

SIERRA SANDS UNIFIED SCHOOL DISTRICT

**Board of Education
Regular Meeting**

**APRIL 21, 2016
Ridgecrest City Council Chambers
100 West California Avenue
www.ssusd.org**

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

A G E N D A

CALL TO ORDER AND PLEDGE TO THE FLAG

7:00 P.M.

Amy Castillo-Covert
Bill Farris
Tim Johnson, Vice President/Clerk
Kurt Rockwell
Michael Scott, President
Student Member, Maddy Portillo

Ernest M. Bell, Jr., 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 special meetings of March 21 and 31, 2016, and the regular and special meetings of March 10, 2016.

3. PROGRAMS AND PRESENTATIONS

- Recognition of Mr. Tim Fox For His Generous Support of Sierra Sands Unified School District
- Burroughs High School Robotics Club – National Championship Report

4. PUBLIC HEARING

5. REPORTS AND COMMUNICATIONS

5.1 Student Member's Report

5.2 Reports from Members of the Board

5.3 Superintendent's Report

- Enrollment Update
- Open Enrollment: May 1-15, 2016
- Open House Calendar
- Date of Superintendent's Evaluation

5.4 Report to the Board of Trustees by the Desert Area Teachers Association

5.5 Communications from the public

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

6. EDUCATIONAL ADMINISTRATION

- 6.1 Adoption of Textbooks and Instructional Materials for AP Language and Composition Grade 11, AP German, AP Spanish, and Welding
- 6.2 Approval of Advanced Placement English Language and Composition – Grade 11
- 6.3 Approval of Algebra I A/B as a High School Mathematics Course
- 6.4 Approval of Digital Multimedia Design Course at Burroughs and Mesquite High Schools
- 6.5 Approval of Revisions to the CTE Health Careers Pathway Course of Study at Burroughs High School to Align to CTE Model Content Standards and Program Requirements

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 #17 1516, Teacher Appreciation Week

8.4 Adoption of Resolution #18 1516, Classified School Employee Week

8.5 Presentation of Initial Sunshine Contract Proposal for 2016-2019 from the Desert Area Teachers Association to the Board of Education

8.6 Report to the Board: Desert Area Teachers Association (DATA) Negotiations Update

9. GENERAL ADMINISTRATION

- 9.1 Gifts to District
- 9.2 Report to the Board: Nature and Resolution of Complaints with Regard to Deficiencies Related to Instructional Materials, Emergency or Urgent Facilities Conditions that Pose a Threat to the Health and Safety of Pupils or Staff, Teacher Vacancy or Misassignment, as Required by the Williams Act
- 9.3 Adoption of the Board Meeting Calendar for the 2016-17 School Year
- 9.4 Authorization for Board Member Travel, Section 8002 Impact Aid Summer Meeting

10. CONSTRUCTION ADMINISTRATION

- 10.1 Report to the Board: Construction Activities and Issues
- 10.2 Approval of Agreement with Hi Desert Construction for Mesquite Continuation High School HVAC Construction Project
- 10.3 Approval of an Agreement with JMI Consultants, Inc. for Inspector of Record Services for HVAC Equipment Replacement Project at Mesquite Continuation High School
- 10.4 Approval of an Agreement with JMI Consultants, Inc. for Inspector of Record Services for the Boiler Replacement Project at Burroughs High School
- 10.5 Approval of a Proposal for the Complete Move Out and Move Back of the Library Building at Burroughs High School

11. BUSINESS ADMINISTRATION

- 11.1 Consideration and Action to Declare District Personal Property to be Surplus Property and Authorizing Sale of Surplus Property by Auction Company
- 11.2 Report to the Board: Budget Update

12. CONSENT CALENDAR

- 12.1 "A"&"B" Warrants
- 12.2 Approval of Student Teaching Agreement with University of Southern California Teacher Preparation Program
- 12.3 Approval of Student Teaching Agreement with Cal State Teach Preparation Program
- 12.4 Approval of Interdistrict Attendance Agreement (Freese)
- 12.5 Approval for Recommendations for Expulsion, Expulsion Case #11 1516
- 12.6 Approval for Recommendations for Expulsion, Expulsion Case #12 1516
- 12.7 Approval for Recommendations for Expulsion, Administrative Hearing Panel Case #13 1516

13. FUTURE AGENDA

14. ADJOURNMENT

The next regular meeting of the Board of Education will be May 19, 2016.

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

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

SIERRA SANDS UNIFIED SCHOOL DISTRICT

Minutes of the Special Meeting of the Board of Education

DATE OF MEETING: March 31, 2016
TIME OF MEETING: 6:00 p.m.
PLACE OF MEETING: District Office Conference Room
MEMBERS PRESENT: Castillo-Covert, Farris, Johnson, Rockwell, Scott
STAFF PRESENT: Ernest M. Bell, Jr., Superintendent

MOMENT OF SILENCE was observed.

1. ADOPTION OF AGENDA

The agenda was adopted by consensus as posted.

2. EDUCATION ADMINISTRATION

2.1 Board workshop to discuss SB 359 – California Mathematics Placement Act and AB 329 – California Health Youth Act

The board met in a work study session to discuss new legislation regarding SB 359 and AB 329.
No action was taken.

3. ADJOURNMENT at 7:00 p.m.

THE BOARD OF EDUCATION

Tim Johnson, Vice President/Clerk

Ernest M. Bell, Jr., Secretary to Board

SIERRA SANDS UNIFIED SCHOOL DISTRICT

Minutes of the Special Meeting of the Board of Education

DATE OF MEETING: March 21, 2016
TIME OF MEETING: 12:30 p.m.
PLACE OF MEETING: District Office Conference Room
MEMBERS PRESENT: Castillo-Covert, Farris, Johnson, Rockwell, Scott
STAFF PRESENT: Ernest M. Bell, Jr., Superintendent

MOMENT OF SILENCE was observed.

1. ADOPTION OF AGENDA

The agenda was adopted by consensus as posted.

2. CONSTRUCTION ADMINISTRATION

2.1 Approval to Conclude a Contract with Meehleis Modular Buildings, Inc. for Design,
Fabrication, and Installation of Modular Structures

Motion passed to approve the contract with Meehleis Modular Buildings, Inc. as presented.
JOHNSON/ROCKWELL

AYES: Castillo-Covert, Farris, Johnson, Rockwell, Scott

3. ADJOURNMENT at 12:40 p.m.

THE BOARD OF EDUCATION

Tim Johnson, Vice President/Clerk

Ernest M. Bell, Jr., Secretary to Board

SIERRA SANDS UNIFIED SCHOOL DISTRICT

Minutes of the Special Meeting of the Board of Education

DATE OF MEETING: March 10, 2016

TIME OF MEETING: 6:30 p.m.

PLACE OF MEETING: Ridgecrest City Council Chambers

MEMBERS PRESENT: Castillo-Covert, Farris, Johnson, Rockwell, Scott

STAFF PRESENT: Ernest M. Bell, Jr., Superintendent

MOMENT OF SILENCE was observed.

1. ADOPTION OF AGENDA

The agenda was adopted by consensus.

2. CLOSED SESSION

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

No action was taken.

- 2.2 Public Employee Discipline/Dismissal/Release Pursuant to Government Code section 54957

No action was taken.

3. ADJOURNMENT

THE BOARD OF EDUCATION

Tim Johnson, Vice President/Clerk

Ernest M. Bell, Jr., Secretary to the Board

SIERRA SANDS UNIFIED SCHOOL DISTRICT

Minutes of the Concurrent Special Meeting of the Board of Education

DATE OF MEETING: March 10, 2016
TIME OF MEETING: 7:00 p.m.
PLACE OF MEETING: Ridgecrest City Council Chambers
MEMBERS PRESENT: Castillo-Covert, Farris, Johnson, Rockwell, Scott
STAFF PRESENT: Ernest M. Bell, Jr., Superintendent
MOMENT OF SILENCE was observed.

1. ADOPTION OF AGENDA

The agenda was adopted by consensus with Item 10.2 of the concurrent special meeting agenda being heard after Item 10.1 on the regular meeting agenda.

10. CONSTRUCTION ADMINISTRATION

10.2 Approval of Agreements for Construction with Various Prime Trade Contractors for Multiple Trades for the New Murray Middle School Project

Motion passed to approve construction agreements for the new Murray Middle School project as presented. CASTILLO-COVERT/ROCKWELL

AYES: Castillo-Covert, Farris, Johnson, Rockwell, Scott

10.3 Ratification of Contract with ATEN Construction for Ancillary Fencing Material and Repair of Construction Fence at Murray Middle School Construction Site

Motion passed to ratify the contract with ATEN Construction as presented.
CASTILLO-COVERT/ROCKWELL

AYES: Castillo-Covert, Farris, Johnson, Rockwell, Scott

10.4 Approval to Enter into Amendment #6 to the Agreement with RBB Architects for the Burroughs High School Modernization Project

Motion passed to enter into Amendment #6 with RBB Architects as presented.
CASTILLO-COVERT/JOHNSON

AYES: Castillo-Covert, Farris, Johnson, Rockwell, Scott

10.5 Approval to Enter into Amendment #7 to the Agreement with RBB Architects for the Burroughs High School Modernization Project

Minutes 3-10-16

Motion passed to enter into Amendment #7 with RBB Architects as presented.
CASTILLO-COVERT/FARRIS

AYES: Castillo-Covert, Farris, Johnson, Rockwell, Scott

11. ADJOURNMENT

THE BOARD OF EDUCATION

Tim Johnson, Vice President/Clerk

Ernest M. Bell, Jr., Secretary to the Board

SIERRA SANDS UNIFIED SCHOOL DISTRICT

Minutes of the Regular Meeting of the Board of Education

DATE OF MEETING: March 10, 2016

TIME OF MEETING: 7:00 p.m.

PLACE OF MEETING: Ridgecrest City Council Chambers

MEMBERS PRESENT: Castillo-Covert, Farris, Johnson, Rockwell, Scott

STAFF PRESENT: Ernest M. Bell, Jr., Superintendent

PLEDGE OF ALLEGIANCE was recited in unison, led by Student Member Maddy Portillo.

MOMENT OF SILENCE was observed.

1. ADOPTION OF AGENDA

The agenda was adopted by consensus as posted with the deletion of Item 9.2 of the regular agenda, Item 10.2 of the special concurrent agenda being heard following Item 10.1 on the regular agenda, and hearing the Inyo-Kern Schools Financing Authority agenda following Item 11.2.

2. APPROVAL OF MINUTES

Hearing no comments, the minutes of the special meeting of March 3, 2016 and the regular and special meeting of February 18, 2016 were adopted by consensus as written.

3. PROGRAMS AND PRESENTATIONS

Gateway Elementary School: Increasing Academic Achievement through Movement – Mrs. Lisa Decker, principal of Gateway Elementary School shared about the Learning through Movement program being used by some classes at Gateway.

4. PUBLIC HEARING

5. REPORTS AND COMMUNICATIONS

5.1 Student Member's Report

Murray Middle School: Students enjoyed the Murray Career Fair held to kick off College and Career Month. Band, orchestra, and choir have delighted staff and students as they participate in Music in our Schools Month. Many fieldtrips, fundraisers, and a February Reading Challenge have been enjoyed by all.

James Monroe Middle School: Monroe girls had the opportunity to participate in Expanding Your Horizons sponsored by NAWS. AVID students toured Michelson Lab and learned about a variety of science and technology careers. Monroe history teachers appreciate the Chrome-

Book carts they received and students appreciate the lunch time activities provided by Mr. Kargel and Mr. Fullerton.

Burroughs High School: Spring sports and testing season has begun at Burroughs. Fifty students attended the annual college tour and learned about many aspects of college life. The ASB is busy providing fun activities for students.

Mesquite High School: Mesquite has had 15 graduates so far this year. Students are excited and responding well to PBIS. Over half of the Mesquite students were recognized for attendance, honor roll, or Star Students for January and February. The ASB is busy sponsoring fundraisers.

5.2 Reports from Members of the Board

5.3 Superintendent's Report

Superintendent Bell reported that the 2016-17 Kindergarten/TK registration has begun and encouraged families to register their students as early as possible. Mr. Bell attended Legislative Action Day in Sacramento and was able to discuss important education issues with state legislators.

5.4 Report to the Board of Trustees by the Desert Area Teachers Association

Barb Walls, President of the Desert Area Teachers Association, stated DATA is concerned about the amount of disinformation circulating around the district budget and the fact that the 20% matching construction funds or approximately \$17M is coming from the general fund.

5.5 Communications from the public

Sixteen members of the public spoke during the public comment period.

6. EDUCATIONAL ADMINISTRATION

7. POLICY DEVELOPMENT AND REVIEW

7.1 Approval of Revisions to Board Policy 5116.1 and Review of Administrative Regulation 5116.1, Intradistrict Open Enrollment

Motion passed to approve revisions to Board Policy 5116.1, Intradistrict Open Enrollment. Revisions to the administrative regulation do not require board approval and were presented for informational purposes only. CASTILLO-COVERT/ROCKWELL

AYES: Castillo-Covert, Farris, Johnson, 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 approve items 8.1-8.2 as presented. ROCKWELL/CASTILLO-COVERT

AYES: Castillo-Covert, Farris, Johnson, Rockwell, Scott

9. GENERAL ADMINISTRATION

9.1 Gifts to the District

Motion passed to accept the following gifts: Big Lots Corporation donated various new light bulbs with an estimated cash value of \$1,311.00 to be used by all district sites and Ms. Rosalyn Moore made a cash donation of \$312.49 to be used for classroom supplies at Murray Middle School. JOHNSON/ROCKWELL

AYES: Castillo-Covert, Farris, Johnson, Rockwell, Scott

9.2 Authorization for Board Member Travel

This item was deleted from the agenda.

9.3 Local Control Funding Formula and Local Control Accountability Plan (LCAP) – Board Overview

Mrs. Shirley Kennedy, Assistant Superintendent of Curriculum and Instruction gave the board an overview of the LCAP and the district needs assessment which is essential to making revisions to the LCAP. This item was presented for informational purposes only.

10. CONSTRUCTION ADMINISTRATION

10.1 Report to the Board: Construction Activities and Issues

Mrs. Christina Giraldo, Assistant Superintendent of Business Services, introduced Mr. Steve Hubbard, Project Manager with Maas Company, who gave an update to the board on the Capital Projects taking place within the district.

Burroughs High School: Bidding for phase 1 is complete. Mobilization is underway with M-hall and the library being vacated. Phase 2 has been submitted to DSA.

Murray Middle School: The first phase of the contaminated soil removal is complete. A proposal from the modular manufacturer has been received and will be brought to the board later in March 2016.

HVAC Remediation: The PAC project will be incorporated into the modernization project. It will be a standalone project and will be tracked as such. The Mesquite HVAC bid period has begun with a job walk taking place next week.

11. BUSINESS ADMINISTRATION

11.1 Approval of Second Interim Report for Fiscal Year 2015-16

Motion passed to approve the second interim report for fiscal year 2015-16 as presented. ROCKWELL/JOHNSON

AYES: Castillo-Covert, Farris, Johnson, Rockwell, Scott

11.2 Authorization to Enter into Agreement with Surplus Management Company for Disposal of District Surplus

Motion passed to authorize staff to enter into an agreement with Surplus Management Company. CASTILLO-COVERT/ROCKWELL

AYES: Castillo-Covert, Farris, Johnson, Rockwell, Scott

President Scott temporarily adjourned the Sierra Sands Unified School District board meeting at 8:42 p.m. and opened the meeting of the Board of Directors of the Inyo-Kern Schools Financing Authority.

The Sierra Sands Unified School District Board of Education meeting was reopened at 8:48 p.m.

12. CONSENT CALENDAR

12.1 "A" & "B" Warrants

12.2 Approval to Dispose of Obsolete Instructional Materials without Advertising

12.5 Approval of Recommendations for Expulsion, Expulsion Case #10 1516

Motion passed to adopt the remainder of the consent calendar as presented.
CASTILLO-COVERT/ROCKWELL

AYES: Castillo-Covert, Farris, Johnson, Rockwell, Scott

13. FUTURE AGENDA

President Scott reopened Item 5.5, Communications from the Public.

One member of the public spoke during this public comment period.

14. ADJOURNMENT was at 8:50 p.m.

THE BOARD OF EDUCATION

Tim Johnson, Vice President/Clerk

Ernest M. Bell, Jr., Secretary to Board

Recorder: Diane Naslund

2015-16 2014-15

6. EDUCATIONAL ADMINISTRATION

6.1 Adoption of Textbooks and Instructional Materials for AP Language and Composition Grade 11, AP German, AP Spanish, and Welding

BACKGROUND INFORMATION: The State Board of Education has the constitutional responsibility and authority to adopt instructional materials for grades one through eight and statutory authority to adopt instructional materials for kindergarten. There are no state adoptions in grades nine through twelve. Local Education Agencies are encouraged to use the content standards, the curriculum frameworks, the SBE-adopted evaluation criteria, and the reports on each adoption as resources.

CURRENT CONSIDERATIONS: New instructional materials are necessary for three Advanced Placement (AP) courses at Burroughs, AP Language and Composition for Grade 11, AP German, and AP Spanish. The recommended materials have been evaluated by advanced placement teachers for alignment to course content using College Board Course Descriptions and state framework criteria.

Instructional materials for Career Technical Education courses are reviewed and selected on an as need basis. Collaboration between Burroughs and Cerro Coso CTE staff occurred to identify a textbook to support a sequenced pathway of instruction in the area of welding. The textbook being recommended is the same textbook used at the community college and will support articulation between the two programs.

The textbooks and instructional materials were reviewed and recommended by the District Instructional Materials Selection Committee (DIMSC).

A complete list of all recommended texts and materials is included in your packets. A press release dated March 21, 2016 informed the public that all texts and materials being considered for adoption by the Board of Education are available for review in the textbook depository located at the Sierra Vista Education Center.

FINANCIAL IMPLICATIONS: The anticipated cost for the instructional materials being recommended for adoption is \$12,074.31. Lottery funds will be used for the purchase of advanced placement instructional materials and Career Technical Education Incentive Grant funding will be used to purchase welding instructional materials.

SUPERINTENDENT'S RECOMMENDATION: It is recommended that the board adopt the selected advanced placement and CTE welding textbooks and instructional materials as presented.

SIERRA SANDS UNIFIED SCHOOL DISTRICT
Instructional Services: Textbook Depository, 499-1728

INSTRUCTIONAL ADVISORY COMMITTEES' TEXTBOOK RECOMMENDATIONS FOR SCHOOL YEAR 2016-17

<u>COURSE NAME(S)</u>	<u>GRADES(S)</u>	<u>TITLE</u>	<u>PUBLISHER</u>	<u>©</u>
<u>HIGH SCHOOL</u>				
<u>ENGLISH DEPT</u>				
Language & Composition (AP)	11	<u><i>Conversations in American Literature</i></u>	BedFord/St.Marin's	2015
<u>HIGH SCHOOL</u>				
<u>FOREIGN LANGUAGE</u>				
Spanish (AP)	11-12	<u><i>Temas</i></u>	Vista Learning	2014
German (AP)	11-12	<u><i>Neue Blickwinkel</i></u>	Wayside Learning	2016
<u>HIGH SCHOOL</u>				
<u>FINE/APPLIED ARTS</u>				
Welding	9-12	<u><i>Welding: Principles and Applications</i></u>	Cengage Learning	2017

6. EDUCATIONAL ADMINISTRATION

6.2 Approval of Advanced Placement English Language and Composition – Grade 11

BACKGROUND INFORMATION: The College Board's Advanced Placement (AP) program enables students to pursue college-level studies while still in high school. Through its courses and culminating exam, AP provides students the opportunity to earn college credit, advanced placement, or both. Taking AP courses also demonstrates to college admissions officers that students have sought out the most rigorous coursework available to them.

At Burroughs High School, AP English Literature has traditionally been the senior capstone course of the AP/Honors English pathway. Three years ago, Burroughs added AP English Language as an alternative or additional option for seniors who wished to develop their expository and argumentative reading and composition skills.

CURRENT CONSIDERATIONS: The English department is recommending that the current Advanced Placement English Language and Composition course be offered as an option to eleventh grade students to increase access to rigorous college and career readiness skills. The extension of the Advanced Placement English course to the junior level supports three LCAP metrics outlined in state priority #7 - Course Access: AP enrollment, AP pass rates, and the number of AP offerings. This course has UC/CSU and College Board approval. An outline for this course is included in your board packet for review.

FINANCIAL IMPLICATIONS: There will be instructional materials costs associated with the implementation of the Advanced Placement English Language and Composition – Grade 11 course. Lottery funds are designated for the purchase of instructional materials and will be used to purchase materials for this course.

SUPERINTENDENT'S RECOMMENDATION: It is recommended that the board approve AP Language and Composition – Grade 11 with implementation of this course to occur in fall 2016.

Sierra Sands Unified School District
Course Outline

Site: Burroughs High School

Department: English

Course Title: Advanced Placement Language and Composition

Purpose/Goals:

AP Language and Composition is a course comparable to freshmen-level collegiate courses. The AP Language and Composition course using *Conversations in American Literature* will enhance the experience of the junior-level student who is taking Advanced Placement United States History as well. This course is based on the AP English Course Description. This course focuses on nonfiction (though some literature is included) rhetorical styles, and writing for a variety of purposes in a number of different styles. Students examine language closely and critically, scrutinizing the writer's thought, style, purpose. Students examine the context of the writing and judge the writer's validity. Students become more powerful writers themselves by researching, writing, and revising their work. Students also learn to cite and document work properly through the employment of Modern Language Association (MLA) method. Students write a multitude of essays.

Grade/Level(s): Grade 11

Recommended Prerequisites: Teacher and department recommendation (based on prior performance and standardized test scores) required

A-G Requirement: Meets "b" - English

Type of Course: Core

Course Length: One Year

Assessments/Evaluation: Weekly writing and frequent objectives tests that mirror the AP style of exam.

Adopted Textbook(s)/Materials: *Conversations in American Literature: Language, Rhetoric, Culture*, Bedford/St Martin's, 2015

Supplemental Texts/Materials:

The Life and Times of Frederick Douglass, Frederick Douglass

Walden, Thoreau, Henry David

The Grapes of Wrath, Steinbeck, John

The Things They Carried, O'Brien, Tim

Board Approval: April 21, 2016

6. EDUCATIONAL ADMINISTRATION

6.3 Approval of Algebra I A/B as a High School Mathematics Course

BACKGROUND INFORMATION: All high school mathematics courses were aligned to the Common Core State Standards and board approved in May 2015. Instructional materials were purchased and implemented this school year.

CURRENT CONSIDERATIONS: Senate Bill 172 was signed by the Governor on October 7, 2015 that suspends the administration of the California High School Exit Exam (CAHSEE) through 2017-18. A CAHSEE course is currently in the mathematics pathway which needs to be replaced with a course that aligns to the Common Core State Standards. Articulation between the middle schools and high school occurred to develop a course to replace the obsolete CAHSEE course. A two-year Algebra I A/B course with embedded intervention and support is being recommended for approval to assist students who need extra time and practice with Common Core algebra concepts and mathematical practices. Students who complete the two-year Algebra I A/B sequence meet minimum graduation requirements and students who receive a grade of “C” or better in the Algebra A/B sequence meet UC/CSU (A-G) requirements.

An outline for this course is included in your board packet for review.

FINANCIAL IMPLICATIONS: None.

SUPERINTENDENT’S RECOMMENDATION: It is recommended that the board approve the two-year Algebra I A/B course in the high school curriculum for implementation in fall 2016.

Sierra Sands Unified School District
Course Outline

Site: Burroughs and Mesquite High Schools

Department: Mathematics

Course Title: Algebra 1 A/B

Purpose/Goals:

Algebra 1A/B is a two year course designed to provide students with embedded intervention on algebra concepts and remediation on middle school common core prerequisite mathematics skills. Through the use of pre-tests, formative assessment readiness and differentiated instruction, this class is designed to accommodate the diverse mathematics skill levels of ninth grade students. Extended practice and review using differentiated instruction will allow students to successfully master the Common Core Algebra I curriculum. Successful completion of both Algebra A and Algebra B over the two year period is equivalent to Algebra I and meets the high school graduation requirement.

California Common Core mathematics includes two types of standards: Eight Mathematical Practice Standards (identical for each grade level) and Mathematical Content Standards (different at each grade level). Together these standards address both “habits of mind” that students should develop to foster mathematical understanding, expertise, and skills and knowledge—what students need to know and be able to do. The mathematical content standards were built on progressions of topics across grade levels, informed by both research on children’s cognitive development and by the logical structure of mathematics. Instructional time will focus on four critical areas: (1) deepen and extend understanding of linear and exponential relationships; (2) contrast linear and exponential relationships with each other and engage in methods for analyzing, solving, and using quadratic functions; (3) extend the laws of exponents to square and cube roots; and (4) apply linear models to data that exhibit a linear trend.

The standards for Mathematical Practice include:

- 1) Make sense of problems and persevere in solving them
- 2) Reason abstractly and quantitatively
- 3) Construct viable arguments and critique the reasoning of others
- 4) Model with mathematics
- 5) Use appropriate tools strategically
- 6) Attend to precision
- 7) Look for and make use of structure

- 8) Look for and express regularity in repeated reasoning

The content standards include:

Year 1/A:

- 1) Quantitative Reasoning
 - a. Solving Equations
 - b. Solving with Properties of Equality
- 2) Algebraic Models
 - a. Solving Inequalities
 - b. Algebraic Expressions
 - c. Solving for Variables
- 3) Functions & Models
 - a. Graphing Relationships
 - b. Modeling Functions
- 4) Linear Functions
 - a. Rate of Change
 - b. Slope
 - c. x and y Intercepts
- 5) Forms of Linear Equations
 - a. Slope-Intercept Form
 - b. Point-Slope Form
- 6) Inequalities
 - a. One-Variable Linear Equations
 - b. Two-Variable Linear Inequalities

Year 2/B:

- 7) Modeling and Systems of Linear Functions
 - a. Solving and Graphing Systems of Linear Equalities & Inequalities
 - b. Solving Absolute Value Equations and Inequalities
- 8) Rational Exponents
 - a. Simplifying Expressions with Rational Exponents
 - b. Simplifying Expressions with Radicals
- 9) Polynomials
 - a. Adding & Subtracting Polynomial Expressions
 - b. Multiplying & Dividing Polynomial Expressions
- 10) Quadratics
 - a. Solving Quadratic Equations by Factoring
 - b. Using Quadratic Formula and Square Roots to Solve Equations

<u>Grade/Level(s):</u>	Grades 9-12
<u>Recommended Prerequisites:</u>	Algebra I A: Math 8 and appropriate Algebra Readiness Test Score Algebra I B: Passing grade in Algebra I A
<u>A-G Requirement:</u>	Meets “c” - Mathematics
<u>Course Length:</u>	Two years
<u>Assessment/Evaluation:</u>	Formative: Unit quizzes and tests, class activities and projects. Summative: Unit Tests, Semester Exams, and Performance Tasks
<u>Adopted Textbooks/Materials:</u>	<u>California AGA</u> by Houghton, Mifflin, Harcourt, 2015

Board Approval: April 21, 2016

6. EDUCATIONAL ADMINISTRATION

6.4 Approval of Digital Multimedia Design Course at Burroughs and Mesquite High Schools

BACKGROUND INFORMATION: The foundation of the Local Control Accountability Plan consists of eight state priorities that support college and career readiness for every student. To be college and career ready, high school graduates must have studied a rigorous and broad curriculum, grounded in the core academic disciplines, but also consisting of other subjects that are part of a well-rounded education. Evaluation of the district's curriculum to align to college and career readiness is ongoing to ensure our students meet the demands of the 21st century.

CURRENT CONSIDERATIONS: The Yearbook course outline was recently reviewed by staff and determined to be outdated. A new course outline, Digital Multimedia Design, was written to more accurately reflect the resources, techniques, and practices being used to develop and publish the school yearbook.

Digital Multimedia Design prepares students for professional work, both in the field of multimedia design and in the converging industries that require advanced skills in digital media. This course will integrate classroom instruction with hands-on experience in the collaborative process of multimedia production. Students will develop skills in technology-based programs, problem solving, communication, and time management that contribute to lifelong learning and career skills. This course was submitted, and approved, by the University of California system as meeting a Visual and Fine Arts requirement.

An outline for this course is included in your board packet for review.

FINANCIAL IMPLICATIONS: None.

SUPERINTENDENT'S RECOMMENDATION: It is recommended that the board approve Digital Multimedia Design in the high school curriculum for implementation in fall 2016.

Sierra Sands Unified School District
Course Outline

Site: Burroughs High School

Department: Visual and Performing Arts

Course Title: Digital Multimedia Design

Purpose/Goals: Digital Multimedia Design is a course designed for students who are interested in exploring the real-world applications of the arts. The course focuses on design and how it pertains to a variety of creative techniques, including digital photography, desk top publishing, and the digital darkroom. Students develop skills in technology-based programs, problem solving, communication, and time management that contribute to lifelong learning and career skills. Students ultimately publish a book. The course will follow the Visual and Performing Arts course standards.

