

No Child Left Behind Act of 2001
LOCAL EDUCATION AGENCY PLAN
Revised February 17, 2011

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**California Department of Education
Specialized Programs Division
1430 N Street, Suite 4309
Sacramento, California 95814-5901**

LEA Plan Information:

Name of Local Education Agency (LEA): SIERRA SANDS UNIFIED SCHOOL DISTRICT

County/District Code: 15-73742

Dates of Plan Duration: **February 17, 2011 to February 28, 2012 (to be updated annually)**

Date of local governing board approval: May 29, 2003 (original), February 17, 2011(current)

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

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

Mrs. Joanna Rummer

February 17, 2011

Printed or typed name of Superintendent

Date

Signature of Superintendent

Mr. Thomas Pearl

February 17, 2011

Printed or typed name of Board President

Date

Signature of Board President

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Part I

Background and Overview

Background

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

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

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 by the California Department of Education (see Appendix A), as specified by the U.S. Department of Education (USDE). Some performance indicators have been translated into targets (API, AYP AMOs, Title III AMAOs, NCLB HQ Teachers) and others are still being developed.

Collectively, NCLB's goals, along with the performance indicators and targets, constitute California's framework for Elementary and Secondary Education Act (ESEA) accountability. This framework provides the basis for the state's improvement efforts, for informing policy decisions by SBE, and for 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, and
- an accountability structure that measures school effectiveness in light of student achievement.

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 education agency plans**, technology plans,

professional development opportunities, and technical assistance all are moving toward a level of alignment and streamlining. The result of this consolidation provides a cohesive, comprehensive, and focused effort for supporting and improving schools and responding to required reporting mechanisms.

Descriptions of the Consolidated Application, the Local Education Agency Plan, and the Categorical Program Monitoring Process

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 Education Agency Plan, the school-level Single Plan for Student Achievement, and the Categorical Program Monitoring).

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 to the state in January; 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 or School Plan)

State law requires that school-level plans for programs funded through the Consolidated Application be consolidated in a *Single Plan for Student Achievement (Education Code Section 64001)*, developed by schoolsite councils with the advice of any applicable school advisory committees. LEA's allocate NCLB funds to schools through the Consolidated Application for Title I, Part A, Title IIA and D and Title III (Limited English Proficient). 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. School Plans are brought to the SSUSD Board for approval each February.

The Local Education Agency Plan (LEA Plan)

The approval of a Local Education Agency Plan 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 LEA's will take to ensure that they meet 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. The revised LEA Plan is brought to the SSUSD Board for approval each March.

Categorical Program Monitoring (CPM)

State and federal law require CDE to monitor the implementation of categorical programs operated by local educational agencies. This state-level oversight is accomplished in part by conducting on-line and on-site reviews of programs implemented by local schools and districts. The Categorical Program Monitoring process 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 LEA Plan is five years (July 1, 2003 through June 30, 2008) and the Plan is updated annually. There has been no guidance provided by CDE concerning any new procedures to update, other than annual updates, after the June 30, 2008 expiration. Submission to the state will occur when requested and is anticipated to be after reauthorization of the Elementary and Secondary Education Act– ESEA.

In developing the Plan, SSUSD reviews its demographics, test results, performance, and resources. 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), federal Adequate Yearly Progress (AYP) results, and other data sources. Appendix B lists links to each of the web sites containing student and staff demographic information, SARC, STAR, API, and AYP data. 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 under-performing student groups. The LEA Plan was initially developed in 2002/2003 and revised yearly using the following recommended steps for plan development:

1. Obtain input. Seek the input of councils, committees, and community members (e.g., school site council, curriculum advisory groups, committees for English Language Learners, gifted and talented education, special education, etc.). The most effective plans are those supported by the entire district community. The integration of any other program plans (i.e. Alternative Education Programs, and Focus on Learning: Secondary School Accreditation) others does not eliminate any program requirements. The combined process must include the requirements of every program involved.
2. Review LEA characteristics. Include the LEA's vision and mission statements as well as a description or profile of the LEA.
3. Analyze student performance and other relevant data. 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.

4. 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.
5. Establish LEA Plan performance targets. Using the five NCLB performance goals and indicators (see Appendix A), develop local performance targets that are: a) derived from group 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.
6. Review available resources. Aside from fiscal resources available through federal and state funding, additional programmatic resources are available on the CDE Web site at <http://www.cde.ca.gov>. The Consolidated Application provides funding for **district and school-operated programs** such as Title I, Title IIA, Title IID, Title III, Economic Impact Aid- LEP, and EIA-State Compensatory Education. Most other programs are currently "flexible" and are no longer accounted for in the Consolidated Application.
7. Identify specific plans for improvement. For **district-operated** programs, participants are identified, and expected performance gains and means of evaluating gains are determined. Specific improvements and practical monitoring of their implementation and effectiveness are defined. For **school-operated programs**, summarize those same elements from approved *Single Plans for Student Achievement*.
8. Obtain local governing board approval. The LEA Plan must be approved by the local governing board prior to submittal to CDE and should be approved yearly. Ensure that all required signatures are affixed.
9. Monitor progress. 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.
10. Evaluate the effectiveness of planned activities. 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?
11. Modify the plan. The LEA Plan must be reviewed and updated annually. Factors that may indicate a need to amend the plan are considered, such as: a) a major service or activity that proves ineffective; b) a program allocation is less or more than estimated; c) staff, equipment, or materials essential to the plan cannot be procured; d) school boundaries or demographics suddenly change; e) an activity was found to be non-compliant; and f) a planned activity is not supported by staff, parents, or students.

12. The following checklist was utilized in this process

PLANNING CHECKLIST FOR LEA PLAN DEVELOPMENT

	LEA Plan – Comprehensive Planning Process Steps
X	1. Obtain input from councils, committees, and community members.
X	2. Include the LEA's vision/mission statement, description/profile.
X	3. Analyze student performance data from multiple measures of relevant student assessment (both state- and local-level assessments).
X	4. Analyze current educational practices, professional development, staffing, and parental involvement.
X	5. Establish LEA performance targets derived from group performance data and scientifically based practices that are measurable, have a timeline, and identify participants.
X	6. Review all available resources from federal, state, and local levels.
X	7. Describe specific plans for improvement for identified participants stating expected performance gains and means of evaluating gains.
X	8. Obtain local governing board approval of the LEA Plan.
X	9. Establish a timely but specific monitoring process for the implementation of the LEA Plan.
X	10. Evaluate the effectiveness of planned improvements of LEA Plan implementation.
X	11. Modify and update the LEA Plan annually.

FEDERAL AND STATE PROGRAMS CHECKLIST

Check (X) all applicable programs operated by the LEA. In the “other” category, list any additional programs that are reflected in this Plan. T3 indicated Tier 3 state programs that are currently “flexible” and may be used for any educational purpose through at least 2012-2013. NA indicates that the funding source is no longer available to the district.

Federal Programs		State Programs	
X	Title I, Part A	X	EIA – State Compensatory Education
	Title I, Part B, Even Start	X	EIA – Limited English Proficient
	Title I, Part C, Migrant Education		State Migrant Education
	Title I, Part D, Neglected/Delinquent	T3	School and Library Improvement Block Grant
X	Title II, Part A, Subpart 2, Improving Teacher Quality	X	Child Development Programs (Preschool & CalSAFE)
X	Title II, Part D, Enhancing Education Through Technology		Educational Equity
X	Title III, Limited English Proficient	T3	Gifted and Talented Education
	T3	X	Peer Assistance Review
NA	Title IV, Part A, Safe and Drug-Free Schools and Communities		Tobacco Use Prevention Education (Prop 99)
NA	Title V, Part A, Innovative Programs – Parental Choice		Immediate Intervention/ Under performing Schools Program
T3	Adult Education (state funding only)	T3	School Safety and Violence Prevention Act (AB1113, AB 658)
X	Career Technical Education (Perkins)	T3	Tenth Grade Counseling- Pupil Retention Block Grant
	McKinney-Vento Homeless Education	T3	Staff Development Block Grant
X	IDEA, Special Education		Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
	21 st Century Community Learning Centers	X	After School (Before School) Education and Safety Program
X	Workability	T3	Community Based English Tutoring
		T3	English Language Acquisition Program
X	Other (describe): Specialized block grants included in Tier 3 (i.e. ROP), State Preschool, Lottery Competitive Grants including CTE Prop 1D Facilities Program, Preschool Renovation, EETT Competitive and Tech Prep Demo		

DISTRICT BUDGET FOR FEDERAL PROGRAMS – 2010-2011
Information for Sierra Sands Unified School District

Programs	2009-2010 District Carryovers	2010-2011 District Entitlements	2010-2011 Total District Resources	2010-2011 Direct Services to Students at School Sites (\$)	2010-2011 Direct Services to Students at School Sites (%)
Title I, Part A	297,508	1,144,735	1,442,243	1,22506	85%
Title I, Part A- ARRA	319,419	0	319,419	271,506	85%
Title II Part A, Subpart 2, Improving Teacher Quality	146,213	248,259	394,472	335,301	85%
Title II, Part D, Enhancing Education Through Technology (formula)	5,662	4,123	9,785	8,317	85%
Title II, Part D, Enhancing Education Through Technology (competitive)	0	50,000	50,000	42,500	85%
Title III, Limited English Proficient	29,806	52,029	81,835	80,98	98%
Career Technical Education (Perkins)	0	42,574	42,574	40,443	95%
TOTAL	798,608	1,541,720	2,340,328		

DISTRICT BUDGET FOR STATE PROGRAMS – 2010-2011

State Tier 1 and Tier 2 only

Programs	2009-2010 District Carryovers	2010-2011 District Entitlements	2010-2011 Total District Resources	2010-2011 Direct Services to Students at School Sites (\$)	2010-2011 Direct Services to Students at School Sites (%)
Economic Impact Aid- EIA-LEP and EIA-SCE	451,389	553,160	1,004,549	853,866	85%
After School Education and Safety	0	343,500	343,500	291,975	85%
State Preschool	23,280	549,769	573,049	487,091	85%
TOTAL	1,421,092	3,147,429	4,568,521		

Part II

The Plan

Needs Assessment

The Sierra Sands Unified School District's needs assessments utilizes a variety of resources and data points. Input is gathered from the parents, community, and staff through School Site Council meetings, English Language Learner meetings, parent surveys, Advisory Meetings, Technology Committee Meetings, GATE Committee Meetings, and the Superintendent's Council. The assessment focuses on the areas of improving student academic performance, professional development and hiring, and school safety. Analysis of student academic performance guides the District in calculating a timeline for ensuring student proficiency, and in setting a growth target for the District.

The passage of NCLB has imposed a number of significant new requirements on LEA's 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, professional development and hiring, 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, SSUSD annually reviews demographics, test results, and resources. The majority of such information is readily available on School Accountability Report Cards (SARC), the Standardized Testing and Reporting (STAR) performance results, the California English Language Development Test (CELDT) results, the Academic Performance Index (API) results, Annual Yearly Progress (AYP), CBEDS, DataQuest, Title III AMAO Reports 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, AYP, and API data). SSUSD gathers and reviews its own information from these resources to determine strengths and needs and to shape the planning process. Additional sources of information through Edusoft were also utilized in this annual review.

Academic Performance

The needs assessment includes 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

Professional Development and Hiring

Another component of the needs assessment examines local needs for professional development and hiring. LEA teachers and administrators participate in this process to identify activities that 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 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. The assessment 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)).

Descriptions – District Planning

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

District Profile

Mission Statement: The Sierra Sands Unified School District is 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 California State Standards that supports all students with an equal opportunity for educational growth and creativity while preparing them for a productive future.
2. Provide a variety of staff development opportunities and student programs, strategies, and interventions that maximize the likelihood for student success.
3. Promote safe, drug-free, well maintained, culturally sensitive, and adequately equipped schools to ensure a positive learning environment.
4. Opportunities for community input and involvement shall be emphasized through communication of goals, activities, and accomplishments in order to enrich the educational experience of students.

Sierra Sands Unified School District is located in the Indian Wells Valley of California's beautiful high desert. SSUSD is located in the northwest quadrant of the Mojave Desert. The district is isolated from comparable population centers by approximately 120 miles. The district serves a large rural area of approximately 954 square miles with eleven schools including seven elementary schools, two middle schools, one comprehensive high school, and one continuation high school. K-12 District enrollment according to 2009-2010 CBEDS is 5,232. Students by ethnicity include 1.5% American Indian, 5.7% Asian/ Pacific Islander/ Filipino, 22.9% Hispanic, 5.7% African American, 63.2% White and .8% Multiple or No Response. Participants in special programs include 10% English learners, and 43.4% Free and Reduced Meals participants. Approximately 3% of our students attend alternative education. As of the Spring Language Census (3/1/2010) there were 17 languages in the district, other than English, including Spanish 7%, and other languages of less than 1% each for a total of 9%. There are 277 teachers at the district for a ratio of 20.3 students per teacher (08-09 CDE Ed-Data). The district also operates a state preschool at three elementary sites, a Cal-SAFE child development center, adult school, three ASES after school programs and one before school program.

Students in grades K-5 attend school at one of seven elementary school sites. Elementary schools operate on a trimester reporting system with parent conferences held in November and March. Elementary instruction is based on California State Standards for each grade level and subject. Achievement tests and benchmarks are utilized yearly. Parents receive detailed results of the STAR tests. 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 six schools. Interventions and before-and-after school programs are also available. Student access to after school programs is available at three schools (Faller, Inyokern and Pierce) through After School Education and Safety (ASES) grants.

The district has two middle schools. Instruction is based on course outlines that are articulated with both the elementary and high school courses of study. Gifted and Talented Education is provided to identified students. Both middle schools receive annual School

improvement funding to meet specific school needs. A full-time counselor is assigned to each school to help students and parents and ensure that program requirements are met. A variety of extracurricular activities are available, including student government. 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. Advanced placement courses are provided in a number of subjects, and concurrent enrollment at Cerro Coso Community College is possible for some students. Proficiency and remedial programs are also provided. Four full-time counselors assist students and parents to ensure that graduation and college entrance requirements are met. Burroughs is a member of the Desert Sky League and the Southern Section of the California Interscholastic Federation. A full complement of athletic activities is provided. An award-winning band is part of the extensive performing arts program. Participation in club activities and student government is encouraged. Burroughs offers a large career technical education program including Regional Occupational (ROP), Perkins (federal), and Workability programs. The career technical program has extensive articulation agreements with Cerro Coso Community College.

Mesquite offers an alternative program for students 16 years of age or older on a separate campus. Credits are earned through contracts designed to fit students' individual needs. Students may also participate in ROP courses at Burroughs. Students may also participate in Virtual Class which blends on-line classes, provided by the college, with in class support provided by Sierra Sands Unified. Childcare and parent education curricula are currently provided for students with very young children. Participation in student government activities is encouraged.

Career Technical Education received renewed emphasis in the state starting in 2006-2007. Sierra Sands has been able to strengthen and selectively expand offerings, including a comprehensive pre-engineering program at both the middle and high school levels. Coordination with Cerro Coso and the Kern Community College District has also expanded through SB70 joint activities and articulation efforts. The district has actively pursued grant opportunities to enhance CTE programs and facilities. Three CTE facility projects are currently underway (Proposition 1D).

