NEVADA COUNTY BOARD OF EDUCATION
Regular Meeting
Wednesday, July 12, 2017
3:00 p.m.
Nevada County Superintendent of Schools
Board Room
380 Crown Point Circle, Grass Valley, California 95945

AGENDA

1. Meeting called to order
2. Establish quorum
3. Salute to the flag
4. Adoption of the Agenda
5. Open public forum – Recognition of members of the audience wishing to address an agenda item may do so at this time or at the time the agenda item is heard. After being recognized by the Board president, please identify yourself. A member of the public may at this time make brief comments regarding items not on the agenda, although no action may be taken.
6. Close public forum
7. Approval of the Consent Agenda
   5 min.

   These items are expected to be routine and non-controversial. They will be acted upon by the Board at one time without discussion, unless a Board member or citizen requests that an item be removed for discussion and separate consideration. In that case the designated item(s) will be considered following approval of the remaining items.

   A. Approval of minutes of the regular meeting of June 28, 2017 (page 1)
   B. During the third quarter of 2017 April-June, there were no complaints filed to be reported, pursuant to Williams Uniform Complaint Procedures (E.C. 1240(H): Board policy 1010 – Uniform Complaint Procedures) (page 6)

8. Staff Reports
   5 min.

   A. Business Services, Darlene Waddle
   B. SELPA/Special Ed, Eli Gallup

9. Superintendent's Report
   10 min.

   A. Transition
   B. Back to School All Staff Meeting
   C. Scholar Day at the Fair – August 9

10. Action Items
    10 min.

    A. Shall the Nevada County Board of Education approve the Annual review of Board Policy 2710, Conflict of Interest? (page 7)
B. Shall the Nevada County Board of Education approve the Declaration of Need for Fully Qualified Educators for the 2017-18 school year (page 9)

11. Information/Discussion Items

   B. FY2016-17 Annual Report to the Board of Temporary County Certificates (page 44)

12. Board Reports

   A. SARB, Meek
   B. Legislative, Sexton
   C. Charter Liaison, Wendy Baker
   D. Individual Board Reports

13. Correspondence

   A. Lisa Drageset, Nevada County Teacher of the Year (page 46)

14. Adjournment

Next Meeting Dates: August 1, 2017 at 3:00 PM, Special Meeting,
380 Crown Point Circle, Grass Valley, California
August 16, 2017 at 3:00 PM, Regular Meeting,
380 Crown Point Circle, Grass Valley, California

This agenda was posted at least 72 hours in advance of the meeting at the Nevada County Superintendent of Schools office, 380 Crown Point Circle, Grass Valley, California

Posted: 7/11/2017

Notice: The agenda packet and supporting materials, including materials distributed less than 72 hours prior to the scheduled meeting, can be viewed at the Nevada County Superintendent of Schools office located at 380 Crown Point Circle, Grass Valley, California. For more information please call 530.478.6400 ext.2003.

Notice: In compliance with the Americans with Disabilities Act, if you need special assistance to access the Board meeting room or to otherwise participate at this meeting, including auxiliary aids or services, contact the Nevada County Superintendent of Schools office at 530.478.6400 ext. 203 at least 48 hours before the scheduled Board meeting so that we may make every reasonable effort to accommodate your needs. [G.C. §54953.2, §54954.2(a)(1); Americans with Disabilities Act of 1990, §202 (42 U.S.C. §12132)]
NEVADA COUNTY BOARD OF EDUCATION  
Regular Meeting  
Wednesday, June 28, 2017  
3:00 p.m.  
Nevada County Superintendent of Schools  
Board Room  
380 Crown Point Circle, Grass Valley, CA 95945

MINUTES

1. Meeting called to order by Board President Meek.

2. Establish quorum
   Ashley Neumann  present
   Bob Altieri  present
   Larry Meek  present
   Shelly Sexton  present
   Wendy Baker  present

3. Salute to the flag

4. Adoption of the Agenda
   On a motion by Sexton and seconded by Neumann, the agenda was adopted as presented; the motion carried unanimously.

5. Opened public forum – Recognition of members of the audience wishing to address the Board - no comments made.

6. Closed public forum

7. Public Hearing
   A. Opened public hearing regarding Forest Charter Material Revision (page 1)
      No comments made.
   B. Closed public hearing

8. Public Hearing
   A. Opened public hearing regarding Twin Ridges Home Study Charter Material Revision (page 5)
      No comments made.
   B. Closed public hearing

9. Approval of the Consent Agenda
   These items are expected to be routine and non-controversial. They will be acted upon by the Board at one time without discussion, unless a Board member or citizen requests that an item be removed for discussion and separate consideration. In that case the designated item(s) will be considered following approval of the remaining items.
   A. Approval of minutes of the Regular meeting of May 10, 2017 (page 18)
B. Approval of minutes of the Special meeting of June 14, 2017 (page 22)

C. Approval of Consolidated Application – Spring Release (page 23)

On a motion by Altieri and seconded by Sexton, the consent agenda was adopted as presented; the motion carried unanimously.

10. Staff Reports

A. Alternative Education, Lisa Sanford

Sanford provided a report detailing the attendance and population data. Open house was a great success. Two student ambassadors provided tours. Summer school has ended resulting in several students receiving much needed credits.

B. Educational Services, Shar Johns

C. Business Services, Darlene Weddle

D. SELPA / Special Education, Eli Gallup

11. Superintendent's Report

A. CCSESA Quarterly Meeting

Both Supt. Hermansen and Scott Lay attended the intense 3 day meeting. Legislative Committee meeting highlights included discussions supporting the Secure Rural Schools Act funding; and Health Care and Medicaid School Based Medical Services. A bill to fully fund IDEA was introduced. The Governor’s Budget is set.

B. Adventures in Learning

Supt. Hermansen has a visit scheduled tomorrow at Gilmore. The program has over 200 students enrolled. Teachers and administration are doing an incredible job.

C. Health Careers

Sharyn Turner coordinates this annual 4 day long exploring health careers opportunity for students. The institute offers more than 25 students an in-depth look at the various available health care occupations. Local health organizations and several community agencies help fund the program.

12. Action Items

A. Shall the Nevada County Board of Education Approve Forest Charter School's Material Revision regarding the location of the facility of Forest Charter School within the boundaries of Nevada City School District and Nevada Joint Union High School District?

Supt. Hermansen spoke to the Material Revision, which is identical for both Forest and Twin Ridges Home Study Charter (TRHS).

The material revision is in response to a recent court case, regarding independent study schools. An independent study school must be in the school district that authorizes it. Since Forest and TRHSC initially submitted petitions to Chicago Park School District, under the new ruling they would be required to locate in that district unless no facilities are available. Research was conducted, and there is no location within CPSD; therefore Forest and TRHS may look outside the CPSD boundaries. This material revision allows them to be located outside the school district and brings them into compliance with the law.
Additionally, Tahoe Truckee Unified School District (TTUSD) is in agreement and support of the material revision, and the resource centers located within its boundaries.

On a motion by Sexton, and seconded by Baker the Nevada County Board of Education Approved Forest Charter School’s Material Revision regarding the location of the facility of Forest Charter School within the boundaries of Nevada City School District and Nevada Joint Union High School District; the motion carried unanimously.

B. Shall the Nevada County Board of Education Approve Twin Ridges Home Study Charter Material Revision regarding the location of the facility of Twin Ridges Home Study Charter School within the boundaries of Nevada City School District and Nevada Joint Union High School?

On a motion by Sexton and seconded by Neumann, the Nevada County Board of Education Approved Twin Ridges Home Study Charter Material Revision regarding the location of the facility of Twin Ridges Home Study Charter School within the boundaries of Nevada City School District and Nevada Joint Union High School; the motion carried unanimously.

C. Shall the Nevada County Board of Education adopt Resolution 17-02, Blanket Transfer Resolution to the FY2016-17-FY2017-18 budget?

(page 30) ROLL CALL VOTE

On a motion by Altieri and seconded by Sexton, the Nevada County Board of Education adopted Resolution 17-02, Blanket Transfer Resolution amending the years from FY2016-17 to FY2017-18; by roll call vote the motion carried unanimously.

D. Shall the Nevada County Board of Education Approve the 2017-18 Local Control and Accountability Plan (LCAP)?

(page 31)

Neumann asked for the number of foster youth in Nevada County; Supt. Hermansen will research and provide at a later date.

On a motion by Altieri and seconded by Sexton, the Nevada County Board of Education Approved the 2017-18 Local Control and Accountability Plan (LCAP); the motion carried unanimously.

E. Shall the Nevada County Board of Education Approve the Education Protection Account?

(page 102)

On a motion by Sexton and seconded by Altieri, the Nevada County Board of Education Approved the Education Protection Account; the motion carried unanimously.

F. Adoption of FY2017-18 Budget

Shall the Nevada County Board of Education approve the 2017-18 Proposed Consolidated Budget of the Nevada County Superintendent of Schools, Nevada County Special Education Services, Nevada County SELPA, Special Education Pass Thru, Nevada County Charter School Cooperative, Child Development, Forest Reserve Fund, and County School Facilities Fund? (EC 1620, 1622, 33129, 52066, 52067 and 52068)

(page 103)

On a motion by Altieri and seconded by Sexton the Nevada County Board of Education approved the 2017-18 Proposed Consolidated Budget of the Nevada
County Superintendent of Schools, Nevada County Special Education Services, Nevada County SELPA, Special Education Pass Thru, Nevada County Charter School Cooperative, Child Development, Forest Reserve Fund, and County School Facilities Fund; the motion carried unanimously.

