

**BOARD OF EDUCATION**  
Stockton Unified School District  
701 North Madison Street  
Stockton, California 95202

July 11, 2017

**CLOSED SESSION**  
Board Chambers

**PUBLIC SESSION**  
Boardroom

6: 00 p.m. Call Meeting to Order A. Roll Call B. Announcement: Board will consider in Closed Session items listed on the Closed Session agenda. C. Oral Suggestions and Comments From the Community <sup>1</sup> D. Adjourn to Closed Session 7:00 p.m. Reconvene to Public Session
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PUBLIC COMMENTS ARE LIMITED TO THREE MINUTES  
TO ENSURE AN ORDERLY AND EFFICIENT BOARD MEETING  
(Board Bylaw 9325)

**AGENDA**

		Page
	<b>1.0 Closed Session</b>	
A	1.1	<div><b>Public Employee Appointment - Certificated (§54957)</b> <i>Resignation</i> (Teacher, Elementary; Teacher, Secondary; Principal IV) <i>Retirement</i> (Administrator of Health Services) <i>Ratification</i> (Teacher, Elementary; Teacher, Secondary; Assistant Principal IV; Principal I; Principal II; Principal IV; Director of Comprehensive Health Services; Interim Assistant Superintendent Educational Services)</div> 1
A	1.2	<div><b>Public Employee Appointment - Classified (§54957)</b> <i>Resignation:</i> (Office Assistant) <i>Retirement:</i> (Bilingual Assistant-Spanish) <i>Rescind Employment Offer:</i> (Special Education Assistant-Severely Mentally Handicapped) <i>Ratification:</i> (Police Officer I, Maintenance Custodian II, Senior</div> 3

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<sup>1</sup> "Individual speakers shall be allowed three minutes to address the Board on each agenda or non-agenda item. The Board shall limit the total time for public input on each item to 20 minutes. With Board consent, the president may increase or decrease the time allowed for public presentation, depending on the topic and the number of persons wishing to be heard. The president may take a poll of speakers for or against a particular issue and may ask that additional persons speak only if they have something new to add."

**Page**

		Office Assistant, Student Data Technician, Registrar, Police Chief, Substitutes)	
	1.3	Public Employee Employment <i>Certificated:</i> <i>Classified:</i>	
A	1.4	Conference with Labor Negotiator (§54957.6) <i>Agency Negotiator:</i> Dr. E. Davalos, C. Wells, L. Grant-Dawson, M. Nakamura <i>Employee Organization:</i> STA, CSEA 821, CSEA 318, CSEA 885, SUSU, SPPA, OE3 Police, USA, non-represented employees	5
A	1.5	Public Employee Discipline, Dismissal, Release, Non-reelection, Compulsory Leave, Reassignment <i>Certificated:</i> Teacher, Elementary <i>Classified:</i>	5
	1.6	Conference with Legal Counsel-Existing Litigation (§54956.9) <i>Name of Case:</i> <i>Name of Case Unspecified:</i>	
A	1.7	Conference with Legal Counsel - Anticipated Litigation (§54956.69) <i>Significant Exposure to Litigation Pursuant to Subdivision (b) of Section 54956.9:</i> <i>Initiation of Litigation Pursuant to Subdivision (c) of Section 54956.9:</i> <b>One Potential Case</b>	5
	1.8	Liability Claims (§5495.95) <i>Claimant:</i> <i>Agency Claimed Against:</i>	
	1.9	In district Expulsion Cases:	
	1.10	In district Expulsion Cases Held in Suspension:	
	1.11	Out of district Expulsion Cases:	
	1.12	Out of district Expulsion Cases Held in Suspension:	
A	1.13	Approval of Closed Session Minutes: June 27, 2017 Board Meeting	5

**Open Session – 7:00 p.m.****2.0 Organization**

- 2.1 Welcome to Members of the Community/Announcements
- 2.2 Roll Call

**Page**

	2.3	Pledge of Allegiance to the Flag- <i>led by Ms. Christina Alejo, Executive Assistant, Superintendent's Office</i>	
	2.4	Announcement of Action Taken in Closed Session	
	2.5	Recognitions/Presentations	
	2.6	Student Board Representative Report Introduction of Student Honoree School: Principal:	
<b>I</b>	2.7	Board of Education Subcommittee Reports/AD HOC Committee Reports	
<b>A</b>	2.8	Approval of Order of Agenda <i>Any changes in the order of the agenda must be presented at this time, including changes concerning the consent calendar.</i>	
<b>A</b>	2.9	Approval of Consent Items *C/A	
<b>A</b>	2.10	Approval of Public Minutes: June 27, 2017 Board Meeting	16
	<b>3.0</b>	<b>Communications</b>	
	3.1	Oral Suggestions and Comments From Members of the Community <i>(At the beginning of the meeting persons wishing to speak will complete a card available at the door and submit to the Board secretary)</i>	
	<b>4.0</b>	<b>Staff Reports/Discussion</b>	
	<b>5.0</b>	<b>Public Hearing</b>	
	<b>6.0</b>	<b>Governing Board</b>	
	6.1	Oral Suggestions and Comments from Members of the Governing Board	
<b>A</b>	6.2	Approval of Expenditure for Stockton Unified School District Board Members to Attend the California Latino School Boards Association (CLSBA) Unity Conference in San Diego, California: October 5-8, 2017	42
<b>A</b>	6.3	Approval of Expenditure for Stockton Unified School District Board Members to Attend the California School Boards Association (CSBA) Conference in San Diego, California on November 29, 2017 to December 2, 2017	45

**Page****7.0 Superintendent****7.1 Superintendent's Report**

- |            |     |   |    |
|------------|-----|---|----|
| <b>A</b>   | 7.2 | Approve Declaration of Resolution No. 17-01 for Provisional Internship Permits for the 2017-2018 School Year  | 51 |
| <b>A</b>   | 7.3 | Approval of the Tentative Agreement with Stockton Unified School District and the Stockton Pupil Personnel Association, Inc. (SPPA, Inc.)   | 54 |
| <b>A</b>   | 7.4 | Approval of the Revised Reorganization of the Special Education Department's Administrative Assistant, Range 36 to Senior Administrative Assistant, Range 40 on the CSEA #821 Salary Schedule | 79 |
| <b>C/A</b> | 7.5 | Acceptance of Donations to the Stockton Unified School District   | 80 |

**8.0 Education**

- |            |     |  |     |
|------------|-----|--|-----|
| <b>C/A</b> | 8.1 | Approval of the Adoption of the SUSD Master Plan for English Learners for 2017-2018  | 81  |
| <b>C/A</b> | 8.2 | Approval of Appointment of High School Representatives to the California Interscholastic Federation (CIF) San Joaquin Section Athletic Association for the 2017-2018 School Year               | 133 |
| <b>C/A</b> | 8.3 | Approval of an Agreement to Furnish Consultant Services between SUSD Early Childhood Education/School Readiness and Houghton Mifflin Harcourt Publishing Company for the 2017-2018 School Year | 134 |

Houghton Mifflin Harcourt Publishing Company  
Northern California Office  
Sacramento, California  
(916) 884-1116

- |            |     |   |     |
|------------|-----|---|-----|
| <b>C/A</b> | 8.4 | Approval of an Out-of-State Conference Attendance Request (CAR) for Eleven (11) Employees from Franklin High School to Attend the Integrated Multi-Tiered Framework for Educational Success National PBIS Leadership Forum in Chicago, Illinois, on September 28-29, 2017 | 142 |
| <b>C/A</b> | 8.5 | Approval of an Agreement to Furnish Consultant Services between Special Education and California Educational Consultants - Mr. Joe Billingslea  | 143 |

California Educational Consultants  
Mr. Joe Billingslea  
6010 Tugboat Lane  
Stockton, CA 95219  
(209) 981-1697



		<b>Page</b>
<b>C/A</b>	<b>8.6</b> Approval of an Agreement to Furnish Consulting Services between Educational Services/ Curriculum & Instruction and Ms. Angela Beyer  Ms. Angela Beyer 3624 Five Forks Drive Stockton, CA 95219	147
<b>C/A</b>	<b>8.7</b> Approval of a Memorandum of Understanding (MOU) between Stockton Unified School District (SUSD) and Lincoln Unified School District (LUSD) to Provide Title I Services to Students Attending Presentation School Who Live within the SUSD Attendance Area for the 2017-2018 School Year	150
<b>C/A</b>	<b>8.8</b> Approval of a Memorandum of Understanding (MOU) between Stockton Unified School District (SUSD) and Lincoln Unified School District (LUSD) to Provide Title I Services to Students Attending St. Luke School Who Live within the LUSD Attendance Area for the 2017-2018 School Year	154
<b>C/A</b>	<b>8.9</b> Approval of an Agreement to Furnish Consultant Services between Edison High School and Solution Tree, Inc.  Solution Tree, Inc. 555 N. Morton St. Bloomington, IN 47404	158
<b>C/A</b>	<b>8.10</b> Approval of Stagg High School's Request to Increase Minutes in the School Day through the Contract Waiver Process and Article 27 Contract Exception for Article 6.1.1.1 of the SUSD/STA Agreement, for the 2017-2018 School Year	161
<b>C/A</b>	<b>8.11</b> Approval of Cesar Chavez High School's Request to Increase Minutes in the School Day through the Contract Waiver Process and Article 27 Contract Exception for Article 6.1.1.1, 6.4 and 6.5 of the SUSD/STA Agreement, for the 2017-2018 School Year	163
<b>C/A</b>	<b>8.12</b> Approval of Franklin High School's Request to Increase Minutes in the School Day through the Contract Waiver Process and Article 27 Contract Exception for Article 6.1.1.1 of the SUSD/STA Agreement, for the 2017-2018 School Year	166
<b>I</b>	<b>8.13</b> Information Regarding the Revised TK-6 Report Cards	168
	<b>9.0 Business and Finance</b>	
<b>A</b>	<b>9.1</b> Resolution No. 17-02 Adopting the Initial Study/Negative Declaration for the Proposed Quail Lakes K-12 School	183
<b>A</b>	<b>9.2</b> Approval of the Purchase of a New School Bus	259

		<b>Page</b>
<b>A</b>	9.3 Awarding Contracts; Approving Change Orders, Rejecting All Bids and Authorizing the Filing of Notice of Completions	260
<b>C/A</b>	9.4 Approval of an Out-of-State Conference Attendance Request (CAR) for Graphic Artist Assistant, Emilia Rivera Lopez, to attend the 2017 AIGA Annual Design Conference in Minneapolis, Minnesota October 12 – October 14, 2017	262
<b>I</b>	9.5 Vendor Warrants Issued for the Month of June 2017	263
<b>I</b>	9.6 Purchase Order Board Report for the Month of June 2017	264

### **10.0 Student Discipline**

10.1 In district Expulsion Cases:

10.2 In district Expulsion Cases Held in Suspension:

10.3 Out of district Expulsion Cases:

10.4 Out of district Expulsion Cases Held in Suspension:

### **11.0 Public Employee/Open Session (§54957)**

### **12.0 Recess to Closed Session (if necessary)**

### **13.0 Adjournment**

Dated: July 7, 2017

Posted 4:30 p.m.  
Stockton, California

- A** Indicates Action Item
- C/A** Indicates Consent Action Item (see reverse for details)
- I** Indicates Information Item
- D** Indicates Discussion Item

## **PROCEDURES TO BE USED IN THE CONDUCT OF BOARD OF EDUCATION MEETINGS**

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### **CONSENT ITEMS**

After a motion has been made and seconded, any of the Board (or any member of the public, through a Board member) may request to withdraw any items designated as consent items prior to the consideration of the approval of the consent agenda.

### **ACTION ITEMS**

Any member of the audience may address action items once there has been a proper motion and second.

### **INFORMATION ITEMS**

Information items will be presented by those persons responsible for preparing the items.

*ALL ITEMS ON THE AGENDA MAY BE ADDRESSED BY ANY MEMBER OF THE AUDIENCE.*

### **COMMENTS AND SUGGESTIONS FROM THE COMMUNITY**

There is a section of each Board agenda, "Comments and Suggestions from the Community," at which time any member of the community may make suggestions, comments or express concerns about any item, whether on the agenda or not. *Time allowed for each individual is three minutes.* It is requested that persons wishing to speak will complete a card available at the door and submit to the Board secretary prior to the beginning of the meeting.

### **SPECIAL ACCOMMODATION**

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

### **BOARD BYLAW 9323**

The Stockton Unified School District Board of Trustees has adopted Board Bylaw 9323 which prescribes the rules governing public participation at board meetings and public hearings. The three-minute limitation prescribed by Board Bylaw 9323 is responsible because it accords members of the public an equal opportunity to present their views while insuring that the hearings are conducted in an orderly and efficient manner.

*"Individual speakers shall be allowed three minutes to address the Board on each agenda or non-agenda item. The Board shall limit the total time for public input on each item to 20 minutes. With Board consent, the president may increase or decrease the time allowed for public presentation, depending on the topic and the number of persons wishing to be heard. The president may take a poll of speakers for or against a particular issue and may ask that additional persons speak only if they have something new to add."*

### **TAPING**

Board of Education meetings are taped and subject to being videotaped.

*THE GOVERNING BOARD IS THE UNIT OF AUTHORITY. APART FROM THE NORMAL FUNCTION AS PART OF THE UNIT, THE BOARD MEMBERS HAVE NO INDIVIDUAL AUTHORITY.*

Board comments should be clear and concise. We want people to understand what we are saying; therefore, we should convey our ideas in a brief and simple manner. We should remember that whenever a choice is to be made between a simple solution and a complex one, the tendency is to choose the one that is less complex. Therefore, the best rule is to speak sparingly and simply during Board discussions.

**CA Education Code 32210.** Any person who willfully disturbs any public school or any public school meeting is guilty of a misdemeanor, and shall be punished by a fine of not more than five hundred dollars (\$500).

### **TRUSTEES OF THE BOARD OF EDUCATION**

Ms. Cecilia Mendez, Clerk	Area One
Ms. Andrea L. Burrise	Area Two
Ms. Kathleen Garcia	Area Three
Mr. Lange P. Luntao	Area Four
Ms. Maria Mendez, President	Area Five
Ms. Angela Phillips, Vice President	Area Six
Mr. Steve Smith	Area Seven
Eliseo Dávalos, Ph. D.	Superintendent

## 1.0 Closed Session

## 2.0 Organization

**BOARD OF EDUCATION**  
Stockton Unified School District  
701 North Madison Street  
Stockton, California 95202

June 27, 2017

**CLOSED SESSION**

Board Chambers

**PUBLIC SESSION**

Board Room

6:00 p.m. Call Meeting to Order  
**Present:** A. Roll Call: *Steve Smith, Kathleen Garcia, Maria Mendez, Angela Phillips (arrived at 6:01 pm)*  
**Absent:** *Lange P. Luntao, Andrea Burrise*  
B. Announcement: Board will consider in Closed Session items listed on the Closed Session agenda.  
C. Oral Suggestions and Comments From the Community<sup>1</sup>  
*Mayra Chabot, Huerta School Parent* spoke about an incident that occurred between her daughter and a District employee at Huerta School and would like for the District to take measures.  
  
*Lilliana Fortier, Valerie Walker, Denise Bilyeu, Marilyn Sullivan, Diane Thomas, Katherine Preeo*, and a letter was read on behalf of Timothy C. Castillo regarding item 1.3, Principal(s) Assignments – in support of the current Hazelton School principal.  
6:31 p.m. D. Adjourn to Closed Session  
7:13 p.m. Reconvene to Public Session

PUBLIC COMMENTS ARE LIMITED TO THREE MINUTES  
TO ENSURE AN ORDERLY AND EFFICIENT BOARD MEETING  
(Board Bylaw 9325)

**PUBLIC MINUTES**

			Action Authorized by the Board
	<b>1.0</b>	<b>Closed Session</b>	
<b>A</b>	<b>1.1</b>	<b>Public Employee Appointment - Certificated (§54957)</b>	
		<i>Leave of Absence</i> (Teacher, Elementary)	Approved Certificated Public Employee appointment by a vote of 5-0 (attached.)
		<i>Resignation</i> (Teacher, Elementary; Teacher, Secondary; Inclusion Specialist; School Psychologist; Speech Language Pathologist)	

<sup>1</sup> "Individual speakers shall be allowed three minutes to address the Board on each agenda or non-agenda item. The Board shall limit the total time for public input on each item to 20 minutes. With Board consent, the president may increase or decrease the time allowed for public presentation, depending on the topic and the number of persons wishing to be heard. The president may take a poll of speakers for or against a particular issue and may ask that additional persons speak only if they have something new to add."

PUBLIC MINUTES  
PUBLIC MINUTES OF THE BOARD OF EDUCATION  
STOCKTON UNIFIED SCHOOL DISTRICT

June 27, 2017  
Page 2

Action Authorized by the Board

		<i>Retirement</i> (Elementary School Counselor; Teacher, Elementary; Teacher, Secondary; Principal I)	
		<i>Ratification</i> (Speech Language Pathologist; School Nurse; School Psychologist; Visually Impaired Teacher; Behavior Support Specialist I; Principal II; Substitute Teacher; 45-day Consultant)	
A	1.2	<b>Public Employee Appointment - Classified (§54957)</b> <i>Resignation</i> (Network Administrator, Special Education Assistant-Learning Communicatively Handicapped) <i>Retirement</i> (Preschool Assistant, Special Education Assistant-Learning Communicatively Handicapped, Community Assistant, School Administrative Assistant, Head Custodian, Senior Office Assistant ) <i>Job Abandonment</i> (Snack Bar Operator) <i>Ratification</i> (Transportation Operations Supervisor, Personnel Technician, Landscape Specialist, After School Site Program Facilitator, School Bus Driver, Police Officer I, Special Education Assistant-Learning Communicatively Handicapped, Substitutes	Approved Classified Public Employee appointment [with the exception of item 1.2.3-Sr. Office Assistant Position only by a vote of 4/1] by a vote of 5-0 (attached.)
D	1.3	<b>Public Employee Employment/Assignment</b> <i>Certificated:</i> Principal(s) <i>Classified:</i>	Discussion only.
A	1.4	Conference with Labor Negotiator (§54957.6) <i>Agency Negotiator:</i> Dr. E. Davalos, C. Wells, L. Grant-Dawson, M. Nakamura <i>Employee Organization:</i> STA, CSEA 821, CSEA 318, CSEA 885, SUSU, SPPA, OE3 Police, USA, non-represented employees	Discussion only.
A	1.5	Public Employee Discipline, Dismissal, Release, Non-re-election, Compulsory Leave, Reassignment <i>Certificated:</i> <i>Classified:</i> Food Service Assistant	Approved by a vote of 5-0.
A	1.6	Conference with Legal Counsel-Existing Litigation (§54956.9) <i>Name of Case:</i> <b>STK-CV-UCR-2016-0006264</b> <i>Name of Case Unspecified:</i>	Direction given.
A	1.7	Conference with Legal Counsel - Anticipated Litigation (§54956.69) <i>Significant Exposure to Litigation Pursuant to Subdivision (b) of Section 54956.9:</i> <i>Initiation of Litigation Pursuant to Subdivision (c) of Section 54956.9:</i> <b>One Potential Case</b>	Discussion only.

PUBLIC MINUTES  
PUBLIC MINUTES OF THE BOARD OF EDUCATION  
STOCKTON UNIFIED SCHOOL DISTRICT

June 27, 2017  
Page 3

Action Authorized by the Board

	1.8	Liability Claims (§5495.95) <i>Claimant:</i> <i>Agency Claimed Against:</i>	
	1.9	In district Expulsion Cases:	
D	1.10	In district Expulsion Cases Held in Suspension: <b>T-36, T-37</b>	Discussion only.
	1.11	Out of district Expulsion Cases:	
	1.12	Out of district Expulsion Cases Held in Suspension:	
A	1.13	Approval of Closed Session Minutes: May 9, 2017 Regular Board Meeting June 13, 2017 Regular Board Meeting	Approved the Regular Board Meeting Minutes for May 9, 2017 and June 13, 2017.
<b>Open Session – 7:00 p.m.</b>			
	2.0	<b>Organization</b>	
	2.1	Welcome to Members of the Community/Announcements	
	2.2	<i>Roll Call:</i>  <b><u>Present:</u></b> <i>Steve Smith, Kathleen Garcia, Maria Mendez, Angela Phillips, Cecilia Mendez, Lange P. Luntao (arrived at 7:24 p.m.)</i>  <b><u>Absent:</u></b> <i>Andrea Burrise</i>	
	2.3	Pledge of Allegiance to the Flag led by: <i>C. Burke-Baker, Student of Chavez High School</i>	
	2.4	Announcement of Action Taken in Closed Session	
	2.5	Recognitions/Presentations:  <b>Mariachi Chavez Performance, Chavez High School –</b> Luis “Tito” Talamantes, Mariachi Music Assistant, Cynthia Wildman, Music Coordinator	
	2.6	Student Board Representative Report  Introduction of Student Honoree  School: Principal:	
I	2.7	Board of Education Subcommittee Reports/AD HOC Committee Reports  <i>Lange P. Luntao, Trustee – Trustee Luntao had no report.</i> <i>Cecilia Mendez, Trustee – Trustee Mendez had no report.</i>	Information only.



PUBLIC MINUTES  
PUBLIC MINUTES OF THE BOARD OF EDUCATION  
STOCKTON UNIFIED SCHOOL DISTRICT

June 27, 2017  
Page 4

Action Authorized by the Board

		<p><i>Steve Smith, Trust Smith</i> – Trustee Smith shared that the Police Department had several safety presentations at the Safety and Student Conduct Meeting on June 20, 2017 and more information will follow.</p> <p><i>Angela Phillips, Vice President</i> – Vice President Phillips had no report.</p> <p><i>Maria Mendez, Board President</i> – President Mendez had no report.</p>	
A	2.8	<p>Approval of Order of Agenda <i>Any changes in the order of the agenda must be presented at this time, including changes concerning the consent calendar.</i></p>	Approved Order of Agenda [with the exception that item 7.7 be moved to Action and include an attachment and item 8.1 revised an attachment and item 9.1 was moved to vote after item 6.2] by a vote of 6-0.
M/S		<i>Kathleen Garcia/Steve Smith</i>	
Ayes		<i>Cecilia Mendez, Kathleen Garcia, Lange P. Luntao, Maria Mendez, Angela Phillips, Steve Smith</i>	
Absent		<i>Andrea Burrise</i>	
		<b>MOTION CARRIED.</b>	
A	2.9	Approval of Consent Items *C/A	Approved Consent Items by a vote of 6-0.
M/S		<i>Kathleen Garcia/Steve Smith</i>	
Ayes		<i>Cecilia Mendez, Kathleen Garcia, Lange P. Luntao, Maria Mendez, Angela Phillips, Steve Smith</i>	
Absent		<i>Andrea Burrise</i>	
		<b>MOTION CARRIED.</b>	
A	2.10	Approval of Public Minutes: May 9, 2017 Regular Board Meeting June 13, 2017 Special Board Meeting June 13, 2017 Regular Board Meeting	Approved Public Minutes by a vote of 6-0.
M/S		<i>Kathleen Garcia/Cecilia Mendez</i>	
Ayes		<i>Cecilia Mendez, Kathleen Garcia, Lange P. Luntao, Maria Mendez, Angela Phillips, Steve Smith</i>	
Absent		<i>Andrea Burrise</i>	
		<b>MOTION CARRIED.</b>	
	<b>3.0</b>	<b>Communications</b>	
	3.1	<p>Oral Suggestions and Comments From Members of the Community <i>(At the beginning of the meeting persons wishing to speak will complete a card available at the door and submit to the Board secretary)</i></p> <p>Lilliana Fortier, Valarie Walker, Chhology Horl, Maria Heu, Muriel Leon, Genevieve M. Garcia, Marygrace Cordero, Sandra Aguilera, Suzanne Marieno, Rosa Luna, all spoke regarding item</p>	

PUBLIC MINUTES  
PUBLIC MINUTES OF THE BOARD OF EDUCATION  
STOCKTON UNIFIED SCHOOL DISTRICT

June 27, 2017

Page 5

Action Authorized by the Board

1.3, Principal(s) Assignments – in support of the current Hazelton School principal. Many others in attendance stood-up in support during their commentary.

Teacher, Silvia Cantu spoke regarding maintenance concerns at several schools. In addition, she expressed her reservations about a consultant recently approved to work directly with the Principals in the 2017/18 school yr.

Adela Jose, Donna Taves, Cory Wall, and Randy San Nicolas, all spoke in support regarding health care costs for CSEA 821 employees. Many CSEA 821 employees were also attendance in support of CSEA 821 employee's commentary.

Maria Bernardino, Allen Kim, spoke about the District LCAP updates and the meaningful partnership between the District and the Parent Advisory Committee (PAC).

Ana Maria Franco, Amy Hepperle, Sean Mendoza, Kristy Tribuzio, Maria Rosa, Earl Watson, Martha Gomez, Gabriela Valenzuela, Nancy Rivera, Noel Kuogh, John M. Solis, Stacey Harrison, Jesus Andrade, all spoke in support of item 9.1, TEAM Charter School Material Revision.

Jorge Rashard and Jesus Andrade spoke regarding the District's LCAP.

#### **4.0 Staff Reports/Discussion**

#### **5.0 Public Hearing**

- I 5.1 Annual Service Plan and Annual Budget Plan Hearing for Stockton Unified School District Special Education Local Plan Area (SELPA), 2017-2018

OPENED: 8:03 pm  
CLOSED: 8.04 pm  
No public comments.

#### **6.0 Governing Board**

- 6.1 Oral Suggestions and Comments from Members of the Governing Board

*Lange P. Luntao, Trustee* – Trustee Luntao apologized for his late arrival and was glad that he made it on time to hear the public comments. He thanked the folks in attendance and commended Executive Director of Curriculum & Instructional Technology, Mr. Robert Sahli and his team for preparing to pilot the Ethnic Studies Curriculum this fall. He praised Dr. Lena Moua, Curriculum Specialist for meeting with various community members to articulate what sort of things we want to be teaching young people in valuing our community and their identities. He also thanked the members of PAC and the South Stockton

Schools Initiative for their LCAP and LCFF engagement throughout the year. He conveyed that it is really important that we break barriers with our community for the success of our students. He posed a question to the Board. How could we engage the folks that are not yet being served by Stockton Unified – stating that parents currently involved are already connected, but how could we connect to the students and parents that are not currently connected?

*Cecilia Mendez, Trustee – Trustee C. Mendez* provided no comment.

*Angela Phillips, Vice President – Vice President Phillips* indicated that she was appreciative of the public comments. She is excited for the LCAP and moving forward with it. She also expressed her appreciation to the members of PAC for their LCAP support. She shared Chavez High's Summer Music Program and invited the community to attend and is also excited see the ELD Program at Stagg High. In conclusion, she wished everyone a happy summer and thanked those in attendance.

*Kathleen Garcia, Trustee – Trustee Garcia* thanked everyone in attendance and announced that the Franklin High pool is doing excellent! She gave accolades to the custodians and food services staff of Franklin High and said that it has been a wonderful experience! The pool will be open through July 28, 2017.

*Steve Smith, Trustee – Trustee Smith* welcomed folks in attendance and expressed his appreciation to the maintenance staff for their hard work during the summer. He gave kudos to the Police Department for partaking in a lot of positive things with our students and educating them to make right decisions. He expressed that the District Police staff is working on building relationships with our students and earning their trust.

*Maria Mendez, Board President – Board President Mendez* thanked everyone for attending and appreciative for listening to the action taken by the Board. She encouraged everyone, including employees, to practice water safety and to keep hydrated during the summer-especially employees that work outdoors. She shared that a "Summer Safety Open House" will be held at Franklin High's Swimming Pool sponsored by, San Joaquin County Public Health Services and Safe Kids of San Joaquin County. The Open House is free to the community and folks could learn about heatstroke, and water and bike safety techniques. In closing, she thanked Ms. Lisa Grant-Dawson, Chief Business Official for keeping the District on track with

PUBLIC MINUTES  
PUBLIC MINUTES OF THE BOARD OF EDUCATION  
STOCKTON UNIFIED SCHOOL DISTRICT

June 27, 2017  
Page 7

Action Authorized by the Board

		budget spending and for being cognizant of the expenditures that relate to Title I, Title II, and Bond funds.	
<b>A</b>	6.2	Adoption of the Revised Board Bylaws (BB) 9400, (BB) 9123 and (BB) 9140	Approved.
<b>M/S</b>		<i>Kathleen Garcia/Steve Smith</i>	
<b>Ayes</b>		<i>Cecilia Mendez, Kathleen Garcia, Lange P. Luntao, Maria Mendez, Angela Phillips, Steve Smith</i>	
<b>Absent</b>		<i>Andrea Burrise</i>	
		<b>MOTION CARRIED.</b>	
	<b>7.0</b>	<b>Superintendent</b>	
	7.1	Superintendent's Report – Dr. Eliseo Dávalos, Superintendent commented on his visit to the Migrant Education Program at Stagg High. He is pleased that we are working together to meet the needs of our English learners, especially writing skills. He looked at the lessons and has seen progress made in a short time. He gave kudos to Ms. Adrienne Machado, Director of Language Development and to Mr. Robert Sahli Executive Director of Curriculum & Instructional Technology. He recognized he parents of PAC for their continued support and their unwavering patience stating that it is important to listen to the voices of our parents and students to advocate for their needs. He had Assistant Superintendent of Student Support Services, Dr. Reyes Gauna introduce our Educational Equity Director, Ms. Sharon Barnes. Ms. Barnes thanked the Board for the opportunity and is excited to begin working on July 3, 2017!	
<b>A</b>	7.2	Approval of Declaration of Resolution No. 16-59 for Provisional Internship Permits for the 2017-2018 School Year	Approved Resolution No. 16-59.
<b>M/S</b>		<i>Kathleen Garcia/Lange P. Luntao</i>	
<b>Ayes</b>		<i>Cecilia Mendez, Kathleen Garcia, Lange P. Luntao, Maria Mendez, Angela Phillips, Steve Smith</i>	
<b>Absent</b>		<i>Andrea Burrise</i>	
		<b>MOTION CARRIED.</b>	
<b>A</b>	7.3	Approval of the Tentative Agreement with Stockton Unified School District and the California School Employees Association, Chapter 885 – Transportation Unit (CSEA 885)	Approved.
<b>M/S</b>		<i>Kathleen Garcia/Steve Smith</i>	
<b>Ayes</b>		<i>Cecilia Mendez, Kathleen Garcia, Lange P. Luntao, Maria Mendez, Angela Phillips, Steve Smith</i>	
<b>Absent</b>		<i>Andrea Burrise</i>	
		<b>MOTION CARRIED.</b>	

PUBLIC MINUTES  
PUBLIC MINUTES OF THE BOARD OF EDUCATION  
STOCKTON UNIFIED SCHOOL DISTRICT

June 27, 2017

Page 8

Action Authorized by the Board

<b>A</b>	<b>7.4</b>	Approval of the Tentative Agreement with Stockton Unified School District and Stockton Unified Supervisory Unit (SUSU)	Approved.
<b>M/S</b>		<i>Kathleen Garcia/Cecilia Mendez</i>	
<b>Ayes</b>		<i>Cecilia Mendez, Kathleen Garcia, Lange P. Luntao, Maria Mendez, Angela Phillips, Steve Smith</i>	
<b>Absent</b>		<i>Andrea Burrise</i>	
		<b>MOTION CARRIED.</b>	
<b>A</b>	<b>7.5</b>	Approval of the Memorandum of Understanding (MOU) between Stockton Unified School District (District) and the Stockton Teacher's Association (STA) to extend the alternative class size ratio to address the Class Size Grade Span Adjustment (GSA)	Approved MOU.
<b>M/S</b>		<i>Kathleen Garcia/Steve Smith</i>	
<b>Ayes</b>		<i>Cecilia Mendez, Kathleen Garcia, Lange P. Luntao, Maria Mendez, Angela Phillips, Steve Smith</i>	
<b>Absent</b>		<i>Andrea Burrise</i>	
		<b>MOTION CARRIED.</b>	
<b>A</b>	<b>7.6</b>	Approval of Agreement to furnish Professional Services between the Stockton Unified School District (District) and the Law Firm of Dannis Woliver & Kelley (DWK) for the 2017-18 School Year	Approved.
<b>M/S</b>		<i>Kathleen Garcia/Maria Mendez</i>	
<b>Ayes</b>		<i>Cecilia Mendez, Kathleen Garcia, Lange P. Luntao, Maria Mendez, Angela Phillips, Steve Smith</i>	
<b>Absent</b>		<i>Andrea Burrise</i>	
		<b>MOTION CARRIED.</b>	
<b>A</b>	<b>7.7</b>	Adoption of Declaration of Need for Fully Qualified Educators for the 2017-18 School Year	Approved.
<b>M/S</b>		<i>Steve Smith/Cecilia Mendez</i>	
<b>Ayes</b>		<i>Cecilia Mendez, Kathleen Garcia, Lange P. Luntao, Maria Mendez, Angela Phillips, Steve Smith</i>	
<b>Absent</b>		<i>Andrea Burrise</i>	
		<b>MOTION CARRIED.</b>	
<b>C/A</b>	<b>7.8</b>	Acceptance of Donations to the Stockton Unified School District	Approved donations.

PUBLIC MINUTES  
PUBLIC MINUTES OF THE BOARD OF EDUCATION  
STOCKTON UNIFIED SCHOOL DISTRICT

June 27, 2017

Page 9

Action Authorized by the Board

<b>8.0 Education</b>		
<b>A</b>	<b>8.1</b>	Adoption of the Annual Service Plan and Annual Budget Plan as Part of the Stockton Unified School District's Special Education Local Plan Area (SELPA) Local Plan Following a Public Hearing
<b>M/S</b>		<i>Kathleen Garcia/Steve Smith</i>
<b>Ayes</b>		<i>Cecilia Mendez, Kathleen Garcia, Lange P. Luntao, Maria Mendez, Angela Phillips, Steve Smith</i>
<b>Absent</b>		<i>Andrea Burrise</i>
		<b>MOTION CARRIED.</b>
<b>A</b>	<b>8.2</b>	Approval of an Agreement to Furnish Consultant Services between Student Support Services and Point Break Adolescent Resources for the 2017-2018 School Year
		Point Break Adolescent Resources P. O. Box 8841 Stockton, CA 95208 (209) 466-0359
<b>M/S</b>		<i>Kathleen Garcia/Steve Smith</i>
<b>Ayes</b>		<i>Cecilia Mendez, Kathleen Garcia, Lange P. Luntao, Maria Mendez, Angela Phillips, Steve Smith</i>
<b>Absent</b>		<i>Andrea Burrise</i>
		<b>MOTION CARRIED.</b>
<b>A</b>	<b>8.3</b>	Approval of an Agreement to Furnish Consultant Services between Student Support Services and the San Joaquin County Child Abuse Prevention Council (CAPC) for the 2017-2018 School Year
		San Joaquin County Child Abuse Prevention Council Attention: Lindy Turner-Hardin P.O. Box 1257, Stockton, CA 95201-1257 Phone: (209) 464-4524; Fax: (209) 464-2272 Email: info@NoChildAbuse.org
<b>M/S</b>		<i>Steve Smith/Cecilia Mendez</i>
<b>Ayes</b>		<i>Cecilia Mendez, Kathleen Garcia, Lange P. Luntao, Maria Mendez, Angela Phillips, Steve Smith</i>
<b>Absent</b>		<i>Andrea Burrise</i>
		<b>MOTION CARRIED.</b>

PUBLIC MINUTES  
PUBLIC MINUTES OF THE BOARD OF EDUCATION  
STOCKTON UNIFIED SCHOOL DISTRICT

June 27, 2017

Page 10

Action Authorized by the Board

<b>A</b>	<b>8.4</b>	Approval to Amend the 2016-2017 Contract between SUSD Special Education and Point Quest Education, Inc., a Non-Public School  Point Quest Education 6600 44 <sup>th</sup> Street Sacramento, CA 95823	Approved Contract not to exceed: \$1,900,000.00
<b>M/S</b>		<i>Kathleen Garcia/Steve Smith</i>	
<b>Ayes</b>		<i>Cecilia Mendez, Kathleen Garcia, Lange P. Luntao, Maria Mendez, Angela Phillips, Steve Smith</i>	
<b>Absent</b>		<i>Andrea Burrise</i>	
		<b>MOTION CARRIED.</b>	
<b>A</b>	<b>8.5</b>	Approval of Non-Public School (NPS) Contracts for the 2017 2018 School Year	Approved.
<b>M/S</b>		<i>Kathleen Garcia/Steve Smith</i>	
<b>Ayes</b>		<i>Cecilia Mendez, Kathleen Garcia, Lange P. Luntao, Maria Mendez, Angela Phillips, Steve Smith</i>	
<b>Absent</b>		<i>Andrea Burrise</i>	
		<b>MOTION CARRIED.</b>	
<b>A</b>	<b>8.6</b>	Approval of Non-Public Agency (NPA) Contracts for the 2017-2018 School Year	Approved.
<b>M/S</b>		<i>Kathleen Garcia/Steve Smith</i>	
<b>Ayes</b>		<i>Cecilia Mendez, Kathleen Garcia, Lange P. Luntao, Maria Mendez, Angela Phillips, Steve Smith</i>	
<b>Absent</b>		<i>Andrea Burrise</i>	
		<b>MOTION CARRIED.</b>	
<b>A</b>	<b>8.7</b>	Approval of an Agreement to Furnish Consultant Services between SUSD After School Programs and Three Provider Partners for the 2017-2018 School Year	Approved Agreement not to exceed: \$3,969,033.00
<b>M/S</b>		<i>Kathleen Garcia/Steve Smith</i>	
<b>Ayes</b>		<i>Cecilia Mendez, Kathleen Garcia, Lange P. Luntao, Maria Mendez, Angela Phillips, Steve Smith</i>	
<b>Absent</b>		<i>Andrea Burrise</i>	
		<b>MOTION CARRIED.</b>	

PUBLIC MINUTES  
PUBLIC MINUTES OF THE BOARD OF EDUCATION  
STOCKTON UNIFIED SCHOOL DISTRICT

June 27, 2017

Page 11

Action Authorized by the Board

<b>A</b>	<b>8.8</b>	Approval of Agreement to Furnish Consultant Services between Special Education and Valley Community Counseling Services for the 2017-2018 School Year  Valley Community Counseling Services (VCCS) 6707 Embarcadero Dr., Stockton, CA 95219 Phone: (209) 956-4240	Approved Agreement not to exceed: \$400,000.00
<b>M/S</b>		<i>Kathleen Garcia/Cecilia Mendez</i>	
<b>Ayes</b>		<i>Cecilia Mendez, Kathleen Garcia, Lange P. Luntao, Maria Mendez, Angela Phillips, Steve Smith</i>	
<b>Absent</b>		<i>Andrea Burrise</i>	
		<b>MOTION CARRIED.</b>	
<b>A</b>	<b>8.9</b>	Approval of an Agreement to Furnish Consultant Services between the Educational Services Department and A2Z Consultants, Inc., for the 2017-2018 School Year  A2Z Educational Consultants, Inc. P.O. Box 1232 Litchfield Park, AZ 85340	Approved Agreement not to exceed: \$165,000.00
<b>M/S</b>		<i>Kathleen Garcia/Steve Smith</i>	
<b>Ayes</b>		<i>Cecilia Mendez, Kathleen Garcia, Lange P. Luntao, Maria Mendez, Angela Phillips, Steve Smith</i>	
<b>Absent</b>		<i>Andrea Burrise</i>	
		<b>MOTION CARRIED.</b>	
<b>A</b>	<b>8.10</b>	Adoption of the 2017-2020 Local Control Accountability Plan (LCAP) and Annual Update for Pittman Charter School (Charter School)	Approved.
<b>M/S</b>		<i>Kathleen Garcia/Steve Smith</i>	
<b>Ayes</b>		<i>Cecilia Mendez, Kathleen Garcia, Lange P. Luntao, Maria Mendez, Angela Phillips, Steve Smith</i>	
<b>Absent</b>		<i>Andrea Burrise</i>	
		<b>MOTION CARRIED.</b>	
<b>A</b>	<b>8.11</b>	Adoption of the 2017-2020 Local Control Accountability Plan (LCAP) and Annual Update for Pacific Law Academy (PLA) Charter School (Charter School)	Approved.
<b>M/S</b>		<i>Cecilia Mendez/Kathleen Garcia</i>	
<b>Ayes</b>		<i>Cecilia Mendez, Kathleen Garcia, Lange P. Luntao, Maria Mendez, Angela Phillips, Steve Smith</i>	
<b>Absent</b>		<i>Andrea Burrise</i>	
		<b>MOTION CARRIED.</b>	



PUBLIC MINUTES  
PUBLIC MINUTES OF THE BOARD OF EDUCATION  
STOCKTON UNIFIED SCHOOL DISTRICT

June 27, 2017  
Page 12

Action Authorized by the Board

<b>A</b>	<b>8.12</b>	Adoption of the 2017-2020 Local Control Accountability Plan (LCAP) and Annual Update for Stockton Early College Academy (SECA) Charter School (Charter School)	Approved.
<b>M/S</b>		<i>Kathleen Garcia/Steve Smith</i>	
<b>Ayes</b>		<i>Cecilia Mendez, Kathleen Garcia, Lange P. Luntao, Maria Mendez, Angela Phillips, Steve Smith</i>	
<b>Absent</b>		<i>Andrea Burrise</i>	
		<b>MOTION CARRIED.</b>	
<b>A</b>	<b>8.13</b>	Adoption of the 2017-2020 Local Control Accountability Plan (LCAP) and Annual Update for Health Careers Academy (HCA) Charter School (Charter School)	Approved.
<b>M/S</b>		<i>Kathleen Garcia/Cecilia Mendez</i>	
<b>Ayes</b>		<i>Cecilia Mendez, Kathleen Garcia, Lange P. Luntao, Maria Mendez, Angela Phillips, Steve Smith</i>	
<b>Absent</b>		<i>Andrea Burrise</i>	
		<b>MOTION CARRIED.</b>	
<b>A</b>	<b>8.14</b>	Adoption of the 2017-2020 Local Control Accountability Plan (LCAP) and Annual Update for Nightingale Charter School (Charter School)	Approved.
<b>M/S</b>		<i>Kathleen Garcia/Steve Smith</i>	
<b>Ayes</b>		<i>Cecilia Mendez, Kathleen Garcia, Lange P. Luntao, Maria Mendez, Angela Phillips, Steve Smith</i>	
<b>Absent</b>		<i>Andrea Burrise</i>	
		<b>MOTION CARRIED.</b>	
<b>A</b>	<b>8.15</b>	Adoption of the 2017-2020 Local Control Accountability Plan (LCAP) and Annual Update for Stockton Unified School District	Approved.
<b>M/S</b>		<i>Lange P. Luntao/Angela Phillips</i>	
<b>Ayes</b>		<i>Cecilia Mendez, Kathleen Garcia, Lange P. Luntao, Maria Mendez, Angela Phillips, Steve Smith</i>	
<b>Absent</b>		<i>Andrea Burrise</i>	
		<b>MOTION CARRIED.</b>	
<b>C/A</b>	<b>8.16</b>	Approval to Amend the 2016-2017 Contract between Special Education and 360 Degree Customer, Inc.  360 Degree Customer, Inc. 4423 Fortran Drive, Ste. #114 San Jose, CA 95134 (408) 719-9900	Approved Contract not to exceed: \$350,000.00

PUBLIC MINUTES  
PUBLIC MINUTES OF THE BOARD OF EDUCATION  
STOCKTON UNIFIED SCHOOL DISTRICT

June 27, 2017  
Page 13

Action Authorized by the Board

C/A 8.17	Approval of an Agreement to Furnish Consultant Services between SUSD After School Programs/AVID and the University of the Pacific Center for Community Involvement for the 2017 2018 School Year  University of the Pacific (UOP) Center for Community Involvement (CCI) 3601 Pacific Avenue Stockton, CA 95211	Approved Agreement not to exceed: \$61,980.00
C/A 8.18	Approval of an Agreement to Furnish Consultant Services between SUSD After School Programs and the University of the Pacific/The Doctor of Physical Therapy Program for the 2017 2018 School Year  University of the Pacific (UOP) The Doctor of Physical Therapy Program 3601 Pacific Avenue Stockton, CA 95211	Approved Agreement.
C/A 8.19	Approval of a Memorandum of Understanding (MOU) between SUSD After School Programs and the University of the Pacific Department of Sports and Exercise Sciences for the 2017-2018 School Year	Approved MOU.
C/A 8.20	Approval of a Field Trip for Fifty (50) Students from Stagg High School to Attend Cheer Camp at the University of California in Santa Cruz, California, on July 21-23, 2017	Approved.
C/A 8.21	Approval of a License Agreement between the SUSD Special Education/SELPA Office and the San Joaquin County Office of Education (SJCOE) Special Education Information System (SEIS) for the 2017-2018 and 2018-2019 School Years  San Joaquin County Office of Education (SJCOE) Special Education Information System (SEIS) 2911 Transworld Drive, Stockton, CA 95206 (209) 468-5924	Approved.
C/A 8.22	Approval of an Agreement to Furnish Consultant Services between Student Support Services and the San Joaquin Community Data Cooperative for the 2017-2018 School Year  San Joaquin Community Data Cooperative (Data Co-Op) P.O. Box 1237 Stockton, CA 95201-1237 (209) 953-7128	Approved Agreement not to exceed: \$6,000.00

PUBLIC MINUTES  
PUBLIC MINUTES OF THE BOARD OF EDUCATION  
STOCKTON UNIFIED SCHOOL DISTRICT

June 27, 2017  
Page 14

**Action Authorized by the Board**

<b>C/A</b>	<b>8.23</b>	Approval of an Out-of-State Conference Attendance Request (CAR) for One Employee from Jane Frederick High School (JFHS) to Attend the American School Counselor Association Annual Conference in Denver, Colorado, on July 8-11, 2017	Approved.
<b>C/A</b>	<b>8.24</b>	Approval of an Agreement to Furnish Consultant Services Between Student Support Services and Dr. Victor DeNoble, dba HisSho, Inc.  Dr. Victor DeNoble, dba HisSho, Inc. 7745 Briza Placida San Diego, CA 92127 (302) 377-8157	Approved Agreement not to exceed: \$10,000.00
<b>C/A</b>	<b>8.25</b>	Approval of an Agreement to Furnish Consultant Service between Student Support Services and Peer Advocates Training and Consulting (PATC) for the 2017-2018 School Year  Peer Advocates Training and Consulting 4379 Briarcliff Road Oakland, CA 94605	Approved Agreement not to exceed: \$37,000.00
<b>C/A</b>	<b>8.26</b>	Approval of an Agreement to Furnish Consultant Services Between Stockton Early College Academy (SECA) and the California Association Director of Activities (CADA)  California Association Director of Activities (CADA) 3540 Soquel Ave., Suite A Santa Cruz, CA 95062	Approved Agreement not to exceed: \$11,000.00
<b>C/A</b>	<b>8.27</b>	Approval of an Agreement to Furnish Consultant Services between Student Support Services and Vanden Corporation for the 2017-2018 School Year  Vanden Corporation c/o Mr. John Vandenburg P. O. Box. 677 Murrieta, CA 92564	Approved Agreement not to exceed: \$15,000.00
<b>C/A</b>	<b>8.28</b>	Approval to Renew the Agreement between Stockton Unified School District Curriculum & Instruction and Edgenuity, Inc., for the 2017-2018 School Year  Edgenuity, Inc. 8860 E. Chaparral Road, Suite 100 Scottsdale, AZ 85250 (480) 423-0118	Approved Agreement not to exceed: \$97,200.00
<b>C/A</b>	<b>8.29</b>	Approval to Purchase and Use APEX Learning's Licenses and Services for High Schools for the 2017-2018 School Year	Approved.

PUBLIC MINUTES  
PUBLIC MINUTES OF THE BOARD OF EDUCATION  
STOCKTON UNIFIED SCHOOL DISTRICT

June 27, 2017  
Page 15

Action Authorized by the Board

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| <b>C/A</b> | 8.30 | Approval of a Services Agreement between SUSD Early Childhood Education/School Readiness and the University of the Pacific (UOP) to Provide Behavioral Assessment and Intervention Services (BAIS) for Preschool Children Attending the SUSD Head Start Program for the 2017-2018 School Year<br><br>University of the Pacific (UOP)<br>3601 Pacific Avenue<br>Stockton, CA 95211-0110<br>Attn: James Uchizono, PHARMD, Ph.D.<br>Fax: 209-946-2858                    | Approved Agreement not to exceed:<br>\$14,800.00 |
| <b>C/A</b> | 8.31 | Approval and Adoption of the SUSD Master Technology Plan for the Term of July 1, 2017 through June 30, 2020   | Approved.  |
| <b>C/A</b> | 8.32 | Approval of a Services Agreement between SUSD Early Childhood Education/ School Readiness and the University of the Pacific (UOP) to Provide Behavioral Assessment and Intervention Services (BAIS) for Preschool Children Attending the California State Preschool Program (CSPP) for the 2017-2018 School Year<br><br>University of the Pacific (UOP)<br>3601 Pacific Avenue<br>Stockton, CA 95211-0110<br>Attn: James Uchizono, PHARMD, Ph.D.<br>Fax: 209-946-2858 | Approved Agreement not to exceed:<br>\$29,600.00 |
| <b>C/A</b> | 8.33 | Approval of a Services Agreement between SUSD Early Childhood Education/ School Readiness and the University of the Pacific (UOP) to Provide Behavioral Assessment and Intervention Services (BAIS) for Children Attending the SUSD Transitional Kindergarten Program for the 2017-2018 school year<br><br>University of the Pacific (UOP)<br>3601 Pacific Avenue<br>Stockton, CA 95211-0110<br>Attn: James Uchizono, PHARMD, Ph.D.                                   | Approved Agreement not to exceed:<br>\$14,800.00 |
| <b>C/A</b> | 8.34 | Approval of an Out-of-State Conference Attendance Request (CAR) for Four (4) Employees from McKinley Elementary School to Attend the I Teach K Conference in Las Vegas, Nevada, on July 10-14, 2017   | Approved.  |

PUBLIC MINUTES  
PUBLIC MINUTES OF THE BOARD OF EDUCATION  
STOCKTON UNIFIED SCHOOL DISTRICT

June 27, 2017  
Page 16

Action Authorized by the Board

<b>C/A</b>	<b>8.35</b>	Approval of a Program Agreement between SUSD After School Programs and the Second Harvest Food Bank/Food 4 Thought Program for the 2017-2018 School Year  Second Harvest Food Bank Food 4 Thought Program 704 Industrial Park Drive Manteca, CA 95337	Approved.
<b>C/A</b>	<b>8.36</b>	Approval of an Agreement to Furnish Consultant Services between Early Childhood Education/School Readiness and Eaton Interpreting Services, Inc., for the 2017-2018 School Year  Eaton Interpreting Services, Inc. 8213 Villa Oak Drive Citrus Heights, CA 95610 (916) 721-3636	Approved Agreement not to exceed: \$1,375.00
<b>9.0 Business and Finance</b>			
<b>A</b>	<b>9.1</b>	Approval of Material Revision of the TEAM Charter School  <i>Kathleen Garcia/Steve Smith</i> <i>Cecilia Mendez, Kathleen Garcia, Lange P. Luntao, Maria Mendez, Steve Smith</i> <i>Angela Phillips</i> <i>Andrea Burrise</i> <b>MOTION CARRIED.</b>	Approved.
<b>A</b>	<b>9.2</b>	Adoption of Resolution No. 16-62 to Authorize Dr. Eliseo Davalos, Superintendent; Ms. Lisa Grant-Dawson, Chief Business Official; Ms. Susanne Montoya, Executive Director, Business Services; Mr. Eugene R. Wyllie, Principal Auditor; and Mr. Guillermo Gutierrez, Accounting Manager, to Approve Financial Orders Effective July 1, 2017  <i>Kathleen Garcia/Steve Smith</i> <i>Cecilia Mendez, Kathleen Garcia, Lange P. Luntao, Maria Mendez, Angela Phillips, Steve Smith</i> <i>Andrea Burrise</i> <b>MOTION CARRIED.</b>	Approved Resolution No. 16-62.

PUBLIC MINUTES  
PUBLIC MINUTES OF THE BOARD OF EDUCATION  
STOCKTON UNIFIED SCHOOL DISTRICT

June 27, 2017  
Page 17

Action Authorized by the Board

<b>A</b>	<b>9.3</b>	Adoption of Resolution No. 16-63 to Update the Delegation of Power for Signing Contracts Effective July 1, 2017	Approved Resolution No. 16-63.
<b>M/S</b>		<i>Kathleen Garcia/Steve Smith</i>	
<b>Ayes</b>		<i>Cecilia Mendez, Kathleen Garcia, Lange P. Luntao, Maria Mendez, Angela Phillips, Steve Smith</i>	
<b>Absent</b>		<i>Andrea Burrise</i>	
		<b>MOTION CARRIED.</b>	
<b>A</b>	<b>9.4</b>	Resolution No. 16-55 Approving the Certification of Unhoused Pupils as Related to Charter School Applications for Facilities Funding	Approved Resolution No. 16-55.
<b>M/S</b>		<i>Kathleen Garcia/Lange P. Luntao</i>	
<b>Ayes</b>		<i>Cecilia Mendez, Kathleen Garcia, Maria Mendez, Angela Phillips, Steve Smith</i>	
<b>Abstain</b>		<i>Lange P. Luntao</i>	
<b>Absent</b>		<i>Andrea Burrise</i>	
		<b>MOTION CARRIED.</b>	
<b>A</b>	<b>9.5</b>	Resolution No. 16-56 Approving the Notice of Exemption for the King Head Start Portable Project and Associated Site Work	Approved Resolution No. 16-56.
<b>M/S</b>		<i>Kathleen Garcia/Angela Phillips</i>	
<b>Ayes</b>		<i>Cecilia Mendez, Kathleen Garcia, Lange P. Luntao, Maria Mendez, Angela Phillips, Steve Smith</i>	
<b>Absent</b>		<i>Andrea Burrise</i>	
		<b>MOTION CARRIED.</b>	
<b>A</b>	<b>9.6</b>	Resolution No. 16-57 Approving the Notice of Exemption for the Harrison Head Start Portable Project and Associated Site Work	Approved Resolution No. 16-57.
<b>M/S</b>		<i>Cecilia Mendez/Kathleen Garcia</i>	
<b>Ayes</b>		<i>Cecilia Mendez, Kathleen Garcia, Lange P. Luntao, Maria Mendez, Angela Phillips, Steve Smith</i>	
<b>Absent</b>		<i>Andrea Burrise</i>	
		<b>MOTION CARRIED.</b>	
<b>A</b>	<b>9.7</b>	Resolution No. 16-58 Approving the Notice of Exemption for the Grunsky Head Start Portable Project and Associated Site Work	Approved Resolution No. 16-58.
<b>M/S</b>		<i>Kathleen Garcia/Steve Smith</i>	
<b>Ayes</b>		<i>Cecilia Mendez, Kathleen Garcia, Lange P. Luntao, Maria Mendez, Angela Phillips, Steve Smith</i>	
<b>Absent</b>		<i>Andrea Burrise</i>	
		<b>MOTION CARRIED.</b>	

PUBLIC MINUTES  
PUBLIC MINUTES OF THE BOARD OF EDUCATION  
STOCKTON UNIFIED SCHOOL DISTRICT

June 27, 2017  
Page 18

**Action Authorized by the Board**

<b>A</b>	<b>9.8</b>	Adoption of Resolution No. 16-60, Adoption of the 2017-18 Final Budget for All Funds	Approved Resolution No. 16-60.
<b>M/S</b>		<i>Kathleen Garcia/Steve Smith</i>	
<b>Ayes</b>		<i>Cecilia Mendez, Kathleen Garcia, Lange P. Luntao, Maria Mendez, Angela Phillips, Steve Smith</i>	
<b>Absent</b>		<i>Andrea Burrise</i>	
		<b>MOTION CARRIED.</b>	
<b>A</b>	<b>9.9</b>	Adoption of Resolution No. 16-61 Authorizing Expenditures from The Education Protection Account (EPA) for Fiscal Year 2017 2018 According to Article XIII, Section 36 of the California Constitution	Approved Resolution No. 16-61.
<b>M/S</b>		<i>Kathleen Garcia/Steve Smith</i>	
<b>Ayes</b>		<i>Cecilia Mendez, Kathleen Garcia, Lange P. Luntao, Maria Mendez, Angela Phillips, Steve Smith</i>	
<b>Absent</b>		<i>Andrea Burrise</i>	
		<b>MOTION CARRIED.</b>	
<b>A</b>	<b>9.10</b>	Revision of AB1200 for Stockton Teachers Association – Additional Expenditure from Tentative Agreement with Stockton Unified School District (District) and the Stockton Teachers Association (STA)	Approved.
<b>M/S</b>		<i>Kathleen Garcia/Steve Smith</i>	
<b>Ayes</b>		<i>Cecilia Mendez, Kathleen Garcia, Lange P. Luntao, Maria Mendez, Angela Phillips, Steve Smith</i>	
<b>Absent</b>		<i>Andrea Burrise</i>	
		<b>MOTION CARRIED.</b>	
<b>A</b>	<b>9.11</b>	Awarding Contracts; Approving Change Orders, Rejecting All Bids and Authorizing the Filing of Notice of Completions	Approved.
<b>M/S</b>		<i>Kathleen Garcia/Steve Smith</i>	
<b>Ayes</b>		<i>Cecilia Mendez, Kathleen Garcia, Lange P. Luntao, Maria Mendez, Angela Phillips, Steve Smith</i>	
<b>Absent</b>		<i>Andrea Burrise</i>	
		<b>MOTION CARRIED.</b>	
<b>C/A</b>	<b>9.12</b>	Approval of Special Education Memorandum of Understanding (MOU) and Operations Memorandum of Understanding (MOU) by and between Stockton Unified School District and TEAM Charter Academy	Approved MOU's.
<b>C/A</b>	<b>9.13</b>	Approval of Operations Memorandum of Understanding (MOU) by and between Stockton Unified School District and TEAM Charter School	Approved MOU.

PUBLIC MINUTES  
PUBLIC MINUTES OF THE BOARD OF EDUCATION  
STOCKTON UNIFIED SCHOOL DISTRICT

June 27, 2017  
Page 19

Action Authorized by the Board

- |            |      |   |                   |
|------------|------|---|-------------------|
| <b>C/A</b> | 9.14 | Approval of an Out-of-State Conference Attendance Request (CAR) for One (1) School Bus Driver Instructor of the Transportation Department to Attend the Annual School Transportation News (STN) EXPO Conference and Trade Show at Peppermill Resort in Reno, Nevada, on July 7 – 11, 2017 | Approved.         |
| <b>C/A</b> | 9.15 | Awarding Contracts  | Approved.         |
| <b>I</b>   | 9.16 | Vendor Warrants Issued for the Month of May 2017  | Information only. |
| <b>I</b>   | 9.17 | Purchase Order Board Report for the Month of May 2017   | Information only. |

**10.0 Student Discipline**

- |          |      |   |                  |
|----------|------|---|------------------|
| <b>D</b> | 10.1 | In district Expulsion Cases:<br><b>T-36, T-37</b>   | Discussion only. |
|          | 10.2 | In district Expulsion Cases Held in Suspension:     |                  |
|          | 10.3 | Out of district Expulsion Cases:                    |                  |
|          | 10.4 | Out of district Expulsion Cases Held in Suspension: |                  |

**11.0 Public Employee/Open Session (§54957)**

**12.0 Recess to Closed Session** (if necessary)

**13.0 Adjournment**

The Board Meeting adjourned at 9:16 p.m.

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Ms. Cecilia Mendez, Clerk of the Governing Board of Education  
Stockton Unified School District

- A** Indicates Action Item  
**C/A** Indicates Consent Action Item (see reverse for details)  
**I** Indicates Information Item  
**D** Indicates Discussion Item



PUBLIC MINUTES  
PUBLIC MINUTES OF THE BOARD OF EDUCATION  
STOCKTON UNIFIED SCHOOL DISTRICT

June 27, 2017  
Page 20

Action Authorized by the Board

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The Governing Board accepted the following donations and directed the superintendent to write letters of acknowledgement.