Grade/Level(s): Grades 9-12

A-G Requirement: Meets “f” - Visual and Fine Arts

Type of Course: Elective

Course Length: Full Year

Assessments/Evaluation: Project-based assessments based on application of skill

Textbook(s) Materials:

The 1, 2, 3 Student Yearbook Guide	Gary Lundgren	Jostens
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Supplemental Texts/Materials:

The Radical Write	Bobby Hawthorne	Jostens
Perfect Digital Photography	Jay Kinghorn and Jay	McGraw-Hill
The Elements of Graphic Design: Space, Unity, Page Architecture, and Type	Alexander W. White	Allthorn Press
Thinking with Type	Ellen Lupton	Architectural Press
The Little Book of Layouts: Good Designs and Why They Work	David E. Carter	Harper Design Intl. Imprint of Harper Collins
Creative Workshop: 80 Challenges To Sharpen Your Design Skills	David Sherwin	HOW

The Big Book of Design Ideas

Unknown

Everbest Printing
Company

Websites:

Seven Minute Starters and Start
Right Guide

Jostens

www.yearbooklove.com

Board Approval: April 21, 2016

6. EDUCATIONAL ADMINISTRATION

6.5 Approval of Revisions to the CTE Health Careers Pathway Course of Study at Burroughs High School to Align to CTE Model Content Standards and Program Requirements

BACKGROUND INFORMATION: College and Career Readiness is the foundation of California's new accountability system. The Career Technical Education (CTE) Model Curriculum Standards were revised in January 2013 to align to new accountability requirements and are designed to assist California districts and schools in developing high-quality curriculum and instruction to help ensure that students are career and college ready.

CURRENT CONSIDERATIONS: In December 2015 the district applied for, and received, a Career Technical Education Incentive Grant (CTEIG) in the amount of \$349,842. The purpose of this grant funding is to assist districts with the transition to the CTE Model Content Standards and Local Control Funding requirements. Districts will use these funds to develop, implement, and sustain high quality Career Technical Education programs that are based around 11 CTE elements. CTE Elements #1, #4, and #8 state:

- Districts will provide a coherent sequence of CTE courses that enable pupils to transition to post-secondary education programs that lead to a career pathway or attain employment upon graduation from high school.
- Districts will provide for system alignment, coherence, and articulation, including ongoing and structural regional or local partnerships with post-secondary educational institutions, documented through formal written agreements.
- District pathway(s) lead to an industry-recognized credential, certificate, appropriate post-secondary training, or employment.

In collaboration with Cerro Coso Community College, a Health Careers Pathway that supports all three CTE elements stated above has been developed. Students who successfully complete eight dual enrollment courses as outlined in the CTE Health Careers Pathway at Burroughs High School will complete all but three computer science courses (Beginning Work, Beginning Excel, Computer Literacy) required for an Administrative Medical Assisting Certificate. A Health Careers Pathway Course of Study chart and course outlines are included in your packet for review.

FINANCIAL IMPLICATIONS: The Memorandum of Understanding (MOU) for dual enrollment between Sierra Sands Unified School District and Cerro Coso provides some reimbursement for FTE costs. Funding received from this reimbursement will be used to support instructional materials associated with each dual enrollment course.

Additionally, CTEIG funding can be used to support the implementation of this pathway.

SUPERINTENDENT'S RECOMMENDATION: It is recommended that the board adopt the recommended dual enrollment Course of Study for the Health Careers Pathway at Burroughs High School with implementation to begin in fall 2016.

Administrative Medical Assisting Certificate

Semester 1				Semester 2			
Dual Enrollment classes							
	Hours	Units	FTE		Hours	Units	FTE
HCRS C150 – Medical Terminology for Health	54	3.0	0.2	HCRS C133 – Medical Office Procedures	54	3.0	0.2
HCRS C130 – Communication in Healthcare	36	2.0	0.133	HCRS C134 – Medical Insurance and Billing	54	3.0	0.2
HCRS C131 – Medical Law and Ethics for Medical Assistants	27	1.5	0.1	HCRS C135 – Basic ICD and CPT Coding	36	2.0	0.133
HCRS C132 – Electronic Health Record	27	1.5	0.1				
Articulation							
HCRS C142 * - Medical Assistant Administrative Externship	36	1.5		HCRS C142 * - Medical Assistant Administrative Externship	36	1.5	
Total Hours/Units	180	9.5	0.533	Total Hours/Units	180	9.5	0.533
Additional classes required for certificate							
CSCI C070 – Computer Literacy		1.0		BSOT C121 – Beginning Word		1.0	
				BSOT C123 – Beginning Excel		1.0	

KERN COMMUNITY COLLEGE DISTRICT – CERRO COSO COLLEGE

HCRS C130 COURSE OUTLINE OF RECORD

1. **DISCIPLINE AND COURSE NUMBER:** HCRS C130

2. **COURSE TITLE:** Communication in Healthcare

3. **C-ID:**

4. **CATALOG COURSE DESCRIPTION:** This course is designed to prepare the student to recognize human behaviors and communicate effectively with clients and other healthcare providers in the workplace. Topics include verbal, nonverbal communication techniques, listening skills, therapeutic communication skills and communicating with other healthcare providers. This course meets the competency standards for CAAHEP and CCBMA certification.

5. **GRADING METHOD**

Default: S = Standard Letter Grade

Optional:

6. **TOTAL UNITS:** 2

7. **INSTRUCTIONAL METHODS / UNITS & HOURS:**

<u>Method</u>	<u>Min Units</u>	<u>Min Hours</u>
Lecture	2	36
Lab	0	0
Activity	0	0
Open Entry/Open Exit	0	0
Volunteer Work Experience	0	0
Paid Work Experience	0	0
Non Standard	0	0

Non-Standard Hours Justification:

8. **REPEATABILITY**

Type: Non-Repeatable Credit

9. **MATERIALS FEE:** No

10. **CREDIT BY EXAM:** No

11. **CORE MISSION APPLICABILITY:** Associate Degree Applicable (AA/AS); Certificate of Achievement (COA); CSU Transfer; Career Technical Education (CTE)

12. **STAND-ALONE:** No

13. **PROGRAM APPLICABILITY**

Required: HCRS Administrative Medical Assisting (Certificate of Achievement)
HCRS Administrative Medical Assisting (Certificate of Achievement)
HCRS Administrative Medical Assisting (Certificate of Achievement)
HCRS Clinical Medical Assisting- (Certificate of Achievement)
HCRS Medical Assisting (AS Degree Program)

Restricted Elective:

Elective:

14. **GENERAL EDUCATION APPLICABILITY**

Local:

IGETC:

CSU:

UC Transfer Course:

CSU Transfer Course: California State University, San Bernardino = HSCI 273: Software Applications in the Health

15. STUDENT LEARNING OUTCOMES Upon completion of the course, the student will be able to

1. Compare styles and types of verbal communication.
2. Analyze nonverbal communication techniques.
3. Evaluate different types of communication barriers.
4. Differentiate between subjective and objective information.
5. Recognize elements of fundamental writing skills.
6. Identify resources and adaptations that are required based on individual needs.

16. REQUISITES

Advisory:

Reading - 1 Level Prior to Transfer

Content Review

Reading Level I skills prepare the students to succeed in HCRS C130 by ensuring they have the skills to read college textbooks, journal articles, and assigned readings. Student should be able to make connections between regulations, theory, and health care practice.

and

Writing - 1 Level Prior to Transfer

Content Review

In HCRS C130 students are expected to write summaries of journal articles and assigned readings. ENG C070 skills prepare the students to succeed in HCRS C130 by ensuring they are able to write short essays and communications that are free from major spelling and grammatical errors.

17. DETAILED TOPICAL OUTLINE:

Lecture:

- A. Elements of Communication
 - I. Message
 - II. Source
 - III. Sender
- B. Understanding Human Behavior
 - I. Maslow's Hierarchy of Needs
 - II. Life Span Development
- C. Types of Communication
 - I. Positive Verbal
 - II. Negative Verbal
 - III. Nonverbal
- D. Improving Communication Skills
 - I. Listening Skills
 - II. Interpersonal Skills
 - III. Therapeutic Communication Skills
 - IV. Assertiveness Skills
 - V. Special Circumstances
- E. Communicating with Coworkers
 - I. Positive communication with coworkers
 - II. Communicating with management
 - III. Dealing with conflict
- F. Written Communication Tools and Community Resources
 - I. Policy and Procedure Manual
 - II. Community Resources
- G. Stress
 - I. Causes of stress
 - II. Reduce stress
 - III. Prevent Burnout

18. METHODS OF INSTRUCTION--Course instructional methods may include but are not limited to

1. Case Study;
2. Discussion;
3. Instruction through examination or quizzing;
4. Lecture;
5. Outside reading;
6. Problem Solving;
7. Written work;
8. Other Methods: PowerPoint Presentations, video

19. OUT OF CLASS ASSIGNMENTS: Out of class assignments may include but are not limited to

1. Assign a short 3 page paper on communication topics, e.g., describe how the affects of body posture on oral communication. 2. Assigned readings, example: Read Chapter 1 and outline prior to lecture. 3. Discussion of Case Studies Example: Case Study Mary is 23 years old and has been a medical assistant for 6 months. She is currently working in a walk-in clinic in a large urban city. She has interviewed three patients this morning. One patient is a homeless transient male who appears to have some type of mental incapacity; the second is a teenage girl who suspects she might be pregnant; and the third is a well dressed professional male who complains of a sore throat. 1. How will Mary adapt her communication style to communicate with each patient? 2. What types of communication roadblocks will she encounter with each one? 3. What types of communication techniques will she use for each patient?

20. METHODS OF EVALUATION: Assessment of student performance may include but is not limited to

1. Discussions
2. Chapter Quizzes, short answer, multiple choice, or true-false:
Question Example:
Short Answer: Name 3 things that can affect oral communication.
3. Midterm and/or Final, short answer, multiple choice, or true-false:
Question Example:
The first impression of an office is often the result of
A. A phone call
B. An insurance referral
C. The first visit
D. rumors

21. TEXTS, READINGS, AND MATERIALS: Instructional materials may include but are not limited to

Textbooks

No Author. (2000) No Textbook Is Required, , No Publisher

This is for no textbook option

No Author. (2000) No Textbook Is Required, , No Publisher

This is for no textbook option

Manuals

Periodicals

Software

Other

KERN COMMUNITY COLLEGE DISTRICT – CERRO COSO COLLEGE

HCRS C131 COURSE OUTLINE OF RECORD

1. **DISCIPLINE AND COURSE NUMBER:** HCRS C131

2. **COURSE TITLE:** Medical Law and Ethics for Medical Assistants

3. **C-ID:**

4. **CATALOG COURSE DESCRIPTION:** This course is designed to explore the theories, models and principles that serve as guides for ethical behavior within the medical assistant context. The student explores the complexities of the ethical and legal aspects of patient care related to the medical assistant's practice, all the while emphasizing the importance of principled behavior in personal and professional situations.

5. **GRADING METHOD**

Default: S = Standard Letter Grade

Optional:

6. **TOTAL UNITS:** 1.5

7. **INSTRUCTIONAL METHODS / UNITS & HOURS:**

<u>Method</u>	<u>Min Units</u>	<u>Min Hours</u>
Lecture	1.5	27
Lab	0	0
Activity	0	0
Open Entry/Open Exit	0	0
Volunteer Work Experience	0	0
Paid Work Experience	0	0
Non Standard	0	0

Non-Standard Hours Justification:

8. **REPEATABILITY**

Type: Non-Repeatable Credit

9. **MATERIALS FEE:** No

10. **CREDIT BY EXAM:** No

11. **CORE MISSION APPLICABILITY:** Associate Degree Applicable (AA/AS); Certificate of Achievement (COA); CSU Transfer; Career Technical Education (CTE)

12. **STAND-ALONE:** No

13. **PROGRAM APPLICABILITY**

Required: HCRS Administrative Medical Assisting (Certificate of Achievement)
HCRS Administrative Medical Assisting (Certificate of Achievement)
HCRS Administrative Medical Assisting (Certificate of Achievement)
HCRS Clinical Medical Assisting- (Certificate of Achievement)
HCRS Medical Assisting (AS Degree Program)

Restricted Elective:

Elective:

14. **GENERAL EDUCATION APPLICABILITY**

Local:

IGETC:

CSU:

UC Transfer Course:

CSU Transfer Course: California State University, Bakersfield = PPA 325: Ethics in Public Administration/Health and

15. STUDENT LEARNING OUTCOMES Upon completion of the course, the student will be able to

1. Discuss the legal and ethical role of the medical assistant.
2. Compare medial law, ethics, and bioethics.
3. Compare and contrast physician and medical assistant roles in terms of standard of care.
4. Discuss all levels of governmental legislation and regulation as they apply to medical assisting practice, including FDA and DEA regulations.
5. Analyze the ethical implications of life and death decisions.

16. REQUISITES

Advisory:

Reading - 1 Level Prior to Transfer

Content Review

The students are required to read a college level textbooks; perform research on the internet regarding the health care field; and relate ethical issues to the practice of medical assisting.

and

Content Review

ENG C070 skills prepare the students to succeed in HCRS C131 by ensuring they are able to write short essays and communications that are free from major spelling and grammatical errors. The students are required to perform research on the internet regarding the health care field and apply medical theory to the clinical setting.

17. DETAILED TOPICAL OUTLINE:

Lecture:

A. The Basics

1. Legal scope of practice for medical assistants
 - a. Licensure and certification as it applies to healthcare providers
 - b. Code of ethics
2. Legal and Ethical Considerations
 - a. Integrity
 - b. Confidentiality
 - c. Responsibility
 - d. Regulating and accreditation policies and procedures
3. Medical law, Ethics, & Bioethics
 - a. Patient Bill of Rights
 - b. Privacy
4. Health-care team

B. Law & liability

1. Implications of HIPAA for the medical assistant in various medical settings
2. OSHA Guidelines
3. FDA and DEA regulations
4. Americans with Disabilities Act (ADA)
5. Tort Law
6. Civil law as it applies to the practicing medical assistant.
 - a. Negligence
 - b. Malpractice
 - c. Statute of Limitations
 - d. Good Samaritan Act(s)
 - e. Uniform Anatomical Gift Act
 - f. Living will/Advanced directives
 - g. Medical durable power of attorney

C. Workplaces Issues

1. Medical Record
2. Cultural Perspective

D. Bioethics

1. Genetic Engineering
2. End of life

18. METHODS OF INSTRUCTION--Course instructional methods may include but are not limited to

1. Audiovisual;

2. Case Study;
3. Discussion;
4. Group Work;
5. Lecture;
6. Outside reading;
7. Peer-to-peer instruction;
8. Performance;
9. Presentations (by students);
10. Problem Solving;

19. OUT OF CLASS ASSIGNMENTS: Out of class assignments may include but are not limited to

A. Required Readings: weekly outline chapter prior to lecture. B. Weekly Homework Assignments: complete end of chapter questions; internet research on ethical issues with presentation to class; and group discussion. C. One Five page research paper on a topic assigned such as: ethical issues with genetic engineering; HIPAA in the workplace; and the effects of end-of-life issues on the healthcare provider.

20. METHODS OF EVALUATION: Assessment of student performance may include but is not limited to

A. Weekly Quizzes using multiple choice, true-false, or short answer questions.

Example of questions:

A Fax is

1. A legal document
2. Covered by HIPAA
3. Considered a permanent part of the patient chart
4. Used only for billing purposes

B. Mid-Term and Final Exams using multiple choice, true-false, or short answer questions.

Example of questions:

Define and explain tort law.

C. Class discussion, e.g., students discuss case studies related to workplace ethical issues.

21. TEXTS, READINGS, AND MATERIALS: Instructional materials may include but are not limited to

Textbooks

Lewis, A.L., Tampo, C.D., Tatro, B.M.. (2012) Medical Law, Ethics, & Bioethics for the Health Professions, 7th, F.A.Davis

Manuals

Periodicals

Software

Other

KERN COMMUNITY COLLEGE DISTRICT – CERRO COSO COLLEGE

HCRS C132 COURSE OUTLINE OF RECORD

1. **DISCIPLINE AND COURSE NUMBER:** HCRS C132

2. **COURSE TITLE:** Electronic Health Record

3. **C-ID:**

4. **CATALOG COURSE DESCRIPTION:** This course covers concepts and techniques for managing and maintaining manual and electronic health records (EHR). Topics include structure and use of health information including data collection and analysis, data sources/sets, archival systems, and quality and integrity of health care data. The focus of this course is system-wide clinical documentation guidelines and regulatory standards.

5. **GRADING METHOD**

Default: S = Standard Letter Grade

Optional:

6. **TOTAL UNITS:** 1.5

7. **INSTRUCTIONAL METHODS / UNITS & HOURS:**

<u>Method</u>	<u>Min Units</u>	<u>Min Hours</u>
Lecture	1.5	27
Lab	0	0
Activity	0	0
Open Entry/Open Exit	0	0
Volunteer Work Experience	0	0
Paid Work Experience	0	0
Non Standard	0	0

Non-Standard Hours Justification:

8. **REPEATABILITY**

Type: Non-Repeatable Credit

9. **MATERIALS FEE:** No

10. **CREDIT BY EXAM:** No

11. **CORE MISSION APPLICABILITY:** Associate Degree Applicable (AA/AS); Certificate of Achievement (COA); CSU Transfer; Career Technical Education (CTE)

12. **STAND-ALONE:** No

13. **PROGRAM APPLICABILITY**

Required: HCRS Administrative Medical Assisting (Certificate of Achievement)
HCRS Administrative Medical Assisting (Certificate of Achievement)
HCRS Administrative Medical Assisting (Certificate of Achievement)
HCRS Clinical Medical Assisting- (Certificate of Achievement)
HCRS Medical Assisting (AS Degree Program)

Restricted Elective:

Elective:

14. **GENERAL EDUCATION APPLICABILITY**

Local:

IGETC:

CSU:

UC Transfer Course:

CSU Transfer Course: California State University, Fresno = INTD 164: Electronic Health Records IS 142: Health

15. STUDENT LEARNING OUTCOMES Upon completion of the course, the student will be able to

1. Describe the functions of electronic health records and explain the advantages they offer over paper-based records.
2. Demonstrate how paper records are converted to an electronic health record system.
3. Evaluate and demonstrate how electronic health records are used in physician practices and other outpatient settings.
4. Describe the different types of personal health records and explain how personal health records differ from electronic health records.
5. Analyze the challenges that electronic health information poses to the privacy and security of patient's health information.
6. Assess the HIPPA privacy and security rules and apply them to privacy protection in today's health care environment.

16. REQUISITES

Advisory:

Content Review

The students are required to read a college level textbooks; perform research on the internet regarding the documentation in the electronic health record; and relate ethical issues to the practice of medical assisting.

and

Writing - 1 Level Prior to Transfer

Content Review

ENG C070 skills prepare the students to succeed in HCRS C132 by ensuring they are able to write short essays and communications that are free from major spelling and grammatical errors. The students are required to write a 5 page paper on the electronic health record from research completed on the internet regarding documentation in the health care field.

17. DETAILED TOPICAL OUTLINE:

Lecture:

1. Introduction to Electronic Medical Record
 - a. Administrative
 - b. Clinical
2. Functions of the Health Record
3. Contents and Structure of the Health Record
 - a. Paper-based health records
 - b. Computerized patient records
 - c. Electronic medical records
4. Documentation Guidelines
5. Data and Information Management
6. Health Care Data Sets
7. Health Care Delivery Systems
8. Legal and Ethical Issues in Health Information Management
9. Regulatory Legislation
10. Regulatory and Compliance Issues
 - a. Joint Commission on Accreditation of HealthCare Organizations
 - b. Centers for Medicare and Medicaid Services
 - c. Occupational Safety and Health Administration
 - d. Food and Drug Administration
 - e. Centers for Disease Control
11. HIPAA and Compliance
12. Evaluation of Health Care Services
13. Reimbursement Methodologies
14. Nomenclature and Classifications Systems
15. Information Systems and Security
16. Emerging Information Technologies

18. METHODS OF INSTRUCTION--Course instructional methods may include but are not limited to

1. Audiovisual;
2. Demonstration;
3. Discussion;
4. Group Work;
5. Instruction through examination or quizzing;
6. Lecture;
7. Problem Solving;
8. Written work;

19. OUT OF CLASS ASSIGNMENTS: Out of class assignments may include but are not limited to

1. The student will read the assigned text chapters prior lecture
2. The student will outline the chapters and incorporate lecture notes with chapter outlines
3. The student will answer assigned questions from homework assignments
4. The student will write a 5 page research paper discussing the importance of HIPPA in reference to the electronic Health Record

20. METHODS OF EVALUATION: Assessment of student performance may include but is not limited to

- Demonstration
- Quizzes/Tests
- Research Paper
- Discussion

21. TEXTS, READINGS, AND MATERIALS: Instructional materials may include but are not limited to

Textbooks

DeVore, Amy. (2012) The Electronic Health Record for the Physician's Office with MED TRAK Systems , , Elsevier/ Saunders

Manuals

Periodicals

Software

Other

KERN COMMUNITY COLLEGE DISTRICT – CERRO COSO COLLEGE

HCRS C133 COURSE OUTLINE OF RECORD

1. **DISCIPLINE AND COURSE NUMBER:** HCRS C133

2. **COURSE TITLE:** Medical Office Procedures

3. **C-ID:**

4. **CATALOG COURSE DESCRIPTION:** This course enables the student to gain a wide range of skills that may be required in a medical front office which is an area that is constantly changing. It covers basic office procedures, which include receptionist, appointments, scheduling, telephone techniques, interpersonal relations, computer data entry, oral communication, and medico-legal doctrines.

5. **GRADING METHOD**

Default: S = Standard Letter Grade

Optional:

6. **TOTAL UNITS:** 3

7. **INSTRUCTIONAL METHODS / UNITS & HOURS:**

Method	Min Units	Min Hours
Lecture	3	54
Lab	0	0
Activity	0	0
Open Entry/Open Exit	0	0
Volunteer Work Experience	0	0
Paid Work Experience	0	0
Non Standard	0	0

Non-Standard Hours Justification:

8. **REPEATABILITY**

Type: Non-Repeatable Credit

9. **MATERIALS FEE:** No

10. **CREDIT BY EXAM:** No

11. **CORE MISSION APPLICABILITY:** Associate Degree Applicable (AA/AS); Certificate of Achievement (COA); CSU Transfer; Career Technical Education (CTE)

12. **STAND-ALONE:** No

13. **PROGRAM APPLICABILITY**

Required: HCRS Administrative Medical Assisting (Certificate of Achievement)
HCRS Administrative Medical Assisting (Certificate of Achievement)
HCRS Administrative Medical Assisting (Certificate of Achievement)
HCRS Medical Assisting (AS Degree Program)

Restricted Elective:

Elective:

14. **GENERAL EDUCATION APPLICABILITY**

Local:

IGETC:

CSU:

UC Transfer Course:

CSU Transfer Course: California State Polytechnic University, Pomona = HRT 275: Medical Assisting Office Procedures
California State University, Dominguez Hills = HSC 201: Office Technology/Medical Offices

15. STUDENT LEARNING OUTCOMES Upon completion of the course, the student will be able to

1. Analyze environmental safety hazards and state techniques used to maintain a safe environment for clients and staff.
2. Differentiate between administrative (front office) and clinical (back office) roles, responsibilities, and functions.
3. Discuss verbal and nonverbal communication skills and techniques for the medical office.
4. Discuss and identify the electronic technologies used as part of the business of a medical office.
5. Identify systems used in medical office settings for filing, maintaining and utilizing medical records.
6. Differentiate between medical and surgical aseptic techniques.

16. REQUISITES

Prerequisite:

HCRS C150

Content Review

HCRS C150: Medical Terminology is a part of the core courses required in the new Administrative Medical Assisting Certificate. Students will need the medical terminology learned in HCRS C150 to be successful in HCRS C133.

and
HCRS C130

Content Review

HCRS C130: Healthcare Communication is a part of the core courses required in the new Administrative Medical Assisting Certificate. Students will need the communication skills learned in HCRS C130 to be successful in HCRS C133.

and
HCRS C131

Content Review

HCRS C131: Medical Law and Ethics is a part of the core courses required in the new Administrative Medical Assisting Certificate. Students will need the ethical and legal information provided in HCRS C131 to be successful in HCRS C133.

and
HCRS C132

Content Review

HCRS C132: Electronic Health Record is a part of the core courses required in the new Administrative Medical Assisting Certificate. Students will need the basic electronic medical records skills acquired in HCRS C132 to be successful in HCRS C133.

17. DETAILED TOPICAL OUTLINE:

Lecture:

- A. Public and Interpersonal Relations
 1. Professional conduct
 2. Professional appearance
 3. Working with the public
 4. Office stress management
- B. Reception room and greeting patients
- C. Terminology
- D. Appointments/Scheduling
 1. Time management
 2. Office hours
 3. Scheduling appointments
 4. Cancellations/delays
 5. Scheduling outside appointments for patients
- E. Telephone Techniques

1. Answering calls/inquiries
2. Taking messages
3. Organizing phone directory
4. Emergency calls
5. Answering service
6. Specialty Call
 - a) Long Distance
 - b) Conference Call
 - c) Skyping
 - d) Other technology

COMMUNICATION

A. Oral Communication

1. Attitudes
2. Defense mechanisms
3. Cultural diversities
4. Cultural influences
5. Recognizing discrimination
6. Sexual harassment
7. Body language

B. Communication Techniques

1. Patients
2. Physicians/Providers
3. Peers
4. Patient education

C. Written Communication

1. Typing
2. Transcription and dictation
3. Letters and correspondence
4. Types of letters
5. Composing a letter
6. Responding to letters
7. Processing mail
8. Records
9. Managing records
10. Contents of records
11. Styles and forms of records

D. Electronic Health Records (EHR)/Medical Records

1. Patient histories
2. Types of Medical Records and Charting systems
3. Medical abbreviations/symbols

F. Filing Systems

1. Alphabetic
2. Numeric
3. Color coding
4. Organization

18. **METHODS OF INSTRUCTION--Course instructional methods may include but are not limited to**

1. Audiovisual;
2. Case Study;
3. Computational Work;
4. Demonstration;
5. Discussion;
6. Lecture;
7. Outside reading;
8. Problem Solving;
9. Skills Development and Performance;

19. **OUT OF CLASS ASSIGNMENTS: Out of class assignments may include but are not limited to**

A. Required Readings: outline chapter prior to lecture. B. Homework Assignments: complete end-of-chapter questions/assignments. C. Five page research paper on an assigned topic such as the past history and current issues affecting the practice of medicine.

20. **METHODS OF EVALUATION: Assessment of student performance may include but is not limited to**

- A. The student will demonstrate scenario-based medical front office procedures.
- B. Weekly examinations. Examination may include multiple-choice, true-false, or short answer questions.
EXAMPLE QUESTION:
A marketing plan for a physician's office may include
 - A. Radio advertisements
 - B. Participation in a health fair
 - C. Newsletters
 - D. All of the above
- C. Mid-term and Final examinations. Examination may include multiple-choice, true-false, or short answer questions.
EXAMPLE QUESTION:
When scheduling patients you should
 - A. Approximate how late the patient might be
 - B. Allow the patient to determine the length of the appointment
 - C. Assume the patient has insurance
 - D. Work within an established appointment matrix

21. **TEXTS, READINGS, AND MATERIALS: Instructional materials may include but are not limited to**

Textbooks

Booth, K.A. . (2011) Administrative Procedures for Medical Assisting
Workbook, 4th, McGraw Hill-Higher Education
Booth, K.A. . (2011) Administrative Procedures for Medical Assisting, 4th,
McGraw Hill-Higher Education.

Manuals

Periodicals

Software

Other

KERN COMMUNITY COLLEGE DISTRICT – CERRO COSO COLLEGE

HCRS C134 COURSE OUTLINE OF RECORD

1. **DISCIPLINE AND COURSE NUMBER:** HCRS C134
2. **COURSE TITLE:** Medical Insurance and Billing
3. **C-ID:**
4. **CATALOG COURSE DESCRIPTION:** This course presents a thorough discussion of office finance management and insurance. Insurance coding and billing prepares the student to undertake the details necessary for implementing the specialized insurance forms utilized in the modern healthcare system. Included in the course insurance exercises are Blue Cross and Blue Shield, Medicaid-MediCal, CHAMPUS, Unemployment and Worker's Compensation, and Health Maintenance Organizations.

