

SIERRA SANDS UNIFIED SCHOOL DISTRICT

**Board of Education
Regular Meeting**

**JANUARY 15, 2015
Ridgecrest City Council Chambers
100 West California Avenue
*www.ssusdschools.org***

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

A G E N D A

CALL TO ORDER AND PLEDGE TO THE FLAG

7:00 P.M.

Amy Castillo-Covert
Bill Farris, President
Tim Johnson
Kurt Rockwell
Michael Scott, Vice President/Clerk

Ernest M. Bell, Jr., Superintendent

MOMENT OF SILENCE

1. **ADOPTION OF AGENDA**

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

2. **APPROVAL OF MINUTES** of the special concurrent and regular meetings of December 11, 2014.

3. **PROGRAMS AND PRESENTATIONS**

- Inyokern Elementary School: Inyokern Elementary School's Junior Audubon Club

4. **PUBLIC HEARING**

5. **REPORTS AND COMMUNICATIONS**

5.1 Student Member's Report

5.2 Reports from Members of the Board

5.3 Superintendent's Report

- Enrollment Update
- CSBA AEC
- Board Workshop

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

5.5 Communications from the public

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

6. EDUCATIONAL ADMINISTRATION

- 6.1 Amendment to the Local Agreement for Child Care and Development Services for 2014-15, State Preschool Program
- 6.2 Approval of After School Education and Safety (ASES) Program Plan and Application for Renewal, 2015-2018
- 6.3 Approval of Single Plans for Student Achievement (SPSA)
- 6.4 Approval of Local Education Agency Plan (LEAP) for 2014-15

7. POLICY DEVELOPMENT AND REVIEW

8. PERSONNEL ADMINISTRATION

- 8.1 Certificated
Employment, resignation, retirement, leave of absence, change of status, termination
- 8.2 Classified
Employment, resignation, retirement, leave of absence, change of status, termination
- 8.3 Waiver Request Enabling the District to Assign Individuals in Certificated Positions Without Appropriate Credentials

9. GENERAL ADMINISTRATION

- 9.1 Gifts to the District
- 9.2 Report to the Board: Nature and Resolution of Complaints with Regard to Deficiencies Related to Instructional Materials, Emergency or Urgent Facilities Conditions that Pose a Threat to the Health and Safety of Pupils or Staff, Teacher Vacancy or Misassignment, and Provision of Intensive Instruction and Services to Students Who Did Not

Pass the California High School Exit Examination (CAHSEE) by the End of Grade 12,
as Required by the Williams Act

10. CONSTRUCTION ADMINISTRATION

- 10.1 Report to the Board: Construction Activities and Issues
- 10.2 Approval to Enter into an Agreement for Materials Testing and Special Inspector Services for the Burroughs High School Project
- 10.3 Ratification of Roof Repair and Notice of Completion – Sierra Vista Educational Center Commercial Building
- 10.4 Authorization to Seek Proposals for Proposition 39 Energy Consulting Services

11. BUSINESS ADMINISTRATION

- 11.1 Report to the Board of Education on the Governor’s Budget
- 11.2 Adoption of Resolution #16 1415 Regarding Impoundment of Local Tax Revenues to Anticipate Pending Claims and/or Litigation (Impounds – Fund 77)
- 11.3 Acceptance of the 2013-14 Audit Reports for the Sierra Sands Unified School District and the Inyo-Kern Schools Financing Authority

12. CONSENT CALENDAR

- 12.1 “A”&“B” Warrants
- 12.2 Contract with Kern County Superintendent of Schools for Mobility and Visually Impaired Itinerant Services for Special Education Students
- 12.3 Approval for Recommendation for Expulsion, Expulsion Case #04 1415

13. FUTURE AGENDA

14. ADJOURNMENT

The next regular meeting of the Board of Education will be February 19, 2015.

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

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

SIERRA SANDS UNIFIED SCHOOL DISTRICT

Minutes of the Special Concurrent Meeting of the Board of Education

DATE OF MEETING: December 11, 2014
TIME OF MEETING: 7:00 p.m.
PLACE OF MEETING: Ridgecrest City Council Chambers
MEMBERS PRESENT: Castillo-Covert, Farris, Johnson, Rockwell, Scott
STAFF PRESENT: Ernest M. Bell, Jr., Superintendent

MOMENT OF SILENCE was observed.

1. ADMINISTER OATH OF OFFICE TO NEWLY-ELECTED BOARD MEMBERS:

The oath of office was administered to Mrs. Amy Castillo-Covert, Mr. Tim Johnson, and Mr. Kurt Rockwell.

2. ADJOURNMENT

THE BOARD OF EDUCATION

Michael Scott, Vice President/Clerk

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

Recorder: Diane Naslund

SIERRA SANDS UNIFIED SCHOOL DISTRICT

Minutes of the Regular Meeting of the Board of Education

DATE OF MEETING: December 11, 2014
TIME OF MEETING: 7:00 p.m.
PLACE OF MEETING: Ridgecrest City Council Chambers
MEMBERS PRESENT: Castillo-Covert, Farris, Johnson, Rockwell, Scott
STAFF PRESENT: Ernest M. Bell, Jr., Superintendent

PLEDGE OF ALLEGIANCE was recited in unison, led by Mr. Tom Pearl.

MOMENT OF SILENCE was observed.

The Special Concurrent Agenda was heard before Item 1 on the Regular Meeting Agenda.

1. ADOPTION OF AGENDA

The agenda was adopted by consensus as posted.

2. APPROVAL OF MINUTES

The minutes of the closed special, special concurrent, and regular meetings of November 20, 2014 were adopted by consensus as written.

3. PROGRAMS AND PRESENTATIONS

3.1 Presentation to Blair Etoch, Student Board Member for Her Service for the 2014-15 School Year Fall Semester: Ms. Etoch was unable to attend the meeting. Mr. Rockwell thanked Blair for her service and a certificate of appreciation and her name plate will be sent to her.

3.2 Presentation to Mrs. Judy Dietrichson and Mr. Tom Pearl in Recognition of Their Years of Service as Members of the Sierra Sands Unified School District Board of Education: President Kurt Rockwell and Superintendent Ernie Bell presented Mr. Pearl and Mrs. Dietrichson with American flags which had flown over the Capitol Building in Washington, D.C. accompanied by certificates from Congressman Kevin McCarthy. Resolutions signed by Senator Jean Fuller and Assemblywoman Shannon Grove were read by Mr. Bell and Mr. Rockwell with Mr. Pearl and Mrs. Dietrichson each receiving an engraved hourglass from Sierra Sands Unified School District to commemorate their many years of service to the district.

President Rockwell temporarily adjourned the Sierra Sands Unified School District board meeting at 7:28 p.m. for a brief reception in honor of the outgoing board members.

The Sierra Sands Unified School District Board of Education meeting was reopened at 7:42 p.m.

4. PUBLIC HEARING

5. REPORTS AND COMMUNICATIONS

5.1 Student Member's Report

Burroughs High School: Students at Burroughs High School are anxious to begin their winter break but are staying focused on finals and semester grades with December 19, 2014 being the end of the first semester. The first annual Great Strides Games took place and raised funds for cystic fibrosis research. The Friends of Rachel Club is collecting warm outerwear to assist the Salvation Army in their coat give-away. The BHS Photography Club will be selling their calendars. This is typically the club's largest fundraiser of the year. The Burroughs High School Orchestra and Choir will perform their Holiday Concord on December 12.

James Monroe Middle School: Monroe Middle School Principal Bonnie Porter applied for and received a free Laser Roadshow 2014 presented by Magic Laser Light Spectacular. Monroe was the only school in California to be selected for the free showing. Students learned what a laser light is and how lasers are used. The show concluded with a laser spectacular accompanied by music. Many of our AVID students participated in the Cystic Fibrosis Walk. The funds they collected were donated to the Cystic Fibrosis Foundation. The Monroe Middle School Orchestra, Band, and Choir will hold performances on December 17 and 18, 2014. A Spelling Bee will be held on December 19, 2014.

Murray Middle School: The Murray Boys' Basketball Team played well at the tournament held at Cerro Coso Community College. The 7th grade boys took 3rd place and the 8th grade boys took 1st place. Fifty students were trained in the Safe School Ambassador program last week. This program works to help schools stay bully free by having the students work from the "inside out". They learned techniques to help peers make good decisions. The Murray Middle School Choir, Orchestra, and Band will hold performances on December 16 and 18, 2014.

Mesquite High School: Mesquite is proud to announce their fourth graduate of the year. Mesquite High School hosted the Model Continuation School Committee this week. The committee was very pleased with what they saw at Mesquite. The official decision on which schools will be in the Model School Program will be made in February. Next week, the ASB will treat students to cookies, hot cocoa, and Christmas movies on Pajama Spirit Day. Mesquite would like to invite board members to stop by and have a cookie.

5.2 Reports from Members of the Board

Mrs. Amy Castillo-Covert thanked the community for the opportunity to serve on the board and is looking forward to attending the California School Boards Association annual conference this weekend.

Mr. Tim Johnson thanked the community for the honor and privilege of allowing him to serve them on the board.

Mr. Kurt Rockwell thanked the community for allowing him the honor of serving on the board for another term. He also reported on the wide variety of workshops he was able to attend at the High Desert Fall Leadership Conference he attended in November.

Mr. Michael Scott reported on his attendance at the High Desert Fall Leadership Conference he was able to attend in November. Workshops on common core, budget, and negotiations were especially informative.

5.3 Superintendent's Report

Mr. Ernie Bell reported enrollment is down by ten students over this time last year. He encouraged people to visit the SSUSD website for information on site holiday events.

Mr. Bell reported that two California Model Continuation High School representatives visited Mesquite High School. Several continuation high schools that applied for model school status were visited by review teams. The team was impressed with the program at Mesquite High School and will be recommending Mesquite High School for Model Continuation High School status.

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

Ms. Barb Walls, President of the Desert Area Teachers Association, thanked Mr. Pearl and Mrs. Dietrichson for their service to Sierra Sands as members of the board. Ms. Walls reported on an item of concern to DATA which involved putting benchmarks on report cards. They would like this to be a separate hand-out for parents. She would also like to see the district website expanded to include a link to district policies and the administrator salary schedule. Ms. Walls thanks Mr. Rockwell and Mr. Scott for attending the High Desert Fall Leadership Conference in November.

5.5 Communications from the public

6. EDUCATIONAL ADMINISTRATION

7. POLICY DEVELOPMENT AND REVIEW

7.1 Revisions to Board By-Laws 9110, Terms of Office

Motion passed to approve the revisions to Board By-Laws 9110, Terms of Office.
SCOTT/JOHNSON

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

7.2 Approval of Revisions to Board Policy and Administrative Regulation 5145.7, Sexual Harassment - Students

Motion passed to approve the revisions to Board Policy 5145.7, Sexual Harassment – Students. The revisions to Administrative Regulation 5145.7 are presented for informational purposes only and do not require board action. CASTILLO-COVERT/JOHNSON

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

7.3 Approval of Revisions to Board Policy 5131.2, Bullying

Motion passed to approve the revisions to Board Policy 5131.2, Bullying.
CASTILLO-COVERT/SCOTT

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

7.4 Approval of Revisions to Administrative Regulations and Exhibit 1312.4, Williams Uniform Complaint Procedures

The revisions to Administrative Regulations and Exhibit 1312.4 are presented for informational purposes only and do not require board action.

7.5 Approval of Revisions to Board Policy 5145.3, Nondiscrimination/Harassment

Motion passed to approve the revisions to Board Policy 5145.3, Nondiscrimination/Harassment. CASTILLO-COVERT/SCOTT

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

8. PERSONNEL ADMINISTRATION

8.1 Certificated

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

8.2 Classified

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

Motion passed to approve items 8.1 and 8.2. SCOTT/CASTILLO-COVERT

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

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

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

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

9. GENERAL ADMINISTRATION

9.1 Gifts to the District

Motion passed to accept the following gift: an anonymous donation of an organ was received with an estimated cash value of \$1,000 to be used by the Mesquite High School Music Program. SCOTT/CASTILLO-COVERT

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

9.2 Nominations for Representatives to the California School Boards Association (CSBA)

Motion was made to nominate Board Member Tim Johnson to serve as Representative to the California School Boards Association (CSBA). CASTILLO-COVERT/SCOTT

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

9.3 Appointment of Student Member to the Board of Education for the 2014-15 School Year Spring Semester

Motion passed to approve Shyanne Stillson as Student Member to the Board of Education for the 2014-15 School Year Spring Semester. JOHNSON/CASTILLO-COVERT

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

10. CONSTRUCTION ADMINISTRATION

10.1 Report to the Board: Construction Activities and Issues

Mrs. Christina Giraldo, Assistant Superintendent of Business Services, introduced Mr. Steve Hubbard, Project Manager who will give a monthly update to the board on the Capital Projects taking place within the district. Mr. Hubbard reported that the construction manager for the new Murray Middle School and the Burroughs High School modernization project is in place and providing preconstruction services.

Murray Middle School project: Design development is ongoing with good results. There are budget challenges caused by site considerations. Talks are underway with the Navy and the Department of Toxic Substance Control to resolve these budget issues. Construction is anticipated to begin September 2015.

Burroughs High School project: Mr. Steve Hubbard reports there are currently two projects that were never closed out by DSA. These projects will be incorporated into the modernization project. The construction manager remains in review of the architect's cost estimate in order to validate construction costs. Environmental quality clearance is needed at this point. Construction is anticipated to begin June 2015.

HVAC remediation projects: Monroe Middle School documents remain at DSA for a plan check. Detailed cost estimates for all elements of the work are in process. Applications for State Facilities Hardship Funds remain in process. Discussion was conducted with Monroe Middle School and Burroughs High School principals and district staff regarding appropriate scheduling and logistics of construction as it relates to school use and occupancy.

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

10.2 Agreement with Our Valley Fence, Inc. for Relocation of Navy Base Perimeter Fence at the Site of the New Murray Middle School

Motion passed to approve the agreement with Our Valley Fence, Inc.
CASTILLO-COVERT/SCOTT

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

11. BUSINESS ADMINISTRATION

11.1 Adoption of Resolution #15 1415, Regarding the Annual Accounting of Developer Fees for the 2013-14 Fiscal Year (Capital Facilities Fund-Fund 25)

Motion passed to adopt Resolution #15 1415 and the accompanying exhibits as presented.
JOHNSON/CASTILLO-COVERT

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

11.2 Approval of First Interim Report for Fiscal Year 2014-15

Motion passed to approve the first interim budget report as presented.
SCOTT/CASTILLO-COVERT

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

12. CONSENT CALENDAR

12.1 "A" & "B" Warrants

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

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

13. FUTURE AGENDA

14. ORGANIZATION OF THE BOARD

14.1 Election of Board President

Mr. Scott nominated Mr. Farris. Mr. Farris was elected by roll call vote.

For Mr. Farris: Castillo-Covert, Farris, Johnson, Rockwell, Scott

14.2 Election of Board Vice President

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

For Mr. Scott: Castillo-Covert, Farris, Johnson, Rockwell, Scott

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

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

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

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

Mr. Johnson nominated Mrs. Castillo-Covert as representative to meetings of the National

Association of Federally Impacted Schools (NAFIS). Mrs. Castillo-Covert was elected by roll call vote.

For Mrs. Castillo-Covert: Castillo-Covert, Farris, Johnson, Rockwell, Scott

President Rockwell temporarily adjourned the Sierra Sands Unified School District board meeting at 8:49 p.m. and opened the meeting of the Board of Directors of the Inyo-Kern Schools Financing Authority.

The Sierra Sands Unified School District Board of Education meeting was reopened at 8:51 p.m.

15. ADJOURNMENT was at 8:52 p.m.

THE BOARD OF EDUCATION

Michael Scott, Vice President/Clerk

Ernest M. Bell, Jr., Secretary to Board

Recorder: Diane Naslund

Sierra Sands Unified School District																			
Fourth Month Enrollment 2014-15																			
															Elementary K - 5		2014-15	2013-14	
SCHOOL	2014-15 YTD%	2013-14 YTD%	K	1	2	3	4	5	6	7	8	9-12	SDC	2014-15 TOTAL	2013-14 TOTAL	CHANGE			
FALLER	96.8%	96.3%	105	70	74	62	68	70						449	451	-2	Regular -		
GATEWAY	96.8%	95.7%	61	59	53	67	70	72					22	404	417	-13	K	440	398
INYOKERN	96.4%	96.1%	38	31	28	29	18	23						167	167	0	1 - 3	1087	1120
LAS FLORES	96.5%	96.1%	125	89	86	84	80	80						544	506	38	4 - 5	713	716
PIERCE	96.6%	96.5%	56	51	54	54	57	61						333	332	1	Special Education -		
RAND	95.7%	95.4%	1	3	5	0	0	0						9	9	0	SDC	115	121
RICHMOND ANNEX	93.3%	93.7%											93	93	99	-6	RSP	77	103
RICHMOND	96.9%	97.2%	54	63	65	60	52	62						356	374	-18	Middle 6-8		
TOTAL K - 5	96.5%	96.2%	440	366	365	356	345	368					115	2355	2355	0	Regular	1067	1015
MONROE	95.7%	95.7%							173	156	145		20	494	481	13	Special Education -		
MURRAY	96.1%	96.6%							197	192	204		27	620	588	32	SDC	47	54
TOTAL 6 - 8	96.1%	96.2%							370	348	349		47	1114	1069	45	RSP	77	76
BURROUGHS	95.5%	95.8%										1356	75	1431	1377	54	High School 9 - 12		
MESQUITE	89.9%	96.0%										106		106	101	5	Regular	1462	1306
														0	0	0	Continuation	106	101
														0	0	0			
TOTAL 9 - 12												1462	75	1537	1478	59	ROP	262	297
14-15 TOTAL	96.1%		440	366	365	356	345	368	370	348	349	1462	237	5006	---	---	Special Education -		
13-14 TOTAL		96.1%	398	380	380	360	367	349	335	337	343	1407	246		4902	---	SDC	85	71
CHANGE		0.00%	42	-14	-15	-4	-22	19	35	11	6	55	-9	---	---	104	RSP	78	76
																	Adult	315	377

6. EDUCATIONAL ADMINISTRATION

6.1 Amendment to the Local Agreement for Child Care and Development Services for 2014-15, State Preschool Program

BACKGROUND INFORMATION: The Sierra Sands Unified School District operates state preschools at the Inyokern, Pierce, and Faller sites. The state preschools operate through contracts between the California Department of Education (CDE) Child Development Division and Sierra Sands Unified School District. Services are provided through an agreement between a private contractor and Sierra Sands Unified School District.

CURRENT CONSIDERATIONS: Annual board approval of the resolution and contract between the Sierra Sands Unified School District and the California Department of Education to provide child development services is required. Resolution #1 1415 was adopted by the board on July 17, 2014 to certify the approval of the governing board to enter into this transaction with the California Department of Education for the purpose of providing child care and development services and to authorize designated personnel to sign contract documents for the 2014-15 fiscal year. The California Department of Education is amending this agreement to increase the maximum rate per child day of enrollment from \$34.00 to \$35.70. This changes the agreement Maximum Reimbursable Amount from \$440,120 to \$483,928. The amendment also includes an increase in the minimum Child Days of Enrollment requirement from 12,945 to 13,555. This change increases the minimum days of enrollment from 120 to 122.

FINANCIAL IMPLICATIONS: The amendment to the 2014-15 Local Agreement for Child Development Services increases the contract amount by \$43,808 and the enrollment by two children. This positively impacts the Child Development Program.

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

6. EDUCATIONAL ADMINISTRATION

6.2 Approval of After School Education and Safety (ASES) Program Plan and Application for Renewal, 2015-2018

BACKGROUND INFORMATION: The California After School Education and Safety (ASES) Program funds provide after school education and enrichment programs in schools with poverty rates at or above 50%. These programs are created through partnerships between schools and local community resources to provide literacy, academic enrichment, and safe constructive alternatives for students. ASES programs consist of two components:

1. An educational and literacy component to provide tutoring and/or homework assistance in the core subject areas (language arts, mathematics, history and social science, and science).
2. An educational enrichment component, which may include but is not limited to, recreation and prevention activities. Such activities might involve the visual and performing arts, music, physical activity, health promotion, and general recreation; career awareness and work preparation activities; community service-learning; and other youth development activities based on student needs and interests.

Sierra Sands currently operates three after school programs (Faller, Inyokern, and Pierce) and a before school program at Pierce.

CURRENT CONSIDERATIONS: All programs funded through the After School Education and Safety (ASES) Program are required to maintain a three year program plan that is reviewed annually. The district's current plan expires in June 2015. The ASES program plan has been revised to reflect goals and procedures to be implemented over the next three years in the areas of program design, attendance, staffing, fiscal and records management, and evaluation. Current versions of forms are also included in the program plan and are updated as needed. The revised program plan for years 2015-18 was developed in conjunction with the school sites and community partners.

The Sierra Sands ASES grant award will expire in June 2015. Existing grantees with expiring grant awards as of June 30, 2015 must apply for renewal for another three-year period (2015-18).

FINANCIAL IMPLICATIONS: The 2014-15 ASES grant award amount is \$332,592.75 to operate one before school and three after school programs. It is anticipated that this grant amount will be sustained for years 2015-2018.

SUPERINTENDENT'S RECOMMENDATION: It is recommended that the board approve the ASES Program Plan and the ASES three year renewal application for years 2015-18 as presented.

AFTER SCHOOL EDUCATION AND SAFETY (ASES) PROGRAM PLAN

Name of Grantee / LEA Sierra Sands Unified School District

LEA Program Administrator

Name and Title Shirley Kennedy, Assistant Superintendent and ASES Coordinator

Phone (760) 499-1640 E-mail skennedy@ssusd.org

LEA Fiscal Agent / Administrator

Name and Title Gavin MacGregor- Director

Phone (760) 499-1604 E-mail gmacgregor@ssusd.org

Program Administrator for Collaborating Agency (If applicable)

Agency / CBO High Desert Leapin' Lizards, Inc.

Name and Title Kristina French, Program Director

Phone (760) 499-1771 E-mail tfrench@ssusd.org

Name(s) of After School Program Site(s): current as November 2014

Site Name	Projected Daily Attendance
Faller Elementary School	84
Inyokern Elementary School	61
Pierce Elementary School	72
Pierce Elementary School (Before school)	45

Purpose

The purpose of the Program Plan is formalize the design of our before/ after school programs and provide a road map to accomplish the goals of the plan. The Program Plan is a “living” document that is periodically reviewed and adjusted to reflect the needs of the community and to provide continuous improvement. At a minimum, according to statute, the Program Plan should be reviewed every three years and records will be maintained for a minimum of five years [Ed Code 8482.4 (g)(1)]. District best practices involve reviewing the plan yearly and taking for board approval every three years. The district is responsible for creating, reviewing, and updating the program plan and works collaboratively with after school partners and staff. When the district subcontracts with an outside provider to operate the after school program, the district, as grantee, is ultimately responsible for the plan.

SOURCE DOCUMENTS FOR THE AFTER SCHOOL PROGRAM PLAN

California Quality Self-Assessment Tool The After School Program Plan addresses the Quality Indicators in eleven core Program Areas. The Tool includes a format for prioritizing needed improvements.

Section 1: Program Design & Assessment

Section 2: Program Administration & Finance

Section 3: Community Partnerships & Collaboration

- Section 4: Alignment & Linkages with the School Day
- Section 5: Program Environment & Safety
- Section 6: Youth Development
- Section 7: Staff Recruitment & Professional Development
- Section 8: Family Involvement
- Section 9: Nutrition & Physical Activity
- Section 10: Promoting Diversity, Access, Equity, & Inclusion
- Section 11: Effectively Supporting English Learners

Federal Program Monitor (FPM)-occurs every second and fourth year in each district and is a state oversight process for monitoring program compliance in seven dimensions.

- I. Involvement
- II. Governance and Administration
- III. Funding
- IV. Standards, Assessment, and Accountability
- IV. Staffing and Professional Development
- V. Opportunity and Equal Educational Access

Statutory Requirements The After School Program Plan will address the statutory requirements found in the RFA- Required Program Elements, Reporting Requirements and Certified Assurances.

Single Plan for Student Achievement (SPSA) and Local Education Agency (LEA) Plan- The After School Program Plan will also be informed by the goals found in the school SPSA and the district LEA Plan and LCAP.

Target population served by the Before and After School Education and Safety (ASES) program.

All TK-5 students enrolled at schools with 50% or higher poverty rate, as measured by NSLP, which are ASES funded will be eligible to participate in the before and after school programs. Priority, when a site has a waiting list, may be awarded to grades 1-5. Target populations include:

All TK-5 students are eligible at Faller and Inyokern Elementary Schools and K-5 students at Pierce Elementary School are eligible; however, the following qualifiers will be given priority enrollment:

- Students qualified for free/reduced lunch
- Students from single-parent/guardian homes
- Students in foster care/out of home placement
- Students who previously attended the Moving Beyond the Bell afterschool program
- Students who were previously on the waiting list for the Moving Beyond the Bell after school program

- Students living with both parents, who are employed either full or part-time during after school hours; or in educational courses part-time or full-time during after school hours
- Students with one parent in single parent home employed either full or part-time during after school hours; or in educational courses part-time or full-time during after school hours.
- Students recommended for academic assistance by the principal

Steps taken to recruit and select students from the target population.

The program is advertised through a variety of mechanisms including: flyers, word of mouth, school newsletters, web sites, “Lights On After School”, and newspaper articles. The ASES program is woven into the prevention programs at all participating schools and is considered as an available strategy/ intervention by the administration, teachers, and Student Assistance Teams. Administration and teachers work actively with parents of targeted students to inform and encourage enrollment and participation of the student. School site principals and the after school program site supervisors meet at least once a month and discuss student recruitment and selection. Site supervisors also attend school site meetings to actively engage teachers in recruiting students from the target populations. Priority enrollment is provided to students from the target populations through a point system used during the enrollment periods. A waiting list is maintained as needed and priority points are assigned to those on the waiting list.

AFTER SCHOOL EDUCATION AND SAFETY (ASES) PROGRAM PLAN
SSSUD Moving Beyond the Bell (Before and) Afterschool Programs

<p>PROGRAM SUPPORT GOAL</p> <ul style="list-style-type: none"> • Meet CDE established targets on the CST or state selected assessment (i.e. CAASPP) • Local Student performance targets include: <ol style="list-style-type: none"> 1. 77% percent of the students participating in the after school program for 50 or more days (Grades 3-5), for which there is baseline and current year data, will increase one performance band or remain at proficient or above on the CST English/ Language Arts assessment or other state selected assessment. 2. 77% percent of the students participating in the after school program for 50 or more days (Grades 3-5), for which there is baseline and current year data, will increase one performance band or remain proficient or above on the CST Mathematics assessment or other state selected assessment. 3. 77% percent of the ASES students in Grade 2 enrolled for 50 or more days will score at proficient or above during second grade initial CST assessment or other state selected assessment. 	
<p>Targeted Student Groups to participate in this goal: All K-5 students enrolled in Moving Beyond the Bell Afterschool Program at least 50 days</p> <ol style="list-style-type: none"> 1. Grades 3-5 2. Grades 3-5 3. Grade 2 	<p>Anticipated annual performance growth for each group:</p> <ol style="list-style-type: none"> 1. Increase one performance band or remain at proficient or above on the CST English/Language Arts assessment 2. Increase one performance band or remain at proficient or above on the CST Mathematics assessment 3. Score proficient or above during second grade initial assessment for Grade 2 students <p>New performance targets will be established with the new CAASPP.</p>
<p>Means of evaluating progress toward this goal:</p> <ul style="list-style-type: none"> • Evaluation data will be collected on an ongoing basis and will reflect CST results or CAASPP that are received by August each year • Benchmark scores are reviewed on a quarterly basis to assess progress towards ELA and Math proficiency 	<p>Group data to be monitored and collected to measure academic gains:</p> <ul style="list-style-type: none"> • CST English/Language Arts assessment • CST Mathematics assessment • Benchmark Data <p>New performance targets will be established with the new CAASPP.</p>

SIERRA SANDS USD Program Plan

I. Program Goals and Requirements	
Describe the assessment of the needs of the community, students, parents, and school.	<p>Assessment is an ongoing process that involves all stakeholders and looks at a variety of factors such as student progress, school demographic data, and results of surveys and other stakeholder input. Items used in the assessment include as a minimum:</p> <ul style="list-style-type: none"> • Annual assessment of student CST (or CAASPP) scores and school AYP performance • Annual assessment of API scores • Attendance data • Poverty rates and trends • ASES stakeholder surveys • Healthy Kids Survey • Annual Title I Surveys • School Safety Plans and SPSA • School Site Council and English Language Advisory committee input • Annual ASES evaluation • LCAP Plan <p>Two of the ASES sites- Faller and Inyokern- entered Title 1 Program Improvement in 2011-2012. Both schools met all ELA goals through safe harbor but missed one of more subgroup targets in math. The two schools consider the ASES program as an integral part of their program offerings and intervention plan and partially attribute the positive ELA results to the ASES program. Additional focus on math is needed.</p>
Who was included in the assessment?	<ul style="list-style-type: none"> • K-5 Students and parents from Faller, Inyokern and Pierce Elementary Schools • Regular school day staff and principal • District office staff
Identify and describe the program goals developed from the results of the needs assessment.	<ul style="list-style-type: none"> • 77% percent of the students participating in the after school program for 50 or more days (Grades 3-5), for which there is baseline and current year data, will increase one performance band or remain at proficient or above on the CST English/ Language Arts assessment. • 77% percent of the students participating in the after school program for 50 or more days (Grades 3-5), for which there is baseline and current year data, will increase one performance band or remain proficient or above on the CST Mathematics assessment. • 77% percent of the ASES students in Grade 2 enrolled for 50 or more days will score at proficient or above during second grade initial CST assessment.' • New performance targets will be established with the new CAASPP. • Attendance targets for each site's program, based upon CDE funding levels, will be met.
How will you recruit and retain students to achieve and maintain attendance	<p>A variety of strategies are used to meet attendance goals. Direct involvement of the principal and regular day staff in the program recruitment helps ensure success in meeting goals and identifying students who will greatly benefit from the program.</p>

<p>requirements of the program?</p>	<ul style="list-style-type: none"> • Moving Beyond the Bell Enrollment Application (See Appendix A) • Flyers/Auto-dialer messages • Newsletters • Websites • Lights On Afterschool • Participation at Open House, Ice Cream Social and Back to School Night • Instructional day marketing by Moving Beyond the Bell staff • Culminating activities for curriculum unit • Principal and Student Assistance Team referrals (academic and behavioral) • Teacher referral • Moving Beyond the Bell brochure • Parent request • Waitlists
<p>How will data be collected on student subgroups to address closing the achievement gap?</p>	<p>Assessment data is generated and analyzed at the school sites and managed and assistance is provided by the assessment coordinator at the district level. Outside evaluators will be brought in as necessary. ASES staff supervisors have access to data through Illuminate that enables them to focus on individual students needs as well as address subgroup trends.</p> <ul style="list-style-type: none"> • CDE Annual Evaluation for ASES- yearly in October • CST Assessment results, (CAASPP in future) • Data analysis of subgroup data gathered using Illuminate data management system • Benchmark results and analysis • Student surveys • Instructional day attendance • Afterschool program attendance

II. Program Content/Quality- The PROGRAM content of the SSUSD ASES program includes:

1. Presentation of an educational and literacy element designed to provide tutoring and homework assistance in core content subject areas including: language arts, mathematics, history and social science, science, and computer training. This academic enrichment will help students meet state and local academic standards in core academic subjects.
2. Presentation of educational enrichment elements including fine arts, recreation, physical fitness, and prevention activities. These activities will include visual and performing arts, music, physical activity, health promotion, general recreation, career awareness and work preparation activities, community service-learning, and other youth development activities based on students' needs and interests. These activities will reinforce and complement the regular academic program of participating students.

Describe the educational and literacy element and educational enrichment of the after school program.

Alignment of the ASES programs with the regular day program is essential to the mission of the program. Extensive collaboration between regular day and ASES staff has identified the following academic, literacy and enrichment components of the ASES program.

Scheduling requirements include:

- At least 4 periods of physical activity through district adopted SPARK curriculum
- At least 4 periods of hands on, project based STEM activities
- At least 1 period per day of Homework Assistance, except Friday
- At least 2 periods per week of Enrichment Activities
- At least 1 Youth Development activity per month

Academic Assistance and Educational Enrichment elements:

- Homework assistance
- Physical Education – SPARK
- Math – Family Math, FFAST Math, KidzMath
- Literacy – Accel. Reader, KidzLit, Steps to Literacy, Listening stations, Reader's Theatre
- Science – GEMS, Lakeshore Learning
- Robotics – Lego Education
- Renewable Energy - Greentech Energy Efficiency and Renewable Energy Training Lab
- Language Arts – Integration activities
- Computer Training – Nettekker, SCRATCH
- History/Social Science – Lakeshore Learning, infusion activities
- Cooking
- Youth Development – PeaceBuilders
- Spanish – SUBE, Muzzy
- Drama
- Music – keyboards, guitars, choir, piano
- Martial Arts
- Dance
- Career Preparation – Community Connections and other CDE sponsored career materials

<p>Describe the alignment of the after school program with the regular school day.</p>	<ul style="list-style-type: none"> • Program schedules in academic core, support, enrichment and recreation aligned with California Common Core Standards and Next Generation Science Standards • Use of benchmark scores to guide schedule development to reteach instructional day lessons using different modalities • Ongoing communication and meetings between the instructional day and afterschool program • Participation of afterschool program staff in district trainings on curriculum and instructional strategies • Use of instructional day curriculum in the afterschool program, including FFAST Math, SPARK • Instructional day teachers working in the afterschool program to provide homework support and/or intervention • Use of pacing guides to develop program schedules • Regular scheduled meeting to ensure alignment
<p>Describe how the program identifies and selects nutritious snacks.</p>	<p>The district director of food service works closely with the before and afterschool programs to ensure that all students receive snacks or breakfast as appropriate. All provided snacks and meals follow USDA and NSLP guidelines along with district wellness policies.</p>
<p>The program is planned through a collaborative process that includes parents, youth, and representatives of participating public school sites, governmental agencies (e.g., city and county parks and recreation departments), local law enforcement, community organizations, and the private sector.</p>	<p>Each stakeholder has specific contributions to make towards program planning.</p> <ul style="list-style-type: none"> • SSUSD School Board-approves the ASES application, reviews the ASES Program Plan and related policies as necessary. • SSUSD District Office Support- provides overall coordination of services, including programmatic, fiscal and compliance. Responsible for submission of all required reports and maintenance of records. Ensures that the district will comply with all state and federal statutes, regulations, program plans, and eligibility requirements applicable to the ASES program. Maintain a Memorandum of Understanding between the district and CBO. Ensure CBO involvement on district committees. • Site Administration- responsible for ensuring adequate facilities and collaboration/ coordination of regular day and ASES program. Communicate school expectations with ASES director and facilitate solutions to potential issues. • Site Instruction/ Teaching staff- provide classrooms for the ASES program and information concerning regular day instructional activities. Communicate with and responds to ASES staff inquiries in a timely manner. • High Desert Leapin’ Lizards ASES Admin. (community based organization) - Hold CBO board meetings- communicates directly with district office staff and site administrators and provide for collaboration/ coordination of regular day and ASES programs. Ensure the integrity of the program including delivery of educational, literacy and educational enrichment elements. Responsible for collection of data for ASES required reports and information as required in the district/ agency MOU. Recommend purchases of instructional and enrichment supplies and equipment. Organize professional development and oversee/ assist in program and lesson design. Provide parent orientation, enrollment applications and first day of school packets. Administer and assess parent

	<p>surveys and student surveys</p> <ul style="list-style-type: none"> • ASES Instructional staff- prepare and implement standards-based lessons. Maintain daily records. Provide adequate supervision. Actively participate in professional development. Report issues and concerns to the ASES director in a timely manner. • Parents- keep ASES staff informed about issues that may affect student academics and/or behavior and well-being. Be available for contact during the program hours and pick up student at the appropriate time. Provide feedback and assistance to the ASES program through the return of telephone calls, completion of surveys, volunteering or participation in family events, and serving in leadership roles. Complete parent surveys. • Students- attend the program on a regular basis. Bring all materials and come with a positive attitude towards staff and fellow students. Be open to new experiences and activities. Provide input into the program design. Complete student surveys. • Community partners- provide expertise and guidance in youth development and programmatic delivery. Provide match (in-kind, services, or monetary), assist in enrichment activities, and attend/participate in culminating events. • Completion and assessment of Quality Self Assessment Tool completed by group of diverse stakeholders
<p>Partners to this application, as well as school staff, have demonstrated commitment to supporting the program and sharing responsibility for the planning and quality of the program at the designated site(s).</p>	<ul style="list-style-type: none"> • CBO staff attend district trainings • CBO staff attend school site meetings • Maintain collaborative meetings between district and CBO • Implementation of MOU • CBO invoices detailing hours worked by staff members
<p>The program will include an educational and literacy element designed to provide tutoring and/or homework assistance in one or more of the following subject areas: language arts, mathematics, history and social science, science, and computer training.</p>	<ul style="list-style-type: none"> • Provide Homework Assistance periods • Staff collaboration on program design for educational and literacy elements • Lesson plans • Curriculum purchased for educational and literacy elements • Scheduling requirements for educational and literacy elements • Trainings provided to program assistants on use of educational and literacy curriculum

III. Collaboration and Partnerships

Describe the collaborative process used to plan, implement and update the after school program.

The SSUSD ASES program is planned through a collaborative process that includes parents, youth, representatives of participating public schools, City of Ridgecrest, local law enforcement, community organizations, and the private sector. The primary collaborative partner with Sierra Sands USD is High Desert Leapin' Lizards, Inc. This partnership works together to:

- fully implement the program plan
- maximize current resources
- work closely with those who can provide additional resources
- jointly manage the work at the site
- advocate for and implement necessary changes
- determine means to continuously improve the decision-making process
- share accountability among partners
- explore how the partnership can serve as an advocate for parents and children

A Memorandum of Understanding (MOU) is created on a yearly basis to define roles and expectations, organization, and financial structures between Sierra Sands Unified School District and the community based organizations (i.e. High Desert Leapin' Lizards, Inc.) involved in the ASES program. The MOU is reviewed by legal counsel, and presented to both the SSUSD Board of Education and the CBO board for approval on a yearly basis. The Before School Program at Pierce is conducted solely by Sierra Sands USD.