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 Assessment- ELA-Grades K-8, math (K-5) and high school English.
- Teacher Evaluation Component- K-12
- Multiple measures include embedded assessment tools in district-adopted and supplemental curricula such as: STAR Early Literacy, STAR Reading, Oral Running Records, Accelerated Reading and Math and ALEKS math.

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

Benchmark assessments for each grade level and the core programs have been developed. Full implementation is occurring in K-5, and in ELA in grades 6-12. These benchmarks are entered into Edusoft for ease of analysis and use in longitudinal studies of student and sub group performance over time.

The district uses a variety of reading and writing assessments and tracking tools to constantly and consistently track the progress of students toward reading and writing proficiency. Consistent use of these measurement tools provides teachers with instant feedback and an immediate response to student difficulty is recognized and addressed. Teachers are provided standards based materials and training. The district has initiated efforts to gain familiarity with the newly adopted Common Core Standards in 2010-2011.

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 English Language Arts

Description of Specific Actions to Improve Education Practice in ELA	Timeline	Persons Involved	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards: <ul style="list-style-type: none"> Review and modify curriculum guides and pacing guides (time permitting) Leadership Committee/ PLC Grade level/curricular collaboration Prof. development activities focusing on Common Core Standards Complete middle school ELA and writing benchmarking pilot 	10/11-11/12	Assistant Superintendent Of Curriculum And Instruction, Teachers, Parents	Hardware and software Stipends Meeting supplies	16000 10000	Title II A EIA/ Title 1
2. Use of standards-aligned instructional materials and strategies: <ul style="list-style-type: none"> Review state approved research based programs and textbooks District Instructional Materials Selection Committee approval of textbook and supplemental materials Adoption of ELA State Approved Textbooks K-5- <i>Treasures</i> Materials previously approved by the board: <ul style="list-style-type: none"> Elementary—SRA/Open Court Reading (to be replaced 11/12) Middle—Prentice Hall Literature/Timeless Voices, Timeless Themes High School—Holt Literature & Language Arts An Introduction to Poetry 	09/10 09/10 10/11 current	Assistant Superintendent Of Curriculum And Instruction, Coordinator Of Special Projects. Site Principals, Project Teachers, Staff, Parents	Textbooks Supplementary Materials Consultant fees Materials Library Books to support standards	10000 7000 1000 10000 8000 3000 525000	Title I Title IIA Title III EIA- SCE/LEP Lottery CAHSEE Intervention Inyo-Kern Schools Financing Authority

Description of Specific Actions to Improve Education Practice in Reading	Timeline	Persons Involved	Related Expenditures	Estimated Cost	Funding Source
2. Continued Use of English Learner component of State Approved Textbook and Supplemental Materials including: <ul style="list-style-type: none"> • Hampton Brown Avenues K-5 • The Reader's Choice • Rewards • High Point Series Gr. 6-12 Prof. Dev. on New ELA Materials and Effective Use of Teaching Strategies	10/11-11/12				
3. Extended learning time for students <ul style="list-style-type: none"> • Before and After School Intervention/Remediation/ Enrichment Programs- SIPPS/ Rewards • Teacher assistance outside the regular Classroom • Reading Clubs/ Cross Age Shared Reading • Summer School & summer reading lists • Parent/High School volunteer tutoring • Literacy support programs • GATE activities • Homework Clubs • August/ Summer Academy (Title I and III) • Accelerated Reader Program • Full Day Kindergarten • State Preschool • Library Plan implementation • ESL classes tutoring • After School Education and Safety Program and ASES Plan 	10/11-11/12	Assistant Superintendent of Curriculum and Instruction, Coordinators Site Principals, Teachers, Volunteers, Parents, Students	Personnel Costs Supplies Transportation Library books and extended summer hours to increase access	40000 10000 2000 200,000 300000 180000 Varies	Title I Title IIA Title III After School Education and Safety Program State Preschool Intervention Funds Community and grant funds

Description of Specific Actions to Improve Education Practice in Reading	Timeline	Persons Involved	Related Expenditures	Estimated Cost	Funding Source
4. Increased access to technology: <ul style="list-style-type: none"> Fully implement State Approved Technology Plan (revised 2011-2016)- see plan for complete details) Implement i-SAFE curriculum Continue to expand WAN for density Continue to refine EAGLE Aeries System district wide Increase student and staff access to Computer Laboratories and in the Classroom—Pursue grants CALPADS data management Technology support for district provided software Expand access to computer based instruction and assessment programs Provide technology training for Staff Increased accessibility through district web page- district intranet and Ed-Line 	11/12-15/16 10/11-11/12	Assistant Superintendent of Curriculum and Instruction, Director of Technology Coordinator Of Special Projects and Ed. Technology Principals, Teachers, Parents	Hardware Software Contracts Stipends Supplies Consultants Travel Costs Personnel Costs	60000 60000 Varies 100000	Title I Title IID- EETT formula and competitive grants KCSOS-county support through CTAP Technology- General Fund
5. Staff development and professional collaboration will be aligned with standards-based instructional materials: <ul style="list-style-type: none"> Advisory Committee meetings Staff collaboration Time Textbook and suppl. materials training CELL, ExLL, STELLAR training- CTEL (EL) certification Professional Learning Communities Differentiated Instruction training Renaissance Learning training Beginning Teacher Support and Assistance State subject matter training “Step up to Writing” training Literacy coaches 	10/11-11/12	Assistant Superintendent of Curriculum and Instruction., Coordinator Of Special Projects, Principals, Staff, Parents as Committee Members	Supplies Stipends Consultant Fees Travel Expenses	5000 40000 6000 8517 12000 21000	BTSA Title I Title IIA Title III EIA-LEP EIA-SCE

Description of Specific Actions to Improve Education Practice in Reading	Timeline	Persons Involved	Related Expenditures	Estimated Cost	Funding Source
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents) shall be enhanced through:</p> <ul style="list-style-type: none"> • Translation of important notifications in Spanish • School Accountability Report Card • District and program newsletters • District Rights and Responsibilities Booklet • Parent Conferences • ELAC/SSC/DIMSC/GATE/PTA/Booster Clubs/Superintendent Council and Advisory Committees • Back to School/Open House/ Parent Nights • Parent education classes/ ESL/CBET, Parent Project (funding permitting) • Site Newsletters to parents and community • Parent/ community information on web page • Joint Grant applications (college, police, NAWCWD) • Educational partnership agreement (NAWCWD) • School Forums and Community Forums 	10/11-11/12	All Management Team, Staff, Community, Parents, Students, District ELL staff	Personnel Costs Duplication Services Hardware and Software Contracted Services	1000 4000 4000 2000 2000	EIA-LEP EIA- SCE Title I Title IIA Title III

Description of Specific Actions to Improve Education Practice in Reading	Timeline	Persons Involved	Related Expenditures	Estimated Cost	Funding Source
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <ul style="list-style-type: none"> • Maintain elementary library services despite state funding cuts (move to Title 1 starting in 2010-2011) • Student Study Teams/ Student Assistance Teams • AVID and ALAS classes at middle and high school • Parent Conferences • Kindergarten/Middle School/High School Orientations • School Attendance Review Board • NJROTC • CAHSEE Intensive Instruction • Link Crew at BHS • Parent Project • Community mental health services • Elementary Counseling (Title 1/ EIA) • College articulation agreements • Homework assistance • Summer school and/or Interventions • Homeless Services • Independent Study • Develop on-line educational program 	10/11-11/12	Principals, Staff Parents, Community Organizations	Personnel costs Supplies Transportation	<p>1000</p> <p>158000</p> <p>200000</p>	<p>Adult Education</p> <p>Title I (elementary librarians and T1 counselor</p> <p>EIA-SCE and LEP (elementary counseling and AVID/ ALAS FTE)</p>

Description of Specific Actions to Improve Education Practice in Reading	Timeline	Persons Involved	Related Expenditures	Estimated Cost	Funding Source
8. Monitoring program effectiveness: <ul style="list-style-type: none"> • Superintendent's Evaluation of Administrator Performance • Board Evaluation of Superintendent. • School Site Councils-Single Plans for Student Achievement • District Advisory Councils • English Language Learner Advisory Councils • Superintendent's Council • Technology Committee • GATE Committee • Site/District/Program Self Reviews • Categorical Program Monitoring • Program and Fiscal Audits • Annual Assessment Reports to the Board of Education • Student/Parent/Staff Surveys and Needs Assessments • Analysis of Standardized Testing • Edusoft Data Analysis Program • Other computerized analysis tools • Edusoft Benchmark Assessments/Local Measures • School Recognition Programs • Circulation library reports • Teacher Recruitment and Retention Plan • Required grant reporting 	10/11-11/12	Superintendent, Assistant Superintendent of Curriculum and Instruction, Chief Financial Officer, Program Directors, Program Coordinators, Research Assistant, Principals, Staff, Parents, Review Team Members	Supplies Software Contracts	10000 22500 500 2500 varies	Title I Title IIA Title III EIA-SCE and LEP Various grants

Description of Specific Actions to Improve Education Practice in Reading	Timeline	Persons Involved	Related Expenditures	Estimated Cost	Funding Source
<p>9. Targeting services and programs to lowest-performing student groups:</p> <ul style="list-style-type: none"> • Student Study Teams Analyze Student Needs/Data/Placement • Resource Specialists Analyze Student Needs/Data/Placement • Counselors/Teachers/Administrators Analyze Student Needs/Data/Placemen • Research Assistant provides reports • Parent Input • Promotion/Retention Policy • Benchmarking committees • Expanded day- after school • Technology tools <p>Auxiliary services provided including, but not limited to :</p> <ul style="list-style-type: none"> • Before/During/After School Programs/Clubs • Tutoring Before/During/After school • Paraprofessionals • Grouping/Clustering • Summer School (funding permitting) • Title 1 Programs • Transportation needs • Homeless services • Reading Specialists • Renaissance Learning Programs Student Attendance Review Board • Access to Technology 	10/11-11/12	Asst. Superintendent Coordinator of Assessment, Research Assistant, Principals, Staff, Parents	Personnel Costs Supplies Hardware Software Grant Application costs Books to meet specific needs	20000 1500 2000 40000 100000	Title I Title III EIA-LEP and SCE Intervention funds After School Education Safety Plan Other grants as received

Description of Specific Actions to Improve Education Practice in Reading	Timeline	Persons Involved	Related Expenditures	Estimated Cost	Funding Source
<p>10. Provide any additional services tied to student academic needs (funding permitting):</p> <ul style="list-style-type: none"> • National School Lunch Program • MediCal Billing • District Nurse • District Psychologist/Counseling Services/Speech Therapist • College Community Services • Lunch Detention Program • Comprehensive drug, alcohol, tobacco, violence prevention programs • School Resource Officer • Alternative High School • Independent Study Program • On-line instructional program • Awards Assemblies/Honor Roll/Student Recognition • Field Trips • Saturday School • Academic Contracts • SARB • Homeless services including transportation, medical, records • Title 1 and EIA Counselors • 504/ IEP plans 	10/11-11/12	All District Staff, Community Organizations	Personnel Costs Supplies Transportation	10000 10000 20000	Title I Adult Education School Safety

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 Mathematics

Description of Specific Actions to Improve Education Practice in Mathematics	Timeline	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards: <ul style="list-style-type: none"> Review and modify course outlines Review and Modify Curriculum Guides Mathematics Instructional Advisory Committee Collaboration Grade Level/Curricular Collaboration 	10/11-11/12	Assistant Superintendent of Curriculum and Instruction, Teachers, Parents	Hardware and software Stipends Meeting supplies	5000 5000	Title II A EIA/ Title 1
2. Use of standards-aligned instructional materials and strategies: <ul style="list-style-type: none"> Realignment of math sequences Continued implementation of 2007/2008- State Approved Textbooks Prof. Dev. on Adopted Materials Use Effective Teaching Strategies 	10/11-11/12	Assistant Superintendent of Curriculum And Instruction, Coordinator Of Special Projects, Site Principals, Staff, Parents	Textbooks Supplementary Materials Consultant fees Materials	7500 10000 4000 8000 2000	Title I Title IIA EIA- SCE/LEP Lottery CAHSEE Intervention
3. Extended learning time: <ul style="list-style-type: none"> Before and After School Intervention/Remediation/ Enrichment Teacher Assistance Outside the Regular Classroom Math Labs/Math Clubs/ Robotics Parent/High School Volunteer Tutoring Homework Clubs August/ Summer Academy (Title I, III) Full Day Kindergarten After School Education and Safety Program and ASES Plan Renaissance Learning Products i.e. Accelerated Math/ STAR Math 	10/11-11/12	Assistant Superintendent of Curriculum and Instruction, Coordinators Site Principals, Teachers, Volunteers, Parents, Students Contractors	Personnel Costs Supplies Transportation	40000 10000 2000 200,000 180000 Varies	Title I Title IIA Title III After School Education and Safety Program Intervention Funds Community and grant funds

Description of Specific Actions to Improve Education Practice in Mathematics	Timeline	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
5. Staff development and professional collaboration aligned with standards-based instructional materials: <ul style="list-style-type: none"> • District and Site Staff Development Plans • Mathematics Advisory Committee as needed • Staff Collaboration Time • Textbook and Supplemental Materials Training • Professional Learning Communities • Differentiated Instruction Training • Integrated curriculum training • Computer delivered Math Training • Training- Math Matters, Math Facts Training, ALEKS • Participation in subject matter training and conferences • Math Consultant/ Coach (funding permitting) 	10/11-11/12	Assistant Superintendent Of Curriculum And Instruction, Coordinator Of Special Projects, Principals, Staff	Supplies Stipends Consultant Fees Travel expenses	3000 10000 6000 2500 6000 11000	BTSA Title I Title IIA Title III EIA-LEP EIA-SCE
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents) shall be enhanced through: <ul style="list-style-type: none"> • Translation of Important Notifications in Spanish • School Accountability Report Card • District and Program Newsletters • District Rights and Responsibilities Booklet • Parent Conferences • ELAC/SSC/DIMSC/GATE/PTA/Booster Clubs/Superintendent Council and 	10/11-11/12	All Management Team, Staff, Community, Parents, Students, District ELL Clerk	Personnel Costs Duplication Services Hardware and Software Contracted Services	1000 4000 4000 2000 2000	EIA-LEP EIA- SCE Title I Title IIA Title III

Advisory Committees <ul style="list-style-type: none"> • Back to School/Open House/ Parent Nights • Parent Education Classes/ ESL/CBET, Parent Project (funding permitting) • Site Newsletters to parents and community • Parent/ community information on web page • Joint Grant applications (college, police, NAWCWD) • Educational partnership agreement (NAWCWD- Cerro Coso- higher ed.) • School Forums and Community Forums 					
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 • Kindergarten/Middle School/High School Orientations • School Attendance Review Board • NJROTC • CAHSEE Intensive Instruction • Link Crew at BHS • Parent Project • Community Mental Health Services • Elementary Counseling (Title I/ EIA) • College articulation agreements • Homework Assistance • Summer school and/or Interventions • Homeless Services • Independent Study • Develop on-line educational program 	10/11-11/12	Principals, Staff, Community Organizations	Personnel costs Supplies Transportation	1000 10000 50000	Adult Education Title I EIA-SCE and LEP

