in which case the request shall be made as much in advance as possible.~~

**Article VI**

**Add to 5.H: Minimum day schedule for conferences shall be comprised of the fewest minutes allowed for a minimum day by Ed. Code or the State.**

**Conferences requiring an interpreter shall be held outside of the conference schedule using a roving substitute.**



4. PUBLIC HEARING

4.2 Public Hearing for the Initial Contract Proposal for reopeners for 2011-2012  
from the Board of Education to the Desert Area Teachers Association

BACKGROUND INFORMATION: The Board of Education submitted its initial contract proposal for reopeners for 2011-2012 to the Desert Area Teachers Association at its regular meeting of March 17, 2011.

CURRENT CONSIDERATIONS: A public hearing provides time for comment on this proposal.

FINANCIAL IMPLICATIONS: None at this time.

SUPERINTENDENT'S RECOMMENDATION: Conduct a public hearing on the initial contract proposal for reopeners for 2011-2012 from the Board of Education to the Desert Area Teachers Association.

**DISTRICT PROPOSAL TO DATA**  
**INITIAL PROPOSAL OF SIERRA SANDS UNIFIED SCHOOL DISTRICT**  
**TO**  
**DESERT AREA TEACHERS ASSOCIATION**  
**FOR REOPENERS TO THE COLLECTIVE BARGAINING AGREEMENT:**  
**2011-2012**

Pursuant to Government Code section 3547, the Sierra Sands Unified School District (hereafter “District”) hereby submits its initial proposal to the Desert Area Teachers Association (hereafter “DATA” or “Association”) for reopeners to the Collective Bargaining Agreement (hereafter “Agreement”) for 2010-2011.

Due to the uncertainty caused by the current budget situation the District has an interest in crafting an MOU with DATA which will cover the following areas for the next two consecutive school years.

**ARTICLE VI WORK HOURS**

The District has an interest in negotiating a pilot program regarding All Day Kindergarten at school sites.

**ARTICLE VII**

The district has an interest in negotiating a class size waiver to increase class sizes beyond current contract and state limits should conditions require further action in that area.

**ARTICLE IX**

The District has an interest in discussing flexibility regarding staffing of certificated personnel which would take District needs into consideration.



## Open House Schedule 2010 ~ 2011

<b><u>Site</u></b>	<b><u>Scheduled Date</u></b>	
<b>Faller</b>	<b>May 17, 2011</b>	<b>6:30 p.m.</b>
<b>Gateway</b>	<b>May 18, 2011</b>	<b>6:30 p.m.</b>
<b>Inyokern</b>	<b>May 11, 2011</b>	<b>6:30 p.m.</b>
<b>Las Flores</b>	<b>May 2, 2011</b>	<b>6:30 p.m.</b>
<b>Pierce</b>	<b>May 16, 2011</b>	<b>6:30 p.m.</b>
<b>Rand</b>	<b>May 3, 2011</b>	<b>6:30 p.m.</b>
<b>Richmond</b>	<b>May 10, 2011</b>	<b>6:30 p.m.</b>
<b>Monroe</b>	<b>May 9, 2011</b>	<b>6:30 p.m.</b>
<b>Murray</b>	<b>May 4, 2011</b>	<b>6:30 p.m.</b>

**Sierra Sands Unified School District  
Seventh Month Enrollment 2010-2011**

SCHOOL	10-11 %	09-10 %	K	1	2	3	4	5	6	7	8	9-12	SDC	10-11 TOTAL	09-10 TOTAL	CHANGE
FALLER	95.3%	96.1%	83	97	75	70	76	61						462	465	-3
GATEWAY	92.7%	95.0%	82	87	77	65	73	75						459	471	-12
INYOKERN	94.6%	94.2%	30	32	37	37	38	27					1	202	223	-21
LAS FLORES	94.8%	95.4%	59	83	70	72	58	81						423	466	-43
PIERCE	95.0%	95.8%	62	60	54	61	48	64						349	323	26
RAND	84.2%	90.4%	2	1	1	3								7	6	1
RICHMOND ANNEX	91.1%	89.3%											92	92	83	9
RICHMOND	94.0%	95.9%	66	89	66	60	70	56						407	412	-5
TOTAL K -5	94.2%	95.3%	384	449	380	368	363	364					93	2401	2449	-48
MONROE	94.0%	94.3%							159	151	176		27	513	513	0
MURRAY	93.1%	95.7%							168	209	193		27	597	664	-67
TOTAL 6 -8	93.5%	95.1%							327	360	369		54	1110	1177	-67
BURROUGHS	94.2%	94.5%										1361	59	1420	1493	-73
MESQUITE												128		128	140	-12
														0		0
TOTAL 9 - 12	94.2%	94.5%										1489	59	1548	1633	-85
10-11 TOTAL	94.1%		384	449	380	368	363	364	327	360	369	1489	206	5059	---	---
09-10 TOTAL		95.0%	417	442	382	389	387	340	371	371	385	1568	207		5259	---
CHANGE		-0.90%	-33	7	-2	-21	-24	24	-44	-11	-16	-79	-1	---	---	-200

Elementary K - 5

Regular -

K 384 417

1 - 3 1197 1213

4 - 5 727 727

Special Education -

SDC 93 92

RSP 110 106

Middle 6-8

Regular 1056 1127

Special Education -

SDC 54 50

RSP 70 66

High School 9 - 12

Regular 1361 1428

Continuation 128 140

ROP 307 322

Special Education -

SDC 59 65

RSP 81 94

Adult

10-11 09-10

589 589

## 6. EDUCATIONAL ADMINISTRATION

### 6.1 Report to the Board: Title Changes for Specific High School Mathematics Courses to More Closely Align to UC/CSU Eligibility Requirements

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BACKGROUND INFORMATION: In order to graduate from California public high schools, students must complete specified state and local graduation requirements. High school students interested in attending a California public university after graduation must have completed the required freshman admission course requirements while in high school.

CURRENT CONSIDERATIONS: Implementation of collaboration provides staff the opportunity to carefully analyze data for the purposes of improved instruction and increased student performance. Analysis of annual performance data and input from staff determines the actions necessary for continuous improvement.

As staff evaluates alignment of curriculum to the new California Common Core Standards and the college/career readiness of students, the percent of graduates completing courses required for UC/CSU eligibility became an area of focus. Burroughs UC/CSU completion rate is currently lower than county and state rates. In order to improve in this area, staff evaluated its programs to determine reasons for this specific outcome. Staff carefully evaluated course alignment to the California Content Standards for mathematics and determined that courses are well aligned. However, course titles do not accurately reflect the level of rigor of certain courses. Currently, some courses include the title “Basic” and are considered non-college preparatory curriculum. Therefore, these courses are not submitted to UC/CSU for approval. Courses not on the approved UC/CSU list do not assist students in meeting college entrance eligibility requirements. Staff determined that the rigor of these specific courses do meet college entrance eligibility and should be submitted for approval. Course titles need to be revised to more accurately reflect the rigor of the course being taught.

These changes are a result of information gathered through evaluation of course content and instructional materials at each grade level, student classroom performance, UC/CSU course completion data, standardized test data, and committee input. These changes reflect alignment to state assessment and college entrance requirements as well as consideration for the needs of all students. All current textbook and instructional materials remain unchanged and courses remain aligned to California Standards and the state framework.

The following courses require title changes so that they can be submitted for UC/CSU approval:

- Basic Algebra to Algebra
- Algebra CP to Honors Algebra
- Basic Geometry to Geometry
- Geometry CP to Honors Geometry

These courses will be submitted to UC/CSU for approval this spring. If approved, these changes will positively impact the UC/CSU completion rate for Burroughs High School.

FINANCIAL IMPLICATIONS: None

SUPERINTENDENT'S RECOMMENDATION: This report is presented for informational purposes and requires no action.

## 6. EDUCATIONAL ADMINISTRATION

### 6.2 Annual Review of Participation in the Regional Occupational Program (ROP)

**BACKGROUND INFORMATION:** Sierra Sands Unified School District Regional Occupation Program is one of seven programs in the East Kern region. This region consists of Court and Community ROP, El Tejon Unified ROP, Kern County Superintendent of Schools ROP, Mojave ROP, Muroc ROP, and Tehachapi ROP. The Sierra Sands program is the largest and most comprehensive program offered in the region. The current allocated cap is 192.02.

**CURRENT CONSIDERATIONS:** ROP is currently a Tier 3 Flexibility program which means that the funds may be used for any educational purpose until the state ends flexibility provisions. Sierra Sands has maintained six different courses in order to meet student needs. The Sierra Sands ROP program has a current enrollment of 274 students, down from a high in 2006-2007 of 393. Earned ADA is estimated to be 170.46 this year, down from a high of 243.36 in 2006-2007.

The quality of training, completion rate, placement rates, and employment rates still exceed the county expectations and county performance. ROP courses are now included in Perkins follow-up data and accountability core indicators. The 2009-2010 CTE core indicators for Sierra Sands all greatly exceeded state targets and will be presented in the annual Perkins application in May, 2011.

**FINANCIAL IMPLICATIONS:** The ROP program allocation for both the 2010- 2011 and 2011-2012 school years is anticipated to be \$2,687 per ADA based upon the 2007-2008 ADA cap of 192.02. Total anticipated funding is expected to be approximately \$515,957. This amount does not include additional funds that may be allocated by the county in June.