Collaboration between the district and CBO occurs at all levels to plan, implement, and update the afterschool program, including the following formal meetings/collaborations:

- Monthly meetings between the principal and site supervisor
- At least quarterly meetings between the district coordinator/ASES coordinator and the CBO program director
- Site supervisor attends school site personnel meetings at least once monthly
- Weekly or bi-monthly site-level meetings between all program staff
- Bi-monthly or monthly site supervisor meetings with the program administrator
- Yearly continuous improvement planning meeting using data provided by principals, teachers, parents, students, staff, and CBO board members

The continuous improvement process includes data and information provided by the following stakeholders to plan, implement, and update the afterschool program:

- Students
- Parents
- Staff
- Teachers
- Principals
- Community organizations
- Private sector

List and describe the collaborative members, including any specific duties/responsibilities or contributions.

The SSUSD ASES program is a collaborative effort. Each stakeholder has specific contributions to make towards program planning.

- SSUSD School Board - approves the ASES application, reviews the ASES Program Plan and related policies as necessary.
- SSUSD ASES Project Coordinator - provides overall coordination of services, including programmatic, fiscal and compliance. Responsible for submission of all required reports and maintenance of records. Ensures that the district will comply with all state and federal statutes, regulations, program plans, and eligibility requirements applicable to the ASES program. Maintains a Memorandum of Understanding between the district and CBO. Ensure CBO involvement on district committees.
- School Site Principals - responsible for ensuring adequate facilities and collaboration/ coordination of regular day and ASES program. Communicates school expectations with ASES Site Supervisor and facilitate solutions to potential issues.
- School Site Teachers - share classrooms for the ASES program and information concerning regular day instructional activities. Communicate with and respond to ASES staff inquiries in a timely manner. Provides input on schedules, student needs, and program development to cultivate alignment between the instructional day and afterschool program. Some teachers provide homework support or intervention for high-need students in the before and afterschool programs.
- High Desert Leapin' Lizards, Inc. program director (community based organization) – oversee fiscal management of CBO employee salaries and CBO budget in relation to the ASES program. Work with the district to develop the Memorandum of Understanding and yearly overall ASES budget. Provide overall oversight for the CBO.
- High Desert Leapin' Lizards, Inc. Program Director (community based organization) - communicate directly with district office staff and site administrators and provide for collaboration/ coordination of regular day and ASES afterschool programs. Ensure the integrity of the program including delivery of educational, literacy and educational enrichment elements. Responsible for collection of data for ASES required reports and information as required in the district/ agency MOU. Administer and assess parent surveys and student surveys. Recommend purchases of instructional and enrichment supplies and equipment. Administer and assess parent surveys and student surveys. Organize professional development and oversee/ assist in program and lesson design. Maintain match documentation.
- Site Supervisors – responsible for serving in a supervisory capacity in overseeing the overall daily operation of a designated after school program site. Plan, implement and oversee the delivery of a broad range of core educational and enrichment programs to promote program objectives. Act as a role model and provides leadership to assigned program staff. Develop partnerships with parents, teachers, school administrators, and the community as a whole. Review weekly schedules and lessons developed by program staff. Maintains daily records. Report issues to program administrator and/or school site principal in a timely manner.
- Program Assistants - prepare standards-based lessons, guided by students' academic needs and implement them. Maintain daily records. Provide adequate supervision. Actively participate in professional development. Report issues and concerns to the ASES site supervisor in a timely manner.
- Parents - keep ASES staff informed about issues that may affect student academics and/or behavior and well-being. Be available for contact during the program hours and pick up student at the appropriate time. Provide feedback and assistance to the ASES program through the return of telephone calls, completion of surveys, volunteering or participation in family events and serving in leadership roles. Complete parent surveys.
- Students - attend the program on a regular basis. Bring all materials and come with a positive attitude towards staff and fellow students. Be open to new experiences and activities. Provide input into the program design. Complete student surveys.
- Community partners - provide expertise and guidance in youth development and programmatic delivery. Provide match (in-kind, services, or monetary). Assist in enrichment activities.

The Quality Self Assessment Tool will be completed by group of diverse stakeholders

Identify any potential collaboration and partnerships that would be of benefit to the after school program and describe your efforts to include them.

High Desert Leapin' Lizards, Inc. is the main partner for the ASES program. Other collaborative partners include Cerro Coso Community College, and the Naval Air Warfare Center. Efforts to include both of these organizations have resulted in Memorandums of Understanding between each organization and Sierra Sands Unified School District. Both organizations have provided matching activities (speakers, field trips, materials) and in-kind donations to the ASES program.

Expansion and strengthening of collaborations and additional partnerships is an ongoing goal. City of Ridgecrest and the parks and recreation department is a specific partnership to be strengthened through this plan.

List the projected meeting schedule.

- Yearly ASES leadership meeting
- Quarterly CBO and district meetings
- Monthly principals and site supervisor meetings
- Weekly or bi-monthly site level meetings
- Monthly CBO Board meetings
- Yearly Quality Self Assessment and Continuous Improvement meeting open to all stakeholders
- At least yearly meeting with volunteers for induction
- At least yearly meeting with collaborators
- Site supervisor attends school site meeting once monthly

IV. Staffing

What are the school districts' minimum requirements for an instructional aide?

Program staff must meet the minimum qualifications for an instructional aide with Sierra Sands Unified School District, including completion of 48 semester units of college work OR an Associate's degree from an accredited college or university OR successful completion of the CODESP test (NCLB test)

- All program staff must meet district minimum hiring requirements
- All staff must fulfill fingerprint clearance requirements in current law according to district policy. All staff members must complete a pre-employment fingerprint screening and TB screening prior to the start of employment. Employment is contingent on completion of fingerprint screening and TB screening.
- Site certificated teachers may be hired as ASES or categorical paid resources to provide additional academic support through the district
- School site principals must approve site supervisor hire
- Program staff are hired through the CBO for after school staff and by the district for before school staff
- The Memorandum of Understanding stipulates the staff qualifications and hiring requirements as per district policy

<p>How will staff be recruited and retained?</p>	<p>After school staff:</p> <ul style="list-style-type: none"> • Program staff are hired through the CBO • Recruitment is completed by the CBO, including placement of ads in the local newspaper, placement of ads online at employment search engines, placement of flyers in strategic places such as the community college and coordination of recruitment with the local community college’s career center • Staffing needs are also advertised to district employees in order to further attract stable, well-trained, highly qualified staff • Principals advertise staffing needs to school site personnel • Retention planning developed through staff surveys and needs • CBO strives to hire for positions from within, providing qualified staff with promotions • Staff to student ratios must be 1:20 or less <p>Before School staff members are district employees and positions are subject to collective bargaining agreements including seniority. In most cases BSP staff members are paraprofessionals working at the same school site as the program.</p>
<p>Provide descriptions of the services provided by sub-contractors, if applicable. An organizational chart is recommended.</p>	<p>After school services are provided by a contracted community based partner formalized through a Memorandum of Understanding.</p> <ul style="list-style-type: none"> • Program staff are hired through the CBO • CBO must maintain 1:20 student to staff ratio at each afterschool program site and follow all CDE requirements • The Memorandum of Understanding stipulates the staff qualifications and hiring requirements as per district and CDE policy • CBO administration recruit and train staff as required by the MOU • CBO administration collaborate with district coordinator on program maintenance • CBO administration oversees afterschool program employees • CBO provides and manages training for program staff • CBO administration maintain staff records • CBO administration provides staff evaluations, oversees staff surveys, develops training schedule, reviews timesheets, and invoices the district for employee wages • Organizational Chart (See Appendix E)
<p>What professional development activities will be provided to staff and how will those activities be determined?</p>	<p>Professional development focuses on supporting district and ASES goals. Areas of focus include meeting the needs of English Language Learners, use of district academic programs, the new ELA adoption, strengthening mathematics comprehension and promoting youth development</p> <ul style="list-style-type: none"> • CBO administrators train program assistants and site supervisors • Site supervisors train program assistants at site-level trainings • Budgeted 28 hours of trainings for each staff member for the year; 7 trainings for 4 hours • Additional site level trainings determined by observations at informal site visits, formal staff evaluations, informal staff observation forms, and formal site assessments • Site Supervisor holds regular staff meetings to provide site-level information, short trainings, etc.

- Staff are invited to join district trainings, as appropriate

V. Program Administration

Describe the system in place to address the fiscal accounting and reporting requirements of the grant.

Sierra Sands Unified serves as the fiscal agent for the district ASES program and is responsible for following all fiscal reporting and auditing standards required by the CDE. These standards/ requirements include:

- Completion of quarterly expenditure reports within 30 days of the end of each period
7/1-9/30, 10/1-12/31, 1/1-3/31, 4/1-8/30
- Expend no more than 15 percent of funding on administrative costs, including up to 5 percent for indirect costs.
- Expend at least 85 percent of funding directly for pupils.
- Provide at least 33 percent cash or in-kind local matching funds from the school district, government agencies, community organizations, or the private sector for each dollar received in grant funds. Not more than 25 percent of the match requirement will be fulfilled by facilities or space usage.
- State categorical funds for remedial education activities will not be used as matching funds for after school components.
- Existing funding for after school programs will be supplemented, not supplanted, by ASES grant funds.
- Comply with the general cost principles set forth in federal regulations, 34 CFR Section 74.27 and 34 CFR Section 80.22, and the Office of Management and Budget circulars applicable for LEAs.
- Maintain and provide access to all records used in the preparation of fiscal reports for a period of five years. Such records shall include, but not be limited to, records which fully disclose the amount and disposition by the recipient of funds, the total cost of the activity for which the funds are used, the share of the cost provided from other sources, and such other records as will facilitate an effective audit. The recipient shall maintain such records for five years after the completion of the activities for which the funds are used.
- All services contracted out to collaborative community based organizations, and all financial agreements will be specified in a Memorandum of Understanding (MOU) that is annually reviewed and approved by both the SSUSD Board of Education and the board of the local community based organization.

Fiscal oversight is a joint function of the district's business services and curriculum offices. The curriculum- ASES office receives reports from the CBO and/or school sites, verifies all information and is responsible for fulfilling all reporting requirements of the grant, including attendance reports, working with auditors, and FPM.

Describe the process of obtaining in-kind local (at least one-third of the total grant

The collaborative (including Sierra Sands Unified School District, High Desert Leapin' Lizards, Inc. and other partners) locates and obtains at least 33 percent cash or in-kind local matching funds from school district categorical funding, government agencies, community organizations, or the private sector for

<p>amount) for ASES grants, and list those entities and the value of the contributions.</p>	<p>each dollar received in grant funds. Not more than 25 percent of the match requirement is fulfilled by facilities or space usage. A master list showing all contributions is maintained in the curriculum office for a period of five years.</p>
<p>Describe how attendance is recorded, the sign-in and sign-out procedures, and the early release and late arrival policies.</p>	<p>Each ASES after school site and the before school program maintains daily attendance records using the district database (Aeries) and/ or Excel. Program attendance records are submitted to the curriculum office on a monthly basis, by the 10th of each month. The curriculum office provides attendance reporting semi-annually to the CDE using the online ASSIST system. Backup documentation of all attendance reports and daily sign-out sheets are maintained for a five year period.</p> <p>All students are signed into the program by their assigned program assistant on a daily roll sheet. The roll sheet is turned into the site supervisor who then confirms the school day attendance with the school site office and reconciles the afterschool attendance with the instructional day attendance information. The site supervisor then contacts the parents/guardians of any students who attended the school day but not the afterschool program to confirm accuracy.</p> <p>All after school students are signed out of the program by an authorized adult noted on the application form. Identification is confirmed before releasing the child and the adult signs a daily sign-out form along with printing their name. No SSUSD students are released without an adult present. Before school students are released to the regular day staff.</p> <p>The attendance goal is to maintain a minimum attendance level of at least 85 percent of the goal as stated in the ASES application. These goals are 84 ADA for Faller, 72 ADA for Pierce and 61 ADA for Inyokern. The Pierce Before School program goal is 45 ADA.</p> <p><u>Late Arrival Policy- Before school component-</u> The before school program at Pierce runs for two hours (7 AM- 9 AM each day). Students must attend at least ½ of the program (one hour) in order to be counted for attendance purposes. The Late Arrival Policy outlines those reasons for arriving late that may be accepted. See Appendix B</p> <p><u>Early Release Policy-</u> ASES after school component (See Appendix B)</p> <p>Early Release Policy forms are sent home with each student enrolled in the after-school program as part of the first day packets. The early release policy is also detailed in the enrollment application and then explained during the parent orientation. The student check-out process begins at 5:30 p.m. and ends at 6:00 p.m. at Faller and Inyokern. The student check-out process at Pierce begins at 5:30 p.m. and ends at 6:15 p.m. so that the program is open for three hours daily. All programs remain open until at least 6:00 p.m. daily. Faller and Inyokern remain open from school dismissal until 6:00 p.m. daily and Pierce from school dismissal until 6:15 p.m. daily.</p> <p>In the best interest of the student, a student may be picked up early for the following reasons: documented doctor, dentist, or counseling appointment, family emergency, transportation issues,</p>

	parallel activities/programs, flex Friday work schedule, student illness, court appointments, child accidents that occur during program time, Behavioral/ attendance modification to support student success and other conditions, especially related to safety, as determined by the school (i.e. power/ water outages). Except in emergencies, parents/guardians need to complete the “Early Release Parent Excuse Letter” prior to a student leaving early, noting the student(s), date, time, parent signature, and reason for leaving early. (See Appendix C)
Describe the process and time frames for periodic review of the Program Plan.	The SSUSD ASES Program Plan is formally revisited, reviewed, and revised every three years through a collaborative process that includes personnel from both Sierra Sands Unified School District and the partnering CBO, High Desert Leapin’ Lizards, Inc. A Continuous Improvement Plan is developed and maintained yearly through a collaborative process that includes all staff, stakeholders, school site personnel and principal, district level personnel, parents, youth, representatives of participating public schools, community organizations, and the private sector. The Continuous Improvement Plan changes guide the process of revising the Program Plan every three years.

VI. Outcome Measures and Evaluation- California *Education Code* Section 8484 states that after school programs shall submit annual outcome based data for evaluation. The California Department of Education (CDE) may consider outcome data when determining grant renewal. Sierra Sands Unified School District will evaluate program effectiveness based upon academic performance as measured by annual California Standards Tests. Attendance and positive behavioral changes will be monitored locally.

How will you evaluate the program’s effectiveness?	<p>Responsibility for evaluation of ASES programs is a joint effort between site school personnel, the community based organization, and the SSUSD Curriculum department. The following data will be collected:</p> <ul style="list-style-type: none"> • For each participant <ul style="list-style-type: none"> ○ Statewide Student Identifier number (SSID) ○ Beginning date of program ○ Drop date from program (if applicable) ○ Grade in School ○ English Learners status ○ Days attended after or before school program • In addition, for each participant both baseline (prior year or first year of program) and current year data will be collected for: <ul style="list-style-type: none"> ○ Performance Level on CST English/ Language Arts ○ Performance Level on CST Mathematics ○ Days enrolled in the school ○ Days absent from school <p>Sierra Sands USD will participate in the statewide evaluation process as determined by the CDE and provide all required information on a timely basis. A report will be generated locally analyzing student progress for each student enrolled in the program for a minimum of 50 days. Data will also be collected in the district-based electronic student information system (Illuminate) which will be available to ASES staff.</p>
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	<p>In addition to academic and attendance data, program staff will also use the following data to determine program effectiveness.</p> <ul style="list-style-type: none"> • Family, Community and School Staff participation in community events • Surveys- Student, Staff, Parent • Benchmark Assessments • Quality Self-Assessment Tool • Self-Monitoring Report • API and AYP district and school results
What required outcome measure(s) pursuant to EC 8484(a) (2) have been selected to demonstrate program success?	CST student performance or CAASPP indicators when finalized.
Describe the results of the selected outcome measures.	<ul style="list-style-type: none"> • Fuller and Pierce are now in PI Year 3. Inyokern is not in PI. • A copy of the local ASES assessment evaluation is available upon request. Results reflect the each school's emphasis on ELA and corresponding professional development. Test scores continue to lag in mathematics.
What methods will you use to correct or improve the program based on the results of the outcome measures?	<ul style="list-style-type: none"> • Increase emphasis on mathematics • Review local trimester benchmark scores and adjust instruction in a more timely manner • Modify schedules to reflect needs of students • Provide further professional development for ASES staff

AFTER SCHOOL EDUCATION AND SAFETY (ASES) PROGRAM PLAN by Certified Assurance

CERTIFIED ASSURANCE (Requirement)	Describe the steps that have been taken to ensure that this requirement is met on an ongoing basis in the ASES program at your site. Describe steps that are needed to ensure full implementation.	Evidence / Documentation
<p>1. The program will include an educational and literacy element designed to provide tutoring and/or homework assistance in one or more of the following subject areas: language arts, mathematics, history and social science, science, and computer training.</p>	<ul style="list-style-type: none"> • The afterschool program provides daily homework assistance Monday through Thursday • Program staff schedule at least two periods per week focused on educational and literacy elements, including language arts, mathematics, history and social science, science, and computer training, with site supervisor oversight • Curriculum and materials are purchased with a focus on educational and literacy activities and educational enrichment • Program staff are trained on instructional strategies for core subjects as well as educational enrichment and use purchased curriculum to increase quality • Community partners are engaged to support and enhance educational literacy, and enrichment elements • Program staff are trained in educational and literacy curriculum used during the instructional day to enhance alignment • Staff collaboration on program design for educational enrichment elements • Develop lessons and schedules for enrichment classes • Site Supervisors will be trained in the use of CASRC for outside resources • Curriculum coordinator assists with development, preparation and training of curriculum that is in alignment with instructional school day pacing guides, common core and next generation science standards • Students get to choose and enroll in 3-4 week long enrichment classes based on their interests • Trainings provided to program assistants on use of educational enrichment curriculum • Staff comply with scheduling requirements for educational enrichment elements • All classes have a basis in youth development strategies from trainings 	<ul style="list-style-type: none"> • Schedules • Scheduling requirements • Purchase orders • Training PowerPoint's • Schedules • Volunteer sign-in • Training sign-in • Inventory and purchase orders • Meeting agendas, sign-in, or notes • Volunteer induction notes or sign-in • Lesson chunking forms or weekly schedules • CASRC documentation
<p>2. The program will include an educational enrichment element that may include, but</p>	<ul style="list-style-type: none"> • Curriculum purchased for educational enrichment element; SPARK Curriculum and materials purchased for sports and fitness activities • Staff collaboration on program design for educational enrichment 	<ul style="list-style-type: none"> • Inventory and purchase orders • Meeting agendas, sign-

<p>is not limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities. Such activities might involve the arts, music, physical activity, health promotion, general recreation, technology, career awareness and activities to support positive youth development.</p>	<p>elements</p> <ul style="list-style-type: none"> • Collaborate with community volunteers to provide enrichment classes with one focus on sports and fitness • Staff develop lessons and schedules for enrichment classes • Students get to choose and enroll in 3-4 week long enrichment classes based on their interests • Trainings provided to program assistants on use of SPARK Curriculum • Staff comply with scheduling requirements for educational enrichment elements 	<p>in, or notes</p> <ul style="list-style-type: none"> • Volunteer induction notes or sign-in • Lesson chunking forms or weekly schedules • Program schedules • Training sign-in form • Weekly program schedules
<p>3. The program will provide a safe physical and emotional environment and opportunities for relationship-building and to promote active student engagement.</p>	<ul style="list-style-type: none"> • Monthly emergency drills performed at each site • Moving Beyond the Bell provides enrichment and recreation/ sports activities, including youth development practices • Moving Beyond the Bell provides recreation activities • Program assistants engaged with students in a 20:1 setting • Student surveys are assessed as part of efforts in developing a Continuous Improvement Plan • Students sign-up or choose enrichment classes based on interests • Program staff are trained in youth development practices • Program staff sign the Employee Policy, describing the program's drug free workplace and employee conduct requirements • Information about events, program, and students are provided in English and Spanish • District translators are utilized to contact parents about student concerns, questions, comments, etc. or in parent meetings • Parent orientation is provided in English and Spanish • Program staff are trained in English Learner best practices for effective strategies 	<ul style="list-style-type: none"> • Emergency drill forms • Program schedules • Staff timesheets • Student attendance reports • Training materials and sign-in • Employee Policy • Student surveys • CBO's Employee Policy booklet • MBTB flyer • Enrollment application, MBTB flyer, First Day of School packets • Emails • Parent Orientation Check-Off List
<p>4. The program will collaborate and integrate with the regular school day program and other extended learning opportunities.</p>	<ul style="list-style-type: none"> • Collaboration between school and ASES staff • CST Scores access • ASES staff attend school personnel meetings, once monthly • Formal monthly collaboration meeting between site principals and site supervisor • Monthly collaboration between district coordinator (ASES Coordinator) and program director 	<ul style="list-style-type: none"> • Emails • CST (CAASPP) Scores • Benchmark scores • Teacher survey responses • Classroom Observation Forms • Program schedules and

	<ul style="list-style-type: none"> • Formal collaboration between site principals and staff • Teacher surveys • Program administrator attends district leadership committee meetings • Formal monthly collaboration meetings between site supervisor and academic liaisons • Program staff observes instructional day teachers in their classrooms to ensure classroom management alignment • Teacher surveys • Afterschool program staff design schedules and lessons aligned with California Content Standards, Common Core, and Next Generation Science Standards • Afterschool program staff use instructional day teacher pacing guides to develop schedules that align with instructional day lessons • Program staff uses benchmark scores to develop program schedules and lesson chunking forms • Instructional day teachers working in the afterschool program to provide homework support and/or intervention • Program staff attend trainings provided by the district and are trained on district curriculum • Use of instructional day pacing guides to develop program schedules • Instructional day teachers are recruited and hired to work in the afterschool program for homework assistance and intervention • English and Spanish translations are used with the automated dialer when contacting a large amount of parents 	<ul style="list-style-type: none"> • chunking forms • Teacher timesheets • Sign-in forms • Pacing guides • Meeting notes, agendas and attendance records
<p>5. The program will provide a snack that conforms to the nutrition standards in the California Education Code, Part 27, Chapter 9, Article 2.5, commencing with Section 49430.</p>	<ul style="list-style-type: none"> • Sierra Sands Unified School District's Food Services Department follows California Education Code for nutrition standards • Snacks are provided by District Food Services for the afterschool program • Breakfast is provided by District Food Services for the before school program 	<ul style="list-style-type: none"> • SSUSD food guidelines per California Education Code • Transport forms and Snack Reports
<p>6. The program will provide opportunities for physical activity.</p>	<ul style="list-style-type: none"> • Staff develop lessons and schedules for enrichment classes at least 4 periods per week • Students can sign-up for short-term or long-term sports classes 	<ul style="list-style-type: none"> • Lesson chunking forms or weekly schedules • Program schedules • Volunteer sign-in, match documentation, and Can-Do Sheet

<p>7. Partners to this application, as well as school staff, have demonstrated commitment to supporting the program and sharing responsibility for the planning and quality of the program at the designated site(s).⁷</p>	<ul style="list-style-type: none"> • Responsibilities of each partner detailed in the Memorandum of Understanding • District coordinator/ASES coordinator meets with CBO for planning • Collaboration on the Memorandum of Understanding by district and CBO • CBO submits invoices detailing hours worked by staff members • Monthly meetings between principals and site supervisors • Monthly meetings with district coordinator/ASES coordinator and program director • Yearly meeting with all school site principals, district coordinator/ASES coordinator, CBO program director, program administrator, and site supervisors • Site supervisors attend school site personnel meetings, monthly to keep abreast of instructional day information and events • Instructional day teachers working in the afterschool program to provide homework support and intervention • Use of instructional day classrooms and curriculum during the afterschool program • Program schedules and data-driven using benchmark scores • Program director and curriculum coordinator develops professional development workshops to increase quality • Program staff attend professional development workshops throughout the year to increase knowledge, strategies, and program development • Teachers complete surveys to increase program quality • Joint development of program plan • Currently there is no fee at any site to attend Moving Beyond the Bell Afterschool Program; the program is free • Complete and assess student surveys • Complete and assess parent surveys, provided in both English and Spanish • Complete and assess volunteer surveys • Hold site events • Provide parent orientations in English and Spanish • Maintain a Memorandum of Understanding between the district and CBO • Maintain a Memorandum of Understanding between the district and the NAWC 	<ul style="list-style-type: none"> • MOU • Invoices • Meeting Agendas • Intervention timesheets • Program schedules • Board approval of program plan • Schedules • Professional development Powerpoints • Training sign-in • Teacher surveys • MBTB flyer • Student survey • Parent survey • Volunteer survey • Event flyers • Parent Orientation Checklist • Quality Self-Assessment Tool • Match documentation • Continuous Improvement Plan
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	<ul style="list-style-type: none"> • Hold CBO Board meetings • Hold yearly meeting with all leadership positions from all sites • Complete and assess Quality Self Assessment Tool completed by group of diverse stakeholders • Invite community organizations, private sector, governmental agencies, and local law enforcement to partner with program development 	
8. The program is planned through a collaborative process that includes parents, youth, and representatives of participating public school sites, governmental agencies (e.g., city and county parks and recreation departments), local law enforcement, community organizations, and the private sector.	<ul style="list-style-type: none"> • Provide annual parent orientation meeting • Provide enrollment applications • Provide first day of school packets • Complete and assess parent surveys • Complete and assess student surveys • Maintain a Memorandum of Understanding between the district and CBO • Hold CBO Board meetings • Hold yearly meeting with all leadership positions from all sites • Ensure CBO program director on district leadership committee • Complete and assess Quality Self Assessment Tool completed by group of diverse stakeholders 	<ul style="list-style-type: none"> • Parent Orientation Checklist • Enrollment application • First day of school packets • Parent surveys • Student surveys • MOU • Meeting agenda, sign-in, and notes • Meeting sign-in • Quality Self-Assessment Tool results
9. The program will review Program Plans every three years. This review is to include, but not be limited to, program goals, program content, and outcome measures that the grantee will use for the next three years and, any other information requested by the CDE. New program goals may be selected for the following three years during the grant renewal process.	<ul style="list-style-type: none"> • Continuous Improvement Plan that will guide Program Plan is revisited yearly using data from District personnel, school site personnel, CBO staff, students, parents, teachers, community organizations, and private sector • ASES coordinator will meet with CBO program director to discuss previous Program Plans and make changes as needed • District School Board will approve Program Plans • Memorandum of Understanding will reflect changes • Follow CDE requirements and guidelines 	<ul style="list-style-type: none"> • Continuous Improvement Plan • Program Plan • Agendas • MOU • Submitted materials
10. The program acknowledges that the CDE will monitor the Program Plan review as part of its onsite monitoring process.	<ul style="list-style-type: none"> • Comply with CDE requirements 	<ul style="list-style-type: none"> • Submitted materials and reports

11. The program will notify the CDE if the program goals or outcome measures are changed.	<ul style="list-style-type: none"> • Comply with CDE requirements 	<ul style="list-style-type: none"> • Submitted updated Program Plan
12. The program will maintain a pupil-to-staff member ratio of no more than 20:1.	<ul style="list-style-type: none"> • All ASES programs maintain a pupil-to-staff member ratio of 20:1 • All efforts are made to reduce the ratio, especially during the homework assistance and intervention time • Identify and recruit certificated teachers to work in the program during homework assistance and intervention to help reduce the ratio • Identify and recruit volunteers to work in the program and reduce the ratio • Formal observation of the site twice yearly through the Self-Monitoring Report, ensure that pupil-to-staff ratio is maintained as well as informal observations throughout the year 	<ul style="list-style-type: none"> • Staff timesheets • Daily Roll Sheets • Certificated teachers timesheets • Self-Monitoring Report • MOU
13. The program will begin operation immediately upon the end of the regular school day. (Note: A regular school day is any day that students attend and instruction takes place.)	<ul style="list-style-type: none"> • Memorandum of Understanding outlines that the CBO or afterschool provider will comply with all ASES requirements • Enrollment application lists times and date frame for program, indicating that programs begin immediately following school dismissal (including minimum days) and operate until 6:00 pm for Faller and Inyokern and 6:15 pm for Pierce and will be operational on any regular school day • The Early Release Policy Form that goes home in the first day of school packets lists the time and date frame for programs • Parent orientation offers an overview of all vital information, including the program times and date frame • Site supervisor oversees the operation and program assistants implement the program at each site from school dismissal until close, every regular school day • Sierra Sands Unified School District ASES coordinator and High Desert Leapin' Lizards, Inc. program director make frequent visits to sites • Monthly attendance forms are collected by program director and provided to the school district • Early release forms are collected by program director monthly and provided to the school district 	<ul style="list-style-type: none"> • MOU • Enrollment Application • Early Release Policy • Parent Orientation Checklist • Staff Timesheets • Attendance Forms • Early Release Parent Excuse Letters
14. The program will operate for a minimum of 15 hours per week.	<ul style="list-style-type: none"> • Memorandum of Understanding outlines that the CBO or afterschool provider will comply with all ASES requirements • Enrollment application lists times for program operation, indicating that programs begin immediately following school dismissal (including 	<ul style="list-style-type: none"> • MOU • Enrollment Application • Early release policy • Parent Orientation

	<p>minimum days) and operate until 6:00 pm for Faller and Inyokern and 6:15 pm for Pierce during school days. Each program is operational for at least 15 hours per week. Pierce must be open until 6:15 pm since the school day ends at 3:15 pm due to the late start school day.</p> <ul style="list-style-type: none"> • The Early Release Policy form that goes home in the first day of school packets lists the time for programs hours • Parent orientation offers an overview of all vital information, including the program times • Site supervisor oversees the operation and program assistants implement the program at each site from school dismissal until close, every regular school day, equating to at least 15 hours per week • Program assistants take roll daily at the start of each program day, following school dismissal • Sierra Sands Unified School District ASES coordinator and High Desert Leapin' Lizards, Inc program director make frequent visits to sites • Monthly attendance forms are collected by program director and provided to the school district • Early release forms are collected by program director monthly and provided to the school district 	<p>Checklist</p> <ul style="list-style-type: none"> • Staff timesheets • Daily roll sheets • Attendance forms • Early release parent excuse letters
<p>15. The program will operate until at least 6:00 p.m. on every regular school day.</p>	<ul style="list-style-type: none"> • Memorandum of Understanding outlines that the CBO or afterschool provider will comply with all ASES requirements • Enrollment application list time for program operation, indicating that programs begin immediately following school dismissal (including minimum days) and operate until 6:00 pm for Faller and Inyokern and 6:15 pm for Pierce during school days. • The early release policy form that goes home in the first day of school packets lists the time for programs hours • Parent orientation offers an overview of all vital information, including the program times • Site supervisor oversees the operation and program assistants implement the program at each site from school dismissal until close, every regular school day • Sierra Sands Unified School District ASES coordinator and High Desert Leapin' Lizards, Inc. program director make frequent visits to sites • Monthly attendance forms are collected by program director and provided to the school district • Early release forms are collected by program director monthly and 	<ul style="list-style-type: none"> • MOU • Enrollment application • Early release policy • Parent orientation checklist • Staff timesheets • Attendance forms • Early release parent excuse letters • Student sign-out forms

	<p>provided to the school district</p> <ul style="list-style-type: none"> • Parents/guardians/authorized adults sign-out students from program 	
<p>16. The program will establish a reasonable early release policy for students attending the after school component.</p>	<ul style="list-style-type: none"> • Early release policy in effect, as approved by the School Board and reflecting the needs of the community • Enrollment application details the early release policy • First day of school packets include the Early Release Policy form • Parent orientation provides an overview of the early release policy and procedures • Parents/guardians complete an Early Release Parent Letter of Explanation, indicating student's name, date, time, parent signature, and reason for early pick-up • Attendance reports indicate when early release policy was used for early pick-up and documentation is provided • The before school program has a late arrival policy 	<ul style="list-style-type: none"> • Early release policy • Enrollment application • Parent orientation checklist • Early release parent letter of explanation • Attendance reports
<p>17. Elementary students should participate every day that the after school program operates.</p>	<ul style="list-style-type: none"> • Enrollment application dictates that students must attend regularly and may be dropped for unexcused absences • Site Supervisor contacts parents for unexcused absences • Attendance is maintained in the Aeries database, including absences • Grant attendance reports submitted as required to CDE through ASSIST 	<ul style="list-style-type: none"> • Enrollment application • Attendance reports • Grant reports
<p>18. Middle/junior high school students should attend a minimum of nine hours and three days per week. (Note: The program must operate all regular school days.)</p>	<ul style="list-style-type: none"> • Not applicable – currently have elementary school programs only- will comply if middle school program is added 	<ul style="list-style-type: none"> • Not applicable
<p>19. A flexible attendance schedule for middle/junior high school students may be implemented in order to develop an age-appropriate program. Priority enrollment will be given to students who attend daily.</p>	<ul style="list-style-type: none"> • Not applicable – currently have elementary school programs only- will comply if middle school program is added 	<ul style="list-style-type: none"> • Not applicable
<p>20. Every student attending a school operating a program is eligible to participate in the program, subject to program</p>	<ul style="list-style-type: none"> • Open enrollment begins in the spring • Waiting lists are maintained when capacity is met 	<ul style="list-style-type: none"> • Enrollment applications • Waiting list

capacity.		
21. The program is not required to charge family fees or conduct individual eligibility determination based on income.	<ul style="list-style-type: none"> All Moving Beyond the Bell Afterschool Programs, funded by the ASES grant, in coordination with Sierra Sands Unified School District are currently offered free of charge 	<ul style="list-style-type: none"> MOU Fiscal records
22. The program will provide all notices, reports, statements, and records to parents or guardians in English and the student's primary language when 15 percent of the students enrolled at the school site speak a single primary language other than English as determined by language census data from the preceding year.	<ul style="list-style-type: none"> Enrollment Application is provided in English and Spanish at all sites (only required at Pierce) First day of school packets are provided in English and Spanish Parent orientations are provided in English and translated in Spanish All parent flyers and notification forms are provided in English and Spanish Early Release Parent Letter or Explanation are provided in English and Spanish Use of the district translators are utilized to contact Spanish-speaking parents for communication English and Spanish translations are used with the automated dialer when contacting a large amount of parents 	<ul style="list-style-type: none"> Enrollment applications First day of school packet Parent surveys, MBTB flyer Parent orientation check-off list Early release parent letter of explanation Emails
23. The program will establish qualifications for each position so that all staff members directly supervising students meet the minimum qualifications of an instructional aide, pursuant to the policies of the district.	<ul style="list-style-type: none"> Minimum staff requirements and expectations are written in MOU Staff requirements and expectations are explicitly defined in Staff Job Descriptions and are signed by each staff member and maintained in their employee file Recruitment ads and flyers outline staff requirements for qualifications Each staff member is provided with the district employee policies and must sign the SSUSD Document Verification that they have reviewed and will comply with policies 	<ul style="list-style-type: none"> MOU Staff job descriptions Staff recruitment ad/flyers SSUSD Document Verification for ASES workers
24. Selection of the program site supervisors are subject to the approval of the school site principal.	<ul style="list-style-type: none"> Site supervisors are selected by an interview panel and are placed at a site with the approval of the school site principal. Principals are invited to serve on the committee Site supervisors are selected jointly by the school site principal and CBO administration Program administrator trains site supervisor 	<ul style="list-style-type: none"> Site principal's agenda/email Email communication and meeting notes Training Schedule
25. Staff and volunteers will fulfill health screening and fingerprint clearance requirements in current law and in compliance with school	<ul style="list-style-type: none"> District and Grant requirements written in MOU All CBO staff receive TB and live scan requirements and information during induction as well as required paperwork CBO requires staff to complete pre-employment fingerprinting and TB 	<ul style="list-style-type: none"> MOU CBO Employee Policies Invoices TB screening results

district, private school, or agency policy.	<p>screenings at time of hire</p> <ul style="list-style-type: none"> • CBO submits invoices for fingerprinting and all services as described in MOU • CBO maintains TB screening results in staff files 	
26. The program will provide staff training and development.	<ul style="list-style-type: none"> • Pre-Program Professional Development workshops are provided to program staff to ensure a quality program and maintain compliance with ASES grants • School site trainings are provided at the school site on practical application of best practices and curriculum and program-level trainings are provided on theoretical understandings of best practices • Program staff are invited to applicable district trainings • Complete site visits to assist in determining training needs • Complete staff evaluations to assist in determining training needs. Site level trainings determined by observations at informal site visits, formal staff evaluations, informal staff observation forms, and formal site assessments • Site supervisor holds regular staff meetings to provide site-level information, short trainings, etc. • Staff are budgeted with 28 hours of training hours 	<ul style="list-style-type: none"> • Welcome Back letter with training schedule • Training schedule/agenda or training materials • Assessment forms • Budget • Site meeting agendas
27. A program may provide a maximum of three staff development days a year during regular program hours using grant funds.	<ul style="list-style-type: none"> • Staff development days may be provided during regular program hours using grant funds should the district coordinator approve • All efforts are made to avoid program closure for staff development 	<ul style="list-style-type: none"> • Meeting agenda notes (if applicable)
28. If the site is not located on a school campus, safe, supervised transportation must be provided to enrolled students.	<ul style="list-style-type: none"> • Not applicable – all sites are located on school campuses-if off site location is established, transportation will be provided 	<ul style="list-style-type: none"> • Not applicable
29. Programs may be conducted on the grounds of a community park, recreational facility, or other site as approved by the CDE in the grant application process.	<ul style="list-style-type: none"> • Not applicable – all sites are located on school campuses 	<ul style="list-style-type: none"> • Not applicable
30. Offsite programs will be aligned with the educational	<ul style="list-style-type: none"> • Not applicable – all sites are located on school campuses 	<ul style="list-style-type: none"> • Not applicable

and literacy components of the program with participating students' regular school programs.		
31. Offsite programs will be aligned with the educational and literacy components of the program with participating students' regular school programs.	<ul style="list-style-type: none"> • Not applicable – no offsite programs; onsite programs only 	<ul style="list-style-type: none"> • Not applicable
32. Offsite programs will comply with all statutory and regulatory requirements of those conducted on the school site.	<ul style="list-style-type: none"> • Not applicable – all sites are located on school campuses 	<ul style="list-style-type: none"> • Not applicable
33. The program will keep accurate program attendance records and report actual attendance to the CDE twice per fiscal year.	<ul style="list-style-type: none"> • Attendance records are maintained for each school site daily and monthly • Attendance reports are submitted to CDE using the ASSIST program as required, twice per fiscal year in January and July 	<ul style="list-style-type: none"> • Attendance reports • Attendance reports in ASSIST
34. The program will report school day attendance rates for participating students.	<ul style="list-style-type: none"> • Instructional day attendance is maintained in Aeries • School day attendance reported to CDE during yearly evaluation report 	<ul style="list-style-type: none"> • Aeries attendance reports • CDE evaluation
35. The program will meet all evaluation requirements, including participation in a statewide evaluation process as determined by the CDE and provide all required information on a timely basis.	<ul style="list-style-type: none"> • Participate in the statewide evaluation process as determined by the CDE and provide all required information on a timely basis • Availability of the Annual Evaluation Report made public to all stakeholders, including site principals, staff, teachers, CBO board members, and parents 	<ul style="list-style-type: none"> • Annual evaluation report • Assessment of the annual evaluation report
36. The program will provide information for the statewide independent evaluation.	<ul style="list-style-type: none"> • Participate in the statewide evaluation process as determined by the CDE and provide all required information on a timely basis 	<ul style="list-style-type: none"> • Annual evaluation report
37. The program will respond to any additional surveys or other methods of data collection that may be required throughout the life of the program.	<ul style="list-style-type: none"> • Comply as required by CDE 	<ul style="list-style-type: none"> • Submitted materials

