

SIERRA SANDS UNIFIED SCHOOL DISTRICT

**Board of Education
Regular Meeting**

**FEBRUARY 21, 2013
Ridgecrest City Council Chambers
100 West California Avenue
www.ssusdschools.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, President
Tom Pearl
Kurt Rockwell, Vice President/Clerk
Michael Scott
Student Member, Sean Anderson

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 and special meeting of January 17, 2003.

3. PROGRAMS AND PRESENTATIONS

- Caldwell Flores Winters, Inc Scholarship Presentation to Charles Sarrett
- Aligning Our Efforts at James Monroe Middle School: Communication, Collaboration, Critical Thinking & Creativity

4. PUBLIC HEARING

5. REPORTS AND COMMUNICATIONS

5.1 Student Member's Report

5.2 Reports from Members of the Board

5.3 Superintendent's Report

- Enrollment Report
- Superintendent's Symposium
- Economic Outlook Conference

5.4 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 Approval of Sierra Sands Unified School District 2011-12 School Accountability Report Cards (SARCs)

7. POLICY DEVELOPMENT AND REVIEW

7.1 Revisions to AR 6169, Individualized Education Program

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 Approval of Non-reelection of Certificated Personnel with Less than a Preliminary Credential as a Result of a Decision of the California Fifth District Court of Appeals

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

8.5 Adoption of Resolution #11 1213, Authorization to Reassign Certificated Administrators to Other Administrative Positions for the 2013-14 School Year

8.6 Presentation of Initial Contract Proposal for a Successor Collective Bargaining Agreement for 2013-2015 from the Desert Area Teachers Association to the Board of Education

8.7 Presentation of Initial Contract Proposal for a Successor Collective Bargaining Agreement for 2013-2015 from the Board of Education to Desert Area Teachers Association

8. PERSONNEL ADMINISTRATION (continued)

- 8.8 Adoption of Resolution #12 1213, Week of the School Administrator
- 8.9 Approval Extending the Deadline for the Early Retirement Notification Incentive for 2012-13

9. GENERAL ADMINISTRATION

- 9.1 Gifts to the District
- 9.2 Authorization for Board Member Travel to the Annual School Trustees Spring Dinner Meeting on February 25, 2013
- 9.3 California School Boards Association (CSBA) Delegate Assembly Election
- 9.4 Adoption of Resolution # 13 1213 To Advocate for Local Control of Sufficient Funding for the Education of District Students

10. CONSTRUCTION ADMINISTRATION

- 10.1 Report to the Board: Measure “A” and Other Construction Activities and Issues
- 10.2 Appointment of Replacement Members to the Citizen’s Oversight Committee

11. BUSINESS ADMINISTRATION

- 11.1 Approval of Contracts for Telecommunication Services, Internet Services, Data Services, and Web Hosting, Supported by E-Rate
- 11.2 Approval of Resolution #14 1213 Enabling the District to Seek Proposals for Trash Hauling Services
- 11.3 Acceptance of 2011-12 Audit Reports for the Sierra Sands Unified School District and the Inyo-Kern Schools Financing Authority

12. CONSENT CALENDAR

- 12.1 Approval of A & B Warrants
- 12.2 Report to the Board on Solid Waste Hauling Services
- 12.3 Approval of Recommendation of Expulsion, Expulsion Case #12 1213

13. FUTURE AGENDA

14. ADJOURNMENT

The next regular meeting of the Board of Education will be March 14, 2013.

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.

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: January 17, 2013
TIME OF MEETING: 7:00 p.m.
PLACE OF MEETING: Ridgecrest City Council Chambers
MEMBERS PRESENT: Covert, Dietrichson, Farris, Pearl, Rockwell, Scott
MEMBERS ABSENT: None
STAFF PRESENT: Joanna Rummer, Superintendent

PLEDGE OF ALLEGIANCE was recited in unison, led by student member Sean Anderson.

MOMENT OF SILENCE was observed.

1. ADOPTION OF AGENDA

The agenda was adopted by consensus as posted.

2. APPROVAL OF MINUTES

Hearing no comments, the minutes of the regular, special, and special concurrent minutes of December 20, 2012 were adopted by consensus as written.

3. PROGRAMS AND PRESENTATIONS

- Happy Birthday Gateway! Celebrating 20 years of educating students.

Principal Lisa Decker shared with the board and community some of the exciting parts of Gateway School which have made Gateway successful for the last twenty years. Gateway is a community that includes students, parents, staff and community members. Their motto is "Once a Gator, always a Gator!"

4. PUBLIC HEARING

5. REPORTS AND COMMUNICATIONS

5.1 Student Member's Report

Student Member Sean Anderson reported the following:

5.1 Student Member's Report (continued)

Mesquite High School: Student transcripts were analyzed at the beginning of January to make sure they are on task for graduation. 31% of students are enrolled in college courses. Briggs Mine is offering a summer internship for one Mesquite graduate this summer.

Burroughs High School: Sports continue with basketball, wrestling, and soccer games this weekend. Other activities include the Winter Rally with a *Disney* theme, Mr. BHS planning and the King of Hearts dance, themed, *A Night in Paris*. Students enjoyed having finals completed before the holidays in December.

James Monroe Middle School: The theme *Every Tiger Every Day*, promotes every student being successful every day. Activities include an upcoming dance with a secret theme, Monroe versus Murray basketball game and Friday is Super Hero Day!

Murray Middle School: It was noted that every single student at Murray has all A's and all O's and they are encouraging all students to maintain that status! The recent Science Fair hosted over 120 projects and currently students are engaged daily in a Silent Sustained Reading Program.

5.2 Reports from Members of the Board

5.3 Superintendent's Report

- Enrollment Update
Superintendent Rummer reported we are only down four students from this time last year and is hopeful that this trend will continue. The district attendance remains high at 95.8%.

5.4 Comments from the public on items not on the agenda

6. EDUCATIONAL ADMINISTRATION

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

Motion passed to adopt all personnel items including Items 8.1, 8.2, and 8.3.
DIETRICHSON/COVERT

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

9. GENERAL ADMINISTRATION

9.1 Gifts to the District

Motion passed to accept the following gifts: Traci McCormick donated volleyball uniforms with a value of \$300 to Murray volleyball program and the American Legion Recreation Fund donated \$200 to the Burroughs ROP Construction class. ROCKWELL/COVERT

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

9.2 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

This is an informational item and requires no action.

9.3 Approval of School Safety Plans for 2012-13

Motion passed to approve the School Safety Plans for 2012-13 as presented. PEARL/COVERT

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

10. CONSTRUCTION ADMINISTRATION

This item is an informational item and requires no action.

11. BUSINESS ADMINISTRATION

11.1 Adoption of Resolution #8 1213, Regarding the Annual Accounting of Developer Fees for the 2011-2012 Fiscal Year (Capital Facilities Fund-Fund 25)

Motion passed to adopt Resolution #8 1213 regarding the annual accounting of Developers Fees for the 2011-12 fiscal year as presented. COVERT/DIETRICHSON

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

11.2 Adoption of Resolution #9 1213 regarding Impoundment of Local Tax Revenues to Anticipate Pending Claims and/or Litigation. (Impounds – Fund 77)

Motion passed to adopt Resolution #9 1213 regarding impoundment of local tax revenues to anticipate pending claims and/or litigation as presented. DIETRICHSON/SCOTT

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

11.3 Report on the Governor's Budget

Mrs. Janson presented an overview on the Governor's budget proposal. This is an informational item and requires no action.

At this time, President Farris temporarily adjourned the meeting of the Sierra Sands Unified School District Board of Education to open the meeting of the Inyo-Kern Schools Financing Authority Board Meeting.

12. CONSENT CALENDAR

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

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

13. FUTURE AGENDA

The board by consensus determined they would like to draft a resolution regarding the positives and negatives on the Governor's proposed budget.

14. ADJOURNMENT was at 8:20 p.m.

THE BOARD OF EDUCATION

Kurt Rockwell, Vice President/Clerk

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: January 17, 2013
TIME OF MEETING: 6:40 p.m.
PLACE OF MEETING: Ridgecrest City Council Chambers, 100 W. California Ave.
MEMBERS PRESENT: Covert, Dietrichson, Farris, Pearl, Rockwell, Scott
STAFF PRESENT: Joanna Rummer, Superintendent

ADOPTION OF AGENDA

2. CLOSED SESSION

2.1 Public Employee Discipline/Dismissal/Release

President Farris reported the board unanimously accepted the release of employee #1276.

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

THE BOARD OF EDUCATION

Kurt Rockwell, Vice President/Clerk

Joanna Rummer, Secretary to Board

Sierra Sands Unified School District
Fifth Month Enrollment 2012-2013

| SCHOOL | 2012-13 YTD % | 2011-12 YTD % | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9-12 | SDC | 2012-13 TOTAL | 2011-12 TOTAL | CHANGE |
|----------------|------------------|------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|-----|------------------|------------------|--------|
| FALLER | 96.7% | 96.6% | 73 | 79 | 77 | 85 | 80 | 73 | | | | | | 467 | 496 | -29 |
| GATEWAY | 96.4% | 96.1% | 58 | 86 | 73 | 71 | 64 | 63 | | | | | 18 | 433 | 428 | 5 |
| INYOKERN | 94.9% | 95.2% | 32 | 38 | 28 | 29 | 30 | 28 | | | | | | 185 | 191 | -6 |
| LAS FLORES | 95.5% | 95.9% | 99 | 70 | 77 | 64 | 63 | 67 | | | | | | 440 | 391 | 49 |
| PIERCE | 95.5% | 95.6% | 61 | 54 | 61 | 60 | 52 | 52 | | | | | | 340 | 341 | -1 |
| RAND | 94.0% | 91.5% | 5 | 0 | 2 | 2 | 0 | 0 | | | | | | 9 | 6 | 3 |
| RICHMOND ANNEX | 91.6% | 92.6% | | | | | | | | | | | 104 | 104 | 105 | -1 |
| RICHMOND | 95.6% | 95.9% | 70 | 72 | 61 | 74 | 60 | 58 | | | | | | 395 | 420 | -25 |
| TOTAL K -5 | 95.7% | 95.9% | 398 | 399 | 379 | 385 | 349 | 341 | | | | | 122 | 2373 | 2378 | -5 |
| MONROE | 95.3% | 95.8% | | | | | | | 159 | 157 | 159 | | 29 | 504 | 492 | 12 |
| MURRAY | 95.7% | 95.9% | | | | | | | 194 | 196 | 157 | | 32 | 579 | 593 | -14 |
| TOTAL 6 -8 | 95.5% | 95.9% | | | | | | | 353 | 353 | 316 | | 61 | 1083 | 1085 | -2 |
| BURROUGHS | 95.6% | 95.3% | | | | | | | | | | 1306 | 66 | 1372 | 1431 | -59 |
| MESQUITE | 92.6 | 93.0% | | | | | | | | | | 112 | | 112 | 118 | -6 |
| | | | | | | | | | | | | | | 0 | | 0 |
| | | | | | | | | | | | | | | 0 | | 0 |
| TOTAL 9 - 12 | | | | | | | | | | | | 1418 | 66 | 1484 | 1549 | -65 |
| 12-13 TOTAL | 95.4% | | 398 | 399 | 379 | 385 | 349 | 341 | 353 | 353 | 316 | 1418 | 249 | 4940 | --- | --- |
| 11-12 TOTAL | | 95.7% | | | | | | | | | | | | | 5012 | --- |
| CHANGE | | -0.30% | 398 | 399 | 379 | 385 | 349 | 341 | 353 | 353 | 316 | 1418 | 249 | --- | --- | -72 |

Elementary K - 5

2012-13 2011-12

Regular -

K 398 398

1 - 3 1163 1163

4 - 5 690 712

Special Education -

SDC 122 105

RSP 105 101

Middle 6-8

Regular 1022 1028

Special Education -

SDC 61 57

RSP 78 74

High School 9 - 12

Regular 1306 1360

Continuation 112 118

ROP 264

Special Education -

SDC 66 71

RSP 86 87

Adult 412 479

6. EDUCATIONAL ADMINISTRATION

6.1 Approval of Sierra Sands Unified School District 2011-12 School Accountability Report Cards (SARCs)

BACKGROUND INFORMATION: Since November 1988, state law has required all public schools receiving state funding to prepare and distribute a School Accountability Report Card (SARC). A similar requirement is also contained in the federal No Child Left Behind Act. The purpose of the report card is to provide parents and the community with important information about each public school.

CURRENT CONSIDERATIONS: Education Code 35256 requires the governing board approve all district SARC's and evaluate the data contained in the SARC's as part of the board's regular review of the effectiveness of the district's programs, personnel, and fiscal operations.

Sierra Sands School Accountability Report Cards for 2011-12 are currently available to parents and the community on the [district website](#) and in paper copy upon request. A link to these reports is also posted with this board packet on the website.

FINANCIAL IMPLICATIONS: With this information posted on the district website, the cost of wide distribution of these reports has been eliminated. The cost of having a small number of hard copies printed and available is minimal.

SUPERINTENDENT'S RECOMMENDATION: It is recommended that the board approve all district School Accountability Report Cards for the 2011-12 school year as presented.

7. POLICY DEVELOPMENT AND REVIEW

7.1 Revisions to Administrative Regulations AR6169, Individualized Education Program

BACKGROUND INFORMATION: Board policies and administrative regulations are periodically reviewed and recommendations are made for revision based upon guidance from the California School Board Association (CSBA) policy service, changes in the law, and changes in district practice.

CURRENT CONSIDERATIONS: BP 6169 and AR 6169, Individualized Education Program, was last reviewed on January 17, 2008. This policy and administrative regulation address the appointment of the individualized education program (IEP) team, the contents of the IEP and the development review and revision of the IEP. The Individuals with Disabilities Act (IDEA) requires public schools to develop an IEP for every student with a disability who is found to meet the federal and state requirements for special education. The IEP must be designed to provide the child with a Free Appropriate Public Education (FAPE). The IEP refers both to the educational program to be provided to a child with a disability and to the written document that describes that educational program. The IDEA 2002, requires that an IEP must be written according to the needs of each student who meets eligibility guidelines under the IDEA and state regulations. Although there have been no major changes to the Board Policy, there have been changes in the federal Individuals with Disabilities Act (IDEA), implementing federal regulations and conforming state legislation. The revisions to the Administrative Regulations reflect these changes and are compatible with current district practices.

FINANCIAL IMPLICATIONS: None

SUPERINTENDENT'S RECOMMENDATION: The changes to Administrative Regulation 6159 are presented for information only and require no board action.