Waddle walked the Board through a powerpoint detailing the economic outlook for the state and the U.S.; noting the Education budget continues to see growth. CalSTRS and CalPERS increased projection rates, as well as a STRS & PERS increase graph were included.

Major changes to the NCSOS/NCES/SELPA 2017/18 adopted budget included an increase of more than $100k, ending in a healthy budget.

Waddle answered questions of the Board noting that the adopted budget is a living/working document; and also detailed the process of budget revisions.

F. Shall the Nevada County Board of Education Approve the Annual Workers’ Compensation Certificate regarding self-insured workers’ compensation claims for FY2017-18? (page 210)

On a motion by Neumann and seconded by Sexton, the Nevada County Board of Education Approved the Annual Workers’ Compensation Certificate regarding self-insured workers’ compensation claims for FY2017-18; the motion carried unanimously.

G. Shall the Nevada County Board of Education approve the Single Plan for Student Achievement (SPSA) for the Nevada County Superintendent of Schools Combined Alternative Educational Programs? (page 211)

On a motion by Neumann and seconded by Altieri, the Nevada County Board of Education approved the Single Plan for Student Achievement (SPSA) for the Nevada County Superintendent of Schools Combined Alternative Educational Programs; the motion carried unanimously.

13. Information/Discussion Items

A. EPIC (page 309)

Supt. Hermansen met with Roxanne Gilpatrick, her largest concern is around credentialing. NCSOS HR is working with EPIC’s assignment monitoring.

Supt. Hermansen conducted a review of the latest attendance records; errors were found and corrected. A process is now in place to help ensure no errors. Future spot-checks are recommended, which helps fulfill our oversite obligation.

Continue to work with EPIC on issues of attendance, accounting and credentialing.

B. Grand Jury Report: “Cooperation and Coordination among School Districts in Nevada County, Can We Talk?” (page 334)

Supt. Hermansen reported that all Nevada County school districts received the same report; and all are required to respond.

The Board discussed the report and directed Supt. Hermansen to draft a response on behalf of the Board to review at the next meeting. The board provided input on content of the response.
14. **Board Reports**
   
   A. SARB, Larry Meek – unable to attend.
   
   B. Legislative, Shelly Sexton
   Sexton updated the Board on several interesting Assembly and Senate Bills including AB1360 – relating to charter schools admission, suspensions, and expulsions; AB1264 relating to special education pupils; AB169 relating to teacher recruitment grant program; AB312 for school finance for special education funding; SB304 for juvenile court school pupils; and SB328 relating to the start time for high school students.
   
   C. Charter Liaison, Wendy Baker – taking the summer off
   
   D. Individual Board Reports
   
15. **Correspondence**
   
   A. None
   
16. **Adjournment**
   
   Next Meeting Date: July 12, 2017, 380 Crown Point Circle, Grass Valley, California

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Approved: ____________________________ Date: July 12, 2017

Larry Meek, President
Nevada County Superintendent of Schools  
380 Crown Point Circle  
Grass Valley, California 95945  

Williams/Valenzuela/CAHSEE Lawsuit Settlement  
Quarterly Report on Williams Uniform Complaints  
(Education Code 35186(d))

District Name: Nevada County Office of Education

Person completing this form: Holly Hermansen

Title: Superintendent

Quarterly Report Submission Date:

☐ October 2017 (for July-September 2017)  
1st Quarter

☐ January 2017 (for October-December 2016)  
2nd Quarter

☐ April 2017 (for January-March 2017)  
3rd Quarter

X July 2017 (for April-June 2017)  
4th Quarter

Date for information to be reported publicly at governing board meeting: July 12, 2017

X No Complaints were filed with any school in the county programs during the quarter indicated above.

☐ Complaints were filed with schools in the county programs during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

<table>
<thead>
<tr>
<th>General Subject Area</th>
<th>Total # of Complaints</th>
<th># Resolved</th>
<th># Unresolved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Textbooks and Instructional Materials</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher Vacancy or Misassignment</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facilities Conditions</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CAHSEE Intensive Instruction and Services</td>
<td>0</td>
<td></td>
<td></td>
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<tr>
<td>TOTALS</td>
<td>0</td>
<td></td>
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</tr>
</tbody>
</table>

Holly Hermansen

Print Name of County Superintendent

______________________________
Signature of County Superintendent

Revised 3/31/14
ADMINISTRATION

Conflict of Interest

The Superintendent and the County Board shall adopt and promulgate Conflict of Interest Codes in compliance with the Political Reform Act, Government Code section 81000, et seq. The Fair Political Practices Commission has adopted a standard set of regulations which contains the terms of the Conflict of Interest Code. (CCR, Title 2, Sec. 18730)

The standard regulations, enumerated in California Code of Regulations, Title 2, Sec. 18730, are hereby incorporated by reference. The County Board, Superintendent, and designated employees shall abide by the terms of the standard regulation. Statements of economic interests shall be filed with the Nevada County Board of Supervisors and County Board, pursuant to Section 4 of the standard regulations. Copies of the standard regulations can be obtained from the Office of the Superintendent.

DESIGNATED POSITIONS:
Members, County Board of Education
County Superintendent
County Associate Superintendent of Business Services
Consultant(s)

Board members and designated employees shall annually file a Statement of Economic Interest/Form 700 in accordance with the disclosure categories specified in the district's conflict of interest code. A Board member who leaves office or a designated employee who leaves district employment shall, within 30 days, file a revised statement covering the period of time between the closing date of the last statement and the date of leaving office or district employment. (Government Code 87302, 87500)"

REQUIRED DISCLOSURE Government Code §§ 87100, et seq.
Governing Board members and designated employees assigned to this category must report:
a. Interests in real property which are located in whole or in part:
   1. within the boundaries of the District
   2. within two miles of the boundaries of the District, or
   3. within two miles of any land owned or used by the District, including any leasehold, beneficial or ownership interest or option to acquire such interest in real property.
b. Investments in business entities or income from sources which engage in the acquisition of real property within the jurisdiction.
c. Investments in business entities or income from sources which:
1. are contractors or subcontractors engaged in the performance of work or services of the type utilized by the District, or
2. which manufacture or sell supplies, books, machinery or equipment of the type utilized by the employee’s department. For the purposes of this category a principal’s department is the entire school.

CONSULTANTS
Consultants shall be included in the list of designated employees and shall disclose pursuant to the broadest disclosure category in the code subject to the following limitation: The Superintendent may determine in writing that a particular consultant, although a “designated position”, is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant’s duties and, based upon that description, a statement of the extent of disclosure requirements. The Superintendent’s determination is a public record and shall be retained for public inspection in the same manner and location as this conflict of interest code.

California Code of Regulations Sections - 18701(a) and 18701(a)(2)
FPPC Regulation - 18730

Adopted by the NCSoS Board of Education: 12/10/03, 4/5/06, 7/12/06, 10/11/06, 11/8/06, 3/14/07, 9/10/08,
Adopted as amended by the NCSoS Board of Education 7/10/2013; 1/20/16

Reviewed by the NCSoS Board of Education: 7/14/10, 7/11/12, 7/10/13, 8/14/13, 1/20/16, 7/20/16

Approved by the Nevada County Board of Supervisors 4/24/07, 10/28/08

10/08/13: Approved by the Board of Supervisors
Approved by the Board of Supervisors 5/10/2016 Effective 6/9/2016
Memorandum

TO: President Larry Meek and Nevada County Board of Education Members

FROM: Regina Reno, Human Resources Director

BOARD MEETING DATE: July 12, 2017

DATE PREPARED: July 6, 2017

AGENDA: Action Item

TITLE: Declaration of Need for Fully Qualified Educators for 2017/2018

RECOMMENDED MOTION: Approve and authorize submission of application for Declaration of Need for Fully Qualified Educators for school year 2017/2018 so that staffing is achieved with the best possible candidates, in addition to retaining our countywide substitute teachers.

BACKGROUND:

Each year, we try to maintain and hire highly skilled, fully qualified educators. Sometimes we are faced with vacancies resulting in a shortage of fully qualified educators to fill these positions. For this reason, the Commission on Teacher Credentialing (CTC) requires that we as a District, have a Declaration of Need for Fully Qualified Educators filed each year we anticipate employing teachers; including substitutes, who are not fully credentialed for their assignment but are eligible to obtain an authorization through an emergency type permit or waiver, allowing them to teach while completing the requirements of a fully qualified educator.

We currently have one educator employed on an emergency permit and anticipate hiring another on an emergency type permit if our recruitment efforts do not produce fully qualified educators. Both of the positions are hard-to-fill, high incident areas in special education assignments in Moderate to Severe Special Day Class and Early Childhood Education. With this Declaration, we will be able to obtain the necessary authorization from the CTC, such as a Special Education Limited Assignment Permit, that will allow the educator to teach in these assignments.

A Declaration of Need for Fully Qualified Educators must be authorized at a public meeting by the Nevada County Board of Education in order to submit our application to the CTC. The Declaration of Need for Fully Qualified Educators represents a statement of anticipated needs for the 2017/2018 school year (including summer extended year). This Declaration shall remain in force until June 30, 2018.

IMPACT:
The Declaration will allow all positions to be staffed with the best possible educators. There is no fiscal impact.
DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2017/18
Revised Declaration of Need for year: 

FOR SERVICE IN A SCHOOL DISTRICT

Name of District: ________________________ District CDS Code: ________________________
Name of County: ________________________ County CDS Code: ________________________

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board of the school district specified above adopted a declaration at a regularly scheduled public meeting held on ___/___/____ certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

Enclose a copy of the board agenda item

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, _________.