5. GRADING METHOD

Default: S = Standard Letter Grade

Optional:

6. **TOTAL UNITS:** 3

7. INSTRUCTIONAL METHODS / UNITS & HOURS:

<u>Method</u>	<u>Min Units</u>	<u>Min Hours</u>
Lecture	3	54
Lab	0	0
Activity	0	0
Open Entry/Open Exit	0	0
Volunteer Work Experience	0	0
Paid Work Experience	0	0
Non Standard	0	0

Non-Standard Hours Justification:

8. REPEATABILITY

Type: Non-Repeatable Credit

9. **MATERIALS FEE:** No

10. **CREDIT BY EXAM:** No

11. **CORE MISSION APPLICABILITY:** Associate Degree Applicable (AA/AS); Certificate of Achievement (COA); CSU Transfer; Career Technical Education (CTE)

12. **STAND-ALONE:** No

13. PROGRAM APPLICABILITY

Required: HCRS Administrative Medical Assisting (Certificate of Achievement)
HCRS Administrative Medical Assisting (Certificate of Achievement)
HCRS Administrative Medical Assisting (Certificate of Achievement)
HCRS Medical Assisting (AS Degree Program)

Restricted Elective:

Elective:

14. GENERAL EDUCATION APPLICABILITY

Local:

IGETC:

CSU:

UC Transfer Course:

CSU Transfer Course:

15. STUDENT LEARNING OUTCOMES Upon completion of the course, the student will be able to

1. Analyze the basics of medical insurance including multipurpose billing, primary coverage, health programs, health maintenance organizations (HMO), and preferred provider organizations (PPO).
2. Consider the methods of establishing professional fees, customer credit, and identify the laws and regulations that affect follow-up and collection procedures.
3. Discuss the skills necessary to perform bookkeeping, accounting, and payroll.
4. Accurately complete all forms of insurance, disability and workers compensation claim forms.
5. Compare at least 4 issues related to legal issues of insurance billing and medical records
6. Explain basic banking procedures including types of banking, credit cards, checks, and petty cash.

16. REQUISITES

Prerequisite:

HCRS C150

Content Review

HCRS C150: Medical Terminology is a part of the core courses required in the new Administrative Medical Assisting Certificate. Students will need the medical terminology learned in HCRS C150 to be successful in HCRS C134.

and

HCRS C130

Content Review

HCRS C130: Healthcare Communication is a part of the core courses required in the new Administrative Medical Assisting Certificate. Students will need the communication skills learned in HCRS C130 to be successful in HCRS C134.

and

HCRS C131

Content Review

HCRS C131: Medical Law and Ethics is a part of the core courses required in the new Administrative Medical Assisting Certificate. Students will need the ethical and legal information proved in HCRS C131 to be successful in HCRS C134.

and

HCRS C132

Content Review

HCRS C132: Electronic Health Record is a part of the core courses required in the new Administrative Medical Assisting Certificate. Students will need the basic electronic medical records skills acquired in HCRS C132 to be successful in HCRS C134.

17. DETAILED TOPICAL OUTLINE:

Lecture:

- I. To prepare the learner with basic knowledge of medical insurance
 - A. Spell and define the key terms.
 - B. Discuss the function of the multipurpose billing form (super bill).
 - i. Combination bill, insurance form and routing document which may be given to the patient at the time of the office visit
 - ii. Super bills (fee tickets, charge tickets, encounter form, patient service slip, routing form, transaction slip) are preprinted patient statements that can be used in a manual (peg-board charge-slip system) or computerized office bookkeeping system
 - iii. Contains the patients name, date, services rendered, procedure codes (list codes for basic office charges), diagnostic codes, the physician's identifying data and a section to indicate the patient's next appointment.
 - iv. Super bill form may have two or three copies
 - v. Clipped to the front of the patient's charts on their arrival at the office
 1. Physician checks off procedures that are performed
 2. Applicable diagnoses
 3. Return appointment time frame if needed
 4. May be used as a receipt for the patient
 5. May be submitted to the billing department
 6. Should be updated to include new or revised procedures and diagnostic

codes at the beginning of each year

C. Discuss determination of primary coverage.

- i. If the individual has only one policy, it is primary
- ii. If the person has coverage under two plans:
 1. Insurance for the longest period of time is primary person
 2. If active employee has a plan with a present employer and is still covered by a former employer's plan as a retiree or a laid-off employee. The current employer's plan is primary.
- iii. If the individual is also covered as a dependent under another insurance policy, the patient's plan is primary.
- iv. If an employed person has coverage under the employer's plan and additional coverage under a governmental sponsored plan, the employer's plan is primary. Example – person is enrolled in a PPO through employment who is also on Medicare.
- v. If a retired individual is covered by the plan of the spouse's employer and the spouse is still employed, the spouse's plan is primary, even if he is retired person has Medicare.
- vi. The birthday rule: If the person is a dependent child covered by both parents' plans and the parents are neither separated nor divorced (or have joint custody of the child), the primary plan is determined by which parent has the first birth date in the calendar year.
- vii. If two or more plans cover the dependent children of separated or divorced parents who do not have joint custody of their children, the children's primary plan is determined in this order:
 1. The plan of the custodial parent
 2. The plan of the spouse of the custodial parent (if the parent has remarried).
 3. The plan of the parent without custody.

D. Describe group, individual, and government sponsored health programs.

- i. Group insurance
 - a. Group health benefits are sponsored by an organization such as an employer, a union or an association.
 - b. A person covered by group health benefits is either an employee or a group member, who by virtue of employment or membership in an organization may participate in and receive benefits from a health plan.
 - c. If an individual under group coverage leaves the employer or organization the insured may continue the same or lesser coverage under an individual policy
 - d. COBRA
- ii. Individual health benefits
 - a. Individual health benefits policies are purchased by an individual from an insurance company.
 - b. Premiums are submitted by the individual directly to the insurance company.
 - c. Company then reimburses the covered individual eligible medical expenses.
 - d. Medi-Gap plans
- iii. Government sponsored health benefits
 - a. Government sponsored benefits programs are funded and regulated by the federal or state government.
 - b. Government programs have been developed over the years to assist persons who might otherwise have health benefits such as the elderly, the indigent, and others unable to obtain benefits.
 - c. Government programs include Medicare, Medicaid (MediCal is the Medicaid program in California), CHAMPVA/TRICARE, and Worker's Compensation (State program).
- i. Medicare
 1. Medicare was designed to provide medical care and benefits for the elderly population.
 2. Medicare has since been expanded to provide benefits for blind individuals, disabled individuals who are eligible for social security benefits and meet certain criteria, children and adults with end-stage

renal disease, and kidney donors.

3. Medicare advantage plans

4. Part A hospital insurance

a. Provides inpatient up to 90 days for each benefit period. (begins the day a patient goes into the hospital and ends the day patient has not been hospitalized for 60 days).

b. Patient who has been an inpatient in a skilled nursing facility (SNF) for no more than 100 days in each benefit period (one calendar year).

c. A patient who is receiving medical care at home.

d. A patient who has been diagnosed as terminally ill and needs hospice care (6 months to live).

e. Patient who requires psychiatric treatment, covering 190 days of psychiatric hospitalization in a patient's lifetimes.

f. Patient who requires respite care (short break for caregivers), those who care for the terminally ill.

5. Part B – pays for procedures physician's services) and supplies.

6. Part D – prescription coverage

a. Covers 99% of top 100 drugs (covers 5000 drugs)

b. \$7.00 co-payment for generic drugs

c. Total payment for the year - \$2510.00)

7. Donut hole coverage – insurance that covers missing coverage.

ii. Medicaid or MediCal

1. Government sponsored programs provide health benefits to low income or indigent persons.

2. Eligibility for Medicaid is based on a patient's eligibility for other state programs such as welfare assistance.

3. Medicaid eligibility and benefits vary from state to state.

4. Federal government contributes partial funding to each state for Medicaid costs.

5. Medicaid provides coverage for the following:

a. Inpatient hospital care

b. Outpatient treatment and services

c. Diagnostic services

d. Family planning services

e. Skilled nursing facilities

f. Diagnostic screening for children.

iii. CHAMPVA/TRICARE

1. CHAPVA: The civilian health and medical program of veterans' administration covers dependents of veterans who have total and permanent service connected disabilities. The CHAMPVA program is administered by the area veterans' administration program.

2. TRICARE Manager Care Programs are offered to control escalating medical costs and to standardize benefits for active-duty families, military retirees, and their dependents. Eligible individuals have three options from which to choose:

a. TRICARE Prime (HMO)

b. TRICARE Extra (PPO)

c. TRICARE Standard

d. Tricare for Life supplementary payer to Medicare

iv. Workers' Compensation

a. Employers in every state are covered by a Workers' Compensation program administered by the state or private insurers.

b. Worker's Compensation benefits were developed to cover the expenses resulting from a work related illness or injury.

E. Explain the differences between health maintenance organizations (HMO) and preferred provider organizations (PPO).

i. HMO

1. Unlike the traditional insurance system, HMO promises to provide covered services rather than pay for them.
2. HMO acts both as an insurer and a provider of service medical services are rendered by participating providers.
3. HMO policy lists the medical services the member is entitled to receive and the physicians and hospitals that provide these services.
4. HMO has a contract with both the patient and the provider.
5. HMO, rather than the patient, is responsible for the cost of medical services. Providers bill the HMO rather than the patient if a reimbursable service has been rendered to an HMO member.
6. Physician typically paid by capitation
7. Patient's pay a co-payment for services rendered
8. Three types of HMO plans
 - a. Group practice model (independent physicians)
 - b. Staff model (Kaiser)
 - c. Network model (group practices)
9. Patient selects a primary care physician whose name and phone number appear on the insurance card
 - ii. PPO
 1. While an HMO promises to provide services and have a financial risk in their relationships with subscribers, a PPO is an organization whose purpose is simply to contract with providers, then lease this network of contracted providers to health care plans.
 - a. Participating Physicians accept assignment
 - b. Nonparticipating physicians does not accept assignment
 2. PPO network is not risk bearing and does not have any financial involvement in the health plan.
 3. A PPO is typically developed by hospitals and physicians as vehicle to attract patients. Some are developed and managed by insurance companies.
 4. A PPO contracts with participating providers including hospital and physicians. These contracts allow the PPO to contract with insurers and other purchasers of health care services on behalf of the participating providers who accept less than normal charges and agree to follow the utilization management and other administrative protocols.
 5. Subscriber has more freedom of choice than does an HMO patient
 - iii. Point of Service (POS) plan
 1. A managed care organization that combines elements of an HMO and a PPO
 - iv. Basically an HMO with the flexibility to go out of network but receive benefits at a greater level of flexibility

II. To prepare the learner with basic knowledge and skills to use methods of establishing professional fees, customer credit, and identify the laws and regulations that affect follow-up and collection procedures.

A. Spell and define key terms.

B. Identify methods of establishing professional fees.

- i. Fee-for-service is the most traditional method.
- ii. Physicians use their sense of values and judgments.
- iii. Identify fees appropriate for similar specialist in the community.
- iv. Determine the actual cost plus the physician time involved.
- v. Obtain usual and customary fee schedules for the local medical society from medical insurance corporations.
- vi. Must consider the complexity of the diagnosis and treatment.
- vii. For private patients, there are no limitations to fees charged.

C. Explain a physician's fee schedule.

- i. A physician may have multiple fee schedules.
 1. Fee schedule set by government sponsored insurance programs such as:

- a. Medicare
 - b. Medicaid or medical in California
 - c. Champus, Champva, Tricare
 2. One fee is set by the physician for their private paying patients or cash patients.
 3. Fees schedule set by companies that physicians have contracted with:
 - a. Health Maintenance Organizations (HMO)
 - b. Preferred provider organizations (PPO), and related organizations
 - c. State regulated agencies such as:
 - i. County programs which may or may not be affiliated with medical
 - ii. Workers' compensation
 - ii. The fee schedule should be discussed with the patient (depending on their status) prior to their visit. This avoids misunderstanding between the patient and the physician office.
 - iii. Insurance companies set a physician's fee profile based on the billing history established by the physician and the usual customary fess of similar physicians with the same specialty in the same zip code.
- D. Distinguish different fee policies and contracts.
- i. A fee policy is an understanding of what a basic fee will be and how it will be paid or collected.
 - ii. A contract is established with a third-party payer and without prior knowledge of the patient. In the contract the physician agrees to accept a set fee per patient with the addition of the patient's co-payment or deductible. The fees to be paid vary with the contract.
- E. Identify areas on the patient registration form necessary for collection.
- i. The patient registration form serves many purposes.
 - ii. Patients are required to give this information. A patient does not have a right to refuse.
 - iii. Registration form should be updated on a yearly basis or if information has changed.
 - iv. The registration form gives the patient's demographic information.
 1. Patients full name, correctly spelled
 2. Date of birth
 3. Marital status
 4. Current address and length at that address
 5. Telephone numbers at home and at work or cell phone
 6. Name of person legally responsible for charges
 7. Patient occupation and phone number of work
 8. Name of person referring patient to facility
 - v. If the patient has insurance
 1. The insurance card and sometimes a second form of identification (driver's license) are photocopied.
 2. An insurance ID card will have valuable information which must be copied.
 3. Information should be verified immediately.
 4. A copy is kept in the patient chart and updated on a regular basis.
 - vi. If a third party is involved, such as in an auto accident or workers' compensation claim, the office personnel must establish who is responsible, where can they be reached, and verify financial responsibility.
 - vii. Updates should be required of each patient every 6-12 months.
- F. Identify the need for payment arrangements.
- i. Establish immediately what the expectations for payment will be in your facility.
 1. This can be done in the form of a letter to a new patient.

2. Each new patient may be asked to sign an agreement stating this payment information which often is included on the registration form.
 - ii. Lessen the patient's anxiety regarding insurance billing or personal responsibility.
 1. Your patient is aware of where the initial responsibility rests.
 2. Encourage your patient to be involved if insurance companies require additional information or request patient input.
 - iii. Ideally the office will run smoothly on a budget, based on past cash receipts.
 1. Without an established policy, patient may not feel any responsibility to become involved in the collection of funds owing on their account.
 2. It has become necessary to involve patients in all areas of their care.
 3. Better, more efficient care can be given if small details do not hamper the relationship you have established with your patients.
 - iv. Discuss fees, arrange payments, and be sure they have been established and agreed upon in writing.
 - v. By law, the facility must have the established fee schedule available.

G. List various methods of payment.

- i. Cash
 1. Keep change on hand.
 2. Always give a written receipt for cash received.
- ii. Checks
 1. This is the most common method of payment.
 2. Patients have an automatic receipt with a cancelled check.
 3. Checks should be verified based upon office or facility policies.
 4. Checks help safeguard the office from accumulating a large amount of cash.
 - a. Be sure the message line does not contain false information (paid in full).
 - b. Be sure to endorse the check immediately with the facility's bank stamp.
 5. Some patients will still expect a receipt.
- iii. Credit card payments
 1. Credit cards are fast becoming a common method of payment.
 2. Allow your customers to keep the account paid in full.
 3. Credit cards acceptance must be set up with your bank or financial service company.
 - a. A percentage fee will be charged.
 - b. Credit card receipts are deposited in a similar manner to cash and checks.
 - c. Credit cards may be taken over the phone.
 - d. Be sure to get an imprint if the card is presented at the time of the visit. A stolen credit card may not be accepted by the financial institution if an imprint was not made.
 - iv. Debit card acceptance must be set up with your bank or financial service company, patients may expect a receipt.
 - v. All co-pays are to be paid prior to the examination per the contract physician's sign with the HMO insurance company.

H. Apply current credit laws and regulations to compose collection letters.

- i. A patient should be advised of the office payment or collection policy at the onset of the contract or the first visit.
- ii. Confidentiality is extremely important.
- iii. Office personnel should compose a letter with all the necessary information the patient will need so it will be clearly understood by the patient. Be firm and concise.
- iv. Avoid words such as, neglected, ignored and failure that might offend the patient. Instead use words like missed, overlooked and forgotten.
- v. Contact should be made with the patient at their home.

vi. Check the current collection laws and regulations to avoid accusations of harassment.

I. Recognize legal limitations in methods of collection.

i. Federal laws dictate limits in methods of collection.

1. Phone calls should be made during regular office hours. Do not call after 9pm or before 8am.
2. No more than one phone call per week allowed if contact has been made, failure to reach the party does not allow for daily callbacks.
3. If an employer requests that calls not be made to the place of employment, calling must be stopped.
4. Make no threats that you do not intend to carry out.
5. It may be difficult to locate a patient who has moved from the area, and almost impossible to collect from one who has left the state.
6. An attorney or reputable collection agency should be contacted for difficult cases or large sums of money.
 - a. Collection agency will keep its share per an arranged percentage (50-60%) and will forward the remaining amount to the physician's office on a contracted basis.
 - b. If a debtor contacts the office they must be instructed to contact the collection agency.

ii. Remember all information is confidential. Contact of any type should only be made with the patient or responsible party.

iii. Check for current state laws regarding limitations and changes in the law.

III. To prepare the learner with basic knowledge and skills necessary to perform bookkeeping, accounting, and payroll

A. Spell and define key terms.

B. Describe the various accounting systems and supplies available for use in the medical office.

i. Bookkeeping systems

1. Definitions

- a. Organized and accurate record-keeping system of financial transactions for a business
- b. Accounts receivable is money owed to the practice.
- c. Accounts payable is money owed by the practice.

2. Single-entry bookkeeping, books are not balanced

- a. Uses a day-sheet or general ledger to record fees and payments for the services rendered.
- b. An accounts receivable ledger card shows the amounts owed by each patient for services performed.
- c. A check register records the checks written and details the expense category where office expenditures were made.
- d. A payroll register may be kept separately or on the check register, recording the checks written to employees for wages earned and deductions from gross earnings.

3. Double entry bookkeeping, books are balanced

- a. This system uses assets, capital (or owner's equity) and liabilities. The assets minus the liabilities are equal to the capital.

i. Assets are all items owned by the business.

ii. Capital (or owner's equity), is the original investment and property that is owned.

iii. Liabilities are the monies that are owed by the business.

- b. This system is more complicated, requires more training and is commonly used by corporations.

4. Pegboard bookkeeping
 - a. The most commonly used bookkeeping method in a small physician's office. It is a very accurate system.
 - b. Requires some training and is easy to learn.
 - c. This system uses multiple layers atop one another so that all pieces of information are recorded at one time.
 - i. All are preprinted and arranged to be held in place by pegs at one side of the board.
 - ii. Forms are NCR paper, where no carbon paper is required and the pressure of a pen will write through multiple layers.
 - d. Forms used
 - i. The day-sheet records all charges to accounts, such as payments/adjustments, directly to the patient receipt and ledger card. This prevents multiple entries and the possibility of errors.
 - ii. The patient ledger card keeps record of all charges and payments per individual or family, as required.
 - iii. Super bills, encounter forms or transaction slips to record details of the charges and credits on a given day for each patient.
 1. These serve as a patient receipt.
 2. It is also an insurance billing request, and a reminder of a claim.
 3. Copies of these are kept in the patient chart for record of transactions and charges.
 - iv. Deposit slips are recorded simultaneously, checked and balanced at the end of the day, and taken or sent to the bank.
 - v. Negotiable funds
 1. Personal check is considered a negotiable instrument.
 - a. Written and signed by a maker; contains a promise or order to pay a sum of money.
 - b. Payable on demand
 - c. Payable to order or bearer
 2. Bank draft
 3. Cashier's check
 4. Certified check
 5. Money order
 6. Travelers check
 - vi. Bank Codes
 1. American Bankers Association (ABA) number
 2. Magnetic Ink Character recognition
 - a. Found at the bottom of check
 - b. Represents a common machine language readable by machine and humans
 - vii. Accounts payable
 journals have check registers available to record information from the payables in the same manner as receivables.
 - ii. Computerized bookkeeping or accounting
 1. This system seems easier but much training is needed to use the system to the fullest benefit or extent.
 2. Data entry is the primary area for concern. This must be absolutely correct.
 3. Many computerized systems are available.
 4. Passwords or key operators are used to insure the integrity of the operators and equipment.
 5. Many computer software programs are available with multiple capabilities.
 - a. Appointment scheduling
 - b. Tracking daily charges and credits.

- c. Identifying at risk patients.
 - i. Preparing monthly billing
 - ii. Insurance billing
 - iii. Patient billing
 - d. Computer programs work as expanded calculators and perform the arithmetic functions.
 - e. May write checks.
 - f. Manage electronic banking between the facility and the bank (e-banking).
 - g. Generate office reports, daily, monthly, and yearly.
 - h. Essential that data be backed up in a reliable way.
 - iii. Monthly statements for accounting are available.
 - 1. Aging analysis notes the delinquency of each account in terms of days.
 - 2. Practice income analysis indicates where income is being generated.
- C. Illustrate the use of an accounts receivable aging analysis sheet.
 - i. Construct an aging analysis sheet.
 - 1. Outline categories for 30, 60, 90, and 120 day accounts.
 - 2. Identify necessary information to contact patients.
 - 3. Set priorities of who to contact first.
 - 4. Discuss methods of contact.
- D. Discuss payroll forms.
 - i. Payroll is a very important part of the accounting process.
 - ii. Taxes must be taken out of the earnings, recorded, paid to the appropriate agencies every quarter by the 15th of the month April, June, September, and December or weekly depending on office policy and reconciled.
 - iii. Annual reports are required and W-2 forms distributed to employees at the beginning of the following year, in order to report earnings for tax purposes, must be prepared for each employee by January 31 of each year.
 - iv. Have employees update W-4 forms each year in case they want to adjust their deductions or make other changes.
- E. Explain the multiple taxes and deductions withheld from a paycheck.
 - i. California has state income tax deductions.
 - ii. Federal income tax deductions use Circular E tables provided by the IRS.
 - iii. Social Security tax deductions.
 - iv. State Disability Insurance deductions and others
 - 1. Any personal insurance is also deducted.
 - 2. Other deductions approved by the employer and employee are also withheld.
 - v. Each employee must have a record of their earnings and deductions from each pay period.
 - vi. At the end of each year, taxes are paid according to wages earned and taxes withheld.
- F. Demonstrate the use of machinery and equipment necessary to function as a bookkeeper in a medical facility.
 - i. A ten key adding machine
 - ii. A calculator with appropriate functions
 - iii. A computer with appropriate software
- G. Cite the law relating to length of time records must be kept.
 - i. Accounting and bookkeeping records must be kept for a minimum of seven years. Some facilities keep records of the financial activity indefinitely.
 - ii. Liability and malpractice records must be kept permanently.

IV. To prepare the learner with basic knowledge and skills necessary to perform banking

procedures

- A. Spell and define key terms.
- B. Identify common types of banking accounts.
 - i. Selection of a bank in a medical practice has usually been completed.
 - ii. Many banks compete for business by offering a variety of services.
 - iii. Banking transactions involve privileged information and the medical assistant must be aware of confidentiality.
 - iv. Features that may differ from bank to bank
 - 1. Fees for checks
 - 2. Cashier checks
 - 3. Travelers checks
 - 4. Per check fees
 - 5. Interest
 - 6. Monthly fees
 - 7. Notary
 - 8. Safe deposit box
 - v. Checking accounts
 - 1. Regular checking accounts
 - a. Money readily accessible
 - b. Checks provide legal documentation of practice expenses
 - c. Monthly service charge may be assessed and money does not increase in value.
 - 2. Interest bearing checking or money market accounts
 - a. Guidelines need to be followed or account will not earn interest.
 - b. This type of account may be used to pay insurance premiums or quarterly taxes.
 - 3. Savings account
 - a. Used for money that is not needed for current expenses
 - b. Earns interest at a prevailing rate
- C. Describe various types of checks encountered.
 - i. Certified check
 - 1. Has been authorized by a bank official and funds have been set aside to cover the check and verified by a stamped certification.
 - 2. This type of check is not used very often.
 - ii. Cashier's check
 - 1. Is purchased from a bank and is guaranteed.
 - 2. It is written on the bank's own checking account.
 - iii. Money order:
 - 1. Is a check purchased for a fee and used when personal checks are not accepted or available.
 - 2. Patients may use this form of payment.
 - iv. Travelers check
 - 1. Is used for traveling or when personal checks are not accepted.
 - 2. Printed in denominations of \$10, \$20, \$50, or \$100, checks are signed at the financial institution by the payer.
 - 3. Upon presentation, the check is signed again by payer. Thus, two signatures of the payer are required.
 - v. Warrant
 - 1. Shows that a debit is due because services have been rendered.
 - 2. Issued by government and civic agencies.
 - vi. Voucher check:
 - 1. Used to itemize or specify purpose for which check is drawn.
 - 2. Convenience for payer
 - 3. Voucher portion is removed before presenting check.
- D. Identify common types of credit cards used for payment of services.
 - i. The use of credit cards has become common for payments.
 - ii. Patients appreciate the convenience

- iii. The voucher is deposited to a bank credit card account.
- iv. Credit card companies charge a monthly fee for the collection service (1% to 5 %).
- v. MasterCard
 - 1. Verification by phone
 - 2. Credit card verification device
- vi. Visa
 - 1. Verification by phone
 - 2. Credit card verification device
- vii. Discover Card:
 - 1. Verification by phone
 - 2. Credit card verification device
- viii. ATM/Debit cards use direct withdrawals from accounts and may use the same machine as credit cards.
- ix. Other credit and debit cards have their own regulations.

- E. State the purpose of petty cash.
- i. Established by a check written payable to "cash" or "petty cash"
 - ii. Provides cash for small purchases such as toilet paper, light bulbs and cleaning supplies
 - iii. Revolving fund for continuous use
 - iv. Petty cash voucher form used as a receipt of petty cash issued
 - v. Replenished when balance reaches a designated amount for practical needs
 - vi. It should not be used to make change for patients.

- F. Discuss precautions in writing and accepting checks.
- i. Written legibly and in ink
 - ii. May be computer generated
 - iii. Facility may use a check writer for printing the amount
 - 1. Endorses the paper
 - 2. Prevents forgery
 - 3. Uses colored inks
 - iv. The first step is to fill in information on voucher:
 - 1. Date
 - 2. Payee name
 - 3. Amount
 - 4. Check number
 - 5. Purpose
 - v. Write the name of payee at area designated "Pay to the order of"
 - 1. Do not use title of persons
 - 2. If it is an officer of an organization, add title at end such as John Smith, President.
 - 3. Start at the extreme left of the line
 - vi. Write amount of check in words on line below or above payee's name, depending on print of check.
 - 1. Draw line to extreme right to the word dollars, so no additional words can be inserted to increase the amount of the check.
 - 2. Separate dollars and cents by using the word "and", then write the cents portion as a fraction.
 - vii. If space permits on the check write the purpose of the check payment at the area noted as "memo".
 - viii. Get authorized payer signature

- G. Explain types of check endorsements.
- i. Endorser transfers all rights of the check to another party.
 - ii. Endorsement is made in ink with a rubber stamp at the medical facility.
 - iii. Endorse no more than 1 1/2" from the trailing edge of the check.
 - iv. Blank endorsement

1. Payee signs only his or her name
2. Common for personal checks
 - v. Restrictive endorsement:
 1. Besides signing the company's name or endorser's signature, words such as "for deposit only" are added so checks can't be used for any purpose other than stated.
 2. The account number is also noted
 - vi. Limited and full endorsements
 1. Includes words specifying the person to whom the endorser makes the check payable
 2. Are used to sign over insurance checks to the medical practice
 - vii. Be sure to inspect checks thoroughly before acceptance.
 1. Date on check is not over 6 months old
 2. For a "limited" check, there is a time limit during which the check is negotiable; cannot be postdated.
 3. Make sure payee line is correctly made out to the medical practice.
 4. Numerical amount of check and written amount of check must agree.
 5. Affixed signature (payer) has signed the check, person signed who signed the check is listed on the check
 6. If check states "paid in full", verify this comment.
 7. Current address and phone number

- H. Explain the purpose of a safe deposit box and an office safe
- i. Provides protection for valuable papers and personal property
 - ii. Safe deposit box is a metal container inside a locked compartment in the bank and requires two keys to open.
 1. One key is issued to customer and the other the bank retains for their use.
 2. Usually has a monthly or annual service fee
 - iii. Requires authorization signature to open each time
 - iv. Office safe is also used for protection of paper and personal property within the office.

18. METHODS OF INSTRUCTION--Course instructional methods may include but are not limited to

1. Audiovisual;
2. Computational Work;
3. Discussion;
4. Lecture;
5. Presentations (by students);
6. Problem Solving;
7. Written work;

19. OUT OF CLASS ASSIGNMENTS: Out of class assignments may include but are not limited to

- A. Required Readings: outline chapter prior to lecture. B. Homework Assignments: complete chapter questions. C. Five page research paper on an assigned topic such as the methods of establishing professional fees, customer credit, and identify the laws and regulations that affect follow-up and collection procedures. D. Practice scenario-based insurance and billing techniques on forms provided.

20. METHODS OF EVALUATION: Assessment of student performance may include but is not limited to

- A. Scenario-based insurance forms practice exercises
 B. Week Quizzes using multiple choice, true-false, or short answer questions.
 Example of questions:
 Fees should be based on
1. What the patient can afford
 2. An established fee schedule

3. The number of patients in the family
4. The demographics of the community

C. Mid-Term and Final Exams:

Example of questions:

When attempting to collect past-due fees you may

1. Call the home at 7:00am to catch the patient before work
2. Call daily until the fee is sent
3. Call the patient's employer
4. Tell the patient's husband or wife the current amount owed.

