

**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

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

District Budget for State Programs

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

Part II The Plan

Needs Assessment

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

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

Academic Performance

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

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

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

Teacher Quality

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

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

School Safety and Prevention

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

Descriptions - District Planning

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

District Profile

In the space below, please provide a brief narrative description of your district. Include your district's vision/mission statement and any additional information about the make-up of your district, including grade levels and demographics of students served, in order to provide background and a rationale for the descriptions included in the LEA Plan.

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

District Goals

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

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

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

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

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

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

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

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

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

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

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

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

Per NCLB Section 1112 regarding Local Educational Agency Plans, each LEA must provide the following descriptions in its Plan:

A description of high-quality student academic assessments, if any, that are in addition to the academic assessments described in the State Plan under section 1111(b) (3), that the local educational agency and schools served under this part 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.

If the LEA uses such assessments in addition to State Academic assessments, please provide a succinct description below, and indicate grade levels and students served with such assessments.

Also, please describe any other indicators that will be used in addition to the academic indicators described in Section 1111 for the uses described in that Section.

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</p> <p>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>\$60,000</p> <p>\$220, 000</p>	<p>General Fund</p> <p>Title I, Title IIA, Title III, General Fund</p> <p>Title I, Title IIA, Title III, General Fund Grant funds</p>

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

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 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, General Fund</p> <p>Title I, General Fund</p> <p>Title I, Title III, General Fund General Fund</p> <p>General Fund</p> <p>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. -Maintain WAN 	<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</p> <p>Superintendent, Assistant Superintendent, Principals, teachers</p>	<p>Materials costs</p> <p>Teacher release, materials costs</p> <p>Teacher release, training costs, materials costs</p> <p>Teacher release, stipends, materials costs</p> <p>Salaries/benefits, materials costs</p> <p>Materials cost</p> <p>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</p> <p>Title IIA</p> <p>General Fund</p> <p>Title I, Title III, General Fund</p> <p>Title I, Title IIA, Title III, General Fund</p>

