

SIERRA SANDS UNIFIED SCHOOL DISTRICT

**Board of Education
Regular Meeting**

**March 15, 2012
Ridgecrest City Council Chambers
100 West California Avenue
*www.ssusd.org***

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

A G E N D A

CALL TO ORDER AND PLEDGE TO THE FLAG

7:00 P.M.

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

Joanna Rummer, Superintendent

MOMENT OF SILENCE

1. **ADOPTION OF AGENDA**

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

2. **APPROVAL OF MINUTES** of the regular and special meetings of February 16, 2012.

3. **PROGRAMS AND PRESENTATIONS**

- **Gateway School: Creating Connections With Our Community**
Positive partnership developed between Gateway Elementary School and the Cerro Coso Athletic Department.

4. PUBLIC HEARING

- 4.1 Public Hearing for the Initial Contract Proposal for reopeners for 2012-13 from the Desert Area Teachers Association to the Board of Education
- 4.2 Public Hearing for the Initial Contract Proposal for reopeners for 2012-13 from the Board of Education to the Desert Area Teachers Association

5. REPORTS AND COMMUNICATIONS

5.1 Student Member's Report

5.2 Reports from Members of the Board

5.3 Superintendent's Report

- Sixth Month Enrollment Report
- Recipient of the Administrator of the Year Award from ACSA, Region XI
- Recipient of the Every Student Succeeding Award from ACSA, Region XI

5.4 Communications from the public

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

6. EDUCATIONAL ADMINISTRATION

- 6.1 Report to the Board on SSUSD Federal Program Improvement Activities

7. POLICY DEVELOPMENT AND REVIEW

8. PERSONNEL ADMINISTRATION

8.1 Certificated

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

8.2 Classified

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

- 8.3 Presentation of Initial Contract Proposal for Reopeners for 2012-13 from the California School Employees Association (CSEA) to the Board of Education

- 8.4 Presentation of Initial Contract Proposal for Reopeners for 2012-13 from the Board of Education to the California School Employees Association (CSEA)

- 8.5 Presentation of Initial Contract Proposal for Reopeners for 2012-13 from the Desert Area Guidance Association (DAGA) to the Board of Education
- 8.6 Presentation of Initial Contract Proposal for Reopeners for 2012-13 from the Board of Education to the Desert Area Guidance Association (DAGA)

- 9. GENERAL ADMINISTRATION
 - 9.1 Gifts to the District
 - 9.2 Approval of Safety Plans for 2011-12
 - 9.3 Mid-Year Report of Progress Toward SMART Goals

- 10. CONSTRUCTION ADMINISTRATION
 - 10.1 Report to the Board: Measure “A” and Other Construction Activities and Issues
 - 10.2 Authorization to Contract for the Demolition of the Kindergarten Classrooms at Las Flores Elementary School- Vinnell Steel Units 67/1285-1293
 - 10.3 Approval of Construction Delivery Method for Modernization of Career Technical Education (CTE) Classrooms at Burroughs High School

- 11. BUSINESS ADMINISTRATION
 - 11.1 Approval of Second Interim Report for Fiscal Year 2011-12
 - 11.2 Approval of Contracts for Long Distance Services, Internet Services, and Web Hosting, Supported by E-Rate

- 12. CONSENT CALENDAR
 - 12.1 Approval of “A” and “B” Warrants

- 13. FUTURE AGENDA

- 14. ADJOURNMENT

The next regular meeting of the Board of Education will be April 19, 2012

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

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

SIERRA SANDS UNIFIED SCHOOL DISTRICT

Minutes of the Special Meeting of the Board of Education

DATE OF MEETING: February 16, 2012
TIME OF MEETING: 6:40 p.m.
PLACE OF MEETING: District Office Conference Room
MEMBERS PRESENT: Covert, Dietrichson, Farris, Johnson, Pearl, Rockwell, Scott
STAFF PRESENT: Joanna Rummer, Superintendent

MOMENT OF SILENCE was observed.

1. ADOPTION OF AGENDA
2. CLOSED SESSION

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

3. ADJOURNMENT

THE BOARD OF EDUCATION

Bill Farris, Vice President/Clerk

Joanna Rummer, Secretary to Board

SIERRA SANDS UNIFIED SCHOOL DISTRICT

Minutes of the Regular Meeting of the Board of Education

DATE OF MEETING: February 16, 2012
TIME OF MEETING: 7:00 p.m.
PLACE OF MEETING: Ridgecrest City Council Chambers
MEMBERS PRESENT: Covert, Dietrichson, Farris, Johnson, Pearl, Rockwell, Scott
Student Member Leah Ostermann
MEMBERS ABSENT: None
STAFF PRESENT: Joanna Rummer, Superintendent

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

MOMENT OF SILENCE was observed.

1. ADOPTION OF AGENDA

The agenda was adopted by consensus noting the following order of agenda changes; Mr. Grant Herndon, legal counsel will present his report before the public hearing, then following the public hearing, the board will hear items 9.3 and 9.4.

2. APPROVAL OF MINUTES

Hearing no comments, the minutes of the regular meeting of January 12, 2012 and the special meetings of January 23, 2012 and February 6, 2012 were adopted by consensus as written.

3. PROGRAMS AND PRESENTATIONS

- Caldwell Flores Winters, Inc. Scholarship Presentation to Ala Tiatia
Mr. Emilio Flores, Trustee of the CFW Foundation, presented Burroughs High School student, Ala Tiatia, with a scholarship and indicated how wonderful Mr. Tiatia's performance was at the annual CFW dinner during the CSBA conference.
- James Monroe: A True Professional Learning Community
Mrs. Finneran, Principal of James Monroe Middle School presented an overview of the professional learning community at James Monroe.

President Johnson temporarily adjourned the meeting of the Sierra Sands Unified School District and opened the meeting of the Inyo-Kern Schools Financing Authority at 7:20 p.m.

President Johnson closed the meeting of the Inyo-Kern Schools Financing Authority and reconvened the meeting of the Sierra Sands Unified School District at 7:22 p.m.

Prior to opening the public hearing, Mr. Grant Herndon, legal counsel, gave a brief history and overview of the process followed by the board to bring the district to this evening's request for waivers on abolishing trustee residence areas for school board elections, and decreasing the number of board members from seven to five.

4. PUBLIC HEARING

- Request for Waiver From the State Board of Education of Electoral Requirements of Education Code sections 5020, 5021 and 5030 to Abolish Trustee Residence Areas for School Board Elections Pursuant to the Board of Trustees' Resolution #21 1112, Approved on January 23, 2012.

Public hearing was opened at 7:29 and hearing no comments the public hearing was closed at 7:31 p.m.

At this time the board heard Item 9.3 on the agenda.

9.3 Consideration and Possible Action to Adopt Resolution #26 1112 Requesting a Waiver of the Requirement that Abolishment of Trustee Areas Be Submitted to Electors

Motion passed to adopt Resolution #26 1112 Requesting a Waiver of the Requirement that Abolishment of Trustee Areas Be Submitted to Electors. DIETRICHSON/COVERT

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

4. PUBLIC HEARING

- Request for Waiver From the State Board of Education of Electoral Requirements of Education Code Section 5020 to Decrease the Number of Board Members From Seven to Five, Pursuant to the Board of Trustees' Resolution #22 1112, Approved on February 6, 2012

Public Hearing was opened at 7:33 p.m. Mr. Dave Burdick commended the board for moving forward with this decision. He presented another option of moving from a seven member board to a five member board by eliminating two seats in 2012 rather than one seat which would maximize the savings and would eliminate the issue of having a six member board for two years. The public hearing was closed at 7:37 p.m.

At this time the board heard Item 9.4 on the agenda.

9.4 Consideration and Possible Action to Adopt Resolution #27 1112 Requesting a Waiver of the Requirement that the Reduction in the Number of Governing Board Members from Seven to Five be Submitted to the Electors

Motion passed to adopt Resolution #27 1112, Requesting a Waiver of the Requirement that the Reduction in the Number of Governing Board Members from Seven to Five be Submitted to the Electors. ROCKWELL/PEARL

AYES: Farris, Johnson, Pearl, Rockwell, Scott

NOES: Covert, Dietrichson

5 REPORTS AND COMMUNICATIONS

5.1 Student Member's Report

Student Board Member Leah Ostermann provided the following report:

Mesquite High School: Mesquite received the honor of being named a Model Continuation High School! Students have participated in many activities including Valentine Grahams.

Murray Middle School: Basketball games are still going strong with a Spirit Day named Facial Hair rounding out the fun at Murray. Students and Staff have placed a "Bully Box" on the campus for students to leave comments and suggestions in.

James Monroe Middle School: Monroe held a Valentine's Dance, a Pep Rally, and a Spirit Day. A Concert Band performance was held and also a Coffee with the Principal for parents.

Burroughs High School: Burroughs held their King of Hearts Dance as well as their Winter Sports Rally. Mr. BHS is scheduled for March 9th and some of the Juniors are currently out of town attending the college tour.

5.2 Reports from Members of the Board

Mr. Rockwell congratulated the Burroughs boys basketball team on their nail biter game win!

5.3 Superintendent's Report

District's Spelling Bee Winner, Savannah Holland. The superintendent thanked the board for allowing her to attend the Superintendent's Symposium and the Governor's Budget meeting. Mrs. Rummer also congratulated Mesquite for receiving the Model School Award!

5.4 Comments from the public on items not on the agenda

The public hearing was opened at 7:52 p.m. and hearing no comments was closed at 7:53 p.m.

6. EDUCATIONAL ADMINISTRATION

6.1 Approval of Sierra Sands Unified School District 2010-11 School Accountability Report Cards (SARCs)

Motion passed to approve the 2010-11 School Accountability Report Cards.
DIETRICHSON/SCOTT

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

6.2 Approval of Appointment of Members for the Sierra Sands SELPA Community Advisory Council for 2011-12.

Motion passed to approve the members appointed to the Sierra Sands SELPA Community Advisory Council for 2011-12. COVERT/DIETRICHSON

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

7. POLICY DEVELOPMENT AND REVIEW

7.1 Approval of Revisions to Board Policy/Administrative Regulations AR 4117.11 4317.11, Personnel

This item was presented for information only and no action was required.

8. PERSONNEL ADMINISTRATION

8.1 Certificated

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

8.2 Classified

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

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

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

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

8.3 Adoption of Resolution #23 1112, Authorization to Reassign Certificated Administrators to Other Administrative Positions for the 2012-13 School Year

Motion passed to adopt Resolution #23 1112, Authorization to Reassign Certificated Administrators to Other Administrative Positions for the 2012-13 Year. DIETRICHSON/COVERT

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

8.4 Approval of Non-reelection of Certificated Personnel with Less than a Preliminary Credential as a Result of a Decision of the California Fifth District Court of Appeals

Motion passed to approve the non-reelection of certificated personnel with less than a preliminary credential as a result of a decision of the California Fifth District Court of Appeals. DIETRICHSON/COVERT

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

8.5 Approval of Early Retirement Notification Incentive for 2012-13

Motion passed to approve the early retirement notification incentive for the 2012-13 as presented. COVERT/DIETRICHSON

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

8.6 Adoption of Resolution #24 1112, Elimination of Classified Service

Motion passed to adopt Resolution #24 1112, Elimination of Classified Service.
DIETRICHSON/COVERT

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

8.7 Presentation of Initial Contract Proposal for Reopeners for 2012-13 from the Desert Area Teachers Association to the Board of Education

Desert Area Teachers Association representatives presented the initial contract proposal for reopeners for 2012-13 to the Board of Education.

8.8 Presentation of Initial Contract Proposal for Reopeners for 2012-13 from the Board of Education to Desert Area Teachers Association

Mr. Ernie Bell presented the district's initial contract proposal for reopeners for 2012-13 to the Desert Area Teachers Association.

8.9 Adoption of Resolution #25 1112, Week of the School Administrator

Motion passed to adopt Resolution #25, 1112, Week of the School Administrator.
DIETRICHSON/COVERT

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

9. GENERAL ADMINISTRATION

9.1 Gifts to the District

Motion passed to accept the following gifts: The Randsburg Opera House donated \$336 to Rand School for field trips or equipment, the Ridgecrest Musical Enrichment Society donated \$250 for the music program at Mesquite High School, Ann Lusher donated four computers valued at \$400 to Gateway School, and the Police Employee Association of Ridgecrest donated.
FARRIS/SCOTT

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

9.2 Delegate Assembly

Mr. Pearl made a motion to vote for Mr. William Farris to serve on the delegate assembly for CSBA. Mr. Farris currently holds this seat and is up for re-election. The board elected to vote for only one candidate. PEARL/DIETRICHSON

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

9.3 Consideration and Possible Action to Adopt Resolution # 26 1112 Requesting a Waiver of the Requirement that Abolishment of Trustee Areas Be Submitted to Electors

This item was heard previously on the agenda.

- 9.4 Consideration and Possible Action to Adopt Resolution # 27 1112 Requesting a Waiver of the Requirement that the Reduction in the Number of Governing Board Members from Seven to Five be Submitted to the Electors
-

This item was heard previously on the agenda.

10. CONSTRUCTION ADMINISTRATION

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

Mr. Auld presented an update on the status of the construction projects in the district.

11. BUSINESS ADMINISTRATION

12. CONSENT CALENDAR

12.1 Approval of “A” and “B” Warrant

12.2 Report to the Board on Solid Waste Hauling Services

12.3 Approval of Recommendation for Expulsion, Expulsion Case #06 1112

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

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

13. FUTURE AGENDA

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

THE BOARD OF EDUCATION

Vice President/Clerk

Joanna Rummer, Secretary to Board

recorder: Alison Burson

4. PUBLIC HEARING

4.1 Public Hearing for the Initial Contract Proposal for reopeners for 2012-2013 from the Desert Area Teachers Association to the Board of Education

BACKGROUND INFORMATION: The Desert Area Teachers Association submitted its initial contract proposal for reopeners for 2012-13 year to the board of education at its regular meeting of February 16, 2012.

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

FINANCIAL IMPLICATIONS: None at this time.

SUPERINTENDENT'S RECOMMENDATION: Conduct a public hearing on the initial contract proposal for reopeners for the 2012-13 year from the Desert Area Teachers Association to the Board of Education.

**Desert Area Teachers Association
Sunshine Proposal
February 16, 2012**

ARTICLE VII – Class Size (page 19)

Paragraph E, #2 The NON-RIS preschool no longer exists. It is now the special education pre-school at Gateway. (Language change only)

Paragraph F – Additional paraprofessionals should be added when any SDC class exceeds seven, and for each seven students thereafter. (Current language states this provision for Severely Handicapped Class only).

Additional language may be needed to address the autism class in regards to staffing needs.

Special education changes need to be in accordance with current law.

ARTICLE XII – Evaluation Procedure

DATA is interested in establishing a timeline for evaluations. In some instances, the timeline between the observation and evaluation are not ample time to construct a plan of improvement. Teachers value the constructive criticism and collegial conversation as a positive exchange of ideas.

ARTICLE VI – Work Hours

DATA is interested in investigating having all elementary schools start at the same early time. This would enable minimum days to truly be minimum days. Lunch could be made optional for students, and parent teacher conferences can be held after school.

4. PUBLIC HEARING

4.2 Public Hearing for the Initial Contract Proposal for reopeners for 2012-2013 from the Board of Education to the Desert Area Teachers Association

BACKGROUND INFORMATION: The Board of Education submitted its initial contract proposal for reopeners for 2012-2013 to the Desert Area Teachers Association at its regular meeting of February 16, 2012.

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

FINANCIAL IMPLICATIONS: None at this time.

SUPERINTENDENT'S RECOMMENDATION: Conduct a public hearing on the initial contract proposal for re openers for 2012-2013 from the Board of Education to the Desert Area Teachers Association.

DISTRICT PROPOSAL TO DATA
INITIAL PROPOSAL OF SIERRA SANDS UNIFIED SCHOOL DISTRICT
TO
DESERT AREA TEACHERS ASSOCIATION
FOR REOPENERS TO THE COLLECTIVE BARGAINING AGREEMENT:
2012-2013

Pursuant to Government Code section 3547, the Sierra Sands Unified School District (hereafter "District") hereby submits its initial proposal to the Desert Area Teachers Association (hereafter "DATA" or "Association") for reopeners to the Collective Bargaining Agreement (hereafter "Agreement") for 2012-2013.

ARTICLE VI WORK HOURS

The District has an interest in discussing and negotiating article VI as we may be facing more unpredicted budget cuts.

ARTICLE IV

The district has an interest in negotiating and discussing the differentiated pay article.

