

SIERRA SANDS UNIFIED SCHOOL DISTRICT

**Board of Education
Regular Meeting**

**JANUARY 16, 2014
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
Tom Pearl, Vice President/Clerk
Kurt Rockwell, President
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 meeting of December 19, 2013.

3. PROGRAMS AND PRESENTATIONS

- Gateway Elementary School: Special Education Preschool – Preparation for Future School Success.

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 Update

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 Local Education Agency Plan (LEAP)

6.2 Approval of Sierra Sands Unified School District 2012-13 School Accountability Report Cards (SARCs)

7. POLICY DEVELOPMENT AND REVIEW

8. PERSONNEL ADMINISTRATION

8.1 Certificated

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

8.2 Classified

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

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

8.4 Adoption of Resolution #14 1314, Reduction of Classified Service

9. GENERAL ADMINISTRATION

9.1 Gifts to the District

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

10. CONSTRUCTION ADMINISTRATION

11. BUSINESS ADMINISTRATION

- 11.1 Adoption of Resolution #13 1314 Regarding Impoundment of Local Tax Revenues to Anticipate Pending Claims and/or Litigation (Impounds – Fund77)
- 11.2 Acceptance of 2012-13 Audit Reports for the Sierra Sands Unified School District and the Inyo-Kern Schools Financing Authority
- 11.3 Report on the Governor’s Budget

12. CONSENT CALENDAR

- 12.1 “A” & “B” Warrants

13. ORGANIZATION OF THE BOARD

- 13.1 Appointment of Board Representative to Meetings of the National Association of Federally Impacted Schools (NAFIS)

14. FUTURE AGENDA

15. ADJOURNMENT

The next regular meeting of the Board of Education will be February 20, 2014.

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: December 19, 2013
TIME OF MEETING: 7:00 p.m.
PLACE OF MEETING: Ridgecrest City Council Chambers
MEMBERS PRESENT: Castillo-Covert, Dietrichson, Farris, Pearl, Rockwell, Scott
MEMBERS ABSENT: None
STAFF PRESENT: Joanna Rummer, Superintendent

PLEDGE OF ALLEGIANCE was recited in unison, led by Student Member Lara Luu.

MOMENT OF SILENCE was observed.

1. ADOPTION OF AGENDA

The agenda was adopted by consensus as posted.

2. APPROVAL OF MINUTES

Hearing no comments, the minutes of the regular meeting of November 21, 2013, the special concurrent and closed meetings of November 21, 2013, and the special meetings of November 18, 2013, and December 3, 2013 were adopted by consensus as written.

3. PROGRAMS AND PRESENTATIONS

4. PUBLIC HEARING

4.1 Public hearing to Permit the City of Ridgecrest to be Granted a Temporary Construction Easement and a "Right of Way" Dedication for the Portion of Land on the James Monroe Campus (commencing at the centerline intersection of South Warner Street and West Church Avenue)

The public hearing opened at 7:02 p.m. and hearing no comments was closed at 7:03 p.m.

5. REPORTS AND COMMUNICATIONS

5.1 Student Member's Report

Student member Lara Luu reported the following:

Murray Middle School: Murray Middle School students recently held a canned food drive. Spirit points were earned by grade level participation. Basketball has begun with the Murray

boys taking first place at Cerro Coso Community College. Fifty students attended the Safe School Ambassadors Program training. AVID held a fundraiser to raise awareness for cystic fibrosis. The chess club placed first in the district. Murray Middle School staff and students wish all a happy holiday.

James Monroe Middle School: As the first semester comes to an end at James Monroe Middle School, the students are taking finals on Chromebooks in both English and Math classes. Our educational partners at the Naval Air Warfare Center have recently given several presentations, much to the enjoyment of the students. A fundraiser to raise awareness for cystic fibrosis raised over \$300. The Monroe orchestra, led by Mr. Hatter, hosted their winter concert. James Monroe Middle School wishes the Board and community a happy and safe holiday.

Mesquite High School: Mesquite High School has welcomed ten new students to their school community. Chromebooks have been delivered and were put into use within the first 24 hours. The bi-annual arm wrestling tournament has taken place much to the enjoyment of students and staff. The Mesquite Dragons wish the community a happy holiday.

Burroughs High School: Chromebooks have been implemented into all English classes at Burroughs High School. The Friends of Rachel held a coat drive and donated coats to the High Desert Women's Shelter. Students raised \$1000 for cystic fibrosis awareness. Burroughs High School students and staff wish the community a happy and safe holiday.

5.2 Reports from Members of the Board

Board Member Michael Scott reported on his attendance at the California School Boards Association annual conference. While hearing various school districts speak about their own districts, it became quite evident how well Sierra Sands Unified School District is doing. He challenged Sierra Sands staff to put on a presentation at a future CSBA conference.

Board Member Tom Pearl reported on his attendance at the California School Boards Association annual conference. He attended an informative workshop on Charter Schools.

Board Member Amy Castillo-Covert reported on her attendance at the California School Boards Association annual conference. She enjoyed the Common Core and technology presentations. She also feels that Sierra Sands does as well, if not better, than other districts represented at the conference. Mrs. Castillo-Covert also attended the Burroughs High School Orchestra and Choir Holiday Concord and found it outstanding.

Board Member Kurt Rockwell wanted to express his condolences to the family of Robert Roseth on his passing. Mr. Roseth taught at Burroughs High School for 34 years and was a teacher and coach of Mr. Rockwell's.

5.3 Superintendent's Report

Mrs. Rummer reported the district is down by 32 students from this time last year which still shows a decline in enrollment although not as significant as it had been. She invited the community to attend one of the many holiday programs being held at Sierra Sands school sites. The event calendar can be found on the district website.

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

Barbara Walls, President of the Desert Area Teachers Association, stated DATA has recently met twice with the district in negotiations. She reported good work is being accomplished together. A healthcare cost containment meeting was held. DATA met with SISC and Central Valley Trust and will be looking at packages in March. She has attended the CTA Fall Leadership Conference. One of the workshops she attended was on the Affordable Care Act and how it may impact school districts.

5.5 Comments from the public on items not on the agenda

No comments were made.

6. EDUCATIONAL ADMINISTRATION

6.1 Approval of Single Plans for Student Achievement (SPSA)

Motion passed to approve the Single Plans for Student Achievement for the 2013-14 school year. SCOTT/CASTILLO-COVERT

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

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

Motion passed to approve the Common Core State Standards (CCSS) Implementation Funding Plan. DIETRICHSON/CASTILLO-COVERT

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

6.3 Approval of Services Agreement between the University of California, Davis, Center for Education and Evaluation Services (CEES) and Sierra Sands Unified School District

Motion passed to authorize the district to enter into a services agreement with UC Davis, Center for Education and Evaluation Services (CEES). CASTILLO-COVERT/DIETRICHSON

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

7. POLICY DEVELOPMENT AND REVIEW

8. PERSONNEL ADMINISTRATION

8.1 Certificated

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

8.2 Classified

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

Motion passed to adopt the personnel actions as presented.

SCOTT/CASTILLO-COVERT

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

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

Motion passed to approve the waiver request enabling the district to assign individuals in certificated positions without appropriate credentials. SCOTT/CASTILLO-COVERT

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

8.4 Approval of Early Retirement Notification Incentive for 2013-14

Motion passed to approve the Early Retirement Notification incentive for 2013-14. CASTILLO-COVERT/DIETRICHSON

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

9. GENERAL ADMINISTRATION

9.1 Gifts to District

Motion passed to accept the following gifts: Paul Leonard donated a Sony WEGA 51" television with an estimated value of \$250 to Gateway Elementary School. Ms. Carol Barrett donated an external hard drive with an estimated value of \$100 to the Burroughs High School music program. ROCKWELL/PEARL

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

9.2 Approval of Superintendent Search Brochure Prepared by Dave Long & Associates

After discussion, motion passed to approve the Superintendent Search Brochure with discussed bullet items inserted. DIETRICHSON/CASTILLO-COVERT

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

10. CONSTRUCTION ADMINISTRATION

10.1 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 #12 1314

Motion passed to permit the City of Ridgecrest 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) which will expire December 30, 2014 by approving Resolution #12 1314. SCOTT/ROCKWELL

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

11. BUSINESS ADMINISTRATION

11.1 Adoption of Resolution #11 1314, Regarding the Annual Accounting of Developer Fees for the 2012-2013 Fiscal Year (Capital Facilities Fund-Fund 25)

Motion passed to adopt Resolution #11, 1314, regarding the Annual Accounting of Developer Fees for the 2012-13 fiscal year (Capital Facilities Fund-Fund 25).

DIETRICHSON/CASTILLO-COVERT

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

11.2 Approval of First Interim Report for Fiscal Year 2013-14

Motion passed to approve the First Interim Report for Fiscal Year 2013-14.

DIETRICHSON/ROCKWELL

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

12. CONSENT CALENDAR

12.1 Approval of A & B Warrants

Motion passed to adopt the consent calendar as presented.

DIETRICHSON/CASTILLO-COVERT

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

13. FUTURE AGENDA

14. ORGANIZATION OF THE BOARD for the balance of 2013 through December 2014

14.1 Election of Board President

Mr. Pearl nominated Mr. Rockwell. Mr. Rockwell was elected by roll call vote.

For Mr. Rockwell: Castillo-Covert, Dietrichson, Farris, Pearl, Rockwell, Scott

14.2 Election of Board Vice President/Clerk

Mr. Farris nominated Mrs. Castillo-Covert. Mr. Scott nominated Mr. Pearl. Mrs. Castillo-Covert withdrew her nomination and Mr. Pearl was elected by roll call vote.

For Mr. Pearl: Castillo-Covert, Dietrichson, Farris, Pearl, Rockwell, Scott

14.3 Election of Board Representative and Alternate Representative to the Committee that Elects Members to the County Committee on School District Organization

Mr. Rockwell nominated Mrs. Castillo-Covert as representative and nominated Mr. Scott as alternate representative to the Committee that Elects Members to the County Committee on School District Organization. Mrs. Castillo-Covert and Mr. Scott were elected by roll call vote.

14. ORGANIZATION OF THE BOARD (continued)

For Mrs. Castillo-Covert and Mr. Scott: Castillo-Covert, Dietrichson, Farris, Pearl, Rockwell, Scott

14.4 Election of Board Representative to Meetings of the National Association of Federally Impacted Schools (NAFIS)

A motion was made by Mrs. Dietrichson to not fill this position. Since this was not an agenda item, a revised motion was made to place the board item not to appoint a representative on the January 16, 2014 board agenda. DIETRICHSON/CASTILLO-COVERT

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

President Farris temporarily adjourned the Sierra Sands Unified School District board meeting at 8:45 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 8:48 p.m.

15. ADJOURNMENT was at 8:49 p.m.

THE BOARD OF EDUCATION

Tom Pearl, Vice President/Clerk

Joanna Rummer, Secretary to Board

Recorder: Diane Naslund

Sierra Sands Unified School District
Fourth Month Enrollment 2013-2014

															Elementary K - 5			2013-14	2012-13
SCHOOL	2013-14 %	2012-13 %	K	1	2	3	4	5	6	7	8	9-12	SDC	2013-14 TOTAL	2012-13 TOTAL	CHANGE			
FALLER	96.30%	96.8%	73	75	75	75	80	73						451	459	-8	Regular -		
GATEWAY	95.70%	96.4%	53	64	78	75	63	63					21	417	431	-14	K	398	397
INYOKERN	96.10%	95.3%	30	30	28	23	30	26						167	189	-22	1 - 3	1120	1158
LAS FLORES	96.10%	95.8%	130	77	76	78	71	73					1	506	442	64	4 - 5	716	693
PIERCE	96.50%	96.0%	52	61	55	53	60	51						332	334	-2	Special Education -		
RAND	95.40%	93.9%	2	5	1	1	0	0						9	9	0	SDC	121	115
RICHMOND ANNEX	93.70%	93.1%											99	99	98	1	RSP	103	103
RICHMOND	97.20%	96.3%	58	68	67	55	63	63						374	401	-27	Middle 6-8		
TOTAL K -5	96.20%	96.1%	398	380	380	360	367	349					121	2355	2363	-8	Regular	1015	1016
MONROE	95.70%	95.6%							150	144	154		33	481	491	-10	Special Education -		
MURRAY	96.60%	95.7%							185	193	189		21	588	584	4	SDC	54	59
TOTAL 6 -8	96.20%	95.7%							335	337	343		54	1069	1075	-6	RSP	76	76
BURROUGHS	95.80%	95.6%										1306	71	1377	1423	-46	High School 9 - 12		
MESQUITE	96%	94										101		101	103	-2	Regular	1306	1356
														0		0	Continuation	101	103
														0		0	ROP	297	270
TOTAL 9 - 12												1407	71	1478	1526	-48	Special Education -		
2013-14 Total	96.1%		398	380	380	360	367	349	335	337	343	1407	246	4902	---	---	SDC	71	67
2012-13 Total		95.8%	397	401	380	377	352	341	352	349	315	1459	241		4964	---	RSP	76	88
CHANGE		0.30%	1	-21	0	-17	15	8	-17	-12	28	-52	5	---	---	-62	Adult	377	388

6. EDUCATIONAL ADMINISTRATION

6.1 Approval of Local Education Agency Plan (LEAP)

BACKGROUND INFORMATION: The Elementary and Secondary Education Act (ESEA) requires school districts to develop a Local Educational Agency Plan (LEA Plan) as a requirement for receiving categorical federal funding.

The LEA Plan is based on the Elementary and Secondary Education Act's (ESEA) five performance goals and 12 indicators. The LEA Plan describes the actions that SSUSD will take to ensure that it meets certain programmatic requirements, including coordination of services, needs assessments, consultations, school choice, supplemental services, services to homeless students, and others as required. In addition, LEA Plans summarize assessment data, school goals and activities from the Single Plans for Student Achievement developed by the LEA's schools.

CURRENT CONSIDERATIONS: The original Sierra Sands Unified School District LEA Plan was approved by the board on May 29, 2003 and approved by the California SBE in July 2003. Sierra Sands entered Title 1 Program Improvement in 2011 and was required to submit an addendum to the approved LEA Plan in 2012 and 2013. Sierra Sands entered Year 3 Program Improvement status this school year and has been identified for corrective action under the Elementary and Secondary Education Act (ESEA). Districts in Year 3 Program Improvement are required to revise their LEA Plans and address the corrective action assigned by the State Board of Education. Sierra Sands received notification that its corrective action is to continue to reserve an amount equal to 10 percent of its Title I allocation to provide professional development for teachers and administrators.

In preparation for the revision of the LEA plan, the district completed required state tools including the District Assistance Survey (DAS), each site completed the Academic Program Survey, and SELPA completed the Inventory of Services and Supports (ISS). These surveys require the district, and sites, to evaluate its level of implementation of essential program components that are proven to increase student achievement. The District Leadership Team reviewed the data collected from these surveys and conducted a needs assessment. The District Leadership Team then prioritized its needs to identify three district goals. The three district goals identified through this process are:

- Curriculum, Instruction, Assessment, and Intervention
- Data Systems and Monitoring
- Professional Development

These identified goals are addressed in the revised LEA Plan and each school site will align Single Plan goals to these newly identified district goals.

FINANCIAL IMPLICATIONS: The LEA Plan must be revised and submitted to the California Department of Education as part of the process for receiving categorical federal funding of approximately \$1,300,000 and to satisfy program improvement requirements. Sierra Sands has been identified as a LEA with minor performance concerns by the California Department of Education. Program Improvement schools in a LEA listed in the “minor category” of corrective action will receive \$50,000 each as one-time funds to address identified goals in their site plans.

SUPERINTENDENT’S RECOMMENDATION: It is recommended that the board approve the revised LEA Plan for the Sierra Sands Unified School District as presented. Once approved, the LEA Plan will be submitted to the California Department of Education and posted on the district’s website.

Application #

Elementary and Secondary Education Act/No Child Left Behind Act of 2001

LOCAL EDUCATION AGENCY PLAN

mail original and two copies to:

California Department of Education
School and District Accountability Division
1430 N Street, Suite 6208
Sacramento, California 95814 - 5901

LEA Plan Information:

Local Educational Agency (LEA): Sierra Sands Unified School District
County/District Code: 15-73742
Dates of Plan Duration: January 2014-2019
(should be five - year plan)
Date of Local Governing Board Approval: January 16, 2014

LEA Information:

Superintendent: Joanna Rummer
Address: 113 Felspar Street
City, State Zip: Ridgecrest, CA 93555
Phone: 760-499-1600
Fax: 760-375-3338

Signatures (Signatures must be original. Please use blue ink.)

The superintendent and governing board of the LEA submitting the application sign on behalf of all participants included in the preparation of the plan.

Joanna Rummer

Printed or typed name of Superintendent

January 17,
2014

Date

Signature of Superintendent

Kurt Rockwell

Printed or typed name of Board President

January 17,
2014

Date

Signature of Board President

**Local Education Agency Plan
Sierra Sands Unified School District**

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Part I Background and Overview

Background

The No Child Left Behind (NCLB) Act of 2001 embodies four key principles:

- stronger accountability for results;
- greater flexibility and local control for states, school districts, and schools in the use of federal funds
- enhanced parental choice for parents of children from disadvantaged backgrounds, and
- a focus on what works, emphasizing teaching methods that have been demonstrated to be effective.

(Text of the legislation can be found at <http://www.cde.ca.gov/nclb/fr/>.)

In May 2002, California's State Board of Education (SBE) demonstrated the state's commitment to the development of an accountability system to achieve the goals of NCLB by adopting 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.

In addition, 12 performance indicators linked to those goals were adopted (see Appendix A), as specified by the U.S. Department of Education (USDE). Performance targets, developed for each indicator, were adopted by the SBE in May 2003.

Collectively, NCLB's goals, along with the performance indicators and targets, constitute California's framework for ESEA accountability. This framework provides the basis for the state's improvement efforts, informing policy decisions by SBE, and implementation efforts by CDE to fully realize the system envisioned by NCLB. It also provides a basis for coordination with California's Legislature and the Governor's Office.

Since 1995, California has been building an educational system consisting of five major components:

- rigorous academic standards
- standards-aligned instructional materials
- standards-based professional development
- standards-aligned assessment
- an accountability structure that measures school effectiveness in light of student achievement.

As a result, California is well positioned to implement the tenets of NCLB.

State and federally funded initiatives aimed at improving student achievement must complement each other and work in tandem in order to have the greatest impact. In California, the state and federal consolidated applications, competitive grants, the state accountability system, the Categorical Program Monitoring process, **local educational agency plans**, professional development opportunities, and technical assistance all are moving toward a level of alignment and streamlining. The result of this consolidation will be to provide a cohesive, comprehensive, and focused effort for supporting and improving the state's lowest-performing schools and appropriate reporting mechanisms.

Descriptions of the Consolidated Application, the LEA Plan, and Categorical Program Monitoring

In order to meet legislative requirements for specific state and federal programs and funding, California currently employs four major processes: the Consolidated State Application, the Local Educational Agency Plan, the school-level Single Plan for Student Achievement, and Categorical Program Monitoring. **California is moving toward more closely coordinating and streamlining these processes to eliminate redundancies and make them less labor intensive for LEA's, while continuing to fulfill all requirements outlined in state and federal law.**

Below is a brief description of the ways in which these various processes currently are used in California.

The Consolidated Application (ConApp)

The Consolidated Application is the **fiscal** mechanism used by the California Department of Education to distribute categorical funds from various state and federal programs to county offices, school districts, and charter schools throughout California. Annually, in June, each LEA submits Part I of the Consolidated Application to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program. Program entitlements are determined by formulas contained in the laws that created the programs.

Part II of the Consolidated Application is submitted in the fall of each year; it contains the district entitlements for each funded program. Out of each state and federal program entitlement, districts allocate funds for indirect costs of administration, for programs operated by the district office, and for programs operated at schools.

The Single Plan for Student Achievement (SPSA)

State law requires that school-level plans for programs funded through the Consolidated Application be consolidated in a Single Plan for Student Achievement (Education Code Section 64001), developed by schoolsite councils with the advice of any applicable school advisory committees. LEA's allocate NCLB funds to schools through the Consolidated Application for Title I, Part A, Title III (Limited English Proficient), and Title V (Innovative Programs/Parental Choice). LEA's may elect to allocate other funds to schools for inclusion in school plans. The content of the school plan includes school goals, activities, and expenditures for improving the academic performance of students to the proficient level and above. The plan delineates the actions that are required for program implementation and serves as the school's guide in evaluating progress toward meeting the goals.

The Local Educational Agency Plan (LEA Plan)

The approval of a Local Educational Agency Plan by the local school board and State Board of Education is a requirement for receiving federal funding subgrants for NCLB programs. The LEA Plan includes specific descriptions and assurances as outlined in the provisions included in NCLB. In essence, LEA Plans describe the actions that LEAs will take to ensure that they meet certain **programmatic** requirements, including student academic services designed to increase student achievement and performance, coordination of services, needs assessments, consultations, school choice, supplemental services, services to homeless students, and others as required. In addition, LEA Plans summarize assessment data, school goals and activities from the Single Plans for Student Achievement developed by the LEA's schools.

Categorical Program Monitoring (CPM)

State and federal law require CDE to monitor the implementation of categorical programs operated by local educational agencies. This state-level oversight is accomplished in part by conducting on-site reviews of eighteen such programs implemented by local schools and districts. Categorical Program Monitoring is conducted for each district once every four years by state staff and local administrators trained to review one or more of these programs. The purpose of the review is to verify **compliance** with requirements of each categorical program, and to ensure that program funds are spent to increase student achievement and performance.

Development Process for the LEA Plan

LEAs must develop a single, coordinated, and comprehensive Plan that describes the educational services for all students that can be used to guide implementation of federal and state-funded programs, the allocation of resources, and reporting requirements. The development of such a plan involves a continuous cycle of assessment, parent and community involvement, planning, implementation, monitoring, and evaluation. The duration of the Plan should be five years. The Plan should be periodically reviewed and updated as needed, but at least once each year.

In developing the Plan, the LEA will review its demographics, test results, performance, and resources. Given that the majority of such information is readily available in the School Accountability Report Card (SARC), the Standardized Testing and Reporting (STAR) performance results, the Academic Performance Index (API) results, and other data sources, the LEA will find the data easy to access via the Internet. (See Appendix B for links to each of the web sites containing student and staff demographic information, SARC, STAR, and API data.) **The LEA is expected to gather and review its own information from these resources and use it to inform the planning process.**

The LEA Plan can serve as a summary of all existing state and federal programs and establish a focus for raising the academic performance of all student groups to achieve state academic standards. In the context of this plan, improvements in instruction, professional development, course offerings, and counseling and prevention programs are means of achieving specific academic and support services goals for all groups of students, including identified underperforming student groups. **Federal law requires that school site administrators, teachers and parents from the LEA (which includes direct-funded charter schools) must be consulted in the planning, development, and revision of the LEA Plan.**

The LEA Plan can be completed using the following recommended steps for plan development:

Step One: Measure the Effectiveness of Current Improvement Strategies

Analyze Student Performance:

Conduct a comprehensive data analysis of student achievement, including multiple measures of student performance. Identify all relevant assessments and apply thoughtful analyses of current educational practices to establish benchmarks aimed at raising academic performance for all students, especially identified student groups.

Tables of data for your schools and district are available online:

- API Reports (<http://www.cde.ca.gov/ta/ac/ap>)
- Standardized Testing and Reporting (STAR) data (<http://www.cde.ca.gov/ta/tg/sr>)
- Title III Accountability Reports (AMAO 1, 2 & 3) for English learners (<http://www.cde.ca.gov/sp/el/t3/acct.asp>)
- AYP Reports (<http://www.cde.ca.gov/ta/ac/ay>)

Analyze Current Educational Practices, Professional Development, Staffing, and Parental Involvement:

Identify, review, and analyze data and related information on factors such as educational practices, parent and community involvement, professional development, support services, and resources that have an impact on student learning.

Over the past several years, CDE has developed several self-assessment tools that schools and districts can use to evaluate these factors and others needed to support academic student achievement:

- The Academic Program Survey (APS) - school-level survey of status of implementation of the nine essential program components
- District Assistance Survey (DAS) - district-level survey of status of implementation of nine essential program components
- Least Restrictive Environment Assessment - to examine educational practices for students with disabilities
- English Learner Subgroup Self Assessment (ELSSA) - to improve outcomes for English Learners

These tools can be found in the Virtual Library on the CDE web site at <http://www.cde.ca.gov/ta/lp/vl/improvtools.asp>.

(See Part II, Needs Assessment, for further details.)

