

**SIERRA SANDS UNIFIED SCHOOL DISTRICT**

**Board of Education  
Regular Meeting**

**APRIL 18, 2013  
Ridgecrest City Council Chambers  
100 West California Avenue  
[www.ssusdschools.org](http://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, special, special concurrent and additional special meetings of March 14, 2013 and the special meeting of April 2, 2013.

**3. PROGRAMS AND PRESENTATIONS**

- **Citizen's Oversight Committee Annual Report**  
*Chairman Sandee Roberts will present to the board the 2011-12 annual activity report*

### 3. PROGRAMS AND PRESENTATIONS (continued)

- Las Flores: Transforming Our Instructional Practices  
*The presentation illustrates the journey of our instructional practices transformation. The presentation includes pre-PLC (Professional Learning Community) data and instructional practices, the shift to our “current reality” (data, intervention models, and instructional practices), and the positive effects on student achievement.*

### 4. PUBLIC HEARING

- 4.1 Public Hearing for a Successor Collective Bargaining Agreement for 2013-2015 from the Desert Area Guidance Association (DAGA) to the Board of Education
- 4.2 Public Hearing for a Successor Collective Bargaining Agreement for 2013-2015 from the Board of Education to the Desert Area Guidance Association (DAGA)
- 4.3 Public Hearing for Initial Contract Proposal Reopeners for 2013-2014 from Chapter #188 of the California School Employees Association (CSEA) to the Board of Education
- 4.4 Public Hearing for Initial Contract Proposal Reopeners for 2013-2014 from the Board of Education to Chapter #188 of the California School Employees Association (CSEA)
- 4.5 Public Hearing Relating to the Use of 2013-2014 Tier III State Categorical Funds

### 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
- Dates for Open Enrollment: May 1 – May 15, 2013
- Open House Calendar
- Date for Board Self-Evaluation
- Date for Superintendent's Evaluation

#### 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 Advanced Placement Chemistry Course at Burroughs High School
- 6.2 Approval of Changes to 12<sup>th</sup> Grade English Courses at Burroughs High School to More Closely Align to the Common Core Standards
- 6.3 Annual Review of Participation in the Regional Occupational Program (ROP)
- 6.4 Proposed Receipt and Use of 2013-2014 Tier III State Categorical Funds and Approval of Resolution #15 1213

## 7. POLICY DEVELOPMENT AND REVIEW

## 8. PERSONNEL ADMINISTRATION

- 8.1 Certificated  
Employment, resignation, retirement, leave of absence, change of status, termination
- 8.2 Classified  
Employment, resignation, retirement, leave of absence, change of status, termination
- 8.3 Adoption of Resolution #16 1213, Teacher Appreciation Week, May 6 – 10, 2013 and the Day of the Teacher
- 8.4 Adoption of Resolution #17 1213, Classified School Employee Week May 20-24, 2013
- 8.5 Declaration of Need for Fully Qualified Teachers for the 2013-14 School Year
- 8.6 Adoption of Resolution #18 1213, Reduction of Classified Service

## 9. GENERAL ADMINISTRATION

- 9.1 Gifts to the District
- 9.2 Mid-Year Report of Progress Toward SMART Goals
- 9.3 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
- 9.4 Authorization for Board Member Travel to the Annual California School Boards Association (CSBA) Education Conference and Delegate Assembly Meeting
- 9.5 Adoption of the Board Meeting Calendar for the 2013-14 School Year
- 9.6 Option to Participate in the Nomination for Vice President, and President Elect for the California School Boards Association (CSBA)
- 9.7 Review, Discussion and Possible Approval of Letters to our Congressmen in Support of Local School Board Issues
- 9.8 Review, Discussion and Possible Approval of Letter to our Congressmen in Support of Inyokern Airport Being One of Six Test and Research Sites for the Unmanned Air Systems (UAS) Initiative

10. CONSTRUCTION ADMINISTRATION

11. BUSINESS ADMINISTRATION

- 11.1 Approval of the Donation of the Burroughs High School Band Uniforms to the Burroughs High School Music Boosters

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 Contract with the Accounting Firm of Burkey, Cox, Evans & Bradford Accountancy Corporation for Auditing Services for the 2012-13 Fiscal Year
- 12.4 Approval of Recommendation of Expulsion, Expulsion Case #20 1213 and #21 1213

13. FUTURE AGENDA

14. ADJOURNMENT

The next regular meeting of the Board of Education will be May 16, 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](http://www.ssusd.org).*

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

SIERRA SANDS UNIFIED SCHOOL DISTRICT

Minutes of the Regular Meeting of the Board of Education

DATE OF MEETING: March 14, 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 noting that the board will hear Agenda Item # 12, Consent Calendar, following Agenda Item 2, Approval of Minutes. The Special Concurrent Agenda will be heard following Agenda Item # 10.3, Informational Item Regarding the Selection of an Architectural and Engineering Firm, and the Inyo-Kern Schools Financing Authority Agenda will be heard following Agenda Item 11.1, Approval of Second Interim Report for Fiscal Year 2012-13.

2. APPROVAL OF MINUTES

Hearing no comments, the minutes of the regular and special meeting of February 21, 2013 were adopted by consensus as written.

President Farris opened Item 12, Consent Calendar as noted during the adoption of the agenda.

12. CONSENT CALENDAR

12.1 Approval of A & B Warrants

12.2 Report to the Board on Solid Waste Hauling

12.3 Approval of Recommendation of Expulsion, Expulsion Cases # 13 1213, # 14 1213, #15, 1213, #16, 1213, #17 1213, #18, 1213, and #19, 1213

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Motion passed to approve the entire Consent Calendar except Expulsion Case #19 1213 on Item # 12.3, Recommendation for Expulsion, which will be voted on separately.

DIETRICHSON/COVERT

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

## 12. CONSENT CALENDAR (continued)

### 12.3 Approval of Recommendation of Expulsion, Expulsion Cases # 19 1213

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Motion passed to support the panels decision and approve the recommendation for expulsion on Expulsion Case #19 1213. SCOTT/ROCKWELL

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

## 3. PROGRAMS AND PRESENTATIONS

- **Murray Middle School: Science the AVID Way**  
Murray Principal, Kirsti Smith, along with Murray science teachers demonstrated AVID strategies in the science setting with the use of interactive notebooks and the link to improving test scores and preparation for the Common Core Standards.

## 4. PUBLIC HEARING

### 4.1 Public Hearing for a Successor Collective Bargaining Agreement for 2013-15 from the Desert Area Teachers Association to the Board of Education

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Board President Farris opened the Public Hearing at 7:24 p.m. and hearing no comments, closed the public hearing at 7:25 p.m.

### 4.2 Public Hearing for a Successor Collective Bargaining Agreement for 2013-15 from the Board of Education to the Desert Area Teachers Association

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Board President Farris opened the Public Hearing at 7:25 p.m. and hearing no comments, closed the public hearing at 7:26 p.m.

## 5. REPORTS AND COMMUNICATIONS

### 5.1 Student Member's Report

### 5.2 Reports from Members of the Board

Board Member Dietrichson enjoyed the "Read Across America" celebration at Rand School. Board Member Covert also enjoyed the "Read Across America" celebration at Gateway and Inyokern schools by reading to students. Mrs. Covert attended the Kern County School Boards Trustee Meeting in Bakersfield and additionally wanted to congratulate the Burroughs band and orchestra for their participation in a festival at Little Rock and the choir's participation in a workshop at Disney.

### 5.3 Superintendent's Report

- Enrollment Report: Mrs. Rummer reported that the district is still in declining enrollment but our attendance is very good.
- Dr. Seuss' Birthday: Reading to students at Rand and Inyokern Schools during the celebration of Dr. Seuss' Birthday was fun and rewarding.

5. REPORTS AND COMMUNICATIONS (continued)

5.4 Comments from the public on items not on the agenda

Public comment was opened at 7:36 p.m. and hearing no comments, the public hearing was closed at 7:37 p.m.

6. EDUCATIONAL ADMINISTRATION

6.1 Report on Special Education Review Conducted by School Services of California

Mrs. Littleton, Director of SELPA, presented an overview of the report from School Services of California after they completed their review. This item was presented as an informational item and required no action.

7. POLICY DEVELOPMENT AND REVIEW

7.1 Approval of Revisions to Board Policy Board Policy/Administrative Regulations 3260, Fees and Charges

Motion passed to approve the revisions to Board Policy 3260, Fees and Charges. The administrative regulations were for informational purposes only. DIETRICHSON/COVERT

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

7.2 Approval of Revisions to Board Policy/Administrative Regulations 1312.3, Uniform Complaint Procedures

Motion passed to approve revisions to Board Policy 1312.3, Uniform Complaint Procedures. The administrative regulations were for informational purposes only. SCOTT/DIETRICHSON

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

8. PERSONNEL ADMINISTRATION

8.1 Certificated

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

8.2 Classified

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

Motion passed to adopt the personnel actions, Items 8.1 and 8.2 as presented.  
PEARL/ROCKWELL

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

8.3 Presentation of Initial Contract Proposal for Reopeners for 2013-14 from the California School Employees Association (CSEA) to the Board of Education

California School Employees Association Chapter # 188 President, Randy Coit presented the initial contract proposal for reopeners for 2013-14 to the board of education.

8. PERSONNEL ADMINISTRATION (continued)

8.4 Presentation of Initial Contract Proposal for Reopeners for 2013-14 from the Board of Education to the California School Employees Association (CSEA)

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Ernie Bell, Assistant Superintendent of Human Resources presented the initial contract proposal for reopeners for 2013-14 from the board of education to the California School Employees Association (CSEA).

8.5 Presentation of Initial Contract Proposal for a Successor Collective Bargaining Agreement for 2013-15 from the Desert Area Guidance Association (DAGA) to the Board of Education

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Desert Area Guidance Association (DAGA) president, James Miller presented the initial contract proposal for a successor collective bargaining agreement for 2013-15 from the Desert Area Guidance Association (DAGA) to the board of education.

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

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Ernie Bell, Assistant Superintendent of Human Resources presented the initial contract proposal for a successor collective bargaining agreement for 2013-15 from the board of education to the Desert Area Guidance Association (DAGA).

9. GENERAL ADMINISTRATION

9.1 Gifts to the District

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Motion passed to accept the following gifts: Andrea Miller donated two computers to be used at Faller Elementary School and Linda Weirick donated a color laser printer valued at \$350 to the district. Walmart has donated a large pallet of school supplies to Richmond Elementary School with an estimated value of \$5,500. ROCKWELL/PEARL

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

9.2 Approval for Burroughs High School Boys and Girls Cross Country Teams to Travel to the Walt Disney World Cross Country Classic Invitational in Orlando, Florida October 12, 2013

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Motion passed to approve the out of state travel for the Burroughs High School Boys and Girls Cross Country teams to travel to the Walt Disney World Cross Country Classic Invitational in Orlando, Florida and it is noted the travel will take place October 11, through October 14, 2013. COVERT/DIETRICHSON

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

9.3 Approval for Burroughs High School Band, Choir, and Orchestra To Travel to Hawaii in March 2014 (spring break) to attend the 2014 Hawaii Invitational

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Motion passed to approve the out of state travel for the Burroughs High School Band, Choir, and Orchestra to travel to Hawaii in March 2014, during spring break to attend a music clinic that will be arranged by Band Director, Simon Austin. COVERT/DIETRICHSON

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



## 10. CONSTRUCTION ADMINISTRATION

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

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This item is informational only and requires no action.

### 10.2 Appointment of Replacement Member to the Citizen’s Oversight Committee

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Motion passed to approve the appointment of Stephanie Hudson as a member of the Citizen’s Oversight Committee. She will be serving in the capacity of a member who is a parent of a student in the school district. DIETRICHSON/COVERT

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

### 10.3 Informational Item Regarding the Selection of an Architectural and Engineering Firm and Subsequent Request to Negotiate a Contract for Services in Connection with the DoD School Facilities Construction Project

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This item is an informational item and requires no action.

At this time Board President Farris heard the special concurrent agenda as noted during the adoption of the agenda.

## 11. BUSINESS ADMINISTRATION

### 11.1 Approval of Second Interim Report for Fiscal Year 2012-13

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Motion passed to approve the Second Interim Report for Fiscal Year 2012-13.  
DIETRICHSON/COVERT

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

President Farris temporarily adjourned the meeting of the Board of Education and opened the meeting of the Inyo-Kern Schools Financing Authority.

## 12. CONSENT CALENDAR

Item 12, Consent Calendar was heard following Item 2, Approval of Minutes, as noted during the adoption of the agenda.

## 13. FUTURE AGENDA

14. ADJOURNMENT was at 9:06 p.m.

THE BOARD OF EDUCATION

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Kurt Rockwell, Vice President/Clerk

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Joanna Rummer, Secretary to Board

recorder: Alison Burson

SIERRA SANDS UNIFIED SCHOOL DISTRICT

Minutes of the Special Meeting of the Board of Education

DATE OF MEETING: March 14, 2013  
TIME OF MEETING: 6:30 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 The board will meet in closed session with the superintendent to discuss negotiations with all three bargaining units.

No action was taken in closed session.

- 2.2 The board will meet to discuss the possible discipline/dismissal/release of a classified employee.

No action was taken in closed session.

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

THE BOARD OF EDUCATION

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Kurt Rockwell, Vice President/Clerk

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Joanna Rummer, Secretary to Board

SIERRA SANDS UNIFIED SCHOOL DISTRICT

Minutes of the Special Concurrent Meeting of the Board of Education

DATE OF MEETING: March 14, 2013  
TIME OF MEETING: 7:00 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

1. ADOPTION OF AGENDA

10. CONSTRUCTION ADMINISTRATION

10.4 Approval of the Selection of an Architectural and Engineering Firm and Authorization to Negotiate a Contract for Services in Connection with the DoD School Facilities Construction Project

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Motion passed to approve the selection of Westberg+ White, Inc. for architectural and engineering services and authorization to negotiate a contract for services in connection with the DoD school facilities construction projects. DIETRICHSON/COVERT

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

3. ADJOURNMENT was at 9:06 p.m.

THE BOARD OF EDUCATION

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Kurt Rockwell, Vice President/Clerk

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Joanna Rummer, Secretary to Board

SIERRA SANDS UNIFIED SCHOOL DISTRICT

Minutes of the Additional Special Meeting of the Board of Education

DATE OF MEETING: March 14, 2013  
TIME OF MEETING: 6:00 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 STUDENT DISCIPLINE: Pursuant to Education Code Sections 35146, 48900, 48915, and 48918, the board will be discussing Discipline Case #19 1213. Action will be taken in Public Session.
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President Farris reported the board will take action on this item under Item 12, Consent Calendar.

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

THE BOARD OF EDUCATION

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Kurt Rockwell, Vice President/Clerk

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Joanna Rummer, Secretary to Board

**SIERRA SANDS UNIFIED SCHOOL DISTRICT  
MEASURE A CITIZENS' OVERSIGHT COMMITTEE**



**2011-2012 Annual Report**

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We, the members of the Sierra Sands Unified School District Measure A Citizens' Oversight Committee (the Committee, or COC), submit this report to the residents, voters and taxpayers in the Sierra Sands Unified School District (the District). This report is issued in conformance, as instructed by our by-laws, with the Strict Accountability in Local School Construction Bond Act of 2000 (Strict Accountability Act), requiring that the School District Board of Education (School Board) form an independent citizens' oversight committee, and that this committee report to the public on the proper expenditure of bond funds at least once annually. This submission represents the sixth year of the activities of the COC.

The Committee wishes to thank the District staff who has so diligently worked with us to set up our processes to ensure that vigorous and independent oversight will endure throughout the lifetime of the ballot measure. We also wish to thank the school board for providing the resources to enable us to do this important work. We appreciate this opportunity to serve the children, residents, voters and taxpayers in the Sierra Sands Unified School District.

The Committee looks forward to continuing its efforts to keep the community informed and to ensure that bond funds are spent wisely. Thank you for your continued support.

Respectfully submitted,

Sandee Roberts, Chair  
Measure A Citizens' Oversight Committee  
Sierra Sands Unified School District

### Statement of Compliance

The Sierra Sands Unified School District Measure A Citizens' Oversight Committee submits this Annual Report to the Board of Education on March 14, 2013.

The Committee advises that, based on the Performance Audit provided for the period covering July 1, 2011 through June 30, 2012, the District is currently in compliance with the requirements in Article XIII A, Section 1(b)(3) of the California Constitution. In particular, bond revenue has been expended only for the purposes so described in Measure A. As prohibited by Article XIII A, Section 1(b)(3)(a) of the California Constitution, funds were not used for any teacher or administrator salaries or other operating expenses.

Respectfully submitted,

Sandee Roberts, Chair  
Measure A Citizens' Oversight Committee  
Sierra Sands Unified School District

## **I. Executive Summary**

This is the sixth COC annual report which reviews the 2011-2012 activities and findings of the Measure A Citizens' Oversight Committee and is organized into the following topics:

- Executive Summary
- Measure A Ballot Proposition
- Original Intent of Measure A Bond
- Responsibilities
- Membership
- Meeting Dates
- Activities
- Statement of Compliance
- Findings
- The Committee's Recommendations

The Sierra Sands Unified School District was successful at the election conducted on June 6, 2006, in obtaining authorization for the District's voters to issue \$50,500,000 in bonds within legal interest rates. Proceeds from the sale of the bonds are intended for improvement, upgrade, and renovation of the District's existing facilities, construction of new facilities, and paying costs incident thereto. The election was conducted under Proposition 39, being chaptered as the Strict Accountability in Local School Construction Bond Act of 2000, at Section 15264 et seq. of the Education Code of the State (Prop 39). Measure A Bond was passed with a 61.16% vote exceeding the 55% vote required under Prop 39.

On January 19, 2006, the School Board established the Measure A Citizens' Oversight Committee in accordance with Proposition 39. On September 7, 2006, appointments to the committee were made and approved by the board. The Committee's responsibility is straightforward. The Committee is charged by state law to review the use of Measure A proceeds and to inform the public about the proper use of their tax dollars. The Committee by-laws require regular meetings to be held at least quarterly. Since its inception the committee has met twenty-three (23) times, more than satisfying the requirement to meet quarterly.

The Independent Auditor's Report performed by BURKEY, COX, EVANS, & BRADFORD ACCOUNTANCY CORPORATION covering the period July 1, 2011 through June 30, 2012, states the following:

"We conducted our audit of the SSUSD Proposition 39 Bond Construction Fund in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial



statement presentation. We believe that our audit provides a reasonable basis for our opinion.”

“In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the SSUSD Proposition 39 Bond Construction Fund as of June 30, 2012, and the changes in the financial position thereof for the year then ended, in conformity with general accounting principles generally accepted in the United States of America.”

On or before April 30, 2013, the 2011-2012 Performance Audit ending June 30, 2012, as conducted by BURKEY, COX, EVANS, & BRADFORD ACCOUNTANCY CORPORATION was provided electronically to all Citizen Oversight Committee members. A subcommittee consisting of Sandee Roberts, Ken Amster and Carter Pope met on February 22, 2013 to review the audit and begin to draft the annual report. The subcommittee reviewed the audit and directed Mr. Auld to prepare a draft report for the committee to review. The Measure A Citizens’ Oversight Committee is in agreement with the Performance Audit conclusion that the Sierra Sands Unified School District is in compliance, in all material respects, with performance requirements for the Proposition 39 General Obligation Bonds for the period ended June 30, 2012, under the applicable provisions of Section 1(b)(3)(C) of the Article XIII A of the California Constitution.

## **II. Measure A Ballot Proposition**

The Measure A Citizens’ Oversight Committee was established under the requirements of the School Construction Bond program known as Measure A. The ballot language stated that the passage of Measure A would authorize the issuance of \$50,500,000 of bonds at interest rates within the legal limit, to construct new classrooms, renovate and improve school sites and facilities; and to qualify the District for state matching funds. The language further stated that a citizens’ oversight committee would be established to guarantee funds were spent only for the specified purposes and not for administrator salaries.

### **FULL TEXT BALLOT PROPOSITION OF THE SIERRA SANDS UNIFIED SCHOOL DISTRICT BOND MEASURE ELECTION JUNE 06, 2006.**

**The following is the full proposition presented to the voters by the SIERRA SANDS UNIFIED SCHOOL DISTRICT.**

**"To improve the quality of education, shall Sierra Sands Unified School District be authorized to construct new classrooms, upgrade, renovate, and modernize classrooms and facilities including upgrading plumbing systems, renovating restrooms, making health and safety improvements, repairing and replacing roofs, improving student access to computers and technology, and qualifying the District for over \$13,000,000 in State grants by issuing \$50,500,000 in bonds within legal interest rates, with a citizens’ oversight committee, annual audits and NO money for administrator salaries."**

## **ARGUMENT IN FAVOR OF MEASURE A**

### ***Argument In Favor Of Sierra Sands Unified School District Measure "A" Tuesday, June 6<sup>th</sup> 2006***

*Your YES vote on Measure "A" will have a lasting, positive impact on our local schools and on our community. Measure "A" will provide updated classrooms and school facilities and allow us to continue providing our children with a quality education.*

*The average age of our schools is over 45 years and Inyokern Elementary, the oldest, was built in 1934. While some facilities have been modernized, many others still need major upgrades and renovations. It is now time to improve our schools.*

#### **MEASURE "A" WILL IMPROVE OUR SCHOOLS BY:**

- *Upgrading deteriorating plumbing systems and outdated restrooms*
- *Constructing additional classrooms and cafeterias/multipurpose rooms*
- *Repairing and replacing roofs*
- *Making health and safety improvements like upgrading fire alarm and communication systems*
- *Improving access to computers and technology by renovating inadequate electrical systems*

*Good schools are an investment in our children and community. It's important that Sierra Sands Unified School District maintain this investment and provide school facilities and technology comparable to other districts.*

#### **MEASURE "A" MAKES FINANCIAL SENSE BY:**

- *Qualifying the District for over \$13,000,000 in State grants*
- *Making improvements now instead of later when they will cost more*
- *Improving property values in our community and homes*

*As taxpayers, we agree on the importance of education and the value of quality schools.*

#### **BY LAW, TAXPAYER SAFEGUARDS ARE IN PLACE. MEASURE "A" WILL:**

- *Include financial audits and an independent oversight committee*
- *Only be used to improve our children's schools - not to pay salaries*

#### **COST**

- *\$54 per year for the average homeowner*

*Voting YES will have lasting, positive benefits. Measure "A" will maintain our schools as focal points of our communities and allow for the continued quality education of our children. Let's keep our communities a great place to raise our children and grandchildren.*

**MEASURE A will:**

- Upgrade deteriorating plumbing and water drainage systems, and outdated restrooms;
- Repair and replace roofs;
- Build new classrooms to accommodate student growth;
- Modernize computer technology throughout the District, including improving computer labs, renovating electrical systems, and providing additional computers;
- Modernize outdated classrooms, including improving handicapped accessibility (ADA), lighting, ceilings, flooring and painting;
- Provide adequate multi-purpose rooms through new construction and/or renovation;
- Make health and safety improvements such as upgrading fire alarm and communication systems;
- Construct a more efficient maintenance, operation, and transportation facility to decrease operational expenses and replace the current inadequate facility;
- Replace outdated playground equipment to improve student safety;
- Renovate or expand bus loops as necessary to increase student safety and improve traffic flow;
- Renovate, expand, construct, and upgrade student support facilities including joint use projects, as needed;
- Necessary site preparation/restoration in connection with new construction, renovation or remodeling, or installation or removal of relocatable classrooms;
- Address unforeseen conditions revealed by construction/modernization (e.g., plumbing or gas line breaks, dry rot, seismic, structural, etc.); and
- Furnish and equip schools as needed to the extent permitted by law.

**III. Original Intent of Measure A Bond**

In 2004, the District realized that a modernization program at all school sites was required. Toward that end, the Board approved a contract with SCArchitects, Inc. to perform a district-wide facilities needs assessment study. The results of the study, which were presented at the June 14, 2005 Board meeting, focused on infrastructure, Americans with Disabilities Act (ADA) requirements, safety and security, technology, and the classroom environment. At that time, estimated cost for such an effort at District school sites was about \$105,000,000. At the December 8, 2005 Board meeting, the district

authorized the architectural firm of Westberg + White to provide a Facilities Master Plan dealing specifically with the District's school sites. The District Board accepted the plan on May 4, 2006. At the March 2, 2006 Board meeting, the District was authorized to begin work on a facilities bond under the Proposition 39 authority. The community supported the District's bond campaign, and on June 6, 2006 the bond in the form of Measure A was passed by 61.16%, which exceeded the 55% required by Proposition 39 regulation. Since that time, in accordance with Education Code, a Measure A Citizens' Oversight Committee has been appointed and has met multiple times, the annual performance audit has been presented to the Committee, and a number of actions related to the Measure A effort have been initiated.

#### **IV. Responsibilities**

The mission of the COC is to oversee the expenditures of taxpayer money for the construction, repair, and modernization of schools by the District and to communicate its findings and recommendations to the School Board and the public so that Measure A bond funds are invested as the voters intended and projects are completed prudently and efficiently. The COC oversees both internal and external controls and provides feedback to the School Board and public by highlighting successes, shortcomings, and identifying areas for improvement. In order to maintain controls to ensure that they are constantly improved and updated, the COC monitors the District's actions with regard to their recommendations.

*According to its bylaws, which are guided by the requirements of California's Proposition 39, Article XIII A of the California State Constitution, and the ballot language of the bond, the COC must oversee the Bond program's compliance with the accountability requirements of Article XIII A of the California State Constitution. These accountability requirements include annual performance and financial audits on use of bond proceeds. The School Board established the independent Citizens' Oversight Committee (COC) January 19, 2006, according to the guidelines established by Proposition 39, Article XIII A of the California State Constitution, and the ballot language of the Measure A bond.*

#### **V. Membership**

The Committee is composed of district residents with a broad base experience in business, government, and finance, as well as parents of school children and members of parent-teacher organizations, a senior citizen organization, and a taxpayer association.

| Name                       | Representative Group  | Term                                |
|----------------------------|---|-------------------------------------|
| Stephanie Hudson<br>Member | Parent or guardian of a child enrolled in the district  | First Term Expires in 2015          |
| Carter Pope<br>Member      | Active in a business organization representing the business community located within the district         | First Term Expires in October 2015  |
| Ken Amster<br>Member       | Both a parent or guardian of a child enrolled in the district and active in a parent-teacher organization | First Term Expires in October 2015  |
| Linda Klabunde<br>Member   | Active in a senior citizens' organization   | Second Term Expires in October 2014 |
| Jennifer Mather<br>Member  | Community Member at Large   | First Term Expires in October 2013  |
| Julie Ann Pennix<br>Member | Community Member at Large   | First Term Expires in October 2013  |
| Sandee Roberts<br>Chair    | Active in a bona fide taxpayers' organization   | First Term Expires in October 2013  |

## VI. Meeting Dates

September 16, 2011  
February 23, 2012

December 9, 2011  
April 11, 2012

February 3, 2012  
May 11, 2012

## VII. Committee Activities

We have specified procedures for the Committee to obtain data concerning project progress, budget information, and work quality. The data gathering systems are now in place to provide the committee with the essential reports needed to make it possible to conduct oversight.

To achieve its purpose, the COC actively reviewed:

- Expenditures of the school construction program funds
- The status of the school construction projects

Specific activities of the COC included:

- Interviewing representatives of the administration and Measure A consultants
- Providing feedback and recommendations to District Staff
- Requests for independent legal counsel as needed
- Visiting sites undergoing Measure A modernization
- Advertised, interviewed, and made recommendations for replacement members to the COC due to resignations or expiring terms.

## **VIII. Statement of Compliance**

By a vote of 5 to 0, with two members absent, the Committee finds the District is currently, (as of this reporting period, July 1, 2011 through June 30, 2012), in substantial compliance with the standards of Article XIII A of the California State Constitution Section 1(b)(3), as described below.

## **IX. Findings and Conclusions on Accountability Requirements**

Based on information provided, the Committee finds and concludes that from July 1, 2011 to June 30, 2012, the School District is currently in compliance with the accountability requirements of Article XIII A, Section 1(b)(3) and the original bond language as follows.

1. The District has conducted the state required annual, independent performance audit to ensure that funds have been expended only on the specific projects listed.
2. Funds designated Measure A Bond Funds have been properly accounted for and were used for authorized bond projects. The bond sale proceeds have not been used for salaries of school administrators or other operating expenditures.
3. The audit report reported no compliance findings in the audit.

## **X. Exceptions**

There are no exceptions with the accountability requirements of Article XIII A, Section 1(b)(3) during this reporting period, July 1, 2011 to June 30, 2012.

## **XI. The Committee's Recommendations**

The status of the Committee's recommendations to the District from the 2011 Annual Report is noted below:

The Committee has no further recommendations this year.

## **XII. Status Report on Construction Program**

Following is a summary of how bonds have been spent:

### **Bond Happenings**

#### **Issuance of School Bonds:**

Adoption of Resolution #18 0506 Ordering an Election to Authorize the Issuance of School Bonds, Establishing Specifications of the Election Order, and Requesting Consolidation with Any Other Election Occurring on June 6, 2006, was passed on March 2, 2006. This set into motion the modernization program. On June 6, 2006, the voters of the Indian Wells Valley passed Measure A ensuring the trust of the education of the valley's children to the District. This is the first bond to ever be passed in the IWV and the District is extremely thankful for the vote of confidence from its citizens.

