

**SIERRA SANDS UNIFIED SCHOOL DISTRICT
Board of Education
Special Meeting**

**March 11, 2010
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
Bill Farris
Tim Johnson
Tom Pearl, Vice President/Clerk
Kurt Rockwell, President
Michael Scott

Joanna Rummer, Superintendent

MOMENT OF SILENCE

1. ADOPTION OF AGENDA

2. CLOSED SESSION

The board will meet in closed session with the superintendent to discuss negotiations with all three bargaining units.

3. ADJOURNMENT

SIERRA SANDS UNIFIED SCHOOL DISTRICT

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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, Vice President/Clerk
Kurt Rockwell, President
Michael Scott
Student Member Daniel Lathrop

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 concurrent meetings of February 18, 2010

3. PROGRAMS AND PRESENTATIONS

Mesquite High School: A Tribute to 50 Combined Years of Dedicated Service to Mesquite

4. PUBLIC HEARING

5. REPORTS AND COMMUNICATIONS

5.1 Student Member's Report

5.2 Reports from Members of the Board

5.3 Superintendent's Report

- Update on current fiscal issues
- 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

7. POLICY DEVELOPMENT AND REVIEW

8. PERSONNEL ADMINISTRATION

8.1 Certificated

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

8.2 Classified

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

8.3 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 layoff seniority list.

8.4 Adoption of Resolution #25 0910, Reducing or Eliminating Certificated Services for the 2010-11 School Year

Adoption of this resolution will authorize reduction or elimination of certain certificated positions and directs the superintendent to determine which employees are to receive notice of layoff as a result of this service reduction.

8.5 Adoption of Resolution #26 0910, Determination of Seniority Among Certificated Employees with the Same First Paid Date of Service

Adoption of this resolution identifies the specific criteria used in determining the order of termination between employees who first rendered service to the district on the same date.

8. PERSONNEL ADMINISTRATION (continued)

8.6 Adoption of Resolution #27 0910, Elimination of Classified Service

Adoption of this resolution will authorize elimination of certain classified positions and directs the superintendent to give notice of termination of employment to the affected employees pursuant to district rules and regulations and applicable provisions of the Education Code.

9. GENERAL ADMINISTRATION

9.1 Gifts to the District

9.2 Mid-Year Evaluation of Progress Toward District Goals (Goal #1, #2, #3, #4)

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.

10. CONSTRUCTION ADMINISTRATION

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

11. BUSINESS ADMINISTRATION

12. CONSENT CALENDAR

12.1 Rejection of Claim Against the District

12.2 Approval of Recommendations for Expulsion, Expulsion Cases #15 0910, #18 0910, #19 0910, and #21 0910

12.3 Approval of Recommendation of Administrative Hearing Panel Regarding Enrollment Request from a Student Expelled from Another District, Case #D02 0910

13. FUTURE AGENDA

14. ADJOURNMENT

The next regular meeting of the Board of Education will be March 18, 2010.

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

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

SIERRA SANDS UNIFIED SCHOOL DISTRICT

Minutes of the Regular and Special Concurrent Meetings of the Board of Education

DATE OF MEETING: February 18, 2010
TIME OF MEETING: 7:02 p.m.
PLACE OF MEETING: Ridgecrest City Council Chambers
MEMBERS PRESENT: Covert, Dietrichson, Farris, Johnson, Pearl, Rockwell, Scott
Student Member Kayla Rubin (substitute)
MEMBERS ABSENT: None
STAFF PRESENT: Joanna Rummer, Superintendent

PLEDGE OF ALLEGIANCE was recited in unison, led by Kayla Rubin.

MOMENT OF SILENCE was observed.

1. ADOPTION OF AGENDA

With the recommendation to delete item 10.2 and consider the special concurrent agenda following item 10.1, the agenda was adopted by consensus as amended.

2. APPROVAL OF MINUTES

Hearing no comments, the minutes of the regular, special, and special concurrent meetings of February 4, 2010 and the special meeting of February 9, 2010 were adopted by consensus as written.

3. PROGRAMS AND PRESENTATIONS

Kirsti Smith, principal of Murray Middle School, introduced teachers Lisa Harper, Rebecca Howard, and Sara Olson and some of their students in the school's Academic Language Achievement Strategies (ALAS) class. The students took turns describing the program and how the program benefits students, especially those whose second language is English. The course is offered at each grade level by English teachers who help students to master the standards in science and social studies by enhancing their reading and writing skills.

4. PUBLIC HEARINGS

5. REPORTS AND COMMUNICATIONS

5.1 Student Member's Report

Substituting for student member Daniel Lathrop, Kayla reported students at Murray Middle School welcomed back assistant principal Nikki Blackburn and appreciated Gary Speegle for filling in during her absence. A successful science fair qualified 12 students for the Kern County Science Fair. Students at both middle schools were looking forward to the annual basketball games between the two schools. James Monroe students are also conducting a campus pride day and an invention convention. Mesquite students are receiving financial aid counseling. Burroughs High School students are planning for the Mr. BHS pageant, the college tour, and the drama department is rehearsing for *Cyrano de Bergerac*. Kayla invited the community, especially students in grades 6-12, to attend a Tech Career Expo at Burroughs to learn about the latest technical advances and job opportunities in the field.

5.2 Reports from Members of the Board

Mrs. Covert appreciated the opportunity to participate in an autism awareness workshop. Mr. Rockwell observed the passion demonstrated by both parents and staff at a recent Superintendent's Council meeting.

5.3 Superintendent's Report

Mrs. Rummer reported that there was a bit of good news in that the state's general fund revenues were up slightly last month. She and her cabinet have visits scheduled at each site to inform staff of the budget situation. She also reported that enrollment was maintaining a downward trend with a decline of 64 students since the same time last year.

5.4 Communications

Communications from schools were distributed for information.

5.5 Comments from the public on items not on the agenda

Maureen Glennon, president of the Desert Area Teachers Association, urged the board to consider the use of reserves instead of increasing class size, cutting programs, and cutting staff.

6. EDUCATIONAL ADMINISTRATION

6.1 Report to the Board: Consolidated Application for Funding Categorical Programs, Part II (Goal #1, #2, #3, #4)

The Consolidated Application Part II contains district entitlements as well as fiscal reporting for the programs listed in the Consolidated Application Part I. The Consolidated Application Part II does not require board approval but was presented for informational purposes.

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. PEARL/COVERT

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

These actions are made a part of the minutes by reference and are filed in the Board Record Book identified as pages 1-3 of the 2/18/10 agenda.

8.3 Adoption of Resolution #22 0910, Week of the School Administrator (Goal #4)

Motion passed to adopt Resolution #22 0910 declaring the week of March 1-7, 2010, as Week of the School Administrator in recognition of the outstanding dedication and professionalism of the district's administrative staff. JOHNSON/COVERT

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

9. GENERAL ADMINISTRATION

9.1 California School Boards Association (CSBA) Delegate Assembly Election

Motion passed to cast one vote for Bill Farris to represent Subregion 12-B in the CSBA Delegate Assembly. COVERT/PEARL

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

9.2 Cancellation of the Regular Meeting of the Board of Education Scheduled on March 4, 2010 and Rescheduled for March 11, 2010

Motion passed to cancel the regular meeting of March 4, 2010 and schedule a special meeting for March 11, 2010, to be held at 7:00 p.m. in the Ridgecrest City Council Chambers. COVERT/JOHNSON

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

9.3 Authorization for Board Member Travel to the Annual Trustees Winter Workshop and Dinner Meeting for the Kern County School Boards Association

Motion passed to authorize travel for those board members wishing to travel to the annual winter workshop and dinner meeting sponsored by the Kern County School Boards Association. DIETRICHSON/JOHNSON

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

10. CONSTRUCTION ADMINISTRATION

10.1 Report to the Board: Measure “A” and Other Construction Activities and Issues (Goal #3)

With assistance from Assemblywoman Jean Fuller, Mr. Auld reported that he is under the impression that funding for the CTE building is out of the Office of Public School Construction and should be in the district’s account in two to three weeks. RFQs for the CTE building have been sent out to about 11 contract management companies. These must be submitted by March 1. Mr. Auld also reported that it is anticipated that legislation relative to the issuance of Qualified School Construction Bonds will be finalized this month.

10.2 Deleted from agenda

The special concurrent agenda was considered next.

2.1 Approval of the Terms and Conditions of the Site Lease, Lease-Leaseback, and Construction Services Agreements and Enabling Resolution #24 0910 Associated with Rand Elementary School Restroom and ADA Project (Goal #3, #4)

Motion passed to adopt Resolution #24 0910 and approve the terms and conditions of the site lease, lease-leaseback, and construction services agreements associated with the Rand Elementary School Restroom and ADA project in the total amount of \$543,556 as presented.
DIETRICHSON/JOHNSON

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

11. BUSINESS ADMINISTRATION

12. CONSENT CALENDAR

12.1 Approval of “A” and “B” Warrants

“A” warrants in the amount of \$2,272,243.84; “B” warrants in the amount of \$1,980,820.50.

12.2 Adoption of Resolution #23 0910 Designating an Authorized Official to Execute All Documents Related to the Issuance of Credit Cards in the Name of the District

12.3 Approval of Recommendation for Expulsion, Expulsion Case #14 0910

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

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

13. FUTURE AGENDA

14. ADJOURNMENT was at 8:10 p.m.

THE BOARD OF EDUCATION

Tom Pearl, Vice President/Clerk

Joanna Rummer, Secretary to Board

recorder: Jane Brooks

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***

Anthony Barnes
Athletic Director – Burroughs
Effective 6-4-10

Nikki Blackburn
Assistant Principal – Murray
Effective 6-11-10

Ellen Bryant***
Science – Murray
Effective 6-4-10

Jay Egus***
Industrial Arts – Monroe
Effective 6-4-10

Linda Egus***
Physical Education – Burroughs
Effective 6-4-10

Mary Erickson***
Social Science – Monroe
Effective 6-4-10

Bev Estis***
Principal – Richmond
Effective 6-18-10

Lynne Garret-Spoons***
Mathematics – Murray
Effective 6-4-10

Lynn Grogan
Science – Murray
Effective 6-4-10

8. PERSONNEL ADMINISTRATION

8.1 CERTIFICATED PERSONNEL (continued)

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

Rachel Huntoon
Special Day Class – Richmond
Effective 6-4-10

Lauralee Isom***
3rd Grade – Pierce
Effective 6-4-10

Ingrid Larsen
Principal – Mesquite
Effective 6-11-10

Zenaida Lucas
Resource Specialist – Burroughs
Effective 6-4-10

Barbara McCollum
Home Economics – Murray
Effective 6-4-10

Bonnie McCollum***
Economics – Burroughs
Effective 6-4-10

Elaina McMahan
Resource Specialist – Richmond
Effective 6-4-10

Dwight Morgan***
Elementary Counselor – District
Effective 6-4-10

Debbie Schiller***
Resource Specialist – Gateway
Effective 6-4-10

8. PERSONNEL ADMINISTRATION

8.1 CERTIFICATED PERSONNEL (continued)

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

Peggy Spraker***
ROP Foods – Mesquite
Effective 6-4-10

Stephen Tomlinson***
Physical Education – Burroughs
Effective 6-4-10

Shirley Walden***
Kindergarten – Richmond
Effective 6-4-10

8.12 LEAVE OF ABSENCE

8.13 EMPLOYMENT

Substitute Teachers for 09-10 year
Tara Barros
Kortney Firme
Kimberly Johnston

8.14 CHANGE OF STATUS

8. PERSONNEL ADMINISTRATION

8.2 CLASSIFIED PERSONNEL

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

Stephanie Baker
5½ hr. Paraprofessional - Richmond Elementary
Effective 06-03-2010

Jane Brooks***
8 hr. Assistant to Superintendent - Superintendent's Office
Effective 06-30-2010

Rosalinda Burdette***
8 hr. Clerk III - Burroughs High School
Effective 06-30-2010

Connie Clodt***
8 hr. School Office Manager - Pierce Elementary
Effective 06-30-2010

Janice Curran***
8 hr. Registrar I - Murray Middle School
Effective 06-30-2010

David Hadley***
8 hr. Skilled Craftsperson - Maintenance
Effective 06-30-2010

Marilyn Kincaid***
8 hr. School Office Manager - Faller Elementary
Effective 06-30-2010

Dennis Ladd***
8 hr. Senior Skilled Craftsperson - Maintenance
Effective 06-30-2010

Mei McWhorter
8 hr. Clerk III – Curriculum and Instruction
Effective 03-12-2010

8. PERSONNEL ADMINISTRATION

8.2 CLASSIFIED PERSONNEL (continued)

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

Marilyn Mitchell***
7½ hr. School Bus Driver II - Transportation
Effective 06-30-2010

Maria Montes***
5¼ Paraprofessional/Bilingual - Pierce Elementary
And 1 hr. Paraprofessional - Pierce Elementary
And ½ hr. Noon Duty Supervisor - Pierce Elementary
Effective 06-30-2010

Irma Ortiz***
8 hr. School Bus Driver II - Transportation
Effective 06-30-2010

Carolyn Reed ***
8 hr. Library Specialist - James Monroe Middle School
Effective 06-30-2010

