

SIERRA SANDS UNIFIED SCHOOL DISTRICT

Board of Education Regular Meeting

November 17, 2011
Ridgecrest City Council Chambers
100 West California Avenue
www.ssusd.org

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

A G E N D A

CALL TO ORDER AND PLEDGE TO THE FLAG

7:00 P.M.

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

Joanna Rummer, Superintendent

MOMENT OF SILENCE

1. ADOPTION OF AGENDA

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

2. APPROVAL OF MINUTES of the special and regular meetings of October 20, 2011.

3. PROGRAMS AND PRESENTATIONS

- Safe Harbor ELA 2011. Good Teaching Practices, Data Tracking and Title 1 Support. The Faller staff will share the practices and strategies they incorporated in their ELA program last year to achieve growth school wide and with all sub groups. Staff will lay out their Math plan for this school year using many of the practices and strategies utilized last year in ELA.

4. PUBLIC HEARING

5. REPORTS AND COMMUNICATIONS

5.1 Student Member's Report

5.2 Reports from Members of the Board

5.3 Superintendent's Report

- Second Month Enrollment Report
- Student Performance at Trustee Dinner Meeting
- Monroe Visitors from South Korea
- Mesquite High School WASC

5.4 Communications from the public

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

6. EDUCATIONAL ADMINISTRATION

6.1 Appointment of Industry/ Business Members to Career Technical Advisory Committee

6.2 Approval of After School Education and Safety (ASES) Program Plan 2012-2015

7. POLICY DEVELOPMENT AND REVIEW

7.1 Presentation of Proposed BP/AR 1311, Community Relations, Civility Policy

7.2 Adoption of Revisions to BP 2210, Administrative Discretion Regarding Board Policy

8. PERSONNEL ADMINISTRATION

8.1 Certificated

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

8.2 Classified

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

9. GENERAL ADMINISTRATION

9.1 Gifts to the District

9.2 Authorization for Board Member Travel

- 9.3 Nominations for Representatives to the California School Boards Association (CSBA) Delegate Assembly
- 9.4 Designation of Date and Time of the Organizational Meeting of the Board

10. CONSTRUCTION ADMINISTRATION

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

11. BUSINESS ADMINISTRATION

12. CONSENT CALENDAR

- 12.1 Approval of A & B Warrants
- 12.2. Report to the Board on Solid Waste Hauling Services
- 12.3 Approval of Recommendation of Administrative Hearing Panel Regarding Enrollment Request from a Student Expelled from Another District, Case # D01 1112

13. FUTURE AGENDA

14. ADJOURNMENT

The next regular meeting of the Board of Education will be December 15, 2011

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

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

SIERRA SANDS UNIFIED SCHOOL DISTRICT

Minutes of the Regular Meeting of the Board of Education

DATE OF MEETING: October 20, 2011

TIME OF MEETING: 7:00 p.m.

PLACE OF MEETING: Ridgecrest City Council Chambers

MEMBERS PRESENT: Covert, Dietrichson, Farris, Pearl, Rockwell, Scott
Student Member Leah Ostermann

MEMBERS ABSENT: Johnson

STAFF PRESENT: Joanna Rummer, Superintendent

PLEDGE OF ALLEGIANCE was recited in unison, led by student member Leah Ostermann

MOMENT OF SILENCE was observed.

1. ADOPTION OF AGENDA

The agenda was adopted by consensus as posted.

2. APPROVAL OF MINUTES

Hearing no comments, the minutes of the September 15, 2011 were adopted by consensus as written.

3. PROGRAMS AND PRESENTATIONS

Mr. Kevin Martin from C. Martin & Co. accompanied by his daughter presented a check to the board in the amount of \$5000 designated for the CTE building.

4. PUBLIC HEARING

5. REPORTS AND COMMUNICATIONS

5.1 Student Member's Report

Ms. Ostermann reported that Supervisor McQuistan visited with Mesquite students. Students from Mesquite are scheduled to attend a college preview on November 10th. The WASC team will be visiting the week of November 7th for the accreditation site visit.

Murray held a dance, which was a great success, with the 6th grade students leading the Congo line. Students have been collecting coins to donate to the Cystic Fibrosis Fund. Volleyball is going great and the school has a goal of selling \$10,000 worth of See's candy.

James Monroe's volleyball team is improving and the basketball program will be starting soon. October 26th is McTeacher Night at McDonalds. Please come out and see our teachers serving food and show your support for James Monroe. Monroe has a new phone number which is 499-1830 and report cards will be sent home next week.

Burroughs held the *Night of 1000 Stars* which showcased our talented BHS students. Students also participated in the Relay for Life. Homecoming week is a busy week and a couple of new events are planned for this year's celebration. The first BHS Alumni Breakfast will be held on Saturday morning and a golf game is planned as well. Come out and support our BHS athletic program.

5.2 Reports from Members of the Board

Mrs. Dietrichson reported that Pierce students had a fantastic display at the fair and encouraged all to stop by and see it. Mrs. Covert reported she attended the James Monroe music program and was amazed at all the talented students who performed.

5.3 Superintendent's Report

Superintendent Rummer reported on the first month enrollment report. We are in declining enrollment this year again and we are down 196 students from this same time last year school. Mrs. Rummer updated the board on the DOD construction facility funding project. Staff from the base has been very supportive and are working along with us on this project.

5.4 Communications

5.5 Comments from the public on items not on the agenda

6. EDUCATIONAL ADMINISTRATION

7. POLICY DEVELOPMENT AND REVIEW

8. PERSONNEL ADMINISTRATION

8.1 Certificated

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

8.2 Classified

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

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

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

ABSENT: Johnson

These actions are made a part of the minutes by reference and are filed in the Board Record Book.

8. PERSONNEL ADMINISTRATION (continued)

8.3 Ratification of Tentative Agreement with Desert Area Guidance Association

Motion passed to ratify the tentative agreement with the Desert Area Guidance Association.
DIETRICHSON/ROCKWELL

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

8.4 Approval of Resolution #11 1112, Teachers Teaching Out of Their Major/Minor Field or Area

Motion passed to approve Resolution#11 1112, Teachers Teaching Out of Their Major/Minor Field or Area. COVERT/DIETRICHSON

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

8.5 Waiver Request Enabling the District to Assign Individuals in Certificated Positions Without Appropriate Credentials

Motion passed to approve the Waiver Request Enabling the District to Assign Individuals in Certificated Positions Without Appropriate Credentials. DIETRICHSON/COVERT

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

8.6 Adoption of Resolution #12 1112, Reduction of Classified Service

After discussion, motion passed to adopt Resolution #12 1112, Reduction of Classified Service.
DIETRICHSON/SCOTT

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

9. GENERAL ADMINISTRATION

9.1 Gifts to the District

Motion passed to accept the following gifts: From the Royal Australian Air Force, the district has received numerous computers and other technology equipment with an estimated value of \$2,500; Inyokern School received 200 back packs with school supplies from the Rotary Club of the Indian Wells Valley with an estimated value of \$3500; Barbara Johnson has donated \$500 to Murray School to support Math counts and Math Field Day; Mary Lundstrom has donated a clarinet with a value of \$100 to the James Monroe School band program; and Jan Bennett has donated a clarinet to James Monroe School with an estimated value of \$250. FARRIS/COVERT

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

9. GENERAL ADMINISTRATION (continued)

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

In compliance with California Education Code Section 35186 that requires all school districts to report summarized data quarterly on the nature and resolution of all complaints related to instructional materials, teacher vacancy and misassignment, condition of facilities, and service to students who did not pass the CAHSEE prior to the end of grade 12, no complaints were filed in any of the designated areas for the period of time covering April 1, 2011 to June 30, 2011.

- 9.3 Authorization for Board Member Travel to the Annual School Trustees Fall Dinner Meeting on October 24, 2011 of the Kern County School Boards Association

Motion passed to authorize travel for board members to attend the Annual School Trustees Fall Dinner Meeting on October 24, 2011. COVERT/DIETRICHSON

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

- 9.4 Ratification of Contract with Sanderson's Health Services for services to Sierra Sands Special Education

Motion passed to ratify the contract with Sanderson's Health Services for Sierra Sands Special Education Department. DIETRICHSON/COVERT

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

- 9.5 Discussion of Report of Kern County Grand Jury and Consideration and Possible Action on a Proposed Response

After discussion, motion passed to send the recommended response to the Kern County Grand Jury. DIETRICHSON/ROCKWELL

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

10. CONSTRUCTION ADMINISTRATION

- 10.1 Report to the Board: Measure "A" and Other Construction Activities and Issues

Mr. Auld updated the board on the status of the construction projects in the district.

10. CONSTRUCTION ADMINISTRATION (continued)

10.2 Appointment of Replacement Members to the Citizens' Oversight Committee

Motion passed to approve the appointment of Sandee Roberts and Jennifer Mather as members of the Citizens' Oversight Committee. ROCKWELL/DIETRICHSON

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

10.3 Replacement of Communications Antenna at Las Flores Elementary School

Motion passed to approve the replacement of the communications antenna at Las Flores School. DIETRICHSON/COVERT

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

11. BUSINESS ADMINISTRATION

11.1 Approval of Contract with Siemens Industries "Advantage Services" for Ongoing Heating Ventilation and Air Condition (HVAC) Maintenance Services

Motion passed to approve the contract with Siemens Industries Advantage Services for ongoing heating, ventilation, and air conditioning maintenance service. DIETRICHSON/COVERT

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

11.2 Report to the Board on Solid Waste Hauling Services

Mrs. Janson updated the board on the continuing status of our contract for solid waste hauling services. This was presented as an informational item only.

President Pearl temporarily adjourned the meeting of the Sierra Sands School Board and opened the meeting of the Inyo-Kern Schools Financing Authority. The regular meeting of the board of education was reconvened at the end of the board of directors meeting.

12. CONSENT CALENDAR

12.1 Approval of A & B Warrants

12.2 Approval for Burroughs High School Varsity Cheerleaders to Attend an Out of State Festival in Honolulu, Hawaii, January 26-30, 2012

12.3 Authorization of Payment for Travel Expenses for Teachers at Immanuel Christian School to Participate in a Staff Development Program Supported by Title IIA Funds

12.4 Adoption of Resolution #13 1112, Authorization to Extend the Existing Contract with Mather Bros, Inc. for the Purchase of Dairy Products for the 2011-12 School Year

12.5 Adoption of Resolution #14 1112, Authorization to Extend the Existing Contract With Sara Lee Food & Beverage Co. for the Purchase of Bread Products for the 2011-12 School Year

12. CONSENT CALENDAR (continued)

12.6 Adoption of Resolution #15 1112, Board Member Compensation for Absence Due to Active
Military Duty Assignment (Johnson)

12.7 Approval of Recommendations for Expulsion, Expulsion Case # 01 1112

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

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

ABSENT: Johnson

13. FUTURE AGENDA

14. ADJOURNMENT was at 8:30 p.m.

THE BOARD OF EDUCATION

Vice President/Clerk

Joanna Rummer, Secretary to Board

recorder: Alison Burson

**Sierra Sands Unified School District
Second Month Enrollment 2011-2012**

SCHOOL	11-12 %	10-11 %	K	1	2	3	4	5	6	7	8	9-12	SDC	11-12 TOTAL	10-11 TOTAL	CHANGE
FALLER	96.8%	97.1%	89	88	90	85	73	77						502	475	27
GATEWAY	96.3%	96.6%	79	80	79	68	61	65						432	468	-36
INYOKERN	95.1%	96.0%	38	35	25	32	28	34					1	193	202	-9
LAS FLORES	96.2%	96.8%	71	72	63	64	67	56						393	430	-37
PIERCE	96.2%	96.3%	52	63	58	48	52	58						331	338	-7
RAND	91.4%	96.6%	1	1	3	1								6	9	-3
RICHMOND ANNEX	92.7%	94.0%											100	100	89	11
RICHMOND	96.7%	96.4%	70	71	72	63	66	72						414	414	0
TOTAL K -5	96.2%	96.5%	400	410	390	361	347	362					101	2371	2425	-54
MONROE	96.3%	95.6%							155	166	151		23	495	537	-42
MURRAY	96.2%	95.3%							204	158	201		35	598	616	-18
TOTAL 6 -8	96.3%	95.4%							359	324	352		58	1093	1153	-60
BURROUGHS	95.4%	95.3%										1383	69	1452	1492	-40
MESQUITE	96%											114		114	137	-23
														0	0	0
TOTAL 9 - 12	95.7%	95.3%										1497	69	1566	1629	-63
11-12 TOTAL	96.0%		400	410	390	361	347	362	359	324	352	1497	228	5030	---	---
10-11 TOTAL		95.9%	385	455	390	370	372	363	337	377	380	1566	212		5207	---
CHANGE		0.10%	15	-45	0	-9	-25	-1	22	-53	-28	-69	16	---	---	-177

Elementary K - 5

Regular -

K 400 385

1 - 3 1161 1215

4 - 5 709 735

Special Education -

SDC 100 90

RSP 97 108

Middle 6-8

Regular 1035 1094

Special Education -

SDC 58 59

RSP 79 73

High School 9 - 12

Regular 1383 1429

Continuation 114 137

ROP 0

Special Education -

SDC 69 63

RSP 82 83

Adult

11-12 10-11

328 329

6. EDUCATIONAL ADMINISTRATION

6.1 Appointment of Industry/ Business Members to Career Technical Advisory Committee

BACKGROUND INFORMATION: California Education Code 8070 requires that the governing board of each school district participating in a career technical education program (Carl Perkins) shall appoint a career technical education advisory committee to develop recommendations on the program and to provide liaison between the district and potential employers.

CURRENT CONSIDERATIONS: The Career Technical Advisory Committee is composed of one or more representatives of the general public who are knowledgeable about the various pathways the district offers.

Activities of the Career Technical Advisory Committee may include, but are not limited to:

- Review curriculum and facilities
- Sponsor mentoring activities
- Identify equipment needs
- Sponsor guest speakers
- Conduct surveys
- Plan/conduct field trips or on-site visits
- Plan/conduct in-service for instructors
- Identify new advances in the industry
- Assist in identifying all aspects of an industry
- Provide work-based learning sites
- Provide placement of career technical education program completers
- Initiate and maintain an effective public relations program

The following business/community representatives have volunteered for, and are recommended for appointment to the Sierra Sands Unified School District Career Technical Advisory Committee.

- Tom Anspach (alternate- Jayne Miller)- Kern County ROP
- Sandra Birmingham- High Desert Leapin' Lizards- ASES Director
- Clarence Dent- Video Instrumentation Tech- Range Testing- NAWCWD
- Stephen Farmer- Head of Weapons Guidance Division- NAWCWD
- Melissa Finnell- NAWCWD- Education Outreach
- Trish Gresham- Education Outreach- EEO Specialist- NAWCWD
- Arzell Hale- Executive Director of Human Resources, Environmental, Governmental Relations & Public Policy- Searles Valley Minerals
- Ken Hayes- Head of Weapons Prototype Division- NAWCWD
- Ray Hocker- NAWCWD
- Linda Homer- NAWCWD- Chair "Expanding Your Horizons"

- Valerie Karnes- Dean of Career Technical Education- Cerro Coso Community College
- Pamela Lochhead- Deputy of the Office of Small Business Programs- Navair, China Lake
- Julia Marshall- NAWCWD- “Expanding Your Horizons” Committee Member
- Jason Patin- Ridgecrest City Council- Business Owner
- Elaine Riendeau- NAWCWD- “Expanding Your Horizons” Committee Member
- Susan Riley- NAWCWD and Committee Member “Young Engineers and Scientists”
- Alan Vannevel- NAWCWD- Research Physicist, Academic Coordinator
- Kristy Visconti- NAWCWD and Chair “Young Engineers and Scientists”

In addition, the committee will consist of Sierra Sands Unified teaching staff, counselors, and administrators. ROP programs also have CTE Advisory committees for their specific pathways.

FINANCIAL IMPLICATIONS: Incidental costs for this advisory committee are considered a reasonable expense through Carl Perkins IV funds and are anticipated to be less than \$200. Carl Perkins IV is \$42,994 in 2011-2012 and ROP is a \$400,000+ Tier 3 annual allocation.

SUPERINTENDENT’S RECOMMENDATION: It is recommended that the board appoint the individuals named above to the Sierra Sands Unified School District Career Technical Advisory Committee for the 2011-2012 school year.

6. EDUCATIONAL ADMINISTRATION

6.2 Approval of After School Education and Safety (ASES) Program Plan 2012-2015

BACKGROUND INFORMATION: The California After School Education and Safety (ASES) Program funds local after school education and enrichment programs in schools with over 50% poverty rates. These programs are created through partnerships between schools and local community resources to provide literacy, academic enrichment, and safe constructive alternatives for students. ASES programs consist of two components:

1. An educational and literacy component to provide tutoring and/or homework assistance in the core subject areas (language arts, mathematics, history and social science, and science)
2. An educational enrichment component, which may include but is not limited to, recreation and prevention activities. Such activities might involve the visual and performing arts, music, physical activity, health promotion, and general recreation; career awareness and work preparation activities; community service-learning; and other youth development activities based on student needs and interests.

Sierra Sands currently operates three after school programs (Faller, Inyokern, and Pierce) and a before school program at Pierce.

CURRENT CONSIDERATIONS: All programs funded through the After School Education and Safety (ASES) Program are required to maintain a program plan. The district's current plan expires in spring 2012. In addition, the district is submitting a renewal application for its current ASES programs. Program plans are approved for three years but are reviewed annually. The revised ASES program plan has been developed in conjunction with the school sites and our community partners. Elements in the plan include goals, and procedures in the areas of program design, attendance, staffing, fiscal and records management, and evaluation. Current versions of forms are also included in the program plan and are updated as needed.

FINANCIAL IMPLICATIONS: The 2011-2012 yearly funding for ASES is \$334,869 to conduct three after school and one before school program.

SUPERINTENDENT'S RECOMMENDATION: It is recommended that the board approved the ASES program plan as presented.

AFTER SCHOOL EDUCATION AND SAFETY (ASES) PROGRAM PLAN

Name of Grantee / LEA Sierra Sands Unified School District

LEA Program Administrator

Name and Title Laura Hickle, Coordinator of Special Projects

Phone (760) 499-1642 E-mail lhickle@ssusd.org

LEA Fiscal Agent / Administrator

Name and Title Joanna Rummer, Superintendent

Phone (760) 499-1600 E-mail jrummer@ssusd.org

Program Administrator for Collaborating Agency (If applicable)

Agency / CBO High Desert Leapin' Lizards, Inc.

Name and Title Kristina French, Program Director and Sandra Birmingham, Program Administrator

Phone (760) 499-1770 E-mail sbirmingham@ssusd.org

Name(s) of After School Program Site(s): current as November 2011

Site Name	Projected Daily Attendance
Faller Elementary School	84
Inyokern Elementary School	65
Pierce Elementary School	72
Pierce Elementary School (Before school)	45

Purpose

The purpose of the Program Plan is formalize the design of our before/ after school programs and provide a road map to accomplish the goals of the plan. The Program Plan is a "living" document that is periodically reviewed and adjusted to reflect the needs of the community and to provide continuous improvement. At a minimum, according to statute, the Program Plan should be reviewed every three years and records will be maintained for a minimum of five years [Ed Code 8482.4 (g)(1)]. District best practices involve reviewing the plan yearly and taking for board approval every three years. The district is responsible for creating, reviewing, and updating the program plan and works collaboratively with after school partners and staff. When the district subcontracts with an outside provider to operate the after school program, the district, as grantee, is ultimately responsible for the plan.

SOURCE DOCUMENTS FOR THE AFTER SCHOOL PROGRAM PLAN

California Quality Self-Assessment Tool The After School Program Plan addresses the Quality Indicators in eleven core Program Areas. The Tool includes a format for prioritizing needed improvements.

Section 1: Program Design & Assessment

Section 2: Program Administration & Finance

Section 3: Community Partnerships & Collaboration
 Section 4: Alignment & Linkages with the School Day
 Section 5: Program Environment & Safety
 Section 6: Youth Development
 Section 7: Staff Recruitment & Professional Development
 Section 8: Family Involvement
 Section 9: Nutrition & Physical Activity
 Section 10: Promoting Diversity, Access, Equity, & Inclusion
 Section 11: Effectively Supporting English Learners

Categorical Program Monitoring (CPM)-occurs every second and fourth year in each district and is a state oversight process for monitoring program compliance in seven dimensions.

- I. Involvement
- II. Governance and Administration
- III. Funding
- IV. Standards, Assessment, and Accountability
- IV. Staffing and Professional Development
- V. Opportunity and Equal Educational Access
- VI. Teaching and Learning

Statutory Requirements The After School Program Plan will address the statutory requirements found in the RFA- Required Program Elements, Reporting Requirements and Certified Assurances.

Single Plan for Student Achievement (SPSA) and Local Education Agency (LEA) Plan- The After School Program Plan will also be informed by the goals found in the school SPSA and the district LEAP.

Target population served by the Before and After School Education and Safety (ASES) program.

All K-5 students enrolled at schools with 50% or higher poverty rate, as measured by NSLP, which are ASES funded will be eligible to participate in the before and after school programs. Target populations include:

All K-5 students are eligible at Faller and Inyokern Elementary Schools and 1-5 students at Pierce Elementary School are eligible; however, the following qualifiers will be given priority enrollment:

- Students qualified for free/reduced lunch
- Students from single-parent/guardian homes
- Students in foster care/out of home placement
- Students who previously attended the Moving Beyond the Bell afterschool program
- Students who were previously on the waiting list for the Moving Beyond the Bell afterschool program

- Students living with both parents, who are employed either full or part-time during afterschool hours; or in educational courses part-time or full-time during after school hours
- Students with one parent in single parent home employed either full or part-time during afterschool hours; or in educational courses part-time or full-time during after school hours.
- Students recommended for academic assistance by the principal

Steps taken to recruit and select students from the target population.