Sierra Sands USD

Administrative Regulation

Individualized Education Program

AR 6159

Instruction

At the beginning of each school year, the district shall have an individualized education program (IEP) in effect for each student with a disability within district jurisdiction. The IEP shall be a written statement designed by the IEP team to meet the unique educational needs of a student with a disability. (Education Code 56344; 34 CFR 300.323)

Members of the Individualized Education Program (IEP) Team

The district shall ensure that the individualized education program team for any student with a disability includes the following members: (20 USC 1414(d)(1); 34 CFR 300.321; Education Code 56341, 56341.2, 56341.5)

1. One or both of the student's parents/guardians, and/or a representative selected by the parent/guardian
2. If the student is or may be participating in the regular education program, at least one regular education teacher designated by the Superintendent or designee to represent the student's teachers.

If more than one regular education teacher is providing instructional services to the student, the district may designate one such teacher to represent the others.

The regular education teacher shall, to the extent appropriate, participate in the development, review, and revision of the student's IEP, including assisting in the determination of appropriate positive ~~behavioral~~ behavioral interventions, supports, and other strategies for the student, and supplementary aids and services, program modifications, and supports for school personnel that will be provided for the student, ~~consisten~~consistent with 34 CFR 300.320. (Education Code 56342; 20 USC 1414(d)(3)(C); CFR 300.324)

3. At least one special education teacher or, where appropriate, at least one special education provider for the student
4. A representative of the district who is:
 - a. Qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of students with disabilities
 - b. Knowledgeable about the general education curriculum

c. Knowledgeable about the availability of district and/or special education local plan area (SELPA) resources

(cf. 0430 - Comprehensive Local Plan for Special Education)

5. An individual who can interpret the instructional implications of assessment results

This individual may already be a member of the team as described in items #2-4 above or in item #6 below.

6. At the discretion of the parent/guardian or district, other individuals who have knowledge or special expertise regarding the student, including related services personnel, as appropriate. The determination of whether the individual has knowledge or special expertise regarding the student shall be made by the party who invites the individual to be a member of the IEP team. (Education Code 56341)

7. Whenever appropriate, the student with a disability

In the development, review, or revision of his/her IEP, the student shall be allowed to provide confidential input to any representative of his/her IEP team.
(Education Code 56341.5)

~~8. For transition service participants:~~

~~a. — The student, of any age, with a disability if the purpose of the meeting is the consideration of the student's postsecondary goals and the transition services needed to assist the student in reaching those goals pursuant to 34 CFR 300.320(b).~~

~~If the student does not attend the IEP team meeting, the district shall take other steps to ensure that the student's preferences and interests are considered.~~

~~b. — To the extent appropriate, and with the consent of the parent/guardian, a representative of any other agency that is likely to be responsible for providing or paying for transition services.~~

~~If a representative of such other local agency has been invited but does not attend the meeting, the district shall take other steps to obtain participation of the agency in the planning of any transition services. (Education Code 56341)~~

~~9. For students suspected of having a specific learning disability in accordance with 34 CFR 300.308 (formerly 300.540) and 34 CFR 300.310 (formerly 300.542), at least one individual who is qualified to conduct individual diagnostic examinations of the student, such as a school psychologist, speech language pathologist, or remedial reading teacher (Education Code 56341).~~

~~In accordance with 34 CFR 300.310 (formerly 300.542), at least one team member other than the student's regular education teacher shall observe the student's academic performance in the regular classroom setting. If the child is younger than five years or not enrolled in school, a team member shall observe the child in an environment appropriate for a child of that age. (Education Code 56341)~~

~~10. For students who have been placed in a group home by the juvenile court, a representative of the group home~~

~~If a student with a disability is identified as potentially requiring mental health services, the district shall request the participation of the county mental health program in the IEP team meeting. (Education Code 56331)~~

~~Upon request of the parent/guardian of a child who was previously served under Early Education for Individuals with Exceptional Needs (Education Code 56425-56432) or the California Early Intervention Services Act (Government Code 95000-95004), the district shall invite the Infant and Toddlers with Disabilities Coordinator or other representative of the early education or early intervention system to the initial IEP team meeting to assist with the smooth transition of services. (20 USC 1414(d)(1)(D); 34 CFR 300.321; Education Code 56341)~~

~~A member of the IEP team shall not be required to attend an IEP team meeting, in whole or in part, if the parent/guardian consents and the district agrees, in writing, that the attendance of the member is not necessary because the member's area of the curriculum or related services is not being modified or discussed at the meeting. If the meeting involves a discussion of the member's area of the curriculum or related service, the IEP team member may be excused from the meeting if the parent/guardian consents in writing to the excusal and the member submits to the parent/guardian and team written input into the development of the IEP prior to the meeting. (20 USC 1414(d)(1)(C); 34 CFR 300.321; Education Code 56341)~~

8. When the student is suspected of having a specific learning disability, at least one individual who is qualified to conduct individual diagnostic examinations of the student such as a school psychologist, speech language pathologist, or remedial reading teacher

In accordance with 34 CFR 300.13, at least one team member other than the student's regular education teacher shall observe the student's academic performance and behavior in the areas of difficulty in his/her learning environment, including the regular classroom setting. If the child is younger than five years or not enrolled in the school, a team member shall observe the child in an environment appropriate for a child of that age.

In the following circumstances, the Superintendent or designee shall invite other specific individuals to an IEP team meeting:

1. When the student has been placed in a group home by the juvenile court, a representative of the group home shall be invited to attend IEP team meetings. (Education Code 56341.2)

2. Whenever the IEP team is meeting to consider the student's postsecondary goals and the transition services needed to assist him/her in reaching the goals as stated in Education Code 56345(a)(8), the following individuals shall be invited to attend (34 CFR 300.321)

a. The student, regardless of age

If the student does not attend the IEP team meeting, the Superintendent or designee shall take other steps to ensure that the student's preferences and interests are considered.

b. To the extent appropriate, and with the consent of the parent/guardian, a representative of any other agency that is likely to be responsible for providing or paying for the transition services

3. If the student was previously served under the Early Education for Individuals with Exceptional Needs (Education Code 56425-56432) or the California Early Intervention Services Act (Government Code 95000-95004) and upon request of the student's parent/guardian, the Superintendent or designee shall invite the Infant and Toddlers with Disabilities Coordinator or other representative of the early education or early intervention system to the initial IEP team meeting to assist with the smooth transition of services (Education Code 56341; 20 USC 1414(d)(1)(D); CFR 300.321)

A member of the IEP team shall not be required to attend an IEP team meeting, in whole or in part, if the parent/guardian and the district agree, in writing, that the attendance of the member is not necessary because the member's area of the curriculum or related services is not being modified or discussed at the meeting. Even if the meeting involves a discussion of the IEP team member's area of the curriculum or related services, the member may be excused from the meeting if the parent/guardian, in writing, and the district consent to the excusal after conferring with the member and the member submits to the parent/guardian and team written input into the development of the IEP prior to the meeting. (Education Code 56341; 20 USC 1414(d)(1)(C); 34 CFR 300.321)

Parent/Guardian Participation and Other Rights

The Superintendent or designee shall take steps to ensure that one or both of the parents/guardians of the student with a disability are present at each IEP team meeting or are afforded the opportunity to participate. These steps shall include notifying the parents/guardians of the meeting early enough to ensure that they will have the opportunity to attend and scheduling the meeting at a mutually agreed upon time and place. (34 CFR 300.322; Education Code 56341.5)

The Superintendent or designee shall send parents/guardians notices of IEP team

meetings that: (34 CFR 300.322; Education Code 56341.5)

1. Indicate the purpose, time, and location of the meeting
2. Indicate who will be in attendance at the meeting
3. Inform the parents/guardians of the provisions of 34 CFR 300.321(a)(6) and (c) relating to the participation on the IEP team of other individuals who have knowledge or special expertise about the student, and 34 CFR 300.321(f) relating to the participation of the Infant and Toddlers with Disabilities Coordinator at the initial IEP team meeting
4. For students beginning at age 16 (or younger than 16 if deemed appropriate by the IEP team):
 - a. Indicate that the purpose of the meeting will be the consideration of postsecondary goals and transition services for the student pursuant to 20 USC 1414(d)(1)(A)(i)(VIII), 34 CFR 300.320(b), and Education Code 56345.1
 - b. Indicate that the district will invite the student to the IEP team meeting
 - c. Identify any other agency that will be invited to send a representative

(cf. 5145.6 - Parental Notifications)

At each IEP team meeting convened by the district, the district administrator or specialist on the team shall inform the parent/guardian and student of the federal and state procedural safeguards included in the notice of parental rights provided pursuant to Education Code 56321. (Education Code 56500.1)

(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

The parent/guardian shall have the right and opportunity to examine all of his/her child's school records upon request and before any IEP meeting. Upon receipt of an oral or written request, the district shall provide complete copies of the records within five business days. (Education Code 56043)

(cf. 5125 - Student Records)

If neither parent/guardian can attend the meeting, the Superintendent or designee shall use other methods to ensure parent/guardian participation, including video conferences or individual or conference telephone calls. (20 USC 1414(f); 34 CFR 300.322; Education Code 56341.5)

An IEP team meeting may be conducted without a parent/guardian in attendance if the district is unable to convince the parent/guardian that he/she should attend. In such a case, the district shall maintain a record of its attempts to arrange a mutually agreed upon time

and place for the meeting, including: (34 CFR 300.322; Education Code 56341.5)

1. Detailed records of telephone calls made or attempted and the results of those calls
2. Copies of correspondence sent to the parent/guardian and any responses received
3. Detailed records of visits made to the parent/guardian's home or place of employment and the results of those visits

Parents/guardians and the district shall have the right to audiotape the proceedings of IEP team meetings, provided members of the IEP team are notified of this intent at least 24 hours before the meeting. If the district gives notice of intent to audiotape a meeting and the parent/guardian objects or refuses to attend because the meeting would be audiotaped, the meeting shall not be audiotaped. Parents/guardians also have the right to: (Education Code 56341.1)

1. Inspect and review the audiotapes
2. Request that the audiotapes be amended if the parents/guardians believe they contain information that is inaccurate, misleading, or in violation of the student's privacy rights or other rights
3. Challenge, in a hearing, information that the parents/guardians believe is inaccurate, misleading, or in violation of the student's privacy rights or other rights

The district shall take any action necessary to ensure that the parents/guardians understand the proceedings of the meeting, including arranging for an interpreter for parents/guardians with deafness or whose native language is not English. (34 CFR 300.322; Education Code 56345.1)

The district shall give the parents/guardians of a student with disabilities a copy of his/her child's IEP at no cost. (34 CFR 300.322)

Contents of the IEP

The IEP shall be a written statement determined in a meeting of the IEP team. It shall include, but not be limited to, all of the following: (20 USC 1414(d)(1)(A); 34 CFR 300.320; Education Code 56043, 56345, 56345.1)

1. A statement of the present levels of the student's academic achievement and functional performance, including:
 - a. The manner in which the student's disability affects his/her involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled students)

b. For a preschool child, as appropriate, the manner in which the disability affects his/her participation in appropriate activities

2. A statement of measurable annual goals, including academic and functional goals, designed to do the following:

a. Meet the student's needs that result from his/her disability in order to enable the student to be involved in and progress in the general education curriculum

b. Meet each of the student's other educational needs that result from the his/her disability

c. For students with disabilities who take alternate assessments aligned to alternate achievement standards, a description of benchmarks or short-term objectives

3.-A description of the manner in which the progress of the student toward meeting the annual goals described in item #2 above will be measured and when the district will provide periodic reports on the progress the student is making toward meeting the annual goals, such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards

4. A statement of the specific special educational instruction and related services and supplementary aids and services, based on peer-reviewed research, to the extent practicable, to be provided to the student, or on behalf of the student, and a statement of the program modifications or supports for school personnel that will be provided to enable the student to:

a. Advance appropriately toward attaining the annual goals

b. Be involved and make progress in the general education curriculum in accordance with item #1 above and to participate in extracurricular and other nonacademic activities

c. Be educated and participate with other students with disabilities and nondisabled students in the activities described in Education Code 56345(a)

(cf. 3541.2 - Transportation for Students with Disabilities)

5. An explanation of the extent, if any, to which the student will not participate with nondisabled students in the regular class and in extracurricular and other nonacademic activities described in item #4 above

6. A statement of any appropriate individual accommodations necessary to measure the academic achievement and functional performance of the student on state and districtwide assessments

If the IEP team determines that the student shall take an alternate assessment instead of a

particular regular state or districtwide assessment, a statement of all of the following:

- a. The reason that the student cannot participate in the regular assessment
- b. The reason that the particular alternate assessment selected is appropriate for the student

(cf. 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities)

(cf. 6162.51 - Standardized Testing and Reporting Program)

(cf. 6162.52 - High School Exit Examination)

7. The projected date for the beginning of the services and modifications described in item #4 above and the anticipated frequency, location, and duration of those services and modifications

8. Beginning not later than the first IEP to be in effect when the student is 16 years of age, or younger if determined appropriate by the IEP team, and updated annually thereafter, the following:

- a. Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills
- b. The transition services, including courses of study, needed to assist the student in reaching those goals

9. Beginning at least one year before the student reaches age 18, a statement that the student has been informed of his/her rights, if any, pursuant to Education Code 56041.5 that will transfer to the student upon reaching age 18

Where appropriate, the IEP shall also include: (Education Code 56345)

1. For students in grades 7-12, any alternative means and modes necessary for the student to complete the district's prescribed course of study and to meet or exceed proficiency standards required for graduation

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6146.11 - Alternative Credits Toward Graduation)

2. Linguistically appropriate goals, objectives, programs, and services for students whose native language is not English

3. Extended school year services when the IEP team determines, on an individual basis, that the services are necessary for the provision of a free appropriate public education (FAPE)

(cf. 5148.2 - Before/After School Programs)
(cf. 6177 - Summer School)

4. Provision for transition into the regular education program if the student is to be transferred from a special class or center or nonpublic, nonsectarian school into a regular education program in a public school for any part of the school day

The IEP shall include descriptions of activities intended to:

- a. Integrate the student into the regular education program, including indications of the nature of each activity and the time spent on the activity each day or week
- b. Support the transition of the student from the special education program into the regular education program

(cf. 6176 - Weekend/Saturday Classes)
(cf. 6178 - Vocational Education)
(cf. 6181 - Alternative Schools)

5. Specialized services, materials, and equipment for students with low incidence disabilities, consistent with the guidelines pursuant to Education Code 56136

Development, Review, and Revision of the IEP

In developing the IEP, the IEP team shall consider all of the following: (20 USC 1414(d)(3)(A); 34 CFR 300.324; Education Code 56341.1, 56345)

- 1. The strengths of the student
- 2. The concerns of the parents/guardians for enhancing the education of their child
- 3. The results of the initial assessment or most recent assessment of the student
- 4. The academic, developmental, and functional needs of the student
- 5. In the case of a student whose behavior impedes his/her learning or that of others, the use of positive behavioral interventions and supports and other strategies to address that behavior
- 6. In the case of a student with limited English proficiency, the language needs of the student as such needs relate to the student's IEP
- 7. In the case of a student who is blind or visually impaired, the need to provide for instruction in Braille and instruction in the use of Braille.