Felicetas Rush
5½ hr. Paraprofessional - Richmond Elementary
Effective 06-30-2010

Theresa Schwichtenberg
8 hr. School Office Manager - Inyokern Elementary
Effective 06-11-2010

Patricia Seaberg-Gibson***
6 hr. Paraprofessional/Interpreter - Burroughs High School
Effective 06-30-2010

Peggy Spraker***
2 hr. Food Service Assistant I – Mesquite High School
Effective 06-04-2010

Malinda Stull***
8 hr. Custodian - James Monroe Middle School
Effective 06-30-2010

8. PERSONNEL ADMINISTRATION

8.2 CLASSIFIED PERSONNEL (continued)

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

Bessie Summer***
8 hr. Administrative Secretary II - Pupil Support Services
Effective 06-30-2010

Roger Sutton***
8 hr. Custodian - Gateway Elementary
Effective 06-30-2010

Linda Turner***
5 hr. Computer Paraprofessional - Richmond Elementary
Effective 06-30-2010

Darlene Uetz***
6 hr. Clerk II - Pierce Elementary
And 1½ hr. Noon Duty Supervisor - Pierce Elementary
Effective 06-30-2010

8.22 LEAVE OF ABSENCE

8.23 EMPLOYMENT

Student Workability Workers for the 2009-2010 School Year
Sidney Barnett
Cameron Brunton
Megan Coffland
Joey Harris
Joshua Head

Classified Substitutes for the 2009-2010 School Year
John Peter Konopak

8.24 CHANGE OF STATUS

8. PERSONNEL ADMINISTRATION

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

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

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

CURRENT CONSIDERATIONS: In compliance with this court decision and to preserve the integrity of the layoff seniority list, counsel has advised the district to seek board authorization to non-reelect four certificated employees who are employed by the district for 2009-10 on the basis of less than preliminary credentials issued by the California Commission on Teacher Credentialing. The district will not be able to offer reemployment to any of the impacted employees until after July 1, 2010. Please note that the district has communicated with the Desert Area Teachers Association (DATA) as well as with all the affected employees during this process prior to the Board of Education meeting. Following board approval, the affected employees will all receive a non-reelection letter from the district prior to March 15, 2010 as required by California Education Code. This allows the district to release these employees without cause, effective at the end of the 2009-10 school year and eliminates the issue of accruing seniority without being fully credentialed. It also allows the district to recruit, as it has previously done, for fully credentialed teachers for these positions before rehiring those not fully credentialed. If the district is unable to employ fully credentialed teachers in any of these positions, it may reemploy any or all of these impacted employees for the 2009-10 school year.

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

SUPERINTENDENT'S RECOMMENDATION: Approve the non-reelection of four certificated employees employed by the district for the 2009-10 school year on less than a preliminary credential, as presented.

8. PERSONNEL ADMINISTRATION

8.4 Adoption of Resolution #25 0910, Reducing or Eliminating Certificated Services for the 2010-11 School Year

BACKGROUND INFORMATION: The ongoing budget crisis faced by the State of California continues to create serious implications for school districts statewide. This situation has forced districts to identify, plan, and implement a wide range of cost savings measures. The district started the 2009-10 school year with a \$3.7 million deficit to its unrestricted general fund and if changes are not implemented, that deficit will grow to approximately \$4.8 million for the 2010-11 school year. It is therefore required that the district take immediate action in planning for the 2010-11 school year. Programs will be affected and staff reductions will be required.

CURRENT CONSIDERATIONS: Staff has been intent on looking at all options available to them in addressing the budget deficit. Once again, forums and staff meetings were conducted to consider how the district might mitigate costs. Even though a variety of cost savings measures have been identified that can be implemented immediately and in the near future, the district is faced with having to make staff reductions at all levels. Among the items under consideration is continuing use of the flexibility option regarding class size reduction, as well as the restructuring of class schedules at the secondary level in an effort to adjust the ratio of staff to students to increase efficiency of operation. Additionally, identified actions must be governed by the parameters and guidelines imposed by the state budget, and unfortunately, portions of the specifics of the state budget are yet to be clarified.

Some of these identified cost-saving measures will require a reduction in certificated staff. As required by education code, the superintendent or designee must give written notice not later than March 15 to the board and to each employee affected that it is recommended that the employee's services will not be required for the upcoming school year. Resolution #25 0910 calling for reduction or elimination of certificated services for the 2010-11 school year, as described in Exhibit A, is presented for adoption. Adoption of Resolution #25 0910 will allow staff to proceed with the determination of which employees' services may not be required for the 2010-11 school year and give those employees notice not later than March 15, 2010 of the superintendent's recommendation that they not be reemployed for the 2010-11 school year.

FINANCIAL IMPLICATIONS: The district can project an approximate cost savings of \$1.8 million with the reduction of positions identified in Resolution #25 0910.

SUPERINTENDENT’S RECOMMENDATION: It is recommended that the Board of Education adopt Resolution #25 0910 reducing or eliminating certificated services for the 2010-11 school year, as presented.

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

REDUCING OR ELIMINATING CERTAIN)
CERTIFICATED SERVICES FOR THE)
2010-11 SCHOOL YEAR)
_____)

RESOLUTION #25 0910

WHEREAS, the Governing Board of the Sierra Sands Unified School District has determined that it shall be necessary to reduce or discontinue a particular kind of service of the District as itemized in Exhibit "A" at the close of the current school year; and

WHEREAS, it shall be necessary to terminate at the end of the 2009-10 school year, the employment of certain certificated employees of the District as a result of this reduction or discontinuance in a particular kind of service;

NOW, THEREFORE, THE BOARD RESOLVES THAT:

Pursuant to Education Code sections 44955 and 44949, the Superintendent is directed to send appropriate notice to the employee whose services shall be terminated by virtue of this action. Nothing herein shall be deemed to confer any status or rights upon temporary or categorically funded project certificated employees in addition to those specifically granted to them by statute.

I CERTIFY that the above resolution, proposed by Trustee _____ and seconded by Trustee _____, was duly passed and adopted by the Governing Board of the Sierra Sands Unified School District of Kern County, California, at an official and public meeting thereof held on March 11, 2010.

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

DATED: _____

GOVERNING BOARD OF THE
SIERRA SANDS UNIFIED SCHOOL DISTRICT

BY: _____

TITLE: _____ Secretary to the Board _____

SIERRA SANDS UNIFIED SCHOOL DISTRICT

EXHIBIT A

**LIST OF CERTIFICATED SERVICES BEING REDUCED OR ELIMINATED
FOR THE 2010-2011 SCHOOL YEAR**

ELEMENTARY EDUCATION (K-5)

| Services Being Reduced or Eliminated | Net FTE Reduced |
|---|--------------------|
| Elementary Teaching | 8.00 |

MIDDLE SCHOOL EDUCATION (6-8)

| Services Being Reduced or Eliminated | Net FTE Reduced |
|---|--------------------|
| Home Economics | 1.00 |
| Industrial Arts | 1.00 |
| School Counselor | 1.00 |

HIGH SCHOOL EDUCATION (9-12)

| Services Being Reduced or Eliminated | Net FTE Reduced |
|---|--------------------|
| Business | 1.00 |
| English | 1.00 |
| Foreign Language | 1.00 |
| Home Economics | 1.00 |
| Music | .60 |
| Physical Education | 1.00 |
| ROP Auto Shop | .33 |
| Science | 1.00 |
| Social Science | 1.00 |

ALTERNATIVE EDUCATION PROGRAMS

| Services Being Reduced or Eliminated | Net FTE Reduced |
|---|--------------------|
| ROP Foods | .64 |

SPECIAL EDUCATION/SELPA

| Services Being Reduced or Eliminated | Net FTE Reduced |
|---|--------------------|
| Elementary Special Day Class | 1.00 |
| Middle School Special Day Class | 1.00 |

MANAGEMENT POSITIONS

| Services Being Reduced or Eliminated | Net FTE Reduced |
|---|--------------------|
| Elementary Principal | 1.00 |
| Alternative Education Principal | 1.00 |
| Middle School Assistant Principal | 1.00 |

NET REDUCTION DISTRICTWIDE: **24.57 FTE**

FTE = Full-time equivalent

8. PERSONNEL ADMINISTRATION

8.5 Adoption of Resolution #26 0910, Determination of Seniority Among Certificated Employees with the Same First Paid Date of Service

BACKGROUND INFORMATION: The Board of Education has determined with the adoption of Resolution #26 0910 that there is a need to reduce or eliminate certificated staff for the 2010-11 school year.

CURRENT CONSIDERATIONS: In the case of a reduction in certificated staff, adoption of Resolution #26 0910 provides a vehicle by which the district can determine the order of termination between employees who first rendered paid service to the district on the same date. The order of determination will be based on the need of the district and the students as listed in the resolution. These criteria will be applied in determining the order of termination.

FINANCIAL IMPLICATIONS: None.

SUPERINTENDENT'S RECOMMENDATION: It is recommended that the board adopt Resolution #26 0910 as presented.

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

DETERMINATION OF SENIORITY AMONG)
CERTIFICATED EMPLOYEES WITH SAME) RESOLUTION #26 0910
FIRST PAID DATE OF SERVICE)
TIE-BREAKER RESOLUTION)
_____)

BE IT RESOLVED by the Governing Board of the Sierra Sands Unified School District, that the order of termination between employees who first rendered paid service to the District on the same date shall be based solely on the needs of the District and the students thereof. The specific criteria and rating system used in determining this need shall be as follows, but not necessarily listed in order of importance:

- A. Credentialing (+1 for Intern; +2 for Preliminary, +3 for Clear/Life, and +1 for additional supplemental authorization)
- B. No Child Left Behind Authorization (+2 for each area in which the teacher is credentialed and is NCLB qualified)
- C. English Learner Authorizations (+2 for EL authorization: CLAD, SDAIE, or CTCL; and +3 for Bilingual authorization: BCLAD or BCC)
- D. Education/Training (+2 for Master’s Degree, +3 for Doctorate)

In the event a tie exists after administration of the above criteria, the District will then break ties utilizing a lottery.

I CERTIFY that the above resolution, proposed by Trustee _____ and seconded by Trustee _____, was duly passed and adopted by the Governing Board of the Sierra Sands Unified School District of Kern County, California, at an official and public meeting thereof held on March 11, 2010, by the following vote:

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

DATED: _____ GOVERNING BOARD OF THE
SIERRA SANDS UNIFIED SCHOOL DISTRICT

BY: _____

TITLE: _____ Secretary to the Board _____

8. PERSONNEL ADMINISTRATION

8.6 Adoption of Resolution #27 0910, Elimination of Classified Service

BACKGROUND INFORMATION: The ongoing budget crisis faced by the State of California continues to create serious implications for school districts statewide. This situation has forced districts to identify, plan, and implement a wide range of cost savings measures. The district started the 2009-10 school year with a \$3.7 million deficit to its unrestricted general fund and if changes are not implemented, that deficit will grow to approximately \$4.8 million for the 2010-11 school year. It is therefore required that the district take immediate action in planning for the 2010-11 school year. Programs will be affected and staff reductions will be required.

CURRENT CONSIDERATIONS: California Education Code sections 45101, 45114, 45117, and 45308 authorize a school district to layoff classified employees due to a lack of work and/or lack of funds upon forty-five (45) days prior notice.

Staff has been intent on looking at all options available to them in addressing the budget deficit. Once again, forums and staff meetings were conducted to consider how the district might mitigate costs. Even though a variety of cost savings measures have been identified that can be implemented immediately and in the near future, the district is faced with having to make staff reductions at all levels. Additionally, identified actions must be governed by the parameters and guidelines imposed by the state budget, and unfortunately, portions of the specifics of the state budget are yet to be clarified.

Some of these identified cost-saving measures will require an elimination in services of classified staff. District staff has had meetings with site leaders to discuss reductions and how they would affect programs, students, and staff. The goal was to consider eliminations that would have the least amount of disruption to the educational programs at each site. Some vacant positions and some positions occupied by substitutes are not going to be replaced. Other considerations were given to consolidation, reduction of work, maintenance of programs, reduction of differentials, energy maintenance, teaming, and scheduling.

Resolution #27 0910 calling for elimination of classified services for the 2010-11 school year is presented for adoption. Adoption of Resolution #27 0910 will allow staff to proceed with the determination of which employees' services may not be required for the 2010-11 school year and authorize the district to layoff classified employees due to a lack of work and/or a lack of funds. Layoffs will become effective after June 30, 2010.

FINANCIAL IMPLICATIONS: The district can project an approximate cost savings of \$871,650 with the elimination of positions identified in Resolution #27 0910.

SUPERINTENDENT'S RECOMMENDATION: It is recommended that the Board of Education adopt Resolution #27 0910 eliminating classified services for the 2010-11 school year, as presented.