#### **Citizens' Oversight Committee (COC):**

The formation of the Citizens' Oversight Committee (COC) is required by the Education Code Section 15278(a) for the purpose of expending general obligation bond proceeds. The Board approved to establish the COC on January 19, 2006. On September 7, 2006, the Board made their appointments to the COC.

#### **Committee for School Facilities Improvement:**

The School Facilities Improvement Committee was established by the Board on January 19, 2006, and made appointments on September 21, 2006. Though the formation of the committee is not required by code or citation, the District believes that such a committee, which consists of professions in the construction environment (architects, general contractors, and institutional contractors, civil, electrical, and structural engineers), will be a valuable resource to the District as it pursues its modernization agenda. This committee did meet in 2009 – 2010.

#### **Westberg + White Architects and Planners (W+W):**

Since December 2005, the architectural firm of Westberg + White, Architects and Planners, has been working with the District in support of its modernization initiatives.

On May 4, 2006, the Facilities Master Plan was adopted. The Master Plan discussed projections of future enrollment, improvements which were necessary to bring existing facilities up to modern educational standard, and identification of potential funding sources. Since its adoption, the firm has visited all District sites a minimum of three times, met with District staff, met with all site principals and managers, met with representative staff at each site, and met with parents and members of the community. This continues to be an ongoing effort as the District progresses through the modernization process.

Additionally, members of the Westberg + White team and the District's project manager for construction meet and confer to discuss, evaluate, and make preliminary recommendations regarding the architectural and technical standards and requirements of the project. These meetings are regular and ongoing and have been held at the school sites as well as at the architects' offices.

### **Significant Completed Efforts in Support of and in Preparation for Construction:**

Performance of the following tasks was required in preparation for construction. The information will be utilized by the Division of the State Architect, the Office of Public School Construction, Westberg + White (architectural firm), other contractors, and District personnel during modernization and beyond.

- Over 150 individual plans from the District for use in developing the new modernization plans have been scanned and converted into an AutoCAD database.
- Land surveys, property boundary confirmation, aerial photographs, and topographical surveys of all Sierra Sands school sites have been completed.
- Video inspection of sewer pipe at Richmond Elementary School, Vieweg Education Center, and Mesquite High School has been performed. All District school sites will undergo video sewer pipe inspection.
- Soil sample and compaction tests have been completed at all school sites.

### **Measure A Activities – 2012**

**Sherman E. Burroughs High School:** Three distinct phases were designed to replace the circa 1958 electrical system:

- **Phase I** – Replacement and repair of the gas, water and sewage system. This also the installation of 90,000 linear feet of electrical and data conduits. Completed during the summer of 2009.
- **Phase II** – Installation of new electrical service consisting of some 20 miles of new conductors, transformers and electrical panels in all campus buildings. The new service has a substantially increased capacity, has reduced the potential for campus blackouts, and is a much safer design. This project was made possible by an easement contract made between the United States Navy and Southern California Edison that allowed for a new underground electrical service from near Stater Brothers to a new switch gear located northwest of the Ed Dilley Baseball Facility. The new easement is located on Navy property along Drummond Avenue. Was completed and certified as closed in 2012.<sup>1</sup>
- **Phase III** New classroom branch circuitry (grounded) and lighting. This is not a Measure A funded activity. It will be integrated with the upcoming DoD modernization of the campus. In advance of both of these activities, the Career and Technical Education (CTE) modernization of the Video and Television Production Laboratory (F2) and shops GO3 and GO4 was conducted over the summer of 2012. However, these were not funded by Measure A.

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<sup>1</sup> An application was made to the Office of Public School Construction for state matching funds for the BHS Phase II project. At its December 12, 2012 meeting, the State Allocation Board approved the district's application in the amount of \$5,042,273 (Approval does not guarantee future funding, however). If funded, it is not anticipated that these funds will be received until a new state school facilities bond is issued, and it is contingent upon how a new state facilities bond is managed. In short, for the district to receive these funds, a new state school facilities bond will need to be issued.



**Theodore Faller Elementary School:** The modernization of this campus was completed in 2009. Although completely operational and with no risk to students/faculty, Division of State Architect (DSA) required an additional wiring upgrade, which was completed in December 2012 as part of Measure A

**Las Flores Elementary School:**

**Phase I** This Measure A funded phase is comprised of the installation of six new relocatable classrooms and a relocatable ADA compliant restroom facility, an electrical capacity upgrade and some flatwork (concrete walkways/play surfaces) replacement. This project was completed in 2011 however; the electrical component currently has code compliance issues requiring remediation by the contractor at no cost to the district. The current installation represents no risk to students/faculty, yet the placement of certain exterior conduits could create safety/operational issues for maintenance staff.

**Phase II** The primary component of this project was the seismic retrofit of the HVAC units, conducted (and solely funded) by Siemens Industries under a contract with West Coast Air. Concurrent with the Siemens project, the district conducted a “maintenance project” funded by multiple sources, largely from the Inyo-Kern Schools Financing Authority and a small portion of Measure “A” funds, consisting of interior and exterior paint, new carpet and flooring, new tackable wall surfaces and Smartboards. Consistent with current code requirements, windows subject to “human contact” were replaced with tempered glass. Windows that were not replaced received interior tinted film to reduce energy costs and to reduce the potential for glass shards from flying in the classrooms in the event of a major earthquake. Central to the project was a totally redesigned student drop-off zone, new play equipment with rubberized fall zones and a new playfield. Phase II was initiated and completed during 2012 in time for the start of the fall 2012 school year. Restroom modernization is currently in design as a summer 2013 project but will not be supported by Measure A funds as these funds are currently exhausted.

During this project, the district demolished seven outdated/uncertified relocatable classrooms. The state has a program which funds the reimbursement of costs associated with replacing outdated/uncertified relocatable classrooms with new ones. The district is in the process of making application for some \$2.5 million in reimbursement. Whether the district receives funding will not be known for several years.(see footnote <sup>1</sup>)

**Inyokern Elementary School:** This project was completed in 2011, however in December 2012, the district received reimbursement from Siemens in the amount of \$753,000 for the HVAC retrofit component of this modernization project. The \$753,000 included minor reimbursement adjustments for Faller and Pierce Elementary Schools. The \$753,000 was deposited in the district’s Measure A fund to offset current encumbrances and liabilities.

### **Measure A Recap**

|                         |              |
|-------------------------|--------------|
| Total Authorization     | \$50,500,000 |
| Bonds Sold              | \$24,869,400 |
| Remaining Authorization | \$25,630,600 |

The \$24,869,400 of bond proceeds funded modernization projects at Faller, Inyokern, Las Flores (ongoing) Pierce and Rand Schools, as well as infrastructure improvements at Sherman E. Burroughs High School. Also funded by Measure A were shade structures and ADA accessibility to these structures on most district campuses.

Some of this work (Inyokern Phase II, BHS infrastructure Phase II and part of the Las Flores project) would not have been completed except for a unique opportunity provided in 2010 by the Qualified School Construction Bond program funded by the American Recovery and Reinvestment Act, which allowed the district to acquire an “advance” of \$13 million in unsold bond authority. State matching funds (the district has on deposit \$4,481,211 and an additional \$5,042,273 in unfunded, but approved status) and future bond sales will provide for the repayment of the “advance.”

In sum, although precisely unknown, in the out years there will be some significant amount of Measure A funds for future projects.

### **Of Significant Note**

Although not Measure A funded, the Sherman E. Burroughs High School campus enjoyed significant facilities enhancement by the completion of the much anticipated Career and Technical Education (CTE) building. This building was dedicated on April 3, 2012, just months ahead of the 20<sup>th</sup> anniversary of the district’s newest permanent construction, Gateway Elementary School (1992).

### **Measure A Activities – 2011**

- Inyokern Elementary School: Phase II of the Inyokern Elementary School modernization was completed. This project required the relocation of the preschool from the east to the west side of the campus, as the weight of the building was crushing the sewer. The media center classroom building was totally gutted and two classrooms were eliminated to create a much larger library and computer lab. Two new relocatable classrooms were installed to replace those consumed by the media center. Restrooms were made ADA accessible. Infrastructure was replaced. The faulty Siemens HVAC installations were corrected. New flooring, tackable wall surfaces and lighting were installed throughout the campus.
- Las Flores Elementary School: Six new relocatable classrooms and a new relocatable restroom were installed. A partial replacement of the electrical system was completed. Scheduled for 2012, are a new campus-wide fire safety system, the HVAC seismic retrofit and classroom modernization.
- Burroughs High School: Major progress was made on the electrical conversion by the installation of 20 miles of conductors, panels and transformers in all campus buildings. The current status of the conversion is that the new electrical feed to the campus buildings is complete. The new electrical service has substantially increased the capacity and significantly reduced the potential of blackouts. The service is also a much safer design. However, the final phase, which is the branch circuitry to the individual classrooms, is yet to be completed.

## **Measure A Activities – 2010**

Heating Ventilation Air Conditioning (HVAC) Retrofit: Until July 2008, the Sierra Sands Unified School District had no indication that there were structural issues with the Siemens heating-ventilating-air-conditioning (HVAC) installations, which were conducted district-wide. In July 2008, the district was confronted by the Division of the State Architect (DSA), which directly asserted that no district projects would move forward unless the structural issues universally characteristic of the Siemens HVAC installations were evaluated and corrected. Essentially, Siemens completely ignored DSA and conducted their installations at will and without record. In short, DSA could not accept the responsibility for installations that it could not document. To create the DSA structurally approved retrofit and record, the district suffered enormous unbudgeted costs. Measure A has been the primary source of funding for these projects. During this reporting period the district (d) and Siemens(s) have completed the following seismic retrofits:

- Complete seismic retrofit of Faller and Pierce Elementary Schools (d) – Siemens has contributed approximately \$800,000 to this effort and is in negotiations with the district to increase their contribution. The total cost of the seismic retrofit was in excess of \$1.5 million for these two schools.
- Complete seismic retrofit of G Wing at Sherman E. Burroughs High school (s).

Measure A Funding: In 2005, the district contracted for a comprehensive facilities needs analysis, primarily focusing on modernization of its campuses. This needs analysis totaled some \$150 million, but did not include invasive or destructive analysis. As the result of the invasive and destructive analysis done at Faller and Pierce during modernization, particularly as regards infrastructure components (water, gas, sewer and electrical systems) which required total replacement, this total needs cost is estimated to be in excess of \$200 million.

On June 6, 2006, Measure A passed authorizing \$50.5 million in general obligation bond sales. This authorization is significantly lower than the assessed need, yet reflected the level of voter tolerance. Voter tolerance was determined by a political telephone survey. Attempting authorization higher than \$50.5 million could have resulted in a failed attempt to pass Measure A.

Two primary factors determine when bonds can be sold and the denomination of the bond sale. The district promised the community that it would maintain the cost to the taxpayer at \$60/\$100,000 of assessed valuation. The district was able to sell \$24.9 million in August 2006 at the \$60/\$100,000 threshold. Assessed valuation within the community grew sufficiently to provide for an additional bond sale in December 2008 of \$5.4 million, consistent with the \$60/\$100,000 of assessed valuation. As of this writing, the district could sell an additional \$2 million, consistent with \$60/\$100,000 of assessed valuation. As predicted prior to the passage of Measure A, the balance of Measure A funds cannot be totally obtained until 2018, based on the \$60/\$100,000 tax threshold.

The total bonding capacity for the district is approximately \$100 million (if strategically amended over the course of the life of the bonds and based on assumed assessed valuation growth, or \$47.5 million absent assessed valuation growth and no strategic plan to increase bond proceeds). \$100 million is roughly one-half of the assessed facilities needs.

Essentially all of the Measure A funds have been expended on:

- Design and engineering services
- Management and legal services
- Playground and shade improvements
- ADA accessibility to these structures
- Comprehensive modernization of Faller School
- Comprehensive modernization of Pierce School
- Burroughs High School infrastructure project
- Inyokern School infrastructure project
- Las Flores pre-construction services
- New portable classroom acquisition and installation

Qualified School Construction Bonds (QSCB): This is a federal program and part of the economic stimulus package. Sierra Sands was the first district drawn by lot to be eligible for this program. With this program, the district could sell up to \$25 million in QSCB, principal only bonds. The duration of the loan is fifteen years, at which time the district would make one payment to repay the investors. The investors receive tax credits over this period in lieu of interest. During this reporting period, the district made application to participate in the QSCB program, which would allow for:

- Complete modernization of Inyokern Elementary School
- Electrical system conversion at Sherman E. Burroughs High School
- Installation of six relocatable classrooms and one relocatable restroom facility at Las Flores Elementary School, as well as the replacement of the electrical system, fire/life safety system, carpet and paint

The board of education set the limit for this program at \$12 to \$15 million, depending on market conditions. This program was legally challenged and suspended for the time being, pending enabling legislation. Sources for repayment of these bonds are future state matching funds and future Measure A sales. Although the actual QSCB transaction occurred in July 2010, outside of this reporting period, all of the ground work took place in 2009-2010. The district netted \$13.1 million in program proceeds (actually an “advance” on future Measure A proceeds and state matching funds) to continue the projects noted above. Not during this reporting period, but of significant note, the district has received state matching funds as follows:

- Faller     \$1,470,770
- Pierce     \$1,998,716
- Inyokern \$1,011,725
- Totaling \$4,481,211

### **2009 Measure A Projects**

Although design and engineering and management and legal services are ongoing, four major projects were completed in 2009:

- Faller Elementary School – This project was completed in August 2009. The school was occupied on time. This project consisted of a comprehensive infrastructure replacement, the conversion of the cafeteria/classroom building into a modern multipurpose room, and the enclosure of the previously open classrooms in the media building. The fire/life safety system was replaced. Full ADA accessibility was achieved. Discovered during the modernization project was the fact the seismic drag struts were not completed during the original construction of the media building. The HVAC retrofit was completed as required by DSA. The roof on the media building was also totally replaced, as were the window units in the two main buildings. The total project cost, including temporary classrooms and administrative space and acquisition and installation of the new classrooms, was slightly in excess of \$7.5 million. The cost to complete the HVAC retrofit was \$348,168. Measure A was the primary source for funding this project.
- Pierce Elementary School – This project was completed in August 2009. The school was occupied on time. This project consisted of a comprehensive infrastructure replacement and the conversion of classroom space in the cafeteria building into additional office space. A new classroom and new computer lab were also acquired and installed. The fire/life safety system was replaced. Full ADA accessibility was achieved. The HVAC retrofit was completed as required by DSA. Roofs were repaired as needed. The total project cost, including the acquisition and installation of the new classroom and computer lab, was slightly in excess of \$7 million. The cost to complete the HVAC retrofit was \$815,916. Measure A was the primary source for funding this project.
- Burroughs High School Infrastructure Project – This project was completed one week ahead of schedule. Four thousand linear feet of trenching was conducted and 90,000 feet of electrical conduit, water line, sewage line, and gas line was installed. This project was moved forward in the overall program schedule due to the need to prepare the existing infrastructure for the new Career and Technical education building (not Measure A funded), which will commence this summer. This project came in on time and slightly under the \$4 million budget.

- Inyokern Parking Lot and Infrastructure – A new parking lot was installed (2009) and comprehensive infrastructure modernization was completed (March 2010). The budget for this phase of modernization was set at \$2 million. This project was launched in the fall of 2010 and is now complete.  
This project consisted of the installation of two new relocatable classrooms to compensate for a greatly expanded library/technology center that consumed two permanent classrooms, the relocation of the pre-school, full infrastructure replacement, ADA accessibility and signage compliance (including a stage-lift), complete classroom modernization and the HVAC seismic retrofit (currently at district expense/settlement offer by Siemens under district consideration).
- Rand School Modernization – This project was completed in time for the start of school in August 2010. The project consisted of a total restroom modernization and ADA accessibility and signage compliance.
- Sherman E. Burroughs High School Electrical Conversion, Phase Two – During the reporting period, significant effort was made in designing the new electrical system and in acquiring an easement for SCE on Navy property, along Drummond Avenue.

4. PUBLIC HEARING

- 4.1 Public Hearing for a Successor Collective Bargaining Agreement for 2013-2015 from the Desert Area Guidance Association (DAGA) to the Board of Education
- 

BACKGROUND INFORMATION: The Desert Area Guidance Association (DAGA) submitted its initial contract proposal for a successor agreement for 2013-15 to the board of education at its regular meeting of March 14, 2013.

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

FINANCIAL IMPLICATIONS: None at this time.

SUPERINTENDENT'S RECOMMENDATION: Conduct a public hearing on the proposal for a successor collective bargaining agreement for the 2013-15 from the Desert Area Guidance Association (DAGA) to the board of education.



**Initial Proposal of Desert Area Guidance Association**  
**To**  
**Sierra Sands Unified School District**  
**For the Successor Collective Bargaining Agreement:**  
**2013-2015**

Due to continued economic and funding uncertainty, Desert Area Guidance Association (DAGA) is interested in maintaining status quo step and column movement, working day schedule, and health/welfare package.

**ARTICLE IV**

DAGA is interested in the discussion of Local Control Funding type formulas and related affects to salary and benefits while maintaining total compensation process described in the May 29, 2007 Fair Share Calculation Memorandum of Understanding between parties.

- 1) DAGA Salary Schedules will remain unchanged for the 2013-2014 salary schedules.
- 2) Step and Column movement should continue to be granted based on the conditions set forth in current DAGA collective bargaining agreement.

**ARTICLE V**

DAGA is interested in maintaining discussion regarding Health and Welfare Benefits.

- 1) Continued interest in district responsibility of paying health and benefit program / including possible increases.

**RE-OPENERS:**

**2014-2015 Salaries: Total Compensation Package that attracts and retains well trained DAGA members comparable of surrounding districts.**

**2014-2015 Health and Welfare premiums will be paid by the district and/or will be determined subject to contractual re-openers.**

**2014-2015 DAGA may re-open 3 additional Articles to be determined.**

4. PUBLIC HEARING

- 4.2 Public Hearing for a Successor Collective Bargaining Agreement for 2013-2015 from the Board of Education to the Desert Area Guidance Association (DAGA)
- 

BACKGROUND INFORMATION: The board of education submitted its initial contract proposal for a successor agreement for 2013-15 to the Desert Area Guidance Association (DAGA) at its regular meeting of March 14, 2013.

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

FINANCIAL IMPLICATIONS: None at this time.

SUPERINTENDENT'S RECOMMENDATION: Conduct a public hearing on the proposal for a successor collective bargaining agreement for 2013-15 from the board of education to the Desert Area Guidance Association (DAGA).

**DISTRICT PROPOSAL TO DAGA**  
**INITIAL PROPOSAL OF SIERRA SANDS UNIFIED SCHOOL DISTRICT**  
**TO**  
**DESERT AREA GUIDANCE ASSOCIATION**  
**FOR A “SUCCESSOR” TO THE COLLECTIVE BARGAINING AGREEMENT:**  
**2013-2015**

*Pursuant to Government Code section 3547, the Sierra Sands Unified School District (hereafter “District”) hereby submits its initial proposal to the Desert Area Guidance Association (hereafter “DAGA” or “Association”) for a “Successor” to the Collective Bargaining Agreement (hereafter “Agreement”) for 2013-2015.*

*The current contract expires on June 30, 2013. Therefore it is understood that the entire contract is open for bargaining considerations. In particular, the district has an interest in discussing the following Articles:*

**Article IV SALARIES**

The district has an interest in bargaining the fiscal impact of the Governor’s new budget formula LCFF (Local Control Funding Formula) as it pertains to district funding.

**ARTICLE V EMPLOYEE BENEFITS**

The District has an interest in bargaining the impact of the rising costs related to the Health and Welfare programs offered by our insurance provider.

**ARTICLE VII TRANSFERS**

The district has an interest in bargaining the possibilities of transfers.

**ARTICLE X HOURS OF WORK**

The district has an interest in bargaining the impact for changes in the hours of work.

**ARTICLE XI GUIDANCE EVALUATION PROCEDURE**

The District has an interested in bargaining the relevance of the current certificated evaluation procedures as we move in to the “Common Core” transition period.

4. PUBLIC HEARING

- 4.3 Public Hearing for Initial Contract Proposal Reopeners for 2013-2014 from Chapter #188 of the California School Employees Association (CSEA) to the Board of Education
- 

BACKGROUND INFORMATION: Chapter #188 of the California School Employees Association (CSEA) submitted its initial contract proposal for reopeners for 2013-14 to the board of education at its regular meeting of March 14, 2013.

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

FINANCIAL IMPLICATIONS: None at this time.

SUPERINTENDENT'S RECOMMENDATION: Conduct a public hearing on the proposal for initial contract proposal reopeners for 2013-14 from Chapter # 188 of the California School Employees Association (CSEA) to the board of education.

**CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION**  
**RIDGECREST CHAPTER 188**  
**CONTRACT PROPOSAL**

**March 4<sup>th</sup>, 2013**

*SUBMITTED TO*

**SIERRA SANDS UNIFIED SCHOOL DISTRICT**

*California School Employees Association, Ridgecrest Chapter 188 reserves the right to add to, delete from, amend, or modify these proposals through the process of meeting and negotiating with the Sierra Sands Unified School District.*

## **CSEA Ch. 188 Contract Proposal – 03/04/13**

CSEA, and it's Ridgecrest Chapter 188 submit the following proposal:

### **ARTICLE V EMPLOYEE COMPENSATION**

EMPLOYEE COMPENSATION ARTICLE shall be amended as follows:

Increase in salary schedule to State COLA plus 5% effective July 1, 2013, inclusive of all employees as of July 1, 2013.

A reclassification of the Position of Maintenance Secretary (or appropriate title) will be negotiated to a more appropriate placement on the salary schedule. Other reclassifications may be negotiated between the parties.

The District will maintain paying for step and column increases.

Should any other group of employees receive increases in compensation, an equal compensation shall be received by the employees covered by this Agreement.

### **ARTICLE IV HOURS**

D. ADD: ...One hundred hours of release time shall be provided and utilized at the discretion of the Chapter President.

### **ARTICLE VIII HEALTH AND WELFARE**

The District will maintain paying for Health and Welfare along with any increases paid for by the District for 2013-14 and reopeners as denoted with appropriate date changes in Article XXIII for 2013-14 and 2014-15.

4. PUBLIC HEARING

- 4.4 Public Hearing for Initial Contract Proposal Reopeners for 2013-2014 from the Board of Education to Chapter #188 of the California School Employees Association (CSEA)
- 

BACKGROUND INFORMATION: The board of education submitted its initial contract proposal reopeners for 2013-14 from the board of education to Chapter #188 of the California School Employees Association (CSEA) at its regular meeting on March 14, 2013.

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

FINANCIAL IMPLICATIONS: None at this time.

SUPERINTENDENT'S RECOMMENDATION: Conduct a public hearing on the initial contract proposal reopeners for 2013-14 from the board of education to Chapter #188 of the California School Employees Association.

**INITIAL PROPOSAL OF SIERRA SANDS UNIFIED SCHOOL DISTRICT**

**TO**

**CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION**

**FOR THE COLLECTIVE BARGAINING AGREEMENT:**

**2013-2014**

Pursuant to Government Code section 3547, the Sierra Sands Unified School District (hereafter “District”) hereby submits its initial proposals to the California School Employees Association Chapter 188 for the Collective Bargaining Agreement: 2013-2014.

**ARTICLE V-EMPLOYEE COMPENSATION**

The District has an interest in bargaining the effects of Article V as it relates to employee compensation. The district has an interest in discussing any impact the continuing budget crisis may have in maintaining district fiscal solvency.

**ARTICLE VI-HOURS**

The District has an interest in bargaining the effects of Article VI as it relates to hours of work. There will be some need of discussion regarding the impact of state budget cuts on our district fiscal solvency.

**ARTICLE VII CLASIFICATION JOB DESCRIPTION**

The district has an interest in bargaining the effects of employee classifications and job descriptions.

**ARTICLE VIII – HEALTH AND WELFARE BENEFITS**

The District has an interest in discussing health and welfare benefit premium increases for 2013-2014.

**ARTICLE X VACANCY, TRASFER AND PROMOTION**

The district has an interest in bargaining the effects of vacancies, transfers and promotions.



The District reserves the right to add to, delete from, amend or modify these proposals during the meeting and negotiating process.

**March 15, 2012**

#### 4 PUBLIC HEARING

##### 4.5 Public Hearing Relating to the Use of 2013-2014 Tier III State Categorical Funds

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BACKGROUND INFORMATION: Education Code 42605 grants districts flexibility in Tier III categorical programs and authorizes districts to use these funds for any educational purpose. For the 2008-2009 fiscal year through the 2014-2015 fiscal year, inclusive, local educational agencies that use the flexibility provision of this section shall be deemed to be in compliance with the program and funding requirements contained in statutory, regulatory and provisional language.

Assembly Bill (AB) 189 (Chapter 606/Statutes 2011), became effective January 1, 2012, and changed the public hearing requirement regarding the use of the Tier III funds. As a condition of receipt of the funds, the governing board is required, at a regularly scheduled open public hearing held prior to and independent of a meeting where the governing board of the district adopts the annual budget, to take testimony from the public, identify any programs that are proposed to be closed, discuss, approve or disapprove the proposed use of funding, and make explicit the purposes for which the funding will be used.

CURRENT CONSIDERATIONS: The attached chart shows the funding and proposed uses for selected categorical programs under the transfer authority granted by Education Code 42605.

FINANCIAL IMPLICATIONS: Total Tier III revenues are \$2,811,058. Approximate expenditures for these programs are anticipated to be \$1,070,500. Therefore, flexible categorical contributions to the unrestricted general fund are proposed to be \$1,740,558 for 2013-2014.

SUPERINTENDENT'S RECOMMENDATION: It is recommended that the board hold a public hearing, for the purpose of taking testimony from the public, regarding the proposed receipt and use of the Tier III categorical funds, identifying closed programs, and discussing the proposed use of funding from the 39 programs identified in E.C. 42605.