<b>Donor</b>	<b>School/Program</b>	<b>Donation</b>	<b>Designation</b>
Douglas C. Peterson, M.D. 1920 Sheffield Dr El Dorado Hills, CA 95762	Health Careers Academy	\$50.00	Students
Rick and Nancy Steinberg 9840 Broadridge Way Stockton, CA 95209	Health Careers Academy	One Tiki Bar and Lemonade Stand	Annual Lemonade Sales
Mical Talamantes 9447 Tuscany Cir Stockton, CA 95210	Rio Calaveras School	\$70.00	Pentathlon Breakfast Banquet

PUBLIC MINUTES  
PUBLIC MINUTES OF THE BOARD OF EDUCATION  
STOCKTON UNIFIED SCHOOL DISTRICT

June 27, 2017  
Page 21

Action Authorized by the Board

**1.0 Closed Session**

**A 1.1 Public Employee Appointments – Certificated (§54957)**

**1.1.1 Leave of Absence**

Erin Rice	07-01-17/06-30-18
Teacher, Elementary	

**1.1.2 Resignation – Regular Employees**

Stephani Del Toro	06-02-17
Teacher, Elementary (Grade 5) – Bush School	
Hong-An Thi Doan	06-02-17
Teacher, Elementary (Grade 5) King School	
Adrien Faamausili	06-08-17
Inclusion Specialist, Special Education – Special Education	
Jasmine Flores	06-02-17
Teacher, Secondary (English) – Chavez High School	
Michael Jurkovic	06-02-17
Teacher, Secondary (Spanish) – Chavez High School	
Lubna Khan	06-02-17
Teacher, Elementary (Grade 4) – Tyler School	
Teresa Khoshaba	06-08-17
School Psychologist – Special Education	
Mari Megan Long	06-02-17
Speech Language Pathologist – Special Education	

**1.1.3 Resignation – Temporary Employees**

**1.1.4 Retirement**

Olivia Castillo	06-16-17
Principal I – Washington School	
Karen Jensen-Fulton	06-02-17
Elementary School Counselor – August School	
Rosanna Tristan	06-02-17
Teacher, Elementary (Kindergarten) – Tyler School	
Thomas West	06-02-17
Teacher, Secondary (Science) – Franklin High School	

**1.1.5 Job Abandonment/Breach of Contract**

**1.1.6 Special Assignment**

**1.1.7 Rescind Employment Offer**

**1.1.8 Deceased**

**1.1.9 Ratification, Regular Employees**

Rosa Ahmed	08-01-17
Speech Language Pathologist – Special Education	
Angela DeGuzman	06-06-17
School Nurse – Health Services	

PUBLIC MINUTES  
PUBLIC MINUTES OF THE BOARD OF EDUCATION  
STOCKTON UNIFIED SCHOOL DISTRICT

June 27, 2017  
Page 22

Action Authorized by the Board

Julie DeHart	08-01-17
School Psychologist –Special Education	
Angela Galindo	08-01-17
School Psychologist – Special Education	
Katelynn Galvin	08-03-17
Speech Language Pathologist – Special Education	
Harpreet Kalirai	08-03-17
Speech Language Pathologist –Special Education	
Erika Lana Flores	08-01-17
School Psychologist – Special Education	
Xochitl Madrigal	08-01-17
School Psychologist – Special Education	
Kelly Mendoza	08-01-17
School Psychologist – Special Education	
Kara Pancella	08-01-17
School Psychologist – Special Education	
William Ridley	08-02-17
Visually Impaired Teacher – Special Education	
Phillip Soria	07-01-17
Behavior Support Specialist I – Special Education	

- 1.1.10 Ratification, Temporary Employees  
1.1.11 Ratification, Regular Employees, Change from Temporary to Probationary, Effective  
1.1.12 Ratification, 45-day Consultant

**See Attachment A**

- 1.1.13 Ratification, Substitute Teachers

**See Attachment B**

- 1.1.14 Ratification, Teacher, Adult Education  
1.1.15 Ratification, Home Instruction  
1.1.16 Ratification, Summer School Employment  
1.1.17 Ratification, Administrative

Aaron Mata	07-01-17
Principal II – Health Careers Academy	

- 1.1.18 Ratification, Coaches

**M/S** *Kathleen Garcia/Steve Smith*  
**Ayes** *Maria Mendez, Angela Phillips, Kathleen Garcia, Cecilia Mendez, Steve Smith*  
**Absent** *Lange P. Luntao, Andrea Burrise*

**MOTION CARRIED.**

- A** 1.2 Public Employee Appointments – **Classified** (§54957)  
1.2.1 Leave of Absence  
1.2.2 Resignation

Scott Carpenter	06-09-17
Network Administrator –Information Services Department	

PUBLIC MINUTES  
PUBLIC MINUTES OF THE BOARD OF EDUCATION  
STOCKTON UNIFIED SCHOOL DISTRICT

June 27, 2017  
Page 23

Action Authorized by the Board

1.2.3	<table border="1" style="width: 100%;"> <tr> <td style="width: 70%;">Jianna Penaflor Special Education Assistant-Learning Communicatively Handicapped- Fremont School</td><td style="width: 30%; text-align: right;">06-02-17</td></tr> </table>	Jianna Penaflor Special Education Assistant-Learning Communicatively Handicapped- Fremont School	06-02-17
Jianna Penaflor Special Education Assistant-Learning Communicatively Handicapped- Fremont School	06-02-17		

Retirement

Louise Chambers Preschool Assistant-Roosevelt School	06-05-17
Eva Daniel Special Education Assistant-Learning Communicatively Handicapped- Hong Kingston School-REVISED DATE	09-12-17
Priscilla Gonzales Preschool Assistant-Pittman School	06-07-17
Harrison Phin Community Assistant-Hamilton School	06-30-17
Rachel Ramirez School Administrative Assistant –Nightingale School	07-01-17
Joe Rey Head Custodian – Taft School	07-31-17

\*\*\*Vote for Senior Office Assistant Position Only\*\*\*

Kim Romena Senior Office Assistant – Parent/Community Empowerment	08-04-17
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**M/S**  
**Ayes**  
**Noes**  
**Absent**

*Kathleen Garcia/Steve Smith*

*Maria Mendez, Angela Phillips, Kathleen Garcia, Steve Smith*

*Cecilia Mendez*

*Lange P. Luntao, Andrea Burrise*

**MOTION CARRIED.**

1.2.4 Job Abandonment

Melissa Cruz Snack Bar Operator –Stagg High School	05-01-17
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1.2.5 Rescind Employment Offer

1.2.6 Deceased

1.2.7 Ratification, Regular Employees

Tanya Copeland Transportation Operations Supervisor-Transportation Department	06-28-17
Andrea Manzo Personnel Technician – Human Resources Department	06-28-17
Cynthia Tabuchi Personnel Technician – Human Resources Department	06-28-17
Devante Brown Landscape Specialist-Chavez High School	06-28-17
Diego De Alba Landscape Specialist-Maintenance and Operations	06-28-17
Luis De Alba Landscape Specialist-Maintenance and Operations	06-28-17

PUBLIC MINUTES  
PUBLIC MINUTES OF THE BOARD OF EDUCATION  
STOCKTON UNIFIED SCHOOL DISTRICT

June 27, 2017  
Page 24

**Action Authorized by the Board**

Ricardo Ruiz	06-28-17
Landscape Specialist-Maintenance and Operations	
Nicholas Schultze	06-28-17
Landscape Specialist-Maintenance and Operations	
Bill Kishi	06-28-17
Landscape Specialist-Maintenance and Operations	
SaQuoira Chiles	06-28-17
After School Site Program Facilitator-Montezuma School	
Ernest Butler	06-28-17
School Bus Driver-Transportation Department	
Nicholas Byrd	06-28-17
Police Officer I-Police Department	
Alma Nancy Caballero	06-28-17
School Bus Driver-Transportation Department	
Mark Franco	06-28-17
Special Education Assistant-Learning Communicatively Handicapped-Franklin High	
Amelia Galindo	06-28-17
Special Education Assistant-Learning Communicatively Handicapped-Chavez High	
Diondre Hawthorne	06-28-17
Special Education Assistant-Learning Communicatively Handicapped-Edison High	
Molly Moua	06-28-17
School Bus Driver-Transportation Department	
Rosemary Reyes	06-28-17
Special Education Assistant-Learning Communicatively Handicapped-Franklin High	
Marissa Taylor	06-28-17
Special Education Assistant-Learning Communicatively Handicapped-Franklin High	
Justin Van Lone	06-28-17
Police Officer I-Police Department	
Cheryl Woods	06-28-17
Special Education Assistant-Learning Communicatively Handicapped-Stagg High	

1.2.8 Ratification, Administrative

1.2.9 Ratification, Substitutes

Danielle Arredondo	06-28-17
Special Education Assistant-Learning Communicatively Handicapped	
Tasha Butler	06-28-17
Food Service Assistant	

PUBLIC MINUTES  
PUBLIC MINUTES OF THE BOARD OF EDUCATION  
STOCKTON UNIFIED SCHOOL DISTRICT

June 27, 2017  
Page 25

Action Authorized by the Board

Angela Carrillo Preschool Assistant, Special Education Assistant-Severely Mentally Handicapped	06-28-17
Angelica Diaz Food Service Assistant	06-28-17
Pearlie Easter Food Service Assistant	06-28-17
Lena Elias Custodian	06-28-17
Manuel Gonzales Custodian	06-28-17
Sophia Juarez Campus Safety Assistant	06-28-17
Lamont McCullough Special Education Assistant-Severely Mentally Handicapped	06-28-17
Carl McGee Campus Safety Assistant	06-28-17
Melissa Sulamo School Support Technician, Student Data Technician	06-28-17
Victoria Valentine Attendance Technician, School Support Technician, Senior Office Assistant	06-28-17
Her Vang Custodian	06-28-17

1.2.10 Ratification, Walk on Coaches

**M/S** *Kathleen Garcia/Steve Smith*

**Ayes** *Maria Mendez, Angela Phillips, Kathleen Garcia, Cecilia Mendez, Steve Smith*

**Absent** *Lange P. Luntao, Andrea Burrise*

**MOTION CARRIED.**

**D 1.3** Public Employee Employment

*Certificated: Discussion Regarding Principal(s) Assignment for 2017/18*  
*Classified:*

*Discussion only.*

**A 1.4** Conference with Labor Negotiator (§54957.6)

*Agency Negotiator: Dr. E. Davalos, C. Wells, L. Grant-Dawson, M. Nakamura,*  
*Employee Organization: STA, CSEA 821, CSEA 318, SUSU, SPPA, OE3 Police,*  
*CSEA 885, USA, non-represented employees*

*Discussion only.*

PUBLIC MINUTES  
PUBLIC MINUTES OF THE BOARD OF EDUCATION  
STOCKTON UNIFIED SCHOOL DISTRICT

June 27, 2017  
Page 26

Action Authorized by the Board

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**BOARD AGENDA – June 27, 2017  
45 DAY CONSULTANTS**

**ATTACHMENT A**

**STA RETURNING**

2<sup>nd</sup> Year

Kenneth Brewer

Eugene Menicucci

**SPPA RETURNING**

Gain Brodie

Cynthia First

**STA RETURNING**

3rd Year

Deborah Castro Montes

Robin Culbreth

Michael Freeman

Lori Gray

Nancy Lucas

Lori Mackey

Michael Micenheimer

Virginia Torrez-Summers

Lawrence Wakefield

4th Year

Sally Edmonds

Randy Roberts

Sylvia Saucedo-Cisneros

5th Year

Patricia Judge

Nance Lichter

Rosalind Locke

Patricia Moraes

Nickolas Pufnock

**Closed Session Agenda  
June 27, 2017 Board Meeting**

**ATTACHMENT B**

**Substitute Teachers**

<b>NAME</b>	<b>EFFECTIVE DATE</b>
Jeremy Goforth	06/28/17
Annette Paolicelli	06/28/17
Claudia Sholl	06/28/17

### 3.0 Communications



## 4.0 Reports/Discussion

## 5.0 Public Hearing

## 6.0 Governing Board

**SUBJECT:** Approval of Expenditure for Stockton Unified School District Board Members to Attend the California Latino School Boards Association (CLSBA) Unity Conference in San Diego, California: October 5-8, 2017

### INTRODUCTION

**Name:** California Latino School Boards Association Unity Conference  
San Diego

### ANALYSIS

The Annual CLSBA's Unity Conference is an exciting leadership summit and an uplifting educational experience for all attendees. Workshops will be content-rich and action oriented fostering courageous conversations so necessary in today's educational and political climate.

### **CLSBA Conference Registration, Travel Expenses**

**Dates of Service:** Thurs., October 5, 2017 – Sun., October 8, 2017

**Recipient of Services:** Board of Trustees

**Location of Services:** Hilton, San Diego Del Mar, San Diego, CA

### Brief Description of Services:

Hotel	\$200.00 per night plus tax (3 nights)	Approx. Cost \$3,500. plus tax
Flight	\$500.00	Approx. Cost \$2,500.
Conference Registration	\$450.00	Approx. Cost \$2,250.
Meals	\$236.00 (4 days)	Approx. Cost \$1,180.
Transportation and Parking for Airport	\$30 day-airport parking Taxi's \$60 round trip to airport (S.D) Mileage \$50 to and from Airport SMF	Approx. Cost \$1,495.
Approximate Cost		\$10,925.00

### Total Cost (5 board members)

**Approximately: \$ 10,925.00**

**Funding Source:** General Funds

### RECOMMENDATION

It is recommended the Governing Board approve the expenditure of approximately \$10,925.00 for the Stockton Unified School District Trustees to attend the California Latino School Boards Association (CLSBA) Conference in San Diego, California, October 5-8, 2017.

**Prepared by:** Ms. Maria Mendez, President

**Reviewed by:** Dr. Eliseo Dávalos, Superintendent



# 2017 UNITY CONFERENCE

## 2017 Unity Conference "Building Bridges for all Students; Public Education..."

by California Latino School Boards Association

### DATE AND TIME:

2017 Unity Conference "Building Bridges for all Students; Public Education..."  
Thu, Oct 5, 2017, 7:00 PM – Sun, Oct 8, 2017, 12:00 PM PDT

Tickets: \$225 (Single Day Registration) – \$450 (Full Conference Registration)

### LOCATION:

Hilton San Diego/Del Mar  
15575 Jimmy Durante Boulevard  
Del Mar, CA 92014

### Event description

#### DESCRIPTION:

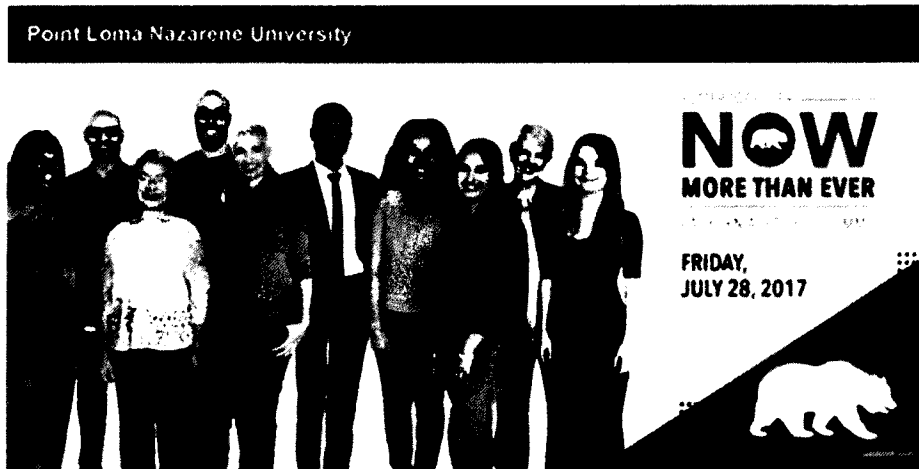
This will be an exciting leadership summit and an uplifting educational experience for all attendees. Workshops will be content-rich and action-oriented, fostering courageous conversations so necessary in today's educational and political climate.

CLSBA is a non-profit organization dedicated to ensuring Latino students have the best educational opportunities and resources available to succeed. We are committed to meeting the educational needs for all

Latino students by working with educational organizations and empowering current and future Latino School board members. Together, we will positively change and improve the educational outcomes for Latino students in California.

### More Events From This Organizer

### Other Events You May Like



Free

Fri, Jul 28 8:00 AM

Better Together: California Teachers Summit at Point Loma Nazarene University  
Point Loma Nazarene University, San Diego

**SUBJECT:** Approval of Expenditure for Stockton Unified School District Board Members to Attend the California School Boards Association (CSBA) Conference in San Diego, California on November 29, 2017 to December 2, 2017

## INTRODUCTION

Name: California School Boards Association Conference  
San Diego, CA.

## ANALYSIS

The Annual CSBA's Conference is a premier continuing education program - delivering practical solutions to help governance teams from districts and county offices of education improve student learning and achievement. Board Members will come away from the conference with practical ideas and a renewed commitment to help your board accomplish the critical work ahead.

### **CSBA Conference Registration, Travel Expenses**

Dates of Service: November 29, 2017 -December 2, 2017

Recipient of Services: Board of Trustees

Location of Services: San Diego, CA

#### Brief Description of Services:

Hotel	\$250.00 per night plus tax (4 Nights)	Approx. Cost \$8,000.00 plus tax
Flight	\$500.00 (per R.T. ticket)	Approx. Cost \$4,000.00
Conference Registration	\$495.00 (Early Registration)	Approx. Cost \$3,960.00
Special Ticketed Meals	\$69.00 (2 Average per member)	Approx. Cost \$1,140.00
Meals	\$59 a day (4 days per diem)	Approx. Cost \$1,888.00
Transportation and Parking	\$48.15 Mileage R.T. \$30.00 Parking per day (4 days)	Approx. Cost \$385.20 Approx. Cost \$960.00
Approximate Cost		<b>\$ 20,333.20</b>

#### Total Cost (7 board members)

**Approximately: \$ 20,333.20**

Funding Source: General Funds

## RECOMMENDATION

It is recommended the Governing Board approve the expenditure of approximately \$20,333.20 for Stockton Unified School District Board Members to attend the California School Boards Association (CSBA) Conference in San Diego, California, November 29, 2017-December 2, 2017.

Prepared by: Ms. Maria Mendez, President

Reviewed by: Dr. Eliseo Dávalos, Superintendent

**MEMORANDUM**

DATE: June 9, 2017  
TO: Members of the CSBA Delegate Assembly and Delegates' District/COE Office  
FROM: Leanne Gosselin, Executive Office  
RE: CSBA's November 2017 Delegate Assembly Meeting & Annual Education Conference

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On Tuesday, June 6, an email was sent from CSBA's housing bureau ([csba@experient-inc.com](mailto:csba@experient-inc.com)) to all Delegates as well as their district/COE's executive assistants on how to register for housing at the headquarter hotel in San Diego for the upcoming Delegate Assembly meeting (November 29-30) and Annual Education Conference (November 30 – December 2).

**HOUSING RESERVATION DATES FOR DELEGATES**

This year's Delegate Assembly meeting will be held on Wednesday, November 29 and Thursday, November 30 at the Marriott Marquis San Diego Marina, the headquarters hotel. A block of rooms for Delegates is available for a limited time beginning Tuesday, June 6 at 8 a.m. (PDT) through Friday, June 23 at 3 p.m. (PDT). It is important that you make your hotel reservations during this timeframe. After June 23, any remaining rooms in the Delegate Assembly block are released.

Reservations for the Marriott Marquis San Diego Marina are made directly through CSBA's housing bureau using Experient online. The rate is \$259 per night, plus applicable taxes and fees.

PLEASE NOTE: If you do not wish to stay at the Marriott Marquis San Diego Marina, please contact Experient directly at 800-424-5249 to make a reservation at another hotel.

**REGISTRATION FOR DELEGATE ASSEMBLY MEETING AND LUNCHEON**

You must register for the Delegate Assembly meeting and Delegate Assembly luncheon at <https://registration.experientevent.com/ShowCSB171>. Please note, there is no fee for the Delegate Assembly meeting, but there is a (\$79) fee for the Delegate Assembly luncheon.

**REGISTRATION FOR CSBA'S ANNUAL EDUCATION CONFERENCE (AEC)**

The early bird conference registration rate (\$495), is available beginning **Tuesday, June 6 through Tuesday, August 1** at <https://registration.experientevent.com/ShowCSB171>. The regular conference rate (\$510) will be in effect from Wednesday, August 2 through Wednesday, November 8. (You will also find program details, hotel, parking, and travel information at <http://aec.csba.org>) CSBA's Annual Education Conference and Trade Show begins on Thursday, November 30. The last event on Saturday, December 2 is the CSBA Third General Session and the conference ends at 12 p.m.

If you or your district or COE have questions about online registration process, please contact our registration and housing bureau, [csba@experient-inc.com](mailto:csba@experient-inc.com) or 800-424-5249 between 8 a.m. and 3 p.m. (PDT).



ATTENDEES



PRESENTERS



EXHIBITORS



SPONSORS



Reasons to Attend

Contact Information

Conference Program

Schedule-at-a-Glance

General Session Speakers

Student Entertainment

Ticketed Meal Functions

Pre-Conference Activities

Future Annual Conference Dates and Locations

AEC Registration

Conference Housing

Directions

2017 Conference Planning Committee

AEC 2016 Program Book

REGISTRATION



HOUSING



FAQ



SCHEDULE



## AEC Registration

### Registration is now open

**Innovation. Inspiration. Education. Get the tools to improve student learning and achievement at AEC 2017.** Whether it's the general sessions, the workshops/critical issue sessions, the trade show floor or the networking and learning, CSBA offers a leadership development opportunity for governance teams to invest in the future of their students.

We are excited to offer a "one-stop shop" this year for both AEC registration and housing. You'll be able to register for the conference and book your hotel accommodations with one username and password from one registration site! For more information on conference housing, visit the housing registration page.

REGISTER FOR AEC



**Download this planning worksheet** to pre-plan your event and registration options.

**If you are an Executive Assistant registering a group of (2) or more people, please click here for a helpful tutorial of the AEC Registration site.**

### Conference registration rates for CSBA Members\*

**Early registration** June 6 - August 1  
\$495

**Regular registration** August 2 - November 8  
\$510

**Late registration** November 8 - December 2  
\$675

## Conference Hotels

**Marriott Marquis San Diego Marina  
Headquarters Hotel**  
\$259 per night (single or double)

**Embassy Suites San Diego Bay Downtown**  
\$239 per night (single or double)

**Hilton San Diego Gaslamp Quarter**  
\$260 per night (single or double)

**Kimpton Solamar Hotel**  
\$199/\$209 per night (single or double)

**Manchester Grand Hyatt Hotel**  
\$249 per night (single or double)

**San Diego Marriott Gaslamp Quarter**  
\$239 per night (single or double)

**The Westin San Diego Gaslamp Quarter**  
\$219 per night (single or double)

**Wyndham San Diego Bayside**  
\$159 per night (single or double)

\* individual board members, administrators, teachers and staff are considered members of CSBA if their district or county office is a member.

If you are not a CSBA member and wish to register for the conference, please contact the Registrar for more information.

**CSBA Home**

**Directions**

**Archived Conference Materials**

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# **CSBA 2017 Annual Education Conference and Trade Show San Diego Convention Center**

**Pre-Conference: Wednesday, November 29, 2017**

**Conference: Thursday, November 30, 2017 – Saturday, December 2, 2017**

## **Schedule-at-a-Glance**

### **Pre-Conference: Wednesday, November 29, 2017**

- Orientation for New Trustees
- Legal Symposium
- Board Presidents Workshop

### **Conference: Thurs., November 30, 2017 – Sat., December 2, 2017**

#### **November 30, 2017**

8:30 – 9:45 a.m.	Sessions (Workshops)
10:00 – 11:15 a.m.	Sessions (Workshops)
9:00 a.m. – 1:30 p.m.	Trade Show Hours
Noon – 1:15 p.m.	Luncheons
1:30 – 3:15 p.m.	First General Session
1:30 – 5:15 p.m.	Student Board Member Program
2:30 – 5:00 p.m.	Trade Show Hours & Prize Drawing
4:00 – 5:15 p.m.	Sessions (Workshops and Critical Issues)

## **Friday, December 1**

7:00 – 8:15 a.m.	Breakfasts
7:30 – 5:15 p.m.	Executive Assistants Program
8:30 – 3:45 p.m.	Student Board Member Program
8:30 – 9:45 a.m.	Sessions <i>(Workshops, Critical Issues &amp; Table Talks)</i>
10:00 – 11:15 a.m.	Sessions <i>(Workshops, Critical Issues &amp; Table Talks)</i>
9:00 a.m. - 1:30 p.m.	Trade Show Hours
Noon – 1:15 p.m.	Luncheons
1:30 – 3:15 p.m.	Second General Session
2:30 – 4:30 p.m.	Trade Show Hours & Prize Drawing
4:00 – 5:15 p.m.	Sessions <i>(Workshops and Critical Issues)</i>

## **Saturday, December 2**

7:00 – 8:15 a.m.	Breakfasts
8:30 – 9:45 a.m.	Sessions <i>(Workshops and Critical Issues)</i>
10:00 – Noon	Third General Session

## 7.0 Superintendent

SUBJECT: Approve Declaration of Resolution No. 17-01 for Provisional Internship Permits for the 2017-2018 School Year

### INTRODUCTION

In response to the phasing out of emergency permits, the California Commission on Teacher Credentialing has instituted the use of the Provisional Internship Permit (PIP) effective July 1, 2005. It allows an employing agency to fill immediate staffing needs by hiring an individual who has not yet met the subject matter compliance requirement for an internship program. This permit can only be requested by the employing agency. The permits are issued for one (1) year and service is restricted to that employing agency.

### ANALYSIS

The Provisional Internship Permit allows the employing agency to fill immediate staffing needs by hiring an individual who has not yet met the subject matter competence requirement for an internship program.

### FUNDING SOURCE

General and/or Categorical Fund

### RECOMMENDATION

It is recommended that the Governing Board of Education approve the attached Resolution No. 17-01 and direct the Superintendent or his designee to take all appropriate action needed, including the sending of the appropriate paperwork to the San Joaquin County Office of Education and the California Commission on Teacher Credentialing.

Prepared by: Craig R. Wells, Assistant Superintendent, Human Resources

Reviewed by: Eliseo Dávalos, Ph. D., Superintendent

STOCKTON UNIFIED SCHOOL DISTRICT  
RESOLUTION NO. 17-01

RESOLUTION REGARDING THE PROVISIONAL INTERNSHIP PERMIT

WHEREAS, the Superintendent and Governing Board of Education of a school district may pursuant to State law choose to hire teachers on a Provisional Internship Permit when fully credentialed teachers are unavailable;

WHEREAS, pursuant to Title 5, California Code of Regulations Section 80021.1, each employee holding a position requiring a credential may be employed in a certificated position for one (1) year. Provisional Internship Permits are issued to individuals who have not yet satisfied the subject matter competence requirement necessary for entry into an internship program and to meet the No Child Left Behind (NCLB) highly-qualified teacher status; and

NOW, THEREFORE, BE IT RESOLVED THAT the Governing Board of Education of the Stockton Unified School District hereby determines that the teachers whose names and potential positions are listed in Exhibit A, a copy of which is attached hereto and incorporated herein, may be hired in the District effective July 12, 2017;

AND BE IT FURTHER RESOLVED THAT the Superintendent or his designee be directed to take all appropriate action needed, including the sending of the appropriate paperwork to the San Joaquin County Office of Education and the California Commission on Teacher Credentialing to apply for the necessary Provisional Internship Permits for those teachers listed on Exhibit A.

ADOPTED by the Governing Board of Education of the Stockton Unified School District on July 12, 2017, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

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Eliseo Dávalos, Ph. D., Superintendent  
Governing Board of Education, Stockton Unified School District,  
San Joaquin County, State of California

**EXHIBIT A**  
**Provisional Internship Permit (PIP) Teachers**  
**2017-18**

<b>LAST NAME</b>	<b>FIRST NAME</b>	<b>POSITION</b>	<b>SUBJECT(S)</b>	<b>GRADE(S)</b>	<b>SITE(S)</b>
Aguilar	Gabriel	K-8 PE Teacher	PE	K-8	Taft/Van Buren Schools
Piso	Kristi	Elementary Teacher	Intermediate	7 <sup>th</sup>	Fillmore School



SUBJECT: Approval of the Tentative Agreement with Stockton Unified School District and the Stockton Pupil Personnel Association, Inc. (SPPA, Inc.)

### INTRODUCTION

The Stockton Unified School District (District) and Stockton Pupil Personnel Association, Inc., (SPPA, Inc.), have negotiated the following Tentative Agreement with the SPPA, Inc. for approval.

### ANALYSIS

Both parties have agreed to accept the 2017-2018 negotiated components including:

#### Article 16 – Health And Welfare Benefits

- The District shall pay \$1,350 of the health premium for the employee effective upon ratification.
- The District will offer a medical rebate capped in the amount of \$739.90 per month for unit members hired on or before June 30, 2015.
- Revised language for early retirees and dependents.

#### Article 17 - Wages

- The bargaining unit members shall receive a 4% salary increase retroactive to July 1, 2017.
- A revised salary schedule will be in place for the 2017-18 school year.

#### Addendum

- Grievance Resolution – This tentative agreement resolves all current grievances and complaints. The SPPA, Inc. will withdraw all grievances and will not file any further grievances or charges on this set of facts.

### FUNDING SOURCE

General and/or Categorical Fund

### RECOMMENDATION

It is recommended that the Governing Board approve of the Tentative Agreement with the Stockton Unified School District and Stockton Pupil Personnel Association, Inc. (SPPA, Inc.).

Prepared by: Craig R. Wells, Assistant Superintendent, Human Resources

Reviewed by: Eliseo Dávalos, Ph. D., Superintendent

15

**June 20, 2017**  
**TENTATIVE AGREEMENT**  
**Between**  
**STOCKTON UNIFIED SCHOOL DISTRICT**  
**and**  
**STOCKTON PUPIL PERSONNEL ASSOCIATION, INC.**

The Stockton Unified School District presents this package proposal to the Stockton Pupil Personnel Association, Inc., as a tentative agreement regarding successor negotiations. This is a package proposal and is therefore to be considered in its entirety. To reject one part of the package proposal is to reject the entire package proposal and will result in the District returning to its last proposals on each respective article.

**ARTICLE 16: HEALTH AND WELFARE BENEFITS**

16.1 Benefits contribution of \$1,350 per month

Medical rebate of \$739.90 per month for unit members hired on or before June 30, 2015

16.11 Revised language for early retirees and dependents (see attached)

Please see attached copy to be included in this package proposal/tentative agreement.

**ARTICLE 17: WAGES**

17.2 4% increase for 2017 – 2018

17.6 Revised salary schedule (see attached)

Please see attached copy to be included in this package proposal/tentative agreement.

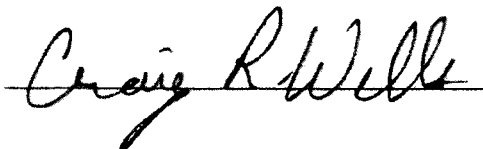
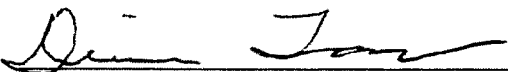
**ADDENDUM**

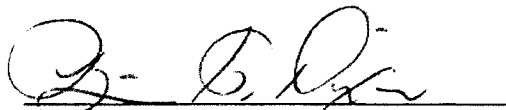

**Grievance Resolution**

This tentative agreement resolves all current grievances and complaints. The SPPA Inc. will withdraw all grievances and will not file any further grievances or charges on this set of facts.

For the District:

For Stockton Pupil Personnel Association:

Kristina Bragun

Claudia M

Ryan Jim

Montez

Date: 6-20-17

Catrina Parsons, CLP

JTH

Bu Lr, Ps

Christina M. Kempsey

Sary Steps Zanoth

Date: June 20, 2017

## ARTICLE 16: HEALTH AND WELFARE BENEFITS

### 16.1 Payments and Continuation of Payments

The District benefits contribution will increase to ~~\$1,350~~ \$1,220 per month.

Each eligible unit member who selects the more costly HMO or PPO medical plan will be obligated to pay the full difference above the District contribution. The amount of the "buy up" will be set prior to the beginning of each fiscal year and may increase over the amount for the prior fiscal year. Unit members must complete an Employee Benefit Enrollment Form in order to participate in the benefit plans to indicate their plan selection(s) and authorize the deduction of the "buy up" via payroll deduction.

The failure of a unit member to pay their share of the benefit premium will result in cancellation of insurance for the spouse and/or the employee (as applicable) for non-payment of premiums.

SPPA, Inc. will be invited to participate in the District's Health Benefits committee along with District representatives from the Human Resources Department and Business Office and representatives from various bargaining units. The purpose is to review, analyze and recommend plan designs and providers for health care.

The District will offer a medical rebate in the amount of \$739.90 per month for unit members hired on or before June 30, 2015. ~~of 50% of the lowest medical rate for current eligible unit members.~~ Eligible unit members hired after June 30, 2015, shall receive a medical rebate capped at the amount of \$283 per month.

### 16.2 Health Insurance

Unless otherwise agreed, the District will offer each eligible unit member a choice of at least two (2) District approved HMO plans and one (1) District approved PPO medical plan throughout the term of the Agreement. No change will be made unless SPPA, Inc. and the District negotiate such a change.

### 16.3 Vision Care

The District will offer each eligible unit member the vision plan including options for dependent/spouse coverage provided through the district approved plan.

### 16.4 Dental Coverage

The District will provide dental coverage for unit members including options for spousal/dependent coverage, under the District plan for the duration of this agreement. The maximum benefit amount will be \$1,500 per covered individual. The plan will be subject to the health benefit allowance.

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16.5 Mental Health/Chemical Dependency

The District will offer each eligible unit member a mental health/chemical dependency program through the District's carrier. The plan will be subject to the health benefit allowance.

16.6 Internal Revenue Code Section 125 Plan

The District will maintain a Medical Premium only Section 125 Plan for each unit member who, in writing, enrolls in the Section 125 Plan.

16.7 The District may provide a voluntary part-time employment plan for unit members between the ages of 55 and 65, in accordance with the provisions of Education Code Section 44922.

16.7.1 An employee may not participate in part-time employment under this section after age 65. Unit members in the program who reach age 65 during the school year may continue through the remainder of the school year.

16.7.2 Part-time unit members shall perform such services which shall be mutually agreed upon by the parties and which meet the needs of the District.

16.8 Early Retirement Options

Upon agreement of the parties, the District shall provide a voluntary Early Retirement Plan for unit members between the ages of 55 and 65.

16.8.1 To be eligible for consideration for the Early Retirement Plan, the unit member is subject to the terms below:

16.8.1.1 have a minimum of ten (10) years of service in the District in a position requiring certification;

16.8.1.2 be between the ages of 55 and 65;

16.8.1.3 have proposed the contract retirement voluntarily.

16.8.2 The retiree may serve forty-five (45) days per school year at the following compensation: per diem rate at Step A, Column 1 of the current SPPA, Inc. salary schedule with the salary factor for the position the unit member last held prior to retirement. This figure shall not exceed the STRS/PERS maximum allowable earnings. The schedule of payment shall be as requested by the retiree within the constraints of the law.

16.8.2.1 The retiree shall perform such services as may be mutually agreed upon by the parties and which meet the needs of the District.

16.9 Accumulated Sick Leave

At the unit member's election, the unit member shall be granted retirement credit for accumulated sick leave. The formula for additional retirement credit shall be:

$$\frac{\text{Number of Days of Accumulated Sick Leave}}{\text{Number of days in the School Year}} =$$

The proportionate yearly increase shall be credited to the unit member's retirement.

- 16.10 For those SPPA, Inc. unit members who, prior to February 1, make a definite and irrevocable commitment of their intent to retire, the District shall, based on the request of the unit member, pay for up to fifteen (15) days of accumulated sick leave using the daily rate of the employee for payment.

16.11 Fringe Benefits for Early Retirees and Dependents

16.11.1 Unit Members Hired Prior to July 1, 2003

Any qualifying unit member who retires under STRS or PERS regulations shall receive from the District a contribution up to the tiered rate of the least expensive medical plan for the employee plus one dependent. If the retiree chooses a more expensive plan, s/he will pay the difference between the District's contribution and the cost of the selected plan. This benefit will last for ten (10) years or until age 65, whichever comes first. The unit member is eligible to participate in the District's group dental, vision and chiropractic plans and purchase benefits at the eligible group rate.

~~Any qualifying unit member participating in the early retirement plan, who retires under STRS regulations shall receive from the District the full cost of the least expensive medical plan, which includes, dental, chiropractic, and vision insurance. Any qualified SPPA, Inc. member will have the same right as active employees to select a more costly HMO or PPO medical plan and will be obligated to pay the full difference above the least expensive plan. This benefit will last for ten (10) years or until the qualifying member is eligible for Medical/Medicare, or until age 65, whichever comes first. After age 65, the retiree shall be eligible to purchase insurance at the District rate.~~

16.11.2 SPPA, Inc. Members Hired On or After July 1, 2003

Any qualifying unit member who retires under STRS or PERS regulations shall receive from the District a contribution of the single tiered rate of the least expensive medical plan for the employee. If the retiree chooses a

BKE

more expensive plan, s/he will pay the difference between the District's contribution and the cost of the selected plan. This benefit will last for ten (10) years or until the qualifying unit member is eligible for MediCal/MediCare or until age 65, whichever comes first. The unit member is eligible to participate in the District's group dental, vision and chiropractic plans and purchase benefits at the eligible group rate.

~~Any qualifying SPPA, Inc. member who retires under STRS regulations shall receive from the District the same medical plan options as active SPPA, Inc. members. Any qualifying SPPA, Inc. member participating in the early retirement plan shall be required to make the same proportional payment for the medical plan. SPPA, Inc. and the District reserve the right to mutually amend or modify this benefit for current or future SPPA, Inc. members. This benefit will last for ten (10) years or until the qualifying member is eligible for Medical/Medicare or until age 65, whichever comes first.~~

16.11.3 A retiree who qualifies for paid benefits as set forth in Sections 16.11.1 or 16.11.2 above, may also purchase at District cost, the insurance coverage for the unit members eligible dependent(s).

16.11.4 A surviving dependent of an early retiree shall have the right to purchase benefits in accordance with the law.

16.12 Fringe Benefits for Temporary Contract Unit Members

16.12.1 A temporary contract unit member employed at the end of the school year who has provided service to the District at least 75% of the year shall receive fringe benefit coverage through the following August.

16.12.2 All other temporary contract unit members will receive fringe benefit coverage only while in paid status with the District.

## ARTICLE 17: WAGES

17.1 A daily rate of pay is established by dividing the scheduled number of workdays into the annual salary. Upon prior approval of the District, employees who work in excess of their contracted number of days shall be paid at the hourly rate of pay for each hour or partial hour worked.

17.1.1 An hourly rate of pay is established by dividing the employee's daily rate by the number of hours in the employee's workday.

17.2 Unit members will be paid according to the schedules that are incorporated herein by reference.

17.2.1 New employees with previous experience will be given year for year experience credit up to eight (8) years. The new employee must have held the appropriate credential during all prior experience. This provision does not apply to new qualified nursing employees, Speech Language Pathologists, and Psychologists.

17.2.2 Unit members shall receive twelve (12) monthly paychecks per fiscal year starting July, 2013.

17.2.3 ~~For the 2015-2016 school year, SPPA, Inc. unit members shall receive a 3% increase on the salary schedule effective July 1, 2016. For the 2017-2018 school year, SPPA, Inc. unit members shall receive a 4% increase on the salary schedule retroactive to July 1, 2017.~~

~~17.2.4 For the 2016-2017 school year, SPPA, Inc. unit members shall receive a 3% increase on the salary schedule retroactive to July 1, 2016.~~

17.2.45 The Salary Schedule A Subcommittee will continue be formed to examine the current salary schedule, discuss options for revision and suggest a revised salary schedule for the 20187-20198 school year. The subcommittee shall be comprised of equal numbers of SPPA, Inc. unit members and District leadership. The subcommittee shall commence meeting as soon as possible but within one month of contract ratification. Should this date fall during the summer break, meetings shall commence by September 1, 2017.

### 17.3 Degree Increment

17.3.1	<u>Effective July 1, 2016</u>	Master's Degree:	\$1,630/yr.
		Ph. D:	\$3,259/yr.

### 17.4 Career Increment



3061

Career Increments are increased by same percentage applied to the salary schedule as of July 2016 and as listed in Section 17.2 above.

18-23 years	\$1,748
24-30 years	\$3,499
31+ years	\$5,247

#### 17.5 Minimum Salary Payment

Provided funding is received from the State, the District will pay any unit member who qualifies pursuant to Education Code Section 45023.4 a minimum payment as allowed by law.

#### 17.6 Salary Schedule: See Appendix \* Service Factors: Effective 7/1/2014 \*\*

	I BA up to 44	II BA + 45 or MA	III BA + 60 or MA + 30	IV BA + 75 or MA + 45
A	40,452	43,285	47,027	51,778
B	42,595	45,709	49,818	55,014
C	44,738	48,138	52,608	58,249
D	46,881	50,567	55,399	61,485
E	49,025	52,994	58,192	64,721
F	51,167	55,419	60,982	67,956
G	53,313	57,850	63,772	71,193
H	55,453	60,279	66,563	74,430
I	57,599	62,702	69,356	77,666
J	59,742	66,337	73,486	83,924

	LENGTH OF	
	Work Year	Service Factors
Adult Education Counselor	193	1.20
Autism Specialist, Special Education I	190	1.09
Autism Specialist, Special Education II	203	1.25
Behavior Support Chairperson	193	1.25
Behavior Support Specialist	190	1.09
Behavior Support Specialist I	190	1.09
Behavior Support Specialist II	203	1.25
Behavior Specialist, Special Education I	190	1.09
Behavior Specialist, Special Education II	203	1.25
Child Welfare & Attendance Counselor	189	1.13
Elementary Counselor	184	1.07
Guidance Chairperson, High School	190	1.20
Health Services Nursing Chairperson	220	1.30
High School Counselor	190	1.18

Inclusion Specialist, Special Education	190	1.00
Integrated Community Resource Specialist	190	1.00
Peer Leaders Uniting Students (PLUS) Counselor	190	1.18
Psychological Service Chairperson	193	1.25
Psychologist	190	1.20
School Nurse	190	1.18
School Nurse	212	1.25
School Nurse	220	1.30
Special Day Communicatively Disabled	184	1.10
Special Education Program Specialist	208	1.29
Speech Language Pathologist	184	1.10
Speech Language Pathologist Chairperson	193	1.25
Student Assistance Program Chairperson	193	1.25

~~Base salary amounts increased retroactively to 7/1/2013 per agreement (which includes 1%, 1.565% & 1.435%)~~

~~\*\* Base salary amounts increased retroactively to 7/1/14 per agreement (which includes 3% increase)~~

17.7 There will be a separate agreement regarding employment for extended year programs. Employees working in extended year/summer programs will be paid at the hourly rate as stated in 17.1.1.

17.8 Professional continuing education credits needed by nurses and Speech Language Pathologists to maintain their state license may be used as academic credit for the purpose of salary schedule advancement. Only 15 units of such credit may be used for salary advancement in any school year, unless the employee obtains prior approval from the appropriate District administrator for application of additional credits.

17.9 Planning and Preparation

Speech Language Pathologists assigned to Special Day/Communicatively Disabled (SDC/CD) elementary classrooms shall receive planning and preparation pay in the amount of \$1,000.00 per year.

17.10 Speech Language Pathologists, SDC/CD teachers, SLP chairpersons shall receive the following:

- 1) A stipend of \$1,000 per year for National Licensure.
- 2) A stipend of \$2,000 per year for State and National Licensure.

# SPPA SALARY SCHEDULE PROPOSAL

All positions professional work day is at least 7.0 hrs less 1/2 hr lunch = 6.5 hours

ANNUAL / DAILY LOW	ANNUAL / DAILY HIGH
\$40,452	\$83,924

## Salary Schedule Proposal

CURRENT SALARY SCHEDULE 0:00

*** NO LONGER VALID ***				
I BA up to 44	II BA + 45 of MA	III BA + 50 of MA + 30	IV BA + 75 of MA + 45	
A \$ 40,452	\$ 43,285 7%	\$ 47,027 8%	\$ 51,778 10%	
B \$ 42,595	\$ 45,700 6%	\$ 49,818 6%	\$ 55,014 6%	
C \$ 44,738	\$ 48,138 6%	\$ 52,608 6%	\$ 58,249 6%	
D \$ 46,881	\$ 50,567 6%	\$ 55,399 6%	\$ 61,485 6%	
E \$ 49,025	\$ 52,994 6%	\$ 58,192 6%	\$ 64,721 6%	
F \$ 51,167	\$ 55,419 6%	\$ 60,982 6%	\$ 67,956 6%	
G \$ 53,313	\$ 57,850 6%	\$ 63,772 6%	\$ 71,193 6%	
H \$ 55,453	\$ 60,279 6%	\$ 66,563 6%	\$ 74,430 6%	
I \$ 57,599	\$ 62,702 6%	\$ 69,356 6%	\$ 77,666 6%	
J \$ 59,742	\$ 65,137 6%	\$ 72,146 6%	\$ 80,902 6%	

62

**SPPA SALARY SCHEDULE PROPOSAL**

Proposed Changes

All positions professional work day is at least 7.0 hrs less 1/2 hr lunch = 6.5 hours

as of May 19, 2017

ANNUAL / DAILY LOW	ANNUAL / DAILY HIGH
\$43,284	\$ 89,799

Salary Schedule Proposal

**SALARY SCHEDULE w/Factor 1.07**

40 - 1 Elementary Counselors 184

I BA up to 44	II BA + 45 or MA	III BA + 60 or MA + 30	IV BA + 75 or MA + 45
A \$ 43,284	\$ 46,315	\$ 50,319	\$ 55,402
B \$ 45,577	\$ 48,909	\$ 53,305	\$ 58,865
C \$ 47,870	\$ 51,508	\$ 56,291	\$ 62,326
D \$ 50,163	\$ 54,107	\$ 59,277	\$ 65,789
E \$ 52,457	\$ 56,704	\$ 62,265	\$ 69,251
F \$ 54,749	\$ 59,298	\$ 65,251	\$ 72,713
G \$ 57,045	\$ 61,900	\$ 68,236	\$ 76,177
H \$ 59,335	\$ 64,499	\$ 71,222	\$ 79,640
I \$ 61,631	\$ 67,091	\$ 74,211	\$ 83,103
J \$ 63,924	\$ 70,981	\$ 78,630	\$ 89,799

Days beyond 184 are paid at Per Diem

Per Diem	I BA up to 44	II BA + 45 or MA	III BA + 60 or MA + 30	IV BA + 75 or MA + 45
A	\$ 235	\$ 252	\$ 273	\$ 301.1
B	\$ 248	\$ 266	\$ 290	\$ 320
C	\$ 260	\$ 280	\$ 306	\$ 339
D	\$ 273	\$ 294	\$ 322	\$ 358
E	\$ 285	\$ 308	\$ 338	\$ 376
F	\$ 298	\$ 322	\$ 355	\$ 395
G	\$ 310	\$ 336	\$ 371	\$ 414
H	\$ 322	\$ 351	\$ 387	\$ 433
I	\$ 335	\$ 365	\$ 403	\$ 452
J	\$ 347	\$ 386	\$ 427	\$ 488

# SPPA SALARY SCHEDULE PROPOSAL

Proposed Changes

All positions professional work day is at least 7.0 hrs less 1/2 hr lunch = 6.5 hours

as of May 19, 2017

## Salary Schedule Proposal

### SALARY SCHEDULE w/Factor

1.09

		ANNUAL / DAILY LOW	ANNUAL / DAILY HIGH
0	Autism Specialist, Spec Ed I 190	\$232.07	\$ 481.46
2 - 1	<del>Behavior Support Specialist, 190</del> Duplicate	<del>\$232.07</del>	<del>\$ 481.46</del>
1 - 0	Behavior Support Specialist I 190	\$232.07	\$ 481.46
2 - 0	Behavior Support Specialist, Special Ed I 190	\$232.07	\$ 481.46
1 - 0	Inclusion Specialist, Spec Ed 190	\$232.07	\$ 481.46
1 - 0	Integrated Community Resource Spec 190	\$232.07	\$ 481.46

	I BA up to 44	II BA + 45 or MA	III BA + 60 or MA + 30	IV BA + 75 or MA + 45	
A	\$ 44,093	\$ 47,181	7% \$ 51,259	9% \$ 56,438	10%
B	\$ 46,429	\$ 49,823	7% \$ 54,302	9% \$ 59,965	10%
C	\$ 48,764	\$ 52,470	8% \$ 57,343	9% \$ 63,491	11%
D	\$ 51,100	\$ 55,118	8% \$ 60,385	10% \$ 67,019	11%
E	\$ 53,437	\$ 57,763	8% \$ 63,429	10% \$ 70,546	11%
F	\$ 55,772	\$ 60,407	8% \$ 66,470	10% \$ 74,072	11%
G	\$ 58,111	\$ 63,057	9% \$ 69,511	10% \$ 77,600	12%
H	\$ 60,444	\$ 65,704	9% \$ 72,554	10% \$ 81,129	12%
I	\$ 62,783	\$ 68,345	9% \$ 75,598	11% \$ 84,656	12%
J	\$ 65,119	\$ 72,307	11% \$ 80,100	11% \$ 91,477	14%

Days beyond 190 are paid at Per Diem

Per Diem	I BA up to 44	II BA + 45 or MA	III BA + 60 or MA + 30	IV BA + 75 or MA + 45
A	\$ 232	\$ 248	7% \$ 270	9% \$ 297.0
B	\$ 244	\$ 262	7% \$ 286	9% \$ 316
C	\$ 257	\$ 276	8% \$ 302	9% \$ 334
D	\$ 269	\$ 290	8% \$ 318	10% \$ 353
E	\$ 281	\$ 304	8% \$ 334	10% \$ 371
F	\$ 294	\$ 318	8% \$ 350	10% \$ 390
G	\$ 306	\$ 332	9% \$ 366	10% \$ 408
H	\$ 318	\$ 346	9% \$ 382	10% \$ 427
I	\$ 330	\$ 360	9% \$ 398	11% \$ 446
J	\$ 343	\$ 381	11% \$ 422	11% \$ 481

**SPPA SALARY SCHEDULE PROPOSAL**  
 All positions professional work day is at least 7.0 hrs less 1/2 hr lunch = 6.5 hours

Proposed Changes

*Salary Schedule Proposal*

ANNUAL / DAILY LOW		ANNUAL / DAILY HIGH	
\$44,497		\$92,316	
\$241.83		\$501.72	
Chair + 5 Days + 5% of Daily			

**SALARY SCHEDULE w/Factor 1.10**

48 - 4 Speech/Language Pathologist 184

1 - 0 Spec Day Comm Disabled (SDC/CD) 184

I BA up to 44	II BA + 45 or MA	III BA + 60 or MA + 30	IV BA + 75 or MA + 45
A \$ 44,497	\$ 47,614	\$ 51,730	\$ 56,956
B \$ 46,855	\$ 50,280	\$ 54,800	\$ 60,515
C \$ 49,212	\$ 52,952	\$ 57,869	\$ 64,074
D \$ 51,569	\$ 55,624	\$ 60,939	\$ 67,634
E \$ 53,928	\$ 58,293	\$ 64,011	\$ 71,193
F \$ 56,284	\$ 60,961	\$ 67,080	\$ 74,752
G \$ 58,644	\$ 63,635	\$ 70,149	\$ 78,312
H \$ 60,998	\$ 66,307	\$ 73,219	\$ 81,873
I \$ 63,359	\$ 68,972	\$ 76,292	\$ 85,433
J \$ 65,716	\$ 72,971	\$ 80,835	\$ 92,316

Days beyond 184 are paid at Per Diem

Per Diem	I BA up to 44	II BA + 45 or MA	III BA + 60 or MA + 30	IV BA + 75 or MA + 45
A	\$ 242	\$ 259	\$ 281	\$ 309.5
B	\$ 255	\$ 273	\$ 298	\$ 329
C	\$ 267	\$ 288	\$ 315	\$ 348
D	\$ 280	\$ 302	\$ 331	\$ 368
E	\$ 293	\$ 317	\$ 348	\$ 387
F	\$ 306	\$ 331	\$ 365	\$ 406
G	\$ 319	\$ 346	\$ 381	\$ 426
H	\$ 332	\$ 360	\$ 398	\$ 445
I	\$ 344	\$ 375	\$ 415	\$ 464
J	\$ 357	\$ 397	\$ 439	\$ 502

# SPPA SALARY SCHEDULE PROPOSAL

Proposed Changes

as of May 19, 2017

All positions professional work day is at least 7.0 hrs less 1/2 hr lunch = 6.5 hours

ANNUAL / DAILY LOW	ANNUAL / DAILY HIGH
\$47,991	\$ 99,565

## Salary Schedule Proposal

### SALARY SCHEDULE w/Factor

\*\* NEW \*\*

Speech/Language Pathologist CHAIR 189 \$253.92 \$ 526.80 Chair + 5 Days + 5% of Daily

I BA up to 44	II BA + 45 or MA	III BA + 60 or MA + 30	IV BA + 75 or MA + 45
A \$ 47,991	\$ 51,352 7%	\$ 55,791 9%	\$ 61,428 10%
B \$ 50,533 5%	\$ 54,228 6%	\$ 59,102 6%	\$ 65,267 10%
C \$ 53,076 5%	\$ 57,109 5%	\$ 62,412 6%	\$ 68,105 11%
D \$ 55,618 5%	\$ 59,991 5%	\$ 65,723 5%	\$ 72,944 11%
E \$ 58,162 5%	\$ 62,870 5%	\$ 69,037 5%	\$ 76,783 11%
F \$ 60,703 4%	\$ 65,747 5%	\$ 72,347 5%	\$ 80,621 11%
G \$ 63,249 4%	\$ 68,631 4%	\$ 75,657 5%	\$ 84,461 12%
H \$ 65,788 4%	\$ 71,513 4%	\$ 78,968 4%	\$ 88,301 12%
I \$ 68,333 4%	\$ 74,388 4%	\$ 82,282 4%	\$ 92,140 12%
J \$ 70,876 4%	\$ 78,700 6%	\$ 87,181 6%	\$ 99,565 8%

Days beyond 189 are paid at Per Diem

I BA up to 44	II BA + 45 or MA	III BA + 60 or MA + 30	IV BA + 75 or MA + 45
A \$ 254	\$ 272 7%	\$ 295 9%	\$ 325.0 10%
B \$ 267 5%	\$ 287 6%	\$ 313 6%	\$ 345 10%
C \$ 281 5%	\$ 302 5%	\$ 330 6%	\$ 366 11%
D \$ 294 5%	\$ 317 5%	\$ 348 5%	\$ 386 11%
E \$ 308 5%	\$ 333 5%	\$ 365 5%	\$ 406 11%
F \$ 321 4%	\$ 348 5%	\$ 383 5%	\$ 427 11%
G \$ 335 4%	\$ 363 4%	\$ 400 5%	\$ 447 12%
H \$ 348 4%	\$ 378 4%	\$ 418 4%	\$ 467 12%
I \$ 362 4%	\$ 394 4%	\$ 435 4%	\$ 488 12%
J \$ 375 4%	\$ 416 6%	\$ 461 6%	\$ 527 8%

Per Diem

BKD

as of May 19, 2017

Proposed Changes

# SPPA SALARY SCHEDULE PROPOSAL

All positions professional work day is at least 7.0 hrs less 1/2 hr lunch = 6.5 hours

ANNUAL / DAILY LOW	ANNUAL / DAILY HIGH
--------------------	---------------------

## Salary Schedule Proposal

**SALARY SCHEDULE PROPOSAL**  
2-0  
4-13  
5-0  
6-0  
7-0  
8-0  
9-0  
10-0  
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93-0  
94-0  
95-0  
96-0  
97-0  
98-0  
99-0  
100-0

	I BA up to 44	II BA + 45 or MA	III BA + 60 or MA + 30	IV BA + 75 or MA + 45	
A	\$ 45,711	\$ 48,912 7%	\$ 53,141 9%	\$ 58,509 10%	
B	\$ 48,132 5%	\$ 51,651 6%	\$ 56,204 8%	\$ 62,166 10%	
C	\$ 50,554 5%	\$ 54,396 6%	\$ 59,447 8%	\$ 65,921 11%	
D	\$ 52,976 5%	\$ 57,141 6%	\$ 62,601 10%	\$ 69,478 11%	
E	\$ 55,398 5%	\$ 59,883 6%	\$ 65,757 10%	\$ 73,136 11%	
F	\$ 57,819 4%	\$ 62,623 9%	\$ 68,910 10%	\$ 76,790 11%	
G	\$ 60,244 4%	\$ 65,371 9%	\$ 72,062 10%	\$ 80,448 12%	
H	\$ 62,662 4%	\$ 68,115 9%	\$ 75,216 10%	\$ 84,106 12%	
I	\$ 65,087 4%	\$ 70,853 9%	\$ 78,372 11%	\$ 87,763 12%	
J	\$ 67,508 4%	\$ 74,961 11%	\$ 83,039 11%	\$ 94,834 14%	

Per Diem	I BA up to 44	II BA + 45 or MA	III BA + 60 or MA + 30	IV BA + 75 or MA + 45	
A	\$ 242	\$ 259 7%	\$ 281 9%	\$ 309.6 10%	
B	\$ 255 5%	\$ 273 6%	\$ 298 8%	\$ 329 10%	
C	\$ 267 5%	\$ 288 6%	\$ 315 8%	\$ 348 11%	
D	\$ 280 5%	\$ 302 8%	\$ 331 10%	\$ 368 11%	
E	\$ 293 5%	\$ 317 8%	\$ 348 10%	\$ 387 11%	
F	\$ 306 4%	\$ 331 9%	\$ 365 10%	\$ 406 11%	
G	\$ 319 4%	\$ 346 9%	\$ 381 10%	\$ 426 12%	
H	\$ 332 4%	\$ 360 9%	\$ 398 10%	\$ 445 12%	
I	\$ 344 4%	\$ 375 9%	\$ 415 11%	\$ 464 12%	
J	\$ 357 4%	\$ 397 11%	\$ 439 11%	\$ 502 14%	



Proposed Changes

SPPA SALARY SCHEDULE PROPOSAL

All positions professional work day is at least 7.0 hrs less 1/2 hr lunch = 6.5 hours

Salary Schedule Proposal

SALARY SCHEDULE w/Factor

ANNUAL / DAILY LOW	ANNUAL / DAILY HIGH	
\$47,733	\$ 99,030	
26 - 1	190	High School Counselor 1.18
26 - 0	190	Chair + 5 Days + 5% of Daily
2 - 0	190	Change in Rate
2 - 0	190	Change in Rate
22 - 4	190	Nurse 190
2 - 0	190	Change in Rate
2 - 0	190	Change in Rate

2017-2018 Budgeted Salaries - Chair

I BA up to 44	II BA + 45 or MA	III BA + 60 or MA + 30	IV BA + 75 or MA + 45	
A \$ 47,733	\$ 51,076	\$ 55,492	\$ 61,088	10%
B \$ 50,262	\$ 53,937	\$ 58,785	\$ 64,917	10%
C \$ 52,791	\$ 56,803	\$ 62,077	\$ 68,734	11%
D \$ 55,320	\$ 59,669	\$ 65,371	\$ 72,552	11%
E \$ 57,850	\$ 62,533	\$ 68,667	\$ 76,371	11%
F \$ 60,377	\$ 65,394	\$ 71,959	\$ 80,188	11%
G \$ 62,909	\$ 68,263	\$ 75,251	\$ 84,008	12%
H \$ 65,435	\$ 71,129	\$ 78,544	\$ 87,827	12%
I \$ 67,967	\$ 73,988	\$ 81,840	\$ 91,646	12%
J \$ 70,496	\$ 76,878	\$ 86,713	\$ 99,030	14%

Days beyond 190 are paid at Per Diem

Per Diem	I BA up to 44	II BA + 45 or MA	III BA + 60 or MA + 30	IV BA + 75 or MA + 45	
A	\$ 251	\$ 269	\$ 292	\$ 321.6	10%
B	\$ 265	\$ 284	\$ 309	\$ 342	10%
C	\$ 278	\$ 299	\$ 327	\$ 362	11%
D	\$ 291	\$ 314	\$ 344	\$ 382	11%
E	\$ 304	\$ 329	\$ 361	\$ 402	11%
F	\$ 318	\$ 344	\$ 379	\$ 422	11%
G	\$ 331	\$ 359	\$ 396	\$ 442	12%
H	\$ 344	\$ 374	\$ 413	\$ 462	12%
I	\$ 358	\$ 389	\$ 431	\$ 482	12%
J	\$ 371	\$ 412	\$ 456	\$ 521	14%

BW

as of May 19, 2017

# SPPA SALARY SCHEDULE PROPOSAL

All positions professional work day is at least 7.0 hrs less 1/2 hr lunch = 6.5 hours

Proposed Changes

## Salary Schedule Proposal

### SALARY SCHEDULE w/Factor

\*\* NEW \*\*

5 - 0 Guidance Chairperson High School 195 \$263.79 \$ 547.27 Chair + 5 Days + 5% of Daily

4 - 0 Guidance Chairperson High School 195 \$263.79 \$ 547.27 Move SAP Chair Here

	I BA up to 44	II BA + 45 or MA	III BA + 60 or MA + 30	IV BA + 75 or MA + 45	
A	\$ 51,439	\$ 55,042	\$ 59,800	\$ 65,841	10%
B	\$ 54,164	\$ 58,124	\$ 63,349	\$ 69,956	10%
C	\$ 56,889	\$ 61,213	\$ 66,897	\$ 74,070	11%
D	\$ 59,614	\$ 64,301	\$ 70,446	\$ 78,185	11%
E	\$ 62,341	\$ 67,388	\$ 73,997	\$ 82,300	11%
F	\$ 65,064	\$ 70,471	\$ 77,545	\$ 86,413	11%
G	\$ 67,793	\$ 73,562	\$ 81,093	\$ 90,530	12%
H	\$ 70,514	\$ 76,651	\$ 84,642	\$ 94,646	12%
I	\$ 73,243	\$ 79,732	\$ 88,194	\$ 98,761	12%
J	\$ 75,968	\$ 84,355	\$ 93,445	\$ 106,718	14%

Days beyond 195 are paid at Per Diem

Per Diem	I BA up to 44	II BA + 45 or MA	III BA + 60 or MA + 30	IV BA + 75 or MA + 45
A	\$ 264	\$ 282	\$ 307	\$ 337.6
B	\$ 278	\$ 298	\$ 325	\$ 359
C	\$ 292	\$ 314	\$ 343	\$ 380
D	\$ 306	\$ 330	\$ 361	\$ 401
E	\$ 320	\$ 346	\$ 379	\$ 422
F	\$ 334	\$ 361	\$ 398	\$ 443
G	\$ 348	\$ 377	\$ 416	\$ 464
H	\$ 362	\$ 393	\$ 434	\$ 485
I	\$ 376	\$ 409	\$ 452	\$ 506
J	\$ 390	\$ 433	\$ 479	\$ 547

# **SPPA SALARY SCHEDULE PROPOSAL**

Proposed Changes

All positions professional work day is at least 7.0 hrs less 1/2 hr lunch = 6.5 hours

as of May 19, 2017

## *Salary Schedule Proposal*

### **SALARY SCHEDULE w/Factor**

1.20

**Guidance-Chairperson-High School**

190

Chair + 6 Days + 8% of Daily

**Psychologist**

190

Chair + 5 Days + 5% of Daily

3-0

Move to 100 Days 1.16%

ANNUAL / DAILY LOW	ANNUAL / DAILY HIGH
\$48,542	\$100,709

\$255.40	\$390.06
\$255.40	\$390.06
\$255.40	\$390.06

I BA up to 44	II BA + 45 or MA	III BA + 60 or MA + 30	IV BA + 75 or MA + 45	
A \$ 48,542	\$ 51,942 7%	\$ 56,432 9%	\$ 62,134 10%	10%
B \$ 51,114	\$ 54,851 7%	\$ 59,782 9%	\$ 66,017 10%	10%
C \$ 53,686	\$ 57,766 8%	\$ 63,130 9%	\$ 69,899 11%	11%
D \$ 56,257	\$ 60,680 8%	\$ 66,479 10%	\$ 73,782 11%	11%
E \$ 58,830	\$ 63,593 8%	\$ 69,830 10%	\$ 77,665 11%	11%
F \$ 61,400	\$ 66,503 8%	\$ 73,178 10%	\$ 81,547 11%	11%
G \$ 63,976	\$ 69,420 9%	\$ 76,526 10%	\$ 85,432 12%	12%
H \$ 66,544	\$ 72,335 9%	\$ 79,876 10%	\$ 89,316 12%	12%
I \$ 69,119	\$ 75,242 9%	\$ 83,227 11%	\$ 93,199 12%	12%
J \$ 71,690	\$ 79,604 11%	\$ 88,183 11%	\$ 100,709 14%	14%

Days beyond 190 are paid at Per Diem

Per Diem	I BA up to 44	II BA + 45 or MA	III BA + 60 or MA + 30	IV BA + 75 or MA + 45	
A	\$ 255	\$ 273 7%	\$ 297 9%	\$ 327.0 10%	10%
B	\$ 269 5%	\$ 289 6%	\$ 315 9%	\$ 347 10%	10%
C	\$ 283 5%	\$ 304 8%	\$ 332 9%	\$ 368 11%	11%
D	\$ 296 5%	\$ 319 8%	\$ 350 10%	\$ 388 11%	11%
E	\$ 310 5%	\$ 335 8%	\$ 368 10%	\$ 409 11%	11%
F	\$ 323 4%	\$ 350 8%	\$ 385 10%	\$ 429 11%	11%
G	\$ 337 4%	\$ 365 9%	\$ 403 10%	\$ 450 12%	12%
H	\$ 350 4%	\$ 381 9%	\$ 420 10%	\$ 470 12%	12%
I	\$ 364 4%	\$ 396 9%	\$ 438 11%	\$ 491 12%	12%
J	\$ 377 4%	\$ 419 11%	\$ 464 11%	\$ 530 14%	14%

6x

as of May 19, 2017

# SPPA SALARY SCHEDULE PROPOSAL

All positions professional work day is at least 7.0 hrs less 1/2 hr lunch = 6.5 hours

Proposed Changes

ANNUAL / DAILY	ANNUAL / DAILY	HIGH
LOW	\$52,311	\$108,527

## Salary Schedule Proposal

**SALARY SCHEDULE w/Factor** \*\* NEW \*\*  
 1 - 0 Psychological Service Chairperson 195 Chair + 5 Days + 5% of Daily \$268.26 \$ 556.55

I BA up to 44	II BA + 45 or MA	III BA + 60 or MA + 30	IV BA + 75 or MA + 45
A \$ 52,311	\$ 55,974 7%	\$ 60,813 9%	\$ 66,957 10%
B \$ 55,082	\$ 59,109 7%	\$ 64,422 9%	\$ 71,142 10%
C \$ 57,853	\$ 62,250 8%	\$ 68,030 9%	\$ 75,325 11%
D \$ 60,624	\$ 65,391 8%	\$ 71,639 10%	\$ 79,510 11%
E \$ 63,397	\$ 68,529 8%	\$ 75,251 10%	\$ 83,694 11%
F \$ 66,167	\$ 71,665 8%	\$ 78,859 10%	\$ 87,878 11%
G \$ 68,942	\$ 74,809 9%	\$ 82,467 10%	\$ 92,064 12%
H \$ 71,709	\$ 77,950 9%	\$ 86,076 10%	\$ 96,250 12%
I \$ 74,484	\$ 81,083 9%	\$ 89,688 11%	\$ 100,434 12%
J \$ 77,256	\$ 85,784 11%	\$ 95,029 11%	\$ 108,527 14%