The program is advertised through a variety of mechanisms including: flyers, word of mouth, school newsletters, web sites, “Lights On After School”, and newspaper articles. The ASES program is woven into the prevention programs at all participating schools and is considered as an available strategy/ intervention by the administration, teachers, and Student Assistance Teams. Administration and teachers work actively with parents of targeted students to inform and encourage enrollment and participation of the student. School site principals and the afterschool program site supervisors meet at least once a month and discuss student recruitment and selection. Site supervisors also attend school site meetings to actively engage teachers in recruiting students from the target populations. Priority enrollment is provided to students from the target populations through a point system used during the enrollment periods. A waiting list is maintained as needed and priority points are assigned to those on the waiting list..

AFTER SCHOOL EDUCATION AND SAFETY (ASES) PROGRAM PLAN
SSSUD Moving Beyond the Bell (Before and) Afterschool Programs

PROGRAM SUPPORT GOAL <ul style="list-style-type: none"> • Meet CDE established targets on the CST • Local Student performance targets include: <ol style="list-style-type: none"> 1. 77% percent of the students participating in the after school program for 50 or more days (Grades 3-5), for which there is baseline and current year data, will increase one performance band or remain at proficient or above on the CST English/ Language Arts assessment. 2. 77% percent of the students participating in the after school program for 50 or more days (Grades 3-5), for which there is baseline and current year data, will increase one performance band or remain proficient or above on the CST Mathematics assessment. 3. 77% percent of the ASES students in Grade 2 enrolled for 50 or more days will score at proficient or above during second grade initial CST assessment. 	
Targeted Student Groups to participate in this goal: All K-5 students enrolled in Moving Beyond the Bell Afterschool Program at least 50 days <ol style="list-style-type: none"> 1. Grades 3-5 2. Grades 3-5 3. Grade 2 	Anticipated annual performance growth for each group: <ol style="list-style-type: none"> 1. Increase one performance band or remain at proficient or above on the CST English/Language Arts assessment 2. Increase one performance band or remain at proficient or above on the CST Mathematics assessment 3. Score proficient or above during second grade initial assessment for Grade 2 students
Means of evaluating progress toward this goal: <ul style="list-style-type: none"> • Evaluation data will be collected on an ongoing basis and will reflect CST results that are received in August each year • Benchmark scores are evaluated on a quarterly basis to assess progress towards ELA and Math proficiency 	Group data to be monitored and collected to measure academic gains: <ul style="list-style-type: none"> • CST English/Language Arts assessment • CST Mathematics assessment • Benchmark Data

SIERRA SANDS USD Program Plan

I. Program Goals and Requirements	
Describe the assessment of the needs of the community, students, parents, and school.	<p>Assessment is an ongoing process that involves all stakeholders and looks at a variety of factors such as student progress, school demographic data, and results of surveys and other stakeholder input. Items used in the assessment include as a minimum:</p> <ul style="list-style-type: none"> • Annual assessment of student CST scores and school AYP performance • Annual assessment of API scores • Attendance data • Poverty rates and trends • ASES stakeholder surveys • Healthy Kids Survey • Annual Title I Surveys • School Safety Plans and SPSA • School Site Council and English Language Advisory committee input • Annual ASES evaluations <p>Two of the ASES sites- Faller and Inyokern- entered Title 1 Program Improvement in 2011-2012. Both schools met all ELA goals through safe harbor but missed one of more subgroup targets in math. The two schools consider the ASES program as an integral part of their program offerings and intervention plan and partially attribute the positive ELA results to the ASES program. Additional focus on math is needed. Faller will apply for a 21st Century Grant for 2012-2013 to expand services and reduce the waiting list and Inyokern has received a Universal Grant for expansion of the ASES program in 2011-2012.</p>
Who was included in the assessment?	<ul style="list-style-type: none"> • K-5 Students and parents from Faller and Inyokern Elementary Schools; 1-5 students and parents from Pierce Elementary School. The decision to not involve kindergarten students at Pierce was made for several reasons. ASES staff • Regular school day staff and principal • District office staff
Identify and describe the program goals developed from the results of the needs assessment.	<ul style="list-style-type: none"> • 77% percent of the students participating in the after school program for 50 or more days (Grades 3-5), for which there is baseline and current year data, will increase one performance band or remain at proficient or above on the CST English/ Language Arts assessment. • 77% percent of the students participating in the after school program for 50 or more days (Grades 3-5), for which there is baseline and current year data, will increase one performance band or remain proficient or above on the CST Mathematics assessment. • 77% percent of the ASES students in Grade 2 enrolled for 50 or more days will score at proficient or above during second grade initial CST assessment.' • Attendance targets for each site's program, based upon CDE funding levels, will be met.
How will you recruit and retain	A variety of strategies are used to meet attendance goals. Direct involvement of the principal and

<p>students to achieve and maintain attendance requirements of the program?</p>	<p>regular day staff in the program recruitment helps ensure success in meeting goals and identifying students who will greatly benefit from the program.</p> <ul style="list-style-type: none"> • Moving Beyond the Bell Enrollment Application (See Appendix A) • Flyers/mailers • Newsletters • Websites • Lights On Afterschool • Participation at Open House, Ice Cream Social and Back to School Night • Instructional day marketing by Moving Beyond the Bell staff • Spring event • Principal and Student Assistance Team referrals (Academic and behavioral) • Teacher referral • Moving Beyond the Bell brochure • Parent request • Waitlists • Student centered and requested programs. <p>KDG students at Pierce attend a partial day kindergarten program which ends 3 hours before the end of the grade 1-5 regular day. Due to student maturity/ developmental appropriateness, student safety, and space constraints, the ASES program is no longer offered to kindergarten students at Pierce. The district reserves the right to add kindergarten ASES students back at Pierce if the local need appears to be present and other factors are resolved. Kindergarten students do participate in the before school program at Pierce.</p>
<p>How will data be collected on student subgroups to address closing the achievement gap?</p>	<p>Assessment data is generated and analyzed at the school sites and managed and assistance is provided by the assessment coordinator at the district level. Outside evaluators will be brought in as necessary. ASES staff supervisors have access to data through Illuminate that enables them to focus on individual students needs as well as address subgroup trends.</p> <ul style="list-style-type: none"> • CDE Annual Evaluation for ASES- yearly in October • CST Assessment results • Data analysis of subgroup data gathered using Illuminate data management system • Benchmark results and analysis • Student surveys • Instructional day attendance • Afterschool program attendance

II. Program Content/Quality- The PROGRAM content of the SSUSD ASES program includes:

1. Presentation of an educational and literacy element designed to provide tutoring and homework assistance in core content subject areas including: language arts, mathematics, history and social science, science, and computer training. This academic enrichment will help students meet state and local academic standards in core academic subjects.
2. Presentation of educational enrichment elements including fine arts, recreation, physical fitness, and prevention activities. These activities will include visual and performing arts, music, physical activity, health promotion, general recreation, career awareness and work preparation activities, community service-learning, and other youth development activities based on students' needs and interests. These activities will reinforce and complement the regular academic program of participating students.

Describe the educational and literacy element and educational enrichment of the after school program.

Alignment of the ASES programs with the regular day program is essential to the mission of the program. Extensive collaboration between regular day and ASES staff has identified the following academic, literacy and enrichment components of the ASES program.

Scheduling requirements include:

- At least 2 periods per week of Education academics and Literacy
- At least 1 period per day of Homework Assistance, except Friday
- At least 2 periods per week of Enrichment Activities
- At least 3 activity periods per week of Sports and Recreation, or at least 5 thirty minute "shortened" activity periods per week
- At least 1 period per week of Youth Development

Academic Assistance and Educational Enrichment elements:

- Homework assistance
- Physical Education – SPARK, Triple Play
- Math – Family Math, FFAST Math, KidzMath
- Literacy – Accel. Reader, KidzLit, Steps to Literacy, Listening stations, Reader's Theatre
- Science – GEMS, Lakeshore Learning
- Robotics – Lego Education
- Renewable Energy - Greentech Energy Efficiency and Renewable Energy Training Lab
- Language Arts – Integration activities
- Computer Training – Nettekker
- History/Social Science – Lakeshore Learning, infusion activities
- Cooking
- Youth Development – PeaceBuilders
- Spanish – SUBE, Muzzy
- Drama
- Music – keyboards, guitars, choir
- Martial Arts
- Dance
- Career Preparation – Community Connections and other CDE sponsored career materials

Describe the alignment of the after school program with the regular school day.	<ul style="list-style-type: none"> • Program schedules in academic core, support, enrichment and recreation aligned with California Content Standards • Use of benchmark scores to guide schedule development to reteach instructional day lessons using different modalities • Ongoing communication and meetings between the instructional day and afterschool program • Participation of afterschool program staff in district trainings on curriculum and instructional strategies • Use of instructional day curriculum in the afterschool program, including FFAST Math, SPARK • Instructional day teachers working in the afterschool program to provide homework support and/or intervention • Use of pacing guides to develop program schedules • Regular scheduled meeting to ensure alignment
Describe how the program identifies and selects nutritious snacks.	The district Director of Food Service works closely with the before and afterschool programs to ensure that all students receive snacks or breakfast as appropriate. All provided snacks and meals follow USDA and NSLP guidelines along with district wellness policies.
The program is planned through a collaborative process that includes parents, youth, and representatives of participating public school sites, governmental agencies (e.g., city and county parks and recreation departments), local law enforcement, community organizations, and the private sector.	<p>Each stakeholder has specific contributions to make towards program planning.</p> <ul style="list-style-type: none"> • SSUSD School Board-approves the ASES application, reviews the ASES Program Plan and related policies as necessary. • SSUSD District Office Support- provides overall coordination of services, including programmatic, fiscal and compliance. Responsible for submission of all required reports and maintenance of records. Ensures that the district will comply with all state and federal statutes, regulations, program plans, and eligibility requirements applicable to the ASES program. Maintain a Memorandum of Understanding between the district and CBO. Ensure CBO involvement on district committees. • Site Administration- responsible for ensuring adequate facilities and collaboration/ coordination of regular day and ASES program. Communicate school expectations with ASES Director and facilitate solutions to potential issues. • Site Instruction/ Teaching staff- provide classrooms for the ASES program and information concerning regular day instructional activities. Communicate with and responds to ASES staff inquiries in a timely manner. • High Desert Leapin' Lizards ASES Admin. (community based organization) - Hold CBO Board meetings- communicates directly with district office staff and site administrators and provide for collaboration/ coordination of regular day and ASES programs. Ensure the integrity of the program including delivery of educational, literacy and educational enrichment elements. Responsible for collection of data for ASES required reports and information as required in the district/ agency MOU. Recommend purchases of instructional and enrichment supplies and equipment. Organize professional development and oversee/ assist in program and lesson design. Provide Parent

	<p>Orientation, Enrollment Applications and First Day of School Packets. Administer and assess Parent Surveys and Student Surveys</p> <ul style="list-style-type: none"> • ASES Instructional staff- prepare and implement standards-based lessons. Maintain daily records. Provide adequate supervision. Actively participate in professional development. Report issues and concerns to the ASES Director in a timely manner. • Parents- keep ASES staff informed about issues that may affect student academics and/or behavior and well-being. Be available for contact during the program hours and pick up student at the appropriate time. Provide feedback and assistance to the ASES program through the return of telephone calls, completion of surveys, volunteering or participation in family events, and serving in leadership roles. Complete parent surveys. • Students- attend the program on a regular basis. Bring all materials and come with a positive attitude towards staff and fellow students. Be open to new experiences and activities. Provide input into the program design. Complete student surveys. • Community partners- provide expertise and guidance in youth development and programmatic delivery. Provide match (in-kind, services, or monetary). Assist in enrichment activities. • Completion and assessment of Quality Self Assessment Tool completed by group of diverse stakeholders
Partners to this application, as well as school staff, have demonstrated commitment to supporting the program and sharing responsibility for the planning and quality of the program at the designated site(s).	<ul style="list-style-type: none"> • CBO staff attend district trainings • CBO staff attend to school site meetings • Maintain collaborative meetings between district and CBO • Implementation of MOU • CBO invoices detailing hours worked by staff members
The program will include an educational and literacy element designed to provide tutoring and/or homework assistance in one or more of the following subject areas: language arts, mathematics, history and social science, science, and computer training.	<ul style="list-style-type: none"> • Provide Homework Assistance periods • Staff collaboration on program design for educational and literacy elements • Lesson plans • Curriculum purchased for educational and literacy elements • Scheduling requirements for educational and literacy elements • Trainings provided to Program Assistants on use of educational and literacy curriculum

III. Collaboration and Partnerships

Describe the collaborative process used to plan, implement and update the after school program.

The SSUSD ASES program is planned through a collaborative process that includes parents, youth, representatives of participating public schools, City of Ridgecrest, local law enforcement, community organizations, and the private sector. The primary collaborative partner with Sierra Sands USD is High Desert Leapin' Lizards, Inc. This partnership works together to:

- fully implement the program plan
- maximize current resources
- work closely with those who can provide additional resources
- jointly manage the work at the site
- advocate for and implement necessary changes
- determine means to continuously improve the decision-making process
- share accountability among partners
- explore how the partnership can serve as an advocate for parents and children

A Memorandum of Understanding (MOU) is created on a yearly basis to define roles and expectations, organization, and financial structures between Sierra Sands Unified School District and the community based organizations (i.e. High Desert Leapin' Lizards, Inc.) involved in the ASES program. The MOU is reviewed by legal counsel, and presented to both the SSUSD Board of Education and the CBO board for approval on a yearly basis. The Before School Program at Pierce is conducted solely by Sierra Sands USD.

Collaboration between the district and CBO occurs at all levels to plan, implement, and update the afterschool program, including the following formal meetings/collaborations:

- Monthly meetings between the principal and site supervisor
- At least quarterly meetings between the district coordinator/special projects coordinator and the CBO program administrator
- Site supervisor attends school site personnel meetings at least once monthly
- Weekly or bi-monthly site-level meetings between all program staff
- Bi-monthly or monthly site supervisor meetings with the program administrator
- Yearly Continuous Improvement Planning meeting using data provided by principals, teachers, parents, students, staff, and CBO Board members
- Quality Self-Assessment Tool meetings with all stakeholders invited

The Continuous Improvement Process includes data and information provided by the following stakeholders to plan, implement, and update the afterschool program:

- Students
- Parents
- Staff
- Teachers
- Principals
- Community organizations
- Private sector

List and describe the collaborative members, including any specific duties/responsibilities or contributions.

The SSUSD ASES program is a collaborative effort. Each stakeholder has specific contributions to make towards program planning.

- SSUSD School Board - approves the ASES application, reviews the ASES Program Plan and related policies as necessary.
- SSUSD Special Projects Coordinator - provides overall coordination of services, including programmatic, fiscal and compliance. Responsible for submission of all required reports and maintenance of records. Ensures that the district will comply with all state and federal statutes, regulations, program plans, and eligibility requirements applicable to the ASES program. Maintains a Memorandum of Understanding between the district and CBO. Ensure CBO involvement on district committees.
- School Site Principals - responsible for ensuring adequate facilities and collaboration/ coordination of regular day and ASES program. Communicates school expectations with ASES Site Supervisor and facilitate solutions to potential issues.
- School Site Teachers - share classrooms for the ASES program and information concerning regular day instructional activities. Communicate with and respond to ASES staff inquiries in a timely manner. Provides input on schedules, student needs, and program development to cultivate alignment between the instructional day and afterschool program. Some teachers provide homework support or intervention for high-need students in the before and afterschool programs.
- High Desert Leapin' Lizards, Inc. Program Director (community based organization) – oversee fiscal management of CBO employee salaries and CBO budget in relation to the ASES program. Work with the district to develop the Memorandum of Understanding and yearly overall ASES budget. Provide overall oversight for the CBO.
- High Desert Leapin' Lizards, Inc. Program Administrator (community based organization) - communicate directly with district office staff and site administrators and provide for collaboration/ coordination of regular day and ASES afterschool programs. Ensure the integrity of the program including delivery of educational, literacy and educational enrichment elements. Responsible for collection of data for ASES required reports and information as required in the district/ agency MOU. Administer and assess Parent Surveys and Student Surveys. Recommend purchases of instructional and enrichment supplies and equipment. Administer and assess Parent Surveys and Student Surveys. Organize professional development and oversee/ assist in program and lesson design. Maintain match documentation.
- Site Supervisors – responsible for serving in a supervisory capacity in overseeing the overall daily operation of a designated after school program site. Plan, implement and oversee the delivery of a broad range of core educational and enrichment programs to promote program objectives. Act as a role model and provides leadership to assigned program staff. Develop partnerships with parents, teachers, school administrators, and the community as a whole. Review weekly schedules and lessons developed by program staff. Maintains daily records. Report issues to program administrator and/or school site principal in a timely manner.
- Program Assistants - prepare standards-based lessons, guided by students' academic needs and implement them. Maintain daily records. Provide adequate supervision. Actively participate in professional development. Report issues and concerns to the ASES Site Supervisor in a timely manner.
- Parents - keep ASES staff informed about issues that may affect student academics and/or behavior and well-being. Be available for contact during the program hours and pick up student at the appropriate time. Provide feedback and assistance to the ASES program through the return of telephone calls, completion of surveys, volunteering or participation in family events and serving in leadership roles. Complete parent surveys.
- Students - attend the program on a regular basis. Bring all materials and come with a positive attitude towards staff and fellow students. Be open to new experiences and activities. Provide input into the program design. Complete student surveys.
- Community partners - provide expertise and guidance in youth development and programmatic delivery. Provide match (in-kind,

<p>services, or monetary). Assist in enrichment activities.</p> <p>The Quality Self Assessment Tool will be completed by group of diverse stakeholders</p>
<p>Identify any potential collaboration and partnerships that would be of benefit to the after school program and describe your efforts to include them.</p>
<p>High Desert Leapin' Lizards, Inc. is the main partner for the ASES program. Other potential collaborations and partnerships include Cerro Coso Community College, and the Naval Air Warfare Center. Efforts to include both of these organizations have resulted in Memorandums of Understanding between each organization and Sierra Sands Unified School District. Both organizations have provided matching activities (speakers, field trips, materials) and in-kind donations to the ASES program.</p> <p>Expansion and strengthening of collaborations and additional partnerships is an ongoing goal. City of Ridgecrest and the parks and recreation department is a specific partnership to be strengthened through this plan.</p>
<p>List the projected meeting schedule.</p>
<ul style="list-style-type: none"> • Yearly ASES leadership meeting • Quarterly CBO and district meetings • Monthly Principals and Site Supervisor meetings • Weekly or bi-monthly site level meetings • Monthly CBO Board meetings • Yearly Quality Self Assessment and Continuous Improvement meeting open to all stakeholders • At least yearly meeting with volunteers for induction • At least yearly meeting with collaborators • Site supervisor attends school site meeting once monthly

IV. Staffing	
<p>What are the school districts' minimum requirements for an instructional aide?</p>	<p>Program staff must meet the minimum qualifications for an instructional aide with Sierra Sands Unified School District, including completion of 48 semester units of college work OR an Associate's degree from an accredited college or university OR successful completion of the CODESP test (NCLB test)</p> <ul style="list-style-type: none"> • All program staff must meet district minimum hiring requirements • All staff must fulfill fingerprint clearance requirements in current law according to district policy. All staff members must complete a pre-employment fingerprint screening and TB screening prior to the start of employment. Employment is contingent on completion of fingerprint screening and TB screening. • Site certificated teachers may be hired as ASES or categorical paid resources to provide additional academic support through the district • School site principals must approve site supervisor hire • Program staff are hired through the CBO for after school staff and by the district for before school staff • The Memorandum of Understanding stipulates the staff qualifications and hiring requirements as per

	district policy
How will staff be recruited and retained?	<p>After school staff:</p> <ul style="list-style-type: none"> • Program staff are hired through the CBO • Recruitment is completed by the CBO, including placement of ads in the local newspaper, placement of ads online at employment search engines, placement of flyers in strategic places such as the community college and coordination of recruitment with the local community college's career center • Staffing needs are also advertised to district employees in order to further attract stable, well-trained, highly qualified staff • Principals advertise staffing needs to school site personnel • Retention planning developed through staff surveys and needs • Retention is maintained through the Tiered Matrix Professional Development plan, providing trainings tailored to various skill levels and positions (See Appendix D) • CBO strives to hire for positions from within, providing qualified staff with promotions • Staff to student ratios must be 1:20 or less <p>Before School staff are district employees and positions are subject to collective bargaining agreements including seniority. In most cases BSP staff are paraprofessionals working at the same school site as the program.</p>
Provide descriptions of the services provided by sub-contractors, if applicable. An organizational chart is recommended.	<p>After school services are provided by a contracted community based partner formalized through a Memorandum of Understanding.</p> <ul style="list-style-type: none"> • Program staff are hired through the CBO • CBO must maintain 1:20 student to staff ratio at each afterschool program site and follow all CDE requirements • The Memorandum of Understanding stipulates the staff qualifications and hiring requirements as per district and CDE policy • CBO administration recruit and train staff as required by the MOU • CBO administration collaborate with district coordinator on program maintenance • CBO administration oversees afterschool program employees • CBO provides and manages training for program staff • CBO administration maintain staff records • CBO administration provides staff evaluations, oversees staff surveys, develops training schedule, reviews timesheets, and invoices the district for employee wages • Organizational Chart (See Appendix E)
What professional development activities will be provided to staff and how will those activities be determined?	<p>Professional development focuses on supporting district and ASES goals. Areas of focus include meeting the needs of English Language Learners, use of district academic programs, the new ELA adoption, strengthening mathematics comprehension and promoting youth development</p> <ul style="list-style-type: none"> • CBO administrators train Program Assistants and Site Supervisors • Site Supervisors train Program Assistants at site-level trainings • Budgeted 28 hours of trainings for each staff member for the year; 7 trainings for 4 hours