**Sierra Sands Unified School District
Sixth Month Enrollment 2011-12**

SCHOOL	11-12 %	10-11 %	K	1	2	3	4	5	6	7	8	9-12	SDC	11-12 TOTAL	10-11 TOTAL	CHANGE
FALLER	94.4%	94.9%	93	88	87	79	79	76						502	460	42
GATEWAY	95.2%	93.9%	80	77	79	67	59	123						485	460	25
INYOKERN	93.5%	94.3%	35	36	27	32	25	34						189	201	-12
LAS FLORES	92.7%	95.6%	70	75	60	60	66	58						389	423	-34
PIERCE	94.1%	94.9%	49	61	60	57	58	57						342	350	-8
RAND	90.4%	93.5%	0	2	2	2	0	0						6	7	-1
RICHMOND ANNEX	92.3%	89.1%											105	105	92	13
RICHMOND	93.8%	94.2%	74	70	76	62	69	70						421	408	13
TOTAL K -5	93.9%	94.4%	401	409	391	359	356	418					105	2439	2401	38
MONROE	95.1%	92.5%							156	164	146		24	490	520	-30
MURRAY	93.3%	94.7%							196	154	203		32	585	607	-22
TOTAL 6 -8	94.1%	93.7%							352	318	349		56	1075	1127	-52
BURROUGHS	93.5%	93.7%										1350	71	1421	1439	-18
MESQUITE	92.00%	n/a										115		115	126	-11
														0		0
TOTAL 9 - 12	93.0%											1465	71	1536	1565	-29
11-12 TOTAL	93.8%		401	409	391	359	356	418	352	318	349	1465	232	5050	---	---
10-11 TOTAL		94.0%	419	446	387	394	379	338	371	375	386	1590	207		5093	---
CHANGE		-0.20%	-18	-37	4	-35	-23	80	-19	-57	-37	-125	25	---	---	-43

Elementary K - 5

	11-12	10-11
Regular -		
K	401	387
1 - 3	1159	1195
4 - 5	774	726
Special Education -		
SDC	105	93
RSP	107	104
<u>Middle 6-8</u>		
Regular	1019	1074
Special Education -		
SDC	56	53
RSP	75	74
<u>High School 9 - 12</u>		
Regular	1350	1379
Continuation	112	126
ROP	327	309
Special Education -		
SDC	71	60
RSP	85	80
<u>Adult</u>	515	552

6. EDUCATIONAL ADMINISTRATION

6.1 Report to the Board on SSUSD Federal Program Improvement Activities

BACKGROUND INFORMATION: The Elementary and Secondary Education Act of 1965 (ESEA) was amended by the No Child Left Behind Act of 2001, and set high accountability targets through 2013-2014. A blueprint for revising ESEA was released in March 2010 but reauthorization has not occurred. In September 2011, the Obama administration, along with the U.S. Department of Education Department, offered States the opportunity to request flexibility from certain requirements of ESEA in exchange for rigorous and comprehensive plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction.

Sierra Sands currently participates in three federal programs that are part of ESEA-Title 1, Title IIA and Title III.

CURRENT CONSIDERATIONS: Mrs. Kennedy, Assistant Superintendent of Curriculum and Instruction and Mrs. Hickle, Coordinator of Special Projects will report on district and school program improvement activities and progress. In addition, we will provide information on California waiver efforts.

Title 1-Improving the Academic Achievement of the Disadvantaged

The No Child Left Behind Act requires all schools receiving federal funding to administer a state-wide standardized test annually to all students. This means that all students take the same test under the same conditions. Schools which receive Title I funding through ESEA must make Adequately Yearly Progress (AYP) each year or face specific sanctions that apply to schools and districts. ESEA requires the CDE to annually review the performance of each LEA receiving Title I, Part A funds. LEAs and or schools are identified for Program Improvement (PI) when:

- The LEA and each grade span (i.e. grades 2-5, grades 6-8, and grade 10) within the LEA does not make Adequate Yearly Progress (AYP) in the same content area (English-Language Arts [ELA] or mathematics) for two consecutive years OR
- The LEA does not make AYP on the same indicator (Academic Performance Index) or graduation rate for high school students for two consecutive years

SSUSD entered Year 1 Title 1 PI in 2011-2012 and the district is in compliance with all required elements, including the LEA Plan Addendum and parent notification. In addition, three Title 1 elementary schools entered school level Year 1 Program Improvement.

Each school made all targets in English Language Arts and missed one or more subgroup targets in math. Required elements, including parent notification, implementation of School Choice options, and re-writing of each school’s Single Plan for Student Achievement are complete. The district website includes copies of all notifications and other stakeholder information under the Program Improvement link.

Title IIA- Preparing, Training, and Recruiting High Quality Teachers and Principals-

Each teacher and paraprofessional in the district is required to be ESEA “highly qualified”. This designation is based upon the teaching credential in conjunction with subject matter competency demonstrated through examination or coursework. Title IIA improvement and status is also affected by AYP results and Program Improvement. Sierra Sands progressed to Title IIA Level C status for 2011-2012. In Level C the district is subject to ESEA Section 2141 (c) fiscal accountability requirements and has entered into an agreement with the California Department of Education. The agreement consists of a Memorandum of Understanding, Budget Agreement, and a Non-Compliant Teacher Action Plan.

Title III- Language Instruction for Limited English Proficient and Immigrant Students-

Title III requires that states hold subgrantees accountable for meeting three annual measurable achievement objectives (AMAOs) for English learners. The first AMAO relates to making annual progress on the CELDT, the second relates to attaining English proficiency on the CELDT, and the third AMAO relates to meeting Adequate Yearly Progress (AYP) by the English Learner subgroup at the district level. Required elements, including EL parental notification, development of a Title III Addendum Improvement and entry of that plan into the California Accountability and Improvement System (CAIS), have occurred.

FINANCIAL IMPLICATIONS: 2011-2012 allocations are as follows:

Title I	\$1,154,133
Title IIA	\$ 197,494 (Preliminary)
Title III	\$ 51,685
Title III (Immigrant)	\$ 12,500

SUPERINTENDENT’S RECOMMENDATION: This item is presented for informational purposes only and does not require board action.

8. PERSONNEL ADMINISTRATION

8.1 CERTIFICATED PERSONNEL

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

8.12 LEAVE OF ABSENCE

8.13 EMPLOYMENT

8.14 CHANGE OF STATUS

RECOMMENDED ACTION: To approve certificated personnel actions as presented.

8.2 CLASSIFIED PERSONNEL

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

8.22 LEAVE OF ABSENCE

8.23 EMPLOYMENT

8.24 CHANGE OF STATUS

RECOMMENDED ACTION: To approve classified personnel actions as presented.

8. PERSONNEL ADMINISTRATION

8.1 CERTIFICATED PERSONNEL

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

Virginia Cornell***
Inyokern/Rand School Principal
Effective 6-14-12

8.12 LEAVE OF ABSENCE

8.13 EMPLOYMENT

Substitute Teachers for 2011-12 year

Lynn Breen
Danielle Brooks
Claudia Dym
Megan Kreitner
Christina Witt

8.14 CHANGE OF STATUS

8. PERSONNEL ADMINISTRATION

8.2 CLASSIFIED PERSONNEL

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

Florence Bagnaschi
6 ½ hr. Food Service Assistant III - Vieweg
Effective 02-16-12

8.22 LEAVE OF ABSENCE

8.23 EMPLOYMENT

Student Food Service Workers for the 2011-2012 School Year
Sidney Barnett
Raymond Cruz

Student Workability Workers for the 2011-2012 School Year
Kyle Frank
Jessica Laux

Classified Substitutes for the 2011-2012 School Year
Brandon Hutchins
Susanne LeBlanc
Rachelle Stacy
Rebecca Tillotson
Christina Witt

8.24 CHANGE OF STATUS

Shiann Baird
From: 4 hr. Counseling Center Career Technician
And 2 hr. Noon Duty Supervisor – Burroughs
To: 7 hr. Counseling Center Career Technician – Burroughs
Effective 03-01-2012

Aaron Christiansen
From: 7 ½ hrs. School Bus Driver I – Transportation
To: 8 hrs. School Bus Driver I – Transportation
Effective 03-01-12

8. PERSONNEL ADMINISTRATION

8.3 Presentation of Initial Contract Proposal for Reopeners for 2012-13 from Chapter #188 of the California School Employees Association to the Board of Education

BACKGROUND INFORMATION: The current contract between Chapter 188 of the California School Employees Association and the Board of Education provides that both parties may reopen up to three agreement articles for 2012-13.

CURRENT CONSIDERATIONS: The California School Employees Association Chapter #188 will present its contract proposal for reopeners for 2012-13 to the Board of Education.

FINANCIAL IMPLICATIONS: Unknown

SUPERINTENDENT'S RECOMMENDATION: Receive the initial contract proposal for reopeners from Chapter #188 of the California School Employees Association (CSEA) and set the next regular meeting of the board of education as the date for the public hearing.

8. PERSONNEL ADMINISTRATION

8.4 Presentation of Initial Contract Proposal for Reopeners for 2012-2013 from the Board of Education to Chapter #188 of the California School Employees Association (CSEA)

BACKGROUND INFORMATION: The current contract between Chapter #188 of the California School Employees Association (CSEA) and the Board of Education provides that both parties may reopen up to three agreement articles for 2012-13.

CURRENT CONSIDERATIONS: The Sierra Sands Unified School District Board of Education will submit its initial contract proposal for a successor agreement to Chapter #188 of the California School Employees Association at the meeting.

FINANCIAL IMPLICATIONS: Unknown

SUPERINTENDENT'S RECOMMENDATION: Present the initial contract proposal for a successor agreement for 2012-13 from the Board of Education to Chapter #188 of the California School Employees Association and set the next regular meeting of the board of education as the date for the public hearing.

8. PERSONNEL ADMINISTRATION

8.5 Presentation of Initial Contract Proposal for Reopeners for 2012-13 from the Desert Area Guidance Association (DAGA) to the Board of Education

BACKGROUND INFORMATION: The current contract between the Desert Area Guidance Association and the Board of Education provides that both parties may re-open up to three agreement articles for 2012-13.

CURRENT CONSIDERATIONS: The Desert Area Guidance Association will present its contract proposal for reopeners for 2012-13 to the Board of Education.

FINANCIAL IMPLICATIONS: Unknown

SUPERINTENDENT'S RECOMMENDATION: Receive the initial contract proposal for reopeners from the Desert Area Guidance Association (DAGA) and set the next regular meeting of the board of education as the date for the public hearing.

8. PERSONNEL ADMINISTRATION

8.6 Presentation of Initial Contract Proposal for Reopeners for 2012-2013 from the Board of Education to the Desert Area Guidance Association (DAGA)

BACKGROUND INFORMATION: The current contract between the Desert Area Guidance Association and the Board of Education provides that both parties may reopen up to three agreement articles for 2012-13.

CURRENT CONSIDERATIONS: The Sierra Sands Unified School District Board of Education will submit its initial contract proposal for a successor agreement to the Desert Area Guidance Association.

FINANCIAL IMPLICATIONS: Unknown

SUPERINTENDENT'S RECOMMENDATION: Present the initial contract proposal for a successor agreement for 2012-13 from the Board of Education to the Desert Area Guidance Association (DAGA) and set the next regular meeting of the board of education as the date for the public hearing.

9. GENERAL ADMINISTRATION

9.1 Gifts to the District

CURRENT CONSIDERATIONS: The following gifts have been received: Walmart donated a table with an estimated value of \$50 for use at Mesquite; Norelle Shlanta donated dance shoes with an estimated value of \$165 for the drama program at Burroughs; Arch & Margaret Stokes donated \$700 to the culinary arts program at Burroughs; Billy Pemberton donated \$100 to the 8th grade boys basketball team at Murray; and Pamela Grattan donated \$200 to the 8th grade boys basketball team at Murray.

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

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

9. GENERAL ADMINISTRATION

9.2 Approval of School Safety Plans for 2011-12

BACKGROUND INFORMATION: Every school in the district has a comprehensive school safety plan developed in accordance with Education Code requirements and that follows the guidelines set forth in the State Emergency Management System (SEMS) and the National Incident Management System (NIMS) as well as recommendations of *Safe Schools: A Planning Guide for Action* prepared jointly by the California Department of Education and the Office of the Attorney General.

CURRENT CONSIDERATIONS: In accordance with BP/AR 0450 and the Education Code, each school has reviewed and, as needed, revised and updated their school safety plans. Plans were reviewed by staff, school site councils, and site safety committees. The revisions were approved accordingly at the site level.

It should be noted that many of the schools incorporated a site safety plan template from the District Emergency Operations Plan. In addition, each plan also includes an individual Safe School Plan/Action Plan as well as the school's anti-bullying programs.

The school safety plans meet the requirements of Education Code and BP/AR 0450 and are being submitted to the Board of Education for approval. These are lengthy documents and, as such, are available for review in the Human Resources Office or individually at the school sites prior to the March 15, 2012 board meeting.

FINANCIAL IMPLICATIONS: None

SUPERINTENDENT'S RECOMMENDATION: It is recommended that the board approve the 2011-12 School Safety Plans as presented.

9. GENERAL ADMINISTRATION

9.3 Mid-Year Report of Progress Toward SMART Goals

BACKGROUND INFORMATION: In July 2009, the governing board of the Sierra Sands Unified School District established district-wide goals to be implemented over the school years including 2010-2013. The superintendent is responsible for wide dissemination of the goals and for developing a clear set of expectations for translating these goals into management objectives for all staff members throughout the district. The four goals are as follows:

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

CURRENT CONSIDERATIONS: Implementation of the districtwide goals has been ongoing since 2003. Each school within the Sierra Sands Unified School District has established SMART goals and has allocated resources, both human and financial, to maximize their efforts to address district goals. Each principal has been responsible to document his/her respective school's progress toward the achievement of the stated goals to date, as well as what he/she intends to achieve the remainder of the school year.

The mid-year report demonstrates the commitment of each school. They are enclosed for review.

FINANCIAL IMPLICATIONS: None.

SUPERINTENDENT'S RECOMMENDATION: It is recommended the board review and discuss submitted reports as presented.

KEY- C=Completed IP= In Process NS= Not started NA= Not applicable

FALLER ELEMENTARY SCHOOL SPSA February 2012 Monitoring		
Action Item	Status	Notes (Max 3 sentences per item, quantitative progress, and future activities)
EL data regarding CELDT and years in program will be provided by EL office personnel and further analyzed at the site level.	IP	Teachers analyzed and discussed recently provided EL data at Feb. 2 PLC meeting. Strategies were shared among colleagues. Specific plans for our EL students were established including the extra instructional time in the school day. Teachers shared with each other how they are accommodating the EL student in the classroom. Our 4/5 grade PLC decided to run an EL focus group for this cycle of focus groups.
Benchmark testing will provide teachers with data to analyze instructional strategies and pacing guide direction.	IP	Using Illuminate, benchmark data was provided and reviewed at FAME and PLC meetings in November and December. Second trimester data will be reviewed at the Feb. 24 FAME collaboration and the February 29th PLC meeting.
Collaborate in Professional Learning Communities teams and grade levels on standards, benchmarks, and CST testing.	IP	PLC meetings are held twice a month, FAME collaboration once a month.
Provide time and/or assistance for teachers to complete benchmark testing.	IP	Substitutes have been provided for all teachers each trimester for assistance in completion of benchmark testing. The office manager organizes and oversees the substitute schedule.
Identify effectiveness of current test prep materials for grades 2-5 and make recommendation for 2012-2013..	IP	At the January 20th FAME collaboration teachers discussed the use and effectiveness of Curriculum Associates test prep material. For grades 2-5 teachers believed it was beneficial to use in the classroom from January to March. Our 3rd grade team decided to pilot the Curriculum Associates test prep as their focus group. The team designed a schedule on delivery and testing. Data will be shared at the March 29th PLC meeting.
Training on Professional Learning Communities will be provided.	IP	Two teachers attended Mike Mattos RTI Training in September in Bakersfield. Mr. Mattos is one of the leaders of the PLC Institute Trainings. Faller plans on sending teachers to the September 2012 PLC Institute Training in San Diego. Eight teachers have expressed an interest in attending.
Training on effective teaching strategies such as CELL/ExLL, writing benchmarks, Step Up to Writing.	IP	All grade levels teachers have attended the district Writing benchmark trainings provided at the district level. Three teachers have attended the Step Up to Writing Training. Staff meetings have included information or activities focusing unprofessional topics such as EDI and PLCs.
Training on Illuminate, Edline, Smartboards/Enos, technology, RTI, Closing the Achievement Gap, and Program Improvement.	IP	All teachers have attended this year's Illuminate trainings. Three teachers attended Larry Bell's Closing the Achievement Gap. Two teachers attended the RTI Training in Bakersfield in the fall. The projects teacher and principal attended a Program Improvement training. Still pending are further trainings in Edline and Smartboard/Enos.