<p>38. The program will annually provide participating students' regular school day and program attendance and STAR test results.</p>	<ul style="list-style-type: none"> • Participate in the statewide evaluation process as determined by the CDE and provide all required information on a timely basis • Availability of the Annual Evaluation Report made public to all stakeholders, including site principals, staff, teachers, CBO board members, and parents 	<ul style="list-style-type: none"> • Annual evaluation report • Assessment of the annual evaluation report
<p>39. The program will use standardized procedures and collection tools developed by the CDE for evaluation purposes. Locally developed tools or protocols will not be accepted.</p>	<ul style="list-style-type: none"> • Comply with requirements by the CDE 	<ul style="list-style-type: none"> • CDE reporting data
<p>40. The program will expend no more than 15 percent of funding on administrative costs, which include indirect costs.</p>	<ul style="list-style-type: none"> • Superintendent's signature on grant application and fiscal audit • Budget and expenses monitored by the district's business office and ASES office and reviewed quarterly • Memorandum of Understanding stipulates that at least 85% of grant budget will go to direct costs • School Board and CBO Board agree to assigned budget 	<ul style="list-style-type: none"> • Grant approval • Audit report • Fiscal reports • MOU • Agendas
<p>41. The program's indirect costs will be the lesser of:</p> <ul style="list-style-type: none"> • The school district's indirect cost rate, as approved by the CDE for the appropriate fiscal year, or • Five percent of the state program funding pursuant to this article. 	<ul style="list-style-type: none"> • Indirect cost rates, as determined by CDE, will be used • When IC Rate exceeds 5% the allowed rate of 5% will be used 	<ul style="list-style-type: none"> • Fiscal records • CDE IC Rate sheet
<p>42. The program will expend at least 85 percent on direct services to students.</p>	<ul style="list-style-type: none"> • Memorandum of Understanding between the district and CBO stipulates that at least 85% of the grant award is expended on direct services to students • School Board and CBO Board approve MOU and budget • Expenditures are maintained by the district business office • Budget oversight is maintained by the district ASES coordinator • Yearly fiscal audit performed • Administrative expenditures are monitored through SACS 	<ul style="list-style-type: none"> • MOU • Agendas • Fiscal reports • Audit report
<p>43. The program will use these funds to supplement,</p>	<ul style="list-style-type: none"> • Program schedules • District budget for QSS reflects supplementing, not supplanting 	<ul style="list-style-type: none"> • Program schedules • Fiscal reports

but not supplant, existing funding for after school programs.	<ul style="list-style-type: none"> All services contracted out to collaborative CBO, and all financial agreements will be specified in the Memorandum of Understanding, reviewed and approved annually by the School Board and CBO Board 	<ul style="list-style-type: none"> MOU
44. The program will provide at least 33 percent cash or in-kind local matching funds from the school district, government agencies, community organizations, or the private sector for each dollar expended in grant funds and not more than 25 percent of the match requirement will be fulfilled by facilities or space usage.	<ul style="list-style-type: none"> Matching funds and activities detailed and maintained, including supporting documentation such as email communications, volunteer sign-in forms, receipts, etc. Requirement of matching funds outlined in Memorandum of Understanding Matching funds and activities form and documentation reviewed yearly during annual fiscal audit Superintendent's signature on grant application to certify matching funding 	<ul style="list-style-type: none"> Match Document and supporting documentation MOU Audit report Grant application
45. The program acknowledges that State categorical funds for remedial education activities shall not be eligible as matching funds for after school programs.	<ul style="list-style-type: none"> Program schedules Program budgets maintained in QSS by district's business office Budget oversight is maintained by the district ASES Coordinator Yearly fiscal audit performed 	<ul style="list-style-type: none"> Program schedules Fiscal reports Fiscal audit
Certify that the applicant will comply with the general cost principles set forth in federal regulations, 34 CFR Section 74.27 and 34 CFR Section 80.22, and the Office of Management and Budget circulars.	<ul style="list-style-type: none"> The district complies with all OMB requirements 	<ul style="list-style-type: none"> Fiscal audit
Certify that the applicant will make reports to the state or federal agency designated in the application as may reasonably be necessary to enable those agencies to perform their duties	<ul style="list-style-type: none"> The school district will maintain forms for a period of at least 5 years and will complete a fiscal audit yearly The district will use accepted cost accounting principles Memorandum of Understanding stipulates that the CBO is required to provide the district with any required reports required 	<ul style="list-style-type: none"> Audit report MOU
Certify that the applicant will comply with all federal statutes relating to	<ul style="list-style-type: none"> The district provides staff and program administration with the district's non-discrimination policy The CBO provides program staff with its non-discrimination policy 	<ul style="list-style-type: none"> SSUSD Non-Discrimination Policy CBO Non-Discrimination

<p>nondiscrimination, including (a) Title VI of the Civil Rights Act of 1964 (45 USC]sections 2000d through 2000d-4) prohibiting discrimination on the basis of race, color, or national origin; Title IX of the Education Amendments of 1972 (20 USC sections 1681-1683) prohibiting discrimination on the basis of sex; Section 504 of the Rehabilitation Act of 1973 (20 USC Section 794) prohibiting discrimination on the basis of handicap; and The Age Discrimination Act (42 USC Section 6101, et seq.) prohibiting discrimination on the basis of age.</p>		<p>Policy</p>
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APPENDIX

Appendix A- After School Enrollment Packet- English and Spanish	pages 33-50
Appendix B- Early Release Policy- after school Late Arrival Policy- before school	pages 51-52 page 53
Appendix C- Early Release Parent Letter of Explanation	page 54
Appendix E- Organizational Chart	page 55



Moving Beyond the Bell Afterschool Program Enrollment Application 2014-2015



HOW TO APPLY

Every family interested in participating in the Moving Beyond the Bell Afterschool Program for the 2014-2015 school year must submit the attached application. This includes students who were enrolled or on the waitlist for the 2013-2014 school year. One application may be used for students from the same family attending the school listed on the application. If you have students attending more than one school, separate applications must be completed for each school.

ENROLLMENT

Submitting an application does not guarantee enrollment. The application must be **filled out completely** and submitted to High Desert Leapin' Lizards, Inc. office, located at the old Vieweg School 348 Rowe Street room 12, Ridgecrest, CA 93555 or to the Site Supervisor of the Faller, Inyokern, or Pierce Afterschool Programs. Incomplete applications will not be processed. All information provided on the application is subject to verification. Falsifying or omitting any of the information may disqualify the applicant from services or maintaining their processed date or enrollment priority number.

WHEN TO APPLY

The initial enrollment period is May 5, 2014 – May 23, 2014. Applications must be submitted during this period to be included in the initial review and enrollment process for the 2014-2015 school year. The second enrollment period is May 27– July 3, 2014 during regular business hours. Applications submitted after July 3, 2014 will be considered in the order received as space is available, according to the priorities listed in the following section.

PRIORITY ENROLLMENT SYSTEM

Moving Beyond the Bell Afterschool Program will review all applications that are received by the deadline during the initial enrollment period. Students will be accepted for enrollment based on the priority system detailed below up to the maximum capacity for each school's program. Children who are at risk of abuse/neglect receive priority placement. Once we have reached our enrollment capacity, students who cannot be accepted for enrollment will be placed on a waitlist, in the same order of priority, and will be enrolled as space becomes available. Each application will be rated using the following priority system:

Priority Qualifier	Points
Student qualifies for free/reduced lunch	2
Single-parent/guardian home	1
Student in foster care/out of home placement	1
Students currently participating in the Moving Beyond the Bell program, 1 point per year	1-5
Students currently on the waiting list for the 2013-2014 Moving Beyond the Bell program	1
Single parent, or combination of both parents who live in the same home, are employed either part-time during afterschool hours or employed full-time; or in educational courses part-time during afterschool hours or full-time	2
Total Maximum Points Possible	12

First priority for enrollment will be given to children who are at risk of abuse/neglect, then applications rated in descending order from 12-1 points and last priority will be given to applications rated with 0 points. In cases where a determination must be made between two or more applications of equal priority, selection for enrollment will be based on the date and time the completed applications were received.

NOTIFICATION OF APPLICATION STATUS

Parents/guardians completing the application by May 23, 2014 will be notified of the status of their applications no later than June 13, 2014. For parents/guardians completing the application by July 3, 2014, notification will be provided by July 18, 2014. Notification will inform families of whether their student(s) has been accepted, placed on a waitlist, start date, and/or not eligible for the 2014-2015 Moving Beyond the Bell Afterschool Program.

REQUIREMENT FOR COMPLETED ENROLLMENT

Upon initial enrollment, parents are required to attend a Moving Beyond the Bell Afterschool Program Orientation prior to the first day of actual program attendance. Orientations will be held prior to the start of the school year, at various times and locations. An orientation schedule will be provided upon notification of student acceptance into the program.

KINDERGARTEN ENROLLMENT POLICY

Kindergarteners are enrolled on a trial-basis to ensure that they are capable of sustaining such a long day. Priority will be provided to kindergarteners with older siblings enrolled in the program. Only kindergarteners in a full-day or afternoon half-day program will be considered for enrollment in the afterschool program.



Programa de Después de las Clases Moviéndose más allá de que Suenan la Campana Solicitud de Inscripción 2014-2015



CÓMO SOLICITAR

Cada familia interesada en participar en el Programa de Después de las Clases Moviéndose más allá de que Suenan la Campana para el año escolar 2014-2015 debe entregar la solicitud adjunta. Esto incluye a los estudiantes que estuvieron inscritos en la lista de espera para el año escolar 2013-2014. Se puede usar una solicitud para todos los estudiantes de la misma familia que estén asistiendo a la escuela listada en la solicitud. Si usted tiene estudiantes asistiendo a más de una escuela, entonces se deberán completar solicitudes por separado para cada escuela.

INSCRIPCIÓN

El entregar una solicitud no garantiza la inscripción. La solicitud debe ser **llenada por completo** y ser entregada a la oficina de High Desert Leapin' Lizards, Inc. localizada en la antigua escuela **Vieweg**, 348 Calle Rowe, sala 12, Ridgecrest, CA 93555 o al Supervisor del Sitio de los Programas de Después de las Clases de Faller, Inyokern o Pierce. Las solicitudes incompletas no serán procesadas. Toda la información proporcionada en la solicitud está sujeta a verificación. El falsificar u omitir cualquier información pudiera descalificar al solicitante de los servicios o mantener su fecha de procesamiento o número de prioridad de inscripción.

CUÁNDO SOLICITAR

El período de inscripción inicial es del 5 de mayo del 2014 al 23 de mayo del 2014. Las solicitudes deben ser entregadas durante este período para ser incluidas en la revisión inicial y en el proceso de inscripción para el año escolar 2014-2015. El segundo período de inscripción es del 27 de Mayo al 3 de julio del 2014 durante horas regulares de negocio. Las solicitudes entregadas después del 3 de julio del 2014 serán consideradas en el orden recibido según vaya habiendo espacio disponible, según las prioridades listadas en la siguiente sección.

SISTEMA DE INSCRIPCIÓN PRIORITARIA

El Programa de Después de las Clases Moviéndose más allá de que Suenan la Campana revisará todas las solicitudes que sean recibidas para la fecha límite durante el período de inscripción inicial. Los estudiantes serán aceptados para la inscripción basándonos en el sistema de prioridad detallado abajo hasta la máxima capacidad para cada programa de la escuela. Los niños que están en peligro de abuso/abandono reciben prioridad en la colocación. Una vez que hayamos alcanzado nuestra capacidad de inscripción, los estudiantes que no puedan ser aceptados para inscribirlos serán colocados en una lista de espera, en el mismo orden de prioridad, y serán inscritos según vaya habiendo espacio disponible. Cada solicitud será considerada usando el siguiente sistema de prioridad:

Calificador de Prioridad	Puntos
El estudiante califica para almuerzo gratuito/precio reducido	2
Hogar con un padre/tutor soltero	1
El estudiante está en cuidado temporal/fuera de la colocación de su hogar	1
Los estudiantes actualmente están participando en el programa Moviéndose más allá de que Suenan la Campana, 1 punto por año	1-5
Los estudiantes actualmente están en la lista de espera del programa Moviéndose más allá de que Suenan la Campana 2013-2014	1
Madre soltera o padre soltero, o un combinación de ambos padres que viven en la misma casa, empleados ya sea de media jornada durante las horas de después de las clases o empleados de jornada completa; o en cursos educacionales de media jornada durante las horas de después de las clases o de jornada completa	2
Total de Puntos Máximos Posibles	12

La prioridad primaria para la inscripción será dada a los niños que estén en peligro de abuso/abandono, después las solicitudes consideradas con 12-1 puntos y la última prioridad será dada a las solicitudes consideradas con 0 puntos. En casos donde se debe tomar una determinación entre dos o más solicitudes de igual prioridad, la selección para la inscripción será basada en la fecha y hora en que las solicitudes completas fueron recibidas.

NOTIFICACIÓN DEL ESTATUS DE UNA SOLICITUD

Los padres/tutores que completen la solicitud para el 23 de mayo del 2014 serán notificados del estatus de su solicitud a no más tardar del 13 de junio del 2014. Para los padres/tutores que completen la solicitud para el 3 de julio del 2014, la notificación será proporcionada para el 18 de julio del 2014. La notificación les informará a las familias si su estudiante(s) ha sido aceptado, colocado en la lista de espera, fecha de comienzo, y/o si no fue elegible para el Programa de Después de las Clases Moviéndose más allá de que Suenan la Campana 2014-2015.

REQUISITO PARA COMPLETAR LA INSCRIPCIÓN

Una vez inscrito, se requiere que los padres recojan y completen los Paquetes para los Padres antes del primer día de asistencia real del programa. Las orientaciones se llevarán a cabo antes del comienzo del año escolar, en varios horarios y localidades. Se proporcionará un horario para la orientación una vez que se les notifique que su estudiante fue aceptado en el programa.

POLÍTICA DE INSCRIPCIÓN PARA EL KINDERGARTEN

Los estudiantes de kindergarten están inscritos a manera de prueba para asegurar que ellos son capaces de sostener un día tan largo. Se les dará la prioridad a los estudiantes de kindergarten con hermanos mayores inscritos en el programa. Solamente los estudiantes de kindergarten en un programa de día completo o en la tarde serán considerados para la inscripción en el programa de después de las clases.



Moving Beyond the Bell Afterschool Program Participation Application 2014-2015



STUDENT INFORMATION

School of regular attendance and afterschool program location for 2014-2015:

Child(ren)'s Name Applying for the 2014-2015 Afterschool Program (print legal name):

Last Name, First Name	Date of Birth	2014-2015 Grade Level	Gender
Student #1			
Student #2			
Student #3			
Student #4			

HOUSEHOLD INFORMATION

Address #1: _____ City: _____ State: _____ Zip: _____

Address #2: _____ City: _____ State: _____ Zip: _____

Home Telephone: _____ Parent #1 Cell Phone _____ Parent #1 Work _____

Parent #2 Cell Phone: _____ Parent #2 Work: _____

Parent Email Address: _____

STUDENT MEDICAL INFORMATION

Doctor's Name: _____ Doctor's Telephone: _____

Permission for Doctor/Hospital: Yes No Does your family have medical insurance?: Yes No

Insurance carrier _____ Policy # _____

Do any of your children listed above have ANY health concerns, including allergies? (If yes, please indicate what and which student) _____ Yes _____ No _____

I authorize the ASES personnel, EMT, physician, or hospital to administrate emergency medical treatment in the event of an accident or sudden illness. Yes _____ No _____

Do any of your children have an active IEP? (If yes, please indicate what and which student)

_____ Yes _____ No _____

GENERAL

All of my children listed on this application have permission to be used in public relations (TV, radio, Facebook, newspaper, pictures and training) materials relating to the program: Yes No

My child may participate in all activities at the afterschool site: Yes No

List restrictions: _____

PRIORITY ENROLLMENT SYSTEM

- ❖ Student(s) are at risk of neglect or abuse, involvement of social worker/advocate Yes No
- ❖ Student(s) qualifies for free/reduced lunch Yes No
- ❖ Single-parent/guardian home Yes No
- ❖ Student(s) in foster care/out of home placement Yes No
- ❖ Student(s) previous participation in the Moving Beyond the Bell Afterschool Program _____ # of Years
- ❖ Student(s) on the waiting list for the 2013-2014 MBTB Afterschool Program Yes No
- ❖ Single parent, or combination of both parents who live in the same home, are employed either part-time during afterschool hours, employed full time, in educational courses part time during afterschool hours, or in educational courses full time Yes No



Programa de Después de las Clases Moviéndose más allá de que Suena la Campana Solicitud de Inscripción 2014-2015



INFORMACIÓN DEL ESTUDIANTE

Escuela de asistencia regular y locación del programa de después de las clases para el 2014-2015: _____

Nombre del Niño(s) Solicitando el Programa de Después de las Clases para el 2014-2015 (escriba el nombre legal): _____

Apellido, Nombre	Fecha de Nacimiento	Nivel del Grado para el 2014-2015	Sexo
Estudiante #1			
Estudiante #2			
Estudiante #3			
Estudiante #4			

INFORMACIÓN DE LA CASA

Dirección #1: _____ Ciudad: _____ Estado: _____ Código Postal: _____

Dirección #2: _____ Ciudad: _____ Estado: _____ Código Postal: _____

Teléfono de Casa: _____ Teléfono Celular Padre #1 _____ Trabajo Padre #1 _____

Teléfono Celular Padre #2 _____ Trabajo Padre #2: _____

Dirección de Correo Electrónico del Padre: _____

INFORMACIÓN MÉDICA DEL ESTUDIANTE

Nombre del Doctor: _____ Teléfono del Doctor: _____

Permiso para el Doctor/Hospital: Sí No ¿Tiene seguro médico su familia?: Sí No

Compañía de seguros médicos _____ Numero de póliza _____

¿Tiene alguno de sus niños listados arriba CUALQUIER problema de salud, incluyendo alergias? (Si sí, por favor indique qué y cuál estudiante) Sí No _____

Yo autorizo al personal del ASES, EMT, médico u hospital a administrar tratamiento médico de emergencia en caso de un accidente o enfermedad repentina. Sí No

¿Alguno de sus hijos tiene un IEP activo? (Si sí, por favor indique qué y cuál estudiante) Sí No _____

GENERAL

Todos mis niños listados en esta solicitud tienen permiso para ser usados en materiales de relaciones públicas (televisión, radio, Facebook, periódico, fotografías) que estén relacionados con el programa: Sí No

Mi niño puede participar en todas las actividades en el sitio de después de las clases: Sí No

Liste restricciones:

SISTEMA DE INSCRIPCIÓN PRIORITARIA

- ❖ El estudiante(s) está en peligro de abandono o abuso, está la participación de un trabajador social/defensor Sí No
- ❖ El estudiante califica para almuerzo gratuito/precio reducido Sí No
- ❖ Hogar con un padre/tutor soltero Sí No
- ❖ El estudiante(s) está en cuidado temporal/fuera de la colocación de su hogar Sí No
- ❖ Los estudiantes participaron previamente en el programa Moviéndose más allá de que Suenen las Campanas # de Años
- ❖ Los estudiantes están en la lista de espera del programa Moviéndose más allá de que Suenen las Campanas 2013-2014 Sí No
- ❖ Madre soltera o padre soltero, o una combinación de ambos padres que viven en la misma casa, empleados Sí No
ya sea de media jornada durante las horas de después de las clases o empleados de jornada completa;
o en cursos educacionales de media jornada durante las horas de después de las clases o de jornada completa



Afterschool Program Parent Agreement Form



Please read the following information carefully. For your student(s) to participate in Moving Beyond the Bell Afterschool Program, you must sign at the bottom indicating that you understand and agree to all of the following. **BASIC INFORMATION AND RULES**

- 1. ENROLLMENT:** Enrollment is limited. Our hope is to have enough room for all children wishing to participate in the Afterschool Program. After receiving all your completed forms, the Site Supervisor will notify you whether your child will be in the program and the day for your child to begin.
- 2. PARENTAL SUPPORT:** Though our afterschool staff is committed and qualified, your help is needed to make our afterschool program the best it can be. You are an important partner in our program's success. Please support your child in meeting program expectations. Also, it is crucial that you keep your emergency contact information current at all times. **Please alert staff to any special needs or requests related to your child's health and/or safety (i.e. restraining orders, court orders, etc.).**
- 3. ATTENDANCE and EARLY RELEASE POLICY: Regular attendance is mandatory.** Children who have three (3) unexcused absences or three (3) days when they left early without an Early Release Excuse Letter may be dropped from the program. Students attend the afterschool program **only** when they attend the regular school day. Children are expected to stay for the entire program each day (checkout time begins at 5:30 PM). As the parent, you are required to provide a signed note with a valid reason when your child is absent from the afterschool program. In the best interest of the student, a student may be picked up early for the following reasons: documented doctor, dentist, or counseling appointment, family emergency, transportation issues, parallel activities/programs, flex Friday work schedule, student illness, court appointments, child accidents that occur during program time, Behavioral/ attendance modification to support student success and other conditions, especially related to safety, as determined by the school (i.e. power/ water outages). Except in emergencies, parents/guardians need to complete the "Early Release Parent Excuse Letter" prior to a student leaving early. It is important to that a student who does not attend regularly does not keeps another student from participating.
- 4. STUDENT PICK-UP:** Children participating in the afterschool program must be signed-out by you or someone designated in writing by you (age 16 or above). Your child must be picked up promptly at the end of the afterschool program each day. If your child has not been picked up by the end of the program, the afterschool staff will try to contact you and/or those designated by you to sign your child out and/or those individuals designated as emergency contacts. **Late pick-ups may result in your child being dropped from the program. If you are late in picking up your student you will be charged a late fee of \$25 (twenty-five dollars) for each fraction of fifteen minutes. This policy is necessary in order to cover the cost of additional supervision for your student after the program day ends. In addition, your student may be dropped from the program if you are late in picking your student up three or more times.**
- 5. DISCIPLINE:** Participation in the afterschool program is a privilege. Participating children must follow the rules of the School District. These rules are published in the SSUSD Students Rights and Responsibilities Handbook and School Site Handbooks. Additional information specific to the afterschool program will be provided when program participation begins. Disruptive, disrespectful, or other prohibited behavior is reason for disciplinary action. We encourage you to discuss concerns about your child's behavior with the Site Supervisor.

Disciplinary offenses include both major and minor offenses. Minor disciplinary offenses occur when students do not show respect for others and their environment. Staff will provide interventions for minor offenses. Major disciplinary offenses - or any activity prohibited by law - are not tolerated at the afterschool program or sponsored activities. Major offenses include, but are not restricted to, any behavior or actions that endanger health, harm self or others, or damage property; including, but not limited to the following: making threats; bullying; possession or use of a controlled substance, drug paraphernalia, tobacco, or alcohol; damaging property; stealing; use of profanity or vulgarity; defying authority; committing false fire alarms; or, repeated

minor offenses. Major disciplinary offenses can result in staff intervention, referral to school site Principal, immediate suspension, or recommendation for expulsion from the program. For further information concerning the disciplinary policies, please refer to the Sierra Sands Unified School District parent handbook's Students Rights and Responsibilities. Fighting, making threats and running away may be cause for immediate suspension or recommendation for expulsion from the afterschool program. The afterschool program encourages positive behavior and healthy choices. Rewards for positive behavior and choices are specific to each afterschool program site. The programs provide a variety of rewards. We encourage you to discuss concerns about your child's behavior with the Site Supervisor. A complete discipline plan is available for parents to review upon request.



Formulario de Acuerdo de Después de las Clases para el Padre



Por favor lea la siguiente información cuidadosamente. Para que su estudiante pueda participar en el Programa de Después de las Clases Moviéndose más allá de que Suenen la Campana, usted debe firmar en la parte de abajo indicando que entiende y está de acuerdo con lo siguiente.

- 1. INSCRIPCIÓN:** La inscripción es limitada. Nosotros esperamos tener suficiente espacio para todos los niños que deseen participar en el Programa de Después de las Clases. Después de haber recibido todos los formularios completos, el Supervisor del Sitio le notificará si su niño estará o no en el programa y el día en el que su niño comenzará.
- 2. APOYO DE LOS PADRES:** Aunque nuestro personal de Después de Clases está comprometido y calificado, su ayuda es necesaria para hacer del Programa de Después de las Clases lo mejor posible. Usted es un socio importante en el éxito del programa. Por favor apoye a su niño para que cumpla las expectativas del programa. También es crucial que mantenga la información de contactos de emergencia (en la escuela y oficina) actualizada todo el tiempo. **Por favor informe al personal de cualquier necesidad especial o petición que tenga que ver con la salud y/o seguridad de su niño (por ejemplo: órdenes de restricción, órdenes de la corte, etc.)**
- 3. POLÍTICA de ASISTENCIA y de SALIDA TEMPRANO: La asistencia regular es obligatoria.** Los niños que tengan tres (3) faltas injustificadas o tres (3) días que se fueron temprano sin una Carta de justificación de Salida Temprano podrían ser sacados del programa. Los estudiantes asisten al Programa de Después de las Clases **sólo** cuando asistan a un día de clases regular. Se espera que los niños se queden al programa entero cada día (la hora de salida comienza a las 5:30 p.m.). Como padre, usted debe proporcionar una nota firmada con una razón válida cuando su niño esté ausente del programa de después de las clases. Por el mejor interés del estudiante, un estudiante puede ser recogido temprano por las siguientes razones: cita documentada con el doctor, dentista, o consejero, emergencia familiar, problemas de transportación, actividades/programas paralelos, horario de trabajo de viernes flexibles, enfermedad del estudiante, citas de la corte, accidentes del niño que ocurrieron durante la hora del programa, y otras condiciones, especialmente relacionadas con la seguridad, según lo determine la escuela (por ejemplo: pérdida de luz/agua). Con excepción en emergencias, los padres/tutores pueden completar la "Carta de justificación de Salida Temprano" antes de que un estudiante se vaya temprano. Es importante que el estudiante que no asista regularmente no impida que otro estudiante pueda participar.
- 4. RECOGER A LOS ESTUDIANTES:** Los niños que participan en el Programa de Después de las Clases deben ser sacados por usted o por alguien designado por escrito por usted (de edad de 16 años o más). Su niño debe ser recogido inmediatamente al final del programa de después de clases cada día. Si su niño no ha sido recogido para cuando el programa finalice, el personal de después de clases intentará comunicarse con usted y/o quienes estén designados por usted para sacar a su niño y/o aquellos individuos designados como contactos de emergencia. **Recoger tarde a su niño puede resultar en que su niño sea sacado del programa. Si usted llega tarde a recoger a su estudiante, se le cobrarán \$25 (veinticinco dólares) por cada fracción de quince minutos. Esta política es necesaria para cubrir el costo de la supervisión adicional para su estudiante después de que el programa del día termina. Además, su estudiante podría ser dado de baja del programa si usted llega tarde a recoger a su estudiante tres o más veces.**
- 5. DISCIPLINA:** La participación en el Programa de Después de las Clases es un privilegio. Los niños que participen deben seguir las reglas del Distrito Escolar. Estas reglas están publicadas en el Manual de Derechos y Responsabilidades del Estudiante de SSUSD y en los Manuales del Sitio Escolar. Información adicional específica del Programa de Después de Clases será proporcionada cuando la participación en el programa comience. El comportamiento perjudicial, irrespetuoso o prohibido es razón para una acción disciplinaria. Le animamos a que platique de sus preocupaciones sobre el comportamiento de su niño con el Supervisor del Sitio.

Las ofensas disciplinarias incluyen tanto ofensas mayores como menores. Las ofensas disciplinarias menores ocurren cuando los estudiantes no muestran respeto por otros y su entorno. El personal proporcionará intervenciones por las

ofensas menores. Las ofensas disciplinarias mayores – o cualquier actividad prohibida por la ley – no son toleradas en el programa de después de las clases o en las actividades patrocinadas. Las ofensas mayores incluyen, pero no se limitan a, cualquier comportamiento o acciones que pongan en peligro la salud, que dañen a su persona u otros, o dañar propiedad, incluyendo, pero no limitándose a lo siguiente: hacer amenazas; intimidar; posesión o uso de una sustancia controlada, parafernalia de drogas, tabaco, o alcohol; daño de propiedad; robo; uso de profanidad o vulgaridad; desafío de autoridad; ocasionar alarmas de incendio falsas; o repetidas ofensas menores. Las ofensas disciplinarias mayores pueden resultar en la intervención del personal, referencia al Director del sitio escolar, suspensión inmediata o recomendación de expulsión del programa. Para más información con respecto a las políticas disciplinarias, por favor refiérase al Manual de Derechos y Responsabilidades del Estudiante del Distrito Escolar Unificado de Sierra Sands o vaya a..El pelear, hacer amenazas e irse del programa pueden ser causas para la suspensión inmediata o para la recomendación de expulsión del programa de después de las clases. El programa de después de las clases fomenta el comportamiento positivo y las elecciones saludables. Las recompensas por el comportamiento y elecciones positivas son específicas para cada sitio del programa de después de las clases. El programa proporciona una variedad de recompensas. Le animamos a que platique de sus preocupaciones sobre el comportamiento de su niño con el Supervisor del Sitio. Existe un plan de disciplina completo para los padres que quieran revisarlo.

DISCLAIMER:

In consideration of my child being permitted to participate directly or indirectly in various activities: I hereby agree to defend, indemnify and hold harmless the Sierra Sands Unified School District and their subcontractors, High Desert Leapin’ Lizards, Inc. and their officers, employees, elected officials, agents and volunteers against all claims, demands, actions, suits, liabilities and judgments of every kind and nature and regardless of the merit of the same, arising out of or in any way connected with the participation in High Desert Leapin’ Lizards, Inc. sponsored events, activities programs and excursion.

I have read, understand, and agree to all of the above information. I agree to follow all of the rules applicable to me and to help my child understand and follow the rules. I would like my child(ren)

_____, _____, and

_____ to participate in the afterschool program.

Parent/guardian signature _____ **Date** _____

Print Parent

Name: _____

<p>FOR OFFICE USE ONLY Date Received: _____ Time Received: _____</p> <p>New or Returning Student: _____ Processed by: _____</p>
--

Completed Application: _____ Completed Parent Agreement Form: _____ Completed Emergency Contacts:
_____ Rating Points Total: _____ Priority#: _____ Waiting List # _____ Principle AA/Need

ESTIPULACIÓN:

En consideración de que a mi niño se le permite participar directa o indirectamente en varias actividades: Por medio de la presente estoy de acuerdo en defender, indemnizar y mantener sin daños al Distrito Escolar Unificado de Sierra Sands y sus subcontratistas, High Desert Leapin' Lizards, Inc. y sus oficiales, empleados, oficiales elegidos, agentes y voluntarios en contra de todas las quejas, demandas, acciones, responsabilidades y juicios de cualquier clase y naturaleza y sin importar el mérito del mismo, que surjan fuera de o de cualquier manera que se conecte con la participación en los eventos, actividades programadas y excursiones patrocinados por High Desert Leapin' Lizards, Inc. .

He leído, entiendo y estoy de acuerdo con toda la información de la parte de arriba. Estoy de acuerdo en seguir todas las reglas que me atañen y a ayudar a mi niño a entender y seguir las reglas. Me gustaría que mi niño(s)

_____, _____,
_____, y

_____ participen en el Programa de Después de Clases.

Firma del Padre/tutor _____ **Fecha**

Nombre del Padre en letra de

Molde: _____

FOR OFFICE USE ONLY Date Received: _____ Time Received: _____ New or Returning Student: _____ Processed by: _____ Completed Application: _____ Completed Parent Agreement Form: _____ Completed Emergency Contacts: _____ Rating Points Total: _____ Priority#: _____ Waiting List # _____ Principle AA/Need
--



Afterschool Program Emergency Contact Information



The following table must be filled out completed for at least 4 emergency contacts

Child(ren) Name(s): _____

<u>Parent or Guardian</u>	<u>Parent or Guardian</u>
Name: _____	Name: _____
Address : _____	Address : _____
Employer: _____	Employer: _____
Relationship to Student: _____	Relationship to Student: _____
Phone Home: _____	Phone Home: _____
Phone Work: _____	Phone Work: _____
Phone Cell: _____	Phone Cell: _____
Email: _____	Email: _____
Parent/Guardian: ____ Emergency: _____	Parent/Guardian: ____ Emergency: _____
Person Authorized to Pickup Child: _____	Person Authorized to Pickup Child: _____
Name: _____	Name: _____
Address: _____	Address : _____
Employer: _____	Employer: _____
Relationship to Student: _____	Relationship to Student: _____
Phone Home: _____	Phone Home: _____
Phone Work: _____	Phone Work: _____
Phone Cell: _____	Phone Cell: _____
Email: _____	Email: _____

Parent/Guardian: _____ Emergency: _____	Parent/Guardian: _____ Emergency: _____
Person Authorized to Pickup Child: _____	Person Authorized to Pickup Child: _____
Name: _____	Name: _____
Address : _____	Address : _____
Employer: _____	Employer: _____
Relationship to Student: _____	Relationship to Student: _____
Phone Home: _____	Phone Home: _____
Phone Work: _____	Phone Work: _____
Phone Cell: _____	Phone Cell: _____
Email: _____	Email: _____



Programa de Después de las Clases Información para en Caso de una Emergencia



La siguiente tabla debe ser llenada completamente con por lo menos 4 contactos para en caso de una emergencia

Nombre(s) del Niño(s): _____

<u>CONTACTO PRINCIPAL</u>	<u>CONTACTO PRINCIPAL</u>
Nombre: _____	Nombre: _____
Dirección : _____	Dirección : _____
Empleador: _____	Empleador: _____
Relación con el estudiante: _____	Relación con el estudiante: _____
Teléfono de la Casa: _____	Teléfono de la Casa: _____
Teléfono del Trabajo: _____	Teléfono del Trabajo: _____
Teléfono Celular: _____	Teléfono Celular: _____
Correo Electrónico: _____	Correo Electrónico: _____

Padre/Tutor: ____ Emergencia: _____
 Persona Autorizada para Recoger al Niño: _____
 Nombre: _____
 Dirección : _____

 Empleador: _____
 Relación con el estudiante: _____
 Teléfono de la Casa: _____
 Teléfono del Trabajo: _____
 Teléfono Celular: _____
 Correo Electrónico: _____

Padre/Tutor: ____ Emergencia: _____
 Persona Autorizada para Recoger al Niño: _____
 Nombre: _____
 Dirección : _____

 Empleador: _____
 Relación con el estudiante: _____
 Teléfono de la Casa: _____
 Teléfono del Trabajo: _____
 Teléfono Celular: _____
 Correo Electrónico: _____

Padre/Tutor: ____ Emergencia: _____
 Persona Autorizada para Recoger al Niño: _____
 Nombre: _____
 Dirección : _____

 Empleador: _____
 Relación con el estudiante: _____
 Teléfono de la Casa: _____
 Teléfono del Trabajo: _____
 Teléfono Celular: _____

Padre/Tutor: ____ Emergencia: _____
 Persona Autorizada para Recoger al Niño: _____
 Nombre: _____
 Dirección : _____

 Empleador: _____
 Relación con el estudiante: _____
 Teléfono de la Casa: _____
 Teléfono del Trabajo: _____
 Teléfono Celular: _____



Formulario de Acuerdo de Después de las Clases para el Padre



Por favor lea la siguiente información cuidadosamente. Para que su estudiante pueda participar en el Programa de Después de las Clases Moviéndose más allá de que Suenan la Campana, usted debe firmar en la parte de abajo indicando que entiende y está de acuerdo con lo siguiente.

6. **INSCRIPCIÓN:** La inscripción es limitada. Nosotros esperamos tener suficiente espacio para todos los niños que deseen participar en el Programa de Después de las Clases. Después de haber recibido todos los formularios completos, el Supervisor del Sitio le notificará si su niño estará o no en el programa y el día en el que su niño comenzará.
7. **APOYO DE LOS PADRES:** Aunque nuestro personal de Después de Clases está comprometido y calificado, su ayuda es necesaria para hacer del Programa de Después de las Clases lo mejor posible. Usted es un socio importante en el éxito del programa. Por favor apoye a su niño para que cumpla las expectativas del programa. También es crucial que mantenga la información de contactos de emergencia (en la escuela y oficina) actualizada todo el tiempo. **Por favor informe al personal de cualquier necesidad especial o petición que tenga que ver con la salud y/o seguridad de su niño (por ejemplo: órdenes de restricción, órdenes de la corte, etc.)**
8. **POLÍTICA de ASISTENCIA y de SALIDA TEMPRANO:** La asistencia regular es obligatoria. Los niños que tengan tres (3) faltas injustificadas o tres (3) días que se fueron temprano sin una Carta de justificación de Salida Temprano podrían ser sacados del programa. Los estudiantes asisten al Programa de Después de las Clases **sólo** cuando asistan a un día de clases regular. Se espera que los niños se queden al programa entero cada día (la hora de salida comienza a las 5:30 p.m.). Como padre, usted debe proporcionar una nota firmada con una razón válida cuando su niño esté ausente del programa de después de las clases. Por el mejor interés del estudiante, un estudiante puede ser recogido temprano por las siguientes razones: cita documentada con el doctor, dentista, o consejero, emergencia familiar, problemas de transportación, actividades/programas paralelos, horario de trabajo de viernes flexibles, enfermedad del estudiante, citas de la corte, accidentes del niño que ocurrieron durante la hora del programa, y otras condiciones, especialmente relacionadas con la seguridad, según lo determine la escuela (por ejemplo: pérdida de luz/agua). Con excepción en emergencias, los padres/tutores pueden completar la "Carta de justificación de Salida Temprano" antes de que un estudiante se vaya temprano. Es importante que el estudiante que no asista regularmente no impida que otro estudiante pueda participar.
9. **RECOGER A LOS ESTUDIANTES:** Los niños que participan en el Programa de Después de las Clases deben ser sacados por usted o por alguien designado por escrito por usted (de edad de 16 años o más). Su niño debe ser recogido inmediatamente al final del programa de después de clases cada día. Si su niño no ha sido recogido para cuando el programa finalice, el personal de después de clases intentará comunicarse con usted y/o quienes estén designados por usted para sacar a su niño y/o aquellos individuos designados como contactos de emergencia. **Recoger tarde a su niño puede resultar en que su niño sea sacado del programa. Si usted llega tarde a recoger a su estudiante, se le cobrarán \$25 (veinticinco dólares) por cada fracción de quince minutos. Esta política es necesaria para cubrir el costo de la supervisión adicional para su estudiante después de que el programa del día termina. Además, su estudiante podría ser dado de baja del programa si usted llega tarde a recoger a su estudiante tres o más veces.**
10. **DISCIPLINA:** La participación en el Programa de Después de las Clases es un privilegio. Los niños que participen deben seguir las reglas del Distrito Escolar. Estas reglas están publicadas en el Manual de Derechos y Responsabilidades del Estudiante de SSUSD y en los Manuales del Sitio Escolar. Información adicional específica del Programa de Después de Clases será proporcionada cuando la participación en el programa comience. El comportamiento perjudicial, irrespetuoso o prohibido es razón para una acción disciplinaria. Le animamos a que platique de sus preocupaciones sobre el comportamiento de su niño con el Supervisor del Sitio.