## NOTICE OF PUBLIC HEARING

## Sierra Sands Unified School District

April 18, 2013

7:00 PM

Ridgecrest City Council Chambers 100 West California

Ave., Ridgecrest, CA

A public hearing will be held for the purpose of taking testimony from the public, discussing the proposed receipt and use of the Tier III categorical funds, identifying closed programs, and approve or disapprove the proposed use of funding from the 39 programs identified in E.C. 42605.

| Budget Item            | Resource Code  | Program Description   | Available Funding | Function Code - Use of Funding                | Active | Partial | Closed |
|------------------------|----------------|---|-------------------|---|--------|---------|--------|
| 6110-144-0001          | 7325           | Staff Development: Administrator Training                         | \$ -              | 1000-2999 Instruction and Instruction-Related |        | X       |        |
| 6110-156-0001          | 6390           | Adult Education Program   | \$ 201,000.00     | 1000-2999 Instruction and Instruction-Related |        | X       |        |
| 6110-240-0001          | 0000           | Advanced Placement Fee Waiver Program                             | NA                | NA  | NA     |         |        |
| 6360-101-0001          | 6260/6262/6263 | Alternative Credentialing   | \$ -              | 1000-2999 Instruction and Instruction-Related |        | X       |        |
| 6110-150-0001          | 7210           | American Indian Early Childhood Education                         | NA                | NA  | NA     |         |        |
| 6110-151-0001          | 7015           | American Indian Education Centers                                 | NA                | NA  | NA     |         |        |
| 6110-265-0001          | 6760           | Arts & Music Block Grant  | \$ 79,382.00      | 1000-2999 Instruction and Instruction-Related |        |         | X      |
| 6110-204-0001          | 7055           | California High School Exit Exam                                  | \$ 32,875.00      | 1000-2999 Instruction and Instruction-Related |        |         | X      |
| 6110-198-0001          | 6091/6092      | Cal-SAFE (California School Age Families Education)               | \$ 96,869.00      | 1000-2999 Instruction and Instruction-Related |        |         | X      |
| 6110-208-0001          | 7810           | Center for Civic Education  | NA                | NA  | NA     |         |        |
| 6110-267-0001          | 7276           | Certificated Staff Mentoring Program                              | NA                | NA  | NA     |         |        |
| 6110-211-0001          | 0000           | Charter School Categorical Block Grants                           | NA                | NA  | NA     |         |        |
| 6110-232-0001          | 1200           | Class Size Reduction, Grade Nine                                  | \$ 112,420.00     | 1000-2999 Instruction and Instruction-Related |        |         | X      |
| 6110-190-0001          | 2430           | Community Day Schools   | \$ 26,500.00      | 1000-2999 Instruction and Instruction-Related |        |         | X      |
| 6110-227-0001          | 6285           | Community-based English Tutoring Program                          | \$ 12,562.00      | 1000-2999 Instruction and Instruction-Related |        |         | X      |
| 6110-266-0001          | 7385           | County Office Oversight (Williams Settlement)                     | NA                | NA  | NA     |         |        |
| 6110-188-0001          | 6205           | Deferred Maintenance Apportionment                                | \$ 198,549.00     | 8000-8999 Plant Services                      | X      |         |        |
| 6110-181-0001          | 7110           | Education Technology  | NA                | NA  | NA     |         |        |
| 6110-124-0001          | 7140           | Gifted and Talented Education                                     | \$ 39,500.00      | 1000-2999 Instruction and Instruction-Related |        | X       |        |
| 6110-123-0001          | 7258/7268      | High Priority School Grant Program                                | NA                | NA  | NA     |         |        |
| 6110-189-0001          | 7156           | Instructional Materials Realignment                               | \$ 304,727.00     | 1000-2999 Instruction and Instruction-Related |        |         | X      |
| 6110-240-0001          | 7286           | International Baccalaureate Diploma Program                       | NA                | NA  | NA     |         |        |
| 6110-137-0001          | 7294/7296      | Staff Development: Math & Reading/ English Learner                | \$ 38,079.00      | 1000-2999 Instruction and Instruction-Related |        |         | X      |
| 6110-108-0001          | 7080           | Supplemental School Counseling                                    | \$ 160,271.00     | 3000-3999 Pupil Services                      |        | X       |        |
| 6110-195-0001          | 6267           | National Board for Professional Teaching Standards Certification  | NA                | NA  | NA     |         |        |
| 6110-268-0001          | 0000           | Oral Health Assessment Program                                    | \$ 2,898.00       | 1000-2999 Instruction and Instruction-Related |        |         | X      |
| 6110-260-0001          | 6258           | Physical Education Teacher Incentive Grants                       | NA                | NA  | NA     |         |        |
| 6110-193-0001          | 7271/7275/7295 | Peer Assistance & Review/ Staff Development                       | \$ 17,389.00      | 1000-2999 Instruction and Instruction-Related |        | X       |        |
| 6110-245-0001          | 7393           | Professional Development Block Grant                              | \$ 136,950.00     | 1000-2999 Instruction and Instruction-Related |        | X       |        |
| 6110-243-0001          | 7390           | Pupil Retention Block Grant                                       | \$ 26,482.00      | 1000-2999 Instruction and Instruction-Related |        | X       |        |
| 6110-105-0001          | 6350           | Regional Occupational Centers and Programs (ROC/Ps)               | \$ 470,844.00     | 1000-2999 Instruction and Instruction-Related |        | X       |        |
| 6110-247-0001          | 7395           | School & Library Improvement Block Grant                          | \$ 467,165.00     | 1000-2999 Instruction and Instruction-Related |        | X       |        |
| 6110-248-0001          | 7391           | School Community Violence Prevention Program                      | NA                | NA  | NA     |         |        |
| 6110-228-0001          | 6405           | School Safety & Violence Prevention, Gr. 8-12                     | \$ 76,511.00      | 8000-8999 Plant Services                      |        | X       |        |
| 6110-122-0001          | 7370           | Specialized Secondary Programs                                    | NA                | NA  | NA     |         |        |
| 6110-242-0001          | 7360           | Student Organizations Voc Ed (CA Association of Student Councils) | NA                | NA  | NA     |         |        |
| 6110-104-0001          | 0000           | Remedial Supplemental Instruction                                 | \$ 85,552.00      | 1000-2999 Instruction and Instruction-Related |        | X       |        |
| 6110-246-0001          | 7394           | Targeted Instructional Improvement Block Grant                    | \$ 213,933.00     | 1000-2999 Instruction and Instruction-Related |        |         | X      |
| 6110-244-0001          | 7392           | Teacher Credentialing Block Grant                                 | \$ 10,600.00      | 1000-2999 Instruction and Instruction-Related | X      |         |        |
| 6110-209-0001          | 0000           | Teacher Dismissal Apportionments                                  | NA                | NA  | NA     |         |        |
| Total Tier III Funding |                |   | \$ 2,811,058.00   |   |        |         |        |

Sierra Sands Unified School District  
Seventh Month Enrollment 2012-2013

| SCHOOL         | 2012-13<br>YTD% | 2011-12<br>YTD | K   | 1   | 2   | 3   | 4   | 5   | 6   | 7   | 8   | 9-12 | SDC | 2012-13<br>TOTAL | 2011-12<br>TOTAL | CHANGE |
|----------------|-----------------|----------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|-----|------------------|------------------|--------|
| FALLER         | 96.5%           | 96.2%          | 73  | 77  | 76  | 87  | 78  | 75  |     |     |     |      |     | 466              | 492              | -26    |
| GATEWAY        | 95.8%           | 95.9%          | 56  | 85  | 75  | 69  | 65  | 63  |     |     |     |      | 16  | 429              | 427              | 2      |
| INYOKERN       | 94.9%           | 95.1%          | 32  | 36  | 29  | 26  | 31  | 27  |     |     |     |      |     | 181              | 188              | -7     |
| LAS FLORES     | 95.3%           | 95.4%          | 98  | 71  | 74  | 61  | 62  | 67  |     |     |     |      |     | 433              | 389              | 44     |
| PIERCE         | 95.2%           | 95.3%          | 66  | 52  | 61  | 60  | 53  | 51  |     |     |     |      |     | 343              | 348              | -5     |
| RAND           | 93.8%           | 92.2%          | 5   | 0   | 2   | 2   | 0   | 0   |     |     |     |      |     | 9                | 6                | 3      |
| RICHMOND ANNEX | 91.4%           | 92.2%          |     |     |     |     |     |     |     |     |     |      | 103 | 103              | 103              | 0      |
| RICHMOND       | 95.7%           | 95.8%          | 66  | 71  | 62  | 73  | 61  | 58  |     |     |     |      |     | 391              | 427              | -36    |
| TOTAL K -5     | 95.5%           | 95.5%          | 396 | 392 | 379 | 378 | 350 | 341 |     |     |     |      | 119 | 2355             | 2380             | -25    |
| MONROE         | 95.1%           | 95.7%          |     |     |     |     |     |     | 159 | 155 | 159 |      | 28  | 501              | 493              | 8      |
| MURRAY         | 95.5%           | 95.5%          |     |     |     |     |     |     | 193 | 197 | 153 |      | 32  | 575              | 588              | -13    |
| TOTAL 6 -8     | 95.3%           | 95.6%          |     |     |     |     |     |     | 352 | 352 | 312 |      | 60  | 1076             | 1081             | -5     |
| BURROUGHS      | 95.2%           | 95.0%          |     |     |     |     |     |     |     |     |     | 1286 | 64  | 1350             | 1392             | -42    |
| MESQUITE       | 94.00%          | 93.0%          |     |     |     |     |     |     |     |     |     | 117  |     | 117              | 121              | -4     |
|                |                 |                |     |     |     |     |     |     |     |     |     |      |     | 0                |                  | 0      |
|                |                 |                |     |     |     |     |     |     |     |     |     |      |     | 0                |                  | 0      |
| TOTAL 9 - 12   |                 |                |     |     |     |     |     |     |     |     |     | 1403 | 64  | 1467             | 1513             | -46    |
| 12-13 TOTAL    | 95.3%           |                | 396 | 392 | 379 | 378 | 350 | 341 | 352 | 352 | 312 | 1403 | 243 | 4898             |                  | ---    |
| 11-12 TOTAL    |                 | 95.4%          | 399 | 410 | 392 | 358 | 355 | 363 | 350 | 321 | 353 | 1443 | 230 |                  | 4974             | ---    |
| CHANGE         |                 | -0.10%         | -3  | -18 | -13 | 20  | -5  | -22 | 2   | 31  | -41 | -40  | 13  | ---              | ---              | -76    |

Elementary K - 5

2012-13 2011-12

Regular -

K 396 399

1 - 3 1149 1160

4 - 5 691 718

Special Education -

SDC 119 103

RSP 101 111

Middle 6-8

Regular 1016 1024

Special Education -

SDC 60 57

RSP 80 76

High School 9 - 12

Regular 1286 1322

Continuation 117 121

ROP 244 273

Special Education -

SDC 64 70

RSP 84 84

Adult

539 528



## Open House Schedule 2012 ~ 2013

| <u>Site</u> | <u>Scheduled Date</u> |           |
|-------------|-----------------------|-----------|
| Gateway     | May 2, 2013           | 6:30 p.m. |
| Las Flores  | May 6, 2013           | 6:30 p.m. |
| Inyokern    | May 7, 2013           | 6:30 p.m. |
| Monroe      | May 8, 2013           | 6:30 p.m. |
| Murray      | May 9, 2013           | 6:30 p.m. |
| Pierce      | May 13, 2013          | 6:30 p.m. |
| Rand        | May 14, 2013          | 6:30 p.m. |
| Richmond    | May 15, 2013          | 6:30 p.m. |
| Faller      | May 21, 2013          | 6:30 p.m. |

## 6. EDUCATIONAL ADMINISTRATION

### 6.1 Approval of Advanced Placement Chemistry Course at Burroughs High School

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**BACKGROUND INFORMATION:** The Common Core Standards were approved in August 2010. School wide literacy, critical thinking, and the use of technology are significant changes identified in the Common Core Standards. In addition, new science standards are expected to be approved in November 2013, the Next Generation Science Standards, and support the Common Core.

**CURRENT CONSIDERATIONS:** The Burroughs High School science department is actively involved in professional development activities to become familiar with and align to both the Common Core and Next Generation Science Standards. Evident in both sets of standards is a strong emphasis on text complexity, informational text, argumentative writing and the use of technology. The science department would like to add an AP Chemistry course to the science curriculum so students have every opportunity to engage in the most rigorous curriculum while in high school. In addition, rankings from AP examinations can benefit a student's placement in college and chances of winning scholarships and grant entitlements.

The course syllabus has been submitted to the College Board for approval. Once approval has been received by the College Board, the course will be submitted for UC/CSU approval. Fall 2013 implementation of the AP Chemistry course is contingent upon College Board, UC/CSU and board approval.

A course outline is included in your board packet for your review.

**FINANCIAL IMPLICATIONS:** Proposition 20 Lottery Funds are designated for the purpose of funding instructional materials and will be used to purchase required materials for this course.

**SUPERINTENDENT'S RECOMMENDATION:** It is recommended that the board approve AP Chemistry for implementation in August 2013 pending College Board and UC/CSU approval.

**Sierra Sands Unified School District**  
**Course Outline**

**Site:** Burroughs High School

**Department:** Science

**Course Title:** Advanced Placement Chemistry

**Purpose / Goals:** Chemistry is a laboratory-based course designed to provide students with a thorough understanding of atomic and molecular structure, nomenclature, chemical bonding, stoichiometry, gases and their properties, acids and bases, solutions, chemical equilibrium and chemical thermodynamics. This course is a rigorous college level study of all the principles of inorganic chemistry. It requires a strong foundation in critical thinking and modeling reality using mathematics.

- 1.) The themes, topics, and concepts used in Chemistry follow the California Chemistry Content Standards and are assessed using Common Core practices.
- 2.) Students will demonstrate their ability to analyze, interpret and apply knowledge gained in this course through laboratory experiments and tests.
- 3.) Chemistry meets the UC/CSU lab science “d” requirement.

**Grade / Level:** 10<sup>th</sup>-12<sup>th</sup> grade

**Recommended Prerequisites:** Completion of biology and algebra with a grade of ‘C’ or better and a recommendation of completion of honors biology with concurrent enrollment in advanced algebra.

**Meets A-G Requirements?** Yes

**Type of Course:** Advanced Placement Laboratory Science

**Course Length:** One Year

**Adopted Textbook:** Pending

**Supplement Texts:** None

**Board Approval:** April 18, 2013

## 6. EDUCATIONAL ADMINISTRATION

### 6.2 Approval of Changes to 12<sup>th</sup> Grade English Courses at Burroughs High School to More Closely Align to the Common Core Standards

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BACKGROUND INFORMATION: California adopted the Common Core Standards in August 2010, requiring staff to thoroughly evaluate curriculum and align to the new standards.

CURRENT CONSIDERATIONS: Staff began their review of the new Common Core Standards in 2010-11. In English, changes have been made to the 9<sup>th</sup> and 10<sup>th</sup> grade curriculum over a three-year period in response to ongoing analysis of performance data, Common Core Standards, and student need. The English department continues its evaluation of the curriculum and is proposing several changes at the 12<sup>th</sup> grade level with 11<sup>th</sup> grade modifications to come after additional information is received regarding the new assessment system (Smarter Balanced Assessment Consortium, SBAC).

The English Department currently offers five semester college preparatory courses, one non-college preparatory course, and one Advanced Placement course in 12<sup>th</sup> grade. At the college preparatory level, students currently pick two courses from these offerings (four semester-long literature courses and one semester-long writing course). To better prepare students for college/career readiness at this grade level, the department proposes to consolidate the four CP semester literature courses into two, English Literature and World Literature, keeping the components that most closely address Common Core Standards. The writing course will become a required course rather than an option.

Pending board and UC/CSU approval, the department would like to offer three composition courses for seniors: Introductory Composition, a dual-enrollment course in partnership with Cerro Coso Community College aligned to English 70; Advanced Placement Language and Composition; and the CSU system's Expository Reading and Writing Course. These courses support the strong emphasis seen in the Common Core standards for college/career readiness. Students successfully completing Introductory Composition will receive college credit for the class and be prepared for placement in university-level transfer coursework. Advanced Placement English Language and Composition students who successfully pass the College Board's AP English Language course may earn college credit. The Expository Reading and Writing Course, which replaces the non-college preparatory General Literature option, provides specific structured support for building fundamental literacy skills.



A chart showing the proposed changes to 12<sup>th</sup> grade English courses and course outlines for the five new courses being recommended for approval are included in your packets.

FINANCIAL IMPLICATIONS: There will be instructional materials costs associated with the implementation of the Advanced Placement English Composition course and the Expository Reading and Writing Course. Proposition 20 Lottery funds are designated for the purchase of instructional materials and will be used to purchase materials for these new courses.

SUPERINTENDENT'S RECOMMENDATION: It is recommended that the Board approve AP Language and Composition, Introductory Composition, Expository Reading and Writing Course, World Literature, and English Literature for implementation in August 2013 pending UC/CSU approval.

## Proposed Changes to Burroughs English Department Senior-Year Offerings

In the interest of building college- and career-readiness skills in our students, we propose streamlining our senior-year curriculum to better reflect adherence to the Common Core standards.

At the college-preparatory level, students currently pick two courses from our offerings (four semester-long literature courses and one writing course). For most students, this new proposal consolidates the four literature courses into two choices which would be complemented by a second-semester writing course. Students who require additional support or remediation and who traditionally would have been placed in our non-college preparatory General Literature course will now take the year-long Expository Reading and Writing Course (ERWC), which is college-preparatory.

### Writing Course Focus:

- The Expository Reading & Writing Course (ERWC) curriculum used in part in The Essay and in totality for the year-long course was developed in concert by California State University faculty and high school teachers to eliminate the need for remediation of incoming college freshmen. It follows a module-based, skill-building approach using such high-interest topics as fast food, racial profiling, and juvenile justice.
- Introductory Composition (70): This class is offered as a dual enrollment course with Cerro Coso. Successful completion of this course demonstrates readiness to enroll in transfer-level courses at the community college level.

AP Options: Many schools offer AP English Literature and AP Language. At this time, we would like to offer AP Language as an alternative for our literature-based senior course. This again reflects the greater focus on reading and analyzing non-fiction texts.

| CURRENT       |   | PROPOSED   |  |
|---------------|---|--|--|
|               |   | Fall   | Spring   |
| <b>CP</b>     | Choose two of the following: <ul style="list-style-type: none"> <li>• Early English Lit</li> <li>• Modern English</li> <li>• Shakespeare</li> <li>• Greek Lit</li> <li>• The Essay</li> </ul> | Choose one:<br>English Literature <ul style="list-style-type: none"> <li>• Cross-genre exploration of big ideas in English literature drawing from Early, Modern, and Shakespeare curricula</li> </ul> World Literature <ul style="list-style-type: none"> <li>• Cross-genre exploration of big ideas in world literature drawing from Early English, Modern English, Greek Lit and underutilized texts (<i>Cyrano</i>, <i>The Stranger</i>, <i>In the Time of the Butterflies</i>, etc.)</li> </ul> | Choose one:<br>The Essay <ul style="list-style-type: none"> <li>• A semester-long study of expository, analytical, and argumentative reading and writing to help students develop the academic literacy skills necessary for success in college and the world of work.</li> </ul> Introductory Composition (70) <ul style="list-style-type: none"> <li>• This course, offered as dual enrollment with Cerro Coso, prepares students to take transfer-level courses and to enter the job market. Students write four to six short expository and argumentative essays and a 1000-1250 word research paper with a central controlling idea; coherent development to a reasoned conclusion; and correct sentence structure, punctuation, and spelling. The course further emphasizes properly acknowledging and documenting outside sources.</li> </ul> |
| <b>Non CP</b> | General Literature  | Expository Reading and Writing Course : A year-long study of expository, analytical, and argumentative reading and writing to help students develop the academic literacy skills necessary for success in college and the world of work (CP course replacing non-CP course).   |  |
| <b>AP</b>     | AP English Literature and Composition   | AP English Literature <u>or</u> AP Language & Composition  |  |

**Sierra Sands Unified School District**  
**Course Outline**

Site: Burroughs High School

Department: English

Course Title: Advanced Placement Language and Composition

Purpose/Goals:

To enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers.

1. Relying primarily on contemporary and historic nonfiction works, students will develop awareness of the interactions among a writer's purposes, audience expectations, and subjects.
2. Students will understand the way genre conventions and the resources of language contribute to effectiveness in writing.
3. Students will develop the skills necessary to write effectively and confidently in their college courses across the curriculum and in their professional and personal lives.
4. Students will learn to read primary and secondary sources carefully, to synthesize material from these texts in their own compositions, and to cite sources using conventions recommended by professional organizations such as the Modern Language Association (MLA).
5. Students will prepare for the national AP English Language and Composition examination; a qualifying score on this examination may entitle the student for college-level English coursework.

Grade/Level(s): 12<sup>th</sup> grade college/preparatory/honors

Recommended Prerequisites: Teacher recommendation based on CSTs, placement scores, and/or writing sample.

A-G Requirement: Yes (Pending Approval)

Type of Course: Core

Course Length: One year

Adopted Textbook(s)/Materials: *The Language of Composition: Reading, Writing, Rhetoric (2<sup>nd</sup> edition)*

Supplemental Texts/Materials from Which Teacher May Choose:

*1984*

*The Dolphin Reader.*

*The Joy Luck Club*

*Narrative of the Life of Frederick Douglass*

*Olaudah Equiano*

*The Things They Carried*

*Woman Warrior*

*Additional readings from such sources as the CSU Expository Reading and Writing Course Modules, AVID Weekly, newspapers, magazines, and/or speech transcripts.*

*\*Teachers may add new choices throughout the year as purchases are made.*

Board Approval: Pending

Revised: N/A

**Sierra Sands Unified School District**  
**Course Outline**

Site: Burroughs High School

Department: English

Course Title: Introductory Composition/English 70

Purpose/Goals:

This composition course prepares students to take transfer-level courses and to enter the job market. Students write four to six short expository and argumentative essays and a 1,000-1,250 word research paper with a central controlling idea, coherent development to a reasoned conclusion, and correct sentence structure, punctuation, and spelling. The course further emphasizes properly acknowledging and documenting outside sources.

- Students will write clearly structured text-based essays which require finding, evaluating, organizing, and effectively integrating college-level source material.
- Students will employ MLA format and citation apparatus correctly.
- Students will analyze college-level reading material for structure, purpose, audience, and relation of ideas to other texts.

Grade/Level(s): 12<sup>th</sup> college preparatory/dual enrollment with Cerro Coso Community College

Recommended Prerequisites: Teacher recommendation based on CSTs, placement scores, and/or writing sample.

A-G Requirement: Yes

Type of Course: Core

Course Length: One semester

Adopted Textbook(s)/Materials: *English 70 Course Reader*

Supplemental Texts/Materials: Dickens, Charles. *Hard Times*.  
*MLA Handbook for Writers of Research Papers*  
Steinbeck, John. *Grapes of Wrath*.

Board Approval: Pending

Revised: N/A

**Sierra Sands Unified School District**  
**Course Outline**

Site: Burroughs High School

Department: English

Course Title: English Literature

Purpose/Goals:

To develop the knowledge and analytical skills necessary to interpret, evaluate and respond to English literature across a variety of genres and time periods in order to develop essential college and career-readiness skills.

1. Students will read and comprehend complex literary and informational texts independently and proficiently.
2. Students will use relevant evidence when supporting their own points of view and when evaluating others' use of evidence.
3. Students will understand the structure of the genres studied and literary devices used to communicate the overall effect of each work.
4. Students will write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.
5. Students will use technology and digital media strategically and capably.
6. Students will come to understand other perspectives and cultures.
7. Students will master the grade-level Common Core College and Career Readiness Anchor Standards for Reading, Writing, Speaking and Listening, and Language.

Grade/Level(s): 12<sup>th</sup> college preparatory

Recommended Prerequisites: C or better in English; Basic or higher on CSTs, teacher recommendation

A-G Requirement: Yes (pending UC/CSU approval)

Type of Course: Core

Course Length: One semester

Adopted Textbook(s)/Materials: Prentice Hall Literature  
*Timeless Voices, Timeless Themes: The British Tradition*

Supplemental Texts/Materials: Prentice Hall *Writing and Grammar: Communication in Action, Diamond Level*  
McDougal, Littell: *Daily Oral Language Grade 12*

Supplemental Novels, Plays, and Epic Works from Which the Teacher May Choose:

*The Acts of King Arthur  
and His Noble Knights*  
*Beowulf*  
*Frankenstein*  
*Hamlet*  
*The Importance of Being  
Earnest*

*Macbeth*  
*Merchant of Venice*  
*A Midsummer Night's  
Dream*  
*Much Ado about Nothing*  
*Othello*  
*Pygmalion*

*Richard II*  
*Sense and Sensibility*  
*The Taming of the Shrew*  
*Tess of the D'Urbervilles*  
*Twelfth Night*

*\*Teachers may add new choices throughout the year as purchases are made.*

Board Approval: Pending

Revised:

**Sierra Sands Unified School District**  
**Course Outline**

Site: Burroughs High School

Department: English

Course Title: World Literature

Purpose/Goals:

To develop the knowledge and analytical skills necessary to interpret, evaluate and respond to world literature across a variety of genres and time periods in order to develop essential college and career-readiness skills.

1. Students will read and comprehend complex literary and informational texts independently and proficiently.
2. Students will use relevant evidence when supporting their own points of view and when evaluating others' use of evidence.
3. Students will understand the structure of the genres studied and literary devices used to communicate the overall effect of each work.
4. Students will write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.
5. Students will use technology and digital media strategically and capably.
6. Students will come to understand other perspectives and cultures.
7. Students will master the grade-level Common Core College and Career Readiness Anchor Standards for Reading, Writing, Speaking and Listening, and Language.

Grade/Level(s): 12<sup>th</sup> college preparatory

Recommended Prerequisites: C or better in English; Basic or higher on CSTs, teacher recommendation

A-G Requirement: Yes (pending UC/CSU approval)

Type of Course: Core

Course Length: One semester

Adopted Textbook(s)/Materials: Holt Literature & Language Arts  
*Essentials of British and World Literature (Sixth Course)*

Supplemental Texts/Materials: Holt Handbook (Sixth Course)  
McDougal, Littell: *Daily Oral Language Grade 12*



Supplemental Novels, Plays, and Epic Works from Which the Teacher May Choose:

|                                       |                                       |                           |
|---------------------------------------|---------------------------------------|---------------------------|
| <i>1984</i>                           | <i>Frankenstein</i>                   | <i>Odyssey</i>            |
| <i>All Quiet on the Western Front</i> | <i>Grendel</i>                        | <i>Oedipus Rex</i>        |
| <i>Anthony and Cleopatra</i>          | <i>Hamlet</i>                         | <i>Oresteia Trilogy</i>   |
| <i>Antigone</i>                       | <i>Iliad</i>                          | <i>A Room with a View</i> |
| <i>Beowulf</i>                        | <i>In the Time of the Butterflies</i> | <i>The Stranger</i>       |
| <i>Brave New World</i>                | <i>Iphigenia in Aulis</i>             | <i>Three Theban Plays</i> |
| <i>Cyrano De Bergerac</i>             | <i>Medea</i>                          | <i>Twelfth Night</i>      |
| <i>Euripides Ten Plays</i>            | <i>Merchant of Venice</i>             |                           |

*\*Teachers may add new choices throughout the year as purchases are made.*

Board Approval: Pending

Revised: N/A

**Sierra Sands Unified School District**  
**Course Outline**

Site: Burroughs High School

Department: English

Course Title: Expository Reading and Writing Course

Purpose/Goals:

To progress through a series of thematic modules designed to develop expository, analytical, and argumentative reading and writing skills necessary for success in college and the world of work. The assignment template presents a process for helping students read, comprehend, and respond to nonfiction and literary texts. Modules also provide instruction in research methods and documentation conventions.

1. Students will analyze, interpret, and apply the rhetorical strategies of a variety of expository and literary texts.
2. The course will foster students' ability to create and support written arguments based on readings, research, and personal experience.
3. The course will develop students' repertoire of cognitive and metacognitive strategies for approaching various academic reading and writing tasks.
4. The course will promote independent academic literacy practices in college-bound students, including the ability to use reading and writing processes recursively and reflectively.
5. The course will provide a conceptual and disciplinary focus for a wide variety of issues and problems that converge in written discourse.
6. The course will prepare students to meet the standards of the CSU English Placement Test and the grade-level Common Core College and Career Readiness Anchor Standards for Reading, Writing, Speaking and Listening, and Language.

Grade/Level(s): 12<sup>th</sup> college preparatory

Recommended Prerequisites: Teacher recommendation. *This course is paced to support students who have not yet demonstrated mastery of academic literacy standards, as reflected by the CSU EAP exam in English.*

A-G Requirement: Yes

Type of Course: Core

Course Length: One year

Adopted Textbook(s)/Materials: *California State University Expository Reading and Writing Course: Semester One and Semester Two*

Supplemental Texts/Materials: Krakauer, Jon. *Into the Wild*.  
Huxley, Aldous. *Brave New World*.

Board Approval: Pending

Revised: N/A

## 6. EDUCATIONAL ADMINISTRATION

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

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

CURRENT CONSIDERATIONS: ROP is currently a Tier 3 Flexibility program which means that the funds may be used for any educational purpose until the state ends flexibility provisions. Sierra Sands has maintained six different courses in order to meet student needs. The Sierra Sands ROP program has a current enrollment of 260 students, down from a high in 2006-2007 of 393. Earned ADA is estimated to be 158.82 this year, down from a high of 243.36 in 2006-2007 and down 12.82 ADA from last year.

The quality of training, completion rate, placement rates, and employment rates still exceed the county expectations and county performance. ROP courses are now included in Perkins follow-up data and accountability core indicators. Most of the 2011-2012 CTE core indicators for Sierra Sands greatly exceeded state targets and are included in the annual Perkins application (consent calendar item).

FINANCIAL IMPLICATIONS: Funding for ROP currently is allocated through the Kern County Superintendent's office. The ROP program allocation for the 2012-2013 school year is \$2,358.72 per ADA based upon the 2007-2008 ADA cap of 192.02. Total anticipated funding is expected to be approximately \$452,921. This amount does not include additional funds, such as the Lottery, that may be allocated by the county in June. The district recently received one-time funding from the county in the amount of \$273,806 for a prior year revenue adjustment. These funds will be used to partially provide the district match for the newly modernized construction and TV Video facilities.

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

March 26, 2013

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

TO: Joanna Rummer, Superintendent  
Sierra Sands Unified School District

FROM: Tom Anspach, Director  
Kern County Regional Occupational Program

SUBJECT: 2012-13 Annual Review of Participation

This enrollment information is provided to assist you with presenting data to your board regarding student participation in ROP for your district in 2012-13.

The following KCROP courses were offered in the **Sierra Sands Unified School District** during the 2012-13 school year and their enrollment was thus:

| COURSE TITLE                         | Attendance Month: |            |            |            |            |            |            |
|--------------------------------------|-------------------|------------|------------|------------|------------|------------|------------|
|                                      | 3rd               | 4th        | 5th        | 6th        | 7th        | 8th*       | 9th        |
| AUTOMOTIVE MECHANICS (1106)          | 12                | 11         | 11         | 11         | 11         | 11         | 10         |
| AUTOMOTIVE MECHANICS (2006)          | 28                | 27         | 26         | 26         | 26         | 25         | 25         |
| CONSTRUCTION TECHNOLOGY (1007)       | 16                | 16         | 16         | 16         | 16         | 16         | 17         |
| CONSTRUCTION TECHNOLOGY (2007)       | 33                | 29         | 28         | 26         | 26         | 28         | 27         |
| CRIMINAL JUSTICE (1138)              | 30                | 28         | 27         | 27         | 26         | 24         | 25         |
| CRIMINAL JUSTICE (2138)              | 22                | 22         | 22         | 22         | 22         | 20         | 21         |
| HEALTH CAREERS (1019)                | 26                | 26         | 25         | 25         | 25         | 25         | 25         |
| HEALTH CAREERS (2019)                | 13                | 13         | 13         | 16         | 16         | 16         | 16         |
| RESTAURANT CAREERS (1021) Johnson    | 24                | 23         | 24         | 25         | 25         | 25         | 25         |
| RESTAURANT CAREERS (1022) Cosnet     | 24                | 24         | 25         | 24         | 24         | 24         | 23         |
| RESTAURANT CAREERS (2021) Johnson    | 30                | 27         | 25         | 25         | 25         | 22         | 23         |
| TELEVISION & VIDEO PRODUCTION (3108) | 29                | 27         | 27         | 27         | 25         | 23         | 23         |
| <b>TOTALS</b>                        | <b>287</b>        | <b>273</b> | <b>269</b> | <b>270</b> | <b>267</b> | <b>259</b> | <b>260</b> |

\*New Semester

Of the 260 students enrolled at the end of the 9th attendance month, 2/17/13, 259 were high school juniors and seniors and one was a 10th grader. On 2/17/13, there were 733 juniors and seniors enrolled in **BURROUGHS High School**. The number enrolled in KCROP classes, therefore, is approximately 35% of the juniors and seniors enrolled in **SIERRA SANDS Unified School District**.

