SIERRA SANDS UNIFIED SCHOOL DISTRICT

Board of Education
Special Meeting

March 19, 2009
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 6:30 P.M.

Amy Covert
Judy Dietrichson
William Farris
Tim Johnson
Tom Pearl
Kurt Rockwell, Vice President/Clerk
Michael Scott, President

Joanna Rummer, Superintendent

MOMENT OF SILENCE

1. ADOPTION OF AGENDA

2. CLOSED SESSION

   The board will confer in closed session regarding one case of potential litigation.

3. ADJOURNMENT

SIERRA SANDS UNIFIED SCHOOL DISTRICT

Board of Education
Regular Meeting

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

A G E N D A

CALL TO ORDER AND PLEDGE TO THE FLAG 7:00 P.M.

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

Joanna Rummer, Superintendent

MOMENT OF SILENCE

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

2. APPROVAL OF MINUTES of the regular and special meetings of March 5, 2009

3. PROGRAMS AND PRESENTATIONS

   - Congratulations to Bonnie Kaufman, Secondary Co-administrator of the Year, Region XI ACSA
   - Murray Middle School: Math Counts - Preparing Students for Math Competitions

4. PUBLIC HEARING

   4.1 Transfer of Funds from Selected Categorical Programs Under the Transfer Authority Granted by SBx3 4 *(Goal #1, #2, #3)*

5. REPORTS AND COMMUNICATIONS

5.1 Student Member's Report

5.2 Reports from Members of the Board

5.3 Superintendent's Report

- Budget update
- Scheduling of meeting date for the evaluation of the superintendent
- Response to recent concern for student safety
- Notice of successful submission of the 2007-08 Special Education Self-Review
- Other activities and items of interest

5.4 Communications

- Publications from schools

5.5 Communications from the public

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

6. EDUCATIONAL ADMINISTRATION

6.1 Authorization to Transfer Funds from Selected Categorical Programs Under the Transfer Authority Granted by SBx3 4 *(Goal #1, #2, #3)*

The state education finance trailer bill (SBx3 4) gives local school agencies the authority to use the funds received from the state for fifty Tier III programs for any educational purpose.

6.2 Approval of Advancement Via Individual Determination (AVID) Courses at Burroughs High School *(Goal #2)*

Advancement Via Individual Determination (AVID) is a college preparatory program that enables disadvantaged secondary students to succeed in rigorous curricula, enter mainstream activities in school, and increase their opportunities to enroll in four-year colleges.

6.3 Approval of Community-Based English Tutoring (CBET) Program Plan and Application for 2009-10 *(Goals # 1, #2, #3, #5)*

This program allows local educational agencies to provide free or subsidized programs of adult English language instruction to parents or other members of the community who pledge to provide personal English language tutoring to English learners. Categorical funding supports this program.

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

9. GENERAL ADMINISTRATION

9.1 Gifts to the District

9.2 Mid-Year Evaluation of Progress Toward District Goals *(Goals #1-5)*
The superintendent will review and discuss with the board each school and department's progress to date toward the achievement of stated goals as well as expected achievement for the remainder of the school year.

9.3 Discussion Regarding Board Member Compensation and the Reduction of Expenses
Board members expressed concern for the deficit to the district budget and requested information regarding their expenditures so that they may have a discussion regarding how they might do their part in responding to this budget shortfall.

9.4 Approval of School Safety Plans for 2009 *(Goal #3, #4)*
Each school has reviewed and updated its school safety plan in accordance with California Education Code and board policy. The plans are now being submitted for board approval.

10. CONSTRUCTION ADMINISTRATION

10.1 Report to the Board: Measure "A" and Other Construction Activities and Issues *(Goal #3, #4)*

10.2 Adoption of Amendment Number 1 to the Site Lease, Sublease, and Construction Services Agreement with Barnhart, Inc. for Modernization of Pierce Elementary School *(Goal #3, #4)*
The district has previously contracted with Barnhart, Inc. for construction services at Pierce Elementary School. The Division of the State Architect (DSA) is requiring the retrofit of an as yet unknown number of HVAC systems at Pierce Elementary School, due to previously undocumented conditions.

10.3 Adoption of Amendment Number 1 to the Site Lease, Sublease, and Construction Services Agreement with Barnhart, Inc. for Modernization of Faller Elementary School *(Goal #3, #4)*
The district has previously contracted with Barnhart, Inc. for construction services at Faller Elementary School. The Division of the State Architect (DSA) is requiring the retrofit of seventeen HVAC systems at Faller Elementary School, due to previously undocumented conditions.

10.4 Adoption of Resolution #35 0809 Noticing the Office of Public School Construction (OPSC) of the District's Intent to Modernize School Facilities *(Goal #3, #4)*
In order to qualify for State Facilities Program (SFP) funding, the board is required to adopt a resolution noticing OPSC that campuses will soon undergo modernization and that the district will seek SFP funds to support these projects.

11. BUSINESS ADMINISTRATION

11.1 Approval of Second Interim Report for Fiscal Year 2008-09 *(Goal #3)*
The board is required by law to approve the second interim report and certify that the district is able to meet its financial obligations for the remainder of the fiscal year and for subsequent fiscal years.

12. CONSENT CALENDAR

    12.1 Approval of “A” and “B” Warrants

13. FUTURE AGENDA

14. ADJOURNMENT

The next regular meeting of the Board of Education will be April 16, 2009.

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 5, 2009

TIME OF MEETING: 6:30 p.m.

PLACE OF MEETING: Ridgecrest City Council Chambers

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

MEMBERS ABSENT: Johnson

STAFF PRESENT: Joanna Rummer, Superintendent

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

MOMENT OF SILENCE was observed.

1. ADOPTION OF AGENDA

   The agenda was adopted by consensus as posted

2. CLOSED SESSION

   The board met in closed session with the superintendent regarding the non-reelection of one certificated employee.

   Reporting out of closed session, motion passed to approve the non-reelection of one certificated employee, identified as Non-reelect #1 0809. COVERT/DIETRICHSON

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

3. ADJOURNMENT was at 6:40 p.m.

THE BOARD OF EDUCATION

_____ _____

Kurt Rockwell, Vice President/Clerk Joanna Rummer, Secretary to Board

SIERRA SANDS UNIFIED SCHOOL DISTRICT

Minutes of the Regular Meeting of the Board of Education

DATE OF MEETING:	March 5, 2009
TIME OF MEETING:	7:00 p.m.
PLACE OF MEETING:	Ridgecrest City Council Chambers
MEMBERS PRESENT:	Covert, Dietrichson, Farris, Pearl, Rockwell, Scott Student Member Mary Chapman (standing in for Hannah Ponek)
MEMBERS ABSENT:	Johnson
STAFF PRESENT:	Joanna Rummer, Superintendent

PLEDGE OF ALLEGIANCE was recited in unison, led by Mary Chapman, who was standing in for student member Hannah Ponek.

MOMENT OF SILENCE was observed.

1. ADOPTION OF AGENDA

   The agenda was adopted by consensus as posted.

2. APPROVAL OF MINUTES

   Hearing no comments, the minutes of the special meeting of February 11, 2009 and the regular meeting of February 19, 2009 were adopted by consensus as written.

3. PROGRAMS AND PRESENTATIONS

   Fifth grade teachers and students from Richmond Elementary School reported on their recent class trip to San Diego where they camped out in tents and cooked their own meals. They visited the Reuben H. Fleet Museum and the USS Midway Museum and kept a log of their activities and what they learned. A slide show of photos taken on the trip helped describe the highlights of the trip.

4. PUBLIC HEARINGS

5. REPORTS AND COMMUNICATIONS

   5.1 Student Member's Report

   The biggest news from the two middle schools was the annual basketball competition between the two schools. Murray won three of the four trophies this year. Monroe staff is holding a McTeacher night at McDonald's to raise funds for the school's ASB. Murray students participated in Read Across America and planned activities around Black History Month. Mesquite students are planning a dedication of their new dragon sculpture in front of the school. At Burroughs, the Mr. BHS competition was very successful with Eddie Thomas winning the event. Spring sports are underway, and honor roll students were treated to breakfast for their efforts.

5. REPORTS AND COMMUNICATIONS (continued)

5.2 Reports from Members of the Board

Mrs. Covert was pleased to share that Congressman Kevin McCarthy recently signed on as a member of the Impact Aid Coalition. Mr. Farris asked that staff bring back data regarding board member expenses so the board can consider how it can contribute to the reduction of the budget deficit.

5.3 Superintendent's Report

Mrs. Rummer provided an update on the state budget situation and its impact on the district, particularly in regard to items regarding personnel on this board agenda. The process included all stakeholders and identification of cost-saving measures to reduce the budget deficit before making staffing reductions. The process aimed to reduce as equitably and evenly as possible so as to maintain as many of the educational opportunities for children as possible while ensuring that the whole child is educated. With that in mind and given the opportunities that were allowed in the new state budget regarding flexibility, a methodology was developed whereby attrition, redundancy, consolidation, and equity were considered in making decisions. In light of the scheduled May election and the May revise of the state budget, the district's budget situation will continue to be fluid. Mrs. Rummer will continue to keep the staff and community informed as information is received and analyzed.

Mrs. Rummer reported that the district's participation in a recent security training and readiness exercise conducted by NAWS was very successful. She also congratulated Mesquite High School on receiving recognition as a California Model Continuation High School.

5.4 Communications

Publications from schools were distributed for information.

5.5 Comments from the public on items not on the agenda

Barb Walls commented on the proposed reduction in instructional time for middle school English students and the elimination of class size reduction at the ninth grade level.

6. EDUCATIONAL ADMINISTRATION

7. POLICY DEVELOPMENT AND REVIEW

8. PERSONNEL ADMINISTRATION

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

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

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

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

8. PERSONNEL ADMINISTRATION (continued)

These actions are made a part of the minutes by reference and are filed in the Board Record Book identified as pages 1-4 of the 3/5/09 agenda.

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

As a result of this court decision, legal counsel has advised the district to non-reelect certificated employees with less than a preliminary credential in order to cause a break in service for these employees and thereby preserve the integrity of the district's seniority list. Following discussion and response to several questions, motion passed to approve the non-reelection of all certificated employees working for the district on less than a preliminary credential for the 2009-10 school year. DIETRICHSON/COVERT

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

8.4 Adoption of Resolution #33 0809, Reducing or Eliminating Certificated Services for the 2009-10 School Year

Following discussion and comments and questions from the public, motion passed to adopt Resolution #33 0809 authorizing the reduction or elimination of certain identified certificated positions and directs the superintendent to determine which employees are to receive notice of layoff as a result of this service reduction. DIETRICHSON/PEARL

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

8.5 Adoption of Resolution #34 0809, Determination of Seniority Among Certificated Employees with the Same First Paid Date of Service

Motion passed to adopt Resolution #34 0809, which identifies the specific criteria used in determining the order of termination between employees who first rendered service to the district on the same date. DIETRICHSON/COVERT

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

8.6 Approval of Extension of Early Retirement Notification Incentive for 2008-09

Following discussion, motion passed to approve the extension of payment of an early retirement notification incentive of $3,000 to certificated employees and $1,600 to classified employees to notify the district by March 31, 2009 of their intent to retire. The retirement window for certificated employees is June 5, 2009 to August 1, 2009; and February 1, 2009 to August 1, 2009 for classified employees. ROCKWELL/COVERT

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

9. GENERAL ADMINISTRATION

10. CONSTRUCTION ADMINISTRATION

10.1 Report to the Board: Measure "A" and Other Construction Activities and Issues *(Goal #3, #4)*

Because of discussion surrounding the state and district budget deficits, Mr. Auld again differentiated between general fund dollars and those state and local funds which can only be spent on facilities. Mobilization is beginning on the modernization of Pierce. He also discussed the need for additional work at Faller as a result of previously unknown structural difficulties discovered as work proceeds.

10.2 Approval of a Pre-construction Services Agreement between the Sierra Sands Unified School District and Barnhart, Inc. for Infrastructure and Parking at Burroughs High School *(Goal #3, #4)*

Motion passed to approve the pre-construction services agreement with Barnhart, Inc. for infrastructure and parking at Burroughs High School as presented. PEARL/COVERT

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

11. BUSINESS ADMINISTRATION

12. CONSENT CALENDAR

12.1 Approval of Out-of-State Travel for the Burroughs High School Music Students to Participate in a Music Festival, Adjudication, and Clinic in Hawaii in March 2010 at No Expense to the District *(Goal #2)*

12.2 Authorization of Payment for Travel Expenses for Teachers at St. Ann's School to Participate in a Staff Development Program Supported by Title IIA Funds *(Goal #2)*

12.3 Approval of Recommendation for Expulsion, Expulsion Case #12 0809

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

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

12. FUTURE AGENDA

- Review and consideration of reduction in board expenditures

13. ADJOURNMENT was at 8:40 p.m.

THE BOARD OF EDUCATION

_____ _____

Kurt Rockwell, Vice President/Clerk Joanna Rummer, Secretary to Board

recorder: Jane Brooks

4. PUBLIC HEARING

4.1 Transfer of Funds from Selected Categorical Programs Under the Transfer Authority Granted by SBx3 4 *(Goal #1, #2, #3)*

BACKGROUND INFORMATION: The state education finance trailer bill (SBx3 4) gives local school agencies the authority to use the funds received from the state for 40 Tier III programs for "any educational purpose, to the extent permitted by federal law." The flexibility to transfer funds from these programs is authorized for five years-from the current year through 2012-13. Item 6.1 of this board meeting agenda recommends the board grant authorization to take advantage of the provisions of this trailer bill.

CURRENT CONSIDERATIONS: To take advantage of the flexibility provisions, the education finance trailer bill provides that the governing board "at a regularly scheduled open public hearing shall take testimony from the public, discuss, and approve or disapprove the proposed use of funding." Specifics related to these fund transfers are detailed in item 6.1 of the current board agenda.

FINANCIAL IMPLICATIONS: There are no financial implications associated with conducting this public hearing.

SUPERINTENDENT'S RECOMMENDATION: Conduct a public hearing on the transfer of funds from selected categorical programs for any educational purpose under the authority granted by SBx3 4.

6. EDUCATIONAL ADMINISTRATION

6.1 Authorization to Transfer Funds from Selected Categorical Programs Under the Transfer Authority Granted by SBx3 4 *(Goal #1, #2, #3)*

BACKGROUND INFORMATION: On February 20, 2009 Governor Schwarzenegger signed 2008 and 2009 budget acts into law. Sixty-five state programs are divided into three tiers. Programs in Tier I are exempt from budget cuts and have no flexibility provisions. Tier I programs for Sierra Sands include After School Education and Safety, Child Development, K-3 Class Size Reduction (other flexibility allowed), Economic Impact Aid (SCE and LEP), Special Education, and Pupil Transportation. Tier II programs are subject to the midyear 15.4% cut and a 4.5% cut next year but have no flexibility provisions. Sierra Sands has one Tier II program – the English Language Acquisition Program (ELAP). Tier III programs are subject to an across the board 15.4% mid year cut this year and an additional 4.5% cut next year. The district also has flexibility to use these Tier III funds for any "educational purpose" over a five-year period ending July 1, 2013. Additionally, in most cases districts will also be able to use restricted account balances from 2007-08 for any educational purpose.

The statutory language establishing this transferability authority states that local education agencies (LEA) using the flexibility provision "shall be deemed to be in compliance with the program and funding requirements contained in statutory, regulatory, and provisional language." Funding for affected programs will be based on 2008-09 funding levels rather than the factors used in the existing formulas. For example, funds for a program currently allocated based on enrollment will instead be allocated based on 2008-09 funding levels. There are specified reporting requirements for LEAs who utilize this flexibility. Provisions affecting specific programs in Sierra Sands are as follows:

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

CURRENT CONSIDERATIONS: An analysis of the district budget deficits due to mid year cuts and other factors was considered, along with the affect of additional cuts on both the restricted and unrestricted general funds when creating the flexibility plan. The attached chart shows the flexibility plan being proposed at this time for approval.

Fund balance sweep-up from 2007-08 is being proposed for thirteen programs, generating $897,766 as a one time contribution from the restricted to the unrestricted general fund. In addition, it is proposed that the district exercise flexibility in an additional eight programs in 2009-10 generating $640,121 in annual contributions from the restricted to the unrestricted general fund. In recommending these actions, the district is following budget and legislative guidance provided by both School Services of California and the California Department of Education. Additional flexibility provisions may be brought to the board for public input and board consideration and action after budget information is received in the future.

FINANCIAL IMPLICATIONS: One time categorical contributions to the unrestricted general fund are anticipated to be $897,766. Ongoing flexibility transfers are anticipated to be $640,121 for the 2009-10 school year through 2013.

SUPERINTENDENT'S RECOMMENDATION: It is recommended that the board approve the transfer of categorical funding in accordance with the flexibility provisions of SBx3 4 as presented. This includes both sweep-up funds for 2007-08 and annual contributions beginning in 2009-10.

SIERRA SANDS UNIFIED FLEXIBILITY PLAN

SBX3 4 -- Programs and Flexibility for 2008-09 to 2012-13

TIER 1- NOT subject to Cuts or Flexibility

Flex to Sweep Ending Balance as of June 30, 2008	Tier I -- NOT Subject to Cuts or Flexibility	Tier II -- Subject to Cuts, but No Flexibility	Tier III -- Subject to Cuts WITH Flexibility	Resource Code	Program	Comments	07-08 Amt	08-09 Amt	09-10 Amt
				6010	After School Education and Safety	Maintain program	$343,500	$343,500	$343,500
				12-6055	Child Development (Fund 12)	Maintain program- expanded to Faller with new grant (1/2 prog 08-09 full in 09-10)	$323,134	$422,779	$513,870
	$436,897			1300	K-3 Class Size Reduction	07-08 Generated $1,696.464 08-09 No change 09-10 Utilize available class size flexibility including increase of class sizes up to 24.9- penalty 30%	1,071 per student	1,071 per student	1,071 per student
	$0			65xx/6360	Special Education	Maintain program	$3,714,294	$3,714,294	$3,714,294
				7090/7091	Economic Impact Aid- EIA SCE and LEP	Maintain program	$576,534	$576,534	$576,534
				7230	Pupil Transportation	Maintain program	$607,418	$607,418	$607,418
	$436,897					POTENTIAL ONGOING SAVINGS			

TIER 2- Reduction of 15.4% in 2008-2009, plus additional reduction of 4.5% in 2009-2010 (plus adjustment for growth/ decline)- no flexibility

Flex to Sweep Ending Balance as of June 30, 2008	Tier I -- NOT Subject to Cuts or Flexibility	Tier II -- Subject to Cuts, but No Flexibility	Tier III -- Subject to Cuts WITH Flexibility	Resource Code	Program	Comments	07-08 Allocation	Anticipated 08-09 Allocations	Anticipated 09-10 Allocations
		$0		6286	English Language Acquisition Program	No program changes- no potential savings	$20,780	$15,671	$15,123

TIER 3- Reduction of 15.4% in 2008-2009, plus additional reduction of 4.5% in 2009-2010 (plus adjustment for growth/ decline) with flexibility to transfer funds from any of these programs to any "educational purpose" (includes unrestricted General Fund or other categorical programs) for any period from 2008-09 to 2012-13

08-09 and 09-10 anticipated allocations reflect state cuts but not possible enrollment cuts due to declining enrollment

How Does Flexibility Work: There are two parts to the flexibility included in SBX3 4. (A) Allows for transfers of 2007-08 ending balances from most categoricals to the unrestricted fund on a one-time basis. (B) Allows for most state categoricals to be transferred to unrestricted fund for any "educational purpose".

Flex to Sweep Ending Balance as of June 30, 2008	Tier I -- NOT Subject to Cuts or Flexibility	Tier II -- Subject to Cuts, but No Flexibility	Tier III -- Subject to Cuts WITH Flexibility	Resource Code	Program	Comments	07-08 Allocation	Anticipated 08-09 Allocations	Anticipated 09-10 Allocations
$0			$130,000	1200	Morgan-Hart Class Size Reduction	07-08 $213 per FTE- 582.42 FTE 08-09-No change in program 09-10-Eliminate CSR in 9th grade ELA and math-2 FTE	$148,887	$125,958	$120,290
$0			$55,642	2430	Community Day Schools	09-10-Eliminate CDS-1 FTE and 2 Paraprofessionals	$61,576	$52,093	$49,749
$0			$0	6091& 6092	Cal SAFE	09-10 No change to program-reimbursable	$118,158	$99,962	$95,464

$0			$0	14-6205	Deferred Maintenance (Fund 14)	09-10-Continue support to modernization-uses different calculation	$216,623	$182,400	$182,400
$9,229			$0	6260	Alternate Teacher Intern	08-09 Sweep prior year carryover 09-10 No change to program	$10,200	$8,628	$8,236
$22,165			$0	6285	Community Based English Tutoring (CBET)	08-09-Sweep prior year carryover 09-10-Slight reductions to program	$16,561	$14,011	$13,381
$0			$0	6350	ROC/P	08-09-Reduction of .2 FTE 09-10-Reduce course sections and staffing based upon student enrollment	$618,477	$573,489	$548,644
			$0	11-6390	Adult Education	09-10 Reduce program to adjust to reduction in funds	$243,089	$205,653	$196,399
$0			$0	6405	School Safety Block Grants (Carl Washington)	No change	$99,567	$84,234	$80,443
$74,006			$50,000	6760	Arts and Music Block Grant	08-09 Sweep prior year carryover 09-10-Pay for itinerant teacher salary up to $50,000	$97,764	$82,708	$78,986
$147,730				6761	Arts, Music and Physical Education	One-time grant funds provided in 2006-07 08-09 Sweep prior year carryover	$0	$0	$0
			$0	7055	CAHSEE Intervention/Instruction	08-09 No change to program 09-10 Sweep PY C/o & Reduce program to reflect funds	$55,679	$47,104	$44,984
$152,116			$67,479	7080	Counselors, Grades 7-12	08-09 Sweep prior year carryover 09-10-Reduce one secondary counselor	$203,775	$172,394	$164,636
$25,080			$20,000	7140	Gifted and Talented Education (GATE)	08-09-Sweep prior year carryover 09-10-Reduce site allocations	$51,076	$43,210	$41,266
			$0	7156	Instructional Materials Fund	08-09 Defer adoptions 09-10-Possible ELA adoption	$396,359	$335,320	$320,231
$11,044				7157	English Learners Instructional Materials	One-time grant funds provided in 2006-07 08-09 Sweep prior year carryover	$0	$0	$0
$148,555			$0	7271	PAR	08-09 Sweep prior year carryover 09-10-Maintain program	$23,556	$19,928	$19,031
$38,122			$17,000	7390	Pupil Retention Block Grant	08-09-Sweep prior year carryover and eliminate 10th grade counseling 09-10 Reduce program to 60% of remaining funding	$32,948	$27,874	$26,620
$11,982			$0	7392	Teacher Credentialing Block Grant	08-09 Sweep prior year carryover	$40,835	$34,546	$32,991
$117,322			$100,000	7393	Professional Development Block Grant	08-09 Sweep prior year carryover 09-10-Reduce professional development	$172,201	$145,682	$139,126
			$0	7394	Targeted Instructional Improvement Block Grant	No change-supports transportation costs	$269,121	$227,676	$217,431
$118,062			$200,000	7395	School and Library Improvement Block Grant	08-09-Sweep prior year carryover 09-10-Reduce site allocations ~50%	$587,448	$496,981	$474,617
$0				7396 & 7397	District and Site Discretionary Block Grant	One-time grant funds provided in 2006-07	$0	$0	$0
$22,353				7398	Education Technology and Instructional Materials	One-time grant funds provided in 2006-07 08-09 Sweep prior year carryover	$0	$0	$0
One time sweep up	*CSR potential savings*		*On-going savings*			*TIER 2 and 3 Allocations by year*	$3,484,680	$2,995,522	$2,870,048
$897,766	*$436,897*	*$0*	*$640,121*			*Amount of reduction from prior year*		$489,158	$125,474
						OVERALL REDUCTION			$614,632

6. EDUCATIONAL ADMINISTRATION

6.2 Approval of Advancement Via Individual Determination (AVID) Courses at Burroughs High School *(Goal #2)*

BACKGROUND INFORMATION: Advancement Via Individual Determination (AVID) is a college preparatory program for students who are often economically disadvantaged and underachieving. It enables disadvantaged secondary students to succeed in rigorous curricula, enter mainstream activities in school, and increase their opportunities to enroll in four-year colleges. Developed in 1980 by Mary Catherine Swanson, AVID has seen steady growth throughout California, nationally, and internationally in the last 26 years, as supported by the following data:

- More than 2,300 schools in 40 states and 15 foreign countries offer the AVID program.
- More than 200,000 students have graduated from AVID programs.
- Approximately 75 percent of AVID students were accepted to a four year college in 2005.
- Approximately 11 percent of AVID students attend University of California's (UC) nine undergraduate campuses.
- Approximately 35 percent of AVID students attend California State University (CSU) campuses.
- Approximately 85.7 percent of AVID students complete the a-g requirements for UC and CSU.