Step Two: Seek Input from Staff, Advisory Committees, and Community Members

Seek the input of teachers, administrators, councils, committees, and community members (e.g., school site council; school health council; committees for Limited English Proficient, state compensatory education, gifted and talented education, special education, etc.) The most effective plans are those supported by the entire LEA community. The integration of existing program plans, such as Immediate Intervention/Underperforming Schools Program, High Priority Schools Grant Program, Alternative Education Programs, Focus on Learning: Secondary School Accreditation, and others does not eliminate any program requirements. The combined process must include the requirements of every program involved.

Step Three: Develop or Revise Performance Goals

Using the five NCLB performance goals and indicators (see Appendix A), develop local performance targets that are: a) derived from school and student subgroup performance data and analysis of related, scientifically based educational practices; b) attainable in the period specified in this Plan and consistent with statewide targets for all students and subgroups; c) specific to the participants (i.e., students, teachers, administrators, paraprofessionals); and d) measurable.

Step Four: Revise Improvement Strategies and Expenditures

For **district-operated** programs, identify the participants, expected performance gains, and means of evaluating gains. Indicate specific improvements and practical monitoring of their implementation and effectiveness. For **school-operated programs**, summarize those same elements from approved Single Plans for Student Achievement.

Identify available resources. Aside from fiscal resources available through federal and state funding, programmatic resources are available on the CDE Web site at <http://www.cde.ca.gov>. The Consolidated Application provides funding for **district-operated programs** (including reservations from Title I for various purposes, Title II, Title IV, and Tobacco-Use Prevention) as well as for **school-operated programs** (including Title I, Parts A and D, Title III, Title V, School Improvement, Economic Impact Aid, and 10th Grade Counseling).

Step Five: Local Governing Board Approval

The LEA Plan must be approved by the local governing board prior to submittal to CDE. Ensure that all required signatures are affixed. All subsequent amendments should be approved by the local governing board and kept on file with the original LEA Plan.

Step Six: Monitor Implementation

To verify achievement of performance targets, monitor areas such as:

- a) assignment and training of highly qualified staff;
- b) identification of participants;
- c) implementation of services;
- d) provision of materials and equipment;
- e) initial and ongoing assessment of performance; and
- f) progress made toward establishing a safe learning environment.

The analysis of data (student, school-wide, support services, professional development) is part of the ongoing program monitoring and evaluation. When results are **not** as expected, it may be helpful to consider the following: a) How are performance targets and activities based on student performance and factual assessment of current educational practice? b) How educationally sound is the plan to help reach the targets? c) How timely and effectively is the plan being implemented? d) If the plan has not been implemented as written, what were the obstacles to implementation?

You may use the checklist on the next page to indicate planning steps as they are completed.

Planning Checklist for LEA Plan Development

LEA Plan - Comprehensive Planning Process Steps	
[X]	1. Measure effectiveness of current improvement strategies
[X]	2. Seek input from staff, advisory committees, and community members.
[X]	3. Develop or revise performance goals
[X]	4. Revise improvement strategies and expenditures
[X]	5. Local governing board approval
[X]	6. Monitor Implementation

Federal Programs Checklist

Check all applicable programs operated by the LEA.
In the "other" category, list any additional programs that are reflected in this Plan.

Federal Programs	
<input checked="" type="checkbox"/>	Title I, Part A
<input type="checkbox"/>	Title I, Part B, Even Start
<input type="checkbox"/>	Title I, Part C, Migrant Education
<input type="checkbox"/>	Title I, Part D, Neglected/Delinquent
<input checked="" type="checkbox"/>	Title II, Part A, Subpart 2, Improving Teacher Quality
<input type="checkbox"/>	Title II, Part D, Enhancing Education Through Technology
<input checked="" type="checkbox"/>	Title III, Limited English Proficient
<input checked="" type="checkbox"/>	Title III, Immigrants
<input type="checkbox"/>	Title IV, Part A, Safe and Drug - Free Schools and Communities
<input type="checkbox"/>	Title V, Part A, Innovative Programs - Parental Choice
<input checked="" type="checkbox"/>	Adult Education
<input checked="" type="checkbox"/>	Career Technical Education
<input type="checkbox"/>	McKinney - Vento Homeless Education
<input checked="" type="checkbox"/>	Individuals with Disabilities Education Act (IDEA), Special Education
<input type="checkbox"/>	21 st Century Community Learning Centers
<input type="checkbox"/>	Other (describe):
<input type="checkbox"/>	Other (describe):
<input type="checkbox"/>	Other (describe):
<input type="checkbox"/>	Other (describe):

State Programs Checklist

Check all applicable programs operated by the LEA.
In the "other" category, list any additional programs that are reflected in this Plan.

State Programs	
<input checked="" type="checkbox"/>	Economic Impact Aid (EIA) - State Compensatory Education
<input checked="" type="checkbox"/>	EIA - Limited English Proficient
<input checked="" type="checkbox"/>	After - School Education and Safety Programs
<input checked="" type="checkbox"/>	School and Library Improvement Block Grant
<input checked="" type="checkbox"/>	Child Development Programs
<input type="checkbox"/>	Educational Equity
<input checked="" type="checkbox"/>	Gifted and Talented Education
<input type="checkbox"/>	High Priority Schools Grant Program
<input checked="" type="checkbox"/>	Tobacco Use Prevention Education (Prop 99)
<input type="checkbox"/>	Immediate Intervention/ Under performing Schools Program
<input type="checkbox"/>	School Safety and Violence Prevention Act (AB1113, AB 658)
<input type="checkbox"/>	Healthy Start
<input type="checkbox"/>	Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
<input type="checkbox"/>	English Language Acquisition Program
<input type="checkbox"/>	Community Based English Tutoring
<input type="checkbox"/>	Art/Music Block Grant
<input type="checkbox"/>	School Gardens
<input checked="" type="checkbox"/>	Other (describe): Peer Assistance Review
<input type="checkbox"/>	Other (describe):

District Budget for Federal Programs

Please complete the following table with information for your district.

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A		1,049,973		85%
Title I, Part B Even Start				
Title I, Part C Migrant Education				
Title I, Part D Neglected/Delinquent				
Title II Part A, Subpart 2 Improving Teacher Quality		179,625		85%
Title II, Part D Enhancing Education Through Technology				
Title III Limited English Proficient		36,301		98%
Title III Immigrants		5,879		
Title IV, Part A Safe and Drug-Free Schools				
Title V, Part A Innovative Programs - Parental Choice				
Adult Education				
Career Technical Education				
McKinney - Vento Homeless Education				
IDEA, Special Education		280,899		85%
21st Century Community Learning Centers				
Other (describe)				

District Budget for State Programs

Please complete the following table with information for your district.

Categories	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
EIA - State Compensatory Education		549,768		85%
EIA - Limited English Proficient				
School & Library Improvement Block Grant				
After School Education and Safety Program		334,869		85%
Child Development Programs				
Educational Equity				
Gifted and Talented Education				
Tobacco Use Prevention Education				
High Priority Schools Grant Program				
School Safety and Violence Prevention Act				
Tenth Grade Counseling				
Healthy Start				
Dropout Prevention and Recovery Act				
English Language Acquisition Program				
Community Based English Tutoring				
Other (describe)				
State Preschool		435,160		85%

Part II The Plan

Needs Assessment

The passage of NCLB imposes a number of significant new requirements on LEAs as conditions for funding provided at the state and local levels. Among these are reporting requirements designed to facilitate accountability for improving **student academic performance, teacher quality, and school safety**. As such, a needs assessment to determine strengths and weaknesses in these areas must be conducted.

In determining specific areas of need to be addressed in the Plan, the LEA should review its demographics, test results, and resources. The majority of such information is readily available on the LEA's School Accountability Report Card (SARC), the Standardized Testing and Reporting (STAR) performance results, the California English Language Development Test (CELDT) results, the Academic Performance Index (API) results, CBEDS, DataQuest, and other data sources. This data is easily accessible via the Internet (see Appendix B for links to each of the Web sites that contain student and staff demographic information, SARC, STAR, CELDT, and API data). The LEA is expected to gather and review its own information from these resources to determine strengths and needs and to shape the planning process.

Academic Performance

The needs assessment should include a focus on the academic areas highlighted in California's Performance Goals 1, 2, 3, and 5 (see Appendix A for a full listing of all of California's Performance Goals and Indicators), including:

- Statewide standards, assessment, and accountability
- Local assessments and accountability
- Coordination and integration of federal and state educational programs
- The LEA academic assessment plan

Teacher Quality

Another component of the needs assessment should examine local needs for professional development and hiring. LEA teachers and administrators should participate in this process to identify activities that will provide:

- teachers with the subject matter knowledge and teaching skills to provide all students the opportunity to meet challenging state academic achievement standards, and
- principals the instructional leadership skills to help teachers provide all students the opportunity to meet the state's academic achievement standards.

School Safety and Prevention

The LEA needs assessment also focuses on Performance Goal 4 (see Appendix A). It is based on an evaluation of objective data regarding the incidence of violence, alcohol, tobacco, and other illegal drug use in the elementary and secondary schools and the communities to be served. It includes the objective analysis of the current conditions and consequences regarding violence, alcohol, tobacco, and other illegal drug use, including delinquency and serious discipline problems, among students who attend such schools (including private school students who participate in the drug and violence prevention program). This analysis is based on ongoing local assessment or evaluation activities (Sec. 4115 (a)(1)(A). California's Healthy Kids Survey may also provide useful information in this area. The Survey is available at http://www.wested.org/pub/docs/chks_survey.html.

Descriptions - District Planning

Once local strengths and needs are identified as a result of examining and evaluating current district-level data, specific descriptions can be written of how program goals will be implemented to improve student academic achievement. **On the pages that follow, the LEA will provide descriptions and information about how it plans to address the requirements of NCLB based upon results of the needs assessment.** Collectively, these descriptions, along with the Assurances in Part III of this document, comprise the LEA Plan.

District Profile

In the space below, please provide a brief narrative description of your district. Include your district's vision/mission statement and any additional information about the make-up of your district, including grade levels and demographics of students served, in order to provide background and a rationale for the descriptions included in the LEA Plan.

Mission Statement: 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.

District Goals

1. Provide an academic program aligned with the Common Core Standards that support 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.

Sierra Sands Unified School District is located in the Indian Wells Valley of California's beautiful high desert. SSUSD is located in the northwest quadrant of the Mojave Desert. The district is isolated from comparable population centers by approximately 120 miles. The district serves a large rural area of approximately 954 square miles with eleven schools including seven elementary schools, two middle schools, one comprehensive high school, and one continuation high school. K-12 District enrollment according to 2013 CBEDS is 4933 and students by ethnicity include 25.8% Hispanic or Latino, 1.4% American Indian or Alaska Native, 4.7% Asian, 1.0% Pacific Islander, 5.4% African American, 60.3% White, and 1.4% Two or More Races. Participants in special programs include 11.5%, 7.3% English learners, and 59.3% Free and Reduced Meals participants. Approximately 2.2% of our students attend alternative education. Based on the 2013-14 CALPADS English Language Acquisition Status report, Sierra Sands has 21 languages in the district other than English. Of these languages, 89.5% speak Spanish. The most current CDE Ed-Data, school year 2011-12, indicates that Sierra Sands had 219.1 FTE and a student to teacher ratio of 23.1. The district also operates a state preschool at three elementary sites, three ASES after school programs, one before school program, and Adult School.

Students in grades K-5 attend school at one of seven elementary school sites. Elementary schools operate on a trimester reporting system with parent conferences held in November and March. Elementary instruction is based on California State Standards, preparing for transition to Common Core, for each grade level and subject. Achievement tests and benchmarks are utilized yearly. Parents receive detailed results of all standardized assessments. Gifted and Talented Education (GATE) opportunities are available at all elementary schools. Title I, a program specifically designed to provide students additional assistance, is available at seven schools. Interventions and before-and-after school programs are also available. Student access to after school programs is available at three schools (Faller, Inyokern and Pierce) through After School Education and Safety (ASES) grants.

The district has two middle schools. Instruction is based on course outlines that are articulated with both the elementary and high school courses of study. Gifted and Talented Education is provided to identified students. Both middle schools receive annual categorical funding to meet specific school needs. A full-time counselor is assigned to each school to provide students and parents assistance with developing a six year educational plan and ensure that program requirements are met. A variety of extracurricular activities are available, including student government, AVID, and a comprehensive pre-engineering program, Gateway to Technology. Athletic opportunities are offered to students in grades 7 and 8.

Sierra Sands operates two high schools: Sherman E. Burroughs High School and Mesquite Continuation High School. Both schools are accredited by the Western Association of Schools and Colleges and offer a wide range of educational opportunities. Instruction at Burroughs is based on course outlines articulated with the middle school course of study and university requirements. Honors and Advanced placement courses are provided in a number of subjects, and concurrent enrollment at Cerro Coso Community College is offered to students. Proficiency and remedial programs are also provided. At Burroughs, four full-time counselors assist students and parents to ensure that graduation and college entrance requirements are met. Burroughs is a member of the Desert Sky League and the Southern Section of the California Interscholastic Federation. A full complement of athletic activities is provided. An award-winning band is part of the extensive performing arts program. Participation in club activities and student government is encouraged. Burroughs offers a large career technical education program including Regional Occupational (ROP), Perkins (federal), Project Lead the Way Engineering, and Workability programs. Coordination with Cerro Coso and the Kern Community College District occurs and has been expanded through SB70 joint activities and articulation efforts. The district has actively pursued

grant opportunities to enhance STEM programs and facilities. Three CTE facility projects, a science computer lab with Vernier equipment, and chromebooks in English classrooms grades 6-12 have been accomplished over the past three years as a result of grants such as Proposition 1D, Department of Defense, and Common Core Implementation Funding. Additional technology and support is being implemented in math classrooms in grades 4-Algebra I as a result of a \$1.9 million grant received from the Department of Defense in 2013-14. This same year, the District also received a \$70 million Department of Defense grant to modernize the high school and build a new middle school. A United States Department of Education grant was received to increase counseling services at two of our elementary schools.

Mesquite, a Model Continuation High School, offers an alternative program for students 16 years of age or older on a separate campus. One full-time counselor assists students in meeting all graduation requirements, provides social and emotional support, and collaborates with the local community college to enroll students at the college. Students have access to ROP courses at Burroughs, and Virtual High School which provides on-line college classes at the school site with in class support provided by Sierra Sands Unified. Students have many elective classes at Mesquite to include student government, art, music, and yearbook, all integral parts of the school culture.

The District entered Program Improvement in 2011 and has progressed to Year 3-Corrective Action in 2013. All sites, the district, and the SELPA completed the survey tools to ensure all essential components are being implemented and to what extent. The District Leadership Team analyzed all data and identified needs based on data. The District Leadership Team prioritized its needs and will focus on the top three as identified by the team. These goals will be addressed over the next three years by sites, the SELPA, and the district. Our three prioritized goals are: 1) Curriculum, Instruction, Assessment, and Intervention, 2) Data Systems and Monitoring, and; 3) Professional Development. Using this information, the District revised its LEAP and is implementing its assigned corrective action by the State Board of Education which is to continue to provide professional development for teachers and administrators. The three district sites that receive the \$50,000 one-time allocation as a result of corrective action will incorporate this funding into their Single Plans and use it to support identified goals that align to the three district prioritized needs.

Local Measures of Student Performance (other than State-level assessments)

Per NCLB Section 1112 regarding Local Educational Agency Plans, each LEA must provide the following descriptions in its Plan:

A description of high-quality student academic assessments, if any, that are in addition to the academic assessments described in the State Plan under section 1111(b) (3), that the local educational agency and schools served under this part will use to:

- a) determine the success of students in meeting the State student academic achievement standards and provide information to teachers, parents, and students on the progress being made toward meeting student academic achievement standards;
- b) assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving students to meet State student achievement academic standards and do well in the local curriculum;
- c) determine what revisions are needed to projects under this part so that such children meet the State student academic achievement standards; and
- d) identify effectively students who may be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom-based instructional reading assessments.

If the LEA uses such assessments in addition to State Academic assessments, please provide a succinct description below, and indicate grade levels and students served with such assessments.

Also, please describe any other indicators that will be used in addition to the academic indicators described in Section 1111 for the uses described in that Section.

Per NCLB Section 1112 regarding Local Education Agency Plans, each LEA must provide a description of any high-quality student academic assessments, that the local educational agency and schools will use to:

- a) determine the success of students in meeting the State student academic achievement standards and provide information to teachers, parents, and students on the progress being made toward meeting student academic achievement standards;
- b) assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving students to meet State student achievement academic standards and do well in the local curriculum;
- c) determine what revisions are needed to projects under this part so that such children meet the State student academic achievement standards; and
- d) identify effectively students who may be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom-based instructional reading assessments.

In addition to the academic assessments described in the State Plan, Sierra Sands Unified School District uses:

- Benchmark Performance Assessment- ELA and Math-Grades K-8, and high school English.
- Teacher Evaluation Component- K-12
- Multiple measures include embedded assessment tools in district-adopted and supplemental curricula such as: STAR Early Literacy, STAR Reading, Oral Running Records, Accelerated Reading and Math and ALEKS math.

The District disaggregates data at the site and district levels for analysis of student achievement by subgroups including English Language Learners, Socio Economically Disadvantaged, Special Education, ethnic subgroups, and GATE. The District uses California State Standards and local measures to assess student achievement. Results are entered into the District database (Aeries and Illuminate) for access and tracking. The District has set a baseline growth percentage and timeline to measure growth toward proficiency. Recommendations for RSP, GATE, before/after school remediation, speech/language referrals, and instructional modifications are based on the comprehensive "picture" these tools provide of students' abilities. Based upon student need and group progress, programs are modified to maintain focus on student achievement toward proficiency.

Benchmark assessments for each grade level and the core programs have been developed. Full implementation is occurring in K-8, and in ELA at the high school. Work is in progress to include benchmark assessments for all math content areas at the high school. Benchmark data are entered into Illuminate for ease of analysis and use in longitudinal studies of student and sub group performance over time. Professional development is provided for data analysis and use of Illuminate, the districts data monitoring system.

The district uses a variety of reading and writing assessments and tracking tools to constantly and consistently track the progress of students toward reading and writing proficiency. Consistent use of these measurement tools provides teachers with instant feedback and an immediate response to student difficulty is recognized and addressed. Teachers are provided standards based materials and training. The district has implemented a three year plan (2011-2014) to transition to Common Core State Standards and the new assessment system which includes collaboration, coaching, instructional materials, and technology.

Performance Goal 1:**All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-2014.****Planned Improvement in Student Performance in Reading**

(Summarize information from district-operated programs and approved school-level plans)

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards: The District will establish a coherent, comprehensive curriculum in English Language Arts, TK-Grade 12.</p> <p>-The District Leadership Team/ PLC will review and revise district goals based on data</p> <p>-Professional development activities will focus on literacy and critical reading as outlined in the Common Core Standards</p> <p>-District level grade/curricular collaboration will be provided across the district at a minimum of three times per year.</p> <p>-Academic coaches will be provided to facilitate and assist with the transition to the Common Core Standards and assessment system, CALMAPPS.</p> <p>-Vertical alignment in English Language Arts will be addressed in collaboration to ensure consistency in courses.</p> <p>-All outlines and pacing schedules will be reviewed and modified to align to Common Core</p> <p>-Formative and summative assessments will be developed and implemented to monitor student progress in meeting proficiency in Common Core standards.</p> <p>-Single Plans for Student Achievement and WASC/Model School action plans will align to District goals.</p> <p>-Train and support the implementation of critical reading and literacy across content areas.</p>	<p>Assistant Superintendent Of Curriculum And Instruction, Teachers, Administrators</p> <p>District Leadership Team</p> <p>Assistant Superintendent, Academic Coaches, teachers</p> <p>Superintendent/Assistant Superintendent</p> <p>Superintendent, Assistant Superintendent</p> <p>Assistant Superintendent, Academic Coaches, teachers</p> <p>Assistant Superintendent, Academic Coaches, teachers</p> <p>Assistant Superintendent, Academic Coaches, teachers</p> <p>Assistant Superintendent, School Site Councils, WASC/Model School teams</p> <p>Assistant Superintendent, Academic Coaches, teachers</p>	<p>Materials costs</p> <p>Teacher release, materials costs</p> <p>Teacher release, materials costs</p> <p>Salaries/benefits, materials costs</p> <p>Teacher release, materials costs</p> <p>Teacher release, materials costs, training costs</p> <p>Teacher release, materials costs</p> <p>Costs related to each specific goal in site plans</p> <p>Teacher release, materials costs</p>	<p>\$100.00</p> <p>\$84, 240.00</p> <p>\$286,328.62/year</p>	<p>General Fund</p> <p>Title I, Title IIA, Title III, General Fund</p> <p>Title I, Title IIA, Title III, General Fund</p> <p>Title I, Title IIA, Title III, General Fund</p> <p>Title I, Title IIA, Title III, General Fund</p> <p>Title I, Title IIA, Title III, General Fund</p> <p>Title I, Title IIA, Title III, EIA, General Fund</p> <p>Title I, Title IIA, Title III, EIA, General Fund</p>
2. Use of standards-aligned instructional materials and strategies:				