Description of Specific Actions to Improve Education Practice in Mathematics	Timeline	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
8. Monitoring program effectiveness: <ul style="list-style-type: none"> • Superintendent's Evaluation of Administrator Performance • Board Evaluation of Supt. • School Site Councils-Single Plans for Student Achievement • District Advisory Councils • English Language Learner Advisory Councils • Superintendent's Council • Technology Committee • GATE Committee • Site/District/Program Self Reviews • Categorical Program Monitoring • Program and Fiscal Audits • Annual Assessment Reports to the Board of Education • Student/Parent/Staff Surveys and Needs Assessments • Analysis of Standardized Testing • Edusoft Data Analysis Program • Other computerized analysis tools • Edusoft Benchmark Assessments/Local Measures • School Recognition Programs • Circulation library reports • Teacher Recruitment and Retention Plan • Required grant reporting 	10/11-11/12	Superintendent, Assistant Superintendent of Curriculum and Instruction, Chief Financial Officer, Program Directors, Program Coordinators, Research Assistant, Principals, Staff, Parents, Review Team Members	Supplies Software Contracts	10000 22500 500 2500 varies	Title I Title IIA Title III EIA-SCE and LEP Various grants

Description of Specific Actions to Improve Education Practice in Mathematics	Timeline	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>9. Targeting services and programs to lowest-performing student groups:</p> <ul style="list-style-type: none"> • Student Study Teams Analyze Student Needs/Data/Placement • Resource Specialists Analyze Student Needs/Data/Placement • Counselors/Teachers/Administrators Analyze Student Needs/Data/Placemen • Research Assistant provides reports • Parent Input • Promotion/Retention Policy • Benchmarking committees • Expanded day- after school • Technology tools <p>Auxiliary services provided including, but not limited to:</p> <ul style="list-style-type: none"> • Before/During/After School Programs/Clubs/ Interventions • Tutoring Before/During/After school • Paraprofessionals • Grouping/Clustering • Summer School (funding permitting) • Homeless services • Title 1 Programs • Renaissance Learning Products i.e. Accelerated Math Program • Student Attendance Review Board • Access to Technology • CAHSEE Intervention 	10/11-11/12	Asst. Superintendent Coordinator of Assessment, Research Assistant, Principals, Staff, Parents	<p>Personnel Costs</p> <p>Supplies</p> <p>Hardware</p> <p>Software</p> <p>Grant Application costs</p> <p>Books to meet specific needs</p>	<p>20000</p> <p>1500</p> <p>2000</p> <p>40000</p> <p>100000</p> <p>10000</p>	<p>Title I</p> <p>Title III</p> <p>EIA-LEP and SCE</p> <p>Intervention funds</p> <p>After School Education</p> <p>Safety Plan</p> <p>CAHSEE Intervention</p> <p>Other grants as received</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Timeline	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
10. Any additional services tied to student academic needs: <ul style="list-style-type: none"> • National School Lunch Program • MediCal Billing • District Nurse • District Psychologist/Counseling Services/Speech Therapist • College Community Services • Lunch Detention Program • Comprehensive drug, alcohol, tobacco, violence prevention programs • School Resource Officer • Alternative High School • Independent Study Program • On-line instructional program • Awards Assemblies/Honor Roll/Student Recognition • Field Trips • Saturday School • Academic Contracts • SARB • Homeless services including transportation, medical, records • Title 1 and EIA Counselors • 504/ IEP plans 	10/11-11/12	All District Staff, Community Organizations		10000 10000 20000	Title I Adult Education School Safety

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.*

Planned Improvement in Programs for LEP Students

	Description of how the LEA is meeting or plans to meet this requirement.
<p>Required Activities</p> <ol style="list-style-type: none"> 1. Alignment of instruction with content standards: (Per Sec. 3116(b) of NCLB, this Plan must include the following: <ol style="list-style-type: none"> a. Describe the programs and activities to be developed, implemented, and administered under the subgrant; b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122; c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for: <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); d. Describe how the LEA will promote parental and community participation in LEP programs. 	<ol style="list-style-type: none"> a. The district will provide a series of programs designed to meet student needs in the areas of English proficiency and academic performance. These programs will include Structured English Immersion for students less than reasonably fluent (CELDT-Beginner, Early Intermediate, Intermediate) for a minimum of 30 minutes per day K-12. Content English ELD for students grades 6-12 for a minimum of 30 minutes per day for students who are less than reasonably fluent in English. Access to the core curriculum through SDAIE classes for a minimum of 30 minutes per day for students who are reasonably fluent (Early Advanced, Advanced) in English. Primary Language Support as needed to assist students in learning the core curriculum. Primary Language Instruction for students where there are 20 or more requests of Parental Exception Waivers at any grade level. b. Funding will be used for teacher training for CTET, CELDT Assessment, and effective instructional strategies (CELL, ExLL and STELLAR). Supplemental materials and supplies will be purchased to assist students in learning English and the district's core curriculum. Parent education and training activities, including ELAC and DELAC will be supported. c. The superintendent (or designee) will meet with principals semi-annually to review progress toward district and site goals in regards to EL student performance. Site principals will develop a measurable accountability system in their annual school plans. The district will review each site's data annually to assess student progress in English proficiency as measured by CELDT (yearly and longitudinal). Concurrently, the district will review student achievement on the CST assessments to determine student progress toward meeting State Academic standards. Data will be entered into the district database and analyzed regularly for student achievement and progress. Each year the LEA will receive a Title III Accountability Report measuring progress towards meeting three federal Annual Measurable Achievement Objectives (AMAOs). 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 whenever possible. The EL clerk makes personal phone calls to parents for parent participation, and ensures that every parent is contacted for meetings and important information.

		Description of how the LEA is meeting or plans to meet this requirement.
	<p>2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c). The effectiveness of the LEP programs will be determined by the increase in:</p> <ul style="list-style-type: none"> English proficiency; and Academic achievement in the core academic subjects 	<p>The District Instructional Materials Selection Committee has reviewed researched based State Approved programs, textbooks, and materials. A district committee has evaluated the programs, textbooks, and materials and recommended their best options to the Board of Education for meeting the needs of our students. The Board of Education has adopted the programs recommended by the District Instructional Materials Selection Committee. Supplementary materials will be brought to the board when they will significantly impact EL funds or programs. English Learner teachers have proper certification or are in training to teach English Learner Students. Our programs are comprehensive and provide all students access to the core curriculum. Progress will be measured with AMAOs.</p>
Required Activities	<p>3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.</p> <ol style="list-style-type: none"> designed to improve the instruction and assessment of LEP children; designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students; 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; Long term effect will result in positive and lasting impact on teacher performance in the classroom. 	<ol style="list-style-type: none"> Sierra Sands Unified School District offers Specifically Designed Academic Instruction training to administrators, counselors and teachers who qualify and CTET to all other teachers through various colleges. The district also supports staff development opportunities that assist teachers in meeting the needs of students through research based activities and State approved programs. Several staff members have been trained to perform the CELDT assessment for students. The district has trained teachers in the use Edusoft, a program for analyzing student data. Teachers have created benchmark assessments for use in the district. These benchmarks will tie to the ELD standards. Administrators and teachers are provided with training on newly adopted core materials including the EL components to ensure that all students have access to the core curriculum. Staff development is planned based upon student learning outcomes and identified gaps and weaknesses. The district has set yearly targets for growth in student achievement to ensure that all students meet the proficient level by the year 2013-14. The district will compare student data to set targets to analyze the effectiveness of programs and training. Title III AMAOs are also used as measurements of effectiveness. 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. EL Staff Development coaching will be instituted in 2007-2008 for staff members in order to improve the services to EL students. Teachers will receive training in ADEPT and Focused Approach- Systematic ELD STELLAR support meetings will be instituted

			Description of how the LEA is meeting or plans to meet this requirement.
Allowable Activities	4. Upgrade program objectives and effective instruction strategies.	Yes	If yes, describe: Staff members will participate in long term, research based professional development in order to provide effective instruction strategies. This training may include SIOP, CELL, ExLL, Focus Approach- Systematic ELD or other effective training models.
Allowable Activities	5. Provide – a. tutorials and academic or vocational education for LEP students; and b. intensified instruction.	Yes	If yes, describe: Students will be encouraged to participate in intensive intervention opportunities when identified as making insufficient progress in English proficiency development or academics. Additional paraprofessional or teacher support may be provided to reduce the adult to student ratio. In addition to college preparation, EL students are actively encouraged to attend career technical education classes, including ROP courses.
	6. Develop and implement programs that are coordinated with other relevant programs and services.	Yes	If yes, describe: Additional resources, such as grants will be pursued to increase services to ELL students and their parents.
	7. Improve the English proficiency and academic achievement of LEP children.	Yes	If yes, describe: Utilize supplementary materials to meet individual student needs based upon CELDT performance. Test students using instruments such as ADEPT.

		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	<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. 	Yes	<p>If yes, describe:</p> <p>Adult ESL and CBET/ ESL support activities for parents and children. Provide literacy training and attendance at conferences. Institute strategies in family literacy and increase parent involvement in school activities and governance activities.</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. 	Yes	<p>If yes, describe:</p> <p>Students may have additional access to educational technology and other instructional materials that will enhance their program and improve achievement.</p>
	10. Other activities consistent with Title III.	No	<p>If yes, describe:</p>

Plans to Notify and Involve Parents of Limited-English-Proficient Students

<p>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.</p>	<p>Description of how the LEA is meeting or plans to meet this requirement.</p>
<p>Required Activity</p> <ol style="list-style-type: none"> 1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB): <ol style="list-style-type: none"> a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program; b. the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement; c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction; d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child; e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation; 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; g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; 	<ol style="list-style-type: none"> a. Each parent of a student who registers at SSUSD automatically completes a home language survey. If the survey indicates a language other than English on any of the first three lines, the student is enrolled in school and tested, not later than 30 days after enrollment, to determine if the student is to be classified as an English Learner. Parents are notified of the results of the test verbally and in writing (English and Spanish). If the parent agrees, the student is placed in the most appropriate learning program for his/her needs. All EL students receive EL services. Each parent receives a notice of student placement no later than 30 days after the start of the academic year. b. Each EL child is given the CELDT assessment upon enrollment and annually thereafter to determine English proficiency. The level is assessed locally, and then at the State level. Each student (Grades 2-11) is tested annually using the STAR assessment to determine academic achievement. Students are tested in his/her primary language within 90 days of enrollment unless previously tested in another district. Other languages will be added if enrollment reaches 10%. Parents are notified annually in writing (currently English and Spanish) of their child's English proficiency level and student achievement. c,d,e,f. Parents are contacted in writing (English and Spanish) concerning the best placement for their children. Brochures are being developed to assist parents in understanding program placement. Parent conferences and parent meetings are held to explain placement options, curriculum, components of the program for learning English and meeting educational strengths and needs of the child, achievement, promotion, retention, transition rates, graduation rates, and any personal educational needs a child might have. A translator is present at all conferences if needed and at all meetings. g. Child study teams meet to discuss and develop programs for children with disabilities based upon individualized education plans.

		Description of how the LEA is meeting or plans to meet this requirement.
Required Activity	<p>h. information pertaining to parental rights that includes written guidance detailing –</p> <ul style="list-style-type: none"> 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. 	<p>h. Parent rights are sent to parents in written form in English and Spanish in a letter from the Office of Instruction. Meetings are held to explain parental rights, and parent conferences are held to assist parents in selecting the best programs for their children. Parent notification includes the options:</p> <ul style="list-style-type: none"> • to have their child immediately removed from the program upon their request, • 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 • of assistance in selecting among programs and methods of instruction offered by the district.
<p>Note: Notifications must be provided to parents of students enrolled since the previous school year and 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 thirty days of the child being placed in such a program.</p>		<p>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.</p>
<p>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.</p>		<p>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.</p>

Sierra Sands Unified School District
Title III LEA Improvement Plan Addendum – Spring 2010- revised 8/24/10

1. Conduct an analysis of data. Identify and describe the factors that prevented the local educational agency (LEA) from achieving the Annual Measurable Achievement Objectives (AMAOs) (Five page maximum for this item). See Attached

The complete narrative is attached but the following conclusions have been identified:

Although EL instruction is occurring in most district schools and classrooms there are some gaps that need to be remediated and monitored to ensure that all EL students are receiving daily EL instruction at their ELD instructional level. Students are having difficulties at the Intermediate level in particular and daily ELD instruction should help advance those students to English Proficient and eventually RFEP status. English Proficient (EA/Adv) instruction should focus on reading skills as an identified need. EL performance in math at the middle school will be an area of focus.

Professional development (CELL, ExLL, STELLAR, demonstration classrooms) is effective, as demonstrated by improvement in AMAO #2, but is voluntary and not reaching all teachers with EL students Strategies to consistently train teachers, as well as administrators who will monitor and observe classrooms for compliance, are needed.

The district needs to visit successful EL programs in other districts with similar EL populations and ELs to address the unique needs of small numbers of EL students in individual classes.

Educational activities to improve English proficiency and academic achievement	Personnel Responsible	Timeline	Funding Source
2. Describe scientifically based research strategies to improve English-language Development (ELD). (AMAOs 1 and 2; English Learner Subgroup Self Assessment (ELSSA))			
<p><u>Data Analysis-</u> K-12 teachers are provided with a monthly list of EL students including the English proficiency, academic achievement data and time in the EL program.</p> <p>Teacher training will be provided to train teachers in data interpretation through staff meetings and other trainings at each site. Training records will be maintained by the EL office.</p>	<p>Coordinator EL Teacher Coordinator Site Administrator Classroom teachers</p>	<p>Monthly lists Yearly training</p>	<p>EIA- cost of data collection/ analysis \$3,000 Title III- further analysis and training costs- \$2,500</p>
<p><u>ELs and Retention:</u> Grading criteria for ELs at the elementary level have been developed by the EL Teacher Coordinator and Assistant Superintendent to assist teachers with their understanding on how to grade ELs based upon the ELs English proficiency level.</p> <p>Trainings will be offered at the district level and site level in how to evaluate and grade English Learners in grades K-5. Training records will be maintained by the EL office.</p>	<p>Assistant Superintendent EL Teacher Coordinator</p>	<p>Spring 2010 and ongoing</p>	<p>EIA- project development \$500 Title III- additional PD \$200</p>
<p><u>ELD Instruction-</u> Ensure that all EL students are receiving daily EL instruction in all grade levels and all core courses implemented consistently districtwide. Monitored by site administrators through observations and</p>	<p>Assistant Superintendent Coordinator</p>	<p>Immediately</p>	<p>EIA and general fund- ELD instruction</p>