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

RESOLUTION #27 0910
Elimination of Classified Service

WHEREAS, Education Code sections 45101, 45114, 45117 and 45308 authorize the district to layoff classified employees for lack of work and/or lack of funds upon forty-five (45) days prior notice; and

WHEREAS due to lack of work and funding, certain classified services now being provided by the district must be eliminated effective June 30, 2010;

NOW, THEREFORE, BE IT RESOLVED that as of the 30th day of June, 2010, the following positions be eliminated:

| | |
|-----------------------------|---|
| Transportation Manager | One 8-hour position (Transportation) |
| Assistant to Superintendent | One 8-hour position (Superintendent's Office) |
| Clerk II | One 8-hour position (Burroughs) |
| Clerk III | One 8-hour position (Burroughs) |
| | One 8-hour position (Special Projects) |
| Custodian | One 8-hour position (Burroughs) |
| | One 8-hour position (Pierce) |
| | One 8-hour position (Murray) |
| | One 8-hour position (James Monroe) |
| | One 4-hour position (Inyokern) |
| Food Service Manager I | One 8-hour position (Las Flores) |
| Noon Duty Supervisor | One 2-hour position (Murray) |
| | One 2-hour position (James Monroe) |
| | One ½-hour position (Pierce) |
| Paraprofessional | One 8-hour position (Pupil Support Services) |
| | One 5½ -hour position (James Monroe) |
| | Two 5½ -hour position (Inyokern) |
| Paraprofessional/Bilingual | One 5¼ -hour position (Pierce) |
| School Bus Driver II | Two 8-hour position (Transportation) |
| | One 7½-hour position (Transportation) |
| Senior Skilled Craftsperson | One 8-hour position (Maintenance) |
| Skilled Craftsperson | One 8-hour position (Maintenance) |
| Transportation Monitor | One 2½ -hour position (Transportation) |

BE IT FURTHER RESOLVED that the District Superintendent be authorized and directed to give notice of termination of employment to the affected employees of this district pursuant to district rules and regulations and applicable provisions of the Education Code not later than forty-five (45) days prior to the effective date of such discontinuance as set forth above.

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

The foregoing resolution was adopted at the special meeting of the governing board of the Sierra Sands Unified School District on the eleventh day of March, 2010 by the following vote:

AYES: _____

NOES: _____

ABSENT: _____

Joanna Rummer,
Secretary to the Board of Education

9. GENERAL ADMINISTRATION

9.1 Gifts to the District

CURRENT CONSIDERATIONS: The following gifts have been received:

The following gifts have been received by the Burroughs High School drama department: from Kathy Armstrong, a cash donation of \$100; from Sarah Jones, fabric for costumes valued at \$900; from Annissa Rindt, storage bins valued at \$200; from Pam Marshall, a cash donation of \$70; and from June Spencer, a cash donation of \$35.

Norelle Shlanta has donated an assortment of band equipment, estimated at a cash value of \$500, to the Burroughs High School band program.

John LaFontaine has donated an assortment of computer equipment and supplies to Murray Middle School. The items are estimated at a cash value of \$97.00.

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 (Goal #1, #2, #3, #4)

BACKGROUND INFORMATION: Implementation of the districtwide goals has been ongoing since 2003. Those goals were recently updated and adopted on December 10, 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 four goals are as follows:

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

CURRENT CONSIDERATIONS: 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
2009-10 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 teachers by observing and evaluating teachers using the California Standards for the Teaching Profession.
2. Even under considerable modernization and classroom moves during the middle of the school year, our API for the 08-09 school year rose 14 points to 826.
3. In ELA, 60.5% of our students scored proficient or above. In math, 61.5% scored proficient or above.
4. At collaboration, I led the staff in developing curriculum pacing guides and yearly plans to continue to improve student achievement.
5. Collaboration time has been utilized to identify our at-risk students and our sub-groups with intervention plans developed.
6. I have worked with staff discussing and reviewing benchmark testing before and after the administration of the tests.
7. Under my direction, each grade level has identified academic areas of emphasis discerned from the 08-09 CST scores.
8. I supported the staff request that we purchase for a third year the ELA Standards Plus for grades 2-5 and Curriculum Associates CST Test Prep for grades 2-6.

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

1. I have maintained open dialog and meaningful communication with staff using a variety of methods including weekly bulletins, weekly staff meetings, emails, white board postings in the staff lounge, and an open door policy.
2. Each week in the bulletin, staff is reminded of a teacher standard as set out in the California Standards for the Teaching Profession, as well as a snippet from the book Results Now, which all staff received a copy in June 2009.
3. A variety of interventions have become a strength for us at Faller. Through our projects teacher, all grade levels are provided 30-45 minutes of small group, intense instruction during the school day for our at risk students and EL learners.
4. We identified our first grade high retention rate as a need for further intervention so two of our first grade teachers are conducting either a before school or after school reading intervention class from November to May.
5. I have demonstrated strong support for our Afterschool Program (ASES) and have worked closely with the site supervisors to ensure a smooth transition from the regular day to after school. The two supervisors attend a monthly meeting with me to discuss the program. Also this year we have one of the supervisors attend all our

staff meetings where staff can ask questions and get clarification. We have found this to be very beneficial to the success of the program. The ASES staff has been provided the yearly plans of all grade levels to allow them to support the classroom curriculum. Our Afterschool Program continues to run effectively and is a very popular program. We maintain a 99 student count with a waiting list which has been as high as 60 students this year.

6. Another intervention offered is two Faller teachers provide small group instruction and assistance with homework in our Afterschool Program.
7. Our productive collaboration meetings have continued with me meeting with each grade level once a month as the students attend FAME. In consideration of the budget crisis our collaboration days were reduced by half. However the decreased day was transferred to a Wednesday afternoon in lieu of staff meeting.
8. Through the use of the leadership team, grade levels have been given a once a month opportunity to meet and discuss grade level specific concerns as well as teaching strategies and outcomes. Minutes of the meetings are then disseminated to the attendees and me.
9. I have encouraged and supported our projects teacher to work with individual teachers as she has modeled or demonstrated best teaching practices and research based strategies.
10. The use of technology in the delivery of instruction has become a focus for us at Faller School. Every classroom is now equipped with a mounted projector and a Smartboard or Eno.
11. Through the technology department and a master teacher of technology on site, I organized training sessions after school at our site on the Smartboard and Eno.
12. I purchased a second set of response systems and am currently working with technology in properly installing the system in one of our classrooms. Another student response is successfully being used daily in a second grade classroom. A third system is having the receiver replaced and will be set up in a third classroom. Our goal is to have all classrooms equipped with response systems.
13. At the beginning of the year, teachers were provided at a staff meeting with a tutorial on the use of Edline to encourage the use of Edline.
14. I recognize student achievement through three awards assemblies and during morning announcements throughout the school year.
15. We continued the 5th grade Camp Keep science immersion experience and sent 38 5th graders to Camp Keep in January 2010. We believe this experience provides our students with an edge on the science CST.
16. I have enthusiastically supported the opening of the Faller Preschool in November 2009. I orchestrated several meetings with the kindergarten and preschool teachers to work out a playground schedule. Also I provided a time slot in our library program for both the morning and afternoon sessions to attend weekly library time. The preschool site supervisor attends our weekly staff meetings.
17. I have provided leadership to our school counselor who is on site two days a week. I frequently communicate with him the needs of our site in regards to specific students and issues. We have collaborated on the trimester discipline assemblies and he has willingly been a part of the assemblies.

C. Goal #3: Promote safe, secure, well maintained, and positive learning environments

1. I have worked closely with Site Council, staff, and parents to build a sound and safe school environment.
2. Through the modernization project our site is now secure with fencing and gates. No classroom is accessible except past the gates.
3. Our pick up and drop off procedure was refined after our modernization project was complete. It was communicated to parents in a flyer sent home as well as being addressed several times in the monthly newsletter.
4. I promote students' positive feelings about school by praising, encouraging, and being visible as often as possible. I greet the students each morning, monitor recesses, and lunch and participate in dismissal as often as possible.
5. A new evacuation plan was designed with staff. PTO is in the process of painting classroom numbers which will be attached to our west chain link fence so that classrooms will have a specific, assigned area.
6. A Faller phone tree has been disseminated to all of staff in an event of immediate communication to all staff.
7. I have positively communicated to students the importance of attendance. At every discipline assembly each trimester I reiterate to the students, "If you are not here we can't teach you and that is what we do best!" Also during daily announcements, I announce the classrooms who had perfect attendance the day before. At our awards assemblies we start off with recognitions of the students with perfect attendance that trimester. All of this attention to attendance has allowed us to continue our high monthly attendance rate.
8. Our schoolwide rules, the 3 B's, resonate across campus. All students are very familiar with the rules as they are posted throughout campus and reviewed at our trimester discipline assemblies. We also have a "Caught Being Good" schoolwide program recognized in our office.
9. Playground rules were discussed and agreed upon with staff at the beginning of the year and dispersed to all staff including noon supervisors and the Afterschool Program to provide uniformity in expectations of students on the playground.
10. I have continued to become familiar with the school budget as we experience these challenging financial times. Often I have contacted the district business office as well as the projects office to assist in continuing to provide the school with what is necessary and taking prudent steps to cut back on what is not necessary.
11. I have encouraged student responsibility in creating a fight-free school environment by announcing daily if we were fight free the day before. Our percentage of fight-free days has risen to well over 90%. Students take pride in keeping track of how many fight-free days we have each trimester.
12. I have promoted student involvement and leadership through Student Council and the Jr. Audubon Society Club.
13. Our Meaningful Worker program provides Faller with a positive learning environment. Our 4th and 5th graders are invited to apply for a variety of jobs on campus. This gives the student body a feeling of ownership to their school. Such jobs as morning announcers, flag cadets, classroom aides, and library and media assistants demonstrate to the school population that students are an integral part of the daily functioning of the school.

D. Goal #4: Provide for community input/involvement

1. I have provided support and opportunities for parent involvement and governance through School Site Council, ELAC, and PTO.
2. We provide our school community with a School Handbook at the beginning of the year.
3. I encouraged one of our EL parents to join the School Site Council so that our increasingly larger EL population is represented at Site Council.
4. I provided the preschool access to the multipurpose room for their bi-annual family dinner.
5. I have worked with the media to promote positive coverage of school activities and events.
6. We continue to provide a monthly newsletter to our school community. Parents were asked at the beginning of the year to note if they needed a paper copy due to not having access to our website where it is posted each month.
7. I have worked closely and supported PTO programs that encourage community involvement including the annual Pride Day, Family Nights, Cookie Dough Fund-raiser, FAME, sponsor of Chess Tournament, Junior Olympics, and Staff Lunch-eons.
8. I have encouraged our students to participate in the Kiwanis Walk-a-Thon through an assembly and daily announcements leading up to the walk-a-thon. Faller was the second highest fund raising school for the second year in a row.
9. Our holiday program continues to be a major hit for the community as over 800 people attended in our new multipurpose room in December.
10. I have promoted community involvement by encouraging high school classroom assistants and parent volunteers to assist in the classroom as well as Maturango Museum docents and other community members to come and presented to our students.
11. I remain available to parents and community members through phone calls and/or meetings.

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

- A. Faller's 2009 API was 826 with 60.5 % of the students scoring proficient or above in ELA and 61.5% of the students scoring proficient or above in math.
- B. We successfully moved back in and smoothly started school after a year of major modernization.
- C. I received my clear Administrative Credential in January 2010.
- D. I have been able to bring the staff around working effectively as a professional team through the leadership team, active participation in decision making by utilizing survey monkey, and demonstrating a "we can do this together" management style.
- E. I have been available to both students, parents, and staff by being on campus every school day this year.

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

- A. As we continue to be challenged by the budget crisis, I plan to maintain the integrity of our strong academic program at Faller.
- B. I will continue to provide the strong leadership to foster productive, professional relationships between staff members as we focus on the common goal of servicing students.
- C. Through staff discussion and decision making steps, we will purchase technology items including computers, printers, Elmos, and response systems.
- D. With the assistance of staff and the School Site Council, the Safety Plan is currently being reviewed and revised with individual responsibilities, duties and procedures updated.
- E. During CST testing, I will promote an encouraging environment by providing positive incentives to both teachers and students .
- F. I will continue my active membership in ACSA (Association of California School Administrators).
- G. I will remind myself to balance my priorities of self, family/friends, and school.