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>-Continue to provide Instructional Materials-Based training for MacMillan McGraw-Hill California Treasures for all K-5 teachers.</p> <ul style="list-style-type: none"> • Provide sufficient materials and training for currently adopted ELA materials: • Elementary—Treasures-Macmillan McGraw-Hill • Middle—Glencoe-Grade 6 and Holt-Grades 7-8 • High School—Holt Literature & Language Arts and Expository Reading and Writing Course (ERWC) 	<p>Assistant Superintendent Of Curriculum And Instruction, IMBT trainers</p> <p>Current</p>	<p>Teacher release, training costs, materials costs</p> <p>Training costs, materials costs, teacher release</p>	<p>\$400.00 per identified teacher each year</p>	<p>Title IIA, General Fund</p> <p>Title IIA, General Fund</p>
<ul style="list-style-type: none"> • Provide training and support of English Learner component of State Approved Textbook and Supplemental Materials including: • Treasures-Macmillan McGraw-Hill • Glencoe-Grade 6 and Holt-Grades 7-8 	<p>Assistant Superintendent and ELD Academic Coach</p>	<p>Teacher release, materials costs</p>	<p>\$400.00 per identified teacher per year</p>	<p>Title II A, Title III, General Fund</p>
<p>-Provide hardware, software, and training to support the implementation of technology into classroom instruction.</p> <ul style="list-style-type: none"> • Continue to provide for AVID at the middle and high school levels to support implementation of school wide Common Core instructional strategies. 	<p>Board, Superintendent, Assistant Superintendent of Curriculum and Instruction, Director of Technology, teachers</p> <p>Board, Superintendent, Assistant Superintendent, Principals, Academic coaches, teachers</p>	<p>Materials costs, teacher release</p> <p>Professional development, materials costs, license fees</p>	<p>\$1.1 million-Common Core Implementation Funds and 1.9 million DoDEA grant</p> <p>\$4,000 site license fees per site per year. \$1,500 per AVID teacher per year for Summer Institute</p>	<p>General Fund and DoDEA grant</p> <p>Title IIA, EIA</p>
<p>-Continue district wide work with principals and teachers to identify and implement research based intervention programs, strategies, and materials to support students who are not at the proficient level.</p>	<p>Assistant Superintendent, Academic coaches, principals, teachers</p>	<p>Teacher release, materials costs</p>		<p>Title I, Title IIA, Title III, EIA, General Fund</p>
<p>-Provide training in the use of Illuminate to regularly monitor student progress in mastery of Common Core standards.</p>	<p>Assistant Superintendent, Academic coaches</p>	<p>Teacher release, stipends</p>	<p>Trainer stipend-\$35/hr Teacher stipend-\$20/hr</p>	<p>Title I, Title IIA, Title III, General Fund</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3. Extended learning time: -Before, Lunch, and After School Intervention/Remediation/Enrichment Programs</p> <p>-Saturday School</p> <p>-During the school day intensive instruction-Project Teacher, Special Education</p> <p>-Summer School & summer reading lists</p> <p>-Literacy support programs</p> <p>-GATE activities</p> <p>-ESL classes and tutoring</p> <p>-Concurrent Enrollment</p> <p>-State Preschool</p> <p>-Full Day Kindergarten</p>	<p>Assistant Superintendent, Principals, staff</p> <p>Assistant Superintendent</p> <p>Assistant Superintendent, Academic Coach, Principal, staff</p> <p>Assistant Superintendent, Principal, teachers</p> <p>Assistant Superintendent, Academic Coach, Principals, teachers</p> <p>Assistant Superintendent, Principals, teachers</p> <p>Assistant Superintendent, Principals, Academic coach, teachers</p> <p>Assistant Superintendent, Principals, teachers</p> <p>Assistant Superintendent, Principals, Contractor/Staff</p> <p>Assistant Superintendent, Principals, teachers</p>	<p>Stipends, materials costs, training costs</p> <p>Materials costs, teacher stipends</p> <p>Materials costs, salaries/benefits</p> <p>Salaries, materials costs, facilities costs</p> <p>Stipends, materials costs</p> <p>Stipends, materials costs</p> <p>Salaries/benefits, materials costs</p> <p>Salaries/benefits, materials costs, facilities costs</p> <p>Salaries/benefits</p>	<p>Teacher stipend-\$35/hr</p> <p>Teacher stipend-\$35/hr</p> <p></p> <p>Teacher stipend-\$35/hr</p> <p>Teacher stipend-\$35/hr</p> <p></p> <p>Teacher stipend-\$35/hr</p> <p></p> <p>Contract apportionment</p>	<p>Title I, EIA, General Fund, ASES</p> <p>General Fund</p> <p>Title I, Title III, General Fund</p> <p>Title I, General Fund</p> <p>Title I, Title III, EIA, General Fund</p> <p>General Fund</p> <p>Title III, EIA, General Fund</p> <p>General Fund, SB 70 Grant</p> <p>Preschool Fund</p> <p>General Fund</p>
<p>4. Increased access to technology: -Fully implement State Approved Technology Plan (revised 2011-2016)- see plan for complete details)</p> <p>• Include the use of technology in district and site goals.</p> <p>• Continue to expand WAN for density.</p>	<p>Assistant Superintendent, Director of Technology, Principals, Teachers, Academic Coaches</p> <p>Board, Superintendent, Director of Technology, Leadership Team</p> <p>Board, Superintendent, Director of Technology</p>	<p>Hardware, Software, Contracts, Stipends, Supplies, Consultants/Travel</p> <p>Salaries/benefits, materials costs, hardware, software, contracts, stipends, training/travel</p> <p>Contracts</p>	<p>As described in Technology Plan</p> <p>As described in District budget, District Common Core Implementation Plan, and DoDEA grant</p> <p>As described in District budget, district Common Core District Common Core Implementation Plan, and DoDEA grant</p>	<p>Title IIA, General Fund, DoDEA Grant</p> <p>General Fund and DoDEA grant</p> <p>General Fund and DoDEA grant</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> -Increase student and staff access to technology by purchasing hardware and software for use in the classroom Provide technology support for the implementation and use of hardware and software Identify and implement effective practices for building global connections and 21st Century Skills such as collaboration, creativity, critical thinking and communication. -Investigate blended learning opportunities and the flexibility for students to access classes through multiple environments, including online courses, tutorial and extension activities, and home and school support. 	<p>Board, Superintendent, Director of Technology, Assistant Superintendent</p> <p>Board, Superintendent, Director of Technology, Assistant Superintendent, Academic coaches</p> <p>Assistant Superintendent, Academic coaches, principals, teachers</p> <p>Assistant Superintendent, Academic coaches, principals, teachers</p>	<p>Materials costs</p> <p>Teacher release, stipends, salaries/benefits, materials costs</p> <p>Teacher release</p> <p>Teacher release</p>	<p>As described in District budget, District Common Core Implementation Plan, and DoDEA grant</p> <p>As described in District budget, District Common Core Implementation Plan, and DoDEA grant</p> <p></p> <p>\$200/license-APEX \$35/student/license-ALEKS</p>	<p>General Fund and DoDEA grant</p> <p>General Fund and DoDEA grant</p> <p>General Fund, Title IIA, DoDEA grant</p> <p>General Fund, Title IIA, DoDEA grant</p>
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>-Annually schedule and meet with District Advisory Committees to review, revise, develop and implement district goals based on data.</p> <p>-Annually schedule and implement staff collaboration time at the district level to build awareness and support effective implementation of Common Core standards and assessments.</p> <p>-Schedule Instructional Based Materials Training as needed to support full implementation of textbook adoptions</p> <p>-Provide for and support Beginning Teacher Support and Assistance (BTSA)</p> <p>-Provide Academic Coaches to facilitate and support the implementation of the Common Core Standards and assessment system. This includes learning new instructional strategies to increase students' depth of knowledge.</p> <p>-Single Plans and WASC/Model School plans will include professional development as action items.</p> <p>-Support District Initiatives for Professional Development in the areas of: Professional Learning Communities, Common Core Implementation Plan, Illuminate, and AVID</p>	<p>Assistant Superintendent</p> <p>Assistant Superintendent</p> <p>Assistant Superintendent</p> <p>Assistant Superintendent</p> <p>Superintendent, Assistant Superintendent</p> <p>School Site Councils, WASC/Model school teams</p> <p>Superintendent, Assistant Superintendent, Principals, teachers</p>	<p>Materials costs</p> <p>Teacher release, materials costs</p> <p>Teacher release, training costs, materials costs</p> <p>Teacher release, stipends, materials costs</p> <p>Salaries/benefits, materials costs</p> <p>Materials costs</p> <p>Salaries/benefits, stipends, teacher release, materials costs</p>	<p>\$100.00</p> <p></p> <p>\$400 per identified teacher per year</p> <p></p> <p>Same as above</p> <p></p>	<p>General Fund</p> <p>General Fund</p> <p>Title I, Title IIA</p> <p>General Fund</p> <p>Title I, Title III, EIA, General Fund</p> <p>Title I, Title IIA, Title III, EIA, General Fund</p> <p>Title I, Title IIA, Title III, EIA, General Fund</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <ul style="list-style-type: none"> -Superintendent's Council will continue to meet monthly so that parents, staff, and community members have a means to collaborate with the district and its schools. -The District will maintain up to date information on its website so that staff, parents, and community have access to information such as School Accountability Report Cards, Parent Rights and Responsibilities Handbook, and links to school sites and district departments. -The District will annually schedule District Advisory Committees and invite participation of staff, parents, and community members so that stakeholders have a means for input in the development of district policies and procedures. -Each site will maintain a School Site Council and English Language Advisory Council, with staff, parent and community representatives. -Parent involvement events are regularly offered by district and school sites such as parent nights, Back to School Night, Open House, parent conferences, and school activities. -Continue to include opportunities for community input and involvement as a district goal. -The District will provide translation services to all school sites to encourage and facilitate parent/school communication and support. 	<p>Superintendent</p> <p>Superintendent</p> <p>Assistant Superintendent</p> <p>Assistant Superintendent, Principals</p> <p>Superintendent, staff</p> <p>Board, Superintendent, staff</p> <p>Assistant Superintendent, Academic coach, Principals, Translators</p>	<p>Materials costs</p> <p>Materials costs</p> <p>Materials costs</p> <p>Materials costs</p> <p>Materials costs, stipends</p> <p>Materials costs</p> <p>Salaries/benefits, materials costs, stipends</p>	<p>\$100.00</p> <p></p> <p></p> <p>\$100.00 per site</p> <p>\$200.00 per site</p> <p></p> <p>\$85,586.41/year</p>	<p>General Fund</p> <p>General Fund</p> <p>General Fund</p> <p>General Fund</p> <p>Title I, Title III, EIA, General Fund</p> <p>General Fund</p> <p>Title 1, Title III, EIA, General Fund</p>
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <p>Student Study Teams/ Student Assistance Teams</p> <ul style="list-style-type: none"> • Community mental health services • Homework assistance • Homeless Services • Independent Study • Develop on-line educational program <p>-Implement and support AVID and ALAS classes at middle and high school</p>	<p>Principals, Staff Parent</p> <p>Assistant Superintendent, Principals, teachers</p>	<p></p> <p>Salaries/benefits, materials costs, training</p>	<p></p> <p>FTE salary schedule</p>	<p></p> <p>EIA, General Fund</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> -Promote/Encourage Parent Conferences/meetings/activities -Conduct Kindergarten/Middle School/High School Orientations -Schedule and implement School Attendance Review Board meetings -Provide CAHSEE Intensive Instruction -Provide grade span transition programs for students: Link Crew at BHS, WEB at Monroe, -Provide parent support via: Parent Project -Increase Elementary Counseling support at the elementary level -Collaborate with the community college to create and implement college articulation agreements 	<ul style="list-style-type: none"> Principals, teachers Principals, counselors, teachers Coordinator of Pupil Support Services, Principals Assistant Superintendent, Principal, teachers Assistant Superintendent, Principals, counselors, teachers, students Assistant Superintendent, Principals, counselors Assistant Superintendent, Principals, counselors Assistant Superintendent, Principals, teachers 	<ul style="list-style-type: none"> Materials costs, stipends Materials costs, trainings Materials costs Materials costs, stipends Training costs, stipends, materials costs Training costs, materials costs Salaries/benefits Materials costs 	<ul style="list-style-type: none"> Teacher stipend-\$35/hr \$1,500 per counselor \$141,862.63 	<ul style="list-style-type: none"> Title I, EIA, General Fund Title I, Title III, EIA, General Fund General Fund General Fund General Fund Title I and Department of Education Counseling grant Department of Education Counseling grant General Fund
<p>8. Monitoring program effectiveness:</p> <ul style="list-style-type: none"> -Board Evaluation of Superintendent -Superintendent's Evaluation of Administrator Performance -Federal Program Monitoring Findings -Program and Fiscal Audits Findings -District Advisory Council Action Items -School Site Councils-Single Plans for Student Achievement Program Review Commendations and Recommendations and School Performance Status: WASC, Model, Distinguished, API/AYP -Student/Parent/Staff Surveys and Needs Assessments -Annual Assessment Reports to the Board of Education 	<ul style="list-style-type: none"> Board of Education Superintendent Superintendent Superintendent Assistant Superintendent Assistant Superintendent, Principals Superintendent, Cabinet, Principals Principals Superintendent, Assistant Superintendent 	<ul style="list-style-type: none"> Materials costs Materials costs Materials costs Materials costs Materials costs Materials costs Materials costs Materials costs Materials costs 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> General Fund General Fund Title I, Title IIA, Title III, EIA, General Fund General Fund General Fund Title I, Title IIA, Title III, EIA, General Fund General Fund, SLIBG Title I, SLIBG General Fund
<p>9. Targeting services and programs to lowest-performing student groups:</p> <ul style="list-style-type: none"> -Support sites in the effective use of Student Study Teams to analyze student performance and identify needs and appropriate support. 	<ul style="list-style-type: none"> Assistant Superintendent, Principals 	<ul style="list-style-type: none"> Training costs, materials costs 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Title I, Title IIA, General Fund

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>-Effectively utilize Resource Specialists to analyze student performance, identify needs, and provide appropriate support to increase student achievement.</p> <p>-Continue district level PLC for counseling staff to more effectively identify and address barriers that negatively impact student success.</p> <p>-Provide timely Homeless services to those students who qualify.</p> <p>-Support the effective use of Project Teachers at the elementary level to identify and support students who are not mastering grade level standards.</p> <p>-Assist sites with providing timely and targeted research based interventions, both inside and outside the school day, for students not mastering grade level standards.</p> <p>-Assist sites with the effective use of paraprofessional support to increase student achievement.</p> <p>-Assist sites with the incorporation of technology to include hardware, software and the use of strategies/tools into the curriculum to address the differentiated needs of students.</p>	<p>Director of SELPA, Assistant Superintendent, Principals, Resource Specialists</p> <p>Assistant Superintendent</p> <p>Assistant Superintendent</p> <p>Assistant Superintendent, Principals</p> <p>Assistant Superintendent, Principals</p> <p>Director of SELPA, Assistant Superintendent, Principals</p> <p>Assistant Superintendent, Director of Technology, Academic coaches, Principals, teachers</p>	<p>Training costs, materials costs</p> <p>Materials costs</p> <p>Food, health, transportation costs, school supplies</p> <p>Salaries/benefits</p> <p>Materials costs, training costs</p> <p>Salaries/benefits, stipends, training costs, materials costs</p> <p>Materials costs, stipends, training costs</p>	<p></p> <p></p> <p>1% of Title I allocation</p> <p></p> <p>\$5,000/site/year</p> <p>Trainer-\$35/hour Paraprofessional-hourly rate</p> <p></p>	<p>Title I, Title IIA, General Fund</p> <p>General Fund</p> <p>Title I</p> <p>Title I and SLIBG</p> <p>Title I, Title IIA, Title III, EIA, General Fund</p> <p>Title I, Title IIA, General Fund</p> <p>Title I, Title IIA, EIA, General Fund, DoDEA grant</p>
<p>10. Any additional services tied to student academic needs:</p> <p>-District Psychologist/Counseling Services/Speech Therapist</p> <p>-District Nurses</p> <p>-MediCal Services</p> <p>-College Community Services</p> <p>-School Resource Officers</p> <p>-Alternative High School</p> <p>-Independent Study Program</p>	<p>Superintendent, Director of SELPA</p> <p>Superintendent, Director of SELPA</p> <p>Superintendent, Director of SELPA</p> <p>Superintendent, Director of SELPA</p> <p>Superintendent, Director of SELPA</p> <p>Superintendent, Assistant Superintendent, Principal</p> <p>Superintendent, Assistant Superintendent, Principal</p>	<p>Salaries/benefits, materials costs, training costs</p> <p>Salaries/benefits, materials costs, training costs</p> <p>As determined by staff</p> <p>As determined by staff</p> <p>Salaries/benefits, materials costs, training costs</p> <p>Salaries/benefits, program costs</p> <p>Salaries/benefits, program costs</p>	<p></p> <p></p> <p></p> <p></p> <p></p> <p></p> <p></p>	<p>Title IIA, General Fund</p> <p>General Fund</p> <p>General Fund, MAA</p> <p>General Fund, MAA</p> <p>General Fund</p> <p>General Fund</p> <p>General Fund</p>

Performance Goal 1 (continued):**All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-2014.****Planned Improvement in Student Performance in Mathematics**

(Summarize information from district-operated programs and approved school-level plans)

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards: The District will establish a coherent, comprehensive curriculum in Mathematics, TK-12.</p> <p>-The District Leadership Committee/PLC will review and revise district goals based on data</p> <p>-Professional development activities will focus on Common Core standards and mathematical practices.</p> <p>-District level grade/curricular collaboration will be provided across the district at a minimum of three times per year.</p> <p>-Academic coaches will be provided to facilitate and assist with the transition to the Common core Standards and assessment system, CALMAPPS</p> <p>-Vertical alignment in Mathematics will be addressed in collaboration to ensure consistency in content/courses.</p> <p>-All curriculum outlines and pacing schedules will be reviewed and modified to align to Common Core.</p> <p>-Formative and summative assessments will be developed and implemented to monitor student progress in meeting proficiency in Common Core standards.</p> <p>-Single Plans for Student Achievement and WASC/Model School action plans will align to District goals.</p>	<p>Assistant Superintendent, Teachers, Administrators</p> <p>District Leadership Committee</p> <p>Assistant Superintendent, Academic Coaches, teachers</p> <p>Superintendent, Assistant Superintendent</p> <p>Superintendent, Assistant Superintendent</p> <p>Assistant Superintendent, Academic Coaches, teachers</p> <p>Assistant Superintendent, Academic Coaches, teachers</p> <p>Assistant Superintendent, Academic Coaches, teachers</p> <p>Assistant Superintendent, School Site Councils, WASC/Model School teams</p>	<p>Materials costs</p> <p>Teacher release, materials costs</p> <p>Teacher release, materials costs</p> <p>Salaries/benefits, materials costs</p> <p>Teacher release, materials costs</p> <p>Teacher release, materials costs, training costs</p> <p>Teacher release, materials costs</p> <p>Costs related to each specific goal in site plans</p>		<p>Title I, Title IIA, EIA</p> <p>General Fund</p> <p>Title I, Title IIA, Title III, General Fund</p> <p>Title I, Title IIA, title III, General Fund</p> <p>Title I, Title IIA, Title III, General Fund</p> <p>Title I, Title IIA, Title III, General Fund</p> <p>Title I, Title IIA, Title III, General Fund</p> <p>Title I, Title IIA, Title III, General Fund</p>
<p>2. Use of standards-aligned instructional materials and strategies:</p> <p>-Review, revise, and create math pathways that align to the Common Core mathematics standards</p> <p>-Develop and implement new mathematics courses that support the math pathways</p>	<p>Assistant Superintendent, Academic Coaches, teachers</p> <p>Assistant Superintendent, counselors, Academic Coaches, teachers</p>	<p>Teacher release, training costs</p> <p>Teacher release, stipends, training costs</p>		<p>Title IIA</p> <p>Title IIA</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>-Review, evaluate, and recommend mathematics instructional materials for implementation in Fall 2014</p> <p>-Provide hardware, software, and training to support the implementation of technology into classroom instruction.</p> <p>-Continue to provide for AVID at the middle and high school levels to support implementation of school wide Common core instructional strategies.</p> <p>-Continue district wide work with principals and teachers to identify and implement research based intervention programs, strategies, and materials to support students who are not at the proficient level.</p> <p>-Provide training in the use of Illuminate to regularly monitor student progress in mastery of Common Core standards.</p> <p>3. Extended learning time:</p> <p>-Before, Lunch, and After School Intervention/Remediation/Enrichment</p> <p>-During the school day intensive instruction-Project Teacher, Special Education</p> <p>-Summer School</p> <p>-GATE activities</p> <p>-Concurrent Enrollment</p> <p>-State Preschool</p> <p>-Full Day Kindergarten</p>	<p>District Textbook Selection Committee, District Instructional Materials Selection Committee</p> <p>Assistant Superintendent, Director of Technology, Principals, Academic Coaches</p> <p>Assistant Superintendent, Principals</p> <p>Assistant Superintendent, Academic Coaches</p> <p>Assistant Superintendent, Academic Coaches</p> <p>Assistant Superintendent, Principals, staff</p> <p>Assistant Superintendent, Director of SELPA, Principals, teachers</p> <p>Assistant Superintendent, Principal, teachers</p> <p>Assistant Superintendent, Principals, teachers</p> <p>Assistant Superintendent, Principals, teachers</p> <p>Assistant Superintendent, Principals, Contractor/Staff</p> <p>Assistant Superintendent, Principals, teachers</p>	<p>Teacher release</p> <p>Salaries/benefits, materials costs, training costs</p> <p>Professional development, materials costs, license fees</p> <p>Teacher release, materials costs</p> <p>Teacher release, stipends</p> <p>Salaries/benefits, materials costs, training costs</p> <p>Salaries/benefits, materials costs</p> <p>Salaries/benefits, materials costs, facilities costs</p> <p>Stipends, materials costs</p> <p>Salaries/benefits, materials costs</p> <p>Salaries/benefits, materials costs, facilities costs</p> <p>Salaries/benefits</p>		<p>Title IIA</p> <p>General Fund and DoDEA grant</p> <p>Title IIA, EIA</p> <p>Title I, Title IIA, Title III, EIA, General Fund</p> <p>Title I, Title IIA, Title III, General Fund</p> <p>Title I, Title IIA, Title III, EIA, Preschool, After School Education and Safety, General Fund</p> <p>Title I, Title III, General Fund</p> <p>Title I, General Fund</p> <p>General Fund</p> <p>General Fund, SB 70 Grant</p> <p>Preschool Fund</p> <p>General Fund</p>
4. Increased access to technology:				

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>-Fully implement State Approved Technology Plan (revised 2011-2016)- see plan for complete details)</p> <p>-Include the use of technology in district and site goals.</p> <p>-Continue to expand WAN for density</p> <p>-Increase student and staff access to technology by purchasing hardware and software for use in the classroom.</p> <p>-Provide technology support for the implementation and use of hardware and software</p> <p>-Identify and implement effective practices for building global connections and 21st Century Skills such as collaboration, creativity, critical thinking and communication.</p> <p>-Investigate blended learning opportunities and the flexibility for students to access classes through multiple environments, including online courses, tutorial and extension activities, and home and school support.</p>	<p>Assistant Superintendent, Director of Technology, Principals, Teachers</p> <p>Board, Superintendent, Director of Technology, Leadership Team</p> <p>Board, Superintendent, Director of Technology</p> <p>Board, Superintendent, Director of Technology</p> <p>Board, Superintendent, Director of Technology</p> <p>Assistant Superintendent, Academic Coaches, Principals, teachers</p> <p>Assistant Superintendent, Academic Coaches, Principals, teachers</p>	<p>Hardware, Software, Contracts, Stipends, Materials, Consultants, Travel</p> <p>Salaries/benefits, materials costs, hardware, software, contracts, stipends, training/travel</p> <p>Contracts</p> <p>Materials costs</p> <p>Teacher release, stipends, salaries/benefits, materials costs</p> <p>Teacher release</p> <p>Teacher release</p>	<p></p> <p>As described in District budget, District Common Core Implementation Plan, and DoDEA grant</p> <p>As described in District budget, District Common Core Implementation Plan, and DoDEA grant</p> <p>As described in District budget, District Common Core Implementation Plan, and DoDEA grant</p> <p>As described in District budget, District Common Core Implementation Plan, and DoDEA grant</p> <p>As described in District budget, District Common Core Implementation Plan, and DoDEA grant</p>	<p>Title IIA, General Fund, DoDEA Grant</p> <p>General Fund and DoDEA Grant</p> <p>General Fund and DoDEA Grant</p> <p>General Fund, Title IIA, DoDEA grant</p> <p>General Fund, Title IIA, DoDEA grant</p>
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>-Support District Initiatives for professional Development in the areas of: Professional Learning Communities, Common Core Implementation Plan, Illuminate, and AVID.</p> <p>-Annually schedule and meet with District Advisory Committees to review, revise, develop and implement district goals based on data.</p> <p>-Annually schedule and implement staff collaboration time at the district level to build awareness and support effective implementation of Common Core standards and assessments.</p> <p>-Schedule Instructional Based Materials Training as needed to support full implementation of textbook adoptions</p>	<p>Superintendent, Cabinet, Principals, staff</p> <p>Assistant Superintendent</p> <p>Assistant Superintendent</p> <p>Assistant Superintendent</p>	<p>Salaries/benefits, stipends, materials costs, training costs, contracts, fees</p> <p>Materials costs</p> <p>Teacher release, materials costs</p> <p>Teacher release, training costs, materials costs</p>	<p></p> <p></p> <p></p> <p></p>	<p>Title I, Title IIA, Title III, EIA, General Fund</p> <p>General Fund</p> <p>General Fund</p> <p>Title I, Title IIA</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> -Provide for and support Beginning Teacher Support and Assistance (BTSA) -Provide Academic Coaches to facilitate and support the implementation of the Common Core standards and assessment system. This includes learning new instructional strategies to increase students' depth of knowledge. -Ensure Single Plans and WASC/Model School plans align to District goals and include professional development as action items. 	<ul style="list-style-type: none"> Assistant Superintendent Superintendent, Assistant Superintendent School site Councils, WASC/Model School teams 	<ul style="list-style-type: none"> Teacher release, stipends, materials costs Salaries/benefits, materials costs Materials costs 		<ul style="list-style-type: none"> General Fund Title I, Title III, EIA, General Fund Title I, Title IIA, Title III, EIA, General Fund
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <ul style="list-style-type: none"> -Superintendent's Council will continue to meet monthly so that parents, staff, and community members have a means to collaborate with the district and its schools. -The District will maintain up to date information on its website so that staff, parents, and community have access to information such as School Accountability Report Cards, District Rights and Responsibilities Handbook, and links to school sites and district departments. -The District will annually schedule District Advisory Committees and invite participation of staff, parents, and community members so that stakeholders have a means for input in the development of district policies and procedures. -Each site will maintain a School Site Council and English Language Advisory Council, with staff, parent and community representatives. -Parent involvement events are regularly offered by district and school sites such as parent nights, Back to School Night, Open House, parent conferences, and school activities. -Continue to include opportunities for community input and involvement as a district goal. -The District will provide translation services to all school sites to encourage and facilitate parent/school communication and support. 	<ul style="list-style-type: none"> Superintendent Superintendent Assistant Superintendent Assistant Superintendent, Principals Superintendent, staff Board, Superintendent, staff Assistant Superintendent, Academic Coach, Translators 	<ul style="list-style-type: none"> Materials costs Materials costs Materials costs Materials costs Materials costs, stipends Materials costs Salaries/benefits, materials costs 		<ul style="list-style-type: none"> General Fund General Fund General Fund General Fund Title I, Title III, EIA, General Fund General Fund Title III, General Fund
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p>				

