

SIERRA SANDS UNIFIED SCHOOL DISTRICT

**Board of Education
Special Meeting**

**June 12, 2012
District Office Conference Room
113 Felspar
*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

A G E N D A

CALL TO ORDER AND PLEDGE TO THE FLAG

6:00 P.M.

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

Joanna Rummer, Superintendent

MOMENT OF SILENCE

1. ADOPTION OF AGENDA

2. EDUCATIONAL ADMINISTRATION

- 2.1 Approval of Preschool Self-Evaluation Annual Report for the 2011-2012 School Year
- 2.2 Approval of Application for Title 1 Schoolwide Program Status for Gateway Elementary School
- 2.3 Approval of Addendum to Single Plan for Student Achievement (SPSA) at Gateway Elementary School

3. BUSINESS ADMINISTRATION

- 3.1 Board Budget Workshop

4. ADJOURNMENT

2. EDUCATIONAL ADMINISTRATION

2.1 Approval of Preschool Self-Evaluation Annual Report for the 2011-2012 School Year

BACKGROUND INFORMATION: The required 2011–2012 Preschool Program Self-Evaluation focuses on preschool educational content in order to inform teaching and program planning, as well as increase the educational benefits for our young preschool children. Educational goals for the program are based on the Desired Results Developmental Profile (DRDP) Summary of Findings data. The DRDP helps identify program strengths and areas needing improvement and assists staff in establishing program goals for the coming year.

CURRENT CONSIDERATIONS: The annual Self-Evaluation occurs over a six month time period. Staff looks for trends or patterns that identify overall strengths and areas needing improvement. Data is collected and analyzed and key findings from the Developmental Profiles are generated. Educational goals for the subsequent year are then created.

Completion of the Annual Self-evaluation and submission to the Governing Board is a required component of the preschool program.

FINANCIAL IMPLICATIONS: Preschool (Child Development) is a Tier 1 protected program. Funding is currently at \$472,728 per year.

SUPERINTENDENT’S RECOMMENDATION: It is recommended that the board approve the Preschool Self-Evaluation Annual Report as presented.

Program Self-Evaluation Annual Report

Contractor's Legal Name Sierra Sands Unified School District			
Vendor Number 7374		<input type="checkbox"/> Cal-SAFE CDS Code	
Contract and Age	<input checked="" type="checkbox"/> CSPP <input type="checkbox"/> CCTR – (Infant/Toddler) <input type="checkbox"/> CCTR – (School Age) <input type="checkbox"/> Education Network (Infant/Toddler) <input type="checkbox"/> Education Network (Preschool) <input type="checkbox"/> CHAN <input type="checkbox"/> CMIG - (Infant/Toddler) <input type="checkbox"/> CMIG - (Preschool)		
Date Program Self-Evaluation Completed		May 15, 2012	
Number of Classrooms	6 – 3 sites	Number of Family Child Care Homes	0
Describe the Program Self-Evaluation Process (Note: This area expands as necessary.) Sierra Sands Unified School District State Preschool Program began the annual self-evaluation process in October 2011. The initial DRDP 2010's were completed within sixty days of the program start date. The data was summarized and used by staff to develop individual goals for their students, their small groups, and for curriculum and program planning. Site teams met to develop the Desired Results Developmental Profile Summary of Findings at the classroom levels. The DRDP 2010 was completed for the second assessment period between March 26 and April 13, 2012. The results were compiled for each classroom and sites and the Program Director, administrator and Site Supervisors met to reflect on the fall results and develop the Program Action Plan on April 20, 2012. Conferences were conducted in November 2011 and families were asked to complete the Parent Survey. The information was tallied and the data presented to the site Parent Advisory Committees for review and assistance in developing the Desired Results Parent Survey Summary of Findings for each site in January 2012. In January 2012, a combination of the Program Director, Site Supervisors, Teaching Staff Members, and a parent conducted the Early Childhood Environmental Rating Scale- Revised on all classes. The results were compiled and summarized and the data was presented to the staff for review and assistance in completing the ECERS-R Summary of Findings in February 2012. The results of the DRDP Summary of Findings, the Parent Survey Summary of Findings, and the ECERS-R Summary of Findings were reviewed and compiled into one agency report by the Program Director and Site Supervisors. The review process included active participation and involvement of the entire program staff, parents and administration. Information was shared and progress documented during regularly scheduled staff and Parent Advisory Committee meetings. Documentation is provided in meeting sign in sheets and minutes. School Board members and the district administrative team have contact with all preschool sites during regular program visits, special program activities, and school visits. The annual self-evaluation process and completed annual report will be presented to the SSUSD School			