**SUPERINTENDENT'S RECOMMENDATION:** This report is for informational purposes only and does not require board action.

# KERN COUNTY SUPERINTENDENT OF SCHOOLS

CHRISTINE LIZARDI FRAZIER, SUPERINTENDENT

Kern County Regional Occupational Program  
15926 K Street, Mojave, CA 93501  
(661) 824-9313  
FAX (661) 824-9316

April 7, 2011

TO: Joanna Rummer, Superintendent  
Sierra Sands Unified School District

FROM: Tom Anspach, Director  
Kern County Regional Occupational Program

SUBJECT: 2010-11 Annual Review of Participation in KCROP

This enrollment information is provided to assist you with presenting data to your board regarding student participation in ROP for your district in 2010-11.

The following KCROP courses were offered in the **SIERRA SANDS Unified School District** during the 2010-11 school year and their enrollment was thus:

COURSE TITLE	Attendance Month:						
	3 <sup>RD</sup>	4 <sup>TH</sup>	5 <sup>TH</sup>	6 <sup>TH</sup>	7 <sup>TH</sup>	8 <sup>TH</sup> *	9 <sup>TH</sup>
AUTOMOTIVE MECHANICS (1006)	28	28	26	26	25	25	23
AUTOMOTIVE MECHANICS (2006)	26	27	26	25	23	22	26
AUTOMOTIVE MECHANICS (3006)	28	28	27	28	28	27	27
CONSTRUCTION TECH (1007)	23	23	21	20	20	24	26
CONSTRUCTION TECH (2007)	18	18	19	18	17	19	20
CRIMINAL JUSTICE (1138)	36	36	34	34	32	32	33
CRIMINAL JUSTICE (2138)	34	34	34	34	34	33	33
HEALTH CAREERS (1019)	30	30	30	30	30	30	29
HEALTH CAREERS (2019)	23	23	23	23	23	23	17
RETAIL CAREERS COOP (1119)	18	18	18	18	18	18	24
TELEVISION & VIDEO PRO (3108)	25	25	22	22	22	22	16
<b>TOTALS</b>	<b>289</b>	<b>290</b>	<b>280</b>	<b>278</b>	<b>272</b>	<b>275</b>	<b>274</b>

\*New Semester

Of the 274 students enrolled at the end of the 9<sup>TH</sup> attendance month, 2/20/11, 273 were high school juniors and seniors; and 1 was a 10<sup>th</sup> grader. On 2/20/11, there were 668 juniors and seniors enrolled in **BURROUGHS High School**. The number enrolled in KCROP classes, therefore, is approximately 41% of the juniors and seniors enrolled in Burroughs High School in the **SIERRA SANDS Unified School District**.

2010-11 Funding for the KCROP activity is based on the Average Daily Attendance (ADA) CAP for the 2007-08 school year, which, for the **SIERRA SANDS Unified School District** is 192.02. For ROPs, a unit of ADA is defined as one student's attendance for 525 hours of class time. The total projected ADA that will be generated from the classes mentioned above is about 170.46.

Should you have any questions or concerns, please call our office at 661.824.9313.

TA: jkm

c: Laura Hickie  
Dave Ostash



## 6. EDUCATIONAL ADMINISTRATION

### 6.3 Approval of the Annual Budget Plan and the Annual Service Plan for 2010-2011 for the Sierra Sands SELPA

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BACKGROUND INFORMATION: Assembly Bill 602 requires Special Education Local Plan Areas (SELPA) to submit an Annual Budget Plan and an Annual Service Plan that are adopted at a public hearing of the board. As required in Education Code Section 56205, together these plans must identify expected expenditures and include a description of services, the physical location of services, and must demonstrate that all individuals with exceptional needs have access to services and instruction appropriate to meet their needs as specified in their Individualized Education Plan (IEP).

CURRENT CONSIDERATIONS: According to the governance and policymaking process established within the Sierra Sands SELPA Local Plan for Special Education, completion of the process will be documented by evidence that a public hearing has been held before the adoption of the Annual Budget Plan and the Annual Service Plan. This public hearing was held on March 28, 2011 at 5:30 p.m. in Conference Room C at the District Office at 113 Felspar. No public comments were made at the meeting.

FINANCIAL IMPLICATIONS: The special education services provided by the Sierra Sands SELPA are supported through a combination of categorical special education state and federal funding, the expenditure of which is documented in these plans.

SUPERINTENDENT'S RECOMMENDATION: It is recommended that the board adopt the SELPA Budget Plan and Annual Service Plan as presented.

**ANNUAL BUDGET PLAN**  
**FISCAL YEAR: 2010-2011**

The Annual Budget Plan shall identify expected expenditures for all items required by this part as listed below. The SACS Codes provide source information from the LEA(s) reporting.

	Reference/Label	Instructions	Totals
A	Funds received in accordance with Chapter 7.2 (commencing with Section 56836). (Special Education <b>Program Funding</b> )	SACS Resource Code 6500 (State), 3300-3499 (Federal) 6515-6535 (Gen Fund)	4,721,896
B	<b>Administrative costs of the plan.</b>	SACS Goal Code 5001 Function 2100	252,880
C	Special Education services to pupils with <b>severe disabilities</b> (1) and <b>low incidence disabilities</b> (2).	SACS Goal Code 5710	89,194
		SACS Goal Code 5730	219,316
		SACS Goal Code 5750	766,950
D	Special education services to pupils with <b>non-severe disabilities</b> .	SACS Goal Code 5770	2,852,040
E	Supplemental aids and services to meet the individual needs of pupils placed <b>in regular education classrooms</b> and environments.	Any SACS Goal Code with SACS Function Code 1130 <sup>1</sup>	23,497
F	Regionalized operations and services, and direct instructional support <b>by program specialists</b> in accordance with Article 6 (commencing with Section 56836.23) of Chapter 7.2. (SELPA Program Specialists Funding)	SACS Goal Code 5050	0
		SACS Goal Code 5060	0
G	The use of <b>property taxes</b> allocated to the special education local plan area pursuant to Section 2572.	Statement is included in Local Plan	

<sup>1</sup> Function Activity Classification can be located at:  
<http://www.cde.ca.gov/be/ag/ag/yr08/mar08item24a6.doc>

# CALIFORNIA SPECIAL EDUCATION MANAGEMENT INFORMATION SYSTEM (CASEMIS)

## SERVICE DESCRIPTIONS

California Department of Education  
Form ASP-01a (rev 10/08)

SELPA \_\_\_\_\_

Special Education Division

CASEMIS Code	SPECIAL EDUCATION SERVICE CATEGORY DESCRIPTIONS	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement)
210	<b>Family training, counseling, and home visits(ages 0-2 only):</b> This service includes: services provided by social workers, psychologists, or other qualified personnel to assist the family in understanding the special needs of the child and enhancing the child's development. Note: Services provided by specialists (such as medical services, nursing services, occupational therapy, and physical therapy) for a specific function should be coded under the appropriate service category, even if the services were delivered in the home.	X			<i>34 CFR sections 300.34 (c)(3), 300.226</i>
220	<b>Medical services (for evaluation only) (ages 0-2 only):</b> Services provided by a licensed physician to determine a child's developmental status and need for early intervention services.	X			<i>34 CFR sections 300.34 (c)(3), 300.226</i>
230	<b>Nutrition services (ages 0-2 only):</b> These services include conducting assessments in: nutritional history and dietary intake; anthropometric, biochemical, and clinical variables; feeding skills and feeding problems; and food habits and food preferences.	X			<i>34 CFR sections 300.34 (c)(3), 300.226</i>
240	<b>Service coordination (ages 0-2 only)</b>	X			<i>34 CFR sections 300.34 (c)(3), 300.226</i>
250	<b>Special instruction (ages 0-2 only):</b> Special instruction includes: the design of learning environments and activities that promote the child's acquisition of skills in a variety of developmental areas, including cognitive processes and social interaction; curriculum planning, including the planned interaction of personnel, materials, and time and space, that leads to achieving the outcomes in the child's IFSP, providing families with information, skills, and support related to enhancing the skill development of the child; and working with the child to enhance the child's development.	X			<i>34 CFR sections 300.34 (c)(3), 300.226</i>

Services will be provided in the school of attendance unless otherwise determined by the IEP team.

An Annual Service Location Report based on these codes will be generated using CASEMIS and available at the district office by March 31. 27

# CALIFORNIA SPECIAL EDUCATION MANAGEMENT INFORMATION SYSTEM (CASEMIS)

## SERVICE DESCRIPTIONS

California Department of Education  
Form ASP-01a (rev 10/08)

SELPA \_\_\_\_\_

Special Education Division

CASEMIS Code	SPECIAL EDUCATION SERVICE CATEGORY DESCRIPTIONS	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement)
260	<b>Special education aide in regular development class, childcare center or family childcare home (ages 0-2 only)</b>			X	34 CFR sections 300.34 (c)(3), 300.226
270	<b>Respite care services (ages 0-2 only):</b> Through the IFSP process, short-term care given in-home or out-of-home, which temporarily relieves families of the ongoing responsibility for specialized care for child with a disability (Note: only for infants and toddlers from birth through 2, but under 3.)			X	34 CFR sections 300.34 (c)(3), 300.226
330	<b>Specialized academic instruction:</b> Adapting, as appropriate to the needs of the child with a disability the content, methodology, or delivery of instruction to ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the public agency that apply to all children.	X			34 CFR section 300.39(b)(3)
340	<b>Intensive individual instruction:</b> IEP Team determination that student requires additional support for all or part of the day to meet his or her IEP goals.	X			30 EC section 56364
350	<b>Individual and small group instruction:</b> Instruction delivered one-to-one or in a small group as specified in an IEP enabling the individual(s) to participate effectively in the total school program	X			5 CCR section 3051; 30 EC section 56441.2

Services will be provided in the school of attendance unless otherwise determined by the IEP team.