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

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

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<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>-Mental Health Therapists</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> <p>-The District Leadership Committee/PLC will review and revise district goals based on data</p> <p>-Professional development activities will focus on Common Core State Standards and mathematical practices.</p> <p>-District level grade/content area professional development will be provided across the district at a minimum of three times per year.</p> <p>-Coaches will be provided to facilitate and assist with the transition to the Common core Standards and assessment system, CALMAPPS</p> <p>-Vertical alignment in Mathematics will be addressed in professional development to ensure consistency in content/courses.</p> <p>-All curriculum outlines and pacing schedules will be reviewed and modified to align to Common Core State Standards.</p> <p>-Formative and summative assessments will be developed and implemented to monitor student progress in meeting proficiency in Common Core State Standards.</p> <p>-Single Plans for Student Achievement, WASC/Model School,</p>	<p>Assistant Superintendent, Teachers, Administrators</p> <p>District Leadership Committee</p> <p>Coaches</p> <p>Teachers</p> <p>School Site Councils</p> <p>WASC/Model School teams</p>	<p>Materials costs</p> <p>Teacher release, materials costs</p> <p>Salaries/benefits, materials costs</p> <p>Costs related to each specific goal in site plans</p>		<p>General Fund</p> <p>Title I, Title IIA</p>
<p>2. Use of standards-aligned instructional materials and strategies:</p> <p>-Review, revise, and create math pathways that align to the Common Core State Standards</p> <p>-Develop and implement new mathematics courses that support the math pathways</p>	<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</p> <p>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
<p>-Implementation of mathematics instructional materials for grades 9-12 fall 2015 and continuation of professional development and support for K-12 to increase student achievement in math.</p> <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>3. Extended learning time:</p> <p>-Before, Lunch, and After School Intervention/Remediation/Enrichment</p> <p>-During the school day intensive instruction-Project Teacher, Special Education</p> <p>-Summer School</p> <p>-GATE activities</p> <p>-Concurrent Enrollment</p> <p>-Full Day Kindergarten</p>	<p>District Textbook Selection Committee, District Instructional Materials Selection Committee</p> <p>Assistant Superintendent, Director of Technology, Principals, Coaches</p> <p>Assistant Superintendent, Principals</p> <p>Assistant Superintendent, Coaches</p> <p>Assistant Superintendent, Coaches</p> <p>Assistant Superintendent, Principals, staff</p> <p>Assistant Superintendent, Director of SELPA, Principals, teachers</p> <p>Assistant Superintendent, Principal, teachers</p> <p>Assistant Superintendent, Principals, teachers</p> <p>Assistant Superintendent, Principals, teachers</p> <p>Assistant Superintendent, Principals, teachers</p>	<p>Teacher release</p> <p>Salaries/benefits, materials costs, training costs</p> <p>Professional development, materials costs, license fees</p> <p>Teacher release, materials costs</p> <p>Teacher release, stipends</p> <p>Salaries/benefits, materials costs, training costs</p> <p>Salaries/benefits, materials costs</p> <p>Salaries/benefits, materials costs, facilities costs</p> <p>Stipends, materials costs</p> <p>Salaries/benefits, materials costs</p> <p>Salaries/benefits</p>		<p>Title IIA</p> <p>DoDEA grant</p> <p>Title IIA</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, After School Education and Safety, General Fund</p> <p>Title I, Title III, General Fund</p> <p>Title I, General Fund</p> <p>General Fund</p> <p>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
<p>4. Increased access to technology -Fully implement State Approved Technology Plan (revised 2011-2016)- see plan for complete details)</p> <p>-Include the use of technology in district and site goals.</p> <p>-Maintain WAN.</p> <p>-Increase student and staff access to technology by purchasing hardware and software for use in the classroom.</p> <p>-Provide technology support/training for the implementation and use of hardware and software</p> <p>-Identify and implement effective practices for building global connections and 21st Century Skills such as collaboration, creativity, critical thinking and communication.</p> <p>-Investigate blended learning opportunities and the flexibility for students to access classes through multiple environments, including online courses, tutorial and extension activities, and home and school support.</p>	<p>Assistant Superintendent, Director of Technology, Principals, Teachers</p> <p>Board, Superintendent, Director of Technology, Leadership Team</p> <p>Board, Superintendent, Director of Technology</p> <p>Board, Superintendent, Director of Technology</p> <p>Board, Superintendent, Asst. Superintendent, Director of Technology, Coaches</p> <p>Assistant Superintendent, Coaches, Principals, teachers</p> <p>Assistant Superintendent, Coaches, Principals, teachers</p>	<p>Hardware, Software, Contracts, Stipends, Materials, Consultants, Travel</p> <p>Salaries/benefits, materials costs, hardware, software, contracts, stipends, training/travel</p> <p>Contracts</p> <p>Materials costs</p> <p>Teacher release, stipends, salaries/benefits, materials costs</p> <p>Teacher release</p> <p>Teacher release, training</p>	<p>As described in District budget, District Common Core Implementation Plan, and DoDEA grant</p> <p>As described in District budget, District Common Core Implementation Plan, and DoDEA grant</p> <p>As described in District budget, District Common Core Implementation Plan, and DoDEA grant</p> <p>As described in District budget, District Common Core Implementation Plan, and DoDEA grant</p> <p>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 with standards-based instructional materials: -Support District Initiatives for professional development in the areas of: Professional Learning Communities (data analysis, collaboration, identification of best practices, intervention) -Annually schedule and meet with District Advisory Committees to review, revise, develop and implement district goals based on data. -Annually schedule and implement staff collaboration time at the district level to build awareness and support effective implementation of Common Core State Standards/assessments</p>	<p>Superintendent, Cabinet, Principals, staff Assistant Superintendent Assistant Superintendent Assistant Superintendent</p>	<p>Salaries/benefits, stipends, materials costs, training costs, contracts, fees</p> <p>Materials costs</p> <p>Teacher release, materials costs</p> <p>Teacher release, training cost, materials cost</p>		<p>Title I, Title IIA, Title III, General Fund General Fund General Fund Title I, Title IIA</p>



Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> -Schedule Instructional Based Materials Training as needed to support implementation of textbook adoptions -Provide for and support Beginning Teacher Support and Assistance (BTSA) -Provide Coaches to facilitate and support the implementation of the Common Core State Standards and assessment system. This includes learning new instructional strategies to increase students' depth of knowledge. -Ensure Single Plans, WASC/Model School, and LCAP plans align to District goals and include professional development as action items. 	<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 regularly so that parents, staff, and community members have a means to collaborate with the district and its schools. -The District will maintain up to date information on its website so that staff, parents, and community have access to information such as School Accountability Report Cards, District Rights and Responsibilities Handbook, and links to school sites and district departments. -The District will annually schedule District Advisory Committees and invite participation of staff, parents, and community members so that stakeholders have a means for input in the development of district policies and procedures. -Each site will maintain a School Site Council and English Language Advisory Council, with staff, parent and community representatives. -Parent involvement events are regularly offered by district and school sites such as parent nights, Back to School Night, Open House, parent conferences, and school activities. -Continue to include opportunities for community input and involvement as a district goal. -The District will provide translation services to all school sites to encourage and facilitate parent/school communication and support. 	<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 • 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, Gold Ribbon -Student/Parent/Staff Surveys and Needs Assessments -Annual Assessment Reports to the Board of Education -Local Control Accountability Plan (LCAP) 	<ul style="list-style-type: none"> Assistant Superintendent, Principals Superintendent, Cabinet, Principals Principals Superintendent, Assistant Superintendent 	<ul style="list-style-type: none"> Materials costs Materials costs Materials costs Materials costs 		<ul style="list-style-type: none"> Title I, Title IIA, Title III, General Fund General Fund Title I, General Fund General Fund
<p>9. Targeting services and programs to lowest-performing student groups:</p> <ul style="list-style-type: none"> -Support sites in the effective use of Student Study Teams to analyze student performance and identify needs and appropriate support. -Effectively utilize Resource Specialists to analyze student performance, identify needs, and provide appropriate support to increase student achievement. -Continue district level PLC for counseling staff to more effectively identify and address barriers that negatively impact student success. -Provide timely Homeless services to those students who qualify. -Support the effective use of Project Teachers at the elementary level to identify and support student who are not mastering grade level standards. -Assist sites with providing timely and targeted research based interventions, both inside and outside the school day, for students not mastering grade level standards. -Assist sites with the effective use of paraprofessional support to increase student achievement. -Assist sites with the incorporation of technology to include hardware, software, and the use of strategies/tools into the curriculum to address the differentiated needs of students. 	<ul style="list-style-type: none"> Assistant Superintendent, Principals Director of SELPA, Assistant Superintendent, Principals, Resource Specialists Assistant Superintendent Assistant Superintendent Assistant Superintendent, Principals Assistant Superintendent, Principals Director of SELPA, Assistant Superintendent, Principals Assistant Superintendent, Director of Technology, Coaches, Principals, teachers 	<ul style="list-style-type: none"> Training costs, materials costs Training costs, materials Materials costs As identified by staff-food, transportation, school supplies Salaries/benefits Salaries/benefits, stipends, training costs, materials costs Salaries/benefits, stipends, training costs, materials costs Salaries/benefits, materials costs, stipends, training costs 		<ul style="list-style-type: none"> Title I, Title IIA, Title III, General Fund DoDEA grant
<p>10. Any additional services tied to student academic needs:</p> <ul style="list-style-type: none"> -The District provides Psychologist/Counseling and/or Mental Health Therapists/Speech Therapist services for those students who qualify. -The District provides Nursing services to eliminate any barriers to learning. 	<ul style="list-style-type: none"> Superintendent, Director of SELPA Superintendent, Director of SELPA 	<ul style="list-style-type: none"> Salaries/benefits, materials costs, training costs Salaries/benefits, materials costs, training costs 		<ul style="list-style-type: none"> Special Education General Fund General Fund

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>-The District assists with Medi-Cal services as needed.</p> <p>-The District assists with connecting students and their families to community resources as needed.</p> <p>-The District employs School Resources Officers to ensure a safe and nurturing learning environment.</p> <p>-The District offers Alternative Education (16 years and older) for those students who need more individualized instruction and support.</p> <p>-The District offers Independent Study for students who cannot attend school at the school site.</p>	<p>Principals Counselors</p>	<p>As determined by staff</p> <p>As determined by staff</p> <p>Salaries/benefits, materials costs, training costs</p> <p>Salaries/benefits, materials costs, training costs</p> <p>Salaries/benefits, materials costs, training costs</p>		<p>MAA</p>

Performance Goal 2:

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

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

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

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

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

Required Activities

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. English Learner teachers have proper certification or are in training to teach English Learner students. Teachers are provided training in the new ELA/ELD Common Core State Standards in district professional development. Our programs are comprehensive and provide all students access to the core curriculum. Progress will be measured using AMAOs.

