

SIERRA SANDS UNIFIED SCHOOL DISTRICT

**Board of Education
Regular Meeting**

**NOVEMBER 21, 2013
Ridgecrest City Council Chambers
100 West California Avenue
www.ssusdschools.org**

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

A G E N D A

CALL TO ORDER AND PLEDGE TO THE FLAG

7:00 P.M.

Amy Castillo-Covert
Judy Dietrichson
Bill Farris, President
Tom Pearl
Kurt Rockwell, Vice President/Clerk
Michael Scott
Student Member, Lara Luu

Joanna Rummer, Superintendent

MOMENT OF SILENCE

1. ADOPTION OF AGENDA

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

2. APPROVAL OF MINUTES of the regular and special meetings of October 17, 2013 and the special and concurrent special meetings of October 30, 2013.

3. PROGRAMS AND PRESENTATIONS

- Murray: Becoming a R.E.A.L. Mustang – Student Recognition a Key to Success. Mrs. Kirsti Smith, Principal of Murray Middle School will report on the Murray Middle School goal to create a culture of inclusion, and to support and celebrate academic achievement as well as personal and social achievements and to promote school pride.

4. PUBLIC HEARING

5. REPORTS AND COMMUNICATIONS

5.1 Student Member's Report

5.2 Reports from Members of the Board

5.3 Superintendent's Report

- Enrollment Report
- Distinguished Schools Recognition

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

5.5 Communications from the public

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

6. EDUCATIONAL ADMINISTRATION

6.1 Approval of Memorandum of Understanding (MOU) Between Cerro Coso Community College and Sierra Sands Unified School District Regarding Dual Enrollment

6.2 Approval of Common Core State Standards (CCSS) Implementation Funding Plan

6.3 Approval of Equipment Purchases Using the Federal Military-Connected Local Education Agencies for Academic and Support Programs (MCASP) Grant

7. POLICY DEVELOPMENT AND REVIEW

7.1 Approval of Revisions to Board Policy 5144 and Review of Administrative Regulation 5144, Student Discipline

7.2 Approval of Revisions to Board Bylaw 9010, Public Statements

8. PERSONNEL ADMINISTRATION

8.1 Certificated

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

8.2 Classified

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

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

8.4 Approval of Early Retirement Notification Incentive for 2013-14

9. GENERAL ADMINISTRATION

- 9.1 Gifts to District
- 9.2 Designation of Date and Time of the Organizational Meeting of the Board
- 9.3 Nominations for Representatives to the California School Boards Association (CSBA)

10. CONSTRUCTION ADMINISTRATION

- 10.1 Approval for Educational Specification for Murray Middle School by the Sierra Sands Unified School District Board of Trustees
- 10.2 Authorization to Permit the City of Ridgecrest to be Granted a Temporary Construction Easement and a “Right of Way” Dedication for a Portion of Land on the James Monroe Middle School Campus (commencing at the centerline intersection of South Warner Street and West Church Avenue) by Approving Resolution #10 1314

11. BUSINESS ADMINISTRATION

12. CONSENT CALENDAR

- 12.1 Approval of “A” and “B” Warrants

13. FUTURE AGENDA

14. ADJOURNMENT

The next regular meeting of the Board of Education will be December 19, 2013

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.ssusdschools.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 17, 2013
TIME OF MEETING: 7:00 p.m.
PLACE OF MEETING: Ridgecrest City Council Chambers
MEMBERS PRESENT: Castillo-Covert, Dietrichson, Farris, Pearl, Scott
MEMBERS ABSENT: Rockwell

PLEDGE OF ALLEGIANCE was recited in unison, led by Mesquite High School student Shyanne Stillson.

MOMENT OF SILENCE was observed.

1. ADOPTION OF AGENDA

The agenda was adopted by consensus as posted noting that the IKSFA agenda will be heard following 10.2.

2. APPROVAL OF MINUTES

Hearing no comments, the minutes of the regular meeting of September 19, 2013 and the special meeting of October 10, 2013 were adopted by consensus as written.

3. PROGRAMS AND PRESENTATIONS

- Moving Beyond the Bell at Faller Elementary School: Mrs. Melissa Christman, Principal introduced Amy Worley, ASES (After School Education and Safety Program) site supervisor, to report on the after school academic enrichment program at Faller Elementary School. In 2002, Proposition 49 increased funding for before and after school programs. One component of the ASES program at Faller Elementary School is the STEM Academy. The STEM Academy is a hands-on, project based learning program which focuses on Science, Technology, Engineering and Math (STEM). Another component of ASES at Faller is the SPARKS (Sports, Play & Activity Recreation for Kids) program. The addition of the SPARKS program was in response to requests for more after school sports programs. Instructional day teachers support the intervention component of ASES. Currently, 96 students are in the ASES program at Faller Elementary School with another 20 students on the waiting list. Ms. Worley stressed the importance of collaboration with community groups as playing a key role in furthering after school enrichment programs.

4. PUBLIC HEARING

5. REPORTS AND COMMUNICATIONS

5.1 Student Member's Report

Mesquite student, Shyanne Stillson, reported the following:

Murray Middle School: Murray Middle School had a fun and successful McTeacher Night with the PTO raising \$1,200. The PTO and ASB are also having a cookie dough sale fundraiser. Anti-Bully week was held last week with spirit gear used to stomp out bullying. The mental health assembly held during that week was used to raise awareness of mental health issues. Murray Middle School is proud of their GTT group who took 1st place at the robot competition.

James Monroe Middle School: James Monroe Middle School 1st quarter grades have been posted and mailed home. The ASB leadership is working on Red Ribbon Week activities. Currently, the 8th grade is leading in the spirit point competition. The PBIS program is taking shape with reading tickets being drawn on Friday. The AVID group is currently working on science.

Mesquite High School: Mesquite High School had 34 students attend Career Day at Cerro Coso Community College. Students visited classes and spoke with local employers. The ASB is preparing for Halloween activities. The Mesquite rummage sale was held on October 4 and was quite successful. Consideration is being given to having another one in the spring. Grades have been posted and analysis will take place next week to update students on the status of their graduation requirements.

Burroughs High School: Homecoming week begins October 21. Fright Week will be the spirit week theme. B-Mountain painting will take place on October 19. Several more homecoming events have been planned, including float building and door decorating. Jack Renkens, a former college coach and recruiting expert, will present "Realities of College Recruiting" at 7:00 p.m. on October 21. This will provide student athletes and their families with an educational resource about the collegiate athletic recruiting process.

5.2 Reports from Members of the Board

Board Member Pearl, NAFIS representative, reported on NAFIS and its importance to Sierra Sands Unified School District.

5.3 Superintendent's Report

Mrs. Rummer reported on the current enrollment numbers.

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

Barbara Walls, President of the Desert Area Teachers Association, congratulated Inyokern Elementary School staff on their hard work in bringing scores to a level that allowed the school to be removed from Program Improvement. She thanked the board for working with DATA through negotiations to extend benefits through 2013. Sharlene Paxton was elected to the CTA State Council with Eileen Poole as alternate.

5. REPORTS AND COMMUNICATIONS (continued)

5.5 School Safety Report

Mr. Bell reported that most of the schools in the valley, including Owens Valley, Bishop and Lone Pine, attended the Vulnerability Assessment Training held at Sierra Sands Unified School District. School Safety Committee meetings are held each month. A report was given on the lockdown at Inyokern Elementary School and Mr. Bell commended staff on their response to a potential safety threat.

5.6 Comments from the public on items not on the agenda

No comments were made.

6. EDUCATIONAL ADMINISTRATION

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

Motion passed to approve the appointment of members to the Career Technical Advisory Committee. CASTILLO-COVERT/SCOTT

AYES: Castillo-Covert, Dietrichson, Farris, Pearl, Scott
ABSENT: Rockwell

6.2 Report to the Board Regarding Grant Award Notification for the Federal Military-Connected Local Education Agencies for Academic and Support Programs (MCASP)

This item was presented as an informational item only and required no action.

6.3 Ridgecrest Charter School: Receipt of Charter Renewal Petition

Motion passed for approval to receive the Ridgecrest Charter School charter renewal petition. CASTILLO-COVERT/DIETRICHSON

AYES: Castillo-Covert, Dietrichson, Farris, Pearl, Scott
ABSENT: Rockwell

7. POLICY DEVELOPMENT AND REVIEW

7.1 Approval of Revisions to Board Policy 5148, Child Care and Development

Motion passed to approve the revisions to board policy 5148, Child Care and Development. Administrative Regulation 5148 was presented for informational purposes only. DIETRICHSON/CASTILLO-COVERT

AYES: Castillo-Covert, Dietrichson, Farris, Pearl, Scott
ABSENT: Rockwell

8. PERSONNEL ADMINISTRATION

8.1 Certificated

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

8.2 Classified

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

Motion passed to adopt the personnel actions as presented.

DIETRICHSON/CASTILLO-COVERT

AYES: Castillo-Covert, Dietrichson, Farris, Pearl, Scott

ABSENT: Rockwell

8.3 Approval of Resolution #8 1314, Reduction of Classified Service

Motion passed to approve Resolution #8 1314, regarding reduction of classified service.

DIETRICHSON/CASTILLO-COVERT

AYES: Castillo-Covert, Dietrichson, Farris, Pearl, Scott

ABSENT: Rockwell

8.4 Agreement with the City of Ridgecrest for Additional Onsite Police Services for the 2013-16 School Years

Motion passed to approve the agreement with the City of Ridgecrest for additional onsite police services for the 2013-16 school years. DIETRICHSON/CASTILLO-COVERT

AYES: Castillo-Covert, Dietrichson, Farris, Pearl, Scott

ABSENT: Rockwell

9. GENERAL ADMINISTRATION

9.1 Gifts to District

Motion passed to accept the following gifts: Wal-Mart donated \$1,000 by giving 20 gifts cards worth \$50 each to be used by Inyokern Elementary School teachers for classroom and educational supplies. Wal-Mart also donated miscellaneous school supplies in the form of notebooks, binders, pencil boxes, folders, composition books, pens, dry erase markers, staplers, and scissors to Inyokern Elementary School with an estimated value of \$2,000 for teacher and student use. Lenny DeAngelis, on behalf of the Rotary Club, donated \$250 to Inyokern Elementary School for teacher supplies for student use. Susan Prazak donated a Conn E flat/F French horn with an estimated value of \$2,000 to the Burroughs High School music department. Steve and Sandra Davis donated a Yamaha Clavinova Electric Piano with an estimated value of \$1,000 to the Burroughs High School music department. CASTILLO-COVERT/DIETRICHSON

AYES: Castillo-Covert, Dietrichson, Farris, Pearl, Scott

ABSENT: Rockwell

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
-

This item was presented for informational purposes only and required no action.

10. CONSTRUCTION ADMINISTRATION

- 10.1 Authorization to Contract with Abateco for Remediation of Material Located in the Parker Performing Arts Center at Burroughs High School
-

Motion was passed to authorize to contract with Abateco for remediation of material located in the Parker Performing Arts Center at Burroughs High School. DIETRICHSON/SCOTT

AYES: Castillo-Covert, Dietrichson, Farris, Pearl, Scott
ABSENT: Rockwell

- 10.2 Approval of Resolution #9 1314 Regarding the Availability of State Matching School Facility Funds Associated with the Modernization of Sherman E. Burroughs High School and the Construction of Murray Middle School
-

Motion was passed to approve Resolution #9 1314, regarding state matching school facility funds associated with the modernization of Burroughs High School and the construction of Murray Middle School. DIETRICHSON/SCOTT

AYES: Castillo-Covert, Dietrichson, Farris, Pearl, Scott
ABSENT: Rockwell

11. BUSINESS ADMINISTRATION

President Farris temporarily adjourned the Sierra Sands Unified School District board meeting at 8:21 p.m. and opened the meeting of the board of directors of the Inyo-Kern Schools Financing Authority.

The Sierra Sands Unified School District Board of Education Meeting was reopened at 8:22 p.m.

12. CONSENT CALENDAR

- 12.1 Approval of A & B Warrants
12.2 Approval of Appointment of Members for the Sierra Sands SELPA Community Advisory Council for 2013/14
12.3 Approval of Recommendations for Expulsion, Expulsion Cases #01 1314, #02 1314, and #3 1314.
12.4 Approval of Student Teaching Agreement with Western Governors University

12. CONSENT CALENDAR (continued)

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

AYES: Castillo-Covert, Dietrichson, Farris, Pearl, Scott
ABSENT: Rockwell

13. FUTURE AGENDA

Board member Dietrichson asked if the Board would consider being proactive by writing to the Governor to invite him to tour Rand Elementary School in regard to the Necessary Small School Funding after Mrs. Rummer meets with Senator Fuller on November 14, 2013.

14. ADJOURNMENT was at 8:26 p.m.

THE BOARD OF EDUCATION

Kurt Rockwell, Vice President/Clerk

Joanna Rummer, Secretary to Board

recorder: Diane Naslund

SIERRA SANDS UNIFIED SCHOOL DISTRICT

Minutes of the Special Meeting of the Board of Education

DATE OF MEETING: October 17, 2013
TIME OF MEETING: 6:40 p.m.
PLACE OF MEETING: Ridgecrest City Council Chambers
MEMBERS PRESENT: Castillo-Covert, Dietrichson, Farris, Pearl, Scott
MEMBERS ABSENT: Kurt Rockwell, Vice President/Clerk
STAFF PRESENT: Joanna Rummer, Superintendent

MOMENT OF SILENCE was observed.

1. ADOPTION OF AGENDA
2. CLOSED SESSION

The board met in closed session with the superintendent to discuss negotiations with all three bargaining units. No action was taken.

3. ADJOURNMENT

THE BOARD OF EDUCATION

Kurt Rockwell, Vice President/Clerk

Joanna Rummer, Secretary to Board

SIERRA SANDS UNIFIED SCHOOL DISTRICT

Minutes of the Special Meeting of the Board of Education

DATE OF MEETING: October 30, 2013

TIME OF MEETING: 6:15 p.m.

PLACE OF MEETING: District Office Conference Room A

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

STAFF PRESENT: Joanna Rummer, Superintendent

1. ADOPTION OF AGENDA

2. PUBLIC HEARING

2.1 Ridgecrest Charter School: A Charter School Renewal Proposal

A public hearing was held regarding the level of support by school employees, parents, and community for the provisions of the charter renewal petition submitted to the District by the Ridgecrest Charter School. Mr. Farris opened the public hearing at 6:18 p.m.

Elsa Hennings, Ridgecrest Charter School Board President, thanked the Sierra Sands Board of Education for reviewing the charter proposal. She is in support of the charter renewal.

Tina Ellingsworth, Ridgecrest Charter School Director, would like Sierra Sands to be the RCS authorizer. She thinks it would benefit the students and the community.

Don Baker, Ridgecrest Charter School Chief Operations Officer, feels having Sierra Sands as the RCS authorizer would be a positive experience for both Sierra Sands Unified School District and the Ridgecrest Charter School.

Jim Sanders, Ridgecrest Charter School parent, is very happy with RCS. He said the parents choose how they want their children educated and he asked that Sierra Sands respect that aspect of RCS. He feels Ridgecrest Charter School parents have more control over any controversial content of curriculum.

Damien Jacotin, Sierra Sands Unified School District teacher and Ridgecrest Charter School parent, says his daughter is doing well at RCS and, as a parent, he is satisfied with the education she is receiving.

April Griffin, Sierra Sands Unified School District teacher, said she would like to see collaboration between RCS and the middle schools regarding Common Core.

Verne Griffin, Ridgecrest Charter School teacher, feels the students benefit from a smaller classroom environment at RCS and would like to see collaboration between Sierra Sands and Ridgecrest Charter School.

Faith Lopez, Ridgecrest Charter School parent, feels her son is doing well as a freshman at Burroughs High School because of his education at RCS. She would like to see collaboration between Sierra Sands and RCS in the middle school area to make the transition to Burroughs High School easier for students.

Ella Sanders, Ridgecrest Charter School parent, is very appreciative of the small class size at RCS. She feels the joining of Sierra Sands and RCS would benefit the students and community.

Timberly Wingo, Ridgecrest Charter School teacher, is impressed with the level of parent involvement at RCS.

Carol Lewis, Ridgecrest Charter School teacher, took a pay cut to teach at RCS and is happy with her decision. She feels the Ridgecrest Charter School is “what education is all about.”

Kelly Green-Jacotin, Ridgecrest Charter School teacher and parent, thinks RCS does a good job of meeting the needs of students on a case by case basis.

Ms. Mattina, Ridgecrest Charter School teacher, feels that RCS puts the students first in the education process.

Hearing no more comments, Mr. Farris closed the public hearing at 6:41 p.m.

3. CONSTRUCTION ADMINISTRATION

3.1 Approval of Contract for Project Management for Construction Services

Motion was passed to approve the contract with MAAS for Project Management for Construction Services. DIETRICHSON/CASTILLO-COVERT

AYES: Castillo-Covert, Dietrichson, Farris, Rockwell, Scott
ABSTAIN: Pearl

4. ADJOURNMENT was at 6:45 p.m. at which time the special concurrent meeting was opened.

THE BOARD OF EDUCATION

Kurt Rockwell, Vice President/Clerk

Joanna Rummer, Secretary to Board

recorder: Diane Naslund

SIERRA SANDS UNIFIED SCHOOL DISTRICT

Minutes of the Special Concurrent Meeting of the Board of Education

DATE OF MEETING: October 30, 2013
TIME OF MEETING: 6:15 p.m.
PLACE OF MEETING: District Office Conference Room A
MEMBERS PRESENT: Castillo-Covert, Dietrichson, Farris, Pearl, Rockwell, Scott
STAFF PRESENT: Joanna Rummer, Superintendent

1. ADOPTION OF AGENDA

4. GENERAL ADMINISTRATION

4.1 Presentation and Possible Selection of Search Firm for Services in the Process of Selection of Superintendent

After Board review of two search firm proposals, it was decided to conduct formal interviews with both firms. The interviews will be conducted during a special meeting of the Board of Education.

4. ADJOURNMENT was at 6:50 p.m.

THE BOARD OF EDUCATION

Kurt Rockwell, Vice President/Clerk

Joanna Rummer, Secretary to Board

Recorder: Diane Naslund

Sierra Sands Unified School District
Second Month Enrollment 2013-14

SCHOOL	2013-14 YTD%	2012-13 YTD%	K	1	2	3	4	5	6	7	8	9-12	SDC	2013-14 TOTAL	2012-13 TOTAL	CHANGE
FALLER	96.9%	97.3%	75	76	70	75	79	71						446	465	-19
GATEWAY	96.6%	96.5%	53	64	81	70	65	62					22	417	427	-10
INYOKERN	96.6%	95.2%	29	25	28	22	29	26						159	197	-38
LAS FLORES	97.0%	96.5%	126	79	74	79	72	74						504	442	62
PIERCE	96.8%	96.5%	56	58	56	55	57	51						333	337	-4
RAND	96.7%	91.4%	2	5	1	1	0	0						9	11	-2
RICHMOND ANNEX	93.9%	92.9%											99	99	99	0
RICHMOND	97.4%	96.6%	59	68	65	55	63	62						372	400	-28
TOTAL K -5	96.8%	96.4%	400	375	375	357	365	346					121	2339	2378	-39
MONROE	96.6%	96.0%							149	144	155		32	480	492	-12
MURRAY	96.8%	96.3%							184	195	188		22	589	592	-3
TOTAL 6 -8	96.7%								333	339	343		54	1069	1084	-15
BURROUGHS	96.1%	96.1%										1339	60	1399	1435	-36
MESQUITE	93.00%	95.0%										108		108	103	5
														0	0	0
														0	0	0
TOTAL 9 - 12												1447	60	1507	1538	-31
13-14 TOTAL	96.9%		400	375	375	357	365	346	333	339	343	1447	235	4915	---	---
12-13 TOTAL	%	96.3%	398	406	379	382	354	340	353	357	318	1467	237	---	4991	---
CHANGE		0.60%	2	-31	-4	-25	11	6	-20	-18	25	-20	-2	---	---	-76

Elementary K - 5

2013-14 2012-13

Regular -

K 400 398

1 - 3 1107 1167

4 - 5 711 694

Special Education -

SDC 121 116

RSP 75 94

Middle 6-8

Regular 1015 1028

Special Education -

SDC 54 57

RSP 76 79

High School 9 - 12

Regular 1339 1354

Continuation 108 113

ROP 295 279

Special Education -

SDC 60 64

RSP 76 85

Adult

334 353

6. EDUCATIONAL ADMINISTRATION

6.1 Approval of Memorandum of Understanding (MOU) between Cerro Coso Community College and Sierra Sands Unified School District Regarding Dual Enrollment

BACKGROUND INFORMATION: College and Career Readiness is the cornerstone of the Common Core Standards. Research has shown that dual enrollment courses can be used effectively to promote post secondary education and success, expand rigor and breadth of high school curriculum, and provide access to challenging, college preparatory curriculum to students enrolled in high school. Dual enrollment courses provide students the opportunity to receive both college and high school credit, experience the college environment, explore college/career fields, and eliminate duplication of coursework.

CURRENT CONSIDERATIONS: Sierra Sands Unified School District and Cerro Coso Community College have had a long standing partnership creating college and career opportunities for students in a variety of capacities. With the ever increasing focus on college and career readiness for all students under the new state standards, and with the potential for expansion of dual enrollment opportunities for students, it is important that clear guidelines are in place to assist with the development and implementation of dual enrollment courses.

Sierra Sands Unified School District, in partnership with Cerro Coso Community College, developed a Memorandum of Understanding outlining the parameters of dual enrollment courses between our two organizations. The major areas addressed in this MOU are attendance accounting, staffing, instructional materials, registration and enrollment, and liability. This MOU has been reviewed by both district and Cerro Coso legal services for compliance with Education Code for K-14 schools.

FINANCIAL IMPLICATIONS: None

SUPERINTENDENT'S RECOMMENDATION: It is recommended that the board approve the Memorandum of Understanding with Cerro Coso Community College regarding dual enrollment through June 30, 2018 as presented.

MEMORANDUM OF UNDERSTANDING REGARDING INSTRUCTIONAL SERVICES
BETWEEN THE KERN COMMUNITY COLLEGE DISTRICT
AND THE SIERRA SANDS UNIFIED SCHOOL DISTRICT
(DUAL ENROLLMENT)

This Memorandum of Understanding ("MOU") is between the Kern Community College District and its respective colleges ("College"), and the SIERRA SANDS UNIFIED SCHOOL DISTRICT ("District"). For identification purposes only this MOU is dated November 21, 2013.

RECITALS

WHEREAS, College is a multi-college district whose mission is to provide educational programs and services that are responsive to the needs of the students and communities within the district including law enforcement programs and courses;

WHEREAS, district is a unified school District located in Kern County;

WHEREAS, the parties desire to collaborate and provide college credit and stand alone courses ("Courses"). The Courses may include, but are not limited to stand alone courses as may be determined by mutual agreement;

WHEREAS, instruction will comply with the student selection standards, curriculum guidelines, recommendations and procedures promulgated by the Legislature and College;

WHEREAS, the parties desire to enter into a MOU, which sets forth their mutual rights and responsibilities and governs their business relationship regarding the subject Courses;

WHEREAS, this MOU contemplates that the parties will enter into a related Instructional Service Agreement (ISA) for the individual subject Courses, that each ISA will fully incorporate and/or expressly modify the terms of this MOU, and that each ISA will set out the necessary details specific to the subject Programs/ Courses;

WHEREAS, the parties intend for College to report full-time equivalent students (FTES) data and obtain state apportionment for the subject Courses given through this MOU in accordance with California Code of Regulations, title 5, sections 58050, 58051, and 58051.5;

WHEREAS, a school district whose pupils attend a community college as special part-time students pursuant to Education Code 48802, Section 3 (b) shall, for purposes of allowances and apportionments, continue to receive credit for attendance by those pupils computed in the manner prescribed by law, and a pupil's attendance at school for the minimum school day shall be deemed a day of attendance for purposes of making the computation.

WHEREAS, District intends to fund the cost of the subject Courses by providing all required personnel, services and equipment; as defined in the ISA.

WHEREAS, all classes will be located within College's district boundaries;

NOW, THEREFORE, the parties mutually agree as follows:

TERMS

1. **Recitals.** The above recitals are incorporated herein and made a part of this MOU.

2. **Effective Date and Duration.** This MOU shall be effective on the date authorized representatives of both parties sign it and continue in effect until June 30, 2018, or until duly modified or terminated by the parties.

3. **Early Termination.** This MOU may be terminated by either party with cause if another party fails to comply with the insurance or indemnification requirements or otherwise commits a material breach. Termination will be effective no sooner than 15 calendar days after a written demand to cure is provided and the party fails to cure. This remedy is in addition to any other remedy which may be provided for by law.

This MOU may be terminated without cause and for any reason by any party. The party desiring early termination without cause must provide written notice to the other parties. Termination will be effective no sooner than 60 calendar days after actual receipt of the written notice. The parties agree to consider the needs of currently enrolled students when determining a termination date.

The indemnification provisions contained in this MOU shall survive termination.

4. **Instructional Service Agreements.** The terms of this MOU are deemed to be part of and fully incorporated into any and all presently existing or future ISAs pertaining to the Courses unless expressly modified by a related ISA. Related ISAs will typically address the time, date, location, number of educational hours, college credits offered, number of students, and other specifics related to each Course. The terms of this MOU may be modified by individual ISAs as necessary. Any inconsistency between the MOU and an express provision of an ISA will be resolved in favor of this MOU. However, if the MOU expressly permits a modification by an ISA, the inconsistency shall be resolved in favor of the ISA.

5. **Certifications for State Apportionment Purposes Applicable to All Courses Conducted in a Cooperative Arrangement with a Public District.**

A. District certifies that the direct education costs of the activity are not being fully funded through other outside, non-District sources.

B. District certifies College has not received full compensation for the direct education costs for the conduct of the class from other sources.

C. College certifies that a job market survey has been conducted prior to establishing the vocational and occupational training programs, and the results justify the particular vocational and occupational training programs.

D. Both College and District certify that either (i) the courses offered have been approved by the State Chancellor's Office and the courses which make up a particular program are part of the approved program and College will provide all documentation necessary to support this certification for both parties; or (ii) College has received delegated authority to separately approve the subject courses locally.

E. These certifications may not be voided, modified or waived by any related ISA.

6. Regulatory Requirements for State Apportionment Purposes Applicable to All Courses Conducted in a Cooperative Arrangement with a Public District.

These provisions may not be voided, modified nor waived by a related ISA unless otherwise expressly provided herein:

A. Responsibilities of Each Party. College policies and procedures apply and College is responsible for the Courses. The Courses will comply with all applicable regulations, procedures, prerequisites and standards, as well as any corresponding local policies, practices, and requirements of the District.

B. Open Campus. If the class is offered at the high school campus, the class may not be held during the time the campus is closed to the general public, as defined by the governing board of the school district during a regularly scheduled meeting, pursuant to Education Code 76002, section B (3).

C. Enrollment Period. The enrollment period shall be determined by College in accordance with its guidelines, policies, pertinent statutes, and regulations.

D. Number of Class Hours Sufficient to Meet the Stated Performance Objectives. In consultation with the District, College will determine the performance objectives for each of the Courses and the number of class hours necessary to meet the performance objectives. The performance objectives and corresponding class hours shall be specified in the related ISA. In order to ensure the District may comply with all requirements related to reductions in staff, College agrees to notify the district of the number of class hours for each class for the upcoming school year no later than December 31 of the school year prior to the upcoming year. In the event the College fails to provide timely notice, the class hours in the upcoming school year will remain identical to those in the current school year.

E. Supervision and Evaluation of Students. Supervision and evaluation of students shall be in accordance with College guidelines, policies, pertinent statutes, and regulations. The supervision and evaluation of students will conform with correspondence local policies, practices, and requirements of the District.

F. Withdrawal Prior to Completion of the Course. A student's withdrawal prior to completion of the Course shall be in accordance with College guidelines, policies, pertinent statutes and regulations.

G. Right to Control and Direct Instructional Activities. College is responsible for the Courses and has the sole right to control and direct the instructional activities of all instructors, including those who are District personnel, although this right will be exercised in consultation with the District. Nothing in this paragraph limits the District's right to select its employees, including its right to, among other things, hire, terminate, transfer, and promote its employees.

H. Minimum Qualifications for Instructors Teaching Courses. Instructors who are District personnel shall either meet the minimum qualifications to provide instruction in a California community college, or shall work under the immediate supervision and control of a College employee who has those minimum qualifications. The minimum qualifications shall be consistent with the requirements in other similar courses offered by College and shall be published or otherwise listed by College.

I. Facilities. District will provide adequate classroom space at its facilities, or other mutually agreed upon location, to conduct the contemplated instruction and do so without charge to College or students. District agrees to clean, maintain, and safeguard the District's premises. District warrants that its facilities are safe and compliant with all applicable building, fire, and safety codes. All classes will be held at facilities which are clearly identified as being open to the general public. District rules which control or prohibit public access to facilities for safety purposes or to protect proprietary information shall be observed.

J. Equipment. Unless otherwise provided for in a related ISA, District will furnish, at their own expense, specialized equipment, and other necessary equipment for all students. The parties understand that such equipment and materials are District's sole property; however, College policies may be utilized as appropriate should an individual student unnecessarily damage or fail to return such equipment. District shall determine the type, make, and model of all equipment and materials to be used during each Course. Both parties understand that no equipment or materials fee may be charged to students except as provided for by District and College policies and practices.

K. Enrollment. Enrollment shall be open to any person who has been admitted to College and meets all applicable prerequisites. Applicable prerequisite courses, training, or experience will be determined by College in consultation with District. Applicants must meet the standards and prerequisites of the District.

College and District will be jointly responsible for processing concurrent student applications. College will provide the necessary admission forms and procedures and both College and District will jointly ensure that each applicant accepted has met all the enrollment requirements, including liability and medical care coverage requirements, if any.

District will ensure that each recruited student completes the admissions procedure, the class enrollment process, and otherwise process student applications and enroll students in the Courses, as appropriate. College will assist District as necessary. A successful enrollment requires that each student has completed an enrollment application provided by College, the application has been delivered to and accepted by College's Admissions and Registration Office, all enrollment and other applicable fees have been paid, and the applicant has met all requirements, to include the standard college student liability and medical care coverage, if applicable.

L. Enrollment Fees. The enrollment fees must be paid to College by the individual student according to concurrent and student enrollment procedures. Enrollment fees may not be waived by College. This provision may not be cancelled or modified by any related ISA. However, by mutual agreement, enrollment fees may be withheld from any reimbursement owed by the College to the District.

M. Course Outlines - Curriculum Committee and Board Approval. The outlines for all individual Courses must meet course standards set out in Title 5 of the California Code of Regulations and must be approved by College's Curriculum Committee.

N. Teaching Consistent with Approved Outline and Level of Rigor. District will implement procedures to ensure that District instructors teaching different sections of the same course do so in a manner consistent with the approved outline of record for that course, and that each individual instructor shall hold all students to a comparable level of rigor.

O. Records of Student Attendance and Achievement. All records of student attendance and achievement shall be submitted to College periodically, or upon demand, and shall be maintained by College. College agrees to obtain written consent from parents and/or students in accordance with Education Code Section 49060 *et seq.* and provide copies of those notices to the District prior to disclosure of information pursuant to this paragraph.

P. Ancillary Support Services for Students. Both College and District shall ensure that students enrolled in the Courses are provided ancillary and support services as may be needed, including but not limited to counseling and guidance and placement assistance.

Q. Courses Outside College Boundaries. For locations outside the geographical boundaries of College, College will comply with the requirements of Title 5 of the California Code of Regulations, Sections 55230-55232, concerning approval by

adjoining community college districts, requests by affected high school districts, and use of non-College facilities.

7. Liaison. At no cost to the District, College will provide the services of faculty members who will facilitate coordination and cooperation between College and District. College will provide District personnel reasonable assistance, direction and instruction in how to fulfill their responsibilities under this MOU, including conducting appropriate student assessments, outreach/recruitment activities and the College's application procedures.

8. Support Staff. These provisions may not be voided, modified nor waived by a related ISA unless otherwise expressly provided herein:

A. District to Provide Support Services. Unless otherwise provided for in a related ISA, District will provide personnel to perform clerical services and services associated with outreach activities, recruiting students, assessing students, processing student applications, enrolling qualified students, and other related services as may be necessary.

B. District is Responsible for its Own Personnel. District's personnel will perform these services on duty time. District personnel performing these services will be employees solely of District, subject to the authority of District, but will also be subject to the direction of College, specifically with regard to their duties pertaining to the Courses described in the related ISAs. College has the primary right to control and direct such activities.

9. Instructors. These provisions may not be voided, modified nor waived by a related ISA unless otherwise expressly provided herein:

A. College to Select Instructors. College may select instructors from District personnel nominated by the District, personnel nominated by other District, or other sources. District personnel will perform instructional duties on duty time. District personnel selected to be instructors remain employees solely of the District, subject to the authority of the District, but will also be subject to the authority of College, specifically with regard to their duties as instructors. College will exercise this authority in consultation with the District. College understands that the selection of District personnel may be limited by laws and collective bargaining agreement requirements pertaining to laid-off staff and reemployment provisions and agrees to select staff in a manner that complies with any and all laws and collective bargaining agreement requirements. College agrees to select staff in a manner that complies with all state and federal non-discrimination requirements.

B. District May Nominate Instructors. District shall ensure that all instructor nominees are experienced, competent, dedicated personnel who have the personal attributes necessary for providing instruction in the Courses. District shall ensure that all instructor/staff nominees possess any Certificates of other training indicia that may be required.

C. College Shall Determine Instructor Requirements. College shall determine the number of instructors, the ratio of instructors to students, and the subject areas of instruction.

D. District is Responsible for its Own Personnel. District's personnel will perform these services on duty time. District personnel performing their services will be employees solely of District, subject to the authority of District, but will also be subject to the direction of College, specifically with regard to their duties pertaining to the Courses described in the related ISAs. College has the primary right to control and direct such activities.

E. Orientation Meeting. Instructors shall attend an orientation meeting if scheduled and College shall provide manuals, course outlines, curriculum materials, and testing and grading procedures as necessary.

10. Curriculum and Performance Objectives.

A. District shall implement student learning outcomes, course content, and instructional methodology developed by College in compliance with standards set out in Title 5 of the California Code of Regulations and contained in the approved course outline of record. Reading and writing assignments, other outside-of-class assignments, instructional methodology, and methods of evaluation are subject to advance approval/revision by College.

B. All Courses must be approved by College's Board of Trustees or College personnel to whom this authority has been duly delegated. Course outlines must meet the course standards set out in Title 5 of the California Code of Regulations and must be approved by College's Curriculum Committee.

C. All relevant course information and proposed course outlines shall be developed and submitted to College for approval/revision no later than 30 days prior to the projected start date of a particular class or program session.

11. Instruction. The instructional services provided by District personnel shall include development of appropriate lectures. The lectures will conform to the approved curriculum and course outlines and recommendations of experienced College instructors. Instructional presentations shall incorporate planned practical demonstrations, as may be necessary, and use audiovisual techniques or equipment and vocational equipment.

All instructional presentations, including practical demonstrations and demonstrations of vocational equipment, are subject to the advance approval of College.

12. Facilities. The parties contemplate that primarily, the facilities of the District will be utilized to carry out the goals of this MOU and any related ISA, although from time to time College facilities may be utilized subject to mutual agreement by the parties as expressed in a related ISA. District agrees to defend, hold harmless, and

indemnify College and its governing board, officers, employees, administrators, independent contractors, subcontractors, and other representatives from all damages, losses, or expenses, including litigation costs such as attorney's fees, should a student, instructor, or third party be injured as a result of or connected with the condition of the District's premises, in whole or in part. College agrees to defend, hold harmless, and indemnify District and its governing board, officers, employees, administrators, independent contractors, sub contractors and other representatives, from all damages, losses, or expenses, including litigation costs such as attorney's fees, should a student, instructor, or third party be injured as a result of or connected with the condition of the College's premises, in whole or in part. The indemnity shall survive termination of this MOU and is in addition to any other rights or remedies College may have under law or otherwise.

13. Workers' Compensation. District shall be the "primary employer" for all its personnel who perform services as instructors and support staff. District shall be solely responsible for processing, investigating, defending, and paying all workers' compensation claims by their respective District personnel made in connection with performing services and receiving instruction under this MOU or any related ISA. District agrees to hold harmless, indemnify, and defend College from any liability resulting from its failure to process, investigate, defend, or pay any workers' compensation claims by District personnel connected with providing services under this MOU or any related ISA. District is not responsible for non-District personnel who may serve as instructors or students who are not affiliated with the District. These provisions may not be voided, modified nor waived by a related ISA.

14 Indemnification.

A. District shall defend, hold harmless, and indemnify College, its governing board, officers, administrators, agents, employees, independent contractors, subcontractors, consultants, and other representatives from and against any and all liabilities, claims, demands, costs, losses, damages, or expenses, including reasonable attorney fees and costs, including but not limited to consequential damages, death, sickness, or injury to any person(s) or damage to any property, from any cause whatsoever arising from or connected with the provision of instruction pursuant to this MOU or any related ISA that may arise out of or result from, in whole or in part, the negligent, wrongful, or willful acts or omissions of District, its employees, agents, subcontractors, independent contractors, consultants, or other representatives.

B. College shall defend, hold harmless, and indemnify District, their governing board, officers, administrators, agents, employees, independent contractors, subcontractors, consultants, and other representatives from and against any and all liabilities, claims, demands, costs, losses, damages, or expenses, including reasonable attorney fees and costs, including but not limited to consequential damages, death, sickness, or injury to any person(s) or damage to any property, from any cause whatsoever arising from or connected with its responsibilities hereunder that may arise out of or result from, in whole or in part, the negligent, wrongful, or willful acts or omissions of College, its employees, agents, subcontractors, independent contractors, consultants, or other representatives.

C. District shall have no obligation to defend, hold harmless, or indemnify College, its governing board, officers, administrators, agents, employees, independent contractors, subcontractors, consultants, and/or other representatives for College's sole negligence or willful misconduct; and College shall have no obligation to defend, hold harmless, or indemnify District, its governing board, officers, administrators, agents, employees, independent contractors, subcontractors, consultants, and/or other representatives for District's sole negligence or willful misconduct.

D. This indemnity shall survive termination of this MOU or any related ISA, and/or final payment hereunder and is in addition to any other rights or remedies that District or College may have under law and/or otherwise.

E. These provisions may not be voided, modified nor waived by any related ISA.

15. Insurance Requirements.

A. Each party shall obtain, pay for, and maintain in effect during the life of this MOU the following policies of insurance issued by an insurance company rated not less than "A-;V" in Best Insurance Rating Guide and admitted to transact business in California: (1) commercial general liability (including contractual, products, and completed operations coverages, bodily injury, and property damage liability) with single combined limits not less than \$1,000,000 per occurrence; (2) commercial automobile liability for "any auto" with combined single limits of liability not less than \$1,000,000 per occurrence; (3) professional liability (errors and omissions) with a limit of liability not less than \$1,000,000 per occurrence; and (4) workers' compensation insurance as required under state law.

B. Each party's policy(ies) shall contain an endorsement naming the other party as an additional insured insofar as this MOU is concerned, and provide that written notice shall be given to the other party at least 30 days prior to cancellation or material change in the form of the policy or reduction in coverage. By October 1, each party shall furnish the other with a certificate of insurance containing the endorsements required under this section, and each party shall have the right to inspect the other party's original insurance policies upon request. Upon notification of receipt of a notice of cancellation, change, or reduction in a party's coverage, that party shall immediately file with the other party a certified copy of the required new or renewal policy and certificates for such policy.

C. Nothing in this section concerning minimum insurance requirements shall reduce a party's liability or obligations under the indemnification provisions of this MOU.

D. The parties acknowledge that both parties are permissibly self-insured under California law.

E. These provisions may not be voided, modified nor waived by a related ISA.

16. Discrimination and Harassment. Each party agrees it will not unlawfully discriminate, harass, or allow harassment against any employee or other person because of sex, race, color, ancestry, religious creed, national origin, mental or physical disability (including HIV and AIDS), marital status, or age, and shall comply with all applicable laws pertaining to employment and College enrollment.

17. Entire Agreement. This MOU and any related ISA constitute the entire agreement between the parties with regard to the Courses and supersedes any prior or contemporaneous understanding or agreement. No party has been induced to enter into this MOU by, nor is any party relying on, any representation or promise outside those expressly set forth in this MOU and any related ISA.

18. Amendment. The provisions of this MOU may be modified only by mutual agreement of the parties. No modification shall be binding unless it is in writing and signed by the party against whom enforcement of the modification is sought.

