

SIERRA SANDS UNIFIED SCHOOL DISTRICT

**Board of Education
Regular Meeting**

**JUNE 18, 2015
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
Bill Farris, President
Tim Johnson
Kurt Rockwell
Michael Scott, Vice President/Clerk

Ernest M. Bell, Jr., Superintendent

MOMENT OF SILENCE

1. ADOPTION OF AGENDA

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

2. APPROVAL OF MINUTES of the special meeting of June 11, 2015 and the special, concurrent, and regular meetings of May 21, 2015.

3. PROGRAMS AND PRESENTATIONS

4. PUBLIC HEARING

4.1 Public Hearing for the Proposed Local Control Accountability Plan (LCAP)

The LCAP is posted on the district's website at www.ssusdschools.org

4.2 Public Hearing for the Sierra Sands Unified School District Budget for Fiscal Year 2015-16

The budget is posted on the district's website at www.ssusdschools.org

- 4.3 Public Hearing Statement of Reasons for Assigned and Unassigned Fund Balances for Fiscal Year 2015-16
- 4.4 Public Hearing for Initial Sunshine Contract Proposal for 2015-16 from the Board of Education to Chapter 188 of the California School Employees Association

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
 - Summer Activities
- 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 Adoption of Countywide Plan for Providing Educational Services for Expelled Students
- 6.2 Approval of the Consolidated Application for Funding Categorical Programs, Part I, 2015-16 School Year
- 6.3 Approval of Local Education Agency Plan (LEAP)
- 6.4 Approval of Chemistry and Honors Chemistry Courses at Burroughs High School

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

9. GENERAL ADMINISTRATION

- 9.1 Gifts to the District

- 9.2 Authorization for Board Member Travel to the California School Boards Association (CSBA) Annual Education Conference and Delegate Assembly Meeting
- 9.3 Approval of the Academic Calendar for the 2016-17 School Year

10. CONSTRUCTION ADMINISTRATION

- 10.1 Report to the Board: Construction Activities and Issues
- 10.2 Approval to Enter into Amendments to Agreements with ProWest PCM, Inc. for the New Murray Middle School and Burroughs High School Modernization DoD Projects
- 10.3 Adoption of Resolution #30 1415 Request for Prequalification of Contractors
- 10.4 Ratification of Water Damage Repairs and Notice of Completion – Sierra Vista Educational Center Commercial Units

11. BUSINESS ADMINISTRATION

- 11.1 Resolution #29 1415 and Disclosure Regarding the Planned Use of Cash Provided by the Education Protection Account
- 11.2 Approval of Contract for Services with Capitol Advisors Group, LLC
- 11.3 Approval of Professional Services Agreement with the Law Firm of Fagen Friedman & Fullfrost, LLP

12. CONSENT CALENDAR

- 12.1 “A”&“B” Warrants
- 12.2 Approval of Preschool Self-Evaluation Annual Report for the 2014-15 School Year
- 12.3 Approval of Child Care Contract and Adoption of Resolution #1 1516 for State Preschool Programs for 2015-16

13. FUTURE AGENDA

14. ADJOURNMENT

The next regular meeting of the Board of Education will be July 16, 2015.

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: May 21, 2015
TIME OF MEETING: 7:00 p.m.
PLACE OF MEETING: Ridgecrest City Council Chambers
MEMBERS PRESENT: Castillo-Covert, Farris, Johnson, Rockwell, Scott
STAFF PRESENT: Ernest M. Bell, Jr., Superintendent

PLEDGE OF ALLEGIANCE was recited in unison, led by Student Member Maddy Portillo.

MOMENT OF SILENCE was observed.

1. ADOPTION OF AGENDA

The agenda was adopted by consensus as posted noting the Concurrent Special Agenda will be heard following Item 8.4 and the Inyo-Kern Schools Financing Authority Agenda will be heard following Item 11.2.

2. APPROVAL OF MINUTES

Hearing no comments, the minutes of the special meeting of April 13, 2015 and the special, concurrent, and regular meetings of April 16, 2015 were adopted by consensus as written.

3. PROGRAMS AND PRESENTATIONS

3.1 Presentation to Blair Etoch and Maddy Portillo, Student Board Members for Their Service for 2014-15

Board President Farris presented Maddy Portillo with a certificate of appreciation along with her name plate and thanked her for serving as the student board member for the Spring semester of the 2014-15 school year. Ms. Etoch was unable to attend. Her certificate of appreciation will be sent to her school site. She was presented with her name plate at the regular meeting of December 11, 2014.

3.2 Presentation of the Sierra Sands Community Service Award to Mr. Conrad Osborne

The Sierra Sands Community Service Award provides the district with the ability to honor community members who dedicate time and energy to the success of Indian Wells Valley students, in both curricular and extra-curricular areas. This year, the award was presented to Mr. Conrad Osborne who most graphically illustrated the significant support extended to the district in pursuit of its mission of educating all of the students in the community. He has demonstrated outstanding volunteer service and contribution to our youth through support of student programs and activities. His dedication, professionalism, and friendship are greatly appreciated.

3. PROGRAMS AND PRESENTATIONS (continued)

3.3 Presentation of the Annual Sierra Sands Rose Awards in Recognition of Outstanding Parent and Community Volunteers

Principals of each school joined President Farris, Assistant Superintendent Ostash, and Superintendent Bell in presentation of the Annual Sierra Sands Rose Awards in recognition of those parents and community members who are most generous in their support of the schools in the district. Recipients were Jodie Batzer, Gateway; Angela Moore, Murray; Vinny Vargas, Burroughs; Lisa Hall, Inyokern; Judy Dietrichson, Rand; Emily McArtor, Pierce; Christina Owens, Mesquite; Susanne LeBlanc, Faller; Desiree Dickie, Monroe; Becky Anderson, Richmond; and Denise and Jason Allen, Las Flores.

3.4 Presentation of Employee of the Year Awards

Management from each site along with President Farris, Assistant Superintendent Ostash, and Superintendent Bell joined in recognizing site and district employees of the year. The following were recognized for their outstanding service to the district. Erin Brandt, Burroughs; Melanie Branson, Burroughs; Eileen Poole, Burroughs; Rhonda Wendt, Burroughs; Bobbi Rhorlick, Burroughs; Gretchen Gray, Faller; Charisse MacGregor, Faller; Carla Metelko, Gateway; Kit Otto, Gateway; Annie Jorgensen, Inyokern; Tacie Bull, Inyokern; Mechelle Ernst, James Monroe; Cami Dickson, James Monroe; Beverly Pippen, Las Flores; Carrie Reed, Las Flores; Marla Cosner, Mesquite; Darcy Kirkpatrick, Mesquite; Lynne Hetherton, Murray; Valerie Bennett, Murray; Kathy Rajtora, Pierce; Toni Jones, Pierce; Joan Adams, Richmond; Christian Speredelozzi, Richmond; Carol Brewster, District Office; Jennifer Williams, District Office; Mike Kennedy, SELPA/PSS; Cindy Bower, SELPA/PSS; Shane Herbert, Support Services; Shelley Hill, Food Service/Warehouse; Linda Christiansen, Transportation.

Additionally, the following District Employees of the Year were recognized with an award: Lynne Hetherton, Certificated Employee of the Year; Shelley Hill, Classified Employee of the Year; Gavin MacGregor, Administrator of the Year.

3.5 Presentation of Service Awards to District Retirees

President Farris, Superintendent Bell, and Assistant Superintendent Ostash presented hourglasses to retiring district employees for their distinguished and dedicated service to the district. Those retirees included certificated employees Joan Adams, Kathryn Dikes, Roxann Gibbs, Patricia Jacobson, Allison Hays, Mary Howard, Herma Kay Lloyd, Karen McDonald, and Beverly Pippen. Classified retirees included Linda Carle, Johnnie Lopez, Chris Uetz, and Sharlene Anderson.

A brief reception followed these presentations to greet and congratulate the award recipients and retirees. The meeting reconvened in open session at 8:45 p.m.

4. PUBLIC HEARING

4.1 Public Hearing on the Annual Budget Plan and the Annual Service Plan for 2015-16 for the Sierra Sands SELPA

Public Hearing opened at 8:48 p.m. for the Annual Budget Plan and the Annual Service Plan for the 2015-16 Sierra Sands SELPA. Hearing no comments the public hearing closed at 8:49 p.m.

5. REPORTS AND COMMUNICATIONS

5.1 Student Member's Report

Murray Middle School: Incoming sixth grade students were given a tour of the campus. AVID recruitment gleaned over 50 students who will participate in AVID during the 2015-16 school year. Mrs. Hetherton's advisory class was rewarded for their March Madness Month win with a pancake breakfast. End of the year activities are in full swing.

James Monroe Middle School: The James Monroe PTSO honored Monroe teachers during Teacher Appreciation Week. Students have enjoyed many music department and ASB events in recent weeks. The James Monroe 8th Grade Promotion Ceremony will take place on May 28, 2015.

Mesquite High School: A total of 20 students graduated from Mesquite High School this year. The Mesquite High School graduation ceremony will take place May 28, 2015. CAHSEE exams have been completed. The Girls with Purpose counseling group facilitated by Dr. Stone and Dr. Rollins will reconvene in the fall.

Burroughs High School: Thank you to all the parents, students, and community members who made our beautiful prom a night to remember. The Senior Class and various club end of year events are beginning. Congratulations to all of the BHS sports teams for a successful year of representing Burroughs High School. The annual Safe Grad Night will be held May 29, 2015.

5.2 Reports from Members of the Board

Board Member Amy Castillo-Covert congratulated Burroughs High School and Murray Middle School for receiving the California Gold Ribbon Schools Award. She also congratulated senior Nadine Steichen, Kevin McCarthy National Merit Award recipient. Board Member Kurt Rockwell reported on the Mojave River League Student Athlete Awards event he attended. Board President Bill Farris reported on the CSBA Delegate Assembly meeting he attended. He encouraged his fellow board members to participate in the CSBA iCount survey.

5.3 Superintendent's Report

Mr. Bell reported the district is up by 19 students from this time last year. He congratulated Burroughs High School and Murray Middle School on their receipt of the California Gold Ribbon Schools Award. The dates and times of graduations and promotions are posted on the district website. June 15, 2015 was the date chosen for the superintendent's evaluation and July 20, 2015 was chosen as the date for the board self-evaluation date.

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

Barb Walls, President of the Desert Area Teachers Association, thanked the Sierra Sands negotiation team for their efforts regarding the tentative agreement reached between SSUSD and DATA.

5.5 Communications from the public

Four members of the public spoke during the public comment portion of the meeting.

6. EDUCATIONAL ADMINISTRATION

6.1 Approval of the Annual Budget Plan and the Annual Service Plan for 2015-16 for the Sierra Sands SELPA

Motion passed to adopt the SELPA Budget Plan and Annual Service Plan for 2015-16 as presented. CASTILLO-COVERT/JOHNSON

AYES: Castillo-Covert, Farris, Johnson, Rockwell, Scott

6.2 Annual Review of Participation in the Regional Occupational Program (ROP)

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

6.3 Approval of High School Mathematics Courses that Align to Common Core Standards

Motion passed to approval all Common Core mathematics courses in the high school curriculum for implementation in August 2015. JOHNSON/SCOTT

AYES: Castillo-Covert, Farris, Johnson, Rockwell, Scott

6.4 Approval of Revisions to Physical Education Courses in Grades 6-12 and Approval of a Physical Education Elective Course at Burroughs High School

Motion passed to approve revisions to all Physical Education course outlines for grades 6-12 and the new Physical Education elective, PE 3B/C. CASTILLO-COVERT/ROCKWELL

AYES: Castillo-Covert, Farris, Johnson, Rockwell, Scott

6.5 Approval of Memorandum of Understanding (MOU) and Resolution #26 1415 between Cerro Coso Community College and Sierra Sands Unified School District Regarding Dual Enrollment

Motion passed to approve the MOU and resolution between CCCC and SSUSD regarding dual enrollment. SCOTT/ROCKWELL

AYES: Castillo-Covert, Farris, Johnson, 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 approve Items 8.1 and 8.2 as presented.
ROCKWELL/CASTILLO-COVERT

AYES: Castillo-Covert, Farris, Johnson, Rockwell, Scott

8.3 Declaration of Need for Fully Qualified Teachers for the 2015-16 School Year

Motion passed to adopt the Declaration of Need for Fully Qualified Teachers for the 2015-16 school year as presented. CASTILLO-COVERT/JOHNSON

AYES: Castillo-Covert, Farris, Johnson, Rockwell, Scott

8.4 Presentation of Initial Sunshine Contract Proposal for 2015-16 from the Board of Education to Chapter 188 of the California School Employees Association

Dave Ostash, Assistant Superintendent of Human Resources presented the initial sunshine contract proposal for 2015-16 from the Board of Education to Chapter 188 of the California School Employees Association.

9. GENERAL ADMINISTRATION

9.1 Gifts to the District

Motion passed to accept the following gifts: Mr. Donald Rogers donated a 1994 Suzuki Swift with an estimated cash value of \$1,500 to the Burroughs Auto Shop and Mr. Andrew Borman donated a 1995 Buick LeSabre with an estimated cash value of \$1,500 to the Burroughs Auto Shop. SCOTT/CASTILLO-COVERT

AYES: Castillo-Covert, Farris, Johnson, Rockwell, Scott

9.2 Authorization for Board Member Travel, Section 8002 Impact Aid Summer Meeting

Motion passed to approve board member travel. JOHNSON/SCOTT

AYES: Castillo-Covert, Farris, Johnson, Rockwell, Scott

9.3 Approval of Revisions to the 2015-16 Academic Calendar

Motion passed to approve the revised 2015-16 academic calendar as presented. CASTILLO-COVERT/ROCKWELL

AYES: Castillo-Covert, Farris, Johnson, Rockwell, Scott

10. CONSTRUCTION ADMINISTRATION

10.1 Report to the Board: Construction Activities and Issues

Mrs. Christina Giraldo, Assistant Superintendent of Business Services, introduced Mr. Steve Hubbard, Project Manager with Maas Company, who gave an update to the board on the Capital Projects taking place within the district.

Burroughs High School project: Value engineering continues in an effort to bring the project into budget. DSA is not meeting their review timeline for the project. Superintendent Bell met

with DSA Regional Manager, Douglas Humphrey, to discuss the current issues the district has with DSA. Bi-monthly meetings will be held with DSA to keep communication open.

Murray Middle School project: Plan review has begun. The Department of Toxic Substance Control has requested a public hearing be held regarding the remediation plan. This public hearing will take place in August 2015.

HVAC remediation projects: The James Monroe plan check is complete as is the PAC air handlers DSA plan check. The Mesquite High School DSA plan check is in process with first plan check comments expected July 16, 2015. The application for State Facilities Hardship funds remains in process.

10.2 DoD Project Management Policies and Procedures Manual

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

10.3 Approval to Increase Plan Review Fees to Department of Toxic Substance Control for Murray Middle School due to Change of Remediation Requirements

Motion passed to approve the increased plan review fees to DTSC as presented.
SCOTT/CASTILLO-COVERT

AYES: Castillo-Covert, Farris, Johnson, Rockwell, Scott

11. BUSINESS ADMINISTRATION

11.1 Approval of Resolution #27 1415 in Support of SB 191 (Block) Home-to-School Transportation Equity

Motion passed to adopt Resolution #27 1415 in support of SB 191 (Block) Home-to-School Transportation Equity. SCOTT/CASTILLO-COVERT

AYES: Castillo-Covert, Farris, Johnson, Rockwell, Scott

11.2 Approval of Resolution #28 1415 Authorization to Increase the Revolving Cash Fund

Motion passed to adopt Resolution #28 1415 authorizing increase in the revolving cash fund.
SCOTT/CASTILLO-COVERT

AYES: Castillo-Covert, Farris, Johnson, Rockwell, Scott

President Farris temporarily adjourned the Sierra Sands Unified School District board meeting at 10:26 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 10:28 p.m.

12. CONSENT CALENDAR

12.1 "A" & "B" Warrants

12.2 Appointment of 2015-16 California Interscholastic Federation (CIF) League Representatives for Burroughs High School

12.3 Approval to Declare the Property Value of Four Vehicles and Allow for the Sale of

- the Vehicles to an Auto Recycling Center as Surplus Property
- 12.4 Approval of Perkins Career Technical Education Application for Funding for the 2015-16 School Year
 - 12.5 Approval of the 2015-16 AVID (Advancement Via Individual Determination) Implementation and AVID Consortium Agreements
 - 12.6 Approval of Waivers for the California High School Exit Exam for Students with Disabilities, CAHSEE Waiver #1 1415 and CAHSEE Waiver #2 1415
 - 12.7 Approval of Agreement with High Desert Leapin' Lizards, Inc. for Operation of State Funded After School Education and Safety Programs at Faller, Inyokern, and Pierce Elementary Schools for the 2015-16 School Year
 - 12.8 Approval of Agreement with High Desert Leapin' Lizards, Inc. for Operation of State Preschool Programs in 2015-16
 - 12.9 Approval of Recommendations for Expulsion, Expulsion Case #07 1415
 - 12.10 Approval of Recommendations for Expulsion, Expulsion Case #08 1415
 - 12.11 Approval of Recommendations for Expulsion, Expulsion Case #09 1415

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

AYES: Castillo-Covert, Farris, Johnson, Rockwell, Scott

13. FUTURE AGENDA

14. ADJOURNMENT was at 10:32 p.m.

THE BOARD OF EDUCATION

Michael Scott, Vice President/Clerk

Ernest M. Bell, Jr., Secretary to Board

recorder: Diane Naslund

SIERRA SANDS UNIFIED SCHOOL DISTRICT

Minutes of the Special Concurrent Meeting of the Board of Education

DATE OF MEETING: May 21, 2015

TIME OF MEETING: 7:00 p.m.

PLACE OF MEETING: Ridgecrest City Council Chambers

MEMBERS PRESENT: Castillo-Covert, Farris, Johnson, Rockwell, Scott

STAFF PRESENT: Ernest M. Bell, Jr., Superintendent

MOMENT OF SILENCE was observed.

1. ADOPTION OF AGENDA

The agenda was adopted by consensus as posted.

8. PERSONNEL ADMINISTRATION

8.5 Ratification of Tentative Agreement between the Desert Area Teachers Association (DATA) and the Board of Education Regarding Settlement of Contract Issues for 2014-15

Motion passed to ratify the tentative agreement between DATA and the Board of Education regarding contract issues for 2014-15 as presented. ROCKWELL/SCOTT

AYES: Castillo-Covert, Farris, Johnson, Rockwell Scott

9. ADJOURNMENT

THE BOARD OF EDUCATION

Michael Scott, Vice President/Clerk

Ernest M. Bell, Jr., Secretary to the Board

recorder: Diane Naslund

SIERRA SANDS UNIFIED SCHOOL DISTRICT

Minutes of the Special Meeting of the Board of Education

DATE OF MEETING: May 21, 2015

TIME OF MEETING: 6:00 p.m.

PLACE OF MEETING: Ridgecrest City Council Chambers

MEMBERS PRESENT: Castillo-Covert, Farris, Johnson, Rockwell, Scott

STAFF PRESENT: Ernest M. Bell, Jr., Superintendent

MOMENT OF SILENCE was observed.

1. ADOPTION OF AGENDA

The agenda was adopted by consensus.

2. CLOSED SESSION

2.1 Anticipated Litigation – Significant Exposure to Litigation Pursuant to Government Code Section 54956.9(b): One potential case.

No action was taken.

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

No action was taken.

3. ADJOURNMENT

THE BOARD OF EDUCATION

Michael Scott, Vice President/Clerk

Ernest M. Bell, Jr., Secretary to the Board

4. PUBLIC HEARING

4.1 Public Hearing for the Proposed Local Control Accountability Plan (LCAP)

BACKGROUND INFORMATION: As part of the LCFF, school districts, COEs, and charter schools are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP), beginning on July 1, 2014, using a template adopted by the California State Board of Education (SBE). LEAs must obtain parent and public input in developing, revising, and updating LCAPs.

The LCAP is required to identify goals and measure progress for student subgroups across multiple performance indicators. The LCAP and the district budget must be presented at a public hearing prior to the board meeting at which the LCAP and the budget are adopted. The Sierra Sands Unified School District LCAP, followed by the budget, will be presented for approval at the June 24, 2015 special board meeting. Not later than five days after adoption of the LCAP, the Governing Board shall file the LCAP with the Kern County Superintendent of Schools. County superintendents must review school district LCAPs and ensure alignment of projected spending, services, and goals.

CURRENT CONSIDERATIONS: The Sierra Sands Unified School District LCAP is posted on the district website at www.ssusdschools.org for review and comment. Comments received from the public hearing and comments from the district website will be considered as appropriate to make final revisions to the LCAP.

Included in the LCAP is a timeline that outlines the process the district used to gather input and draft the LCAP. Several meetings were held to review district data, determine district needs, and develop goals with actions and services to address the eight state priorities in the LCAP. Committee and meeting membership included staff, parents, community members, board members, and bargaining unit members. Data being collected and progress being made with implementation of LCAP goals, actions, and services was presented on an ongoing basis to keep stakeholders informed of the status of the LCAP. Revisions were made to the LCAP as stakeholder input was received and considered.

FINANCIAL IMPLICATIONS: None.

SUPERINTENDENT'S RECOMMENDATION: The board is required to hold a public hearing to ensure that all stakeholders have the opportunity to review and comment on the proposed LCAP. It is recommended that the board review the Local Control Accountability Plan and make any recommendations for the final draft, which will be brought to the June 24, 2015 special board meeting for approval.

4. PUBLIC HEARING

4.2 Public Hearing for the Proposed Budget for Fiscal year 2015-16

BACKGROUND INFORMATION: Education Code 42127 requires that a public hearing will be conducted prior to the adoption of the district's annual budget.

CURRENT CONSIDERATIONS: An opportunity will be provided for public comment on the district's budget for the 2015-16 school year.

FINANCIAL IMPLICATIONS: None.

SUPERINTENDENT'S RECOMMENDATION: Conduct a public hearing on the district's budget for the 2014-15 school year. The budget is posted on the district website at www.ssusdschools.org.

4. PUBLIC HEARING

4.3 Public Hearing Statement of Reasons for Assigned and Unassigned Fund Balances for Fiscal year 2015-16

BACKGROUND INFORMATION: Education Code 42127(a)(2)(B) requires that a Statement of Reasons that substantiates the need for assigned and unassigned ending fund balances in excess of the minimum reserve standard for economic uncertainties for each fiscal year identified in the budget be made available at a public hearing prior to the adoption of the district's annual budget.

CURRENT CONSIDERATIONS: School district governing boards are responsible for maintaining fiscal solvency of the school district they govern. Subsequently, Sierra Sands Unified School District reserve levels, as well as its fund balances, are determined by its governing board to meet local priorities and allow the district to save for potential future expected and unexpected expenditures and for eventual economic downturn. As the LCFF is not yet fully implemented and Sierra Sands is still funded below 2007-08 levels, the district must be prepared for eventual economic downturn by maintaining fiscally responsible reserves. Sierra Sands Unified School District's board currently maintains a reserve of 5% of expenditures for reserve for economic uncertainty to maintain fiscal solvency per board Resolution #29 1011, approved at the regular May 19, 2011 board meeting.

An opportunity will be provided for public comment on the district's Statement of Reasons for the 2015-16 school year.

FINANCIAL IMPLICATIONS: None.

SUPERINTENDENT'S RECOMMENDATION: Conduct a public hearing on the district's Statement of Reasons for Assigned and Unassigned Ending Fund Balances for the 2015-2016 school year.

District: Sierra Sands Unified School District
CDS #: 15-73742

Adopted Budget
2015-16 Budget Attachment
Balances in Excess of Minimum Reserve Requirements

Reasons for Assigned and Unassigned Ending Fund Balances in Excess of Minimum Recommended Reserves

Education Code Section 42127(a)(2)(B) requires a statement of the reasons that substantiates the need for assigned and unassigned ending fund balances in excess of the minimum reserve standard for economic uncertainties for each fiscal year identified in the budget.

Combined Assigned and Unassigned/unappropriated Fund Balances			
Form	Fund	2015-16 Budget	Objects 9780/9789/9790
01	General Fund/County School Service Fund	\$2,479,066.65	Form 01
17	Special Reserve Fund for Other Than Capital Outlay Projects	\$0.00	Form 17
Total Assigned and Unassigned Ending Fund Balances		\$2,479,066.65	
District Standard Reserve Level		3%	Form 01CS Line 10B-4
Less District Minimum Reserve for Economic Uncertainties		\$1,487,439.99	Form 01CS Line 10B-7
Remaining Balance to Substantiate Need		\$991,626.66	

Reasons for Fund Balances in Excess of Minimum Reserve for Economic Uncertainties			
Form	Fund	2015-16 Budget	Description of Need
01	General Fund/County School Service Fund	\$991,626.66	Board Fund Balance Policy requiring available reserves of at least 5% of expenditures for economic uncertainty for responsible fiscal management
17	Special Reserve Fund for Other Than Capital Outlay Projects	\$ \$0.00	
Insert Lines above as needed			
Total of Substantiated Needs		\$991,626.66	

Remaining Unsubstantiated Balance \$0.00 Balance should be Zero

Education Code Section 42127 (d)(1) requires a county superintendent to either conditionally approve or disapprove a school district budget if the district does not provide for EC 42127 (a)(2)(B) public review and discussion at its public budget hearing.

4. PUBLIC HEARING

4.4 Public Hearing for Initial Sunshine Contract Proposal for 2015-16 from the Board of Education to Chapter 188 of the California School Employees Association

BACKGROUND INFORMATION: The Board of Education submitted its initial sunshine contract proposal for the 2015-16 school year to Chapter 188 of the California School Employees Association at its regular meeting of May 21, 2015.

CURRENT CONSIDERATIONS: A public hearing provides time for comment on this proposal.

FINANCIAL IMPLICATIONS: None at this time.

SUPERINTENDENT'S RECOMMENDATION: Conduct a public hearing on the proposal for Initial Sunshine Contract Proposal for 2015-16 from the Board of Education to Chapter 188 of the California School Employees Association.

DISTRICT PROPOSAL TO CSEA
INITIAL PROPOSAL OF SIERRA SANDS UNIFIED SCHOOL DISTRICT
TO
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION, CH. 188
FOR A “SUCCESSOR” TO THE COLLECTIVE BARGAINING AGREEMENT:
2015

Pursuant to Government Code section 3547, the Sierra Sands Unified School District (hereafter “District”) hereby submits its initial proposal to the California School Employees Association (hereafter “CSEA” or “Association”) for a “Successor” to the Collective Bargaining Agreement (hereafter “Agreement”) for 2015.

The current contract expires on June 30, 2015. Therefore it is understood that the entire contract is open for bargaining considerations. In particular, the District has an interest in discussing the following Articles:

ARTICLE V EMPLOYEE COMPENSATION

The District has an interest in bargaining the fiscal impact of the Governor’s new budget formula LCFF (Local Control Funding Formula) as it pertains to, among other things, District funding and employee compensation.

ARTICLE VI HOURS

The District has an interest in bargaining, among other things, bus route scheduling practices that reflect current district needs.

ARTICLE VII CLASSIFICATION/JOB DESCRIPTION

The District has an interest in bargaining, among other things, classification/job descriptions that reflect current district needs.

ARTICLE VIII HEALTH AND WELFARE BENEFITS

The District has an interest in bargaining changes in health and welfare including, among other things, achieving a fixed health and welfare benefit cost for each employee and the effects of that change.

[illegible]

6. EDUCATIONAL ADMINISTRATION

6.1 Adoption of Countywide Plan for Providing Educational Services for Expelled Students

BACKGROUND INFORMATION: Prior to the fiscal crisis in California in 2008, Sierra Sands Unified School District served the needs of expelled students at a district run Community Day School. As a result of fiscal constraints in 2008-2009, the district was forced to eliminate the Community Day School program which served the needs of students expelled from Sierra Sands Unified School District. Since that time, Sierra Sands has partnered with the Kern County Superintendent of Schools to provide services to expelled students.

CURRENT CONSIDERATIONS: The most recent adoption by the school board of the Countywide Plan for Providing Education Services to Expelled Pupils was in 2012. The plan for providing educational services to expelled pupils is updated every three years. Per Education Code Section 48926, “the plan shall be adopted by the governing board of each school district within the county and by the county board of education.” The 2015-18 plan enumerates existing educational alternatives for expelled students, identifies gaps in educational services to expelled students, and strategies for filling those gaps.

FINANCIAL IMPLICATIONS: There is no cost to the district to review and adopt the countywide plan as written.

SUPERINTENDENT’S RECOMMENDATION: It is recommended that the board adopt the plan as written.

Office of Christine Lizardi Frazier
Kern County Superintendent of Schools
'Advocates for Children'

**Countywide Plan for Provision of Educational
Services to Expelled Students**

Arvin Union	Maricopa Unified
Bakersfield City	McFarland Unified
Beardsley	McKittrick
Belridge Elementary	Midway
Blake	Mojave Unified
Buttonwillow Union	Muroc Joint Unified
Caliente Union	Norris
Delano Joint Union High	Panama-Buena Vista Union
Delano Union Elementary	Pond Union
DiGiorgio Elementary	Richland
Edison	Rio Bravo-Greeley Union
El Tejon Unified	Rosedale Union
Elk Hills	Semitropic
Fairfax	Sierra Sands Unified
Fruitvale	Southern Kern Unified
General Shafter	South Fork Union
Greenfield Union	Standard
Kern High	Taft City Elementary
Kernville Union	Taft Union High
Lakeside Union Elementary	Tehachapi Unified
Lamont	Vineland
Linns Valley-Poso Flat Union	Wasco Union High
Lost Hills Union	Wasco Union
Maple	

Contacts

Carlos Rojas, Director Alternative Education
Christian Shannon, Director Alternative Education
(661) 636-4715
carojas@kern.org
chshannon@kern.org

Overview

The Kern County Superintendent of Schools, in conjunction with school districts in Kern County developed the Countywide Plan for Provision of Educational Services to Expelled Students pursuant to Education Code 48926. The plan was adopted by the governing board of each school district and the County Board Of Education.

The plan enumerates existing educational alternatives for expelled students, identifies gaps in educational services to expelled students, and strategies for filling those gaps. The plan also identifies alternative placement for students who are expelled and placed in district Community Day School programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district students, as determined by the governing board.

Pursuant to Education Code 48926 each county superintendent of schools, in conjunction with the superintendents of the local school districts shall submit a triennial update to the plan to the Superintendent of Public Instruction by June 30th. Collaborating on the triennial update provides all districts and the county office an opportunity to review the current status of its educational offerings for this very targeted population.

Kern County school district governing boards will refer each expelled student to an appropriate educational placement for the period of expulsion. The educational placement will be determined on an individual basis by the school district's governing board based on:

- 1) The seriousness of the offense
- 2) The available educational alternatives
- 3) Other related factors.

County level alternatives for expelled students will remain available to all expelled students, unless such placement is determined not to be the most appropriate placement for a special education student. District-level alternatives for expelled students, if district-level alternatives exist, will vary from one district to the next depending on the characteristics of that district.

The approval of the Kern County Board of Education and submission of the plan to the Superintendent of Public Instruction prior to June 30, 2015 shall satisfy requirements associated with the "Countywide Plan for Provision of Educational Services to Expelled Students." In addition, this plan shall be posted on the Kern County Superintendent of Schools Office website (www.kern.org) and distributed to every district superintendent in Kern County prior to the 2015-16 school year.

I. CURRENT EDUCATIONAL ALTERNATIVES AVAILABLE FOR EXPELLED STUDENTS AND STRATEGIES FOR IMPROVEMENT DURING THE NEXT THREE YEARS

A. CURRENT EDUCATIONAL ALTERNATIVES

District Level Educational Alternatives for Expelled Students

The governing board of each school district will determine which educational alternatives are appropriate and available. Educational alternatives offered at the district level include the following:

- Expulsion, suspended order, with placement on the same school campus and/or alternative education program within the district [E.C. 48917 (a)].
- Expulsion, suspended order, with placement on a different school campus within the district [E.C. 48917 (a)].
- Expulsion, suspended order, with voluntary enrollment in District Independent Study, if the parent and student consent (Classroom instruction must be available upon parent or student request).
- Expulsion with referral to a District Community Day School, if available [E.C. 48660; E.C. 48915.01].
- Expulsion with subsequent transfer to another district. [E.C. 48915.1]
- Expulsion with subsequent transfer to a charter or private school.
- Expulsion with referral to the Kern County Community School [E.C. 1981].
- Involuntary transfers to another school site within the district or alternative education program within the district

County Level Educational Alternatives for Expelled Students - (KCSOS)

The mission of the Kern County Superintendent of Schools Alternative Education program is to meet the unique educational, social, and emotional needs of our diverse student population in a safe and nurturing environment to encourage students to develop an enthusiasm for life long learning and pursue post-high school opportunities. Alternative Education is a student centered option that supports and embraces the diverse needs of students by providing an alternative method of delivering instruction and monitoring academic success. Rigorous curricula, intervention programs, extended learning opportunities and safe environments are characteristics of the Kern County Alternative Education program. Collaboration with partner agencies and school districts is integral to providing available resources to the students of Kern County.

The Kern County Superintendent of Schools Office provides educational alternatives to expelled students through its Community School. Kern County students who have been expelled from district programs may be referred to the county operated Community

School when the district board of education determines this to be the most appropriate placement. The county operated Community School may not be the most appropriate placement for some special education pupils, even if they are expelled from their district. Some pupils may continue to require intensive services as provided by their district of residence due to the severity of their disability. In such cases, it is the programmatic and fiscal responsibility of the district of residence to continue to provide the intensive services.

The Kern County Superintendent of Schools Alternative Education WASC Accredited program offers the following instructional options for expelled youth. Parents indicate their choice of instructional option by completing the Method of Instruction form at the time of enrollment.