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> Student Study Teams/ Student Assistance Teams Parent Conferences CAHSEE Intensive Instruction Elementary Counseling (Title 1/ EIA) Summer school and/or Interventions 	Principals	Materials costs		General Fund
-Community mental health services	Director of SELPA, Principals, Counselors	As identified by staff		General Fund, Department of Education Counseling Grant
-Homework assistance/Tutoring	Assistant Superintendent, Principals, teachers	Stipends, materials costs		Title 1, Title III, EIA, General Fund
-Homeless Services	Assistant Superintendent, Principals, Counselors	As identified by staff-food, transportation, school supplies		Title I
-Independent Study	Assistant Superintendent, Principals	Salaries/benefits, materials costs, licenses		General Fund
-Promote/Encourage parent conferences/meetings/activities	Assistant Superintendent, Principals, teachers	Stipends, materials costs		General Fund
-Conduct Kindergarten/Middle School/High School Orientations	Principals	Materials costs		General Fund
-Schedule and implement School Attendance Review Board meetings	Director of Pupil Support Services	Materials costs		General Fund
-Provide grade span transition programs for students: Link Crew at BHS, WEB at Monroe,	Principals	Training costs, materials costs		General Fund
-Provide parent support via: Parent Project	Assistant Superintendent, Counselors	Training costs, materials costs		Department of Education Counseling Grant, General Fund
8. Monitoring program effectiveness:				
-Board Evaluation of Superintendent	Board of Education	Materials costs		General Fund
-Superintendent's Evaluation of Administrator Performance	Superintendent	Materials costs		General Fund
-Federal Program Monitoring Findings	Superintendent	Materials costs		Title I, Title IIA, Title III, EIA, General Fund
-Program and Fiscal Audit Findings	Superintendent	Materials costs		Title I, Title IIA, Title III, EIA, General Fund
-District Advisory Council Action Items	Assistant Superintendent	Materials costs		General Fund

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> -School site Councils-Single Plans for Student Achievement -Program Review Commendations and Recommendations and School Performance Status: WASC, Model, Distinguished, API/AYP -Student/Parent/Staff Surveys and Needs Assessments -Annual Assessment Reports to the Board of Education 	<ul style="list-style-type: none"> Assistant Superintendent, Principals Superintendent, Cabinet, Principals Principals Superintendent, Assistant Superintendent 	<ul style="list-style-type: none"> Materials costs Materials costs Materials costs Materials costs 		<ul style="list-style-type: none"> Title I, Title IIA, Title III, EIA, General Fund General Fund, SLIBG Title I, General Fund General Fund
<p>9. Targeting services and programs to lowest-performing student groups:</p> <ul style="list-style-type: none"> -Support sites in the effective use of Student Study Teams to analyze student performance and identify needs and appropriate support. -Effectively utilize Resource Specialists to analyze student performance, identify needs, and provide appropriate support to increase student achievement. -Continue district level PLC for counseling staff to more effectively identify and address barriers that negatively impact student success. -Provide timely Homeless services to those students who qualify. -Support the effective use of Project Teachers at the elementary level to identify and support student who are not mastering grade level standards. -Assist sites with providing timely and targeted research based interventions, both inside and outside the school day, for students not mastering grade level standards. -Assist sites with the effective use of paraprofessional support to increase student achievement. -Assist sites with the incorporation of technology to include hardware, software, and the use of strategies/tools into the curriculum to address the differentiated needs of students. 	<ul style="list-style-type: none"> Assistant Superintendent, Principals Director of SELPA, Assistant Superintendent, Principals, Resource Specialists Assistant Superintendent Assistant Superintendent Assistant Superintendent, Principals Assistant Superintendent, Principals Director of SELPA, Assistant Superintendent, Principals Assistant Superintendent, Director of Technology, Academic coaches, Principals, teachers 	<ul style="list-style-type: none"> Training costs, materials costs Training costs, materials Materials costs As identified by staff-food, transportation, school supplies Salaries/benefits Salaries/benefits, stipends, training costs, materials costs Salaries/benefits, stipends, training costs, materials costs Salaries/benefits, materials costs, stipends, training costs 		<ul style="list-style-type: none"> Title I, Title IIA, General Fund Title I, Title IIA, General Fund General Fund Title I Title I, SLIBG Title I, Title IIA, Title III, EIA, General Fund Title I, Title IIA, General Fund Title I, Title IIA, EIA, General Fund, DoDEA grant
<p>10. Any additional services tied to student academic needs:</p> <ul style="list-style-type: none"> -The District provides Psychologist/Counseling/Speech Therapist services for those students who qualify. -The District provides Nursing services to eliminate any barriers to learning. 	<ul style="list-style-type: none"> Superintendent, Director of SELPA Superintendent, Director of SELPA 	<ul style="list-style-type: none"> Salaries/benefits, materials costs, training costs Salaries/benefits, materials costs, training costs 		<ul style="list-style-type: none"> Title IIA, General Fund General Fund

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> -The District assists with Medi-Cal services as needed. -The District assists with connecting students and their families to community resources as needed. -The District employs School Resources Officers to ensure a safe and nurturing learning environment. -The District offers Alternative Education (16 years and older) for those students who need more individualized instruction and support. -The District offers Independent Study for students who cannot attend school at the school site. 	Superintendent, Director of SELPA	As determined by staff		General Fund, MAA
	Superintendent, Director of SELPA	As determined by staff		General Fund, MAA
	Superintendent, Director of SELPA	Salaries/benefits, materials costs, training costs		General Fund
	Superintendent, Assistant Superintendent, Principals	Salaries/benefits, materials costs, training costs		General Fund
	Superintendent, Assistant Superintendent, Principals	Salaries/benefits, materials costs, training costs		General Fund
				General Fund

Performance Goal 2:

All limited-English-proficient (LEP) students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Planned Improvement in Programs for LEP Students and Immigrants (Title III)

(Summarize information from district-operated programs and approved school-level plans)

Description of How the LEA is Meeting or Plans to Meet this Requirement	
Required Activities	
<p>1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:</p> <p>a. Describe the programs and activities to be developed, implemented, and administered under the subgrant;</p> <p>b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122;</p> <p>c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:</p> <ul style="list-style-type: none">• meeting the annual measurable achievement objectives described in Section 3122;• making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B);• annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1);	<p>a. The district will provide a series of programs designed to meet student needs in the areas of English proficiency and academic performance. These programs will include Structured English Immersion for students less than reasonably fluent (CELDT-Beginner, Early Intermediate, Intermediate) for a minimum of 30 minutes per day K-12. Content English ELD for students grades 6-8 for a minimum of 30 minutes per day for students who are less than reasonably fluent in English. Access to the core curriculum through SDAIE classes for a minimum of 30 minutes per day for students who are reasonably fluent (Early Advanced, Advanced) in English K-12. Primary Language Support as needed to assist students in learning the core curriculum. Primary Language Instruction for students where there are 20 or more requests of Parental Exception Waivers at any grade level.</p> <p>b. Funding will be used for teacher training for CTET, CELDT Assessment, ELD Instruction aligned to Common Core State Standards and effective instructional strategies. Supplemental materials and supplies will be purchased to assist students in learning English and the district's core curriculum. Parent education and training activities, including ELAC and DELAC will be supported.</p> <p>c. Principals will submit a EL Site Plan within their School Site Plan indicating how ELs will be monitored and served at each school site. Site principals will develop a measurable accountability system in their annual school plans. The district will review each site's data annually to assess student progress in English proficiency as measured by CELDT (yearly and longitudinal). Concurrently, the district will review student achievement on standardized assessments and local assessments to determine student progress toward meeting State Academic standards. Data will be entered into the district database and analyzed regularly for student achievement and progress. Each year the LEA will receive a Title III Accountability Report measuring progress towards meeting three federal Annual Measurable Achievement Objectives (AMAOs).</p>

Description of How the LEA is Meeting or Plans to Meet this Requirement

Required Activities

<p>d. Describe how the LEA will promote parental and community participation in LEP programs.</p>	<p>d. Each school site holds EL advisory meetings (ELAC) with parent members. The district conducts District English Language Learner meetings (DELAC). The advisory meeting agendas focus on parent and student information and needs. Advisory groups receive training in required elements (4 for ELAC and 8 for DELAC). Parents are encouraged to receive further training through participation in conferences at district expense. Parent and student information is sent out in English and Spanish as required. The EL Clerks makes personal phone calls to parents for parent participation and ensures that every parent is contacted for meetings and important information.</p>
<p>2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c).</p> <p>The effectiveness of the LEP programs will be determined by the increase in:</p> <ul style="list-style-type: none"> English proficiency; and Academic achievement in the core academic subjects 	<p>The District Instructional Materials Selection Committee has reviewed researched based State Approved programs, textbooks, and materials. A district committee has evaluated the programs, textbooks, and materials and recommended their best options to the Board of Education for meeting the needs of our students. The Board of Education has adopted the programs recommended by the District Instructional Materials Selection Committee. Supplementary materials will be brought to the board when they will significantly impact EL funds or programs. English Learner teachers have proper certification or are in training to teach English Learner Students. Our programs are comprehensive and provide all students access to the core curriculum. Progress will be measured using AMAOs.</p>
<p>3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.</p> <p>a. designed to improve the instruction and assessment of LEP children;</p> <p>b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students;</p> <p>c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the teachers' subject matter knowledge, teaching knowledge, and teaching skills;</p>	<p>a. Sierra Sands Unified School District offers Specifically Designed Academic Instruction training to administrators, counselors and teachers who qualify and CTET to all other teachers through various colleges. The district also supports staff development opportunities that assist teachers in meeting the needs of students through research based activities and State approved programs. The district has trained teachers in the use Illuminate, a program for analyzing student data. Using benchmark data teachers can determine the instructional needs of students and design instruction and groupings based upon need. District wide grade level and department collaborations are built in three times a year with an emphasis on Common Core Standard Implementation including how to address the needs of ELs.</p> <p>b. Administrators and teachers are provided with training on newly adopted Common Core State Standards, ELD Standards and current adopted core materials including the EL components to ensure that all students have access to the core curriculum. Staff development is planned based upon student learning outcomes and identified gaps and weaknesses.</p> <p>c. The district has set yearly targets for growth in student achievement to ensure that all students meet the proficient level by the year 2013-14 (and beyond). The district will compare student data to set targets to analyze the effectiveness of programs and training. Title III AMAOs are also used as measurements of effectiveness.</p>

Description of How the LEA is Meeting or Plans to Meet this Requirement	
Required Activities	
d. long term effect will result in positive and lasting impact on teacher performance in the classroom.	d. Students' achievement will be tracked from year to year (longitudinal) to determine if teaching strategies and programs are consistent and provide progress toward meeting proficiency. On going grade level and department collaborations have been established to promote student achievement and teacher effectiveness.
4. Upgrade program objectives and effective instruction strategies.	<p>Check if Yes: [X]</p> <p>If yes, describe: Staff members will participate in long term, research based professional development in order to provide effective instruction strategies. Teachers will receive training in Common Core State Standards, New ELD State Standards, English Writing Project (7-12), improving math achievement using technology and integrating technology into instruction.</p>

Planned Improvement in Programs for LEP Students and Immigrants (Title III)
(Summarize information from district-operated programs and approved school-level plans)

Description of How the LEA is Meeting or Plans to Meet this Requirement	
Allowable Activities	
5. Provide: <ul style="list-style-type: none"> a. tutorials and academic or vocational education for LEP students; and b. intensified instruction. 	Check if Yes: <input checked="" type="checkbox"/> If yes, describe: Students will be encouraged to participate in intensive intervention opportunities when identified as making insufficient progress in English proficiency development or academics. Additional paraprofessional or teacher support may be provided to reduce the adult to student ratio. In addition to college preparation, EL students are actively encouraged to attend career technical education classes, including ROP courses.
6. Develop and implement programs that are coordinated with other relevant programs and services.	Check if Yes: <input checked="" type="checkbox"/> If yes, describe: District is currently implementing MCSAP Grant focused on increasing math achievement in grades 5, 7 and in Algebra using technology. Additional resources, such as grants will be pursued to increase services to ELL students and their parents.
7. Improve the English proficiency and academic achievement of LEP children.	Check if Yes: <input checked="" type="checkbox"/> If yes, describe: Utilize supplementary materials to meet individual student needs based upon CELDT performance.
8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families - <ul style="list-style-type: none"> • To improve English language skills of LEP children; and • To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children. 	Check if Yes: <input checked="" type="checkbox"/> If yes, describe: Adult ESL and CBET/ ESL support activities for parents and children. Increase parent involvement in school activities and governance activities.
9. Improve the instruction of LEP children by providing for - <ul style="list-style-type: none"> • The acquisition or development of educational technology or instructional materials • Access to, and participation in, electronic networks for materials, training, and communication; and • Incorporation of the above resources into curricula and programs. 	Check if Yes: <input checked="" type="checkbox"/> If yes, describe: Chromebooks have been purchased for grades 4-8 and for students in English and Math in grades 9-12. Google Apps has been implemented across the district. Students may have additional access to educational technology and other instructional materials that will enhance their program and improve achievement.
10. Other activities consistent with Title III.	Check if Yes: <input type="checkbox"/> If yes, describe:

Performance Goal 2 (continued):
Plans to Notify and Involve Parents of Limited-English-Proficient Students

Parents of Limited-English-Proficient students must be notified:

The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.

Description of How the LEA is Meeting or Plans to Meet this Requirement	
Required Activities	
1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):	
a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program;	a. Each parent of a student who registers at SSUSD automatically completes a home language survey. If the survey indicates a language other than English on any of the first three lines, the student is enrolled in school and tested, not later than 30 days after enrollment, to determine if the student is to be classified as an English Learner. Parents are notified of the results of the test verbally and in writing (English and Spanish). If the parent agrees, the student is placed in the most appropriate learning program for his/her needs. All EL students receive EL services. Each parent receives a notice of student placement no later than 30 days after the start of the academic year.
b. the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement;	b. Each EL child is given the CELDT assessment upon enrollment and annually thereafter to determine English proficiency. The level is assessed locally, and then at the State level. 2012-2013 STAR Results are used to evaluate student achievement and instructional needs. The district will be participating Common Core Aligned SBAC assessments in the Spring of 2014. Results will not be sent to schools initially, so student achievement will need to be monitored and evaluated using local Common Assessments. Students are tested in his/her primary language within 90 days of enrollment unless previously tested in another district. Other languages will be added if enrollment reaches 10%. Parents are notified annually in writing (currently English and Spanish) of their child's English proficiency level and student achievement.
c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction;	c,d,e,f, Parents are contacted in writing (English and Spanish) concerning the best placement for their children. Parent conferences and parent meetings are held to explain placement options, curriculum, components of the program for learning English and meeting educational strengths and needs of the child, achievement, promotion, retention, transition rates, graduation rates, and any personal educational needs a child might have. A translator is present at all conferences if needed and at all meetings.
d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child;	c,d,e,f, Parents are contacted in writing (English and Spanish) concerning the best placement for their children. Parent conferences and parent meetings are held to explain placement options, curriculum, components of the program for learning English and meeting educational strengths and needs of the child, achievement, promotion, retention, transition rates, graduation rates, and any personal educational needs a child might have. A translator is present at all conferences if needed and at all meetings.

Description of How the LEA is Meeting or Plans to Meet this Requirement	
Required Activities	
e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;	c,d,e,f, Parents are contacted in writing (English and Spanish) concerning the best placement for their children. Parent conferences and parent meetings are held to explain placement options, curriculum, components of the program for learning English and meeting educational strengths and needs of the child, achievement, promotion, retention, transition rates, graduation rates, and any personal educational needs a child might have. A translator is present at all conferences if needed and at all meetings.
f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools;	c,d,e,f, Parents are contacted in writing (English and Spanish) concerning the best placement for their children. Parent conferences and parent meetings are held to explain placement options, curriculum, components of the program for learning English and meeting educational strengths and needs of the child, achievement, promotion, retention, transition rates, graduation rates, and any personal educational needs a child might have. A translator is present at all conferences if needed and at all meetings.
g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;	g. Child study teams meet to discuss and develop programs for children with disabilities based upon individualized education plans.
<p>h. information pertaining to parental rights that includes written guidance detailing -</p> <p>i. the right that parents have to have their child immediately removed from such program upon their request; and</p> <p>ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available;</p> <p>iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA.</p>	<p>h. Parent rights are sent to parents in written form in English and Spanish in a letter from the Office of Instruction. Meetings are held to explain parental rights, and parent conferences are held to assist parents in selecting the best programs for their children. Parent notification includes the options:</p> <ul style="list-style-type: none"> • to have their child immediately removed from the program Structured English Immersion upon their request and placed in the English Language Mainstream. • to decline to enroll their child in such a program or to choose another program or method of instruction if available. • Parent Waiver Requests for alternate programs • or assistance in selecting among programs and methods of instruction offered by the district.

Note: Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.

Sierra Sands Unified School District notifies parents of their rights not later than 30 days after the beginning of school, or not less than 30 days after enrollment in a program.

LEA Parent Notification Failure to Make Progress

If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.

The district will notify parents of failure of the district to meet identified objectives in the program not later than 30 days after such failure occurs.

**Performance Goal 2 (continued):
Plans to Provide Services for Immigrants**

If the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).

Description of How the LEA is Meeting or Plans to Meet this Requirement	
Allowable Activities	
1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:	<p>Check if Yes: [X]</p> <p>If yes, describe: The District will regularly conference with parents of newly identified English Learners to provide them with information about our programs, navigating the school system, and parent involvement opportunities.</p>
2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:	<p>Check if Yes: [X]</p> <p>If yes, describe: Training for English Learner staff on strategies for supporting the language development of Beginning/Early Intermediate level ELs. Instructional Materials Based training is provided to teachers, annually, and will include training on the new ELD standards, strategies to support ELs at the Beginner/Early Intermediate level. Additionally, our District EL Teacher Coordinator provides training and support to all ELs and their families.</p>
3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;	<p>Check if Yes: [X]</p> <p>If yes, describe: The District provides before, during, and after school tutoring to include academic support and counseling.</p>
4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:	<p>Check if Yes: [X]</p> <p>If yes, describe: The District provides supplemental materials for Newcomers and small group work. Teachers are trained to use the EL components of the core ELA programs. Beginning in 2013-14, all English teachers (Grades 6-12), teachers in grades 3-5, and math teachers in grades 4-Algebra I use chrome books to enhance and increase the engagement of students. As staff becomes familiar with this new instructional delivery method, programs will be identified that support EL language acquisition.</p>
5. Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services:	<p>Check if Yes: [X]</p> <p>If yes, describe: Bilingual paraprofessionals are hired to support newcomers and the classroom teacher. Newcomer materials are provided to assist with language acquisition.</p>
6. Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education:	<p>Check if Yes: []</p> <p>If yes, describe:</p>
7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services:	<p>Check if Yes: []</p> <p>If yes, describe:</p>



Performance Goal 3:**By 2005 - 06, all students will be taught by highly qualified teachers.****Summary of Needs and Strengths for Professional Development**

Based on a needs assessment of teacher data for your district, include a narrative that describes areas of needed professional development and areas where adequate professional development opportunities exist.

[Description of activities under Title II, Part A, Subpart 1, Grants to LEA]

Based upon the Title II Compliance, Monitoring, Intervention, and Sanctions (CMIS) program, Sierra Sands Unified School District has been identified as Level C. Sierra Sands has entered into an agreement with the California Department of Education as prescribed in ESEA. The agreement consists of a Memorandum of Understanding, budget agreement, and non-compliant teacher action plan to meet Highly Qualified status for all teachers. Sierra Sands Unified School District uses Title IIA funds to support professional development strategies and activities to ensure 100% of teachers become highly qualified. Each year, all personnel is analyzed for Highly Qualified status and any teacher who does not meet HQT criteria is supported with professional development to become Highly Qualified.

Strengths	Needs
Dedicated Staff Dedicated Administration Access to Technology District Focus on Improved Student Achievement and Safety Rigorous Curriculum and High Expectations for Staff and Students Standards Driven Curriculum and Instruction District Adopted State Approved Materials and Programs Equal Access for All Students Beginning Teacher Support Assistance Teacher Recruitment and Retention Plan District established goals Educational Partnerships Collaborative district culture Strong parent/community involvement Student focused district	Continue with efforts including: 100% NCLB "Highly Qualified" core teachers CLAD/ SDAIE/ CTEL and other EL training Focused Approach to Systematic ELD Special Needs Options, Resources, Programs Instructional Materials Based Training Differentiated Instruction Professional Learning Communities Instructional Strategies for Reading Comprehension, Math, Writing Curriculum Alignment/K-14 Articulation Formative/Summative assessments with progress monitoring using Illuminate ELA/Math/Technology coaching and strategies Transition to Common Core Curriculum and Instruction Collaboration Peer Mediation, Coaching, Mentoring opportunities Conflict Resolution and classroom management training Classroom technology integration training/ EdLine and other technology School Safety Collaboration Time Student Assistance Team Training Parent Involvement strategies EAGLE (Aeries) database training

Performance Goal 3:**By 2005-06, all students will be taught by highly qualified teachers.****Planned Improvements for Professional Development (Title II)**

(Summarize information from district-operated programs and approved school-level plans)

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. How the professional development activities are aligned with the State's challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:</p> <p>-Student assessment data is disaggregated and analyzed annually to determine specific student needs.</p> <p>-District advisory committees and site staffs review performance data and collaborate and provide input regarding student needs and appropriate support.</p> <p>-Based on student outcomes, District and site staffs determine the most effective training needed to increase student achievement.</p> <p>-The District Assistance Survey is used in District Leadership Team meetings to ensure all critical components for increased student achievement are being implemented and monitored. Site staffs use the Academic Program Survey to ensure all site level components are being implemented and monitored for effectiveness. Results from these surveys provide the District and sites with prioritized needs. These needs are addressed in the LEAP and Single Plans for Student Achievement. Professional development has been identified as a need.</p> <p>-The District provides Academic coaches to develop, implement, and support professional development that supports identified needs.</p> <p>-The District developed and implemented a three year Common Core Transition Plan to ensure staff, students, and parents are informed and prepared for the implementation of these new standards and assessments</p> <p>-The District will purchase, implement, and provide training on all new textbook adoptions.</p> <p>-The District provides forums and workshops to staff, parents, and community members to inform them of the new standards and assessments.</p> <p>-The District supports three days of collaboration for all grade levels and each content area so that outlines, pacing schedules, formative/summative assessments, and articulation between grade levels will occur.</p>	<p>Assistant Superintendent, Academic Coaches, Principals</p> <p>Assistant Superintendent</p> <p>Assistant Superintendent, Academic Coaches, Principals</p> <p>Assistant Superintendent</p> <p>Superintendent, Assistant Superintendent</p> <p>Assistant Superintendent, Academic Coaches</p> <p>Superintendent, Assistant Superintendent</p> <p>Superintendent, Cabinet</p> <p>Superintendent, Assistant Superintendent, Academic Coaches, Principals</p>	<p>Materials costs</p> <p>Materials costs</p> <p>Training costs</p> <p>Materials costs</p> <p>Salaries/benefits, training costs, materials costs</p> <p>Materials costs, training costs</p> <p>Materials costs, training costs</p> <p>Materials costs, stipends</p> <p>Teacher release, materials costs</p>		<p>Title IIA, General Fund</p> <p>General Fund</p> <p>Title I, Title IIA, EIA, General Fund</p> <p>General Fund</p> <p>Title I, Title IIA, Title III, EIA, General Fund</p> <p>Title I, Title IIA, Title III, EIA, General Fund</p> <p>Title I, Title IIA, Title III, EIA, General Fund</p> <p>Title I, Title IIA, Title III, EIA, General Fund</p> <p>Title I, Title IIA, EIA</p>

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
-District Initiatives and District goals support professional development.	Superintendent, Cabinet, Principals	Materials costs		General Fund
2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement: -With implementation of the components outlined in the DAS and APS, the District and sites have implemented data systems and progress monitoring to continually evaluate student achievement. Programs found to be ineffective are removed and replaced with those that are proven to be effective. -Ongoing, regularly scheduled grade level and content specific collaborations provide the forum for staff to analyze data and determine effectiveness of programs/strategies. Modifications are made as necessary for continued success. -As outlined in the APS, site collaborations occur at least monthly and the District provides grade level and content collaboration 3 days/year. Additional professional development occurs as outlined in Single Plans, WASC action plans, and as determined as data indicates. -The District provides support (Academic coach) for staff to learn and use Illuminate, our progress monitoring data system.	Assistant Superintendent, Director of Technology, Academic Coaches, Principals, teachers Assistant Superintendent, Academic Coaches, Principals, teachers Principals, teachers Superintendent, Assistant Superintendent, Academic Coaches	Contracts, license fees, consultants, materials costs, training costs Salaries/benefits, teacher release, materials costs Stipends, materials costs Salaries/benefits, teacher release, stipends, training costs, materials costs		Title IIA, General Fund Title I, Title IIA, Title III, EIA, General Fund Title I, Title IIA, EIA, General Fund Title I, Title IIA, Title III, EIA, General Fund
3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students: -Standardized assessment data is disaggregated and analyzed annually by both district and site staffs. This information guides discussion to determine annual goals and targets to improve student achievement. Goals and targets are incorporated into district and site plans and monitored throughout the school year. -Based upon data analysis and identified needs, resources are provided to sites to support stated goals and targets. -District professional development focuses on identified needs based on data analysis. Evaluation and modifications are made each year to address achievement gaps. -District Advisory Committees provide oversight and guidance in the goal setting and monitoring process.	Superintendent, Cabinet, District Advisory Committees, Principals, teachers Superintendent, Cabinet, Principals Assistant Superintendent, District Advisory Committees, Principals Assistant Superintendent, District Advisory Committees, Principals	Materials costs Salaries/benefits, training costs, materials costs, licenses, consultants Salaries/benefits, training costs, materials costs, licenses, consultants Materials costs		Title I, Title IIA, Title III, EIA, General Fund Title I, Title IIA, Title III, EIA, General Fund Title I, Title IIA, Title III, EIA, General Fund General Fund