Educational activities to improve English proficiency and academic achievement	Personnel Responsible	Timeline	Funding Source
walkthroughs. Develop and implement strategies to ensure that EL needs are met throughout the instructional day (I.e. interaction, scaffolding, grouping, differentiation of instruction)	EL Teacher Coordinator Site administrators		\$50,000 Title III- additional training \$2,000
<u>EL Certification Support</u> - Provide coursework for CTEL certification by all uncertified staff. Training records will be maintained by the EL office and personnel	Coordinator	Ongoing	EIA- tuition support- \$5,000
<u>ELD Lesson Elements</u> - Visit other districts and programs with comparable numbers of EL students to investigate effective ELD instruction in mainstream and sheltered immersion classes in both the elementary at the secondary levels.	Administrators EL Teacher Coordinator	Fall 2010	Title III- travel costs- \$500
3. Describe scientifically based research strategies to improve academic achievement in English-language arts. (AMAO 3;ELSSA)			
<u>Instructional Materials</u> - The district will adopt a new English Language Arts program, with EL component, and will purchase when general state funding permits. Supplemental instructional materials will be purchased with Title III.	Assistant Superintendent	Spring 2010- adoption Purchase pending fund availability	District IMF funds- core TBD Title III- supplemental \$6,000
<u>Implement AVID program</u> - Select teachers, provide summer staff development, identify students, and implement program at 8 th and 9 th grade. Expand yearly.	Site Administrators AVID teachers	2009-2010- initial implementation 2010-11- expansion to grade 10	EIA- \$80,000
<u>Implement ALAS program</u> - Focus on academic language in the content areas for students in grades 6-8. EL instruction embedded in the course. Develop standards based curriculum, select teachers, identify and place students, provide quarterly support/ collaboration meetings, and coaching by EL Teacher Coordinator as needed.	Site Administrators ALAS Teachers EL Teacher Coordinator	2009-2010 and ongoing	EIA- program and personnel costs \$50,000 Title III- curric. development/ support meetings/ suppl. supplies \$4,000
<u>STELLAR Meetings</u> - Meet with all academic departments at middle school each semester, provide training in advanced ELD instruction, provide necessary instructional resources, train in data analysis and interpretation. Training records will be maintained by the EL office.	Site Administrators EL Teacher Coordinator Dept. Chairs/	Fall and Spring yearly	Title III- professional development- \$3,300 and

Educational activities to improve English proficiency and academic achievement	Personnel Responsible	Timeline	Funding Source
	liaisons Core teachers		supplemental supplies \$3,000
<u>Newcomer Program</u> - An afterschool Newcomer Intervention program will be instituted for secondary students (Beginner and Early Intermediate)	ELD teacher in Charge Teacher	August 2010- May 2011	Title III- \$6,000
4. Describe scientifically based research strategies to improve academic achievement in mathematics. (AMAO 3; ELSSA)			
<u>STELLAR Meetings</u> - Meet with mathematics department at middle school each semester, provide training in ELD instruction, provide necessary resources, train in data analysis and interpretation. Training records will be maintained by the EL office.	Site Administrators EL Teacher Coordinator Math teachers	Fall and Spring yearly	EIA- \$2,000 Title III- professional development-- \$2,000
<u>Fully Implement new Mathematics Adoption</u> - material adopted and purchased, professional development and support as needed	Site Administrators EL Teacher Coordinator	2009-2010 and 2010-2011	IMF PDBG
<u>Course Placements for EL students</u> – Conduct further data analysis regarding EL student math placement in higher level math courses (8 th Algebra, College Preparatory courses). Determine necessary interventions needed to accelerate EL students and implement.	Coordinator Assistant Superintendent Site Administrators Dept. Chairs/ liaisons	Spring 2010 Fall 2010	EIA= \$1,000 Title III- use to supplement specialized interventions beyond the core/ state intervention efforts \$2,000
5. Describe scientifically based research professional development strategies and activities, including coordination efforts with other Elementary and Secondary Education Act (ESEA) programs. (ELSSA)			
Needs: Professional development (CELL, ExLL, STELLAR, demonstration classrooms) is effective, as demonstrated by improvement in AMAO #2, but is voluntary and not reaching all teachers with EL students. Instruction in strategies to consistently train ALL teachers, as well as administrators, who will monitor and observe classrooms for compliance, are needed. The district needs to visit successful EL programs in other districts with similar EL populations and ELs to address the unique needs of small numbers of EL students in individual classes and thereby strengthen EL instruction.			
<u>ELD Elementary Training</u> : Needs- Develop Demo classrooms, train all elementary teachers and provide ongoing support. An ELD training plan has been established and is being implemented. The training is called CELL (Comprehensive Early Literacy Learning)/ ExLL (Extended Literacy Learning with Academic Language Development. This practical and effective training	District coordinator EL Teacher Coordinator Administrators Projects Teachers	Ongoing Year One: Four full days of training offered one to two	Title I (Literacy coach time)- \$65,000 Title IIA Profess. Dev

Educational activities to improve English proficiency and academic achievement	Personnel Responsible	Timeline	Funding Source
<p>model is implemented and teachers are given the opportunity to participate in four all day trainings. As part of the training, teachers observe a demonstration lesson that incorporates EL strategies. The trainings continue for each cohort of trained teachers in the form of shorter follow up sessions where teachers have the opportunity to observe a demonstration lesson and learn more about effective EL strategies. The training focuses on the importance of developing reading comprehension, writing fluency, academic vocabulary and language, and oral language structures in order to ensure students are acquiring English at a more efficient rate. Itinerant Title 1 ARRA project teacher services are available for support of implementation in the classroom. Training records will be maintained by the EL office.</p>		<p>times per year with two follow up sessions Year Two: Follow Up Sessions with a demo lesson component once per trimester.</p>	<p>Block Grant (stipends)- TBD ELAP Title III- used for materials/ books, PD development time \$8,000</p>
<p><u>Middle School ELD Training:</u> Needs- Train all middle school core teachers in effective strategies, including academic language development and agreement on common language. Fall 2009 and 2010-Gr. 6-8 teachers participate in the ongoing STELLAR (Supporting Teachers of English Language Learners with Accessible Resources) training. The objective of this training is to provide school wide ELD training so that each teacher is better equipped to meet the needs of the EL students. Year 2 training for STELLAR- Gr. 6-8 teachers are trained in shorter sessions, grouped by department, so that effective EL strategies in a particular content area are demonstrated. The training focuses on the importance of developing reading comprehension, writing fluency, academic vocabulary and language, and oral language structures in order to ensure students are acquiring English at a more efficient rate. Training records will be maintained by the EL office.</p>	<p>ELD Teacher Coordinator Middle school administration</p>	<p>Each middle school academic department meets twice a year for training.</p>	<p>EIA- \$1,000 Title IIA Profess. Dev Block Grant (stipends) ELAP Title III- used for materials/ books, PD development time \$6,000</p>
<p><u>Secondary High School ELD Training:</u> Needs- provide EL training to all HS core teachers. Fall 2010- High school EL staff develops a secondary ELD professional development model which trains teachers in the use of language learning strategies, reading comprehension, academic language development and strategies that increase student-to-student interaction, student motivation, and student achievement. Spring 2011- High school training is implemented</p>	<p>High School EL staff and administration ELD Teacher</p>	<p>Spring 2011</p>	<p>EIA- \$600 Title IIA Profess. Dev Block Grant (stipends) Title III- used for materials/ books, PD development</p>

Educational activities to improve English proficiency and academic achievement	Personnel Responsible	Timeline	Funding Source
<u>EL Administrator Training:</u> Provide on-going site administrator training including: Interpretation of site CELDT/ EL data EL program design and requirements Observation tools related EL education for use in classroom observations EL strategies and instructional practices	Coordinator EL Teacher Coordinator Site administrators	February/ March 2010	time \$2000 Title III- materials/ books and trainer stipend \$600
<u>Counselors and RFEF Monitoring:</u> Fall of 2009- the EL Teacher Coordinator provides training to the secondary counselors on the reclassification of secondary students Late Fall 2009- secondary counselors know how to take over responsibility for quarterly monitoring of reclassified students and will complete the monitoring form after each quarter. Quarterly- counselors to meet with each EL who is struggling and encourage and seek out support/ interventions for the student.	EL Teacher Coordinator Sec. Counselors	Quarterly	EIA- training as needed
<u>EL Coaching:</u> EL Teacher Coordinator and District Project Teacher provide ELD support to the classroom teachers in planning and delivering effective ELD lessons using the strategies demonstrated during the CELL/ExLL with Academic Language Development training at the elementary level. Identify teachers that can provide ELD coaching at the secondary level.	EL Teacher Coordinator Project Teacher	Ongoing Secondary in 2010-2011	EIA (base support)- \$35,000 Title 1 ARRA (base support) Title III- additional time req. by teachers \$3,200
<u>EL Data Analysis:</u> EL Teacher Coordinator will assist sites and their site leadership teams in analyzing their EL data and drawing conclusions that can drive instruction so that the needs of the EL are being better met. EL Teacher Coordinator will also solicit feedback from the staff at this time so that professional development can be planned based upon the individual needs of each site.	EL Teacher Coordinator Site Administrators Staff	Ongoing	EIA- \$35,000
<u>ELD and Reclassification:</u> Spring of 2009-Teacher Coordinator works closely with the Special Education Coordinators in developing reclassification criteria for severely handicapped students and for other special education students whose cognitive ability is commensurate with his/her language ability. Fall 2009- After developing the reclassification criteria and procedures for	ELD Teacher Coordinator Special Ed staff/ coordinators	Criteria development and Training began in Spring 2009 and is ongoing	Special Ed Title III- meeting time to develop specialized forms and procedures beyond the base

Educational activities to improve English proficiency and academic achievement	Personnel Responsible	Timeline	Funding Source
special education students, the EL Teacher Coordinator works with special education teachers to implement the reclassification system for special education students. Fall 2010- process continues			req. \$400
<u>Title III Accountability Institute</u> - A team will attend the institute in 2010-2011 in order to gather additional strategies and programs for possible implementation.	ELD staff and administration	December 2010	Title III- \$3,500
6. Describe parent involvement and outreach strategies to help parents become active participants in the education of their children, including coordination efforts with other ESEA programs.			
<u>CELDT TESTING</u> - optimize testing environment by better informing parents and students of the importance of the test. Test students in the summer if possible (within current fiscal restraints).	ELD Staff	Yearly	EIA- \$10,000
<u>ELAC meetings</u> that actively solicit parental input on EL program are held and organized around parent concerns/ requests as well as required elements.	ELD Teacher Coordinator	Minimum 2 X/ year	EIA- \$1,200
<u>Adult School English Classes</u> : ESL classes are offered to parents of ELs in order to improve their English proficiency so that the parent is better equipped to assist the student. Child care and assistance for children in homework and tutoring is provided at the same time.	CBET staff	2 times per week	CBET EIA Title 1- \$16,000
<u>Parent Communication</u> : Bilingual interpreters are provided district wide. They support home and school communication by translating home communication, assist with registrations, IEPs, parent conferences, SARB cases, office staff, and any parent concerns.	EL staff	Ongoing	EIA Special Ed- \$24,000
<u>Home Communication</u> : District uses an automatic dialing system that allows the district to communicate, in the primary language of a parent if their primary language is Spanish. An on-line system, EdLine, is used and offers access to homework assignments, classroom assignments, grades and attendance. Training in computer applications has been requested by the parents and will continue in 2010-2011.	Technology Dept. School site staff	Ongoing	General Fund- \$500 EIA- \$500 Title III- \$500
7. If applicable, identify any changes to the Title III Immigrant Education Program.	Not applicable		

Performance Goal 3: *By 2005-06, and yearly thereafter, all students will be taught by highly qualified teachers.*

Summary of Needs and Strengths for Professional Development

SSUSD provides professional development for all staff members and feels that a well-trained staff will increase student achievement. Every attempt is made to hire NCLB highly qualified teachers and paraprofessionals and to ensure that each Title 1 school is appropriately staffed at all times. Support for those not highly qualified is provided through Title IIA and Title I. Quality activities are presented locally and consistently. Quality training in emphasis areas is provided locally (i.e. adoptions, Step Up to Writing, EL certifications and strategies, health and safety). Local trainers are developed whenever feasible. Short term conference attendance, when attended, should be in an emphasis area for the site and a follow-up with staff is expected.

STRENGTHS	NEEDS
Dedicated Staff Dedicated Administration Access to Technology District Focus on Improved Student Achievement and Safety Rigorous Curriculum and High Expectations for Staff and Students Standards Driven Curriculum and Instruction District Adopted State Approved Materials and Programs Equal Access for All Students Beginning Teacher Support Assistance Teacher Recruitment and Retention Plan District established Goals Educational Partnerships Step Up To Writing- elementary level	Continue with efforts including: 100% NCLB "Highly Qualified" core teachers CLAD/ SDAIE/ CTET and other EL training Focused Approach to Systematic ELD Special Needs Options, Resources, Programs State Adopted Textbook Training Differentiated Instruction Professional Learning Communities Instructional Strategies for Reading Comprehension, Math, Writing Step up to Writing - middle school Curriculum Alignment/K-14 Articulation CAHSEE/State Standards Training Benchmark Assessment Math Coaching and strategies Standards Based Curriculum and Instruction Peer Mediation, Coaching, Mentoring opportunities Conflict Resolution and classroom management Classroom technology integration training/ EdLine and other technology Renaissance Place Training School Safety Collaboration Time Student Assistance Team Training Parent Involvement strategies EAGLE (Aeries) database training Music/ fine arts curriculum training

**SIERRA SANDS UNIFIED SCHOOL DISTRICT
HUMAN RESOURCE OFFICE
ACTION PLAN: CREDENTIALS, NCLB HIGHLY QUALIFIED REQUIREMENTS, AND ENGLISH LEARNER
AUTHORIZATION**

Performance Goal 3: By 2005-06, and yearly thereafter, all students will be taught by highly qualified teachers.

<u>Actions (HR Office)</u>	<u>Date Completed Or Date to be Completed</u>	<u>Responsible Staff Member(s)</u>
Creation of District Documentation/ Plans		
Develop District Teacher Recruitment and Retention Plan	January 10, 2008 (revised) March 15, 2007 (completed)	Asst. Supt – Human Resources
Develop District Equitable Distribution Plan	February through May 2008 Due to CDE June 16, 2008 (Completed)	Asst. Supt – Human Resources Certificated Personnel Technician/ Credential Analyst
Recruitment and Determination of Highly Qualified Status		
Recruitment of Highly Qualified Teachers	Annually	Asst. Supt – Human Resources Certificated Personnel Technician/ Credential Analyst
Development of NCLB Individualized Highly Qualified Action/ Progress Plan Form for Teachers Not Meeting NCLB Highly Qualified Requirements	Completion Date: May 1, 2008	Certificated Personnel Technician/ Credential Analyst
Review New Teacher Credentials and NCLB Status Prior to Offering a Contract Employment	Annually	Asst. Supt – Human Resources Certificated Personnel Technician/ Credential Analyst
*Complete NCLB Certificate of Compliance	Prior to First Day of Employment if Teacher Meets Highly Qualified Requirements	Certificated Personnel Technician/ Credential Analyst Asst. Supt – Human Resources
* Meet with Individual Teachers who do not meet NCLB Highly Qualified Requirements to complete Individualized Highly Qualified Action/Progress Plan as well as review CCTC Credential Requirements including EL Authorization if	Prior to First Day of Employment	Asst. Supt – Human Resources Certificated Personnel Technician/ Credential Analyst

applicable		
Enter Teacher Data, including HQ status, into Aeries database system.	Existing staff- July - August New staff- August- September	Personnel Staff
Assistance for Non-Highly Qualified Teachers		
* Reimbursement for CSET test preparation and CSET Examination(s) including travel expenses * Reimburse costs for required college/university courses or give salary advancement for course- work completed (per DATA CBA) to achieve subject matter competency	Annually as necessary	Asst. Supt – Human Resources Coordinate with Curriculum and Instruction/Special Projects Offices
Monitoring and Evaluation Process		
Annual Review of District Recruitment and Retention Plan as well as District Equitable Distribution Plan. Includes Review and Verification of CBEDS Data, CSIS, and reconciliation with Aeries database.	Annually- each October	Asst. Supt – Human Resources Certificated Personnel Technician/ Credential Analyst District CBEDS and CSIS Coordinator
Monitor Progress Toward Highly Qualified Status as well as Credentialing Requirements	Quarterly each year	Asst. Supt – Human Resources Certificated Personnel Technician/ Credential Analyst
Annual Reporting via Consolidated Application	Quarterly each year	Asst. Supt – Human Resources Coordinator of Special Projects
Monitor progress Toward Meeting English Learner Authorization	Quarterly each year	Certificated Personnel Technician/ Credential Analyst Coordinate with Special Projects Office