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 collaboration meetings
 - 2. Analysis of current educational practice for School Plan for Student Achievement
 - 3. Observations and evaluations conducted for teachers
 - 4. Membership on GATE advisory committee and chairing kindergarten grade level meetings
 - 5. Classroom visitations for overall view of educational picture
 - 6. Consideration of standards when purchasing supplemental materials
 - 7. Yearly curriculum timelines turned in by every grade level to aid in pacing
 - 8. Edusoft to create assessments and assignments to aid in standards mastery
 - 9. Fifth grade students participated in a seven week Mad Science course in lieu of Camp KEEP to learn science standards to be tested this spring via hands-on experiments
- B. Goal #2: Support programs, strategies, interventions, and staff development
 - 1. Kindergarten and second grade vision and hearing screening annually
 - 2. District in-services provide staff opportunities to grow professionally
 - 3. Monthly awards assemblies

4. Before, after, and during school intervention programs are held at least two sessions each year to help students below grade level master language arts and math standards
5. Student support team process to identify children at risk of not meeting standards or to monitor children with mental or physical concerns
6. Staff met with Jennifer Williams to discuss completing ELD profiles for EL students and how to provide additional language instruction
7. Staff met with Elaine Littleton to discuss how to effectively support special education students in the regular classroom
8. Students participate in the St. Jude mathathon to review math skills and help raise money for children with cancer
9. Started an after school homework club for 1st-5th grade students and a before and after school reading club

C. Goal #3: Promote safe, secure, well maintained, and positive learning environments

1. Safety orientation meeting held in the fall for students
2. Site safety meetings held to discuss current issues and concerns
3. Students participated in the Kidz N Power PE program for 4 weeks to learn safety, fitness, life skills, and leadership
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. Bike safety assembly held to review rules of the road and how to care for bicycles
11. Participated in the Great American Shake Out disaster drill
12. Attended anti-terrorism training to learn strategies to keep students safe
13. NED Assembly was held to remind students "Never Give Up, Encourage Others, and Do Your Best!"
14. Students participate in the CHAMPS program to discuss safety

D. Goal #4: Provide for community input/involvement

1. Monthly newsletter and website keep parents informed, as well as weekly bulletins from 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 and a communication tool

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, Parade of Flags, and Veteran's Day celebration
9. Back to School Night and Open House held annually to inform parents about policies, procedures, and programs available
10. Put Climate Survey on the website for parent input

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

- A. Had teachers set personal and professional development goals to focus teaching and personal growth
- B. API growth of 29 points (Hispanic students increased 13 points, white and low SES students increased 28 points)
- C. Replaced Study Island with Education City for standards review at a lower cost
- D. Increased memory on the computers for more efficient use
- E. Created an online survey for parent feedback

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 Education City math and language arts standards with an 85% success rate
- C. Begin master calendar to implement in 2010-2011 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
- G. Compile information from parent responses to School Climate Survey and act on suggestions given

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. Expanded collaboration meetings to include Edusoft's "Item Analysis" component for district benchmark exams as an enhanced form of data driven instruction.
 2. Use classroom observations as a tool to ensure standards based instruction.
 3. Academic Performance Index:
 - a) 785 with all subgroups and schoolwide targets achieved
 - b) 48 points growth

4. Annual Yearly Progress (AYP): 13 of 13 criteria met including all subgroups.
5. Completed both Inyokern and Rand's Single Plan for Student Success.
6. Attend IEP meetings to insure that IEP goals are properly aligned with California State Standards.

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

1. Both Inyokern and Rand staff members are being trained in Comprehensive Literacy Learning (CELL) and Extended Literacy Learning (ExLL).
2. Establishing a "Book Nook" of leveled books to support CELL and ExLL strategies.
3. Provided UNRAAVEL and 12 Powerful Words mini in-service from Larry Bell's Closing the Achievement Gap conference on January 13, 2010
4. Attend Jesse Najera's Seminar "From Program Improvement to Program Excellence" on February 27, 2010.
5. Offer a variety of interventions throughout the year during the school day and after school for all grades, which includes after school bus is available for after school interventions.
6. Offer enrichment clubs such the Audubon Club, Chess Club, 3rd Grade Battle of the Books, and 4-5 Battle of the Books.
7. Purchased Education City which is an extensive web-based program offering learning activities for children of all grade levels in both English and Spanish.
8. Purchased a site license for Ed.Helper which offers standards based lesson ideas across the curriculum for all grade levels.
9. Address attendance issues and take students forward to the School Attendance Review Board as necessary.
10. Active member of the Student Assistance Team.
11. Communicate with College Community Services as needed and provide a meeting space for their weekly meetings with clients
12. Working collaboratively with Richmond Elementary, our fifth grade class will be attending a three day science field trip with Richmond Elementary School as a cost effective alternative to Camp KEEP.

C. Goal #3: Promote safe, secure, well maintained, and positive learning environments

1. Assist the school community in adapting to the many physical changes on campus including change in location of the office location, drop off and pick up points, and changing patterns of interior access.
2. Attend weekly modernization meetings and work daily with construction staff to make decisions that allow construction to continue and the children to be safe.
3. Purchased emergency backpacks for each classroom which contain first aide and safety supplies, emergency student release information, and the school safety plan.
4. Updated safety plan was updated at the beginning of the year. Safety teams met and reviewed their roles in times of emergency during staff meetings.
5. Using our updated safety plan, we ran a full drill and activated teams for the Great American Shake-Out conducted on October 15, 2009.

6. Infuse PeaceBuilding throughout the fabric of the school during the school day, after school, and in our community.
7. Updated both Inyokern and Rand's School Safety Plans and inventoried safety supplies.
8. Hold regular safety drills.

D. Goal #4: Provide for community input/involvement

1. Working with Jennifer Williams, we established an English Language Advisory Committee.
2. Requested and was granted a translator to be at Inyokern every other Friday to assist with our increasing numbers English Language Learners.
3. Continue the successful monthly Donuts & Dialogue meetings to promote positive home school communication.
4. Increased interaction with community groups such as the Inyokern Rotary Club on projects such as Inyokern's 100th Birthday, field trip support, and schoolwide writing contest.
5. Held first mission-vision community forum on the evening of January 27, 2010.
6. Maintain a well designed school website @ ssusd.org.

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

- A. During a year in which approximately 50% of the certificated staff is new to Inyokern and the campus has been rearranged due to construction, a major accomplishment has been to blend the new staff members into an effective team and to maintain or increase services to students and their families.
- B. Continuing to use technology as an effective means of instruction through the thoughtful updating of hardware, purchase of award winning web based computer programs, and planning for the incorporation of additional "smart" classrooms.
- C. Transforming our SDC class from the emotionally disturbed designation to learning handicapped has taken the cooperation of our entire staff. Many new students with new needs created changes in scheduling to allow for and to maximize student mainstreaming.

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

- A. Establishing a book nook is a huge undertaking. The book nook will fully support CELL and ExLL teaching strategies. In addition, as our adopted Open Court curriculum ages, our book nook will support English Language Arts instruction and help us delivery quality standards based lessons. The inventory on hand has been evaluated and entered into a system. The necessary equipment and books have been ordered. We hope to be up and running at 100% soon.

- B. Last year when it was clear that so many of our staff would be leaving, our school site council decided to postpone the goal of a new mission vision statement until the 2009-10 school year so that the new staff members would be an integral part of the process. We are in that process now with a goal of gathering the final data needed electronically at our open house this spring.
- C. It is my hope that we will be under construction for modernization before the end of this school year with a clear picture of what will be accomplished.

LAS FLORES ELEMENTARY SCHOOL

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

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

1. Access provided to standards-aligned curriculum provided for all students
2. Supplemental materials are standards-aligned or support state standards
3. Each grade level develops/reviews/implements timelines and pacing guides.
4. Benchmarks administered each trimester
5. Results of benchmarks drive instructional practices to meet the need of the individual student
6. Observations and evaluations conducted for teachers
7. Administration and staff participation on district committees focused on instruction/leadership
8. Edusoft utilized to create assessments and assignments to aid in standards mastery
9. Support staff (media specialist/computer paraprofessional) review and address standards for each grade level
10. API and AYP goals met

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

1. Data used (Edusoft, district and site benchmarks) to identify needs of students
2. Within the school day/flex groups for FBB, BB, B, P, and A levels
3. Child Study Team meets regularly to discuss at risk students, develop, and implement individualized intervention plan(s)
4. Attendance letters sent regularly. Referrals to SARB made, if needed.
5. Staff development activities provided for certificated and classified staff in adopted curriculum as well as individual and special needs of students
6. Staff participated in in-service for research-based programs and effective teaching strategies (CELL/ExLL) and implemented strategies in classroom
7. Staff met with Jennifer Williams to discuss completing ELD profiles for EL students and how to provide additional language instruction
8. Staff met with Elaine Littleton to discuss how to effectively support special education students in the regular classroom

C. Goal #3: Promote safe, secure, well maintained, and positive learning environments

1. Monthly site safety meetings held to discuss current issues and concerns
2. Fire and earthquake drills practiced regularly
3. School Safety Plan reviewed and updated annually
4. Member of District Safety Committee
5. Participated in the Great American Shake Out disaster drill
6. Participated in Red Ribbon Week
7. Family Fun Day (January 30th) held regarding bike safety
8. NED Assembly was held in December to remind students “Never Give Up, Encourage Others, and Do Your Best!”
9. Students participate in the CHAMPS program to discuss safety
10. Second Step (empathy development, impulse control, and anger control) instruction provided by counselor, Todd Patterson
11. Friendship Circle and Social Skills groups held by counselor, Todd Patterson
12. Student involvement encouraged through Kids Club/Student Council
13. Staff and student recognition programs implemented
14. Principal serves as coordinator of SARB
15. Principal serves as expulsion hearing officer

D. Goal #4: Provide for community input/involvement

1. Edline provides community with calendar, events, information, standards, and newsletters.
2. Family Fun Nights involve parents
3. School Site Council, PTO, ELAC, textbook adoption committees and parent/teacher conferences give parents an avenue to express concerns
4. Monthly participation in Superintendent’s Council
5. What’s Cooking report keeps district office and school board updated
6. Open door policy-accessible allowing and encouraging Site Council and PTO to be active participants in school decisions
7. Participated in Kiwanis walkathon
8. Back to School Night and Open House held annually to inform parents about policies, procedures, and programs available
9. Annual parent survey conducted
10. District-sponsored parenting classes offered for parents
11. Orientations held for kindergarten students and parents

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

- A. Transitioned staff/parents/community to a temporary location for 09-10 (and 10-11) school year(s)
- B. California Distinguished School nomination and application accepted. Site validation to be held March 3rd.
- C. Met AYP/API goals

- D. Fostered involvement in CELL/ExLL program and currently have a model classroom for other teachers to observe (Pippen)
- E. Implemented monthly Family Fun Nights
- F. Collaboration of staff to provide for success of all students
- G. Collaboration with elementary principals for success of all students
- H. Participation in SARB
- I. District Teen Court representative
- J. ACSA member

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

- A. Continue to monitor attendance and maintain at least a monthly rate of 96% or higher
- B. Target improvement for lowest performing subgroups
- C. Meet regularly with Kids Club to obtain more student input
- D. Develop before school and after school intervention groups
- E. Work with Boys and Girls Club to provide interventions within their supervision

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 benchmark data (K-5) to make instructional decisions and refine what is taught in intervention groups.
 - 3. Used classroom observations to see that teachers are focusing instruction on the standards and are using research based teaching strategies.
 - 4. 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.
 - 5. Used classroom observations to see that teachers are utilizing district-adopted standards based curriculum.
 - 6. Insured that classroom supplemental materials such as *Avenues* (used for English language development) are standards-based and state approved.
 - 7. 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, materials, and facilities for all Pierce teachers to attend 4 two-hour training sessions 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.
2. Continued working with Literacy Coaches (Mrs. Frisbee and Mrs. Durtschi) , ELD Coordinator (Mrs. Williams), and district personnel (Mrs. Kennedy and Mrs. Hickle) to continue using 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 ELD Coordinator (Mrs. Williams), Project Teacher (Mrs. Johnson), and Literacy Coaches (Mrs. Frisbee and Mrs. Durtschi) to assign each of them to a particular grade level to assist those teachers in instructional planning and to coach these teachers as they requested assistance with improving or refining their teaching strategies. Mrs. Williams works with 1st grade, Mrs. Johnson works with Kindergarten and grade 2, Mrs. Frisbee works with 3rd grade, and Mrs. Durtschi works with 4th and 5th grade teachers. All grade levels meet biweekly with me and their “coaching” teacher for planning and using data to drive our instruction.
5. Worked with staff (Mrs. Bockhahn) to continue offering art classes once a week to students in grades 1-5.
6. Worked with Project Teacher (Mrs. Johnson) to continue our recess/lunch time math intervention program for students needing assistance in learning multiplication facts.
7. Worked with Project Teacher (Mrs. Johnson) to continue offering a GATE class during the school day for students in grades 3-5 who qualify (or are being monitored) for the GATE program.
8. 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 often.
9. Worked with Project Teacher (Mrs. Johnson) to provide the Pierce staff with training in how to implement and use the Study Island computer program in all classrooms. Also assisted Mrs. Johnson in her efforts to share this program with parents.
10. Provided teachers for Reading/Language Arts intervention groups for grades 3-5 to meet each morning (Monday through Thursday) before school from 7:45 am.-8:45 am. Provided a teacher for a second grade math group that meets on Tuesdays and Thursdays. Also provided a teacher for a first grade phonics study group, a 4th grade ELL reading group and a 3rd/4th grade phonics group during the school day. These groups began meeting in November and will continue until spring break.

11. Held bi-weekly Student Assistance Team meetings to provide assistance for struggling and/or at risk students.
12. As necessary, took students to School Attendance Review Board with the goal of helping these students have better attendance.
13. 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.)
14. Worked with Kern County to provide dental screenings for all Pierce kindergarten and preschool students.
15. Provided facilities for College Community Services to meet with students for counseling during school hours.
16. 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: Promote safe, secure, well maintained, and positive 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 back to our original Pierce School campus during the summer.
2. Worked to insure that the newly modernized Pierce campus would be safe and ready for our students on the first day of school. (Even though we could not get back on campus until August 10 and school began on August 18).
3. Have continued to work with Pierce staff members, maintenance staff, technology staff, district personnel, and modernization staff throughout the school year as we have been working out issues involving our reconstruction and reopening.
4. Held monthly safety drills, including a lockdown drill and an earthquake drill.
5. Set aside a portion of a monthly staff meeting and made it a designated School Safety meeting.
6. Worked with Transportation Department to solve any bus problems involving Pierce students.
7. Worked with custodians to insure that Pierce students have clean, well maintained restrooms, common areas, offices, and classrooms.
8. Worked with Pierce staff members and School Site Council members to review and update the Pierce Safe Schools Plan.
9. Provided staff with training about reporting child abuse and district policies about sexual harassment.