AVID is a data driven program centered on student outcomes supported by extensive independent research, evaluation, and the AVID Data Collection System to validate its results. The following is a summary of current AVID research:

- 95 percent of AVID students are enrolling in college
- 77 percent of AVID students are enrolling in four-year colleges and universities
- 84 percent of AVID students statewide completed the “a-g” curriculum
- 98 percent of AVID students graduate from high school
- 47 percent of AVID eighth graders take algebra

CURRENT CONSIDERATIONS: Implementation of AVID will accomplish several critical areas of follow-up identified during Burroughs WASC visitation in 2008. Of the seven schoolwide critical areas of follow-up identified by WASC, four will be directly addressed with the implementation of the AVID program. AVID will provide:

- a broader, systematic approach to address the behavioral and academic needs of all students, especially students disconnected from the learning process;

- teachers-specific curriculum to incorporate more critical thinking skills, creative application, and reflection into instruction and assessment, with a keener focus on subgroup achievement;
- an avenue to involve special communities of Burroughs High School, especially parents of English language learners, into school wide community and parent opportunities; and
- a system of assisting students who are having academic difficulty by expanding tutoring opportunities.

The AVID program consists of four year-long courses, one at each grade level. The schedule of implementation will be incremental and will take four years to fully implement. Course outlines for each grade level course are provided for review. Mr. Ostash, Burroughs High School principal, has put much time and energy in presenting the concept of AVID to all stakeholder groups, including faculty, staff, department chairs, and PTSO. He has the full support and acceptance by all groups.

FINANCIAL CONSIDERATIONS: Burroughs High School receives Economic Impact Aid funding specific to addressing the needs of economically disadvantaged and English learner students. This funding has been categorized as Tier 1 funding in the state categorical budget structure, which means there will be no reductions or flexibility to the allocation. The start up cost to begin implementation of this program is $18,435 with an additional cost of $7,500 per year to add the next grade level course. The cost of full implementation after four years will be $41,000 annually, which will be funded out of categorical revenues.

SUPERINTENDENT'S RECOMMENDATION: It is recommended that the board approve implementation of four grade level courses of AVID at Burroughs High School as presented with implementation beginning in the fall of 2009.

SAMPLE

AVID Elective Grade 9

COURSE TITLE:	AVID (Advancement Via Individual Determination)
CODES: _____	
RECOMMENDED PREREQUISITES:	Between 2.0 and 3.25 GPA; average or above standardized test scores, especially in math; enrollment in Algebra or higher; student interview; high student motivation; positive attitude; parent contract, first in family to attend college.
LENGTH OF COURSE:	Two semesters
CREDITS:	Ten
GRADE LEVELS:	9

I. COURSE DESCRIPTION

The ninth grade AVID course is an elective class for students who are college bound. While concurrently enrolled in a college-prep course of study meeting the "a-g requirements" of UC/CSU, students will learn strategies to enhance their academic success. To ensure success in rigorous college-prep course work, students work individually, as well as in tutor-led collaborative groups. Note taking, outlining, writing, speaking, reading, test-taking strategies, collaborative work and self-awareness are stressed. In addition, the course includes college motivational activities such as college field trips, guest speakers from the professional world, etc. The AVID Curriculum focuses on Writing, Inquiry, Collaboration and Reading strategies (WICR) through the AVID High School Libraries in both teacher and tutor led activities.

II. MAJOR OBJECTIVES

The students will:

1. Learn time management.
2. Practice goal-setting skills.
3. Create a four-year academic plan.
4. Demonstrate Cornell note-taking skills.
5. Practice oral language skills through impromptu and demonstration speeches as well as curricular and tutorial activities.
6. Work effectively in collaborative groups led by college/peer tutors.
7. Learn strategies for team building to build a sense of community, positive

interdependence and shared leadership.

8. Learn strategies for test preparation including required state testing and college admissions.
9. Participate in Socratic Seminar.
10. Participate in activities which promote college awareness and cultural understanding.
11. Explore critical and creative thinking strategies including using pre-Advanced Placement strategies.
12. Learn inquiry-based questioning strategies.
13. Develop and refine reading and writing skills according to state standards.
14. Demonstrate vocabulary development for academic advancement.
15. Establish a ninth grade AVID portfolio.

III. COURSE CONTENT

A. Collaborative work with college tutors
B. College life
C. Formal essay writing (Autobiographical Incident; Description of a Place; Explanation of a Process; Analysis of a Character)
D. Expository Writing
E. Listening skills
F. Cornell Note taking
G. Oral skills
H. Reading skills
I. Study skills
J. PSAT/SAT test-taking skills
K. Time-management
L. Vocabulary development

IV. RECOMMENDED TEXTS

The AVID High School Libraries

10th GRADE AVID COURSE DESCRIPTION

COURSE TITLE:	AVID(Advancement Via Individual Determination)
RECOMMENDED PREREQUISITES:	Between 2.0 and 3.0 GPA; average or above standardized test scores, especially in math; enrollment in algebra or higher; student interview; high student motivation; positive attitude; parent contract, first in family to attend college. Enrollment in AVID during the 9th grade year.
LENGTH OF COURSE:	Two semesters
CREDITS:	Ten
GRADE LEVELS:	**10**

I. COURSE DESCRIPTION

The tenth grade AVID course is an elective class for students who are college bound. While concurrently enrolled in a college-prep course of study, students learn strategies to enhance success. To ensure success in college-prep course work, students work individually, as well as in tutor-led collaborative groups. Note taking, outlining, writing, speaking, reading, test-taking strategies, and self-awareness are stressed. In addition, the course includes college motivational and career exploration activities.

II. MAJOR OBJECTIVES

The students will:

1. Apply various time management strategies.
2. Practice academic goal-setting skills.
3. Refine a four-year academic plan.
4. Demonstrate note-taking skills.
5. Practice oral language through rhetorical and debate skills and through activities in AVID Library Strategies for Success.
6. Work effectively in collaborative groups.
7. Learn strategies for PSAT and ACT test preparation.
8. Participate in Socratic Seminar.
9. Participate in activities which promote college awareness and cultural understanding.
10. Utilize critical and creative thinking strategies.
11. Refine reading skills.

12. Demonstrate adequate vocabulary development.
13. Establish AVID portfolio in conjunction with District writing portfolio.
14. Prepare for Writing and Math Proficiencies.
15. Be introduced to career exploration activities.

III. COURSE CONTENT

A. Socratic Seminar
B. College life
C. Formal essay writing (Report of an Interview; Biographical Sketch; Problem-Solution Analysis; Evaluation of Story)
D. Listening Skills
E. Note-taking strategies and organizational strategies
F. Oral skills
G. Reading skills
H. Study skills
I. SAT and ACT test-taking skills
J. Time management
K. Vocabulary development
L. Career exploration

IV. RECOMMENDED TEXTS

A. The AVID High School Libraries

11th GRADE AVID COURSE DESCRIPTION

COURSE TITLE:	AVID (Advancement Via Individual Determination)
RECOMMENDED PREREQUISITES:	Between 2.0 and 3.0 GPA; average or above standardized test scores, especially in math; enrollment in algebra or higher; student interview; high student motivation; positive attitude; parent contract, first in family to attend college. Enrollment in AVID during the 10th grade year.
LENGTH OF COURSE:	Two semesters
CREDITS:	Ten
GRADE LEVELS:	11

I. COURSE DESCRIPTION

The eleventh grade AVID course is an elective class for students who are college bound. While concurrently enrolled in a college-prep course of study, students learn strategies to enhance success. To ensure success in college-prep course work, students work individually, as well as in tutor-led collaborative groups. Note taking, outlining, writing, speaking, reading, test-taking strategies, and self-awareness are stressed. In addition, the course includes college motivational and career exploration activities.

II. MAJOR OBJECTIVES

The students will:

1. Apply various time management strategies.
2. Practice academic goal-setting skills.
3. Refine a four-year academic plan.
4. Demonstrate note-taking skills.
5. Practice oral language through rhetorical and debate skills and through activities in AVID Library Strategies for Success.
6. Work effectively in collaborative groups led by college tutors.
7. Learn strategies for PSAT and ACT test preparation.
8. Participate in Socratic Seminar.
9. Participate in activities which promote college awareness and cultural understanding.
10. Utilize critical and creative thinking strategies.

11. Refine reading skills.
12. Demonstrate adequate vocabulary development.
13. Establish AVID portfolio in conjunction with District writing portfolio.
14. Prepare for Writing and Math Proficiencies.
15. Be introduced to career exploration activities.

III. COURSE CONTENT

A. Socratic Seminar
B. College life
C. Formal essay writing (Cause-Effect Analysis; Comparative Analysis; Controversial Issue Analysis; Analysis of a Theme in Art, Literature, or Music)
D. Listening Skills
E. Note-taking strategies and organizational strategies
F. Oral skills
G. Reading skills
H. Study skills
I. SAT and ACT test-taking skills
J. Time management
K. Vocabulary development
L. Career exploration

IV. RECOMMENDED TEXTS

A. The AVID High School Libraries

Advancement Via Individual Determination
AVID Senior Seminar

COURSE OUTLINE

Department:	English
Grade:	12
Length:	One year
Prerequisite:	Previous enrollment in AVID lower-level courses for three years.
CO requisite:	Enrollment in at least one honors, Advanced Placement, or International Baccalaureate course

COURSE PHILOSOPHY

AVID elective courses at all grade levels are designed to prepare, in an academic context, disadvantaged students for entrance into four year colleges, with emphasis on analytical writing, preparation for college entrance and placement exams, college study skills and test taking, note taking, and research.

The AVID Senior Seminar is the culmination of a student's years in the AVID program, and the course involves substantial critical reading and writing, preparation for external exams such as Advanced Placement and International Baccalaureate, and weekly Socratic seminars. Students enrolled in the Senior Seminar are required to complete weekly timed writings and analytical discourses in subjects across the curriculum. In addition, students are required to make oral presentations to the class on topics related to college entrance, contemporary issues, and social concerns. As with all AVID courses, the Senior Seminar features tutors, college students who lead discussions and analysis of the academic subjects in which the students are enrolled. Senior Seminar students, working with the tutors, are expected to participate in and eventually act as moderators for Socratic Seminars. These discussions move beyond didactic instruction and assist students in gaining multiple perspectives on texts, supporting arguments with clear reasoning and evidence, and developing their critical thinking skills to the degree necessary for success in college.

The AVID teacher plays a unique role for all students in the AVID classroom, which will typically have a mix of students from grades nine through twelve. Younger students, both freshmen and sophomores, receive coaching in note taking, organization, study skills, along with instruction in writing domains such as the autobiographical incident, , comparison/contrast, and cause and effect. Younger students are also introduced to textual analysis and writing across the curriculum in various disciplines. Junior level students experience more analytical writing, literary analysis, and college entrance preparation, such as the SAT, ACT, and Subject A in addition to college placement exams. Writing modes such as logic, definition, and taxonomy are introduced. Senior Seminar students engage in more analytical writing, timed essays, research, and intense preparation for external exams and college placement tests. Moreover, Senior Seminar students are required to produce an extended, reflective essay focusing on one of their areas of study such as mathematics, science, history, English, or world language. It is recommended that they work with a university professor as an advisor for this project.

COURSE DESCRIPTION/STRUCTURE

The AVID Senior Seminar follows the weekly structure of all AVID classes, with two days of teacher led curriculum per week, two days of tutorials, and a day allocated for guest speakers, mini-courses taught by college instructors, and visits to colleges, museums, art galleries, or drama productions. As seniors progress through the year, this additional day is also used for them to work with the AVID teacher and tutors to plan their Socratic Seminar leadership, to select appropriate text materials to be discussed, and to plan their grouping strategies.

Throughout the school year, the AVID teacher serves as conduit to colleges and universities as well as to academic departments on campus. This individual assists AVID students in applying for college, researching financial aid and housing, registering for entrance and placement exams, and in preparing for external examinations in the spring. AVID tutors also assist in these processes by providing actual information and giving feedback to AVID seniors regarding their applications and essays.

The AVID Senior Seminar is divided into four quarters of emphasis, leading to the student's acceptance at a four-year college or university.

Quarter One--Gaining Admission

Quarter Two--Becoming a College Student

Quarter Three--Placement and External Exam Preparation

Quarter Four--Selecting a Major and Career Emphasis

OBJECTIVES OF THE COURSE

1. Students will complete the a-f course requirements for entrance to the University of California.

2. Students will successfully complete college applications and financial aid packages.

3. Students will demonstrate analytical writing at a college level in a variety of discourse modes.

4. Students will improve their oral communication skills through a variety of means, including presentation, debate, and Socratic Seminar.

5. Students will learn to evaluate their own and others' writing, using rubrics and scoring guides modeled on UC and CSU entrance exams.

6. Students will prepare for college entrance and placement exams, using the AVID Senior Supplement, and other materials.

7. Students will prepare for an external exam such as Advanced Placement or International Baccalaureate.

8. Students will select a college area of study which leads to an anticipated career.

9. Students will complete and present a portfolio of their work in AVID.

10. Students will learn to act as moderators for Socratic seminars.

COURSE OUTLINE

Quarter One--Gaining Admission

1. The College Application
2. Writing the College Essay
3. SAT/ACT preparation
4. Financial aid
5. Study of sample AP/IB exams
6. Registration for exams
7. Ongoing tutorials
8. Timed writings and analytical discourse

Quarter Two--Becoming a College Student

1. College Placement Exams--an introduction
2. Time management
3. Advanced note taking
4. Socratic seminars (led by tutors and AVID teacher)
5. Timed writings and analytical discourse
6. Introduction of the Extended Essay; contact with college advisor.

Quarter Three--Placement and External Exam Preparation

1. UC and CSU placement exam preparation
2. Socratic seminars (led by AVID seniors)
3. Advanced Placement and International Baccalaureate practice
4. Research project--critical issues in college acceptance
5. Portfolio development

Quarter Four--Selecting a Major and a Career Emphasis

1. Research project--options at my university
2. Socratic seminars (led by AVID seniors)
3. Career exploration--professions in my field of study
4. Portfolio presentations
5. Completion of the Extended Essay.

ASSESSMENT PROCEDURES

AVID seniors will be evaluated using a variety of performance-based assessments. While they will be judged on rudimentary AVID "basics" such as a well-organized notebook, participation in tutorials, and note taking, they will also be assessed according to their performance on timed writings, practice placement examinations, participation in scoring of practice examinations, leadership in Socratic Seminars, and external exam preparation. In addition, AVID seniors will be required to complete a research paper exploring issues in college access. This paper will also be presented to the class. Finally, AVID seniors will be required to develop and present a portfolio, representing their four years of work in the AVID program.

SENIOR PORTFOLIO CONTENTS

Portfolio contents will include but not be limited to the following:

—College admissions essay

—Final career research paper

—Four-year plan

—Timed writings

—Analytical essays

—Notes taken in content areas

—Extended essay

—Dialectical journal from core literature study

RESOURCES

Primary

The AVID Senior Seminar will make use of the core literature list from the school's most advanced senior English class.

Adler, The Paideia Proposal, Macmillan, 1982.

Axelrod and Cooper. The St. Martin's Guide to Writing. St. Martin's Press, 1986.

Cooper, Maximum Competencies for College-Bound Students in Writing, Mathematics, Chemistry, and Physics, University of California, San Diego, 1984.

Frew, Survival, A Sequential Program for College Writing, Peek Publications, 1980.

Gere, Roots in the Sawdust: Writing to Learn Across the Disciplines, National Council of Teachers of English, 1985.

Supplemental

Armstrong, Study Tips: How To Study Effectively and Get Better Grades, Barron's 1975.

College Board, Academic Preparation In English: Teaching For A Transition From High School to College, College Entrance Examination Board, 1985.

College Board, ScoreSense: Understanding Your SAT Scores: for the Apple IIe, College Entrance Examination Board and Educational Testing Service, 1985.

College Board, 10 SAT's: The Actual and Complete Scholastic Aptitude Test Plus Advice From the College Board on How to Prepare for It, College Entrance Examination Board, 1985.

College Board, TestSense: Preparing For the PSAT/NMSQT: For the Apple IIe, The College Entrance Examination Board, 1985.

Donner, How To Beat the SAT, Workman, 1981.

Ellis, Becoming A Master Student, College Survival, Inc., Fifth Edition, 1985.

Nadel, How To Prepare For The Advanced Placement Examination In English and Other Subjects, Barron's, 1974.

Pauk, How To Study In College, Houghton Mifflin, 3rd Edition, 1984.

Peterson, College Admissions--Getting Into The College Of Your Choice, Peterson Zuber Guides, 1983.

Shastak, How To Prepare For College Board Achievement Tests In English, Mathematics, Biology, Chemistry, History, and Foreign Language, Barron's, 1977.

Weigand, How To Succeed In High School, And Score High On College Entrance Examination, Barron's, 1974.

6. EDUCATIONAL ADMINISTRATION

6.3 Approval of Community-Based English Tutoring (CBET) Program Plan and Application for 2009-10 *(Goals # 1, #2, #3, #5)*

BACKGROUND INFORMATION: The Community-Based English Tutoring (CBET) Program allows local educational agencies (LEAs) to provide free or subsidized programs of adult English language instruction to parents or other members of the community who pledge to provide personal English language tutoring to English learners. In accordance with state law, LEAs may use these funds for direct program services, community notification processes, transportation services, and background checks required of the tutors who volunteer in public schools settings. An eligible LEA is any school district, county office of education, or direct-funded charter school that enrolled one or more English learners in the previous school year. As of February 27, 2009 Language Census date, Sierra Sands had 491 K-12 English learner students, an increase from 463 EL students in 2008.

CURRENT CONSIDERATIONS: The evening English classes for parents started as a Pierce pilot program for English language learners and their parents in the fall of 2003. In spring 2004, a Community Based English Tutoring (CBET) grant was applied for and received. During the 2008-09 school year, the program has enrolled over 80 parents and community members. Three teachers teach four hours each per week. Parents and community members participate in ESL (English as a Second Language) classes provided by the Sierra Sands Adult School. Children of adult participants are provided with homework help by certificated teachers (funded by Title 1, Title III, and EIA-LEP funds). Child care is also provided. CBET funds assist with materials and personnel needs that are not covered by other categorical funding. The annual CBET application requires board approval.

Increased accountability requirements this year include implementation of the board approved CBET plan, tracking student achievement information, and pre- and post-assessment of adults participating in the program.

CBET is a Tier III Flexibility program. Carryover from 2007-08 will be transferred to the general unrestricted fund. At this time the district plans to continue the Community Based English Tutoring program. As more information is obtained concerning the state budget, and if SBx3 4 flexibility is needed to support the district unrestricted general fund, this program may be targeted for 2008-09 flexibility sweeps-ups and would be brought back to the board for a public hearing and action to take advantage of the flexibility option.

FINANCIAL IMPLICATIONS: As stated, CBET is a Tier III flexibility program and is subject to a 15.4% mid-year reduction in 2008-09 and an additional 4.5% cut in 2009-10. Funding is anticipated to be approximately $13,200 in 2009-10. Funding and the application process is on a year-to-year basis.

SUPERINTENDENT'S RECOMMENDATION: It is recommended that the Board of Education approve the Community Based English Tutoring (CBET) application for the 2009-10 school year as presented.

COMMUNITY-BASED ENGLISH TUTORING PROGRAM APPLICATION FORM, FISCAL YEAR 2009-10

Submission Postmark Deadline: May 15, 2009

Local Educational Agency (LEA) Information

Name of LEA Sierra Sands Unified School District

County/District Code 15 / 73742

School Code (Leave blank unless applicant is a direct-funded charter school) ___ ___ ___ ___ ___ ___ ___

Program Director Name Laura Hickle

Title Coordinator of Special Projects

Telephone Number (760) 384-2350 x ____

Fax Number (760) 375-1959

E-mail Address lhickle@ssusd.org

Chief Fiscal Officer Elaine Janson

Title Assistant Superintendent of Business Services

E-mail Address ejanson@ssusd.org

Assurances

The signature of the superintendent or designee on this form acknowledges that the following general assurances will be observed.

1. The conditions established pursuant to California *Education Code (EC)* sections 315-317, and *California Code of Regulations (CCR),* Title 5, sections 11315, 11315.5, and 11315.6, will be met by the LEA in the administration of this program.

2. The LEA will use fiscal control and accounting procedures that will ensure proper disbursements and accounting of state funds paid to that agency under the program. The LEA will make all records available for audit when requested.

3. Funds may be used for direct program services, community notification processes, transportation services, and background checks related to the adults participating in the tutoring program.

4. The LEA will be responsible for expending these funds to provide free or subsidized adult English-language instruction for parents or community members who have pledged to provide personal English-language tutoring to English learners in kindergarten through grade twelve.

5. Pledge records will consist of the following information: name of school district, name of school, and the name and signature of parent or community member committed to tutor English learners. These records will be maintained for audit.

6. A Community-Based English Tutoring (CBET) plan will be adopted by the local governing board and include elements of instruction and achievement information as described by *EC* Section 317. The data collected shall be used, by the governing board, to review and revise the plan as necessary, not less than once every three years, and be made available to the state as requested.