However, such instruction need not be included in the IEP if the IEP team determines that instruction in Braille or the use of Braille is not appropriate for the student. This determination shall be based upon an assessment of the student's reading and writing skills, his/her future needs for instruction in Braille or the use of Braille, and other appropriate reading and writing media.

8. The communication needs of the student, and in the case of a student who is deaf or hard of hearing, the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode.

The team shall also consider the related services and program options that provide the student with an equal opportunity for communication access, including the following: (Education Code 56345)

- a. The student's primary language mode and language, which may include the use of spoken language, with or without visual cues, and/or the use of sign language
- b. The availability of a sufficient number of age, cognitive, and language peers of similar abilities which may be met by consolidating services into a local plan area-wide program or providing placement pursuant to Education Code 56361
- c. Appropriate, direct, and ongoing language access to special education teachers and other specialists who are proficient in the student's primary language mode and language consistent with existing law regarding teacher training requirements
- d. Services necessary to ensure communication-accessible academic instructions, school services, and extracurricular activities consistent with the federal Vocational Rehabilitation Act and the federal Americans with Disabilities Act

9. Whether the student requires assistive technology devices and services.

If, in considering the special factors in items #1-9 above, the IEP team determines that a student needs a particular device or service, including an intervention, accommodation, or other program modification, in order to receive FAPE, the IEP team must include a statement to that effect in the student's IEP. (Education Code 56341.1)

The Superintendent or designee shall ensure that the IEP team: (20 USC 1414(d)(4); 34 CFR 300.324; Education Code 56043, 56341.1, 56380)

1. Reviews the IEP periodically, but at least annually, to determine whether the annual goals for the student are being achieved and the appropriateness of placement
2. Revises the IEP, as appropriate, to address:

- a. Any lack of expected progress toward the annual goals and in the general curriculum, where appropriate
 - b. The results of any reassessment conducted pursuant to Education Code 56381
 - c. Information about the student provided to or by the parents/guardians regarding review of evaluation data pursuant to 34 CFR 305(a)(2) and Education Code 56381(b)
 - d. The student's anticipated needs
 - e. Other matters
3. Considers the special factors listed in items #5-9 above when reviewing the IEP.

The IEP team shall also meet: (Education Code 56343)

1. Whenever the student has received an initial formal assessment and, when desired, when the student receives any subsequent formal assessment.
2. Upon request by the student's parent/guardian or teacher to develop, review, or revise the IEP.

If a participating agency other than the district fails to provide the transition services described in the student's IEP, the team shall reconvene to identify alternative strategies to meet the transition service objectives set out for the student in the IEP. (20 USC 1414(d); 34 CFR 300.324; Education Code 56345.1)

~~As a member of the IEP team, the regular education teacher shall, to the extent appropriate, participate in the development, review, and revision of the student's IEP, including assisting in the determination of: (20 USC 1414(d)(3)(C); 34 CFR 300.324; Education Code 56341)~~

- ~~1. Appropriate positive behavioral interventions and supports and other strategies for the student~~

~~(cf. 6159.4 Behavioral Interventions for Special Education Students)~~

- ~~2. Supplementary aids and services, program modifications, and supports for school personnel that will be provided for the student, consistent with 34 CFR 300.320.~~

To the extent possible, the district shall encourage the consolidation of reassessment meetings and other IEP team meetings for a student. (20 USC 1414(d)(3)(A); 34 CFR 300.324)

The student shall be allowed to provide confidential input to any representative of his/her IEP team. (Education Code 56341.5n)

When a change is necessary to a student's IEP after the annual IEP team meeting for the school year has been held, the parent/guardian and the district may agree not to convene an IEP team meeting for the purpose of making the change and instead may develop a written document to amend or modify the student's current IEP. The IEP team shall be informed of any such changes. Upon request, the district shall provide the parent/guardian with a revised copy of the IEP with the incorporated amendments. (20 USC 1414(d)(3)(D); 34 CFR 300.324).

If a student with disabilities residing in a licensed children's institution or foster family home has been placed by the district in a nonpublic, nonsectarian school, the district shall conduct an annual evaluation as part of the IEP process of whether the placement is the least restrictive environment that is appropriate to meet the student's needs. (Education Code 56157)

(cf. 6173.1 - Education for Foster Youth).

When an IEP calls for a residential placement as a result of a review by an expanded IEP team, the IEP shall include a provision for a review, at least every six months, by the full IEP team of all of the following: (Education Code 56043)

1. The case progress
2. The continuing need for out-of-home placement
3. The extent of compliance with the IEP
4. Progress toward alleviating the need for out-of-home care

Timelines for the IEP and for the Provision of Services

~~At the beginning of each school year, the district shall have an IEP in effect for each student with a disability within district jurisdiction. (34 CFR 300.323; Education Code 56344)~~

A pupil's individualized education program shall be implemented as soon as possible following the individualized education program meeting. (Education Code, Sec, 56043 (i))

The district shall ensure that a meeting to develop an initial IEP is conducted within 30 days of a determination that a student needs special education and related services. The district shall also ensure that, as soon as possible following development of the IEP, special education services and related services are made available to the student in accordance with his/her IEP. (34 CFR 300.323; Education Code 56344)

An IEP required as a result of an assessment of the student shall be developed within 60

days (not counting days between the student's regular school sessions, terms or days of school vacation in excess of five school days) from the date of receipt of the parent/guardian's written consent for assessment, unless the parent/guardian agrees, in writing, to an extension. (Education Code 56344)

However, an IEP required as a result of an assessment of a student shall be developed within 30 days after the commencement of the subsequent regular school year for a student for whom a referral has been made 20 days or less prior to the end of the regular school year. In the case of school vacations, the 60-day time limit shall recommence on the date that student's school days reconvene. (Education Code 56344)

When a parent/guardian requests an IEP team meeting to review the IEP, the team shall meet within 30 days of receiving the parent/guardian's written request, not counting days between the student's regular school sessions, terms, or days of school vacation in excess of five school days. If a parent/guardian makes an oral request, the district shall notify the parent/guardian of the need for a written request and the procedure for filing such a request. (Education Code 56043, 56343.5)

A regular education or special education teacher may request a review of the classroom assignment of a special education student by submitting a written request to the Superintendent or designee. The Superintendent or designee shall consider the request within 20 days of receiving it, not counting days when school is not in session or, for year-round schools, days when the school is off track. If the review indicates a need for change in the student's placement, instruction, and/or related services, the Superintendent or designee shall convene an IEP team meeting, which shall be held within 30 days of the Superintendent or designee's review, not counting days when school is not in session or days when school is off track, unless the student's parent/guardian consents in writing to an extension of time.

The district shall ensure that the student's IEP is accessible to each regular education teacher, special education teacher, related service provider, and any other service provider who is responsible for its implementation. The district shall also ensure that such teachers and providers are informed of their specific responsibilities related to implementing the IEP and the specific accommodations, modifications, and supports that must be provided to the student in accordance with the IEP. (34 CFR 300.323)

Before providing special education and related services, the district shall seek to obtain informed consent pursuant to 20 USC 1414(a)(1). If the parent/guardian refuses to consent to the initiation of services, the district shall not provide the services by utilizing the due process hearing procedures pursuant to 20 USC 1415(f). If the parent/guardian does not consent to all of the components of the IEP, then those components to which the parent/guardian has consented shall be implemented so as not to delay providing instruction and services to the student. (Education Code 56346)

~~If the parent/guardian refuses all services in the IEP after having consented to those services in the past, the district shall file a request for a due process hearing. If the district~~

~~determines that a part of the proposed IEP to which the parent/guardian does not consent is necessary in order to provide the student FAPE, a due process hearing shall be initiated in accordance with 20 USC 1415(f). While the due process hearing is pending, the student shall remain in the current placement unless the parent/guardian and the district agree otherwise. (Education Code 56346)~~

If the Superintendent or designee determines that a part of a proposed IEP to which the parent does not consent is necessary in order to provide the student with FAPE, a due process hearing shall be initiated in accordance with 20 USC 1415 (f) . While the due process hearing is pending, the student shall remain in the current placement unless the parent/guardian and the Superintendent or designee agree otherwise. (Education Code 563346)

If at any time subsequent to the initial provision of services, the student's parent/guardian, in writing, revokes consent for the continued provision of special education services, the Superintendent or designee shall provide prior written notice within a reasonable time before ceasing to provide services to the student. The Superintendent or designee shall not request a due process hearing or pursue mediation in order to require an agreement or ruling that services be provided to the student. (Education Code 56346; 34 CFR 300.300, 300.503)

Prior to the discontinuation of services, the Superintendent or designee may offer to meet with the parent/guardian to discuss concerns for the student's education. However, this meeting shall be voluntary on the part of the parent/guardian and shall not delay the implementation of the parent/guardian's request for discontinuation of services. In addition, the Superintendent or designee shall send a letter to the parent/guardian confirming the parent/guardian's decision to discontinue all services.

When the district ceases to provide special education services in response to the parent/guardian's revocation of consent, the student shall be classified as a general education student.

Transfer Students

To facilitate a transfer student's transition, this district shall take reasonable steps to promptly obtain the records of a student with disabilities transferring into this district, including his/her IEP and the supporting documents related to the provision of special education services. (34 CFR 300.323; Education Code 56325)

If a student with disabilities transfers to this district during the school year from a district within this same SELPA, this district shall continue, without delay, to provide services comparable to those described in the existing IEP, unless the student's parent/guardian and district agree to develop, adopt, and implement a new IEP that is consistent with state and federal law. (34 CFR 300.323; Education Code 56325)

If a student with disabilities transfers to this district during the school year from a California district outside of this district's SELPA, this district shall provide the student with FAPE, including services comparable to those described in the previous district's IEP. Within 30 days, this district shall, in consultation with the parents/guardians, adopt the other district's IEP or shall develop, adopt, and implement a new IEP that is consistent with state and federal law. (34 CFR 300.323; Education Code 56325)

If a student with disabilities transfers to this district during the school year from an out-of-state district, this district shall provide the student with FAPE, including services comparable to the out-of-state district's IEP, in consultation with the parent/guardian, until such time as this district conducts an assessment, if this district determines that such an assessment is necessary, and develops, adopts, and implements a new IEP, if appropriate. (34 CFR 300.323; Education Code 56325)

Regulation

SIERRA SANDS UNIFIED SCHOOL DISTRICT

approved: ~~January 17, 2008~~ February 21, 2013

Ridgecrest, California

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***

Kareem Abdul-Khabir
SDC – Gateway
Effective 6-3-13

Catherine Boomer***
School Nurse – Pupil Support Services
Effective 6-4-13

Shirley Crouse***
3rd Grade – Faller
Effective 6-3-13

James Fussner***
SDC – Burroughs
Effective 6-4-13

Nancy McDonald***
2nd Grade – Richmond
Effective 6-3-13

Susan Nissan***
School Nurse – Pupil Support Services
Effective 6-3-13

Rosa Jackson
Resource Specialist – Inyokern
Effective 1-22-13

Anne Tong
Special Day Class – Richmond
Effective 6-30-13

Connie White***
Special Day Class – Richmond
Effective 6-3-13

8. PERSONNEL ADMINISTRATION

8.1 CERTIFICATED PERSONNEL

8.11 RESIGNATION, TERMINATION*, SEPARATION**, RETIREMENT***
(continued)

Deborah Wisecarver***
Social Science – Burroughs
Effective 6-3-2013

Release of four (4) temporary contracted employees
Filled Leave of Absence Positions
Effective 6-3-2013

8.12 LEAVE OF ABSENCE

8.13 EMPLOYMENT

Substitute Teachers for 2012-13 year
Jessica Hall
Megan Kinsman

Coaches for 2012-13 year
Eduardo Mariscal
Wrestling
Burroughs

Anthony Milton
Basketball
Murray

Volunteer Coaches
Darrin Clodt
Softball
BHS

8.14 CHANGE OF STATUS

8. PERSONNEL ADMINISTRATION

8.2 CLASSIFIED PERSONNEL

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

Cathie Baird***

8 hr. Receptionist – Burroughs
Effective 6-04-2013

Reid Baker***

8 hr. Utility Worker – Burroughs
Effective 8-02-2013

Mary Ballinger***

3 hr. Food Service Assistant II – Burroughs
And
2 hr. Food Service Assistant I – Burroughs
Effective 5-07-2013

Karen Cott***

8 hr. Administrative Secretary II-Confidential – Business Office
Effective 7-05-2013

Joan Devine

5 ½ hr. Paraprofessional – James Monroe
Effective 6-03-2013

Sandra Gates

1 ½ hr Noon Duty Supervisor – Richmond
Effective 12-07-2012

Theresa Walters

1.58 hr. Noon Duty Supervisor – Las Flores
Effective 1-22-2013

8.22 LEAVE OF ABSENCE

8. PERSONNEL ADMINISTRATION

8.2 CLASSIFIED PERSONNEL

8.23 EMPLOYMENT

Amanda Duty
5 ½ hr. Paraprofessional – Gateway
Effective 1-31-2013

Kourtney Evans
5 ½ hr. Paraprofessional – Richmond
Effective 1-31-2013

Aida Gamboa
5 ½ hr. Paraprofessional – James Monroe
Effective 1-31-2013

Mary Kelly
2 ½ hr. Paraprofessional Workability Job Coach – Burroughs
Effective 1-31-2013

Scott Lee
1 ½ hr. Noon Duty Supervisor – Richmond
Effective 1-17-2013

Miley Mower
6 hr. Library Specialist – Gateway
Effective 2-01-13

Kathryn Schnuderl
1 ½ hr. Noon Duty Supervisor – Gateway
Effective 1-18-13

Student Workability Workers for the 2012-2013 School Year
Katherine Grim
Quincy Perkins
Vanessa Pruitt
Tesla Smith
Lane Valentine