Days beyond 195 are paid at Per Diem

I BA up to 44	II BA + 45 or MA	III BA + 60 or MA + 30	IV BA + 75 or MA + 45
A \$ 268	\$ 287 7%	\$ 312 9%	\$ 343.4 10%
B \$ 282	\$ 303 7%	\$ 330 9%	\$ 365 10%
C \$ 297	\$ 319 8%	\$ 349 9%	\$ 386 11%
D \$ 311	\$ 335 8%	\$ 367 10%	\$ 408 11%
E \$ 325	\$ 351 8%	\$ 386 10%	\$ 429 11%
F \$ 339	\$ 368 8%	\$ 404 10%	\$ 451 11%
G \$ 354	\$ 384 9%	\$ 423 10%	\$ 472 12%
H \$ 368	\$ 400 9%	\$ 441 10%	\$ 494 12%
I \$ 382	\$ 416 9%	\$ 460 11%	\$ 515 12%
J \$ 396	\$ 440 11%	\$ 487 11%	\$ 557 14%

Per Diem

# SPPA SALARY SCHEDULE PROPOSAL

Proposed Changes

All positions professional work day is at least 7.0 hrs less 1/2 hr lunch = 6.5 hours

as of May 19, 2017

## Salary Schedule Proposal

### SALARY SCHEDULE w/Factor

1.25

ANNUAL / DAILY LOW	ANNUAL / DAILY HIGH
\$50,565	\$104,905

4-4	Chair + 5 Days + 8% of Daily
4-0	Chair + 5 Days + 5% of Daily
4-0	Chair + 5 Days + 5% of Daily
4-0	Move w/ Guidance Chair
0	to 193 Days
1-1	Autism Specialist, Spec Ed II -203
1-0	Behavior Support Specialist II -203
1-0	Behavior Support Specialist, Spec Ed II -203
2	Move to 190 Day Rate

I BA up to 44	II BA + 45 or MA	III BA + 60 or MA + 30	IV BA + 75 or MA + 45	
A \$ 50,565	\$ 54,106 7%	\$ 58,784 9%	\$ 64,723 10%	
B \$ 53,244 5%	\$ 57,136 6%	\$ 62,273 8%	\$ 68,768 10%	
C \$ 55,923 5%	\$ 60,173 5%	\$ 65,760 9%	\$ 72,811 11%	
D \$ 58,601 5%	\$ 63,209 8%	\$ 69,249 10%	\$ 76,856 11%	
E \$ 61,281 5%	\$ 66,243 8%	\$ 72,740 10%	\$ 80,901 11%	
F \$ 63,959 4%	\$ 69,274 8%	\$ 76,228 10%	\$ 84,945 11%	
G \$ 66,641 4%	\$ 72,313 9%	\$ 79,715 10%	\$ 88,991 12%	
H \$ 69,316 4%	\$ 75,349 9%	\$ 83,204 10%	\$ 93,038 12%	
I \$ 71,999 4%	\$ 78,378 9%	\$ 86,895 11%	\$ 97,083 12%	
J \$ 74,678 4%	\$ 82,921 11%	\$ 91,858 11%	\$ 104,905 14%	

Days beyond 193 are paid at Per Diem

Per Diem	I BA up to 44	II BA + 45 or MA	III BA + 60 or MA + 30	IV BA + 75 or MA + 45
A	\$ 262	\$ 280 7%	\$ 305 9%	\$ 335.3 10%
B	\$ 276 5%	\$ 296 6%	\$ 323 8%	\$ 356 10%
C	\$ 290 5%	\$ 312 6%	\$ 341 9%	\$ 377 11%
D	\$ 304 5%	\$ 328 8%	\$ 359 10%	\$ 398 11%
E	\$ 318 5%	\$ 343 8%	\$ 377 10%	\$ 419 11%
F	\$ 331 4%	\$ 359 8%	\$ 395 10%	\$ 440 11%
G	\$ 345 4%	\$ 375 9%	\$ 413 10%	\$ 461 12%
H	\$ 359 4%	\$ 390 9%	\$ 431 10%	\$ 482 12%
I	\$ 373 4%	\$ 406 9%	\$ 449 11%	\$ 503 12%
J	\$ 387 4%	\$ 430 11%	\$ 476 11%	\$ 544 14%

BNS

as of May 19, 2017

**SPPA SALARY SCHEDULE PROPOSAL**  
 All positions professional work day is at least 7.0 hrs less 1/2 hr lunch = 6.5 hours

Proposed Changes

ANNUAL / DAILY LOW	ANNUAL / DAILY HIGH
\$54,468	\$113,002

*Salary Schedule Proposal*

**SALARY SCHEDULE w/Factor** \*\* NEW \*\*  
 1 - 1 Behavior Support Chairperson 198 \$275.09 \$ 570.72 Chair + 5 Days + 5% of Daily

I BA up to 44	II BA + 45 or MA	III BA + 60 or MA + 30	IV BA + 75 or MA + 45
A \$ 54,468	\$ 58,282 7%	\$ 63,321 9%	\$ 69,718 10%
B \$ 57,353	\$ 61,546 6%	\$ 67,079 9%	\$ 74,075 10%
C \$ 60,239	\$ 64,817 5%	\$ 70,836 9%	\$ 78,431 11%
D \$ 63,124	\$ 68,087 5%	\$ 74,584 10%	\$ 82,788 11%
E \$ 66,011	\$ 71,355 5%	\$ 78,354 10%	\$ 87,146 11%
F \$ 68,895	\$ 74,621 5%	\$ 82,111 10%	\$ 91,501 11%
G \$ 71,785	\$ 77,894 4%	\$ 85,868 10%	\$ 95,860 12%
H \$ 74,666	\$ 81,164 4%	\$ 89,626 10%	\$ 100,219 12%
I \$ 77,556	\$ 84,427 4%	\$ 93,386 11%	\$ 104,576 12%
J \$ 80,441	\$ 88,321 6%	\$ 98,947 11%	\$ 113,002 14%

Days beyond 198 are paid at Per Diem

Per Diem	I BA up to 44	II BA + 45 or MA	III BA + 60 or MA + 30	IV BA + 75 or MA + 45
A	\$ 275	\$ 294 7%	\$ 320 9%	\$ 352.1 10%
B	\$ 290 5%	\$ 311 6%	\$ 339 8%	\$ 374 10%
C	\$ 304 5%	\$ 327 5%	\$ 358 9%	\$ 396 11%
D	\$ 319 5%	\$ 344 5%	\$ 377 10%	\$ 418 11%
E	\$ 333 5%	\$ 360 5%	\$ 396 10%	\$ 440 11%
F	\$ 348 4%	\$ 377 5%	\$ 415 10%	\$ 462 11%
G	\$ 363 4%	\$ 393 4%	\$ 434 10%	\$ 484 12%
H	\$ 377 4%	\$ 410 4%	\$ 453 10%	\$ 506 12%
I	\$ 392 4%	\$ 426 4%	\$ 472 11%	\$ 528 12%
J	\$ 406 4%	\$ 451 6%	\$ 500 11%	\$ 571 14%

# **SPPA SALARY SCHEDULE PROPOSAL**

Proposed Changes

All positions professional work day is at least 7.0 hrs less 1/2 hr lunch = 6.5 hours

as of May 19, 2017

## *Salary Schedule Proposal*

### **SALARY SCHEDULE w/Factor**

**1.29**

10 - 0 Special Ed Program Specialist 208

ANNUAL / DAILY LOW	ANNUAL / DAILY HIGH
\$52,183	\$108,262
\$250.88	\$520.49

I BA up to 44	II BA + 45 or MA	III BA + 60 or MA + 30	IV BA + 75 or MA + 45	
A \$ 52,183	\$ 55,838 7%	\$ 60,665 9%	\$ 66,794 10%	10%
B \$ 54,948 5%	\$ 58,965 6%	\$ 64,265 6%	\$ 70,968 6%	10%
C \$ 57,712 5%	\$ 62,098 5%	\$ 67,864 6%	\$ 75,141 6%	11%
D \$ 60,476 5%	\$ 65,231 5%	\$ 71,465 5%	\$ 79,316 6%	11%
E \$ 63,242 5%	\$ 68,362 5%	\$ 75,068 5%	\$ 83,490 5%	11%
F \$ 66,005 4%	\$ 71,491 5%	\$ 78,667 5%	\$ 87,663 5%	11%
G \$ 68,774 4%	\$ 74,627 4%	\$ 82,266 5%	\$ 91,839 5%	12%
H \$ 71,534 4%	\$ 77,780 4%	\$ 85,866 4%	\$ 96,015 5%	12%
I \$ 74,303 4%	\$ 80,886 4%	\$ 89,469 4%	\$ 100,189 4%	12%
J \$ 77,067 4%	\$ 85,575 6%	\$ 94,797 6%	\$ 108,262 8%	14%

Days beyond 208 are paid at Per Diem

Per Diem	I BA up to 44	II BA + 45 or MA	III BA + 60 or MA + 30	IV BA + 75 or MA + 45	
A	\$ 251	\$ 268 7%	\$ 292 9%	\$ 321 10%	10%
B	\$ 264 5%	\$ 283 6%	\$ 309 6%	\$ 341 6%	10%
C	\$ 277 5%	\$ 298 5%	\$ 326 6%	\$ 361 6%	11%
D	\$ 291 5%	\$ 314 5%	\$ 344 5%	\$ 381 6%	11%
E	\$ 304 5%	\$ 329 5%	\$ 361 5%	\$ 401 5%	11%
F	\$ 317 4%	\$ 344 5%	\$ 378 5%	\$ 421 5%	11%
G	\$ 331 4%	\$ 359 4%	\$ 396 5%	\$ 442 5%	12%
H	\$ 344 4%	\$ 374 4%	\$ 413 4%	\$ 462 5%	12%
I	\$ 357 4%	\$ 389 4%	\$ 430 4%	\$ 482 4%	12%
J	\$ 371 4%	\$ 411 6%	\$ 456 6%	\$ 520 8%	14%

862

as of May 19, 2017

**SPPA SALARY SCHEDULE PROPOSAL**  
All positions professional work day is at least 7.0 hrs less 1/2 hr lunch = 6.5 hours

Proposed Changes

*Salary Schedule Proposal*

**SALARY SCHEDULE w/Factor** **1.30**  
1-1 Health Services-Nursing-Chairperson -220 \$52,588 \$109,101  
1-0 \$52,588 \$109,101

	I BA up to 44	II BA + 45 or MA	III BA + 60 or MA + 30	IV BA + 75 or MA + 45	
A	\$ 52,588	\$ 56,271 7%	\$ 61,135 9%	\$ 67,311 10%	
B	\$ 55,374 5%	\$ 59,422 6%	\$ 64,763 9%	\$ 71,518 10%	
C	\$ 58,159 5%	\$ 62,579 5%	\$ 68,390 8%	\$ 75,724 11%	
D	\$ 60,945 5%	\$ 65,737 8%	\$ 72,019 10%	\$ 79,931 11%	
E	\$ 63,733 5%	\$ 68,892 6%	\$ 75,650 10%	\$ 84,137 11%	
F	\$ 66,517 4%	\$ 72,045 6%	\$ 79,277 10%	\$ 88,343 11%	
G	\$ 69,307 4%	\$ 75,205 9%	\$ 82,904 10%	\$ 92,551 12%	
H	\$ 72,089 4%	\$ 78,363 9%	\$ 86,532 10%	\$ 96,759 12%	
I	\$ 74,879 4%	\$ 81,513 8%	\$ 90,163 11%	\$ 100,966 12%	
J	\$ 77,665 4%	\$ 86,238 11%	\$ 95,532 11%	\$ 109,101 14%	

Days beyond 217 are paid at Per Diem

Per Diem	I BA up to 44	II BA + 45 or MA	III BA + 60 or MA + 30	IV BA + 75 or MA + 45	
A	\$ 239 5%	\$ 256 7%	\$ 278 9%	\$ 306.0 10%	
B	\$ 252 5%	\$ 270 6%	\$ 294 9%	\$ 325 10%	
C	\$ 264 5%	\$ 284 8%	\$ 311 9%	\$ 344 11%	
D	\$ 277 5%	\$ 299 8%	\$ 327 10%	\$ 363 11%	
E	\$ 290 5%	\$ 313 8%	\$ 344 10%	\$ 382 11%	
F	\$ 302 4%	\$ 327 8%	\$ 360 10%	\$ 402 11%	
G	\$ 315 4%	\$ 342 9%	\$ 377 10%	\$ 421 12%	
H	\$ 328 4%	\$ 356 9%	\$ 393 10%	\$ 440 12%	
I	\$ 340 4%	\$ 371 9%	\$ 410 11%	\$ 459 12%	
J	\$ 353 4%	\$ 392 11%	\$ 434 11%	\$ 486 14%	



BRD

Proposed Changes

as of May 19, 2017

# **SPPA SALARY SCHEDULE PROPOSAL**

All positions professional work day is at least 7.0 hrs less 1/2 hr lunch = 6.5 hours

ANNUAL / DAILY LOW	ANNUAL / DAILY HIGH
\$57,242	\$118,758

## *Salary Schedule Proposal*

### **SALARY SCHEDULE w/Factor**      **\*\* NEW \*\***

1 - 1 Health Services Nursing Chairperson 217 \$263.79 \$ 547.27 Chair + 5 Days + 5% of Daily

I BA up to 44	II BA + 45 or MA	III BA + 60 or MA + 30	IV BA + 75 or MA + 45
A \$ 57,242	\$ 61,251	\$ 66,547	\$ 73,270
B \$ 60,275	\$ 64,681	\$ 70,496	\$ 77,849
C \$ 63,307	\$ 68,119	\$ 74,444	\$ 82,426
D \$ 66,340	\$ 71,556	\$ 78,393	\$ 87,006
E \$ 69,374	\$ 74,990	\$ 82,346	\$ 91,585
F \$ 72,405	\$ 78,422	\$ 86,294	\$ 96,163
G \$ 75,442	\$ 81,862	\$ 90,242	\$ 100,743
H \$ 78,470	\$ 85,299	\$ 94,191	\$ 105,324
I \$ 81,507	\$ 88,728	\$ 98,144	\$ 109,903
J \$ 84,539	\$ 93,872	\$ 103,988	\$ 118,758

Days beyond 217 are paid at Per Diem

Per Diem	I BA up to 44	II BA + 45 or MA	III BA + 60 or MA + 30	IV BA + 75 or MA + 45
A	\$ 264	\$ 282	\$ 307	\$ 337.6
B	\$ 278	\$ 298	\$ 325	\$ 359
C	\$ 292	\$ 314	\$ 343	\$ 380
D	\$ 306	\$ 330	\$ 361	\$ 401
E	\$ 320	\$ 346	\$ 379	\$ 422
F	\$ 334	\$ 361	\$ 398	\$ 443
G	\$ 348	\$ 377	\$ 416	\$ 464
H	\$ 362	\$ 393	\$ 434	\$ 485
I	\$ 376	\$ 409	\$ 452	\$ 506
J	\$ 390	\$ 433	\$ 479	\$ 547

SUBJECT: Approval of the Revised Reorganization of the Special Education Department's Administrative Assistant, Range 36 to Senior Administrative Assistant, Range 40 on the CSEA #821 Salary Schedule

### INTRODUCTION

The Special Education Department has demonstrated the need for the upgrade of the current Administrative Assistant position to Senior Administrative Assistant.

This is a revision to correct a prior Board Agenda Item from the June 13, 2017 that requested a reorganization from Office Assistant, Range 25 to Senior Office Assistant, Range 29.

### ANALYSIS

Over time, the Administrative Assistant position housed in the Special Education Department has evolved a great deal. Management within the department recognizes that the position is more in alignment with the job duties encompassed in the Senior Administrative Assistant job description.

Under the direction of the Executive Director of Special Education, the incumbent will perform varied and complex secretarial and administrative and clerical detail; plan, coordinate and organize office activities and coordinate flow of communications for the assigned staff.

Funding Source: General Fund

### RECOMMENDATION

It is recommended that the Governing Board approve the revised reorganization of the Special Education Department's Administrative Assistant, Range 36 to Senior Administrative Assistant, Range 40 on the CSEA #821 Salary Schedule.

Prepared by: Craig R. Wells, Assistant Superintendent  
Human Resources

Reviewed by: Eliseo Dávalos, Ph.D., Superintendent

SUBJECT: Acceptance of Donations to the Stockton Unified School District

INTRODUCTIONS:

The Stockton Unified School District received the following donations:

ANALYSIS:

Donor	School/Program	Donation	Designation
Premier Credit Union 3255 W. Benjamin Holt Drive Stockton, CA. 95207	Language Development Department (May Principal's Meeting)	Bagels, Cream Cheese, Coffee, and Fruit <b>Valued at: \$500.00</b>	May Principal's Meeting
Junior League Claudia Young 17621 Milford Drive Ladeford, CA. 95237	Language Development Department	Books to give to parents at te DELPIC/DELAC Meetings <b>Valued at: \$1,200.00</b>	Langugage Development Department
Tuleburg Press 1007 W. Vernal Way Stockton, CA. 95203	Taft Elementary School	\$150.00 Cash To purchase books for Taft's Library	Taft Elementary School

RECOMMENDATION:

It is recommended that the Governing Board accept these donations and direct the superintendent to write letters of acknowledgement.

Prepared by: Dr. Eliseo Davalos, Superintendent

## 8.0 Education

SUBJECT: Approval of the Adoption of the SUSD Master Plan for English Learners for  
2017-2018

### INTRODUCTION

The Master Plan for English Learners is revised every year. It is imperative that we have an English Learners Plan that is current and up-to-date and meets the state requirements.

### ANALYSIS

The proposed Master Plan is the result of a year of preparation and planning. All stakeholders gave their input regarding practices and implementation. State and San Joaquin County Office of Education helped ensure that this plan is up-to-date using the most current language and strategies to guide our practices. The groundwork included a thorough review of the previous Master Plan, discussions, data analysis, surveys, and examination of similar districts' plans to help guide the updating of the new plan. Teachers and parents gave their input to ensure that the plan is current and meets the needs of our students.

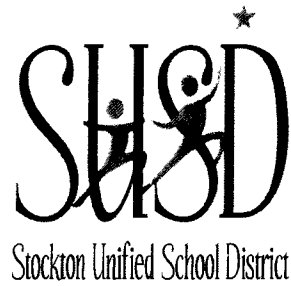
Funding Source: N/A

### RECOMMENDATION

It is recommended that the Governing Board approve the adoption of the SUSD Master Plan for English Learners for the 2017-2018 school year.

Prepared by: Ms. Adrienne Machado, Director, Language Development  
Mr. Robert Sahli, Executive Director, Instructional Technology & Curriculum

Reviewed by: Dr. Reyes Gauna, Assistant Superintendent  
Educational Support Services



# **MASTER PLAN FOR ENGLISH LEARNERS**

APPROVED BY THE BOARD OF EDUCATION ON

July 11, 2017

BOARD OF EDUCATION

Andrea Burrise  
Kathy Garcia  
Lange Luntao  
Cecilia Mendez  
Maria Mendez  
Angela Phillips  
Steven Smith

Dr. Eliseo Dávalos, Superintendent

## ACKNOWLEDGEMENTS

We acknowledge the dedicated efforts of district, school site staff and parents for the guidance, support and time they gave to provide input for the 2017 revision of the *Master Plan for English Learners*.

<p>Dr. Reyes Gauna Assistant Superintendent Student Support Services</p> <p>Craig Wells Assistant Superintendent Human Resources</p> <p>Diana Tavares Director, Certified Personnel Human Resources</p> <p>Dr. Mong Thi Nguyen Director Research and Accountability</p> <p>Shani Keller Research Specialist Research and Accountability</p> <p>Robert Sahli Executive Director Curriculum Department</p>	<p>Adrienne Machado Director Language Development Office</p> <p>Erika Bracamontes Instructional Specialist Language Development Office</p> <p>Karen Cookson Instructional Coach Language Development Office</p> <p>Cynthia Hill Instructional Specialist Language Development Office</p> <p>Maria Lazaro Instructional Specialist Language Development Office</p> <p>Annita White Instructional Specialist Language Development Office</p> <p>Richard Lovitt Manager Reprographics</p>	<p><b>DELPAC Subcommittee Members</b></p> <p>Noemi Gutierrez DELPAC President (2016-18) Fremont School</p> <p>DELPAC Vice President (2016-2018) Vacancy</p> <p>Veronica Maciel DELPAC Secretary (2016-2018) Adams School</p> <p>Vicenta Valentin DELPAC Parliamentary (2016-18) Pittman Charter</p> <p>English Learner Program (ELP) Site Coordinators</p>
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This document is based on regulations outlined in the *California Education Code and Federal Guidelines (Office for Civil Rights)*, the requirements of Federal Program Monitoring, and the mandates of *ESSA Every Student Succeeds Act*. The superintendent, board of trustees, administrative staff, and District English Learner Parent Involvement Committee (DELPIC) have reviewed and approved this *Master Plan for English Learners*.

# Table of Contents

*The SUSD Master Plan for English Learners is organized following the guidelines established by Federal Program Monitoring documentation.*

INTRODUCTION	Page 1
PART I: PARENT INVOLVEMENT	Pages 2-6
I-EL 1- Parent Outreach	
I-EL 2 English Language Parent Involvement Committee (ELPIC) ELAC	
I-EL 3 District English Language Parent Involvement Committee (DELPIC) DELAC	
PART II: GOVERNANCE AND ADMINISTRATION	Pages 7-14
II-EL 4- Identification and Assessment	
4.1 Home Language Survey (HLS)	
4.2 Initial English Proficiency Assessment (I-FEP)	
Special Education EL Student Identification	
4.3 Initial Primary Language Assessment	
4.4 Annual Assessment	
4.5 Parent Notification of Placement	
4.6 Annual Parent Notification	
Parent's Right to "Opt-Out" of EL Program/EL Services	
PART III: FUNDING	Pages 15
III-EL 5- General Funds	
5.1 Supplemental Funds	
PART IV: STANDARDS, ASSESSMENT, and ACCOUNTABILITY	Pages 16-25
IV-EL 6- Effectiveness of English Learner Programs	
IV-EL 7 Reclassification of English Learners	
Reclassification of Special Education English Learners	
7.1 Two (2) Year Monitoring Period	
7.2 Required Documentation	
PART V: STAFFING AND PROFESSIONAL DEVELOPMENT	Pages 25-27
V-EL 8- Appropriate Authorizations for Teachers	
8.1 Remediating a Shortage of Appropriately Authorized Teachers	
V-EL 9- High-quality Professional Learning	



Bilingual Paraprofessionals

**PART VI: OPPORTUNITY and EQUAL EDUCATIONAL ACCESS**

**Pages 28-33**

**VI- EL 10- Placement in Classes**

- 10.1 Structured English Immersion (SEI) and  
English Language Mainstream (ELM) Classes**
- 10. 2 Integrated and Designated ELD**

**District Alternative Bilingual Programs**

**PART VII: TEACHING AND LEARNING**

**Pages 34-41**

**VII-EL 12- Rapidly and Effectively Developing English Language Proficiency  
Student Placement Protocol**

**VII-EL 13- Academic Instruction and Grade-level Content and Performance Standards  
13.1 Plans for Monitoring and Overcoming Academic Deficits**

## INTRODUCTION

*Stockton Unified School District serves a student population of approximately 40,000; 11,000 of the students are English Learners (28%), 8,000 are Initial Fluent English Proficient (20.6%) and 1,000 are Reclassified Fluent English Proficient (10.6%). There are 32 different languages spoken by SUSD EL students. 9,000 of the EL students' primary language is Spanish (86%). (2015-16 CALPADS/ CDE).*

Services for English learner (EL) students are guided by the district's *Master Plan for English Learners*. The Plan is to be reviewed and revised periodically as needed to reflect current state and federal regulations. In addition to following legislative mandates, the Plan is based on sound educational theories and effective instructional evaluation practices for teaching EL students.

The 2016-2017 school year revision aligns district policies and procedures governing EL programs and services with Federal Program Monitoring (FPM) requirements issued by the California Department of Education (CDE), U.S. Department of Education, Office of Civil Rights and the U.S. Department of Justice, Office of Civil Rights. This revised Plan also incorporates changes or modifications in local policies and regulations as described in the Local Educational Agency (LEA) Plan and Local Control Accountability Plan (LCAP).

The *Master Plan for English Learners* is a practical guide for all stakeholders (students, parents, teachers, support staff, principals, district management and board members) to ensure that consistent, coherent services are provided to every English Learner. This Plan describes how ELs are identified, the different program options available to them, and the pathway towards becoming proficient in English with full access to academic curriculum. It describes the process for monitoring student progress from the point of identification through their classification as Reclassified Fluent English Proficient (RFEP) status and the continued two-year monitoring process of RFEP students ensuring that they continue to achieve academically.

In Stockton Unified School District the responsibility for oversight and monitoring of the EL Program rests with the Language Development Office (LDO)/Curriculum Department. The LDO/Curriculum, Research and Accountability Department and the State and Federal Programs staff provide ongoing professional development to district and site leaders to ensure full implementation of the *Master Plan for English Learners*.

The school site principals are responsible to ensure that the policies and procedures in the *Master Plan for English Learners* are carried out and may assign some of these responsibilities to the English Learner Program (ELP) Site Coordinator. The ELP Site Coordinator should be a non-classroom teacher (assistant principal, program specialist, resource teacher, or counselor).

## **PART I: PARENT INVOLVEMENT**

Parents of English Learners (EL) are encouraged to participate in their children's education and be active in assisting their children to attain English proficiency, achieve academically at high levels, and meet state standards. Parents of English Learners receive information about how to help their children achieve these goals from the district and the school sites in written communications sent to the home. Parents are given information about the English Learner Parent Involvement Committee (ELPIC) and District English Learner Parent Committee (DELPIC) and are encouraged to participate.

Stockton Unified and school sites provide parents with written information: notices, reports, statements, or records in English and Spanish. At sites where Hmong, Cambodian, and Lao are spoken by families, written translations in those languages are provided. The intent is to encourage parents to become involved in their children's education by informing them of their rights and the choices they may make regarding their child's education.

Parents are provided with information about how a child is identified as an English Learner and about assessment and placement. They receive information about programs offered for English fluent students and those who are not yet English fluent. They also receive information about supplemental programs and annual notification of English language proficiency and placement, and the criteria for reclassification.

When the district has not made progress on meeting the state's annual measurable objectives, parents/guardians are informed by mail of such failure no later than thirty (30) days after such failure occurs.

District-wide Parent Academies are organized by the Parent/Community Empowerment Coordinator. Parents of English Learners are encouraged to participate. Interpreters are provided, and materials are distributed in English and Spanish.

The Stockton School for Adults provides free English literary classes for district parents through the Workforce Investment Opportunity Act (WIOA), Title II: Adult Education and Family Literacy Act (AEFLA) Section 231, and English Literacy and Civics Education grant. The purpose of adult education services for parents is to assist adults in becoming literate and obtaining the knowledge and skills necessary for employment and self-sufficiency; assist adults who are parents in obtaining the educational skills necessary to become full partners in the educational development of their children; and assist adults in the completion of a secondary school education.

The English as a Second Language (ESL) program is to assist adult learners with limited English proficiency to achieve competence in the English language. The goal is to prepare adult learners to be able to fluently speak, read and write English. It prepares them for transitioning into the workforce, higher levels of education, or career technical education. Stockton School for Adults enrolls approximately 2,000 adults in ESL classes offered at various district school sites and community agencies as well as the adult school.

Parents form an integral part of the educational process that results from the partnership among school, family, and community. In order for parents of English Learners (EL) and Reclassified

Fluent English Proficient (RFEP) students to participate, they must be well-informed of all school site and district activities, procedures, and policies that directly affect their children. Parents are encouraged to participate in all committees at the school, district, and Board levels on services for English Learners and RFEP students.

### **English Learner Parent Involvement Committee (ELPIC) ELAC**

Whenever twenty (20) or more ELs are enrolled at a school site, the site has a functioning English Learner Parent Involvement Committee (ELPIC) that actively participates at the school on programs and services for English Learners. The committee is comprised of parents of English Learners making the majority of members. Parents of English Learners are represented in at least the same percentage as the English Learner enrollment at the site. The Language Development Office (LDO) provides site administrators with yearly training on ELPIC requirements and provides on-site training and support when requested by site administrators.

### **District English Learner Parent Involvement Committee (DELPIC) DELAC**

The District's English Learner Parent Involvement Committee (DELPIC) is comprised of elected representatives from each school's ELPIC. The Language Development Office's Director/Specialist assists with the coordination of the meetings and provides training to its members. LDO meets with the DELPIC Officers to develop the yearly meeting schedule and discuss pertinent committee issues including parent trainings. DELPIC representatives and parents at the school sites receive notice of meetings at least 72 hours in advance. Meeting notices are posted at school sites. Notices and handouts are provided in English and Spanish.

The DELPIC's Master Plan for English Learners Subcommittee is convened periodically to review revisions to the *Master Plan for English Learners* and provide feedback and approval. This Subcommittee presents the revised *Master Plan for English Learners* to the DELPIC members for their input. DELPIC officers and LDO Director present the *Master Plan for English Learners* to the SUSD Board for approval.

The DELPIC members in collaboration with the Language Development Office and the Research and Accountability Department develop the district-wide *English Learner (EL) Parent Needs Assessment Survey* which is conducted every other school year. The results are shared with all stakeholders. The individual school site's results are distributed to the principals. School sites share the results with their ELPICs and begin the process of addressing the concerns.

There is district-wide parent participation in the development of the Local Education Agency (LEA) Plan\_ Goal 3, Consolidate Application of State and Federal Programs, and the Local Control Accountability Plan (LCAP). DELPIC meetings are held to give the site representatives the opportunity to provide input. At such meetings there are Spanish interpreters present to assist parents who may need it.

<b>(ELPIC/DELPIC) ELAC/DELAC</b>	
<b><i>Person Responsible</i></b>	<b><i>Duties</i></b>
Site Administrator	<ul style="list-style-type: none"> <li>a) Facilitates the formation of the ELPIC/ELAC.</li> <li>b) Monitors meetings to make sure that required topics are addressed during the school year and that mandated documents including agendas, minutes and sign-in sheets for at least (4) four meetings are submitted by the end of the school year to LDO.</li> <li>c) Is available to meet when requested by ELPIC/ELAC members/subcommittees to listen to their concerns and/or recommendations regarding site's EL Program.</li> <li>d) Attends ELPIC/ELAC training provided by LDO and State and Federal Programs staff.</li> </ul>
Principal/Designee/ English Learner Program (ELP) Site Coordinator  *Should not be a classroom teacher.	<ul style="list-style-type: none"> <li>a) Assists with the ELPIC/ELAC activities as delegated by principal.</li> <li>b) Attends ELPIC/ELAC training provided by LDO and State and Federal Programs staff at the start of the school year.</li> <li>c) Encourages school site's DELPIC/DELAC Rep to attend DELPIC meetings and report back to ELPIC/ELAC.</li> </ul>
Parents	<ul style="list-style-type: none"> <li>a) Participate in committees and review procedures/policies to advise administrator and School Site Council.</li> <li>b) Attend ELPIC/ELAC officers training provided by LDO and State and Federal Program staff.</li> </ul>
Language Development Office	<ul style="list-style-type: none"> <li>a) Provide trainings to ELP Site Coordinators and Parents.</li> <li>b) Supports/assists sites in the formation of ELPICs, and collects/reviews ELPIC/DELPIC documentation for compliance.</li> <li>c) Meets with DELPIC/DELAC officers to coordinate meetings and provide technical support so that DELPIC/DELAC can perform its function.</li> </ul>
State and Federal Programs	<ul style="list-style-type: none"> <li>a) Monitors compliance and oversees the downloading of documents to California Department of Education Monitoring Tool (CMT), a web-based system which allows local educational agencies (LEA) to facilitate a response to state and federal requirements for program monitoring.</li> <li>b) Works with Parent Empowerment Coordinator to include DELPIC/DELAC members in District-wide parent trainings.</li> </ul>
Research and Accountability Department	<ul style="list-style-type: none"> <li>a) Works with DELPIC/DELAC and LDO with the development of the <i>EL Parent Needs Assessment Survey</i>, along with its distribution and collection of data to develop reports to be presented to all SUSD stakeholders every other year.</li> </ul>

<b>(ELPIC/DELPIC) ELAC/DELAC</b>	
<b><i>Person Responsible</i></b>	<b><i>Duties</i></b>
Educational Services	b) Hold principals accountable for completing mandated ELPIC/ELPIC/ELAC responsibilities verified by way of Principal's End-of-the-Year Checkout.

#### LEGAL CITATIONS:

I-EL 1: The Stockton Unified School District (SUSD) outreach to parents of English Learners includes the following actions:

- a) The District sends notice of and holds regular meetings for the purpose of formulating and responding to the parents' recommendations. (20 USC 7012[e][2])
- b) The District informs the parents on ways they can be involved in the education of their children, be active participants in assisting their children to attain English proficiency and achieve at high levels in core academic subjects, and meet challenging state academic standards expected of all students. (20 USC 7012[e][1])

I-EL 2: A school site with 21 or more English Learners has a functioning English Learner Advisory Committee (ELAC) that meets the following requirements:

- a) Parent members are elected by parents or guardians of English Learners (5 CCR 11308[b]; EC 62002.5)
- b) Parents of English Learners constitute at least the same percentage of the committee membership as their children represent of the student body (EC 62002.5, 52176[b])
- c) The ELPIC/ELAC has advised the School Site Council (SSC) on the development of the Single School Plan for Student Achievement (EC 64001 [a])
- d) The ELPIC/ELAC has advised the principal and staff on the school's program for English Learners (EC 52176[c], 62002.5)
- e) The ELPIC/ELAC has assisted in the development of the school's needs assessment, and efforts to make parents aware of the importance of regular school attendance (EC 62002.5, 52176[c])
- f) The ELPIC/ELAC has reviewed and commented on the data reported in the California Longitudinal Pupil Achievement Data System (CALPADS)
- g) The ELPIC/ELAC has received training materials and training, planned in full consultation with committee members, to assist members in carrying out their legal responsibilities (EC 35147[c]; 5CCR 11308[d])
- h) The ELPIC/ELAC has the opportunity to elect at least one member to the DELAC. (5CCR 11308[b])(EC 62002.5, 52176[b], 35147; 20 USC 6312[g] [4])12[g] [4])

LCFF EC Section 52063 (b) (1)

The governing board of a school district shall establish an English Learner Parent advisory committee if the enrollment of the school district includes at least 15 percent English Learners and the school district enrolls at least 50 pupils who are English Learners.

LCFF EC Section 52063 (b) (2)

- This subdivision shall not require the school district to establish a new English Learner Parent advisory committee if the governing board of the school district has established a committee that meets the requirements of this subdivision.

I-EL 3: Stockton Unified School District with 51 or more English Learners has a functioning DELPIC /DELAC or a subcommittee of an existing district committee in which at least 51 percent of the members are parents (not employed by the district) of English Learners.

The DELPIC has the opportunity to advise the governing board on all of the following tasks:

- a) Development of a district master plan for educational programs and services for English Learners that takes into consideration the Single Plan for Student Achievement (5 CCR 11308[c][1])
- b) Conducting of a district-wide needs assessment on a school-by-school basis (5 CCR 11308[c][2])
- c) Establishment of district program, goals, and objectives for programs and services for English Learners (5 CCR 11308[c][3])
- d) Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements (5 CCR 11308[c][4])
- e) Review of and comment on the data as reported in the California Longitudinal Pupil Achievement Data System (CALPADS) (5 CCR 11308[c][5])
- f) Review of and comment on the school district's reclassification procedures (5 CCR 11308[c][6])
- g) Review of and comment on the written notifications required to be sent to parents and guardians (EC 11308[c][7])
- h) The district has provided training materials and training, planned in full consultation with committee members, appropriate to assist members in carrying out their legal advisory Responsibilities. (EC11308[d]; EC62002.5, 52176[a], 35147; 5 CCR 11308[d]; 20 USC 6312[g] [4])

## **Part II: GOVERNANCE AND ADMINISTRATION**

### **INITIAL IDENTIFICATION AND ASSESSMENT**

Stockton Unified School District has established a process to ensure that all students who have a primary language other than English are properly identified and assessed in a timely manner.

#### **Home Language Survey (HLS)**

Upon enrollment, the Registration Card, with the Home Language Survey (HLS) questions embedded in the form, must be completed by a parent or legal guardian of all TK-12 students new to the district (See Tool Kit page 1- Appendix 1). The Registration Card/HLS is available in Spanish, Hmong, Lao and Cambodian/Khmer. To the extent possible, oral translations are provided for parents or guardians who need assistance with the forms.

If at least one of the first three questions on the HLS section of the Registration Card is answered with a language “other than English”, the assessment process to determine English language fluency begins. This process includes testing the student’s English proficiency with the state-adopted English language proficiency assessment, California English Language Development Test (CELDT). The initial assessment is to be administered within thirty (30) calendar days of enrollment.

Parents have a right to amend the HLS at any time. However, if the CELDT has already been administered, any changes to the HLS will not affect the student’s English proficiency identification. If the parent amends the HLS prior to the CELDT administration, the school will honor the changes made while continuing to monitor the student for any English language needs.

If there is evidence of significant lack of English language ability, then the state English language proficiency assessment (CELDT) must be administered. The parent will be consulted by the principal/designee regarding the need to administer the assessment, the results, and the subsequent program placement of the student. In the spring of 2018, the ELPAC (English Language Proficiency Assessment of California) will replace the CEDLT.

Parents who enroll their child in Pre-kindergarten must complete the HLS as part of the enrollment process. The first HLS (e.g. Pre-K) on file for a student supersedes all HLS forms completed at later times. The answers provided on the initial/original HLS are documented permanently in California School Information Services/CALPADS.

#### **Designation of English Fluency**

Initial English proficiency and placement in the instructional program is determined from the results of the state mandated *California English Language Development Test* (CELDT). All students who have not been tested previously with the California state approved assessment for English language proficiency are assessed with the CELDT within the first thirty (30) calendar days after enrollment in order to determine limited English or fluent English proficient status. School sites are responsible for testing students within the first 30 calendar days of initial enrollment.

The Research and Accountability Department coordinates of all of the trainings and materials, in addition to generating the list of students from *Student Information Services (SIS)* who have indicated a home/primary language other than English to be tested. The initial student’s lists are



reviewed and updated by the sites before and during the CELDT testing window to ensure that all students are tested.

With the recommendation from a proficiency-level-setting panel and refinement by technical experts from Educational Data Systems (EDS), the California Department of Education (CDE) has adopted cut-scores. The cut-scores are the dividing line between English fluency levels. They are used for three purposes:

- Initial identification
- Program placement
- Reclassification (exit from the EL Program)

The initial identification assessment is scored at the site so that an *interim* language classification can be identified for each student assessed. This score is used to determine appropriate program placement for newly enrolled students identified as English Learners (EL). The CELDT answer books are submitted to the Language Development Office for scoring. A web-based data entry and scoring application is used to calculate preliminary CELDT scores and used to generate a printable Preliminary Local Student Score Report. The report, with the student performance level included, is sent to the English Learner Program (ELP) Site Coordinators at the school sites and used for educational program placement decisions. The Research and Accountability Department mails the assessments to EDS for official scoring.

A student must meet the following criteria to be classified as an Initial Fluent English Proficient (IFEP) student:

1. **Grades TK-1:** CELDT overall score of Early Advanced or Advanced level and domain scores for Listening and Speaking at the Intermediate level or higher.

For TK-1, if the above criterion is met, the domain scores for Reading and Writing are not required to be at the Intermediate level for an IFEP designation.

2. **Grades 2-12:** Overall CELDT score of Early Advanced or Advanced with no single domain (Listening, Speaking, Reading and Writing) lower than Intermediate.

Students who meet the criteria for IFEP classification are placed in mainstream English classes and do not receive any special services for EL students.

## **Special Education English Learners Identification**

### **Assessing students with Disabilities**

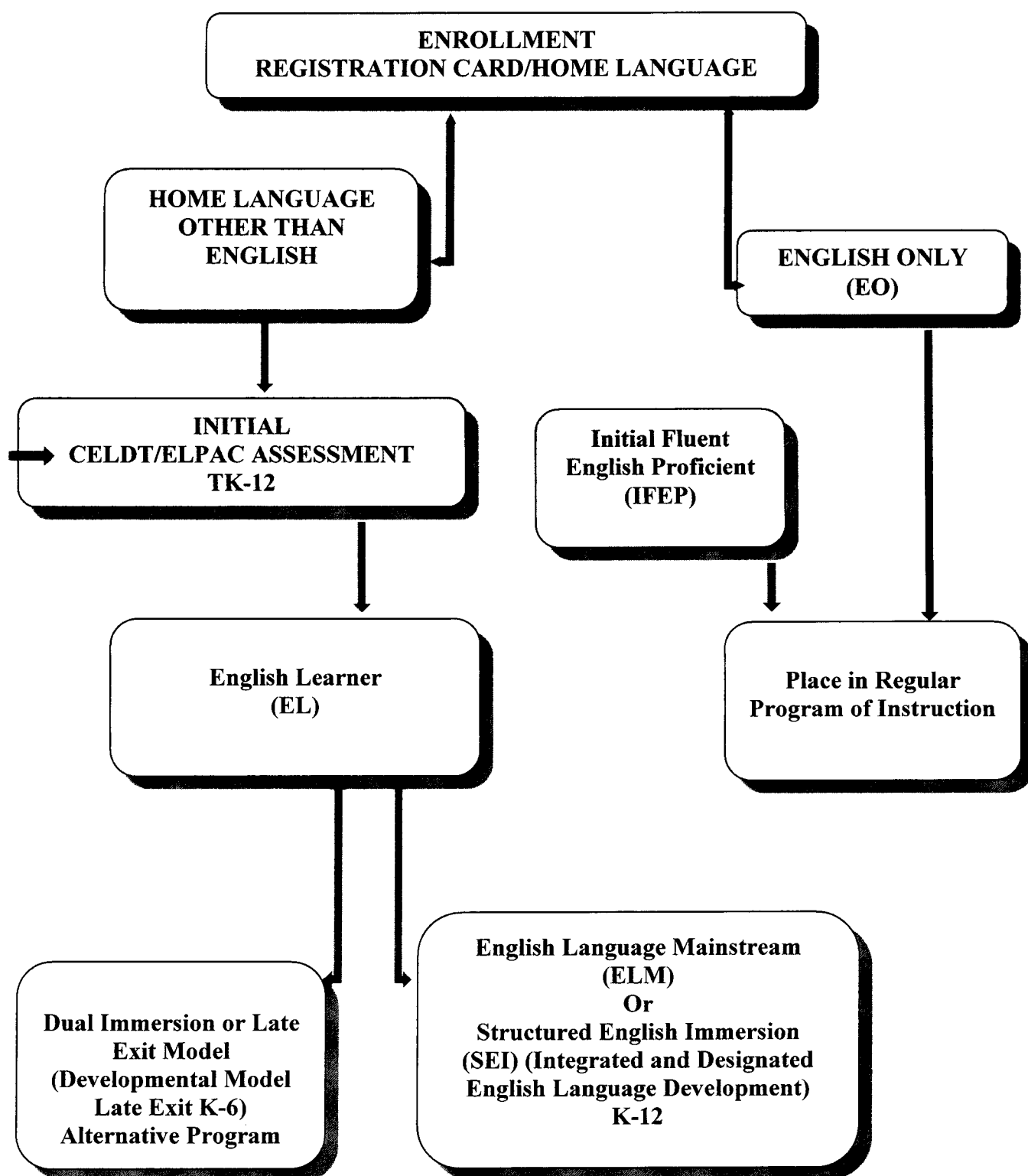
All newly-enrolled special education students must take the Initial CELDT. Only when the Annual CELDT is identified by the IEP team as not appropriate for the student to take due to the student's disabilities is the alternative assessment Student Oral Language Observation Matrix (SOLOM) used to determine English Language proficiency for continual identification.

### ***American Sign Language***

*For purposes of CELDT testing and Title III services, American Sign Language (ASL), in and of itself, is not considered a "language other than English", according to the U.S. Department of*

*Education. Students who use ASL for communication and have not been exposed to any language other than English should not be considered for CELDT testing.*

### INITIAL STUDENT IDENTIFICATION K-12



## **Primary Language Assessment**

Students designated as ELs on the basis of initial CELDT results are not automatically assessed in their primary language. ELs enrolling in one of the Spanish Bilingual alternative instructional programs (Spanish Dual Immersion Program at Pittman Charter School and Hong Kingston or Spanish Late Exit or Developmental Program at McKinley School) are assessed in Spanish. On a case by case basis, all other EL students whose primary language is Hmong, Lao or Cambodian/Khmer may be given a primary language assessment at any time (i.e. at enrollment or thereafter). The decision to administer the primary language assessment is made at the recommendation of the ELP Site Coordinator, counselor, administrator, teacher, Individual Educational Plan (IEP) team or parent.

While the primary language assessment is not a criterion for identifying a student as an EL, assessing the primary language proficiency of an identified EL can provide important information to instructional staff. It is especially important for students in alternative programs. Site administrators report primary language assessment results to parents who have requested placement in an alternative program within thirty (30) days of administration. A copy of the results is filed in the student's EL Folder/cum file.

Primary language assessment may also be requested to determine a student's language of dominance by the Student Study/Success (SST) Team and IEP team when evaluating and determining best educational support for EL students. The *Request for Primary Language Assessment* (PLA) is found on LDO's website. The PLAs are to be completed and submitted to the Language Development Office (LDO).

The LDO's Spanish, Hmong, Cambodian/Khmer, and Lao Bilingual Evaluation Assistants are certified biliterate individuals and are trained in correct procedures and scoring methods to administer the test. They assess students and provide school sites with results.

The Spanish primary language assessment used is the Bilingual Syntax Measure (BSM). The BSM I is administered to grades K-2 students and the BSM II to grades 3-12 students. For the Hmong, Lao and Cambodian/Khmer languages, a district-developed oral primary language assessment instrument is used.

At grades 3-12 primary language reading and writing proficiencies are assessed using district-developed assessment instruments in these primary languages: Spanish, Laotian, Cambodian (Khmer), and Hmong.

## **Monitoring of Yearly English Language Acquisition Progress Towards Proficiency**

Each year the Annual CELDT test is administered to all EL students in the district during the designated CDE testing window which occurs within the first ninety ( 90) days of the start of the school year. The annual assessment results are used to evaluate students' progress toward full proficiency in English and inform teachers and principals on the effectiveness of the English

Language Development (ELD) instructional program. Annual CELDT results are sent to the parents as soon as they are received from the test's publisher.

For the 2014-15 through 2016-17 school years the district will use the Measures of Academic Progress (MAP) ELA and MAP Math assessments three times a year to measure English Learners' academic progress. In 2014-15 the Smarter Balanced Assessment Consortium (SBAC), the newly-adopted Common Core State Standards standardized test, was first administered. The results were considered baseline data by CDE. Starting with the 2016 results, Smarter Balanced Assessment Consortium (SBAC) will be used to measure English Learners' academic progress.

### **Initial Parent Notification of Assessment and Placement**

All parents/guardians of newly-enrolled ELs and Initial Fluent English Proficient (IFEP) students are notified in writing of their child's preliminary English language proficiency results. The preliminary results are also accompanied by an Initial Parent Notification Letter. The notification indicates the program placement for the student that is recommended based on their performance. Information regarding program placement options for English Learners, the reclassification (exit) criteria, and the expected rate of graduation for ELs is also included in the notification letter.

The Initial Parent Notification letters are mailed to the parents in English, Spanish or Hmong. The letters are generated with merged student data by the Research and Accountability Department. This letter is mailed to the parents. Copies of the preliminary CELDT results and notification letter are sent to the schools to be filed in the English Learner Folder found in the student's cumulative folder (EL Folder/Cum). Parents may request a meeting with the site's principal/ELP Site Coordinator to discuss the assessment results and student placements.

### **Annual Parent Notification of EL Student Placement**

Parents of ELs are notified in writing annually of their child's English Language Proficiency assessment results and program placement. Notifications contain a full description of the educational opportunities available to them within the district, the educational materials to be used in the different educational programs.

The Annual Parent Notification letters are mailed to the parents in English, Spanish or Hmong. The letters are generated with merged student data by the Research and Accountability Department. This letter is also sent to the site where the student is enrolled. The two documents (annual results and notification letter) are filed in the EL Folder/Cum. Parents may request a meeting with the site's principal/ELP Site Coordinator to discuss the assessment results and student placements.

### **Parents Who Choose to Have their Child "Opt-Out" of EL Programs/EL Services**

After reviewing their child's EL Program placement, a parent may choose to have their child opt-out of the EL Program/EL Services. When a parent makes the request to have the EL student opt-out, the principal and/or ELP Site Coordinator will schedule an English Learner Appraisal Team (ELAT) meeting with the parent to review student's EL data, EL Program at the school, and to explain to the parent that although the student may be removed from of the EL Program/or individual services, the student retains their status as EL until they meet the reclassification criteria. The student will take

the annual CELDT and their academic progress will continue to be monitored on a quarterly basis. Appropriate interventions will be provided should the student need them. The parent may choose to have the student placed back in the EL Program at any time.

<b>INITIAL IDENTIFICATION AND ASSESSMENTS</b>	
<b>Person Responsible</b>	<b>Duties</b>
Principal	<ol style="list-style-type: none"> <li>1. Responsible for the Initial Identification (Assessment and Placement) process at the school</li> <li>2. Oversees collection of information and placement decisions based on HLS and CELDT results</li> <li>3. Oversees Primary Language Assessment process</li> <li>4. Participates in ELAT Meetings / "Opt-Out" Meetings</li> </ol>
Principal's Designee/ ELP Site Coordinator	<ol style="list-style-type: none"> <li>1. Makes sure that newly-enrolled students to the California school system that are identified as possible EL students by HLS are assessed within thirty (30) days as they enroll during the school year <ul style="list-style-type: none"> <li>• Coordinates initial and annual CELDT testing at school</li> <li>• Orders and maintains an adequate supply of CELDT materials</li> <li>• Scores and maintains log of initial test results</li> </ul> </li> <li>2. Facilitates ELAT Meetings/"Opt-Out" <ul style="list-style-type: none"> <li>• Provides parents with placement options, protocol for program placement and Parent Exemption Waiver information</li> </ul> </li> <li>3. Oversees office staff as they input HLS information in <i>Synergy</i></li> <li>4. Ensures that Parent Notification letters, CELDT and Primary language results are filed in students' EL Folder/Cum</li> </ol>
Site Office Staff	<ol style="list-style-type: none"> <li>1. Requests parent/guardian to complete Enrollment Cards/Home Language Survey (HLS) at the time of enrollment and assists parents in completing HLS</li> <li>2. Collects and inputs HLS information in <i>the district's student</i> information system</li> <li>3. Assists with the filing of EL documentation in EL Folder/Cums</li> </ol>
Language Development Office	<ol style="list-style-type: none"> <li>1. Provides school sites with needed assistance and support during CELDT testing</li> </ol>

	<ol style="list-style-type: none"> <li>2. Provides the Parent Notification letters to Research and Accountability Department in English, Spanish and Hmong</li> <li>3. Provides EL Program Placement training to Principals and ELP Site Coordinators</li> <li>4. Administers Primary Language Assessments, scores and sends results to school site</li> </ol>
Research and Accountability Department	<ol style="list-style-type: none"> <li>1. Collects data from <i>the district's student information system</i> identifying those students that need Initial and Annual CELDT testing and provides the rosters to the ELP Site Coordinators at local sites</li> <li>2. Monitors throughout the school year to ensure that students are assessed within thirty (30) calendar days from enrollment</li> <li>3. Coordinates CELDT and ELPAC 2018 administration district-wide and provides ELP Site Coordinators with the mandated training</li> <li>4. Oversees procedures for support personnel – 45 day consultants who assist with CELDT and ELPAC 2018 testing students</li> <li>5. Initiates the Parent Initial and Annual Notification mailing process by creating the data report in Illuminate to merge with the letters.</li> </ol>
Reprographics	<ol style="list-style-type: none"> <li>1. Prints and mails Initial and Annual Parent Notification Letters</li> <li>2. Sends copy of the letter to school sites to be filed in EL Folder/Cum</li> </ol>

## LEGAL CITATIONS:

- II EL 4: The district has properly identified, assessed, and reported all students who have a primary language other than English. (20 USC 6312[g]; EC 62002, 52164; 5 CCR 11307, 11511, 11511.5)
- II- EL 4.1: A Home Language Survey (HLS) is used at the time of initial enrollment to determine the student's primary language. (EC Section 52164.1(a))
- II-EL 4.2: Within 30 calendar days of initial enrollment, each student whose home language is other than English, as determined by the HLS is assessed for English proficiency by means of the California English Language Development Test (CELDT). (EC Section 52164.1(b); 5 CCR Sections 11307(a), 11511)
- II-EL 4.4: Each English learner is annually assessed for English proficiency (i.e. through CELDT) and academic progress. (5CCR 11306, 11511)
- II-EL 4.5: Parents/guardians of English Learners and fluent English-proficient students have been notified of their child's initial English-language and primary language proficiency results and program placement. (EC 52164.1[c], 5 CCR 11511.5)
- II- 4.6: Parent/guardians of English Learners have been notified annually of their child's English-language proficiency assessment results and program placement.

Parents have a right to decline or opt their children out of a school district's EL program or out of particular EL services within an EL program. Cf/34 C.F.R. §100.3(b)(1), (2); see also 20 U.S.C. §§ 6312(g)(1)(A)(viii) (Title I), 7012(a)(8)(Title III).

## PART III: FUNDING

District funds provide for the basic educational needs for all students. Following are tables that detail the core adoptions:

### **ELD - English Language Development – Core Materials**

Local Control Funding Formula (LCFF) supplements the basic program. Expenses include, but are not limited to, bilingual paraprofessional, staff, and parent professional learning; extended day/instructional time (after-school) for teachers to work with EL students; and supplemental instructional materials. These funds are also used for extended year/summer school and intersession. All supplemental funds are for grades TK-12. Site funds are utilized to support site-based programs, particularly in the areas of literacy. The district coordinated supplemental materials include:

The district's LCAP identifies (Goal 1 Student Achievement) that attention and funding will be allocated to ensuring: 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, EL students will progress towards English language proficiency within 6 years of entering the EL program. "Bilingual Instructional Programs" at three elementary sites are established with expansion planned. Professional Development for teachers is provided: "Professional Learning of Integrated and Designated ELD Strategies and Coaching" (State Priorities 2 and 4, State Standards and Student Achievement).

### LEGAL CITATIONS:

III-EL 5: Adequate general fund resources are used to provide each English learner with learning opportunities in an appropriate program, including English-language development and the rest of the core curriculum. The provision of such services is not contingent on the receipt of state or federal categorical aid funds. (*20 USC 1703[f]*; *Castaneda v. Pickard* 648 F.2d 989, 1010, 1012-1013)

III-EL 5.1 Funds provided by Local Control Funding Formula (LCFF)/EL and Title III for English learner students supplement, but do not supplant, general funds or other categorical resources at the school. (*20 USC 6825[g]*; *5 CCR 4320[a]*)



## **PART IV: STANDARDS, ASSESSMENT, AND ACCOUNTABILITY**

### **Process and Criteria to Determine the Effectiveness of the English Learner Programs**

The Research and Accountability Department conducts yearly evaluations of EL Programs and provides information about their effectiveness to school sites, the Board and district staff. Decisions of continuing, modifying, or discontinuing programs and/or program elements are made on the basis of evaluation results. Evaluations of programs examine both student outcomes and program implementation goals and objectives.

### **Student Outcome Goals and Monitoring**

**Goal 1: EL students will progress towards English language proficiency within 6 years of entering the EL Program.** The benchmark expectation is that students will make yearly progress towards proficiency from Emerging, Expanding, and Bridging levels within 6 years in the EL Program.

*Every English Learner child will be re-designated as Fluent English Proficient by the end of 8<sup>th</sup> grade. SUSD's Blueprint for Student Achievement*

**Goal 2: EL and RFEP students will achieve academic success.**

The following evaluation questions and standards are used to determine effectiveness for each of the two student outcome goals.

**1. EL students will progress towards language proficiency within 6 years of entering EL Program.**

- a) Are EL students making adequate progress in learning English?
  - The percentage of EL students gaining one proficiency level every year on the state-Mandated annual test (CELDT) meets the state Title III accountability requirements.
  - At least 75% of the students will meet or exceed the Time in Language Expectancies For oral and written English proficiency (see Reference Table I: Expectations of English Proficiency in Relation to Time in Program on next page).
- b) Are EL students making adequate progress in attaining English proficiency as defined by the state (at least Intermediate in all domains on the CEDLT)?
  - The percentage of students attaining English proficiency meets the Title III accountability requirements. The annual percentage of EL students reclassified should match or exceed the state average percentage of reclassification.

**EXPECTATIONS OF ENGLISH PROFICIENCY  
IN RELATION TO TIME-IN-PROGRAM  
Grades K-12**

<b>Years in Program</b>	<b>Listening and Speaking Proficiency</b>	<b>Reading Proficiency</b>	<b>Writing Proficiency</b>
1	(Beginning to Early Intermediate)	Beginning	Beginning
2	(Early Intermediate to Intermediate) <b>Emerging</b>	Early Intermediate	Early Intermediate
3-4	(Intermediate to Early Advanced) <b>Expanding</b>	Intermediate	Intermediate
5	(Early Advanced to Advanced)	Intermediate	Intermediate
6	(Advanced) <b>Bridging</b>	Early Advanced to Advanced	Early Advanced to Advanced

**2. EL and RFEP students will achieve academic success.**

- a) How are EL and RFEP students achieving academically when compared with English Only (EO) students?
  - EL and RFEP students make comparable progress on the curriculum-embedded assessments and MAP assessments when compared with district's English Only students
  - EL and RFEP students have the same passing rate or better at the secondary level in content area courses as English Only students
  - Writing achievement of RFEP students is the same or higher than that of English Only students in various state-mandated writing assessments
  - EL and RFEP students acquire graduation credits at the same rate as English Only students
- b) What is the percentage of participation of EL and RFEP students in advanced placement courses, honors courses, and GATE courses compared to English Only students?
  - The percentage of EL and RFEP student participation in these courses is to be the same as that for English Only students.
- c) What is the dropout rate for EL and RFEP students compared with English Only students?
  - The dropout rate for EL and RFEP is to be lower than the previous year and no higher than that for English Only students.
  - The 2014-15 graduation rate for EL students was 74.4%. The 2013-14 graduation rate for EL students was 55.4%.

In addition to student academic goals, there are program implementation goals and criteria developed to monitor classroom practices and implementation of Designated English Language Development (ELD) standards-based instruction as well as grade level Integrated ELD core standards-based instruction.

**1. EL students receive instruction that is appropriate to their language needs.**

- Teachers who serve English Learners effectively implement instruction through integrated and designated ELD strategies in a rigorous standards-based academic setting.
- When feasible, teachers utilize primary language support effectively in a rigorous standards-based academic environment.
- Teachers implement strategies to develop academic vocabulary when teaching standards-based subject area content. Effective language development strategies are encouraged in all Pre-K-12 classrooms.
- In K-6 classrooms, the designated ELD instruction is at least one half hour. In 7-12, designated ELD is fifty (50) minutes.

**2. EL students receive an English Language Development (ELD) program that has a sound theory base and is supported by valid research findings.**

- Standards-based ELD instruction for ELs is based upon a sound theoretical foundation and their effectiveness is supported by valid research findings.
- Teachers demonstrate the knowledge to implement these programs effectively.
- Teachers demonstrate the skills to implement these programs effectively.
- Teachers have sufficient materials and resources to implement these programs effectively.
- Teachers use effective instructional strategies such as text reconstruction, joint construction, and peer and group work.
- Staff responsible for English Learner placement has been provided with professional learning to ensure that students are appropriately placed in ELD programs.

Regular classroom observations are conducted to monitor the criteria stated above. The following documents (found in Appendix 1-Tool Kit, page 11-12) facilitate such monitoring:

- EL Master Schedule
- Instruction Observation Tool
- School Site Summary Report

These documents are used by the site administrator and/or ELP Site Coordinator and the LDO Specialists to conduct site reviews. The LDO will analyze the data collected by the forms. The following describes in more detail an ongoing mechanism to improve program implementation.

**Ongoing Mechanism to Improve Program Implementation**

Site administrators and/or ELP Site Coordinators conduct regular classroom observations to monitor program implementation. The information gathered from the site's self-reviews serve to identify site specific areas of need to plan for professional learning.

Language Development Office Instructional Specialists, Instructional Coaches, and EL Resource Teachers also assist sites by conducting informal observations and providing feedback to teachers

and site administrators. Site administrators may request that the LDO Specialists and Coaches provide site-specific professional learning in the areas identified at the site. They may also provide lesson studies; model lessons; co-teach, co-plan; and lead instructional rounds.

### RECLASSIFICATION SUMMARY CHART

Areas	Criteria (Grade 1-9)	Criteria (Grades 10-12)	Special Ed Alternate Criteria
Assessment of English language proficiency	<b>CELDT</b> overall score of 4 or above, with 3 or above in all four domains (Listening, Speaking, Reading, Writing)	<b>CELDT</b> overall score of 4 or above, with 3 or above in all four domains (Listening, Speaking, Reading, Writing)	<b>CELDT</b> or <b>SOLOM</b> overall score of 4 or above, with 3 or above in all four domains (Listening, Speaking, Reading, Writing)
Comparison of Performance in Basic Skills	<b>ELA Measures of Academic Progress (MAP)</b>	<b>ELA MAP</b>	Scaled score of 30 on the <b>California Alternate Performance Assessment (CAPA)</b> or <b>Reading MAP</b>
Teacher Evaluation	Passing grades in all classes or teacher/counselor recommendation	Passing grades in all classes or teacher/counselor recommendation	IEP Team recommendation signed by principal
Parent/guardian opinion and consultation	Parent opinion/consultation	Parent opinion/consultation	Parent opinion/consultation

#### Academic Achievement Criterion

Within the school year, if an English Learner's performance on the fall, winter or spring ELA MAP matches or exceeds the MAP Strategic Level minimum cut point on one of the three yearly administrations, the English Learner will have met the academic achievement criteria for reclassification.

#### The Process and Guidelines for Reclassification of Students

Three times during the school year, after each MAP administration, the Research and Accountability Department will generate and send to school sites a list of students who meet the criteria to be reclassified (See Reclassification Summary Chart).

1. The principal or ELP Site Coordinator reviews the reclassification candidate list and meets with students' teacher(s) and counselors (at the secondary level) to ascertain students' academic performance and make recommendations for reclassification.

2. The ELP Site Coordinator prepares and reviews the SUSd English Language Proficiency Reclassification Forms hereafter the reclassification forms. The forms are available in English, Spanish, and Hmong. (See Appendix 1- Tool Kit, pages 13-14)
3. Parents are consulted on the reclassification of their child. The parent comments, signs and dates the reclassification form. The school provides interpretation services for the parent if required. If the parent is unable to come to the school, personnel speaking the parent's primary language may obtain approval from the parent by telephone. The form of communication is documented on the reclassification form. If the parent does not attend a school consultation, then the reclassification form may be sent home for parent signature. The parent keeps one copy of the form and returns a copy to the school to be filed in the student's EL Folder/Cum.
4. As soon as the reclassification forms are signed by the parent or guardian, a copy must be sent to the Language Development Office. The LDO reviews forms, signs and changes the status of the student to RFEP **in the student information system (SIS)**.
5. The student is then exited from the EL Program and placed in the general educational program.
6. At the high school level, the student is exited from ELD but may remain in Integrated core classes until the end of the school year.

#### **Reclassification of Special Education Students:**

Special Education EL students who take the CELDT and MAP Reading will follow the same reclassification process as other EL students. (See Reclassification Summary Chart page 19).

Reclassification of EL Special Education students may be an IEP team function; however, staff members specialized in English language development should participate in the meeting. If the IEP team determines that the student must take an alternative assessment instead of a regular State or district-wide assessment of student achievement, the IEP must contain a statement of: 1) why the student cannot participate in the regular assessment; and 2) why the particular alternative assessment was selected.

SUSD has identified the Student Oral Language Observation Matrix (SOLOM) as the alternate assessment that Special Education EL students may take *when the CELDT has been identified as not appropriate due to disabilities by the IEP team* to determine English language proficiency.