An Annual Service Location Report based on these codes will be generated using CASEMIS and available at the district office by March 31. 28

# CALIFORNIA SPECIAL EDUCATION MANAGEMENT INFORMATION SYSTEM (CASEMIS)

## SERVICE DESCRIPTIONS

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Special Education Division

CASEMIS Code	SPECIAL EDUCATION SERVICE CATEGORY DESCRIPTIONS	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement)
415	<b>Language and speech:</b> Language and speech services provide remedial intervention for eligible individuals with difficulty understanding or using spoken language. The difficulty may result from problems with articulation (excluding abnormal swallowing patterns, if that is the sole assessed disability); abnormal voice quality, pitch, or loudness; fluency; hearing loss; or the acquisition, comprehension, expression of spoken language. Language deficits or speech patterns resulting from unfamiliarity with the English language and from environmental, economic or cultural factors are not included. Services include; specialized instruction and services; monitoring, reviewing, and consultation. They may be direct or indirect including the use of a speech consultant.	X			<i>5 CCR section 3051.1; 30 EC section 56363; 34 CFR sections 300.34 (c)(15), 300.8 (c)(11)</i>
425	<b>Adapted physical education:</b> Direct physical education services provided by an adapted physical education specialist to pupils who have needs that cannot be adequately satisfied in other physical education programs as indicated by assessment and evaluation of motor skills performance and other areas of need. It may include individually designed developmental activities, games, sports and rhythms, for strength development and fitness, suited to the capabilities, limitations, and interests of individual students with disabilities who may not safely, successfully or meaningfully engage in unrestricted participation in the vigorous activities of the general or modified physical education program.	X			<i>5 CCR section 3051.5; 30 EC section 56363; 34 CFR sections 300.108, 300.39 (b)(2)</i>
435	<b>Health and nursing – specialized physical health care services:</b> Specialized physical health care services means those health services prescribed by the child's licensed physician and surgeon, requiring medically related training of the individual who performs the services and which are necessary during the school day to enable the child to attend school (5 CCR Section 3051.12(b)). Specialized physical health care services include but are not limited to suctioning, oxygen administration, catheterization, nebulizer treatments, insulin administration and glucose testing.	X			<i>5 CCR section 3051.12; 30 EC section 56363; 34 CFR section 300.107; CEC section 49423.5(d)</i>

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# CALIFORNIA SPECIAL EDUCATION MANAGEMENT INFORMATION SYSTEM (CASEMIS)

## SERVICE DESCRIPTIONS

California Department of Education  
Form ASP-01a (rev 10/08)

SELPA \_\_\_\_\_

Special Education Division

CASEMIS Code	SPECIAL EDUCATION SERVICE CATEGORY DESCRIPTIONS	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement)
436	<b>Health and nursing – other services:</b> This includes services that are provided to individuals with exceptional needs by a qualified individual pursuant to an IEP when a student has health problems which require nursing intervention beyond basic school health services. Services include managing the health problem, consulting with staff, group and individual counseling, making appropriate referrals and maintaining communication with agencies and health care providers. These services do not include any physician-supervised or specialized health care service. IEP-required health and nursing services are expected to supplement the regular health services program.	X			5 CCR section 3051.12; 30 EC section 56363; 34 CFR section 300.107
445	<b>Assistive technology services:</b> Any specialized training or technical support for the incorporation of assistive devices, adapted computer technology or specialized media with the educational programs to improve access for students. The term includes a functional analysis of the student's needs for assistive technology; selecting, designing, fitting, customizing, or repairing appropriate devices; coordinating services with assistive technology devices; training or technical assistance for students with a disability, the student's family, individuals providing education or rehabilitation services, and employers.	X			5 CCR section 3051.16; 30 EC section 56363; 34 CFR sections 300.6, 300.105

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An Annual Service Location Report based on these codes will be generated using CASEMIS and available at the district office by March 31. 30

# CALIFORNIA SPECIAL EDUCATION MANAGEMENT INFORMATION SYSTEM (CASEMIS)

## SERVICE DESCRIPTIONS

California Department of Education  
Form ASP-01a (rev 10/08)

SELPA \_\_\_\_\_

Special Education Division

CASEMIS Code	SPECIAL EDUCATION SERVICE CATEGORY DESCRIPTIONS	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement)
450	<b>Occupational therapy:</b> Occupational Therapy (OT) includes services to improve student's educational performance, postural stability, self-help abilities, sensory processing and organization, environmental adaptation and use of assistive devices, motor planning and coordination, visual perception and integration, social and play abilities, and fine motor abilities. Both direct and indirect services may be provided within the classroom, other educational settings or the home; in a group or on an individual basis; and may include therapeutic techniques to develop abilities; adaptations to the student's environment or curriculum; and consultation and collaboration with other staff and parents. Services are provided, pursuant to an IEP, by a qualified occupational therapist registered with the American Occupational Therapy Certification Board.	X			5 CCR section 3051.6; 30 EC section 56363; 34 CFR section 300.34 (c)(6)
460	<b>Physical therapy:</b> These services are provided, pursuant to an IEP, by a registered physical therapist, or physical therapist assistant, when assessment shows a discrepancy between gross motor performance and other educational skills. Physical therapy includes, but is not limited to, motor control and coordination, posture and balance, self-help, functional mobility, accessibility and use of assistive devices. Services may be provided within the classroom, other educational settings or in the home; and may occur in groups or individually. These services may include adaptations to the student's environment and curriculum, selected therapeutic techniques and activities, and consultation and collaborative interventions with staff and parents.	X			5 CCR section 3051.6; 30 EC section 56363; 34 CFR section 300.34 (c)(9); B&PC Chapter 5.7 section 2600 - 2696; GC-Interagency Agreement Chapter 26.5 section 7575(a)(2)
510	<b>Individual counseling:</b> One-to-one counseling, provided by a qualified individual pursuant to an IEP. Counseling may focus on aspects, such as educational, career, personal; or be with parents or staff members on learning problems or guidance programs for students. Individual counseling is expected to supplement the regular guidance and counseling program.	X			5 CCR section 3051.9; 34 CFR section 300.34(c)(2)

Services will be provided in the school of attendance unless otherwise determined by the IEP team.

An Annual Service Location Report based on these codes will be generated using CASEMIS and available at the district office by March 31. 31

# CALIFORNIA SPECIAL EDUCATION MANAGEMENT INFORMATION SYSTEM (CASEMIS)

## SERVICE DESCRIPTIONS

California Department of Education  
Form ASP-01a (rev 10/08)

SELPA \_\_\_\_\_

Special Education Division

CASEMIS Code	SPECIAL EDUCATION SERVICE CATEGORY DESCRIPTIONS	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement)
515	<b>Counseling and guidance:</b> Counseling in a group setting, provided by a qualified individual pursuant to an IEP. Group counseling is typically social skills development, but may focus on aspects, such as educational, career, personal; or be with parents or staff members on learning problems or guidance programs for students. IEP-required group counseling is expected to supplement the regular guidance and counseling program. Guidance services include interpersonal, intrapersonal or family interventions, performed in an individual or group setting by a qualified individual pursuant to an IEP. Specific programs include social skills development, self-esteem building, parent training, and assistance to special education students supervised by staff credentialed to serve special education students. These services are expected to supplement the regular guidance and counseling	X			<i>34 CFR sections 300.24.(b)(2), 300.306; 5 CCR section 3051.9</i>
520	<b>Parent counseling:</b> Individual or group counseling provided by a qualified individual pursuant to an IEP to assist the parent(s) of special education students in better understanding and meeting their child's needs; may include parenting skills or other pertinent issues. IEP-required parent counseling is expected to supplement the regular guidance and counseling program.			X	<i>5 CCR section 3051.11; 34 CFR section 300.34(c)(8)</i>
525	<b>Social work services:</b> Social Work services, provided pursuant to an IEP by a qualified individual, includes, but are not limited to, preparing a social or developmental history of a child with a disability; group and individual counseling with the child and family; working with those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school; and mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program. Social work services are expected to supplement the regular guidance and counseling			X	<i>5 CCR section 3051.13; 34 CFR section 300.34(c)(14)</i>

Services will be provided in the school of attendance unless otherwise determined by the IEP team.

An Annual Service Location Report based on these codes will be generated using CASEMIS and available at the district office by March 31. 32



# CALIFORNIA SPECIAL EDUCATION MANAGEMENT INFORMATION SYSTEM (CASEMIS)

## SERVICE DESCRIPTIONS

California Department of Education  
Form ASP-01a (rev 10/08)

SELPA \_\_\_\_\_

Special Education Division

CASEMIS Code	SPECIAL EDUCATION SERVICE CATEGORY DESCRIPTIONS	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement)
530	<b>Psychological services:</b> These services, provided by a credentialed or licensed psychologist pursuant to an IEP, include interpreting assessment results to parents and staff in implementing the IEP; obtaining and interpreting information about child behavior and conditions related to learning; planning programs of individual and group counseling and guidance services for children and parents. These services may include consulting with other staff in planning school programs to meet the special needs of children as indicated in the IEP. IEP-required psychological services are expected to supplement the regular guidance and counseling program.	X			5 CCR section 3051.10; 34 CFR section 300.34 (c)(10)
535	<b>Behavior intervention services:</b> A systematic implementation of procedures designed to promote lasting, positive changes in the student's behavior resulting in greater access to a variety of community settings, social contacts, public events, and placement in the least restrictive environment.	X			5 CCR section 3001(d); 34 CFR section 300.34 (c)(10)
540	<b>Day treatment services:</b> Structured education, training and support services to address the student's mental health needs.			X	Health & Safety Code, Div.2, Chap.3, Article 1, section 1502(a)
545	<b>Residential treatment services:</b> A 24-hour out-of-home placement that provides intensive therapeutic services to support the educational program.			X	Welfare and Institutions Code, Part 2, Chapter 2.5, Art. 1, section 5671
610	<b>Specialized services for low incidence disabilities:</b> Low incidence services are defined as those provided to the student population of orthopedically impaired (OI), visually impaired (VI), deaf, hard of hearing (HH), or deaf-blind (DB). Typically, services are provided in education settings by an itinerant teacher or the itinerant teacher/specialist. Consultation is provided to the teacher, staff and parents as needed. These services must be clearly written in the student's IEP, including frequency and duration of the services to the	X			5 CCR sections 3051.16, 3051.18; 34 CFR section 300.34

Services will be provided in the school of attendance unless otherwise determined by the IEP team.