2012-13 Funding for the KCROP activity is based on the Average Daily Attendance (ADA) CAP for the 2007-08 school year, which, for the **SIERRA SANDS Unified School District** is 192.02. For ROPs, a unit of ADA is defined as one student's attendance for 525 hours of class time. The total projected ADA that will be generated from the classes mentioned above is about 158.82.

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

TA:jkg  
c: Laura Hickie  
David Ostash

## 6. EDUCATIONAL ADMINISTRATION

### 6.4 Proposed Receipt and Use of 2013-2014 Tier III State Categorical Funds And Approval of Resolution #15 1213

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BACKGROUND INFORMATION: On February 20, 2009 the 2008 and 2009 Budget Acts were signed into law and created a tiered system for state categorical funds. Tier III programs were subject to budgetary cuts and districts were granted flexibility to use these Tier III funds for any “educational purposes” over a five-year period ending July 1, 2013. Additionally, in most cases, districts were also able to use restricted account balances from 2007-08 for any educational purpose. Subsequently the five year period for flexibility was extended through the 2014-15 school year. It is possible that some version of the Governor’s proposed Local Control Funding Formula (LCFF) will supersede the current tiered flexibility system sometime in the future.

The statutory language establishing this transferability authority states that LEAs using the flexibility provision “shall be deemed to be in compliance with the program and funding requirements contained in statutory, regulatory, and provisional language.” (AB 189 Ed Code 42605 section 3).

In most cases funding for affected programs are based on 2007-08 funding levels rather than the factors used in the existing formulas (for example, funds for a program currently allocated based on enrollment will instead be allocated based on 2007-08 funding levels). There are specific reporting requirements for LEAs who utilize this flexibility. Provisions affecting specific programs in Sierra Sands are as follows:

- The language provides that action by a district to reduce funding for a state-mandated program shall constitute waiver of mandate funding requirements.
- The LEA must ensure alignment to standards and sufficiency of instructional materials.
- As a condition of exercising the authority to use the flexibility provisions to transfer funds, the LEA governing board must hold an open, public hearing: take testimony from the public; and discuss and approve each transfer and proposed use of funding.

CURRENT CONSIDERATIONS: Assembly Bill No. 189 has amended Sections 42605 and 52612 of the Education Code and now specifies that as a condition of receipt of the funds, the governing board is required, at a regularly scheduled open public hearing held prior to and independent of a meeting where from the public, identify any program that is proposed to be closed, discuss, approve or disapprove the proposed use of funding, and make explicit the purposes for which the funding will be used.

The attached chart shows the Tier III categorical programs allocated to Sierra Sands Unified School District and the proposed use of funding for 2013-14. Each program is designated as follows:

- Active – no substantial changes to the program
- Partial – some of the funds are used for original purpose and some of the funds are used for instruction or instructional related services or plant services as indicated
- Closed – funds are no longer used for the original purpose and have been completely flexed for instruction or instructional related services or plant services
- NA – the district was not receiving these specific funds in 2007-08 when flexibility was implemented

**FINANCIAL IMPLICATIONS:** Flexible categorical contributions to the unrestricted general fund are anticipated to be \$1,740,558.00 of the total \$2,811,058.00 in 2013-14.

**SUPERINTENDENT’S RECOMMENDATION:** It is recommended that the board discuss and approve the receipt of funds, proposed use of funds and programs, including programs closed, and consider approval of the proposed uses of the 2013-2014 Tier III State Categorical Funds as identified on the attached list. In addition it is recommended the board adopt Resolution #15 1213 as presented.

# RESOLUTION OF THE BOARD OF THE SIERRA SANDS UNIFIED SCHOOL DISTRICT

## TIER III CATEGORICAL FLEXIBILITY Resolution #15 1213

**WHEREAS**, as added and amended by SBX3 4, ABX4 2, and SB 70, Education Code 42605 grants districts flexibility in “Tier III” categorical programs and authorizes districts to use these funds for “any educational purpose, to the extent permitted by federal law.” For the 2008-09 fiscal year to the 2014-15 fiscal year, inclusive, local educational agencies that use the flexibility provision of this section shall be deemed to be in compliance with the program and funding requirements contained in statutory, regulatory, and provisional language.

**WHEREAS**, as a condition of receipt of the funds, the governing board is required, at a regularly scheduled open public hearing, to take testimony from the public, discuss, and approve or disapprove the proposed use of funding and to make explicit the purposes for which the funding will be used.

**WHEREAS**, Assembly Bill (AB) 189, became effective January 1, 2012, and requires the Tier III public hearing to be held prior to and independent of a meeting at which the budget is adopted. AB 189 also requires a governing board to identify in the notice of the public hearing, any Tier III program that is proposed to be closed.

**WHEREAS**, attached to this resolution is a list of specific programs, the estimated funding amounts, and the proposed activities for which the funds are to be expended identified by SACS function code.

**THEREFORE, BE IT RESOLVED** that, following a public hearing in which public testimony was taken, discussion regarding the proposed uses of the funds took place, and programs proposed to be closed were identified, the Sierra Sands Unified School District adopts this Resolution approving the proposed uses of the funds as shown on the attached list.

PASSED AND ADOPTED this 18th Day of April 2013 by the following vote:

Ayes:

Noes:

Abstained:

Absent:

ATTEST:

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Secretary, Board of Trustees



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\*\*\*

Emily Hamlin\*\*\*  
SDC – Richmond  
Effective 6-3-13

Judy Levin Hennessy\*\*\*  
4<sup>th</sup> Grade – Las Flores  
Effective 6-3-13

Jeff Prusa\*\*\*  
Industrial Arts – Burroughs  
Effective 6-3-13

Patricia Ricks  
1<sup>st</sup> Grade – Faller  
Effective 6-3-13

Sarah White  
Special Day Class – Richmond  
Effective 6-3-13

Janet Wright\*\*\*  
ROP Health Careers – Burroughs  
Effective 6-3-13

8.12 LEAVE OF ABSENCE

8.13 EMPLOYMENT

Substitute Teachers for 2012-13 year  
James Annos  
Catherine Bachman  
Allison Dybdahl  
Sari Fleishauer  
Rosalind Ricks

8. PERSONNEL ADMINISTRATION

8.1 CERTIFICATED PERSONNEL (Continued)

8.14 CHANGE OF STATUS

Chad Houck

From: Assistant Principal – Burroughs

To: Principal – Alternative Education – 220 days

Effective 7-1-13

Joanne McClelland

From: Administrative Intern – James Monroe

To: Assistant Principal – Burroughs

Effective 7-1-13

Joan Paine

From: Principal – Richmond

To: Assistant Principal – James Monroe

Effective 7-1-13

8. PERSONNEL ADMINISTRATION

8.2 CLASSIFIED PERSONNEL

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

Judy Burns  
1 ¾ hr. Noon Duty Supervisor – Faller  
Effective 03-21-13

Sandra Castro  
5.6 hr. Lep Biligual/Interpreter Clerk – Special Projects  
Effective 06-03-13

Amanda Duty  
5 ½ hr. Paraprofessional – Gateway  
Effective 04-05-13

Steven Greenfield  
8 hr. Groundsworker - Maintentance  
Effective 03-14-13

Heather Moulton  
5 ½ hr. Paraprofessional – Burroughs  
Effective 04-02-13

8.22 LEAVE OF ABSENCE

8.23 EMPLOYMENT

Michael Frank  
8 hr. Computer Repair Technician – Technology  
Effective 03-11-13

Student Food Service Workers for the 2012-2013 School Year  
Carolina Roura  
Georgina Russell  
Gabriel Smith

8. PERSONNEL ADMINISTRATION

8.2 CLASSIFIED PERSONNEL (Continued)

8.23 EMPLOYMENT (Continued)

Classified Substitutes for the 2012-2013 School Year

Malissa Charlon

Maria Hess

Laura Horton

Christina Miller

Susan Sanders

Susan Tribble

8.24 CHANGE OF STATUS

Patricia Corlett

From: 3 hr. Food Service Assistant I – Burroughs

To: 3 hr. Food Service Assistant II – Burroughs

And: 2 hr. Food Service Assistant I – Burroughs

Effective 05-08-13

Susi Fairall

From: 6 ¼ hr. School Bus Driver I – Transportation

To: 7 hr. School Bus Driver I – Transportation

Effective 11-01-12

April Holly

From: 5 ½ hr. Paraprofessional – Las Flores

To: 5 ½ hr. Paraprofessional – James Monroe

Effective 07-01-13

Barbara Ingle

From: 8 hr. Account Clerk III – Business Office

To: 8 hr. Administrative Secretary II – Confidential – Business Office

Effective 07-08-13

Susan McAllister

From: 7 ½ hr. School Bus Driver II – Transportation

To: 8 hr. Custodian/Utility Aide – Burroughs

Effective 3-25-13

## SIERRA SANDS UNIFIED SCHOOL DISTRICT

### 8. PERSONNEL ADMINISTRATION

- 8.3 Adoption of Resolution #16 1213, Teacher Appreciation Week, May 6 – 10, 2013 and the Day of the Teacher
- 

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

CURRENT CONSIDERATIONS: Resolution #16 1213 declares the week of May 6-10, 2013, as Teacher Appreciation Week in Sierra Sands Unified School District. The resolution also designates May 7, 2013, as National Teacher Day and May 8, 2013, as California Day of the Teacher. Adoption of this resolution designates a time when administrators, staff, parents, students, and the community have an opportunity to recognize and salute district teachers and their many contributions to our students' success. A copy of Resolution #16 1213 will be displayed at all district schools and sites.

FINANCIAL IMPLICATIONS: None.

SUPERINTENDENT'S RECOMMENDATION: Adopt Resolution #16 1213 as presented and approve May 6-10, 2013, as Teacher Appreciation Week as well as May 7, 2013 as National Teacher Day and May 8, 2013 as California Day of the Teacher 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       )  
TEACHER APPRECIATION WEEK   )

RESOLUTION #16 1213

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

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

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

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

NOW, THEREFORE, BE IT RESOLVED that the Sierra Sands Unified School District salutes its teachers and declares May 6-10, 2013 TEACHER APPRECIATION WEEK , May 8, 2013 as CALIFORNIA DAY OF THE TEACHER and May 7, 2013 NATIONAL TEACHER DAY;

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

\* \* \* \* \*

I, KURT ROCKWELL, CLERK OF THE GOVERNING BOARD, certify that the above resolution, proposed by \_\_\_\_\_ and seconded by \_\_\_\_\_, was duly passed and adopted by the Governing Board of the Sierra Sands Unified School District of Kern County, California, at an official and public meeting thereof held on April 18, 2013.

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

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

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

TITLE:   Vice President/Clerk of the Board

## SIERRA SANDS UNIFIED SCHOOL DISTRICT

### 8. PERSONNEL ADMINISTRATION

#### 8.4 Adoption of Resolution #17 1213, Classified School Employee Week May 20-24, 2013

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

CURRENT CONSIDERATIONS: Resolution #17 1213 declares the week of May 20-24, 2013, as Classified School Employee Week in Sierra Sands Unified School District. Adoption of this resolution provides an opportunity for administrators, staff, parents, students, and the community to recognize the many accomplishments and contributions of our classified staff. A copy of Resolution #17 1213 will be displayed at all district schools and sites.

FINANCIAL IMPLICATIONS: None.

SUPERINTENDENT'S RECOMMENDATION: Adopt Resolution #17 1213 as presented and approve May 20-24, 2013, as Classified School Employee Week 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    )  
CLASSIFIED EMPLOYEE WEEK )

RESOLUTION #17 1213

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

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

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

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

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

NOW, THEREFORE, BE IT RESOLVED that the Sierra Sands Unified School District Board of Education hereby recognizes classified employees for the many services they perform and declares the week of May 20-24, 2013 as the CLASSIFIED SCHOOL EMPLOYEE WEEK in the Sierra Sands Unified School District.

\* \* \* \* \*

I, KURT ROCKWELL, CLERK OF THE GOVERNING BOARD, certify that the above resolution, proposed by \_\_\_\_\_ and seconded by \_\_\_\_\_, was duly passed and adopted by the Governing Board of the Sierra Sands Unified School District of Kern County, California, at an official and public meeting thereof held on April 18, 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

### 8.5 Declaration of Need for Fully Qualified Teachers for the 2013-14 School Year

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

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

It should be noted that the district's estimated numbers for the need of teachers employed on some type of emergency permit have been set on the high end to allow for unforeseen vacancies.

FINANCIAL IMPLICATIONS: None

SUPERINTENDENT'S RECOMMENDATION: It is recommended that the board adopt the Declaration of Need for Fully Qualified Educators for the 2013-14 school year as presented. Adoption of this declaration is a prerequisite to the issuance of any emergency permit in the specific areas of anticipated need for fully qualified educators.

## 8. PERSONNEL ADMINISTRATION

### 8.6 Adoption of Resolution #18 1213, Reduction of Classified Service

**BACKGROUND INFORMATION:** Under NCLB, Program Improvement schools and LEAs are responsible for implementing certain federal and state requirements during each year that they are in Program Improvement. These vary, based on the Program Improvement year and whether the entity is a school or LEA.

**CURRENT CONSIDERATIONS:** Sierra Sands Unified School District is currently in Year 2 of Program Improvement. The requirements associated with being in Year 2 Program Improvement include a set-aside of 10 percent of the district's federal Title I, Part A, funds to provide high-quality professional development and a 20 percent set-aside of the district's Title I, Part A, allocation for transportation costs associated with School Choice and Supplemental Education Services (SES). These set-asides reduce site Title I allocations that are used to support direct services to students.

An important role for School Site Councils is to review and determine school priorities and develop an action plan for improved student achievement that is aligned to annual site budget allocations. Some of the elementary schools receiving Title I funds must revise their action plans due to reduced categorical allocations. This is resulting in the elimination of services provided by classified staff. The resulting layoff will affect positions, but those employees occupying these positions will be able to move to other positions or openings in the district.

California Education Code sections 45101, 45114, 45117, and 45308 authorize a school district to layoff classified employees due to a lack of work and/or lack of funds upon sixty (60) days prior notice. Resolution #18 1213 calling for reduction of classified services for the 2013-14 school year is presented for adoption. Adoption of Resolution #18 1213 will allow staff to proceed with the determination of which employees' services may not be required for the 2013-14 school year and authorizes the district to layoff classified employees due to a lack of work and/or a lack of funds. The reduction will become effective June 30, 2013.

**FINANCIAL IMPLICATIONS:** The district estimates that it may be able to save as much as \$88,229 with the reductions of the positions identified in Resolution #18 1213.

**SUPERINTENDENT'S RECOMMENDATION:** It is recommended that the Board of Education adopt Resolution #18 1213 reducing classified service, effective June 30, 2013, as presented.

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

RESOLUTION #18 1213  
Reduction of Classified Service

WHEREAS, Education Code sections 45101, 45114, 45117 and 45308 authorize the district to layoff classified employees for lack of work and/or lack of funds upon sixty (60) days prior notice; and

WHEREAS due to lack of work and funding, certain classified services now being provided by the district must be reduced or eliminated effective June 30, 2013;

NOW, THEREFORE, BE IT RESOLVED that as of the 30<sup>th</sup> day of June, 2013, the following positions be reduced or eliminated:

|                           |  |
|---------------------------|--|
| Clerk II                  | One 2-hour, eliminated (Faller)                |
| Clerk II                  | One 7 ½ hour, reduced to 1.65 hours (Richmond) |
| Computer Paraprofessional | One 5-hour, eliminated (Pierce)                |
| Paraprofessional          | One 5 ½ hour, eliminated (Las Flores)          |

BE IT FURTHER RESOLVED that the District Superintendent be authorized and directed to give notice of reduction and termination of employment to the affected employees of this district pursuant to district rules and regulations and applicable provisions of the Education Code not later than sixty (60) days prior to the effective date of such reduction or discontinuance as set forth above.

BE IT FURTHER RESOLVED that the District Superintendent be authorized and directed to take any other actions necessary to effectuate the intent of this resolution.

The foregoing Resolution was adopted at the regularly called meeting of the governing board of the Sierra Sands Unified School District on April, 18, 2013 by the following vote:

AYES:\_\_\_\_\_

NOES:\_\_\_\_\_

ABSENT:\_\_\_\_\_

\_\_\_\_\_  
Joanna Rummer,  
Secretary to the Board of Education

9. GENERAL ADMINISTRATION

9.1 Gifts to the District

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CURRENT CONSIDERATIONS: The following donations have been received: Mesquite High School has received a donation of Christmas items including decorations, wrapping paper and bows from Big Lots with an estimated value of \$2,000.

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 Mid-Year Report of Progress Toward SMART Goals

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BACKGROUND INFORMATION: In July 2009, the governing board of the Sierra Sands Unified School District established district-wide goals to be implemented over the school years including 2010-2013. The superintendent is responsible for wide dissemination of the goals and for developing a clear set of expectations for translating these goals into management objectives for all staff members throughout the district. The four goals are as follows:

1. Provide an educational program aligned with the California State Standards that supports all students with an equal opportunity for educational growth and creativity while preparing them for a productive future.
2. Provide a variety of staff development opportunities and student programs, strategies, and interventions that maximize the likelihood for student success.
3. Provide safe, drug-free, well-maintained, culturally sensitive, and adequately equipped schools to ensure a positive learning environment.
4. Opportunities for community input and involvement shall be emphasized through communication of goals, activities, and accomplishments in order to enrich the educational experience of all students.

CURRENT CONSIDERATIONS: Implementation of the district-wide goals has been ongoing since 2003. Each school within the Sierra Sands Unified School District has established SMART goals in their Single Plans for Student Achievement and has allocated resources, both human and financial, to maximize their efforts to address district goals. Each principal has been responsible to document his/her respective school's progress toward the achievement of the stated goals to date, as well as what he/she intends to achieve the remainder of the school year.

The mid-year report demonstrates the commitment of each school. They are enclosed for review.

FINANCIAL IMPLICATIONS: None.

SUPERINTENDENT'S RECOMMENDATION: It is recommended the board review and discuss the submitted reports as presented. This item is for informational purposes and requires no action.

## Single Plans for Student Achievement 2012-2013 Mid Year Status

| FALLER Elementary Action Items   | Status | Notes   |
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| <b>A. Standards, Assessment and Accountability</b>   |        |   |
| 1. EL data regarding CELDT and years in program will be provided by EL office personnel and further analyzed at the site level.  | IP     | Teachers are provided the data by the District Office and reviewed at PLCs.   |
| 2. Benchmark testing will provide teachers with data to analyze instructional strategies and pacing guide direction.   | IP     | Through Illuminate information provided and reviewed at FAME and PLC meetings   |
| 3. Collaborate in Professional Learning Communities teams and grade levels on standards, benchmarks, and CST testing.  | IP     | Excellent progress being made. Teachers meet 2-3 times a month in PLCs.   |
| 4. Provide time and/or assistance for teachers to complete benchmark testing.  | IP     | Ongoing, substitutes provided for teachers to process benchmark scanning and data   |
| 5. Provide test prep materials for grades 2-5.   | C      | Curriculum Associates test prep purchased for grades 2-5  |
| <b>B. Staffing and Professional Development</b>  |        |   |
| 1. Training on Professional Learning Communities will be provided.   | IP     | Four teachers were trained in Sept. Thirteen teachers will go to the training in June   |
| 2. Training on effective teaching strategies such as CELL/ExLL, writing benchmarks, Step Up to Writing.  | IP     | Teachers are attending 3 grade level specific trainings a year  |
| 3. Training on Illuminate, Edline, Smartboards/Enos, technology, RTI, Closing the Achievement Gap, and Program Improvement.  | IP     | A classroom teacher trained 5 teachers on the Eno Board. Four teachers attended Closing the Achievement Gap in Dec. and trained staff at staff meeting.   |
| 4. Teachers will participate in district wide ELA and math professional development.   | IP     | ELA training in May for 6 remaining teachers needing the training.  |
| 5. Provide observation time of colleagues and collaboration time to analyze curriculum, grade-level instruction and articulation between grade levels, differentiating instruction, and grouping of students for intervention. | IP     | Seven teachers have been participating in collegial teacher observations and use PLC time for discussion.   |
| <b>C. Teaching and Learning</b>  |        |   |
| 1. A district EL project teacher will provide support through coaching and professional development.   | IP     | Teachers have attended 2 of the 3 district trainings by the EL project teacher.   |
| 2. Provide intervention before, during and after school hours including Summer Academy.  | IP     | We have during school and after school ELA and math intervention. Summer Academy for the summer of 2013 most likely will not be offered due to funding.   |
| 3. Promote the use of technology in the classroom using the Smartboards/Enos, sound systems, iPads and electronic student response systems.  | IPNS   | All classrooms are equipped with smartboards or eno boards and projectors. Ipads and more student response systems have not been purchased.   |
| 4. Collaborate with staff on pacing guides and yearly plans in all curricula.  | IP     | Done throughout the year in PLCs and FAME.  |
| 5. Collaborate with the preschool and the after school program on grade level standards and yearly academic plans.   | IP     | The principal meets with the ASES director every month discussing such items as grade level standards. The preschool director attends staff meetings and has met with the kindergarten teachers at the beginning of the year. |



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| 6. Update computers, software, networking, wireless and other technology to support and improve the instructional program.  | IP    | Six new eno boards were purchased in January to replace old smartboards.   |
| 7. Evaluate all supplementary instructional material and its effective usage. Eliminate redundant or ineffective programs and provide supplemental instructional material shown to be necessary for student achievement.  | IP    | It was decided by staff and budget constraints to not order Standards Plus this school year. Teachers did express a need for purchasing the test prep material so that was ordered.  |
| <b>D. Opportunity and Equal Access</b>  |       |  |
| 1. Specialized interventions will be provided to English Language Learners who are not progressing as measured on the CELDT test and CST.   | IP    | Our projects teacher works closely with our EL population monitoring their progress and providing intervention.  |
| 2. Counseling Services will be provided to focus on emotional, social and academic needs of students.   | IP    | Our counselor is on campus two days a week, Monday and Wednesday.  |
| 3. Library book purchase  | IP    | We have purchased 4861 books this school year.   |
| 4. Provide auxiliary services for students and parents through Student Assistant Team, volunteers, orientation programs (kindergarten, 5 <sup>th</sup> grade), ASES, and outside agency referrals (College Community Services, Family Resource Center, Kern Regional Center). | IP    | The Student Assistance Team meets once a week and invites parents to the meeting. PTO promotes volunteering at school. Fifth grade went to the local community college to visit. We provide an after school program (ASES) for over 90 students every day from 2:20-6:00. College Community Services comes once a week and works with small groups of students that are clients of College Community Services.   |
| 5. Provide assemblies, activities and programs that are motivational and educational.   | IP    | Students attended a motivational IMAX assembly in October. We have conducted 3 Positive Behavior Assemblies and have one more scheduled right before CST testing. Students have attended a once a month reward program called Sun Dollar Friday. We also offer several clubs including Drama, Jr. Audubon Society, Battle of Books and Student Council. We offer two after school sports- soccer and basketball. Fourth and fifth graders were offered after school violin lessons at Gateway. |
| 6. Assist in funding classroom field trips including Camp Keep.   | IP    | Fundraising activities have consisted of: selling popcorn and popsicles after school, gift items, Avon, Krispy Kreme donuts, and holiday program DVD sales.  |
| 7. Explore school-wide approaches to reduce negative behaviors including bullying. Provide incentives to students for positive behaviors.   | IP    | Students have been earning sun dollars for good behavior and making good choices. Two teachers attended a trainers training on bullying and have presented the information to staff as well as having a bullying survey completed by all staff.  |
| 8. Replace outdated, damaged furniture and/or purchase new desks, chair, bookshelves, tables, file/storage cabinets, and backpack hooks as necessary for site growth  | NS/IP | Backpack hooks have been ordered and are being constructed by the district maintenance office.   |
| 9. Replace damaged and old playground materials such as bins to store P.E. equipment, toys, trucks, wagons, and sand play equipment.  | IP    | Our PTO, through box top earnings, have purchased durable playground balls, jump ropes, etc.   |
| <b>E. Parent, Student and Community Involvement</b>   |       |  |
| 1. Translation/interpreting services (Spanish) will be provided to assist students and parents.   | IP    | A translator is on campus two days a week.   |

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| 2. Family Nights, a series of parent information nights and a CST incentive evening will be provided.  | C/IP          | Our Sweet Rewards evening was held in October. Parent nights have been held in September and January and another one scheduled for May.   |
| 3. Provide opportunity for family and community involvement through the PTO, School Site Council, ELAC committee and parenting classes.  | IP/C          | A parenting class was held in November. We have held 2 ELAC meetings. PTO and SSC meeting monthly.  |
| 4. Continue to purchase new emergency/first aid supplies for all classrooms, media room, cafeteria and the front office.   | C             | Duty clipboards have been purchased for all teachers. Twelve new radios have been purchased to be used by staff on site.  |
| 5. Purchase an additional 200 folding chairs for our newly enlarged multipurpose room.   | NS            | No funding available for this purchase.   |
| 6. Support extra curricula activities with funding assistance: i.e. Jr. Audubon Society, 4/5 Basketball Program, Battle of the Books, Student Council, Chess Team, Drama Club. | IP            | Chess Club and Battle of the Books t-shirts have been purchased through extra curricular or donations.  |
| 7. Purchase risers for our new stage   | NS            | No funding available for this purchase.   |
| <b>GATEWAY Elementary Action Items</b>   | <b>Status</b> | <b>Notes</b>  |
| <b>A. Standards, Assessment and Accountability</b>   |               |   |
| 1. Examine disaggregated data from CST, benchmarks, and report cards. Identify performance gaps through PLC  | IP            | Beginning of year analyzed 2nd-5th grade CST data for at risk students or accelerated students and areas of weakness or strength and after each benchmark analyzed K-5 results(Nov. and Feb.) to create intervention groups and areas of concern by grade level   |
| 2. EL data regarding CELDT and years in program will be provided by EL office personnel and further analyzed at the site   | C             | January report was reviewed by staff and students with no growth were targeted for small group intervention with projects teacher and within classroom  |
| <b>B. Staffing and Professional Development</b>  |               |   |
| 1. Send teachers to CELL/ExLL training   | IP            | All teachers attend trainings 3-4 sessions by grade level   |
| 2. Grade level collaboration   | IP            | Teachers meet in PLC every other week and also in K-1, 2-3, and 4-5 groups  |
| 3. Support students through project teacher and computer paraprofessional  | IP            | Each class visits the computer lab once a week for 30-40 minutes to work on standards mastery; Every lunch period identified students visit the lab to work on math facts mastery; Project teacher works with small groups of students K-5 based on data analysis each trimester of ELA and math benchmarks and classroom performance |
| 4. Support students through counseling services focused on improving behavior  | IP            | Counselor held school-wide assemblies on Big 3 Rules (Respect, Responsibility, and Safety); Weekly class lessons on bullying, tattling, empathy, and anger management; meets with small groups of students or individual students as needed   |
| 5. Attend Annual Title I Conference  | C             | Principal and Title I project teacher attended conference in the fall and shared information with teachers at staff and PLC meetings  |
| 6. Teacher training (i.e. Lindamood Bell, EDI, PLC)  | IP            | 4 more Lindamood Bell webinars scheduled  |
| <b>C. Teaching and Learning</b>  |               |   |
| 1. Library resources aligned to standards  | NS            | New librarian will assess needs and purchase materials by the end of the year   |
| 2. Expand incentive program for Accelerated Reader to increase reading fluency and comprehension   | IP            | Students who meet individual AR reading goals monthly receive a colored band  |