Certification and Signature

I certify that: (1) the planned allocation and expenditures of funds for the CBET program are for educational services for eligible participants; (2) the expenditures of funds and the programmatic activities will be conducted in accordance with federal and state statutes and regulations, including the assurances contained in this application; (3) full records of program activities and expenditures will be maintained and made available for review and/or audit by the California Department of Education and/or the representatives or designees of the Department; and (4) a CBET plan has been written in accordance with *EC* sections 315-317, and *CCR,* Title 5, sections 11315 and 11315.5.

I hereby certify that I have read the conditions contained in this document and agree to comply with all requirements as a condition of funding and that to the best of my knowledge the information contained in this CBET application form is complete and correct.

Name of LEA	Sierra Sands Unified School District
Signature of Superintendent or Designee	
Printed Name	Joanna Rummer
Title	Superintendent

Board Approval

Board Approval Date	March 19, 2009
Signature of Presiding Officer of Governing Board	
Printed Name	Michael Scott

Mail this application form, postmarked on or before May 15, 2009, to:

CBET Application
Language Policy and Leadership Office
California Department of Education
1430 N Street, Suite 4309
Sacramento, CA 95814-5901

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***

Vernon Griffin
Math – Burroughs
Effective 6-4-09

Jeanette Marshall***
6th Social Science – James Monroe
Effective 3-10-09

John Prentice
Social Science – Murray
Effective 6-4-09

Bridgett Adams
English – Murray
Effective 6-4-09

8.12 LEAVE OF ABSENCE

8.13 EMPLOYMENT

Substitute Teachers for 08-09 year
Angela Williams
Ashley Mathews

8. PERSONNEL ADMINISTRATION

8.2 CLASSIFIED PERSONNEL

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

Arthur Patterson***
8 hr. Skilled Craftsperson – Maintenance
Effective 07-17-09

8.22 LEAVE OF ABSENCE

Lynn Wade
5½ hr. Paraprofessional – Richmond Elementary
April 6, 2009 – June 4, 2009

8.23 EMPLOYMENT

Classified Substitutes for the 2008-2009 School Year
Kembra Lucas

Student Workability Workers for the 2008-2009 School Year
Brittany Altic
Samantha Giles

8.24 CHANGE OF STATUS

Rebecca Hendrickson
From: 2½ hr. Food Service Assistant I – Pierce Elementary
To: 3 hr. Food Service Assistant I – Faller Elementary
Effective 03-02-09

Shellie Moore
From: 5½ hr. Paraprofessional – James Monroe Middle School
To: 5½ hr. Paraprofessional – Burroughs High School
Effective 03-05-09

9. GENERAL ADMINISTRATION

9.1 Gifts to the District

CURRENT CONSIDERATIONS: The following gifts have been received:

Wayne Wilhite has donated a 1986 Ford Bronco, estimated at a cash value of $2,000, to the auto shop program at Burroughs High School.

Bruce Auld has donated the *Magnificent Mavericks* book set, valued at $64, to the Burroughs High School library.

Mr. and Mrs. Teuscher have donated $60 to the art program at Burroughs High school.

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

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

9. GENERAL ADMINISTRATION

9.2 Mid-Year Evaluation of Progress Toward District Goals *(Goals #1-5)*

BACKGROUND INFORMATION: In July 2006, the governing board of the Sierra Sands Unified School District established districtwide goals to be implemented over the school years including 2006-2009. The superintendent is responsible for wide dissemination of the goals and for developing a clear set of expectations for translating these goals into management objectives for all staff members throughout the district. The five goals are as follows:

1. Provide an educational program aligned with the California State Standards at each grade level that enables students to achieve and succeed academically while preparing them for a productive future.

2. Provide a variety of support programs, strategies, interventions, and staff development opportunities that increase the likelihood for student success.

3. Annually review, update, and fully implement all district plans.

4. Promote safe, secure, well maintained, and adequately equipped schools that provide a positive learning environment.

5. To enrich the educational experience of all students, opportunities for community input and involvement will be increased through communication of goals, activities, and accomplishments

CURRENT CONSIDERATIONS: Implementation of the districtwide goals has been ongoing since 2003. Each school and department within the Sierra Sands Unified School District has allocated resources, both human and financial, to maximize their efforts to address district goals. Each assistant superintendent and principal has been responsible to document his/her respective school or department's progress toward the achievement of the stated goals to date, as well as what he/she intends to achieve the remainder of the school year. Each of the following reports contains responses to three questions:

1. List your accomplishments toward the achievement of the district goals.
2. What are your major administrative and/or educational accomplishments this school year?
3. What major administrative and educational objectives do you hope to accomplish the remainder of the year?

The mid-year evaluation reports demonstrate the commitment of each department and school. They are enclosed for review.

FINANCIAL IMPLICATIONS: None.

SUPERINTENDENT'S RECOMMENDATION: It is recommend the board review and discuss submitted evaluation reports as presented.

SIERRA SANDS UNIFIED SCHOOL DISTRICT
MID-YEAR EVALUATION REPORTS
2008-09 School Year

FALLER ELEMENTARY SCHOOL

I. List your accomplishments toward the achievement of district goals.

A. Goal #1: Program aligned with California State Standards

1. I have maintained a high level of expectation of staff to follow California State Standards by observing and evaluating staff. I have asked teachers to include the standard being taught in their lesson plans. I expect to see posted the ELA and Math CA State Standards cards.
2. At collaboration, teachers and I have discussed the grade level standards, CST grade level scores, benchmark testing, blueprints, and released test questions of the CST, as well as yearly plans and pacing guides.

B. Goal #2: Support programs, strategies, interventions, and staff development

1. Under my direction at collaboration, teachers have worked together on the new math adoption pacing guide.
2. I have conducted regular staff meetings as well as provided grade level collaboration at the staff meetings.
3. I have purchased Standards Plus for grades 1-5 for supplemental coverage of ELA standards.
4. I have facilitated our "during school intervention" with the support of a new full time project teacher.
5. Our after school intervention continues to provide a teacher at every grade level (grades 1-5) assisting students with grade level material and homework.
6. I implemented an additional "after school intervention" for first grade students at risk of retention. It is being taught by one of our first grade teachers.
7. I encouraged staff to participate in the Monday staff developments as well as conferences that pertain to their grade level or areas of need.

C. Goal #3: Review, update, and implement all district plans

1. Faller's Single Plan has been updated and revised under the direction of the Site Council and submitted in a timely manner.
2. Faller's Safety Plan has been updated and revised under the direction of the Site Council and by staff and will be submitted on the due date of March 1.
3. I have provided leadership and positive support for the district modernization plan at Faller.

D. Goal #4: Promote safe, secure, well maintained learning environments

1. Staff is currently reviewing the Safety Plan including individual responsibilities, duties, and procedures.
2. The staff and I are generating a list of supplies needing replacement in our emergency kits.
3. Due to modernization, the staff and I have modified and practiced our temporary evacuation plan.
4. I have worked closely with construction management to provide a safe, secure campus as we undergo modernization.
5. I managed a smooth temporary transition for staff moving out of Building B.
6. We have successfully implemented the change in our dismissal for minimum days. All students now are dismissed at 12:50 with lunch periods remaining similar to our regular day schedule.

E. Goal #5: Provide for community input/involvement

1. I have continued to invite the newspaper when we have events to highlight, such as assemblies, programs, and school activities.
2. We conducted a Packing Day for parents and community to assist with the packing of Building B in December 2008.
3. The yearly school site council election was held in September 2008. All Faller community members were welcome to consider holding a seat.
4. Our yearly ELAC meeting was well attended by over 20 parents.
5. We will be providing our second Attendance Information Meeting with the District Attorney on February 24.
6. Our active PTO has involved many of our parents and community members in the following activities: Pride Day, Cookie Dough Fund Raiser, Staff Luncheons, Faller T-shirts, FAME, sponsor of Chess Tournament, Junior Olympics, and Family Nights.

II. What are your major administrative and/or educational accomplishments this school year?

A. Providing leadership and promoting a positive climate while undergoing modernization
B. Integrating a full time project teacher and strategy group schedule for intervention
C. Effectively utilizing the new two day school counselor

III. What major administrative and/or educational objectives do you hope to accomplish during the remainder of the year?

A. Complete AB 430 in June 2009
B. Continue to provide leadership and promote a positive climate under the stress of modernization
C. Remain professional, fair, and open with all staff members

D. Support the intervention programs: strategy groups during school hours, first grade direct reading intervention after school, the after school program which provides one hour teacher support
E. Promote an encouraging climate during California State Standards testing
F. Maintain integrity of our school programs as we encounter financial budget constraints

GATEWAY ELEMENTARY SCHOOL

I. List your accomplishments toward the achievement of district goals.

A. Goal #1: Program aligned with California State Standards

1. Analysis of test data before school starts and at grade level collaboration meetings biweekly
2. Analysis of current educational practice for School Plan for Student Achievement
3. Teacher observations and evaluations conducted for probationary and tenured teachers
4. Membership on GATE advisory committee and chairing fifth grade, grade level meetings
5. Classroom visitations for overall view of educational picture
6. Consideration of standards when purchasing materials
7. Yearly curriculum timelines turned in by every grade level to aid in pacing
8. Edusoft used to create assessments and assignments to aid in standards mastery

B. Goal #2: Support programs, strategies, interventions, and staff development

1. Kindergarten and second grade vision and hearing screening annually
2. District inservices to provide staff opportunities to grow professionally
3. Staff meetings utilized to learn about differentiated instruction, safety, and best practices
4. Monthly awards assemblies
5. Before, after, and during school intervention programs
6. Rasinski's Road to Comprehension teacher in-service
7. Student Support Team process to identify children at risk of not meeting standards or to monitor children with mental or physical concerns
8. CMC Math Festival (algebra strand) held for all students K-5
9. Attended "Closing the Achievement Gap" seminar and sharing information with staff

C. Goal #3: Review, update, and implement all district plans

1. School level safety and technology meetings held bimonthly
2. ELAC meetings held and input gathered concerning our site
3. Faculty meetings used to discuss safety, technology, ELAC, and School Plans
4. Site Council approved updated School Plan

5. Membership on GATE district advisory committee and two teachers are site level representatives and one teacher is a coordinator for our site
6. Site representation on all district level committees and site committees
7. PTO working with staff to support acquisition of disaster supplies
8. Library plan currently being revised

D. Goal #4: Promote safe, secure, well maintained learning environments

1. Safety orientation meeting held in the fall for all students
2. Site safety meetings held to discuss current issues and concerns
3. Faculty meetings utilized to discuss playground issues and concerns
4. Monthly Gator Days encourage excellent attendance, homework, behavior
5. Perfect attendance tags used to increase attendance
6. Participated in Red Ribbon Week
7. Fire and earthquake drills practiced regularly
8. School Safety Plan currently under review and will be approved by the School Site Council in February
9. Member of District Safety Committee
10. Increased supervision at recesses except lunch

E. Goal #5: Provide for community input/involvement

1. Monthly newsletter keeps parents informed, as well as, weekly bulletins from various teachers
2. Book Fairs, Family Nights, Fall Carnival, Holiday/Auction Programs, Pow Wow, Spelling Bee, Santa's Secret Shop, etc. involve parents
3. School Site Council, PTO, ELAC, textbook adoption committees and parent/teacher conferences give parents an avenue to express concerns
4. Participation in Superintendent's Council monthly
5. What's Cooking report keeps district office and school board updated
6. Website is a source of information
7. Open door policy-accessible, allowing and encouraging Site Council and PTO to be active participants in school decisions
8. Participated in Kiwanis walkathon, Relay for Life, and Veteran's Day celebration

II. What are your major administrative and/or educational accomplishments this school year?

A. Had teachers set personal and professional development goals to focus on teaching and personal growth
B. Participant on teacher evaluation committee to pilot new evaluation tool
C. Participant on teacher recruitment committee to hire qualified teachers
D. ACSA member
E. Increased recess supervision at teacher recesses

III. What major administrative and/or educational objectives do you hope to accomplish during the remainder of the year?

A. Increase test scores 2nd-5th especially in language arts
B. Have all students K-5th successfully complete Study Island math and language arts standards with an 85% success rate
C. Begin master calendar to implement in 2009-2010 to aid in planning and coordination of programs
D. Continue to monitor attendance and maintain at least a monthly rate of 96% or higher
E. Explore options for a permanent computer lab at the site
F. Create an alternative budget in light of budget cuts and the loss of two positions

INYOKERN AND RAND ELEMENTARY SCHOOL

I. List your accomplishments toward the achievement of district goals.

A. Goal #1: Program aligned with California State Standards

1. Fall and winter after school interventions in math and reading have been offered to students in need of additional academic support.
2. Gifted and talented learning opportunities such as Battle of the Books, Math League, Thinking Cap, and enrichment clubs such as Drama Club are being offered to challenge students.
3. In order to fully implement the standards based SPARK Physical Education Program the appropriate equipment was purchased, a sea container was delivered to Inyokern and a work party organized the equipment for easy teacher access.
4. Academic Performance Index:
    a) 757
    b) 26 point growth from previous year
5. Annual Yearly Progress (AYP): 9 of 9 criteria met including all subgroups

B. Goal #2: Support programs, strategies, interventions, and staff development

1. The entire full time certificated staff is being trained in CELL (Comprehensive Early Literacy Learning) or ExLL (Extended Literacy Learning)
2. CELL and ExLL techniques are being supported with the implementation of a leveled reading library and the purchase of supplies specific to the programs.
3. All teachers were trained in Accelerated Math by Lisa Workman from Las Flores.
4. All teachers were trained in UNRAAVEL and 12 Powerful Words from Larry Bell's Closing the Achievement Gap by Rebecca Howard and Lorie Mendes from Las Flores. Essential posters for the program purchased by site categorical funds.
5. We are currently developing a primary reading intervention to be delivered by trained parents before school each day.

C. Goal #3: Review, update, and implement all district plans

1. The Single Plan for Student Achievement was updated and approved by the respective school site councils of both schools.
2. The Safety Plan for each site was updated and approved by each school site council (SSC).
3. The principal has become a member of Sierra Sands Safety Committee.
4. Inyokern's SSC updated the parent involvement policy for Inyokern. This policy was presented at the November 20, 2008 school board meeting.
5. Never Being Absent or NBA attendance plan has been implemented as an innovative way to encourage student attendance.

D. Goal #4: Promote safe, secure, well maintained learning environments

1. The principal has been working closely with the modernization team as we prepare for Inyokern's summer modernization process. Safety and security are two major components of the plan.
2. Conducting monthly safety meetings with the all of the faculty members is working even better this year than last year. The table top discussions have made us more in tune with day to day safety issues and they are better prepared for emergency situations.
3. A new search and rescue kit has been purchased and made ready for use.
4. All staff members have had their safety clipboard updated to a pocket clipboard which holds the site safety plan and procedures in an easily accessible format for emergency use.
5. Monthly safety drills including fire, earthquake, and lock down drills are held. Clearly marked emergency exit routes are now posted by each exit. Substitute teacher folders have been upgraded to include emergency information as well.

E. Goal #5: Provide for community input/involvement

1. Donuts and Dialogue is back by popular demand! Once a month on a flex Friday parents are invited to attend Donuts and Dialogue in the library. In February, Bruce Auld was the guest speaker. Parents were able to hear about the modernization process directly from Mr. Auld.
2. Inyokern's website was honored in the month of February by eChalk. Our site was featured on eChalk's Honor Roll which is seen by over 80,000 people. The website is a major communication tool.
3. Inyokern Elementary and Rand Elementary School have fostered a close working relationship with their communities. At Inyokern Elementary School our local churches, chamber of commerce, and senior center all support the elementary school. The community can learn about Inyokern activities at the My Inyokern community website as well. At Rand Elementary School local business and organizations make financial contributions to Rand to support school activities.

4. Inyokern Elementary School's staff works closely with the After School Education and Safety Program to provide a seamless transition between school and after school learning activities. Six Inyokern teachers (one per grade level) work with the students after school in a homework support and tutoring capacity.
5. Our newly revised parent involvement policy mentioned in Goal 3 continues to provide a wide variety of ways for the school to communicate with parents and for the parents to communicate with the school. It is gratifying to see new components of the plan working well. For example, parents are actively using our new parent lending library.

II. What are your major administrative and/or educational accomplishments this school year?

A. The development and implementation of a new parent involvement policy.
B. Staff development opportunities have been made available to certificated staff with no travel or registration fees. To date, CELL, ExLL, Accelerated Math, PeaceBuilder Training, and Larry Bell's closing the Achievement Gap have been offered.
C. The NBA attendance program.

III. What major administrative and/or educational objectives do you hope to accomplish during the remainder of the year?

A. I hope to development a new mission and vision statement. This is a larger project than I originally anticipated.
B. I plan to continue to upgrade the emergency safety equipment and the staff's working knowledge of how to respond to different emergency scenarios.
C. I am dedicated to making the new standard's based report cards and benchmarking system work to bring about more focused classroom instruction and interventions.

LAS FLORES ELEMENTARY SCHOOL

I. List your accomplishments toward the achievement of district goals.

A. Goal #1: Program aligned with California State Standards

1. Kindergarten through fifth grade are using standards-based report cards reflecting careful planning and implementation of the state standards.
2. Kindergarten through fifth grade are using Edusoft for benchmark testing.
3. Four of our teachers serve on the district benchmarking committees.
4. All textbooks adopted by district are aligned with state standards. All teacher created lesson plans are aligned with state standards.
5. Teachers use differentiated lessons to accommodate for gifted and low-achieving students.
6. Teachers meet in grade-level collaboration every other week, with some grade levels meeting every week.

7. Teachers are using adopted curricula, including Edusoft for evaluation of student progress and mastering state standards.
8. Teachers are using Accelerated Math, STAR Math, Accelerated Reading, STAR Reading, English in a Flash, and STAR Early Literacy to monitor and help students master state standards.
9. Teachers are using Edusoft, Accelerated Math, STAR Math, Accelerated Reading, STAR Reading, and STAR Early Literacy as benchmarks for grade-level standards and state testing.
10. The media center develops weekly library programs for the kindergarten through fifth-grade students, with the California State Standards emphasized for each grade level to support the curriculum. The information media assistant searches and utilizes standards-based library activities for students in all grade levels. Library activities coordinate with teachers' curricula. The library collection enhances the curriculum, the Accelerated Reading Program, social studies, science, health, and math. Mrs. Reed uses library funding to coordinate the collection with district-adopted textbooks, including the district- recommended reading and the Accelerated Reading Program. The library media program serves as an essential catalyst for learning and uses Edusoft and STAR Reading results in planning curriculum.
11. The computer lab coordinates activities with teachers to assist in reinforcing standards taught in the classroom. New software and websites are chosen to align with state standards and/or to teach technology literacy and internet safety.
12. The California State Standards are posted in all classrooms, media center, and computer lab. Teachers refer to standards often with students and parents.
13. Teachers are communicating to parents the importance of students mastering state standards. Teachers have written about state standards in their newsletters to parents and discussed state standards during Back-to-School Night and parent-teacher conferences.
14. Each grade level has designed an intervention program and differentiated groupings to help students who need extra support to master state standards.

B. Goal #2: Support programs, strategies, interventions, and staff development

1. First grade "Wheels" program allows teachers to be experts in their field of teaching and guarantees success for all students through differing modalities and approaches to teaching and learning. First grade also has "Good Citizen Activities" on Fridays and uses cross-age tutors for their Lion Reading Club to help students with reading strategies.
2. Teachers have implemented Step-Up-to-Writing in all classrooms including kindergarten.
3. Teachers have identified students in second – fifth grades who are in jeopardy of retention and offer intervention classes in the areas of reading and math.
4. Third grade teachers have developed a daily morning P.E. program and music program each day to meet standards and promote left brain / right brain interaction and social development.
5. Second grade has implemented a music/PE rotation and a Friday rewards rotation which includes P.E. and art.

6. Burroughs High School football players participate in the" Burroughs Buddies" program and served as TA's, helping remedial students one-on-one and in small group interventions based on student needs. TA's also from Burroughs and Mesquite High Schools help mentor our students. Twenty Cerro Coso Community College students serve as mentors helping students in the classrooms.
7. All students are using the FasttMath program in the computer lab and/or in the classroom. This program is designed to help students master math facts.
8. Most teachers have parent volunteers helping in the classroom with Accelerated Reading, Accelerated Math and reading in small groups and one-on-one.
9. Las Flores provides Student Success Team meetings as needed and Child-Study Days twice a year to focus on students' strengths and educational needs.
10. Teachers attend staff development such as Edusoft, CELL-ExLL, textbook adoption, Closing the Achievement Gap seminar, kindergarten conference and technology training.
11. The Las Flores Media Center emphasizes research and information retrieval skills for all students through a partnership of faculty, families, and community as an extension of the classroom. This helps students with classroom projects in which they do independent research, read and learn information and then write this information in their own words- a very valuable reading-to-writing transfer. Parallel scheduling in the Media Center is utilized to reduce class size.
12. The principal continues to monitor several students who have had trouble staying focused on proper behavior, attitude, work performance and attendance. The principal works closely with parents and the classroom teachers to help students reach their full potential.
13. Ridgecrest Police Officer Agostinacci has taught fifth-grade students about peer pressure, drugs, substance abuse and other health and safety issues. He has also taught short lessons to other grades.
14. Mr. Carter sponsors several students from all grade levels who attend the Ridgecrest City Council Student Advisory Committee meetings every month. They participate in their city government and learn valuable lessons in government and leadership.
15. Third grade teachers use peer tutors and volunteers to work with students. Teachers also use parallel scheduling to lower class size and have lunch time intervention for students at risk of retention.
16. Second grade teachers started an after-school intervention program this school year in Reading and a before-school intervention in Math.
17. Fourth and fifth grade students who are at risk of not meeting grade-level standards or have been retained attend an after-.school intervention program to help them with reading comprehension.
18. The Las Flores Kids Club collected cans for needy families at Thanksgiving and Christmas. The club is sponsored by two fourth grade teachers and they meet every week.
19. Two fourth grade teachers have a mathematics workshop for parents and introduce the parents to "Math Matters."
20. We have Mrs. Marla Cosner two days a week teaching music to our K-3 classes.

C. Goal #3: Review, update, and implement all district plans

1. The Single Plan for Student Achievement was written by the leadership team. During staff meetings teachers gave suggestions and recommendations for goals. The Las Flores Leadership Team then wrote the Single Plan for Student Achievement using recommendations from the School Site Council, PTO and staff. Goals and funding for our targeted Title 1 students were added to the Single Plan this year. The Las Flores Site Council has approved the Single Plan for Student Achievement.
2. The Safety Committee will write the School Safety Plan in February. The school Site Council will meet on February 27, 2009 to review the plan.
3. The media center continues to implement and expand technology and resources available allowing the media center to connect with all students. Having Mrs. Reed focused and informed of district plans, as well as site plans, helps the media center to become an enriching source of materials for students, parents, and staff. The library plan focuses on literacy, research skills, and the importance of students becoming independent, successful learners. The media center has added many cultural books, including some about the many accomplishments of African-American, Native American, and Hispanic cultures.
4. Several Las Flores teachers serve on district committees and participate in developing the district technology plan. All teachers attend district grade level meetings.
5. The Las Flores Site Council approved having the computer lab paraprofessional changed from a part-time position to a full-time position. This will benefit all students and give an additional intervention program for students not meeting grade level standards.
6. Las Flores teachers are implementing state requirements for P.E. and are increasing the time spent on art and music in the regular classrooms.