- Classroom instruction is scheduled Monday-Friday with 270 instructional minutes per day. Credentialed teachers provide direct instruction in all content areas.
- Independent Study instruction is scheduled with 270 instructional minutes per week. Credentialed teachers provide small group direct instruction in English and Math. Individual support is provided in all other content areas. Students are required to attend school a minimum of 4.5 hours per week and be responsible for 30 hours of educational product per week.

County level educational alternatives are provided at the following Community School sites:

Auburn Community School
3700 Auburn St.
Bakersfield, CA 93306
PH: (661) 873-2360 FAX: (661) 873-2368

Community Learning Center-34th
222 34th St.
Bakersfield, CA 93301
PH: (661) 852-5500 FAX: (661) 324-0922

Community Learning Center, Elementary
222 34th St.
Bakersfield, CA 93301
PH: (661) 852-5530 FAX: (661) 324-0922

Community Learning Center-Tech
300 E. Truxtun Ave., Suite A
Bakersfield, CA 93305
PH: (661) 852-5600 FAX: (661) 852-5696

East Kern Community School
3200 Pat Avenue
Mojave, CA 93501
PH: (661) 824-3111 FAX: (661) 824-3122

Lake Isabella Community School
6504 Lake Isabella Blvd.
P.O. Box 3431
Lake Isabella, CA 93240
PH: (760) 379-1020 FAX: (760) 379-1021

North Kern Community School
1915 Cecil Ave.
Delano, CA 93215
PH: (661) 721-2130 FAX: (661) 721-8618

Sillect Community School
3600 N. Sillect Ave.
Bakersfield, CA 93308
PH: (661) 327-8600 FAX: (661) 327-7276

West Kern Community School
301 North St.
Taft, CA 93268
PH: (661) 763-3612 FAX: (661) 763-3648

***B. BEST PRACTICES OF BEHAVIORAL INTERVENTION APPROACHES AND
OPTIONS USED TO MINIMIZE THE NUMBER OF SUSPENSIONS LEADING TO
EXPULSION, EXPULSION ORDERS, AND SUPPORT FOR PUPILS RETURNING
FROM EXPULSION***

- Implement district wide PBIS (Positive Behavior Intervention and Supports)
- Development of pre-expulsion Student Study Teams
- Utilization of In-School Suspension
- Employ school district Social Worker, School Psychologist, and School Counselor on campus
- Provide parent/guardians and students with a comprehensive orientation upon initial enrollment, which outlines program policies, procedures, and behavioral expectations.
- Encourage strong collaboration between site administration, counselors, and community agencies to address the specific needs identified to be factors contributing to the student's behavioral issues.

- Employ school district Resource Officers on campus
- Employ a Student Affairs Specialist – SAS Program
- Increase Mental Health services to students on campus
- Employ Behavior Intervention Specialists on campus
- Utilize a progressive discipline system which includes counseling, detention at lunch and after school, behavior contracts, in-house suspensions, and Saturday school
- Increase on-site counseling at elementary and middle schools
- Lower expulsions through completion of Functional Behavior Analysis and implementation of Behavior Intervention Plans
- Increase student referrals to counseling services
- Implement Character Counts curriculum
- Increase parent involvement in Parent Project
- Utilize Project Alert on campus
- Increase TUPE Intervention efforts on campus
- Employ Behavior Aides to support behavior interventions
- Encourage student participation in Social Skills group
- Make appropriate referrals to ISES – Intensive Social and Emotional Services
- Provide training on Restorative Practices
- Provide Culture of Response (COR) training for staff
- Utilize weekly, monthly, and quarterly assemblies for rewarding positive behavior
- Encourage the use of student “reflection sheets” or “think sheets” as an intervention
- Ensure Aggression Replacement Training is offered on campus
- Consistently utilize Academic Review Board hearings
- Utilize Student/Parent conferences
- Monitor student progress with an academic advisor
- Utilize the Coordination of Services Team (COST)
- Promote the use of Safe School Ambassadors on campus
- Employ a Youth Services Supervisor to coordinate interventions
- Train staff to provide conflict mediation
- Provide Drug and Grief Counseling with community counselor
- Train students to provide peer mediation
- Provide Forward Thinking workshops to teaching staff
- Utilize a Pre-expulsion panel
- Invest in AmeriCorps workers on campus to support student interventions
- Develop District Opportunity class
- Expel students only as a last resort

C. HOW BEST PRACTICES RELATE TO DISPROPORTIONATE MINORITY REPRESENTATION IN EXPULSION DATA

Kern County student enrollment as reported by the CDE indicates 63% Hispanic, 25% White, and 6% African American. The best practices include evidence based intervention strategies, and through School Community Partnerships, training is provided geared toward educating the instructional staff on cultural and socio-economic factors that impact the minority pupils. Districts provided their boards with an analysis of disaggregated data to be reviewed on an annual basis and every possible option is explored for a student prior to recommending expulsion.

II. SERVICE GAPS IN EDUCATIONAL SERVICES

A. SERVICE GAPS IDENTIFIED IN THE 2012 PLAN

A requirement for inclusion in the Triennial Update is to include a report on the service gaps identified in the previous plan. This section describes the gaps and the progress towards addressing the gaps.

District Size and Rural Challenges – The average district enrollment in Kern County is approximately one third the state average. This smaller district size, together with the rural characteristics of the county, make it difficult to offer the range of alternatives often found in the larger urban districts.

Increased Structure in Educational Placements - An additional gap that has been identified in recent years is the need to try to keep as much structure in educational placements for expelled students as possible. Structured programming into the less-populated, rural areas of the county continues to be a gap.

Communication breakdown- Sometimes there is a breakdown in communication between the districts and the county-operated community school program. Students are referred to Community School, but do not always enroll in a timely manner, and when students fail the Community School program districts are not consistently notified.

B. SERVICE GAPS IN EDUCATIONAL SERVICES TO EXPELLED STUDENTS AND STRATEGIES FOR FILLING THE GAPS IN THE 2015 PLAN

Geographic Area, District Size, and Rural Challenges – Kern County encompasses nearly 8,200 square miles. The average district enrollment in Kern County is approximately one third the state average. The large geographic area, smaller district size, and rural

characteristics of the county, make it difficult to offer the range of alternatives often found in the larger urban districts. The strategy for addressing this problem is to maintain a county community school program that is committed to providing educational services to all 47 school districts in the county and that employs a variety of instructional strategies, including those that are capable of overcoming obstacles associated with providing educational services to rural, often isolated, settings. The Kern County Superintendent of Schools Office will continue to work with referring districts to increase services by establishing smaller satellite sites in the more rural areas of the county.

Increased Structure in Educational Placements - An additional gap that has been identified in recent years is the need to try to keep as much structure in educational placements for expelled students as possible. In response to the identification of this gap, the Kern County Superintendent of Schools Office has implemented several layers of strategies. The first is the expansion of classroom options in the Community School program. The second is the use of other means of correction for behavior violations, which decreases the mobility of students between community school sites. While this gap has been a focus of a great deal of energy, getting the more structured programming into the less populated, rural areas of the county continues to be a gap.

Communication breakdown- Sometimes there is a breakdown in communication between the districts and the county-operated community school program. Students are referred to Community School, but do not always enroll in a timely manner, and when students fail the Community School program districts are not consistently notified. To bridge this gap, the Community School administration is working with the districts to increase awareness and improve methods of identifying students receiving referrals as well as improve current methods of notifying referring districts of students who are returning.

Transportation – Due to limitations in transportation funding neither the referring district nor the county community school provides transportation to expelled students. Strategies include ensuring that the community school program is regionalized geographically to serve the greatest number of students countywide. The Kern County Superintendent of Schools Alternative Education program accomplishes this through maintaining community school sites in Delano, Taft, Lake Isabella, and Mojave in addition to four sites in Bakersfield. When families communicate that they are experiencing a short-term transportation barrier the community school program will temporarily provide bus passes.

III. ALTERNATIVE PLACEMENTS FOR PUPILS WHO FAIL COMMUNITY DAY SCHOOL PLACEMENTS

The Community School program operated by the Kern County Superintendent of Schools Office maintains a standing policy of accepting all students who have been expelled from their district of residence, and who have exhausted the alternatives offered by the district, unless such placement is determined not to be the most appropriate placement for a special education student. If an initial placement is made to a district operated community day school and the student commits an expulsion offense or fails the program, the school district board of education shall review the plan of rehabilitation that was established at the time of expulsion and make the adjustments necessary. If there is no educational alternative in the school district, the pupil may be referred to the county community school program.

IV. COORDINATED EFFORTS BETWEEN SCHOOL DISTRICTS AND THE KERN COUNTY SUPERINTENDENT OF SCHOOLS

In Kern County, discussions on this subject between district and county superintendent of schools staff happen on an ongoing basis for the entire three-year period between triennial updates of this plan. The topics of these discussions include district/county offerings, progress in addressing the needs of these pupils, and ongoing or emerging gaps in services. The topics of these discussions have been integrated into the structure of the current revision of the Countywide Plan for Provision of Educational Services to Expelled Students. On January 28, 2015, the triennial update process was reviewed with the superintendents of Kern County districts at the monthly Administrative Advisory Committee and Superintendents Meeting. Superintendents were also provided a survey designed for their input on the key components required in the plan. On February 4, 2015, a meeting was held with superintendents/designees to review information gathered from the survey. On March 25, 2015 the proposed triennial language was presented to the superintendents of Kern County districts at the monthly Administrative Advisory Committee and Superintendents Meeting. Following the presentation and a subsequent discussion, the language contained in this 2015-18 triennial update represents the coordinated effort of the county superintendent, in conjunction with the superintendents of the school districts in Kern County. Finally, this document was taken to the Kern County Superintendent of Schools on June 11, 2015 for approval.

6. EDUCATIONAL ADMINISTRATION

6.2 Approval of the Consolidated Application for Funding Categorical Programs, Part I, 2015-16 School Year

BACKGROUND INFORMATION: The Consolidated Application (ConApp) is used by the California Department of Education (CDE) to distribute categorical funds from various state and federal programs to county offices, school districts, and direct-funded charter schools throughout California. Annually, in June, each local educational agency (LEA) submits the spring release of the 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. The Consolidated Application must be reviewed and approved by the local Governing Board and by the District English Language Learner Advisory Committee. Signatures from committee members indicate that the committee members have read, discussed, and had the opportunity to provide input on the application being submitted, and the applicable legal assurances. The winter release of the application is submitted in January of each year and 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.

CURRENT CONSIDERATIONS: The following federal and state programs are included in the Consolidated Application Part I for application and reporting requirement purposes:

- Application for Funding
- School Student Counts, Projected
- Other ESEA Nonprofit Private School participation
- Title I, Part A Nonprofit Private School Participation
- Title I, Part A Planned School Allocations
- Substitute System for Time Accounting
- Protected Prayer Certification
- Certification of Assurances

FINANCIAL IMPLICATIONS: The Consolidated Application Part I requests approximately \$1,369,919 in funding for the programs listed below. Final funding allocations are received in the fall.

- Title I, Part A-\$1,151,670
- Title II, Part A (Teacher and Principal Training and Recruiting)-\$179,336
- Title III, Part A (Limited English Proficient Students)-\$33,913
- Title III, Immigrant-\$5,000

SUPERINTENDENT'S RECOMMENDATION: It is recommended that the board approve the Consolidated Application Part I for submission to the Department of Education.

2015-16 Application for Funding**CDE Program Contact:**Education Data Office, ConApp@cde.ca.gov, 916-319-0297**Local Governing Board Approval**

The LEA is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board	06/18/2015
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District English Learner Advisory Committee (DELAC) Review

Per Title 5 of the California Code of Regulations Section 11308, if your district has more than 50 English learners the district must establish a District English Learner Advisory Committee (DELAC) and involve them in the application for funding for programs that serve English learners.

DELAC representative's full name	TBD
DELAC review date	06/09/2015
Meeting minutes web address Please enter the Web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a Web address is not available, the LEA must keep the minutes on file which indicates that the application is approved by the committee.	
DELAC comment If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)	

Application for Categorical Programs

To receive specific categorical funds for a school year the LEA must apply for the fund by selecting Yes. Only the categorical funds the LEA is eligible to receive are displayed.

Title I Part A (Basic Grant) ESEA Sec. 1111 et seq. SACS 3010	Yes
Title I Part D (Delinquent) ESEA Sec. 1401 SACS 3025	No
Title II Part A (Teacher Quality) ESEA Sec. 2101 SACS 4035	Yes
Title III Part A Immigrant ESEA Sec. 3102 SACS 4201	Yes
Title III Part A LEP	Yes

*****Warning*****

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2015-16 Application for Funding

CDE Program Contact:

Education Data Office, ConApp@cde.ca.gov, 916-319-0297

ESEA Sec. 3102 SACS 4203	
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2015-16 School Student Counts, Projected

The purpose of this data collection is to allow the LEA to select allowable ranking and funding options and to enter school level student data. The information entered will be used to calculate eligibility and ranking for Economic Impact Aid and or Title I Part A school allocations.

Required fields are denoted with an asterisk (*).

* Group By Grade Span: ☐ No ☒ Yes

* Select a Low Income Measure: FRPM ▼

Note: The columns and student count options displayed below are based on the selections made above. They are also displayed based on the school type and whether or not the school qualifies for Economic Impact Aid funding via the ConApp.

School Name	School Code	Low Grade Offered	High Grade Offered	Grade Span Group	* Projected Student Enrollment	Projected Low Income
Mesquite Continuation High	1530054	9	12	3	97	68
Burroughs High	1531367	9	12	3	1397	538
Pierce Elementary	6009294	K	5	1	337	248
Murray Middle	6009310	6	8	2	603	294
Richmond Elementary	6009328	K	5	1	464	282
Inyokern Elementary	6009609	K	5	1	170	136
James Monroe Middle	6009617	6	8	2	485	302
Las Flores Elementary	6009625	K	5	1	538	266
Faller Elementary	6009633	K	5	1	452	290
Rand Elementary	6009971	K	3	1	9	8
Gateway Elementary	6110712	K	5	1	392	205

Download Schools Template Choose File No file chosen

Upload Schools File

Last Saved: Michelle Savko (msavko), 5/21/2015 10:17 AM, Draft

2015-16 Other ESEA Nonprofit Private School Participation

The LEA must offer to provide equitable services that address the needs of nonprofit private school students, teachers and other educational personnel under the programs listed below.

CDE Program Contact:

Anie Wilson, Title II Leadership Office, awilson@cde.ca.gov, 916-445-5669

Patty Stevens, Title III Language Policy & Leadership Office, pstevens@cde.ca.gov, 916-323-5838

Title II, Part A Improving Teacher and Principal Quality

The LEA must offer to provide Title II, Part A equitable services that address the needs of nonprofit private school students, teachers and other educational personnel. The enrollment numbers are reported under penalty of perjury by each private school on its annual Private School Affidavit. The information filed in the Private School Affidavit is not verified and the CDE takes no position as to its accuracy. It is expected that districts engaged in private school consultation verify nonprofit status and the accuracy of student enrollment data if it is being used for the purpose of providing equitable services.

Note: Non-unified elementary and/or high school districts that have applied for Title II, Part A funds have the option to add a shared attendance area nonprofit private school if they wish to share responsibility for that school's Title II equitable services.

Title III, Part A Limited English Proficient Student Subgrant Program

On an annual basis, the LEA must consult with all nonprofit private schools within its boundaries, as to whether the private school students and teachers will participate in the Title III, Part A English Language Acquisition, Language Enhancement, and Academic Achievement Program. Consultation with appropriate nonprofit private school officials must be done during the design and development of programs and before decisions are made that affect the opportunities of students and teachers to participate. LEAs may not require documentation that poses an administrative barrier that is inconsistent to their responsibility to ensure equitable participation of private school students and teachers.

School Name	School Code	Enrollment	Consultation Occurred?	Title II, Part A Participation	Title III, Part A LEP Participation	School Added	Comment (Max 250 char)
Immanuel Christian	6934020	93	Y	Y	N	N	

Warning

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2015-16 Other ESEA Nonprofit Private School Participation

The LEA must offer to provide equitable services that address the needs of nonprofit private school students, teachers and other educational personnel under the programs listed below.

School Name	School Code	Enrollment	Consultation Occurred?	Title II, Part A Participation	Title III, Part A LEP Participation	School Added	Comment (Max 250 char)
Adventist Christian School	6974133	28	Y	N	N	N	
St. Ann	6974166	129	Y	Y	N	N	
Calvary Christian	7001902	22	Y	N	N	N	

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2015-16 Title I, Part A Nonprofit Private School Participation

The LEA shall provide, on an equitable basis, special educational services or other benefits to nonprofit private school eligible children.

CDE Program Contact:

Rina DeRose, Title I Policy & Program Guidance, RDeros@cdede.ca.gov, 916-323-0472

Mindi Yates, Title I Policy & Program Guidance, myates@cdede.ca.gov, 916-319-0789

The LEA must offer to provide equitable services that address the needs of nonprofit private school students and staff under the programs listed below. The enrollment numbers are reported under penalty of perjury by each private school on its annual Private School Affidavit. The information filed in the Private School Affidavit is not verified, and the CDE takes no position as to its accuracy. It is expected that districts engaged in private school consultation verify nonprofit status and the accuracy of student enrollment data if it is being used for the purpose of providing equitable services.

Note:

The LEA of residence is responsible for providing Title I Part A services to all eligible students who reside in the LEA's Title I attendance area but attend a private non-profit school. This includes students who attend nonprofit private schools outside the LEA's boundaries.

School Name	School Code	Enrollment	Participating	Affirmation On File	Low Income Student Count	Direct Services	Contract Services	School Added
Adventist Christian School	6974133	28	Y	Y	7	Y	N	N
Calvary Christian	7001902	22	N	Y		N	N	N
Immanuel Christian	6934020	93	N	Y		N	N	N
St. Ann	6974166	129	Y	Y	25	Y	N	N

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2015-16 Title I, Part A Planned School Allocations

Based on information provided in the School Student Counts data collection, the table below provides eligibility and ranking information. For school allocation planning, the LEA has indicated which schools it intended to allocate Title I Part A funds to by entering a check in the Fund column.

CDE Program Contact:

Nancy Bodenhausen, Title I Policy & Program Guidance, NBodenhausen@cde.ca.gov, 916-445-4904

Lana Zhou, Title I Policy & Program Guidance, lzhou@cde.ca.gov, 916-319-0956

If an exception to funding is needed, enter an Exception Reason. Use lower case only.

Allowable Exception Reasons

a - Meets 35% Low Income Requirement

c - Funded by Other Allowable Sources

d - Desegregation Waiver on File

e - Grandfather Provision

f - Feeder Pattern

g - Local Funded Charter Opted Out

h - Local Funded Charter Opt In

Low income measure

FRPM

Group Schools by Grade Span

Yes

District-wide Low Income %

53.34%

Grade Span 1 Low Income %

60.75%

Grade Span 2 Low Income %

54.78%

Grade Span 3 Low Income %

40.56%

School Name	School Code	Grade Span Group	Projected Enrollment	Projected Low Income Students	Low Income %	Eligible	Funding Required	Ranking	Fund Flag	Exception Reason	Comment (Max 500 char)
Rand Elementary	6009971	1	9	8	88.89	Y	Y	1	Y		
Inyokern Elementary	6009609	1	170	136	80.00	Y	Y	2	Y		
Pierce Elementary	6009294	1	337	248	73.59	Y	N	3	Y		

*****Warning*****

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2015-16 Title I, Part A Planned School Allocations

Based on information provided in the School Student Counts data collection, the table below provides eligibility and ranking information. For school allocation planning, the LEA has indicated which schools it intended to allocate Title I Part A funds to by entering a check in the Fund column.

School Name	School Code	Grade Span Group	Projected Enrollment	Projected Low Income Students	Low Income %	Eligible	Funding Required	Ranking	Fund Flag	Exception Reason	Comment (Max 500 char)
Faller Elementary	6009633	1	452	290	64.16	Y	N	4	Y		
Richmond Elementary	6009328	1	464	282	60.78	Y	N	5	Y		
Gateway Elementary	6110712	1	392	205	52.30	N	N	6	Y	a	
Las Flores Elementary	6009625	1	538	266	49.44	N	N	7	Y	a	
James Monroe Middle	6009617	2	485	302	62.27	Y	N	1	N		
Murray Middle	6009310	2	603	294	48.76	N	N	2	N		
Mesquite Continuation High	1530054	3	97	68	70.10	Y	N	1	N		
Burroughs High	1531367	3	1397	538	38.51	N	N	2	N		

*****Warning*****

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2015-16 Substitute System for Time Accounting

This certification may be used by auditors and by CDE oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the LEA submits and certifies this data collection.

CDE Program Contact:

Julie Brucklacher, Financial Accountability & Info Srv, jbruckla@cde.ca.gov, 916-327-0858

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate. Additional information on the predetermined schedule substitute system of time accounting can be found at <http://www.cde.ca.gov/fg/ac/co/timeaccounting2013.asp>. Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the Web at <http://www.cde.ca.gov/fg/ac/sa/>.

2015-16 Request for authorization	Yes
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	No deficiencies known at this time.

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2015-16 Protected Prayer Certification

ESEA Section 9524(b) specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Franco Rozic, Title I Monitoring & Support, frozic@cde.ca.gov, 916-319-0269

Protected Prayer Certification Statement

The LEA hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Ernest M. Bell, Jr.
Authorized Representative Title	Superintendent
Authorized Representative Signature Date	06/19/2015
Comment If the LEA is not able to certify at this time an explanation must be provided in the Comment field. (Maximum 500 characters)	

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2015-16 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <http://www.cde.ca.gov/fg/aa/co/ca15asstoc.asp>

CDE Program Contact:

Education Data Office, ConApp@cde.ca.gov, 916-319-0297

LEA Plan

An LEA that receives Title III funds, or any LEA that receives Title I funds and is in Program Improvement corrective action must certify that its LEA Plan, including any Addenda to the Plan, is current and provide the local online web address for their LEA Plan. An LEA that receives Title III funds and is in Title III Improvement status must post their Improvement Plan in the California Accountability and Improvement System (CAIS) at <http://www.cde.ca.gov/ta/ac/ca/>.

State Board of Education approval date	7/11/2003
LEA Plan Web page (format http://SomeWebsiteName.xxx)	http://www.ssusdschools.org/files/_zYAQb_/46cef73ff2364ec03745a49013852ec4/2013_Local_Education_Agency_Plan_Sierra_Sands_Unified_School_District_20140424.pdf

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to have the use of these funds reviewed and/or audited according to the standards and criteria set forth in the California Department of Education's Categorical Program Monitoring (CPM) Manual. 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 on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this page are on file.

Authorized Representative's Full Name	Ernest M. Bell, Jr.
Authorized Representative's Signature	
Authorized Representative's Title	Superintendent
Authorized Representative Signature Date	06/19/2015

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

6. EDUCATIONAL ADMINISTRATION

6.3 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 twelve indicators. The LEA Plan describes the actions Sierra Sands Unified School District will take to ensure 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 State Board of Education 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 in 2013-14 and was identified for corrective action under the Elementary and Secondary Education Act (ESEA) in 2014-15. 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. This was completed in the revision to the plan in January 2015. In addition, LEAs identified for Title III improvement status for more than four consecutive years (Year 4 +) are required to modify their curriculum, program, and method of instruction provided to English learners outlined in LEAP Plan Goal 2 as well as provide a budget update for Goal 2. To comply with these requirements, Goal 2 was revised based on an evaluation of actions taken and the corresponding budget was updated.

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.

SUPERINTENDENT'S RECOMMENDATION: It is recommended that the board approve the revised LEA Plan and budget update for Goal 2 for the Sierra Sands Unified School District as presented. Once approved, the revised LEA Plan and Goal 2 budget update will be submitted to the California Department of Education and posted on the district's website.

Elementary and Secondary Education Act

Local Educational Agency Plan Goal 2

Budget Update 2015-16

Name of LEA: Sierra Sands Unified School District

Fiscal Year: 2015-16

Total Title III Allocation: LEP \$34,315

Immigrant: \$ _____

LEP Administrative & Indirect Costs (2%): \$686

Immigrant Administrative & Indirect Costs: \$ _____

For each applicable Title III goal indicated below, indicate the key actions that will be implemented to meet each goal, the related Title III budget item, and the estimated cost for each item.

Title III Goal	Specific Title III Supplemental Key Actions (Activities) to Meet Goal	Unit (Purchase) Detail	Associated Estimated Costs for each Activity Listed
Goal 2A: AMAO 1- Annual progress Learning English			
Goal 2B: AMAO 2 - English Proficiency	<p>The district will provide EL Teacher coordinator to identify supplemental curricula, materials, and assessments to improve English proficiency (implementing supplemental course to provide instructional support for proficiency and new curricula at middle schools and high school).</p> <p>The district will provide EL Teacher coordinator to assess current EL needs to coordinate and implement language instruction programs (summer school EL enrollment and monitoring,</p>	Cost of personnel to complete objectives.	\$25,736.25

	implementation of 9 th grade EL supplemental services/course).		
Goal 2C: AMAO 3 -Adequate Yearly Progress (AYP) in English/Language Arts			
Goal 2C: AMAO 3 – AYP in Mathematics			
Goal 2D: High Quality Professional Development	The district will provide EL Teacher coordinator to deliver on-going, systematic, high quality professional development for teachers and other staff (grade and course level trainings by trimester/quarter).	Cost of personnel to complete objectives.	\$8,558.75
Goal 2E: Parent and Community Participation			
Goal 2F: Parental Notification			
Goal 2G: Services for Immigrant Students (for LEAs receiving Title III, Immigrant funds)			
Goal 5A: Increase Graduation Rates			
Total Title III Budget Estimate (Include Administration and Indirect Costs) for LEP and Immigrant Programs			LEP \$ 34,315 IMM \$ N/A

Program Notes:

- I. Activities must be of supplemental nature. Align activities with associated estimated costs.
- II. LEAs must expend Title III funds on activities that are required, allowable, allocable, necessary and reasonable.
- III. Title III funds should supplement the level of Federal, State, and local funds, including LCFF funds.

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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**

Local Educational Agency (LEA): Sierra Sands Unified School District
County/District Code: 15-73742
Dates of Plan Duration: June 2015-2020
(should be five - year plan)
Date of Local Governing Board Approval: June 18, 2015

Superintendent: Ernest Bell, Jr.
Address: 113 Felspar Street
City, State Zip: Ridgecrest, CA 93555
Phone: 760-499-1600
Fax: 760-375-3338

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

Ernest Bell, Jr.

June 19, 2015

Printed or typed name of Superintendent

Date

Signature of Superintendent

William Farris

June 19, 2015

Printed or typed name of Board President

Date

Signature of Board President

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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
- 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 school site councils with the advice of any applicable school advisory committees. LEA's allocate NCLB funds to schools through the Consolidated Application. 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.

Federal Program Monitoring (FPM)

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. Federal 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. STAR data is no longer available as of Spring 2014 as the new accountability system is put into place**

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/improvttools.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 to indicate planning steps as they are completed.

Planning Checklist for LEA Plan Development

[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 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"/>	Adult Education
<input checked="" type="checkbox"/>	Career Technical Education (Perkins)
<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):

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 type="checkbox"/>	Economic Impact Aid (EIA) - State Compensatory Education
<input type="checkbox"/>	EIA - Limited English Proficient
<input checked="" type="checkbox"/>	After School Education and Safety Programs
<input checked="" type="checkbox"/>	Child Development Programs
<input type="checkbox"/>	Educational Equity
<input type="checkbox"/>	Gifted and Talented Education
<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"/>	Other (describe):

District Budget for Federal Programs

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		1,151,670		85%
Title I, Part D Neglected/Delinquent				
Title II Part A, Subpart 2 Improving Teacher Quality		179,336		85%
Title II, Part D Enhancing Education Through Technology				
Title III Limited English Proficient		34,315		98%
Title III Immigrants		5,879* carryover		
Adult Education				
Career Technical Education (Perkins)		49,407		85%
McKinney - Vento Homeless Education				
IDEA, Special Education		847,234		85%
21st Century Community Learning Centers				

District Budget for State Programs

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				
EIA - Limited English Proficient				
After School Education and Safety Program		332,592		85%
Child Development Prog (State preschool)		483,928		85%
Educational Equity				
Gifted and Talented Education				
School Safety and Violence Prevention Act				
Tenth Grade Counseling				
Healthy Start				
Dropout Prevention and Recovery Act				
Other (describe)				

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

Through the LCAP the district is reviewing specific academic indicators in addition to the LEA Plan indicators.

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 with 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.

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 State Standards that supports all students with equal opportunity for educational growth and creativity while preparing them for a productive future.
2. Provide district wide data systems to inform the implementation of a variety of student programs, opportunities, strategies, and targeted interventions that maximize student success.
3. Provide opportunities for community input and educational advocacy through communication of goals, activities, and accomplishments in order to represent the desires and utilize the capabilities of our unique community.
4. Provide safe, drug-free, well maintained, culturally sensitive, and appropriately equipped schools to ensure a positive learning environment.
5. Provide growth opportunities through professional development to engage all learners.

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 2014 CBEDS is 4,944 and students by ethnicity include 26.01% Hispanic or Latino, 1.44% American Indian or Alaska Native, 4.57% Asian, 0.99% Pacific Islander, 5.34% African American, 59.93% White, and 1.68% Two or More Races. Participants in special programs include 11.31% Students with Disabilities, 7.54% English learners, and 54.25% Free and Reduced Meals participants. Approximately 2.0% of our students attend alternative education. Based on the 2014-15 CALPADS English Language Acquisition Status report, Sierra Sands has 20 languages in the district other than English. Of these languages, 84.10% 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 After School Education and Safety (ASES) 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. K-12 instruction is based on Common Core State Standards 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 Common Core State Standards and articulated with both the elementary and high school courses of study. Gifted and Talented Education services are provided to identified students. A full-time counselor at each school assists students and parents with developing a six year educational plan and ensures 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 Mojave River 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 to increase articulation efforts.

The district pursues grant opportunities to enhance instructional programs and facilities. Three CTE facility projects, a science computer lab with Vernier equipment, and chrome books in grades 3-12 classrooms 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. The District also received a \$70 million Department of Defense grant to modernize the high school and build a new middle school.

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. 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. Due to the changes in the accountability system all schools and the district remain frozen at the 2013 status. 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 for implementation 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.

The needs assessment developed by stakeholders to address Title I Corrective Action provided a strong foundation for the needs assessment to develop the Local Control Accountability Plan in spring 2014. Based on needs identified from both the federal and state processes, district goals were created, aligned and implemented in state and federal plans (LEAP, Single Plans for Student Achievement, LCAP) to provide a cohesive, comprehensive, and focused effort to support improved student achievement across the district. Parent and community input are used in reviewing and modify this plan throughout the school year and then more extensively on a yearly basis. The revised plan is submitted each year to the board for review and approval.

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

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 Assessments
- Teacher Evaluation Component- K-12
- Multiple measures such as: STAR Early Literacy, STAR Reading, Oral Running Records, Fluency, 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, Foster, Special Education, ethnic subgroups, and GATE. The District uses Common Core State Standards and local measures to assess student achievement. Results are entered into the District database (Aeries and Illuminate) for access, analysis, and to inform instruction. The District has set a baseline growth percentage and timeline to measure growth toward learning targets. 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 learning targets.