An Annual Service Location Report based on these codes will be generated using CASEMIS and available at the district office by March 31. 33

# CALIFORNIA SPECIAL EDUCATION MANAGEMENT INFORMATION SYSTEM (CASEMIS)

## SERVICE DESCRIPTIONS

California Department of Education  
Form ASP-01a (rev 10/08)

SELPA \_\_\_\_\_

Special Education Division

CASEMIS Code	SPECIAL EDUCATION SERVICE CATEGORY DESCRIPTIONS	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement)
710	<b>Specialized deaf and hard of hearing services:</b> These services include speech therapy, speech reading, auditory training and/or instruction in the student's mode of communication. Rehabilitative and educational services; adapting curricula, methods, and the learning environment; and special consultation to students, parents, teachers, and other school personnel may also be included.	X			5 CCR sections 3051.16, 3051.18; 34 CFR section 300.34
715	<b>Interpreter services:</b> Sign language interpretation of spoken language to individuals, whose communication is normally sign language, by a qualified sign language interpreter. This includes conveying information through the sign system of the student or consumer and tutoring students regarding class content through the sign system of the student.	X			5 CCR section 3051.16; 34 CFR section 300.34 (c)(4)
720	<b>Audiological services:</b> These services include measurements of acuity, monitoring amplification, and Frequency Modulation system use. Consultation services with teachers, parents or speech pathologists must be identified in the IEP as to reason, frequency and duration of contact; infrequent contact is considered assistance and would not be included.	X			5 CCR section 3051.2; 34 CFR section 300.34 (c)(1)
725	<b>Specialized vision services:</b> This is a broad category of services provided to students with visual impairments. It includes assessment of functional vision; curriculum modifications necessary to meet the student's educational needs -- including Braille, large type, aural media; instruction in areas of need; concept development and academic skills; communication skills (including alternative modes of reading and writing); social, emotional, career, vocational, and independent living skills. It may include coordination of other personnel providing services to the students (such as transcribers, readers, counselors, orientation & mobility specialists, career/vocational staff, and others) and collaboration with the student's classroom teacher.	X			5 CCR section 3030(d); 30 EC section 56364.1

Services will be provided in the school of attendance unless otherwise determined by the IEP team.

An Annual Service Location Report based on these codes will be generated using CASEMIS and available at the district office by March 31. 34

# CALIFORNIA SPECIAL EDUCATION MANAGEMENT INFORMATION SYSTEM (CASEMIS)

## SERVICE DESCRIPTIONS

California Department of Education  
Form ASP-01a (rev 10/08)

SELPA \_\_\_\_\_

Special Education Division

CASEMIS Code	SPECIAL EDUCATION SERVICE CATEGORY DESCRIPTIONS	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement)
730	<b>Orientation and mobility:</b> Students with identified visual impairments are trained in body awareness and to understand how to move. Students are trained to develop skills to enable them to travel safely and independently around the school and in the community. It may include consultation services to parents regarding their children requiring such services according to an IEP.	X			5 CCR section 3051.3; 30 EC section 56363; 34 CFR section 300.34 (c)(7)
735	<b>Braille transcription:</b> Any transcription services to convert materials from print to Braille. It may include textbooks, tests, worksheets, or anything necessary for instruction. The transcriber should be qualified in English Braille as well as Nemeth Code (mathematics) and be certified by appropriate agency.	X			5 CCR section 3051.16; 30 EC section 56363; 34 CFR section 300.8 (c)(13)
740	<b>Specialized orthopedic services:</b> Specially designed instruction related to the unique needs of students with orthopedic disabilities, including specialized materials and equipment.	X			5 CCR sections 3030(e), 3051.16; 30 EC section 56363; 34 CFR section 300.8 (c)(8)
745	<b>Reading Services</b>			X	5 CCR section 3051.16
750	<b>Note taking services:</b> Any specialized assistance given to the student for the purpose of taking notes when the student is unable to do so independently. This may include, but is not limited to, copies of notes taken by another student, transcription of tape-recorded information from a class, or aide designated to take notes. This does not include instruction in the process of learning how to take notes.	X			5 CCR section 3051.16
755	<b>Transcription Services</b> Any transcription service to convert materials from print to a mode of communication suitable for the student. This may also include dictation services as it may pertain to textbooks, tests, worksheets, or anything necessary for instruction.	X			5 CCR section 3051.16

Services will be provided in the school of attendance unless otherwise determined by the IEP team.

An Annual Service Location Report based on these codes will be generated using CASEMIS and available at the district office by March 31. 35

# CALIFORNIA SPECIAL EDUCATION MANAGEMENT INFORMATION SYSTEM (CASEMIS)

## SERVICE DESCRIPTIONS

California Department of Education  
Form ASP-01a (rev 10/08)

SELPA \_\_\_\_\_

Special Education Division

CASEMIS Code	SPECIAL EDUCATION SERVICE CATEGORY DESCRIPTIONS	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement)
760	<b>Recreation services, includes therapeutic recreation:</b> therapeutic recreation and specialized instructional programs designed to assist pupils to become as independent as possible in leisure activities, and when possible and appropriate, facilitate the pupil's integration into general recreation programs.			X	5 CCR section 3051.15; 34 CFR section 300.34 (c)(11)
820	<b>College Awareness</b> College awareness is the result of acts that promote and increase student learning about higher education opportunities, information and options that are available including, but not limited to career planning, course prerequisites, admission eligibility and financial aid.	X			34 CFR sections 300.39 (b)(5), 300.43
830	<b>Vocational assessment, counseling, guidance, and career assessment:</b> Organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment and may include provision for work experience, job coaching, development and/or placement, and situational assessment. This includes career counseling to assist student in assessing his/her aptitudes, abilities, and interests in order to make realistic career decisions.	X			5 CCR section 3051.14; 34 CFR sections 300.39 (b)(5), 300.43
840	<b>Career awareness:</b> Transition services include a provision for in paragraph (1)(c)(vi), self-advocacy, career planning, and career guidance. This comment also emphasized the need for coordination between this provision and the Perkins Act to ensure that students with disabilities in middle schools will be able to access vocational education funds.	X			5 CCR section 3051.14; 34 CFR sections 300.39 (b)(5), 300.43
850	<b>Work experience education:</b> Work experience education means organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree.	X			5 CCR section 3051.14; 34 CFR sections 300.39 (b)(5), 300.43

Services will be provided in the school of attendance unless otherwise determined by the IEP team.

An Annual Service Location Report based on these codes will be generated using CASEMIS and available at the district office by March 31. 36

# CALIFORNIA SPECIAL EDUCATION MANAGEMENT INFORMATION SYSTEM (CASEMIS)

## SERVICE DESCRIPTIONS

California Department of Education  
Form ASP-01a (rev 10/08)

SELPA \_\_\_\_\_

Special Education Division

CASEMIS Code	SPECIAL EDUCATION SERVICE CATEGORY DESCRIPTIONS	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement)
855	<b>Job Coaching</b> Job coaching is a service that provides assistance and guidance to an employee who may be experiencing difficulty with one or more aspects of the daily job tasks and functions. The service is provided by a job coach who is highly successful, skilled and trained on the job who can determine how the employee that is experiencing difficulty learns best and formulate a training plan to improve job performance.	X			5 CCR section 3051.14; 34 CFR sections 300.39 (b)(5), 300.43
860	<b>Mentoring:</b> Mentoring is a sustained coaching relationship between a student and teacher through on-going involvement and offers support, guidance, encouragement and assistance as the learner encounters challenges with respect to a particular area such as acquisition of job skills. Mentoring can be either formal as in planned, structured instruction or informal that occurs naturally through friendship, counseling and collegiality in a casual, unplanned	X			5 CCR section 3051.14; 34 CFR sections 300.39 (b)(5), 300.43
865	<b>Agency linkages (referral and placement):</b> Service coordination and case management that facilitates the linkage of individualized education programs under this part and individualized family service plans under part C with individualized service plans under multiple Federal and State programs, such as title I of the Rehabilitation Act of 1973 (vocational rehabilitation), title XIX of the Social Security Act (Medicaid), and title XVI of the Social Security Act (supplemental security income).	X			30 EC section 56341.5 (f); 34 CFR section 300.344 (3)(b)
870	<b>Travel Training (includes mobility training)</b>	X			5 CCR section 3051.3; 34 CFR sections 300.39 (c)(7)
890	<b>Other transition services:</b> These services may include program coordination, case management and meetings, and crafting linkages between schools and between schools and post-secondary agencies.	X			

Services will be provided in the school of attendance unless otherwise determined by the IEP team.