Teachers will participate in district wide ELA and math professional development.	IP/NS	All teachers have been attending the grade level all day trainings which include benchmark writing and benchmark testing. All teachers, with the exception of two, plan on attending the ELA Treasures training in June. District Math professional development has not been offered.
Provide collaboration time to analyze curriculum, grade-level instruction and articulation between grade levels, differentiating instruction, and grouping of students for intervention.	IP	Teachers collaborate during the twice a month PLC meetings and once a month FAME.
A district EL project teacher will provide support through coaching and professional development.	NS	Not specific to our site however some training at the district level
Provide intervention before, during and after school hours.	IP	During school- Title 1 reading/writing groups and math groups. Grade level focus groups. After school math group and two teachers providing intervention in ASES
Promote the use of technology in the classroom using the Smartboards/Enos, sound systems and electronic student response systems.	IP	All classrooms have Smart Boards, check classrooms needing sound systems, purchase systems if needed.
Collaborate with staff on pacing guides and yearly plans in all curricula.	IP	FAME once a month, PLC twice a month, district grade level meetings
Collaborate with the preschool and the after school program on grade level standards and yearly academic plans.	IP	Reps from preschool and ASES attend the twice a month staff meetings, Principal meets with ASES once a month, kindergarten teachers meet with preschool at least twice a year
Update computers, software, networking, wireless and other technology to support and improve the instructional program, including purchasing projector and sound system in the multipurpose room.	IP/NS	Donnie Morrison had a company come to Faller to give us a bid for a projector and sound system. Follow up with Donnie on the bid.
Evaluate all supplementary instructional material and effective and usage. Eliminate redundant or ineffective programs and provide supplemental instructional material shown to be necessary for student achievement.	IP	During FAME collaboration principal discussed with each grade the effectiveness and use of Standards Plus and Curriculum Associates test prep. Results varied per grade level
Specialized interventions will be provided to English Language Learners who are not progressing as measured on the CELDT test and CST.	IP	Offered Summer Academy in Aug. 2011. Plan to offer it August 2012. Our Title 1 program targets these students. Teachers have identified this subgroup of students in their class. Direct instruction for an extra 30 minutes a day is provided in the classroom.
Counseling Services will be provided to focus on emotional, social and academic needs of students.	IP	Counselor is on site 2 times a week- Monday and Wednesday
Library book purchase	IP	Librarian preparing an order to purchase new library books

Provide auxiliary services for students and parents through Student Assistant Team, volunteers, orientation programs (kindergarten, 5 th grade), ASES, and outside agency referrals (College Community Services, Family Resource Center, Kern Regional Center).	IP	SAT meets regularly, volunteers on campus daily, kinder orientation in August, TK orientation will be in May, 5th grade goes to the middle school on May 15.
Provide assemblies, activities and programs that are motivational and educational.	IP	The Amazing Bubble Man in Sept, every month Sun Dollar Friday, Trimester Awards Assemblies, Popcorn with the Principal, Restroom Challenge, Holiday Program
Assist in funding classroom field trips including Camp Keep.	NS	Using fundraising
Explore school-wide approaches to reduce negative behaviors including bullying. Purchase behavior data management software.	C/IP	Purchased SWIS which was finally delivered in Jan. Inputting data, counselor provides social skill groups and class lessons, in process of purchasing a bullying brochure for staff
Replace outdated, damaged furniture and/or purchase new desks, chair, bookshelves, tables, file/storage cabinets as necessary for site growth	NS	Not directly related to instruction.
Replace damaged and old playground materials such as bins to store toys, trucks, wagons, and sand play equipment.	C/IP	Preschool purchased a C Bin and play equipment. PTO purchased durable play equipment and sand toys.
Translation/interpreting services (Spanish) will be provided to assist students and parents.	IP	Interpreter on site 2 days a week- Tuesday/Thursday. Also available for parent conferences.
Family Nights will be provided.	C/IP	Completed: Reading Night in Sept., Technology Night in Dec., Movie Night in Jan., Will have Game Night in May.
Provide opportunity for family and community involvement through the PTO, School Site Council, ELAC committee and parenting classes.	IP	Ongoing
Continue to purchase new emergency/first aid supplies for all classrooms, media room, cafeteria and the front office.	C	Red back packs with emergency supplies for each classroom was purchased and distributed in Sept.
Purchase an additional 200 folding chairs for our newly enlarged multipurpose room.	NS	Principal will investigate the cost. Purchase is not directly related to instruction.
Support extra curricula activities with funding assistance: i.e. Jr. Audubon Society, 4/5 Basketball Program, Battle of the Books, Student Council, Chess Team.	IP	Transportation for Battle of the Books, Chess T-shirts, PTO pays for Chess Tournament at Faller, 4.5 basketball program providing fundraising
Purchase risers for our new stage	NS	Principal will investigate the cost. Purchase is not directly related to instruction.
OTHER ITEMS FOR FUTURE PLANS/ ACTION		None at this time

GATEWAY ELEMENTARY SCHOOL SPSA February 2012 Monitoring

Action Item	Status	Notes (Max 3 sentences per item, quantitative progress, and future activities)
Attend district advisory committees	IP	5 teachers attend district level meetings for GATE, technology, safety, leadership and Transitional Kdg.
EL data regarding CELDT and years in program will be provided by EL office personnel and further analyzed at the site	C	January report was reviewed by staff and students with no growth targeted for small group intervention with floating tutor and within classroom
Send teachers to Benchmark Writing Training	IP	All teachers attending 3 or 4 scheduled trainings with one left in March
Grade level collaboration	IP	Teachers meet in PLC every other week and also in K-1, 2-3, and 4-5 groups
Support students through floating tutor	IP	All EL students worked with floating tutor first trimester and will again 3rd trimester
Support students through counseling services focused on improving behavior	IP	Counselor held school-wide assemblies on Big 3 Rules (Respect, Responsibility, and Safety); Weekly class lessons on bullying, tattling, empathy, and anger management; still needs to meet with 3rd and kindergarten
Send 3 or more teachers to Step Up to Writing	C	Sara, Carla, and Natalia completed training this fall
Send teachers to training (i.e. Linda Mood, Bell)	NS	Looking into cost of bringing a trainer to our site for Linda Mood Bell, Dealing with Difficult Children, Engaging Small Group Instruction, and Art
Library resources aligned to standards	IP	Teachers are purchasing DVDs to support standards including Magic School Bus, Bill Nye, Between the Lions, and Dr. Seuss. They also need updated dictionaries
Continue Incentive Program for Accelerated Reader	IP	Currently all teachers are setting goals by grade level each trimester and would like to expand next year to monthly awards
Implement standards-based computer software (i.e. Kids College and Math Facts in a Flash) language and math programs	IP	Kids College utilized by most teachers during the day and after school hours in the home. (336 students in 15 classes with over 70% time outside of class) Math Facts in a Flash being used by lunch time intervention teacher for 2nd-5th grade 3 days a week (17 2nd, 12 3rd, 20 4th, and 20 5th)
Book Nook for parents and teachers	IP	Materials ordered and will be accessible to parents and teachers upon arrival
GATE enrichment/acceleration activities	IP	Identified 6 4th and 5th grade students in February. Accelerated Math and Reading used to excel along with Kids College; Looking into an art program for this year;
Maximize learning and increase time on task	IP	Play addition, subtraction multiplication, division rap and rock DVDs during lunch in March and April
A district EL project teacher will provide support through coaching and professional development	IP	Writing benchmark training; all teachers previously trained in CELL/ExLL
Increase books in the library and classrooms	IP	Each teacher has \$200 to buy additional books for the classroom library and the librarian has \$2,000; Each grade level will coordinate and purchase EL books for classroom use
Teachers will fill out ELD profiles on EL students	IP	Each trimester 11 teachers fill out 28 EL profiles while completing report cards
Intervention before/after school and lunch	IP	Offered 2nd and 3rd grade ELA and math, 4th grade ELA and 5th grade math after school in the fall. Offered 2nd and 3rd ELA and math after school in the winter and 2nd-5th math during lunch in the winter

Continue Attendance Incentive Program	IP	Monthly attendance tags are handed out for students with perfect attendance
Continue Homework and Reading Club	IP	Homework Club serving 37 students first -fifth grade this winter
Improve playground facilities	NS	Investigating soccer goals, replacing tetherball pole, permanent basketball goal for kindergarten (move funball pole), monkey bars for 4th and 5th, and an additional wall ball court
Transition 4th & 5th grade students into middle school	IP	Ordered 150 planners for next year and using same one this year for 128 students; Planning I'm Going to College tour in May for 64 5th grade students
Continue 3rd grade math facts incentive program	IP	Ordering 70 gold, silver and bronze medals for 3rd grade students
Use supplemental programs/materials-Standards Plus to re-teach standards	IP	Using Standards Plus Reteach for ELA and math in 2nd-5th grade. 5th grade using Mad Science
Utilize technology in classrooms to enhance delivery of instruction	IP	Purchased 4 lap tops to bring lab up to 32 computers and bought 15 Hovercams for benchmark scanning and headphones for the lab; Need DVD players and SMART Boards in all classrooms
Conduct Parent Conferences	IP	Will be held in March for students at risk only
Hold ELAC Committee and SSC meetings	IP	Two ELAC Meeting already held and monthly SSC meeting held with March, April and May to go
Create homework lending library for parents	IP	Purchased Frog Games for ELA and math and Math Sharks; Would like to purchase USA maps for 5th grade and workbooks with standards based skill pages to supplement curriculum for parents
Translation/interpreting services (Spanish) will be provided to assist students and parents	IP	Translators used for fall IEPs and ELAC meetings
Use newsletters to inform parents and gather information from parents	IP	9 teachers use weekly newsletter and the office produces monthly newsletters
Conduct school climate/safety surveys	NS	Title I survey to be completed in May and PBS monitoring and mapping in March
Parent training and Family Nights	IP	2nd and 3rd held UNRAAVEL and math night; 4th will hold technology night on February28 and 5th grade will hold testing; K-1 will reading night in May
OTHER ITEMS FOR FUTURE PLANS/ ACTION		Add fieldtrips and assemblies to SSP, hire a part time Title I projects teacher, add busing for intervention; start replacing computers to create effective lab; Order BOB books for 2012-13;

INYOKERN ELEMENTARY SCHOOL SPSA February 2012 Monitoring

Action Item	Status	Notes (Max 3 sentences per item, quantitative progress, and future activities)
El data regarding CELDT and years in program will be provided by EL office personnel and further analyzed at the site level.	IP	In addition to review of CELDT data on an informal basis, a formal review of CELDT data was the focus of the faculty collaboration session held on February 8, 2012. Overall Inyokern EL students grew 62% over last year's CELDT scores. One student qualified to exit the program in February 2012.
Attend district advisory committee meetings	C	Each district advisory committee has a teacher or the principal who represents Inyokern Elementary School. The site representative who attends the district committee meeting reports the findings of the meeting to a faculty meeting.
Collaboration in PLC teams to review student progress towards state standards and grade level benchmark exams.	IP	Inyokern faculty collaborates on student progress four times a month. Three collaboration meetings are held from 7:00 to 8:00 am in lieu of staff meetings. The fourth collaboration session is held during the school day while the students enjoy a Fine Arts Mini Experience (F.A.M.E).
To train all teachers in CELL & ExLL strategies.	IP	CELL and ExLL skills are updated regularly through the day long benchmark writing classes which are offered by our district four times a year. Teachers may further update their skills by requesting an on-site demonstration lesson or chance to observe a teacher who is an expert in CELL or ExLL at another site.
Support students through counseling services focused on BOYS' TOWN SOCIAL SKILLS, STEPS TO RESPECT and SECOND STEP curriculum.	C	Using a collaborative process we streamlined our counseling program to allow a three level model similar to the RTI pyramid. Level I - Class Lessons - Level II = Friendship Circles - Level III = Individual Counseling
To train all teachers in Step Up to Writing Training	IP	All teachers except our newest teacher have been trained in Step Up to Writing. Our district is currently surveying staff to see how many people need formal Step Up to Writing Training. If a need exists the training will be offered.
To send a minimum of two teachers to the district autism training.	NS	In 2010-11 our district offered one day autism training. This year the autism training was 10 weeks in length. We did not send any teachers to such this intensive autism training. We do have a teacher who is taking the class focusing on how to deal effectively with emotionally disturbed children.
Targeted staff development in the area of PLC, ELA, Math, RTI, AR, AM, Professional Book Study groups, & observations of successful practices	IP	We are using several PLC professional development from Solution Tree. First, Mrs. Howard will attend and then lead a training in RTI Math. Second, we will use a DVD format for staff development on site for "Learning by Doing". Third, several staff members will be taking professional development classes on line such as RTI Pyramid, What To Do When Students Don't Learn and 40 Elementary Reading Intervention Strategies.
Small group intervention within the school day provided by a paraprofessional on as needed basis	C	This year we have a noon duty supervisor, Luz Osorio who is qualified as a paraprofessional as well. Mrs. Osorio was a teacher in Mexico. Mrs. Osorio is working an additional hour a day Monday through Thursday as a paraprofessional in our kindergarten class to provide intervention groups and to also work with individual students.

Staff after school ASES program with credentialed personnel to deliver intervention services	C	Four out of seven classroom teachers are working after school with ASES providing intervention services. Currently Mrs. Jacobson, Mrs. Worley, Mrs. Piatt, and Mrs. Jorgensen are offering interventions from 2:45 to 3:45 four days a week. ASES provides supervision and a snack from 2:30 to 2:45.
A district EL project teacher will provide support through coaching and professional development.	C	Mrs. Williams and Mrs. Frisbee provide professional development four times a year through the day long benchmark training staff development classes. Mrs. Williams has come to Inyokern for support and demonstration classes.
Replace up to one-fourth of the computer lab computers in order to keep lab up to date.	C	Ten refurbished computers were ordered and installed in our media center.
Purchase one smart board for Room 15 so that all teachers and students have access to smart technology	C	One smart board was ordered in August 2010. It has been installed and is operational in Room 15 providing a vital instructional tool for our kindergarten-first grade combination class.
Provide adequate supplies to support existing programs such as Accelerated Math, Accelerated Reading, and A to Z reading.	C	Each classroom has four student computers, a laser printer and an Accelerated Math reader. Both programs require computer print outs, but Accelerated Math requires a large amount of paper. Paper, toner, and scan cards are provided for each classroom. Since the adoption of Treasures, A to Z Reading is no longer needed and has been dropped.
Enhance standards based learning with web based learning program such as Education City, World Book On-line, Starfall, Renaissance Place and IXL Math.	IP	We are in the process of reviewing a possible replacement program for Education City called Kids College. The review is being conducted because we are coming to the end of our contract with Education City and we want to be sure we have the best possible program for our students.
Enhance a leveled book library to support CELL & ExLL instructional strategies.	C	Our CELL & ExLL library is large and currently meeting our needs. No new purchases are anticipated for this year.
Support standards based learning with supplemental curriculum such as Read Naturally and Step Up to Writing.	IP	The adoption of Treasures as our new reading curriculum negates the need we had last year to supplement our out of date Open Court reading program. However Read Naturally is still used at intervention level and Step Up to Writing is our district wide writing program.
Support intervention classes with supplemental materials and supplies such as Treasures Triumphs and Buckle Down Math.	IP	Triumphs materials from MacGraw Hill Treasures program has been purchased for TAG interventions in Reading Language Arts. Buckle Down Math was purchased to assist with after school math intervention in upper grades. Houghton Mifflin's Expression intervention program is currently being reviewed for a possible site license for 50 students.
Three standards based assemblies to teach concepts in an different format addressing different learning styles	IP-	The Bubble Man Assembly was offered on September 29, 2011. On October 24, 2011 the Bully Dudes presented their anti-bullying message. An English Arts Standards assembly by Ron Boren is being considered.
Increase AR books in the library particularly with .2 to 1.0 books, high interest/low vocabulary books, award winning books, and corresponding AR labeling supplies.	IP	Library books and supplies will be purchases as funds allow this year.