Submitted by (Superintendent, Board Secretary, or Designee):

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Title</th>
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<th>Date</th>
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<th>EMail Address</th>
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FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL OR AGENCY

Name of County: Nevada County Superintendent of Schools County CDS Code: 29-10298

Name of State Agency: 

Name of NPS/NPA: 

County of Location: Nevada

CL-500 12/2016 Page 1 of 3
The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on 07 / 12 / 2017, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county’s, agency’s or school’s specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, 2018.

- Enclose a copy of the public announcement
Submitted by Superintendent, Director, or Designee:

Holly Hermansen
Name
(530) 478-6410
Fax Number
380 Crown Point Circle Grass Valley, CA 95945
Mailing Address
hhermansen@nevco.org
EMail Address
(530) 478-6400
Signature
Telephone Number
Superintendent
Title
Date

- This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS
Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subject(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

<table>
<thead>
<tr>
<th>Type of Emergency Permit</th>
<th>Estimated Number Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLAD/English Learner Authorization (applicant already holds teaching credential)</td>
<td></td>
</tr>
<tr>
<td>Bilingual Authorization (applicant already holds teaching credential)</td>
<td></td>
</tr>
<tr>
<td>List target language(s) for bilingual authorization:</td>
<td></td>
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<tr>
<td>Resource Specialist</td>
<td></td>
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<tr>
<td>Teacher Librarian Services</td>
<td></td>
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</tbody>
</table>

LIMITED ASSIGNMENT PERMITS
Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year’s actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas:
<table>
<thead>
<tr>
<th>TYPE OF LIMITED ASSIGNMENT PERMIT</th>
<th>ESTIMATED NUMBER NEEDED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple Subject</td>
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<td>Single Subject</td>
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<tr>
<td>Special Education</td>
<td>2</td>
</tr>
<tr>
<td>TOTAL</td>
<td>2</td>
</tr>
</tbody>
</table>

**EFFORTS TO RECRUIT CERTIFIED PERSONNEL**

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

**EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL**

Has your agency established a District Intern program? Yes □ No ✓

If no, explain. We participate in University Internship programs

Does your agency participate in a Commission-approved college or university internship program? Yes ✓ No □

If yes, how many interns do you expect to have this year? 2

If yes, list each college or university with which you participate in an internship program.

<table>
<thead>
<tr>
<th>Brandman University</th>
<th>San Francisco State University</th>
</tr>
</thead>
<tbody>
<tr>
<td>National University</td>
<td></td>
</tr>
<tr>
<td>CalState TEACH</td>
<td></td>
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</table>

If no, explain why you do not participate in an internship program.
July 14, 2017

The Honorable Thomas M. Anderson  
Presiding Judge of the Grand Jury  
201 Church Street  
Nevada City, CA 95959

Re: Nevada County Board of Education Response to Nevada County 2016-2017 Grand Jury Report, “Cooperation and Coordination among the School Districts in Nevada County, “Can We Talk?”

Dear Judge Anderson,

Pursuant to California Penal Code sections 933 and 933.05, the Nevada County Board of Education hereby submits its formal response to the 2016-2017 Nevada County Grand Jury Report entitled, “Cooperation and Coordination among the School Districts in Nevada County, “Can We Talk?”

Throughout the year at regularly scheduled monthly meetings, the Board hears and discusses reports from staff on the ways in which the Nevada County Superintendent of Schools office supports teachers, administrators, districts and charter schools in providing education to our county’s students. In addition, the Board approves the county office budget, which allocates funds for professional development. We concur with the response provided by the Superintendent, and also appreciate the Grand Jury’s interest in education in Nevada County.

We do feel the need to address the first paragraph of the Summary in the report. The final sentence of that paragraph states: “Some elementary students in the county are better prepared for high school due only to the quality of elementary instruction they have received”. This is absolutely not true, and we feel does a great disservice to the amazing educators that we have here in Nevada County. There are so many factors that play a part in the success of students in addition to the quality of elementary instruction that it is unfair to say that is the only indicator. Some additional factors include parent involvement, health issues, socioeconomic status, mental health, and early childhood education. In the last 10 years, the number of students eligible for free and reduced lunch in Nevada County has gone from 15% to 48.3%. Many times, it falls upon our schools to meet the basic needs of our students before they can even begin to address the academic instruction.

In addition, we are curious why the Grand Jury chose not to address Charter Schools. 21% of students in Nevada County attend charter schools, and most go on to attend our traditional high schools. It seems like that should have been addressed as well.
Below are our responses to Finding #3 and Recommendation #3 as requested.

**Finding #3.**

The failure of NCOE to train and support teachers in the nine school districts within the County in teacher leadership and the formation of functioning Professional Learning Communities negatively impacts student opportunity.

**Wholly Disagree**

The Nevada County Superintendent of Schools office does many things to support our nine school districts and twelve charter schools in teacher leadership and Professional Learning Communities. Several years ago, we implemented an Instructional Coaching model to support Nevada County Educators. Our team currently consists of six Instructional Coaches who are Nevada County Educators and offer expertise in the areas of English Language Arts, Math, Science and Technology. In addition to providing workshops and professional development, these exceptional educators are available for individual coaching, staff meetings, PLC’s and grade level meetings. Attached are flyers that go out to our school districts every year that describe the coaching services available.

Staff from Nevada County Superintendent of Schools also participated in a Rural Professional Learning Network with Pivot Learning Partners, a respected nonprofit organization that assists educational agencies in strengthening their educational systems to transform teaching and learning. As a result of participating in this RPLN, NCSOS staff offered our districts guidance on establishing effective Professional Learning Communities. Attached is a document titled Establishing Effective PLC’s that was provided to our school districts and charter schools identifying the services, supports and technology available from the County Office.

Each year, our Instructional Coaching Team surveys our districts and charter schools to find out how our services supported their efforts at their local sites, and what additional services and supports might be needed. Our team then plans how to best meet these needs. Attached is a copy of the summary of the 2016 Survey Results.

Finally, for the last two years, and again this September, NCSOS provides an entire day of Professional Development for all educators in Nevada County. During this day, there are multiple opportunities for teacher leaders to receive training. The topics for last year are attached.

**Recommendation #3.**

The Nevada County Superintendent of Schools and staff should provide training to these leaders.

The recommendation has been implemented, although not as a result of this report.

See answer to this Recommendation above under **Finding #3.**
In addition, the Board will continue to discuss with staff ways to reach out to our school districts and charter schools to determine any additional training that they might desire to support teacher leaders and Professional Learning Communities.

Sincerely,

Larry M Meek
President, Nevada County Board of Education

Attachments
Our Team

Having completed our first full year of service for Nevada County educators, you know us as the NCSOS Instructional Coaches:

Kathleen Klefer
Director of Curriculum and Instruction
kklefer@nevcp.org

ELA Coaches:
Stacey Welch
Andrea Marks
Jill Massle
Steve Hansen

Math Coaches:
Susan Lima
Sarah Schwartz
Jim Richards
Michael Hughes

NGSS Coach:
Michael Hughes

Our Menu of Current Training Topics:

- Writing in the History Discipline
- Solving the Formative Assessment Puzzle
- Core Six Strategies
- Cooperative Learning
- Using Performance Tasks to Guide Instruction
- Understanding Text Complexity
- Close Reading
- Guided Independent Reading
- ELA Performance Tasks Made Easy
- Math Problem Solving Strategies
- Questioning Strategies
- Number Talks
- Math/ELA CCSS: The Big Picture
- ELA/ELD Framework Introduction
- Using the EQuIP Rubric to Evaluate ELA/Math Curriculum
- Using the Interim Assessments
- Differentiating Instruction
- Interactivate Math
- Integrating the Arts Across the Curriculum
- Claims, Targets, and Assessment

Our menu grows with every request from educators across the county!

Helping Teachers Fill Their Toolbox

NCSOS INSTRUCTIONAL COACHING SERVICES

2015 - 2016

112 Nevada City Hwy.
Nevada City, CA 95959
Do you prefer some one-on-one or small group coaching?

Have an instructional strategy you would like to try? Need help with classroom management? Want some non-evaluative observation/feedback?

Director of Curriculum & Instruction Kathleen Kiefer and the NCSOS Instructional Coaching Team are available to work with you and/or your grade level team on a topic of your choice. This can range from a one-time meeting to ongoing coaching throughout the year — and everything in between. We are happy to tailor our services to your needs. To schedule this personal time call or email Kathleen today:

(530) 478-6400 ext. 246
kkiefer@nevco.org

Start Strong. Finish Strong!
NCSOS Summer Institute Aug. 3-7

Monday, August 3, 2015 Houser Room
Educational Shifts and the Next Generation Science Standards: A Hands on Experience
Session 1: Grades K-2 8:00 a.m. – 11:00 a.m.
Session 2: Grades 3-5 12:00 – 3:00 p.m.

Tuesday, August 4, 2015: Houser Room
Guiding Students Through the Engineering Design Process Across Disciplines
Session 1: Grades K-5 8:00 a.m. – 11:00 a.m.
Using Project Based Learning and Performance Task Assessment In Math
Session 2: Grades 3-8 12:00 – 3:00 p.m.

Wed., Thurs., & Fri., Aug. 5, 6 & 7: Houser Rm.
(Attendance all 3 days suggested)
Creating an ELA Instructional Unit Around a Favorite Anchor Text
Session 1: Grades 4-12 8:00 a.m. – 11:00 a.m.

Wednesday, August 5, 2015: Houser Room
Performance Tasks: Discovering Their Full Instructional Potential
Session 2: Grades 3-5 12:00 – 3:00 p.m.

Wednesday, August 5, 2015: Fallerston Room
Using CAASPP Practice and Interim Assessments as Formative Tools to Guide Instruction
Session 1: Grades 3-8 8:00 – 11:00 a.m.