19. Waiver. Unless otherwise precluded by the terms of this MOU, terms or conditions may be waived by the party entitled to the benefit of the term or condition, but no such waiver shall affect or impair the right of the waiving party to require observance, performance, or satisfaction of that term or condition as it applies on a subsequent occasion.

20. Assignment. Neither party may assign any rights or benefits or delegate any duty under this MOU without written consent of the other party. Any purported assignment without written consent shall be void.

21. Parties in Interest. Nothing in this MOU, whether express or implied, is intended to confer any rights or remedies under or by reason of this MOU on any person other than the parties to it and their respective successors and assigns, nor is anything in this MOU intended to relieve or discharge the obligation or liability of any third person to any party to this MOU, nor shall any provision give any third person any right to subrogation or action against any party to this MOU.

22. Severability. If any provision of this MOU is held by an arbitrator or court of competent jurisdiction to be invalid or unenforceable, the remainder of the MOU shall continue in full force and effect and shall in no way be impaired or invalidated.

23. Notices. Any notice under this MOU shall be in writing, and any written notice or other document shall be deemed to have been duly given on the date of personal service on the parties or on the second business day after mailing if the document is mailed by registered or certified mail, addressed to the parties at the addresses set forth below, or at the most recent address specified by the addressee through written notice under this provision. Failure to conform to the requirement that mailings be done by registered or certified mail shall not defeat the effectiveness of notice actually received by the addressee.

24. Authority to Enter Into Agreement. Each party to this MOU represents and warrants that it has the full power and authority to enter into this MOU and to carry out the transactions contemplated by it and that it has taken all action necessary to authorize the execution, delivery, and performance of this MOU. However, the parties to this MOU recognize that, to be enforceable, this MOU must be approved or ratified by both the College's and District's governing board at a lawfully called meeting.

25. Status of the Parties. Neither party is a partner, joint venture, co-principal, employer, or co-employer of the other or of an employee of the other party. District shall be solely responsible for paying all salaries, wages, benefits, and other compensation which its employees or subcontractors may be entitled to receive in connection with performing services under this MOU and any related ISA. District shall be solely responsible for withholding and paying all applicable payroll taxes and contributions, including federal, state, and local income taxes, FICA, FUTA, and state unemployment, workers' compensation, and disability insurance in connection with performing services under this MOU and any related ISA.

District shall be free to perform similar services for others while under contract with College. Nothing in this MOU shall prohibit District from taking on other jobs or performing services for other entities. The parties agree that in performing the services specified in this MOU, District shall act as independent contractors.

26. Retention and Audit of Records. Each party shall maintain records pertaining to this MOU and related ISAs as may be required by federal and state law. Each party may review and obtain a copy of the other party's pertinent records subject to federal and state privacy statutes.

27. Governing Law and Venue. This MOU will be governed by and construed in accordance with California law and venue of any action or proceeding in connection with this MOU shall be Kern County, California.

IN WITNESS WHEREOF, the parties hereto have caused this MOU to be executed the day and year first above written.

AGREED TO AND ACCEPTED:
KERN COMMUNITY COLLEGE DISTRICT
DISTRICT

AGREED TO AND ACCEPTED:
SIERRA SANDS UNIFIED SCHOOL
DISTRICT

By: _____
Thomas J. Burke
Chief Financial Officer
2100 Chester Avenue
Bakersfield, CA 93301
(661) 336-5117

By: _____
Title: _____
Address: _____

Telephone: _____

6. EDUCATIONAL ADMINISTRATION

6.2 Approval of Common Core State Standards (CCSS) Implementation Funding Plan

BACKGROUND INFORMATION: The enacted State Budget for 2013-14 provides one-time funds to local educational agencies to support the activities required to implement the Common Core State Standards that California has adopted. These new standards are required to be in place for the 2014-15 academic year. There are a number of activities that the District has already undertaken, and will continue to undertake, to prepare for this implementation.

This new funding is provided specifically to support these activities:

- Professional Development for certificated and classified employees involved in the direct instruction of pupils using the Common Core State Standards
- Instructional materials and supplemental instructional materials aligned to the Common Core State Standards
- Technology equipment and infrastructure to provide technology-based instruction using Common Core State Standards and to implement computer-based student assessments

As a condition of receiving the funds, a plan to expend these funds must be presented at a public meeting of the governing board and then approved at a subsequent public meeting. The funds must be spent by July 1, 2015.

CURRENT CONSIDERATIONS: The District presented its Three-Year Common Core Transition Plan to the Board of Education on April 2, 2013. A proposal to purchase hardware, provide professional development, and upgrade the infrastructure was outlined. At the July 18, 2013 regularly scheduled board meeting the board approved the purchase of Chromebooks, related materials, and the upgrade of the district's infrastructure.

Sierra Sands Unified School District's goal is to continue to support the implementation of the Common Core with additional purchases of hardware and software for technology based instruction, ongoing professional development for staff on the common core standards and to develop curriculum aligned to the standards, and purchase instructional materials that support the implementation of the Common Core State Standards. What follows is the proposed spending plan for the Common Core State Standards funding that we will be receiving.

Sierra Sands Unified School District (FUND 01):

Proposed Expenditures	Estimated Costs
Hardware/Software	\$515,000.00
Infrastructure	\$145,758.15
Staff Development	\$ 82,800.00
Instructional Materials	\$258,041.85
Total Expenditures	\$1,001,600.00

FINANCIAL IMPLICATIONS: Sierra Sands Unified School District's prior year enrollment for 2012-13 school year was 5008 students which generated approximately \$1,001,600.00 in CCSS Implementation Funding.

SUPERINTENDENT'S RECOMMENDATION: It is recommended that the board review the Common Core Implementation funding plan at this time with adoption of this plan at the regularly scheduled board meeting to be held on December 19, 2013.

6. EDUCATIONAL ADMINISTRATION

6.3 Approval of Equipment Purchases Using the Federal Military-Connected Local Education Agencies for Academic and Support Programs (MCASP) Grant

BACKGROUND INFORMATION: An application for the 2013 Military-Connected Local Education Agencies for Academic and Support Programs (MCASP) entitled “Math and Science Together Creating 21st Century Learners” was submitted to DoDEA on May 31, 2013. On September 25, 2013 the district was notified that it was a successful grantee out of the forty-one grants awarded nationally.

CURRENT CONSIDERATIONS: On October 17, 2013 the board was informed that the District was awarded the MCASP grant in the amount of \$1.9 million to support increased student achievement in math and science in grades 5, 7, and Algebra I over a three year period. As outlined in the grant, funds will be used for a variety of services and activities including:

- Purchase of technology for student use
- Professional Development for staff and support for student learning
- Three “District Project Teachers-Technology” positions
- Outside evaluation services

The purchase of 1,692 Chromebooks and 47 charging carts is necessary to begin implementation of the instructional strategies and student engagement required to impact student learning in the targeted areas.

FINANCIAL IMPLICATIONS: The total equipment budget in this grant is \$892,850 so this equipment purchase in the amount of \$613,778.71 falls within the amount allocated in the grant.

SUPERINTENDENT’S RECOMMENDATION: It is recommended that the Board of Education approve the purchase of 1,692 Chromebooks and 47 charging carts as presented.



ORDERING INFORMATION:

GovConnection, Inc.

TCPN

Contract # R5110

EXPIRATION:	10/31/2014
TERMS:	NET 30
FOB POINT:	DESTINATION (within Continental US)
MAXIMUM ORDER LIMITATION:	NONE
DELIVERY TIME:	1-30 DAYS ARO
FEIN:	52-1837891
DUNS NUMBER:	80-967-8782
BUSINESS SIZE:	LARGE

Ordering Address:
GovConnection, Inc.
732 Milford Rd.
Merrimack, NH 03054

Remittance Address:
GovConnection, Inc.
PO Box 382810
Pittsburgh, PA 15250-8810

Sales: 800-800-0019

IMPORTANT NOTICE: Any Order accepted by GovConnection is subject to the Terms and Condition set forth in our Offer. If your order is being placed under any one of our many national, state, educational or cooperative Agreements then the Terms and Conditions of your Purchase Order are already negotiated and stated in that Agreement. Any other terms and conditions referenced or appearing in your Purchase Order are considered null and void.

If you require a hard copy invoice for your credit card order, please visit the link below to print one:

<https://www.govconnection.com/web/Shopping/ProofOfPurchase.htm>



**7503 Standish Place
Rockville, MD 20855**

QUOTATION

Quote # 23532901.05

*PLEASE REFER TO THE ABOVE
QUOTE NUMBER WHEN ORDERING*

Date: November 6, 2013
Valid through: December 27, 2013
Account #: 4809228

Account Executive: Shaun McFadden
Phone: (800) 800-0019 ext. 33178
Fax: (603) 683-0732
Email: smcfadden@govconnection.com

QUOTE PROVIDED TO:

AB#: 4809228
SIERRA SANDS UNIFIED
ACCOUNTS PAYABLE
113 FELSPAR
RIDGECREST, CA 93555

SHIP TO:

AB#: 4809229
SIERRA SANDS UNIFIED SCHOOL
DISTRICT
WAREHOUSE
921 EAST INYOKERN ROAD
RIDGECREST, CA 93555

DELIVERY		FOB		TERMS		CONTRACT ID #	
1-30 Days A/R/O		Destination		NET 30		R5110	
* Line #	Qty	Item #	Manuf. Part #	Description		Price	Ext
1	47	12561243	NETBOOK36-CT	36-Computer Netbook Storage Cart Bretford Manufacturing		\$1,789.00	\$84,083.00
2	1,692	14888063	XE303C12-A01US	Series 3 Chromebook Exynos 5 Dual 1.7GHz / 2GB / 16GB SSD / abgn / WC / 2C / 11.6" HD / Chrome Samsung		\$245.48	\$415,352.16
2	1,692	Fee: 8		State Environmental Fee		\$3.00	\$5,076.00
3	1,692	15913013	CROS-SW-DN-EDU	Acad. Google ChromeOS Management Service Only for EDU Perpetual License Term 36Mo Support Term Google		\$26.24	\$44,398.08
4	1,692	11021051	910-001601	M100 USB Optical Mouse, Black Logitech		\$5.49	\$9,289.08
5	1,692	131673	ACM-90B	PC / Audio Stereo Headphones Cyber Acoustics		\$5.94	\$10,050.48



7503 Standish Place
Rockville, MD 20855

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SIERRA SANDS UNIFIED SCHOOL
DISTRICT
WAREHOUSE
921 EAST INYOKERN ROAD
RIDGECREST, CA 93555

DELIVERY		FOB		TERMS		CONTRACT ID #	
1-30 Days A/R/O		Destination		NET 30		R5110	
* Line #	Qty	Item #	Manuf. Part #	Description		Price	Ext
6	2	4779533	4779533	Liftgate Service PC Connection Services		\$100.00	\$200.00
	Lines: 7					Total Merchandise	\$568,448.80
						Fee	
						Ship Via: Truckload Services "Frt. Quote Req	20,547. pounds
						Shipping and Handling	\$2,531.00
						Tax	\$42,798.91
						TOTAL	\$613,778.71
						* Lease for as low as:	C

7. POLICY DEVELOPMENT AND REVIEW

7.1 Approval of Revisions to Board Policy 5144 and Review of Administrative Regulation 5144, Student Discipline

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

CURRENT CONSIDERATIONS: Board Policy (BP) 5144 and Administrative Regulation (AR) 5144 were last reviewed on August 18, 1994. BP 5144 and the accompanying AR 5144 have been updated to reflect the amendments to Education Code 48900 and 48900.5 through AB 1729 in 2012. As amended, Education Code 48900 authorizes the use of age-appropriate alternatives to suspension and expulsion of students. Education Code 48900.5, as amended, provides alternative methods of discipline that should be considered before suspension is imposed. Such alternative methods include conferences with the student and his/her parents/guardians, use of study teams, and participation in restorative justice programs.

FINANCIAL IMPLICATIONS: None

SUPERINTENDENT'S RECOMMENDATION: It is recommended that the Board approve the revision of BP 5144 as presented. The revised administrative regulation is presented for informational purposes only and does not require board action.

Students

Discipline

~~The Governing Board believes that discipline is essential to learning and that self-discipline is preferred to all other forms. Furthermore, self-discipline is encouraged by positive reinforcement of desired behavior rather than by punishment. The Board also believes that group punishment is inappropriate as a response to the misbehavior of some members of the group and is contrary to the district's concept of justice. Ridicule is inappropriate as a form of punishment.~~

The Governing Board desires to provide a safe, supportive, and positive school environment conducive to student learning and to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, and parent involvement can minimize the need for discipline.

The Superintendent or designee shall approve, for each school, a complement of effective, age-appropriate strategies for correcting student behavior. Such strategies may include, but are not limited to, conferences with students and their parents/guardians; use of study, guidance, or other intervention-related teams; enrollment in a program teaching prosocial behavior or anger management; and participation in restorative justice program. Staff shall use preventive measures and positive conflict resolution techniques whenever possible. Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as suspension and expulsion, shall be imposed only when required by law, and when other means of correction have failed. (Education Code 48900.5)

*(cf. 5020-Parents Rights and Responsibilities)
(cf. 5137-Positive School Climate)
(cf. 5138-Conflict Resolution/Peer Mediation)
(cf. 5145.9-Hate-Motivated Behavior)
(cf. 6020-Parent Involvement)
(cf 6164.5-Student Success Teams)*

~~In order to maintain an environment conducive to attaining the highest quality of education in the district, there must exist policies and regulations relating to student conduct which provide the basis for sound disciplinary practices within each school in the district. These policies and regulations will be enforced fairly, uniformly and consistently.~~

Board policies and administrative regulations shall outline acceptable student conduct and provide the basis for sound disciplinary practices.

*(cf., 5131-Conduct)
(cf. 5131.1-Bus Conduct)
(cf 5131.2-Bullying)*

Students

Discipline

The administrative staff at each school may develop disciplinary rules to meet the school's particular needs. However, the rules shall be consistent with law, Board policy, and district regulations. The Board may review, at an open meeting, the approved school discipline rules for consistency with Board policy and state law. (Education Code 35291.4)

(cf. 9320-Meetings and Notices)

At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate discipline. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health and opportunity to learn.

Persistently disruptive students may be assigned to alternative programs or removed from school in accordance with law, Board policy, and administrative regulation.

(cf. 0450-Comprehensive Safety Plan)

(cf. 3515-Campus Security)

(cf. 3515.3-District Police/Security Department)

(cf. 4158/4258/4358-Employee Security)

(cf. 51136-Gangs)

(cf. 4144.1-Suspension and Expulsion/Due Process).

(cf. 4144.2-Suspension and Expulsion /Due Process (Students with Disabilities))

(cf. 6159.4-Behavioral Interventions for Special Education Students)

(cf. 6184-Continuation Education)

(cf. 6185-Community Day School)

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the district's nondiscrimination policies.

(cf. 0410 – Nondiscrimination in District Programs and Activities)

(cf. 5145.3-Nondiscrimination/Harassment)

(cf. 5145.7-Sexual Harassment)

The Superintendent or designee shall provide professional development as necessary to assist staff in developing consistent classroom management skills, implementing effective disciplinary techniques, and establishing cooperative relationships with parents/guardians.

(cf. 4131-Staff Development)

(cf. 4231-Staff Development)

Students

Discipline

(cf. 4331-Staff Development)

~~The administration, teachers and classified staff share the mutual responsibility for student conduct and safety and the enforcement of district policies and regulations. The Board shall give all reasonable support and assistance to employees with respect to the student discipline.~~

~~(cf. 5142—Safety)~~

~~The Board recognizes that not all students will adhere to district rules for appropriate behavior. Sufficient support services shall be provided so that continually disruptive students will not be returned to regular classes without some modification of behavior. Students may be assigned to other alternative programs or be subject to removal from school.~~

School Adopted Rules

~~At each school site rules for student discipline shall be adopted. (Education Code 35291.5)~~

~~(cf. 6182—Opportunity School/Class/Program)~~

~~(cf. 6184—Continuation Education)~~

~~The adoption of each school's rules on student discipline is the responsibility of the school principal or designee and a designated teacher representative.~~

~~Special care shall be taken to solicit the views of the school community, including administrators, teachers, school security personnel, parents/ guardians and junior high and high school students in developing the site level rules.~~

~~School site rules shall be revised periodically as required by any changes in district policy, regulation or law and shall undergo site level review and adoption at least every four years.~~

~~All adopted school site rules shall be subject to Board review and approval prior to implementation.~~

~~All avenues provided in policy, regulation and law for the discipline of students may be used in developing site level rules. These include but are not limited to advising and counseling students, conferencing with parents/guardians, detention during and after school hours, alternative educational environments and, if necessary, suspension and~~

Students

Discipline

~~expulsion.~~

~~(cf. 5144.1—Suspension and Expulsion/Due Process)~~

Notice to Parents/Guardians and Students

The principal of each school shall ensure that every student and his/her parent/guardian is notified in writing of all Board policies, administrative regulations and individual school rules related to discipline at the beginning of each school year and that transfer students and their parents/guardians are so advised at the time of enrollment in school.

The notice shall include the fact that these rules and regulations are available on request at the principal's office in all district schools.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student.

Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student. (Education Code 49001)

School administrators and teachers shall employ other means of disciplining students who violate school rules, district regulations or district policies.

However corporal punishment does not include any pain or discomfort suffered by a student as a result of his/her voluntary participation in an athletic or other recreational competition or activity. In addition, an employee's use of force that is reasonable and necessary to protect himself/herself, students, staff, or other persons, to prevent damage to property, or to obtain possession of weapons or other dangerous objects within the control of the student is not corporal punishment. (Education Code 49001)

~~(cf. 4158/4258/4358-Employee Security)~~

~~(cf. 5131.7-Weapons and Dangerous Instruments)~~

~~(cf. 6145.2-Athletic Competition)~~

~~The use of reasonable and necessary force by an employee to protect oneself or students or to prevent damage to district property shall not be considered corporal punishment for purposes of this policy. (Education Code 49001)~~

~~(cf. 4158—Employee Protection)~~

Legal Reference:

EDUCATION CODE

32280-32288 School Safety Plans

Students

Discipline

35146 Closed sessions

35291 Rules

35291.5 School-adopted discipline rules

35291.7 School-adopted discipline rules: additional employees

44807.5 Restriction from recess for disciplinary purposes

48900-48926 Suspension and expulsion

48908 Duties of pupils

48980-48985 Notification of parents or guardians

49000-49001 Prohibition of corporal punishment

49330-49335- Injurious objects

CIVIL CODE

1714.1

CODE OF REGULATIONS, TITLE 5

307 Participation in school activities until departure of bus

353 Detention after school

Policy

adopted: ~~August 18, 1994~~ ***November 21, 2013***

SIERRA SANDS UNIFIED SCHOOL DISTRICT

Ridgecrest, California

Students

Discipline

~~Orderly conduct of students is essential to the learning process. Deviations from established rules are to be dealt with by the following methods as appropriate. In each case an opportunity shall be provided the student to tell his/her side of the story.~~

- ~~1. Staff Disapproval by orally informing the student that a rule is being broken.~~
- ~~2. Conferences by involving teacher, parent/guardian, student and guidance personnel, and all others as needed to resolve problems or potential problems.~~
- ~~3. Detention by requiring the student to remain at a place in the school when other students are not normally required to be there. Conditions for detention include the following:~~
 - ~~a. The teacher, vice principal, or principal shall inform the student of the act of misconduct.~~
 - ~~b. Students shall not be detained for more than one hour after the close of the school day.~~
 - ~~c. Parents/guardians shall be informed prior to detention outside of regular school hours by phone, written announcement, or a message sent via the student at least one day in advance. Transportation from school to home for the student shall be the responsibility of the parent/guardian upon being informed of detention. Adjustment in time may be made when prior commitments are involved.~~
- ~~4. School Improvement Projects by improving the appearance or function of school buildings or grounds. A detailed list of proposed projects shall be submitted to the Superintendent for approval before assignment of any student or any project. Work on a school improvement project shall be under the direction of the assigning administrator or designee.~~
- ~~5. In School Suspension is a method of isolation in which the student is removed from the classroom and all extracurricular activities for the day. The student is placed in a designated area to do all his/her classwork. The student is supervised but not allowed to associate with any other student.~~
- ~~6. Suspension by sending the student home when there is "good cause" as defined in the Education Code. The length of time for suspension shall be in accordance with the Education Codes and the parent/guardian is to be notified.~~
- ~~7. Expulsion by excluding the student as a last resort, requiring Board action and providing for hearings, appeals, and a designated length of time.~~

Students

Discipline

~~8. Physical Restraint by using such force as is necessary to restrain a student from behavior which is disruptive or which is threatening injury to himself, to other persons, or to property. If an injury is sustained it is to be reported in writing to the principal as soon thereafter as possible.~~

~~9. Law Enforcement Agency referral for serious, dangerous, and/or disruptive activities which cannot be controlled by school personnel or for violations of the Penal Code.~~

~~10. Child Protective or other advocacy agency referral for disciplinary problems suspected to be the result of neglect or abuse.~~

Site-Level Rules

In developing site-level disciplinary rules, the principal or designee shall solicit the participation, views, and advice of one representative selected by each of the following groups: (Education Code 35291.5)

- 1. Parents/guardians*
- 2. Teachers*
- 3. School administrators*
- 4. School security personnel, if any*
- 5. For secondary schools, students enrolled in the school*

Each school shall file a copy of its rules with the Superintendent or designee.

Each school shall review its site-level rules every four years.

It shall be the duty of each employee of the school to enforce the school rules on student discipline. (Education Code)

Disciplinary Strategies

To the extent possible, staff shall use disciplinary strategies that keep students in school and participating in the instructional program. Disciplinary strategies may include, but are not limited to:

- 1. Discussion or conference between school staff and the student and his/her parents/guardians*

(cf. 5020-Parent Rights and Responsibilities)

Students

Discipline

(cf. 6020-Parent Involvement)

- 2. Referral of the student to the school counselor or other school support service personnel for case management and counseling**

(cf. 5138-Conflict Resolution/Peer Mediation)

(cf. 6264.2-Guidance/Counseling Services)

- 3. Convening of a student study team or other intervention-related team to assess the behavior and develop and implement an individual plan to address the behavior in partnership with the student and his/her parents/guardians**

(cf. 6164.5-Student Success Teams)

- 4. When applicable, referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program or a Section 504 Plan.**

(cf. 6159-Individualized Education Program)

(cf. 6164.5-Identification and Education under Section 504)

- 5. Enrollment in a program for teaching prosocial behavior or anger management**

- 6. A positive behavior support approach with tiered interventions that occur during the school day on campus.**

- 7. Recess restriction as provided in the section below entitled “Recess Restriction”**

- 8. Detention after school hours as provided in the section below entitled “Detention After School”**

- 9. Community service as provided in the section below entitled “Community Service”**

- 10. In accordance with Board policy and administrative regulations, restriction or disqualification from participation in extracurricular activities**

(cf. 6145-Extracurricular/Cocurricular Activities)

- 11. Reassignment to an alternative educational environment**

(cf.-6159-Independent Study)

(cf.-6181-Alternative Schools/Programs of Choice)

Students

Discipline

(cf.-6184-Continuation Education)

(cf.-6185-Community Day School)

12. Suspension and expulsion in accordance with law, Board policy, and administrative regulation

(cf. -5144.1-Suspension and Expulsion/Due Process)

(cf. -Suspension and Expulsion/Due Process (Students with Disabilities))

Recess Restrictions

A teacher may restrict a student's recess time only when he/she believes that this action is the most effective way to bring about improved behavior. When recess restriction may involve the withholding of physical activity from a student, the teacher shall try other disciplinary measures before imposing the restriction. Recess restriction shall be subject to the following conditions:

- 1. The student shall be given adequate time to use the restroom and get a drink or eat lunch, as appropriate.*
- 2. The student shall remain under a certificated employee's supervision during the period of restriction.*
- 3. Teachers shall inform the principal of any recess restrictions they impose.*

Detention After School

Students may be detained for disciplinary reasons up to one hour after the close of the maximum school day. (5 CCR353)

The principal or designee shall notify parents/guardian of the detention at least one day in advance so that alternative transportation arrangements may be made. The student shall not be detained unless the principal or designee notifies the parent/guardian.

Students shall remain under the supervision of a certificated employee during the period of detention.

Community Service

As part of, or instead of disciplinary action, the Board, Superintendent, principal or principal's designee may, at his/her discretion, require a student to perform community service during nonschool hours on school grounds. Such service may include, but is not limited to, school outdoor beautification, campus betterment, and teacher, peer, or

Students

Discipline

youth assistance programs. (Education Code 48900.6)

This community service option is not available for a student who has been suspended, pending expulsion, pursuant to Education Code 48915. However, if the recommended expulsion is not implemented or the expulsion itself is suspended, then a student may be required to perform community service for the resulting suspension. (Education Code 48900.6)

Notice to Parents/Guardians and Students

At the beginning of the school year, the Superintendent or designee shall notify parents/guardians, in writing, about the availability of district rules related to discipline. (Education Code 35291, 48980)

(cf. 5145.6-Parental Notifications)

The Superintendent or designee shall also provide written notice of the rules related to discipline to transfer students at the time of their enrollment in the district.

Regulation

SIERRA SANDS UNIFIED SCHOOL DISTRICT

approved: ~~August 18, 1994~~ **November 21, 2013**

Ridgecrest, California

7. POLICY DEVELOPMENT AND REVIEW

7.2 Approval of Revisions to Board Bylaw 9010, Public Statements

BACKGROUND INFORMATION: The Superintendent of Schools has reviewed selected board bylaws as a result of recommendations for revisions from the California School Boards Association (CSBA) policy service. All proposed bylaw revisions reflect recent changes in applicable state and/or federal laws and regulations.

CURRENT CONSIDERATIONS: Board Bylaw 9010, Public Statements, was last updated in August of 1994. The bylaw has been updated and revised to add concepts related to communicating the district's message in a manner that promotes public confidence in the Board's leadership, refraining from disclosing confidential information, and adhering to the same standards and protocols established for other Board communications when participating on social networking sites, blogs, or other electronic media.

FINANCIAL IMPLICATIONS: None.

SUPERINTENDENT'S RECOMMENDATION: Approve revisions to Board Bylaw 9010, Public Statements as presented.

Public Statements

The Governing Board recognizes the responsibility of Board members in their role as community leaders to participate in public discourse on matters of civic or community interest, including those involving the district, and their right to freely express their personal views. However, to ensure communication of a consistent, unified message regarding district issues, Board members are expected to respect the authority of the Board to choose its representatives to communicate its positions and to abide by established protocols.

All public statements ~~in the name of the Governing~~ *authorized to be made on behalf of the* Board shall be ~~made~~ *be issued* by the Board president or, if appropriate, by the Superintendent or *other designated representative*. ~~designee at the direction of the Board president. No individual Board member shall make public statements in the name of the Board.~~

(cf. 2110 – Superintendent Responsibilities and Duties)

(cf. 9121 – President)

(cf. 9200 – Limits of Board Member Authority)

When speaking for the district, the Board encourages its spokespersons to exercise restraint and tact and to communicate the message in a manner that promotes public confidence in the Board’s leadership.

Board spokespersons shall not disclose confidential information or information received in closed session except when authorized by a majority of the Board.

(Government Code 54963)

(cf. 9005 – Governance Standards)

(cf. 9011 – Disclosure of Confidential/Privileged Information)

When speaking to community groups, members of the public, or the media, individual Board members should recognize that their statements may be perceived as reflecting the views and positions of the Board. Board members have a responsibility to identify personal viewpoints as such and not as the viewpoint of the Board.

(cf. 1100 – Communication with the Public)

(cf. 1112 – Media Relations)

In addition, the Board encourages members who participate on social networking sites, blogs, or other discussion or information sites to conduct themselves in a respectful, courteous, and professional manner and to model good behavior for district students and the community. Such electronic communications are subject to the same

Public Statements

standards and protocols established for other forms of communication, and the disclosure requirements of the California Public Records Act may likewise apply to them.

(cf. 1113 – District and School Web Sites)

(cf. 1114 – District-Sponsored Social Media)

(cf. 1340 – Access to District Records)

Cf. 9012 – Board Member Electronic Communications)

~~Before voting on any issue, all Board members shall be encouraged to present whatever evidence they may feel important to the matter at hand. The Board shall fully consider the implications and relevancy of all information so presented. All opinions, reactions and positions shall be openly discussed, so that each member may understand all aspects of the issue before the Board makes its decision. Any Board member who may wish to criticize or oppose any specific Board action should do so during the Board meeting.~~

~~Once a Board decision has been reached, all Board members shall abide by that decision until it is amended or rescinded by subsequent Board action. When Board members express their opinions outside of the Board meeting, it is their responsibility to respect the democratic nature of Board decision making and always identify personal viewpoints as such.~~

~~(cf. 9011 – Disclosure of Confidential/Privileged Information).~~

Legal Reference:

EDUCATION CODE

35010 - Control of district; prescription and enforcement of rules

GOVERNMENT CODE

6250-6270 California Public Records Act

54960 Actions to stop or prevent violation of meeting provisions

54963 Confidential information in closed session

Management Resources:

WEB SITES

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

Bylaw

SIERRA SANDS UNIFIED SCHOOL DISTRICT

adopted: ~~August 18, 1994~~ **November 21, 2013**

Ridgecrest, California

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***

Gary Arnold***
ROP Construction – Burroughs
Effective 12-31-13

8.12 LEAVE OF ABSENCE

8.13 EMPLOYMENT

Kiahna Williams
1st Grade – Inyokern
Effective 11-12-13

Substitute Teachers for 13-14 year

Drew Heinlein
Shaun Mee

Coaches for 13-14 year:

8.14 CHANGE OF STATUS

8. PERSONNEL ADMINISTRATION

8.2 CLASSIFIED PERSONNEL

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

8.22 LEAVE OF ABSENCE

8.23 EMPLOYMENT

Joyce Booth
1 hr. Food Service Assistant I – Mesquite
Effective 11-14-13

Crystal Cane
5 ½ hr. Paraprofessional – Richmond
Effective 11-14-13

Sheryl Centro
5 ½ hr. Paraprofessional – Richmond
Effective 11-14-13

Susan Ford
5 ½ hr. Paraprofessional – Selpa
Effective 11-14-13

Geri Lee
5 ¼ hr. Paraprofessional – Gateway
Effective 11-14-13

Harumi Smith
2 ½ hr. Food Service Assistant I – Murray
Effective 11-14-13

Student Food Service Workers for the 2013-2014 School Year

8. PERSONNEL ADMINISTRATION

8.2 CLASSIFIED PERSONNEL

8.23 EMPLOYMENT (Continued)

Student Workability Workers for the 2013-2014 School Year:

Allen Fuller

Miles Gilkerson

Nicole Martin

Kevin Newbury

Alissa Palacios

Alexis Meza Portillo

Skyler Witthar

Classified Substitutes for the 2013-2014 School Year:

Michele Anderson

Francisco Ciriaco

Tracy Dorsey

Brianna Groves

Gabriel Gutierrez

Liza James

Brenda Nubia Sepulveda-Perez

8.24 CHANGE OF STATUS

Katherine Tucker

Add: 1 hr. Paraprofessional – Inyokern

11-14-13

8. PERSONNEL ADMINISTRATION

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

BACKGROUND INFORMATION: Approval of the governing board is required when a district is filing for a Variable Term Waiver, Provisional Internship Permit or a Short Term Staff Permit in order to assign an individual who is not appropriately credentialed for his/her assignment.

CURRENT CONSIDERATIONS: Approval is requested for the district to submit requests to the Commission on Teacher Credentialing for a Variable Term Waiver, Provisional Intern Permit or a Short Term Staff Permit in order that the district may assign the following individuals for the 2013-2014 school year.

Short Term Staff Permit – Early Childhood Special Education
Brooke Kern, Gateway Elementary School

FINANCIAL IMPLICATIONS: None

SUPERINTENDENT’S RECOMMENDATION: Approve the submission of request for a Short Term Staff Permit, in order that the above named individual may be assigned in the designated position for the 2013-14 school.

8. PERSONNEL ADMINISTRATION

8.4 Approval of Early Retirement Notification Incentive for 2013-14

BACKGROUND INFORMATION: For several years, the District has offered an early retirement notification incentive. By offering this incentive and by early notification from employees, the district retains valuable information in determining staffing needs for the upcoming school year. This notification information provides valuable time for planning, advertisement, and scheduling of teacher recruitment fairs.

In 2006, the board approved an increase in the incentive amount for 2006-07 to \$1,000 for each retiring certificated employee and \$532 for each retiring classified employee who declared in writing prior to a specific date in January his/her intent to retire. Five certificated employees and five classified employees took advantage of this offer in 2006-07 and twelve certificated and four classified employees took advantage of the offer in 2007-08. During the 2008-09 school year the incentive was increased to \$3,000 for certificated and \$1,600 for classified staff and seven certificated employees and fourteen classified employees took advantage of this offer.

Due to the fiscal crisis in 2009-10, which resulted in Sierra Sands facing significant staffing reductions, the board agreed and approved the retirement incentive increase to \$25,000 for certificated staff and \$12,500 for classified employees for one year only. This resulted in fourteen certificated employees and twenty two classified employees taking advantage of the offer. The 2009-10 year also included an incentive of \$1,500 for certificated staff and \$750 for classified staff for an early resignation notification of which four certificated employees and four classified employees participated. Since so many employees took advantage of this one time incentive, the District was able to minimize the number of staff reductions.

The early retirement notification for 2010-11 was approved by the board in the amount of \$1,000 for certificated and \$532 for classified. Five certificated employees and five classified employees took advantage of this offer. For 2011-12 the early notification incentive was approved in the amount of \$3,000 for certificated and \$1,600 for classified employees. Eight certificated staff and three classified staff members took advantage of this offer. For 2012-2013, nine certificated staff and six classified staff took advantage of the same offer.

CURRENT CONSIDERATIONS: The District would like to offer the early retirement notification incentive program for 2013-14 to assist with identifying staffing needs for the 2014-15 school year. The district is proposing to offer the same early retirement notification incentive as last year in the amount of \$3,000 for certificated employees and \$1,600 for classified employees to those employees who submit their written re-tirement notice by January 31, 2014.

The retirement window (i.e., effective date of retirement) for this incentive is as follows: (1) certificated employees between May 29, 2014 and August 1, 2014; and (2) classified employees between February 1, 2014 and August 1, 2014. Employees must be eligible to retire under STRS or PERS in order to receive this incentive. If approved by the board, all employees eligible to retire will receive a letter during the week of November 25, 2013 from the Human Resources Department describing the early retirement notification incentive program.

FINANCIAL IMPLICATIONS: The exact fiscal impact is unknown, but the cost of the program is certain to be offset by the reduced cost in salary and statutory benefits. Most important for the district are the benefits associated with management of staffing in the current fiscal climate.

SUPERINTENDENT'S RECOMMENDATION: The superintendent's recommendation is to approve the early retirement notification incentive program for 2013-14 in the amount of \$3,000 for each certificated employee and \$1,600 for each classified employee who declares his/her intent to retire in writing within the applicable retirement window no later than January 31, 2014.

9. GENERAL ADMINISTRATION

9.1 Gifts to District

CURRENT CONSIDERATIONS: The following donations have been received:

Victoria Campbell donated a Klaus Mueller Etude 4/4 Cello, bow, and Oxford case with an estimated value of \$769.00 to the Murray Middle School orchestra. Wal-mart donated classroom supplies with an estimated value of \$1,000 to Richmond Elementary School and made a cash donation of \$500.00 to be used toward playground equipment and tables at Richmond Elementary School.

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

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

9. GENERAL ADMINISTRATION

9.2 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 6, 2013 through December 20, 2013. 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 19, 2013.

FINANCIAL IMPLICATIONS: None

SUPERINTENDENT'S RECOMMENDATION: Designate December 19, 2013 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.

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 7, 2014. There are two delegates whose term expires in 2014 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 Scott Starkey, Southern Kern Unified School District. Delegates serve two-year terms beginning April 1, 2014 through March 31, 2016.

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.



November 1, 2013

TIME SENSITIVE, REQUIRES BOARD ACTION
DEADLINE Tuesday, January 7, 2014
Please deliver to all members of the governing board.

MEMORANDUM

To: All Board Presidents, Superintendents and CSBA Member Boards of Education

From: Cindy Marks, President

Re: 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 Tuesday, January 7, 2014. 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 and may nominate as many individuals as it chooses by submitting a nomination form for each nominee.
- All nominees must give their approval prior to being 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 **Tuesday, January 7**. It is the nominee's responsibility to confirm that all nomination materials have been received by the CSBA Leadership Services department. Late submissions will not be accepted.
- Delegates serve two-year terms beginning April 1, 2014 through March 31, 2016.
- 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 or December.

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

- ❖ Nomination Form
- ❖ Candidate's Biographical Sketch Form
- ❖ Important Dates
- ❖ List of all Delegates whose term expires in 2014
- ❖ Alphabetical List of Districts and County offices
- ❖ FAQ



2014 Delegate Assembly Nomination Form

DUE: Tuesday, January 7, 2014 (U.S.P.S.)

Mail to: CSBA | Attn: Leadership Services | 3251 Beacon Blvd., West Sacramento, CA 95691 | or fax 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 returned and faxed to (916) 371-3407 or mailed to CSBA, Attn: Leadership Services, 3251 Beacon Blvd., West Sacramento, CA 95691 and U.S.P.S. no later than **Tuesday, January 7, 2014**. **Forms postmarked or faxed after Tuesday, January 7 cannot be accepted.** Please contact CSBA Leadership Services at (800) 266-3382 should you have any questions. Thank you.

2014 Delegate Assembly Candidate Biographical Sketch Form



DUE: Tuesday, January 7, 2014 (U.S.P.S.)

Mail to: CSBA | Attn: Leadership Services | 3251 Beacon Blvd., West Sacramento, CA 95691 | or fax 916.371.3407

Please complete, sign and date this **required one page** 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 **one page** candidate form will **not** be accepted. It is the candidate's responsibility to confirm that all nomination materials have been received by the CSBA Leadership Services department. Late submissions will not be accepted.

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

10. CONSTRUCTION ADMINISTRATION

10.1 Approval for Educational Specification for Murray Middle School by the Sierra Sands Unified School District Board of Trustees

BACKGROUND INFORMATION: In November and December of 2010, the Sierra Sands Unified School District school sites located on Federal Property were inspected for adequacy and capacity by a Department of Defense team tasked with doing the same for all school sites in the United States as part of a Department of Defense initiative. The rating and ranking of all school sites inspected resulted in both Murray Middle School and Sherman E. Burroughs High School sites requiring modernization or reconstruction. In September of 2011, Sierra Sands Unified School District was invited to participate in a competitive grant program for funding to modernize or reconstruct both schools. As a result of the efforts of the Sierra Sands Unified School District team, in November of 2012, the District was awarded a Department of Defense Grant administered through the Office of Economic Adjustment to modernize Sherman E. Burroughs for \$25,527,419 and reconstruction of Murray Middle School on a site adjacent to Sherman E. Burroughs High School for \$31,634,270.

CURRENT CONSIDERATIONS: Since the award of the grants, District staff has been working to implement the construction programs for both school sites. There are a number of requirements attendant to that effort. Because Murray Middle School is to be a completely new school at a new location, in accordance with Education Code Section 39101 (c) and the California Code of Regulations, Title 5 Section 14030 (a) and Section 14034, a document providing detailed architectural information about the new school in the context of the educational program being offered to its students must be originated, presented and reviewed and approved by the Board of Trustees prior to the commencement of construction. Staff, in conjunction with the District architectural firm of Westberg and White and Mr. Richard Gonzalez of Capital Associates (formerly of RG Consultants, Inc.) has compiled the attached document which is referred to as an Educational Specification, included in your packet. The Educational Specification for the new Murray Middle School will be provided to the Office of Public School Construction in accordance with the regulation cited above.

FINANCIAL IMPLICATIONS: None

SUPERINTENDENT'S RECOMMENDATION: It is requested that the Board review, approve, and adopt the attached Education Specification as presented.



EDUCATION SPECIFICATIONS

SIERRA SANDS JOINT UNIFIED

SCHOOL DISTRICT

MIDDLE SCHOOL

September 2013

Prepared By



CAPITOL ADVISORS
GROUP, LLC

EDUCATION SPECIFICATIONS

SIERRA SANDS JOINT UNIFIED SCHOOL DISTRICT MIDDLE SCHOOL

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ACKNOWLEDGEMENTS

We wish to thank everyone that gave of their time and expertise in the development of the facility needs of the projects included in the Department of Defense's (DOD) facilities improvement program¹. Many participated in the weekly meetings and others were consulted on an as needed basis.