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 CTE courses.</p>
<p>6. Develop and implement programs that are coordinated with other relevant programs and services.</p>	<p>Check if Yes: [X]</p> <p>If yes, describe: The District is currently implementing a MCSAP Grant focused on increasing math achievement in grades 5, 7 and in Algebra using technology. EL students needing credit recovery are provided additional support in summer school to retrieve college preparatory coursework. EL parents are being provided with technology training/support to assist student learning at home.</p>
<p>7. Improve the English proficiency and academic achievement of LEP children.</p>	<p>Check if Yes: [X]</p> <p>If yes, describe: The district provides ELD courses at the middle and high school levels to support newcomers. Supplementary materials have been purchased to meet individual student needs based upon CELDT performance. Teacher ELA/ELD training is consistent and ongoing in district professional development.</p>
<p>8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families -</p> <ul style="list-style-type: none"> • To improve English language skills of LEP children; and • To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children. 	<p>Check if Yes: [X]</p> <p>If yes, describe: Adult ESL and support activities for parents and children are provided. Parent trainings are being provided to EL parents to assist them with supporting student learning at home.</p>
<p>9. Improve the instruction of LEP children by providing for -</p> <ul style="list-style-type: none"> • The acquisition or development of educational technology or instructional materials • Access to, and participation in, electronic networks for materials, training, and communication; and • Incorporation of the above resources into curricula and programs. 	<p>Check if Yes: [X]</p> <p>If yes, describe: Chrome books have been purchased for grades 3-8 and for students in English, math and science in grades 6-12 to support implementation of CCSS. Google Apps has been implemented across the district. Teachers are provided with technology training and support to increase technology embedded lessons via three technology coaches both in and outside the classroom.</p>
<p>10. Other activities consistent with Title III.</p>	<p>Check if Yes: []</p> <p>If yes, describe:</p>

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

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

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

Description of How the LEA is Meeting or Plans to Meet this Requirement	
Required Activities	
<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 as needed.</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 as needed.</p>

Description of How the LEA is Meeting or Plans to Meet this Requirement	
Required Activities	
<p>e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;</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, as needed..</p>
<p>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;</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, as needed.</p>
<p>g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;</p>	<p>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.</p>
<p>h. information pertaining to parental rights that includes written guidance detailing -</p> <p>i. the right that parents have to have their child immediately removed from such program upon their request; and</p> <p>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;</p> <p>iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA.</p>	<p>h. Parent rights are sent to parents in written form in English and Spanish in a letter from the Office of Instruction. Meetings are held to explain parental rights, and parent conferences are held to assist parents in selecting the best programs for their children. Parent notification includes the options:</p> <ul style="list-style-type: none"> • to have their child immediately removed from the program Structured English Immersion upon their request and placed in the English Language Mainstream. • to decline to enroll their child in such a program or to choose another program or method of instruction if available. • Parent Waiver Requests for alternate programs • or assistance in selecting among programs and methods of instruction offered by the district.

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

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

LEA Parent Notification Failure to Make Progress

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

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

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

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

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

Performance Goal 3:

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

Summary of Needs and Strengths for Professional Development

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

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

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

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

Performance Goal 3:

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

Planned Improvements for Professional Development (Title II)

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

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<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 professional development for all grade levels and each content area so that outlines, pacing schedules, formative/summative assessments, and articulation between grade levels will occur.</p>	<p>Assistant Superintendent, Coaches, Principals</p> <p>Assistant Superintendent</p> <p>Assistant Superintendent, Coaches, Principals Assistant Superintendent</p> <p>Superintendent, Assistant Superintendent</p> <p>Assistant Superintendent, Coaches</p> <p>Superintendent, Assistant Superintendent</p> <p>Superintendent, Cabinet</p> <p>Superintendent, Assistant Superintendent, Coaches, Principals</p>	<p>Materials costs</p> <p>Materials costs</p> <p>Training costs</p> <p>Materials costs</p> <p>Salaries/benefits, training costs, materials costs</p> <p>Materials costs, training costs</p> <p>Materials costs, training costs</p> <p>Materials costs, stipends</p> <p>Teacher release, materials costs</p>		<p>Title IIA, General Fund</p> <p>General Fund</p> <p>Title I, Title IIA, General Fund</p> <p>General Fund</p> <p>Title I, Title IIA, Title III, General Fund</p> <p>Title I, Title IIA</p>