D. Goal #4: 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 about school and district policies and procedures that affect their children. 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 98 % 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. Each grade level will sponsor a Family Night for Pierce families to attend.
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. 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.
10. Insured that Pierce School has representation (including parents) on every district advisory committee.
11. Updated the Pierce School Accountability Report Card for 2008-09.
12. Provided facilities, teachers, and support services (daycare and homework assistance for children) for two evening ESL (English as a Second Language) classes for approximately 60 adults.
13. Provided facilities and support for the parenting class currently being offered at Pierce by our Title I counselor, Mr. Dwight Morgan.
14. Provided facilities for the Pierce Preschool to have Family Nights and Potluck Dinners.
15. Provided facilities for Murray and Richmond staff to have parent/teacher conferences and/or IEP meetings for their parents who cannot get on the base.
16. Provided Spanish translations for everything that is sent home to Pierce families.
17. Provided Spanish interpreters for all meetings, family nights, and/or parent-teacher conferences at Pierce School.

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

- A. Provided continued 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 time for them to offer training to teachers from other schools at Pierce. (Goals 1, 2, and 4)
- B. Provided continued 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. (Goals 1, 2, 3, and 4)
- F. Continued working with Adult School to offer ESL classes at Pierce. (Goals 2, 3, and 4)
- G. Continued offering Reading and Math interventions for struggling students for an hour before the normal school day begins. (Goals 1, and 2)
- H. Began offering Reading/Phonics intervention classes during school hours. (Goals 1 and 2)
- I. Continued offering recess/lunch time math intervention groups. (Goals 1, and 2)
- J. Continued offering a GATE class during school hours for qualified students. (Goals 1 and 2)
- K. Continued to support the Pierce Preschool, the Before School Program, and the After School Program. (Goals 1, 2, 3, and 4)

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 revised benchmarks) to improve delivery of instruction and to improve student achievement.
- B. Continue to improve the quality of collaboration time when I meet with individual grade levels.
- C. Keep supporting professional development for CELL/ExLL, Academic Language Development and English Language Development strategies at Pierce.
- D. Plan and hold more Family Nights and Parent meetings.
- E. 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.)
- F. Work on developing a Pierce School Handbook that will contain Pierce specific information for parents.
- G. Update the Pierce Teacher Handbook.
- H. Improve the Pierce School website and keep our Edline information more up to date.
- I. Continue to upgrade technology at Pierce in order to assist teachers and improve student achievement.
- J. Budget money wisely so as to minimize the impact to Pierce educational programs and staffing.

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 2nd – 5th grades to ensure coverage of grade-level standards
8. Kid-friendly standards provided for parents on Edline
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)
6. Response to Intervention (RtI) process implemented which addresses the importance of early intervention, valid, 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

C. Goal #3: Promote safe, secure, well maintained, and positive 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
11. Site Safety Plan updated, reviewed so staff knows plan/assignments, supplies/materials updated

D. Goal #4: Provide for community input/involvement

1. School Site Council reviewed and updated Single Plan for Student Achievement
2. School Site Council and PTA reviewed and updated Site Safety Plan (to be completed 2-19-10)
3. Communication with parents – Richmond Handbook, information for parents posted on Edline, classroom newsletters, email, autodial system, parent marquee
4. Board presentation, “What’s Cooking”, and monthly Superintendent’s Council reports keep the district office, school board, and community informed of school programs and activities
5. 100% parent teacher fall conferences held last five years
6. IEP meetings held for parents of special education students
7. Parenting classes offered for parents
8. Monthly Family Nights: Ice Cream Social, Back-to-School Night, Family Reading Nights, Family Movie Nights, Family Game Night, Christmas Program, Science Fair, Art Show, Open House
9. Parents involved in SSC, PTA, annual parent survey
10. Orientations held for kindergarten, GATE parents, fifth grade field trip
11. Connecting school to work – Career Luncheon Program
12. Community resources utilized–library, Maturango Museum, base and community personnel
13. Involvement with community organizations: Kiwanis Walk-a-Thon, Optimists RIF, SEEP

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

- A. Membership on ACSA Elementary Education Council
Publication of Elementary Ed, Elementary Principal's Handbook
- B. Active in charter and regional ACSA
- C. Data system for tracking student progress integrating site level benchmarks, district and state tests
- D. Met AYP/API goals, growth for subgroups
- E. Coordination of core program and interventions for students, RTII process
- F. Collaboration of staff to provide for success of *all* students
- G. Collaboration with elementary principals for success of all students
- H. Articulation of modified standards, benchmarks and report cards for special education learning handicapped classes
- I. Participation in SARB – increased effectiveness through cooperation with assistant district attorney, College Community Health, California Protective Services

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

- A. Improve attendance
- B. Completion of articulation of modified standards, benchmarks and report cards for special education learning handicapped classes
- C. Completion of articulation of modified standards, benchmarks and report cards for special education severely handicapped classes
- D. Work with staff and district to meet budget challenges

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. I have encouraged conversation regarding key standards within and among departments. STAR resources (i.e. released test questions) from the California Department of Education's website as well as testing success strategies are shared.
 - 2. I have made strides toward accomplishing my goal of further assisting teachers in their alignment of instruction with state standards. I led an inservice in September regarding standardized testing in general, STAR data, and the use of Edusoft. I created binders of all student STAR scores, which are available to teachers. I also utilized Edusoft to create various aggregate data that is available to teachers.
 - 3. Mrs. Cathy Melendez, seventh and eighth grade math teacher, attended SB70 training during the summer of 2009, where she learned standards-driven strategies which she has shared.

4. During the 2008-2009 school year, a sixth grade math coach worked with sixth grade math teachers from Monroe and Murray, primarily to discuss and implement best practices. While this resource was not available to teachers this school year, the practices discussed continue to be emphasized by the department chairperson.
5. Last school year the math, science, social studies and English departments 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. As evidenced by the increased school wide API score, students are progressing toward increased proficiency in all subject areas. Particular subgroups and subjects need attention, and we, as a staff continue to analyze the data and work diligently toward addressing the needs of each student.
7. Teachers are supported in their efforts to gain best practice knowledge and in-service information. While travel has been limited due to budget constraints, teachers continue to uncover and share superior practices.
8. Teachers in core subject areas have the blueprints and CA state-released STAR 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 continue 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. We created a new James Monroe mission statement and finalized it in August of 2009. We have also worked together as a staff to create annual goals. The mission statement and goals drive our daily teaching and learning experiences.
2. The use of Edusoft and Aeries 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.
3. We have implemented Intensive Responsibility Support (IRS), an after school intervention program for intentional non-learners. This program has 25 students in attendance Monday through Friday for an hour after school. The coordinator of the program works closely with teachers to ensure that IRS students are completing classwork and homework. Positive rewards and other activities to encourage responsibility are incorporated into the program.
4. We have also implemented Target Kids. Approximately one month into the school year I asked teachers to provide names of students who were struggling academically. Approximately 50 names were submitted. Ms. Kaufman, Mrs. Douglas, Mrs. Yost and I have divided the list of students and are meeting with them following each grading period (including progress reports). We have engaged the students in goal setting activities, discussions regarding STAR, and are ensuring that each "Target Kid" is receiving the support that he/she needs.
5. 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 incentives, (6) carnival.

6. We have implemented AVID, Advancement Via Individual Determination, and the 20 eighth graders enrolled have made progress toward learning how to ask excellent questions, how to write with confidence, how to work with one another successfully, and how to challenge themselves to do their best. A majority of AVID students have seen their GPA improve from last year's GPA. AVID students went to USC with Murray AVID students. We look forward to seeing our AVID students succeed at Burroughs and beyond.
7. We participate in all district staff development opportunities. Teachers and staff members participate in development opportunities that directly relate to their job assignment.
8. 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.
9. 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.
10. Our peer mediation program is alive and well. Numerous successful mediations have occurred since the staff and student training session in Bakersfield.
11. With English and AVID teacher Miss Alison Bachety, I attended WEB (Where Everybody Belongs) training, the 6th grade orientation program modeled after LINK (the 9th grade program). We look forward to implementing this low cost program which utilizes eighth graders as leaders.
12. I attended an informational session about Gateway to Technology (GTT), the middle school component of Project Lead the Way (PLTW). While we are unsure whether or not we will have room in our schedule to offer a section of GTT next year, we hope to be able to do so in order to offer students a taste of the PLTW courses offered at Burroughs.
13. Several 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.
14. ALAS, Academic Language Acquisition Strategies, a new course for both English Language Learners and English Only students, has been implemented at each grade level. We anticipate that this year's STAR scores will see improvement due to the vocabulary development, reading comprehension strategies and writing strategies that ALAS students are learning.
15. Mrs. Jennifer Williams, district coordinator of English Language Learners and teacher of Monroe's seventh grade ALAS class, has facilitated multiple inservices for our teachers, so as to bring their attention to the needs of English Learners. Teachers have expressed that these sessions have been helpful.
16. Our Student Assistance Team (SAT) has been a well-functioning means to address student needs. The coordinator, Miss Rachel Schmalenberger, has facilitated the group since last year, and communicates well with staff members regarding how to utilize the SAT process for any student.

C. Goal #3: Provide safe, secure, well maintained and positive learning environment

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. Given budget constraints, we have been able to maintain a safely and productively operating campus.
3. The Roaring Recyclers, our recycling/environmental awareness club, has intensified its efforts this year. They recently worked with PTSO to place recycling cans in the hallways. (Classrooms and the cafeteria already had recycling bins.)
4. We have fully implemented the district and site ELAC plan. We have worked with Mrs. Jennifer Williams to coordinate and host our first ELAC meeting of the year, in which parents learned how to utilize Edline.
5. Campus Pride Day is scheduled for March 5. We look forward to working together to spruce up our campus.
6. We have updated and approved (through School Site Council) the Single Plan for Student Achievement.
7. The Site Safety Plan has been updated and will be approved at this month's School Site Council meeting. Our head custodian, Miss Mardi Dawson, attended an anti-terrorism training in Bakersfield.
8. At risk conferences are held in October and November. Grade level meetings are held so that individual students at risk can be identified and scheduled for 15 minute parent-teacher conferences.
9. Our annual GATE meeting for parents and students is held in the fall. This event was well-attended. We discussed various field trips and club opportunities that will be available to enrich the educational experience of our GATE students. We would like to explore the possibility of expanding our GATE program so as to provide monthly enrichment activities for students rather than only a once or twice yearly field trip.
10. 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.
11. We work closely with custodial team and district maintenance staff to maintain safe and clean facilities.
12. We hold four all-student awards assemblies in gym throughout the year. Among the awards distributed are Perfect Attendance, Tiger Pride, and Student of the Month awards.
13. Last year seventh and eighth grade students who made improvement on the previous year's STAR went to the Ridgecrest Cinemas after the Thanksgiving Holiday. However, because funding is limited this year, we will host a movie event on campus, and we'll hold it close to the end of April when the STAR is given.
14. 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.

15. 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 provides 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 third week of January. We held a poster contest, and announcements were given over the PA during the week.
16. Extra- and co-curricular activities such as volleyball, basketball, chess club, math club, ASB leadership, and CROSS club help our students to learn and practice skills, build relationships with adults and peers, and feel connected to the Monroe school community.
17. I implemented the Good News Book this year, a binder that is kept on my desk. Teachers refer students to sign the Good News Book when they have accomplished something, such as a good test score or improved behavior. Students sign the book and receive a Tiger Pride ticket (front of the lunch line pass).

D. Goal #4: Provide for community input/involvement

1. We communicate with local newspaper reporters and photographers to publish accomplishments, programs, and activities at JMMS.
2. ASB posts events and information on digital marquee on the exterior gym wall.
3. Mrs. Diana Veneski diligently maintains the JMMS website. Information is as thorough and up to date as possible.
4. I began hosting Coffee with the Principal in February, an opportunity for parents to learn more about what is occurring at James Monroe. I will continue to host this casual, conversational gathering the first Friday of each month.
5. We occasionally utilize the School Messenger system (auto-dialer) to deliver messages to parents/guardians via telephone. We would like to use this system to deliver e-mails as well.
6. The district's deputy district attorney was on campus at the beginning of February to talk to parents about attendance issues.
7. Each year the Workability Program attends Cerro Coso Community College for a tour of the campus and an introduction to academic and vocational opportunities. Other community resources, such as guest speakers (i.e. Dr. Tran's visit to the ALAS class) are utilized as fully as possible.