21. TEXTS, READINGS, AND MATERIALS: Instructional materials may include but are not limited to

Textbooks

Fordney, Marilyn. (2012) Insurance Handbook for the Medical Office, 12th, Saunders/Elsevier

Fordney, Marilyn. (2012) Insurance Handbook for the Medical Office Workbook, 12th, Saunders Elsevier

Manuals

Periodicals

Software

Other

KERN COMMUNITY COLLEGE DISTRICT – CERRO COSO COLLEGE

HCRS C135 COURSE OUTLINE OF RECORD

1. **DISCIPLINE AND COURSE NUMBER:** HCRS C135

2. **COURSE TITLE:** Basic ICD and CPT Coding

3. **C-ID:**

4. **CATALOG COURSE DESCRIPTION:** This course presents a thorough discussion of basic International Classification of Diseases (ICD) and current procedural terminology (CPT) coding. Procedural coding and International Classification of Diseases prepares the student to undertake the details necessary for implementing the specialized coding needed for billing insurance companies.

5. **GRADING METHOD**

Default: S = Standard Letter Grade

Optional:

6. **TOTAL UNITS:** 2

7. **INSTRUCTIONAL METHODS / UNITS & HOURS:**

Method	Min Units	Min Hours
Lecture	2	36
Lab	0	0
Activity	0	0
Open Entry/Open Exit	0	0
Volunteer Work Experience	0	0
Paid Work Experience	0	0
Non Standard	0	0

Non-Standard Hours Justification:

8. **REPEATABILITY**

Type: Non-Repeatable Credit

9. **MATERIALS FEE:** No

10. **CREDIT BY EXAM:** No

11. **CORE MISSION APPLICABILITY:** Associate Degree Applicable (AA/AS); Certificate of Achievement (COA); CSU Transfer; Career Technical Education (CTE)

12. **STAND-ALONE:** No

13. **PROGRAM APPLICABILITY**

Required: HCRS Administrative Medical Assisting (Certificate of Achievement)
HCRS Administrative Medical Assisting (Certificate of Achievement)
HCRS Administrative Medical Assisting (Certificate of Achievement)
HCRS Medical Assisting (AS Degree Program)

Restricted Elective:

Elective:

14. **GENERAL EDUCATION APPLICABILITY**

Local:

IGETC:

CSU:

UC Transfer Course:

CSU Transfer Course: California State University, Channel Islands = HRT 275: Medical Assisting Office Procedures

15. STUDENT LEARNING OUTCOMES Upon completion of the course, the student will be able to

1. Analyze the basics of medical insurance related to insurance billing and procedural coding.
2. Differentiate between current procedural terminology (CPT) and International Classification of Diseases (ICD) coding.
3. Accurately complete all ICD and CPT coding forms.
4. Consider the three coding systems used to describe diseases, injuries, and procedures.
5. Compare at least 2 issues related to insurance fraud and abuse.

16. REQUISITES

Prerequisite:

HCRS C134

Content Review

HCRS C134: Insurance and Billing has course content related to billing practices needed for insurance ICD and CPT coding. Students will need these billing practices to be successful in HCRS C135.

or

Corequisite:

HCRS C134

Content Review

HCRS C134: Insurance and Billing has course content related to billing practices needed for insurance ICD and CPT coding. Students will need these billing practices to be successful in HCRS C135.

17. DETAILED TOPICAL OUTLINE:

Lecture:

I. Insurance billing coding.

- A. Coding is a way to standardize medical information for various purposes:
 1. Collecting health care statistics
 2. Performing a medical care review
 3. Mainly for health insurance claims processing.
- B. Coding is linked to reimbursement, it is imperative to code accurately and precisely.
- C. Incorrect, insufficient or incomplete coding on claim forms can lead to improper reimbursement for the hospital or individual physicians as well as an inaccurate database.
- D. Claim is the tool used to request insurance payment under an insurance contract
- E. Patient- one who receives medical care
- F. Provider-physician or supplier who provides medical care and supplies
- G. Coordination of benefits prevents duplication of benefits for the same medical expense (selecting which insurance company to bill first)

II. The Coder's Rule

- A. Define QIO.
- B. Distinguish between Medicare Part A and Part B.
- C. Interpret rules of Health Insurance Portability and Accountability Act (HIPAA).
- D. Locate information in the Federal Register.

III. Health Care Fraud and Abuse

- A. Understand the framework of Medicare Fraud and Abuse.
- B. Identify the major components of Managed Health Care

IV. Three coding systems

- A. International classification of diseases ICD-9 CM is a statistical classification system based on the international 9th version (ICD-9) developed by the World Health Organization (WHO).

1. ICD-9 represents the most current and comprehensive statistical classification of its kind.
 2. Contains more than 10,000 diagnostic codes and over 1,000 procedure codes
 3. Consist of three volumes:
 - a. Volume 1: Tabular, numerical list of diseases
 - b. Volume 2: Alphabetic index of diseases
 - c. Volume 3: Tabular list and alphabetic index of procedures, used primarily in hospitals. Note: Volumes 1 and 2 are used in physician's offices in order to complete insurance claims.
 4. Diagnostic coding was developed for the following reasons:
 - a. Tracking of disease processes
 - b. Classification of medical procedures
 - c. Medical research purposes
 - d. Evaluation of hospital utilization.
- B. Physician's current procedural terminology (CPT) is a comprehensive listing of medical terms and codes for the uniform coding of procedures and services provided by physicians.
1. CPT-4 was developed by the American Medical Association and is updated annually for modifications and additions.
 2. The purpose of CPT coding is to provide a uniform language that accurately identifies medical, surgical, and diagnostic services, resulting in a reliable means of nationwide communication between physicians, patients, and third parties.
 3. CPT-4 uses a 5-digit system for coding physician services, plus 2-digit modifiers to indicate complications or special circumstances.
 4. Code numbers represent diagnostic and therapeutic procedures on medical insurance claims forms.
 5. Procedural coding considers two categories of patients.
 - a. A new patient is one who has not received any professional services from the physician or group in the past 3 years.
 - b. An established patient is one who has received such services within the past 3 years.
- C. Health Care Common Procedure Coding System
1. Posted by centers for Medicare and Medicaid services
 2. Two principle sub-systems
 - a. Level one- CPT
 - b. Level two- Standardized coding system for products, supplies, and services not included in CPT codes

V. **An Overview of ICD-10-CM**

- A. Explain the development of the ICD-10-CM.
- B. Describe how the ICD-10-CM replaces the ICD-9-CM, Volumes 1 and 2.
- C. Identify the improvements in the ICD-10-CM.
- D. List the official instructional notations in ICD-10-CM.
- E. Analyze the ICD-10-CM Official Guidelines for Coding And Reporting.
- F. Describe the format of ICD-10-CM.

VI. **An Overview of ICD-9-CM**

- A. List the uses of the ICD-9-CM.
- B. Identify the characteristics of the Tabular List, Volume 1.
- C. Identify the characteristics of the Alphabetic Index, Volume 2.
- D. Explain the uses of coding conventions when assigning codes.
- E. Identify the characteristics of the Procedures Index and Tabular List, Volume 3.
- F. Demonstrate use of ICD-9-CM.

VII. **Principles of coding.**

- A. Procedural Coding: Current Procedural Terminology, (CPT)
 1. Updated on an annual basis
 2. New codes added and deleted shown by the use of symbols
 3. Should have a current CPT book on hand for reference
 4. Transformation made of written descriptions of procedures and professional services into code numbers by use of a five-digit coding system with two digit modifiers

5. Procedure codes are a standardized method used to precisely describe the services provided by physicians and allied health personnel to report medical, surgical, and diagnostic services they provide.
 6. Codes are used by payers for appropriate reimbursement for services.
 7. Six primary sections, each beginning with guidelines that cover definitions and terms unique to that section
 - a. Evaluation and management
 - 1) New patient versus established patient
 - 2) Referral versus consultation
 - b. Anesthesia
 - c. Surgery
 - 1) Global period
 - 2) Surgical package
 - 3) Laceration repair
 - d. Radiology
 - e. Pathology and Laboratory
 - f. Medicine
 8. Index
 9. Main terms and sub-terms
 10. Code ranges
 11. Cross-References and conventions
 - a. See synonyms, eponyms and abbreviations
 - b. See also Common Procedure Coding System; Health Care Financing Administration (HCFA) Common procedure Coding System, (HCPCS)
- B. Common Procedure Coding System; Health Care Financing Administration (HCFA) Common procedure Coding System, (HCPCS).
1. Standardized coding system that is used primarily to identify products, supplies, and services not included in the CPT codes, such as ambulance services and durable medical equipment, prosthetics, orthotics, and supplies (DMEPOS) when used outside a physician's office.
 2. Because Medicare and other insurers cover a variety of services, supplies, and equipment that are not identified by CPT codes, the level II HCPCS codes are established for submitting claims for these items.
 3. Updated on an annual basis
 4. Alpha numeric codes assigned and maintained by each local or regional Medicare fiscal agent or carrier.
 - a. Alpha numeric range from W0000 through Z9999
 - b. Special alpha modifiers are used to further explain a given service, ranging from WA through ZZ.
 5. Procedural Coding Steps
 - a. Become familiar with the CPT and HCPCS coding books.
 - b. Determine procedures and services to report from the superbill, fee ticket, or encounter form.
 - c. Identify the correct code(s).
 - d. Determine the need for appropriate modifiers.
 - e. Record the procedure code in the computer software system or type on the claim form.
- C. Diagnostic Coding; International Classification of diseases, 9th edition, Clinical Modification. These are known as the ICD-9-CM codes.
1. Data on the types and number of diseases in the United States provide important information to help us understand the overall condition of our nation's health.
 2. The World Health Organization collaborates with the United State to strengthen their health services where ever possible. The ICD-9-CM consists of:
 - a. Volume I is a tabular list containing a numerical list of the disease code numbers in tabular form.
 - b. Volume II is an alphabetical index to the disease entries, organized by condition not anatomical site:
 - 1) Main terms bold type
 - 2) Sub-terms indented two spaces to the right under main term
 - 3) Sub-term to a sub-term
 - 4) Non-essential modifiers

- 5) Conventions
- 6) Carryover lines
- 7) Cross-references
- 8) V codes
- 9) Neoplasm table
- 10) Hypertension table
- 11) 5th digits
- c. Volume III is a classification system for surgical, diagnostic, and therapeutic procedures (alphabetic index and tabular list).
3. Volumes I and II are utilized in physicians' offices.
4. Updated on an annual basis.
5. Transformation of a written diagnosis into a three to five digit code number. The more digits the higher the specificity.
 - a. Primary diagnosis
 - b. Secondary diagnosis
6. Diagnostic Coding steps
 - a. Determine the primary diagnosis, condition, or symptom(s).
 - b. Locate the term in the alphabetical index.
 - c. Use any supplementary terms in the diagnostic statement to help locate the main term.
 - d. Read and follow any notes below the main term.
 - e. Review the sub-terms to find the most specific match to the diagnosis.
 - f. Read and follow any cross-references.
 - g. Verify the code in the tabular list.
 - h. Read include or excludes notes.
 - i. Be alert for and observe fifth-digit requirements.
 - j. Follow any instructions requiring the selection of additional codes.
 - k. List multiple codes in the correct order.

18. METHODS OF INSTRUCTION--Course instructional methods may include but are not limited to

1. Audiovisual;
2. Case Study;
3. Demonstration;
4. Discussion;
5. Lecture;
6. Outside reading;
7. Presentations (by students);
8. Problem Solving;
9. Skills Development and Performance;
10. Written work;

19. OUT OF CLASS ASSIGNMENTS: Out of class assignments may include but are not limited to

A. Games: word searches, crossword puzzles, family feud, jeopardy, bingo, spelling bee, hangman, and concentration. B. Discuss learning gaps and plan for applying vocabulary related to ICD and CPT Coding. C. Assigned Readings: outline chapters prior to lecture. E. Textbook and workbook chapter questions and assignments. F. Assign students to report on the various coding systems: 1. ICD-9/10 2. CPT-4 3. HCPCS for services and supplies

20. METHODS OF EVALUATION: Assessment of student performance may include but is not limited to

A. Scenario-based coding practice exercises.

Coding Practice Example:

55 year-old Mr. Jensen arrived to the physician's office because he does not feel well. Dr. Green assesses Mr. Jensen and gives him the following diagnoses: community acquired pneumonia, diabetes type 2, and infected right big toe.

What CPT and ICD 9/10 codes would you use to bill Medicare? Blue Cross? Medi-Cal?

B. Week Quizzes using multiple choice, true-false, or short answer questions.

Example of questions:

Fraudulent billing of a patient's insurance is

- A. A misdemeanor
- B. Acceptable if done in error
- C. Tolerated in some cases
- D. A felony

C. Mid-Term and Final Exams:

Example of questions:

Current Procedural Terminology (CPT) codes

- A. are updated annually
- B. are used instead of ICD-9 codes
- C. have 6 to 8 numbers
- D. are not used on the CMS -1500 form

21. TEXTS, READINGS, AND MATERIALS: Instructional materials may include but are not limited to

Textbooks

Buck, C. (2011) Step-by-Step Medical Coding 2012 Edition, 1st, Saunders Elsevier

Buck, C. (2011) Step-by-Step Medical Coding 2012 Edition, Workbook, 1st, Saunders Elsevier

Manuals

Periodicals

Software

Other

KERN COMMUNITY COLLEGE DISTRICT – CERRO COSO COLLEGE

HCRS C142 COURSE OUTLINE OF RECORD

1. **DISCIPLINE AND COURSE NUMBER:** HCRS C142
2. **COURSE TITLE:** Medical Assistant Administrative Externship
3. **C-ID:**
4. **CATALOG COURSE DESCRIPTION:** The Clinical Externship is a practical application of the theory and skills learned in the classroom. The student participates in front office procedures under the direct supervision of the physician and the office manager and the indirect supervision of the classroom instructor.

5. **GRADING METHOD**

Default: P = Pass/No Pass

Optional:

6. **TOTAL UNITS:** 1.5

7. **INSTRUCTIONAL METHODS / UNITS & HOURS:**

<u>Method</u>	<u>Min Units</u>	<u>Min Hours</u>
Lecture	0	0
Lab	0	0
Activity	0	0
Open Entry/Open Exit	0	0
Volunteer Work Experience	1.5	90
Paid Work Experience	0	0
Non Standard	0	0

Non-Standard Hours Justification:

8. **REPEATABILITY**

Type: Non-Repeatable Credit

9. **MATERIALS FEE:** No

10. **CREDIT BY EXAM:** No

11. **CORE MISSION APPLICABILITY:** Associate Degree Applicable (AA/AS); Certificate of Achievement (COA); Career Technical Education (CTE)

12. **STAND-ALONE:** No

13. **PROGRAM APPLICABILITY**

Required: HCRS Clinical Medical Assisting- (Certificate of Achievement)
HCRS Medical Assisting (AS Degree Program)

Restricted Elective:

Elective:

14. **GENERAL EDUCATION APPLICABILITY**

Local:

IGETC:

CSU:

UC Transfer Course:

CSU Transfer Course: California State University, Stanislaus = HS 195: Medical Assisting Office Internship/Administrative Externship

15. **STUDENT LEARNING OUTCOMES Upon completion of the course, the student will be able to**

1. Demonstrate professional conduct and skills in the medical office setting.
2. Demonstrate medical front office procedures competently.
3. Evaluate and demonstrate receptionist responsibilities including answering the telephone; scheduling appointments; locate resources and information for patients; and prepare an inventory of required equipment and supplies.
4. Demonstrate OSHA Standard Precautions at all times.

16. **REQUISITES**

Prerequisite:

HCRS C133

Content Review

Students must be able to perform simple medical assisting procedures prior to working as a volunteer in a healthcare facility.

and

HCRS C134

Content Review

HCRS C142 is a capstone course. Students must be able to perform simple billing and insurance procedures prior to working as a volunteer in a healthcare facility.

and

HCRS C135

Content Review

HCRS C142 is a capstone course. Students must be able to perform simple medical ICD and CPT procedures prior to working as a volunteer in a healthcare facility.

or

Corequisite:

HCRS C133

Content Review

Students must be able to perform simple medical assisting procedures prior to working as a volunteer in a healthcare facility.

and

HCRS C134

Content Review

HCRS C142 is a capstone course. Students must be able to perform simple billing and insurance procedures prior to working as a volunteer in a healthcare facility.

and

HCRS C135

Content Review

HCRS C142 is a capstone course. Students must be able to perform simple medical ICD and CPT procedures prior to working as a volunteer in a healthcare facility.

Limitation on Enrollment (e.g. Performance tryout or audition):

Content Review

Students must sign up for this course through "Student Services."

17. **DETAILED TOPICAL OUTLINE:**

Lab:

A. Reception activities

1. Answer telephone
2. Transfer telephone
3. Place phone party on hold
4. Complete telephone messages
5. Identify and greet patients
6. Obtain patient registration and health history information
7. Obtain "consent" signatures
8. Schedule in patient and out patient appointments
9. Maintain appointment book
10. Maintain safe and clean medical office facility

11. Process incoming and outgoing mail
12. Observe purchasing and inventory maintenance procedures
- B. Working with patient files
 1. Employ appropriate filing procedures
 2. Make corrections to files
 3. Correctly document all pertinent information in the patient's files
 4. Maintain patient confidentiality
- C. Collection
 1. Assist with handling time-of-visit payments
 2. Process statements correctly
 3. Observe procedures for handling of delinquent accounts
- D. Bookkeeping procedures
 1. Assist with patient ledger card files
 2. Make appropriate journal entries
 3. Check invoices for accuracy
 4. Assist with office booking measures
- E. Insurance procedures
 1. Assist with obtaining all pertinent information
 2. Accurately code diagnosis and procedures using CPT-4 and ICD-9-CM
 3. Collect copayments when applicable
 4. Observe follow-up procedures for unpaid insurance claims
- F. Written communications
 1. Compose and type collection letters
 2. Compose and type general information letters
 3. Type physician reports

18. **METHODS OF INSTRUCTION--Course instructional methods may include but are not limited to**

1. Discussion;
2. Job Shadowing;
3. Laboratory;
4. Lecture;
5. Performance;
6. Problem Solving;
7. Skills Development and Performance;

19. **OUT OF CLASS ASSIGNMENTS: Out of class assignments may include but are not limited to**

A. Daily front office assignments will vary according to office and type of patient visits. B. Review and discuss receptionist responsibilities, e.g., operating multiple types of telecommunication methods and equipment. C. Discuss the legal and ethical issues related to maintaining a medical

record.

20. **METHODS OF EVALUATION: Assessment of student performance may include but is not limited to**
Observation of daily front office assignments which will vary according to office and type of patient visits. Evaluated by the physician and the medical office manager using a completion check list and rubric. Example: making patient appointments, billing insurance, and ICD coding.

21. **TEXTS, READINGS, AND MATERIALS: Instructional materials may include but are not limited to**

Textbooks

Booth, K.A.. (2011) Administrative Procedures for Medical Assisting Workbook, 4th, McGraw Hill-Higher Education
Lewis, A.L., Tamparo, C.D., Tatro, B.M.. (2012) Medical Law, Ethics, & Bioethics for the Health Professions, 7th, F.A.Davis
Fordney. (2012) Insurance Handbook for the Medical Office, 12th, Saunders/Elsevier
Buck, C. (2011) Step-by-Step Medical Coding 2012 Edition, 1st, Saunders Elsevier

Manuals

Periodicals

Software

Other

Office procedural manuals 2. Assigned readings by the Office Manager relating to physician preferences 3. Assigned readings by the Office Manager and instructor related to procedures in the office

KERN COMMUNITY COLLEGE DISTRICT – CERRO COSO COLLEGE

HCRS C150 COURSE OUTLINE OF RECORD

1. **DISCIPLINE AND COURSE NUMBER:** HCRS C150
2. **COURSE TITLE:** Medical Terminology for Health
3. **C-ID:** N/A
4. **CATALOG COURSE DESCRIPTION:** This course is designed to familiarize the student with the language of medicine. The components of medical terminology are highly beneficial for any individual with a healthcare employment objective. The course presents the components of medical words including word roots, combining forms, suffixes, and prefixes. Using medical terminology as a focal point, the systems of the body are discussed.

5. **GRADING METHOD**

Default: S = Standard Letter Grade

Optional:

6. **TOTAL UNITS:** 3

7. **INSTRUCTIONAL METHODS / UNITS & HOURS:**

<u>Method</u>	<u>Min Units</u>	<u>Min Hours</u>
Lecture	3	54
Lab	0	0
Activity	0	0
Open Entry/Open Exit	0	0
Volunteer Work Experience	0	0
Paid Work Experience	0	0
Non Standard	0	0

Non-Standard Hours Justification:

8. **REPEATABILITY**

Type: Non-Repeatable Credit

9. **MATERIALS FEE:** No

10. **CREDIT BY EXAM:** No

11. **CORE MISSION APPLICABILITY:** Associate Degree Applicable (AA/AS); Certificate of Achievement (COA); CSU Transfer; Career Technical Education (CTE)

12. **STAND-ALONE:** No

13. **PROGRAM APPLICABILITY**

Required: Administrative Office Assistant (Certificate of Achievement)
 Cerro Coso Vocational Nursing (AS Degree Program)
 Cerro Coso Vocational Nursing- (Certificate of Achievement)
 Cerro Coso Vocational Nursing- (Certificate of Achievement)
 HCRS Administrative Medical Assisting (Certificate of Achievement)
 HCRS Administrative Medical Assisting (Certificate of Achievement)
 HCRS Administrative Medical Assisting (Certificate of Achievement)
 HCRS Clinical Medical Assisting- (Certificate of Achievement)
 HCRS Medical Assisting (AS Degree Program)

Restricted Elective:

Elective:

14. **GENERAL EDUCATION APPLICABILITY**

Local:

IGETC:

CSU:

UC Transfer Course:

CSU Transfer Course: California State University, Fresno = PhTh 105 - Medical Terminology for Health Professionals
California State University, Long Beach = HSC 150 - Medical Terminology
California State University, San Bernardino = ASHIM Unit 1 & 2 - Medical Terminology with Anatomy

15. STUDENT LEARNING OUTCOMES Upon completion of the course, the student will be able to

1. Define word root, combining form, suffix, and prefix
2. Divide medical words into their component parts
3. Describe how medical words are formed
4. List and define diminutive suffixes
5. List and define adjective suffixes
6. List and define noun suffixes
7. Identify prefixes of position, number and measurement, negation, and direction
8. Relate basic pathophysiology and disease processes utilizing medical terminology.

16. REQUISITES

17. DETAILED TOPICAL OUTLINE:

Lecture:

- A. Medical Terminology Basics
 1. Word parts
 2. Definitions
 3. Common abbreviations
 4. Common symbols
- B. Terminology related to the systems of the body
 1. Integumentary
 2. Respiratory
 3. Musculoskeletal
 4. Cardiovascular
 5. Genitourinary
 6. Neurosensory
 7. Endocrine
 8. Reproductive
 9. Lymphatic and immunity
 10. Gastrointestinal
- C. Terminology related to specialty areas
 1. Oncology
 2. Pharmacology
 3. Radiology
 4. Psychology

18. METHODS OF INSTRUCTION--Course instructional methods may include but are not limited to

1. Audiovisual;
2. Case Study;
3. Discussion;
4. Instruction through examination or quizzing;
5. Lecture;
6. Written work;

7. Other Methods: Overhead transparencies PowerPoint slides Group discussions/Case Studies Didactic exercises

19. **OUT OF CLASS ASSIGNMENTS: Out of class assignments may include but are not limited to**

A. Case Study review. Example: 29 year old male has trouble breathing. The doctor diagnosis the patient with Emphysema. What types of respiratory problems would be considered emphysema? Break the terms down into their prefix, root, and suffix. B. Assigned textbook readings and additional internet research on assigned body system terminology. Example: research the historical beginnings of the term gastrology. Discuss the possible origins of the root and suffix. C. Group discussions on the body systems. D. Peer to peer teaching projects. Example: develop a teaching lesson on why Latin is predominately used for medical terminology.

20. **METHODS OF EVALUATION: Assessment of student performance may include but is not limited to**

A. Students will write a complete analysis of ten assigned root words and apply them to common medical terms. This assignment is graded by a rubric. B. Exams or quizzes, using multiple choice, short answer, and true-false questions. Example: What is the condition when a patient has too many red blood cells? Break the term up into prefix, root, and/or suffix. C. Class participation and Group discussion about the application of common prefixes and suffixes to common medical terms. This assignment is graded by a rubric.

21. **TEXTS, READINGS, AND MATERIALS: Instructional materials may include but are not limited to**

Textbooks

Chabner, D. . (2013) Language of Medicine, 10th, Lippincott

Manuals

Periodicals

Software

Other

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***

8.12 LEAVE OF ABSENCE

8.13 EMPLOYMENT

Substitute Teachers for 2015-16 year:

Mary Garback
Esther Powers

Coaches for 2015-16 year:

Ernesto Espinoza
Basketball - Murray

Volunteer Coaches:
Tanya Curlee

8.14 CHANGE OF STATUS

8. PERSONNEL ADMINISTRATION

8.2 CLASSIFIED PERSONNEL

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

Crystal Avila
5 ½ hr. Paraprofessional – Richmond
Effective 4-1-16

Leilani Casaroli*
8 hr. Director of Finance and Budget
Effective 4-8-16

Alana Kincaid*
5 ½ hr. Paraprofessional – Richmond
Effective 3-23-16

Michelle Leverett
3 ½ hr. Food Service Assistant I – Richmond
And
4 hr. Food Service Assistant II – Murray
Effective 4-8-16

Bertha Mondragon
5 hrs. Computer Paraprofessional – Richmond
Effective 4-15-16
1 ½ hr. Transportation Monitor – Transportation
Effective 3-31-16

Debra Nelepovitz***
8 hr. Classified Personnel Technician, Confidential – Human Resources
Effective 8-20-16

8.22 LEAVE OF ABSENCE

8.23 EMPLOYMENT

Ray Guerrero
8 hr. Auto/Diesel Mechanic I – Transportation
Effective 3-10-16

8. PERSONNEL ADMINISTRATION

8.2 CLASSIFIED PERSONNEL

8.23 EMPLOYMENT (Continued)

Katie Inzero
8 hr. Clerk II – Las Flores
Effective 3-7-16

Classified Substitutes for the 2015-2016 School Year:

Cheryl Cooper
Ferdinando Costanzo
Justice Ellsworth
Gabrielle Herrera
Kyle Klamp
Natasha Loper
Yolanda Lugo
Tamara Mount
Daniel Patterson
William Pitman
Renee Ryan
Brian Quijada
Heidi Smith
Brett Spoons

8.24 CHANGE OF STATUS

Andrew Boyd
From: 8 hr. Custodian – Richmond
To: 8 hr. General Maintenance Worker – Maintenance
Effective 3-8-16

Amanda Brannon
From: 8 hrs. Payroll Technician, Confidential – Business Office
To: 8 hr. Classified Personnel Technician, Confidential – Human Resources
Effective 8-17-16

Lora (Lori) McGuire
From: 8 hr. Account Clerk IV – Business Office
To: Interim Director of Finance and Budget – Business Office
Effective 4-11-16

8. PERSONNEL ADMINISTRATION

8.3 Adoption of Resolution #17 1516, Teacher Appreciation Week and Day of the Teacher

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

CURRENT CONSIDERATIONS: Resolution #17 1516 declares the week of May 2-6, 2016, as Teacher Appreciation Week in Sierra Sands Unified School District. The resolution also designates May 3, 2016, as National Teacher Day and May 11, 2016, 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 #17 1516 will be displayed at all district schools and sites.

FINANCIAL IMPLICATIONS: None.

SUPERINTENDENT'S RECOMMENDATION: Adopt Resolution #17 1516 as presented and approve May 2-6, 2016, as Teacher Appreciation Week as well as May 3, 2016 as National Teacher Day and May 11, 2016 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 #17 1516

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 2-6, 2016 TEACHER APPRECIATION WEEK , May 11, 2016 as CALIFORNIA DAY OF THE TEACHER and May 3, 2016 NATIONAL TEACHER DAY;

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

* * * * *

I, TIM JOHNSON, CLERK OF THE GOVERNING BOARD, certify that the above resolution, proposed by _____ and seconded by _____, was duly passed and adopted by the Governing Board of the Sierra Sands Unified School District of Kern County, California, at an official and public meeting thereof held on April 21, 2016.

AYES: _____ NOES: _____ ABSTENTIONS: _____ ABSENT: _____

DATED: _____

GOVERNING BOARD OF THE
SIERRA SANDS UNIFIED SCHOOL DISTRICT

BY: _____

TITLE: Vice President/Clerk of the Board

8. PERSONNEL ADMINISTRATION

8.4 Adoption of Resolution #18 1516, Classified School Employee Week May 16-20, 2016

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

CURRENT CONSIDERATIONS: Resolution #18 1516 declares the week of May 16-20, 2016, 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 #18 1516 will be displayed at all district schools and sites.

FINANCIAL IMPLICATIONS: None.

SUPERINTENDENT'S RECOMMENDATION: Adopt Resolution #18 1516 as presented and approve May 16-20, 2016 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 #18 1516

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 16-20, 2016 as the CLASSIFIED SCHOOL EMPLOYEE WEEK in the Sierra Sands Unified School District.