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:</p> <p>-The District develops initiatives that provide focus for school sites. Professional Development is a district initiative. School sites align site goals and targets to support District initiatives.</p> <p>-The District uses the DAS and APS as its guide and ensures all components of the DAS and APS are implemented with full implementation as its goal. Professional Development is a component in both the DAS and APS.</p> <p>-The District provides the necessary resources to support its professional development goals/initiatives. Single Plans address professional development goals and resources are linked to these goals using site allocations.</p> <p>-The District provides three days of professional development to ensure all staff have the opportunity for discussion, input, and data driven decision making.</p>	<p>Superintendent, Cabinet</p> <p>Assistant Superintendent, District Leadership Team</p> <p>Superintendent</p> <p>Superintendent, Assistant Superintendent</p>	<p>Materials costs</p> <p>Salaries/benefits, training costs, materials costs, consultants</p> <p>Salaries/benefits, training costs, materials costs, consultants</p> <p>Salaries/benefits, training costs, materials costs, consultants</p>		<p>General Fund</p> <p>Title I, Title IIA, Title III, EIA, General Fund</p> <p>Title I, Title IIA, Title III, EIA, General Fund</p> <p>Title I, Title IIA, Title III, EIA, General Fund</p>
<p>5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:</p> <p>-The District strives to fully implement all components of the DAS and APS. Administrator and teacher professional development are components of these surveys. Instructional Materials Based Training and Administrator Training are annually addressed.</p> <p>-New teachers are offered the opportunity to participate in the Pre-Intern program offered through Kern County Superintendent of Schools.</p> <p>-University Intern Programs through Chapman, CSU Bakersfield, Cal Teach, National, LaVerne, and Azusa Pacific Universities are offered.</p> <ul style="list-style-type: none"> Beginning Teacher Support Assistance (SB2042 Induction Program) and Peer Assistance and Review programs are offered. 	<p>Assistant Superintendent</p> <p>Assistant Superintendent</p> <p>Assistant Superintendent</p> <p>Assistant Superintendent</p>	<p>Training costs</p> <p>Training costs</p> <p></p> <p></p>		<p>Title IIA</p> <p>Title IIA</p> <p>Title IIA</p> <p>Title IIA</p>

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> Teachers are supported for CTET/CLAD training. Teachers and principals are offered -the opportunity of participating in research based or selected programs through the district designed to improve student achievement and promote campus safety. 	Assistant Superintendent			Title IIA
-The District Leadership Team identified increased administrator training as a need and included administrators in the professional development essential component (G.)for the District to address.	Assistant Superintendent, District Leadership Team			Title IIA
<p>6. How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:</p> <p>-Technology use and literacy have been identified as areas of need in both our staff development plan and our state approved technology plan. These needs will be supported with Title IIA funds as Title IID funding is not available at this time.</p> <p>-Technology use and literacy are inherent in all aspects of our curricula and instructional programs so it is being supported without Title IID funds at this time.</p> <p>-Title II A supports the improvement of academic achievement of all students by improving teacher and principal quality and is used to support District and site goals.</p> <p>-Title II A is used to train teachers in other areas to become highly qualified.</p>	<p>Superintendent, Director of Technology, Technology Committee, Assistant Superintendent, Academic Coaches, Principals</p> <p>Superintendent, Director of Technology, Technology Committee, Assistant Superintendent, Academic Coaches, Principals</p> <p>Assistant Superintendent</p> <p>Assistant Superintendent</p>	<p>Salaries/benefits, materials costs, training costs, contracts, licenses</p> <p>Salaries/benefits, materials costs, training costs, contracts, licenses</p> <p>Materials costs, training costs, contracts, licenses</p> <p>Materials costs, training costs, contracts, licenses</p>		<p>Title I, Title IIA, Title III, EIA, General Fund</p> <p>Title I, Title IIA, Title III, EIA, General Fund</p> <p>Title IIA</p> <p>Title IIA</p>
<p>7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):</p>				

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>-The District is committed to technological advancement and technological literacy as evidenced in our state approved technology plan.</p> <p>-The district has written and received grants and is using its Common Core Implementation Funding to lower the student to computer ratio, increase WAN density, and provide professional development for staff.</p> <p>-The District was a recipient of a DoDEA grant that supports the integration of technology to increase math achievement in grades 4-Algebra I. The grant supports hardware, software, and personnel to meet improved math achievement in these classes.</p> <p>-The District purchased hardware and software to support integration of technology in all English classes grades 3-12. Academic coaches will support the professional development needs of staff.</p> <p>-CTAP mentors provide training for district staff. Teachers are committed to using technology in their classrooms to improve student technological literacy and achievement.</p> <p>-The District provides collaboration opportunities throughout the year for all district library media specialists so that best practices and trainings can occur.</p>	<p>Superintendent, Director of Technology, Technology Committee, Assistant Superintendent, Academic Coaches, Principals</p> <p>Superintendent, Assistant Superintendent, Director of Technology, Academic Coaches</p> <p>Superintendent, Assistant Superintendent, Academic Coaches</p> <p>Superintendent, Assistant Superintendent, Director of Technology, Academic Coaches</p> <p>Assistant Superintendent, CTAP Mentors</p> <p>Superintendent, Assistant Superintendent</p>	<p>Salaries/benefits, materials costs, training costs, contracts, licenses</p> <p>Salaries/benefits, materials costs, training costs, contracts, licenses</p> <p>Salaries/benefits, materials costs, training costs, contracts, licenses</p> <p>Salaries/benefits, materials costs, training costs, contracts, licenses</p> <p>Stipends, materials costs, training costs</p> <p>Materials costs</p>	<p>\$1.9 million over 3 years or \$633,333/year</p>	<p>General Fund</p> <p>General Fund, DoDEA grant</p> <p>DoDEA grant</p> <p>General Fund</p> <p>General Fund, Title IIA</p> <p>General Fund</p>
<p>8. How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan:</p> <p>-District and site committees are structured to include a membership that represents members of all staff, parents, and community. The DAS is used as the structure for discussion on the essential components required for increased student achievement.</p> <ul style="list-style-type: none"> Committee members analyze data and prioritize needs at the district level. The LEAP is based on these prioritized needs. Single plans are developed based on site analysis which are then linked to the LEAP. <p>-District and site funding allocations are used to support identified needs in the LEAP and Single Plans.</p>	<p>District Advisory Committees, School Site Councils, ELAC, DLAC</p> <p>Assistant Superintendent, District Advisory Committees</p> <p>Assistant Superintendent, Principals, School Site Councils</p>	<p>Materials costs</p> <p>Materials costs</p> <p>Salaries/benefits, materials costs, training costs, licenses, fees</p>		<p>General Fund</p> <p>General Fund</p> <p>Title I, Title IIA, Title III, EIA, General Fund</p>

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> The final Local Education Agency Plan is a reflection of the collaborative effort involving school staff, parents, students and community. 	Assistant Superintendent, District Leadership Team	Materials costs		General Fund
<ul style="list-style-type: none"> The Local Education Agency Plan is submitted to the Local Board of Education for approval before submission to the State for approval. 	Assistant Superintendent	Materials costs		General Fund
<p>9. How the LEA will provide training to enable teachers to:</p> <ul style="list-style-type: none"> Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency; Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn; Involve parents in their child's education; and Understand and use data and assessments to improve classroom practice and student learning. <p>-The District identified Professional Learning Communities as a district initiative several years ago. Through this collaborative process, much progress has been made. Bringing teachers and staff together to analyze data, identify needs, and address these needs as a team has proven to be very effective in our district. Individual student assessments including multiple measures and authentic assessment provide teachers with information to determine the specific learning needs and styles of each student.</p> <p>-The District supports a minimum of three professional development days for collaboration to occur. Special education teachers attend grade level and content meetings. This allows for calibration of curriculum for special needs students.</p> <p>-Collaboration occurs at the site level at a minimum of once per month. These opportunities provide for ongoing progress in meeting student needs.</p> <p>-The District meets with Principals, Department Chairs and Liaisons to provide focus and continuity in addressing District goals and targets. Progress is monitored.</p>	<p>Superintendent, Cabinet, Principals, teachers</p> <p>Superintendent, Assistant Superintendent</p> <p>Principals</p> <p>Assistant Superintendent, Academic Coaches</p>	<p>Teacher release, stipends, materials costs, training costs</p> <p>Teacher release, stipends, materials costs, training costs</p> <p>Materials costs</p> <p>Materials costs</p>		<p>Title I, Title IIA, Title III, EIA, General Fund</p> <p>Title I, Title IIA, Title III, EIA, General Fund</p> <p>General Fund</p> <p>General Fund</p>

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>-It is very apparent that technology is a major component in the Common Core and new assessment system. The District is providing hardware, software, and training to support integration of technology into the classroom. It is obvious that student engagement has increased with the incorporation of these new instructional materials and change in lesson design and delivery.</p> <p>-The District has increased its support services to remove barriers to student learning. The District has added a Resource Officer, a District Mental Health Therapist, and additional elementary counselors to address student needs in this area.</p> <p>-Parent and Community involvement has always been a district goal. The Board of Education and District continually strive to ensure two-way communication between the district and the community. Parent involvement is a goal that is addressed annually in Single Plans and is a goal identified by the District Leadership Team DAS findings.</p> <p>-With the shift in state assessments, data analysis and improving student achievement is a priority for the district. The District and its schools are currently transitioning to Common Core common assessments using Illuminate and anticipate the release of the SBAC formative/summative assessments this spring. Data analysis will occur in collaborations to determine need.</p>	Superintendent, Assistant Superintendent, Director of Technology	Teacher release, stipends, materials costs, training costs		Title I, Title IIA, Title III, EIA, General Fund
	Superintendent, Assistant Superintendent, Director of SELPA, Director of Pupil Support Services	Teacher release, stipends, materials costs, training costs		Title I, Title IIA, Title III, EIA, General Fund
	Superintendent, District Leadership Team, Principals	Materials costs		General Fund
	Assistant Superintendent, Academic Coaches, Principals	Teacher release, stipends, materials costs, training costs		Title I, Title IIA, Title III, EIA, General Fund
<p>10. How the LEA will use funds under this subpart to meet the requirements of Section 1119:</p> <p>-Sierra Sands Unified School District will use funding to recruit, train, and retain highly qualified teachers for the district.</p> <p>-The District annually identifies and monitors any teacher/paraprofessional that does not meet Highly Qualified requirements and offers a variety of programs designed to assist them in becoming highly qualified.</p> <p>-The District has developed, implemented, and annually monitors its Teacher Recruitment and Retention Plan.</p>	Assistant Superintendent	Travel costs, training costs		Title IIA
	Assistant Superintendent	Training costs, tuition costs, materials costs		Title IIA
	Assistant Superintendent	Materials costs		Title IIA

Performance Goal 4:

All students will be educated in learning environments that are safe, drug - free, and conducive to learning.

Environments Conducive to Learning (Strengths and Needs)

Please provide a list of the LEA's strengths and needs regarding how students are supported physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning, along with the LEA's strengths and needs regarding student barriers to learning (e.g., attendance, mobility, and behavior).

Strengths	Needs
High Expectations for Students Ongoing Assessment of Student Progress Positive School Environment Strong community involvement and effective non-profits and community service organizations Strong parental involvement School Pride Effective Counseling Staff Effective Administrative Intervention Effective Teacher Involvement Behavioral analysis consultation as needed District Policies Intervention Programs CTE and ROP Programs Concurrent enrollment with community college including Virtual Class Strong relationship with local law enforcement Strong relationship with local Public Health department After school programs/ grants SARB School Resource Officers Parenting programs Comprehensive professional development plan	Resources for the home Resolution for reductions in state and federal funding Lower student to teacher ratio More extensive counseling services- especially in elementary Reading Specialists Classroom aides Project teachers Computer paraprofessionals Increased Technology Volunteer training Time for Teacher Collaboration Mental Health Services for non Medi-Cal families Counseling services that address the specific needs of students Local substance abuse resources for adolescents Additional School Resource Officers Additional student activity leaders Barriers needing services and resources include: High Mobility Latch Key Children Parental Apathy/Substance Abuse Fragmented Families Domestic Issues

Environments Conducive to Learning (Activities)

Please list the activities or programs supported by all NCLB or state funded programs that the LEA will implement to support students physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning. Include programs and strategies designed to address students' barriers to learning (e.g. attendance and behavior). Include a copy of the LEA's code of conduct or policy regarding student behavior expectations.

Activities

Activities
<p> Cross Age Tutoring Home Connection TAG for Underperforming Students Student Assistance Teams/ Child Study Teams Caught Being Good PeaceBuilder Program Second Step Anti-Bullying Program/ Second Step Violence Prevention Program Boys' Town Administrative Training/ Boys' Town Social Skills Boys' Town Classroom Management Career Lunch Program Super Stars Student Recognition Program Steps to Respect Bully Prevention Program Words of Wisdom—Positive Citizenship Peer Tutoring Kern County Superintendent of School Conflict Resolution Training Positive Behavior Interventions and Supports - PBIS Junior Olympics Sports/Clubs/ Extracurricular Activities Assemblies/Speakers Rachel's Challenge WEB, Link Crew, Safe School Ambassadors programs Before and After school Programs Student (s) of the Month/ Perfect Attendance recognition Character Education Family Nights K-Kids Community Partnerships Workability program for Special Needs students Community Service Adult Tutoring High School Football Team and others tutoring elementary school students Intervention- Reading and Math tutoring PTO Superintendent's Council School Site Councils Principal's coffee Parent portal School websites, district website Technology Parent, student, staff surveys Mental Health Therapist AVID </p>

Needs and Strengths Assessment (4115(a)(1)(A))

Based on data regarding the incidence of violence and alcohol, tobacco, and other drug use in the schools and communities to be served, and other qualitative data or information, provide a list of the LEA's strengths and needs related to preventing risk behaviors.

Strengths	Needs
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Strengths	Needs
<p>Proactive Administration, Counseling Staff, and Teaching Staff in assessing, recognizing, and intervening with student problems</p> <p>Community Agency Availability to assist students in need</p> <p>School Site Management of Student Behaviors</p> <p>Alternative Education Programs</p> <p>Researched-based comprehensive drug, alcohol, and violence prevention education program for all students K-12</p> <p>Before and After school programs</p> <p>Parenting programs</p> <p>School Resource Officers and strong relationship with local law enforcement agencies</p> <p>Active Shooter training by all local law enforcement agencies and organizations</p> <p>Parent and community involvement and support of schools</p>	<p>More personnel to intervene with student problems at the school site</p> <p>Identification of additional Community Resources</p> <p>Parent education on issues related to behavior/substance/tobacco issues</p> <p>Substance abuse intervention for adolescents</p> <p>Mental health programs</p> <p>Mental health therapists to work with students</p>

Other Performance Measures

List below any other performance measures and performance indicators the LEA has adopted specific to its prevention programs (drug, violence, truancy, school safety, etc.). Specify the performance measure, the performance indicator goal, and baseline data for that indicator.

LEA Specified Performance Measures District Records to date (Process to Collect Data)	Performance Indicator Goal	Baseline Data
Attendance: Monthly and yearly attendance data	Reduce by 1% Annually	95%
Expulsions: Maintained by Pupil Support Services Office	Reduce by 1% Annually	1%
Suspensions: Reported monthly by site	Reduce by 3% Annually	14%

Performance Goal 5:
All students will graduate from high school.

Planned Improvements: High School Graduation Rates, Dropouts, and AP

This section of the plan is intended to reflect the LEA's efforts to reduce the percentage of students dropping out of school, and therefore, increase the percentage of students who graduate from high school. Also include a description below of the LEA's efforts to ensure that all students have equal access to advanced placement (AP) opportunities.

5.1 (High School Graduates)	
Activities/Actions	<p>Increase Attendance/ Reduce Truancy Daily Auto Dialer School Resource Officers Teen Court Referrals SARB Process/Referrals Personal Contact/Conferences Home Visits Counseling Parent Portal to access attendance, grades</p> <p>Intervention Programs CAHSEE Intensive Instruction Before, Lunch, After school tutoring/interventions Summer School Adult School During the school day interventions Good first teaching strategies Collaborative with local law enforcement to identify most at-risk students-provide supports AVID</p> <p>Teacher Collaboration Regularly monitor student performance and mastery of standards Provide timely interventions based on data Increase student engagement via technology, instructional strategies/delivery methods</p> <p>Student Study Teams Content course pathways reviewed and revised as needed-high school goals include A-G and AP monitoring for increased participation Counselor collaborations, K-12</p>
Students Served	TK-12 and Adults
Timeline/ Person(s) Involved	All programs annually assessed for effectiveness-modified as needed Superintendent, Assistant Superintendent of Curriculum and Instruction, Principals, Staff, Community Members
Benchmarks/ Evaluation	<p>Monthly review of attendance by board of education At least monthly review of student performance by teaching staff in collaborations Quarterly/trimester review of student performance by staff/administration Annual review of district performance by board of education Ongoing monitoring of RFEP student performance Review and evaluation of CAHSEE pass rates for each test administration with annual review of performance by board of education Annual review of Advanced Placement, EAP, SAT/ACT, UC eligibility performance by staff/administration Formative assessments by classroom teachers</p>
Funding Source	<p>General Fund Title 1, Title IIA, Title III EIA</p>
5.2 (Dropouts)	

Activities/Actions	Create and regularly review six and four year graduation plans by counselor/parent/student Staff development to increase engaging instructional strategies and delivery methods Technology enhanced lessons Timely interventions Student Study Teams Parent access to attendance/grades through parent portal Communicate w/parents in home language Offer counseling and guidance services Recognize/instill student worth Career Tech/Job Placement/ROP Social Events to engage student interest Referrals to Alternate Placement Collaborations with local law enforcement to identify at-risk students-provide support
Students Served	TK-12 and Adults
Timeline/ Person(s) Involved	All programs annually assessed for effectiveness-modified as needed Assistant Superintendent of Curriculum and Instruction, Principals, Staff, Parents, Students, local support agencies
Benchmarks/ Evaluation	District Assistance Survey, Academic Program Survey, Parent/Student Surveys, Single Plan for Student Achievement, LEAP, WASC, PTO, Superintendent's Council, District Advisory Committees Regular review of all student performance data
Funding Source	General Fund Title I Title IIA Title III ROP CTE EIA
5.3 (Advanced Placement)	
Activities/Actions	Equal Access-analyze disaggregated data to determine needs Create and regularly review six and four year plans-counselor/parent/student Parent contact/Notify in home language College Nights College tours Dual enrollment and course articulation with community college Teacher Collaboration Increasing A-G and AP enrollment are goals in Single Plan and WASC Encourage students to take class of highest ability AP Courses Virtual Class AVID-Grades 7-12
Students Served	Grades 6-8 and 9-12
Timeline/ Person(s) Involved	All programs annually assessed for effectiveness and modified as needed Assistant Superintendent of Curriculum and Instruction, Principal, Staff, Parents, Students, College Staff, counseling staff
Benchmarks/ Evaluation	Annual review of Single Plan for Student Achievement and WASC goals/targets Annual review of AP enrollments and pass rates Annual review of A-G enrollment Quarterly review of grades Annual review of four year plan
Funding Source	General Fund EIA

Additional Mandatory Title I Descriptions

Please include in the space below the following descriptions mandated by NCLB legislation. If the LEA has already included any of the descriptions, they do not need to be provided again here; please indicate the page number or section of the Plan where this information is included.

Describe the measure of poverty that will be used to determine which schools are eligible for Title I funding in accordance with Section 1113, "Eligible School Attendance Areas."

Poverty criteria include numbers of students at each site eligible for free and reduced lunch program. The same criteria for the free and reduced lunch program are used to determine students eligible for Title I services in private schools. Schools qualify for Title I if they are above the district average for free and reduced lunch program, or are above 35% and are in the K-5 grade span.

Description of How the LEA is Meeting or Plans to Meet this Requirement	
Identify one of the following options as the low-income measure to identify schools eligible for Title I funding: <ul style="list-style-type: none">• Number of children in families receiving assistance under the CalWorks program;• Number of children eligible for Free/Reduced Price Lunch programs;• Number of children ages 5-17 in poverty counted by the most recent census data;• Number of children eligible to receive medical assistance under the Medicaid program;• Or a composite of the above.	
Describe how the low-income measure described above is used to rank and select schools to receive Title I funds <ul style="list-style-type: none">• All schools with a 75% or above poverty level are funded• All other schools are funded by poverty ranking district wide or by grade span.	

Additional Mandatory Title I Descriptions

Please include in the space below the following descriptions mandated by NCLB legislation. If the LEA has already included any of the descriptions, they do not need to be provided again here; please indicate the page number or section of the Plan where this information is included.

Please provide a general description of the nature of the programs to be conducted by the LEA under Sections 1114, "Schoolwide Programs," and/or Section 1115, "Targeted Assistance Schools." All ten of the required components must be addressed.

For more information on Schoolwide, please go to <http://www.cde.ca.gov/sp/sw/rt>.

For Targeted Assistance go to <http://www.cde.ca.gov/sp/sw/rt/tasinfo.asp>.

Our community has no local institutions for neglected or delinquent children. Students who are in need are offered the opportunity to attend the Independent Study program, or other programs, until their home lives are stable enough to attend school regularly. At the high school level, our continuation high school offers an alternative solution to assist students in achieving a high school diploma. The district has designated the Assistant Superintendent of Curriculum and Instruction to serve as the liaison for Homeless students and Foster students. Homeless students are defined using the McKinney-Vento Homeless Assistance Act 42 U.S.C. 11435(2). Children and youth in homeless situations have the right to go to the local school where they are living, if they do not want to stay at the school of origin, or may remain at their initial school. The local school must let students experiencing homelessness go to classes and participate fully in school activities as soon as they come to the school. A school must call the last school to obtain the records. The school cannot delay enrollment if the student did not officially withdraw from the last school. Students have the right to go to the local school whether or not they live with their parents. Students can go to class and participate even if they do not have records, including immunizations, proof of residency, or birth certificates. Homeless students have the right to stay in their school even if they move, are entitled to transportation to school, may attend pre-school programs, obtain all of the

services they need, have disagreements with schools settled quickly, and attend school while disagreements are being resolved. Services for Homeless students, including those not enrolled at Title 1 schools, are provided using Title 1 funds designated for services to Homeless students. These services may include transportation, medical, dental, advocacy or whatever services are deemed necessary. Funding is coordinated with the Assistant Superintendent of Curriculum and Instruction. Students receiving homeless services are tracked in the district database for the purpose of federal annual reporting requirements.

Schoolwide Programs (SWP) - Resources to Upgrade the Entire Educational Program	
<p>For schoolwide programs (SWP), describe how the LEA will help schools to bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as:</p> <ul style="list-style-type: none"> • A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards. • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Proven strategies that address the needs of historically under served students, low achieving students, and those at risk of not meeting state standards. • Instruction by highly qualified teachers and strategies to attract and keep such teachers. • High quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff. • Strategies to increase parental involvement. • Assistance to preschool children in transitioning from early childhood programs to elementary school programs. • Timely and effective additional assistance to students who experience difficulty mastering state standards. 	<p>Every school in the district completes the Academic Program Survey every other year to ensure all nine essential components are being implemented and to what extent. Each school sets goals each year for full implementation of each essential component. The District regularly meets with administration to support full implementation of each component. Academic Program Survey data is taken to the District Leadership Team for review and input. The District Assistance Survey is administered every other year as well and all survey data is considered when the needs are prioritized. This process has been very effective in moving the District forward, focusing on student achievement. Prioritized needs identified as a result of this process include focusing on:</p> <ul style="list-style-type: none"> • Curriculum, Instruction, Assessment and Intervention • Data Systems and Monitoring and; • Professional Development <p>The District has put a system in place to effectively address these prioritized needs which is regularly monitored by all stakeholders.</p>

Please describe the actions the LEA will take to implement public school choice with paid transportation and Supplemental Educational Services, consistent with the requirements of Section 1116, “Academic Assessment and Local Educational Agency and School Improvement.”