School District Board

- ◆ William Farris – President
- ◆ Kurt Rockwell – Vice President/Clerk
- ◆ Amy Castillo-Covert – Member
- ◆ Judy Dietrichson – Member
- ◆ Mike Scott – Member
- ◆ Tom Pearl – Member

District Administration

- ◆ Joanna Rummer – Superintendent
- ◆ Elaine W. Janson – Assistant Superintendent, Business Services
- ◆ Tom McMahon – Project Manager for Construction
- ◆ Chris Uetz – Director of Maintenance, Operations & Grounds
- ◆ Donnie Morrison – Director of Technology
- ◆ Elaine Littleton – SELPA Director
- ◆ Randy Coit – District Lead Maintenance Tech
- ◆ Karen Cott – District Office Manager

Special thank you to Ms. Kathleen Moore, School Facilities Division Director - California Department of Education, for her assistance in discussions with the DOD regarding the California school facilities process and her introduction of the DOD program to the State Allocation Board (SAB).

District Staff

- ◆ Dave Ostash – Principal - Burroughs High School
- ◆ Kristi Smith – Principal - Murray Middle School

DOD Representative

- | | |
|---|--|
| ◆ Captain Dennis Lazar – NAWS ² China Lake Commander | ◆ Commander Rod W. Tribble – Navy Military Liaison |
| ◆ Captain Jeffrey Dodson – NAWS China Lake former Commander | ◆ Captain Dennis Sinnett – Navy Military Liaison |
| ◆ Tim Fox – NAWS Community Plan & Liaison Officer | ◆ Nancy Army – NAWS Environmental Planner |
| ◆ Robert Hertzfeld – Office of Economics Adjustment (OEA) Project Manager – DOD | ◆ Josh Nazeck – NAWS Environmental Planner |
| ◆ Kathy Killinger – NAWS Admin Officer | ◆ Gary Willis OEA – DOD |
| | ◆ Deb Ernst – NAWS Navy Liaison |
| | ◆ Peggy Shoaf – NAWS Public Information Officer |

¹ Department of Defense Program for Construction, Renovation, Repair or Expansion of Public Schools Located on Military Installations

² China Lake Naval Air Weapons Station

City Representatives

- ◆ Loren Culp – City Engineer
- ◆ Sgt. Mike Meyers – Traffic Control Officer

Design Team

- ◆ Paul Westberg – Managing Partner – Westberg & White Architects
- ◆ Robert Espinoza – Senior Architect – Westberg & White Architects
- ◆ John Garakian – Design Architect – Westberg & White Architects
- ◆ Robert Bender – Design Architect – Westberg & White Architects

Construction Management

- ◆ Chris Moseley – Vice President – Balfour-Beatty Construction
- ◆ Steve Gilman – Representative – Balfour-Beatty Construction

Consultant

- ◆ Bruce Auld

In addition to the input provided by the above named participants, there was participation and input from several parents. Furthermore, the administration and design team interviewed teachers from each department and staff at both the Burroughs High School and Murray Middle School about their program needs, equipment needs and other aspects that would influence the design of the projects.

EDUCATION SPECIFICATIONS

SIERRA SANDS JOINT UNIFIED SCHOOL DISTRICT MIDDLE SCHOOL

PREFACE¹

"In 1994 the California Department of Education was directed by the Legislature to formalize regulations governing standards for the design and construction of new school facilities. Included with those standards are requirements for the submittal of educational specifications (See the *California Code of Regulations, Title 5, Section 14034*, on the application standards to locally funded school districts.) Those requirements are delineated in *Education Code* Section 39101(c) and they are listed in the *California Code of Regulations, Title 5, Section 14030(a)*, as follows:

Educational specifications for school design shall be prepared based on the district's goals, objectives, policies, and community input that determine the educational program and define the following:

- ◆ Enrollment of the school and the grade-level configuration.
- ◆ Emphasis in curriculum content or teaching methodology that influences school design.
- ◆ Type, number, size, function, special characteristics of each space, and spatial relationships of the instructional area that are consistent with the educational program.
- ◆ Community functions that may affect the school design. "

¹ <http://www.cde.ca.gov/ls/fa/sf/edspecs.asp#Preface>

INTRODUCTION

The Sierra Sands Joint Unified School District (District) has contracted with Capitol Advisors Group, LLC. to provide Education Specifications (Ed Specs) for a middle school facility. Board approved Ed Specs are a requirement of the Department of Education prior to building/funding approval of new school facilities or where more than 50 percent of the school is being replaced .

The National School Boards Association (NSBA) states that “the purpose of educational specifications is to define the programmatic, functional, spatial, and environmental requirements of the educational facility, whether new or remodeled, in written and graphic form for review, clarification, and agreement as to scope of work and design requirements for the architects, engineer, and other professionals working on the building design.”² These Ed Specs were created with a fundamental understanding of the teaching methodologies and objectives for District facilities. The overall goal of these Ed Specs is to ensure that new facilities can meet the needs of the teachers, administrators, students, and the community.

REQUIREMENTS OF EDUCATIONAL SPECIFICATIONS

Ed Specs are a descriptive process that marries the Education Program to the Design Specifications. Ed Specs are to define the physical parameters of each student space, faculty space and community space within a planned facility³. These definitions are to take into consideration the teaching curriculum, the educator’s intent for program delivery, spatial relationships of buildings and pupils, community needs, and environment.⁴ Each description is detailed and highlights any special features that may be required by the planned curriculum. These specifications are in turn used by the architects to develop the design specifications for remodeling or building new facilities for the district.

The content of the Ed Specs is a joint effort of information sharing between the District and members of the community comprised of district personnel, educators, administrators, Department of Defense personnel, parents, city and county planners and custodial staff. Planning meetings held in the past two years were used to gather data regarding integrating the educational curriculum, teachers, students, administration, and the community needs into the facility. Through these efforts design features for each learning space were defined to meet the needs of all intended purposes of any new or remodeled facilities within the district.

² CEFPI Guide for Educational Facility Planning, 2004, The Council of Educational Facility Planners International, Scottsdale, AZ

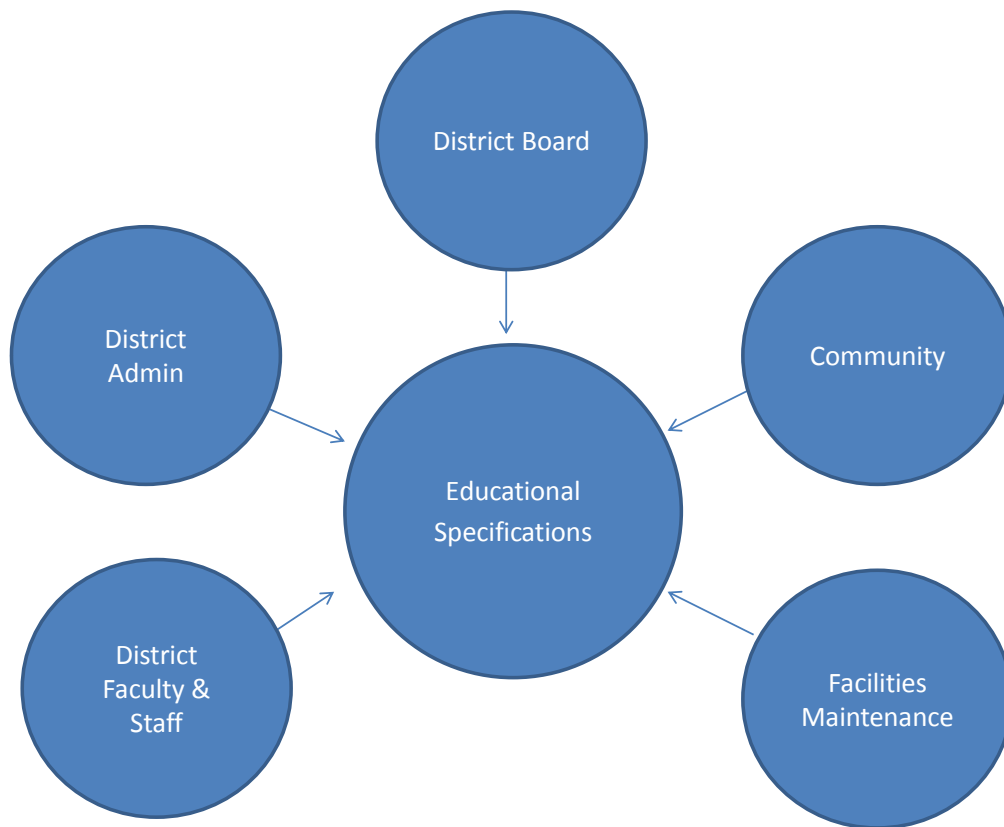
³ Educational Specifications, Linking Design of School Facilities to Educational Program, 1997, School Facilities Planning Division, California Department of Education, pg. 1

⁴ *Ibid.*, Preface, pg. v

FACILITY PARTNERS

The Ed Specs were developed over a period of time in which meetings with the Facility Partners were conducted to insure that the new facilities will meet the educational needs of the students in accordance with the California Education Code and the provisions of the Federal Elementary and Secondary Education Act (ESEA). The Facility Partners met weekly between September 13, 2011 and March 15, 2012 to discuss, along with other issues, facility utilization and adequacy. Additional meetings have been held since that date and continue to be ongoing.

Once the final draft of this report has been accepted by the District administrative staff, the District's Board will need to adopt this report at a publically noticed meeting.



DISTRICT INFORMATION

The District serves student population of Ridgecrest and the surrounding communities including Inyokern, Johannesburg, Red Mountain and Randsburg. There are eight elementary schools, two middle schools, one continuation high school and one high school in the district which served 5,008 students in the 2012-13 school year .

LOCAL EDUCATIONAL AGENCY PLAN (LEAP)⁵

The Local Educational Agency Plan (LEAP) is an accountability system to achieve the goals of No Child Left Behind Act of 2001 and summarizes assessment data, school goals and activities from the *Single Plans for Student Achievement* developed by each school. The plan includes the following five performance goals:

1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-2014.
2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
3. By 2005-2006, all students will be taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
5. All students will graduate from high school

The District adopted their LEAP on December 20, 2012. (see Appendix C)

⁵ <http://www.cde.ca.gov/nclb/sr/le/documents/leapplantemp.doc>

SINGLE PLAN FOR STUDENT ACHIEVEMENT⁶

A Single Plan for Student Achievement (PSA) is required by Education Code Sections 41507, 41572 and 64001 as well as the federal ESEA. The PSA addresses problems faced by each school and outlines actions to be taken to improve student academic performance in attaining a level of proficiency in reading and mathematics.

The Sierra Sands Joint Unified School District has developed a Single Plan for Student Achievement (PSA) for each of its schools including Murray Middle School. (see Appendix D)

DEPARTMENT OF DEFENSE

In 2010, the DOD assessed the school facilities located on military installations. The assessment included the condition of the facility, capacity of the facility to serve students and the technology readiness of the facility⁷. Based on their assessments, the DOD identified facilities "with the most serious condition and or capacity deficiencies." Congress appropriated funds to the DOD facilities program to address these facilities which require a 20 percent local match.

Burroughs High School and Murray Middle School were identified as two of the schools that were qualified for Tier 1 funding⁸ through the DOD. Three other schools were qualified for future consideration and included Richmond Elementary School, Pierce Elementary School and Vieweg School.

EXISTING MURRAY MIDDLE SCHOOL

Murray Middle School is one of two middle schools in the District serving sixth through eighth grade students, inclusive. It was constructed in 1946 on the China Lake Naval Air Weapons Station (NAWS). Current access to the school is through one of the installation's security gates. "The mission of Murray Middle School is to create a safe, positive environment in order to facilitate academic, physical and emotional growth, so that our students become productive members of society."⁹

⁶ <http://www.cde.ca.gov/nclb/sr/le/singleplan.asp>

⁷ State Allocation Board agenda item, June 12, 2012, pg. 2

⁸ Public Law 113-06; 113th Congress, Law 6, Division C, Title VIII, section 8108

⁹ http://murray.ssusdschools.org/pages/Murray_MS

In the 2012/13 school year, the total enrollment was 596 students. Approximately 63% of the students are Caucasian, 21% are Hispanic/Latino, 6% are African American, 3% are Filipino, 3% are Asian, 2% are American Indian, 1% Pacific Islander and 1% are more than one race. Over 50 percent of the students are dependents of those working at the military installation.

Regular classroom instructions begin at 7:25 AM and end at 2:20 PM each day. There are 7 periods per day and each period is approximately 55 minutes in length. Alternate schedules are used for minimum days, inclement weather, afternoon assemblies and special testing activities. The school bell schedule provides for a zero period which begins at 6:30 AM. (see Appendix E)

Academic Programs

"The academic and co-curricular programs in the middle schools in Sierra Sands Unified School District are aligned with the ESEA¹⁰ Reform Document and college and career study standards, which include emphasis on science, computer science, engineering and math (STEM) education. The offerings in the middle schools are equal in breadth, quality, complexity and rigor to those offered at Sherman E. Burroughs High School.¹¹

Academic Achievement

The 2013 Standardized Testing and Reporting (STAR) Program testing results, which measures the performance of the students, indicate that eighth grade students in Sierra Sands Unified School District have a higher percentage of students performing at a basic or better knowledge level in specific subject¹² matter than the average eighth grade student in Kern County.¹³ However, future student performance will be based on Common Core¹⁴ Standards which focuses on Reading, Math and Science. The District is in the process of implementing Common Core Standards and will be adopting a Local Control Accountability Plan¹⁵ when the California Department of Education provides the guidelines.

¹⁰ Elementary and Secondary Education Act

¹¹ Joanna Rummer, op. cit., pd third page of Executive Summary

¹² English-Language Arts, Mathematics and Science-Life Science

¹³ see Appendix F - STAR test results for Kern County and Murray Middle School

¹⁴ <http://www.cde.ca.gov/re/cc/>

¹⁵ see Local Control Funding Formula (LCFF) Accountability at <http://www.cde.ca.gov/fg/aa/lc/lcffoverview.asp>

Historical Enrollment

The enrollment at Murray Middle School has experienced a decline in enrollment. The maximum enrollment was reported to be 810 students in the 2003/04 school year. The last four school year's worth of enrollment is reflected in the chart below¹⁶:

Year	School	Grade 6	Grade 7	Grade 8	Total Enrollment
2012/13	Murray Middle	208	218	170	596
2011/12	Murray Middle	219	167	211	597
2010/11	Murray Middle	184	230	202	616
2009/10	Murray Middle	232	214	232	678

NEW MIDDLE SCHOOL PROJECT

In response to the DOD evaluation, the District proposed to relocate the existing Murray Middle School to a federally owned property adjacent to the existing Burroughs High School. The new campus is estimated to be 93,424 square feet of building area¹⁷ and have an estimated project cost of \$39,352,528¹⁸. The preliminary design includes 29 teaching stations including spaces dedicated for severe Special Day classroom(s) and non-severe Special Day classroom(s), multi-purpose, kitchen, gym, locker rooms and subsidiary facilities.

The enrollment of the school at the time it opens on the new site is estimated to be 610 students and an estimated student capacity of 737 students¹⁹.

PROGRAM AREAS

Program areas within the proposed facilities must address the number and types of educational and support spaces necessary to adequately serve the students at each grade level attending the school. Each of the student, faculty, administration, and community spaces are defined taking into account the planned teaching methodologies and activities for each area.

¹⁶ Data derived from CDE DataQuest website at

<http://data1.cde.ca.gov/dataquest/page2.asp?level=District&subject=Enrollment&submit1=Submit>

¹⁷ Joanna Rummer, Sierra Sands Unified School District proposal to Mr. Robert Hertzfeld dated January 20, 2012, pg.17

¹⁸ Ibid., pg. 59

¹⁹ Leroy F. Greene School Facilities Act of 1998, Education Code Section 17071.25, loading standards

GENERAL CONSIDERATIONS

In addition to the student population, there will be approximately 50 teachers and administrative staff that need to be considered. In determining the overall building area of the new school, the design must take into consideration the facilities being provided at the other middle school in the District. Those facilities need to include specialty teaching stations such as science classrooms, science labs, art labs, music, technology classroom and special day classrooms.

Traffic and Access

Primary campus access points will be along Drummond Avenue and French Avenue. and will not require access through any security checkpoints on the military installation. Buses will have a dedicated traffic pattern on and off the campus with drop-off location to be near the main entrance to the school. Visitor parking will be located near the school office in such a way that students being dropped off will not interact with vehicular traffic. Staff parking should be located away from the student drop off areas and visitor parking, but within reasonable distance from the main plant. Additional general parking will be needed for use by visitors and staff. Students will be encouraged to ride their bicycle to school. This will require a fenced bike area with bike racks located at one or more locations on the campus.

Utilities

Point of connections for major utilities run adjacent to the site. The sanitary sewers, storm drains, natural gas, electricity, telephone, cable, and water mains easements will be established as required by the local fire authorities and NAVFAC-NAWS, China Lake.

Geological and Hazardous Materials

A review of the Geotechnical Report and a Seismic Fault Study is required to determine what mitigation measures must be considered, if any. All mitigation measures must be designed to insure the maximum safety of the students attending the facility. A seismic fault line was discovered at the Murray Middle School site and the school structures were required to be at least 50 feet away from that fault line.

Community Needs

The City of Ridgecrest and the other communities within the District's geographic boundary are small communities and the facilities included as part of the middle school will be highly valued by the community as an event site. It will likely be used to provide meeting rooms, public performances, sporting venues and a myriad of other activities for the community. There was limited use of the original facility due to restricted access because it was located inside the perimeter of the military installation.

Security

It is necessary to provide security for all who enter the campus either during or after hours. Video cameras will be placed in all areas that are not easily supervised as well as areas that have a limited or obscured line of vision. This would include the main entrances and parking lots. Site lighting will be needed to ensure safe pathways and parking lot access. Because the school will be located on a military installation, the facility must meet the Federal Force Protection requirements.

Building Density

Buildings will be placed to create a natural pattern for foot traffic, and to minimize unusable space. The shape and placement of the buildings should create well proportioned “outdoor rooms” that are reasonably accessible to the staff and students.

Outdoor Spaces

Outdoor people spaces are a necessity and the site should have several small gathering spaces for “hanging out” which should be located in places that are easily supervised. A main centralized quad area for student gathering and campus orientation is required and should be big enough to seat 200 students. The outdoor amphitheater should be wired for portable AV equipment, sound, and power for use during assemblies. Outdoor lunch shelter(s) need to be located near the multi-purpose room.

Landscaping

Due to the climate of the region, landscaping must consider the use of draught resistant vegetation and include the use of indigenous materials.

BUILDING SYSTEMS

Energy Efficient Design

In a time when school districts are required to be ever more vigilant at cost control and with energy costs on the rise, it is imperative that all energy saving techniques be considered. High efficiency heating and cooling systems, high efficiency artificial lighting systems, high insulation levels, and natural lighting should all be considered and or required to help the district minimize costs.

Building orientation should be such that it takes full advantage of natural lighting. However, minimizing glare by avoiding direct harsh sunlight is necessary for effective learning spaces, classrooms should have North facing windows when possible. Windows that are oriented toward direct sunlight will have overhangs or sunshades to prevent direct glare. All windows should have operational blinds to control light within the classroom.

Mechanical Systems

Energy efficient, high quality, institutional grade systems with proven longevity that can be maintained by district maintenance personnel are required. The mechanical systems considered must be able to be integrated with the existing district wide Energy Management System.

INSTRUCTIONAL AREAS

In May of 2007 the California Department of Education published a report²⁰ on the components of complete schools in accordance with the California Code of Regulations, Title 5 (see Appendix B) In doing so, they developed a list of each level of school facilities and the components of a complete school.

²⁰ California Department of Education, Report on Complete Schools, May 23, 2007 State Allocation Board Meeting, <http://www.cde.ca.gov/ls/fa/sf/documents/completeschool.doc>

Components of a Middle School

According to the California Department of Education the following is a list of facilities included in a complete middle school²¹:

Classroom

- ☐ Standard classrooms supporting both small group and large group instruction
- ☐ Specialized classrooms for science (lab and non-lab), art, language, career technical instruction, and music
- ☐ Classrooms for special education and special education support spaces
- ☐ Facilities for performing arts (can be in multipurpose room)

Physical Education Spaces

- ☐ Gymnasium
- ☐ Shower/locker room
- ☐ Office for physical education teachers
- ☐ Physical education classroom
- ☐ Storage for equipment
- ☐ Hardcourts with a variety of fixed equipment to accommodate basketball and other activities
- ☐ Field areas including track, soccer, and softball

Support Facilities

- ☐ Computer room
- ☐ Small group areas
- ☐ Resource Specialist Program (RSP) area
- ☐ Speech specialist office
- ☐ Psychologist office
- ☐ Academic support such as Title 1

Common Essential Facilities

- ☐ Media/ center library
- ☐ Administration spaces
 - o Principal office
 - o Vice Principal(s)' office
 - o Counselor(s)' office
 - o Health professional office
 - o Office space for itinerant staff
 - o Conference areas
 - o Teacher workroom

²¹ California Department of Education, Report on Complete Schools, May 23, 2007, Exhibit 2, pgs. 21-22; <http://www.cde.ca.gov/ls/fa/sf/documents/completeschool.doc>

- Staff room
- Parent room
- Clerical Support
- Student record storage
- General Storage
- Multipurpose Room
 - Dining area
 - Food service (preparation or serving)
 - Adjunct serving areas
 - Stage
 - Outdoor dining area
 - Storage for chairs and tables

Infrastructure

- Restrooms
- Storage rooms
- Custodian room(s)
- Mechanical, data, and electrical space
- Staff parking area
- Covered circulation

Typical space requirements for a 6-8 or 7-8 middle school would be²²:

Type	Typical Size (square feet)
Standard Classroom	960
Computer Science	960
Science Classroom	960
Science Lab	1,300
Arts and Crafts	960 to 1,300
Non-Severe SDC	Ed Code 17047
Severe SDC	Ed Code 17047
Resource Specialist	Ed Code 17047
Speech	200
Multi-Purpose Room	Average 5.3 sf/ADA, min. 5,000
Gymnasium	Average 12.9 sf/ADA; 6,828 to 16,000
Administration	Average 3 sf/ADA, min. 600
Library/Media Center	Average 3.3 sf/ADA, min 960
Restrooms	Average 4 sf/ADA, min. 300
Storage/Mech./Jan.	Average 4 sf/ADA

Detailed Specifications for the various types of facilities are located in APPENDIX A.

²² CDE Title 5 Regulation Section 14030, subsections (g) to (k), inclusive; SAB Regulation Section 1859.82(b); Lease-Purchase Program, Applicant Handbook, April 1998, Appendix 7-2; and State Allocation Board policy, May 1997, Minimum Essential Facilities, Special pg. 00658

SIERRA SANDS UNIFIED SCHOOL DISTRICT
New Middle School

Educational Specifications

Reception/Secretarial

Department/Component Name	Administrative
Number of Occupants	1-2
Total Net Area (sq. ft.)	750

Ancillary Support Services	
-----------------------------------	--

Exterior Activity/Support Area	
---------------------------------------	--

Furnishings	Seating for students and visitors, locking file cabinets, desk/computer workstation and ergonomic chairs
--------------------	--

Equipment (built-in)	
-----------------------------	--

Casework/Millwork	
Base Cabinets	
Wall Cabinets	
Tall Storage	
Other	

Room Finishes	
Floor Material	Vinyl tile/carpet
Ceiling Material	Acoustic tiles
Ceiling Height	Min 8'8"
Wall Material	Painted gypsum board

Glass/Glazing	
Exterior Wall	Windows for natural lighting
Interior Wall	Door sidelight/window
Skylights	
Window Coverings	Ability to darken space

Utilities	
Electrical	2 quad outlets on each wall, banked switching for variable lighting
Plumbing	Drinking fountain
Special Systems	Synchronized clock

Instructional Aids/Display	
Marker boards	
Tack board	
Other	Bulletin boards, message boards

Instructional Technology	
Voice	Telephone, intercom
Video	
Data	2 data drops/wall with double/triple Computer Network Operations (CNO), data drop for wireless w/wireless internet access
Other	

Environmental Variables	
Acoustical	Industry standard
Lighting	Glare reducing lenses, overhead lighting
HVAC	Independent temperature control
Exhaust	
Flexibility	
Aesthetic	

Other	
	Secure entry for visitors

SIERRA SANDS UNIFIED SCHOOL DISTRICT
New Middle School

Educational Specifications

Principal's Office

Department/Component Name	Administration
Number of Occupants	1
Total Net Area (sq. ft.)	200

Ancillary Support Services	
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Exterior Activity/Support Area	
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Furnishings	Desk & ergonomic chair, conference table, side chair(s)
--------------------	---

Equipment (built-in)	
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Casework/Millwork	
Base Cabinets	
Wall Cabinets	
Tall Storage	
Other	Include storage cabinets, bookshelves, file cabinets

Room Finishes	
Floor Material	Vinyl tile/carpet
Ceiling Material	Acoustic tiles
Ceiling Height	Min 8'8"
Wall Material	Painted gypsum board

Glass/Glazing	
Exterior Wall	Windows for natural lighting
Interior Wall	
Skylights	
Window Coverings	Ability to darken space

Utilities	
Electrical	2 quad outlets on each wall, banked switching for variable lighting
Plumbing	
Special Systems	Clock

Instructional Aids/Display	
Marker boards	
Tack board	
Other	

Instructional Technology	
Voice	Telephone, intercom
Video	
Data	1 data drop/wall with double/triple Computer Network Operations (CNO), data drop for wireless w/wireless internet access
Other	

Environmental Variables	
Acoustical	Industry standard
Lighting	Glare reducing lenses, overhead lighting
HVAC	Independent temperature control
Exhaust	
Flexibility	
Aesthetic	

Other	
	Second exit

SIERRA SANDS UNIFIED SCHOOL DISTRICT
New Middle School

Educational Specifications

Assistant Principal's Office

Department/Component Name	Administration
Number of Occupants	1
Total Net Area (sq. ft.)	150

Ancillary Support Services	
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Exterior Activity/Support Area	
---------------------------------------	--

Furnishings	Desk & ergonomic chair, conference table, side chair(s)
--------------------	---

Equipment (built-in)	
-----------------------------	--

Casework/Millwork	
Base Cabinets	
Wall Cabinets	
Tall Storage	
Other	Include storage cabinets, bookshelves, file cabinets

Room Finishes	
Floor Material	Vinyl tile/carpet
Ceiling Material	Acoustic tiles
Ceiling Height	Min 8'8"
Wall Material	Painted gypsum board

Glass/Glazing	
Exterior Wall	Windows for natural lighting
Interior Wall	
Skylights	
Window Coverings	Ability to darken space

Utilities	
Electrical	2 quad outlets on each wall, banked switching for variable lighting
Plumbing	
Special Systems	Clock

Instructional Aids/Display	
Marker boards	
Tack board	
Other	

Instructional Technology	
Voice	Telephone, intercom
Video	
Data	1 data drop/wall with double/triple Computer Network Operations (CNO), data drop for wireless w/wireless internet access
Other	

Environmental Variables	
Acoustical	Industry standard
Lighting	Glare reducing lenses, overhead lighting
HVAC	Independent temperature control
Exhaust	
Flexibility	
Aesthetic	

Other	

SIERRA SANDS UNIFIED SCHOOL DISTRICT
New Middle School

Educational Specifications

Additional Office Space

Department/Component Name	Administration
Number of Occupants	1
Total Net Area (sq. ft.)	120

Ancillary Support Services	
-----------------------------------	--

Exterior Activity/Support Area	
---------------------------------------	--

Furnishings	Desk & ergonomic chair, conference table, side chair(s)
--------------------	---

Equipment (built-in)	
-----------------------------	--

Casework/Millwork	
Base Cabinets	
Wall Cabinets	
Tall Storage	
Other	Include storage cabinets, bookshelves, file cabinets

Room Finishes	
Floor Material	Vinyl tile/carpet
Ceiling Material	Acoustic tiles
Ceiling Height	Min 8'8"
Wall Material	Painted gypsum board

Glass/Glazing	
Exterior Wall	Windows for natural lighting
Interior Wall	
Skylights	
Window Coverings	Ability to darken space

Utilities	
Electrical	2 quad outlets on each wall, banked switching for variable lighting
Plumbing	
Special Systems	Clock

Instructional Aids/Display	
Marker boards	
Tack board	
Other	Bulletin boards

Instructional Technology	
Voice	Telephone, intercom
Video	
Data	1 data drop/wall with double/triple Computer Network Operations (CNO), data drop for wireless w/wireless internet access
Other	

Environmental Variables	
Acoustical	Industry standard
Lighting	Glare reducing lenses, overhead lighting
HVAC	Independent temperature control
Exhaust	
Flexibility	
Aesthetic	

Other	

SIERRA SANDS UNIFIED SCHOOL DISTRICT
New Middle School

Educational Specifications

Conference Room

Department/Component Name	Administration
Number of Occupants	1 to 8
Total Net Area (sq. ft.)	300

Ancillary Support Services	
-----------------------------------	--

Exterior Activity/Support Area	
---------------------------------------	--

Furnishings	Conference table, side chair(s)
--------------------	---------------------------------

Equipment (built-in)	
-----------------------------	--

Casework/Millwork	
Base Cabinets	8 linear feet
Wall Cabinets	
Tall Storage	
Other	Storage cabinets

Room Finishes	
Floor Material	Vinyl tile/carpet
Ceiling Material	Acoustic tiles
Ceiling Height	Min 8'8"
Wall Material	Painted gypsum board

Glass/Glazing	
Exterior Wall	Windows for natural lighting
Interior Wall	
Skylights	
Window Coverings	Ability to darken space

Utilities	
Electrical	2 quad outlets on each wall, banked switching for variable lighting
Plumbing	
Special Systems	Clock

Instructional Aids/Display	
Marker boards	8 linear feet, Smart board acceptable
Tack board	4 linear feet
Other	

Instructional Technology	
Voice	Telephone, intercom
Video	
Data	2 data drops/wall with double/triple Computer Network Operations (CNO), data drop for wireless w/wireless internet access
Other	

Environmental Variables	
Acoustical	Industry standard
Lighting	Glare reducing lenses, overhead lighting
HVAC	Independent temperature control
Exhaust	
Flexibility	
Aesthetic	

Other	

SIERRA SANDS UNIFIED SCHOOL DISTRICT
New Middle School

Educational Specifications

Counseling Office

Department/Component Name	Administration
Number of Occupants	1
Total Net Area (sq. ft.)	120

Ancillary Support Services	
-----------------------------------	--

Exterior Activity/Support Area	
---------------------------------------	--

Furnishings	Lockable legal file lateral drawers (3 min), Desk & ergonomic chair, conference table, side chair(s), rolling cart
--------------------	--

Equipment (built-in)	
-----------------------------	--

Casework/Millwork	
Base Cabinets	Lockable 8 linear feet
Wall Cabinets	
Tall Storage	
Other	Storage closet, bookcase

Room Finishes	
Floor Material	Vinyl tile/carpet
Ceiling Material	Acoustic tiles
Ceiling Height	Min 8'8"
Wall Material	Painted gypsum board

Glass/Glazing	
Exterior Wall	Windows for natural lighting
Interior Wall	
Skylights	
Window Coverings	Ability to darken space

Utilities	
Electrical	2 quad outlets on each wall, banked switching for variable lighting
Plumbing	
Special Systems	Clock

Instructional Aids/Display	
Marker boards	4 linear feet
Tack board	4 linear feet
Other	

Instructional Technology	
Voice	Telephone, intercom
Video	
Data	1 data drop/wall with double/triple Computer Network Operations (CNO), data drop for wireless w/wireless internet access
Other	

Environmental Variables	
Acoustical	Industry standard
Lighting	Glare reducing lenses, overhead lighting
HVAC	Independent temperature control
Exhaust	
Flexibility	
Aesthetic	

Other	
	Auditory/visual privacy should be considered

SIERRA SANDS UNIFIED SCHOOL DISTRICT
New Middle School

Educational Specifications

Mail/Work/Copy Room

Department/Component Name	Administration
Number of Occupants	1-10
Total Net Area (sq. ft.)	350

Ancillary Support Services	
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Exterior Activity/Support Area	
---------------------------------------	--

Furnishings	Work tables, chairs, computer workstation, printer, scanner, copier w/sorter, fax machine, staff mailbox, binding equipment, laminating machine, paper storage, shredder, cutter, poster maker machine, butcher paper cart
--------------------	--

Equipment (built-in)	
-----------------------------	--

Casework/Millwork	
Base Cabinets	Lockable - 16 linear feet
Wall Cabinets	Lockable - 8 linear feet
Tall Storage	
Other	Shelving - 8 linear feet

Room Finishes	
Floor Material	Vinyl tile
Ceiling Material	Painted gypsum board
Ceiling Height	Min 8'8"
Wall Material	Painted gypsum board
Glass/Glazing	
Exterior Wall	Windows for natural lighting
Interior Wall	
Skylights	
Window Coverings	Ability to darken space

Utilities	
Electrical	2 quad outlets on each wall, banked switching for variable lighting
Plumbing	Sink w/cold water
Special Systems	Clock

Instructional Aids/Display	
Marker boards	8 linear feet
Tack board	4 linear feet
Other	Bulletin boards, message boards

Instructional Technology	
Voice	Telephone, intercom
Video	
Data	2 data drops/wall with double/triple Computer Network Operations (CNO), data drop for wireless w/wireless internet access
Other	

Environmental Variables	
Acoustical	Industry standard
Lighting	Glare reducing lenses, overhead lighting
HVAC	Independent temperature control
Exhaust	
Flexibility	
Aesthetic	

Other	

SIERRA SANDS UNIFIED SCHOOL DISTRICT
New Middle School

Educational Specifications

Administrative Storage

Department/Component Name	Administration
Number of Occupants	NA
Total Net Area (sq. ft.)	150

Ancillary Support Services	
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Exterior Activity/Support Area	
---------------------------------------	--

Furnishings	
--------------------	--

Equipment (built-in)	
-----------------------------	--

Casework/Millwork	
Base Cabinets	Lockable
Wall Cabinets	Lockable
Tall Storage	
Other	Fireproof storage cabinets and wall shelving

Room Finishes	
Floor Material	Vinyl tile
Ceiling Material	Painted gypsum board
Ceiling Height	Min 8'8"
Wall Material	Painted gypsum board

Glass/Glazing	
Exterior Wall	
Interior Wall	
Skylights	
Window Coverings	

Utilities	
Electrical	Duplex electrical outlet on each wall
Plumbing	
Special Systems	

Instructional Aids/Display	
Marker boards	
Tack board	
Other	

Instructional Technology	
Voice	Telephone
Video	
Data	1 data drop
Other	

Environmental Variables	
Acoustical	
Lighting	Overhead lighting
HVAC	
Exhaust	
Flexibility	
Aesthetic	

Other	

SIERRA SANDS UNIFIED SCHOOL DISTRICT
New Middle School

Educational Specifications

Restrooms

Department/Component Name	Administration, academic wings, food service, physical education
Number of Occupants	
Total Net Area (sq. ft.)	500

Ancillary Support Services	
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Exterior Activity/Support Area	
---------------------------------------	--

Furnishings	
--------------------	--

Equipment (built-in)	Rolled towel paper dispenser, soap dispenser, toilet tissue holder
-----------------------------	--

Casework/Millwork	
Base Cabinets	
Wall Cabinets	
Tall Storage	
Other	Mirror (staff restrooms only)

Room Finishes	
Floor Material	Vinyl tile
Ceiling Material	Semi gloss enamel painted gypsum board
Ceiling Height	Min 8'8"
Wall Material	Painted gypsum board, ceramic tile wainscot

Glass/Glazing	
Exterior Wall	
Interior Wall	
Skylights	
Window Coverings	

Utilities	
Electrical	Duplex outlet on one wall (staff only)
Plumbing	Wheelchair accessible sink(s) w/cold water (students) hot and cold water (staff) toilets/urinals as needed
Special Systems	

Instructional Aids/Display	
Marker boards	
Tack board	
Other	

Instructional Technology	
Voice	
Video	
Data	
Other	

Environmental Variables	
Acoustical	Industry standard
Lighting	Overhead lighting
HVAC	
Exhaust	Industry standard
Flexibility	
Aesthetic	

Other	
	Wheelchair accessible commode and partition/stall
	Commodes partitioned/stalls
	Urinal privacy partition (men's and boy's)

SIERRA SANDS UNIFIED SCHOOL DISTRICT
New Middle School

Educational Specifications

Nurse/Health Office

Department/Component Name	Administration
Number of Occupants	1
Total Net Area (sq. ft.)	400

Ancillary Support Services	
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Exterior Activity/Support Area	
---------------------------------------	--

Furnishings	Desk & ergonomic chair, side chair(s), cots, privacy curtain at cots, rolling carts, lockable refrigerator, sharps waste disposal, soap/sanitizer dispenser
--------------------	---

Equipment (built-in)	
-----------------------------	--

Casework/Millwork	
Base Cabinets	Drawers and shelves with knee space at sink
Wall Cabinets	
Tall Storage	
Other	Bookcase, locking file cabinets (3 min), locking medicine cabinet(s)

Room Finishes	
Floor Material	Vinyl tile
Ceiling Material	Acoustic tiles
Ceiling Height	Min 8'8"
Wall Material	Painted gypsum board

Glass/Glazing	
Exterior Wall	Windows for natural lighting
Interior Wall	
Skylights	
Window Coverings	Ability to darken space

Utilities	
Electrical	2 quad outlets on each wall, banked switching for variable lighting
Plumbing	Sink with hot and cold water
Special Systems	Clock

Instructional Aids/Display	
Marker boards	
Tack board	4 linear feet
Other	

Instructional Technology	
Voice	Telephone, intercom
Video	
Data	1 data drop/wall with double/triple Computer Network Operations (CNO), data drop for wireless w/wireless internet access
Other	

Environmental Variables	
Acoustical	Industry standard
Lighting	Glare reducing lenses, overhead lighting
HVAC	Independent temperature control
Exhaust	
Flexibility	
Aesthetic	

Other	
	Auditory privacy should be considered
	Include unisex restroom or located near restrooms
	Continuous supervision of nursing office from administrative areas

SIERRA SANDS UNIFIED SCHOOL DISTRICT
New Middle School

Educational Specifications

Telecommunication Room

Department/Component Name	Administration
Number of Occupants	1
Total Net Area (sq. ft.)	120

Space Usage	Server, Fire Alarm panel, Telephone board
--------------------	---

Exterior Activity/Support Area	
---------------------------------------	--

Furnishings	Equipment racks, shelving for video/cable system. Work table for IT Analysis.
--------------------	---

Equipment (built-in)	
-----------------------------	--

Casework/Millwork	
Base Cabinets	
Wall Cabinets	
Tall Storage	
Other	

Room Finishes	
Floor Material	Vinyl tile - anti static
Ceiling Material	Painted gypsum board
Ceiling Height	Min 8'8"
Wall Material	Painted gypsum board

Glass/Glazing	
Exterior Wall	
Interior Wall	
Skylights	
Window Coverings	

Utilities	
Electrical	Min 2 quad outlets on each wall dedicated circuits w/ground
Plumbing	
Special Systems	Building surge protectors as needed

Instructional Aids/Display	
Marker boards	
Tack board	
Other	

Instructional Technology	
Voice	Telephone, intercom
Video	
Data	Data connection for all equipment, WIFI accessible
Other	

Environmental Variables	
Acoustical	
Lighting	Overhead lighting
HVAC	Meet requirements of heat producing equipment
Exhaust	
Flexibility	
Aesthetic	

Other	
	Security system connection
	Solid core lockable door w/keypad access

SIERRA SANDS UNIFIED SCHOOL DISTRICT
New Middle School

Educational Specifications

Media Center/Library

Department/Component Name	Information Center
Number of Occupants	50
Total Net Area (sq. ft.)	3000

Ancillary Support Services	
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Exterior Activity/Support Area	
---------------------------------------	--

Furnishings	4-6 person tables w/chairs, computer tables w/chairs, printer tables, bookcases, file cabinets
--------------------	--

Equipment (built-in)	Cabinets/shelving behind circulation desk
-----------------------------	---

Casework/Millwork	
Base Cabinets	
Wall Cabinets	
Tall Storage	
Other	Appropriate height book shelving, circulation counter and base cabinets centrally located, countertop with base and wall cabinets, periodical shelving, display cases

Room Finishes	
Floor Material	Vinyl tile/carpet
Ceiling Material	Acoustic tiles
Ceiling Height	Min 8'8"
Wall Material	Painted gypsum board
Glass/Glazing	
Exterior Wall	Windows for natural lighting
Interior Wall	
Skylights	
Window Coverings	Ability to darken space