Support the GATE reading program Battle of the Books (BOB) by providing multiple copies of BOB books.	C	The third grade BOB books are the same each year so no new 3rd grade books were needed. It was determined by the 4th and 5th grade teachers and our librarian that we had adequate copies of the books on the 4th-5th grade list this year so we also did not need to buy books for that level this year.
Promote the Accelerated Reading and Math with art/laminating supplies to celebrate student achievement.	C	We streamlined our Accelerated Reading reward program to use levels and certificates provided through Renaissance Place Software along with laminated tags to go on each students "Chain of Success". We are in the process of building our Accelerated Math reward program.
Promote communication to parents through newsletters, monthly calendars,	C	In trying to go green and limit the use of paper and toner, we cut back to a monthly calendar of events with a limited distribution list. In addition to our monthly calendars, flyers go home as needed. If I were to start the year over again, I would use a combination of the calendar and a monthly newsletter.
Provide intervention to students within the school day.	C	Daily interventions are provided through TAG for grades 2-5. Our project teacher provides small group intervention groups for grades K and 1. Each teacher provides small group interventions within the school day for the benefit of our students and to meet the minutes required by our state.
Provide a staffed computer lab for students.	C	Our media center is beautiful and well equipped with 32 PC computers with flat screens. We replace 1/4 of the computers annually to keep the lab up to date. This year ten refurbished computers were purchased to accomplish this goal.
Promote student attendance and promote positive behavior	C	This year we have a "Chain of Success". Each child receives an Inyokern Unicorn Tag on a chain. As the year progresses students may earn tags such as individual perfect attendance, academic achievement, spelling bee participation, student council membership, and PeaceBuilder of the month. The tags are awarded monthly at our PeaceBuilder Assembly.
Support schoolwide Reading is Fundamental Program with additional books and activity supplies	IP	There will be three RIF activities this year. The first was held on September 8, 2011. The second RIF event is planned for Dr. Seuss Day on March 2, 2012. A third RIF event is in the planning stages and will take place this year.
Provide each family with annual magnetic calendar to promote home to school communication	C	The 2010-11 Title I Parent Survey proved that our annual magnetic calendar is used and appreciated. The calendar was designed, purchased and distributed to parents in August 2011.
Support hands-on learning on standards based educational field trips		Remove this item as it is addressed in another goal.
Promote school attendance and achievement through student recognition	C	Monthly PeaceBuilder Assemblies reward attendance, achievement, and citizenship. Attendance awards for individual students with perfect attendance and for the class with the highest percentage of attendance are awarded. Citizenship is recognized through the PeaceBuilder of the Month program.
Provide schoolwide assemblies three times a year focusing on academic achievement and positive behavior	IP	Remove this item as it is addressed in another goal.

Provide an after school bus to make after school interventions classes available to all students	C	An after school bus started transporting students on January 30, 2012 and will continue to do so until March 1, 2012 when the intervention ends. Fifteen to twenty students are being transported Monday through Thursday in order to provide universal access to the intervention classes.
Translation/interpreting services (Spanish) will be provided to assist students and parents.	IP	Translation for conferences, student assistance team meetings, and other meetings is provided throughout the school year. Written communication such as month school calendars are translated each month.
Provide educational and entertaining family nights in order to foster each family's involvement in school.	IP	Family nights are offered throughout the year. The themes vary. For example, our October family night focused on Literacy and our February family night focused on Math.
Conduct SSC Meetings	IP	SSC meetings are held throughout the school year.
Conduct annual Title I school climate/safety survey	NS	The survey will be held in May of 2012.
OTHER ITEMS FOR FUTURE PLANS/ ACTION		None at this time

LAS FLORES ELEMENTARY SCHOOL SPSA February 2012 Monitoring

Action Item	Status	Notes (Max 3 sentences per item, quantitative progress, and future activities)
Examine disaggregated data from CST, benchmarks, and report cards. Identify performance gaps through Child Study Team meetings.	C	Child Study Team meetings held 9/11. Student progress monitored through analysis of 2011 CST data, current reading levels (evaluated 9/11), and math facts (evaluated 9/11). Performance gaps identified and resulted in the construction and implementation of a K-2nd & 3rd-5th RTI (Response to Intervention) pyramid involving tiers: Special Ed., Intervention Teacher, Intervention Lab, & Gen. Ed.
Increase test scores for our significant sub groups through focused analysis of individual student performance	IP	Child Study Team meetings held 9/11, 11/11, & 3/12. Individual student performance assessed and discussed. Weekly and monthly grade level collaborations held to continue individual progress monitoring for all students. Targeted instruction developed and adjusted as needed.
Increase test scores through a review of standards utilizing Curriculum & Associates' Practice and Mastery materials.	IP	P & M materials first utilized in spring 2011. Staff reviewed efficacy in May 2011 and January 2012. Grade level collaborations held 1/11/12 to develop implementation of P & M materials for February and March 2012 for the purpose of standards review prior to April testing dates.
Purchase Standard Plus consumables to promote review and mastery of standards	IP	Current inventory of SP materials completed 1/2012. Purchase order completed 1/2012 but has not been submitted for purchase at this time. This purchase is for the next school year and will be completed by 3-16-12.
EL data regarding CELDT and years in program will be provided by EL office personnel and further analyzed at the site level.	C	CELDT data was provided and reviewed by principal and intervention teacher as well as the ELAC committee. Teachers with EL students complete RFEP for EL students each trimester and analyze current data as provided to the Title III Coordinator.
All staff trained in Illuminate.	C	District provided training throughout the school year.
All staff trained in Treasure's (new ELA adoption).	C	Staff trained June 2011. Additional training will be held June 2012.
Train the Student Success team in current best practices	C	Staff attended training 9/12 and 9/13 in Bakersfield. Las Flores teaching staff trained in current best practices at various staff meetings in fall. SST meetings held each Monday.
Hire support staff for Intervention Lab to provide additional intervention support for at risk students.	C	Hired Paraprofessional June 2011. Mrs. Holly works solely in the intervention program and supports individual student instruction, small group instruction, and intervention lab support for ELA for all grade levels.
Purchase classroom computers, earphones, mice, and surge protectors to support mastery of standards and within-the-classroom intervention programs	C	Computers, earphones, mice, and surge protectors ordered 12/2011. Computers are utilized for mastery of grade level standards, ELA and math intervention.
Continue Incentive Program for Accelerated Reader and Accelerated Math	IP	AR levels posters made and laminated 8/2011. Posters displayed in cafeteria. Students visit principal each Friday morning and receive a certificate, pencil, and have their name displayed on corresponding AR level poster in cafeteria.
A district EL project teacher will provide support through coaching and professional development	IP	Trimester training held per each grade level. Cell/Xcell strategies reviewed and discussed.

Implement lunchtime and after school intervention	IP	Through the CST's held each trimester, at risk students are identified and referred to lunchtime and after school intervention. Parent notification and permission slips are distributed each trimester. Transportation arrangements made for the after school intervention program.
Counseling Services will be provided to focus on emotional, social and academic needs of students.	IP	Counselor on campus on Tuesdays and Fridays. Friendship Circles as well as whole classroom instruction conducted. Students are referred to counselor for more individualized needs based on teacher referrals, SST referrals, and/or parent/student requests.
Provide homework folders for all students to improve school to home communication and homework completion	C	Universal homework folders ordered 3/2011 and distributed in the fall/2011 for the current school year. This has improved the communication with parents as they can refer to the same homework folder for all students.
Host testing incentive "Night of the Stars" in September	C	"Night of the Stars" held on September 29 & 30, 2011. Students who were advanced, proficient, or moved up a performance band on the 2011 CSTs were invited to a pizza dinner and the Amazing Bubble Man performance.
Continue to provide monthly Family Nights to increase parent involvement. Target Title 1 parents to increase awareness and involvement	IP	Monthly Family Nights held for the purposes of increasing family involvement. As the year has progressed, family attendance has doubled.
Parent education on standards and how to enhance student learning	IP	Star Academy Family Night to be held 3-8-12. Principal will review the current API and AYP targets and the five performance bands. Two learning activities will be provided for each grade level for the purpose of ELA and Math standards review.
Translation/ interpreting services (Spanish) will be provided to assist students and parents.	IP	Translator provided in fall and spring conferences and on a as-needed basis.
OTHER ITEMS FOR FUTURE PLANS/ ACTION		None at this time

PIERCE ELEMENTARY SCHOOL SPSA February 2012 Monitoring

Action Item	Status	Notes (Max 3 sentences per item, quantitative progress, and future activities)
EL data regarding CELDT and years in program will be provided by EL office personnel and further analyzed at the site level.	IP	Have been given new data regarding CELDT results and years in program will schedule staff meeting to analyze results and make plans for next year just after STAR testing. Have schoolwide ELD groups in place at each grade level for this year.
Provide CST test preparation materials for teachers and students in grades 2-5. (Some of these materials will also be used for intervention.)	C	Teachers in grades 2-5 have received Curriculum Associates Booklets for Standards Mastery and Practice for both ELA and Math, CA Test Ready materials for ELA and Reading and Spotlight on Learning booklets for Revising & Editing. They are currently doing test prep lessons in their classrooms and during interventions. \$490
Provide budgeting and data analysis assistance to the principal and school staff. (25% of clerk position)	IP	Mrs. Wendt is currently maintaining all Pierce budget records (Categorical, General Fund, & Extracurricular).
Project Teacher will provide literacy support to classroom teachers, instruct GATE students, facilitate family nights, student enrichment activities, assemblies, and provide math intervention.	IP	Mrs. Johnson runs math intervention for 4th/5th graders at a.m. & lunch recesses. (started with 42 students down to 18) She teaches weekly GATE classes for 3rd (14 students), 4th (21students), and 5th (12 students) graders. She teaches a 2nd grade ELA intervention group (10 students). She runs Battle of the Books groups (50 kids). She has planned/facilitated a GATE parent meeting & our Dr. Seuss Family Night. More events are planned for spring.
Counselor will provide social skills instruction, teach conflict resolution, and bully prevention strategies through the Second Step Program. Counselor also provides Parenting classes for 7 weeks each year.	IP	Mrs. Bodnar teaches conflict resolution and bully prevention strategies in classrooms. She is rotating through grade levels. She has completed 2 sessions of small group instruction for social skills with students recommended by teacher or parent and is getting ready to begin her third session. (Session 1 - 15 students, Session 2 - 28 students, and Session 3 - 33 students) The 8 week parenting class has been completed (10 parents completed the course).
Computer Paraprofessional will provide computer instruction for students, assist teachers with assessments, and maintain equipment in the computer lab. Will also provide instruction for the Before School Program.	IP	All classes have a weekly computer time. Mrs. deHaan assists with school wide assessments like STAR early literacy, math & reading. She assists scanning assessments into Illuminate. She provides math & reading interventions using standards based computer programs. She provides instruction for the K-2 students (21 students) in the Before School Program daily.
Adequately staff and supply the Before School Program and the ASES After School Program.	IP	Both the Before School Program (52 students) and the After School Program (80 students) have adequate staff to maintain their 20 to 1 student/instructor ratio. Supplies are purchased as needed for both programs.
A district EL project teacher will provide support through coaching and professional development.	IP	Mrs. Williams. provides coaching and professional development for Pierce staff - this year she is helping us implement the Latino Family Literacy Project at Pierce (\$2130 for books and materials). First session was for 10 parents. Our 2nd session for elementary currently has 26 parents. A middle school group is also meeting on our campus.

Classroom paraprofessional will provide classroom assistance for struggling students and will provide instruction for Before School Program.	IP	Mrs. Bockhahn provides classroom assistance in grades K-2. She provides instruction for the students in grades 3-5 (31 students) who attend the Before School Program. Mrs. Bockhahn also teaches art to all students in grades 1-5 once a week.
Intervention teachers will provide additional phonics instruction for first and second grade students who are struggling and at risk of retention. (during school)	IP	Mrs. Haase and Mrs. Toler provide additional phonics/reading instruction utilizing the SIPPS program one group (6 students each) of first graders and one group (6 students each) of second graders. Mrs. Toler also teaches a math intervention group for struggling 5th graders who need intensive intervention. (5 students) These groups run from Jan.-May.)
Intervention teachers will provide additional reading/language arts instruction for ELL students. (before school)	IP	Because our data showed more of a need for math intervention, Mrs. Baca (8 students) and Mrs. Haase (12 students) are teaching math intervention for students in grades 2, 3, and 5 before school 4 days per week. (Mrs. Haase's group runs until May. Mrs. Baca's group runs until April 19.)
Intervention teacher will provide additional reading/language arts instruction for ELL students. (during school)	IP	Mrs. DeRuiter and Mrs. K. Williams are providing ELD instruction to ELL students in grades 3-5. Another paraprofessional assists in a classroom so the teacher can teach ELD for our 2nd graders.
Provide paper, printer cartridges, and scan cards for supporting Accelerated Reading, and Accelerated Math in the classrooms.	IP	Reams of paper \$500, printer cartridges \$270, and scan cards \$100.
Provide student incentives for achievements in academic, behavioral, and attendance.	IP	Provided "Bully Dudes" assembly - \$750.
Purchase art supplies to continue our Art Program for students in grades 1-5. This program provides enrichment for students who may not have a chance to otherwise excel at school.	IP	
Purchase P.E. equipment and supplies to support the teaching of SPARK P.E. curriculum in grades 1-5. Replace worn out or broken equipment.	C	Purchased soccer, basketball, kickballs, and tetherballs (\$2000). Purchased two ball carts for storing playground balls - \$481.
Purchase RIF books and materials which are given to students 3 times a year.	C	Purchased bookmarks, posters, and books in support of the RIF program - \$2210.
Purchase books to support Battle of the Books program. Pay Battle of the Book fees for competition in spring.	C	Battle of the Books membership fee -\$90 and Registration for competing at Kern County Battle of the Books.
Replace older computers/monitors in the classrooms to provide up to date technology to support student learning and achievement. (Only as needed when something breaks.)	NS	Did not need to purchase any replacement computers or monitors this year.

Support staff use of Eno boards, projectors, etc. with replacement of tech items as necessary due to wear and tear in the classroom.	C	Purchased 1 ELMO camera for use in Reading/ELA intervention room - \$572
Translation/ interpreting services (Spanish) will be provided to assist students and parents.	IP	One full time and 1 part time translator worked to translate documents for all communications sent home. They also interpreted for all family nights, parent meetings, and IEP meetings. They worked with Adult School to register students for our evening ESL classes and helped support that program.
Purchase subscription to Helping Students Learn for monthly newsletter sent home to parents.(English and Spanish versions)	C	Switched from Helping Students Learn monthly newsletter (2011-2012) to purchasing Home School Connection monthly newsletter (2012-2013) - \$341 these always renew in March.
Provide paper, printer cartridges, and other supplies necessary to keep parents/families/community members informed since more than 100 of our families do not have access to computers. (Meeting reminders, flyers home, etc.)	IP	Homework Folders for School to Home communication - \$554, reams of paper for copies and copies at multilith \$700, printer cartridges - \$1349
Purchase emergency supplies to replace out dated supplies.	NS	Did not need to purchase emergency supplies this year as our PTO replaced our outdated water supplies for us.
OTHER ITEMS FOR FUTURE PLANS/ ACTION		
Would like to purchase 400 copies of a Battle of the Books book so we can do a family read aloud project in 2012-2013 school year.		
Look at beginning to replace older computers in classrooms with laptops.		
Provide materials and supplies for RSP teacher.		Triumphs interventions workbooks (to match our new Treasures adoption) and CLIME materials.
Pay fees for National Geographic Geography Bee so 4th and 5th graders can compete.	C	\$90
Update Internet learning programs for computer lab and classrooms.	C	Purchased Kids College Internet Program for 30 months (\$5600). Standards based instruction for Language Arts, Math, and Science for grades K-8

RAND ELEMENTARY SCHOOL SPSA February 2012 Monitoring

Action Item	Status	Notes (Max 3 sentences per item, quantitative progress, and future activities)
Attend district advisory committee meetings.		Mr. Meech is not assigned to a district committee this year. Committee information is shared with Mr. Meech so that he is up to date on district policies and procedures.
EL data regarding CELDT and years in program will be provided by EL office personnel and further analyzed at the site level.	NA	There are no ELL students at Rand this year.
Faculty to have ongoing CELL support training	IP	Mr. Meech has been trained in CELL and his CELL skills which are updated at the Writing Benchmark Training session he attends.
Provide option for teacher to attend autism training	NS	Since the autism training moved from a one day overview training in 2010-11 to a 10 day in depth training in 2011-12, Mr. Meech did not attend that training.
A district EL project teacher will provide support through coaching and professional development.	IP	Professional development is given at the writing benchmark training days and coaching is available on request.
Support standards based learning with technology, supplies and equipment.	C	Replacement parts were purchased and installed so that all of the computers and the laptop are in good working order.
Provide adequate supplies to support existing programs such as Accelerated Math, Accelerated Reading, and A to Z reading.	IP	Accelerated Math, Accelerated Reading, and Math Facts in a Flash are available to Rand students. A to Z reading is no longer needed with our newly adopted Treasures reading program.
CELL supplies	C	CELL supplies are purchased as needed. This year items such as a chart stand, leveled book bins, and sentence strips were purchased.
Increase the number of .5 to 1.5 level Accelerated Reader (AR) library books and purchase the corresponding AR supplies.	IP	An order is currently being processed for AR library books.
Provide field trips for students to provide experiential learning in order to counteract isolation	IP	Two field trips have been taken to date this year.
Translation/ interpreting services (Spanish) will be provided to assist students and parents as needed.	NA	There are no ELL students at Rand this year so translation is not needed at this time.
OTHER ITEMS FOR FUTURE PLANS/ ACTION		None at this time