8. PERSONNEL ADMINISTRATION

8.2 CLASSIFIED PERSONNEL

8.23 EMPLOYMENT (continued)

Classified Substitutes for the 2012-2013 School Year

Regina Brown

Karen Clayson

Kayla Decker

Jonathan Gibson

Joseph Haughaboo

Richard Jacobs

Annalisa Middleton

Sylvia Payanes

Alixandrea Rich

8.24 CHANGE OF STATUS

Laura Ehman

Added: 2 hr. Transportation Monitor – Transportation
Effective 2-06-13

Susi Fairall

Added: 1 hr. Transportation Monitor – Transportation
Effective 3-01-13

Cynthia Fox

From: 5 ½ hr. Paraprofessional – Richmond

To: 5 hr. Library Specialist – Inyokern

And: 2 hr. Computer Paraprofessional – Inyokern
Effective 1-17-13

Alfred Kennedy

From: 1 ¼ hr. Noon Duty Supervisor – Richmond Elementary

To: 2 ¼ hr. Noon duty Supervisor – Richmond Elementary
Effective 1-09-13

8. PERSONNEL ADMINISTRATION

8.2 CLASSIFIED PERSONNEL

8.24 CHANGE OF STATUS (continued)

Luz Osorio

From: 1 ½ hr. Noon Duty Supervisor – Inyokern

To: 5 ½ hr. Paraprofessional – Inyokern

Effective 1-31-13

Sarah Phillips

Added: 1 ¼ hr. Transportation Monitor – Transportation

Effective 2-06-13

Alicia Ruiz Smith

Added

1 ¼ hr. Transportation Monitor – Transportation

And

1 hr. Transportation Monitor – Transportation

Effective 2-06-13

Cynthia Simmons

Added: 1 hr. Transportation Monitor – Transportation

Effective 2-06-13

8. PERSONNEL ADMINISTRATION

8.3 Approval of Non-reelection of Certificated Personnel with Less than a Preliminary Credential as a Result of a Decision of the California Fifth District Court of Appeals

BACKGROUND INFORMATION: In 2006 the Fifth Appellate Court decision regarding the Bakersfield Elementary Teachers Association v. Bakersfield City School District changed the manner in which teachers with less than preliminary teaching credentials are reemployed for the following year. In the above referenced case, the school district categorized certificated employees holding anything less than a preliminary credential (e.g., intern credential, short-term staff permit, emergency permit, credential waiver) as temporary employees. The California Fifth District Court of Appeal has held that the district's policy of classifying teachers and counselors as temporary employees on the basis of holding something less than a preliminary or professional (clear) credential was not valid. The court noted in its decision that probationary employees, even those with less than a regular credential, were entitled to accrue seniority. Therefore, without a break in service to restart the seniority clock, these newly classified probationary employees could end up having more seniority than someone who is fully credentialed, a situation that would not be acceptable, specifically in times of layoff. As they could not be temporary employees on the basis of their credential, then they had to be probationary employees. As a probationary employee, the proper method to release them is the non-reelection process.

In 2006-07, as a result of this decision, the Sierra Sands Unified School District modified procedures in compliance with the Fifth Appellate Court and non-reelected all certificated employees working on the basis of less than a preliminary credential.

CURRENT CONSIDERATIONS: In compliance with this court decision and to preserve the integrity of the layoff seniority list, counsel has advised the district to seek board authorization to non-reelect four certificated employees who are employed by the district for 2012-13 on the basis of less than preliminary credentials issued by the California Commission on Teacher Credentialing. The district will not be able to offer reemployment to any of the impacted employees until after July 1, 2013. Please note that the district has communicated with the Desert Area Teachers Association (DATA) as well as with all the affected employees during this process prior to the Board of Education meeting. Following board approval, the affected employees will all receive a non-reelection letter from the district prior to March 15, 2013 as required by California Education Code. This allows the district to release these employees without cause, effective at the end of the 2012-13 school year and eliminates the issue of accruing seniority without being fully credentialed. It also allows the district to recruit, as it has previously done, for fully credentialed teachers for these positions before rehiring those not fully credentialed.

If the district is unable to employ fully credentialed teachers in any of these positions, it may reemploy any or all of these impacted employees for the 2013-14 school year.

FINANCIAL IMPLICATIONS: Unknown. There is potential for additional unemployment insurance costs to the district as a result of this action.

SUPERINTENDENT’S RECOMMENDATION: Approve the non-reelection of four certificated employees employed by the district for the 2012-13 school year on less than a preliminary credential, as presented.

8. PERSONNEL ADMINISTRATION

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

BACKGROUND INFORMATION: Approval of the governing board is required when a district is filing for a Variable Term Waiver, Provisional Internship Permit or Short Term Staff Permit in order to assign an individual who is not appropriately credentialed for his/her assignment.

CURRENT CONSIDERATIONS: Approval is requested for the district to submit requests to the Commission on Teacher Credentialing for Short Term Staff Permit in order that the district may assign the following individual for the remainder of the 2012-2013 school year.

Short Term Staff Permit for Melissa Ramos
Special Day Class-Mild/Moderate
Gateway Elementary

FINANCIAL IMPLICATIONS: None

SUPERINTENDENT'S RECOMMENDATION: Approve the submission of request for a Provisional Internship Permit in order that the above named individual may be assigned in the designated positions for the 2012-13 school

8. PERSONNEL ADMINISTRATION

8.5 Adoption of Resolution #11 1213, Authorization to Reassign Certificated Administrators to Other Administrative Positions for the 2013-14 School Year

BACKGROUND INFORMATION: California Education Code Section 44951 sets forth the process by which a certificated administrator can be reassigned to a different administrative position.

CURRENT CONSIDERATIONS: Resolution #11 1213, Reassignment of Certificated Administrators to Other Administrative Positions, gives the superintendent some flexibility, when and if it is necessary, to assign administrators to other administrative positions for the 2013-14 school year. The process set forth in Education Code 44951 would be followed if the superintendent determines that certificated administrative reassignments are necessary.

FINANCIAL IMPLICATIONS: The financial impact will be dependent upon where reassignments are made. If reassignments are made, the financial impact is expected to be minimal.

SUPERINTENDENT'S RECOMMENDATION: It is recommended that the board adopt Resolution #11 1213, Reassignment of Certificated Administrators to Other Administrative Positions for the 2013-14 school year, as presented.

BEFORE THE BOARD OF EDUCATION
OF THE SIERRA SANDS UNIFIED SCHOOL DISTRICT

County of Kern, State of California

RESOLUTION #11 1213

RE: REASSIGNMENT OF CERTIFICATED ADMINISTRATORS TO OTHER ADMINISTRATIVE POSITIONS

BE IT RESOLVED by the Governing Board of the Sierra Sands Unified School District, that the below listed certificated administrators may be reassigned from their current administrative positions to other administrative positions to be determined by the District Superintendent.

| <u>NAME</u> | <u>PRESENT POSITION</u> |
|-------------------|---|
| Michelle Savko | Coordinator Pupil Services, Pupil Support Services |
| Michelle Savko | Principal, Las Flores Elementary School |
| Bryan Auld | Assistant Principal, Burroughs High School |
| Pamela Barnes | Principal, Pierce Elementary School |
| Ernest Bell | Assistant Superintendent, Human Resources |
| Melissa Christman | Principal, Faller Elementary School |
| Lisa Decker | Principal, Gateway Elementary School |
| Clara Finneran | Principal, James Monroe Middle School |
| Laura Hickie | Coordinator, Special Projects, Assessment, and Educational Technology |
| Chad Houck | Assistant Principal, Burroughs High School |
| Bonnie Kaufman | Principal, Inyokern Elementary School |
| Bonnie Kaufman | Rand Elementary School |
| Shirley Kennedy | Assistant Superintendent, Curriculum & Instruction |
| Shirley Kennedy | Principal, Alternative Education |
| Elaine Littleton | Executive Director, SELPA |
| David Ostash | Principal, Burroughs High School |
| Joan Paine | Principal, Richmond Elementary School |
| Kirsti Smith | Principal, Murray Middle School |

BE IT FURTHER RESOLVED that the Superintendent of Sierra Sands Unified School District shall forthwith give said employees the required legal notice.

IT IS HEREBY CERTIFIED that the foregoing resolution was duly passed and adopted at the February 21, 2013 regular meeting of the Governing Board of the Sierra Sands Unified School District.

AYES: _____ NOES: _____ ABSENT: _____

Bill Farris, Board President

Kurt Rockwell, Board Vice President/Clerk

8. PERSONNEL ADMINISTRATION

- 8.6 Presentation of Initial Contract Proposal for a Successor Collective Bargaining Agreement for 2013-15 from the Desert Area Teachers Association to the Board of Education
-

BACKGROUND INFORMATION: The current contract between the Desert Area Teachers Association (DATA) and the Board of Education expires on June 30, 2013.

CURRENT CONSIDERATIONS: The Desert Area Teachers Association will submit its initial contract proposal for a successor agreement for 2013-15 to the Board of Education at the meeting.

FINANCIAL IMPLICATIONS: Unknown.

SUPERINTENDENT'S RECOMMENDATION: Receive the initial contract proposal for a successor agreement from the Desert Area Teachers Association (DATA) and set the next regular meeting date as the date for the public hearing on the proposal.

8. PERSONNEL ADMINISTRATION

- 8.7 Presentation of Initial Contract Proposal for a Successor Collective Bargaining Agreement for 2013-15 from the Board of Education to the Desert Area Teachers Association
-

BACKGROUND INFORMATION: The current contract between the Desert Area Teachers Association (DATA) and the Board of Education expires on June 30, 2013.

CURRENT CONSIDERATIONS: The Board of Education will submit its initial contract proposal for a successor agreement for 2013-15 to the Desert Area Teachers Association at the meeting.

FINANCIAL IMPLICATIONS: Unknown.

SUPERINTENDENT'S RECOMMENDATION: It is recommended that the board present the initial contract proposal for a successor agreement for 2013-15 to the Desert Area Teachers Association and set the next regular meeting date as the date for the public hearing on the proposal.

8. PERSONNEL ADMINISTRATION

8.8 Adoption of Resolution #12 1213 Week of the School Administrator

BACKGROUND INFORMATION: Education Code 44015.1 designates the first full week of March as the Week of the School Administrator in California. California has approximately 15,000 certificated and classified administrators who provide leadership and support to the educational programs of California's public schools.

CURRENT CONSIDERATIONS: Resolution #12 1213 declares the week of March 3 through March 9, 2013 as the Week of the School Administrator in the Sierra Sands Unified School District. The resolution also declares that in Sierra Sands Unified School District, certificated and classified administrators provide support to our schools, programs, and students in many ways. They develop and implement curriculum by selecting textbooks and instructional materials. Site administrative teams ensure that effective and innovative classroom instruction is promoted on a daily basis. Certificated and classified administrators manage departmental and site budgets, and maintain school and district facilities. District administrators provide student transportation and nutrition programs to our students and their families, as well as guidance and staff development that improve teacher effectiveness in the classroom.

The board's adoption of Resolution #12 1213, declaring March 3 through March 9, 2013, as Week of the School Administrator will allow the district to formally recognize the outstanding dedication and professionalism of its administrative staff, both certificated and classified. A copy of Resolution #12 1213 will be displayed at all district schools and sites.

FINANCIAL IMPLICATIONS: None.

SUPERINTENDENT'S RECOMMENDATION: It is recommended that the board adopt Resolution #12 1213 as presented and approve March 3 through March 9, 2013, as the Week of the School Administrator in 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 _____)
WEEK OF THE SCHOOL ADMINISTRATOR)

RESOLUTION #12 1213

WHEREAS, leadership matters for California's public education system and the more than six million students it serves; and

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

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

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

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

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

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

WHEREAS, the State of California has declared March 3-9, 2013 as the "Week of the School Administrator" in Education Code 44015.1; and

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

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

* * * * *

I, KURT ROCKWELL, Vice President/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 February 21, 2013.

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

8.9 Approval Extending the Deadline for the Early Retirement Notification Incentive for 2012-13

BACKGROUND INFORMATION: During the board meeting on November 15, 2012 the board approved a motion to offer an early retirement notification incentive for the 2012-2013 year to both classified and certificated employees. In order for employees to take advantage of this incentive, notification needed to be submitted to the personnel office by February 1, 2013. This provided the district with valuable information in determining staffing needs for the upcoming school year.

CURRENT CONSIDERATIONS: Several employees have expressed concern related to the difficulty in making appointments with retirement representatives because the representative schedules have been booked. They are not able to schedule these appointments until late February, early March. Because of the nature of this delay, the district is proposing to extend the notification deadline for the early retirement notification incentive in the amount of \$3,000 for certificated employees and \$1,600 for classified employees to those employees who submit their written retirement notice by no later than 4:00 p.m. on Thursday, March 28, 2013. The retirement window (i.e., effective date of retirement) for this incentive is as follows: (1) certificated employees between June 2, 2013 and August 1, 2013; and (2) classified employees between February 1, 2013 and August 1, 2013. Employees must be eligible to retire under STRS or PERS in order to receive this incentive.

FINANCIAL IMPLICATIONS: The exact fiscal impact is unknown, but the cost of the program is certain to be offset by the reduced cost in salary and statutory benefits. Most important for the district are the benefits associated with management of staffing in the current fiscal climate.

SUPERINTENDENT'S RECOMMENDATION: It is recommended the board approve an extension of the notification date for the early retirement notification incentive program for 2012-13 from February 1, 2013 to March 28, 2013, by 4:00 p.m.

9. GENERAL ADMINISTRATION

9.1 Gifts to the District

CURRENT CONSIDERATIONS: The following donations have been received: For the 7th grade girls basketball program at Murray, Dulce Baca donated \$100, Agnes Shull donated \$300, and Traci McCornick donated \$110; L-3 National Security Solutions – Stratis Division donated engineering kits and supplies with an estimated value of \$500 to the Burroughs Project Lead The Way program; Scott and Terry Millett donated an IMac computer, keyboard, and mouse with an estimated value of \$500 to the technology department for Las Flores or James Monroe schools; and Teresa Sween donated a 1986 Ford Bronco II with an estimated value of \$1,500 to the ROP autoshop program at Burroughs.

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 letter of appreciation.

9. GENERAL ADMINISTRATION

9.2 Authorization for Board Member Travel to the Annual School Trustees Spring Dinner Meeting on February 25, 2013

BACKGROUND INFORMATION: At the May 7, 2009 board meeting, protocol requiring the board to authorize all board member travel was established. The 2012-13 travel budget for the board was approved for \$18,700.

CURRENT CONSIDERATIONS: The Annual School Trustees Spring Dinner Meeting of the Kern County School Boards Association and the Kern County Superintendent of Schools Office will be held on February 25, 2013 in Bakersfield. The following is the estimated costs associated with this meeting.

| | |
|----------------------------------|---------------|
| Dinner cost = \$35.00 (3 people) | \$ 135.00 |
| Fuel for District Vehicle | \$ 75.00 |
| Total Expense | \$ 210.00 |

FINANCIAL IMPLICATIONS: The travel budget for the board for 2012-13 is \$18,700. To date, \$14,526 has been approved.