Utilities	
Electrical	2 quad outlets on each wall, quad outlet at each data port, banked switching for variable lighting
Plumbing	
Special Systems	Clock

Instructional Aids/Display	
Marker boards	
Tack board	4 linear feet (one or more)
Other	

Instructional Technology	
Voice	Telephone, intercom
Video	Television, video port at circulation desk
Data	2 data drops/wall with double/triple Computer Network Operations (CNO), data drop for wireless w/wireless internet access
Other	Smartboard w/integral LCD projector capability, audio system, comb VCR/DVD player, racks for laptop storage

Environmental Variables	
Acoustical	Industry standard
Lighting	Glare reducing lenses, overhead lighting
HVAC	Independent temperature control
Exhaust	
Flexibility	
Aesthetic	Open flow for student/teacher traffic, ability to supervise all areas in the library

Other	
	Double door w/large view panel

SIERRA SANDS UNIFIED SCHOOL DISTRICT
New Middle School

Educational Specifications

Audio Visual Storage

Department/Component Name	Information Center
Number of Occupants	NA
Total Net Area (sq. ft.)	200

Ancillary Support Services	
-----------------------------------	--

Exterior Activity/Support Area	
---------------------------------------	--

Furnishings	Equipment racks
--------------------	-----------------

Equipment (built-in)	
-----------------------------	--

Casework/Millwork	
Base Cabinets	Adjustable shelving and drawers
Wall Cabinets	Lockable
Tall Storage	
Other	

Room Finishes	
Floor Material	Vinyl tile
Ceiling Material	Painted gypsum board
Ceiling Height	Min 8'8"
Wall Material	Painted gypsum board

Glass/Glazing	
Exterior Wall	
Interior Wall	
Skylights	
Window Coverings	

Utilities	
Electrical	Duplex outlet on each wall
Plumbing	
Special Systems	

Instructional Aids/Display	
Marker boards	
Tack board	
Other	

Instructional Technology	
Voice	
Video	
Data	
Other	

Environmental Variables	
Acoustical	
Lighting	Overhead lighting
HVAC	
Exhaust	
Flexibility	
Aesthetic	

Other	

SIERRA SANDS UNIFIED SCHOOL DISTRICT
New Middle School

Educational Specifications

Textbook Storage

Department/Component Name	Information Center
Number of Occupants	2-3
Total Net Area (sq. ft.)	500

Ancillary Support Services	
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Exterior Activity/Support Area	
---------------------------------------	--

Furnishings	Metal book shelving
--------------------	---------------------

Equipment (built-in)	
-----------------------------	--

Casework/Millwork	
Base Cabinets	12' base cabinet w/counter top for working area. Adjustable shelves.
Wall Cabinets	
Tall Storage	
Other	

Room Finishes	
Floor Material	Vinyl tile
Ceiling Material	Painted gypsum board
Ceiling Height	Min 8'8"
Wall Material	Painted gypsum board

Glass/Glazing	
Exterior Wall	
Interior Wall	
Skylights	
Window Coverings	

Utilities	
Electrical	2 quad outlets on each wall
Plumbing	
Special Systems	

Instructional Aids/Display	
Marker boards	
Tack board	
Other	

Instructional Technology	
Voice	
Video	
Data	
Other	

Environmental Variables	
Acoustical	Industry standard
Lighting	Overhead lighting
HVAC	
Exhaust	
Flexibility	
Aesthetic	

Other	

SIERRA SANDS UNIFIED SCHOOL DISTRICT
New Middle School

Educational Specifications

Food Preparation Office

Department/Component Name	Food Service
Number of Occupants	1
Total Net Area (sq. ft.)	100

Ancillary Support Services	
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Exterior Activity/Support Area	
---------------------------------------	--

Furnishings	Desk & chair, file cabinet
--------------------	----------------------------

Equipment (built-in)	
-----------------------------	--

Casework/Millwork	
Base Cabinets	
Wall Cabinets	
Tall Storage	
Other	

Room Finishes	
Floor Material	Vinyl tile
Ceiling Material	Painted gypsum board
Ceiling Height	Min 8'8"
Wall Material	Painted gypsum board

Glass/Glazing	
Exterior Wall	
Interior Wall	
Skylights	
Window Coverings	

Utilities	
Electrical	2 quad outlets on each wall, banked switching for variable lighting
Plumbing	
Special Systems	Clock

Instructional Aids/Display	
Marker boards	4 linear feet
Tack board	4 linear feet
Other	

Instructional Technology	
Voice	Telephone, intercom
Video	
Data	1 data drop/wall with double/triple Computer Network Operations (CNO), data drop for wireless w/wireless internet access
Other	

Environmental Variables	
Acoustical	Industry standard
Lighting	Glare reducing lenses, overhead lighting
HVAC	
Exhaust	
Flexibility	
Aesthetic	

Other	

SIERRA SANDS UNIFIED SCHOOL DISTRICT
New Middle School

Educational Specifications

Kitchen/Food Preparation

Department/Component Name	Food Service
Number of Occupants	2 -6
Total Net Area (sq. ft.)	2000

Space Usage	Kitchen, food prep, serving area, serving line, dry storage, cooler, freezer, pot cleaning sinks, restroom, staff locker room
--------------------	---

Exterior Activity/Support Area	Loading dock, trash dumpster, dry good storage, freezer locker, large refrigerator
---------------------------------------	--

Furnishings	Refrigerator, food service prep table, oven(s), microwave, misc food service equipment, dish washer
--------------------	---

Equipment (built-in)	Lockers, washing/rinsing/sanitizing sinks
-----------------------------	---

Casework/Millwork	
Base Cabinets	
Wall Cabinets	
Tall Storage	
Other	Storage closet

Room Finishes	
Floor Material	Quarry tile
Ceiling Material	Semi gloss enamel painted gypsum board
Ceiling Height	Min 10'
Wall Material	Fiberglass reinforced plastic wall panels or ceramic tiles

Glass/Glazing	
Exterior Wall	Service windows
Interior Wall	
Skylights	
Window Coverings	

Utilities	
Electrical	As required for food service equipment
Plumbing	As required for food service equipment
Special Systems	Clock

Instructional Aids/Display	
Marker boards	4 linear feet
Tack board	4 linear feet
Other	

Instructional Technology	
Voice	Telephone, intercom
Video	
Data	
Other	

Environmental Variables	
Acoustical	Industry standard
Lighting	Glare reducing lenses, overhead lighting
HVAC	
Exhaust	Room exhaust /ventilation
Flexibility	
Aesthetic	

Other	

SIERRA SANDS UNIFIED SCHOOL DISTRICT
New Middle School

Educational Specifications

Multi-Purpose Room

Department/Component Name	Food Service
Number of Occupants	600
Total Net Area (sq. ft.)	8,000

Space Usage	Chair storage under stage, table storage room
--------------------	---

Exterior Activity/Support Area	
---------------------------------------	--

Furnishings	Fold up tables, stackable free standing chairs, stage curtain, backdrop curtain, chair cart, choir riser
--------------------	--

Equipment (built-in)	CD/DVD player, IT input, equipment rack, LCD /video projector, pull down projection screen mounted at stage, wheelchair lift
-----------------------------	--

Casework/Millwork	
Base Cabinets	
Wall Cabinets	
Tall Storage	
Other	Lockable storage under stage

Room Finishes	
Floor Material	Vinyl tile
Ceiling Material	Acoustic tiles
Ceiling Height	Min 15' in the assembly area, min 12' in stage area
Wall Material	Painted gypsum board w acoustical wall treatment, vinyl wall covering wainscot

Glass/Glazing	
Exterior Wall	Windows for natural lighting
Interior Wall	
Skylights	
Window Coverings	Ability to darken space

Utilities	
Electrical	Duplex outlets on each wall, quad outlet adjacent to each data port, adjustable banked switching for stage, stage lighting system
Plumbing	Drinking fountains
Special Systems	Clock

Instructional Aids/Display	
Marker boards	
Tack board	
Other	

Instructional Technology	
Voice	Telephone, intercom, microphone outlets
Video	
Data	2 data drops/wall with double/triple Computer Network Operations (CNO), data drop for wireless w/wireless internet access
Other	Audio enhancement system, sound system with portable or wireless microphones. ADA assistive listening system

Environmental Variables	
Acoustical	Industry standard
Lighting	Glare reducing lenses, overhead lighting
HVAC	Independent temperature control
Exhaust	
Flexibility	
Aesthetic	

Other	
	Double door access to outside (3 exits)

SIERRA SANDS UNIFIED SCHOOL DISTRICT
New Middle School

Educational Specifications

Multi-Purpose Storage

Department/Component Name	Food Service
Number of Occupants	NA
Total Net Area (sq. ft.)	200

Ancillary Support Services	
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Exterior Activity/Support Area	
---------------------------------------	--

Furnishings	
--------------------	--

Equipment (built-in)	
-----------------------------	--

Casework/Millwork	
Base Cabinets	
Wall Cabinets	
Tall Storage	
Other	

Room Finishes	
Floor Material	Sealed concrete
Ceiling Material	Painted gypsum board
Ceiling Height	Min 8'8"
Wall Material	Painted gypsum board

Glass/Glazing	
Exterior Wall	
Interior Wall	
Skylights	
Window Coverings	

Utilities	
Electrical	Duplex outlet on one wall
Plumbing	
Special Systems	

Instructional Aids/Display	
Marker boards	
Tack board	
Other	

Instructional Technology	
Voice	
Video	
Data	
Other	

Environmental Variables	
Acoustical	
Lighting	Overhead lighting
HVAC	ventilation
Exhaust	
Flexibility	
Aesthetic	

Other	

SIERRA SANDS UNIFIED SCHOOL DISTRICT
New Middle School

Educational Specifications

Gymnasium

Department/Component Name	Physical Education
Number of Occupants	500
Total Net Area (sq. ft.)	11,000

Ancillary Support Services	Equipment storage rooms, public lobby/entry, public toilets
-----------------------------------	---

Exterior Activity/Support Area	Athletic fields, athletic hard courts, public/event parking
---------------------------------------	---

Furnishings	
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Equipment (built-in)	6 rectangular glass basketball blackboards, 2 scoreboards, 1 shot clock, telescoping bleachers with capacity of 500 seats, volleyball/badminton net post floor sleeve(s)
-----------------------------	--

Casework/Millwork	
Base Cabinets	
Wall Cabinets	
Tall Storage	
Other	

Room Finishes	
Floor Material	Sport gym flooring
Ceiling Material	Painted exposed structure
Ceiling Height	30'
Wall Material	Painted concrete block
Glass/Glazing	
Exterior Wall	
Interior Wall	
Skylights	
Window Coverings	

Utilities	
Electrical	Service outlets, power to backstops, power to scoreboard
Plumbing	Water fountain
Special Systems	Wheelchair accessible doors, clock, scoreboard, sound system

Instructional Aids/Display	
Marker boards	
Tack board	
Other	

Instructional Technology	
Voice	Intercom speakers, call button, scorekeeper microphone capability
Video	
Data	2 data outlets at the scorekeepers table position, wireless access capability
Other	Connection for scorekeeper electronic equipment

Environmental Variables	
Acoustical	Acoustical wall treatment
Lighting	Overhead gym lighting
HVAC	Independent temperature control
Exhaust	
Flexibility	
Aesthetic	

Other	
	Must be able to isolate gym from rest of school for activities after hours
	Athletic wall padding at each end of the basketball court

SIERRA SANDS UNIFIED SCHOOL DISTRICT**New Middle School****Educational Specifications****Shower/Locker Room**

Department/Component Name	Physical Education
Number of Occupants	30-60 each (men's and women's)
Total Net Area (sq. ft.)	Men's - 1200 women's 1200 Men's coach 400 Women's coach 400

Ancillary Support Services	Restrooms, Lobby/entry
-----------------------------------	------------------------

Exterior Activity/Support Area	
---------------------------------------	--

Furnishings	
--------------------	--

Equipment (built-in)	Street clothes lockers, athletic lockers, locker room benches, one head shower in men's and women's coach shower areas
-----------------------------	--

Casework/Millwork	
Base Cabinets	15 lf w/3' desk locations in men's and women's coaches offices
Wall Cabinets	15 lf with adjustable shelves in men's and women's coaches offices
Tall Storage	3 lf with adjustable shelves in men's and women's coaches offices
Other	

Room Finishes	
Floor Material	Sealed concrete in locker areas, porcelain tile in showers and toilet areas
Ceiling Material	Painted exposed structures in locker areas, cement plaster in shower/drying areas, acoustic tile in coach's offices
Ceiling Height	10', Min 8'8" in coaches offices
Wall Material	Painted concrete block; ceramic tile in showers, drying and toilet areas
Glass/Glazing	
Exterior Wall	
Interior Wall	Window between coach's offices and locker room for supervision
Skylights	
Window Coverings	

Utilities	
Electrical	Duplex electrical service outlets, duplex electrical in coach's offices
Plumbing	Drinking fountains; floor drains in toilet areas
Special Systems	Wheelchair accessible doors, clock

Instructional Aids/Display	
Marker boards	
Tack board	
Other	

Instructional Technology	
Voice	Intercom, telephone
Video	
Data	1 data drop/wall with double/triple Computer Network Operations (CNO), data drop for wireless w/wireless internet access in coach's office
Other	

Environmental Variables	
Acoustical	
Lighting	Overhead lighting
HVAC	
Exhaust	Room exhaust in toilet and locker room areas
Flexibility	
Aesthetic	

Other	
	Two student showers per locker room

SIERRA SANDS UNIFIED SCHOOL DISTRICT
New Middle School

Educational Specifications

Physical Education Storage

Department/Component Name	Physical Education
Number of Occupants	NA
Total Net Area (sq. ft.)	300

Ancillary Support Services	
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Exterior Activity/Support Area	
---------------------------------------	--

Furnishings	
--------------------	--

Equipment (built-in)	
-----------------------------	--

Casework/Millwork	
Base Cabinets	
Wall Cabinets	
Tall Storage	
Other	Mat storage, equipment storage, heavy duty adjustable shelving

Room Finishes	
Floor Material	Sealed concrete
Ceiling Material	Painted exposed structures
Ceiling Height	Min 8'8"
Wall Material	Painted concrete block

Glass/Glazing	
Exterior Wall	
Interior Wall	
Skylights	
Window Coverings	

Utilities	
Electrical	Duplex outlets on one wall
Plumbing	
Special Systems	

Instructional Aids/Display	
Marker boards	
Tack board	
Other	

Instructional Technology	
Voice	
Video	
Data	
Other	

Environmental Variables	
Acoustical	Industry standard
Lighting	Overhead lighting
HVAC	
Exhaust	
Flexibility	
Aesthetic	

Other	

SIERRA SANDS UNIFIED SCHOOL DISTRICT
New Middle School

Educational Specifications

Custodial Office

Department/Component Name	Custodial Services
Number of Occupants	1-3
Total Net Area (sq. ft.)	200

Ancillary Support Services	
-----------------------------------	--

Exterior Activity/Support Area	
---------------------------------------	--

Furnishings	Desk & ergonomic chair, filing cabinet, bookcase
--------------------	--

Equipment (built-in)	
-----------------------------	--

Casework/Millwork	
Base Cabinets	
Wall Cabinets	
Tall Storage	
Other	

Room Finishes	
Floor Material	Vinyl tile
Ceiling Material	Acoustic tiles
Ceiling Height	Min 8'8"
Wall Material	Painted gypsum board

Glass/Glazing	
Exterior Wall	Windows for natural lighting
Interior Wall	
Skylights	
Window Coverings	Ability to darken space

Utilities	
Electrical	Duplex outlets on each wall, quad outlet next to data port
Plumbing	
Special Systems	Clock

Instructional Aids/Display	
Marker boards	4 linear feet
Tack board	4 linear feet
Other	

Instructional Technology	
Voice	Telephone, intercom
Video	
Data	1 data drop/wall with double/triple Computer Network Operations (CNO), data drop for wireless w/wireless internet access
Other	

Environmental Variables	
Acoustical	Industry standard
Lighting	Overhead lighting
HVAC	Independent temperature control
Exhaust	
Flexibility	
Aesthetic	

Other	

SIERRA SANDS UNIFIED SCHOOL DISTRICT
New Middle School

Educational Specifications

Standard Classroom

Department/Component Name	Instructional
Number of Occupants	1 teacher 24 to 35 students
Total Net Area (sq. ft.)	960

Ancillary Support Services	
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Exterior Activity/Support Area	
---------------------------------------	--

Furnishings	Student desks/chair, teacher desk & ergonomic chair, 1 side chair
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Equipment (built-in)	Computer stations at back of room
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Casework/Millwork	
Base Cabinets	Cabinets in adjacent workroom
Wall Cabinets	Cabinets in adjacent workroom
Tall Storage	Lockable with adjustable shelving in adjacent workroom
Other	

Room Finishes	
Floor Material	Vinyl tile/carpet
Ceiling Material	Acoustic tiles
Ceiling Height	Min 8'8"
Wall Material	Painted gypsum board

Glass/Glazing	
Exterior Wall	Windows for natural lighting
Interior Wall	
Skylights	
Window Coverings	Ability to darken space

Utilities	
Electrical	2 quad outlets on each wall, outlet at computer stations
Plumbing	Sink w/cold water, drinking fountain
Special Systems	Clock

Instructional Aids/Display	
Marker boards	(1) 16 linear feet in four section of 4' each w/8' smartboard behind two movable panels
Tack board	(2) 24 linear feet
Other	

Instructional Technology	
Voice	Telephone, intercom
Video	Video port at teacher desk
Data	1 data drop/wall with double/triple Computer Network Operations (CNO) at teacher desk and 6 computer stations, data drop for wireless internet access
Other	Smartboard w/integral LCD projector, audio system

Environmental Variables	
Acoustical	Industry standard
Lighting	Glare reducing lenses, overhead lighting
HVAC	Independent temperature control
Exhaust	
Flexibility	
Aesthetic	

Other	

SIERRA SANDS UNIFIED SCHOOL DISTRICT
New Middle School

Educational Specifications

Resource Classroom

Department/Component Name	Instructional
Number of Occupants	1 to 2 teacher(s), 4 to 15 students
Total Net Area (sq. ft.)	480 to 960

Ancillary Support Services	
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Exterior Activity/Support Area	
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Furnishings	Teacher desk & ergonomic chair, mobile student desks/chair, easel, book stands
--------------------	--

Equipment (built-in)	
-----------------------------	--

Casework/Millwork	
Base Cabinets	Lockable cabinet
Wall Cabinets	Lockable cabinet
Tall Storage	Lockable w/adjustable shelving
Other	Shelving

Room Finishes	
Floor Material	Vinyl tile/carpet
Ceiling Material	Acoustic tiles
Ceiling Height	Min 8'8"
Wall Material	Painted gypsum board

Glass/Glazing	
Exterior Wall	Windows for natural lighting
Interior Wall	
Skylights	
Window Coverings	Ability to darken space

Utilities	
Electrical	2 quad outlets on each wall
Plumbing	Sink w/cold water, drinking fountain
Special Systems	Clock

Instructional Aids/Display	
Marker boards	8 linear feet
Tack board	4 linear feet
Other	

Instructional Technology	
Voice	Telephone, intercom
Video	
Data	2 data drops/wall with double/triple Computer Network Operations (CNO) at teacher desk, data drop for wireless w/wireless internet access
Other	

Environmental Variables	
Acoustical	Industry standard
Lighting	Glare reducing lenses, overhead lighting
HVAC	Independent temperature control
Exhaust	
Flexibility	
Aesthetic	

Other	

SIERRA SANDS UNIFIED SCHOOL DISTRICT
New Middle School

Educational Specifications

Band/Orchestra

Department/Component Name	Instructional
Number of Occupants	1 teacher, 70 students
Total Net Area (sq. ft.)	2500

Ancillary Support Services	Music office, practice rooms and music storage
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Exterior Activity/Support Area	
---------------------------------------	--

Furnishings	Stackable chairs, teacher desk w/ergonomic chair, music stands
--------------------	--

Equipment (built-in)	Shelving to store musical instruments in lockable storage lockers
-----------------------------	---

Casework/Millwork	
Base Cabinets	Cabinet
Wall Cabinets	Cabinet
Tall Storage	
Other	Lockable instrument storage lockers

Room Finishes	
Floor Material	Vinyl tile/carpet
Ceiling Material	Acoustic tiles
Ceiling Height	Min 10'
Wall Material	Painted gypsum board

Glass/Glazing	
Exterior Wall	Windows for natural lighting
Interior Wall	
Skylights	
Window Coverings	Ability to darken space

Utilities	
Electrical	2 quad outlets on each wall
Plumbing	Sink w/cold water, drinking fountain
Special Systems	Clock

Instructional Aids/Display	
Marker boards	(1) 16 linear feet in four section of 4' each w/8' smartboard behind two movable panels
Tack board	(2) 24 linear feet
Other	

Instructional Technology	
Voice	Telephone, intercom
Video	Video port at teacher desk
Data	2 data drops/wall with double/triple Computer Network Operations (CNO), data drop for wireless w/wireless internet access
Other	

Environmental Variables	
Acoustical	Appropriate treatment to minimize disruption from adjacent rooms and enhance sound quality/performance
Lighting	Glare reducing lenses, overhead lighting
HVAC	Independent temperature control
Exhaust	
Flexibility	
Aesthetic	

Other	

SIERRA SANDS UNIFIED SCHOOL DISTRICT
New Middle School

Educational Specifications

Choir

Department/Component Name	Instructional
Number of Occupants	1 teacher, 40 students
Total Net Area (sq. ft.)	1100

Ancillary Support Services	
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Exterior Activity/Support Area	
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Furnishings	Student desks w/chairs , portable riser, teacher desk w/ergonomic chair
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Equipment (built-in)	
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Casework/Millwork	
Base Cabinets	Cabinet
Wall Cabinets	Cabinet
Tall Storage	
Other	

Room Finishes	
Floor Material	Vinyl tile/carpet
Ceiling Material	Acoustic tiles
Ceiling Height	Min 10'
Wall Material	Painted gypsum board

Glass/Glazing	
Exterior Wall	Windows for natural lighting
Interior Wall	
Skylights	
Window Coverings	Ability to darken space

Utilities	
Electrical	2 quad outlets on each wall
Plumbing	Sink w/cold water, drinking fountain
Special Systems	Clock

Instructional Aids/Display	
Marker boards	(1) 16 linear feet in four section of 4' each w/8' smartboard behind two movable panels
Tack board	(2) 24 linear feet
Other	

Instructional Technology	
Voice	Telephone, intercom
Video	Video port at teacher desk
Data	2 data drops/wall with double/triple Computer Network Operations (CNO), data drop for wireless w/wireless internet access
Other	CD Player w/speakers

Environmental Variables	
Acoustical	Appropriate treatment to minimize disruption from adjacent rooms and enhance sound quality/performance
Lighting	Glare reducing lenses, overhead lighting
HVAC	Independent temperature control
Exhaust	
Flexibility	
Aesthetic	

Other	

SIERRA SANDS UNIFIED SCHOOL DISTRICT
New Middle School

Educational Specifications

Art Lab

Department/Component Name	Instructional
Number of Occupants	1 teacher, 36 students
Total Net Area (sq. ft.)	1200

Ancillary Support Services	Kiln, storage room and drying room
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Exterior Activity/Support Area	
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Furnishings	Student work tables for 36 students, chairs, teacher desk w/ergonomic chair
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Equipment (built-in)	
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Casework/Millwork	
Base Cabinets	Cabinet
Wall Cabinets	Cabinet
Tall Storage	
Other	Shelving in drying room and storage room

Room Finishes	
Floor Material	Vinyl tile
Ceiling Material	Acoustic tiles
Ceiling Height	Min 20'
Wall Material	Painted gypsum board

Glass/Glazing	
Exterior Wall	Windows for natural lighting
Interior Wall	
Skylights	
Window Coverings	Ability to darken space

Utilities	
Electrical	2 quad outlets on each wall, quad outlet at each data port
Plumbing	Sink w/cold water, drinking fountain
Special Systems	Clock

Instructional Aids/Display	
Marker boards	(1) 16 linear feet in four section of 4' each w/8' smartboard behind two movable panels
Tack board	(2) 24 linear feet
Other	

Instructional Technology	
Voice	Telephone, intercom
Video	Video port at teacher desk
Data	2 data drops/wall with double/triple Computer Network Operations (CNO), data drop for wireless w/wireless internet access
Other	Smartboard w/integral LCD projector

Environmental Variables	
Acoustical	Industry standard
Lighting	Glare reducing lenses, overhead lighting
HVAC	Independent temperature control
Exhaust	
Flexibility	
Aesthetic	

Other	

SIERRA SANDS UNIFIED SCHOOL DISTRICT
New Middle School

Educational Specifications

Science Classroom

Department/Component Name	Instructional
Number of Occupants	1 teacher, 26 students
Total Net Area (sq. ft.)	960

Ancillary Support Services	Adjacent to shared workroom
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Exterior Activity/Support Area	
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Furnishings	Student desks w/chairs for 26 student, teacher desk and ergonomic chair
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Equipment (built-in)	Demonstration table w/lockable base cabinet
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Casework/Millwork	
Base Cabinets	Cabinet
Wall Cabinets	Cabinet
Tall Storage	
Other	Shelving

Room Finishes	
Floor Material	Vinyl tile
Ceiling Material	Acoustic tiles
Ceiling Height	Min 8'8"
Wall Material	Painted gypsum board

Glass/Glazing	
Exterior Wall	Windows for natural lighting
Interior Wall	
Skylights	
Window Coverings	Ability to darken space

Utilities	
Electrical	2 quad outlets on each wall, quad outlet at demonstration table
Plumbing	Sink w/cold water at demonstration table, drinking fountain
Special Systems	Clock

Instructional Aids/Display	
Marker boards	(1) 16 linear feet in four section of 4' each w/8' smartboard behind two movable panels
Tack board	(2) 24 linear feet
Other	

Instructional Technology	
Voice	Telephone, intercom
Video	Video port at teacher desk
Data	2 data drops/wall with double/triple Computer Network Operations (CNO), data drop for wireless w/wireless internet access
Other	Smartboard w/integral LCD projector

Environmental Variables	
Acoustical	Industry standard
Lighting	Glare reducing lenses, overhead lighting
HVAC	Independent temperature control
Exhaust	
Flexibility	
Aesthetic	

Other	

SIERRA SANDS UNIFIED SCHOOL DISTRICT
New Middle School

Educational Specifications

Science Lab

Department/Component Name	Instructional
Number of Occupants	1 teacher, 26 students
Total Net Area (sq. ft.)	1200

Ancillary Support Services	
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Exterior Activity/Support Area	
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Furnishings	Student workstations w/chairs for 26 student, teacher desk and ergonomic chair
--------------------	--

Equipment (built-in)	
-----------------------------	--

Casework/Millwork	
Base Cabinets	Cabinet
Wall Cabinets	Cabinet
Tall Storage	
Other	Shelving

Room Finishes	
Floor Material	Vinyl tile
Ceiling Material	Acoustic tiles
Ceiling Height	Min 8'8"
Wall Material	Painted gypsum board

Glass/Glazing	
Exterior Wall	Windows for natural lighting
Interior Wall	
Skylights	
Window Coverings	Ability to darken space

Utilities	
Electrical	2 quad outlets on each wall, quad outlet at each workstation
Plumbing	Sink w/cold water at each workstation, drinking fountain
Special Systems	Clock

Instructional Aids/Display	
Marker boards	(1) 16 linear feet in four section of 4' each w/8' smartboard behind two movable panels
Tack board	(2) 24 linear feet
Other	

Instructional Technology	
Voice	Telephone, intercom
Video	Video port at teacher desk
Data	2 data drops/wall with double/triple Computer Network Operations (CNO), data drop for wireless w/wireless internet access
Other	Smartboard w/integral LCD projector, audio system

Environmental Variables	
Acoustical	Industry standard
Lighting	Glare reducing lenses, overhead lighting
HVAC	Independent temperature control
Exhaust	
Flexibility	
Aesthetic	

Other	
	Gas line to each workstation (chemistry)
	Chemical shower near entrance (chemistry)
	Chemical eyewash at entrance (chemistry)
	Chemical hoods w/exhaust (chemistry)

SIERRA SANDS UNIFIED SCHOOL DISTRICT
New Middle School

Educational Specifications

Science Storage/Workroom

Department/Component Name	Instructional
Number of Occupants	NA
Total Net Area (sq. ft.)	200

Ancillary Support Services	
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Exterior Activity/Support Area	
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Furnishings	Desk & ergonomic chair
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Equipment (built-in)	
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Casework/Millwork	
Base Cabinets	Lockable cabinet
Wall Cabinets	Lockable cabinet
Tall Storage	Lockable w/adjustable shelving
Other	

Room Finishes	
Floor Material	Vinyl tile
Ceiling Material	Acoustic tiles
Ceiling Height	Min 8'8"
Wall Material	Painted gypsum board

Glass/Glazing	
Exterior Wall	Windows for natural lighting
Interior Wall	
Skylights	
Window Coverings	Ability to darken space

Utilities	
Electrical	2 quad outlets on each wall
Plumbing	
Special Systems	Clock

Instructional Aids/Display	
Marker boards	
Tack board	
Other	

Instructional Technology	
Voice	
Video	
Data	
Other	

Environmental Variables	
Acoustical	Industry standard
Lighting	Glare reducing lenses, overhead lighting
HVAC	
Exhaust	
Flexibility	
Aesthetic	

Other	

SIERRA SANDS UNIFIED SCHOOL DISTRICT**New Middle School****Educational Specifications****Computer Lab**

Department/Component Name	Instructional
Number of Occupants	1 teacher, 26 students
Total Net Area (sq. ft.)	960

Ancillary Support Services	
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Exterior Activity/Support Area	
---------------------------------------	--

Furnishings	Student workstations w/chairs, teacher desk and ergonomic chair
--------------------	---

Equipment (built-in)	
-----------------------------	--

Casework/Millwork	
Base Cabinets	Cabinet
Wall Cabinets	Cabinet
Tall Storage	Adjustable shelving
Other	Shelving

Room Finishes	
Floor Material	Vinyl tile
Ceiling Material	Acoustic tiles
Ceiling Height	Min 8'8"
Wall Material	Painted gypsum board

Glass/Glazing	
Exterior Wall	No window on solid core door
Interior Wall	
Skylights	
Window Coverings	Ability to darken space

Utilities	
Electrical	2 quad outlets on each wall
Plumbing	Sink w/cold water , drinking fountain
Special Systems	Clock, building surge protectors

Instructional Aids/Display	
Marker boards	(1) 16 linear feet in four section of 4' each w/8' smartboard behind two movable panels
Tack board	(2) 24 linear feet
Other	

Instructional Technology	
Voice	Telephone, intercom
Video	Video port at teacher desk
Data	2 data drops/wall with double/triple Computer Network Operations (CNO) at each workstation, data drop for wireless w/wireless internet access
Other	Smartboard w/integral LCD projector

Environmental Variables	
Acoustical	Industry standard
Lighting	Glare reducing lenses, overhead lighting
HVAC	Independent temperature control meeting requirements of heat producing equipment
Exhaust	
Flexibility	
Aesthetic	

Other	

SIERRA SANDS UNIFIED SCHOOL DISTRICT
New Middle School

Educational Specifications

GTT/STEM¹ Lab

Department/Component Name	Instructional
Number of Occupants	1 teacher, 26 students
Total Net Area (sq. ft.)	1200

Ancillary Support Services	
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Exterior Activity/Support Area	
---------------------------------------	--

Furnishings	Student workstations w/chairs, teacher desk and ergonomic chair
--------------------	---

Equipment (built-in)	
-----------------------------	--

Casework/Millwork	
Base Cabinets	Cabinet
Wall Cabinets	Cabinet
Tall Storage	Adjustable shelving
Other	Shelving

Room Finishes	
Floor Material	Vinyl tile
Ceiling Material	Acoustic tiles
Ceiling Height	Min 8'8"
Wall Material	Painted gypsum board

Glass/Glazing	
Exterior Wall	
Interior Wall	
Skylights	
Window Coverings	Ability to darken space

¹ Science, technology, engineering and math (STEM) education

Utilities	
Electrical	2 quad outlets on each wall
Plumbing	Sink w/cold water , drinking fountain
Special Systems	Clock

Instructional Aids/Display	
Marker boards	(1) 16 linear feet in four section of 4' each w/8' smartboard behind two movable panels
Tack board	(2) 24 linear feet
Other	

Instructional Technology	
Voice	Telephone, intercom
Video	Video port at teacher desk
Data	2 data drops/wall with double/triple Computer Network Operations (CNO) at each workstation, data drop for wireless w/wireless internet access
Other	Smartboard w/integral LCD projector

Environmental Variables	
Acoustical	Industry standard
Lighting	Glare reducing lenses, overhead lighting
HVAC	Independent temperature control
Exhaust	
Flexibility	
Aesthetic	

Other	

SIERRA SANDS UNIFIED SCHOOL DISTRICT
New Middle School

Educational Specifications

Non-Severe Special Day Class

Department/Component Name	Instructional
Number of Occupants	1 teacher, 13 students
Total Net Area (sq. ft.)	960

Ancillary Support Services	
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Exterior Activity/Support Area	
---------------------------------------	--

Furnishings	Student workstations w/chairs, student desks w/chair, teacher desk and ergonomic chair
--------------------	--

Equipment (built-in)	
-----------------------------	--

Casework/Millwork	
Base Cabinets	Lockable cabinet
Wall Cabinets	Lockable cabinet
Tall Storage	Lockable w/adjustable shelving
Other	Shelving

Room Finishes	
Floor Material	Vinyl tile/carpet
Ceiling Material	Acoustic tiles
Ceiling Height	Min 8'8"
Wall Material	Painted gypsum board

Glass/Glazing	
Exterior Wall	Windows for natural lighting
Interior Wall	
Skylights	
Window Coverings	Ability to darken space

Utilities	
Electrical	2 quad outlets on each wall
Plumbing	Sink w/cold water, drinking fountain
Special Systems	Clock

Instructional Aids/Display	
Marker boards	(1) 16 linear feet in four section of 4' each w/8' smartboard behind two movable panels
Tack board	(2) 24 linear feet
Other	

Instructional Technology	
Voice	Telephone, intercom
Video	Video port at teacher desk
Data	2 data drops/wall with double/triple Computer Network Operations (CNO), data drop for wireless w/wireless internet access
Other	Smartboard w/integral LCD projector

Environmental Variables	
Acoustical	Industry standard
Lighting	Glare reducing lenses, overhead lighting
HVAC	Independent temperature control
Exhaust	
Flexibility	
Aesthetic	

Other	
	Located near toilet or unisex toilet w/grab bars
	Consider the least restrictive environment in order to maximize integration with general education students

SIERRA SANDS UNIFIED SCHOOL DISTRICT
New Middle School

Educational Specifications

Severe Special Day Classroom

Department/Component Name	Instructional
Number of Occupants	1 teacher, 9 students, 1 to 2 aide(s)
Total Net Area (sq. ft.)	1400

Ancillary Support Services	Include toilet, shower, changing table and life skills therapy facility within classroom
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Exterior Activity/Support Area	
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Furnishings	Teacher desk and ergonomic chair, chairs for aides, other furniture based on the needs of the students served
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Equipment (built-in)	Dish washer, refrigerator, laundry dryer, laundry washer, range/oven, microwave
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Casework/Millwork	
Base Cabinets	Lockable cabinet
Wall Cabinets	Lockable cabinet
Tall Storage	Lockable w/adjustable shelving
Other	Shelving

Room Finishes	
Floor Material	Vinyl tile, low pile (no padding) carpet (optional)
Ceiling Material	Acoustic tiles
Ceiling Height	Min 8'8"
Wall Material	Painted gypsum board

Glass/Glazing	
Exterior Wall	Windows for natural lighting
Interior Wall	
Skylights	
Window Coverings	Ability to darken space

Utilities	
Electrical	2 quad outlets on each wall, quad outlet at each workstation, outlet for laundry washer, laundry dryer, refrigerator, microwave and range/oven
Plumbing	Sink w/cold water, drinking fountain, shower w/temperature control, hot and cold water access for laundry washer
Special Systems	Clock

Instructional Aids/Display	
Marker boards	(1) 16 linear feet in four section of 4' each w/8' smartboard behind two movable panels
Tack board	(2) 24 linear feet
Other	

Instructional Technology	
Voice	Telephone, intercom
Video	Video port at teacher desk
Data	2 data drops/wall with double/triple Computer Network Operations (CNO), data drop for wireless w/wireless internet access
Other	Smartboard w/integral LCD projector

Environmental Variables	
Acoustical	Industry standard
Lighting	Glare reducing lenses, overhead lighting
HVAC	Independent temperature control
Exhaust	
Flexibility	
Aesthetic	

Other	
	Consider the least restrictive environment in order to maximize integration with general education students

Title 5, California Code of Regulations

This is an excerpt of *California Code of Regulations, Title 5* that relate to school facilities construction. The complete text of the *California Code of Regulations, Title 5* may be downloaded from the Office of Administrative Law.

Division 1, Chapter 13, Subchapter 1

School Facilities Construction

Article 1. General Standards

§14001. Minimum Standards.

Educational facilities planned by school districts shall be:

- a. Evolved from a statement of educational program requirements which reflects the school district's educational goals and objectives.
- b. Master-planned to provide for maximum site enrollment.
- c. Located on a site which meets California Department of Education standards as specified in Section 14010.
- d. Designed for the environmental comfort and work efficiency of the occupants.
- e. Designed to require a practical minimum of maintenance.
- f. Designed to meet federal, state, and local statutory requirements for structure, fire, and public safety.
- g. Designed and engineered with flexibility to accommodate future needs.

Note: Authority cited: sections 17251(b) and 33031, *Education Code*. Reference: Section 17017.5 and 17251(b), *Education Code*.

Article 2. School Sites

§ 14010. Standards for School Site Selection.

All districts shall select a school site that provides safety and that supports learning. The following standards shall apply:

- a. The net usable acreage and enrollment for a new school site shall be consistent with the numbers of acres and enrollment established in Tables 1-6 of the 2000 Edition, "School Site Analysis and Development" published by the California Department of Education and incorporated into this section by reference, in toto, unless sufficient land is not available or circumstances exist due to any of the following:
 1. Urban or suburban development results in insufficient available land even after considering the option of eminent domain.
 2. Sufficient acreage is available but it would not be economically feasible to mitigate geological or environmental hazards or other site complications which pose a threat to the health and/or safety of students and staff.
 3. Sufficient acreage is available but not within the attendance area of the unhoused students or there is an extreme density of population within a given attendance area requiring a school to serve more students on a single site. Choosing an alternate site would result in extensive long-term bussing of students that would cause extreme financial hardship to the district to transport students to the proposed school site.
 4. Geographic barriers, traffic congestion, or other constraints would cause extreme financial hardship for the district to transport students to the proposed school site.
- b. If a school site is less than the recommended acreage required in subsection (a) of this section, the district shall demonstrate how the students will be provided an adequate educational program including physical education as described in the district's adopted course of study.
- c. The property line of the site even if it is a joint use agreement as described in subsection (o) of this section shall be at least the following distance from the edge of respective power line easements:
 1. 100 feet for 50-133 kV line.
 2. 150 feet for 220-230 kV line.
 3. 350 feet for 500-550 kV line.
- d. If the proposed site is within 1,500 feet of a railroad track easement, a safety study shall be done by a competent professional trained in assessing cargo manifests, frequency, speed, and schedule of railroad traffic, grade, curves, type and condition of track need for sound or safety barriers, need for pedestrian and vehicle safeguards at railroad crossings, presence of high pressure gas lines near the tracks that could rupture in the event of a derailment, preparation of an evacuation plan. In addition to the analysis, possible and reasonable mitigation measures must be identified.
- e. The site shall not be adjacent to a road or freeway that any site-related traffic and sound level studies have determined will have safety problems or sound levels which adversely affect the educational program.
- f. Pursuant to *Education Code* sections 17212 and 17212.5, the site shall not contain an active earthquake fault or fault trace.