D. Goal #4: Promote safe, secure, well maintained learning environments

1. Staff trained to handle emergencies for children with seizures and autism.
2. Staff regularly reviews School Safety Plan at faculty meetings.
3. School is focused on preventing bullying, and teachers and principal have talked to students about bullying. This school year the Las Flores Kids Club has continued the no-bullying campaign.
4. Maintenance and grounds have done an exemplary job in maintaining a safe facility.
5. Students from the Las Flores Kids Club read the Pledge of Allegiance, a 40 Developmental Asset theme for the week, and the Power Word of the Week each morning over the PA system, to promote safety and a sense of community.
6. Las Flores has many positive reinforcement programs, including the “Caught Being Good” blue ticket program, and perfect homework and perfect attendance programs.
7. Las Flores teachers have implemented the 40 Developmental Assets philosophy to help students to focus on positive behavior, attitude, and work performance. The principal also uses these techniques when working with students, parents, teachers and staff in the office.

8. Las Flores supports "The Ridgecrest Pledge" which was developed by the City Council Youth Advisory Committee and put into all classrooms in the SSUSD.
9. Work orders are submitted in a timely manner to maintain a safe, secure, and well-maintained school facility.
10. Las Flores principal has been attending the Ridgecrest City Council's "ACTION" committee to help our youth be drug and gang free.
11. Campus is secure during school hours with exit gates closed and visitors having to enter the school through the office. Visitors get a visitors pass before entering campus. Classroom doors are locked during the day to ensure student safety.

E. Goal #5: Provide for community input/involvement

1. Podcasting GATE program was started several years ago. The Podcasting class meets every week after school.
2. A behavior management system is in place using Aeries to monitor students who have been sent to the office for discipline.
3. Most classroom teachers write a weekly newsletter to parents and maintain their own Web page on the Las Flores School website, and the PTO sends home a bi-monthly newsletter.
4. Las Flores maintains a marquee in front of the school to communicate special events and holidays. A new marquee was delivered in March 2008.
6. The PTO sponsors Family Nights.
7. The Las Flores Kids' Club provides community service.
8. Las Flores PTO raises $15,000 annually to support the education of Las Flores students, including classroom supplies and assemblies. Last school year the PTO and Site Council together purchased a new school marquee. Many businesses also contributed to our fundraiser for the marquee.
9. The community, businesses, and PTO support field trips and assemblies.
10. Las Flores participates in the Kiwanis Walk-a-Thon.
11. Parents and other volunteers are visible in all classrooms.
12. After-school programs such as Boys and Girls Club and Kids' Club give students many opportunities to enrich their educational skills.
13. The Reading Is Fundamental Program increases community involvement by providing free reading books three times annually for all Las Flores students.
14. The Las Flores Media Center web page provides a link to communicate the media center programs, strategies, and activities to parents, staff, community, and others on the Internet.

II. What are your major administrative and/or educational accomplishments this school year?

A. Las Flores has implemented intervention programs for second to fifth grade students who are in jeopardy of retention.
B. Continuation of FasttMath school-wide with every class using FasttMath. This is the third year Las Flores has been using the FasttMath program.

C. We have provided all teachers with ceiling-mounted projectors that are connected to the teacher's computer.
D. Seventeen students this school year have been designated as Gifted and are now in the GATE program.
E. PTO and Site Council parents participate in the decision-making process of the school and are participating in district committees.
F. Grade-level teachers are working closely to develop intervention programs and positive student rewards for attendance and behavior, which has resulted in higher attendance and fewer discipline referrals to the office. This is the fifth year Las Flores has implemented 40 Developmental Assets school-wide. This school year has again seen a reduction in office referrals.
G. Seven teachers and a paraprofessional were trained in "Closing the Gap" techniques. These teachers are training the rest of the staff in these techniques.

III. What major administrative and/or educational objectives do you hope to accomplish during the remainder of the year?

A. Creating time for teachers to improve their teaching strategies and techniques in the areas of Step-Up-to-Writing and technology.
B. To improve fifth grade test scores on the California State STAR testing.
C. To focus on student bullying and to encourage students and parents to report any bullying to the principal and classroom teacher.
D. To provide additional computers in the classroom and to purchase ten computers for the computer lab.
E. To provide additional technology training for classroom teachers
F. To work with Superintendent of Schools for Las Flores to become a pilot school in using technology to assist teachers with their written documents including filling out their report cards using the latest technology tools.
G. Continue incorporating ideas and strategies from the Closing the Gap seminar, to help every student perform at proficient or advanced level on the STAR test.
H. Continue providing intervention to our Title 1 targeted students to enable them to achieve grade level standards.

PIERCE ELEMENTARY SCHOOL

I. List your accomplishments toward the achievement of district goals.

A. Goal #1: Program aligned with California State Standards

1. Worked with teachers during grade level collaboration time to study student assessment data. Used student data to make instructional decisions and form targeted assistance and intervention groups.
2. Worked with teachers to use grade level benchmarks (K-5) to make instructional decisions and refine what is taught in intervention groups.

3. Worked with teachers to incorporate the new district assessment binders for teachers in grades 2-5 into our collaboration meetings.
4. Used classroom observations to see that teachers are focusing instruction on the standards and are using research-based teaching strategies.
5. Gave Mrs. Jennifer Williams (ELD coordinator) time as needed to work with teachers to ensure that teachers are familiar with and are using ELD standards when working with ELL students.
6. Used classroom observations to see that teachers are implementing the new Houghton Mifflin math adoption.
7. Insured that classroom supplemental materials such as *Avenues* (used for English language development) are standards-based and state approved.
8. Provided each teacher in grades 2-5 with a binder that included their grade level standards, the CST (California Standards Test) blueprints for English Language Arts, Math, and Science and the CST released questions for English/language arts, math, and science.
9. Attended IEP meetings, making sure that learning goals set for special education students meet academic standards at their grade/academic level.

B. Goal #2: Support programs, strategies, interventions, and staff development

1. Provided trainers (Mrs. Frisbee, Mrs. Durtschi, and Mrs. Williams), substitutes, and facilities for all Pierce teachers to attend four full days and four half days of training which included the frameworks and strategies for CELL (Comprehensive Early Literacy Learning) and ExLL (Extended Literacy Learning), Academic Language Development, and Step Up to Writing. Teachers from other schools were also invited to attend these trainings.
2. Worked with literacy coaches (Mrs. Frisbee and Mrs. Durtschi), ELD Coordinator (Mrs. Williams), and district personnel (Mrs. Kennedy and Mrs. Hickle) to set Pierce School up as a Demonstration School available for other teachers in the district to visit and see classroom demonstrations of CELL/ExLL teaching strategies.
3. Continued collaboration with Mrs. Williams and Mrs. Hickle to use our three year English Language Development, Promising Practices (ELD-PP) grant to financially support (substitutes, trainers, materials) our CELL/ExLL staff development and insure that this training also includes academic language development for our English learners.
4. Worked with our two Literacy Coaches/Step Up To Writing Trainers (Mrs. Frisbee and Mrs. Durtschi) to set up schedules that allow them to work as literacy coaches for all the teachers at Pierce.
5. Worked with ELD Coordinator (Mrs. Williams) and Literacy Coaches (Mrs. Frisbee and Mrs. Durtschi) to set up schedules that allow them to coach teachers in how to improve English Language Development, Academic Language Development, and Vocabulary Development for English learners and other students who may need to improve their skills.
6. Provided time, substitutes for kindergarten teachers, and materials for our literacy coaches to hold a professional reading group with all Pierce teachers once a month.

7. Worked with staff (Mrs. Bockhahn) to continue offering art classes once a week to students in grades 1-5.
8. Worked with Project Teacher (Mrs. Johnson) to continue our recess/lunch time math intervention program for students needing assistance in learning multiplication facts.
9. Worked with Project Teacher (Mrs. Johnson) to continue offering a GATE class during the school day for our students who qualify for the GATE program.
10. Worked with Project Teacher (Mrs. Johnson) to provide students with a lunchtime reading/study group to prepare for the Battle of the Books and encourage students to read more.
11. Worked with Project Teacher (Mrs. Johnson) to provide the Pierce staff with training in how to implement and use the Read Naturally computer program in all classrooms.
12. Provided teachers and busing for reading and math intervention groups for grades 2-5 to meet each morning before school from 7:45-8:45 from October through February. Reading groups meet on Monday, Wednesday, and Friday. Math groups meet on Tuesday and Thursday. The second grade group ran from October through December.
13. Held weekly Student Assistance Team meetings to provide assistance for struggling and/or at risk students.
14. As necessary, took students to School Attendance Review Board with the goal of helping these students have better attendance.
15. Vision and hearing screenings have been done for all kindergarten, second grade, and fifth grade students. Also provided vision and hearing screenings for any student referred by a parent, or teacher and for any student needing assessment for special education.
16. Worked with Kern County to provide dental screenings for all Pierce kindergarten and preschool students.
17. With assistance from Project Teacher, worked in conjunction with other elementary schools to bring the Math Festival to the fairgrounds, storyteller Chris Fascione, singer/teacher Ron Boren, and artist Mark Kistler to visit area schools.
18. Provided facilities for College Community Services to meet with students for counseling during school hours.
19. Continued coordinating and supporting the Before School Program (7:00-9:00 am) and the After School Program. (3:15-6:15 pm)

C. Goal #3: Review, update, and implement all district plans

1. Worked with the School Site Council, English Learner Advisory Committee, Pierce PTO, and Pierce staff members to review and update the Pierce Single Plan for Student Achievement.
2. Worked with Pierce staff members and School Site Council members to review and update the Pierce Safe Schools Plan.
3. Worked with Pierce librarian to provide information for the District Library Plan and included goals for the Pierce library in our Single Plan for Student Achievement.

4. Insured that Pierce School has representation (including parents) on every district advisory committee.
5. Worked with the superintendent and district personnel to provide a place and time for a Pierce School budget forum.
6. Attended with Pierce parents the new District Advisory Committee meeting.
7. Updated the Pierce School Accountability Report Card for 2007-08.

D. Goal #4: Promote safe, secure, well maintained learning environments

1. Worked with Pierce staff members, maintenance staff, technology staff, district personnel, and modernization staff to first pack and then relocate Pierce School and all its programs and facilities over to Vieweg School during the summer.
2. Worked to insure that the Vieweg campus would be brought up to date, safe, and ready for our students on the first day of school.
3. Held monthly safety drills, including a lockdown drill and an earthquake drill.
4. Set aside the last staff meeting of each month and made it a designated School Safety meeting.
5. Worked with Transportation Department to solve bus problems involving Pierce students, to arrange transportation for special education students, and to provide transportation for before school intervention groups.
6. Worked with custodians to insure that Pierce students have clean, well maintained restrooms, common areas, offices, and classrooms.
7. Attended meetings with district personnel and construction managers to work on modernizing Pierce School facilities and plan for relocating back to our normal campus.

E. Goal #5: Provide for community input/involvement

1. Met monthly with Pierce PTO, School Site Council, and members of the Superintendent's Council to provide all groups with information about school and district programs.
2. Supported PTO activities such as Ice Cream Social, Red Ribbon Week, and various fundraising activities.
3. Held an ELAC meeting (with Mrs. Williams) to provide parents of English learners with information on CST scores and the district ELL program. More meetings will be held later in the year.
4. Held a Title I meeting and a GATE meeting to inform parents about these two programs.
5. Invited parents to attend Pierce Pride assemblies each month. Made sure that parents were invited to the Pierce Spelling Bee, the annual Geography Bee, and the Winter Program.
6. Approximately 97% of Pierce parents attended parent/teacher conferences in the fall. Teachers made home visits and did phone conferences for parents who could not attend.

7. Offered four Family Nights for Pierce families, all in conjunction with other schools, but all held at Pierce except for the Math Family night held at the fairgrounds.
8. Made sure that Pierce parents knew about community and district office meetings such as parenting classes, district budget meetings, district advisory committee meetings, and SSUSD school board meetings.
9. Provided facilities, teachers, and support services (daycare and homework assistance for children) for three evening ESL (English as a Second Language) classes for approximately 65 adults.
10. Provided facilities and support for the Positive Parenting class currently being offered at Pierce by our Title I counselor, Mr. Dwight Morgan.
11. Provided facilities for the Pierce preschool to have family nights and potluck dinners.
12. Provided facilities so that Murray principal (Mrs. Smith) could meet with middle school parents who could not get on base for Back-To-School Night.

II. What are your major administrative and/or educational accomplishments this school year?

A. Provided the support, materials, and release time for two literacy coaches and ELD coordinator. (Mrs. Frisbee, Mrs. Durtschi, and Mrs. Williams) Arranged their schedules so they can go to classrooms and teach demonstration lessons or assist fellow teachers as requested. Also provided books and associated materials for guided meetings each month. Also provided time for them to offer training to teachers from other schools at Pierce. (Goals 1, and 2)
B. Provided support for the Pierce teachers who have become demonstration classes for other teachers at Pierce and in the district. (Goals 1, and 2)
C. Continued support of CELL/ExLL strategies and framework for all Pierce classroom teachers by providing the materials they need to implement these strategies in their classrooms. (Goals 1, and 2)
D. Worked collaboratively with staff to study student assessment data and use that information to better direct instruction. (Goals 1, and 2)
E. Worked collaboratively with staff to learn their thoughts on ways to improve student achievement, their ideas on budget prioritization, and their concerns about safety issues that need addressing. Shared this information with School Site Council as they reviewed and updated our Single Plan for Student Achievement. (Goal 3)
F. Continued working with Adult School to offer ESL classes at Pierce. (Goals 2, and 5)
G. Continued offering reading and math interventions for struggling students before school hours. (Goal 2)
H. Continued offering recess/lunch time math intervention groups. (Goal 2)
I. Continued offering a GATE class during school hours for qualified students. Goals 1, and 2)
J. Continued to support the Pierce Preschool, the Before School Program, and the After School Program. (Goals 1, 2, 4, and 5)
K. Worked with SELPA to support the Special Day Class at Pierce. (Goals 1, and 2)

III. What major administrative and/or educational objectives do you hope to accomplish during the remainder of the year?

A. Continue to look at student work and assessments (including new benchmarks) to improve delivery of instruction and to improve student achievement.
B. Improve the quality of collaboration time when I meet with individual grade levels.
C. Keep supporting CELL/ExLL, Academic Language Development and English Language Development strategies at Pierce.
D. Continue to support a professional reading group at Pierce.
E. Plan and hold more family nights and parent nights.
F. Provide parents with more specific information about how to help their children succeed at school. For example, many parents would like us to have a math class for parents that would show parents how we teach math in school, so they can support our efforts at home.
G. Work on a Pierce School Handbook that will contain Pierce-specific information for parents.
H. Update the Pierce Teacher Handbook.
I. Update technology at Pierce by purchasing and getting SmartBoards, data projectors, and sound enhancement systems installed during our modernization.
J. Budget money wisely so as not to impact Pierce educational programs or staffing.
K. Pack and move back to Pierce School over the summer and be ready for the first day of the 2009-10 school year.

RICHMOND ELEMENTARY SCHOOL

I. List your accomplishments toward the achievement of district goals.

A. Goal #1: Program aligned with California State Standards

1. Access to standards-aligned curriculum provided for all students - general education and special education
2. Yearly timeline/pacing guide developed by each grade level, reviewed at collaboration
3. Alignment of timeline reviewed each trimester during grade-level collaboration
4. Grade level benchmarks administered at the first of the year and at each trimester to measure student growth and determine instructional strategies and interventions needed for student achievement
5. Subgroup and individual student progress monitored during grade-level collaboration held twice monthly
6. Support staff (media specialist/computer paraprofessional) review and address standards for each grade level
7. Standards Plus program implemented in grades 2-5 to ensure coverage of grade-level standards
8. Kid-friendly standards provided for parents
9. API and AYP goals met

10. Statistically significant subgroups met AYP target for proficient/advanced in language arts and math

B. Goal #2: Support programs, strategies, interventions, and staff development

1. Data used (Edusoft, district and site benchmarks) to identify needs of students
2. Format developed to facilitate the use of data in identifying individual needs
3. Research-based programs implemented to improve the performance of students at *all* levels
4. Assistance for FBB, BB, B, P, and A levels during targeted assistance groups (TAG) groups/flex groups
5. Attendance incentive program in place – focus on 'bell-to-bell' attendance Attendance letters sent – 1st letter (53), 2nd letter (16), 3rd letter (1); three students on contract
6. Response to Intervention (RTI) process implemented which addresses the importance of early intervention; valid and reliable data from regular assessments that informs instructional decisions; and research-based teaching strategies with a focus on intervening early to prevent failure
7. Use of technology increased to enhance instructional strategies in presentation of curriculum
8. Staff development activities provided for certificated and classified staff in adopted curriculum as well as individual and special needs of students
9. Staff participated in inservice for research-based programs and effective teaching strategies
10. Needs for intervention determined to provide intervention both within the day and during extended day sessions
11. Opportunity provided for paraprofessional participating in the PTTP (Paraprofessional To Teacher Program)

C. Goal #3: Review, update, and implement all district plans

1. Single Plan for Student Achievement reviewed and updated by staff and School Site Council (1-19-09)
2. Site Safety Plan reviewed and updated by staff, PTA, and School Site Council (to be completed 2-20-09)
3. Principal and staff representation on district curriculum committees: Intervention/Retention committee, DIMSC, Curriculum Council, English Language Arts, Mathematics, Science, History Social Science, Fine Arts, P.E./Health, Technology, District Budget Meetings, Benchmark/Report Card committees
4. Faculty reviewed SPSA, safety plan, technology, budget needs
5. Site budget forum for staff held with superintendent/district office staff
6. Special education teachers currently aligning benchmarks and report card for special education students to match the modified grade level standards and the California Modified Assessment

D. Goal #4: Promote safe, secure, well maintained learning environments

1. Schoolwide discipline plan developed with input from staff and parents (PTA/SSC, parent survey, student survey), ongoing meetings with staff, including noon supervisors, to ensure consistency in expectations and enforcement of discipline plan
2. Discipline and safety assemblies conducted for students throughout the year
3. Second Step (empathy development, impulse control, and anger control) and Steps to Respect (bullying prevention program) instruction, counseling, Boys Town Social Skills provided for students
4. Student involvement encouraged through Student Council, goal setting activities, grade-level focus groups, student jobs, lunch clubs
5. Staff and student recognition programs implemented
6. Student recognition includes Super Star (attendance, attitude, achievement) and Accelerated Reader/Accelerated Math positive recognition programs, monthly Birthday Book Club, 100% AR Party
7. Monthly safety drills, playground inspections, and safety committee meetings held, worked with base and city agencies to provide for safe campus
8. Disaster/emergency materials updated and reorganized annually
9. Principal served as chairperson of SARB
10. Principal served on expulsion hearing panel as needed

E. Goal #5: Provide for community input/involvement

1. Communication with parents – Richmond Handbook, weekly school newsletter, classroom newsletters, Homework Hotline, email, autodial system, eChalk, parent marquee
2. Board presentation, "What's Cooking", and monthly Superintendent's Council reports support keeping the district office, school board, and community informed
3. 100% parent teacher fall conferences held last four years
4. Piloting student-led conferences/student-led IEP meetings in spring 2009
5. IEP meetings held for parents of special education students
6. Parenting classes offered for parents
7. Monthly Family Nights: Ice Cream Social, Back-to-School Night, Back-to-School BBQ, Storyteller, Family Reading Nights, Family Movie Night, Family Game Night, Christmas Program, Books 'n BBQ Night, Science Fair, Art Show, Open House
8. Parents involved in SSC, PTA, annual parent survey
9. Orientations held for kindergarten, GATE parents, fifth grade field trip
10. Connecting school to work – Career Luncheon Program
11. Community resources utilized–library, Maturango Museum, base and community personnel
12. Elementary parent community budget forum held
13. Involvement with community organizations: Kiwanis Walk-a-Thon, Optimists & Macys – RIF, SEEP

II. What are your major administrative and/or educational accomplishments this school year?

A. Membership on ACSA Elementary Education Council
B. Membership on State Board of Education Reactor Group and publication of Elementary Ed
C. Active in charter and regional ACSA
D. Data system for tracking student progress integrating site level benchmarks, district and state tests
E. Met AYP/API goals
F. Coordination of core program and interventions for students, RTI process
G. Collaboration of staff to provide for success of *all* students
H. Collaboration with elementary principals for success of all students
I. Articulation of modified standards, benchmarks and report cards for special education learning handicapped classes – in process
J. Piloting student-let parent/teacher conferences
K. Participation in SARB – increased effectiveness through cooperation with assistant district attorney, College Community Health, California Protective Services, and teen court representative

III. What major administrative and/or educational objectives do you hope to accomplish during the remainder of the year?

A. Improve attendance
B. Target improvement for 5th grades and lowest performing subgroups
C. Completion of articulation of modified standards, benchmarks, and report cards for special education learning handicapped classes
D. Beginning of articulation of modified standards, benchmarks, and report cards for special education severely handicapped classes
E. Implement assessment system for special education students – Student Annual Needs Determination Inventory (SANDI), Alternative Language Proficiency Instrument (ALPI) for students with significant disabilities
F. Continuation of student-let conferences, including student-led IEPs

JAMES MONROE MIDDLE SCHOOL

I. List your accomplishments toward the achievement of district goals.

A. Goal #1: Program aligned with California State Standards

1. Department liaisons are meeting with department members on a regular basis. As in the past, STAR testing resources (i.e. released test questions) from the California Education Department's website are being shared. I would like to further assist teachers in their alignment of instruction with state standards and, more specifically, to inspire them to further meet individual student needs by utilizing Edusoft and other tools. The school counselors and I could work together on a few projects, such as binders of students' STAR results, which would be of assistance to teachers.

2. Laura Hickle led an after school Edusoft training. While only a few teachers attended, progress toward meeting individual student needs was made.
3. The JMMS math department has met with Murray's math department in order to complete the process of developing pacing guides. They are also working to develop benchmark assessments and to ensure full implementation of the newly adopted math curriculum. Math teachers attended an after school workshop led by a representative from the publishing company.
4. The sixth grade math coach has worked with sixth grade math teachers from Monroe and Murray, primarily to discuss and implement best practices.
5. The science, social studies, and English departments also have met with Murray's respective departments in order to develop benchmark assessments. The benchmark assessments are being utilized in the classroom and are proving to be consistent, helpful assessment tools.
6. Trained in use of Edusoft. I look forward to utilizing its tools further throughout the remainder of this school year and in the coming years.
7. As evidenced by the increased schoolwide API score, students are progressing toward increased proficiency in all subject areas. However, particular subjects and grade levels need attention. Our schoolwide goal is to get all students in all grades to achieve at least 50% proficient/advanced in all tested areas.
8. Teachers are supported in their efforts to gain best practice knowledge and inservice information. Some examples include teachers attending: (1) Renaissance Place training in Bakersfield, (2) state math conference in Palm Springs, (3) national science conference in Portland, Oregon. At all of these conferences, teachers focus on gaining greater fluency in teaching the standards to students.
9. Teachers in core subject areas have the blueprints and CA state-released STAR test questions. This information is used to establish a scope and sequence for instruction, and to better determine pacing of textbook and supplementary material resources. I would like to work with department liaisons and counselors to ensure that these resources, given last year, are updated and fully utilized.