- SOLOM should be at the Proficient level: overall scores of 4 or above and a 3 or above in all domains for reclassification.

If a student has met the academic achievement criterion but the disability precludes the student from scoring the reclassification criteria on the SOLOM, the IEP team, along with the attendance of an EL specialist, may recommend other criteria for reclassification.

Special Education EL students with "significant cognitive disabilities" take the California Alternate Performance Assessment (CAPA) as determined by the IEP Team.

CAPA score of 30 (Basic) or above in English Language Arts is needed for reclassification.

### RFEP STUDENT MONITORING PROCESS

<b>Step I:</b> RFEP Monitoring Form	All RFEP students are monitored on a quarterly basis. Classroom teachers review students' in-class performance, current assessment information and consider in-class modifications and interventions to address students' needs.
<b>Step II:</b> A. English Learner Appraisal Team (ELAT) and <i>Academic Catch-up Plan</i>  B. On-going follow-up to determine the effectiveness of the <i>Academic Catch-up Plan</i>  C. <b>Referral back to EL Status</b>	<p>Teacher consults with English Learner Program (ELP) Site Coordinator regarding student progress concerns. ELP Site Coordinator schedules English Learner Appraisal Team (ELAT) Meeting. During the ELAT meeting, an <i>Academic Catch-up Plan</i> is created. Other interventions are provided to student.</p> <p>ELAT meets <u>at least</u> twice during the school year to review/revise <i>Academic Catch-up Plan</i>.</p> <p>Should the ELAT team determine that the student's continued lack of progress is due to having been exited from the EL Program prematurely, the CELDT is administered to the student and returned to EL Program services.</p> <p>If student still does not make adequate progress and it is determined that it is not due to English language acquisition, the student is referred for Student Study Team (SST).</p>
<b>Step III:</b> SST Referral	Students who do not show adequate progress will be referred to the SST for follow-up assessment and planning.

All students Reclassified as Fluent English Proficient (RFEP) receive follow-up monitoring for a minimum of two (2) academic school years. The Research and Accountability Department provides training to sites on how to generate the monitoring forms and student data from the data and assessment platform, *Illuminate*.

The ELP Site Coordinator in collaboration with the classroom teacher(s) review document/students' academic progress on a quarterly basis to complete the *Monitoring Form for Reclassified Students*. (See Appendix 1-Tool Kit, page 15)

1. If any student's grades fall below C or 70% in any academic class, the classroom teacher provides in-class support and interventions. Out of class support/interventions may also be recommended such as after-school tutorial programs.
2. For students who have been provided with in-class support and interventions but have made little

progress, the English Learner Appraisal Team (ELAT) is convened to determine what other interventions are recommended. Because the student is no longer classified as EL, a referral to SST may be made.

3. The ELP Site Coordinator collects all monitoring documentation and completed forms on a quarterly basis for review by site administrator and teachers to determine student's needs.
4. When the process is completed at the end of the school year or when a student transfers to another school, the RFEP monitoring form should be filed in the student's EL Folder/Cum.

Classroom teachers maintain the RFEP Monitoring Forms by reviewing and updating student progress at the end of every quarterly grading period. Teachers document identified instructional modifications and in-class interventions provided to RFEP students. Conferences with parents and/or additional support provided to the student outside of the classroom are also documented and attached to the form.

### **English Learner Appraisal Team (ELAT)**

If the RFEP student still does not make adequate progress, then the teacher makes a referral to the ELP Site Coordinator for an English Learner Appraisal Team (ELAT) meeting. The ELAT may include classroom teacher/s, parent, student, counselor, administrator and the ELP Site Coordinator. The ELP Site Coordinator coordinates and facilitates the ELAT meetings.

At this meeting the student's academic progress is discussed. An *Academic Catch-up Plan* is to be developed to identify additional in-school and/or after-school intervention programs that have been proven effective in meeting the specific needs of RFEP students.

The goal of the *Academic Catch-up Plan* is to bring students within the benchmarks for adequate achievement in core curriculum areas. For the intervention to be considered successful, student will make more than a year's growth within a year's time. If after two years of documented support, the student does not show adequate progress, the ELAT will refer the student to the SST.

The ELAT may consider:

1. Reinstating the RFEP student back to English Learner status should it be determined that the student's lack of progress is due to English language acquisition and the need for additional English Language Development and Integrated ELD. The CELDT is to be administered to the student.
2. Referring the student to the SST.

### **The District Maintains Student's EL Program Documentation**

The permanent accumulative folder has a special file for EL documentation (EL Folder) that includes all related EL Program documentation, EL student performance in acquiring English and in attaining academic proficiency.

<b>RECLASSIFICATION PROCESS</b>	
<b>Persons Responsible</b>	<b>Duties</b>
Research and Accountability Department	<p>Identifies students for reclassification and updates lists of RFEP students when standardized tests scores are available.</p> <p>Research and Accountability Department provides reclassification rosters; manages and maintains reclassification data files</p>
Site Administrator/Designee	Oversees Reclassification process at school
ELP Site Coordinator/ Secondary Guidance Office Chairperson	<p>Initiates, monitors, and completes the Reclassification process</p> <p>Requests interpreter when needed, contacts parents, secures parent signature, files signed copy into EL Folder/cum</p> <p>Initiates and assists teachers with the monitoring of academic progress of RFEP students for minimum of two (2) academic school years</p> <p>At classroom teacher's request, convenes English Learner Appraisal Team (ELAT) and serves as facilitator. The <i>Academic Catch-up Plan</i> is written at the ELAT meeting and follow up sessions are scheduled to review and revise the <i>Academic Catch-up Plan</i> or make referral for Reinstatement to EL Status or SST</p>
Classroom Teacher	<p>Monitors and provides instructional support to RFEP students.</p> <p>Documents student progress on a quarterly basis on Monitoring Form</p> <p>Makes request for ELAT to convene to write <i>Academic Catch-up Plan</i> for RFEP students who need additional support</p>
Language Development Office	Provides ELP Site Coordinators, teachers and site administrators with Monitoring training



## LEGAL CITATIONS:

IV-EL 6: SUSD has implemented a process and criteria to determine the effectiveness of programs for English Learners including:

- a) A way to demonstrate that the programs for English Learners produce, within a reasonable period of time, English language proficiency comparable to that of average native speakers
- b) Academic results indicating that English Learners are achieving and sustaining parity in academic achievement with students who entered the district school system already proficient in English
- c) An ongoing mechanism for using the procedures described above to improve program implementation and to modify the program, as needed, to ensure that each English learner achieves full proficiency in English and academic achievement at grade level (*20 USC 1703[f]*, 6841; *Castañeda v. Pickard* [5<sup>th</sup> Cir. 1981] 648 F.2d 989, 1009-1011)

IV-EL 7: SUSD reclassifies a pupil from English Learner to Proficient in English by using a process and criteria that include but are not limited to: a) Assessment of English language proficiency; b) Comparison of performance in basic skills, c) Teacher evaluation; d) Parent/guardian opinion and consultation. (*5 CCR 11303[a]*; *5 CCR 11303[b]*; *EC 313*; *5 CCR 11303[c]*; *5 CCR 11303[d]*)

IV-EL 7.1: The district monitors for a minimum of two years the progress of pupils reclassified to ensure correct classification, placement, and additional academic support, if needed. (*20 USC 6841*, *5 CCR 11304*)

IV-EL 7.2: The district maintains in the pupil's permanent record documentation of the following: a) language and academic performance assessments, b) participation in the reclassification process and c) decision regarding reclassification. (*5 CCR 11305*)

## **PART V: STAFFING AND PROFESSIONAL LEARNING**

The district is committed to ensuring that ELs receive instruction from an appropriately authorized teacher. Teachers assigned to teach English language instruction and/or core curriculum to English Learners (ELs) must be appropriately authorized. Teachers who provide academic instruction in the student's primary language must have a BCLAD or other bilingual authorization. Teachers without the appropriate EL authorizations with ELs in their classrooms must apply for an Emergency permit authorizing EL instruction and must agree in writing to work towards the appropriate authorization.

All linguistic and academic services for English Learners with disabilities described in their IEP or Section 504 Accommodation Plans are provided by qualified teachers who have credentials or permits that authorize instruction to students with disabilities and English Learners.

The district process for teachers with an Emergency CLAD/BCLAD authorization is as follows:

1. At the beginning of each year, teachers must sign a plan detailing efforts to obtain the EL authorization.
2. Must hold a valid Emergency CLAD or BCLAD authorization.
3. If the teacher has not completed all requirements for the EL authorization, the teacher must renew the Emergency CLAD/BCLAD authorization by completing the requirements for renewal.
4. The appropriate exams/and or coursework must be completed to obtain the EL authorization.

"Obtaining an English Learner authorization is a requirement of your position. You are directed to obtain this certification and failure to follow this directive will result in further discipline up to and including dismissal." (Human Resource, Letter to Teachers, 02/13)

The district attends recruitment fairs sponsored by universities, colleges, and organizations. The Assistant Superintendent of Human Resources participates in recruitment efforts. Every effort is made to hire qualified teachers. Candidates with authorizations to teach English Learners are given hiring priority. If a candidate does not hold the appropriate EL authorization, an Emergency EL permit must be obtained.

The District is committed to provide high quality professional development that is designed to enhance the teacher's ability to understand English Language Development (ELD) state standards, use student data to drive the instruction, and use appropriate instructional strategies based on students' level of proficiency. The Language Development Office is promoting the GLAD Guided Language Acquisition Design out of Orange County, SOBRATO Foundation and SEAL (Sobrato Early Academic Literacy), and the San Joaquin County Office of Education Language and Literacy Department. These strategies promote language and are high leverage opportunities for our students to increase academic achievement.

The LDO's EL Instructional Specialists, EL Instructional Coaches, and EL Resource Teachers offer EL specific professional language on a frequent basis at the District's Professional Development Center (PDC) in the following areas:

- English Language Development (ELD) Common Core State Standards
- Designated and Integrated ELD
- ELD Curriculum/district-created ELD Units of Study
- Instructional Strategies for English Learners
- ELD Assessments and ELD District Benchmarks
- Access to Core (direct instruction, differentiated instruction, scaffolding, inquiry-based instruction, text reconstruction, AVID strategies, and more.)
- Teacher and Bilingual Paraprofessional as an Instructional Team

In addition to the above mentioned topics, the LDO Professional Development (PD) Team in partnership with the Research and Accountability Department also provides professional learning in:

- Student Placement in EL Programs
- Monitoring of EL and RFEP students
- EL Student Data Analysis
- Integrated and Designated Strategies
- Master Plan for English Learners
- ELD Institute through San Joaquin County Office of Education

Professional Learning is offered to site administrators and ELP Site Coordinators in the specific teaching practices that support English language acquisition, ELs access to core instruction, and monitoring and evaluating program implementation.

San Joaquin County Office of Education's Language and Literacy Department provides professional learning such as: ELD Institute, Writing Across Text Types, Close Reading, and Argument Writing. The Language Development Team reinforces strategies through on site coaching, modeling, and co-teaching, co-planning, and lesson study. Sites are encouraged to call the Language Development Office and request whatever need they may have in regards to their English learners.

### **Bilingual Paraprofessionals**

Bilingual Paraprofessionals are vital to the academic success of English Learners. Their assistance is particularly important for English Learners at the Beginning or Emerging proficiency level to gain equal access to the core curriculum. Bilingual Paraprofessionals are offered trainings/workshops per year by the Language Development Office in areas specifically designed for their areas of responsibility. On-site visits are scheduled by LDO or they attend professional learning levels 1 and 2 at the San Joaquin County Office of Education. Our LDO Team will observe and provide feedback to both the Bilingual Paraprofessionals and classroom teachers. In addition, we each year we send about thirty (30) of our bilingual paraprofessionals to the Paraprofessional Institute or Advanced Paraprofessional Institute at the San Joaquin County Office of Education to ensure they are providing best practices to our students.

STAFFING	
Person Responsible	Duties
Site Administrator	Determines staffing and training needs with staff, evaluates teachers, and makes requests for teachers and paraprofessionals
Superintendent of Human Resources	Recruits, hires, places staff; facilitates contract issues; monitors training
Language Development Office	Informs DELPIC/DELAC of the district's efforts in ensuring that ELs receive instruction from authorized teachers

#### LEGAL CITATIONS:

V-EL 8 Teachers assigned to provide English-language development or access to core curriculum instruction for English Learners are appropriately authorized or are actively in training for an English Learner authorization.

V-EL 8.1 On documentation of a local shortage of qualified teachers to provide such instruction, the district has adopted and is implementing measures by which it plans to remedy the shortage. *(20 USC 6319[A] [1]; EC 44253.1, 44253.2, 44253.3, 44253.10; Castañeda v. Pickard [5<sup>th</sup> Cir. 1981] 648 F.2d 989, 1009-1011)*

V-EL 9: The district provides high quality professional development to classroom teachers, principals, administrators and other school or community-based personnel that are:

- a. Designed to enhance the teacher's ability to understand and use curricula, assessment measures, and instructional strategies for English Learners *(20 USC 6825 [c] [2] [B])*
- b. Based on research demonstrating the effectiveness of the professional development in increasing the pupil's English proficiency or the teacher's subject matter knowledge, teaching knowledge, and teaching skills, *(20 USC 6825[c][2][C])*
- c. Of sufficient intensity and duration to have a positive and lasting impact on the teacher's performance in the classroom. *(20 USC 6825[c] [2] [D])*

## PART VI - OPPORTUNITY AND EQUAL EDUCATIONAL ACCESS

### Instructional Placement for English Learners

All EL students receive daily Designated ELD instruction and Integrated ELD instruction through all content areas.

All EL students are placed in academic settings designed to meet their linguistic and instructional needs based on their degree of fluency in English. Services are provided in one of the following settings:

1. Structured English Immersion (SEI);
2. English Language Mainstream (ELM); or
3. Alternative Programs: Spanish Development (Late-Exit) or Dual Immersion/Spanish

### ELEMENTARY INSTRUCTIONAL PROGRAM OPTIONS

**SUSD's bilingual programs include the developmental (late-exit model) and the dual immersion models.**

Elementary Instructional Program Options (Grades K-8)	EL – Levels 1-2	EL – Levels 3-5	*LTEL – 5+ yrs. Levels 1-2	Program Goals	ELD	Integrated ELD (SDAIE)	L1- SUPPORT	L1-INSTRUCTION
STRUCTURED ENGLISH IMMERSION (SEI)	X			Acquire English language proficiency and <u>gain access</u> to grade-level academic core content.	X	X	X	X
ENGLISH LANGUAGE MAINSTREAM (ELM)		X	X	Acquire English language proficiency and <u>master</u> grade level academic core content.	X	X	X	X
DEVELOPMENTAL LATE-EXIT MODEL BILINGUAL EDUCATION at MCKINLEY SCHOOL	X	X	X	Acquire English language proficiency and grade-level academic content <u>through a combination of core content instruction in primary language and English.</u> <u>PATHWAY TO SEAL OF BILITERACY</u>	X	X	X	X
SPANISH DUAL IMMERSION PROGRAM at PITTMAN CHARTER SCHOOL and HONG KINGSTON/Valenzuela	X	X	X	Acquire English language proficiency and grade-level academic content in two languages: English and Spanish, as well as positive cross-cultural competencies for ELs and English proficient students. <u>PATHWAY TO SEAL of BILITERACY</u>	X	X	X	X

\*LTEL = Long Term English Learner 5+ years in EL Program

a. Designed to improve the instruction and assessment of English Learners (20 usc 6825 [s] ([z] [A])

The goal of the dual immersion and late-exit models are to create an educational experience based on a successful, research-based models. The experience is focused on high academic achievement, life long learning, self-motivation, and responsible citizenry. Teachers are able to design creative, interesting standards-based lessons that are integrated with various subject matter. Guided Language Acquisition Design strategies are fully implemented in this model. Students become fully bilingual, biliterate, and bicultural and earn the pathway for the Seal of Biliteracy after their participation in this program.

## **SECONDARY INSTRUCTIONAL PROGRAM OPTIONS**

**English Learners are to be provided access to the core ELA courses for purposes of meeting the UC A-G requirements.**

<b>Grades 9 -12 Instructional Program Options</b>	<b>Newcomer Less than 12 months in U.S.</b>	<b>EL – Levels 1-2 Less than 5 yrs. in Program</b>	<b>EL – Levels 3-5 Less than 5 yrs. in Program</b>	<b>LTEL – More than 5+ yrs. Levels 1-2</b>	<b>Program Goals</b>	<b>ELD</b>	<b>Integrated ELD (SDAIE) (ELA, Math, etc.)</b>	<b>PRIMARY LANGUAGE SUPPORT</b>
STRUCTURED ENGLISH IMMERSION (SEI)	X	X			Acquire English language proficiency and <u>gain</u> access to grade-level academic core content.	X	X	X
ENGLISH LANGUAGE MAINSTREAM PROGRAM (ELM)			X	X	Acquire English language proficiency and <u>master</u> grade level academic core content.	X	X	X

An EL student is considered to have *reasonable fluency* in English when they score at the Intermediate (3), Early Advanced (4), or Advanced (5) level on the overall CELDT and score at least at the Intermediate (3) level on all CELDT domains (Listening, Speaking, Reading and Writing). EL students with reasonable fluency are placed in the English Language Mainstream (ELM) program where they receive appropriate services that ensure that each EL achieves full proficiency in English and academic achievement at grade level. Primary language is not used.

Parents of ELs may request placement of their child into an English Language Mainstream classroom at any time during the year. Parents must complete the *Parental Request to Be Moved from a Structured English Language Classroom to an English Mainstream Classroom* form (see Appendix 1-Tool Kit, page 19).

## **Individual Education Program (IEP)**

The IEP team determines the placement of each EL student that is also Special Education regardless of language proficiency. The placement of the Special Education students is not determined by the language needs but rather by the educational needs as determined by the IEP team.

## **STRUCTURED ENGLISH IMMERSION (SEI)**

The Structured English Immersion program incorporates English Language Development instruction, and simultaneous access to the core curriculum with Integrated ELD (SDAIE) strategies and primary language support. It is recommended that primary language support be provided for English Learners who score at the Beginning (1) and Early Intermediate (2) on the CELDT.

The goals of the SEI program are acquisition of English language skills and access to core content so that ELs can succeed in a mainstream English classroom. This program option is designed to ensure that the ELs meet ELD and grade level standards through well-articulated, standards-based, differentiated ELD instruction. In addition to Designated ELD, students are provided Integrated ELD grade-level core instruction in English using Integrated ELD (SDAIE) strategies to ensure full student participation and full access to the core curriculum, with primary language support.

The focus of the SEI program is to accelerate English language development in order to minimize academic deficits that may occur, as students are not yet proficient in the language of instruction. EL students at Beginning (1) or Early Intermediate (2) proficiency levels are considered “less than reasonably fluent” and are placed in the SEI program for one year. In compliance with *CA Ed. Code Section 300-40*, students are placed in SEI for one year. However, should a student’s academic need warrant it, the student may re-enroll in an SEI classroom for up to three years.

Bilingual Paraprofessionals provide primary language support to the students in the classroom when the EL authorized classroom teacher is not bilingual or is in training for the BCLAD. Bilingual Paraprofessionals do not provide ELD instruction.

The EL student’s progress is monitored three times annually. If the student is found to be in need of additional interventions, the English Learner Appraisal Team (ELAT) convenes to write an *Academic Catch-up Plan of Action* to address needed support. **See Monitoring Process, page**

## **Parental Information and Notification**

Parents are notified by mail at the start of each school year as to the program placement of their EL child or children. The notification includes annual English language proficiency level, a description of the instructional program placement for the student that is recommended by the school, other instructional program progress expected for the student’s program option, reclassification (exit) criteria, instructional program for EL with disabilities (with an IEP) and the expected rate of graduation for English Learners (Title III requirements).

In the Annual Parent Notification letter, parents are informed that they may request an alternate program (dual immersion or late exit K-8).

**Parental Exception Waiver Process** – with the passage of Proposition 58, waivers are no longer required.

A bilingual program may be particularly helpful to EL students with limited formal schooling. Characteristics of these students may include, but are not limited to the following:

- Recent arrivals to U.S. (2 years or less)
- Little or no English fluency
- Disrupted or no schooling in native country
- Little or no literacy in native language

## **DISTRICT ALTERNATIVE PROGRAMS**

The goal of the bilingual alternative programs is to keep the students at grade level by providing instruction in the core academic areas in the students' primary language, while also teaching English skills. In addition, the aim of the program is to develop grade level literacy in both Spanish and English. In this program, students are provided academic instruction in Spanish by a qualified teacher with a BCLAD in Spanish.

Depending on the grade and proficiency level of the student, the following subjects will be taught in the primary language: language arts, mathematics, social studies, science. All students receive Designated English Language Development (ELD). As they become more proficient in English, they receive less instruction in the primary language and more in English, with teachers using designated ELD at all grade levels.

Students in an alternative bilingual program receive assessments as required by the State Department of Education as well as the appropriate primary language assessment.

Additionally, these programs are to be created as a result of Proposition 58 (2016), at school sites. Please read below.

### **Description of Bilingual Programs in Stockton Unified School District (SUSD)**

#### **Developmental (Late-Exit) Spanish Bilingual Program (K-6)**

One of the bilingual programs in SUSD is a Late-Exit, Developmental Spanish Bilingual Program (K-6), where the goal is to use Spanish language as a vehicle to transition students to English instruction as soon as possible. At McKinley School, students receive a large percentage of instruction in Spanish beginning in kindergarten, with the percentage diminishing each year, while the English instruction increases. Primary language instruction includes the academic areas of language arts, math, social studies, and science. In a timely fashion, students are transitioned into classes where a majority of the instruction is in English by the 6<sup>th</sup> grade.



This program option does aim for sustained bilingualism and biliteracy. It provides EL students' immediate access to grade level academic content and early literacy development in the primary language with a gradual transition to English instruction by sixth grade.

Teachers in this program should have their BCLAD in Spanish.

### **Pittman and Hong Kingston's Educational Program and Integration of the Dual Immersion Model**

The goal of Pittman Charter School and Hong Kingston is to create an educational school of choice based on a successful, research-based model of Dual Immersion. Kindergarten through eighth grade students will be provided an exemplary bilingual, biliterate/bicultural educational experience focused on high academic achievement, lifelong learning, self-motivation, responsible, and citizenry.

These two programs provide a rich, challenging educational program that is adapted and designed around the Common Core State Standards (CCSS). This learning is based on educational practices which have been well-researched and provide for a high level of student success in the 21<sup>st</sup> century. The following student goals provide authentic academic achievement for Pittman Charter students:

1. To meet or exceed the educational standards established by the State of California, with an emphasis on the ability to apply this knowledge.
2. To become fully bilingual and biliterate in English and Spanish and earn the Seal of Biliteracy
3. To demonstrate the ability to problem solve and utilize critical thinking skills within the academic content areas and to demonstrate the ability to transfer these skills from the classroom to the community at large.
4. To work cooperatively with others, to communicate effectively, and to be self-motivated, lifelong learners.
5. To understand and appreciate different cultures and to demonstrate such understanding by working with and problem solving with people from different cultures and to share their perceptions of those interactions.
6. To utilize technology as an organizational, communication, and problem solving tool; and
7. To develop talents and express ideas and emotions through visual and performing arts.
8. GLAD – Guided Language Acquisition Design strategies are a key component to this program.

### **Monitoring of the Bilingual Programs**

In addition to student academic goals, there are program implementation goals and criteria developed to monitor classroom practices and implementation of Bilingual Alternative programs. The Research and Accountability Department conducts an annual program evaluation of the Developmental Bilingual Program (Late Exit) and the Spanish/Dual Immersion Program.

Site administrators and/or ELP Site Coordinators conduct regular classroom observations to monitor program implementation. The information gathered from the site's self-reviews serve to identify site specific areas of need to plan for professional development. Each site has developed a Professional Learning Plan to build capacity. Sites can call the Language Development Office for specific coaching strategies, support, or ideas to enhance their programs.

The LDO's EL Instructional Specialists, Coaches, and EL Resource Teachers visit the schools on a regular basis to observe teachers' instructional delivery practices in Spanish and English and provide ongoing coaching and professional learning as needed. The LDO Team also communicates regularly with the principal and the ELP Site Coordinator to collaborate in providing a quality program and helping students to succeed. Students' academic success is measured by the district-mandated MAP and state mandated California Assessment of Student Performance and Progress (CAASPP), which include the Smarter Balanced Assessments (SBAC).

The Language Development Office meets with bilingual teachers in these three programs each month to strengthen programs, share ideas, and collaborate on successful ideas in these bilingual classrooms.

Site administrators, teachers and support staff are encouraged to attend local and regional conferences and workshops to increase their knowledge and expertise.

#### LEGAL CITINGS:

- VI-EL 10.1: Based on district criteria of reasonable fluency, English Learners are placed in Structured English Immersion (SEI) or in English Language Mainstream (ELM) programs. English Learners who do not meet the district's criteria may be placed in an ELM program with a parent or guardian request. *(EC 305, 306, 310, 311, 5 CCR 11301)*
- VI-EL 10.2: The district has designed and implemented an SEI English-language acquisition process in which the curriculum and instruction are designed for children who are learning the language. *(EC 306)*

With the Passage of Proposition 58, if twenty (20) or more parents are interested in having their child taught in a bilingual setting, the school has one year to establish this program. The school will work with the Language Development Office to design, implement, and maintain this program.

# Stockton Unified School District

## Student Placement Protocol for 2017-2018

### Expectation

According to our Stockton Unified Blue Print for Student Achievement, the expectation is that students be properly placed according to this student placement protocol. Principals, as the instructional leaders, will work with their teams to ensure that each student receives the appropriate level of instruction.

### 2017-2018 Placement and Multiple Measures

These placement guidelines stipulate that the following data should be used to determine placement:

- 2016-2017 MAP ELA and MATH results
- EL Students – 2016-2017 CELDT (overall performance level)
- SBAC 2016-2017 (available Summer-Fall 2017)
- 2016-2017 ELA and Math Course Grades

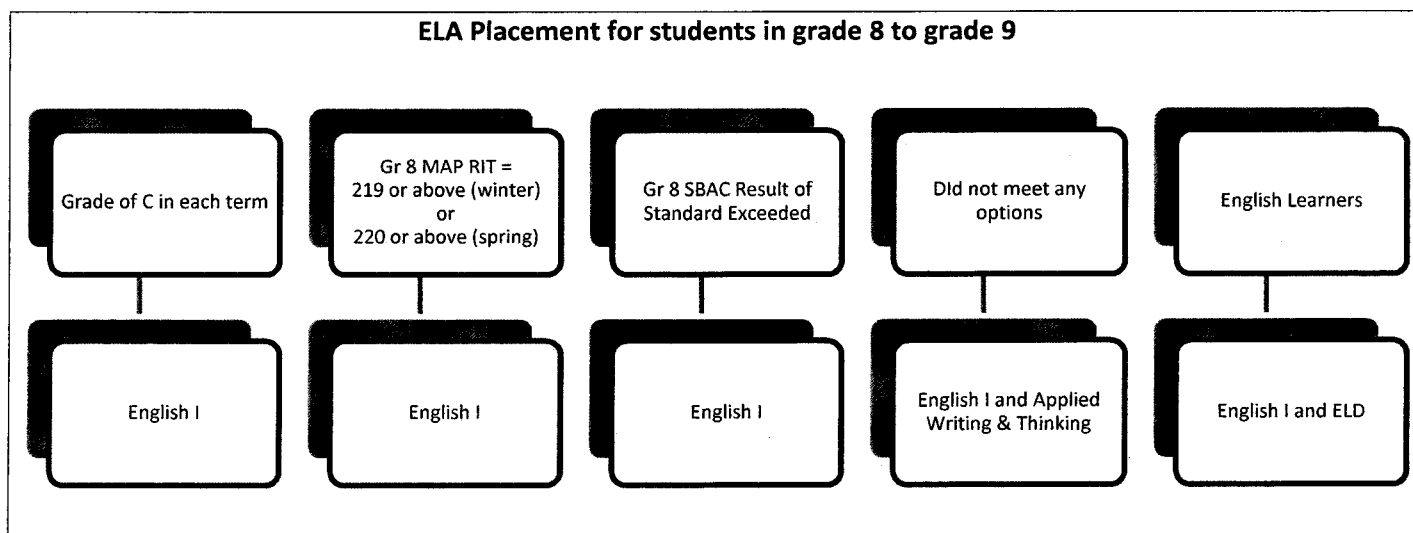
CORE Math and ELA – All students are to be placed at grade level	
Algebra I with Support - course #222000 and course #227200	English I – course #212000
Algebra I – course #222000	English I with Applied Writing – course # 212000 and course #
Geometry – course #222200	English II – course #212100
Algebra II – course #222100	English II with ELA Gr 10 Support – course 212100 and course #
Statistics – course #222600	English III – course #212200
Pre-Calculus – course #222400	English III with ELA Gr 11 Support – course 212200 and course #
Calculus – course #222500	English IV – course #213000 (British Literature)
	English IV – course #214000 (World Literature)

### CORE ELA and Math – MTSS Student Placement for students in grades 4-8

#### All students are to be placed at grade level (Tier 1 support)

Classroom teachers provide Tier 2 support and students in need of Tier 3 support are referred to specialists and resources on site.

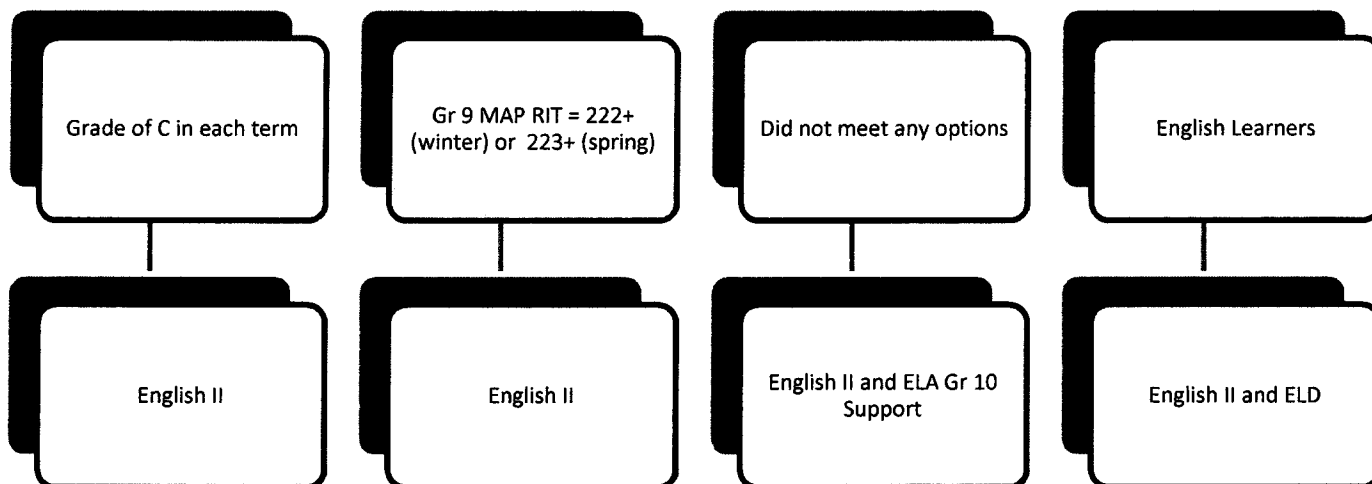
### ELA Placement for students in grade 8 to grade 9



### Placement Checkpoint

Within 30 days of new school year, Fall MAP results will be reviewed to ensure accurate placement and permit reevaluation.

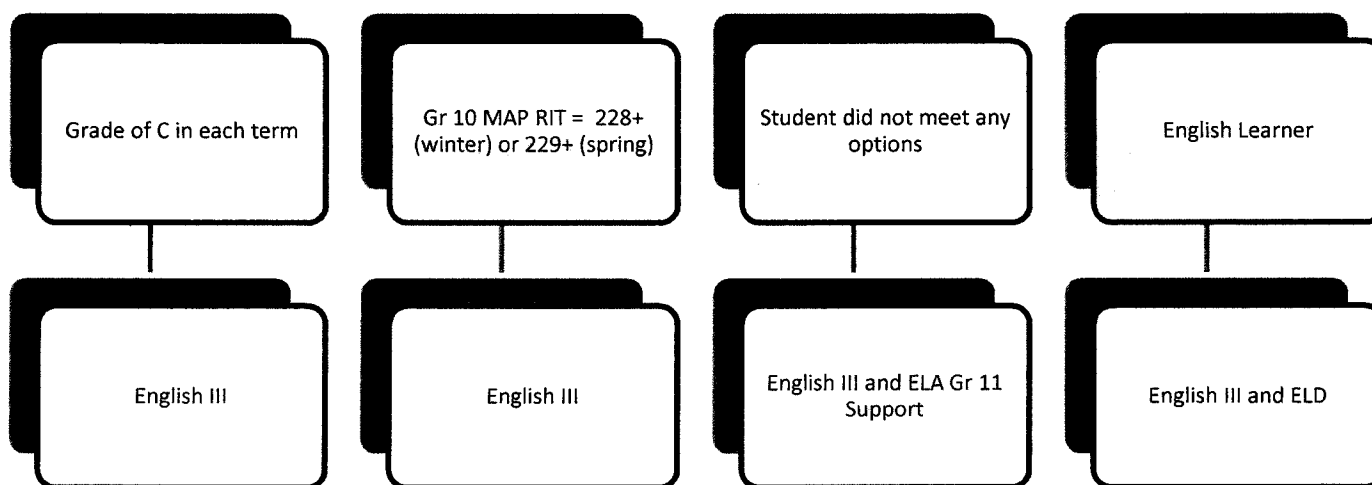
### ELA Placement for students in grade 9 to grade 10



### Placement Checkpoint

Within 30 days of new school year, Fall MAP results will be reviewed to ensure accurate placement and permit reevaluation.

### ELA Placement for students in grade 10 to grade 11



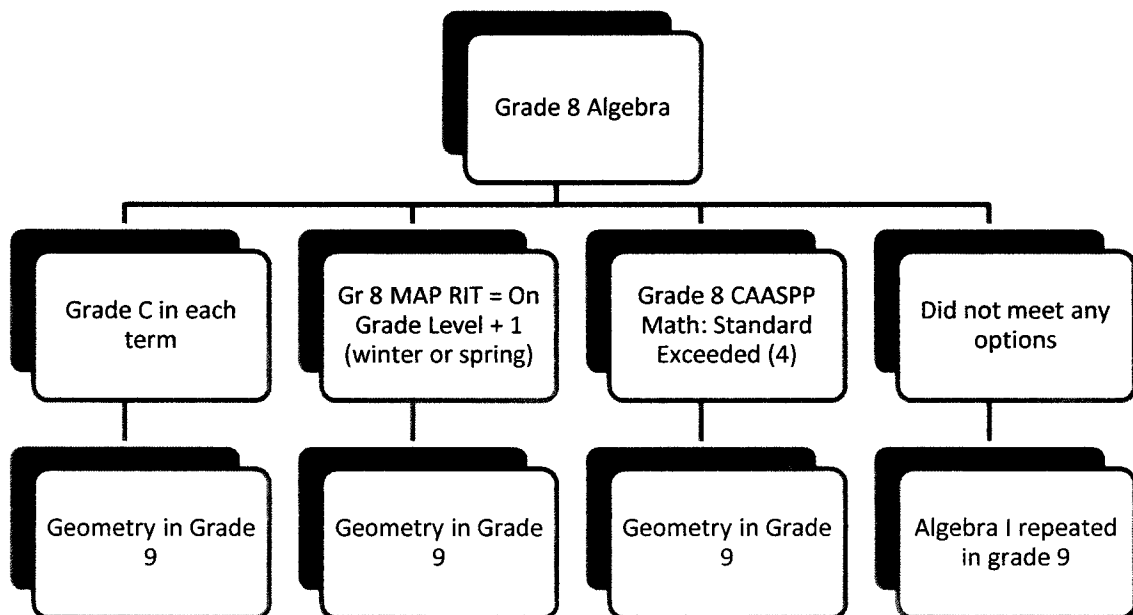
### Placement Checkpoint

Within 30 days of new school year, Fall MAP results will be reviewed to ensure accurate placement and permit reevaluation.

### Math Placement from Grades 7 to Algebra in grade 8

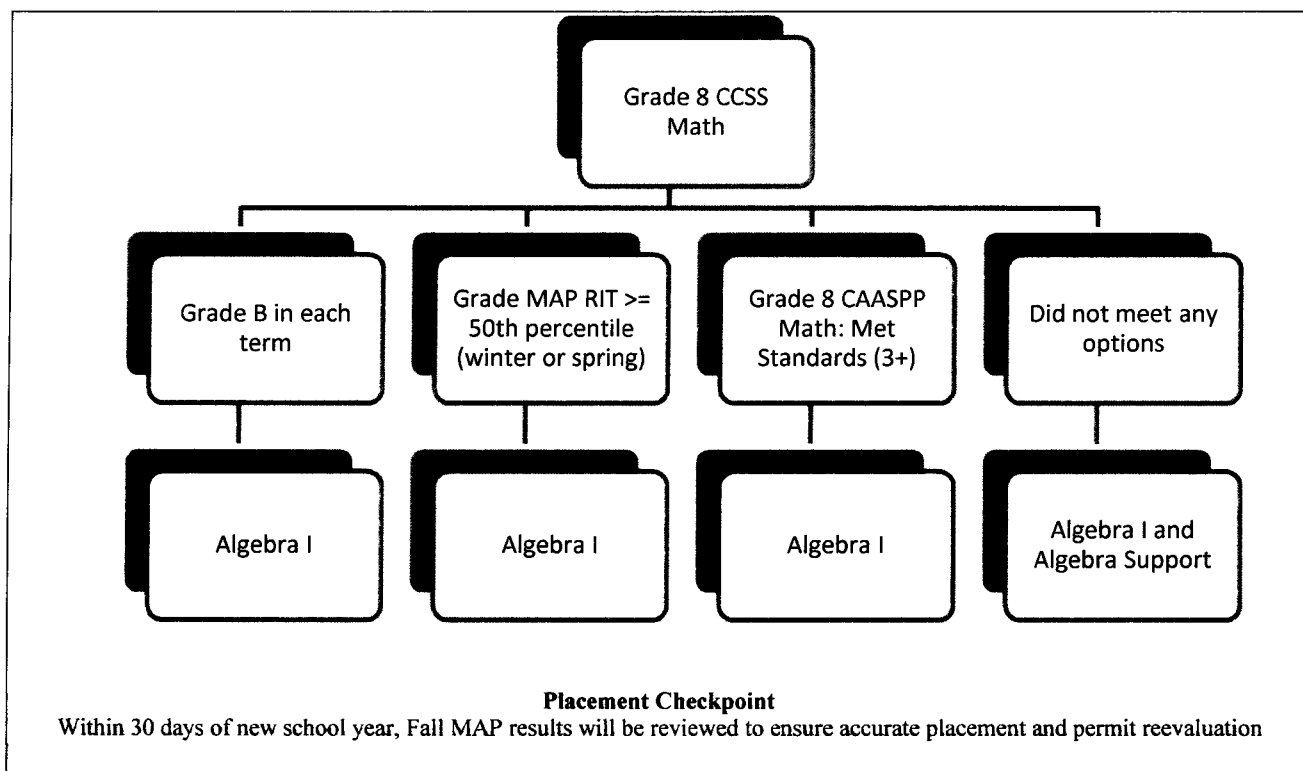
For grade 7, a math MAP RIT score *equal to On Grade Level RIT for 8<sup>th</sup> grade students*. Grade 7 students would need to achieve a Winter MAP RIT of 238 (equal to On Grade Level RIT for Fall 8<sup>th</sup> graders) OR a Spring MAP RIT of 241 (equal to On Grade Level RIT for Spring 8<sup>th</sup> graders).

### Math Placement from Grades 8 to 9



#### Placement Checkpoint

Within 30 days of new school year, Fall MAP results will be reviewed to ensure accurate placement and permit reevaluation



## ELD CORE Placement

ALL K-6 EL students must receive a minimum of 30 minutes of ELD instruction daily.

ALL 7-12 EL students must receive a minimum of 50 minutes of ELD instruction daily.

**All EL students will be placed in ELD at their grade level and at their level of English Language proficiency as determined by CELDT.**

### ELD Courses Grades 9-12

It is requested that counselors create sections of each level for each grade when possible (Example: ELD Level 1, one section for grade 9, one section for grade 10, one section for grade 11, etc.)

All EL students will be placed in Core Integrated Classes for ELA, Math, etc.

**THERE ARE NO ELD INTERVENTION COURSES.** EL students receive additional ELD support through 1) Differentiated instruction by classroom teacher; 2) Primary language support by Bilingual Paraprofessional outside of ELD class; and 3) After school additional instructional time .

The table below shows the new high school courses for ELD. Xs indicate a number position for subcategory and duration information. Standard courses would have 00 for the last 2 digits of the 6 digit course number.

Course Title	Category	Description
ELD Level 1	4721	English Language Proficiency Levels 1 or 2 (Beginning/Early Intermediate)
ELD Level 2	4722	English Language Proficiency Levels 3 or 4 (intermediate)
ELD Level 3	4725	English Language Proficiency Levels 4 or 5 (Early Advanced)
ELD Level 4	4728	Completed ELD Level 3/LTEL 5+ years at English Language Proficiency levels 4 or 5 (Early Advanced or Advanced)





## PART VII: TEACHING AND LEARNING

### General Program Overview

Stockton Unified School District Programs for English Learners are aligned with the goals of the district LEA Plan, Goal 2 is geared to address a variety of instructional settings that influence the application of the ELA/ELD Framework, Common Core State Standards, and the CA ELD Standards. These academic settings are designed to meet the students' linguistic and instructional needs as well as to develop English language knowledge, skills, and abilities needed to become college-and career-ready.

All EL students are placed in academic settings designed to meet their linguistic and instructional needs. Currently, at the high school level EL students have the opportunity to take their content area coursework Integrated ELD and Designated ELD. During this time, if a student has not been reclassified, this limits their schedule and he/she does not have the opportunity to complete their A-G requirements in the 4 years of high school on a traditional bell schedule. However, district and site personnel are working towards giving all EL students the opportunity to take their core subjects, including Designated ELD and a pathway to take the A-G requirements to meet their literacy and language needs.

Services are provided in the following settings: Structured English Immersion (SEI) or English Language Mainstream (ELM). **These program placements are designed to ensure that all EL students receive Designated English Language Development (ELD)** and Integrated ELD that uses effective and engaging strategies that are differentiated for each student's level of English language proficiency across all curriculum areas.

English Language Development (ELD) refers to the integrated and coordinated program that is designed to ensure that English Language Development standards are learned by EL students in an educationally appropriate setting within the legal guidelines of the education code. ELD is a course of daily instruction using adopted ELD curriculum and taught by a teacher who has been trained and certified in the appropriate theory, methodology, and instructional strategies for English language development. ELD instruction is required daily. ELD includes the instructional materials and methods that are used to ensure that EL students gain proficiency in oral language, reading and writing. Differentiated instruction and appropriate grouping based on the student's level of language development is a key component of ELD implementation. The content of the ELD lessons reflects the CA English Language Development Standards. The curriculum that supports ELD instruction is based on state approved programs that have been demonstrated to be effective in promoting EL students' proficiency in English. Some strategies include: GLAD (Guided Language Acquisition Design), and the Teaching and Learning Cycle.

Integrated ELD instruction is delivered using research-proven instructional strategies such as:

- Accessing students' prior knowledge (e.g., taking into account what students already know, including their primary language and culture)
- Connecting to students' prior knowledge (e.g., taking into account what students already know and relating it to what they are to learn)

- Preview-Review, Sentence deconstruction, Text reconstruction, Joint construction, and Unwrapping sentences, Interactive journals, and Interactive Read
- Building background knowledge or schema
- Planning differentiated questions, process and/or product based on students' cognitive and linguistic needs, GLAD strategies (Guided Language Acquisition Design), which include Pictorial Input Charts, Cognitive Content Dictionary, Inquiry Chart, Process Grid, and Sentence Patterning Chart
- Constructing questions that promote critical thinking and extended discourse
- Selecting and sequencing tasks (such as modeling and explaining) and providing guided practice in a logical order
- Providing a variety of collaborative group interactions like text reconstruction and collaborative summary
- Lowering the affective filter by providing a low anxiety learning environment
- Providing comprehensible input through realia and the primary language
- Planning levels of scaffolding appropriate to specific tasks and students' cognitive and linguistic needs
- Providing students with language models, such as sentence frames/starters, academic vocabulary walls, language frame charts, exemplary writing samples, or teacher language modeling (e.g., using academic vocabulary or phrasing)
- Frequently checking for understanding and modifying instructional delivery based on students' progress
- Using Total Physical Response (TPR)
- Using a range of information systems, such as graphic organizers, diagrams, photographs, videos, or other multimedia

### **Designated English Language Development Instruction**

EL students in Kindergarten through 6<sup>th</sup> grade receive at least thirty (30) minutes of daily Designated ELD instruction. EL students in 7<sup>th</sup> through 12<sup>th</sup> grade receive fifty (50) minutes or a period/block of daily Designated ELD instruction. Wherever possible, EL students are grouped by English proficiency levels to better meet their specific English proficiency needs to assure the most rapid development of their English language knowledge and skills.

### **SUSD Assessments**

Assessments are administered to 2<sup>nd</sup> – 7<sup>th</sup> grade students in ELA and math roughly after every three weeks of instruction. The main purpose of these assessments is to assess the level of mastery for the standards taught during the previous three weeks. Assessment data is disaggregated and re-teaching of standards not mastered occurs shortly thereafter. Furthermore the teacher uses the knowledge gained to plan differentiated instruction to help students achieve mastery during the next instructional sequence.

SUSD Implementation of Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP)

The MAP exams are administered in ELA and math for English Learner students in grades K-11. These skill-based exams provide for the following:

- Modification of instruction, based on exam results
- Practice opportunities for high-stakes tests
- Indicators as to how the students may perform on high-stakes tests

Teachers and administrators review the results of each MAP exam and determine areas of strength and weakness in order to inform future instruction. Data is disaggregated so that EL student needs can be addressed systematically.

If students are weak in a certain area, the teacher reviews the data and uses the knowledge gained to plan differentiated instruction to help students achieve mastery. The LDO facilitates training for teachers to analyze the data for instructional purposes.

### **Effectiveness of the ELD Program**

Effectiveness of the ELD program is determined by using multiple measures, such as classroom visitations, assessment data, and monitoring of EL documentation. School sites are provided professional learning, coaching, and technical support to effectively implement the ELD program. In addition, site administrators and teachers have access to group and disaggregated data from the CELDT, MAP, and other assessments. Data is analyzed for the purposes of helping to inform instruction and improve student learning.

During grade level collaboration sessions, teachers use the results of these multiple measures to adjust and differentiate instruction. Furthermore, teachers receive on-going professional learning through San Joaquin County Office of Education and in-class support through site and district specialists.

### **Integrated ELD**

Integrated ELD includes a set of specific instructional strategies centered around four elements: content, connections, comprehensibility, and interaction. It is designed to make instruction comprehensible and grade-level academic content accessible for English Learners. All teachers who provide content instruction in English at any grade level must use Integrated ELD to provide access to core content areas for EL students, taking into account their level of language proficiency and the language demands of the lessons.

The primary purpose of Integrated ELD instruction is teaching skills and knowledge in the content areas, more specifically content identified in standards for English language arts, math, science, social studies, physical education, and the arts. A second goal of Integrated ELD instruction is to promote language development, particularly academic language. The essence of Integrated ELD instruction is *where use of the primary language is not possible, instruction is “sheltered” in order to help students learn skills and concepts taught in language they do not fully comprehend*. ELs are provided with access to well-articulated, to well-articulated, standards-based core curriculum. Integrated ELD (SDAIE) Instruction is delivered using research-proven instructional strategies such as:

- Accessing students’ prior knowledge (e.g., taking into account what students already know, including their primary language and culture)
- Connecting to students’ prior knowledge (e.g., taking into account what students already know and relating it to what they are to learn)

- Preview-Review
- Building background knowledge or schema
- Planning differentiated questions, process and/or product based on students' cognitive and linguistic needs
- Constructing questions that promote critical thinking and extended discourse
- Selecting and sequencing tasks, such as modeling and explaining, and providing guided practice, in a logical order
- Providing a variety of collaborative groups
- Lowering the affective filter
- Planning levels of scaffolding appropriate to specific tasks and students' cognitive and linguistic needs
- Providing students with language models, such as sentence frames/starters, academic vocabulary walls, language frame charts, exemplary writing samples, or teacher language modeling (e.g., using academic vocabulary or phrasing)
- Frequently checking for understanding and modifying instruction during delivery based on students' progress and promoting complete sentences
- Using Total Physical Response (TPR)
- Using a range of information systems, such as graphic organizers, diagrams, photographs, videos, or other multimedia

Integrated and Designated ELD classes must address all of the essential subject matter standards taught in their non-Integrated ELD (SDAIE) equivalents. They are classes that focus on essential standards and represent the guaranteed minimum curriculum each student must have to master the content of each course. They are equal in rigor but with objectives broken down into manageable parts so that students who are not yet proficient in English can participate in meaningful ways.

### **SEI and Primary Language Support**

Bilingual Paraprofessionals provide primary language support to English Learners who require primary language support and are at the Emerging and Expanding levels in the classroom. They work under the direction of an appropriately credentialed teacher and use specific instructional techniques that are effective researched-based methods for EL students. Bilingual Paraprofessionals do not provide ELD instruction. English Learners who require primary language support may receive it from a teacher with an appropriate credential or a certified bilingual paraprofessional working under the direction of an appropriately credentialed teacher.

### **Special Education and Section 504**

The requirements in a student's IEP or Section 504 Accommodation Plan are federal legal requirements and take precedence. If either program or plan calls for primary language instructional State and Federal laws require that English Learners with an IEP or a Federal 504 Accommodation Plan continue to receive the programs and services that address the student's special needs, including linguistically appropriate goals and objectives. At a minimum, instructional and linguistic services must include the provision of English Language Development (ELD) and full access to core curriculum as specified in the IEP.

## EL STUDENT MONITORING PROCESS

<b>Step I:</b> EL Monitoring Form	All EL students are monitored on a quarterly basis. Classroom teachers review students' in-class performance, assessment information, and consider in-class modifications and interventions to address students' needs.
<b>Step II:</b> A. English Learner Appraisal Team and <i>Academic Catch-up Plan</i>  B. On-going Follow-up to determine the effectiveness of the <i>Academic Catch-up Plan</i>	Teacher consults with ELP Site Coordinator regarding student progress concerns. ELP Site Coordinator schedules English Learner Appraisal Team (ELAT) meeting. During the ELAT meeting an <i>Academic Catch-up Plan</i> is created.  ELAT meets <u>at least</u> twice during the school year to review/revise <i>Academic Catch-up Plan</i> .
<b>Step III:</b> SST Referral	Students who do not show adequate progress will be referred to the site Student Study Team (SST) for follow-up assessment and planning.

All EL students are monitored for academic deficiencies via the EL Monitoring Process. The ELAT meets to write an *Academic Catch-up Plan* for students who do not meet the proficiency benchmarks for English Learners by Time in Program.

Classroom teachers maintain the EL Monitoring Forms by reviewing and updating EL student progress quarterly at the end of every grading period. Teachers document identified instructional modifications and in-class interventions provided to EL students. Conferences with parents and/or additional support provided to the student outside of the classroom are also documented and attached to the form.

### English Learner Appraisal Team (ELAT)

If the student still does not make adequate progress, then the teacher makes a referral to the ELP Site Coordinator for an English Learner Appraisal Team (ELAT) meeting. The ELAT may include classroom teacher/s, parent, students, counselor, administrator and the ELP Site Coordinator. The ELP Site Coordinator coordinates and facilitates the ELAT meetings.

At this meeting the student's second language acquisition progress is discussed as well as student's progress in core subjects. An *Academic Catch-up Plan* is to be developed to identify additional interventions that are to be provided to the student. The ELAT may consider referring the student to the SST if concerns other than second language acquisition are identified. Students will also be targeted for after-school programs and tutoring using research-based supplemental materials proven effective in meeting the specific linguistic needs of English Learners.

The goal of the *Academic Catch-up Plan* is to bring students within the benchmarks for adequate achievement in English Language Development and in the core curriculum areas. This means that for the intervention to be considered successful, student will make more than a year's growth within a year's time. If after two years of documented support, the student does not show adequate progress, the ELAT will refer the student to the SST. It is considered at that point that the educational needs of the student exceed specific language development interventions. Documentation for the *Academic Catch-up Plan* is found in Appendix 1-Tool Kit, pages 22-23.

## PROFICIENCY BENCHMARKS FOR ENGLISH LEARNERS BY TIME IN PROGRAM

CELDT Level	Beginning CELDT 1	Early Intermediate CELDT 2	Intermediate CELDT 3	Early Advanced CELDT 4	Advanced CELDT 5
Expected Progress Towards Language Proficiency Based on Proficiency Level at Enrollment	Year 1	Year 2	Year 4	Year 5	Year 6
		Year 1	Year 3	Year 4	Year 5
			Year 2	Year 3	Year 4
			Year 1	Year 1-2	Year 2-3
District Benchmarks: MAP Reading and MAP Math	Intensive Intervention	Intensive Intervention	Strategic Level 1	Strategic Level 2	Strategic Level 3 Or On Grade Level

### *Academic Catch-up Plans for Long Term English Learners (LTEL) in Grades 4-12*

The *Academic Catch-up Plan* for English Learners is triggered by the determination that a student is not acquiring English according to the Time in Program (TIP) proficiency benchmarks or is not making expected grade-level academic progress. The determination that a student is not acquiring English according to the TIP proficiency benchmarks may be made using various criteria:

1. Long Term ELs in grades 4 - 12 who have been in the EL Program for more than 5 years;
2. the student does not advance one level on the CELDT in a year
3. results from the MAP Reading indicate that the student is at Intensive Intervention
4. test scores from curriculum-based assessments show the student performs consistently below grade level;
5. the classroom teacher in grades 4-6 or the Designated ELD or Integrated ELD core teacher in grades 9-12 notifies the student and the counselor that the student is not demonstrating adequate growth in ELA;
6. the student receives a mid-quarter progress report;
7. the student receives a grade of D or F in Integrated ELD core classes on the report card;

The *Academic Catch-up Plan* includes various levels of intervention recommendations and progress monitoring: 1) student contract; 2) recommendation for after-school tutorial programs; 3) referral to community support services; 4) peer coaching/study buddy; 5) recommendation to site intervention classes or program; 7) study skills program; 8) supplemental support resources in primary language

### **Supplemental Programs**

In addition to the regular EL Program there are ELAP, ELILP, Title III, Migrant, and NCLB Title I funds available to provide supplemental programs (e.g., extended day/after-school, extended year/summer school) to target specific EL populations. The purpose of these supplemental programs is to amplify students' language knowledge, skills, and abilities in order to develop their English proficiency.

The plan for monitoring students for academic deficits may include:

- a student intervention contract with student and parent signatures which is turned in once a week; at K-6 to the teacher and 7-12 to the teacher who requested the student sign the contract or to the student's counselor. The contract is kept in a central file
- attendance verification of participation in a parent-student support workshop
- informing the teacher of recommendations from the SST
- attendance verification of participation in a tutorial program
- student progress update from the new teacher of the student in the content area class
- schedule for the peer coach or study buddy and documentation of the hours of work completed with the peer coach or study buddy
- attendance verification and report of progress from the tutoring program
- monitoring of student by counselors
- regular walk-through of intervention classes or tutorial programs by administration or counselors
- using student data from benchmarks and other assessments to monitor student progress
- monitoring daily attendance at school and period attendance

EL STUDENT MONITORING	
Persons Responsible	Duties
Site Administrator	Responsible for overseeing the EL Program, EL Monitoring Process and development of Academic Catch-up Plans (including ELAT meetings), and Supplemental Programs
EL Site Coordinator/ Counselor	Responsible for managing the EL Program, coordinating and/or facilitating the EL Monitoring process and development of Academic Catch-up Plans (including ELAT meetings), and managing Supplemental Programs
Teacher	Responsible for delivering instruction, monitoring student progress, creating, reviewing, and revising Academic Catch-up plans
Language Development Office	Responsible for overseeing the district-wide EL Program  Responsible for providing training and technical support, coaching, lesson study, co-teach, co plan and modeling regarding the EL Program (including Supplemental Programs)
Research and Accountability Department	Responsible for data collection, desegregation, distribution, and analysis

#### LEGAL CITATIONS:

- VII-EL 12 Each English Learner receives a program of instruction in English Language Development in order to develop proficiency in English as rapidly and effectively as possible. (20 USC 1703[f], 6825[c] [1] [A]; EC 300, 305, 306, 310; 5 CCR 11302[a]; Castañeda v Pickard [5<sup>th</sup> Cir. 1981] 648 F.2d 989, 1009-1011)
- VII-EL 13 Academic instruction for English Learners is designed and implemented to ensure that they meet the district's content and performance standards for their respective grade levels in a reasonable amount of time. (20 USC 1703(f), 6312[c] [1] [M], 6825[c] [1] [B]' EC 306. 310; 5 CCR 11302[b]; Castañeda v. Pickard [5<sup>th</sup> Cir. 1981] 648 F.2d 989, (1009-1011))
- VII-EL 13.1: The district has developed and is implementing a plan for monitoring and overcoming any academic deficits English Learners incur while acquiring English. Actions to overcome academic deficits are taken before the deficits become irreparable. (20 USC 1703(f), 6312[c] [1] [M], 6825[c] [1] [B]' EC 306. 310; 5 CCR 11302[b]; Castañeda v. Pickard [5<sup>th</sup> Cir. 1981] 648 F.2d 989, (1009-1011))



SUBJECT: Approval of Appointment of High School Representatives to the California Interscholastic Federation (CIF) San Joaquin Section Athletic Association for the 2017-2018 School Year

### INTRODUCTION

The Stockton Unified School District's Governing Board shall annually designate an employee from each high school and/or a Director of Educational Services to serve as a representative to the local CIF league.

### ANALYSIS

Pursuant to Education Code §35179, California school boards may join associations, such as the CIF, for the purpose of providing regional or statewide interscholastic athletic programs and activities.

Pursuant to Education Code §33353 (a) (1), the CIF is responsible for administering secondary school athletic programs, including establishing rules for participation, under the general direction of school boards. Education Code §35179 also states legislative intent that school boards have specific authority to select their district athletic league representatives. Under CIF rules, these league representatives then select a representative to the CIF Section.

The board maintains membership in the CIF and requires that interscholastic athletics activities be conducted according to board and CIF rules, regulations and policies. The superintendent or designee shall have responsibility for the district interscholastic athletic program while the principal or designee at each participating school shall be responsible for site-level decisions as appropriate.

Appointees shall represent the district in performing all duties required by the CIF league. In making this selection, the board shall consider the employees' understanding of the district's goals for interscholastic and extracurricular activities, knowledge of the athletic programs, awareness of the implications of league decisions for the school and the district, and individual interpersonal communication and leadership skills.

The superintendent or designee(s) shall ensure that CIF representatives report regularly to the board on league, section and statewide issues, as well as activities and prospective actions related to athletics.

For the 2017-2018 school year, the high school representatives will be: A Director of Educational Services; Principal, Chavez High School; Principal, Edison High School; Principal, Franklin High School, and Principal, Stagg High School.

Funding Source: No cost to District

### RECOMMENDATION

It is recommended that the Governing Board approve the appointment of High School Representatives to the California Interscholastic Federation (CIF) San Joaquin Athletic Association for the 2017-2018 school year.

Prepared by: Dr. Ward Andrus, Director, Educational Services

Reviewed by: Dr. Reyes Gauna, Assistant Superintendent, Educational Support Services

**SUBJECT:** Approval of an Agreement to Furnish Consultant Services between SUSD Early Childhood Education/School Readiness and Houghton Mifflin Harcourt Publishing Company for the 2017-2018 School Year

### INTRODUCTION

**Name:** Houghton Mifflin Harcourt Publishing Company  
Northern California Office  
Sacramento, California  
(916) 884-1116

On July 14, 2015, SUSD's board members approved the adoption and purchase of the Big Day Curriculum for the SUSD's Transitional Kindergarten (TK) programs.

### ANALYSIS

**Dates of Service:** July 15, 2017 through June 30, 2018

**Recipient of Service:** TK Teachers

**Location of Service:** Professional Development Center (PDC) and TK Classrooms

#### **Brief Description of Services to be Provided:**

SUSD adopted the Big Day Curriculum July 15, 2015 to be used in twenty-two TK classrooms. All TK teachers were trained in the curriculum implementation by Big Day consultants. As part of ongoing professional learning for TK teachers, Big Day consultants will provide a professional learning course to newly hired TK teachers in the organization, implementation, assessment, and management of the Big Day curriculum and classroom. In addition, they will provide two days of professional learning to develop foundational instructional effectiveness in the classroom and four days of individual coaching to include lesson modeling and grade level sessions centered on evidence of student learning.

**Amount of Contract:** \$25,350

**Term of Contract:** July 15, 2017 – June 30, 2018

**Funding Source:** General Funds

### RECOMMENDATION

It is recommended that the Governing Board approve the agreement to furnish consultant services between SUSD Early Childhood Education/School Readiness and Houghton Mifflin Harcourt Publishing Company for the 2017-2018 school year, not to exceed \$25,350.

**Prepared by:** Mrs. Debra Keller, Director  
Early Childhood Education/School Readiness

**Reviewed by:** Dr. Reyes Gauna, Assistant Superintendent, Educational Support Services

**Business and Noninstructional Operations  
Consultants**

**CONSULTANT UTILIZATION FORM**

The following form is to be utilized by all non-instructional Consultants. The form is divided into two sections. Section #1 is to be utilized by the Consultant, and Section #2 by the District designees.

Section #1

To provide consultant services to the Stockton Unified School District, all potential non-instructional Consultants must first provide the District's \_\_\_\_\_ Office with the following information. The information may be provided below or attached hereto.

1. Name of Consultant and all individuals employed by Consultant.  
Houghton Mifflin Harcourt Publishing Company  
\_\_\_\_\_  
\_\_\_\_\_
2. Were you or any employee of or independent contractor affiliated with your organization ever an employee of the District? If so, when and in what capacity?  
No  
\_\_\_\_\_
3. Describe the purpose and goal of the services to be provided.  
Professional Development and In-Classroom coaching  
\_\_\_\_\_  
\_\_\_\_\_
4. Provide documentation and references of similar work.  
Attached  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. Describe how the quality of services to be provided are to be measured.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*Lisa Jacobson*  
*Digitally Signed ->*

Signature of Potential Consultant

Digitally signed by Lisa Jacobson  
DN: cn=Lisa Jacobson, o=Houghton  
Mifflin Harcourt, ou=Business Desk,  
email=lisa.jacobson@hmc.com,  
c=US  
Date: 2017.06.20 18:42:24 -04'00'

June 20, 2017

Date



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**Business and Noninstructional Operations  
Consultants**

Section #2

The following information must be provided to ensure that the potential Consultant's services comport with District needs.

1. Identify the source and amount of District funds to be utilized to pay for the services.

General Funds in the amount of \$25,350

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2. Identify the term of the contract and what, if any, internal or less expensive options are available.

July 15, 2017 to June 30, 2018

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3. Identify what, if any, enduring skills and knowledge are to be gained and how services will be measured.

Teachers will engage in professional learning to increase student achievement. Teachers will integrate new skills, concepts, and create instructional goals that are individualized and meet the needs of their diverse student population. The CECI assessment and Kindergarten MAP assessments will be used to measure growth.

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4. Identify the impact of the Consultant on the District.

Houghton Mifflin Harcourt Professional Services will provide TK teachers with the support necessary to meet their instructional goals.

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5. Identify the stakeholders, if any, who provided input with regard to the Consultant and identify who from the District reviewed and recommended the Consultant.