- g. Pursuant to *Education Code* sections 17212 and 17212.5, the site is not within an area of flood or dam flood inundation unless the cost of mitigating the flood or inundation impact is reasonable.
- h. The site shall not be located near an above-ground water or fuel storage tank or within 1500 feet of the easement of an above ground or underground pipeline that can pose a safety hazard as determined by a risk analysis study, conducted by a competent professional, which may include certification from a local public utility commission.
- i. The site is not subject to moderate to high liquefaction or landslides.
- j. The shape of the site shall have a proportionate length to width ratio to accommodate the building layout, parking and playfields that can be safely supervised and does not exceed the allowed passing time to classes for the district.
- k. The site shall be easily accessible from arterial roads and shall allow minimum peripheral visibility from the planned driveways in accordance with the Sight Distance Standards established in the "Highway Design Manual," Table 201.1, published by the Department of Transportation, July 1, 1990 edition, and incorporated into this section by reference, in toto.
- l. The site shall not be on major arterial streets with a heavy traffic pattern as determined by site-related traffic studies including those that require student crossings unless mitigation of traffic hazards and a plan for the safe arrival and departure of students appropriate to the grade level has been provided by city, county or other public agency in accordance with the "School Area Pedestrian Safety" manual published by the California Department of Transportation, 1987 edition, incorporated into this section by reference, in toto.
- m. Existing or proposed zoning of the surrounding properties shall be compatible with schools in that it would not pose a potential health or safety risk to students or staff in accordance with *Education Code* Section 17213 and *Government Code* Section 65402 and available studies of traffic surrounding the site.
- n. The site shall be located within the proposed attendance area to encourage student walking and avoid extensive bussing unless bussing is used to promote ethnic diversity.
- o. The site shall be selected to promote joint use of parks, libraries, museums and other public services, the acreage of which may be included as part of the recommended acreage as stated in subsection (a) of this section.
- p. The site shall be conveniently located for public services including but not limited to fire protection, police protection, public transit and trash disposal whenever feasible.
- q. The district shall consider environmental factors of light, wind, noise, aesthetics, and air pollution in its site selection process.
- r. Easements on or adjacent to the site shall not restrict access or building placement.
- s. The cost and complications of the following shall be considered in the site selection process and should not result in undue delays or unreasonable costs consistent with State Allocation Board standards:
 - 1. Distance of utilities to the site, availability and affordability of bringing utilities to the site.
 - 2. Site preparation including grading, drainage, demolition, hazardous cleanup, including cleanup of indigenous material such as serpentine rock, and off-site development of streets, curbs, gutters and lights.
 - 3. Eminent domain, relocation costs, severance damage, title clearance and legal fees.
 - 4. Long-term high landscaping or maintenance costs.
 - 5. Existence of any wildlife habitat that is on a protected or endangered species list maintained by any state or federal agency, existence of any wetlands, natural waterways, or areas that may support migratory species, or evidence of any environmentally sensitive vegetation.
- t. If the proposed site is on or within 2,000 feet of a significant disposal of hazardous waste, the school district shall contact the Department of Toxic Substance Control for a determination of whether the property should be considered a Hazardous Waste Property or Border Zone Property.
- u. At the request of the governing board of a school district, the State Superintendent of Public Instruction may grant exemptions to any of the standards in this section if the district can demonstrate that mitigation of specific circumstances overrides a standard without compromising a safe and supportive school environment.

Note: Authority cited: sections 17251(b) and 33031, *Education Code*. Reference: sections 17212, 17212.5, 17213, 17251(b), 17251(f), and 25220, *Education Code*; Section 65402, *Government Code*; Section 25220, *Health and Safety Code*; sections 21372, 22350, 22352, 22358.4, and 22358.5, *Vehicle Code*; and sections 1859.74 and 1859.75(b), *Title 2, California Code of Regulations*.

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§ 14011. Procedures for Site Acquisition State-Funded School Districts.

A state-funded school district is defined as a school district having a project funded under Chapter 12.5 (commencing with Section 17070.10) of the *Education Code*. A state-funded school district, before acquiring title to real property for school use, shall obtain written approval from the California Department of Education using the following procedures:

- a. Request a preliminary conference with a consultant from the School Facilities Planning Division and in consultation review and evaluate sites under final consideration.
- b. Contact the School Facilities Planning Division of the California Department of Education to obtain a "School Facilities Planning Division Field Site Review," form SFPD 4.0, published by the California Department of Education, as last amended in December 1999 and incorporated into this section by reference, in toto, which lists the site options in order of merit according to the site selection standards delineated in Section 14010.
- c. Prepare a statement of policies as delineated on the "School Facilities Planning Division School Site Report," form SFPD 4.02, as last amended in December 1999 and incorporated into this section by reference, in toto, covering the range and organization of grades to be served, the transportation of pupils, and the ultimate maximum pupil enrollment to be housed on the site. Prepare a statement showing how the site is appropriate in size as justified by the school district's Facilities Master Plan, including acreage increases above the California Department of Education recommendation made to compensate for off-site mitigation. A school district may choose, in place of a master plan, a developer fee justification document or a five-year plan if it addresses enrollment projections, needed schools, and site sizes.

- d. Prepare maps showing present and proposed school sites, significant roads or highways, unsanitary or hazardous installations, such as airports or industries and the indicated boundary of the pupil attendance area to be served as delineated on form SFPD 4.02.
- e. Meet with appropriate local government, recreation, and park authorities to consider possible joint use of the grounds and buildings and to coordinate the design to benefit the intended users as required by *Education Code* Section 35275.
- f. Give written notice to the local planning agency having jurisdiction, to review the proposed school site or addition to an existing school site and request a written report from the local planning agency of the investigations and recommendations for each proposed site with respect to conformity with the adopted general plan as required by *Public Resource Code* Section 21151.2 and *Government Code* Section 65402.
- g. Comply with *Education Code* sections 17212 and 17212.5, with particular emphasis upon an engineering investigation made of the site to preclude locating the school on terrain that may be potentially hazardous:
 - 1. The geological and soils engineering study shall address all of the following:
 - A. Nature of the site including a discussion of liquefaction, subsidence or expansive soils, slope, stability, dam or flood inundation and street flooding.
 - B. Whether the site is located within a special study zone as defined in *Education Code* Section 17212.
 - C. Potential for earthquake or other geological hazard damage.
 - D. Whether the site is situated on or near a pressure ridge, geological fault or fault trace that may rupture during the life of the school building and the student risk factor.
 - E. Economic feasibility of the construction effort to make the school building safe for occupancy.
 - 2. Other studies shall include the following:
 - A. Population trends
 - B. Transportation
 - C. Water supply
 - D. Waste disposal facilities
 - E. Utilities
 - F. Traffic hazards
 - G. Surface drainage conditions
 - H. Other factors affecting initial and operating costs.
- h. Prepare an environmental impact report, or negative declaration in compliance with the Environmental Quality Act, *Public Resources Code*, Division 13, (commencing with Section 21000 with particular attention to Section 21151.8). As required by *Education Code* Section 17213, the written findings of the environmental impact report or negative declaration must include a statement verifying that the site to be acquired for school purposes is not currently or formerly a hazardous, acutely hazardous substance release, or solid waste disposal site or, if so, that the wastes have been removed. Also, the written findings must state that the site does not contain pipelines which carry hazardous wastes or substances other than a natural gas supply line to that school or neighborhood. If hazardous air emissions are identified, the written findings must state that the health risks do not and will not constitute an actual or potential danger of public health of students or staff. If corrective measures of chronic or accidental hazardous air emissions are required under an existing order by another jurisdiction, the governing board shall make a finding that the emissions have been mitigated prior to occupancy of the school.
- i. Consult with, or demonstrate that the lead agency, if other than the district preparing the environmental impact report or negative declaration, has consulted with the appropriate city/county agency and with any air pollution control district or air quality management district having jurisdiction, concerning any facilities having hazardous or acutely hazardous air emissions within one-fourth of a mile of the proposed school site as required by *Education Code* Section 17213.
- j. For purposes of Environmental Site Assessment, school districts shall comply with *Education Code* sections 17210.1, 17213.1, and 17213.2.
- k. Follow the recommendations of the State Superintendent of Public Instruction report based upon the Department of Transportation, Division of Aeronautics, findings, if the proposed site is within two miles of the center line of an airport runway or proposed runway as required by *Education Code* Section 17215.
- l. Follow the standards for school site selection in Section 14010 of this article.
- m. Conduct a public hearing by the governing board of the school district as required in *Education Code* Section 17211 to evaluate the property using the standards described in Section 14010 of this article. The school district's facility advisory committee may provide an evaluation of the proposed site to the governing board.
- n. Submit the request for exemption from a standard in Section 14010 of this article, with a description of the mitigation that overrides the standard, to the California Department of Education.
- o. Certify there are no available alternative school district-owned sites for the project deemed usable for school purposes by the California Department of Education or certify that the school district intends to sell an available alternative school district-owned site and use the proceeds from the sale for the purchase of the new school site.

Note: Authority cited: sections 17251(b) and 33031, *Education Code*. Reference: sections 17070.50, 17072.12, 17210.1, 17211, 17212, 17213, and 17251(b), *Education Code*; sections 2621 et seq., 21000 et seq., 21151.2, 21151.8, and 21152.3, *Public Resources Code*; Section 65402, *Government Code*; and sections 1859.74, 1859.74.1, and 1859.75, *Title 2, California Code of Regulations*.

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§ 14012. Procedures for Site Acquisition - Locally-Funded School Districts.

A locally-funded school district is defined as a school district with a project not applying for funding from any state program administered by the State Allocation Board as defined in Chapter 12.0 (commencing with Section 17000) or Chapter 12.5 (commencing with Section 17070.10) of the *Education Code*. A locally-funded school district, before acquiring title to real property for school use, shall:

- a. Evaluate the property using the standards established in Section 14010 and items (e) through (l) in Section 14011;
- b. Comply with terms of the complaint investigation described in Section 14012(d); and
- c. May request advice from the California Department of Education as described in *Education Code* Section 17251(a).
- d. Prepare documentation of and retain for purposes of a complaint investigation the exemption from the standard in Section 14010 of this article with a description of the mitigation that overrides the standard. Locally-funded school districts may request from the California Department of Education a review of the adequacy of the mitigation measure.
- e. Comply with *Education Code* Section 17268 regarding potential safety or health risks to students and staff.

Note: Authority cited: sections 17251(b) and 33031, *Education Code*. Reference: sections 17072.3, 17251(a) and (b), and 17268, *Education Code*.

Article 4. Standards, Planning and Approval of School Facilities

§ 14030. Standards for Development of Plans for the Design and Construction of School Facilities.

The following standards for new schools are for the use of all school districts for the purposes of educational appropriateness and promotion of school safety:

- a. **Educational Specifications.** Prior to submitting preliminary plans for the design and construction of school facilities, and as a condition of final plan approval by CDE, school board-approved educational specifications for school design shall be prepared and submitted to the California Department of Education based on the school district's goals, objectives, policies and community input that determine the educational program and define the following:
 - 1. Enrollment of the school and the grade level configuration.
 - 2. Emphasis in curriculum content or teaching methodology that influences school design.
 - 3. Type, number, size, function, special characteristics of each space, and spatial relationships of the instructional area that are consistent with the educational program.
 - 4. Community functions that may affect the school design.
- b. **Site Layout.** Parent drop off, bus loading areas, and parking shall be separated to allow students to enter and exit the school grounds safely unless these features are unavailable due to limited acreage in urban areas or restrictive locations, specifically:
 - 1. Buses do not pass through parking areas to enter or exit school site unless a barrier is provided that prevents vehicles from backing directly into the bus loading area.
 - 2. Parent drop off area is adjacent to school entrance and separate from bus area and parking.
 - 3. Vehicle traffic pattern does not interfere with foot traffic patterns. Foot traffic does not have to pass through entrance driveways to enter school. Crosswalks are clearly marked to define desired foot path to school entrance.
 - 4. Parking stalls are not located so vehicles must back into bus or loading areas used by parents. Island fencing or curbs are used to separate parking areas from loading/unloading areas.
 - 5. To provide equal access to insure the purposes of the least restrictive environment, bus drop off for handicapped students is in the same location as for regular education students.
- c. **Playground and Field Areas.** Adequate physical education teaching stations shall be available to accommodate course requirements for the planned enrollment, specifically:
 - 1. A variety of physical education teaching stations are available to provide a comprehensive physical education program in accordance with the district's adopted course of study (including hardcourt, field area and indoor spaces).
 - 2. The physical education teaching stations are adequate for the planned student enrollment to complete the minimum instruction and course work defined in *Education Code* sections 51210(g), 51220(d) and 51225.3(a)(1) (F).
 - 3. Supervision of playfields is not obstructed by buildings or objects that impair observation.
 - 4. Joint use for educational purposes with other public agencies is explored. Joint use layout with parks is not duplicative and fulfills both agencies' needs.
- d. **Delivery and Utility Areas.** Delivery and service areas shall be located to provide vehicular access that does not jeopardize the safety of students and staff:
 - 1. Delivery/utility vehicles have direct access from the street to the delivery area without crossing over playground or field areas or interfering with bus or parent loading unless a fence or other barrier protects students from large vehicle traffic on playgrounds.
 - 2. Trash pickup is fenced or otherwise isolated and away from foot traffic areas.
- e. **Future Expansion.** Site layouts shall have capability for expansion without substantial alterations to existing structures or playgrounds:
 - 1. Site layout designates area(s) for future permanent or temporary additions that are compatible with the existing site plans for playground layout and supervision.
 - 2. Utilities to the expansion area are included in the plans and have the capacity to accommodate anticipated growth.
 - 3. Exits, corridors, stairs, and elevators are located to accommodate capacity of additions, particularly in such buildings added as the multi-purpose/cafeteria, administration, gymnasium/or auditorium.
- f. **Placement of Buildings.** Building placement shall consider compatibility of the various functions on campus and provide optimum patterns of foot traffic flow around and within buildings. Site layout of buildings, parking, driveways, and physical education areas shall be adequate to meet the instructional, security and service needs of the educational programs:
 - 1. Building placement is compatible with other functions on campus; e.g., band room is not next to library.
 - 2. Physical relationship of classrooms, auxiliary, and support areas allows unobstructed movement of staff and students around the campus.
 - 3. Building placement has favorable orientation to wind, sun, rain, and natural light.

4. Restrooms are conveniently located, require minimum supervision, and, to the extent possible, are easily accessible from playground and classrooms.
5. Parking spaces are sufficient for staff, visitors, and students (where applicable).
6. The campus is secured by fencing and electronic devices such as code entries, electronic monitoring or motion sensors when needed.
- g. **Classrooms.** Classrooms at new school sites shall have adequate space to perform the curriculum functions for the planned enrollment as described in the school district's facility master plan, specifically:
 1. Classroom size standards:
 - A. General classrooms, grades one through twelve are not less than 960 square feet. Classrooms proposed of less than 960 square feet require written justification to be submitted to and approved by the State Superintendent of Public Instruction. Adjacent instructional space shall be included in the calculation of square feet for purposes of approving classroom design.
 - B. Proposed classrooms of less than 960 square feet have written justification consistent with the educational program and curriculum indicating that the district's education program can be delivered in the proposed size classrooms.
 2. Total classroom space meets or exceeds the capacity planned for the school using the district's classroom loading standards in accordance with State Allocation Board policy.
 3. Consideration is given to some classrooms which are easily alterable in size and shape at a reasonable cost.
 4. Conduit/cabling and outlets are available for technology in each classroom to provide network and stand alone equipment related to the planned and future potential educational functions.
- h. **Specialized Classrooms and Areas.** Specialized classrooms shall be designed to reflect the function planned for that portion of the educational program. If any of the following classrooms are needed, these standards apply:
 1. Small-Group Areas.
 - A. Small-group instruction areas are not included in the computation of classroom size unless the area is an integral part of the classroom and can be visibly supervised by a teacher from the classroom.
 - B. Small-group instruction areas are designed to allow for collaborative learning opportunities where appropriate to support the regular education program and are located in the vicinity of classrooms.
 2. Kindergarten Classrooms.
 - A. Kindergarten classroom size for permanent structures is not less than 1350 square feet, including restrooms, storage, teacher preparation, wet and dry areas.
 - B. Kindergarten classrooms are designed to allow supervision of play yards (unless prevented by site shape or size) and all areas of the classroom.
 - C. Play yard design provides a variety of activities for development of large motor skills.
 - D. Classrooms are located close to parent drop-off and bus loading areas.
 - E. Storage, casework, and learning stations are functionally designed for use in free play and structured activities; e.g., shelves are deep and open for frequent use of manipulative materials.
 - F. Windows, marking boards, sinks, drinking fountains, and furniture are appropriate heights for kindergarten-age students.
 - G. Restrooms are self-contained within the classroom or within the kindergarten complex.
 3. Special Education Classrooms and Areas.
 - A. A new school designates at least 240 square feet for the resource specialist program and provides additional space in accordance with the allocations in *Education Code* Section 17747(a) as larger enrollments are being planned.
 - B. A new school designates at least 200 square feet for the speech and language program which is close to classrooms when an individualized instruction program is necessary.
 - C. A new school designates office area for the psychologist/counseling program which provides for confidentiality and may be shared with other support service programs.
 - D. Special day classrooms are at least the same size as regular education classrooms at that site and are properly equipped for the students who will occupy the space, for their age and type of disabling condition.
 - E. The square footage allowance in *Education Code* Section 17747(a) for special day class programs is used for the design of classroom space and other space on the campus to support the special education program. The support space includes but is not limited to speech specialist area, psychologist, counseling offices and conference area.
 - F. Special day classrooms are distributed throughout the campus with age appropriate regular education classrooms.
 - G. A cluster of two special day classrooms may be considered if support or auxiliary services (e.g., bathrooming, feeding, physical or occupational therapy) are needed to serve the students throughout the school day.
 - H. A conference area is available to conduct annual individualized education program meetings for each special education student.
 - I. Medical therapy units, if planned for the site, are close to visitor parking areas and accessible after school hours.
- i. **Laboratories shall be designed in accordance with the planned curriculum.**
 1. Science laboratory:
 - A. Size is at least 1300 square feet including storage and teacher preparation area.
 - B. Science laboratory design is consistent with the requirements for proper hazardous materials management specified in both the "Science Facilities Design for California Public Schools," published by the California Department of Education, 1993, and the "Science Safety Handbook for California Public Schools," published by the California State Department of Education, 1999.
 - C. Accommodations are made for necessary safety equipment and storage of supplies; e.g., fire extinguisher, first aid kit, master disconnect valve for gas.

- D. Secured storage areas are provided for volatile, flammable, and corrosive chemicals and cleaning agents.
 - E. Properly designated areas are provided with appropriate ventilation for hazardous materials that emit noxious fumes, including a high volume purge system in the event of accidental release of toxic substances which may become airborne.
 - F. Exhaust fume hoods, eye washes, deluge showers are provided.
 - G. Floor and ceiling ventilation is provided in areas where chemicals are stored.
 - H. Room is provided for movement of students around fixed-learning stations.
 - I. There is the capability for technology which complements the curriculum.
 - J. Classrooms are flexibly designed to insure full student access to laboratory stations and lecture areas.
2. Consumer Home Economics laboratory:
- A. There is room for movement of students around fixed learning stations.
 - B. Cooking equipment reflects current home food preparation practices and/or commercial food preparation simulation.
 - C. There is the capability for technology which complements portions of the curriculum, such as fashion design, consumer economics, and nutritional analysis of foods.
 - D. There is space for industrial or home sewing equipment consistent with the planned curriculum.
 - E. There is storage for student projects and supplies.
 - F. Space for work tables is provided for such activities as cutting fabric or completing interior design projects.
 - G. Lecture area is provided.
 - H. At least 1300 square feet is allocated for each laboratory.
 - I. If part of the planned program, space for a child care area or for laboratory to teach child growth and development is provided.
3. Industrial and Technology/Education Laboratory:
- A. Room is provided for movement of students around fixed learning stations.
 - B. Flexible stations with sufficient outlets and power source for industrial type equipment is provided.
 - C. Space is provided for various simulations of job-related experiences and laboratory work stations.
 - D. There is capability to utilize technology which complements the curriculum, such as computer-aided graphics, electronics and specialized tools.
 - E. There is lecture area within each laboratory or near the laboratory area where appropriate.
 - F. There are accommodations for necessary health and safety equipment, such as fire extinguisher and first aid kit.
 - G. Secured storage areas for volatile, flammable and corrosive chemicals and cleaning agents are provided where appropriate.
 - H. There are properly designated areas with appropriate ventilation for the use of hazardous material that emit noxious fumes or excessive dust particles.
 - I. Proper storage and removal access for hazardous waste materials is provided in each laboratory using such materials.
4. Computer Instructional Support Area:
- A. If a standard classroom is being designated as a computer laboratory, size is at least 960 square feet.
 - B. Room is provided for movement of students around learning stations.
 - C. Sufficient outlets, power sources, and network links for the amount of equipment are provided.
 - D. Proper ventilation is provided.
 - E. Room provides for security of equipment.
 - F. Lighting minimizes screen glare and eye strain.
5. Art Studios:
- A. Sufficient square feet per student should be allotted for movement and work around easels and project tables.
 - B. Location on the ground floor should be considered for easy movement of heavy supplies and projects.
 - C. Appropriate display space should be provided.
 - D. Adequate electrical outlets should be provided.
 - E. Adequate ventilation for dust and fumes should be provided.
 - F. Room should be able to be darkened for projectable imagery.
 - G. Sinks should be provided with traps for grease and clay.
 - H. Floor and all surfaces should be easily cleanable.
 - I. Sufficient and secure storage for supplies and projects should be provided.
 - J. Devices and spaces should be provided for drying projects.
 - K. Kiln should be located in a safe, properly wired and ventilated area.
6. Music Rooms:
- A. Size and height of instrumental and choral rehearsal rooms should be sufficient to allow for movement of students and instruments, various presentation arrangements, and acoustical quality.
 - B. Running water should be provided for instrument maintenance and clean up.
 - C. Rooms should be acoustically isolated from the rest of the school.
 - D. Sufficient, secure storage space should be provided for instruments, equipment, and instructional materials.
 - E. Music rooms should have convenient access to auditorium.
 - F. Small ensemble rehearsal rooms of 350 square feet should be considered.

- G. Several practice rooms of at least 50 square feet should be considered.
- 7. Dance Studios:
 - A. Dance studios should be free from distractions and uninvited spectators.
 - B. Dance studios should be convenient to school auditorium.
 - C. Adequate temperature and ventilation should be provided.
 - D. Sprung wooden floors should be considered.
 - E. Dance studio should have mirrors, ballet bars, and electrical outlets.
 - F. Storage area and locker rooms should be provided.
 - G. A minimum of 2000 square feet (or 3,500 square feet if performance space is needed) should be considered.
- 8. Theater/Auditorium:
 - A. General design should have adequate seating capacity reflecting the needs of the instructional program.
 - B. Seating portion should be ramped for comfortable sight lines.
 - C. Doors should be able to open and shut quietly.
 - D. Adequate space and electrical service should be provided to accommodate necessary and innovative stage lighting and set design.
 - E. Adequate space should be allowed between front row seats and stage to accommodate an orchestra area.
 - F. Location should provide convenient public access and parking while considering the security of the rest of the school campus.
- j. **Gymnasium, Shower/Locker shall be designed to accommodate multiple use activities in accordance with the planned enrollment:**
 - 1. The gymnasium is secured from other parts of the campus for evening and weekend events or for public use purposes.
 - 2. The shower/locker area is of sufficient size to allow students enrolled in the physical education program to shower and dress each period.
 - 3. Toilets are available for the public in facilities intended for shared community use other than in shower/locker areas.
 - 4. Office space is provided for physical education teachers.
 - 5. Space is available for specialized age-appropriate physical education activities such as weight lifting, exercise equipment usage, aerobics.
- k. **Auxiliary Areas.**
 - 1. Multipurpose/cafeteria area (indoor or outdoor) shall be adequately sized and flexibly designed to protect students from the elements and to allow all students adequate eating time during each lunch period and to accommodate such uses as physical education activities, assemblies, and extracurricular activities:
 - A. Tables and benches or seats are designed to maximize space and allow flexibility in the use of the space.
 - B. The location is easily accessible for student and community use, but is close to street for delivery truck access.
 - C. Stage/platform may have a dividing wall to be used for instructional purposes but is not intended as a classroom.
 - D. Area for the cafeteria line is designed for the flow of traffic for each lunch period.
 - E. Design of kitchen reflects its planned function; e.g., whether for food preparation or warming only.
 - F. Space is available for refrigeration and preparation of foods to accommodate maximum number of students planned for the school.
 - G. Office, changing, and restroom area for food preparation staff is available and shall comply with local department of health requirements.
 - H. Ceiling height allows for clearance of light fixtures for physical education activities.
 - 2. Administrative Office. The administrative office shall have sufficient square footage to accommodate the number of staff for the maximum enrollment school district and shall be designed to efficiently conduct the administrative functions, specifically:
 - A. Students have direct confidential access to pupil personnel area.
 - B. Counter tops are accessible for an age-appropriate population both at a standing and wheelchair level.
 - C. Clerical staff have a clear view of nurse's office.
 - D. The nurse's office has a bathroom separate from staff bathroom(s) in administration area.
 - E. Space for private conference and waiting area is available.
 - F. Capability for such computer networking functions as attendance accounting and communicating to each classroom is considered.
 - G. A faculty workroom is available for a staff size proportionate to the student population.
 - 3. Library/Media Center and Technology. Library space shall be proportional to the maximum planned school enrollment. The size shall be no less than 960 square feet. However, to allow adaptation for changing technology and communication systems, the following is recommended:
 - two square feet per unit of ada for middle or junior high (grades 6-8);
 - four square feet per unit of ada for high school. In addition:
 - A. Provide security for technology and media equipment.
 - B. Space and capability for computer terminals is considered for student use, research and report writing.
 - C. Visual supervision from circulation desk is available to study areas, stack space, and student work centers.
 - D. Design for open and closed-circuit television, dedicated phone line, electrical outlets for stand-alone computers, and conduit connecting all instructional areas is considered.
- i. **Lighting.** Light design shall generate an illumination level that provides comfortable and adequate visual conditions in each educational space, specifically:

1. Ceilings and walls are white or light colored for high reflectance unless function of space dictates otherwise.
 2. Lights do not produce glare or block the line of sight.
 3. Window treatment allows entrance of daylight but does not cause excessive glare or heat gain.
 4. Fixtures provide an even light distribution throughout the learning area.
 5. Light design follows the *California Electrical Code* found in Part 3 of Title 24 of the *California Code of Regulations*.
- m. **Acoustical.** Hearing conditions shall complement the educational function by good sound control in school buildings, specifically:
1. The sound-conditioning in a given space is acoustically comfortable to permit instructional activities to take place in this classroom.
 2. Sound is transmitted without interfering with adjoining instructional spaces; e.g., room partitions are acoustically designed to minimize noise.
 3. The ventilation system does not transmit an inordinate sound level to the instructional program.
- n. **Plumbing.** Restroom stalls shall be sufficient to accommodate the maximum planned enrollment and shall be located on campus to allow for supervision.
1. Refer to Part 5, Title 24, of the *California Code of Regulations*.
 2. Outdoor restrooms having direct outside access are located in areas that are visible from playground and are easily supervised.
- o. **Year-Round Education.** If a school is being planned for multitrack year-round operation, additional space shall be provided for associated needs:
1. Additional space is available for storage of records for staff for all tracks. Additional storage space for the supplies and projects of off-track students is considered.
 2. Storage and planning space is available for off-track teachers or teachers not assigned to a classroom.
- p. **American Disabilities Act.** Schools shall comply with standards established by the American Disabilities Act (Public Law 101-336, Title II).
- q. **Child Care Programs.** Schools shall comply with the requirements set forth in *Education Code* Section 39113.5 regarding plans and specifications for new schools being designed to provide appropriate space to accommodate before-school and after-school child care programs.
- r. **Exemptions.** At the request of the governing board of a school district, the State Superintendent of Public Instruction may grant exemptions to any of the standards in this section if the district can demonstrate that the educational appropriateness and safety of a school design would not be compromised by an alternative to that standard.

Note: Authority cited: sections 17251(c) and 33031, *Education Code*. Reference: sections 17047(a), 17251(c), 17310, 51210(g), 51220(d), and 51225.3, *Education Code*; 1995 *Uniform Plumbing Code*, Appendix C, Part 2, Title 24, *California Code of Regulations*; and *California Electrical Code*, Part 3, Title 24, *California Code of Regulations*.

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§ 14031. Plan Approval Procedures for State-Funded School Districts.

- a. Each state-funded school district shall submit preliminary plans following the standards in Section 14030 including site utilization, elevations and floor plan drawings that describe the spaces and give the square footage and educational specifications to the California Department of Education for approval. Prior to preparation of final plans, the school district shall obtain approval of the preliminary plans from the California Department of Education.
- b. Each state-funded school district shall submit final plans including grading, site utilization, elevation, floor, lighting, and mechanical working drawings and any alterations to the educational specifications to the California Department of Education for approval.
- c. Each state-funded school district shall submit the request for exemption from a standard in Section 14030 of this article, with a description of how the educational appropriateness and safety of a school design would not be compromised by deviation from the standard, to the California Department of Education.

Note: Authority cited: sections 17251(c), and 33031, *Education Code*. Reference: sections 17017.5(c) and 17251(c), *Education Code*.

§ 14032. Plan Approval for State-Funded School Districts.

The California Department of Education shall notify the district, the district's architect and the Department of General Services that the preliminary and final plans comply with the standards set forth in Section 14030. Approvals for either preliminary or final plans are in effect for a maximum of two years from the date of signed approval. School districts may request an extension of preliminary or final plan approvals if the time line exceeds one year.

Note: Authority cited: sections 17251(c) and 33031, *Education Code*. Reference: sections 17024, 17070.50, and 17251(c), *Education Code*.

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§ 14033. Applicability of Plan Standards to Locally-Funded School Districts.

- a. Locally-funded districts shall use the plan standards set forth in Section 14030.
- b. Locally-funded districts may request assistance from the California Department of Education to review plans and specifications for any new school construction or rehabilitation project.

- c. Locally-funded districts need not submit preliminary and final plans to the California Department of Education.
- d. Locally-funded districts shall prepare documentation of and retain for purposes of a complaint investigation the exemption from the standard in Section 14030 of this article, with a description of how the educational appropriateness and safety of a school design would not be compromised by deviation from the standard. Locally-funded districts may request from the California Department of Education a review of the adequacy of the mitigation measure.
- e. Locally-funded districts shall continue to comply fully with the requirements of Article 3 (commencing with Section 17280) and Article 6 (commencing with Section 17365) of Chapter 2, Part 23 of the *Education Code* (The Field Act) and submit all plans and specifications to the Department of General Services, Office of the State Architect for review and approval prior to executing a contract for the construction or alteration of a public school building or expending any public funds for such a project.

Note: Authority cited: sections 17251(c) and (d) and 33031, *Education Code*. Reference: sections 17251(d), 17280, and 17365, *Education Code*.

§ 14034. Planning Guides.

The latest edition of The Guide for Planning Educational Facilities, published by the Council of Educational Facility Planners, 29 West Woodruff Avenue, Columbus, Ohio, 43210, may be used as a guide in developing school building plans.

Note: Authority cited: sections 17251(c) and 33031, *Education Code*. Reference: Section 17251(c), *Education Code*.

§ 14035. Abandonment of Inadequate Facilities.

Abandonment of inadequate facilities may be recommended by the California Department of Education to the State Allocation Board for approval when it appears from the estimated cost of structural rehabilitation plus the estimated cost of desirable modernization that the facility would meet the criteria for replacement established by the State Allocation Board.

Note: Authority cited: sections 17251(c) and 33031, *Education Code*. Reference: sections 16044, 16047, 16104, and 16190 through 16207, *Education Code*.

§ 14036. Integrated Facilities.

In accordance with *Education Code* Section 17047.5, for school districts constructing classrooms for special education purposes, those classrooms shall be no more physically separated from classrooms constructed for their nonhandicapped peers than those classrooms are from each other; preferably the classrooms are under the same roof and adjacent to the classrooms of their nonhandicapped peers, specifically.

- a. A new school facility is considered integrated if it meets the following criteria:
 - 1. Classrooms for special education are located in proximity to regular education classrooms in such a way as to encourage age-appropriate interaction among all students.
 - 2. Whenever possible, if relocatable classrooms are used for special education classes, the ratio of special education relocatable classrooms to permanent special education classrooms is the same as the classroom ratio between relocatable classrooms and permanent classrooms for regular education students.
 - 3. Side-by-side school sites are not considered integrated.
- b. A waiver to acquire or newly construct a non-integrated facility is recommended the Advisory Commission on Special Education for approval only if it includes a plan to transition the individuals with exceptional needs to a regular campus setting. The waiver includes a capacity study of the existing special education classrooms in the special education local plan area (SELPA) to verify that no classrooms are available to house the population targeted in the waiver.
- c. The waiver includes justification as to why the non-integrated facility is the only option available on a long-term basis and discusses the feasibility of a short-term lease as an option to new construction or acquisition.

Note: Authority cited: sections 17251(c) and 33031, *Education Code*. Reference: sections 17047, 17047.5, 17251(c), and 56000 et seq., *Education Code*.

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Questions: Fred Yeager | fyeager@cde.ca.gov | 916-327-7148

California Department of Education
1430 N Street
Sacramento, CA 95814

Last Reviewed: Tuesday, April 16, 2013

LOCAL EDUCATIONAL AGENCY PROGRAM IMPROVEMENT PLAN

ASSURANCE PAGE

Local Educational Agency (LEA) Plan Information:

Name of LEA: Sierra Sands Unified School District

County District Code: 15- 73742

Date of Local Governing Board Approval: December 20, 2012

District Superintendent: Joanna Rummer

Address: 113 Felspar

City: Ridgecrest

Zip Code: 93555



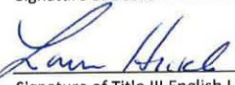
Phone: (760) 499-1600

FAX: (760) 375-3338

E-mail: jrummer@ssusd.org

Signatures:

On behalf of LEAs, participants included in the preparation of this Program Improvement LEA Plan Addendum:

	Joanna Rummer	December 20, 2012
Signature of Superintendent	Printed Name of Superintendent	Date
	William Farris	December 20, 2012
Signature of Board President	Printed Name of Board President	Date
	Laura Hickle	December 20, 2012
Signature of Title III English Learner Coordinator/Director	Printed Name of Title III English Learner Coordinator/Director	Date

Please note that the Title III English Learner Coordinator/Director will only need to sign this Assurance if the LEA is identified for Title III Year 2 or Year 4 improvement status.

By submission of the local board approved LEA Plan Addendum (in lieu of the original signature assurance page in hard copy), the LEA certifies that the plan has been locally adopted and original signed copies of the assurances are on file in the LEA. The certification reads:

Certification: I hereby certify that all of the applicable state and federal rules and regulations will be observed by this LEA and that, to the best of my knowledge, information contained in this Plan is correct and complete. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained onsite. I certify that we accept all general and program specific assurances for Titles I, II, and/or III as appropriate, except for those for which a waiver has been obtained. A copy of all waivers will remain on file. I certify that actual ink signatures for this LEA Plan/Plan Addendum/Action Plan are on file, including signatures of any required external providers.

Local Educational Agency (LEP) Program Improvement (PI) Year 2 Plan Addendum

The Elementary Secondary Education Act, codified as No Child Left Behind (NCLB, Section 1116(c)(7)(A)) requires that local educational agencies (LEAs) identified for Program Improvement (PI) shall, not later than three months after being identified, develop or revise an LEA Plan, in consultation with parents, school staff, and others. Sierra Sands Unified's procedure is to update the LEA Plan yearly.

1. Fundamental teaching and learning needs in the LEA schools and the specific academic problem of low- achieving students, including a determination of why the prior LEA Plan failed to bring about increased students achievement (Elementary and Secondary Education Act (ESEA) Section 1116 (c)(7)(A))

Discussion of school and district self assessments

In 2010-2011 each district school completed the Academic Program Survey (APS) and work began on the District Assistance Survey (DAS) in our efforts to meet ever-increasing accountability targets. Revisions to the APS (2011-12) were made by schools entering Program Improvement and the DAS was completed in fall 2011. The English Learner Subgroup Self Assessment (ELSSA) was completed and is revised yearly as a function of Title III best practices and improvement requirements. The Inventory of Services and Support (ISS) for Students with Disabilities was also completed in fall 2011. Data analysis is used to identify areas of strength and areas needing improvement. Analysis of school practices occurs each fall when assessment results are received and Single Plans for Student Achievement are reviewed. Each school also reviews progress towards goals in February utilizing a midyear-reporting instrument. Parent input is received through School Site Council representatives and through an annual parent survey. The Local Education Agency Plan is updated yearly

Specific academic problems of subgroups and low- achieving students as determined by the self-assessments.

Participation Rates for ELA and math on the AYP are not an issue- met all targets

Graduation rate for high school is being met district wide at this time. (LEA level = 90.9% class of 2010-2011- target 89.2%) This was the first year of accountability for subgroup graduation rates and the district missed the Hispanic subgroup graduation rate.

District AYP met 18 out of 30 AYP criteria in 2011 and 19 out of 30 AYP criteria in 2012. The district showed the greatest improvement in English Language Arts to achieve safe harbor in 4 subgroups. Overall the district is scoring higher in mathematics but is failing to meet the overall proficiency target of 78.2%.

ELA- The district failed to make the 78.0% target in three groups, as compared to six groups in 2011. (Hispanic- 46.7% up from 42.4% in 2011, English Language Learner 37.4% up from 34.8%, and Students with Disabilities (SWD)-34.3% up from 31.6%. Safe harbor was earned for districtwide, Black, White, and Socio-economically disadvantaged groups with 5-to7% growth each. The unified district target in 2013 will be 89%.

Math- The district failed to make the 78.2% target in all seven groups with most groups advancing 2% points. The Black or African American subgroup, which had increased from 33.9% to 44.8% in 2011, maintained a 44.2% proficiency rate. The unified district target in 2013 will be 89.1%.

District API- showed an 18-point growth advancing to 807. Significant growth was seen for all subgroups; Black up 30, Hispanic up 21, white up 15, Socio-economically disadvantaged up 25, English Learners up 21 and Students with Disabilities up 11 points. All elementary schools have growth APIs above 800, ranging from 814 at Richmond up to 873 at Las Flores. Both middle schools showed an increase in API in 2012 (Monroe up 22 points to 752 and Murray up 29 points to 808. Burroughs increased 13 points to 797. Mesquite HS (ASAM) and Rand Elementary (necessary small school) use alternative methods.

Site AYP results:

Faller Elementary- Increased student performance in all ELA AMOs as well as all Math AMOs and received safe harbor for all groups. ***Maintained Title 1 Year 1 Program Improvement (math only) in 2012-2013 with potential to exit PI in 2013.***

Gateway Elementary- Met all ELA AMOs in 2012 but missed targets in math due to the increasing target. ***Gateway is not in program improvement but failure to make any math target in 2013 will place Gateway in program improvement in 2013-2014 for math.***

Inyokern Elementary- - Increased student performance in all ELA AMOs as well as all Math AMOs and received safe harbor for all groups. ***Maintained Title 1 Year 1 Program Improvement (math only) in 2012-2013 with potential to exit PI in 2013.***

Las Flores Elementary- Met all ELA targets through safe harbor and missed three math targets (schoolwide, white, socio-economically disadvantaged) in 2012. ***Las Flores is not in program improvement but missing any math target in 2013 will place Las Flores in program improvement in 2013-2014.***

Pierce Elementary- Missed 7 targets in 2011 and only 1 (math for English learners) in 2012. All ELA AMOs were met through safe harbor. ***Pierce entered year 1 of Program Improvement (math only) in 2012.***

Richmond Elementary- Missed 4 targets in English Language Arts and five targets in math. ***Richmond advanced to Title 1 Year 2 Program Improvement in 2012-2013 due to ELA and math.***

Monroe Middle School- moved from meeting 9 out of 17 AYP criteria in 2011 up to meeting 14 out of 17 criteria in 2012. Focus areas are Hispanic and socio-economically disadvantaged- not receiving Title 1 funds

Murray Middle School- after meeting only 9 out of 17 AYP criteria in 2011, Murray met all 17 out of 17 criteria through safe harbor- not receiving Title 1 funds

Burroughs High School- met 10 out of 18 AYP criteria in 2012. Due to changes in the accountability system Burroughs is now held accountable for most students who have transferred to an alternative high school setting.

ISS-SSUSD is a single district SELPA. Completion of the ISS tool indicates the following needs:

Professional development in the following areas: Developing IEP goals and objectives in order to close the achievement gap, Behavioral supports, Autism, and Strategies in building collaborative partnerships with parents of SWD. Action plans have been developed to meet these identified needs.

ELSSA- SSUSD has entered the Year 4 Improvement process for Title III. The ELSSA has been completed yearly for four years. Focus will be on helping students in acquiring English, English language Proficiency and meeting AYP targets. The Title III plan is posted in CAIS as required by CDE.