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

9.3 California School Boards Association (CSBA) Delegate Assembly Election

BACKGROUND INFORMATION: The CSBA Delegate Assembly is the primary policy-making body of the California School Boards Association. It sets the general policy direction for the association that represents California's school districts and county offices of education. Delegates fulfill a critical governance role by communicating the interest of local boards to CSBA's Board of Directors, Executive Committee, and staff. Delegates give policy and legislative direction through the adoption of the policy platform every two years and the adoption of other policy statements of the association. They also speak on issues and provide direct advocacy on behalf of the association. Delegates play an important communication and support role within their regions, and they also elect the association's officers and board of directors.

Elections are conducted annually to fill vacancies on the CSBA Delegate Assembly. Elections are conducted by region. Sierra Sands is a part of Subregion 12-B. Currently Sierra Sands board member Bill Farris serves on the Delegate Assembly.

CURRENT CONSIDERATIONS: There are four vacancies in Subregion 12-B of the CSBA Delegate Assembly for which there are three candidates. The candidates are incumbent Linda S. Brenner from Panama-Buena Vista Union School District, incumbent Deanna Rodriguez-Root from Richland School District and incumbent Lillian Tafoya from Bakersfeild Elementary School District. No other nominations were received, however the board may vote to write in the name of a board member to fill the vacant seat. Brief biographical sketches from the candidates are included for review.

FINANCIAL IMPLICATIONS: None.

SUPERINTENDENT'S RECOMMENDATION: The board may vote for up to four candidates, however only 3 names have been submitted. If the board wishes they may write in a name for the fourth vacant seat. No more than one vote can be cast for any one candidate.

This complete, **ORIGINAL** Ballot must be **SIGNED** by the Superintendent or Board Clerk and returned in the enclosed envelope postmarked by the post office No later than **FRIDAY, MARCH 15, 2013**. Only ONE Ballot per Board. Be sure to mark your vote "X" in the box. *A PARTIAL, UNSIGNED, PHOTOCOPIED, OR LATE BALLOT WILL NOT BE VALID.*

OFFICIAL 2013 DELEGATE ASSEMBLY BALLOT
SUBREGION 12-B
(Kern County)

Number of vacancies: 4 (Vote for no more than 4 candidates)

Delegates will serve two-year terms beginning April 1, 2013 – March 31, 2015

**denotes incumbent*

☐ Linda S. Brenner (Panama-Buena Vista Union SD)*

☐ Deanna Rodriguez-Root (Richland SD)*

☐ Lillian Tafoya (Bakersfield ESD)*

☐ No other nominations were received; however, your board may vote to write in the name of a board member to fill this seat:

Provision for Write-in Candidate Name

School District

Provision for Write-in Candidate Name

School District

Signature of Superintendent or Board Clerk

Title

School District/COE Name

Date of Board Action

See reverse side for a current list of all Delegates in your Region.



CSBA

2013 Delegate Assembly Candidate Biographical Sketch Form

Due: Monday, January 7, 2013 (U.S. Postmark or fax - 916.669.3305 or 916.371.3407)

Please complete, sign and date this **required** candidate biographical sketch form. An optional, one-page, single-sided, résumé may also be submitted; both will be copied exactly as received. Please do not state "see résumé" and please do not re-type this form. Any additional page(s) exceeding this candidate form will **not** be accepted.

Name: Linda S. Brenner

CSBA Region/Subregion: 12 / B

District or COE: Panama-Buena Vista Union School District

Years on board: 12 ADA: 17,000

Contact Number: (661) 664-9530

E-mail: lsbrenner1@aol.com

Are you a continuing Delegate? ☒ Yes ☐ No

If yes, how long have you served as a Delegate? 2009-2013

CSBA's Delegate Assembly sets the general education policy direction for the Association. As a member of the Delegate Assembly, please describe what your top three educational priorities would be, and why they are important to the Association.

1. I would like CSBA to work with Sacramento to implement a permanent funding model for education that pays educational revenues directly to school districts from property taxes without Sacramento being able to access the funding for other purposes.
2. We need to find a lawful way to stop Sacramento from deferring money that is owed to Districts.
3. We need to insist on accountability of Sacramento to balance their budget or produce enough publicity and pressure to prevent current legislators and the governor from continuing in office.

Financial shortfalls have forced school board's to focus on surviving fiscally rather than the primary focus we should have of finding the best methods for children to learn and teacher's to teach. Decreased revenues have forced class sizes to increase and music, art and physical education programs to be cut.

Another responsibility of Delegates is to communicate the interests of local boards to CSBA's Board of Directors, Executive Committee and staff. Please describe your activities/involvement or interests in your local district or county office.

Delegates from our region meet quarterly to discuss local concerns and plan programs to inform all regional trustees. It is imperative that our region have representation in CSBA that is largely represented by urban school districts. Central valley school districts can have unique challenges such as long distance bus routes, agricultural populations, and high drop-out rates that must be considered as policies are discussed. It is vitally important for us to participate with CSBA delegates and state conferences to hear of trends, successes, and new ways of approaching the challenges education is facing. I know local, state, and national legislators living in our community and meet with them to promote the needs of education. During my two terms as a Delegate I attend meetings, participate, and report timely to my District trustees and administrators regarding CSBA business. Communication is one of the most important tools for delegates to use to improve education. We must use knowledge we gain from networking to be better leaders, make the most of resources available, and effectively work with other delegates for change.

Why are you interested in becoming a Delegate and what contribution do you feel you would make as a member of the Delegate Assembly?

My initial reason for becoming a school trustee was to bring more power to the local level of education if a district proves worthy of the responsibility. More local control of revenues could replace the irresponsibility of our state legislature. The educational community needs knowledgeable people who are at school sites regularly to influence state government to make decisions for the best interests of our students. Every year on the school board has been a learning experience, and every negotiation different. My second challenge of hiring a superintendent is near at hand. I share with others and I am always willing to find ways of meeting new challenges. Problem solving keeps me interested in serving on my local board and as a delegate. I owe my talents and time to serve the parents of children in my District who have elected me to bring the best of education to their children. My children received an education in our District that prepared them to meet every future challenge. I want that level of excellence to continue for local students, students of the Central Valley, and the students throughout the state of California. Education is the best remedy for independence and success.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: Linda S. Brenner

Date: 11-10-12

| | |
|---------------------|---|
| Biographical Sketch | Linda S. Brenner |
| Family | <p>Husband- Brian Brenner, orthopedic surgeon</p> <p>Son – Lt. JG Ian Brenner, US Navy Supply, Norfolk VA</p> <p>Daughter- Heather Brenner, Speech Pathology graduate student Univ. of VA</p> |
| Address | 1711 Welshpool Court, Bakersfield, CA 93311 - Bakersfield resident since 1989 |
| Contact Info | email: lsbrenner1@aol.com , work contact phone (661) 831-8331 #6275 |
| Board Member | <p>Panama-Buena Vista Union School District – elected in Nov. 2000, 2 rotations as President, CA School Boards Assoc. (CSBA) Delegate 2009-2013</p> <p>Ethics in Educational Governance, January , 2010</p> |
| Education | Bachelor of Arts – UCLA 1977 |
| Work Experience | <p>McDonald's employee, Restaurant Manager, Training Supervisor, and Operations Supervisor (4 Restaurants)–11 years in Orange County, CA.</p> <p>McDonald's Operations Supervisor (3 Restaurants) for 4 years in Wichita, KS;</p> <p>H&R Block Tax Preparer 2 years; 30-Day Substitute Teaching Certificate and substitute office clerk for PBVUSD prior to the School Board Election in 2000.</p> |
| Community Service | I currently participate, or have participated in at least 14 major non-profit organizations since 1990. 7 have been with education. Of the 14, I have served on the Executive Boards of 9, and been President of 8. |
| Highlights | <p>Kern County Medical Society Alliance – 1990-2012, President 1996-1997</p> <p>Couples Against Cancer with ACS 1990-1996. Co-President 1994-1995</p> <p>Ronald Reagan Elementary School – first parent club, 2 terms as President</p> <p>PBVUSD Parent Council President 1999-2000,</p> <p>Stockdale High School POSSE (KHSD) -President 2005-2006, 2007</p> <p>Kern High School District Parent Advisory Committee 2007-2009,</p> <p>Kern County Student Leadership for KHSD 2008-2010</p> <p>Jim Burke Educational Foundation Executive Board and Kern County Education Leadership Forum 2001-2009</p> <p>Boy Scouts of America and Assistance League Community Advisor</p> <p>Annapolis Parent Club of Southern CA – Central Valley coordinator</p> <p>Daughters of the American Revolution – current Regent</p> |
| Award Highlights | <p>Junior League Volunteer of the Year 1996</p> <p>American Cancer Society Fundraiser of the Year 1995</p> <p>The Kern County Commission to Promote Self Esteem and Personal Responsibility honorary recipient 1995</p> <p>Kern County Medical Alliance Member of the Year 1996 and 2000</p> <p>Jim Burke Educational Foundation Humanitarian Award 2010</p> |



CSBA

2013 County Delegate Assembly Candidate Biographical Sketch Form

Due: Monday, January 7, 2013 (U.S. Postmark or fax - 916.669.3305 or 916.371.3407)

Please complete, sign and date this **required** candidate biographical sketch form. An optional, one-page, single-sided, résumé may also be submitted; both will be copied exactly as received. Please do not state "see résumé" and please do not re-type this form. Any additional page(s) exceeding this candidate form will **not** be accepted.

| | |
|---|-------------------------------------|
| Name: <u>Deanna Rodriguez-Root</u> | CSBA Region: <u>12/13</u> |
| COE Name: <u>Richland School District - Kern County</u> | Years on board: <u>11</u> |
| Contact Number: <u>(661) 746-8603</u> | E-mail: <u>a.root@sbcglobal.net</u> |
| Are you a continuing County Delegate? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | |
| If yes, how long have you served as a County Delegate? <u>3</u> | |

CSBA's Delegate Assembly sets the general education policy direction for the Association. As a member of the Delegate Assembly, please describe what your top three educational priorities would be, and why they are important to the Association.

Closing the achievement gap is a priority. Keeping in mind that addressing various student needs will help reach the challenge of closing the learning gap. Another priority is parent involvement. Providing Parent Centers and training in school districts, parent involvement in classrooms and overall activities will improve student achievement. I believe that Community Schools, sometimes called a "full-service" schools or community learning centers, community schools are agencies which develop into partnerships - in the areas of health, social services, academics for children and adults, sports recreation and culture - transforming schools into vital hubs that benefit students, their families and surrounding community. In other words addressing the needs of the whole child.

Quality teachers is a definite priority for student success and must be a goal for all school districts. Ongoing training for teachers and staff is crucial for student success. At the same time, appropriate resources, intervention and tutoring where needed is also priority.

Another responsibility of Delegates is to communicate the interests of local boards to CSBA's Board of Directors, Executive Committee and staff. Please describe your activities/involvement or interests in your local county office.

I have been a school board member for over eleven years and have been involved in community service for most of my adult life. I have served on School Site Councils, Advisory parent Groups and committees. I assisted in promoting and establishing Healthy Start in our school district, served on a Community Visions project to help develop academic, social and arts activities for our children, resulting in a Community Youth Center. I have been the organizer/coordinator of our after school Folklorico dance and performing arts program since 1996. The program is for children ages 5 to teens. My interest is keeping kids in school and motivated.

I am concerned about the drop-out rate among minorities, especially Hispanic, and hope to help in addressing the problem. I am looking forward to communicating the needs, goals and accomplishments of our school district to fellow delegates and work together to meet the challenges we face.

Why are you interested in becoming a County Delegate/CCBE Director and what contribution do you feel you would make as a member of the Delegate Assembly and a member of CCBE's Board of Directors?

I am interested in serving as a CSBA Delegate because I care passionately about the state of education both now and in the future. My contribution would be to communicate and work diligently with other delegates in making the decisions that would best serve our students.

I would appreciate your vote!

Your signature indicates your consent to have your name placed on the ballot to serve as a CSBA County Delegate and a member on the CCBE's Board of Directors, if elected.

Signature: Deanna Rodriguez Root Date: 1/7/2013



CSBA

2013 Delegate Assembly Candidate Biographical Sketch Form

Due: Monday, January 7, 2013 (U.S. Postmark or fax - 916.669.3305 or 916.371.3407)

Please complete, sign and date this **required** candidate biographical sketch form. An optional, one-page, single-sided, résumé may also be submitted; both will be copied exactly as received. Please do not state "see résumé" and please do not re-type this form. Any additional page(s) exceeding this candidate form will **not** be accepted.

| | |
|--|---|
| Name: <u>Lillian Tafoya</u> | CSBA Region/Subregion: <u>12B</u> / <u> </u> |
| District or COE: <u>Bakersfield City School District</u> | Years on board: <u>16</u> ADA: <u>27,727</u> |
| Contact Number: <u>661-631-4611</u> | E-mail: <u>TafoyaLil@aol.com</u> |
| Are you a continuing Delegate? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | If yes, how long have you served as a Delegate? <u>one term</u> |

CSBA's Delegate Assembly sets the general education policy direction for the Association. As a member of the Delegate Assembly, please describe what your top three educational priorities would be, and why they are important to the Association.

- 1) We can all agree that we are in a funding crisis across our entire state. Schools must have adequate, predictable funding to operate optimally. Fiscal solvency has eroded and dismantled vital education programs and minimized services. We must collaborate, unify and stand up for education. We owe it to our children.
- 2) Academic achievement for all students is the central core issue that drives all of us. It comes about through strong district leadership, and effective governance setting direction, developing policy, advocacy, and budget support as well as ensuring accountability.
- 3) Meeting membership needs in a state at a time when effective governance is CRITICAL; in a state that has huge and varied geographical representation as well as great diversity. CSBA needs to be on the forefront on all these issues supporting and strengthening local governance.

Another responsibility of Delegates is to communicate the interests of local boards to CSBA's Board of Directors, Executive Committee and staff. Please describe your activities/involvement or interests in your local district or county office.

Serving my local district is my passion. As I begin a 5th term, I am immersed in the leadership as board president. We are the largest elementary school district in the state so our challenges are many and our rewards and successes are greater. I am also active and involved on the board of the Kern County Trustees Association. Additionally, I serve on the NSBA/National Hispanic Caucus as secretary. These experiences are good opportunities for me to stay informed and to take a proactive stance.

Why are you interested in becoming a Delegate and what contribution do you feel you would make as a member of the Delegate Assembly?