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| 3. Implement standards-based computer software  | IP | Researching keyboarding programs but found a free online program; Researched other educational resources to assist students with standards mastery and may purchase Reading Eggs; Researched Rosetta Stone but too expensive |
| 4. GATE enrichment/acceleration activities  | NS | 4th and 5th grade teachers will be polled for needs  |
| 5. Maximize learning and increase time on task  | IP | Reviewing Standards Plus materials for the common core implementation especially in math   |
| 6. A district EL project teacher will provide support through coaching and professional development | C  | No current needs all met last year but if need arises we can contact   |
| <b>D. Opportunity and Equal Access</b>  |    |  |
| 1. Increase books in the library  | IP | New librarian will assess needs and purchase materials by the end of the year  |
| 2. Teachers will fill out ELD profiles on EL students   | IP | Each trimester 9 teachers fill out 24 profiles when they complete report cards   |
| 3. Intervention before/after school and lunch   | C  | Offered 2nd-5th grade math and ELA intervention two days a week for 7 weeks  |
| 4. Continue Attendance Incentive Program  | IP | Monthly attendance tags are handed out to students with perfect attendance   |
| 5. Create an after school chess club  | C  | An after school chess club meets twice a week after school for 28 beginners and twice a week for 22 advanced players   |
| 6. Improve playground facilities  | NS | Efforts will be concentrated on using parents, teachers, and noon duties to organize activities using SPARK PE equipment during recesses; a missing tetherball pole will be replaced this summer                             |
| 7. Transition 4th & 5th students into middle school   | IP | Ordered 150 planners for next year and using same one this year for 128 students; 64 5th graders attended the I'm Going to College tour in February  |
| 8. Continue 3rd grade math facts incentive program  | C  | Ordered gold, silver and bronze medals for 3rd grade students  |
| 9. Use supplemental programs/materials- Standards Plus to re-teach standards                        | IP | Using Standards Plus for ELA in 3rd-5th grade; 5th grade using Mad Science   |
| 10. Utilize technology to enhance delivery of instruction   | IP | Purchased 5 Eno Boards for classrooms and will purchase 5 more with additional Title I money classrooms  |
| 11. Utilize the arts to teach ELA (drama club, plays)   | C  | Drama club after school was held in the fall for 32 4th and 5th grade students; 4th grade presented Readers Theatre at their family Night in March   |
| <b>E. Parent, Student and Community Involvement</b>   |    |  |
| 1. Conduct Parent Conferences   | C  | Parent conferences were held in the fall for all students and in the spring for those students at risk of being retained or below grade level  |
| 2. Hold ELAC Committee and SSC meetings   | IP | Two ELAC meetings were held and monthly SSC meetings are held with April and May still scheduled   |
| 3. Provide assemblies, activities to enhance educational environment & increase learning            | C  | N(never give up) E(encourage others) D(do your best) Positive Character Assembly, Animals Around the World assembly, Cardioville (heart health), Mad science for 5th grade   |
| 4. Translation/interpreting services (Spanish) provided to assist students and parents              | IP | Translators used at fall and spring conferences and IEP meetings   |
| 5. Newsletters to inform parents and gather information   | IP | 9 teachers use weekly newsletter and the office produces monthly newsletters   |
| 6. Conduct school climate/safety surveys  | NS | This will be conducted in May  |

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| 7. Parent training and Family Nights   | IP            | Kindergarten and 1st grade holiday Minute to Win it, 2nd and 3rd math games, 5th grade history, 4th grade ELA , preschool sensory family nights held; a mental health night will be held in April  |
| <b>INYOKERN Elementary Action Items</b>  | <b>Status</b> | <b>Notes</b>   |
| <b>A. Standards, Assessment and Accountability</b>   |               |  |
| 1. EL data regarding CELDT and years in program will be provided by EL office personnel and further analyzed at the site level.  | IP            | In addition to review of CELDT data on an informal basis, a formal review of CELDT data was the focus of the faculty collaboration session held on October 17, 2012 and November 07, 2012. Of our 10 EL students, 3 were reclassified this school year and are being monitored.  |
| 2. Collaboration in PLC teams to review student progress towards state standards and grade level benchmark exams and increase test scores for all our students.  | IP            | Inyokern faculty collaborates on student progress at weekly collaboration meetings which are held from 7:00 to 8:00 am. Another monthly collaboration session is held during the school day while the students enjoy a Fine Arts Mini Experience (F.A.M.E).  |
| <b>B. Staffing and Professional Development</b>  |               |  |
| 1. Support students through counseling services focused on BOYS' TOWN SOCIAL SKILLS, STEPS TO RESPECT and SECOND STEP curriculum.  | C             | We continue to use a streamlined counseling program which allows a three level model similar to the RTI pyramid. Level I - Class Lessons - Level II = Friendship Circles - Level III = Individual Counseling   |
| 2. Small group intervention within the school day provided by a paraprofessional on as needed basis  | C             | Luz Osorio, paraprofessional, continues to work an hour a day Monday through Thursday as a paraprofessional in our kindergarten class to provide intervention groups and to also work with individual students.  |
| 3. Have professional development opportunities and training for areas such as Eno interactive whiteboards, PI, PLC, ELA, Math, RTI, AR, AM, Professional Book Study groups, Illuminate, & observations of successful practices | IP            | We began using a PLC professional development from Solution Tree using a DVD format for staff development on site for "Learning by Doing". The principal and third grade teacher will attend PLC. Standards Plus and PeaceBuilders will come to Inyokern to show teachers how to conduct their program in each of the appropriate classrooms. The Aeries conference will also be attended. |
| <b>C. Teaching and Learning</b>  |               |  |
| 1. A district EL project teacher will provide support through coaching and professional development.   | IP            | Mrs. Williams and Mrs. Frisbee provide professional development four times a year through the day long benchmark training staff development classes. Mrs. Frisbee has come to Inyokern for support in Illuminate.  |
| 2. Replace up to one-fourth of the computer lab computers yearly in order to keep it up to date and update or replace other technology items on campus as needed to support learning and classroom intervention.               | IP            | Old computers have been identified and a quote has been generated. Computers will be ordered and installed in our media center as well as older ones in the classrooms.  |
| 3. Provide adequate supplies to support existing programs such as Accelerated Math and Accelerated Reading.  | C             | Each classroom has student computers, a laser printer and an Accelerated Math reader. Both programs require computer print outs, but Accelerated Math requires a large amount of paper. Paper, toner, and scan cards are provided for each classroom.  |
| 4. Enhance standards based learning with web based learning programs such as Education City, Starfall, Renaissance Place, Kid's College, Worldbook on-line, and Math in a Flash.   | C             | We had enhanced the program Education City by adding the science component to the ELA and Math sections.   |
| 5. Enhance a leveled book library to support CELL & ExLL instructional strategies  | C             | Our CELL & ExLL library is large and currently meeting our needs. No new purchases are anticipated for this year.  |

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| 6. Support intervention classes with supplemental materials and supplies such as Treasures Triumphs   | C  | Triumphs materials from MacGraw Hill Treasures program has been purchased for TAG interventions in Reading Language Arts. Teacher are also using Standards Plus (grades 2-5) and Bellwork (grade 1) for students within the classroom.   |
| 7. Standards based assemblies to teach concepts in a different format addressing different learning styles focusing on academic achievement and promoting positive behavior | C  | Ventriloquist, Joe Gandelman, came to school on October 5, 2012, to present his anti-bullying message.   |
| <b>D. Opportunity and Equal Access</b>  |    |  |
| 1. Increase AR books in the library with high interest/low vocabulary books, award winning books focused on all grade levels and level library.                             | IP | Library books and supplies will be purchased as funds allow this year.   |
| 2. Support the GATE program through Battle of the Books (BOB) by providing items such as multiple copies of BOB books, AR books, and Standards Plus as well as competitions | IP | The third grade BOB books are the same each year so no new 3rd grade books were needed. We purchased additional copies of the 4th – 5th grade BOB books. The competition in Bakersfield will be held in April and we have six students identified to attend.   |
| 3. Promote communication to parents through newsletters and monthly calendars.  | C  | A monthly newsletter and calendar of events is sent home to parents. Events are also posted on our website. In addition to the monthly communication, flyers go home as needed.  |
| 4. Provide intervention to students within the school day through the Project Teacher and after school through ASES   | C  | Daily interventions are provided through TAG for grades 2-5. Our project teacher provides small group intervention groups for needed students. Each teacher provides small group interventions within the school day for the benefit of our students and to meet the minutes required by our state.  |
| 5. Provide a staffed computer lab for students.   | IP | Our media center is beautiful and well equipped with 32 PC computers with flat screens. We replace 1/4 of the computers annually to keep the lab up to date. This year up to ten computers will be purchased to accomplish this goal.  |
| 6. Support school wide Read Across America and other reading programs with additional books, activity supplies, and incentives  | IP | There will be three AR assemblies this year. The first two were held on November 30, 2012 and March 15, 2013. A third AR Assembly is in the planning stages and will take place this year. Dr. Seuss Day was held on March 1, 2013, and a book give away took place.   |
| 7. Provide each family with annual magnetic calendar to promote home to school communication  | C  | The 2011-12 Title I Parent Survey proved that our annual magnetic calendar is used and appreciated. The calendar was designed, purchased and distributed to parents in August 2012.  |
| 8. Support hands-on learning on standards based educational field trips such as Camp Keep and Sand Canyon.  | IP | Our 5th grade students attended the science based Camp KEEP program during the week of January 14 - 18, 2013. The 4th graders will participate in Sand Canyon March 27 - 28, 2013.   |
| 9. Promote school attendance, academic achievement, and positive behavior through rewards, programs & assemblies for students   | C  | This year we continue the "Chain of Success". Each child receives an Inyokern Unicorn Tag on a chain. As the year progresses students may earn tags such as individual perfect attendance, academic achievement, spelling bee participation, student council membership, and PeaceBuilder of the month. The tags are awarded monthly at our PeaceBuilder Assembly. |

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| 10. Provide an after school bus to make after school interventions classes available to all students  | C             | An after school bus started transporting during the first intervention session and will continue to do so with the second round of interventions after spring break. Fifteen to twenty students are being transported Monday through Thursday in order to provide universal access to the intervention classes.   |
| 11. Promote positive school climate and culture with our student council and spirit days.   | C             | Our Student Council traveled to Bakersfield to be trained. Spirit days have been held throughout the year and a Unicorn Costume has been purchased to help promote a positive school climate. Student Council is the HEART of student involvement and the council is leading the way to positive involvement at school.   |
| 12. Transitioning our 5 <sup>th</sup> graders from Inyokern to Middle School by having visits to Middle School.   | IP            | 5th graders will visit Murray Middle School on May 14, 2013 and will plans are being made to have them return to shadow a middle school student on May 20, 2013. This should help to make an easier transition to middle school.  |
| 13. Replace or add playground and PE equipment and supplies such as bins to store equipment and reduce playground incidents by increasing equipment available for students. | NS            | New equipment was added to the primary playground last year. This is an ongoing goal, so as additional funds become available equipment will be purchased.  |
| <b>E. Parent, Student and Community Involvement</b>   |               |   |
| 1. Translation/interpreting services (Spanish) will be provided to assist students and parents.   | IP            | Translation for conferences, student assistance team meetings, and other meetings is provided throughout the school year as needed.   |
| 2. Provide homework folders for all students to improve school to home communication and homework completion.   | C             | Homework folders were purchased and students are using them on a daily basis. Communication to families goes home in the folders on a regular basis.  |
| 3. Foster family involvement in school through programs such as Back to School, Open House, Holiday Programs, SSC, Parent-Teacher Conferences, and Family Nights            | IP            | Back to School Night was held on August 29, 2012. Open House will be held on May 7, 2013. The Winter Program was well attended on December 20, 2012. Parents are attending conferences and SSC meetings are held throughout the school year.  |
| 4. Conduct annual Title I school climate/safety survey  | NS            | The survey will be held in May of 2013.   |
| 5 Purchase new emergency / first aid supplies for classrooms, media center, cafeteria, nurse's office, and front office   | IP            | Due to the need of the safety sea-bin, it has been gutted and a secure shelf installed. The 5 empty water drums have been filled and the first aid kits mounted to the inside of the doors. Water will be replaced and the safety Items will be inventoried and replaced. Bins will need to be purchased to hold the safety Items.  |
| <b>LAS FLORES Elementary Action Item</b>  | <b>Status</b> | <b>Notes</b>  |
| <b>A. Standards, Assessment and Accountability</b>  |               |   |
| 1. Examine disaggregated data from CST, benchmarks, and report cards. Identify performance gaps through Child Study Team meetings.  | C             | Child Study Team meetings held 8/29 & 8/30. Student progress monitored through analysis of 2012 CST data, Aug. baseline reading levels and math facts. Performance gaps identified and resulted in the construction and implementation of a K-2nd & 3rd-5th RTI (Response to Intervention) pyramid involving tiers: Special Ed., Intervention Teacher, Intervention Lab, & Gen. Ed. 1st Trimester (11/7 & 11/8) and 2nd Trimester (2/27 & 2/28) Child Study held to re-evaluate benchmark, reading, and math levels and reform intervention groups. |

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| 2. Increase test scores for our significant sub groups through focused analysis of individual student performance   | IP | Child Study Team meetings held 8/2012, 11/2012, and 2/2013. Significant subgroups identified as SED and white; individual student performance assessed and discussed. Weekly and monthly grade level collaborations held to continue individual progress monitoring for significant subgroups. |
| 3. Increase test scores through a review of standards utilizing Curriculum & Associates' Practice and Mastery materials.  | IP | P & M inventory taken in 8/2012. 2nd-5th grade level collaborations held in January 2013 to finalize implementation plan/schedule for February-April for ELA & math standards review. P & M utilized February-April for ELA & math standards review.   |
| 4. Purchase Standard Plus consumables to promote review and mastery of standards.   | C  | SP materials inventory taken in 8/2012. Purchase order completed 3/2012. SP implemented as a daily standards review in 2nd-5th grades.   |
| 5. EL data regarding CELDT and years in program will be provided by EL office personnel and further analyzed at the site level.                                     | C  | CELDT data was provided and reviewed by principal and intervention teacher as well as the ELAC committee. Teacher with EL students complete RFEP for EL students each trimester and analyze current data as provided to the Title III Coordinator.   |
| 6. Purchase paper and toner for staff copy machine and additional ink cartridges for classroom printers to make copies of assessments and standards-based materials | C  | Staff copy machine paper and toner classroom ink cartridges purchased 12/2012.   |
| 7. Purchase School Specialty Journals for 1st and 2nd grade to support mastery of grade level ELA/writing standards   | C  | School Specialty Journals for 1st and 2nd grade purchased 12/2012.   |
| 8. Purchase printer for TK classroom to make copies of assessments and standards-based materials as needed  | C  | TK classroom printer purchased 12/2012.  |
| 9. Renew Reading Eggs license to support ELA intervention and mastery of K,1, 2 ELA standards   | C  | Reading Eggs license renewed 12/2012.  |
| 10. Renew Reading A-Z license to support ELA intervention and mastery of K & 1 ELA standards  | C  | Reading A-Z license renewed 12/2012.   |
| 11. Renew IXL program to support Math intervention and mastery of K-5 math standards  | C  | IXL license renewed 12/2012.   |
| 12. Purchase technology component renewal for ReadAbout to support ELA intervention and mastery of 3-5 standards  | C  | ReadAbout license renewed 12/2012.   |
| <b>B. Staffing and Professional Development</b>   |    |  |
| 1. Train one person from each grade level in PLC.   | IP | PLC training scheduled for September 2012, but was cancelled by District Office. PLC training scheduled for 2nd (K. Konopak), 3rd (Beeson & Pritchard), and 5th (P. Konopak) grades and Intervention Teacher, M. Bergens for 6/2013 in Las Vegas.  |
| 2. All staff trained in Treasures (new ELA adoption).   | IP | Due to new hires, three Las Flores staff members (Benadom, Blade, Cote) still need to be trained. They will receive training May 20-22, 2013.  |
| 3. District Initiative: Grade Level Trainings/Instructional Norms   | IP | Grade level trainings held each trimester by District. District Initiatives reviewed and discussed at monthly site level staff meetings.   |
| <b>C. Teaching and Learning</b>   |    |  |

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| 1. Purchase dry-erase white boards and dry erase markers to support SSUSD Instructional Norm/Best Practice of CFU  | C             | Dry-erase white boards and markers purchased 10/2012.   |
| 2. A district EL project teacher will provide support through coaching and professional development.   | IP            | Trimester training held per each grade level. Cell/ExLL strategies reviewed and discussed.  |
| <b>D. Opportunity and Equal Access</b>   |               |   |
| 1. Implement lunchtime and after school intervention   | IP            | Before School Interventions held: 12/3-22 ELA 2nd-5th, 1/14-2/8 Math 4th & 5th, 2/19-3/15 ELA 1st-3rd, and 4/1-19 Math 4th & 5th. After School Intervention held: 1/22-2/21 ELA 1st-3rd.  |
| 2. Counseling Services will be provided to focus on emotional, social and academic needs of students.  | IP            | Counselor on campus on Tuesdays and Fridays. Friendship Circles as well as whole classroom instruction conducted. Students are referred to counselor for more individualized needs based on teacher referrals, SST referrals, and/or parent/student requests.   |
| 3. Provide homework folders for all students to improve school to home communication and homework completion   | C             | Universal homework folders distributed in 8/2012. This has improved the communication with parents as they can refer to the same homework folder for all students.  |
| 4. Purchase three new office computers and two monitors to improve school climate (monitors needed for monitoring security), school to home communication, and to support instructional staff. | C             | Office computers and monitors order in 12/2012 and installed 1/2013.  |
| <b>E. Parent, Student and Community Involvement</b>  |               |   |
| 1. Host testing incentive "Night of the Stars" in October  | C             | "Night of the Stars" held on October 25 & 26, 2012. Students who were advanced, proficient, or moved up a performance band on the 2011 CSTs were invited to an ice cream social and sock hop. Ice cream cones displayed the names and performances of students.   |
| 2. Continue to provide monthly Family Nights to increase parent involvement. Target Title 1 parents to increase awareness and involvement  | IP            | Monthly Family Nights held for the purposes of increasing family involvement.   |
| 3. Continue to provide support to school climate through monthly PBS activities  | IP            | Monthly PBS assemblies held to review the rule/focus of the month and to teach students the desired behavior. Monthly PBS rewards held to recognize and reward students for their positive behavior.  |
| 4. Translation/ interpreting services (Spanish) will be provided to assist students and parents.   | IP            | Translator provided in fall and spring conferences and on a as-needed basis.  |
| <b>PIERCE Elementary Action Items</b>  | <b>Status</b> | <b>Notes</b>  |
| <b>A. Standards, Assessment and Accountability</b>   |               |   |
| 1. EL data regarding CELDT and years in program will be provided by EL office personnel and further analyzed at the site level.  | IP            | Have been given new data regarding CELDT results and years in program will schedule staff meeting to analyze results and make plans for next year just after STAR testing. Individual teachers are providing ELD instruction in classrooms. Students in grades 2 and 3 are also receiving instruction in a separate ELD group 4 days a week from January until May. |
| 2. Provide CST test preparation materials for teachers and students in grades 2-5. (Some of these materials will also be used for intervention.)   | C             | Teachers in grades 2-5 have received CA Test Ready materials for ELA and Reading. They are currently doing test prep lessons in their classrooms and during interventions. (no cost this year using leftover materials from last year.)   |



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| 3. Provide budgeting and data analysis assistance to the principal and school staff. (25% of clerk position)  | IP | Mrs. Wendt is currently maintaining all Pierce budget records (Categorical, General Fund, & Extracurricular). She assists with data analysis for principal as needed.   |
| <b>B. Staffing and Professional Development</b>   |    |   |
| 1. Project Teacher will provide literacy support to classroom teachers, instruct GATE students, facilitate family nights, student enrichment activities, assemblies, and provide math intervention.                     | IP | Mrs. Johnson runs math intervention for 4th/5th graders at a.m. & lunch recesses. (started with 67 students down to 19) She teaches weekly GATE classes for 4th (14 students), and 5th (21 students) graders. She teaches a 5th grade Math intervention group (6 students). She runs Battle of the Books groups (62 kids). She has planned/facilitated a GATE parent meeting & our Dr. Seuss Family Night. More events are planned for spring.                                      |
| 2. Counselor will provide social skills instruction, teach conflict resolution, and bully prevention strategies through the Second Step Program. Counselor also provides Parenting classes for 7 weeks each year.       | IP | Mrs. Bodnar teaches conflict resolution and bully prevention strategies in classrooms. She is rotating through grade levels. She has completed 2 sessions of small group instruction for social skills with students recommended by teacher or parent and is getting ready to begin her third session. (Session 1 - 23 students, Session 2 - 34 students, and Session 3 - 34 students) The 8 week parenting class has been completed (15 parents completed the course).             |
| 3. Computer Paraprofessional will provide computer instruction for students, assist teachers with assessments, and maintain equipment in the computer lab. Will also provide instruction for the Before School Program. | IP | All classes have a weekly computer time. Mrs. deHaan assists with school wide assessments like STAR early literacy, math & reading. She assists scanning assessments into Illuminate. She provides math & reading interventions using standards based computer programs. She provides instruction for the K-2 students (21 students) in the Before School Program daily. Budget constraints will require that computer paraprofessional hours be cut from 5 hrs. to 2 hrs. per day. |
| 4. Adequately staff and supply the Before School Program and the ASES After School Program.   | IP | Both the Before School Program (52 students) and the After School Program (80 students) have adequate staff to maintain their 20 to 1 student/instructor ratio. Supplies are purchased as needed for both programs.   |
| <b>C. Teaching and Learning</b>   |    |   |
| 1. A district EL project teacher will provide support through coaching and professional development.  | IP | Mrs. Williams. provides coaching and professional development for Pierce staff as needed throughout the school year. She also coordinates our ELAC meetings and works with Pierce staff to support parents of ELL students.   |
| 2. Classroom paraprofessional will provide classroom assistance for struggling students and will provide instruction for Before School Program.   | IP | Mrs. Bockhahn provides classroom assistance in grades K-1 and runs two SIPPS kindergarten reading groups. She provides instruction for the students in grades 3-5 (31 students) who attend the Before School Program. Mrs. Bockhahn also teaches art to all students in grades 1-5 once a week.   |
| 3. Intervention teachers will provide additional phonics instruction for first and second grade students who are struggling and at risk of retention. (during school)   | IP | Mrs. Haase and Mrs. Toler provide additional phonics/reading instruction utilizing the SIPPS program with all struggling readers in grades 1-3. They see 4 groups of children (6-7 students in a group) four days a week for 45 minutes. (\$5718) Mrs. Toler also teaches a math intervention group for struggling 4th graders who need intensive intervention. (5 students) - \$1385 These groups run from Jan.-May.   |

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| 4. Intervention teachers will provide additional reading/language arts or math instruction for ELL students. (before school)   | IP | Because our data showed a need for intervention for struggling readers, Mrs.Toler (6 students) and Mrs. Haase (6 students) are teaching SIPPS reading intervention for students in grade 3 before school 4 days per week. (Both groups will run from January until May.) \$4848                          |
| 5 .Intervention teacher will provide additional reading/language arts instruction for ELL students (during school).  | IP | Mrs. K. Williams is providing ELD instruction to ELL students in grades 2 and 3. \$4849  |
| 6. Provide paper, printer cartridges, and scan cards for supporting Accelerated Reading, and Accelerated Math in the classrooms.   | IP | Reams of paper \$1305, printer cartridges \$690, had a good supply of scan cards left from last year.  |
| 7. Provide student incentives for achievements in academic, behavioral, and attendance.  | C  | Purchased dog tags and chains, and monthly attendance tags to reward academic, behavior, and attendance performances. \$276  |
| 8. Purchase art supplies to continue our Art Program for students in grades 1-5. This program provides enrichment for students who may not have a chance to otherwise excel at school.   | C  | \$47 for misc. art supplies  |
| 9. Purchase P.E. equipment and supplies to support the teaching of SPARK P.E. curriculum in grades 1-5. Replace worn out or broken equipment.  | C  | Purchased soccer, basketball, kickballs, and tetherballs (\$319).  |
| <b>D. Opportunity and Equal Access</b>   |    |  |
| 1. Pay Battle of the Book fees for competition in spring.  | IP | Pay fees to support Battle of the Books program including: \$90 annual membership fee, \$40 in fees for Kern Co. competition in April and transportation to Bakersfield - approx. \$130 because we share bus with other schools.   |
| 2. Replace older computers/monitors in the classrooms to provide up to date technology to support student learning and achievement. (Only as needed when something breaks.)  | IP | Did not need to purchase any replacement computers or monitors so far this year.   |
| 3. Support staff use of Eno boards, projectors, etc. with replacement of tech items as necessary due to wear and tear in the classroom.  | IP | Replaced bulbs in classroom data projectors as they burned out this year. \$762  |
| <b>E. Parent, Student and Community Involvement</b>  |    |  |
| 1. Translation/ interpreting services (Spanish) will be provided to assist students and parents.   | IP | One full time and 1 part time translator worked to translate documents for all communications sent home. They also interpreted for all family nights, parent meetings, and IEP meetings. They worked with Adult School to register students for our evening ESL classes and helped support that program. |
| 2. Purchase subscription to Home School Connection for monthly newsletter sent home to parents.  | C  | Renewed <b>Home School Connection</b> monthly newsletter (2013-2014) - \$328 these always renew in March.  |
| 3. Provide paper, printer cartridges, and other supplies necessary to keep parents/families/community members informed since more than 100 of our families do not have access to computers. (Meeting reminders, flyers home, etc.) | C  | Homework Folders for School to Home communication - \$490, reams of paper for copies and copies at multilith \$597, printer cartridges - \$441   |
| 4. Purchase emergency supplies to replace out dated supplies.  | C  | Did not need to purchase emergency supplies this year as our PTO replaced our outdated water supplies for us.  |

| OTHER ITEMS FOR FUTURE PLANS/ ACTION   |        |  |
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| Would like to purchase 400 copies of a Battle of the Books book so we can do a family read aloud project in 2012-13 school year.   | NS     | Did not have the funds to make this happen this year. Will try again in 2013-2014 school year.   |
| Look at beginning to replace older computers in classrooms with laptops.   | IP     | Working with district technology department to look at purchasing Chromebooks as our older computers wear out and to begin the process of getting a laptop on each student's desk to support the new SBAC testing coming in 2014-15. |
| Provide materials and supplies for RSP teacher.  | C      | Purchase Triumphs interventions workbooks and CLIME materials as necessary to replace those materials used up by students during the school year. Had enough left over from last year.   |
| Pay fees for National Geographic Geography Bee so 4th and 5th graders can compete.   | C      | \$100  |
| Update Internet learning programs for computer lab and classrooms.   | C      | Renewed Reading Eggs program for students in grades K-2. \$1200  |
| RAND Elementary Action Items   | Status | Notes  |
| <b>A. Standards, Assessment and Accountability</b>   |        |  |
| 1. EL data regarding CELDT and years in program will be provided by EL office personnel and further analyzed at the site level.  | C      | There are no ELL students at Rand this year.   |
| <b>B. Staffing and Professional Development</b>  |        |  |
| 1. Have professional development opportunities and training for areas such as Eno interactive whiteboards, PI, PLC, ELA, Math, RTI, AR, AM, Illuminate, & observations of successful practices | IP     | Mr. Meech has been trained in CELL and his CELL and benchmark skills are updated at the district training sessions he attends.   |
| 2. A district EL project teacher will provide support through coaching and professional development.   | C      | Professional development is given at the writing benchmark training days and coaching is available on request.   |
| <b>C. Teaching and Learning</b>  |        |  |
| 1. Support standards based learning with technology, supplies and equipment.   | C      | A new projector was purchased to replace a broken one so that technology could continue to be used. Computers at Rand are in good working order.   |
| 2. Provide adequate supplies to support existing programs such as CELL, Accelerated Math, and Accelerated Reading.   | C      | Accelerated Math, Accelerated Reading, and Math Facts in a Flash are available to Rand students.   |
| <b>D. Opportunity and Equal Access</b>   |        |  |
| 1. Increase AR books in the library with high interest/low vocabulary books, award winning books focused on all grade levels and level library.  | IP     | AR library books are purchased as needed.  |
| 2. Provide field trips and other experiential learning opportunities for students in order to counteract isolation   | C      | Rand students have visited the Los Angeles Zoo and have also attended the IWV concerts held at BHS.  |
| 3. Replace or add playground and PE equipment and supplies such as bins to store equipment and reduce playground incidents by increasing equipment available for students.                     | NS     | This is an ongoing goal, so as additional funds become available equipment will be purchased.  |
| <b>E. Parent, Student and Community Involvement</b>  |        |  |

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| 1. Offer informative family nights.   | IP            | Back to School Night was held on September 5, 2012. Open House will be held on May 14, 2013. The Winter Program was well attended at the community center. Parents are attending conferences and SSC meetings are held throughout the school year. |
| 2. Translation/ interpreting services (Spanish) will be provided to assist students and parents as needed.  | C             | There are no ELL students at Rand this year so translation is not needed at this time.   |
| 3. Conduct annual school climate/safety survey  | NS            | The survey will be held in May of 2013.  |
| <b>RICHMOND Elementary Action Items</b>   | <b>Status</b> | <b>Notes</b>   |
| <b>A. Standards, Assessment and Accountability</b>  |               |  |
| 1. Disaggregated data from CST, CMA, CAPA, CELDT, and STAR assessments will be analyzed by staff; performance gaps will be identified   | C             | Done at Friday collaborations and at WINN collaboration time.  |
| 2. Refresher trainings will be led by teacher leaders in Accelerated Math and Accelerated Reader programs in August and September 2012- completed   | C             | Done in October and November 2012.   |
| 3. Trimester benchmarks (phonemic awareness, decoding, fluency, comprehension, math skills) will be reviewed and analyzed.  | IP            | Will continue to be reviewed at Friday collaborations and during WINN collaboration time.  |
| 4. Curriculum, instruction, and assessment will be aligned into a coherent system that will provide ongoing bi-monthly data on student progress, focusing on high quality instruction, and ensuring early intervention for students experiencing learning roadblocks.                         | IP            | Ongoing progress through collaboration and WINN program.   |
| 5. ELD data regarding CELDT and years in program will be provided by EL office personnel and further analyzed at the site level.  | C             | Students assigned to ELD intervention group based on data; students attend daily group instruction.  |
| 6. Collaboration time with PLC grade-level teams will focus on analyzing data, aligning standards, curriculum, grade-level instruction, and articulation between grade levels   | IP            | Ongoing progress through collaboration and WINN program.   |
| 7. WINN intervention and enrichment activities will be done on a weekly basis per grade level. Students will be assessed for knowledge of grade level standards in ELA and Math- and students will attend an intervention lesson or an enrichment lesson based on the results of assessments. | IP            | Ongoing progress through collaboration and WINN program.   |
| <b>B. Staffing and Professional Development</b>   |               |  |
| 1. Staff will participate in professional development activities designed to enhance curriculum and instructional strategies: CELL/ExLL, CPI, RTI, Treasures, Differentiated instruction, Professional Learning Communities, and math instruction.  | IP            | Staff attends assigned trainings as requested.   |