FOCUS AREAS-

Elementary School- Fully implement the new ELA adoption with the intent of making targets through at least safe harbor in 2012 (successful) and 2013. Renew focus on mathematics and professional development and show growth in AMOs for all subgroups.

Middle School- Target both ELA and math- with emphasis on all subgroups. Although not a significant subgroup size at the site level the EL and SWD scores at middle school are significantly below the performance of all other subgroups and must be a target group. Adopt and implement new ELA program (with EL component) and provide high quality professional development in both ELA and math.

High School- focus on all subgroups in both ELA and math. Although not a significant subgroup size at the site level the EL and SWD scores at high school are significantly below the performance of all other subgroups and must be a target group.

Districtwide- Scores of white students are 65.3% (ELA) and 64.8% (math) proficient. Significant growth of 4 points or higher was seen in all subgroups in ELA and stability and/or small growth was seen in math. In order to close the achievement gap there must be a continuing student by student individualized focus on improving performance at all levels.

Why prior LEA Plan failed (activities, personnel, timelines, estimated costs and funding sources)

Governance- Governance was one of the stronger areas as indicated by the DAS and associated documents. The board and administration were seen as fostering a positive organization culture committed to effective instructional programs, positive working relationships and participatory decision making. *There were some indications that not all stakeholders have equal knowledge about how decisions are made and how time and resources are used to support initiatives or the LEA Plan (need for increased stakeholder communication and input). Superintendent's Council will now take on the responsibility for the Title 1 District Advisory Council as needed.* The board supported the new ELA adoption for K-5 in 2011-2012 and 6-8 ELA adoption in 2011-2012 with implementation in 2012-2013. The district focus is on the Essential Program Components but some pieces are currently not totally in place, primarily a *formative assessment process and expectations, and consistent PLC implementation district wide.* Monitoring of the LEA Plan and Single Plans for Student Achievement (SPSA) is occurring but would benefit from a *more formalized monitoring/ evaluation structure that occurs at least three times per year.* Although administration as a whole feels accountable for meeting specific teaching and student achievement goals, there is some *lack of urgency for specific subgroup performance in non-Title 1 schools.*

Alignment of Curriculum, Instruction and Assessment- 2011-2012 was the first year of the new ELA adoption for K-5 so additional components are being implemented or revised (revisions of common assessment and initial implementation of formative assessments.) Seventy-nine K-5 teachers attended extensive Instructional Materials Based training (IMBT) for the new ELA adoption during summers of 2011 and 2012. All remaining K-5 teachers (26) will receive training in spring 2013. Middle school ELA teachers chose a new middle school ELA adoption in 2011-2012 in response to identified needs and are implementing in 2012-2013. Ten middle school teachers have attended summer Instructional Materials Based training. *Continued ELA professional development focused on teacher competency in the new adoption (including the Intervention and English Learner components) and revision/ and or creation of formative and summative assessments is needed. An additional focus for ALL teachers includes California Common Core Standards (CCCS) implementation.* The prior LEA Plan listed pacing guides as a time permitting activity. *Pacing guides, tied to the CCCS have become a priority and need to be developed to ensure equal access to the curriculum for all students and all sites.* ELD instruction is not provided equally to all EL students and in mainstream classes. *The Title III Year 4 plan outlines the district's plan to address this issue, including daily ELD instruction, academic language development and a focus on Long Term EL students.*

A common assessment system has been implemented K-5 (common assessments each trimester in both ELA and math and use of formative assessments in new ELA adoption) and in Gr. 6-8 (common assessments in ELA and Curriculum Associates math administered each quarter schoolwide). The high school has developed ELA assessments used in some English classes. Math at the high school is not currently using common assessments. Efforts to develop common assessments tied to Common Core Standards will be a focus area in 2012-2013.

Student access to core curriculum and to ELD, interventions, and SBE adopted intensive interventions received high scores from staff despite test scores and records that indicate that students are not consistently receiving ELD and intensive intervention in the classroom. *Federal, state and district expectations need to be clear and communicated to all staff in order to promote ownership and effect change. ELD/ Title III accountability will be a continuing discussion item at district provided trainings. The district has identified Instructional Norms that are being implemented districtwide in 2012-2013.*

Fiscal Operations- Due to strong fiscal leadership and careful decision making by the board of education the district remains solvent as measured by FCMAT, audits and other fiscal standards. Furlough days have not been instituted at this time. This is in spite of the uncertain state budgets. Difficult decisions in terms of staffing, class size, administrator assignments, and classified support level have occurred because of a strong collaborative and working relationship within the district. DAS results indicate that there are still many staff members and parents who do not feel they have a clear understanding of the fiscal situation in the district and state. SPSA and LEA Plans have always referenced general and categorical expenditures but *more careful alignment of fiscal resources to identified goals and actions will be required both as budgets become tighter and as a best practice.*

Parent and Community Involvement- Involvement was rated highly by both staff and parent/ community members completing the DAS. New programs such as the Latino Literacy Project and Title 1 parenting classes have been expanded to meet parent needs. Each school now conducts an annual parent survey and also utilizes other less formal meetings, such as principal coffees. Many of the district's programs as well as students grades are available electronically through parent portals. *The district will review the parent involvement policy this year in order to identify strategies for involving more parents of low-achieving students and adding additional parent/ community members to committees.*

Human Resources- The district has had some turnover in administration over the last five years and in fact has undergone a reduction of staffing. Administration openings are anticipated to accelerate in the next five years as management members reach retirement age. The district continues to explore online and local administration training programs, and is mentoring staff that are interested in taking the administrative testing routes (3 successes in 2011-2012) to address this anticipated need. Administrators are placed at sites based upon strengths and skill sets in leadership. Administrators are encouraged to attend professional development with their staff, utilize data to monitor the effectiveness of site programs, collaborate through PLCs, and leverage all possible resources. Leadership, through ACSA and in regional and state committees, is encouraged and supported by the superintendent. Staff members have participated in four ACSA academies this year. Formal and informal mentoring is available for administrators. All elementary principals have attended IMBT for the ELA adoption. *The district would benefit from training all administrators in classroom instructional protocols to ensure that instructional programs, instructional strategies and assessments are being implemented with fidelity.*

SPSAs have improved in quality but will go through continual improvement and revised timelines to ensure that plan and program monitoring is occurring on a regular basis so redirection of priorities and funding can occur in a timely manner.

The district has managed to hire Highly Qualified teachers for most positions. Most of our non- highly qualified staff members are in special education due to our isolated location and special education

credentialing requirements (4 core areas and special certifications for specific disabilities). The district is striving to hire highly qualified teachers and provide appropriate salaries and benefits during this challenging fiscal climate. Verification Process for Special Settings (VPSS) is offered to special education teachers to assist them in reaching highly qualified status in all core areas (ELA, math, science and social studies). BTSA support is provided for all new teachers and PAR is available for teachers needing additional support. Teachers are enrolled in Intern programs as required. Coaching and support is provided by 2 full-time and 1 half time district project teachers. Typically the district has sufficient substitutes to provide release time to attend professional development. A new standards based teacher evaluation process was fully implemented in 2010-11.

2. Include measurable goals and targets for students groups consistent with Adequate Yearly Progress (AYP) (ESEA Section 1116(c)(7)(A))

Goals and targets for 2012-2013:

Student achievement: All schoolwide and significantly sized subgroups will make AYP targets or meet the criteria through safe harbor (decrease % of students performing below proficient).

District level Group	ELA Target	ELA Safe Harbor Target	Math Target	Math Safe Harbor Target
Schoolwide	89%	65.6%	89.1%	65.9%
Black/ African American	89%	53.2%	89.1%	49.2%
Hispanic	89%	51.7%	89.1%	55.6%
White	89%	70.3%	89.1%	69.8%
Socio-economically disadvantaged	89%	54.1%	89.1%	55.5%
English Learners	89%	42.4%	89.1%	51.9%
Students with Disabilities	89%	39.3%	89.1%	43.7%

Participation rate: Participation rates shall remain at 95% or higher for all groups as reported by AYP reports

Growth on API: All schools will make a minimum of 5-point growth in 2013 or remain above 800.

Graduation rates: High School graduation rates for all subgroups will be at or above 90% (class of 2011-2012)

The following planned actions address the following required elements of the LEA Program Improvement Plan and are organized in this action plan to match the CAIS system.

3. Incorporate scientifically based research strategies that strengthen the core academic program in schools served by the LEA.

The district utilizes only programs and strategies that are supported by a base of research demonstrating effectiveness. Programs/ strategies used include:

Accelerated Reader

Accelerated Math

Acellus online curriculum

Advanced placement curriculum

ALEKS

APEX- independent study online curriculum

Autism Certification
 AVID
 CELL: Comprehensive Early Literacy Learning
 Common Core Standards
 Core Curriculum Adoptions
 English 3D
 EXLL: Extended Literacy Learning
 Explicit Direct Instruction
 Instructional Material Based Training
 Lindamood Bell- Visualizing & Verbalizing® for Language Comprehension and Thinking (V/V)
 National IWITTS Stem program
 Professional Learning Communities
 Project Lead the Way curriculum
 Step up to Writing
 Time to Teach
 Verification Process for Special Settings (VPSS)

4. Identify actions that have the greatest likelihood of improving student achievement in meeting state standards.

Please see attached action plan for major strategies and actions to be undertaken by the district that are designed to improve student achievement.

5. Address the professional development needs of the instructional staff that will support the strategies and recommendations described above.

A variety of professional development opportunities, focused on our district goals, are offered to instructional staff. Professional development is offered throughout the year, before and after school, during release days and in the summer months. Item 5 in the action plan outlines the district plan in more detail.

6. English Learners

- a. For LEAs in Title III Status and Title I Program Improvement (PI) Status, please check below:

- | | |
|--|-------------------------------|
| <input type="checkbox"/> If Title I only: | Complete 6b |
| <input type="checkbox"/> If Title III Year 1: | Complete 6b |
| <input type="checkbox"/> If Title III Year 2 or 3: | Title III Year 2 Plan in CAIS |
| <input checked="" type="checkbox"/> If Title III Year 4 or 4+: | Title III Year 4 Plan in CAIS |

A district comprehensive plan entered into CAIS and updated and monitored quarterly.

7. Incorporate, as appropriate, activities before school, after school, during the summer, and during an extension of the school year.

The district operates three after school (Faller, Inyokern and Pierce) and one before school (Pierce) state funded ASES programs that are a critical component of those school's Single Plans and efforts to meet student academic needs. In addition, a wide variety of interventions are held outside of the school day in order to expand the opportunity for learning for our most at risk students. At this time summer programs are only offered at the secondary level due to fiscal constraints. The regular school year continues to be 180 days of instruction for district students. Burroughs High School offers "The Learning Center" each day at lunch to provide additional support for all students, but in particular at risk students in need of additional tutoring or homework support. The district offers three State Preschools, open to all 3 and 4 year old eligible students. State requirements for mandating Family Fees starting in 2012-2013 have negatively impacted student enrollment in these programs.

8. Include strategies to promote effective parental involvement in the school.

Schools offer a variety of ways for parents to become involved in their child's education ranging from supporting and encouraging their student up through involvement in governance activities. Each school has a school site council and parent organization that work collaboratively to involve and support parents. At the district level the Superintendent's Council meets monthly and serves as the District Advisory Council. Schools offer English Language Advisory Committee meetings and trainings, Family Nights, and annual Title I Parent Nights to encourage participation by parents. Each school now conducts an annual parent survey and also utilizes other less formal meetings, such as principal coffees. Many of the district's programs as well as students grades are available electronically through parent portals. Parenting and family literacy courses are provided yearly.

Research based programs used include:

Boys Town Training and curriculum

English as a Second Language Courses with homework support

Latino Family Project

Parent Project

The timelines in this action plan include:

Quarter 1- July 1-October 15, 2011

Quarter 2- October 16, 2011 to January 30, 2012

Quarter 3- February 1-April 30, 2012

Quarter 4- May 1-June 30, 2012

Quarter 5- July 1-October 15, 2012

Quarter 6- October 16- to December 31, 2012

Quarter 7-January 1, 2013-March 31, 2013

Quarter 8- April 1, 2013-June 30, 2013

SMART GOAL: Increase student performance in ELA and Math, as reported on the 2012 AYP, to 78% proficient or above in ELA and 78.2% proficient or above in math.

Scientifically based Research STRATEGIES	ACTIONS	TASK- timeline	RESPONSIBILITY	BUDGET ITEM
1. Provide timely interventions in order to improve student subgroup performance				
	Focus on each individual student and provide strategic, intensive interventions (during the school day, before or after school)			No cost
	1. Establish lists of at risk students in ELA and math at each site- Q2 and Q6			
	2. Identify site intervention instructors, timing and materials to be used- Q2 and Q6		Site principal	\$15,500 for teacher stipends- Title 1 and state intervention AVID Training- T2A, EIA BHS Learning Center-EIA No additional cost to track
	3. Implement intervention groups and finalize tracking system- Q2, Q3, Q6, Q7		Site Principal and Curriculum office	No cost beyond Aeries (general fund)
	4. Track all interventions in Aeries data mgmt. system- Q3, Q4, Q7, Q8		Site principals and projects teachers	\$4,000 for teacher stipends- Title 1 and state intervention
	5. Continue with interventions for all students at-risk of retention- Q4, Q8		Site principals	No cost to track
	6. Ensure that at least 75% of students scoring at FBB or BB in 2012 and 2013 have been offered and/or are enrolled in at least one intervention program each year Q4, Q8		Site Principal and Curriculum office	
	7. Evaluate short term (measured by common assessments) and long term (measured by CST performance) effectiveness of implemented interventions Q4, Q5, Q8, Q9		Curriculum office	Clerical OT (Feb through April- short term and August- 2012 long term- \$20 X 20 hours= \$400 Title 1
	8. Plan out Burroughs program for at risk students and implement pilot (summer bridge) - Q4. Implement program in 2012-13 (Q5)			\$11,000 EIA- SCE MS CTE grant
	9. Modify intervention process for 2012-2013 based on evaluation- Q5 and Q6		Site Principal and Curriculum office	No cost
	See Title III Year 4 plan for tasks related to EL, including long term ELs			
	Implement Acellus program for SWD students			
	Purchase program- Q1			
	Initial training 12/1- Q2			
	Refresher training and monitor program usage- Q3			
	Evaluate student results and make determination on continued implementation for 2012-13-Q4			
	Additional Training and continued implementation- Q5			
			Special Ed teachers and principals	\$700 program and sub pay \$125/ day for PD- Title I

	Provide interventions during ASES after school programs			
	1. Continue 12-13 ASES programs (Faller, Inyokern and Pierce) Expand Inyokern program- Q5	Special projects and HDLL-CBO	ASES	\$334,869 budget- ASES
	2. Revise Program Plan and obtain board approval- Q2, Q7	Special projects and HDLL-CBO	No cost	
	3. Identify and hire regular day teachers to work in ASES program- Q2, Q4	Faller, Inyokern and Pierce principals	5 teachers X 140 days X 2 hours / day X \$25/ hr= \$32,200- ASES and Title1	
	4. Provide additional training on aligning the regular day and after school programs- each quarter	HDLL-CBO	\$1,200- possible extra time	
	5. Submit 3 year ASES renewal application- Q3 and apply for ASES funding- Monroe Middle School Q5	Special projects	Possible \$81,000 increase to program	
	6. Prepare for 2012 registration of ASES program- Q4 and 2014 registration- Q8	Special projects and HDLL-CBO	No cost	
	7. Conduct annual ASES evaluation of effectiveness- Q2, Q6	Special projects and HDLL-CBO	No cost	
	2. Provide district and site focus on Math performance K-12			
	Increase math performance as measured by other student success rates (analysis of grades, failure rates, Algebra readiness, APY % proficient, a-g coursework enrollment) in grades 6-12			
	1. Submit current non CP courses to UC for a-g consideration- Q2	HS Admin	No cost	
	2. Do in depth analysis data on student math performance including by subgroups (EL, SWD, SED, Hispanic, Black) for secondary level- Q3, Q7	Assessment and EL personnel	No cost	
	3. Contact a variety of COEs and outside vendors to determine availability of math trainers and curriculum audit services- Q3	Curriculum	No cost	
	4. Identify available modes of math PD (internet, videoconference, external trainers) and decide on approach	Curriculum	No cost	
	5. Hire ½ time Projects teacher for math as funding permits	Curriculum	\$45,000- Gen Fund, EIA	
	6. Provide a minimum of 6 hours of release time/ stipend to Algebra and above teachers for the purposes of data analysis, alignment to blueprints and creation of assessments- Q7	Curriculum	10 teachers X \$125= \$1,250- Title I and Title IIA	
	7. Begin math professional development K-8 (up to Algebra) and formalize pacing guides in math-Q5 and Q6	Curriculum	Title 1, Title IIA and EIA-SCE	
	8. Encourage math teachers at secondary level to attend PLC conference as well as high performing school visitations- Q4	HS Admin	\$1,000 per teacher- Title I and Title IIA	
	9. Create action plan to improve math performance 2012-13-Q4	HS Admin Curric.	No cost	
	10. Sign contracts as needed and schedule additional training and summer projects- Q4, Q7	Curriculum	\$4,500- trainer and stipends	
	3. Provide timely, easily accessible data along with training to all teachers and administrators and support the regular use of assessments to inform instruction			
	Purchase new data management system to better meet the needs of staff			
	1. Purchase, convert and implement new illuminate data	Technology	\$11,300 (software)	

		management system- Q1	Department and Special Projects	\$8,000 teacher stipends Title 1 and Title IIA
		2. Provide sequential trainings (Level A, B, C and advanced, STELLAR support) and support in illuminate data management system and how to use data to improve instruction Provide a minimum of 12 Level A-C illuminate trainings for teachers (K-12) and principals, Provide STELLAR trainings K-8-Q1 Continue with trainings as needed and provide individualized support, Provide STELLAR training K-8- Q2 Provide advanced illuminate trainings (K-12), STELLAR training K-8) and HS collaboration day- Q3 Survey needs and plan training for 2012-13- Q4 3. Purchase illuminate Gradebook- revise report cards and train staff- Q4, Q5 4. Purchase Inspect Databank for revision of common assessments- Q5 5. Provide refresher training and training for new staff - Q5- Q8	Special Projects District Coaches Technology Department staff	
			Special Projects	\$10,000 Title I
			Special Projects	\$7,000 Title I
			Special Projects	\$4,000 teacher stipends- Title 1 and Title IIA
		Implement schoolwide testing each quarter at middle schools with follow-up trainings/PD days to analyze data and formulate Intervention/ Enrichment school activities		
		1. Purchase Curriculum Assoc. ELA and math materials- Q1	Special Projects	\$6,500- Title IIA
		2. Schedule schoolwide testing dates Q1	Principals	No cost
		3. Support ELA and math score analysis through STELLAR trainings (3) and up to 4 site level release days	EL Support teacher Special Projects Monroe and Murray MS Principals	15 teachers X 7 days X \$125= \$13,125- Title III and Title I
		Support efforts in formative and summative assessment in ELA and math		
		1. Identify topics for delivery during grade level CELL and EXLL meetings	District Coaches	Stipend pay for additional planning- 60 hours X \$25- \$1,500 Title III- Title 1-EIA-SCE/ LEP
		2. Hold CELL and ExLL meetings with each grade level- 3 times per year- one per quarter	District Coaches K-5 teachers	Sub costs 80 teachers X 4 days X \$125- \$40,000- Title III and Title IIA
		3. Begin training on and conversion to California Common Core Standards (CCCS)	District Coaches K-12 teachers	Sub costs 80 teachers X 4 days X \$125- \$40,000- Title III and Title IIA
		Implement WASC Implementation Plans	High school admin and staff	EIA- SCE/ LEP SLIBG
		4. Promote Teacher Collaboration		
		Train staff in Professional Learning Communities		

		1. Define district vision and expectations for PLC- Q1	Supt and Management Team	No cost
		2. Prioritize and implement PLC structure at each school— grade level and other teaming-Maintain calendar of PLC activities by site for monitoring purposes Q1-4. 2 times per month	Site principals and PLC teams	Site professional funds for supplies (Title 1 or SUBG) costs vary by site \$500-\$2,000
		3. Develop resource book of PLC documents resources Q4, Q8	Curriculum with input from sites	Clerical support- overtime (T2A) \$20/ hr X 20 hours= \$400
		4. Send at least 20 secondary level administrators and teachers to the PLC conferences in Summer 2012 and Summer 2013 Q4 Q8	Special Projects	\$1,200 X 40= \$48,000 (T1 and T2A)
		Provide release time and/or stipend pay for grade level and subject matter teams to work on common assessments and CCCS		
		1. K-5 grade level teams (CELL/ EXLL) meet at least 3 times (district level) to work on common assessments, ELD assessments and strategies and CCCS (Q1-Q8)	District Coaches Curriculum	Sub costs 80 teachers X 4 days X \$125= \$40,000- Title III, Title IIA, and Title 1
		2. ELA teachers grades 6-8 meet at least 3 times (district level) to work on common assessments, ELD assessments, strategies and CCCS (Q1, Q2, Q3)	District Coaches Curriculum	Substitute costs (14 teachers X \$125 cost X 3 days)= \$5,250 (TIIA & T1)
		3. Math teachers grades 6-8 meet at least 3 times (district level) to work on common assessments, ELD assessments, strategies and CCCS (Q1, Q2, Q3)	District Coaches Curriculum	Substitute costs (14 teachers X \$125 cost X 3 days)= \$5,250 (TIIA & T1)
		4. Social Studies teachers grades 6-8 meet at least 3 times (district level) to work on common assessments, ELD assessments, strategies and CCCS (Q4-Q8)	District Coaches Curriculum	Substitute costs (14 teachers X \$125 cost X 3 days)= \$5,250 (TIIA & T1)
		5. Science teachers grades 6-8 (STELLAR) meet at least 3 times (district level) to work on common assessments, ELD assessments, strategies and CCCS (Q4-Q8)	District Coaches Curriculum	Substitute costs (14 teachers X \$125 cost X 3 days)= \$5,250 (TIIA & T1)
		6. Department Chairs (HS level) meet to plan out HS activities for common assessments, ELD assessments, strategies and CCCS (Q6) Implement agreed upon plan Q7-8	District Coaches Curriculum	Substitute costs (14 teachers X \$125 cost X 3 days)= \$5,250 (TIIA & T1)
		3. Summer work to be accomplished for 2013-2014 startup will be identified through Grade level meeting and tasked out- Q8	District Coaches and teachers	Stipend pay- estimated 8 days total X \$125= \$1,000 (T3 & T1)
5. Provide high quality professional development				
		At least 10% of the LEA Title 1 Allocation will be utilized for high quality professional development		
		Provide preliminary allocations- Q1, Q4	Special Projects and Finance Office	10% of district TI entitlement
		Revise allocations to match final entitlements- Q2, Q6		
		Monitor PD progress and expenditures- Q3, Q7		
		Finalize expenditure reports- Q4, Q8		
		Provide training as defined above in action items including:		
		ELA adoption training K-5 and 6-8 Q4, Q5, Q8	Curriculum	Costs above

	Math refresher and curriculum alignment training (grades 4-8) - Q5-Q8	Curriculum District coaches	Costs above
	Math Training and workdays (Algebra and above)- Q5-Q8	Curriculum District coaches	Costs above
	Illuminate data management system training- ongoing	Curriculum District coaches	Costs above
	Explicit Direct Instruction will be implemented at each middle school. Training Q4 and Q5.	Middle Schools	EIA, Title IIA and Title \$26,000 I
	Provide high quality professional development in English Language arts		
	Provide 2 day ELA adoption training for K-5 teachers- 8/11	Curriculum	40 teachers X \$125 X 2= \$10,000
	Hold K-5 grade level trainings focused on implementation of the ELA adoption, assessments and CCCS- 3 per year	Special Projects Project Teachers	Costs above
	Contact COE to schedule summer trainers	Special Projects	No costs
	Provide 3 day follow-up Instructional Materials based training (IMB1) ELA adoption training for K-5 teachers and provide 2 day initial ELA adoption training for Gr. 6-8 teachers - June 2012 with additional follow-up by June 2013	Curriculum	80 teachers X \$125 X 3= \$3,000
	Purchase and training English 3D- EL supplemental program- Q4-7	Curriculum	Program \$8,000 8 teachers X \$125 X 3= \$1,500- Title III
	Provide technology training on a variety of pertinent topics including Edline (WebPages), ABI (parent portal for grades/ communication), Gradebook, and Excel (data)		
	Train all new teachers and refresh continuing staff on district programs such as Edline, ABI, Gradebook Q1 and Q5	Special Projects Tech Dept.	35 teachers X \$25/hr- \$875 Title IIA
	Provide annual AVID Training		
	Train additional teachers yearly	Special Projects Secondary	10 teachers X \$1,200= \$12,000- EIA
	Conduct Autism Spectrum Certification Coursework for teachers and paraprofessionals as well as additional teacher training in Autism and Behavioral Support		
	Organize and enroll staff- training dates Q1- Q8	SELPA K-12 teachers, paraprofessionals and SDC teachers	Certification-4 teachers X 40 hrs X \$25= \$4,000 6 paras X 40 hrs \$18= \$4,320 Teacher Training- 22 X \$25=\$550- Title IIA
	In order to provide a safe environment for students provide CPI (Crisis Prevention Institute) trainings and refresher trainings		
	Provide both refresher and full training on-going	CPI district trainers	40 people X 11 hours X avg. \$22/hr= \$9,680- TIIA
	Provide Paraprofessional to Teacher Certification and Autism Certification pathways		
	Advertise and enroll paraprofessionals- Q1- Q8	Human Resources	\$1,000 Title IIA

	Train Administrators	SELPA	
	Instructional Materials Based Training- Q4	Curriculum	\$2,800 total
	ACSA Academy training- Special Ed, Curriculum, Superintendent	Curriculum	\$1,000 each participant
	Provide training in IEP development- Q8	SELPA	\$12,000
	Classroom Lesson Norming training- Q4 – Q8	Curriculum	No cost
6. English Language Learners- addressed in Title III Year 4 requirements (CAIS)			
7. Promote strong parent and community involvement			
	Implement Program Improvement, School Choice, and Supplemental Education Services (SES) as required by law.		
	Administer all state tools (APS, DAS, ISS, ELSSA) and collect survey results- October- December 2011	Special Projects SELPA Sites	No Cost
	Yearly by October- Prepare and mail notification of PI and School Choice letters to Title 1 schools Year 1 PI schools- Fall, Inyokern and Richmond. Respond to all requests. Mail LEA PI notification letters to each parent in the district.	Special Projects	\$500- mailings Title 1
	Provide work sessions to assist administration with earlier rewrite of SPSAs. June 2012	Special Projects Sites	No Cost
	Rewrite SPSAs and LEA Plan yearly October- December	Special Projects Site principals SSC-DELAC	No Cost
	Partner with community based organization to increase communication about PI at sites and school choice- yearly January	Special Projects HDL	No Cost
	Board Approval of all SPSAs and LEA Plan and begin Implementation of plans- January 2012	Special Projects	Plan implementation dependent upon action items
	Build school choice into spring registration and open enrollment process (March/ April)	Special Projects	No Cost
	Implementation of SES October 2012 and yearly thereafter	Special Projects	Up to 15% of Title I district allocation
	Present Parenting Courses- two sessions per year including bilingual offerings		
	Advertise and enroll parents- first and 2 nd semester	T1 and EIA Counselors	\$2,000 Title I
	Present Latino Literacy Project Courses		
	Identify and train Enlace Parents Advertise and enroll parents- Q1 and Q2- at Pierce Train additional staff- Q3 Advertise at ELAC and enroll parents- Q3- Districtwide and preschool Advertise and enroll parents- Q3- Districtwide- MS level Continue with preschool, elementary and middle school programs Q5-Q8	Enlace Parent, Projects Teachers Spanish Interpreters Preschool Staff	\$4,000 Title III and Immigrant State Preschool

	Involvement policies	Annually review district (DAC) and site (SSC) parent involvement policies	Special Projects Sites	No Cost
		Identify community leaders for involvement in the schools and prepare a resource list- Q6	Curriculum office	No cost
		Each school will hold one event at a staff meeting with identified leaders- Q7, Q8	Site administration Superintendent's Council Reps	

PRIMARY Responsibilities- CURRICULUM- Asst. Supt (Shirley Kennedy) (supported by Coordinator- Laura Hickie)

SPECIAL PROJECTS/ ASSESSMENT- Coordinator Laura Hickie (supported by Research Assistant)

DISTRICT PROJECTS TEACHERS- EL, ELA and math

STELLAR- Supporting Teachers of English Language Learners with Accessible Resources Local training provide by district project teachers- topics include ELA common assessment and formative assessments, ELD strategies and instruction, Academic Language Development (ALD), data management and use of data to inform instruction.

Parental Notification of PI identification/ School Choice and SES-

Under Elementary and Secondary Education Act (ESEA), students who attend a Title I-funded school that is identified for program improvement must be given the option of school choice. This provision allows all students attending such a Title I school the option to transfer to another public school, including a public charter school, that is within the LEA and that is not in program improvement or is not persistently dangerous. The option of school choice must be made available to all students the first year a school is identified for school improvement and all subsequent years thereafter, until the school has made adequate yearly progress for two consecutive years. Students who exercise their right to attend another school under this school choice provision must be given the option to continue to attend that school until they complete the highest grade of that school, even if the original school is no longer in program improvement. Schools that are offering school choice because they have been identified for program improvement must provide transportation to students who transfer to another school. If funds to provide school choice and/or transportation are limited, local education agencies (LEAs) may give first priority to students from low-income families who are the lowest-achieving students [Title I, section 1116(b)(E)(ii)] based on achievement levels as evaluated by objective educational measures.

<http://www.cde.ca.gov/ta/ac/ti/schoolchoice.asp>

Official notification shall be provided to the parents/ community through a variety of means including, as a minimum:

- Letter to each parent upon official notification of year 1 status and at least 14 days before the beginning of the school year for year 2
- Maintenance of a Program Improvement website for both the school and the district (www.ssusd.org) that includes all document and notifications
- Use of non-profit organizations (i.e. High Desert Leapin' Lizards) for further dissemination of information.
- Report to the school board during a televised session.

Responsibilities of the LEA- The district shall provide:

- Timely and varied school data
- Inform sites of PI requirements and updates
- Provide public notification regarding schools in PI
- Define scope of technical assistance
- Analysis assessment data to identify and address problems
- Provide training on APS and other needs assessment tools
- Use APS results to craft district actions
- Complete DAS and other tools (ELSSA and ISS)
- Identify and implement professional development, strategies and methods of instruction that are research based
- Identify outside technical assistance
- Develop pathways for effective communication

- Assist with analysis and revisions of school budgets to focus on increasing student achievement
- Notify parents regarding public school choice with paid transportation and implement
- Set aside funds as required by statute
- Establish a School support Team or District/ School Liaison Team (DSLTL)
- Revise LEP Plan
- Implement a peer review process for revised SPSAs.

Technical assistance will be obtained in order to support implementation of the LEA Plan Revisions.

This TA includes:

CA School Boards Association (CSBA) - attendance at annual conferences by board members and cabinet members. GAMUT policy development services.

County offices of Education (COE)- Guidance in LEA development and monitoring, training in use of improvement tools, monthly categorical and curriculum meetings, trainings in ELA and math and other topics (i.e. closing achievement gap), SB 472 training, Title III Technical Assistance

Association of School Administrators (ACSA) - trainings, conferences and other technical assistance
Textbook Publishers- specific trainings for adoptions

Other districts- the district wishes to acknowledge the generosity of Modesto City Schools in sharing resources for the K-5 Treasures adoption

Sierra Sands Unified School District

SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT MURRAY MIDDLE SCHOOL

15-73742-6009310
CDS Code



Date of this Plan: January 5, 2012

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Kirsti Smith
Position: Principal
Telephone Number: 760-446-5525
Address: 921 E. Inyokern Road
E-mail address: ksmith@ssusd.org

The District Governing Board approved this School Plan on January 12, 2012

Murray Middle School 2011-2012

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The School Accountability Report Card may be accessed at www.ssusd.org (parent tab/ SARC) or through each school's EdLine page

**SIERRA SANDS UNIFIED SCHOOL DISTRICT
DISTRICT MISSION AND GOALS**

MISSION

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

DISTRICT GOALS 2010-2013

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

ESEA PERFORMANCE GOALS

1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-2014.
2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
3. By 2011-2012, all students will be taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
5. All students will graduate from high school.

SCHOOL VISION, MISSION, GOALS

VISION

Murray Middle School will be a community- fostering academic excellence for all students and demonstrating leadership in character development. The vision statement is intended to serve as both the blueprint for improvement and the benchmark by which we will evaluate our progress.

I. Climate - An Exemplary School:

- A. Provides a place where students feel comfortable, safe and accepted
- B. Promotes open communication between parents, teachers, students which encourages a sense of teamwork and cooperation
- C. Acknowledges and celebrates the achievements of students and staff in learning and leadership
- D. Develops the concept of community through academic, co-curricular and extracurricular activities with a focus on promoting well rounded students

II. Staff - An Exemplary Staff:

- A. Focuses on increased student achievement with instruction methods that reflect current research and proven effective classroom practices
- B. Supports the school's mission, vision, values and goals in attitude and action
- C. Models the importance of lifelong learning through their commitment to ongoing professional development
- D. Works to create conditions that promote student success
- E. Encourages colleagues and students in an atmosphere of support and respect
- F. Models professionalism through personal integrity, commitment, and ethical behavior
- G. Collaborates to improve student learning (instructional strategies, methods, and assessments)

III. Academic Excellence - In an Exemplary School:

- A. The curriculum promotes intellectual curiosity, creative thinking, and challenges students to reach their full potential
- B. High levels of achievement are accomplished through measurable academic standards aligned with the major instructional goals
- C. Focus is placed on character development which incorporates respect, social skills, and moral integrity into academic concepts
- D. The concept of teamwork through academic and extracurricular activities is developed

IV. Students - In an Exemplary School:

- A. Accept responsibility for their learning and their actions
- B. Set challenging goals and give their best effort to achieve high academic standards
- C. Behave toward other students and teachers in a manner consistent with good character (considerate, responsible, and committed)

D. Encourage each other in an atmosphere of support

E. Become involved in school and community service

V. Parents and Community Support - In an Exemplary School the parents and/or community:

A. Play an active role in the academic education and character development of the students

B. Form partnerships with teachers to demonstrate the importance of education

C. Monitor their student's academic progress

D. Are involved with the school by volunteering their time and/or service

E. Are supportive of the school's vision, goals, and mission

MISSION

The mission of Murray Middle School is to create a safe, positive environment to facilitate academic, physical, social, and emotional growth so that our students become productive members of society.

SCHOOL GOALS

1) English Language Arts:

Improve English, Reading and Writing grade level standards mastery by all students in sixth, seventh and eighth grades to reach the goal of 78% at the proficient or advanced level of performance on the CST assessment by the spring of 2012.

2) Mathematics:

Improve Mathematics grade level standards mastery by all students in sixth, seventh and eighth grades to reach the goal of 78.2% at the proficient or advanced level of performance on the CST assessment by the spring of 2012.

3) English Language Learners and EL Development:

English Language Learners will improve their mastery of their grade level standards to meet the state requirement of 78% proficient or advanced in ELA and 78.2% proficient or advanced in mathematics by the spring of 2012.

4) GATE:

Ensure that 100% of all GATE students are performing at an above average score in their regular class work and at proficient or advanced on the CST's by the spring of 2012.

5) School Climate/ Safety:

Maintain a fair, safe, and healthy school environment, as indicated through Healthy Kid survey, parents and student surveys, suspension, and expulsion data.

6) Library:

Support the instructional program and the enrichment of student learning for all populations. A 5% increase in circulation will be attained, a 10% increase in the use of the Accelerated Reading program will be attained and a 15% increase in student CST scores in the area of reading comprehension will occur.

7) Other goals:

Advance the rich set of curricular and co-curricular opportunities that infuse learning with technology, visual and performing arts, physical education and career/real world experiences. An increase in enrollment in these courses will occur and an increase in these types of courses will be achieved (funding permitting).

ANALYSIS OF CURRENT INSTRUCTIONAL PROGRAM

The following statements characterize the instructional program at this school:

Standards, Assessment, and Accountability

1. How do you use state and local assessments and other data?

- To monitor student progress on curricular embedded assessments?
- To modify instruction?

School-wide results of state and district assessments in math and language arts (CST, CELDT, benchmarks) are reviewed in late August to identify the school's focus. District pacing calendars in Language Arts and Math as well as the State Curriculum Frameworks and blueprint standards, are used as planning guides. Test data is warehoused in Edusoft and data is available by school, by teacher, by student group, and by student. This information is used to identify students at risk and to plan instruction and/or re-teaching. Teachers use benchmark results in Language Arts and Mathematics and science and social studies as well as classroom formative assessments to monitor and modify instruction and plan interventions. Teachers also work in grade level collaboration meetings to analyze student data, develop curriculum, create action plans and discuss, model, and observe best practices.

Student assessment at Murray Middle School occurs through multiple measures and is ongoing. Students are assessed orally and in writing, through projects, labs, quizzes and tests. The assessment results are used to adjust pacing and rigor. Assessments specific to Murray include the STAR reading level and comprehension test, formative assessment created by departments, standard benchmarks and placement tests which are used to determine level placement in math classes. The results are also used to place students in either intervention or enrichment and to encourage students to attend after school tutorials and programs to enrich their knowledge.

Staffing and Professional Development

2. How do you align your staff development to content standards, assessed student performance, and professional needs?

Staff development is based on district initiatives and individual school and teacher needs. Student performance data, teacher surveys, and principal observations help determine professional needs. The focus of Murray Middle School's staff development has been predominantly in the area of PLC and teaching strategies to differentiate the instruction so that students from non-English speaking backgrounds and socioeconomically disadvantaged families and other ethnicities as well as our general education students are able to succeed at mastering the standards. Staff development includes trainings such as STELLAR, CELL and EXLL, Kate Kinsella math strategies, Larry Bell Language arts acquisition strategies, Smart Music, Step Up To Writing, autism training, and much more.

3. How do you offer ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches)?

The District provides BTSA coaches for new teachers. New teachers attend professional development workshops taught by the BTSA Resource Teachers. The coaches work with teachers on the California Standards for the Teaching Profession. Other content experts and instructional coaches who provide instructional assistance and support for teachers are the district ELA Coach, ELD Teacher Coordinators, Special Education Program Support Teachers, and department liaisons as well as teachers trained in specific areas that come back as teacher trainers. They support site teachers by meeting monthly to work through department staff development needs and on an as needed basis for classroom management, they do peer coaching and observation, model lessons and provide feedback for one another as they review the results of assessments based on particular teaching strategies used to help the students acquire a standard or series of standards. In addition, weekly technology trainings and staff professional development days are used to train in topics such as Illuminate, Aeries, benchmark tests/ analysis, and textbook adoptions in order to assist teachers in planning instruction.

4. How do you provide the opportunity for teacher collaboration by grade level?

Our teachers have grade level meetings once a month and department meetings once a month. They use these meetings to review assessments, analyze results, plan re-teaching and examine the progress of

target students. They also meet to collaborate in cross grade level teams in departments to work with specific at risk students. Teachers in some grade levels have attended training to learn to analyze data and design intervention strategies. We use our SLIBG funds to finance substitutes throughout the school year for teachers to collaborate with their grade level and department partner to refine their pacing guides, lesson plans and assessments as well as analyze assessment results and create interventions for areas in need of improvement.

5. How do you ensure that all teachers are ESEA compliant?

Teacher recruitment, hiring and evaluation focus on meeting NCLB criteria. As a result, 94% of our teachers are ESEA compliant. District teachers who are not in compliance are supported with Title funding and assisted with individual plans in order to attend staff development and take required courses or exams in order to become ESEA highly qualified.

Opportunity and Equal Education Access and Funding

6. What services are provided by the regular program to enable underperforming students to meet standards?

All students receive standards-based instruction at their appropriate grade level. In classrooms, teachers provide additional access to the curriculum through small group instruction. During reading and ELD, students are grouped by instructional level, assessed, and regrouped appropriately. Teachers examine student work samples and meet at grade-level and/or department level meetings to ensure that students are mastering standards. They also determine student needs, adjust instruction and plan re-instruction accordingly. Intervention action plans are developed. A school-wide program has been instituted this year to bring the students who are in need of intervention as determined by standardized benchmark assessment together as a group and work on the specific learning goals for those students. Further assistance through the Student Study Team process is used to identify, assist and monitor students at risk. Interventions are agreed upon and implemented by the classroom teacher in collaboration with the student's family

7. What services are provided by categorical funds to enable underperforming students to meet standards?

Categorical services focused on the underperforming student at this school include but are not limited to: Workability for special education students, and collaboration time funded by SLIBG which is used by staff to improve delivery of education and analysis of assessment. ALAS, AMS and AVID courses are funded by EIA to improve student performance. Paraprofessionals assist with special education students. Enrichment activities in and out of the school environment for the GATE students, Accelerated Reading and math programs, and ALEK and support for Student Assistance Team are also provided. Teachers work with struggling students to set goals, check progress and celebrate successes. Categorical funds are used to purchase a range of materials for our library. I/E program teaching strategies, enrichment programs. Translation services (Spanish) are provided as a centralized service through state Economic Impact funding (EIA). This centralized service is presented to each SSC on a yearly basis for discussion and approval. Counselors provide support through grants and work with all students and specifically at risk students, in particular 8th graders.