RICHMOND ELEMENTARY SCHOOL SPSA February 2012 Monitoring

Action Item	Status	Notes (Max 3 sentences per item, quantitative progress, and future activities)
Disaggregated data from CST, CMA, CAPA, CELDT, and STAR assessments will be analyzed by staff; performance gaps will be identified	C	Done at staff meetings, Friday collaborations, and grade level meetings
Trimester benchmarks (phonemic awareness, decoding, fluency, comprehension, math skills) will be reviewed and analyzed	IP	Done at staff meetings, Friday collaborations, and grade level meetings; individual meetings with principal; by email
Curriculum, instruction, and assessment will be aligned into a coherent system that will provide ongoing bi-monthly data on student progress, focusing on high quality instruction, and ensuring early intervention for students experiencing learning roadblocks	IP	Assessments done in August/September and February; benchmarks ongoing; teacher assessments on-going; results discussed at Friday collaborations, grade level meetings
ELD data regarding CELDT and years in program will be provided by EL office personnel and further analyzed at the site level	C	EL/CELDT data received in February; results discussed; students place in High priority learning groups; some students designated RFEP
Collaboration time with PLC grade-level teams will focus on analyzing data, aligning standards, curriculum, grade-level instruction, and articulation between grade levels	IP	PLC/Collaboration meetings held approximately every other Friday during the school year while students attend FAME
Staff will participate in professional development activities designed to enhance curriculum and instructional strategies: CELL/ExLL, Boys Town, CPI, RTI, Treasures, and Professional Learning Communities, and math instruction.	IP	
A district EL project teacher will provide support through coaching and professional development.	IP	Ongoing Cell/ExLL trainings by district trainer
Projects staff will support programs and learning through direct instruction of specific small groups of students.	IP	Projects Teacher continues to provide excellent support to designated students in EL/Cars Stars/GATE priority groups
Staff development will be provided to support math instruction: afterschool staff development sessions at hourly compensation rates for certificated staff, during the months of February and March, 2012.	NS	Sessions tentatively scheduled for late March/mid April for math instruction
High-quality direct instruction, research based programs will be offered for all students	IP	Ongoing excellent Tier I instruction for all students with district adopted materials through June 2012

Interventions/differentiated instructional strategies and supports that help students learn grade-level standards will be matched to student needs.	IP	High priority, EL, small group instruction in progress for identified students based on specific learning need
Before-school interventions will be offered for students who are at risk, based on assessment data. Sessions will be offered in the fall and spring semesters of the 11-12 school year.	C	Fall session completed November-December 2011; Spring session February-March 2012
Gifted students will be provide with increased academic rigor through differentiated instruction and programs such as AR, AM, Word Masters, REWARDS+ Standards Plus	IP	GATE student group with project teacher 2x a week through June 2012; WordMasters with Mrs. Knehans through June 2012
Direct English language development (ELD) instruction will be provided.	IP	ELD groups taught by Mrs. Ford, Mrs. White, Mrs. Irish and kindergarten teachers
A library program will be offered which includes instruction/books/reference materials/technology that supports/enhances acquisition of grade level standards for all students	IP	Students are scheduled weekly for library time by grade level and also use library for check out and AR tests as needed
Programs/assemblies, and field trips to supplement standards, will be scheduled, as funds allow	IP	Career Field Trip scheduled for May 2012; Science camping trip scheduled for May 2012
Differentiated instruction will be provided for all learners to make learning meaningful- but especially to help English learners, gifted and talented students, special education students, and those who have behavioral and social problems, through small group instruction and friendship circles instruction.	IP	ELD groups taught 2-3x a week; GATE groups taught 2-3x a week; Friendship circles 1-2x a week with counselor
Early intervention and effective student support strategies will be offered using CARS/STARS supplemental curriculum materials.	IP	Cars/Stars program taught by Mrs. Ford for designated 4th and 5th graders
Individualized educational programs will be aligned with state standards	IP	IEPs done by Sped Teachers, program specialists, SELPA; mainstreaming with reg ed students

<p>Students will be supported through counseling services focused on helping student behavior enhance access to the educational process. Counseling services/programs will be offered, including Steps to Respect, Second Step, and Friendship Circles.</p>	<p>IP</p>	<p>Counselor schedule arranged with teachers by trimesters; social skills groups with counselor and speech teacher 6x a month; Friendship circles 2x a month; 1-1 academic counseling as needed; referrals to social service agencies as needed</p>
<p>A school wide discipline plan will be implemented: Richmond Pledge, Fight Free Program, Boys Town Social Skills/Classroom Management.</p>	<p>IP</p>	<p>Boys Town curriculum used school wide; Richmond Pledge/Fight Free used schoolwide; Social skills groups taught by counselor/speech teacher to any student</p>
<p>Assemblies, activities, programs to motivate/educate, recognition program-Super Stars will be scheduled Specific materials for the Super Stars programs: incentive items to motivate students to participate in Accelerated Reader and Accelerated Math programs. The Ned Show Assembly will be presented in October 2011</p>	<p>IP</p>	<p>Ned Show, September 2011; SuperStars assemblies 1x a month; 100% AR reward days 1x a month</p>
<p>Student affiliation, engagement, and responsibility will be encouraged through activities such as an attendance program, goal setting activities, jobs, lunch clubs, student newspaper, Winner's Circle, garden club, Birthday Book Club, Career Luncheon Program and field trip, Student Council, Cub Club, and cross-age/peer tutoring</p>	<p>IP</p>	<p>Student jobs; Tiger Patrol; lunch clubs; student newspaper; Richmond Writers; Career Lunch program; Student Council</p>

<p>Student education will be enhanced by supporting family, school, community partnerships through the following opportunities:</p> <ul style="list-style-type: none"> Parenting- Parenting classes Communicating Parent teacher conferences (including student led conferences), IEPs Translation/interpreting services Orientations to facilitate transitions (pre to Kdg, grade to grade level, 5th to middle school) Newsletter, Edline Parent activities Family Nights, Ice Cream Social Back-to-School Night, Christmas Program Open House/Art Show/Science Fair Volunteering Classroom and school wide Lunch Clubs, Career Lunches Learning at Home Homework assistance, Study Island Decision Making District Instructional Advisory Committees PTO, School Site Council Superintendent's Council Collaborating with Community Lunch Club, Garden Club Career Luncheon Program and Field Trip Kiwanis Walk-a-Thon FAME 		<p>Kiwanis Walk A Thon completed; Career Luncheon in May 2012; FAME ongoing; Garden Club ongoing; Superintendent's Council will be hosted at Richmond in May 2012; PTO ongoing; DIMSC member Mrs. Paine; Open House/Art Show/Science Fair May 2012; 57 parent volunteers on campus in 11-12; Parent teacher conferences in November 2011 and March 2012; SSC ongoing; ELAC meetings held at Pierce in January and May, 2012; Middle school orientation held for 5th graders in May 2012; Kinder orientation held in August 2012</p>
<p>Translation/interpreting services. (Spanish) will be provided to assist students and parents</p>	<p>IP</p>	<p>District translators come to campus as needed; parent meetings also held at Pierce as needed</p>
<p>OTHER ITEMS FOR FUTURE PLANS/ ACTION</p>		<p>None at this time</p>

JAMES MONROE MIDDLE SCHOOL SPSA February 2012 Monitoring

Action Item	Status	Notes (Max 3 sentences per item, quantitative progress, and future activities)
Administrators will provide teachers with various thorough analyses of California Standards Test data so that teachers can utilize data quickly and effectively.	C	Teachers were provided binders of data/information in September, 2011. These binders have been reference tools throughout the school year.
Faculty will utilize Illuminate in order to meet individual/subgroup needs based on analysis of California Standards Test data.	IP	Teachers have utilized the data binders as well as benchmark and formative assessment data to address individual student needs. Five teachers and two administrators have been trained to use Illuminate.
Faculty will analyze data from subgroups that are not achieving AYP, and will apply subject and student appropriate means to address the achievement gap.	IP	Teachers are focusing on individual students and grouping them according to achievement levels as necessary for intervention/enrichment. Subgroup data is available and is being reviewed in an effort to address the achievement gap.
Faculty will attend instructional advisory meetings and other district level meetings in order to provide students with curriculum and instructional methodologies based on research-proven practices.	IP	Teachers attend instructional advisory and other district level meetings. Teachers are observing and researching Explicit Direct Instruction strategies.
EL data regarding CELDT and years in program will be provided by the EL office personnel and further analyzed at the site level.	C	EL office personnel has provided data regarding CELDT and years in program. This information has been utilized at the site level in order to create action plans with teachers, parents and students.
Special Education and EL staff, including ALAS teachers, will collaborate with general education staff regarding strategies for increasing achievement of special education and EL students.	C	English teachers have participated in collaborative trainings focused on the achievement of EL and special education students.
AVID teacher will collaborate with 8 th grade teachers regarding strategies for increasing achievement of AVID students.	IP	AVID teacher is sharing these strategies in grade level meetings.
Staff will have the opportunity to participate in conferences and in-services that prepare staff members to use research-based teaching strategies. The PLC Conference Summer 2012 will be a priority as will visiting other high performing middle schools.	IP	Teachers and administrator have visited two high performing middle schools. Seven teachers and administrators will attend PLC conference Summer 2012.
BTSA and PAR will be available to teachers who qualify.	NA	

Faculty will examine state standards on a regular basis in order to adjust instructional practices. Essential standards will be determined for each core course. Benchmark and formative assessments will be modified as necessary.	IP	Teachers have determined 8-10 essential standards per course per semester, and they are being regularly reviewed. Benchmark and formative assessments are being used and refined.
Grade level teams will work together to develop and teach interdisciplinary units with the primary instructional objective to focus on standards-based content in reading and writing across the curriculum.	IP	Sixth grade history and English teachers are working together to utilize Accelerated Reader.
Students will actively participate in their learning through classroom presentations, student-written productions, video reports, poster presentations, student-built models, essays, and reports, as well as through traditional learning methods.	IP	Improving classroom instruction is an ongoing focus.
The Media Center will be enhanced with new books as well as other materials such as software and cameras.	IP	About \$8,000 in new books have been ordered, and supplementary materials are being considered.
A district EL project teacher will provide support through coaching and professional development.	IP	Mrs. Williams has offered support in the form of regular meetings and professional development sessions with English teachers. She is currently working on demonstration lessons with history teachers.
Develop and implement intense homework/study skills intervention: Intensive Responsibility Support (IRS) to meet 4 days week after school.	IP	IRS is a strong intervention program for our students. 30 students participate.
Develop List of Target Students (students in need of academic attention). Divide this list among administrators, counselors and meet with each student at least once each grading period. Review topics such as: Monroe promotion requirements; STAR results; goal setting.	IP	Ms. Kaufman sees 21 Target Students each grading period. Ms. Finneran meets with 16 Target Students each grading period.
Math and Language Arts Intervention will be provided to qualified students.	IP	IRS serves some of the students in need of Math and Language Arts intervention.
Implement AVID class. Explore option of AVID at 7 th grade level. Implement zero period PE for AVID and other students interested in more than one elective.	IP	At the most recent AVID site team meeting we discussed the possibility of a seventh grade AVID class.

Students will be provided with a variety of on and off-campus opportunities to increase their career exploration activities.	IP	A career exploration grant was obtained and counselor has worked with approximately 100 students. Students will go to Burroughs to experience some of the Career Technical Education opportunities.
Pursue implementation of another half to full computer lab or laptop cart in order to better integrate technology in general and specific programs such as Acellus and ALEKS.	IP	32 desktop computers for a full second computer lab have been ordered.
Continue to offer and explore expanding Mathletes, Math Field Day, MathCounts, Science Fair, Chess Competitions, and Spelling Bee as well as other co- and extra-curricular activities.	IP	Expansion of these activities has been difficult due to limited funding and limited student interest.
Qualified GATE students will be provided with enhanced educational experiences in the core academic subject areas.	IP	Teachers are working together to provide enrichment for GATE students. One teacher attended the CAG conference and will do a presentation to the staff on March 28.
Continue to implement ALAS classes.	C	41 students are served by the ALAS classes.
Implement AMS (Acquisition of Math Skills) class. Implement use of ALEKS (computer-based, self-paced).	C	19 students are served in the AMS class. 41 students are using ALEKS.
The newsletter Tiger Talk will be published quarterly online, with a phone message released to all parents when the newsletter is online. Parents may come to the office to pick up a paper copy.	IP	
Provide an up-to-date web page providing current, relevant information for parents, students and community members.	IP	Coffee with the principal has been held. Discussion regarding increasing home-school communication has been helpful.
Utilize Edline; Assist teachers with weekly updates of Edline during 2011-2012.	IP	
Implement PAMS (parent access to teacher gradebooks, attendance). Offer training	IP	PAMS is used by half of our teachers.
Visitations for fifth grade students at elementary feeder schools will be provided to help students with the transition to middle school. New students will be provided with an orientation session.	NS	This will occur in May.
Implement WEB (6 th Grade orientation/integration program).	C	42 WEB leaders have coordinated events throughout the year have been held such as WEB Applauses and a WEB-inic (picnic).
Continue with counseling groups such as anger management, social skills and peer mediation.	IP	

School-wide assemblies will be held four times a year to honor those who meet positive academic and behavioral expectations. Expansion of these assemblies into better developed rewards/incentives programs will be explored and initiated.	IP	3 assemblies have been held. A new program SWAGG (Students Who Are Getting the Grades) has been started for 7th graders--79 students with no Ds or Fs, and no Us, and no more than one N had a karaoke popcorn party.
Utilize School Messenger (Autodialer) to communicate with parents/guardians.	IP	
The School Safety Plan will be reviewed and updated annually.	C	The School Safety Plan has been updated and was reviewed by School Site Council on February 13, 2012.
Translation/interpreting services (Spanish) will be provided to assist students and parents.	IP	We work closely with the district interpreters.
OTHER ITEMS FOR FUTURE PLANS/ ACTION		None at this time

MURRAY MIDDLE SCHOOL SPSA February 2012 Monitoring

Action Item	Status	Notes (Max 3 sentences per item, quantitative progress, and future activities)
Staff will examine state standards on a regular basis in order to adjust instructional practices and pacing.	IP	All curricular departments examine standards based on their emphasis on various assessments such as the STAR to ensure all students are learning the essential standards. Release time is given for teachers to review their curriculum and student data to determine the best delivery for student success.
Students will have a variety of age appropriate reading and writing materials including periodicals available.	IP	Bi-annually the librarian selects new books and periodicals for the library based on student surveys, interviews, standards based and the top sellers.
Continuous assessment of instruction and materials for their appropriateness to the current standards.	IP	Bi-monthly teachers meet after school as departments and as grade level teams to review instruction and materials for their effectiveness. A District materials and Instruction committee meets yearly to review materials effectiveness.
Increase use of data results to modify instruction and provide appropriate interventions.	IP	Departments and grade level teams meet bi-monthly to determine new formative assessments and to review past assessments for their effectiveness.
Use Resources frequently to create standards based assessments and benchmarks in all four core areas.	IP	Assessments are created as related to essential standards. The assessments are modified as data and standards change.
Monitor the enrollment in courses such as art, music, technology and careers for their effectiveness and relation to current trends and subject matter.	IP	Every fall and spring the enrollment of students in these classes is examined to determine the interest level of the students which guides the number of section in the master schedule.
Develop curriculum for the AVID and ALAS classes to enable students to achieve their grade level standards in preparation for advanced courses and potential college bound goals.	IP	With the change in ELLA textbooks there will be a change in the ALAS curriculum and materials. AVID curriculum changes based on the National standards for AVID. Grade level collaboration meetings give information necessary for modifications to be made to intervention courses.
Students struggling in the four core subject areas will be monitored by the school counselor for appropriate placement in remedial programs.	IP	The counselor monitors students on a monthly basis by reviewing their GPA, inp0ut from teachers, attendance records etc.
Annual student meetings will be held to review assessment data to establish individual academic goals.	IP	The counselor meets with all students who are at risk as determined by their GPA,. Number of failing courses, number of interventions the students have attended and student attendance.
Provide access to a variety of educational resources including pleasure reading, reference materials, technology GTT, Avid, Health Careers and motivational programs.	IP	The librarian uses SLIBG funding and Funds raised through book fairs to purchase the needed reading material for the library. The electives such as GTT, AVID and Health Careers support the standards in science, ELA, math and social studies.