Benchmark assessments for each grade level and the core programs have been developed and implemented. Benchmark data are entered into Illuminate for ease of analysis and to make instructional decisions. 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 state standards based materials and training. The district has implemented its 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 Expenditure	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <p>The District will establish a coherent, comprehensive curriculum in English Language Arts/English Language Development, TK-12. Technical assistance will be provided to all schools identified for program improvement.</p> <p>-The District Leadership Team/PLC will review and revise</p> <ul style="list-style-type: none"> -District goals based on data -Professional development activities will focus on literacy and critical reading as outlined in the Common Core State Standards -District level grade/curricular collaboration will be provided across the district at a minimum of three times per year -Coaches will be provided to facilitate and assist with the transition to the Common Core State Standards and assessment system, CAASPP. -Vertical alignment in English Language Arts/English Language Development will be addressed collaborations to ensure consistency in courses -All outlines and pacing schedules will be reviewed and modified to align to Common Core State Standards -Formative and summative assessments will be developed and implemented to monitor student progress in meeting proficiency in Common Core State Standards. -Single Plans for Student Achievement, WASC/Model School, and LCAP action plans will align to District goals. -Train and support the implementation of critical reading and literacy across content areas. 	<p>Assistant Superintendent of Curriculum and Instruction, Teachers, Administrators</p> <p>District Leadership Team</p> <p>Superintendent</p> <p>Assistant Superintendent, Coaches, Teachers</p> <p>Principals</p> <p>School Site Councils</p> <p>WASC Model school teams</p>	<p>Materials costs</p> <p>Teacher release, materials costs</p> <p>Salaries/benefits, materials costs</p> <p>Costs related to each specific goal in site plans</p>	<p>\$100.00</p> <p>\$60,000</p> <p>\$220, 000</p>	<p>General Fund</p> <p>Title I, Title IIA, Title III, General Fund</p> <p>Title I, Title IIA, Title III, General Fund Grant funds</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>2. Use of standards-aligned instructional materials and strategies</p> <p>-Provide sufficient materials and training for currently adopted ELA materials:</p> <ul style="list-style-type: none"> • 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>-Provide training and support of English Learner component of State Approved Textbook and Supplemental Materials including:</p> <ul style="list-style-type: none"> • Treasures-Macmillan McGraw-Hill • Glencoe-Grade 6 and Holt-Grades 7-8 • Cengage EL Supplementary Materials-Grades 6-12 <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>Assistant Superintendent of Curriculum And Instruction, IMBT trainers</p> <p>Assistant Superintendent and ELD Academic Coach</p> <p>Board, Superintendent, Assistant Superintendent of Curriculum and Instruction, Director of Technology, Coaches, teachers</p> <p>Board, Superintendent, Assistant Superintendent, Principals, Coaches, teachers</p> <p>Assistant Superintendent, Coaches, principals, teachers</p> <p>Assistant Superintendent, Coaches</p>	<p>Training costs, materials costs, teacher release</p> <p>Teacher release, training, materials costs</p> <p>Materials costs, teacher release</p> <p>Professional development, materials costs, license fees</p> <p>Teacher release, materials costs</p> <p>Teacher release, stipends</p>	<p>\$400.00 per identified teacher each year</p> <p>\$400.00 per identified teacher per year</p> <p>1.9 million DoDEA grant General Fund</p> <p>\$4,000 site license fees per site per year. \$1,500 per AVID teacher per year for Summer Institute</p> <p>Trainer stipend-\$35/hr Teacher stipend-\$20/hr</p>	<p>Title IIA, General Fund</p> <p>Title II A, Title III, General Fund</p> <p>General Fund, Title IIA, and DoDEA grant</p> <p>General Fund</p> <p>Title I, Title IIA, Title III, General Fund</p> <p>Title I, General Fund</p>

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

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>-Increase student and staff access to technology by purchasing hardware and software for use in the classroom</p> <p>-Provide technology support/training 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>Board, Superintendent, Director of Technology, Assistant Superintendent</p> <p>Board, Superintendent, Director of Technology, Assistant Superintendent, Coaches</p> <p>Assistant Superintendent, Coaches, principals, teachers</p> <p>Assistant Superintendent, Coaches, principals, teachers</p>	<p>Materials costs</p> <p>Teacher release, stipends, salaries/benefits, materials costs</p> <p>Teacher release, training</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 State 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 Coaching support to facilitate the implementation of the Common Core State Standards and assessment system. This includes learning new instructional strategies to increase students' depth of knowledge.</p> <p>-Single Plans, WASC/Model School plans, and LCAP 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>Superintendent Assistant Supt</p> <p>School Site Councils, WASC/Model school teams Superintendent, Assistant Superintendent, Principals, teachers</p>	<p>Materials costs</p> <p>Teacher release, materials costs</p> <p>Teacher release, training costs, materials costs Teacher release, stipends, materials costs</p> <p>Salaries/benefits, materials costs</p> <p>Materials cost Salaries/benefits, stipends, teacher release, materials costs</p>	<p>\$100.00</p> <p></p> <p>\$400 per identified teacher per year</p> <p>Same as above</p>	<p>General Fund</p> <p>General Fund</p> <p>Title I, Title II Title IIA General Fund</p> <p>Title I, Title III, General Fund</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>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation 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, Rights and Responsibilities Handbook, and links to school 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 to confer and provide input in the development of district policies -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, General Fund</p> <p>General Fund</p> <p>Title 1, Title III, General Fund</p>
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <ul style="list-style-type: none"> • Student Study Teams/ Student Assistance Teams • Community mental health services • Homework assistance • Homeless Services • Independent Study • Develop on-line educational program • Adult ESL classes • Parent technology and CCSS training <p>-Implement and support AVID, ELD, and ALAS classes at middle and high school</p>	<p>Assistant Superintendent, Principals, teachers</p>	<p>Salaries/benefits, materials costs, training</p>	<p>FTE salary schedule</p>	<p>Title I, 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, Ambassadors -Provide parent support via: Parent Project, Adult ESL, parent nights, parent trainings (technology/CCSS) -Maintain Elementary Counseling support at the elementary level -Collaborate with the community college-dual enrollment and articulation agreements 	Assistant Superintendent Principals, counselors, teachers Coordinator of Pupil Support Services, Students	Training costs, stipends, materials costs Training costs, materials costs Salaries/benefits Materials costs	Teacher stipend-\$35/hr \$1,500 per counselor \$141,862.63	Title I, General Fund Title III, Title I and Department of Education Counseling grant Department of Education Counseling grant General Fund
8. Monitoring program effectiveness: <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 Leadership Team Action Items -School Site Councils-Single Plans for Student Achievement -Local Control Accountability Plan (LCAP) -Program Review Commendations and Recommendations and -School Performance Status: WASC, Model, Distinguished, API/AYP, Gold Ribbon -Student/Parent/Staff Surveys and Needs Assessments -Annual Assessment Reports to the Board of Education 	Board of Education Superintendent Assistant Superintendents Principals	Materials costs		General Fund Title I, Title IIA, Title III,
9. Targeting services and programs to lowest-performing student groups: <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. 		Training costs, materials costs		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
<ul style="list-style-type: none"> -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 students 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"> 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, Coaches, Principals, teachers 	<ul style="list-style-type: none"> Training costs, materials costs Materials costs Food, health, transportation costs, school supplies Salaries/benefits Materials costs, training costs Salaries/benefits, stipends, training costs, materials costs Materials costs, stipends, training costs 	<ul style="list-style-type: none"> 1% of Title I allocation \$5,000/site/year Trainer-\$35/hour Paraprofessional-hourly rate 	<ul style="list-style-type: none"> Title I, Title IIA, General Fund General Fund Title I Title I, General Fund, DoDEA grant Title I, Title IIA, Title III, General Fund Title I, Title IIA, General Fund Title I, Title IIA, General Fund, DoDEA grant
<p>10. Any additional services tied to student academic needs:</p> <ul style="list-style-type: none"> -District Psychologist/Counseling Services/Speech Therapist -District Nurses -Mental Health Therapists -MediCal Services -College Community Services -School Resource Officers -Alternative High School -Independent Study Program 	<ul style="list-style-type: none"> Superintendent Director of SELPA Assistant Superintendent, Principal 	<ul style="list-style-type: none"> Salaries/benefits, materials costs, training costs 		<ul style="list-style-type: none"> General Fund MAA

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. Technical assistance will be provided to all schools identified for program improvement.</p> <ul style="list-style-type: none"> -The District Leadership Committee/PLC will review and revise district goals based on data -Professional development activities will focus on Common Core State Standards and mathematical practices. -District level grade/content area professional development will be provided across the district at a minimum of three times per year. -Coaches will be provided to facilitate and assist with the transition to the Common core Standards and assessment system, CALMAPPS -Vertical alignment in Mathematics will be addressed in professional development to ensure consistency in content/courses. -All curriculum outlines and pacing schedules will be reviewed and modified to align to Common Core State Standards. -Formative and summative assessments will be developed and implemented to monitor student progress in meeting proficiency in Common Core State Standards. -Single Plans for Student Achievement, WASC/Model School, 	<p>Assistant Superintendent, Teachers, Administrators</p> <p>District Leadership Committee Coaches Teachers School Site Councils</p> <p>WASC/Model School teams</p>	<p>Materials costs</p> <p>Teacher release, materials costs</p> <p>Salaries/benefits, materials costs</p> <p>Costs related to each specific goal in site plans</p>		<p>General Fund</p> <p>Title I, Title IIA</p>
<p>2. Use of standards-aligned instructional materials and strategies:</p> <ul style="list-style-type: none"> -Review, revise, and create math pathways that align to the Common Core State Standards -Develop and implement new mathematics courses that support the math pathways 	<p>Assistant Superintendent, Coaches, teachers</p> <p>Assistant Superintendent, counselors, Coaches, teachers</p>	<p>Teacher release, training costs</p> <p>Teacher release, stipends, training costs</p>		<p>General Fund 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
-Implementation of mathematics instructional materials for grades 9-12 fall 2015 and continuation of professional development and support for K-12 to increase student achievement in math.	District Textbook Selection Committee, District Instructional Materials Selection Committee	Teacher release		Title IIA
-Provide hardware, software, and training to support the implementation of technology into classroom instruction.	Assistant Superintendent, Director of Technology, Principals, Coaches	Salaries/benefits, materials costs, training costs		DoDEA grant
-Continue to provide for AVID at the middle and high school levels to support implementation of school wide Common core instructional strategies.	Assistant Superintendent, Principals	Professional development, materials costs, license fees		Title IIA
-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.	Assistant Superintendent, Coaches	Teacher release, materials costs		Title I, Title IIA, Title III, General Fund
-Provide training in the use of Illuminate to regularly monitor student progress in mastery of Common Core standards.	Assistant Superintendent, Coaches	Teacher release, stipends		Title I, Title IIA, Title III, General Fund
3. Extended learning time:	Assistant Superintendent, Principals, staff	Salaries/benefits, materials costs, training costs		Title I, Title IIA, Title III, After School Education and Safety, General Fund
-Before, Lunch, and After School Intervention/Remediation/Enrichment	Assistant Superintendent, Director of SELPA, Principals, teachers	Salaries/benefits, materials costs		Title I, Title III, General Fund
-During the school day intensive instruction-Project Teacher, Special Education	Assistant Superintendent, Principal, teachers	Salaries/benefits, materials costs, facilities costs		Title I, General Fund
-Summer School	Assistant Superintendent, Principals, teachers	Stipends, materials costs		General Fund
-GATE activities	Assistant Superintendent, Principals, teachers	Salaries/benefits, materials costs		General Fund
-Concurrent Enrollment				
-Full Day Kindergarten	Assistant Superintendent, Principals, teachers	Salaries/benefits		General Fund

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<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>-Maintain WAN.</p> <p>-Increase student and staff access to technology by purchasing hardware and software for use in the classroom.</p> <p>-Provide technology support/training 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, Asst. Superintendent, Director of Technology, Coaches</p> <p>Assistant Superintendent, Coaches, Principals, teachers</p> <p>Assistant Superintendent, 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, training</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></p> <p></p>	<p>Title IIA, General Fund, DoDEA Grant</p> <p>General Fund and DoDEA Grant</p> <p>General Fund and DoDEA Grant</p> <p></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: -Support District Initiatives for professional development in the areas of: Professional Learning Communities (data analysis, collaboration, identification of best practices, intervention) -Annually schedule and meet with District Advisory Committees to review, revise, develop and implement district goals based on data. -Annually schedule and implement staff collaboration time at the district level to build awareness and support effective implementation of Common Core State Standards/assessments</p>	<p>Superintendent, Cabinet, Principals, staff Assistant Superintendent Assistant Superintendent 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 cost, materials cost</p>		<p>Title I, Title IIA, Title III, General Fund General Fund General Fund 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"> -Schedule Instructional Based Materials Training as needed to support implementation of textbook adoptions -Provide for and support Beginning Teacher Support and Assistance (BTSA) -Provide Coaches to facilitate and support the implementation of the Common Core State Standards and assessment system. This includes learning new instructional strategies to increase students' depth of knowledge. -Ensure Single Plans, WASC/Model School, and LCAP plans align to District goals and include professional development as action items. 	<p>Assistant Superintendent</p> <p>Superintendent, Assistant Superintendent</p> <p>School site Councils, WASC/Model School teams</p>	<p>Teacher release, stipends, materials costs</p> <p>Salaries/benefits, materials costs</p> <p>Materials costs</p>		<p>General Fund</p> <p>Title I, Title III, General Fund</p> <p>Title I, Title IIA, Title III, General Fund</p>
<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 regularly 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. 	<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, 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</p>		<p>General Fund</p> <p>General Fund</p> <p>General Fund</p> <p>General Fund</p> <p>Title I, Title III, General Fund</p> <p>General Fund</p> <p>Title III, General Fund</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school): <ul style="list-style-type: none"> • Student Study Teams/ Student Assistance Teams • Parent Conferences • CAHSEE Intensive Instruction • Elementary Counseling • Summer school and/or Interventions <p>-Community mental health services</p> <p>-Homework assistance/Tutoring</p> <p>-Homeless Services</p> <p>-Independent Study</p> <p>-Promote/Encourage parent conferences/meetings/activities</p> <p>-Conduct Kindergarten/Middle School/High School Orientations</p> <p>-Schedule and implement School Attendance Review Board meetings</p> <p>-Provide grade span transition programs for students: Link Crew at BHS, WEB, Ambassadors</p> <p>-Provide parent support via: Parent Project, Adult ESL, parent technology/CCSS trainings</p>	<p>Director of SELPA, Principals, Counselors</p> <p>Assistant Superintendent, Principals, teachers</p> <p>Counselors</p> <p>Director of Pupil Support Services</p> <p>Coaches</p> <p>Staff</p>	<p>As identified by staff</p> <p>Stipends, materials costs</p> <p>As identified by staff-food, transportation, school supplies</p> <p>Salaries/benefits, materials costs, licenses</p> <p>Stipends, materials costs</p>		<p>General Fund, Department of Education Counseling Grant</p> <p>Title 1, Title III, General Fund</p> <p>Title I</p>
8. Monitoring program effectiveness: <p>-Board Evaluation of Superintendent</p> <p>-Superintendent's Evaluation of Administrator Performance</p> <p>-Federal Program Monitoring Findings</p> <p>-Program and Fiscal Audit Findings</p> <p>-District Advisory Council Action Items</p>	<p>Board of Education</p> <p>Superintendent</p> <p>Superintendent</p> <p>Superintendent</p> <p>Assistant Superintendent</p>	<p>Materials costs</p> <p>Materials costs</p> <p>Materials costs</p> <p>Materials costs</p> <p>Materials costs</p>		<p>General Fund</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>General Fund</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"> -School Site Councils-Single Plans for Student Achievement -Program Review Commendations and Recommendations and School Performance Status: WASC, Model, Distinguished, API/AYP, Gold Ribbon -Student/Parent/Staff Surveys and Needs Assessments -Annual Assessment Reports to the Board of Education -Local Control Accountability Plan (LCAP) 	<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, General Fund General Fund 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, 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, Title III, 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 and/or Mental Health Therapists/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"> Special Education 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. 	Principals Counselors	<ul style="list-style-type: none"> As determined by staff As determined by staff Salaries/benefits, materials costs, training costs Salaries/benefits, materials costs, training costs Salaries/benefits, materials costs, training costs 		MAA

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>d. Describe how the LEA will promote parental and community participation in LEP programs.</p>	<p>a. The district will provide a comprehensive ELD program that delivers both integrated and designated ELD instruction in an effort to increase the English proficiency and academic proficiency of each English Learner. Two placements are offered in the district: Structured English Immersion and English Language Mainstream. Placement in each program is based upon the English proficiency level of each English Learner. Daily ELD instruction is provided at all levels. Primary Language support is provided as needed to assist students in learning the core curriculum.</p> <p>b. ELD instruction is provided by the general fund and supplemented by Title I when appropriate. Title III funding will be used to support supplementary teacher training in ELD instruction aligned to Common Core State Standards and implementation of ELA/ELD Framework. Supplemental parent education and training activities may be supported through general fund or Title III as appropriate. No federal funds will be used to support ELAC, DELAC and other state required activities such as testing.</p> <p>c. The District ensures that teachers have proper EL certification or are in training to teach English Learner students. Teachers are provided training in the new ELA/ELD Framework and Common Core State Standards in district professional development. Ongoing professional development is provided to develop and implement Integrated and Designated ELD to ensure ELs receive a comprehensive program that provides access to the core curriculum and increases English proficiency as measured by local common assessments, state testing, and AMAO targets.</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 make personal phone calls to parents for parent participation and ensures that every parent is contacted for meetings and important information.</p>

Description of How the LEA is Meeting or Plans to Meet this Requirement	
Required Activities	
<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. English Learner teachers have proper certification or are in training to teach English Learner students. Teachers are provided training in the new ELA/ELD Common Core State Standards in district professional development. 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>d. long term effect will result in positive and lasting impact on teacher performance in the classroom.</p>	<p>a. The district provides training in the alignment of both the Common Core State Standards and the ELD standards using the ELA/ ELD Framework as a guide to drive instructional practices and program delivery. Through the use of Common Assessments and Formative Assessment practices, the progress of ELs is monitored and used to determine instructional needs. District wide and site grade level and department collaborations focus on Common Core Standards implementation including how to address the needs of ELs.</p> <p>b. Administrators and teachers are provided with training on Common Core State Standards, ELD Standards, and ELA/ELD Framework. The ELA/ELD Framework guides implementation of effective ELD strategies and practices.</p> <p>c. The district has set yearly targets for growth in student achievement to ensure that all students meet the proficiency level targets. The district will compare student data to set targets to analyze the effectiveness of programs and training.</p> <p>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. Ongoing grade level and department collaborations have been established to promote data driven monitoring of student achievement and teacher effectiveness.</p>
<p>4. Upgrade program objectives and effective instructional strategies.</p>	<p>Check if Yes: [X]</p> <p>If yes, describe:</p> <p>Staff members will participate in long term, research based professional development in order to identify and effectively implement instructional strategies. Teachers will receive training in Common Core State Standards, ELD Standards, technology and integrating technology into instruction and effective instructional strategies that promote improved student achievement.</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	
<p>5. Provide:</p> <ul style="list-style-type: none"> a. tutorials and academic or vocational education for LEP students; and b. intensified instruction. 	<p>Check if Yes: [X]</p> <p>If yes, describe: Students identified as not making sufficient progress are provided intensive support within the school day. Students are also encouraged to participate in intensive intervention opportunities beyond the school day. 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 CTE courses.</p>
<p>6. Develop and implement programs that are coordinated with other relevant programs and services.</p>	<p>Check if Yes: [X]</p> <p>If yes, describe: The District is currently implementing a MCSAP Grant focused on increasing math achievement in grades 5, 7 and in Algebra using technology. EL students needing credit recovery are provided additional support in summer school to retrieve college preparatory coursework. EL parents are being provided with technology training/support to assist student learning at home.</p>
<p>7. Improve the English proficiency and academic achievement of LEP children.</p>	<p>Check if Yes: [X]</p> <p>If yes, describe: The district provides ELD courses at the middle and high school levels to support newcomers. Supplementary materials have been purchased to meet individual student needs based upon CELDT performance. Teacher ELA/ELD training is consistent and ongoing in district professional development.</p>
<p>8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families -</p> <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. 	<p>Check if Yes: [X]</p> <p>If yes, describe: Adult ESL and support activities for parents and children are provided. Parent trainings are being provided to EL parents to assist them with supporting student learning at home.</p>
<p>9. Improve the instruction of LEP children by providing for -</p> <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. 	<p>Check if Yes: [X]</p> <p>If yes, describe: Chrome books have been purchased for grades 3-8 and for students in English, math and science in grades 6-12 to support implementation of CCSS. Google Apps has been implemented across the district. Teachers are provided with technology training and support to increase technology embedded lessons via three technology coaches both in and outside the classroom.</p>
<p>10. Other activities consistent with Title III.</p>	<p>Check if Yes: []</p> <p>If yes, describe:</p>

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 to best meet 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 at the state level. 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. Students also take district benchmark assessments that are disaggregated to determine who needs extra time/support. Student achievement is communicated to parents via conferences, letters, progress reports, and report cards. The District EL Project Teacher monitors EL performance data and provides assistance, training, support, and guidance to schools, parents, and students.
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 as needed.
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 as needed.

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, as needed..
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, as needed.
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. Training and support is provided to staff to support the identified needs of EL special education students.
h. information pertaining to parental rights that includes written guidance detailing - i. the right that parents have to have their child immediately removed from such program upon their request; and 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; 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.	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: <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 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 is provided for English Learner staff on strategies for supporting the language development of Emerging/Expanding/Bridging proficiency level of ELs. Instructional Materials Based training is provided to teachers including training on the new ELA/ELD standards and strategies to support ELs at the Emerging/Expanding/Bridging proficiency levels. Additionally, our District EL Project Teacher 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 ELs. Teachers are trained to use the EL components of the core ELA/ELD programs. Chrome books have been purchased and deployed to grades 3-12 in all but history classes in grades 6-12 to enhance and increase the engagement of students. This new instructional delivery provides additional methods and programs 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 may be hired to support newcomers and the classroom teacher. ELD 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/Knowledgeable Board of Education 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 ESEA Counseling Grant DoDEA Math/Science Grant	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 Effective interventions 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/Implementation of Common Core Embedded collaboration time Peer Mediation, Coaching, Mentoring opportunities Conflict Resolution and classroom management training Classroom technology integration training/ Sharpschool and other technology School Safety 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
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: -Student assessment data is disaggregated and analyzed annually to determine specific student needs. -District advisory committees and site staffs review performance data and collaborate and provide input regarding student needs and appropriate support. -Based on student outcomes, District and site staffs determine the most effective training needed to increase student achievement. -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, Single Plans for Student Achievement, and LCAP. Professional development has been identified as a need. -The District provides coaches to develop, implement, and facilitate professional development that supports identified needs. -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 the new standards and assessments -The District will purchase, implement, and provide training on all new textbook adoptions. -The District provides forums and workshops to staff, parents, and community members to inform them of the new standards and assessments. -The District supports three days of professional development for all grade levels and each content area so that outlines, pacing schedules, formative/summative assessments, and articulation between grade levels will occur.	Assistant Superintendent, Coaches, Principals	Materials costs		Title IIA, General Fund
	Assistant Superintendent	Materials costs		General Fund
	Assistant Superintendent, Coaches, Principals	Training costs		Title I, Title IIA, General Fund
	Assistant Superintendent	Materials costs		General Fund
	Superintendent, Assistant Superintendent	Salaries/benefits, training costs, materials costs		Title I, Title IIA, Title III, General Fund
	Assistant Superintendent, Coaches	Materials costs, training costs		Title I, Title IIA, Title III, General Fund
	Superintendent, Assistant Superintendent	Materials costs, training costs		Title I, Title IIA, Title III, General Fund
	Superintendent, Cabinet	Materials costs, stipends		Title I, Title IIA, Title III, General Fund
	Superintendent, Assistant Superintendent, Coaches, Principals	Teacher release, materials costs		Title I, Title IIA

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
-District Initiatives and goals support professional development.	Superintendent, Cabinet, Principals	Materials costs		General Fund
<p>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:</p> <p>-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.</p> <p>-Ongoing, regularly scheduled grade level and content specific professional development provide the forum for staff to analyze data and determine effectiveness of programs/strategies. Modifications are made as necessary for continued success.</p> <p>-As outlined in the APS, site collaborations occur at least monthly and the District provides grade level and content collaboration three days/year. Additional professional development occurs as outlined in Single Plans, WASC, and LCAP action plans, and as determined by data analysis.</p> <p>-The District provides support (Coaches) for staff to learn and use Illuminate, our progress monitoring data system.</p>	<p>Assistant Superintendent, Director of Technology, Coaches, Principals, teachers</p> <p>Assistant Superintendent, Coaches, Principals, teachers</p> <p>Principals, teachers</p> <p>Superintendent, Assistant Superintendent, Coaches</p>	<p>Contracts, license fees, consultants, materials costs, training costs</p> <p>Salaries/benefits, teacher release, materials costs</p> <p>Stipends, materials costs</p> <p>Salaries/benefits, teacher release, stipends, training costs, materials costs</p>		<p>Title IIA, General Fund</p> <p>Title I, Title IIA, Title III, General Fund</p> <p>Title I, Title IIA, General Fund</p> <p>Title I, Title IIA, Title III, General Fund</p>
<p>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:</p> <p>-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.</p> <p>-Based upon data analysis and identified needs, resources are provided to sites to support stated goals and targets.</p> <p>-District professional development focuses on identified needs based on data analysis. Evaluation and modifications are made each year to address achievement gaps.</p> <p>-District Advisory Committees provide oversight and guidance in the goal setting and monitoring process.</p>	<p>Superintendent, Cabinet, District Advisory Committees, Principals, teachers</p> <p>Superintendent, Cabinet, Principals</p> <p>Assistant Superintendent, District Advisory Committees, Principals</p> <p>Assistant Superintendent, District Advisory Committees, Principals</p>	<p>Materials costs</p> <p>Salaries/benefits, training costs, materials costs, licenses, consultants</p> <p>Salaries/benefits, training costs, materials costs, licenses, consultants</p> <p>Materials costs</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>General Fund</p>

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 and Professional Learning Communities are district initiatives. 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, 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, General Fund</p> <p>Title I, Title IIA, Title III, General Fund</p> <p>Title I, Title IIA, Title III, 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</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, La Verne, and Fresno Pacific Universities are offered.</p> <p>-Beginning Teacher Support Assistance (SB2042 Induction Program) and Peer Assistance and Review programs are offered.</p>	<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 II A</p> <p>Title IIA</p> <p>Title IIA</p> <p>General Fund</p>

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>-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.</p> <p>-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.</p>	<p>Assistant Superintendent</p> <p>Assistant Superintendent, District Leadership Team</p>			<p>Title IIA</p> <p>Title IIA</p>
<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 and DoDEA 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, Coaches, Principals</p> <p>Superintendent, Director of Technology, Technology Committee, Assistant Superintendent, 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, DoDEA grant, General Fund</p> <p>Title I, Title IIA, Title III, 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</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 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 grades 3-12 beginning in 2013-14 using CC Implementation and DoDEA funds. Coaches support the professional development needs of staff.</p> <p>-Coaches 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>	Superintendent, Director of Technology, Technology Committee, Assistant Superintendent, Coaches, Principals	Salaries/benefits, materials costs, training costs, contracts, licenses	\$1.9 million over 3 years or \$633,333/year	General Fund
	Superintendent, Assistant Superintendent, Coaches	Salaries/benefits, materials costs, training costs, contracts, licenses		DoDEA grant
	Superintendent, Assistant Superintendent, Director of Technology, Coaches	Salaries/benefits, materials costs, training costs, contracts, licenses		Title I, General Fund, DoDEA grant
	Assistant Superintendent,	Stipends, materials costs, training costs		Title I, General Fund, Title IIA, DoDEA grant
	Superintendent, Assistant Superintendent	Materials costs		General Fund
<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 staff, parents, and community. The DAS and LCAP are used as the structure for discussion on the essential components required for increased student achievement.</p> <p>-Committee members analyze data and prioritize needs at the district level. The LEAP and LCAP are based on annual review of prioritized needs. Single plans are developed based on site analysis which are then linked to the LEAP and LCAP.</p> <p>-District and site funding allocations are used to support identified needs in the LEAP, SPSAs, and LCAP.</p>	District Advisory Committees, School Site Councils, ELAC, DELAC	Materials costs		General Fund
	Assistant Superintendent, District Advisory Committees	Materials costs		General Fund
	Assistant Superintendent, Principals, School Site Councils	Salaries/benefits, materials costs, training costs, licenses, fees		Title I, Title IIA, Title III, General Fund

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
-The final Local Education Agency Plan (LEAP) and LCAP are a reflection of the collaborative effort involving school staff, parents, students and community.	Assistant Superintendent, District Leadership Team	Materials costs		Title I-III, DoDEA grant, General Fund
-The Local Education Agency Plan and LCAP are submitted annually to the Local Board of Education for review and approval.	Assistant Superintendent	Materials costs		Title I-III, DoDEA grant, 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 assessments, provide teachers with information to determine the specific learning needs and styles of each student. The 2015-16 year will pilot a late start Wednesday calendar to support embedded collaboration.</p> <p>-The District supports a minimum of three professional development days per year. 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 and Coaches to provide focus and continuity in addressing District goals and targets. Progress is systematically monitored.</p>	<p>Superintendent, Cabinet, Principals, teachers</p> <p>Superintendent, Assistant Superintendent</p> <p>Principal, staff, coaches</p> <p>Assistant Superintendent, 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, DoDEA grant, General Fund</p> <p>Title I, Title IIA, Title III, DoDEA grant, General Fund</p> <p>DoDEA grant, 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 both Common Core and the 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 maintains support services to remove barriers to student learning through a Resource Officers, District Mental Health Therapists, and additional elementary counselors to address student needs.</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 for both the LEAP and LCAP needs assessments.</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 and have developed and implemented common assessments that align to CCSS. Common assessment data analysis will occur in collaborations to determine instructional needs.</p>	Superintendent, Assistant Superintendent, Director of Technology	Teacher release, stipends, materials costs, training costs		Title I, Title IIA, Title III, DoDEA grant, 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, DoD Counseling grant, General Fund
	Superintendent, District Leadership Team, Principals	Materials costs		General Fund
	Assistant Superintendent, Coaches, Principals	Teacher release, stipends, materials costs, training costs		Title I, Title IIA, Title III, 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 Superintendents, Coordinator of Special Projects	Travel costs, training costs		General fund, Title IIA
	Assistant Superintendents, Coordinator of Special Projects	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 Environments Strong community involvement and effective non-profits and community service organizations Strong parental involvement School Pride Effective Counseling Staff Effective Administrative Interventions Effective Teacher Involvement Behavioral analysis consultation as needed District Policies CTE Programs Concurrent enrollment with community college 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 Hiring of a Tier II Intervention Counselor for Secondary	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 Embedded 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

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
 Positive Behavior Interventions and Support
 Character Counts
 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
 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
 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
 Interventions- Reading and Math tutoring
 PTOs
 Superintendent's Council
 School Site Councils
 ELAC
 DELAC
 Adult ESL
 Principal's coffee
 Parent portal
 School websites, district website
 Technology
 Parent, student, staff surveys
 Mental Health Therapists
 AVID
 Cross Age Tutoring

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

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: LCAP	At or above 95%	95%
Expulsions: LCAP	At or below 1%	0.5%%
Suspensions: LCAP	Reduce by 1% annually	8.8%

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	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 School Connectedness Intervention/Support Programs CAHSEE Intensive Instruction Before, Lunch, After school tutoring/interventions Summer School Credit recovery During the school day interventions Good first teaching strategies Collaborative with local law enforcement to identify most at-risk students-provide supports AVID Teacher Collaboration Regularly monitor student performance and mastery of standards Increase student engagement via technology, instructional strategies/delivery methods 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 ELAC/DELAC meetings
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, Coordinator of Special Projects, Principals, Staff, Community Members
Benchmarks/ Evaluation	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 LCAP progress reports
Funding Source	General Fund Title 1, Title IIA, Title III ESEA Counseling and DoDEA Math/Science grants

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

Funding Source	General Fund
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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.	<ul style="list-style-type: none">• Number of children eligible for Free/Reduced Price Lunch programs;
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.	<ul style="list-style-type: none">• All other schools are funded by poverty ranking district wide or by grade span.

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 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 underserved 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 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 in 2013 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.
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 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	
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 paraprofessionals 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
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 parents 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 situations, 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.

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.

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 State 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.

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.

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 school wide program authority and the ability of such schools to

consolidate funds from Federal, State, and local sources.

14. Provide technical assistance and support to school wide 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:
- o 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
 - o is enforcing the operation of such technology protection measure during any use of such computers by minors; and
 - o 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.
 - o 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.

New LEAP Assurances

45. 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;

46. 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.)

47. 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.

Ernest Bell, Jr.	June 18, 2015	
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: June 18, 2015

District Superintendent: Ernest Bell, Jr.

Address: 113 Felspar Street

City: Ridgecrest

Zip Code: 93555

Phone: 760-499-1600

FAX: 760-375-3338

E-mail: ebell@ssusd.org

Signatures:

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

Ernest Bell, Jr.	June 18, 2015	
Printed or typed name of Superintendent	Date	Signature of Superintendent
William Farris	June 18, 2015	
Printed or typed name of Board President	Date	Signature of Board President
Michelle Savko	June 18, 2015	
Printed or typed name of Coordinator	Date	Signature of Title III Coordinator

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.

Parental Notification of PI identification/ School Choice and SES-

Under Elementary and Secondary Education Act (ESEA), students who attend a Title I-funded school that is identified for program improvement must be given the option of school choice. This provision allows all students attending such a Title I school the option to transfer to another public school, including a public charter school, that is within the LEA and that is not in program improvement or is not persistently dangerous. The option of school choice must be made available to all students the first year a school is identified for school improvement and all subsequent years thereafter, until the school has made adequate yearly progress for two consecutive years. Students who exercise their right to attend another school under this school choice provision must be given the option to continue to attend that school until they complete the highest grade of that school, even if the original school is no longer in program improvement. Schools that are offering school choice because they have been identified for program improvement must provide transportation to students who transfer to another school. If funds to provide school choice and/or transportation are limited, local education agencies (LEAs) may give first priority to students from low-income families who are the lowest-achieving students [Title I, section 1116(b)(E)(ii)] based on achievement levels as evaluated by objective educational measures. <http://www.cde.ca.gov/ta/ac/ti/schoolchoice.asp>

Official notification shall be provided to the parents/ community through a variety of means including, as a minimum:

- Letter to each parent upon official notification of year 1 status and at least 14 days before the beginning of the school year for year 2
- Maintenance of a Program Improvement website for both the school and the district (www.ssusd.org) that includes all document and notifications
- Use of non-profit organizations (i.e. High Desert Leapin' Lizards) for further dissemination of information.
- Report to the school board during a televised session.

Responsibilities of the LEA- The district shall provide:

- Timely and varied school data
- Inform sites of PI requirements and updates
- Provide public notification regarding schools in PI
- Define scope of technical assistance
- Analysis assessment data to identify and address problems
- Provide training on APS and other needs assessment tools
- Use APS results to craft district actions
- Complete DAS and other tools (ELSSA and ISS)
- Identify and implement professional development, strategies and methods of instruction that are research based
- Identify outside technical assistance
- Develop pathways for effective communication
- Assist with analysis and revisions of school budgets to focus on increasing student achievement
- Notify parents regarding public school choice with paid transportation and implement
- Set aside funds as required by statute
- Establish a School support Team or District/ School Liaison Team (DSLTL)
- Revise LEP Plan
- Implement a peer review process for revised SPSAs.

Technical assistance will be obtained in order to support implementation of the LEA Plan Revisions. This TA includes:

CA School Boards Association (CSBA) - attendance at annual conferences by board members and cabinet members. GAMUT policy development services.