Director of Early Childhood Education/School Readiness, Transitional Kindergarten Teachers, and SUSD Curriculum Department

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Signature of District Reviewer

6/21/2017

Date

# Professional Learning for Big Day

Stockton Unified School District

## Professional Learning

Research shows that teachers who engage in professional learning increase their students' achievement significantly. At HMH we offer a full spectrum of services to help teachers do just that - improve their effectiveness in the classroom to improve students' performance

Whether it's implementation courses, professional learning that develops foundational instructional effectiveness, or a series of comprehensive services that guide leadership and support district or school wide-improvement, HMH Professional Services has what you need.

HMH has experience with successfully implementing our programs in districts of all sizes. We are prepared to partner successfully with Stockton Unified. We also recognize that districts vary in the digital experience they offer their students based on resources and infrastructure. Our programs and our professional learning are designed to reach all types of districts ranging from print to digital.



**Professional Learning Plan for Big Day  
Stockton Unified School District**

\$2,950  
ISBN: 9780545299305

\$2650 x 4 = \$10,600  
ISBN: 9780545694841

**Getting Started with Big Day**

- Up to 35 participants

**Individual Coaching**

- 4 days of in-class coaching

## **Supporting Initial Program Implementation**

To ensure teachers have the knowledge to begin implementing their new HMH program, professional learning is provided with purchase. We understand that schools and districts need choices regarding delivery options; as a result, we offer a variety of delivery methods for this initial program learning. Clients may choose from courses listed below.

### **Getting Started with Big Day for PreK**

This professional learning course introduces participants to the components in Big Day for PreK and provides guidance on organizing and managing the classroom, assessing children's progress, and engaging families throughout the year.

*Audience: Teachers, Coaches, Administrators*

*Delivery: In-person*

*Time: Full or Half Day*

## **Coaching**

As teachers grow in their understanding of how to use Big Day for PreK to support student achievement, one-on-one and team coaching provides opportunities to gain knowledge from an HMH program expert firsthand. Our Professional Learning Consultants help teachers develop instructional expertise by answering program questions, modeling effective instruction, leading grade-level program sessions centered on evidence of student learning, and helping teachers select and achieve instructional goals. Teachers, coaches, and leaders benefit from this in-person service.

### **Individual Coaching:**

This side-by-side, individual coaching helps educators integrate new skills immediately into their practice. Individual Coaching can include lesson modeling, which provides teachers with professional learning before, during, and after lesson delivery.



## **Stockton Unified School District**

### **Investment Summary**

We are honored to have the opportunity to work with Stockton Unified to support teachers and leaders and are pleased to share the investment summary for professional services. The services listed above are included in the proposal to improve instruction and maximize student achievement.

### **Total Investment**

**\$13,550.00**



# Professional Learning for Early Learning Seminars Stockton Unified School District

## Professional Learning

Research shows that teachers who engage in professional learning increase their students' achievement significantly. At HMH we offer a full spectrum of services to help teachers do just that - improve their effectiveness in the classroom to improve students' performance

Whether it's implementation courses, professional learning that develops foundational instructional effectiveness, or a series of comprehensive services that guide leadership and support district or school wide-improvement, HMH Professional Services has what you need.

HMH has experience with successfully implementing our programs in districts of all sizes. We are prepared to partner successfully with Stockton Unified. We also recognize that districts vary in the digital experience they offer their students based on resources and infrastructure. Our programs and our professional learning are designed to reach all types of districts ranging from print to digital.





**Professional Learning Plan for  
Stockton Unified School District**

November 20-21, 2017

$\$2,950 \times 4 = \$11,800$

**Early Learning Seminars**

- Up to 35 participants per trainer
- Two trainers per day

## **Stockton Unified School District**

### **Investment Summary**

We are honored to have the opportunity to work with Stockton Unified to support teachers and leaders and are pleased to share the investment summary for professional services. The services listed above are included in the proposal to improve instruction and maximize student achievement.

### **Total Investment**

**\$11,800**



SUBJECT: Approval of an Out-of-State Conference Attendance Request (CAR) for Eleven (11) Employees from Franklin High School to Attend the Integrated Multi-Tiered Framework for Educational Success National PBIS Leadership Forum in Chicago, Illinois, on September 28-29, 2017

### INTRODUCTION

Stockton Unified was awarded nearly \$5 Million in the Project Prevent Grant from the Federal Department of Education for the terms of 2014 to 2019. This conference is required by the grant. The conference will provide guidance to district and school staff on the implementation and reporting requirements for the Project Prevent Grant and for best practices and current research on Multi-Tiered Supports for the District's Positive Behavior Intervention and Supports (PBIS) and Student Assistance Program (SAP) initiatives. Stockton Unified was one of twenty districts selected to participate in this grant. Project Prevent aims to break the cycle of violence, reduce violent and aggressive behavior, and increase student mental and emotional supports at four (4) schools: Kennedy Elementary, Montezuma Elementary, Franklin High, and Jane Frederick High.

### ANALYSIS

This conference is required by the grant. The conference will provide guidance to district and school staff on the implementation and reporting requirements for the Project Prevent Grant and for best practices and current research on Multi-Tiered Supports for the District's Positive Behavior Intervention and Supports (PBIS) and Student Assistance Program (SAP) initiatives.

Cost: \$25,000

Funding Source: Project Prevent Grant and LCFF

### RECOMMENDATION

It is recommended that the Governing Board approve the Out-of-State Conference Attendance Request (CAR) for eleven (11) employees from Franklin High School to attend the Integrated Multi-Tiered Framework for Educational Success National PBIS Leadership Forum in Chicago, Illinois, on September 28-29, 2017, not to exceed \$25,000.

Prepared by: Ms. Norma Cabrera, Project Prevent Counselor, Franklin High School  
Mr. Juan Salas, Principal, Franklin High School

Reviewed by: Mr. Jeff Keller, Director, Educational Services  
Dr. Reyes Gauna, Assistant Superintendent, Educational Support Services

**SUBJECT:** Approval of an Agreement to Furnish Consultant Services between Special Education and California Educational Consultants - Mr. Joe Billingslea

### INTRODUCTION

**Name:** California Educational Consultants  
Mr. Joe Billingslea  
6010 Tugboat Lane  
Stockton, CA 95219  
(209) 981-1697

Mr. Billingslea was employed with SUSD for fifteen years and retired as a Special Education Program Specialist in 2013. For the first seven years, Mr. Billingslea was a program specialist working with Resource and Special Day Class Programs. For the remaining eight years, Mr. Billingslea oversaw all related services surrounding Non-Public Schools (NPS) placements. Services surrounding NPS placements require a very specific level of expertise, extensive collaborative efforts with outside agencies, thorough collection of data prior to the consideration of placing a student in an NPS, and proper knowledge of related Ed Code. Inspired to continue to positively affect families and those working with them, Mr. Billingslea continues to work as a consultant under his business name, California Educational Consultants.

### ANALYSIS

SUSD has students with disabilities whose needs have been determined cannot be met in our District programs. As such, alternative educational placements at NPS' certified by CDE, are carefully reviewed and considered on a case-by-case basis by the student's Individualized Education Program (IEP) Team. It is the goal of SUSD that all students with disabilities have the same educational opportunities as their general education peers in a regular public school system. Mr. Billingslea's wealth of knowledge in working with all stakeholders for this population would be a benefit in our efforts of transitioning students back to SUSD schools, when appropriate. It is the goal of Special Education to utilize Mr. Billingslea to work collaboratively within SUSD's resources and families to transition students back to a Least Restrictive Environment.

**Date of Service:** July 12, 2017 – June 30, 2018

**Recipient of Service:** Special Education's staff, students and their families

**Location of Service:** Special Education Office and various SUSD school sites

#### **Brief Description of Service to be Provided:**

Mr. Billingslea will work collaboratively with Special Education's staff, students and their families, and outside sources when necessary, with the goal of preparing identified students who may be ready to return to SUSD for their education.

**Amount of Contract:** \$40,000

**Term of Contract:** July 12, 2017 – June 30, 2018

**Funding Source:** Special Education General Fund

It is recommended that the Governing Board approve the agreement to furnish consultant services between Special Education and California Educational Consultants - Mr. Joe Billingslea for the 2017-2018 school year, not to exceed \$40,000.

Prepared by: Dr. Jovan Jacobs, Executive Director  
Special Education/SELPA

Reviewed by: Dr. Reyes Gauna, Assistant Superintendent  
Educational Support Services

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**Business and Noninstructional Operations**

**JOE BILLINGSLEA**

**Consultants**

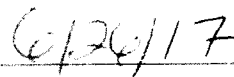
**Section #2**

The following information must be provided to ensure that the potential Consultant's services comport with District needs.

1. Identify the source and amount of District funds to be utilized to pay for the services.  
Funds are not to exceed \$40,000 at the hourly rate of \$65.00. Funding source is Special Ed General Fund.
2. Identify the term of the contract and what, if any, internal or less expensive options are available.  
The contract is for the 2017-18 school year. SUSD has students with disabilities whose needs have been determined cannot be met in our District programs. As such, alternative educational placements at NPS' certified by CDE, are carefully reviewed and considered on a case by case basis by the student's Individualized Education Program (IEP) Team. It is the goal of SUSD that all students with disabilities have the same educational opportunities as their general education peers in a regular public school system. Mr. Billingslea's wealth of knowledge in working with all stakeholders for this population would be a benefit in our efforts of transitioning students back to SUSD schools, when appropriate. It is the goal of the Special Education Department to utilize Mr. Billingslea to work collaboratively within SUSD resources and families to transition students back to a Least Restrictive Environment.
3. Identify what, if any, enduring skills and knowledge are to be gained and how services will be measured.  
Mr. Billingslea will work collaboratively with various SUSD staff, families, and outside sources when necessary, with the goal of preparing identified students who may be ready to return to SUSD for their education.
4. Identify the impact of the Consultant on the District.  
The impact of the consultant on the District is to prepare students to return to SUSD for their educational placement
5. Identify the stakeholders, if any, who provided input with regard to the Consultant and identify who from the District reviewed and recommended the Consultant.  
Dr. Jovan Jacobs, Executive Director, Special Education/SELPA and Special Education Administrators

  
Signature of District Reviewer

Date

  
6/26/17

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**Business and Noninstructional Operations**

**JOE BILLINGSLEA**

**Consultants**

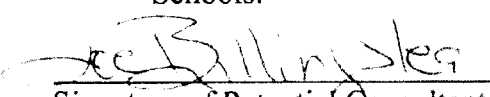
**CONSULTANT UTILIZATION FORM**

The following form is to be utilized by all non-instructional Consultants. The form is divided into two sections. Section #1 is to be utilized by the Consultant, and Section #2 by the District designees.

**Section #1**

To provide consultant services to the Stockton Unified School District, all potential non-instructional Consultants must first provide the District's Office with the following information. The information may be provided below or attached hereto.

1. Name of Consultant and all individuals employed by Consultant?  
California Educational Consultants - Joe Billingslea
2. Were you or any employee of or independent contractor affiliated with your organization ever an employee of the District? If so, when and in what capacity?  
Yes. 1998 – 2013 (Special Ed Program Specialist); 2014 – 2016 (45-Day Consultant)
  - 7 years – Special Education Program Specialist, Resource Specialist & Special Day Class Programs
  - 8 years – Special Education Program Specialist, Nonpublic School services
3. Describe the purpose and goal of the services to be provided.  
To accurately identify students who are ready to transition back to a Least Restrictive Environment in a public school campus.
4. Provide documentation and references of similar work.
  - 17 years – Special Education Teacher – Lincoln Unified School District
  - 7 years – Special Education Program Specialist, RSP/SDC Services – Stockton USD
  - 8 years – Special Education Program Specialist, NPS Services - Stockton USD
5. Describe how the quality of services to be provided are to be measured.  
Services are to be measured by the reduction of students placed and served in Non-Public Schools.

  
Signature of Potential Consultant

6/26/17  
Date

SUBJECT: Approval of an Agreement to Furnish Consulting Services between Educational Services/ Curriculum & Instruction and Ms. Angela Beyer

### INTRODUCTION

Name: Ms. Angela Beyer  
3624 Five Forks Drive, Stockton, CA 95219

Ms. Angela Beyer, a professor at San Joaquin Delta College, is an educator and consultant, presenting workshops and seminars on Early Childhood Education. In her educational journey she has taught at all levels of K-12 and post education and lead professional learning for a variety of educators including teachers, professional development providers, and instructional leaders. Ms. Beyer has previously presented to SUSD teachers and has received an excellent feedback rating from the teachers in attendance.

### ANALYSIS

Transitional Kindergarten (TK) teachers will receive professional development tailored to the chronological age and socio-development of their students. Due to the fact that socio-development spans chronological ages from 3-8, teachers in K-3 are also invited to attend.

Dates of Service: August 4, 2017 (SUSD Professional Development Day)

Recipient of Service: 23 TK teachers and any other teacher in the grades K-3 span

Location of Service: SUSD Professional Development Center (PDC)

### Brief Description of Services to be Provided:

In the three 90-minute sessions, Ms. Beyer will present the John Hopkins University based, Brain-Targeted Teaching Model. This model presents stages, or “brain targets,” of the teaching and learning process and describes the associated brain research that supports each target for a more effective learning/teaching process. While each brain target is presented separately, the components are all inter-related and the main focus will be placed on the emotional climate, physical environment of the model. By using the Brain-Targeted Teaching Model, teachers can be assured that they are implementing research-based effective teaching strategies as well as implementing what the neurological and cognitive sciences tell us about how the brain thinks and learns.

Amount of Contract: \$1,000

Term of Contract: August 4, 2017

Funding Source: Title II

### RECOMMENDATION

It is recommended that the Governing Board approve the agreement to furnish consultant services between Educational Services Curriculum & Instruction and Ms. Angela Byers, not to exceed \$1,000.

Prepared by: Mr. Robert Sahli, Executive Director, Instructional Technology & Curriculum

Reviewed by: Dr. Reyes Gauna, Assistant Superintendent, Educational Support Services

**Business and Noninstructional Operations  
Consultants****CONSULTANT UTILIZATION FORM**

The following form is to be utilized by all non-instructional Consultants. The form is divided into two sections. Section #1 is to be utilized by the Consultant, and Section #2 by the District designees.

Section #1

To provide consultant services to the Stockton Unified School District, all potential non-instructional Consultants must first provide the District's Office with the following information. The information may be provided below or attached hereto.

1. Name of Consultant and all individuals employed by Consultant.

Angela Beyer

2. Were you or any employee of or independent contractor affiliated with your organization ever an employee of the District? If so, when and in what capacity?

No

3. Describe the purpose and goal of the services to be provided.


Overview of the Brain Targeted Teaching model and emphasis placed on the emotional climate

4. Provide documentation and references of similar work.

SUSD TK and Kinder teachers  
SUSD Preschool teachers and Admin.

5. Describe how the quality of services to be provided are to be measured.

District Survey

  
Signature of Potential Consultant

6-28-17  
Date





**Business and Noninstructional Operations  
Consultants**

Section #2

The following information must be provided to ensure that the potential Consultant's services comport with District needs.

1. Identify the source and amount of District funds to be utilized to pay for the services.

Title II \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Identify the term of the contract and what, if any, internal or less expensive options are available.

August 4, 2017 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Identify what, if any, enduring skills and knowledge are to be gained and how services will be measured.

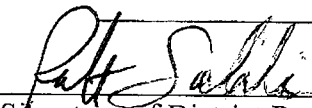
Joh Hopkins University Brain-Targeted Teaching  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Identify the impact of the Consultant on the District.

Inform primary grade teachers on brain targeted instruction at the appropriate developmental levels of students  
\_\_\_\_\_  
\_\_\_\_\_

5. Identify the stakeholders, if any, who provided input with regard to the Consultant and identify who from the District reviewed and recommended the Consultant.

Robert Sahli, Eba Martinez, TK and K teachers who have attended previous training from this consultant and provided excellent reviews of her work and impact  
\_\_\_\_\_  
\_\_\_\_\_

  
\_\_\_\_\_  
Signature of District Reviewer

6-26-12  
\_\_\_\_\_  
Date

**SUBJECT:** Approval of a Memorandum of Understanding (MOU) between Stockton Unified School District (SUSD) and Lincoln Unified School District (LUSD) to Provide Title I Services to Students Attending Presentation School Who Live within the SUSD Attendance Area for the 2017-2018 School Year

## INTRODUCTION

Under the Every Student Succeeds Act (ESSA), private schools must be given the opportunity to participate in Title I Part A services for their students who are at risk of failing in English Language Arts or Mathematics. School districts are obligated to contact officials of private schools with students who reside within the district's attendance boundaries, regardless of whether the private school is located within the district's attendance boundaries, regarding Title I participation. ESSA allows districts to enter into agreements to provide services to students who live within the district's attendance area, but attend schools in neighboring districts, through the MOU process.

## ANALYSIS

Presentation School ("Presentation") requested to participate in Title I with SUSD for the 2017-18 school year. LUSD is the district of location for Presentation and is already providing Title I services for students who live within LUSD's boundaries. To ensure that students attending Presentation receive the same intervention program regardless of the district they live in, SUSD would like to enter into an agreement with LUSD for Lincoln Unified to provide Title I services to Presentation students living in SUSD's boundaries, as stipulated in the attached MOU.

LUSD would consult with Presentation with regards to students living within SUSD boundaries who are in need of Title I intervention services and provide SUSD with a copy of the consultation agreement. LUSD would provide services to qualifying students and invoice SUSD for services rendered. The invoiced amount would not exceed the Title I allocation that SUSD has determined for Presentation. The Title I allocation for Presentation is based on the number of students living in the SUSD attendance area who qualify for tuition assistance, Presentation's agreed upon measure of poverty. SUSD will use the same Title I per pupil allotment to calculate Presentation's Title I budget as it does for all SUSD schools.

Funding Source: SUSD's Title I Allocation for Presentation

Terms of Agreement: 1 Year (September 1, 2017 - June 30, 2018)

Cost: Not to Exceed the Final Title I Allocation for Presentation

## RECOMMENDATION

It is recommended that the Governing Board approve the Memorandum of Understanding (MOU) between Stockton Unified School District (SUSD) and Lincoln Unified School District (LUSD) to provide Title I services to students attending Presentation School who live within the SUSD attendance area, for the 2017-2018 school year, not to exceed the Title I allocation for Presentation School.

**Prepared by:** Ms. Cheryl Wolf, Program Specialist, State and Federal Programs

**Reviewed by:** Ms. Janet Yarbrough, Director, Educational Services  
Dr. Reyes Gauna, Assistant Superintendent, Educational Support Services

**Memorandum of Understanding  
Title I Services to Presentation School  
2017-18**

This Memorandum of Understanding ("MOU") is entered into by and between the Stockton Unified School District ("SUSD") and the Lincoln Unified School District ("LUSD") for LUSD to provide Title I Services to students attending Presentation School ("Presentation") who live within the SUSD Attendance Area for the 2017-18 School Year. SUSD and LUSD are also each referred to herein as "Party" and collectively referred to herein as "the Parties."

**Recitals**

Whereas, under the Every Student Succeeds Act ("ESSA"), private schools must be given the opportunity to participate in Title I Part A services ("Title I Services") for their students who are at risk of failing in English Language Arts or Mathematics;

Whereas, school districts are obligated to notify officials of private schools with students who reside within the school district's attendance boundaries regarding Title I participation;

Whereas, the ESSA allows school districts to enter into agreements to provide services to students who live within the LEA's attendance area, but attend schools in adjoining school districts, through the MOU process;

Whereas, Presentation, a private school located at 1635 W Benjamin Holt Dr., Stockton, CA 95207, requested to participate in Title I with SUSD for the 2017-18 school year;

Whereas, LUSD is the school district of location for Presentation and is already providing Title I Services for students who live within LUSD's boundaries; and

Whereas, to ensure that students attending Presentation receive the same intervention program regardless of the school district they live in, LUSD and SUSD have collaborated and agreed that LUSD will consult with and provide Title I Services on behalf of SUSD to eligible students attending Presentation.

NOW, THEREFORE, in consideration of the promises and the mutual covenants and agreements herein set forth herein, SUSD and LUSD hereby agree as follows:

**Agreement**

A. Term. The term of this MOU shall be from September 1, 2017 to June 30, 2018.

**B. SUSD Responsibilities.**

1. SUSD agrees to collaborate with Presentation to determine the number of students residing in participating Title I attendance areas within SUSD's attendance boundaries, who also receive tuition assistance, which is the agreed upon measure of poverty for Presentation students.
2. The Title I allocation for Presentation will be based on the number of students living in the SUSD attendance area that qualify for tuition assistance. SUSD will use the same Title I per pupil allotment to calculate Presentation's Title I budget as it does for all SUSD schools. SUSD will provide LUSD with verification and confirmation of the number of eligible students, SUSD's per pupil allocation, and the amount of Title I funds to be allocated to provide services to eligible Presentation students.

**C. LUSD Responsibilities.**

1. On behalf of SUSD, LUSD agrees to consult with Presentation officials to determine the plan for services to be provided and agrees to inform Presentation of its rights and responsibilities under the Every Student Succeeds Act (ESSA). LUSD shall be the point of contact for Presentation on behalf of SUSD regarding the provision of Title I Services. LUSD agrees to provide SUSD with a copy of the consultation agreement between LUSD and Presentation once it is fully executed.
2. LUSD agrees to provide an invoice to SUSD for SUSD's share of the Title I Services provided to eligible students attending Presentation by LUSD. The invoice amount shall not exceed the Title I allocation that has been determined for Presentation.

**D. Miscellaneous.**

1. Independent Entities. The Parties intend that the relationship between them, are separate legal entities. No agent, employee or servant of the either party shall be deemed to be the employee, agent or servant of the other party except as expressly acknowledged in writing. Each party will be solely and entirely responsible for its acts and for the acts of its agents, employees, servants and subcontractors.
2. Entire Agreement. This MOU is the entire agreement between the parties relating to the subject matter of this MOU.
3. Amendments. This MOU may be amended or modified, in whole or in part, only by an agreement in writing developed in the same manner as this MOU.
4. Severability. If any provision or any part of this MOU is for any reason held to be invalid and /or unenforceable or contrary to public policy, law, statute, and/or

ordinance, the remainder of this MOU shall not be affected thereby and shall remain valid and fully enforceable.

5. Termination. This Agreement may be terminated by mutual agreement of the Parties.

6. Non-Assignment. Neither party shall assign its rights, duties or privileges under this MOU without the written consent of the other party.

7. Interpretation. The language of this MOU shall be construed as jointly proposed and jointly accepted, and in the event of any subsequent determination of ambiguity, the Parties shall be treated as equally responsible for such ambiguity.

8. Entire Agreement. This MOU is intended by the Parties as the final expression of their agreement with respect to such terms as are included herein and as the complete and exclusive statement of its terms and may not be contradicted by evidence of any prior agreement or of a contemporaneous oral agreement, nor explained or supplemented by evidence of consistent additional terms.

9. Authority. Each person below warrants and guarantees that she/he is legally authorized to execute this MOU on behalf of the designated Party and that such execution shall bind the designated Party to the terms of this MOU subject to ratification by the Parties respective governing boards.

10. Time is of the essence. Time is of the essence in this MOU.

11. Counterparts. This MOU may be signed in counterparts such that the signatures may appear on the separate signature pages. Facsimile or photocopy signatures shall have the same force and effect as original signatures.

IN WITNESS WHEREOF, each of the Parties hereto has duly executed this MOU as of the dates shown below.

<b>STOCKTON UNIFIED SCHOOL DISTRICT</b>	<b>LINCOLN UNIFIED SCHOOL DISTRICT</b>
By: _____	By: _____
Print: _____	Print: _____
Title: _____	Title: _____
Dated: _____	Dated: _____

**SUBJECT:** Approval of a Memorandum of Understanding (MOU) between Stockton Unified School District (SUSD) and Lincoln Unified School District (LUSD) to Provide Title I Services to Students Attending St. Luke School Who Live within the LUSD Attendance Area for the 2017-2018 School Year

## INTRODUCTION

Under the Every Student Succeeds Act (ESSA), private schools must be given the opportunity to participate in Title I Part A services for their students who are at risk of failing in English Language Arts or Mathematics. School districts are obligated to contact officials of private schools with students who reside within the district's attendance boundaries, regardless of whether the private school is located within the district's attendance boundaries, regarding Title I participation. ESSA allows districts to enter into agreements to provide services to students who live within the district's attendance area, but attend schools in neighboring districts, through the MOU process.

## ANALYSIS

St. Luke School requested to participate in Title I with LUSD for the 2017-2018 school year. Stockton Unified is the district of location for St. Luke School and is already providing Title I services for students who live within Stockton's boundaries. To ensure that students attending St. Luke School receive the same intervention program regardless of the district they live in, LUSD would like to enter into an agreement with SUSD for Stockton Unified to provide Title I services to St. Luke's students living in LUSD's boundaries, as stipulated in the attached MOU.

SUSD would consult with St. Luke with regards to students living within LUSD boundaries who are in need of Title I intervention services and provide LUSD with a copy of the consultation agreement. SUSD would provide services to qualifying students and invoice LUSD for services rendered. The invoiced amount would not exceed the Title I allocation that LUSD has determined for St. Luke School. The Title I allocation for St. Luke School is based on the number of students living in the LUSD attendance area who qualify for tuition assistance, St. Luke School's agreed upon measure of poverty. LUSD will use the same Title I per pupil allotment to calculate St. Luke's Title I budget as it does for all LUSD schools.

Funding Source: LUSD's Title I Allocation for St. Luke School

Terms of Agreement: 1 Year (September 1, 2017 - June 30, 2018)

Cost: Not to Exceed the Final Title I Allocation for St. Luke School

## RECOMMENDATION

It is recommended that the Governing Board approve the Memorandum of Understanding (MOU) between Stockton Unified School District (SUSD) and Lincoln Unified School District (LUSD) to provide Title I services to students attending St. Luke School who live within the LUSD attendance area, for the 2017-2018 school year, not to exceed the Title I allocation for St. Luke School.

Prepared by: Ms. Cheryl Wolf, Program Specialist, State and Federal Programs

Reviewed by: Ms. Janet Yarbrough, Director, Educational Services  
Dr. Reyes Gauna, Assistant Superintendent, Educational Support Services

**Memorandum of Understanding  
Title I Services to St. Luke School  
2017-18**

This Memorandum of Understanding ("MOU") is entered into by and between the Stockton Unified School District ("SUSD") and the Lincoln Unified School District ("LUSD") for SUSD to provide Title I Services to students attending St. Luke School ("St. Luke") who live within the LUSD Attendance Area for the 2017-2018 School Year. SUSD and LUSD are also each referred to herein as "Party" and collectively referred to herein as "the Parties."

**Recitals**

Whereas, under the Every Student Succeeds Act ("ESSA"), private schools must be given the opportunity to participate in Title I Part A services ("Title I Services") for their students who are at risk of failing in English Language Arts or Mathematics;

Whereas, school districts are obligated to notify officials of private schools with students who reside within the school district's attendance boundaries regarding Title I participation;

Whereas, the ESSA allows school districts to enter into agreements to provide services to students who live within the LEA's attendance area, but attend schools in adjoining school districts, through the MOU process;

Whereas, St. Luke, a private school located at 4005 North Sutter St., Stockton, CA 95204, requested to participate in Title I with SUSD for the 2017-18 school year;

Whereas, SUSD is the school district of location for St. Luke and is already providing Title I Services for students who live within SUSD's boundaries; and

Whereas, to ensure that students attending St. Luke receive the same intervention program regardless of the school district they live in, LUSD and SUSD have collaborated and agreed that SUSD will consult with and provide Title I Services on behalf of LUSD to eligible students attending St. Luke.

NOW, THEREFORE, in consideration of the promises and the mutual covenants and agreements herein set forth herein, SUSD and LUSD hereby agree as follows:

**Agreement**

A. Term. The term of this MOU shall be from September 1, 2017 to June 30, 2018.

B. LUSD Responsibilities.

1. LUSD agrees to collaborate with St. Luke to determine the number of students residing in participating Title I attendance areas within LUSD's attendance boundaries, who also receive tuition assistance, which is the agreed upon measure of poverty for St. Luke students.
2. The Title I allocation for St. Luke will be based on the number of students living in the LUSD attendance area that qualify for tuition assistance. LUSD will use the same Title I per pupil allotment to calculate St. Luke's Title I budget as it does for all LUSD schools. LUSD will provide SUSD with verification and confirmation of the number of eligible students, LUSD's per pupil allocation, and the amount of Title I funds to be allocated to provide services to eligible St. Luke students.

C. SUSD Responsibilities.

1. On behalf of LUSD, SUSD agrees to consult with St. Luke officials to determine the plan for services to be provided and agrees to inform St. Luke of its rights and responsibilities under the Every Student Succeeds Act (ESSA). SUSD shall be the point of contact for St. Luke on behalf of LUSD regarding the provision of Title I Services. SUSD agrees to provide LUSD with a copy of the consultation agreement between SUSD and St. Luke once it is fully executed.
2. SUSD agrees to provide an invoice to LUSD for LUSD's share of the Title I Services provided to eligible students attending St. Luke by SUSD. The invoice amount shall not exceed the Title I allocation that has been determined for St. Luke.

D. Miscellaneous.

1. Independent Entities. The Parties intend that the relationship between them, are separate legal entities. No agent, employee or servant of the either party shall be deemed to be the employee, agent or servant of the other party except as expressly acknowledged in writing. Each party will be solely and entirely responsible for its acts and for the acts of its agents, employees, servants and subcontractors.
2. Entire Agreement. This MOU is the entire agreement between the parties relating to the subject matter of this MOU.
3. Amendments. This MOU may be amended or modified, in whole or in part, only by an agreement in writing developed in the same manner as this MOU.
4. Severability. If any provision or any part of this MOU is for any reason held to be invalid and /or unenforceable or contrary to public policy, law, statute, and/or ordinance, the remainder of this MOU shall not be affected thereby and shall remain valid and fully enforceable.



5. Termination. This Agreement may be terminated by mutual agreement of the Parties.
6. Non-Assignment. Neither party shall assign its rights, duties or privileges under this MOU without the written consent of the other party.
7. Interpretation. The language of this MOU shall be construed as jointly proposed and jointly accepted, and in the event of any subsequent determination of ambiguity, the Parties shall be treated as equally responsible for such ambiguity.
8. Entire Agreement. This MOU is intended by the Parties as the final expression of their agreement with respect to such terms as are included herein and as the complete and exclusive statement of its terms and may not be contradicted by evidence of any prior agreement or of a contemporaneous oral agreement, nor explained or supplemented by evidence of consistent additional terms.
9. Authority. Each person below warrants and guarantees that she/he is legally authorized to execute this MOU on behalf of the designated Party and that such execution shall bind the designated Party to the terms of this MOU subject to ratification by the Parties respective governing boards.
10. Time is of the essence. Time is of the essence in this MOU.
11. Counterparts. This MOU may be signed in counterparts such that the signatures may appear on the separate signature pages. Facsimile or photocopy signatures shall have the same force and effect as original signatures.

IN WITNESS WHEREOF, each of the Parties hereto has duly executed this MOU as of the dates shown below.

<b>STOCKTON UNIFIED SCHOOL DISTRICT</b>	<b>LINCOLN UNIFIED SCHOOL DISTRICT</b>
By: _____	By: _____
Print: _____	Print: _____
Title: _____	Title: _____
Dated: _____	Dated: _____

SUBJECT: Approval of an Agreement to Furnish Consultant Services between Edison High School and Solution Tree, Inc.

## INTRODUCTION

Name: Solution Tree, Inc.  
555 N. Morton St.  
Bloomington, IN 47404

Dr. Luis F. Cruz, consultant for Solution Tree, has taught and been an Administrator at the K-8 and High School levels. During his career in public education, he has won several awards, including: Teacher of the Year and Administrator of the Year. During his time at Baldwin Park H.S., he led his staff to create the change necessary in order to significantly close the achievement gap between the general student population and students learning English as a second language. He is among the foremost authorities on applying the Response to Intervention (RTI) process effectively at schools, working with staff to implement a results-driven program that provides targeted intervention at all tiers of interventions.

## ANALYSIS

The training delivered through the consultant's services will consist of proven strategies and tools which will allow teachers and administrators to improve interventions, while keeping their focus on the importance of high levels of learning for ALL students.

Date of Service: January 16, 2018  
Recipient of Service: Edison High School Staff  
Location of Service: Edison High School

### Brief Description of Services to be Provided:

Analyzing and utilizing common assessments to improve core instruction and guide interventions.

Amount of Contract: \$10,000  
Funding Source: LCFF/Title 1

## RECOMMENDATION

It is recommended that the Governing Board approve the agreement to furnish consultant services between Edison High School and Solution Tree, Inc., not to exceed \$10,000.

Prepared by: Mr. Valente Aguilar, Assistant Principal, Edison High School  
Mr. Brian Biedermann, Principal, Edison High School  
  
Reviewed by: Mr. Jeff Keller, Director, Educational Services  
Dr. Reyes Gauna, Assistant Superintendent, Educational Support Services



**Business and Noninstructional Operations  
Consultants**

**CONSULTANT UTILIZATION FORM**

The following form is to be utilized by all non-instructional Consultants. The form is divided into two sections. Section #1 is to be utilized by the Consultant, and Section #2 by the District designees.

**Section #1**

To provide consultant services to the Stockton Unified School District, all potential non-instructional Consultants must first provide the District's \_\_\_\_\_ Office with the following information. The information may be provided below or attached hereto.

1. Name of Consultant and all individuals employed by Consultant.  
Luis F. Cruz with Solution Tree  
\_\_\_\_\_  
\_\_\_\_\_
2. Were you or any employee of or independent contractor affiliated with your organization ever an employee of the District? If so, when and in what capacity?  
No  
\_\_\_\_\_
3. Describe the purpose and goal of the services to be provided.  
To provide teachers, administrators and instructional leaders with the training necessary to successfully implement an effective Response to Intervention process which will improve student success  
\_\_\_\_\_
4. Provide documentation and references of similar work.  
Have been working with Solution Tree for several years and have provided similar training to other districts throughout California and the United States. Successful trainings offered in the past have lead to schools improving student achievement as has been demonstrated through site assessment results  
\_\_\_\_\_
5. Describe how the quality of services to be provided are to be measured.  
The quality of services to be provided can be measured through formative and summative assessment data at the school level as well as through the analysis of state assessment data  
\_\_\_\_\_  
\_\_\_\_\_

*Luis F. Cruz*

June 29, 2017

Signature of Potential Consultant

Date

**Business and Noninstructional Operations  
Consultants**

Section #2

The following information must be provided to ensure that the potential Consultant's services comport with District needs.

1. Identify the source and amount of District funds to be utilized to pay for the services.  
\$10,000.00 from Edison High School's LCFF/Title 1 Funds  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. Identify the term of the contract and what, if any, internal or less expensive options are available.  
The training date will be January 16, 2018. There are not any less expensive options available.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. Identify what, if any, enduring skills and knowledge are to be gained and how services will be measured.  
Teachers, administrators and instructional leaders will be trained on how to examine and implement different strategies for immediate interventions which will allow student achievement to rise, closing the achievement gap and increasing post-secondary options for students.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. Identify the impact of the Consultant on the District.  
The impact of this consultant's services on the district will consist of higher student assessment scores, a decrease in D and F grades, an increase in the A-G completion rate, and a higher graduation rate.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. Identify the stakeholders, if any, who provided input with regard to the Consultant and identify who from the District reviewed and recommended the Consultant.  
Administrators, teachers and instructional leaders have provided input and our director reviewed and recommends the Consultant.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

  
\_\_\_\_\_  
Signature of District Reviewer

June 30, 2017

\_\_\_\_\_  
Date

SUBJECT: Approval of Stagg High School's Request to Increase Minutes in the School Day through the Contract Waiver Process and Article 27 Contract Exception for Article 6.1.1.1 of the SUSD/STA Agreement, for the 2017-2018 School Year

### INTRODUCTION

Per Educational Code §46201(b), Stockton Unified School District grades 9-12 must offer 64,800 instructional minutes during the school year. The staff of Stagg High School has proposed a contract waiver to "bank" instructional minutes, thereby allowing Stagg to have minimum days to use for teacher collaboration, local and state testing, and on-site professional development.

### ANALYSIS

By increasing the number of minutes that students are in class during the non-minimum days, we can "bank" enough minutes to have 27 total minimum days for the year, including minimum days for semester finals and standardized testing, improving the testing environment for students and enhancing the opportunity to increase student achievement. For 153 days, Stagg will increase the instructional day by 19 minutes.

The proposed schedule will create more consistency and regularity in delivering our curriculum. By increasing minimum days, teachers will have the opportunity to collaborate with others in their departments and allow for cross-curriculum collaboration.

No instructional minutes will be lost as a result of banking minutes on all regular school days for the 2017-2018 school year. All minimum days will meet the academic minutes' requirements for a minimum day and, if approved, will be included in the school calendar received by parents, students, and faculty.

Funding Source: No direct cost to the district.

### RECOMMENDATION

It is recommended that the Governing Board approve Stagg High School's request to increase minutes in the school day through the Contract Waiver Process and Article 27 Contract Exception for Article 6.1.1.1 of the SUSD/STA Agreement, for the 2017-2018 school year.

Prepared by: Mr. Andre Phillips, Principal  
Stagg High School

Reviewed by: Dr. Sylvia Ulmer, Director, Educational Services  
Dr. Reyes Gauna, Assistant Superintendent, Educational Support Services

**Proposed Amended Early Release Waiver 2017-2018**

Regular Day Schedule (153 Days)			Minimum Day (18 Days)			Testing (9 days)		
<u>Times</u>	<u>Period</u>		<u>Period</u>	<u>Times</u>		<u>Times</u>	<u>Period</u>	
7:25 – 8:24 (59)	1		1	7:25 – 8:05 (40)		7:25 – 9:30	Period 1-3-5	
8:29 – 9:28 (59)	2		2	8:10 – 8:50 (40)		9:30 – 9:40	Break	
9:33 – 10:32 (59)	3		3	8:55 – 9:35 (40)		9:45 – 11:50	Period 2-4-6	
10:37 – 11:36 (59)	4		4	9:40 – 10:20 (40)		9 days X (250 + 5) = 2295 minutes		
11:36 – 12:06 →			5	10:25 – 11:05 (40)				
Lunch 11:36 – 12:06			6	11:10 – 11:50 (40)		Total	57987	
12:11 – 1:10 (59)	5						+ 4770	
1:15 – 2:14 (59)	6						+ 2295	
							<u>65052</u>	

18 days X (240 + 25) = 4770 minutes

153 days X (354 min. + 25 min.)  
= 57987 minutes

SUBJECT: Approval of Cesar Chavez High School's Request to Increase Minutes in the School Day through the Contract Waiver Process and Article 27 Contract Exception for Article 6.1.1.1, 6.4 and 6.5 of the SUSD/STA Agreement, for the 2017-2018 School Year

### INTRODUCTION

Cesar Chavez High School has implemented Small Learning Communities (SLC) with a 4X4 block schedule since 2006, ten of the eleven years the school has been open. In the 4X4 block schedule, there are two terms consisting of 90 days each. Term I students take four classes by the end of that term and earn 40 credits. Term II has the students repeat the process in which they attend four different classes and by the end of the term earn an additional 40 credits. The total number of credits earned for the school year is 80 credits.

Each class is 93-minute sections/classes per day and 66 minutes on minimum school days. This provides for forty (40) days throughout the school year. For the last eight years, the minimum days have provided for teacher and staff collaboration opportunities for staff development, Small Learning Communities (via Homeroom to support all students), Career Pathway (prepare all students for college and career), Department meetings, and Staff meetings.

### ANALYSIS

Per Educational Code §46201(b), Stockton Unified School District grades 9-12 must offer 64,800 instructional minutes during the school year. Up to 10 minutes of passing period minutes may be counted in this calculation. Lunch and other breaks may not be calculated to the instructional minute time.

In order to have four (4) 93-minute blocks, the instructional day for teachers and students needs to be extended by 27 minutes daily, so that we comply with the passing periods during the day and the daily lunchtime.

Funding Source: No direct cost to the district.

### RECOMMENDATION

It is recommended that the Governing Board approve Cesar Chavez High School's request to increase minutes in the school day through the Contract Waiver Process and Article 27 Contract Exception for Article 6.1.1.1, 6.4 and 6.5 of the SUSD/STA Agreement, for the 2017-2018 school year.

Prepared by: Dr. William Nelson, Principal  
Cesar Chavez High School

Reviewed by: Ms. Teresa Oden, Director, Educational Services  
Dr. Reyes Gauna, Assistant Superintendent, Educational Support Services

# Cesar Chavez High School

*Home of the Titans where our vision is to ensure that All Students are become*

*College ready, Career bound, Highly skilled and Successful citizens*

## ***Regular Day Instructional Bell Schedule 2017—2018***

<b>Period 1</b>	<b>7:16</b>	<b>To</b>	<b>8:49</b>	<b>93 minutes</b>
<b>Period 2</b>	<b>8:54</b>	<b>To</b>	<b>10:27</b>	<b>93 minutes</b>
<b>1<sup>st</sup> Lunch</b>	<b>10:32</b>	<b>To</b>	<b>11:02</b>	<b>30 minutes</b>
<b>Period 3A</b>	<b>10:32</b>	<b>To</b>	<b>12:05</b>	<b>93 minutes</b>
<b>2<sup>nd</sup> Lunch</b>	<b>12:05</b>	<b>To</b>	<b>12:35</b>	<b>30 minutes</b>
<b>Period 3B</b>	<b>11:02</b>	<b>To</b>	<b>12:35</b>	<b>93 minutes</b>
<b>Period 4</b>	<b>12:40</b>	<b>To</b>	<b>2:13</b>	<b>93 minutes</b>

### **Note:**

- *All passing periods are 5 minutes*
- *Teacher report @ 7:01 AM and are released @ 2:28*
- *Lunch period is 30 minutes during their assigned time*



# Cesar Chavez High School

*Home of the Titans where our **vision** is to ensure that All Students are become  
College ready, Career bound, Highly skilled and Successful citizens*

## **Minimum Day Instructional Bell Schedule 2017-2018**

<b>Period 1</b>	<b>7:16</b>	<b>To</b>	<b>8:22</b>	<b>66 minutes</b>
<b>Period 2</b>	<b>8:27</b>	<b>To</b>	<b>9:33</b>	<b>66 minutes</b>
<b>Period 3A</b>	<b>9:38</b>	<b>To</b>	<b>10:44</b>	<b>66 minutes</b>
<b>Period 3B</b>	<b>9:38</b>	<b>To</b>	<b>10:44</b>	<b>66 minutes</b>
<b>Period 4</b>	<b>10:49</b>	<b>To</b>	<b>11:55</b>	<b>66 minutes</b>

### **Note:**

- *Cafeteria is open after school for students who choose to stay to eat lunch*
- *40 Minimum days (out of a 180 school days)*
- *All passing periods are 5 minutes*
- *31 minimum days utilized for Teacher and Staff Development, Meetings & PLC from 12:40 to 2:28*
- *Teacher report @ 7:01 AM and are released @ 11:55*

SUBJECT: Approval of Franklin High School's Request to Increase Minutes in the School Day through the Contract Waiver Process and Article 27 Contract Exception for Article 6.1.1.1 of the SUSD/STA Agreement, for the 2017-2018 School Year

## INTRODUCTION

Per Educational Code §46201(b), Stockton Unified School District grades 9-12 must offer 64,800 instructional minutes during the school year. The staff of Franklin High School has proposed a contract waiver to "bank" instructional minutes, thereby allowing Franklin to have minimum days to use for teachers to have time for collaboration, local and state testing, and on-site professional development.

## ANALYSIS

By increasing the number of minutes that students are in class during the non-minimum days, we can "bank" enough minutes to have 27 total minimum days for the year, including minimum days for semester finals, improving the testing environment for students and enhancing the opportunity to increase student achievement. For 153 days, Franklin will increase the instructional day by 19 minutes.

The proposed schedule will continue to create consistency and regularity in delivering our core content curriculum. With the 27 minimum days, teachers will have the opportunity to collaborate with their colleagues in their departments and allow for cross-curriculum collaboration as well.

No instructional minutes will be lost as a result of banking minutes on all regular school days for the 2017-2018 school year. All minimum days will meet the academic minutes' requirements for a minimum day and, if approved, will be included in the school calendar received by parents, students, and faculty.

Funding Source: No direct cost to the district.

## RECOMMENDATION

It is recommended that the Governing Board approve Franklin High School's request to increase minutes in the school day through the Contract Waiver Process and Article 27 Contract Exception for Article 6.1.1.1 of the SUSD/STA Agreement, for the 2017-2018 school year.

Prepared by: Mr. Juan A. Salas, Principal  
Franklin High School

Reviewed by: Ms. Teresa Oden, Director, Educational Services  
Dr. Reyes Gauna, Assistant Superintendent, Educational Support Services



**2017 – 2018 FRANKLIN H.S. BELL SCHEDULE**

<u>Lunch A</u>			<u>Lunch B</u>		
Period	Time	Minutes	Period	Time	Minutes
1	7:25 - 8:24	59	1	7:25 - 8:24	59
2	8:29 - 9:28	59	2	8:29 - 9:28	59
3	9:33 - 10:32	59	3	9:33 - 10:32	59
Lunch	10:32 - 11:02	30	4	10:37 - 11:36	59
4	11:07 - 12:06	59	Lunch	11:36 - 12:06	30
5	12:11 - 1:10	59	5	12:11 - 1:10	59
6	1:15 - 2:14	59	6	1:15 - 2:14	59

<u>Minimum Days</u>			<u>Testing Days</u>		
Period	Time	Minutes	Period	Time	Minutes
1	7:25 - 8:05	40	Period 1-3-5	7:25 - 9:30	125
2	8:10 - 8:50	40			
3	8:55 - 9:35	40	Break	9:30 - 9:40	10
4	9:40 - 10:20	40			
5	10:25 - 11:05	40	Period 2-4-6	9:45 - 11:50	125
6	11:10 - 11:50	40			

SUBJECT: Information Regarding the Revised TK-6 Report Cards

### INTRODUCTION

The District's elementary report cards were designed to be standards-based in 2002 in response to the California State Standards (CST) adoptions in and around the year 2000. The report cards were revised three times up until the implementation of the Common Core State Standards (CCSS), at which time revisions became necessary again. Teacher groups were convened, report cards from other districts were reviewed, parent and staff surveys conducted, and K-8 CCSS report cards were developed and implemented.

### ANALYSIS

The initial year of implementation of the CCSS report cards was 2016-2017. Through the initial year's use several improvements were made evident, which was the same experience in 2003 with the CST report cards. Teacher input was again collected and the CCSS report cards were revised with attention to making the report cards more specific, relevant and parent friendly.

A major modification in the elementary report cards is a change to a trimester reporting year. Three reporting periods allows for more time to assess initial school year performance by students and requires less time of teachers in reporting that can be dedicated to planning for instruction. A final report card survey was conducted of teachers and parents that provided input for final edits to arrive at the revised 2017-2018 version.

Prepared by: Mr. Robert Sahli, Executive Director, Instructional Technology and Curriculum  
Curriculum & Instruction

Reviewed by: Dr. Reyes Gauna, Assistant Superintendent, Educational Support Services

# Stockton Unified School District REPORT TO PARENTS

**Student:** First Last  
**Year:** 2017-2018

**Teacher:** Last  
**School:**

**Grade:** K

## EXPLANATION OF MARKS

Grading Rubric for Common Core State Standards			
4 Above Standard	2 Near Standard		
3 At Standard	1 Below Standard		
NA = Not Assessed at this time			
AC = Area of Concern if applicable			
White rows are <i>only</i> completed to indicate an area of concern (AC) for the student			

Habits of Success	
O	Outstanding
S	Satisfactory
N	Needs Improvement

ENGLISH LANGUAGE ARTS	T1	T2	T3
<b>Foundational Skills - Reads with sufficient accuracy and fluency to support comprehension</b>			
Demonstrates mastery of phonological awareness			
Demonstrates mastery of consonant and short vowel sounds			
Demonstrates mastery of kindergarten high frequency words			
Demonstrates a basic knowledge of long vowels with silent e			
<b>Speaking/Listening</b>			
Speaks clearly and expresses thoughts, feelings, and ideas clearly			
Describes familiar people, places, things, and events			
Confirms understanding of text read aloud by asking and answering questions			
Participates in conversations in small and large groups			
<b>Language</b>			
Prints many upper and lower case letters			
Demonstrates a command of the grade-level conventions (punctuation, capitalization)			
<b>Reading - With prompting and support demonstrates understanding of literary and non-fiction texts</b>			
Recognizes text types (story, poems, fantasy, real)			
Engages in group reading activities with purpose and understanding			
<b>Writing - With guidance and support from adults</b>			
Uses a combination of drawing, dictation, and handwriting to compose opinion narrative and informative text			

MATHEMATICS	T1	T2	T3
<b>Counting and Cardinality</b>			
Counts to 100 by ones			
Writes numbers 0-20			
Represents numbers 0-20			
Counts to tell the number of objects			
Compares numbers			
<b>Operations and Algebraic Thinking</b>			
Adds and subtracts within 10 using objects or drawings			
Fluently adds and subtracts within 5			
<b>Number and Operations in Base 10</b>			
Composes and decomposes numbers 11-19			
<b>Measurement and Data</b>			
Describes and measures the length and weight of objects			
Classifies objects into two categories			
<b>Geometry</b>			
Compares, creates, and composes shapes			

SOCIAL STUDIES	T1	T2	T3
<b>Our County, Our Community, Our Time</b>			

SCIENCE	T1	T2	T3
<b>Earth, Physical, and Life</b>			

VISUAL AND PERFORMING ARTS	T1	T2	T3
<b>Dance, Music, Theatre, and Visual Art</b>			

PHYSICAL EDUCATION	T1	T2	T3
<b>Physical Education</b>			

TECHNOLOGY	T1	T2	T3
<b>Technology</b>			
Digital Citizenship and Cyber Safety			
Demonstrates safe and cooperative use of technology			

HABITS OF SUCCESS	T1	T2	T3
Works independently and asks for help when needed			
Works/shares/plays respectfully and cooperatively			
Exercises self-control and follows rules and directions			
Demonstrates organization skills			
Actively participates in learning			
Completes classwork			

ENGLISH LANGUAGE DEVELOPMENT	T1	T2	T3
Beginning (B) Early Intermediate (EI) Intermediate (I) Early Advanced (EA) Advanced (A)			
<b>Speaking</b>			
Expresses and exchanges information and ideas in formal oral presentations on academic topics			
<b>Listening</b>			
Understands spoken English in a range of social and academic contexts			
<b>Reading</b>			
Analyzes how writers and speakers use vocabulary and other language resources for specific purposes			
<b>Writing</b>			
Selects and applies varied and precise vocabulary and other language resources to effectively convey ideas			

MAP SCORES (grade level target scores)			
	Fall	Winter	Spring
On Grade Level Target	142	153	162
Reading			
On Grade Level Target	141	152	163
Math			

# REPORT TO PARENTS (Cont.)

**Student:** First Last  
**Year:** 2017-2018

**Teacher:** Last  
**School:**

**Grade:** K

## Teacher Comments

1<sup>st</sup> Trimester

**Attendance** – Days Enrolled \_\_\_\_\_ Days Absent \_\_\_\_\_ Days Tardy \_\_\_\_\_

2<sup>nd</sup> Trimester

**Attendance** – Days Enrolled \_\_\_\_\_ Days Absent \_\_\_\_\_ Days Tardy \_\_\_\_\_

3<sup>rd</sup> Trimester

**Attendance** – Days Enrolled \_\_\_\_\_ Days Absent \_\_\_\_\_ Days Tardy \_\_\_\_\_

**Promoted to** \_\_\_\_\_ **Grade for** \_\_\_\_\_ **School Year**

# Stockton Unified School District REPORT TO PARENTS

**Student:** First Last  
**Year:** 2017-2018

**Teacher:** Last  
**School:**

**Grade:** 1

## EXPLANATION OF MARKS

Grading Rubric for Common Core State Standards			
4 Above Standard	2 Near Standard		
3 At Standard	1 Below Standard		
NA = Not Assessed at this time			
AC = Area of Concern if applicable			
White rows are <i>only</i> completed to indicate an area of concern (AC) for the student			

Habits of Success	
O	Outstanding
S	Satisfactory
N	Needs Improvement

ENGLISH LANGUAGE ARTS	TT	T2	T3
<b>Foundational Skills - Reads with sufficient accuracy and fluency to support comprehension</b>			
Demonstrates mastery of phonological awareness			
Demonstrates mastery of decoding words in isolation and in text			
Demonstrates mastery of grade level high frequency words			
Demonstrates a basic knowledge of syllables			
Demonstrates mastery of reading text with understanding			
<b>Speaking/Listening</b>			
Produces complete sentences			
Asks and answers questions about key details of information presented			
Participates in conversations in small and large groups			
<b>Language</b>			
Demonstrates a command of the grade-level conventions			
Prints all upper- and lowercase letters			
Demonstrates understanding of word relationships and meanings			
Produces and expands complete sentences			
Spells untaught words phonetically			
<b>Reading - Demonstrates understanding of literary and non-fiction texts</b>			
Retells familiar stories including key details			
Identifies the main topic and key details			
Asks and answers questions about text			
<b>Writing - With guidance and support from adults</b>			
Uses writing to state an opinion, supply a reason and evidence			
Uses writing to name a topic and state facts with close attention to details			
Writes to recount a sequence of events with attention to details and closure			

MATHEMATICS	T1	T2	T3
<b>Operations and Algebraic Thinking</b>			
Represents and solves problems involving addition and subtraction			
Fluently adds and subtracts within 10			
<b>Number and Operations in Base 10</b>			
Counts, reads and writes numbers to 120			
Understands tens and ones			
Compares two-digit numbers			
Adds and Subtracts within 100 using models and drawings			
Mentally identifies 10 more or 10 less than a given number			
<b>Measurement and Data</b>			
Measures and compares length			
Organizes, represents and interprets data			
<b>Geometry</b>			
Composes two-dimensional and three-dimensional shapes			
Divides circles and rectangles into halves and fourths			

SOCIAL STUDIES	T1	T2	T3
<b>Citizenship, Culture and Our Country</b>			

SCIENCE	T1	T2	T3
<b>Earth, Physical, and Life</b>			

VISUAL AND PERFORMING ARTS	T1	T2	T3
<b>Dance, Music, Theatre, and Visual Art</b>			

PHYSICAL EDUCATION	T1	T2	T3
<b>Physical Education</b>			

ENGLISH LANGUAGE DEVELOPMENT (ELD Standards)	T1	T2	T3
<b>Beginning (B) Early Intermediate (EI) Intermediate (I) Early Advanced (EA) Advanced (A)</b>			
<b>Speaking</b>			
Expresses and exchanges information and ideas in formal presentations on academic topics			
<b>Listening</b>			
Listens actively to spoken English in a range of formal and academic			
<b>Reading</b>			
Analyzes how writers and speakers use vocabulary and other language resources for specific purposes			
<b>Writing</b>			
Selects and applies varied and precise vocabulary and other language resources to effectively convey ideas			

TECHNOLOGY	T1	T2	T3
<b>Technology</b>			
Digital Citizenship and Cyber Safety			
Illustrates and communicates original ideas using digital resources			

HABITS OF SUCCESS	T1	T2	T3
Works independently and asks for help when needed			
Works/shares/plays respectfully and cooperatively			
Exercises self-control and follows rules and directions			
Demonstrates organization skills			
Actively participates in learning			
Completes classwork			

MAP SCORES (grade level target scores)			
	Fall	Winter	Spring
On Grade Level Target	165	175	182
Reading			
On Grade Level Target	166	176	185
Math			

# REPORT TO PARENTS (Cont.)

**Student:** First Last  
**Year:** 2017-2018

**Teacher:** Last  
**School:**

**Grade:** 1

## Teacher Comments

1<sup>st</sup> Trimester

**Attendance** – Days Enrolled \_\_\_\_\_ Days Absent \_\_\_\_\_ Days Tardy \_\_\_\_\_

2<sup>nd</sup> Trimester

**Attendance** – Days Enrolled \_\_\_\_\_ Days Absent \_\_\_\_\_ Days Tardy \_\_\_\_\_

3<sup>rd</sup> Trimester

**Attendance** – Days Enrolled \_\_\_\_\_ Days Absent \_\_\_\_\_ Days Tardy \_\_\_\_\_

**Promoted to** \_\_\_\_\_ **Grade for** 1<sup>st</sup> **School Year**



# Stockton Unified School District REPORT TO PARENTS

**Student:** First Last  
**Year:** 2017-1018

**Teacher:** Last  
**School:**

**Grade:** 2

## EXPLANATION OF MARKS

Grading Rubric for Common Core State Standards	
4 Above Standard	2 Near Standard
3 At Standard	1 Below Standard
NA = Not Assessed at this time	
AC = Area of Concern if applicable	
White rows are <u>only</u> completed to indicate an area of concern (AC) for the student	

Habits of Success	
O	Outstanding
S	Satisfactory
N	Needs Improvement

ENGLISH LANGUAGE ARTS	T1	T2	T3
<b>Foundational Skills - Reads with sufficient accuracy and fluency</b>			
Words Per Minute Target = Fall-51 / Winter-72 / Spring-89			
Demonstrates mastery of decoding words in isolation and in text			
Demonstrates mastery of grade 2 high frequency words			
<b>Speaking/Listening</b>			
Asks and answers questions about what a speaker says to deepen			
Gives and follows three- and four-step oral directions			
Participates in conversations in small and large groups			
<b>Language</b>			
Demonstrates understanding of word relationships and meanings			
Produces, speaks, expands, rearranges complete, simple, and compound sentences			
Demonstrates command of the conventions of standard English			
Prints legibly			
<b>Reading - Demonstrating understanding of literary and non-fiction texts</b>			
Acknowledge points of view of characters and retells the story with details			
Identifies the main topic and retells key details			
Asks and answers questions about text			
Compares and contrasts two texts			
<b>Writing - With guidance and support from adults</b>			
Uses writing to compose opinion pieces, narrative stories			
Uses writing to compose information about a topic using facts			
Revises and edits written work			

MATHEMATICS	T1	T2	T3
<b>Operations and Algebraic Thinking</b>			
Solves one- and two- step addition and subtraction word problems			
Fluently adds and subtracts within 20			
<b>Number and Operations in Base 10</b>			
Understands hundreds, tens, and ones			
Counts within 100 by 1's, 2's, 5's, 10's and 100's			
Reads and writes numbers to 1000			
Fluently adds and subtracts within 100			
Solves addition and subtraction problems within 1000			
<b>Measurement and Data</b>			
Measures, compares, and estimates length			
Solves problems involving dollars, quarters, dimes, nickels, and pennies			
<b>Geometry</b>			
Recognizes and draws shapes with specific attributes			
Divide circles and rectangles into halves, thirds, and fourths			

SOCIAL STUDIES	T1	T2	T3
<b>People Who Make a Difference</b>			

SCIENCE	T1	T2	T3
<b>Earth, Physical, and Life</b>			

VISUAL AND PERFORMING ARTS	T1	T2	T3
<b>Dance, Music, Theatre, and Visual Art</b>			

PHYSICAL EDUCATION	T1	T2	T3
<b>Physical Education</b>			

ENGLISH LANGUAGE DEVELOPMENT (ELD Standards)	T1	T2	T3
Beginning (B) Early Intermediate (EI) Intermediate (I) Early Advanced (EA) Advanced (A)			
<b>Speaking</b>			
Expresses and exchanges information and ideas in formal presentations on academic topics			
<b>Listening</b>			
Listens actively to spoken English in a range of social and academic contexts			
<b>Reading</b>			
Analyzes how writers and speakers use vocabulary and other language resources for specific purposes			
<b>Writing</b>			
Selects and applies varied and precise vocabulary and other language resources to effectively convey ideas			

TECHNOLOGY	T1	T2	T3
<b>Technology</b>			
Digital Citizenship and Cyber Safety			
Collaboratively uses a variety of technologies to produce a digital presentation or product			

HABITS OF SUCCESS	T1	T2	T3
Works independently and asks for help when needed			
Works/shares/plays respectfully and cooperatively			
Exercises self-control and follows rules and directions			
Demonstrates organization skills			
Actively participates in learning			
Completes classwork			

MAP SCORES (grade level target scores)			
	Fall	Winter	Spring
On Grade Level Target	179	187	193
Reading			
On Grade Level Target	181	188	196
Math			

# REPORT TO PARENTS (Cont.)

**Student:** First Last  
**Year:** 2017-2018

**Teacher:** Last  
**School:**

**Grade:** 2

## Teacher Comments

1<sup>st</sup> Trimester

**Attendance** – Days Enrolled \_\_\_\_\_ Days Absent \_\_\_\_\_ Days Tardy \_\_\_\_\_

2<sup>nd</sup> Trimester

**Attendance** – Days Enrolled \_\_\_\_\_ Days Absent \_\_\_\_\_ Days Tardy \_\_\_\_\_

3<sup>rd</sup> Trimester

**Attendance** – Days Enrolled \_\_\_\_\_ Days Absent \_\_\_\_\_ Days Tardy \_\_\_\_\_

**Promoted to** \_\_\_\_\_ **Grade for** <sup>174</sup> \_\_\_\_\_ **School Year**

# Stockton Unified School District REPORT TO PARENTS

**Student:** First Last  
**Year:** 2017-2018

**Teacher:** Last  
**School:**

**Grade:** 3

## EXPLANATION OF MARKS

Grading Rubric for Common Core State Standards	
4 Above Standard	2 Near Standard
3 At Standard	1 Below Standard
NA = Not Assessed at this time	
AC = Area of Concern if applicable	
White rows are <i>only</i> completed to indicate an area of concern (AC) for the student	

Habits of Success	
O	Outstanding
S	Satisfactory
N	Needs Improvement

ENGLISH LANGUAGE ARTS	T1	T2	T3
<b>Foundational Skills - Reads with sufficient accuracy and fluency to support comprehension</b>			
Words Per Minute Target = Fall-71 / Winter-92 / Spring-107			
Knows and applies grade-level phonics and word analysis skill in decoding words			
Demonstrates mastery of grade level high frequency words			
<b>Speaking/Listening</b>			
Presents information with appropriate facts and relevant details			
Expresses complete thoughts, feelings, and ideas clearly			
Participates in conversations in small and large groups			
<b>Language</b>			
Explains the function of nouns, pronouns, verbs, adjectives, and adverbs			
Produces simple, compound, and complex sentences			
Demonstrates command of the conventions of standard English (capitalization, punctuation and spelling when writing, speaking, reading, or listening)			
Acquires and uses grade-level appropriate vocabulary			
<b>Reading - Demonstrates understanding of literary and non-fiction texts</b>			
Determines the main idea of a text; recounts the key events and explains how they support the main idea within the narrative			
Asks and answers questions to clarify and comprehend information from text			
<b>Writing - Producing clear and purposeful writing</b>			
Writes to communicate ideas and information effectively			
Strengthens writing by planning, revising, and editing			
Cites evidence or relevant information from text			
Recalls information by taking brief notes and citing evidence			

MATHEMATICS	T1	T2	T3
<b>Operations and Algebraic Thinking</b>			
Fluently multiplies and divides within 100			
Solves problems involving all four operations (+, -, x, ÷)			
Uses number patterns to solve mathematics			
<b>Number and Operations in Base 10</b>			
Fluently adds and subtracts within 100			
<b>Number and Operations - Fractions</b>			
Understands and represents unit fractions on a number line			
Understands and represents equivalent fractions ( $\frac{1}{2} = \frac{2}{4}$ )			
<b>Measurement and Data</b>			
Understands and solves problems involving area, mass, and volume			
Solves real-world math problems involving perimeter			
<b>Geometry</b>			
Divides shapes into equal parts with equal areas			

SOCIAL STUDIES	T1	T2	T3
<b>Continuity and Change</b>			

SCIENCE	T1	T2	T3
<b>Earth, Physical, and Life</b>			

VISUAL AND PERFORMING ARTS	T1	T2	T3
<b>Dance, Music, Theatre, and Visual Art</b>			

PHYSICAL EDUCATION	T1	T2	T3
<b>Physical Education</b>			

TECHNOLOGY	T1	T2	T3
<b>Technology</b>			
Digital Citizenship and Cyber Safety			
Finds and evaluates information about a current or historical person or event using digital resources			