Board on June 21, 2012.

A copy of the Program Self-Evaluation will be/has been presented to the Governing Board.	Date June 21, 2012
A copy of the Program Self-Evaluation will be/has been presented to teaching/program staff.	Date May 24, 2012
A copy of the Program Self-Evaluation will be/has been presented to parents.	Date Three meetings were held in April 2012 with additional mtgs for program action plan scheduled for June 4-6, 2012
Statement of Completion I certify that a Program Self-Evaluation was completed.	Signature  Name, Title, and Phone Number Kristina French, Program Director 760-499-1770  Laura Hickle- District Coordinator 760 499-1642 Date May 24, 2012

**Desired Results Developmental Profile Summary of Findings
And Program Action Plan – Program or Network Level**

Contractor Name Sierra Sands Unified School District	
Contract Type, Education Network, and/or Cal-SAFE CSPP	Age Group (Infant/Toddler, Preschool, School-Age) Preschool
Planning Date April 20, 2012	Lead Planner's Name and Position Kristina French, Program Director
Follow-up Date(s)	Lead Planner's Name and Position Laura Coffee, Site Supervisor/Program Administrator Cassie O'Neil, Site Supervisor Jennifer Stanley, Site Supervisor Fany Bravo, Site Supervisor

This form can be expanded and is not limited to a single page.

Key Findings from Developmental Profiles And Educational Goal (What will be accomplished for children?)	Action Steps (Including materials and training needed, schedule, space and supervision changes)	Expected Completion Date and Persons Responsible	Follow-Up and Reflection (Changes made, date completed, time extended)
38% of the preschool children are at Exploring and Developing in the domain of Cognitive Development	Training: -Conduct a Curriculum training that explores teaching concepts, presentation strategies, and addresses the process of documenting on children's understanding and use of problem solving techniques.	September 2012 Tina French	
70% or more preschool children will be at the Building or Integrating Levels after the second assessment period in FY	Training: -Conduct a DRDP 2010/Observation training that focuses on strategies to obtain required	August 2012 Tina French	

2012-2013	documentation and how to conduct naturalistic and focused observations.		
	Training: -Conduct bi-weekly focused observations on problem solving and curiosity and initiative categories.	Monthly in 2012-2013 Teaching Staff	
	Materials/Supplies: -Purchase additional manipulative materials.	September 2012 Tina French	
	Materials/Supplies: -Rotate math center materials weekly, providing materials to support learning and in the categories of patterning, sorting, identifying and describing shapes, and understanding measurement concepts and use of measurement tools.	Weekly in 2012-2013 Teaching Staff	
	Schedule: -Conduct bi-weekly teacher initiated and directed math activity focusing on variety of cognitive development concepts.	Bi-weekly in 2012-2013 Teaching Staff	
36% of the preschool children are at Exploring and Developing Levels in the domain of Self and Social Development	Training: -Conduct a "Facing the Challenge" workshop that reviews the strategies to help young children gain the skills to problem solve and resolve conflicts with others.	August 2012 Tina French	
70% or more preschool children will be at the Building or Integrating Levels after the second assessment period in FY 2012-2013	Training: - Conduct a DRDP 2010/Observation training that focuses on strategies to obtain required documentation and how to conduct naturalistic and focused observations.	August 2012 Tina French	
	Materials/Supplies: -Purchase "Question of the Day" pocket charts.	August 2012 Tina French	
	Schedule: -Conduct "Question of the Week" with the purchased pocket charts, focusing on emotions, diversity and math concepts.	Weekly in 2012-2013 Teaching Staff	