At this time, the District and three elementary schools are in program improvement. The District entered Year 3 Program Improvement with "minor" performance concerns as determined by the State Board of Education. The District must continue to reserve an amount equal to 10 percent of its Title I allocation to provide professional development for teachers and administrators. The professional development must strengthen the academic achievement of the LEA's students determined to be in greatest need of assistance. This 10 percent reservation is a continuation of the mandated reservations for all LEAs identified for improvement in PI Years 1 and 2. Sierra Sands currently provides, and will continue to provide, professional development that is focused on standards-based/standards-aligned instruction and materials, implementation of the Common Core, and the use of effective instructional strategies. The District has implemented the following actions as required by No Child Left Behind:

- The district will meet with the site principal, staff, and parents to formulate a strategy to begin implementing the requirements of the No Child Left Behind.
- The district will notify parents that the district and specific district schools have been identified for improvement.
- The district will assist the school and school site council members in revising the school site plan to further address the needs of students and staff and to meet adequate yearly progress goals and objectives and to ensure that strategies based on scientifically based research are implemented. The plan will include successful policies and practices for core subjects that will ensure that all students enrolled in the school will meet the state’s proficient level of achievement within 12 years. 10% of the school’s Title I funding will continue to be allocated for professional

development. The plan will include annual, measurable objectives to get all students to the proficient level of achievement by the year 2013-14. Notification to parents will be in writing and in a language understandable to the parent. Before, during, after school programs will be incorporated. And, the plan will specify the responsibilities of the school, district, and state.

- The district will monitor the school for progress, and assist the school in a timely manner with any changes or modifications that must take place to ensure the success of the school.

The district will revise its LEAP and address the assigned corrective action as identified by the State Board of Education.

In accordance with No Child Left Behind, Title 1, Section 1116, and the new California Title V SES Regulations and School Choice, the district will inform parents, at the beginning of the year per state and federal law, that the district will provide public school choice for a school identified for program improvement. The option indicates that a parent may choose another public school within the district that has not been identified for program improvement. This includes that the district will provide or pay for transportation to a student's new school of choice. The student may remain at the choice school until the child has completed the highest grade in that school.

After the first year of program improvement, if the school again fails to make AYP, the district will arrange for the provision of supplemental educational services for eligible students (low income) who attend that school. Currently, three schools in the district are providing school choice and supplemental educational services for eligible students.

Program Improvement (PI) - Parent Notification	
Describe the process for parent notification of the school's identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.	Sierra Sands has two elementary schools in Year 2 and one elementary school in Year 3 Program Improvement as of 2013-14. All three schools have revised their school plans and are implementing these plans as required. All parents of these three schools have been notified of their school's Program Improvement status and have been offered school choice. Any parent requesting school choice has been offered transportation at no cost. The number of students who have chosen school choice are monitored and reported on the District website. Additionally, all three schools provide professional development for staff using Title I funds. These schools will receive a one-time allocation of \$50,000 to address the assigned corrective action by the State Board of Education. These funds will be addressed in the Single Plan for Student Achievement for each Program Improvement school. This process occurs annually as outlined in ESEA legislation.
Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.	The District notifies and offers Supplemental Education Services to the parents of eligible students at all three elementary sites as described in regulations, including a second window. The number of students who are participating in SES is monitored and reported on the District website. This process occurs annually as outlined in ESEA legislation.

Please describe the strategy the LEA will use to coordinate programs under Title I with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents, and other staff, including LEA - level staff in accordance with Section 1118, "Parental Involvement," and Section 1119, "Qualifications for Teachers and Paraprofessionals."

No Child Left Behind requires that all teachers and paraprofessionals teaching in district who participate in Title I be highly qualified. Professional development opportunities exist for all teachers to become highly qualified. The district conducts training programs for paraprofessionals. Funding to support professional development for highly qualified teachers and paraprofessionals has been designated mainly from Title IIA funding. Title I funding will be used to cover any expenses not covered by Title IIA, and for any supporting staff development that might enhance the professional growth of a teacher as it relates to meeting the needs of the students.

Highly Qualified Teachers

Highly Qualified Teachers

Describe the LEA's strategies for coordinating resources and efforts to help schools retain, recruit and increase the number of highly qualified teachers, principals, and other staff.	Human Resources continually monitors the status of all teachers and paraprofessional for Highly Qualified status. Any teacher or paraprofessional that does not meet HQT requirements is referred to the Assistant Superintendent of Curriculum and Instruction so that support in meeting HQT status can be offered to these individuals. The Human Resources staff regularly monitors the progress of any staff member not highly qualified.
Describe the LEA's strategies for coordinating resources and efforts to prepare parents to be involved in the schools and in their children's education.	Strong parent involvement is a district and site goal. The District and all school sites offer many opportunities for parent to become actively engaged in their student's education. The District provides many strategies and programs to encourage parents to participate in school activities. Sites offer outreach to encourage strong parent participation. Examples of strategies and programs include: parent portal to attendance and grades, district and school websites, autodialer calls to inform parents of emergency situation, attendance, and school events, parent nights, Back to School nights, Open House, boosters, PTO, committee memberships, club/activity/athletic support, volunteer opportunities, and public comment, district forums, and televised board meetings.

Coordination of Educational Services

In the space below, please describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Include programs such as: Even Start; Head Start; Reading First; Early Reading First and other preschool programs (including plans for the transition of participants in such programs to local elementary school programs; services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Native American (Indian) students served under Part A of Title VII; homeless children; and immigrant children.

Sierra Sands Unified School District offers a comprehensive program to address the needs of each child including preparatory programs at the preschool level, infant care, special education, and English learners. Programs and funding are aligned to ensure that all students receive access to the core curriculum as well as social and emotional well-being and a safe and pleasant environment conducive to learning. The district developed and implemented a three year transition plan to the new Common Cores Standards and assessment system for years 2012-2015. All students have equal access, regardless of program participation, to an extensive list of supplementary services. These may include before and after school enrichment programs, intervention, and access to support teachers. Programs are offered before and after school, during school hours, in the evening, and during the summer. Schools do 'whatever it takes' to meet student needs.

All students' performance is monitored through a network of personnel and services that constantly assess and modify to meet the needs of each individual student. The network consists of district personnel, parents, community members, and agencies. Meetings are held regularly to determine the best program for each student and to develop a plan for each student's success. Parents may enroll their children in district preschool programs to provide readiness for school. At the elementary school level, district program members begin to collaborate through child study teams, student assistance teams, teacher collaboration, parent conferences, and counseling to monitor student progress and develop a strategy for student success. This process follows the student throughout his/her educational career through high school and graduation. Student progress is tracked through our Aeries Eagle database and Illuminate systems so that consistency in monitoring is accomplished. Each transition from elementary, to middle school, to high school is marked by an orientation for students and parents. Special programs are structured to meet the needs of special education students and English learners. Remedial, proficiency, and enrichment programs are offered to enhance the learning of all students. Homeless students are provided with whatever services are needed for their particular situation. Clubs, sports, organizations, activities, and social events encourage the emotional growth of students. The district offers a safe learning environment for all students. Ongoing and consistent collaboration among all stakeholders promotes the efficient use of funding and resources to effectively meet the needs of all children.

Increased Program Effectiveness

Increased Program Effectiveness

Describe how the LEA will coordinate and integrate educational services to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as:

- a. Even Start
- b. Head Start
- c. Reading First
- d. Early Reading First
- e. Other preschool programs
- f. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited - English proficient, and children with disabilities.

Compare to programs listed on Page 11 of the LEA Plan to determine if all active programs have been addressed.

Sierra Sands embraced Professional Learning Communities several years ago and as a result of collaboration district wide, coordination of services has been greatly improved. Collaboration also occurs with community members and our local community college through formal educational partnerships. Beginning with services provided to infants through our SELPA, to adults attaining a high school diploma, services are aligned to reduce redundancy. Sierra Sands offers three state preschools, three after school programs, one before school program, a comprehensive TK-12 program with interventions, an independent study program, an alternative education program, dual enrollment, and adult school. Sierra Sands works closely with all outside agencies to coordinate student support services to improve student success.

Part III

Assurances and Attachments

Assurances

To assure the LEA's eligibility for funds included in this Plan, the Superintendent must provide an original signature below attesting to compliance with all of the following statements.

General Assurances

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
2. The LEA will comply with all applicable supplement not supplant and maintenance of effort requirements.
3. (a) The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a non - profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; (b) the public agency, non - profit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing law.
4. The LEA will adopt and use proper methods of administering each such program, including - (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
5. The LEA will cooperate in carrying out any evaluation of each such program conducted by, or for, the State educational agency, the Secretary, or other Federal officials.
6. The LEA will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program.
7. The LEA will - (a) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and Secretary to perform their duties under each such program; and (b) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties.
8. The LEA has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/LEA Plan to the extent required under Federal law governing each program included in the consolidated application/LEA Plan.
9. Before the application was submitted, the LEA afforded a reasonable opportunity for public comment on the application and considered such comment.
 - 9a. The LEA will provide the certification on constitutionally protected prayer that is required by section 9524.
10. The LEA will comply with the armed forces recruiter access provisions required by section 9528.

TITLE I, PART A

The LEA, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.
12. If the LEA receives more than \$500,000 in Title I funds, it will allow 1% to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95% of the allocation will be distributed to schools.
13. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.
14. Provide technical assistance and support to schoolwide programs.
15. Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.
16. Fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).
17. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services.
18. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.
19. In the case of an LEA that chooses to use funds under this part to provide early childhood development services to low - income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.
20. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119 and *California Education Code Section 64001*.
21. Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.
22. Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX.
23. Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.
24. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low - income students and minority students are not taught at higher rates than other students by unqualified, out - of - field, or inexperienced teachers.

25. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the baseline year described in section 1111(b)(2)(E)(ii).
26. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.
27. Assist each school served by the agency and assisted under this part in developing or identifying examples of high - quality, effective curricula consistent with section 1111(b)(8)(D) and *California Education Code Section 64001*.
28. Ensure that schools in school improvement status spend not less than ten percent of their Title I funds to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.
29. Prepare and disseminate an annual LEA report card in accordance with section 1111(h)(2).
30. Where applicable, the applicant will comply with the comparability of services requirement under section 1120A(c). In the case of a local educational agency to which comparability applies, the applicant has established and implemented an agency - wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. Documentation will be on file to demonstrate that the salary schedule and local policies result in comparability and will be updated biennially.

TITLE I, PART D - SUBPART 2

31. Where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act.
32. Work to ensure that the correctional facility is staffed with teachers and other qualified staffs that are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth.
33. Ensure that the educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

TITLE II, PART A

34. The LEA, hereby, assures that:

- The LEA will target funds to schools within the jurisdiction of the local educational agency that:
 - (A) have the lowest proportion of highly qualified teachers;**
 - (B) have the largest average class size; or**
 - (C) are identified for school improvement under section 1116(b).**
- The LEA will comply with section 9501 (regarding participation by private school children and teachers).
- The LEA has performed the required assessment of local needs for professional development and hiring, taking into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and pedagogy skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet California's academic content standards. This needs assessment was conducted with the involvement of teachers, including teachers participating in programs under Part A of Title I.
- The LEA will assure compliance with the requirements of professional development as defined in section 9101 (34).

TITLE II, PART D

35. The LEA has an updated, local, long - range, strategic, educational technology plan in place that includes the following:
- a. Strategies for using technology to improve academic achievement and teacher effectiveness.
 - b. Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
 - c. Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.
 - d. Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.
 - e. Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.
 - f. A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.
 - g. A description of how the applicant will coordinate activities funded through the Ed Tech program with technology - related activities supported with funds from other sources.
 - h. A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.
 - i. Innovative delivery strategies - a description of how the applicant will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.
 - j. A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.
 - k. Collaboration with adult literacy service providers.
 - l. Accountability measures - a description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling student to reach challenging state academic standards.
 - m. Supporting resources - a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.
36. The LEA must use a minimum of 25 percent of their funds to provide ongoing, sustained, and intensive high quality professional development in the integration of advanced technology into curricula and instruction and in using those technologies to create new learning environments.
37. **Any LEA that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5)) hereby assures the SEA** that the LEA will not use any Title II, Part D funds to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school:
- has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors; and
 - is enforcing the operation of such technology protection measure during any use of such computers by minors; and
 - has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene or child pornography, and is enforcing the operation of such technology protection measure during any use of such computers.
 - Any LEA that does receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

TITLE III

38. The LEA assures that it consulted with teachers, researchers, school administrators, parents, and, if appropriate, with education - related community groups, nonprofit organizations, and institutions of higher education in developing the LEA Plan.
39. The LEA will hold elementary and secondary schools accountable for increasing English language proficiency and for LEP subgroups making adequate yearly progress.
40. The LEA is complying with Section 3302 prior to, and throughout, each school year.
41. The LEA annually will assess the English proficiency of all students with limited English proficiency participating in programs funded under this part.
42. The LEA has based its proposed plan on scientifically based research on teaching limited - English - proficient students.
43. The LEA ensures that the programs will enable to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.
44. The LEA is not in violation of any State law, including State constitutional law, regarding the education of limited - English - proficient students, consistent with Sections 3126 and 3127.

TITLE IV, PART A

45. The LEA assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).
46. The activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug - free learning environment that supports academic achievement.
47. The LEA assures that funds under this subpart will be used to increase the level of State, local, and other non - Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non - Federal funds.
48. Drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.
49. The LEA has, or the schools to be served have, a plan for keeping schools safe and drug - free that includes:
 - Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.
 - Security procedures at school and while students are on the way to and from school.
 - Prevention activities that are designed to create and maintain safe, disciplined, and drug - free environments.
 - A crisis management plan for responding to violent or traumatic incidents on school grounds.
 - A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:
 - Allows a teacher to communicate effectively with all students in the class.
 - Allows all students in the class to learn.
 - Has consequences that are fair, and developmentally appropriate.
 - Considers the student and the circumstances of the situation.
 - Is enforced accordingly.

50. The application and any waiver request under section 4115(a)(3) (to allow innovative activities or programs that demonstrate substantial likelihood of success) will be available for public review after submission of the application.

TITLE IV, PART A, SUBPART 3

51. The LEA assures that it has, in effect, a written policy providing for the suspension from school for a period of not less than one year of any student who is determined to have brought a firearm to school or who possesses a firearm at school and the referral of a student who has brought a weapon or firearm to the criminal or juvenile justice system. Such a policy may allow the Superintendent to modify such suspension requirement for a student on a case - by - case basis.

TITLE V, PART A

52. The LEA has provided, in the allocation of funds for the assistance authorized by this part and in the planning, design, and implementation of such innovative assistance programs, for systematic consultation with parents of children attending elementary schools and secondary schools in the area served by the LEA, with teachers and administrative personnel in such schools, and with such other groups involved in the implementation of this part (such as librarians, school counselors, and other pupil services personnel) as may be considered appropriate by the LEA.
53. The LEA will comply with this Part, including the provisions of section 5142 concerning the participation of children enrolled in private nonprofit schools.
54. The LEA will keep such records, and provide such information to the SEA, as may be reasonably required for fiscal audit and program evaluation.
55. The LEA will annually evaluate the programs carried out under this Part, and that evaluation:
- will be used to make decisions about appropriate changes in programs for the subsequent year;
 - will describe how assistance under this part affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served under this part; and
 - will be submitted to the SEA at the time and in the manner requested by the SEA.

New LEAP Assurances

56. Uniform Management Information and Reporting System: the LEA assures that it will provide to the California Department of Education (CDE) information for the uniform management information and reporting system required by No Child Left Behind, Title IV in the format prescribed by CDE. That information will include:
- (i) truancy rates;
 - (ii) the frequency, seriousness, and incidence of violence and drug - related offenses resulting in suspensions and expulsions in elementary schools and secondary schools in the State;
 - (iii) the types of curricula, programs, and services provided by the chief executive officer, the State educational agency, local educational agencies, and other recipients of funds under this subpart; and
 - (iv) the incidence and prevalence, age of onset, perception of health risk, and perception of social disapproval of drug use and violence by youth in schools and communities. (Section 4112, General Provisions, Title IV, Part A, PL 107 - 110)
57. Unsafe School Choice Policy: the LEA assures that it will establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the State, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school. The LEA will submit on a format to be designated by CDE the information the state requires to complete annual federal reporting requirements on the number of schools that have been designated "persistently dangerous" in accordance with California State Board of Education policy. (Section 9532, General Provisions, Title IX, PL 107 - 110.)

Other

58. The LEA assures that a minimum of 95% of all students and a minimum number of students in each subgroup (at both the school and district levels) will participate in the state's assessments program.

Signature Page

Joanna Rummer

January 17,
2014

Printed or typed name of Superintendent

Date

Signature of Superintendent

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: January 16, 2014

District Superintendent: Joanna Rummer

Address: 113 Felspar Street

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

January 17,

Printed or typed name of Superintendent

Date

Signature of Superintendent

Kurt Rockwell

January 17,

Printed or typed name of Board President

Date

Signature of Board President

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.

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)			
		1. Establish lists of at risk students in ELA and math at each site Q2 and Q6		No cost
		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
		3. Implement intervention groups and finalize tracking system- Q2, Q3, Q6, Q7	Site Principal and Curriculum office	No additional cost to track
		4. Track all interventions in Aeries data mgmt. system- Q3, Q4, Q7, Q8	Site principals and projects teachers	No cost beyond Aeries (general fund)
		5. Continue with interventions for all students at-risk of retention- Q4, Q8	Site principals	\$4,000 for teacher stipends- Title 1 and state intervention
		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	No cost to track
		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			

Scientifically based Research STRATEGIES				
	ACTIONS	TASK- timeline	RESPONSIBILITY	BUDGET ITEM
		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	\$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

Scientifically based Research STRATEGIES				
	ACTIONS	TASK- timeline	RESPONSIBILITY	BUDGET ITEM
		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 management system- Q1	Technology Department and Special Projects	\$11,300 (software)
		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	Special Projects District Coaches Technology Department staff	\$8,000 teacher stipends Title 1 and TIIA
		3. Purchase Illuminate Gradebook- revise report cards and train staff- Q4, Q5	Special Projects	\$10,000 Title I
		4. Purchase Inspect Databank for revision of common assessments- Q5	Special Projects	\$7,000 Title I
		5. Provide refresher training and training for new staff - Q5- Q8	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

Scientifically based Research STRATEGIES				
	ACTIONS	TASK- timeline	RESPONSIBILITY	BUDGET ITEM
	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			
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 SLIBG) 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 CoachesCurriculum	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 CoachesCurriculum	Substitute costs (14 teachers X \$125 cost X 3 days)= \$5,250 (TIIA &T1)

Scientifically based Research STRATEGIES				
	ACTIONS	TASK- timeline	RESPONSIBILITY	BUDGET ITEM
		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 CoachesCurriculum	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 CoachesCurriculum	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 CoachesCurriculum	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 CoachesCurriculum	Substitute costs (14 teachers X \$125 cost X 3 days)= \$5,250 (TIIA &T1)
		7. 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 Revise allocations to match final entitlements- Q2, Q6 Monitor PD progress and expenditures- Q3, Q7 Finalize expenditure reports- Q4, Q8	Special Projects and Finance Office	10% of district TI entitlement
	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			

Scientifically based Research STRATEGIES				
	ACTIONS	TASK- timeline	RESPONSIBILITY	BUDGET ITEM
		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 (IMBT) 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 SELPA	\$1,000 Title IIA
	Train Administrators			
		Instructional Materials Based Training- Q4	Curriculum	\$2,800 total

Scientifically based Research STRATEGIES				
	ACTIONS	TASK- timeline	RESPONSIBILITY	BUDGET ITEM
		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- Faller, 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 HDLL	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 2nd semester	T1 and EIA Counselors	\$2,000 Title I
	Present Latino Literacy Project Courses			

Scientifically based Research STRATEGIES				
	ACTIONS	TASK- timeline	RESPONSIBILITY	BUDGET ITEM
		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
	Involve community leaders/ mentors representing or able to provide point of view for subgroups (Black/ African American, Hispanic, Scio-economically Disadvantaged, English Learner, Student with Disabilities) in: Leadership roles, Literacy activities, Providing individual students assistance, Speaking to groups of teachers/ administrators			
		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 Each school will hold one event at a staff meeting with identified leaders- Q7, Q8	Curriculum office Site administration Superintendent's Council Reps	No Cost

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 (DSLT)
- 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

**Local Educational Agency Plan
Sierra Sands Unified School District**

Appendix A

On May 30, 2002, the California State Board of Education (SBE) adopted the five goals and 12 performance indicators for No Child Left Behind, as set forth in the Federal Register Notice of May 22, 2002. The SBE's adoption of the specified goals and performance indicators represents California's commitment to the development of an accountability system to achieve the goals of NCLB.

Collectively, NCLB's goals, performance indicators, and performance targets constitute California's framework for ESEA *accountability*. The framework provides the basis for the state's improvement efforts, informing policy decisions by the SBE and implementation efforts by the California Department of Education (CDE) to fully realize the system envisioned by NCLB; it also provides a basis for coordination with the State Legislature and the Governor's Office.

California's NCLB Performance Goals and Performance Indicators

Performance Goal 1: *All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013 - 2014.*

1.1 Performance indicator: The percentage of students, in the aggregate and for each subgroup, who are above the proficient level in reading on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)

1.2 Performance indicator: The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(C)(i).)

1.3 Performance indicator: The percentage of Title I schools that make adequate yearly progress.

Performance Goal 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.*

2.1 Performance indicator: The percentage of limited - English - proficient Students, determined by cohort, who have attained English proficiency by the end of the school year.

2.2 Performance indicator: The percentage of limited - English - proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.

2.3 Performance indicator: The percentage of limited - English - proficient students who are at or above the proficient level in mathematics on the State's assessment, as reported for performance indicator 1.2.

Performance Goal 3: *By 2005 - 2006, all students will be taught by highly qualified teachers.*

3.1 Performance indicator: The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in "high - poverty" schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA).

3.2 Performance indicator: The percentage of teachers receiving high - quality professional development. (See definition of "professional development" in section 9101(34).)

3.3 Performance indicator: The percentage of paraprofessionals (excluding those with sole duties as translators and parent involvement assistants) who are qualified. (See criteria in section 1119(c) and (d).)