HABITS OF SUCCESS	T1	T2	T3
Works independently and asks for help when needed			
Works/shares/plays respectfully and cooperatively			
Exercises self-control and follows rules and directions			
Demonstrates organization skills			
Actively participates in learning			
Completes classwork			

ENGLISH LANGUAGE DEVELOPMENT (ELD Standards)	T1	T2	T3
<b>Beginning (B) Early Intermediate (EI) Intermediate (I) Early Advanced (EA) Advanced (A)</b>			
<b>Speaking</b>			
Expresses and exchanges information and ideas in formal presentations on academic topics			
<b>Listening</b>			
Listens actively to spoken English in a range of social and academic contexts			
<b>Reading</b>			
Analyzes how writers and speakers use vocabulary and other language resources for specific purposes			
<b>Writing</b>			
Selects and applies varied and precise vocabulary and other language resources to effectively convey ideas			

MAP SCORES (grade level target scores)			
	Fall	Winter	Spring
On Grade Level Target	192	199	203
Reading			
On Grade Level Target	194	200	207
Math			

# REPORT TO PARENTS (Cont.)

**Student:** First Last  
**Year:** 2017-2018

**Teacher:** Last  
**School:**

**Grade:** 3

## Teacher Comments

### 1<sup>st</sup> Trimester

**Attendance** – Days Enrolled \_\_\_\_\_ Days Absent \_\_\_\_\_ Days Tardy \_\_\_\_\_

### 2<sup>nd</sup> Trimester

**Attendance** – Days Enrolled \_\_\_\_\_ Days Absent \_\_\_\_\_ Days Tardy \_\_\_\_\_

### 3<sup>rd</sup> Trimester

**Attendance** – Days Enrolled \_\_\_\_\_ Days Absent \_\_\_\_\_ Days Tardy \_\_\_\_\_

**Promoted to** \_\_\_\_\_ **Grade** 4<sup>th</sup> **School Year**

# Stockton Unified School District REPORT TO PARENTS

**Student:** First Last  
**Year:** 2017-2018

**Teacher:** Last  
**School:**

**Grade: 4**

## EXPLANATION OF MARKS

Grading Rubric for Common Core State Standards			
4 Above Standard	3 At Standard	2 Near Standard	1 Below Standard
NA = Not Assessed at this time			
AC = Area of Concern if applicable			
White rows are <i>only</i> completed to indicate an area of concern (AC) for the student			

Habits of Success	
O	Outstanding
S	Satisfactory
N	Needs Improvement

ENGLISH LANGUAGE ARTS	T1	T2	T3
<b>Foundational Skills - Reads with sufficient accuracy and fluency to support comprehension</b>			
Words Per Minute Target = Fall-94 / Winter-112 / Spring-123			
Knows and applies grade-level phonics and word analysis skill in decoding words			
<b>Speaking/Listening</b>			
Comes prepared to engage in collaborative conversations			
Adds audio recordings and visual displays to presentations			
Presents information with appropriate facts and relevant details			
Expresses complete thoughts, feelings, and ideas clearly			
<b>Language</b>			
Uses language conventions when writing, speaking, reading, or listening			
Demonstrates understanding of word relationships and meanings			
<b>Reading - Demonstrates understanding of literary and non-fiction texts</b>			
Refers to details in the text to explain the main idea and draw inferences			
Determines theme and describes character, setting, or event			
<b>Writing - Produces clear and purposeful writing</b>			
Strengthens writing by planning, revising, and editing			
Cites evidence or relevant information from text			
Recalls information by taking brief notes and sorts			
Demonstrates command of keyboarding skills: type one page a single sitting			

ENGLISH LANGUAGE DEVELOPMENT (ELD Standards)	T1	T2	T3
Beginning (B) Early Intermediate (EI) Intermediate (I) Early Advanced (EA) Advanced (A)			
<b>Speaking</b>			
Expresses and exchanges information and ideas in formal presentations on academic topics			
<b>Listening</b>			
Listens actively to spoken English in a range of social and academic contexts			
<b>Reading</b>			
Analyzes how writers and speakers use vocabulary and other language resources for specific purposes			
<b>Writing</b>			
Selects and applies varied and precise vocabulary and other language resources to effectively convey ideas			

MAP SCORES (grade level target scores)			
	Fall	Winter	Spring
On Grade Level Target	202	207	208
Reading			
On Grade Level Target	207	213	222
Math			

MATHEMATICS	T1	T2	T3
<b>Operations and Algebraic Thinking</b>			
Uses the four operations (+, -, ×, ÷) with whole numbers to solve problems by using drawing and/or equations			
Understands factors and multiples			
<b>Number and Operations in Base 10</b>			
Fluently adds and subtracts multi-digit numbers			
Multiplies and divides four digits by one-digit number			
Multiplies two two-digit numbers			
<b>Number and Operations - Fractions</b>			
Models equivalent fractions and compares fractions with unlike denominators			
Adds and subtracts fractions with like denominators			
Uses models and equations to multiply a fraction by a whole number			
Understands decimal notation for fractions and compares decimals			
<b>Measurement and Data</b>			
Solves problems involving measurements and conversions of units			
Understands the concept of area and can measure angles			
<b>Geometry</b>			
Draws and identifies lines and angles			
Classifies shapes by properties of their lines and angles			

SOCIAL STUDIES	T1	T2	T3
<b>California History</b>			

SCIENCE	T1	T2	T3
<b>Earth, Physical, and Life</b>			

VISUAL AND PERFORMING ARTS	T1	T2	T3
<b>Dance, Music, Theatre, and Visual Art</b>			

PHYSICAL EDUCATION	T1	T2	T3
<b>Physical Education</b>			

TECHNOLOGY	T1	T2	T3
<b>Technology</b>			
Digital Citizenship and Cyber Safety			
Produces a media-rich digital story about a local event			

HABITS OF SUCCESS	T1	T2	T3
Works independently and asks for help when needed			
Works/shares/plays respectfully and cooperatively			
Exercises self-control and follows rules and directions			
Demonstrates organization skills			
Actively participates in learning			
Completes classwork			

# REPORT TO PARENTS (Cont.)

**Student:** First Last  
**Year:** 2017-2018

**Teacher:** Last  
**School:**

**Grade:** 4

## Teacher Comments 1<sup>st</sup> Trimester

**Attendance** – Days Enrolled \_\_\_\_\_ Days Absent \_\_\_\_\_ Days Tardy \_\_\_\_\_

## 2<sup>nd</sup> Trimester

**Attendance** – Days Enrolled \_\_\_\_\_ Days Absent \_\_\_\_\_ Days Tardy \_\_\_\_\_

## 3<sup>rd</sup> Trimester

**Attendance** – Days Enrolled \_\_\_\_\_ Days Absent \_\_\_\_\_ Days Tardy \_\_\_\_\_

**Promoted to** \_\_\_\_\_ **Grade for** \_\_\_\_\_ **School Year**

# Stockton Unified School District REPORT TO PARENTS

**Student:** First Last  
**Year:** 2017-2018

**Teacher:** Last  
**School:**

**Grade:** 5

## EXPLANATION OF MARKS

Grading Rubric for Common Core State Standards			
4 Above Standard	2 Near Standard		
3 At Standard	1 Below Standard		
NA = Not Assessed at this time			
AC = Area of Concern if applicable			
White rows are <u>only</u> completed to indicate an area of concern (AC) for the student			

Habits of Success	
O	Outstanding
S	Satisfactory
N	Needs Improvement

ENGLISH LANGUAGE ARTS	T1	T2	T3
<b>Foundational Skills - Reads with sufficient accuracy and fluency to support comprehension</b>			
Words Per Minute Target = Fall-110 / Winter-127 / Spring-139			
Knows and applies grade-level phonics and word analysis skill in decoding words			
<b>Speaking/Listening</b>			
Comes prepared to engage in collaborative conversations			
Summarizes text read aloud or information presented			
Adds audio recordings and visual displays to presentations			
Presents information with appropriate facts and relevant details			
Expresses complete thoughts, feelings, and ideas clearly			
<b>Language</b>			
Uses language conventions when writing, speaking, reading, or listening			
Demonstrates understanding of word relationships and meanings			
<b>Reading - Demonstrates understanding of literary and non-fiction texts</b>			
Refers to details in the text to explain the main idea and draw inferences			
Determines theme and summarizes text			
Compares and contrasts characters, settings, or events			
<b>Writing - Produces clear and purposeful writing</b>			
Strengthens writing by planning, revising, editing			
Cites evidence or relevant information from text			
Recall information by taking brief notes and cite evidence			
Demonstrates command of keyboarding skills (two pages a single sitting)			

ENGLISH LANGUAGE DEVELOPMENT (ELD Standards)	T1	T2	T3
Beginning (B) Early Intermediate (EI) Intermediate (I) Early Advanced (EA) Advanced (A)			
<b>Speaking</b>			
Expresses and exchanges information and ideas in formal presentations on academic topics			
<b>Listening</b>			
Listens actively to spoken English in a range of social and academic contexts			
<b>Reading</b>			
Analyzes how writers and speakers use vocabulary and other language resources for specific purposes			
<b>Writing</b>			
Selects and applies varied and precise vocabulary and other language resources to effectively convey ideas			

MAP SCORES (grade level target scores)			
	Fall	Winter	Spring
On Grade Level Target	206	211	215
Reading			
On Grade Level Target	216	226	232
Math			

MATHEMATICS	T1	T2	T3
<b>Operations and Algebraic Thinking</b>			
Understands and writes numerical expressions			
<b>Number and Operations in Base 10</b>			
Fluently multiplies multi-digit whole numbers			
Reads, writes, compares and orders decimals to the thousandths			
Uses models to perform operations with decimals to the			
<b>Number and Operations - Fractions</b>			
Uses equivalent fractions to add and subtract fractions with unlike denominators			
Uses models or equations to solve real world problems involving addition, subtraction, and multiplication of fractions			
Uses models or equations to solve real world problems involving division of whole numbers and non-zero whole numbers			
<b>Measurement and Data</b>			
Converts like measurements			
Understands the concept of volume and relates volume to multiplication and addition			
<b>Geometry</b>			
Graphs points on the coordinate plane to solve real world problems			
Classifies two-dimensional figures into categories			

SOCIAL STUDIES	T1	T2	T3
<b>Exploration, Expansion, and the American Revolution</b>			

SCIENCE	T1	T2	T3
<b>Earth, Physical, and Life</b>			

VISUAL AND PERFORMING ARTS	T1	T2	T3
<b>Dance, Music, Theatre, and Visual Art</b>			

PHYSICAL EDUCATION	T1	T2	T3
<b>Physical Education</b>			

TECHNOLOGY	T1	T2	T3
<b>Technology</b>			
Digital Citizenship and Cyber Safety			
Designs and manages individual or group learning projects using digital planning tools with teacher support			

HABITS OF SUCCESS	T1	T2	T3
Works independently and asks for help when needed			
Works/shares/plays respectfully and cooperatively			
Exercises self-control and follows rules and directions			
Demonstrates organization skills			
Actively participates in learning			
Completes classwork			

# REPORT TO PARENTS (Cont.)

**Student:** First Last  
**Year:** 2017-2018

**Teacher:** Last  
**School:**

**Grade:** 5

## Teacher Comments 1<sup>st</sup> Trimester

**Attendance** – Days Enrolled \_\_\_\_\_ Days Absent \_\_\_\_\_ Days Tardy \_\_\_\_\_

2<sup>nd</sup> Trimester

**Attendance** – Days Enrolled \_\_\_\_\_ Days Absent \_\_\_\_\_ Days Tardy \_\_\_\_\_

3<sup>rd</sup> Trimester

**Attendance** – Days Enrolled \_\_\_\_\_ Days Absent \_\_\_\_\_ Days Tardy \_\_\_\_\_

**Promoted to** \_\_\_\_\_ **Grade for** \_\_\_\_\_ **School Year**



**Grade: 6**

# REPORT TO PARENTS (Cont.)

**Student:** First Last  
**Year:** 2017-2018

**Teacher:** Last  
**School:**

**Grade:** 6

## Teacher Comments

### 1<sup>st</sup> Trimester

**Attendance** – Days Enrolled \_\_\_\_\_ Days Absent \_\_\_\_\_ Days Tardy \_\_\_\_\_

### 2<sup>nd</sup> Trimester

**Attendance** – Days Enrolled \_\_\_\_\_ Days Absent \_\_\_\_\_ Days Tardy \_\_\_\_\_

### 3<sup>rd</sup> Trimester

**Attendance** – Days Enrolled \_\_\_\_\_ Days Absent \_\_\_\_\_ Days Tardy \_\_\_\_\_

**Promoted to** \_\_\_\_\_ **Grade for** <sup>182</sup> \_\_\_\_\_ **School Year**

## 9.0 Business and Finance

Subject: Resolution No. 17-02 Adopting the Initial Study/Negative Declaration for the Proposed Quail Lakes K-12 School

## INTRODUCTION

To ensure compliance with environmental assessments and requirements associated with the proposed purchase of the property at 2111 Quail Lakes Drive for use as a proposed K-12 School, staff has worked with environmental consultants to produce an Initial Study/Negative Declaration for the property.

## ANALYSIS

On May 9, 2017, the District presented a contract to the Governing Board recommending the purchase of 2111 Quail Lakes Drive for a potential school site. As part of the contract, the District has a 60 day due diligence period to assess the property prior to making the final decision/recommendation for purchase. The Initial Study/Negative Declaration is one of many areas of assessment that has been done in conjunction with the potential sale of this property.

On May 31, 2017, an Initial Study/Negative Declaration was completed for the Proposed Quail Lakes K-12 School to be located at 2111 Quail Lakes Drive. The Initial Study/Negative Declaration concluded the proposed project would not have a significant effect on the environment and therefore the report was prepared pursuant to the California Environmental Quality Act (CEQA). The Initial Study/Negative Declaration indicates there are no environmental issues that must be mitigated in order to place a K-12 public school at the proposed location.

Copies of the Initial Study/Negative Declaration were sent to local agencies and to the State Clearinghouse for distribution, with the review period beginning on May 31, 2017, and ending on June 30, 2017. Additionally, the Notice of Availability for the Initial Study/Negative Declaration was advertised in a newspaper of general circulation as recommended by the CEQA guidelines.

Funding Source: N/A

## RECOMMENDATION

It is recommended that the Governing Board approve Resolution No. 17-02 adopting the Initial Study/Negative Declaration for the Proposed Quail Lakes K-12 School.

Prepared by: Mr. Steve L. Breakfield, Director, Facilities & Planning

Reviewed by: Ms. Lisa Grant-Dawson, Chief Business Official

STOCKTON UNIFIED SCHOOL DISTRICT

Resolution No. 17-02

Resolution Adopting the Initial Study/Negative Declaration  
for the Proposed Quail Lakes K-12 School

WHEREAS, the Governing Board of the Stockton Unified School District (the "District") had prepared, circulated and presented to it, and reviewed and considered an Initial Study/Negative Declaration pertaining to the purchase of an existing building and property for use as the Proposed Quail Lakes K-12 School (the "Project") located within the District's boundaries; and

WHEREAS, a copy of the Initial Study/Negative Declaration is attached hereto as Exhibit "A" and is incorporated by reference; and

WHEREAS, the Initial Study/Negative Declaration has been made available for public review and comment; and

WHEREAS, it is the intent of the Governing Board to consider and adopt the Initial Study/Negative Declaration, and approve the Project; and

WHEREAS, it is the further intent of the Governing Board to authorize the recording of a Notice of Determination with the San Joaquin County Clerk pertaining to this matter.

NOW, THEREFORE BE IT RESOLVED by the Governing Board of the Stockton Unified School District as follows:

Section 1. Recitals. The above recitals are true and correct.

Section 2. Not a Hazardous Waste Site. Investigation of the proposed Project location has resulted in a determination that:

- a) it is not the site of a current or former hazardous waste disposal or solid waste disposal site;
- b) is not a hazardous substance release site identified by the State Department of Health Services in a current list adopted pursuant to Section 25356, for removal or remedial action, pursuant to Chapter 6.8 (commencing with Section 25300 of Division 20 of the Health and Safety Code);
- c) is not a site which contains one or more pipelines, situated under ground or above ground, which carries hazardous substances, acutely hazardous materials, or hazardous wastes, unless the pipeline is a natural gas line used to supply natural gas to the neighborhood;
- d) is not within 500 feet of the edge of the closest traffic lane of a freeway or other busy traffic corridor as defined in the Education Code 17213 (d) (9).

Investigation of the Project location has further resulted in a determination that there are no facilities nor other pollution sources located within a ¼ of a mile of the Site, which might reasonably be anticipated to emit hazardous emissions, or handle hazardous or acutely hazardous materials, substances, or wastes.

Section 3. Consideration of the Initial Study/Negative Declaration. The Governing Board has reviewed and considered the contents of the Initial Study/Negative Declaration along with all written comments and material received by the District following the circulation of such documentation through the State Clearinghouse and the availability of such documentation for public review, and the comments received from agencies and the public received during the required environmental review period, and hereby finds:

- a) the Initial Study/Negative Declaration represents the independent judgment and analysis of the District;
- b) there is no substantial evidence the Project will have a significant effect on the environment;
- c) there is an adequate basis to approve the Initial Study/Negative Declaration, and thereby approve the Project all in accordance with the requirements of the California Environmental Quality Act (Public Resources Code section 21000 et seq.).

Section 4. Report of Mitigation Measures. The Superintendent, or his designee, shall report to the Governing Board of any inability or failure in complying with the Initial Study/Negative Declaration.

Section 5. Adoption of Initial Study/Negative Declaration and Project. Based upon the findings made herein and upon the information in the Initial Study/Negative Declaration, the Governing Board hereby adopts the Initial Study/Negative Declaration and approves the Project.

Section 6. Authorization of Staff. In accordance with the foregoing, the Governing Board hereby directs and authorizes District staff to finalize and execute the Initial Study/Negative Declaration and any other necessary information, on behalf of the District as both lead agency and proponent of the Project consistent with the terms and conditions of this Resolution.

Section 7. Notice of Determination. The Governing Board further directs District staff to prepare and file a Notice of Determination in compliance with the provisions of the California Environmental Quality Act (Public Resources Code section 21000, et seq.).

Section 8. Availability of Record of Proceedings. The Initial Study/Negative Declaration, along with the documentation constituting the record of these proceedings, shall be maintained at the District Administration Office, 701 N. Madison Street, Stockton, California.

PASSED AND ADOPTED by the following vote of the members of the Governing Board of the Stockton Unified School District, San Joaquin County, State of California, this 11th day of July 2017.

AYES:

NOES:

ABSTAIN:

ABSENT:

---

Eliseo Dávalos, Ph.D., Superintendent/Secretary  
Board of Education, Stockton Unified School  
District, San Joaquin County, State of California

**EXHIBIT A**

**INITIAL STUDY/NEGATIVE DECLARATION  
FOR THE PROPOSED QUAIL LAKES K-12 SCHOOL  
STOCKTON UNIFIED SCHOOL DISTRICT**

**(2111 Quail Lakes Drive, Stockton)**

# INITIAL STUDY/ NEGATIVE DECLARATION

## FOR THE PROPOSED QUAIL LAKES K-12 SCHOOL

Stockton, CA

June 29, 2017

*Prepared for:*

Stockton Unified School District  
1944 El Pinal Drive  
Stockton, CA 95205

*Prepared by:*

BaseCamp Environmental  
115 S. School Street, Suite 14  
Lodi, CA 95240  
209-224-8213





INITIAL STUDY/  
NEGATIVE DECLARATION

FOR THE

PROPOSED QUAIL LAKES K-12 SCHOOL

Stockton, CA

June 29, 2017

*Prepared for:*

Stockton Unified School District  
1944 El Pinal Drive  
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# TABLE OF CONTENTS

	Page
NEGATIVE DECLARATION	v
A.    General Project Information	v
B.    Environmental Factors Potentially Affected	vi
C.    Lead Agency Determination	vi
Chapter 1.0    INTRODUCTION	1-1
1.1    Project Brief	1-1
1.2    Purpose of Initial Study	1-1
1.3    Project Background	1-2
1.4    Environmental Evaluation Checklist Terminology	1-3
1.5    Summary of Environmental Effects and Mitigation Measures	1-4
Chapter 2.0    PROJECT DESCRIPTION	2-1
2.1    Project Brief	2-1
2.2    Project Location	2-1
2.3    Project Objectives	2-1
2.4    Project Details	2-2
2.5    Permits and Approvals	2-2
Chapter 3.0    ENVIRONMENTAL CHECKLIST FORM	3-1
3.1    Aesthetics	3-1
3.2    Agriculture and Forestry Resources	3-2
3.3    Air Quality	3-4
3.4    Biological Resources	3-7
3.5    Cultural Resources	3-11
3.6    Geology and Soils	3-13
3.7    Greenhouse Gas Emissions	3-15
3.8    Hazards and Hazardous Materials	3-17
3.9    Hydrology and Water Quality	3-20
3.10    Land Use and Planning	3-24
3.11    Mineral Resources	3-25
3.12    Noise	3-26
3.13    Population and Housing	3-29
3.14    Public Services	3-30
3.15    Recreation	3-31
3.16    Transportation/Traffic	3-32

3.17	Tribal Cultural Resources	3-35
3.18	Utilities and Service Systems	3-36
3.19	Mandatory Findings of Significance	3-38
Chapter 4.0	REFERENCES	4-1
4.1	Document Preparers	4-1
4.2	Documents Cited	4-1
4.3	Internet Sources Cited	4-3
4.4	Persons Consulted	4-4
Chapter 5.0	NOTES RELATED TO EVALUATION OF ENVIRONMENTAL IMPACTS	5-1

#### LIST OF FIGURES

1-1	Regional Map	1-5
1-2	Street Map	1-6
1-3	USGS Map	1-7
1-4	Assessor Parcel Map	1-8
1-5	Aerial Photo	1-9

#### LIST OF TABLES

1-1	Summary of Environmental Impacts and Mitigation Measures	1-10
3-1	San Joaquin Valley Air Basin Attainment Status	3-5
3-2	SJVAPCD Significance Thresholds for Air Pollutant Emissions	3-6
3-3	City of Stockton Noise Performance Standards	3-28

## LIST OF ACRONYMS USED IN THIS DOCUMENT

AB	Assembly Bill
ARB	California Air Resources Board
BMP	Best Management Practice
Cal-OSHA	California Occupational Safety and Health Administration
CAP	Climate Action Plan
CEQA	California Environmental Quality Act
CESA	California Endangered Species Act
CO	carbon monoxide
CO <sub>2</sub>	carbon dioxide
CO <sub>2</sub> e	carbon dioxide equivalent
dB	decibel
dBA	decibel, A-weighted
DSA	Division of the State Architect
DTSC	California Department of Toxic Substances Control
DWR	California Department of Water Resources
EIR	Environmental Impact Report
EMF	electromagnetic field
EPA	U.S. Environmental Protection Agency
ESA	Endangered Species Act (federal)
FEMA	Federal Emergency Management Agency
GAMAQI	Guide for Assessing and Mitigating Air Quality Impacts
GHG	greenhouse gas
IS/ND	Initial Study/Negative Declaration
kV	kilovolt
L <sub>eq</sub>	equivalent continuous sound level
LOS	Level of Service
MRZ	Mineral Resource Zone
NESHAP	National Emission Standards for Hazardous Air Pollutants
NPDES	National Pollutant Discharge Elimination System
NO <sub>x</sub>	nitrogen oxide
PM <sub>10</sub>	particulate matter 10 microns or less in diameter
PM <sub>2.5</sub>	particulate matter 2.5 microns or less in diameter
ROG	reactive organic gas
RWQCB	Regional Water Quality Control Board
SB	Senate Bill
SJCOG	San Joaquin Council of Governments
SJMSCP	San Joaquin County Multi-Species Open Space and Habitat Conservation Plan
SJRTD	San Joaquin Regional Transit District
SJVAPCD	San Joaquin Valley Air Pollution Control District
SUSD	Stockton Unified School District
SWMP	Storm Water Management Plan

SWPPP	Storm Water Pollution Prevention Plan
SWQCCP	Storm Water Quality Control Criteria Plan
SWRCB	State Water Resources Control Board
TAC	toxic air contaminant

# NEGATIVE DECLARATION

## A. General Project Information

---

Project Title:	Proposed Quail Lakes K-12 School
Lead Agency Name and Address:	Stockton Unified School District 1944 El Pinal Drive Stockton, CA 95205
Contact Person and Phone Number:	Michelle Spragg, Facilities Planner (209) 933-7045
Project Location:	2111 Quail Lakes Drive, Stockton, CA
Project Sponsor Name and Address:	Same as Lead Agency
General Plan Designation:	Medium Density Residential (City of Stockton)
Zoning:	Low Density Residential/Medium Density Residential (City of Stockton)
Description of Project:	The District proposes to acquire a 6-acre parcel at 2111 Quail Lakes Drive in Stockton that is currently occupied by the Lakeview Assembly Church and has in the recent past provided space for the 400-450 students of the United Christian Schools. The purpose of the acquisition is to establish a K-12 school that would accommodate students currently attending Tyler Elementary School and participants in the District's Autism Pre-School Program. The District anticipates that existing structures on the parcel would be retrofitted as necessary to accommodate the students.
Surrounding Land Uses and Setting:	The project site is located in a predominantly residential area of the Quail Lakes development in Stockton. Multifamily development is located to the north and east, while single-family residential development is located to the south and west. Warren Atherton Park is across Quail Lakes Drive from the project site.
Other Public Agencies Whose Approval is Required:	Stockton Unified School District and California Department of Education (acquisition), Office of Public School Construction (certification of need), Department of the State Architect (approval of plans and specifications for future development), Department of Toxic Substances Control (review and approval of site assessment).

## B. Environmental Factors Potentially Affected

The environmental factors checked below may be significantly affected by this project, involving at least one impact that is a “Potentially Significant Impact” prior to mitigation. Mitigation measures that would avoid potential effects or reduce them to a less than significant level have been prescribed for each of these effects, as described in the checklist and narrative on the following pages, and in the Summary Table at the end of Chapter 1.0.

	Aesthetics		Agriculture/Forestry Resources		Air Quality
	Biological Resources		Cultural Resources		Geology/Soils
	Greenhouse Gas Emissions		Hazards/Hazardous Materials		Hydrology/Water Quality
	Land Use/Planning		Mineral Resources		Noise
	Population/Housing		Public Services		Recreation
	Transportation/Traffic		Tribal Cultural Resources		Utilities/Service Systems
	Mandatory Findings of Significance				

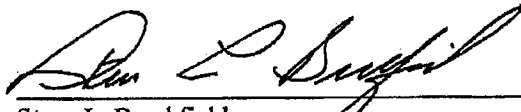
## C. Lead Agency Determination

On the basis of this initial evaluation:

- √ I find that the proposed project COULD NOT have a significant effect on the environment, and a NEGATIVE DECLARATION will be prepared.
- ☐ I find that although the proposed project could have a significant effect on the environment, there will not be a significant effect in this case because revisions in the project and/or mitigation measures that would reduce potential effects to a less than significant level have been made by or agreed to by the project proponent. A MITIGATED NEGATIVE DECLARATION will be prepared. *All applicable mitigation measures are shown in the Summary Table (Table 1-1) at the end of the Initial Study, Chapter 1.0.*
- ☐ I find that the proposed project MAY have a significant effect on the environment, and an ENVIRONMENTAL IMPACT REPORT is required.
- ☐ I find that the proposed project MAY have a “potentially significant impact” or “potentially significant unless mitigated” impact on the environment, but at least one effect 1) has been adequately analyzed in an earlier document pursuant to applicable legal standards, and 2) has been addressed by mitigation measures based on the earlier analysis as described on attached sheets. An ENVIRONMENTAL IMPACT REPORT is required, but it must analyze only the effects that remain to be addressed.

- ☐ I find that although the proposed project could have a significant effect on the environment, because all potentially significant effects (a) have been analyzed adequately in an earlier EIR or NEGATIVE DECLARATION pursuant to applicable standards, and (b) have been avoided or mitigated pursuant to that earlier EIR or NEGATIVE DECLARATION, including revisions or mitigation measures that are imposed upon the proposed project, nothing further is required.

STOCKTON UNIFIED SCHOOL DISTRICT

  
\_\_\_\_\_  
Steve L. Breakfield  
Director, Facilities and Planning

5/31/17  
\_\_\_\_\_  
Date



# 1.0 INTRODUCTION

## 1.1 Project Brief

---

This document is an Initial Study/Negative Declaration (IS/ND) for the Proposed K-12 Quail Lakes School Project (project). The project site is located on 2111 Quail Lakes Drive in west-central Stockton, California (Figures 1-1 through 1-5). The IS/ND has been prepared in compliance with the requirements of the California Environmental Quality Act (CEQA). The Stockton Unified School District (SUSD or District) is the CEQA Lead Agency for the project.

The project proposes to acquire an approximately 6-acre parcel that is currently occupied by the Lakeview Assembly Church and has until recently provided space for the 400-450 students of the United Christian Schools. The purpose of the acquisition is to eventually establish a public school facility that would accommodate approximately 547 currently attending Tyler Elementary School. The District also proposes to make the new school the permanent location for its Autism Pre-School Program, in which 140 children currently participate. Students in the District's Primary Years Academy (PYA) would be transferred from the program's current location to Tyler Elementary School when the campus becomes available.

No site plans currently have been prepared for the new school facility. It is expected that the District would retrofit existing buildings on the new school site to accommodate students and staff. Other site improvements likely would occur in the future, but specific improvements are not known at this time, nor are they addressed in this Initial Study.

## 1.2 Purpose of Initial Study

---

CEQA requires that public agencies document and consider the potential environmental effects of the agency's actions that meet CEQA's definition of a "project." Briefly summarized, a "project" is an action that has the potential to result in direct or indirect physical changes in the environment. A project includes the agency's direct activities as well as activities that involve public agency approvals or funding. Guidelines for an agency's implementation of CEQA are found in the "CEQA Guidelines" (Title 14, Chapter 3 of the California Code of Regulations).

Provided that a project is not exempt from CEQA, the first step in the agency's consideration of its potential environmental effects is the preparation of an Initial Study. The purpose of an Initial Study is to determine whether the project would involve "significant" environmental effects as defined by CEQA and to describe feasible mitigation measures that would avoid significant effects or reduce them to a level that is less than significant. In the event that the Initial Study does not identify significant effects, the agency prepares a Negative Declaration. Alternatively, if the Initial Study identifies significant effects, but also identifies mitigation measures that would reduce all of these significant effects to a level that is less than significant, then the agency may prepare a Mitigated Negative Declaration. If neither of these situations apply, then the agency must prepare an Environmental Impact Report (EIR). The agency may also decide to proceed directly with the preparation of an EIR without preparation of an Initial Study.

The proposed project is a “project” as defined by CEQA and is not exempt from CEQA consideration. The SUSD has determined that the project involves the potential for significant environmental effects and requires preparation of this Initial Study. The Initial Study describes the proposed project and its environmental setting, discusses the potential environmental effects of the project, and when necessary identifies feasible mitigation measures that would eliminate the potentially significant environmental effects of the project or reduce them to a level that would be less than significant. The Initial Study considers the project’s potential for significant environmental effects in the following subject areas:

- Aesthetics
- Agricultural Resources
- Air Quality
- Biological Resources
- Cultural Resources
- Geology and Soils
- Greenhouse Gas Emissions
- Hazards and Hazardous Materials
- Hydrology and Water Quality
- Land Use and Planning
- Mineral Resources
- Noise
- Population and Housing
- Public Services
- Recreation
- Transportation/Traffic
- Tribal Cultural Resources
- Utilities and Service Systems
- Mandatory Findings of Significance

The Initial Study concluded that the project would not have significant environmental effects. As a result, the SUSD has prepared a Negative Declaration and has notified the public of its intent to adopt the IS/ND. The time available for comment on the IS/ND is shown in the Notice of Intent.

### 1.3 Project Background

---

The SUSD has several facilities, programs, and projects that have been identified as needing permanent and temporary housing. SUSD staff has focused simultaneously on assessing property and capacity need District-wide. Additionally, the District has bond projects that are in progress or are slated to be FOR future projects, which also have been reassessed in consideration of site and total District facility needs.

The District’s Measure Q bond, approved by voters in 2008, included portable classroom replacement projects at many elementary schools. In January 2016, a new law required all construction in flood zones to elevate the finished floor 5 to 10 feet above the existing grade. This caused the District to reassess the portable replacement projects in applicable areas in an effort to assess the impact of the revised construction requirements, campus aesthetics, and the additional cost and time required for construction.

In conjunction with Measure Q approval and new flood zone laws, the District decided to consider a site that previously had been placed for sale on the commercial market. The site currently is used by the Lakeview Assembly Church, located at 2111 Quail Lakes Drive in

Stockton. The church holds services on Sundays and Wednesday evenings, and occasionally hosts special events on other days. The site formerly hosted a private school operated by United Christian Schools for 27 years, which moved to a new address in Stockton approximately 3 years ago. Enrollment at this school ranged from 400 to 450 students.

SUSD is considering the purchase of the Lakeview Assembly property in order to meet some of the following District needs.

- Tyler Elementary School. Tyler Elementary School is located on 3830 Webster Avenue in Stockton and has a current enrollment of 547 students. Portable classrooms have been installed at Tyler Elementary to accommodate the student population. The school is located in a flood zone; thus, any future construction at the site would be subject to the new law regarding construction in flood zones. The District analyzed its demographic and transportation data and determined that nearly half of the Tyler students either lived in the Quail Lakes area or required transportation to Tyler from the Quail Lakes or surrounding area.
- Primary Years Academy (PYA). PYA is a K-5 grade International Baccalaureate program designed to be the feeder program for the 6-12 grade International Baccalaureate program at Franklin High School. It is located currently on the El Dorado Elementary School campus at 1540 N. Lincoln Street in Stockton and has an enrollment of 325 students. At the time of program inception, it was anticipated that El Dorado Elementary students would become PYA students, making the school the permanent home of the program. Subsequently, the District has seen growth and retention in both the PYA and regular elementary school programs, a result of the District hosting schools of choice. Housing both programs on one campus presents a capacity challenge at El Dorado Elementary School, which has a current enrollment of 664 students. The campus is not designed to accommodate a total enrollment of approximately 1,000 students.
- Autism Pre-School Program. This program currently serves 140 children with autism. The program previously had been housed at Marshall Elementary School. Due to capacity constraints at Marshall Elementary, the SUSD Board approved a five-year lease agreement with St. Bernadette's Church as a temporary location for the program. The intent of the District is to search for a permanent home for the program during the lease period.

## 1.4 Environmental Evaluation Checklist Terminology

---

The project's potential environmental effects are evaluated in the Environmental Evaluation Checklist shown in Chapter 3.0 of this IS/ND. The checklist includes a list of environmental considerations against which the project is evaluated. For each question, the SUSD determines whether the project would involve 1) a Potentially Significant Impact, 2) a Less Than Significant Impact, 3) a Less Than Significant Impact With Mitigation Incorporated, or 4) No Impact.

A Potentially Significant Impact occurs when there is substantial evidence that the project would involve a substantial adverse change to the physical environment, i.e., that the environmental effect may be significant, and mitigation measures have not been defined that would reduce the impact to a less than significant level. If there are one or more Potentially Significant Impact entries in the Initial Study, an EIR is required.

A Less Than Significant Impact occurs when the project would involve effects on a particular resource, but the project would not involve a substantial adverse change to the physical environment, and no mitigation measures are required.

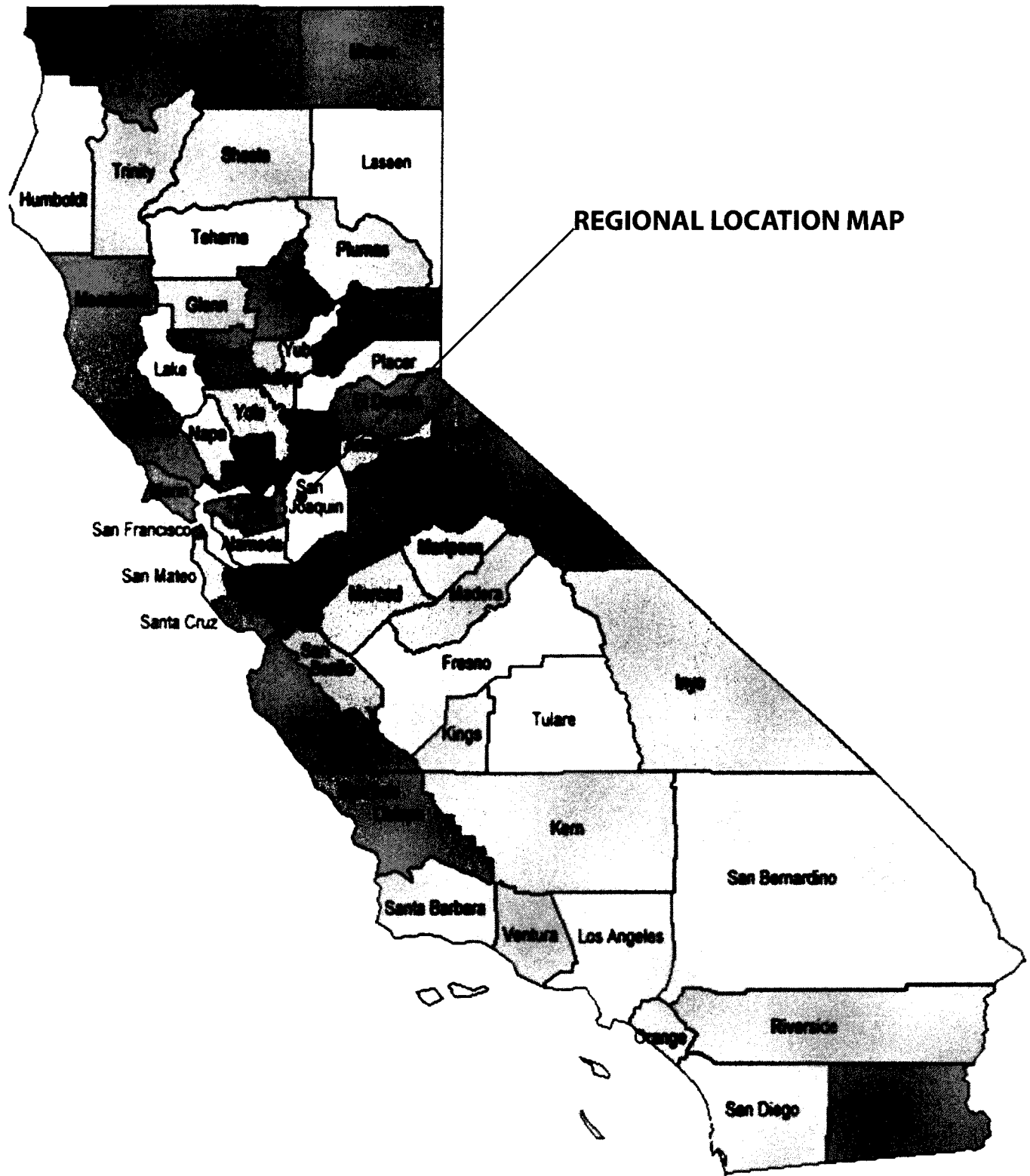
An environmental effect that is Less Than Significant With Mitigation Incorporated is a Potentially Significant Impact that can be avoided or reduced to a less than significant level with the application of mitigation measures.

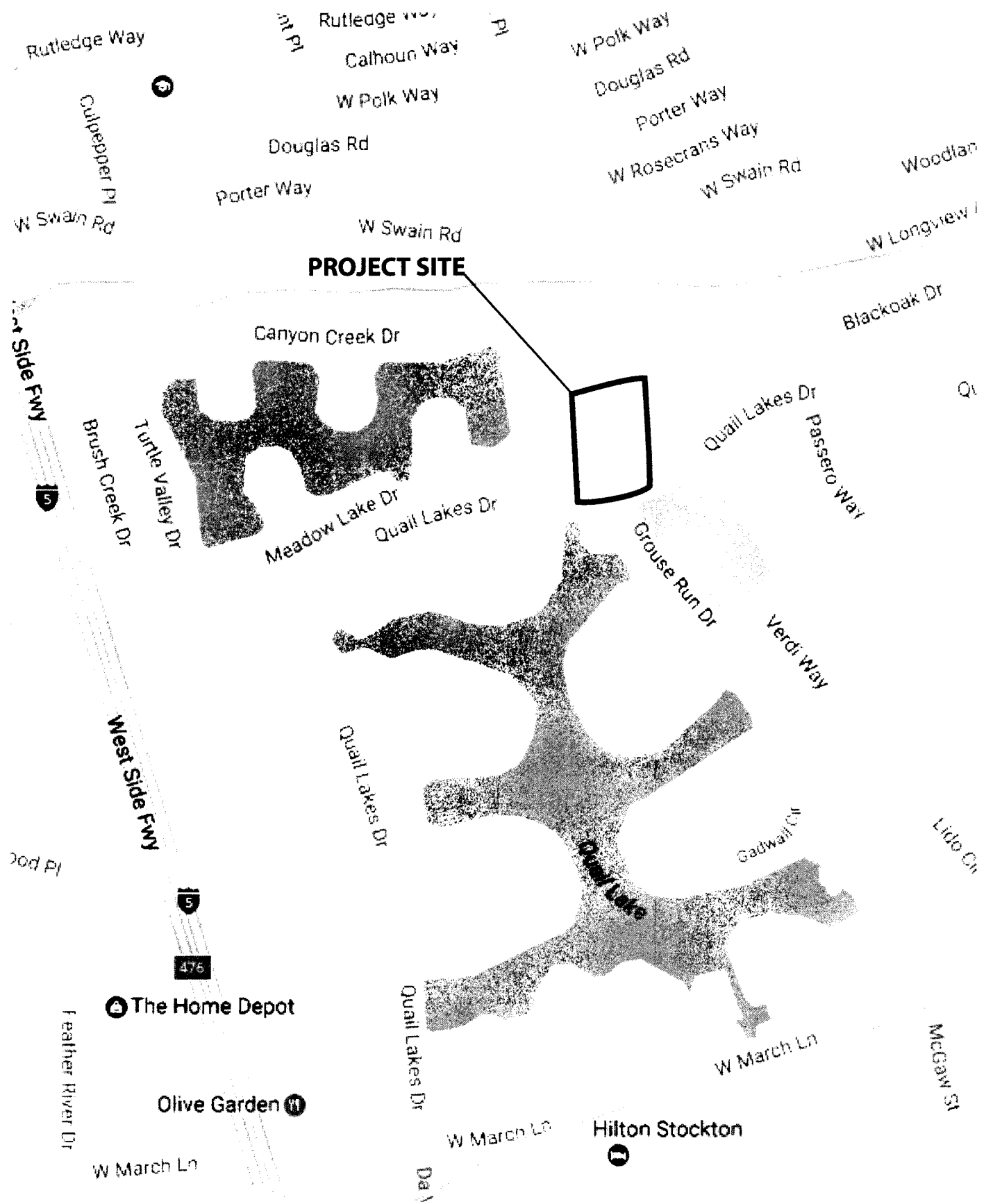
A determination of No Impact is self-explanatory.

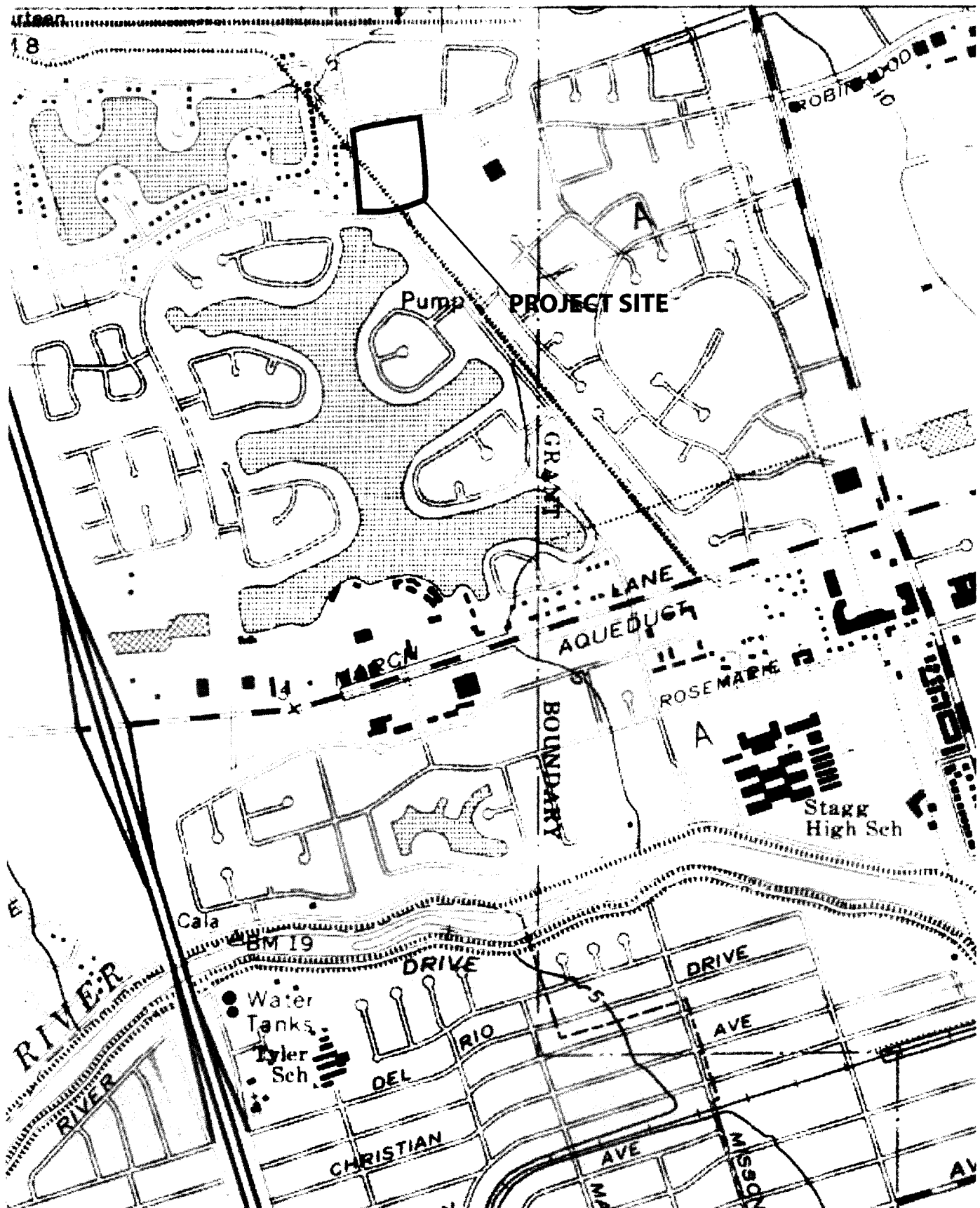
As previously noted, this IS/ND did not identify any potentially significant environmental effects related to the project.

## 1.5 Summary of Environmental Effects and Mitigation Measures

The following pages contain Table 1-1, Summary of Impacts and Mitigation Measures. Table 1-1 summarizes the results of the Environmental Checklist Form and associated narrative discussion in Chapter 3.0. The potential environmental impacts of the proposed project are summarized in the left-most column of this table. The level of significance of each impact is indicated in the second column. Mitigation measures proposed to avoid or minimize the impacts would be shown in the third column, and the significance of the impact after mitigation measures are applied would be shown in the fourth column. As previously noted, no significant environmental impacts were identified with the project, so mitigation measures are presented in Table 1-1.

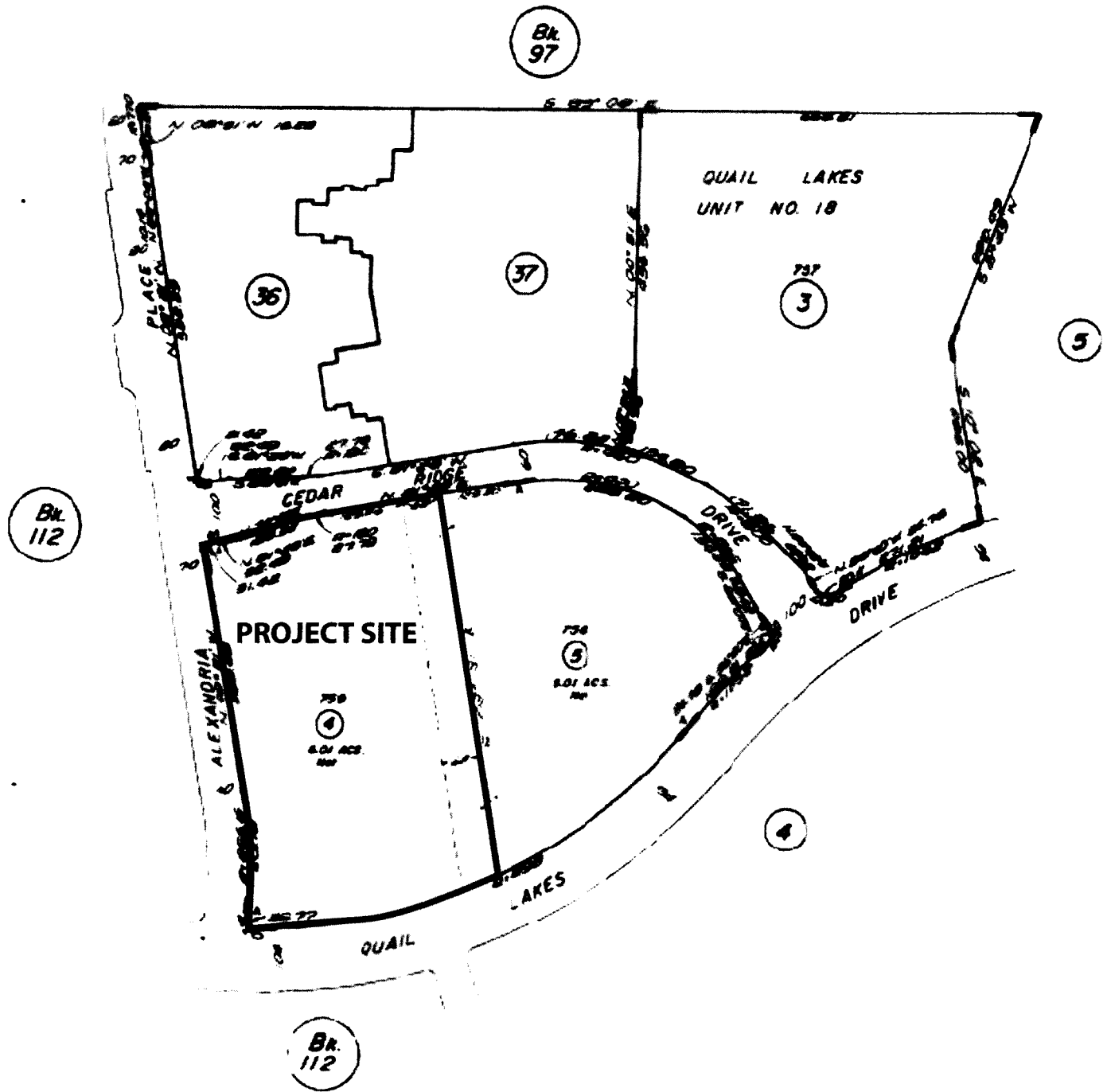






SOURCE: Stockton West Quadrangle California,  
 San Joaquin County. 7.5 minute Series. Photo  
 Revised 1987

Figure 1-3  
 USGS MAP



SOURCE: San Joaquin County  
Assessors office, 108-020-040







SOURCE: Google Maps

Figure 1-5  
AERIAL PHOTO

BaseCamp Environmental

TABLE 1-1  
SUMMARY OF ENVIRONMENTAL IMPACTS AND MITIGATION MEASURES

Potential Impact	Significance Before Mitigation Measures	Mitigation Measures	Significance After Mitigation Measures
<b>3.1 AESTHETICS</b>			
a) Scenic Vistas	NI	None required	-
b) Scenic Routes and Resources	NI	None required	-
c) Visual Character and Quality	LS	None required	-
d) Light and Glare	NI	None required	-
<b>3.2 AGRICULTURE AND FORESTRY RESOURCES</b>			
a) Agricultural Land Conversion	NI	None required	-
b) Agricultural Zoning and Williamson Act	NI	None required	-
c, d) Forest Land Conversion and Zoning	NI	None required	-
e) Indirect Conversion of Farmland and Forest Land	NI	None required	-
<b>3.3 AIR QUALITY</b>			
b, b) Air Quality Plan Consistency and Violation of Air Quality Standards	LS	None required	-
c) Cumulative Emissions	LS	None required	-
d) Exposure of Sensitive Receptors	LS	None required	-
e) Odors	LS	None required	-

TABLE 1-1  
SUMMARY OF ENVIRONMENTAL IMPACTS AND MITIGATION MEASURES

Potential Impact	Significance Before Mitigation Measures	Mitigation Measures	Significance After Mitigation Measures
<b>3.4 BIOLOGICAL RESOURCES</b>			
a) Special-Status Species	LS	None required	-
b) Riparian and Other Sensitive Habitats	NI	None required	-
c) Wetlands and Waters of the U.S.	NI	None required	-
d) Fish and Wildlife Movement	LS	None required	-
e) Local Biological Requirements	NI	None required	-
f) Conflict with Habitat Conservation Plans	LS	None required	-
<b>3.5 CULTURAL RESOURCES</b>			
b) Historical, Archaeological, and Paleontological Resources	LS	None required	-
d) Human Burials	LS	None required	-
<b>3.6 GEOLOGY AND SOILS</b>			
a-1) Fault Rupture Hazards	NI	None required	-
a-2, 3) Seismic Ground Shaking and Other Seismic Hazards	LS	None required	-
a-4) Landslides	NI	None required	-
b) Soil Erosion	NI	None required	-
c) Geologic Instability	LS	None required	-
d) Expansive Soils	LS	None required	-

TABLE 1-1  
SUMMARY OF ENVIRONMENTAL IMPACTS AND MITIGATION MEASURES

Potential Impact	Significance Before Mitigation Measures	Mitigation Measures	Significance After Mitigation Measures
e) Adequacy of Soils for Wastewater Disposal	NI	None required	-
<b>3.7 GREENHOUSE GAS EMISSIONS</b>			
a, b) Project GHG Emissions and Consistency with GHG Reduction Plans	LS	None required	-
<b>3.8 HAZARDS AND HAZARDOUS MATERIALS</b>			
a) Hazardous Material Transport, Use and Storage	NI	None required	-
b, c) Release of Hazardous Materials	NI	None required	-
d) Hazardous Materials Sites	LS	None required	-
e, f) Airport and Airstrip Operations	NI	None required	-
g) Emergency Response and Evacuation	NI	None required	-
h) Wildland Fire Hazards	NI	None required	-
<b>3.9 HYDROLOGY AND WATER QUALITY</b>			
a, f) Surface Water Quality	NI	None required	-
b) Groundwater Supplies	NI	None required	-
c, d) Drainage Patterns	NI	None required	-
e) Runoff	NI	None required	-
g, h) Flooding Hazards	NI	None required	-
i) Dam and Levee Failure Hazards	NI	None required	-

TABLE 1-1  
SUMMARY OF ENVIRONMENTAL IMPACTS AND MITIGATION MEASURES

Potential Impact	Significance Before Mitigation Measures	Mitigation Measures	Significance After Mitigation Measures
j) Seiche, Tsunami and Mudflow Hazards	NI	None required	-
<b>3.10 LAND USE AND PLANNING</b>			
a) Division of Established Communities	NI	None required	-
b) Conflict with Applicable Plans, Policies and Regulations	NI	None required	-
c) Conflict with Habitat Conservation Plans	LS	None required	-
<b>3.11 MINERAL RESOURCES</b>			
a, b) Loss of Mineral Resource Availability	NI	None required	-
<b>3.12 NOISE</b>			
a) Exposure to Noise Exceeding Local Standards	LS	None required	-
b) Groundborne Vibrations	NI	None required	-
c) Permanent and Temporary Increase in Ambient Noise	LS	None required	-
e, f) Exposure to Airport/Airstrip Noise	NI	None required	-
<b>3.13 POPULATION AND HOUSING</b>			
a) Population Growth Inducement	NI	None required	-
b, c) Displacement of Housing and People	NI	None required	-
<b>3.14 PUBLIC SERVICES</b>			
a) Fire Protection	LS	None required	-

TABLE 1-1  
SUMMARY OF ENVIRONMENTAL IMPACTS AND MITIGATION MEASURES

Potential Impact	Significance Before Mitigation Measures	Mitigation Measures	Significance After Mitigation Measures
b) Police Protection	LS	None required	-
c) Schools	NI	None required	-
d, e) Parks and Other Public Facilities	LS	None required	-
<b>3.15 RECREATION</b>			
a, b) Recreational Facilities	LS	None required	-
<b>3.16 TRANSPORTATION/TRAFFIC</b>			
a) Conflict with Transportation Plans, Ordinances and Policies	LS	None required	-
b) Conflict With Congestion Management Program	NI	None required	-
c) Air Traffic Patterns	NI	None required	-
d) Traffic Hazards	LS	None required	-
e) Emergency Access	NI	None required	-
f) Conflict with Non-vehicular Transportation Plans	LS	None required	-
<b>3.17 TRIBAL CULTURAL RESOURCES</b>			
a, b) Tribal Cultural Resources	LS	None required	-
<b>3.18 UTILITIES AND SERVICE SYSTEMS</b>			
a, e) Wastewater Systems	NI	None required	-
b, d) Water Systems and Supply	NI	None required	-

TABLE 1-1  
SUMMARY OF ENVIRONMENTAL IMPACTS AND MITIGATION MEASURES

Potential Impact	Significance Before Mitigation Measures	Mitigation Measures	Significance After Mitigation Measures
c) Storm Water Systems	NI	None required	-
f, g) Solid Waste Services	NI	None required	-
<b>3.19 MANDATORY FINDINGS OF SIGNIFICANCE</b>			
a) Findings on Biological and Cultural Resources	NI	None required	-
b) Findings on Individually Limited but Cumulatively Considerable Impacts	NI	None required	-
c) Findings on Adverse Effects on Human Beings	NI	None required	-

## 2.0 PROJECT DESCRIPTION

### 2.1 Project Brief

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The project proposes to acquire an approximately 6-acre parcel that is currently occupied by the Lakeview Assembly Church and has until recently provided space for the 400-450 students of the United Christian Schools. The purpose of the acquisition is to eventually establish a public school facility that would accommodate approximately 567 students currently attending Tyler Elementary School. The District also proposes to make the new school the permanent location for its Autism Pre-School Program, in which 140 children currently participate. The District proposes to transfer students in the PYA program from its current location at El Dorado Elementary School to the Tyler Elementary School campus once it becomes available.

No site plans currently have been prepared for the new school facility. It is expected that the District would retrofit existing buildings on the new school site to accommodate students and staff. Other site improvements likely would occur in the future, but specific improvements are not known at this time.

### 2.2 Project Location

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The project site is located at 2111 Quail Lakes Drive, at the northeast corner of the intersection of Quail Lakes Drive and Alexandria Place in the Quail Lakes development in west-central Stockton (see Figures 1-1 through 1-5). The site comprises Assessor's Parcel Number (APN) 108-020-04. The site is shown on the Stockton West U.S. Geological Survey 7.5-minute quadrangle map in an unsectioned portion of Township 2 North, Range 6 East, Mt. Diablo Base and Meridian. Approximate latitude of the site is 37° 59' 48" North, and approximate longitude is 121° 20' 09" West.

### 2.3 Project Objectives

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The objective of the project is to acquire a parcel to be used for a new school, which would achieve all or part of the following SUSD objectives:

- Add a school to an area that currently does not have a neighborhood school and is home to many students in the SUSD.
- Address the capacity and construction challenges at Tyler Elementary School and El Dorado Elementary School.
- Provide a permanent home for a District pre-school program for autistic children that currently has a temporary home that is not in a District facility.



## 2.4 Project Details

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The Lakeview Assembly property consists of approximately 6.01 acres. The Lakeview Assembly Church currently occupies the site. The property has a main church building along with classrooms, a kitchen/cafeteria, and assembly areas that were occupied previously by a school. Total floor area of the existing structures is 79,060 square feet. Playground equipment and outdoor basketball courts are at the back of the main buildings. A parking lot is at the front of the main buildings, and a larger parking lot is at the rear. Access is available from Quail Lakes Drive, Alexandria Place, and Cedar Ridge Drive.

The proposed acquisition will be considered by the SUSD Board of Education on July 11, 2017. Assuming that the Board approves the purchase, the District intends to use the property for a new public school facility. It is intended that students currently enrolled at Tyler Elementary School would be transferred to this new school and would no longer be sent to the Tyler Elementary campus. Once the transfer of students is completed, the Tyler Elementary campus would be used to accommodate students in the PYA program, who would be transferred from El Dorado Elementary School. Finally, after the lease with St. Bernadette's Church expires in July 2021, the District would move the Autism Pre-School Program to the new school.

Assuming that plans are executed, the District considers it possible to make a transition to part of the site during the 2018-19 school year. The determinations of the campus structure, site naming options, additional costs, and material and equipment needs will be made by the District Superintendent and staff, which will be presented to the SUSD Board. Retrofit of the existing structure will be required in order to ensure compliance with earthquake safety standards for K-12 public school buildings.

At this time, no plans have been prepared for further development of the school site, so specific features of the new school are unknown, including total classrooms, total parking spaces, student pickup/dropoff areas, and playground facilities. It is anticipated that some, if not all, of the existing access points to the site would be used, though they could be modified or replaced. Existing parking areas and site improvements may be reconfigured. The site would continue to be served by existing water, sewer, and storm drainage utilities, although existing connections could be modified to accommodate new activities. Telecommunication, electrical, and solid waste services would be provided by private companies currently serving the Quail Lakes area.

Future site improvements and modifications will be subject to CEQA consideration and/or environmental review as required. CEQA consideration may include eligibility for CEQA exemptions as well as the preparation of Initial Studies, Negative Declarations, or EIRs as required.

## 2.5 Permits and Approvals

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Purchase of the Lakeview Assembly property would require the approval of the SUSD Board of Education. As the CEQA lead agency, the SUSD also would be required to adopt the IS/ND for the project. A final decision on the project must be preceded by adoption of this IS/ND.

The purchase also must receive approval from the California Department of Education, along with a certification of need from the Office of Public School Construction, acting on behalf of the State Allocation Board. Subsequent site plans would require an Approval of Plans letter from the Division of the State Architect (DSA). The Approval of Plans letter is the document that conveys official approval of the plans and specifications for a project. DSA requires a project applicant to

submit site plans and drawings that illustrate structural, mechanical, plumbing, electrical, fire alarm, and fire sprinkler aspects of the project. Copies of a geotechnical report, structural calculations, and Title 24 compliance also must be submitted.

## 3.0 ENVIRONMENTAL CHECKLIST FORM

### 3.1 AESTHETICS

Would the project:	Potentially Significant Impact	Less Than Significant With Mitigation Incorporated	Less Than Significant Impact	No Impact
a) Have a substantial adverse effect on a scenic vista?				√
b) Substantially damage scenic resources, including, but not limited to, trees, rock outcroppings, and historic buildings within a state scenic highway?				√
c) Substantially degrade the existing visual character or quality of the site and its surroundings?			√	
d) Create a new source of substantial light or glare which would adversely affect day or nighttime views in the area?				√

## NARRATIVE DISCUSSION

### Environmental Setting

The project site has been developed as a church, with parking lots and other pavement most of the site. Some landscaping has been installed around the church buildings. Street trees line the project site along the bordering streets – Quail Lakes Drive, Alexandria Place, and Cedar Ridge Drive. The project site is within an urban, developed area of the City of Stockton named Quail Lakes. Quail Lakes is a predominantly residential area that contains limited other land uses such as Lakeview Assembly Church on the project site and Warren Atherton Park across Quail Lakes Drive from the project site.