8. A number of students, including Math Club students and resource program students, have and will go on a field trip to China Lake. Their outreach offices contacted us and we have been excitedly building our relationship. Students were able to see the machine shop, remote control trucks, the chemistry lab (complete with explosive experiments), and a flight simulator. Students were able to “ride” in the flight simulator.
9. Specific letters have been sent home to parents explaining the importance of attendance and standardized testing.
10. I attend all Superintendent’s Council meetings, PTSO meetings, and any other pertinent district/site meetings.
11. I facilitate School Site Council Meetings.
12. We publish the school newsletter, *Tiger Talk*. quarterly. *From the Principal’s Desk* is part of this newsletter.
13. We work together as a staff to 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 am particularly proud of our implementation of programs to address individual student needs, including AVID, ALAS, Intensive Responsibility Support, and Target Kids. I believe these programs will see results in the form of improved STAR scores as well as decreased discipline issues and increased classroom performance among the targeted students.
- B. Implementation of the programs mentioned above has led to a noticeable comfort level among staff members, by which staff members feel at ease discussing individual student concerns and methods by which student needs can be met.
- C. We have made an effort to increase communication with all school stakeholders and have been successful in our efforts as evidenced via newspaper photos/stories, increased auto-dialer messages, and Principal’s Coffee.
- D. Given the challenges posed by the state budget situation, we have more readily utilized one another’s expertise, such as my inservice regarding standardized testing and Edusoft and Mrs. Jennifer Williams’ inservices regarding best practices for English Language Learners.
- E. I completed AB430, and have secured my clear administrative credential.
- F. While issues such as personnel and student discipline-related issues can be challenging and time consuming, focus must remain on student achievement. I continue to work with staff to handle our various responsibilities, with the desire for increasing student achievement driving all of my/our activities and decisions.
- G. 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.

- H. 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 2010 increased expectations.

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

- A. Our three goals for the 2009-2010 school year are related to data, rigor, and communication. While several months remain in the school year, I feel that we can make further progress, particularly related to the data- and rigor-related goals. For the remaining few months I will provide as many data analysis and utilization opportunities as possible. I also look forward to further challenging teachers to increase the rigor of their instruction in the remaining months of the 2009-2010 school year.
- B. I have not utilized current educational research as effectively as I would like, and would like to do so (via, for example, online subscriptions, faculty small group discussions) in the hopes that teachers would be receptive to the most current research-driven strategies.
- C. I plan to maintain the course of improvement for monthly student attendance rates. The ASB leadership class has a weekly incentive plan for students to achieve excellent attendance.
- D. I hope to continue to recognize individual student accomplishments as well as working with students who are struggling so as to form those relationships that will contribute to student success.
- E. Maintaining the affirmative culture that exists at James Monroe will be a challenge given the ongoing budget issues. However, with last year as an example, I know that we can work together optimistically for the sake of our students.
- F. Keeping budget limitations in mind, I hope to make the best of the programs (and funding) that we have, while continuing to explore the expansion and addition of programs for the future.
- G. Several years ago I completed all of my coursework for my doctorate. However I did not write my dissertation. I am exploring the possibility of completing my doctorate.
- H. 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 or assuming district administrative responsibilities that will need to be absorbed due to layoffs or attrition.
- I. I would like to attend an ACSA academy in the area of superintendency and/or curriculum and instruction.

MURRAY MIDDLE SCHOOL

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

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

1. Acquired 795 for our 2009 SCT API score!
2. Administered first two sets of benchmark assessments.
3. Facilitated analysis of the benchmark assessments by funding and coordinating re-release/collaboration time for staff during the school day.
4. Developing strategies and programs to address the areas of need as identified by the benchmark analysis. (ExLL, STELLAR, Mountain Language, Mountain Math, AR, AM, Homework Club, Power Hour)
5. Infused three courses into the Murray Master Schedule to assist students struggling in the academic areas of science, social studies, and ELA – 6th, 7th and 8th grade ALAS which supports the academic vocabulary from science and social studies classes and uses the writing power learned in language arts classes to understand textual material from the science and social studies curriculum.
6. Initiated the AVID course for 8th grade students who are college bound. This involved educating parents and students about the program, having the students apply and then interview for the class, and then selecting the appropriate students for the class.
7. Supported the AVID class through weekly AVID meetings, developing an AVID School Plan, documenting the events and data required to make our AVID program a program that is above average and certifiable within the first year, and taking a week during the summer to attend the AVID Summer Institute.
8. Daily lesson objectives are focused on the standards and the unraveling of the standards and this allows the teachers and the students to understand the true intent of the standard. Blooms Taxonomy is being used, which is increasing the rigor of the courses.
9. A change in the daily bell schedule has allowed the science, social studies, physical education, and elective teachers an opportunity to meet with their students for 55 minutes as opposed to 45 minutes from pervious school years. This has also taken 15 minutes away from the student's classroom seat time in English and math which is a negative. Alternatives are being explored for next school year to supplement the students who need extra time in these subject area during their class period.

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

1. We have focused our funding (EIA, SLIBG) on intervention programs within the school day and outside the school day. One such program is ALAS – Academic Language Acquisition Strategies - which is grade specific and targets students on the bubble by helping them be successful with their mastery of the state standards. This program is being facilitated by Jennifer Williams who is also the ELD coordinator and thus works to allow the ALAS classes the ability to meet the needs of our ELD students.

2. After School Power Hour tutorials are offered in specific subject areas and are focused on specific standards.
3. Safe School Ambassadors program works with the leaders of various factions on campus to help keep peace and cooperation among all Murray stakeholders. This helps the students focus better in the classroom and bully is subsiding.
4. ASB and yearbook classes are focusing on the students who are becoming disconnected by rewarding them with brief events that can only be accessed by students who are improving or meet a certain criteria.
5. The Renaissance Reward program targets students who have improved academically or who continue to maintain a proficient or advanced placement in their academics as well as their citizenship.
6. The AVID class is becoming a focal point for the school as these students take on more responsibilities throughout the school day. They are learning responsibility and they are modeling leadership among their peer group.
7. Staff development for all teachers has been facilitated by SSUSD personnel and has included autism training for every teacher, STELLAR and CELL/ExLL training for all teachers and CPI for some as well as CPR. Two teachers are working on their masters and one on his Ph.D.
8. As an ACSA executive board member and charter officer, I have taken to heart the lesson from John C. Maxwell's Learning the 21 Irrefutable Laws of Leadership.
9. The work with the WestEd Moving Leadership Standards Into Everyday Work during management team meetings has caused me to reflect on my leadership style. and to motivate me to make some changes in my approach to creating change.
10. All staff have been invited to webinars through various educational consortiums. Some have taken advantage of these and then brought what they learned to staff meetings. Currently, technology lessons are being offered by one staff member once a month after school in the computer lab for all staff members.
11. The use of the new certificated evaluation process has given all a chance to re-visit the California teaching standards and thus re-evaluate their work toward engaging teaching strategies, promoting an effective learning environment, and effective assessment of student learning,

C. Goal #3: Promote safe, secure, well maintained, and positive learning environments

1. The School Site Safety Plan was reviewed and changes made according to needs developed by the Site Safety Team. The emergency buckets were inventoried and cleaned and re-packed with new and updated materials. They are strategically placed around the school for possible need.
2. Evacuation drills have been practiced so that every student and staff member has had an opportunity to experience the procedures in place to prepare for possible disasters that may occur.

3. Another new assistant principal has assimilated well with the Murray climate. The OCS suspension room and Murray progressive discipline programs are being upheld and successfully implemented. A smooth transition occurred when a substitute assistant principal came in for three months. This can be attributed to the strong teachers and their commitment to the procedures adopted by the Murray stakeholders. Consistency has been maintained and students know what to expect.
4. Alternatives to out of school placement for those students disrupting the learning environment have helped keep student in school, yet relieved the classroom of the distractions. Through the progressive discipline system students are removed from class to a partner teacher's class, then to the OCS room, then to a work detail, and eventually to a single room situation. Staff work with the student and the parent to determine individual needs for student success. Some students work for a short time with a custodian or as a helper to office personnel and then assimilate back into the classroom.
5. The Hospitality Club has proven to be a success. This year we added a buddy system. New students are paired with an AVID student who has the same lunch period. The AVID student meets with the new student on a daily and eventually weekly basis to be sure the new student's questions are answered. This also gives the new student someone to meet with at lunch or before or after school. New students have commented that this program has made the transition easier and they have felt more welcome and a part of the school.
6. Safe School Ambassador Program continues to help keep the atmosphere on campus safe and cooperative. This group is composed of student group leaders and staff members. They meet monthly to discuss how they used their skills to help student focus their anger or bullying in another direction so as not to cause harm emotionally or physically. The presence of this group on campus lends a feeling of security for the student body.
7. Suspensions are holding steady. We are making a concerted effort to limit suspensions. Expulsions are occurring at a less frequent rate with only one this year and one pending at this time.
8. I create the First Period 10 minute advisory curriculum and I focus it on tools for success as related to the Taking Center Stage Act II 12 Recommendations. The goal is to give the teachers the research based strategies, philosophies, and techniques to work effectively with the middle school student.
9. An anti-bully discussion was carried out in every first period class by Mrs. Smith or Mr. Speegle for second semester. This resulted in an additional reporting of bully behavior which has allowed administration to address the bully situation in a more targeted manner. Work with the victims of bullying is also paying off. These students are being given tools to use to stay away from or deter bullies.
10. Staff has taken the initiative to step up their observation of bully behavior and have assisted in many reports and investigations into bully accusations.

D. Goal #4: Provide for community input/involvement

1. The *Autodialer* method of communication has been an excellent way to give information out in short segments that parents can truly listen to and take action upon. I do a Monday evening notice to parents each week.
2. The Newsletter on line has proven to be an effective means of communication, spurring some parents to respond through email and thus give instant feedback regarding things from lunch menus to discipline policies and homework questions.
3. Donuts for Dads and Muffins for Moms continue to be a big hit with the families bringing in over 400 families to celebrate Marvelous Murray Mornings.
4. The partnership with the CLNWC has forged a professional friendship with a variety of personnel on base from businessmen to scientists. We have worked with the junior professionals from the science and engineering groups through science fair projects and with judging as well as with the Career Fair.
5. The CTE program has allowed the students to visit and work with CCCC, BHS, and various community leaders in the area of health careers. I continue to support our teacher with this program as she attends workshops and takes the students on field trips throughout the year.
6. The Edison Challenge – Go Green Club has visited all the schools in the district to promote recycling. They are having a Recycle Challenge with Monroe to help make more people aware of the need to recycle and keep our town “Green”.
7. PTO is strong and helping with our student store, dance and event supervision, wonderful food for the staff, financial support for programs such as the Renaissance Awards events, chess tournaments, and much more.
8. We have emphasized parent teacher conferences more this year than ever in an effort to meet with parents before academics or behavior get to the point that change would be very difficult.
9. The IEP process is becoming routine and the special education teachers are doing an excellent job having all teachers of the child at the meetings while holding the meetings at the most convenient time for the parents.

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

- A. With the attainment of 795 API for the 2009 CST assessment, we had to develop a plan that would allow us to improve that amazing score while supporting the sub-groups that are having difficulty.
- B. We reviewed all of our programs and determined the implementation of ALAS would be a great help for struggling students as well as with the subgroup students below basic.
- C. Creating the AVID course allowed us to move some students into an algebra course who were afraid to attempt the challenge of algebra. AVID has also boosted the student’s success in their other classes.
- D. We found that we have fewer than seven percent of our students earning 3 or more “F” s at the semester. We are targeting these students along with those who are performing at basic or below basic on the CST to help them master their grade level standards.

- E. Some of these students are not tuned into school so part of their program toward success is working with them one on one with a buddy who can relate to the student and help to motivate him/her to try to master academics.
- F. All departments have been given time to work on benchmarks, analysis of results and/or lesson development to bring all in line with the rigor intended by the standards, and to meet the findings of the 12 recommendations from Taking Center Stage Act II.
- G. As secretary for ACSA I have continued my goal to learn and understand the politics that affect education.
- H. With the budget cuts I have worked with staff to create a smooth running school with minimal expenses. Our lights are cut by half, our landscape water is off, our copying is down by 25% and our travel is restricted to staff development that meets the global goals for Murray and those of SSUSD.
- I. Facilitated the final assembly of the exercise room for the physical education department.
- J. Used new standards based evaluation and worked through it with veteran staff so that it has meaning and allows for improvement from all involved.
- K. Mentoring a new Assistant Principal in order to keep the progressive discipline program consistent and the OCS room effective.
- L. Helped teachers use the new 55 minute period effectively for student achievement.

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

- A. Our goal is to reach 800 for the API for 2010.
- B. Continue to find effective strategies to allow the socioeconomically disadvantaged students, ELD, African American, and Special Education students reach their potential as they work to master their grade level standards.
- C. Use the data from the benchmarks to improve instruction and student performance on their grade level standards.
- D. Provide collaboration time for all staff to be successful in their endeavor to provide the students with the best education possible.
- E. Update the software and then re-implement Easy Teach and tablets in 15 classrooms.
- F. Mount the LCD projectors in 13 classrooms.
- G. Update computers older than 7 years for all teachers.
- H. Work with new AP for consistency and constancy.

BURROUGHS HIGH SCHOOL

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

- A. Goal #1: Program aligned with California State Standards
 - 1. This year, collaboration days were implemented. These modified days provided extra time for teachers to work on course alignment, pacing guides, CA Blueprints, and common assessments.