Thursday, August 6, 2015: Houser Room
Visual Thinking Strategies: Using Art to Deepen Learning Across Disciplines
Session 2: Grades K-12 12:00 – 3:00 p.m.

Friday, August 7, 2015: Annex
Read Alouds as Part of a Balanced Literacy Program
Session 1: Grades K-2 8:00 – 11:00 a.m.

Principal's & Teachers:

We're here to help your school staff reach their instructional goals. Please don't hesitate to reach out and schedule one of our services throughout the year!

Presentations Available During:
- Staff meetings
- PLCs
- Grade level meetings
- District professional development days

Select from this list or request that a training be designed to meet the unique needs of your campus.

Resources

Having trouble locating information, materials, or reliable resources? Email Kathleen Kiefer: kkiefer@nevco.org

478-6400 ext. 246

PD Planning

Need assistance prioritizing instructional goals and planning accompanying PD days? Call or email Kathleen!
Our Menu of Services

Staff Professional Development
We’re here to help your school staff reach their instructional goals with support during:
- Staff meetings
- PLCs
- Grade level meetings
- District professional development days

Personal Coaching
Have an instructional strategy you would like to try? Need help with classroom management? Want some non-evaluative observation/feedback?
Director of Curriculum & Instruction Kathleen Kiefer and the NCSOS Instructional Coaching Team are available to work with you and/or your grade level team on a topic of your choice. This can range from a one-time meeting to ongoing coaching throughout the year— and everything in between. We are happy to tailor our services to your needs. To schedule this personal time, call or email Kathleen today.

Resources
Having trouble finding reliable and effective resources? Because we keep our finger on the pulse of the “latest and greatest” materials, we can help you find just what you need.

PD Planning
We are available to help administrators prioritize instructional goals and plan accompanying PD days.

Call or email Kathleen Kiefer to schedule support:
(530) 478-6400 ext. 246
kkiefer@nevco.org
Our Team

Kathleen Kiefer: Director of Curriculum and Instruction
Kathleen is a 27 year veteran teacher that is now the Nevada County lead coach and educator contact for all curriculum and instruction needs.

Christy McCracken: K-5 Math
Christy is a 4th grade teacher at Deer Creek Elementary School in the Nevada City School District. She has attended California Mathematics Project trainings throughout the state and is very excited about Jo Boaler’s (Stanford University) work with using a Growth Mindset focus in math to challenge and reach all students. Christy’s vision also includes training teachers in the use of resources that ensure the essential ingredient of “fun” in math and fostering an ongoing math collaboration among Nevada County school districts.

Steve Hansen: K-5 ELA/ELD
Steve is a Bear River/Nevada Union High School English teacher who has been both a literacy TOSA for Nevada Joint Union High School District and an NCSOS Instructional Literacy Coach for the past 2½ years. His passion for literature and writing encouraged him to explore and embrace the Visual Thinking Strategies (VTS) model for literacy instruction. Firmly grounded in the CCSS for speaking/listening and evidence-based thinking, it also works well for teaching reading and writing strategies. Now firmly rooted in participating Nevada County schools, Steve hopes to bring VTS to even more campuses next year. He also looks forward to coaching in other literacy practices such as close reading, evidence-based writing, and reading across disciplines.

Carrie Ferrero: Technology/Science K-12
Carrie is a 5th grade teacher at Cottage Hill Elementary School in the Pleasant Ridge Union School District. She inspires student learning by creating a fun and challenging learning environment which includes STEAM curriculum, dynamic and resourceful academic tools, and the use of technology integration in implementation of the Next Generation Science Standards. Her knowledge base includes but is not limited to robotics, coding, project-based learning, and Green Screen use.

Jason Bohrer: Technology/ELA & Literacy K-12
Jason spends his days as a Bear River High School educator who teaches computer science, technology, and English. He offers a unique blend of best practices in literacy instruction, bringing real-world experiences to the classroom, and a deep knowledge of the use of technology that appeals to and inspires students and teachers alike. Jason would like to help teachers understand and use data generated from multiple means of formative and summative assessments to meet the needs of all students.

Jim Richards: Technology/Math Coach K-12
Jim comes to us from Magnolia Intermediate School in the Pleasant Ridge Union School District and has been an NCSOS Instructional Math Coach for the past 2½ years. Over the past 30 years Jim has worked with the California Mathematics Council, California Technology Assistance Project, California State Math Forum, and was a board member of Sacramento Area Mathematics Educators. He also helped design and implement a nationwide model for computer network systems and effective use of technology in education. Jim plans to continue the NCSOS Technology Forum/Collaboration he began last year and to focus on the effective use of apps in the classroom as well as the use of student data to inform instruction.
Establishing Effective PLCs

A number of districts have requested support for establishing effective PLCs. Because many of those same districts also participate in Pivot’s Rural Professional Learning Network (RPLN) and, therefore, have access to Edivate tools, I located training materials within those tools to help train staffs on PLC implementation.

The following is a list of 12 videos within a series titled Practical PLC which are built upon the research (and participation in some cases) of Rick and Rebecca DuFour and Robert Eaker. Once accessed through Edivate, the videos each have a corresponding Guidebook/Lesson Plan. Each video is approximately 4-8 minutes in length, and the Guidebook/Lesson Plan gives presenters the tools to lead short segments of training. The entire series could be presented over time at staff meetings or other teacher collaboration times that are built into the school schedule.

For those districts that are not taking part in the Rural Professional Learning Network (as well as for those that are), the NCSOS Instructional Coaching Team can come and present to your staff using our access to the Edivate-sessions.

If you are an RPLN member, go ahead and take a look at the videos and their accompanying resources within Edivate. If you are not, give me a call and I’d be happy to come and show it to you!

Practical PLC

Segment 1: PLC and RTI Success Story
Segment 2: What is PLC?
Segment 3: Establishing PLCs: Collaboration
Segment 4: Establishing PLCs: Instructional Leadership
Segment 5: Establishing PLCs: Common Assessments
Segment 6: Establishing PLCs: Calendaring
Segment 7: Overview: Working PLCs
Segment 8: A Working PLC: Curriculum
Segment 9: A working PLC: Assessment
Segment 10: A working PLC: Instruction
Segment 11: A Working PLC: Intervention
Segment 12: PLC Implementation Guide (included in Segment 11)

Please don’t hesitate to email or call for assistance and/or to make a PD plan!

Kathleen Kiefer
NCSOS Instructional Coaching/Professional Learning Survey 2016: Results

Participant Demographics:

Number of Respondents: 19

- 8 out of 9 districts
- 3 out of 6 charter schools
- 15 out of 29 school sites

Highlights:

✓ 9 of the 15 responding sites have a curriculum and instruction coordinator or lead teacher.

✓ Long-term professional development goals:
  - Technology: 68%
  - ELA/ELD instruction: 52%
  - Math instruction: 52%
  - Instructional best practices: 47%
  - Differentiated instruction: 47%
  - Collaboration/PLCs: 47%
  - NGSS: 42%
  - Data interpretation and use: 32%
  - Countywide collaborative opportunities: 11%
  - Ongoing coaching support: 5%

✓ Suggestions for ongoing support to districts in lieu of one-shot, short-term workshops:
  - Schedule workshops in a series over the course of several months with the same teachers returning to each session (4)
  - Follow-up in the classroom after workshop attendance (2)*
  - Working with teams of teachers at school sites during PLCs, staff meetings, PD days, etc. (2)*
  - Help with PLCs
  - Series of modules linking technology in all avenues but most importantly for analysis of grade level data

✓ Suggestions for additions/changes to the current coaching structure to help lend intensive, ongoing support
  - Frequent information about coach offerings and what is available for math and ELA/ELD**
  - Support for technology and literacy
  - Coaching for district coaches
  - Support for common adopted curriculum throughout the county
  - Help with all aspects of collaboration

* Coaches have always been available for this type of support and offer it to their participants at every workshop – feel free to invite us any time.

** Please see Live Binder, C & I Newsletter, The Nugget, NCSOS website, flyer announcements, etc.
<table>
<thead>
<tr>
<th>Time</th>
<th>Cafeteria</th>
<th>Theatre</th>
<th>Room #</th>
<th>Optional Continental Breakfast with early check in available</th>
<th>Check In</th>
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</thead>
<tbody>
<tr>
<td>8:00 – 8:45</td>
<td>8:00 – 8:45</td>
<td>9:00 – 9:45</td>
<td>10:00 –</td>
<td>Keynote Presentation: Energize Learning with STEAM — Jon Corippo from CUE</td>
<td>National Geographic Curriculum Training — 2 hour session</td>
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<td>8:30 – 8:45</td>
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<td>11:15 –</td>
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<td>Using Coding and Robotics</td>
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<td>12:15 –</td>
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<td>Using Coding and Robotics</td>
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<td>1:15 –</td>
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<td>Skyping Experts</td>
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<td>Design Thinking in STEAM</td>
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<td>What’s your Math Mindset</td>
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**Cafeteria**
- Energizing Lessons: Iron Chef Protocol
- Flipping a Classroom: How and Why
- Google Forms Scavenger Hunt
- Getting Excited About NGSS: Intro
- Place-based Science
- Project WET
- ACES Study/Trauma Informed Care
- Carnegie Hall Link Up
- Understanding RTI: An Introduction
- Integrating Poetry into History/Soc. Sci.
- Drug Task Force — 2 hour session
- CPR/Epi Pen
- PBIS – a Paradigm Shift
- Working with Difficult Parents
- Behavioral Strategies in the Classroom
- Verbal De-escalation Skills
- What are PBIPS
- McKinney Vento – Frontline Staff
- Team Time