B. Goal #2: Support programs, strategies, interventions, and staff development

1. Departments are working to revise the current JMMS mission statement. We plan to have new JMMS mission and vision statements by April 1.
2. The use of Edusoft and Eagle has enabled our counselor to target struggling students. Specifically, students who are not proficient on the STAR exam for English/Language Arts and/or mathematics are provided intervention. It is our hope that more intensive, research-based intervention can be built into the school day.
3. The math department collaborates on a regular basis, in order to strategically map out Algebra content standards. This year, math instructors continued work from last year to "backwards map" so that students were assured a comprehensive curriculum that focused on essential standards. Facilitated discussions of essential standards in other departments would be helpful in order to better meet students' needs.

4. Our ASB leadership class continues to be a major source of support for students and parents at JMMS. From the beginning of the year to the end, there are myriad programs that support students: (1) 6th grade and new student orientation, (2) class competitions, (3) after-school events, (4) incoming 6th grade assembly for current 5th graders, (5) STAR testing incentives, (6) carnival.
5. We participate in all district staff development opportunities. Teachers and staff members participate in development opportunities that directly relate to their job assignment.
6. We are emphasizing excellent student attendance again this year by coordinating a weekly class competition. Attendance rates among each class are calculated weekly and on Mondays, whichever class wins with the highest attendance rate is excused to lunch five minutes early. So far our 6th grade class has won the majority of our ongoing weekly competitions.
7. Each fall administration goes to all 1st period classes in order to review citizenship expectations. Additionally, in January, laminated end-of-year rules/expectations posters for all 1st period classes are signed and posted in rooms. Student signatures indicated that they had read and understood school policies.
8. Our peer mediation program is alive and well. Numerous successful mediations have occurred since the staff and student training session in Bakersfield.
9. Several new support groups such as: "Why Try" (for students who lack motivation), "Sisterhood" (for girls identified as intolerant), and "Battling the Blues" (for students struggling with grief and loss) have been successful. For example, girls in the "Sisterhood" group improved their GPA an average of .5 points from first quarter to second quarter.

C. Goal #3: Review, update, and implement all district plans

1. The reality of the state budget crisis has been handled very well so far by our staff. Staff members have provided valuable input to me and to district level administrators.
2. JMMS actively and successfully participated in the Categorical Program Monitoring process early in the school year.
3. Teacher evaluations/observations include technology components. We encourage teachers to incorporate technology in the classroom for the purpose of enhancing instruction.
4. Teachers utilize the technology lab so that students have access to Internet resources during instructional time. Additionally, some teachers allow students to use lab time to create PowerPoint presentations, which are archived in their digital student portfolio.
5. Fully implement District and Site ELAC plan. Coordinate and host at least two site ELAC meetings per year.
6. Update and approve (through School Site Council) the Single Plan for Student Achievement and the Site Safety Plan.
7. At risk conferences are held in October-November. Grade level meetings are held so that individual students at risk can be identified, and scheduled for 15 minute parent-teacher conferences.

8. Our annual GATE meeting for parents and students is held in the fall. This event is always well-attended. We discussed various field trips and club opportunities that will be available to enrich the educational experience of our GATE students.
9. Mrs. Yost and Mrs. Douglas ensure that we are fully compliant with the AB1802 counseling program. At-risk students and their parents meet so that information is shared, and available resources are brought to their attention.

D. Goal #4: Promote safe, secure, well maintained learning environments

1. Work closely with local newspaper reporters and photographers to publish sports accomplishments, school programs, and activities at JMMS.
2. ASB has taken over posting events and information on digital marquee on gym wall.
3. Occasional use of auto-dialer to deliver messages to parents/guardians via telephone.
4. The district's deputy district attorney, Vikki del Pellegrino, was on campus to talk to parents about attendance issues in January.
5. Work closely with custodial team and district maintenance staff to maintain safe and clean facilities.
6. Teachers and counselors coordinated Bully Prevention Awareness Week and Red Ribbon Week in October. Our ASB Leadership class posted links on the JMMS homepage that direct students to anti-bullying resources. Additionally, the Monroe Tiger Concert Choir went on their annual Red Ribbon Tour, when they present a program of uplifting songs for our elementary feeder schools. Ms. Kaufman was in science classes presenting lessons from *Coping with Bullying*. In 6th grade we covered information on general bullying, in 7th grade we covered peer pressure, and in 8th grade, we covered sexual harassment. Students will understand what bullying behavior is, understand why people bully others, understand how a person's attitude can be an effective defense against inviting bullying, identify problems with passive and aggressive responses to bullying, and the benefits of the assertive response to stop bullying. Also, our students now realize they have a choice as to how to respond to difficult situations rather than just reacting to them. Having Ms. Kaufman teach the lessons adds a level of importance to the subject.
7. No Name Calling Week was inspired by the book "The Misfits" by James Howe. It is aimed at ending name-calling of all kinds and will provide our teachers with the tools to begin an on-going dialogue about ways to eliminate bullying at school. Each teacher, in each class, talked about No Name Calling Week during the week of January 22nd. We held a poster contest, and announcements were given over the PA during the week.

E. Goal #5: Provide for community input/involvement

1. Each year the Workability Program attends Cerro Coso Community College for a tour of the campus and an introduction to academic and vocational opportunities.
2. Specific letters were sent home to parents, explaining the importance of attendance and standardized testing.
3. Attend all Superintendent's Council meetings.
4. Attend all PTSO meetings.

5. Facilitate School Site Council Meetings.
6. Publish school newsletter, *Tiger Talk.*
7. Hold four all-student awards assemblies in gym throughout year.
8. Publish *From the Principal's Desk* four times/year.
9. Once again, 7th and 8th grade students who made progress/improvement on last year's STAR exam went to the Ridgecrest Cinemas after the Thanksgiving Holiday. Hard working students are being rewarded.
10. Ensure that parents feel comfortable bringing any question and/or concern to the front office by being friendly and available.

II. What are your major administrative and/or educational accomplishments this school year?

A. I have participated in AB430, traveling to Bakersfield for classes in order to secure my clear administrative credential. I will be finished with these classes and my portfolio in June.

B. I have managed, thus far this year, to balance the myriad demands of a new position. While personnel and other issues can be challenging and time consuming, focus must remain on student achievement. I am certain that in the coming years I will find it easier to handle the various responsibilities, with the desire for student achievement driving all of my/our activities and decisions.

C. Evaluating and disaggregating student performance data has been a primary focus this year, and I look forward to being able to continue to analyze the available student performance data for all students including English learners, educationally disadvantaged students, and students with exceptional needs. The analysis of the data shows that the students at James Monroe are continuing to grow academically with the largest gains being in the area of 6th grade English/Language Arts.

D. Literacy in math and English at the state-determined "Proficiency" level is our central focus. This focus applies to all students at James Monroe; however, we recognize that the English Language Learner, Economically Disadvantaged and Special Education subgroups (as well as other subgroups that are not statistically significant) require attention due to the present gaps between current achievement data and the 2009 increased expectations.

E. I also recognize that while we are posting gains in percentage of students who score proficient or above in ELA and mathematics, we are losing ground in some areas with regard to percentage increases in students scoring Far Below Basic. We must continue the trend of increasing percentage of students who bump up to Proficient/Advanced, but stem off students who slip from Basic to Below Basic or Far Below Basic.

F. English Language Learners have participated in English Language Development with new standards-based materials (High Point curriculum). Reading, language arts, and writing improvements will continue with the K-9 implementation of *The 6 Traits of Writing, Step Up to Writing (pilot program),* tutoring, remediation and clustering. Teachers have been fully supported in implementing effective EL strategies by ExLL and other district sponsored EL training.

III. What major administrative and/or educational objectives do you hope to accomplish during the remainder of the year?

A. I plan to maintain the course of improvement for monthly student attendance rates. The ASB leadership has a weekly incentive plan for students to achieve excellent attendance.
B. I will continue to seek ways that I can positively contribute to district leadership/management responsibilities. I am open to increased responsibility, such as serving on negotiations committees. I would like to attend an ACSA academy in the area of superintendency and/or curriculum and instruction.
C. Several years ago I completed all of my coursework for my doctorate; however I did not write my dissertation. I am considering the possibility of completing my doctorate via the new doctoral program at CSUB, with the hopes that many of my previously earned units would be transferable.
D. Due to an increasingly diverse student population, we are experiencing a greater need for alternative programs than ever before. Therefore we are exploring the possibility of incorporating AVID into our school day.
E. Also, we are hopeful that we will be able to implement targeted ELA and mathematics intervention classes (as electives) in the school day.

MURRAY MIDDLE SCHOOL

I. List your accomplishments toward the achievement of district goals.

A. Goal #1: Program aligned with California State Standards

1. Reviewed the Murray Mission and defined what we do to accomplish this mission.
2. Developed a vision that is reaching high and gives us goals.
3. Developed a leadership team consisting of classified and certificated staff, their Mission is to facilitate the acquisition of standards by the students through schoolwide plans and procedures.
4. Held a retreat for the leadership team at my house in August as a goal setting meeting. This set the tone for the school year, helped the team buy into this new process, and gave them leadership at a more advanced level.
5. This leadership team now communicates with their various staff and makes decisions and develops plans that are then presented to the whole staff, reviewed, adjusted, and then implemented. The leadership team also evaluates these new plans and helps modify them when necessary.
6. Initiated the Benchmark development process with both middle schools.
7. Benchmarks have been created in all 4 subject areas.
8. Benchmarks have been administered and one set has been evaluated and is being modified and assessed in order to solicit the information needed to help the students master the standards.
9. Collaboration meetings have led to the development of course outlines, pacing guides, benchmark assessments, and planning to implement new strategies learned.

10. The needs of all targeted sub-groups are emphasized throughout the development of strategies, assessments, and pacing to allow these groups the time and techniques to master the standards.

B. Goal #2: Support programs, strategies, interventions, and staff development

1. With the use of the EIA funds for research-based standards focused on staff development, staff has collaborated as grade levels and as departments to use the new strategies learned at various staff development programs and implement them effectively.
2. Staff has attended standards-based and research-based workshops and brought back to the school strategies that will assist the struggling learner. During collaboration these strategies have been passed on and are now being used throughout the four core subject areas. These include STELLAR, CELL/EXCELL, UNRAAVEL, Differentiated Instruction, math strategies, textbook adoption workshops, and more.
3. Grade level and department meetings occur once a month. At these meetings the leadership team members pass on new strategies, ideas and plans to help the new teachers and to refresh the veteran teachers. The development of the leadership team, Review of the Mission and implementation of collaboration has made a huge difference in the across the curriculum communication, thus connecting the students together through their teachers' connections with each other.
4. Interventions include one 6th grade English/math core class with the same teacher and an aid to assist the special education students also in this class. Students were selected for this class based on 5th grade teacher and principal input.
5. Intervention in 6th and 8th grade occurs in another self contained English/math class offered for 6th graders for 140 minutes in the morning and another for 8th graders for 140 minutes in the afternoon. With more flexibility during this 140 minutes, the goal is to meet these at-risk student's needs both behaviorally as well as academically.
6. A study hall is offered to our 6th and 7th grade students during 7th and 8th period instead of an elective. The RSP teacher runs this. The goal is to help those students who are struggling in their academic classes.
7. After school intervention includes a study hall offered three times a week with a tutor to help in all four subject areas.
8. Power Hour is offered on a two week rotating basis allowing students to take four mini-courses in any one of the four core areas to increase their standards mastery in that subject area.
9. Parent conferences are held at anytime during the school year to work with students and parents to help the student find what s/he needs to be successful in school.
10. ELD funding is used to deliver and implement the strategies being learned by the staff for ELA and math, as well as science and social studies effective teaching techniques.

C. Goal #3: Review, update, and implement all district plans

1. The Single Site Plan was updated to include special strategies and techniques to assist the targeted sub-groups that are not performing at the required proficiency level. These groups include African American, special education, ELD and socio-economically disadvantaged students. Both the leadership team and Site Council we instrumental in developing this plan.
2. The library plan was re-written to reflect the media center focus. Technology was included for the library as well as the two computer labs. The purchase of new remote writing tablets, a SMART Board and Alpha-smarts has added depth to the existing technology.
3. The school Safety plan was reviewed by the safety committee and researched by the new assistant principal. With input from a variety of staff that comes from many areas, a few new things have been added that update the plan for current technology and current issues.
4. The new evaluation form and procedures for teaching staff have been implemented and are making a difference in the post and pre-meetings as teachers reflect on what they want to be doing as a middle school teacher and what is observed that they are doing. The use of this form is voluntary and the bugs are being worked out.
5. The new leadership team format has allowed us to create a more complete staff development plan. With the goals set, it has been easier to choose staff development that is truly based on Murray's Vision.

D. Goal #4: Promote safe, secure, well maintained learning environments

1. New OCS procedures have created a room that is allowing the students to reflect on their behavior and figure out how to change it. The use of character videos, worksheets, and social skills lessons has allowed the students to practice what they need to do to function effectively and respectfully in class as well as at social times.
2. A new assistant principal, who came in with an iron fist, has re-vamped the behavior of many of the students who were falling on the wrong side of the fence. Staff has commented on how calm the campus seems this year.
3. We have practiced the various evacuation drills so that every students and staff member has had an opportunity to experience the possible disasters that may occur.
4. A new campus resource officer is at Murray part-time from the Navy and has created a nice partnership between China Lake Police and Murray Middle School. The resource officer has been instrumental in many cases involving theft, violence, and general penal code issues. She also holds a "Law Enforcement Club" after school for those interested in pursuing a career in law enforcement.

E. Goal #5: Provide for community input/involvement

1. Our big event developed this year is the Renaissance Awards program. Each quarter a new theme is announced and students work toward that theme. The first semester was academic excellence. Those with a 3.8 GPA were given Renaissance t-shirts, a discount/privilege card and drawings fro movies, Murray cash, and the grand prize was an iPod. The second quarter theme was academic improvement and third quarter is behavior improvement. Fourth quarter will be attendance improvement as well living by our weekly virtues. Parents are invited to help and to watch. The newspaper is notified.
2. Volunteers in the classrooms such as teen living, art, and ASB/Yearbook, have given students as well as the volunteers a chance to appreciate each other.
3. Donuts for Dads and Muffins for Moms have/will bring in over 400 families to celebrate the Marvelous Murray Mornings with their children.
4. The Science Fair has developed into a partnership with the scientists on base. They come over on Tuesdays and Thursdays to work with the students on their projects. Judging is done by various scientists as well.
5. A new partnership is being forged with CCCC, BHS, and Murray as the health careers class gets underway. Students are learning about health careers and visiting facilities to see what these careers look like in the real world.
6. A grant from the Department of Defense to NAVAIR called NDEP PEP K-12 Integration is beginning to develop a connection between the schools and the base. The ultimate goal is to bring the excitement of science and math to the classroom and win students over to these fields. I am working with Dr. Bob Smith to facilitate this program.
7. The Edison Challenge – Go Green Club has visited all but two school since the district began to promote recycling. They are having an Eco-Fair at Upjohn Park in early February with the hope of making more and more people aware of the need to recycle and keep our town “green”.

II. What are your major administrative and/or educational accomplishments this school year?

A. In 07 – 08 we developed department, grade level, and school-wide visions. This unified the staff and validated our efforts toward our mission.
B. Using these visions and the mission, I assembled a leadership team consisting of the leaders from maintenance, clerical, administration, and departments.
C. In August we had a “retreat” at my house to create the plan for the school year. This included goals for the whole school, staff, and curriculum.
D. Collaboration, benchmark creation, pacing guide creation, evaluation of benchmarks, and re-vamping of benchmark dates were set.
E. Throughout the school year all departments have had the opportunity to work on curricular materials that will help the students master the standards.
F. Facilitated the implementation of the heath careers class.

G. With the help of the new AP, we created a new program for students at risk behaviorally. Parents are asked to come in and meet on a quarterly basis to go over the troubled student's behavior log and discuss what can be improved and how.
H. Additional student recognition has been developed in the form of a "Renaissance" Awards Assembly. Each quarter a new theme is advertised and students work to meet the goals set for them. Ren Kids get a t-shirt, a special awards card, and participation in a drawing for prizes, along with a special event on the day of the assembly. We have had many boarder-line students ask how they can be a Ren Kid, so we know this is working. It has been a very exciting addition to the school..
I. Facilitated a strategies workshops for all interested staff.
J. Perpetuated the implementation of the strategies learned at the workshops by using staff meting time for mini-inservices.
K. Changed media center employee tasks to allow for cross-over training. The goal is to help one of the less motivated staff members get rejuvenated and back into a productive routine.
L. Used new standards-based evaluation and worked through it with veteran staff so that it has meaning and allows for improvement from all involved.
M. Held parent meetings in remote locations to ease the issues of gas prices and the sagging economy so more parents would be able to attend parent meetings.
N. President of ACSA East Kern Charter and Treasurer of Region XI ACSA.
O. Working to keep budget under tight control to ease district concerns.
P. Mentoring new AP, new counselor, and eight new teachers as well as three second year teachers.
Q. Working on an accurate, error free master schedule using a 55 minute period.

III. What major administrative and/or educational objectives do you hope to accomplish during the remainder of the year?

A. Continue to assist new teachers with classroom management and effective teaching strategies.
B. Facilitate the attendance of all teachers at district provided inservices for effective, standards-based teaching strategies.
C. Finish Benchmarks, assess their accuracy and effectiveness, and revamp any that might need it.
D. Provide collaboration time for all staff to be successful in their endeavor to provide the students with the best education possible.
E. Acquire the ITEA grant.
F. Implement Easy Teach soft ware and tablets in 15 classrooms.
G. Implement school wide "UNRAAVEL" strategies.
H. Increase student attendance rate.
I. Work with new AP for client satisfaction.
J. Research and begin the implementation of the AVID program for next school year.
K. Work on the effectiveness of the ELD program at Murray.
L. Create a flawless master schedule using the new 55 minute period schedule.

BURROUGHS HIGH SCHOOL

I. List your accomplishments toward the achievement of district goals.

A. Goal #1: Program aligned with California State Standards

1. Using both Edusoft and data from Eagle, we analyzed our STAR test scores and student grades from last spring semester. We will be using this data to continue working on our benchmark assessments that we will use multiple times during the year. The assessments will be focused on the areas in which students need the most improvement. We are happy to report that our student performance increased in all academic areas.
2. We distributed the CAHSEE study guides that the state has on their website to all 10^{th} graders by pulling them from the end of their math classes next Tuesday and giving a short presentation about the math guide, and by visiting every 10^{th} grade English class next week to give a short presentation about the ELA guide.

B. Goal #2: Support programs, strategies, interventions, and staff development

1. All-class assemblies were held on Tuesday, Aug. 26. Each class (frosh, soph, etc….) attended an assembly in the PPAC for an entire class period. The focus of these assemblies was providing information for students to ensure their own success. Representatives from all of the departments on campus spoke about their particular interests (i.e. Ms. Paxton spoke about library policies). The assemblies are an important opportunity for students to be given information on best practices with regard to their education.
2. Link Crew successfully acclimated the Freshmen Class of 2012 into the BHS family. A high energy, positive, and enthusiastic assembly was held Friday, August 15 from 8-12:00 which much of the freshmen class did attend. A record breaking 120 upper-class Link Leaders facilitated the program and engaged their 'crew' in many significant and meaningful activities. Link Crew has now moved into their maintenance phase where they continue to engage their freshmen in enriching experiences to promote academic success.
3. Homecoming Week began Saturday, 10/25 with the annual changing of the year on B-Mountain and culminated with the Homecoming Dance on Saturday, 11/1 in the gym. Many preparations for this year's festivities were underway for months. All of our traditional events were planned and prepared for including- Fun & Games Night (10/28), Powder Puff (10/29), Float Building (10/30), Coronation and game (10/31), and Homecoming Dance (11/1).
4. Several department chairs are on a planning committee to implement a program called "K-16 Bridge." This is a program being funded by Cerro Coso Community College that brings all of the components needed to make a successful transition from K-12 to post-secondary education to every student.

C. Goal #3: Review, update, and implement all district plans

1. Letters have been sent out to remind the parents of 99 juniors and 33 seniors who have not yet passed both parts of the CAHSEE, that their student will be taking the exam on November 4 & 5. These letters include information about how all students must pass the exam in order to graduate with a diploma.
2. Athletics- A new coaching evaluation template was developed and is being implemented this year with the fall coaches having been the first group to go through the new process. The evaluation process has provided a fantastic opportunity to dialogue with our coaches in an effort to support their growth and also to further support their successes.
3. Athletics- The coaching department continues to meet (monthly) to collaborate on key issues to athletics. Most significantly right now is our preparation for the campus to be closed to students and staff for the summer. Our challenge is to maintain an effective summer training program off site. The coaching staff is working diligently to overcome this obstacle so that student-athletes are provided the same opportunities to prepare as in previous years.

D. Goal #4: Promote safe, secure, well maintained learning environments

1. On November 12 we hosted Deputy District Attorney, Vikki Del Pellegrino, who presented attendance information to 17 families. Sixty-seven families were invited based on the student having been declared truant. Letters were sent out and the Auto-Dialer was used to remind families of the presentation.
2. On December 11 we administered a practice CAHSEE English test to all 10th graders in their English classes. Many of the writing tasks used in the field test will become a part of future CAHSEE test forms, so our students in the Class of 2011 will have an excellent opportunity to practice responding to actual test questions. By seeing the essays used in the field test, you will gain a clearer understanding of the skills needed by students when they take the CAHSEE. Our district will receive a performance report that will provide feedback that should be helpful in curriculum development; however, no individual scores will be reported.
3. Letters are being sent out to remind the parents of all seniors who have not yet passed both parts of the CAHSEE and all 10^{th} graders that their student will be taking the exam on February 3 and 4. These letters include information about how all students must pass the exam in order to graduate with a diploma.

E. Goal #5: Provide for community input/involvement

1. A presentation on AVID has been given to PTSO, department chairs, and at a faculty meeting. Leadership team members met with Brad Ruff, KCSOS Program Coordinator for AVID Region 8, to discuss implementation of the program at BHS beginning in fall 2009. The mission of AVID is to ensure that ALL students, and most especially the least served students who are in the middle, will succeed in a rigorous curriculum that prepares them for enrollment in college.

2. Use of e-mail, eChalk, and *SchoolMessenger* has significantly increased our capacity for community involvement and communication.

II. What are your major administrative and/or educational accomplishments this school year?

A. Student Accountability – Before the first day of school, a new school policy was implemented and communicated in the information packet that goes to families. Our new policy requires students to earn eligibility to attend various school functions, such as dances, through good citizenship. I believe that school culture is a major factor for our success as a learning institution. With this belief, I feel that when students make positive decisions they should be rewarded; when students make poor decisions, they should be held accountable for that choice. Using our EAGLE student database, we can quantifiably track student citizenship. Before a school dance, we generate an eligibility list, which requires that students earn no more than 5 detentions for disciplinary infractions. Additionally, any suspension renders a student ineligible for participation. Although it is difficult to identify any one reason for student choices, I feel that this student accountability model is working, by virtue of the fewer student suspensions and expulsions relative to this time last year.