Las ofensas disciplinarias incluyen tanto ofensas mayores como menores. Las ofensas disciplinarias menores ocurren cuando los estudiantes no muestran respeto por otros y su entorno. El personal proporcionará intervenciones por las ofensas menores. Las ofensas disciplinarias mayores – o cualquier actividad prohibida por la ley – no son toleradas en el programa de después de las clases o en las actividades patrocinadas. Las ofensas mayores incluyen, pero no se limitan a, cualquier comportamiento o acciones que pongan en peligro la salud, que dañen a su persona u otros, o

dañar propiedad, incluyendo, pero no limitándose a lo siguiente: hacer amenazas; intimidar; posesión o uso de una sustancia controlada, parafernalia de drogas, tabaco, o alcohol; daño de propiedad; robo; uso de profanidad o vulgaridad; desafío de autoridad; ocasionar alarmas de incendio falsas; o repetidas ofensas menores. Las ofensas disciplinarias mayores pueden resultar en la intervención del personal, referencia al Director del sitio escolar, suspensión inmediata o recomendación de expulsión del programa. Para más información con respecto a las políticas disciplinarias, por favor refiérase al Manual de Derechos y Responsabilidades del Estudiante del Distrito Escolar Unificado de Sierra Sands o vaya a <http://www.ssusd.org/pdf/Rights-Responsibilities10-11.pdf>, página 30, apéndice C. El pelear, hacer amenazas e irse del programa pueden ser causas para la suspensión inmediata o para la recomendación de expulsión del programa de después de las clases. El programa de después de las clases fomenta el comportamiento positivo y las elecciones saludables. Las recompensas por el comportamiento y elecciones positivas son específicas para cada sitio del programa de después de las clases. El programa proporciona una variedad de recompensas. Le animamos a que platique de sus preocupaciones sobre el comportamiento de su niño con el Supervisor del Sitio. Existe un plan de disciplina completo para los padres que quieran revisarlo.

DISCLAIMER:

In consideration of my child being permitted to participate directly or indirectly in various activities: I hereby agree to defend, indemnify and hold harmless the Sierra Sands Unified School District and their subcontractors, High Desert Leapin' Lizards, Inc. and their officers, employees, elected officials, agents and volunteers against all claims, demands, actions, suits, liabilities and judgments of every kind and nature and regardless of the merit of the same, arising out of or in any way connected with the participation in High Desert Leapin' Lizards, Inc. sponsored events, activities programs and excursion.

I the undersigned have read and understand the above hold harmless statement. I authorize the ASES personnel, EMT, physician, or hospital to administrate emergency medical treatment in the event of an accident or sudden illness. I hereby give my permission to allow my child to be photographed and their picture may be used for promotional purposes. My signature indicates that I completely understand the above statements.

I have read, understand, and agree to all of the above information. I agree to follow all of the rules applicable to me and to help my child understand and follow the rules. I would like my child(ren)

_____ ,

_____, _____, and

_____ to participate in the afterschool program.

Parent/guardian signature _____ **Date**

Print Parent

Name: _____

FOR OFFICE USE ONLY		Date Received: _____	Time Received: _____
New or Returning Student: _____		Processed by: _____	
Completed Application: _____		Completed Parent Agreement Form: _____	Completed Emergency Contacts: _____
_____ Rating Points Total: _____	Priority#: _____	Waiting List # _____	

ESTIPULACIÓN:

En consideración de que a mi niño se le permite participar directa o indirectamente en varias actividades: Por medio de la presente estoy de acuerdo en defender, indemnizar y mantener sin daños al Distrito Escolar Unificado de Sierra Sands y sus subcontratistas, High Desert Leapin' Lizards, Inc. y sus oficiales, empleados, oficiales elegidos, agentes y voluntarios en contra de todas las quejas, demandas, acciones, responsabilidades y juicios de cualquier clase y naturaleza y sin importar el mérito del mismo, que surjan fuera de o de cualquier manera que se conecte con la participación en los eventos, actividades programadas y excursiones patrocinados por High Desert Leapin' Lizards, Inc.

Yo el signatario he leído y entiendo la declaración de arriba de mantener sin daños. Yo autorizo al personal del ASES, EMT, médico u hospital a administrar tratamiento médico de emergencia en caso de un accidente o enfermedad repentina. Por este medio doy mi permiso para que mi niño sea fotografiado y que su foto se pueda usar con un propósito promocional. Mi firma indica que entiendo completamente las declaraciones de la parte de arriba.

He leído, entiendo y estoy de acuerdo con toda la información de la parte de arriba. Estoy de acuerdo en seguir todas las reglas que me atañen y a ayudar a mi niño a entender y seguir las reglas. Me gustaría que mi niño(s)

_____, _____,
_____, y

_____ participen en el Programa de Después de Clases.

Firma del Padre/tutor _____ **Fecha**

Nombre del Padre en letra de

Molde: _____

<p>FOR OFFICE USE ONLY Date Received: _____ Time Received: _____</p> <p>New or Returning Student: _____ Processed by: _____</p> <p>Completed Application: _____ Completed Parent Agreement Form: _____ Completed Emergency Contacts: _____</p> <p>_____ Rating Points Total: _____ Priority#: _____ Waiting List # _____</p>

EARLY RELEASE POLICY

- ❖ The Moving Beyond the Bell afterschool program runs daily from after school until 6:00 p.m. (6:15 p.m. at Pierce Elementary School) and children are expected to attend the entire program. **The check out process begins at 5:30 p.m. and ends promptly at 6:00 p.m. (6:15 p.m. at Pierce Elementary School).** Parents/Guardians may arrive during that time. Students who remain for at least 1 hour and 50 minutes of the program day will be regarded as attending for a full day of attendance.
- ❖ **Please note that any time a child is picked-up** early from the afterschool program, for a reason other than below, the program loses all funding for the child **for the entire day.**
- ❖ Early pick up may be allowed for the following reasons:
 1. Documented doctor, dentist, or counseling appointment
 2. Family emergency
 3. Transportation issues
 4. Parallel activities/programs
 5. Flex Friday work schedule
 6. Student illness
 7. Court appointments
 8. Child accidents that occur during program time
 9. Behavioral/ attendance modification to support student success
 10. Other conditions, especially related to safety, as determined by the school (i.e. power/ water outages)
- ❖ In all of these cases, please **go to the Site Supervisor** to officially sign your child out and inform him/her of the reason for early pick-up. Except in emergencies, parents/guardians need to complete the “Early Release Form” prior to a student leaving early.
- ❖ In some cases, parents may want to sign their child out for other reasons than those listed above. If so, the student must be marked as “unexcused absence” and the afterschool program cannot receive state funding for the child that day.
- ❖ The afterschool program begins immediately after students are released from school, including on minimum days.

PLEASE NOTE:

- ❖ **The afterschool program’s first priority is to children who need a daily program and who attend daily. Taking your child out frequently may result in losing enrollment.**

POLÍTICA DE SALIDA TEMPRANO

- ❖ El programa después de las clases “Moving Beyond the Bell” se lleva a cabo diariamente desde que terminan las clases hasta las 6:00 p.m. (6:15 p.m. en la Escuela Primaria Pierce) y se espera que los niños asistan al programa completo. **El proceso de salida comienza a las 5:30 p.m. y termina inmediatamente a las 6:00 p.m. (6:15 p.m. en la Escuela Primaria Pierce).** Los padres/tutores deben llegar durante ese tiempo. Los estudiantes que permanezcan en el programa por lo menos 1 hora y 50 minutos serán considerados como si hubieran asistido el día completo.
- ❖ **Por favor noten que cada vez que un niño es recogido** temprano del programa de después de las clases, por otra razón que no sea una de las que se mencionan abajo, el programa pierde todos los fondos de ese niño **por todo ese día.**
- ❖ Se permite recoger temprano a su niño por las siguientes razones:
 1. Cita documentada con el doctor, dentista o consejero
 2. Emergencia familiar
 3. Problemas de transporte
 4. Actividades/programas paralelos
 5. Calendario de trabajo de Viernes Flexible
 6. Enfermedad del estudiante
 7. Citas en la corte
 8. Accidentes del niño que ocurren durante el horario del programa
 9. Modificación de la conducta/asistencia para apoyar el éxito del estudiante.
 10. Otras condiciones, especialmente relacionadas con la seguridad, según lo determine la escuela (por ejemplo apagones de electricidad/agua)
- ❖ En todos estos casos, por favor **vaya con el Supervisor del Sitio** para que oficialmente saque a su niño y le informe a él/ella del motivo por el cual lo está recogiendo temprano. A excepción de emergencias, los padres/tutores necesitan completar el “Formulario de Salida Temprano” antes de que un estudiante se vaya temprano.
- ❖ En algunos casos los padres quieren sacar a su niño por otras razones que no están citadas en la parte de arriba. De ser así, el estudiante será marcado como que tiene una “falta injustificada” y el programa después de las clases no podrá recibir fondos por el niño en ese día.
- ❖ El programa después de las clases comienza inmediatamente después de que los estudiantes salen de clases, incluyendo los días mínimos.

POR FAVOR NOTE QUE:

- ❖ **La prioridad principal de los programas después de las clases es para los niños que necesiten un programa diario y quienes asistan diariamente. Sacar a su niño con frecuencia podría resultar en la pérdida de la inscripción.**

LATE ARRIVAL POLICY

- ❖ The Pierce Before School Program runs from 7 AM to 9 AM each day that school is in session. **Students are expected to arrive no later than 7:05 AM.** Children are expected to attend the entire program each day. Students are released to breakfast at 8:30 AM. Students who participate in at least one hour of the program day will be regarded as attending for a full day of attendance.
- ❖ **Please note that any time a child arrives late** to the before school program, for a reason other than below, the program may lose all funding for the child **for the entire day.**
- ❖ Late arrival may be allowed for the following reasons:
 1. Documented doctor, dentist, or counseling appointment
 2. Family emergency
 3. Transportation issues
 4. Parallel activities/programs
 5. Flex Friday work schedule
 6. Student illness
 7. Court appointments
 8. Child accidents that occur during program time
 9. Behavioral/ attendance modification to support student success
 10. Other conditions, especially related to safety, as determined by the school (i.e. power/ water outages)
- ❖ In all of these cases, please **go to the Site Supervisor** to officially sign your child in and inform him/her of the reason for late arrival.
- ❖ In some cases, parents may want have students arrive late for other reasons than those listed above. If so, the student must be marked as “unexcused absence” and the before school program cannot receive state funding for the child that day.

PLEASE NOTE:

- ❖ **The before school program’s first priority is to children who need a daily program and who attend daily. Taking your child out frequently or having them come late to the program may result in losing enrollment.**

**Moving Beyond the Bell After School Program
Early Release Parent Letter of Explanation**

To Whom It May Concern:

My child _____ was picked up early on the
Child's name

date(s) of _____ and left at the time
Date

_____ p.m. for the following reasons noted on the After
Time left

School Education and Safety Program Early Release Policy (please circle one):

1. Documented doctor, dentist, or counseling appointment
2. Family emergency
3. Transportation issues
4. Parallel activities/programs
5. Flex Friday work schedule
6. Student illness
7. Court appointments
8. Child accidents that occur during program time
9. Other conditions, especially related to safety, as determined by the school (i.e. power/ water outages)

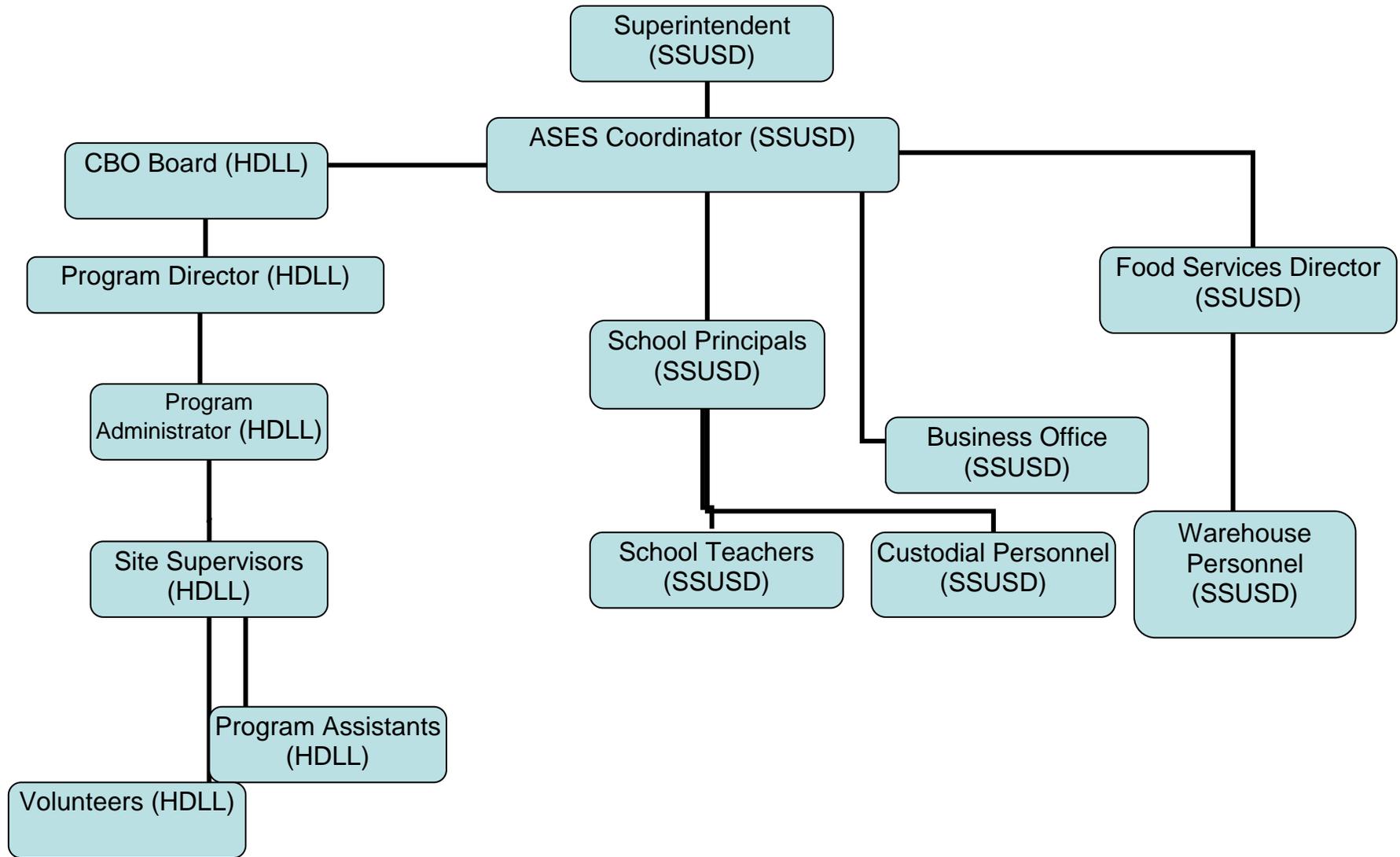
Sincerely,

Parent Signature

Parent Name

Date

Appendix E (Organizational Chart)
ASES ORGANIZATIONAL CHART
High Desert Leapin' Lizards, Inc. and Sierra Sands Unified School District Personnel



**After School Education and Safety Program
Renewal Application**

Checklist

RENEWAL REQUEST FORMS

Must be received by 5:00 p.m. on February 13, 2015 to CDE.

MAIL OR DELIVER TO:

GRANTID: 15-23939-7374-EZ

**After School Division
ASES Renewal Application
California Department of Education
1430 N Street, Suite 3400
Sacramento, CA 95814-5901**

COPIES: Provide the CDE with one original ASES Program Renewal Application with original Authorized Signatures. Send one copy of the Renewal Request Application to your respective Regional Lead (the contact list of Regional Leads is posted on the CDE ASES Program Web page at <http://www.cde.ca.gov/ls/ba/cp/regntwrkcontacts.asp>.)

Please submit these forms in the following order:

- This Checklist
- Cover Page
- Co-applicant Page (if applying with a Co-applicant)
- List of Schools Operating Programs
- Signatures and Approvals
- Certified Assurances (pages 1-3)
- Outcome Measures
- Off-site Program Information (if planning to operate a program at a site other than that of the regular school day activity)
- Statement of Amended Program Plan (if applicable)
- One copy sent to grantees' Regional Lead

**After School Education and Safety Program
Renewal Application**

Cover Page

GRANTID: 15-23939-7374-EZ

Mail signed original:

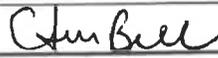
E-mail for questions:
afterschool@cde.ca.gov

After School Division
ASES Renewal Application
California Department of Education
1430 N Street, Suite 3400
Sacramento, CA 95814-5901

Note: Authorized Agent is also known as the Authorized Signatory in the ASES Application.

Agency Name	Sierra Sands Unified
CDS/FEIN	15737420000000
County Name	Kern
Agency Type	LEA
Name of Authorized Agent	Ernest M Bell Jr., Superintendent
Professional Title of Authorized Agent	Superintendent
Address	113 West Felspar Avenue
City, State, Zip	Ridgecrest, CA 93555-3520
Phone Number	(760) 499-1600
Fax Number	(760) 375-4562
Email Address	ebell@ssusd.org
Name of Program Contact	Mrs. Shirley Kennedy
Professional Title of Program Contact	Assistant Superintendent
Agency Name of Program Contact	Sierra Sands Unified
Address	113 Felspar Avenue
City, State, Zip	Ridgecrest, CA 93555
Phone Number	760-499-1640
Fax Number	760-375-1959
Email Address	skennedy@ssusd.org
Total Amount Requested	\$332,592.75

Certification of Assurance: I certify that all applicable state and federal rules and regulations and the provisions of the After School Education and Safety Program will be observed and that, to the best of my knowledge, the information contained in this application is correct and complete.

Signature of Authorized Agent	
Date	January 16, 2015

After School Education and Safety Program
Renewal Application

List of Schools Operating Programs

Sierra Sands Unified

Site Status R=Renew C=Cancel	Grant Number	CDS Code	School Name	Components	Funding Amount
R	15-23939-7374-EZ	15737426009633	Faller Elementary	After School Base	\$112,500.00
R	15-23939-7374-EZ	15737426009609	Inyokern Elementary	After School Base	\$85,473.75
R	15-23939-7374-EZ	15737426009294	Pierce Elementary	After School Base	\$97,119.00
R	15-23939-7374-EZ	15737426009294	Pierce Elementary	Before School Base	\$37,500.00
Total:					\$332,592.75

**After School Education and Safety Program
Renewal Application**

GRANTID: 15-23939-7374-EZ

Signature and Approvals

PART A -- SCHOOL PRINCIPAL APPROVAL

The principal of each school to be served by the program must approve this application (EC Section 8482.3 [f][2]) and commits to supporting the program (EC Section 8483.3 [c][6]). As a partner in the application, the principal agrees to share responsibility for the planning and quality of the program (EC Section 8482.3 [f][3]) and to operate a program on their site (EC Section 8482.3 [f][1]) or at a site not located on the school campus that meets EC requirements (EC Section 8486).

CDS Code	School Name	Name of Principal	Signature of Principal
15737426009294	Pierce Elementary	Pam Barnes, Principal	<i>Pam Barnes</i>
15737426009609	Inyokern Elementary	Beverly Ewbank, Princial	<i>Beverly Ewbank</i>
15737426009633	Faller Elementary	Melissa Christman, Principal	<i>Melissa Christman</i>

PART B -- SCHOOL DISTRICT APPROVAL

The local education agency (LEA) superintendent or charter school governing board authorized signatory must approve this application (EC Section 8482.3 [f][2]). As a partner in the application, the superintendent or governing board agrees to share responsibility for the planning and quality of the program (EC Section 8482.3 [f][3]) and to operate a program on their site(s) (EC Section 8482.3 [f][1]) or at a site(s) not located on the school campus that meets EC requirements (EC Section 8486). NOTE: Directly funded charter schools applying for this grant funding are not required to obtain the superintendent's signature for approval.

CDS Code	School District Name	Name of Superintendent	Signature of Superintendent
1573742	Sierra Sands Unified	Ernest M Bell Jr., Superintendent	<i>Ernest M Bell Jr.</i>

PART C -- CERTIFICATION AND DESIGNATION OF APPLICANT AGENCY

Each application must designate an applicant agency as the fiscal agent of the grant. The applicant agency must be an LEA or public agency. A "public agency" means a county board of supervisors or, if the city is incorporated, a city council (EC Section 8482.3 [f][4]). The applicant agency agrees to clearly demonstrate fiscal accountability and to follow all programmatic, fiscal reporting, accountability, and auditing standards, as well as all legal and legislative requirements of state and federal funding (EC Section 8482.3 [f][5]) (EC Section 8483.3 [c][9]).

Agency Name	Sierra Sands Unified
Name of Authorized Agent	Ernest M Bell Jr., Superintendent
Signature of Authorized Agent	<i>Ernest M Bell Jr.</i>

**After School Education and Safety Program
Renewal Application**

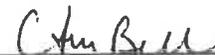
Certified Assurances

GRANTID: 15-23939-7374-EZ

Note: All grantees are required to retain on file a copy of the General Assurances for their records and for audit purposes. Please download the General Assurances on the California Department of Education Funding Forms Web page at <http://www.cde.ca.gov/fg/fo/fm/ff.asp>. Grantees should not submit General Assurances to the CDE.

CERTIFIED ASSURANCES	
On behalf of the applicant agency, the Authorized Executive is to sign at the bottom of each page acknowledging understanding of and agreement with each Certified Assurance.	
Program Elements	
1	The program will include an educational and literacy element designed to provide tutoring and/or homework assistance in one or more of the following subject areas: language arts, mathematics, history and social science, science, and computer training.
2	The program will have an educational enrichment element that may include, but is not limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities. Such activities might involve STEM, the arts, music, physical activity, health promotion, general recreation, technology, career awareness, and activities to support positive youth development.
3	The program will provide a safe physical and emotional environment and opportunities for relationship-building and will promote active student engagement.
4	The program will collaborate and integrate with the regular school day program and other expanded learning opportunities.
5	The program will provide a snack that conforms to the nutrition standards in the California Education Code, Part 27, Chapter 9, Article 2.5, commencing with Section 49430.
6	The program will provide opportunities for physical activity.
Program Plan	
7	Partners to this application, as well as school staff, have demonstrated commitment to supporting the program and sharing responsibility for the planning and quality of the program at the designated site(s).
8	The program is planned through a collaborative process that includes parents, youth, and representatives of participating public school sites, governmental agencies (e.g., city and county parks and recreation departments), local law enforcement, community organizations, and the private sector.
9	The program will review Program Plans every three years. This review is to include, but not be limited to, program goals, program content, and outcome measures that the grantee will use for the next three years and, any other information requested by the CDE. New program goals may be selected for the following three years during the grant renewal process.
10	The program acknowledges that the CDE will monitor the Program Plan review as part of its onsite monitoring process.
11	The program will notify the CDE if the program goals or outcome measures are changed.

I acknowledge understanding of and agreement with Certified Assurances 1-11



Signature of Authorized Agent

**After School Education and Safety Program
Renewal Application**

Certified Assurances

GRANTID: 15-23939-7374-EZ

Program Operations	
12	The program will maintain a student-to-staff member ratio of no more than 20:1.
13	The program will begin operation immediately upon the end of the regular school day. (Note: A regular school day is any day that students attend and instruction takes place.)
14	The program will operate for a minimum of 15 hours per week.
15	The program will operate until at least 6:00 p.m., on every regular school day.
16	The program will establish a reasonable early release policy for students attending the after school component.
17	Elementary students should participate every day that the after school program operates.
18	Middle/junior high school students should attend a minimum of nine hours and three days per week. (Note: The program must operate all regular school days.)
19	A flexible attendance schedule for middle/junior high school students may be implemented in order to develop an age-appropriate program. Priority for enrollment will be given to students who attend daily.
20	Every student attending a school operating a program is eligible to participate in the program, subject to program capacity.
21	The program is not required to charge family fees or conduct individual eligibility determination based on need or income.
22	The program will provide all notices, reports, statements, and records to parents or guardians in English and the student's primary language when 15 percent of the students enrolled at the school site speak a single primary language other than English as determined by language census data from the preceding year.
Site Staff and Volunteers	
23	The program will establish qualifications for each position so that all staff members directly supervising students meet the minimum qualifications of an instructional aide, pursuant to the policies of the district.
24	Selection of the program site supervisors are subject to the approval of the school site principal.
25	Staff and volunteers will fulfill health screening and fingerprint clearance requirements in current law and in compliance with school district, private school, or agency policy.
Staff Training and Development	
26	The program will provide staff training and development.
27	A program may provide a maximum of three staff development days a year during regular program hours using grant funds.
Other Sites	
28	If the site is not located on a school campus, safe, supervised transportation must be provided to enrolled students.
29	Programs may be conducted on the grounds of a community park, recreational facility, or other site as approved by the CDE in the grant application process.
30	Offsite programs will be aligned with the educational and literacy components of the program with participating students' regular school programs.
31	Offsite programs will ensure communication among teachers in the regular school program, after school staff and parents of students.
32	Offsite programs will comply with all statutory and regulatory requirements of those conducted on the school site.

I acknowledge understanding of and agreement with Certified Assurances



Signature of Authorized Agent

**After School Education and Safety Program
Renewal Application**

Certified Assurances

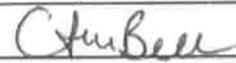
GRANTID: 15-23939-7374-EZ

Attendance and Evaluation Measures	
33	The program will keep accurate program attendance records and report actual attendance to the CDE twice per fiscal year.
34	The program will report school day attendance rates for participating students.
35	The program will meet all evaluation requirements, including participation in a statewide evaluation process as determined by the CDE and provide all required information on a timely basis.
36	The program will provide information for the statewide independent evaluation.
37	The program will respond to any additional surveys or other methods of data collection that may be required throughout the life of the program.
38	The program will annually provide participating students' regular school day annually and program attendance semi-annually. In lieu of the Standardized Testing and Reporting test results the program will submit any assessment or reporting requirement as subsequently established by the CDE.
39	The program will use standardized procedures and collection tools developed by the CDE for evaluation purposes. Locally developed tools or protocols will not be accepted.
Fiscal Issues	
40	The program will expend no more than 15 percent of funding on administrative costs, which include indirect costs.
41	The program's indirect costs will be the lesser of: <ul style="list-style-type: none"> • The school district's indirect cost rate, as approved by the CDE for the appropriate fiscal year, or • Five percent of the state program funding received pursuant to this article.
42	The program will expend at least 85 percent on direct services to students.
43	The program will use these funds to supplement, but not supplant, existing funding for after school programs.
44	The program will provide at least 33 percent cash or in-kind local matching funds from the school district, government agencies, community organizations, or the private sector for each dollar expended in grant funds. Not more than 25 percent of the match requirement will be fulfilled by facilities or space usage.
45	The program acknowledges that State categorical funds for remedial education activities are not eligible as matching funds for after school programs.

California Education Code (EC) citation for each assurance:

1. (EC 8482.3 [c][1]) (EC 8482.3 [f][6]) (EC 8483.3 [c][1])	17. (EC 8483 [a][2])	33. (EC 8482.3 [f][10][C]) (EC 8484 [a][1][B])
2. (EC 8482.3 [c][2]) (EC 8482.3 [f][6]) (EC 8483.3 [c][2])	18. (EC 8483 [a][2])	34. (EC 8482.3 [f][10][A]) (EC 8484 [a][1][A])
3. (EC 8483.3 [c][3])	19. (EC 8483 [a][3])	35. (EC 8482.3 [f][7-8]) (EC 8483.3 [c][11]) (EC 8484 [a])
4. (EC 8483.3 [c][5])	20. (EC 8482.6)	36. (EC 8482.3 [f][7-8]) (EC 8484 [a])
5. (EC 8482.3 [d]) (EC 8483.3 [c][8])	21. (EC 8482.6)	37. (EC 8482.3 [f][7-8])(EC 8484 [a][2][E])
6. (EC 8483.3 [c][7])	22. (EC 48985)	38. (EC 8482.3 [f][7-8]) (EC 8482.3 [f][10][B]) (EC 8484 [a])
7. (EC 8483.3 [f][1-3]) (EC 8483.3 [c][6]) (EC 8486)	23. (EC 8483.4)	39. (EC 8482.3 [f][7-8]) (EC 8484 [c])
8. (EC 8482.5 [b])	24. (EC 8483.4)	40. (EC 8483.9 [b])
9. (EC 8482.3 [g][1])	25. (EC 8483.4)	41. (EC 8483.9 [a])
10. (EC 8482.3 [g][2])	26. (EC 8483.3 [c][4])	42. (EC 8483.9 [c])
11. (EC 8482.3 [g][1])	27. (EC 8483.7[a][1][C])	43. (EC 8483.5 [e]) (EC 8483.7 [b])
12. (EC 8483.4)	28. (EC 8482.8 [a]) (EC 8484.6 [a])	44. (EC 8483.7 [a][5])
13. (EC 8483 [a][1])	29. (EC 8484.6 [a])	45. (EC 8483.7 [b])
14. (EC 8483 [a][1])	30. (EC 8482.8[a]) (EC 8484.6 [a])	
15. (EC 8483 [a][1])	31. (EC 8482.8 [a])	
16. (EC 8483 [a][1])	32.(EC 8484.6 [b])	

I acknowledge understanding of and agreement with Certified Assurances



Signature of Authorized Agent

**After School Education and Safety Program
Renewal Application**

Outcome Measures Based upon Individual Program Focus

GRANTID: 15-23939-7374-EZ

After School Education and Safety (ASES) programs are required to select one or more outcome measures to demonstrate program effectiveness based upon program focus. Data for chosen measures must be submitted annually as required by EC Section 8484.

Participants of the University of California at Irvine Online Toolbox may elect to use data from the project to measure program outcomes.

Please check one or more of the following evaluation measures of program effectiveness that will be submitted annually to the CDE:

- Any assessment or reporting requirement established by the CDE after the cessation of STAR testing.
- Skill development as reported by school day teachers or after school staff.
- Positive behavioral changes as reported by school day teachers or after school staff.
- University of California at Irvine Online Toolbox program outcome(s).

January 15, 2015

California Department of Education

After School Division

Notification of Changes to Program Plan

The Sierra Sands Unified School District ASES Program Plan has been reviewed, revised, and approved by the board of education. Sierra Sands has selected the outcome measure "Any assessment or reporting requirement established by the CDE after the cessation of STAR testing" as its measure of program effectiveness that will be submitted annually to the California Department of Education.

The revised program plan is being implemented locally and will be made available to CDE during any monitoring process.

Sincerely,

A handwritten signature in cursive script, appearing to read "Shirley Kennedy".

Shirley Kennedy

Shirley Kennedy

Assistant Superintendent

Sierra Sands Unified School District

760-499-1644

skennedy@ssusd.org

6. EDUCATIONAL ADMINISTRATION

6.3 Approval of Single Plans for Student Achievement (SPSA)

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 personnel 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 district-wide goals and priorities and the Local Accountability Plan (LCAP). 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 and approved 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: School site personnel and School Site Councils have been meeting this fall to analyze data, update instructional program priorities, and revise Single Plans for Student Achievement. A major component in Single Plans is setting annual growth targets using state testing results. Because this spring's state assessments were a "test of the test" rather than a summative diagnostic of student learning, schools do not have state assessment data to determine annual growth or set annual targets. Sites modified their plans and utilized district benchmark data to set annual growth targets until the results from the spring 2015 California Assessment of Student Performance and Progress (CAASPP) are released. In order to ensure meeting all compliance requirements, district schools continue to use the California Department of Education Single Plan for Student Achievement template provided by Doc Tracking Services.

FINANCIAL IMPLICATIONS: Board approved Single Plans for Student Achievement is a requirement in order for schools to receive categorical funding.

SUPERINTENDENT'S RECOMMENDATION: It is recommended that the Board of Education approve the Single Plans for Student Achievement for the 2014-15 school year as presented.

**Individual school Single Plans for Student Achievement are available as a separate attachment. They are also available for review at the district office.

6. EDUCATIONAL ADMINISTRATION

6.4 Approval of Local Education Agency Plan (LEAP) for 2014-15

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

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

CURRENT CONSIDERATIONS: Sierra Sands entered Title I Program Improvement Year 3 in Fall 2013. The State Board of Education is required to assign one or more corrective actions to LEAs identified in this category. The corrective action the State Board of Education assigned to Sierra Sands is to continue to reserve an amount equal to 10 percent of its Title I allocation to provide professional development for teachers and administrators. The professional development should be focused on standards-based/standards-aligned instruction and materials, implementation of the Common Core State Standards, and the use of effective instructional strategies. In addition, in order to support LEAs in corrective action, Sierra Sands received a one-time allocation of \$150,000 to assist with implementation of the assigned corrective action. LEAs in corrective action are required to review and revise their LEA Plan as necessary but at least yearly to fully implement the corrective action.

Much work has been accomplished by district stakeholders over the past few months to coordinate and streamline all plans to eliminate redundancies and keep the focus on student need and success. These plans include the Local Education Agency Plan (LEAP), Single Plans for Student Achievement (SPSA), and the Local Control Accountability Plan (LCAP).

An annual needs assessment is created, prioritized, and incorporated in all state and federal plans to ensure a cohesive, comprehensive, and focused effort for supporting and improving student achievement. District goals and performance data is evaluated throughout the school year to determine effectiveness. Professional development for teachers and administrators is a prioritized need and is addressed in all plans.

FINANCIAL IMPLICATIONS: The LEA Plan has been reviewed and revised to reflect the goals, actions, and services identified to improve student achievement and the funding being used to support these goals.

SUPERINTENDENT'S RECOMMENDATION: It is recommended that the board approve the revised 2014-15 LEA Plan for the Sierra Sands Unified School District as presented. Once approved, the LEA Plan will be posted on the district's website as required by ESEA requirements.

**Local Education Agency Plan
Sierra Sands Unified School District
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Part I Background and Overview

Background

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

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

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

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

1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-2014.
2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
3. By 2005-2006, all students will be taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
5. All students will graduate from high school.

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

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

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

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

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

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

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

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

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

The Consolidated Application (ConApp)

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

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

The Single Plan for Student Achievement (SPSA)

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

The Local Educational Agency Plan (LEA Plan)

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

Federal Program Monitoring (FPM)

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

Development Process for the LEA Plan

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

In developing the Plan, the LEA will review its demographics, test results, performance, and resources. Given that the majority of such information is readily available in the School Accountability Report Card (SARC), the Standardized Testing and Reporting (STAR) performance results, the Academic Performance Index (API) results, and other data sources, the LEA will find the data easy to access via the Internet. (See Appendix B for links to each of the web sites containing student and staff demographic information, SARC, STAR, and API data.) **The LEA is expected to gather and review its own information from these resources and use it to inform the planning process. STAR data is no longer available as of Spring 2014 as the new accountability system is put into place**

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

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

Step One: Measure the Effectiveness of Current Improvement Strategies

Analyze Student Performance:

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

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

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

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

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

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

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

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

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

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

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

Step Three: Develop or Revise Performance Goals

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

Step Four: Revise Improvement Strategies and Expenditures

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

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

Step Five: Local Governing Board Approval

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

Step Six: Monitor Implementation

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

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

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

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

Planning Checklist for LEA Plan Development

<input checked="" type="checkbox"/>	1. Measure effectiveness of current improvement strategies
<input checked="" type="checkbox"/>	2. Seek input from staff, advisory committees, and community members.
<input checked="" type="checkbox"/>	3. Develop or revise performance goals
<input checked="" type="checkbox"/>	4. Revise improvement strategies and expenditures
<input checked="" type="checkbox"/>	5. Local governing board approval
<input checked="" type="checkbox"/>	6. Monitor Implementation

Federal Programs Checklist

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

Federal Programs	
<input checked="" type="checkbox"/>	Title I, Part A
<input type="checkbox"/>	Title I, Part D, Neglected/Delinquent
<input checked="" type="checkbox"/>	Title II, Part A, Subpart 2, Improving Teacher Quality
<input type="checkbox"/>	Title II, Part D, Enhancing Education Through Technology
<input checked="" type="checkbox"/>	Title III, Limited English Proficient
<input checked="" type="checkbox"/>	Title III, Immigrants
<input type="checkbox"/>	Adult Education
<input checked="" type="checkbox"/>	Career Technical Education (Perkins)
<input type="checkbox"/>	McKinney - Vento Homeless Education
<input checked="" type="checkbox"/>	Individuals with Disabilities Education Act (IDEA), Special Education
<input type="checkbox"/>	21 st Century Community Learning Centers
<input type="checkbox"/>	Other (describe):

State Programs Checklist

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

State Programs	
<input type="checkbox"/>	Economic Impact Aid (EIA) - State Compensatory Education
<input type="checkbox"/>	EIA - Limited English Proficient
<input checked="" type="checkbox"/>	After School Education and Safety Programs
<input checked="" type="checkbox"/>	Child Development Programs
<input type="checkbox"/>	Educational Equity
<input type="checkbox"/>	Gifted and Talented Education
<input type="checkbox"/>	School Safety and Violence Prevention Act (AB1113, AB 658)
<input type="checkbox"/>	Healthy Start
<input type="checkbox"/>	Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
<input type="checkbox"/>	Other (describe):

District Budget for Federal Programs

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A		1,112,766		85%
Title I, Part D Neglected/Delinquent				
Title II Part A, Subpart 2 Improving Teacher Quality		179,195		85%
Title II, Part D Enhancing Education Through Technology				
Title III Limited English Proficient		33,913		98%
Title III Immigrants		5,879		
Adult Education				
Career Technical Education (Perkins)		49,407		85%
McKinney - Vento Homeless Education				
IDEA, Special Education		847,234		85%
21st Century Community Learning Centers				

District Budget for State Programs

Categories	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
EIA - State Compensatory Education				
EIA - Limited English Proficient				
After School Education and Safety Program		332,592		85%
Child Development Prog (State preschool)		483,928		85%
Educational Equity				
Gifted and Talented Education				
School Safety and Violence Prevention Act				
Tenth Grade Counseling				
Healthy Start				
Dropout Prevention and Recovery Act				
Other (describe)				

Part II The Plan

Needs Assessment

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

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

Academic Performance

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

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

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

Teacher Quality

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

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

School Safety and Prevention

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

Descriptions - District Planning

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

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

District Goals

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

Sierra Sands Unified School District is located in the Indian Wells Valley of California's beautiful high desert. SSUSD is located in the northwest quadrant of the Mojave Desert. The district is isolated from comparable population centers by approximately 120 miles. The district serves a large rural area of approximately 954 square miles with eleven schools including seven elementary schools, two middle schools, one comprehensive high school, and one continuation high school. K-12 District enrollment according to 2014 CBEDS is 4,944 and students by ethnicity include 26.01% Hispanic or Latino, 1.44% American Indian or Alaska Native, 4.57% Asian, 0.99% Pacific Islander, 5.34% African American, 59.93% White, and 1.68% Two or More Races. Participants in special programs include 11.31% Students with Disabilities, 7.54% English learners, and 54.25% Free and Reduced Meals participants. Approximately 2.0% of our students attend alternative education. Based on the 2014-15 CALPADS English Language Acquisition Status report, Sierra Sands has 20 languages in the district other than English. Of these languages, 84.10% speak Spanish. The most current CDE Ed-Data, school year 2011-12, indicates that Sierra Sands had 219.1 FTE and a student to teacher ratio of 23.1. The district also operates a state preschool at three elementary sites, three After School Education and Safety (ASES) programs, one before school program, and Adult School.