**Theatre**
- Energizing Lessons: Iron Chef Protocol
- Flipping a Classroom: How and Why
- Google Forms Scavenger Hunt
- Digging Deeper Into NGSS Elem
- Place-based Science
- Project WET
- ACES Study/Trauma Informed Care
- Carnegie Hall Link Up
- Understanding RTI: An Introduction
- Integrating Poetry into History/Soc. Sci.
- Drug Task Force — 2 hour session
- CPR/Epi Pen
- Big Picture Learning
- Working with Difficult Parents
- Replacement Behavior Strategies
- Verbal De-escalation Skills
- What are PBIPS
- FYS/IE – Frontline Staff
- Team Time

**Room #**
- 10:00 – 11:00
- 11:15 – 12:15
- 12:15 – 1:15
- 1:15 – 2:15
- 2:30 – 3:30

**Lunch**
- National Geographic Curriculum Training — 2 hour session
- Using Coding and Robotics
- Skyping Experts
- Design Thinking in STEAM
- Digital Citizenship
- Imp Stud Engagement Thru Short-Form
- Digital Writing
- Using NGSS to Meet Writing Goals
- Intro to UDL
- Citizen Science
- Project WET
- What’s your Math Mindset
- Visual Thinking Strategies
- Math in the Real World
- Math in the Real World
- Student Peer Review in Art and Chemistry
- Student Peer Review in Art and Chemistry
- Artful Education
- Artful Education

**CPR/Epi Pen**
- CPR/Epi Pen
- CPR/Epi Pen
- CPR/Epi Pen
- CPR/Epi Pen
- CPR/Epi Pen
- CPR/Epi Pen

**Big Picture Learning**
- PBIS – a Paradigm Shift
- Working with Difficult Parents
- Replacement Behavior Strategies
- Verbal De-escalation Skills
- What are PBIPS
- FYS/IE – Frontline Staff
- Team Time

**Working with Difficult Parents**
- Replacement Behavior Strategies
- Prader-Willi Syndrome
- Know your students through IEPs
- Everything You Need To Know About CPS
- On the Frontlines
- Team Time
- Team Time
- Team Time
- Team Time
- Team Time
- Team Time
- Team Time
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<th>Presenter Name</th>
<th>PD Title</th>
<th>Date</th>
<th># of Hrs.</th>
<th>Location/Event</th>
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<td>Kiefer</td>
<td>Interim Assessment Hand Scoring</td>
<td>10/6/15</td>
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<td>10/13/15</td>
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<td>10/26/15</td>
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<td></td>
<td>12/7/15</td>
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<td>CP/GH/CC</td>
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<td></td>
<td>1/20/16</td>
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<td>Grizzly Hill</td>
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<td>ELA/ELD Curric. Preview Fair</td>
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<td>Multiple Schools</td>
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<td>Classroom Management Coaching</td>
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<td>3</td>
<td>7 Hills</td>
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<td>Interp./Using SBAC Results</td>
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<td>3</td>
<td>Magnolia</td>
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<td>SBAC/CAASP Systems Use</td>
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<td>SBAC System Overview/Use</td>
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<td>3</td>
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<td>Michael Hughes</td>
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<td>5/2/16</td>
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<td>8/5/15</td>
<td>1</td>
<td>Houser</td>
<td>Y</td>
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<td>CAASPP/OARS</td>
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<td>1</td>
<td>Nevada Union</td>
<td>Y</td>
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<tr>
<td>Sarah Schwartz &amp; Susan Lima</td>
<td>Project Based Learning</td>
<td>8/4/15</td>
<td>5</td>
<td>Houser &amp; NU</td>
<td>Y</td>
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<td>Jim Richards</td>
<td>Math Through Problem Solving</td>
<td>9/21/15</td>
<td>2</td>
<td>Nevada Union</td>
<td>Y</td>
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<td>Jim Richards</td>
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<td>9/21/15</td>
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<td>Nevada Union</td>
<td>Y</td>
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<td>Sarah Schwartz</td>
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<td>4/18/16</td>
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<td>Stacey Welch</td>
<td>Read Alouds</td>
<td>8/7/15</td>
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May 25, 2017

Nevada County Board of Education
380 Crown Point Circle
Grass Valley CA 95945

Dear Members of the Board,

Enclosed is a copy of the report prepared by the Grand Jury on the subject of Cooperation and Coordination among School Districts in Nevada County, Can We Talk?

This report will be published May 27, 2017, at 11:00 a.m. when it will be posted on the Grand Jury’s Website: http://nccourt.net/divisions/gj-reports.shtml.

The California Penal Code (§933.05) prohibits disclosure of any portion of this report prior to its publication by the Grand Jury.

The California Penal Code also requires that responses to Grand Jury reports be addressed to:

The Honorable Thomas M. Anderson
Presiding Judge of the Grand Jury
201 Church Street
Nevada City, California 95959

To assist you in writing your response, we are enclosing a copy of Section 933.05 (a) of the Penal Code and an example of the correct format for responding. To assist you with responding, an electronic formattable copy of this report can be obtained by request from the jury at: grandjury@nccourt.com. Please be advised that your response(s) are due on or before August 23, 2017.

The Grand Jury appreciates your cooperation.

Thomas Achter
Foreperson, 2016-2017 Nevada County Grand Jury
CALIFORNIA PENAL CODE
(EXCERPT FOR RESPONDENTS)

Section 933.05 (a): For purposes of subdivision (b) of Section 933, as to each grand jury finding, the responding person or entity shall indicate one of the following:

1. The respondent agrees with the finding.

2. The respondent disagrees wholly or partially with the finding, in which case the response shall specify the portion of the finding that is disputed and shall include an explanation of the reasons therefor.

(b) For purposes of subdivision (b) of Section 933, as to each grand jury recommendation, the responding person or entity shall report one of the following actions:

1. The recommendation has been implemented, with a summary regarding the implemented action.

2. The recommendation has not yet been implemented, but will be implemented in the future; with a timeframe for implementation.

3. The recommendation requires further analysis, with an explanation and the scope and parameters of an analysis or study, and a timeframe for the matter to be prepared for discussion by the officer or head of the agency or department being investigated or reviewed, including the governing body of the public agency when applicable. This timeframe shall not exceed six months from the date of publication of the grand jury report.

4. The recommendation will not be implemented because it is not warranted or is not reasonable, with an explanation therefor.

(c) However, if a finding or recommendation of the grand jury addresses budgetary or personnel matters of a county agency or department headed by an elected officer, both the agency or department head and the board of supervisors shall respond if requested by the grand jury, but the response of the board of supervisors shall address only those budgetary or personnel matters over which it has some decisionmaking authority. The response of the elected agency or department head shall address all aspects of the findings or recommendations affecting his or her agency or department.
EXAMPLE: CORRECT FORMAT FOR RESPONDING TO A GRAND JURY REPORT
As required by Penal Code Section 933.05

FINDINGS:

1. Even when notification proceeds properly, the foster child’s school records may not arrive at the new school for as long as eight or ten weeks. During this time the child may not be permitted to attend school.

Disagree

Children are not denied education and a child’s school record has to be requested by the school of enrollment.

2. Our CPS is on record as demanding that foster parents not home school the foster children in their care. CPS finds it difficult to enforce its own policy.

Partially agree

Nevada County CPS requires that its foster children be mainstreamed in education unless there are exceptional circumstances.

3. There can be a number of possible reasons for the foster child’s relocation to another county, i.e., the availability of foster homes, need for special care, relationships between foster parent and foster child, the location of a desirable member of the child’s extended family.

Agree

RECOMMENDATIONS:

6. The Board of Supervisors should consider taking back from the State the responsibility for the approval and training of foster parents within the County.

The recommendation will not be implemented at the present time

The Board believes the current process for the approval and training of foster parents in Nevada County is sufficient at the present time.

7. The Board of Supervisors should maintain funds and services to continue the County’s model of the transition of 18-year-olds in the foster care system into independent living.

The recommendation has been partially implemented

Additional initiatives to redesign the California Child Welfare System will be implemented in Nevada County in conjunction with changes in State regulations.
Cooperation and Coordination among the School Districts in Nevada County
"Can We Talk?"

Summary

There are approximately 7,000 students in Nevada County (County) spread among eight independent elementary school districts and one high school district. The Tahoe Truckee Unified School District operates under the auspices of the Placer County Board of Education. Those elementary schools feed into the two public comprehensive high schools that serve the vast majority of County high school students. The eight elementary districts vary widely in empowering students to meet or exceed the California Common Core State Standards (State Standards) promulgated by the California State Board of Education. Some elementary students in the County are better prepared than others for high school due only to the quality of elementary instruction they have received.

Elementary students’ differences in preparation is exacerbated in mathematics by the use of different mathematics pathways in Nevada Union and Bear River High Schools. Some may find themselves at a high school that uses a different pathway in mathematics than the one used in their elementary school. These differences pose a challenge for the affected students and act as a drain on the educational resources at the comprehensive high schools. A process to more clearly communicate the expectations of the high schools in all academic areas for entering ninth graders should be established and followed.

The time is right for more cooperation and coordination among the teachers in the County’s school districts to better prepare students to move from kindergarten through high school. With the existing State Standards in English Language Arts and Mathematics, and the looming adoption of additional standards in Science and the Social Sciences, the timing is perfect for a broader and more assertive plan for cooperation and communication. School districts should assist teachers to develop better ways to prepare students to meet all the State Standards.

Research indicates that when teachers communicate with their peers to create a unified approach to education, students are more successful in meeting the standards set for them. Such communication should be directed by administration and led by teachers.