County offices of Education (COE)- Guidance in LEA development and monitoring, training in use of improvement tools, monthly categorical and curriculum meetings, trainings in ELA and math and other topics (i.e. closing achievement gap), SB 472 training, Title III Technical Assistance

Association of School Administrators (ASCA) - trainings, conferences and other technical

assistance Textbook Publishers- specific trainings for adoptions

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>
- Sierra Sands Unified School District Website
<http://www.ssusdschools.org>
- 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>
- DataQuest
<http://data1.cde.ca.gov/dataquest/>
- School Accountability Report Card (SARC)
<http://www.cde.ca.gov/ope/sarc/>
- Standardized Testing and Reporting (CAASPP)
<http://www.cde.ca.gov/ta/tg/ca/>

Appendix C

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 C

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 C

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 C

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 C

District & Student Performance Data

California English Language Development (CELDT) Data

Grade	2013-14 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K			1	2	8	19	14	33	19	45	42
1	3	5	16	29	25	45	9	16	3	5	56
2	4	8	8	17	23	48	11	23	2	4	48
3	0	0	8	19	23	53	8	19	4	9	43
4	0	0	8	30	12	44	5	19	2	7	27
5	3	11	15	54	9	32	1	4	0	0	28
6	1	6	0	0	10	63	4	25	1	6	16
7	1	4	5	22	9	39	5	22	3	13	23
8	4	13	12	40	9	30	2	7	3	10	30
9	0	0	9	60	4	27	1	7	1	7	15
10	1	6	5	29	7	41	2	12	2	12	17
11	3	21	6	43	4	29	1	7	0	0	14
12	2	14	10	71	2	14	0	0	0	0	14
Total	22	6	103	27	145	39	63	17	40	11	373

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

6. EDUCATIONAL ADMINISTRATION

6.4 Approval of Chemistry and Honors Chemistry Courses at Burroughs High School

BACKGROUND INFORMATION: The Common Core Standards were approved in August 2010. School wide literacy, critical thinking, and the use of technology are significant changes identified in the Common Core standards. In addition, the Next Generation Science Standards were adopted by the State Board of Education in September 2013. These standards support Common Core State Standards.

CURRENT CONSIDERATIONS: The Burroughs High School science department is actively involved in professional development activities to become familiar with, and align to, both the Common Core and Next Generation Science Standards. Evident in both sets of standards is a strong emphasis on text complexity, informational text, argumentative writing and the use of technology. The science department recommended, and the board approved, AP Chemistry to the science curriculum pathway in April 2013 so students have every opportunity to engage in the most rigorous curriculum while in high school. As staff continues their work in providing a comprehensive science curriculum pathway, additional courses need to be added to the course sequence. The college preparatory Chemistry course has been revised, and an Honors Chemistry course is being recommended for approval, so that a complete, standards based, and articulated chemistry pathway is available for students to pursue. Both courses were submitted, and have been approved, through the UC/CSU system. Course outlines are included in your board packet for review.

FINANCIAL IMPLICATIONS: None.

SUPERINTENDENT'S RECOMMENDATION: It is recommended that the board approve Chemistry and Honors Chemistry for implementation in August 2015 as presented.

Sierra Sands Unified School District
Course Outline

Site: Burroughs High School

Department: Science

Course Title: Chemistry CP

Purpose / Goals: Chemistry is a standards based laboratory science course designed to provide students with an understanding of the following topics using critical thinking and application:

- Atomic and Molecular Structure
- Chemical Bonding
- Stoichiometry
- Gases and their Properties
- Acids and Bases
- Solutions
- Chemical Equilibrium
- Chemical Thermodynamics
- Nuclear Processes
- Reaction Rates
- Organic and Bio-Chemistry

This course will develop and encourage scientific habits of mind important for university-level studies and align with the eight practices of science and engineering identified by the National Research Council Framework and detailed within the Next Generation Science Standards:

- Ask questions (for science) and define problems (for engineering). Students will develop a perception of science or engineering as a way of understanding the world around them, not as a collection of theories and definitions to be memorized.
- Develop and use models. Students will understand that scientific models are useful to represent phenomena in the physical world, and should routinely develop or use multiple representations and models to solve scientific problems and to communicate science concepts. They will appreciate that models and theories are valuable only when rigorously tested against observation.
- Plan and carry out investigations. Students will emerge from high school embracing an ease in using their scientific knowledge to perceive patterns and regularity, make predictions, and test those predictions against evidence and reason.
- Analyze and interpret data. This includes developing and maintaining openness to using technological tools appropriately, including graphing calculators and

computers, in gathering and analyzing data. Students will be aware of the limitations of these tools, and should be capable of effectively using them while making sound judgments about when such tools are and are not useful.

- Use mathematics and computational thinking. In particular, students will recognize that measurements and observations are subject to variability and error, and that these must be accounted for in a quantitative way when assessing the relationship between observation and theory.
- Construct explanations (for science) and design solutions (for engineering). Students will recognize that abstraction and generalization are important sources of the power of science.
- Engage in argument from evidence. Students will understand that assertions require justification based on evidence and logic, and should develop an ability to supply appropriate justifications for their assertions. They will habitually ask “Why?” and “How do I know?”
- Obtain, evaluate, and communicate information. Students will be able to read a variety of domain-specific scientific and technical texts and write using the language conventions of scientific discourse, including but not limited to laboratory reports. Useful guidelines for promoting scientific literacy can be found in the Common Core State Standards for Literacy in History/Social Studies, Science and Technical Subjects.

Grade / Level:

Grades 10-12

Recommended Prerequisites:

Biology and Algebra or higher with a grade of “C” or better. Concurrent enrollment in Geometry or higher math.

A-G Requirement:

Laboratory Science “D”

Course Length:

One Year

Assessment/Evaluation:

Formative and summative assessments will be given throughout the length of the course with a final exam at the end of each semester. Assessments will be made up of multiple-choice questions, two or three constructed-response questions, and one lab-based free-response question based on data analyses and science practices. Laboratory experience will make up approximately 20% of the course.

Adopted Textbook:

Chemistry, the Study of Matter by Prentice Hall

2007

Board Approval: June 18, 2015

Revised:

Sierra Sands Unified School District
Course Outline

Site: Burroughs High School

Department: Science

Course Title: Honors Chemistry

Purpose / Goals: Honors Chemistry is a standards based laboratory science course designed to provide students with an in depth understanding of the following topics using critical thinking and application:

- Atomic and Molecular Structure
- Nomenclature
- Chemical Bonding
- Stoichiometry
- Gases and their Properties
- Acids and Bases
- Solutions
- Chemical Equilibrium
- Chemical Thermodynamics
- Nuclear Processes
- Reaction Rates
- Organic and Bio-Chemistry

This course will develop and encourage scientific habits of mind important for university-level studies and align with the eight practices of science and engineering identified by the National Research Council Framework and detailed within the Next Generation Science Standards:

- Ask questions (for science) and define problems (for engineering). Students will develop a perception of science or engineering as a way of understanding the world around them, not as a collection of theories and definitions to be memorized.
- Develop and use models. Students will understand that scientific models are useful to represent phenomena in the physical world, and should routinely develop or use multiple representations and models to solve scientific problems and to communicate science concepts. They will appreciate that models and theories are valuable only when rigorously tested against observation.
- Plan and carry out investigations. Students will emerge from high school embracing an ease in using their scientific knowledge to perceive patterns and regularity, make predictions, and test those predictions against evidence and reason.

- Analyze and interpret data. This includes developing and maintaining openness to using technological tools appropriately, including graphing calculators and computers, in gathering and analyzing data. Students will be aware of the limitations of these tools, and should be capable of effectively using them while making sound judgments about when such tools are and are not useful.
- Use mathematics and computational thinking. In particular, students will recognize that measurements and observations are subject to variability and error, and that these must be accounted for in a quantitative way when assessing the relationship between observation and theory.
- Construct explanations (for science) and design solutions (for engineering). Students will recognize that abstraction and generalization are important sources of the power of science.
- Engage in argument from evidence. Students will understand that assertions require justification based on evidence and logic, and should develop an ability to supply appropriate justifications for their assertions. They will habitually ask “Why?” and “How do I know?”
- Obtain, evaluate, and communicate information. Students will be able to read a variety of domain-specific scientific and technical texts and write using the language conventions of scientific discourse, including but not limited to laboratory reports. Useful guidelines for promoting scientific literacy can be found in the Common Core State Standards for Literacy in History/Social Studies, Science and Technical Subjects.

This STEM based course is designed to motivate students who are planning to seek advanced study in science, engineering, and mathematics. Students in Honors Chemistry will cover the same content as students in Chemistry but with greater precision and rigor. Students will move more quickly through the standardized college preparatory curriculum and thus will have the capability to explore advanced components and applications of chemistry with greater precision and rigor.

<u>Grade / Level:</u>	Grades 10-12
<u>Recommended Prerequisites:</u>	Completion of Honors Biology and Algebra with a grade of “A” or “B” or teacher recommendation. Concurrent enrollment in Geometry or higher math.
<u>Meets A-G Requirements:</u>	Laboratory Science “D”
<u>Course Length:</u>	One Year
<u>Assessment/Evaluation:</u>	Formative and summative assessments will be given throughout the length of the course with a final exam at the end of each semester. Assessments will

be made up of multiple-choice questions, two or three constructed-response questions, and one lab-based free-response question based on data analyses and science practices. Laboratory experience will make up approximately 20% of the course.

Adopted Textbook:

Chemistry, the Study of Matter by Prentice Hall
2007

Board Approval: June 18, 2015

Revised:

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***

Teddie Anzaldo
Physical Education – BHS
Effective 5-29-15

Erin Brandt
ROP Health Careers – BHS
Effective 5-29-15

Patricia Calkins
Elementary Counselor – District
Effective 5-29-15

Leslie Coxwell
RSP – Murray
Effective 5-29-15

Gretchen Gray
5th Grade – Faller
Effective 5-29-15

Nichole Harris
Elementary Counselor - District
Effective 5-29-15

Marina Scates
Elementary Counselor – District
Effective 5-29-15

Alison Shewmaker
English – BHS
Effective 5-29-15

Koreen Myers
English – James Monroe
Effective 5-29-15

8. PERSONNEL ADMINISTRATION

8.1 CERTIFICATED PERSONNEL (Continued)

8.12 LEAVE OF ABSENCE

8.13 EMPLOYMENT

8.14 CHANGE OF STATUS

8. PERSONNEL ADMINISTRATION

8.2 CLASSIFIED PERSONNEL

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

Theresa Connor
8 hr. Custodian – Richmond
Effective 7-10-15

Alexis Wickliff
1 ¾ hr. Noon Duty Supervisor – Pierce
Effective 4-22-15

8.22 LEAVE OF ABSENCE

8.23 EMPLOYMENT

Clairann Herbert
6 hr. Clerk II, Inyokern
Effective 8-12-15

Karena Riddle
5 hr. AR Paraprofessional – Richmond
Effective 8-12-15

Jeff Tanner
3 hr. Transportation Monitor – Transportation
And
2 ¼ hr. Transportation Monitor – Transportation
Effective 5-11-15

Classified Substitutes for the 2014-2015 School Year:
Vanessa Allen

8. PERSONNEL ADMINISTRATION

8.2 CLASSIFIED PERSONNEL (Continued)

8.24 CHANGE OF STATUS

Francisco Ciriaco
From: 8 hr. Custodian – Burroughs
To: 8 hr. Groundsworker – Maintenance
Effective 6-22-15

Kerri DeJong
From: 4 hr. Paraprofessional/Student Supervisor – Murray
To: 8 hr. Clerk II – Las Flores
Effective 7-1-15

Brook Goins
From: 6 hr. Clerk II – Pierce
To: 8 hr. School Office Manager – Mesquite
Effective 7-1-15

Rebecca Hendrickson
Added: 1 ½ hr. Transportation Monitor – Transportation
Effective 5-11-15

Carol Johnson
From: 1.66 hr. Clerk II – Richmond
To: 6 hr. Clerk II – Pierce
Effective 7-1-15

Bertha Mondragon
Added: 2 ¾ hr. Transportation Monitor – Transportation
Effective 5-11-15

Kelli Stewart
From: 5 ½ hr. Paraprofessional – Richmond
To: 5 ½ hr. Paraprofessional – Murray
Effective 7-1-15

Matthew Taggart
From: 8 hr. Groundsworker – Maintenance
To: 8 hr. General Maintenance – Maintenance
Effective 6-1-15

8. PERSONNEL ADMINISTRATION

8.2 CLASSIFIED PERSONNEL (Continued)

8.24 CHANGE OF STATUS

Phil Zackrison

From: 8 hr. Maintenance Helper – Maintenance

To: 8 hr. General Maintenance – Maintenance

Effective 5-4-15

9. GENERAL ADMINISTRATION

9.1 Gifts to District

CURRENT CONSIDERATIONS: The following donations have been received: Mr. Terrance Thompson donated a 2002 Chrysler Concorde with an estimated cash value of \$2,000 to the Burroughs High School Auto Shop, Ms. Arlene Allen donated a 1989 Toyota Camry with an estimated cash value of \$1,200 to the Burroughs High School Auto Shop, Ms. Rebekah Howard made a cash donation of \$55 to the Murray Middle School student Knott's Berry Farm trip and Ms. Teri Cleveland made a cash donation of \$245 to the Murray Middle School student Magic Mountain trip, Knott's Berry Farm trip, and yearbook fund. The following made cash donations to the Murray Middle School student Magic Mountain trip: Ms. Cynthia Lopez, \$50; Ms. Lynda Kelley, \$50; Ms. Gina Wheeler, \$50; Ms. Amber Garfield, \$50; Ms. Kate Champeny, \$50; Ms. Nicole Leighton, \$50; Ms. Lynne Hetherton, \$50; Mr. Anthony Barnes, \$50; Ms. Robin Zurn, \$50; Ms. Lisa Harper, \$100.

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

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

9. GENERAL ADMINISTRATION

9.2 Authorization for Board Member Travel to the California School Boards Association (CSBA) Annual Education Conference and Delegate Assembly Meeting

BACKGROUND INFORMATION: At the regular meeting of the board on May 7, 2009, the board established protocol that requires the board to authorize all board member travel based upon the value of the travel and the status of the board's travel budget when evaluating each request.

CURRENT CONSIDERATIONS: Information and dates for registration have been received for the 2015 California School Boards Association (CSBA) Annual Education Conference, Delegate Assembly meeting, and Board of Directors meetings held just prior to the annual conference. The dates for the conference are December 3, 2015 through December 5, 2015. Mr. Johnson is a member of the CSBA Delegate Assembly which is scheduled to meet on December 2, 2015 prior to the conference. Additionally, President Farris is a member of the CSBA Board of Directors which holds meetings November 30, 2015 through December 3, 2015. As a member of the Board of Directors, Mr. Farris will receive complimentary conference registration and one night's lodging during the conference. While conference specifics are not yet available, the conference traditionally covers a broad range of issues, including effective governance; community engagement; finance, facilities, and revenue generating strategies; partnerships and collaborations; and student learning and achievement.

The cost of travel per member attending the full conference is estimated as follows:

Conference registration	\$ 475.00
Hotel (3 nights)	\$ 249.00 per night = \$747.00
Hotel Tax and Fees (estimate 15%)	\$ 112.00 (15% of \$747)
Meals (3 days @ \$50)	\$ 150.00
Travel Expense	<u>\$ 50.00</u> (based on combined travel by car)
	\$1,534.00

The cost of travel for Mr. Johnson to attend full conference and Delegate Assembly meeting is as follows:

Conference registration	\$ 475.00
Hotel (4 nights)	\$ 249.00 per night = \$996.00
Hotel Tax and Fees (estimate 15%)	\$ 149.40 (15% of \$996)
Meals (4 days @ \$50)	\$ 200.00
Travel Expense	<u>\$ 250.00</u> (based on travel alone by car)
	\$2,070.40

The cost of travel for Mr. Farris to attend full conference is as follows:

Meals (3 days @ \$50)	\$150.00
Hotel (2 nights)	\$ 249.00 per night = \$498)
Hotel Tax and Fees (estimate 15%)	\$ 74.70 (15% of \$498)
Travel Expense	<u>\$ 250.00</u> (based on travel alone by car)
	\$ 972.70

The total estimate for all board members to attend is \$7,645.10.

FINANCIAL IMPLICATIONS: The board's annual budget is \$18,700 for travel. To date, no board travel funds have been encumbered for the 2015-16 fiscal year.

SUPERINTENDENT'S RECOMMENDATION: In accordance with the board's adopted protocol, it is recommended that the board review the proposed travel for its members to attend the CSBA Annual Education Conference, for Mr. Johnson to attend the CSBA Delegate Assembly meeting, and for Mr. Farris to attend the CSBA Board of Directors meetings and determine to what extent it wishes to authorize these travel activities.

9. GENERAL ADMINISTRATION

9.3 Approval of the Academic Calendar for the 2016-17 School Year

BACKGROUND INFORMATION: The district calendar committee meets annually to develop recommendations to staff and submit an academic calendar for board approval. Committee members represent DATA, CSEA, DAGA, management, and parents, as well as elementary, middle, and high school grade spans. Academic calendars provide the following information to staff, students, parents, and community members: the number of instructional days, holidays, minimum days, and in-service days.

CURRENT CONSIDERATIONS: After negotiating with all three unions, a hybrid calendar was voted unanimously to be recommended for board approval. The calendar committee, comprised of staff, faculty, parents, and administration, convened three times during the 2014-2015 school year in order to develop three calendar options for 2016-2017 (A, B, & C). Calendar A was status quo. Calendar B was very similar to Calendar A, with additional local holidays on flex Fridays, creating some 4-day weekends spaced out during the year. Calendar C was a departure from the norm with a weeklong fall holiday in October, and a two-week spring break, rather than the customary one-week spring break.

Each union conducted its own initial vote for the three calendar options produced in the calendar committee. Results were: DATA voted for Calendar C; CSEA voted for Calendar B; and DAGA voted for Calendar B. As a result, each of the union leaders met together, without district administration, and determined they would aggregate the raw votes of all three union voting members. Union leadership communicated to district administration that Calendar C prevailed with the highest number of collective, aggregated raw votes.

District administration engaged all three unions in bargaining the calendar, as provided by contractual terms. In one negotiation session a consensus was reached by all three union leaders and the district. A hybrid version of Calendar C was the result of the agreement reached at the table. Lastly, all three unions voted again and ratified Hybrid Calendar C.

There are differing philosophies regarding placement of holidays in a school calendar. On one end of the philosophical spectrum, there are those who prefer a longer summer and, therefore, minimize placement of local holidays during the school year. Perhaps, some families might find it easier to arrange child care for one long, extended break (i.e. summer) as opposed to non-school days that are scattered throughout the school year. Also, some believe that the minimization of holidays during instructional semesters/tri-semester helps in student learning outcomes/information retention.

On the other end of the spectrum, there are those who find a long summer to be potentially detrimental, as it is theorized that students may be at additional risk for “loss-of-learning” (especially for those who may not utilize the public library for reading or may have limited access to learning resources at home) as a result of such a long, extended break. Some teachers find they might maintain more resilience throughout the school year with breaks interspersed.

All of the aforementioned concepts were discussed during bargaining. Compromises were made, such that all stakeholders were considered, recognizing there are a variety of preferences and philosophies associated with organizing a school year of 180 instructional days. It is observed that many school districts throughout the state have been implementing a wide variety of calendars in recent times, which widen what used to be considered the norm.

FINANCIAL IMPLICATIONS: None.

SUPERINTENDENT’S RECOMMENDATION: It is recommended that the Board of Education approve the 2016-17 Academic Calendar as presented.

SIERRA SANDS UNIFIED SCHOOL DISTRICT
Academic Calendar for 2016-17

July 2016	1 4 5 6 7 8 July 4 - Independence Day 11 12 13 14 15 18 19 20 21 22 25 26 27 28 29	January 2017	2 3 4 5 6 January 2 - New Year's Day 9 10 11 12 13 16 17 18 19 20 January 16 - Martin Luther King Jr Birthday 23 24 25 26 27 30 31
August 2016	1 2 3 4 5 August 5 - Optional Teacher Work Day 8 9 10 11 12 August 8 - First Teacher Work Day 15 16 17 18 19 August 9 - 1st Day of Instruction 22 23 24 25 26 29 30 31	February 2017	1 2 3 6 7 8 9 10 February 17 - Lincoln's Birthday 13 14 15 16 17 February 20 - Washington's Birthday 20 21 22 23 24 February 24 - End of 2nd Trimester 27 28
September 2016	1 2 5 6 7 8 9 September 5 - Labor Day 12 13 14 15 16 19 20 21 22 23 26 27 28 29 30	March 2017	1 2 3 6 7 8 9 10 13 14 15 16 17 March 17 - End of 3rd Quarter 20 21 22 23 24 March 20-24 - Spring Recess 27 28 29 30 31
October 2016	3 4 5 6 7 October 7 - End of 1st Quarter 10 11 12 13 14 October 7 - Non School Day 17 18 19 20 21 October 10 - Columbus Day 24 25 26 27 28 October 11 - 14 - Non School Days 31	April 2017	3 4 5 6 7 10 11 12 13 14 April 14 - In Lieu of Admission Day 17 18 19 20 21 24 25 26 27 28
November 2016	1 2 3 4 November 4 - End of 1st Trimester 7 8 9 10 11 November 11 - Veteran's Day 14 15 16 17 18 November 21 -23- Non School Days 21 22 23 24 25 November 24-25- Thanksgiving 28 29 30	May 2017	1 2 3 4 5 8 9 10 11 12 15 16 17 18 19 22 23 24 25 26 May 29 - Memorial Day 29 30 31
December 2016	1 2 5 6 7 8 9 December 16 - End of 1st Semester 12 13 14 15 16 December 19 - 30 - Winter Recess 19 20 21 22 23 December 23 , 26 - Classified Holidays 26 27 28 29 30	June 2017	1 2 June 1 - Last Day of Instruction 5 6 7 8 9 June 2 - Optional Teacher Work Day 12 13 14 15 16 19 20 21 22 23 26 27 28 29 30


First/Last Day of Instruction PURPLE

Quarter End ORANGE

Trimester End BLUE

Non-school Days GREEN

Legal Holiday RED

Winter/Spring Recess 

MINIMUM DAY SCHEDULE

Elementary School	Middle School	High School
November 14, 15, 16, 17, 18	December 14, 15, 16	December 14, 15, 16
December 16	May 31, June 1	May 30, 31, June 1
March 14, 15, 16, 17		
May 25, 26, 30, 31, June 1		

10. CONSTRUCTION ADMINISTRATION

10.1 Report to the Board: Construction Activities and Issues

BACKGROUND INFORMATION: The purpose of this item is to keep the board, administration, and especially the community informed as to the progress of the district's construction efforts.

CURRENT CONSIDERATIONS: Design, documentation activity, and planning continue at several sites. Mr. Steve Hubbard, Project Manager with Maas Co., will update the board and community on these activities.

FINANCIAL IMPLICATIONS: None.

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



Capital Projects Report

to the

Board of Trustees of the

Sierra Sands Unified School District

June 18, 2015

BURROUGHS HIGH SCHOOL

PROJECT STATUS REPORT

· Address	500 E. French Ave. Ridgecrest, CA 93555
· Project Manager	Maas Steve Hubbard
· Architect	RBB Architects Los Angeles, CA
· Construction Manager	ProWest PCM



Fast Facts

Complete renovation of the permanent instructional spaces throughout the campus along with the addition of a new Administration Building to reorient the front of the campus to the southwest and a new Concessions/Restroom Building adjacent to the existing stadium. Work will include refurbishment of all finishes, replacement of all existing HVAC and lighting systems, site paving improvements, a new and enlarged student parking lot, and modern audio visual and technology infrastructure.

- Total Project Budget \$31,909,274
- Project Square Footage (GSF) 178,202 SF
- Funding Source 80% DOD, 20% District Funds
- Construction Mobilization..... Sept 2015 (Previously August 2014; quality control delay)
- Targeted Completion 06/30/17 (Originally 12/31/15; Grant Agreement Amended)

Sustainable Features

Meets requirements of the National Environmental Policy Act



BURROUGHS HIGH SCHOOL

PROJECT STATUS REPORT

PREP FOR DSA RE-REVIEW AND APPROVAL Fast Financial Facts

- Total Project Budget (TPB). \$31,909,274
- Construction Budget @70% of TPB. \$22,336,491
- Reserve for Soft Costs/Fees @ 30% TPB. . . . \$ 9,572,782
- Encumbrances To Date. \$ 5,887,817
- Percent Complete of Project Cost 18%
- Percent Complete of Construction 0%

Project Update

- Quality control revisions, cost savings revisions and DSA plan check corrections in process
- Student Parking Lot and Admin Building continue in redesign as part of the process to bring project into budget.
- Target revision completion and re-submittal to DSA now anticipated to be 6-9-15 due to continuing Architect/Engineer negotiations with DSA regarding final solutions to severe plan check comments
- Bi-monthly meetings with DSA scheduled at their request in order to expedite resolution of project issues as they occur.
- Schedule for Commencement of Construction remains late September 2015.
- Execution of HVAC work in PAC to be scheduled for Summer 2016.

BURROUGHS HIGH SCHOOL

SCHEDULE: 12 MONTH

•DSA Back-check Submittal	06-09-15* (Prior 05-30-15)
•DSA Plan Check Duration –8 weeks	08-07-15* (Prior 07-30-15)
•Bid Advertisements (twice)	07-13-15 and 07-20-15** (Prior 07-06-15 and 07-13-15)
•Bidding Period	07-13-15 to 08-28-15** (Prior 07-06-15 to 08-06-15)
•Bid Notices of Intent	09-08-15** (Prior 08-07-15)
•Board Approval of Awards (Special)	09-10-15** (prior 08-10-15)
•Notices to Proceed	09-11-15**(Prior 08-11-15)
•Submittal Review	09-11-15 thru 09-28-15** (Prior 8-11-15)
•Construction Start (Mobilization)	09-30-15**(Prior 09-15-15)

* Delay due to DSA Plan Checker requirement for area separation walls to be included

**Delay due to design time for area separation walls

MURRAY MIDDLE SCHOOL

PROJECT STATUS REPORT

DSA REVIEW PHASE

• Address	200 E. Drummond Ave. Ridgecrest, CA 93555
• Project Manager	Maas Steve Hubbard
• Architect	IBI Group Bakersfield, CA
• Construction Manager	ProWest PCM



Fast Facts

New construction of a complete middle school campus to house the students from the existing Murray Middle School including Classroom Buildings, Music and Art Building, Library, Gymnasium, Multi-purpose Room and Administration Building, along with playing fields and a central campus courtyard.

- Total Project Budget \$39,542,838
- Project Square Footage (GSF) 65,425 SF (originally 93,000 SF)
- Funding Source 80% DOD, 20% District Funds
- Construction Mobilization..... September 2015 (originally December 2014)
- Targeted Completion 9/30/2017 (originally 9/30/16)

Sustainable Features

- Meets requirements of the National Environmental Policy Act

MURRAY MIDDLE SCHOOL

PROJECT STATUS REPORT

DSA REVIEW PHASE

Fast Financial Facts

- Total Project Budget (TPB). \$39,542,838
- Construction Budget @ 70% TPB less demo \$24,479,986
- Demolition Allowance for Old Murray \$ 3,200,000
- Reserve for Soft Costs/Fees @ 30% TPB \$11,862,851
- Encumbrances To Date. \$ 6,399,194
- Percent Complete of Project Cost 16%
- Percent Complete of Construction 0%

Project Update

- DSA plan check commenced on 4-22-15; plan review comments anticipated on or about 6-22-15 due to delay by DSA; final approval anticipated to remain 7-31-15.
- Plan revisions to reduce the cost of roadway changes and campus drive paving in process.
- Removal Action Workplan (RAW) for soil remediation in review at Department of Toxic Substance Control (DTSC); preparation for required Public Participation procedures underway.
- Navy review of documents complete; responses in process by Architectural team.
- Review by other regulatory agencies remains in process including California Department of Education, and Kern County Fire Department.
- Bidding documents remain in review with the goal to initiate early bidding procedures prior to final DSA approval.
- Custom Permanent Modular structures will be bid competitively; selected fabricator will produce construction drawings of the structures for a deferred review and approval by both DSA and Navy.



MURRAY MIDDLE SCHOOL

SCHEDULE: 12 MONTH

•DSA Submittal	03-10-15
•DSA Commencement of Plan Check	04-22-15
•DSA Plan Check Duration – 12 weeks	07-22-15
•Bid Advertisements (twice)	07-07-15 and 07-14-15
•Bidding Period	07-07-15 thru 08-06-15
•Bid Notice of Intent	08-10-15
•Board Approval of Awards	08-20-15
•Notices to Proceed	08-21-15
•Site Soil Remediation and Approval	08-24-15 thru 10-23-15
• Site Construction Start (Mobilization)	11-15-15
•Commence design of modular units	09-01-15
•DSA completion of review of modular unit design	03-23-16
•Commence construction of modular units	03-24-16

HVAC REMEDIATION

PROJECT STATUS REPORT

DSA REVIEW PHASE

· Address	Various
· Project Manager	Maas Steve Hubbard
· Architect	RBB Architects Los Angeles, CA
· Construction Manager	TBD



Fast Facts

Remediation of prior substandard construction and installation of HVAC units. Work at school sites that have not yet benefited from Modernization projects includes structural, mechanical and electrical retrofitting of existing HVAC units to properly respond to existing conditions and to correct prior substandard work. Due to budget constraints, work now includes Monroe Middle School, Mesquite Continuation School, and Burroughs High School.

- Total Project Budget \$7,024,500
- Project Square Footage (GSF) Varies
- Funding Source Facilities Hardship /Siemens
- Construction Mobilization..... June 2016 (prior Sept 2015)*
- Targeted Completion Spring 2017 (prior December 2015)*

* District determined that construction must occur when school not in session. DSA Plan check delay resulted in missing Summer 2015 construction; next opportunity for construction is Summer 2016.

·Meets requirements of the National Environmental Policy Act

HVAC REMEDIATION

PROJECT STATUS REPORT

DSA REVIEW PHASE

Fast Financial Facts

- Total Project Budget\$7,024,500
- Construction Budget @ 70%.....\$4,917,150
- Reserve for Soft Costs/Fees at 30%\$2,107,350
- Encumbrances To Date. \$ 824,307
- Percent Complete of Project Cost 12%
- Percent Complete of Construction 0%

Project Update

- Correction of all prior BHS Open A# work as part of Modernization revisions in process by Architectural team; re-submittal now scheduled for 6-9-15.
- BHS – PAC Air Handlers DSA Plan Check complete; project approved for construction
- James Monroe DSA Plan Check complete; project approved for construction.
- Mesquite DSA Plan Check in process; first plan check comments expected 07-16-15
- PAC HVAC Remediation DSA Plan Check in process; first plan check comments expected 07-24-15
- Delay in DSA plan check will cause delay of construction until Summer 2016.
- Projects to be bid at the same time that the Burroughs Modernization Project is bid for economy of scale.
- Applications for State Facilities Hardship funds remain in process.

HVAC REMEDIATION

SCHEDULE:

•DSA Submittal, Phased Intake	08-03-14 thru 03-17-15
•DSA Plan Check Commencement for Mesquite and PAC	04-14-15 and 04-29-15**
•DSA Plan Check Duration – Estimated 8 weeks each Phase (as each phase design was completed)	08-03-14 thru 07-24-15**
•Bid Advertisements (twice)	07-13-15 and 07-20-15** (Prior 08-03-15 and 08-10-15)
•Bidding Period	07-13-15 to 08-28-15** (Prior 08-03-15 to 08-24-15)
•Bid Notices of Intent	09-08-15** (Prior 08-25-15)
•Board Approval of Awards (Special)	09-10-15** (prior 08-31-15)
•Notices to Proceed	09-11-15**(Prior 09-08-15)
•Submittal Review	09-11-15 thru 09-28-15**
•Construction Start (Mobilization)	09-30-15**(Prior 09-14-15)

*** Changes due to inclusion in Burroughs Modernization bidding procedures for economy of scale.*

10. CONSTRUCTION ADMINISTRATION

10.2 Approval to Enter into Amendments to Agreements with ProWest PCM, Inc. for the New Murray Middle School and Burroughs High School Modernization DoD Projects

BACKGROUND INFORMATION: At the regular board meeting on October 16, 2014, district staff was given approval to enter into agreements with ProWest PCM, Inc. dba ProWest Constructors (hereinafter referred to as ProWest PCM, Inc.) for Construction Management Services. These agreements included Pre-Construction Services for a specific term per project. The agreements were based on project completion of Pre-Construction Services for both Burroughs High School and Murray Middle School on June 24, 2015.

CURRENT CONSIDERATIONS: The projects encountered several delays caused by the change in Architect of Record for Burroughs, joined with the necessary drawing corrections and revisions, delay in DSA approval, and additional required preparations for the remediation of the soil at the Murray site. Based on current schedules, the completion of the projects' Pre-Construction Services has been pushed to October 27, 2015 for Burroughs and to September 17, 2015 for Murray, necessitating an extension of the original agreements.

FINANCIAL IMPLICATIONS: The amount of the amendment for the extension of Pre-Construction Services for Murray is \$23,840 including reimbursable expenses. The amount of the amendment for the extension of Pre-Construction Services for Burroughs is \$34,800 including reimbursable expenses, for a total amount of \$58,640, which includes overhead and general conditions for the work. The district plans to use both the DoD grant fund sources for 80% of the contract, as well as several other fund sources including Fund 35 and IKSFA for the remaining 20% required to be provided by the district.

SUPERINTENDENT'S RECOMMENDATION: It is recommended that the amendments to the agreements for Preconstruction Services with ProWest PCM, Inc. in support of the new Murray Middle School and Burroughs High School Modernization projects be approved as requested.

PROWESTTM

CONSTRUCTORS

May 11, 2015

Ms. Pamela Pence
Program Manager
SIERRA SANDS UNIFIED SCHOOL DISTRICT
113 W. Felspar Avenue
Ridgecrest, CA 93555

**SUBJECT: Burroughs High School
Extension of Preconstruction Services**

Dear Ms Pence,

The contract time for our Preconstruction Services is scheduled to be completed June 24, 2015. The Project has encountered several delays due to drawing corrections/revisions, DSA approvals and change in Architect of Record. Based on our current preconstruction schedule dated 4-27-15 our contract time for Preconstruction Services needs to be extended to 10-27-15, start of construction. ProWest still has work to be completed under the original preconstruction services but we are requesting additional compensation to conduct the bi-weekly preconstruction meetings for an additional four months which is 8 additional meetings

Our fee for the Project Executive, Preconstruction Manager and Administration for the 8 additional meetings is \$31,600 which includes commuting time to Ridgecrest. Six of the meetings will be concurrent with the Murray Middle School project and two of the meetings will be stand alone.