B. Technology – The use of instructional technology continues to grow at BHS. I communicate to staff solely through the use of email. Parents and students have access to eChalk, which broadens access to our school. For the first time ever, we our posting the quarterly Burroughs By-Line newsletter online, to the exclusion of mailing a paper copy. We will send reminders in a regular mailing (i.e. progress reports or quarter grade reports) so that parents know how to access the newsletter. Of course, we will still advertise that parents may seek a paper copy by either dropping by the front office or by calling and requesting that we mail them a copy.

C. Communication – In our WASC report from spring 2008, it was indicated as a school wide critical area of follow-up that we identify ways to improve communication with all stakeholders. Through the implementation of a new communication tool, *School Messenger*, we are able to rapidly call all homes with an automated phone messenger system. In addition, we have migrated over 900 parent/guardian e-mail addresses into EAGLE, which allows us to send e-mail messages. This came in handy when we managed a bomb threat a couple of weeks ago. Within 90 minutes of the initial threat, we are able to send e-mail correspondence, as well as automated phone calls to parents, informing them of the incident and, more importantly, that their students were safe!

D. Financial Leadership – Given the state financial crisis, I have met with teachers and staff in order to communicate the severity of the fiscal circumstance. We have reduced spending across the board and have canceled multiple requests for travel. Through careful attention to meeting with parents, students, and staff, we have been able to reduce spending while maintaining full focus on our mission of instruction.

E. Student Achievement – After careful review of student performance data, it was determined that we must provide additional resources and instructional support to disenfranchised students who historically are underserved. Our leadership team decided that bringing a specialized program that targeted students whose parents may not have ever been to college might help to reverse a BHS trend where fewer and fewer percentages of students are eligible to apply to CSU and UC schools. We identified AVID as our program of choice. Brad Ruff, program coordinator for KCSOS, came to BHS to meet with site leadership and counseling. I met with department chairs, staff, PTSO, and district leadership to validate the worth of this program and the timing for implementation. We have identified funding for an incremental implementation of this program, and I anticipate signing a contract within the month.

F. Leadership – Having taken over as principal just 8 months ago, it has been imperative that I recognize my constituency (parents, students, faculty, and staff) and provide a strategic transition from a long-time, popular principal. I have spent much time and energy building my constituency so that faculty leadership will work productively with me as we move forward in serving students needs. For example, I knew that AVID would find some resistance among department chairs because the program would have implications for the electives department. Just as importantly, the very foundation of AVID expects that, in the coming years, increasing numbers of "nontraditional" students would have access to rigorous coursework such as honors and AP classes. This would mean that there must be a paradigm shift, a cultural recalibration in the way that we "vet" students in (or out!) of our AP program. Because I introduced the concept of AVID at the beginning of the year, and only issued a decision to implement last month, it gave everyone (including me) the opportunity to fully review the idea and work out details so that minimal disruption was caused (or perceived) by all stakeholders.

G. Professional Growth/Collaboration – Perhaps the most pivotal recommendation made by the visiting WASC committee last spring was that we are to identify specific ways to support structured time for teacher collaboration. An initial attempt to bank minutes failed; however, I am in the middle of identifying a more moderate method for banking minutes in the 2009-10 school year. In the meantime, I have incorporated the use of existing staff meetings for time to teachers to collaborate.

III. What major administrative and/or educational objectives do you hope to accomplish during the remainder of the year?

A. Student Achievement – For the remainder of the year and in the coming years, I will identify methods for halting the steady decline of student eligibility to apply for CSU and UC schools. Based on SARC data, our students are right on par with students around the county and state for academic eligibility; but by the time our students graduate, currently less than 20% are eligible to apply to CSU and UC schools. This represents a lower percentage of eligible students than students in the state. Implementation of AVID next year is a major start to reverse this trend. We are regularly reviewing our master schedule to determine maximum opportunity for students. In fact, there is no shortage of opportunity for students who wish to advance; however, it is alarming that so few students are choosing to complete the a-g requirements as set forth by the California University system.

B. WASC – The seven critical areas of school wide follow-up are of paramount importance for my position. I am responsible for following the school wide action plan. In the current economic state, this responsibility is strained, especially given the charge by WASC to provide structured, supported time for teachers to collaborate. Although a first attempt (in May 2008) to implement a banked minutes schedule at BHS failed, I am currently working through the design of banked minutes proposal to be implemented in the 2009-10 school year.
C. Communication – Although I have implemented many new services in this area, communication is an area that I will always list as a major administrative goal. There is always room to grow and improve. Recently, it was communicated by our Technology Department that we will likely move away from the eChalk platform to Edline. This will be an opportunity to enhance our communication with all stakeholders even more.
D. K-16 Bridge – A transition program being offered through Cerro Coso Community College is still in its infancy here at BHS and at high schools in our region. I intend to support implementation of this program throughout the semester and in the coming years.

MESQUITE HIGH SCHOOL

I. List your accomplishments toward the achievement of district goals.

A. Goal #1: Program aligned with California State Standards

1. Classroom visitations for an overall view of the educational picture using frequent walk through visits
2. Consideration of standards when purchasing materials with categorical money
3. Our computer lab affords teachers with additional activities to assist in reinforcing standards being taught in the classroom.
4. Teachers in all subject areas have been provided standards, blueprints and state released questions to cross curricular prepare students for state tests
5. CAHSEE study guides are distributed to those students who have not passed the required test.
6. Letters and phone calls are made to the parents of students still needing to pass the CAHSEE.

B. Goal #2: Support programs, strategies, interventions, and staff development

1. Weekly staff meetings are conducted that always include the topics of:
   - Safety
   - Testing
   - Student intervention
   - Good Kids
   - Other topics are added as needed - teaching strategies, curriculum and activities to mention a few

2. Inservices provided by the district giving staff opportunities to grow professionally
3. Awards assemblies held for:
    - Attendance
    - Passing the CAHSEE
    - Being a STAR student
    - Honor Roll
    - Anything else we can give them an award for
5. Interventions offered within the school day and after school
6. Proactively focusing on attendance, talking to students, using the SARB process, attendance awards, and attendance presentations for students and parents each semester by Assistant DA, Vikki Del Pellegrino
7. The use of "Step up to Writing" in English classes has shown striking increases in CAHSEE ELA results
8. Mesquite students serve as TA's at various schools throughout the district helping with interventions for younger at risk students.
9. Administration monitors students who have had trouble staying focused on attendance, academic performance, and/or behavior and attitude
10. ASB has had many activities during the school year.

C. Goal #3: Review, update, and implement all district plans

1. The Single Plan has been updated and revised with input from the Site Council.
2. The Safety Plan is also being updated and revised with Site Council and staff input.
3. Mesquite is represented on district curriculum committees.
4. Administration attendance at a myriad of district meetings
5. Our counselor makes sure that we are compliant with the AB1802 counseling program. At-risk students (our entire population) and their parents are given credit and attendance information. Available resources are also provided.
6. Peer mediation (SEEP) continues to be a flourishing program. Mediations have been utilized with winning results.
7. The use of the new math textbooks and supplemental materials have been facilitated.

D. Goal #4: Promote safe, secure, well maintained learning environments

1. Maintenance is contacted immediately whenever there are necessary repairs or safety hazards.
2. School safety issues are discussed weekly.
3. Participation in Red Ribbon Week
4. Member of District Safety Committee
5. Mesquite remains attentive on preventing bullying. Staff reports incidents and students and parents are counseled with immediate intervention.
6. An exemplary job is done by maintenance and grounds to keep Mesquite a safe and attractive school.
7. Administration and staff work together to create a positive climate.

8. The campus is secure during school hours. Visitors sign in and get a visitors pass before entering campus.
9. Our custodian insures that students have clean well maintained restrooms, common areas, and classrooms.
10. Advisories are conducted 12 times each school year to focus students on what credits they have earned, what they need, post secondary goals etc.
11. The camera surveillance system continues to be an asset in monitoring students

E. Goal #5: Provide for community input/involvement

1. Participation in the Superintendent's Council with a parent representative each month
2. What's Cooking and board reports keep district office, school board, and community updated.
3. Keeping an "open door" policy for students, parents, staff and community
4. Budget forum attended by all staff.
5. Auto-dialer is used as a tool to communicate with families.
6. Each student and parent/guardian attends an orientation before enrollment in Mesquite where parent communication is promoted and encouraged.
7. Each year Back-to-School night attendance seems to increase

II. What are your major administrative and/or educational accomplishments this school year?

A. Receiving no further recommendations from previous years WASC visiting committee
B. Applying for and receiving a recommendation to be a CDE "Model School"
C. Raising STAR test scores 57 points
D. Improving ASAM results
E. Improving overall pass rates for CAHSEE, particularly with students new to Mesquite who previously had not passed the exam
F. Completing the installation of the "Mesquite Dragon"
G. Proactive action to budget cuts
H. Being willing to lead, maintain, and change
I. Improving the camaraderie and professionalism of the staff with no changes in staffing for the first time in a number of years
J. Using humor and being genuine with students, parents, staff and community

III. What major administrative and/or educational objectives do you hope to accomplish during the remainder of the year?

A. Promote a positive yet conscientious attitude during California state testing
B. Continue to strive to increase state test scores
C. Continue to monitor attendance and maintain at least a monthly rate of 96%
D. Have Mesquite become a Model School
E. Continued support to all staff
F. Continue to collaborate with the other district high school for student success
G. Find innovative ways to do more with less

BUSINESS SERVICES

I. List your accomplishments toward the achievement of district goals.

A. Goal #1: Program aligned with California State Standards

1. Continued to provide all budget and other reports correctly and on time.
2. Continued to remain in a positive financial position.
3. Continued to receive unqualified financial audit report with no material findings. Also included were positive statements regarding the district's internal control program.
4. Passed all other audits and reviews required in the areas of Food Service and transportation, including satisfactory reviews on the Coordinated Review for Food Service and the California Highway Patrol annual transportation inspection.
5. Originated and implemented the district trans fat policy in accordance with SB 80.

B. Goal #2: Support programs, strategies, interventions, and staff development

1. Director of Food Services, Warehouse, and Transportation successfully completed the FCMAT/SSC/CCSESA/CABSO/BASC CBO Mentor Project program.
2. Multiple training opportunities for staff at all levels were provided throughout the year, both in subject matter/technical areas (eg: QSS training, use of EMS computer system, state food service handler certification, bus driver training and continuing education, cleaning methods, etc.) as well as overall job skills (eg: communication, safety, etc.).
3. Initiated and oversaw the successful completion of the transition to an automated attendance accounting system districtwide. This included an intensive training and follow-up program for clerical personal at the district and site level.
4. Staff actively participated in numerous briefings at KCOS regarding various operational issues related to safety, budget & finance, transportation, food services and insurance.

C. Goal #3: Review, update, and implement all district plans

1. Continue to review and update all budget information on a regular basis. Provided budget workshops to address emerging budget issues.
2. All funding applications were created in accordance with California State directions, presented for management review and board approval accurately and on time.
3. Oversaw collaboration with the Assistant Superintendent of Curriculum and Instruction in the preparation of the report on the Implementation and Results of the District Wellness Policy.
4. Continued to be proactively involved in the district modernization program including the commencement of projects at numerous district sites (completion of several small projects during this year). Also proactively involved in other district capital programs (i.e: SVSC project).
5. Significant, pro-active involvement in securing additional $5.4 million of bond funding for district modernization program.

D. Goal #4: Promote safe, secure, well maintained learning environments

1. Oversaw the implementation of a pro-active periodic maintenance program for all building operational equipment throughout the district.
2. Oversaw the implementation of a pro-active grounds care program at all district sites.
3. Continued the successful districtwide summer maintenance program at all sites.
4. Continued to improve the efficient delivery of all support services to sites by reviewing and modifying, if necessary, processes, schedules, and standard operating procedures (e.g: revising cleaning schedules, changing use and type of cleaning products, conducting additional bus evacuation drills and emergency drills, constantly reviewing food product and safety information, etc.)
5. Successful active participant with NAWS in various safety and security drills throughout the year.

E. Goal #5: Provide for community input/involvement

1. Continue to collaborate with ASB and site personnel regarding menu choices where possible.
2. Continue to insure all information relating to student programs (transportation, food services, etc.) was accurate, timely and easily accessible to staff, students, parents and community.
3. Continue to provide opportunities for community to access budget and other information through use of the district website, participation in Superintendent's Council, community forums, and district committees (eg: Budget Committee ; Facilities Committee (COC & School Improvement Committee when I attended).
4. Continue to provide daily lunches to the local Head Start Program. Continue to provide support to PTO projects.

II. What are your major administrative and/or educational accomplishments this school year?

A. Facilitated the commencement of the SVSC remodeling project and the Phase I Modernization Projects.(Includes contractor selection process and related issues.)
B. Continued to serve the district through participation in the National Association of Federally Impacted Schools (serve as a board member on the California Association of Federally Impacted Schools and on the 8002 board as well).
C. Continued to support educational goals of the district by proactive team involvement (both as a member of cabinet as well as a team leader within Business Services) – worked to anticipate problems and solve proactively.
D. Participated in the securing of additional bond funding at a favorable rate during a time when many school districts and other public entities were unable to sell any issues.

III. What major administrative and/or educational objectives do you hope to accomplish during the remainder of the year?

A. Continue to maintain fiscal solvency during challenging economic times.
B. Continue to refine processes as they relate to all areas of support – enabling the district to operate more efficiently and cost effectively.
C. Facilitate numerous operating cost cutting initiatives (eg: energy management, bus re-routing, offer versus serve food service at school sites, etc.)
D. Continue to be proactive in communicating with all stakeholders.
E. Continue to provide support to district in all areas within purview.

CURRICULUM AND INSTRUCTION

I. List your accomplishments toward the achievement of district goals.

A. Goal #1: Program aligned with California State Standards

1. Facilitate and support full implementation of newly adopted mathematics instructional materials K-12
2. Facilitate the review and adoption of ELA instructional materials, to the extent possible, given unknown budget outcomes
3. Fully implemented benchmarks and standards based report cards for grades K-5
4. Facilitate and support the analysis of benchmark data to assist with the decision making process
5. Prepared, facilitated, and corrected items of non-compliance identified in the Report of Findings from the state Categorical Monitoring Review conducted in November 2008
6. Ensure that all students have standards based instructional materials (Williams Act Compliance)
7. Facilitate and implement action items identified in all district instructional advisory committee meetings
8. Revise/recommend board policy and administrative regulations to the governing board for adoption to reflect changes in the law, as needed
9. Oversee and approve all expenditures of categorical funds to implement district goals and meet compliance
10. Oversee and assist with the administration of all state assessments districtwide Responsible for the analysis and reporting of assessment results to the governing board, school sites, and community
11. Finalizing the District Arts Education Plan
12. Fully implementing year 1 of the District Library Plan
13. Provided support to Mesquite High School throughout the Model Continuation High School application process
14. Sustained professional development provided to implement state content standards

15. Implemented the English Language Acquisition Promising Practices Grant by providing sustained professional development
16. Expanded the Project Lead the Way program by adding a Digital Electronics course
17. Acquisition of the following grants to the district: Health Science Capacity Building, English Language Acquisition and Development Promising Practices, State Preschool Expansion/Faller, Preschool Facilities/Renovation -$394,000
18. Submitted grant applications for 21st Century, Musak Heart and Soul -$178,000
19. Expended SB 70 grant funds acquired in collaboration with Cerro Coso to support PLTW, Virtual High School, professional development-$80,000

B. Goal #2: Support programs, strategies, interventions, and staff development

1. Organized and provided sustained professional development for: Renaissance Place, ABI Gradebook and attendance, eChalk, Stellar, CELL/ExCELL, Houghton Mifflin mathematics, Glencoe mathematics, Edusoft, Open Court, Differentiated Instruction, assessment, and technology
2. Responsible for the organization and implementation of two district buy back staff development days in August
3. Identified services for the English/language arts coach for 2008-09 school year - focus is implementation of benchmarks and report cards
4. Hired two part-time mathematics coaches to provide targeted intervention to areas of instruction as identified by STAR data
5. Joined CALPASS (California Partnership for Achieving Student Success) consortium-allows the sharing of student information with all public postsecondary institutions to improve performance and enhance data collection and analysis

C. Goal #3: Review, update, and implement all district plans

1. Year 1 of the District Library Plan is being fully implemented
2. Annually monitoring and updating the Student Wellness Monitoring Guide
3. Facilitate the review and revision of all board policy relating to technology and its use (Technology Plan)
4. Installation of surveillance camera systems at two sites: Las Flores and Vieweg (Technology Plan)
5. Oversee and support Technology Department in all modernization projects
4. Finalizing the District Arts Education Plan
5. Revision, approval, and implementation of the five year English Language Learner Plan
6. Oversee the implementation of the GATE Plan
7. Revision, approval, and implementation of the Perkins/CTE plan
8. Revision and implementation of the After School Education & Safety Plan (ASES)
9. State approval and implementation of the Work Experience plan
10. Successful completion of Categorical Program Monitoring Review-resolution plan accepted for the four identified compliance items

D. Goal #4: Promote safe, secure, well maintained learning environments

1. CTE Engineering building plans have been submitted to DSA
2. Participate and assist with Measure A, district, and CTE facilities and modernization projects as appropriate
3. Oversee technology department to ensure the technology plan is being fully implemented
4. Oversee technology department to ensure technology needs are being addressed in a timely and efficient manner
5. Monitor and approve categorical funding expenditures to ensure they support a positive and safe learning environment and comply with all district goals and state/federal regulations
6. Fully implement Uniform Complaint Policy and Williams Act
7. Board approval and publication of School Accountability Report Cards (SARCs) for each school site
8. Organize and facilitate the review of English Language Arts instructional materials as outlined in the CDE schedule for materials adoption

E. Goal #5: Provide for community input/involvement

1. Provide high interest educational information to members of the Superintendent's Council
2. Assist Superintendent with site and community forums
3. Attend all board meetings and present applicable educational items
4. Attend and participate in Kiwanis meeting, events, activities
5. Publish SARCs in a timely manner
6. Contribute relevant material to post on the district website
7. Maintain a calendar of meetings for the Curriculum and Instruction department on the district website
8. Support presentations at local and statewide conferences

II. What are your major administrative and/or educational accomplishments this school year?

A. Full implementation of benchmarks and standards based report cards for grades K-5
B. Provide performance data from benchmarks to sites for analysis and development of targeted intervention
C. Provide support for full implementation of newly adopted mathematics instructional materials
D. Assist with Measure A, district, and CTE modernization projects
E. Assist with site and community forums regarding the state budget
F. Assist Mesquite High School with the Model School application and review process
G. Provide relevant professional development to assist with full implementation of the state content standards
H. Draft the District Arts Education Plan
I. Full implementation of year one of the District Library Plan

J. Prepare and implement the full conversion of student and staff demographic data to the state mandated CALPADS (California Longitudinal Pupil Achievement Data System)

III. What major administrative and/or educational objectives do you hope to accomplish during the remainder of the year?

A. Review and make recommendations for English Language Arts instructional materials
B. Provide staff development to support full implementation of all instructional materials and best practices for teaching and learning
C. Monitor and support implementation of benchmarks and standards based report cards to assist staff with analysis and targeted intervention needs
D. Complete the District Arts Education Plan
E. Fully implement procedures that support the CALPADS system
F. Seek board approval to modify the middle school master schedule based on outcomes of the Middle School Task Force evaluation of the current block schedule
G. Successfully complete/resolve all non-compliance items identified in the Categorical Program Monitoring Review

HUMAN RESOURCES

I. List your accomplishments toward the achievement of district goals.

A. Goal #1: Program aligned with California State Standards

1. School began with a very positive start. The All Hands Meeting was very positive with an outstanding guest speaker.
2. The opening of school was outstanding. Classrooms were fully staffed. School sites were clean. Classified staff support was outstanding.
3. BTSA support providers were assisting with our new teaching staff.
4. Met our goal for increasing the number of NCLB highly qualified teachers for 2008-2009.

B. Goal #2: Support programs, strategies, interventions, and staff development

1. Teacher evaluations/observations. We are using a new teacher observation/evaluation plan that was created by district committee. Final plan will be submitted for board approval in May.
2. Provided assistance to site leadership teams for Teacher Evaluations and Assessments. A document was provided to site leaders to use as a tool for evaluation comments.
3. Monthly reports to Superintendents Council.
4. Substitute teacher training and workshops have been conducted.
5. A substitute handbook is being revised for distribution.
6. Continue to work with district leadership using the FRISK model for employee assistance.

7. Office staff attending county workshops to learn new program management systems for entering data into position control and budgeting.

C. Goal #3: Review, update, and implement all district plans

1. We continue to support, update, and administer the following school and district plans: District Safety and Disaster Emergency Operations Plan, Teacher Recruitment and Retention Plan, Classified Staffing Plan is in progress, School Safety Plans, Employee Recognition, Paraprofessional Teacher Training Program (2 participants this year), BTSA Program, Credentialing, Negotiations, Employee Discipline, Grievances, Complaints (Concerning Personnel, Uniform Complaint Procedures, Williams Act), Worker's Compensation, PAR, Substitute Employment Management System, Classification and Compensation Study
2. PAR Panel has met and has established a new Peer Coaching Assistance Program for staff members requesting assistance.
3. School safety is a high priority. Safety plans have been reviewed and updated. The application for the school safety grant is near completion and will be submitted to the federal government at the end of March.
4. We are continuing to work closely with the administrative team to be responsive to staff needs.

D. Goal #4: Promote safe, secure, well maintained learning environments

1. Monthly District Safety Committee meetings.
2. District Safety Committee is working with Meggie Chapman for a grant submittal to the Homeland Security Office for district disaster preparedness funding. Grant will be submitted at the end of March.

E. Goal #5: Provide for community input/involvement

1. Monthly participation at Superintendants Council with HR reports.
2. Weekly visitations to school campuses.
3. Continued meetings with China Lake Police and Ridgecrest Police Departments to discuss school and community related safety issues.

II. What are your major administrative and/or educational accomplishments this school year?

A. Fully staffed classrooms for the opening of school.
B. Maintain excellent relationships with bargaining units resulting in positive outcomes for contract negotiations with DATA, CSEA, and DAGA.
C. District Teacher Evaluation Committee: New teacher evaluation tool to be adopted by board in April.
D. Site Safety Plans complete.
E. Continue to meet goals for finding highly qualified teachers according to the teacher Recruitment and Retention Plan.

F. Committee for Classification and Compensation Study: Ad hoc committees have almost completed a review of job descriptions and classifications. Once review is complete, findings will be presented to all groups for final review and presented to board for approval.
G. District calendar committee review of calendars for 2009-2010, 2010-2011, 2011-2012.
H. Implementation of a certificated staff reduction plan to meet the demands of a fiscal crisis.
I. Qualifications/credentials list has been generated for all staff to monitor progress for NCLB requirements

III. What major administrative and/or educational objectives do you hope to accomplish during the remainder of the year?

A. Implementation of a classified staffing reduction plan to meet the demands of a fiscal crisis.
B. Improved District Disaster Preparedness Plan with community support and involvement.
C. Completion of Classification and Compensation Study.
D. Completion of Teacher Observation and Evaluation documents

PUPIL SERVICES AND SPECIAL EDUCATION

I. List your accomplishments toward the achievement of district goals.

A. Goal #1: Program aligned with California State Standards

1. SELPA staff, along with special education teachers at the site level, have been attending workshops in order to learn how to write goals that are aligned with the California State Standards for students who qualify for special educational services as well as English Language Learners.
2. Program specialists assist site special education teachers in writing IEP goals that align to the state standards.
3. A program specialist wrote a report card to be used by the special education preschool teacher that is aligned to the DRDP.
4. Richmond Special Day Class teachers are working on developing a report card that is aligned to the state standards that are appropriate for the special needs students in their class.