Students in grades K-5 attend school at one of seven elementary school sites. Elementary schools operate on a trimester reporting system with parent conferences held in November and March. K-12 instruction is based on Common Core State Standards for each grade level and subject. Achievement tests and benchmarks are utilized yearly. Parents receive detailed results of all standardized assessments. Gifted and Talented Education (GATE) opportunities are available at all elementary schools. Title I, a program specifically designed to provide students additional assistance, is available at seven schools. Interventions and before-and-after school programs are also available. Student access to after school programs is available at three schools (Faller, Inyokern and Pierce) through After School Education and Safety (ASES) grants.

The district has two middle schools. Instruction is based on Common Core State Standards and articulated with both the elementary and high school courses of study. Gifted and Talented Education services are provided to identified students. A full-time counselor at each school assists students and parents with developing a six year educational plan and ensures that program requirements are met. A variety of extracurricular activities are available, including student government, AVID, and a comprehensive pre-engineering program-Gateway to Technology. Athletic opportunities are offered to students in grades 7 and 8.

Sierra Sands operates two high schools: Sherman E. Burroughs High School and Mesquite Continuation High School. Both schools are accredited by the Western Association of Schools and Colleges and offer a wide range of educational opportunities. Instruction at Burroughs is based on course outlines articulated with the middle school course of study and university requirements. Honors and Advanced placement courses are provided in a number of subjects, and concurrent enrollment at Cerro Coso Community College is offered to students. Proficiency and remedial programs are also provided. At Burroughs, four full-time counselors assist students and parents to ensure that graduation and college entrance requirements are met. Burroughs is a member of the Mojave River League and the Southern Section of the California Interscholastic Federation. A full complement of athletic activities is provided. An award-winning band is

part of the extensive performing arts program. Participation in club activities and student government is encouraged. Burroughs offers a large career technical education program including Regional Occupational (ROP), Perkins (federal),

Project Lead the Way Engineering, and Workability programs. Coordination with Cerro Coso and the Kern Community College District occurs to increase articulation efforts.

The district pursues grant opportunities to enhance instructional programs and facilities. Three CTE facility projects, a science computer lab with Venier equipment, and chrome books in grades 3-12 classrooms have been accomplished over the past three years as a result of grants such as Proposition 1D, Department of Defense, and Common Core Implementation funding. The District also received a \$70 million Department of Defense grant to modernize the high school and build a new middle school.

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

The District entered Program Improvement in 2011 and has progressed to Year 3-Corrective Action in 2013. Due to the changes in the accountability system all schools and the district remain frozen at the 2013 status. All sites, the district, and the SELPA completed the survey tools to ensure all essential components are being implemented and to what extent. The District Leadership Team analyzed all data and identified needs based on data. The District Leadership Team prioritized its needs for implementation over the next three years by sites, the SELPA, and the district. Our three prioritized goals are: 1) Curriculum, Instruction, Assessment, and Intervention, 2) Data Systems and Monitoring, and; 3) Professional Development. Using this information, the District revised its LEAP and is implementing its assigned corrective action by the State Board of Education.

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

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

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

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

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

- Benchmark Performance Assessments
- Teacher Evaluation Component- K-12
- Multiple measures such as: STAR Early Literacy, STAR Reading, Oral Running Records, Fluency, Accelerated Reading and Math and ALEKS math.

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

Benchmark assessments for each grade level and the core programs have been developed and implemented. Benchmark data are entered into Illuminate for ease of analysis and to make instructional decisions. Professional development is provided for data analysis and use of Illuminate, the districts data monitoring system.

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

Performance Goal 1:

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

Planned Improvement in Student Performance in Reading

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

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditure	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards: The District will establish a coherent, comprehensive curriculum in English Language Arts/English Language Development, TK-12. Technical assistance will be provided to all schools identified for program improvement.</p> <p>-The District Leadership Team/PLC will review and revise</p> <ul style="list-style-type: none"> -District goals based on data -Professional development activities will focus on literacy and critical reading as outlined in the Common Core State Standards -District level grade/curricular collaboration will be provided across the district at a minimum of three times per year -Coaches will be provided to facilitate and assist with the transition to the Common Core State Standards and assessment system, CAASPP. -Vertical alignment in English Language Arts/English Language Development will be addressed collaborations to ensure consistency in courses -All outlines and pacing schedules will be reviewed and modified to align to Common Core State Standards -Formative and summative assessments will be developed and implemented to monitor student progress in meeting proficiency in Common Core State Standards. -Single Plans for Student Achievement, WASC/Model School, and LCAP action plans will align to District goals. -Train and support the implementation of critical reading and literacy across content areas. 	<p>Assistant Superintendent of Curriculum and Instruction, Teachers, Administrators</p> <p>District Leadership Team Superintendent Assistant Superintendent, Coaches, Teachers Principals School Site Councils WASC Model school teams</p>	<p>Materials costs</p> <p>Teacher release, materials costs</p> <p>Salaries/benefits, materials costs</p> <p>Costs related to each specific goal in site plans</p>	<p>\$100.00</p> <p>\$84,240.00</p> <p>\$286,328.62/year</p>	<p>General Fund</p> <p>Title I, Title IIA, Title III, General Fund</p> <p>Title I, Title IIA, Title III, General Fund Grant funds</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>2. Use of standards-aligned instructional materials and strategies</p> <p>-Continue to provide Instructional Materials-Based training for MacMillan McGraw-Hill California Treasures for all K-5 teachers.</p> <p>-Provide sufficient materials and training for currently adopted ELA materials:</p> <ul style="list-style-type: none"> • Elementary—Treasures-Macmillan McGraw-Hill • Middle—Glencoe-Grade 6 and Holt-Grades 7-8 • High School—Holt Literature & Language Arts and Expository Reading and Writing Course (ERWC) <p>-Provide training and support of English Learner component of State Approved Textbook and Supplemental Materials including:</p> <ul style="list-style-type: none"> • Treasures-Macmillan McGraw-Hill • Glencoe-Grade 6 and Holt-Grades 7-8 • Cengage EL Supplementary Materials-Grades 6-12 <p>-Provide hardware, software, and training to support the implementation of technology into classroom instruction.</p> <p>-Continue to provide for AVID at the middle and high school levels to support implementation of school wide Common Core instructional strategies.</p> <p>-Continue district wide work with principals and teachers to identify and implement research based intervention programs, strategies, and materials to support students who are not at the proficient level.</p> <p>-Provide training in the use of Illuminate to regularly monitor student progress in mastery of Common Core standards.</p>	<p>Assistant Superintendent of Curriculum And Instruction, IMBT trainers</p> <p>Assistant Superintendent and ELD Academic Coach</p> <p>Board, Superintendent, Assistant Superintendent of Curriculum and Instruction, Director of Technology, Coaches, teachers</p> <p>Board, Superintendent, Assistant Superintendent, Principals, Coaches, teachers</p> <p>Assistant Superintendent, Coaches, principals, teachers</p> <p>Assistant Superintendent, Coaches</p>	<p>Training costs, materials costs, teacher release</p> <p>Teacher release, training, materials costs</p> <p>Materials costs, teacher release</p> <p>Professional development, materials costs, license fees</p> <p>Teacher release, materials costs</p> <p>Teacher release, stipends</p>	<p>\$400.00 per identified teacher each year</p> <p>\$400.00 per identified teacher per year</p> <p>\$1.1 million-Common Core Implementation Funds and 1.9 million DoDEA grant</p> <p>\$4,000 site license fees per site per year. \$1,500 per AVID teacher per year for Summer Institute</p> <p>Trainer stipend-\$35/hr Teacher stipend-\$20/hr</p>	<p>Title IIA, General Fund</p> <p>Title II A, Title III, General Fund</p> <p>General Fund, Title IIA, and DoDEA grant</p> <p>General Fund</p> <p>Title I, Title IIA, Title III, General Fund</p> <p>Title I, Title IIA, Title III, General Fund</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3. Extended learning time:</p> <ul style="list-style-type: none"> -Before, Lunch, and After School Intervention/Remediation/ -Enrichment Programs -Saturday School -During the school day intensive instruction-Project Teacher, Special Education staff -Summer School & summer reading lists -Literacy support programs -GATE activities -ESL classes and tutoring -Concurrent Enrollment -Full Day Kindergarten 	<p>Assistant Superintendent, Principals</p> <p>Site Staff</p> <p>Academic Coach,</p>	<p>Stipends, materials costs, training costs</p> <p>Materials costs, teacher stipends</p> <p>Materials costs, salaries/benefits</p> <p>Salaries, materials costs, facilities costs</p> <p>Stipends, materials costs</p> <p>Stipends, materials costs</p> <p>Stipends, materials costs</p> <p>Salaries/benefits, materials costs</p> <p>Salaries/benefits</p>	<p>Teacher stipend-\$35/hr</p>	<p>Title I, General Fund, ASES</p> <p>General Fund</p> <p>Title I, Title III, General Fund</p> <p>Title I, General Fund</p> <p>Title I, Title III, General Fund General Fund</p> <p>Title III, General Fund General Fund</p> <p>General Fund</p>
<p>4. Increased access to technology:</p> <ul style="list-style-type: none"> -Fully implement State Approved Technology Plan (revised 2011-2016)- see plan for complete details) -Include the use of technology in district and site goals. -Continue to expand WAN for density. 	<p>Assistant Superintendent, Director of Technology, Principals, Teachers, Coaches</p> <p>Board, Superintendent, Director of Technology, Leadership Team</p> <p>Board, Superintendent, Director of Technology</p>	<p>Hardware, Software, Contracts, Stipends, Supplies, Consultants/Travel</p> <p>Salaries/benefits, materials costs, hardware, software, contracts, stipends, training/travel</p> <p>Contracts</p>	<p>As described in Technology Plan</p> <p>As described in District budget, District Common Core Implementation Plan, and DoDEA grant</p> <p>As described in District budget, district Common Core District Common Core Implementation Plan, and DoDEA grant</p>	<p>Title IIA, General Fund, DoDEA Grant</p> <p>General Fund and DoDEA grant</p> <p>General Fund and DoDEA grant</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>-Increase student and staff access to technology by purchasing hardware and software for use in the classroom</p> <p>-Provide technology support/training for the implementation and use of hardware and software</p> <p>-Identify and implement effective practices for building global connections and 21st Century Skills such as collaboration, creativity, critical thinking and communication.</p> <p>-Investigate blended learning opportunities and the flexibility for students to access classes through multiple environments, including online courses, tutorial and extension activities, and home and school support.</p>	<p>Board, Superintendent, Director of Technology, Assistant Superintendent</p> <p>Board, Superintendent, Director of Technology, Assistant Superintendent, Coaches</p> <p>Assistant Superintendent, Coaches, principals, teachers</p> <p>Assistant Superintendent, Coaches, principals, teachers</p>	<p>Materials costs</p> <p>Teacher release, stipends, salaries/benefits, materials costs</p> <p>Teacher release, training</p> <p>Teacher release</p>	<p>As described in District budget, District Common Core Implementation Plan, and DoDEA grant</p> <p>As described in District budget, District Common Core Implementation Plan, and DoDEA grant</p> <p></p> <p>\$200/license-APEX \$35/student/license-ALEKS</p>	<p>General Fund and DoDEA grant</p> <p>General Fund and DoDEA grant</p> <p>General Fund, Title IIA, DoDEA grant</p> <p>General Fund, Title IIA, DoDEA grant</p>
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>-Annually schedule and meet with District Advisory Committees to review, revise, develop and implement district goals based on data.</p> <p>-Annually schedule and implement staff collaboration time at the district level to build awareness and support effective implementation of Common Core State Standards and assessments.</p> <p>-Schedule Instructional Based Materials Training as needed to support full implementation of textbook adoptions</p> <p>-Provide for and support Beginning Teacher Support and Assistance (BTSA)</p> <p>-Provide Coaching support to facilitate the implementation of the Common Core State Standards and assessment system. This includes learning new instructional strategies to increase students' depth of knowledge.</p> <p>-Single Plans, WASC/Model School plans, and LCAP will include professional development as action items.</p> <p>-Support District Initiatives for Professional Development in the areas of: Professional Learning Communities, Common Core Implementation Plan, Illuminate, and AVID</p>	<p>Superintendent Assistant Supt</p> <p>School Site Councils, WASC/Model school teams Superintendent, Assistant Superintendent, Principals, teachers</p>	<p>Materials costs</p> <p>Teacher release, materials costs</p> <p>Teacher release, training costs, materials costs Teacher release, stipends, materials costs</p> <p>Salaries/benefits, materials costs</p> <p>Materials cost Salaries/benefits, stipends, teacher release, materials costs</p>	<p>\$100.00</p> <p></p> <p>\$400 per identified teacher per year</p> <p>Same as above</p>	<p>General Fund</p> <p>General Fund</p> <p>Title I, Title IIA General Fund</p> <p>Fund</p> <p>Title I, Title III, General Fund</p> <p>Title I, Title IIA, Title III, General Fund</p>

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

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

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

Performance Goal 1 (continued):

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

Planned Improvement in Student Performance in Mathematics

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

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards: The District will establish a coherent, comprehensive curriculum in Mathematics, TK-12. Technical assistance will be provided to all schools identified for program improvement.</p> <ul style="list-style-type: none"> -The District Leadership Committee/PLC will review and revise district goals based on data -Professional development activities will focus on Common Core State Standards and mathematical practices. -District level grade/curricular collaboration will be provided across the district at a minimum of three times per year. -Coaches will be provided to facilitate and assist with the transition to the Common core Standards and assessment system, CALMAPPS -Vertical alignment in Mathematics will be addressed in collaboration to ensure consistency in content/courses. -All curriculum outlines and pacing schedules will be reviewed and modified to align to Common Core State Standards. -Formative and summative assessments will be developed and implemented to monitor student progress in meeting proficiency in Common Core State Standards. -Single Plans for Student Achievement, WASC/Model School, and LCAP action plans will align to District goals. 	<p>Assistant Superintendent, Teachers, Administrators</p> <p>District Leadership Committee Coaches Teachers School Site Councils</p> <p>WASC/Model School teams</p>	<p>Materials costs</p> <p>Teacher release, materials costs</p> <p>Salaries/benefits, materials costs</p> <p>Costs related to each specific goal in site plans</p>		<p>General Fund</p> <p>Title I, Title IIA</p>
<p>2. Use of standards-aligned instructional materials and strategies:</p> <ul style="list-style-type: none"> -Review, revise, and create math pathways that align to the Common Core State Standards -Develop and implement new mathematics courses that support the math pathways 	<p>Assistant Superintendent, Coaches, teachers</p> <p>Assistant Superintendent, counselors, Coaches, teachers</p>	<p>Teacher release, training costs</p> <p>Teacher release, stipends, training costs</p>		<p>General Fund Title IIA</p> <p>Title IIA</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
-Review, evaluate, and recommend mathematics instructional materials for implementation in Fall 2014 and 2015	District Textbook Selection Committee, District Instructional Materials Selection Committee	Teacher release		Title IIA
-Provide hardware, software, and training to support the implementation of technology into classroom instruction.	Assistant Superintendent, Director of Technology, Principals, Coaches	Salaries/benefits, materials costs, training costs		DoDEA grant
-Continue to provide for AVID at the middle and high school levels to support implementation of school wide Common core instructional strategies.	Assistant Superintendent, Principals	Professional development, materials costs, license fees		Title IIA
-Continue district wide work with principals and teachers to identify and implement research based intervention programs, strategies, and materials to support students who are not at the proficient level.	Assistant Superintendent, Coaches	Teacher release, materials costs		Title I, Title IIA, Title III, General Fund
-Provide training in the use of Illuminate to regularly monitor student progress in mastery of Common Core standards.	Assistant Superintendent, Coaches	Teacher release, stipends		Title I, Title IIA, Title III, General Fund
3. Extended learning time:	Assistant Superintendent, Principals, staff	Salaries/benefits, materials costs, training costs		Title I, Title IIA, Title III, After School Education and Safety, General Fund
-Before, Lunch, and After School Intervention/Remediation/Enrichment	Assistant Superintendent, Director of SELPA, Principals, teachers	Salaries/benefits, materials costs		Title I, Title III, General Fund
-During the school day intensive instruction-Project Teacher, Special Education	Assistant Superintendent, Principal, teachers	Salaries/benefits, materials costs, facilities costs		Title I, General Fund
-Summer School	Assistant Superintendent, Principals, teachers	Stipends, materials costs		General Fund
-GATE activities	Assistant Superintendent, Principals, teachers	Salaries/benefits, materials costs		General Fund
-Concurrent Enrollment	Assistant Superintendent, Principals, teachers	Salaries/benefits		General Fund
-Full Day Kindergarten	Assistant Superintendent, Principals, teachers			General Fund

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. Increased access to technology -Fully implement State Approved Technology Plan (revised 2011-2016)- see plan for complete details)</p> <p>-Include the use of technology in district and site goals.</p> <p>-Continue to expand WAN for density</p> <p>-Increase student and staff access to technology by purchasing hardware and software for use in the classroom.</p> <p>-Provide technology support/training for the implementation and use of hardware and software</p> <p>-Identify and implement effective practices for building global connections and 21st Century Skills such as collaboration, creativity, critical thinking and communication.</p> <p>-Investigate blended learning opportunities and the flexibility for students to access classes through multiple environments, including online courses, tutorial and extension activities, and home and school support.</p>	<p>Assistant Superintendent, Director of Technology, Principals, Teachers</p> <p>Board, Superintendent, Director of Technology, Leadership Team</p> <p>Board, Superintendent, Director of Technology</p> <p>Board, Superintendent, Director of Technology</p> <p>Board, Superintendent, Asst. Superintendent, Director of Technology, Coaches</p> <p>Assistant Superintendent, Coaches, Principals, teachers</p> <p>Assistant Superintendent, Coaches, Principals, teachers</p>	<p>Hardware, Software, Contracts, Stipends, Materials, Consultants, Travel</p> <p>Salaries/benefits, materials costs, hardware, software, contracts, stipends, training/travel</p> <p>Contracts</p> <p>Materials costs</p> <p>Teacher release, stipends, salaries/benefits, materials costs</p> <p>Teacher release</p> <p>Teacher release, training</p>	<p>As described in District budget, District Common Core Implementation Plan, and DoDEA grant</p> <p>As described in District budget, District Common Core Implementation Plan, and DoDEA grant</p> <p>As described in District budget, District Common Core Implementation Plan, and DoDEA grant</p> <p>As described in District budget, District Common Core Implementation Plan, and DoDEA grant</p> <p>As described in District budget, District Common Core Implementation Plan, and DoDEA grant</p> <p>As described in District budget, District Common Core Implementation Plan, and DoDEA grant</p>	<p>Title IIA, General Fund, DoDEA Grant</p> <p>General Fund and DoDEA Grant</p> <p>General Fund and DoDEA Grant</p> <p>General Fund, Title IIA, DoDEA grant</p> <p>General Fund, Title IIA, DoDEA grant</p>
<p>5. Staff development and professional collaboration aligned standards-based instructional materials: -Support District Initiatives for professional Development in the areas of: Professional Learning Communities, Common Core Implementation Plan, Illuminate, and AVID.</p> <p>-Annually schedule and meet with District Advisory Committees to review, revise, develop and implement district goals based on data.</p> <p>-Annually schedule and implement staff collaboration time at the district level to build awareness and support effective implementation of Common Core State Standards/assessments</p> <p>-Schedule Instructional Based Materials Training as needed to support full implementation of textbook adoptions</p>	<p>Superintendent, Cabinet, Principals, staff</p> <p>Assistant Superintendent</p> <p>Assistant Superintendent</p> <p>Assistant Superintendent</p>	<p>Salaries/benefits, stipends, materials costs, training costs, contracts, fees</p> <p>Materials costs</p> <p>Teacher release, materials costs</p> <p>Teacher release, training costs, materials costs</p>		<p>Title I, Title IIA, Title III, General Fund</p> <p>General Fund</p> <p>General Fund</p> <p>Title I, Title IIA</p>

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

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

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

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

Performance Goal 2:

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

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

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

Description of How the LEA is Meeting or Plans to Meet this Requirement	
Required Activities	
<p>1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:</p> <p>a. Describe the programs and activities to be developed, implemented, and administered under the subgrant;</p> <p>b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122;</p> <p>c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:</p> <ul style="list-style-type: none"> • meeting the annual measurable achievement objectives described in Section 3122; • making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B)); • annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1)); <p>d. Describe how the LEA will promote parental and community participation in LEP programs.</p>	<p>a. The district will provide a comprehensive ELD program that delivers both integrated and designated ELD instruction in an effort to increase the English proficiency and academic proficiency of each English Learner. Two placements are offered in the district: Structured English Immersion and English Language Mainstream. Placement in each program is based upon the English proficiency level of each English Learner. Daily ELD instruction is provided at all levels. Primary Language support is provided as needed to assist students in learning the core curriculum.</p> <p>b. ELD instruction is provided by the general fund and supplemented by Title I when appropriate. Title III Funding will be used to support supplementary teacher training in ELD instruction aligned to Common Core State Standards and implementation of ELA/ELD Framework. Supplemental parent education and training activities may be supported through general fund or Title III as appropriate. No federal funds will be used to support ELAC, DELAC and other state required activities such as testing.</p> <p>c. The District ensures that teachers have proper EL certification or are in training to teach English Learner students. Teachers are provided training in the new ELA/ELD Framework and Common Core State Standards in district collaborations. Ongoing Professional Development is provided to develop and implement Integrated and Designated ELD to ensure ELs receive a comprehensive program that provides access to the core curriculum and increases English proficiency as measured by local common assessments, state testing, and AMAO targets.</p> <p>d. Each school site holds EL advisory meetings (ELAC) with parent members. The district conducts District English Language Learner meetings (DELAC). The advisory meeting agendas focus on parent and student information and needs. Advisory groups receive training in required elements (4 for ELAC and 8 for DELAC). Parents are encouraged to receive further training through participation in conferences at district expense. Parent and student information is sent out in English and Spanish as required. The EL Clerks make personal phone calls to parents for parent participation and ensures that every parent is contacted for meetings and important information.</p>

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

Required Activities

2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c).

The effectiveness of the LEP programs will be determined by the increase in:

- English proficiency; and
- Academic achievement in the core academic subjects

The District Instructional Materials Selection Committee has reviewed researched based State Approved programs, textbooks, and materials. A district committee has evaluated the programs, textbooks, and materials and recommended their best options to the Board of Education for meeting the needs of our students. The Board of Education has adopted the programs recommended by the District Instructional Materials Selection Committee. Supplementary materials will be brought to the board when they will significantly impact EL funds or programs. English Learner teachers have proper certification or are in training to teach English Learner Students. Teachers are provided training in the new ELA/ELD Common Core State Standards in district collaborations. Our programs are comprehensive and provide all students access to the core curriculum. Progress will be measured using AMAOs.

3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.

a. designed to improve the instruction and assessment of LEP children;

b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students;

c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children’s English proficiency or substantially increasing the teachers’ subject matter knowledge, teaching knowledge, and teaching skills;

d. long term effect will result in positive and lasting impact on teacher performance in the classroom.

a. The district provides training in the alignment of both the Common Core State Standards and the ELD standards using the ELA/ ELD Framework as a guide to drive instructional practices and program delivery. Through the use of Common Assessments and Formative Assessment practices, the progress of ELs is monitored and used to determine instructional needs. District wide and site grade level and department collaborations focus on Common Core Standards implementation including how to address the needs of ELs.

b. Administrators and teachers are provided with training on Common Core State Standards, ELD Standards, and ELA/ELD Framework. The ELA/ELD Framework guides implementation of effective ELD strategies and practices.

c. The district has set yearly targets for growth in student achievement to ensure that all students meet the proficiency level targets. The district will compare student data to set targets to analyze the effectiveness of programs and training.

d. Students’ achievement will be tracked from year to year (longitudinal) to determine if teaching strategies and programs are consistent and provide progress toward meeting proficiency. Ongoing grade level and department collaborations have been established to promote data driven monitoring of student achievement and teacher effectiveness.

4. Upgrade program objectives and effective instructional strategies.

Check if Yes: [X]

If yes, describe:
 Staff members will participate in long term, research based professional development in order to identify and effectively implement instructional strategies. Teachers will receive training in Common Core State Standards, ELD Standards, technology and integrating technology into instruction and effective instructional strategies that promote improved student achievement.

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

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

Description of How the LEA is Meeting or Plans to Meet this Requirement	
Allowable Activities	
<p>5. Provide:</p> <ul style="list-style-type: none"> a. tutorials and academic or vocational education for LEP students; and b. intensified instruction. 	<p>Check if Yes: [X]</p> <p>If yes, describe: Students identified as not making sufficient progress are provided intensive support within the school day. Students are also encouraged to participate in intensive intervention opportunities beyond the school day. Additional paraprofessional or teacher support may be provided to reduce the adult to student ratio. In addition to college preparation, EL students are actively encouraged to attend career technical education classes, including ROP courses.</p>
<p>6. Develop and implement programs that are coordinated with other relevant programs and services.</p>	<p>Check if Yes: [X]</p> <p>If yes, describe: The District is currently implementing a MCSAP Grant focused on increasing math achievement in grades 5, 7 and in Algebra using technology. EL students needing credit recovery are provided additional support in summer school to retrieve college preparatory coursework. EL parents are being provided with technology training/support to assist student learning at home.</p>
<p>7. Improve the English proficiency and academic achievement of LEP children.</p>	<p>Check if Yes: [X]</p> <p>If yes, describe: The district provides ELD courses at the middle school level, and maintains a course at the high school level, to support newcomers. Supplementary materials have been purchased to meet individual student needs based upon CELDT performance. Teacher ELA/ELD training is consistent and ongoing in district collaborations.</p>
<p>8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families -</p> <ul style="list-style-type: none"> • To improve English language skills of LEP children; and • To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children. 	<p>Check if Yes: [X]</p> <p>If yes, describe: Adult ESL and support activities for parents and children are provided. Parent trainings are provided at parent nights and technology trainings are being provided to EL parents to assist them with supporting student learning at home.</p>
<p>9. Improve the instruction of LEP children by providing for -</p> <ul style="list-style-type: none"> • The acquisition or development of educational technology or instructional materials • Access to, and participation in, electronic networks for materials, training, and communication; and • Incorporation of the above resources into curricula and programs. 	<p>Check if Yes: [X]</p> <p>If yes, describe: Chrome books have been purchased for grades 3-8 and for students in English, math and science in grades 6-12 to support implementation of CCSS. Google Apps has been implemented across the district. Teachers are provided with technology training and support to increase technology embedded lessons via three technology coaches both in and outside the classroom.</p>
<p>10. Other activities consistent with Title III.</p>	<p>Check if Yes: []</p> <p>If yes, describe:</p>

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

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

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

Description of How the LEA is Meeting or Plans to Meet this Requirement	
Required Activities	
<p>1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):</p> <p>a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program;</p>	<p>a. Each parent of a student who registers at SSUSD automatically completes a home language survey. If the survey indicates a language other than English on any of the first three lines, the student is enrolled in school and tested, not later than 30 days after enrollment, to determine if the student is to be classified as an English Learner. Parents are notified of the results of the test verbally and in writing (English and Spanish). If the parent agrees, the student is placed in the most appropriate learning program to best meet his/her needs. All EL students receive EL services. Each parent receives a notice of student placement no later than 30 days after the start of the academic year.</p>
<p>b. the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement;</p>	<p>b. Each EL child is given the CELDT assessment upon enrollment and annually thereafter to determine English proficiency. The level is assessed locally and at the State level. Students are tested in his/her primary language within 90 days of enrollment unless previously tested in another district. Other languages will be added if enrollment reaches 10%. Parents are notified annually in writing (currently English and Spanish) of their child's English proficiency level and student achievement. Students also take district benchmark assessments that are disaggregated to determine who needs extra time/support. Student achievement is communicated to parents via conferences, letters, progress reports, and report cards. The District EL Project Teacher monitors EL performance data and provides assistance, training, support, and guidance to schools, parents, and students.</p>
<p>c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction;</p>	<p>c,d,e,f, Parents are contacted in writing (English and Spanish) concerning the best placement for their children. Parent conferences and parent meetings are held to explain placement options, curriculum, components of the program for learning English and meeting educational strengths and needs of the child, achievement, promotion, retention, transition rates, graduation rates, and any personal educational needs a child might have. A translator is present at all conferences, if needed, at all meetings.</p>
<p>d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child;</p>	<p>c,d,e,f, Parents are contacted in writing (English and Spanish) concerning the best placement for their children. Parent conferences and parent meetings are held to explain placement options, curriculum, components of the program for learning English and meeting educational strengths and needs of the child, achievement, promotion, retention, transition rates, graduation rates, and any personal educational needs a child might have. A translator is present at all conferences, if needed, at all meetings.</p>

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

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

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

LEA Parent Notification Failure to Make Progress

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

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

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

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

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

Performance Goal 3:

By 2005 - 06, all students will be taught by highly qualified teachers.

Summary of Needs and Strengths for Professional Development

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

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

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

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

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

Planned Improvements for Professional Development (Title II)
(Summarize information from district-operated programs and approved school-level plans)

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

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

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

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

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>-The District is committed to technological advancement and technological literacy as evidenced in our state approved technology plan.</p> <p>-The district has written and received grants and is using its Common Core Implementation Funding to lower the student to computer ratio, increase WAN density, and provide professional development for staff.</p> <p>-The District was a recipient of a DoDEA grant that supports the integration of technology to increase math achievement in grades 4-Algebra I. The grant supports hardware, software, and personnel to meet improved math achievement in these classes.</p> <p>-The District purchased hardware and software to support integration of technology in grades 3-12 beginning in 2013-14 using CC Implementation and DoDEA funds. Coaches support the professional development needs of staff.</p> <p>-Coaches provide training for district staff. Teachers are committed to using technology in their classrooms to improve student technological literacy and achievement.</p> <p>-The District provides collaboration opportunities throughout the year for all district library media specialists so that best practices and trainings can occur.</p>	<p>Superintendent, Director of Technology, Technology Committee, Assistant Superintendent, Coaches, Principals</p> <p>Superintendent, Assistant Superintendent, Director of Technology, Coaches</p> <p>Superintendent, Assistant Superintendent, Coaches</p> <p>Superintendent, Assistant Superintendent, Director of Technology, Coaches</p> <p>Assistant Superintendent,</p> <p>Superintendent, Assistant Superintendent</p>	<p>Salaries/benefits, materials costs, training costs, contracts, licenses</p> <p>Stipends, materials costs, training costs</p> <p>Materials costs</p>	<p>\$1.9 million over 3 years or \$633,333/year</p>	<p>General Fund</p> <p>General Fund, DoDEA grant</p> <p>DoDEA grant</p> <p>Title I, General Fund, DoDEA grant</p> <p>Title I, General Fund, Title IIA, DoDEA grant</p> <p>General Fund</p>
<p>8. How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan:</p> <p>-District and site committees are structured to include a membership that represents staff, parents, and community. The DAS and LCAP are used as the structure for discussion on the essential components required for increased student achievement.</p> <ul style="list-style-type: none"> • Committee members analyze data and prioritize needs at the district level. The LEAP and LCAP are based on annual review of prioritized needs. Single plans are developed based on site analysis which are then linked to the LEAP and LCAP. <p>-District and site funding allocations are used to support identified needs in the LEAP, SPSAs, and LCAP.</p>	<p>District Advisory Committees, School Site Councils, ELAC, DELAC</p> <p>Assistant Superintendent, District Advisory Committees</p> <p>Assistant Superintendent, Principals, School Site Councils</p>	<p>Materials costs</p> <p>Materials costs</p> <p>Salaries/benefits, materials costs, training costs, licenses, fees</p>		<p>General Fund</p> <p>General Fund</p> <p>Title I, Title IIA, Title III, General Fund</p>

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

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

Performance Goal 4:

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

Environments Conducive to Learning (Strengths and Needs)

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

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

Environments Conducive to Learning (Activities)

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

ACTIVITIES

- Home Connection
- TAG for Underperforming Students
- Student Assistance Teams/ Child Study Teams Caught Being Good
- PeaceBuilder Program
- Second Step Anti-Bullying Program/ Second Step Violence Prevention Program
- Positive Behavior Interventions and Support
- Character Counts
- Career Lunch Program
- Super Stars Student Recognition Program
- Steps to Respect Bully Prevention Program
- Words of Wisdom—Positive Citizenship
- Peer Tutoring
- Kern County Superintendent of School Conflict Resolution Training
- Junior Olympics
- Sports/Clubs/ Extracurricular Activities
- Assemblies/Speakers
- Rachel's Challenge
- WEB, Link Crew, Safe School Ambassadors programs

Before and After School Programs
 Student (s) of the Month/ Perfect Attendance recognition
 Family Nights
 K Kids
 Community Partnerships
 Workability program for Special Needs students
 Community Service
 Adult Tutoring
 High School Football Team and others tutoring elementary school students
 Interventions- Reading and Math tutoring
 PTOs
 Superintendent's Council
 School Site Councils
 ELAC
 DELAC
 Adult ESL
 Principal's coffee
 Parent portal
 School websites, district website
 Technology
 Parent, student, staff surveys
 Mental Health Therapist
 AVID
 Cross Age Tutoring

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

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

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

Other Performance Measures

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

LEA Specified Performance Measures District Records to date (Process to Collect Data)	Performance Indicator Goal	Baseline Data
Attendance: LCAP	At or above 95%	95%
Expulsions: LCAP	At or below 1%	0.5%%
Suspensions: LCAP	Reduce by 1% annually	8.8%

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

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

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

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

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

Additional Mandatory Title I Descriptions

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

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

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

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

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

Our community has no local institutions for neglected or delinquent children. Students who are in need are offered the opportunity to attend the Independent Study program, or other programs, until their home lives are stable enough to attend school regularly. At the high school level, our continuation high school offers an alternative solution to assist students in achieving a high school diploma. The district has designated the Assistant Superintendent of Curriculum and Instruction to serve as the liaison for Homeless students and Foster students. Homeless students are defined using the McKinney-Vento Homeless Assistance Act 42 U.S.C. 11435(2). Children and youth in homeless situations have the right to go to the local school where they are living, if they do not want to stay at the school of origin, or may remain at their initial school. The local school must let students experiencing homelessness go to classes and participate fully in school activities as soon as they come to the school. A school must call the last school to obtain the records. The school cannot delay enrollment if the student did not officially withdraw from the last school. Students have the right to go to the local school whether or not they live with their parents. Students can go to class and participate even if they do not have records, including immunizations, proof of residency, or birth certificates. Homeless students have the right to stay in their school even if they move, are entitled to transportation to school, may attend pre-school programs, obtain all of services they need, have disagreements with schools settled quickly, and attend school while disagreements are being resolved. Services for Homeless students, including those not enrolled at Title 1 schools, are provided using Title 1 funds designated for services to Homeless students. These services may include transportation, medical, dental, advocacy or whatever services are deemed necessary. Funding is coordinated with the Assistant Superintendent of Curriculum and Instruction. Students receiving homeless services are tracked in the district database for the purpose of federal annual reporting requirements

Schoolwide Programs (SWP) - Resources to Upgrade the Entire Educational Program

For schoolwide programs (SWP), describe how the LEA will help schools to bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as:

- A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards.
- Effective methods and instructional strategies based on scientifically-based research.
- Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs.
- Proven strategies that address the needs of historically underserved students, low achieving students, and those at risk of not meeting state standards.
- Instruction by highly qualified teachers and strategies to attract and keep such teachers.
- High quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff.
- Strategies to increase parental involvement.
- Assistance to preschool children in transitioning from early childhood programs to elementary school programs.
- Timely and effective additional assistance to students who experience difficulty mastering state standards.

Every school in the district completes the Academic Program Survey every other year to ensure all nine essential components are being implemented and to what extent. Each school sets goals each year for full implementation of each essential component. The District regularly meets with administration to support full implementation of each component. Academic Program Survey data is taken to the District Leadership Team for review and input. The District Assistance Survey is administered every other year as well and all survey data is considered when needs are prioritized. This process has been very effective in moving the District forward, focusing on student achievement. Prioritized needs identified as a result of this process include focusing on:

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

The District has put a system in place to effectively address these prioritized needs which is regularly monitored by all stakeholders.