Student physical education assessment scores will be evaluated for improvement. Music competitions results will be used to assess success.	IP	Every 6 weeks the physical education teachers meet to review their data from weekly assessments to determine what they need to stress in their daily lessons to allow students to successfully meet the standards for the physical fitness tests.
Monthly suspension reports will be compiled.	C	Every month a suspension report is run and the administration analyzes the students and the reasons for the suspensions. Programs are put in place to help keep student in school and out of suspension.
EL data regarding CELDT and years in program will be provided by EL office personnel and further analyzed at the site level.	C	EL data is disseminated on a quarterly basis and is used to place students in programs that will meet their learning needs i.e.. ALAS, AMS, student skills etc.
Staff will be offered time throughout the school year, during and after the school day to meet with fellow teachers from the district and out of the district to discuss strategies, materials and innovative ideas	C	All staff are offered paid work days outside of their 182 day school year to develop curriculum and teaching strategies to support the essential standards. Teachers can use these days in the summer, on the weekends, during the school year etc.
Use collaboration time to review assessment data in order to modify instruction and provide appropriate interventions.	IP	Teachers use bi-monthly grade level and department team meetings to review assessment data and modify instruction and create appropriate interventions.
Staff development will be implemented to help teachers learn how to effectively use assessment data to modify teaching strategies to meet the needs of the students.	IP	Staff development includes summer PLC training, school visits and AVID summer institute. These all support the endeavor to effectively use data to drive instruction.
Grade level teams will work together to develop and teach inter-disciplinary units with the primary instructional objective to focus on standards based content across the curriculum and to develop grade level expectations for class routines and behavior.	IP	Through the bi-monthly team meetings all departments are working more collaboratively to draw relevance to each curricular area, making routines more uniform and developing school wide as well as grade level expectations that are standard.
Continue to train students in the process of Peer Mediation, Safe School Ambassadors and conflict resolution.	IP	Every fall a group of students selected by staff for their interest and their dedication attend a two day training for Safe School Ambassadors. In addition we have instituted the Rachel's Links of Kindness throughout the school to stop bullying and make acts of kindness the norm at school.
Special education teachers will collaborate with general education teachers on student behavior goals and plans for special education students.	IP	during grade level and department team meetings Special Education Teachers work with regular education teachers to determine the best placement for the SpEd students and to review concerns regarding behavior, homework and class participation.
Members of the Student Assistance Team will collaborate in developing interventions for students referred to the team for behavioral issues.	IP	SAT meets bi-monthly to review new student referrals and past referrals. Students are placed in interventions as determined by formative and summative assessment. Behavior issues are referred to administration.

Staff will voluntarily take on 2 students per year to mentor and encourage the students to be successful academically as well as socially.	IP	Staff have actually taken on as many as 15 students to work with to help keep inspired and working effectively at their studies.
Boys Town Social Skills will be taught and posted in every classroom and the student planner.	C	Every classroom as the Boys Town social Skills posted in a prominent place. The social skill and value for the month are reviewed in first period. A message is sent home through telephone to give parents the social skill and value so they can work on it at home as well.
Explore new instructional strategies using staff development and coaching to align with the new adoptions of texts and materials, for example STELLAR, ExLL and Step up to Writing.	IP	Throughout the school year, ELA teachers attend school district sponsored and taught workshops to refresh their implementation of various strategies such as STELLAR. Additional curricular areas will begin to attend similar trainings in the spring of 2012.
Classrooms will have academic, behavioral and citizenship standards posted.	C	Posters created by administration are laminated and posted in classrooms.
Computers, projectors, and other technology will be used to facilitate the teaching and learning of the California Standards.	C	Staff who have requested technological machines have them and use them throughout the school year.
Research programs and materials that can be used as supplemental after school, lunch or before school tutorial programs. Will effectively assist students in the mastery of the standards.	IP	The Intervention/Enrichment program which occurs 7 times between September and April is coming together with effective formative assessments and follow up curriculum to help those who did not master the standards. Curriculum and materials for the ALAS and Study Skills classes is being tried and revised with the goal to purchase a program by the spring of 2012. AMS is using ALEK a computerized program for intervention.
Use 2 – 30 minute periods per week to re-teach targeted standards to those who didn't master.	C	This occurs for 5 days every 6 weeks.
The computer lab and classrooms will be updated with software and hardware to allow more efficient and up to date use of technology, including the Internet.	C	The computer lab has been up dated with Internet and the classrooms have the Internet but we need equipment that is newer in order to support new software.
Murray faculty will continue to examine Healthy Kids Survey data and align interventions to state recommendations dealing with safe schools and determine the best avenues through which to implement those recommendations.	IP	We are in progress with this because the HKS comes out every other year. Each time we review the new results we change things to meet the needs that the survey dictates.
Students will participate in safe schools assemblies and advisory programs that are appropriate for each grade level.	C	Even though this is complete it is actually an ongoing process because every year students are trained and new grapes form. The needs of the campus change as the behaviors ad population change. We have an excellent progressive discipline program and we enforce it consistently.
Use and continue to develop detention materials for behavior interventions.	IP	Depending on the infraction, students will work on assignments that are form their own class or from a curriculum developed in OCS. Currently we need to refine the OCS curriculum to make it more meaningful and punitive.

Purchase materials to enhance the availability and management of groups in areas such as grief and loss, bullying, social skills and anger management.	IP	Rachel's challenge, SSA and the Chain Link groups are working to make a cohesive program for bullying and social issues. We do not have a confirmed grief curriculum.
Use I/E and ALAS/AMS as interventions for students who are struggling.	C	ALAS, AMS and I/E are well oiled and effectively helping students learn the essential standards.
Continue Bell to Bell instruction.	IP	Among our "Non-Negotiables" we indicate that every classroom will start with a timed warm up which is in written form so that it can be graded and thus holds the students accountable for every minute of the period.
A district EL project teacher will provide support through coaching and professional development.	IP	ELA and special education teachers attend workshops provided by an EL Coach that provide the teachers strategies that are effective for the non-English speaking student population.
Technology will be implemented and additional software will be purchased to make full use of the computer lab for instruction in all areas of study.	IP	We continue to use resources from grants, categoricals and donations to bring software and hardware to the computer lab so that it is usable fro all curricular areas.
At risk students will be given the opportunity to increase their academic capabilities by using various enrichment programs such as ALAS/AMS, lunch help, after school tutorial, teacher buddies and I/E Sessions.	IP	Students are invited to the help sessions and they are required to attend the intervention and study hall sessions. This is a direct result of the new programs created to intervene right after assessments.
District, county and state competitions will be offered to the students in all areas of the curriculum.	IP	Essay contests, spelling Bees, Science Fair, and more are encouraged and some are required for the GATE students.
Clubs related to language arts, math, music, science, social studies and the arts will be offered throughout the years.	IP	Math club and Rock Band club are offered as well as Science club and Art Club. Others are as staff volunteer.
Careers involving language arts, science, math, social studies, music and the arts will be explored, through on and off campus experiences.	IP	The counselor and AVID teacher as well as the Health Career teacher and Gateway to Technology teacher offer career exploration, field trips and visits from guest speakers.
On site visitations to elementary feeder schools will be provided to help 5 th graders prepare for the transition to middle school and discover enrichment programs available to them.	IP	In May 5 th graders come to Murray to learn about the school. Throughout the school year the abs and Yearbook students go to the elementary schools to help tutor. IEP meetings are attended by middle school staff at the elementary schools in order to inform the students and parents of the education program at the middle school.
Incoming 6 th grade and new students will be provided with an on-campus orientation session and the Rachel's Link program to connect the students to school.	C	This program is set but is modified each year to meet the needs of the new populations. The August orientation is linked to the Rachel's program which teams new students with school student leaders and carries the partnership throughout the year.

Student enrollment in art, music, and computer classes will be monitored and tracked for consistency and retention of enrollment through the three years.	C	This data is used to determine which electives to continue and own many sections to make for the elective in the master schedule.
Create an opportunity class for students struggling in the traditional learning environment.	NS	Budget does not allow for this course.
Use after school hours to hold behavior modification groups and use lunch periods to hold social skills groups.	NS	Instead we will use the lunch periods for Intentional Non-Learners to come into the classroom and do their class and home work.
Suspended students will be referred to the On Campus Suspension room at Murray, and will attend Saturday school, when appropriate.	C	On Campus Suspension is working effectively. Students work on the curriculum assigned and are assigned Saturday school if they do not comply.
The SARB process will be implemented to monitor and control student attendance.	C	The SARB process is used for all chronically absent and tardy students.
Use the ACE card program, CJSF and Gold Card program to encourage good citizenship and good academics.	C	These programs are used to encourage good behavior and grades. Students try very hard for these rewards.
The maintenance of a safe and healthy school will be ensured through parent participation, a positive discipline policy, civic and character education; safe and engaging facilities; and access to adults and counseling programs and policies.	IP	Parents are invited to school every week through the auto dialer message and through PTO email and phone messages. The positive behavior intervention program is getting started through the special education department. Weekly and monthly social skills and character ed are done into the first period classes. Our counselor is available on a daily basis for students to discuss concerns and issues with.
Safe school Ambassadors and Rachel's Challenge groups will facilitate safety and a bully free school	C	These two programs are set and operating. They can always use updating to meet the needs of each school year's population. A team of 6 teacher and paraprofessional advisors heads the SSA and RC groups. Students meet as "families" twice a month. The programs are consistent and are effective.
Provide parents with information addressing the various types of standards and assessments used in the school. This will be accomplished through the autodialer, Edline, newsletters, phone calls and handouts.	IP	Parents are currently informed through the classroom teachers. We need to create written documents that can be mailed which will inform the parents of the standards and the expectations.
Student achievement will be published in school newsletters, websites, letters home and community papers.	IP	We do publish student progress in district periodicals such as the Board Report and the Superintendent Council Report. We also publish student achievement in the local newspaper.
Provide a parent information – education night addressing state standards, assessments and methods to assist students in the learning process.	NS	We need to work on this for parents in remote locations.

Surveys will be sent home to parents and given to students in class regarding the various aspects of the education offered at Murray. Results will be used to adjust instruction.	NS	We need to create surveys that are easy to fill out and informative for self improvement.
Provide after hours concerts and banquets to increase awareness of student accomplishments.	IP	We have 4 banquets and 6 concerts each year. The pastries for Parents twice year allow parents to come to school for social hours and to learn about our programs. Open House and back to School night are also informative events for parents and perspective parents.
Parents will be invited to school to monitor their student's behavior in classes.	C	This happens frequently as is needed for student behavior changes.
Use the Website and auto dialer to communicate with the families and community about student general behavioral expectations and to disseminate articles on general school safety.	C	The Website is updated weekly. An auto dialer goes out every Sunday night to inform parents of events coming up and any behavior expectations that need to be reminded.
Students will be made aware of school rules, expectations, and consequences through their planner, first of the year packet information, weekly bulletins and periodic student assemblies.	C	The planner is updated every year so that it has current policies. First period teachers present and practice the rules and expectations of the school every day. Parents are given a packet at the first of the year - or when the student enrolls so that they have the information at home as well
Explore community connections that will help students to understand their role in the community at large and thus promote civic duty and responsibility.	NS	This has not begun.
Inform parents in a prompt manner of their student's behavior and the intervention being taken to modify their behavior.	C	Parents are called within 24 hours of a serious rule infraction. This phone call informs the parent of the behavior and the consequence and allows the parent to voice questions or concerns.
Support the use of the auto dialer and email as well as the school web site to inform families of emergency situations.	C	The auto dialer has been a primary form of communication throughout the school year.
Continue the AVID supported hospitality club to welcome new students throughout the school year.	C	AVID continues to be an excellent avenue for new student hospitality. New students are paired with an AVID student who has their same lunch and the AVID student shows the new one around and then meets with them at passing periods and at lunch until the new student fits into the school.
Annual school climate surveys will be used to determine the effectiveness of school safety curriculum.	IP	We need to revise our surveys.
Communicate and collaborate with feeder schools regarding student's academic and social needs.	IP	We do this with a few schools. The goal is to have all schools fill out a form that is set so that we get the information we need to place the students properly and to intervene with those who may need extra help.

Translation/interpreting services (Spanish) will be provided to assist students and parents.	C	Thanks to the staff at Pierce Elementary school we have excellent translation and a great ELAC meeting coordinator and presenter.
OTHER ITEMS FOR FUTURE PLANS/ ACTION		

BURROUGHS HIGH SCHOOL SPSA February 2012 Monitoring

Action Item	Status	Notes (Max 3 sentences per item, quantitative progress, and future activities)
EL data regarding CELDT and years in program will be provided by EL office personnel and further analyzed at the site level	C	Comprehensive EL data is provided to BHS faculty on a regular basis. Particularly RFEP progress monitoring involves numerous correspondence among regular education, special education, and ELD faculty. E-mail is used primarily as an expedient method for providing relevant data.
Finish all updated and implement course outlines, pacing guides, and mapping CA Blueprints with course delivery.	IP	At this point, every department has completed course outlines, pacing guides, and conducted PLC meetings at which time teachers mapped CA Blueprint material with course sequencing, for most courses. Much of this work is conducted during the four collaboration days (9/14, 10/26,2/1, 3/28) .
Faculty will utilize Illuminate in order to meet individual/subgroup needs based on analysis of California Standards Test data.	IP	Faculty are in progress with the changeover from Edusoft to Illuminate. Many faculty members have taken after-school trainings offsite, and some of our faculty members have received advanced training so as to serve as "power users."
Expand (ALEKS) web-based, individually driven math program for lowest performing students in grades 9/10 and increase in SPED.	C	This year we expanded the number of ALEKS licenses purchased from 180 (2010-2011) to 230 (2011-2012). The increase in licenses allowed many of our SDC students to enroll in this math program, and for other individual students who teachers believed could benefit from the flexibility of the program.
Employ teachers who are highly qualified, based on NCLB standards.	C	BHS administration works closely with SSUSD personnel to ensure compliance with all State and Federal requirements.
Maintain four collaboration days into the school calendar	C	This is the third year that BHS has been allowed to bank minutes so that four minimum instructional days could be embedded into the school year (9/14, 10/26,2/1, 3/28). Teachers work in professional learning communities on those four days, from 1:00-4:00 PM.
Inservice faculty on use of Cornell Notes, Interactive notebooks, content-area reading strategies, and the AVID library	C	At the third collaboration day (Feb 1, 2012), the Kern County AVID Coordinator, Mr. Brad Ruff, came to Ridgecrest to inservice our total faculty on the use of Cornell Notes, Interactive notebooks, content-area reading strategies, and the AVID library.
BTSA and PAR will be available to teachers who qualify	C	Our district and site follows and adheres to all BTSA and PAR activities and requirements.
Identify and encourage STEM education. Send teachers to summer institute for Project Lead the Way. Plan for implementation of capstone class, Engineering Design and Development.	IP	We have sent two instructors to four summer institutes for certification in Project Lead the Way courses. Additionally, three out of four counselors and the principal attended the annual conference at Cal Poly Pomona in November 2012.
A district EL project teacher will provide support through coaching and professional development	IP	Our district EL project teacher provides ongoing support through coaching and professional development. She regularly visits with teachers, counselors, support staff, and administration.
Send teachers to Professional Learning Community workshop	C	For three years running, BHS has sent several teachers each summer to the western regional PLC conference. We have 10 BHS faculty attending such training in Las Vegas this June (2012).

A new teacher computer will be purchased and installed in every classroom.	C	This purchase was funded by a School Site Council decision in March 2011. The appropriate number of computers were purchased and the project took summer and fall of 2011 to fully implement.
Monitor elimination of non-college prep coursework in English department and social studies department for 9 th -10 th grade students. Identify support needs. Provide training, strategies.	C	Done. All 9th and 10th grade coursework in English and social studies is college prep or honors.
Provide support to eleven teachers with up-to-date computer/projector/interactive whiteboard technology packages and PD to all teachers.	IP	This grant funded project is in process.
Implement AVID class for 9 th , 10 th , and 11 th grade students through staff professional development, materials, and stipend.	C	This project is current, funded, and in progress.
Sustain "college corner" in classrooms and office areas. Increase schoolwide college readiness, as determined by percentage of UC/CSU a-g student eligibility	IP	Most teachers have now implemented a college corner. An example of one is in Mrs. Walls class, where a picture of each of her seniors is posted as they declare where they will be attending college/university in fall 2012.
Continue a lunch and/or after school "Tech University" to increase student technology access.	IP	This project is in the early stages of implementation.
Promote STEM education in all math classes. Send H.S. student representatives to 8 th grade math classes to recruit for Project Lead the Way	C	Done.
Review and modify (if needed) "Grade Bump Incentive" for student opportunity to improve class grade for strong or improved performance on CST's.	C	Done.
Translation/interpreting services (Spanish) will be provided to assist students and parents.	C	This is accomplished on a regular basis. One example is when this occurs at our bi-annual ELAC meetings at BHS 12/8/11 & 1/31/12
Provide parent and teacher training for use of Aeries/Eagle ABI "Parent Portal."	C	This training was conducted during the 7th and 8th period hour of the Back to School Night on September 21, 2011. Additionally, individual trainings are conducted when parents request it.
Utilize School Messenger to notify parents of important school occurrences	C	School Messenger is used daily to report absences and/or tardies. Additionally School messenger is used several times per month to advertise specific events that would be of particular interest to parents.
Sustain monthly "Principal's Coffee" meeting on Flex Fridays in the library/media center	C	Done. Principal's Coffees occur on: 10/14, 12/9, 1/20, 3/2, 4/13. At the last event on 3/2, the topics included discussion of A-G eligibility, college and career readiness, and scholarship opportunities.