The nine school districts in the County should find ways to encourage teachers to work in Professional Learning Communities (PLCs) within their own schools and between schools from different districts. This will ensure that all students are provided the educational experiences to prepare them for each transition as they move from kindergarten through twelfth grade. Along with the training offered by the Nevada County Office of Education (NCOE), instruction should be provided to teachers to establish functioning PLCs to better meet the needs of all of the students in the County.
The Nevada Joint Union High School District should adopt a unified approach to the teaching of mathematics in the two comprehensive high schools. This will allow the elementary districts to better prepare their students in mathematics. These actions would result in Nevada County students being better prepared, better able to master the standards, and more successful in their preparation for college and career. The Jury recommends that the district choose one pathway as a better practice to implement the adopted curriculum and policies of the district.

**Glossary**

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Definition</th>
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<tr>
<td>BRHS</td>
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<td>CDE</td>
<td>The California Department of Education</td>
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<td>Data Based Continuous Improvement Protocol</td>
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<td>Professional Learning Community</td>
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<td>Smarter Balanced Assessment System</td>
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<td>State Standards</td>
<td>California Common Core State Standards</td>
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**Background**

California Penal Code section 925 provides, in part: “The grand jury shall investigate and report on the operations, accounts, and records of the officers, departments, or functions of the county...” The Nevada County Office of Education (NCOE) and the nine Nevada County (County) school districts all are entities within the County which fall within the jurisdiction of the Nevada County Grand Jury (Jury). The Tahoe Truckee Unified School District operates under the auspices of the Placer County Board of Education.

There are nine separately administered school districts in the County serving the approximately 7,000 students in kindergarten through twelfth grade, each with an elected Board. There also is a centralized office in the County, the NCOE, that is managed by the Nevada County Superintendent of Schools (NCSOS), with extensive responsibilities but limited administrative powers related to those districts. The Jury has proposed in the past that some of these districts be consolidated to increase efficiency and reduce cost. In this report the Jury looks instead at the existing level of coordination and cooperation that exists among the nine districts to determine whether all of the County’s students are being provided the same opportunities for success as they proceed from district to district in the course of their education. Research indicates that students are more successful when teachers communicate and collaborate in their planning for instruction both within grade clusters and between grades as the student goes through school from kindergarten through middle school. It also indicates that students are more successful in a
seamless and logical transition in instruction when teachers at all levels communicate the expectations for preparation at each grade level. (Appendix A)

The adoption of the California Common Core State Standards (State Standards) by the California State Board of Education poses a challenge for county boards of education and their school districts to adopt new curriculum materials and teaching methodologies. It also creates the opportunities for teachers to find new ways to assess students’ levels of achievement and to collaborate in planning to help students achieve new levels of mastery of the State Standards. The opportunity to develop protocols for cooperation and communication in the areas of English Language Arts and Mathematics at the present time could also serve as the protocols to follow as the State of California adopts standards in the areas of History-Social Science and Science in the near future.

The separate State Standards for English Language Arts and State Standards for Mathematics were adopted by the California State Board of Education in August 2010 and modified in January 2013. The 2013 modification of the Mathematics State Standards permitted districts to choose from different pathways for instruction in the ninth through twelfth grades, including either the traditional or the integrated pathway. “The traditional pathway consists of the higher mathematics standards organized along more traditional lines into Algebra I, Geometry, and Algebra II courses. The integrated pathway consists of the courses Mathematics I, II, and III. The integrated pathway presents higher mathematics as a connected subject, in that each course contains standards from all six of the conceptual categories.”¹ The traditional pathway also meets the new State Standards by modifying past practice to include all of the previous standards in the areas of number and quantity, algebra, functions, modeling, geometry, and statistics and probability.

While both pathways are designed to result in a student being taught everything necessary to master the Mathematics State Standards by the time of graduation, the pathways differ in the timing of instruction. This can lead to problems, for example, in the many instances when seventh or eighth grade students are ready to begin the transition to high school level courses. When such students enter ninth grade having completed either one-third or two-thirds of required subject matter through the courses required by one pathway and their high school is using the other pathway, a discontinuity of instruction occurs. School districts can ensure continuity in a specific pathway by making those schools that share students as they matriculate from elementary to middle school and then high school coordinate and cooperate on curricular planning.

Approach

The Jury being aware of the provisions in the Penal Code precluding them from dealing with curriculum or policy when investigating public school districts concentrated on looking at practice as it relates to implementing said curriculum and policies. This investigation, therefore, looked at the practice found in the various schools and districts as it relates to what is considered best practice in educational research.

The Jury interviewed administrators and staff from these public agencies:
- Nevada County Office of Education
- Nevada County Superintendent of Schools
- Clear Creek Elementary School District
- Chicago Park Elementary School District
- Grass Valley Elementary School District
- Nevada City Elementary School District
- Nevada Joint Union High School District
- Pleasant Ridge Union School District
- Penn Valley Union Elementary School District
- Twin Ridges Elementary School District
- Union Hill Elementary School District

In doing so, the Jury examined the extent to which the County school districts engage in planning, coordination, and cooperation to provide County students with a seamless and logical transition in instruction from elementary through secondary schools, a process referred to as vertical program articulation.

The Jury also examined the extent to which County school districts engaged in cooperation and coordination by teachers in the same grade levels, called horizontal program articulation, designed to ensure that teachers at the same grade levels are providing their students with the same learning opportunities.

The Jury examined research on the educational benefits to the formation of PLCs and the protocols that are a part of Data Based Continuous Improvement Protocol (DBCIP) as they help students reach their full potential in the mastery of the State Standards. These protocols are part of PLCs and function in both horizontal and vertical articulation. Research papers and briefs of such studies are plentiful in the literature and are published in educational periodicals such as Educational Leadership and the Center for High Performing Schools at the Southwest Development Laboratory. Both descriptions and reports of such systems are even part of Taking Center Stage – ACT II TCSII, a publication of the California Department of Education. A bibliography of examples of such research is attached as Appendix A.
Finally, the Jury reviewed school district performance results reflected in student scores on the Smarter Balanced Assessment System (Smarter Balanced), a testing system mandated by the California Department of Education that “utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do.” Using the published Smarter Balanced results administered in the spring of 2016 for each district within the County, the Jury compared test results with the extent to which the teachers in those schools had worked collaboratively with the goal of achieving better results for their students through horizontal and vertical articulation.

The goal of the Jury’s investigation was to develop a list of suggestions to help all students in the County have equal opportunities to meet their full potential and matriculate through our schools successfully.

Discussion

With the adoption of the State Standards, the time is right for the school districts in the County to come together and develop a mechanism for cooperation and communication to benefit students in the County preparing them for college and career. Research shows that the use of a DBCIP would help students better meet the standards set for them by the state.

Educational research (Appendix A) suggests that students are more successful in mastering subject matter when teachers share planning and results with each other. Such planning groups have come to be called PLCs. Such PLCs can coordinate educational offerings and approaches both within a grade level (horizontal articulation) and between grade levels in cooperation with feeder schools (vertical articulation). These PLCs can concentrate on communicating and coordinating in the areas of English Language Arts and Mathematics State Standards to begin with, and then be established in the areas of History-Social Science and Science as those standards are adopted by the State Board of Education. Teacher leaders need to be identified by administrators and trained to establish and develop functioning PLCs within all schools in the County.

The adoption of the State Standards in California creates the opportunity for teachers to find ways to collaborate in assessing students’ levels of mastery of the State Standards and in planning to increase mastery. The Smarter Balanced results vary widely among the individual districts in the County (Appendix B), inviting the question of why certain districts were more successful than others and, in particular, whether levels of horizontal and vertical articulation within and between districts varied as widely. In seeking to explain these differences, the Jury examined opportunities for articulation by grade level and between grade levels as well as differing opportunities for teachers to work together with teachers from surrounding districts in PLCs (Appendix C). The Jury also reviewed the Smarter Balanced results for the two comprehensive high schools in Nevada Joint Union High School District, Nevada Union High

School (NUHS) and Bear River High School (BRHS). The results varied between the two schools with one performing at a higher level in English Language Arts and the two showing similar results in the area of Mathematics (Appendix D). While the Jury found no direct correlation between the levels of collaboration and communication and the Smarter Balanced results, research indicates a strong correlation between the development of PLCs and the use of DBCIP and higher test results.

The results of interviews to determine the levels of cooperation and communication were striking. All but one of the districts within the County provide time for their teachers to meet within their school/grade level to prepare for instruction. However, very few districts provide time for teachers from different grade levels to consult. Moreover, there was no evidence of the existence of any PLCs. Even fewer districts provide time for teachers to meet with teachers from other schools within the same district. For example, while three districts provide time weekly, two others only provide time bi-weekly. Two other districts only schedule once-a-month time for teachers to articulate within their school. Time provided to articulate with teachers from other schools within the district varies more widely: one district schedules such contacts once every six weeks; two others schedule bi-weekly meetings; another schedules for once a year; and four others, not at all.

There is little articulation with neighboring elementary districts in six of the eight elementary districts other than a once-a-year day of workshops organized by the NCSOS. These workshops include training in areas such as: Positive Behavior Intervention and Support Programs; workshops in Science, Technology, Engineering, Arts, and Math; and textbook adoption.

In two districts, seventh and eighth grade teachers meet weekly with their peers from another district. Two other districts indicated that their teachers met to plan adoption of mathematics curricular materials during the recent adoption of the State Standards.