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

At this time, the District and three elementary schools are in program improvement. The District entered Year 3 Program Improvement in 2013 with "minor" performance concerns as determined by the State Board of Education. The District must continue to reserve an amount equal to 10 percent of its Title I allocation to provide professional development for teachers and administrators. The professional development must strengthen the academic achievement of the LEA's students determined to be in greatest need of assistance. This 10 percent reservation is a continuation of the mandated reservations for all LEAs identified for improvement in PI Years 1 and 2. Sierra Sands currently provides, and will continue to provide, professional development that is focused on standards-based/standards-aligned instruction and materials, implementation of the Common Core, and the use of effective instructional strategies. The District has implemented the following actions as required by No Child Left Behind:

- The district will meet with the site principal, staff, and parents to formulate a strategy to begin implementing the requirements of the No Child Left Behind.
- The district will notify parents that the district and specific district schools have been identified for improvement.
- The district will assist the school and school site council members in revising the school site plan to further address the needs of students and staff and to meet adequate yearly progress goals and objectives and to ensure that strategies based on scientifically based research are implemented. The plan will include successful policies and practices for core subjects that will ensure that all students enrolled in the school will meet the state's proficient level of achievement within 12 years. 10% of the school's Title I funding will continue to be allocated for professional development. The plan will include annual, measurable objectives to get all students to the proficient level of achievement by the year 2013-14. Notification to parents will be in writing and in a language understandable to the parent. Before, during, after school programs will be incorporated. And, the plan will specify the responsibilities of the school, district, and state.
- The district will monitor the school for progress, and assist the school in a timely manner with any changes or modifications that must take place to ensure the success of the school.

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

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

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

Program Improvement (PI) - Parent Notification	
Describe the process for parent notification of the school's identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.	Sierra Sands has two elementary schools in Year 2 and one elementary school in Year 3 Program Improvement as of 2013-14. All three schools have revised their school plans and are implementing these plans as required. All parents of these three schools have been notified of their school's Program Improvement status and have been offered School Choice. Any parent requesting School Choice has been offered transportation at no cost. The number of students who have chosen School Choice are monitored and reported on the District website. Additionally, all three schools provide professional development for staff using Title I funds. The District will receive a one-time allocation of \$150,000 to address the assigned corrective action by the State Board of Education.
Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.	The District notifies and offers Supplemental Education Services to the parents of eligible students at all three elementary sites as described in regulations, including a second window. The number of students who are participating in SES is monitored and reported on the District website. This process occurs annually as outlined in ESEA legislation.

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

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

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

Increased Program Effectiveness

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

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

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

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

Coordination of Educational Services

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

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

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

Part III Assurances and Attachments

Assurances

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

General Assurances

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

TITLE I, PART A

The LEA, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.
12. If the LEA receives more than \$500,000 in Title I funds, it will allow 1% to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95% of the allocation will be distributed to schools.
13. Inform eligible schools and parents of school wide program authority and the ability of such schools to

consolidate funds from Federal, State, and local sources.

14. Provide technical assistance and support to school wide programs.
15. Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.
16. Fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).
17. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services.
18. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.
19. In the case of an LEA that chooses to use funds under this part to provide early childhood development services to low - income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.
20. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119 and *California Education Code Section 64001*.
21. Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.
22. Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX.
23. Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.
24. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low - income students and minority students are not taught at higher rates than other students by unqualified, out - of - field, or inexperienced teachers.
25. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the baseline year described in section 1111(b)(2)(E)(ii).
26. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.
27. Assist each school served by the agency and assisted under this part in developing or identifying examples of high - quality, effective curricula consistent with section 1111(b)(8)(D) and *California Education Code Section 64001*.
28. Ensure that schools in school improvement status spend not less than ten percent of their Title I funds to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.
29. Prepare and disseminate an annual LEA report card in accordance with section 1111(h)(2).
30. Where applicable, the applicant will comply with the comparability of services requirement under section 1120A(c). In

the case of a local educational agency to which comparability applies, the applicant has established and implemented an agency - wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. Documentation will be on file to demonstrate that the salary schedule and local policies result in comparability and will be updated biennially.

TITLE I, PART D - SUBPART 2

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

TITLE II, PART A

34. The LEA, hereby, assures that:

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

TITLE II, PART D

35. The LEA has an updated, local, long - range, strategic, educational technology plan in place that includes the following:
 - a. Strategies for using technology to improve academic achievement and teacher effectiveness.
 - b. Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
 - c. Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.
 - d. Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.
 - e. Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.
 - f. A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.
 - g. A description of how the applicant will coordinate activities funded through the Ed Tech program with technology - related activities supported with funds from other sources.
 - h. A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.
 - i. Innovative delivery strategies - a description of how the applicant will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.

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

TITLE III

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

New LEAP Assurances

45. Uniform Management Information and Reporting System: the LEA assures that it will provide to the California Department of Education (CDE) information for the uniform management information and reporting system required by No Child Left Behind, Title IV in the format prescribed by CDE. That information will include:
- (i) truancy rates;

- (ii) the frequency, seriousness, and incidence of violence and drug - related offenses resulting in suspensions and expulsions in elementary schools and secondary schools in the State;
- (iii) the types of curricula, programs, and services provided by the chief executive officer, the State educational agency, local educational agencies, and other recipients of funds under this subpart; and
- (iv) the incidence and prevalence, age of onset, perception of health risk, and perception of social disapproval of drug use and violence by youth in schools and communities. (Section 4112, General Provisions, Title IV, Part A, PL 107 - 110)

46. Unsafe School Choice Policy: the LEA assures that it will establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the State, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school. The LEA will submit on a format to be designated by CDE the information the state requires to complete annual federal reporting requirements on the number of schools that have been designated “persistently dangerous” in accordance with California State Board of Education policy. (Section 9532, General Provisions, Title IX, PL 107 - 110.)

Other

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

Signature Page

Ernest Bell, Jr.	January 15, 2015	
Printed or typed name of Superintendent	Date	Signature of Superintendent

LOCAL EDUCATIONAL AGENCY PROGRAM IMPROVEMENT PLAN

ASSURANCE PAGE

Local Educational Agency (LEA) Plan Information:

Name of LEA: Sierra Sands Unified School District

County/District Code: 15-73742

Date of Local Governing Board Approval: January 15, 2015

District Superintendent: Ernest Bell, Jr.

Address: 113 Felspar Street

City: Ridgecrest

Zip Code: 93555

Phone: 760-499-1600

FAX: 760-375-3338

E-mail: ebell@ssusd.org

Signatures:

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

Ernest Bell, Jr.	January 15, 2015	
Printed or typed name of Superintendent	Date	Signature of Superintendent

William Farris	January 15, 2015	
Printed or typed name of Board President	Date	Signature of Board President

Michelle Savko	January 15, 2015	
Printed or typed name of Title III Coordinator	Date	Signature of Title III Coordinator

Please note that the Title III English Learner Coordinator/Director will only need to sign this Assurance if the LEA is identified for Title III Year 2 or Year 4 improvement status.

By submission of the local board approved LEA Plan Addendum (in lieu of the original signature assurance page in hard copy), the LEA certifies that the plan has been locally adopted and original signed copies of the assurances are on file in the LEA. The certification reads:

Certification: I hereby certify that all of the applicable state and federal rules and regulations will be observed by this LEA and that, to the best of my knowledge, information contained in this Plan is correct and complete. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained onsite. I certify that we accept all general and program specific assurances for Titles I, II, and/or III as appropriate, except for those for which a waiver has been obtained. A copy of all waivers will remain on file. I certify that actual ink signatures for this LEA Plan/Plan Addendum/Action Plan are on file, including signatures of any required external providers.

Parental Notification of PI identification/ School Choice and SES-

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

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

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

Responsibilities of the LEA- The district shall provide:

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

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

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

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

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

assistance Textbook Publishers- specific trainings for adoptions

Other districts- the district wishes to acknowledge the generosity of Modesto City Schools in sharing resources for the K-5 Treasures adoption

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

Appendix A

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

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

California's NCLB Performance Goals and Performance Indicators

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

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

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

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

Performance Goal 2: *All limited - English - proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B

Links to Data Websites

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

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

Appendix C

District & Student Performance Data

Academic Performance Index by Student Group

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

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

Appendix C

District & Student Performance Data

Title III Accountability

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

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

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

Appendix C

District & Student Performance Data

English - Language Arts Adequate Yearly Progress (AYP)

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

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

Appendix C

District & Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

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

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

Appendix C

District & Student Performance Data

California English Language Development (CELDT) Data

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

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

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***

Kathryn Dikes***
English – Burroughs
Effective 5-29-15

Roxann Gibbs***
Math – Burroughs
Effective 5-29-15

Karen McDonald***
Art/Physical Education – Mesquite
Effective 5-29-15

Beverly Phippen***
1st Grade – Las Flores
Effective 5-29-15

8.12 LEAVE OF ABSENCE

8.13 EMPLOYMENT

Coaches for 14-15 year:
John Hall
Wrestling - Burroughs

David Ledesma
Football - Burroughs

Nicholas Mills
Boys Soccer – Burroughs

David Renner
Boys Soccer - Burroughs

Volunteer Coaches
Robert Schiller

8.14 CHANGE OF STATUS

8. PERSONNEL ADMINISTRATION

8.2 CLASSIFIED PERSONNEL

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

Tandy Janson***
8 hr. Clerk – Transportation
Effective 6-30-15

8.22 LEAVE OF ABSENCE

8.23 EMPLOYMENT

Michele Anderson
2 ¾ hr. Noon Duty Supervisor – Las Flores
Effective 1-5-15

Tamra Howmann
2 hr. Noon Duty Supervisor – James Monroe
Effective 1-5-15

April Morgan
1 ½ hr. Noon Duty Supervisor – Gateway
Effective 1-5-15

Susan Sanders
2 hr. Noon Duty Supervisor – James Monroe
Effective 1-5-15

Student Food Service Workers for the 2014-15 School Year
Emily Hickey

Student Workability Workers for the 2014-15 School Year
Andrew Kiaha
Eric Russell

Classified Substitutes for the 2014-15 School Year
Shawn Brown
Lovella Haw
Peter Haw
Dennis Rowell

8. PERSONNEL ADMINISTRATION

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

BACKGROUND INFORMATION: Approval of the governing board is required when a district is filing for a Provisional Internship Permit in order to assign an individual who is not appropriately credentialed for his/her assignment.

CURRENT CONSIDERATIONS: Approval is requested for the district to submit a request to the Commission on Teacher Credentialing for a Variable Term Waiver in order that the district may assign the following individual for the 2014-15 school year.

- Variable Term Waiver – Physical Education for Erin Rosenstock, Burroughs High School

FINANCIAL IMPLICATIONS: None.

SUPERINTENDENT’S RECOMMENDATION: Approve the submission of request for a Variable Term Waiver in order that the above named individual may be assigned in the designated positions for the 2014-15 school year.

9. GENERAL ADMINISTRATION

9.1 Gifts to District

CURRENT CONSIDERATIONS: The following donations have been received:

Mr. Hugh Edwards donated a Kimball H465 piano with an estimated cash value of \$4,500 to the Murray Middle School Music Department, Mrs. Catherine Boomer donated a full length mink coat with an estimated cash value of \$2,000 to the Burroughs High School Drama Department, Mr. Scott Millett donated an HP printer with an estimated cash value of \$25 and an Insignia 15” Monitor with an estimated cash value of \$25 to Sierra Sands Unified School District, and the Rotary Club of China Lake donated printer ink cartridges with an estimated cash value of \$1,400 to James Monroe Middle School for classroom use. The following cash donations were made to the Murray Middle School Basketball Program: Mrs. Terry Mitchell, \$100; Ms. Agnes Shull, \$500; Ms. Tiffany Cate, \$150; Ms. Cynthia Gunn, \$100; Ms. Heather Dugan, \$150; Ms. Melba Lopez, \$250; and Ms. Janet Kowalchick, \$267.

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 Report to the Board: Nature and Resolution of Complaints with Regard to Deficiencies Related to Instructional Materials, Emergency or Urgent Facilities Conditions that Pose a Threat to the Health and Safety of Pupils or Staff, Teacher Vacancy or Misassignment, and Provision of Intensive Instruction and Services to Students Who Did Not Pass the California High School Exit Examination (CAHSEE) by the End of Grade 12, as Required by the Williams Act
-

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

This procedure is intended to address all of the following:

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

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

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

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

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

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

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

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

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

(4) A complaint related to provision of intensive instruction and services to students who did not pass the California High School Exit Examination (CAHSEE) by the end of grade 12.

CURRENT CONSIDERATIONS: There have been no complaints filed with the school district between October 1, 2014 and December 31, 2014 in any of the designated areas.

FINANCIAL CONSIDERATION: None.

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

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

District: Sierra Sands Unified School District

Person completing this form: Dave Ostash
 Quarterly Report Submission Date:
 (check one)

Title: Assistant Superintendent of Human Resources
 April 1, 2015 (for period Jan 1 - Mar 31)
 July 1, 2015 (for period Apr 1 - Jun 30)
 Oct 1, 2014 (for period Jul 1 – Sep 30)
 Jan 1, 2015 (for period Oct 1 – Dec 31)

Date for information to be reported publicly at governing board meeting: January 15, 2015

Please check the box that applies:

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

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

Ernest M. Bell, Jr.

 Print Name of District Superintendent

 Signature of District Superintendent

10. CONSTRUCTION ADMINISTRATION

10.1 Report to the Board: Construction Activities and Issues

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

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

FINANCIAL IMPLICATIONS: None.

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



Capital Projects Report

to the

Board of Trustees of the

Sierra Sands Unified School District

January 15, 2015

MAAS

BURROUGHS HIGH SCHOOL

PROJECT STATUS REPORT

· Address	500 E. French Ave. Ridgecrest, CA 93555
· Project Manager	Maas Steve Hubbard
· Architect	Westberg + White Tustin, CA
· Construction Manager	ProWest PCM



Fast Facts

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

- Total Project Budget \$31,909,274
- Project Square Footage (GSF) 178,202 SF
- Funding Source 80% DOD, 20% District Funds
- Construction Start June 2015
- Targeted Completion 06/30/17

Sustainable Features

Meets requirements of the National Environmental Policy Act

PROJECT STATUS REPORT

DSA REVIEW AND APPROVAL

Fast Financial Facts

- Total Project Budget\$31,909,274
- Construction Budget\$22,410,282
- Expenditures To Date.....\$ 5,303,488
- Percent Complete of Project Cost 17%
- Percent Complete of Construction 0%

Project Update

- DSA for back-check of construction documents nearing completion; expected approval remains January 15, 2015.
- Preliminary Plans of Admin Building and the Concessions Building as Custom Permanent Modular Construction conducted approved by the District staff and Principal.
- Construction Manager's cost estimate expected by January 15, 2015.
- Project remains on schedule for early bidding as a methodology to maintain the Project Schedule which targets commencement of construction in June 2015.
- CEQA Categorical Exemption now complete and ready for submission upon DSA approval.
- CDE final application remains pending approval by DSA and final CEQA determination.

BURROUGHS HIGH SCHOOL

SCHEDULE: 12 MONTH

•DSA Submittal	11-04-15
•DSA Plan Check Duration – 8 weeks	01-15-15
•Bid Advertisements (twice)	02-10-15 and 02-17-15
•Bidding Period	02-10-15 thru 03-10-15
•Bid Notices of Intent	03-12-15
•Board Approval of Awards	03-12-15
•Notices to Proceed	03-14-15
•Submittal Review	03-14-15 thru 05-29-15
•Construction Start	06-01-15

MURRAY MIDDLE SCHOOL

PROJECT STATUS REPORT CONSTRUCTION DOCUMENTS PHASE

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



Fast Facts

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

- Total Project Budget \$39,542,838
- Project Square Footage (GSF) 65,425 SF (as revised)
- Funding Source 80% DOD, 20% District Funds
- Construction Start July 2015
- Targeted Completion 9/30/2017

Sustainable Features

- Meets requirements of the National Environmental Policy Act

PROJECT STATUS REPORT CONSTRUCTION DOCUMENTS PHASE

Fast Financial Facts

- Total Project Budget\$39,542,838
- Construction Budget \$24,510,544
- Expenditures To Date. \$ 6,893,580
- Percent Complete of Project Cost 17%
- Percent Complete of Construction 0%

Project Update

- Construction Documents Phase commenced; DSA submittal scheduled for February 15, 2015.
- Architect continues working with regulatory agencies to maintain prior approvals.
- Budget constraints continue to be critical, Project Team continues to work to minimize costs related to extent and nature of site utilities and earthwork for site development
- Design of Food Service, Technology and Facilities Services being reviewed, modified and approved by District representatives.
- CEQA – Additional DTSC-required sampling on site conducted and results obtained; coordination continues among DTSC, consultant, District staff, and Navy personnel in order to expedite and optimize schedule and funding; public meeting to be scheduled.
- Relocation of the Base boundary fence scheduled for January 2015; Navy review and approval remain pending.
- Threat force protection consultant continues completed performance criteria for Custom Permanent Modular construction; Navy and DSA reviews to be concurrent.

MURRAY MIDDLE SCHOOL

SCHEDULE: 12 MONTH

•DSA Submittal	02-15-15
•DSA Plan Check Duration – 12 weeks	05-06-15
•Bid Advertisements (twice)	05-07-15 and 05-14-15
•Bidding Period	05-07-15 thru 06-12-15
•Bid Notice of Intent	06-14-15
•Board Approval of Awards	06-21-15
•Notices to Proceed	06-22-15
• Site Construction Start	07-15-15
•Commence design of modular units	6-22-15
•DSA completion of review of modular unit design	10-22-15

PROJECT STATUS REPORT CONSTRUCTION DOCUMENTS

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



Fast Facts

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

- Total Project Budget \$7,024,500
- Project Square Footage (GSF) Varies
- Funding Source Facilities Hardship /Siemens
- Construction Start June 2015
- Targeted Completion August 2015

Sustainable Features

- Meets requirements of the National Environmental Policy Act

PROJECT STATUS REPORT CONSTRUCTION DOCUMENTS

Fast Financial Facts

- Total Project Budget\$7,024,500
- Construction Budget\$4,917,150
- Expenditures To Date.....\$ 796,580
- Percent Complete of Project Cost 11%
- Percent Complete of Construction 0%

Project Update

- DSA in review of correction of all prior BHS Open A# work and incorporation into the Modernization
- DSA for Plan Check and approval of Monroe complete
- Detailed cost estimates for Monroe construction documents complete; Project Budget Report based on projected Monroe cost estimate; estimates for Mesquite and Burroughs based on Monroe cost estimate.
- Applications for State Facilities Hardship funds remain in process; CDE representative prepared to submit interim funding request documents in order to qualify for wait list; letter from DSA delineating minimum acceptable level of remediation remains outstanding.
- Agreement reached with Monroe and Burroughs Principals and other District staff regarding appropriate scheduling and logistics of construction as relate to school use and occupancy; construction to commence in June 2015.

HVAC REMEDIATION

SCHEDULE:

•DSA Submittal, Phased Intake	08-03-14 thru 03-17-15
•DSA Plan Check Duration – 12 weeks each Phase	08-03-14 thru 06-03-15
•Bid Advertisements (twice)	04-07-15 and 04-14-15
•Bidding Period	04-07-15 thru 05-12-15
•Bid Notices of Intent	05-14-15
•Board Approval of Awards, first phases	05-21-15
•Notices to Proceed, first phases	05-22-15
•Construction Start, first phases	06-04-15

10. CONSTRUCTION ADMINISTRATION

10.2 Approval to Enter into an Agreement for Materials Testing and Special Inspector Services for the Burroughs High School Project

BACKGROUND INFORMATION: In response to a grant received from the Department of Defense (DOD) – Office of Economic Adjustment (OEA), the district ultimately will commence modernization of Burroughs High School. As a requirement of the Division of the State Architect, the district must commission the services of a Materials Testing Laboratory and Special Inspectors to test, observe and report on the construction process as applicable.

CURRENT CONSIDERATION: At a special board meeting of August 6, 2014, district staff was given approval to enter into negotiations with BSK Associates for Materials Testing and Special Inspector services. With guidance from counsel, an agreement has been reached with BSK Associates, upon approval of the board.

FINANCIAL IMPLICATIONS: The fixed fee amount of the agreement for the Burroughs High School modernization project will be \$112,490.00 which includes overhead, insurance, and reimbursable expenses. The district plans to use the DoD grant fund sources for 80% of the contract, as well as several other fund sources including Fund 35 and IKSFA for the remaining 20% required to be provided by the district per the grant agreement.

SUPERINTENDENT'S RECOMMENDATION: It is the superintendent's recommendation that the agreement for Materials Testing and Special Inspector Services with BSK Associates in support of the Burroughs High School modernization project be approved as negotiated.

CONSULTANT SERVICES AGREEMENT

(SPECIAL INSPECTION AND/OR TESTING SERVICES)

This AGREEMENT is made and entered into this [REDACTED] day of [REDACTED] in the year 20[REDACTED] (“EFFECTIVE DATE”), by and between the SIERRA SANDS UNIFIED SCHOOL DISTRICT, hereinafter referred to as (the “DISTRICT”), and BSK ASSOCIATES, hereinafter referred to as “CONSULTANT”. The DISTRICT and the CONSULTANT are sometimes referred to herein singularly as a “PARTY” and collectively as the “PARTIES”. This AGREEMENT is made with reference to the following facts:

WHEREAS, the DISTRICT requires specialized inspection and/or testing services for BURROUGHS HIGH SCHOOL located within the DISTRICT (hereinafter referred to as the “PROJECT”);

WHEREAS, CONSULTANT shall at all times be qualified and approved by the Division of the State Architect (“DSA”) and shall at all times maintain proper qualifications, to perform the duties of and act as a testing laboratory and/or special inspector on school building construction projects and to perform the services required by this AGREEMENT; and

WHEREAS, CONSULTANT has indicated its willingness and commitment to provide its specialized testing and inspection services to the DISTRICT on the terms hereinafter set forth in this AGREEMENT.

NOW, THEREFORE, the PARTIES hereto agree as follows:

ARTICLE I

SCOPE AND SERVICES TO BE PROVIDED BY CONSULTANT

1. Services to be Provided by the CONSULTANT. The CONSULTANT shall provide to the DISTRICT on the terms set forth herein all the special inspection and/or testing services necessary to complete the PROJECT as required by the DSA approved Construction Documents and this AGREEMENT. The CONSULTANT’s basic services shall include those services set forth in this AGREEMENT as well as those services articulated in the CONSULTANT’s proposal which shall be attached hereto and incorporated herein as **EXHIBIT “A”** (the CONSULTANT’s “PROPOSAL”). In the event of a discrepancy, inconsistency, conflict or other difference between the terms of the CONSULTANT’s PROPOSAL with this AGREEMENT, the PARTIES agree that the terms of this AGREEMENT shall govern and be controlling.

2. CONSULTANT’s Certifications, Representations and Warranties. CONSULTANT makes the following certifications, representations, and warranties for the benefit of the DISTRICT and CONSULTANT acknowledges and agrees that the DISTRICT, in deciding to engage CONSULTANT pursuant to this AGREEMENT, is relying upon the truth and validity of the following certifications, representations and warranties and their effectiveness throughout the term of this AGREEMENT and the course of CONSULTANT’s engagement hereunder:

a. CONSULTANT is qualified in all respects to provide to the DISTRICT all of the services contemplated by this AGREEMENT and, to the extent required by any applicable laws, CONSULTANT has all such licenses and/or governmental approvals as would be required to carry out and perform, for the benefit of the DISTRICT, such services as are called for hereunder.

b. CONSULTANT, in providing the services and in otherwise carrying out its obligations to the DISTRICT under this AGREEMENT, shall, at all times, comply with all applicable federal, state, and local laws, rules, regulations, and ordinances, including worker's compensation and equal protection and non-discrimination laws.

ARTICLE II

CONSULTANT'S SERVICES AND RESPONSIBILITIES

1. The CONSULTANT shall perform all special inspections and testing services in conformance with the PROJECT's DSA approved Construction Documents, applicable codes and code references. Any references to the DSA requirements, DSA forms, documents, manuals applicable to the PROJECT shall be deemed to include and incorporate any revisions or updates thereto.

2. The CONSULTANT shall obtain a copy of the Construction Documents that were approved by the DSA for the completion of the PROJECT including, but not limited to, the DSA approved Statement of Structural Tests and Special Inspections (Form DSA 103), from the Design Professional in General Responsible Charge of the PROJECT (the "Architect/Engineer") prior to the commencement of construction on the PROJECT and shall maintain a copy of the approved DSA 103 form in the CONSULTANT's Project File for the duration of the PROJECT. The CONSULTANT shall thoroughly review and evaluate the approved DSA 103 for the PROJECT and be familiar with the required testing and special inspections program required by the DSA approved Construction Documents.

3. The CONSULTANT shall meet with the Project Inspector, the Architect/Engineer, Structural Engineer and the DISTRICT as needed throughout the completion of the PROJECT to verify, acknowledge and coordinate the special inspection and testing program required by the DSA approved Construction Documents for the PROJECT and this AGREEMENT.

4. The CONSULTANT shall prepare and submit an Interim Verified Report to the DSA, and provide a copy of such report to the Project Inspector for each of the applicable sections of the Project Inspection Cards (Form DSA 152), that are required for the completion of the PROJECT, when such sections require special inspections and/or testing prior to the Project Inspector's approval and sign off. The applicable sections of the Project Inspection Cards are as follows:

- (a) Initial Site Work;
- (b) Foundation;
- (c) Vertical Framing;
- (d) Horizontal Framing;

- (e) Appurtenances;
- (f) Non-Building Site Structures;
- (g) Finish Site Work;
- (h) Other Work; or
- (i) Final.

5. The CONSULTANT shall submit a signed Verified Report to the DSA, and provide a copy of such report to the Project Inspector, the Architect/Engineer, the Structural Engineer and the DISTRICT upon any of the following events:

- a. Within fourteen (14) days of the completion of the CONSULTANT's special inspection and/or testing work;
- b. When work on the PROJECT is suspended for a period of more than one (1) month;
- c. When the services of the CONSULTANT are terminated for any reason prior to the completion of the PROJECT; and/or
- d. In the event the DSA requests a Verified Report.

6. If CONSULTANT's work involves the in-plant inspection of permanent modular buildings that are being manufactured off site for placement on the PROJECT site ("Permanent Modular Construction"), CONSULTANT shall obtain the Project Inspection Cards from the DSA or the Architect/Engineer, as applicable, that are needed for the in-plant inspection of such Permanent Modular Construction. The CONSULTANT shall complete the Project Inspection Cards during the in-plant completion of the Permanent Modular Construction as required by Title 24, the DSA 152 Manual, PR 13-01 and this AGREEMENT. The Consultant must provide the original Project Inspection Cards that are used for the in-plant inspection of the PROJECT's Permanent Modular Construction to the Project Inspector at the time such Permanent Modular Construction is delivered to the PROJECT site.

7. The CONSULTANT shall work under the technical direction and supervision of the Project Inspector or the Architect/Engineer as applicable. The CONSULTANT shall keep the Project Inspector, the Architect/Engineer, the Structural Engineer and the DISTRICT informed of all special inspections, testing and/or PROJECT related activities being performed by the CONSULTANT in order to ensure that all testing and special inspections required for the completion of the PROJECT are performed timely and satisfactorily. The CONSULTANT shall keep the Project Inspector, Architect/Engineer, Structural Engineer and the DISTRICT thoroughly informed as to the progress of the work by submitting detailed daily reports, in writing, to the Project Inspector which outline the work inspected and/or tested. The CONSULTANT shall submit the detailed daily reports to the Project Inspector on the same day the inspections, testing and/or PROJECT related activities are performed and shall provide the Architect/Engineer, Structural Engineer and the DISTRICT with a copy of such reports. The CONSULTANT shall also submit daily special inspection reports in a timely manner to the Project Inspector so as not to delay the PROJECT. However, in no event shall the CONSULTANT submit a special inspection report to the Project Inspector later than fourteen

(14) days from the date the special inspections are performed. The CONSULTANT shall provide a copy of each daily special inspection report to the Architect/Engineer, Structural Engineer and the DISTRICT on the day the original report is submitted to the Project Inspector.

8. In the event the CONSULTANT identifies construction and/or material deviations from the DSA approved Construction Documents in connection with the work being completed on the PROJECT, the CONSULTANT shall immediately issue a written report of such deviations to the DSA. The CONSULTANT shall provide a copy of each report to the Project Inspector, Architect/Engineer, Structural Engineer and the DISTRICT on the day the original report is submitted to the DSA.

9. CONSULTANT understands that the PROJECT is funded by the Department of Defense Program for Construction, Renovation, Repair or Expansion of Public Schools Located on Military Installations (“DOD Program”). CONSULTANT shall comply with all terms, conditions, requirements and duties set forth by the DOD Program applicable to its services and shall work in good faith with the DISTRICT to ensure CONSULTANT’s services, as well as the PROJECT, comply with any requirement set forth by the DOD Program throughout the course of the PROJECT. CONSULTANT shall also work with any representative from the DOD Program and provide any requested information regarding the PROJECT and/or CONSULTANT’s services necessary to maintain DOD Program funding and PROJECT compliance. As directed by the DISTRICT, CONSULTANT shall comply with all applicable federal regulations and DOD Program requirements as established by any federal agency claiming jurisdiction over the PROJECT or the DOD Program.

ARTICLE III **TERMINATION**

1. This AGREEMENT may be terminated by either PARTY upon fourteen (14) days written notice to the other PARTY in the event of a substantial failure of performance by such other PARTY, including insolvency of CONSULTANT; or if the DISTRICT should decide to abandon or indefinitely postpone the PROJECT.

2. In the event of a termination based upon abandonment or postponement by DISTRICT, the DISTRICT shall pay to the CONSULTANT for all services performed and all expenses incurred under this AGREEMENT supported by documentary evidence, including payroll records, and expense reports up until the date of the abandonment or postponement plus any sums due the CONSULTANT for Board approved extra services. In ascertaining the services actually rendered hereunder up to the date of termination of this AGREEMENT, consideration shall be given to both completed work and work in process of completion and to complete and incomplete drawings, reports and/or other documents whether delivered to the DISTRICT or in the possession of the CONSULTANT. In the event termination is for a substantial failure of performance, all damages and costs associated with the termination, including increased consultant and replacement consultant costs shall be deducted from payments to the CONSULTANT.

3. In the event a termination for cause is determined to have been made wrongfully or without cause, then the termination shall be treated as a termination for convenience in accordance with Article III, Section 4 below, and CONSULTANT shall have no greater rights than it would have had if a termination for convenience had been effected in the first instance. No other loss, cost, damage, expense or liability may be claimed, requested or recovered by CONSULTANT.

4. This AGREEMENT may be terminated without cause by DISTRICT upon fourteen (14) days written notice to the CONSULTANT. In the event of a termination without cause, the DISTRICT shall pay to the CONSULTANT for all services performed and all expenses incurred under this AGREEMENT supported by documentary evidence, including payroll records, and expense reports up until the date of notice of termination plus any sums due the CONSULTANT for Board approved extra services.

5. In the event the CONSULTANT is terminated, with or without cause, the CONSULTANT shall personally provide all the original Project Inspection Cards prepared or obtained by the CONSULTANT in connection with the PROJECT to the assuming DSA inspector or the DSA as directed by the DISTRICT. All original Project Inspection Cards must be provided to the DSA assuming inspector or the DSA, as applicable, within 48 hours of the effective date of the CONSULTANT's termination. Under no circumstances shall the CONSULTANT withhold any original Project Inspection Cards related to the PROJECT upon the CONSULTANT's termination. The CONSULTANT shall be responsible for any delays on the PROJECT that arise out of the CONSULTANT's failure to provide the original Project Inspection Cards to the assuming DSA inspector or the DSA as directed by the DISTRICT in accordance with this section. Upon the effective date of the CONSULTANT's termination, the CONSULTANT shall provide copies of all current Project Inspection Cards in the CONSULTANT's Project File to the DISTRICT along with any other DISTRICT PROPERTY as further described in Article IV below.

6. In the event of a dispute between the PARTIES as to performance of the work or the interpretation of this AGREEMENT, or payment or nonpayment for work performed or not performed, the PARTIES shall attempt to resolve the dispute. Pending resolution of this dispute, CONSULTANT agrees to continue the work diligently to completion. If the dispute is not resolved, CONSULTANT agrees it will neither rescind the AGREEMENT nor stop the progress of the work, but CONSULTANT's sole remedy shall be to submit such controversy to determination by a court having competent jurisdiction of the dispute, after the PROJECT has been completed, and not before. The PARTIES may agree in writing to submit any dispute between the PARTIES to arbitration.

7. THE PARTIES UNDERSTAND AND AGREE THAT ARTICLE III OF THIS AGREEMENT SHALL GOVERN ALL TERMINATION RIGHTS AND PROCEDURES BETWEEN THE PARTIES. ANY TERMINATION PROVISION THAT IS ATTACHED TO THIS AGREEMENT AS AN EXHIBIT SHALL BE VOID AND UNENFORCEABLE BETWEEN THE PARTIES.

ARTICLE IV
REPORTS AND/OR OTHER DOCUMENTS

1. The Project Inspection Cards, reports and/or other documents that are prepared, reproduced, maintained and/or managed by the CONSULTANT or CONSULTANT's consultants in accordance with this AGREEMENT, shall be and remain the property of the DISTRICT (hereinafter the "PROPERTY"). The DISTRICT may provide the CONSULTANT with a written request for the return of its PROPERTY at any time. Upon CONSULTANT's receipt of the DISTRICT's written request, CONSULTANT shall return the requested PROPERTY to the DISTRICT within seven (7) calendar days.

ARTICLE V
ACCOUNTING RECORDS OF THE CONSULTANT

1. Records of the CONSULTANT's direct personnel and reimbursable expenses pertaining to any extra services provided by the CONSULTANT, which are in addition to those services already required by this AGREEMENT, and any records of accounts between the DISTRICT and CONSULTANT shall be kept on a generally recognized accounting basis and shall be available to the DISTRICT or DISTRICT's authorized representative at mutually convenient times.

ARTICLE VI
COMPENSATION TO THE CONSULTANT

1. The DISTRICT shall compensate the CONSULTANT as follows:
 - a. The DISTRICT agrees to pay the CONSULTANT in accordance with the fee, rate and/or price schedule information set forth in EXHIBIT "A", inclusive of reimbursable expenses, for performing the basic services required by this AGREEMENT subject to the limitations set forth herein this Article VI, Section 1(a). In no event shall the CONSULTANT's compensation exceed ONE HUNDRED TWELVE THOUSAND FOUR HUNDRED NINETY Dollars (\$112,490.00) for performing all the basic services detailed in Article II and EXHIBIT "A". CONSULTANT shall invoice costs monthly for the services provided pursuant to this AGREEMENT from the time the CONSULTANT begins work on the PROJECT. All costs must be supported by an invoice, receipt, or other acceptable documentation.
 - b. Invoices requesting payment for Additional Services performed in accordance with Article VII below must reflect the compensation approved by the DISTRICT and include a copy of the DISTRICT's written authorization. The DISTRICT's prior written authorization is an express condition precedent to any payment by the DISTRICT for Additional Services and no claim by the CONSULTANT for additional compensation related to Additional Services shall

be valid absent such prior written approval by the DISTRICT to proceed with such Additional Services as required by Article VII.

ARTICLE VII
ADDITIONAL CONSULTANT SERVICES

1. CONSULTANT shall notify the DISTRICT in writing of the need for additional services required due to circumstances beyond the CONSULTANT's control. CONSULTANT shall obtain written authorization from the DISTRICT before rendering any additional services. The DISTRICT may also require CONSULTANT to perform additional services which are, in the DISTRICT's discretion, necessary. Compensation for all additional services shall be negotiated and approved in writing by the DISTRICT before CONSULTANT performs such additional services. CONSULTANT shall not be entitled to any compensation for performing additional services that are not previously approved by the DISTRICT in writing. Additional services shall include:

a. Making material revisions in reports or other documents when such revisions are required by the enactment or revision of laws, rules or regulations subsequent to the preparation and completion of such documents.

b. Preparing reports and other documentation and supporting data, and providing other services in connection with project modifications required by causes beyond the control of the CONSULTANT which are not the result of the direct or indirect negligence, errors or omissions on the part of CONSULTANT.

c. If the DISTRICT requests additional shifts to complete the services articulated in Article II and EXHIBIT "A" where the requests for additional shifts does not arise from the direct or indirect negligence, errors or omissions on the part of CONSULTANT. The CONSULTANT's compensation is expressly conditioned on the lack of fault of the CONSULTANT.

d. Providing any other services not otherwise included in this AGREEMENT or not customarily furnished in accordance with the generally accepted practice in the CONSULTANT's industry.

ARTICLE VIII
MISCELLANEOUS

1. To the fullest extent permitted by law, CONSULTANT agrees to indemnify, and hold DISTRICT entirely harmless from all liability arising out of:

a. Workers Compensation and Employers Liability: Any and all claims under Workers' Compensation acts and other employee benefit acts with respect to CONSULTANT's employees or CONSULTANT's subcontractor's employees arising out of CONSULTANT's work under this AGREEMENT; and

b. General Liability: Liability for damages for (1) death or bodily injury to person; (2) injury to, loss or theft of property; (3) any failure or alleged failure to comply with any provision of law or (4) any other loss, damage or expense arising under either (1), (2), or (3) above, sustained by the CONSULTANT or the DISTRICT, or any person, firm or corporation employed by the CONSULTANT or the DISTRICT upon or in connection with the PROJECT, except for liability resulting from the sole or active negligence, or willful misconduct of the DISTRICT, its officers, employees, agents or independent consultants who are directly employed by the DISTRICT;

c. Professional Liability: Any loss, injury to or death of persons or damage to property caused by any act, neglect, default or omission of the CONSULTANT, or any person, firm or corporation employed by the CONSULTANT, either directly or by independent contract, including all damages due to loss or theft, sustained by any person, firm or corporation including the DISTRICT, arising out of, or in any way connected with the services performed by CONSULTANT in accordance with this AGREEMENT, including injury or damage either on or off DISTRICT property; but not for any loss, injury, death or damages caused by the sole or active negligence, or willful misconduct of the DISTRICT.

d. The CONSULTANT, at its own expense, cost, and risk, shall defend any and all claims, actions, suits, or other proceedings, arising out of Article VIII, Sections 1(a) and (b) above, that may be brought or instituted against the DISTRICT, its officers, agents or employees, on any such claim or liability, and shall pay or satisfy any judgment that may be rendered against the DISTRICT, its officers, agents or employees in any action, suit or other proceedings as a result thereof. With regard to the CONSULTANT's obligation to indemnify for acts of professional negligence as set forth in Article VIII, Section 1(c) above, such obligation does not include the obligation to provide defense counsel or to pay for the defense of actions or proceedings brought against the DISTRICT, but rather to reimburse the DISTRICT for attorney's fees and costs incurred by the DISTRICT in defending such actions or proceedings.

e. THE PARTIES UNDERSTAND AND AGREE THAT ARTICLE VIII, SECTION 1 OF THIS AGREEMENT SHALL BE THE SOLE INDEMNITY, AS DEFINED BY CALIFORNIA CIVIL CODE § 2772, GOVERNING THIS AGREEMENT. ANY OTHER INDEMNITY THAT MAY BE ATTACHED TO THIS AGREEMENT AS AN EXHIBIT SHALL BE VOID AND UNENFORCEABLE BETWEEN THE PARTIES.

f. ANY ATTEMPT TO LIMIT THE CONSULTANT'S LIABILITY TO THE DISTRICT IN AN ATTACHED EXHIBIT SHALL BE VOID AND UNENFORCEABLE BETWEEN THE DISTRICT AND THE CONSULTANT.