B. Goal #2: Support programs, strategies, interventions, and staff development

1. A district psychologist and program specialist worked with Faller Elementary School to pilot "Response to Intervention" strategies at Faller Elementary School.
2. SELPA staff conducted Individualized Education Program/Woodcock Johnson for special education site staff.
3. A workshop for speech staff was held on August 21.
4. Crisis Prevention Intervention workshop was conducted for district staff in September.
5. Training for teacher in administering the Visual Aural Digital Span test and the Visual Motor Integration Test was held on September 11.
6. The workshop, "Special Populations" was conducted for beginning teachers in October.
7. A training for special education teachers on how to use the Wide Range Achievement Test was conducted on October 6.
8. Site special education staff members participate in collaboration and provide general education staff with suggestions for interventions with special and general education students.
9. District SELPA staff members participate in site Student Assistance Team meetings, Individualized Educational Program Meetings, and develop Behavior Support Plans for students when needed.

C. Goal #3: Review, update, and implement all district plans

1. The Special Education Self Review (SESR) was completed and submitted to the California Department of Education (CDE) on November 17, 2008.
2. The Disproportionality and Discipline Survey was completed and submitted to the CDE on December 9, 2008.
3. CASEMIS data on special education students and services was submitted to the CDE in January, 2009.
4. The Desired Results and Developmental Profile was sent to the CDE on January 20, 2009.
5. The annual budget and service plan will be presented to the Board on February 19, 2009.

D. Goal #4: Promote safe, secure, well maintained learning environments

1 The SELPA's commitment to providing training in Crisis Prevention promotes a safe learning environment for staff and students.
2 SELPA psychologists and program specialists conduct functional assessments and develop behavior support plans with site staff in order to enable special education students learn to control their behavior.

E. Goal #5: Provide for community input/involvement

1. Parents are part of the IEP process.
2. Parents participated in the records review for the SESR process.

II. What are your major administrative and/or educational accomplishments this school year?

A. Completion of the Special Education Self-Review process.
B. Started the process toward putting the IEP process on a web-based system, Special Education Information System, SEIS.
C. Agreement with Paradigm Healthcare Services for MAA Billing

III. What major administrative and/or educational objectives do you hope to accomplish during the remainder of the year?

A. Complete the transition to the SEIS system
B. Contribute to the on-going district budget management.
C. Train site staff members in the use of a new computer-based Woodcock-Johnson report writing system.
D. Conduct a parent survey on needs/wants of special education parents for workshops, information, education opportunities.
E. Conduct a workshop for parents on the IEP process as conducted in Sierra Sands.
F. Provide a workshop on the responsibilities of district and site staff in regards to students who have a 504 Plan or an IEP.

9. GENERAL ADMINISTRATION

9.3 Discussion Regarding Board Member Compensation and the Reduction of Expenses

BACKGROUND INFORMATION: School board members are elected officials who choose to serve the community and the district because they have a passion for students and for education. Their service to the district comes in a variety of ways. They attend approximately 17 regularly scheduled board meetings a year plus special meetings, workshops, and county, state, and federal meetings. Board members research items and receive input from individuals in the community to ensure that they are making decisions in the best interest of the students. The decisions they must make are very difficult and complex and involve a great deal of analysis and reflection.

Since unification, Sierra Sands Unified School District board members have received a monthly stipend for their services. Currently that stipend is $240 per month. They also receive health and welfare benefits equivalent to those received by management employees. Though not compensation, board members are also reimbursed for actual expenses incurred on district travel.

Compensation received by board members is nominal compared to the time and commitment required by the job. In addition, the law requires board members to assume personal liability and responsibility for many of the decisions they make. Further justification for providing compensation for services is the distinction that must be made that board members are not volunteers. A volunteer works at his or her own discretion and has no true obligation to serve. Nothing compels a volunteer to perform the duties of a position. However, if some compensation is provided for service, a value is assigned to the position ensuring that a person is more likely to give serious consideration to the service required. One tends to be accountable when a monetary value is placed on his or her service. School districts by law cannot function without a governing board and compensation provides recognition of the tangible benefits the district receives for board member services.

CURRENT CONSIDERATIONS: The district is in the process of responding to budget reductions as a result of decreased revenue from the State of California. At the regular board meeting of March 5, 2009, board members expressed concern for the deficit to the district budget and requested information regarding their expenditures so that they may have a discussion regarding how they might do their part in responding to this budget shortfall. Included in the packet is a spreadsheet outlining board member expenditures since the 2004-05 school year.

To aid in the discussion, the following additional information is provided:

- The district has aimed to reduce expenditures as equitably and evenly as possible. Reductions to date are in the 15-percent range.
- Individual members of the board or the board as a group have the discretion of declining a monthly stipend or a portion thereof.
- Individual members or the board as a group may choose to opt out of the health and welfare benefits coverage or pay for a portion of the coverage with the maximum contribution from the individual of 50 percent.
- If the board wishes to entertain reducing the number of members from seven to five as a means of reducing costs, the process can be done by taking signatures of a certain percentage of voters or a governing board resolution to the county committee on school district organization. The county committee then conducts at least one hearing in the district and at the conclusion either approves or disapproves the proposal. If the county committee approves, the proposal is then presented to the voters not later than the next succeeding election for governing board members. The extra board members relinquish their positions pursuant to a lot run by the county superintendent.

FINANCIAL CONSIDERATIONS: To be determined.

SUPERINTENDENT'S RECOMMENDATION: If it is the board's desire, it may identify reductions in expenditures from its discretionary expenses in concert with budget reductions being made across the district.

Sierra Sands Unified School District
School Board Expenses

Type of Expense	2004/2005	2005/2006	2006/2007	2007/2008	YTD 2008/2009
Stipends	19,440	19,240	18,560	18,280	12,540
Statutory Benefits	2,183	1,948	1,663	1,503	995
Health and Welfare Benefits	73,983	72,092	74,994	79,598	53,749
Supplies (American School Board Journal, Spectrum Graphics, Modern Trophy, Registrar of Voters)	255	1,662	222	494	-
Computers	-	-	-	7,815	-
Travel (CSBA, Kern County School Boards, ACSA)	15,956	10,574	21,911	20,179	14,839
Dues/Memberships (CSBA, Kern County School Boards,ACSA)	7,449	8,193	8,556	9,480	11,093
TOTAL ANNUAL EXPENSE	**119,266**	**113,708**	**125,906**	**137,349**	**93,216**

9. GENERAL ADMINISTRATION

9.4 Approval of School Safety Plans for 2009 *(Goals #3, #4)*

BACKGROUND INFORMATION: Every school in the district has a comprehensive school safety plan developed in accordance with Education Code requirements and that follows the guidelines set forth in the State Emergency Management System (SEMS) and the National Incident Management System (NIMS) as well as recommendations of *Safe Schools: A Planning Guide for Action* prepared jointly by the California Department of Education and the Office of the Attorney General.

CURRENT CONSIDERATIONS: In accordance with BP/AR 0450 and the Education Code, each school has reviewed and, as needed, revised and updated their school safety plans. Plans were reviewed by staff, school site councils, and site safety committees. The revisions were approved accordingly at the site level.

It should be noted that many of the schools incorporated a site safety plan template from the District Emergency Operations Plan. In addition, each plan also includes an individual Safe School Plan/Action Plan.

The school safety plans meet the requirements of Education Code and BP/AR 0450 and are being submitted to the Board of Education for approval. These are lengthy documents and, as such, are available for review in the Human Resources Office or individually at the school sites prior to the March 19, 2009, board meeting.

FINANCIAL IMPLICATIONS: None.

SUPERINTENDENT'S RECOMMENDATION: It is recommended that the board approve the 2009 School Safety Plans as presented.

10. CONSTRUCTION ADMINISTRATION

10.1 Report to the Board: Measure "A" and Other Construction Activities and Issues *(Goal #3, #4)*

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

CURRENT CONSIDERATIONS:

Funding Source: Measure A and Associated Sources

Faller: The demolition of the roof around the HVAC installations started this week and is ongoing. Once the roof is done, major progress will be observed. There is no immediate deadline for Building B. The faculty appears to prefer moving back at the close of school.

Major work will be accomplished over spring break, including the total upgrade of the electrical supply by SCE. Most of on-campus electrical and fire safety installation has been installed. Significant plumbing replacement has also been completed. The district's architectural firm, Westberg +White, is designing the installation of the new pre-school facility, which will be completed over the summer.

As of this writing, it appears that Faller will be completed by July, 31, 2009.

Pierce: Demolition and hazardous material abatement is scheduled to begin March 16. The same HVAC and roof issues will be present at Pierce, as will be the case at all district campuses. As of this writing, it appears that Pierce will be delivered on schedule.

Inyokern: Given the delays related to HVAC installation at Faller and DSA's recent edict that this work, commencing with Inyokern, must be incorporated into the modernization project, the district is becoming more concerned about finishing Inyokern in time for the start of school. There are only 50 days available during the summer recess. Any significant delay will push completion beyond the start of school. As such, consideration is being given to delaying the Las Flores move until it is absolutely predictable that Inyokern will be available the first week of August.

All Sites: Duct cleaning and added insulation has not been previously included in the scope of work. These items are being priced as each can reduce energy costs for many years to come. Please note that Exhibit B to Amendment 1 for both Pierce and Faller contain these items as potential components of work.

Burroughs High School CTE Building: Mr. Auld is traveling to Sacramento to hand deliver the completed Burroughs High School CTE seismic study to the California Geological Survey. The district has asked for a one-year extension of the deadline for submission of plans, but the need for the extension is not anticipated. There is an issue with the fire system flow rate. NAWS provides water to Burroughs High School, which is less than required by current code for new construction. The district is pricing a booster pump with storage tank as a solution.

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

10. CONSTRUCTION ADMINISTRATION

10.2 Adoption of Amendment Number 1 to the Site Lease, Sublease, and Construction Services Agreement with Barnhart, Inc. for Modernization of Pierce Elementary School *(Goal #3, #4)*

BACKGROUND INFORMATION: The district has previously contracted with Barnhart, Inc. for construction services at Pierce Elementary School. Since that time, the Division of the State Architect (DSA) is requiring the retrofit of an as yet unknown number of HVAC systems at Pierce Elementary School, due to previously undocumented conditions.

CURRENT CONSIDERATIONS: At the time that the site lease, sublease, and construction services agreements with Barnhart were approved, the scope of work and cost to retrofit the HVAC systems could not be estimated. Further, it was understood that this work would come to the board separately as an amendment to the original contract. As such, the guaranteed maximum price for the original contract did not include any HVAC retrofit work and possible roof repair or replacement.

The district's experience at Faller Elementary School is that the HVAC retrofit work required eleven major roof penetrations on Building B alone and significant cost to remove and reset these HVAC units. An additional six units will need to be retrofitted on building A. Like Faller, the scope of the Pierce HVAC retrofit work cannot be determined until the roof is penetrated and the condition of the roof can be evaluated.

FINANCIAL IMPLICATIONS: As costs will be incurred on a time and material basis for much of this work, a not to exceed contract amendment in the amount of $500,000 is considered realistic, which includes the cost of the potential replacement of the roof. The deferred maintenance account, which is currently funded on a guaranteed basis by the state, with a district match, is the current revenue source for this work. There is also potential that the contractors responsible for the original HVAC installations will contribute to funding this work.

SUPERINTENDENT'S RECOMMENDATION: Approve Amendment 1 of the Construction Services Agreement with Barnhart, Inc. for the HVAC retrofit and roof replacement at Pierce Elementary School for a not to exceed cost of $500,000.

AMENDMENT NO. 1 TO SITE LEASE AND SUBLEASE

(Pierce Elementary School Modernization Project)

This Amendment No. 1 ("Amendment") to the Site Lease and Sublease ("Leases") by and between the Sierra Sands Unified School District, a school district duly organized and validly existing under the laws of the State of California ("District") and Barnhart Inc., a Heery International Company, a California corporation ("Barnhart") dated March 19, 2009, is hereby made and entered into this 19th day of March, 2009 ("Effective Date") as follows:

WHEREAS, the District and Barnhart have entered into the Leases, true and correct copies are attached hereto as Exhibit "A," to provide for the modernization of portions of the Pierce Elementary School buildings as more particularly described in the Leases ("Project"); and

WHEREAS, both Parties desire that Barnhart complete extra work, which work was not contemplated in the original Construction Services Agreement, attached as Exhibit "D" to the Sublease, subject to the following conditions; and

WHEREAS, Section 9 of the Construction Services Agreement provides that District may prescribe extra work or a modification or reduction of requirements or of methods of performing the Construction which differ from the work or requirements set forth in the Construction Documents; and for such purposes, the District may at any time during the life of the Construction Services Agreement by written order, make such changes as it shall find necessary.

NOW THEREFORE, THE DISTRICT AND BARNHART HEREBY AGREE AS FOLLOWS:

1. Leases. The District and Barnhart hereto represent that the aforementioned Leases are the true, correct and complete agreement between the Parties and that there have been no written or oral amendment(s) to the Leases. All capitalized terms not otherwise defined herein shall have the same meanings given in the Leases.

2. Additional Scope of Work. The District and Barnhart agree that the documents set forth in Exhibit "B," attached hereto and incorporated by this reference, shall be added to the Scope of Work as set forth in the Construction Services Agreement. Specifically, the Scope of Work shall be increased to include "Additional Scope of Work", as set forth in Exhibit "B."

3. Cost of Additional Scope of Work. The cost of the Additional Scope of Work shall be added to the District Contingency Fund, as described in Section 3 of the Construction Services Agreement. The cost of the Additional Scope of Work shall not exceed Five Hundred Thousand Dollars ($500,000.00).

4. Conditions Applicable to Additional Scope of Work. In causing the Additional Scope of Work to be completed, Barnhart agrees that the Additional Scope of Work shall be performed in accordance with the Leases (including the Construction Services Agreement and all other Exhibits to the Leases) and all other applicable requirements from DSA, local requirements, the California Building Code, Title 24 and the Field Act, as applicable. The

structural engineer shall be notified, as necessary and appropriate, regarding any Additional Scope of Work which requires his approval or inspection.

5. **Binding Effect; Partial Invalidity.** This Amendment shall be binding upon and inure to the benefit of the Parties hereto and their respective successors and assigns. If any provision of this Amendment shall be held invalid or unenforceable by a court of competent jurisdiction, such holding shall not invalidate or render unenforceable any other provision of this Amendment or the Leases.

6. **Full Force and Effect; No Other Amendments.** The Leases are hereby modified with respect to the terms set for the herein, and any other portion thereof as necessary to implement the foregoing. Except as specifically set forth in this Amendment, the Leases shall remain unmodified and in full force and effect as executed by the Parties.

7. **Facsimile Signatures.** In order to expedite the execution of this Amendment, telecopied signatures may be used in place of original signatures on this document. The Parties intend to be bound by the signatures on the telecopied document, are aware that the other Party will rely on the telecopied signatures, and hereby waive any defenses to the enforcement of the terms of this Amendment based on the form of signature.

8. **Counterparts.** This Amendment may be executed and delivered in any number of counterparts, each of which so executed and delivered shall be deemed to be an original and all of which shall constitute one and the same instrument.

9. **Inconsistencies.** In the event of any inconsistency between the terms of this Amendment and those of the Lease, the terms of this Amendment shall control.

IN WITNESS WHEREOF, the Parties have, by their duly authorized representatives, executed this Amendment, as of the Effective Date set forth above, and agree that this Amendment shall constitute binding modifications to the Lease.

SIERRA SANDS UNIFIED SCHOOL DISTRICT

By: _____
Name: _____
Its: _____

BARNHART INC, A HEERY INTERNATIONAL COMPANY

By: _____
Name: _____
Its: _____

EXHIBIT "A"

SITE LEASE AND SUBLEASE

EXHIBIT "B"

ADDITIONAL SCOPE OF WORK

PIERCE ELEMENTARY SCHOOL

HVAC unit removal and replacement, hazardous materials testing and mitigation, roof penetrations and possible demolition, DSA approved structural HVAC installations, re-location of service components (conduit, wiring, etc.), insulation, duct cleaning, finishes and roof repair and possible roof replacement.

10. CONSTRUCTION ADMINISTRATION

10.3 Adoption of Amendment Number 1 to the Site Lease, Sublease, and Construction Services Agreement with Barnhart, Inc. for Modernization of Faller Elementary School *(Goal #3, #4)*

BACKGROUND INFORMATION: The district has previously contracted with Barnhart, Inc. for construction services at Faller Elementary School. Since that time, the Division of the State Architect (DSA) is requiring the retrofit of seventeen HVAC systems at Faller Elementary School, due to previously undocumented conditions.

CURRENT CONSIDERATIONS: At the time that the site lease, sublease, and construction services agreements with Barnhart, Inc. were approved for Faller Elementary School, it was understood that the HVAC retrofit work would come to the board separately as an amendment to the contract, as the scope of work and cost to retrofit the HVAC systems could not be estimated due to concealed conditions. The eleven HVAC units and the roof around the installations have now been removed and retrofit has started. The real cost of this component, which is being conducted on a time and materials basis, will not be precisely known until the project is completed. Keep in mind that similar work will be required at each site as modernization projects continue.

Related to this retrofit is the replacement of the roof, which was not considered during the development of the modernization project. Given the age and the current condition of the roof (both related and unrelated to the HVAC retrofit), it was determined that it would be more economical over time to replace rather than repair the roof. As of this writing, the cost for the retrofit work is unknown and will be documented on a time and material basis. The cost to replace the roof is approximately $370,000, not including the re-installation of a variety of service components (conduit, wiring, etc.) under the roof, which is the preferred installation. As with the HVAC retrofit, these costs cannot reasonably be calculated until completed. This work will be conducted on a time and materials basis as well.

The cost to replace the roof was thoroughly negotiated, using recent comparable projects. Other slightly less costly roof replacement options were considered but discarded in favor of a much more substantial and durable product with the longest warranty available.

FINANCIAL IMPLICATIONS: As costs will be incurred on a time and material basis for much of this work, a not to exceed the contract amendment in the amount of $500,000 is considered realistic. This includes the cost of the replacement of the roof. The deferred maintenance account, which is currently funded on a guaranteed basis by the state with a district match, is the current revenue source for this work. There is

also potential that the contractors responsible for the original HVAC installations will contribute to funding this work.

SUPERINTENDENT'S RECOMMENDATION: Approve Amendment 1 of the Construction Services Agreement with Barnhart, Inc. for the HVAC retrofit and roof replacement at Faller Elementary School for a not to exceed cost of $500,000.

AMENDMENT NO. 1 TO SITE LEASE AND SUBLEASE

(Faller Elementary School Modernization Project)

This Amendment No. 1 ("Amendment") to the Site Lease and Sublease ("Leases") by and between the Sierra Sands Unified School District, a school district duly organized and validly existing under the laws of the State of California ("District") and Barnhart Inc., a Heery International Company, a California corporation ("Barnhart") dated March 19, 2009, is hereby made and entered into this 19th day of March, 2009 ("Effective Date") as follows:

WHEREAS, the District and Barnhart have entered into the Leases, true and correct copies are attached hereto as Exhibit "A," to provide for the modernization of portions of the Faller Elementary School as more particularly described in the Leases ("Project"); and

WHEREAS, both Parties desire that Barnhart complete extra work, which work was not contemplated in the original Construction Services Agreement, attached as Exhibit "D" to the Sublease, subject to the following conditions; and

WHEREAS, Section 9 of the Construction Services Agreement provides that District may prescribe extra work or a modification or reduction of requirements or of methods of performing the Construction which differ from the work or requirements set forth in the Construction Documents; and for such purposes, the District may at any time during the life of the Construction Services Agreement by written order, make such changes as it shall find necessary.

NOW THEREFORE, THE DISTRICT AND BARNHART HEREBY AGREE AS FOLLOWS:

1. Leases. The District and Barnhart hereto represent that the aforementioned Leases are the true, correct and complete agreement between the Parties and that there have been no written or oral amendment(s) to the Leases. All capitalized terms not otherwise defined herein shall have the same meanings given in the Leases.

2. Additional Scope of Work. The District and Barnhart agree that the documents set forth in Exhibit "B," attached hereto and incorporated by this reference, shall be added to the Scope of Work as set forth in the Construction Services Agreement. Specifically, the Scope of Work shall be increased to include "Additional Scope of Work", as set forth in Exhibit "B."

3. Cost of Additional Scope of Work. The cost of the Additional Scope of Work shall be added to the District Contingency Fund, as described in Section 3 of the Construction Services Agreement. The cost of the Additional Scope of Work shall not exceed Five Hundred Thousand Dollars ($500,000.00).

4. Conditions Applicable to Additional Scope of Work. In causing the Additional Scope of Work to be completed, Barnhart agrees that the Additional Scope of Work shall be performed in accordance with the Leases (including the Construction Services Agreement and all other Exhibits to the Leases) and all other applicable requirements from DSA, local requirements, the California Building Code, Title 24 and the Field Act, as applicable. The

structural engineer shall be notified, as necessary and appropriate, regarding any Additional Scope of Work which requires his approval or inspection.

5. **Binding Effect; Partial Invalidity.** This Amendment shall be binding upon and inure to the benefit of the Parties hereto and their respective successors and assigns. If any provision of this Amendment shall be held invalid or unenforceable by a court of competent jurisdiction, such holding shall not invalidate or render unenforceable any other provision of this Amendment or the Leases.

6. **Full Force and Effect; No Other Amendments.** The Leases are hereby modified with respect to the terms set for the herein, and any other portion thereof as necessary to implement the foregoing. Except as specifically set forth in this Amendment, the Leases shall remain unmodified and in full force and effect as executed by the Parties.

7. **Facsimile Signatures.** In order to expedite the execution of this Amendment, telecopied signatures may be used in place of original signatures on this document. The Parties intend to be bound by the signatures on the telecopied document, are aware that the other Party will rely on the telecopied signatures, and hereby waive any defenses to the enforcement of the terms of this Amendment based on the form of signature.

8. **Counterparts.** This Amendment may be executed and delivered in any number of counterparts, each of which so executed and delivered shall be deemed to be an original and all of which shall constitute one and the same instrument.

9. **Inconsistencies.** In the event of any inconsistency between the terms of this Amendment and those of the Lease, the terms of this Amendment shall control.

IN WITNESS WHEREOF, the Parties have, by their duly authorized representatives, executed this Amendment, as of the Effective Date set forth above, and agree that this Amendment shall constitute binding modifications to the Lease.