Another important area of articulation is between eighth grade teachers and ninth grade teachers in County high schools. The lack of evidence of communication and collaboration between the elementary teachers and the high school teachers suggests a lack of clarity on expectations for student competence as they matriculate from eighth grade to ninth. Such articulation is complicated for County eighth graders because the primary comprehensive high schools, NUHS and BRHS, have adopted different pathways for mathematics instruction. While one middle school coordinates with its neighboring high school in this area, other schools with seventh and eighth graders in the County do not. Taking this into account, a student who has taken Algebra I in middle school may find him or herself trying to integrate Algebra I with Mathematics II in high school. This anomaly is somewhat reduced since many middle schools feed primarily into a single comprehensive high school. But even in those instances, the reported consultation and cooperation was reported to be "none" or "minimal." Only one district responded that the relationship allowed "a lot" of articulation because its high school is located right next to its feeder middle school. There appears to be little or no articulation in the area of English Language Arts or the other core subjects.
Moreover, there appears to be little communication at all between middle schools and the comprehensive high schools. Of the eight elementary districts, four indicated there was no relationship other than scheduling their eighth graders for classes as they transitioned to high school. One district reported an “Eighth Grade Day” and another was proud of articulating well in certain electives. One high school provided a “Futures Program” to help middle school students get excited about the transition to high school.

The two comprehensive high schools in Nevada County showed varying degrees of collaboration and articulation. Different afternoons are set aside for teachers to meet and work at the two high schools in the areas of site-based and departmental initiatives. While there is some articulation within each high school, there was little collaboration between teachers from the two schools. No evidence was found of protocols used to communicate with feeder schools.

While the State Standards allow for different pathways, the lack of articulation in the area of mathematics in a small district with only two comprehensive high schools should be an area of concern to students, parents, and teachers in the elementary districts in the County. One school delivers its mathematics instruction through the integrated pathway. The other delivers its instruction through the traditional pathway. This poses problems not only for the feeder schools with students who are accelerated in mathematics, but also for students who transfer between the two high schools.

Findings

F1  The failure of the school districts within the County to identify teacher leaders and coordinate teacher collaboration and articulation negatively impacts student opportunity.

F2  There is an apparent lack of Professional Learning Communities in the areas of English Language Arts and Mathematics in the nine school districts in the County.

F3  The failure of NCOE to train and support teachers in the nine school districts within the County in teacher leadership and the formation of functioning Professional Learning Communities negatively impacts student opportunity.

F4  There is a lack of communication and collaboration between the two comprehensive high schools and their feeder elementary districts concerning expectations for entering ninth graders.

F5  Having two comprehensive high schools using different mathematics pathways may negatively impact the ability for students to transfer between the schools.

F6  Having two comprehensive high schools using different mathematics pathways may negatively impact students in the feeder schools in their ability to master the State Standards.
While the State allows different pathways in the teaching of mathematics, students in the County would be better served by the adoption of a common pathway.

Recommendations

R1 The superintendents from each district should come together and set communication and collaboration guidelines for teachers including the coordination of time for this communication and collaboration. (F1 and F4)

R2 The individual school districts should select teachers to act as leaders in the process of forming Professional Learning Communities in the areas of English Language Arts and Mathematics. (F1 and F2)

R3 The Nevada County Superintendent of Schools and staff should provide training to these leaders. (F3)

R4 These leaders should establish working relationships with their peers allowing them to freely share their ideas, plans, and the results of their instruction. (F1, F2 and F4)

R5 The Nevada Joint Union High School District should develop a process in collaboration with the elementary districts to more clearly identify the expectations for entering ninth graders. (F4)

R6 The Nevada Joint Union High School District should adopt one mathematics pathway to be used by both of the comprehensive high schools in the district. (F5, 6, and 7)

Request for Responses

Pursuant to Penal Code Section 933.05, the Nevada County Civil Grand Jury requests responses from the following:

- Nevada County Superintendent of Schools (F3 & R3) by July 24, 2017
- Nevada County Board of Education (F3 & R3) by August 23, 2017
- Clear Creek Elementary School District Board of Trustees (F1, F2 and F4 & R1, R2, R4 and R5) by August 23, 2017
- Chicago Park Elementary School District Board of Trustees (F1, F2 and F4 & R1, R2, R4 and R5) by August 23, 2017
- Grass Valley School District Board of Trustees (F1, F2 and F4 & R1, R2, and R4 R5) by August 23, 2017

- Nevada City Elementary School District Board of Trustees (F1, F2 and F4 & R1, R2, R4 and R5) by August 23, 2017

- Nevada Joint Union High School District Board of Trustees (F1, F2, F4, F5, F6 and F7 & R1, R2, R4, R5 and R6) by August 23, 2017

- Pleasant Ridge Union School District Board of Trustees (F1, F2 and F4, F3, & R1, R2, R4 and R5) by August 23, 2017

- The Governing Board of the Penn Valley Union Elementary School District (F1, F2 and F4 & R1, R2, R4 and R5 by August 23, 2017

- Twin Ridges Elementary School District Board of Trustees (F1, F2 and F4 & R1, R2, R4 and R5) by August 23, 2017

- Union Hill School District Board of Trustees (F1, F2 and F4 & R1, R2, R4 and R5) by August 23, 2017
Appendix A
Nevada County Grand Jury
Bibliography


Appendix B

Smarter Balanced Results Spring 2016

English Language Arts

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<th>District</th>
<th>Number of Students</th>
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**Nevada Joint Union High SD**

|                  | 685                | 622           | 37%               | 33%          | 15%                 | 15%              |

*includes 14 11th graders

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<td>63</td>
<td>8%</td>
<td>13%</td>
<td>37%</td>
<td>43%</td>
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<tr>
<td>Union Hill Elementary</td>
<td>373</td>
<td>367</td>
<td>11%</td>
<td>24%</td>
<td>38%</td>
<td>27%</td>
</tr>
<tr>
<td><strong>Total/Average</strong></td>
<td><strong>3662</strong></td>
<td><strong>3481</strong></td>
<td><strong>17%</strong></td>
<td><strong>24%</strong></td>
<td><strong>33%</strong></td>
<td><strong>26%</strong></td>
</tr>
</tbody>
</table>

**Nevada Joint Union High SD**

|                  | 686                | 619           | 19%               | 24%          | 27%                 | 30%              |

Source: caaspp.cde.ca.gov
## Appendix C – Results from Interviews with Staff Members

<table>
<thead>
<tr>
<th>District in Nevada County</th>
<th>Number of Schools, Configuration, and Number of Classes at Each Grade</th>
<th>Common Time for Teachers</th>
<th>Teachers Meet by Grade Level/Subject (Horizontal Articulation)</th>
<th>Teachers Meet with Teachers from Other Schools at Other Grade Levels (Vertical Articulation)</th>
<th>Teachers Meet with Teachers from Other Schools Within the Same District (Horizontal and Vertical Articulation)</th>
<th>Teachers Meet with Teachers from Other Schools Outside the District (Horizontal and Vertical Articulation)</th>
<th>High School Branding</th>
</tr>
</thead>
<tbody>
<tr>
<td>District 1</td>
<td>NJU</td>
<td>4 High Schools 2 Traditional 2 Specialized</td>
<td>Not asked</td>
<td>Not asked</td>
<td>Not asked</td>
<td>Not asked</td>
<td>One high school articulates with the middle school next to it in mathematics. Attempts to get all feeder districts to give a math placement test.</td>
</tr>
<tr>
<td>Two HS</td>
<td>NU &amp; BR</td>
<td>N/A</td>
<td>Yes</td>
<td>Yes</td>
<td>Bi-Weekly</td>
<td>Varying degrees with ELA further along and Math not at all</td>
<td>No</td>
</tr>
</tbody>
</table>
### Appendix C – Results from Interviews with Staff Members

<table>
<thead>
<tr>
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<th>Number of Schools, Configuration, and Number of Classes at Each Grade</th>
<th>Common Time for Teachers</th>
<th>Teachers Meet by Grade Level/Subject (Horizontal Articulation)</th>
<th>Teachers Meet with Colleagues at Other Grade Levels (Vertical Articulation)</th>
<th>Teachers Meet with Teachers from Other Schools Within the Same District (Horizontal and Vertical Articulation)</th>
<th>Teachers Meet with Teachers from the High Schools (or vice versa) (Vertical Articulation)</th>
<th>High School Branding</th>
</tr>
</thead>
<tbody>
<tr>
<td>District 2 PR</td>
<td>3 Schools 2 K-5 1 6-8</td>
<td>Weekly Meeting Time</td>
<td>Teachers meet together by grade.</td>
<td>ELA teachers adopted the same curriculum and meet together.</td>
<td>Teachers meet once every six weeks.</td>
<td>Some articulation in math with a neighboring district as both adopted Go Math.</td>
<td>Students are “branded” in a “futures” program.</td>
</tr>
<tr>
<td>District 3 TR</td>
<td>2 Schools Both K-8</td>
<td>N/A</td>
<td>None as only one teacher at each grade.</td>
<td>Does not occur.</td>
<td>Does not occur.</td>
<td>Superintendents collaborate between the smaller districts.</td>
<td>Math teachers articulate well with the high school.</td>
</tr>
<tr>
<td>District 4 CP</td>
<td>1 school 1 teacher per grade 6/7/8 offered electives</td>
<td>monthly</td>
<td>monthly</td>
<td>monthly</td>
<td>N/A</td>
<td>Different schedules preclude this from happening.</td>
<td>Told that the two high schools are too inconsistent.</td>
</tr>
</tbody>
</table>

Cooperation and Coordination Among the School Districts in Nevada County
“Can We Talk?”
2016-2017 Nevada County Grand Jury