2. CONSULTANT shall purchase and maintain policies of insurance with an insurer or insurers, qualified to do business in the State of California and acceptable to DISTRICT which

will protect CONSULTANT and DISTRICT from claims which may arise out of or result from CONSULTANT's actions or inactions relating to the AGREEMENT, whether such actions or inactions be by themselves or by any subcontractor or by anyone directly or indirectly employed by any of them, or by anyone for whose acts any of them may be liable. The aforementioned insurance shall include coverage for:

a. The CONSULTANT shall carry Workers' Compensation and Employers Liability Insurance in accordance with the laws of the State of California. However, such amount shall not be less than ONE MILLION DOLLARS (\$1,000,000).

b. Commercial general liability insurance with limits of not less than TWO MILLION DOLLARS (\$2,000,000) and automobile liability insurance with limits of not less than ONE MILLION DOLLARS (\$1,000,000) for bodily injury and property damage liability, per occurrence, including coverage for the following:

1. Owned, non-owned and hired vehicles;
2. Blanket contractual;
3. Broad form property damage;
4. Products/completed operations; and
5. Personal injury.

c. Professional liability insurance, including contractual liability, with limits of \$1,000,000, per claim. Such insurance shall be maintained during the term of this AGREEMENT and renewed for a period of at least five (5) years thereafter and/or at rates consistent with the time of execution of this AGREEMENT adjusted for inflation. In the event that CONSULTANT subcontracts any portion of CONSULTANT's duties, CONSULTANT shall require any such subcontractor to purchase and maintain insurance coverage as provided in this subparagraph. Failure to maintain professional liability insurance is a material breach of this AGREEMENT and grounds for immediate termination.

d. Each policy of insurance required in Article VIII, Section 2(b) above shall name DISTRICT and its officers, agents and employees as additional insureds; shall state that, with respect to the operations of CONSULTANT hereunder, such policy is primary and any insurance carried by DISTRICT is excess and non-contributory with such primary insurance; shall state that not less than thirty (30) days' written notice shall be given to DISTRICT prior to cancellation; and, shall waive all rights of subrogation. CONSULTANT shall notify DISTRICT in the event of material change in, or failure to renew, each policy. Prior to commencing work, CONSULTANT shall deliver to DISTRICT certificates of insurance as evidence of compliance with the requirements herein. In the event CONSULTANT fails to secure or maintain any policy of insurance required hereby, DISTRICT may, at its sole discretion, secure such policy of insurance in the name of and for the account of CONSULTANT, and in such event CONSULTANT shall reimburse DISTRICT upon demand for the cost thereof.

3. CONSULTANT, in the performance of this AGREEMENT, shall be and act as an independent contractor. CONSULTANT understands and agrees that CONSULTANT and all of CONSULTANT's employees shall not be considered officers, employees or agents of the DISTRICT, and are not entitled to benefits of any kind or nature normally provided employees of the DISTRICT and/or to which DISTRICT's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation. CONSULTANT assumes the full responsibility for the acts and/or omissions of CONSULTANT's employees or agents as they relate to the services to be provided under this AGREEMENT. CONSULTANT shall assume full responsibility for payment of any applicable prevailing wages and all federal, state and local taxes or contributions, including unemployment insurance, social security and income taxes for the respective CONSULTANT's employees.

4. Nothing contained in this AGREEMENT shall create a contractual relationship with or a cause of action in favor of any third party against either the DISTRICT or CONSULTANT.

5. The DISTRICT and CONSULTANT, respectively, bind themselves, their partners, officers, successors, assigns and legal representatives to the other PARTY to this AGREEMENT with respect to the terms of this AGREEMENT. CONSULTANT shall not assign this AGREEMENT.

6. This AGREEMENT shall be governed by the laws of the State of California.

7. THIS AGREEMENT SHALL NOT INCLUDE OR INCORPORATE THE TERMS OF ANY GENERAL CONDITIONS, CONDITIONS, MASTER AGREEMENT OR ANY OTHER BOILERPLATE TERMS OR FORM DOCUMENTS PREPARED BY THE CONSULTANT. THE ATTACHMENT OF ANY SUCH DOCUMENT TO THIS AGREEMENT AS EXHIBIT "A" SHALL NOT BE INTERPRETED OR CONSTRUED TO INCORPORATE SUCH TERMS INTO THIS AGREEMENT UNLESS THE DISTRICT APPROVES OF SUCH INCORPORATION IN A SEPARATE WRITING SIGNED BY THE DISTRICT. ANY REFERENCE TO SUCH BOILERPLATE TERMS AND CONDITIONS IN THE PROPOSAL OR QUOTE SUBMITTED BY THE CONSULTANT SHALL BE NULL AND VOID AND HAVE NO EFFECT UPON THIS AGREEMENT. PROPOSALS, QUOTES, STATEMENT OF QUALIFICATIONS AND OTHER SIMILAR DOCUMENTS PREPARED BY THE CONSULTANT MAY BE INCORPORATED INTO THIS AGREEMENT AS EXHIBIT "A" BUT SUCH INCORPORATION SHALL BE STRICTLY LIMITED TO THOSE PARTS DESCRIBING THE CONSULTANT'S SCOPE OF WORK, RATE AND PRICE SCHEDULE AND QUALIFICATIONS.

8. Each of the PARTIES have had the opportunity to, and have to the extent each deemed appropriate, obtained legal counsel concerning the content and meaning of this AGREEMENT. Each of the PARTIES agrees and represents that no promise, inducement or agreement not herein expressed has been made to effectuate this AGREEMENT. This AGREEMENT represents the entire AGREEMENT between the DISTRICT and CONSULTANT and supersedes all prior negotiations, representations or agreements, either

written or oral. This AGREEMENT may be amended or modified only by an agreement in writing signed by both the DISTRICT and the CONSULTANT.

9. Time is of the essence with respect to all provisions of this AGREEMENT.

10. If either PARTY becomes involved in litigation arising out of this AGREEMENT or the performance thereof, each PARTY shall bear its own litigation costs and expenses, including reasonable attorney's fees.

11. All exhibits referenced herein and attached hereto shall be deemed incorporated into and made a part of this AGREEMENT by each reference as though fully set forth in each instance in the text hereof with the exception of those documents or provisions that are subject to the exclusions specifically set forth in this AGREEMENT.

12. In accordance with California Education Code Section 17604, this AGREEMENT is not a valid or enforceable obligation against the DISTRICT until approved or ratified by motion of the Governing Board of the DISTRICT duly passed and adopted.

13. This AGREEMENT shall be liberally construed to effectuate the intention of the PARTIES with respect to the transaction described herein. In determining the meaning of, or resolving any ambiguity with respect to any word, phrase or provision of this AGREEMENT, neither this AGREEMENT nor any uncertainty or ambiguity herein will be construed or resolved against either PARTY (including the PARTY primarily responsible for drafting and preparation of this AGREEMENT), under any rule of construction or otherwise, it being expressly understood and agreed that the PARTIES have participated equally or have had equal opportunity to participate in the drafting hereof.

14. This AGREEMENT may be executed in any number of counterparts, each of which shall be deemed an original, and the counterparts shall constitute one and the same instrument, all of which shall be sufficient evidence of this AGREEMENT.

The PARTIES, through their authorized representatives, have executed this AGREEMENT as of the day and year first written above.

CONSULTANT:

DISTRICT:

BSK Associates

Sierra Sands Unified School District

By: _____

By: _____

VIA EMAIL: ppence@ssusd.org

December 2, 2014

BSK Proposal CB14-11154

Pamela Pence
Sierra Sands Unified School District
113 W Felspar Avenue
Ridgecrest, California 93555

**SUBJECT: Proposal for Construction Materials Testing and Inspection Services
S.S.U.S.D. Burroughs High School – D.O.D. Modernization
500 French Avenue
Ridgecrest, California 93555
Application No.: 03-115512
File No.: 15-H13**

Dear Mrs. Pence;

We are pleased to submit this proposal to provide construction materials testing and inspection services for the S.S.U.S.D. Burroughs High School D.O.D. Modernization project in Ridgecrest, California.

Our scope of services for this project will include subgrade soil compaction testing, HMA observation, concrete sampling, masonry inspection, torque testing/pull testing of post installed anchors, high strength bolting inspection field welding inspection, shop welding inspection, laboratory testing, and report preparation. Our scope of services does not include special inspection for concrete reinforcement or testing of import soil. If you should need the services we have excluded, please contact our office, so we can amend this proposal.

For your approval, we have included our cost estimate for this prevailing wage project. We will charge our services on a time-and-materials basis in accordance with these unit fees. We did not account for delays for which we have no control, such as, but not limited to, retests and reinspections, contractor schedule, contractor means and methods, or number workers on contractor crew. We will separate retests and reinspections on our invoices.

If you find our *Proposal* and *General Conditions for Construction Materials Engineering & Testing Services* acceptable, please sign the *Agreement for Construction Materials Testing Services* and return to our Bakersfield office. Upon execution of the *Agreement*, we will return a copy to you.

We look forward to working with you on this project. If you have questions, please call.

Respectfully submitted,
BSK Associates



Michael Collins
Project Manager



On-Man Lau, P.E., G.E.
Bakersfield Branch Manager

Attachments

1. *Agreement for Construction Materials Testing Services*
2. *Cost Estimate*
3. *General Conditions for Construction Materials Engineering & Testing Services*

Agreement for Construction Materials Testing Services

THIS AGREEMENT, effective as of this ____ day of _____ 2014 is by and between Sierra Sands Unified School District, hereinafter referred to as "Client", and BSK Associates, hereinafter referred to as "Engineer". Engineer agrees to perform the services set forth in this Agreement in accordance with its Proposal No. CB14-11154 dated December 2, 2014.

THE PROJECT is generally described as:

**Construction Materials Testing and Inspection Services
S.S.U.S.D. Burroughs High School – D.O.D. Modernization
500 French Avenue
Ridgecrest, California
Application No.: 03-115513
File No.: 15-H13**

THIS AGREEMENT consists of the following documents that are incorporated herein by reference:

- Proposal No. CB14-11154 dated December 2, 2014, 2014;
- Agreement for Construction Services;
- Cost Estimate; and
- General Conditions for Construction Materials Engineering & Testing Services.

This Agreement, including attachments incorporated herein by reference, represents the entire Agreement and understanding between the parties, and any negotiations, proposals or oral agreements are intended to be integrated herein and to be superseded by this Agreement. This Agreement may not be modified or altered, except by an Agreement in writing and signed by authorized representatives of both parties hereto, which specifically refers to this Agreement.

	Client	Engineer
Party:		BSK Associates
By:		On-Man Lau, PE, GE
Title		Bakersfield Branch Manager
Signature:		
Date:		

Project: S.S.H.S.D. Burroughs High School - D.O.D. Modernization

Cost Estimate

	Hours/Items	Rate	Cost	Subtotal
Field Work				
Subgrade Soil Compaction Testing & Observation	300	\$88	\$26,400	
Geotechnical Engineer - Subgrade Foundation Observation	40	\$140	\$5,600	
Asphalt Pavement Consistency Testing	60	\$88	\$5,280	
Concrete Sampling	120	\$88	\$10,560	
Masonry Inspection	180	\$88	\$15,840	
Torque Testing / Post Installed Anchor Pull Test	60	\$88	\$5,280	
High Strength Bolting Inspection	60	\$88	\$5,280	
Field Welding Inspection	120	\$88	\$10,560	
Shop Welding Inspection (local shop only)	60	\$88	\$5,280	
			Subtotal	\$90,080
Laboratory Testing				
Soil Maximum Density Curve (4 inch diameter mold)	12	\$120	\$1,440	
Soil Maximum Density Curve (6 inch diameter mold)	2	\$150	\$300	
Compressive Strength of Concrete Cylinder	15	\$85	\$1,275	
Compressive Strength of Grout	8	\$80	\$640	
Compressive Strength of Mortar	8	\$40	\$320	
Rebar Bend and Tensile Test	8	\$140	\$1,120	
CMU Block_Compression	3	\$85	\$255	
CMU Block_Absorption	3	\$65	\$195	
CMU Block_Shrinkage	3	\$300	\$900	
CMU Core_Compression Test	3	\$155	\$465	
CMU Prism_Compression Test	3	\$80	\$240	
HMA_Aggregate Sieve Analysis	9	\$140	\$1,260	
HMA_Binder Content (by ignition oven)	9	\$160	\$1,440	
HMA_Ignition Oven Correction Factor	9	\$300	\$2,700	
HMA_Stability (per set of 3 specimens)	9	\$60	\$540	
HMA_Maximum Density (CT 304)	9	\$60	\$540	
HMA_Specific Gravity (per set of 3 specimens)	9	\$60	\$540	
HMA_Density of Core	27	\$30	\$810	
			Subtotal	\$14,980

Office Work

Report Preparation by Clerical Staff	25	\$50	\$1,250	
Report Review/Project Review by Project Manager	12	\$120	\$1,440	
Report Review by Geotechnical Engineer	6	\$140	\$840	
Per Diem	30	\$130	\$3,900	
			Subtotal	\$7,430
			Estimated Fee	\$112,490

We did not account for delays for which we have no control, such as, but not limited to, retests, contractor schedule, contractor means and methods, or number workers on contractor crew. We will separate retests and reinspections on our invoices.

GENERAL CONDITIONS FOR CONSTRUCTION MATERIALS ENGINEERING & TESTING SERVICES

1. DEFINITIONS

1.1 Contractor. The contractor or contractors, and including its/their subcontractors of every tier, retained to perform construction Work on the Project for which Company is providing Services under this Agreement.

1.2 Day(s). Calendar day(s) unless otherwise stated.

1.3 Hazardous Materials. Any toxic substances, chemicals, radioactivity, pollutants or other materials, in whatever form or state, known or suspected to impair the environment in any way whatsoever. Hazardous Materials include, but are not limited to, those substances defined, designated or listed in any federal, state or local law, regulation or ordinance concerning hazardous wastes, toxic substances or pollution.

1.4 Inspection (or Observation). Visual determination of conformance with specific or, on the basis of Company's professional judgment, general requirements.

1.5 Services. The professional services provided by Company under this Agreement, including all services described in the SCOPE OF SERVICES included in Exhibit A, and any written Task Order or amendment to this Agreement.

1.6 Testing. Measurement, examination, performance of tests, and any other activities to determine the characteristics or performance of materials.

1.7 Work. The labor, materials, equipment and services of Contractor.

2. SCOPE OF SERVICES

2.1 Services Provided; Independent Contractor. Company will provide construction materials engineering and testing services as set forth in the SCOPE OF SERVICES in Exhibit A. Company will perform its Services under this Agreement as an independent contractor.

2.2 Authority of Company. Company will report observations and data to the Client. Company will report any observed work to the Client or Client's representative, which, in Company's opinion, does not conform with plans, specifications, and codes applicable to the Project. Company has no right or responsibility to approve, accept, reject, or stop work of any agent of the Client.

2.3 Referenced Standards. Company will perform all standard tests, inspections and observations in general accordance with referenced standards and makes no representation regarding compliance with any other standards.

2.4 Variation of Material Characteristics and Conditions. Observations and standardized sampling, inspection and testing procedures employed by Company will indicate conditions of materials and construction activities only at the precise location and time where and when Services were performed.

Client recognizes that conditions of materials and construction activities at other locations may vary from those measured or observed, and that conditions at one location and time do not necessarily indicate the conditions of apparently identical material(s) at other locations and times. Services of Company, even if performed on a continuous basis, should not be interpreted to mean that Company is observing, verifying, testing or inspecting all materials on the Project. Company is responsible only for those data, interpretations, and recommendations regarding the actual materials and construction activities observed, sampled, inspected or tested, and is not responsible for other parties' interpretations or use of the information developed. Company may make certain inferences based upon the information derived from these procedures to formulate professional opinions regarding conditions in other areas.

2.5 Changes in Scope. Client may request changes in the SCOPE OF SERVICES in Exhibit A. Such changes, including any change in Company's compensation or time of performance, which are mutually agreed upon by Company and Client, will be incorporated in written amendments to this Agreement. No change will be effective unless it is in writing and signed by Client and Company, or if made orally, confirmed by the parties in writing within 10 days.

2.6 Excluded Services. Company's Services under this Agreement include only those Services specified in the SCOPE OF SERVICES in Exhibit A. Client expressly releases any claim against Company relating to any additional Services that Company recommended, but that Client either did not authorize or instructed Company not to perform.

3. PAYMENTS TO COMPANY

3.1 Basic Services. Company will perform all Services set forth in the SCOPE OF SERVICES AND SCHEDULE OF CHARGES for the amount(s) set forth therein. Company will give Client at least 30 days advance notice of any changes to its standard rates. Unless Client objects in writing to the amended fee structure within 30 days of notification, it will be incorporated into this Agreement and will supersede any prior fee structure.

3.2 Additional Services. Any Services performed under this Agreement, except those Services expressly identified otherwise in the attached SCOPE OF SERVICES in Exhibit A, will be provided on a time and materials basis unless otherwise specifically agreed to in writing by both parties.

3.3 Estimate of Fees. Company will, to the best of its ability, perform the Services and accomplish the objectives defined in this Agreement within any written cost estimate provided by Company. Client recognizes that unforeseen circumstances along with changes in scope and schedule can influence the successful completion of Services within the estimated cost. The use of an estimate of fees or of a "not to

exceed" limitation indicates that Company will not incur fees and expenses in excess of the estimate or limitation amount without obtaining Client's agreement to do so, but is not a guarantee that the Services will be completed for that amount.

3.4 Rates. Client will pay Company at the rates set forth in the SCHEDULE OF CHARGES in Exhibit A, which is subject to periodic review and amendment, as appropriate to reflect Company's then-current fee structure.

3.5 Prevailing Wages. Unless Client specifically informs Company in writing that prevailing wage regulations cover the Project and the SCOPE OF SERVICES in Exhibit A identifies it as covered by such regulations, Client hereby releases and agrees to reimburse Company for any liability and costs it may incur resulting from a subsequent determination that prevailing wage regulations cover the Project, including all costs, fines and attorney's fees.

3.6 Payment Timing; Late Charge. Company will submit invoices to Client periodically, but no more frequently than every two (2) weeks. All invoices are due and payable upon presentation, and any amounts unpaid 30 days after the invoice date will include a late payment charge from the date of the invoice, at 1-1/2% per month or the maximum legal rate, whichever is lower. The failure by Client to pay Company within thirty (30) days of date of invoice will constitute a substantial failure of Client to perform under this Agreement. Client will reimburse Company for all time spent and expenses (including fees of any attorney, collection agency, and/or court costs) incurred in connection with collecting any delinquent amount.

3.7 Payment Disputes. If Client objects to any portion of an invoice, Client must so notify Company in writing within 10 days of the invoice date, identify the cause of disagreement, and pay when due the portion of the invoice not in dispute. The parties will immediately make every effort to resolve the disputed portion of the invoice. Payment thereafter will first be applied to accrued interest and then to the unpaid principal amount.

4. PERFORMANCE STANDARD

4.1 Professional Standards. Company will perform the Services consistent with that level of care and skill ordinarily exercised by other professionals providing similar services in the same locale and under similar circumstances at the time the Services are performed. No other representation, express or implied, and no warranty or guarantee is included or intended by this Agreement or any report, opinion, document, or other instrument of service.

4.2 Sampling, Inspection & Test Locations. Unless specifically stated otherwise, the SCOPE OF SERVICES in Exhibit A does not include surveying the Site or precisely identifying sampling, inspection or test locations, depths or elevations. Sampling, inspection and test locations, depths and elevations will be based on field estimates and information furnished by Client and its representatives. Unless stated otherwise in the report, such locations, depths and elevations are approximate. Company will take reasonable precautions to limit damage to the Project Site or Work due to the performance of Services, but Client understands that some damage may necessarily occur in the normal course of

Services, and this Agreement does not include repair of such damage unless specifically stated in the SCOPE OF SERVICES in Exhibit A.

4.3 Sample Disposal. Company will dispose of all samples after submission of the report covering those samples. Company will provide further storage or transfer of samples only upon Client's prior written request and agreement on appropriate compensation.

4.4 Buried Utilities & Structures; Property Restoration. If the Services require borings, test pits or other invasive exploratory work, Client will provide Company with all information in its possession regarding the location of underground utilities and structures. Company will contact an appropriate utility locator and take into consideration utility locations shown on drawings provided to Company by the Client to reduce the risk of damage or injury to underground structures, pipelines and utilities. The Client agrees to hold Company harmless for any damage to underground structures or utilities that are not called to its attention or are not correctly shown on plans or drawings furnished for the purpose of locating such structures and utilities. If Client desires Company to restore the property to its former condition or better, Company will provide the additional Services at an additional cost.

5. CONTRACTOR'S PERFORMANCE

Company is not responsible for Contractor's means, methods, techniques or sequences during the performance of its Work. Company will not supervise or direct Contractor's Work, nor be liable for any failure of Contractor to complete its Work in accordance with the Project's plans, specifications and applicable codes, laws and regulations. Client understands and agrees that Contractor, not Company, has sole responsibility for the safety of persons and property at the Project Site.

6. CLIENT'S RESPONSIBILITIES

In addition to payment for the Services performed under this Agreement, Client agrees to:

6.1 Access. Grant or obtain free access to the Project Site for all equipment and personnel necessary for Company to perform its Services under this Agreement.

6.2 Representative. Designate a representative for notices and information pertaining to the Services, communicate Client's policies and decisions, and assist as necessary in matters pertaining to the Project and this Agreement. Client may change its representative by written notice.

6.3 Information. Supply to Company all information and documents relevant to the Services. Company may rely upon such information without independently verifying its accuracy. Client will notify Company of any known potential or possible health or safety hazard regarding the materials to be tested, including its intended use, chemical composition, relevant MSDS, manufacturers' specifications and literature, and any previous test results.

6.4 Project Information. Client agrees to provide Company within 7 days after written request, a correct statement of the recorded legal title to the property on which

the Project is located and the Client and/or Owner's interest therein.

7. CHANGED CONDITIONS

If Company discovers conditions or circumstances that it did not contemplate ("Changed Conditions") at the time of this Agreement, it will give Client written notice of the Changed Conditions. Client and Company will then negotiate an appropriate amendment to this Agreement. If they cannot agree upon an amendment within 30 days after the notice, Company may terminate this Agreement and be compensated as set forth in Section 12, "Suspension & Delay; Termination."

8. CERTIFICATIONS

Client will not require Company to execute any certification regarding Services performed or Work tested or observed unless: 1) Company believes that it has performed sufficient Services to provide a sufficient basis to issue the certification; 2) Company believes that the Services performed and Work tested or observed meet the criteria of the certification; and 3) Company has reviewed and approved in writing the exact form of such certification prior to execution of this Agreement. Any certification by Company is limited to the expression of a professional opinion based upon the Services performed by Company, and does not constitute a warranty or guarantee, either express or implied. Client agrees not to condition the resolution of any dispute upon Company signing a certification.

9. ALLOCATION OF RISK

9.1 Limitation of Remedy. The total cumulative liability of Company, its subconsultants and subcontractors, and all of their respective shareholders, directors, officers, employees and agents (collectively "Company Entities") to Client arising from Services under this Agreement, including attorney's fees due under this Agreement, will not exceed the gross compensation received by Company under this Agreement or \$50,000, whichever is less. This limitation applies to all lawsuits, claims or actions that allege errors or omissions in Company's Services, whether alleged to arise in tort, contract, warranty, or other legal theory. Upon Client's written request, Company and Client may agree to increase the limitation to a greater amount in exchange for a negotiated increase in Company's fee, provided that the parties amend this Agreement in writing, as provided in Section 14.3 "Modification of This Agreement."

9.2 Indemnification of Client. Subject to the terms and limitations of this Agreement, Company will indemnify and hold harmless Client, its shareholders, officers, directors, employees, and agents from and against any and all claims, suits, liabilities, damages, expenses (including without limitation reasonable attorney's fees and defense costs) and other losses (collectively "Losses") to the extent caused by Company's negligence in performance of this Agreement. Company's defense obligation under this indemnity paragraph is limited to the reimbursement of reasonable defense costs to the extent of the Company's actual indemnity obligation hereunder.

9.3 Indemnification of Company. Client will indemnify and hold harmless Company Entities from and against any and all Losses except to the extent caused by the sole negligence of Company Entities. In addition, except to the extent caused by Company's negligence, Client will defend, indemnify and hold harmless Company Entities from and against any and all Losses arising from or related to the existence, disposal, release, discharge, treatment or transportation of Hazardous Materials, or the exposure of any person to Hazardous Materials, or the degradation of the environment due to the presence, discharge, disposal, release of or exposure to Hazardous Materials.

9.4 No Personal Liability. Client and Company intend that Company's Services will not subject Company's individual employees, officers or directors to any personal liability. Therefore, and notwithstanding any other provision of this Agreement, Client agrees as its sole and exclusive remedy to direct or assert any claim, demand or suit only against the business entity identified as "Company" on the first page of this Agreement.

9.5 Consequential Damages. Neither Client nor Company will be liable to the other for any special, consequential, incidental or penal losses or damages including but not limited to losses, damages or claims related to the unavailability of property or facilities, shutdowns or service interruptions, loss of use, profits, revenue, or inventory, or for use charges, cost of capital, or claims of the other party and/or its customers.

9.6 Continuing Agreement. The provisions of this Section 9, "Allocation of Risk," will survive the expiration or termination of this Agreement. If Company provides Services to Client that the parties do not confirm through execution of an amendment to this Agreement, the provisions of this Section 9 will apply to such Services as if the parties had executed an amendment.

10. INSURANCE

10.1 Company's Insurance. If reasonably available, Company will maintain the following coverages:

10.1.1 Statutory Workers' Compensation/Employer's Liability Insurance;

10.1.2 Commercial General Liability Insurance with a combined single limit of \$1,000,000;

10.1.3 Automobile Liability Insurance, including liability for all owned, hired and non-owned vehicles with minimum limits of \$1,000,000 for bodily injury per person, \$1,000,000 property damage, and \$1,000,000 combined single limit per occurrence; and,

10.1.4 Professional Liability Insurance in amounts of at least \$1,000,000 per claim and annual aggregate.

10.2 Client's Insurance. As appropriate, Client will obtain Builder's Risk or other property insurance to protect it from injury or damage to the Project, and which waives all rights of subrogation against Company. Proceeds from such insurance will be held by Client as trustee and will be payable to Company as its interests appear.

10.3 Certificates of Insurance. Upon request, Company and Client will each provide the other with certificate(s) of insurance evidencing the existence of the policies required herein. Except for Professional Liability and Workers' Compensation Insurance, all policies required under this Agreement shall contain a waiver of subrogation.

11. OWNERSHIP AND USE OF DOCUMENTS

11.1 Company Documents. Unless otherwise agreed in writing, all documents and information prepared by Company including, but not limited to, reports, boring logs, maps, field data, field notes, drawings and specifications, test data and other similar instruments of service (collectively "Documents") are the property of Company. Company has the right, in its sole discretion, to dispose of or retain the Documents.

11.2 Client Documents. All documents provided by Client will remain the property of Client. Company will return all such documents to Client upon request, but may retain copies for its files.

11.3 Use of Documents. Except as otherwise agreed to by Client and Company, all Documents prepared by Company are solely for use by Client and will not be provided by either party to any other person or entity without Company's prior written consent.

11.3.1 Use by Client. Client has the right to reuse the Documents for purposes reasonably connected with this Project for which the Services are provided, including without limitation design and licensing requirements of the Project.

11.3.2 Use by Company. Company retains the right of ownership with respect to any patentable concepts or copyrightable materials arising from Services and the right to use the Documents for any purpose.

11.4 Electronic Media. Company may agree at Client's request to provide Documents and information in an electronic format as a courtesy. However, the paper original issued by Company will remain the final product of the Services. Company makes no warranties, either express or implied, regarding the fitness or suitability of any electronic Documents or media.

11.5 Unauthorized Use. No party other than Client may rely on the Documents without Company's prior written consent and receipt of additional compensation. Client waives any and all claims against Company resulting from the unauthorized use or alteration of Documents by Client or any party obtaining them through Client. Client will defend, indemnify and hold harmless Company from and against any claim, action or proceeding brought by any party claiming to rely upon information or opinions contained in Documents without having obtained Company's prior written consent.

12. SUSPENSION & DELAY; TERMINATION

12.1 Suspension & Delay. Client may, upon 10 days written notice at any time, suspend Company's Services. Company may terminate this Agreement if Client suspends the Services for more than 60 days, in which case Client will pay Company as provided in Section 12.4. If Client suspends the Services, or

if Client or others delay Company's Services, Client and Company agree to equitably adjust the time for completion of the Services and Company's compensation for the additional labor, equipment, and other charges associated with maintaining its workforce for Client's benefit during the delay or suspension, and any charges incurred by Company for mobilization and subsequent remobilization.

12.2 Termination for Convenience. Company and Client may terminate this Agreement for convenience upon 10-days written notice delivered or mailed to the other party.

12.3 Termination for Cause. In the event of material breach of this Agreement, the non-breaching party may terminate this Agreement if the breaching party fails to cure the breach within 10 days following delivery of the non-breaching party's written notice of the breach to the breaching party. The termination notice must state the basis for the termination. The Agreement may not be terminated for cause if the breaching party cures the breach within the 10-day period.

12.4 Payment on Termination. Following termination other than for Company's breach of this Agreement, Client will pay Company for the Services performed prior to the termination notice date, and for any necessary Services and expenses incurred in connection with the termination of the Project, including but not limited to, the costs of completing analysis, records and reports necessary to document job status at the time of termination and costs associated with termination of subcontractor contracts in accordance with Company's then-current SCHEDULE OF CHARGES in Exhibit A.

12.5 Force Majeure. In the event that Company is prevented from completing performance of its obligations under this Agreement by adverse weather or other occurrence beyond the control of Company, then Company will be excused from any further performance of its obligations and undertakings. In the event of a force majeure delay that does not result in termination of the Agreement, the schedules will be equitably adjusted.

13. DISPUTES

13.1 Mediation. All disputes between Company and Client are subject to mediation. Either party may demand mediation by serving a written notice stating the essential nature of the dispute, the amount of time or money claimed, and requiring that the matter be mediated within 45 days of service of notice. No action or suit may be commenced unless the parties fail to conduct the mediation within 45 days after service of notice; or mediation occurred but did not resolve the dispute; or a statute of limitation would elapse if suit was not filed prior to 45 days after service of notice.

13.2 Choice of Law; Venue. This Agreement will be construed in accordance with and governed by the laws of the state in which the Project is located.

13.3 Statutes of Limitations. Any applicable statute of limitations will be deemed to commence running on the earlier of the date of substantial completion of Company's Services under this Agreement or the date on which claimant knew, or should have known, of facts giving rise to its claims.

14. MISCELLANEOUS

14.1 Assignment and Subcontracts. During the term of this Agreement and following its expiration or termination for any reason, neither party may assign this Agreement or any right or claim under it, in whole or in part, without the prior written consent of the other party, except for an assignment of proceeds for financing purposes. Any assignment that fails to comply with this paragraph will be void and of no effect. Company may subcontract for the services of others without obtaining Client's consent if Company deems it necessary or desirable for others to perform certain Services.

14.2 Integration and Severability. This Agreement reflects the parties' entire agreement with respect to its terms and limitations and supersedes all prior agreements, written and oral. If any portion of this Agreement is found void or voidable, such portion will be deemed stricken and the Agreement reformed to as closely approximate the stricken portions as law allows. These terms and conditions survive the completion of the Services under and the termination of the Agreement, whether for cause or for convenience.

14.3 Modification of This Agreement. This Agreement may not be modified or altered, except by a written agreement signed by authorized representatives of both parties and referring specifically to this Agreement.

14.4 Notices. Any and all notices, requests, instructions, or other communications given by either party to the other must be in writing and either hand delivered to the recipient or delivered by first-class mail (postage prepaid) or express mail (billed to sender) at the addresses given in this Agreement.

14.5 Headings. The headings used in this Agreement are for convenience only and are not a part of this Agreement.

14.6 Waiver. The waiver of any term, condition or breach of this Agreement will not operate as a subsequent waiver of the same term, condition, or breach.

14.7 Precedence. These GENERAL CONDITIONS take precedence over any inconsistent or contradictory provisions contained in any other agreement term, proposal, purchase order, requisition, notice to proceed, or other document regarding Company's Services.

14.8 Incorporation of Provisions Required By Law. Each provision and clause required by law to be inserted in this Agreement is included herein, and the Agreement should be read and enforced as though each were set forth in its entirety herein.

End of General Conditions

10. CONSTRUCTION ADMINISTRATION

10.3 Ratification of Roof Repair and Notice of Completion – Sierra Vista Educational Center Commercial Building

BACKGROUND INFORMATION: In October, 2013, the district's property management company engaged Roof Tech Co. to reroof units 1305 – 1315 N. Norma Street at the Sierra Vista Educational Center. The sum of \$20,000 was disbursed to the roofing company for materials with the balance of \$22,980.00 payable upon completion. By November 21, 2013, the roof over units 1305-1311 had been removed when an unexpected downpour occurred, causing damage to the interior of the commercial units. Upon subsequent completion of the roof repairs Roof Tech waived the residual balance of \$22,980.00 due to the inconveniences and costs associated with the repair of damages to the units suffered through the rainstorm.

CURRENT CONSIDERATIONS: The final step in completion of this contractual obligation is to file a Notice of Completion for this project with the County of Kern, in accordance with *California Government Code* section 603, which declares the contract complete. The inspector for the City of Ridgecrest has approved the final inspection of the roof as complete and meeting all City of Ridgecrest and Kern County building codes.

FINANCIAL IMPLICATIONS: There is no cost to take this action; however, as completed, this project was provided at a total cost of \$20,000.00.

SUPERINTENDENT'S RECOMMENDATION: It is recommended that the board approve the repair and Notice of Completion for the reroofing of units 1305 – 1315 N. Norma Street at the Sierra Vista Educational Center.

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

SPACE ABOVE THIS LINE FOR RECORDER'S USE

NOTICE OF COMPLETION

NOTICE IS HEREBY GIVEN THAT:

1. The undersigned is the owner of the interest or estate stated below in the property hereinafter described.
2. The full name of the owner is **SIERRA SANDS UNIFIED SCHOOL DISTRICT**
3. The full address of the owner is: **113 Felspar Ave. , Ridgecrest, CA 93555**
4. A work of improvement on the property hereinafter described was completed and accepted by the SSUSD board of Education on **January 15, 2015**

The work done was: **Reroofing of commercial units #1305, 1307, 1309, 1311, 1313, and 1315 N. Norma Street at the Sierra Vista Center**

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

Roof Tech

5. The property on which said work of improvement was completed is in the **City of Ridgecrest, County of Kern, State of California** and is described as follows: units #1305, 1307, 1309, 1311, 1313, and 1315 N. Norma Street at the Sierra Vista Center
6. The street address of said property is **#1305, 1307, 1309, 1311, 1313, AND 1315 N. Norma Street at the Sierra Vista Center, Ridgecrest, CA 93555**

Signed _____

Ernest M. Bell, Jr.

Superintendent

Sierra Sands Unified School District

VERIFICATION OF OWNERS

STATE OF CALIFORNIA

County of Kern

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

Executed on _____ at Ridgecrest, CA.

Ernest M. Bell, Jr.- Superintendent

10. CONSTRUCTION ADMINISTRATION

10.4 Authorization to Seek Proposals for Proposition 39 Energy Consulting Services

BACKGROUND INFORMATION: The California Clean Energy Jobs Act (Proposition 39) was created with the approval of Proposition 39 in the November 6, 2012 statewide general election. The statute makes changes to the corporate income tax code and allocates projected revenue to the General Fund and the Clean Energy Job Creation Fund for five fiscal years. Under the initiative, approximately \$550 million annually is available to be appropriated by the Legislature for eligible projects to improve energy efficiency and expand clean energy generation. Schools can use this money for:

- Energy efficient retrofits
- Staff Training
- Energy Management

CURRENT CONSIDERATION: District staff, upon approval from the board, intends to solicit Requests for Qualifications/Requests for Proposals for Proposition 39 Energy Consultant Services. The energy consultant will perform energy audits/surveys and benchmarking, assist in implementation of the Prop 39 program, and may provide energy-related training. Upon completion of energy planning activities the consultant will develop a list of potential projects for all sites throughout the district.

FINANCIAL CONSIDERATIONS: District staff will prioritize potential projects according to urgency and return on investment benefits to most effectively utilize available funding for the selected projects. Proposition 39 energy consulting services will be funded with Prop 39 Planning funds.

SUPERINTENDENT'S RECOMMENDATION: It is the superintendent's recommendation that district staff be authorized to seek Requests for Qualifications/Requests for Proposals for Prop 39 Energy Consulting Services.

11. BUSINESS ADMINISTRATION

11.1 Report to the Board of Education on the Governor's Budget

Mrs. Christina Giraldo, Assistant Superintendent of Business Services will report to the board on the Governor's Budget.

11. BUSINESS ADMINISTRATION

11.2 Adoption of Resolution #16 1415 Regarding Impoundment of Local Tax Revenues to Anticipate Pending Claims and/or Litigation (Impounds – Fund 77)

BACKGROUND INFORMATION: Each year the County Auditor-Controller informs the district of potential claims and/or litigation regarding property tax revenues. By resolution, the school board of each district is required to either impound or release prior impounds of a determined dollar amount in connection with these contingent tax liabilities.

CURRENT CONSIDERATION: County Counsel has recently notified the district of an insufficient amount of local tax revenues in the impound fund due to recent claims pending appeal. Therefore, the impound fund (Fund 77) shall be replenished from local tax revenues collected in April and May to cover the contingent tax liability.

FINANCIAL IMPLICATIONS: Increasing the balance in the impound fund (Fund 77) does not create a financial impact to Sierra Sands Unified School District. Although the impoundment of local tax revenues will not be deposited into the General Fund, the State will offset the decrease in property taxes with a proportionate increase to State Aid.

SUPERINTENDENT’S RECOMMENDATION: It is respectfully requested that the board adopt Resolution #16 1415. This resolution authorizes the superintendent to determine the amount of monies that should be impounded into the Impounds Fund and to notify the County Auditor’s Office in writing of the amount to be impounded from local tax revenues and the effective date for such release.