* * * * *

I, TIM JOHNSON, CLERK OF THE GOVERNING BOARD, certify that the above resolution, proposed by _____ and seconded by _____, was duly passed and adopted by the Governing Board of the Sierra Sands Unified School District of Kern County, California, at an official and public meeting thereof held on April 21, 2016.

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 Presentation of Initial Sunshine Contract Proposal for 2016-2019 from the Desert Area Teachers Association to the Board of Education

BACKGROUND INFORMATION: The Desert Area Teachers Association (DATA) will submit their sunshine proposal to the Board of Education for the 2016-2019 DATA contract.

CURRENT CONSIDERATIONS: The Desert Area Teachers Association will submit its initial sunshine contract proposal for 2016-2019 to the Board of Education at the meeting.

FINANCIAL IMPLICATIONS: Unknown.

SUPERINTENDENT'S RECOMMENDATION: It is recommended that the board receive the initial sunshine contract proposal from the Desert Area Teachers Association and set the next regular meeting date as the date for the public hearing on the proposal.

Desert Area Teachers Association (DATA) Sunshine Proposal
To Sierra Sands Unified School District for the 2016-2019 Contract

Article III Salary

DATA has an interest in bargaining salary, including but not limited to, increasing salary so it is competitive for region, adding steps to the step and column salary structure, adding stipends for those with specialized credentials, increasing the number of work days and therefore pay for specialized bargaining members, and paying teachers their hourly rate when teaching additional programs. Additionally, special education teachers shall have release time to write IEPs and manage caseloads; ROP teachers shall have on-schedule longevity bonuses and the ROP language will be updated; extended school teachers shall be paid their hourly rate and have paid prep time; separate salary schedules shall be developed for speech pathologists, nurses, and occupational therapists. DATA also has an interest in formulating trigger language for one-time bonuses if the school district grants waivers for more than ten percent of certificated staff.

Article IV Differentiated Pay

DATA has an interest in bargaining differentiated pay, including but not limited to, increasing differentiated pay, adding the position of District Lead Nurse, and increasing the pay of those who work in the arts and humanities (including but not limited to band, choir, newswriting) to the same level and consideration as a varsity coach. Additionally, coaches whose teams participate in CIF shall receive an additional \$100 for each round advanced.

Article V Health and Welfare

DATA has an interest in bargaining health and welfare, including but not limited to, the maintenance of health benefits, an increase in the amount of dental coverage, and the removal of date-driven trigger language. Furthermore, DATA has an interest in bargaining the reformation of the Health Insurance Cost Containment Committee.

Article VI Work Hours

DATA has an interest in bargaining work hours, including but not limited to, adding a chart for the appendix with arrival, lunch, and departure times for each site and district-based bargaining unit members; paying bargaining members their hourly rate for attendance at district trainings, workshops, and programs; paying teachers their hourly rate for substituting during their prep time or personal time; defining terms of specified out-of-class assignments; creating a district-wide adjunct list for elementary and assigning equitable hours district-wide and reducing the number of hours mandated; holding grade-level meetings in abeyance; negotiating work days/calendar during regularly scheduled negotiations sessions; clarifying language in subsection Q so that those who do choose to participate are paid accordingly.

Article VII Class Size

DATA has an interest in bargaining class size, including but not limited to converting class goal size into class max size; reducing the number of students in 7-12 social studies and math classes, updating terms for courses with work stations; adding clarifying language to K1c explaining that paying teachers for overages is a solution for those who agree to the solution.

Article VIII Leave Provisions

DATA has an interest in bargaining leave provisions, including but not limited to increasing the number and requirements of confidential days.

Article XI Personnel File

DATA has an interest in bargaining personnel files, including but not limited to, coversheets for items added into files.

Article XII Safety Conditions of Employment

DATA has in interest in bargaining safety conditions of employment, including but not limited to, increasing the reimbursable amount limits for personal property and automobile damage, and changing the requirements for reimbursement.

Article XIII Rights of the Exclusive Representative

DATA has in interest in bargaining the rights of the exclusive representative, including but not limited to updating communication formats and proposal timelines; updating subsection G to include LCFF components.

Article XIV Grievance Procedures

DATA has in interest in bargaining grievance procedures, including but not limited to adjusting level 1 recipient to include district office officials if the material of the grievance falls under their purview.

Article XV Tuberculosis Examinations

DATA has in interest in bargaining tuberculosis examinations, including but not limited to, adding inclusive language for bargaining unit members unable to utilize the District's arranged mode of testing.

Article XIX Duration

DATA has in interest in bargaining duration, including but not limited to updating the years for the contract and reopeners.

Article XXII Agency Fee

DATA has in interest in bargaining agency fee, including but not limited to adding B-Mountain Foundation as an organization under subsection C.

8. PERSONNEL ADMINISTRATION

8.6 Report to the Board: Desert Area Teachers Association (DATA) Negotiations
Update

BACKGROUND INFORMATION: The purpose of this item is to keep the board, administration, and especially the community informed about the district's current negotiations with DATA.

CURRENT CONSIDERATIONS: Mr. Ostash will provide information on the district's current negotiations with DATA.

FINANCIAL IMPLICATIONS: None.

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

SIERRA SANDS UNIFIED SCHOOL DISTRICT
 CERTIFICATED SALARY SCHEDULE
 FOR 2015-16 SCHOOL YEAR
 TENTATIVE 2%

	I	II	III	IV	V	VI	VII
Years	Emer Cred	BA + 15	BA + 30	BA + 45	BA + 60	BA + 75	BA + 90
1	37,452	38,808	40,829	42,850	44,871	46,892	48,913
2		40,607	42,628	44,649	46,670	48,691	50,712
3		42,406	44,427	46,448	48,469	50,490	52,511
4		44,205	46,226	48,247	50,268	52,289	54,310
5		46,004	48,025	50,046	52,067	54,088	56,109
6			49,824	51,845	53,866	55,887	57,908
7			51,623	53,644	55,665	57,686	59,707
8			53,422	55,443	57,464	59,485	61,506
9			55,221	57,242	59,263	61,284	63,305
10			57,020	59,041	61,062	63,083	65,104
12				60,840	62,861	64,882	66,903
14				62,639	64,660	66,681	68,702
16				64,438	66,459	68,480	70,501
18				66,237	68,258	70,279	72,300
20					70,057	72,078	74,099
22					71,856	73,877	75,898
24					73,655	75,676	77,697
26					75,454	77,475	79,496

NOTES

BA + 0 through BA+ 14 with credential = \$38,808

**BA + 60 through BA + 90: Longevity stipend on and after
the 30th year of service = \$3,000**

Master stipend= \$1,500

Doctorate stipend= \$2,500

Step increases = \$1,799 (DOWN)
 Column increases = \$2,021 (ACROSS)

SIERRA SANDS UNIFIED SCHOOL DISTRICT
 CERTIFICATED SALARY SCHEDULE
 FOR 2016-17 SCHOOL YEAR
 TENTATIVE 4%

	I	II	III	IV	V	VI	VII
Years	Emer Cred	BA + 15	BA + 30	BA + 45	BA + 60	BA + 75	BA + 90
1	38,950	40,360	42,462	44,564	46,666	48,768	50,870
2		42,231	44,333	46,435	48,537	50,639	52,741
3		44,102	46,204	48,306	50,408	52,510	54,612
4		45,973	48,075	50,177	52,279	54,381	56,483
5		47,844	49,946	52,048	54,150	56,252	58,354
6			51,817	53,919	56,021	58,123	60,225
7			53,688	55,790	57,892	59,994	62,096
8			55,559	57,661	59,763	61,865	63,967
9			57,430	59,532	61,634	63,736	65,838
10			59,301	61,403	63,505	65,607	67,709
12				63,274	65,376	67,478	69,580
14				65,145	67,247	69,349	71,451
16				67,016	69,118	71,220	73,322
18				68,887	70,989	73,091	75,193
20					72,860	74,962	77,064
22					74,731	76,833	78,935
24					76,602	78,704	80,806
26					78,473	80,575	82,677
28					80,344	82,446	84,548
30					82,215	84,317	86,419

NOTES

BA + 0 through BA+ 14 with credential = \$40,360

**BA + 60 through BA + 90: Longevity stipend on and after
the 30th year of service = \$2,100**

Master stipend= \$1,500

Doctorate stipend= \$2,500

Max Salary (BA+90, Step 30, MA and Longevity) = \$90,019

Step increases = \$1,871 (DOWN)
 Column increases = \$2,102 (ACROSS)

Implementation of six (6) Health/Welfare Plans

A Scenario:

(Based on April 13, 2016 proposal for SSUSD H/W 2016-2017 Employer Contribution of **\$15,656**)

100-B	90-A (2015-2016 current plan)	90-C	80-C	80-E (2016-2017 proposed fully-funded plan)	80-M
Office Visit \$20	Office Visit \$20	Office Visit \$30	Office Visit \$20	Office Visit \$20	Office Visit \$40
Ind/Fam	Ind/Fam	Ind/Fam	Ind/Fam	Ind/Fam	Ind/Fam
100/300 deductible	100/300 deductible	200/500 deductible	200/500 deductible	300/600 deductible	3,000/6,000 deductible
1,000/3,000 Med OOP	1,000/3,000 Med OOP	1,000/3,000 Med OOP	1,000/3,000 Med OOP	1,000/3,000 Med OOP	4,000/8,000 Med OOP
7/25/25 Rx	7/25/25 Rx	9/35/35 Rx	7/25/25 Rx	10/200/35/35 Rx	15/200/50/50 Rx

Total Annual Cost (including Blue Cross H/W, Delta Dental w/ **Increase to \$1,500** cap, and VSP)

\$18,392	\$17,864	\$16,916	\$16,856	\$15,656	\$11,768
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Monthly Cost (**over ten (10) months**) to Employee

\$273.60	\$220.80	\$126	\$120	\$0	\$0
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Monthly Stipend (**over ten (10) months**) paid to Employee

\$0	\$0	\$0	\$0	\$0	\$388.80
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What does a 6% Salary Raise do for Teachers?

Range of increase in annual pay between \$2,232 (Year 1, Step I) and \$4,720 (Year 26, Step VII)

Monthly (twelve months) Range of increase = \$186 - \$393

*Teachers with a BA + 90, Year 30, MA, & Longevity Stipend = **9.2% raise on new MAX SALARY***

*= **\$7,579 Annual Increase (\$632/monthly increase)***

Board of Education

Amy Castillo-Covert • Bill Farris • Tim Johnson • Kurt Rockwell • Michael Scott

9. GENERAL ADMINISTRATION

9.1 Gifts to District

CURRENT CONSIDERATIONS: The following donation has been received: The Navy Chief's Association made a cash donation of \$1,000 to Richmond Elementary School to support their basketball team.

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

SUPERINTENDENT'S RECOMMENDATION: Accept the gift as described and send appropriate letter of appreciation.

9. GENERAL ADMINISTRATION

9.2 Report to the Board: Nature and Resolution of Complaints with Regard to Deficiencies Related to Instructional Materials, Emergency or Urgent Facilities Conditions that Pose a Threat to the Health and Safety of Pupils or Staff, Teacher Vacancy or Misassignment, 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.

CURRENT CONSIDERATIONS: There have been no complaints filed with the school district between January 1 and March 31, 2016 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: Dave Ostash Title: Assistant Superintendent of Human Resources

Quarterly Report Submission Date: ☒ April 1, 2016 (for period Jan 1 - Mar 31)
 (check one) ☐ July 1, 2015 (for period Apr 1 - Jun 30)
☐ Oct 1, 2015 (for period Jul 1 – Sep 30)
☐ Jan 1, 2016 (for period Oct 1 – Dec 31)

Date for information to be reported publicly at governing board meeting: April 21, 2016

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
TOTALS	0	0	0

Ernest M. Bell, Jr.

Print Name of District Superintendent

Signature of District Superintendent

9. GENERAL ADMINISTRATION

9.3 Adoption of the Board Meeting Calendar for the 2016-17 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. In an effort to align with requirements to submit approved fiscal reports to the Kern County Superintendent of Schools for review on or before the 15th day of September, December, and March, meeting dates during those months have been designated as the second Thursday of the month. 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 2016-17 year be conducted on the following dates:

July 21, 2016	August 18, 2016
September 8, 2016	October 20, 2016
November 17, 2016	December 8, 2016
January 19, 2017	February 16, 2017
March 9, 2017	April 20, 2017
May 18, 2017	June 15, 2017

FINANCIAL IMPLICATIONS: None.

SUPERINTENDENT'S RECOMMENDATION: Adopt the board meeting calendar for the 2016-17 school year as presented.

9. GENERAL ADMINISTRATION

9.4 Authorization for Board Member Travel, Section 8002 Impact Aid Summer Meeting

BACKGROUND INFORMATION: At the May 7, 2009 board meeting, protocol requiring the board to authorize all board member travel was established. The 2015-16 travel budget for the board was approved for \$18,700.00.

CURRENT CONSIDERATIONS: Ms. Amy Castillo-Covert, as the board's designated representative for NAFIS activities, is requesting authorization to travel to Chicago, IL for the Impact Aid Section 7002 Summer Meeting on June 23-26, 2016. Cost of travel is estimated as follows:

Conference registration	\$ 160.00
Air Fare	\$ 370.00
Hotel (2 nights @ \$233.63 inc. tax)	\$ 700.89
Meals (4 days @ \$50 per day)	\$ 200.00
Miscellaneous	<u>\$ 50.00</u>

Estimated total cost of travel	\$1,480.89
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FINANCIAL IMPLICATIONS: The travel budget for the board for 2015-16 is \$18,700.00. To date, \$16,715.64 has been approved.

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

10. CONSTRUCTION ADMINISTRATION

10.1 Report to the Board: Construction Activities and Issues

BACKGROUND INFORMATION: The purpose of this item is to keep the board, administration, and especially the community informed as to the progress of the district's construction efforts.

CURRENT CONSIDERATIONS: Construction activity has begun at Burroughs High School and earthwork is in process on the Murray site. Bids have been received for the Mesquite HVAC remediation project and work will be completed over the summer break. Mr. Steve Hubbard, project manager with Maas Co., will update the board and community on these activities.

FINANCIAL IMPLICATIONS: None.

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



Capital Projects Report

to the

Board of Trustees of the

Sierra Sands Unified School District

April 21, 2016

BURROUGHS HIGH SCHOOL

PROJECT STATUS REPORT

April, 2016

· Address	500 E. French Ave. Ridgecrest, CA 93555
· Project Manager	Maas Dave Hall
· Architect	RBB Architects Los Angeles, CA
· Construction Manager	ProWest PCM



Fast Facts

Complete renovation of the permanent instructional spaces throughout the campus along with the addition of a new Administration Building to reorient the front of the campus to the southwest and a new Concessions/Restroom Building adjacent to the existing stadium. Work will include refurbishment of all finishes, replacement of all existing HVAC and lighting systems, site paving improvements, a new and enlarged student parking lot, and modern audio visual and technology infrastructure.

- Total Project Budget \$31,909,274
- Project Square Footage (GSF) 219,583 GSF (Rev.)
- Funding Source 80% DOD, 20% District Funds
- Construction Mobilization..... 4/8/17 (Complete)
- Targeted Completion 9/30/17 (Originally 12/31/15; Grant Agreement Amended)

Sustainable Features

Meets requirements of the National Environmental Policy Act

BURROUGHS HIGH SCHOOL

PROJECT STATUS REPORT

CONSTRUCTION PHASE

Fast Financial Facts

- Total Project Budget (TPB). \$31,909,274
- Construction Budget (OEA Grant) \$26,410,282
- Reserve for Soft Costs/Fees @ 30% TPB. . . . \$ 9,572,782
- Encumbrances To Date. \$ 6,438,549

- Percent Complete of Project Cost 20.2%
- Percent Complete of Construction 5%

Project Update

- All bidding for Phase 1 is complete and the construction budget (including allowances for Phase 2) stands at \$25,447,243 which is \$963,039 less than the Construction Budget.
- Site Mobilization completed.
- Construction activities began on 3/28/16. The first phase of construction will include: Classroom Building M, Library, Multi-Purpose Serving Line Addition, Girls Locker Room, Concession Stand and Arts Building modifications (including Auto Shop Relocation).
- Central Courtyard will be renovated this summer.
- Phase 2 (Redesign of the new Administration Building and the Student Parking Lot) has been submitted to DSA for review.
- The scheduled project meetings include weekly Job-site Construction Meetings and Bi-Weekly Owner's meetings.

BURROUGHS HIGH SCHOOL

SCHEDULE: 12 MONTH

•DSA “Stamp-Out”	11/18/15
•Bid Release No. 1 Opening	12/22/15
•Board Approval of 9 Bid Packages	1/6/16
•4 Recommended Bid Packages to Board for Approval	1/21/16
•Bid Release No. 2 Opening (6 Bid Packages)	2/9/16
•Construction Mobilization	2/8/16 – 2/12/16
•Construction Starts	3/28/16
•Projected Completion Dates	
• Library	8/15/16
• Building M (Classroom)	9/12/16
• Building G (Arts)	8/12/16 – 9/9/16
• Girls Locker Room	7/21/16
• Concessions Stand	8/30/16
• Central Courtyard	9/9/16
• Multi-Purpose Building Serving Line	9/9/16

MURRAY MIDDLE SCHOOL

PROJECT STATUS REPORT CONSTRUCTION PHASE

Address	200 E. Drummond Ave. Ridgecrest, CA 93555
· Project Manager	Maas Steve Hubbard
· Architect	IBI Group Bakersfield, CA
· Construction Manager	ProWest PCM



Fast Facts

New construction of a complete middle school campus to house the students from the existing Murray Middle School including Classroom Buildings, Music and Art Building, Library, Gymnasium, Multi-purpose Room and Administration Building, along with playing fields and a central campus courtyard.

- Total Project Budget \$39,542,838
- Project Square Footage (GSF) 67,896 GSF (Rev - originally 93,000 SF)
- Funding Source 80% DOD, 20% District Funds
- Construction Mobilization..... 1/8/16 (Complete)
- Targeted Completion 7/31/17 (originally 9/30/16)

Sustainable Features

- Meets requirements of the National Environmental Policy Act

MURRAY MIDDLE SCHOOL

PROJECT STATUS REPORT

DSA REVIEW PHASE

Fast Financial Facts

- Total Project Budget (TPB). \$ 39,542,838
- Construction Budget (OEA Grant) \$ 34,865,554
- Demolition Allowance for Old Murray \$ 3,200,000
- Reserve for Soft Costs/Fees @ 30% TPB \$ 11,862,851
- Encumbrances To Date. \$ 11,098,129
- Percent Complete of Project Cost 27.9%
- Percent Complete of Construction 5%

Project Update

- Bidding is complete and the construction budget (Including all Modulares and Walkway Covers estimate), stands at \$34,080,276 which is \$785,278 less than the Construction Budget.
- Meehleis Modular Manufacturing Co. contract has been negotiated and Design Documents are progressing.
- Construction Activities currently in progress.
 - Soil Remediation (Complete 4/5/16).
 - Site Demolition (Complete 4/5/16).
 - Site Utilities (Start 4/18/16. Complete 5/27/16).
 - Site Electrical (Start 4/18/16, Complete 5/27/16).
- Draft Request for Amendment to the Grant submitted for preliminary review to Office of Economic Adjustment (OEA). Amendment will provide additional funding to pay for unforeseen conditions.

MURRAY MIDDLE SCHOOL

SCHEDULE: 12 MONTH

•DSA “Stamp-Out”	8/17/15
•Bid Release No. 1 Opening	10/6/15
•Board Approval of 3 Bid Packages	11/19/15
•Bid Release No. 2 (4 Bid Packages)	12/8/16 – 1/12/16
•Board Approval of Bid Release No. 2 (4 Bid Packages)	1/21/16
•Construction Mobilization	12/7/15
•Site Remediation, Site Utilities & Site Electrical	12/28/15 – 3/25/16
•Negotiation for Modulares	3/25/16
•Preparation of Modular Documents for DSA review.	3/28/16 – 5/8/16 (Projected)
•DSA Review	5/8/16 – 7//16 (Projected)
•DSA “Stamp-Out”	8/8/16 (Projected)
•Commence fabrication of modular units	8/8/16 (Projected)

HVAC REMEDIATION

PROJECT STATUS REPORT

DSA REVIEW PHASE

· Address	Various
· Project Manager	Maas Steve Hubbard
· Architect	RBB Architects Los Angeles, CA
· Construction Manager	TBD



Fast Facts

Remediation of prior substandard construction and installation of HVAC units. Work at school sites that have not yet benefited from Modernization projects includes structural, mechanical and electrical retrofitting of existing HVAC units to properly respond to existing conditions and to correct prior substandard work. Due to budget constraints, work now includes Monroe Middle School, Mesquite Continuation School, and Burroughs High School.

- Total Project Budget \$7,024,500
- Project Square Footage (GSF) Varies
- Funding Source Facilities Hardship /Siemens
- Construction Mobilization. June 2016 (prior Sept 2015)*
- Targeted Completion Summer 2016 (prior Spring 2017)*

* District determined that construction must occur when school not in session. DSA Plan check delay resulted in missing Summer 2015 construction; next opportunity for construction is Summer 2016.

- Meets requirements of the National Environmental Policy Act



HVAC REMEDIATION

PROJECT STATUS REPORT

DSA REVIEW PHASE

Fast Financial Facts

- Total Project Budget\$7,024,500
- Construction Budget @ 70%.....\$4,917,150
- Reserve for Soft Costs/Fees at 30%\$2,107,350
- Encumbrances To Date.....\$ 852,697
- Percent Complete of Project Cost 12.1%
- Percent Complete of Construction 0%

Project Update

- BHS PAC HVAC Boiler Relocation will be completed over the summer break in conjunction with the BHS Modernization Project
- Mesquite HVAC Replacement. Bids received and contract will be presented for Board Ratification at this meeting. Construction will be completed over this summer break.
- Applications for State Facilities Hardship have been approved (unfunded) by the State Allocation Board

HVAC REMEDIATION

SCHEDULE:

BHS PAC Boiler Replacement

- DSA "Stamp-Out" 7/2/15
- Submitted to Prime Trade Contractors for Pricing 4/13/15
- Pricing Complete 4/29/16
- Recommend Pricing Results for Board Approval 5/18/16
- Construction Start 5/23/16

Mesquite HVAC Replacement

- DSA "Stamp-Out" 7/7/15
- Bid Advertisements (twice) 3/7/16 & 3/14/16 (Previously 2/8/16 & 2/15/16)
- Bidding Period 3/7/16 to 4/5/16
- Recommended Bid Results for Board Approval 4/21/16
- Submittal Review 3/22/16 -04/05/16
- Construction Start 5/31/16

10. CONSTRUCTION ADMINISTRATION

10.2 Approval of Agreement with Hi Desert Construction for Mesquite Continuation High School HVAC Construction Project

BACKGROUND INFORMATION: In response to an engineering survey performed at Mesquite Continuation High School as part of corrective action toward substandard installation of HVAC equipment on several district campuses, the district has taken action to remediate these conditions. The district initiated design and construction phase services to complete execution of the project. As part of the preparation for the project, bid documents were prepared for mechanical equipment replacement.

CURRENT CONSIDERATIONS: The project was bid on April 5, 2016 according to the formal procedures established by the district and the State of California. District staff conducted a competitive process in accordance with the district's established protocol:

1. Convened a district selection committee
2. Published an Invitation to Bid as follows:
 - District website
 - Kern County Builders Exchange, Inc.
 - Tulare & Kings Counties Builders Exchange
 - Public Plan Rooms:
 - IB Reprographics
 - News Publications
 - Press Enterprise on 3/7/2016 and 3/14/2016
 - Antelope Valley Press on 3/7/2016 and 3/14/2016
 - Bakersfield Californian on 3/7/2016 and 3/14/2016
 - Daily Independent on 3/5/2016 and 3/12/2016
 - News Review on 3/4/2016 and 3/11/2016
3. A Job Walk was held on March 15, 2016.
4. One (1) bid proposal was received. The bid result is attached.
5. The District Selection Committee composed of district administrators and district program managers as non-voting observers, met to review and qualify the proposals the same work day.

It was the consensus of the Committee that the following firm be selected as the responsive low bidding construction contractor to execute the trade work for the project.

01 –Mechanical Equipment Replacement– Hi Desert Construction – \$642,723.00

FINANCIAL IMPLICATIONS: The bid proposal received and to be made a part of the construction documents is for the amount identified above. Funding for this expense shall be from Fund 40.

SUPERINTENDENT'S RECOMMENDATION: It is recommended that the board approve the bid selection and grant staff the authority to enter into an agreement for construction with Hi Desert Construction for the identified Mesquite project as outlined above.



Sierra Sands Unified School District
**MESQUITE CONTINUATION HIGH SCHOOL
MECHANICAL EQUIPMENT REPLACEMENT**
SSUSD Project No. 20003 DSA NO. A03-116177



BID RESULTS

April 5, 2016

Contractor Name	Lump Sum Bid
Hi Desert Construction	\$642,723.00

10. CONSTRUCTION ADMINISTRATION

10.3 Approval of an Agreement with JMI Consultants, Inc. for Inspector of Record Services for HVAC Equipment Replacement Project at Mesquite Continuation High School

BACKGROUND INFORMATION: In addition to its major construction and modernization projects, the district is engaged in several other projects requiring the services of a certified Inspector of Record to comply with the requirements put into effect by the Division of the State Architect to observe and report on the construction process.

CURRENT CONSIDERATION: The district plans to commence work on the Siemens HVAC equipment replacement project at Mesquite Continuation High School at the close of the current school year. In response to the requirement for Inspector of Record services for the district's DoD/OEA School Facilities Construction Projects, the district, in May of 2014, proceeded to solicit, review, and evaluate proposals from qualified firms providing Inspector of Record services. At the conclusion of that process, which was detailed at the August 6, 2014 board meeting, the board approved the selection of JMI Consultants, Inc. as the provider of Inspector of Record services. In view of the above mentioned process, it is the recommendation of staff that JMI Consultants, Inc. be engaged as the Inspector of Record for the Siemens HVAC equipment replacement project at Mesquite Continuation High School.

FINANCIAL IMPLICATIONS: The estimated cost is \$42,639.00 for the anticipated three (3) month duration of the project. Additional costs if the project exceeds that time period are detailed in the attached cost proposal. Funding for this expense shall be from Fund 40.

SUPERINTENDENT'S RECOMMENDATION: It is the superintendent's recommendation that district staff be authorized to approve an agreement for Inspector of Record services with JMI Consultants, Inc. in support of the Siemens HVAC equipment replacement project at Mesquite Continuation High School.

Cost Proposal

March 17, 2016

To:
Sierra Sands Unified School District
Attn: Steve Hubbard
113 W Felspar Ave
Ridgecrest, Ca 93555
760-499-5300

Thank you for the opportunity to allow JMI Consultants, Inc. to conduct the Inspection services for the Sierra Sands Unified School District, Siemens HVAC equipment removal and replacement project for Mesquite Continuation High School.

As the DSA inspection company for your projects we provide an entire inspection package. We provide assistance with all forms, archived inspectors construction daily reports, and quick and efficient closeout documentation. As well as, digital images of the existing project prior to and throughout all phases of construction completion.

The information below outlines the complete scope of work, including identification of responsibilities, procedures and fees.

Scope of Work:

Identification of Responsibilities

1. JMI Consultants will provide a Certified Inspector of Record to perform daily inspections based on part 1, Title 24 California Building Code.
2. JMI Consultants will provide all necessary materials, tools and other items needed to complete the Inspections for the project. We will coordinate all special Inspections through the assigned Lab chosen by the district for the project.
3. Current codes and regulations applicable to the project shall be maintained in the inspector's office on the site including copies of all reports relating to testing and special inspection. Job activity reports will be provided daily to the district representative.
4. Daily reports shall include approximate head counts per contractor, daily activities of each contractor, and any event that may occur on the project that should be documented for the district.

5. JMI Consultants will advise the contractor or construction manager of inspections related to the current activities of the project. An inspection log will be maintained at the inspector's office. All inspection requests will be process and logged. A copy of the inspection request will be provided to the contractor or construction manager.
6. All inspections shall be based on the approved documents for the project, and any deviations shall be reported to the architect of record, construction manager or contractor and the district in writing for interpretation and direction.
7. JMI Consultants will attend all necessary meetings pertaining to the project and construction process. The project inspector will accompany the architect and consultants, and the district representative while observing the construction on site
8. JMI Consultants will maintain all documents required for the DSA Box system and assist with all closeout documentation.

Fees for Inspection Services

1. Project Inspector Services shall be based on lump sum contract value. Total inspection fees based on 3 month duration is \$42,639.00 Invoices will be submitted monthly at the rate of \$14,213.00
2. Additional project inspector services include holidays, weekends, and any services needed beyond normal working hours and basic construction requirements. Written authorization will be received from the district prior to providing additional services. Additional services will be billed at one and a half times the hourly rate.
3. Inspection services needed after the contract duration shall be billed at a monthly rate of \$14213.33 as needed.

You will be working with experienced construction professionals, fully certified, with the professional skills and technical knowledge your projects deserve.