SIERRA SANDS UNIFIED SCHOOL DISTRICT

By: _____
Name: _____
Its: _____

BARNHART INC, A HEERY INTERNATIONAL COMPANY

By: _____
Name: _____
Its: _____

EXHIBIT "A"

SITE LEASE AND SUBLEASE

EXHIBIT "B"

ADDITIONAL SCOPE OF WORK

FALLER ELEMENTARY SCHOOL

HVAC unit removal and replacement, hazardous materials testing and mitigation, roof penetrations and demolition, DSA approved structural HVAC installations, re-location of service components (conduit, wiring, etc.), insulation, duct cleaning, finishes and roof replacement.

10. CONSTRUCTION ADMINISTRATION

10.4 Adoption of Resolution #35 0809 Noticing the Office of Public School Construction (OPSC) of the District's Intent to Modernize School Facilities *(Goal #3, #4)*

BACKGROUND INFORMATION: The district has made significant progress in implementing its modernization program. Four projects are underway that are entitled to state School Facility Program (SFP) funding.

CURRENT CONSIDERATIONS: In order to qualify for SFP funding, the board is required to adopt Resolution #35 0809 noticing the Office of Public School Construction (OPSC) that the following campuses will soon undergo modernization and that the district will seek SFP funds to support these projects:

- Sherman E. Burroughs High School
- Inyokern Elementary School
- Faller Elementary School
- Pierce Elementary School

FINANCIAL IMPLICATIONS: There is no cost for this action, which enables the district to apply for significant SFP funding.

SUPERINTENDENT'S RECOMMENDATION: Adopt Resolution #35 0809 to notice the OPSC that the district will seek SFP funding for the above cited projects as presented.

BEFORE THE GOVERNING BOARD
SIERRA SANDS UNIFIED SCHOOL DISTRICT
KERN COUNTY, CALIFORNIA

The Matter of
Filing Applications

RESOLUTION #35 0809

WHEREAS, the Board of Education will be requesting funding of a School Facility Program project pursuant to Chapter 12.5, Part 10, Division 1, commencing with Section 17070.10, et Seq. of the Education Code; and

WHEREAS, the District is required to certify that it has a resolution or other documentation supporting the filing of its application; and

WHEREAS, the District plans to file an application to modernize each of the following facilities:

- Sherman E. Burroughs High School
- Inyokern Elementary School
- Faller Elementary School
- Pierce Elementary School

NOW, THEREFORE, the Board of Education authorizes the District Representative to execute documents as necessary to carry out the provision of this resolution.

This resolution was adopted by the Board of Education on March 19, 2009 by the following vote:

AYES:

NOES:

ABSTENTIONS:

ABSENCES:

_____

Clerk of the Governing Board
Sierra Sands Unified School District

11. BUSINESS ADMINISTRATION

11.1 Approval of Second Interim Report for Fiscal Year 2008-09 *(Goal #3)*

BACKGROUND INFORMATION: In accordance with California Education Code 42130-42131, no later than 45 days after the close of each reporting period, the school district governing board shall approve an interim financial report and certify in writing whether the school district is able to meet its financial obligations for the remainder of the fiscal year, and based on current projections, for subsequent fiscal years.

CURRENT CONSIDERATIONS: In most years, interim reporting provides an opportunity to revisit and refine previous projections. Seven months of experience usually results in more definitive information and more informed projections. As has been noted throughout the year and most recently by Mrs. Rummer at the last board meeting, 2008-09 is not a typical year. The fiscal problems of the state, evident last year at budget formulation time, have gotten worse. On February 20, 2009 the governor signed an 18-month budget into law which revised the 2008-09 budget and set the 2009-10 budget. This budget is a mixture of revenue increases through increased taxes and fees, spending reductions, and additional borrowing. This budget directed cuts to both the restricted and unrestricted portions of the district budget for both 2008-09 and 2009-10.

FINANCIAL IMPLICATIONS: As the impact of this budget is discussed, it is noted the implementing guidance received from the state is incomplete at this time. This report reflects the latest guidance provided by the Schools Services of California, the California Department of Education, and the Kern County Office of the Superintendent of Schools. It speaks to the cuts leveled by the state and the methods used by the district to implement that budget and deal with the issues caused by these cuts. The effect of the cuts in 2008-09 increased the district's Unrestricted General Fund deficit from approximately $3 million previously reported to approximately $4 million.

In analyzing the effect of the budget implementation the following is noted:

- The 2008-2009 Budget Act allowed for flexibility in the use of prior year ending fund balances to provide relief to the Unrestricted General Fund. The district's plan to use that authority, as discussed in the previous board item presented by Mrs. Hickle, is reflected in this report.
- Approximately $897,800 of the 2007-08 restricted (categorical) balances will be transferred to the Unrestricted General Fund to mitigate the district deficit. Approximately $718,200 in offsets and additional revenue provide further mitigation.

- The net effect of the cuts, mitigation, and other minor changes to the revenue and expenses is that the impact to the Unrestricted General Fund is reduced by $1.7 million making the deficit for 2008-09 approximately $2.2 million for this reporting period.
- The total impact of the state budget cuts to the General Fund for 2008-09 is $4.4 million split evenly between the unrestricted and the restricted general fund. Use of ending fund balances combined with using the flexibility options will enable the district to remain fiscally solvent.
- It should be noted that the cuts are ongoing and the mitigation used in 2008-09 is one time. Therefore other methods must be used to enable the district to maintain its position in the out years. It should be noted that another feature of the recently passed budget cut is the continuation and extension of deferred revenue payments.
- The district's cash position will allow it to continue to pay its employees and its vendors through the end of the year. There has been discussion that the state will change its payment schedule and there is a possibility that that will negatively impact the district's cash position in the out years.
- Another item related to the passage of the 2008-2009/2009-2010 state budget is that there are several ballot propositions immediately tied to the availability and level of funding for education. These items must pass by a vote of the people at the May 19, 2009 special election. The failure of those propositions will negatively impact education and further changes would be expected. The budget passed February 20, 2009 was predicated on expected tax revenues. If the planned revenues do not materialize, or the state is unable to reduce its costs as planned, budget revisions are expected.
- The state requirement on school districts to disclose other post retirement benefits as a liability has been complied with. In addition to disclosing its liability, districts must adopt a plan for dealing with its liability. In light of the current budget situation, staff recommends that the establishment of an irrevocable trust not be considered for 2008-09, and further suggest that its plan for the liability continue to be dealt with on the pay as we go basis. Because the structural deficit is ongoing and additional cuts are being leveled in 2009-10, ongoing measures are required to be taken for next year and beyond. The impacts extend to 2010-11 as well, and these are reflected in the Multi Year Projection as presented. The measures regarding the certificated staffing approved by the board at the March 5, 2009 meeting, as well as the use of flexibility, is also reflected in this budget report.
- Encroachment projections in general have improved.
- Home to school transportation will experience less encroachment due to lower fuel prices than originally projected and the use of substitute bus drivers as five positions have remained vacant.
- Special education encroachment has been reduced through a combination of personnel changes and realignment.

- Special Education transportation has decreased also as a result of lower fuel costs.
- The Community Day School is now encroaching because it has not experienced the anticipated revenues due to lower ADA.

At this time, the district plans to utilize the majority of its ending fund balance while still maintaining its 5% reserve for economic uncertainty, thus maintaining fiscal solvency and remaining positive in 2008-09. Based on its preliminary Multi Year Projection, the district anticipates maintaining its positive certification in the out years. Another critical factor and the reason for the conservative projection is the uncertainty related to the results of the April tax revenues and that potential impact on the state and Sierra Sands. Likewise, the results of the May 19, 2009 election have the potential to change the outlook for the 2009-10 budget and the out years.

The budget year and out years are usually not a point of discussion during the Second Interim. However, because the 2009-10 budget has already been passed, it is important to take note of this fact and to comment that 2009-10, as reflected in the multi year projection, was formulated using guidance from Schools Services of California, the California Department of Education, and the Kern County Office of the Superintendent of Schools, and reflects the actions related to personnel planning, use of categorical flexibility, and the ongoing initiatives taken to date. Guidance from the entities cited is to consider the budget parameters to be preliminary for the following reasons:

- The state is still crafting implementing guidance regarding the budget for 2008-09 as well as 2009-10.
- The April tax results and the May election results are very critical to moving forward.
- Impact of the federal stimulus package has yet to be definitized.
- Current guidance is to plan for the use of the federal stimulus dollars but to not budget for those funds.

SUPERINTENDENT'S RECOMMENDATION: It is recommended that the Board of Education approve the Fiscal Year 2008-09 Second Interim Report as submitted and certify that the district is able to meet its financial obligations for this and subsequent years.

Sierra Sands Unified School District
General Fund Unrestricted
2008/2009 Budget Comparison Report
2nd Interim

	Objects	COLUMN A 2008/2009 2nd Interim		COLUMN B 2008/2009 1st Interim	2008/2009 DIFFERENCE	
Projected Fund Balance						
July 1 Beginning Fund Balance		$5,667,310		$5,667,310		
Add: Revenues *(Column A - Column B)* *	8000-8999	$33,084,009		$32,471,030	$612,979	
Less: Expenditures *(Column B - Column A)* **	1000-7999	$35,327,810		$35,378,343	$50,533	
June 30 Ending Fund Balance		$3,423,509		$2,759,997		
Less: Stores, Prepaid Expenses & Revolving Cash *(Column A - Column B)*		$107,000		$107,000	$0	
Less: 5% Reserve for Economic Uncertainties *(Column B - Column A)*		$2,608,442		$2,492,940	-$115,502	
Available Ending Fund Balance as of June 30		$708,067		$160,057		
ADD: Revenues					*(Column A - Column B)*	
Revenue Limit Sources	8010-8099	$28,361,036		$29,111,522	-$750,486	1
Federal Revenues	8100-8299	$1,615,967		$1,615,007	$960	2
Other State Revenues	8300-8599	$2,753,502		$2,676,114	$77,388	3
Other Local Revenues	8600-8799	$484,535		$422,328	$62,207	4
Total Revenues		$33,215,040	*a*	$33,824,971	-$609,931	
LESS: Expenditures					*(Column B - Column A)*	
Certificated Salaries	1000-1999	$16,331,356		$16,317,494	-$13,862	5
Classified Salaries	2000-2999	$4,750,534		$4,729,707	-$20,827	6
Benefits - Current Employees	3000-3999	$7,578,989		$7,619,047	$40,058	7
Benefits - Retirees	370X & 390X	$1,118,462		$1,054,991	-$63,471	8
Books and Supplies	4000-4999	$1,153,717		$1,351,217	$197,500	9
Services and Operating Expenses	5000-5999	$3,632,155		$3,551,098	-$81,057	10
Capital Outlay	6000-6599	$635,242		$700,000	$64,758	11
Indirect Costs	7300-7399	-$196,498		-$239,702	-$43,204	12
Total Expenditures		$35,003,957	*b*	$35,083,852	$79,895	
ADD: Interfund Transfers In					*(Column A - Column B)*	
Transfer In	8910-8929	$0		$0	$0	
Total Interfund Transfers In		$0	*c*	$0	$0	
LESS: Interfund Transfers Out					*(Column B - Column A)*	
Transfer Out - Fund 14 (Deferred Maintenance)	7610-7629	$267,175		$237,813	-$29,362	13
Transfer Out- Fund 17 (Reserve)	7610-7629	$0		$0	$0	
Transfer Out- Fund 17 (Golden Handshake)	7610-7629	$56,678		$56,678	$0	
Total Interfund Transfers Out		$323,853	*d*	$294,491	-$29,362	
LESS: Encroachment Contributions (Reduction of Revenue from Unrestricted General Fund) ***					*(Column A - Column B)*	
Resource 2430 - Community Day School	8980	-$113,706		$0	-$113,706	14
Resource 6500 - Special Education	8980	$0		-$165,820	$165,820	15
Resource 6530 - Special Education Inservice Training	8980	-$14		$0	-$14	16
Resource 7230 - Home to School Transportation	8980	-$161,309		-$341,476	$180,167	17
Resource 7240 - Special Ed Transportation	8980	-$586,975		-$638,700	$51,725	18
Resource 9021 - Sierra Vista Center	8980	-$166,793		-$207,945	$41,152	19
Total Encroachment Contributions		-$1,028,797	*e*	-$1,353,941	$325,144	
PLUS: Transfers of Restricted Balances (Tier III Sweep)					*(Column A - Column B)*	
Resources: 6260, 6285, 6760, 6761, 7080, 7140, 7157, 7271, 7390, 7392, 7393, 7395 and 7398	8997	$897,766		$0	$897,766	20
Total Transfer of Restricted Balances		$897,766	*f*	$0	$897,766	
Net Revenue less Expenditures (a + c + e + f) - (b + d)		-$2,243,801		-$2,907,313		

* Revenues equal objects 8XXX and include total revenues, total interfund transfers in and total encroachment contributions.

** Expenditures equal objects 1000-7999 and include total expenditures and total interfund transfers out. Indirect costs are general overhead costs paid out of the unrestricted general fund for restricted programs. Indirect costs are shown as negative because they are reimbursements to the unrestricted general fund by reducing the expense, so it is a reduction in expenses.

*** Encroachment contributions are taken from unrestricted general fund and added to the restricted general fund. They are shown as a negative because they decrease revenues.

- MINUS SIGNS before a number in the **Difference** column show either decreased revenue or increased expenses. No minus sign in the **Difference** column shows increased revenue or decreased expenses.

The information presented above is accurate to the best of our knowledge.

Sierra Sands Unified School District
General Fund Unrestricted Budget
2008/2009 2nd Interim Budget vs. 2008/2009 1st Interim Budget Notes

1 Per the revisions to the 2008-09 State budget, revenue limit will not include the 5.66% COLA for this fiscal year, which was never in SSUSD's 2008-09 budget, and it will also be subject to a 2.63% mid-year cut totaling $888K. This mid-year cut also applies to the revenue limit transfers to the continuation high school ($20K), special education ($31K) and the community day school ($3K) but results in a savings to the unrestricted general fund. Additionally, the community day school ADA has been reduced by 13.79 ($78K), which will also stay in the unrestricted general fund. PERS RLR, which is a function of classified salaries, will also increase by $6K. [$20K + $31K + $3K + $78K + $6K - $888K = -$750K]

2 This increase reflects additional reimbursements received for the NJROTC program.

3 The revised 2008-09 State budget calls for a 15.4% cut to several state funded programs. The District had already budgeted for a 6.5% reduction resulting in a 8.9% budget cut at this time for Hourly Programs ($60K) and Grade 9 Class Size Reduction ($7K). State Lottery revenues are projected to fall aboutn 9% ($61K). On a positive note, K-3 Class Size Reduction ADA has increased and the revenues were originally projected to decrease by 6.5% but will remain at the 2007-08 rate per ADA for an overall increase of $205K. [$205K - $60K - $7K - $61K = $77K].

4 Based on current year trends, the PPAC facilities lease revenue budget was decreased by $10K and interest income is expected to increase by $50K. The Other Local Income budget was increased by $22K to reflect actual revenues received from contributions from PTO's, donations from outside sources, reimbursements for CTE grant program and lost/damaged book fees collected. [$50K + $22K - $10K = $62K]

5 Certificated salary budgets were reallocated per the categorical flexibility options resulting in an overall increase of $14K.

6 Classified salary projections increased by $21K due to a budget correction, personnel changes and flexibility options.

7 Statutory benefits are a direct result of salaries, however, several H&W benefit budgets were decreased due to vacant positions currently filled with substitutes.

8 Retiree benefit projections increased due to mid-year retirements.

9 Supplies budgets were decreased by $198K to help mitigate the mid-year cuts.

10 Utilities and telephone budgets increased by $188K based on current trend data; professional services budgets were increased by $8K due to additional banking and county internet fees and software purchases; and travel was decreased by $115K to help mitigate the mid-year cuts. [$115K - $188K - $8K = -$81K]

11 The capital expense budget was decreased by $65K due e-rate funding and incorporating technology projects as part of modernization.

12 Function of categorical programs.

13 The deferred maintenance contribution was $29K higher than anticipated.

14 Due to declining enrollment and mid-year revenue limit cuts, the Community Day School is expected to require a general fund contribution to cover 2008-09 expenses.

15 While Special Education revenue limit was decreased $31K per the revised 2008-09 State budget, State apportionment was classified as Tier I, which was not subject to mid-year cuts. Furthermore, the District originally anticipated a 6.5% reduction of State apportionment which was restored ($53K). Additionally, categorical flexibility options were implemented reducing expenses by $144K. The end result was an overall reduction to special education eliminating the need for a revenue contribution from the unrestricted general fund. [$144K + $53K - $31K = $166K]

16 This contribution results from over projected 2007-08 revenues that need to be corrected in 2008-09.

17 The Home to School transportation encroachment contribution budget decreased $180K primarily due to the following: Per the 2008-09 State budget, Home to School Transportation has been classified as a Tier I, which is not subject to mid-year cuts. However, the District had originally anticipated revenues would be decreased by 6.5%, which has been restored ($39K); bus pass revenues collected to date have exceeded the orignal budget by $6K; due to lower fuel prices, the diesel fuel budget was decreased by $46K; salaries and benefits budgets decreased $94K and supplies expense budgets were decreased by $3K. [$39K + $6K + $46K + $94K + $3K = $180K]

18 Special Education Transportation has been classified by the State as Tier I, which is not subject to mid-year cuts, so the 6.5% projected revenue decrease was restored ($3K). $30K of excess salary expenses were transferred to RE 6500, supplies expenses including fuel were decreased by $5K and indirect costs were eliminated ($14K). [$3K + $30K + $5K + $14K = $52K]

19 The Sierra Vista Educational Center encroachment contribution is expected to decrease by $41K due to an additional $50K in rental income based on current year trends and a $9K increase of uilities and telephone expenses. [$50K - $9K = $41K]

20 The District intends to implement the Tier III Flexibility Option of sweeping prior year carryover balances from eligible categorical funds to the unrestricted general fund.

Sierra Sands Unified School District
General Fund Restricted
2008/2009 Budget Comparison Report
2nd Interim

	Objects	COLUMN A 2008/2009 2nd Interim		COLUMN B 2008/2009 1st Interim	2008/2009 DIFFERENCE
Projected Fund Balance					
July 1 Beginning Fund Balance		$3,475,939		$3,475,939	
Add: Revenues *(Column A - Column B)* *	8000-8999	$14,634,230		$13,384,135	$1,250,095
Less: Expenditures *(Column B - Column A)* **	1000-7999	$16,841,025		$14,480,456	-$2,360,569
June 30 Ending Fund Balance		$1,269,144		$2,379,618	
ADD: Revenues					*(Column A - Column B)*
Revenue Limit Sources	8010-8092	$1,912,002		$2,043,596	-$131,594
Federal Revenues	8100-8299	$2,754,954		$2,690,547	$64,407
Other State Revenues	8300-8599	$6,565,734		$6,550,035	$15,699
Other Local Revenues	8600-8799	$3,270,509		$746,016	$2,524,493
Total Revenues		$14,503,199	*a*	$12,030,194	$2,473,005
LESS: Expenditures					*(Column B - Column A)*
Certificated Salaries	1000-1999	$4,943,074		$5,130,306	$187,232
Classified Salaries	2000-2999	$2,275,991		$2,335,207	$59,216
Benefits - Current Employees	3000-3999	$2,881,151		$2,954,147	$72,996
Books and Supplies	4000-4999	$2,334,715		$2,003,449	-$331,266
Services and Operating Expenses	5000-5999	$1,192,094		$1,024,667	-$167,427
Capital Outlay	6000-6599	$2,770,693		$590,116	-$2,180,577
Indirect Costs	7300-7399	$146,324		$145,581	-$743
Lease Revenue Bond Payment	7400-7699	$296,983		$296,983	$0
Total Expenditures		$16,841,025	*b*	$14,480,456	-$2,360,569
ADD: Encroachment Contributions (Reduction of Revenue from Unrestricted General Fund) ***					*(Column A - Column B)*
Resource 2430 - Community Day School		$113,706		$0	$113,706
Resource 6500 - Special Education	8980	$0		$165,820	-$165,820
Resource 6530 - Special Education Inservice Training		$14		$0	$14
Resource 7230 - Home to School Transportation	8980	$161,309		$341,476	-$180,167
Resource 7240 - Special Ed Transportation	8980	$586,975		$638,700	-$51,725
Resource 9021 - Sierra Vista Center	8980	$166,793		$207,945	-$41,152
Total Encroachment Contributions		$1,028,797	*c*	$1,353,941	-$325,144
LESS: Transfers of Restricted Balances (Tier III Sweep)					*(Column A - Column B)*
Resources: 6260, 6285, 6760, 6761, 7080, 7140, 7392, 7393, 7395 and 7398	8997	-$897,766		$0	-$897,766
Total Transfer of Restricted Balances		-$897,766	*d*	$0	-$897,766
Net Revenue less Expenditures (a + c + d) - b		-$2,206,795		-$1,096,321	

* Revenues equal objects 8XXX and include total revenues, total interfund transfers in and total encroachment contributions.

** Expenditures equal objects 1000-7999 and include total expenditures and total interfund transfers out. Indirect costs are general overhead costs paid out of the unrestricted general fund for restricted programs. Indirect costs are shown as negative because they are reimbursements to the unrestricted general fund by reducing the expense, so it is a reduction in expenses.

*** Encroachment contributions are taken from unrestricted general fund and added to the restricted general fund. They are shown as a positive because they increase revenues.

\- MINUS SIGNS before a number in the **Difference** column show either decreased revenue or increased expenses. No minus sign in the **Difference** column shows increased revenue or decreased expenses.

The information presented above is accurate to the best of our knowledge.

12. CONSENT CALENDAR

12.1 Approval of "A" and "B" Warrants

CURRENT CONSIDERATION: "A" and "B" warrants released in February 2009 are submitted for approval. "A" warrants totaled $2,478,256.28. "B" warrants totaled $4,636,489.76.

FINANCIAL IMPLICATIONS: Warrants were issued as stated.

SUPERINTENDENT'S RECOMMENDATION: Approve "A" and "B" warrants for February 2009 as presented.

This list represents the "A" and "B" warrants released during the month of February **2009**
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

Type of Payroll	Amount
End of month certificated	$1,756,184.46
End of month classified	$599,034.35
10th of month certificated	$76,554.26
10th of month classified	$46,483.21
Total "A" Warrants	$2,478,256.28

"B" WARRANTS

Register Number		**Amount**
Batch	87	$170,881.34
Batch	88	January
Batch	89	Food Services
Batch	90	January
Batch	91	January
Batch	92	Food Services
Batch	93	$59,121.82
Batch	94	January
Batch	95	$147,722.08
Batch	96	$56,623.37
Batch	97	Void
Batch	98	Food Services
Batch	99	$20,254.79
Batch	100	$100,802.05
Batch	101	$131,252.60
Batch	102	$17,625.70
Batch	103	Food Services
Batch	104	$2,074,937.00
Batch	105	$456,399.10
Batch	106	Food Services
Batch	107	$6,884.97
Batch	108	$67,769.17
Batch	109	$446,874.30
Batch	110	$422,503.00
Batch	111	Food Services
Batch	112	$371,650.28
Batch	113	Food Services
Batch	114	$85,188.19
Total "B" Warrants		$4,636,489.76