We also request an additional \$3,200 for Reimbursable Expenses to cover the travel cost for the 8 additional meetings. Please note the total travel cost for six of the meetings is being split with the Murray Middle School project.

Should you have any questions regarding this proposal, please feel free to contact me.

Sincerely,
ProWest Constructors



Jeff Rising
Project Executive

Cc Larry Bookout
Randy Craig
William E. Reifsteck II

PROWESTTM

CONSTRUCTORS

May 11, 2015

Ms. Pamela Pence
Program Manager
SIERRA SANDS UNIFIED SCHOOL DISTRICT
113 W. Felspar Avenue
Ridgecrest, CA 93555

**SUBJECT: Murray Middle School
Extension of Preconstruction Services**

Dear Ms Pence,

The contract time for our Preconstruction Services is scheduled to be completed June 24, 2015. The Project has encountered several delays due to the contaminated soil encountered on site. Based on our current preconstruction schedule dated 4-27-15 our contract time for Preconstruction Services needs to be extended to 9-17-15, start of construction. ProWest still has work to be completed under the original preconstruction services but we are requesting additional compensation to conduct the bi-weekly preconstruction meetings for an additional three months which is 6 additional meetings

Our fee for the Project Executive, Preconstruction Manager and Administration for the 6 additional meetings is \$21,840 which includes commuting time to Ridgecrest. The meetings will be concurrent with the Burroughs High School project.

We also request an additional \$2,000 for Reimbursable Expenses to cover the travel cost for the 6 additional meeting. Please note the total travel cost is being split with the Burroughs High School project.

Should you have any questions regarding this proposal, please feel free to contact me.

Sincerely,
ProWest Constructors


Jeff Rising
Project Executive

Cc Larry Bookout
Randy Craig
William E. Reifsteck II

10. CONSTRUCTION ADMINISTRATION

10.3 Adoption of Resolution #30 1415 Request for Prequalification of Contractors

BACKGROUND INFORMATION: Starting on January 1, 2014, school districts have been required to prequalify bidders for any construction projects using funds from the Leroy F. Greene School Facilities Act of 1998 that involves a projected expenditure of one million dollars or more. These “Prequalification Requirements,” which are established by AB 1565, will also apply to projects using funds from any future state school bond if the project has estimated expenditures of one million dollars or more. The prequalification requirements apply to any school district with an average daily attendance of 2,500 or more. The prequalification requirements are set to automatically expire on January 1, 2019. If the district uses state funding for the project, prequalification is required.

CURRENT CONSIDERATIONS: The specific prequalification requirements are set forth in Public Contract Code (PCC) section 20111.6. In general, the prequalification requirements are comparable to the optional prequalification program that school districts have already been using under Public Contract Code section 20111.5. If a public construction project covered by this section includes electrical, mechanical, or plumbing components that will be performed by electrical, mechanical, or plumbing contractors, a list of prequalified electrical, mechanical, and plumbing subcontractors shall be made available by the school district to all bidders at least five business days prior to the dates fixed for the public opening of sealed bids. The district, at its sole discretion, may make the list available more than five business days prior to the fixed dates for the public opening of sealed bids.

In order to comply with PCC section 20111.6, school districts must develop a standardized questionnaire to be used for any project that meets the funding criteria of the prequalification requirements. In addition to submitting responses to the questionnaire, bidders must also submit a financial statement for school district review. In order to provide a questionnaire/application in keeping with the State requirements it is necessary for the Board of Trustees to ratify those standard forms. The PCC requires that the board also approve a review and approval process for each submission. The district proposes that the Assistant Superintendent of Business Services, or her designee, administer the prequalification process in accordance with the requirements and delegation set forth in the resolution and present all findings to the board for final approval. Once a bidder is deemed prequalified, school districts must consider the prequalification valid for one calendar year following the date of initial prequalification.

In order to approve and to adopt the prequalification questionnaire/application forms required by the PCC, a board resolution is required. The resolution must be adopted in accordance with PCC section 20111.6, wherein the district is required to file a resolution or other documentation supporting the adoption of the prequalification questionnaire/application forms as well as the procedure for reviewing and prequalifying contractors.

FINANCIAL IMPLICATIONS: The cost to advertise the district's invitation to receive completed prequalification questionnaire/application forms from interested contractors is approximately \$200 per advertisement publication per day. If the district advertises in five recognized publications twice, that total estimated cost is approximately \$2,000.

SUPERINTENDENT'S RECOMMENDATION: It is recommended that the board approve Resolution #30 1415, to adopt standard construction contractor prequalification questionnaire/application forms for the 2015-2016 school year.

**RESOLUTION IMPLEMENTING PREQUALIFICATION
OF CONSTRUCTION CONTRACTORS UNDER
PUBLIC CONTRACT CODE SECTION 20111.6
SIERRA SANDS UNIFIED SCHOOL DISTRICT**

RESOLUTION #30 1415

WHEREAS, for construction contracts awarded on or after January 1, 2014, and until January 1, 2019, Public Contract Code Section 20111.6 requires the governing board of a school district with an average daily attendance of two thousand five hundred (2,500) or more to prequalify bidders for public works projects using any funds received pursuant to the Leroy F. Greene School Facilities Act of 1998 (Education Code Section 17070.10 *et seq.*) or any funds from any future state school bond for a public project with a projected expenditure of one million dollars (\$1,000,000) or more; and

WHEREAS, for purposes of Public Contract Code Section 20111.6 and public projects that fall within its purview, bidders shall include the general contractor and, if utilized, all electrical, mechanical, and plumbing subcontractors (licensed pursuant to Section 7058 of the Business and Professions Code, specifically contractors holding C-4, C-7, C-10, C-16, C-20, C-34, C-36, C-38, C-42, C-43, and C-46 licenses); and

WHEREAS, the standardized questionnaire and financial statement in a form specified by the school district ("Questionnaire") is required to include a complete statement of the prospective bidder's financial ability and experience in performing public works; and

WHEREAS, the Questionnaire and financial statement must be verified under oath by the bidder in the manner in which civil pleadings and civil actions are verified; and

WHEREAS, the Questionnaire is not a public record and is not to be opened to public inspection; and

WHEREAS, each Questionnaire submitted by a prospective bidder will be scored in accordance with an established point system; and

WHEREAS, Public Contract Code Sections 20111.6 requires any school district requiring prospective bidders to complete and submit a Questionnaire to adopt and apply a uniform system of rating bidders on the basis of the completed Questionnaire in order to determine if bidder will be deemed qualified to bid ("Uniform System"); and

WHEREAS, a school district may not accept a proposal from any potential bidder who is required to submit a Questionnaire in accordance with Public Contract Code Section 20111.6, but has not done so at least ten (10) business days prior to the date fixed upon the public opening of sealed bids, or has not been prequalified by the school district in accordance with Public Contract Code Section 20111.6(f) at least five (5) business days prior to the opening of sealed bids; and

WHEREAS, Notwithstanding the foregoing recital, pursuant to Public Contract Code Section 20111.6, a school district may establish a process for prequalifying prospective bidders and may authorize their prequalification to be considered valid for up to one (1) calendar year following the date of initial prequalification;

NOW THEREFORE, THE GOVERNING BOARD OF THE SIERRA SANDS UNIFIED SCHOOL DISTRICT DOES HEREBY RESOLVE:

Section 1. In accordance with Public Contract Code 20111.6, the Governing Board (“Board”) establishes a prequalification program for construction contracts awarded on or after January 1, 2014, until January 1, 2019 that receive funding pursuant to the Leroy F. Greene School Facilities Act of 1998 (Education Code Section 17070.10 *et seq.*) or any funds from any future state school bond and involves a projected expenditure of one million dollars (\$1,000,000) or more, (“Prequalification Program”).

Section 2. The Prequalification Program shall utilize the Questionnaire attached hereto as Exhibit “A” and incorporated herein, subject to minor changes that the District staff, in consultation with legal counsel, deem appropriate.

Section 3. In accordance with Public Contract Code Section 20111.6, the District adopts the Uniform System of allocating points set forth in the document attached hereto as Exhibit “B” with respect to the District’s review of any submitted Questionnaires subject to minor changes that the District staff, in consultation with legal counsel, deem appropriate. Any potential bidder who submits a Questionnaire that does not meet the above-referenced criteria set forth in this section shall be considered not qualified and rejected.

Section 4. The Questionnaire shall be completed by any potential bidder in conformance with Public Contract Code Section 20111.6.

Section 5. With respect to construction contracts awarded on or after January 1, 2014 that receive funding pursuant to the Leroy F. Greene School Facilities Act of 1998 (Education Code Section 17070.10 *et seq.*) or any funds from any future state school bond and involves a projected expenditure of one million dollars (\$1,000,000) or more, each prospective bidder must be prequalified in conformance with the Prequalification Program prior to submitting a bid.

Section 6. In submitting any bids for construction contracts awarded on or after January 1, 2014 that receive funding pursuant to the Leroy F. Greene School Facilities Act of 1998 (Education Code Section 17070.10 *et seq.*) or any funds from any future state school bond and involves a projected expenditure of one million dollars (\$1,000,000) or more, and any future projects that require prequalification of contractors, the District will furnish each prospective bidder a standardized proposal form that when completed and executed, will constitute such potential bidder’s bid (“Proposal”).

Section 7. A Proposal shall not be accepted from any person or other entity for any construction contracts awarded on or after January 1, 2014 that receive funding pursuant to the Leroy

F. Greene School Facilities Act of 1998 (Education Code Section 17070.10 *et seq.*) or any funds from any future state school bond and involves a projected expenditure of one million dollars (\$1,000,000) or more who: (1) has not submitted a Questionnaire at least ten (10) business days prior to the date fixed for the public opening of the seal bids for such construction contract in accordance with Public Contract Code Section 20111.6(f), or (2) who has not been prequalified for at least five (5) business days prior to the public opening of seal bids for such contract, in accordance with Pubic Contract Code Section 20111.6(f).

Section 8. Once prequalified pursuant to this section, such prequalification shall be valid for up to one (1) calendar year following the date of initial prequalification.

Section 9. The Board hereby delegates to the District's Assistant Superintendent of Business Services or her designee the authority to determine whether a potential bidder shall be considered prequalified.

Section 10. The Board hereby delegates to the District's Assistant Superintendent of Business Services or her designee, the authority to hear and oversee prequalification determination appeals.

PASSED AND ADOPTED by the Governing Board of the Sierra Sands Unified School District on June 18, 2015, by the following vote:

AYES: _____
NOES: _____
ABSENT: _____
ABSTAIN: _____

I, Ernest M. Bell, Jr., Secretary of the Sierra Sands Unified School District Governing Board, do hereby certify that the foregoing is a full, true and correct copy of a resolution passed and adopted by said Board at a regularly scheduled and conducted meeting held on said date, which resolution is on file in office of said Board.

Ernest M. Bell, Jr.
Secretary to the Board

SIERRA SANDS UNIFIED SCHOOL DISTRICT PRE-QUALIFICATION PROCEDURES FOR CONSTRUCTION CONTRACTORS

Sierra Sands Unified School District (“District”) requires prequalification of all prime or general contractors and mechanical, electrical and plumbing (“MEP”) subcontractors (as defined in Public Contract Code section 20111.6) planning to participate in bidding on certain public projects to be undertaken by the District. Pursuant to Public Contract Code Section 20111.6 bidders on all public projects using funds received pursuant to the Leroy F. Greene School Facilities Act of 1998 or any funds from any future state school bond that involves a projected public project expenditure of one million dollars (\$1,000,000) or more, must be pre-qualified.

Timeline

In order to submit a valid bid for any project requiring pre-qualification, prospective bidders must submit a pre-qualification questionnaire, a financial statement, and a standardized bidding form at least ten (10) business days prior to the date fixed for the public opening of sealed bids. All prospective bidders must be deemed pre-qualified to bid at least five (5) business days prior to that date.

This prequalification packet includes a questionnaire and financial statement, to be verified under oath. The District will use the information and documentation required by the packet to prequalify general contractors and MEP subcontractors in accordance with Public Contract Code section 20111.6.

Questionnaire

All questions in the questionnaire must be answered. If a question is not applicable, then indicate a response of “N/A”. “You” or “Yours” as used herein refers to the prospective bidders’ firm and any of its owners, officers, principals and qualifying individuals. Any references to owners, officer, principals or partners herein shall include any qualifying individuals including any RME or RMO. If two or more business entities submit a bid on a project as a Joint Venture, or expect to submit a bid as part of a Joint Venture, each entity within the Joint Venture must be separately qualified to bid.

Each questionnaire must be signed under penalty of perjury in the manner designated at the end of the form, by an individual who has the legal authority to bind the contractor on whose behalf that person is signing. If any information provided by a prospective bidder becomes inaccurate, the prospective bidder must immediately notify the District and provide updated accurate information in writing, under penalty of perjury. Each prospective bidder shall have a duly authorized owner, officer or principal complete the questionnaire and verify the truth of the information provided therein and in the financial statement.

Financial Statement

In addition to completing the attached questionnaire, each prospective bidder must submit its most current reviewed or year-end audited financial statement, which must have been prepared

by a certified public accountant within twelve (12) months of each prospective bidder's submission of the prequalification package. Each prospective bidder must also provide its most current financial statement, which must have been prepared within three (3) months of each prospective bidder's submission of the prequalification package. Finally, each prospective bidder must submit a notarized statement from an admitted surety insurer (approved by the California Department of Insurance and authorized to issue bonds in the State of California) which states your current bonding capacity.

Financial statements submitted with this prequalification package shall not be prepared by any individual who is in the regular employ of the firm submitting the statement, nor by any individual or entity who has more than a ten percent (10%) financial interest in the firm's business. If the individual or entity that prepared a financial statement submitted with this prequalification package has any financial interest in the firm's business, the firm shall notify the District of such financial interest in a separate signed statement accompanying this prequalification package.

Submission

Prospective bidders are encouraged to submit prequalification packages as soon as possible, so that they may be notified of prequalification status well in advance of the bid process. The prequalification packages should be sealed, marked "**CONFIDENTIAL PREQUALIFICATION**," and mailed to the following:

Christina Giraldo, Asst. Supt for Business and Support Services
SIERRA SANDS UNIFIED SCHOOL DISTRICT
113 W. Felspar Avenue
Ridgecrest, CA 93555

The questionnaire answers and financial statements included in the prequalification packages submitted by prospective bidders are not public records and are not open to public inspection. All such information provided will be kept confidential to the extent permitted by law, although the contents may be disclosed to third parties for the purpose of verification, investigation of substantial allegations, and in the process of any subsequent proceedings. State law requires that the names of contractors applying for prequalification status shall be public records subject to disclosure, and the first page of the questionnaire will be used for that purpose.

Evaluation by the District

The District will evaluate the information provided and issue each submitting prospective bidder a rating of "Prequalified" or "Not Prequalified." The District's decision will be based on the information provided, references, and such additional outside information as the District in its discretion deems reasonable and necessary to obtain. The District may, but is not obligated to, investigate the truth of any statements or information provided by a prospective bidder in response hereto.

Prequalification approval will remain valid for one (1) calendar year from the date of notice of qualification, except that the District reserves the right during that calendar year to adjust, increase, limit, suspend or rescind the pre-qualification ratings based on subsequently learned information and after giving notice of the proposed action to the prospective bidder and an opportunity for a hearing consistent with the hearing procedures described below for appealing a pre-qualification determination.

While it is the intent of the prequalification questionnaire and documents required herein to assist the District in determining bidder responsibility prior to the submission of bids and to aid the District in selecting the lowest responsible bidder, neither the fact of prequalification, nor any prequalification rating, will preclude the District from a post-bid consideration and determination on a specific project of whether a bidder has the quality, fitness, capacity and experience to satisfactorily perform the proposed work, and has demonstrated the requisite trustworthiness.

Appeal

I. Appeal

A contractor who has timely submitted a completed application form, and who receives a rating of "Not Prequalified" or "Qualified Up to [DOLLAR VALUE]" from the District may appeal that determination. There is no appeal from a finding that a contractor is not prequalified because of a late application or a failure to submit required information. A contractor may appeal the District's decision with respect to its request for prequalification, by giving notice to the District no later than five (5) business days after receipt of notice of its qualification status. Notice shall be sent to the attention of:

Christina Giraldo
Asst Supt for Business and Support Services
SIERRA SANDS UNIFIED SCHOOL DISTRICT
113 W. Felspar Avenue
Ridgecrest, CA 93555

Unless a contractor files a timely appeal, the contractor waives any and all rights to challenge the qualification decision of the District, whether by administrative process, judicial process or any other legal process or proceeding. Contractors are solely responsible for providing all information relevant to its appeal for the District's review and consideration with its appeal notice. Upon receipt of a timely appeal, the District at its sole discretion, may request further information, schedule a meeting to discuss the appeal, or make a final determination regarding the appeal based on the information provided by the contractor with its written appeal with no further consideration. The District reserves the right to resolve appeals before or after bid opening or award of any contract. The date for submission and opening of bids for a specific project and any subsequent contract award will not be delayed or postponed to allow for completion of an appeal process. Contractors are solely responsible for submitting their prequalification package as soon as possible in order to be deemed prequalified for specific projects. Unless and until a contractor is deemed prequalified pursuant to the District's prequalification process, the contractor will not be authorized to submit a bid for any project that requires prequalification pursuant to Public Contract Code section 20111.6.

Bidding

Bids will not be accepted from any prospective bidder that did not timely submit a completed prequalification questionnaire and supporting documents, including financial statements, to the District. Omission of requested information, falsification of information, or failing to use the forms provided by the District may result in a finding of “not prequalified”.

MEP subcontractors (licensed pursuant to Section 7058 of the Business and Professions Code, specifically contractors holding C-4, C-7, C-10, C-16, C-20, C-34, C-36, C-38, C-42, C-43, and C-46 licenses) must also meet prequalification requirements on all projects using funds received pursuant to the Leroy F. Greene School Facilities Act of 1998 or any funds from any future state school bond that involves a projected expenditure of one million dollars (\$1,000,000) or more. If a project includes electrical, mechanical, or plumbing components that will be performed by MEP subcontractors, a list of prequalified general contractors and MEP subcontractors will be made available by the District to all bidders at least five (5) business days prior to the dates fixed for the public opening of sealed bids.

If a general contractor uses any MEP subcontractor required for any project, such MEP subcontractor must be prequalified pursuant to these prequalification forms and requirements. If a MEP subcontractor in any general contractor bid is not prequalified, that bid will not be accepted.

Prospective bidders are warned that a project may have specific requirements that differ or are in addition to being properly prequalified pursuant to these documents. A determination that a contractor or MEP subcontractor is prequalified pursuant to these documents does not automatically mean a contractor or MEP subcontractor meets all of the requirements of a specific project. Prospective bidders are instructed to carefully review the requirements for each project before submitting a bid.

The District reserves the right to amend the prequalification packet at any time. The District reserves the right to waive minor irregularities and omissions in the information contained in the prequalification application submitted and to make all final determinations. Additionally, a determination by the District that a prospective bidder is prequalified does not amount to a final determination that such prospective bidder is responsible or responsive for purposes of bid evaluation. The District may, in accordance with applicable law reject a prequalified contractor’s bid, and the District may additionally reject all bids if it determines such action is in the best interest of the public.

**SIERRA SANDS UNIFIED SCHOOL DISTRICT
PREQUALIFICATION QUESTIONNAIRE**

IMPORTANT INFORMATION: Please note: Declaration under penalty of perjury (last page of questionnaire) is required under State law. Failure to sign form will invalidate the prequalification packet. A passing score in general for prequalification does not guarantee that bidder will be eligible to bid this particular project. Contractors will receive a separate determination as to the overall prequalification dollar limit.

CONTACT INFORMATION

Date: _____

Contractor _____
(as it appears on license)

Check one of the following:

- ☐ Corporation
- ☐ Partnership
- ☐ Sole Proprietorship
- ☐ Joint Venture

Contact Person: _____

Address (City, State, Zip): _____

Phone: _____ Fax: _____

Email: _____ Company Website: _____

Contractor's License Number(s) and Types (Please include expiration date):

**SIERRA SANDS UNIFIED SCHOOL DISTRICT
PREQUALIFICATION QUESTIONNAIRE**

PART I. ESSENTIAL REQUIREMENTS FOR QUALIFICATION

Contractor will be immediately disqualified if the answer to any of questions 1 through 5 is “no.”¹

To Contractors seeking prequalification as a subcontractor only: You must respond to all Part I questions, however your response to Part I, Question Number 5 will not be rated.

Contractor’s may provide further clarification if the answer to any of questions 7, 8, 9 or 10 is “yes.”²

1. Contractor possesses a valid and current California Contractor’s license for the project or projects for which it intends to submit a bid.
☐ Yes ☐ No
2. Contractor has a liability insurance policy with a policy limit of at least \$1,000,000 per occurrence and \$1,000,000 aggregate.
☐ Yes ☐ No **(Please provide a current Certificate of Insurance as verification)**
3. Contractor has current workers’ compensation insurance policy as required by the Labor Code or is legally self-insured pursuant to Labor Code section 3700 *et. seq.*
☐ Yes ☐ No ☐ Contractor is exempt from this requirement, because it has no employees
4. Have you attached your latest copy of a reviewed or audited financial statement with accompanying notes and supplemental information.³
☐ Yes ☐ No

NOTE: A financial statement that is not either reviewed or audited is not acceptable. A letter verifying availability of a line of credit may also be attached; however, it will be considered as supplemental information only, and is not a substitute for the required financial statement.

5. Have you attached a notarized statement from an admitted surety insurer (approved by the California Department of Insurance) and authorized to issue bonds in the State of California,

¹ A “no” answer to Question 4 will not be disqualifying if the contractor is exempt from complying with Question 4, for reasons explained in footnote 3.

² The District may consider any explanation of a “Yes” answer given to question 7, 8, or 10 during the appeal process if the Contractor follows the appeal procedure.

³ Public Contract Code section 20101(e) exempts from this requirement a contractor who has qualified as a small business pursuant to Government Code section 14837(d)(1), if the bid is “no more than 25 per cent of the qualifying amount provided in section 14837(d)(1).” As of August 12, 2013, the qualifying amount is \$10 million, and 25 per cent of that amount, therefore, is \$2.5 million.

which states: (a) that your current bonding capacity is sufficient for the project for which you seek pre-qualification if you are seeking pre-qualification for a single project; or (if you are seeking pre-qualification valid for a year) (b) your current available bonding capacity?⁴

☐ Yes ☐ No

NOTE: Contractors seeking prequalification as a subcontractor only: You must respond to this question, however you will not be rated according to your response.

6. Are you currently registered with the Department of Industrial Relations in accordance with Labor Code section 1725.5?

☐ Yes ☐ No

If yes, what is your registration number _____.
Please submit proof of registration.

7. Has your contractor's license been revoked at any time in the last five years?

☐ Yes ☐ No

8. Has a surety firm completed a contract on your behalf, or paid for completion because your firm was default terminated by the project owner within the last five (5) years?

☐ Yes ☐ No

9. At the time of submitting this pre-qualification form, is your firm ineligible to bid on or be awarded a public works contract, or perform as a subcontractor on a public works contract, pursuant to either Labor Code section 1777.1 or Labor Code section 1777.7?

☐ Yes ☐ No

If the answer is "Yes," state the beginning and ending dates of the period of debarment:

Note: All contractors must be eligible to work on any Project upon submission of a bid. If your debarment is scheduled to terminate within one year, you may seek prequalification but your bid will be rejected if you are still debarred at the time of bid for specific projects.

10. At any time during the last five years, has your firm, or any of its owners or officers been convicted of a crime involving the awarding of a contract of a government construction project, or the bidding or performance of a government contract?

☐ Yes ☐ No

⁴ An additional notarized statement from the surety may be requested by Sierra Sands Unified School District at the time of submission of a bid, if this pre-qualification package is submitted more than 60 days prior to submission of the bid.

**SIERRA SANDS UNIFIED SCHOOL DISTRICT
PREQUALIFICATION QUESTIONNAIRE**

**PART II. ORGANIZATION, HISTORY, ORGANIZATIONAL PERFORMANCE,
COMPLIANCE WITH CIVIL AND CRIMINAL LAWS**

A. Current Organization and Structure of the Business

1. Pursuant to Public Contract Code section 20111.6(b), all information provided with this prequalification questionnaire will not be deemed a public record or available for inspection.

For Firms That Are Corporations:

- 1a. Date incorporated : _____
 1b. Under the laws of what state: _____
 1c. Provide all the following information for each person who is either (a) an officer of the corporation (president, vice president, secretary, treasurer), or (b) the owner of at least ten per cent of the corporation's stock.

Name	Position	Years with Co.	% Ownership	Last four Social Security *

- 1d. Identify every construction firm that any person listed above has been associated with (as owner, general partner, limited partner or officer) at any time during the last five years.

NOTE: For this question, "owner" and "partner" refer to ownership of ten per cent or more of the business, or 10 per cent or more of its stock, if the business is a corporation.

Person's Name	Construction Firm	Dates of Person's Participation with Firm

For Firms That Are Partnerships:

- 1a. Date of formation: _____
 1b. Under the laws of what state: _____
 1c. Provide all the following information for each partner who owns 10 per cent or more of the firm.

Name	Position	Years with Co.	% Ownership	Last four Social Security #'s

*last four numbers of Social Security is suitable.

- 1d. Identify every construction company that any partner has been associated with (as owner, general partner, limited partner or officer) at any time during the last five years.

NOTE: For this question, “owner” and “partner” refer to ownership of ten per cent or more of the business, or ten per cent or more of its stock, if the business is a corporation.

Person's Name	Construction Company	Dates of Person's Participation with Company

For Firms That Are Sole Proprietorships:

- 1a. Date of commencement of business. _____
 1b. Social security number of company owner. _____
 1c. Identify every construction firm that the business owner has been associated with (as owner, general partner, limited partner or officer) at any time during the last five years.

NOTE: For this question, “owner” and “partner” refer to ownership of ten per cent or more of the business, or ten per cent or more of its stock, if the business is a corporation.

Person's Name	Construction Company	Dates of Person's Participation with Company

For Firms That Intend to Make a Bid as Part of a Joint Venture:

- 1a. Date of commencement of joint venture. _____
 1b. Provide all of the following information for each firm that is a member of the joint venture that expects to bid on one or more projects:

a. Name of firm	% Ownership of Joint Venture

B. History of the Business and Organizational Performance

2. Has there been any change in ownership of the firm at any time during the last three years?
NOTE: A corporation whose shares are publicly traded is not required to answer this question.

☐ Yes ☐ No

If "yes," explain on a separate signed page.

3. Is the firm a subsidiary, parent, holding company or affiliate of another construction firm?
NOTE: Include information (including license number(s)) about other firms if one firm owns 50 per cent or more of another, or if an owner, partner, or officer of your firm holds a similar position in another firm.

☐ Yes ☐ No

If "yes," explain on a separate signed page. Please include all name(s) and license number(s)

4. Are any corporate officers, partners or owners connected to any other construction firms?
NOTE: Include information about other firms if an owner, partner, or officer of your firm holds a similar position in another firm.

☐ Yes ☐ No

If "yes," explain on a separate signed page.

5. List your firm's gross revenues for each of the last three years:

Year: _____ \$ _____

Year: _____ \$ _____

Year: _____ \$ _____

6. How many years has your organization been in business in California as a contractor under your present business name and license number? _____ years

7. Is your firm currently the debtor in a bankruptcy case?

☐ Yes ☐ No

If "yes," please attach a copy of the bankruptcy petition, showing the case number, and the date on which the petition was filed.

8. If your firm is not currently in bankruptcy, was your firm in bankruptcy at any time during the last five years?

☐ Yes ☐ No

If “yes,” please attach a copy of the bankruptcy petition, showing the case number and the date on which the petition was filed, and a copy of the Bankruptcy Court’s discharge order, or of any other document that ended the case, if no discharge order was issued.

C. Licenses

9. List all California construction license numbers, classifications and expiration dates of the California contractor licenses held by your firm:

10. If any of your firm’s license(s) are held in the name of a corporation or partnership, list below the names of the qualifying individual(s) listed on the CSLB records who meet(s) the experience and examination requirements for each license.

11. Has any CSLB license held by your firm or its Responsible Managing Employee (RME) or Responsible Managing Officer (RMO) been suspended within the last five years?

☐ Yes ☐ No

If “yes,” please explain on a separate signed sheet.

D. Disputes

12. In the last five years has your firm, or any firm with which any of your company’s owners, officers or partners was associated, been debarred, disqualified, removed or otherwise prevented from bidding on, or completing, any government agency or public works project for any reason?

NOTE: “Associated with” refers to another construction firm in which an owner, partner or officer of your firm held a similar position, and which is listed in response to question 1c or 1d on this form.

☐ Yes ☐ No

If “yes,” explain on a separate signed page. State whether the firm involved was the firm applying for pre-qualification here or another firm. Identify by name of the company, the name of the person within your firm who was associated with that company, the year of the event, the owner of the project, the project and the basis for the action.

13. In the last five years has your firm been denied an award of a public works contract based on a finding by a public agency that your company was not a responsible bidder?

☐ Yes ☐ No

If “yes,” explain on a separate signed page. Identify the year of the event, the owner, the project and the basis for the finding by the public agency.

* * * * *

NOTE: The following two questions refer only to disputes between your firm and the owner of a project. You need not include information about disputes between your firm and a supplier, another contractor, or subcontractor. You need not include information about “pass-through” disputes in which the actual dispute is between a sub-contractor and a project owner. Also, you may omit reference to all disputes about amounts of less than \$50,000.

14. In the past five years has any claim **against** your firm concerning your firm’s work on a construction project in California been **filed in court or arbitration?**
- ☐ Yes ☐ No

If “yes,” on separate signed sheets of paper identify the claim(s) by providing the project name, date of the claim, name of the claimant, a brief description of the nature of the claim, the court in which the case was filed and a brief description of the status of the claim (pending or, if resolved, a brief description of the resolution).

15. In the past five years has your firm made any claim against a project owner concerning work on a project in California or payment for a contract in California and **filed that claim in court or arbitration?**
- ☐ Yes ☐ No

If “yes,” on separate signed sheets of paper identify the claim by providing the project name, date of the claim, name of the entity (or entities) against whom the claim was filed, a brief description of the nature of the claim, the court in which the case was filed and a brief description of the status of the claim (pending, or if resolved, a brief description of the resolution).

16. At any time during the past five years, has any surety company made any payments on your firm’s behalf as a result of a default, to satisfy any claims made against a performance or payment bond issued on your firm’s behalf, in connection with a construction project, either public or private? **Note: Contractors seeking prequalification as a subcontractor only: You must respond to this question, however you will not be rated according to your response.**
- ☐ Yes ☐ No

If “yes,” explain on a separate signed page the amount of each such claim, the name and telephone number of the claimant, the date of the claim, the grounds for the claim, the present status of the claim, the date of resolution of such claim if resolved, the method by which such was resolved if resolved, the nature of the resolution and the amount, if any, at which the claim was resolved.

(Note: Contractors seeking prequalification as a subcontractor only: Response will not be rated.)

17. In the last five years has any insurance carrier, for any form of insurance, refused to renew the insurance policy for your firm?
☐ Yes ☐ No

If “yes,” explain on a separate signed page. Name the insurance carrier, the form of insurance and the year of the refusal.

E. Criminal Matters and Related Civil Suits

18. Has your firm or any of its owners, officers or partners ever been found liable in a civil suit or found guilty in a criminal action for making any false claim or material misrepresentation to any public agency or entity?
☐ Yes ☐ No

If “yes,” explain on a separate signed page, including identifying who was involved, the name of the public agency, the date of the investigation and the grounds for the finding.

19. Has your firm or any of its owners, officers or partners ever been convicted of a crime involving any federal, state, or local law related to construction?
☐ Yes ☐ No

If “yes,” explain on a separate signed page, including identifying who was involved, the name of the public agency, the date of the conviction and the grounds for the conviction.

20. Has your firm or any of its owners, officers or partners ever been convicted of a federal or state crime of fraud, theft, or any other act of dishonesty?
☐ Yes ☐ No

If “yes,” identify on a separate signed page the person or persons convicted, the court (the county if a state court, the district or location of the federal court), the year and the criminal conduct.

F. Surety and Bonding Information

21. Bonding capacity: **Please provide a letter stating bondability from current surety company.** Also, please provide documentation from your surety (not agency) identifying the following: **Note: Contractors seeking prequalification as a subcontractor only: You must respond to this question, however you will not be rated according to your response.**

Name of bonding company/surety: _____

Name of surety agent/contact person, address and telephone number:

22. If your firm was required to pay a premium of more than two per cent for a performance and payment bond on any project(s) on which your firm worked at any time during the last three years, state the percentage that your firm was required to pay. You may provide an explanation for a percentage rate higher than two per cent, if you wish to do so. **Note: Contractors seeking prequalification as a subcontractor only: You must respond to this question, however you will not be rated according to your response.**
-

(Note: Contractors seeking prequalification as a subcontractor only: Response will not be rated.)

23. During the last five years, has your firm ever been denied bond coverage by a surety company, or has there ever been a period of time when your firm had no surety bond in place during a public construction project when one was required? **Note: Contractors seeking prequalification as a subcontractor only: You must respond to this question, however you will not be rated according to your response.**
- ☐ Yes ☐ No

If yes, provide details on a separate signed sheet indicating the date when your firm was denied coverage and the name of the company or companies which denied coverage; and the period during which you had no surety bond in place.

(Note: Contractors seeking prequalification as a subcontractor only: Response will not be rated.)

G. Compliance with Occupational Safety and Health Laws and with Other Labor Legislation Safety

24. Has CAL OSHA cited and assessed penalties against your firm for any “serious,” “willful” or “repeat” violations of its safety or health regulations in the past five years? **NOTE: If you have filed an appeal of a citation, and the Occupational Safety and Health Appeals Board has not yet ruled on your appeal, you need not include information about it.**
- ☐ Yes ☐ No

If “yes,” attached a separate signed page describing the citations, including information about the dates of the citations, the nature of the violation, the project on which the citation(s) was or were issued, the amount of penalty paid, if any. If the citation was appealed to the Occupational Safety and Health Appeals Board and a decision has been issued, state the case number and the date of the decision.