Sincerely,

Jeff Mariani
President – JMI Consultants Inc.

10. CONSTRUCTION ADMINISTRATION

10.4 Approval of an Agreement with JMI Consultants, Inc. for Inspector of Record Services for the Boiler Replacement Project at Burroughs High School

BACKGROUND INFORMATION: In addition to its major construction and modernization projects, the district is engaged in several other projects requiring the services of a certified Inspector of Record to comply with the requirements put into effect by the Division of the State Architect to observe and report on the construction process.

CURRENT CONSIDERATION: The district plans to commence work on the boiler replacement project at Burroughs High School at the close of the current school year. In response to the requirement for Inspector of Record services for the district's DoD/OEA School Facilities Construction Projects, the district, in May of 2014, proceeded to solicit, review, and evaluate proposals from qualified firms providing Inspector of Record services. At the conclusion of that process, which was detailed at the August 6, 2014 board meeting, the board approved the selection of JMI Consultants, Inc. as the provider of Inspector of Record services. In view of the above mentioned process, it is the recommendation of staff that JMI Consultants, Inc. be engaged as the Inspector of Record for the boiler replacement project at Burroughs High School.

FINANCIAL IMPLICATIONS: The estimated cost is \$16,000.00 for the anticipated two (2) month duration of the project. Additional costs if the project exceeds that time period are detailed in the attached cost proposal. Funding for this expense shall be from Fund 40.

SUPERINTENDENT'S RECOMMENDATION: It is the superintendent's recommendation that district staff be authorized to approve an agreement for Inspector of Record services with JMI Consultants, Inc. in support of the boiler replacement project at Burroughs High School.

Cost Proposal

March 17, 2016

To:
Sierra Sands Unified School District
Attn: Steve Hubbard
113 W Felspar Ave
Ridgecrest, Ca 93555
760-499-5300

Thank you for the opportunity to allow JMI Consultants, Inc. to conduct the Inspection services for the Sierra Sands Unified School District, Siemens HVAC equipment removal and replacement project for Burroughs High School Boiler Replacement Project.

As the DSA inspection company for your projects we provide an entire inspection package. We provide assistance with all forms, archived inspectors construction daily reports, and quick and efficient closeout documentation. As well as, digital images of the existing project prior to and throughout all phases of construction completion.

The information below outlines the complete scope of work, including identification of responsibilities, procedures and fees.

Scope of Work:

Identification of Responsibilities

1. JMI Consultants will provide a Certified Inspector of Record to perform daily inspections based on part 1, Title 24 California Building Code.
2. JMI Consultants will provide all necessary materials, tools and other items needed to complete the Inspections for the project. We will coordinate all special Inspections through the assigned Lab chosen by the district for the project.
3. Current codes and regulations applicable to the project shall be maintained in the inspector's office on the site including copies of all reports relating to testing and special inspection. Job activity reports will be provided daily to the district representative.
4. Daily reports shall include approximate head counts per contractor, daily activities of each contractor, and any event that may occur on the project that should be documented for the district.

5. JMI Consultants will advise the contractor or construction manager of inspections related to the current activities of the project. An inspection log will be maintained at the inspector's office. All inspection requests will be process and logged. A copy of the inspection request will be provided to the contractor or construction manager.
6. All inspections shall be based on the approved documents for the project, and any deviations shall be reported to the architect of record, construction manager or contractor and the district in writing for interpretation and direction.
7. JMI Consultants will attend all necessary meetings pertaining to the project and construction process. The project inspector will accompany the architect and consultants, and the district representative while observing the construction on site.
8. JMI Consultants will maintain all documents required for the DSA Box system and assist with all closeout documentation.

Fees for Inspection Services

1. Project Inspector Services shall be based on lump sum contract value. Total inspection fees based on 2 month duration is \$16,000.00 Invoices will be submitted monthly at the rate of \$8,000.00
2. Additional project inspector services include holidays, weekends, and any services needed beyond normal working hours and basic construction requirements. Written authorization will be received from the district prior to providing additional services. Additional services will be billed at one and a half times the hourly rate.
3. Inspection services needed after the contract duration shall be billed at a monthly rate of \$8,000.00 as needed.

You will be working with experienced construction professionals, fully certified, with the professional skills and technical knowledge your projects deserve.

Sincerely,

Jeff Mariani
President – JMI Consultants Inc.

10. CONSTRUCTION ADMINISTRATION

10.5 Approval of a Proposal for the Complete Move-Out and Move-Back of the Library Building at Burroughs High School

BACKGROUND INFORMATION: In December 2012, the district received a grant from the Department of Defense (DoD) - Office of Economic Adjustment (OEA) for approximately thirty-one million dollars for the modernization of the Sherman E. Burroughs High School (BHS). In response to that grant, the district initiated design and construction phase services to complete execution of the project. In order to begin the modernization, the library building needed to move all books temporarily to the Vieweg School site for storage and all furnishings and shelving was disassembled and temporarily stored at the Sierra Vista Educational Center.

CURRENT CONSIDERATION: Since this is a professional service and does not need to be advertised, the district compiled names and emails from various moving companies within a semi-local radius of the district that included Ridgecrest, Bakersfield, Palmdale, and Lancaster. Emails were sent to the following companies for RFQ's:

1. Hansen's Moving & Storage (Bakersfield)
2. Morehead Transfer & Storage (Bakersfield)
3. Jennings Transfer & Storage (Bakersfield)
4. Ridgecrest Moving & Storage (Ridgecrest)
5. Adolfo & Sons (Palmdale)
6. Acclaimed Moving & Storage (Lancaster)
7. A1 Moving & West Moving & Storage (Lancaster)

None of these companies responded back. The district proceeded to make telephone call inquiries to those companies. The only company that agreed to send in an RFQ was Ridgecrest Moving & Storage Co., Inc.

FINANCIAL IMPLICATIONS: The proposal received from Ridgecrest Moving & Storage Co., Inc. for a not-to-exceed amount of \$47,200.00 includes moving the necessary items out of the library building, storing them in their respective locations, and moving them back into the library building at project completion. Funding for this expense shall be 80% from the Burroughs High School grant funds and 20% from district matching funds including Fund 14.

SUPERINTENDENT'S RECOMMENDATION: It is recommended that the board authorize staff to enter into an agreement with Ridgecrest Moving & Storage Co., Inc. for the BHS library move as outlined above.

Ridgecrest Moving & Storage Co., Inc.
880 S. Gateway Blvd., Ridgecrest, Ca. 93555
760-375-4133 Fax 760-375-7918

BHS LIBRARY PROPOSAL

4/12/2016

I LIBRARY MOVE OUT

1. MOVE BOOKS(BOXED BY LIBRIANS) TO VIEWEG SCHOOL FOR TEMPORY STORAGE
2. MOVE FURNISHINGS TO DISTRICT WAREHOUSE FOR TEMPORY STORAGE
3. DISASSEMBLE AND MOVE LIBRARY SHELVING TO DISTRICT WAREHOUSE FOR TEMPORY STORAGE
4. COST-NTE \$16,000.00

II MOVE AND STORE BHS TEXTBOOKS

1. MOVE AND STORE TEXTBOOKS(BOXED BY BHS) TO VIEWEG SCHOOL AT END OF SCHOOL YEAR
2. MOVE AND DELIVER TEXTBOOKS TO BHS FROM VIEWEG SCHOOL TO AT START OF SCHOOL YEAR
3. COST- NTE \$ 14,400.00

III LIBRARY MOVE IN

1. MOVE LIBRARY SHELVING FROM DISTRICT STORAGE WAREHOUSE AND REASSEMBLE
2. MOVE LIBRARY FURNISHINGS FROM DISTRICT WAREHOUSE AND REPLACE
3. MOVE AND DELIVERY LIBRARY BOOKS FROM VIEWEG SCHOOL TO LIBRARIANS AT BHS
4. COST-NTE \$ 16,800.00

TOTAL COST NOT TO EXCEED \$47, 200.00



KENNETH ARMSTRONG, PRESIDENT
RIDGECREST MOVING & STORAGE

11. BUSINESS ADMINISTRATION

11.1 Consideration and Action to Declare District Personal Property to be Surplus Property and Authorizing Sale of Surplus Property by Auction Company

BACKGROUND INFORMATION: Administrative Regulation (AR) 3270 Sale and Disposal of Books, Equipment, and Supplies, derived from Education Code 17545-17546 regulates the process for disposing of same. AR 3270 states that the governing board, may sell for cash any personal property belonging to the district if the property is not required for school purposes, or if it should be disposed of for the purpose of replacement, or if it is unsatisfactory, or not suitable for school use.

The board may authorize the sale of the property by means of a public auction conducted by district employees, employees of other public agencies, or by contract with a private auction firm. Notice of auction shall be posted in at least three public places in the district for at least two weeks or published at least once a week for at least two weeks in a newspaper having a general circulation in the district and, if possible, published within the district.

Property for which no qualified bid has been received may be sold, without further advertising, by the superintendent or designee per California Education Code 17546.

CURRENT CONSIDERATIONS: At the March 10, 2016 board meeting, Surplus Auction Management was approved to handle the disposal of surplus personal property for the district. The district currently has a number of items (per attached listing) that are no longer usable and/or have been replaced. Items will not benefit from continued storage and were identified as potential promising auction items.

FINANCIAL IMPLICATIONS: The estimated value of each item has been determined to be not more than \$2,500.00. Selling surplus items to private individuals will be beneficial to the district as the district anticipates a small return on the sale and will free up valuable storage space.

SUPERINTENDENT'S RECOMMENDATION: It is respectfully requested that the board finds each item on the attached list to be worth no more than \$2,500.00 and authorizes the sale of the surplus items by Surplus Auction Management in accordance with California Education Code.



SURPLUS AUCTION MANAGEMENT

Providing professional and reliable Surplus Auction services

Sierra Sands Unified School District Surplus Asset Listing April 1, 2016

Yates American 20" Band Saw
Walker Turner 16" Band Saw Model# 3331
Walker Turner Jointer Serial# 51B1A
Powermatic Model# 180 Planner
Delta Wood Lathe
Miller Big 40 Gas Powered Welder
Delta Milwaukee 10" Radial Arm Saw
Carrier Air Conditioning Training Board
Walker Turner 10" Table Saw Serial# 6251AG2A
Delta Shaper
Dwyer Metal Kitchen Cabinet Model# R19
Trane Centrifugal Fan/Blower Model# 31
Lincoln Gas Powered Arc Welder Model# SA-200
Rockwell Delta Jointer Cat# 37-315
Delta 10" Table Saw
Brodhead-Garret J-Line Jointer Serial# 1583E
Davis and Wells Horizontal Boring Machine Model# DBM-64
Amaco Kiln Model# HF105
Delta OJ-20 Jointer Model# 97350
Rockwell Delta Wood Lathe Cat# 46-612
Rockwell 12" Tilting Arbor Table Saw Series 34-395
Woodtek Wood Lathe
DoAll Model# VS-612 Surface Grinder
Rockwell Unisaw Model# 34-771
South Bend Model# 117LC Metal Lathe
Lincoln IdealArc SP-200 Welder
Powermatic 10" Table Saw Model# 66
Rockwell Heavy Duty Wood Shaper
Rockwell 97-6274 Planner
South Bend Model# 117 Metal Lathe
2 Acme Packaging Book Binding Machines Model# A
Johnson Gas Appliance Co. Heat Treating Pedestal Furnace #120
3 Jaw 9" Lathe Chuck
4 Jaw 8" Lathe Chuck
4 Jaw 12" Lathe Chuck
Box Lot of Misc. Lathe Bit
Mile High Equipment Ice Maker – F700
Box Lot of Misc. Machine Tools & Parts
100+ Unopened Bags Red Top Gypsum Plaster
5 Kimball Spinnet Pianos
1 Upright Kimball Piano
5 Whirlpool Electric Range/Oven
AirLift Upright Pneumatic Powered Scaffolding
Oberg Oil Filter Press Model P-300
True Model T23 Single Door Commercial Refrigerator
True Model T-23F Single Door Commercial Freezer
Turbo Air M3 Double Door Commercial Freezer
Traulson Model G22010 Double Door Commercial Freezer
GE Double Stack Pizza Oven
True Model T-49F Double Door Commercial Freezer
Superior Model T-49F Double Door Commercial Freezer

11. BUSINESS ADMINISTRATION

11.2 Report to the Board: Budget Update

BACKGROUND INFORMATION: The purpose of this item is to keep the board, administration, and especially the community informed as to the state of the budget.

CURRENT CONSIDERATIONS: Staff will provide an overview of the district's budget.

FINANCIAL IMPLICATIONS: None.

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

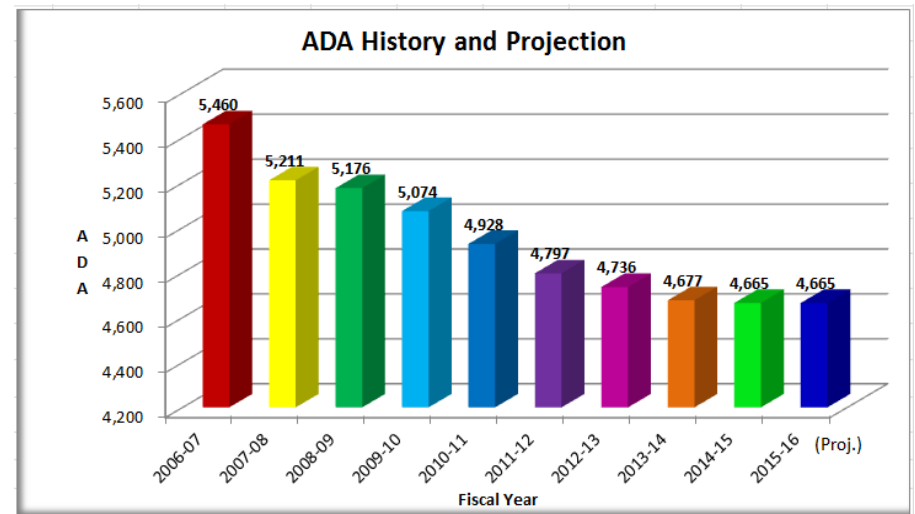
Attendance History and Projections for 2015-16

The most significant characteristic for determining District income is the calculation of the average number of students who are in school and in attendance on a daily basis. This average daily attendance, or ADA, is multiplied by the District's LCFF rate per ADA to determine the total income for the District. Sierra Sands Unified School District has projected that the ADA for 2015-16 will be 4,665. The District's ADA is then multiplied by the LCFF's funding rates including grade span and CTE adjustments and any supplemental and concentration grant funding.

Since ADA is such an important part of the District's income base, the projection of ADA for the next fiscal year is an important part of projecting the District's income. Even small fluctuations in the District's ADA can mean a gain or loss of tens of thousands of dollars in income. District attendance records are monitored monthly and ADA is updated throughout the year to ensure that the projected LCFF income matches the District's budgeted or revised projections.

Public schools are the only agencies that receive income based on the population they serve. Cities or counties, as an example, do not have either increases or decreases in their revenue based on the number of citizens in their community. Public schools, however, receive most of their income based on attendance. The state does not pay the District for enrollment—just attendance—so all of the costs of setting up the instructional program will be a loss unless the student attends every day. Although funding is based on attendance, once enrollment is down attendance naturally suffers. The district has lost close to 800 students over the past 10 years with a commensurate loss in attendance. For the current budget year these 800 students would have provided approx. \$6.4M in additional revenue for the district.

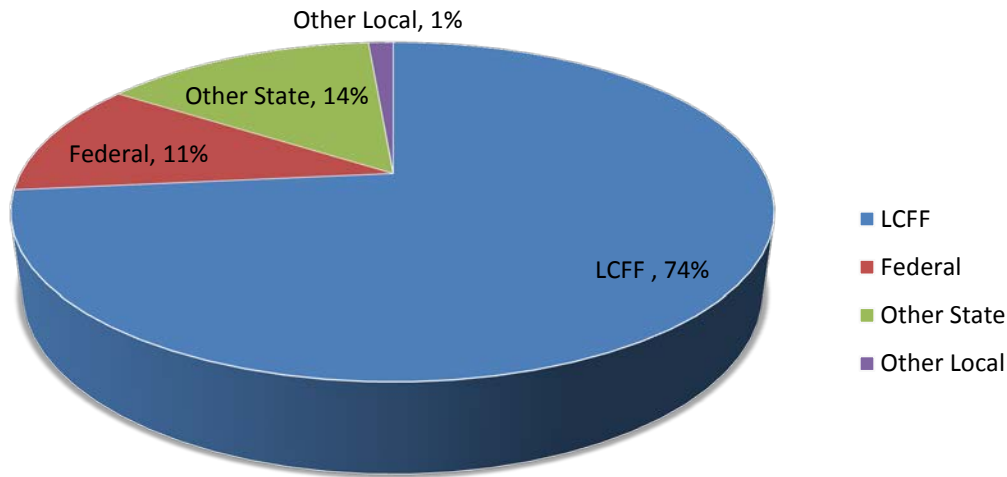
District revenues are generated based on actual attendance and not just the enrollment of students



Reflects information as of March 2016

General Fund Revenues, 2015-16

General Fund Revenues 2015-16



74% of the District's revenues are generated from the District's LCFF

Most of the District's General Fund revenue is generated from the District's Local Control Funding Formula (LCFF), which yields funds based on a state-determined dollar amount multiplied by the average number of students who are in attendance throughout the school year. Public education—unlike any other public agency—receives most of its revenue based on the population it serves.

Funding schools through the LCFF replaces revenue limits and most categorical programs. The LCFF is comprised of four base grants tied to specific grade spans. Extra funding is provided to serve students from low income families, English language learners, foster youth, and homeless students.

The second biggest source of revenue is state categorical income, which must be spent for selected state-determined programs. The largest categorical program is Special Education services. The Enacted State Budget does provide a COLA of 1.02% for the budget year that is reflected in the LCFF target base rates.

Federal income is 11% of the entire District income picture, but its importance grows as new federal commitments are added. Again, most of the federal income is restricted because it must be expended for purposes that are determined by the grantor—not the local Board of Education.

General Fund Sources (In Millions)

LCFF	\$37.53
Federal	5.67
Other State	7.39
Other Local	0.67
Total Revenues	\$ 51.26
Beginning Balance	3.70
Total General Fund	\$ 54.96

Reflects information as of March 2016

General Fund Expenditures, 2015-16

It takes people to teach students and 79% of the District's total expenditures is committed to the employees of the District

Most of the expenditures of the District are committed to salaries and benefits for employees of the District. It takes people to teach students, and in Sierra Sands Unified School District, 79% of the District's budgeted expenditures are for the services of District employees.

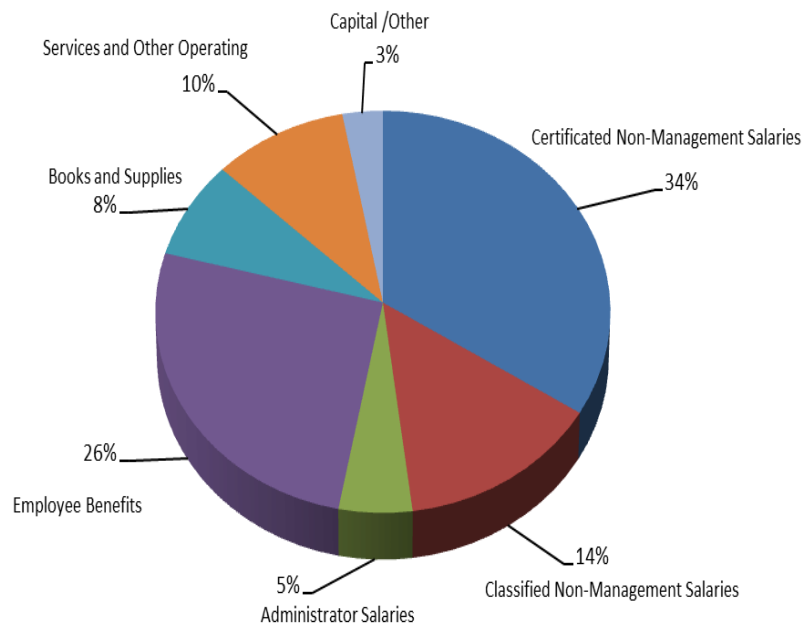
Employee salaries are divided into three separate line items—certificated, management, and classified employees. Certificated employees include teachers, counselors, nurses, psychologists, and others who provide services that require credentials from the state of California. Management employees include principals, assistant principals, instructional leaders, classified management personnel, and district superintendents.

Classified employees include all of the support personnel in the District, including office managers, bus drivers, mechanics, clerks, and maintenance and custodial personnel.

The employee benefits of the District represent an additional 32.7% of payroll for expenses in areas such as medical, dental and life insurance plans, retirement, and workers' compensation expenses.

**Does not include any settlement agreements from 2015-16 negotiations*

General Fund Expenditures, 2015-16



Reflects information as of March 2016

General Fund Expenditures (In Millions)

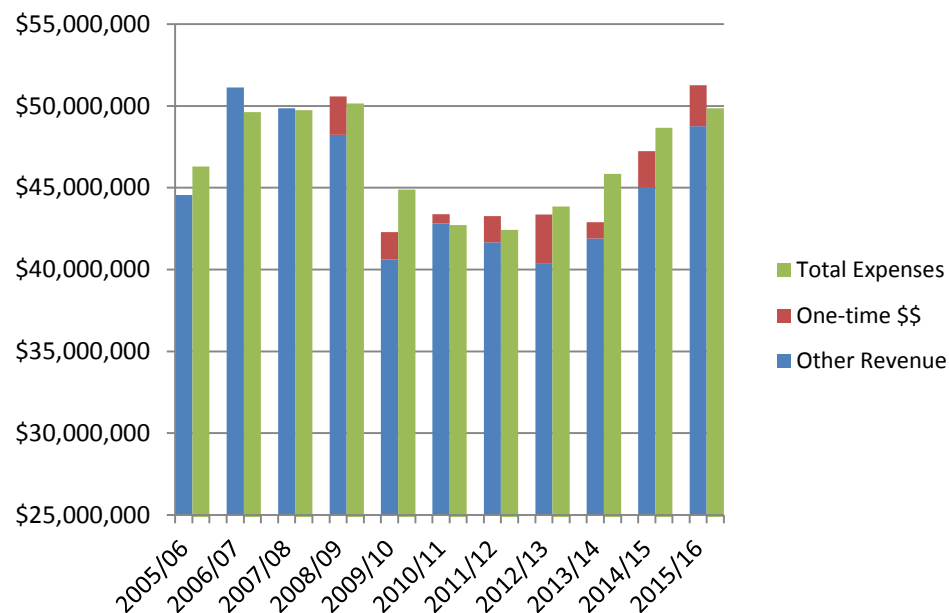
Certificated Non-Management Salaries	\$17.07
Classified Non-Management Salaries	6.99
Management and Supervisor Salaries	2.37
Employee Benefits	12.82
Books and Supplies	4.11
Operating	5.05
Capital/Other	1.45
Total Expenditures	\$ 49.86*
Ending Balance	5.10
Total General Fund	\$ 54.96

General Fund Revenues & Expenses 2006-07 to 2015-16

One-time \$\$ in Total General Fund Budget

2015/16 = Projection

One-time \$\$ includes: SFSF, ARRA, Fed Jobs, Addtl Impact Aid, PY RL adjustment, Common Core, Mandate Reimb, RDA facilities funds



The Enacted State Budget for 2015-16

California public education has been on a rollercoaster funding cycle for the last 15 years. In the early 1990s, California's recession led to almost no increase in per-ADA funding for four years. In the mid-1990s, a major increase in state revenues led to an unprecedented new program to reduce class size in grades K-3. In 2000-01, the State Budget provided per-ADA increases close to 11%, but then, for the next three years, education funding rollbacks re-emerged. The volatility of funding has plagued school district planning for almost a generation.

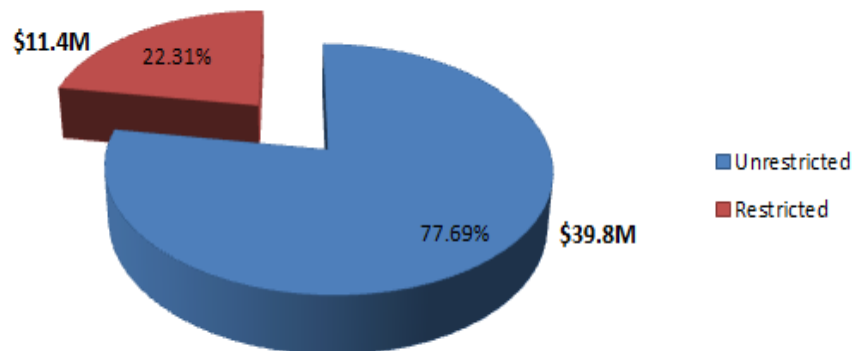
Approximately 88% of the District's revenue is determined by the state of California and, in turn, state revenues are determined by the growth in the economy. The Enacted State Budget for 2015-16 acknowledges that things are getting better. The Enacted State Budget makes the following budget assumptions to strengthen the state's finances: paying down the state's debt; establishing a rainy day fund; and for K-12 education, a continued commitment to funding the Local Control Formula.

One of the major difficulties facing the budget development process is the huge swing in state funding from one year to the next. Education agencies are not able to project subsequent year revenues and thus it is difficult to plan on a long-term basis. Each budget must be managed almost as a single-year document, with considerable restraint in adopting programs or program increases that are ongoing.

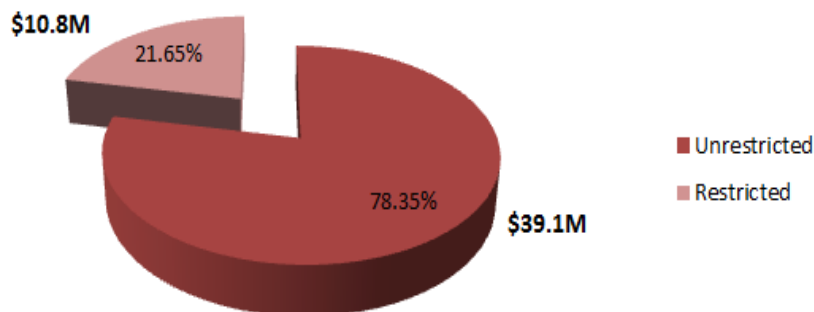
The graphic display of District revenues and expenses shows how the District's revenues have varied widely between fiscal years as the state has been riding its own economic roller-coaster. In every year since the 2007-8 school year the district has faced the challenge of deficit spending.

Restricted and Unrestricted District Revenues and Expenses, 2015-16

**Unrestricted and Restricted Revenues
Fiscal Year 2015-16**



**Unrestricted and Restricted Expenditures
Fiscal Year 2015-16**



Reflects information as of March 2016

Almost 78% of the District's income can be expended as determined by the local agency

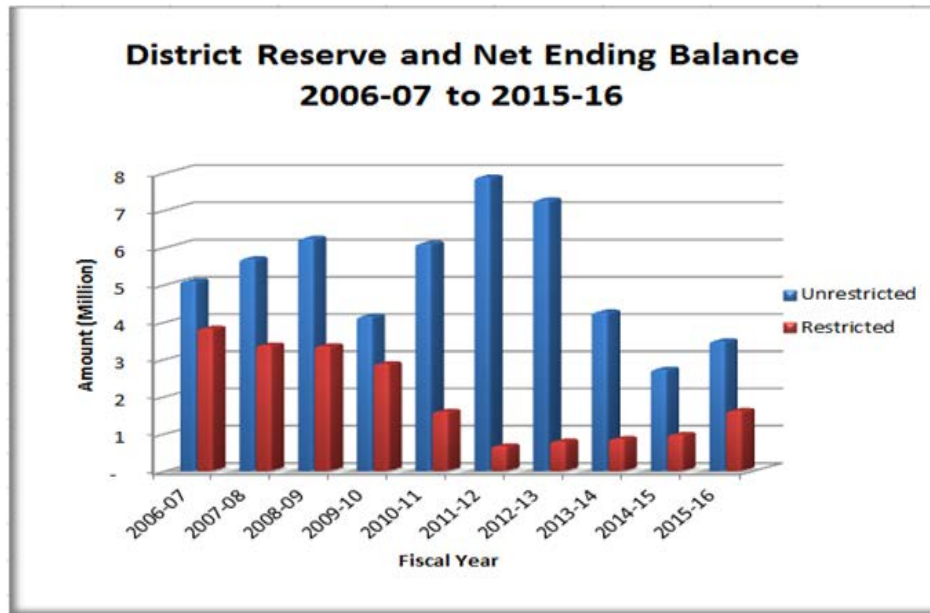
A significant portion of California school district income is restricted income and, as such, can only be expended for selected purposes as determined by the granting agency—usually higher levels of government. The balance of the district income is called unrestricted since it can be expended as determined by the local agency for general educational priorities. On average, in 2015-16, California school districts will receive about two-thirds of their income as unrestricted.

The biggest restricted programs in California are Special Education and Transportation. Local agencies are obligated, for each of these programs, to expend the income for specific program purposes, and, in some cases, for very micro-managed expenditures as determined by California or federal law. Home-to-School Transportation is a permanent add-on program to the LCFF and the funding must be used for transportation expenses.