For the past term, I have represented my Region on the Delegate Assembly. I have 20 years of successful experience as a school administrator and 16 years as a successful board member. Additionally, I served as a Director At Large, Hispanic for one term. As a team member of the Delegate Assembly, I can continue to help drive the public education agenda, stand up for education and provide policy and political leadership on critical issues. Very importantly, I can support and promote CSBA's policy positions on our organization's core beliefs.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: Lillian Tafoya Date: 12/18/12

Lillian Tafoya



Lillian Tafoya, was first elected to the Bakersfield City School District Board of Education in November 1996.

Mrs. Tafoya served as a school administrator for the Bakersfield City School District from 1976 to 1996. In 1993, she received the Association of California School Administrators Principal of the Year Award, and in 1995 her school was recognized as a California Distinguished School. She also received the National Distinguished Principal Award in 1995 and the Distinguished Alumni Award from New Mexico Highlands University in 2004.

Her community involvement is extensive and includes service on numerous boards including the Kern County Network for Children, the California State University Hispanic Excellence Scholarship Foundation and the Board of Governors for the Good Samaritan Hospital. She is former secretary of the Betty Ong Foundation, 9/11 American Hero.

Mrs. Tafoya also served as an adjunct professor in the Graduate Department of CSUB, as well as La Verne University from 1990 to 1998. She has been active in the Greater Bakersfield Chamber of Commerce and served on the Chamber's Beautiful Bakersfield Awards Committee/Youth Category. She was also the recipient of the Greater Bakersfield Chamber Beautiful Bakersfield Education Award in 1995 and the Kern County Hispanic Chamber of Commerce 1996 Educator of the Year Award.

Her service with the Association of California School Administrators includes West Kern Charter President, Region 11 President, State Board of Directors, State Task Force/ Transformational Leadership, State Committee Member/Curriculum and Instruction, and State Elementary Administration Committee. She received the ACSA West Kern Charter Leadership Award in 1996.

As a Board member, Mrs. Tafoya has served on a myriad of State committees including the Joint Committee to Develop a Master Plan for Education K to University, California School Boards Association (CSBA) Legislative Committee, CSBA's 2001 Annual Conference Committee, CSBA's Coordinated Compliance Committee, State Superintendent's Hispanic Community Advisory and the State Teacher of the Year Selection Committee. She also served on the Federal Issues Committee, CSBA's Federal Relations Committee, CSBA's Urban Council Committee, and on the CSBA Board of Directors, Hispanic At Large. Her service to the California Latino School Boards Association includes CLSBA conference chair, secretary, vice president and president in 2004-06. She presently serves as the secretary for NSBA's National Hispanic Caucus as well as a member of CSBA's Delegate Assembly.

9. GENERAL ADMINISTRATION

9.4 Adoption of Resolution # 13 1213 To Advocate for Local Control of Sufficient Funding for the Education of District Students

BACKGROUND INFORMATION: The ongoing fiscal crisis faced by the State of California is a major concern for the school district and as a result, districts are continuing to look for and find ways to provide the best possible education for their students and maintain fiscal solvency.

CURRENT CONSIDERATIONS: With the passage of proposition 30, the Governor intends to increase per-student funding for the first time in more than five years. The proposal for a new distribution system makes it difficult to assess how the new dollars will be applied. The exact amount of extra funding needed to afford any particular group of students an adequate education is nebulous at best. However, the number is significantly higher than the amount currently provided. The system that has underfunded its most vulnerable children has also underfunded its most promising children. A plan for recovery must work with or without new state funding and with the new distribution system embedded in current law and with the Governor's Proposal for modification of that system.

FINANCIAL IMPLICATIONS: None

SUPERINTENDENT'S RECOMMENDATION: It is the superintendent's recommendation that the board discuss possible political action surrounding this issue and consider approval of Resolution #13 1213 for adoption.

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

IN THE MATTER REGARDING)
SUFFICIENT FUNDING FOR)
DISTRICT STUDENTS)

RESOLUTION #13 1213

WHEREAS, The Governor described the state's 2013-14 Budget as a "live within our means budget", and

WHEREAS, The District recognizes the admirable goal to live within its means should not be its only objective, and

WHEREAS, This Budget proposes the most dramatic change in school financing since the implementation of Senate Bill (SB) 90 and the implementation of revenue limits in 1972, and

WHEREAS, With the passage of Proposition 30 in November 2012, the greatest risk to the 2012-13 State Budget has been averted, and

WHEREAS, The Governor clearly intends to increase per-student funding for the first time in more than five years, and

WHEREAS, Dollars used to buy back deferrals count toward Proposition 98 expenditures, but do not provide more spending authority to schools, and

WHEREAS, California's students receive resources far below the average of other states, and

WHEREAS, the District believes just as strongly that the system that has under funded its most vulnerable children has also under funded its most promising children, and

WHEREAS, If California remains at the bottom of state rankings in funding, any distribution mechanism will fail, and

WHEREAS, It is a mistake to simply redistribute funding unless there is a commitment to higher funding as well, and

NOW, THEREFORE BE IT RESOLVED, that the Sierra Sands Unified School District respectfully requests that the legislature and governor immediately recognize that rebuilding must begin immediately and it must start with public education. Now is the time for a shift in state policy toward preparation of the children of the State for what is sure to be a challenging future. All districts must be able to offer programs, not just at the currently depressed level, but at a level that advances the achievement of all students. We appreciate the opportunity afforded us through the proposed Local Control Funding Formula, and the fact that the Governor's Budget Proposal eliminates most programmatic and compliance requirements that local educational agencies (LEAs) are currently subject to. This alone is not enough. There must be a plan to support public education that works with or without new state funding in the near term. This plan must be based on the principles of subsidiarity, increased funding to at least the national average, and a source that is consistent and reliable.

* * * * *

I, KURT ROCKWELL, Vice President/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 February 21, 2013.

AYES: _____ NOES: _____ ABSENT: _____

DATED: _____

GOVERNING BOARD OF THE
SIERRA SANDS UNIFIED SCHOOL DISTRICT

BY: _____

TITLE: Vice President/Clerk of the Board

| | |
|-------------------------------------|-------|
| Board President, William Farris | _____ |
| Board Vice President, Kurt Rockwell | _____ |
| Board Member, Amy Covert | _____ |
| Board Member, Judy Dietrichson | _____ |
| Board Member, Tom Pearl | _____ |
| Board Member Mike Scott | _____ |

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. Bruce 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.

10. CONSTRUCTION ADMINISTRATION

10.2 Appointment of Replacement Members to the Citizens' Oversight Committee

BACKGROUND INFORMATION: In anticipation of the successful passage of Measure "A", the Proposition 39 bond for modernization and improvement of Sierra Sands Unified School District facilities, the board on January 19, 2006 authorized the establishment of a Citizen's Oversight Committee. The committee is required by Education Code 15278 (a) for the purpose of informing the public concerning expenditures of general obligation bond proceeds. The committee is appointed by the Sierra Sands board to engage in the following activities:

- actively review and report on the proper expenditure of taxpayer's money for school construction
- advise the public as to whether the Sierra Sands Unified School District is in compliance with the requirements of the California Constitution; and
- convene to provide oversight for, but not limited to:
 1. ensuring that bond proceeds are expended only for the construction, re-construction, rehabilitation or replacement of school facilities, including the furnishing and equipping of school facilities, the acquisition or lease of real property for school facilities; and
 2. ensuring that funds are not used for any teacher or administrative salaries or other school operating expenses.

CURRENT CONSIDERATIONS: Three vacancies have been created on the Citizens' Oversight Committee with the expiration (term limit) of committee members Mrs. Suzanne Clark, Mr. Kelly Curtis, and Mrs. Arlene Decker. Mrs. Clark held the seat requiring a parent or guardian of a student enrolled in the district, Mr. Curtis held the seat requiring active in a business organization representing the business community, and Mrs. Decker held the seat requiring the individual to be a parent of an enrolled student and active in a parent-teacher organization.

The members of the Citizens' Oversight Committee are recommending the appointment of Mr. Kenneth Amster who will fill the seat vacated by Mrs. Decker, in the category requiring a parent of a child enrolled in the district and being actively involved in a parent-teacher organization. The committee also recommends the appointment of Mr. Carter Pope filling the vacant position of Mr. Curtis, representing the business community. Both Mr. Amster and Mr. Pope are pleased to have their names submitted to the board for appointment to the committee.

The third vacant committee member name will be submitted next month following a meeting of the Citizen's Oversight Committee in which the committee will make a recommendation to fill the final vacancy.

FINANCIAL IMPLICATIONS: None.

SUPERINTENDENT'S RECOMMENDATION: It is recommended that the board approve Mr. Kenneth Amster and Mr. Carter Pope for membership on the Measure "A" Citizens' Oversight Committee as submitted by the membership of the committee.

11. BUSINESS ADMINISTRATION

11.1 Approval of Contracts for Telecommunication Services, Internet Services, Data Services, and Web Hosting, Supported by E-Rate

BACKGROUND INFORMATION: The Schools and Libraries Universal Service Support Mechanism, known as E-Rate, provides discounts to assist schools and libraries in the United States in obtaining affordable Telecommunication Services and Internet Access. E-Rate provides discounts ranging from 20 to 90 percent depending on the level of poverty and urban/rural status. Currently, Sierra Sands receives an aggregate discount of 72 percent for all eligible services.

CURRENT CONSIDERATIONS: Telecommunications, Internet Services, Data Services, and Web Hosting services are all Priority One services in the E-Rate program. All Priority One service applications are required to be funded before Priority Two programs (internal connections and basic maintenance of internal connections), thereby making these projects eligible to receive E-Rate funds. In order to prepare for this possibility, the district filed a Form 470 E-Rate intent form, which also opened up the competitive bid process. All services listed for consideration were funded and used last year. This item is for approval to continue using these services for the upcoming year.

Telecommunications: It is recommended that the board approve the continuance of two multi-year contracts for local dial tone and PRI Service as well as enter into a new one year contract for long distance services with Verizon Business Network Services. The current contract for local dial tone services will end June 30, 2017; the current contract for PRI services will end June 30, 2015; and the current contract for long distance services will end June 30, 2013. This award only serves to identify the service provider for these services. The non-discounted portion of the project can only be estimated due to fluctuating usage. The annual estimates are: \$65,000.00 for local dial tone services, \$5,400.00 for long distance services, and \$26,000.00 for PRI services. This amount must be budgeted and approved before the submission of the Services Ordered and Certification Form 471.

FINANCIAL IMPLICATIONS: With a discount of 72 percent, the total annual estimated cost to the district would be \$18,200.00 for local dial tone, \$1,512.00 for long distance service and \$7,280.00 for PRI services. Technology support funds will be used to fund these services.

For Internet Services: It is recommended that a one year contract be awarded to California Broadband Cooperative in the amount of \$12,000.00. Historically, our Internet Services contract has been provided through Kern County Superintendent of Schools at an annual cost \$25,788.00. This represents a savings of \$13,788.00.

This award only serves to identify the service provider for the project. The non-discounted portion of the project must be budgeted and approved before the submission of the Services Ordered and Certification Form 471.

FINANCIAL IMPLICATIONS: With a discount of 72 percent, the total cost to the district would be \$3,360.00 for Internet Services. Technology support funds will be used to fund this service.

Data Services: It is recommended that a one year contract be awarded to California Broadband Cooperative in the amount of \$7,200.00 for data services to Rand Elementary School. Historically, the data services contract for Rand Elementary School was bundled in with our Verizon telecommunications contract and cost approximately \$14,800.00 annually. This represents a savings of approximately \$7,600.00. This award only serves to identify the service provider for the project. The non-discounted portion of the project must be budgeted and approved before the submission of the Services Ordered and Certification Form 471.

FINANCIAL IMPLICATIONS: With a discount of 72 percent, the total cost to the district would be \$2,016.00 for Data Services to Rand Elementary School. Technology support funds will be used to fund this service.

Web Hosting Services: It is recommended that a one year contract be awarded to Blackboard Engage (Formerly known as Edline) in the amount of \$19,548.00. This award only serves to identify the service provider for the project. The non-discounted portion of the project must be budgeted and approved before the submission of the Services Ordered and Certification Form 471.

FINANCIAL IMPLICATIONS: With a discount of 72 percent, the total cost to the district would be \$5,473.44 for Web Hosting services. Technology support funds will be used to fund this service.

SUPERINTENDENT'S RECOMMENDATION: It is recommended that the board approve the contracts supported by E-Rate as follows: Telecommunication services with Verizon Business Network Services in the estimated amount of \$26,992.00; Internet and Data Services with California Broadband Cooperative in the amount of \$5,376.00; and Web Hosting Services with Blackboard Engage in the amount of \$5,473.44.

| SSUSD Technology - 2013 E-Rate | | | | |
|---|----------------------|------------------|-------------------------|--------------------------|
| E-Rate Eligible Service: | Non-Discounted Cost: | Discounted Cost: | Savings through E-Rate: | Savings through the CBC: |
| Telecommunication Services - Verizon Business Services | | | | |
| Local Service | \$65,000 | \$18,200 | \$46,800 | N/A |
| Long Distance Service | \$5,400 | \$1,512 | \$3,888 | N/A |
| PRI Service | \$26,000 | \$7,280 | \$18,720 | N/A |
| Internet Services - California Broadband Cooperative | \$12,000 | \$3,360 | \$8,640 | \$13,788 |
| Data Services - California Broadband Cooperative | \$7,200 | \$2,016 | \$5,184 | \$7,600 |
| Web hosting - Blackboard Engage | \$19,548 | \$5,473.44 | \$14,074.56 | N/A |
| Total Savings through E-Rate Discounts | | | \$97,307 | |
| Total Savings through California Broadband Cooperative | | | | \$21,388 |
| <p>Rand Elementary is the only site in the district that is not connected via our Wireless Wide Area Network solution. Due to the distance and challenging terrain, Rand has historically been connected to the rest of the district via a leased T-1 line through Verizon. The Digital 395 Project has given the district an alternative solution in Fiber Optic Connectivity. This will increase the robustness of the Rand connection as well as save the district money.</p> | | | | |
| <p><u>Side Note:</u> Each year since switching to the VoIP Phone system, the district has experienced reduced annual costs with Verizon Local Service. In 2009-2010, our annual Verizon Local Service expenditure was approximately \$125,000. This year we estimate a total annual expenditure of approximately \$65,000 for Local Service. We anticipate even more savings next year as we continue to convert old analog numbers over to the VoIP system, as well as with the savings we will see by switching the Rand connection over to the CBC Fiber connection (Digital 395 Project).</p> | | | | |

11. BUSINESS ADMINISTRATION

11.2 Approval of Resolution #14 1213 Enabling the District to Seek Proposals for Trash Hauling Services

BACKGROUND INFORMATION: The district has a need for permanent trash hauling services. In accordance with Public Resources Code Section 40059, a resolution is required in order to use a Request for Proposal as a vehicle for the solicitation of services related to trash hauling.