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

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:</p> <p>-The District develops initiatives that provide focus for school sites. Professional Development and Professional Learning Communities are district initiatives. School sites align site goals and targets to support District initiatives.</p> <p>-The District uses the DAS and APS as its guide and ensures all components of the DAS and APS are implemented with full implementation as its goal. Professional Development is a component in both the DAS and APS.</p> <p>-The District provides the necessary resources to support its professional development goals/initiatives. Single Plans address professional development goals and resources are linked to these goals using site allocations.</p> <p>-The District provides three days of professional development to ensure all staff have the opportunity for discussion, input, data driven decision making</p>	<p>Superintendent, Cabinet</p> <p>Assistant Superintendent, District Leadership Team</p> <p>Superintendent</p> <p>Superintendent, Assistant Superintendent</p>	<p>Materials costs</p> <p>Salaries/benefits, training costs, materials costs, consultants</p> <p>Salaries/benefits, training costs, materials costs, consultants</p> <p>Salaries/benefits, training costs, materials costs, consultants</p>		<p>General Fund</p> <p>Title I, Title IIA, Title III, General Fund</p> <p>Title I, Title IIA, Title III, General Fund</p> <p>Title I, Title IIA, Title III, General Fund</p>
<p>5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be</p> <p>-The District strives to fully implement all components of the DAS and APS. Administrator and teacher professional development are components of these surveys. Instructional Materials Based Training and Administrator Training are annually addressed.</p> <p>-New teachers are offered the opportunity to participate in the Pre-Intern program offered through Kern County Superintendent of Schools.</p> <p>-University Intern Programs through Chapman, CSU Bakersfield, Cal Teach, National, La Verne, and Fresno Pacific Universities are offered.</p> <p>-Beginning Teacher Support Assistance (SB2042 Induction Program) and Peer Assistance and Review programs are offered.</p>	<p>Assistant Superintendent</p> <p>Assistant Superintendent</p> <p>Assistant Superintendent</p> <p>Assistant Superintendent</p>	<p>Training costs</p> <p>Training costs</p>		<p>Title II A</p> <p>Title IIA</p> <p>Title IIA</p> <p>General Fund</p>

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>-Teachers are supported for CTEL/CLAD training. Teachers and principals are offered the opportunity of participating in research based or selected programs through the district designed to improve student achievement and promote campus safety.</p> <p>-The District Leadership Team identified increased administrator training as a need and included administrators in the professional development essential component (G.) for the District to address.</p>	<p>Assistant Superintendent</p> <p>Assistant Superintendent, District Leadership Team</p>			<p>Title IIA</p> <p>Title IIA</p>
<p>6. How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:</p> <p>-Technology use and literacy have been identified as areas of need in both our staff development plan and our state approved technology plan. These needs will be supported with Title IIA and DoDEA funds as Title IID funding is not available at this time.</p> <p>-Technology use and literacy are inherent in all aspects of our curricula and instructional programs so it is being supported without Title IID funds at this time.</p> <p>-Title II A supports the improvement of academic achievement of all students by improving teacher and principal quality and is used to support District and site goals.</p> <p>-Title II A is used to train teachers in other areas to become highly qualified.</p>	<p>Superintendent, Director of Technology, Technology Committee, Assistant Superintendent, Coaches, Principals</p> <p>Superintendent, Director of Technology, Technology Committee, Assistant Superintendent, Coaches, Principals</p> <p>Assistant Superintendent</p> <p>Assistant Superintendent</p>	<p>Salaries/benefits, materials costs, training costs, contracts, licenses</p> <p>Salaries/benefits, materials costs, training costs, contracts, licenses</p> <p>Materials costs, training costs, contracts, licenses</p> <p>Materials costs, training costs, contracts, licenses</p>		<p>Title I, Title IIA, Title III, DoDEA grant, General Fund</p> <p>Title I, Title IIA, Title III, General Fund</p> <p>Title IIA</p> <p>Title IIA</p>
<p>7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional</p>				