Continue Link Crew class/activities	C	Ongoing.
OTHER ITEMS FOR FUTURE PLANS/ ACTION		None at this time

MESQUITE HIGH SCHOOL SPSA February 2012 Monitoring

Action Item	Status	Notes (Max 3 sentences per item, quantitative progress, and future activities)
Students enrolled in Reading class will increase their grade level equivalent scores quarterly as measured by RP-STAR	IP	All students are tested for grade equivalent each quarter. Results are reported to and tracked by students in advisory. Students who perform well below grade level are placed in the Reading intervention class to strengthen reading skills. Data on students who were enrolled in the reading class are being generated and analyzed for progress. Baseline data (2011-12) will be used to determine targets for next year.
100% of eligible seniors will master the ELA portion of the CAHSEE	IP	Students are closely monitored for CAHSEE mastery. Any student who does not pass the ELA CAHSEE is placed in an English course that prepares students for the exam. Additional support is provided in the Adult School program. As of 3/5/12, 42 of the 43 eligible graduating seniors have passed the English portion of the CAHSEE.
The percent of students scoring at proficient or higher in ELA will increase from 13% to 18% as measured by the ELA CST	IP	Staff has begun reviewing essential standards and attending professional development (BHS collaborative: AVID, EL, Special Ed, Time to Teach) to increase student achievement in English Language Arts. ELs are monitored by each teacher so that individualized attention and support is provided to these students. English teachers will meet with the BHS department chair to identify essential standards in English this spring.
100% of eligible seniors will master the mathematics portion of the CAHSEE	IP	2011 STAR data shows that many students scored in the Basic level who scored in the Far Below Basic level the prior year. We attribute the increase in band performance to implementation of the ALEKS math program. We are anticipating meeting our target this spring. In addition, as students are monitored in the ALEKS program, they may be referred to two tutors and/or A.S. CAHSEE math to ensure math proficiency. To date 42 of the 43 eligible seniors have mastered both parts of the CAHSEE.
The percent of students scoring proficient or higher in Algebra will increase from 0% to 5% as measured by the Algebra CST	IP	This is year two of ALEKS implementation. The ALEKS program is aligned to the 25 Algebra I standards and the teacher monitors topics covered by each individual student. We will analyze our STAR data to determine its impact on student achievement in Algebra in the fall. Students who need support in meeting the Algebra I requirement are referred to two tutors to ensure Algebra I proficiency.
Each EL student will increase one CELDT level this school year	IP	Staff reviews and monitors all EL students. Staff attended AVID and EL training this school year. Some staff members have implemented learned strategies into their lessons. Several staff members will attend AVID training this summer. Our SMART goal is to have each EL student grow one CELDT level each year. Created a chart to demonstrate EL CELDT performance using 2011-12 as baseline.

Reading recovery instructional materials will be reviewed, purchased, and implemented in the Reading class to support an increase in each student's grade equivalent score as measured by the quarterly RP-STAR assessment	IP	The reading teacher reviewed reading recovery materials this school year. The reading teacher will schedule a visitation to a reading class at a Model School to review the class and its implementation of a reading program. A reading program will be chosen for this course by the end of the school year.
The school wide attendance rate will be 95% or higher as measured by the monthly AERIES attendance report	IP	The attendance rate is reported and tracked each month by staff and students. Mesquite has experienced an attendance rate lower than 95% two months in a row. Detention was implemented for any student late to school each day.
The number of disciplinary incidents will decrease 10% for the 2011-12 school year as measured by AERIES Discipline Distribution Report 2010-11=336 2011-12 Goal=302.4	IP	Quarterly data is generated and reported to staff to determine if this SMART goal will be attained. Staff implemented the Time to Teach model to reduce disciplinary infractions. Staff attended Time to Teach training during the school year. Quarter 1=121 Quarter 2=188
A 90 % graduation rate will be attained as measured by the number of eligible seniors meeting graduation requirements divided by the total number of eligible seniors in a given year.	IP	A local graduation rate was generated as federal and state criteria do not apply to alternative education programs. Progress of all eligible seniors is being monitored throughout the school year and reported to staff at weekly staff meetings. 2011-12 baseline data will be used to set targets for out years.
All classrooms will have either an LCD projector/screen or a document camera as part of its classroom equipment by the end of the 2011-12 school year.	C	Every classroom has either an LCD projector and screen or a document camera.
OTHER ITEMS FOR FUTURE PLANS/ ACTION		None at this time

10. CONSTRUCTION ADMINISTRATION

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

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

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

FINANCIAL IMPLICATIONS: None

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

10. CONSTRUCTION ADMINISTRATION

10.2 Authorization to Contract for the Demolition of the Kindergarten Class rooms at Las Flores Elementary School- Vinnell Steel Units 67/1285-1293

BACKGROUND INFORMATION: The district is currently preparing the Las Flores Elementary School campus for the scheduled return of the student body, faculty and staff on August 1, 2012. Likewise, the district is preparing its application to the Office of Public School Construction (OPSC) for partial reimbursement (state match) of expenses for the modernization of the campus.

Phase I of the modernization of the campus was the installation of six (6) new relocatable classrooms and a new relocatable restroom facility. Current OPSC regulations allow monetary credit for relocatable classrooms that are demolished and replaced with new classrooms. The regulation permits no other use of the relocatable classrooms, nor does it allow for the sale or any other means of disposal.

CURRENT CONSIDERATIONS: The kindergarten classrooms were first installed at James Monroe Middle School in 1957. This installation was authorized by the Division of the State Architect (DSA) as documented by official DSA records. Subsequently, these structures were moved to Las Flores Elementary School and occupied on October 31, 1967. There is no record that this transfer was approved by DSA. As such, the buildings are deemed "uncertified" by DSA and cannot be occupied by students in the future unless certified. The structures could potentially be certified by contracting with a structural engineer who would conduct a forensic evaluation of the structures. However, it is anticipated that DSA would require that these structures be brought up to current code. Given the age, current condition, the cost to modernize that which were considered temporary structures when installed and the potential for state reimbursement, demolition of these structures and replacing them with new structures appears the best course of action. It is anticipated that new relocatable kindergarten structures could be acquired and installed by August 1, 2012, absent any unforeseen circumstances. Approval for the acquisition and installation of the new kindergarten classrooms will require separate board action.

FINANCIAL IMPLICATIONS: The estimated cost to demolish the kindergarten is \$30,000. Sufficient funds remain in the district contingency for the Las Flores Elementary School Modernization Project to cover these costs. The cost for the acquisition and installation of the new kindergarten classrooms is roughly estimated to be \$800,000, which would be funded by Measure A, developer fees, Siemens HVAC retrofit reimbursement, state reimbursement, and Inyo-Kern Schools Financing Authority.

SUPERINTENDENT'S RECOMMENDATION: It is recommended that the board authorize the demolition of the kindergarten classrooms at Las Flores Elementary School at a cost not to exceed \$30,000.

10. CONSTRUCTION ADMINISTRATION

10.3 Approval of Construction Delivery Method for Modernization of Career Technical Education (CTE) Classrooms at Burroughs High School

BACKGROUND INFORMATION: In January 2008 , the district applied for two Proposition 1D CTE modernization grants. Grant 1 (59/73742-00-001) was written to modify room F2 in order to create a Television and Video Production classroom. Grant 2 (59/73742-00-002) was designed to modernize room G3, currently the metal shop, to become an ROP Construction classroom, and room G4, the wood shop. Both projects were approved for funding by the Office of Public School Construction and California Department of Education. The architectural firm of Westberg + White began work on the plans. In October 2009 , the district requested and received an extension of these two grants. This extension was needed since starting the projects was contingent upon the completion of the CTE Engineering/ Design building and vacating F2 and G3. DSA approved plans and all other required documents were submitted to OPSC in October 2010 and received final approval in December 2010. In order to request a fund release within the required 18 months following the December 2010 approval date, the district must issue at least 50% of the contracts for each project by the end of May 2012. Funds not released by mid June will be rescinded by the state.

CURRENT CONSIDERATION: On March 2, 2012 a committee was convened to discuss and select a construction delivery method for these two projects. The committee included:

- Joanna Rummer, Superintendent of Schools
- Elaine Janson, Assistant Superintendent/CFO
- David Ostash, Principal of Sherman E. Burroughs High School
- Kirsti Smith, Principal of Murray Middle School
- Laura Hickle, Coordinator of Special Projects
- Tom McMahan, District Construction Manager
- Bruce Auld, Construction Consultant

It was determined that the most advantageous, legally viable vehicle available for projects of this scope and budget is the Design/ Bid/ Build Method model. Under this model, the District retains control of the projects and enters into contracts with, and oversees, the architect and contractor. The district, along with assistance from the architect, seeks bids from contractors who offer to perform the entire project. Pursuant to the Public Contract Code, the District awards the construction contract to the lowest responsive, responsible bidder.

This method is a standard practice that is very familiar to many school districts, architects, and contractors and is designed to assist the District in selecting a contractor with the lowest price. Contractors have an open and level playing field in bidding for the project. Challenges with this construction delivery method include the inflexibility inherent in Public Contract Code requirements. Change orders must be carefully controlled in this construction delivery method.

FINANCIAL IMPLICATIONS: Proposition 1D state grants required a 50% match from the district or other local source. The total project cost, including construction and equipment, for Grant 1 (Television and Video Production Classroom) is \$288,268 (\$144,134 grant/ \$144,134 match). Grant 2 (Construction/ Wood) total project cost is \$432,050 (\$216,025 grant/ \$216,025 match).

SUPERINTENDENT'S RECOMMENDATION: It is recommended that the board approve the Design/ Bid/ Build Method construction delivery method for the two Proposition Round 2 projects and authorize the superintendent and/or designee to proceed with the next steps including the request for proposal. The award of the contract will be brought to the board for approval.

11. BUSINESS ADMINISTRATION

11.1 Approval of Second Interim Report for Fiscal Year 2011-12

BACKGROUND INFORMATION: In accordance with California Education Code 42130-42131, no later than 45 days after the close of each reporting period, the school district governing board shall approve an interim financial report and certify in writing whether the school district is able to meet its financial obligations for the remainder of the fiscal year, and based on current projections, for subsequent fiscal years.

CURRENT CONSIDERATIONS: At second interim the district reports the progress that has been made in implementing the budget that was adopted by the board last June and modified slightly at first interim in December. Second interim is a good time to review progress and changes and their associated impacts. In recognition of the fact that the Governor outlined his budget proposal for the budget year in January, the second interim provides an opportunity to review, analyze and discuss what the district may be facing for the current year and the out years. There are some signs that the financial picture is starting to improve. The indications are that the recovery will continue to be very slow and remain weak for the foreseeable future. The fiscal situation at the state level remains challenging and continues to be uncertain which makes district operations problematic. The district continues to use its multi-year strategic planning process which includes regular review, analysis and reports to the Board. This process has enabled the district to be timely and agile in responding to the changing fiscal situation. It is discouraging to report that while some progress in dealing with the structural deficit has been made, the state for the most part has continued to “kick the can down the road” by not ameliorating the structural problem. Over time the issue became magnified making a full recovery farther away and harder to achieve. In looking at Sierra Sands Unified School District’s second interim it can be noted that the budget continues to be successfully implemented according to plan.

FINANCIAL IMPLICATIONS: In providing second interim summary data, staff has continued to use the format contained in the first interim report. For the current year, the changes reflected in this report are as follows:

Revenue:

- ~ + 980 K due to the change in the way the trigger was pulled and the 50% cut to transportation that was originally planned became a cut to revenue limit at a lesser amount.
- ~ + 800 K Reception of additional Federal Impact Aid funds

The District continues to use other funds (IYKSFA) to subsidize the unrestricted general fund in the following amounts:

- ~ 267 K – Deferred maintenance
- ~ 550 K – Planned for English grades 6-12 textbook adoption

It should be noted that ~ 360 K dollars located in Fund 20 are being utilized for expenses related to the other personnel expense benefits associated with the health care costs for the employees who retired under the auspices of the early retirement notification incentive offered in 2010.

Expenses

Most of the changes are reflective of the adjustments normally experienced at this time of the year. The decrease to unrestricted funds in certificated salaries is offset by a corresponding increase in certificated salaries on the restricted side. This reflects continuing broader use of restricted funds.

It should be noted that the 2011-12 budget contains the last of the one-time funding provided by the federal government. These dollars were received in 2010-11 and are being utilized as planned in the current (2011-12) year. The use of one-time monies in conjunction with the cost cutting measure already taken by the district have been significant contributors in the ability of the district to remain solvent. The district doesn't expect to receive any more one-time federal money in the out years. The lack of one-time monies will make continued solvency more difficult to maintain going forward especially if the weak recovery falters and/or the state structural deficit is not addressed in a meaningful way.

Staff continues to monitor cash on a daily basis. Due to a cash shortage, the district had to borrow from Fund 17 in December to meet its cash needs. Even though the district expects to end the year in a positive position, it projects that it may have to borrow from Fund 17 one more time this year to meet its cash requirements. Continuing and increasing cash deferrals by the state continue to be problematic. It should be noted that cash deferrals are anticipated for the foreseeable future. There are 13 deferrals planned for 2011-12 of which 8 are across fiscal years amounting to a ~ 39% cost deferral. At this time the deferred schedule for 2012-13 is the same as for the current year.

In dealing with ending fund balances, the district continues to implement the requirements of GASB 54 which speak to the classification and designation of ending fund balances. In June of 2011, the district passed Resolution #29 1011 which implemented the requirements of GASB 54 and identified the categories it would use in describing ending fund balances. In accordance with this resolution, \$2,135,673.00 is committed for economic uncertainty and \$4,963,008.99 is committed for the following purposes:

- ~ 1.0 M Federal jobs funded expenses
- ~ 850 K Special Education encroachment
- ~ 800 K Loss of revenue due to declining enrollment
- ~ 1.8 M Potential loss of revenue associated with 2012-13 trigger cut
- ~ 513 K Potential loss of Impact Aid funding

The dollars residing in fund 17 (\$5,699,728.00) are committed in the following manner: \$553,280.58 for minimum fund balance policy, \$5,146,447.73 for cash solvency purposes associated with ongoing cash deferrals. Funds 11, 12, 13, 14, 20, 21, 25 and 35 ending balances are committed for the specific use of the fund and no other. Funds 14, 21 and 25 continue to be committed for use by the district in its facilities modernization initiative. Fund 35 is specifically committed to the Career Technical Education facility project. The funds residing in the Inyokern Schools Financing Authority will be in an IYKSFA board item which will state that the funds are committed for the following purposes:

- ~ 550 K 6-12 English textbook adoption
- ~ 267 K Deferred maintenance contribution
- ~ 1.3 M CTE facility residual costs
- ~ 1.5 M Las Flores modernization residual
- ~ 4.2 M Future facilities projects

2012-13

It is appropriate to briefly discuss preliminary planning information relative to the 2012-13 budget and beyond.

As has been previously stated, the continuing negative fiscal situation at the state level and the state's inability to deal with the issues in a substantive way puts the ability of all LEA's including Sierra Sands to perform its mission of educating the students of this community in jeopardy. The following factors are projected impacts to Sierra Sands Unified School District's general fund in 2012-13:

- Special Education encroachment ~ 850 K will place a considerable strain on the districts unrestricted general fund.
- Continued declining enrollment - ~ 800 K.
- The effect of the loss of one-time federal funding - ~ 1.0 M.
- Potential loss of section 8002 Impact Aid funding per the President's proposed 2012-13 budget ~ - 800K.
- Potential ~ 7%- 9% cut to all Federal funding including Impact Aid and Federal Title I, II, III, and IV programs. This will occur if sequestration is enforced at the federal level and could result in a cut of between ~ 500 K to ~ 1.2 M.

It should be emphasized that the above actions may not eventuate. They are mentioned here to illustrate the challenges to accurate planning as well as the volatility of the current financial environment. It is expected that much will not be known about the final 2012-13 budget until the election in November, as the outcome of the tax proposal is expected to impact the educational community.

It is important to note that as part of interim reporting, the district must provide multi-year projections for the budget year (2012-13) and the next out year (2013-14). This requirement speaks to the state requirement that the district demonstrate that it is and will remain fiscally solvent. Staff continues to abide by the guidance provided by the CDE, School Services of California FCMAT and the Kern County Office of the Superintendent of Education. The multi-year projections included in this second interim report were prepared in accordance with the guidance provided by those entities. The assumptions used in the preparation of the multiple year projections are a result of the district strategic planning process which began in January after the Governor's proposed budget was published.