Performance Goal 4: *All students will be educated in learning environments that are safe, drug free, and conducive to learning.*

4.1 Performance indicator: The percentage of persistently dangerous schools, as defined by the State.

Performance Goal 5: *All students will graduate from high school.*

5.1 Performance indicator: The percentage of students who graduate from high school, with a regular diploma:

- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and,
- calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

5.2 Performance indicator: The percentage of students who drop out of school:

- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and
- calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

**Local Educational Agency Plan
Sierra Sands Unified School District**

Appendix B

Links to Data Websites

Below is a listing of Website links for accessing district - level data and information to be used by the LEA in developing this Plan:

- Academic Performance Index (API)
<http://www.cde.ca.gov/psaa/api/index.htm>
- California Basic Educational Data System (CBEDS)
<http://www.cde.ca.gov/demographics/coord/>
- California English Language Development Test (CELDT)
<http://www.cde.ca.gov/statetests/celdt/celdt.html>
- California High School Exit Exam (CAHSEE)
<http://www.cde.ca.gov/statetests/cahsee/eval/eval.html>
- California Standardized Test (CST)
<http://www.cde.ca.gov/statetests/index.html>
- DataQuest
<http://data1.cde.ca.gov/dataquest/>
- School Accountability Report Card (SARC)
<http://www.cde.ca.gov/ope/sarc/>
- Standardized Testing and Reporting (STAR) Program
<http://www.cde.ca.gov/statetests/star/index.html>

**Local Educational Agency Plan
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**Appendix C
(School-Based Programs)**

Science-Based Programs							
<p>Science-based research has provided evidence of effectiveness for the following school-based prevention programs. Each of the listed programs have been identified as a research - validated, exemplary, or model program by one or more of the following agencies: The California Healthy Kids Resource Center, the Center for Substance Abuse Prevention, United States Department of Education's Expert Panel, or the University of Colorado's Center for the Study and Prevention of Violence. Some of these programs are also discussed in the California Department of Education's publication Getting Results. Websites where additional information can be found about each program's description, target population, and outcomes are listed below. The code in the last column of the menu provides a quick reference indicating which websites have information specific to each program.</p> <p>A: California Healthy Kids Resource Center: Research - Validated Programs: http://www.californiahealthykids.org</p> <p>B: University of Colorado: Blueprints: http://www.colorado.edu/cspv/blueprints/model/overview.html</p> <p>C: Center for Substance Abuse Prevention: Model Programs: http://modelprograms.samhsa.gov/model_prog.cfm</p> <p>D: United States Department of Education: Expert Panel: http://www2.edc.org/msc/model.asp</p> <p>E: Getting Results: http://www.gettingresults.org/</p>							
School-Based Programs							
Intended program outcomes and target grade levels. See research for proven effectiveness							
Name	Grade	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Across Ages	4 to 8	X	X	X		X	C,
All Stars™	6 to 8	X	X	X			A,C,D,E
ATLAS (Athletes Training and Learning to Avoid	9 to 12	X		X			A,B,C,D,
Border Binge Drinking Reduction Program	K to 12	X			X		C,
Child Development Project/Caring School	K to 6	X		X	X	X	A,B,C,D,
Cognitive Behavioral Therapy for Child Sexual Abuse	Families				X		C
Cognitive Behavioral Therapy for Child Traumatic	Families				X		C
Coping Power	5 to 8			X	X		C
DARE To Be You	Pre - K	X		X	X	X	A,C,
Early Risers Skills for Success	K to 6				X		C,
East Texas Experiential Learning Center	7	X	X	X	X	X	C
Friendly PEERsuasion	6 to 8	X					C
Good Behavior Game	1 to 6				X		B,C
High/Scope Perry Preschool Project	Pre - K				X	X	B,C,E
I Can Problem Solve	Pre - K				X		A,B,D
Incredible Years	K to 3				X	X	B,C,
Keep A Clear Mind	4 to 6	X	X				A,C,
Leadership and Resiliency	9 to 12					X	C,
Botvin's LifeSkills™ Training	6 to 8	X	X	X	X		A,B,C,D,
Lions - Quest Skills for Adolescence	6 to 8					X	D,C,E

Appendix C
(School-Based Programs)

School-Based Programs							
	Intended program outcomes and target grade levels. See research for proven effectiveness						
Name	Grade	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Minnesota Smoking Prevention Program	6 to 10		X				A,D,E
Olweus Bullying Prevention	K to 8				X		B,C,E
Positive Action	K to 12	X	X	X	X	X	C,D,
Project ACHIEVE	Pre - K to 8				X	X	A,C,E
Project ALERT	6 to 8	X	X	X			A,C,D,E
Project Northland	6 to 8	X		X			A,B,C,D,
Project PATHE	9 to 12					X	B,E
Project SUCCESS	9 to 12	X	X	X			C,
Project Toward No Drug Abuse (TND)	9 to 12	X	X	X	X		C,
Project Toward No Tobacco Use (TNT)	5 to 8		X				A,C,D,E
Promoting Alternative Thinking Strategies (PATHS)	K to 6				X		A,B,C,D,
Protecting You/Protecting Me	K to 5	X					C,
Quantum Opportunities	9 to 12					X	B,E
Reconnecting Youth	9 to 12	X		X	X	X	A,C,E
Responding in Peaceful and Positive Ways	6 to 12			X	X		C,D,E
Rural Educational Achievement Project	4				X		C
School Violence Prevention Demonstration Program	5 to 8				X		C
Second Step	Pre - K to 8				X		A,C,D,
Skills, Opportunities, and Recognition (SOAR): Seattle Social Development Project:	K to 6	X			X	X	B,C,D,E
SMART Leaders	9 to 12			X			C
Social Competence Promotion Program for Young Adolescents (SCPP - YA)	5 to 7			X			C
Start Taking Alcohol Risks Seriously (STARS) for	6 to 8	X					C,
Students Managing Anger and Resolution Together (SMART) Team	6 to 9				X		C,D,
Too Good for Drugs	K to 12	X	X	X	X		C

**Local Educational Agency Plan
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**Appendix E
(Promising or Favorable Programs)**

Promising or Favorable Programs

Either the United States Department of Education's Expert Panel, the University of Colorado's Center for the Study and Prevention of Violence, or the Center for Substance Abuse Prevention has identified the programs listed below as producing a consistent positive pattern of results (CSAP) or have evidence of a deterrent effect (Blueprints) but otherwise did not match all of the criteria established by these agencies to be identified as an exemplary or model program. The code in the last column of the chart provides a quick reference indicating which web sites have information specific to each program.

A: California Healthy Kids Resource Center: <http://www.californiahealthykids.org>

B: University of Colorado: Blueprints: <http://www.colorado.edu/cspv/blueprints/model/overview.html>

C: Center for Substance Abuse Prevention: http://modelprograms.samhsa.gov/model_prog.cfm

D: United States Department of Education: Expert Panel: <http://www2.edc.org/msc/model.asp>

E: Getting Results: <http://www.gettingresults.org/>

Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Adolescent Alcohol Prevention Trial	5 to 7			X			C
Aggression Replacement Training	School				X		D
Aggressors, Victims, and Bystanders	6 to 9				X		D
Al'sPal's: Kids Making Healthy Choices	Pre K to 2				X		D
Baby Safe (Substance Abuse Free Environment)	Families	X	X	X			C
Basement Bums	6 to 8		X				A
Be a Star	K to 6					X	C
Behavioral Monitoring and Reinforcement	7 to 8			X	X		C
Bilingual/Bicultural Counseling and Support Services	Communiti	X		X			C
Bully Proofing Your School	K to 8				X		B
Creating a Peaceful School Learning Environment	K to 5				X		B
Club Hero	6					X	C
Coca - Cola Valued Youth Program (CCVYP)	School					X	B
Colorado Youth Leadership Project	7	X				X	C
Comer School Development Program (CSDP)	School					X	B
Earlscourt Social Skills Group Program	K to 6					X	B
Effective Black Parenting Program (EBPP)	Families				X		B
Facing History and Ourselves	7 to 12				X		D
Family Health Promotion	Families	X	X	X		X	C
FAST Track	1 to 6				X		B
Get Real About Violence	K to 12				X		C
Growing Healthy	K to 6	X	X	X			D

Appendix E
(Promising or Favorable Programs)

Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Intensive Protective Supervision Program	Community				X		B
Iowa Strengthening Families Program	Family	X					B
Kids Intervention with Kids in School (KIKS)	6 to 12	X	X	X	X	X	C
Let Each One Teach One	Mentoring					X	D
Linking the Interests of Families and Teachers (LIFT)	1 to 5				X		B, C, D
Lion's Quest Working Toward Peace	5 to 9				X		D
Massachusetts Tobacco Control Program	7 to 12		X				C
Michigan Model for Comprehensive School Health	K to 12	X	X	X			D
Open Circle Curriculum	K to 5				X	X	D
Parent - Child Assistance Program (P - CAP)	Families	X		X			C
PeaceBuilders	K to 8				X		D
Peacemakers Program	4 to 8				X		D
Peer Assistance and Leadership	9 to 12			X	X		C
Peer Coping Skills (PCS)	1 to 3				X		B
Peers Making Peace	K to 12				X		D
Personal/Social Skills Lessons	6 to 12		X				A
Preventive Intervention	6 to 8			X			B
Preventive Treatment Program	Parents			X	X		B
Primary Mental Health Project	Pre k to 3						D
Project Alive	K to 12		X				A
Project BASIS	6 to 8				X	X	C
Project Break Away	6 to 8		X	X			C
Project Life	9 to 12		X				A
Project PACE	4					X	C
Project SCAT	4 to 12		X				A
Project Status	6 to 12			X	X	X	B

Appendix E
(Promising or Favorable Programs)

Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Safe Dates	School				X		B
Say It Straight (SIS) Training	6 to 12	X					D
School Transitional Environmental Program	9 to 12			X	X	X	B
Smokeless School Days	9 to 12		X				A
Social Decision Making and Problem Solving	1 to 6	X			X		D
Social Decision Making and Problem Solving Program (SDM/PS)	K to 5					X	B
Socio - Moral Reasoning Development Program	School				X		B
Storytelling for Empowerment	6 to 8	X		X			C
Strengthening Hawaii Families	Families			X			C
Strengthening the Bonds of Chicano Youth & Families	Communiti	X		X			C
Syracuse Family Development Program	Family				X		B
Teams - Games - Tournaments Alcohol Prevention	10 to 12	X					C
Teenage Health Teaching Modules	6 to 12		X				C, D
Teens Tackle Tobacco! - Triple T	6 to 12		X				A
The Scare Program	School				X		D
The Think Time Strategy	K to 9				X		D
Tinkham Alternative High School	9 to 12					X	C
Tobacco - Free Generations	8 to 12		X				A
Viewpoints	9 to 12				X		B
Woodrock Youth Development Project	K to 8	X	X	X		X	C
Yale Child Welfare Project	Families				X		B
Project Break Away	6 to 8		X	X			C
Project Life	9 to 12		X				A
Project PACE	4					X	C
Project SCAT	4 to 12		X				A
Project Status	6 to 12			X	X	X	B

Appendix F

District & Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included	3,622	3,566	3,554	2,287	2,225	2,174	213	197	193	97	108	98
Growth API	789	807	814	810	825	830	703	730	737	873	890	913
Base API	788	789	814	812	811	832	703	703	739	862	874	892
Target	D	D	D									
Growth	1	18	0	-2	14	-2	0	27	-2			
Met Target												

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included	843	840	886	391	374	384	1,713	1,683	1,806	467	484	503
Growth API	734	756	773	686	708	749	728	753	763	605	616	634
Base API	733	735	764	674	687	717	731	729	761	606	605	625
Target												
Growth	1	21	9	12	21	32	-3	24	2	-1	11	9
Met Target												

Appendix F

District & Student Performance Data

Title III Accountability

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	371	358	321
Percent with Prior Year Data	100	99.7	100.0
Number in Cohort	371	357	321
Number Met	190	213	173
Percent Met	51.2	59.7	53.9
NCLB Target	54.6	56.0	57.5
Met Target	No	Yes	No

AMAO 2	Attaining English Proficiency					
	2010-11		2011-12		2012-13	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	258	184	253	167	231	145
Number Met	38	89	57	81	51	71
Percent Met	14.7	48.4	22.5	48.5	22.1	49.0
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target	No	Yes	Yes	Yes	Yes	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2010-11	2011-12	2012-13
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	Yes	No	Yes
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	Yes
Met Target for AMAO 3	No	No	Yes

Appendix F

District & Student Performance Data

English - Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	99	99	99	99	99	99	99	99	100	100	99
Number At or Above Proficient	1622	1736	1,694	1098	1158	1,093	73	79	73	60	65	70
Percent At or Above Proficient	55.7	60.6	59.7	60.1	65.3	62.9	44.0	48.2	48.3	75.9	78.3	85.4
AYP Target: ES/MS/ESD	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS/HSD	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
AYP Target: USD/COE	67.0	78.0	89.0	67.0	78.0	89.0	67.0	78.0	89.0	67.0	78.0	89.0
Met AYP Criteria	No	Yes	No	No	Yes	No	No	Yes	No	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	99	100	100	100	100	99	99	99	99	99	98
Number At or Above Proficient	294	322	344	114	120	145	616	705	743	133	140	144
Percent At or Above Proficient	42.4	46.7	48.8	34.8	37.4	44.5	42.4	49.1	48.3	33.7	34.3	33.8
AYP Target: ES/MS/ESD	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS/HSD	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
AYP Target: USD/COE	67.0	78.0	89.0	67.0	78.0	89.0	67.0	78.0	89.0	67.0	78.0	89.0
Met AYP Criteria	No	No	No	Yes	No	Yes	No	Yes	No	No	No	No

Appendix F

District & Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	99	99	99	99	99	99	99	99	99	100	100	100
Number At or Above Proficient	1712	1744	1,782	1136	1146	1,145	73	72	71	65	68	74
Percent At or Above Proficient	59.0	60.9	62.9	62.3	64.8	66.0	44.5	44.2	47.3	82.3	81.9	89.2
AYP Target: ES/MS/ESD	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS/HSD	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
AYP Target: USD/COE	67.3	78.2	89.1	67.3	78.2	89.1	67.3	78.2	89.1	67.3	78.2	89.1
Met AYP Criteria	No	No	No	No	No	No	No	No	No	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	100	100	99	99	99	99	99	97
Number At or Above Proficient	344	351	377	156	151	174	699	725	803	151	158	177
Percent At or Above Proficient	49.6	50.6	53.5	47.7	46.9	53.4	48.2	50.5	52.2	38.1	38.7	41.5
AYP Target: ES/MS/ESD	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS/HSD	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
AYP Target: USD/COE	67.3	78.2	89.1	67.3	78.2	89.1	67.3	78.2	89.1	67.3	78.2	89.1
Met AYP Criteria	No	No	No	No	No	Yes	No	No	No	No	No	No

Appendix F

District & Student Performance Data

California English Language Development (CELDT) Data

Grade	2012-13 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K			*****	***	*****	***			*****	***	*****
1	4	9	9	20	19	42	11	24	2	4	45
2	7	13	12	23	19	37	13	25	1	2	52
3			5	19	13	48	7	26	2	7	27
4	1	2	16	36	21	48	6	14			44
5	2	9	12	55	6	27	2	9			22
6	1	5	5	23	9	41	6	27	1	5	22
7	1	4	8	29	11	39	6	21	2	7	28
8	4	24	4	24	6	35	3	18			17
9	2	13	4	25	6	38	1	6	3	19	16
10	2	20	3	30	4	40	1	10			10
11	2	11	12	63	3	16	2	11			19
12	4	25	8	50	3	19	1	6			16
Total	30	9	99	31	121	38	59	18	12	4	321

Grade	2012-13 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K			2	4	9	18	18	37	20	41	49
1	4	9	9	19	21	45	11	23	2	4	47
2	8	14	12	21	20	36	14	25	2	4	56
3			5	18	14	50	7	25	2	7	28
4	2	4	16	36	21	47	6	13			45
5	2	9	12	52	7	30	2	9			23
6	1	4	5	20	9	36	9	36	1	4	25
7	2	6	10	32	11	35	6	19	2	6	31
8	4	22	4	22	7	39	3	17			18
9	3	18	4	24	6	35	1	6	3	18	17
10	3	27	3	27	4	36	1	9			11
11	3	13	13	57	5	22	2	9			23
12	5	25	10	50	3	15	2	10			20
Total	37	9	105	27	137	35	82	21	32	8	393

6. EDUCATIONAL ADMINISTRATION

6.2 Approval of Sierra Sands Unified School District 2012-13 School Accountability Report Cards (SARCs)

BACKGROUND INFORMATION: Since November 1988, state law has required all public schools receiving state funding to prepare and distribute a School Accountability Report Card (SARC). A similar requirement is also contained in the federal No Child Left Behind Act. The purpose of the report card is to provide parents and the community with important information about each public school.

CURRENT CONSIDERATIONS: Education Code 35256 requires the governing board to approve all district SARC's and evaluate the data contained in the SARC's as part of the board's regular review of the effectiveness of the district's programs, personnel, and fiscal operations.

Sierra Sands School Accountability Report Cards for 2012-13 are currently available to parents and the community on the district website, school websites, and in paper copy upon request. A link to these reports is also posted with this board packet on the website.

FINANCIAL IMPLICATIONS: With this information posted on the district website, the cost of wide distribution of these reports has been eliminated. The cost of having a small number of hard copies printed and available is minimal.

SUPERINTENDENT'S RECOMMENDATION: It is recommended that the board approve all district School Accountability Report Cards for the 2012-13 school year as presented.

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***

Judith Gerard***
Science – Burroughs
Effective 1-7-14

Elizabeth Hayes***
Special Educations – Burroughs
Effective 1-31-14

8.12 LEAVE OF ABSENCE

8.13 EMPLOYMENT

Anthony Good
ROP Construction – Burroughs
Effective 1-6-14

Substitute Teachers for 13-14 year

Leatiana Pope
James Ratzlaff
Rebecca Ricks

Coaches for 13-14 year:

Ian Newton
Basketball - Monroe

8.14 CHANGE OF STATUS

Sharlene Paxton
From Teacher Librarian – Burroughs
To Project Teacher - Technology
Effective 1-6-14

8. PERSONNEL ADMINISTRATION

8.2 CLASSIFIED PERSONNEL

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

Lana Telles
5 ½ hr. Paraprofessional – James Monroe
Effective 1-06-14

8.22 LEAVE OF ABSENCE

8.23 EMPLOYMENT

Brandon Sanders
8 hr. School Bus Driver I – Transportation
Effective 1-06-14

Daniel Young
5 ½ hr. Warehouse Worker – Warehouse
Effective 11-14-13

Student Food Service Workers for the 2013-2014 School Year

Student Workability Workers for the 2013-2014 School Year

Michael Donovan
Tryron Ramsey
Rochelle Rosario

Classified Substitutes for the 2013-2014 School Year

Sellenne Segura Guzman
Renee Petty

8.24 CHANGE OF STATUS

Lauren Alonge
Added: 2 hr. Van Driver – Transportation
Effective 1-06-14

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 a request to the Commission on Teacher Credentialing for a Provisional Intern Permit in order that the district may assign the following individual for the 2013-2014 school year.

Provisional Intern Permit – Education Specialist – Mild/Moderate
Jeri Horenstein, James Monroe Middle School

FINANCIAL IMPLICATIONS: None

SUPERINTENDENT'S RECOMMENDATION: Approve the submission of a request for a Provisional Intern Permit, in order that the above named individual may be assigned in the designated position for the 2013-14 school year.

8. PERSONNEL ADMINISTRATION

8.4 Adoption of Resolution #14 1314, Reduction of Classified Service

BACKGROUND INFORMATION: The ongoing fiscal crisis faced by the State of California is a major concern for school districts and as a result, districts are continuing to look for and find ways to manage and maintain fiscal solvency. Staff continues to look at all options available to them in addressing the needs of the district considering the ongoing budget crisis.

CURRENT CONSIDERATIONS: The proposed reduction would accommodate the current bus route schedule more efficiently.

California Education Code sections 45101, 45114, 45117, and 45308 authorize a school district to layoff classified employees due to a lack of work and/or lack of funds upon sixty (60) days prior notice. Resolution #14 1314 calling for reduction of classified services for the 2013-14 school year is presented for adoption due to lack of work. The reduction will become effective March 20, 2014.

FINANCIAL IMPLICATIONS: The district estimates that it may be able to save as much as \$865.00 with the reduction of the position identified in Resolution #14 1314.

SUPERINTENDENT'S RECOMMENDATION: It is recommended that the Board of Education adopt Resolution #14 1314 reducing classified service effective March 20, 2014, as presented.

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

RESOLUTION #14 1314
Reduction of Classified Service

WHEREAS, Education Code sections 45101, 45114, 45117 and 45308 authorize the district to layoff classified employees for lack of work and/or lack of funds upon sixty (60) days prior notice; and

WHEREAS due to lack of work and funding, certain classified services now being provided by the district must be reduced or eliminated effective March 20, 2014;

NOW, THEREFORE, BE IT RESOLVED that as of the 16th day of January, 2014, the following positions be reduced or eliminated:

Transportation Monitor: One 2 hour, reduced to 1.75 hours (Transportation)

BE IT FURTHER RESOLVED that the District Superintendent be authorized and directed to give notice of reduction and termination of employment to the affected employees of this district pursuant to district rules and regulations and applicable provisions of the Education Code not later than sixty (60) days prior to the effective date of such reduction or discontinuance as set forth above.

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

The foregoing Resolution was adopted at the regularly called meeting of the governing board of the Sierra Sands Unified School District on the 16th of January, 2014 by the following vote:

AYES: _____

NOES: _____

ABSENT: _____

Joanna Rummer,
Secretary to the Board of Education

9. GENERAL ADMINISTRATION

9.1 Gifts to District

CURRENT CONSIDERATIONS: The following donations have been received: Dorolyn Groshens donated a trombone with an estimated value of \$650.00 and a trombone with an estimated value of \$100.00 to the Murray Middle School band program. Amanda Brannon donated a Bach Trumpet with an estimated value of \$700.00 to the Murray Middle School band program. Tom Llewellyn made a cash donation of \$200.00 to the Burroughs High School ROP construction program. William Carroll made an equipment donation with an estimated value of \$1,461.00 to the Burroughs High School music program. Erin Brandt donated a Les Paul electric guitar with an estimated value of \$200.00 to the Burroughs High School music program.

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 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
-

BACKGROUND INFORMATION: California Education Code 35186 specifies that a school district shall report summarized data on the nature and resolution of all complaints on a quarterly basis to the county superintendent of schools and the governing board of the school district. The summaries shall be publicly reported on a quarterly basis at a regularly scheduled meeting of the governing board of the school district. The report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints. The complaints and written responses shall be available as public records.

This procedure is intended to address all of the following:

- (1) A complaint related to instructional materials as follows:

(A) A pupil, including an English learner, does not have standards-aligned textbooks or instructional materials or state adopted or district adopted textbooks or other required instructional material to use in class.

(B) A pupil does not have access to instructional materials to use at home or after school in order to complete required homework assignments.

(C) Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.

- (2) A complaint related to teacher vacancy or misassignment as follows:

(A) A semester begins and a certificated teacher is not assigned to teach the class.

(B) A teacher who lacks credentials or training to teach English learners is assigned to teach a class with more than 20 percent English learner pupils in the class. This subparagraph does not relieve a school district from complying with state or federal law regarding teachers of English learners.

(C) A teacher is assigned to teach a class for which the teacher lacks subject matter competency.

- (3) A complaint related to the condition of facilities that pose an emergency or urgent threat to the health or safety of pupils or staff as defined in paragraph (1) of subdivision (c) of Section 17592.72 and any other emergency conditions the school district determines appropriate.

(4) A complaint related to 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.

CURRENT CONSIDERATIONS: There have been no complaints filed with the school district between October 1, 2013 and December 31, 2013 in any of the designated areas.

FINANCIAL CONSIDERATON: None.

SUPERINTENDENT'S RECOMMENDATION: This report is for informational purposes only. A copy of this report will be forwarded to the Kern County Superintendent of Schools as required by state law.

Quarterly Report on Williams Uniform Complaints **[Education Code § 35186]**

District: Sierra Sands Unified School District

Person completing this form: Ernie Bell Title: Assistant Superintendent of Human Resources

Quarterly Report Submission Date:
(check one)

- ☐ April 1, 2014 (for period Jan 1 - Mar 31)
☐ July 1, 2013 (for period Apr 1 - Jun 30)
☐ Oct 1, 2013 (for period Jul 1 – Sep 30)
☒ Jan 1, 2014 (for period Oct 1 – Dec 31)

Date for information to be reported publicly at governing board meeting: January 16, 2014

Please check the box that applies:

- ☒ No complaints were filed with any school in the district during the quarter indicated above
- ☐ Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

General Subject Area	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials	0	0	0
Teacher Vacancy or Mis-assignment	0	0	0
Facilities Conditions	0	0	0
TOTALS	0	0	0

Joanna Rummer

 Print Name of District Superintendent

 Signature of District Superintendent

11. BUSINESS ADMINISTRATION

11.1 Adoption of Resolution #13 1314 regarding Impoundment of Local Tax Revenues to
Anticipate Pending Claims and/or Litigation. (Impounds – Fund 77)

BACKGROUND INFORMATION: By prior resolution of this board, certain monies due to this district from the County as local tax revenues have been impounded against contingent tax liabilities in litigation or tax appeal cases.

CURRENT CONSIDERATION: The County Counsel has recently notified the district of an excess amount of local tax revenues in the impound fund. Districts that have excess liability balances are required to release these excess impounds.

FINANCIAL IMPLICATIONS: Decreasing the balance in Fund 77 – Release of impounds does not create any financial impact to Sierra Sands Unified School District. The Auditor-Controller will report the amount of excess to the CDE on the P-1 J29B report of property taxes to be collected and will be an offset to state aid at the P-1 apportionment in February.

SUPERINTENDENT'S RECOMMENDATION: The superintendent's recommendation is for the board to authorize the superintendent to determine the amount of monies that should be released from the Impounds Fund and adopt Resolution #13 1314. It is further requested that the board authorize the superintendent to notify the County Auditor's Office in writing the amount to be released and the effective date for such release.

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

In the Matter of:

**AUTHORIZATION TO SUPERINTENDENT
TO DETERMINE AMOUNT AND REQUEST
RELEASE OF IMPOUNDED MONIES IN
SETTLEMENT OF PENDING LITIGATION**

)
)
)
)
)
)
)

RESOLUTION NO. #13 1314

WHEREAS, by prior resolution of this Board, certain monies due to this District from the County as local tax revenues have been impounded against contingent tax liabilities in litigation or tax appeal cases; and

WHEREAS, by recent letters the County Counsel has notified the District of an excess of local tax revenues in the impound fund due to recent settlements.

NOW, THEREFORE, the Board resolves as follows:

- A. All of the above recitals are found to be true and correct.
- B. The Board hereby orders the Superintendent to:
 - 1. Determine the exact amount of impound monies which should be released to the District General Fund to meet and articulate with all pending fiscal needs of the District.
 - 2. Notify, on behalf of this Board, the County Auditor's Office in writing of the amount to be so released and the effective date for such release.
- C. A copy of this resolution shall be delivered to the County Auditor-Controller and Kern County Superintendent of Schools office forthwith.