In the distance, views of the Coast Ranges and Mount Diablo to the west and the Sierra Nevada to the east constitute the major scenic vistas, when visibility conditions permit and when not obstructed by buildings or trees. San Joaquin County has designated 26 local roadways within the County as scenic routes (San Joaquin County 2016). One of these, Interstate 5 from State Route 4 to the Sacramento County line, is near the project area. No State scenic highways have been designated in the immediate vicinity of the project (Caltrans 2015). Night lighting consists primarily of security lights on the church property and street lighting.

### Environmental Impacts and Mitigation Measures

#### a) Scenic Vistas.

Potential scenic vistas visible from the project site are mostly obstructed by existing development and trees. The proposed project would not affect existing conditions, nor is it anticipated that

future project site activities would not significantly affect existing conditions. The project would have no impact on this issue.

b) Scenic Routes and Resources.

No scenic routes have been identified in the project vicinity. The only scenic resource identified in the vicinity is Warren Atherton Park, a City park that would not be affected by this project or by any future activities on the project site. The project would have no impact on this issue.

c) Visual Character and Quality.

The project site currently consists of a landscaped church campus with large areas of pavement for parking and for recreation. The current proposed project would not involve significant aesthetic effects, as existing conditions would not change.

The future plans for the project site are not known at this time; however, it is anticipated that future project site activities would be visually similar to existing conditions. It is possible that landscaping on the site would be expanded as part of future site activities, which would improve visual conditions on the site, but this is speculative and would be the subject of CEQA review once site plans are prepared.

Existing street trees surrounding the project site provide an attractive visual element to existing streetscapes, as well as provides a partial screen of existing site development. It is possible that a few of these trees may need to be removed as a result of future activities. Tree removal could involve a potentially significant impact that would, with potential mitigation measures, need to be addressed in the CEQA review of future improvement plans.

d) Light and Glare.

The proposed project would not alter existing lighting conditions on the project site. Project impacts on light and glare are considered less than significant.

It is not known at this time if future activities on the project site would lead to additional lighting. Future site plans would be subject to CEQA review, at which time it would be determined if lighting may have a significant impact on adjacent residential areas and if mitigation would be required. If mitigation would be required, it would be identified and implemented as part of site plans.

### 3.2 AGRICULTURE AND FORESTRY RESOURCES

Would the project:	Potentially Significant Impact	Less Than Significant With Mitigation Incorporated	Less Than Significant Impact	No Impact
a) Convert Prime Farmland, Unique Farmland, or Farmland of Statewide Importance (Farmland), as shown on the maps prepared pursuant to the Farmland Mapping and Monitoring Program of the California Resources Agency, to non-agricultural use?				√
b) Conflict with existing zoning for agricultural use, or a Williamson Act contract?				√

c) Conflict with existing zoning for, or cause rezoning of, forest land (as defined in Public Resources Code Section 12220(g)), timberland (as defined by Public Resources Code Section 4526), or timberland zoned Timberland Production (as defined by Government Code Section 51104(g))?

d) Result in the loss of forest land or conversion of forest land to non-forest use?

e) Involve other changes in the existing environment, which, due to their location or nature, could result in conversion of Farmland, to non-agricultural use or conversion of forest land to non-forest use?

			√
			√
			√

## NARRATIVE DISCUSSION

### Environmental Setting

The project site is located in an urban area of mostly residential development. There are no lands in the area that are used for agricultural production.

The Important Farmland Maps, prepared by the California Department of Conservation as part of the Farmland Mapping and Monitoring Program, designate the viability of lands for farmland use, based on the physical and chemical properties of the soils. The maps categorize farmland, in decreasing order of soil quality, as "Prime Farmland," "Farmland of Statewide Importance," and "Unique Farmland." Collectively, these categories are referred to as "Farmland" in the Environmental Checklist in CEQA Guidelines Appendix G. According to the 2014 Important Farmland Map of San Joaquin County, the project site and surrounding area are designated as Urban and Built-Up Land.

There are no designated forest lands in the project area or in San Joaquin County. Because of this, forestry resources will not be discussed in detail in this IS/ND.

### Environmental Impacts and Mitigation Measures

#### a) Agricultural Land Conversion.

The project site is in an area where no Farmland has been designated. No Farmland would be converted as a result of the proposed purchase or of any subsequent activities on the site. The project would have no impact on farmland conversion.

#### b) Agricultural Zoning and Williamson Act.

Neither the project site nor surrounding land is zoned for agricultural use. The Williamson Act is State legislation that seeks to preserve farmland by offering property tax breaks to farmers who sign a contract pledging to keep their land in agricultural use. Since no agricultural lands are in the area, there are no lands under Williamson Act contract. The project would have no impact on these issues.

#### c, d) Forest Land Conversion and Zoning.

There is no forest land in the project vicinity. The project would have no impact on forest lands.

e) Indirect Conversion of Farmland and Forest Land.

As noted above, there is no Farmland in the vicinity, so no indirect conversion of Farmland would occur as a result of the project. Since no forest land is in the area, the project would have no impact on indirect conversion of forestland to non-forest use.

### 3.3 AIR QUALITY

Where available, the significance criteria established by the applicable air quality management or air pollution control district may be relied upon to make the following determinations. Would the project:

- a) Conflict with or obstruct implementation of the applicable Air Quality Attainment Plan?
- b) Violate any air quality standard or contribute to an existing or projected air quality violation?
- c) Result in a cumulatively considerable net increase of any criteria pollutant for which the project region is non-attainment under an applicable federal or state ambient air quality standard (including releasing emissions which exceed quantitative thresholds for ozone precursors)?
- d) Expose sensitive receptors to substantial pollutant concentrations?
- e) Create objectionable odors affecting a substantial number of people?

Potentially Significant Impact	Less Than Significant With Mitigation Incorporated	Less Than Significant Impact	No Impact
		√	
		√	
		√	
		√	
			√

## NARRATIVE DISCUSSION

### Environmental Setting

#### Air Quality Background

The project area is within the San Joaquin Valley Air Basin. The San Joaquin Valley Air Pollution Control District (SJVAPCD), which includes San Joaquin County, has jurisdiction over most air quality matters in the Air Basin. The SJVAPCD is tasked with implementing programs and regulations required by both the federal and California Clean Air Acts. Under their respective Clean Air Acts, both the State of California and the federal government have established ambient air quality standards for six criteria air pollutants: ozone, particulate matter, carbon monoxide, nitrogen dioxide, sulfur dioxide, and lead. California has four additional criteria pollutants under its Clean Air Act.

Table 3-1 shows the current attainment status of the Air Basin relative to the federal and State ambient air quality standards for criteria pollutants. Except for ozone and particulate matter, which are discussed below, the Air Basin is in attainment of, or unclassified for, all federal and State ambient air quality standards.

TABLE 3-1  
SAN JOAQUIN VALLEY AIR BASIN ATTAINMENT STATUS

Criteria Pollutant	Designation/Classification	
	Federal Primary Standards	State Standards
Ozone - One hour	No Federal Standard	Nonattainment/Severe
Ozone - Eight hour	Nonattainment/Extreme	Nonattainment
PM <sub>10</sub>	Attainment	Nonattainment
PM <sub>2.5</sub>	Nonattainment	Nonattainment
Carbon Monoxide (CO)	Attainment/Unclassified	Attainment/Unclassified
Nitrogen Dioxide (NO <sub>x</sub> )	Attainment/Unclassified	Attainment
Sulfur Dioxide (SO <sub>x</sub> )	Attainment/Unclassified	Attainment
Lead	No Designation/Classification	Attainment
Hydrogen Sulfide	No Federal Standard	Unclassified
Sulfates	No Federal Standard	Attainment
Visibility Reducing Particles	No Federal Standard	Unclassified
Vinyl Chloride	No Federal Standard	Attainment

Source: SJVAPCD 2015a.

The San Joaquin Valley Air Basin is designated a non-attainment area for ozone. Ozone is not emitted directly into the air, but is formed when reactive organic gases (ROG) and nitrogen oxides (NO<sub>x</sub>) react in the atmosphere in the presence of sunlight. The SJVAPCD currently has a 2007 Ozone Plan and a 2013 Plan for the Revoked 1-Hour Ozone Standard for the Air Basin to attain federal ambient air quality standards for ozone.

The Air Basin is also designated a non-attainment area for respirable particulate matter, a mixture of solid and liquid particles suspended in air, including dust, pollen, soot, smoke, and liquid droplets. In San Joaquin County, particulate matter is generated by a mix of rural and urban sources, including agricultural operations, industrial emissions, dust suspended by vehicle traffic, and secondary aerosols formed by reactions in the atmosphere. The SJVAPCD currently has a 2015 PM<sub>2.5</sub> Plan for the 1997 federal PM<sub>2.5</sub> standard, a 2012 PM<sub>2.5</sub> Plan for the 2006 federal PM<sub>2.5</sub> standard, a 2016 Moderate Area Plan for the 2012 federal PM<sub>2.5</sub> standard, and a 2007 PM<sub>10</sub> Maintenance Plan to maintain the SJVAB's attainment status of the federal PM<sub>10</sub> standard.

Carbon monoxide (CO) is an odorless, colorless gas that is highly toxic. It is formed by the incomplete combustion of fuels and is emitted directly into the air, unlike ozone. The main source of CO in the San Joaquin Valley is on-road motor vehicles (SJVAPCD 2015b). The San Joaquin Valley Air Basin is in attainment/unclassified status for CO; as such, the SJVAPCD has no CO attainment plans. High CO concentrations may occur in areas of limited geographic size,

sometimes referred to as “hot spots,” which are ordinarily associated with areas of heavy traffic volumes and congestion.

In addition to the criteria pollutants, the California Air Resources Board (ARB) has also identified other air pollutants as toxic air contaminants (TACs) - pollutants that are carcinogenic (i.e., cause cancer) or that may cause other adverse short-term or long-term health effects. Diesel particulate matter, considered a carcinogen, is the most common TAC, as it is a product of combustion in diesel engines. Other TACs are less common and are typically associated with industrial operations.

## Environmental Impacts and Mitigation Measures

In 2015, the SJVAPCD adopted a revised Guide for Assessing and Mitigating Air Quality Impacts (GAMAQI). GAMAQI defines an analysis methodology, thresholds of significance, and mitigation measures for the assessment of air quality impacts for projects within SJVAPCD’s jurisdiction. Table 3-2 shows the CEQA thresholds for significance for pollutant emissions within the SJVAPCD. The significance thresholds apply to emissions from both project construction and project operations.

TABLE 3-2  
SJVAPCD SIGNIFICANCE THRESHOLDS  
FOR AIR POLLUTANT EMISSIONS

<b>Pollutant</b>	<b>SJVAPCD Significance Threshold</b>
CO	100
NO <sub>x</sub>	10
ROG	10
PM <sub>10</sub>	15
PM <sub>2.5</sub>	15

Source: SJVAPCD 2015b

### a) Air Quality Plan Consistency and Violation of Air Quality Standards.

The proposed project would not change existing conditions regarding air pollutant emissions, other than the possible discontinuance of church services, which would actually reduce emissions. Project impacts would be less than significant.

At this time, no site plans have been prepared for the project site. Therefore, the amount of emissions of criteria pollutants generated by future site development is unknown. Potential sources of air pollutant emissions associated with future activities on the project site are expected to include construction equipment and traffic from passenger vehicles and buses. Emissions of particular criteria pollutants from these sources may exceed the SJVAPCD significance thresholds. Another potential concern may be CO levels at the intersections nearest the project site (Quail Lakes Drive/Alexandria Place and Quail Lakes Drive/Grouse Run Drive). Traffic associated with future site activities may create CO “hot spots” at these intersections. Potential emissions and their impacts would be evaluated in future CEQA review of the site plans, at which time potential mitigation measures would be identified if necessary. It should be noted that, as



mentioned in Chapter 1.0, Introduction, the project site was the location of a private school that enrolled 400-450 students.

c) Cumulative Emissions.

As noted above, the project likely would not generate additional emissions. Project impacts are considered less than significant. Future site development may generate emissions that could be cumulatively considerable. This would be evaluated during the CEQA review of the site plans once they have been prepared, which would include an analysis of air pollutant emissions and an assessment of their impacts.

d) Exposure of Sensitive Receptors.

As noted above, the project likely would not generate additional emissions. Project impacts are considered less than significant. Future development of the project site may generate emissions that have the potential to affect sensitive receptors such as adjacent residences. Project construction emissions, including criteria pollutants and diesel particulate matter (a TAC), may also affect nearby sensitive receptors. Potential impacts of site development would be evaluated during CEQA review of the site plans, which would analyze air quality impacts on nearby residences.

e) Odors.

The proposed project would not lead to the generation of any odors that are different from existing conditions. The project would have no impact on this issue.

### 3.4 BIOLOGICAL RESOURCES

Would the project:	Potentially Significant Impact	Less Than Significant With Mitigation Incorporated	Less Than Significant Impact	No Impact
a) Adversely impact, either directly or through habitat modifications, any endangered, rare, or threatened species, as listed in Title 14 of the California Code of Regulations (Sections 670.2 or 670.5) or in Title 50, Code of Federal Regulations (Sections 17.11 or 17.12)?			√	
b) Have a substantial adverse effect on any riparian habitat or other sensitive natural community identified in local or regional plans, policies, or regulations, or by the California Department of Fish and Wildlife or US Fish and Wildlife Service?				√
c) Have a substantial adverse effect on federally protected wetlands as defined by Section 404 of the Clean Water Act (including, but not limited to, marsh, vernal pool, coastal, etc.) through direct removal, filling, hydrological interruption, or other means?				√
d) Interfere substantially with the movement of any native resident or migratory fish or wildlife species or with established native resident or migratory wildlife corridors, or			√	

impede the use of native wildlife nursery sites?

e) Conflict with any local policies or ordinances protecting biological resources, such as a tree preservation policy or ordinance?

f) Conflict with the provisions of an adopted Habitat Conservation Plan, Natural Conservation Community Plan, or other approved local, regional, or state habitat conservation plan?

			√
		√	

## NARRATIVE DISCUSSION

### Environmental Setting

The assessment included a search of the California Natural Diversity Database that is managed by the California Department of Fish and Wildlife, and a review of the IPaC Trust Resource Report of the U.S. Fish and Wildlife Service.

#### General Setting

The project site is located in an urban, developed area of the city of Stockton known as the Quail Lakes area. The Quail Lakes area consist predominantly of single-family residential development, along with some multifamily residential development and scattered other land uses. The only significant open space area in the vicinity of the project site is Warren Atherton Park, a City of Stockton park with some developed recreational facilities.

Urban landscaping is the primary vegetation in the project vicinity, mainly street trees, lawns, and shrubbery. Given the presence of trees and shrubs in and near the project site, it is possible that a variety of songbirds and other migratory birds nest in and/or near the site during most years. Wildlife in the project vicinity would consist mainly of wildlife adaptable to urban areas, primarily rodents and other small mammals. Amphibians may be found near bodies of water.

#### Waters of the U.S. and Wetlands

Waters of the U.S., including wetlands, are broadly defined under 33 Code of Federal Regulations 328 to include navigable waterways, their tributaries, and adjacent wetlands. Jurisdictional wetlands and Waters of the U.S. include, but are not limited to, perennial and intermittent creeks and drainages, lakes, seeps, and springs; emergent marshes; riparian wetlands; and seasonal wetlands. No Waters of the U.S. or wetlands were observed on or adjacent to the project site. The nearest stream is Fourteen-Mile Slough, a leveed waterway approximately 0.20 miles to the north. The nearest surface body of water is Meadow Lake, an artificially created lake approximately 0.10 miles to the west.

#### Special-Status Species

Special-status species are plants and animals that are legally protected under the federal Endangered Species Act (ESA) and/or the California Endangered Species Act (CESA) or other regulations. Special-status wildlife species also includes species that are considered rare enough by the scientific community and trustee agencies to warrant special consideration, particularly with regard to protection of isolated populations, nesting or denning locations, communal roosts,

and other essential habitat. Special-status plants are those which are designated rare, threatened, or endangered and candidate species for listing by the USFWS, and species considered rare or endangered under the conditions of CEQA Guidelines Section 15380, such as those plant species identified on Lists 1A, 1B and 2 in the Inventory of Rare and Endangered Vascular Plants of California prepared by the California Native Plant Society. Special-status plants may include other species that are considered sensitive or of special concern due to limited distribution or lack of adequate information to permit listing or rejection for state or federal status, such as those included on List 3 of the California Native Plant Society.

Typical special-status species of concern in the Stockton area include the bird species Swainson's hawk (threatened under CESA), burrowing owl, and tri-colored blackbird (both State Species of Special Concern). Other species of concern include giant garter snake (threatened under ESA and CESA), California tiger salamander (threatened under ESA and CESA), Pacific pond turtle (State Species of Special Concern), and valley elderberry longhorn beetle (threatened under ESA). In addition, migratory bird species protected under the Migratory Bird Treaty Act may be found seasonally in the Stockton area.

## Biological Resource Plans and Ordinances

ESA declares that all federal departments and agencies shall utilize their authority to conserve endangered and threatened plant and animal species. CESA parallels the policies of ESA and pertains to native California species. Both ESA and CESA prohibit unauthorized "take" (i.e., killing) of listed species, with take broadly defined in both acts to include actions such as harassment, pursuit and possession. Along with ESA and CESA, the federal Migratory Bird Treaty Act and the California Fish and Game Code protect special-status bird species year-round, as well as their eggs and nests during the nesting season. The Fish and Game Code also provides protection for mammals and fish.

The City of Stockton has a Heritage Tree Ordinance that requires a permit for the removal of specific types of oak trees. In addition, the project site is within the coverage area of the San Joaquin County Multi-Species Open Space and Habitat Conservation Plan (SJMSCP), a habitat conservation plan adopted by San Joaquin County and its incorporated cities. The SJMSCP implements a program that assesses a habitat conservation fee on participating projects that convert open space land to an urban use. The SJMSCP also sets forth Incidental Take Minimization Measures that are required to be implemented by projects to prevent impacts to special-status species that may be occupying a project site or nearby areas (SJCOG 2000). Participation in the SJMSCP is voluntary on the part of SUSD, but if SUSD chooses to not participate, it will remain responsible for avoiding or minimizing any impacts on biological resources.

## Environmental Impacts and Mitigation Measures

### a) Special-Status Species.

The proposed project would not alter existing conditions on the project site, which as described below are not considered favorable for possible special-status species that exist in the area. Project impacts on special-status species are considered less than significant.

The project site is within an urbanized area with limited open spaces. The site itself has been extensively disturbed and paved. Because of this, the project site is unlikely to support any special-status species. Swainson's hawk requires extensive open field areas for foraging, which the project vicinity does not provide. Because of the extensive paving of the project site, it is

unlikely that any nesting habitat would be available for burrowing owl. Tri-colored blackbird requires open water, which the project site does not provide. Giant garter snake, California tiger salamander, and Pacific pond turtle all require water habitats, which are not available on or adjacent to the project site. The valley elderberry longhorn beetle requires blue elderberry shrubs, which were not found on the project site.

Future site development would be subject to CEQA review once site plans are developed. At that time, potential impacts on special-status species would be identified. If significant impacts would occur on special-status species, mitigation measures would be described and incorporated into future development.

b) Riparian and Other Sensitive Habitats.

The project site is not located in a stream area, so no riparian habitat would exist. As noted above, the project site and vicinity consists predominantly of urban landscaping. No sensitive natural communities have been identified on or adjacent to the project site. The project would have no impact on these habitats.

c) Wetlands and Waters of the U.S.

No potentially jurisdictional Waters of the U.S. or wetlands were observed on or adjacent to the project site. It is unlikely that future activities on the project site would disturb any Waters of the U.S.; the nearest potential jurisdictional water is Fourteen Mile Slough approximately 0.20 miles to the north. The project would have no impact on this issue.

d) Fish and Wildlife Movement.

Neither the project nor future project site activities would not affect any waterways that could be used by migratory fish in the area, since the site is not located on or near any such waterways. The project site is within the designated critical habitat for the Delta smelt, but the project would have no impact on this species.

Trees and shrubs on and near the project site could be used by birds protected by the Migratory Bird Treaty Act of 1918 and/or the California Fish and Game Code. This potential impact would be analyzed as part of future CEQA review of site plans prepared for the project site, and appropriate mitigation would be identified if necessary. The proposed project would not alter existing conditions pertinent to migratory bird species, so impacts are considered less than significant.

e) Local Biological Requirements.

The field survey did not identify any oak trees on the project site. Therefore, the City's Heritage Tree Ordinance would not apply to the project or to any future activities on the project site. The project would have no impact on this issue.

f) Conflict with Habitat Conservation Plans.

The proposed project would have no impact on existing biological conditions, so there would be no conflict with potentially applicable habitat conservation plans. As described above, future site development could have impacts on biological resources, which could be mitigated by participation in the SJMSCP. However, as previously noted, participation in the SJMSCP would be voluntary on the part of the SUSD, and future CEQA review of site plans would identify any necessary mitigation measures, which would ensure consistency with the objectives of the

SJMSCP, whether or not participation occurs. Project impacts related to this issue are considered less than significant.

### 3.5 CULTURAL RESOURCES

Would the project:	Potentially Significant Impact	Less Than Significant With Mitigation Incorporated	Less Than Significant Impact	No Impact
a) Cause a substantial adverse change in the significance of a historical resource as defined in Section 15064.5?			√	
b) Cause a substantial adverse change in the significance of a unique archaeological resource (i.e., an artifact, object, or site about which it can be clearly demonstrated that, without merely adding to the current body of knowledge, there is a high probability that it contains information needed to answer important scientific research questions, has a special and particular quality such as being the oldest or best available example of its type, or is directly associated with a scientifically recognized important prehistoric or historic event or person)?			√	
c) Directly or indirectly destroy a unique paleontological resource or site or unique geologic feature?			√	
d) Disturb any human remains, including those interred outside of formal cemeteries?			√	

## NARRATIVE DISCUSSION

### Environmental Setting

#### Prehistoric Background

The project site is located within territory claimed by the Northern Valley Yokuts. The Yokuts occupied an extensive area, from the Coast Ranges to the Sierra Nevada foothills, and from the American River to the upper San Joaquin River. Yokut villages typically consisted of a scattering of small structures, numbering from four or five to several dozen in larger villages, and were often located on flats adjoining streams. These villages were inhabited mainly in the winter, because it was necessary to go into the hills and higher elevation zones to establish temporary camps during food-gathering seasons. As with most California Indian groups, economic life for the Yokuts revolved around hunting, fishing, and collecting plants, with deer, acorns and avian and aquatic resources representing primary staples. The Yokuts used a wide variety of wooden, bone, and stone artifacts to collect and process their food, and they used local resources to manufacture an array of primary and secondary tools and implements. Only fragmentary evidence of their material culture remains, due in part to perishability and in part to impacts to archaeological sites resulting from later land uses.

## Historic-Era Background

Historically, this part of the Central Valley was first visited by Anglo-American fur trappers, Russian scientists and Spanish-Mexican expeditions during the first half of the 19th century. By the late 1830s and early 1840s, small permanent European-American settlements had settled in the Central Valley and surrounding foothills. In 1841, Charles Weber arrived in California as part of the Bidwell-Bartleson party and settled in what would become present-day downtown Stockton. Weber, partnering with others, established a colony at this location and received the Rancho del Campo de los Franceses land grant in 1844. During the spring of 1849, the town of Stockton was surveyed and established.

The discovery of gold in the Sierra Nevada in 1848 triggered a massive influx of people. Demand for commodities from the mining communities led quickly to the expansion of ranching and agriculture throughout the Central Valley, followed by permanent communities along major transportation corridors. The Southern Pacific and Central Pacific Railroads and a host of smaller interurban lines began intensive projects in the late 1860s, eventually connecting Stockton with other cities. Agriculture became an important part of the Stockton economy, as the city with its port became a major processing center for wheat and other agricultural products.

## Paleontological Resources

Remains of extinct animals, such as mammoth, can be found virtually anywhere in San Joaquin County, especially along watercourses such as the San Joaquin River and its tributaries. The vast majority of paleontological specimens from San Joaquin County have been found in rock formations in the foothills of the Diablo Mountain Range (San Joaquin County 2016).

## Environmental Impacts and Mitigation Measures

### a, b, c) Historical, Archaeological, and Paleontological Resources.

The proposed project would not alter existing conditions on the project site. The project site and vicinity has been extensively disturbed by previous development, so it is unlikely that any intact historical, archaeological, or paleontological resources would be uncovered. Although unlikely, it is conceivable that excavation or other earth-moving work on the project site could unearth materials of significance. It is not known at this time if any excavation or other earth-moving activities would occur, as no site plans have been prepared. Site plans, which would likely include grading plans, would be analyzed as part of CEQA review of these plans, at which time any necessary mitigation measures would be identified. Impacts are considered less than significant.

### d) Human Burials.

As noted above, the proposed project would not alter existing conditions on the project site. Given past disturbance of the project site, it is unlikely that any human burials, particularly Native American burials, would be uncovered in the future. Even so, it is conceivable that excavation or other earth-moving work could uncover a previously unknown burial. As noted above, it is not known at this time if any excavation or other earth-moving activities would occur as part of future site development. This would be analyzed as part of CEQA review of site plans when they become available. In addition, CEQA Guidelines Section 15064.5(e) describes the procedure to be followed when human remains are uncovered in a location outside a dedicated cemetery. Impacts are considered less than significant.

### 3.6 GEOLOGY AND SOILS

Would the project:	Potentially Significant Impact	Less Than Significant With Mitigation Incorporated	Less Than Significant Impact	No Impact
a) Expose people or structures to potential substantial adverse effects, including the risk of loss, injury, or death involving:				
i) Rupture of a known earthquake fault, as delineated on the most recent Alquist-Priolo Earthquake Fault Zoning Map issued by the State Geologist for the area or based on other substantial evidence of a known fault? Refer to Division of Mines and Geology Special Publication 42.				√
ii) Strong seismic ground shaking?			√	
iii) Seismic-related ground failure, including liquefaction?			√	
iv) Landslides?				√
b) Result in substantial soil erosion or the loss of topsoil?				√
c) Be located on strata or soil that is unstable, or that would become unstable as a result of the project, and potentially result in on- or off-site landslide, lateral spreading, subsidence, liquefaction or collapse?			√	
d) Be located on expansive soil, as defined in Table 18-1-B of the Uniform Building Code, creating substantial risks to life or property?			√	
e) Have soils incapable of adequately supporting the use of septic tanks or alternative wastewater disposal systems where sewers are not available for the disposal of wastewater?				√

## NARRATIVE DISCUSSION

### Environmental Setting

The project area lies in the San Joaquin Valley, which is in the southern portion of the Great Valley Geomorphic Province. The San Joaquin Valley is filled with thick sedimentary rock sequences that were deposited as much as 130 million years ago. Large alluvial fans have developed on each side of the Valley. The larger and more gently sloping fans are on the east side of the Valley, and overlie metamorphic and igneous basement rocks. These basement rocks are exposed in the Sierra Nevada foothills and consist of metasedimentary, volcanic, and granitic rocks. The sediments that form the Valley floor were derived largely from erosion of the Sierra Nevada. The Geologic Map of the San Francisco-San Jose Quadrangle (Wagner et al. 1991)

designates the underlying geology of the project area as Modesto Formation, consisting of Quaternary sediments.

According to the U.S. Department of Agriculture's Soil Survey of San Joaquin County (USDA SCS 1992, USDA NRCS 2017), the soil type underlying the project site is Jacktone-Urban complex, a soil unit that is 50% Jacktone clay and 35% urban land, with small areas of other soil types. The Jacktone soil is moderately deep to a hardpan and is somewhat poorly drained. It was formed in alluvium derived from mixed rock sources. Permeability is slow in the Jacktone soil, as is runoff. The water erosion hazard is slight, and the soil is classified as not susceptible to wind erosion. The shrink-swell potential of the Jacktone soil is high.

The project area, along with the rest of San Joaquin County, is in a seismically active region. The California Geological Survey does not include the project site in an Alquist-Priolo Earthquake Fault Zones (California Geological Survey 2015). However, San Joaquin County is subject to seismic shaking from fault features east and west of the County, including the Hayward/Rodgers Creek, San Andreas, and Calaveras Faults (San Joaquin County 2016).

Potential seismic hazards include ground rupture (also called surface faulting), ground shaking, liquefaction, and lateral spreading. Soil compaction and settlement can result from seismic groundshaking. If the sediments that compact during an earthquake are saturated, water from voids is forced to the ground surface, where it emerges in the form of mud spouts or sand boils – a process called liquefaction. Based on known information, areas of the County with groundwater less than 50 feet from ground surface in unconsolidated sediment are susceptible to liquefaction, including lands near river courses (San Joaquin County 2016). As discussed below, the approximate depth to groundwater within the project area is 30-40 feet below ground surface.

## Environmental Impacts and Mitigation Measures

### a-1) Fault Rupture Hazards.

There are no active or potentially active faults within or near the project area, nor are there Alquist-Priolo zones. The project would have no impact related to fault rupture.

### a-2, 3) Seismic Ground Shaking and Other Seismic Hazards.

The project would not construct any structures that would be subject to seismic or geologic hazards.

The project site, along with the rest of the County, is subject to seismic shaking from fault features east and west of the County. Future site development would be subject to this potential hazard. The SUSD anticipates that existing buildings on the project site would be retrofitted to conform to Field Act earthquake safety requirements.

According to the most recent groundwater report available from the San Joaquin County Flood Control and Water Conservation District, groundwater is between 30 and 40 feet below ground surface in the project vicinity (San Joaquin County Flood Control District 2016). This indicates that the project area may be susceptible to liquefaction, although the predominance of Jacktone clay may reduce the likelihood. This potential hazard would be analyzed during CEQA review of the site plans once they are available.

As part of the review process by the DSA, a geologic hazard report is required. Geologic hazards are defined to include, but are not limited to, ground shaking, surface rupture, and liquefaction. The report shall include the characterization of any geologic hazards that might affect proposed



structures and compliance with current building codes. Compliance with report requirements would ensure that any geologic hazards associated with the project site are addressed. Project impacts are considered less than significant

a-4) Landslides.

The project area is in a topographically flat area, so there would be no landslide hazard. The project would have no impact on this issue.

b) Soil Erosion.

Soils on the project site have a low potential for erosion. The proposed project would not involve the disturbance of any soils, so no erosion impacts would occur.

Future activities on the project site may loosen soils, leaving them exposed to potential water and wind erosion. Potential erosion impacts will be analyzed in the CEQA review of the plans for site development. Mitigation measures will be identified if necessary. Typical measures to reduce erosion impacts include compliance with dust control measures of the SJVAPCD and with the provisions of the Construction General Permit issued by the SWRCB, if soil disturbance equals or exceeds one acre.

c) Geologic Instability.

The soils underlying the sites where the facilities would be constructed have not been identified as inherently unstable or prone to failure. Existing facilities have not had an adverse effect on soil stability identified with them, and the project would not change existing stability conditions. Appropriate engineering design would avoid potential adverse effects. Project impacts are considered less than significant.

d) Expansive Soils.

Soils on the project site have been classified as Jacktone-Urban complex. The shrink-swell potential of the Jacktone soil has been classified as high. Expansive soils can lead to damage of building foundations and pipelines if not addressed. This potential hazard will be analyzed as part of the CEQA review for the site plans. Typically, a geotechnical report is prepared for site development. As noted above, the proposed project would not disturb any soils, so impacts are considered less than significant.

e) Adequacy of Soils for Wastewater Disposal.

The proposed new school on the project site would connect to the wastewater system of the City of Stockton. It would not use, and does not propose to install, any septic systems. The project would have no impact related to this issue.

### 3.7 GREENHOUSE GAS EMISSIONS

Would the project:	Potentially Significant Impact	Less Than Significant With Mitigation Incorporated	Less Than Significant Impact	No Impact
a) Generate greenhouse gas emissions, either directly or indirectly, that may have a significant impact on the			√	

environment?

b) Conflict with an applicable plan, policy or regulation adopted for the purpose of reducing the emissions of greenhouse gases?

		√	

## NARRATIVE DISCUSSION

### Environmental Setting

#### GHG Background

Greenhouse gases (GHGs) are gases that absorb and emit radiation within the thermal infrared range, trapping heat in the earth's atmosphere. GHGs are both naturally occurring and are emitted by human activity. GHGs include carbon dioxide (CO<sub>2</sub>), the most abundant GHG, as well as methane, nitrous oxide and other gases. GHG emissions in California in 2014 were estimated at 441.5 million metric tons carbon dioxide equivalent (CO<sub>2</sub>e) – a decrease of 9.4% from the peak level in 2004. Transportation was the largest contributor to GHG emissions in California, with approximately 36% of total emissions. Other significant sources include industrial operations, with 21% of total emissions, and electric power generation, with 20% of total emissions (ARB 2016). Increased atmospheric concentrations of GHGs are considered a primary contributor to global climate change, which is a subject of concern for the State of California. Potential impacts of global climate change in California include reduced Sierra Nevada snowpack, increased wildfire hazards, greater number of hot days with associated decreases in air quality, and potential decreases in agricultural production (Climate Action Team 2010).

The State of California has implemented GHG emission reduction strategies through Assembly Bill (AB) 32, the Global Warming Solutions Act of 2006, which requires total statewide GHG emissions to reach 1990 levels by 2020, or an approximately 29% reduction from 2004 levels. In compliance with AB 32, the State adopted the Climate Change Scoping Plan in 2008, and updated the plan in 2014. Primary strategies addressed in the original Scoping Plan included new industrial and emission control technologies; alternative energy generation technologies; advanced energy conservation in lighting, heating, cooling and ventilation; fuels with reduced carbon content; hybrid and electric vehicles; and methods for improving vehicle mileage (ARB 2008). The 2014 update highlights California's progress toward meeting the 2020 GHG emission reduction goal of the original Scoping Plan, and it establishes a broad framework for continued emission reductions beyond 2020, on the path to 80% below 1990 levels by 2050 (ARB 2014). It should be noted that the 2050 reduction target was set by executive order and has not been made State law.

In 2016, Senate Bill (SB) 32 became law. SB 32 extends the GHG reduction objectives of AB 32 by mandating statewide reductions in GHG emissions to levels that are 40% below 1990 levels by the year 2030. The State has recently released for public review a draft Scoping Plan that sets forth strategies for achieving the SB 32 target. The draft Scoping Plan proposes to continue many of the programs that were part of the previous Scoping Plans, including the cap-and-trade program, low-carbon fuel standards, renewable energy, and methane reduction strategies. It also addresses for the first time GHG emissions from the natural and working lands of California, including the agriculture and forestry sectors (ARB 2017).

The SJVAPCD adopted a Climate Change Action Plan in 2008 and issued guidance for development project compliance with the plan in 2009. The guidance adopted an approach that relies on the use of Best Performance Standards to reduce GHG emissions. Projects implementing Best Performance Standards would be determined to have a less than cumulatively significant impact. For projects not implementing Best Performance Standards, demonstration of a 29% reduction in project-specific (i.e., operational) GHG emissions from business-as-usual conditions is required to determine that a project would have a less than cumulatively significant impact (SJVAPCD 2009).

The City of Stockton adopted a Climate Action Plan (CAP) in 2014, in compliance with a legal settlement related to its General Plan and associated EIR. The CAP “outlines a framework to feasibly reduce community GHG emissions in a manner that is supportive of AB 32 and is consistent with the Settlement Agreement and 2035 General Plan policy” (City of Stockton 2014). The CAP set a GHG emission reduction target of 10% below 2005 GHG emission levels by 2020. To achieve this target, the CAP incorporates a Development Review Process through which development projects document the incorporation of measures that would produce a 29% reduction from 2020 business-as-usual GHG emissions. The majority of the GHG reductions in Stockton would occur through State regulatory programs and local programs that are producing or will produce GHG emission reductions that would help to reduce total emissions associated with a project by approximately 25% from business-as-usual levels. Development must identify the BMPs that would provide the additional 4% reduction in GHG emissions (City of Stockton 2014).

## Environmental Impacts and Mitigation Measures

### a, b) Project GHG Emissions and Consistency with GHG Reduction Plans.

The proposed project would not change existing conditions regarding GHG emissions, other than the possible discontinuance of church services, which would actually reduce emissions. Project impacts would be less than significant.

At this time, no site plans have been prepared for the project site. Therefore, the amount of emissions of GHG generated by both site construction and site operations is unknown. Because of this, it also is not known if GHG emissions from these activities would be consistent with applicable GHG reduction plans. Potential GHG emission impacts will be analyzed during CEQA review of the site plans once they have been prepared. At that time, mitigation measures related to GHG emissions will be identified and implemented, if necessary. As noted in Chapter 1.0, Introduction, and in Section 3.3, Air Quality, the project site was the location of a private school that enrolled 400-450 students.

## 3.8 HAZARDS AND HAZARDOUS MATERIALS

Would the project:	Potentially Significant Impact	Less Than Significant With Mitigation Incorporated	Less Than Significant Impact	No Impact
a) Create a significant hazard to the public or the environment through the routine transport, use, or disposal of hazardous materials?				√

- b) Create a significant hazard to the public or the environment through reasonably foreseeable upset and accident conditions involving the release of hazardous materials into the environment?
- c) Emit hazardous emissions or handle hazardous or acutely hazardous materials, substances, or waste within one-quarter mile of an existing or proposed school?
- d) Be located on a site which is included on a list of hazardous materials sites compiled pursuant to Government Code Section 65962.5 and, as a result, would it create a significant hazard to the public or the environment?
- e) For a project located within an airport land use plan or, where such a plan has not been adopted, within two miles of a public airport or public use airport, would the project result in a safety hazard for people residing or working in the project area?
- f) For a project within the vicinity of a private airstrip, would the project result in a safety hazard for people residing or working in the project area?
- g) Impair implementation of or physically interfere with an adopted emergency response plan or emergency evacuation plan?
- h) Expose people or structures to a significant risk of loss, injury or death involving wildland fires, including where wildlands are adjacent to urbanized areas or where residences are intermixed with wildlands?

			√
			√
		√	
			√
			√
			√
			√

## NARRATIVE DISCUSSION

### Environmental Setting

This section focuses on hazards associated with hazardous materials, proximity to airports, and wildfires. Geologic and soil hazards are discussed in Section 3.6, Geology and Soils, and flooding hazards are discussed in Section 3.9, Hydrology and Water Quality.

### Hazardous Materials

Data on hazardous material sites are kept in the GeoTracker database, maintained by the SWRCB, and in the EnviroStor database, maintained by the California Department of Toxic Substances Control (DTSC). Both GeoTracker and EnviroStor provide the names and addresses of hazardous material sites, along with their cleanup status. A search of the GeoTracker and EnviroStor databases indicated no record of active or closed hazardous material sites (i.e., sites not cleaned up) at or in the vicinity of the project site (DTSC 2017, SWRCB 2017). No other open cleanup projects were found on record.

A list of solid waste disposal sites identified by SWRCB with waste constituents above hazardous waste levels outside the waste management unit did not show any locations within the project

area (CalEPA 2016a). Likewise, a list by SWRCB containing sites under Cease and Desist Orders and Cleanup and Abatement Orders showed no locations (CalEPA 2016b).

## Wildland Fires

Wildland fires are an annual hazard in San Joaquin County. Wildland fires burn natural vegetation on undeveloped lands and include rangeland, brush, and grass fires. Long, hot, and dry summers with temperatures often exceeding 100°F add to the County's fire hazard. Human actions are the major causes of wildland fires, while lightning causes most of the remaining fires. High hazard areas for wildland fires are the grass-covered areas in the east and the southwest foothills of the County (San Joaquin County 2016).

The project site is not within these areas. As an urban, developed area, wildfires are unlikely to occur in the project vicinity.

## Electromagnetic Fields

The proposed future use of the project site is a public school. Schools are one land use that may be sensitive to exposure to electromagnetic fields (EMFs). The topic of potential EMF hazards has been debated for many years, but many studies indicate that there is no strong connection between EMF exposure and health risks (Leary 1996; NIEHS 1998, 1999). Nevertheless, the California Department of Education and the California Public Utilities Commission recommend maintaining a minimum distance of 100 feet between new school sites and existing electrical transmission lines of 50-133 kilovolts (kV) to avoid any potential EMF risks. This distance increases to 150 feet with transmission lines of 220-230 kV, and 300 feet with transmission lines of 500-550 kV (California Department of Education 2015). No such transmission lines are located on or near the project site.

## Environmental Impacts and Mitigation Measures

### a) Hazardous Materials Transportation, Use and Disposal.

Purchase of the project site would have no impact related to hazardous materials, as none would be transported, used, or disposed on the project site. Construction work that may occur on the project site in the future likely would involve the use of hazardous materials such as fuels and solvents, which would create a potential for hazardous material spills. These potential impacts will be analyzed in the CEQA review of site plans. Typically, such impacts are not identified as significant, and contractors have on-site measures to remediate any spills.

### b, c) Release of Hazardous Materials

As noted above, the project would have no impact related to hazardous materials. The future land use proposed on the project site, which is a public school, is not expected to involve a significant use or storage of hazardous materials. There are no high-voltage electrical transmission lines in the vicinity, so the site would not be exposed to EMFs.

Existing structures on the project site may be retrofitted to meet earthquake safety standards. Depending on their age, these structures may contain asbestos products, and work on these structures these structures may release asbestos dust or fibers into the environment. Asbestos has been classified as a carcinogen. This potential hazard, along with other hazards related to hazardous materials, will be evaluated during CEQA review of site plans and during review by state agencies. Mitigation measures, if necessary, will be identified.

d) Hazardous Materials Sites.

None of the lists of hazardous materials sites compiled pursuant to Government Code Section 65962.5 contains sites within the project area. As noted in the Environmental Setting, a search of the GeoTracker and EnviroStor databases did not identify any active hazardous material sites on or near the project site.

As part of the approval process for development of school sites, the DTSC requires that a site assessment be conducted to determine the potential presence of hazardous materials. Any contamination identified by the assessment shall be subject to a cleanup process overseen by DTSC. Future activities on the project site would be subject to DTSC requirements, although it is anticipated that no contamination would be found based on the information provided above.

As noted above, no high-voltage transmission lines are located on or near the project site, so EMFs would not be an issue. Project impacts are considered less than significant.

e, f) Airport and Airstrip Operations.

A review of aerial photographs in Google Earth revealed no public use airports or private airstrips within two miles of the project area. The project would have no impact on this issue.

g) Emergency Response and Evacuation.

The project would have no impact on existing conditions regarding emergency response and evacuation. Future construction work such as vehicle access and pipeline upgrades could extend into adjacent streets, mainly Quail Lakes Drive and Alexandria Place. These streets likely are used by emergency vehicles and likely would be used in evacuations. These potential impacts will be evaluated during CEQA review of the site plans, which would include any off-site work. Mitigation measures will be identified if necessary; typical mitigation is preparation of a traffic control plan in coordination with appropriate local agencies.

h) Wildland Fire Hazards.

The project site is in an urbanized area, which is not in susceptible to wildfires. The project would have no impact on this issue.

### 3.9 HYDROLOGY AND WATER QUALITY

Would the project:	Potentially Significant Impact	Less Than Significant With Mitigation Incorporated	Less Than Significant Impact	No Impact
a) Violate any water quality standards or waste discharge requirements?				√
b) Substantially deplete groundwater supplies or interfere substantially with groundwater recharge such that there would be a net deficit in aquifer volume or a lowering of the local groundwater table level (e.g., the production rate of pre-existing nearby wells would drop to a level which would not support existing land uses or planned uses for which permits have been granted)?				√

c) Substantially alter the existing drainage pattern of the site or area, including through the alteration of the course of a stream or river, in a manner which would result in substantial erosion or siltation on- or off-site?

d) Substantially alter the existing drainage pattern of the site or area, including through the alteration of the course of a stream or river, or substantially increase the rate or amount of surface runoff in a manner which would result in flooding on- or off-site?

e) Create or contribute runoff water which would exceed the capacity of existing or planned stormwater drainage systems?

f) Otherwise substantially degrade water quality?

g) Place housing within a 100-year flood hazard area as mapped on a federal Flood Hazard Boundary or Flood Insurance Rate Map or other flood hazard delineation map?

h) Place within a 100-year flood hazard area structures which would impede or redirect flood flows?

i) Expose people or structures to a significant risk of loss, injury or death involving flooding, including flooding as a result of a levee or dam?

j) Inundation by seiche, tsunami, or mudflow?

			√
			√
			√
			√
			√
			√
			√
			√

## NARRATIVE DISCUSSION

### Environmental Setting

#### Surface Waters

The project site is within the legally defined secondary zone of the Sacramento-San Joaquin Delta. The Sacramento-San Joaquin Delta is a 600-square-mile area of waterways and islands of reclaimed land at the confluence of the Sacramento and San Joaquin Rivers. The Delta receives runoff from a watershed that covers approximately 45 percent of the State's land area, including flows from the Sacramento, San Joaquin, Mokelumne, and Cosumnes Rivers (Lund et al. 2007). The Delta supports agricultural and recreational uses, is the focal point for water distribution throughout the southern half of the State, and provides habitat for many species of fish, birds, mammals, and plants.

The project site is in an essentially flat, urbanized area. As noted in Section 3.4, Biological Resources, the nearest stream is Fourteen-Mile Slough, a leveed waterway approximately 0.20 miles to the north. The nearest surface body of water is Meadow Lake, an artificially created lake approximately 0.10 miles to the west. Storm water runoff on the project site is collected by a storm drainage system managed by the City of Stockton (see also Section 3.18, Utilities and Service Systems).

Surface water quality in the valley and Delta regions is managed by the Central Valley Regional Water Quality Control Board (RWQCB) by means of The Water Quality Control Plan for the Sacramento River and San Joaquin River Basins, revised in June 2015. The beneficial uses of surface waters in the region include municipal and domestic water supply; industrial service and process supply; agricultural irrigation; groundwater recharge; navigation; contact and non-contact recreation; commercial and sport fishing; migration of aquatic organisms; wildlife habitat; and habitat for rare, threatened, and endangered species. (RWQCB 2015).

The SWRCB has the responsibility under the federal Clean Water Act and the National Pollutant Discharge Elimination System (NPDES) program for the control of storm water quality. Additional storm water regulation is established in the NPDES area-wide municipal separate storm sewer system permit system administered by the SWRCB, which requires affected jurisdictions, including the City of Stockton, to adopt and implement a Storm Water Management Program (SWMP). The City of Stockton has adopted a SWMP, which is intended to minimize the potential storm water quality impacts of development, including both construction and post-construction activity. The Stockton SWMP consists of a variety of programs, including controls on illicit discharges, public education, controls on City operations, and water quality monitoring (City of Stockton 2009a). The requirements of the SWMP are enforced primarily through the City's Storm Water NPDES permit, issued by the Central Valley RWQCB.

Post-construction elements of the SWMP are governed by City ordinances that require compliance with the City's adopted Storm Water Quality Control Criteria Plan (SWQCCP), as outlined in the City's Phase 3 Storm Water NPDES permit issued by the RWQCB, Central Valley Region (Order No. R5-2007-0173). The SWQCCP identifies a range of post-construction BMPs that must be incorporated into development plans. BMPs include provisions for water quality control as well as volume reduction (City of Stockton 2009b).

## Groundwater

The project site is within the Eastern San Joaquin County groundwater basin. At the project site, groundwater is very shallow as a result of the low elevation. As noted in Section 3.6, Geology and Soils, groundwater levels at the project site are between 30 and 40 feet below ground surface. Groundwater levels can be influenced by subsurface groundwater flow from areas of higher elevation to the east and by local irrigation practices.

Groundwater has been an important source of domestic water in the Stockton area, but currently supplies only 25% of the City's water. A significant portion of water consumed in Stockton now comes from surface water supplied by the Stockton East Water District during years of normal or greater rainfall. The surface water supply has been augmented with the completion of the City's Delta Water Supply Project, which draws surface water from the Delta region.

Groundwater used for the City's water supply is generally of good quality, with iron and manganese sequestering and chlorination being the only treatment required. However, there is concern regarding the deterioration of groundwater quality due to salt water intrusion from connate brines under the Delta into Stockton's western regions. Small annual increases in salinity have been noted during years with low surface water availability.

## Flooding Hazards

According to a Flood Insurance Rate Map prepared by the Federal Emergency Management Agency (FEMA), the project site lies within an area classified as Zone X (FEMA 2009). Zone X denotes areas outside the 100-year floodplain, which is the standard flood used in flooding



evaluations, but within the 500-year floodplain. According to a dam failure plan prepared by the County Office of Emergency Services, the project site is potentially subject to inundation from failure of New Melones Dam, Camanche Dam, the south dikes of Camanche Reservoir, and New Hogan Dam (San Joaquin County OES 2003).

SB 5 and associated legislation requires protection for a 200-year flood for urban and urbanized areas in the Central Valley. Under SB 5, development in moderate or special hazard areas within the Central Valley is permitted if the local agency can provide substantial evidence that the development would be subject to less than 3 feet of flooding during a 200-year flood event. Based on information provided by the Department of Water Resources (DWR), a portion of the project site potentially would be subject to a 200-year flood at a depth no greater than 5 feet, while some portions would not be subject to a flood of at least 3 feet (City of Stockton 2016).

## Environmental Impacts and Mitigation Measures

### a, f) Surface Water Quality.

The project site is not located in or adjacent to any streams or bodies of water. The project would have no direct impact on surface waters or water quality.

Ground disturbance from construction work could loosen soils and allow them to be carried off site; however, as noted in Section 3.6, Geology and Soils, no disturbance of soils would occur with the proposed project. Future site development may involve activities that could affect surface water quality. This would be analyzed during CEQA review of the site plans. The City of Stockton has adopted a SWMP and a SWQCCP, which would minimize the potential storm water quality impacts of development. Future site development would conform to these plans.

### b) Groundwater Supplies.

The project would not affect groundwater aquifers nor draw upon groundwater supplies. The project site has substantial pavement and other impervious surface, and the project would not change existing conditions. Future site development but would be connected to the City's water system, which relies in part on groundwater. Project impacts on groundwater supplies, and on water supplies in general, will be analyzed in the CEQA review of site plans, and mitigation measures will be implemented for any significant impacts that are identified.

### c, d) Drainage Patterns.

The project would not alter existing conditions, so it would have no impact on storm drainage patterns or runoff volumes. The project site already is covered substantially with pavement and other impervious surfaces. Future activities are unlikely to change substantially the coverage of impervious surface, except for possible additional landscaping that may reduce the impervious surface. Future development impacts on drainage will be analyzed during CEQA review of site plans when they are available.

### e) Runoff.

The project would not alter existing conditions, so it would have no impact on runoff volumes. Future activities are unlikely to change substantially the coverage of impervious surface, except for possible additional landscaping that may reduce the impervious surface. On-site runoff will continue to be collected by the City's drainage system. Future development impacts on runoff will be analyzed during CEQA review of site plans when they are available.

g, h) Flooding Hazards.

The project site is not located within a 100-year floodplain as designated by FEMA; as such, no structures would impede or redirect flows from 100-year floods. Future activities on the project site would not include the construction of housing.

The project site is within an area potentially subject to a 200-year flood. As part of SB 5 requirements, the City of Stockton has amended its zoning ordinance to be consistent with adopted General Plan policies designed to reduce flood damage in 200-year flood zones, including construction standards. Future activities on the project site would comply with these requirements. Project impacts related to flooding hazards are considered less than significant.

i) Dam and Levee Failure Hazards.

The project would not alter existing conditions, so it would have no impact on existing risk associated with dam or levee failure. As noted above, the project site is within potential inundation zones of several facilities were they to fail. The probability of failure of these facilities is considered low, and the project would have no change on the potential dam failure hazard within the project site. The nearest levee to the project site is the levee along Fourteen Mile Slough to the north. The potential for failure of this levee, and the extent of damage such failure could cause, is unknown. The potential hazard will be evaluated during CEQA review of site plans when they become available, and mitigation measures will be identified if necessary.

j) Seiche, Tsunami and Mudflow Hazards.

The project area is in a topographically flat area away from large bodies of water, so the project would not be subject to seiche, tsunami or mudflow hazards. The project would have no impact on this issue.

### 3.10 LAND USE AND PLANNING

Would the project:	Potentially Significant Impact	Less Than Significant With Mitigation Incorporated	Less Than Significant Impact	No Impact
a) Physically divide an established community?				√
b) Conflict with any applicable land use plan, policy, or regulation of an agency with jurisdiction over the project (including, but not limited to the general plan, specific plan, local coastal program, or zoning ordinance) adopted for the purpose of avoiding or mitigating an environmental effect?				√
c) Conflict with any applicable habitat conservation plan or natural communities conservation plan?			√	

## NARRATIVE DISCUSSION

### Environmental Setting

The project site is currently used by the Lakeside Assembly Church. The church offers religious services on Sundays and on Wednesday evenings. The church buildings also are used for special events. A playground is available to children of church attendees.

The project site is in the Quail Lakes area of the city of Stockton. This is a predominantly residential area, although commercial land uses are found along March Lane. The current City of Stockton General Plan has designated the project site as Medium Density Residential. The City has zoned the portion of the project site adjacent to Alexandria Place as Low Density Residential and the remainder as Medium Density Residential.

### Environmental Impacts and Mitigation Measures

#### a) Division of Established Communities.

The project site is within an established residential community. It is not expected that any future activities associated with the project site would alter existing community character or circulation. No impacts related to division of an established community would occur.

#### b) Conflict with Applicable Plans, Policies and Regulations.

The proposed project would not alter existing conditions, so there would be no impact related to potential conflicts with land use plans. The proposed new school on the project site would be consistent with existing City of Stockton zoning, as public schools are an allowed land use in the Low Density Residential and Medium Density Residential zones. The project site is in an urban, developed area; therefore, future activities are not expected to affect environmentally sensitive areas protected by City of Stockton General Plan policies and zoning. Project impacts would be less than significant.

#### c) Conflict with Habitat Conservation Plans.

As discussed in Section 3.4, Biological Resources, participation in the SJMSCP is voluntary on the part of the SUSD. Future development impacts on biological resources will be analyzed during CEQA review of site plans, at which time any significant biological resource impacts would be identified, as well as any necessary mitigation measures that would avoid or reduce impacts to a level consistent with the objectives of the SJMSCP. Project impacts would be less than significant.

## 3.11 MINERAL RESOURCES

Would the project:

Potentially Significant Impact	Less Than Significant With Mitigation Incorporated	Less Than Significant Impact	No Impact
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a) Result in the loss of availability of a known mineral resource that would be of value to the region and the residents of the state?

			√
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b) Result in the loss of availability of a locally-important mineral resource recovery site delineated on a local general plan, specific plan or other land use plan?

			√
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## NARRATIVE DISCUSSION

### Environmental Setting

The California Division of Mines and Geology, now part of the California Geological Survey, has classified portions of the state into Mineral Resource Zones (MRZs). The lands within and surrounding the project site are not classified within a MRZ, indicating that no significant mineral deposits have been identified (San Joaquin County 2016). No oil, natural gas, or geothermal fields have been identified in the vicinity of the project site (DOGGR 2001).

### Environmental Impacts and Mitigation Measures

a, b) Loss of Mineral Resource Availability.

There are no identified mineral resources areas in the project vicinity, nor are there any oil, gas, or geothermal fields. The project would have no impact on the availability of, or access to, known or locally designated mineral resources. Neither the project nor future site development would have an impact on this issue.

### 3.12 NOISE

Would the project result in:	Potentially Significant Impact	Less Than Significant With Mitigation Incorporated	Less Than Significant Impact	No Impact
a) Exposure of persons to or generation of noise levels in excess of standards established in the local general plan or noise ordinance, or applicable standards of other agencies?			√	
b) Exposure of persons to or generation of excessive groundborne vibration or groundborne noise levels?				√
c) A substantial permanent increase in ambient noise levels in the project vicinity above levels existing without the project?			√	
d) A substantial temporary or periodic increase in ambient noise levels in the project vicinity above levels existing without the project?			√	
e) For a project located within an airport land use plan or, where such a plan has not been adopted, within two miles of a public airport or public use airport, would the project expose people residing or working in the project area to excessive noise levels?				√

f) For a project within the vicinity of a private airstrip, would the project expose people residing or working in the project area to excessive noise levels?

			√
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## NARRATIVE DISCUSSION

### Environmental Setting

#### Noise Background and Conditions

Sound is defined as any pressure variation in air that the human ear can detect. To provide a manageable way to measure sound, the decibel (dB) scale was devised. The perceived loudness of sounds is dependent upon many factors, including sound pressure level and frequency content. Within the usual range of environmental noise levels, perception of loudness is relatively predictable, and can be approximated by the A-weighting network. There is a strong correlation between A-weighted sound levels (expressed as dBA) and the way the human ear perceives noise.

Community noise is commonly described in terms of the "ambient" noise level, which is defined as the all-encompassing noise level associated with a given noise environment. A common statistical tool to measure the ambient noise level is the average, or equivalent, sound level ( $L_{eq}$ ), which corresponds to a steady-state, A-weighted sound level containing the same total energy as a time-varying signal over a given time period (usually one hour). The  $L_{eq}$  shows very good correlation with community response to noise.

The project site vicinity is currently composed primarily of residential land uses. The existing ambient noise environment is defined primarily by traffic on local surface roadways. The project site currently is used for a church. Noise associated with the church consists mainly of vehicle traffic entering and exiting the site during services on Sunday and on Wednesday evening. A playground is in the back of one building, which is available for children who come with their families for church services. As noted in Chapter 1.0, Introduction, the project site formerly hosted a private school operated by United Christian Schools for 27 years, with enrollment ranging from 400 to 450 students.

The project site and vicinity are within the City of Stockton. The City's zoning ordinance, in Section 16.60.040 (Standards) of the Stockton Municipal Code, states that commercial, industrial, or public facilities land uses adjacent to any noise-sensitive land uses or vacant residential (RE, RL, RM, or RH) or open space (OS) zoning districts shall comply with the performance standards set forth in Table 3-3 below. In addition, Stockton Municipal Code Section 16.60.030(A) prohibits the operation of construction equipment on private property during the hours of 10:00 p.m. to 7:00 a.m. such that the sound creates a noise disturbance across a residential property line.

TABLE 3-3  
CITY OF STOCKTON NOISE PERFORMANCE STANDARDS

Noise Level Descriptor	Outdoor Activity Areas, RE, RL, RM, RH, and OS zones	
	Day (7:00 a.m. to 10:00 p.m.)	Night (10:00 p.m. to 7:00 a.m.)
Hourly Equivalent sound level ( $L_{eq}$ ), dB	55	45
Maximum sound level, dB	75	65

Source: Stockton Municipal Code Section 16.60.030(A).

## Environmental Impacts and Mitigation Measures

### a) Exposure to Noise Exceeding Local Standards.

Noise-sensitive land uses in the vicinity include existing residences to the north, west, and east of the project site, including a multifamily residential complex adjacent the eastern boundary of the project site. The project would not generate any noise, as existing conditions would remain the same other than possible discontinuance of church services, which would reduce noise levels. Impacts are considered less than significant.

Future site development may involve construction work that would likely expose residents near the project site to significant elevated short-term noise levels. These potential impacts would be analyzed in the CEQA review of the site plans, which would provide more detail on the construction activities that would occur. Mitigation measures for significant impacts will be identified.

### b) Groundborne Vibration.

Groundborne vibration is not a common environmental problem. It is typically associated with transportation facilities, although it is unusual for vibration from sources such as buses and trucks to be perceptible, even in locations close to major roads.

The project would not involve any ground disturbance of the site, so it would have no impact on this issue. Future site development could involve the use of construction equipment that may generate groundborne vibrations. This potential impact would be analyzed in the CEQA review of the site plans once they are available. Given the short-term duration of construction work, project impacts related to groundborne vibrations are not expected to be a significant issue.

### c) Permanent and Temporary Increases in Ambient Noise.

As previously noted, the project likely would not change noise levels from existing conditions. Impacts are considered less than significant.

The SUSD proposes to use the acquired project site as a location for an elementary school. Noises typically associated with a school include noise from playgrounds on the school site and vehicle traffic associated with picking up and dropping off students, as well as traffic associated with special events on the campus. Potential noise impacts would be analyzed as part of the CEQA review for site plans once they become available. As previously noted, a private school

previously was located on the project site, with enrollment ranging from 400 to 450 students. The evaluation of noise impacts likely would take this previous land use into consideration.

Future site development may generate a temporary increase in ambient noise from construction work. As noted above, impacts from construction noise would be evaluated during CEQA review of the site plans.

e, f) Exposure to Airport/Airstrip Noise.

As noted in Section 3.8, Hazards and Hazardous Materials, there are no public airports or private airstrips in the vicinity. The project would have no impact related to this issue.

### 3.13 POPULATION AND HOUSING

Would the project:	Potentially Significant Impact	Less Than Significant With Mitigation Incorporated	Less Than Significant Impact	No Impact
a) Induce substantial population growth in an area, either directly (for example, by proposing new homes and businesses) or indirectly (for example, through extension of roads or other infrastructure)?				√
b) Displace substantial numbers of existing housing, necessitating the construction of replacement housing elsewhere?				√
c) Displace substantial numbers of people, necessitating the construction of replacement housing elsewhere?				√

## NARRATIVE DISCUSSION

### Environmental Setting

As of January 1, 2017, the population of Stockton was estimated at 320,554 (California Department of Finance 2017). Stockton had an estimated 100,254 housing units as of January 1, 2017. Single-family detached units (typical houses) accounted for approximately 64.8% of total housing units in Stockton, with multifamily units of two or more per building accounting for 26.9% (California Department of Finance 2017).

### Environmental Impacts and Mitigation Measures

#### a) Population Growth Inducement.

The project would not directly induce population growth, as no housing or employment centers would be constructed. Future development of the project site is in a developed residential area, so no indirect inducement of population growth is expected. As indicated in Chapter 1.0, Introduction, many students which would be served by proposed future use of the project site are from the Quail Lakes area. The project would have no impact on this issue.

b, c) Displacement of Housing and People.

Neither the project nor future site development would affect existing housing in the vicinity; consequently, it would also not displace people. The project would have no impact on this issue.

### 3.14 PUBLIC SERVICES

Would the project result in substantial adverse physical impacts associated with the provision of new or physically altered governmental facilities, need for new or physically altered governmental facilities, the construction of which could cause significant environmental impacts, in order to maintain acceptable service ratios, response times or other performance objectives for any of the public services:

- a) Fire protection?
- b) Police protection?
- c) Schools?
- d) Parks?
- e) Other public facilities?

Potentially Significant Impact	Less Than Significant With Mitigation Incorporated	Less Than Significant Impact	No Impact
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		√	
		√	
			√
		√	
		√	

## NARRATIVE DISCUSSION

### Environmental Setting

Fire protection services in the project vicinity are provided by the Stockton Fire Department. The nearest fire station to the project site is Station 10 at 2903 West March Lane. Law enforcement services are provided by the Stockton Police Department, with its main station at 22 East Market Street. The City of Stockton Community Services Department provides park and recreational services to City residents. Warren Atherton Park is located Quail Lakes Drive from the project site.

The SUSD provides school services to K-12 students residing in the Quail Lakes areas. Many of these students currently attend Tyler Elementary School, as described in Chapter 1.0, Introduction. Currently, there are no schools in the Quail Lakes area.

### Environmental Impacts and Mitigation Measures

- a) Fire Protection.

The project site is currently served by the Stockton Fire Department. The project would not change existing conditions related to such service, so project impacts are considered less than significant. Future site development could create additional demand for fire protection services. This issue would be analyzed during CEQA review of site plans when they are available.



b) Police Protection.

The project site is currently served by the Stockton Police Department. The project would not change existing conditions related to such service, so project impacts are considered less than significant. Future site development could create additional demand for police protection services. This issue would be analyzed during CEQA review of site plans when they are available.

c) Schools.

The project would not change existing conditions on the project site, so the project would have no impact on school services. However, the intent of the project is to provide a new school facility for students currently attending a school at which future improvements may be economically infeasible, while providing a potential opportunity to relieve overcrowding at another campus. The project also intends to eventually relocate a pre-school program for autistic children back into a District facility, instead of a leased facility. The end result would be improved learning facilities and a better learning environment.

d, e) Parks and Other Public Facilities.