An Annual Service Location Report based on these codes will be generated using CASEMIS and available at the district office by March 31. 37

# CALIFORNIA SPECIAL EDUCATION MANAGEMENT INFORMATION SYSTEM (CASEMIS)

## SERVICE DESCRIPTIONS

California Department of Education  
Form ASP-01a (rev 10/08)

SELPA \_\_\_\_\_

Special Education Division

CASEMIS Code	SPECIAL EDUCATION SERVICE CATEGORY DESCRIPTIONS	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement)
900	<b>Other special education/related services:</b> Any other specialized service required for a student with a disability to receive educational benefit.	<b>X</b>			

Services will be provided in the school of attendance unless otherwise determined by the IEP team.

An Annual Service Location Report based on these codes will be generated using CASEMIS and available at the district office by March 31. 38

SELPA:1513 Sierra Sands SELPA

LEA:1573742 SIERRA SANDS

Annual Service Report (001)		
Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
0119495 *** Sch Code Not Found ***	10	415   425
1531367 Burroughs High	10	330   415   425   720   725   820   830   840   850   855   865   870   890
6009294 Pierce Elementary	10	330   415   425
6009310 Murray Middle	10	330   415   436   720   725
6009328 Richmond Elementary	10	330   415   425   435   436   715   725   730   735
6009609 Inyokern Elementary	10	330   340   415
6009617 Monroe (James) Middle	10	330   415   425   720   840
6009625 Las Flores Elementary	10	330   415   425   725
6009633 Faller Elementary	10	330   415   436
6110712 Gateway Elementary	10	330   415   425   436

Please ensure that the following are included on this form: (Ages 6-22)	
10-Public Day School School	20-Continuation School
19-Other Public School/Facility	31- Community School
24-Independent Study	15-Special Education Center/Facility
11-Public Residential School	22- Alternative Work Education
56- Charter School (operated AS an LEA	55- Charter School (operated as by an LEA

SELPA:1513 Sierra Sands SELPA

LEA:1573742 SIERRA SANDS

Infant Services (003)		
Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
0119495 *** Sch Code Not Found ***	10	250   415

Please ensure that the following are included on this form: (Ages 0-2)	
40-Home	45 Hospital Facility
62-Child Devt. or Child Care	65- Extended Day Care
10 Public Day School	19- Other Public School/Facilities
11- Public Residential School	
00-No School	



SELPA:1513 Sierra Sands SELPA

LEA:1573742 SIERRA SANDS

Pre-School Services 004		
Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
0119495 *** Sch Code Not Found ***	00	415
0119495 *** Sch Code Not Found ***	10	250   350   415   425   725
6009294 Pierce Elementary	10	330   415
6009328 Richmond Elementary	10	330   415   425
6009609 Inyokern Elementary	10	350   415
6009625 Las Flores Elementary	10	415
6009633 Faller Elementary	10	415
6110712 Gateway Elementary	10	350   415
611071A *** Sch Code Not Found ***	10	250   330   350   415   425   725
0119495 *** Sch Code Not Found ***	61	415
0119495 *** Sch Code Not Found ***	62	415

Please ensure that the following are included on this form: (Ages 3-5)	
40 Home Instruction/00 - No school	45 Hospital Facility
61-Head Start Program	62- Child Devt. or Child Care
State Preschool Program	64- Private Preschool
65-Extended Day Care Program	11- Public Residential School
10-Public Day School	19-Other Public School/Facilities

8. PERSONNEL ADMINISTRATION

8.1 CERTIFICATED PERSONNEL

8.11 RESIGNATION, TERMINATION\*,SEPARATION\*\*, RETIREMENT\*\*\*

8.12 LEAVE OF ABSENCE

8.13 EMPLOYMENT

8.14 CHANGE OF STATUS

RECOMMENDED ACTION: To approve certificated personnel actions as presented.

8.2 CLASSIFIED PERSONNEL

8.21 RESIGNATION, TERMINATION\*, SEPARATION\*\*, RETIREMENT\*\*\*

8.22 LEAVE OF ABSENCE

8.23 EMPLOYMENT

8.24 CHANGE OF STATUS

RECOMMENDED ACTION: To approve classified personnel actions as presented.

8. PERSONNEL ADMINISTRATION

8.1 CERTIFICATED PERSONNEL

8.11 RESIGNATION, TERMINATION\*,SEPARATION\*\* RETIREMENT\*\*\*

Kelly Worley\*\*\*  
English – Burroughs  
Effective 6-10-11

8.12 LEAVE OF ABSENCE

8.13 EMPLOYMENT

Substitute Teachers for 10-11 year

Heather Bower  
Stephanie Hawkins  
Hannah Johnson  
Stephanie Loutas Kapeles

8.14 CHANGE OF STATUS

Joan Paine  
Principal – Richmond  
Effective 7-1-11

8. PERSONNEL ADMINISTRATION

8.2 CLASSIFIED PERSONNEL

8.21 RESIGNATION, TERMINATION\*, SEPARATION\*\*, RETIREMENT\*\*\*

Maryanne Bailey  
3 hr. Noon Duty Supervisor – Richmond Elementary  
Effective 03-16-2011

Ingrid Carroll  
1 ½ hr. Noon Duty Supervisor – Richmond Elementary  
Effective 06-09-2011

Rachel Ghilardi  
5 hr. Computer Paraprofessional – Richmond Elementary  
Effective 06-09-2011

Wanda Gregarek\*\*\*  
8 hr. Payroll Technician – Business Office  
Effective 06-30-2011

Kathryn Schnuderl  
1 ½ hr. Noon Duty Supervisor – Richmond Elementary  
Effective 03-18-2011

James Trigg  
5 ½ hr. Paraprofessional – Burroughs High School  
Effective 03-22-2011

8.22 LEAVE OF ABSENCE

8.23 EMPLOYMENT

Student Workability Workers for the 2010-2011 School Year  
Rachelle Samuels  
Kerensa Seybert

8. PERSONNEL ADMINISTRATION

8.2 CLASSIFIED PERSONNEL

8.23 EMPLOYMENT (Continued)

Classified Substitutes

Dale Affolter

Misty Anderson

Kimberly Campbell

Brook Goins

Roberta Lee

Chris Sutton

Connie Williams

8.24 CHANGE OF STATUS

Jenny Kingsford

From: 6 hrs. Paraprofessional – Burroughs High School

To: 7 hrs. Paraprofessional – Burroughs High School

Effective: 01-03-2011

Cynthia Simmons

From: 2 hr. Noon Duty Supervisor – Murray Middle School

To: 6 ¼ School Bus Driver I – Transportation

Effective 04-01-2011

8. PERSONNEL ADMINISTRATION

8.3 Adoption of Resolution #26 1011, Teacher Appreciation Week and Day of the Teacher

BACKGROUND INFORMATION: Each May certificated employees throughout California are recognized for their service to students and the educational community.

CURRENT CONSIDERATIONS: Resolution #26 1011 declares the week of May 1-7, 2011 as Teacher Appreciation Week in the Sierra Sands Unified School District. The resolution also designates May 3, 2011 as National Teacher Day and May 11, 2011 as California Day of the Teacher. Adoption of this resolution designates a time when administrators, parents, students, and the community have an opportunity to recognize and salute district teachers and their many contributions to student success. A copy of Resolution #26 1011 will be displayed at all district schools and sites.

FINANCIAL IMPLICATIONS: None.

SUPERINTENDENT'S RECOMMENDATION: It is recommended that the board adopt Resolution #26 1011 as presented and approve May 1-7, 2011 as Teacher Appreciation Week as well as May 3, 2011 as National Teacher Day and May 11, 2011 as the Day of the Teacher in the Sierra Sands Unified School District.

BEFORE THE BOARD OF EDUCATION OF THE  
SIERRA SANDS UNIFIED SCHOOL DISTRICT  
County of Kern, State of California

IN THE MATTER REGARDING       )  
TEACHER APPRECIATION WEEK   )

RESOLUTION #26 1011

WHEREAS, the contributions of teachers have been crucial in the lives of America's youth; and

WHEREAS, the economic, political and cultural well-being of this nation has been enriched through public education and its teachers; and

WHEREAS, the significance of the teacher in the lives of students is growing as a consequence of educational reform and the change in the impact of other institutions in society; and

WHEREAS, the Board of Education and citizens of the Sierra Sands Unified School District are gratified by the overall academic performance of our students, who have been so well prepared by our teachers;

NOW, THEREFORE, BE IT RESOLVED that the Sierra Sands Unified School District salutes its teachers and declares May 1-7 2011, TEACHER APPRECIATION WEEK , May 11, 2011 as CALIFORNIA DAY OF THE TEACHER and May 3, 2011 NATIONAL TEACHER DAY;

AND BE IT FURTHER RESOLVED that the Board of Education of the Sierra Sands Unified School District urges students and community members to take measures to give special meaning to this significant celebration.

\* \* \* \* \*

I, TIM JOHNSON, CLERK OF THE GOVERNING BOARD, certify that the above resolution, proposed by \_\_\_\_\_ and seconded by \_\_\_\_\_, was duly passed and adopted by the Governing Board of the Sierra Sands Unified School District of Kern County, California, at an official and public meeting thereof held on April 21, 2011.