	<ul style="list-style-type: none"> • Tiered Professional Development Matrix is maintained • Additional site level trainings determined by observations at informal site visits, formal staff evaluations, informal staff observation forms, and formal site assessments • Site Supervisor holds regular staff meetings to provide site-level information, short trainings, etc. • Staff are invited to join district trainings, as appropriate
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V. Program Administration	
Describe the system in place to address the fiscal accounting and reporting requirements of the grant.	<p>Sierra Sands Unified serves as the fiscal agent for the district ASES program and is responsible for following all fiscal reporting and auditing standards required by the CDE. These standards/requirements include:</p> <ul style="list-style-type: none"> • Completion of quarterly expenditure reports within 30 days of the end of each period 7/1-9/30, 10/1-12/31, 1/1-3/31, 4/1-8/30 • Expend no more than 15 percent of funding on administrative costs, including up to 5 percent for indirect costs. • Expend at least 85 percent of funding directly for pupils. • Provide at least 33 percent cash or in-kind local matching funds from the school district, government agencies, community organizations, or the private sector for each dollar received in grant funds. Not more than 25 percent of the match requirement will be fulfilled by facilities or space usage. • State categorical funds for remedial education activities will not be used as matching funds for after school components. • Existing funding for after school programs will be supplemented, not supplanted, by ASES grant funds. • Comply with the general cost principles set forth in federal regulations, 34 CFR Section 74.27 and 34 CFR Section 80.22, and the Office of Management and Budget circulars applicable for LEAs. • Maintain and provide access to all records used in the preparation of fiscal reports for a period of five years. Such records shall include, but not be limited to, records which fully disclose the amount and disposition by the recipient of funds, the total cost of the activity for which the funds are used, the share of the cost provided from other sources, and such other records as will facilitate an effective audit. The recipient shall maintain such records for five years after the completion of the activities for which the funds are used. • All services contracted out to collaborative community based organizations, and all financial agreements will be specified in a Memorandum of Understanding (MOU) that is annually reviewed and approved by both the SSUSD Board of Education and the board of the local community based organization. <p>Fiscal oversight is a joint function of the district's business services and special projects offices. The special projects office receives reports from the CBO and/or school sites, verifies all information and is responsible for fulfilling all reporting requirements of the grant, including attendance reports, working</p>

	with auditors, and CPM.
Describe the process of obtaining in-kind local (at least one-third of the total grant amount) for ASES grants, and list those entities and the value of the contributions.	The collaborative (including Sierra Sands Unified School District, High Desert Leapin' Lizards, Inc. and other partners) locates and obtains at least 33 percent cash or in-kind local matching funds from school district categorical funding, government agencies, community organizations, or the private sector for each dollar received in grant funds. Not more than 25 percent of the match requirement is fulfilled by facilities or space usage. A master list showing all contributions is maintained in the special projects office for a period of five years.
Describe how attendance is recorded, the sign-in and sign-out procedures, and the early release and late arrival policies.	<p>Each ASES after school site and the before school program maintains daily attendance records using the district database (Aeries) and/ or Excel. Program attendance records are submitted to the Special Projects Office on a monthly basis, by the 10th of each month. The Special Projects Office provides attendance reporting semi-annually to the CDE using the online ASSIST system. Backup documentation of all attendance reports and daily sign-out sheets are maintained for a five year period.</p> <p>All students are signed into the program by their assigned Program Assistant on a Daily Roll Sheet. The roll sheet is turned into the Site Supervisor who then confirms the school day attendance with the school site office and reconciles the afterschool attendance with the instructional day attendance information. The Site Supervisor then contacts the parents/guardians of any students who attended the school day but not the afterschool program to confirm accuracy.</p> <p>All after school students are signed out of the program by an authorized adult noted on the application form. Identification is confirmed before releasing the child and the adult signs a daily sign-out form along with printing their name. No SSUSD students are released without an adult present. Before school students are released to the regular day staff.</p> <p>The attendance goal is to maintain a minimum attendance level of at least 85 percent of the goal as stated in the ASES application. These goals are 84 ADA for Faller, 72 ADA for Pierce and 65 ADA for Inyokern. The Pierce Before School program goal is 45 ADA.</p> <p><u>Late Arrival Policy- Before school component-</u> The before school program at Pierce runs for two hours (7 AM- 9 AM each day). Students must attend at least ½ of the program (one hour) in order to be counted for attendance purposes. The Late Arrival Policy outlines those reasons for arriving late that may be accepted. See Appendix B</p> <p><u>Early Release Policy-</u> ASES after school component (See Appendix B)</p> <p>Early Release Policy forms are sent home with each student enrolled in the after-school program as part of the first day packets. The early release policy is also detailed in the enrollment application and then explained during the parent orientation. The student check-out process begins at 5:30 p.m. and ends at 6:00 p.m. at Faller and Inyokern. The student check-out process at Pierce begins at 5:30 p.m. and ends at 6:15 p.m. so that the program is open for three hours daily. All programs remain open until</p>

	<p>at least 6:00 p.m. daily. Fuller and Inyokern remain open from school dismissal until 6:00 p.m. daily and Pierce from school dismissal until 6:15 p.m. daily.</p> <p>In the best interest of the student, a student may be picked up early for the following reasons: documented doctor, dentist, or counseling appointment, family emergency, transportation issues, parallel activities/programs, flex Friday work schedule, student illness, court appointments, child accidents that occur during program time, Behavioral/ attendance modification to support student success and other conditions, especially related to safety, as determined by the school (i.e. power/ water outages). Except in emergencies, parents/guardians need to complete the "Early Release Parent Excuse Letter" prior to a student leaving early, noting the student(s), date, time, parent signature, and reason for leaving early. (See Appendix C)</p>
Describe the process and time frames for periodic review of the Program Plan.	The SSUSD ASES Program Plan is formally revisited, reviewed, and revised every three years through a collaborative process that includes personnel from both Sierra Sands Unified School District and the partnering CBO, High Desert Leapin' Lizards, Inc. A Continuous Improvement Plan is developed and maintained yearly through a collaborative process that includes all staff, stakeholders, school site personnel and principal, district level personnel, parents, youth, representatives of participating public schools, community organizations, and the private sector. The Continuous Improvement Plan changes guide the process of revising the Program Plan every three years.

VI. Outcome Measures and Evaluation- California *Education Code* Section 8484 states that after school programs shall submit annual outcome based data for evaluation. The California Department of Education (CDE) may consider outcome data when determining grant renewal. Sierra Sands Unified School District will evaluate program effectiveness based upon academic performance as measured by annual California Standards Tests. Attendance and positive behavioral changes will be monitored locally.

How will you evaluate the program's effectiveness?	<p>Responsibility for evaluation of ASES programs is a joint effort between site school personnel, the community based organization, and the SSUSD Special Projects department. The following data will be collected:</p> <ul style="list-style-type: none"> • For each participant <ul style="list-style-type: none"> ○ Statewide Student Identifier number (SSID) ○ Beginning date of program ○ Drop date from program (if applicable) ○ Grade in School ○ English Learners status ○ Days attended after or before school program • In addition, for each participant both baseline (prior year or first year of program) and current year data will be collected for: <ul style="list-style-type: none"> ○ Performance Level on CST English/ Language Arts ○ Performance Level on CST Mathematics ○ Days enrolled in the school ○ Days absent from school
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	<p>Sierra Sands USD will participate in the statewide evaluation process as determined by the CDE and provide all required information on a timely basis. A report will be generated locally analyzing student progress for each student enrolled in the program for a minimum of 50 days. Data will also be collected in the district-based electronic student information system (Illuminate) which will be available to ASES staff.</p> <p>In addition to CST and attendance data, program staff will also use the following data to determine program effectiveness.</p> <ul style="list-style-type: none"> • Surveys- Student, Staff, Parent • Benchmark Assessments • Quality Self-Assessment Tool • Self-Monitoring Report • API and AYP district and school results
What required outcome measure(s) pursuant to EC 8484(a) (2) have been selected to demonstrate program success?	CST student performance
Describe the results of the selected outcome measures.	<ul style="list-style-type: none"> • Faller and Inyokern met all ELA goals through safe harbor, but did not meet Math targets for a second year and are now in PI Year 1. • Pierce did not meet all targets for Year 1 but is not PI at this time. • A copy of the local ASES assessment evaluation is available upon request. A small part of the evaluation document is located in Appendix F • Results reflect the each school's emphasis on ELA and corresponding professional development. Test scores continue to lag in mathematics.
What methods will you use to correct or improve the program based on the results of the outcome measures?	<ul style="list-style-type: none"> • Increase emphasis on mathematics • Review local trimester benchmark scores and adjust instruction in a more timely manner • Modify schedules to reflect needs of students • Provide further professional development for ASES staff

AFTER SCHOOL EDUCATION AND SAFETY (ASES) PROGRAM PLAN by Certified Assurance

CERTIFIED ASSURANCE (Requirement)	Describe the steps that have been taken to ensure that this requirement is met on an ongoing basis in the ASES program at your site. Describe steps that are needed to ensure full implementation.	Evidence / Documentation
<p>1. The program will include an educational and literacy element designed to provide tutoring and/or homework assistance in one or more of the following subject areas: language arts, mathematics, history and social science, science, and computer training.</p>	<ul style="list-style-type: none"> • The afterschool program provides daily homework assistance Monday through Thursday • Program staff schedule at least two periods per week focused on educational and literacy elements, including language arts, mathematics, history and social science, science, and computer training, with site supervisor oversight • Curriculum and materials are purchased with a focus on educational and literacy activities and educational enrichment • Program staff are trained on instructional strategies for core subjects as well as educational enrichment and use purchased curriculum to increase quality • Program staff schedule and oversee 20 minutes of required reading daily, Monday through Thursday • Community partners are engaged to support and enhance educational literacy, and enrichment elements • Program staff are trained in educational and literacy curriculum used during the instructional day to enhance alignment • Staff collaboration on program design for educational enrichment elements • Develop lessons and schedules for enrichment classes • Site Supervisors will be trained in the use of CASRC for outside resources • Rotation of Program Assistants who are proficient at teaching particular educational enrichment activities to other sites • Students get to choose and enroll in 6-8 week long enrichment classes based on their interests • Trainings provided to Program Assistants on use of educational enrichment curriculum • Staff comply with scheduling requirements for educational enrichment elements • All classes have a basis in youth development strategies from trainings 	<ul style="list-style-type: none"> • Schedules • Scheduling Requirements • Purchase orders • Training Powerpoints • Schedules • Volunteer sign-in • Training sign-in • Inventory and purchase orders • Meeting agendas, sign-in, or notes • Volunteer induction notes or sign-in • Lesson chunking forms or weekly schedules • CASRC documentation • Staff Can-Do Sheet
<p>2. The program will include an educational enrichment</p>	<ul style="list-style-type: none"> • Curriculum purchased for educational enrichment element; SPARK Curriculum and materials purchased for sports and fitness activities 	<ul style="list-style-type: none"> • Inventory and purchase orders

<p>element that may include, but is not limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities. Such activities might involve the arts, music, physical activity, health promotion, general recreation, technology, career awareness and activities to support positive youth development.</p>	<ul style="list-style-type: none"> • Staff collaboration on program design for educational enrichment elements • Collaborate with community volunteers to provide enrichment classes with one focus on sports and fitness • Staff develop lessons and schedules for enrichment classes, including at least 3 activity periods per week of Sports and Fitness, or at least 5 thirty minute “shortened” activity periods per week • Rotation of Program Assistants who are proficient at teaching particular educational enrichment activities to other sites, including Sports, Science, and Arts • Students get to choose and enroll in 6-8 week long enrichment classes based on their interests (Martial Arts is a year-long course) • Trainings provided to Program Assistants on use of SPARK Sports Curriculum • Staff comply with scheduling requirements for educational enrichment elements 	<ul style="list-style-type: none"> • Meeting agendas, sign-in, or notes • Volunteer induction notes or sign-in • Lesson chunking forms or weekly schedules • Staff Can-Do Sheet • Program Schedules • Training sign-in form • Weekly program schedules
<p>3. The program will provide a safe physical and emotional environment and opportunities for relationship-building and to promote active student engagement.</p>	<ul style="list-style-type: none"> • Monthly Emergency Drills performed at each site • Moving Beyond the Bell provides enrichment and recreation/ sports activities, including youth development practices • Moving Beyond the Bell provides recreation activities • Program Assistants engaged with students in a 20:1 setting • Student surveys are assessed as part of efforts in developing a Continuous Improvement Plan • Students sign-up or choose enrichment classes based on interests • Program staff are trained in youth development practices • Program staff sign the Employee Policy, describing the program’s drug free workplace and employee conduct requirements • Information about events, program, and students are provided in English and Spanish • District translators are utilized to contact parents about student concerns, questions, comments, etc. or in parent meetings • Parent Orientation is provided in English and Spanish • Program staff are trained in English Learner best practices for effective strategies 	<ul style="list-style-type: none"> • Emergency Drill forms • Program Schedules • Staff Timesheets • Student Attendance Reports • Training materials and sign-in • Employee Policy • Student Surveys • CBO’s Employee Policy booklet • MBTB Flyer • Enrollment Application, MBTB Flyer, First Day of School packets • Emails • Parent Orientation Check-Off List
<p>4. The program will collaborate and integrate with</p>	<ul style="list-style-type: none"> • Collaboration between school and ASES staff • CST Scores access 	<ul style="list-style-type: none"> • Emails • CST Scores

the regular school day program and other extended learning opportunities.	<ul style="list-style-type: none"> • ASES staff attend school personnel meetings, once monthly • Formal monthly collaboration meeting between site principals and site supervisor • Quarterly collaboration between district coordinator (Coordinator of Special Projects) and program administrator • Formal collaboration between site principals and staff • Teacher surveys • Program administrator attends district leadership committee meetings • Formal monthly collaboration meetings between site supervisor and academic liaisons • Program staff observes instructional day teachers in their classrooms to ensure classroom management alignment • Teacher surveys • Afterschool program staff design schedules and lessons aligned with California Content Standards • Afterschool program staff use instructional day teacher pacing guides to develop schedules that align with instructional day lessons • Program staff uses benchmark scores to develop program schedules and lesson chunking forms • Instructional day teachers working in the afterschool program to provide homework support and/or intervention • Program staff attend trainings provided by the district and are trained on district curriculum • Use of instructional day pacing guides to develop program schedules • Instructional day teachers are recruited and hired to work in the afterschool program for homework assistance and intervention • English and Spanish translations are used with the automated dialer when contacting a large amount of parents 	<ul style="list-style-type: none"> • Benchmark scores • Teacher survey responses • Classroom Observation Forms • Program schedules and chunking forms • Teacher timesheets • Sign-in forms • Pacing guides • Meeting notes, agendas and attendance records
5. The program will provide a snack that conforms to the nutrition standards in the California Education Code, Part 27, Chapter 9, Article 2.5, commencing with Section 49430.	<ul style="list-style-type: none"> • Sierra Sands Unified School District's Food Services Department follows California Education Code for nutrition standards • Snacks are provided by District Food Services for the afterschool program • Breakfast is provided by District Food Services for the before school program 	<ul style="list-style-type: none"> • SSUSD food guidelines per California Education Code • Transport forms and Snack Reports
6. The program will provide opportunities for physical	<ul style="list-style-type: none"> • Staff develop lessons and schedules for enrichment classes; at least 3 	<ul style="list-style-type: none"> • Lesson chunking forms or weekly schedules

activity.	<p>activity periods per week of Sports and Fitness, or at least 5 thirty minute “shortened” activity periods per week</p> <ul style="list-style-type: none"> • An Ice Breaker games is played at the beginning of each program day to get students moving before starting homework • Students can sign-up for short-term or long-term sports classes 	<ul style="list-style-type: none"> • Program Schedules • Volunteer sign-in, match documentation, and Can-Do Sheet
7. Partners to this application, as well as school staff, have demonstrated commitment to supporting the program and sharing responsibility for the planning and quality of the program at the designated site(s). ⁷	<ul style="list-style-type: none"> • Responsibilities of each partner detailed in the Memorandum of Understanding • District coordinator/special projects coordinator meets with CBO for planning • Collaboration on the Memorandum of Understanding by district and CBO • CBO submits invoices detailing hours worked by staff members • Monthly meetings between principals and site supervisors • Monthly meetings with district coordinator/special projects coordinator and program administrator • Meetings with all school site principals, district coordinator/special projects coordinator, CBO program director, program administrator, and site supervisors • Site supervisors attend school site personnel meetings, monthly to keep abreast of instructional day information and events • Instructional day teachers working in the afterschool program to provide homework support and intervention • Use of instructional day classrooms and curriculum during the afterschool program • Program schedules and data-driven using benchmark scores • Program administrator develops professional development workshops to increase quality • Program staff attend professional development workshops throughout the year to increase knowledge, strategies, and program development • Teachers complete surveys to increase program quality • Joint development of program plan • Currently there is no fee at any site to attend Moving Beyond the Bell Afterschool Program; the program is free • Complete and assess Student Surveys • Complete and assess Parent Surveys, provided in both English and Spanish • Complete and assess Volunteer Surveys 	<ul style="list-style-type: none"> • MOU • Invoices • Meeting Agendas • Intervention Timesheets • Program schedules • Board approval of program plan • Schedules • Professional development Powerpoints • Training sign-in • Teacher Surveys • MBTB Flyer • Student Survey • Parent Survey • Volunteer Survey • Event Fliers • Parent Orientation Checklist • Quality Self-Assessment Tool • Match documentation • Continuous Improvement Plan

	<ul style="list-style-type: none"> • Hold site events • Provide Parent Orientations in English and Spanish • Maintain a Memorandum of Understanding between the district and CBO • Maintain a Memorandum of Understanding between the district and the NAWC • Hold CBO Board meetings • Hold yearly meeting with all leadership positions from all sites • Complete and assess Quality Self Assessment Tool completed by group of diverse stakeholders • Invite community organizations, private sector, governmental agencies, and local law enforcement to partner with program development 	
8. The program is planned through a collaborative process that includes parents, youth, and representatives of participating public school sites, governmental agencies (e.g., city and county parks and recreation departments), local law enforcement, community organizations, and the private sector.	<ul style="list-style-type: none"> • Provide Parent Orientation • Provide Enrollment Applications • Provide First Day of School Packets • Complete and assess Parent Surveys • Complete and assess Student Surveys • Maintain a Memorandum of Understanding between the district and CBO • Hold CBO Board meetings • Hold yearly meeting with all leadership positions from all sites • Ensure CBO program administrator on district leadership committee • Complete and assess Quality Self Assessment Tool completed by group of diverse stakeholders 	<ul style="list-style-type: none"> • Parent Orientation Checklist • Enrollment Application • First Day of School Packets • Parent Surveys • Student Surveys • MOU • Meeting agenda, sign-in, and notes • Meeting sign-in • Quality Self-Assessment Tool results
9. The program will review Program Plans every three years. This review is to include, but not be limited to, program goals, program content, and outcome measures that the grantee will use for the next three years and, any other information requested by the CDE. New program goals may be selected for the following	<ul style="list-style-type: none"> • Continuous Improvement Plan that will guide Program Plan is revisited yearly using data from District personnel, school site personnel, CBO staff, students, parents, teachers, community organizations, and private sector • Special projects coordinator will meet with CBO program administrator to discuss previous Program Plans and make changes as needed • District School Board will approve Program Plans • Memorandum of Understanding will reflect changes • Follow CDE requirements and guidelines 	<ul style="list-style-type: none"> • Continuous Improvement Plan • Program Plan • Agendas • MOU • Submitted materials

three years during the grant renewal process.		
10. The program acknowledges that the CDE will monitor the Program Plan review as part of its onsite monitoring process.	<ul style="list-style-type: none"> • Comply with CDE requirements 	<ul style="list-style-type: none"> • Submitted materials and reports
11. The program will notify the CDE if the program goals or outcome measures are changed.	<ul style="list-style-type: none"> • Comply with CDE requirements 	<ul style="list-style-type: none"> • Submitted updated Program Plan
12. The program will maintain a pupil-to-staff member ratio of no more than 20:1.	<ul style="list-style-type: none"> • All ASES programs maintain a pupil-to-staff member ratio of 20:1 • All efforts are made to reduce the ratio, especially during the homework assistance and intervention time • Identify and recruit certificated teachers to work in the program during homework assistance and intervention to help reduce the ratio • Identify and recruit volunteers to work in the program and reduce the ratio • Formal observation of the site twice yearly through the Self-Monitoring Report, ensure that pupil-to-staff ratio is maintained as well as informal observations throughout the year 	<ul style="list-style-type: none"> • Staff timesheets • Daily Roll Sheets • Certificated teachers timesheets • Self-Monitoring • Report • MOU
13. The program will begin operation immediately upon the end of the regular school day. (Note: A regular school day is any day that students attend and instruction takes place.)	<ul style="list-style-type: none"> • Memorandum of Understanding outlines that the CBO or afterschool provider will comply with all ASES requirements • Enrollment application lists times and date frame for program, indicating that programs begin immediately following school dismissal (including minimum days) and operate until 6:00 pm for Faller and Inyokern and 6:15 pm for Pierce and will be operational on any regular school day • The Early Release Policy Form that goes home in the first day of school packets lists the time and date frame for programs • Parent orientation offers an overview of all vital information, including the program times and date frame • Site Supervisor oversees the operation and Program Assistants implement the program at each site from school dismissal until close, every regular school day • Sierra Sands Unified School District Special Project Coordinator and Moving Beyond the Bell Program Administrator make frequent visits to sites 	<ul style="list-style-type: none"> • MOU • Enrollment Application • Early Release Policy • Parent Orientation Checklist • Staff Timesheets • Attendance Forms • Early Release Parent Excuse Letters