Page 14 of 17 pages
### Appendix C – Results from Interviews with Staff Members

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<th>Teachers Meet with Teachers at Other Grade Levels (Vertical Articulation)</th>
<th>Teachers Meet with Teachers from Other Schools Within the Same District (Horizontal and Vertical Articulation)</th>
<th>Teachers Meet with Teachers from Other Schools Outside the District (Horizontal and Vertical Articulation)</th>
<th>High School Branding</th>
</tr>
</thead>
<tbody>
<tr>
<td>District 5 PV</td>
<td>4 Schools in 3 buildings Will drop to 2 One K-5 and One TK-8</td>
<td>Once a month all teachers in the District</td>
<td>Every other week</td>
<td>Unclear</td>
<td>Every other week</td>
<td>Once in the year sponsored by County Superintendent.</td>
<td>Minimal at best.</td>
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<tr>
<td>District 6 GV</td>
<td>2 Schools One K-4 One 5-8 And a charter school K-8 Five or six classes at each grade K-3rd and five or six at each grade 5-8</td>
<td>Yes</td>
<td>Professional Development once a month. Teachers CAN meet on the other Wednesdays</td>
<td>Unanswered</td>
<td>Yes, but no elaboration</td>
<td>Says there is no articulation.</td>
<td>Participated in a CTE grant but the high school has all but excluded them.</td>
</tr>
<tr>
<td>District 7 UH</td>
<td>3 Schools One Charter K-6 One Middle 7-8 One for toddlers and PreK One T-K 4-K; 3 at each 1st, 2nd, 4 at 3rd, 2 and ½ at both 4th, and 5th. 6th graders are with 7th and 8th in single</td>
<td>Every other week</td>
<td>Every other week</td>
<td>Every other week</td>
<td>Every other week</td>
<td>Unofficially between friends. Jointly adopted math/curriculum with another district.</td>
<td>Not referenced in interview.</td>
</tr>
</tbody>
</table>

Cooperation and Coordination Among the School Districts in Nevada County

"Can We Talk?"

2016-2017 Nevada County Grand Jury
## Appendix C - Results from Interviews with Staff Members

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<tr>
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<th>Teachers Meet with Teachers from the High Schools (or vice versa) (Vertical Articulation)</th>
<th>High School Branding</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>District 8 CC</strong></td>
<td>One school TK-8 TK with Kindergarten One each 1st through 6th 7th and 8th combined</td>
<td>Every Week</td>
<td>Every Week</td>
<td>Every Week</td>
<td>N/A</td>
<td>Every Week with 7th and 8th teachers in a neighboring district</td>
<td>Mostly in math with multiple high schools but some others though the superintendents</td>
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<tr>
<td><strong>District 9 NC</strong></td>
<td>Three schools One TK-4 One 5-8 One charterTK-8</td>
<td>Early release once a month</td>
<td>Once a month</td>
<td>Once a month possibly</td>
<td>Once a year</td>
<td>Once in the year sponsored by County Superintendent</td>
<td>This is not happening</td>
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<tr>
<td><strong>Results</strong></td>
<td>All but one TR 3 Weekly 1 Biweekly 3 Monthly</td>
<td>All but one TR 3 Weekly 1 Biweekly 2 Monthly</td>
<td>1 ELA adoption 1 Weekly 1 Biweekly 2 Monthly</td>
<td>1 every 6 wks 2 Biweekly 1 Yearly</td>
<td>6 Yearly 1 Weekly 7/8 2 Math Adaption</td>
<td>1 Math a lot 2 Math min 3 None 1 Minimal 1 Too inconsistent (math)</td>
<td>1 8th grade day 4 None 1 Choir/Band 1 &quot;Futures&quot; Program</td>
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</tbody>
</table>

Interviews with the principals of BR and former principal of NU told the story of the high schools adopting two different pathways for mathematics. Principals wanted a single pathway and chose the integrated pathway and were backed by the district-curriculum committee but the superintendent chose to overrule those bodies and allowed the math department at NU to vote to keep the traditional approach and was backed by the Board of Trustees. Both principals verified this as well as a few superintendents of elementary districts spoke of the difficulty of preparing students for mathematics due to this situation.
Appendix D

RESULTS 2016 - Two comprehensive high schools in NJUHSD

<table>
<thead>
<tr>
<th>English Language Arts Literacy</th>
<th>NUHS</th>
<th>BRHS</th>
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<tr>
<td>Number of Students</td>
<td>356</td>
<td>176</td>
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<tr>
<td>Number Tested</td>
<td>324</td>
<td>166</td>
</tr>
<tr>
<td>Number Scored</td>
<td>324</td>
<td>166</td>
</tr>
<tr>
<td><strong>Overall</strong></td>
<td></td>
<td></td>
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<tr>
<td>Standard Exceeded</td>
<td>33%</td>
<td>48%</td>
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<tr>
<td>Standard Met</td>
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<tr>
<td>Standard Nearly Met</td>
<td>18%</td>
<td>11%</td>
</tr>
<tr>
<td>Standard Not Met</td>
<td>11%</td>
<td>5%</td>
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</table>

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>NUHS</th>
<th>BRHS</th>
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<tr>
<td>Number Scored</td>
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<td>161</td>
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<tr>
<td><strong>Overall</strong></td>
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<tr>
<td>Standard Exceeded</td>
<td>21%</td>
<td>11%</td>
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<tr>
<td>Standard Met</td>
<td>25%</td>
<td>29%</td>
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<tr>
<td>Standard Nearly Met</td>
<td>28%</td>
<td>37%</td>
</tr>
<tr>
<td>Standard Not Met</td>
<td>26%</td>
<td>24%</td>
</tr>
</tbody>
</table>

| Concepts & Procedures        |      |      |
| Above Standard               | 44%  | 52%  |
| Near Standard                | 43%  | 41%  |
| Below Standard               | 13%  | 7%   |

| Writing                      |      |      |
| Above Standard               | 39%  | 55%  |
| Near Standard                | 47%  | 36%  |
| Below Standard               | 14%  | 9%   |

| Listening                    |      |      |
| Above Standard               | 31%  | 36%  |
| Near Standard                | 57%  | 58%  |
| Below Standard               | 12%  | 5%   |

| Research/Inquiry             |      |      |
| Above Standard               | 41%  | 59%  |
| Near Standard                | 48%  | 36%  |
| Below Standard               | 11%  | 5%   |

| Problem Solving and Modeling & Data Analysis |      |      |
| Above Standard               | 27%  | 20%  |
| Near Standard                | 51%  | 60%  |
| Below Standard               | 22%  | 20%  |

| Communicating Reasoning      |      |      |
| Above Standard               | 24%  | 17%  |
| Near Standard                | 57%  | 65%  |
| Below Standard               | 19%  | 19%  |

Source: caaspp.cde.ca.gov
Memorandum

TO: President Larry Meek and Nevada County Board of Education Members
FROM: Regina Reno, Human Resources Director

BOARD MEETING DATE: July 12, 2017
DATE PREPARED: July 6, 2017
AGENDA: Informational Item
TITLE: Temporary County Certificates issued for 2016/2017

RECOMMENDED MOTION: Informational item only, no motion needed.

BACKGROUND:

The Commission on Teacher Credentialing (CTC) authorizes the County office to issue Temporary County Certificates (TCC) to qualified educators that have the proper qualifications whose applications are being processed by the CTC to obtain a valid credential or permit. The purpose of the TCC is to authorize salary payments during this timeframe. (EC 44332)

Attached is a list of individuals in our county who were issued Temporary County Certificates during the 2016/2017 school year.

IMPACT:
The Temporary County Certificate authorizes salary payments to working educators while they obtain a valid credential or permit from the Commission on Teacher Credentialing. There is no fiscal impact.
## 2016-2017
### Temporary County Certificates

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<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Date</th>
<th>NCSOS</th>
<th>Sub</th>
<th>Sp Ed</th>
<th>EPIC</th>
<th>Charter</th>
<th>Other District</th>
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| Sub Total | 3 | 7 | 5 | 6 | 36 |

**Totals 57**

Declarations of Need for Fully Qualified Educators

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**Current TCC list multi-year CURRENT**

7/6/2017
June 16, 2017

Dear Lisa,

Congratulations! The County Teacher of the Year Committee, consisting of retired educators Ann McCann, Susan Clarabut and Debby Sandoval, has selected you as the 2018 Nevada County Teacher of the Year!

Several outstanding candidates were considered in this year's selection process. The committee found this process extremely rewarding because each of the district candidates for the Teachers of the Year Program could have been selected for the countywide designation. You have been recognized as a teacher who makes consistent and outstanding contributions to each child you serve. Your skill, dedication, compassion, and positive influence with students, as well as your peers, is commendable.

On behalf of Holly Hermansen, County Superintendent of Schools, I want to extend my congratulations to you for being recognized by your district and the selection committee. You are invited to be our guest at the Teacher of the Year Awards dinner on Thursday, October 26th, 2017 jointly hosted by Nevada County Superintendent of Schools and the Association of California School Administrators. A formal invitation will be sent in the fall. At this event the official announcement of the County Teacher of the Year will be made; you will receive your award and be asked to deliver a short acceptance speech and presentation. In addition you will receive public acknowledgement through a newspaper article in the local media.

The California Department of Education 2018 Teacher of the Year application is included in this packet. In order to participate in the State competition, the completed application is due to NCSOS by Monday, July 31, 2017. All program information can be accessed at www.cde.ca.gov/ta/sr/ct/. Please contact Samie White at swhite@nevco.org regarding the State process. Again, congratulations to you for this wonderful honor!

Cordially,

Associate Superintendent Shar Johns
Educational Services

cc. Superintendent Louise Bennicoff Johnson, Nevada Joint Union High School District
Principal Kelly Rhoden, Nevada Union High School
Nevada Joint Union High School District Board of Trustees
Nevada County Superintendent of Schools Holly Hermansen
County Teacher of the Year Selection Committee