Teaching and Learning

8. How do you align curriculum, instruction and materials to content and performance standards?

All teachers use state adopted textbooks and supplementary materials, California content standards, grade level expectations, the district pacing calendars and blueprints to prepare for weekly lesson plans and guide instruction in Language Arts, Math and ELD throughout the year. Grade level teams collaborate together using data from the benchmark assessments, CST assessments, and formative assessments to analyze student performance and adjust instruction accordingly.

9. How do you adhere to the recommended instructional minutes for reading/language arts and mathematics?

Our school follows the California Framework and Sierra Sands USD recommended instructional minutes. Every teacher has a daily and yearly plan to ensure that students receive the appropriate amount of instructional time for each subject to not only meet legal requirements but also meet the individual needs of students. Every effort is made to maintain the integrity of the instructional minutes in ELA and Math classes.

10. Explain your lesson-pacing schedule.

Teachers are guided to pace instruction according to the district pacing guides. Our school gives 4 (beginning of the year plus three quarter benchmark assessments) during the school year that assess mastery of skills in all 4 core areas. Additional re-instruction is provided to students not meeting their academic targets. Instruction is individualized to ensure that each student excels at the appropriate level to attain proficiency on grade level standards.

11. What State Board of Education-adopted and standards-based instructional materials (including intervention materials) do you use? Are there sufficient numbers of texts for each student?

Current adopted instructional materials for our site are included in a chart located at the back of this document. Sufficient materials are available. Please refer to SARC/Curriculum and Instruction/Textbooks for more detailed information. The district is researching a new adoption for English Language Arts/ ELL for grades 6-8 that will be implemented in 2012-2013 to address identified needs.

12. How are students assisted in transitions from preschool, from elementary and from middle school?

Transition within our K-12 unified district is considered an essential element. Kindergarten teachers work with preschool teachers so that students are correctly placed in kindergarten. Preschool parents are invited to visit the school with their children in the spring. Each year, kindergarten parents are invited to an introductory meeting before school starts. Fifth grade teachers work with middle school teachers to ensure that students are correctly placed in 6th grade. Murray implemented Rachel's link. A group of 50, 7th and 8th graders team with 10 incoming new students to help with social and academic acclimation. Counselors coordinate the transitions from elementary to middle and middle to high school with provided assistance ranging from course selections and career choices to personal transition difficulties. Parents are invited to attend an informational meeting which addresses how to help their children in school, how to work with teachers, and volunteer activities. Students attend an extensive orientation with tours and exposure to the range of activities and opportunities available at the middle school. The high school has implemented the Link Crew program to target its freshman class and provide further support and guidance into high school.

Involvement

13. What district, community, family and school resources are available to assist underachieving students?

District, community, family and school resources available to assist underachieving students:

- District Nurse
- School Psychologist, speech teacher, Special Education Program Specialists
- After school tutoring and instruction
- Resource Teachers: Special Education, AVID, ALAS, AMS
- Translator
- ELD Teacher Coordinator
- Peer tutors
- Instructional aides
- Parent volunteers
- School Attendance Review Board (SARB)
- Resource Officer, College Community Health counselors
- Intervention/enrichment Program – 30 minutes, 2 times a week 6 sessions a year

Our school communicates with parents through:

- Weekly phone and email information messages to every family
- Student Planners
- Progress reports and report cards
- Parent informational meetings and visitations
- Back-To- School Nights/ Open Houses
- Superintendent's Council
- Parent Teacher Conferences
- Literacy Nights

- School Site Council
- ELAC meetings
- PTO
- EdLine, email, phone calls, and school web pages
- Automated phone system
- New student orientations

14. How do you involve parents, community representatives, classroom teachers and other school personnel in the planning, implementation, and evaluation of consolidated application programs?

Our School Site Council meets state requirements for parity and consists of (number):

- 1 Principal
- 3 Classroom teachers
- 1 Other staff
- 3 Parents and community members
- 2 Students

At SSC meetings, we participate in the planning and approval of the school plan revision, budget, monitoring and evaluation. Each year the SSC attends training and leadership participates in training to learn how to analyze data, set goals and plan interventions. Parents are encouraged to participate in governance activities. Parents are encouraged to participate in an annual survey that serves as an evaluation of services.

15. All staff members receive training on newly adopted instructional materials. In addition, at this site the following have had 40 hour intensive training on State Board of Education adopted instructional materials (i.e. AB 472 training).

Administrators receiving intensive training on State Board of Education adopted instructional materials= 1

Teachers receiving intensive training on State Board of Education adopted instructional materials= 2

All teachers receive training during the year of implementation of newly adopted curriculum.

DATA ANALYSIS

KEY FINDINGS

Data is analyzed by staff and parent leadership groups on many different levels. Federal and state measurements of Adequate Yearly Progress (AYP) and Academic Performance Index (API) provide information schoolwide, by student subgroups, and by grade-levels. State, district, and school level assessments are used to provide grade-level and individual student information. Ongoing assessments provide decision-making information concerning curriculum and instructional practices for individual students.

1. API

What do the data by subgroup and proficiency level show?

- Murray's API decreased 11 points from 790 to 779 school-wide and did not meet its 2011 API criteria. Murray did not meet its school-wide API growth target or all subgroup growth targets.
- ELA -% at or above proficient: Hispanic 39.1, White 57.3, SED 34.8 2011
- Math-% at or above proficient: Hispanic 34.8, White 53.5 SED 30.6 2011

What do the data by grade level show?

- 6-8 grade ELA-% at or above proficient: 61% 53% 60%
- 6-8 grade General Math-% at or above proficient: 49% 49% 39%
- 8th grade Algebra I: 82%
- 8th grade History 62%
- 8th grade Science 80%

What caused this result?

- Formative and Summative assessment as well as Benchmarks are used to guide instruction throughout the year and to place students in intervention classes
- Grade-level focus on essential standards, direct instruction, timelines/pacing guides, and collaboration are all contributing factors for student success
- Progress monitoring for mastery of standards by staff and counselors
- New teachers
- Changed from 70 min to 55 min ELA/Math classes, and all others from 45 to 55.

What are the needs?

- Language Arts-Data indicates that Intervention for sub groups is needed to mostly the targeted instruction in English Language Arts is necessary to increase subgroup performance in order to meet AYP criteria for 2011
- Math-Data indicates Intervention for sub groups is needed that targeted instruction in mathematics is necessary to increase schoolwide performance in order to meet AYP criteria for 2011
- Keep 8th grade intrinsically motivated.

2. AYP

What do the data by subgroup show in English Language Arts and Mathematics?

- Murray met 9 of 17 AYP criteria in 2011

- English Language Arts – Murray did not meet AYP in either, Hispanic or SED for its school wide AYP 2011.
- Mathematics – Murray did not meet AYP in either, Hispanic or SED for its school wide AYP for 2011.

What caused this result?

- Lack of targeted instruction.
- Lack of teacher collaboration.
- Lack of essential standards.
- Lack of meaningful assessments.

What are the needs?

- Benchmarks are used to guide instruction throughout the year.
- Grade-level focus on standards, direct instruction, timelines/pacing guides, and collaboration are needed.
- Targeted support for students not mastering grade level standards via tutoring, after school instruction, supplemental counseling services, and summer school
- Active participation by students; support of parents
- Targeted intervention is needed to increase student performance in mathematics for students in the SED subgroup
- Continued focus on grade-level standards, researched-based instructional strategies and programs, support of technology in the curriculum.
- Emphasis on individual student needs, grade-level standards, curriculum and instruction, and assessment results
- Staff development in the area of ELA and mathematics to support teachers in providing differentiated instruction, best practices, and content standard knowledge

The AYP and API system tracks the school and student subgroups from one point in the year. Murray staff has developed a process to assess and track the progress of individual students and classes throughout the school year. Teachers have identified what scores indicate meeting or exceeding grade level as well as what constitutes 'at risk' for ELA. Teachers are able to identify individual students who are at risk of not meeting grade-level expectations and areas of the curriculum which may be weak throughout the class or grade level. Collaboration time is provided for staff to review assessments and plan curriculum and instruction accordingly.

3. CELDT- English Language Learners

What do the overall CELDT data, by grade level, show?

- Data indicates that a majority of EL students at our school are at the Intermediate and Early Advanced level as measured by CELDT.

What do the CELDT data by skill area/grade level show?

- In grades 6-8, our CELDT data indicate a need for instruction to focus on English Language Development standards for Beginners, Early Intermediate, and Intermediate levels.

How will students scoring at the Beginning or Early Intermediate levels progress toward proficiency?

- Our teachers are providing leveled ELD instruction by integrating ELD and ELA standards. Instruction is delivered in a variety of formats including small group instruction within the school day. Teachers have been attending ongoing ELD training to support ELD instruction. Murray has implemented a new course, ALAS, and a new Intervention/enrichment program to target, assist, and support EL students who are not mastering grade level standards.
- A new comer class was created for beginners to attend daily.

How will students scoring at the Early Advanced or Advanced levels meet reclassification criteria?

- Students who potentially could be reclassified have been identified; teachers are making a conscientious effort to provide instruction to those students so they can meet all of the reclassification criteria. Staff is reviewing EL criteria for special education students.
- 8th Grade Students have a conference with the Counselor and Principal to guide the Student toward reclassification.

What are the needs by proficiency level, grade level and skill area?

Grades	B	EI	I	EA	A
6	3	2	9	2	0
7	0	1	2	3	1
8	0	0	0	3	2
Total	3	3	11	8	3

- Data indicates that a majority of EL students at our school are at the Intermediate and Early Advanced level as measured by CELDT. A major factor in reclassifying EA students to English proficient is classroom performance as measured by GPA. Additional staff will participate in training to strengthen classroom instruction in the area of academic language, an essential skill for success.

4. GATE

What do the API and AYP data show by proficiency level and grade level in Language Arts and Mathematics?

- Students who are identified as GATE have continued to score advanced/advanced on the STAR assessment.

What causes this result?

- These results demonstrate that student selection for the GATE program is valid. The academic program provided for GATE students is rigorous and challenges students to succeed.

What are the needs?

- Continued opportunities and challenges for students
- Rigor and relevance in the curriculum
- Professional development for staff

5. High School-Not Applicable

6. Professional Development-

Teachers have been surveyed and feel that the most beneficial staff development would be to have time to collaborate in order to improve classroom instruction both in content and strategies. They also feel they would benefit from staff development in the areas of promoting success for at risk students, English Language Learners, strategies for math standards acquisition, Reading Comprehension and general student motivational strategies.

Parents feel that the school would benefit from staff development in the areas of student safety, classroom management and study skills.

Students would like to see improvement in new student participation and orientation and motivational strategies for all students.

The site identified needs for professional development which include classroom management, varied techniques to help students master state grade level and subject matter standards, and school safety. The strengths of Murray site staff development include the willingness to learn new things and try them, giving time outside of the school day to learn and implement and analyze the new strategies they learn, and recognizing when things are in need of improvement.

7. School Climate/ Safety Surveys and Other Input

The school climate survey by students shows that they feel included in school activities, they enjoy the ASB events and love Friday Fun days on the quad. They are appreciative of the OCS program because it removes students who are causing disruptions and thus allows the other students to get the education

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they deserve and also allows them to receive rewards instead of discipline measures. Some feel there are bullies on campus and that this can cause students to avoid coming to school. Discipline data is available from Aeries and will be used to analyze school safety and climate. Teachers have indicated that they are satisfied with the progressive discipline program because it allows the students to self check their behavior and modify it before it become a distraction for the class. Parents surveyed have classified the climate as cooperative, safe for the most part and communicative. The needs include tightening of classroom management in some cases, better adaptation programs for the incoming sixth graders, a better method to induct new students into the school throughout the school year, an anti-bully education program for all students, and strategies to handle potential theft and harassment in the PE locker room.

Conclusions from Student Performance

The School Site Council, staff members and students have analyzed the student performance data for all subgroups and demographics. The analysis of the data shows that the students at Murray continue to master the standards at the proficient and advanced levels at a rate equivalent to or higher than county or state. Analysis of the clusters shows that improvement is needed closing the achievement gap in all content areas. Analysis of the sub-groups indicates that African Americans, Hispanics and Special Ed and socioeconomically disadvantaged students need additional support in order to master the grade level standards. In order to help all students achieve at the proficient or advanced levels they will be offered interventions that meet the needs of their academic deficits either before, during or after school. Students who need to have their curriculum enhanced will be able to do this through clubs, activities, committees, and programs such as "AVID", "GTT", Health Careers, Rachel's Link Club and social groups with the counselors and the Safe School Ambassador and Rachel's Challenge for Kindness.

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

The School Site Council has adopted the following school goals, related actions, and expenditures to raise the academic performance of all students.

Goals							Actions to Reach Goals	Proposed Expenditures Type (Personnel, Supplies, equip., travel.)	Estimated Costs			Person(s) Responsible	Timeline	Priority	
ELA	Math	ELD	GATE	Library	Climate	Co-Curricular									
A. Standards, Assessment and Accountability															
x	x	x	x				1. Staff will examine state standards on a regular basis in order to adjust instructional practices and pacing.	Personnel (subs)	\$3000	SLIBG, EIA		Department Liaisons	Yearly fall, spring	4	
x	x	x	x	x			2. Students will have a variety of age appropriate reading and writing materials including periodicals available.	Personnel, Books	\$1000	SLIBG, EIA, Title III		Media Technician, Teachers	Yearly fall, spring	3	
x	x	x	x	x		x	3. Continuous assessment of instruction and materials for their appropriateness to the current standards.	Personnel, instructional materials	\$5000	SLIBG, EIA, ELA, Title II		Teachers, Media Technician	Yearly	11	
x	x	x	x				4. Increase use of data results to modify instruction and provide appropriate interventions.	Assessment supplies, personnel, teachers, administrators	0	SLIBG, EIA, ELA, Title II		Teachers	Yearly	2	
x	x	x	x				5. Use Resources frequently to create standards based assessments and benchmarks in all four core areas.	Personnel	0			Teachers	Yearly	6	
x	x	x	x				6. Monitor the enrollment in courses such as art, music, technology and careers for their effectiveness and relation to current trends and subject matter.	Personnel	0			Teachers	Yearly	8	
x	x	x	x				7. Develop curriculum for the AVID and ALAS classes to enable students to achieve their grade level standards in preparation for advanced courses and potential college bound goals.	Curricular supplies Personnel	\$2300	EIA		Teachers	Yearly	7	
x	x	x	x				8. Students struggling in the four core subject areas will be monitored by the school counselor for appropriate placement in remedial programs.	Personnel	0			Counselors	Quarterly	5	
x	x	x	x				9. Annual student meetings will be held to review assessment data to establish individual academic goals.	Department personnel (subs)	\$1000	SLIBG, EIA		Teachers Admin.	Quarterly	1	
x	x	x	x	x			10. Provide access to a variety of educational resources including pleasure reading, reference materials, technology GTT, Avid, Health Careers and motivational programs.	Personnel, supplies – up to date equipment	\$1000 - \$10,000	SLIBG, EIA, Title II, III		Teachers, media tech, Admin.	Quarterly	1	

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Goals						Actions to Reach Goals		Proposed Expenditures Type (Personnel, Supplies, equip., travel.)	Estimated Costs			Person(s) Responsible	Timeline	*Priority
ELA	Math	ELD	GATE	Library	Climate	Co-Curricular			Site Cost	Funding Source	District Central Service			
						x	11. Student physical education assessment scores will be evaluated for improvement. Music competitions results will be used to assess success.	Personnel, Contest entry fees	\$500	SLIBG		Teachers	Yearly	9
					x		12. Monthly suspension reports will be compiled.	Personnel	0			Admin.	Monthly	10
	x						13. EL data regarding CELDT and years in program will be provided by EL office personnel and further analyzed at the site level.			EIA LEP 7091	Total of \$16,575	EL Office		5
							B. Staffing and Professional Development							
x	x	x	x	x	x		1. Staff will be offered time throughout the school year, during and after the school day to meet with fellow teachers from the district and out of the district to discuss strategies, materials and innovative ideas.	Personnel	\$2000	SLIBG, EIA		Teachers	Quarterly	1
x	x	x	x				2. Use collaboration and provide appropriate interventions.	Personnel	\$1500	SLIBG, EIA		Teachers	Quarterly	3
x	x	x	x	x		x	3. Staff development will be implemented to help teachers learn how to effectively use assessment data to modify teaching strategies to meet the needs of the students.	Personnel	\$3000	SLIBG, EIA		Teachers	Monthly	2
x	x	x	x				4. Grade level teams will work together to develop and teach inter-disciplinary units with the primary instructional objective to focus on standards based content across the curriculum and to develop grade level expectations for class routines and behavior.	Personnel	0			Teachers	Monthly	4
				x			5. Continue to train students in the process of Peer Mediation, Safe School Ambassadors and conflict resolution.	Personnel	\$5000	SLIBG		Teachers	Quarterly	8
				x			6. Special education teachers will collaborate with general education teachers on student behavior goals and plans for special education students.	Personnel	0			Teachers, Admin.	Monthly	5
				x			7. Members of the Student Assistance Team will collaborate in developing interventions for students referred to the team for behavioral issues.	Personnel	0			Teachers, counselors, Admin.	Weekly	6
				x			8. Staff will voluntarily take on 2 students per year to mentor and encourage the students to be successful academically as well as socially.	Personnel	0			Teachers, counselors, Admin.	Monthly	9
				x			9. Boys Town Social Skills will be taught and posted in every classroom and the student planner.	Personnel	\$200	SLIBG		Teachers	Yearly	10
							C. Teaching and Learning							
x	x	x	x				1. Explore new instructional strategies using staff development	Supplies,	\$2000	SLIBG,		Teachers, counselors,	Yearly	13

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Goals							Actions to Reach Goals		Proposed Expenditures Type (Personnel, Supplies, equip., travel.)	Estimated Costs			Person(s) Responsible	Timeline	Priority
ELA	Math	ELD	GATE	Library	Climate	Curriculum				Site Cost	Funding Source	District Central Service			
x	x	x	x		x		and coaching to align with the new adoptions of texts and materials, for example STELLAR, ExLL and Step up to Writing.	1. Classrooms will have academic, behavioral and citizenship standards posted.	personnel				Admin.		
x	x	x	x				2. Classrooms will have academic, behavioral and citizenship standards posted.	2. Classrooms will have academic, behavioral and citizenship standards posted.	Supplies	\$100	SLIBG, Title IV		Teachers, Admin.	Yearly	6
x	x	x	x				3. Computers, projectors, and other technology will be used to facilitate the teaching and learning of the California Standards.	3. Computers, projectors, and other technology will be used to facilitate the teaching and learning of the California Standards.	Supplies, equipment	\$10,000	SLIBG, EIA, Title II		Teachers, Admin., Clerks	Bi-annually	7
x	x	x	x				4. Research programs and materials that can be used as supplemental after school, lunch or before school tutorial programs. Will effectively assist students in the mastery of the standards.	4. Research programs and materials that can be used as supplemental after school, lunch or before school tutorial programs. Will effectively assist students in the mastery of the standards.	Supplies	\$2000	SLIBG, EIA		Teachers	Yearly	8
x	x	x	x				5. Use 2 – 30 minute periods per week to re-teach targeted standards to those who didn't master.	5. Use 2 – 30 minute periods per week to re-teach targeted standards to those who didn't master.	Personnel	0			Teachers, Parapro.	Yearly	5
x	x	x	x				6. The computer lab and classrooms will be updated with software and hardware to allow more efficient and up to date use of technology, including the Internet.	6. The computer lab and classrooms will be updated with software and hardware to allow more efficient and up to date use of technology, including the Internet.	Equipment	\$4000	SLIBG, EIA, Title II, Title IV		Teachers, Admin.	Yearly or bi-annually	4
							7. Murray faculty will continue to examine Healthy Kids Survey data and align interventions to state recommendations dealing with safe schools and determine the best avenues through which to implement those recommendations.	7. Murray faculty will continue to examine Healthy Kids Survey data and align interventions to state recommendations dealing with safe schools and determine the best avenues through which to implement those recommendations.	Personnel	0			Admin., teachers	Yearly	14
							8. Students will participate in safe schools assemblies and advisory programs that are appropriate for each grade level.	8. Students will participate in safe schools assemblies and advisory programs that are appropriate for each grade level.	Personnel, events	\$2000	SLIBG		Admin., Teachers, counselors	Yearly	11
							9. Use and continue to develop detention materials for behavior interventions.	9. Use and continue to develop detention materials for behavior interventions.	Personnel	0			Admin., Parapro.	Quarterly	3
							10. Purchase materials to enhance the availability and management of groups in areas such as grief and loss, bullying, social skills and anger management.	10. Purchase materials to enhance the availability and management of groups in areas such as grief and loss, bullying, social skills and anger management.	Personnel, materials	\$1500	SLIBG, EIA, Title II, Title IV		Admin., Teachers	Yearly	10
							11. Use I/E and ALAS/AMS as interventions for students who are struggling.	11. Use I/E and ALAS/AMS as interventions for students who are struggling.	Personnel, course materials	\$4500	SLIBG, EIA	District personnel costs	Admin., Teachers	Yearly	1
x	x	x	x	x	x		12. Continue Bell to Bell instruction.	12. Continue Bell to Bell instruction.	Personnel	0	0	0	Admin., Teachers	Daily	2
							13. A district EL project teacher will provide support through coaching and professional development.	13. A district EL project teacher will provide support through coaching and professional development.			EIA LEP 7091	Total of \$16,575	EL Office		
							D. Opportunity and Equal Access	D. Opportunity and Equal Access							

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Goals						Actions to Reach Goals		Proposed Expenditures Type (Personnel, Supplies, equip., travel.)	Estimated Costs			Person(s) Responsible	Timeline	Priority
ELA	Math	ELD	GATE	Library	Climate	Co-Curricular			Site Cost	Funding Source	District Central Service			
x	x	x	x	x	x	x	1. Technology will be implemented and additional software will be purchased to make full use of the computer lab for instruction in all areas of study.	Equipment	\$7,000	SLIBG, EIA		Admin.	Yearly	11
x	x	x	x				2. At risk students will be given the opportunity to increase their academic capabilities by using various enrichment programs such as ALAS/AMS, lunch help, after school tutorial, teacher buddies and I/E Sessions.	Personnel, programs	\$3500	SLIBG, EIA		Admin., Teachers	Yearly	2
x	x	x	x				3. District, county and state competitions will be offered to the students in all areas of the curriculum.	Personnel, travel, entry fees	\$750	SLIBG, EIA		Admin., advisors	Quarterly	12
x	x	x	x				4. Clubs related to language arts, math, music, science, social studies and the arts will be offered throughout the years.	Personnel	0			Admin., Teachers, staff	Yearly	12
x	x	x	x				5. Careers involving language arts, science, math, social studies, music and the arts will be explored, through on and off campus experiences.	Personnel, travel, speakers	\$500	SLIBG, EIA		Admin., Teachers	Yearly	12
x	x	x	x	x			6. On site visitations to elementary feeder schools will be provided to help 5 th graders prepare for the transition to middle school and discover enrichment programs available to them.	Personnel, travel	\$300	SLIBG		Admin., Teachers	Yearly	3
x	x	x	x				7. Incoming 6 th grade and new students will be provided with an on-campus orientation session and the Rachel's Link program to connect the students to school.	Personnel, travel	\$300	SLIBG		Admin., Teachers	Yearly	4
x	x	x	x				8. Student enrollment in art, music, and computer classes will be monitored and tracked for consistency and retention of enrollment through the three years.	Personnel	0			Admin.	Yearly	9
							9. Create an opportunity class for students struggling in the traditional learning environment.	Personnel	\$4500	SLIBG		Admin.	Yearly	1
				x			10. Use after school hours to hold behavior modification groups and use lunch periods to hold social skills groups.	Personnel	0			Admin., counselors	Quarterly	7
				x			11. Suspended students will be referred to the On Campus Suspension room at Murray, and will attend Saturday school, when appropriate.	Personnel	0			Admin.	Quarterly	8
							12. The SARB process will be implemented to monitor and control student attendance.	Personnel	0			Admin., Registrar	Daily	6
x	x	x	x				13. Use the ACE card program, CJSF and Gold Card program to encourage good citizenship and good academics.	Personnel	0			Admin., Registrar	Quarterly	10
x	x	x	x	x			14. The maintenance of a safe and healthy school will be ensured through parent participation, a positive discipline policy, civic and character education, safe and engaging	Personnel, Character and safe schools	\$3500	SLIBG, EIA, Title II,		Admin., Teachers, counselors	Monthly	5

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Goals	Actions to Reach Goals						Proposed Expenditures Type (Personnel, Supplies, equip., travel.)	Estimated Costs			Person(s) Responsible	Timeline	*Priority
	ELA	Math	ELD	GATE	Library	Climate	Co-Curricular	Site Cost	Funding Source	District Central Service			
							facilities; and access to adults and counseling programs and policies.						
							15. Safe school Ambassadors and Rachel's Challenge groups will facilitate safety and a bully free school				Admin., Teachers, counselors	Weekly	4
							E. Parent, Student and Community Involvement						
	x	x	x	x	x	x	1. Provide parents with information addressing the various types of standards and assessments used in the school. This will be accomplished through the autodialer, Edline, newsletters, phone calls and handouts.		SLIBG, E/A, Title IV		Admin. Teachers, counselors	Monthly	6
	x	x	x	x			2. Student achievement will be published in school newsletters, websites, letters home and community papers.	0			Admin., Clerks, Teachers, Counselors	Weekly, monthly	9
	x	x	x	x	x		3. Provide a parent information – education night addressing state standards, assessments and methods to assist students in the learning process.	0			Admin. Teachers, counselors	Quarterly	7
	x	x	x	x	x	x	4. Surveys will be sent home to parents and given to students in class regarding the various aspects of the education offered at Murray. Results will be used to adjust instruction.	0			Admin. Teachers, counselors	Quarterly	13
						x	5. Provide after hours concerts and banquets to increase awareness of student accomplishments.	0			Admin. Teachers, counselors	Monthly	5
					x		6. Parents will be invited to school to monitor their student's behavior in classes.	0			Admin. Teachers, counselors	Daily, as needed	10
					x		7. Use the Website and auto dialer to communicate with the families and community about student general behavioral expectations and to disseminate articles on general school safety.	0			Admin. Teachers, counselors	Quarterly	14
					x		8. Students will be made aware of school rules, expectations, and consequences through their planner, first of the year packet information, weekly bulletins and periodic student assemblies.	\$3000			PTO, Admin., Teachers, Counselors, Clerks	Quarterly, yearly	2
					x	x	9. Explore community connections that will help students to understand their role in the community at large and thus promote civic duty and responsibility.	0			Admin. Teachers, counselors	Monthly	11
					x		10. Inform parents in a prompt manner of their student's behavior and the intervention being taken to modify their behavior.	0			Admin. Teachers	Daily	3

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Goals						Actions to Reach Goals		Proposed Expenditures Type (Personnel, Supplies, equip., travel.)	Estimated Costs			Person(s) Responsible	Timeline	*Priority
ELA	Math	ELD	GATE	Library	Climate	Co-Curricular			Site Cost	Funding Source	District Central Service			
					X		11. Support the use of the auto dialer and email as well as the school web site to inform families of emergency situations.	Personnel	0			Admin.	Weekly	12
					X		12. Continue the AVID supported hospitality club to welcome new students throughout the school year.	Personnel, supplies for new student bags	\$500	SLIBG, PTO		Admin., Counselors, Registrar	Daily as needed	1
					X		13. Annual school climate surveys will be used to determine the effectiveness of school safety curriculum.	Personnel	0			Admin., Teachers	Yearly	4
					X		14. Communicate and collaborate with feeder schools regarding student's academic and social needs.	Personnel	0			Admin., Counselors	Yearly	8
X		X			X		15. Translation/interpreting services (Spanish) will be provided to assist students and parents.			EIA LEP 7091	Total of \$16,575	EL Office		

Priority 1 is highest

MONITORING AND EVALUATING THE EFFECTIVENESS OF THE PLANNED IMPROVEMENTS

A comprehensive and multi-level monitoring process will assist the school and the District in evaluating the implementation of the Single Plan for Student Achievement and inform future practice. Required monitoring includes the following:

1. The School Site Council (SSC) has the responsibility to monitor the overall progress of the Single Plan for Student Achievement.
2. The school and district will participate collaboratively in monitoring, evaluating and reporting results.
3. Information about and access to the Single Plan for Student Achievement will be provided to school staff, councils and committees to ensure successful implementation and to assist in the ongoing monitoring and, when necessary, modification process.
4. Ongoing evaluation will take place based on monitoring results and after state assessment data analysis

Directions: Provide a description of how the school will monitor the Single Plan for Student Achievement.

Description of School Monitoring Process	Members of Monitoring Team Reporting to SSC	Process for Reporting Results	Timeline (Frequency)
<p>The Monitoring Team oversees the monitoring/evaluation process. The team assesses progress toward meeting goals by analyzing data and determining completion of activities and quality of implementation. In addition, the team collects feedback from school staff and SSC members. Monitoring results are reported to the SSC.</p> <p>Kinds of Data to Collect:</p> <ul style="list-style-type: none"> • Ongoing student assessment data: benchmark assessments, CST tests & ELD assessments, classroom assessments and report-card grades • Input from staff, parents, SSC, students • "Single Plan for Student Achievement" action items and other evidence showing planned and actual results 	Kirsti Smith, Principal Anthony Barnes, Teacher	<ol style="list-style-type: none"> 1. The Monitoring Team collects the results of data and activity analysis. 2. The team assesses implementation. 3. The results are reported to the SSC. 	Data and activity analysis: February, May and September

SCHOOL SITE COUNCIL Middle School

The council shall be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel; and (b) parents or other community members selected by parents and students selected by other students.

The presence of 51% of the council membership in attendance at the meeting will constitute a quorum.

No decisions of the council shall be valid unless a quorum of the membership is present. Alternates may be formally designated on this list but shall not vote unless serving in place of an absent member in the same category.

Sample Middle School Council Compositions

Council Size	Classroom Teachers	Principal	Other School Personnel	Parent and/or Community Members and students
10	3	1	1	5
12	4	1	1	6
14	5	1	1	7
14	3	1	1	5
16	5	1	2	8
16	6	1	1	8

(a)

Classroom Teachers
1. Roger Lacher
2. Anthony Barnes
3. Lisa Harper

Principal
1. Kirsti Smith

Other School Personnel
1. Tina Halterman

Resource teacher, other certificated staff, classified, other administrative staff

(b)

Parents or Community Members	Students
1. Karen Grant	1. Michael Nelson
2. Jenn Holland	2. Jason Webb
3. Kathy Weed	3. Brooklyn Coolidge (Alternate)
4. Daniel Chapai (Alternate)	4. Tyler Hart (Alternate)

Murray Middle School 2011-2012

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Site Level ELAC MEMBERSHIP

Education Code Section 52176 (a) states that each school with more than 20 English Learners shall establish a school level advisory committee. Parents or guardians, or both, of EL pupils who are not employed by the district shall constitute a majority of the committee.

Names of Members	Principal	Classroom Teacher	Parent or Community Member of EL Student	Other School Personnel
Kirsti Smith	X			
Lisa Harper		X		
Norma Villa			X	
Griselda Michel			X	
Number of members of each category	1	1	2	

If the members of a properly constituted Site ELAC voted to give over their governance to the SSC, please list the names of those people who voted. Giving over governance needs to be re-voted every 2 years- Not applicable

The name of the parent Site level ELAC representative to SSC is: Mrs. Roura

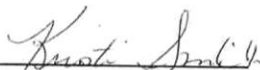
**SCHOOL SITE COUNCIL
RECOMMENDATIONS AND ASSURANCES**

The Murray Middle School Site Council recommends this plan and proposed expenditures to the Board for approval and assures the Board of the following:

1. The School Site Council is correctly constituted and was formed in accordance with board policy and state law.
2. The School Site Council reviewed its responsibilities under state law and board policies, including those board policies relating to material changes in this plan requiring board approval.
3. The School Site Council sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply.**)
 - ☒ English Learner Advisory Committee
 - ☐ Advisory Committee for Special Education Programs
 - ☐ Gifted and Talented Education Program Advisory Committee
 - ☐ Other (*list*)
4. The School Site Council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in board policies and in the LEA Plan.
5. This plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This plan was adopted by the School Site Council at a public meeting on: November 17, 2011

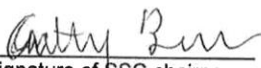
Attested:

Kirsti Smith
Typed name of school principal


Signature of school principal
(Use blue ink)

1-5-2012
Date

Anthony Barnes
Typed name of SSC chairperson


Signature of SSC chairperson
(Use blue ink)

1-5-2012
Date

SCHOOL DATA

- 2010-11 Accountability Progress Reporting (APR)

School Report - API Growth and Targets Met

2011 Growth - Academic Performance Index (API) Report

California Department of Education Academic Accountability and Awards Division 11/29/2011

School: Murray Middle
LEA: Sierra Sands Unified
County: Kern
CDS Code: 15-73742-6009310
School Type: Middle
Direct Funded Charter School: No

- State Accountability: Academic Performance Index (API)

Number of Students Included in the 2011 Growth API	API				Met Growth Target		
	2011 Growth	2010 Base	2010-11 Growth Target	2010-11 Growth	Schoolwide	All Subgroups	Both Schoolwide and Subgroups
574	779	790	5	-11	No	No	No

Similar Schools

Median API

826 817

Subgroups

Subgroups	Number of Students Included in 2011 API	Numerically Significant in Both Years	Subgroup API				Met Subgroup Growth Target
			2011 Growth	2010 Base	2010-11 Growth Target	2010-11 Growth	
Black or African American	28	No	725	683			
American Indian or Alaska Native	10	No					
Asian	17	No	904	827			
Filipino	11	No	904	898			
Hispanic or Latino	115	Yes	719	736	5	-17	No
Native Hawaiian or Pacific Islander	7	No					
White	386	Yes	793	814	A	-21	No
Two or More Races	0	No					
Socioeconomically Disadvantaged	256	Yes	688	703	5	-15	No
English Learners	46	No	637	628			
Students with Disabilities	61	No	500	571			

In order to meet federal requirements of the Elementary and Secondary Education Act (ESEA), a 2011 Growth API is posted even if a school or LEA had no 2010 Base API or if a school had significant population changes from 2010 to 2011. However, the presentation of growth targets and actual growth would not be appropriate and, therefore, are omitted.

"A" Means the school or subgroups scored at or above the statewide performance target of 800 in 2010.

Targets Met - In the "Met Growth Target" columns, the growth targets reflect state accountability requirements and do not match the federal Adequate Yearly Progress (AYP) requirements. The AYP requirement for the API is a 2011 Growth API of 710 or a one-point increase from 2010 Base API to 2011 Growth API for a school or LEA.

Murray Middle School 2011-2012

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School Overview

2011 Adequate Yearly Progress (AYP) Report

California Department of Education
Academic Accountability and Awards Division
11/29/2011

School: Murray Middle
LEA: Sierra Sands Unified
County: Kern
CDS Code: 15-73742-6009310
School Type: Middle

Direct Funded Charter School: No

Federal Accountability: Adequate Yearly Progress (AYP)

Made AYP: No

Met 9 of 17 AYP Criteria

Met AYP Criteria:	English-Language Arts	Mathematics
Participation Rate	Yes	Yes
Percent Proficient	No	No
Academic Performance Index (API)		Yes
- Additional Indicator for AYP		N/A
Graduation Rate		

Met 2011 AYP Criteria

GROUPS	Participation Rate		Percent Proficient	
	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Schoolwide	Yes	Yes	No	No
African American or Black (not of Hispanic origin)	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	Yes	Yes	No	No
Pacific Islander	--	--	--	--
White	Yes	Yes	No	No
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	Yes	Yes	No	No
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

Federal Accountability: Adequate Yearly Progress (AYP)

Made AYP: No

Met 9 of 17 AYP Criteria

Participation Rate

GROUPS	English-Language Arts Target 95% Met all participation rate criteria? Yes					Mathematics Target 95% Met all participation rate criteria? Yes				
	Enrollment First Day of Testing	Number of Students Tested	Met 2011 AYP Rate	Alternative Criteria Method		Enrollment First Day of Testing	Number of Students Tested	Met 2011 AYP Rate	Alternative Criteria Method	
Schoolwide	597	596	100	Yes		596	595	100	Yes	
African American or Black	31	31	100	--		31	31	100	--	
American Indian or Alaska Native	12	12	100	--		12	12	100	--	

Murray Middle School 2011-2012

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Asian	18	18	100	--	18	18	100	--
Filipino	12	12	100	--	12	12	100	--
Hispanic or Latino	118	118	100	Yes	118	118	100	Yes
Pacific Islander	7	7	100	--	7	7	100	--
White	399	398	100	Yes	398	397	100	Yes
Two or More Races	0	0	--	--	0	0	--	--
Socioeconomically Disadvantaged	271	270	100	Yes	270	269	100	Yes
English Learners	47	47	100	--	47	47	100	--
Students with Disabilities	66	65	99	--	66	65	99	--

Percent Proficient - Annual Measurable Objectives (AMOs)

GROUPS	English-Language Arts Target 67.6 % Met all percent proficient rate criteria? No					Mathematics Target 68.5 % Met all percent proficient rate criteria? No				
	Valid	Number	Percent	Met	Alternative	Valid	Number	Percent	Met	Alternative
	Scores	At or Above Proficient	At or Above Proficient	2011 AYP Criteria		Scores	At or Above Proficient	At or Above Proficient	2011 AYP Criteria	
Schoolwide	574	309	53.8	No		573	285	49.7	No	
African American or Black	28	12	42.9	--		28	7	25.0	--	
American Indian or Alaska Native	10	--	--	--		10	--	--	--	
Asian	17	14	82.4	--		17	15	88.2	--	
Filipino	11	9	81.8	--		11	9	81.8	--	
Hispanic or Latino	115	45	39.1	No		115	40	34.8	No	
Pacific Islander	7	--	--	--		7	--	--	--	
White	386	221	57.3	No		385	207	53.8	No	
Two or More Races	0	--	--	--		0	--	--	--	
Socioeconomically Disadvantaged	256	89	34.8	No		255	78	30.6	No	
English Learners	46	10	21.7	--		46	12	26.1	--	
Students with Disabilities	61	12	19.7	--		61	8	13.1	--	

Academic Performance Index (API) - Additional Indicator for AYP

2010 Base API	2011 Growth API	2010-11 Growth	Met 2011 API Criteria	Alternative Method
790	779	-11	Yes	

201 API Criteria for meeting federal AYP: A minimum "2011 Growth API" score of 710 OR "2010-11 Growth" of at least one point.

Graduation Rate

2011 Graduation Rate Criteria: Not applicable

INSTRUCTIONAL MATERIALS

MIDDLE SCHOOL				
English	6-8	Prentice Hall Literature-Timeless Voices Themes	Prentice Hall	2002
ELL	6-8	Highpoint	Hampton Brown	2001
Mathematics	6	California Mathematics 6: Concepts, Skills, and Problem Solving	Glencoe	2008
Mathematics	7	California Mathematics 7: Concepts, Skills, and Problem Solving	Glencoe	2008
Algebra 1	8	California Algebra 1: Concepts, Skills, and Problem Solving	Glencoe	2008
Algebra Readiness	8	California Algebra Readiness: Concepts, Skills, and Problem Solving	Glencoe	2008
History/Social Studies	6-8	History Alive!	TCI	2006
Science	6-8	Holt California Science (series)	Holt, Rinehart & Winston	2007
Art	6-8	Glencoe California Middle School Art (series)	Glencoe/McGraw-Hill	2007
Industrial Arts	6-8	Exploring Drafting: Fundamentals/Technology Exploring Woodworking: Fundamentals/Technology	Goodheart-Wilcox Goodheart-Wilcox	2007 1999
Music:				
Vocal	6-8	Silver Burdette Making Music, CA Edition (series)	Pearson/Scott Foresman	2005
Instrumental	6-8	Standard of Excellence Enhanced Band Method Artistry in Strings: Books 1, 2, 3 (orchestra)	KJOS Music Co. KJOS Music Co.	1993 1986
SDC/SPECIAL EDUCATION DEPT				
Science	6-8	Concepts and Challenges/Science (series)	Globe Fearon	2003

SITE BUDGET ALLOCATIONS
CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL
2011-2012

The following state and federal categorical funds were allocated to this school through the Consolidated Application, Part II. Additional funds (listed under "Other") may be allocated to the school in accordance with district policy.