	<ul style="list-style-type: none"> • Monthly attendance forms are collected by Program Administrator and provided to the school district • Early Release forms are collected by Program Administrator monthly and provided to the school district 	
14. The program will operate for a minimum of 15 hours per week.	<ul style="list-style-type: none"> • Memorandum of Understanding outlines that the CBO or afterschool provider will comply with all ASES requirements • Enrollment application lists times for program operation, indicating that programs begin immediately following school dismissal (including minimum days) and operate until 6:00 pm for Faller and Inyokern and 6:15 pm for Pierce during school days. Each program is operational for at least 15 hours per week. Pierce must be open until 6:15 pm since the school day ends at 3:15 pm due to the late start school day. • The Early Release Policy Form that goes home in the first day of school packets lists the time for programs hours • Parent orientation offers an overview of all vital information, including the program times • Site Supervisor oversees the operation and Program Assistants implement the program at each site from school dismissal until close, every regular school day, equating to at least 15 hours per week • Program Assistants take roll daily at the start of each program day, following school dismissal • Sierra Sands Unified School District Special Project Coordinator and Moving Beyond the Bell Program Administrator make frequent visits to sites • Monthly attendance forms are collected by Program Administrator and provided to the school district • Early Release forms are collected by Program Administrator monthly and provided to the school district 	<ul style="list-style-type: none"> • MOU • Enrollment Application • Early Release Policy • Parent Orientation Checklist • Staff Timesheets • Daily Roll Sheets • Attendance Forms • Early Release Parent Excuse Letters
15. The program will operate until at least 6:00 p.m. on every regular school day.	<ul style="list-style-type: none"> • Memorandum of Understanding outlines that the CBO or afterschool provider will comply with all ASES requirements • Enrollment application list time for program operation, indicating that programs begin immediately following school dismissal (including minimum days) and operate until 6:00 pm for Faller and Inyokern and 6:15 pm for Pierce during school days. • The Early Release Policy Form that goes home in the first day of school packets lists the time for programs hours • Parent orientation offers an overview of all vital information, including the 	<ul style="list-style-type: none"> • MOU • Enrollment Application • Early Release Policy • Parent Orientation Checklist • Staff Timesheets • Attendance Forms • Early Release Parent Excuse Letters

	<p>program times</p> <ul style="list-style-type: none"> • Site Supervisor oversees the operation and Program Assistants implement the program at each site from school dismissal until close, every regular school day • Sierra Sands Unified School District Special Project Coordinator and Moving Beyond the Bell Program Administrator make frequent visits to sites • Monthly attendance forms are collected by Program Administrator and provided to the school district • Early Release forms are collected by Program Administrator monthly and provided to the school district • Parents/guardians/authorized adults sign-out students from program 	<ul style="list-style-type: none"> • Student Sign-Out Forms
16. The program will establish a reasonable early release policy for students attending the after school component.	<ul style="list-style-type: none"> • Early Release Policy in effect, as approved by the School Board and reflecting the needs of the community • Enrollment application details the early release policy • First Day of School packets include the Early Release Policy Form • Parent Orientation provides an overview of the early release policy and procedures • Parents/guardians complete an Early Release Parent Letter of Explanation, indicating student's name, date, time, parent signature, and reason for early pick-up • Attendance reports indicate when early release policy was used for early pick-up and documentation is provided • The before school program has a late arrival policy 	<ul style="list-style-type: none"> • Early Release Policy • Enrollment Application • Parent Orientation Checklist • Early Release Parent Letter of Explanation • Attendance Reports
17. Elementary students should participate every day that the after school program operates.	<ul style="list-style-type: none"> • Enrollment application dictates that students must attend regularly and may be dropped for unexcused absences • Site Supervisor contacts parents for unexcused absences • Attendance is maintained in the Aeries database, including absences • Grant attendance reports submitted as required to CDE through ASSIST 	<ul style="list-style-type: none"> • Enrollment Application • Attendance Reports • Grant Reports
18. Middle/junior high school students should attend a minimum of nine hours and three days per week. (Note: The program must operate all regular school days.)	<ul style="list-style-type: none"> • Not applicable – currently have elementary school programs only- will comply if middle school program is added 	<ul style="list-style-type: none"> • Not applicable
19. A flexible attendance schedule for middle/junior	<ul style="list-style-type: none"> • Not applicable – currently have elementary school programs only- will comply if middle school program is added 	<ul style="list-style-type: none"> • Not applicable

high school students may be implemented in order to develop an age-appropriate program. Priority enrollment will be given to students who attend daily.		
20. Every student attending a school operating a program is eligible to participate in the program, subject to program capacity.	<ul style="list-style-type: none"> • Open enrollment begins in the spring • Waiting lists are maintained when capacity is met 	<ul style="list-style-type: none"> • Enrollment Applications • Waiting List
21. The program is not required to charge family fees or conduct individual eligibility determination based on income.	<ul style="list-style-type: none"> • All Moving Beyond the Bell Afterschool Programs, funded by the ASES grant, in coordination with Sierra Sands Unified School District are currently offered free of charge 	<ul style="list-style-type: none"> • MOU • Fiscal records
22. The program will provide all notices, reports, statements, and records to parents or guardians in English and the student's primary language when 15 percent of the students enrolled at the school site speak a single primary language other than English as determined by language census data from the preceding year.	<ul style="list-style-type: none"> • Enrollment Application is provided in English and Spanish at all sites (only required at Pierce) • First Day of School packets are provided in English and Spanish • Parent Orientations are provided in English and translated in Spanish • All parent flyers and notification forms are provided in English and Spanish • Early Release Parent Letter or Explanation are provided in English and Spanish • Use of the district translators are utilized to contact Spanish-speaking parents for communication • English and Spanish translations are used with the automated dialer when contacting a large amount of parents 	<ul style="list-style-type: none"> • Enrollment Applications • First Day of School packet • Parent Surveys, MBTB Flyer • Parent Orientation Check-Off List • Early Release Parent Letter of Explanation • Emails
23. The program will establish qualifications for each position so that all staff members directly supervising students meet the minimum qualifications of an instructional aide, pursuant to the policies of the district.	<ul style="list-style-type: none"> • Minimum staff requirements and expectations are written in MOU • Staff requirements and expectations are explicitly defined in Staff Job Descriptions and are signed by each staff member and maintained in their employee file • Recruitment ads and flyers outline staff requirements for qualifications • Each staff member is provided with the district employee policies and must sign the SSUSD Document Verification that they have reviewed and will comply with policies 	<ul style="list-style-type: none"> • MOU • Staff Job Descriptions • Staff recruitment ad/flyers • SSUSD Document Verification for ASES Workers
24. Selection of the program	<ul style="list-style-type: none"> • Site supervisors are selected by an interview panel and are placed at a 	<ul style="list-style-type: none"> • Site Principal's

site supervisors are subject to the approval of the school site principal.	<p>site with the approval of the school site principal. Principals are invited to serve on the committee</p> <ul style="list-style-type: none"> • Site supervisors are selected jointly by the school site principal and CBO administration • Program administrator trains site supervisor 	<p>agenda/email</p> <ul style="list-style-type: none"> • Email communication and meeting notes • Tiered Professional Development Matrix
25. Staff and volunteers will fulfill health screening and fingerprint clearance requirements in current law and in compliance with school district, private school, or agency policy.	<ul style="list-style-type: none"> • District and Grant requirements written in MOU • All CBO staff receive TB and live scan requirements and information during induction as well as required paperwork • CBO requires staff to complete pre-employment fingerprinting and TB screenings at time of hire • CBO submits invoices for fingerprinting and all services as described in MOU • CBO maintains TB screening results in staff files and provides a copy to the district 	<ul style="list-style-type: none"> • MOU • CBO Employee Policies Booklet • Invoices • TB Screening Results
26. The program will provide staff training and development.	<ul style="list-style-type: none"> • Pre-Program Professional Development workshops are provided to program staff to ensure a quality program and maintain compliance with ASES grants • Tiered Matrix Professional Development plan is maintained for tier 1 and tier 2 program assistants as well as tier 1 and tier 2 site supervisors. Focus on classroom management, Youth Development best practices, lesson design, scheduling, behavioral management, special needs, English Learner strategies, teaching strategies, curriculum implementation, etc. • School site trainings are provided at the school site on practical application of best practices and curriculum and program-level trainings are provided on theoretical understandings of best practices • Program staff are invited to applicable district trainings • Complete site visits to assist in determining training needs • Complete staff evaluations to assist in determining training needs Site level trainings determined by observations at informal site visits, formal staff evaluations, informal staff observation forms, and formal site assessments • Site Supervisor holds regular staff meetings to provide site-level information, short trainings, etc. • Staff are budgeted with 28 hours of trainings hours 	<ul style="list-style-type: none"> • Welcome Back Letter with training schedule • Tiered Matrix Professional Development • Training schedule/agenda or training materials • Assessment forms • Budget • Site meeting agendas
27. A program may provide a maximum of three staff	<ul style="list-style-type: none"> • Staff Development days may be provided during regular program hours using grant funds should the District Coordinator approve 	<ul style="list-style-type: none"> • Meeting agenda notes (if applicable)

development days a year during regular program hours using grant funds.	<ul style="list-style-type: none"> • All efforts are made to avoid program closure for staff development 	
28. If the site is not located on a school campus, safe, supervised transportation must be provided to enrolled students.	<ul style="list-style-type: none"> • Not applicable – all sites are located on school campuses-if off site location is established, transportation will be provided 	<ul style="list-style-type: none"> • Not applicable
29. Programs may be conducted on the grounds of a community park, recreational facility, or other site as approved by the CDE in the grant application process.	<ul style="list-style-type: none"> • Not applicable – all sites are located on school campuses 	<ul style="list-style-type: none"> • Not applicable
30. Offsite programs will be aligned with the educational and literacy components of the program with participating students' regular school programs.	<ul style="list-style-type: none"> • Not applicable – all sites are located on school campuses 	<ul style="list-style-type: none"> • Not applicable
31. Offsite programs will be aligned with the educational and literacy components of the program with participating students' regular school programs.	<ul style="list-style-type: none"> • Not applicable – no offsite programs; onsite programs only 	<ul style="list-style-type: none"> • Not applicable
32. Offsite programs will comply with all statutory and regulatory requirements of those conducted on the school site.	<ul style="list-style-type: none"> • Not applicable – all sites are located on school campuses 	<ul style="list-style-type: none"> • Not applicable
33. The program will keep accurate program attendance records and report actual attendance to the CDE twice per fiscal year.	<ul style="list-style-type: none"> • Attendance records are maintained for each school site daily and monthly • Attendance reports are submitted to CDE using the ASSIST program as required, twice per fiscal year in January and July 	<ul style="list-style-type: none"> • Attendance Reports • Attendance Reports in ASSIST
34. The program will report school day attendance rates	<ul style="list-style-type: none"> • Instructional day attendance is maintained in Aeries • School day attendance reported to CDE during yearly evaluation report 	<ul style="list-style-type: none"> • Aeries Attendance Reports

for participating students.		<ul style="list-style-type: none"> • CDE Evaluation
35. The program will meet all evaluation requirements, including participation in a statewide evaluation process as determined by the CDE and provide all required information on a timely basis.	<ul style="list-style-type: none"> • Participate in the statewide evaluation process as determined by the CDE and provide all required information on a timely basis • Availability of the Annual Evaluation Report made public to all stakeholders, including site principals, staff, teachers, CBO board members, and parents 	<ul style="list-style-type: none"> • Annual Evaluation Report • Assessment report of the Annual Evaluation Report
36. The program will provide information for the statewide independent evaluation.	<ul style="list-style-type: none"> • Participate in the statewide evaluation process as determined by the CDE and provide all required information on a timely basis 	<ul style="list-style-type: none"> • Annual Evaluation Report
37. The program will respond to any additional surveys or other methods of data collection that may be required throughout the life of the program.	<ul style="list-style-type: none"> • Comply as required by CDE 	<ul style="list-style-type: none"> • Submitted materials
38. The program will annually provide participating students' regular school day and program attendance and STAR test results.	<ul style="list-style-type: none"> • Participate in the statewide evaluation process as determined by the CDE and provide all required information on a timely basis • Availability of the Annual Evaluation Report made public to all stakeholders, including site principals, staff, teachers, CBO board members, and parents 	<ul style="list-style-type: none"> • Annual Evaluation Report • Assessment report of the Annual Evaluation Report
39. The program will use standardized procedures and collection tools developed by the CDE for evaluation purposes. Locally developed tools or protocols will not be accepted.	<ul style="list-style-type: none"> • Comply with requirements by the CDE 	<ul style="list-style-type: none"> • CDE reporting data
40. The program will expend no more than 15 percent of funding on administrative costs, which include indirect costs.	<ul style="list-style-type: none"> • Superintendent's signature on grant application and fiscal audit • Monthly site budgets monitored by the district's business office and special project office • Memorandum of Understanding stipulates that at least 85% of grant budget will go to direct costs • School Board and CBO Board agree to assigned budget 	<ul style="list-style-type: none"> • Grant approval • Audit Report • Fiscal Reports • MOU • Agendas
41. The program's indirect costs will be the lesser of: <ul style="list-style-type: none"> • The school district's 	<ul style="list-style-type: none"> • Indirect cost rates, as determined by CDE, will be used • When IC Rate exceeds 5% the allowed rate of 5% will be used 	<ul style="list-style-type: none"> • Fiscal Records • CDE IC Rate sheet

indirect cost rate, as approved by the CDE for the appropriate fiscal year, or <ul style="list-style-type: none"> • Five percent of the state program funding pursuant to this article. 		
42. The program will expend at least 85 percent on direct services to students.	<ul style="list-style-type: none"> • Memorandum of Understanding between the district and CBO stipulates that at least 85% of the grant award is expended on direct services to students • School Board and CBO Board approve MOU and budget • Expenditures are maintained by the district business office • Budget oversight is maintained by Special Projects Coordinator • Yearly fiscal audit performed • Administrative expenditures are monitored through SACS 	<ul style="list-style-type: none"> • MOU • Agendas • Fiscal Reports • Audit Report
43. The program will use these funds to supplement, but not supplant, existing funding for after school programs.	<ul style="list-style-type: none"> • Program schedules • District budget for QSS reflects supplementing, not supplanting • All services contracted out to collaborative CBO, and all financial agreements will be specified in the Memorandum of Understanding, reviewed and approved annually by the School Board and CBO Board 	<ul style="list-style-type: none"> • Program Schedules • Fiscal Reports • MOU
44. The program will provide at least 33 percent cash or in-kind local matching funds from the school district, government agencies, community organizations, or the private sector for each dollar expended in grant funds and not more than 25 percent of the match requirement will be fulfilled by facilities or space usage.	<ul style="list-style-type: none"> • Matching funds and activities detailed and maintained, including supporting documentation such as email communications, volunteer sign-in forms, receipts, etc. • Requirement of matching funds outlined in Memorandum of Understanding • Matching funds and activities form and documentation reviewed yearly during annual fiscal audit • Superintendent's signature on grant application to certify matching funding 	<ul style="list-style-type: none"> • Match Document and Supporting Documentation • MOU • Audit report • Grant application
45. The program acknowledges that State categorical funds for remedial education activities shall not be eligible as matching funds for after school programs.	<ul style="list-style-type: none"> • Program schedules • Program budgets maintained in QSS by district's business office • Budget oversight is maintained by Special Projects Coordinator • Yearly fiscal audit performed 	<ul style="list-style-type: none"> • Program schedules • Fiscal Reports • Fiscal Audit

Certify that the applicant will comply with the general cost principles set forth in federal regulations, 34 CFR Section 74.27 and 34 CFR Section 80.22, and the Office of Management and Budget circulars.	<ul style="list-style-type: none"> • The district complies with all OMB requirements 	<ul style="list-style-type: none"> • Fiscal Audit
Certify that the applicant will make reports to the state or federal agency designated in the application as may reasonably be necessary to enable those agencies to perform their duties	<ul style="list-style-type: none"> • The school district will maintain forms for a period of at least 5 years and will complete a fiscal audit yearly • The district will use accepted cost accounting principles • Memorandum of Understanding stipulates that the CBO is required to provide the district with any required reports required 	<ul style="list-style-type: none"> • Audit Report • MOU
Certify that the applicant will comply with all federal statutes relating to nondiscrimination, including (a) Title VI of the Civil Rights Act of 1964 (45 USC) sections 2000d through 2000d-4) prohibiting discrimination on the basis of race, color, or national origin; Title IX of the Education Amendments of 1972 (20 USC sections 1681-1683) prohibiting discrimination on the basis of sex; Section 504 of the Rehabilitation Act of 1973 (20 USC Section 794) prohibiting discrimination on the basis of handicap; and The Age Discrimination Act (42 USC Section 6101, et seq.) prohibiting discrimination on the basis of age.	<ul style="list-style-type: none"> • The district provides staff and program administration with the district's non-discrimination policy • The CBO provides program staff with its non-discrimination policy 	<ul style="list-style-type: none"> • SSUSD Non-Discrimination Policy • CBO Non-Discrimination Policy

APPENDIX

Appendix A- After School Enrollment Packet- English and Spanish	pages 33-49
Appendix B- Early Release Policy- after school Late Arrival Policy- before school	pages 50-51 page 52
Appendix C- Early Release Parent Letter of Explanation	page 53
Appendix D- Tiered Staff Development Matrix	page 54
Appendix E- Organizational Chart	page 55
Appendix F- Except from 2011 Evaluation report	page 56-57



Moving Beyond the Bell Afterschool Program Enrollment Application 2011-2012



HOW TO APPLY

Every family interested in participating in the Moving Beyond the Bell Afterschool Program for the 2011-2012 school year must submit the attached application. This includes students who were enrolled or on the waitlist for the 2010-2011 school year. One application may be used for all students from the same family attending the school listed on the application. If you have students attending more than one school, separate applications must be completed for each school.

ENROLLMENT

Submitting an application does not guarantee enrollment. The application must be **filled out completely** and submitted to High Desert Leapin' Lizards, Inc. office, located at 1309 N. Norma Street, Ridgecrest, CA 93555 or to the Site Supervisor of the Faller, Inyokern, or Pierce Afterschool Programs. Incomplete applications will not be processed. All information provided on the application is subject to verification. Falsifying or omitting any of the information may disqualify the applicant from services or maintaining their processed date or enrollment priority number.

WHEN TO APPLY

The initial enrollment period is May 9, 2011 – May 20, 2011. Applications must be submitted during this period to be included in the initial review and enrollment process for the 2011-2012 school year. Applications submitted before May 20, 2011 will be considered as having been received May 20, 2011. Applications submitted after May 20, 2011 will be considered in the order received as space is available, according to the priorities listed in the following section. The second enrollment period is August 19 – 25, 2011 during regular business hours and at the Ice Cream Social or Barbeque Dinner. Applications submitted before August 25, 2011 will be considered as having been received August 25, 2011. Applications submitted after August 25, 2011 will be considered in the order received as space is available, according to the priorities listed in the following section.

PRIORITY ENROLLMENT SYSTEM

Moving Beyond the Bell Afterschool Program will review all applications that are received by the deadline during the initial enrollment period. Students will be accepted for enrollment based on the priority system detailed below up to the maximum capacity for each school's program. Once we have reached our enrollment capacity, students who cannot be accepted for enrollment will be placed on a waitlist, in the same order of priority, and will be enrolled as space becomes available. Each application will be rated using the following priority system:

Priority Qualifier	Points
Student qualifies for free/reduced lunch	2
Single-parent/guardian home	1
Student in foster care/out of home placement	1
Students currently participating in the 2010-2011 Moving Beyond the Bell program	2
Students currently on the waiting list for the 2010-2011 Moving Beyond the Bell program	1
Combination of both parents, who live in the same home, are employed either part-time during afterschool hours or employed full-time; or in educational courses part-time during afterschool hours or full-time	2
One parent in single parent home employed either part-time during afterschool hours or employed full-time; or in educational courses part-time during afterschool hours or full-time	2
Students recommended for academic assistance by the principal	2
Total Maximum Points Possible	10

First priority for enrollment will be given to applications rated with 10 points and last priority will be given to applications rated with 0 points. In cases where a determination must be made between two or more applications of equal priority, selection for enrollment will be based on the date and time the completed applications were received.