25. Has the federal Occupational Safety and Health Administration cited and assessed penalties against your firm in the past five years?

NOTE: If you have filed an appeal of a citation and the Appeals Board has not yet ruled on your appeal, or if there is a court appeal pending, you need not include information about the citation.

☐ Yes ☐ No

If “yes,” attach a separate signed page describing each citation.

List your firm’s Experience Modification Rate (EMR) (California Workers’ Compensation Insurance) for each of the past premium years:

Current Year: _____

Previous Year: _____

Year Prior to Previous Year: _____

If your EMR for any of these three years is or was 1.00 or higher you may, if you wish, attach a letter of explanation.

26. Within the last five years has there ever been a period when your firm had employees but was without workers’ compensation insurance or state-approved self-insurance?

☐ Yes ☐ No

If “yes,” please explain the reason for the absence of workers’ compensation insurance on a separate signed page. If “No,” please provide a statement by your current workers’ compensation insurance carrier that verifies periods of workers’ compensation insurance coverage for the last five years. (If your firm has been in the construction business for less than five years, provide a statement by your workers’ compensation insurance carrier verifying continuous workers’ compensation insurance coverage for the period that your firm has been in the construction business.)

H. Prevailing Wage and Apprenticeship Compliance Record

27. Has there been more than one occasion during the last five years in which your firm was required to pay either back wages or penalties for your own firm’s failure to comply with the state’s prevailing wage laws? **NOTE: This question refers only to your own firm’s violation of prevailing wage laws, not to violations of the prevailing wage laws by a subcontractor.**

☐ Yes ☐ No

If “yes,” attach a separate signed page or pages, describing the nature of each violation, identifying the name of the project, the date of its completion, the public agency for which it was constructed; the number of employees who were initially underpaid and the amount of back wages and penalties that you were required to pay.

28. During the last five years, has there been more than one occasion in which your own firm has been penalized or required to pay back wages for failure to comply with the **federal Davis-Bacon** prevailing wage requirements?

☐ Yes ☐ No

If “yes,” attach a separate signed page or pages describing the nature of the violation, identifying the name of the project, the date of its completion, the public agency for which it was constructed; the number of employees who were initially underpaid, the amount of back wages you were required to pay along with the amount of any penalty paid.

29. At any time during the last five years, has your firm been found to have violated any provision of California apprenticeship laws or regulations, or the laws pertaining to use of apprentices on public works?

NOTE: You may omit reference to any incident that occurred prior to January 1, 1998, if the violation was by a subcontractor and your firm, as general contractor on a project, had no knowledge of the subcontractor’s violation at the time they occurred.

☐ Yes ☐ No

If “yes,” provide the date(s) of such findings, and attach copies of the Department’s final decision(s).

PART III. COMPLETION OF RECENT PROJECTS

Contractor shall provide information about its two most recently completed public works projects and its largest completed private projects within the last three years. Names and references must be current and verifiable. Use separate sheets of paper that contain all of the following information:

Project Name: _____

Location: _____

Owner: _____

Owner Contact (name and current phone number):

Architect or Engineer: _____

Architect or Engineer Contact (name and current phone number):

Construction Manager(if applicable) (name and current phone number):

If Contractor was a subcontractor on the project, name of General Contractor and current phone number

Description of Project, Scope of Work Performed:

Value of Contract (including change orders): _____

Actual Date of Completion: _____

<p style="text-align: center;">SIERRA SANDS UNIFIED SCHOOL DISTRICT PREQUALIFICATION QUESTIONNAIRE</p>

PART III. FINANCIAL INFORMATION

Audited or reviewed statements are required for all construction projects totaling over \$1,000,000 or more (A certificate of a licensed accountant will be required in all cases).

**1. COMPLETE THIS CERTIFICATE
FOR A REVIEW ONLY OF FINANCIAL STATEMENT**

We have reviewed the accompanying financial statement of _____
_____ as of _____. The information
included in the financial statement is the representation of the management of the above firm.

Based on our review with the exception of the matter(s) described in the following paragraph(s),
we are not aware of any material modifications that should be made to the accompanying
financial statements in order for them to be in conformity with generally accepted accounting
principles.

(Type Name of Firm)

(Accountant Signature)

(Telephone Number)

(License Number)

(NOTE THIS REVIEW CONSISTS PRINCIPALLY OF INQUIRIES OF MANAGEMENT
AND APPROPRIATE ANALYTICAL PROCEDURES APPLIED TO THIS FINANCIAL
DATA. IT IS SUBSTANTIALLY LESS IN SCOPE THAN AN EXAMINATION IN
ACCORDANCE WITH GENERALLY ACCEPTED AUDITING STANDARDS, THE
OBJECTIVE OF WHICH IS THE EXPRESSION OF AN OPINION REGARDING THE
FINANCIAL STATEMENTS TAKEN AS A WHOLE. ACCORDINGLY, WE HAVE NOT
EXPRESSED SUCH AN OPINION.)

**SIERRA SANDS UNIFIED SCHOOL DISTRICT
PREQUALIFICATION QUESTIONNAIRE**

Part III. FINANCIAL INFORMATION

Audited or reviewed statements are required for all construction projects totaling over \$1,000,000 or more (A certificate of a licensed accountant will be required in all cases)

1. COMPLETE THIS CERTIFICATE FOR AN AUDIT OF FINANCIAL STATEMENT

STATE OF: _____

We have examined the Financial Statement of _____
as of _____. Our examination was made in accordance with generally
accepted auditing standards, and accordingly included such tests of the accounting records and
such other auditing procedures as we considered necessary in the circumstances.

In our opinion, the accompanying financial statement included on pages _____ to _____,
inclusive, sets forth fairly, in all material respects, the financial condition of
_____ as of _____, in conformity with
generally accepted accounting principles.

(Type Name of Firm)

(Accountant Signature)

(Telephone Number)

(License Number)

Special Note to Accountant: The above Certificate of Accountant shall not be made by any
individual who is the regular employ of the individual, partnership or corporation submitting the
statement; nor by any individual who is a member of the firm with more than ten percent
financial interest.

SIERRA SANDS UNIFIED SCHOOL DISTRICT PREQUALIFICATION QUESTIONNAIRE
--

ACCOUNTANT'S RELEASE LETTER

By signing the form below, I authorize the Sierra Sands Unified School District to contact our company's licensed accounting firm to verify our most recent audited or reviewed financial statement. I understand the financial statement is confidential information and is not open to public inspection.

Signature

Printed Name / Title

Company Name

Date

SIERRA SANDS UNIFIED SCHOOL DISTRICT PREQUALIFICATION QUESTIONNAIRE
--

PREQUALIFICATION STATEMENT FOR

SIERRA SANDS UNIFIED SCHOOL DISTRICT

Each prospective bidder must have a current and active license at the time of the award and must submit the following information on this form.

DECLARATION

I, _____(printed name) hereby declare that I am the
_____(title) of _____(name of
bidder) submitting this Prequalification Statement; that I am duly authorized to execute this
Prequalification Statement on behalf of the above-named company; and that all information set
forth in this Prequalification Statement and all attachments hereto are, to the best of my knowledge,
true, accurate, and complete as of its submission date. I acknowledge that any false statements,
inaccuracies or failure to disclose are grounds for disqualification. In executing this Declaration, I
hereby permit the Sierra Sands Unified School District to contact any owner, school district,
contractor, subcontractor, supplier or any other party that the Sierra Sands Unified School District
deems relevant for purposes of verifying or gathering any information necessary to complete the
evaluation of this pre-qualification submittal.

I declare, under penalty of perjury, that the foregoing is true and correct and that this declaration
was

Subscribed at _____ (location and city), County of
_____, State of _____, on
_____(date).

(Signature)

(If signed by other than the sole proprietor, a general partner, or corporate officer, attach original
notarized power of attorney or corporate resolution.)

All information submitted for prequalification evaluation will be considered official information
acquired in confidence and the District will maintain its confidentiality to the extent permitted by
law.

SIERRA SANDS UNIFIED SCHOOL DISTRICT PRE-QUALIFICATION PROCEDURES FOR CONSTRUCTION CONTRACTORS

Sierra Sands Unified School District (“District”) requires prequalification of all prime or general contractors and mechanical, electrical and plumbing (“MEP”) subcontractors (as defined in Public Contract Code section 20111.6) planning to participate in bidding on certain public projects to be undertaken by the District. Pursuant to Public Contract Code Section 20111.6 bidders on all public projects using funds received pursuant to the Leroy F. Greene School Facilities Act of 1998 or any funds from any future state school bond that involves a projected public project expenditure of one million dollars (\$1,000,000) or more, must be pre-qualified.

Timeline

In order to submit a valid bid for any project requiring pre-qualification, prospective bidders must submit a pre-qualification questionnaire, a financial statement, and a standardized bidding form at least ten (10) business days prior to the date fixed for the public opening of sealed bids. All prospective bidders must be deemed pre-qualified to bid at least five (5) business days prior to that date.

This prequalification packet includes a questionnaire and financial statement, to be verified under oath. The District will use the information and documentation required by the packet to prequalify general contractors and MEP subcontractors in accordance with Public Contract Code section 20111.6.

Questionnaire

All questions in the questionnaire must be answered. If a question is not applicable, then indicate a response of “N/A”. “You” or “Yours” as used herein refers to the prospective bidders’ firm and any of its owners, officers, principals and qualifying individuals. Any references to owners, officer, principals or partners herein shall include any qualifying individuals including any RME or RMO. If two or more business entities submit a bid on a project as a Joint Venture, or expect to submit a bid as part of a Joint Venture, each entity within the Joint Venture must be separately qualified to bid.

Each questionnaire must be signed under penalty of perjury in the manner designated at the end of the form, by an individual who has the legal authority to bind the contractor on whose behalf that person is signing. If any information provided by a prospective bidder becomes inaccurate, the prospective bidder must immediately notify the District and provide updated accurate information in writing, under penalty of perjury. Each prospective bidder shall have a duly authorized owner, officer or principal complete the questionnaire and verify the truth of the information provided therein and in the financial statement.

Financial Statement

In addition to completing the attached questionnaire, each prospective bidder must submit its most current reviewed or year-end audited financial statement, which must have been prepared

by a certified public accountant within twelve (12) months of each prospective bidder's submission of the prequalification package. Each prospective bidder must also provide its most current financial statement, which must have been prepared within three (3) months of each prospective bidder's submission of the prequalification package. Finally, each prospective bidder must submit a notarized statement from an admitted surety insurer (approved by the California Department of Insurance and authorized to issue bonds in the State of California) which states your current bonding capacity.

Financial statements submitted with this prequalification package shall not be prepared by any individual who is in the regular employ of the firm submitting the statement, nor by any individual or entity who has more than a ten percent (10%) financial interest in the firm's business. If the individual or entity that prepared a financial statement submitted with this prequalification package has any financial interest in the firm's business, the firm shall notify the District of such financial interest in a separate signed statement accompanying this prequalification package.

Submission

Prospective bidders are encouraged to submit prequalification packages as soon as possible, so that they may be notified of prequalification status well in advance of the bid process. The prequalification packages should be sealed, marked "**CONFIDENTIAL PREQUALIFICATION**," and mailed to the following:

Christina Giraldo, Asst. Supt for Business and Support Services
SIERRA SANDS UNIFIED SCHOOL DISTRICT
113 W. Felspar Avenue
Ridgecrest, CA 93555

The questionnaire answers and financial statements included in the prequalification packages submitted by prospective bidders are not public records and are not open to public inspection. All such information provided will be kept confidential to the extent permitted by law, although the contents may be disclosed to third parties for the purpose of verification, investigation of substantial allegations, and in the process of any subsequent proceedings. State law requires that the names of contractors applying for prequalification status shall be public records subject to disclosure, and the first page of the questionnaire will be used for that purpose.

Evaluation by the District

The District will evaluate the information provided and issue each submitting prospective bidder a rating of "Prequalified" or "Not Prequalified." The District's decision will be based on the information provided, references, and such additional outside information as the District in its discretion deems reasonable and necessary to obtain. The District may, but is not obligated to, investigate the truth of any statements or information provided by a prospective bidder in response hereto.

Prequalification approval will remain valid for one (1) calendar year from the date of notice of qualification, except that the District reserves the right during that calendar year to adjust, increase, limit, suspend or rescind the pre-qualification ratings based on subsequently learned information and after giving notice of the proposed action to the prospective bidder and an opportunity for a hearing consistent with the hearing procedures described below for appealing a pre-qualification determination.

While it is the intent of the prequalification questionnaire and documents required herein to assist the District in determining bidder responsibility prior to the submission of bids and to aid the District in selecting the lowest responsible bidder, neither the fact of prequalification, nor any prequalification rating, will preclude the District from a post-bid consideration and determination on a specific project of whether a bidder has the quality, fitness, capacity and experience to satisfactorily perform the proposed work, and has demonstrated the requisite trustworthiness.

Appeal

A contractor who has timely submitted a completed application form, and who receives a rating of "Not Prequalified" or "Qualified Up to [DOLLAR VALUE]" from the District may appeal that determination. There is no appeal from a finding that a contractor is not prequalified because of a late application or a failure to submit required information. A contractor may appeal the District's decision with respect to its request for prequalification, by giving notice to the District no later than five (5) business days after receipt of notice of its qualification status. Notice shall be sent to the attention of:

Christina Giraldo
Asst Supt for Business and Support Services
SIERRA SANDS UNIFIED SCHOOL DISTRICT
113 W. Felspar Avenue
Ridgecrest, CA 93555

Unless a contractor files a timely appeal, the contractor waives any and all rights to challenge the qualification decision of the District, whether by administrative process, judicial process or any other legal process or proceeding. Contractors are solely responsible for providing all information relevant to its appeal for the District's review and consideration with its appeal notice. Upon receipt of a timely appeal, the District at its sole discretion, may request further information, schedule a meeting to discuss the appeal, or make a final determination regarding the appeal based on the information provided by the contractor with its written appeal with no further consideration. The District reserves the right to resolve appeals before or after bid opening or award of any contract. The date for submission and opening of bids for a specific project and any subsequent contract award will not be delayed or postponed to allow for completion of an appeal process. Contractors are solely responsible for submitting their prequalification package as soon as possible in order to be deemed prequalified for specific projects. Unless and until a contractor is deemed prequalified pursuant to the District's prequalification process, the contractor will not be authorized to submit a bid for any project that requires prequalification pursuant to Public Contract Code section 20111.6.

Bidding

Bids will not be accepted from any prospective bidder that did not timely submit a completed prequalification questionnaire and supporting documents, including financial statements, to the District. Omission of requested information, falsification of information, or failing to use the forms provided by the District may result in a finding of “not prequalified”.

MEP subcontractors (licensed pursuant to Section 7058 of the Business and Professions Code, specifically contractors holding C-4, C-7, C-10, C-16, C-20, C-34, C-36, C-38, C-42, C-43, and C-46 licenses) must also meet prequalification requirements on all projects using funds received pursuant to the Leroy F. Greene School Facilities Act of 1998 or any funds from any future state school bond that involves a projected expenditure of one million dollars (\$1,000,000) or more. If a project includes electrical, mechanical, or plumbing components that will be performed by MEP subcontractors, a list of prequalified general contractors and MEP subcontractors will be made available by the District to all bidders at least five (5) business days prior to the dates fixed for the public opening of sealed bids.

If a general contractor uses any MEP subcontractor required for any project, such MEP subcontractor must be prequalified pursuant to these prequalification forms and requirements. If a MEP subcontractor in any general contractor bid is not prequalified, that bid will not be accepted.

Prospective bidders are warned that a project may have specific requirements that differ or are in addition to being properly prequalified pursuant to these documents. A determination that a contractor or MEP subcontractor is prequalified pursuant to these documents does not automatically mean a contractor or MEP subcontractor meets all of the requirements of a specific project. Prospective bidders are instructed to carefully review the requirements for each project before submitting a bid.

The District reserves the right to amend the prequalification packet at any time. The District reserves the right to waive minor irregularities and omissions in the information contained in the prequalification application submitted and to make all final determinations. Additionally, a determination by the District that a prospective bidder is prequalified does not amount to a final determination that such prospective bidder is responsible or responsive for purposes of bid evaluation. The District may, in accordance with applicable law reject a prequalified contractor’s bid, and the District may additionally reject all bids if it determines such action is in the best interest of the public.

**SIERRA SANDS UNIFIED SCHOOL DISTRICT
PREQUALIFICATION QUESTIONNAIRE**

IMPORTANT INFORMATION: Please note: Declaration under penalty of perjury (last page of questionnaire) is required under State law. Failure to sign form will invalidate the prequalification packet. A passing score in general for prequalification does not guarantee that bidder will be eligible to bid this particular project. Contractors will receive a separate determination as to the overall prequalification dollar limit.

CONTACT INFORMATION

Date: _____

Contractor _____
(as it appears on license)

Check one of the following:

- ☐ Corporation
- ☐ Partnership
- ☐ Sole Proprietorship
- ☐ Joint Venture

Contact Person: _____

Address (City, State, Zip): _____

Phone: _____ Fax: _____

Email: _____ Company Website: _____

Contractor's License Number(s) and Types (Please include expiration date):

**SIERRA SANDS UNIFIED SCHOOL DISTRICT
PREQUALIFICATION QUESTIONNAIRE**

PART I. ESSENTIAL REQUIREMENTS FOR QUALIFICATION

Contractor will be immediately disqualified if the answer to any of questions 1 through 5 is “no.”¹

To Contractors seeking prequalification as a subcontractor only: You must respond to all Part I questions, however your response to Part I, Question Number 5 will not be rated.

Contractor’s may provide further clarification if the answer to any of questions 7, 8, 9 or 10 is “yes.”²

1. Contractor possesses a valid and current California Contractor’s license for the project or projects for which it intends to submit a bid.
☐ Yes ☐ No
2. Contractor has a liability insurance policy with a policy limit of at least \$1,000,000 per occurrence and \$1,000,000 aggregate.
☐ Yes ☐ No **(Please provide a current Certificate of Insurance as verification)**
3. Contractor has current workers’ compensation insurance policy as required by the Labor Code or is legally self-insured pursuant to Labor Code section 3700 *et. seq.*
☐ Yes ☐ No ☐ Contractor is exempt from this requirement, because it has no employees
4. Have you attached your latest copy of a reviewed or audited financial statement with accompanying notes and supplemental information.³
☐ Yes ☐ No

NOTE: A financial statement that is not either reviewed or audited is not acceptable. A letter verifying availability of a line of credit may also be attached; however, it will be considered as supplemental information only, and is not a substitute for the required financial statement.

¹ A “no” answer to Question 4 will not be disqualifying if the contractor is exempt from complying with Question 4, for reasons explained in footnote 3.

² The District may consider any explanation of a “Yes” answer given to question 7, 8, or 10 during the appeal process if the Contractor follows the appeal procedure.

³ Public Contract Code section 20101(e) exempts from this requirement a contractor who has qualified as a small business pursuant to Government Code section 14837(d)(1), if the bid is “no more than 25 per cent of the qualifying amount provided in section 14837(d)(1).” As of August 12, 2013, the qualifying amount is \$10 million, and 25 per cent of that amount, therefore, is \$2.5 million.

5. Have you attached a notarized statement from an admitted surety insurer (approved by the California Department of Insurance) and authorized to issue bonds in the State of California, which states: (a) that your current bonding capacity is sufficient for the project for which you seek pre-qualification if you are seeking pre-qualification for a single project; or (if you are seeking pre-qualification valid for a year) (b) your current available bonding capacity?⁴
- ☐ Yes ☐ No

NOTE: Contractors seeking prequalification as a subcontractor only: You must respond to this question, however you will not be rated according to your response.

6. Are you currently registered with the Department of Industrial Relations in accordance with Labor Code section 1725.5?
- ☐ Yes ☐ No

If yes, what is your registration number _____.

Please submit proof of registration.

No = 0; Yes = 3

7. Has your contractor's license been revoked at any time in the last five years?
- ☐ Yes ☐ No

No = 3; Yes = 0

8. Has a surety firm completed a contract on your behalf, or paid for completion because your firm was default terminated by the project owner within the last five (5) years?
- ☐ Yes ☐ No

No = 3; Yes = 0

9. At the time of submitting this pre-qualification form, is your firm ineligible to bid on or be awarded a public works contract, or perform as a subcontractor on a public works contract, pursuant to either Labor Code section 1777.1 or Labor Code section 1777.7?
- ☐ Yes ☐ No

If the answer is "Yes," state the beginning and ending dates of the period of debarment:

Note: All contractors must be eligible to work on any Project upon submission of a bid. If your debarment is scheduled to terminate within one year, you may seek prequalification but your bid will be rejected if you are still debarred at the time of bid for specific projects.

⁴ An additional notarized statement from the surety may be requested by Sierra Sands Unified School District at the time of submission of a bid, if this pre-qualification package is submitted more than 60 days prior to submission of the bid.

No = 3; Yes =0 (add points if dates of debarment are more than five years ago)

10. At any time during the last five years, has your firm, or any of its owners or officers been convicted of a crime involving the awarding of a contract of a government construction project, or the bidding or performance of a government contract?
- ☐ Yes ☐ No

No = 3; Yes =0

**SIERRA SANDS UNIFIED SCHOOL DISTRICT
PREQUALIFICATION QUESTIONNAIRE**

**PART II. ORGANIZATION, HISTORY, ORGANIZATIONAL PERFORMANCE,
COMPLIANCE WITH CIVIL AND CRIMINAL LAWS**

A. Current Organization and Structure of the Business

1. Pursuant to Public Contract Code section 20111.6(b), all information provided with this prequalification questionnaire will not be deemed a public record or available for inspection.

For Firms That Are Corporations:

- 1a. Date incorporated : _____
- 1b. Under the laws of what state: _____
- 1c. Provide all the following information for each person who is either (a) an officer of the corporation (president, vice president, secretary, treasurer), or (b) the owner of at least ten per cent of the corporation's stock.

Name	Position	Years with Co.	% Ownership	Last four Social Security *

- 1d. Identify every construction firm that any person listed above has been associated with (as owner, general partner, limited partner or officer) at any time during the last five years.

NOTE: For this question, "owner" and "partner" refer to ownership of ten per cent or more of the business, or 10 per cent or more of its stock, if the business is a corporation.

Person's Name	Construction Firm	Dates of Person's Participation with Firm

For Firms That Are Partnerships:

- 1a. Date of formation: _____
- 1b. Under the laws of what state: _____
- 1c. Provide all the following information for each partner who owns 10 per cent or more of the firm.

Name	Position	Years with Co.	% Ownership	Last four Social Security #'s

*last four numbers of Social Security is suitable.

- 1d. Identify every construction company that any partner has been associated with (as owner, general partner, limited partner or officer) at any time during the last five years.

NOTE: For this question, “owner” and “partner” refer to ownership of ten per cent or more of the business, or ten per cent or more of its stock, if the business is a corporation.

Person's Name	Construction Company	Dates of Person's Participation with Company

For Firms That Are Sole Proprietorships:

- 1a. Date of commencement of business. _____
- 1b. Social security number of company owner. _____
- 1c. Identify every construction firm that the business owner has been associated with (as owner, general partner, limited partner or officer) at any time during the last five years.

NOTE: For this question, “owner” and “partner” refer to ownership of ten per cent or more of the business, or ten per cent or more of its stock, if the business is a corporation.

Person's Name	Construction Company	Dates of Person's Participation with Company

For Firms That Intend to Make a Bid as Part of a Joint Venture:

- 1a. Date of commencement of joint venture. _____
- 1b. Provide all of the following information for each firm that is a member of the joint venture that expects to bid on one or more projects:

a.	Name of firm	% Ownership of Joint Venture

B. History of the Business and Organizational Performance

2. Has there been any change in ownership of the firm at any time during the last three years?
NOTE: A corporation whose shares are publicly traded is not required to answer this question.
☐ Yes ☐ No

If "yes," explain on a separate signed page.

No=2; Yes =0

3. Is the firm a subsidiary, parent, holding company or affiliate of another construction firm?
NOTE: Include information (including license number(s)) about other firms if one firm owns 50 per cent or more of another, or if an owner, partner, or officer of your firm holds a similar position in another firm.
☐ Yes ☐ No

If "yes," explain on a separate signed page. Please include all name(s) and license number(s)

No=2; Yes = 0 (Adjustment to 1 if reason firm is a subsidiary, parent, holding company or affiliate of another construction firm is because of a legal merger.)

4. Are any corporate officers, partners or owners connected to any other construction firms?
NOTE: Include information about other firms if an owner, partner, or officer of your firm holds a similar position in another firm.
☐ Yes ☐ No

If "yes," explain on a separate signed page.

No=2; Yes =0 (Adjustment to 1 if the name of other construction firms corporate officers, partners or owners are connected to, are connected to current applicant firm by way of legal merger.)

5. List your firm's gross revenues for each of the last three years:

Year: _____ \$ _____

Year: _____ \$ _____

Year: _____ \$ _____

6. How many years has your organization been in business in California as a contractor under your present business name and license number? _____ Years

1 or more year =2

Less than 1 year=1

7. Is your firm currently the debtor in a bankruptcy case?

☐ Yes ☐ No

If "yes," please attach a copy of the bankruptcy petition, showing the case number, and the date on which the petition was filed.

No=2; Yes =0

8. If your firm is not currently in bankruptcy, was your firm in bankruptcy at any time during the last five years?

☐ Yes ☐ No

If "yes," please attach a copy of the bankruptcy petition, showing the case number and the date on which the petition was filed, and a copy of the Bankruptcy Court's discharge order, or of any other document that ended the case, if no discharge order was issued.

No=2; Yes =0

C. Licenses

9. List all California construction license numbers, classifications and expiration dates of the California contractor licenses held by your firm:

10. If any of your firm's license(s) are held in the name of a corporation or partnership, list below the names of the qualifying individual(s) listed on the CSLB records who meet(s) the experience and examination requirements for each license.

11. Has any CSLB license held by your firm or its Responsible Managing Employee (RME) or Responsible Managing Officer (RMO) been suspended within the last five years?
☐ Yes ☐ No

If “yes,” please explain on a separate signed sheet.

No=2; Yes =0

D. Disputes

12. In the last five years has your firm, or any firm with which any of your company’s owners, officers or partners was associated, been debarred, disqualified, removed or otherwise prevented from bidding on, or completing, any government agency or public works project for any reason?

NOTE: “Associated with” refers to another construction firm in which an owner, partner or officer of your firm held a similar position, and which is listed in response to question 1c or 1d on this form.

☐ Yes ☐ No

If “yes,” explain on a separate signed page. State whether the firm involved was the firm applying for pre-qualification here or another firm. Identify by name of the company, the name of the person within your firm who was associated with that company, the year of the event, the owner of the project, the project and the basis for the action.

No = 5; Yes = 0

13. In the last five years has your firm been denied an award of a public works contract based on a finding by a public agency that your company was not a responsible bidder?
☐ Yes ☐ No

If “yes,” explain on a separate signed page. Identify the year of the event, the owner, the project and the basis for the finding by the public agency.

No = 5; Yes = 0

* * * * *

NOTE: The following two questions refer only to disputes between your firm and the owner of a project. You need not include information about disputes between your firm and a supplier, another contractor, or subcontractor. You need not include information about “pass-through” disputes in which the actual dispute is between a sub-contractor and a project owner. Also, you may omit reference to all disputes about amounts of less than \$50,000.

14. In the past five years has any claim **against** your firm concerning your firm’s work on a construction project in California been **filed in court or arbitration**?
☐ Yes ☐ No

If “yes,” on separate signed sheets of paper identify the claim(s) by providing the project name, date of the claim, name of the claimant, a brief description of the nature of the claim, the court in which the case was filed and a brief description of the status of the claim (pending or, if resolved, a brief description of the resolution).

If the firm’s average gross revenues for the last three years was less than \$50 million, scoring is as follows:

No = 5

Yes (1 such instances) = 5

Yes (2 instances) =3

Yes (more than 2 instances) =0

If the firm’s average gross revenues for the last three years was more than \$50 million, scoring is as follows:

No = 5

Yes (1, 2, or 3 such instances) = 5

Yes (4 or 5 such instances) = 3

Yes (more than 5 instances) = 0

15. In the past five years has your firm made any claim against a project owner concerning work on a project in California or payment for a contract in California and **filed that claim in court or arbitration?**

☐ Yes ☐ No

If “yes,” on separate signed sheets of paper identify the claim by providing the project name, date of the claim, name of the entity (or entities) against whom the claim was filed, a brief description of the nature of the claim, the court in which the case was filed and a brief description of the status of the claim (pending, or if resolved, a brief description of the resolution).

If the firm’s average gross revenues for the last three years was less than \$50 million, scoring is as follows:

No = 5

Yes (1 such instance) = 5

Yes (2 instances) =3

Yes (more than 2 instances) =0

If the firm's average gross revenues for the last three years was more than \$50 million, scoring is as follows:

No = 5

Yes (1, 2, or 3 such instances) = 5

Yes (4, or 5 such instances) = 3

Yes (more than 5 instances) = 0

16. At any time during the past five years, has any surety company made any payments on your firm's behalf as a result of a default, to satisfy any claims made against a performance or payment bond issued on your firm's behalf, in connection with a construction project, either public or private? **Note: Contractors seeking prequalification as a subcontractor only: You must respond to this question, however you will not be rated according to your response.**

☐ Yes ☐ No

If "yes," explain on a separate signed page the amount of each such claim, the name and telephone number of the claimant, the date of the claim, the grounds for the claim, the present status of the claim, the date of resolution of such claim if resolved, the method by which such was resolved if resolved, the nature of the resolution and the amount, if any, at which the claim was resolved.

(Note: Contractors seeking prequalification as a subcontractor only: Response will not be rated.)

No = 5

Yes (1 claim) = 5

Yes (2 claims) = 3

Yes (more than 2 claims) = SUBTRACT 5 points

17. In the last five years has any insurance carrier, for any form of insurance, refused to renew the insurance policy for your firm?

☐ Yes ☐ No

If "yes," explain on a separate signed page. Name the insurance carrier, the form of insurance and the year of the refusal.

No = 5

Yes (1 instance) = 5

Yes (2 instances) = 3

Yes (more than 2 instances) = 0

E. Criminal Matters and Related Civil Suits

18. Has your firm or any of its owners, officers or partners ever been found liable in a civil suit or found guilty in a criminal action for making any false claim or material misrepresentation to any public agency or entity?
☐ Yes ☐ No

If “yes,” explain on a separate signed page, including identifying who was involved, the name of the public agency, the date of the investigation and the grounds for the finding.

No = 5; Yes = SUBTRACT 5 points

19. Has your firm or any of its owners, officers or partners ever been convicted of a crime involving any federal, state, or local law related to construction?
☐ Yes ☐ No

If “yes,” explain on a separate signed page, including identifying who was involved, the name of the public agency, the date of the conviction and the grounds for the conviction.

No = 5; Yes = SUBTRACT 5 points

20. Has your firm or any of its owners, officers or partners ever been convicted of a federal or state crime of fraud, theft, or any other act of dishonesty?
☐ Yes ☐ No

If “yes,” identify on a separate signed page the person or persons convicted, the court (the county if a state court, the district or location of the federal court), the year and the criminal conduct.

No = 5; Yes = SUBTRACT 5 points

F. Surety and Bonding Information

21. Bonding capacity: **Please provide a letter stating bondability from current surety company.** Also, please provide documentation from your surety (not agency) identifying the following: **Note: Contractors seeking prequalification as a subcontractor only: You must respond to this question, however you will not be rated according to your response.**

Name of bonding company/surety: _____

Name of surety agent/contact person, address and telephone number:

22. If your firm was required to pay a premium of more than two per cent for a performance and payment bond on any project(s) on which your firm worked at any time during the last three years, state the percentage that your firm was required to pay. You may provide an explanation for a percentage rate higher than two per cent, if you wish to do so. **Note: Contractors seeking prequalification as a subcontractor only: You must respond to this question, however you will not be rated according to your response.**

(Note: Contractors seeking prequalification as a subcontractor only: Response will not be rated.)

No = 5

Over 1% but not over 1.25% = 4

Over 1.25% but not over 1.5% = 3

Over 1.5% = 0

23. During the last five years, has your firm ever been denied bond coverage by a surety company, or has there ever been a period of time when your firm had no surety bond in place during a public construction project when one was required? **Note: Contractors seeking prequalification as a subcontractor only: You must respond to this question, however you will not be rated according to your response.**

☐ Yes ☐ No

If yes, provide details on a separate signed sheet indicating the date when your firm was denied coverage and the name of the company or companies which denied coverage; and the period during which you had no surety bond in place.

(Note: Contractors seeking prequalification as a subcontractor only: Response will not be rated.)

No = 5; Yes = 0

G. Compliance with Occupational Safety and Health Laws and with Other Labor Legislation Safety

24. Has CAL OSHA cited and assessed penalties against your firm for any “serious,” “willful” or “repeat” violations of its safety or health regulations in the past five years? **NOTE: If you have filed an appeal of a citation, and the Occupational Safety and Health Appeals Board has not yet ruled on your appeal, you need not include information about it.**

☐ Yes ☐ No

If “yes,” attached a separate signed page describing the citations, including information about the dates of the citations, the nature of the violation, the project on which the citation(s) was or were issued, the amount of penalty paid, if any. If the citation was appealed to the Occupational Safety and Health Appeals Board and a decision has been issued, state the case number and the date of the decision.

If the firm’s average gross revenues for the last three years was less than \$50 million, scoring is as follows:

No = 5

Yes = (1 instance) = 5

Yes = (2 instance)= 3

Yes = (more than 2 instances)= 0

If the firm’s average gross revenues for the last three years was more than \$50 million, scoring is as follows:

No = 5

Yes (1,2, or 3 such instances)=5

Yes (4 or 5 such instances) =3

Yes (more than 5 instances) = 0

25. Has the federal Occupational Safety and Health Administration cited and assessed penalties against your firm in the past five years?