The foregoing resolution, on motion of _____, and seconded by _____, was duly passed and adopted this 16th day of January, 2014, by the following vote:

AYES: NOES: ABSENT: ABSTENTIONS:

BOARD OF TRUSTEES OF THE
SIERRA SANDS UNIFIED SCHOOL DISTRICT

By: _____
Authorized Agent

Member

Member

Member

Member

Member

Member

I HEREBY CERTIFY that the foregoing is a full, true, and correct excerpt from the Journal of the Board of Trustees of the Sierra Sands Unified School District pertaining to the adoption of the foregoing Resolution at a regular meeting held on January 16, 2014.

Authorized Agent of the Board of Trustees of
the Sierra Sands Unified School District,
County of Kern, State of California

11. BUSINESS ADMINISTRATION

11.2 Acceptance of 2012-13 Audit Reports for the Sierra Sands Unified School District and the Inyo-Kern Schools Financing Authority

BACKGROUND INFORMATION: In accordance with Education Codes 35145 and 41020, the district is required to conduct an annual audit and report the findings for both the Sierra Sands Unified School District and the Inyo-Kern Schools Financing Authority audit to the board.

CURRENT CONSIDERATIONS: The 2012-13 audit reports have been prepared by the auditing firm of Burkey Cox Evans Bradford & Alden Accountancy Corporation and have been provided for review.

Both activities received an unqualified opinion indicating that the district's fiscal procedures and controls were implemented appropriately and in accordance with California Education Code and other pertinent regulations. It was found that the district complied in all material respects with the requirements regarding compliance, including those applicable to each of its multiple federal programs for the year ending June 30, 2013. The audit found no instances of noncompliance or other matters that are required to be reported under Government Auditing Standards. Sierra Sands was found by the auditor to be a low-risk auditee. A significant deficiency not considered to be a material weakness was noted and limited to the area of federal awards only. The item cited was confined to an irregularity in multi-funded timesheet reporting. The District has provided additional training and guidance to the department involved to ensure accurate reporting and allocation of time and will continue to monitor this area. The District has continued to comply with GASB 34 which approaches closer alignment with the accounting and reporting practices of the private sector. Especially notable is the attempt to present a district wide financial statement. Some of the more significant components of this format are:

1. a management summary similar in tone to an "annual report;"
2. the combination generally of all funds into one or two major funds;
3. fixed assets less accumulated depreciation are discussed (this function will continue to be significant due to the fixed asset and accounting requirement); and
4. deduction of long-term debt.

With respect to its federal programs, Sierra Sands complied in all material respects with the requirements discussed in Government Auditing Standards issued by the Comptroller General of the United States, the American Institute of Certified Public Accountants, OMB Circular A-133, Audits of States, Local Government and Non-Profit Organizations, and the A-133 Compliance Supplement.

Chart #1: Reconciliation of governmental funds to net position. This exhibit is specifically oriented around the GASB 34 private sector emphasis and recapitulates the district's status with regard to its net position. The district's total net position reflects the difference between its total assets (much of which relate to various cash accounts including the revenues from the Measure "A" general obligation bond and Inyo-Kern Schools Financing Authority) and its liabilities, which includes accounts payable including long term debt for capital lease obligations, the general obligation bond, and the lease revenue bond. The district's total net assets are \$60,489,308 which is ~1.3M more than net assets in 2011-12. The difference in year to year net assets is reflective of the districts continuing initiative related to its facilities program.

Chart #2: Reconciliation of net change in governmental funds to net position. This exhibit is also oriented toward the GASB 34 emphasis and reflects the factors driving the change in fund balance during 2012-13. The most significant factor associated with the change in net position continues to revolve around the effects of the district's successful modernization program.

Chart #3: Revenue sources for the year ending June 30, 2013. This chart speaks to the various funding sources contributing to Sierra Sands Unified School District's revenue. Fifty-three percent of the district's revenue comes from a combination of state aid and property taxes which was 2% less than in 2011-12. This is reflective of the receipt of more Federal Impact Aid in relation to the total revenue received.

Chart #4: Expenditures for the year ending June 30, 2013. This chart provides an illustration of expenditures by category. Instruction and instruction-related expenses account for about 63% of all district expenditures. This is 14% more than in 2011-12 and speaks to the fact that expenditures related to modernization and the conclusion of the CTE Phase I facilities initiative was proportionately higher in relation to the whole of total funds expended by the district last year vs. this year.

Chart #5: Comparison of Fund Balance in the General Fund speaks to the status of the fund balance at year end for the previous four years. The slight decrease in 2012-13 over 2011-12 is mainly reflective of the district's deficit spending in accordance with the district's established plan in connection to the 2008 economic downturn.

Chart #6: Average Daily Attendance provides a four-year history which depicts the experience Sierra Sands Unified School District has had in the past. 2012-13 was the seventh year in a row that the district experienced declining enrollment.

Chart #7: General Long-Term Debt also provides information over the last four years regarding the district's long-term debt. As the district took on no new long-term debt, the general long-term debt remained relatively static.

FINANCIAL IMPLICATIONS: None

SUPERINTENDENT'S RECOMMENDATION: It is recommended that the 2012-13 audit reports for the Sierra Sands Unified School District and the Inyo-Kern Schools Financing Authority be accepted as presented.

SIERRA SANDS UNIFIED SCHOOL DISTRICT

Financial Trends and Analysis
June 30, 2013

Burkey Cox Evans & Bradford
Accountancy Corporation

A decorative graphic in the bottom left corner consisting of a blue triangle with a black diagonal line and a light blue gradient area.

SIERRA SANDS UNIFIED SCHOOL DISTRICT

RECONCILIATION OF GOVERNMENTAL FUNDS TO NET POSITION

For the Year Ended June 30, 2013

Total Fund Balance – Governmental Funds		\$33,028,930
PLUS: Fixed Assets		
Capital Assets (at cost)	\$101,736,941	
Accumulated Depreciation	<u>(23,710,603)</u>	78,026,338
LESS: Long Term Debt		
Certificates of Participation	(16,265,000)	
State of California Payable	(2,371,572)	
General Obligation Bonds	(23,404,550)	
Lease Revenue Bonds	(3,810,000)	
Capital Lease Obligations	(168,044)	
Employment Benefit Obligations	<u>(4,546,794)</u>	(50,565,960)
Total Net Position – Governmental Activities		<u>\$60,489,308</u>

SIERRA SANDS UNIFIED SCHOOL DISTRICT

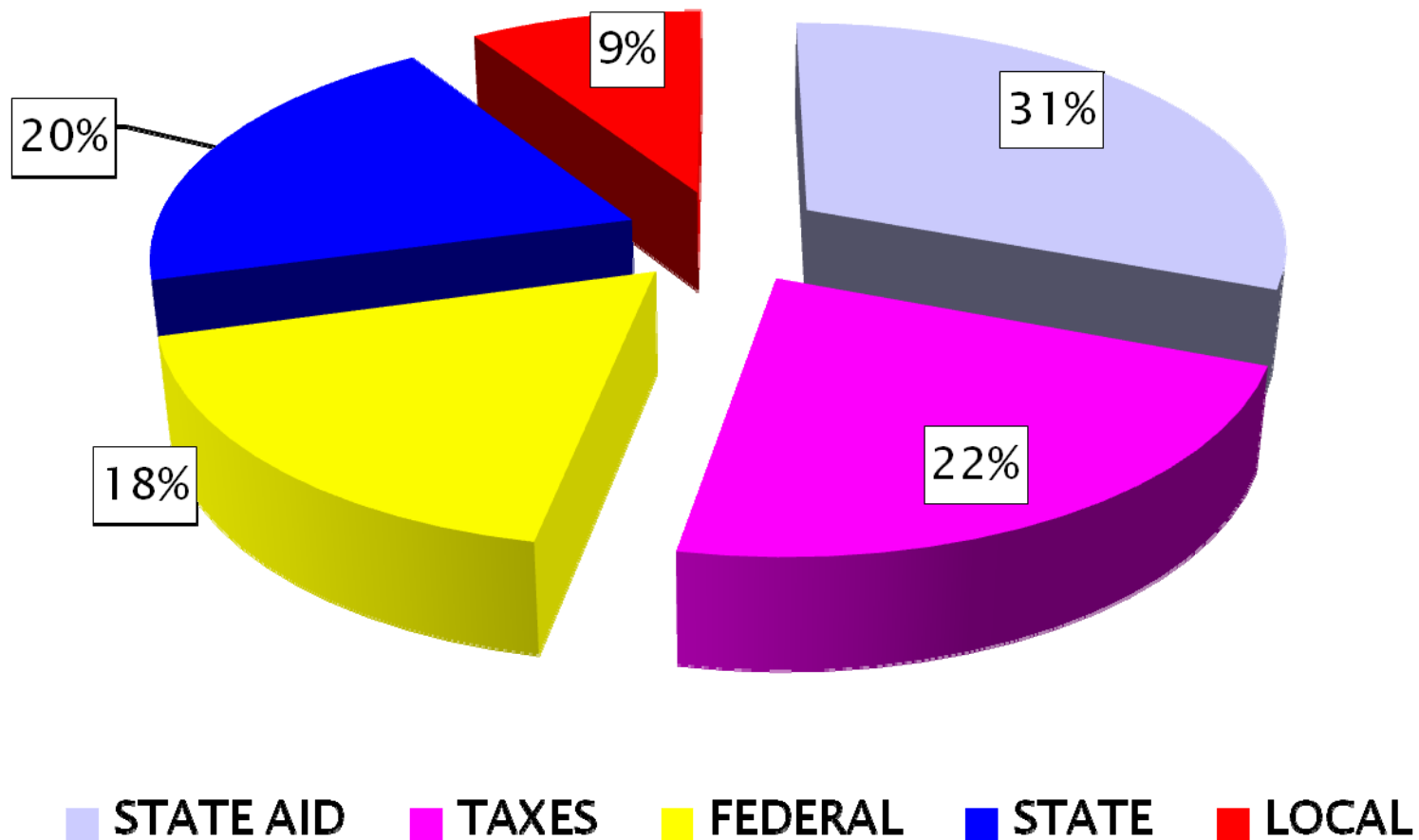
RECONCILIATION OF NET CHANGE IN GOVERNMENTAL FUNDS TO NET POSITION

For the Year Ended June 30, 2013

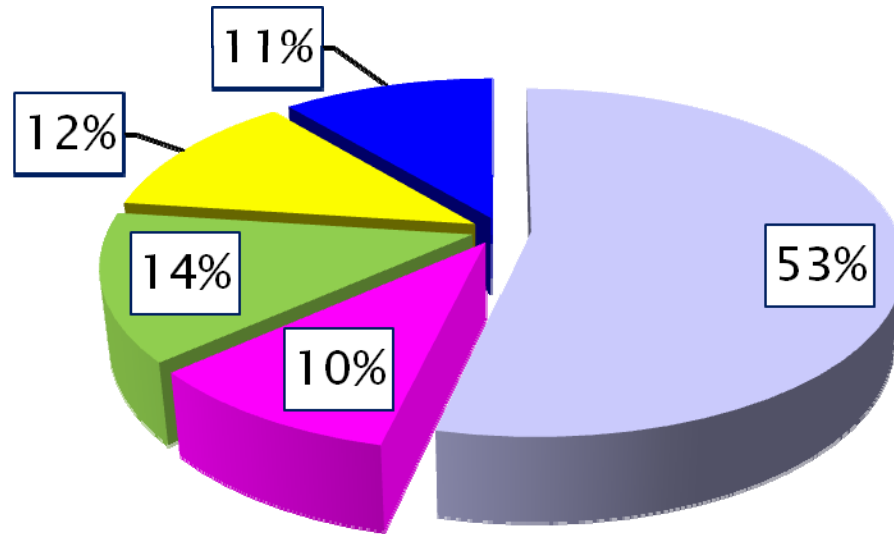
Total Net Change in Fund Balance – Governmental Funds		\$(3,017,068)
PLUS: Fixed Assets Additions	\$5,575,865	
LESS: Depreciation	<u>(1,242,304)</u>	4,333,561
LESS: Employment Benefit Obligation	<u>(1,315,340)</u>	(1,315,340)
PLUS:		
State of California Payable	290,082	
General Obligation Bonds	526,393	
Lease Revenue Bond	130,000	
Capital Lease Obligation	164,268	
Deferred Charges	<u>268,761</u>	<u>1,379,504</u>
Total Change in Net Position– Governmental Activities		<u>\$1,380,657</u>

SIERRA SANDS UNIFIED SCHOOL DISTRICT

REVENUES SOURCES – TOTAL GOVERNMENTAL FUNDS FOR THE YEAR ENDED JUNE 30, 2013



SIERRA SANDS UNIFIED SCHOOL DISTRICT
EXPENDITURES – TOTAL GOVERNMENTAL FUNDS
FOR THE YEAR ENDED JUNE 30, 2013

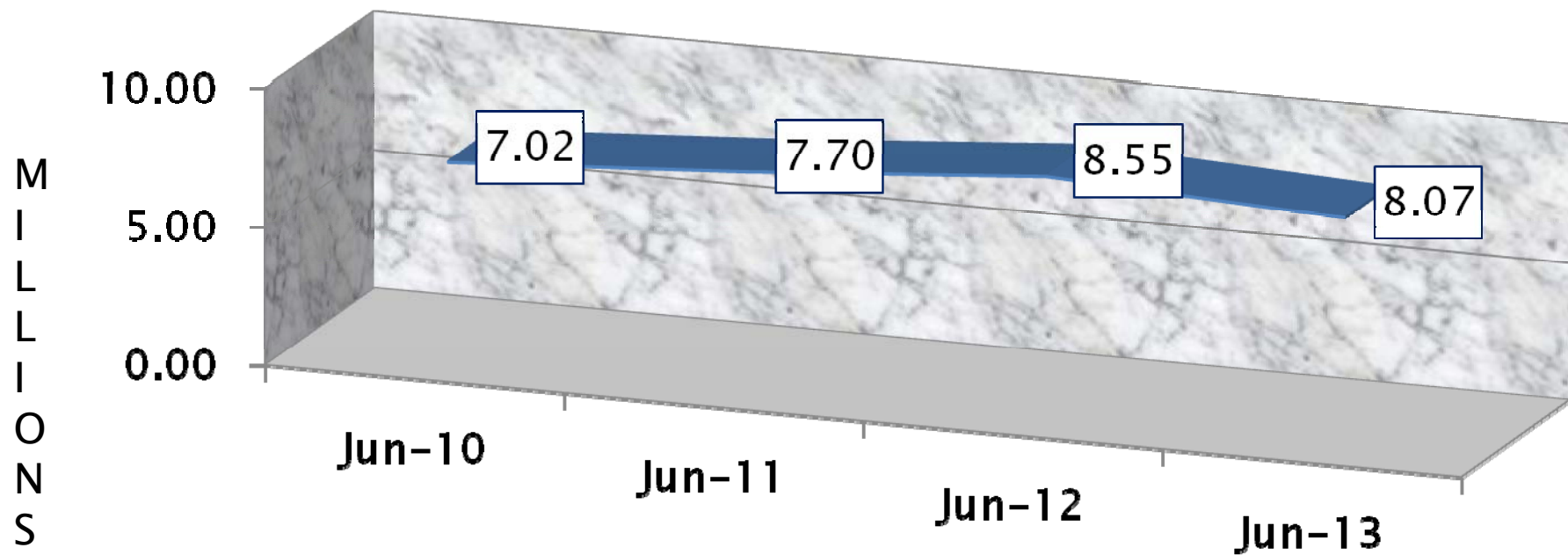


■ INSTRUCTION
■ PUPIL AND OTHER SERVICES
■ PLANT SERVICES

■ INSTRUCTION-RELATED SERVICES
■ GENERAL ADMINISTRATION

SIERRA SANDS UNIFIED SCHOOL DISTRICT

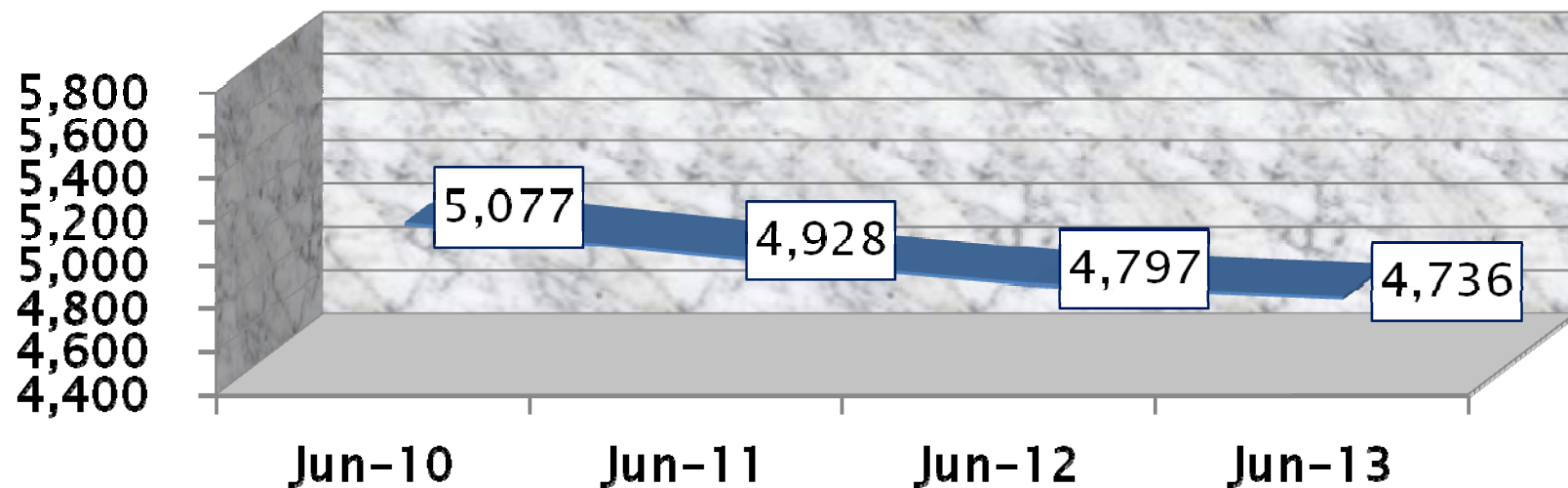
COMPARISON OF GENERAL FUND BALANCE



FISCAL YEAR ENDING

SIERRA SANDS UNIFIED SCHOOL DISTRICT

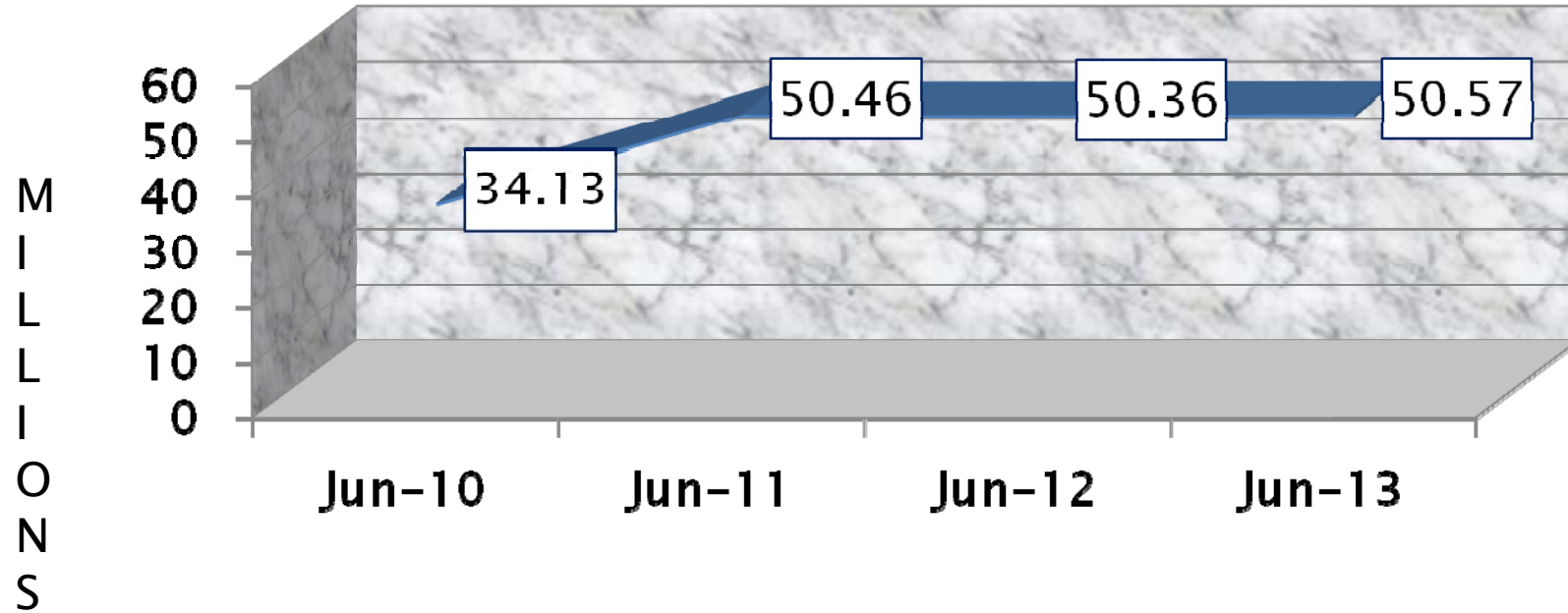
AVERAGE DAILY ATTENDANCE



FISCAL YEAR ENDING

SIERRA SANDS UNIFIED SCHOOL DISTRICT

GENERAL LONG TERM DEBT



FISCAL YEAR ENDING

11. BUSINESS ADMINISTRATION

11.3 Report on Governor's Budget

Mrs. Giraldo will report to the board on the Governor's Budget.

12. CONSENT CALENDAR

12.1 Approval of “A” and “B” Warrant

CURRENT CONSIDERATIONS: “A” and “B” warrants released in December, 2013 are submitted for approval. “A” warrants totaled \$2,513,680.47. “B” warrants totaled \$1,454,699.85.

FINANCIAL IMPLICATIONS: Warrants were issued as stated.

SUPERINTENDENT’S RECOMMENDATION: Approve “A” and “B” warrants for December, 2013 as presented.

This list represents the "A" and "B" warrants released during the month of DECEMBER 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	\$1,695,194.57
End of month classified	\$515,816.28
10th of month certificated	\$229,919.81
10th of month classified	\$72,749.81
Total "A" Warrants	\$2,513,680.47

"B" WARRANTS

Register Number	<u>Amount</u>
89	\$184,903.23
90	\$132,635.66
91	Food Service
92	\$31,956.78
93	Food Service
94	\$7,135.27
95	\$33,092.63
96	November
97	\$10,284.93
98	\$99,407.70
99	\$19,438.80
100	\$119,617.80
101	Food Service
102	\$5,418.07
103	\$61,258.38
104	\$10,250.00
105	January
106	\$9,882.90
107	Food Service
108	\$56,956.20
109	\$38,739.63
110	January
111	January
112	\$65,245.80
113	Food Service
114	\$66,067.93
115	\$394,698.77
116	\$36,418.04
117	\$71,291.33
Total "B" Warrants	\$1,454,699.85

13. ORGANIZATION OF THE BOARD

13.1 Appointment of Board Representative to Meetings of the National Association of Federally Impacted Schools (NAFIS)

BACKGROUND INFORMATION: At the regular board meeting of June 15, 2006, it was approved that the board appoint a member to serve as the board's representative for NAFIS functions according to Board Bylaw 9140, Board Representation, indicating that the board may appoint any of its members to serve on advisory committees or as representatives to other public agencies or organizations when the board deems such appointments desirable, contingent on acceptance of the appointment by the member. Prior to June 15, 2006, the board, as a matter of past practice, rotated members of the board to represent the district at meetings of the National Association of Federally Impacted Schools (NAFIS) to advocate for the district regarding NAFIS funding and other federal issues.

CURRENT CONSIDERATION: At the organizational board meeting of December 19, 2013, motion was made to eliminate the board appointed position of Representative to Meetings of the National Association of Federally Impact Schools and select members of the board to represent the district at these meetings regarding NAFIS funding and other federal issues as needed.

FINANCIAL IMPLICATIONS: Selecting members of the board to represent the district at NAFIS functions as needed may have a cost savings effect on funding for this activity.

SUPERINTENDENT'S RECOMMENDATION: It is recommended that the board approve elimination of the board appointed NAFIS representative position and return to the practice of selecting members of the board to represent the district at NAFIS functions as needed from this date forward.