NOTIFICATION OF APPLICATION STATUS

Parents/guardians completing the application by May 20, 2011 will be notified of the status of their applications no later than July 15, 2011. For parents/guardians completing the application by August 25, 2011, notification will be provided by August 30, 2011. Notification will inform families of whether their student(s) has been accepted, placed on a waitlist, start date, and/or not eligible for the 2011-2012 Moving Beyond the Bell Afterschool Program.

REQUIREMENT FOR COMPLETED ENROLLMENT

Upon enrollment, parents are required to pick-up and complete the Parent Packets prior to the first day of actual program attendance. Parents are also required to attend a Moving Beyond the Bell Afterschool Program Orientation workshop, held prior to the start of the school year and intermittently throughout the year. Dates will be provided upon notification of student acceptance into the program.

KINDERGARTEN ENROLLMENT POLICY

Inyokern and Faller are the only school sites that enroll kindergarteners in the afterschool program. Kindergarteners are enrolled on a trial-basis to ensure that they are capable of sustaining such a long day. Priority will be provided to kindergarteners with older siblings enrolled in the program. Only kindergarteners in a full-day or afternoon half-day program will be considered for enrollment in the afterschool program.



Programa de Después de las Clases Moviéndose más allá de que Suenen la Campana Solicitud de Inscripción 2011-2012



CÓMO SOLICITAR

Cada familia interesada en participar en el Programa de Después de las Clases Moviéndose más allá de que Suenen la Campana para el año escolar 2011-2012 debe entregar la solicitud adjunta. Esto incluye a los estudiantes que estuvieron inscritos en la lista de espera para el año escolar 2010-2011. Se puede usar una solicitud para todos los estudiantes de la misma familia que estén asistiendo a la escuela listada en la solicitud. Si usted tiene estudiantes asistiendo a más de una escuela, entonces se deberán completar solicitudes por separado para cada escuela.

INSCRIPCIÓN

El entregar una solicitud no garantiza la inscripción. La solicitud debe ser **llenada por completo** y ser entregada a la oficina de High Desert Leapin' Lizards, Inc. localizada en 1309 N. Norma Street, Ridgecrest, CA 93555 o al Supervisor del Sitio de los Programas de Después de las Clases de Faller, Inyokern o Pierce. Las solicitudes incompletas no serán procesadas. Toda la información proporcionada en la solicitud está sujeta a verificación. El falsificar u omitir cualquier información pudiera descalificar al solicitante de los servicios o mantener su fecha de procesamiento o número de prioridad de inscripción.

CUÁNDO SOLICITAR

El período de inscripción inicial es del 9 de mayo del 2011 al 20 de mayo del 2011. Las solicitudes deben ser entregadas durante este período para ser incluidas en la revisión inicial y en el proceso de inscripción para el año escolar 2011-2012. Las solicitudes entregadas antes del 20 de mayo del 2011 serán consideradas como que se recibieron el 20 de mayo del 2011. Las solicitudes entregadas después del 20 de mayo del 2011 serán consideradas en el orden recibido según vaya habiendo espacio disponible, según las prioridades listadas en la siguiente sección. El segundo período de inscripción es del 19 al 25 de agosto del 2011 y en el Día Social con Helados o Parrillada. Las solicitudes entregadas antes del 25 de agosto del 2011 serán consideradas como que se recibieron el 25 de agosto del 2011. Las solicitudes entregadas después del 25 de agosto del 2011 serán consideradas en el orden recibido según vaya habiendo espacio disponible, según las prioridades listadas en la siguiente sección.

SISTEMA DE INSCRIPCIÓN PRIORITARIA

El Programa de Después de las Clases Moviéndose más allá de que Suenen la Campana revisará todas las solicitudes que sean recibidas para la fecha límite durante el período de inscripción inicial. Los estudiantes serán aceptados para la inscripción basándonos en el sistema de prioridad detallado abajo hasta la máxima capacidad para cada programa de la escuela. Una vez que hayamos alcanzado nuestra capacidad de inscripción, los estudiantes que no puedan ser aceptados para inscribirlos serán colocados en una lista de espera, en el mismo orden de prioridad, y serán inscritos según vaya habiendo espacio disponible. Cada solicitud será considerada usando el siguiente sistema de prioridad:

Calificador de Prioridad	Puntos
El estudiante califica para almuerzo gratuito/precio reducido	2
Hogar con un padre/tutor soltero	1
El estudiante está en cuidado temporal/fuera de la colocación de su hogar	1
Los estudiantes actualmente están participando en el programa Moviéndose más allá de que Suenen la Campana 2010-2011	2
Los estudiantes actualmente están en la lista de espera del programa Moviéndose más allá de que Suenen la Campana 2010-2011	1
Combinación de ambos padres que viven en la misma casa empleados ya sea de media jornada durante las horas de después de las clases o empleados de jornada completa; o en cursos educacionales de media jornada durante las horas de después de las clases o de jornada completa	2
Un padre en un hogar de un padre soltero empleado ya sea de media jornada durante las horas de después de las clases o empleado de jornada completa; o en cursos educacionales de media jornada durante las horas de después de las clases o de jornada completa	2
Los estudiantes fueron recomendados por la directora para recibir ayuda académica	2
Total de Puntos Máximos Posibles	10

La prioridad primaria para la inscripción será dada a las solicitudes consideradas con 10 puntos y la última prioridad será dada a las solicitudes consideradas con 0 puntos. En casos donde se debe tomar una determinación entre dos o más solicitudes de igual prioridad, la selección para la inscripción será basada en la fecha y hora en que las solicitudes completas fueron recibidas.

NOTIFICACIÓN DEL ESTATUS DE UNA SOLICITUD

Los padres/tutores que completen la solicitud para el 20 de mayo del 2011 serán notificados del estatus de su solicitud a no más tardar del 15 de julio del 2011. Para los padres/tutores que completen la solicitud para el 25 de agosto del 2011, la notificación será proporcionada para el 30 de agosto del 2011. La notificación les informará a las familias si su estudiante(s) ha sido aceptado, colocado en la lista de espera, fecha de comienzo, y/o si no fue elegible para el Programa de Después de las Clases Moviéndose más allá de que Suenen la Campana 2011-2012

REQUISITO PARA COMPLETAR LA INSCRIPCIÓN

Una vez inscrito, se requiere que los padres recojan y completen los Paquetes para los Padres antes del primer día de asistencia real del programa. También se requiere asistir a un taller de Orientación del Programa de Después de las Clases Moviéndose más allá de que Suenen las Campanas, que se llevará a cabo antes del comienzo del año escolar y ocasionalmente durante el año. Las fechas serán proporcionadas una vez que se les notifique que su estudiante fue aceptado en el programa.

POLÍTICA DE INSCRIPCIÓN PARA EL KINDERGARTEN

Inyokern y Faller son los únicos sitios escolares que inscriben a estudiantes de kindergarten en el programa de después de las clases. Los estudiantes de kindergarten están inscritos a manera de prueba para asegurar que ellos son capaces de sostener un día largo. Se les dará la prioridad a los estudiantes de kindergarten con hermanos mayores inscritos en el programa. Solamente los estudiantes de kindergarten en un programa de día completo o en la tarde serán considerados para la inscripción en el programa de después de las clases.



Moving Beyond the Bell Afterschool Program Participation Application 2011-2012



STUDENT INFORMATION

School of regular attendance and afterschool program location for 2011-2012:

Child(ren)'s Name Applying for the 2011-2012 Afterschool Program (print legal name):

Last Name, First Name	Date of Birth	2011-2012 Grade Level	Gender
Student #1			
Student #2			
Student #3			
Student #4			

HOUSEHOLD INFORMATION

Address #1: _____ City: _____ State: _____ Zip: _____

Address #2: _____ City: _____ State: _____ Zip: _____

Home Telephone: _____ Parent #1 Cell Phone _____ Parent #1 Work _____

Parent #2 Cell Phone: _____ Parent #2 Work: _____

Parent Email Address: _____

STUDENT MEDICAL INFORMATION

Doctor's Name: _____ Doctor's Telephone: _____

Permission for Doctor/Hospital: ____Yes ____No Does your family have medical insurance?: ____Yes ____No

Do any of your children listed above have ANY health concerns, including allergies? (If yes, please indicate what and which student) ____Yes ____No

GENERAL

All of my children listed on this application have permission to be used in public relations (TV, radio, newspaper, pictures) materials relating to the program: ____Yes ____No

My child may participate in all activities at the afterschool site: ____Yes ____No

List restrictions:

PRIORITY ENROLLMENT SYSTEM

❖Student(s) qualifies for free/reduced lunch ____ Yes
____ No

❖Single-parent/guardian home ____ Yes
____ No

❖Student(s) in foster care/out of home placement ____ Yes
____ No

❖Student(s) participated in the 2010-2011 Moving Beyond the Bell Afterschool Program ____ Yes
____ No

❖Student(s) on the waiting list for the 2010-2011 Moving Beyond the Bell Afterschool Program ____ Yes
____ No

❖Are both parents/guardians employed either part-time during afterschool hours, employed ____ Yes
____ No
full-time, in educational courses part-time during afterschool hours, or in educational courses
full-time

❖One parent/guardian in single parent home employed either part-time during afterschool hours, ____ Yes
____ No
employed full-time, in educational courses part-time during afterschool hours, or in educational
courses full-time

❖Student(s) is recommended for academic assistance by the principal ____ Yes
____ No



Programa de Después de las Clases

Moviéndose más allá de que Suena la Campana

Solicitud de Inscripción 2011-2012



INFORMACIÓN DEL ESTUDIANTE

Escuela de asistencia regular y locación del programa de después de las clases para el 2011-2012: _____

Nombre del Niño(s) Solicitando el Programa de Después de las Clases para el 2011-2012 (escriba el nombre legal): _____

Apellido, Nombre	Fecha de Nacimiento	Nivel del Grado para el 2011-2012	Sexo
Estudiante #1			
Estudiante #2			
Estudiante #3			
Estudiante #4			

INFORMACIÓN DE LA CASA

Dirección #1: _____ Ciudad: _____ Estado: _____ Código Postal: _____

Dirección #2: _____ Ciudad: _____ Estado: _____ Código Postal: _____

Teléfono de Casa: _____ Teléfono Celular Padre #1 _____ Trabajo Padre #1 _____

Teléfono Celular Padre #2 _____ Trabajo Padre #2: _____

Dirección de Correo Electrónico del

Padre: _____

INFORMACIÓN MÉDICA DEL ESTUDIANTE

Nombre del Doctor: _____ Teléfono del Doctor: _____

Permiso para el Doctor/Hospital: ____Sí ____No ¿Tiene seguro médico su familia?: ____Sí ____No

¿Tiene alguno de sus niños listados arriba CUALQUIER problema de salud, incluyendo alergias? (Si sí, por favor indique qué y cuál estudiante) ____Sí ____No

GENERAL

Todos mis niños listados en esta solicitud tienen permiso para ser usados en materiales de relaciones públicas (televisión, radio, periódico, fotografías) que estén relacionados con el programa: ☐ Sí ☐ No

Mi niño puede participar en todas las actividades en el sitio de después de las clases: ☐ Sí ☐ No

Liste restricciones:

SISTEMA DE INSCRIPCIÓN PRIORITARIA

- ❖ El estudiante califica para almuerzo gratuito/precio reducido ☐ Sí
☐ No
- ❖ Hogar con un padre/tutor soltero ☐ Sí
☐ No
- ❖ El estudiante(s) está en cuidado temporal/fuera de la colocación de su hogar ☐ Sí
☐ No
- ❖ Los estudiantes participaron en el programa Moviéndose más allá de que Suenen las Campanas 2010-2011 ☐ Sí
☐ No
- ❖ Los estudiantes están en la lista de espera del programa Moviéndose más allá de que Suenen las Campanas 2010-2011 ☐ Sí
☐ No
- ❖ Combinación de ambos padres empleados ya sea de media jornada durante las horas de después de las clases o ☐ Sí
☐ No
empleados de jornada completa; o en cursos educacionales de media jornada durante las horas de después de las
clases o de jornada completa
- ❖ Un padre en un hogar de un padre soltero empleado ya sea de media jornada durante las horas de después de las ☐ Sí
☐ No
clases o empleado de jornada completa; o en cursos educacionales de media jornada durante las horas de después
de las clases o de jornada completa
- ❖ El estudiante(s) fue recomendado por la directora para recibir ayuda académica ☐ Sí
☐ No



Afterschool Program Parent Agreement Form



Please read the following information carefully. For your student(s) to participate in Moving Beyond the Bell Afterschool Program, you must sign at the bottom indicating that you understand and agree to all of the following.

BASIC INFORMATION AND RULES

- 1. ENROLLMENT:** Enrollment is limited. Our hope is to have enough room for all children wishing to participate in the Afterschool Program. After receiving all your completed forms, the Site Supervisor will notify you whether your child will be in the program and the day for your child to begin.
- 2. PARENTAL SUPPORT:** Though our afterschool staff is committed and qualified, your help is needed to make our afterschool program the best it can be. You are an important partner in our program's success. Please support your child in meeting program expectations. Also, it is crucial that you keep your emergency contact information current at all times. **Please alert staff to any special needs or requests related to your child's health and/or safety (i.e. restraining orders, court orders, etc.).**
- 3. ATTENDANCE and EARLY RELEASE POLICY: Regular attendance is mandatory.** Children who have three (3) unexcused absences or three (3) days when they left early without an Early Release Excuse Letter may be dropped from the program. Students attend the afterschool program **only** when they attend the regular school day. Children are expected to stay for the entire program each day (checkout time begins at 5:30 PM). As the parent, you are required to provide a signed note with a valid reason when your child is absent from the afterschool program. In the best interest of the student, a student may be picked up early for the following reasons: documented doctor, dentist, or counseling appointment, family emergency, transportation issues, parallel activities/programs, flex Friday work schedule, student illness, court appointments, child accidents that occur during program time, Behavioral/ attendance modification to support student success and other conditions, especially related to safety, as determined by the school (i.e. power/ water outages). Except in emergencies, parents/guardians need to complete the "Early Release Parent Excuse Letter" prior to a student leaving early. It is important to that a student who does not attend regularly does not keeps another student from participating.
- 4. STUDENT PICK-UP:** Children participating in the afterschool program must be signed-out by you or someone designated in writing by you (age 16 or above). Your child must be picked up promptly at the end of the afterschool program each day. If your child has not been picked up by the end of the program, the afterschool staff will try to contact you and/or those designated by you to sign your child out and/or those individuals designated as emergency contacts. **Late pick-ups may result in your child being dropped from the program. If you are late in picking up your student you will be charged a late fee of \$25 (twenty-five dollars) for each fraction of fifteen minutes. This policy is necessary in order to cover the cost of additional supervision for your student after the program day ends. In addition, your student may be dropped from the program if you are late in picking your student up three or more times.**
- 5. DISCIPLINE:** Participation in the afterschool program is a privilege. Participating children must follow the rules of the School District. These rules are published in the SSUSD Students Rights and Responsibilities Handbook and School Site Handbooks. Additional information specific to the afterschool program will be provided when program participation begins. Disruptive, disrespectful, or other prohibited behavior is reason for disciplinary action. We encourage you to discuss concerns about your child's behavior with the Site Supervisor.

Disciplinary offenses include both major and minor offenses. Minor disciplinary offenses occur when students do not show respect for others and their environment. Staff will provide interventions for minor offenses. Major disciplinary offenses - or any activity prohibited by law - are not tolerated at the afterschool program or

sponsored activities. Major offenses include, but are not restricted to, any behavior or actions that endanger health, harm self or others, or damage property; including, but not limited to the following: making threats; bullying; possession or use of a controlled substance, drug paraphernalia, tobacco, or alcohol; damaging property; stealing; use of profanity or vulgarity; defying authority; committing false fire alarms; or, repeated minor offenses. Major disciplinary offenses can result in staff intervention, referral to school site Principal, immediate suspension, or recommendation for expulsion from the program. For further information concerning the disciplinary policies, please refer to the Sierra Sands Unified School District parent handbook's Students Rights and Responsibilities or go to <http://www.ssusd.org/pdf/Rights-Responsibilities10-11.pdf>, page 30, appendix C. Fighting, making threats and running away may be cause for immediate suspension or recommendation for expulsion from the afterschool program. The afterschool program encourages positive behavior and healthy choices. Rewards for positive behavior and choices are specific to each afterschool program site. The programs provide a variety of rewards. We encourage you to discuss concerns about your child's behavior with the Site Supervisor. A complete discipline plan is available for parents to review upon request.



Formulario de Acuerdo de Después de las Clases para el Padre



Por favor lea la siguiente información cuidadosamente. Para que su estudiante pueda participar en el Programa de Después de las Clases Moviéndose más allá de que Suenen las Campanas, usted debe firmar en la parte de abajo indicando que entiende y está de acuerdo con lo siguiente.

- 1. INSCRIPCIÓN:** La inscripción es limitada. Nosotros esperamos tener suficiente espacio para todos los niños que deseen participar en el Programa de Después de las Clases. Después de haber recibido todos los formularios completos, el Supervisor del Sitio le notificará si su niño estará o no en el programa y el día en el que su niño comenzará.
- 2. APOYO DE LOS PADRES:** Aunque nuestro personal de Después de Clases está comprometido y calificado, su ayuda es necesaria para hacer del Programa de Después de las Clases lo mejor posible. Usted es un socio importante en el éxito del programa. Por favor apoye a su niño para que cumpla las expectativas del programa. También es crucial que mantenga la información de contactos de emergencia (en la escuela y oficina) actualizada todo el tiempo. **Por favor informe al personal de cualquier necesidad especial o petición que tenga que ver con la salud y/o seguridad de su niño (por ejemplo: órdenes de restricción, órdenes de la corte, etc.)**
- 3. POLÍTICA de ASISTENCIA y de SALIDA TEMPRANO:** La asistencia regular es obligatoria. Los niños que tengan tres (3) faltas injustificadas o tres (3) días que se fueron temprano sin una Carta de justificación de Salida Temprano podrían ser sacados del programa. Los estudiantes asisten al Programa de Después de las Clases **sólo** cuando asistan a un día de clases regular. Se espera que los niños se queden al programa entero cada día (la hora de salida comienza a las 5:30 p.m.). Como padre, usted debe proporcionar una nota firmada con una razón válida cuando su niño esté ausente del programa de después de las clases. Por el mejor interés del estudiante, un estudiante puede ser recogido temprano por las siguientes razones: cita documentada con el doctor, dentista, o consejero, emergencia familiar, problemas de transportación, actividades/programas paralelos, horario de trabajo de viernes flexibles, enfermedad del estudiante, citas de la corte, accidentes del niño que ocurrieron durante la hora del programa, y otras condiciones, especialmente relacionadas con la seguridad, según lo determine la escuela (por ejemplo: pérdida de luz/agua). Con excepción en emergencias, los padres/tutores pueden completar la "Carta de justificación de Salida Temprano" antes de que un estudiante se vaya temprano. Es importante que el estudiante que no asista regularmente no impida que otro estudiante pueda participar.
- 4. RECOGER A LOS ESTUDIANTES:** Los niños que participan en el Programa de Después de las Clases deben ser sacados por usted o por alguien designado por escrito por usted (de edad de 16 años o más). Su niño debe ser recogido inmediatamente al final del programa de después de clases cada día. Si su niño no ha sido recogido para cuando el programa finalice, el personal de después de clases intentará comunicarse con usted y/o quienes estén designados por usted para sacar a su niño y/o aquellos individuos designados como contactos de emergencia. **Recoger tarde a su niño puede resultar en que su niño sea sacado del programa. Si usted llega tarde a recoger a su estudiante, se le cobrarán \$25 (veinticinco dólares) por cada fracción de quince minutos. Esta política es necesaria para cubrir el costo de la supervisión adicional para su estudiante después de que el programa del día termina. Además, su estudiante podría ser dado de baja del programa si usted llega tarde a recoger a su estudiante tres o más veces.**
- 5. DISCIPLINA:** La participación en el Programa de Después de las Clases es un privilegio. Los niños que participen deben seguir las reglas del Distrito Escolar. Estas reglas están publicadas en el Manual de Derechos y Responsabilidades del Estudiante de SSUSD y en los Manuales del Sitio Escolar. Información adicional específica del Programa de Después de Clases será proporcionada cuando la participación en el programa comience. El comportamiento perjudicial, irrespetuoso o prohibido es razón para una acción disciplinaria. Le animamos a que platique de sus preocupaciones sobre el comportamiento de su niño con el Supervisor del Sitio.

Las ofensas disciplinarias incluyen tanto ofensas mayores como menores. Las ofensas disciplinarias menores ocurren cuando los estudiantes no muestran respeto por otros y su entorno. El personal proporcionará intervenciones por las ofensas menores. Las ofensas disciplinarias mayores – o cualquier actividad prohibida por la ley – no son toleradas en el programa de después de las clases o en las actividades patrocinadas. Las ofensas mayores incluyen, pero no se limitan a, cualquier comportamiento o acciones que pongan en peligro la salud, que dañen a su persona u otros, o

dañar propiedad, incluyendo, pero no limitándose a lo siguiente: hacer amenazas; intimidar; posesión o uso de una sustancia controlada, parafernalia de drogas, tabaco, o alcohol; daño de propiedad; robo; uso de profanidad o vulgaridad; desafío de autoridad; ocasionar alarmas de incendio falsas; o repetidas ofensas menores. Las ofensas disciplinarias mayores pueden resultar en la intervención del personal, referencia al Director del sitio escolar, suspensión inmediata o recomendación de expulsión del programa. Para más información con respecto a las políticas disciplinarias, por favor refiérase al Manual de Derechos y Responsabilidades del Estudiante del Distrito Escolar Unificado de Sierra Sands o vaya a <http://www.ssusd.org/pdf/Rights-Responsibilities10-11.pdf>, página 30, apéndice C. El pelear, hacer amenazas e irse del programa pueden ser causas para la suspensión inmediata o para la recomendación de expulsión del programa de después de las clases. El programa de después de las clases fomenta el comportamiento positivo y las elecciones saludables. Las recompensas por el comportamiento y elecciones positivas son específicas para cada sitio del programa de después de las clases. El programa proporciona una variedad de recompensas. Le animamos a que platique de sus preocupaciones sobre el comportamiento de su niño con el Supervisor del Sitio. Existe un plan de disciplina completo para los padres que quieran revisarlo.