Performance Goal 3: *By 2005-06, all students will be taught by highly qualified teachers.*

See attached additional Action plan for Highly Qualified staff

Planned Improvements for Professional Development (Title IIA)

Please provide a description of:	Timeline	Persons Involved	Related Expenditures	Estimated Cost	Funding Source
<p>1. How professional development activities are aligned with the State's challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:</p> <ul style="list-style-type: none">• Student assessment data is disaggregated to determine specific student needs.• District committees, teacher surveys and collaboration provide input regarding teacher needs.• Student and teacher input is analyzed and compared to student academic achievement standards to determine the most effective training for increased achievement of our student groups.• Staff development needs are compared to state approved research based programs to determine the most effective programs for our needs.• Materials are purchased and staff is trained to support effective teaching strategies.• Staff development offerings are evaluated.• Staff development is offered for newly selected state adopted textbooks.• Provide sustained activities to ensure full implementation of identified programs and strategies.	10/11-11/12	Assistant Superintendent of Curriculum and Instruction, Principals, Teachers, Research Assistant	Hardware and software Materials Consultants Travel Expenses	28000 10000 4000 8000	Title IIA Title I Title IID EIA-LEP and SCE
<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> <ul style="list-style-type: none">• Curriculum Committees, Advisory	Ongoing 10/11-11/12	Assistant Superintendent of Curriculum, and Instruction, Coordinator of	Supplies	35000 5000 4000 8000	Title IIA Title I Title IID EIA-LEP and SCE

Please provide a description of:	Timeline	Persons Involved	Related Expenditures	Estimated Cost	Funding Source
<p>2. Continued</p> <p>Committees, and School Site Councils may review site and district needs assessments and state provided lists of approved research based programs. The selected research based activities and programs have been proven to improve student academic achievement through:</p> <ul style="list-style-type: none"> • Effective curricula and instructional strategies. • Activities and programs have been selected by our district because they specifically address the performance needs identified for our students and teachers. <p>Committees along with C&I determines if programs are appropriate staff development opportunities, fit certain district and research criteria, and address the particular needs of our students and teachers.</p>		Assessment, Principals, Teachers, Parents			
<p>3. Activities will have a substantial, measurable, and positive impact on student academic achievement and 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> <ul style="list-style-type: none"> • Student assessment data is disaggregated according to subgroups. • Each subgroup is analyzed to determine a measurable goal that will lead each child in each subgroup to proficient by the year 2014. • Staff development opportunities are selected based upon the program that is determined to be most effective in closing the gap toward the proficient level based upon student need. • As the gap closes, different programs may be selected that better meet the needs of students. 	Ongoing 10/11-11/12	Assist. Supt., Coordinator of Assessment, Research Assistant, Principals, Teachers, Support Staff		15000 8000 2000 8000	Title IIA Title I Title IID EIA-LEP and SCE

Please provide a description of:	Timeline	Persons Involved	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> <ul style="list-style-type: none"> Each site analyzes student data and surveys staff. The district analyzes data and gathers input from district committees. The district committee, along with C&I, then follows the process of determining the most effective research based activities and programs that promote optimum student achievement at the site and consequently the district levels. This process of consolidating data and input assists the district in efficiently focusing and funding staff development opportunities. Based upon data analysis and input, district staff development activities for the year are developed. The staff development activities are evaluated annually and modified to better meet the needs of students and teachers. 	Ongoing 10/11-11/12	Assistant Superintendent of Curriculum and Instruction, Coordinator of Special Projects, Principals, Teachers	Analysis software if needed Personnel	5000 2000 1000 3000	Title IIA Title I Title IID EIA-LEP and SCE
<p>5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:</p> <ul style="list-style-type: none"> New teachers are offered the opportunity to participate in the Pre-Intern program offered through Kern County Superintendent of Schools. 	Ongoing 10/11-11/12	Assistant Super. of Personnel, Assistant Superintendent of Curriculum and Instruction, Coordinator of Special Projects, Principals, Teachers	Contracts Supplies Personnel costs	As needed	Title IIA Title I Title IID Title III EIA-LEP and SCE BTSA PAR Alt. Intern School Safety

Please provide a description of:	Timeline	Persons Involved	Related Expenditures	Estimated Cost	Funding Source
<p>5. continued</p> <ul style="list-style-type: none"> University Intern Programs through Chapman, CSU Bakersfield, Cal Teach, National, LaVerne, and Azusa Pacific Universities are offered. Beginning Teacher Support Assistance (SB2042 Induction Program) and Peer Assistance and Review programs. Principals are offered AB 75 training through Kern County Superintendent of Schools. Teachers are supported for CTEL/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>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> <ul style="list-style-type: none"> Technology use and literacy have been identified as areas of need in both our staff development plan and our state approved technology plan. Technology use and literacy are inherent in all aspects of our curricular and instructional programs. <p>Both Title II A and D support the improvement of academic achievement of all students by improving teacher and principal quality.</p>	Ongoing 10/11-11/12	Assistant Superintendent of Curriculum and Instruction, Coordinator of Technology, Coordinator of Special Projects, Principals and Teachers	Technology contracts Professional development expenditures	10000 2500 14000 varies	Title II-A Title II-D EETT competitive grants KCSOS support

Please provide a description of:	Timeline	Persons Involved	Related Expenditures	Estimated Cost	Funding Source
<p>6. continued</p> <ul style="list-style-type: none"> Title II D has been designated to support the professional development activities specifically defined in our state adopted technology plan (improved technical literacy). Title II A will supplement any technological training not covered by Title II D, and will be used to train teachers in other areas to become highly qualified. Weekly technology training activities will be presented as staffing and funding permits. 					
<p>7. Students & teachers will have increased access to technology. Ongoing sustained professional development for teachers, administrators, and library media personnel will be provided. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):</p> <ul style="list-style-type: none"> Our district is committed to technological advancement and technological literacy as evidenced in our state approved tech. plan. SSUSD annually participates in both EdTechProfile and the technology survey. The district has written and received grants to lower the student to computer ratio Our district has networking all schools in the district and is providing Internet connectivity in every classroom and computer laboratory proficiency as stated in our technology plan. CTAP mentors provide training for district staff. Teachers are committed to using technology in their classrooms to improve student technological literacy and achievement. 	Ongoing 10/11-11/12	Assistant Superintendent of Curriculum and Instruction, Director of Technology, Coordinator of Special Projects, Principals, Teachers, Support Personnel	Personnel Costs Stipends Staff development costs Infrastructure, Hardware and Software	4000 6000 3000 14000 Varies 50000	Title I Title IIA Title IID EETT competitive grants KCSOS support K-12 Voucher

Please provide a description of:	Timeline	Persons Involved	Related Expenditures	Estimated Cost	Funding Source
<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> <ul style="list-style-type: none"> • Various committees at each school site and throughout the district are structured to include a membership that represents members of all staff, parents, and community. • Committee members analyze data, research programs, and determine the needs of children and subgroups at each site. Single plans are created. • Through committee input and parent surveys, and single plans the district has received information regarding staff development needs from all programs and interest groups. • From that information, a district wide staff development plan is developed that aligns with state requirements and provides focus that addresses the needs of all parties. • Based upon site needs and District focus, funding is designated at site and district levels for staff development activities. • The thorough process of information gathering and plan development ensures that every voice is heard and every need is met. • The final Local Education Agency Plan is a reflection of the collaborative effort involving school staff, parents, students and community. • The Local Education Agency Plan is submitted to the Local Board of Education for approval before submission to the State for approval. 	Ongoing 10/11-11/12	Assistant Superintendent of Curriculum and Instruction, Coordinator of Special Projects, Principals, Teachers, Support Staff, Parents, Students District Committees	Supplies	4000 6000 3000 14000 Varies 50000	Title I Title IIA Title IID EETT competitive grants KCSOS support K-12 Voucher

Please provide a description of:	Timeline	Persons Involved	Related Expenditures	Estimated Cost	Funding Source
<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. • Analysis of data at each site and at the district indicates the groups of students attending each site. Individual student assessments including multiple measures and authentic assessment provide teachers with information to determine the specific learning needs and styles of each student. • The district will research and provide specific staff development opportunities designed to meet the needs and learning styles of each particular student to ensure that every student has equal access to the curriculum. Staff works closely with district personnel, community resources, and parents in order to assist students in learning. • Classroom teachers are offered staff development opportunities to assist in classroom management. They work closely with administration, trained site, and specialists to work with the individual needs of students. 	Ongoing 10/11-11/12	Assistant Superintendent of Curriculum and Instruction, Director of Special Education, Director of Alternative Education, Coordinator of Special Projects, Principals, ELL Site Coordinators, Teachers Paraprofessional	Training expenses	8000 6000 3000 14000 25000 10000	Title I Title IIA Title IID EETT competitive grants Special Education K-12 Voucher EIA- SCE (noon duties)

Please provide a description of:	Timeline	Persons Involved	Related Expenditures	Estimated Cost	Funding Source
<p>9. continued</p> <ul style="list-style-type: none"> • Staff development opportunities for parent involvement are provided. The District works closely with Kern County to become aware of effective parent involvement training programs or events for staff. Opportunities exist for training of staff and parents for improved parent involvement. Some parent opportunities include training for members on school site councils, parent education nights for English Learners, parent education nights for English speakers, Common Sense Parenting, literacy programs and membership in parenting networks. • District staff has been inserviced in the use of data analysis and disaggregation of data to improve student achievement. Data analysis is used to assist in curriculum selection and modification of instruction. The district has trained staff in curriculum alignment and standards based instruction. The district will continue to offer staff development in the use of data to drive instruction. • Noon duties will be provided training to ensure a positive and safe school environment (EIA) 					

Please provide a description of:	Timeline	Persons Involved	Related Expenditures	Estimated Cost	Funding Source
<p>10. How the LEA will use funds under this subpart to meet the requirements of Section 1119:</p> <ul style="list-style-type: none"> • Sierra Sands Unified School District will use funding to recruit, train, and retain highly qualified teachers for the district. • The district offers a variety of programs designed to assist teachers in becoming highly qualified. • All teachers in the district are encouraged and will be supported to become highly qualified under the guidelines of NCLB. The district plan will ensure that all teachers teaching in core academic subjects will meet highly qualified requirements by the end of 2005-06. • The district will provide inservice training focused on assisting Title 1 paraprofessionals in meeting highly qualified requirements of NCLB • Development and implementation of Teacher Recruitment and Retention Plan • Action plan for supporting and training district teachers and paraprofessionals who are not NCLB highly qualified. 	Ongoing 10/11-11/12	Assistant Superintendent of Personnel Services, Assistant Superintendent of Curriculum and Instruction, Assistant Superintendent of SELPA Coordinator of Special Projects, Principals, Teachers	Personnel Costs Inservice	8000 6000 25000 10000	Title I Title IIA Special Education K-12 Voucher

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

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

Cross Age Tutoring
Home Connection
TAG for Underperforming Students
Student Assistance Teams/ Child Study Teams
Caught Being Good
PeaceBuilder Program
Second Step Anti-Bullying Program/ Second Step Violence Prevention Program
Boys' Town Administrative Training/ Boys' Town Social Skills
Boys' Town Classroom Management
Career Lunch Program
Super Stars Student Recognition Program
Fight Free Program
Steps to Respect Bully Prevention Program
Words of Wisdom—Positive Citizenship
Conflict Resolution Unlimited Institute (Peer mediation) K-12
Peer Tutoring
Kern County Superintendent of School Conflict Resolution Training
Kids Safe Anger Management Program
Jr. Olympics
Reflections
Sports/Clubs/ Extracurricular Activities
Assemblies/Speakers
No Haters Club
Before and After school Programs
Student (s) of the Month/ Perfect Attendance recognition
Character Education
Family Nights
K-Kids
Community Partnerships
Workability program for Special Needs students
Community Service
Adult Tutoring
High School Football Team and others tutoring elementary school students
Intervention- Reading and Math tutoring
Safe School Ambassadors

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 Staff, and Teaching Staff in assessing, recognizing, and intervening with student problems. Community Agency Availability to assist students in need. School Site Management of Student Behaviors Alternative Education Programs Researched-based comprehensive drug, alcohol, and violence prevention education program for all students K-12 Before and After school programs Parenting programs	More personnel to intervene with student problems at the school site. Identification of additional Community Resources Parent education on issues related to tobacco use Substance abuse intervention for adolescents

Prevention Program Performance Indicators (4115(a) (1) (B)):

The LEA is required to establish a biennial goal for all of the performance indicators listed below. List specific performance indicators for each grade level served, and for each listed measure, as well as the date of, and results from, the baseline administration of the Healthy Kids Survey:

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey	Most Recent Survey date: 11/09 Baseline Data	Biennial Goal - decrease (Performance Indicator)
The percentage of students that have ever used cigarettes will decrease biennially by: <i>Sierra Sands Unified School District conducted the California Healthy Kids Survey in September of 2003. This created our baseline data.</i>	5th 6 % 7th 13 %	5th 1 % 7th 1 %
The percentage of students that have used cigarettes within the past 30 days will decrease biennially by: <i>Sierra Sands Unified School District conducted the California Healthy Kids Survey in September of 2003. This created our baseline data.</i>	7th 11 % 9th 19 % 11th 18 %	7th 1 % 9th 1 % 11th 1 %
The percentage of students that have used marijuana will decrease biennially by: <i>Sierra Sands Unified School District conducted the California Healthy Kids Survey in September of 2003. This created our baseline data.</i>	5th 1 % 7th 9 %	5th 1 % 7th 1 %
The percentage of students that have used alcohol within the past 30 days will decrease biennially by: <i>Sierra Sands Unified School District conducted the California Healthy Kids Survey in September of 2003. This created our baseline data.</i>	7th 13 % 9th 20 % 11th 37 %	7th 1 % 9th 1 % 11th 1 %
The percentage of students that have used marijuana within the past 30 days will decrease biennially by: <i>Sierra Sands Unified School District conducted the California Healthy Kids Survey in September of 2003. This created our baseline data.</i>	7th 5 % 9th 12 % 11th 15 %	7th 1 % 9th 1 % 11th 1 %

<p>The percentage of students that feel very safe at school will increase biennially by:</p> <p><i>Sierra Sands Unified School District conducted the California Healthy Kids Survey in September of 2003. This created our baseline data.</i></p>	5th	51 %	5th	1 %
	7th	16 %	7th	1 %
	9th	16 %	9th	1 %
	11th	22 %	11th	1 %

<p>The percentage of students that have been afraid of being beaten up during the past 12 months will decrease biennially by:</p> <p><i>Sierra Sands Unified School District conducted the California Healthy Kids Survey in September of 2003. This created our baseline data.</i></p>	7th	33 %	7th	1 %
	9th	25 %	9th	1 %
	11th	13 %	11th	1 %