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| 2. A district EL project teacher will provide support through coaching and professional development.   | IP | Teachers have attended 2 of the 3 district trainings by the EL project teacher.   |
| 3. Site projects teacher will teach all CELDT groups on site in the 2012-13 school year.   | IP | Students attend ELD small group instruction 4 days a week.  |
| 4. Projects staff/SELPA staff will support programs and learning through direct instruction of specific small groups of students.  | IP | RSP teacher/para teach small group instruction of standards and Read Naturally program.   |
| 5. Staff development will be provided to support ELA instruction with 2 days of Treasures training.  | IP | Will be completed in May 2013.  |
| 6. Special education staff have attended training in CPI (Crisis Prevention and Intervention); Autism; Behavior Management trainings; Difficult IEP management   | C  | Staff has attended CPI training if needed; some staff have attended Autism and Difficult IEP meeting.   |
| <b>C. Teaching and Learning</b>  |    |   |
| 1. High-quality direct instruction, research based programs will be offered for all students   | IP | High quality instruction and research based programs are used daily.  |
| 2. High priority students will be enrolled in Acellus Intervention program during the school day with instruction in the computer lab.   | C  | All students enrolled and working in program as of March 2013.  |
| 3. Before-school interventions will be offered for students who are at risk, based on assessment data. Sessions will be offered in the fall and spring semesters of the 12-13 school year.   | IP | Fall intervention completed; Spring intervention will be offered March to April 2013  |
| 4. Gifted students will be provide with increased academic rigor through differentiated instruction and programs such as AR, AM, Word Masters, newspaper and Richmond Writers.   | IP | Gifted students attend Word Masters twice a week; lessons are differentiated on a daily basis.  |
| 5. Direct English language development (ELD) instruction will be provided.   | IP | Projects teacher teaches ELD small groups 4x a week.  |
| 6. A library program will be offered which includes instruction/books/reference materials/technology that supports/enhances acquisition of grade level standards for all students  | IP | Library clerk and AR para reinforce and support grade level standards and AR instruction.   |
| 7. Programs/assemblies, and field trips to supplement standards, will be scheduled, as funds allow   | IP | 3rd, 4th and 5th grade classes have curriculum appropriate or enrichment appropriate field trips completed or planned. All will be completed by May 2013. |
| <b>D. Opportunity and Equal Access</b>   |    |   |
| 1. Differentiated instruction will be provided for all learners to make learning meaningful- but especially to help English learners, gifted and talented students, special education students, and those who have behavioral and social problems, through small group instruction and friendship circles instruction. | IP | Classroom and small group instruction is differentiated for all learners.   |

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| 2. Early intervention and effective student support strategies will be offered using CARS/STARS/Cell /ExLL supplemental curriculum materials.   | IP | Classroom and small group instruction on a daily basis.  |
| 3. "Rewards" program materials for use in English Language Arts   | IP | Classroom instructional use on a daily basis.  |
| 4. Students will be supported through counseling services focused on helping student behavior enhance access to the educational process. Counseling services/programs will be offered, including Steps to Respect, Second Step, and Friendship Circles.   | IP | Counseling is done on a group or individual basis by counselor, College Community Health or SELPA employees. |
| <b>E. School Climate/Safety</b>   |    |  |
| 1. A school wide discipline plan will be implemented: Richmond Pledge, Fight Free Program, and Boys Town Social Skills/Classroom Management.  | IP | Discipline incidents are down from last year due to proactive implementation.                                |
| 2. Assemblies, activities, programs to motivate/educate, recognition program-Super Stars will be scheduled  | IP | Super Stars recognition assemblies are held monthly.   |
| Specific materials for the Super Stars programs are: incentive items to motivate students to participate in Accelerated Reader and Accelerated Math programs. Magnets   | IP | Motivational materials used monthly for SuperStars rewards.  |
| 3. Student affiliation, engagement, and responsibility will be encouraged through activities such as an attendance program, goal setting activities, jobs, lunch clubs, student newspaper, Winner's Circle, garden club, Birthday Book Club, Career Luncheon Program and field trip, Student Council, Cub Club, and cross-age/peer tutoring | IP | Lunch clubs, Garden club, Birthday book club, Student council and Cub Club continue through May.             |
| <b>F. Parent, Student and Community Involvement</b>   |    |  |
| 1. Student education will be enriched by supporting family, school, community partnerships through the following opportunities:   | IP |  |
| Parenting- Parenting classes  | C  | Parenting classes offered through district at Pierce Elementary School.                                      |
| Communicating   |    |  |
| Parent teacher conferences  | IP | Spring parent teacher conferences will be held March 6-8 2013.   |
| IEPs  | IP | Ongoing IEP and conferences as needed.   |
| Translation/interpreting services   | IP | Ongoing translation services as needed.  |
| Orientations to facilitate transitions (pre to Kdg, grade to grade level, 5th to middle school)   | NS | Will be held in May 2013   |
| Newsletter, Edline  | IP | Ongoing updates to Edline.   |
| Parent activities   | IP | Ongoing monthly parent nights and activities.  |
| Family Nights, Ice Cream Social   | IP | Ice cream social held in August; Family Nights held monthly through May 2013.                                |
| Back-to-School Night,   | C  | Completed in September 2012.   |
| Christmas Program   | C  | Completed in December 2012.  |
| Open House/Art Show/Science Fair  | IP | Will be done in May 2013.  |
| Volunteering  |    |  |

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| Classroom and school wide   | IP            | Daily school volunteers in classroom and monthly for FAME activities.  |
| Lunch Clubs, Career Lunches   | IP            | Career lunches held weekly.  |
| Learning at Home  |               |  |
| Homework assistance   | IP            | Homework assistance is offered before or after school as needed.   |
| Study Island  | NS            | We are not offering Study Island this year.  |
| District Instructional Advisory Committees  | IP            | Staff have attended DIS meetings as required.  |
| PTO, School Site Council  | IP            | Staff attends PTO once monthly on the first Thursday of each month.  |
| Superintendent's Council  | IP            | Staff attends Supt. Council once monthly as scheduled.   |
| Collaborating with Community  |               |  |
| Lunch Club, Garden Club   | IP            | Garden club is held weekly with Mr. Arp and staff.   |
| Career Luncheon Program   | IP            | Career lunches held weekly.  |
| Field Trips   | IP            | Walking field trips; third grade, fourth grade and fifth all have planned or finished field trips.   |
| Kiwanis Walk-a-Thon   | C             | Completed in August 2012.  |
| FAME  | IP            | In progress; held monthly until May 2013.  |
| Movie Licensing Fee per year  | IP            | Subscription used last for 5th grade movie night fundraiser on campus 2/8/13.  |
| 2. Translation/interpreting services. (Spanish) will be provided to assist students and parents   | IP            | Ongoing translation services utilized as needed.   |
| <b>JAMES MONROE Middle Action Items</b>   | <b>Status</b> | <b>Notes</b>   |
| <b>A. Standards, Assessment and Accountability</b>  |               |  |
| 1. Administrators will provide teachers with various thorough analyses of California Standards Test data so that teachers can utilize data quickly and effectively.                                       | IP            | Administrators have regularly assisted teachers in the analysis of CST, benchmark, and other data. The January 9 staff development minimum day was dedicated to increasing teacher familiarity with district provided technology tools, such as Illuminate and Google Docs. Teachers describe themselves as "much more comfortable" with data analysis and the technology tools we have. |
| 2. Faculty will utilize Illuminate in order to meet individual/subgroup needs based on analysis of California Standards Test data and benchmark data.   | IP            | Teachers and administrators have carefully reviewed African American, Hispanic, Socioeconomically Disadvantaged and English Language Learner students' data on CST, benchmarks, and other assessments, in the interest of improving their performance on all assessments.  |
| 3. Faculty will analyze data from subgroups that are not achieving AYP, and will apply subject and student appropriate means to address the achievement gap.  | IP            | Tutorial period, which entails targeted instruction twice weekly for 30 minutes each period, is one means by which we are addressing the achievement gap.  |
| 4. Faculty will attend instructional advisory meetings and other district level meetings in order to provide students with curriculum and instructional methodologies based on research-proven practices. | IP            | Teachers have especially appreciated the time with colleagues, including Murray teachers, to further develop pacing guides and benchmark assessments. Along with conversation and training regarding Common Core State Standards, these activities have resulted in improved instruction.  |
| 5. EL data regarding CELDT and years in program will be provided by the EL office personnel and further analyzed at the site level.   | IP            | EL office personnel has provided data regarding CELDT and years in program. This information has been utilized at the site level in order to create action plans with teachers, parents and students.  |
| <b>B. Staffing and Professional Development</b>   |               |  |

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| 1. Special Education and EL staff, including ALAS teachers, will collaborate with general education staff regarding strategies for increasing achievement of special education and EL students.   | IP | Special education and EL staff, including ALAS teachers, have regularly collaborated, during grade level meetings at least once monthly, and during quarterly collaborative subject level meetings facilitated by district EL coordinators and project teachers.  |
| 2. AVID teachers will collaborate with 7 <sup>th</sup> and 8 <sup>th</sup> grade teachers regarding strategies for increasing achievement of AVID students.   | IP | AVID strategies are permeating all subjects and all courses because of the strength of the two AVID teachers. A handful of teachers do not readily implement AVID strategies effectively, so these teachers have been a focus area for the administrators and AVID teachers. Four teachers attended the AVID National Conference. Six teachers will attend AVID Summer Institute this summer. |
| 3. Staff will have the opportunity to participate in conferences and in-services that prepare staff members to use research-based teaching strategies. The AVID National Conference Winter 2012, the PLC Conference Summer 2013 will be a priority as will visiting other high performing middle schools. | IP | Four teachers attended the AVID National Conference, and six teachers will attend AVID Summer Institute this summer. Six teachers and one administrator will attend the PLC At Work Conference this summer. This will bring the percentage of AVID and PLC trained teachers to over 80 percent.   |
| 4. BTSA and PAR will be available to teachers who qualify.  | IP | Two teachers are participating in BTSA.   |
| <b>C. Teaching and Learning</b>   |    |   |
| 1. Faculty will examine state standards on a regular basis in order to adjust instructional practices. Essential standards will be determined for each core course, and pacing guides will be developed. Benchmark and formative assessments will be created with Murray teachers.                        | IP | Essential standards have been determined and published. Pacing guides for most subject areas are complete, and most subject areas have created and utilized at least three benchmark assessments so far this year.  |
| 2. Common Core State Standards will be examined and integrated into current practice. The Smarter Balanced Testing materials will be reviewed and teaching methodology adjusted as necessary.   | IP | All core subject area teachers have received basic training regarding Common Core State Standards. Staff meetings, grade level meetings, and department level meetings have included training and conversation regarding CCSS and Smarter Balanced Testing materials.   |
| 3. Grade level teams will work together to develop and teach interdisciplinary units with the primary instructional objective to focus on standards-based content in reading and writing across the curriculum.   | IP | Staff has attended subject specific training provided at the district.  |
| 4. Students will actively participate in their learning through classroom presentations, student-written productions, video reports, poster presentations, student-built models, essays, and reports, as well as  | IP | Explicit Direct Instruction training provided in the Spring of 2012 as well as continued AVID, GATE and PLC training has given teachers multiple strategies to enhance and improve instruction. These strategies are seen in classrooms daily.  |
| 5. The Media Center will be enhanced with new books as well as other materials such as software and cameras.  | IP | About \$1,500 in new books were recently ordered for the media center. The media center clerk, in her first year at Monroe, is reviewing current materials and other needs other than books.  |
| 6. A district EL project teacher will provide support through coaching and professional development.  | IP | The support from the district EL project teachers has been especially productive this year, as evidenced by grade level collaboration across middle schools and CCSS and SBAC awareness.  |
| <b>D. Opportunity and Equal Access</b>  |    |   |



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| 1. Develop and implement intense homework/study skills intervention: Intensive Responsibility Support (IRS) to meet 4 days week after school.   | IP | IRS is a strong intervention program for our students. It serves 30 students 5 days a week for one hour each day after school.   |
| 2. Develop List of Target Students (students in need of academic attention). Divide this list among administrators, counselors and meet with each student at least once each grading period. Review topics such as: Monroe promotion requirements; STAR results; goal setting. Also work specifically with students on cusp of scoring proficient in either/both ELA and Math on CST. | IP | List has been developed and review is occurring  |
| 3. Math and Language Arts Intervention will be provided to qualified students.  | IP | Outside school intervention occurs primarily during IRS. During school intervention (outside of regular class period) occurs during tutorial period.   |
| 4. Add AVID at 7 <sup>th</sup> grade level; continue at 8 <sup>th</sup> grade level. Continue zero period PE for AVID and other students interested in more than one elective.  | C  | The 7th grade AVID course serves 31 students; the 8th grade AVID course serves 28 students, and the zero period PE course serves 41 students.  |
| 5. Students will be provided with a variety of on and off-campus opportunities to increase their career exploration activities.   | IP | Mrs. Douglas has rotated 250 7th and 8th grade students through the Kuder Navigator Career Exploration program. The Workability program has provided some special education students with opportunities to see workplaces such as the fire department.   |
| 6. Utilize the new full computer lab for benchmark assessments as well as intervention/enrichment strategies.   | IP | The new computer lab, with 32 desktop computers, is utilized regularly. For example, twice a week, it is utilized by Pre-Algebra students using ALEKS.   |
| 7. Continue to offer and explore expanding Mathletes, Math Field Day, MathCounts, Science Fair, Chess Competitions, and Spelling Bee as well as other co-and extra-curricular activities.   | IP | While enhancing some of these activities has been challenging due to limited funding and limited student interest, we are proud of our students who participate, such as Daniel Keeley, who won the district Spelling Bee this year.   |
| 8. Qualified GATE students will be provided with enhanced educational experiences in the core academic subject areas.   | IP | The GATE certified teacher has provided feedback to other teachers regarding how to incorporate effective strategies into the core academic subject areas.   |
| 9. Continue to implement ALAS classes.  | IP | 42 students are served through the ALAS classes.   |
| 10. Implement AMS (Acquisition of Math Skills) class. Implement use of ALEKS (computer-based, self-paced).  | IP | 17 students are served through the AMS class. 80 students use ALEKS.   |
| <b>E. Parent, Student and Community Involvement</b>   |    |  |
| 1. Host Coffee with Principal at least four times.  | IP | Coffee with the Principal has been held twice. We have also held two Tiger Parent Academies--both evenings were focused on assisting parents in the use of district provided technology tools. At least one more Coffee with the Principal and at least one more Tiger Parent Academy will be held this school year. |
| 2. Provide an up-to-date web page providing current, relevant information for parents, students and community members.  | IP | The webpage is updated weekly.   |
| 3. Utilize Edline; Assist teachers with weekly updates of Edline during 2012-2013.  | IP | Edline is being utilized by most teachers.   |

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| 4. Implement PAMS (parent access to teacher gradebooks, attendance). Offer training.  | IP            | Only 2-3 teachers are not using PAMS.  |
| 5. Visitations for fifth grade students at elementary feeder schools will be provided to help students with the transition to middle school. New students will be provided with an orientation session.   | IP            | The 5th grade visitation will occur in May. Last spring, administrators visited with 5th grade teachers and elementary principals and created a spreadsheet of all incoming 6th graders and their strengths and needs. The conversations and data were helpful.  |
| 6. Implement WEB (6 <sup>th</sup> Grade orientation/integration program).   | IP            | After facilitating 6th grade orientation, 40 WEB leaders have coordinated events throughout the year, such as a WEB-link (picnic).   |
| 7. Continue with counseling groups such as anger management, social skills and peer mediation.  | IP            | At least 24 students have been served through counseling groups such as Why Try and Living Out Loud (girls' social skills).  |
| 8. School-wide assemblies will be held four times a year to honor those who meet positive academic and behavioral expectations. Expansion of these assemblies into better developed rewards/incentives programs will be explored and initiated. | IP            | Three all school assemblies have been held. In addition, quarterly SWAGG (Students who are Getting the Grades) assemblies have been held (coordinated by grade level teachers) for students with no Ds or Fs, no Us, and no more than one N.   |
| 9. Utilize School Messenger (Autodialer) to communicate with parents/guardians.   | IP            | School Messenger is used periodically to communicate with parents/guardians.   |
| 10. The School Safety Plan will be reviewed and updated annually.   | IP            | The School Safety Plan has been updated and was approved by the School Site Council on February 21, 2013, and has been submitted to the district safety officer.   |
| 11. Translation/interpreting services (Spanish) will be provided to assist students and parents.  | IP            | We appreciate the assistance of the district interpreters.   |
| <b>MURRAY MIDDLE Action Items</b>   | <b>Status</b> | <b>Notes</b>   |
| <b>A. Standards, Assessment and Accountability</b>  |               |  |
| Staff will examine state standards on a regular basis in order to adjust instructional practices and pacing.  | IP            | All curricular departments examine standards based on their emphasis on various assessments such as the STAR to ensure all students are learning the essential standards. Release time is given for teachers to review their curriculum and student data to determine the best delivery for student success. A new Projects teacher is working with all 4 core subject areas to create coordinated pacing guides, benchmark assessments and teaching strategies. |
| Students will have a variety of age appropriate reading and writing materials including periodicals available.  | IP            | Bi-annually the librarian selects new books and periodicals for the library based on student surveys, interviews, standards specific and the top sellers.  |
| Continuous assessment of instruction and materials for their appropriateness to the current standards.  | IP            | Bi-monthly teachers meet after school as departments and as grade level teams to review instruction and materials for their effectiveness. Every Friday departments meet for 40 minutes to collaborate. A District materials and Instruction committee meets yearly to review materials effectiveness.   |
| Increase use of data results to modify instruction and provide appropriate interventions.   | IP            | Departments and grade level teams meet bi-monthly to determine new formative assessments and to review past assessments for their effectiveness. Three times in this school year departments will meet with Monroe to coordinate curriculum, instruction and assessment.   |
| Use Resources frequently to create standards based assessments and benchmarks in all four core areas.   | IP            | Assessments are created as related to essential standards. The assessments are modified as data and standards change.  |

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| Monitor the enrollment in courses such as art, music, technology and careers for their effectiveness and relation to current trends and subject matter.   | IP | Every fall and spring the enrollment of students in these classes is examined to determine the interest level of the students which guides the number of sections in the master schedule.   |
| Develop curriculum for the AVID and ALAS classes to enable students to achieve their grade level standards in preparation for advanced courses and potential college bound goals.                                   | IP | With the change in ELA textbooks there will be a change in the ALAS curriculum and materials. We adopted English 3D for ALAS. AVID curriculum changes based on the National standards for AVID. Grade level collaboration meetings give information necessary for modifications to be made to intervention courses. |
| Students struggling in the four core subject areas will be monitored by the school counselor for appropriate placement in remedial programs.  | IP | The counselor monitors students on a monthly basis by reviewing their GPA, input from teachers, attendance records etc.   |
| Annual student meetings will be held to review assessment data to establish individual academic goals.  | IP | The counselor, assistant principal and principal meet with all students who are at risk as determined by their GPA, number of failing courses, number of interventions the students have attended and student attendance.   |
| Provide access to a variety of educational resources including pleasure reading, reference materials, technology GTT, Avid, Health Careers and motivational programs.   | IP | The librarian uses SLIBG funding and funds raised through book fairs to purchase the needed reading material for the library. The electives such as GTT, AVID and Health Careers support the essential standards in science, ELA, math and social studies.  |
| Student physical education assessment scores will be evaluated for improvement. Music competitions results will be used to assess success.  | IP | Every 6 weeks the physical education teachers meet to review their data from weekly assessments to determine what they need to stress in their daily lessons to allow students to successfully master the standards for the physical fitness tests.   |
| Monthly suspension reports will be compiled.  | C  | Every month a suspension report is run and the administration analyzes the students and the reasons for the suspensions. Programs are put in place to help keep students in school and out of suspension.   |
| EL data regarding CELDT and years in program will be provided by EL office personnel and further analyzed at the site level.  | C  | EL data is disseminated on a quarterly basis and is used to place students in programs that will meet their learning needs i.e.. ALAS, AMS, student skills etc.   |
| <b>B. Staffing and Professional Development</b>   |    |   |
| Staff will be offered time throughout the school year, during and after the school day to meet with fellow teachers from the district and out of the district to discuss strategies, materials and innovative ideas | C  | All staff are offered paid work days outside of their 182 day school year to develop curriculum and teaching strategies to support the essential standards. Teachers can use these days in the summer, on the weekends, during the school year etc.   |
| Use collaboration time to review assessment data in order to modify instruction and provide appropriate interventions.  | IP | Teachers use bi-monthly grade level and department team meetings to review assessment data and modify instruction and create appropriate interventions.   |
| Staff development will be implemented to help teachers learn how to effectively use assessment data to modify teaching strategies to meet the needs of the students.  | IP | Staff development includes summer PLC training, school visits and AVID summer institutes as well as 3 days during the school year to meet with both middle schools for data analysis and decision making. These all support the endeavor to effectively use data to drive instruction.                              |

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| Grade level teams will work together to develop and teach inter-disciplinary units with the primary instructional objective to focus on standards based content across the curriculum and to develop grade level expectations for class routines and behavior. | IP | Through the bi-monthly team meetings all departments are working more collaboratively to draw relevance to each curricular area, making routines more uniform and developing school wide as well as grade level expectations that are standardized.  |
| Continue to train students in the process of Peer Mediation, Safe School Ambassadors and conflict resolution.  | IP | Every fall a group of students selected by staff for their interest and their dedication attend a two day training for Safe School Ambassadors. In addition we have instituted the Rachel's Links of Kindness throughout the school to stop bullying and make acts of kindness the norm at school.   |
| Special education teachers will collaborate with general education teachers on student behavior goals and plans for special education students.  | IP | During grade level and department team meetings Special Education Teachers work with regular education teachers to determine the best placement for the SpEd students and to review concerns regarding behavior, homework and class participation.   |
| Members of the Student Assistance Team will collaborate in developing interventions for students referred to the team for behavioral issues.   | IP | SAT meets bi-monthly to review new student referrals and past referrals. Students are placed in interventions as determined by formative and summative assessment. Behavior issues are referred to administration.   |
| Staff will voluntarily take on 2 students per year to mentor and encourage the students to be successful academically as well as socially.   | IP | Staff have actually taken on as many as 15 students to work with to help keep the students inspired and working effectively at their studies. Counselor, Assistant Principal and Principal work with all of the at risk students to coach them through study skills, understanding what it takes to be successful, and serving as mentors. |
| <b>C. Teaching And Learning</b>  |    |  |
| Boys Town Social Skills will be taught and posted in every classroom and the student planner.  | C  | Every classroom has the Boys Town Social Skills posted in a prominent place. The social skill and value for the month are reviewed in first period. A message is sent home through telephone to give parents the social skill and value so they can work on it at home as well.  |
| Explore new instructional strategies using staff development and coaching to align with the new adoptions of texts and materials, for example STELLAR, ExLL and Step up to Writing.  | IP | Throughout the school year, ELA teachers attend school district sponsored and taught workshops to refresh their implementation of various strategies such as STELLAR, EDI, AVID strategies and more. Additional curricular areas will begin to attend similar trainings in the spring of 2013.   |
| Classrooms will have academic, behavioral and citizenship standards posted.  | C  | Posters made by administration are laminated and posted in classrooms.   |
| Computers, projectors, and other technology will be used to facilitate the teaching and learning of the California Standards.  | C  | Staff who have requested technological machines have them and use them throughout the school year. An additional computer lab is necessary for the quantity of computer time needed by teaching staff.   |
| Develop an intervention program 6 - 8 times per year for 5 days at 30 minutes per day to re-teach targeted standards to those students who did not master them.  | IP | This program is called I/E and is successfully being implemented with an enrichment component to allow those who did master the standards an opportunity to extend or enrich their education.  |
| The computer lab and classrooms will be updated with software and hardware to allow more efficient and up to date use of technology, including the Internet.   | C  | The computer lab has been up dated with Internet and the classrooms have the Internet but we need equipment that is newer in order to support new software.  |

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| Murray faculty will continue to examine Healthy Kids Survey data and align interventions to state recommendations dealing with safe schools and determine the best avenues through which to implement those recommendations. | IP | We are in progress with this because the HKS comes out every other year. Each time we review the new results we change things to meet the needs that the survey dictates.   |
| Students will participate in safe schools assemblies and advisory programs that are appropriate for each grade level.  | C  | Even though this is complete it is actually an ongoing process because every year students are trained and new groups form. The needs of the campus change as the behaviors as population change. We have an excellent progressive discipline program and we enforce it consistently.   |
| Use and continue to develop detention materials for behavior interventions.  | IP | Depending on the infraction, students will work on assignments that are from their own class or from a curriculum developed in OCS.   |
| Purchase materials to enhance the availability and management of groups in areas such as grief and loss, bullying, social skills and anger management.   | IP | Rachel's challenge, SSA and the Rachel's Link groups are working to make a cohesive program for bullying and social issues. We do not have a confirmed grief curriculum.  |
| Use I/E, ZAP, INL and ALAS/AMS as interventions for students who are struggling.   | C  | ZAP, INL, ALAS, AMS and I/E are well oiled and effectively helping students learn the essential standards.  |
| Continue Bell to Bell instruction and posted learning objectives every day for every class.  | IP | Among our "Murray Instructional Norms" we indicate that every classroom will start with a timed warm up which is in written form so that it can be graded and thus holds the students accountable for every minute of the period. With the use of EDI teaching strategies we now have every classroom with posted daily objectives.                 |
| A district EL project teacher will provide support through coaching and professional development.  | IP | ELA and special education teachers attend workshops provided by an EL Coach that provide the teachers strategies that are effective for the non-English speaking student population.  |
| <b>D. Opportunity and Equal Access</b>   |    |   |
| Technology will be implemented and additional software will be purchased to make full use of the computer lab for instruction in all areas of study.   | IP | We continue to use resources from grants, categoricals and donations to bring software and hardware to the computer lab so that it is usable for all curricular areas.  |
| At risk students will be given the opportunity to increase their academic capabilities through ALAS/AMS, lunch help, after school tutorial, teacher buddies and I/E Sessions.  | IP | Students are invited to the help sessions and they are required to attend the intervention and study hall sessions. This is a direct result of the new programs created to intervene right after assessments.   |
| District, county and state competitions will be offered to the students in all areas of the curriculum.  | IP | Essay contests, spelling Bees, Science Fair, and more are encouraged and some are required for the GATE students.   |
| Clubs related to language arts, math, music, science, social studies and the arts will be offered throughout the years.  | IP | Math club and Rock Band club are offered as well as Science club and Art Club. Others are offered when we have staff volunteers.  |
| Careers involving language arts, science, math, social studies, music and the arts will be explored, through on and off campus experiences.  | IP | The counselor and AVID teacher as well as the Health Career teacher and Gateway to Technology teacher offer career exploration, field trips and visits from guest speakers.   |
| On site visitations to elementary feeder schools will be provided to help 5 <sup>th</sup> graders prepare for the transition to middle school and discover enrichment programs available to them.                            | IP | On May 5 <sup>th</sup> graders come to Murray to learn about the school. Throughout the school year the ASB and Yearbook students go to the elementary schools to help tutor. IEP meetings are attended by middle school staff at the elementary schools in order to inform the students and parents of the education program at the middle school. |

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| Incoming 6 <sup>th</sup> grade and new students will be provided with an on-campus orientation session and the Rachel's Link program to connect the students to school.  | C  | This program is set but is modified each year to meet the needs of the new populations. The August orientation is linked to the Rachel's program which teams new students with school student leaders and carries the partnership throughout the year.   |
| Student enrollment in art, music, and computer classes will be monitored and tracked for consistency and retention of enrollment through the three years.  | C  | This data is used to determine which electives to continue and how many sections to make for the elective in the master schedule.  |
| Create an opportunity class for students struggling in the traditional learning environment.   | NS | Budget does not allow for this course.   |
| Use after school hours to hold behavior modification groups and use lunch periods to hold social skills groups.  | NS | We currently use lunch for detention and for Intentional Non-Learners to do class and homework.  |
| Suspended students will be referred to the On Campus Suspension room at Murray, and will attend Saturday school, when appropriate.   | C  | On Campus Suspension is working effectively. Students work on the assigned curriculum and are assigned Saturday school if they do not comply.  |
| The SARB process will be implemented to monitor and control student attendance.  | C  | The SARB process is used for all chronically absent and tardy students.  |
| Use the ACE card program, CJSF and Gold Card program to encourage good citizenship and good academics.   | C  | These programs are used to encourage good behavior and grades. Students try very hard for these rewards.   |
| The maintenance of a safe and healthy school will be ensured through parent participation, a positive discipline policy, civic and character education; safe and engaging facilities; and access to adults and counseling programs and policies. | IP | Parents are invited to school every week through the auto dialer message and through PTO email and phone messages. The positive behavior intervention program is getting started through the special education department. Weekly and monthly social skills and character ed are done in the first period classes. Our counselor is available on a daily basis to discuss concerns and issues with students. |
| Safe school Ambassadors and Rachel's Challenge groups will facilitate safety and a bully free school   | IP | These two programs are operating with few staff volunteers. Normally a team of 6 teacher and paraprofessional advisors heads the SSA and RC groups. This year we have not had the staff volunteers.  |
| <b>E. Parent, Student and community Involvement</b>  |    |  |
| Provide parents with information addressing the various types of standards and assessments used in the school. This will be accomplished through the autodialer, Edline, newsletters, phone calls and handouts.                                  | IP | Parents are currently informed through the classroom teachers. We need to create written documents that can be mailed which will inform the parents of the standards and the expectations.   |
| Student achievement will be published in school newsletters, websites, letters home and community papers.  | IP | We do publish student progress in district periodicals such as the Board Report and the Superintendent Council Report. We also publish student achievement in the local newspaper.   |
| Provide a parent information – education night addressing state standards, assessments and methods to assist students in the learning process.   | NS | We need to work on this for parents in remote locations.   |
| Surveys will be sent home to parents and given to students in class regarding the various aspects of the education offered at Murray. Results will be used to adjust instruction.  | IP | We have created the survey and received 50% return last year. Parents were very pleased with their student's education. Bullying was a concern but not an issue.   |