AYES: \_\_\_\_\_ NOES: \_\_\_\_\_ ABSTENTIONS: \_\_\_\_\_ ABSENT: \_\_\_\_\_

DATED: \_\_\_\_\_

GOVERNING BOARD OF THE  
SIERRA SANDS UNIFIED SCHOOL DISTRICT

BY: \_\_\_\_\_

TITLE:   Vice President/Clerk of the Board

8. PERSONNEL ADMINISTRATION

8.4 Adoption of Resolution #27 1011, Classified Employee Week

BACKGROUND INFORMATION: Each May classified employees throughout California are recognized for their service to students and the educational community.

CURRENT CONSIDERATIONS: Resolution #27 1011 declares the week of May 15-21, 2011 as Classified Employee Week in the Sierra Sands Unified School District. Adoption of this resolution provides an opportunity for administrators, teachers, parents, students, and the community to plan events that recognize the accomplishments and contributions of the classified staff. A copy of Resolution #27 1011 will be displayed at all district schools and sites.

FINANCIAL IMPLICATIONS: None.

SUPERINTENDENT'S RECOMMENDATION: It is recommended that the board adopt Resolution #27 1011 as presented and approve May 15-21, 2011 as Classified Employee Week in the Sierra Sands Unified School District.



BEFORE THE BOARD OF EDUCATION OF THE  
SIERRA SANDS UNIFIED SCHOOL DISTRICT  
County of Kern, State of California

IN THE MATTER REGARDING     )  
CLASSIFIED EMPLOYEE WEEK )

RESOLUTION #27 1011

WHEREAS, Education Code 45460 encourages recognition of the valuable contributions classified employees make to the programs and students in the Sierra Sands Unified School District; and

WHEREAS, classified employees participate in countless activities that contribute to and support a positive instructional environment; and

WHEREAS, classified employees are an integral part of the educational team which provides beneficial learning experiences for the students in the Sierra Sands Unified School District; and

WHEREAS, classified employees serve a vital role in providing for the welfare and safety of Sierra Sands Unified School District's students; and

WHEREAS classified employees have continuously maintained an exceptional level of service to the entire educational community;

NOW, THEREFORE, BE IT RESOLVED that the Sierra Sands Unified School District Board of Education hereby recognizes classified employees for the many services they perform and declares the week of May 15-21, 2011 as the CLASSIFIED SCHOOL EMPLOYEE WEEK in the Sierra Sands Unified School District.

\* \* \* \* \*

I, TIM JOHNSON, CLERK OF THE GOVERNING BOARD, certify that the above resolution, proposed by \_\_\_\_\_ and seconded by \_\_\_\_\_, was duly passed and adopted by the Governing Board of the Sierra Sands Unified School District of Kern County, California, at an official and public meeting thereof held on April 21, 2011.

AYES: \_\_\_\_ NOES: \_\_\_\_ ABSTENTIONS: \_\_\_\_ ABSENT: \_\_\_\_

DATED: \_\_\_\_\_ GOVERNING BOARD OF THE  
SIERRA SANDS UNIFIED SCHOOL DISTRICT

BY: \_\_\_\_\_

TITLE: Vice President/Clerk of the Board

## 8. PERSONNEL ADMINISTRATION

### 8.5 Declaration of Need for Fully Qualified Teachers for the 2011-12 School Year

**BACKGROUND INFORMATION:** The district continues to make an effort to decrease the number of teachers employed by the district who are not fully credentialed or are teaching out of their credentialed area. The district employed 42 teachers on some type of waiver for the 1997-98 school year. Since that time, that number has steadily declined year by year through recruitment efforts and efforts put forth by teachers to earn their full credentials. The district sees significant progress toward the goal of fully credentialed teachers in all district classrooms.

**CURRENT CONSIDERATIONS:** The laws governing credential waivers and emergency permits have authorized the Commission on Teacher Credentialing to approve requests to waive laws or regulations governing educator preparation and licensing. Submission of a Declaration of Need for Fully Qualified Educators by the employing agency is a prerequisite to the issuance of any emergency permit for that agency. The declaration identifies the specific areas of anticipated need for fully qualified educators and certifies that there are insufficient numbers of certificated persons who meet the district's specified employment criteria for the identified areas of need.

**FINANCIAL IMPLICATIONS:** None

**SUPERINTENDENT'S RECOMMENDATION:** It is recommended that the board adopt the Declaration of Need for Fully Qualified Educators for the 2011-12 school year as presented. Adoption of this declaration is a prerequisite to the issuance of any emergency permit in the specific areas of anticipated need for fully qualified educators.

## 9. GENERAL ADMINISTRATION

### 9.1 Gifts to the District

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CURRENT CONSIDERATIONS: The following donations have been received; a microwave oven with a value of \$50 for Richmond School, \$250 from The Joint, for Rand School; and \$400 from Jonathan Holmes for the Burroughs baseball program. The music program at Burroughs received a donation of \$830 from the Ridgecrest Musical Enrichment Society, two sets of locking lug nuts with a value of \$28 from Reid Baker and a clarinet from Mr. Robert Harris. In addition, the following donations were received in support of the Burroughs drama program; \$330 from Garry Noel, \$50 from Robert McGowan, \$1,000 from Cedrick Knight, \$25 from Matt Anderson, \$1,250 from Jacobs Technology, Inc., \$250 from Matthew Smith, \$100 from Cynthia Edwards, \$300 from Melvin P. Kratz, \$550 from George Anderson, \$125 from Peter & Kathleen Konopak, \$200 from Stephen Benson, \$3,333 from the Ridgecrest Musical Enrichment Society, \$500 from Clint Freeman, \$1,700 from WACOM Thrift Shop, \$100 from Elizabeth Babcock, and \$120 from Linda Westrick.

FINANCIAL IMPLICATIONS: Donations provide support to the district and have a positive financial impact.

SUPERINTENDENT'S RECOMMENDATION: Accept the gifts as described and send appropriate letters of appreciation.

## 9. GENERAL ADMINISTRATION

### 9.2 Adoption of Board Meeting Calendar for the 2011-12 School Year

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**BACKGROUND INFORMATION:** Board Bylaw 9320 states that regular meetings of the board be held on the first and third Thursday of each month or as designated on the board meeting calendar. During the 2010-11 school year, the board designated the third Thursday of every month as the regular meeting of the board of education with special meetings of the board scheduled as needed. The board has been successful in addressing agenda items within that time frame. The meetings are also designated by board bylaw to be held at 7:00 p.m. in the Ridgecrest City Council Chambers.

**CURRENT CONSIDERATIONS:** It is recommended that regular board meetings for the 2011-12 school year be conducted on the following dates:

July 21, 2011	January 19, 2012
August 18, 2011	February 16, 2012
September 15, 2011	March 15, 2012
October 20, 2011	April 19, 2012
November 17, 2011	May 17, 2012
December 15, 2011	June 21, 2012

**FINANCIAL IMPLICATIONS:** None

**SUPERINTENDENT'S RECOMMENDATION:** Adopt the board meeting calendar for the 2011-12 school year as presented.

## 9. GENERAL ADMINISTRATION

9.3 Authorization for Board Member Travel

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**BACKGROUND INFORMATION:** At the May 7, 2009 board meeting, protocol requiring the board to authorize all board member travel was established. The 2010-11 travel budget for the board was reviewed, discussed and approved as part of the June 17, 2010 district budget submittal.

**CURRENT CONSIDERATIONS:** Mr. Bill Farris serves as a delegate for the California School Boards Association, which holds two meetings per year. This meeting takes place in Sacramento May 13, 2011 through May 15, 2011.

Conference registration(luncheon only)	\$ 45.00
Hotel (2 nights @ \$74.29 inc. tax)	\$ 148.58
Meals (3 days @ \$50 per day)	\$ 150.00
Fuel	\$ 150.00

Estimated total cost of travel	\$ 493.58
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**FINANCIAL IMPLICATIONS:** The travel budget for the Board for 2010-11 is \$18,700.00. To date, \$15,115 has been spent.

**SUPERINTENDENT'S RECOMMENDATION:** In accordance with the board's adopted protocol, it is recommended that the board review the proposed travel and determine if it wishes to authorize this travel activity.

## 9. GENERAL ADMINISTRATION

- 9.4 Report to the Board: Nature and Resolution of Complaints with Regard to Deficiencies Related to Instructional Materials, Emergency or Urgent Facilities Conditions that Pose a Threat to the Health and Safety of Pupils or Staff, Teacher Vacancy or Misassignment, and Provision of Intensive Instruction and Services to Students Who Did Not Pass the California High School Exit Examination (CAHSEE) by the End of Grade 12, as Required by the Williams Act
- 

**BACKGROUND INFORMATION:** California Education Code 35186 specifies that a school district shall report summarized data on the nature and resolution of all complaints on a quarterly basis to the county superintendent of schools and the governing board of the school district. The summaries shall be publicly reported on a quarterly basis at a regularly scheduled meeting of the governing board of the school district. The report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints. The complaints and written responses shall be available as public records.

This procedure is intended to address all of the following:

- (1) A complaint related to instructional materials as follows:
  - (A) A pupil, including an English learner, does not have standards-aligned textbooks or instructional materials or state adopted or district adopted textbooks or other required instructional material to use in class.
  - (B) A pupil does not have access to instructional materials to use at home or after school in order to complete required homework assignments.
  - (C) Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.
- (2) A complaint related to teacher vacancy or misassignment as follows:
  - (A) A semester begins and a certificated teacher is not assigned to teach the class.
  - (B) A teacher who lacks credentials or training to teach English learners is assigned to teach a class with more than 20 percent English learner pupils in the class. This subparagraph does not relieve a school district from complying with state or federal law regarding teachers of English learners.
  - (C) A teacher is assigned to teach a class for which the teacher lacks subject matter competency.