The project site is currently served by City of Stockton parks and other public facilities in the vicinity. The project would not change existing conditions related to such services, so project impacts are considered less than significant. Future site development could create additional demand for these services. This issue would be analyzed during CEQA review of site plans when they are available.

### 3.15 RECREATION

	Potentially Significant Impact	Less Than Significant With Mitigation Incorporated	Less Than Significant Impact	No Impact
a) Would the project increase the use of existing neighborhood and regional parks or other recreational facilities such that substantial physical deterioration of the facility would occur or be accelerated?			√	
b) Does the project include recreational facilities or require the construction or expansion of recreational facilities which might have an adverse physical effect on the environment?			√	

## NARRATIVE DISCUSSION

### Environmental Setting

As noted in Section 3.14, Public Services, the Stockton Community Services Department provides park and recreational services to City residents. Warren Atherton Park is located across Quail Lakes Drive from the project site. This neighborhood park, approximately 10 acres in size, has several recreational facilities, including a tot lot, tennis courts, a softball field, a basketball court, and handball courts, along with picnic tables and barbecue facilities.

Other recreational facilities in the vicinity include Village West Marina, a privately owned marina on 14-Mile Slough approximately 2 miles west of the project site. This marina has 680 covered boat berths and 20 open boat slips, guest and gas docks, and a service and detail facility. Two restaurants are on the marina site, and a fitness facility is nearby.

## Environmental Impacts and Mitigation Measures

### a, b) Recreational Facilities.

As discussed in Section 3.14, the project site is currently served by City of Stockton parks, as well as by other recreational facilities in the vicinity. The project would not change existing conditions related to such services, so project impacts are considered less than significant. Future site development could create additional demand for these services. This issue would be analyzed during CEQA review of site plans when they are available.

## 3.16 TRANSPORTATION/TRAFFIC

Would the project:	Potentially Significant Impact	Less Than Significant With Mitigation Incorporated	Less Than Significant Impact	No Impact
a) Conflict with an applicable plan, ordinance or policy establishing measures of effectiveness for the performance of the circulation system, taking into account all modes of transportation including mass transit and non-motorized travel and relevant components of the circulation system, including but not limited to intersections, streets, highways and freeways, pedestrian and bicycle paths, and mass transit?			√	
b) Conflict with an applicable congestion management program, including but not limited to level of service standards and travel demand measures, or other standards established by the county congestion management agency for designated roads or highways?				√
c) Result in a change in air traffic patterns, including either an increase in traffic levels or a change in location that results in substantial safety risks?				√
d) Substantially increase hazards to a design feature (e g., sharp curves or dangerous intersections) or incompatible uses (e g, farm equipment)?			√	
e) Result in inadequate emergency access?				√
f) Conflict with adopted policies, plans or programs regarding public transit, bicycle or pedestrian facilities, or otherwise decrease the performance or safety of such facilities?			√	

## NARRATIVE DISCUSSION

### Environmental Setting

The project site is adjacent to and north of Quail Lakes Drive, a four-lane street classified as a collector in the current Stockton General Plan. Quail Lakes Drive provides access to the residential area in Quail Lakes, accessing local streets such as Alexandria Place adjacent to and west of the project site, and Grouse Run Drive south of the project site. Cedar Ridge Drive, a residential street adjacent to and north of the project site, is accessible from Alexandria Place and connects to Quail Lakes Drive east of the project site. The intersection of Quail Lakes Drive and Grouse Run Drive is an all-way, stop-sign intersection, while the intersection of Quail Lakes Drive and Alexandria Place has a stop sign only on the Alexandria Place leg.

Traffic associated with the project site currently consists of vehicles traveling to and from church services on Sundays and Wednesday evenings, with occasional traffic at other times due to special events. As noted in Chapter 1.0, Introduction, the project site formerly hosted a private school operated by United Christian Schools for 27 years, with enrollment ranging from 400 to 450 students.

Quail Lakes Drive connects to March Lane, which is one of the main east-west thoroughfares in Stockton. March Lane in turn provides access to Interstate 5, a multi-lane freeway that is the major interregional route on the West Coast, connecting with Los Angeles and San Diego to the south and Sacramento, Portland, and Seattle to the north.

The Transportation and Circulation Element of the Stockton General Plan sets forth policies and implementation measures related to transportation in the City. Policy TC-2.1 of the Circulation Element states that the City shall maintain a Level of Service (LOS) D or better for all City streets, with some exceptions that do not include the segments of Eight Mile Road or Thornton Road adjacent to the project site. LOS is a measure of traffic flow on roadways and traffic delays at intersections using a scale from A to F, with A representing the best traffic flow or shortest intersection delays and F representing the worst traffic flow or longest intersection delays.

Public transit service is provided by the San Joaquin Regional Transit District (SJRTD). SJRTD runs Route 61 along Quail Lakes Drive, with designated stops at the intersection with Grouse Run Drive. The SUSD operates its own bus service for students, transporting more than 2,350 students daily on 18 transit routes and 43 special needs routes.

Sidewalks are provided along all streets in the vicinity of the project site. A Class II Bike Lane has been designated along Quail Lakes Drive, while Class III Bike Routes have been designated along Alexandria Place and Grouse Run Drive (City of Stockton 2007).

### Environmental Impacts and Mitigation Measures

#### a) Conflict with Transportation Plans, Ordinances and Policies.

The proposed project would not change existing conditions related to street capacity or configurations. Access points to the project site would be the same as those that currently exists. Project impacts would be less than significant.

Future site development may lead to an increase in traffic on Quail Lakes Drive and Alexandria Place and more traffic passing through the Quail Lakes Drive/Alexandria Place and Quail Lakes Drive/Grouse Run Drive intersections. Traffic generally would peak in the morning around the

time school begins, and again around mid-afternoon when the school day ends. Since no site plans have been prepared, it is unknown at this time what the LOS impacts of the proposed school would be on the adjacent streets to the project site. Traffic impacts will be analyzed as part of the CEQA review for the site plans, which likely will involve a traffic study.

b) Conflict with Congestion Management Program.

SJCOG adopted the latest version of its Regional Congestion Management Plan in 2012. The Regional Congestion Management Plan is designed to coordinate land use, air quality and transportation planning to reduce potential congestion from traffic generated by development (SJCOG 2012). The Plan has designated a roadway and intersection network on which traffic congestion would be monitored and programs to reduce congestion would be targeted. None of the streets adjacent to the project site are part of this network. The project would have no impact on this issue.

c) Air Traffic Patterns.

As noted in Section 3.8, Hazards and Hazardous Materials, there are no public airports in the vicinity. Future activities on the project site are not expected to generate any passenger air traffic. The project would have no impact on this issue.

d) Traffic Hazards.

As noted above, the proposed project would not change existing conditions related to streets or access to the project site. Project impacts would be less than significant. Future site development could lead to traffic conditions that engender extended delays at adjacent intersections and potential queueing from vehicles picking up and dropping off students. Traffic impacts will be analyzed as part of the CEQA review for the site plans, which likely will involve a traffic study.

e) Emergency Access.

As discussed in Section 3.8, Hazards and Hazardous Materials, the project itself would have no impact on emergency access, but future site development may involve work on adjacent streets that may affect emergency access. Potential impacts would be evaluated during CEQA review of site plans.

f) Conflict with Non-vehicular Transportation Plans.

Future activities on the project site are not expected to affect existing public transit access in the area. The SUSD operates its own bus system, so impacts on SJRTD bus use is expected to be minimal. Existing sidewalks and bicycle routes would remain, although some may be temporarily affected by project site construction. Impacts related to non-vehicular transportation plans and systems would be less than significant.

### 3.17 TRIBAL CULTURAL RESOURCES

Would the project cause a substantial adverse change in the significance of a tribal cultural resource, defined in Public Resources Code Section 21074 as either a site, feature, place, cultural landscape that is geographically defined in terms of the size and scope of the landscape, sacred place, or object with cultural value to a California Native American tribe, and that is:

Potentially Significant Impact      Less Than Significant With Mitigation Incorporated      Less Than Significant Impact      No Impact

a) Listed or eligible for listing in the California Register of Historical Resources, or in a local register of historical resources as defined in Public Resources Code Section 5020.1(k), or

b) A resource determined by the lead agency, in its discretion and supported by substantial evidence, to be significant pursuant to criteria set forth in subdivision (c) of Public Resources Code Section 5024.1? In applying the criteria set forth in subdivision (c) of Public Resources Code Section 5024.1, the lead agency shall consider the significance of the resource to a California Native American tribe.

		√	
		√	

## NARRATIVE DISCUSSION

### Environmental Setting

In 2015, the California Legislature enacted AB 52, which focuses on consultation with Native American tribes on land use issues potentially affecting the tribes. The intent of this consultation is to avoid or mitigate potential impacts on “tribal cultural resources,” which are defined as “sites, features, places, cultural landscapes, sacred places, and objects with cultural value to a California Native American tribe.” More specifically, Public Resources Code Section 21074 defines tribal cultural resources as:

- Sites, features, places, cultural landscapes, sacred places, and objects with cultural value to a California Native American tribe that are included or determined to be eligible for inclusion in the California Register of Historical Resources, or included in a local register of historical resources; or
- A resource determined by the lead agency, in its discretion and supported by substantial evidence, to be significant pursuant to criteria set forth in subdivision (c) of Public Resources Code Section 5024.1 [i.e., eligible for inclusion in the California Register of Historical Resources].

Under AB 52, when a tribe requests consultation with a CEQA lead agency on projects within its traditionally and culturally affiliated geographical area, the lead agency must provide the tribe with notice of a proposed project within 14 days of a project application being deemed complete or when the lead agency decides to undertake the project if it is the agency’s own project. The tribe has up to 30 days to respond to the notice and request consultation; if consultation is requested, then the local agency has up to 30 days to initiate consultation.

In 2016, the Governor's Office of Planning and Research updated Appendix G of the CEQA Guidelines to include sample questions specifically addressing tribal cultural resources. These questions have been incorporated within this IS/ND.

As previously noted, the project site is located within lands claimed by the Yokuts at the time of initial contact with European Americans. Section 3.5, Cultural Resources, discusses the Yokuts in more detail.

## Environmental Impacts and Mitigation Measures

### a, b) Tribal Cultural Resources.

At this time, no representatives from tribes that have a traditional and cultural affiliation with the project site and vicinity have requested consultation. As discussed in Section 3.5, Cultural Resources, it is unlikely that any intact cultural resources would be found on the project site due to past disturbance. The project would not disturb any soils; therefore, impacts on any tribal cultural resources that may exist on the site would be less than significant. Future site development could involve activities that may disturb cultural resources, including tribal resources. Potential impacts would be analyzed during CEQA review of site plans.

## 3.18 UTILITIES AND SERVICE SYSTEMS

Would the project:	Potentially Significant Impact	Less Than Significant With Mitigation Incorporated	Less Than Significant Impact	No Impact
a) Exceed wastewater treatment requirements of the applicable Regional Water Quality Control Board?				√
b) Require or result in the construction of new water or wastewater treatment facilities or expansion of existing facilities, the construction of which could cause significant environmental effects?				√
c) Require or result in the construction of new stormwater drainage facilities or expansion of existing facilities, the construction of which could cause significant environmental effects?				√
d) Are sufficient water supplies available to serve the project from existing entitlements and resources, or are new or expanded entitlements needed?				√
e) Has the wastewater treatment provider which serves or may serve the project determined that it has adequate capacity to serve the project's projected demand in addition to the provider's existing commitments?				√
f) Is the project served by a landfill with sufficient permitted capacity to accommodate the project's solid waste disposal needs?				√
g) Comply with federal, state and local statutes and				√

regulations related to solid waste?

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## NARRATIVE DISCUSSION

### Environmental Setting

The City of Stockton provides services for the collection and treatment of wastewater for the project site. Water services are provided to the project site by the City of Stockton Municipal Utilities Department (COSMUD). Storm drainage collection services are also provided by the City of Stockton. The project site currently has existing facilities connecting to these services.

Solid waste generated in the Quail Lakes area of Stockton is collected by Sunrise Sanitation. There are three active sanitary landfills in San Joaquin County: the Forward Landfill on South Austin Road with available capacity to 2020, the North County Landfill on East Harney Lane with available capacity to 2048, and the Foothill Sanitary Landfill on North Waverly Road with available capacity to 2082 (CalRecycle 2016).

### Environmental Impacts and Mitigation Measures

#### a, e) Wastewater Systems.

The project site is connected to the Stockton wastewater system. The project would not change existing conditions regarding wastewater services, so it would have no impact.

Wastewater generated as a result of future site development may be greater than under existing conditions, as activities would occur more frequently and more people would be on the site at a given time. As a consequence, existing wastewater connections may need to be expanded to accommodate the additional wastewater. This will be evaluated during CEQA review of site plans, which likely would include infrastructure plans. Mitigation measures will be identified for any significant impacts, if feasible.

#### b, d) Water Systems and Supply.

The project site is connected to the COSMUD water system. The project would not change existing conditions regarding water services, so it would have no impact.

Water demand as a result of future site development may be greater than under existing conditions, as activities would occur more frequently and more people would be on the site at a given time. As a consequence, existing water connections may need to be expanded to accommodate the additional demand. This will be evaluated during CEQA review of site plans, which likely would include infrastructure plans. Mitigation measures will be identified for any significant impacts, if feasible.

#### c) Storm Water Systems.

The project site is connected to the Stockton storm water collection system. The project would not change existing conditions regarding storm water services, so it would have no impact.

It is unclear at this time if future site development would have a significant impact on storm water generation or the need for new or expanded facilities. This will be evaluated during CEQA review

of site plans, which likely would include infrastructure plans. Mitigation measures will be identified for any significant impacts, if feasible.

f, g) Solid Waste Services.

The project site is currently served by Sunrise Sanitation. The project would not change existing conditions regarding solid waste services, other than a potential decrease in demand if church services are discontinued. The project would have no adverse impact.

Future activities on the project site may generate solid waste amounts that would be greater than under existing conditions, as activities would occur more frequently and more people would be on the site at a given time. This will be evaluated during CEQA review of site plans. Mitigation measures will be identified for any significant impacts, if feasible. Landfill capacity is considered adequate for future site development.

### 3.19 MANDATORY FINDINGS OF SIGNIFICANCE

	Potentially Significant Impact	Less Than Significant With Mitigation Incorporated	Less Than Significant Impact	No Impact
a) Does the project have the potential to degrade the quality of the environment, substantially reduce the habitat of a fish or wildlife species, cause a fish or wildlife population to drop below self-sustaining levels, threaten to eliminate a plant or animal community, reduce the number or restrict the range of a rare or endangered plant or animal or eliminate important examples of the major periods of California history or prehistory?				√
b) Does the project have impacts that are individually limited, but cumulatively considerable? "Cumulatively considerable" means that the incremental effects of a project are considerable when viewed in connection with the effects of past projects, the effects of other current projects, and the effects of probable future projects)?				√
c) Does the project have environmental effects which would cause substantial adverse effects on human beings, either directly or indirectly?				√

### NARRATIVE DISCUSSION

a) Findings on Biological and Cultural Resources.

The project's potential biological resource and cultural resource impacts were described in Sections 3.4 and 3.5, respectively. The proposed project would have no impact on these resources, and impacts of future site development would be analyzed during CEQA review of site plans once they are prepared.



b) Findings on Cumulatively Considerable Impacts.

The project would either have no impacts or impacts considered less than significant. The project is not expected to have impacts that, when combined with other projects in the Stockton area or with development anticipated in the Stockton General Plan, would be considered cumulatively considerable. Future site development potentially could have cumulative effects that may be considered significant. Cumulative impacts will be analyzed during CEQA review of the site plans once they are available. Mitigation measures, if necessary and feasible, will be identified for any cumulatively considerable impacts at that time.

c) Findings on Adverse Effects on Human Beings.

Potential adverse effects on human beings were discussed in Section 3.6, Geology and Soils (seismic hazards); Section 3.8, Hazards and Hazardous Materials; Section 3.9, Hydrology and Water Quality (flooding); and Section 3.16, Transportation/Traffic (traffic hazards). The project by itself would have no adverse impacts on human beings. Adverse impacts involving future site development will be analyzed during CEQA review of site plans once they are available.

## 4.0 REFERENCES

### 4.1 DOCUMENT PREPARERS

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This IS/ND was prepared by BaseCamp Environmental, Inc. for use by and under the supervision of SUSD. The following persons were involved in preparation of the IS/ND:

BaseCamp Environmental, Inc.

Charlie Simpson, Principal  
Terry Farmer, AICP, Senior Environmental Planner  
Krista Simpson, Environmental Planner/Graphics

### 4.2 DOCUMENTS CITED

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#### 4.4 PERSONS CONSULTED

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Beamon, Christopher. Facilities Planning Technician, Stockton Unified School District.

Spragg, Michelle. Facilities Planner, Stockton Unified School District.

## 5.0 NOTES RELATED TO EVALUATION OF ENVIRONMENTAL IMPACTS

- 1) A brief explanation is required for all answers, except “No Impact” answers that are adequately supported by the information sources a lead agency cites in the parentheses following each question. A “No Impact” answer is adequately supported if the referenced information sources show that the impact simply does not apply to projects like the one involved (e.g., the project falls outside a fault rupture zone). A “No Impact” answer should be explained where it is based on project-specific factors as well as general standards (e.g., the project will not expose sensitive receptors to pollutants, based on a project-specific screening analysis).
- 2) All answers must take account of the whole action involved, including off-site as well as on-site, cumulative as well as project-level, indirect as well as direct, and construction as well as operational impacts.
- 3) Once the lead agency has determined that a particular physical impact may occur, then the checklist answers must indicate whether the impact is potentially significant, less than significant with mitigation, or less than significant. “Potentially Significant Impact” is appropriate if there is substantial evidence that an effect may be significant. If there are one or more “Potentially Significant Impact” entries when the determination is made, an EIR is required.
- 4) “Negative Declaration: Less Than Significant With Mitigation Incorporated” applies where the incorporation of mitigation measures has reduced an effect from “Potentially Significant Impact” to a “Less Than Significant Impact.” The lead agency must describe the mitigation measures, and briefly explain how they reduce the effect to a less than significant level (mitigation measures from “Earlier Analyses,” as described in (5) below, may be cross-referenced).
- 5) Earlier analyses may be used where, pursuant to the tiering, program EIR, or other CEQA process, an effect has been adequately analyzed in an earlier EIR or negative declaration. Section 15063(c)(3)(D). In this case, a brief discussion should identify the following:
  - a) Earlier Analyses Used: Identify and state where they are available for review.
  - b) Impacts Adequately Addressed: Identify which effects from the above checklist were within the scope of and adequately analyzed in an earlier document pursuant to applicable legal standards, and state whether such effects were addressed by mitigation measures based on the earlier analysis.
  - c) Mitigation Measures: For effects that are “Less than Significant with Mitigation Measures Incorporated,” describe the mitigation measures, which were incorporated or refined from the earlier document, and the extent to which they address site-specific conditions for the project.
- 6) Lead agencies are encouraged to incorporate into the checklist references to information sources for potential impacts (e.g., general plans, zoning ordinances). Reference to a

previously prepared or outside document should, where appropriate, include a reference to the page or pages where the statement is substantiated.

- 7) Supporting Information Sources: A source list should be attached, and other sources used or individuals contacted should be cited in the discussion.
- 8) The checklist in CEQA Guidelines Appendix G is only a suggested form, and lead agencies are free to use different formats; however, lead agencies should normally address the questions from this checklist that are relevant to a project's environmental effects in whatever format is selected.
- 9) The explanation of each issue should identify:
  - a) the significance criteria or threshold, if any, used to evaluate each question; and
  - b) the mitigation measure identified, if any, to reduce the impact to less than significance.

Subject: Approval of the Purchase of a New School Bus

### INTRODUCTION

The District has several buses that are nearing the end of their useful life span. With the guidance of the Business Division, Transportation has developed a plan to budget for the replacement of one bus annually over a ten year period. This would result in incremental fleet improvement and also avoid placing a large burden on the District's general fund.

### ANALYSIS

The District currently has seven (7) buses that are 20 years of age or older and nearing the end of their useful life span. The maintenance and repair associated with these older units becomes less cost effective over time. Periodic fleet replacement serves to mitigate these ongoing maintenance costs as well as to provide the District's students with safe, modern transportation. The forecast of the aging of our bus fleet supported the District including the purchase a new bus to assist in this replenishment effort.

Various options for the purchase of a replacement bus have been considered. As a result, District staff has identified a bid let by the Southwest Transportation Agency, a consortium of California public school districts that may be "piggybacked" to purchase a new bus. Utilization of this bid, as per the guidelines of Public Contract Code, Section 20118, would provide the District with a systematically sound and prompt method of acquiring a new bus whose characteristics and configurations best suit the needs of the District.

The District purchased one (1) bus in the November 2016, as recommended and approved at the November 15, 2016 Governing Board meeting, Item 9.1. This purchase was also part of the planned strategy to upgrade the District's bus fleet, on an annual basis, until all identified busses are replaced.

FUNDING SOURCE: General Fund - Unrestricted

### RECOMMENDATION

It is recommended that the Governing Board approve the purchase of a new, 81-passenger school bus for the total sum of \$171,611.26 by utilizing a bid let by the Southwest Transportation Agency as detailed above.

Prepared by: Ms. Deborah Davis, Director of Transportation  
Mr. Ivan Costa, Purchasing Manager

Approved by: Ms. Lisa Grant-Dawson, Chief Business Official



**SUBJECT:** Awarding Contracts; Approving Change Orders, Rejecting All Bids and Authorizing the Filing of Notice of Completions

### INTRODUCTION

The District is providing the current list of all new contracts to be awarded, change orders to be approved, all bids to be rejected and notice of completions to be filed for various projects. Each item has been reviewed by staff and/or legal counsel to ensure compliance. A summary of each project is included in this agenda item. The complete contracts are available for inspection and review in the District's Purchasing or Facilities Department.

Contract Awarded / Contract Title	Vendor	Funding Source	Contract Amount
District Wide Video Surveillance, Phase VIII*	Ojo Technologies	Reserve Capital Outlay	\$338,763.59
Contract Change Order Title	Contract Change Order Number	Contract Change Order Description	New Contract Amount
None			
Chavez Tennis Court Replacement, Bid No. 922	N/A	Reserve Capital Outlay	N/A
Contract Change Order Title	Contract Change Order Number	Contract Change Order Description	Contract Amount
District Wide Video Surveillance Phase II*	Ojo Technologies	Reserve Capital Outlay	\$235,364.64
District Wide Video Surveillance, Phase III*	Ojo Technologies	Reserve Capital Outlay	\$193,261.73

\*Piggyback of Ojo Technologies California Multiple Award Schedules (CMAS) Contract Number 3-15-88-0022K and Avigilon Equipment CMAS Contract Number 3-16-84-0022M in accordance with Public Contract Code Section 20118

### RECOMMENDATION

It is recommended that the Governing Board award the contract(s) listed; approve the change orders presented, reject the bids listed and authorize the filing of notice of completions.

Prepared by: Mr. Steve L. Breakfield, Director, Facilities & Planning

Reviewed by: Ms. Lisa Grant-Dawson, Chief Business Official

### **District Wide Video Surveillance, Phase VIII**

**PROJECT SCOPE:** This is the eighth phase of the District Wide Video Surveillance Project. The project consists of the installation of all required components for an exterior video surveillance system at San Joaquin, Taylor and Washington Elementary Schools and Franklin and Jane Frederick High Schools.

### **Chavez Tennis Court Replacement, Bid No. 922**

**PROJECT SCOPE:** This project will replace the Chavez tennis courts and a limited portion of the basketball hard court area due to damage caused by soil expansion and contraction within the substrate.

Bid documents were prepared and advertised in accordance with the law, with two (2) contractors attending the mandatory job walks and requesting plans and specifications. Two (2) bids for the performance of this work were received, opened and tabulated on Thursday, June 29, 2017, at the office of the Purchasing Department.

Due to anomalies in the bidding process, and pursuant to California Public Contract Code, the District may reject all proposals received. Staff recommends that the Governing Board reject all bids and authorize the re-advertisement of the notice to bidders.

**SUBJECT:** Approval of an Out-of-State Conference Attendance Request (CAR) for Graphic Artist Assistant, Emilia Rivera Lopez, to attend the 2017 AIGA Annual Design Conference in Minneapolis, Minnesota October 12 – October 14, 2017

### INTRODUCTION

The American Institute of Graphic Arts (AIGA) is a professional organization for design. Its members practice all forms of communication design, including graphic design, typography, interaction design, branding and identity. The organization's aim is to be the standard bearer for professional ethics and practices for the design profession.

The AIGA Design Conference brings the design community together to experience provocative speakers, local culture, networking receptions, competitions, exhibitions, professional development sessions, and face-to-face roundtables with design heroes. These two-day workshops train professionals lead collaborations and projects. Attendees will gain resources, strategies, and valuable insights to help them guide people effectively through a collaborative design thinking process.

### ANALYSIS

Attendance at the conference will provide the District's Graphic Artist with the opportunity to not only Network with other districts and businesses, but also to gain knowledge on new programs and processes in web design, visual arts and page layout techniques. This will also support the discovery new ideas, create meaningful connections, learn new skills, and experience hands-on learning in workshops. This training is value added to the District as the demand and request for the design and production of graphic artwork for print and electronic presentations is growing significantly and the District seeks to meet these needs internally.

FUNDING SOURCE: General Fund – not to exceed \$3,000

### RECOMMENDATION

It is recommended that the Governing Board approve the Conference Attendance Request for Graphic Artist Assistant, Emilia Rivera Lopez, to attend the 2017 AIGA Annual Design Conference in Minneapolis, Minnesota from October 12, 2017 – October 14, 2017 – at a cost not to exceed \$3,000.

Prepared by: Mr. Richard Lovitt

Reviewed by: Mr. Robert Torres, Chief Technology Officer

Approved by: Ms. Lisa Grant-Dawson, Chief Business Official

SUBJECT: Vendor Warrants Issued for the Month of June 2017

### INTRODUCTION

Submitted, herewith, are payroll and vendor warrants issued during the month of June 2017, which have been incurred using applicable purchasing, account payables, and payroll policies and procedures. These expenses were properly encumbered and aligned with the District's budget.

### ANALYSIS

Board Policy 3300 and Education Code section 17605 require all purchases and expenditures made by the Superintendent and/or designee on behalf of the Governing Board to be reviewed every 60 days. Staff is presenting the disbursement of accounts payable and payroll from all the funds.

<b>VENDOR WARRANTS</b>		
<b>Fund</b>	<b>Fund Description</b>	<b>Amount</b>
01	General Fund	\$6,370,368.98
09	Charter School Fund	127,767.15
11	Adult Education Fund	14,759.41
12	Child Development Fund	4,999.39
13	Cafeteria Fund	394,630.74
14	Deferred Maintenance Fund	56,949.29
21	Building Fund	694,319.29
25	Capital Facilities Fund	24,560.00
40	Reserve Capital Outlay Fund	44,066.25
51	Bond Interest & Redemption Fund	
67	Self Insurance Fund	1,045,414.42
68	Retiree Benefits Fund	
76	Warrant Pass Through Fund	2,559,845.05
<b>TOTAL</b>		<b><u>\$11,337,679.97</u></b>

<b>PAYROLL</b>		<b>Amount</b>
Direct Deposit – Warrants Registered for Electronic Funds		\$13,853,407.08
Warrants		<u>3,110,860.20</u>
<b>TOTAL</b>		<b><u>\$16,964,267.28</u></b>

Funding Source: District Funds

### RECOMMENDATION

It is recommended that the Governing Board review the payroll and vendor warrants issued for the month of June 2017 as presented.

Prepared by: Mr. Willie Gutierrez, Accounting Manager  
 Reviewed by: Ms. Susanne Montoya, Executive Director, Business Services  
 Approved by: Ms. Lisa Grant-Dawson, Chief Business Official

SUBJECT: Purchase Order Board Report for the Month of June 2017

### INTRODUCTION

In accordance with the Fiscal Accountability Plan, Resolution No. 10-16, passed at the December 14, 2010 Board Meeting, submitted herewith is the report of purchase orders issued during the month of June 2017.

### ANALYSIS

In accordance with California Education Code section 17604, the Governing Board must approve and/or ratify all purchase orders of the District. Submitted, herewith, for approval and ratification by the Governing Board are purchase orders issued during the month of June 2017.

The first section of the attached reports lists all current monthly purchase order numbers sequentially within the range issued and gives a status message (PENDING, MODIFIED, or VOID) after those not fully encumbered for a dollar amount. A second section of the reports lists all encumbered purchase orders from prior months reporting sequences.

Funding Source: Adopted funds of the District

### RECOMMENDATION

It is recommended that the Governing Board approve purchase orders for the month of June 2017.

Prepared by: Ivan Costa, Purchasing Manager  
Purchasing Department

Approved by: Lisa Grant-Dawson, Chief Business Official  
Business Services

Subject: Consider Approval and Ratification of Purchase Orders for the Month of JUNE 2017.

### INTRODUCTION

Submitted, herewith, are the purchase orders issued during the month of JUNE 2017.

### ANALYSIS

In accordance with California Education Code section 17604, the Governing Board must approve and/or ratify all purchase orders of the District. Submitted, herewith, for approval and ratification by the Governing Board are purchase orders issued during the month of JUNE 2017.

The first section of this report lists all current monthly purchase order numbers sequentially within the range issued and gives a status message (PENDING, MODIFIED, or VOID) after those not fully encumbered for a dollar amount. A second section of the report lists all encumbered purchase orders from prior months reporting sequences.

Funding Source: Adopted funds of the District

### RECOMMENDATION

It is recommended that the Governing Board approve and ratify purchase orders for the month of JUNE 2017

Prepared by: Susanne Montoya, Executive Director of Business Services

Approved by: Lisa Grant-Dawson, Chief Business Official  
Business Services

Item No. \_\_\_\_\_  
Info. \_\_\_\_\_ Action \_\_\_\_\_  
(C/A) \_\_\_\_\_

# Purchase Order Board Report

## Current Monthly Purchase Orders

PO #	Vendor Name	Amount	Fund	Resource	Cost Center
P729757	GRAFICA DESIGN	2,000.00	General Fund	General Purpose Unrestricted	Superintendent General
P729758	KIDZ PRODUCTION	400.00	General Fund	General Purpose Unrestricted	Community Relations Sponsorships
P729759	ZONAR	593.10	General Fund	LCFF Transportation	LCFF Transportation
P729760	DEPARTMENT OF TOXIC	1,500.00	Reserve Capital Outlay	GenFundCapFacilityProj	Lakeside School Purch
P729761	GENERAL PRODUCE CO.	36,200.00	Cafeteria Fund	Child Nutrition - School Progr	Seamless Sum Feed Lunch
P729762	CONTRACT PAPER GROUP INC.	3,695.10	General Fund	General Purpose Unrestricted	Unrest Bal Sheet/Revenue
P729763	K9STAC	3,000.00	General Fund	LCAP/LCFF	Police Tracking/Accountability
P729764	LEGENDS APPAREL	1,308.00	General Fund	General Purpose Unrestricted	Unrest Bal Sheet/Revenue
P729765	AMAZON.COM	100.72	General Fund	General Purpose Unrestricted	Risk Mgmt, OSHA - Safety
P729766	VERIZON WIRELESS	296.85	General Fund	General Purpose Unrestricted	Custodial-Staff/Supp/Utility
P729767	BARNES & NOBLE INC.	21.53	General Fund	LCAP/LCFF	Police Staff Dev & Training
P729768	TAMMIE GIPSON	140.00	General Fund	General Purpose Unrestricted	Donations, General
P729769	OFFICE DEPOT	474.64	General Fund	General Purpose Unrestricted	Security, General
P729770	RSD TOTAL CONTROL	7,119.51	General Fund	General Purpose Unrestricted	Energy Conservation Fund
P729771	HARD ROCK HOTEL SAN DIEGO	844.95	General Fund	IASA-Title I Basic Grants-Low	Title, Instructional
P729772	SOLID NETWORKS INC.	318.28	General Fund	LCFF Transportation	LCFF Transportation
P729773	SOLID NETWORKS INC.	9,817.00	General Fund	General Purpose Unrestricted	Information Services General

# Purchase Order Board Report

## Current Monthly Purchase Orders

PO #	Vendor Name	Amount	Fund	Resource	Cost Center
P729774	VERIZON WIRELESS	20.48	General Fund	General Purpose Unrestricted	Security, General
P729775	CARDMEMBER SERVICE	424.14	General Fund	LCAP/LCFF	College&CareerActivities
P729776	AVID CENTER	4,204.87	General Fund	IASA-Title I Basic Grants-Low	TitleOneAVID
P729777	VERIZON WIRELESS	88.72	General Fund	General Purpose Unrestricted	Security, General
P729778	PHAM, TOAN	138.82	General Fund	General Purpose Unrestricted	Donations, General
P729779	THE MANCHESTER GRAND HYATT	3,099.36	General Fund	IASA-Title I Basic Grants-Low	TitleI,StaffDevelop
P729780	EL CONCILIO	350.00	General Fund	General Purpose Unrestricted	CommunityRelationsSponsorships
P729781	CARDMEMBER SERVICE	461.96	General Fund	IASA-Title I Basic Grants-Low	TitleI,Instructional
P729782	CARDMEMBER SERVICE	983.88	General Fund	IASA-Title I Basic Grants-Low	TitleI,Instructional
P729783	AVID CENTER	2,280.00	General Fund	IASA-Title I Basic Grants-Low	TitleI,Instructional
P729784	GRANLIBAKKEN CONFERENCE	1,520.00	General Fund	IASA-Title I Basic Grants-Low	TitleI,StaffDevelop
P729785	HORSESHOE SOUTHERN INDIANA	2,500.00	General Fund	General Purpose Unrestricted	IntlBaccalaruateAugmentation
P729786	CARDMEMBER SERVICE	1,145.52	General Fund	LCAP/LCFF	StudentClub/Activities
P729787	SKILLSUSA CALIFORNIA	975.10	General Fund	LCAP/LCFF	StudentClub/Activities
P729788	ZONAR	240.00	General Fund	LCAP/LCFF	StudentClub/Activities
P729789	STORER COACHWAYS	60.00	General Fund	LCFF Transportation	LCFF Transportation
		742.12	General Fund	Mandated Cost PY	MandatedCostOneTimeAlloc



# Purchase Order Board Report

## Current Monthly Purchase Orders

PO #	Vendor Name	Amount	Fund	Resource	Cost Center
P729790	CARDMEMBER SERVICE	1,211.58	Charter Schools Fund	General Purpose Unrestricted	GeneralEd, General
P729791	SYSCO				
P729792	CARDMEMBER SERVICE	42,200.00	Cafeteria Fund	Child Nutrition - School Progr	SeamlessSumFeedLunch
P729793	FOX VALLEY TECHNICAL COLLEGE	282.02	General Fund	Special Education	Spec Ed Admin - Unspecified
P729794	NASSLEO	450.00	General Fund	LCAP/LCFF	Police StaffDev&Training
P729795	PLAYPOWER LT FARMINGTON INC	400.00	General Fund	LCAP/LCFF	Police StaffDev&Training
P729796	PLAYPOWER LT FARMINGTON INC	5,527.11	General Fund	3% Rest Maint SchFacGrntProgrm	GenMaint 3% Restricted Maint
P729797	COMFORT AIR INC.	6,159.11	General Fund	3% Rest Maint SchFacGrntProgrm	GenMaint 3% Restricted Maint
P729798	CARDMEMBER SERVICE	1,319.03	General Fund	3% Rest Maint SchFacGrntProgrm	GenMaint 3% Restricted Maint
P729799	PHILLIPS, HENRY	759.77	General Fund	LCAP/LCFF	Police StaffDev&Training
P729800	CARDMEMBER SERVICE	27.01	General Fund	General Purpose Unrestricted	Donations, General
P729801	SEGALE TRAVEL SERVICE	1,967.76	General Fund	IASA-Title I Basic Grants-Low	TitleI, Instructional
P729802	CARDMEMBER SERVICE	655.92	General Fund	IASA-Title I Basic Grants-Low	TitleI, StaffDevelop
P729803	OVERHEAD DOOR CO.	9,615.06	General Fund	LCAP/LCFF	College&CareerActivities
P729804	3C ENGINEERING	4,875.50	General Fund	LCAP/LCFF	College&CareerActivities
P729805	SAN JOAQUIN COUNTY OFFICE OF	5,500.00	General Fund	3% Rest Maint SchFacGrntProgrm	GenMaint 3% Restricted Maint
		9,720.00	Building Fund	Other Local Categorical Prgrms	MeasE MontezumaPortables
		100.00	General Fund	General Purpose Unrestricted	Donations, General

# Purchase Order Board Report Current Monthly Purchase Orders

JUNE 2017

PO #	Vendor Name	Amount	Fund	Resource	Cost Center
P729806	BHARDWAJ, SAM	134.05	General Fund	LCAP/LCFF	Police Tracking/Accountability
P729807	CHICAGO TITLE COMPANY				
P729808	FOLLETT SCHOOL SOLUTIONS INC.	25,000.00	Reserve Capital Outlay	GenFundCapFacilityProj	Wilson Way Land Purch
P729809	SEGALE TRAVEL SERVICE	5,122.89	General Fund	IASA-Title I Basic Grants-Low	Title I, Instructional
P729810	MYAVID.ORG	2,120.80	General Fund	IASA-Title I Basic Grants-Low	Title I, Instructional
P729811	DELTA CHARTER SERVICE	2,120.80	General Fund	IASA-Title I Basic Grants-Low	Title I, Instructional
P729812	DELTA CHARTER SERVICE	1,093.27	General Fund	IASA-Title I Basic Grants-Low	Title One AVID
P729813	SURTEC SYSTEM	1,323.00	General Fund	IASA-Title I Basic Grants-Low	Title I, Instructional
P729814	CDW GOVERNMENT	798.00	General Fund	IASA-Title I Basic Grants-Low	Title One AVID
P729815	DELTA CHARTER SERVICE	4,115.84	General Fund	General Purpose Unrestricted	Unrest Bal Sheet/Revenue
P729816	CRYSTAL CREAMERY	317.86	General Fund	General Purpose Unrestricted	Personnel, Reasonable Accm
P729817	OJO TECHNOLOGY	5,733.00	General Fund	IASA-Title I Basic Grants-Low	Title I, Instructional
P729818	TRIMARK ECONOMY RESTAURANT FIXTURES	21,300.00	Cafeteria Fund	Child Nutrition - School Progr	Seamless Sum Feed Lunch
P729819	CARDMEMBER SERVICE	1,177.26	General Fund	3% Rest Maint Sch Fac Grnt Progrm	Gen Maint 3% Restricted Maint
P729820	SACRAMENTO SHERIFF'S DEPT.	963.56	Cafeteria Fund	Child Nutrition - School Progr	Food Services, General
P729821	AP EXAMS	1,164.75	General Fund	VocEd&App/TechSecondary/IC13 Perkins Res/Comm Construction	
		139.00	General Fund	LCAP/LCFF	Police Staff Dev& Training
		38,645.00	General Fund	General Purpose Unrestricted	Adv Placement Test Fee Prog AB2216

## Purchase Order Board Report Current Monthly Purchase Orders

PO #	Vendor Name	Amount	Fund	Resource	Cost Center
P729822	COUNTRY CATERING	2,853.08	General Fund	General Purpose Unrestricted	Custodial-Staff/Supp/Utility
P729823	SDSU RESEARCH FOUNDATION				
P729824	KEITH'S TROPHY SUPPLY	4,250.00	General Fund	CareerTechEdIncentGrnt	CareerTechEdIncentGrnt
P729825	CARDMEMBER SERVICE	691.26	General Fund	General Purpose Unrestricted	Custodial-Staff/Supp/Utility
P729826	PEPPER TREE INN	354.96	General Fund	CareerTechEdIncentGrnt	CareerTechEdIncentGrnt
P729827	SEGALE TRAVEL SERVICE	803.00	General Fund	General Purpose Unrestricted	IntlBaccalaruteateAugmentation
P729828	PERSONALITEEZ INC.	2,477.20	General Fund	LCAP/LCFF	Police StaffDev& Training
P729829	CARDMEMBER SERVICE	190.75	General Fund	Mandated Cost PY	MandatedCostOneTimeAlloc
P729830	CARDMEMBER SERVICE	566.64	General Fund	LCAP/LCFF	Police StaffDev& Training
P729831	SOLUTION TREE	444.00	General Fund	General Purpose Unrestricted	Donations, General
P729832	UNIVERSITY OF THE PACIFIC	13,000.00	General Fund	IASA-Title I Basic Grants-Low	TitleI,StaffDevelop
P729833	EDUCATIONAL TESTING SERVICE	75,000.00	General Fund	IASA-Title I Basic Grants-Low	TitleISummerAcad/Math
P729834	ACE INDUSTRIAL SUPPLY INC.	5,060.00	General Fund	General Purpose Unrestricted	CaAssesStdtdPerfProgCAASPP
P729835	QUALITY SOUND	726.64	General Fund	3% Rest Maint SchFacGrntProgrm	GenMaint 3% Restricted Maint
P729836	CLIMATECH	44,850.00	General Fund	3% Rest Maint SchFacGrntProgrm	GenMaint 3% Restricted Maint
P729837	SOLID NETWORKS INC.	23,030.00	General Fund	General Purpose Unrestricted	EnergyConservationFund
P729838	BEST BUY GOV/ED LLC	2,828.00	General Fund	General Purpose Unrestricted	InformationServicesGeneral
		878.84	General Fund	General Purpose Unrestricted	BusinessServicesOneTime

### Purchase Order Board Report Current Monthly Purchase Orders

PO #	Vendor Name	Amount	Fund	Resource	Cost Center
P729839	OJO TECHNOLOGY	190,877.17	General Fund	LCAP/LCFF	Campus Safety
P729840	HEWLETT PACKARD				
P729841	BEARCOM	1,006.18	General Fund	General Purpose Unrestricted	Business Services One Time
P729842	SEGALE TRAVEL SERVICE	12,146.69	General Fund	3% Rest Maint SchFacGrntProgrm	GenMaint 3% Restricted Maint
P729843	OLIVAGRAFIX	3,230.40	General Fund	LCFF Educ Disadv Youth	LCFF Educ Disadv Youth
P729844	SOUTHWEST INTERIORS INC.	6,075.00	General Fund	Other Local Categorical Prgrms	President Comm Art & Hum
P729845	COMFORT AIR INC.	2,888.50	General Fund	3% Rest Maint SchFacGrntProgrm	GenMaint 3% Restricted Maint
P729846	NATIONAL NOTARY ASSOCIATION	2,035.00	General Fund	General Purpose Unrestricted	Energy Conservation Fund
P729847	SOLID NETWORKS INC.	110.00	General Fund	General Purpose Unrestricted	Business Services General
P729848	BILL'S MOWER AND SAW	437.00	General Fund	General Purpose Unrestricted	Energy Conservation Fund
P729849	SKILLUSA CALIFORNIA	25,029.28	General Fund	General Purpose Unrestricted	Grounds One Time Equipment
P729850	CARDMEMBER SERVICE	720.00	General Fund	LCAP/LCFF	College & Career Activities
P729851	GOLDEN STATE IRRIGATION SERVICE	669.30	General Fund	LCAP/LCFF	Police Staff Dev & Training
P729852	BPS TACTICAL INC.	112.00	General Fund	3% Rest Maint SchFacGrntProgrm	GenMaint 3% Restricted Maint
P729853	SEGALE TRAVEL SERVICE	135.00 12,665.80	General Fund General Fund	General Purpose Unrestricted LCAP/LCFF	Security, General Police Equipment
P729854	AP EXAMS	4,120.74	General Fund	LCAP/LCFF	College & Career Activities
		5,920.00	General Fund	General Purpose Unrestricted	Adv Placement Test Fee Prog AB2216

# Purchase Order Board Report

## Current Monthly Purchase Orders

PO #	Vendor Name	Amount	Fund	Resource	Cost Center
P729855	THE RECORD	700.00	Deferred Maintenance Fund	General Purpose Unrestricted	DefMaint,Paving
P729856	CHAMPION INDUSTRIAL CONTRACTS	9,300.00	General Fund	3% Rest Maint SchFacGrntProgrm	GenMaint 3% Restricted Maint
P729857	LODI UNIFIED SCHOOL DISTRICT	500.00	Cafeteria Fund	Child Nutrition - School Progr	FoodServices, General
P729858	PACIFIC	377.00	General Fund	3% Rest Maint SchFacGrntProgrm	GenMaint-WorkOrders 3%RestMain
P729859	COMMUNITY ARCHITECTURE INC.	15,246.00	General Fund	CareerTechEdIncentGrnt	CareerTechEdIncentGrnt
P729860	MC FADDEN CONSTRUCTION	737,269.50	Deferred Maintenance Fund	General Purpose Unrestricted	DefMaint,Paving
P729861	NEOPOST USA INC.	13,003.70	General Fund	General Purpose Unrestricted	BusinessServicesMailService
P729862	CARDMEMBER SERVICE	558.97	General Fund	IASA-Title I Basic Grants-Low	TitleI,StaffDevelop
P729863	CARDMEMBER SERVICE	605.95	General Fund	TitleIIPartA-ImprvTchrQuality	TitleII-ProfL LearningCtrs
P729864	CARDMEMBER SERVICE	1,683.66	General Fund	LCAP/LCFF	Police StaffDev&Training
P729865	SACRAMENTO REGIONAL PUBLIC	546.00	General Fund	LCAP/LCFF	Police StaffDev&Training
P729866	OLIVAGRAFIX	450.00	General Fund	Other Local Categorical Prgrms	PresidentCommArt&Hum
P729867	M&W DUTCH AMERICAN BAKERY INC	493.00	General Fund	Special Education	Spec Ed Admin - Unspecified
P729868	STANISLAUS COUNTY	640.00	Adult Education Fund	AdultEdBlockGrant	AdultEdBlockGrant
P729869	IFG-STOCKTON MANAGEMENT L.P.	9,456.88	General Fund	General Purpose Unrestricted	GeneralEd,Graduation9-12
P729870	SAN JOAQUIN COUNTY	300.00	General Fund	General Purpose Unrestricted	Pentathlon
P729871	THE JOHN F KENNEDY CENTER	3,058.16	General Fund	IASA-Title I Basic Grants-Low	TitleI,Instructional
		3,315.68	General Fund	IASA-Title I Basic Grants-Low	TitleI,StaffDevelop

# Purchase Order Board Report

## Current Monthly Purchase Orders

JUNE 2017

PO #	Vendor Name	Amount	Fund	Resource	Cost Center
P729872	GAFCON	5,000.00	Deferred Maintenance Fund	General Purpose Unrestricted	DefMaint,Paving
P729873	L A STEELCRAFT PRODUCTS	4,339.45	Building Fund	General Purpose Unrestricted	MeasureC-Bond-RooseveltMod
P729874	JACOBY CENTER	50,000.00	General Fund	IASA-Title I Basic Grants-Low	TitleI,HomelessChildren
P729875	NWEA	1,020.00	General Fund	LCFF Educ Disadv Youth	LCFF Educ Disadv Youth
P729876	RAY MORGAN CO.	7,447.97	Child Development Fund	CalifStatePreschoolProgram	CalifStatePreschoolProgramGen
P729877	THE RECORD	1,423.50	General Fund	General Purpose Unrestricted	Personnel,General
P729878	VERIZON WIRELESS	16.34	Cafeteria Fund	Child Nutrition - School Progr	FoodServices,General
P729879	JONES & MAYER	116.00	General Fund	General Purpose Unrestricted	PoliceLegalServices
P729880	GREAT VALLEY MUSEUM OF	625.00	General Fund	Mandated Cost PY	MandatedCostOneTimeAlloc
P729881	NATIONAL GEOGRAPHIC/CENGAGE	3,889.60	General Fund	Lottery/InstructionalMaterials	GenEd,Lottery
P729882	THE RECORD	127.68	General Fund	General Purpose Unrestricted	BusinessServicesGeneral
P729883	CARDMEMBER SERVICE	96.00	General Fund	General Purpose Unrestricted	InformationServicesGeneral
P729884	JUMPER MADNESS	330.00	General Fund	Mandated Cost PY	MandatedCostOneTimeAlloc
P729885	CARDMEMBER SERVICE	3,256.20	General Fund	LCAP/LCFF	Police StaffDev&Training
P729886	COLLEGE BOARD	8,886.00	General Fund	General Purpose Unrestricted	AdvPlacementTestFeeProgAB2216
P729887	SAN JOAQUIN DELTA COMMUNITY	62,974.98	General Fund	General Purpose Unrestricted	SJ Delta Courses
P729888	SAN JOAQUIN DELTA COLLEGE	13,994.44	General Fund	General Purpose Unrestricted	SJ Delta Courses

# Purchase Order Board Report

## Current Monthly Purchase Orders

JUNE 2017

PO #	Vendor Name	Amount	Fund	Resource	Cost Center
P729889	SEGALE TRAVEL SERVICE	539.96	General Fund	VocEd&App/TechSecondaryIIC13PerkinsSoftwareDevelp	
P729890	TIME MASTERS				
P729891	ACOM SOLUTIONS INC.	27.31	General Fund	General Purpose Unrestricted	Accounting General
P729892	VERIZON WIRELESS	2,526.00	General Fund	General Purpose Unrestricted	Accounting General
P729893	TROXELL COMMUNICATIONS INC.	140.59	Cafeteria Fund	Child Nutrition - School Progr	Food Services, General
P729894	B & H PHOTO VIDEO	1,238.24	Self Insurance Fund	General Purpose Unrestricted	RiskMgtInsClms_Reimb
P729895	CARDMEMBER SERVICE	106.82	Self Insurance Fund	General Purpose Unrestricted	RiskMgtInsClms_Reimb
P729896	KELLY'S ANGELS FOUNDATION	0.15 0.09	General Fund General Fund	IASA-Title I Basic Grants-Low IASA-Title I Basic Grants-Low	TitleI, Instructional TitleI, Staff Develop
P729897	CAMPBELL KELLER	6,500.00	General Fund	General Purpose Unrestricted	Community Rec
P729898	RSD TOTAL CONTROL	9,932.04	General Fund	LCAP/LCFF	GenEd_K-3 ClassSizeRedStaffAdj
P729899	RSD TOTAL CONTROL	3,608.71	General Fund	3% Rest Maint SchFacGrntProgram	GenMaint 3% Restricted Maint
P729900	CITY OF SACRAMENTO	8,370.30	General Fund	3% Rest Maint SchFacGrntProgram	GenMaint 3% Restricted Maint
P729901	SAN JOSE STATE	160.00	General Fund	LCAP/LCFF	Police StaffDev& Training
P729902	CASTILLO, OLIVIA	3,280.00	General Fund	LCAP/LCFF	College&CareerActivities
P729903	RIVERSIDE TECHNOLOGIES INC.	387.16	General Fund	Mandated Cost PY	MandatedCostOneTimeAlloc
P729904	A TONER WAREHOUSE	5,973.20	General Fund	General Purpose Unrestricted	InfoSrvs,BiTech Financial Syst
		281.22	General Fund	General Purpose Unrestricted	CurriculumDevelopmentGeneral

# Purchase Order Board Report

## Current Monthly Purchase Orders

PO #	Vendor Name	Amount	Fund	Resource	Cost Center
P729905	OFFICE DEPOT	77.92	General Fund	LCAP/LCFF	Police Tracking/Accountability
P729906	OFFICE DEPOT	72.58	General Fund	3% Rest Maint SchFacGrntProgrm	GenMaint 3% Restricted Maint
P729907	RSD	31,610.00	General Fund	General Purpose Unrestricted	Unrest Bal Sheet/Revenue
P729908	SAN JOSE STATE	1,260.00	General Fund	LCAP/LCFF	Student Club/Activities
P729909	ACADEMIC SUPERSTORE	88.29	General Fund	3% Rest Maint SchFacGrntProgrm	GenMaint 3% Restricted Maint
P729910	SALEM ENGINEERING GROUP INC	8,977.00	Deferred Maintenance Fund	General Purpose Unrestricted	DefMaint, Paving
P729911	QUALITY SOUND	13,225.00	General Fund	3% Rest Maint SchFacGrntProgrm	GenMaint 3% Restricted Maint
P729912	CARDMEMBER SERVICE	1,295.00	General Fund	General Purpose Unrestricted	Superintendent General
P729913	AXON ENTERPRISE INC.	205.33	General Fund	General Purpose Unrestricted	Security, General
P729914	TROXELL COMMUNICATIONS INC.	5,214.56	General Fund	General Purpose Unrestricted	Public Safety Academy
P729915	DEPARTMENT OF SOCIAL SERVICES	25.00	Child Development Fund	CalifStatePreschoolProgram	CalifStatePreschoolProgramGen
P729916	CITY OF STOCKTON	50.00	Child Development Fund	CalifStatePreschoolProgram	CalifStatePreschoolProgramGen
P729917	ROBERTO A. RADRIGAN	2,978.30	General Fund	General Purpose Unrestricted	Community Relations Sponsorships
P729918	CHABOT-LAS POSITAS COMMUNITY	50.00	General Fund	General Purpose Unrestricted	School Administration General
P729919	ROBERTO A. RADRIGAN	3,243.50	General Fund	General Purpose Unrestricted	Community Relations General
P729920	VERIZON WIRELESS	82.19	General Fund	General Purpose Unrestricted	Custodial-Staff/Supp/Utility
P729921	ADI	9,543.00	General Fund	General Purpose Unrestricted	Unrest Bal Sheet/Revenue



# Purchase Order Board Report

## Current Monthly Purchase Orders

PO #	Vendor Name	Amount	Fund	Resource	Cost Center
P729922	CHROM, SALIM	115.09	General Fund	LCAP/LCFF	Police Equipment
P729923	CARDMEMBER SERVICE	257.64	General Fund	LCAP/LCFF	Police StaffDev&Training
P729924	B & H PHOTO VIDEO	227.90	General Fund	General Purpose Unrestricted	Personnel, General
P729925	AMAZON.COM	663.44	General Fund	LCAP/LCFF	Police Tracking/Accountability
P729926	CARDMEMBER SERVICE	1,368.90	General Fund	LCFF Educ Disadv Youth	LCFF Educ Disadv Youth
P729927	PUNAO, LILY	168.00	Charter Schools Fund	General Purpose Unrestricted	General Ed, General
P729928	IBNA	2,391.00	General Fund	General Purpose Unrestricted	GenEd IB - Testing Fees
P729929	PSAT/NMSQT	292.00	General Fund	General Purpose Unrestricted	General Ed, General
P729930	CARDMEMBER SERVICE	495.00	General Fund	General Purpose Unrestricted	PSAT Fees
P729931	ALL STEEL FENCE INC.	120.00	General Fund	Partnership Academics Program	Partnership Academy
P729932	CARDMEMBER SERVICE	460.98	General Fund	General Purpose Unrestricted	Donations, General
P729933	WALLACE-KUHL & ASSOCIATES	27,418.75	Building Fund	General Purpose Unrestricted	Measure C-Bond-RooseveltMod
P729934	ORBACH HUFF SUAREZ & HENDERSON	675.20	General Fund	LCAP/LCFF	Police StaffDev&Training
P729935	FASTENAL COMPANY	255.00	Deferred Maintenance Fund	General Purpose Unrestricted	DefMaint, HVAC-23
P729936	ORBACH HUFF SUAREZ & HENDERSON	5,184.43	Building Fund	Other Local Categorical Prgrms	MeasE Edison Classroom Bldg B
P729937	ORBACH HUFF SUAREZ & HENDERSON	153.00	General Fund	General Purpose Unrestricted	New ConstructionGeneral
P729938	ORBACH HUFF SUAREZ & HENDERSON	2,941.91	General Fund	General Purpose Unrestricted	Purchasing/WarehouseGeneral
P729939	ORBACH HUFF SUAREZ & HENDERSON	3,085.50	Building Fund	Other Local Categorical Prgrms	MeasE Edison Classroom Bldg B

# Purchase Order Board Report

## Current Monthly Purchase Orders

PO #	Vendor Name	Amount	Fund	Resource	Cost Center
P729937	ACCESS INGENUITY	1,487.40	General Fund	Special Education	SpecialEd,LowIncidence
P729938	SECRETARY OF STATE	26.00	General Fund	General Purpose Unrestricted	BusinessServicesGeneral
P729939	AMAZON.COM	904.68	General Fund	LCFF Educ Disadv Youth	LCFF Educ Disadv Youth
P729940	SUPPLY WORKS	1,691.21	Self Insurance Fund	General Purpose Unrestricted	RiskMgtInsClms,Reimb
P729941	KEENAN & ASSOCIATES	15,828.74	Self Insurance Fund	General Purpose Unrestricted	RiskMgt-WrksCompTPA
P729942	KOSIER, ANDREA	7.49	General Fund	LCFF Educ Disadv Youth	LCFF Educ Disadv Youth
P729943	GOLDEN, NICHOLAS	38.87	General Fund	LCFF Educ Disadv Youth	LCFF Educ Disadv Youth
P729944	RIOS, MARY LOU	78.32	General Fund	IASA-Title I Basic Grants-Low	TitleI,ParentEduc
P729945	RIVERSIDE TECHNOLOGIES INC.	56,939.04	General Fund	General Purpose Unrestricted	PublicSafetyAcademy
P729946	TIWANA & SONS INC.	1,925.00	General Fund	Special Education	Spec Ed Admin - Unspecified
P729947	CALIFORNIA SCHOOL BOARDS ASSN.	20.00	General Fund	General Purpose Unrestricted	SuperintendentGeneral
P729948	CORDICO PSYCHOLOGICAL CORPORATION	400.00	General Fund	General Purpose Unrestricted	Security, General
P729949	DIAS, PATRICIA	168.00	Charter Schools Fund	General Purpose Unrestricted	GeneralEd,General
P729950	WARFORD,DANA	217.38	General Fund	General Purpose Unrestricted	Donations,General
P729951	FORSBERG, DESIREE	240.00	General Fund	LCFF Educ Disadv Youth	LCFF Educ Disadv Youth
P729952	WRIGHT, DANIEL	260.00	General Fund	General Purpose Unrestricted	Donations,General
P729953	WRIGHT, DANIEL	150.00	General Fund	Other Local Categorical Prgrms	PG&E EnhancedRoboticsExpInit

# Purchase Order Board Report Current Monthly Purchase Orders

JUNE 2017

PO #	Vendor Name	Amount	Fund	Resource	Cost Center
P729954	NATIONAL NOTARY ASSOCIATION	98.00	General Fund	General Purpose Unrestricted	BusinessServicesGeneral
P729955	NELSON, KARIE				
P729956	OVERHEAD DOOR CO.	168.00	Charter Schools Fund	General Purpose Unrestricted	GeneralEd,General
P729957	AXON ENTERPRISE INC.	730.00	General Fund	LCFF Transportation	LCFF Transportation
P729958	SAN JOAQUIN COUNTY OFFICE OF	1,319.56	General Fund	Other Local Categorical Prgrms	MantecaUSDSecuritySvcs
P729959	PROFESSIONAL TUTORS OF AMERICA	600.00	General Fund	General Purpose Unrestricted	GeneralEd, Graduation9-12
P729960	AZZ EDUCATIONAL CONSULTANTS	0.00	General Fund	Special Education	SpEd SpecLearnDis NonSevere
P729961	AXON ENTERPRISE INC.	9,000.00	General Fund	IASA-Title I Basic Grants-Low	TitleI,Instructional
P729962	PSAT/NMSQT	1,435.29	General Fund	Other Local Categorical Prgrms	LocalProj,RTD Police Services
P729963	SAN JOAQUIN COUNTY RECORDER	192.00	General Fund	Other State	CalifAcadPartPrgrm
P729964	SAN JOAQUIN COUNTY RECORDER	50.00	General Fund	SJCOE Head Start	SJCOE Head Start
P729965	SAN JOAQUIN COUNTY RECORDER	50.00	General Fund	SJCOE Head Start	SJCOE Head Start
P729966	JUNIOR LIBRARY GUILD	50.00	General Fund	SJCOE Head Start	SJCOE Head Start
P729967	CHAVEZ, ESTHER	1,253.21	General Fund	IASA-Title I Basic Grants-Low	TitleI,Instructional
P729968	BIG W SALES	209.04	General Fund	LCFF Transportation	LCFF Transportation
P729969	LOWE'S	9,638.33	General Fund	General Purpose Unrestricted	GroundsOneTimeEquipment
P729970	VERIZON WIRELESS	8,089.74	General Fund	General Purpose Unrestricted	GroundsOneTimeEquipment
		198.77	General Fund	3% Rest Maint SchlFacGmtPrgrm	GenMaint 3% Restricted Maint

# Purchase Order Board Report

## Current Monthly Purchase Orders

JUNE 2017

PO #	Vendor Name	Amount	Fund	Resource	Cost Center
P729971	DIVISION OF THE STATE ARCHITECT	170.00	General Fund	General Purpose Unrestricted	Site Marquees
P729972	SMG	1,288.75	General Fund	General Purpose Unrestricted	GeneralEd, Graduation9-12
P729973	SAN JOAQUIN DELTA COLLEGE	170,265.69	Charter Schools Fund	General Purpose Unrestricted	SJ Delta Courses
P729974	CARDMEMBER SERVICE	263.37	General Fund	General Purpose Unrestricted	IntlBaccalaruteateAugmentation
P729975	CARDMEMBER SERVICE	522.36	General Fund	VocEd&App/TechSecondary/IC13PerkinsSoftwareDevelp	
P729976	VALLE-SANDOVAL, MARIA	65.00	General Fund	LCFF Transportation	LCFF Transportation
P729977	OVERHEAD DOOR CO.	450.00	General Fund	LCFF Transportation	LCFF Transportation
P729978	SEATS & STATIONS	11,268.33	General Fund	LCAP/LCFF	GenEd,K-3 ClassSizeRedStaffAdj
P729979	KSL ENVIRONMENTAL LABORATORY	3,500.00	Deferred Maintenance Fund	General Purpose Unrestricted	DefMaint,Roofing-23
P729980	EMS SAFETY SERVICES INC.	2,625.00	General Fund	State Lottery Unrestricted	Health, General
P729981	VINCE LARSEN PAINTING SERVICE	4,200.00	General Fund	General Purpose Unrestricted	Athletics, General
P729982	STOCKTON AUTO GLASS	220.26	Self Insurance Fund	General Purpose Unrestricted	RiskMgtInsClms,Reimb
P729983	BARRY, MICHELLE	495.00	General Fund	IASA-Title I Basic Grants-Low	TitleI, Instructional
P729984	B & R ENTERPRISES	11,625.00	General Fund	General Purpose Unrestricted	EnergyConservationFund
P729985	ARROW DRILLERS INC.	370,250.00	General Fund	General Purpose Unrestricted	Site Marquees
P729986	STEWART SIGNS	87,672.55	General Fund	General Purpose Unrestricted	Site Marquees
P729987	MIDSTATE AUTOMOTIVE EQUIPMENT	32,896.63	General Fund	CareerTechEdIncentGrnt	CareerTechEdIncentGrnt

# Purchase Order Board Report Current Monthly Purchase Orders

JUNE 2017

PO #	Vendor Name	Amount	Fund	Resource	Cost Center
P729989	BASECAMP ENVIRONMENTAL INC.	10,760.00	Reserve Capital Outlay	GenFundCapFacilityProj	LakesideSchoolPurch
P729990	RO-SHAM-BO FUNDRAISING INC.	350.00	General Fund	General Purpose Unrestricted	Donations, General
P729991	STORER TRANSPORTATION	2,745.99	General Fund	IASA-Title I Basic Grants-Low	TitleOneAVID
P729992	CHILDREN'S MUSEUM OF STOCKTON	250.00	General Fund	LCFF Educ Disadv Youth	LCFF Educ Disadv Youth
P729993	EXCEL INTERPRETING LLC	5,000.00	General Fund	Special Education	Spec Ed Admin - Unspecified
P729994	SUSAN BROOKS	20,000.00	Cafeteria Fund	Child Nutrition - School Progr	FoodServices, General
P729995	PROFESSIONAL TUTORS OF AMERICA	3,000.00	General Fund	Special Education	SpEd SpecLearnDis NonSevere
Total District:		3,856,741.35			

## 10.0 Public Employee /Open Session