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| Provide after hours concerts and banquets to increase awareness of student accomplishments.  | IP            | We have 2 banquets and 6 concerts each year. The Pastries for Parents once per year allow parents to come to school for social hour and to learn about our programs. Open House and back to School night are also informative events for parents and perspective parents.                             |
| Parents will be invited to school to monitor their student's behavior in classes.  | C             | This happens frequently as is needed for student behavior changes.  |
| Use the Website, 9 mailings and auto dialer to communicate with the families and community about student general behavioral expectations and to disseminate articles on general school safety. | C             | The Website is updated weekly. An auto dialer goes out every Sunday night to inform parents of events coming up and any behavior expectations that need to be reminded. The mailings every five weeks has a calendar, bullet points and lists of upcoming events.                                     |
| Students will be made aware of school rules, expectations, and consequences through their planner, first of the year packet information, weekly bulletins and periodic student assemblies.     | C             | The planner is updated every year so that it has current policies. First period teachers present and practice the rules and expectations of the school every day. Parents are given a packet at the first of the year - or when the student enrolls so that they have the information at home as well |
| Explore community connections that will help students to understand their role in the community at large and thus promote civic duty and responsibility.                                       | NS            | This has not begun.   |
| Inform parents in a prompt manner of their student's behavior and the intervention being taken to modify their behavior.   | C             | Parents are called within 24 hours of a serious rule infraction. This phone call informs the parent of the behavior and the consequence and allows the parent to voice questions or concerns.   |
| Support the use of the auto dialer and email as well as the school web site to inform families of emergency situations.  | C             | The auto dialer has been a primary form of communication throughout the school year.  |
| Continue the AVID supported hospitality club to welcome new students throughout the school year.   | C             | AVID continues to be an excellent avenue for new student hospitality. New students are paired with an AVID student who has their same lunch and the AVID student shows the new one around and then meets with them at passing periods and at lunch until the new student fits into the school.        |
| Annual school climate surveys will be used to determine the effectiveness of school safety curriculum.   | IP            | We have revised our survey. School safety was highly rated.   |
| Communicate and collaborate with feeder schools regarding student's academic and social needs.   | IP            | The middle school principals attend an end of the year meeting with each of the 5th grade teachers and the principal's from each school. . The goal is that we get the information we need to place the students properly and to intervene with those who may need extra help.                        |
| Translation/interpreting services (Spanish) will be provided to assist students and parents.   | C             | Thanks to the district staff housed at Pierce Elementary school we have excellent translations and a great ELAC meeting coordinator and presenter.  |
| <b>BURROUGHS HIGH SCHOOL Action Items</b>  | <b>Status</b> | <b>Notes</b>  |
| <b>A. Standards, Assessment and Accountability</b>   |               |   |
| 1. EL data regarding CELDT and years in program will be provided by EL office personnel and further analyzed at the site level   | C             | Comprehensive EL data is provided to BHS faculty on a regular basis. Particularly RFEP progress monitoring involves numerous correspondence among regular education, special education, and ELD faculty. E-mail is used primarily as an expedient method for providing relevant data.                 |

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| 2. Focus on long term EL achievement gap. Infuse daily ELD instruction in English classes. Develop academic language emphasis across curriculum. Actively engage students via effective classroom strategies. Implement effective intervention strategies. | IP | Teachers in every department are embracing AVID strategies and differentiated teaching strategies being shared from EDI-trained middle school teachers in order to infuse research-based instructional strategies across the curriculum. Additionally, EL students are being afforded additional intervention opportunities utilizing our Learning (tutoring) Center at lunch. |
| 3. Update and implement course outlines, pacing guides, and mapping of CA Blueprints with course delivery. Benchmarks will be completed in the four core areas starting in 9 <sup>th</sup> and 10 <sup>th</sup> grade courses.                             | IP | At this point, every department has completed course outlines, pacing guides, and conducted PLC meetings at which time teachers mapped CA Blueprint material with course sequencing, for most courses. Much of this work is conducted during the four collaboration days. Benchmarks are being created and administered in core areas.   |
| 4. Faculty will utilize Illuminate in order to meet individual/subgroup needs based on analysis of California Standards Test data.   | IP | Faculty are in progress with the changeover from Edusoft to Illuminate. Many faculty members have taken after-school trainings offsite, and some of our faculty members have received advanced training so as to serve as "power users."   |
| 5. Expand (ALEKS) web-based, individually driven math program for lowest performing students in grades 9/10 and increase in SPED.  | C  | This year we expanded the number of ALEKS licenses purchased from 180 (2010-2011) to 230 (2011-2012) to 240 (2012-2013). The increase in licenses allowed many of our SDC students to enroll in this math program, and for other individual students who teachers believed could benefit from the flexibility of the program.  |
| <b>B. Staffing and Professional Development</b>  |    |  |
| 1. Employ teachers who are highly qualified, based on NCLB standards.  | C  | BHS administration works closely with SSUSD personnel to ensure compliance with all State and Federal requirements.  |
| 2. Maintain four collaboration days into the school calendar   | C  | This is the fourth year that BHS has been allowed to bank minutes so that four minimum instructional days could be embedded into the school year. Teachers work in professional learning communities on those four days, from 1:00-4:00 PM.  |
| 3. Inservice faculty on use of Cornell Notes, Interactive notebooks, content-area reading strategies, and the AVID library   | IP | Fifteen staff members are signed up to attend the AVID summer institute. Additionally, multiple staff members have been attending AVID strand meetings throughout the year as a part of our participation fee with AVID.   |
| 4. BTSA and PAR will be available to teachers who qualify  | C  | Our district and site follows and adheres to all BTSA and PAR activities and requirements.   |
| 5. Identify and encourage STEM education. Send teachers to summer institute for Project Lead the Way. Plan for implementation of capstone class, Engineering Design and Development.   | IP | We have sent two instructors to four summer institutes for certification in Project Lead the Way courses. Additionally, three out of four counselors and the principal have attended the annual conference at Cal Poly Pomona. There is current interest in pursuing a computer applications PLTW class.   |
| 6. Fully implement Professional Learning Community (PLC) at BHS.   | IP | This effort is complex and ongoing. Teachers attend summer training and collaboration days are utilized to deepen PLCs at BHS.   |
| 7. Purchase computer systems and/or monitors or other peripheral equipment as needed to "refresh" aging equipment in classrooms or school offices.   | C  | Twelve computer systems were purchased to be used in The Learning Center. On an as-needed basis, new equipment is purchased to maintain functionality.   |
| <b>C. Teaching and Learning</b>  |    |  |



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| 1. A district EL project teacher will provide support through coaching and professional development   | C  | Our district EL project teacher provides ongoing support through coaching and professional development. She regularly visits with teachers, counselors, support staff, and administration.  |
| 2. Send teachers to Professional Learning Community workshop  | C  | BHS has sent several teachers each summer to the western regional PLC conference. We have over 10 BHS faculty attending such training in Las Vegas this June (2013).  |
| 3. A new teacher computer will be purchased and installed in every classroom.   | C  | This purchase was funded by a School Site Council decision in March 2011 and completed at that time. The appropriate number of computers were purchased and the project took summer and fall of 2011 to fully implement. All computers are being appropriately supported currently. |
| 4. Monitor elimination of non-college prep coursework in English department and social studies department for 9 <sup>th</sup> -10 <sup>th</sup> grade students. Identify support needs. Provide training, strategies. | IP | Done. All 9th and 10th grade coursework in English and social studies is college prep or honors. In 2012, all Algebra coursework is college prep. And in 2012-2013, all Biology courses are college prep.   |
| 5. Identify instructional strategies to be adopted and supported by faculty that emphasizes student engagement and focuses on enhanced methods for checking for student understanding.                                | IP | AVID instructional strategies and those learned through the PLC process are the two main sources for teachers to learn and incorporate instructional strategies that emphasize student engagement and strategies for checking for understanding.                                    |
| 6. Continue to maximize a-g eligible course availability for 9 <sup>th</sup> -11 <sup>th</sup> grade students, especially in core courses.  | IP | BHS has made enormous strides in this year. In the core areas, all students have access to college prep coursework. Only special education students, in some cases, might be placed in a course that does not meet a-g criteria.  |
| <b>D. Opportunity and Equal Access</b>  |    |   |
| 1. Implement AVID class for 9-12 <sup>th</sup> grade students through staff professional development, materials, and stipend. Expand AVID schoolwide.   | C  | Despite the drop in CA State funding for AVID, BHS and other secondary schools in the district will maintain AVID in grades 6-12.   |
| 2. Sustain "college corner" in classrooms and office areas. Increase schoolwide college readiness, as determined by percentage of UC/CSU a-g student eligibility  | IP | Many creative college corners are maintained throughout the school, and our a-g rate is rising.   |
| 3. Continue a lunch and/or after school "Tech University" to increase student technology access.  | IP | This effort is being sustained on a periodic basis, based on need. For example, when it was mandated that all teachers use ABI beginning 2nd semester, after-school trainings were scheduled.   |
| 4. Promote STEM education in all math classes. Send H.S. student representatives to 8 <sup>th</sup> grade math classes to recruit for Project Lead the Way  | C  | This effort is annually supported in the spring, just before counselors visit middle schools for registration.  |
| 5. Review and modify (if needed) "Grade Bump Incentive" for student opportunity to improve class grade for strong or improved performance on CST's.   | C  | The "Grade Bump Incentive" is in place for this year. With the Common Core implementation coming, we will need to revisit this plan next year.  |

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| 6. Strengthen EL program by: (1) increasing number of EL's in a-g classes, (2) improve GPA/classroom performance, (3) improve reclassification rate, (4) improve performance of EL's on CST and CAHSEE. (5) participation in TLC at lunch.   | IP            | This effort is a regular part of counselor and department meetings. Progress monitoring is improving with additional attention to detail and individual focus. Teacher training and communication between our school and the district projects office is improving. Teachers are utilizing TLC as a resource center to allow additional flexibility in EL students' ability to make up or retake tests, assessments, and assignments.   |
| 7. Purchase one 8-passenger van for use by staff and student groups. Van can be used for economical transportation to professional development opportunities, sporting events, field trips, club activities, science fair, AVID activities, college tours, articulation activities with Cerro Coso Community College, PLTW-sponsored events, and various co-curricular and extra-curricular activities that enhance the educational experience for staff and students. | IP            | We have acquired one van.   |
| <b>E. Parent, Student and Community Involvement</b>  |               |   |
| 1. Translation/interpreting services (Spanish) will be provided to assist students and parents.  | C             | Utilizing district resources, we remain in compliance with translation/interpreting services.   |
| 2. Provide parent and teacher training for full implementation and use of Aeries/Eagle ABI "Parent Portal."  | C             | All teachers are using the system as of second semester. Earlier, in the Fall, the WASC surveys that were administered to parents validated this service as one of the most important and appreciated tools.  |
| 3. Utilize School Messenger, school website, and BHS Facebook to notify parents of important school occurrences  | IP            | We continually increase our use of all technology means to communicate with parents and students.   |
| 4. Sustain monthly "Principal's Coffee" meeting on Flex Fridays in the library/media center  | C             | This program continues to be popularly received.  |
| 5. Properly identify parent and student participants for WASC self study   | C             | Parents and students have been identified and assigned to the five focus groups.  |
| 6. CHOOSE BHS- Increase number of students choosing to attend BHS as their high school of choice as measured by: Entrance and exit surveys administered through the school website and a 3% reduction in the percentage of students leaving yearly to alternative non-SSUSD programs (# of students leaving divided by CBEDS enrollment).  | IP            | We are struggling in this effort. We are continuing to lose students to alternative programs outside of the district. We have seen a decrease in over 400 students in the last five years.  |
| 7. Continue Link Crew class/activities   | C             | LINK Crew is a strong presence on campus.   |
| <b>MESQUITE HIGH Action Items</b>  | <b>Status</b> | <b>Notes</b>  |
| <b>A. Standards, Assessment and Accountability</b>   |               |   |
| 1. Counselor will provide college and career readiness development procedures/activities   | IP            | 100% of seniors have attended a senior seminar. Students create resumes, apply for scholarships/internships and financial aid. Forty seniors have used Kuder to complete an interest inventory and career testing. Juniors will begin the Kuder program beginning 4th quarter. Thirty-four students took the CCCC placement test this year. 44 students enrolled in CCCC courses this school year. All students complete the "Pathway to Graduation" analysis each quarter which includes college/career information. |

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| 2. EL data regarding CELDT and years in program will be provided by EL office personnel and further analyzed at the site level.        | IP | EL data is updated and reviewed by staff quarterly at a staff meeting to ensure awareness of all EL students and their CELDT status throughout the year. All students take the STAR Reading test three times per year to give teachers further information on student achievement/ability so that intervention support can be implemented. |
| 3. Arrange for staff training in the Common Core Standards   | IP | Core teachers have attended district and county trainings specific to their content area to prepare for the transition to Common Core. To date: English-3, Science-3, History-2, and Math-5. Training is mandated and ongoing.   |
| 4. Identify essential standards for each content area  | IP | Essential standards are being reviewed, identified, and discussed in the Common Core collaborations.   |
| 5. Create a pacing guide for the essential standards for each content area   | IP | Pacing guides are being developed in Common Core collaborations with full implementation in 2014-15.   |
| 6. Through the analysis of data, determine areas of need to improve student learning   | IP | Staff reviews progress of SMART goals quarterly. Quarters 1 and 2 have been completed. Quarterly analysis identifies areas of improvement in a timely manner so that strategies and interventions can be implemented to improve performance and annual targets are met.  |
| <b>B. Staffing and Professional Development</b>  |    |  |
| 1. Continue funding for Assessment and Remediation Instructional Aide  | C  | Funding has been designated for the Assessment and Remediation Instructional Aide.   |
| 2. Continue funding for security person  | C  | Funding has been designated for the Campus Security position at Mesquite.  |
| 3. Provide professional development in effective teaching strategies, technology, and Professional Learning Communities                | IP | Four of the six teachers, and the counselor and principal, will have Professional Learning Community training by the end of this school year. AVID training is available to staff during the school year and strategies are shared at staff meetings. Two staff members will attend Illuminate training this summer.                       |
| 4. Implement ways to fully integrate PLC strategies at the school site   | IP | Beginning this year, staff is regularly attending Common Core collaborations with the other high school staff members to transition to Common Core and the new assessment system. PLC strategies are used to create pacing guides, common assessments, and will be used to analyze data.   |
| <b>C. Teaching and Learning</b>  |    |  |
| 1. A district EL project teacher will provide support through coaching and professional development                                    | IP | Staff is attending district level Common Core collaborations that are facilitated by the district EL teacher and the trainings include EL strategies.  |
| 2. Investigate a variety of instructional strategies to improve student engagement and learning  | IP | Instructional strategies are presented and reviewed in district level collaborations. Some staff are attending county trainings as well. Close Reading, Text-Based Response, technology rich experiences, Cornell notes, and interactive notebooks are examples of strategies being learned to increase student engagement and learning.   |
| 3. Arrange for staff training on a variety of strategies, including project based learning, to improve student engagement and learning | IP | Teachers are learning about performance tasks and how to create these experiences for students in the classroom. Staff is increasing the time students spend using technology via power point presentation, research projects, and online college coursework.  |
| 4. Implement instructional strategies to improve student engagement and learning opportunities   | IP | Daily Principal walk throughs validate implementation of newly learned strategies. Student power point presentations in English, computer based research projects in English, Economics and science, interactive notebooks in history and student collaboration are being observed in classrooms.  |

|  |    |  |
|--|----|--|
| 5. Purchase ALEKS licenses/diagnostic tool (math) with available funding                         | C  | All students have an ALEKS license to complete math requirements.  |
| <b>D. Opportunity and Equal Access</b>   |    |  |
| 1. Funding for student textbooks in Virtual Class  | C  | Mesquite applied for and received a SB 70 grant to pay for all college materials required in the Virtual Class.  |
| 2. College Career Day at CCCC  | C  | Fifty-three students attended the CCCC College Career Day this school year. This is 47% of the school enrollment.  |
| 3. Funding for student textbooks in Adult Independent Study                                      | C  | A set of Adult School materials has been purchased for students to use on campus to ensure all students have access to the program.  |
| <b>E. Parent, Student and Community Involvement</b>  |    |  |
| 1. Use auto dialer, Edline, and PAMS to increase parent involvement                              | IP | Parents regularly receive auto dialer messages for attendance and notification of school activities. Our Edline page is current, and ongoing support for PAMS is provided by our Office Manager. |
| 2. Translation/ interpreting services (Spanish) will be provided to assist students and parents. | IP | A translator attends parent conferences and calls parents to relay messages as needed.   |

## 9. GENERAL ADMINISTRATION

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

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

This procedure is intended to address all of the following:

- (1) A complaint related to instructional materials as follows:
  - (A) A pupil, including an English learner, does not have standards-aligned textbooks or instructional materials or state adopted or district adopted textbooks or other required instructional material to use in class.
  - (B) A pupil does not have access to instructional materials to use at home or after school in order to complete required homework assignments.
  - (C) Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.
- (2) A complaint related to teacher vacancy or misassignment as follows:
  - (A) A semester begins and a certificated teacher is not assigned to teach the class.
  - (B) A teacher who lacks credentials or training to teach English learners is assigned to teach a class with more than 20 percent English learner pupils in the class. This subparagraph does not relieve a school district from complying with state or federal law regarding teachers of English learners.
  - (C) A teacher is assigned to teach a class for which the teacher lacks subject matter competency.
- (3) A complaint related to the condition of facilities that pose an emergency or urgent threat to the health or safety of pupils or staff as defined in paragraph (1) of subdivision (c) of Section 17592.72 and any other emergency conditions the school district determines appropriate.

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

CURRENT CONSIDERATIONS: There have been no complaints filed with the school district between January 1, 2013 and March 31, 2013 in any of the designated areas.

FINANCIAL CONSIDERATION: None.

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

# Quarterly Report on Williams Uniform Complaints

[Education Code § 35186]

District: Sierra Sands Unified School District

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

Quarterly Report Submission Date:  
(check one)

- ☒ April 1, 2013 (for period Jan 1 - Mar 31)  
☐ July 1, 2012 (for period Apr 1 - Jun 30)  
☐ Oct 1, 2012 (for period Jul 1 – Sep 30)  
☐ Jan 1, 2013 (for period Oct 1 – Dec 31)

Date for information to be reported publicly at governing board meeting: April 18, 2013

Please check the box that applies:

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

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

Joanna Rummer

Print Name of District Superintendent

Signature of District Superintendent

## 9. GENERAL ADMINISTRATION

### 9.4 Authorization for Board Member Travel to the Annual California School Boards Association (CSBA) Education Conference and Delegate Assembly Meeting

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**BACKGROUND INFORMATION:** At the regular meeting of the board on May 7, 2009, the board established protocol that requires the board to authorize all board member travel based upon the value of the travel and the status of the board's travel budget when evaluating each request.

**CURRENT CONSIDERATIONS:** Information and dates for registration have been received for the 2013 California School Boards Association (CSBA) Annual Education Conference and the Delegate Assembly meeting held just prior to the annual conference. The dates for the conference are December 5, 2013 through December 7, 2013. Additionally, Mr. Farris is a member of the CSBA Delegate Assembly, and it is scheduled to meet on December 4<sup>th</sup> prior to the conference. While conference specifics are not yet available, the conference traditionally covers a broad range of issues, including effective governance; community engagement; finance, facilities and revenue generating strategies; partnerships and collaborations; and student learning and achievement.

The cost of travel per member attending the full conference is estimated as follows:

|                                   |  |
|-----------------------------------|--|
| Conference registration           | \$425.00   |
| Hotel (3 nights)                  | \$240.00 per night = \$720.00                    |
| Hotel Tax and Fees (estimate 15%) | \$108.00 (15% of \$720)                          |
| Meals (3 days @ \$50)             | \$150.00   |
| Travel Expense                    | \$ 50.00 (based on combined board travel by car) |

The total estimate for each board member is \$973.00 and if all six board members attend, the estimated cost would be \$5,838.00.

**FINANCIAL IMPLICATIONS:** The board's annual budget is \$18,700 for travel. No board travel funds have been encumbered for the 2013-14 fiscal year to date.

**SUPERINTENDENT'S RECOMMENDATION:** In accordance with the board's adopted protocol, it is recommended that the board review the proposed travel for its members to attend the CSBA Annual Education Conference and for Mr. Farris to attend the CSBA Delegate Assembly meeting and determine to what extent it wishes to authorize these travel activities.



## 9. GENERAL ADMINISTRATION

9.5 Adoption of the Board Meeting Calendar for the 2013-14 School Year

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

CURRENT CONSIDERATIONS: It is recommended that regular board meetings for the 2013-14 year be conducted on the following dates:

|                    |                   |
|--------------------|-------------------|
| July 18, 2013      | August 15, 2013   |
| September 19, 2013 | October 17, 2013  |
| November 21, 2013  | December 19, 2013 |
| January 16 2014    | February 20, 2014 |
| March 20, 2014     | April 17, 2014    |
| May 15, 2014       | June 19, 2014     |

FINANCIAL IMPLICATIONS: None

SUPERINTENDENT'S RECOMMENDATION: Adopt the board meeting calendar for the 2013-14 school year as presented.

## 9. GENERAL ADMINISTRATION

9.6 Option to Participate in the Nomination for Vice President, and President Elect  
for the California School Boards Association (CSBA)

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BACKGROUND INFORMATION: As a member of the California School Boards Association (CSBA) the board has the ability to participate in the nomination of officers. CSBA is encouraging boards to participate in this election by helping in two ways: 1) submit a nomination form and/or 2) encourage potential candidates to run for office.

CURRENT CONSIDERATION: A potential candidate must currently serve on a school district or county board that is a member of CSBA. A minimum of three nomination forms must be submitted either by the board or by an individual member of a CSBA member board. Nominations must be received by CSBA by Monday, June 3, 2013. The election term of office is for one year. The delegate assembly will take action on this item at their meeting in December 2013 during the annual conference and the term will be for 2014.

FINANCIAL IMPLICATIONS: None. A stipend is provided by CSBA to the officers to help defray any cost

SUPERINTENDENT'S RECOMMENDATION: The superintendent's recommendation is to consider and determine if the board would like to make a nomination for Vice President and President-Elect of the California School Boards Association.

Help guide CSBA's future.

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April 2, 2013

*This email is being sent to board members, superintendents and executive assistants.*

### **Help guide CSBA's future**

*Submit a CSBA officer nomination by June 3*

The CSBA Nominating Committee ("Committee") strongly encourages you to participate in the nominating process for this year's election of the CSBA Vice President and President-elect. You can help us in two ways: 1) Submit a nomination form and/or 2) Encourage potential candidates to run for office.

#### **A potential candidate must:**

- Serve on a school district or county board that is a member of CSBA.
- Submit a minimum of three (3) [nomination forms for 2014 CSBA Officers](#). Nominations may be made by either a school or county board that is a member of CSBA, or by an individual member of a CSBA member board.

#### **This year, the following criteria will be used by the Nominating Committee to evaluate potential candidates for nomination:**

- Have strong leadership skills, including the ability to collaborate, communicate clearly, motivate and inspire.
- Ability to think globally and act strategically.
- Be able to devote the necessary time and attention to serve as a CSBA officer.
- Clearly understand and be an articulate advocate of CSBA's role, vision, mission and governance structure.
- Have the experience, knowledge and conviction to lead CSBA and represent the Association with integrity.

*Nomination Forms for 2014 CSBA Officers* must be received by CSBA no later than **Monday, June 3, 2013**. *Nomination forms* and other information are. When three (3) *nomination forms for 2014 CSBA Officers* have been received, potential candidates will be mailed a "*Declaration of Candidacy*" packet. The completed *Declaration of Candidacy packet* must be received by CSBA no later than **Wednesday, July 10, 2013**.

In August, the Committee will review the *Declaration of Candidacy packets* and select potential candidates to interview. The names of the candidates to be interviewed will be posted on CSBA's website. In September,

following the interviews with potential candidates, the Committee will select and post on the CSBA website the names of its nominee(s), if any, for the offices of Vice President and President-elect.

CSBA officers must have strong leadership and problem-solving skills and the commitment and ability to lead a statewide association. Candidates must demonstrate an understanding of the vision and mission of CSBA and the governance role of officers serving on a nonprofit corporation's board of directors, and possess experience and knowledge of education issues.

The qualities of leadership and the time commitment necessary to serve as an officer of CSBA and its three affiliate corporations is compensated by offering to each officer a monthly stipend. The amount of each stipend reflects the significant time and effort required to responsibly fulfill the duties and expectations of each position.

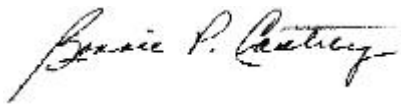
To enable more of its members to consider becoming an officer, the stipend also helps offset any potential loss of income that may occur as a result of fulfilling the time commitment required to serve as an officer of CSBA. These monthly stipends are as follows:

- President: \$2,473.50
- President-elect: \$1,915.75
- Vice President: \$1,124.60
- Immediate Past-President: \$1,124.60

This is a very important and exciting leadership opportunity. Your participation as a potential candidate, or your encouragement of other potential candidates, will make a difference in defining CSBA's statewide public education agenda and help guide CSBA's future.

For additional information about this process, please feel free to [contact me](#) or [Shelley Cody](#).

Thank you,



**Bonnie Castrey, Chair**

*Signing on behalf of 2013 Nominating Committee members: Xilonin Cruz-Gonzalez, Katie Dexter, Teresa Gerring, Albert Gonzalez, Linda Jackson, Tracey Vackar*

Cc: CSBA Board of Directors

[2014 CSBA Nominations Web page](#)

**California School Boards Association**

3251 Beacon Blvd. West Sacramento, CA 95691  
Phone - 800.266.3382 | Fax - 916.371.3407

[Website](#) | [Privacy Policy](#) | [Send to a Friend](#) | [Unsubscribe](#)

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## Nomination Form for 2014 CSBA Officers

Nominations for CSBA President-elect or Vice President must be submitted by any governing board belonging to CSBA or any individual board member whose board is a member of CSBA; either will be considered as one nomination. Three nomination forms are required for candidacy.

The following person is a member of a CSBA member board and has agreed to be a nominee for the office of: *(Please check one)*      ☐ **President-elect**      ☐ **Vice President**

**NOMINEE:** \_\_\_\_\_

Address: \_\_\_\_\_

Home phone: ( \_\_\_\_\_ ) \_\_\_\_\_ Alternate phone: ( \_\_\_\_\_ ) \_\_\_\_\_

Email address: \_\_\_\_\_

School district or county board: \_\_\_\_\_

**NOMINATED BY:**      ☐ **Individual**      ☐ **School district or county board**

**SUBMITTED BY:** \_\_\_\_\_

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Signature: \_\_\_\_\_

Address: \_\_\_\_\_

Home phone: ( \_\_\_\_\_ ) \_\_\_\_\_ Alternate phone: ( \_\_\_\_\_ ) \_\_\_\_\_

Email address: \_\_\_\_\_

School district or county board: \_\_\_\_\_

Nomination Forms must be **RECEIVED** by CSBA no later than, **Monday, June 3, 2013.**

**Mail, fax, or email completed forms to:**

Shelley Cody | c/o CSBA Nominating Committee | 3251 Beacon Blvd., West Sacramento, CA 95691  
scody@csba.org | Phone: (916) 371-4691 | Fax: (916) 371-3407

## 9. GENERAL ADMINISTRATION

### 9.7 Review, Discussion and Possible Approval of Letters to our Congressmen in Support of Local School Board Issues

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BACKGROUND INFORMATION: One of the aspects of the role of the board is to provide the community leadership on educational issues and advocate on behalf of students and public education at the local, state and federal levels. The National School Board's Association has published its most current issues in Congress and have asked school boards to send a message to their members of Congress and make a difference for public schoolchildren across the nation.

CURRENT CONSIDERATIONS: The NSBA bill, Local School Board Governance & Flexibility Act (H.R. 1386) legislation would recognize the vital role and responsibilities of local school board governance and local school district decision-making in designing, developing and delivering high quality educational services for our nation's schoolchildren. The legislation also would ensure that the U.S. Department of Education fulfills its role as a policy implementer rather than a policy-maker, and performs that role with proper recognition of local governance.