Murray Middle School

State Programs

	Total Allocation	Centralized Services	Site Budget
School and Library Improvement Block grant SLIBG 0500-7395	\$38,251	0	\$38,251
EIA-SCE 7090	\$103,925	\$16,575	\$64,639
EIA- LEP 7091	-	-	\$22,711

Federal Programs

	Total Allocation	Centralized Services	Site Budget

Any monies allocated to the site through the general fund are also considered to be part of the Single School Plan and should be considered when planning a site's comprehensive program. The ultimate goal is to effectively utilize all available funding towards the attainment of the district goals and specifically increase student achievement. Site allocations include prior year carryover from the site and centralized services, as well as the current year entitlement. Anticipated indirect costs have already been removed from site allocations. NOTE- Due to the extraordinary state budget circumstances, beginning in 2008-2009, all allocations and carryover are subject to change to reflect AB825 block grant flexibility as well as potential state budgets and legislative action.

The district entered Year 1 of Title IA Program Improvement in 2011-2012 as did three elementary schools (Faller, Inyokern, and Richmond). Ten percent of Title 1 funds are retained at the district level and are used for Professional Development at all district schools. The district is in Level C Monitoring for Title IIA and funds are provided from the district level to support teachers, paraprofessionals, and administrators in obtaining highly qualified status and other high quality professional development. The district is in Year 4 of Title III Improvement. Funds are provided to supplement services provided to EL students through Title 1, Title II and EIA.

Centralized Services provided by the district include:

EIA- LEP- Project Teacher (0.86 FTE) Bilingual Translators (1.4 FTE) and associated mileage (\$134,450), CELDT Testing and EL Teacher Certification costs (\$20,397)

EIA- SCE- Counselor (Elementary only) - \$82,785

Title 1- Counselor (Elementary only) \$83,300, Homeless \$11,515, Professional Development \$115,148, School Choice/ SES \$69,089 (6% max. need for 2011-2012), T1 Projects Teacher (0.60 FTE) \$60,527

Title III Projects Teacher (0.14 FTE)

A Special Projects Coordinator is provided through allowable indirect administrative costs. All programs expend at least 85% or more at the site level or through direct centralized services unless the administrative costs are further restricted by statute.

Murray Middle School 2013 – 2014 Bell Schedules

Regular Day (Schedule #1)

Period 1	7:25–8:30	65 minutes
Period 2	8:35–9:30	55 minutes
Period 3	9:35–10:30	55 minutes
Period 4	10:35–11:30	55 minutes
Period 4L	10:35–11:20	45 minutes
Period 5	11:25–12:20	55 minutes
Period 5L	11:35–12:20	45 minutes
Period 6	12:25–1:20	55 minutes
Period 7	1:25–2:20	55 minutes

I/E (Schedule #2)

Period 1	7:25–8:20	55 minutes
Period 2	8:25–9:15	50 minutes
Period 3	9:20–10:10	50 minutes
I/E	10:15–10:45	30 minutes
Period 4	10:50–11:40	50 minutes
Period 4L	10:50–11:35	45 minutes
Period 5	11:40–12:30	50 minutes
Period 5L	11:45–12:30	45 minutes
Period 6	12:35–1:25	50 minutes
Period 7	1:30–2:20	50 minutes

SSR (Schedule #3)

SSR	7:25 – 7:55	30 minutes
Per. 1	8:00 – 8:50	50 minutes
Per. 2	8:55 – 9:45	50 minutes
Per. 3	9:50 – 10:40	50 minutes
Per. 4	10:45 – 11:35	50 minutes
Per. 5	11:40 – 12:30	50 minutes
Per. 6	12:35 – 1:25	50 minutes
Per. 7	1:30 – 2:20	50 minutes

Minimum Day (Schedule #4)

Period 1	7:25–8:10	45 minutes
Period 2	8:15–8:52	37 minutes
Period 3	8:57–9:34	37 minutes
Period 4/5	9:39–10:16	37 minutes
Period 6	10:21–10:58	37 minutes
Period 7	11:03–11:40	37 minutes
Lunch	11:40–12:10	30 minutes

Inclement Weather Regular (Schedule #5)

Period 1-3	same as regular schedule	
Period 4L	10:35–11:05	30 min (Lunch Time)
Period 4	10:35–11:30	55 min (Class Time)
Period 5L	11:35–12:05	30 min (Lunch Time)
Period 5	11:10–12:05	55 min (Class Time)
Period 6	12:10–1:10	60 minutes
Period 7	1:15–2:20	65 minutes

Inclement Weather I/E (Schedule #6)

Period 1-3	same as regular schedule	
Period 4L	10:50–11:20	30 min (Lunch Time)
Period 4	10:50–11:40	50 min (Class Time)
Period 5L	11:45–12:15	30 min (Lunch Time)
Period 5	11:25–12:15	50 min (Class Time)
Period 6	12:20–1:15	55 minutes
Period 7	1:20–2:20	60 minutes

Events (1 Afternoon Assemblies) (Schedule #7)

Period 1	7:25–8:20	55 minutes
Period 2	8:25–9:10	45 minutes
Period 3	9:15–10:00	45 minutes
Period 6	10:05–10:50	45 minutes
Period 4	10:55–11:40	45 minutes
Period 4L	10:55–11:40	45 minutes
Period 5	11:45–12:30	45 minutes
Period 5L	11:45–12:30	45 minutes
Period 7	12:35–1:20	45 minutes
Event	1:25–2:20	55 minutes

Event (2 Afternoon Assemblies) (Schedule #8)

Period 1	7:25–8:15	50 minutes
Period 2	8:20–9:00	40 minutes
Period 3	9:05–9:45	40 minutes
Period 6	9:50–10:30	40 minutes
Period 4	10:35–11:20	45 minutes
Period 4L	10:35–11:20	45 minutes
Period 5	11:25–12:10	45 minutes
Period 5L	11:25–12:10	45 minutes
Period 7 Class	12:15–1:10	55 minutes
Switch	1:10–1:20	10 minutes
Period 7 Event	1:20–2:20	55 minutes

Events (1 Morning Assembly) (Schedule #9)

Period 1	7:25-7:45	20 minutes
Assembly	7:45-8:30	45 minutes
Period 1	8:35-9:20	45 minutes
Period 2	9:25-10:10	45 minutes
Period 3	10:15-11:00	45 minutes
Period 4	11:05-11:50	45 minutes
Period 4L	11:05-11:50	45 minutes
Period 5	11:55-12:40	45 minutes
Period 5L	11:55-12:40	45 minutes
Period 6	12:45-1:30	45 minutes
Period 7	1:35-2:20	45 minutes

Back to School Night (Schedule #10)

Release	7:00
Period 1	7:05 – 7:15
Period 2	7:20 – 7:30
Period 3	7:35 – 7:45
Period 4/5	7:50 – 8:00
Period 6	8:05 – 8:15
Period 7	8:20 – 8:30

Finals 1st Semester (day 1-3) (Schedule #11)

Period 1	7:25-7:45	20 minutes
Period 1, 3, 6 Final	7:50-9:40	110 minutes
BREAK	9:40-9:50	10 minutes
Period 2, 4/5, 7 Final	9:50-11:40	110 minutes
Lunch	11:40-12:10	30 minutes
End of day	12:10	

Finals 2nd Semester (day 1-3) (Schedule #12)**Finals (Period 0, 2 & 6) Schedule**

6:30-7:05	Per 0 Final	35 minutes
7:25-8:55	Per 6 Final	90 minutes
9:00-10:30	Per 2 Final	90 minutes
10:35-11:05	Per 3	30 minutes
11:10-11:55	Per 4 Class/Lunch	
12:00-12:45	Per 5 Class/Lunch	
12:50-1:30	Per 1	40 minutes
1:35-2:20	Per 7	45 minutes

Finals (Period 0, 3 & 4/5) & One Lunch Schedule

6:30-7:05	Per 0 Final	35 minutes
7:25-8:55	Per 4/5 Final	90 minutes
9:00-10:30	Per 3 Final	90 minutes
10:35 - 11:15	Period 2	40 minutes
11:20 - 12:05	One Lunch	45 minutes
12:10-12:50	Per 1	40 minutes
12:55-1:35	Per 6	40 minutes
1:40-2:20	Per 7	40 minutes

Finals (Period 1 & 7) & Yearbook Extravaganza & Spirit Party

6:30-7:05	Per 0 Class	
7:25-8:55	Per 7 Final	90 minutes
9:00-10:30	Per 1 Final	90 minutes
10:35-11:35	Per 4 Class	60 minutes NO EARLY LUNCH RELEASE!!!
10:35-11:20	Per 4 Lunch	(Regular & Winner of Spirit Party)/Yearbook Ext
11:25-12:25	Per 5 Class	60 minutes
11:25-11:35	Spirit Party leaves campus (period 5 class supervision)	
11:40-12:25	Per 5 Lunch/Yearbook Extravaganza	
12:30-1:00	Per 3 (30 minutes)	
1:05-1:40	Per 2 (35 minutes)	
1:45-2:20	Per 6 (35 minutes)	
11:35 - 2:00	Spirit Party	

2013 STAR Test Results

Murray Middle School

All Students - California Standards Test Scores

County Name: Kern County
 District Name: Sierra Sands Unified District
 School Name: Murray Middle School
 CDS Code: 15-73742-6009310
 Total Enrollment on First Day of Testing: 577
 Total Number Tested: 574
 Total Number Tested in Selected Subgroup: 574

Note: The first row in each table contains numbers 2 through 11 which represent grades two through eleven respectively. EOC stands for end-of-course.

An asterisk (*) appears on the Internet reports to protect student privacy when 10 or fewer students had valid test scores.

Reported Enrollment

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Reported Enrollment					204	209	164				

CST English-Language Arts

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested					184	184	148				
% of Enrollment					90.2 %	88.0 %	90.2 %				
Students with Scores					184	184	148				
Mean Scale Score					371.6	372.1	380.3				
% Advanced					38 %	35 %	39 %				
% Proficient					26 %	31 %	28 %				
% Basic					28 %	20 %	26 %				
% Below Basic					5 %	9 %	4 %				
% Far Below Basic					2 %	5 %	3 %				

CST Mathematics

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested					182	174					
% of Enrollment					89.2 %	83.3 %					
Students with Scores					182	174					
Mean Scale Score					377.1	358.5					
% Advanced					31 %	24 %					
% Proficient					27 %	30 %					
% Basic					24 %	25 %					
% Below Basic					16 %	18 %					
% Far Below Basic					2 %	3 %					

<http://star.cde.ca.gov/star2013/ViewReport.aspx?ps=true&lstTestYear=2013&lstTestType=C&lstCounty=15&lstDistrict=73742-000&lstSchool=6009310&lstGroup=1&lstSubGroup=1>

CST General Mathematics

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested							102				102
% of Enrollment							62.2 %				
Students with Scores							102				102
Mean Scale Score							332.5				332.5
% Advanced							7 %				7 %
% Proficient							31 %				31 %
% Basic							28 %				28 %
% Below Basic							28 %				28 %
% Far Below Basic							5 %				5 %

CST Algebra I

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested						10	41				51
% of Enrollment						4.8 %	25.0 %				
Students with Scores						10	41				51
Mean Scale Score						*	405.2				422.1
% Advanced						*	29 %				41 %
% Proficient						*	56 %				47 %
% Basic						*	12 %				10 %
% Below Basic						*	2 %				2 %
% Far Below Basic						*	0 %				0 %

CST Geometry

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested							17				17
% of Enrollment							10.4 %				
Students with Scores							17				17
Mean Scale Score							459.7				459.7
% Advanced							76 %				76 %
% Proficient							24 %				24 %
% Basic							0 %				0 %
% Below Basic							0 %				0 %
% Far Below Basic							0 %				0 %

CST History - Social Science Grade 8

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested							162				
% of Enrollment							98.8 %				
Students with Scores							162				
Mean Scale Score							374.9				
% Advanced							41 %				
% Proficient							20 %				
% Basic							20 %				
% Below Basic							8 %				
% Far Below Basic							10 %				

<http://star.cde.ca.gov/star2013/ViewReport.aspx?ps=true&lstTestYear=2013&lstTestType=C&lstCounty=15&lstDistrict=73742-000&lstSchool=6009310&lstGroup=1&lstSubGroup=1>

CST Science - Grade 5, Grade 8, and Grade 10 Life Science

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested							149				
% of Enrollment							90.9 %				
Students with Scores							149				
Mean Scale Score							430.2				
% Advanced							60 %				
% Proficient							23 %				
% Basic							11 %				
% Below Basic							5 %				
% Far Below Basic							1 %				

California Department of Education

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<http://star.cde.ca.gov/star2013/ViewReport.aspx?ps=true&lstTestYear=2013&lstTestType=C&lstCounty=15&lstDistrict=73742-000&lstSchool=6009310&lstGroup=1&lstSubGroup=1>

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California Department of Education
Assessment and Accountability Division

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2013 STAR Test Results

Kern County

All Students - California Standards Test Scores

County Name: Kern County

District Name: ---

School Name: ---

CDS Code: 15-00000-0000000

Total Enrollment on First Day of Testing: 134,081

Total Number Tested: 132,755

Total Number Tested in Selected Subgroup: 132,755

Note: The first row in each table contains numbers 2 through 11 which represent grades two through eleven respectively. EOC stands for end-of-course.

An asterisk (*) appears on the Internet reports to protect student privacy when 10 or fewer students had valid test scores.

Reported Enrollment

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Reported Enrollment	14,198	13,748	13,403	13,446	13,376	13,316	13,242	14,409	12,190	12,753	

CST English-Language Arts

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested	13,984	12,894	12,425	12,404	12,348	12,337	12,344	13,262	11,277	11,733	
% of Enrollment	98.5 %	93.8 %	92.7 %	92.3 %	92.3 %	92.6 %	93.2 %	92.0 %	92.5 %	92.0 %	
Students with Scores	13,944	12,866	12,414	12,396	12,335	12,318	12,312	13,230	11,256	11,711	
Mean Scale Score	342.1	329.7	356.6	349.1	347.2	347.3	346.7	349.7	343.3	331.5	
% Advanced	16 %	12 %	27 %	18 %	18 %	17 %	19 %	20 %	18 %	14 %	
% Proficient	32 %	24 %	27 %	31 %	30 %	31 %	27 %	32 %	28 %	25 %	
% Basic	27 %	33 %	27 %	31 %	33 %	31 %	33 %	27 %	33 %	31 %	
% Below Basic	15 %	18 %	13 %	11 %	13 %	13 %	14 %	13 %	13 %	17 %	
% Far Below Basic	11 %	12 %	6 %	8 %	8 %	7 %	7 %	7 %	9 %	13 %	

CST Mathematics

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested	13,989	12,999	12,542	12,510	12,401	12,166					
% of Enrollment	98.5 %	94.6 %	93.6 %	93.0 %	92.7 %	91.5 %					
Students with Scores	13,959	12,966	12,530	12,496	12,366	12,167					
Mean Scale Score	362.6	374.6	376.5	369.4	347.1	347.0					
% Advanced	26 %	30 %	37 %	22 %	16 %	15 %					
% Proficient	31 %	28 %	27 %	35 %	27 %	29 %					
% Basic	22 %	23 %	20 %	22 %	29 %	30 %					
% Below Basic	16 %	16 %	13 %	16 %	21 %	21 %					
% Far Below Basic	5 %	4 %	3 %	5 %	8 %	6 %					

<http://star.cde.ca.gov/star2013/ViewReport.aspx?ps=true&1stTestYear=2013&1stTestType...> 9/13/2013

CST General Mathematics

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested							5,822	2,944			8,766
% of Enrollment							44.0 %	20.4 %			
Students with Scores							5,799	2,938			8,737
Mean Scale Score							316.9	291.1			308.2
% Advanced							4 %	1 %			3 %
% Proficient							23 %	10 %			19 %
% Basic							32 %	26 %			30 %
% Below Basic							29 %	41 %			33 %
% Far Below Basic							12 %	22 %			15 %

CST Algebra I

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested						201	6,859	7,472	3,299	1,824	19,655
% of Enrollment						1.5 %	51.8 %	51.9 %	27.1 %	14.3 %	
Students with Scores						201	6,855	7,464	3,293	1,815	19,628
Mean Scale Score						413.7	351.2	313.3	291.2	284.0	321.2
% Advanced						44 %	14 %	3 %	2 %	1 %	7 %
% Proficient						29 %	32 %	20 %	10 %	8 %	22 %
% Basic						11 %	25 %	30 %	23 %	20 %	26 %
% Below Basic						11 %	22 %	35 %	44 %	47 %	33 %
% Far Below Basic						4 %	6 %	12 %	22 %	25 %	13 %

CST Integrated Math 1

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested							1	67	15	397	480
% of Enrollment							0.0 %	0.5 %	0.1 %	3.1 %	
Students with Scores							1	67	15	397	480
Mean Scale Score							*	276.5	260.1	288.4	285.7
% Advanced							*	0 %	0 %	1 %	0 %
% Proficient							*	4 %	0 %	7 %	7 %
% Basic							*	21 %	13 %	28 %	28 %
% Below Basic							*	51 %	53 %	46 %	47 %
% Far Below Basic							*	24 %	33 %	18 %	20 %

CST Geometry

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested							166	2,503	3,973	2,109	8,751
% of Enrollment							1.3 %	17.4 %	32.6 %	16.5 %	
Students with Scores							166	2,503	3,972	2,107	8,748
Mean Scale Score							405.3	350.9	296.5	282.4	310.8
% Advanced							41 %	14 %	3 %	0 %	6 %
% Proficient							38 %	35 %	11 %	8 %	18 %
% Basic							14 %	29 %	25 %	20 %	25 %
% Below Basic							7 %	20 %	49 %	52 %	41 %
% Far Below Basic							1 %	2 %	13 %	19 %	11 %

CST Integrated Math 2

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested							22	21	34	23	100
% of Enrollment							0.2 %	0.1 %	0.3 %	0.2 %	
Students with Scores							22	21	34	23	100
Mean Scale Score							361.9	364.4	317.7	289.7	330.8
% Advanced							5 %	24 %	3 %	0 %	7 %
% Proficient							55 %	19 %	15 %	4 %	22 %
% Basic							32 %	43 %	47 %	35 %	40 %

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% Below Basic								9 %	14 %	29 %	30 %	22 %
% Far Below Basic								0 %	0 %	6 %	30 %	9 %

CST Algebra II

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested							7	495	2,817	2,889	6,208
% of Enrollment							0.1 %	3.4 %	23.1 %	22.7 %	
Students with Scores							7	494	2,817	2,888	6,206
Mean Scale Score							*	379.1	342.8	295.5	323.8
% Advanced							*	28 %	12 %	1 %	8 %
% Proficient							*	41 %	31 %	13 %	24 %
% Basic							*	20 %	30 %	28 %	29 %
% Below Basic							*	9 %	19 %	37 %	26 %
% Far Below Basic							*	3 %	7 %	21 %	13 %

CST Integrated Math 3

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested									18	23	41
% of Enrollment									0.1 %	0.2 %	
Students with Scores									18	23	41
Mean Scale Score									344.9	303.0	321.4
% Advanced									6 %	4 %	5 %
% Proficient									22 %	4 %	12 %
% Basic									56 %	43 %	49 %
% Below Basic									11 %	39 %	27 %
% Far Below Basic									6 %	9 %	7 %

CST Summative High School Mathematics

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested								1	244	2,547	2,792
% of Enrollment								0.0 %	2.0 %	20.0 %	
Students with Scores								1	244	2,546	2,791
Mean Scale Score								*	367.9	342.7	345.0
% Advanced								*	19 %	11 %	12 %
% Proficient								*	40 %	32 %	33 %
% Basic								*	23 %	29 %	28 %
% Below Basic								*	16 %	25 %	24 %
% Far Below Basic								*	3 %	4 %	4 %

CST History - Social Science Grade 8

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested							12,947				
% of Enrollment							97.8 %				
Students with Scores							12,912				
Mean Scale Score							340.6				
% Advanced							20 %				
% Proficient							22 %				
% Basic							30 %				
% Below Basic							12 %				
% Far Below Basic							16 %				

CST World History

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested								634	10,631	297	11,562
% of Enrollment								4.4 %	87.2 %	2.3 %	
Students with Scores								560	10,570	185	11,315
Mean Scale Score								292.6	343.4	273.1	339.8

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% Advanced									7 %	20 %	5 %	19 %
% Proficient									12 %	24 %	8 %	23 %
% Basic									23 %	31 %	23 %	30 %
% Below Basic									14 %	10 %	10 %	10 %
% Far Below Basic									44 %	16 %	54 %	18 %

CST U.S. History

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested										11,946	
% of Enrollment										93.7 %	
Students with Scores										11,911	
Mean Scale Score										341.3	
% Advanced										21 %	
% Proficient										25 %	
% Basic										24 %	
% Below Basic										13 %	
% Far Below Basic										17 %	

CST Science - Grade 5, Grade 8, and Grade 10 Life Science

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested				12,444			12,388		11,232		
% of Enrollment				92.5 %			93.6 %		92.1 %		
Students with Scores				12,429			12,363		11,154		
Mean Scale Score				342.8			360.8		356.0		
% Advanced				13 %			29 %		26 %		
% Proficient				29 %			26 %		27 %		
% Basic				33 %			19 %		27 %		
% Below Basic				14 %			14 %		12 %		
% Far Below Basic				11 %			12 %		9 %		

CST Biology

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested								2,515	8,437	814	11,766
% of Enrollment								17.5 %	69.2 %	6.4 %	
Students with Scores								2,507	8,398	811	11,716
Mean Scale Score								372.2	341.9	346.3	348.7
% Advanced								36 %	14 %	19 %	19 %
% Proficient								29 %	28 %	24 %	26 %
% Basic								20 %	37 %	31 %	33 %
% Below Basic								7 %	12 %	13 %	11 %
% Far Below Basic								8 %	9 %	13 %	9 %

CST Chemistry

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested								54	1,467	4,968	6,489
% of Enrollment								0.4 %	12.0 %	39.0 %	
Students with Scores								54	1,467	4,955	6,476
Mean Scale Score								378.6	367.1	330.7	339.4
% Advanced								31 %	24 %	8 %	12 %
% Proficient								46 %	36 %	21 %	24 %
% Basic								20 %	34 %	46 %	43 %
% Below Basic								2 %	5 %	16 %	14 %
% Far Below Basic								0 %	1 %	9 %	7 %

CST Earth Science

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested								5,537	198	1,573	7,306

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% of Enrollment									38.4 %	1.6 %	12.3 %	
Students with Scores									5,532	196	1,567	7,295
Mean Scale Score									339.7	337.5	316.3	334.6
% Advanced									12 %	16 %	6 %	11 %
% Proficient									30 %	23 %	18 %	27 %
% Basic									39 %	34 %	39 %	39 %
% Below Basic									11 %	14 %	17 %	12 %
% Far Below Basic									8 %	13 %	21 %	11 %

CST Physics

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested								3	139	890	1,032
% of Enrollment								0.0 %	1.1 %	7.0 %	
Students with Scores								3	139	890	1,032
Mean Scale Score								*	371.5	373.1	372.7
% Advanced								*	25 %	27 %	27 %
% Proficient								*	42 %	42 %	42 %
% Basic								*	31 %	28 %	29 %
% Below Basic								*	2 %	2 %	2 %
% Far Below Basic								*	0 %	1 %	1 %

CST Integrated/Coordinated Science 1

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested								3,604	54	315	3,973
% of Enrollment								25.0 %	0.4 %	2.5 %	
Students with Scores								3,593	54	310	3,957
Mean Scale Score								327.6	297.7	305.8	325.5
% Advanced								5 %	0 %	2 %	5 %
% Proficient								26 %	15 %	11 %	25 %
% Basic								45 %	30 %	43 %	44 %
% Below Basic								13 %	19 %	19 %	13 %
% Far Below Basic								11 %	37 %	26 %	13 %

CST Integrated/Coordinated Science 2

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested								2	1	264	267
% of Enrollment								0.0 %	0.0 %	2.1 %	
Students with Scores								2	1	264	267
Mean Scale Score								*	*	306.5	306.1
% Advanced								*	*	1 %	1 %
% Proficient								*	*	10 %	10 %
% Basic								*	*	49 %	49 %
% Below Basic								*	*	25 %	24 %
% Far Below Basic								*	*	16 %	16 %

CST Integrated/Coordinated Science 4

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested								2	3		5
% of Enrollment								0.0 %	0.0 %		
Students with Scores								2	3		5
Mean Scale Score								*	*		*
% Advanced								*	*		*
% Proficient								*	*		*
% Basic								*	*		*
% Below Basic								*	*		*
% Far Below Basic								*	*		*

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10. CONSTRUCTION ADMINISTRATION

10.2 Authorization to Permit the City of Ridgecrest to be Granted a Temporary Construction Easement and a “Right of Way” Dedication for a Portion of Land on the James Monroe Campus (commencing at the centerline intersection of South Warner Street and West Church Avenue) By Approving Resolution #10 1314

BACKGROUND INFORMATION: The City of Ridgecrest and Sierra Sands Unified School District have collaborated on the Cal Trans Safe Routes to Schools Program for several years. This collaboration has resulted in grants awarded to the City to fund projects in order to effectuate improvements to safe traffic flow around SSUSD schools within the city limits. Within the last two years, the areas around Faller Elementary School and Las Flores Elementary School have been improved through additional signage as well as crosswalks. Several projects are in process, one of which is in the area of Monroe Middle School. This project includes changes that involve granting a temporary construction easement as well as a “right of way” to the City of Ridgecrest. Education Code section 17556 dictates that the following procedure be followed in order to permit the granting of an easement to a public entity:

- A resolution of the board must be passed in a open meeting by a two-thirds vote of all members fixing the date and time for a public hearing to be conducted not less than ten (10) days later.
- The notice of the resolution and the public hearing time and location must be posted in three (3) locations within the district and a newspaper(s) notice of the same must be given not less than five (5) days prior to the public hearing.
- Following the public hearing, by a two-thirds vote, the board may adopt a resolution authorizing the execution and delivery of the deed. Attached to this agenda item is the required resolution and newspaper notice.

CURRENT CONSIDERATIONS: As part of the participation by the City of Ridgecrest and the District in the Cal Trans Safe Routes to Schools program, the City of Ridgecrest has requested that it be granted a temporary construction easement as well as a permanent easement. It also requests a dedicated “Right of Way” from the District in order to facilitate the completion of the Safe Routes to School project at James Monroe Middle School. A temporary construction easement is needed to construct a sidewalk leading into the campus. The permanent easement and dedication is required in order to create a bus turnout on Warner Street.

FINANCIAL IMPLICATIONS: The cost of this action is minimal and related to compliance with Ed Code 17556 for posting and advertising information associated with this action.

SUPERINTENDENT'S RECOMMENDATION: The superintendent's recommendation is that the board initiate the action described above to grant the City of Ridgecrest the "right of way" and dedication for the property at the centerline of South Warner and West Church Avenue by approving Resolution #10 1314.

RESOLUTION OF THE GOVERNING BOARD OF
Sierra Sands Unified School DISTRICT

In re: _____) RESOLUTION NO. #10 1314
)
INTENTION TO DEDICATE)
REAL PROPERTY)
)
)
_____)

RECITALS

A. The Sierra Sands Unified School District owns the real property described in Exhibit A to this Resolution.

B. The City of Ridgecrest requires said property for the following purposes: to complete the Safe Routes to School project associated with work to be performed at the Monroe Middle School campus

C. Pursuant to Education Code Section 17556/81310, this Board may dedicate to the City of Ridgecrest property needed for the Safe Routes to School project at the Monroe Middle School campus.

RESOLVED

1. The above recitals are true.

2. This Board declares its intention to dedicate (or convey) said property to the City of Ridgecrest for the purposes set forth in the Recitals to this Resolution upon the following terms:

3. This Board will hold a public hearing on its intention to dedicate (or convey) on December 19, 2013, at 7:00 p.m. to be held at Ridgecrest City Council Chambers, 100 W. California Avenue

4. The Superintendent is directed to cause to be given of the adoption of this Resolution and of the time and place for a public hearing by:

A. Posting this Resolution in three public places in the District not less than ten (10) days before the public hearing; and

B. Publishing a notice of the Resolution in the Daily Independent once, not less than five (5) days before the public hearing.

The Resolution set forth above was adopted by the following vote:

AYES:

NOES:

ABSENT:

GOVERNING BOARD OF THE
Sierra Sands Unified School DISTRICT

By _____
President

I certify that the Resolution is a full and correct excerpt from the Journal of the Board of Trustees of the Sierra Sands Unified School District pertaining to the adoption of the Resolution at a meeting held on November 21, 2013.

Authorized Agent of the Board
of Trustees of the _____
Sierra Sands Unified School District

NOTICE OF INTENTION TO DEDICATE REAL PROPERTY

On November 21, 2013, the Governing Board of the Sierra Sands Unified School District adopted a Resolution declaring its intention to dedicate (or convey) certain property to the City of Ridgecrest for the following purpose: to complete the Safe Routes to School project associated with work to be performed at the Monroe Middle School campus.

A public hearing will be held on December 19, 2013, at 7:00 p.m. at Ridgecrest City Hall Chambers, 100 W. California upon the question of making the dedication or conveyance.

[Publish once, at least five days before the hearing]

2ND CHECK
APPROVED
AS IS
10-15-2013

EXHIBIT "A"
JAMES MONROE MIDDLE SCHOOL
TEMPORARY CONSTRUCTION EASEMENT

LEGAL DESCRIPTION

A portion of land of that certain parcel in Resolution of Acceptance Deed recorded in Book 2427 at Page 27 of Official Records, in the Office of the County Recorder, County of Kern; located in Section 4, Township 26 South, Range 40 East, Mt. Diablo Baseline and Meridian, County of Kern, State of California, more particularly described as follows:


Commencing at the centerline intersection of South Warner Street and West Church Avenue, said point being N 89°52'46" E, 1328.33 feet distant from the Center North 1/16th corner of said Section 4, as shown on that certain Record of Survey filed July 12th, 1988 in Book 15 of Records of Survey at Page 15, in said Office of the County Recorder; thence along the centerline of South Warner Street N 00°54'00" E, 257.39 feet; thence leaving said centerline N 89°06'00" W, 30.00 feet to the westerly Right of Way of South Warner Street to the TRUE POINT OF BEGINNING;

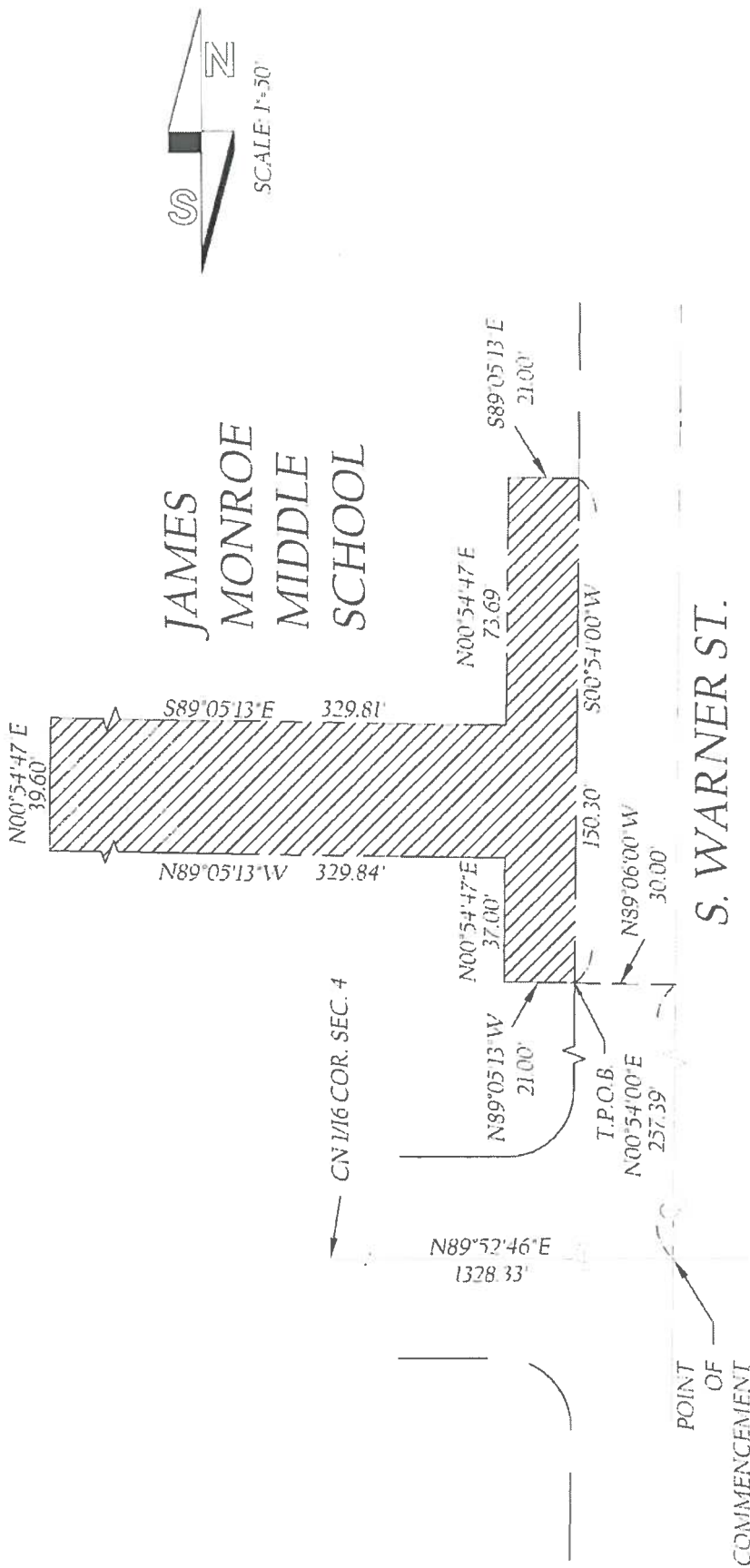
Thence leaving said westerly Right of Way N 89°05'13" W, 21.00 feet, thence N 00°54'47" E, 37.00 feet; thence N 89°05'13" W, 329.84 feet; N 00°54'47" E, 39.60 feet; thence S 89°05'13" E, 329.81 feet; thence N 00°54'47" E, 73.69 feet; S 89°05'13" E, 21.00 feet to said westerly Right of Way of South Warner Street; thence along said Right of Way S 00°54'00" W, 150.30 feet to the TRUE POINT OF BEGINNING.

Containing 16,218 square feet, more or less.

The above described easement is more particularly delineated on Exhibit "B", attached hereto and made part hereof.

Legal Description Prepared By:


Guy Bien, L.S. 7724
Lic. Expires 12/31/13




JAMES MONROE MIDDLE SCHOOL		7/10/13	JLB
TEMP CONSTRUCTION EASEMENT			
		10 Shuman Cir Crowley Lake, CA 95349	GB
Eastern Sierra Land Survey, Inc.			

EXHIBIT "A"
JAMES MONROE MIDDLE SCHOOL
RIGHT OF WAY
DEDICATION

LEGAL DESCRIPTION

A portion of land of that certain parcel in Resolution of Acceptance Deed recorded in Book 2427 at Page 27 of Official Records, in the Office of the County Recorder, County of Kern; located in Section 4, Township 26 South, Range 40 East, Mt. Diablo Baseline and Meridian, County of Kern, State of California, more particularly described as follows:


Commencing at the centerline intersection of South Warner Street and West Church Avenue, said point being N 89°52'46" E, 1328.33 feet distant from the Center North 1/16th corner of said Section 4, as shown on that certain Record of Survey filed July 12th, 1988 in Book 15 of Records of Survey at Page 15, in said Office of the County Recorder; thence along the centerline of South Warner Street N 00°54'00" E, 273.81 feet; thence leaving said centerline N 89°06'00" W, 30.00 feet to the westerly Right of Way of South Warner Street to the TRUE POINT OF BEGINNING;

Thence leaving said westerly Right of Way N 14°33'57" W, 30.00 feet, thence parallel to the centerline of South Warner Street N 00°54'00" E, 60.00 feet; thence N 16°21'57" E, 30.00 feet to said westerly Right of Way South Warner Street; thence along said Right of Way S 00°54'00" W, 117.83 feet to the TRUE POINT OF BEGINNING.

Containing 711 square feet, more or less.

The above described Right of Way dedication is more particularly delineated on Exhibit "B", attached hereto and made part hereof.

Legal Description Prepared By:



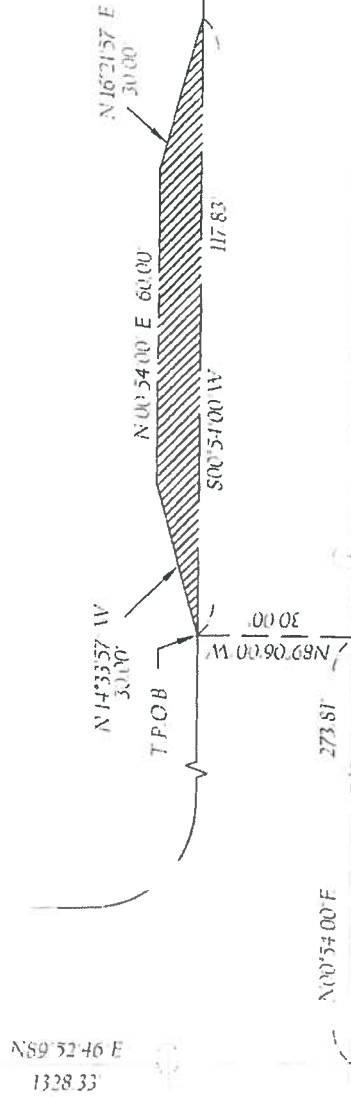
Guy Bien, L.S. 7724
Lic. Expires 12/31/13

EXHIBIT "B"

CN 116 COR. SEC 4



JAMES MONROE MIDDLE SCHOOL



S. WARNER ST.

W. CHURCH AVE.



NOTE:
AREA OF DEDICATION IS 711± SQUARE FEET, 0.02 ACRES

JAMES MONROE MIDDLE SCHOOL

RIGHT OF WAY DEDICATION

19 Sharnett Cir Crawley Lakes CA 93546	7/10/13	13 000
Leahon Sierra Land Survey, Inc.	GB	

12. CONSENT CALENDAR

12.1 Approval of “A” and “B” Warrant

CURRENT CONSIDERATIONS: “A” and “B” warrants released in October, 2013 are submitted for approval. “A” warrants totaled \$2,424,548.04. “B” warrants totaled \$2,483,014.61.

FINANCIAL IMPLICATIONS: Warrants were issued as stated.

SUPERINTENDENT’S RECOMMENDATION: Approve “A” and “B” warrants for October, 2013 as presented.

This list represents the "A" and "B" warrants released during the month of October **2013**
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	\$1,724,089.73
End of month classified	\$520,684.17
10th of month certificated	\$99,501.28
10th of month classified	\$80,272.86
Total "A" Warrants	\$2,424,548.04

"B" WARRANTS

<u>Register Number</u>	<u>Amount</u>
33	\$7,529.16
34	\$50,487.74
35	Food Service
36	\$15,720.00
37	Food Service
38	\$173,573.93
39	\$17,620.11
40	\$289,627.33
41	\$60,383.75
42	\$38,886.00
43	Food Service
44	\$48,118.87
45	\$118,801.92
46	\$186,049.11
47	Food Service
48	\$127,308.40
49	\$78,891.25
50	\$52,875.00
51	\$132,058.18
52	September
53	Food Service
54	\$811.53
55	\$10,504.59
56	\$99,542.58
57	\$19,878.94
58	\$60,733.80
59	\$7,296.95
60	Food Service
61	\$35,394.08
62	\$2,625.00

63	\$28,111.67
64	\$23,923.78
65	\$44,988.96
66	Food Service
67	\$105,391.28
68	\$1,607.47
69	November
70	\$235,538.88
71	\$40,674.26
72	Food Service
73	\$368,060.09
Total "B" Warrants	\$2,483,014.61