2. EDUCATIONAL ADMINISTRATION

2.2 Approval of Application for Title 1 Schoolwide Program Status for Gateway Elementary School

BACKGROUND INFORMATION: A schoolwide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school; its primary goal is to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement on State academic achievement standards. In general, a Title I school may operate as a schoolwide program only if a minimum of 40 percent of the students in the school, or residing in the attendance area served by the school, are from low-income families. [*Section 1114(a)(1) of Title I of ESEA*].

Whereas Title I targeted assistance programs only provide educational services to identified individual students, schoolwide programs allow staff in schools with high concentrations of students from low-income families to redesign their entire educational program to serve all students. The emphasis in schoolwide program schools is on serving all students, improving all structures that support student learning, and combining all resources, as allowed, to achieve a common goal. Schoolwide programs maximize the impact of Title I. Adopting this strategy should result in an ongoing, comprehensive plan for school improvement that is owned by the entire school community and tailored to its unique needs. Faller, Inyokern, Las Flores, Pierce and Richmond Elementary schools are all currently Title 1 SWP schools. Currently Gateway and Rand are Title 1 Targeted Assistance Schools.

Becoming a SWP requires schools to evaluate their Single Plan for Student Achievement- SPSA. This plan must describe how the school will be improved academically so that all students, especially those farthest away from demonstrating proficiency, will attain proficiency on the state academic content standards. Federal guidelines suggest that the planning process to develop the comprehensive SWP plan should ideally take schools one to two years to complete and must incorporate the results of a comprehensive needs assessment. The comprehensive SPSA plan incorporates local, state, and federal legally mandated programs that are designed to address the student needs identified as a result of the comprehensive needs assessment.

CURRENT CONSIDERATIONS: Gateway Elementary, along with input from staff, parents, and community, has completed its planning process for Title 1 Schoolwide program status and the SPSA addresses all required components. Application for Schoolwide status must be submitted to the California Department of Education for approval.

FINANCIAL IMPLICATIONS: There are no fiscal considerations.

SUPERINTENDENT’S RECOMMENDATION: It is the Superintendent’s recommendation that the Board of Education approve the Gateway application for Title 1 Schoolwide program status beginning in 2012-2013.

Notice of Authorization of a Schoolwide Program

(Please print or type all information.)

County: Kern School District: Sierra Sands Unified
 School: Gateway Elementary CDS Code (14 digits): 1/5/7/3/7/4/2/6/1/1/0/7/1/2
 Street Address: 501 S. Gateway
 City: Ridgecrest Zip: 93555
 Principal: Lisa Decker Telephone: (760) 384-3228
 FAX: (760) 384-2608 E-mail: ldecker@ssusd.org
 Categorical Program Director: Laura Hickle Telephone: (760) 499-1642
 FAX: (760) 499-1642 E-mail: lhickle@ssusd.org

District Criteria Utilized to Establish Poverty Level of School (provide actual percentage)

Free/ Reduced Lunch 45 % AFDC % Combination % Other %

To meet ESEA requirements, each school may request technical assistance during the process of completing its comprehensive needs assessment and its schoolwide program (SWP) plan. Please indicate the *entity* as well as the *individual(s)* within the entity who served your school in this capacity:

Sierra Sands USD- Laura Hickle

The undersigned certify this school is at least 40% poverty level as indicated above, and also, that the SWP plan incorporates the ten federally required components as listed on the California Department of Education SWP Web page located at <http://www.cde.ca.gov/sp/sw/rt/>