Bottom Line: the U.S. Department of Education should not be imposing its rules and priorities on our nation's local school districts by trying to by-pass Congress and minimizing local control. Local school boards are in the best position to judge the needs of their educational communities.

The bi-partisan bill, Local School Board Governance and Flexibility Act, HR 1386 was officially introduced in the U.S. House of Representatives on March 21. The bill supports local school board governance and will help reign in the U.S. Department of Education's authority in the absence of federal legislation and ensure that school boards are involved during the implementation of U.S. Department of Education guidelines. In the U.S. House of Representatives Rep. Aaron Schock (R-IL) agreed to be the sponsor of the bill. In addition to Rep. Aaron Schock, (R-IL), Reps. Rodney Davis (R-IL), Ron Kind (D-WI), Pat Meehan (R-PA) and David Valadao (R-CA) are co-sponsors.

Although the sequester (across-the-board cuts of approximately 5 percent to education and other domestic programs in FY2013) was ordered on March 1 and slated for implementation on March 27, Congress can still reverse the sequester.

Additionally, we urge Congress to protect education investments in the final appropriations bill for FY 2013 that will continue the effective programs for student achievement and school performance, and to reauthorize the Elementary and Secondary Education Act (ESEA) during the 113th Congress!

FINANCIAL IMPLICATIONS: None

SUPERINTENDENT'S RECOMMENDATION: The Superintendent recommends the board review and discuss the attached letters to our Congressmen and determine if they would like to approve sending each letter.



# SIERRA SANDS UNIFIED SCHOOL DISTRICT

**Joanna Rummer**  
Superintendent

113 W. Felspar Avenue • Ridgecrest, CA • 93555 • 760 499-1600 •  
Website: [www.ssusdschools.org](http://www.ssusdschools.org)

**April 2, 2012**

**To Whom It May Concern:**

**RE: Support Local School Board Governance**

As a local school board member from Sierra Sands Unified School District representing 5008 schoolchildren, we are concerned about the expansion of the federal government into local operations. We request that you become a co-sponsor of H.R. 1386, the Local School Board Governance and Flexibility Act. This legislation would ensure that the U.S. Department of Education's actions are consistent with the specific intent of federal law and are educationally, operationally, and financially supportable at the local level.

We are concerned about the expansion of the U.S. Department of Education (ED), in particular, as evidenced by a variety of activities that all too often have operated to impact local policy and programs in ways that have been either beyond the specific intent or contemplation of federal authorizing legislation. Even though all of the District Title I schools score 800 or better on the API, four of our schools have fallen into Program Improvement. As a result, the funding for all Title I programs, not just those in PI, has been set aside to provide for school choice, professional development, and limited tutoring from an outside agency. This has caused schools to have to reduce direct instructional services to children. Additionally, unfunded mandates associated with student assessment, services to special needs students, accountability reporting, and unrealistic expectations has caused the district to have to adjust funding to services that do not meet the needs of our local students. As a result of this expanded role and the impact on local governance, we support the need to properly recognize the importance of local self-governance in education with the introduction of this bill and seek your formal support as a co-sponsor.

Additionally, the bill would strengthen the process for local meaningful input from local school officials and educators as a condition for ED's implementation of regulations, rules, grant requirements, and other materials that impact the educational and operational capacity of the local level or impact the decision-making role and flexibility needed by local school districts to meet their educational goals. Further, this bill would provide the U.S. House and Senate committees that oversee education with better information regarding the local impact of ED's activities, and to more broadly underscore the role of the United States Congress as the federal policy-maker in education.

**Board of Education**

**Amy Covert • Judy Dietrichson • Bill Farris • Tom Pearl • Kurt Rockwell • Michael Scott**



To view a copy of the House bill, H.R. 1386, a summary, and a section-by-section analysis go to [nsba.org/advocacy](http://nsba.org/advocacy) to assist you in better understanding the benefits of this legislation in preventing any further erosion of local school board authority or flexibility. I urge you to re-affirm the important role of local school boards as the principal democratic governance body in determining how children in our communities are educated by co-sponsoring this bill.

We very much appreciate your support for local school district decision-making and hopefully your willingness to become a co- sponsor of this important legislation. Please advise me of your decision by contacting Mr. William Farris, President, Sierra Sands Unified School District Board of Trustees, 113 W. Felspar Ave., Ridgecrest, CA 93555 or [superintendent@ssusd.org](mailto:superintendent@ssusd.org) ; or please call 760-499-1600.

Respectfully,

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



# SIERRA SANDS UNIFIED SCHOOL DISTRICT

**Joanna Rummer**  
Superintendent

113 W. Felspar Avenue • Ridgecrest, CA • 93555 • 760 499-1600 •  
Website: [www.ssusdschools.org](http://www.ssusdschools.org)

**April 2, 2013**

**To Whom It May Concern:**

**RE: Stop Sequestration**

As a school board member representing the Sierra Sands Unified School District, we urge your strong support to rescind the provisions for sequestration from the Budget Control Act and American Taxpayer Relief Act before they are implemented on March 27, 2013. Your immediate intervention is urgently needed in order to develop a plan that protects national priorities – including a reversal of the deep cuts to education that are projected to exceed five percent of the current Fiscal Year 2013 funding.

All elementary and secondary education programs could be affected by a total reduction of almost \$3 billion if Congress does not adopt a balanced deficit reduction plan in lieu of the more than \$1 trillion in across-the-board cuts that are slated to occur through sequestration. Critical programs such as Title I grants for disadvantaged students would be cut by an estimated \$726 million; and, special education grants under the Individuals With Disabilities Education Act would be reduced by an estimated \$579 million.

Moreover, I urge your immediate support to cancel the scheduled across-the-board cuts to education programs. These cuts would affect every school district and the millions of students they educate. Many school districts have already implemented cuts commensurate to state and local budget conditions. Any further cuts would result in larger class sizes, narrowing of the curriculum, possible four-day school weeks, loss of extracurricular activities, and teacher and staff lay-offs. These cuts would exacerbate budgets that are already stretched thin and that are affected by increased operating costs, such as those for special education, for example.

Your leadership on this very important issue is greatly appreciated and will impact the students, schools and communities in your state.

Respectfully,

William Farris, School Board President

**Board of Education**

Amy Covert • Judy Dietrichson • Bill Farris • Tom Pearl • Kurt Rockwell • Michael Scott

Kurt Rockwell, School Board Vice President

\_\_\_\_\_

Amy Covert, School Board Member

\_\_\_\_\_

Judy Dietrichson, School Board Member

\_\_\_\_\_

Tom Pearl, School Board Member

\_\_\_\_\_

Michael Scott, School Board Member

\_\_\_\_\_



# SIERRA SANDS UNIFIED SCHOOL DISTRICT

**Joanna Rummer**  
Superintendent

113 W. Felspar Avenue • Ridgecrest, CA • 93555 • 760 499-1600 •  
Website: [www.ssusdschools.org](http://www.ssusdschools.org)

**April 2, 2013**

**To Whom It May Concern:**

**RE: Reauthorize ESEA**

As a school board member representing the SIERRA SANDS UNIFIED SCHOOL DISTRICT, we urge you to help your local school district by completing the legislative process to reauthorize the Elementary and Secondary Education Act (ESEA) before this Congress adjourns. It appears to us that the legislative process for ESEA reauthorization is stalled. Neither the House nor Senate leadership has scheduled the legislation for a full Senate or House floor vote.

We understand that some members of Congress may have changes that they would like to make to the committee-passed legislation. However, the only way to make such changes is to allow the legislation to move through the full Senate or House floor vote process and on to negotiations in conference committee. To continue to stall the legislative process is unfair to our nation's schoolchildren and the local school districts responsible for their education by forcing compliance with provisions of the current law that are burdensome, costly and ineffective. The waiver process initiated by the Department of Education is limited and comes with new requirements that are likely to be changed. If delayed, these requirements will cause unnecessary confusion and costs as the waiver conditions are phased-in over time.

Therefore, we urge you to seek support from Senate Majority Leader Harry Reid (or House Majority Leader Eric Cantor) and your colleagues in getting the full Senate (or House) floor vote on ESEA this year – and in time to reconcile the differences between the House and Senate bills.

Respectfully,

William Farris, School Board President

\_\_\_\_\_

Kurt Rockwell, School Board Vice President

\_\_\_\_\_

Amy Covert, Board Member

\_\_\_\_\_

**Board of Education**

**Amy Covert • Judy Dietrichson • Bill Farris • Tom Pearl • Kurt Rockwell • Michael Scott**

Judy Dietrichson, Board Member

\_\_\_\_\_

Tom Pearl, Board Member

\_\_\_\_\_

Michael Scott, Board Member

\_\_\_\_\_



# SIERRA SANDS UNIFIED SCHOOL DISTRICT

**Joanna Rummer**  
Superintendent

113 W. Felspar Avenue • Ridgecrest, CA • 93555 • 760 499-1600 •  
Website: [www.ssusdschools.org](http://www.ssusdschools.org)

**April 2, 2013**

**To Whom It May Concern:**

**RE: Preserve Education Funding FY 2013**

As a school board representing the Sierra Sands Unified School District, we are writing to urge you to oppose cuts in appropriations for K-12 education and early education programs for Fiscal Year 2013. We urge you to please:

Protect education investments in the final appropriations bill for FY2013 that will continue effective programs for student achievement and school performance.

Increase and certainly preserve funding levels for special education (IDEA) and Title I grants for disadvantaged students. Reductions in these programs would be detrimental to our school districts and communities that are already experiencing severe budgetary challenges because of local and state economies. Further cuts to our public schools would impact our efforts to close achievement gaps. District services to disadvantaged students and students with disabilities continue to increase as funding allocated to those programs continue to decrease. This places a heavy demand upon previously reduced District funding which continues to be cut intermittently throughout the year at the base level and throughout our programs. The District has already been forced to cut or reduce staff and programs that have a direct affect on student performance. Most recently, all of the District Title I schools have been forced to reduce staff who provide successful direct instruction to students in the classroom as a result of required funding set asides for transportation, professional development, and limited tutoring services. Please do not impose drastic cuts to federal discretionary funding for education that undermine economic recovery and long-term American competitiveness. As the report of the National Commission on Fiscal Responsibility and Reform states, "...we must invest in education, infrastructure, and high-value research and development to help our economy grow, keep us globally competitive, and make it easier for businesses to create jobs."

Your leadership and votes on legislation that will determine the level of support for our students in FY2013 and future fiscal years is crucial as our nation, states and communities seek to protect education resources for our children.

**Board of Education**

**Amy Covert • Judy Dietrichson • Bill Farris • Tom Pearl • Kurt Rockwell • Michael Scott**

Thank you for considering our concerns regarding education funding. We look forward to talking with you on this issue and discussing how these programs impact our own district and state.

Respectfully,

William Farris, School Board President

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Kurt Rockwell, School Board Vice President

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Amy Covert, School Board Member

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Judy Dietrichson, School Board Member

---

Tom Pearl, School Board Member

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Michael Scott, School Board Member

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## 9. GENERAL ADMINISTRATION

### 9.8 Review, Discussion and Possible Approval of Letter to our Congressmen in Support of Inyokern Airport Being One of Six Test and Research Sites for the Unmanned Air Systems (UAS) Initiative

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BACKGROUND INFORMATION: The role of Board of Trustees of the Sierra Sands Unified School Districts is multi-faceted. One of those facets relates to its important role in providing leadership to the community regarding educational issues and to advocate on behalf of students and public education at the local, state and federal levels. The Federal Aviation Administration has mandated the establishment of six test and research sites for its Unmanned Air Systems (UAS) initiative in its goal to integrate unmanned vehicles into the national airspace system by 2015. With Inyokern as a hub, a larger area of interest or opportunity could become a viable competitor for one of these six sites. The airspace of the Indian Wells Valley is a significant national asset. The excellent air quality, lack of significant air traffic, remote geographical location, diverse terrain encompassing mountain, desert and linkage to a maritime environment in the San Diego area as well as its proximity to a military operating area are major factors making the Inyokern Airport an excellent and logical choice to support the UAS initiative. There currently exist no appropriate facilities within the United States to perform tests so critical to the success of the government initiative regarding unmanned air systems.

CURRENT CONSIDERATIONS: This project would be of significant benefit to the local community and to Sierra Sands Unified School District. The program will support work that is already performed in the area and provide additional income to local businesses. This area supports many pioneers in unmanned systems, including China Lake NAWS and NASA Dryden Flight Research Center. Many aspects of the program are complimentary to the Science, Technology, Engineering and Math focus emphasized within the District curriculum. The benefit to students at all grade levels in having access to experts in the field and in training for future employment has great value, especially at a time when opportunities such as these are scarce.

FINANCIAL IMPLICATIONS: None

SUPERINTENDENT'S RECOMMENDATION: The Superintendent recommends that the board review and discuss, endorse and approve the attached letter to our Congressmen regarding this subject.





# SIERRA SANDS

## UNIFIED SCHOOL DISTRICT

**Joanna Rummer**  
Superintendent

113 W. Felspar Avenue • Ridgecrest, CA • 93555 • 760 499-1600 •  
Website: [www.ssusdschools.org](http://www.ssusdschools.org)

April 2, 2013

Congressman Kevin McCarthy  
2421 Rayburn House Office Building  
Washington, DC 20515

Dear Congressman McCarthy,

Sierra Sands Unified School District expresses full support for the Inyokern Airport Cal UAS Portal to become one of the six FAA UAS test sites for unmanned systems. We feel our area is the ideal location with vast controlled airspace, diverse climate and terrain; and a modern, remote, radar-enabled, three runway airport, which provides unmanned system manufacturers and users location options for aerial system research and development operations.

Located adjacent to the Naval Air Weapons Center, Weapons Division/ Naval Air Weapons Station, China Lake where unmanned aerial systems work has taken place for years, we have an available workforce and a population of educated citizens, familiar with cutting edge technology that eliminates public concerns found in other areas. This program will support work that is already performed in the area and provide additional income to local businesses. The work very much compliments the existing employment and will not negatively impact the environment. Our area has searched for many years for industry to co-exist with the Navy's Research and Development Center of Excellence that is our major employer. The Cal UAS Portal is the perfect fit, welcomed by the existing employers and citizens alike.

The local schools will both benefit and contribute to the program with training programs and job availability. In particular, both the high school and the local community college specialize in curriculum supporting the engineering sciences such as math, physics, and engineering. The local high school has recently opened a five million dollar engineering building dedicated to science and technology. The selection of Cal UAS Portal Inyokern as one of the six FAA UAS test sites will help provide diversity to the area without harming the mission of the Navy to protect our country.

By bringing the Cal UAS Portal to Inyokern our nation will benefit from the same outstanding excellence our scientists have been providing since 1943 as the process of safely intergrading Unmanned Aerial Systems into our National Airspace is completed.

**Board of Education**

Amy Covert • Judy Dietrichson • Bill Farris • Tom Pearl • Kurt Rockwell • Michael Scott

Please provide your strongest efforts to make this effort a complete success.

Sincerely,

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

## 11. BUSINESS ADMINISTRATION

### 11.1 Approval of the Donation of the Burroughs High School Band Uniforms to the Burroughs High School Music Boosters

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BACKGROUND INFORMATION: Administrative Regulation (AR) 3270, Sale and Disposal of Books, Equipment and Supplies, derived from Education Code 17546 regulates the process for disposing of district equipment. AR 3270, Item #6 states: “If the Board members attending a meeting unanimously find that the value of the property is insufficient to defray the costs of arranging a sale, the property may be donated to a charitable organization deemed appropriate by the Board or may be disposed of by dumping. (Education Code 17546)”

CURRENT CONSIDERATIONS: The Burroughs High School Band currently has approximately 170 complete uniforms that are outdated and in need of replacement. The BHS Music Boosters, a non profit organization, are fundraising in order to purchase new uniforms, at a projected cost of approximately \$50,000.

Research has shown the possibility of the district selling the uniforms as a lot is miniscule and the return if possible would not be enough to assist in defraying the cost of the new uniforms. The Music Boosters would like to receive all of the current uniforms from the district as a donation so they can be sold to the public and alumni at an estimated cost of \$150 each. For sentimental reasons, we believe families and alumni will be interested in purchasing these old uniforms. Moreover, the sale of these uniforms is a niche activity that requires a significant fundraising campaign effort that only the Music Boosters can effectively manage.

FINANCIAL CONSIDERATIONS: There is no cost to the district associated with donating the band uniforms to the BHS Music Boosters. All sale of uniforms to alumni by the BHS Music Boosters will go towards the purchase of new uniforms.

SUPERINTENDENT’S RECOMMENDATION: It is respectfully requested that the board deems the current value of the band uniforms as insufficient to defray the costs of arranging a sale, and therefore approve donating the uniforms to the Burroughs High School Music Boosters.

12. CONSENT CALENDAR

12.1 Approval of “A” and “B” Warrant

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**CURRENT CONSIDERATIONS:** “A” and “B” warrants released in March, 2013 are submitted for approval. “A” warrants totaled \$2,284,278.97. “B” warrants totaled \$692,471.42.

**FINANCIAL IMPLICATIONS:** Warrants were issued as stated.

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

This list represents the "A" and "B" warrants released during the month of **MARCH 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  | \$1,569,099.82        |
| End of month classified    | \$511,236.27          |
| 10th of month certificated | \$110,940.11          |
| 10th of month classified   | \$93,002.77           |
| <b>Total "A" Warrants</b>  | <b>\$2,284,278.97</b> |

### **"B" WARRANTS**

| <u>Register Number</u>    | <u>Amount</u>       |
|---------------------------|---------------------|
| Batch 138                 | \$7,019.76          |
| Batch 139                 | \$92,760.92         |
| Batch 140                 | Food Service        |
| Batch 141                 | \$2,669.17          |
| Batch 142                 | Food Service        |
| Batch 143                 | \$2,669.17          |
| Batch 144                 | \$18,143.70         |
| Batch 145                 | \$33,042.28         |
| Batch 146                 | \$18,507.53         |
| Batch 147                 | \$63,685.29         |
| Batch 148                 | \$8,057.29          |
| Batch 149                 | \$52,305.14         |
| Batch 150                 | Food Service        |
| Batch 151                 | \$4,414.20          |
| Batch 152                 | \$211,491.25        |
| Batch 153                 | VOID                |
| Batch 154                 | \$37,507.24         |
| Batch 155                 | \$19,282.54         |
| Batch 156                 | \$46,191.18         |
| Batch 157                 | Food Service        |
| Batch 158                 | \$61,334.76         |
| Batch 159                 | \$13,390.00         |
| Batch 160                 | April               |
| <b>Total "B" Warrants</b> | <b>\$692,471.42</b> |

## 12. CONSENT CALENDAR

12.2 Report to the Board on Solid Waste Hauling Services

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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. BUSINESS ADMINISTRATION

### 12.3 Approval of Contract with the Accounting Firm of Burkey, Cox, Evans & Bradford Accountancy Corporation for Auditing Services for the 2012-13 Fiscal Year)

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BACKGROUND INFORMATION: In accordance with California Education Code all school districts as public entities must be audited annually by a qualified independent external auditing firm.

CURRENT CONSIDERATIONS: The District has been well served by the firm of Burkey, Cox, Evans & Bradford for a number of years and believes that it is prudent to continue to retain them as the independent auditor for the District. Particularly noteworthy was their experience in auditing Kern County LEA's with construction projects. Additionally, the depth and experience of their staff as well as their relative proximity, ability to support video teleconferencing and their general approach to the auditing function remain important critical factors.

FINANCIAL IMPLICATIONS: The terms and conditions of the contract speak to a three year period commencing in 2013 through 2015. The cost associated with the attached three year contract is 2% above the cost for the latest audit and is considered to be a reasonable increase as it is in line with the Consumer Price Index (CPI).

The anticipated cost for audit services for 2012-2013 is \$30,000.00. In 2013-14 it is anticipated to be \$30,500.00, \$31,000.00 in 2014-15, and \$500.00 each year for a presentation to the board.

SUPERINTENDENT'S RECOMMENDATION: It is recommended that the board approve the contract with Burkey, Cox, Evans & Bradford to perform auditing services for the 2012-13 fiscal year as presented.



**BURKEY COX  
EVANS & BRADFORD**  
ACCOUNTANCY CORPORATION

1058 WEST AVENUE M-14, SUITE B  
PALMDALE, CALIFORNIA 93551  
TEL: (661) 267-2005  
FAX: (661) 267-2471

425 WEST DRUMMOND AVENUE, SUITE A  
RIDGECREST, CALIFORNIA 93555-3120  
TEL: (760) 375-1508  
FAX: (760) 375-8865

GERALD D. BURKEY, CPA (retired)  
GARY W. COX, CPA (retired)  
SCOTT EVANS, CPA, CFP, CVA  
LAURA A. BRADFORD, CPA  
HAROLD W. MANNING, CPA  
JAMES MANNIE, CPA  
JANETTE HENRIQUEZ, CPA  
JENNIFER VICKERY, CPA  
MARTHA J. WILLEY, CPA

**AUDIT CONTRACT  
2013-2015**

THIS AGREEMENT is entered into on \_\_\_\_\_, 2013, between the Sierra Sands Unified School District of Kern County, State of California, and Burkey Cox Evans & Bradford Accountancy Corporation.

**RECITALS**

A. Section 41020 of the Education Code provides in part:

"Not later than the first day of May of each fiscal year each county superintendent of schools shall provide for an audit of all funds under his jurisdiction and control and the governing board of each district shall either provide for an audit of the books and accounts of the district, including an audit of school district income and expenditures by source of funds, or make arrangements with the county superintendent of schools having jurisdiction over the district to provide for such auditing. In the event the governing board of a school district has not provided for an audit of the books and accounts of the district by April 1<sup>st</sup>, the county superintendent of schools having jurisdiction over the district shall provide for the audit."

"Not later than December 15<sup>th</sup>, a report of each audit for the preceding fiscal year shall be filed with the county clerk and the county superintendent of schools of the county in which the district is located, the Department of Education, and the Department of Finance. The submission date may be extended to, but not later than, December 31<sup>st</sup> for justifiable cause upon written request by the auditor and approval by the county superintendent of schools. The superintendent of public instruction shall make any adjustments necessary in future apportionments of all state funds, to correct any audit exceptions revealed by such audit reports."

- B. District intends to comply with these provisions by contracting with a Certified Public Accountant/Public Accountant.
- C. Auditor is a Certified Public Accountant/Public Accountant duly authorized to practice and licensed as such by the State Board of Accountancy.

**AGREEMENT**

In consideration of the following mutual covenants, conditions, and promises, the parties agree as follows:

**1. AUDIT PROCEDURE AND SCOPE**

THE AUDIT shall be made in accordance with generally accepted municipal auditing standards, and shall include, to the extent applicable, the audit procedures recommended by the Department of Finance of the State of California as detailed in the latest edition of the Department's publication, "*Standards and Procedures for Audits of California Local Educational Agencies*", and such other publications on school district and county superintendent audit



### **1. AUDIT PROCEDURE AND SCOPE (Continued)**

procedures of said Department as have been or shall be issued during the period of this contract. The scope of audit shall not be limited to that provided in these publications in the event that in the opinion of the auditor particular circumstances warrant extension of the audit.

"Each audit shall include all funds of the district including the student body and cafeteria funds, and accounts and any other funds under the control or jurisdiction of the district; funds of regional occupational centers and programs maintained by the county superintendent of schools, a school district, or pursuant to a joint powers agreement. Each audit shall also include an audit of attendance procedures."

THE PERIODS to be audited under this contract are the fiscal years beginning July 1, 2012 and ending June 30, 2013, beginning July 1, 2013 and ending June 30, 2014 and beginning July 1, 2014 and ending June 30, 2015.

IN CASES WHERE the auditor can and does rely upon the work of a State agency, another individual accountant or firm of certified public accountants or public accountants, he shall state in his report the extent of that reliance and shall name the agency, accountant or accountants upon whose work he relies. This paragraph shall not limit the responsibility of the auditor or obligate him to accept or perform work which is not in compliance with the specifications of the engagement.

### **2. FORM AND CONTENT OF REPORTS**

FORM AND CONTENT of the audit report shall conform to the extent practicable with the form and content prescribed by the Department of Finance of the State of California under Section 41020 of the Education Code, and as detailed in the latest edition of the Department's publication titled, *"Standards and Procedures for Audits of California Local Educational Agencies."*

ACCESS TO WORKING PAPERS shall be provided to the California State Controller.

IN THE EVENT that circumstances disclosed by the audits indicate that more detailed verification is required in addition to that which would be sufficient under ordinary circumstances, it is agreed that any extended verification shall be subject to special contract or contracts upon a fee basis to be mutually agreed upon between the respective parties to this agreement.

### **3. BEGINNING WORK**

THE AUDITOR shall begin work on this engagement as soon as practicable after the execution of this contract. Work to be performed in the district shall be done at a time to be mutually agreed upon by both parties.

### **4. RENDERING REPORTS**

TIME IS OF the essence in this agreement. The audit shall be completed, and the audit report shall be filed as required in Section 6 not later than December 15<sup>th</sup> after the school year ending June 30<sup>th</sup>. This day may be extended to not later than December 31<sup>st</sup> on prior written request of the auditor stating facts which demonstrate justifiable cause. Any request for extension must be submitted simultaneously to the district and the Kern County Superintendent of Schools.

If the county superintendent of schools does not approve a delay or if the completed report is not submitted by the new deadline or, in the absence of a new deadline, by December 31<sup>st</sup>, the district shall not be obligated to accept the

#### **4. RENDERING REPORTS (Continued)**

report or to pay for it or for any work done in its preparation. Under these circumstances, the district may immediately engage the services of another auditor.

THE AUDITOR agrees to discuss the final report with the administration office of the district prior to its final preparation and, if requested, to personally present the final audit report to the Board of Trustees in order that the audit might be fully understood and any questions answered.

IT IS AGREED that the auditor, as a result of the audit, will provide reasonable counseling and guidance with respect to more acceptable and effective methods of accounting for the district.

#### **5. COMPENSATION**

AUDITING SERVICES under this agreement may be performed by the auditor with the assistance of accountants and clerical employees employed and paid by the auditor. Amounts for such services shall be computed at the following hourly rates:

|                           |           |
|---------------------------|-----------|
| Supervision Accountant    | \$ 150.00 |
| Senior Accountant         | 125.00    |
| Assistant Accountant      | 100.00    |
| Typist and Other Clerical | 40.00     |

In addition to this payment for personnel services, the auditor shall be reimbursed for necessary travel expenses at the rate of \$ N/A per mile.

The total amount which shall be paid to the auditor for his own services and the services of his agents or employees under this agreement shall not exceed the sum of thirty thousand dollars (\$30,000) for 2012-2013; thirty thousand five hundred dollars (\$30,500) for 2013-2014; and thirty one thousand dollars (\$31,000) for 2014-2015. Additionally, our fee for board presentation shall be five hundred dollars (\$500) for each year.

THIS FEE shall include any consultations on the audit report, or any revisions, or the furnishing of any additional data, as may be required by the Department of Finance of the State of California.

IN ACCORDANCE with Education Code 14505, the fees shall be paid by the district to the auditor upon satisfactory and timely completion of all contract provisions including delivery of copies of the audit report.

IN THE EVENT the prior year's audit was not certified, fifty percent (50%) of the audit fee for the following year is to be returned.

IF, FOR TWO consecutive years the audit reports were not certified, or if Burkey Cox Evans & Bradford Accountancy Corporation (or any individual employed by Burkey Cox Evans & Bradford Accountancy Corporation) is declared ineligible to perform LEA audits pursuant to Education Code Section 41020.5, this audit contract shall be deemed null and void.

THE DISTRICT shall provide adequate office facilities (exclusive of equipment; copy machine, internet access, etc., supplies, or services) for conduct of work under this agreement without charge to the auditor.

**BURKEY COX  
EVANS & BRADFORD**

ACCOUNTANCY CORPORATION

Sierra Sands Unified School District

Audit Contract 2013-2015

February 20, 2013

Page 4

**6. FILING OF REPORTS**

COPIES OF THE REPORT OF EXAMINATION required by this agreement to be made shall be prepared and substantially bound by the auditor and filed with each of the following offices and departments on or before December 15<sup>th</sup> (or later date authorized under Section 4).

Kern County Superintendent of Schools  
State Department of Education  
California Department of Education, School Fiscal Services Division  
Federal Audit Clearinghouse, Bureau of the Census  
School District (25 bound 1 unbound) copies

\_\_\_\_\_  
School Authority

By: BURKEY COX EVANS & BRADFORD Accountancy Corporation  
Auditor

By: Burkey & Cox CPAs  
Authorized Agent

## 12. CONSENT CALENDAR

### 12.4 Approval of Recommendations for Expulsion, Expulsion Cases #20 1213 and #21 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 #20 1213: As stated in a stipulated expulsion agreement, student is expelled for the remainder of the 2012-13 spring semester and the 2013-14 fall semester, however suspending the expulsion for the fall semester allowing the student to return in August, 2013 under a behavior contract. During the period of expulsion the student is referred to the Ridgecrest Learning Center.

Expulsion Case #21 1213: As stated in a stipulated expulsion agreement, student is expelled for the remainder of the 2012-13 spring semester and the 2013-14 fall semester, however suspending the expulsion for the fall semester allowing the student to return in August, 2013 under a behavior contract. During the period of expulsion the student is referred to the Ridgecrest Learning Center.