Truancy Performance Indicator

<p>The percentage of students who have been truant will decrease annually by <u>1%</u> from the current LEA rate shown here.</p> <p>NOTE: Calculate the percentage in the LEA by tallying the number of students who have been classified as truant during the school year per Education Code Section 48260.5, and dividing that total by the CBEDS enrollment for the same school year. *The previous baseline was calculated using students who had been classified as habitually truant with 9 or more unexcused absences. The current percentage reflects the recalculation.</p>	<u>38%</u>	<u>1</u> %
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Protective Factors Performance Measures from the California Healthy Kids Survey	Most recent date: 11/09 Baseline Data		Biennial Goal- increase (Performance Indicator)	
The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will increase biennially by: <i>Sierra Sands Unified School District conducted the California Healthy Kids Survey in September of 2003. This created our baseline data.</i>	5th	56 %	5th	1 %
	7th	37 %	7th	1 %
	9th	27 %	9th	1 %
	11th	42 %	11th	1 %
The percentage of students that report high levels of high expectations from a teacher or other adult at their school will increase biennially by: <i>Sierra Sands Unified School District conducted the California Healthy Kids Survey in September of 2003. This created our baseline data.</i>	5th	57 %	5th	1 %
	7th	61 %	7th	1%
	9th	44 %	9th	1 %
	11th	49 %	11th	1 %

<p>The percentage of students that report high levels of opportunities for meaningful participation at their school will increase biennially by:</p> <p><i>Sierra Sands Unified School District conducted the California Healthy Kids Survey in September of 2003. This created our baseline data.</i></p>	<p>5th 14 % 7th 17 % 9th 17 % 11th 23 %</p>	<p>5th 1 % 7th 1 % 9th 1 % 11th 1 %</p>
<p>The percentage of students that report high levels of school connectedness at their school will increase biennially by:</p> <p><i>Sierra Sands Unified School District conducted the California Healthy Kids Survey in September of 2003. This created our baseline data.</i></p>	<p>5th 55 % 7th 56 % 9th 49 % 11th 48 %</p>	<p>5th 1 % 7th 1 % 9th 1 % 11th 1 %</p>

Other Performance Measures

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

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

Science Based Programs (4115 (a) (1) (C)):

The LEA must designate and list the science-based programs (programs proven by science to effectively prevent tobacco use, alcohol use, other drug use, and violence) selected from Appendix C. From Appendix C, list the scientifically based programs the LEA will adopt and implement to serve 50 percent or more of the students in the target grade levels. Indicate below your program selections, and provide all other requested information.

Science-Based Program Name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
Second Step Selection Process was completed in 11/08	ATODV	K-5 6-8	2,496 1,240	2008-09	Fall 2009	Fall, 2009
Too Good For Drugs and Violence Selection Process was completed in 3/05	ATODV	9-12	1,848	March 31, 2005	Fall 2007	Fall, 2005

Research-based Activities (4115 (a) (1) (C)):

Based on the research cited in Appendix D, check the box for each activity the LEA will implement as part of the comprehensive prevention program and provide all other requested information.

Check	Activities	Program ATODV Focus	Target Grade Levels
X	After School Programs	Academic enrichment/remediation Sports/Clubs--ATODV Performances/Competitions--ATODV Parenting Classes--ATODV Reading Nights--ATODV Counseling--ATODV No Haters Club--V After School Education and Safety Program (ASES) -- ATODV	K-12 6-8 K-12 K-12 K-5 6-12 6-8 K-5
X	Conflict Mediation/Resolution	No Haters Club--V Peer Mediation--ATODV Listening/Cooperation/Problem Solving--ATODV Negotiation—ATODV	6-8 K-12 K-12 K-12
X	Early Intervention and Counseling	Student Assistance Team--ATODV Child Study Teams--ATODV School Attendance Review Board--ATODV Attendance Monitoring--ATODV Self Esteem/Belonging Programs--ATODV Counseling--ATODV Referring to Other Programs--ATODV Family Collaboration--ATODV Differentiated Instruction--ATODV Classroom Management Strategies--ATODV Caring Staff—ATODV District Intervention Specialist	K-12 K-12 K-12 K-12 K-12 K-12 K-12 K-12 English/Math K-12 K-12 6-12
X	Environmental Strategies	Comprehensive/Integrated Program--ATODV Use of Complete Program--ATODV Interactive Teaching Methods--ATODV Age Appropriate Curricula--ATODV Sustained Mentoring of Students by Adults--ATODV	K-12 K-12 K-12 K-12 K-12

Check	Activities	Program ATODV Focus	Target Grade Levels
X	Family and Community Collaboration	American Cancer Society Activities-T Local Law Enforcement--ATODV Safe Graduation Night--ATODV Alcohol Free Community Events--AV Pride Days--ATODV Parent Involvement/Communication--ATODV Before and After School Programs--ATODV Parent Education Classes—ATOD The Parent Project Community Based English Tutoring	K-12 K-12 9-12 K-12 K-12 K-12 K-12 K-12 K-12 K-12 K-12 and adult
X	Media Literacy and Advocacy	Prevention Advisory Council including community members and students--ATODV Collaborative Sharing--ATODV	K-12 K-12
X	Mentoring	Cross Age Tutoring--ATODV Parent Reading Nights--ATODV Parent and Community Volunteers--ATODV Naval Air Weapons Center Mentors--ATODV Community Mentors—ATODV Community Based English Tutoring	K-8 K-5 K-12 6-8 9-12 K-12 and adult
X	Peer-Helping and Peer Leaders	California Healthy Kids Survey—ATODV Youth Advisory Council-ATODV	5 th , 7 th , 9 th & 11 th 8-12
X	Positive Alternatives	Promote skills, knowledge, attitudes against substance abuse, gangs, or inappropriate behaviors.--ATODV Before/Lunch/After School Programs Guided Supervised Activities—ATODV Safe Grad Night--ATODV Sports/Clubs/Performances/ Competitions/Displays/Assemblies/Parties-ATODV Interactive/Community Wide Programs--ATODV	K-12 K-12 K-12 9-12 K-12 K-12

Check	Activities	Program ATODV Focus	Target Grade Levels
X	School Policies	Board Policies Revisions--ATODV Board Goals/Vision--ATODV School and District Plans--ATODV Parent Rights and Responsibilities--ATODV Site and District Council Meetings--ATODV No Tobacco/Drug Policy--ATOD Appropriate Intervention/Discipline Dress Codes--ATODV Attendance/T truancy Priority-ATODV Threats of Violence Policies-V Anti-gang policies-ATODV Weapons and Dangerous Weapons Policy-V	K-12 K-12 K-12 K-12 K-12 K-12 K-12 K-12 K-12 K-12 K-12 K-12 K-12
X	Service-Learning/Community Service	School environment that is equitable, accessible, supportive, secure, drug-free, and safe.--ATODV School/Community Shared Vision—ATODV Training for staff, students and community in 40 Developmental Assets	K-12 K-12 K-12
X	Student Assistance Programs	Increased use of student assistance teams to intervene and focus on the personality syndrome rather than suspension and expulsion for substance abuse. ATODV	K-12
X	Tobacco-Use Cessation	Use of comprehensive, integrated programs.--T Intervention/Student Support Groups/ Individual Counseling/ Referrals/ Family Support--T Include community partnerships.--T Monitor the program for effectiveness and modify as needed.--T Keep the community informed of the progress.-T	K-12 4-12 K-12 K-12 K-12

Check	Activities	Program ATODV Focus	Target Grade Levels
X	Youth Development Caring Schools Caring Classrooms	All schools have a safe, disciplined and drug free environment conducive to learning.--ATODV	K-12
		Schools promote violence prevention.	
		School and community efforts are linked.--ATODV	K-12
		Our district uses promising activities.	
		SSUSD emphasizes assessment and accountability.--ATODV	K-12
		SSUSD schools promote a positive school climate, opportunities for planning and decision making by students, and warm, close, person relationships with adults.--ATODV	K-12
		School personnel are positive role models.--ATODV	
		SSUSD schools emphasize literacy as a high priority.—ATODV	K-12
			K-12

Promising or Favorable Programs (4115 (a) (3)):

The LEA may – but is not required to – designate and list the promising or favorable programs (programs whose effectiveness is not as strongly established though scientific evidence) selected from Appendix E. From Appendix E, list the promising or favorable programs the LEA will adopt and implement to serve 50 percent or more of the students in the target grade levels. Indicate below your program selections, and provide all other requested information.

Waiver to Adopt Promising or Favorable Programs not listed in Appendix E:

Not applicable

Analysis of Data for Selection of Programs and Activities (4115 (a) (1) (D)):

For each selected Appendix C programs or Appendix D activities, provide a brief narrative rationale based on the LEA's analysis of CSS, CHKS, and CSSA data related to why the LEA selected these programs and activities for implementation.

Programs and activities have been selected based upon specific needs assessments, input from committees, and input from parents, students, and staff. All of the programs were selected to address specific needs of our children and staff. The programs were selected based upon the literature, presentation, and evaluation by selecting committees and personnel. Effectiveness of program implementation was determined by annual committee evaluation. Sierra Sands Unified School District administered the California Healthy Kids Survey in the fall of 2003 in order to obtain baseline date. The survey was administered in 2005, 2007, and 2009.

Each site implements programs and activities that are based on the unique needs of that site. In addition to district data obtained from the CHKS, each site was provided with its individual data so that they can assess their programs and make adjustments as necessary.

Sierra Sands Unified School District will use the CHKS to evaluate the effectiveness of programs and implementation. During that time, working with the school sites, the district will refocus programs to be more concise and meaningful district wide. Ineffective programs will be eliminated, and more effective, research based programs will be selected for use in meeting the needs of our students. This five-year process will be a time for reflection, evaluation, realignment, and progress for our district.

Evaluation and Continuous Improvement (4115 (a) (2) (A)):

Provide a description for how the LEA will conduct regular evaluations of the effectiveness of the LEA's alcohol, tobacco, other drug use, and violence prevention program. Describe how the results of the evaluation will be used to refine, improve and strengthen the program.

The District will conduct the California Healthy Kids Survey biennially. Through the results of the survey, the district will compare progress toward meeting measurable objectives for student improvement. The results of the evaluation will be used to determine if further staff development or teacher training is needed. If staff development and teacher training are adequate, the program will be evaluated for further components that may address the specific areas not adequately improved. If no components exist, the district will research other programs that may better meet the specific needs of our students. Further, students will be tracked for consistency of population improvement. If the demographics of the population change and program effectiveness wanes due to a change in population, the district will research other programs that better meet the needs of specific subgroups of students.

Use of Results and Public Reporting (4115 (a) (2) (B)):

Describe the steps and timeline the LEA will use to publicly report progress toward attaining performance measures for the Safe and Drug Free Schools and TUPE programs. Describe how the evaluation results will be made available to the public including how the public will be provided notice of the evaluation result's availability.

Fall 2009/10	Administer the California Healthy Kids Survey
Spring 2009/10	S & DATE Advisory Council uses results of district survey to measure progress toward district goals and to adjust the LEAP as necessary.
Fall 2010/011	Results of the CHKS presented to the Board of Education and Superintendent's Council
Fall 20010/11	Results of the CHKS given to individual schools to be used in planning site interventions
Fall 2010/11	Results of the CHKS will be presented to the Youth Advisory Council
Spring 2010/11	S & DATE Advisory Council makes changes and updates to the LEAP using information from CHKS
Fall 2011/12	Administer the California Healthy Kids Survey

Mandatory Safe and Drug Free Schools and Communities (4114(d) (2) (E)):

Briefly describe how Safe and Drug Free Schools funded program services will be targeted to the LEA's schools and students with the greatest need. (Section 4114 [d] [3])

Through analysis of the California Healthy Kids Survey, the district will determine the schools where the greatest need for assistance is evident. Members from those school sites will be targeted to assist in choosing the most effective programs for meeting the needs of students. Those school sites will receive the first opportunities for staff development, teacher training and program implementation.

Coordination of All Programs (4114 (d) (2) (A)):

Provide a detailed, but brief, explanation of how the LEA will coordinate Safe and Drug Free Schools funded alcohol, tobacco, other drug and violence prevention programs with other federal state and local prevention programs.

The district has analyzed the guidelines and regulations regarding uses of funding of all of the state and federal programs in the district. A spreadsheet of all funding and uses has been established. Best uses of funding have been analyzed so that expenditures for program purchase, training, staff development, and supplies are distributed among funding sources to most efficiently and effectively fit program guidelines and district needs.

Parent Involvement (4115 (a) (1) (e)):

Provide a brief, but detailed, description of the parent involvement and describe the parent notification procedures used to meet requirements under NCLB Title IV, Part A – Safe and Drug Free Schools program.

Parents, staff, and community members are invited to serve on all of our site and district committees to provide input into all aspects of the planning of district and site policies and programs. Meetings are held regularly, and input is considered to be valuable. Parent notification of programs and procedures is distributed in many different arenas. Parents' Rights and Responsibilities is a comprehensive booklet given to each parent annually outlining the policies and procedures of the district. Each site and the district distribute mailings as needed to inform parents of any new or important issues regarding the safety or education of their children. Meetings are held regularly to receive input from parents and community, and to provide necessary information. Information regarding meeting dates, times and places are sent both electronically and regular mail to participating members.

TUPE Services for Pregnant Minors and Minor Parents (H&SC 104460):

Describe the TUPE services and referral procedures for pregnant minors and minor parents enrolled in the LEA and how they will be provided with tobacco-use prevention services. Include students participating in programs such as the California School Age Families Education (Cal-SAFE) program, the Adolescent Family Life Program (AFLP) administered through the Department of Health Services, and the Cal-Learn program administered by the Department of Social Services.

All of our pregnant minors and minor parents are provided the opportunity to participate in the CalSAFE program and receive related services. Students are referred to various programs in the community in reference to particular needs they may have. The district, as part of the parenting curriculum, addresses tobacco prevention education. The district, through the use of TUPE funding and other funding purchases materials for tobacco prevention awareness, and supports students who may need assistance in tobacco cessation. Further, the district cooperates with the American Cancer Society, and as such, receives educational materials for distribution to students including pregnant minors and minor parents.

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)	Increase Attendance/ Reduce Truancy Daily Auto Dialer Truant Officer (funding permitting) Teen Court	K-12	Superintendent, Assistant Superintendent of Curriculum and Instruction, Principals, Staff, Community Members	Quarterly review of school attendance reports.	General Fund Title I, III CAHSEE Intervention grant Hourly Programs EIA-LEP
	Referrals	K-12		Monitoring of RFEP student performance	
	SARB Referrals	K-12			
	Personal Contact	K-12			
	Home Visits	K-12			
	Counseling	K-12			
	Intervention Programs	K-12			
	CAHSEE	10-12		Pass rates CAHSEE	
	English Proficiency	9-12			
	Math Proficiency	9-12			
	Reading Comp.	9-12			
	Summer School	K-12	10/11-11/12 On-Going		
	Adult School	adult			
	Middle School	6-8		Quarterly/Tri mester Credit Checks/ grades	
	Remediation	K-12			
	Elem. Hourly				
	Secondary hourly				
	Structured Eng. Immersion	K-12			
Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks & Evaluation	Funding Source
5.2 (Dropouts)	Provide program appropriate for each student.	K-12	Assistant Super. of Curriculum and Instruction, Coordinator of Special Projects, Principals, Staff, Parents,	Student Surveys	General Fund Title II A & D
	Develop 4 Year Plan	9-12			Title I
	Modify plan as needed for student success.	9-12		Individual Student Data Analysis and Intervention	ROP CTE
	Staff development	K-12			Title III
	Technology use Communicate	K-12			EIA-LEP- SCE

	w/parents in home language. Offer counseling and guidance services. Recognize/Instill student worth. Career Tech/Job Placement/ROP Social Events to engage student interest Referral to Alternate Placement	K-12 K-12 K-12 K-12 K-12 6-12 9-12	Students 10/11-11/12 On-Going		Adult Ed.
5.3 (Advanced Placement)	Equal Access 4 Year Plans Parent contact/Notify in home language College Nights COOP Classes w/College including Tech/ Prep and articulation Teacher Collaboration Encourage student to take class of highest ability AP Courses Virtual Class	K-12 9-12 K-12 9-12 11-12 K-12 K-12 10-12 11-12	Assistant Superintendent of Curriculum and Instruction, Coordinator of Special Projects, Principal, Staff, Parents, Students, College Staff, counseling staff 10/11-11/12 On-Going	Student enrollment rates Student pass rates on AP Student Performance	General Fund Title III EIA-LEP

Additional Mandatory Title I Descriptions

Please include in the space below the following descriptions mandated by NCLB legislation.