CURRENT CONSIDERATIONS: Resolution #14 1213 complies with the requirement associated with the Public Resource Code. By utilizing the Request for Proposal vehicle, the district believes that it will be able to consider its requirements and fulfill its needs in totality in this area. Upon passage of Resolution #14 1213 a Request for Proposal will be published. Staff will evaluate the proposals and bring a contract to the board for approval at the board meeting immediately following selection.

FINANCIAL IMPLICATIONS: None

SUPERINTENDENT'S RECOMMENDATION: It is recommended that the board approve Resolution #14 1213 authorizing the district to seek proposals for trash hauling services.

**BEFORE THE GOVERNING BOARD OF THE
SIERRA SANDS UNIFIED SCHOOL DISTRICT**

**RESOLUTION AUTHORIZING THE PROCUREMENT OF SOLID WASTE
HANDLING SERVICES WITHOUT COMPETITIVE BIDDING**

RESOLUTION NO. #14 1213

WHEREAS, the Governing Board of the Sierra Sands Unified School District (“District”) has a need to procure solid waste handling or trash services with a qualified vendor; and

WHEREAS, the District’s Governing Board of Education (“Board”) has determined that notwithstanding any other provision of law, aspects of solid waste handling including, but not limited to, frequency of collection, means of collection and transportation, level of services, charges and fees, and nature location, and extent of providing solid waste handling services are of a local concern; and

WHEREAS, the District’s Board has determined that it is in the best interest of the District to procure solid waste handling services by contract without competitive bidding; and

WHEREAS, Public Resources Code section 40059 states that a school district may, upon determining that aspects of solid waste handling are of a local concern, may authorize the procurement of solid waste handling services by means of a contract without competitive bidding; and

WHEREAS, the District intends on procuring solid waste handling services in accordance with Public Resources Code section 40059 by requesting and evaluating Requests for Qualifications from various qualified vendors, and selecting a vendor that meets the District’s needs and requirements that it determines are in the best interests of the District.

NOW, THEREFORE, the District hereby finds, determines, declares and resolves as follows:

Section 1. All of the recitals set forth above are true and correct, and the District Board so finds and determines.

Section 2. The District intends on procuring solid waste handling services as allowed and in accordance with Public Resources Code section 40059.

Section 3. The District will request and evaluate Requests for Proposal from various qualified vendors and award a contract to a vendor that meets the District’s needs and requirements that it determines are in the best interests of the District.

Section 4. This resolution shall be effective as of date of its adoption.

APPROVED, PASSED AND ADOPTED by the Governing Board of the Sierra Sands Unified School District this twenty-first day of February, 2013 by the following vote:

AYES: _____

NOES: _____

ABSENT: _____

ABSTAINED: _____

I, William Farris, President of the Sierra Sands Unified School District Governing Board, do hereby certify that the foregoing is full, true, and correct copy of the Resolution passed and adopted by said Board at a regularly scheduled and conducted meeting held on said date, which Resolution is on file in office of said Board.

President of the Board of Education
Sierra Sands Unified School District

I, Kurt Rockwell, Vice President/Clerk of the Board of Education of the Sierra Sands Unified School District Governing Board, do hereby certify that the foregoing Resolution # 14 1213 was regularly introduced and adopted by the Board of Education of the Sierra Sands Unified School District Governing Board at a regular meeting thereof held on the 21st day of February, by the above described vote of the Governing Board;

IN WITNESS WHEREOF, I have hereunto set my hand and affixed the official seal of the Sierra Sands Unified School District Governing Board this 21st day of February, 2013.

Clerk of the Board of Education
Sierra Sands Unified School District

11. BUSINESS ADMINISTRATION

11.3 Acceptance of 2011-12 Audit Reports for the Sierra Sands Unified School District and the Inyo-Kern Schools Financing Authority

BACKGROUND INFORMATION: In accordance with Education Codes 35145 and 41020, the district is required to conduct an annual audit and report the findings for both the Sierra Sands Unified School District and the Inyo-Kern Schools Financing Authority audit to the board.

CURRENT CONSIDERATIONS: The 2011-12 audit reports have been prepared by the auditing firm of Burkey Cox Evans Bradford & Alden Accountancy Corporation and have been provided for review.

Both activities received an unqualified opinion indicating that the district's fiscal procedures and controls were implemented appropriately and in accordance with California Education Code and other pertinent regulations. It was found that the district complied in all material respects with the requirements regarding compliance, including those applicable to each of its multiple federal programs for the year ending June 30, 2012. The audit found no instances of noncompliance or other matters that are required to be reported under Government Auditing Standards. Sierra Sands was found by the auditor to be a low-risk auditee. There were zero deficiencies found to be material or otherwise for this reporting period. There were no findings or questioned costs for financial statements, federal or state awards. Audit findings for 2010-11 related to student body accounts and attendance accounting were considered to be fully implemented. Additionally, there were no deficiencies related to internal controls found during the reporting period. The district has continued to comply with GASB 34 which approaches closer alignment with the accounting and reporting practices of the private sector. Especially notable is the attempt to present a district wide financial statement. Some of the more significant components of this format are:

1. a management summary similar in tone to an "annual report;"
2. the combination generally of all funds into one or two major funds;
3. fixed assets less accumulated depreciation are discussed (this function will continue to be significant due to the fixed asset and accounting requirement); and
4. deduction of long-term debt.

With respect to its federal programs, Sierra Sands complied in all material respects with the requirements discussed in Government Auditing Standards issued by the Comptroller General of the United States, the American Institute of Certified Public Accountants, OMB Circular A-133, Audits of States, Local Government and Non-Profit Organizations, and the A-133 Compliance Supplement.

There were no Federal Award Findings or questioned costs which required disclosure in the fiscal year which ended June 30, 2012.

Chart #1: Reconciliation of government funds to net assets. This exhibit is specifically oriented around the GASB 34 private sector emphasis and recapitulates the district's position with regard to its net assets. The district's total net assets reflect the difference between its total assets (most of which relate to various cash accounts including the revenues from the Measure "A" general obligation bond and Inyo-Kern Schools Financing Authority) and its liabilities, which includes accounts payable including long term debt for capital lease obligations, the general obligation bond, and the lease revenue bond. The district's total net assets are \$59,108,651 which is ~1.2M more than net assets in 2010-11. The difference in year to year net assets is reflective of the districts continuing initiative related to its facilities program.

Chart #2: Reconciliation of net change of governmental funds to change in net assets. This exhibit is also oriented toward the GASB 34 emphasis and reflects the factors driving the change in fund balance during 2011-12. The most significant factor associated with the change to net assets continues to revolve around the effects of the district's successful modernization program.

Chart #3: Revenue sources for the year ending June 30, 2012. This chart speaks to the various funding sources contributing to Sierra Sands Unified School District's revenue. Fifty-five percent of the district's revenue comes from a combination of state aid and property taxes which was 5% more than in 2010-11. This is reflective of the reception of state matching funds in connection with the districts ongoing school site facilities initiative.

Chart #4: Expenditures for the year ending June 30, 2012. This chart provides an illustration of expenditures by category. Instruction and instruction-related expenses account for about 49% of all district expenditures. This is ~ 4% lower than in 2010-11 and speaks to the fact that expenditures related to the conclusion of the CTE Phase I facilities initiative was proportionately higher in relation to the whole of total funds expended by the district last year.

Chart #5: Comparison of Fund Balance in the General Fund speaks to the status of the fund balance at year end for the previous four years. The increase in 2011-12 over 2010-11 is mainly reflective of the higher than expected reception of Impact Aid funding as well as a lower than anticipated cut to revenue limit.

Chart #6: Average Daily Attendance provides a four-year history which depicts the experience Sierra Sands Unified School District has had in the past. 2011-12 was the sixth year in a row that the district experienced declining enrollment.

Chart #7: General Long-Term Debt also provides information over the last four years regarding the district's long-term debt. As the district took on no new long-term debt, the general long-term debt remained relatively static.

FINANCIAL IMPLICATIONS: None

SUPERINTENDENT'S RECOMMENDATION: It is recommended that the 2011-12 audit reports for the Sierra Sands Unified School District and the Inyo-Kern Schools Financing Authority be accepted as presented.

SIERRA SANDS UNIFIED SCHOOL DISTRICT

Financial Trends and Analysis
June 30, 2011

Burkey, Cox, Evans, & Bradford
Accountancy Corporation

SIERRA SANDS UNIFIED SCHOOL DISTRICT
RECONCILIATION OF GOVERNMENTAL FUNDS TO NET ASSETS
For the Year Ended June 30, 2011

| | | |
|---|--------------------|----------------------------|
| Total Fund Balance – Governmental Funds | | \$47,950,047 |
| PLUS: Fixed Assets | | |
| Capital Assets (at cost) | \$60,671,289 | |
| Accumulated Depreciation | <u>(268,761)</u> | 60,402,528 |
| LESS: Long Term Debt | | |
| Certificates of Participation | (16,265,000) | |
| State of California Payable | (2,940,987) | |
| General Obligation Bonds | (24,403,275) | |
| Lease Revenue Bonds | (4,065,000) | |
| Capital Lease Obligations | (45,000) | |
| Employment Benefit Obligations | <u>(2,739,992)</u> | (50,459,254) |
| Total Net Assets – Governmental Activities | | <u>\$57,893,321</u> |

SIERRA SANDS UNIFIED SCHOOL DISTRICT

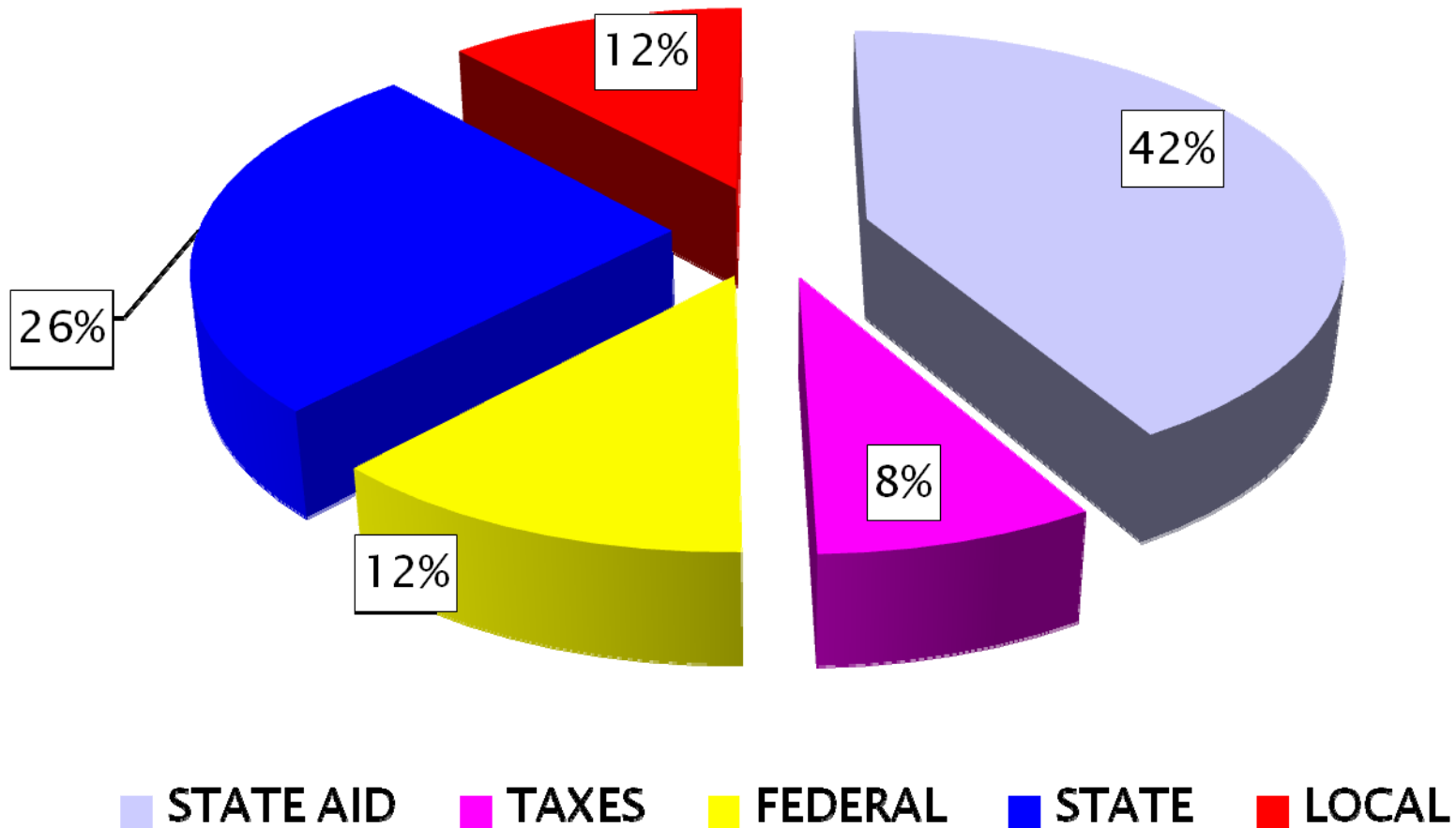
RECONCILIATION OF NET CHANGE IN GOVERNMENTAL FUNDS TO NET ASSETS

For the Year Ended June 30, 2011

| | | |
|--|--|---------------------------|
| Total Net Change in Fund Balance – Governmental Funds | | \$13,453,110 |
| PLUS: Fixed Assets Additions | \$9,651,412 | |
| LESS: Depreciation | <u>(1,323,367)</u> | 8,328,045 |
| PLUS: Current Year Amortization of Costs | 17,777 | 17,777 |
| LESS: Certificates of Participation Employment Benefit Obligation | (16,265,000) <u>(2,314,075)</u> | (18,579,075) |
| PLUS: State of California Payable General Obligation Bonds Lease Revenue Bond Capital Lease Obligation Employment Benefit Obligations | 269,013 365,000 120,000 15,000 <u>1,465,382</u> | 2,234,395 |
| Total Change in Net Assets– Governmental Activities | | <u>\$5,454,252</u> |