Some of the use assumptions included in the projection for the 2012-13 budget are:

- Continued use of other funds for deferred maintenance and textbook adoption
- Continued full use of K3 Class Size Reduction and Tier III flexibility
- ADA @ 4770 which is reflective of continuing declining enrollment

Out year and multi-year projections are considered notional at the second interim reporting period. It is staff's intent to disclose and discuss the information at this time so that the board and community will be aware of the current fiscal environment and the potential effects and implications involved as the district goes forward.

In 2011-12 as well as 2012-13, in addition to again receiving reduced revenue limit, it is anticipated there will be 13 deferrals in the 2012-13 school year. It is believed that 8 of the cash deferrals will not be received in the appropriation year. This continues to create a severe strain on district cash. Staff anticipates that the reserves in Fund 17 will continue to be required to meet needed cash requirements at least twice during the budget and out years. More clarity regarding 2012-13 and the out years is expected pending information received in the May revise and the outcome of the November election.

SUPERINTENDENT'S RECOMMENDATION: It is recommended that the 2nd Interim Financial Reports for the Sierra Sands Unified School District be accepted as presented. Included in this action is the commitment of district funds as discussed in this report.

Sierra Sands Unified School District
General Fund Unrestricted
2011/2012 Budget Comparison Report
2nd Interim

		<u>COLUMN A</u> 2011/2012 <u>2nd Interim</u>	<u>COLUMN B</u> 2011/2012 <u>1st Interim</u>	<u>A minus B</u> 2011/2012 <u>DIFFERENCE</u>
Projected Fund Balance	Objects			
July 1 Beginning Fund Balance		\$6,104,110	\$6,104,110	
Add: Revenues (Column B - Column C) *	8000-8999	\$31,355,704	\$29,308,782	\$2,046,922
Less: Expenditures (Column C - Column B) **	1000-7999	<u>\$30,266,132</u>	<u>\$30,337,852</u>	\$71,719
June 30 Ending Fund Balance		\$7,193,682	\$5,075,040	
Less: Stores, Prepaid Expenses & Revolving Cash (Column A - Column B)		\$95,000	\$95,000	\$0
Less: 5% Reserve for Economic Uncertainties (Column B - Column A)		<u>\$2,135,673</u>	<u>\$2,134,427</u>	-\$1,246
Available Ending Fund Balance as of June 30		<u><u>\$4,963,009</u></u>	<u><u>\$2,845,613</u></u>	
ADD: Revenues				<i>(Column A - Column B)</i>
Revenue Limit Sources	8010-8099	\$24,911,332	\$23,931,074	\$980,258 ¹
Federal Revenues	8100-8299	\$2,237,740	\$1,437,740	\$800,000 ²
Other State Revenues	8300-8599	\$4,053,105	\$4,031,875	\$21,231 ³
Other Local Revenues	8600-8799	<u>\$642,970</u>	<u>\$642,970</u>	\$0
Total Revenues		<u><u>\$31,845,148</u></u> ^a	<u><u>\$30,043,659</u></u>	<u><u>\$1,801,489</u></u>
LESS: Expenditures				<i>(Column B - Column A)</i>
Certificated Salaries	1000-1999	\$13,044,178	\$13,077,643	\$33,464 ⁴
Classified Salaries	2000-2999	\$4,020,472	\$4,016,260	-\$4,212
Benefits - Current Employees	3000-3999	\$6,915,616	\$6,978,867	\$63,251 ⁵
Benefits - Retirees	370X & 390X	\$1,399,539	\$1,399,539	\$0
Books and Supplies	4000-4999	\$1,323,721	\$1,273,476	-\$50,245 ⁶
Services and Operating Expenses	5000-5999	\$3,077,200	\$3,081,120	\$3,921 ⁷
Capital Outlay	6000-6599	\$436,097	\$436,097	\$0
Other Outgo	7100-7299 7400-7499	\$208,448	\$208,448	\$0
Indirect Costs	7300-7399	<u>-\$219,286</u>	<u>-\$193,746</u>	\$25,540 ⁸
Total Expenditures		<u><u>\$30,205,985</u></u> ^b	<u><u>\$30,277,705</u></u>	<u><u>\$71,719</u></u>
ADD: Interfund Transfers In				<i>(Column A - Column B)</i>
Transfer In	8910-8929	\$360,843	\$360,843	\$0
Total Interfund Transfers In		<u><u>\$360,843</u></u> ^c	<u><u>\$360,843</u></u>	<u><u>\$0</u></u>
LESS: Interfund Transfers Out				<i>(Column B - Column A)</i>
Transfer Out - Fund 14 (Deferred Maintenance)	7610-7629	\$0	\$0	\$0
Transfer Out- Fund 17 (Reserve)	7610-7629	\$0	\$0	\$0
Transfer Out- Fund 17 (Golden Handshake)	7610-7629	<u>\$60,147</u>	<u>\$60,147</u>	\$0
Total Interfund Transfers Out		<u><u>\$60,147</u></u> ^d	<u><u>\$60,147</u></u>	<u><u>\$0</u></u>
LESS: Encroachment Contributions (Reduction of Revenue from Unrestricted General Fund) ***				<i>(Column A - Column B)</i>
Resource 2200 - Continuation High School	8980	-\$11,343	-\$37,219	\$25,876 ⁹
Resource 6500 - Special Education	8980	-\$47,205	\$0	-\$47,205 ¹⁰
Resource 7230 - Home to School Transportation	8980	-\$188,986	-\$459,878	\$270,892 ¹¹
Resource 7240 - Special Ed Transportation	8980	-\$502,753	-\$498,624	-\$4,130
Resource 9021 - Sierra Vista Center	8980	<u>-\$100,000</u>	<u>-\$100,000</u>	\$0
Total Encroachment Contributions		<u><u>-\$850,286</u></u> ^e	<u><u>-\$1,095,720</u></u>	<u><u>\$245,434</u></u>
Net Revenue less Expenditures (a + c + e) - (b + d)		<u><u>\$1,089,572</u></u>	<u><u>-\$1,029,070</u></u>	

* Revenues equal objects 8XXX and include total revenues, total interfund transfers in, and total encroachment contributions.

** Expenditures equal objects 1000-7999 and include total expenditures and total interfund transfers out. Indirect costs are general overhead costs paid out of the unrestricted general fund for restricted programs. Indirect costs are shown as negative because they are reimbursements to the unrestricted general fund by reducing the expense, so it is a reduction in expenses.

*** Encroachment contributions are taken from unrestricted general fund and added to the restricted general fund. They are shown as a negative because they decrease revenues.

- MINUS SIGNS before a number in the Difference column show either decreased revenue or increased expenses. No minus sign in the Difference column shows increased revenue or decreased expenses.

The information presented above is accurate to the best of our knowledge.

**Sierra Sands Unified School District
General Fund Unrestricted Budget
2011/2012 2nd Interim Budget vs. 2011/2012 1st Interim Budget Notes**

- 1 The State has made significant adjustments to the proposed Trigger and transportation cuts. The original proposed trigger cut of 1.32M has been adjusted to 65K. The proposed Transportation funding reduction has been reclassified as a Revenue Limit cut of approximately 214K. Revenue Limit transfers increased approximately 60K as a function of these adjustments.
- 2 The district has received more than anticipated Federal Impact Aid funding.
- 3 Per SSC, Lottery revenues are expected to be higher than the Dartboard's original projection.
- 4 Reflective of Categorical personnel funding adjustments. This decrease to Unrestricted expenses is offset by an increase to expenses on the Restricted side of the budget.
- 5 Benefits are a function of salaries. Other adjustments include projections for expenses related to STRS for substitutes (18K) and H&W for other classified positions (38K).
- 6 Reflective of Budgets set up in association with donations received (16K), Tier III personnel adjustments (30K), as well as various budget transfers between other elements of expense.
- 7 Credits and projections related to utility expenses are offset by additional unanticipated maintenance needs.
- 8 Carryover posted for categorical programs (Economic Impact Aid SCE & LEP) results in an increase to projection for Indirect Costs.
- 9 Increase in Revenue Limit transfer results in reduced encroachment for Continuation High School.
- 10 Increases in Special Education expenses coupled with reduced state and federal funding cause Special Education to encroach on the general fund. The need for Special Education encroachment in recent years has been significantly mitigated by the receipt of ARRA stimulus dollars in 2008-09 and 2009-10. The balance created by the use of these dollars will be exhausted this fiscal year. Encroachment for Special Education is projected to be approximately 850K next fiscal year.
- 11 Proposed 50% Transportation funding reduction reclassified as Revenue Limit cut.

**Sierra Sands Unified School District
General Fund Restricted
2011/2012 Budget Comparison Report
2nd Interim**

	Proposed COLUMN A 2011/2012 2nd Interim	COLUMN B 2011/2012 1st Interim	2011/2012 DIFFERENCE
Projected Fund Balance			
July 1 Beginning Fund Balance	\$1,591,582	\$1,591,582	
Add: Revenues (<i>Column A - Column B</i>) *	8000-8999 \$11,297,615	\$11,209,362	\$88,253
Less: Expenditures (<i>Column B - Column A</i>) **	1000-7999 \$12,447,331	\$12,350,697	-\$96,634
June 30 Ending Fund Balance	<u>\$441,866</u>	<u>\$450,247</u>	
ADD: Revenues			<i>(Column A - Column B)</i>
Revenue Limit Sources	8010-8092 \$1,656,888	\$1,591,111	\$65,776
Federal Revenues	8100-8299 \$4,001,508	\$4,011,483	-\$9,975
Other State Revenues	8300-8599 \$4,588,934	\$4,311,048	\$277,886
Other Local Revenues	8600-8799 \$200,000	\$200,000	\$0
Total Revenues	<u>\$10,447,329</u> a	<u>\$10,113,642</u>	<u>\$333,687</u>
LESS: Expenditures			<i>(Column B - Column A)</i>
Certificated Salaries	1000-1999 \$4,986,728	\$4,875,363	-\$111,365
Classified Salaries	2000-2999 \$1,779,415	\$1,776,711	-\$2,705
Benefits - Current Employees	3000-3999 \$2,980,590	\$2,958,728	-\$21,862
Books and Supplies	4000-4999 \$1,450,424	\$1,547,701	\$97,277
Services and Operating Expenses	5000-5999 \$765,904	\$733,465	-\$32,439
Capital Outlay	6000-6599 \$27,000	\$27,000	\$0
Other Outgo (Lease Rev Bond Paym)	7100-7299 7400-7499 \$292,983	\$292,983	\$0
Indirect Costs	7300-7399 \$164,286	\$138,746	-\$25,540
Total Expenditures	<u>\$12,447,331</u> b	<u>\$12,350,697</u>	<u>-\$96,634</u>
ADD: Encroachment Contributions (Reduction of Revenue from Unrestricted General Fund) ***			<i>(Column A - Column B)</i>
Resource 2200 - Continuation High School	8980 \$11,343	\$37,219	-\$25,876
Resource 6500 - Special Education	8980 \$47,205	\$0	\$47,205
Resource 7230 - Home to School Transportation	8980 \$188,986	\$459,878	-\$270,892
Resource 7240 - Special Ed Transportation	8980 \$502,753	\$498,624	\$4,130
Resource 9021 - Sierra Vista Center	8980 \$100,000	\$100,000	\$0
Total Encroachment Contributions	<u>\$850,286</u> c	<u>\$1,095,720</u>	<u>-\$245,434</u>
Net Revenue less Expenditures (a + c) - b	<u>-\$1,149,715</u>	<u>-\$1,141,335</u>	

* Revenues equal objects 8XXX and include total revenues, total interfund transfers in and total encroachment contributions.

** Expenditures equal objects 1000-7999 and include total expenditures and total interfund transfers out. Indirect costs are general overhead costs paid out of the unrestricted general fund for restricted programs. Indirect costs are shown as negative because they are reimbursements to the unrestricted general fund by reducing the expense, so it is a reduction in expenses.

*** Encroachment contributions are taken from unrestricted general fund and added to the restricted general fund. They are shown as a positive because they increase revenues.

- MINUS SIGNS before a number in the **Difference** column show either decreased revenue or increased expenses. No minus sign in the **Difference** column shows increased revenue or decreased expenses.

11. BUSINESS ADMINISTRATION

11.2 Ratification of Contracts for Long Distance Services, Internet Services, and Web Hosting Supported by E-Rate

BACKGROUND INFORMATION: The Schools and Libraries Universal Service Support Mechanism, known as E-Rate, provides discounts to assist schools and libraries in the United States in obtaining affordable telecommunications and internet services. Three types of services are funded: Telecommunications (local and long distance telephone service), Internet Services, and Internal Connections that include installation of wiring, network drops, switches and servers to connect classrooms or a school. E-Rate provides discounts ranging from 20 to 90-percent depending on the level of poverty and urban/rural status. Currently, Sierra Sands receives a 72 percent discount on Telecommunications, Web Hosting, and Internet services. The District has participated in the Federal E-Rate reimbursement program since its inception in the early 1990's.

CURRENT CONSIDERATIONS: Telecommunications, Internet Services, and Web Hosting services are all priority one status in the E-Rate program. It is a requirement of the E-Rate Program that all priority one program applications be funded before priority two programs (Internal Connections), thereby making these projects eligible to receive E-Rate funds. In order to prepare for this possibility, it is the District's policy to file a Form 470 E-Rate intent form. This action also begins the competitive bid process. The District has received responses to the requirements listed in the Form 470 and is now ready to award the contracts to provide service for telecommunications, internet services and web hosting. Because complete information related to these items was not available in time for an earlier board meeting and the submittal deadline for the application form (Form 471) including signed contracts is March 14, 2012, contract ratification is requested.

FINANCIAL CONSIDERATIONS: For contracts related to telecommunications, internet services and web hosting, the following information is provided: For Telecommunications, 3 new contracts are required for local dial tone; long distance service; and PRI service (primary rate interface which supports the district voice over IP telephone system) with Verizon Business Network Services. The current contract for local dial tone services ends June 30, 2012. Ratification of the new three year contract which will end June 30, 2015 is requested.

For long distance service, the current contract ends June 30, 2012. Ratification of a new one year contract, which will end June 30, 2013 is requested.

For PRI service, the current contract expires June 30, 2012. Ratification of a

new 3 year contract is requested. The contract will end June 30, 2015. Due to usage fluctuation, the non-discounted portion of the project can only be estimated.

Estimated annual costs are:

\$105,000.00 for local dial tone services,
\$5,400.00 for long distance services,
\$26,000.00 for PRI services.

With a discount of 72-percent, the total estimated annual costs to the district are:

\$ 9,400.00 for local dial tone,
\$ 1,512.00 for long distance service
\$ 7,280.00 for PRI services.

For Internet Services, ratification of a one year contract with the Office of the Kern County Office of the Superintendent of Schools in the amount of \$25,788.00 is requested. The District believes that continuing to receive internet services through the Office of the Kern County Superintendent of Schools is the most cost effective and efficient method of receiving those services. With a discount of 72-percent, the total cost to the district would be \$7,220.64 for Internet Services.

For Web Hosting Services, ratification of a one year contract with Edline in the amount of \$17,184.00 is requested. With a discount of 72-percent, the total cost to the district would be \$4,811.52 for Web Hosting services.

In accordance with District past practice, the above amounts will be included in the Technology Department portion of the District 2012-13 Unrestricted General Fund Budget.

SUPERINTENDENT'S RECOMMENDATION: It is recommended that the board ratify the contracts discussed above as presented.

12. CONSENT CALENDAR

12.1 Approval of “A” and “B” Warrants

CURRENT CONSIDERATIONS: “A” and “B” warrants re leased in February, 2012 are submitted for approval. “A” warrants totaled \$ 2,241,937.48. “B” warrants totaled \$1,865,544.65.

FINANCIAL IMPLICATIONS: Warrants were issued as stated.

SUPERINTENDENT’S RECOMMENDATION: Approve “A” and “ B” warrants for February, 2012 as presented.

This list represents the "A" and "B" warrants released during the month of **FEBRUARY 2012**
 The "A" and "B" warrant registers are available in the business office for your review.

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

"A" WARRANTS

<u>Type of Payroll</u>	<u>Amount</u>
End of month certificated	\$1,531,109.02
End of month classified	\$491,568.24
10th of month certificated	\$130,082.79
10th of month classified	\$89,177.43

Total "A" Warrants

"B" WARRANTS

<u>Register Number</u>	<u>Amount</u>
Batch 105	\$125,910.63
Batch 108	\$53,875.41
Batch 109	\$58,959.31
Batch 110	\$46,129.43
Batch 112	\$28,292.00
Batch 113	\$63,520.00
Batch 114	\$26,628.24
Batch 115	\$39,897.18
Batch 118	\$1,091,478.00
Batch 119	\$64,490.15
Batch 120	\$68,113.77
Batch 121	\$40,490.02
Batch 122	\$60,972.41
Batch 124	\$40,038.40
Batch 125	\$56,749.70
Batch 126	March
Batch 128	March
Batch 129	March

Total "B" Warrants \$1,865,544.65