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>-The District is committed to technological advancement and technological literacy as evidenced in our state approved technology plan.</p> <p>-The District was a recipient of a DoDEA grant that supports the integration of technology to increase math achievement in grades 4-Algebra I. The grant supports hardware, software, and personnel to meet improved math achievement in these classes.</p> <p>-The District purchased hardware and software to support integration of technology in grades 3-12 beginning in 2013-14 using CC Implementation and DoDEA funds. Coaches support the professional development needs of staff.</p> <p>-Coaches provide training for district staff. Teachers are committed to using technology in their classrooms to improve student technological literacy and achievement.</p> <p>-The District provides collaboration opportunities throughout the year for all district library media specialists so that best practices and trainings can occur.</p>	<p>Superintendent, Director of Technology, Technology Committee, Assistant Superintendent, Coaches, Principals</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>Salaries/benefits, materials costs, training costs, contracts, licenses</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>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> <p>-Committee members analyze data and prioritize needs at the district level. The LEAP and LCAP are based on annual review of prioritized needs. Single plans are developed based on site analysis which are then linked to the LEAP and LCAP.</p> <p>-District and site funding allocations are used to support identified needs in the LEAP, SPSAs, and LCAP.</p>	<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
<p>-The final Local Education Agency Plan (LEAP) and LCAP are a reflection of the collaborative effort involving school staff, parents, students and community.</p> <p>-The Local Education Agency Plan and LCAP are submitted annually to the Local Board of Education for review and approval.</p>	<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. The 2015-16 year will pilot a late start Wednesday calendar to support embedded collaboration.</p> <p>-The District supports a minimum of three professional development days per year. Special education teachers attend grade level and content meetings. This allows for calibration of curriculum for special needs students.</p> <p>-Collaboration occurs at the site level at a minimum of once per month. These opportunities provide for ongoing progress in meeting student needs.</p> <p>-The District meets with Principals, Department Chairs and Liaisons and Coaches to provide focus and continuity in addressing District goals and targets. Progress is systematically monitored.</p>	<p>Superintendent, Cabinet, Principals, teachers</p> <p>Superintendent, Assistant Superintendent</p> <p>Principal, staff, coaches</p> <p>Assistant Superintendent, Coaches</p>	<p>Teacher release, stipends, materials costs, training costs</p> <p>Teacher release, stipends, materials costs, training costs</p> <p>Materials costs</p> <p>Materials costs</p>		<p>Title I, Title IIA, Title III, DoDEA grant, General Fund</p> <p>Title I, Title IIA, Title III, DoDEA grant, General Fund</p> <p>DoDEA grant, General Fund</p> <p>General Fund</p>

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>-It is very apparent that technology is a major component in both Common Core and the new assessment system. The District is providing hardware, software, and training to support integration of technology into the classroom. It is obvious that student engagement has increased with the incorporation of these new instructional materials and change in lesson design and delivery.</p> <p>-The District maintains support services to remove barriers to student learning through a Resource Officers, District Mental Health Therapists, and additional elementary counselors to address student needs.</p> <p>-Parent and Community involvement has always been a district goal. The Board of Education and District continually strive to ensure two-way communication between the district and the community. Parent involvement is a goal that is addressed annually in Single Plans and is a goal identified by the District Leadership Team for both the LEAP and LCAP needs assessments.</p> <p>-With the shift in state assessments, data analysis and improving student achievement is a priority for the district. The District and its schools are currently transitioning to Common Core and have developed and implemented common assessments that align to CCSS. Common assessment data analysis will occur in collaborations to determine instructional needs.</p>	<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 CTE Programs Concurrent enrollment with community college Strong relationship with local law enforcement Strong relationship with local Public Health department After school programs/ grants SARB School Resource Officers Parenting programs Comprehensive professional development plan Hiring of a Tier II Intervention Counselor for Secondary	Resources for the home Resolution for reductions in state and federal funding Lower student to teacher ratio More extensive counseling services-especially in elementary Reading Specialists Classroom aides Project teachers Computer paraprofessionals Increased Technology Volunteer training Embedded collaboration Mental Health Services for non Medi-Cal families Counseling services that address the specific needs of students Local substance abuse resources for adolescents Additional School Resource Officers Additional student activity leaders Barriers needing services and resources include: High Mobility Latch Key Children Parental Apathy/Substance Abuse Fragmented Families Domestic Issues