DISCLAIMER:

In consideration of my child being permitted to participate directly or indirectly in various activities: I hereby agree to defend, indemnify and hold harmless the Sierra Sands Unified School District and their subcontractors, High Desert Leapin’ Lizards, Inc. and their officers, employees, elected officials, agents and volunteers against all claims, demands, actions, suits, liabilities and judgments of every kind and nature and regardless of the merit of the same, arising out of or in any way connected with the participation in High Desert Leapin’ Lizards, Inc. sponsored events, activities programs and excursion.

I the undersigned have read and understand the above hold harmless statement. I authorize the ASES personnel, EMT, physician, or hospital to administrate emergency medical treatment in the event of an accident or sudden illness. I hereby give my permission to allow my child to be photographed and their picture may be used for promotional purposes. My signature indicates that I completely understand the above statements.

I have read, understand, and agree to all of the above information. I agree to follow all of the rules applicable to me and to help my child understand and follow the rules. I would like my child(ren)

_____ ,

_____, _____, and

_____ to participate in the afterschool program.

Parent/guardian signature _____ **Date**

Print Parent
Name: _____

FOR OFFICE USE ONLY			
Date Received:	_____	Time Received:	_____
New or Returning Student:	_____	Processed by:	_____
Completed Application:	_____	Completed Parent Agreement Form:	_____
Completed Emergency Contacts:	_____		
Rating Points Total:	_____	Priority#:	_____
		Waiting List #	_____

ESTIPULACIÓN:

En consideración de que a mi niño se le permite participar directa o indirectamente en varias actividades: Por medio de la presente estoy de acuerdo en defender, indemnizar y mantener sin daños al Distrito Escolar Unificado de Sierra Sands y sus subcontratistas, High Desert Leapin' Lizards, Inc. y sus oficiales, empleados, oficiales elegidos, agentes y voluntarios en contra de todas las quejas, demandas, acciones, responsabilidades y juicios de cualquier clase y naturaleza y sin importar el mérito del mismo, que surjan fuera de o de cualquier manera que se conecte con la participación en los eventos, actividades programadas y excursiones patrocinados por High Desert Leapin' Lizards, Inc.

Yo el signatario he leído y entiendo la declaración de arriba de mantener sin daños. Yo autorizo al personal del ASES, EMT, médico u hospital a administrar tratamiento médico de emergencia en caso de un accidente o enfermedad repentina. Por este medio doy mi permiso para que mi niño sea fotografiado y que su foto se pueda usar con un propósito promocional. Mi firma indica que entiendo completamente las declaraciones de la parte de arriba.

He leído, entiendo y estoy de acuerdo con toda la información de la parte de arriba. Estoy de acuerdo en seguir todas las reglas que me atañen y a ayudar a mi niño a entender y seguir las reglas. Me gustaría que mi niño(s)

_____, _____,
_____, y

_____ participen en el Programa de Después de Clases.

Firma del Padre/tutor _____ **Fecha**

Nombre del Padre en letra de

Molde: _____

FOR OFFICE USE ONLY Date Received: _____ Time Received: _____
New or Returning Student: _____ Processed by: _____
Completed Application: _____ Completed Parent Agreement Form: _____ Completed Emergency Contacts:
_____ Rating Points Total: _____ Priority#: _____ Waiting List # _____



Afterschool Program Emergency Contact Information



The following table must be filled out completed for at least 4 emergency contacts

Child(ren) Name(s):

PRIMARY CONTACT

Parent/Guardian: _____ Emergency: _____

Person Authorized to Pickup Child: _____

Name: _____

Address : _____

Employer: _____

Relationship to Student: _____

Phone Home: _____

Phone Work: _____

Phone Cell: _____

Email: _____

Parent/Guardian: _____ Emergency: _____

Person Authorized to Pickup Child: _____

Name: _____

Address : _____

Employer: _____

Relationship to Student: _____

Phone Home: _____

Phone Work: _____

Phone Cell: _____

Email: _____

Parent/Guardian: ____ Emergency: ____ Person Authorized to Pickup Child: ____ Name: _____ Address: _____ _____ Employer: _____ Relationship to Student: _____ Phone Home: _____ Phone Work: _____ Phone Cell: _____ Email: _____	Parent/Guardian: ____ Emergency: ____ Person Authorized to Pickup Child: ____ Name: _____ Address : _____ _____ Employer: _____ Relationship to Student: _____ Phone Home: _____ Phone Work: _____ Phone Cell: _____ Email: _____
Parent/Guardian: ____ Emergency: ____ Person Authorized to Pickup Child: ____ Name: _____ Address : _____ _____ Employer: _____ Relationship to Student: _____ Phone Home: _____ Phone Work: _____ Phone Cell: _____ Email: _____	Parent/Guardian: ____ Emergency: ____ Person Authorized to Pickup Child: ____ Name: _____ Address : _____ _____ Employer: _____ Relationship to Student: _____ Phone Home: _____ Phone Work: _____ Phone Cell: _____ Email: _____



Programa de Después de las Clases Información para en Caso de una Emergencia



La siguiente tabla debe ser llenada completamente con por lo menos 4 contactos para en caso de una emergencia

Nombre(s) del Niño(s): _____

<u>CONTACTO PRINCIPAL</u>	
Padre/Tutor: ____ Emergencia: ____ Persona Autorizada para Recoger al Niño: ____ Nombre: _____ Dirección : _____ Empleador: _____ Relación con el estudiante: _____ Teléfono de la Casa: _____ Teléfono del Trabajo: _____ Teléfono Celular: _____ Correo Electrónico: _____	Padre/Tutor: ____ Emergencia: ____ Persona Autorizada para Recoger al Niño: ____ Nombre: _____ Dirección : _____ Empleador: _____ Relación con el estudiante: _____ Teléfono de la Casa: _____ Teléfono del Trabajo: _____ Teléfono Celular: _____ Correo Electrónico: _____
Padre/Tutor: ____ Emergencia: ____ Persona Autorizada para Recoger al Niño: ____ Nombre: _____ Dirección : _____ Empleador: _____ Relación con el estudiante: _____ Teléfono de la Casa: _____ Teléfono del Trabajo: _____ Teléfono Celular: _____ Correo Electrónico: _____	Padre/Tutor: ____ Emergencia: ____ Persona Autorizada para Recoger al Niño: ____ Nombre: _____ Dirección : _____ Empleador: _____ Relación con el estudiante: _____ Teléfono de la Casa: _____ Teléfono del Trabajo: _____ Teléfono Celular: _____ Correo Electrónico: _____

<p>Correo Electrónico: _____</p>	<p>Correo Electrónico: _____</p>
<p>Padre/Tutor: ____ Emergencia: ____ Persona Autorizada para Recoger al Niño: ____ Nombre: _____ Dirección : _____ Empleador: _____ Relación con el estudiante: _____ Teléfono de la Casa: _____ Teléfono del Trabajo: _____ Teléfono Celular: _____ Correo Electrónico: _____</p>	<p>Padre/Tutor: ____ Emergencia: ____ Persona Autorizada para Recoger al Niño: ____ Nombre: _____ Dirección : _____ Empleador: _____ Relación con el estudiante: _____ Teléfono de la Casa: _____ Teléfono del Trabajo: _____ Teléfono Celular: _____ Correo Electrónico: _____</p>

EARLY RELEASE POLICY

- ❖ The Moving Beyond the Bell afterschool program runs daily from after school until 6:00 p.m. (6:15 p.m. at Pierce Elementary School) and children are expected to attend the entire program. **The check out process begins at 5:30 p.m. and ends promptly at 6:00 p.m. (6:15 p.m. at Pierce Elementary School).** Parents/Guardians may arrive during that time. Students who remain for at least 1 hour and 50 minutes of the program day will be regarded as attending for a full day of attendance.
- ❖ **Please note that any time a child is picked-up** early from the afterschool program, for a reason other than below, the program loses all funding for the child **for the entire day.**
- ❖ Early pick up may be allowed for the following reasons:
 1. Documented doctor, dentist, or counseling appointment
 2. Family emergency
 3. Transportation issues
 4. Parallel activities/programs
 5. Flex Friday work schedule
 6. Student illness
 7. Court appointments
 8. Child accidents that occur during program time
 9. Behavioral/ attendance modification to support student success
 10. Other conditions, especially related to safety, as determined by the school (i.e. power/ water outages)
- ❖ In all of these cases, please **go to the Site Supervisor** to officially sign your child out and inform him/her of the reason for early pick-up. Except in emergencies, parents/guardians need to complete the “Early Release Form” prior to a student leaving early.
- ❖ In some cases, parents may want to sign their child out for other reasons than those listed above. If so, the student must be marked as “unexcused absence” and the afterschool program cannot receive state funding for the child that day.
- ❖ The afterschool program begins immediately after students are released from school, including on minimum days.

PLEASE NOTE:

- ❖ **The afterschool program’s first priority is to children who need a daily program and who attend daily. Taking your child out frequently may result in losing enrollment.**

POLÍTICA DE SALIDA TEMPRANO

- ❖ El programa después de las clases “Moving Beyond the Bell” se lleva a cabo diariamente desde que terminan las clases hasta las 6:00 p.m. (6:15 p.m. en la Escuela Primaria Pierce) y se espera que los niños asistan al programa completo. **El proceso de salida comienza a las 5:30 p.m. y termina inmediatamente a las 6:00 p.m. (6:15 p.m. en la Escuela Primaria Pierce).** Los padres/tutores deben llegar durante ese tiempo. Los estudiantes que permanezcan en el programa por lo menos 1 hora y 50 minutos serán considerados como si hubieran asistido el día completo.
- ❖ **Por favor noten que cada vez que un niño es recogido** temprano del programa de después de las clases, por otra razón que no sea una de las que se mencionan abajo, el programa pierde todos los fondos de ese niño **por todo ese día.**
- ❖ Se permite recoger temprano a su niño por las siguientes razones:
 1. Cita documentada con el doctor, dentista o consejero
 2. Emergencia familiar
 3. Problemas de transporte
 4. Actividades/programas paralelos
 5. Calendario de trabajo de Viernes Flexible
 6. Enfermedad del estudiante
 7. Citas en la corte
 8. Accidentes del niño que ocurren durante el horario del programa
 9. Modificación de la conducta/asistencia para apoyar el éxito del estudiante.
 10. Otras condiciones, especialmente relacionadas con la seguridad, según lo determine la escuela (por ejemplo apagones de electricidad/agua)
- ❖ En todos estos casos, por favor **vaya con el Supervisor del Sitio** para que oficialmente saque a su niño y le informe a él/ella del motivo por el cual lo está recogiendo temprano. A excepción de emergencias, los padres/tutores necesitan completar el “Formulario de Salida Temprano” antes de que un estudiante se vaya temprano.
- ❖ En algunos casos los padres quieren sacar a su niño por otras razones que no están citadas en la parte de arriba. De ser así, el estudiante será marcado como que tiene una “falta injustificada” y el programa después de las clases no podrá recibir fondos por el niño en ese día.
- ❖ El programa después de las clases comienza inmediatamente después de que los estudiantes salen de clases, incluyendo los días mínimos.

POR FAVOR NOTE QUE:

- ❖ **La prioridad principal de los programas después de las clases es para los niños que necesiten un programa diario y quienes asistan diariamente. Sacar a su niño con frecuencia podría resultar en la pérdida de la inscripción.**

LATE ARRIVAL POLICY

- ❖ The Pierce Before School Program runs from 7 AM to 9 AM each day that school is in session. **Students are expected to arrive no later than 7:05 AM.** Children are expected to attend the entire program each day. Students are released to breakfast at 8:30 AM. Students who participate in at least one hour of the program day will be regarded as attending for a full day of attendance.
- ❖ **Please note that any time a child arrives late** to the before school program, for a reason other than below, the program may lose all funding for the child **for the entire day.**
- ❖ Late arrival may be allowed for the following reasons:
 1. Documented doctor, dentist, or counseling appointment
 2. Family emergency
 3. Transportation issues
 4. Parallel activities/programs
 5. Flex Friday work schedule
 6. Student illness
 7. Court appointments
 8. Child accidents that occur during program time
 9. Behavioral/ attendance modification to support student success
 10. Other conditions, especially related to safety, as determined by the school (i.e. power/ water outages)
- ❖ In all of these cases, please **go to the Site Supervisor** to officially sign your child in and inform him/her of the reason for late arrival.
- ❖ In some cases, parents may want have students arrive late for other reasons than those listed above. If so, the student must be marked as “unexcused absence” and the before school program cannot receive state funding for the child that day.

PLEASE NOTE:

- ❖ **The before school program’s first priority is to children who need a daily program and who attend daily. Taking your child out frequently or having them come late to the program may result in losing enrollment.**

**Moving Beyond the Bell Afterschool Program
Early Release Parent Letter of Explanation**

To Whom It May Concern:

My child _____ was picked up early on the
Child's name

date(s) of _____ and left at the time
Date

_____ p.m. for the following reasons noted on the After
Time left

School Education and Safety Program Early Release Policy (please circle one):

1. Documented doctor, dentist, or counseling appointment
2. Family emergency
3. Transportation issues
4. Parallel activities/programs
5. Flex Friday work schedule
6. Student illness
7. Court appointments
8. Child accidents that occur during program time
9. Other conditions, especially related to safety, as determined by the school (i.e. power/ water outages)

Sincerely,

Parent Signature

Parent Name

Date

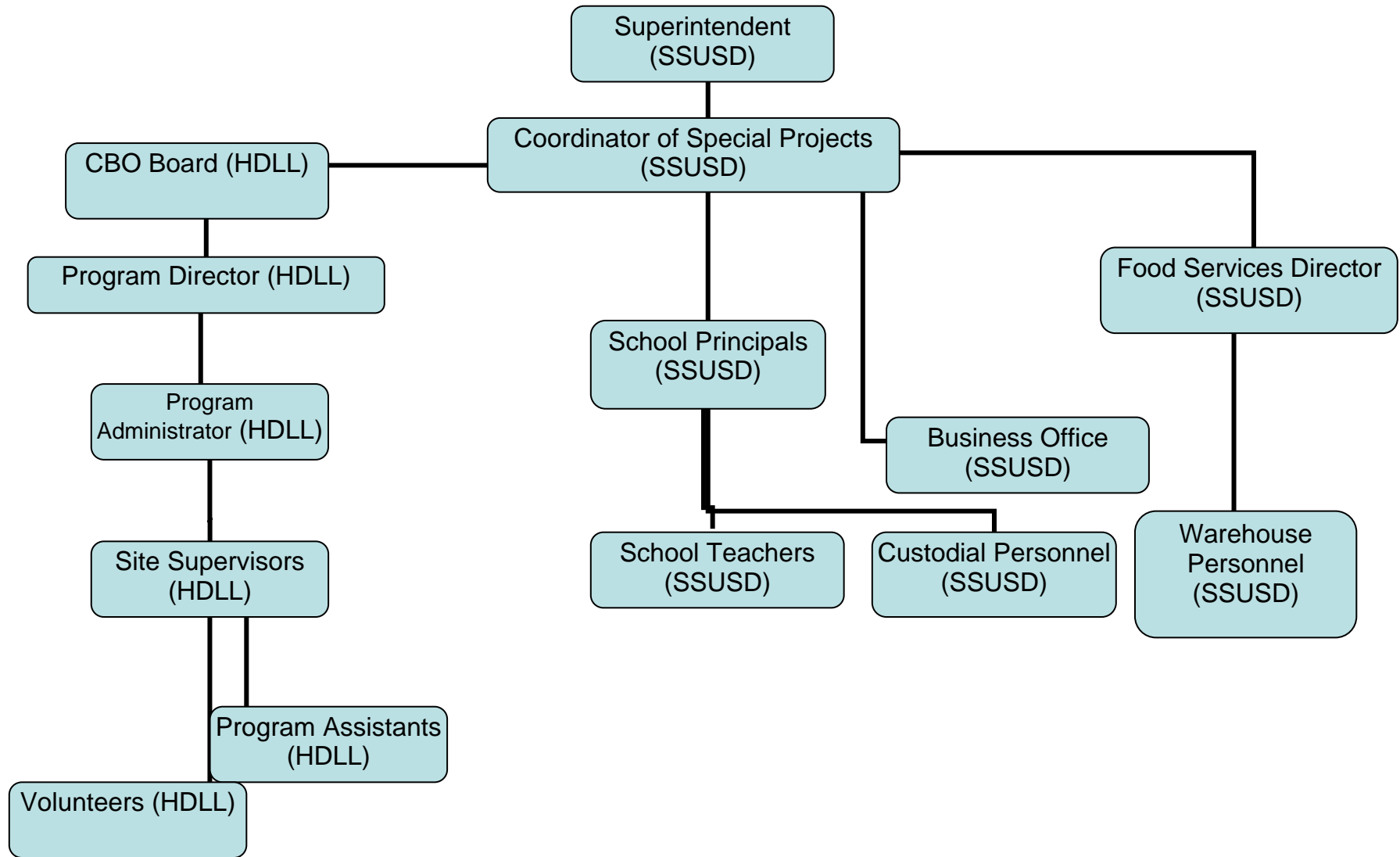
Appendix D (Tiered Staff Development Matrix)

CORE COMPETENCIES TIERED STAFF DEVELOPMENT MATRIX

Training Modules												
Period	Pre-Program	Pre-Program	Pre-Program	Pre-Program	Pre-Program	Pre-Program	Pre-Program	Pre-Program	Fall	Fall	Fall	Winter/Spring
Program Assistant, Tier One	Induction (P)*	CPR & First Aid (P)*	Orientation (P/S)*	Emergency Procedures (S)*	Classroom Management (P/S)*	Effective Homework Strategies (S)	Teaching Strategies (P/S)*	Curriculum Level I: Using Curriculum Available and Aligning to Standards (S)*	Indicators of Child Abuse (P)	Implementing Behavioral Support Plans (S)*	Writing a Schedule (S)*	Youth Development (P)
Period	Pre-Program	Pre-Program	Pre-Program	Pre-Program	Fall	Fall	Winter	Winter	Spring	Spring		
Program Assistant, Tier Two	Induction (P)*	CPR & First Aid (P)*	Orientation (P/S)*	Emergency Procedures (S)*	Indicators of Child Abuse (P)	Coaching New Staff (S)*	Bloom's Taxonomy (P)	Speaking with Parents (S)*	English Learners (P)*	Curriculum Level II: Thematic Units, Aligning to Standards, Aligning to Classroom Curriculum (S)*		
Period	Pre-Program	Pre-Program	Pre-Program	Pre-Program	Pre-Program	Fall	Winter	Fall	Fall	Fall	Winter	Winter
Site Supervisor, Tier One	Induction (P)*	CPR & First Aid (P)*	Orientation (P)*	Emergency Procedures (P)*	Aeries (P)*	Indicators of Child Abuse (P)*	Being a Manager (P)*	Assessments (P)*	Observing for and Writing Behavioral Support Plans (P)*	Reviewing Program Schedules (P)*	Coaching Staff (P)*	Coaching Staff on Curriculum Level II (P)*
Period	Pre-Program	Pre-Program	Pre-Program	Pre-Program	Winter	Winter	Winter	Spring				
Site Supervisor, Tier Two	Induction (P)*	CPR & First Aid (P)*	Orientation (P)*	Emergency Procedures (P)*	Performing Site Monitoring Visits (P)*	Understanding Special Needs Students (P)*	Developing Programs Linking Staff Talents with Student Interests (P)*	Collaborating with Community Organizations (P)*				

* Indicates that employees are required to physically attend the training as opposed to completing the training at home for staff members with other employment with conflicting work schedules
 (S) Indicates that the training will take place at the afterschool program site and is tailored specifically to the site and may be provided by the site's Site Supervisor
 (P) Indicates that the training will take place at the program-wide level and is fit for all sites to participate in collectively