(3) A complaint related to the condition of facilities that pose an emergency or urgent threat to the health or safety of pupils or staff as defined in paragraph (1) of subdivision (c) of Section 17592.72 and any other emergency conditions the school district determines appropriate.

(4) A complaint related to provision of intensive instruction and services to students who did not pass the California High School Exit Examination (CAHSEE) by the end of grade 12.

CURRENT CONSIDERATIONS: There have been no complaints filed with the school district between January 1, 2011 through March 31, 2011 in any of the designated areas.

FINANCIAL CONSIDERATION: None.

SUPERINTENDENT'S RECOMMENDATION: This report is for informational purposes only. A copy of this report will be forwarded to the Kern County Superintendent of Schools as required by state law.

# **Quarterly Report on Williams Uniform Complaints** **[Education Code § 35186]**

District: Sierra Sands Unified School District

Person completing this form: Ernie Bell Title: Assistant Superintendent of Human Resources

Quarterly Report Submission Date:  
*(check one)*

- ☒ April 1, 2011 (for period Jan 1-Mar 31)  
☐ July 1, 2011 (for period Apr 1-Jun 30)  
☐ Oct 1, 2010 (for period Jul 1 – Sep 30)  
☐ Jan 1, 2011 (for period Oct 1 – Dec 31)

Date for information to be reported publicly at governing board meeting: April 21, 2011

Please check the box that applies:

- ☒ No complaints were filed with any school in the district during the quarter indicated above
- ☐ Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

General Subject Area	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials	0	0	0
Teacher Vacancy or Mis-assignment	0	0	0
Facilities Conditions	0	0	0
<b>TOTALS</b>	0	0	0

Joanna Rummer

Print Name of District Superintendent

\_\_\_\_\_  
Signature of District Superintendent



10. CONSTRUCTION ADMINISTRATION

10.1 Report to the Board: Measure “A” and Other Construction Activities and Issues

BACKGROUND INFORMATION: The purpose of this item is to keep the board, administration, and especially the community informed as to the progress of the district’s Measure “A” and other construction efforts.

CURRENT CONSIDERATIONS: Construction activity and planning continue at several sites. Mr. Auld will update the board and community on these activities.

FINANCIAL IMPLICATIONS: None

SUPERINTENDENT’S RECOMMENDATION: This item is presented for informational purposes and no action is required.

## 11. BUSINESS ADMINISTRATION

### 11.1 Authorization to Contract with Sy-Tech Solutions for Document Management Services

**BACKGROUND INFORMATION:** Sierra Sands Unified School District receives, generates and retains many documents each year. Many must be retained permanently or for multiple years. This creates a storage, as well as a retrieval, problem. Storage space is limited. Additionally, maintaining paper documents is not practical. Besides the lack of actual storage space and the difficulty in retrieving paper documents in a timely manner, paper ages and eventually disintegrates and is subject to tearing, water damage and fire. District staff recognized the need for a systematic, comprehensive, and secure method of document/information preservation, storage and retrieval. A district team researched the document management service area. The proposal provided by Sy-Tech Solutions spoke to the district's need for an organized, systematic process which provides secure, flexible and expandable document management program.

**CURRENT CONSIDERATIONS:** In reviewing the district's needs, staff determined that the services offered by Sy-Tech Solutions provides the district with the needed capability in a timely manner. Sy-Tech will work with district personnel to determine which documents need to be preserved, develop the indexing protocol, scan, maintain and support the data on a Sy-Tech server. Several valuable features of this system are:

- it is a web-based system
- the district owns and retains custody of all data
- the system can incorporate electronic and imaged documents
- the data can be used in conjunction with other non-Sy-Tech data management systems
- at the district's option, the district can self-scan the data if desired
- the data can be queried in a timely and user-friendly manner
- because the data is housed electronically, the data remains robust, portable, easily queried, retrievable and less likely to degrade
- it is a secure, password protected system
- services can be expanded or contracted at the district's discretion

It should be noted that Sy-Tech has significant experience in working with educational entities (a list of Sy-Tech clients is attached) and as such are familiar with the record management demands placed on school districts. As staff reviewed its concerns and needs, it was determined that Sy-Tech solutions satisfied district requirements.

FINANCIAL IMPLICATIONS: Costs associated with this service are estimated not to exceed ~\$22.7k for the first year. The unrestricted general fund is the appropriate fund source for this service.

SUPERINTENDENT'S RECOMMENDATION: It is the superintendent's recommendation that the Board authorize the district to enter into a contract with Sy-Tech Solutions for data management services, with costs not to exceed ~\$22.7k for the first year.

SyTech has extensive experience with school record keeping practices and retention guidelines. We have helped over 50 education agencies in the K-12 environment comply with the California Association of School Business Officials (CASBO) record retention guidelines. Our familiarity with school records allows us to provide an unparalleled level of customer service, letting us serve more as a partner than a contractor. In addition, we are members of the California Association of School Business Officials (CASBO) and the California School Board Association (CSBA) and frequently attend their conferences and workshops. We stay informed on current issues facing information technology in schools and continue to employ cutting edge solutions.

Below are some of our education clients:

- Alameda County Office of Education
- Berkeley Unified School District
- Berryessa Unified School District
- Bret Harte Unified School District
- Davis Joint Unified School District
- Dos Palos Oro Loma Joint Unified School District
- Eden Area Regional Occupational Program
- Elk Grove Unified School District
- Evergreen Unified School District
- Folsom Cordova Unified School District
- Gilroy Unified School District
- Glenn County Office of Education
- Gonzales Unified School District
- Manteca Unified School District
- Mills College
- Modesto City Schools
- Monterey County Office of Education
- Monterey Peninsula School District
- Morgan Hill Unified School District
- Napa Valley Unified School District
- Napa Valley Adult School
- Napa County Office of Education
- Natomas Unified School District
- Oakdale Joint Unified School District
- Pittsburg Unified School District
- Pajaro Valley Unified School District
- Palo Alto Unified School District
- Placerville Union School District
- Rocklin Unified School District
- San Joaquin County Office of Education
- Santa Maria Joint Union High School District
- Shasta Union High School District
- Solano Community College
- Stockton Unified School District
- Sutter County Superintendent of Schools
- Tehachapi Unified School District
- Tracy Unified School District
- Tuolumne Superintendent of Schools
- Turlock Unified School District
- University of California Davis Extension

- University of California Davis Graduate School of Management
- West Valley - Mission Community College District
- And many more...

Listed below are some of our other clients:

#### Government

- California Department of Child Support Services
- California Board of Parole Hearings
- California Department of Public Health
- California Department of Parks & Recreation
- California Environmental Protection Agency
- California Department of Education

#### Cities and Counties

- Alameda County Sheriff's Department
- Alameda County Auditor's Office
- City of Roseville
- City of Sonoma
- City of Santa Rosa
- Sacramento County Sheriff's Office
- City of Yuba City
- Yuba County
- Yolo County District Attorney's Office
- Santa Clara County Open Space Authority

#### Water and Special Districts

- Barstow Fire District
- California Environmental Protection Agency
- California Department of Water Resources
- California Water Resources Control Board
- Golden Hills Community Services District
- Menlo Park Fire Protection District
- Rosamond Community Services District
- Pleasant Hill Parks and Recreation
- San Mateo Bureau of Environmental Health
- San Francisco Bureau of Environmental Health
- Squaw Valley Public Service District
- Tulocay Cemetery District
- Vallejo Sanitation and Flood Control District
- Victorville Water District

#### Private Organizations

- Core-Mark International
- Carson Urologists, Ltd
- PG&E
- Dey Labs
- Allstate Insurance
- Chaudhary & Associates
- Wine Valley Insurance Services

- Dole Fresh Vegetables
- Pulmonary Medicine Associates
- Pacific Health Care
- Tax Deferred Services
- Pacific Evaluation Medical Group
- Tracy Bressler, CPA

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## 11 BUSINESS ADMINISTRATION

11.2 Approval of Resolution #28 1011 Authorizing the District to Seek Funding for Purchase of Replacement School Bus

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BACKGROUND INFORMATION: The primary goal of the Lower Emission School Bus Program is to reduce school children's exposure to both cancer-causing and smog-forming pollution. This has been accomplished by making funding available for either bus replacement or retrofits. As no level 3 retrofit devices have been ARB-verified for use on two-stroke engines California's Air Resource Board is allowing additional flexibility in replacing buses powered by a two-stroke engine with AB 923 funds.

CURRENT CONSIDERATIONS: Sierra Sands USD has received notification that its one remaining 1977 Crown model school bus has been identified as being eligible for replacement this school year. The Eastern Kern Air Pollution Control District is currently soliciting commitment to replace this 1977 model year school bus.

FINANCIAL CONSIDERATIONS: There is no cost share requirement for the school district. The Eastern Kern Air Pollution Control District will pay a maximum of \$110,000 for a CNG bus or low sulfur diesel bus plus any applicable sales tax. Additional equipment added to the standard model school bus selected will be the responsibility of the district. A condition of the funding is that the replaced school bus must be destroyed.

SUPERINTENDENT'S RECOMMENDATION: Adopt Resolution #28 1011 allowing the district to apply for funds under the Eastern Kern Air Pollution Control District funding as presented.