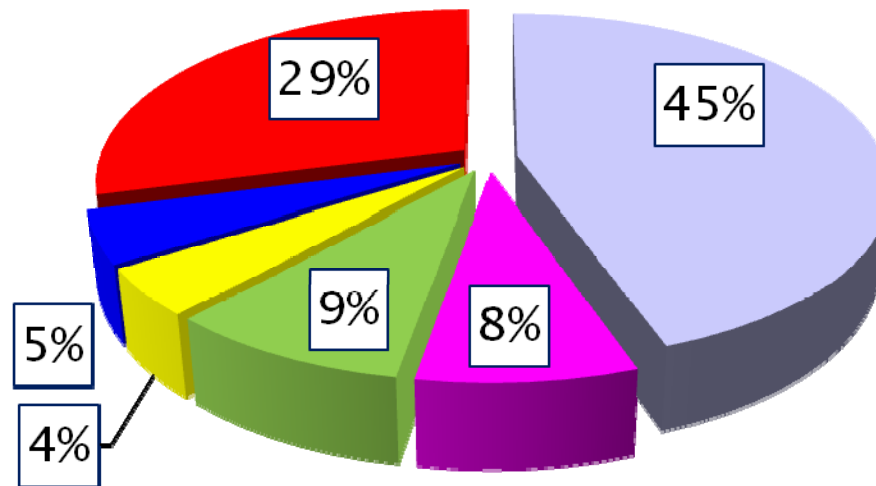
SIERRA SANDS UNIFIED SCHOOL DISTRICT

REVENUES SOURCES – TOTAL GOVERNMENTAL FUNDS FOR THE YEAR ENDED JUNE 30, 2011



SIERRA SANDS UNIFIED SCHOOL DISTRICT

EXPENDITURES – TOTAL GOVERNMENTAL FUNDS FOR THE YEAR ENDED JUNE 30, 2011

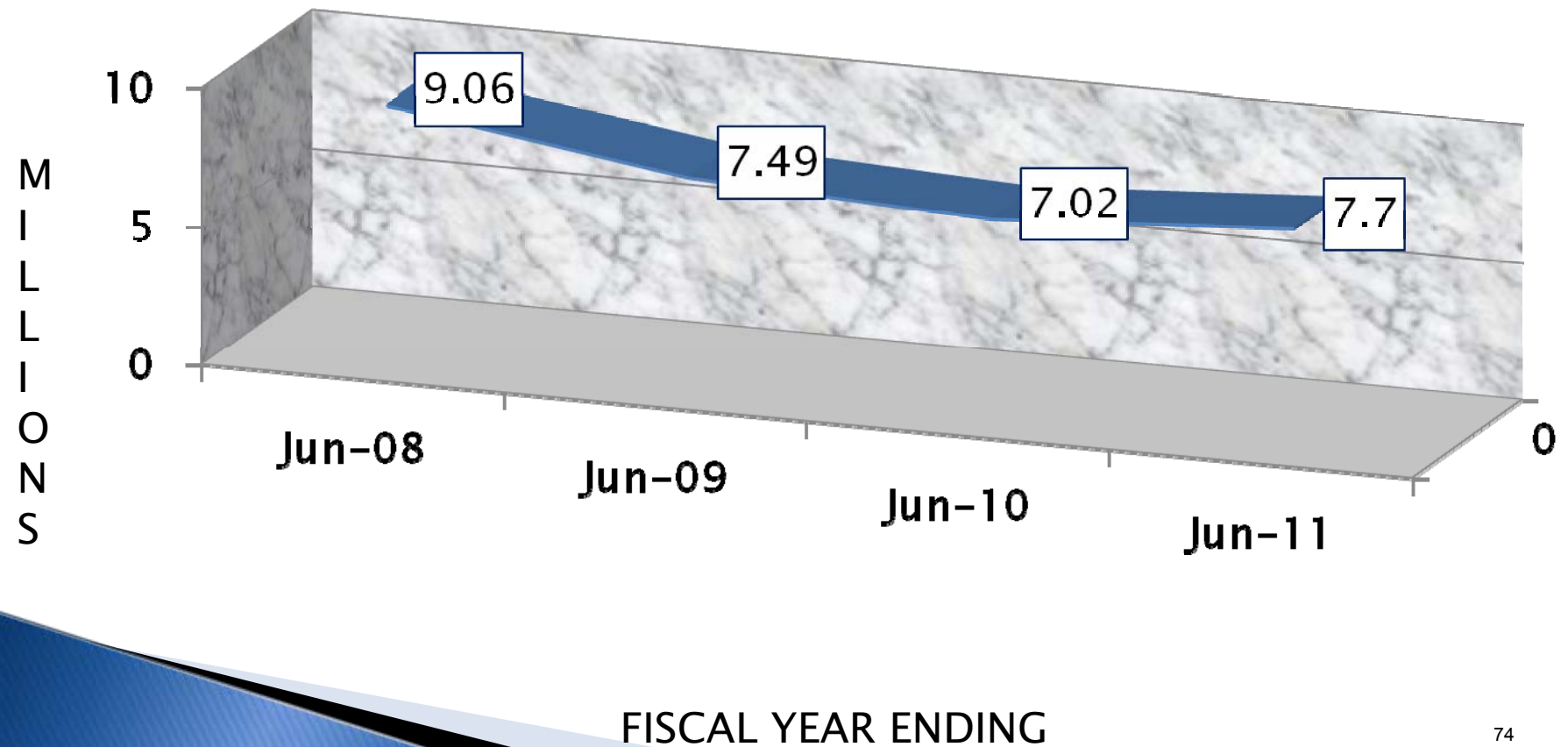


INSTRUCTION
PUPIL AND OTHER SERVICES
DEBT SERVICE

INSTRUCTION-RELATED SERVICES
GENERAL ADMINISTRATION
PLANT SERVICES

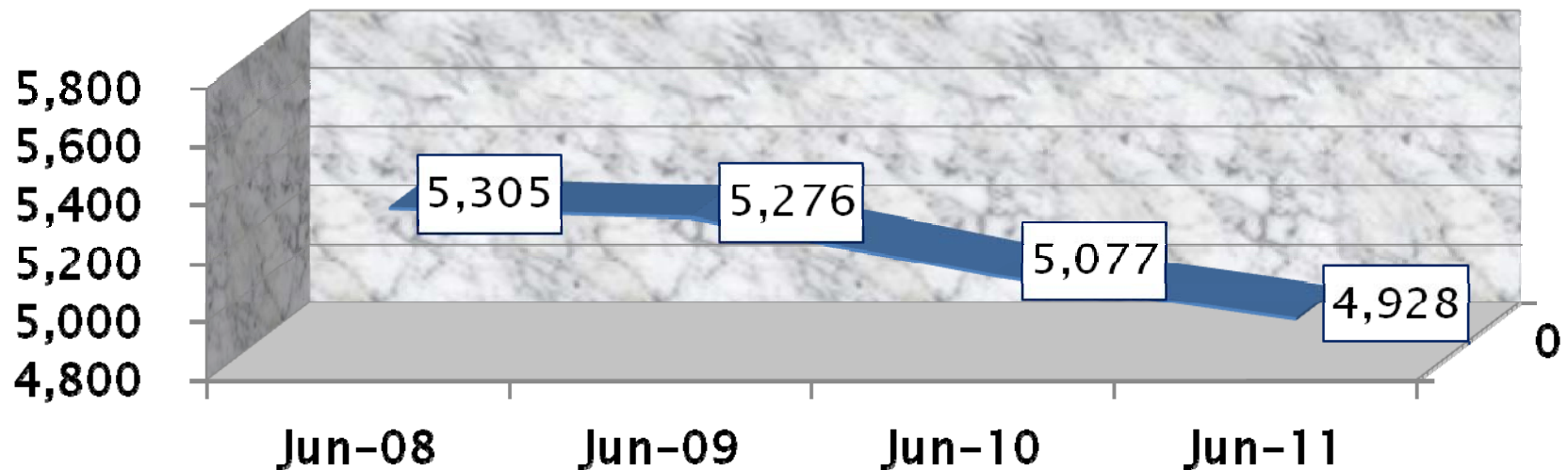
SIERRA SANDS UNIFIED SCHOOL DISTRICT

COMPARISON OF GENERAL FUND BALANCE



SIERRA SANDS UNIFIED SCHOOL DISTRICT

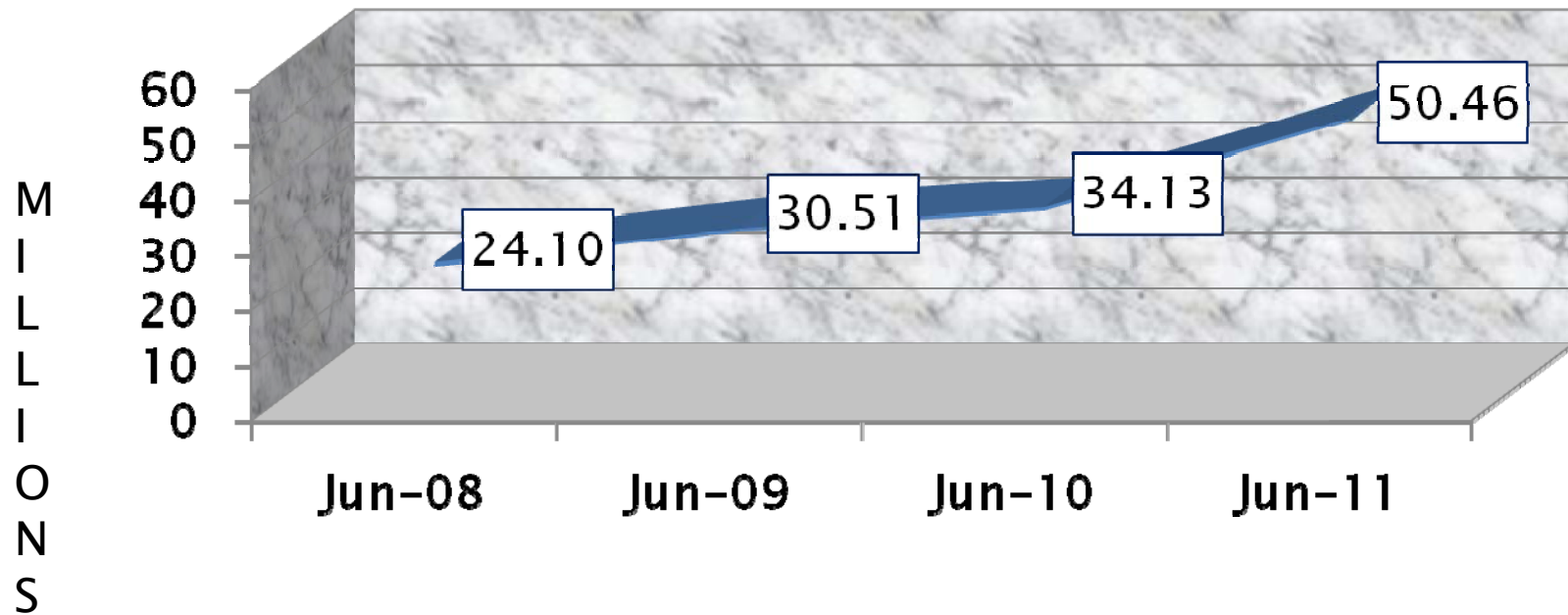
AVERAGE DAILY ATTENDANCE



FISCAL YEAR ENDING

SIERRA SANDS UNIFIED SCHOOL DISTRICT

GENERAL LONG TERM DEBT



FISCAL YEAR ENDING

12. CONSENT CALENDAR

12.1 Approval of “A” and “B” Warrant

CURRENT CONSIDERATIONS: “A” and “B” warrants released in January, 2013 are submitted for approval. “A” warrants totaled \$ 2,196,568.19 . “B” warrants totaled \$ 899,648.60.

FINANCIAL IMPLICATIONS: Warrants were issued as stated.

SUPERINTENDENT’S RECOMMENDATION: Approve “A” and “B” warrants for January, 2013 as presented.

This list represents the "A" and "B" warrants released during the month of **JANUARY 2013**
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 | \$1,573,990.87 |
| End of month classified | \$501,638.36 |
| 10th of month certificated | \$63,874.19 |
| 10th of month classified | \$57,064.77 |
| Total "A" Warrants | \$2,196,568.19 |

"B" WARRANTS

| <u>Register Number</u> | <u>Amount</u> |
|---------------------------|---------------------|
| Batch 97 | \$56,082.67 |
| Batch 98 | December |
| Batch 99 | Food Service |
| Batch 100 | \$96,304.33 |
| Batch 101 | Food Service |
| Batch 102 | \$25,000.00 |
| Batch 103 | \$50,622.79 |
| Batch 104 | \$41,257.19 |
| Batch 105 | \$31,793.19 |
| Batch 106 | \$103,168.81 |
| Batch 107 | \$12,079.26 |
| Batch 108 | \$47,212.73 |
| Batch 109 | \$79,935.00 |
| Batch 110 | \$62,535.53 |
| Batch 111 | \$39,755.35 |
| Batch 112 | \$27,884.75 |
| Batch 113 | \$18,041.59 |
| Batch 114 | Food Service |
| Batch 115 | \$106,643.16 |
| Batch 116 | \$15,600.00 |
| Batch 117 | \$2,280.63 |
| Batch 118 | Food Service |
| Batch 119 | \$22,873.62 |
| Batch 120 | February |
| Batch 121 | Food Service |
| Batch 122 | \$9,000.00 |
| Batch 123 | \$51,578.00 |
| Total "B" Warrants | \$899,648.60 |

12. CONSENT CALENDAR

12.2 Report to the Board on Solid Waste Hauling Services

BACKGROUND INFORMATION: In accordance with Public Resource Code 40059, at the August 18, 2011 board meeting, the district utilized Resolution # 4 1112 to authorize a short-term contract for solid waste services while it reevaluated the district needs and went for bid for a solid waste hauling contract. This action was precipitated by the fact that the solid waste hauling service arrangement that was in place was due to expire on September 2, 2011 and the outcome of service provision was uncertain at the time and likely to remain so by the expiration date. This necessitated a short-term contract for service while the district pursued the bid process.

CURRENT CONSIDERATIONS: The district has concluded a short-term contract with Benz Sanitation, Inc. The district has been pleased with the service provided.

FINANCIAL IMPLICATIONS: The district is in the process of evaluating its solid waste hauling service requirements and is also developing specifications so that it can publically request formal proposals for these services from all qualified providers.

SUPERINTENDENT'S RECOMMENDATION: There is no action required at this time. This item is provided for information only.

12. CONSENT CALENDAR

12.3 Approval of Recommendations for Expulsion, Expulsion Case #12 1213

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 #12 1213: As recommended by an administrative hearing panel, student is expelled for the remainder of the 2012-13 fall semester and the 2012-13 spring semester. During the period of expulsion, the student is referred to the Ridgecrest Learning Center.