Environments Conducive to Learning (Activities)

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

ACTIVITIES

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

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

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

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

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

Other Performance Measures

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

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

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

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

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

5.1 (High School Graduates)	
Activities/Actions	<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 Credit recovery During the school day interventions Good first teaching strategies Collaborative with local law enforcement to identify most at-risk students-provide supports AVID Teacher Collaboration Regularly monitor student performance and mastery of standards Increase student engagement via technology, instructional strategies/delivery methods Student Study Teams Content course pathways reviewed and revised as needed-high school goals include A-G and AP monitoring for increased participation Counselor collaborations, K-12 ELAC/DELAC meetings</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, Coordinator of Special Projects, 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 ESEA Counseling and DoDEA Math/Science grants</p>

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

Funding Source	General Fund
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Additional Mandatory Title I Descriptions

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

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

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

Description of How the LEA is Meeting or Plans to Meet this Requirement	
<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.
Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.	The District notifies and offers Supplemental Education Services to the parents of eligible students at all three elementary sites as described in regulations, including a second window. The number of students who are participating in SES is monitored and reported on the District website. This process occurs annually as outlined in ESEA legislation.

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

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

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

Increased Program Effectiveness

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

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

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

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

Coordination of Educational Services

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

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

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

Part III Assurances and Attachments

Assurances

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

General Assurances

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

TITLE I, PART A

The LEA, hereby, assures that it will:

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

consolidate funds from Federal, State, and local sources.

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

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

TITLE I, PART D - SUBPART 2

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

TITLE II, PART A

34. The LEA, hereby, assures that:

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

TITLE II, PART D

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

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

TITLE III

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

New LEAP Assurances

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

- (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.	June 18, 2015	
Printed or typed name of Superintendent	Date	Signature of Superintendent

LOCAL EDUCATIONAL AGENCY PROGRAM IMPROVEMENT PLAN

ASSURANCE PAGE

Local Educational Agency (LEA) Plan Information:

Name of LEA: Sierra Sands Unified School District

County/District Code: 15-73742

Date of Local Governing Board Approval: June 18, 2015

District Superintendent: Ernest Bell, Jr.

Address: 113 Felspar Street

City: Ridgecrest

Zip Code: 93555

Phone: 760-499-1600

FAX: 760-375-3338

E-mail: ebell@ssusd.org

Signatures:

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

<u>Ernest Bell, Jr.</u>	<u>June 18, 2015</u>	
Printed or typed name of Superintendent	Date	Signature of Superintendent

<u>William Farris</u>	<u>June 18, 2015</u>	
Printed or typed name of Board President	Date	Signature of Board President

<u>Michelle Savko</u>	<u>June 18, 2015</u>	
Printed or typed name of Coordinator	Date	Signature of Title III Coordinator

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

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

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

Parental Notification of PI identification/ School Choice and SES-

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

<http://www.cde.ca.gov/ta/ac/ti/schoolchoice.asp>

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

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

Responsibilities of the LEA- The district shall provide:

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

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

Appendix A

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

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

California's NCLB Performance Goals and Performance Indicators

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B

Links to Data Websites

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

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

Appendix C

District & Student Performance Data

Academic Performance Index by Student Group

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

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

Appendix C

District & Student Performance Data

Title III Accountability

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

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

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

Appendix C

District & Student Performance Data

English - Language Arts Adequate Yearly Progress (AYP)

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

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

Appendix C

District & Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

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

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

Appendix C

District & Student Performance Data

California English Language Development (CELDT) Data

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

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

Elementary and Secondary Education Act Local Educational Agency Plan Goal 2 Budget Update 2015-16

Name of LEA: Sierra Sands Unified School District

Fiscal Year: 2015-16

Total Title III Allocation: LEP \$34,315

Immigrant: \$ _____

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

Immigrant Administrative & Indirect Costs: \$ _____

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

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

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

Program Notes:

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