2. AVID was implemented this year as an opportunity for students “in the middle.” Using EIA-COMP money as a resource to run this nationally-recognized program, we are currently serving 30 (mostly) freshmen and (few) sophomores with a plan to incrementally grow the program by one period over the next three years. In three years we will have one section each for 9th-12th grade students. We hope that the implementation of AVID will increase our percentage of students eligible to apply for UC/CSU admission in their senior year.
3. The implementation of a “Grade Bump” incentive is intended to motivate students to optimize their approach to learning in our standards-based classrooms. All four core departments have worked collaboratively to institute this incentive. The premise of the incentive is that many students don’t possess the intrinsic motivation to perform their best on the CST’s. Unlike the CAHSEE, AP tests, SAT, ACT, AS-VAB, and any number of other standardized tests, students do not see a direct link to their performance on the CST’s and a personal benefit. For this reason, teachers and administration worked together during some of our collaboration time to design a grade bump incentive that would represent some extrinsic reward that would give all students some opportunity to link mastery of content knowledge with classroom grades. This common link will also enhance teacher motivation to efficiently align classroom teaching with state expectations for learning outcomes (standards-based content mastery).
4. A new computer lab is being created this spring in order to implement a new math program called ALEKS. Assessment and Learning in Knowledge Spaces is a web-based, artificially intelligent assessment and learning system. ALEKS uses adaptive questioning to quickly and accurately determine exactly what a student knows and doesn't know in a course. ALEKS then instructs the student on the topics she is most ready to learn. As a student works through a course, ALEKS periodically reassesses the student to ensure that topics learned are also retained. ALEKS courses are very complete in their topic coverage and ALEKS avoids multiple-choice questions. A student who shows a high level of mastery of an ALEKS course will be successful in the actual course she is taking. ALEKS also provides the advantages of one-on-one instruction, 24/7, from virtually any web-based computer for a fraction of the cost of a human tutor.
5. The study and implementation of an 8th period Athletic P.E. offering will enhance student access to our academic programs. In order for students to complete the many requirements for a high school diploma, qualify for UC/CSU, and participate in extra curricular and co-curricular activities, they must make difficult choices when developing their educational plans. This provision provides the following opportunity for students to increase access to the master schedule: Students participating in a sport in grades 9-12 may enroll in a PE course outside the regular school day, report to their coach during the season, and then report to the PE class prior to and/or at the conclusion of the season. Students participating in a sport and then reporting to a PE class meet the PE minute requirement and PE credit can be issued. This option opens up a period during the school day for students to access other electives and allows staff a mechanism to assess all 9th grade students in the mandated physical fitness testing each spring.

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

1. Student Orientation/Acclimation: Link Crew introduced the Freshmen Class of 2013 into the BHS family. The assembly was held Friday, August 14 from 8-12:00. 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.
2. All class assemblies were held on Friday, Aug. 21. 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. The assemblies are an important opportunity for students to be given information on best practices with regard to their education.
3. The annual *College Tour* is taking place February 17-19, 2010. The *College Tour* will be visiting Cal Poly SLO, UCSB, UCLA, USC, CSLB, UCSD, SDSU, and USD. Forty-five juniors will experience first-hand what campus life is like and what it takes to gain admission at these universities.
4. The athletics department (all coaches) continues to meet monthly to collaborate on key issues to athletics. Most significantly right now is our preparation for the likelihood that our campus will be closed again 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.
5. K-16 Bridge – Through a partnership with Cerro Coso Community College, students have access to post-secondary research and resource opportunities.
6. Virtual High School – Through a partnership with Cerro Coso Community College, students may take the *Virtual High School* class and earn dual credit. Students earn five units of high school elective credit, and earn college credit for selected college (online) classes.

C. Goal #3: Promote safe, secure, well maintained, and positive learning environments

1. We have successfully begun implementation of our new *Merit Policy* which incorporated adding available detention opportunities before and after school. We have also introduced Accelerated Math as the activity in the OCS room if students do not have homework or a free reading book. We believe that students should be acknowledged for making positive, appropriate choices in school. Students maintain eligibility for attendance at various extracurricular activities, including all dances, by contributing positively to the learning environment. Students **are not eligible** to attend dances if they accumulate more than five (5) OCS assignments or are suspended from school one or more days. Additionally, students are not eligible to attend dances with any outstanding fines/fees through the library or other departments/activities. Administration reserves discretion to meet individual student needs in the event of an exceptional circumstance. The OCS and suspension tracking will start over after each dance. This means that students are afforded multiple

opportunities to “redeem” themselves throughout the year and to achieve success at Burroughs High School!

2. An effort to increase student awareness/motivation to consider enrolling in our most rigorous coursework was made by computing class rank using weighted grades. Historically, BHS has used unweighted grades to calculate class rank. While there is no “problem” with doing it this way, the following considerations were made:
 - a. Using weighted grades to calculate grades might place an increased school-wide/cultural emphasis on honors/AP coursework
 - b. Theoretically, it is possible that a student could earn all A’s in non-college prep, or college-prep coursework, and become our #1 ranked student.
 - c. Most high schools across the state use weighted grades to calculate rank
 - d. Moving toward using weighted grades might encourage additional numbers of students to sign up to take honors and/or AP coursework.

We intend to phase in implementation of this approach beginning with next year’s 9th grade class.

D. Goal #4: Provide for community input/involvement

1. Monthly meetings, called “Principal’s Coffee,” have been implemented. These monthly meetings were implemented by the suggestion of Hope Fielder, PTSO president, and have been well received by parents. They are scheduled for flex-Fridays so that there is maximum access for our parents.
2. *School Messenger* is used on a regular basis to inform parents of important events happening at BHS. Additionally, *School Messenger* is used to get emergency information out to parents.
3. I set up a *Twitter* account (burroprincipal) in order to allow for casual communication. This 21st century form of web-based communication represents an effort to reach out to all community stakeholders.

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

- A. Establishing four collaboration days for teacher opportunity to address curriculum needs.
- B. Creation/implementation of schoolwide incentive program (“Grade Bump” Incentive) for students to perform their best on STAR testing. (*Please see addendum*)
- C. Implementation of AVID
- D. Planning, and implementation (2010-2011 school year), of ALEKS math
- E. Implementation of school wide, systematic student citizenship accountability program, *BHS Merit Policy*
- F. *Principal’s Coffee*

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

- A. My overall objective, as I see it, is to optimize student opportunity, involvement, and educational success at BHS.
- B. Plan for maintenance and growth of nationally recognized CTE program, *Project Lead the Way*. I successfully wrote a grant proposal for \$4,000 through the KCCD/SB70 program to send Mr. Pierce to the PLTW Summer Institute at SDSU this summer to be trained in the *Civil Engineering and Architecture* course offering. We will offer the Civil Engineering class in the 2010-2011 school year. In subsequent years, it is intended to add the *Computer Integrated Manufacturing* course, as well as the capstone class, *Engineering Design & Development*. The growth of this CTE program is integral to proper use of our new \$6 million facility being built on campus and to the long term health of our partnership with Cerro Coso Community College and the China Lake Naval Weapons Center. STEM education is a major focus from the federal and state departments of education, and we are well positioned in this area!
- C. Introduce the idea of a *College Corner* in classrooms and offices. Plan for 2010-2011 implementation.
- D. Properly plan and manage for a master schedule that will likely shrink due to budget cuts in the near future.
- E. Recognize improved student performance based on aggregate CST scores, and overall API growth.
- F. Continue to identify methods for reaching students in underachieving subgroups.

MESQUITE HIGH SCHOOL

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

- A. Goal #1: Program aligned with California State Standards
 - 1. Teachers have been asked to explain to the students which standards are being used when they use them.
 - 2. Standards are considered when materials are purchased.
 - 3. Daily “walk throughs” to obtain a complete view of educational picture.
 - 4. Standards have been posted in every classroom.
 - 5. Attend IEP meetings to make sure students have the least restrictive learning environment.
 - 6. Reviewed ESLR’s with students looking for revisions if needed.
- B. Goal #2: Support programs, strategies, interventions, and staff development
 - 1. At weekly staff meetings, individual student needs are discussed
 - 2. Intervention with at risk students is met with programs such as SEEP class, grief group, anger management group.

3. When the District Attorney visits our school regarding attendance, all parents are invited.
4. Students are referred to SARB in an attempt to help them focus on what is necessary to graduate
5. Staff meetings used to learn more about ESL instruction, Aspergers, safety, and best practices.
6. Pathways to graduation are done at the beginning of each semester and a grade check is done every 3 weeks to ensure our students know how many credits they need to earn each quarter in order to graduate.

C. Goal #3: Promote safe, secure, well maintained, and positive learning environment

1. Safety is on our weekly faculty meeting agenda and table top discussion have made us more aware of daily issues.
2. Staff is provided the Safety Plan for review several times during the school year.
3. Each teacher has an emergency binder with their duties in case of an emergency and updated attendance is kept in it.
4. Our clerk calls parents for every absence every day
5. Cameras allow the office manager, principal and clerk to monitor the campus. Our clerk is available to escort student in need to the office. She is strict but compassionate.
6. "Every 15 Minutes" is planned to be held at Mesquite in the spring.
7. The entire staff is focused to prevent bullying
8. Work orders are submitted in a timely manner to ensure campus safety
9. Work with superintendent and cabinet to provide time for forums

D. Goal #4: Provide for community input/involvement

1. We regularly have guest speakers from our community for our students.
2. We have regular volunteers in our math class and parenting class.
3. We have a volunteer luncheon. The staff pitches in to pay for the volunteer's lunches.
4. We use the auto-dialer to inform parents of testing and other events.
5. We have a parent who volunteers to be our site council representative.
6. "What's Cooking" report keeps the district office and board current.
7. Superintendent's Council and board reports keep the community apprised of Mesquite activities and events.
8. A large percentage of parents attend academic counseling meetings with our counselor.
9. Parent conferences are held at any time to help find out what will work for the student to be successful.
10. E-mail used to more quickly communicate transcripts, attendance and other school issues.

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

- A. Providing leadership and promoting a positive climate.
- B. Attended a Terrorist Training workshop at the Kern County Superintendent's Office
- C. Students are monitored when they have trouble staying focused and parents are worked with to help the student reach their full potential to graduate.
- D. Worked collaboratively with staff to learn their thought on ways to improve student achievement.
- E. Worked collaboratively with staff to study student assessment data to better direct instruction in preparation for testing.
- F. Used Mesquite facilities for Adult School instruction.

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

- A. Continue to provide leadership and promote a positive climate despite budget issues.
- B. During the California State Standards testing encourage a positive climate.
- C. Continue to be aggressive in monitoring attendance to maintain the high percentage creating students more focused on academic needs.
- D. Make a seamless as possible transition for the next principal.

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. The district continued to remain in a positive financial position.
 - 3. Continued to receive unqualified financial audit report with no material findings.
 - 4. All food service audits reviewed indicated satisfactory compliance.
 - 5. The California Highway Patrol annual transportation inspection was also successfully completed.
 - 6. Continued to proactively engage in ongoing wellness activities as they relate to child nutrition as well as enforcing the guidelines of SB 965.
 - 7. Continued to maintain a zero Williams Complaint record.
- B. Goal #2: Support programs, strategies, interventions, and staff development
 - 1. Multiple training opportunities for staff at all levels were provided throughout the year, both in subject matter/technical areas (e.g. QSS training, use of EMS computer system, state food service handler certification, bus driver training and continuing education, cleaning methods, earthquake safety, etc.) as well as overall job skills (e.g. communication, safety, HVAC, electrical, boilers, air quality and integrated pest management.).

2. Staff actively participated in numerous briefings at KCOS regarding various operational issues related to safety, budget and finance, transportation, food services, and insurance.
- C. Goal #3: Promote safe, secure, well maintained, and positive learning environments
1. Continued to oversee the implementation of a proactive periodic maintenance program for all building operational equipment throughout the district as well as the implementation of a proactive grounds care program at all district sites.
 2. 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.)
 3. Successful active participant with NAWS in various safety and security drills throughout the year.
- D. Goal #4: Provide for community input/involvement
1. Continued to collaborate with ASB and site personnel regarding menu choices where possible.
 2. Continued 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. Continued 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 (e.g. Budget Committee; Facilities Committee). Continued positive interface with the local media.
 4. Continued to provide daily lunches to the local Head Start Program. Continued to provide support to PTO projects.
 5. Made fuller use of the auto-dial system and email to communicate important information to parents.

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

- A. Facilitated the ongoing successful implementation of Phase I of the district modernization and CTE construction projects.
- 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. Oversaw the implementation of offer versus serve at four school sites.
- E. Applied for and received approval for two bus replacements through a state grant.

- F. Brought onboard and facilitated the integration of a new Director of Budget and Fiscal Services.
- G. Applied for ARRA grant funds for Mesquite Continuation School modernization.