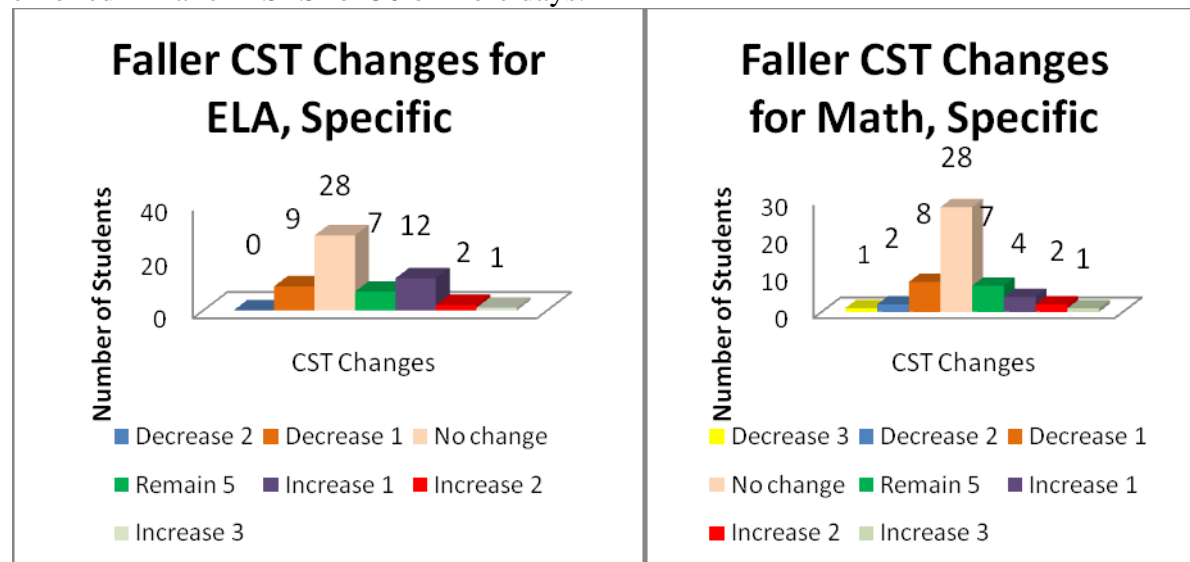
Appendix E (Organizational Chart)
ASES ORGANIZATIONAL CHART
High Desert Leapin' Lizards, Inc. and Sierra Sands Unified School District Personnel



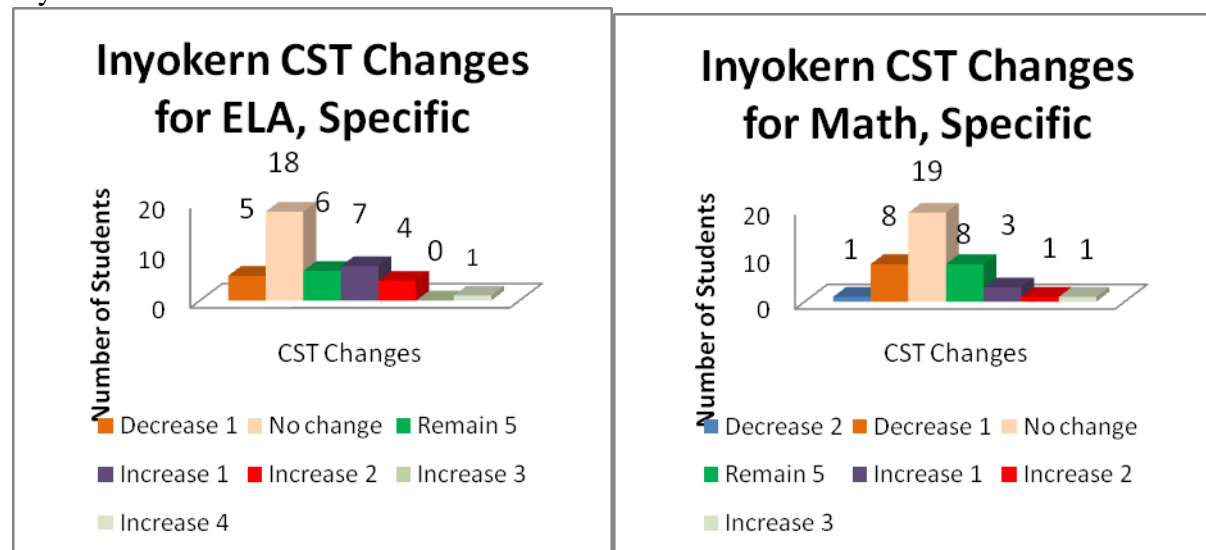
Appendix F

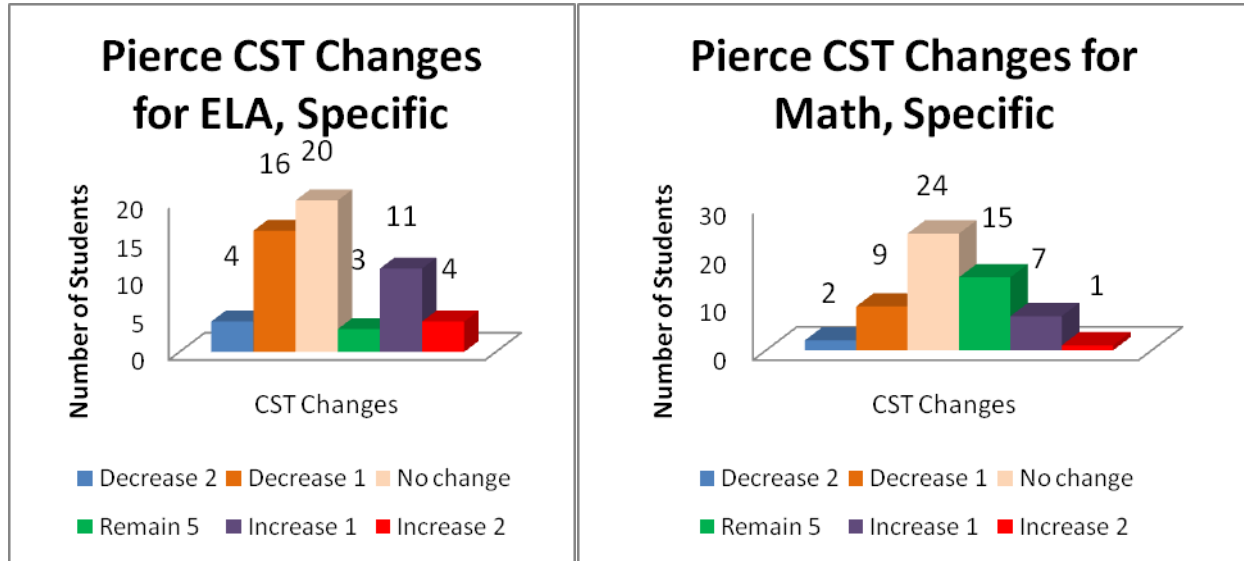
Excerpt from 2010-2011 ASES Local Evaluation Report

Changes in ELA and math performance level in 2011 compared to 2010 CST for students enrolled in Faller ASES for 50 or more days.



Inyokern ASES





7. POLICY DEVELOPMENT AND REVIEW

7.1 Presentation of Proposed BP/AR 1311, Community Relations, Civility Policy

BACKGROUND INFORMATION: Board policies and administrative regulations are periodically reviewed and recommendations are made for revisions or additions based upon guidance from the California School Board Association (CSBA) policy service, changes in the law, and changes in district practice.

CURRENT CONSIDERATIONS: In reviewing board policies regarding Community Relations, staff determined that the district's board policies do not contain a policy delineating the Board's expectations of appropriate behaviors from staff, parents, and members of the public while on school grounds or at official school functions.

Board Policy 1311 and its accompanying Administrative Regulation promotes mutual respect, civility, and orderly conduct among district employees, parents, and the public. This policy is not intended to deprive any person or his/her right to freedom of expression, but only to maintain, to the extent possible and reasonable, a safe, harassment-free work place for our students and staff. In the interest of presenting district employees as positive role models to the children of this district as well as the community, SSUSD encourages positive communication, and discourages volatile, hostile, or aggressive actions.

FINANCIAL IMPLICATIONS: None

SUPERINTENDENT'S RECOMMENDATION: This is the first reading of Board Policy 1311 and will be presented to the Board for approval at the December 15, 2011 meeting.

Community Relations

Civility Policy

The Board of Education believes that the Sierra Sands District staff will treat all community members with respect and will expect the same in return. The district is committed to maintaining orderly educational and administrative processes in keeping schools and administrative offices free from disruptions and preventing unauthorized persons from entering school/district grounds.

This policy promotes mutual respect, civility, and orderly conduct among district employees, parents, and the public. This policy is not intended to deprive any person of his/her right to freedom of expression, but only to maintain, to the extent possible and reasonable, a safe, harassment-free work place for our students and staff. In the interest of presenting district employees as positive role models to the children of this district as well as the community, SSUSD encourages positive communication, and discourages volatile, hostile, or aggressive actions. The district seeks public cooperation with this endeavor.

(cf. 0410. - Recognition of Human Diversity)

Disruptions

1. Any individual who disrupts or threatens to disrupt school/office operations; threatens the health and safety of students or staff, willfully causes property damage; uses loud and/or offensive language, which would provoke a violent reaction; displays argumentative, demeaning and/or insulting behavior at meetings towards other participants; or who has otherwise established a continued pattern of unauthorized entry on school district property, will be directed to leave school or school district property promptly by the superintendent or designee.

2. If any member of the public uses obscenities or speaks in a demanding, loud, insulting, and/or demeaning manner, the administrator or employee to whom the remarks are directed will calmly and politely admonish the speaker to communicate civilly. If corrective action is not taken by the abusing party, the district employee will verbally notify the abusing party that the meeting, conference, or telephone conversation is terminated, and if the meeting or conference is on district premises, the offending person will be directed to leave promptly.

Community Relations

Civility Policy

3. When an individual is directed to leave under such Paragraph 1 or 2 circumstances, the superintendent or designee shall inform the person that he/she will be guilty of a misdemeanor in accordance with California Education Code 44811 and Penal Codes 415.5 and 626.7 if he/she reenters any district facility within 30 days after being directed to leave, or within seven days if the person is a parent/guardian of a student attending that school. If an individual refuses to leave upon request or returns before the applicable period of time, the superintendent or designee may notify law enforcement officials. An Incident Report (copy attached) should be completed for the situations as set forth in paragraphs 1 and 2. (Exhibit 1311)

(cf. 5146 - Campus Disturbance)

(cf. 5146(c) - Disturbing the Peace)

(cf. 9323 - Meeting Conduct)

Safety and Security

4. When violence is directed against an employee, or theft against property, employees shall promptly report the occurrence to their principal or supervisor and complete an Incident Report. Employees and supervisors should complete an Incident Report and report to law enforcement any attack, assault, or threat made against them on school/district premises or at school/district-sponsored activities.

5. An employee whose person or property is injured or damaged by willful misconduct of a student, may ask the district to pursue legal action against the student or the student's parent/guardian.

Documentation

6. When it is determined by staff that a member of the public is in the process of violating the provisions of this policy, an effort should be made by staff to provide a written copy of this policy, including applicable code provisions, at the time of the occurrence. The employee will immediately notify his/her supervisor and provide a written report of the incident on the attached form.

Community Relations

Civility Policy

Legal Reference:

EDUCATION CODE

32210 Disturbing School

44014 Assault on Personnel

44810 Person on School Grounds

44811 Insults and Abuses

PENAL CODE

243.5 Arrest on School Grounds

415.5 Fighting on School Grounds

626.8 Entry of School by Person Not on Lawful Business

627.7 Refusal to Leave School Grounds

Policy

Adopted: November 17, 2011

SIERRA SANDS UNIFIED SCHOOL DISTRICT

Ridgecrest, California

Community Relations

Civility Policy

In order to keep schools and administrative offices free from disruptions and to prevent unauthorized individuals from entering school or district grounds, procedures will be established to support a safe work place for students and staff. The intent of these procedures will be to promote mutual respect, civility, and orderly conduct among district employees, parents, and the public.

Disruptions

- 1. Members of the public who use obscenities or speak in a loud, argumentative, insulting, and/or demeaning manner will be calmly and politely reminded by district employees to communicate in a civil manner.*
- 2. Members of the public who continue to speak in a demeaning manner will be politely notified that the meeting, conference, or telephone conversation is terminated. If the meeting or conference is on district property, the offending person will be directed to leave the premises.*
- 3. The employee(s) involved in this situation will notify the site administrator of the situation.*
- 4. Any individual who*
 - a. disrupts or threatens to disrupt school/office operations*
 - b. threatens school/office operations*
 - c. threatens the health and safety of students or staff*
 - d. willfully causes property damage*
 - e. uses loud and/or offensive language, which would provoke a violent reaction*
 - f. disrupts meetings by being argumentative, insulting, or demeaning to other participants.*
 - g. has established a continued pattern of unauthorized entry on district property will be directed to leave district property by the school or district office administration.*

Community Relations

Civility Policy

5. A written report will be filed and faxed to the Assistant Superintendent of Human Resources within 24 hours of the incident.

6. If an individual refuses to leave upon request, the site or district office administrator may contact law enforcement officials. The superintendent or designee will be immediately notified if this occurs.

7. The superintendent or designee will inform the individual removed from district property that he/she will be guilty of a misdemeanor in accordance with California Education Code 44811 and Penal Code 415.5 and 626.7 if he/she reenters any district facility within 30 days after being directed to leave or within 7 days if the person is a parent/guardian of a student attending that school.

8. Employees will immediately report to site or district office administration any violence directed against the employee or an incident of property theft.

9. Law enforcement will be contacted by site or district office administration to report any attack, assault or threat made against an employee while on district premises or at district-sponsored activities.

10. An effort will be made to provide the public with a copy of the Civility Policy if a violation of this policy occurs.

Regulation

Approved: November 17, 2011

SIERRA SANDS UNIFIED SCHOOL DISTRICT

Ridgecrest, CA 93555

7. POLICY DEVELOPMENT AND REVIEW

7.2 Adoption of Revisions to BP 2210, Administrative Discretion Regarding Board Policy

BACKGROUND INFORMATION: Sierra Sands Unified School District is a participating member in the California School Boards Association Policy Service, GAMUT. Suggested revisions to policies and administrative regulations are forwarded to districts for review. These include revisions caused by changes in law, regulations, or procedures. Once staff has reviewed the changes, updates are presented to the board for approval.

CURRENT CONSIDERATIONS: Board Policy BP 2210 has been updated to reflect new law (SB 70) which extends the flexibility to use funds received for Tier 3 categorical programs for any educational purpose from 2008-09 through the 2014-15 fiscal year.

FINANCIAL IMPLICATIONS: None

SUPERINTENDENT'S RECOMMENDATION: It is recommended that the board approve the revisions to BP 2210, Administrative Discretion Regarding Board Policy as presented. The accompanying AR is included for informational purposes only.

Administrative Discretion Regarding ~~Leeway in Absence of~~ Board Policy

Through the adoption of written policies, the Governing Board conveys its expectations for actions that will be taken in the district, clarifies roles and responsibilities of the Board and Superintendent, and communicates Board philosophy and direction. However, the Board recognizes that, at times, situations may arise in the operation of district schools or in the implementation of district programs that are not addressed in Board policy or administrative regulation. When resolution of such a situation necessitates immediate action, the Superintendent or designee shall have the authority to act on behalf of the district.

If the situation or its resolution may affect the safety or security of students or staff members, involve a significant impact on student learning, or create a distraction within the school community, the Superintendent or designee shall notify the Board as soon as practicable after its occurrence. The Board president and the Superintendent shall schedule a review of the action at the next regular Board meeting. If the action indicates the need for additions or revisions to Board policies, the Superintendent or designee shall make the necessary recommendations to the Board.

~~The Superintendent or designee shall have the power to act, within the parameters of law, in cases where action must be taken and where the Governing Board has not provided guidelines for administrative action. If the action necessitates addition or revision of policies, the Superintendent or designee shall make the necessary recommendations to the Board.~~

~~It shall be the duty of the Superintendent or designee to keep the Board president apprised of any action taken in emergency situations as soon as practicable after its occurrence and certainly prior to the Board's next regular meeting. The president shall use his/her discretion in informing the Board before its next regular meeting.~~

The Board has determined that it is in the best interest of the district to utilize the categorical program flexibility authorized by Education Code 42605. In implementing the flexibility, the Superintendent, in accordance with Education Code 42605, may suspend any program or funding requirement reflected in any Board policy, administrative regulation, or other document designed for the operation of any Tier 3 categorical program to the extent that such suspension does not affect the terms of any existing district contract or bargaining agreement. As necessary, the Superintendent or designee shall consult with other district staff, including the legal counsel and/or the chief business official, regarding the district's exercise of this flexibility.

The Superintendent or designee shall regularly report to the Board regarding how the district is exercising the flexibility and whether the desired results are being achieved.

(cf. 0420 - School Plans/Site Councils)

(cf. 0420.1 - School-Based Program Coordination)

(cf. 1220 - Citizen Advisory Committees)

Administrative Discretion Regarding ~~Leeway in~~ Absence of Board Policy

(cf. 1312.4 - Williams Uniform Complaint Procedures)
(cf. 3110 - Transfer of Funds)
(cf. 3111 - Deferred Maintenance Funds)
(cf. 4111 - Recruitment and Selection)
(cf. 4112.2 - Certification)
(cf. 4112.21 - Interns)
(cf. 4113 - Assignment)
(cf. 4117.14/4317.14 - Postretirement Employment)
(cf. 4131 - Staff Development)
(cf. 4131.1 - Beginning Teacher Support/Induction)
(cf. 4138 - Mentor Teachers)
(cf. 4139 - Peer Assistance and Review)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)
(cf. 5123 - Promotion/Acceleration/Retention)
(cf. 5136 - Gangs)
(cf. 5141.32 - Health Screening for School Entry)
(cf. 5145.6 - Parental Notifications)
(cf. 5146 - Married/Pregnant/Parenting Students)
(cf. 5147 - Dropout Prevention)
(cf. 5148.1 - Child Care Services for Parenting Students)
(cf. 5149 - At-Risk Students)
(cf. 6141.5 - Advanced Placement)
(cf. 6142.6 - Visual and Performing Arts Education)
(cf. 6142.91 - Reading/Language Arts Instruction)
(cf. 6142.94 - History-Social Science Instruction)
(cf. 6146.1 - High School Graduation Requirements)
(cf. 6151 - Class Size)
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)
(cf. 6162.52 - High School Exit Examination)
(cf. 6163.1 - Library Media Centers)
(cf. 6164.2 - Guidance/Counseling Services)
(cf. 6172 - Gifted and Talented Student Program)
(cf. 6176 - Weekend/Saturday Classes)
(cf. 6177 - Summer School)
(cf. 6178 - Career Technical Education)
(cf. 6178.2 - Regional Occupational Center/Program)
(cf. 6179 - Supplemental Instruction)
(cf. 6184 - Continuation Education)
(cf. 6185 - Community Day School)
(cf. 6200 - Adult Education)
(cf. 7214 - General Obligation Bonds)
(cf. 9323.2 - Actions by the Board)

Administrative Discretion Regarding ~~Leeway in Absence of~~ Board Policy

Legal Reference:

EDUCATION CODE

35010 Control of district, prescription and enforcement of rules

35035 Powers and duties of superintendent

35160 Authority of governing boards

35160.5 Annual review of school district policies

35163 Official actions, minutes and journal

42605 Tier 3 categorical flexibility

Management Resources:

CSBA PUBLICATIONS

Policy Implications of Categorical Program Flexibility, Policy Advisory, November 2009

Flexibility Provisions in the 2008 and 2009 State Budget: Policy Considerations for Governance

Teams, Budget Advisory, March 2009

CALIFORNIA DEPARTMENT OF EDUCATION CORRESPONDENCE

Fiscal Issues Relating to Budget Reductions and Flexibility Provisions, April 2009

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

Policy

SIERRA SANDS UNIFIED SCHOOL DISTRICT

Adopted: ~~August 18, 1994~~ **November 17, 2011**

Ridgecrest, CA

8. PERSONNEL ADMINISTRATION

8.1 CERTIFICATED PERSONNEL

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

8.12 LEAVE OF ABSENCE

8.13 EMPLOYMENT

8.14 CHANGE OF STATUS

RECOMMENDED ACTION: To approve certificated personnel actions as presented.

8.2 CLASSIFIED PERSONNEL

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

8.22 LEAVE OF ABSENCE

8.23 EMPLOYMENT

8.24 CHANGE OF STATUS

RECOMMENDED ACTION: To approve classified personnel actions as presented.