Superintendent: _____ Date: 6/1/2012

Principal: Lisa Decker Date: 6/1/2012

Date of Local Board Approval: 6/12/2012

Mail completed notice to:

School Improvement and Title I Basic Office
 California Department of Education
 1430 N Street, Room 6208
 Sacramento, CA 95814-5901
 The form may also be emailed to: TitleI@cde.ca.gov

6. EDUCATIONAL ADMINISTRATION

6.3 Approval of Addendum to Single Plan for Student Achievement (SPSA) at Gateway Elementary School

BACKGROUND INFORMATION: All schools receiving state and federal categorical program funds are required to develop site-level educational plans addressing annual program priorities. These plans, developed by site staffs and School Site Councils, define actions to meet annual goals. Sierra Sands Unified School District schools have consistently incorporated the district's strategic plan goals and action components in their Single School Plans for Student Achievement, thereby aligning school-level program priorities with districtwide goals and priorities. In addition, site plans address programmatic requirements of the state and federal categorical programs in which each school participates.

Once a Single Plan for Student Achievement has been developed by the School Site Council, it must be reviewed continually to determine which goals, strategies, and expenditures should be modified to ensure that the program is current and capable of meeting the needs of all of the school's students. Modifications in the plan to reflect changing needs and priorities of the school are made by the School Site Council and presented to the board as needed.

CURRENT CONSIDERATIONS: Each school undergoes a monitoring process to review and modify Single Plans as necessary. Gateway Elementary has determined that the school's current Single Plan for Student Achievement needs to be modified this year to incorporate additional goals, objectives, and activities that will allow staff to utilize categorical funds to best meet the needs of students. The staff has created an addendum to the Single Plan reflecting needed changes until the district Single Plans are resubmitted to the board in the 2012-2013 school year. This addendum has been approved by the Gateway Site Council.

Gateway is proposing to add two potential action items. School Site Council has authorized the principal and staff to review funding and determine possible personnel additions (project teacher and/ or computer paraprofessional) in time for the beginning of the 2012-2013 school year.

FINANCIAL IMPLICATIONS: A board approved Single Plan for Student Achievement is a required element for all schools receiving categorical funding. Gateway receives approximately \$95,000 per year in Title 1 funds.

SUPERINTENDENT'S RECOMMENDATION: It is the Superintendent's recommendation that the Board of Education approve the addendum to the Gateway Single School Plan for Achievement as presented.

GATEWAY ELEMENTARY SCHOOL
SINGLE PLAN ADDENDUM May 2012

On May 7, 2012 the Gateway SSC voted to move from Targeted Assistance Title 1 to Schoolwide Title 1 (unanimous). In addition the following action items were approved by SSC.

ELA	Math	ELD	GATE	Library	Climate	Other			Site Cost	Funding Source	Person Responsible	
							B. Staffing and Professional Development					
X	X	X	X		X		Investigate the feasibility of and hire a projects teacher (up to 50%) while staying within budget.	<i>Salaries and benefits</i>	\$37666 + \$11,768 benefits	3010	<i>Principal</i>	<i>ongoing</i>
X	X					X	Investigate the feasibility of and hire a computer paraprofessional while staying within budget.	<i>Salaries and benefits</i>	\$12000 + \$12000 benefits	3010	<i>Principal</i>	<i>ongoing</i>

Justification: Gateway will be a Title 1 Schoolwide school starting in 2012-2013. In order to meet ever increasing accountability requirements, the Gateway staff and SSC wish to decrease Title 1 spending for materials and supplies and hire additional personnel to carry out school goals, better utilize existing resources, provide intervention for students, and assist in schoolwide professional development/ improvement efforts.

Approval by:

School Site Council- Unanimous approval for this expenditure was given by Gateway's School Site Council on May 7, 2012.

3. BUSINESS ADMINISTRATION

3.1 Board Budget Workshop

The board will meet with the Superintendent and Assistant Superintendent of Business Services in the development of the 2012-13 budget.