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. Continue to explore and facilitate the implementation of numerous operating cost cutting initiatives (e.g. energy management, bus rerouting, offer versus serve food service at school sites, summer and vacation modified work schedule, etc.)
- D. Continue to be proactive in communicating with all stakeholders.
- E. Continue to proactively 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. Facilitated the revision of the district mission and goals for school years 2010-2013
 - 2. Restructured instructional advisory committees to align to state and federal areas of accountability
 - 3. Facilitating the review and adoption of ELA instructional materials, to the extent possible, given unknown budget outcomes
 - 4. Revised core literature lists for grades K-5 and 6-12
 - 5. Received board approval of a new course at BHS: Multicultural American Literature
 - 6. Seeking board approval for supplemental novels for the Multicultural American Literature course
 - 7. Providing home access to Renaissance Place
 - 8. Providing guidance for implementation of an out of school day PE course at the secondary level to provide flexibility to students in completing their educational plans
 - 9. Annually monitoring and updating the Student Wellness Monitoring Guide
 - 10. Revise benchmarks and standards based report cards for grades K-5 to ensure accurate and relevant information
 - 11. Facilitate and support the analysis of benchmark data to assist with the decision making process
 - 12. Ensure that all students have standards based instructional materials (Williams Act Compliance)
 - 13. Facilitate and implement action items identified in all District Instructional Advisory Committee meetings

14. Oversee and approve all expenditures of categorical funds to implement district goals and meet compliance
15. Oversee and assist with the administration of all state assessments district wide
16. Present the analysis and reporting of assessment results to the governing board, school sites, and community
17. Provide support to Las Flores during Distinguished School application process
18. Provide support to Mesquite High School throughout the WASC accreditation process
19. Seek UC/CSU approval for the Multicultural American Literature and two additional Project Lead the Way courses for the 2010-11 school year
20. Received board approval and posted all School Accountability Report Cards (SARCs) on the district website
21. Provided support in the development and submission of the Title III Improvement Plan
22. Conducted extensive CELL/ExLL trainings K-5 and STELLAR trainings (6-8) in support of English Language Learners and as part of the three year English Language Development Promising Practices Grant
23. Completed activities for Health Science Capacity Building Grant

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

1. Organized and provided sustained professional development for Renaissance Place, ABI Gradebook and attendance, Edline, Stellar, CELL/ExCELL, SB 472 Intensive Mathematics, Boy's Town, Edusoft, Differentiated Instruction, assessment, and technology
2. Assisting sites in maximizing funding sources to support interventions. Purchased instructional materials to increase student achievement
3. Submitted an EETT ARRA grant for the district to increase student proficiency in technology literacy skills in grades 4-8
4. Submitted an expansion grant for After School Education and Safety (ASES)
5. Implementation of ALAS and AVID programs at the secondary level

C. Goal #3: Promote safe, secure, well maintained, and positive learning environments

1. Oversee and support Technology Department in all modernization projects
2. Installed/implemented full campus wireless capability at all sites
3. Received final DSA/CDE and OPSC approval for CTE Engineering Design building project
4. Completed planning process and submitted plans for DSA approval for Round 2 CTE modernization projects (TV Video and Construction trades)
5. Participate and assist with Measure A, district, and CTE facilities and modernization projects as appropriate
6. Oversee technology department to ensure the technology plan is being fully implemented and ensure that district technology needs are being addressed in a timely and efficient manner

7. 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. Implemented Tier III flexibility plan in order to use categorical funds to support the general unrestricted fund
8. Fully implement Uniform Complaint Policy and Williams Act
9. Oversee and support the full implementation of the CALPADS system (California Longitudinal Pupil Achievement Data System)
10. Completed new Faller preschool building project, obtained licensing, and implemented a fully enrolled program
11. Secured over \$20,000 through the Kern Community College SB70 grant collaborative for support of technical careers and professional development

D. Goal #4: 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 meetings, 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. Provide for timely revisions to optimize effectiveness
- B. Provide support for full implementation of newly adopted mathematics instructional materials
- C. Assist with Measure A, district, and CTE modernization projects
- D. Assist with site and community forums regarding the state budget
- E. Assist Mesquite High School with the WASC accreditation process
- F. Provide assistance and support with the Distinguished School application and validation visit at Las Flores. Participate as a Distinguished School Validation Team member for another state nominated school
- G. Provide relevant professional development to assist with full implementation of the state content standards
- H. Generate and contribute data for analysis in the fiscal decision making process
- I. Prepare and implement the full conversion of student and staff demographic data to the state mandated CALPADS (California Longitudinal Pupil Achievement Data System)
- J. Full implementation of Edline which includes a parent access component to student information
- K. Revision of board mission and goals for school years 2010-13

L. Installation/implementation of full campus wireless capability at all sites

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 adoption of English Language Arts instructional materials (contingent upon funding)
- B. Provide staff development to support full implementation of all instructional materials and best practices for teaching and learning
- C. Fully implement the Title III Improvement Plan
- D. Monitor and support implementation of benchmarks and standards based report cards and assist staff with analysis and targeted intervention needs
- E. Fully implement procedures that support the CALPADS system
- F. Maximize categorical flexibility to support the general fund during 2008-2013 school years

HUMAN RESOURCES

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

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

- 1. The 2009 school year beginning was very positive. The All Hands Slide Show received very positive comments from staff as we began the new year. Even though staff reductions occurred from last year, all school sites were staffed and facilities were clean and operational.
- 2. Staffing needs were met. Elementary staffing is 100% NCLB.
- 3. BTSA support providers meetings with teachers.
- 4. Policy review and development.

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

- 1. The Teacher Evaluation and Assessment tool that was developed last year is being used for evaluations this year. Site leaders were trained at the beginning of the year for implementation. Suggestions and recommendations for improvement will be made at the end of the year if needed.
- 2. A workshop/training for our substitutes was conducted at the beginning of the year.
- 3. Continue to work with site and district level leaders regarding employee evaluations and discipline issues.
- 4. HR office staff attends a variety of workshops and webinars: KCOS PAKCS, BTSA, Layoff Webinars for Certificated and Classified staff, QSS Users Group, Position Control Training, CCAC Conference, CALPRS Workshop,
- 5. The Classification Study is continuing. Progress is being slowed do to the budget crisis and negotiations meetings.
- 6. Monthly reports to Superintendents Council.

7. Employee of the Year program.
8. Promotion of SISC Wellness Program
9. The Peer Coaching Programs is being utilized by staff.

C. Goal #3: Promote safe, drug free, well maintained, and positive learning environments

1. Administration of the following school and district plans: 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. Attend RPD and CLPD collaborative meetings to discuss school safety and campus issues.
3. Weekly visitations to school sites.
4. Attend district construction meetings for reports and updates on school construction issues.

D.Goal #4: Provide for community input/involvement

1. Review of Flex-Friday option.
2. Monthly reports to Superintendants Council.
3. Attend and participate in school and community forums.

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

- A. Continue to maintain good relationships with all bargaining units despite the current fiscal crisis.
- B. Continue to work on the Counseling Evaluation Tool.
- C. Continued review of the Core Analysis. Make staffing recommendations and adjustments based on budget constraints, contract requirements.
- D. Finish developing contract language for DATA agreement.
- E. Review of Current Management Evaluation Tool. The committee will look into developing a Management Evaluation Tool if needed.

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

- A. Completion of Job Classification Study.
- B. Final approval of DATA contract language
- C. Continue to manage personnel additions/reductions for fiscal responsibility.
- D. Complete DAGA evaluation tool.

E. Make recommendations to Superintendent for Management Evaluation Tool

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. Elementary Special Day Class teachers have completed benchmark assessments that are aligned with the California Modified Assessment (CMA).

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

1. Program Specialists have completed three workshops, "Introduction to Autism" for district general education, special education and support staff. The goal is to provide this workshop for all district instructional staff.
2. Program Specialists and psychologists have assisted site special education case managers in the development of positive behavior support plans for special education students.
3. The Program Specialist who is the SELPA's expert in working with students on the autism spectrum has worked directly in the classroom with two students instructing school staff in the use of the intervention known as Discrete Trial Training.
4. Three workshops in Crisis Prevention Intervention (CPI) and one in CPI Autism have been provided to district staff.
5. SELPA staff attends site Student Study Team meetings and IEP meetings.
6. Certificated staffs at all schools have been given the presentation, "Keys to Compliance: A General Educator's Practical Guide to Meeting Special Education Requirements."

C. Goal #3: Promote safe, secure, well maintained, and positive learning environments

1. District nurses assisted sites in taking precautions against the H1N1 virus.
2. District nurses developed district protocols for the administration of the medication, Diastat, and steps for dealing with students who experience seizures while at school.
3. The District Safety Plan was amended to reflect the precautions and recommendations on how schools should deal with a pandemic flu outbreak as presented by the State Department of Health and the Center for Disease Control.

D. Goal #4: Provide for community input/involvement

1. SELPA staff attends the Indian Wells Valley Collaborative on a regular basis.
2. Parents and members of the Kern Regional Center and H.E.A.R.T.S. Connection are members of the SELPA's Community Advisory Committee.

3. The SELPA director is compiling a welcome packet for the parents of special education students who are new to Sierra Sands and a handbook for special education parents.

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

- A. The delivery of the in-service, “Keys to Compliance” to all school sites certificated staff.
- B. The successful submission of the December CASEMIS report through the Special Education Information System (SEIS).
- C. The “Introduction to Autism” workshop for district staff that works with students on the spectrum.

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

- A. Provide a series of a six-module training for district paraprofessionals.
- B. Revise the district 504 Plan manual to reflect changes in the law and develop training for district 504 Plan coordinators.
- C. Implement a web-based math intervention for middle school special education students.

10. CONSTRUCTION ADMINISTRATION

10.1 Report to the Board: Measure “A” and Other Construction Activities and Issues
(Goal #3)

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

CURRENT CONSIDERATIONS: Construction activity and planning continue at several sites in addition to the district’s efforts to secure ongoing funding to continue the modernization program. Mr. Auld will update the board and community on these activities.

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

12. CONSENT CALENDAR

12.1 Rejection of Claim Against the District

BACKGROUND INFORMATION: An amended claim for damages dated February 26, 2010 was received from Susan A. Owen of Owen, Patterson & Owen, attorney for the claimants, as a result of injuries reportedly sustained in a playground accident at Las Flores School (Vieweg campus) on September 23, 2009.

CURRENT CONSIDERATIONS: As a result of receipt of this claim for damages, it has been recommended by the district's insurance carrier, SISC, that the district reject the claim as the first step in resolving this dispute.

FINANCIAL IMPLICATIONS: Unknown.

SUPERINTENDENT'S RECOMMENDATION: It is recommended that the board reject the claim for damages and send a letter of rejection of this claim to the law firm who has filed the claim.

12. CONSENT CALENDAR

12.2 Approval of Recommendations for Expulsion, Expulsion Cases #15 0910, #18 0910, #19 0910, and #21 0910

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

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

Expulsion Case #15 0910: As stated in a stipulated expulsion agreement, student is expelled for the remainder of the 2009-10 school year and the fall semester of the 2010-11 school year, suspending the expulsion for the 2010-11 fall semester and allowing the student to apply for readmission to Sierra Sands in August 2010 under the terms of a contract. During the period of expulsion, the student is referred to the Ridgecrest Learning Center.

Expulsion Case #18 0910: As stated in a stipulated expulsion agreement, student is expelled for the remainder of the 2009-10 school year and the fall semester of the 2010-11 school year, suspending the expulsion for the 2010-11 fall semester and allowing the student to apply for readmission to Sierra Sands in August 2010 under the terms of a contract. During the period of expulsion, the student is referred to the Ridgecrest Learning Center.

Expulsion Case #19 0910: As stated in a stipulated expulsion agreement, student is expelled for the remainder of the 2009-10 school year and the fall semester of the 2010-11 school year, suspending the expulsion for the 2010-11 fall semester and allowing the student to apply for readmission to Sierra Sands in August 2010 under the terms of a contract. During the period of expulsion, the student is referred to the Ridgecrest Learning Center.

Expulsion Case #21 0910: As stated in a stipulated expulsion agreement, student is expelled for the remainder of the 2009-10 school year and the fall semester of the 2010-11 school year. The student may apply for readmission to Sierra Sands in January 2011 under the terms of a contract. During the period of expulsion, the student is referred to the Ridgecrest Learning Center.

FINANCIAL CONSIDERATIONS: None.

SUPERINTENDENT'S RECOMMENDATION: Approve the recommendations for expulsion, Expulsion Cases #15 0910, #18 0910, #19 0910, and #21 0910 as presented.

12. CONSENT CALENDAR

12.3 Approval of Recommendation of Administrative Hearing Panel Regarding Enrollment Request from a Student Expelled from Another District, Case #D02 0910

BACKGROUND INFORMATION: Education code requires the board to take final action on recommendations for enrollment of a student expelled from another district.

CURRENT CONSIDERATIONS: Board approval for enrollment is requested for the following student expelled from another district:

Case #D02 0910: As determined by an administrative hearing panel, the student does not pose a continuing danger to district students or employees and the panel recommends the student be permitted conditional enrollment in the Sierra Sands Unified School District for the remainder of the 2009-10 spring semester under the terms of a contract.

FINANCIAL CONSIDERATIONS: None.

SUPERINTENDENT'S RECOMMENDATION: Approve the determination and recommendation of the administrative hearing panel, Case #D02 0910, as presented.