SIERRA SANDS UNIFIED SCHOOL DISTRICT  
RESOLUTION #28 1011

A RESOLUTION BEFORE THE BOARD OF EDUCATION OF THE SIERRA SANDS  
UNIFIED SCHOOL DISTRICT ALLOWING THE DISTRICT TO SEEK FUNDING FOR  
SCHOOL BUS REPLACEMENT

RESOLVED, by the Board of Education of the Sierra Sands Unified School District as follows:

WHEREAS: Funds have been appropriated by the Eastern Kern Air Pollution Control District through DMV AB 923, which can be used to replace older high emitting school buses with model year 2010 or newer lower emitting school buses under the provisions of the Lower Emission School Bus Program

WHEREAS: The Eastern Kern Air Pollution Control District has budgeted funds not to exceed \$110,000.00 each for two school bus replacements.

WHEREAS: Sierra Sands Unified School District has been identified as being eligible for funding by having one of the two oldest buses in the Air District

WHEREAS: Sierra Sands Unified School District will be responsible for any additional costs associated with replacing the 1977 Crown model bus exceeding \$110,000.00

NOW, THEREFORE, IT IS HEREBY RESOLVED that the Sierra Sands Unified School District Board of Education authorize the superintendent to apply for the Eastern Kern Air Pollution Control District funding and, if successful, enter into a contract with the Eastern Kern Air Pollution Control District.

BE IT ALSO RESOLVED that the superintendent of Sierra Sands Unified School District is hereby authorized and empowered to execute in the name of Sierra Sands Unified School District all necessary documents to implement and carry out the purpose of this resolution

I hereby certify that the foregoing resolution was duly adopted at the meeting of the Board of Education of the Sierra Sands Unified School District duly held on the \_\_\_\_\_ day of April, 2011 on a motion of \_\_\_\_\_, seconded by \_\_\_\_\_, and by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

BY: \_\_\_\_\_  
Secretary, Board of Education  
Sierra Sands Unified School District



## 11. BUSINESS ADMINISTRATION

### 11.3 Award of Bid for Lease of Copy Machines for Schools and Various Other District Sites

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BACKGROUND INFORMATION: The district wishes to continue its centralized district printing system originally implemented in 1999, which has two components. The first component provides a centralized high-speed copying/printing capability to the district for volume copying/printing tasks at a reasonable cost to the district. The second component provides copying capabilities to district sites. This two-pronged approach has proven to be successful.

CURRENT CONSIDERATIONS: A request for bids for lease copy machines for schools and various other district sites was advertised in *The Daily Independent*. Bids were received from Cosner-Neipp Corporation and American Business Machines. The bids were opened by district staff on March 16, 2011 at 11:30 a.m. The results of the bid review determined that Cosner-Neipp was the successful bidder. Cosner-Neipp Corporation proposed replacing like equipment providing for copy machines that will copy at 25, 30, 35 and 45 copies per minute depending upon specific site requirements. The terms and conditions of this lease dictate that it will be 36 months in duration. Presently the district plans to replace 21 copiers. Competitive pricing, as well as staff efforts to reduce costs associated with copiers, resulted in significant savings.

FINANCIAL IMPLICATIONS: The total cost to replace all expired leases at past pricing is \$172,125.36. The total cost of this lease for 36 months for 21 copiers is \$99,874.80 for a savings of \$72,250.56.

SUPERINTENDENT'S RECOMMENDATION: It is recommended that the board award the bid for lease of copiers at schools and various district sites to Cosner-Neipp Corporation as the successful bidder meeting specifications.

## 12. CONSENT CALENDAR

### 12.1 Approval to Proceed and Submit SB70 Middle Grades Career Technical Education and Career Pathways Grant Application

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BACKGROUND INFORMATION: The California Department of Education (CDE) is accepting applications from local educational agencies (LEAs) for the SB 70 Middle Grades Career Technical Education and Career Pathways grant program. The program aims to engage all eighth grade students with the transition to high school, and increase California's graduation rate.

Specifically, the program provides \$1.8 million statewide to fund projects that (1) provide career technical education (CTE) experiences to California middle grade students that encourage them to think about their future and explore a variety of career paths; and (2) build on the student's eighth grade experiences by developing/enhancing transition support for student success at the ninth grade level and beyond. This one-time funding opportunity offers eligible LEAs grants ranging from \$100,000 to \$150,000.

CURRENT CONSIDERATIONS: CDE released the grant specifications on April 12, 2011. District and middle school staff are currently working on the grant application. Desired Program Outcomes for this project include:

1. Establishment or enhancement of CTE middle grades courses that expose students to various CTE pathway options and provide hands-on CTE experiences.
2. Establishment or enhancement of career exploration courses, activities, and resources available to all eighth grade students.
3. Establishment or enhancement of ninth grade level activities that support successful transitions for eighth grade students into high school and link with high school California Partnership Academy (CPAs) or other CTE pathways.
4. Development for each student participant, of a long-range career and education plan that addresses life and career goals beyond postsecondary study.
5. Development or strengthening of middle grades to high school student transitions based on outcomes one through four.
6. Data and information documenting the achievement of the above outcomes.

Local board approval, as evidenced by a current year approval date, is required on all applications. Local board approval is evidence of the local governing board's awareness of the level, intent, and requirements of the funds, as well as the commitment being made by the LEA in its receipt of the funds.

The grant will be submitted to the CDE before the May 11, 2011 due date. Notification is expected in early June with the grant project timeline beginning June 17, 2011 running through June 30, 2012.

FINANCIAL IMPLICATIONS: Requested funding is up to \$150,000 for a one year period. Grant funds may be used for grant coordination costs, books, supplies, equipment, travel and contracting services. No matching funds are required but are strongly encouraged. Matching resources currently existing in Sierra Sands include district coordinator time, middle school counselors, existing CTE programs at the middle schools, such as Gateway to Technology and Exploring Health Careers, and federal Perkins funding.

SUPERINTENDENT'S RECOMMENDATION: It is recommended that the board approve and authorize the district to proceed and submit a SB70 Middle Grades Career Technical Education and Career Pathways Grant Application.

12. CONSENT CALENDAR

12.2 Approval of “A” and “B” Warrants

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CURRENT CONSIDERATIONS: “A” and “B” warrants released in March, 2011 are submitted for approval. “A” warrants totaled \$2,242,568.97. “B” warrants totaled \$1,534,212.68.

FINANCIAL IMPLICATIONS: Warrants were issued as stated.

SUPERINTENDENT’S RECOMMENDATION: Approve “A” and “B” warrants for March, 2011 as presented.

This list represents the "A" and "B" warrants released during the month of **March 2011**  
The "A" and "B" warrant registers are available in the business office for your review.

**RECOMMENDED ACTION: Approve "A" and "B" warrants as presented.**

### **"A" WARRANTS**

<u>Type of Payroll</u>	<u>Amount</u>
End of month certificated	\$1,541,413.20
End of month classified	\$496,159.30
10th of month certificated	\$105,692.65
10th of month classified	\$99,303.82
<b>Total "A" Warrants</b>	<b>\$2,242,568.97</b>

### **"B" WARRANTS**

<u>Register Number</u>	<u>Amount</u>
Batch 170	\$59,794.83
Batch 171	Food Service
Batch 172	\$815.96
Batch 173	Food Service
Batch 174	\$80,061.79
Batch 175	\$28,275.18
Batch 176	\$8,351.00
Batch 177	Food Service
Batch 178	\$16,312.52
Batch 179	\$25,558.08
Batch 180	\$36,943.16
Batch 181	\$6,795.37
Batch 182	\$197,726.53
Batch 183	\$31,567.10
Batch 184	\$106,645.64
Batch 185	\$72,691.16
Batch 186	\$356,061.00
Batch 187	Food Service
Batch 188	\$13,600.31
Batch 189	\$3,216.80
Batch 190	Food Service
Batch 191	\$74,908.67
Batch 192	\$27,845.17
Batch 193	\$206,391.25
Batch 194	\$80,988.59
Batch 195	\$6,918.03
Batch 196	\$7,517.45
Batch 197	\$44,447.33
Batch 198	\$22,394.22
Batch 201	\$18,385.54
<b>Total "B" Warrants</b>	<b>\$1,534,212.68</b>

## 12. CONSENT CALENDAR

### 12.3 Approval of Recommendations for Expulsion, Expulsion Cases #14 1011, #15 1011, and #16 1011

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BACKGROUND INFORMATION: Education code requires the board to take final action on recommendations for expulsion.

CURRENT CONSIDERATIONS: Board approval is requested for the following expulsion cases:

Expulsion Case # 14 1011: As stated in the stipulated expulsion agreement, student is expelled for the remainder of the 2010-11 spring semester and the 2011-12 fall semester, allowing the student to reapply for admission under a behavior contract in January, 2012. During the period of expulsion, the student is referred to the Ridgecrest Learning Center.

Expulsion Case #15 1011: As stated in a stipulated expulsion agreement, student is expelled for the remainder of the 2010-11 spring semester and the 2011-12 fall semester, suspending the fall semester, allowing the student to reapply for admission under a behavior contract in August, 2011. During the period of expulsion, the student is referred to the Ridgecrest Learning Center.

Expulsion Case # 16 1011: As stated in a stipulated expulsion agreement, student is expelled for the remainder of the 2010-11 spring semester and the 2011-12 fall semester, allowing the student to return under a behavior contract in January, 2012. During the period of expulsion, the student is referred to the Ridgecrest Learning Center.

FINANCIAL CONSIDERATIONS: None.

SUPERINTENDENT'S RECOMMENDATION: Approve the recommendation for expulsion, Expulsion Cases #14 1011, #15 1011, and #16 1011 as presented.