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

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.

Describe how teachers, in consultation with parents, administrators, and pupil services personnel in targeted assistance schools under Section 1115 will identify the eligible children most in need of services under this part.

Sierra Sands Unified School District has two targeted assistance schools. (Las Flores will move to SWP in 11-12) The other four programs are Title 1 school wide programs. The school district and site personnel disaggregate data according to subgroup populations. Each subgroup is analyzed to determine areas of need and program effectiveness. Student performance is also tracked individually for consistent progress toward meeting personal and district goals and objectives. Parents, teachers, support personnel and administrators collaborate on child study teams, student assistance teams, teacher collaboration, needs assessments, and parent conferences to determine the best program for each individual student. Students are identified for assistance based upon data analysis, parent input, teacher evaluation, and child study team and/or student assistance team recommendation.

Provide a general description of the nature of the programs to be conducted by the LEA's schools under Sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children in community day school programs, and homeless children.

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 toward a high school diploma. The district provides transportation for pregnant/parents in our CalSAFE program to and from school, along with their babies.

The district has designated the Coordinator of Pupil Support Services 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. Student can go to class and participate even if they do not have records, including immunizations, proof of residency, birth certificates. Homeless students have the right to stay in their school even if they move, are entitled to transportation to school, may attend pre-school programs, obtain all of the services they need, have disagreements with

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

Describe the actions the LEA will take to assist in its low-achieving schools identified under Section 1116 as in need of improvement.

At this time, the district does not have any schools in program improvement. However, if a school is identified for program improvement, the following actions will be implemented.

- 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 school has been identified for school 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 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 and summer 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.

Describe the actions the LEA will take to implement public school choice and Supplemental Services, consistent with the requirements of Section 1116.

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.

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 sections 1118 and 1119.

No Child Left Behind requires that all teachers and paraprofessionals teaching in district who participate in Title I be highly qualified. Professional development opportunities exist for all teachers to become highly qualified. The district conducts training programs for paraprofessionals. Funding to support professional development for highly qualified teachers and paraprofessionals has been designated mainly from Title IIA funding. Title I funding will be used to cover any expenses not covered by Title II, 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.

Coordination of Educational Services

In the space below, 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 has adopted state standards to drive all instruction and has begun preliminary work with the new Common Cores Standards. All identified 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 run before and after school, during school hours, in the evening, and during the summer. Schools do 'whatever it takes' to meet student needs.

Each group of children is monitored through a network of personnel and services that constantly assess and modifies to meet the needs of each child. The network consists of district personnel, parents, community members, and agencies. Meetings are held regularly to determine the best program for each child and to develop a plan for each child's success. Beginning in the infant care program, new moms and dads are taught to care and nurture their children, and to become productive citizens in the community. 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 system 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. On-going 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

Signature Page

Appendix

Appendix A: California's NCLB Performance Goals and Performance Indicators

Appendix B: Links to Data Web sites

Appendix C: Research-based Activities

*Appendix D: Assessment results for Sierra Sands Unified School District (API/
AYP/ Title III AMAO)*

*Appendix E: NCLB Legislation, Sections 1111 through 1120 (available upon
request)*

ASSURANCES

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

GENERAL ASSURANCES

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

- 9a. The LEA will provide the certification on constitutionally protected prayer that is required by section 9524.
10. The LEA will comply with the armed forces recruiter access provisions required by section 9528.

TITLE I, PART A

The LEA, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.
12. If the LEA receives more than \$500,000 in Title I funds, it will allow 1% to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95% of the allocation will be distributed to schools.
13. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.
14. Provide technical assistance and support to schoolwide programs.
15. Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.
16. Fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).
17. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services.
18. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.
19. In the case of an LEA that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.
20. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119 and *California Education Code Section 64001*.
21. Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.

22. Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX.
23. Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.
24. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
25. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the baseline year described in section 1111(b)(2)(E)(ii).
26. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.
27. Assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with section 1111(b)(8)(D) and *California Education Code Section 64001*.
28. Ensure that schools in school improvement status spend not less than ten percent of their Title I funds to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.
29. Prepare and disseminate an annual LEA report card in accordance with section 1111(h)(2).
30. Where applicable, the applicant will comply with the comparability of services requirement under section 1120A(c). In the case of a local educational agency to which comparability applies, the applicant has established and implemented an agency-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. Documentation will be on file to demonstrate that the salary schedule and local policies result in comparability and will be updated biennially.

TITLE I, PART D – SUBPART 2

31. Where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act.

32. Work to ensure that the correctional facility is staffed with teachers and other qualified staffs that are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth.
33. Ensure that the educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

TITLE II, PART A

34. The LEA, hereby, assures that:

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

TITLE II, PART D

35. The LEA has an updated, local, long-range, strategic, educational technology plan in place that includes the following:
 - Strategies for using technology to improve academic achievement and teacher effectiveness.
 - Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
 - 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.
 - 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.
 - 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.

- A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.
 - 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.
 - A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.
 - 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.
 - A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.
 - Collaboration with adult literacy service providers.
 - 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.
 - Supporting resources – a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.
36. The LEA must use a minimum of 25 percent of their funds to provide ongoing, sustained, and intensive high quality professional development in the integration of advanced technology into curricula and instruction and in using those technologies to create new learning environments.
37. Any LEA that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5)) hereby assures the SEA that the LEA will not use any Title II, Part D funds to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school:
- has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors; and
 - is enforcing the operation of such technology protection measure during any use of such computers by minors; and
 - has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene or child pornography, and is enforcing the operation of such technology protection measure during any use of such computers.
 - Any LEA that does receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

TITLE III

38. The LEA assures that it consulted with teachers, researchers, school administrators, parents, and, if appropriate, with education-related community groups, nonprofit organizations, and institutions of higher education in developing the LEA Plan.
39. The LEA will hold elementary and secondary schools accountable for increasing English language proficiency and for LEP subgroups making adequate yearly progress.
40. The LEA is complying with Section 3302 prior to, and throughout, each school year.
41. The LEA annually will assess the English proficiency of all students with limited English proficiency participating in programs funded under this part.
42. The LEA has based its proposed plan on scientifically based research on teaching limited-English-proficient students.
43. The LEA ensures that the programs will enable students 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;
 - (ii) the frequency, seriousness, and incidence of violence and drug-related offenses resulting in suspensions and expulsions in elementary schools and secondary schools in the State;
 - (iii) the types of curricula, programs, and services provided by the chief executive officer, the State educational agency, local educational agencies, and other recipients of funds under this subpart; and
 - (iv) the incidence and prevalence, age of onset, perception of health risk, and perception of social disapproval of drug use and violence by youth in schools and communities. (Section 4112, General Provisions, Title IV, Part A, PL 107-110)
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.)

Other

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.

SIGNATURE PAGE

Joanna Rummer
Print Name of Superintendent

Signature of Superintendent

2/17/2011
Date

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.

APPENDIX B

Links to Data Web sites

Below is a listing of Web site 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/ta/ac/ap/index.asp>
- Adequate Yearly Progress (federal) (AYP)
<http://www.cde.ca.gov/ta/ac/ay/index.asp>
-
- California Basic Educational Data System (CBEDS)
<http://www.cde.ca.gov/ds/sd/cb/>
- California English Language Development Test (CELDT)
<http://celdt.cde.ca.gov/>
- California High School Exit Exam (CAHSEE)
<http://cahsee.cde.ca.gov/>
- California Standardized Testing and Reporting (STAR)
<http://star.cde.ca.gov/>
- DataQuest
<http://data1.cde.ca.gov/dataquest/>
- Ed-Data
<http://www.ed-data.k12.ca.us/welcome.asp>
- School Accountability Report Card (SARC)
<http://www.cde.ca.gov/ta/ac/sa/>
- Title III Accountability (federal)
<http://www.cde.ca.gov/ta/ac/t3/>

Link to Sierra Sands Unified School District Web site

<http://www.ssusd.org>

APPENDIX C

Research-based Activities (4115 (a)(1)(C)):

The LEA must designate and list the research-based activities (strategies and activities developed by the LEA to supplement the science-based programs listed above) selected from below:

<i>Research-based Activities</i>	
Activities	<i>Research Summaries Supporting Each Activity:</i>
After School Programs	Getting Results Part I, page 77-78
Conflict Mediation/Resolution	Getting Results Part I, page 63-65 Getting Results Part I, page 127-129
Early Intervention and Counseling	Getting Results Part I, page 72 Getting Results Part I, page 100-101 Getting Results Part I, page 106-107
Environmental Strategies	Getting Results Part I, page 73-75 Getting Results Part II, page 47-48 Getting Results Part II, page 76-79 Getting Results Part II, page 89-94
Family and Community Collaboration	Getting Results Part I, page 104-105 Getting Results Part II, page 26-28 Getting Results Part II, page 33
Media Literacy and Advocacy	Getting Results Part II, page 45 Getting Results Update 3, page 22-24
Mentoring	Getting Results Part I, page 49
Peer-Helping and Peer Leaders	Getting Results Part I, page 104-106 Getting Results Update 3, page 43-45
Positive Alternatives	Getting Results Part I, page 79-81 Getting Results Part I, page 104-106 Getting Results Part I, page 108-109
School Policies	Getting Results Part I, page 66-72 Getting Results Part II, page 22-23
Service Learning/Community Service	Getting Results Part I, page 81-83 Getting Results Part II, page 46-47
Student Assistance Programs	Getting Results Part I, page 89-90
Tobacco-Use Cessation	Getting Results Part II, page 28 Getting Results Part II, page 42-43 Getting Results Part II, page 72-74
Youth Development/Caring Schools/Caring Classrooms	Getting Results Part I, page 121-123 Getting Results Part I, page 136-137 Getting Results Part II, page 28 Getting Results Update 1

APPENDIX D

ASSESSMENT RESULTS FOR SSUSD

APR District Summary

API (Academic Performance Index)

2010 Growth Report- District Report

2010 Growth Report- List of Schools

2010 Demographic Characteristics

APR (Accountability Progress Report) for AYP (Adequate Yearly Progress)

2010 AYP Report- District

2010 AYP List of Schools

Title III Accountability Report (for EL students)

[DataQuest home](#) > [API home](#) > [Reports](#) > [Select District](#) > [District Reports](#) > Current Page

2009 -10 Accountability Progress Reporting (APR)



Local Educational Agency (LEA) Summary 2009-10 APR

California Department of Education
Assessment, Accountability and Awards Division
12/16/2010

LEA: Sierra Sands Unified
LEA Type: Unified
County: Kern
CD Code: 15-73742

2009-10 APR Links:

[Base API LEA List of Schools](#)

[Base API County List of Schools](#)

[Growth API LEA List of Schools](#)

[Growth API County List of Schools](#)

[AYP LEA List of Schools](#)

[AYP County List of Schools](#)

(An LEA is a school district or county office of education.)

2009-10 APR		2009-10 State API			2010 Federal AYP and PI		
Summary	Glossary	Base	Guide	Growth	AYP	PI	Guide

State Accountability: Academic Performance Index (API)

2009 Base API	2010 Growth API	Growth in the API from 2009 to 2010
775	788	13

Growth API target information is not applicable to LEAs, to schools in the Alternative Schools Accountability Model (ASAM), or to schools that do not have a valid 2009 Base API.

Federal Accountability: Adequate Yearly Progress (AYP)

Made AYP: No

Met AYP Criteria:

Participation Rate

Yes

Yes

Percent Proficient

No

No

API - Additional Indicator for AYP

Yes

Graduation Rate

No

English-Language Arts

Mathematics

Program Improvement (PI)

PI Status:

Not in PI

[DataQuest home](#) > [API home](#) > [Reports](#) > [Select District](#) > [District Reports](#) > Current Page

2009 -10 Accountability Progress Reporting (APR)



Local Educational Agency (LEA) Report Growth API 2010 Growth Academic Performance Index (API) Report

California Department of Education
Assessment, Accountability and Awards Division
2/3/2011

LEA: Sierra Sands Unified
LEA Type: Unified
County: Kern
CD Code: 15-73742

2010 Growth API Links:

LEA Chart
LEA Demographic Characteristics
LEA Content Area Weights
LEA List of Schools
County List of Schools

(An LEA is a school district or county office of education.)

2009-10 APR		2009-10 State API			2010 Federal AYP and PI		
Summary	Glossary	Base	Guide	Growth	AYP	PI	Guide

State Accountability: Academic Performance Index (API)

Number of Students Included in the 2010 Growth API	API		
	2010 Growth	2009 Base	2009-10 Growth
3,751	788	775	13

Growth API target information is not applicable to LEAs or to schools in the Alternative Schools Accountability Model (ASAM).

Subgroup API

Subgroups	Number of Students Included in 2010 API	Numerically Significant in Both Years	2010 Growth	2009 Base	2009-10 Growth
Black or African American	212	Yes	703	663	40
American Indian or Alaska Native	57	No			
Asian	99	No			
Filipino	77	No			
Hispanic or Latino	817	Yes	733	711	22
Native Hawaiian or Pacific Islander	59	No			
White	2,417	Yes	812	802	10
Two or More Races	13	No			
Socioeconomically Disadvantaged	1,761	Yes	731	708	23

English Learners	387	Yes	673	655	18
Students with Disabilities	438	Yes	605	593	12

Click on the column header to view notes.

In order to meet federal requirements of No Child Left Behind, a 2010 Growth API is posted even if a school or LEA had no 2009 Base API. However, the presentation of actual growth would not be appropriate and, therefore, is omitted.

Direct-funded charter schools are not included in the LEA Report.

"N/A" means a number is not applicable or not available due to missing data.

"**" means this API is calculated for a small LEA, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

The federal Adequate Yearly Progress (AYP) requirement for the API is: a 2010 Growth API of 680 OR a one-point increase from the 2009 Base API to the 2010 Growth API for a school or LEA.