For Special Education, Sierra Sands Unified School District expends \$8,029,647 to meet program obligations and state and federal law. State and federal Special Education income is significantly less than the obligations of the program. Therefore, the District must use unrestricted or general-purpose income to address the full obligations of Special Education. The difference between the restricted income and the expenditures in Special Education is described as "contributions," indicating that the program requires a "contribution" from the general fund.

Transportation in the form of Home-to-School Transportation and Special Education Transportation is another program requiring a contribution from the District. Approx. \$1.6 M is expended on Transportation of which only about 33% is funded.

District Reserves and Net Ending Balances, 2006-07 to 2015-16



A school district's Net Ending Balance is its reserve account to fund unforeseen events or pay for multiyear needs

Revenues that have not been expended during a budget year are carried over into the subsequent year and identified as the District's "Net Ending Balance." In most cases, this is the only reserve account that a school district has for general operating purposes. The Net Ending Balance of one year becomes the Net Beginning Balance of the subsequent year.

Included within the projected Net Ending Balance is a "Reserve for Economic Uncertainties," which is a minimum balance that the state of California requires to be retained to cover unforeseen shortfalls in revenues or higher-than-expected expenditures. The state's minimum "Reserve for Economic Uncertainties" for Sierra Sands Unified School District is 3% of the total General Fund expenditures. SSUSD's Governing Board has set this percentage at 5%.

Also included in the Net Ending Balance are restricted carryover balances that originated from sources that can only be used for selected purposes. These revenues can only be expended for the purposes determined by the grantor, and the balances in these accounts carry the same restrictions as the originating income. Thus, a Net Ending Balance is composed of two types of accounts—those that are "restricted" that can be used for selected purposes only and those that are "unrestricted" that can be expended by local agency determination.

Net Ending Balance Components (Thousand)						
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Revolving Cash	22	22	22	22	40	40
Stores	58	65	62	47	60	50
Prepaid Expenses	16	-	-	5	10	-
Restricted Program	1,592	668	795	861	975	1,617
Reserve for Economic Uncertainties	2,136	2,121	2,192	2,292	2,433	2,493
Reserve for Restricted-Governing Board	3,873	5,676	4,995	1,895	184	904
Unallocated Balance	-	-	-	-	-	-
Total	7,696	8,552	8,066	5,123	3,701	5,103

Reflects information as of March 2016

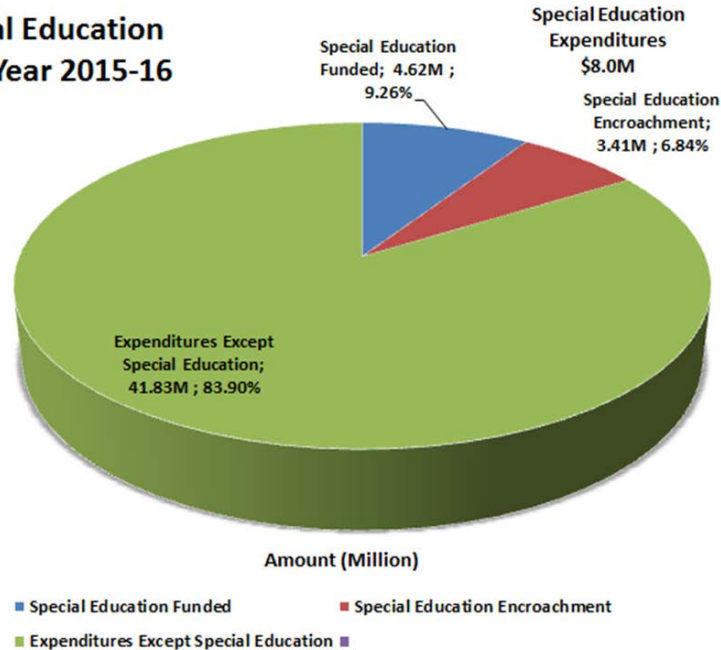
Special Education Program Costs, 2015-16

Special education costs
are greater than the
dedicated income

Special Education Costs, 2014-15

Special Education Expense	\$8,029,647
Less: Funded Special Education	\$4,619,995
Special Education Encroachment	\$3,409,652

Special Education Fiscal Year 2015-16



School districts throughout the state face a continuing challenge in funding the costs for serving Special Education students. Sierra Sands Unified School District is proud of the Special Education support provided to our students, but the District is also faced with mounting increases in the difference between the federal and state governments' funding and the mandated costs for these vital student services.

The Enacted State Budget provides a 1.02% COLA for Special Education. Currently, the federal government is not providing any funding in addition to the current Special Education entitlement the District already receives.

Unfortunately, the federal government has not provided the funding that was envisioned when the laws mandating programs for Special Education students were adopted. The nation's capital community committed to providing funding for 40% of the costs of Special Education, but has never been able to match much more than about a 17% funding level.

This shortfall in dedicated funding has led to very significant contribution from the District's Unrestricted General Fund. Contribution—the difference between Special Education income and expense—has forced the District into making cuts in other District programs in order to make up for the funding shortfall by federal and state governments. During 2015-16, it is estimated that Sierra Sands Unified School District will contribute \$3,409,652 from the District's Unrestricted General Fund to cover the costs for Special Education.

Reflects information as of March 2016

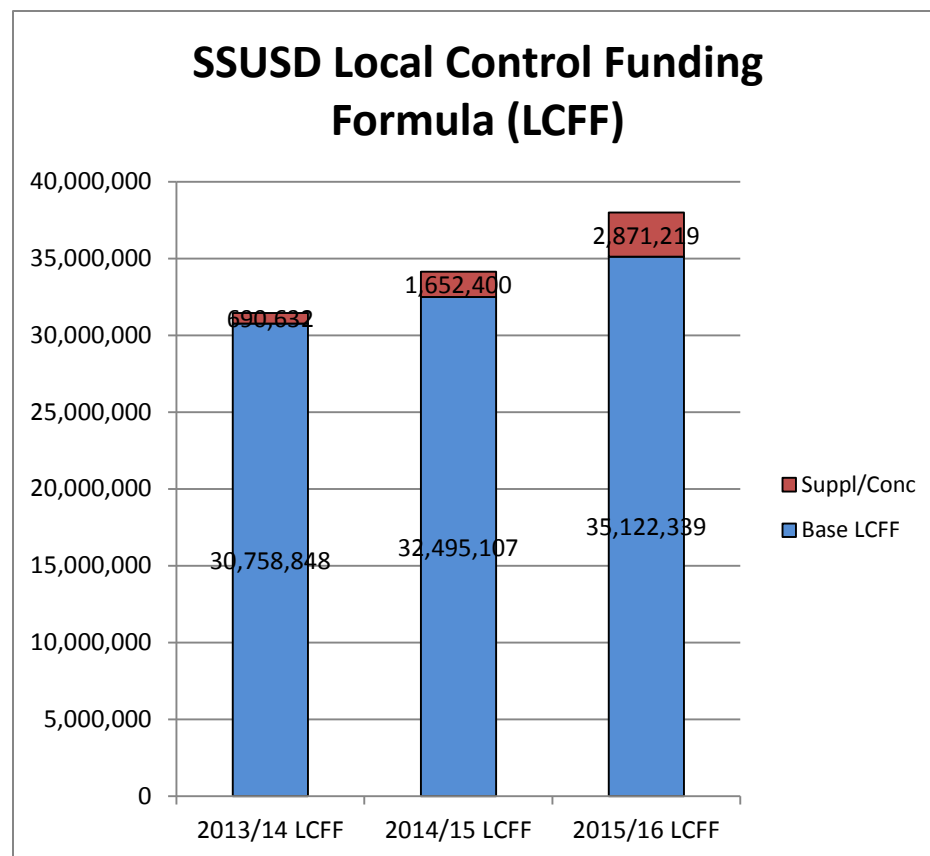
Local Control Funding Formula 2013-14 to 2015-16

As of July 2014, there has been a revolutionary change in the way the state of California allocates funding to school districts, charter schools and county offices. A new funding methodology, the Local Control Funding Formula, or LCFF was adopted. The LCFF is intended to correct historical inequities and increase flexibility by strategically directing projected growth in education funds to students with the greatest need in order to close the achievement gap.

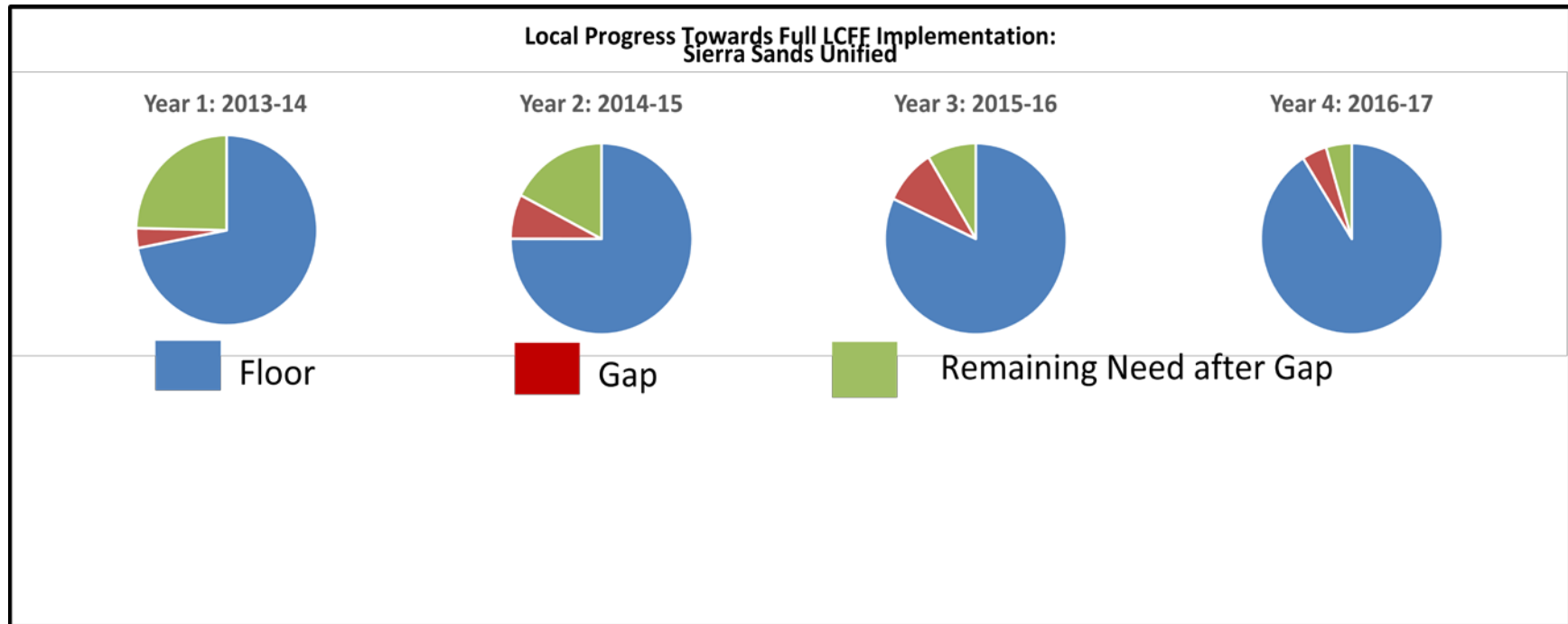
The LCFF creates base, supplemental, and concentration grants instead of most previously existing K-12 funding streams, eliminating funding based on Revenue Limit and most Categorical programs. The LCFF provides additional funding for targeted disadvantaged students, English language learners, foster youth and homeless students. Districts with targeted student populations will receive a supplemental grant funding of 20% of the base grant. Districts exceeding 55% of students in this targeted group will also receive a concentration grant.

As part of the LCFF Sierra Sands is required to develop, adopt and annually update a 3-year Local Control Accountability Plan (LCAP) and must develop annual goals aligned to 8 priorities set by the state. Whereas the base grant funding is intended to support core educational services, supplemental and concentration grant funding must be shown as used to increase or improve services for unduplicated students and to that effect the LCAP must show how the use of these funds meet the district's goals. In our district's case no concentration grant funding is received as Sierra Sands has less than 55% of the targeted students. With each increase in gap funding the expectation to provide additional services to unduplicated students or improve services to those students also increases. For 2015-16 this became an expectation of \$2.8M.

Reflects information as of March 2016



Local Control Funding Formula – Gap Funding



The difference between the district's current Local Control Formula Funding (LCFF) funding level and the targeted full implementation, slated for the 2020-21 fiscal year, is called the funding gap. Until full implementation, districts will receive an additional amount of funding each year to bridge the gap between current funding levels and the new LCFF target level. At LCFF's inception, Sierra Sands funding gap was approximately \$11M represented by the green slice of the pie. Each year the state funds the gap towards full implementation the remaining gap diminishes and becomes a smaller slice of the pie. For 2016-17, gap funding is projected to be close to 50%, bringing the implementation of the LCFF to almost 95% of completion. At full implementation only COLA will be funded which is expected to dramatically reduce revenue in the near future.

Reflects information as of March 2016

Health and Welfare Benefit Expense, 2006-07 to 2015-16

The cost escalation of employee health benefits has become a major challenge

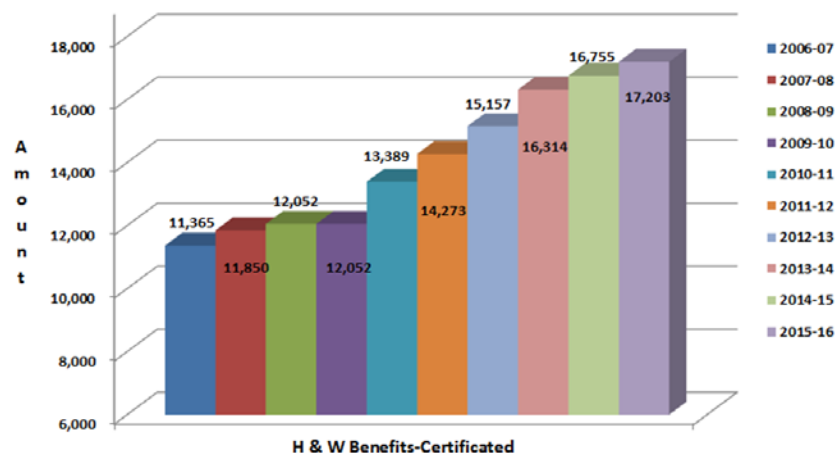
As part of an employee's compensation, Sierra Sands Unified School District contributes to the premium costs for health, dental, vision, and life insurance benefits for its employees. Employees must generally be in full-time employment in order to receive the maximum District contribution, although part-time employees can participate in the plan with partial District support.

The District's contribution toward this benefit has risen dramatically over the past 10 years – over 50% - and is projected to increase again in the budget year. Public education is not immune to the high-cost escalation of health benefits. Continuing to fund these benefits has become increasingly challenging. The cost increase per ADA for health benefits is projected to absorb a high percentage of the District's new revenues.

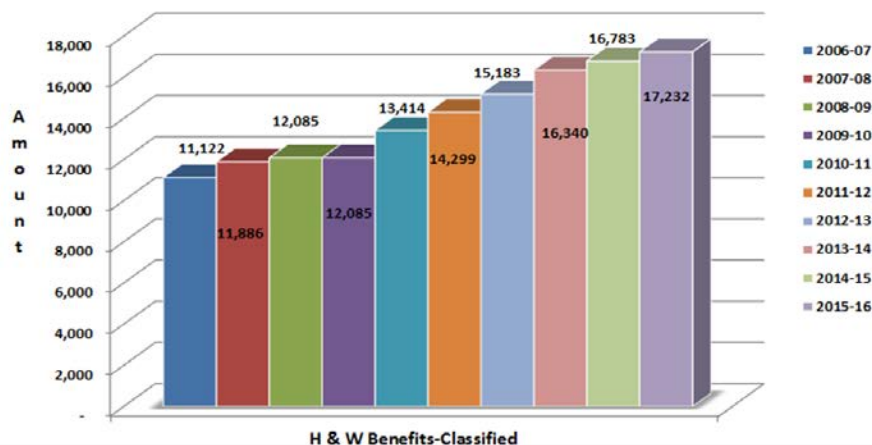
The benefit plans and the dollar amounts that are contributed by the District per employee are determined by the collective bargaining agreement reached with the District's bargaining units. The District considers the health benefit plan to be part of an employee's total compensation, and, as the costs of district-funded benefits increase the ability of the District to provide salary increases is squeezed.

The District has budgeted \$7,833,739 M for employee health and welfare benefits for 2015-16.

**Health & Welfare Benefits Expenditures-Certificated
Fiscal Year 2006-07 to 2015-16**



**Health & Welfare Benefits Expenditures-Classified
Fiscal Year 2006-07 to 2015-16**



Reflects information as of March 2016

STRS/PERS Contributions, 2013-14 to 2019-20

Proposed STRS and PERS employer rates

	Actual 2013-14	Actual 2014-15	Actual 2015-16	Proposed 2016-17	Proposed 2017-18	Proposed 2018-19	Proposed 2019-20
STRS	8.25%	8.88%	10.73%	12.58%	14.43%	16.28%	18.13%
PERS	11.442%	11.771%	11.847%	13.05%	16.60%	18.20%	19.90%

Total compensation includes salary, health and welfare, and pension contributions. Assuming CalSTRS and CalPERS rates are implemented as proposed, Sierra Sands USD will be investing more than double the pension costs by the beginning of 2019-20. Pension rates are dictated outside of the collective bargaining process.

Reflects information as of March 2016

Sierra Sands USD's Revenues and Expenses vs. Other Districts, 2013-14

Comparative review can be helpful in analyzing the district budget

Californians value the ability to determine education delivery at the local level and, as a consequence, our state has approximately 1,000 individual school districts. Per-ADA revenues by local agency vary widely due to the differences in federal or state funding formulas and local community commitments. Additionally, the expenses of local agencies can also vary widely due to local needs, bargained contracts, and local customs. Despite the wide difference in local agency finances, comparative review can be helpful in analyzing the decisions of local education agencies.

Local agency actual income and expense statistics are available for all school agencies for the 2013-14 fiscal year. The tables to the right compare Sierra Sands Unified School District on a per-ADA average income and expense basis to 2013-14 Comparative Districts. The statewide average information in fiscal year 2013-14 is the most recent available from the California Department of Education.

Of particular note: SSUSD invests disproportionately lower amounts in salary and disproportionately higher amounts in employee benefits.

2013-14 Revenue Comparison (Dollar per ADA and as %)

	SSUSD	% of SSUSD Revenue	2013-14 Comparative Districts	Comparative Districts %
Revenue Limit Source	\$6,581	72	\$6,836	77
Federal Revenue	1,104	12	653	7
Other State Revenue	1,282	14	695	8
Local and Other Revenue	144	2	734	8
Total	\$9,111	100	\$8,918	100

2013-14 Expenditure Comparison (Dollar per ADA and as %)

	SSUSD	% of SSUSD Expense	2013-14 Comparative Districts	Comparative Districts %
Certificated Non-Mgt. Salaries	\$3,582	37	\$3,669	41
Classified Non-Mgt. Salaries	1,213	12	1,370	15
Management and Supvr. Salaries	490	5	448	5
Employee Benefits	2,530	26	1,675	19
Books and Supplies	746	8	488	6
Operating	993	10	963	11
Capital/Other	236	2	256	3
Total Expense	9,791	100	8,868	100
Ending Balance	1,095	11	1,642	18
Total General Fund	\$10,886	111	\$10,510	118

Assumptions for the 2015-16 Budget

During the months of May and June each year, the District finalizes its budget for the coming year. In order to project the budget, a series of assumptions about the conditions of the District must be determined. These assumptions are then inserted into state and District formulas in order to determine the final budget for the next year.

The accuracy of the District's budget projection for the next year is only as good as the assumptions that are used in developing the budget. If the assumptions are wrong, so too will be the budget. As a consequence, the assumptions—at least the primary ones—have to be carefully considered in evaluating the accuracy of the next year's income and expense. Often, the assumptions for the budget development are revised several times during a fiscal year.

Since it is impossible to accurately predict all of the assumptions that are needed in budget development, Sierra Sands Unified School District updates its budget—and the assumptions—three times after the original budget is adopted. The assumptions are updated with a revision that occurs within 45 days after the adoption of the State Budget and with two interim reports that are delivered to the Board of Education in January and March of each fiscal year.

Reflects information as of July 1, 2015

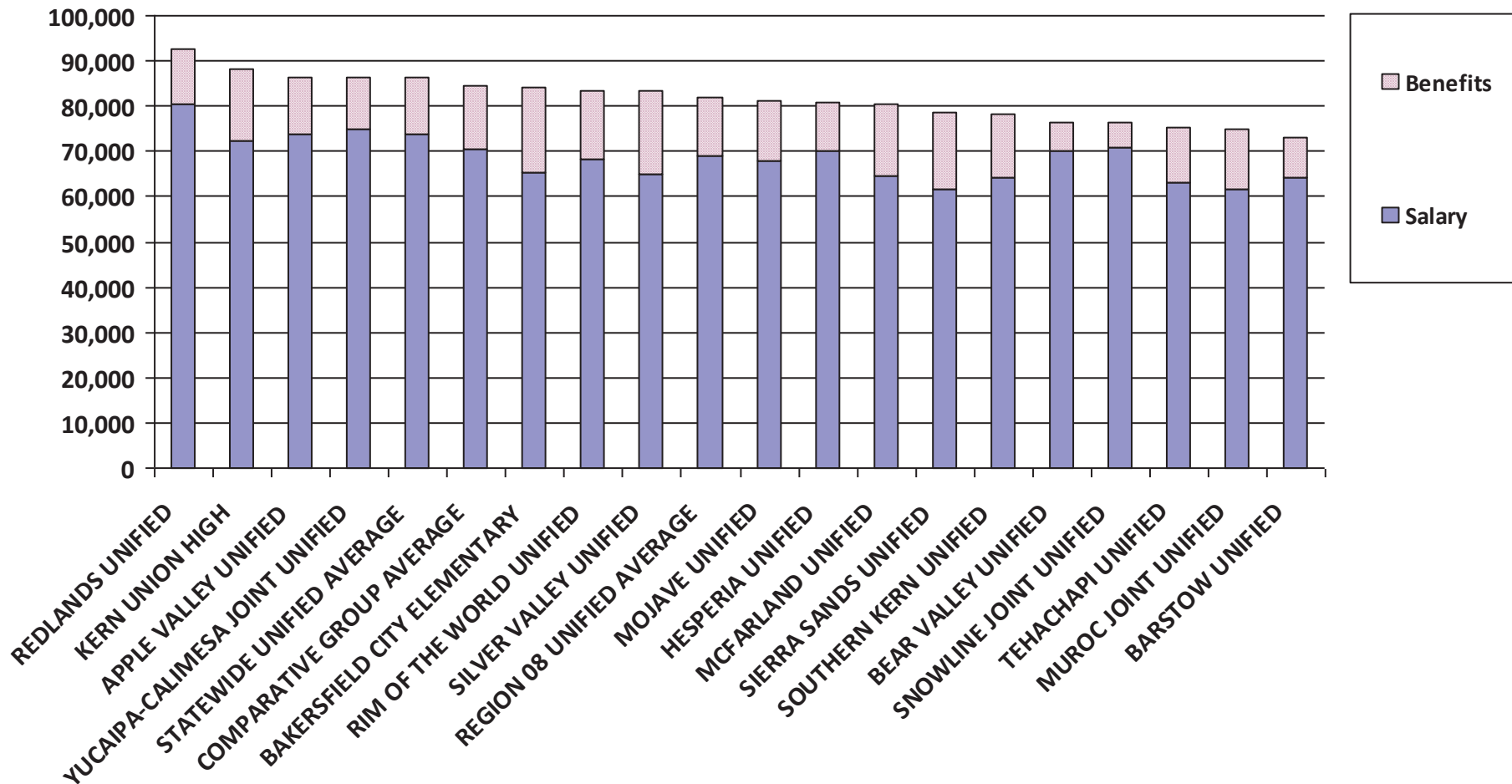
Financial Assumptions for 2015-16 Budget Development

Student ADA as estimated at P-2	~4,665
California CPI	2.20
LCFF Gap Funding @53.08%	~\$3.8M
No Concentration grant funding – unduplicated %	54.37%
K-3 Grade Span adjustment progress	Add 1 FTE
COLA	1.02%
ROP MOE ends	(\$500K)
STRS Employer Contribution 10.73%	add. ~\$250K
PERS Employer Contribution 11.84%	add. ~\$35K
Health & Welfare Cost Increase	2.70%
Deferred Maintenance Contribution	100%
Cost of Step & Column all associations	~ 1%
Transportation as add-on to base grant	No add funding

The District budget projection is only as good as the assumptions that are used in developing the District's revenues and expenses.

SIERRA SANDS UNIFIED

Total Compensation: Computed Average Salary and Average Health and Welfare Benefits, 2014-15

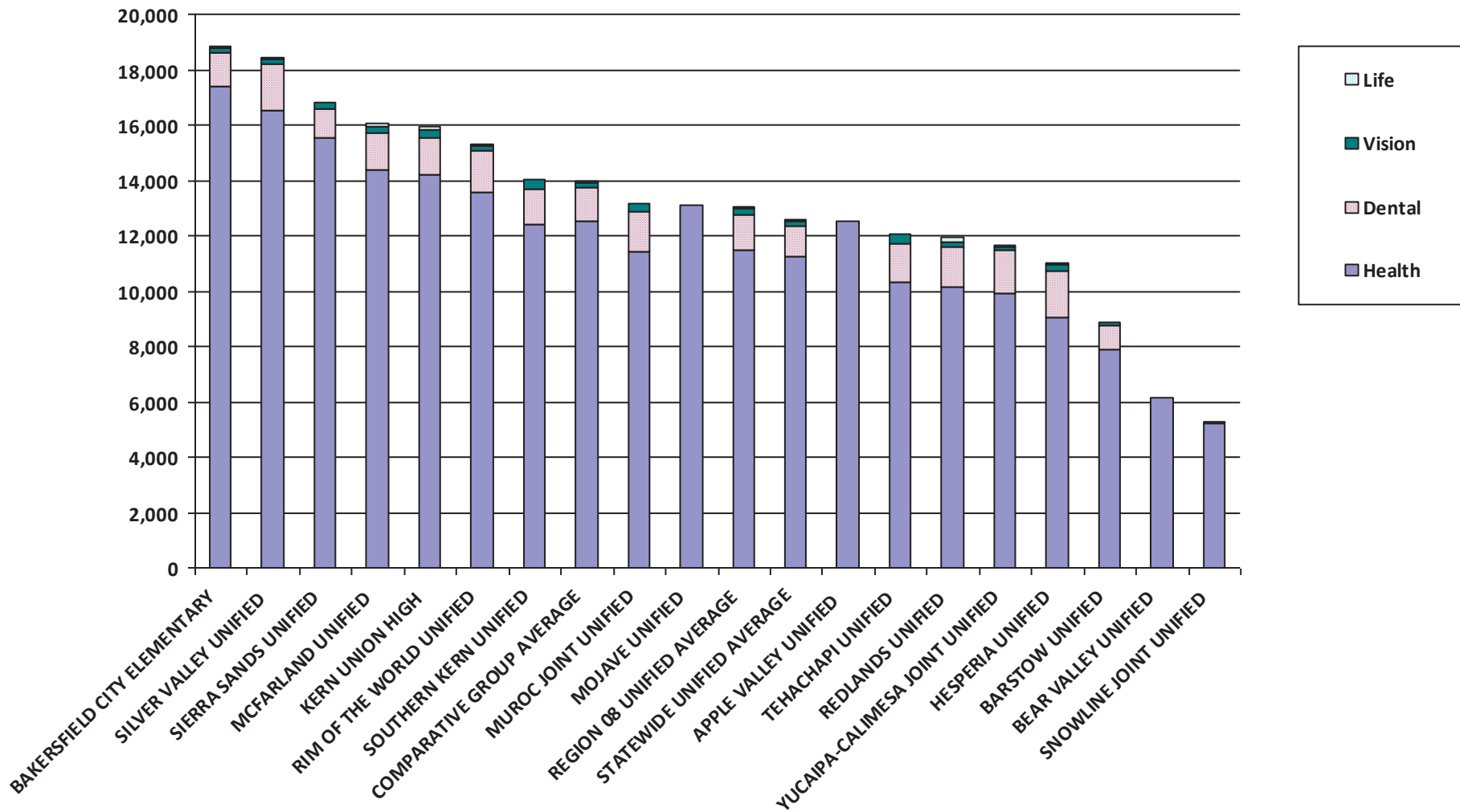


See Part II, Table 15 for compensation amounts

Graph 6

SIERRA SANDS UNIFIED

Average District Contribution: Health, Dental, Vision, and Life, 2014-15

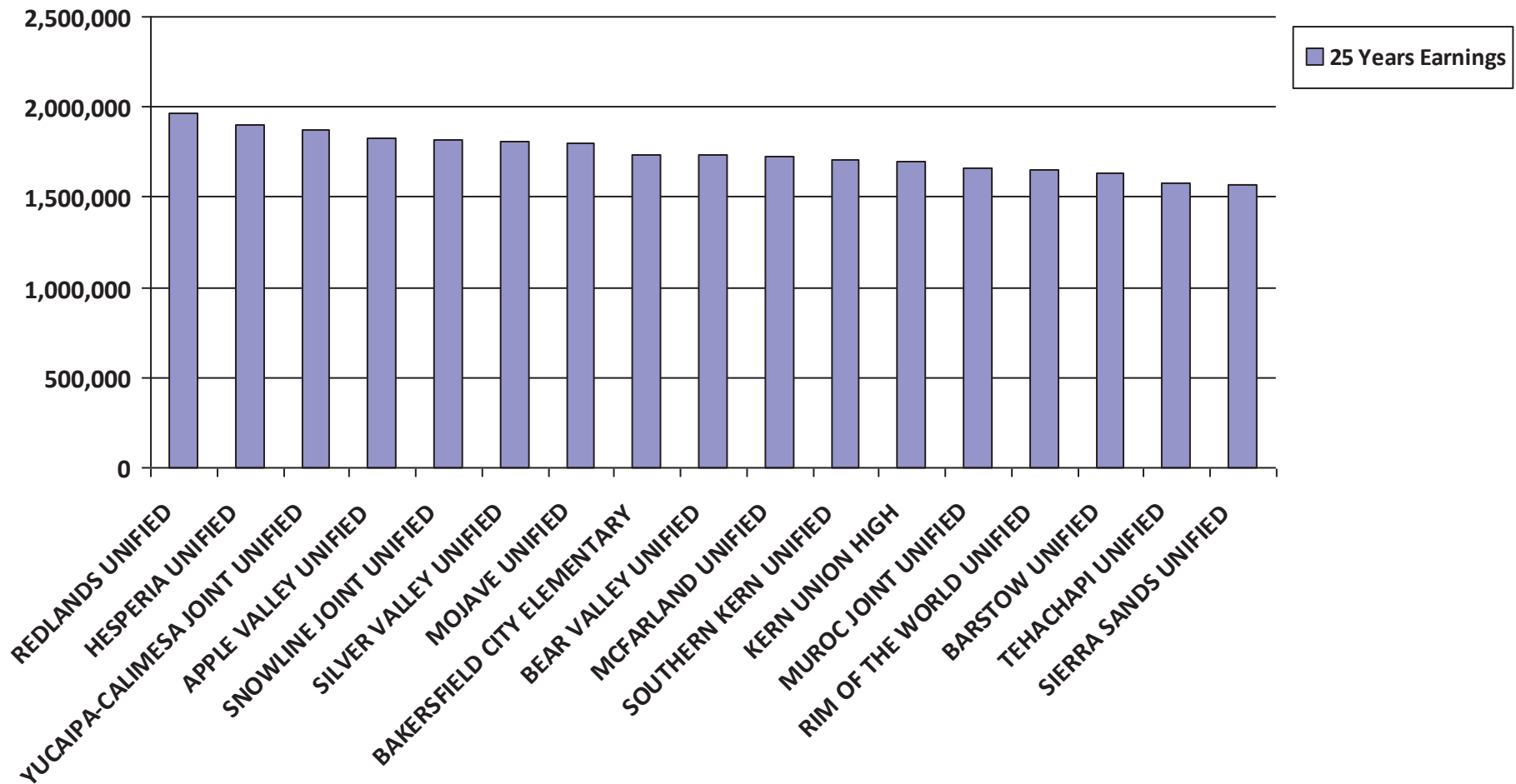


Graph 7

SIERRA SANDS UNIFIED

Total Earnings for 25 Years of Service

Salary Only



See Part II, Table 23 for calculation method

Graph 10

12. CONSENT CALENDAR

12.1 Approval of “A” and “B” Warrant

CURRENT CONSIDERATIONS: “A” and “B” warrants released in March 2016 are submitted for approval. “A” warrants totaled \$2,599,146.12. “B” warrants totaled \$1,754,148.72

FINANCIAL IMPLICATIONS: Warrants were issued as stated.