8. PERSONNEL ADMINISTRATION

8.1 CERTIFICATED PERSONNEL

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

Brooke Harrison
40% Spanish/English – Murray
Effective 11-1-11

Kathy Rook
2nd Grade – Gateway
Effective 11-15-11

8.12 LEAVE OF ABSENCE

8.13 EMPLOYMENT

Substitute Teachers for 11-12 year
Alysa Baker
Stanton Sussberg

8.14 CHANGE OF STATUS

8. PERSONNEL ADMINISTRATION

8.2 CLASSIFIED PERSONNEL

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

Ambros Browning
2 hr. Noon Duty Supervisor – Burroughs
Effective 10-31-2011

Robert Traylor
8 hr. Senior Skilled Craftsperson – Maintenance
Effective 10-21-2011

Shelley Wilson
1.5 hr. Noon Duty Supervisor – Las Flores
Effective 10-19-11

8.22 LEAVE OF ABSENCE

8.23 EMPLOYMENT

Misty Jo Anderson
5 ½ hr. Paraprofessional – Burroughs
Effective 11-1-11

Shiann Baird
4 hr. Counseling Center Career Technician – Burroughs
And
2 hr. Noon Duty Supervisor – Burroughs
No Break in Service – Rescinding Resignation

Theresa Connor
5 ½ hr. Paraprofessional – Richmond
Effective 11-1-11

Vickie DeMille
5 ½ hr. Paraprofessional – James Monroe
Effective 10-03-11

8. PERSONNEL ADMINISTRATION

8.2 CLASSIFIED PERSONNEL

8.23 EMPLOYMENT (Continued)

Mary Kate Ghilardi
5 ½ hr. Paraprofessional – Richmond
Effective 11-1-11

Brook Goins
5 ½ hr. Paraprofessional – Murray
Effective 10-03-11

Wendy Gonzalez
5 ½ hr. Paraprofessional – Richmond
Effective 10-03-11

Penny Hilts
5 ½ hr. Paraprofessional – Murray
Effective 10-03-11

Alfred Kennedy
1 ½ hr. Noon Duty Supervisor – Richmond
Effective 10-31-11

Amber Kumm
5 ½ hr. Paraprofessional – Richmond
Effective 10-03-11

Melissa McCormick
6 hr. Paraprofessional – Burroughs
Effective 11-1-11

Shelley Wilson
1.58 hr. Noon Duty Supervisor – Las Flores
Effective 10-03-11

8. PERSONNEL ADMINISTRATION

8.3 CLASSIFIED PERSONNEL

8.23 EMPLOYMENT (Continued)

Student Food Service Workers for the 2011-2012 School Year

Ryan Durazo

Charlotte Hardy

Myles Obenza

Joseph Rodriguez-Harris

Georgina Russell

Classified Substitutes for the 2011-2012 School Year

Shannon Cunningham

William Folden

Maria Plesca-Johnson

Martha Seymour

Jennifer Smith

Sharon Tiedeman

8.24 CHANGE OF STATUS

James Cook

From: 8 hr. Auto/Diesel Mechanic I – Transportation

To: 8 hr. Auto/Diesel Mechanic II – Transportation

Effective 10-21-11

Vicki Peach

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

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

Effective 11-01-11

Kimberly Sorge

From: 1 ½ hr. Noon Duty Supervisor – Richmond

To: 2 ¼ hr. Noon Duty Supervisor – Richmond

Effective 10-17-11

9. GENERAL ADMINISTRATION

9.1 Gifts to the District

CURRENT CONSIDERATIONS: The following donations have been received: From Rotary Club of China Lake, thirteen cases of paper valued at \$418 for use in the classrooms; and the Ridgecrest Muscial Enrichment Society donated \$250 to the James Monroe choir.

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

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

9. GENERAL ADMINISTRATION

9.2 Authorization for Board Member Travel

BACKGROUND INFORMATION: At the May 7, 2009 board meeting, protocol requiring the board to authorize all board member travel was established. The 2011-12 travel budget for the board was approved for 18,700.00.

CURRENT CONSIDERATIONS: Ms. Amy Covert is requesting authorization to travel to Savannah, Georgia on January 7 & 8, 2012 to attend the National 8002 Impacted Schools Winter 2012 Meeting. Cost of travel is estimated as follows:

Conference registration	\$ 50.00
Air Fare	\$ 550.00
Hotel (2 nights @ \$204.00 plus tax)	\$ 463.26
Meals	\$ 75.00
Miscellaneous	\$ 150.00

Estimated total cost of travel	\$1,288.26
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FINANCIAL IMPLICATIONS: The travel budget for the Board for 2011-12 is \$18,700.00. To date, \$2765.02 has been spent. Approximately \$6,000 has been approved for the annual CSBA conference, leaving a balance available of \$9,934.98.

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

9. GENERAL ADMINISTRATION

9.3 Nominations for Representatives to the California School Boards Association (CSBA)

BACKGROUND INFORMATION: The CSBA Delegate Assembly is the primary policy-making body of the California School Boards Association. It sets the general policy direction for the association that represents California's school districts and county offices of education. Delegates fulfill a critical governance role by communicating the interest of local boards to CSBA's Board of Directors, Executive Committee, and staff. Delegates give policy and legislative direction through the adoption of the policy platform every two years and the adoption of other policy statements of the association. They also speak on issues and provide direct advocacy on behalf of the association. Delegates play an important communication and support role within their regions, and they also elect the association's officers and board of directors.

CURRENT CONSIDERATIONS: Nominations for representatives to the Delegate Assembly are being accepted through January 9, 2012. There are two vacancies in Subregion 12-B of which Sierra Sands is a part, and each board may nominate as many individuals as it chooses within its geographical region or subregion. The two positions which are up for election are currently held by William Farris, Sierra Sands Unified School District, and Soctt Starkey, Southern Kern Unified School District.

FINANCIAL IMPLICATIONS: The financial implications would include mileage, hotel, and meal expenses for two meetings per year with an estimated cost of \$700.00 dependent upon hotel and travel costs. This includes expenses for a May meeting in Sacramento and one additional night of hotel expense in combination with the annual CSBA meeting.

SUPERINTENDENT'S RECOMMENDATION: The board may, if it wishes, nominate one or more individuals to serve on the CSBA Delegate Assembly. Permission must be received from an individual to place his or her name in nomination.

**TIME SENSITIVE – For Board ACTION –
Nominations due Monday, January 9, 2012**

Please deliver to all members of the governing board. Thank you.

October 28, 2011



MEMORANDUM

TO: Board Presidents and Superintendents - CSBA Member Boards of Education
FROM: Martha Fluor, President
SUBJECT: **Call for Nominations for CSBA Delegate Assembly**

CSBA's Delegate Assembly is a vital link in the association's governance structure. Working with local districts, county offices, the Board of Directors and Executive Committee, Delegates ensure that the association reflects the interests of school districts and county offices of education throughout the state. **Nomination and Candidate Biographical Sketch forms for CSBA's Delegate Assembly are now being accepted until Monday, January 9, 2012.** All forms and information related to the election process are available to download from the CSBA website at www.csba.org/AboutCSBA.aspx.

- Any CSBA member board is eligible to nominate board members within their geographical region or subregion.
- Boards may nominate as many individuals as it chooses by using the nomination form.
- Approval from board member to be nominated to CSBA's Delegate Assembly.
- All nominees must submit a one-page, single-sided, candidate biographical sketch form and an optional one-page, one-sided résumé, (résumé cannot be substituted for the candidate biographical sketch form).
- All nomination materials must be postmarked or faxed no later than **Monday, January 9.**
- Delegates serve two-year terms beginning April 1, 2012 through March 31, 2014
- There are two required Delegate Assembly meetings each year, one in May in Sacramento and one preceding the CSBA Annual Education Conference and Trade show in November/December.

For further information about the Delegate Assembly, please contact Michelle Neto in CSBA's Administration department at (800) 266-3382. You may download the following forms and find more information at www.csba.org/AboutCSBA.aspx. Thank you.

- ❖ Delegate Assembly Brochure
- ❖ Nomination Form
- ❖ Candidate's Biographical Sketch Form
- ❖ Important Dates
- ❖ List of all Delegates whose term expires in 2012
- ❖ Alphabetical List of Districts and County offices
- ❖ FAQ



2012 Delegate Assembly Nomination Form

Due: Monday, January 9, 2012 (U.S. Postmark or fax – 916.669.3305 or 916.371.3407)

CSBA Region/subregion # ____/____

The Board of Education of the _____
(Nominating School District or COE)

wishes to nominate _____
(Nominee)

The nominee is a member of the _____,
(Nominee's School District or COE)

which is a member of the California School Boards Association.

- ☐ The nominee has consented to this nomination.
- ☐ Attached is the nominee's required one-page, single-sided candidate biographical sketch form and optional one-page, single-sided résumé.
- ☐ The nominee's required one-page, single-sided candidate biographical sketch form and optional one-page, single-sided résumé will be sent by the deadline date.

Board Clerk or Board Secretary (signed) Date

Board Clerk or Board Secretary (printed)

PLEASE NOTE: The nomination and candidate biographical sketch forms must be faxed or U.S. postmarked no later than **Monday, January 9, 2012**. Forms postmarked or faxed after January 9 cannot be accepted. Please contact Michelle Neto at (800) 266-3382 should you have any questions.

Return nomination to:

California School Boards Association | 3100 Beacon Blvd., P.O. Box 1660 | West Sacramento, CA 95691-1660
(916) 371-4691 (800) 266-3382 | Fax: (916) 371-3407 or (916) 669-3305 | www.csba.org



2012 Delegate Assembly Candidate Biographical Sketch Form

Due: Monday, January 9, 2012 (U.S. Postmark or fax - 916.669.3305 or 916.371.3407)

Please complete, sign and date this **required** candidate biographical sketch form. An optional, one-page, single-sided, résumé may also be submitted; both will be copied exactly as received. Please do not state "see résumé" and please do not re-type this form. Any additional page(s) exceeding this candidate form will **not** be accepted.

Name: _____	CSBA Region/Subregion: _____ / _____
District or COE: _____	Years on board: _____ ADA: _____
Contact Number: _____	E-mail: _____
Are you a continuing Delegate? <input type="checkbox"/> Yes <input type="checkbox"/> No	If you, how long have you served as a Delegate? _____

CSBA's Delegate Assembly sets the general education policy direction for the Association. As a member of the Delegate Assembly, please describe what your top three educational priorities would be, and why they are important to the Association.

Another responsibility of Delegates is to communicate the interests of local boards to CSBA's Board of Directors, Executive Committee and staff. Please describe your activities/involvement or interests in your local district or county office.

Why are you interested in becoming a Delegate and what contribution do you feel you would make as a member of the Delegate Assembly?

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: _____ Date: _____

CSBA DELEGATES WHOSE ELECTED TERM EXPIRES IN 2012

Below are the names of Delegates in each region/subregion whose term expires in 2011 and are up for re-elections, if they choose to run. Delegates must be nominated by a CSBA member board that is located within the region or subregion. If a subregion is not listed, it is because the Delegate's term has not expired. *Nomination and Candidate Biographical sketch forms are due Monday, January 9, 2012.*

REGION 1 - Counties: Del Norte, Humboldt, Lake, Mendocino

Subregion 1-A (Del Norte, Humboldt)

Vacant (Two-Year Term)

Subregion 1-B (Lake, Mendocino)

Kathy James (Ukiah USD)

REGION 2 - Counties: Lassen, Modoc, Plumas, Shasta, Siskiyou, Trinity

Subregion 2-C (Lassen, Plumas)

Ken Theobald (Lassen Union HSD)

REGION 3 - Counties: Marin, Napa, Solano, Sonoma

Subregion 3-A (Sonoma)

Katherine Sanchez (Bennett Valley Union SD)

Subregion 3-C (Solano)

Patricia Shamansky (Fairfield-Suisun USD)

Subregion 3-D (Marin)

Linda M. Jackson (San Rafael City Schools)

REGION 4 - Counties: Butte, Colusa, Glenn, Nevada, Placer, Sierra, Sutter, Tehama, Yuba

Subregion 4-A (Glenn, Tehama)

Rhonda J. Johnson (Red Bluff Joint Union HSD)

Subregion 4-C (Colusa, Sutter, Yuba)

Jim Flurry (Marysville Joint USD)

Subregion 4-D (Nevada, Placer, Sierra)

Brian Haley (Western Placer USD)

REGION 5 - Counties: San Francisco, San Mateo

Subregion 5-B (San Mateo)

Peter H. Hanley (San Mateo Union HSD)

Shelly Masur (Redwood City ESD)

Chris Thomsen (Sequoia Union HSD)

REGION 6 - Counties: Alpine, Amador, El Dorado, Mono, Sacramento, Yolo

Subregion 6-A (Yolo)

Susan Lovenburg (Davis Joint USD)

Subregion 6-B (Sacramento)

Janis Green (Twin Rivers USD)

Bruce Roberts (Natomas USD)

Teresa Stanley (Folsom-Cordova USD)

Subregion 6-C (Alpine, Amador, El Dorado, Mono)

Ellen Driscoll (Rescue Union ESD)

REGION 7 - Counties: Alameda, Contra Costa

Subregion 7-A (Contra Costa)

Kathi McLaughlin (Martinez USD)

Raymond Valverde (Liberty Union HSD)

William L. Wong (Pittsburg USD)

Subregion 7-B (Alameda)

Valerie Arkin (Pleasanton USD)

Janice Friesen (Castro Valley USD)

Michael McMahon (Alameda City USD)

Anne White (Livermore Valley Joint USD)

REGION 8 - Counties: Calaveras, Mariposa, Merced, San Joaquin, Stanislaus, Tuolumne

Subregion 8-A (San Joaquin)

Ken Davis (Lodi USD)

Diana Machado (Linden USD)

Evelyn Moore (Manteca USD)

Subregion 8-C (Stanislaus)

Faye Lane (Ceres USD)

Subregion 8-D (Merced)

Ida M. Johnson (Merced Union HSD)

REGION 9 - Counties: Monterey, San Benito, San Luis Obispo, Santa Cruz

Subregion 9-A (San Benito, Santa Cruz)

Bernard Bricmont (Live Oak ESD)

Rachel Dewey-Thorsett (Santa Cruz City Schools)

Subregion 9-B (Monterey)

Bettye L. Lusk (Monterey Peninsula USD)

Subregion 9-C (San Luis Obispo)

Mark Buchman (San Luis Coastal USD)

REGION 10 - Counties: Fresno, Kings, Madera

Subregion 10-B (Fresno)

Gilbert F. Coelho (Firebaugh-Las Deltas USD)

Jose Dominguez (Kerman USD)

Betsy J. Sandoval (Clovis USD)

Subregion 10-C (Kings)

Vacant (Two-Year Term)



REGION 11 - Counties: Santa Barbara, Ventura & Las Virgenes USD

Subregion 11-A (Santa Barbara)

Jack C. Garvin (Santa Maria Joint Union HSD)

Subregion 11-B (Ventura County and Las Virgenes USD)

Darlene A. Bruno (Hueneme ESD)

Rob Collins (Simi Valley USD)

Ana Del Rio-Barba (Oxnard ESD)

Jan Iceland (Oak Park USD)

REGION 12 - Counties: Kern, Tulare

Subregion 12-A (Tulare)

Donna S. Martin (Visalia USD)

Richard Morris (Porterville USD)

Subregion 12-B (Kern)

William H. Farris (Sierra Sands USD)

Scott Starkey (Southern Kern USD)

REGION 15 - Counties: Orange County and Lowell Jt. USD

Tammie Bullard (Tustin USD)

Meg Cutuli (Los Alamitos USD)

Judy Franco (Newport-Mesa USD)

Susan Henry (Huntington Beach Union HSD)

Kathryn A. Moffat (Orange USD)

Jo-Ann Purcell (Westminster ESD)

Esther H. Wallace (Magnolia ESD)

Sharon Wallin (Irvine USD)

REGION 16 - Counties: Inyo, San Bernardino

Subregion 16-B (San Bernardino)

Barbara J. Dew (Victor Valley Union HSD)

Holly Eckes (Adelanto ESD)

Cathline Fort (Etiwanda ESD)

Caryn Payzant (Alta Loma ESD)

Wilson So (Apple Valley USD)

Donna West (Redlands USD)

Vacant (Two-Year Term)

REGION 17 - County: San Diego

Comischell Bradley-Rodriguez (Del Mar Union SD)

Zoe Carpenter (Escondido Union SD)

Katie Dexter (Lemon Grove SD)

James Grier (National SD)

Barbara Groth (San Dieguito Union HSD)

Steve Lilly (Vista USD)

Dan Lopez (Ramona USD)

Raquel Marquez-Maden (San Ysidro ESD)

Anne Renshaw (Fallbrook Union ESD)

REGION 18 - Counties: Imperial, Riverside

Subregion 18-A (Riverside)

Jerry Bowman (Menifee Union ESD)

Deborah Dukes (Banning USD)

William Sanborn (Hemet USD)

Vacant (Two-Year Term)

Vacant (Two-Year Term)

Vacant (Two-Year Term)

Subregion 18-B (Imperial)

Frances A. Terrazas (El Centro ESD)

REGION 20 - County: Santa Clara

Frank Biehl (East Side Union HSD)

Cynthia Chang (Los Gatos-Saratoga Jt. Union HSD)

Judy Hannemann (Mountain View-Los Altos Un. HSD)

Mary Noel (Oak Grove ESD)

Kathleen Sullivan (Morgan Hill USD)

REGION 22 - Los Angeles County: North Los Angeles

Gwendolyn Farrell (Westside Union ESD)

Steven M. Sturgeon (William S. Hart Union HSD)

Donita J. Winn (Antelope Valley Union HSD)

REGION 23 - Los Angeles County: San Gabriel Valley and East Los Angeles

Subregion 23-A

Bob Bruesch (Garvey ESD)

Ed Honowitz (Pasadena USD)

Joylene Wagner (Glendale USD)

Subregion 23-B

Gilbert G. Garcia (Rowland USD)

Subregion 23-C

Rosemary Garcia (Azusa USD)

Camie Poulos (West Covina USD)

Joseph Probst (Charter Oak USD)

REGION 24 - Los Angeles County: Southwest Crescent

Darryl R. Adams (Norwalk-La Mirada USD)

Leighton Anderson (Whittier Union HSD)

Vivian Hansen (Paramount USD)

Donald E. LaPlante (Downey USD)

Sylvia V. Macias (South Whittier ESD)

Catherine McCurdy (Hermosa Beach City ESD)

Ann M. Phillips (Lawndale ESD)

Emma Sharif (Compton USD)

10/28/11



9. GENERAL ADMINISTRATION

9.4 Designation of Date and Time of the Organizational Meeting of the Board

BACKGROUND INFORMATION: Education Code Section 35143 requires that each school district hold an annual organizational meeting within the period of fifteen days of the first Friday in December, which this year is December 2 through December 16. Unless otherwise provided by rule of the governing board, the date and time of the annual organizational meeting shall be selected by the board at its regular meeting immediately prior to the annual meeting.

CURRENT CONSIDERATIONS: According to the annually adopted meeting schedule of the board, the regular meeting within the designated period is scheduled for December 15, 2011.

FINANCIAL IMPLICATIONS: None

SUPERINTENDENT'S RECOMMENDATION: Designate December 15, 2011 at 7:00 p.m. as the date and time for the regular and organizational meeting of the board. The meeting will be conducted in the Ridgecrest City Council Chambers, 100 West California Avenue.

10. CONSTRUCTION ADMINISTRATION

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

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

CURRENT CONSIDERATIONS: Construction activity and planning continue at several sites. Mr. Auld will update the board and community on these activities.

FINANCIAL IMPLICATIONS: None

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

12. CONSENT CALENDAR

12.1 Approval of “A” and “B” Warrant

CURRENT CONSIDERATIONS: “A” and “B” warrants released in October, 2011 are submitted for approval. “A” warrants totaled \$2,207,329.52. “B” warrants totaled \$ 2,436,985.51.

FINANCIAL IMPLICATIONS: Warrants were issued as stated.

SUPERINTENDENT’S RECOMMENDATION: Approve “A” and “B” warrants for October, 2011 as presented.

This list represents the "A" and "B" warrants released during the month of **OCTOBER 2011**
The "A" and "B" warrant registers are available in the business office for your review.

RECOMMENDED ACTION: Approve "A" and "B" warrants as presented.

"A" WARRANTS

<u>Type of Payroll</u>	<u>Amount</u>
End of month certificated	\$1,537,793.81
End of month classified	\$498,421.39
10th of month certificated	\$81,643.79
10th of month classified	\$89,470.53
Total "A" Warrants	\$2,207,329.52

"B" WARRANTS

<u>Register Number</u>	<u>Amount</u>
Batch 45	\$82,784.89
Batch 46	Food Service
Batch 47	\$21,780.41
Batch 48	Food Service
Batch 49	\$64,192.50
Batch 50	Food Service
Batch 51	\$54,669.46
Batch 52	\$42,519.81
Batch 53	\$7,125.00
Batch 54	\$81,370.67
Batch 55	\$36,259.70
Batch 56	\$1,585,477.00
Batch 57	\$68,748.64
Batch 58	Food Service
Batch 59	\$126,650.10
Batch 60	\$70,693.44
Batch 61	\$87,633.15
Batch 62	\$107,080.74
Batch 63	Food Service
Batch 64	November
Batch 65	November
Total "B" Warrants	\$2,436,985.51

12. CONSENT CALENDAR

12.2. Report to the Board on Solid Waste Hauling Services

BACKGROUND INFORMATION: In accordance with Public Resource Code 40059, at the August 18, 2011 board meeting, the district utilized Resolution # 4 1112 to authorize a short-term contract for solid waste services while it reevaluated the district needs and went for bid for a solid waste hauling contract. This action was precipitated by the fact that the solid waste hauling service arrangement that was in place was due to expire on September 2, 2011 and the outcome of service provision was uncertain at the time and likely to remain so by the expiration date. This necessitated a short-term contract for service while the district pursued the bid process.

CURRENT CONSIDERATIONS: The district has concluded a short-term contract with Benz Sanitation, Inc. The district has been pleased with the service provided.

FINANCIAL IMPLICATIONS: The district is in the process of evaluating its solid waste hauling service requirements and is also developing specifications so that it can publically request formal proposals for these services from all qualified providers.

SUPERINTENDENT'S RECOMMENDATION: There is no action required at this time. This item is provided for information only.

12. CONSENT CALENDAR

12.3 Approval of Recommendation of Administrative Hearing Panel Regarding Enrollment Request from a Student Expelled from Another District, Case #D01 1112

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

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

CASE # D01 1112: As determined by an administrative hearing panel, the student's admission to a Sierra Sands School would not pose a continuing danger to District students or employees. The recommendation is that Case # D01 1112 be permitted to conditionally enroll in Sierra Sands Unified School District for the fall and spring 2011-12 semester under the terms in the behavior contract.

FINANCIAL IMPLICATIONS: None

SUPERINTENDENT'S RECOMMENDATION: Approve the recommended action of the administrative hearing panel to accept the conditional enrollment of Case #D01 1112 allowing the student to enroll under the terms of the behavior contract.