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

In the Matter of:)
)
IMPOUNDMENT OF LOCAL TAX)
REVENUES TO ANTICIPATE PENDING)
CLAIMS AND/OR LITIGATION)
_____)

RESOLUTION #16 1415

WHEREAS, the Auditor-Controller of the County of Kern has recently informed the District of potential adverse consequences to local tax and general fund monies of the District attributable to pending court action; and

WHEREAS, several claims are now pending before the Assessment Appeals Board which, if determined favorably to the taxpayer will substantially impact revenues of the District through a forced refund; and

WHEREAS, counsel has advised the Board that a school board may not defer repayment of a tax refund over an installment period of up to ten (10) years pursuant to Education code section 35201 due to hardship or any other factor; and

WHEREAS, Education code section 14240 authorizes this Board to direct the County Auditor to impound local tax revenues pending determination of court action or administrative tax protests is that such money remains outside the scope of further Board action pending resolution of the dispute.

NOW, THEREFORE, the Board resolves as follows:

1. The Superintendent is authorized and directed to develop a projection of the appropriate amount of money to be impounded in light of the above tax protests and court litigation.
2. The Superintendent shall report that amount to the Board and notify the County-Auditor-Controller of the exact dollar amount to be impounded and the day on which such impound is to be made.
3. The amount so impounded shall be derived entirely from anticipated local tax revenues. No part of the impounded funds shall come from the general reserve or current operating year monies of the district.

The foregoing resolution on motion of _____, and seconded by _____, was duly passed and adopted this _____ day of _____, 20____, by the following vote:

AYES:

NOES:

ABSENT:

ABSTENTIONS:

BOARD OF TRUSTEES OF THE
SIERRA SANDS UNIFIED SCHOOL DISTRICT

By: _____
Authorized Agent

Member

Member

Member

Member

Member

I HEREBY CERTIFY that the foregoing is a full, true, and correct excerpt from the Journal of the Board of Trustees of the Sierra Sands Unified School District pertaining to the adoption of the foregoing Resolution at a regular meeting held on _____, 20____.

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

11. BUSINESS ADMINISTRATION

11.3 Acceptance of 2013-14 Audit Reports for the Sierra Sands Unified School District and the Inyo-Kern Schools Financing Authority

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

CURRENT CONSIDERATIONS: The 2013-14 audit reports have been prepared by the auditing firm of Burkey Cox Evans & Bradford Accountancy Corporation and have been provided for review.

Both activities received an unqualified opinion indicating that the district's fiscal procedures and controls were implemented appropriately and in accordance with California Education Code and other pertinent regulations. It was found that the district complied in all material respects with the requirements regarding compliance, including those applicable to each of its multiple federal programs for the year ending June 30, 2014. The audit found no instances of noncompliance or other matters that are required to be reported under Government Auditing Standards. Sierra Sands was found by the auditor to be a low-risk auditee. A significant deficiency not considered to be a material weakness was noted and limited to the area of state awards only. The item cited was confined to attendance accounting, due to an error in the Annual Attendance report which caused under-reporting attendance (ADA) by 4.43 students. The district's procedures have been corrected and will be monitored. Audit findings for 2012-13 related to multi-funded timesheet reporting were considered to be fully implemented.

In regard to the federal programs, Sierra Sands Unified School District complied in all material respects with the requirements of the Government Auditing Standards issued by the Comptroller of the United States and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*.

Chart #1: Reconciliation of governmental funds to net position. This exhibit is specifically oriented around the GASB 34 private sector emphasis and recapitulates the district's status with regard to its net position. The district's total net position reflects the difference between its total assets (much of which relate to various cash and capital asset accounts, including buildings and/or other facilities related funds and assets) and its liabilities, which includes accounts payable including long term debt for certificates of participation, the general obligation bond, and the lease revenue bond. The difference in year to year net assets is reflective of the district's continuing initiative related to its facilities program.

Chart #2: Reconciliation of net change in governmental funds to net position. This exhibit is also oriented toward the GASB 34 emphasis and reflects the factors driving the change in fund balance during 2013-14. The most significant factor associated with the change in net position continues to revolve around the effects of the district's successful facilities initiatives.

Chart #3: Revenue sources for the year ending June 30, 2014. This chart speaks to the various funding sources contributing to Sierra Sands Unified School District's revenue. Fifty-four percent of the district's revenue represents a combination of state aid and property taxes. Other state aid revenue shows a decrease of 9% which is due to the advent of LCFF and an increase in local revenue in relation to total revenue received.

Chart #4: Expenditures for the year ending June 30, 2014. This chart provides an illustration of expenditures by category. Instruction and instruction-related expenses account for 64% of all district expenditures. Plant Services account for 12%, General Administration 11%, and Pupil and Other services for 13%.

Chart #5: Comparison of Fund Balance in the General Fund speaks to the status of the fund balance at year end for the previous four years. The decrease in 2013-14 over 2012-13 is mainly reflective of the district's lack of receipt of one-time revenue and continued deficit spending.

Chart #6: Average Daily Attendance provides a four-year history which depicts the experience Sierra Sands Unified School District has had in the past. 2013-14 was the eighth year in a row that the district experienced declining enrollment.

Chart #7: General Long-Term Debt also provides information over the last four years regarding the district's long-term debt. This chart shows a slight increase as the annual required contribution to our retiree obligation is added to the district's liability. The increase is offset by long-term debt payments, i.e. General Obligation bonds and Lease revenue bonds.

FINANCIAL IMPLICATIONS: None.

SUPERINTENDENT'S RECOMMENDATION: It is recommended that the 2013-14 audit reports for the Sierra Sands Unified School District and the Inyo-Kern Schools Financing Authority be accepted as presented.

**The Sierra Sands Unified School District and the Inyo-Kern Schools Financing Authority audits are available as a separate attachment.

SIERRA SANDS UNIFIED SCHOOL DISTRICT

Financial Trends and Analysis
June 30, 2014

Burkey Cox Evans & Bradford
Accountancy Corporation

SIERRA SANDS UNIFIED SCHOOL DISTRICT

RECONCILIATION OF GOVERNMENTAL FUNDS TO NET POSITION

For the Year Ended June 30, 2014

Total Fund Balance – Governmental Funds		\$37,070,044
PLUS: Fixed Assets		
Capital Assets (at cost)	\$104,568,814	
Accumulated Depreciation	<u>(24,761,004)</u>	79,807,810
LESS: Long Term Debt		
Certificates of Participation	(16,265,000)	
State of California Payable	(2,070,293)	
Bond Premium	(355,544)	
General Obligation Bonds	(22,445,002)	
Lease Revenue Bonds	(3,675,000)	
Employment Benefit Obligations	<u>(5,808,191)</u>	(50,619,030)
Total Net Position – Governmental Activities		<u>\$66,258,824</u>

SIERRA SANDS UNIFIED SCHOOL DISTRICT

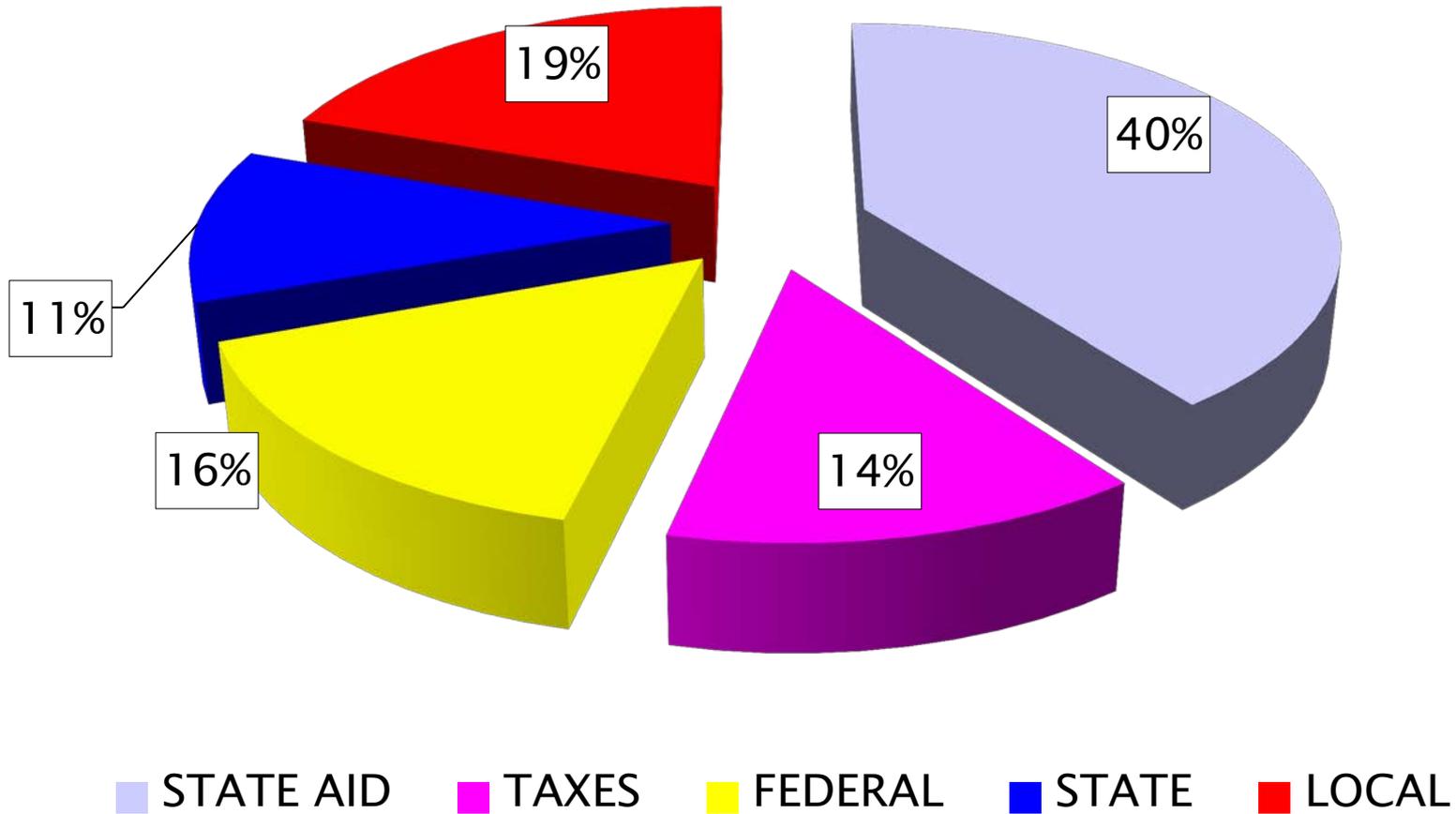
RECONCILIATION OF NET CHANGE IN GOVERNMENTAL FUNDS TO NET POSITION

For the Year Ended June 30, 2014

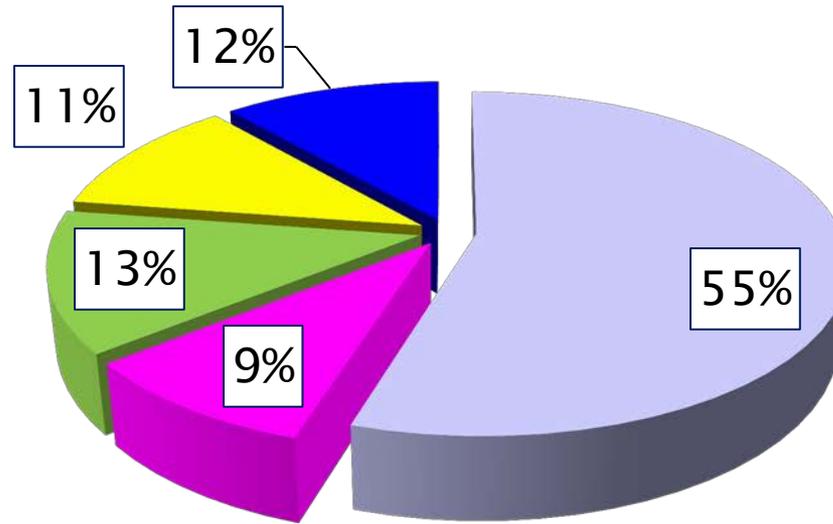
Total Net Change in Fund Balance – Governmental Funds		\$4,041,114
PLUS: Fixed Assets Additions	\$3,495,689	
LESS: Depreciation	<u>(1,714,217)</u>	1,781,472
LESS: Employment Benefit Obligation	<u>(1,261,397)</u>	(1,261,397)
PLUS:		
State of California Payable	301,279	
General Obligation Bonds	586,227	
Lease Revenue Bond	135,000	
Capital Lease Obligation	168,044	
Bond Premium	<u>17,777</u>	<u>1,208,327</u>
Total Change in Net Position– Governmental Activities		<u>\$5,769,516</u>

SIERRA SANDS UNIFIED SCHOOL DISTRICT

REVENUES SOURCES – TOTAL GOVERNMENTAL FUNDS FOR THE YEAR ENDED JUNE 30, 2014



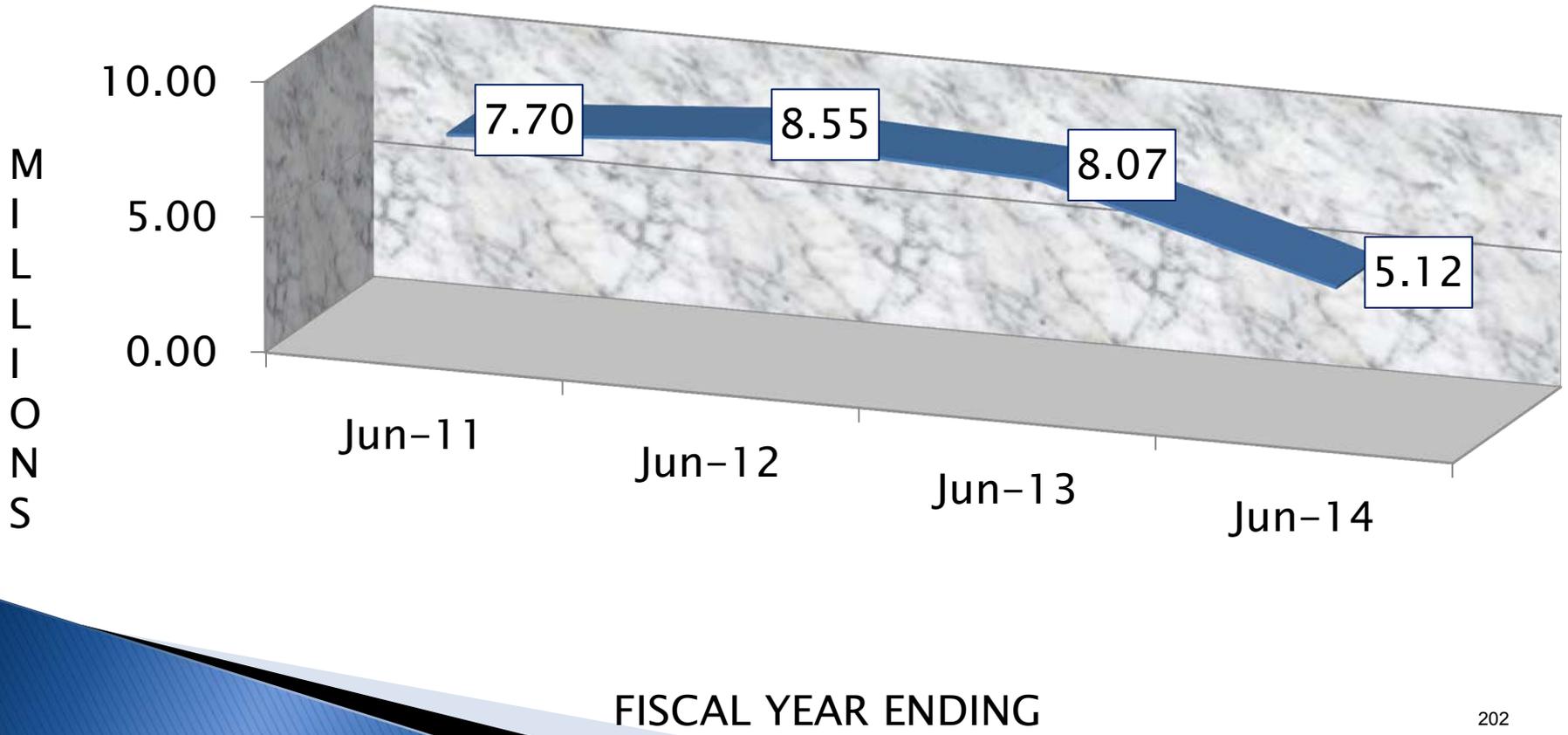
SIERRA SANDS UNIFIED SCHOOL DISTRICT EXPENDITURES – TOTAL GOVERNMENTAL FUNDS FOR THE YEAR ENDED JUNE 30, 2014



■ INSTRUCTION
■ PUPIL AND OTHER SERVICES
■ PLANT SERVICES

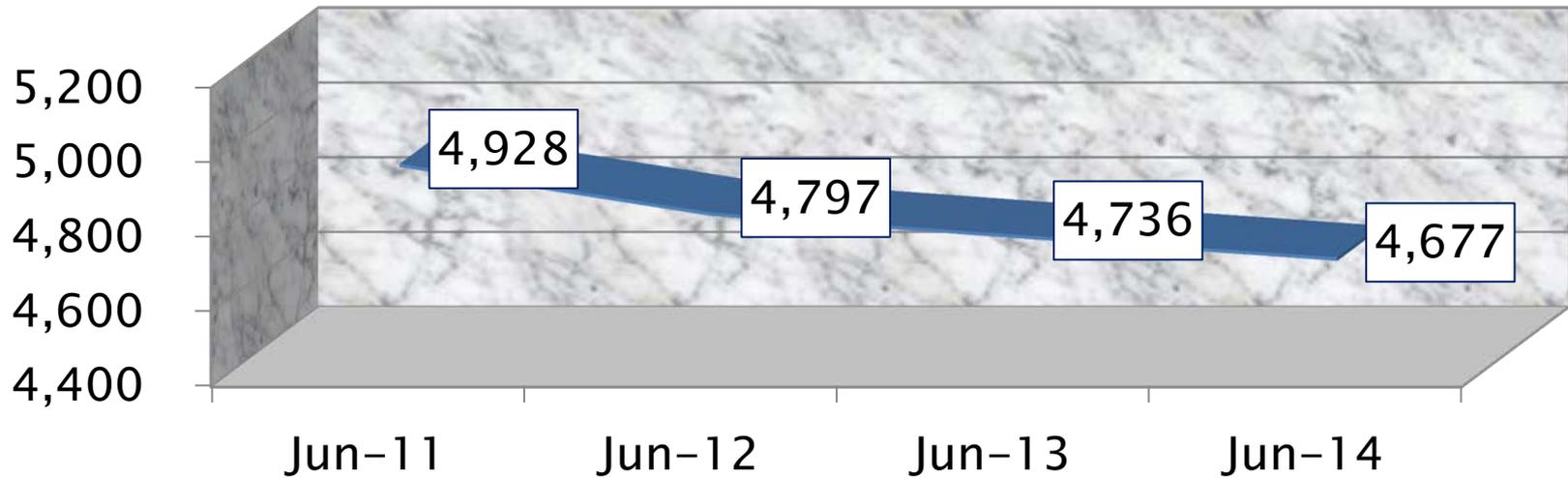
■ INSTRUCTION-RELATED SERVICES
■ GENERAL ADMINISTRATION

SIERRA SANDS UNIFIED SCHOOL DISTRICT COMPARISON OF GENERAL FUND BALANCE



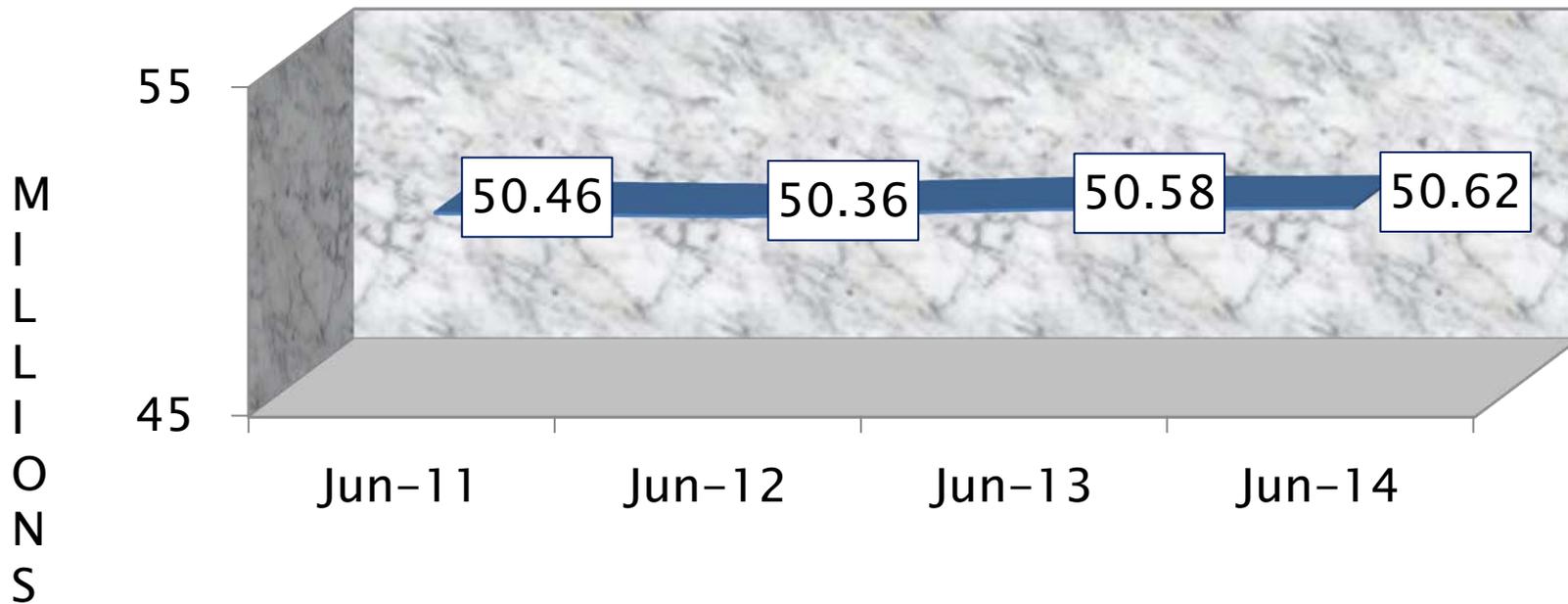
SIERRA SANDS UNIFIED SCHOOL DISTRICT

AVERAGE DAILY ATTENDANCE



FISCAL YEAR ENDING

SIERRA SANDS UNIFIED SCHOOL DISTRICT GENERAL LONG TERM DEBT



FISCAL YEAR ENDING

12. CONSENT CALENDAR

12.1 Approval of “A” and “B” Warrant

CURRENT CONSIDERATIONS: “A” and “B” warrants released in December 2014 are submitted for approval. “A” warrants totaled \$2,612,475.96. “B” warrants totaled \$977,486.77.

FINANCIAL IMPLICATIONS: Warrants were issued as stated.

SUPERINTENDENT’S RECOMMENDATION: Approve “A” and “B” warrants for December, 2014 as presented.

This list represents the "A" and "B" warrants released during the month of DECEMBER 2014
 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	\$1,809,919.22
End of month classified	\$592,604.91
10th of month certificated	\$102,248.10
10th of month classified	\$107,403.72
15th of month certificated	\$300.01
Total "A" Warrants	\$2,612,475.96

"B" WARRANTS

<u>Register Number</u>	<u>Amount</u>
107	\$79,251.05
108	\$73,482.54
109	\$44,707.89
110	Food Service
111	November
112	\$2,147.55
113	\$86,963.67
114	November
115	\$9,139.96
116	\$21,999.58
117	\$190,093.71
118	\$16,286.88
119	\$77,702.13
120	\$10,320.00
121	\$18,361.50
122	\$34,864.82
123	Food Service
124	\$14,327.68
125	\$1,540.00
126	VOID
127	\$47,372.34
128	\$127,901.91
129	\$44,642.90
130	\$31,278.47
131	\$18,358.81
132	January
133	Food Service
134	\$1,421.58
135	\$25,321.80
Total "B" Warrants	\$977,486.77

12. CONSENT CALENDAR

12.2 Contract with Kern County Superintendent of Schools for Mobility and Visually Impaired Itinerant Services for Special Education Students

BACKGROUND INFORMATION: The Sierra Sands SELPA provides all required services to special education students within its boundaries, except Mobility and Visually Impaired services for students with vision disabilities. Qualified professionals are not available within the Sierra Sands SELPA so services are provided by the Kern County Superintendent of Schools office.

CURRENT CONSIDERATION: In order to continue to provide the services for the 2014-2015 school year, the current contract must be approved.

FINANCIAL IMPLICATIONS: The estimated cost of the services for the 2014-15 school year is \$35,000. The funding will be taken out of the SELPA budget. There will be no cost to the general fund.

SUPERINTENDENT'S RECOMMENDATION: It is recommended that the Board of Education approve the contract and expenses as written.

OFFICE OF CHRISTINE LIZARDI FRAZIER
KERN COUNTY SUPERINTENDENT OF SCHOOLS
Advocates for Children

**SPECIAL EDUCATION SERVICES
(VISION AND MOBILITY AND ORIENTATION)**

This Service Provider Agreement (Agreement) is between **THE KERN COUNTY SUPERINTENDENT OF SCHOOLS**, a California public education agency (Contractor) and the **SIERRA SANDS UNIFIED SCHOOL DISTRICT**, a political subdivision of the State of California, as administrative agent for the Sierra Sands Special Education Local Plan Area (District).

RECITALS

This Agreement is based on the following facts and understandings of the parties:

- A. District is in need of special education services consisting of vision and mobility and orientation services in order to provide services to its pupils with disabilities under applicable law. District does not employ qualified specialists in this area.
- B. Contractor employs qualified Vision and Mobility and Orientation Specialists and is willing to provide their services to District on the terms contained in this Agreement.
- C. This Agreement is intended to be the written agreement between the parties regarding to the services to be provided during the referenced Term.

TERMS

Based upon the Recitals and the promises exchanged by the parties in this Agreement, the parties agree as follows:

- 1. Scope of Services. The nature and scope of services under this Agreement are set forth in Attachment A and are incorporated by reference into the Agreement.
- 2. Term. The initial term of this Agreement shall be from 7/1/2014 through **6/30/2015**. The Agreement shall continue in force after the termination date by automatically rolling over for successive terms of one year up to a maximum of three years total; provided, however that any party may terminate the Agreement after the initial one-year term upon thirty days written notice.
- 3. Additional Provisions. The attached additional provisions are part of the Agreement and fully incorporated by reference.

**DISTRICT
SIERRA SANDS UNIFIED**

**CHRISTINE LIZARDI FRAZIER
KERN COUNTY SUPERINTENDENT OF SCHOOLS**

By _____
Name:
Address: 113 Felspar Ave.
Ridgecrest, CA 93555

By Debbie Riedmiller
Name: Debbie Riedmiller
Address: 1300 17th Street, Bakersfield, CA 93301
Acct. Code: 02-400-6500-0-8689.00-5001-0000-00-0000-000

Date: _____

Date: 10/7/14

ADDITIONAL PROVISIONS OF THIS AGREEMENT

4. Price. Contractor shall furnish the services called for under this Agreement in exchange for payment in the amount set forth in Attachment A. Contractor shall be paid for services satisfactorily rendered based upon invoices submitted no more frequently than quarterly. The invoices shall provide detail concerning the date(s) of service, the nature of the service, and any mileage for travel to and from the site(s) where the services will be performed. Payment is due 30 days following the date of invoice.

5. Indemnification. Each party agrees to defend, hold harmless and indemnify the other party (and the other party's officers, employees, trustees, agents, successors and assigns) against all claims, suits, expenses (including reasonable attorney's fees), losses, penalties, fines, costs and liability whether in contract, tort or strict liability (including but not limited to personal injury, death at any time and property damage) arising out of or made necessary by (A) the indemnifying party's breach of the terms of this Agreement, (B) the act or omission of the indemnifying party, its employees, officers, agents and assigns in connection with the performance of this Agreement, and (C) the presence of the indemnifying party, its officers, employees, agents, assigns or invitees on the other party's premises.

In the event that any action or proceeding is brought against the other party by reason of any claim or demand discussed in this section, upon notice from other party, the indemnifying party shall defend the action or proceeding at the other party's expense through counsel reasonably satisfactory to the other party. The obligations to indemnify set forth in this section shall include reasonable attorney's fees and investigation costs and all other reasonable costs, expenses and liabilities from the first notice that any claim or demand is to be made.

The indemnifying party's obligations under this section shall apply regardless of whether the other party (or any of its officers, employees, trustees or agents) are actively or passively negligent, but shall not apply to any loss, liability, fine, penalty, forfeiture, cost or damage determined by a court of competent jurisdiction to be caused solely by the sole active negligence or by the willful misconduct of the other party, its officers, employees, trustees or agents.

6. Insurance Requirements. Each party shall obtain, pay for and maintain in effect during the life of this Agreement the following policies of insurance issued by an insurance company rated not less than A-;VII in Best Insurance Rating Guide and admitted to transact insurance business in California: (1) commercial general liability insurance (including contractual, products and completed operations coverages, bodily injury and property damage liability insurance) with single combined limits of not less than \$1,000,000 per occurrence, \$2,000,000 aggregate; (2)

commercial automobile liability insurance for any auto with combined single limits of liability of not less than \$1,000,000 per occurrence; (3) professional liability insurance (errors and omissions) with a limit of liability of not less than \$1,000,000 per occurrence; and (4) workers' compensation insurance as required under state law.

Each party's policy(ies) shall contain an endorsement naming the other party as an additional insured insofar as this Agreement is concerned, and provide that written notice shall be given to the other party at least 30 days prior to cancellation or material change in the form of the policy or reduction in coverage. Each party shall furnish the other party with a certificate of insurance containing the endorsements required under this section, and each party shall have the right to inspect the other party's original insurance policies upon request. Upon notification of receipt of a notice of cancellation, change or reduction in a party's coverage, that party shall immediately file with the other party a certified copy of the required new or renewal policy and certificates for such policy.

Nothing in this section concerning minimum insurance requirements shall reduce a party's liabilities or obligations under the indemnification provisions of this Agreement.

It is understood that each of the parties is self-insured as permitted by California law.

7. Status of Parties. The parties agree that Contractor, in performing the services specified in this Agreement, shall act as an independent contractor and shall have control of all work and the manner in which it is performed. The parties shall be free to contract for similar services to be performed while under contract with each other. Contractor will not accept such engagements which interfere with performance under this Agreement. Contractor is not entitled to participate in any pension plan, insurance, bonus or similar benefits District provides for its employees.

Any employees or assistants retained by Contractor shall be the responsibility of Contractor and not of District. Contractor shall determine the means and methods for carrying out the work to achieve the result required by District. Contractor shall determine the hours during which the service shall be performed and the sequence of tasks. Nothing in this Agreement shall prohibit Contractor from taking on other jobs or performing services for other entities, so long as Contractor can perform the work necessary to carry out this Agreement.

8. Termination. One party may terminate this Agreement prior to its expiration as follows:

A. If the other party fails to comply with the insurance or indemnification requirements of this Agreement.

B. If the other party commits a material breach of this Agreement and fails to cure the breach within 30 days after written demand.

C. As provided in section 2, after the initial one-year term.

9. Miscellaneous Provisions.

A. Entire Agreement. This Agreement, including any exhibits or schedules referred to which it refers, constitutes the final, complete and exclusive statement of the terms of agreement between the parties pertaining to the subject matter of the Agreement. It supersedes all prior and contemporaneous understandings or agreements of the parties. No party has been induced to enter into this Agreement by, nor is any party relying on, any representation or warranty outside those expressly set forth in this Agreement.

B. Amendment. The provisions of this Agreement may be modified only by mutual agreement of the parties. No modification shall be binding unless it is in writing and signed by the party against whom enforcement of the modification is sought.

C. Waiver. Any of the terms or conditions of this Agreement may be waived at any time by the party entitled to the benefit of the term or condition, but no such waiver shall affect or impair the right of the waiving party to require observance, performance or satisfaction either of that term or condition as it applies on a subsequent occasion or any other term or condition of this Agreement.

D. Assignment. Neither party may assign any rights or benefits or delegate any duties under this Agreement without the written consent of the other party or parties. Any purported assignment without written consent shall be void.

E. Parties in Interest. Nothing in this Agreement, whether express or implied, is intended to confer any rights or remedies under or by reason of this Agreement on any person other than the parties to it and their respective successors and assigns, nor is anything in this Agreement intended to relieve or discharge the obligation or liability of any third persons to any party of this Agreement, nor shall any provision give any third persons any right of subrogation or action over against any party to this Agreement.

F. Severability. If any provision of this Agreement is held by a court or arbitrator of competent jurisdiction to be invalid or unenforceable, the remainder of the Agreement shall continue in full force and effect and shall in no way be impaired or invalidated.

G. Notices. Any notice under this Agreement shall be in writing, and any written notice or other document shall be deemed to have been duly given on the date of personal

services on the parties or on the second business day after mailing if the document is mailed by registered or certified mail, addressed to the parties at the addresses set forth below, or at the most recent address specified by the addressee through written notice under this provision.

H. Authority to Enter Into Agreement. Each party to this Agreement represents and warrants that it has the full power and authority to enter into this Agreement and to carry out the transactions contemplated by it, and has taken all action necessary to authorize the execution, delivery and performance of the Agreement.

I. Compliance with Law. In the course of performing this Agreement, Contractor shall observe and comply with all applicable federal, state and local laws, regulations and ordinances now in effect or subsequently enacted.

J. Nondiscrimination. Neither party, nor any officer, agent, employee or subcontractor of a party shall discriminate in the treatment or employment of any individual or groups of individuals on any ground prohibited by law, nor shall any of them harass any person in the course of performing this Agreement based on gender or any other basis prohibited by applicable law.

K. Counterparts. This Agreement may be executed in any number of counterparts with the same effect as if the parties had all signed the same document. All counterparts shall be construed together and shall constitute one agreement.

L. Licenses and Permits. Contractor represents that Contractor, and Contractor's employees who will render services under this Agreement, are fully qualified and competent to provide the services called for under the Agreement. Contractor shall secure and maintain in force any permits or licenses required to perform the services called for under this Agreement, at Contractor's expense unless specified otherwise in the Agreement.

M. Confidentiality. Contractor shall at all times protect the confidentiality of all matters for which Contractor provides service or to which Contractor has access under this Agreement, including, but not limited to, any records pertaining to pupils or employees. Contractor shall not disclose or discuss the facts of any such matter with any person other than District's authorized representatives without prior written consent of District, a court order, judicial subpoena or other valid legal process.

N. Pupil Safety Requirements. Contractor certifies that neither Contractor nor any of its employees or subcontractors who may come in contact with pupils has been convicted of a felony as defined in Education Code section 45122.1. Contractor shall contract with the Department of Justice for a subsequent arrest service and shall immediately inform District, and remove from District's or other premises where pupils may be present, any employee or subcontractor whom Contractor discovers

has been convicted of a felony defined in Education Code section 45122.1. Contractor's employees shall check in at

the site office upon arrival and departure to notify District's personnel of their presence.

ATTACHMENT A
SCOPE OF SERVICES AND PAYMENT
(Special Education Services – Vision and Mobility and Orientation)

1. Scope of Services.

Contractor shall make available the services of a qualified Vision Specialist and a qualified Mobility and Orientation Specialist during the term of this Agreement as required by District to serve to its students and students of school districts it serves. These services are of a highly specialized nature, and the necessary knowledge, experience and ability are currently not available through District's own employees. The services provided shall include, but are not limited to, the following:

- Providing vision/mobility and orientation services (as applicable), to students designated by District, including assessment, direct service to children according to their Individualized Education Program (IEP) and consultation services;

- Participation in IEP meetings for the students served, drafting appropriate goals and objectives relating to vision/mobility and orientation services, as applicable, and implementation and monitoring of goals and objectives;

- Preparation of all customary documentation and reports required by District;
and

- Collaboration with teachers, administrators, and other persons providing services to the students served.

Contractor understands the importance and legal necessity for (1) the provision of services in accordance with any schedule or frequency contained in the provisions of the IEP, and (2) the presence of the vision and mobility and orientation specialists at IEP meetings for students for whom Contractor has provided services.

Contractor warrants that any personnel whose services it furnishes under this Agreement shall be properly licensed or credentialed in California to perform the applicable services in a school setting.

Requests from District for service will be made in writing to Contractor, with as much advance notice as possible. For fiscal year this Agreement is in effect, District shall provide Contractor with an estimate of the number of hours of vision and mobility and orientation services which it will require for the coming fiscal year.

If in the professional judgment of District's Administration, a specialist's assigned by Contractor is incompetent, negligent, has engaged in misconduct, or is unable to work on a

collaborative basis with other personnel, District may require therapist to leave District's premises, and shall inform Contractor of this action immediately. District's obligation to compensate Contractor for such specialist's services shall be limited to the services actually and properly performed by such therapist up to the time the specialist was directed to leave the premises.

While providing services at District, Contractor's specialists shall comply with all provisions of any applicable licensing or credentialing law or regulation under which he or she is qualified and with facility policies adopted by District to protect the health and welfare of students. District shall provide orientation for the specialists during which general policies and procedures as well as special requirements and procedures of District related to the rendering of the services in District's facilities will be explained.

2. Payment.

District shall pay Contractor for services rendered under this Agreement at the rate of \$453.22 per day for the Vision Specialist and Mobility and Orientation Specialist. A day shall be defined as at least seven hours of service per person, including travel to and from the site from Bakersfield. (Where less than seven hours' services are provided, District shall pay based on hours of service rendered including travel at the rate of \$60.43 per hour for vision and mobility and orientation services). In addition, District shall pay Contractor the sum of \$140.00 for each trip to District's site to cover mileage and travel expenses

Contractor reserves the right to increase the price for the services after the expiration of the initial term of the Agreement upon 30 days written notice to District; provided that District would have the right to terminate the Agreement on 30 days' written notice as provided in section 2.

12. CONSENT CALENDAR

12.3 Approval of Recommendations for Expulsion, Expulsion Case #04 1415

BACKGROUND INFORMATION: Education code requires the board to take final action on recommendations for expulsion.

CURRENT CONSIDERATIONS: Board approval is requested for the following expulsion case:

Expulsion Case #04 1415: As stated in a stipulated expulsion agreement, student is expelled for the remainder of the 2014-15 fall semester and the 2014-15 spring semester, however, suspending the spring semester expulsion allowing student to enroll in a SSUSD school under a behavior contract. Due to the lapse in the recommended return date and pending the board's anticipated approval, the student's work has been compiled and shared with the student.

FINANCIAL CONSIDERATIONS: None.

SUPERINTENDENT'S RECOMMENDATION: Approve the recommendation for expulsion, Expulsion Case #04 1415 as presented.