[DataQuest home](#) > [API home](#) > [Reports](#) > [Select District](#) > [District Reports](#) > Current Page

2009 -10 Accountability Progress Reporting (APR)



Local Educational Agency (LEA) List of Schools 2010 Growth Academic Performance Index Report

California Department of Education
Assessment, Accountability and Awards Division
2/3/2011

LEA: Sierra Sands Unified
LEA Type: Unified
County: Kern
CD Code: 15-73742

APR LEA Summary
API LEA Report
API County List of Schools
AYP LEA List of Schools
AYP County List of Schools

(An LEA is a school district or county office of education.)
(AYP = Adequate Yearly Progress)

LEA API Summary

	<u>All Schools</u>		<u>Deciles 1 and 2</u>	
	Number	Percent	Number	Percent
Targets Met*	5	56	0	N/A
API Grew, Targets Not Met**	0	N/A	0	N/A
API Remained Same or Declined, Targets Not Met	4	44	0	N/A

Only schools with a valid 2009 Base API and a valid 2010 Growth API are included in these LEA and state summaries.

State API Summary

	<u>All Schools</u>		<u>Deciles 1 and 2</u>	
	Number	Percent	Number	Percent
Targets Met*	4,775	58	923	54
API Grew, Targets Not Met**	1,599	19	373	22
API Remained Same or Declined, Targets Not Met	1,885	23	398	23

* Includes schools with 2010 Growth APIs of 800 or more.

* Includes schools that met schoolwide 2009-10 Growth API targets but did not meet one or more subgroup targets.

	<u>API</u>				<u>Met Growth Target</u>		
	2010 Growth	2009 Base	2009-10 Growth Target	2009-10 Growth	School-wide	All Subgroups	Both Schoolwide and Subgroups
<u>SIERRA SANDS UNIFIED</u>	788	775	D	13			
Elementary Schools							
<u>Faller Elementary</u>	816	826	A	-10	Yes	No	No
<u>Gateway Elementary</u>	862	847	A	15	Yes	Yes	Yes
<u>Inyokern Elementary</u>	767	785	5	-18	No	No	No
<u>Las Flores Elementary</u>	817	821	A	-4	Yes	No	No
<u>Pierce Elementary</u>	824	784	5	40	Yes	Yes	Yes
<u>Rand Elementary</u>							
<u>Richmond Elementary</u>	820	823	A	-3	Yes	No	No
Middle Schools							
<u>James Monroe Middle</u>	762	746	5	16	Yes	Yes	Yes
<u>Murray Middle</u>	790	782	5	8	Yes	Yes	Yes
High Schools							

<u>Burroughs High</u>	775	755	5	20	Yes	Yes	Yes
ASAM Schools							
<u>Mesquite Continuation High</u>	563*	542*	D	21			N/A

Click on column header to view notes.

In order to meet federal requirements of No Child Left Behind, a 2010 Growth API is posted even if a school or LEA had no 2009 Base API or if a school had significant population changes from 2009 to 2010. However, the presentation of growth targets and actual growth would not be appropriate and, therefore, are omitted.

"N/A" means a number is not applicable or not available due to missing data.

" * " means this API is calculated for a small school or LEA, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school or LEA was small in either 2009 or 2010. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

"A" means the school scored at or above the statewide performance target of 800 in 2009.

"B" means the school did not have a valid 2009 Base API and will not have any growth or target information.

"C" means the school had significant demographic changes and will not have any growth or target information.

"D" means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.

"E" indicates this was an ASAM school in the 2009 Base API Report and has no target information even though the school is no longer an ASAM school.

Targets Met - In the "Met Growth Target" columns, the growth targets reflect state accountability requirements and do not match the federal Adequate Yearly Progress (AYP) requirements. The AYP requirement for the API is a 2010 Growth API of 620, or a one-point increase from the 2009 Base API to 2010 Growth API for a school or LEA.

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2009 -10 Accountability Progress Reporting (APR)



Local Educational Agency (LEA) Demographic Characteristics 2010 Growth Academic Performance Index (API) Report

California Department of Education
Assessment, Accountability and Awards Division
2/3/2011

LEA: Sierra Sands Unified
LEA Type: Unified
County: Kern
CD Code: 15-73742

2010 Growth API Links:

LEA Report - Growth API
LEA Chart
LEA Content Area Weights
LEA List of Schools
County List of Schools

(An LEA is a school district or county office of education.)

2009-10 APR		2009-10 State API			2010 Federal AYP and PI		
Summary	Glossary	Base	Guide	Growth	AYP	PI	Guide

State Accountability: Academic Performance Index (API)

LEA Demographic Characteristics

These data are from the October 2009 California Basic Educational Data System (CBEDS) data collection and the 2010 Standardized Testing and Reporting (STAR) Program student answer document.

Ethnic/Racial (STAR)	Percent	Enrollments* (STAR)	Percent
Black or African American	6	Grade 2	10
American Indian or Alaska Native	2	Grades 3-5	30
Asian	3	Grade 6	10
Filipino	2	Grades 7-8	20
Hispanic or Latino	22	Grades 9-11	31
Native Hawaiian or Pacific Islander	2	*This is a percentage of all enrollments in grades 2-11.	
White	64		
Two or More Races	0		
These percentages may not sum to 100 due to responses of: other, multiple, declined to state, or non-response.			
Participants in Free or Reduced-Price Lunch (STAR)	46	Parent Education Level (STAR)	
Participants in Full Day Reduced Class Size Program (STAR)		Percentage with a response*	92
Participants in Gifted and Talented Education Program (STAR)	8	Of those with a response:	
Participants in Migrant Education Program (STAR)	0	Not a high school graduate	12
		High school graduate	23
		Some college	34
		College graduate	20
		Graduate school	12
		*This number is the percentage of student answer documents with stated parent education level information.	
		Average Parent Education Level (STAR)	Average
			2.97
		The average of all responses where "1" represents "Not a high school graduate" and "5" represents "Graduate school."	

English Learners (STAR)	8	Average Class Size (CBEDS)	
		<u>Grades</u>	<u>Average</u>
Reclassified Fluent-English-Proficient (RFEP) Students (STAR)	4	K-3	
		4-6	
Students with Disabilities (STAR)	11	Core academic courses in departmentalized programs	
Mobility			<u>Number</u>
School, Prior Year (STAR)		Enrollment in Grades 2-11 on First Day of Testing (STAR)	3975
<i>This is the percentage of students who first attended the school in the current year. Students in the lowest grade are excluded. These data may not match numbers on other reports for middle and high schools.</i>		Students Exempted from STAR Testing Per Parent Written Request (STAR)	0
School, CBEDS Date (STAR)	94	Number of Students Tested (STAR)	3952
LEA, CBEDS Date (STAR)	95		
<i>These are the percentages of students who were counted as part of the school's or LEA's enrollment on the October 2009 CBEDS data collection and who have been continuously enrolled since that date.</i>			
Fully-Credentialed Teachers (CBEDS)			
Teachers with Emergency Credentials (CBEDS)			

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2009-10 Accountability Progress Reporting (APR)



Local Educational Agency (LEA) Report 2010 Adequate Yearly Progress (AYP) Report

California Department of Education
Assessment, Accountability and Awards Division
2/3/2011

LEA: Sierra Sands Unified
LEA Type: Unified
County: Kern
CD Code: 15-73742

2010 AYP and PI Links:

LEA Chart
LEA PI Status and Grade Spans
LEA List of Schools
County List of Schools

(An LEA is a school district or county office of education.)

2009-10 APR		2009-10 State API			2010 Federal AYP and PI		
Summary	Glossary	Base	Guide	Growth	AYP	PI	Guide

Federal Accountability: Adequate Yearly Progress (AYP)

Made AYP: No
Met 21 of 30 AYP Criteria

California Alternate Performance Assessment (CAPA)

	Percent Proficient and Above	Above 1.0	Exception Approved
English-Language Arts	0.9	No	
Mathematics	0.7	No	

California Modified Assessment (CMA)

	Percent Proficient and Above	Cap	Above Cap
English-Language Arts			
Mathematics			

Participation Rate

GROUPS	English-Language Arts Target 95% <u>Met all participation rate criteria? Yes</u>					Mathematics Target 95% <u>Met all participation rate criteria? Yes</u>				
	Enrollment	Number	Met	Alternative		Enrollment	Number	Met	Alternative	
LEA-wide	First Day of Testing	of Students	2010 AYP Rate	Criteria Method		First Day of Testing	of Students	2010 AYP Rate	Criteria Method	
	3175	3159	99	Yes		3175	3160	100	Yes	

Black or African American	193	193	100	Yes	193	193	100	Yes
American Indian or Alaska Native	54	54	100	--	53	53	100	--
Asian	76	75	99	--	76	74	98	--
Filipino	65	65	100	--	65	65	100	--
Hispanic or Latino	721	716	99	Yes	721	719	100	Yes
Native Hawaiian or Pacific Islander	53	52	99	--	53	53	100	--
White	2003	1994	100	Yes	2004	1994	100	Yes
Two or More Races	10	10	100	--	10	9	90	--
Socioeconomically Disadvantaged	1616	1607	99	Yes	1615	1608	100	Yes
English Learners	337	333	99	Yes	337	335	99	Yes
Students with Disabilities	383	382	100	Yes	383	381	99	Yes

Percent Proficient - Annual Measurable Objectives (AMOs)

GROUPS	English-Language Arts Target 56.0 % Met all percent proficient rate criteria? No					Mathematics Target 56.4 % Met all percent proficient rate criteria? No				
	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2010 AYP Criteria	Alternative Method	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2010 AYP Criteria	Alternative Method
LEA-wide	3002	1635	54.5	No		3000	1743	58.1	Yes	
Black or African American	174	74	42.5	Yes	SH	174	59	33.9	No	
American Indian or Alaska Native	47	16	34.0	--		46	23	50.0	--	
Asian	71	55	77.5	--		70	54	77.1	--	
Filipino	58	37	63.8	--		58	42	72.4	--	
Hispanic or Latino	679	282	41.5	No		680	338	49.7	No	
Native Hawaiian or Pacific Islander	51	27	52.9	--		52	27	51.9	--	
White	1914	1140	59.6	Yes		1912	1196	62.6	Yes	
Two or More Races	8	--	--	--		8	--	--	--	
Socioeconomically Disadvantaged	1502	630	41.9	No		1500	735	49.0	No	
English Learners	324	95	29.3	No		325	149	45.8	Yes	SH
Students with Disabilities	367	113	30.8	No		366	141	38.5	Yes	SH

Academic Performance Index (API) - Additional Indicator for AYP

2009 Base API	2010 Growth API	2009-10 Growth	Met 2010 API Criteria	Alternative Method
775	788	13	Yes	

2010 API Criteria for meeting federal AYP: A minimum "2010 Growth API" score of 680 OR "2009-10 Growth" of at least one point.

Graduation Rate Goal: 90 Percent**Current Year: Graduation Rate Results**

2009 Graduation Rate (Class of 2007-08)	2010 Graduation Rate (Class of 2008-09)	2010 Target Graduation Rate	2010 Graduation Rate Criteria Met	Alternative Method
92.76	85.71	90.00	No	

Next Year: Graduation Target

2011 Target Graduation Rate
86.19
Variable

Graduation Rate Criteria: (1) met or exceeded the goal of 90%, or (2) met the fixed target graduation rate, or (3) met the variable target graduation rate. Fixed and variable target graduation rates are calculated for local educational agencies and schools that have not reached the 90% goal. For the 2010 target graduation rate, the fixed and the variable target rates are the same. The lower of the two target rates (fixed or variable as indicated below the 2011 target rate) was used to establish the 2011 target graduation rate.

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2009 -10 Accountability Progress Reporting (APR)



Local Educational Agency (LEA) List of Schools 2010 Adequate Yearly Progress (AYP) Report

Sierra Sands Unified

LEA Type: Unified
County: Kern
CD Code: 15-73742

California Department of Education
Assessment, Accountability and Awards Division
2/3/2011

AYP LEA Report
APR LEA Summary
API LEA List of Schools
API County List of Schools
AYP County List of Schools

(API = Academic Performance Index)

	Met 2010 Criteria for:					PI Status
	All Components	English-Language Arts	Mathematics	API	Graduation Rate	PI Status
SIERRA SANDS UNIFIED	No	No	No	Yes	No	Not In PI
Elementary Schools						
Faller Elementary	No	No	No	Yes	N/A	Not in PI
Gateway Elementary	Yes	Yes	Yes	Yes	N/A	Not Title 1
Inyokern Elementary	No	No	No	Yes	N/A	Not in PI
Las Flores Elementary	No	No	No	Yes	N/A	Not in PI
Pierce Elementary	Yes	Yes	Yes	Yes	N/A	Not in PI
Rand Elementary	Yes	Yes	Yes	N/A	N/A	Not in PI
Richmond Elementary	No	No	No	Yes	N/A	Not in PI
Middle Schools						
James Monroe Middle	No	No	No	Yes	N/A	Not Title 1
Murray Middle	No	No	No	Yes	N/A	Not Title 1
High Schools						
Burroughs High	No	No	No	Yes	Yes	Not Title 1
ASAM Schools						
Mesquite Continuation High	No	Yes	Yes	Yes	No	Not Title 1



California Department of Education
Assessment and Accountability Division

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2009-10 Title III Accountability Data

Local Educational Agency (LEA) Data

Release Date: February 8, 2011
LEA: Sierra Sands Unified
County: Kern
CDS Code: 15-73742-0000000

[School-level Data](#)

[DataQuest Help](#)

The Title III Accountability Report indicates the status of each Title III-funded local educational agency (LEA) or consortium in meeting the three annual measurable achievement objectives (AMAOs).

AMAO 1 - Percent of ELs Making Annual Progress in Learning English

Number of 2009 Annual CELDT Takers	411
Number with Required Prior CELDT Scores	411
Percent with Required Prior CELDT Scores	100%
Number in Cohort Meeting Annual Growth Target	249
Percent Meeting AMAO 1 in LEA	60.6%
2009-10 Target	53.1%
Met Target for AMAO 1	Yes

AMAO 2 - Percent of ELs Attaining the English Proficient Level on the CELDT

Less than 5 Years Cohort

Number of 2009-10 English Learners in Cohort	275
Number in Cohort Attaining the English Proficient Level	58
Percent in Cohort Attaining the English Proficient Level	21.1%
2009-10 Target	17.4%
Cohort Met Target	Yes

5 Years or More Cohort

Number of 2009-10 English Learners in Cohort	203
Number in Cohort Attaining the English Proficient Level	104
Percent in Cohort Attaining the English Proficient Level	51.2%
2009-10 Target	41.3%
Cohort Met Target	Yes

Met Targets for AMAO 2 **Yes**

AMAO 3 - Adequate Yearly Progress for English Learner Subgroup at the LEA Level

English-Language Arts

Met Participation Rate for English Learner Subgroup **Yes**

Met Percent Proficient or Above for English Learner Subgroup Mathematics	No
Met Participation Rate for English Learner Subgroup	Yes
Met Percent Proficient or Above for English Learner Subgroup	Yes
Met Target for AMAO3	No

Met All AMAO Criteria

Met all AMAOs	No
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Number of Consecutive Years Not Meeting AMAOs

Number of Years	3
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Note: If less than 65 percent of the 2009 Annual CELDT takers have prior year scores, no values will be printed for AMAO 1 and the LEA or consortium will not meet AMAO 1.

Yes* – Met the AMAO target through the application of confidence intervals (the LEA/consortium had fewer than 30 valid scores in the AMAO cohort).

For more information on Title III accountability, refer to the CDE [Title III Accountability](#) Web page.

Questions: AMAO Team | AMAO@cde.ca.gov | 916-319-0784

Web Policy

Appendix E

NCLB Legislation, Sections 1111 through 1120 (separate attachment- available upon request)