NOTE: If you have filed an appeal of a citation and the Appeals Board has not yet ruled on your appeal, or if there is a court appeal pending, you need not include information about the citation.

☐ Yes ☐ No

If “yes,” attach a separate signed page describing each citation.

If the firm’s average gross revenues for the last three years was less than \$50 million, scoring is as follows:

No=5

Yes= (1 instance) = 5

Yes (2 instances) = 3

Yes (more than 2 instances) = 0

If the firm’s average gross revenues for the last three years was more than \$50 million, scoring is as follows:

No = 5

Yes (1, 2, or 3 such instances) = 5

Yes (4 or 5 such instances) = 3

Yes (more than 5 instances) = 0

List your firm's Experience Modification Rate (EMR) (California Workers' Compensation Insurance) for each of the past premium years:

Current Year: _____

Previous Year: _____

Year Prior to Previous Year: _____

If your EMR for any of these three years is or was 1.00 or higher you may, if you wish, attach a letter of explanation.

3 year average EMR of .95 or less = 5

3 year average EMR of over .95 but no more than 1.0 = 3

Over 1.0 = 0

26. Within the last five years has there ever been a period when your firm had employees but was without workers' compensation insurance or state-approved self-insurance?
☐ Yes ☐ No

If "yes," please explain the reason for the absence of workers' compensation insurance on a separate signed page. If "No," please provide a statement by your current workers' compensation insurance carrier that verifies periods of workers' compensation insurance coverage for the last five years. (If your firm has been in the construction business for less than five years, provide a statement by your workers' compensation insurance carrier verifying continuous workers' compensation insurance coverage for the period that your firm has been in the construction business.)

No = 5

Yes (1 instance) = 5

Any other answer = 0

H. Prevailing Wage and Apprenticeship Compliance Record

27. Has there been more than one occasion during the last five years in which your firm was required to pay either back wages or penalties for your own firm's failure to comply with the state's prevailing wage laws? **NOTE: This question refers only to your own firm's violation of prevailing wage laws, not to violations of the prevailing wage laws by a subcontractor.**
☐ Yes ☐ No

If "yes," attach a separate signed page or pages, describing the nature of each violation, identifying the name of the project, the date of its completion, the public agency for which it

was constructed; the number of employees who were initially underpaid and the amount of back wages and penalties that you were required to pay.

If the firm's average gross revenues for the last three years was less than \$50 million, scoring is as follows:

No=5;

Yes (1 or 2 such instances) = 5;

Yes (3 instances) = 3

Yes (more than 3 instances) = 0

If the firm's average gross revenues for the last three years was more than \$50million, scoring is as follows:

No=5;

Yes (no more than 4 instances) = 5;

Yes (5or 6 instances) = 3

Yes (more than 6 instances) =0

28. During the last five years, has there been more than one occasion in which your own firm has been penalized or required to pay back wages for failure to comply with the **federal** Davis-Bacon prevailing wage requirements?

☐ Yes ☐ No

If "yes," attach a separate signed page or pages describing the nature of the violation, identifying the name of the project, the date of its completion, the public agency for which it was constructed; the number of employees who were initially underpaid, the amount of back wages you were required to pay along with the amount of any penalty paid.

If the firm's average gross revenues for the last three years was less than \$50million, scoring is as follows:

No=5

Yes (1 or 2 such instances) = 5

Yes (3 instances) = 3

Yes (more than 3 instances) = 0

If the firm's average gross revenues for the last three years was more than \$50million, scoring is as follows:

No=5

Yes (no more than 4 instances) = 5

Yes (5 or 6 instances) = 3

No=5; Yes (1 or 2 such instances) = Yes (3 instances) = 3

Yes (more than 3 instances) = 0

29. At any time during the last five years, has your firm been found to have violated any provision of California apprenticeship laws or regulations, or the laws pertaining to use of apprentices on public works?

NOTE: You may omit reference to any incident that occurred prior to January 1, 1998, if the violation was by a subcontractor and your firm, as general contractor on a project, had no knowledge of the subcontractor's violation at the time they occurred.

☐ Yes ☐ No

If "yes," provide the date(s) of such findings, and attach copies of the Department's final decision(s).

If the firm's average gross revenues for the last three years was less than \$50 million, scoring is as follows:

No = 5

Yes (1 or 2 such instances) = 5

Yes (3 instances) = 3

Yes (more than 3 instances) = 0

If the firm's average gross revenues for the last three years was more than \$50million, scoring is as follows:

No = 5

Yes (no more than 4 such instances) = 5

Yes (5 or 6 such instances) = 3

Yes (more than 6 instances) = 0

PART III. COMPLETION OF RECENT PROJECTS

Contractor shall provide information about its two most recently completed public works projects and its largest completed private projects within the last three years. Names and references must be current and verifiable. Use separate sheets of paper that contain all of the following information:

Project Name: _____

Location: _____

Owner: _____

Owner Contact (name and current phone number):

Architect or Engineer: _____

Architect or Engineer Contact (name and current phone number):

Construction Manager(if applicable) (name and current phone number):

If Contractor was a subcontractor on the project, name of General Contractor and current phone number

Description of Project, Scope of Work Performed:

Value of Contract (including change orders): _____

Actual Date of Completion: _____

Completed = 5 points

Incomplete = 0 points

TOTAL POINTS AVAILABLE = 119

TOTAL POINTS REQUIRED FOR QUALIFICATION = 83

<p style="text-align: center;">SIERRA SANDS UNIFIED SCHOOL DISTRICT PREQUALIFICATION QUESTIONNAIRE</p>

PART III. FINANCIAL INFORMATION

Audited or reviewed statements are required for all construction projects totaling over \$1,000,000 or more (A certificate of a licensed accountant will be required in all cases).

**1. COMPLETE THIS CERTIFICATE
FOR A REVIEW ONLY OF FINANCIAL STATEMENT**

We have reviewed the accompanying financial statement of _____
_____ as of _____. The information
included in the financial statement is the representation of the management of the above firm.

Based on our review with the exception of the matter(s) described in the following paragraph(s),
we are not aware of any material modifications that should be made to the accompanying
financial statements in order for them to be in conformity with generally accepted accounting
principles.

(Type Name of Firm)

(Accountant Signature)

(Telephone Number)

(License Number)

(NOTE THIS REVIEW CONSISTS PRINCIPALLY OF INQUIRIES OF MANAGEMENT
AND APPROPRIATE ANALYTICAL PROCEDURES APPLIED TO THIS FINANCIAL
DATA. IT IS SUBSTANTIALLY LESS IN SCOPE THAN AN EXAMINATION IN
ACCORDANCE WITH GENERALLY ACCEPTED AUDITING STANDARDS, THE
OBJECTIVE OF WHICH IS THE EXPRESSION OF AN OPINION REGARDING THE
FINANCIAL STATEMENTS TAKEN AS A WHOLE. ACCORDINGLY, WE HAVE NOT
EXPRESSED SUCH AN OPINION.)

**SIERRA SANDS UNIFIED SCHOOL DISTRICT
PREQUALIFICATION QUESTIONNAIRE**

Part III. FINANCIAL INFORMATION

Audited or reviewed statements are required for all construction projects totaling over \$1,000,000 or more (A certificate of a licensed accountant will be required in all cases)

1. COMPLETE THIS CERTIFICATE FOR AN AUDIT OF FINANCIAL STATEMENT

STATE OF: _____

We have examined the Financial Statement of _____
as of _____. Our examination was made in accordance with generally
accepted auditing standards, and accordingly included such tests of the accounting records and
such other auditing procedures as we considered necessary in the circumstances.

In our opinion, the accompanying financial statement included on pages _____ to _____,
inclusive, sets forth fairly, in all material respects, the financial condition of
_____ as of _____, in conformity with
generally accepted accounting principles.

(Type Name of Firm)

(Accountant Signature)

(Telephone Number)

(License Number)

Special Note to Accountant: The above Certificate of Accountant shall not be made by any
individual who is the regular employ of the individual, partnership or corporation submitting the
statement; nor by any individual who is a member of the firm with more than ten percent
financial interest.

SIERRA SANDS UNIFIED SCHOOL DISTRICT PREQUALIFICATION QUESTIONNAIRE
--

ACCOUNTANT'S RELEASE LETTER

By signing the form below, I authorize the Sierra Sands Unified School District to contact our company's licensed accounting firm to verify our most recent audited or reviewed financial statement. I understand the financial statement is confidential information and is not open to public inspection.

Signature

Printed Name / Title

Company Name

Date

<p style="text-align: center;">SIERRA SANDS UNIFIED SCHOOL DISTRICT PREQUALIFICATION QUESTIONNAIRE</p>

PREQUALIFICATION STATEMENT FOR

SIERRA SANDS UNIFIED SCHOOL DISTRICT

Each prospective bidder must have a current and active license at the time of the award and must submit the following information on this form.

DECLARATION

I, _____(printed name) hereby declare that I am the
_____(title) of _____(name of
bidder) submitting this Prequalification Statement; that I am duly authorized to execute this
Prequalification Statement on behalf of the above-named company; and that all information set
forth in this Prequalification Statement and all attachments hereto are, to the best of my knowledge,
true, accurate, and complete as of its submission date. I acknowledge that any false statements,
inaccuracies or failure to disclose are grounds for disqualification. In executing this Declaration, I
hereby permit the Sierra Sands Unified School District to contact any owner, school district,
contractor, subcontractor, supplier or any other party that the Sierra Sands Unified School District
deems relevant for purposes of verifying or gathering any information necessary to complete the
evaluation of this pre-qualification submittal.

I declare, under penalty of perjury, that the foregoing is true and correct and that this declaration
was

Subscribed at _____ (location and city), County of
_____, State of _____, on
_____(date).

(Signature)

(If signed by other than the sole proprietor, a general partner, or corporate officer, attach original
notarized power of attorney or corporate resolution.)

All information submitted for prequalification evaluation will be considered official information
acquired in confidence and the District will maintain its confidentiality to the extent permitted by
law.

10. CONSTRUCTION ADMINISTRATION

10.4 Ratification of Water Damage Repairs and Notice of Completion – Sierra Vista Educational Center Commercial Units

BACKGROUND INFORMATION: On December 10, 2014, the district entered into a contract with C. Martin Company, Inc. for the reparation of water damage sustained in units 1305-1315 of the Sierra Vista Education Center Commercial Building. All work for which the company was contracted is now complete.

CURRENT CONSIDERATIONS: The final step in the completion of this contractual obligation is to file a Notice of Completion for this project with the County of Kern, in accordance with Government Code section 603, which declares the contract complete.

FINANCIAL IMPLICATIONS: There is no cost to take this action; however, as completed, this project was provided at a total cost of \$95,594 and was paid with the funds received from the district's claim settlement with Self Insured Schools of California (SISC).

SUPERINTENDENT'S RECOMMENDATION: It is recommended that the board approves the repair and Notice of Completion for the water damage repairs to units 1305 – 1315 N. Norma Street at the Sierra Vista Educational Center as presented.

RECORDING REQUESTED BY;
SIERRA SANDS UNIFIED SCHOOL DISTRICT
AND WHEN RECORDED MAIL TO:
SIERRA SANDS UNIFIED SCHOOL DISTRICT
ATTN: PURCHASING
113 W. FELSPAR AVE.
RIDGECREST CA 93555

SPACE ABOVE THIS LINE FOR RECORDER'S USE

NOTICE OF COMPLETION

NOTICE IS HEREBY GIVEN THAT:

1. The undersigned is the owner of the interest or estate stated below in the property hereinafter described.
2. The full name of the owner is **SIERRA SANDS UNIFIED SCHOOL DISTRICT**
3. The full address of the owner is: **113 Felspar Ave. , Ridgecrest, CA 93555**
4. A work of improvement on the property hereinafter described was completed and accepted by the SSUSD board of Education on June 18, 2015.

The work done was:

Flood damage repairs of commercial units #1305, 1307, 1309, 1311, 1313, and 1315 N. Norma Street, Ridgecrest, CA at the Sierra Vista Center

The name of the original contractor, if any, on such work of improvement was:

C. Martin Company

5. The property on which said work of improvement was completed is in the **City of Ridgecrest, County of Kern, State of California** and is described as follows: Commercial units #1305, 1307, 1309, 1311, 1313, and 1315 N. Norma Street, Ridgecrest, CA at the Sierra Vista Center
6. The street address of said property is #1305, 1307, 1309, 1311, 1313, and 1315 N. Norma Street, Ridgecrest, CA at the Sierra Vista Center

Signed _____

Ernest M. Bell, Jr.

Superintendent

Sierra Sands Unified School District

VERIFICATION OF OWNERS

STATE OF CALIFORNIA

County of Kern

I, the undersigned say: I am Superintendent for the SIERRA SANDS UNIFIED SCHOOL DISTRICT. I have read said Notice of Completion and certify that the same is true of my own knowledge. I declare under penalty of perjury that the foregoing is true and correct.

Executed on _____ at Ridgecrest, CA.

Ernest M. Bell, Jr., Superintendent

11. BUSINESS ADMINISTRATION

11.1 Resolution #29 1415 and Disclosure Regarding the Planned Use of Cash Provided by the Education Protection Account

BACKGROUND INFORMATION: The passage of Proposition 30 on November 7, 2012 added Article XIII, Section 36 to the Constitution of the State of California. The purpose of this provision provided funding for education with specific criteria for its use by the recipients which were limited to Community College Districts, County Offices of Education, School Districts, and Charter Schools. It should be noted that no additional revenue will accrue to the district as a result of this provision. It should also be noted that the district is precluded from using these funds to pay for the salaries and/or benefits of administrators or any other administrative costs.

CURRENT CONSIDERATIONS: A further directive regarding the use of the cash made available to the district is that the planned use of this cash must be disclosed on its website and an accounting of the amount of cash received from the Education Protection Account and disposition regarding its use be given. In order to comply fully with this requirement and facilitate transparency, this board item speaks to the issue. Toward this end it should be noted that the district expects to receive ~ \$5,787,317 in state aid from the Education Protection Account. As displayed in Attachment A, the dollars received in their entirety will reside in unrestricted resource 1400 object 8012 as directed and will be used to fund instructional salaries. None of the dollars received will be used for administrative salaries or other administration costs of any kind.

The accompanying Resolution #29 1415 illustrates the intent of the board in this matter.

FINANCIAL IMPLICATIONS: The dollars to be received (\$5,787,317) do not represent any additional revenue to the district. It will be used exclusively to fund instructional salaries.

SUPERINTENDENT'S RECOMMENDATION: It is recommended that the board adopt Resolution #29 1415 and post the information displayed in Attachment A on the district website.

**RESOLUTION OF THE BOARD OF THE
SIERRA SANDS UNIFIED SCHOOL DISTRICT**

Education Protection Account

Resolution #29 1415

WHEREAS, the voters approved Proposition 30 on November 6, 2012;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012;

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the district shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of the **Sierra Sands Unified School District**;
2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the **Sierra Sands Unified School District** has determined to spend the monies received from the Education Protection Act as attached (Attachment A).

DATED: June 18, 2015

Board President

Board Clerk

2015-16 Education Protection Account
Program by Resource Report
Expenditures by Function - Detail
ATTACHMENT A

Sierra Sands Unified School District
Estimated through: June 30, 2016
For Fund 01, Resource 1400 Education Protection Account

Description		Unrestricted Resource 0000	Unrestricted Resource 1400
AMOUNT AVAILABLE FOR THIS FISCAL YEAR	Object		
Beginning Fund Balance		0.00	0.00
State Aid	8011	-5,787,317.00	
Education Protection Account	8012		5,787,317.00
TOTAL AVAILABLE		-5,787,317.00	5,787,317.00
EXPENDITURES AND OTHER FINANCING USES	Function		
Instruction	1000-1999	-5,787,317.00	5,787,317.00
Instruction-Related Services			
Instructional Supervision and Administration	2100-2150		
AU of a Multidistrict SELPA	2200		
Instructional Library, Media, and Technology	2420		0.00
Other Instructional Resources	2490-2495		0.00
School Administration	2700		
Pupil Services			
Guidance and Counseling Services	3110		0.00
Psychological Services	3120		0.00
Attendance and Social Work Services	3130		0.00
Health Services	3140		0.00
Speech Pathology and Audiology Services	3150		0.00
Pupil Testing Services	3160		0.00
Pupil Transportation	3600		0.00
Food Services	3700		0.00
Other Pupil Services	3900		0.00
Ancillary Services	4000-4999		0.00
Community Services	5000-5999		0.00
Enterprise	6000-6999		
General Administration	7000-7999		
Plant Services	8000-8999		0.00
Other Outgo	9000-9999		0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		-5,787,317.00	5,787,317.00
DIFFERENCE		0.00	0.00

11. BUSINESS ADMINISTRATION

11.2 Approval of Contract for Services with Capitol Advisors Group, LLC

BACKGROUND INFORMATION: The Sierra Sands Unified School District has had a longstanding positive relationship with Capitol Advisors Group, LLC to provide their expertise in the assessment of eligibility and origination of documents speaking to that eligibility for the State Allocation Board related to facilities.

CURRENT CONSIDERATIONS: The district's relationship with Capitol Advisors Group, LLC has been very beneficial. There is a continued requirement for the district to provide updated documentation to the State Allocation Board. As the district continues to address its facilities needs, it recognizes the need for continued support in this area.

FINANCIAL IMPLICATIONS: The fees charged by Capitol Advisors Group, LLC have increased by 11% for the 2015-16 school year. Fees have not increased for the past five years. Developer fees are an appropriate fund source to be used for this item.

SUPERINTENDENT'S RECOMMENDATION: It is recommended that the board approve the contract with Capitol Advisors Group, LLC, to continue to support the district with its eligibility for and related issues associated with modernization and new construction as presented.

CONSULTING AND ADVOCACY AGREEMENT

This Agreement is entered into on July 1, 2015 by and between the Sierra Sands Unified School District ("Client") and Capitol Advisors Group, LLC ("Contractor"), a California limited liability company.

RECITALS

WHEREAS, Contractor has experience and expertise in school facilities consulting, and strategic advice and planning related to relationships with state and local agencies and organizations, and is willing and able to perform services desired by Client; and

WHEREAS, Client desires facilities consulting and advocacy services, strategic counsel, and assistance in procuring funding for asbestos abatement at three school sites;

NOW, THEREFORE, the parties agree as follows:

AGREEMENT

1. Term of Agreement. This Agreement shall be for the period commencing July 1, 2015, and terminating June 30, 2016. It may be terminated at any time prior to June 30, 2016 by either party hereto on thirty (30) days notice. In case of cancellation, the Client shall be liable for any costs accrued to date of cancellation.
2. Description of Services. Contractor agrees to provide services to Client as identified in Exhibit A, "Description of Services," attached to this Agreement and incorporated by reference.
3. Compensation.
 - a. A monthly fee for services shall be paid on the first of each month of \$500 upon receipt of invoice.
 - b. Hourly compensation to Contractor shall be paid on the first day of each month based on a rate of \$150 per hour.
 - c. Client also agrees to compensate Contractor for travel expenses associated with the performance of this Agreement, provided that such travel is requested and approved by Client.
4. Independent Contractor. The parties agree that Contractor is an independent contractor. This Agreement shall not be construed to create the relationship of agent, servant, employee, partnership, joint venture, association or any other relationship except that of independent contractor.
5. Limitation on Liability; Indemnification.

- a. IN NO EVENT SHALL CONTRACTOR'S LIABILITY TO CLIENT, FOR ANY REASON ARISING OUT OF THIS AGREEMENT, EXCEED THE AMOUNT OF THE COMPENSATION ACTUALLY RECEIVED BY CONTRACTOR UNDER THIS AGREEMENT. NEITHER PARTY SHALL BE LIABLE FOR ANY SPECIAL, CONSEQUENTIAL, INDIRECT OR INCIDENTAL DAMAGES ARISING OUT OF OR IN CONNECTION WITH THIS AGREEMENT.
 - b. Each party shall defend, indemnify and hold harmless the other party, and all of its agents, directors, officers and employees from and against any and all claims, liabilities, losses, damages, judgments, costs and expenses and threats thereof (collectively, "Claims") arising out of or in connection with this Agreement, except that a party need not defend, indemnify and hold harmless the other party against Claims finally determined to have arisen solely from the other party's gross negligence or willful misconduct.
6. Notices to the Parties. All notices required or permitted under this Agreement shall be in writing and delivered by reliable and common methods as follows:
- To: Capitol Advisors Group, LLC:
- Susan Stuart, Partner
925 L Street, Suite 1200
Sacramento, CA 95814
916-501-6636
susan@capitoladvisors.org
- To: Christina Giraldo, Assistant Superintendent of Business
Sierra Sands Unified School District
113 Felspar Street
Ridgecrest, CA 93555
760-499-1604
cgiraldo@ssusd.org
7. Waiver. No failure to exercise and no delay in exercising any right, remedy, or power, under this Agreement or by law, shall operate as a waiver of such right, remedy or power.
 8. Legal Costs. If any party to this Agreement shall take any action or proceeding to enforce this Agreement, the losing party shall pay to the prevailing party a reasonable sum for all fees, costs and expenses (including attorneys' fees) incurred in bringing such suit and/or enforcing any judgment granted.
 9. Governing Law. The formation, interpretation and performance of this Agreement shall be governed by the laws of the State of California.
 10. Entire Agreement. The terms of this Agreement are intended by the parties to be in the final expression of their agreement and may not be contradicted by evidence of any prior

or contemporaneous agreement. No change or waiver of any provision of this Agreement shall valid unless made in writing and executed in the same manner as this Agreement.

11. Severability. If any term or provision of this Agreement shall be found illegal or unenforceable, such term or provision shall be deemed stricken and the remaining elements of this Agreement shall remain in full force and effect.

This Agreement is duly executed as of the date written above:



Susan L. Stuart
Partner
Capitol Advisors Group, LLC

Date: June 10, 2015

Christina Giraldo
Assistant Superintendent of Business
Sierra Sands Unified School District

Date: _____

EXHIBIT A
Description of Services

MAXIMIZE FUNDING FOR SCHOOL CONSTRUCTION PROJECTS

Office of Public School Construction (OPSC)

- Review and make recommendations related to the district's eligibility within the state program
- Assist in the completion and submittal of required applications and paperwork, including items such as the Project Information Worksheet
- Notify district of pending deadlines and assist in submitting necessary paperwork for meeting those deadlines
- Monitor projects through the OPSC process to maximize state funding towards all district projects
- Work with OPSC staff to assist in resolving issues relating to the SAB approval of projects in all programs covered under the State Facilities Program
- Enlist the help of OPSC staff to assist in administrative adaptations of regulations and policy to meet the needs of the District

Other State Agencies

- Work with the Department of Finance, Department of Education, Division of the State Architect, the Governor's Office, Department of Toxic Substances Control, the Department of Industrial Relations, and other state agencies, as appropriate, toward resolution of District's issues
- Assist with the completion of forms related to district projects with all relevant state agencies

State Allocation Board (SAB)

- Inform the District of any SAB actions, SAB Subcommittee discussions and Implementation Committee recommendations affecting the District

11. BUSINESS ADMINISTRATION

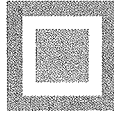
11.3 Approval of Professional Services Agreement with the Law Firm of Fagen Friedman & Fulfroft, LLP

BACKGROUND INFORMATION: The district has had an ongoing positive relationship with the law firm of Fagen Friedman & Fulfroft, LLP for legal counsel since 2006.

CURRENT CONSIDERATIONS: The district continues to be extremely satisfied with the services rendered by Mr. Dean Adams, the district's primary counsel, and his colleagues at Fagen Friedman & Fulfroft, LLP. In light of the district's continued satisfaction with Fagen Friedman & Fulfroft LLP, the district wishes to continue its association with the firm for legal services. A copy of the professional services agreement and fee schedule is attached.

FINANCIAL IMPLICATIONS: The fees charged by Fagen Friedman & Fulfroft have increased by an average of 7.6% starting with the 2015-16 school year. Funding for this item is appropriate for the unrestricted general fund.

SUPERINTENDENT'S RECOMMENDATION: It is recommended that the board approve the renewal of the district's professional services agreement with the law firm of Fagen Friedman & Fulfroft LLP for legal services as presented.



AGREEMENT FOR LEGAL SERVICES

This agreement is by and between Sierra Sands Unified School District (“Client”) and the law firm of Fagen Friedman & Fulfrost LLP (“Attorney”). In consideration of the promises and the mutual agreements hereinafter contained, Attorney agrees to provide legal services to Client on the terms set forth below effective July 1, 2015:

1. CONDITIONS. This Agreement will not take effect, and Attorney will have no obligation to provide legal services, until Client returns a signed copy of this Agreement.

2. SCOPE OF SERVICES. Client hires Attorney as its legal representative/counsel with respect to matters Client specifically refers to Attorney. Attorney will provide those legal services reasonably required to represent Client. Attorney will take reasonable steps to keep Client informed of progress and to respond to Client’s inquiries.

3. CLIENT’S DUTIES. Client agrees to cooperate with Attorney and to communicate with candor while keeping the Attorney apprised of any information or developments which may come to Client’s attention, to abide by this Agreement, to pay Attorney’s bills on time and to keep Attorney advised of Client’s address and telephone number. Client will assist Attorney in providing information and documents necessary for the representation in the described matter.

4. CONSULTANT SERVICES. Attorney may provide consulting services in addition to or in support of the legal services provided pursuant to this Agreement, through qualified non-attorney Communication Services and Education Consultants. These services are intended to support Client with communications work or educational consultant services related to labor and employment matters, special education and student matters, high-profile litigation and settlement agreements, in addition to employee, community, inter-governmental and media relations.

5. LEGAL FEES AND BILLING PRACTICES. Client agrees to pay by the hour, in minimum units of one tenth (.1) of an hour, at Attorney’s prevailing rates for all time spent on Client’s matter by Attorney’s legal personnel. Current hourly rates are noted in an attached rate schedule and the actual rate billed is based on the attorney’s number of years of experience.

The rates on this schedule are subject to change on 30 days’ written notice to client. If Client declines to pay any increased rates, Attorney will have the right to withdraw as Attorney for Client. The time charged will include the time Attorney spends on telephone calls relating to Client’s matter, including calls with Client and other parties and attorneys. The legal personnel assigned to Client’s matter may confer among themselves about the matter, as required and appropriate. When they do confer, each person will charge for the time expended, as long as the work done is reasonably necessary and not duplicative. Likewise, if more than one of the legal personnel attends a meeting or other proceeding, each will charge for the time spent.

6. COSTS AND OTHER CHARGES. (a) In general, Attorney will incur various costs and expenses in performing legal services under this Agreement. Client agrees to pay for all costs, disbursements and expenses in addition to the hourly fees. The costs and expenses commonly include fees fixed by law or assessed by public agencies, messenger and other delivery fees, postage, photocopying and other reproduction costs, travel costs including parking, mileage, transportation, meals and hotel costs, investigation expenses and consultants' fees and other similar items. Except for in-office photocopying, facsimile charges and mileage, all costs and expenses will be charged at Firm's cost.

In office Photocopying	\$0.25/page
Facsimile Charges	\$1.00/page
Mileage	IRS Standard Rate
Postage	Actual Cost

(b) Out of town travel. Client agrees to pay transportation, meals, lodging and all other costs of any necessary out-of-town travel by law firm personnel. Client will also be charged the hourly rates for the time legal personnel spend traveling.

(c) Consultants and Investigators. To aid in the representation in Client's matter, it may become necessary to hire consultants or investigators. Client agrees to pay such fees and charges.

7. BILLING STATEMENTS. Attorney will send Client monthly statements for fees and costs incurred. Each statement will be payable within thirty (30) days of its mailing date. An interest charge of one percent (1%) per month shall be assessed on balances that are more than thirty (30) days past due. Client may request a statement at intervals of less than 30 days. If Client requests a bill, Attorney will provide one within 10 days. The statements shall include the amount, rate, basis of calculation or other method of determination of the fees and costs, which costs will be clearly identified by item and amount.

8. DISCHARGE AND WITHDRAWAL. Client may discharge Attorney at any time. Attorney may withdraw with Client's consent, for good cause or as allowed or required by law upon ten (10) days written notice. Good cause includes Client's breach of this Agreement, refusal to cooperate or to follow Attorney's advice on a material matter or any fact or circumstance that would render Attorney's continuing representation unlawful or unethical. When Attorney's services conclude, all unpaid charges will immediately become due and payable. After services conclude, Attorney will, upon Client's request, deliver Client's file(s) and property in Attorney's possession, whether or not Client has paid for all services. Attorney shall transition all outstanding legal work and services to others as Client shall direct.

9. DISCLAIMER OF GUARANTEE AND ESTIMATES. Nothing in this Agreement and nothing in Attorney's statements to Client will be construed as a promise or guarantee about the outcome of the matter. Attorney makes no such promises or guarantees. Attorney's comments about the outcome of the matter are expressions of opinion only. Actual fees may vary from estimates given.

10. ENTIRE AGREEMENT. This Agreement contains the entire agreement of the parties. No other agreement, statement, or promise made on or before the effective date of this Agreement will be binding on the parties.

11. MODIFICATION BY SUBSEQUENT AGREEMENT. This Agreement may be modified by subsequent agreement of the parties only by an instrument in writing signed by both of them or an oral agreement only to the extent that the parties carry it out.

12. SEVERABILITY IN EVENT OF PARTIAL INVALIDITY. If any provision of this Agreement is held in whole or in part to be unenforceable for any reason, the remainder of that provision and of the entire Agreement will be severable and remain in effect.

13. MEDIATION CLAUSE. If a dispute arises out of or relating to any aspect of this Agreement between the Client and Attorney, or the breach thereof, and if the dispute cannot be settled through negotiation, Attorney and Client agree to use mediation before resorting to arbitration, litigation, or any other dispute resolution procedure.

14. EFFECTIVE DATE. This Agreement will govern all legal services performed by Attorney on behalf of Client commencing with the date Attorney first performed services. The date at the beginning of this Agreement is for reference only. Even if this Agreement does not take effect, Client will be obligated to pay Attorney the reasonable value of any services Attorney may have performed for Client.

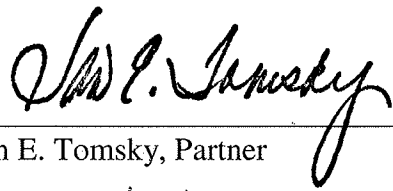
THE PARTIES HAVE READ AND UNDERSTOOD THE FOREGOING TERMS AND AGREE TO THEM AS OF THE DATE ATTORNEY FIRST PROVIDED SERVICES. THE CLIENT SHALL RECEIVE A FULLY EXECUTED DUPLICATE OF THIS AGREEMENT.

IN WITNESS WHEREOF, the parties have signed this Agreement for Legal Services.

Sierra Sands Unified School District

Fagen Friedman & Fulfrost LLP

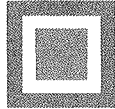
Ernest M. Bell, Jr., Superintendent



Jan E. Tomskey, Partner

DATE: _____

DATE: 5/27/2015



Fagen Friedman & Fulfroft LLP

PROFESSIONAL RATE SCHEDULE

Sierra Sands Unified School District
(Effective July 1, 2015)

1. HOURLY PROFESSIONAL RATES

Client agrees to pay Attorney by the following standard hourly rate:

Associate	\$215 - \$235 per hour
Partner	\$275 - \$300 per hour
Of-Counsel	\$300 per hour
Paralegal/Law Clerk	\$135 - \$155 per hour
Education Consultant	\$175 per hour
Communication Services Consultant	\$235 per hour

Travel time shall be charged only from the attorney's nearest office to the destination and shall be prorated if the assigned attorney travels for two or more clients on the same trip. If Client requests a specific attorney, Client agrees to pay for all travel time of that specific attorney in connection with the matter.

2. ON-SITE LEGAL SERVICES

At Client's discretion and by prior arrangement of Client and Attorney, Attorney may provide regularly scheduled on-site legal services ("Office Hours") to address legal issues that may arise in Client's day-to-day operations. **Office Hours for Client consists of eight (8) hours at the Client's administrative offices and travel to and from Client.** Office Hours shall be provided at a reduced daily rate. The rate for Office Hours shall be, and the client agrees to pay Attorney, as follows:

Associate	\$2,250(discounted from \$2,350)
Partner	\$2,750 (discounted from \$3,000)

3. COSTS AND EXPENSES

In-office Photocopying	\$0.25 per page
Facsimile	\$1.00 per page
Postage	Actual Usage
Mileage	IRS Standard Rate

Other costs, such as messenger, meals, and lodging shall be charged on an actual and necessary basis.

12. CONSENT CALENDAR

12.1 Approval of “A” and “B” Warrant

CURRENT CONSIDERATIONS: “A” and “B” warrants released in May 2015 are submitted for approval. “A” warrants totaled \$2,533,060.39. “B” warrants totaled \$1,280,459.78.

FINANCIAL IMPLICATIONS: Warrants were issued as stated.

SUPERINTENDENT’S RECOMMENDATION: Approve “A” and “B” warrants for May 2015 as presented.