SUPERINTENDENT’S RECOMMENDATION: Approve “A” and “B” warrants for March, 2016 as presented.

This list represents the "A" and "B" warrants released during the month of March **2016**
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	\$1,810,996.13
End of month classified	\$588,758.33
10th of month certificated	\$98,367.93
10th of month classified	\$101,023.73
Total "A" Warrants	\$2,599,146.12

"B" WARRANTS

<u>Register Number</u>	<u>Amount</u>
169	\$51,895.81
170	February
171	\$21,675.35
172	\$301,446.64
173	Food Service
174	\$3,822.15
175	\$15,615.48
176	\$47,427.22
177	Reissue \$30,400.00
178	\$41,574.57
179	Food Service
180	\$46,221.53
181	\$6,529.28
182	\$15,455.60
183	\$21,416.96
184	\$24,143.38
185	\$33,381.11
186	Food Service
187	\$36,580.68
188	\$223,391.25
189	\$15,983.05
190	\$26,084.19
191	\$16,734.73
192	\$87,996.35
193	\$26,903.00
194	\$491,422.10
195	Food Service
196	\$53,772.12
197	\$44,167.00
198	\$60,321.01
199	April
200	\$9,788.16
Total "B" Warrants	\$1,754,148.72

12. CONSENT CALENDAR

12.2 Approval of Student Teaching Agreement with University of Southern California
Teacher Preparation Program

BACKGROUND INFORMATION: The district periodically enters into an agreement with a university to provide teaching experience through practice teaching to students enrolled in teacher training programs.

CURRENT CONSIDERATIONS: A student teaching agreement with University of Southern California Teacher Preparation Program is being submitted for approval.

FINANCIAL IMPLICATIONS: None.

SUPERINTENDENT'S RECOMMENDATION: It is recommended that the board approve the student teaching agreement with University of Southern California Teacher Preparation Program, as presented.

AGREEMENT

This Agreement is made this 26th day of February, 2016, by and between Sierra Sands Unified School District, with an address located at 113 W. Felspar, Ridgecrest, CA 93555 ("School" or "District"), the University of Southern California, a California nonprofit educational institution, with an address of Waite Phillips Hall, 3470 Trousdale Parkway, Los Angeles, CA 90089 ("USC") and 2U, Inc., a Delaware corporation with an address located at 8201 Corporate Drive, Suite 900, Landover, MD 20785 ("2U"), acting on behalf of USC.

WHEREAS, USC offers masters degree programs to its students in classroom and in online learning environments; and

WHEREAS, with respect to the online learning environment, 2U supplies the technology platform that enables delivery of the USC Rossier Online programs, facilitates online student and faculty interaction, and provides other support services to USC; and

WHEREAS, USC may fulfill its obligations set forth below with respect to the online program through 2U and 2U's provision of support services to USC;

NOW THEREFORE, intending to be legally bound hereby, the parties agree as follows:

1. Placements. The School/District may agree to host one or more teacher candidates as Observation Students, Research Students and/or Student Teachers. The School/District shall facilitate opportunities for Observation Students and Research Students to observe School/District students, and/or Student Teachers to teach well-planned lessons mediated by Guiding Teachers (defined below), all to occur during the School's/District's operating hours. Opportunities may also include interviewing teachers, school leaders, students and other members of the school community.

2. Placement Opportunities.

(a) USC will request placements for its students. Each request shall identify the particular student (or, for groups of students, a composite description of relevant background, assignment request, assignment objectives and suggested activities as appropriate to requested assignments for the student group). USC shall comply with any School/District policy applicable to such placement requests and provided by the School/District to USC (including through 2U).

(b) USC shall identify prospective Observation Students to the School/District for potential placement (*e.g.*, recess observation, lunchtime interactions, interactions with parents/teachers, etc.) within the School/District including assignment to a teacher of record. USC shall supply the prospect's name, relevant program and background clearance information and type of assignment appropriately matching the prospect's needs. Notwithstanding the foregoing, the School/District shall at all times have discretion over the maximum number of students it shall accept as Observation Students, the length of assignments, and the distribution of assignments.

(c) USC shall identify prospective Research Students to the School/District for potential placement (*e.g.*, case study, classroom observation with student interaction, lesson delivery as part of fieldwork, etc.) within the School/District including assignment to a teacher of record. USC shall supply the prospect's name, relevant program and background clearance information and type of assignment appropriately matching the prospect's needs. Notwithstanding the foregoing, the School/District shall at all times have discretion over the maximum number of students it shall accept as Observation Students, the length of assignments, and the distribution of assignments.



(d) USC shall identify prospective Student Teachers to the School/District for potential placement (*i.e.*, "Guided Practice") within the School/District. USC shall supply the prospect's name, relevant background information and type of assignment appropriately matching the prospect's needs; and, in conjunction with the School/District as set forth in Section 3(a) below, recommend School/District teachers to be Guiding Teachers (as defined below) for such Student Teacher prospects. Notwithstanding the foregoing, the School/District shall at all times have discretion over the maximum number of students it shall accept as Student Teachers, the length of assignments, and the distribution of assignments.

(e) The School/District agrees to use good-faith efforts to place teacher candidates proposed by USC within the School/District. The School/District shall have the sole discretion with respect to all Observation Student, Research Student, and/or Student Teacher assignments hereunder, provided that the School/District shall involve USC throughout the decision-making process. The School/District shall not in any way be obligated to accept assignments of teacher candidates beyond the capabilities of the School/District, as determined by the School/District in its sole discretion. The School/District shall have the right to terminate its relationship with any teacher candidate for violation of the School's/District's regulations or for other reasonable cause in accordance with the School's/District's standard policies or practice.

3. Guiding Teachers.

(a) The School/District shall make recommendations to USC regarding teachers whom it believes are appropriate to serve as Guiding Teachers (defined below). Through the School's/District's recommendations, USC's observations and Student Teacher reference, USC shall identify teachers working within the School/District to supervise and prepare Student Teachers during their student teaching experiences ("Guiding Teacher").

(b) Both the School/District and USC shall approve the participation of any teacher as a Guiding Teacher, provided that the School/District shall use its best efforts to approve a sufficient quantity of Guiding Teachers necessary to oversee the agreed-upon number of Student Teachers placed within the School/District at any time.

(c) Should any Guiding Teacher become unable to perform or fulfill his or her duties hereunder, the School/District shall assign an alternative Guiding Teacher to the teacher candidate (excluding a substitute teacher that replaces the original Guiding Teacher within the School/District).

4. Compliance with California Law.

(a) *Background Investigations.* (i) USC shall ensure that all Student Teachers being hosted by the School/District have obtained a Certificate of Clearance from the State of California in accordance with the California Education Code prior to commencing any assignment as a Student Teacher at the School/District. (ii) The School/District may impose requirements upon teacher candidates in addition to those required by the State of California and the California Education Code to obtain a Certificate of Clearance (the "Additional Requirements"). In such event, the School/District agrees to provide all such Additional Requirements in writing to USC promptly following execution of this Agreement (or, as applicable, promptly upon any adoption or modification thereof occurring during the Term of this Agreement). USC shall communicate all such Additional Requirements to teacher candidates, and shall advise teacher candidates to make any and all additionally required submissions directly to the School/District. Upon notice to the teacher candidate, the School/District shall have the right to reject any teacher candidate who fails to comply with the Additional Requirements from participating in an assignment at the School/District.



(b) *Credential Seeking Candidates.* Any credential seeking USC Student Teacher shall be required to sit for and pass applicable, subject-specific exams (e.g., CSET, CBEST, etc.) prior to the commencement of his or her assignment as a Student Teacher.

5. Honorarium.

(a) Upon each Student Teacher's completion of his or her guided learning assignment, USC or 2U shall pay an honorarium of \$350.00 directly to each Guiding Teacher for his or her participation in a Student Teacher's guided learning assignment. The School/District agrees that USC/2U (as applicable) may require Guiding Teachers to submit reasonable documentation to USC/2U (as applicable) prior to USC/2U (as applicable) making payments hereunder.

(b) USC and 2U shall comply with any School/District policy requiring that the School/District, and not third parties, make Guiding Teacher payments to Guiding Teachers. In such event, the School/District may require USC/2U (as applicable) to make Guiding Teacher payments to the School/District for distribution by the School/District to Guiding Teachers, provided that the School/District shall first invoice USC/2U (as applicable) for any such payment(s). For the avoidance of doubt, in the event that USC/2U makes Guiding Teacher payments to the School/District in accordance with this Section 5(b), Section 5(a) above shall be deemed stricken from this Agreement with respect thereto.

(c) Should any Guiding Teacher fail to complete his or her assignment hereunder (either due to such teacher's own circumstances or due to USC's removal of the teacher as a Guiding Teacher), USC/2U (as applicable) shall pay the corresponding honorarium on a pro rata basis.

(d) USC and 2U shall comply with any written School/District policy or procedure contrary to this Section 5, provided that the School/District shall provide any copy/copies thereof upon execution of this Agreement or subsequent adoption thereof.

6. Use of Video. USC utilizes video recording pervasively throughout its programs, including as an essential element of its instruction methodology. (By way of example only, the State of California requires USC to administer a Teaching Performance Assessment ("TPA") of its students as part of USC's teacher preparation program, with a component of that TPA being video that USC must obtain from each Student Teacher and maintain on file with the California Commission on Teacher Credentialing.) As such, any teacher candidate may make video recordings as part of his or her program studies throughout his or her assignment at the School/District. USC shall require teacher candidates to be responsible for obtaining appropriate and signed video release/authorization forms (which USC shall provide to teacher candidates) on behalf of recorded individuals, as appropriate, including obtaining parent/guardian signatures on behalf of recorded individuals who are minors (i.e., under the age of legal competence). The School/District may provide reasonable assistance to teacher candidates in obtaining signatures on such forms.

7. No Employment Relationship of Teacher Candidates.

(a) Teacher candidates are students, and not employees of USC, 2U or the School/District. As such, they are not covered by USC's, 2U's or the School's/District's workers' compensation policies.

(b) Teacher candidates are neither entitled to, nor shall receive, any compensation or other employee-related benefit (without limitation) from USC, 2U or the School/District. Teacher candidates shall not displace any School/District employee.



(c) The School/District shall provide in writing any requirements for teacher candidates to obtain and maintain personal liability insurance coverage. USC shall communicate to teacher candidates any such School/District coverage requirements, provide reasonable assistance to teacher candidates in obtaining such coverage, and facilitate teacher candidate's submission of appropriate documentation thereof directly to the School/District (which the School/District agrees to accept).

8. Information, Hiring & Confidentiality.

(a) USC is a non-profit, educational research institution interested in evaluating the success of its graduates in impacting student achievement relative to comparable teachers. As such, USC may request the School/District to provide information to assist USC in its evaluative process. If available, the School/District shall provide such information to USC following any such reasonable request.

(b) The School/District may hire any teacher candidate(s) upon program completion, but is under no obligation to do so. Should the School/District hire any teacher candidate(s), the School/District shall support USC's program evaluation initiatives by sharing student-level performance data for students he or she teaches to measure teacher efficiency relative to other Master of Arts in Teaching graduates and to other new teachers prepared through other pathways. USC shall keep such data confidential and use it only to facilitate analysis of its effectiveness, and will share its findings with the School/District. This paragraph 8(b) shall survive the expiration or termination of this Agreement for any reason.

(c) Neither USC nor 2U shall request the School/District to provide any health or other records of any student of the School/District covered by the Family Educational Rights and Privacy Act ("FERPA"); nor shall USC or 2U request any teacher candidate to share any protected School/District data (whether about School/District students or personnel) with USC or 2U.

(d) To the extent that any party to this Agreement discloses any confidential information to any other party hereto in connection with the relationships contemplated hereunder, the parties agree during the term of this Agreement (and all renewals thereof) and for a period of two (2) years thereafter to use reasonable efforts to protect, maintain as confidential, and not disclose, any such confidential information of any other party.

9. Compliance with the Law. The parties hereto shall comply with all applicable federal, state and local laws, rules, statutes, acts, regulations, code and similar legal requirements, including but not limited to FERPA.

10. Non-Discrimination. Each party represents that it is an equal opportunity employer. Each party certifies that it does not, and shall not, discriminate against its employees, students or applicants on any unlawful basis. Each party certifies that it is, and shall remain, in compliance with all laws, regulations, executive orders or other legal prohibitions against discrimination.

11. Indemnification.

(a) *Indemnification by School/District.* The School/District shall indemnify, defend and hold harmless USC and 2U, their employees, agents and representatives, from all claims, actions, awards or judgments for damages, including costs, expenses and attorneys' fees, where liability is found to exist by reason of the acts or omissions of the School/District, its employees, agents or representatives.

(b) *Indemnification by USC.* USC shall indemnify, defend and hold harmless the School/District, its employees, agents and representatives, from all claims, actions, awards or judgments for damages, including costs, expenses and attorneys' fees, where liability is found to exist by reason of the acts or omissions of



USC, its employees, agents or representatives.

(c) Indemnification by 2U. 2U shall indemnify, defend and hold harmless the School/District, its employees, agents and representatives, from all claims, actions, awards or judgments for damages, including costs, expenses and attorneys' fees, where liability is found to exist by reason of the acts or omissions of 2U, its employees, agents or representatives.

12. Governing Law. The interpretation, application, and enforcement of this Agreement shall be governed by the laws of the State of California without reference to choice of law principles. Any claim, suit, or cause of action involving the interpretation, application, or enforcement of this Agreement shall be commenced in the appropriate state or federal courts in the State of California.

13. Term, Termination and Renewal. The Term of this Agreement shall be from the date of the School's/District's signature set forth below through June 30, 2020. Unless any party terminates this Agreement pursuant to this Section 13, this Agreement shall automatically renew for successive one (1) year periods beginning each July 1st thereafter. Any party may terminate this Agreement with or without cause upon written notice to the other parties, provided that any such termination shall only be effective after the end of the school year during which the written notice of termination is issued. For the avoidance of doubt, other than where the School/District removes a teacher candidate pursuant to Section 2(e) above, the School/District shall permit current teacher candidates to complete the current school year at the time of any such termination.

14. Notices. Any notice to be given hereunder by any party to this Agreement shall be in writing and will be deemed given on the date received as evidenced by confirmation of receipt, except if such confirmation is later than 3:00 p.m. (School/District local time), addressed as follows (provided that, upon written notice in accordance herewith, any party may update its notice recipients at any time during the term of this Agreement):

(a) If to the School/District: Sierra Sands Unified School District, 113 W. Felspar, Ridgecrest, CA 93555; attention: Dave Ostash, Assistant Superintendent of Human Resources; Facsimile No.

(b) If to USC: University of Southern California, Rossier School of Education, Waite Phillips Hall, 3470 Trousdale Parkway, WPH-504G, Los Angeles, CA 90089; attention: Dr. Kathy Stowe, Associate Dean of Academic Programs; Facsimile No. (213) 740-5799.

(c) If to 2U: 2U, Inc., attention: Office of the General Counsel, attention: General Counsel, 2U, Inc.; 8201 Corporate Drive, Suite 900; Landover, MD 20785; Facsimile No. (240) 667-7844; *with a copy to:* Skadden, Arps, Slate, Meagher & Flom LLP, attention: Steven J. Daniels, Esq.; 920 N. King Street, Wilmington, DE 19801; Facsimile No. (302) 552-3240.

15. Limitation of Liability. Except as such damages may be sought or assessed in respect to third party actions covered by the indemnification provisions herein, no party shall be liable to the other for consequential, incidental, indirect, exemplary, punitive or special damages of any nature or character (including loss of profits, data, business or goodwill), from causes of action of any kind, including contract, tort or otherwise, even if the party at fault or in breach has been advised of the possibility of such damages.

16. Severability. In the event that any provision of this Agreement conflicts with the law under which this Agreement is to be construed or if any such provision is held invalid or unenforceable by a court with jurisdiction over the Parties to this Agreement, such provision will be restated to reflect as nearly as possible the original intentions of the Parties in accordance with applicable law; and the remaining terms, provisions, covenants, and restrictions of this Agreement will remain in full force and effect.



17. Entire Agreement/No Modification/Counterparts/Execution/Binding Agreement. This Agreement constitutes the entire agreement between the Parties with respect to its subject matter, and supersedes and replaces all prior or contemporaneous understandings or agreements, written or oral, regarding such subject matter. Any waiver, amendment or other modification of any provision of this Agreement will be effective only if in writing and signed by all parties hereto. This Agreement may be executed in any number of counterparts, each of which shall be deemed to be an original as against any Party whose signature appears thereon, and all of which shall together constitute one and the same instrument. This Agreement shall become binding when one or more counterparts hereof, individually or taken together, bear the signatures of all of the Parties reflected hereon as the signatories. A faxed, PDF or electronic signature shall have the same legally binding effect as an original signature. This Agreement will be binding upon the parties and their successors, affiliates, subsidiaries, assigns, officers, directors, employees, and agents.

18. Waiver of Jury Trial. The parties hereby irrevocably and unconditionally waive any right(s) to trial by jury in any action or proceeding arising out of, in connection with or relating to this Agreement.

INTENDING TO BE LEGALLY BOUND HEREBY, the parties affix their respective hands below:

SIERRA SANDS UNIFIED SCHOOL DISTRICT	UNIVERSITY OF SOUTHERN CALIFORNIA, ON BEHALF OF THE ROSSIER SCHOOL OF EDUCATION	2U, INC.
Print Name: _____	Print Name: _____	Print Name: _____
Signature: _____	Signature: _____	Signature: _____
Dated: _____	Dated: _____	Dated: _____



12. CONSENT CALENDAR

12.3 Approval of Student Teaching Agreement with Cal State Teach Preparation Program

BACKGROUND INFORMATION: The district periodically enters into an agreement with a university to provide teaching experience through practice teaching to students enrolled in teacher training programs.

CURRENT CONSIDERATIONS: A student teaching agreement with Cal State Teach Preparation Program is being submitted for approval.

FINANCIAL IMPLICATIONS: None. The district is reimbursed at a flat rate per student, which will cover all services provided.

SUPERINTENDENT'S RECOMMENDATION: It is recommended that the board approve the student teaching agreement with Cal State Teach Preparation Program, as presented.



TERMS OF AGREEMENT
PUBLIC SCHOOL DISTRICTS

Field Experience Participant / Student Teaching

CalStateTEACH and the _____ School District

About CalStateTEACH: CalStateTEACH is a multiple subject credential program of the California State University. Its goal is to prepare creative, collaborative and reflective teachers for California's future. It offers an Intern as well as a Student Teaching option and is managed through Regional Centers located on the following CSU campuses: Fresno, Fullerton, Los Angeles and Monterey Bay.

Purpose of the Agreement:

To engage the _____ School District and CalStateTEACH in a partnership to provide support for the preparation of CalStateTEACH candidates in the District. This partnership will be concentrated in the activities of three individuals: the CalStateTEACH Field Experience Participant / Student Teacher, the faculty representative of the CSU, hereinafter referred to as the assigned Faculty, and a mentor teacher from the School, hereinafter referred to as the Cooperating Teacher or Master Teacher. CalStateTEACH does not demand or require any exclusive arrangement with the District. The District is obligated only to provide appropriate support for the CalStateTEACH credential candidate and staff to reach the common goal of placing fully credentialed teachers in California classrooms.

Overview of this Agreement:

CalStateTEACH agrees to provide multiple subjects coursework, student professional liability insurance, and university supervision for each participating candidate, and the District agrees to provide them with a faculty mentor and appropriate support.

CalStateTEACH agrees to do the following:

1. Give highest priority in admissions to qualified applicants whom the District may ultimately wish to offer position(s) as a Multiple Subjects teacher(s).
2. Provide candidates with student professional liability insurance through the CSU Student Professional Liability Insurance Program which shall cover general liability, professional liability, and educator's errors & omissions liability.
3. Ensure that candidates hold a current Certificate of Clearance and appropriate medical clearance.
4. Cooperate to the fullest extent possible to assist the School and District to reach its goals of providing quality educational experiences for its students by conducting all activities with respect to preparing candidates in an unobtrusive, efficient, and supportive manner.
5. Provide a subject-matter competence evaluation of the applicant's transcripts, an on-line diagnostic to determine candidates' subject matter preparation or candidates' readiness to pass CSET.
6. Provide assistance to all candidates who are not yet subject matter qualified to reach subject matter competence.
7. Provide each candidate with a high quality program of study which integrates program assignments with the candidate's classroom teaching.
8. Establish a Central Advisory Board for the CalStateTEACH program and encourage the District to participate on the Board.



9. Provide each candidate with an assigned Faculty member who will make regular visits to the classroom, evaluate lessons and give specific feedback, confer with the principal and staff as needed, and act as program advisor.
10. Provide orientation materials and training to both the school cooperating or master teacher and the principal.
11. Communicate regularly with the principal and the school cooperating or master teacher, as well as provide the opportunity for them to give feedback on any aspect of the program and staff.
12. Provide an on-going, faculty-facilitated online forum for all candidates in the group, with regular opportunities for discussion, problem solving, peer interaction and access to the assigned Faculty member.
13. Assist District candidates in processes related to enrollment, financial aid, and ultimately a preliminary credential application.

The School and District agree to do the following:

1. Nominate a fully credentialed teacher with at least 3 years teaching experience and authorization to work with English learners to serve as a cooperating or master teacher for each participating candidate. This should be a current elementary teacher in the School.
2. Ensure that cooperating or master teachers have sufficient opportunity to observe, coach and guide the candidate.
3. Upon the request of the assigned Faculty, assure the participation of the school principal in specific CalStateTEACH candidate progress reviews or evaluations.
4. Provide additional resources (such as staff development, exemplary classroom observations, additional mentoring) as needed to promote the success of candidates in difficult assignments.
5. Ensure that each candidate has access to technological resources available at the school site.

Assurances:

The _____ School District shall defend, indemnify, and hold the Board of Trustees of the California State University, its officers, employees, and agents harmless from and against any and all liability, loss, expense (including reasonable attorneys' fees), or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of the School District, its officers, employees or agents.

The Board of Trustees of the California State University shall defend, indemnify, and hold the School District, its officers, employees, and agents harmless from and against any and all liability, loss, expense (including reasonable attorneys' fees), or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of CSU, its officers, employees or agents.

Signature of School Principal, District Superintendent,
or Authorized Representative

Date Signed

Signature of the CalStateTEACH Regional Director

Date Signed

12. CONSENT CALENDAR

12.4 Approval of Interdistrict Attendance Agreement (Freese)

BACKGROUND INFORMATION: Board approval is required in order for students to attend a school district other than the district in which the students reside.

CURRENT CONSIDERATIONS: A request has been received from the parent of Tiara Freese, a tenth grade student in the Trona Joint Unified School District, for approval of an interdistrict attendance agreement in order that the student may attend the Sierra Sands Unified School District for the remainder of the 2015-16 school year. The family resides in Trona, however the parent works full-time in Ridgecrest. The request was granted by the governing board of Trona Joint Unified School District on March 10, 2016.

FINANCIAL IMPLICATIONS: None.

SUPERINTENDENT'S RECOMMENDATION: Approve the interdistrict attendance agreement for Tiara Freese, tenth grade student who resides in Trona, to attend the Sierra Sands Unified School District for the remainder of the 2015-16 school year as presented.

12. CONSENT CALENDAR

12.5 Approval of Recommendations for Expulsion, Expulsion Case #11 1516

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 case:

Expulsion Case #11 1516: As stated in a stipulated expulsion agreement, student is expelled during the 2015-16 winter and spring trimesters and the 2016-17 fall trimester, however, suspending the expulsion for the fall trimester, allowing the student to return to a SSUSD school under a behavior contract in August, 2016. During the term of the expulsion, student will receive home instruction at a neutral site with a qualified teacher.

FINANCIAL CONSIDERATIONS: None.

SUPERINTENDENT'S RECOMMENDATION: Approve the recommendation for expulsion, Expulsion Case #11 1516 as presented.

12. CONSENT CALENDAR

12.6 Approval of Recommendations for Expulsion, Expulsion Case #12 1516

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 case:

Expulsion Case #12 1516: As stated in a stipulated expulsion agreement, student is expelled during the 2015-16 spring semester and the 2016-17 fall semester, however, suspending the expulsion for the fall semester, allowing the student to return to a SSUSD school under a behavior contract in August, 2016. During the term of the expulsion, student will receive home instruction at a neutral site with a qualified teacher.

FINANCIAL CONSIDERATIONS: None.

SUPERINTENDENT'S RECOMMENDATION: Approve the recommendation for expulsion, Expulsion Case #12 1516 as presented.

12. CONSENT CALENDAR

12.7 Approval of Recommendations for Expulsion, Administrative Hearing Panel Case #13 1516

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 case:

Administrative Hearing Panel Case #13 1516 : As stated by the Administrative Hearing Panel, student is expelled during the 2015-16 spring semester and the 2016-17 fall semester, allowing the student to reapply for admission to a SSUSD school in January 2017.

FINANCIAL CONSIDERATIONS: None.

SUPERINTENDENT'S RECOMMENDATION: Approve the recommendation for expulsion, Administrative Hearing Panel Case #13 1516 as presented.