This list represents the "A" and "B" warrants released during the month of **MAY 2015**
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	\$1,793,342.30
End of month classified	\$ 577,443.96
10th of month certificated	\$88,360.52
10th of month classified	\$73,913.61
Total "A" Warrants	\$2,533,060.39

"B" WARRANTS

<u>Register Number</u>	<u>Amount</u>
225	\$173,548.93
226	Food Service
227	\$44,455.30
228	\$29,146.03
229	\$55,995.58
230	April
231	Food Service
232	\$12,687.95
233	\$90,488.33
234	\$25,718.07
235	\$33,368.68
236	Food Service
237	\$9,732.19
238	\$8,654.27
239	\$21,300.00
240	\$12,960.00
241	\$11,707.10
242	\$61,006.48
243	Food Service
244	\$24,008.14
245	\$57,349.74
246	\$30,393.27
247	Food Service
248	\$82,167.91
249	\$44,672.97
250	\$314,264.63
251	\$11,742.18
252	\$40,148.18
253	Food Service
254	June
255	June

256		\$54,643.85
257		\$30,300.00
	Total "B" Warrants	\$1,280,459.78

12. CONSENT CALENDAR

12.2 Approval of Preschool Self-Evaluation Annual Report for the 2014-15 School Year

BACKGROUND INFORMATION: The required 2014-15 Preschool Program Self-Evaluation focuses on preschool educational content in order to inform teaching and program planning, as well as increase the educational benefits for our young preschool children. Educational goals for the program are based on the Desired Results Developmental Profile (DRDP) Summary of Findings data. The DRDP helps identify program strengths and areas needing improvement and assists staff in establishing program goals for the coming year.

CURRENT CONSIDERATIONS: The annual self-evaluation occurs over a six month time period. Staff looks for trends or patterns that identify overall strengths and areas needing improvement. Data is collected and analyzed and key findings from the Developmental Profiles are generated. Educational goals for the subsequent year are then created. The focus for the 2015-16 school year will be to continue strengthening the program by reviewing and following up on previous year action plans, ensuring that plans continue to be implemented and met.

Completion of the self-evaluation and submission of this evaluation to the Governing Board is a required component of the preschool program.

FINANCIAL IMPLICATIONS: The Maximum Reimbursable Amount (MRA) is \$483,928 for the 2014-15 school year.

SUPERINTENDENT'S RECOMMENDATION: It is recommended that the board approve the Preschool Self-Evaluation Annual Report as presented.

Instructions for Program Self-Evaluation Cover Page

Contract Types

CSPP: California State Preschool Program
CCTR: California Center-Based Child Care
CHAN: California Severely Handicapped
CFCC: California Family Child Care Homes
CMIG: California General Migrant Child Care
CMAP: California Migrant Alternative Payment
CRRP: California Resource and Referral Program
CAPP: California Alternative Payment Program
C2AP: CalWORKs Stage 2
C3AP: CalWORKs Stage 3

Submission Requirements

Submit **one** Program Self-Evaluation (PSE) Cover Page (EESD 4000).

NOTE: CAPP, CMAP, C2AP, C3AP, and CRRP contractors **are required** to complete and submit the PSE for FY 2014–15.

Contractor Information

- Insert the Contractor's legal name
- Insert the four-digit Vendor Number
- Check all applicable contract types
- For CSPP, CCTR, CFCC, CMIG, and CHAN contracts, insert the number of classrooms and/or number of family child care homes for each of the applicable contract types.

Program Self-Evaluation Process

Summarize the process developed and implemented to meet requirements of 5 CCR Section 18279.

- Insert the date(s) the PSE will be or has been presented to the governing board.
- Sign and date the Statement of Completion certification. Include name and title, phone number of signator, and name and number for the contact person if different than person signing the EESD 4000.

Program Self-Evaluation Cover Page

Contractor's Legal Name Sierra Sands Unified School District				Vendor Number 7374		
Contract Type(s)	# of classrooms by age group and setting					
	Infant Toddler		Preschool		School Age	
	Center	FCCHEN	Center	FCCHEN	Center	FCCHEN
<input checked="" type="checkbox"/> CSPP			5			
<input type="checkbox"/> CCTR						
<input type="checkbox"/> CFCC						
<input type="checkbox"/> CHAN						
<input type="checkbox"/> CRRP						
<input type="checkbox"/> CMIG						
<input type="checkbox"/> CMAP						
<input type="checkbox"/> CAPP						
<input type="checkbox"/> C2AP						
<input type="checkbox"/> C3AP						

(Note: This area expands as necessary.)

Describe your program self-evaluation process

Sierra Sands Unified School District State Preschool Program began the annual self-evaluation process in October 2014. The initial DRDP 2010's were completed within sixty days of the program start date, ranging from September 29 through October 10, 2015. The program staff utilized the DRDPtech system to input data and the Program Director pulled the data and presented it to the program staff to develop individual goals for their students, their small groups, and to be used for curriculum and program planning. The Program Director facilitated a program wide meeting on January 15, 2015 in which each site developed their Desired Results Developmental Profile Summary of Findings at the classroom levels. The initial use of the DRDPtech system and inputting the completed assessments delayed the process during the 14-15 school year.

The annual Early Childhood Environment Rating Scale-Revised was completed late October through early November by a combination of the Program Director, Program Administrator, Site Supervisor and community members. The results were compiled and summarized by the Program Director Tina French and the data was presented to staff for review and assistance in completing the ECERS-R Summary of Findings; Faller State Preschool was completed on December 2, 2014, Inyokern State Preschool was completed on December 4, 2014, and Pierce State Preschool was completed on December 9, 2014.

Parent Teacher conferences were conducted in November 2014 and families were asked to complete the Parent Survey at the end of the scheduled conference time. Surveys were completed and submitted in a large envelope and the child's name was marked off the list, ensuring anonymity for the families and allowing the program to track which families had completed the form. The information was tallied by the Program Director and the data presented to the Parent Advisory Committees for review and assistance in developing the Parent Survey Summary of Findings for each site; Faller State Preschool was completed on February 26, Inyokern State Preschool was completed on February 11, and a meeting was held for Pierce State Preschool on February 11 but there were no parents in attendance for this meeting.

California Department of Education
Early Education and Support Division
March 2015

The DRDP 2010 was completed for the second assessment period between March 9 and March 27, 2015 using the DRDPtech system. The data was pulled and presented to the program staff. The Program Director then met with the Program Administrator and Site Supervisors on May 4, 2015 to reflect on the annual process and develop the Program Action Plan at the program level. Time was spent really looking at the progress made by students between the two assessment dates and noting areas of discrepancies and issues with our currently established process.

The results of the DRDP Summary of Findings, the Parent Survey Summary of Findings, and the ECERS-R Summary of Findings were reviewed and compiled in one agency report by the Program Director and Program Administrator on May 4, 2015.

The review process included active participation and involvement of the entire program staff, parents, and administration. Information was shared and progress documented during regularly scheduled Site Supervisor and Parent Advisory Committee Meetings. Documentation of the process is provided through the corresponding meeting sign in sheets and meeting minutes. It was again noted that progress needs to be monitored through ongoing contact during regularly scheduled meetings and that evidence will be provided for completion of each item as a means of accountability and documentation.

The focus for the 2015-2016 school year will be to continue strengthening the program by reviewing and following up on previous year action plans, ensuring that plans continue to be implemented and met. The 2014-2015 action plans will be summarized and provided to all staff members at the All Hands meeting in August 2015.

School Board members and the district administrative team have contact with all preschool sites during regular program visits, special program activities, and school functions. The annual self-evaluation process and completed annual report will be presented to the SSUSD School Board on June 18, 2015.

A copy of the Program Self-Evaluation will be/has been presented to the Governing Board.

Date

June 18, 2015

Statement of Completion: I certify that the information included in this report is accurate and factual to the best of my knowledge.

Signature



Date

5/27/2015

Name and Title

Ernie Bell, Superintendent

Phone Number

760-499-1600

Contact Name and Number if different from above

Kristina French, Program Director

Phone Number

760-499-1771

**Instructions for
Early Education and Support Division (EESD) Program Review Instrument
Summary of Findings and Action Plans**

Submission Requirements

All contractors operating, CSPP, CCTR, CFCC, CMIG, CHAN, **CAPP, CMAP, C2AP, C3AP**, and **CRRP contract(s)** must complete one (1) EESD 4001 **for each contract type** operated by the contractor.

Contractor Information

Complete the requested information at the top of form EESD 4001, including Contractor's Legal Name, Contract Type, Age Group(s) being served, Planning Date, and Lead Planner's Name and Title.

Summary of Findings and Action Plans

Using the EESD Program Instrument 2014–15 at <http://www.cde.ca.gov/ta/cr/documents/ees201415a.pdf> for all applicable domains and items (EES 01-19), verify the summary of findings determined in the program self-evaluation process as follows:

- For each item applicable to the contract type, left click on the box. An "x" mark will appear in the box. This "x" verifies the item the contractor was required to review.
- For any item **not** fully meeting requirements enter a description of the finding(s) and include a plan to resolve the finding. This plan must include Actions (What will be done, not already being done?), Persons Responsible (Who will do what?) and a timeline (By when?). These boxes will allow for as much writing space as needed.

EESD 4001

**Early Education and Support Division Program Review Instrument
Fiscal Year 2014-15**

Contractor's Legal Name Sierra Sands Unified School District	Vendor Number 7374
Contract Type CSPP	Age Group (Infant/Toddler, Preschool, School-Age) Preschool
Planning Date May 4, 2015	Lead Planner's Name and Title Kristina French, Program Director

Summary of Findings and Action Plans

Complete the Summary of Findings and Actions Plans as directed in the instructions.

INVOLVEMENT

☒ EES-01: Plan for Parent Involvement
(CCTR, CSPP, CMIG, CHAN, CFCC)

Corrective Action Plan:

GOVERNANCE AND ADMINISTRATION

☒ EES-02: Family Eligibility Requirements
(CCTR, CSPP, CMIG, CHAN, CFCC, CAPP, CMAP, C2AP, C3AP)

Corrective Action Plan: Upon a self audit of program files, it was discovered that there were some compliance issues with collecting required documentation and providing correct family income calculations. To address these ongoing issues, the administrative team got together to really identify the ongoing issues, the reason behind them, and to develop an action plan to correct this compliance issue. The result of that conversation was to change the registration timing and process and to realign job duties. The Program Administrator is now responsible for the registration process for the entire CSPP program. This change occurred in October 2014 and is in effect for the entire 2015-2016 school year. The Program Director will then audit 10% of the registration files each year beginning in August 2015.

☐ EES-03: Child Need Requirement Verification
(CCTR, CSPP, CMIG, CHAN, CFCC, CAPP, CMAP, C2AP, C3AP)

Corrective Action Plan:

- ☒ EES-04: Recording and Reporting Attendance
(CCTR, CSPP, CMIG, CHAN, CFCC, CAPP, CMAP, C2AP, C3AP)

Corrective Action Plan:

- ☒ EES-05: Correct Fee Assessed
(CCTR, CSPP, CMIG, CFCC, CAPP, CMAP, C2AP, C3AP)

Corrective Action Plan: Upon self audit of the program files, it was discovered that there were some compliance issues with collecting calculating correct family income calculations. To address this issue, the program realigned job duties and the Program Administrator is now responsible for the registration process for the entire CSPP program. Laura Coffee took over this responsibility in October 2014 and is in effect for the entire 2015-2016 school year. The Program Director will audit 10% of the registration files each year beginning in August 2015.

- ☒ EES-06: Inventory Records
(CCTR, CSPP, CMIG, CHAN, CFCC, CAPP, CMAP, C2AP, C3AP, CRRP)

Corrective Action Plan: There were issues with inventory documentation noted during the 14-15 school year and the Program Director and district purchasing office collaborated to align the process. The data has been reconciled and a complete physical inventory was conducted by Tina French in April 2015. The inventory form will be updated June 2015.

- ☐ EES-07: Alternative Payment (AP) Policies
(CAPP, CMAP, C2AP, C3AP)

Corrective Action Plan:

STANDARDS, ASSESSMENT, AND ACCOUNTABILITY

- ☒ EES-08: Desired Results Profile and Data
(CCTR, CSPP, CMIG, CHAN, CFCC)

Corrective Action Plan:

- ☒ EES-09: Annual Evaluation Plan
(CCTR, CSPP, CMIG, CHAN, CFCC, CAPP, CMAP, C2AP, C3AP)

Corrective Action Plan: There were no findings but the program administration now has established a CSPP Box where all evidence for this tool is being collected and stored on an annual basis. This will assist in the process of conducting the Program Review Instrument at the end of the school year and to be prepared for an onsite visit.

☒ EES-10: Site Licensure
(CCTR, CSPP, CMIG, CHAN, CFCC)

Corrective Action Plan:

STAFFING AND PROFESSIONAL DEVELOPMENT

☒ EES-11: Staff Development Program
(CCTR, CSPP, CMIG, CHAN, CFCC, CAPP, C2AP, C3AP, CRRP)

Corrective Action Plan:

☒ EES-12: Qualified Staff and Director
(CCTR, CSPP, CMIG, CHAN, CFCC)

Corrective Action Plan:

☒ EES-13: Staff-Child Ratios
(CCTR, CSPP, CMIG, CHAN)

Corrective Action Plan:

OPPORTUNITY AND EQUAL EDUCATIONAL ACCESS

☒ EES-14: Family Selection
(CCTR, CSPP, CMIG, CHAN, CFCC, CAPP, CMAP)

Corrective Action Plan:

☒ EES-15: Compliance with Due Process
(CCTR, CSPP, CMIG, CHAN, CFCC, CAPP, CMAP, C2AP, C3AP)

Corrective Action Plan:

☒ EES-16: Refrain from Religious Instruction
(CCTR, CSPP, CMIG, CHAN, CFCC)

Corrective Action Plan:

☒ EES-17: Services Responsive to Family Needs
(CRRP)

Corrective Action Plan:

TEACHING AND LEARNING

☒ EES-18: Environment Rating Scale
(CCTR, CSPP, CMIG, CHAN, CFCC)

Corrective Action Plan:

☒ EES-19: Nutritional Needs
(CCTR, CSPP, CMIG, CHAN, CFCC)

Corrective Action Plan:

**Instructions for
Desired Results Program Action Plan – Reflection on Action Steps**

Submission Requirements

Contractors with CSPP, CCTR, CFCC, CMIG, and CHAN contracts are required to complete and submit a Reflection on Action Steps and goals with the FY 2014–15 PSE.

Complete an EESD 4002, **one for each contract type by age group** as applicable. As the FY 2013–14 Action Steps would be different or unique to the contract type and age group, a separate reflection and narrative for each is required.

Contractor Information

Complete the requested information at the top of the EESD 4002, including Contractor's Legal Name, Contract Type, Age Group(s), Planning Date, and Lead Planner's Name and Title.

Provide a Reflection Narrative

The Fiscal Year (FY) 2014–15 Program Self-Evaluation (PSE) includes the critical Reflection on Action Steps in the self-evaluation process; the Desired Results Program Action Plan – Reflection on Action Steps (CD 4002) form. Contractors shall provide a brief narrative reflecting on the action steps identified in FY 2013–14 PSE.

Review the Desired Results Developmental Profile Summary of Findings and Program Action Plan (CD 4001A) and record the reflections on the EESD 4002. This reflective process will help contractors identify accomplishments and lessons learned to use in future planning for program quality.

Reflect upon each set of action steps submitted in the FY 2013–14 PSE for each age group (infants/toddlers,

12. CONSENT CALENDAR

12.3 Approval of Child Care Contract and Adoption of Resolution #1 1516 for State
Preschool Programs for 2015-16

BACKGROUND INFORMATION: The Sierra Sands Unified School District operates state preschools at the Inyokern, Pierce, and Faller sites. The state preschools operate through contracts between the California Department of Education (CDE) Child Development Division and Sierra Sands Unified School District. Services are provided through an agreement between a private contractor and Sierra Sands Unified School District.

CURRENT CONSIDERATIONS: Annual board approval of the child development services contract between the Sierra Sands Unified School District and the California Department of Education, and board adoption of the resolution, is required. Resolution #1 1516 must be adopted in order to certify the approval of the governing board to enter into this transaction with the California Department of Education for the purpose of providing child care and development services and to authorize the designated personnel to sign contract documents for fiscal year 2015-16.

FINANCIAL IMPLICATIONS: Funding for the state preschool program is provided by the State of California at an anticipated maximum reimbursement amount (MRA) for program expenses of \$483,928. Funding is reimbursed for actual attendance of students at the rate of \$35.70 per day per child of full-time enrollment and actual expenditures in the program not to exceed the maximum reimbursable amount. The district must request reimbursement quarterly from the California Department of Education, but does so monthly in order to facilitate cash flow.

SUPERINTENDENT'S RECOMMENDATION: It is recommended that the board approve the agreement (contract) for child development services between the district and the California Department of Education for the 2015-16 school year. It is recommended that the board adopt Resolution #1 1516 certifying its approval to enter into transactions with the California Department of Education for the purpose of providing child care and development services and to authorize the superintendent to sign contract documents for the 2015-16 fiscal year as presented.

**CALIFORNIA DEPARTMENT OF EDUCATION**

1430 N Street

Sacramento, CA 95814-5901

F.Y. 15 - 16

DATE: July 01, 2015

CONTRACT NUMBER: CSPP-5121

PROGRAM TYPE: CALIFORNIA STATE
PRESCHOOL PROGRAM

PROJECT NUMBER: 15-7374-00-5

LOCAL AGREEMENT FOR CHILD DEVELOPMENT SERVICES**CONTRACTOR'S NAME:** SIERRA SANDS UNIFIED SCHOOL DISTRICT

This Agreement is entered into between the State Agency and the Contractor named above. The Contractor agrees to comply with the terms and conditions of the CURRENT APPLICATION; the GENERAL TERMS AND CONDITIONS (GTC-610)*; the STATE PRESCHOOL PROGRAM REQUIREMENTS*; the FUNDING TERMS AND CONDITIONS (FT&C)* and any subsequent changes to the FT&C*, which are by this reference made a part of this Agreement.

Funding of this Agreement is contingent upon appropriation and availability of sufficient funds. This Agreement may be terminated immediately by the State if funds are not appropriated or available in amounts sufficient to fund the State's obligations under this Agreement.

The period of performance for this Agreement is July 01, 2015 through June 30, 2016. For satisfactory performance of the required services, the Contractor shall be reimbursed in accordance with the Determination of Reimbursable Amount Section of the FT&C, at a rate not to exceed \$35.70 per child per day of full-time enrollment and a Maximum Reimbursable Amount (MRA) of \$483,928.00.

SERVICE REQUIREMENTS

Minimum Child Days of Enrollment (CDE) Requirement	13,555.0
Minimum Days of Operation (MDO) Requirement	180

Any provision of this Agreement found to be in violation of Federal and State statute or regulation shall be invalid, but such a finding shall not affect the remaining provisions of this Agreement.

Items shown with an Asterisk (*), are hereby incorporated by this reference and made part of this Agreement as if attached hereto. These documents can be viewed at <http://www.cde.ca.gov/fg/aa/cd/ftc2015.asp>.

STATE OF CALIFORNIA		CONTRACTOR	
BY (AUTHORIZED SIGNATURE)		BY (AUTHORIZED SIGNATURE) 	
PRINTED NAME OF PERSON SIGNING Sueshil Chandra, Manager		PRINTED NAME AND TITLE OF PERSON SIGNING Ernest M. Bell, Jr. Superintendent	
TITLE Contracts, Purchasing and Conference Services		ADDRESS 113 Felspar Ridgecrest, CA 93555	
AMOUNT ENCUMBERED BY THIS DOCUMENT \$ 483,928 PRIOR AMOUNT ENCUMBERED FOR THIS CONTRACT \$ 0 TOTAL AMOUNT ENCUMBERED TO DATE \$ 483,928	PROGRAM/CATEGORY (CODE AND TITLE) Child Development Programs		FUND TITLE Department of General Services use only
	(OPTIONAL USE) See Attached		
	ITEM See Attached	CHAPTER STATUTE FISCAL YEAR	
	OBJECT OF EXPENDITURE (CODE AND TITLE) 702		
I hereby certify upon my own personal knowledge that budgeted funds are available for the period and purpose of the expenditure stated above.		T.B.A. NO.	B.R. NO.
SIGNATURE OF ACCOUNTING OFFICER See Attached		DATE	

CONTRACTOR'S NAME: SIERRA SANDS UNIFIED SCHOOL DISTRICT

CONTRACT NUMBER: CSPP-5121

AMOUNT ENCUMBERED BY THIS DOCUMENT \$ 18,621	PROGRAM/CATEGORY (CODE AND TITLE) Child Development Programs	FUND TITLE Federal		
PRIOR AMOUNT ENCUMBERED \$ 0	(OPTIONAL USE)0656 FC# 93.596 13609-7374	PC# 000321		
TOTAL AMOUNT ENCUMBERED TO DATE \$ 18,621	ITEM 30.10.020.001 6110-194-0890	CHAPTER B/A	STATUTE 2015	FISCAL YEAR 2015-2016
	OBJECT OF EXPENDITURE (CODE AND TITLE) 702 SACS: Res-5025 Rev-8290			

AMOUNT ENCUMBERED BY THIS DOCUMENT \$ 10,245	PROGRAM/CATEGORY (CODE AND TITLE) Child Development Programs	FUND TITLE Federal		
PRIOR AMOUNT ENCUMBERED \$ 0	(OPTIONAL USE)0656 FC# 93.575 15136-7374	PC# 000324		
TOTAL AMOUNT ENCUMBERED TO DATE \$ 10,245	ITEM 30.10.020.001 6110-194-0890	CHAPTER B/A	STATUTE 2015	FISCAL YEAR 2015-2016
	OBJECT OF EXPENDITURE (CODE AND TITLE) 702 SACS: Res-5025 Rev-8290			

AMOUNT ENCUMBERED BY THIS DOCUMENT \$ 420,860	PROGRAM/CATEGORY (CODE AND TITLE) Child Development Programs	FUND TITLE General		
PRIOR AMOUNT ENCUMBERED \$ 0	(OPTIONAL USE)0656 23038-7374			
TOTAL AMOUNT ENCUMBERED TO DATE \$ 420,860	ITEM 30.10.010. 6110-196-0001	CHAPTER B/A	STATUTE 2015	FISCAL YEAR 2015-2016
	OBJECT OF EXPENDITURE (CODE AND TITLE) 702 SACS: Res-6105 Rev-8590			


AMOUNT ENCUMBERED BY THIS DOCUMENT \$ 34,202	PROGRAM/CATEGORY (CODE AND TITLE) Child Development Programs	FUND TITLE General		
PRIOR AMOUNT ENCUMBERED \$ 0	(OPTIONAL USE)0656 23254-7374			
TOTAL AMOUNT ENCUMBERED TO DATE \$ 34,202	ITEM 30.10.020.001 6110-194-0001	CHAPTER B/A	STATUTE 2015	FISCAL YEAR 2015-2016
	OBJECT OF EXPENDITURE (CODE AND TITLE) 702 SACS: Res-6105 Rev-8590			

I hereby certify upon my own personal knowledge that budgeted funds are available for the period and purpose of the expenditure stated above.	T.B.A. NO.	B.R. NO.
SIGNATURE OF ACCOUNTING OFFICER	DATE	

CCC-307

CERTIFICATION

I, the official named below, CERTIFY UNDER PENALTY OF PERJURY that I am duly authorized to legally bind the prospective Contractor to the clause(s) listed below. This certification is made under the laws of the State of California.

<i>Contractor/Bidder Firm Name (Printed)</i> Sierra Sands Unified School District		<i>Federal ID Number</i> 95-6447908
<i>By (Authorized Signature)</i> 		
<i>Printed Name and Title of Person Signing</i> Ernest M. Bell, Jr., Superintendent		
<i>Date Executed</i> June 4, 2015	<i>Executed in the County of</i> Kern	

CONTRACTOR CERTIFICATION CLAUSES

1. STATEMENT OF COMPLIANCE: Contractor has, unless exempted, complied with the nondiscrimination program requirements. (Gov. Code §12990 (a-f) and CCR, Title 2, Section 8103) (Not applicable to public entities.)

2. DRUG-FREE WORKPLACE REQUIREMENTS: Contractor will comply with the requirements of the Drug-Free Workplace Act of 1990 and will provide a drug-free workplace by taking the following actions:

a. Publish a statement notifying employees that unlawful manufacture, distribution, dispensation, possession or use of a controlled substance is prohibited and specifying actions to be taken against employees for violations.

b. Establish a Drug-Free Awareness Program to inform employees about:

- 1) the dangers of drug abuse in the workplace;
- 2) the person's or organization's policy of maintaining a drug-free workplace;
- 3) any available counseling, rehabilitation and employee assistance programs; and,
- 4) penalties that may be imposed upon employees for drug abuse violations.

c. Every employee who works on the proposed Agreement will:

- 1) receive a copy of the company's drug-free workplace policy statement; and,
- 2) agree to abide by the terms of the company's statement as a condition of employment on the Agreement.

Failure to comply with these requirements may result in suspension of payments under the Agreement or termination of the Agreement or both and Contractor may be ineligible for award of any future State agreements if the department determines that any of the following has occurred: the Contractor has made false certification, or violated the

certification by failing to carry out the requirements as noted above. (Gov. Code §8350 et seq.)

3. NATIONAL LABOR RELATIONS BOARD CERTIFICATION: Contractor certifies that no more than one (1) final unappealable finding of contempt of court by a Federal court has been issued against Contractor within the immediately preceding two-year period because of Contractor's failure to comply with an order of a Federal court, which orders Contractor to comply with an order of the National Labor Relations Board. (Pub. Contract Code §10296) (Not applicable to public entities.)

4. CONTRACTS FOR LEGAL SERVICES \$50,000 OR MORE- PRO BONO REQUIREMENT: Contractor hereby certifies that contractor will comply with the requirements of Section 6072 of the Business and Professions Code, effective January 1, 2003.

Contractor agrees to make a good faith effort to provide a minimum number of hours of pro bono legal services during each year of the contract equal to the lessor of 30 multiplied by the number of full time attorneys in the firm's offices in the State, with the number of hours prorated on an actual day basis for any contract period of less than a full year or 10% of its contract with the State.

Failure to make a good faith effort may be cause for non-renewal of a state contract for legal services, and may be taken into account when determining the award of future contracts with the State for legal services.

5. EXPATRIATE CORPORATIONS: Contractor hereby declares that it is not an expatriate corporation or subsidiary of an expatriate corporation within the meaning of Public Contract Code Section 10286 and 10286.1, and is eligible to contract with the State of California.

6. SWEATFREE CODE OF CONDUCT:

a. All Contractors contracting for the procurement or laundering of apparel, garments or corresponding accessories, or the procurement of equipment, materials, or supplies, other than procurement related to a public works contract, declare under penalty of perjury that no apparel, garments or corresponding accessories, equipment, materials, or supplies furnished to the state pursuant to the contract have been laundered or produced in whole or in part by sweatshop labor, forced labor, convict labor, indentured labor under penal sanction, abusive forms of child labor or exploitation of children in sweatshop labor, or with the benefit of sweatshop labor, forced labor, convict labor, indentured labor under penal sanction, abusive forms of child labor or exploitation of children in sweatshop labor. The contractor further declares under penalty of perjury that they adhere to the Sweatfree Code of Conduct as set forth on the California Department of Industrial Relations website located at www.dir.ca.gov, and Public Contract Code Section 6108.

b. The contractor agrees to cooperate fully in providing reasonable access to the contractor's records, documents, agents or employees, or premises if reasonably required by authorized officials of the contracting agency, the Department of Industrial Relations,

or the Department of Justice to determine the contractor's compliance with the requirements under paragraph (a).

7. DOMESTIC PARTNERS: For contracts over \$100,000 executed or amended after January 1, 2007, the contractor certifies that contractor is in compliance with Public Contract Code section 10295.3.

DOING BUSINESS WITH THE STATE OF CALIFORNIA

The following laws apply to persons or entities doing business with the State of California.

1. CONFLICT OF INTEREST: Contractor needs to be aware of the following provisions regarding current or former state employees. If Contractor has any questions on the status of any person rendering services or involved with the Agreement, the awarding agency must be contacted immediately for clarification.

Current State Employees (Pub. Contract Code §10410):

- 1). No officer or employee shall engage in any employment, activity or enterprise from which the officer or employee receives compensation or has a financial interest and which is sponsored or funded by any state agency, unless the employment, activity or enterprise is required as a condition of regular state employment.
- 2). No officer or employee shall contract on his or her own behalf as an independent contractor with any state agency to provide goods or services.

Former State Employees (Pub. Contract Code §10411):

- 1). For the two-year period from the date he or she left state employment, no former state officer or employee may enter into a contract in which he or she engaged in any of the negotiations, transactions, planning, arrangements or any part of the decision-making process relevant to the contract while employed in any capacity by any state agency.
- 2). For the twelve-month period from the date he or she left state employment, no former state officer or employee may enter into a contract with any state agency if he or she was employed by that state agency in a policy-making position in the same general subject area as the proposed contract within the 12-month period prior to his or her leaving state service.

If Contractor violates any provisions of above paragraphs, such action by Contractor shall render this Agreement void. (Pub. Contract Code §10420)

Members of boards and commissions are exempt from this section if they do not receive payment other than payment of each meeting of the board or commission, payment for preparatory time and payment for per diem. (Pub. Contract Code §10430 (e))

2. LABOR CODE/WORKERS' COMPENSATION: Contractor needs to be aware of the provisions which require every employer to be insured against liability for Worker's Compensation or to undertake self-insurance in accordance with the provisions, and Contractor affirms to comply with such provisions before commencing the performance of the work of this Agreement. (Labor Code Section 3700)

3. AMERICANS WITH DISABILITIES ACT: Contractor assures the State that it complies with the Americans with Disabilities Act (ADA) of 1990, which prohibits discrimination on the basis of disability, as well as all applicable regulations and guidelines issued pursuant to the ADA. (42 U.S.C. 12101 et seq.)

4. CONTRACTOR NAME CHANGE: An amendment is required to change the Contractor's name as listed on this Agreement. Upon receipt of legal documentation of the name change the State will process the amendment. Payment of invoices presented with a new name cannot be paid prior to approval of said amendment.

5. CORPORATE QUALIFICATIONS TO DO BUSINESS IN CALIFORNIA:

a. When agreements are to be performed in the state by corporations, the contracting agencies will be verifying that the contractor is currently qualified to do business in California in order to ensure that all obligations due to the state are fulfilled.

b. "Doing business" is defined in R&TC Section 23101 as actively engaging in any transaction for the purpose of financial or pecuniary gain or profit. Although there are some statutory exceptions to taxation, rarely will a corporate contractor performing within the state not be subject to the franchise tax.

c. Both domestic and foreign corporations (those incorporated outside of California) must be in good standing in order to be qualified to do business in California. Agencies will determine whether a corporation is in good standing by calling the Office of the Secretary of State.

6. RESOLUTION: A county, city, district, or other local public body must provide the State with a copy of a resolution, order, motion, or ordinance of the local governing body which by law has authority to enter into an agreement, authorizing execution of the agreement.

7. AIR OR WATER POLLUTION VIOLATION: Under the State laws, the Contractor shall not be: (1) in violation of any order or resolution not subject to review promulgated by the State Air Resources Board or an air pollution control district; (2) subject to cease and desist order not subject to review issued pursuant to Section 13301 of the Water Code for violation of waste discharge requirements or discharge prohibitions; or (3) finally determined to be in violation of provisions of federal law relating to air or water pollution.

8. PAYEE DATA RECORD FORM STD. 204: This form must be completed by all contractors that are not another state agency or other governmental entity.

CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature on this form provides for compliance with certification requirements under 45 CFR Part 93, "New restrictions on Lobbying," and 45 CFR Part 76, "Government-wide Debarment and Suspension (Non procurement) and Government-wide requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 45 CFR Part 93, for persons entering into a grant or cooperative agreement over \$100,000 as defined at 45 CFR Part 93, Sections 93.105 and 93.110, the applicant certifies that:

(a) No federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a member of Congress in connection with the making of any federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement:

(b) If any funds other than federal appropriated funds have been or will be paid to any person for influencing or attempting to influence an employee of Congress, or any employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form -LLL, "Disclosure Form to Report Lobbying," in accordance with this instruction;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by executive Order 12549, Debarment and Suspension, and other responsibilities implemented at 45 CFR Part 76, for prospective participants in primary or a lower tier covered transactions, as defined at 45 CFR Part 76, Sections 76.105 and 76.110.

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any federal department or agency:

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contract under a public transaction violation of federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (federal, state, or local) with commission of any of the offenses enumerated in paragraph (1) (b) of this certification; and

(d) Have not within a three-year period proceeding this application had one or more public transactions (federal, state, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 45 CFR Part 76, Subpart F, for grantees, as defined at 45 CFR Part 76, Sections 76.605 and 76.610-

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition.

(b) Establishing an on-going drug-free awareness program to inform employees about-

(1) The danger of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will -

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d) (2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title,

to: Director, Grants, and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W., (Room 3124, GSA Regional Office Building No. 3), Washington, DC 20202-4571.

Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d) (2), with respect to any employee who is so convicted:

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency:

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee shall insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

Faller Elementary 1500 W. Upjohn Ridgecrest, CA 93555

Inyokern Elementary 6601 Locust St. Inyokern, CA 93527

Pierce Elementary 674 N. Gold Canyon Ridgecrest, CA 93555

Check [] if there are workplaces on file that are not identified here.

DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 45 CFR Part 76, Subpart F, for grantees, as defined at 45 CFR Part 76, Sections 76.605 and 76.610-

a. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant, and


b. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants and contracts Service, U.S. department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office Building No. 3) Washington, DC 20202-4571. Notice shall include the identification numbers(s) of each affected grant.

ENVIRONMENTAL TOBACCO SMOKE ACT

As required by the Pro-Children Act of 1994, (also known as Environmental Tobacco Smoke), and implemented at Public Law 103-277, Part C requires that:

The applicant certifies that smoking is not permitted in any portion of any indoor facility owned or leased or contracted and used routinely or regularly for the provision of health care services, day care, and education to children under the age of 18. Failure to comply with the provisions of this law may result in the imposition of a civil monetary penalty of up to \$1,000 per day. (The law does not apply to children's services provided in private residence, facilities funded solely by Medicare or Medicaid funds, and portions of facilities used for in-patient drug and alcohol treatment.)

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

NAME OF APPLICANT (CONTRACTOR) Sierra Sands Unified School District	CONTRACT # CSPP 5121
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Ernest M. Bell, Jr. Superintendent	June 18, 2015
SIGNATURE 	DATE June 18, 2015